

SA-HALI SECONDARY SCHOOL

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SD #73 (Kamloops-Thompson)

School Improvement Plan

School Mission Statement

Sa-Hali Secondary School is committed to providing a safe, caring, inclusive environment that promotes students' intellectual, physical and social development. Our school community encourages its members to be lifelong learners who are engaged and empowered citizens in our changing local and global communities.

School Goal For 2015-2018

To develop creative, collaborative, and resilient (CCR) students through a process that makes our learning visible.

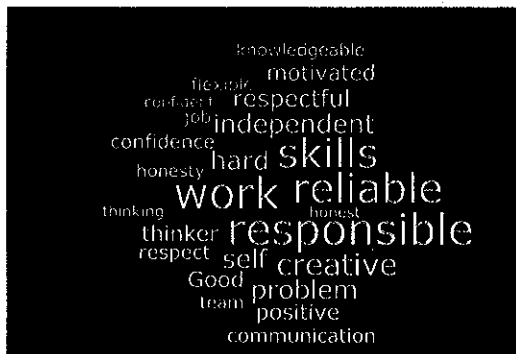


Are we preparing students for life beyond Sa-Hali Secondary School?

At the Professional Development Day in September of 2013, our staff created a visual representation of our Sa-Hali "Attributes of a Graduate" through a brainstorm of ideas based on four co-created questions, which were:

- What do we believe employers want from our graduates?
- What do we believe society wants from our graduates?
- What do we believe post-secondary schools want from our graduates?
- What kinds of attributes and personal empowerment do we want them to have?

The co-developed result was a life-sized picture of a student with body parts that represented each of the questions that were asked. Named after one of our staff members who 'modeled' for it, 'Big Justin' became a touchstone for our staff.

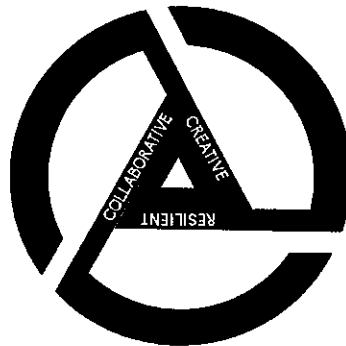


There were dozens and dozens of great attributes that were put forth as a result of this exercise. However, we realized that we needed more than the educators involved in this process, we needed our community! As a result, we asked the same questions of our parents, and graphically represented their responses.

With staff and community input, the school then sought feedback from a focus group of ex-graduates. Much like the staff and parent groups, the ex-grads felt like they were able to do the tasks and understand the content that they were given through grades 8-12, however, they felt they would have benefited from learning skills that would better prepare them for the future. As the themes brought forth from the staff, parents and students were incredibly similar, the staff felt comfortable beginning a process of thematic analysis, collecting of similar terms, and distillation to a final set of Sa-Hali "Attributes of a Graduate". After a lengthy, co-created and collaboratively executed process, three attributes stood out as characteristics that our school community wanted for our graduates.

Sa-Hali students need to demonstrate that they are:

Creative - Collaborative - Resilient (CCR)



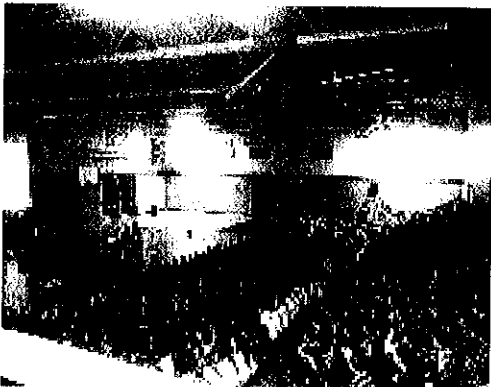
Our Theory of Action - Why Are We Doing This?

If students are concurrently taught and given tasks that require them to demonstrate that they are creative, collaborative, and resilient, they will successfully demonstrate the outcomes of their courses at Sa-Hali through these tasks, through presentations of learning, on provincial standardized tests, and through their through effort grades. Furthermore, they will be able to apply the skills of being collaborative, creative and resilient to their studies, job site, or endeavors beyond Sa-Hali Secondary.

Developing Our Plan: "Heads, Hands, and Hearts"

In order to ensure we were going in the right direction, we felt we needed to involve our current students in the process of plan development. While many of our students will have thought about the future, they might not have considered some of the skills that the 21st century is going to require of them once they leave the K-12 system. As a result, our staff asked the question:

"How do we get our attributes into the heads, hands, and hearts of our students?"



We realized that to do this effectively for students, we needed students to help us determine a 'student-friendly' way to help students understand the current and future landscape of the 21st century, and to be able to understand the attributes themselves, and to give them 'voice and choice' as to where we were going to get started. Using a 'tuning protocol' from our partnership that we are developing with High Tech High from San Diego, we worked with our students to co-create an interactive assembly to 'kick-off' the development of our attributes, as well as a follow-up activity where students could help us determine which of our attributes we wanted to get started on 'right away'. And as a result of our kick-off assembly,

student input and a staff survey, we determined that we needed to get started on developing academic resilience as soon as possible (see infographic below).

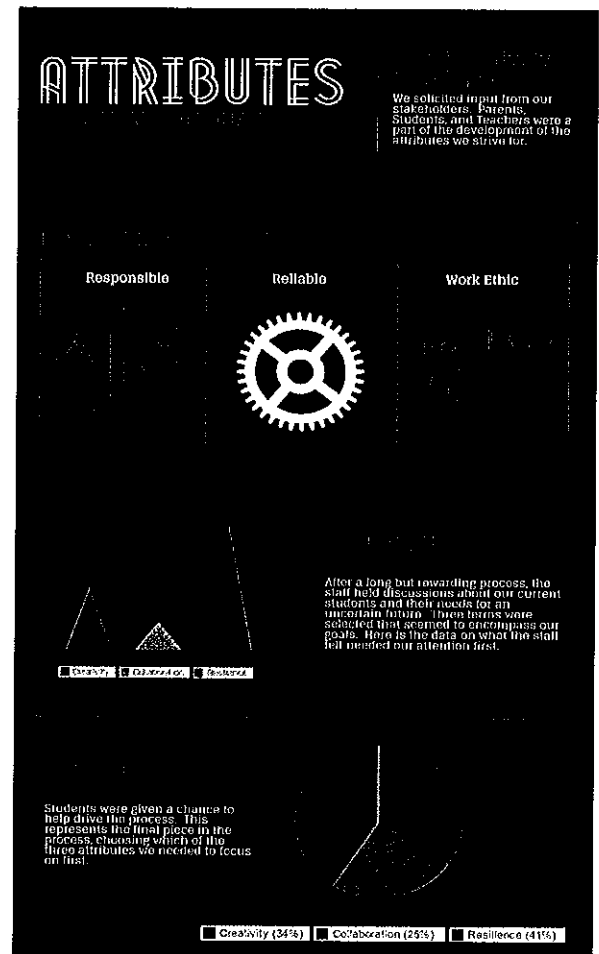
However, as each of our attributes is important and needs concurrent development, each department has developed a plan based in developing creativity, collaboration, and resilience in our students (see the attached appendix).

What is our evidence and how will we gather it?

In each of our classrooms, there are students demonstrating creativity, collaboration, and resilience. In each of our departments, teachers are designing assignments and lessons that both teach and require students to demonstrate these important attributes. However, the question that we continuously need to ask is "What is our evidence?". While still an important piece of data, government examinations in Grades 10, 11, and 12 are only a small piece of the overall assessment of our progress and success, especially when it comes to developing skills for the future. Each of our departments has worked on developing different indicators of students demonstrating these skills (see Appendix-Departmental Plans-As A Department What We Will See). Highlights of these include:

- an increase in the frequency of teachers and students using rubrics to purposefully teach/evaluate creativity, collaboration, and resilience
- an increase in the frequency of use of peer project tuning (by both students and teachers) to create engaging and effective projects and products
- an increase in the frequency of students using peer editing to iterate and make improved products
- an increase in the number of students who have successfully utilized our academic intervention program to complete a course
- an increase in the number of First Nations students who have successfully utilized our academic intervention program to complete a course
- an increase in the frequency of hands on, project-based learning (PBL) units/courses by each of the different departments
- an increase in the frequency of successful Presentations of Learning (POLs) by students in each department.

In order to demonstrate that we are making a difference for student learning, we need to gather both tangible products (such as the rubrics, project tuning protocols, PBL units, POLs mentioned above), and observable evidence. Over the next few months, the school community will be developing tools that will allow us to measure our progress in each of these areas. At Sa-Hali, we also use Instructional Rounds to help us determine whether the practices that we design make a difference to student learning. In February of 2015, we had a large team of educators come to provide specific, formative, non-evaluative feedback and suggestions for future learning around academic resilience. A number of the departments used suggestions from the Rounds observers to help design their 'next level of work' (see appendix). Therefore, in addition to the indicators above, we would also expect that when we have Rounds observers into the school, the observers would see



- **an increase in the number of classes and students doing tasks that require them to demonstrate creativity, collaboration and resilience consistently, from classroom to classroom.**

As we are moving in a new direction with this plan, much of the first few months will be dedicated to developing data collection tools and establishing baseline statistics that will measure our progress toward our goal and guide us going forward with CCR. These will be used in concert with effort marks, class success rates, achievement data from provincial standardized tests, and graduation rates. Another piece of data that we would like to consider is the rate of completion of post secondary studies by our graduates. While we are not certain of how to most effectively collect this data at this point, we will be investigating this measure of academic resilience in the future. Our achievement data can be found in the Appendix, along with the ideas for data collection tools for the pieces in the "As A Department What We Will See".

The next three years promise to be exciting as we endeavour to purposefully develop creative, collaborative and resilient learners at Sa-Hali Secondary!

APPENDIX:

Departmental Plans

Departmental Planning For CCR: 2015-2018

We have determined that creativity, collaboration and resilience are skills that are essential to the success of our students beyond Sa-Hali Secondary. As a whole school, we will be planning to have school-wide supports and initiatives to help our students and staff develop these skills. However, we know that CCR may look different in each classroom and each department across the school. Please find below our departmental plans for CCR over the next three years.

SA-HALI DEPARTMENTS

- ENGLISH
- LANGUAGES
 - MATH
 - PE
- PRACTICAL ARTS
 - SCIENCE
 - SOCIALS
- STUDENT SERVICES

Planning for CCR- ENGLISH Department:

	Year One (2015-16)	Year Two (2016-17)	Year Three (2017-18)
While the school will...	<ul style="list-style-type: none"> • Create a set of common definitions, language and indicators for resilience, collaboration and creativity • Determine initial <u>control level</u> with teaching CCR • Get CCR into the heads, hearts and hands of our students • Determine baseline data for resilience using IR 	<p>Each student in our school will have learned, be capable of demonstrating, and be required to show aspects of creativity, collaboration and resilience in each class at Sa-Hall Secondary.</p>	
Our Department will...	<p>We will design and implement:</p> <ul style="list-style-type: none"> • A department wide peer editing structure/handout. • Department wide creative project requirements. • Work with another department to create a cross-curricular assignment for Grades 8 & 9. 	<p>We will design and implement:</p> <ul style="list-style-type: none"> • Fine-tune year one projects • Refine department wide peer-editing structure. • Refine cross-curricular assignment for Grades 8 & 9 and move into Grade 10. 	<p>We will design and implement:</p> <ul style="list-style-type: none"> • Fine-tune year two projects • Refine cross-curricular assignment for Grades 8, 9, 10 and move into Grade 11/12.
As a result, our Department will see...	<p>In our classes, students will be (saying/doing/writing):</p> <ul style="list-style-type: none"> • Peer editing in class each other's work. • Reading various literary genres with respect to CCR • Showing exemplars in student writing and using rubrics to guide them through processes. 	<p>In our classes, students will be (saying/doing/writing):</p> <ul style="list-style-type: none"> • Routines in classes are set and students are getting the rhythm with assignments. • Can actively identify CCR in various readings they are given. • Students can create their own assignment based on expected learning outcomes. 	<p>In our classes, students will be (saying/doing/writing):</p> <ul style="list-style-type: none"> • Collaborating without being asked to. • Finding their own ways to make an assignment creative - adding their own ideas • Demonstrate resilience in and outside the classroom.
In order to implement these things, our department needs...	<p>Specific Materials, Resources, Release Time, ProD:</p> <ul style="list-style-type: none"> • Current novels • Current media and films • New projectors with up to date technology. • More CEA support for various levels of learners as well as ELL students. • More ELL classes for international students to get the necessary support they need. 	<p>Specific Materials, Resources, Release Time, ProD:</p> <ul style="list-style-type: none"> • Current novels for 9/10 • Current media and films • Reassess technology needs. 	<p>Specific Materials, Resources, Release Time, ProD:</p> <ul style="list-style-type: none"> • Current novels for 8 • Current media and films • Reassess technology needs.

At the end of year, the evidence will show...

- Our visible indicators of success and targets:
- Engagement in novel studies
 - Creative analysis done by students.
 - Students engage in the peer editing process

- Our visible indicators of success and targets:
- Improved engagement in novel studies
 - More creative analysis done by students.
 - Students actively engage in the peer editing process
 - All of this will be made evident through the completion of peer editing work and in polished assignments

- Our visible indicators of success and targets:
- Improved achievement and engagement (resilience)
 - Improved ownership of learning and completed work, analysis, etc
 - Very little guidance needed for peer editing.
 - All of this will be made evident through the completion of peer editing work and in polished assignments

- Our visible indicators of success and targets:
- Peer editing without guidance or direction.
 - Student are able to find ways to show their creativity without direction from the teacher.
 - Students come up with their own final project or how they want to show their knowledge.
 - All of this will be made evident through the completion of peer editing work and in polished assignments

Other?

Planning for CCR- INNOVATION Department:

By the end of 2014-15? Year One (2015-16) Year Two (2016-17) Year Three (2017-18)

While the school will... Each student in our school will have learned, be capable of demonstrating, and be required to show aspects of creativity, collaboration and resilience in each class at Sa-Hall Secondary.

Our Department will... We will design and implement: a co-developed plan for how to build culture of innovation among our students and staff a specific definition of what sahall sees as a resilient student rubric contains sample actionable items that students can read and relate visible examples of PoLs and projects

As a result, our Department will see... In our classes, students will be a clear vision for our future of resilience and innovation accessing

In order to implement these things, our department needs... Specific Materials, Resources, Release Time, ProD: Joy, Inc. The Happiness Advantage as Professional Book Club

At the end of year, the evidence will show... Our visible indicators of success and targets: an increase in our web traffic A visible increase in learning in the halls and website

Planning for CCR- LANGUAGES and INTERNATIONAL Department:

	Year One (2015-16)	Year Two (2016-17)	Year Three (2017-18)
While the school will...	<ul style="list-style-type: none"> By the end of 2014-15? Create a set of common definitions, language and indicators for resilience, collaboration and creativity Determine initial comfort level with teaching CCR Get CCR into the heads, hearts and hands of our students Determine baseline data for resilience using IR 	<p>Each student in our school will have learned, be capable of demonstrating, and be required to show aspects of creativity, collaboration and resilience in each class at Sa-Hall Secondary.</p>	
Our Department will...	<p>Our Department will:</p> <ul style="list-style-type: none"> design and put up posters of steps students take when facing words/work they do not understand have students work more in groups for support and oral communication design and implement processes students will follow to practice presentations with their peers before the due date 	<p>We will:</p> <ul style="list-style-type: none"> continue developing, using and promoting the use of posters of steps students take when facing words/work they do not understand continue having students work more in groups for support and oral communication design and implement strategies which will help to encourage students to push each other towards creating their best work develop rubrics with students to help develop creativity/innovation skills and to set goals on achieving them. develop and tune each other's projects for the beginner level which will require more student based learning and more creativity in the target language design and implement structures to keep projects goal focused with direct instruction and practice work to help students produce work they can be proud of 	<p>We will:</p> <ul style="list-style-type: none"> develop and tune each other's projects for the intermediate level which will require more student based learning and more creativity in the target language commit to observations of each other to encourage best practice structures to allow observations throughout the whole school and in others to encourage best practice meet to polish projects and to create new ones

As a result, our Department will see...

- In our classes, students will be:
- using online dictionaries
 - working together on difficult content
 - asking a TA for help/guidance
 - proof reading each other's work

- Our Department will see:
- the formation of cultural peer tutoring in the shape of a few additions to the original set up, or as a group that meets elsewhere.
 - international students participating in more school activities, and by extension may appear in the yearbook
 - students volunteering to be cultural peer tutors
 - students using online dictionaries
 - students collaborating on projects and /or difficult content
 - use of rubrics by students to help them develop collaboration skills and to see where they are achieving them
 - asking a TA for help/guidance
 - proof reading each other's work
 - exhibiting an increasing comfort with working more independently
 - students actively coach each other on the steps to take when struggling
 - students engaging in project based learning with common class goals towards completion of meaningful projects
 - students presenting their learning to other classes/students and parents
 - involvement in school activities, brainstorming on how to increase the number again

- In our classes, students will be:
- exhibiting an increased comfort level working more collaboratively as well as creatively with the target language
 - actively coaching each other on the steps to take when struggling
 - reminding each other of deadlines
 - critiquing each others work
 - engaging in project based learning with common class goals towards completion of meaningful projects
 - use of rubrics by students to help them develop creativity/innovation skills and to see where they are achieving them
 - presenting their learning to other classes/students and parents
 - recognizing good work when they see it, whether from themselves, or from others.
 - become comfortable working with a rubric for creativity and one for collaboration
 - able to self assess during project work and correct themselves or help others to recognize areas needing improvement

- In our classes, students will be (saying/doing/writing) (doing/writing):
- having an increasing comfort working more collaboratively as well as creatively with the target language
 - actively coaching each other on the steps to take when struggling
 - reminding each other of deadlines
 - critiquing each others work
 - engaging in project based learning with common class goals towards completion of meaningful projects
 - presenting their learning to other classes/students and parents
 - recognizing good work when they see it, whether from themselves, or from others.
 - become comfortable working with a rubric for creativity and one for collaboration
 - able to self assess during project work and correct themselves or help others to recognize areas needing improvement.

In order to implement these things, our department needs...

- Specific Materials, Resources, Release Time, Prod:
- more tablets or chromebooks for translating or reference.(at least 5 per classroom)
 - more CEA support in ELL classes

- Specific Materials, Resources, Release Time, Prod:
- meeting times to create and tune projects
 - times to meet with other teachers to discuss how their projects are structured, how Driving Questions are formed and

- Specific Materials, Resources, Release Time, Prod:
- project materials, depending on requirements
 - the Buck Institute of Education and tweak it to make it work for our students and department

- Specific Materials, Resources, Release Time, Prod:
- to create a google data base to house created rubrics for other staff members to use

- money for services on how other teachers approach second language classes, room and time to facilitate the connections

- delivered, and how it is working for their students.
- start with the collaboration rubric from the Buck Institute of Education and tweak it to make it work for our students and department

- start with the collaboration rubric from the Buck Institute of Education and tweak it to make it work for our students and department

At the end of year, the evidence will show...

- Our visible indicators of success and targets:
- more resilient workers (fewer students going straight to the teacher for the answers)
 - more incidents of students helping students
 - videos of international/canadian student interaction and involvement in school posted to a private youtube channel
 - survey international students for their involvement in school based programs and track it year to year

- Our visible indicators of success and targets:
- presentations of learning at at least one level of language learning
 - international students feeling more comfortable with their learning
 - teachers requesting more tuning times with each other
 - students participating in well tuned projects focused on collaboration with clear Driving Questions
 - results from the survey of international students for their involvement in school based programs will show higher number of participants in activities

- Our visible indicators of success and targets:
- Presentations of learning at at least two levels of language learning
 - students and teachers becoming more comfortable with the use of rubrics during learning and for final assessment
 - Students participating in well tuned projects focused on creativity with clear Driving Questions

Our visible indicators of success and targets:

Other?

Planning for CCR- MATH Department:

By the end of 2014-15?

Year One (2015-16)

Year Two (2016-17)

Year Three (2017-18)

While the school will...

- Create a set of common definitions, language and indicators for resilience, collaboration and creativity
- Determine initial comfort level with teaching CCR
- Get CCR into the heads, hearts and hands of our students
- Determine baseline data for resilience using IR

Each student in our school will have learned, be capable of demonstrating, and be required to show aspects of creativity, collaboration and resilience in each class at Sta-Hall Secondary.

Our Department will...

- We will design and implement:
 - rough draft of 2 projects per grade/course

- We will design and implement:
 - grade 8-10 PLOs into kid-friendly language for student reference in their binders
 - assessment rubrics relating projects with learning outcomes
 - assessment rubrics relating projects with students demonstrating CCR attributes
 - pilot 2 projects per grade/course

- We will design and implement:
 - revise/edit PLO checklist
 - fine-tune year 1 projects
 - pilot 2 new projects per grade/course

- We will design and implement:
 - fine-tune year 2 projects
 - pilot 2 more projects (total 6 for each course)

As a result, our Department will see...

- In our classes, students will be (saying/doin/writing):
 - exposed to projects

- In our classes, students will be (saying/doin/writing):
 - working in groups to produce a product
 - working on iterations of their product and recording their progress.

- In our classes, students will be (saying/doin/writing):
 - able to explain how math concepts are applied to real-life situations.
 - working in groups to produce a product
 - working on iterations of their product and recording their progress.

- In our classes, students will be (saying/doin/writing):
 - able to explain how math concepts are applied to real-life situations.
 - working in groups to produce a product
 - working on iterations of their product and recording their progress.

In order to implement these things, our department needs...

- Specific Materials, Resources, Release Time, ProD:
 - release time to develop ideas and to collaborate with other schools
 - \$ for project materials

- Specific Materials, Resources, Release Time, ProD:
 - release time to develop ideas and to collaborate with other schools
 - \$ for supplies

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- Specific Materials, Resources, Release Time, ProD:
 - release time to develop ideas and to collaborate with other schools
 - \$ for supplies

At the end of year, the

- Our visible indicators of success and targets:
 - presentation of learning (POL)
 - student feedback on project and self-evaluation

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 - presentation of learning (POL)
 - student feedback on project and self-evaluation

- Our visible indicators of success and targets:
 - presentation of learning (POL)
 - student feedback on project and self-evaluation

- Our visible indicators of success and targets:
 - students will have developed proficiency in group work, project work and POL by grade 10

Planning for CCR- PE Department:

By the end of 2014-15?

- Create a set of common definitions, language and indicators for resilience, collaboration and creativity
- Determine initial comfort level with teaching CCR
- Get CCR into the heads, hearts and hands of our students
- Determine baseline data for resilience using IR

Year One (2015-16)

- We will design and implement:**
- research other schools for their practices for PBL
 - survey students about challenges and obstacles in PE and possible solutions
 - trial units with gender-specific groups where possible
 - continue to collaborate with student support services to facilitate yoga for students as a stress management strategy
 - develop a wider variety of electives to offer
 - set a realistic target for the percentage decrease we would like to see in students taking online PE

Year Two (2016-17)

- We will design and implement:**
- continue to research other schools for their practices for PBL
 - units with gender-specific groups
 - continue to collaborate with student support services to facilitate yoga for students as a stress management strategy
 - offer a wider variety of electives
 - determine the percentage decrease we would like to see in students taking online PE for the following year

Year Three (2017-18)

Each student in our school will have learned, be capable of demonstrating, and be required to show aspects of creativity, collaboration and resilience in each class at Sa-Hali Secondary.

- We will design and implement:**
- continue to research other schools for their practices for PBL
 - units with gender-specific groups
 - continue to collaborate with student support services to facilitate yoga for students as a stress management strategy
 - offer a wider variety of electives
 - determine the percentage decrease we would like to see in students taking online PE for the following year

While the school will...

Our Department will...

- We will design and implement:**
- Opportunities for students to collaboratively teach skills/lessons to each other (start with TA's, then by students)
 - research/discuss/create possible projects for learning that foster cr (example: PBL for PE)
 - survey students about activities, challenges, and obstacles in PE and possible solutions
 - work with Administration/Counseling to create gender-specific classes
 - continue to collaborate with student support services to facilitate yoga for students as a stress management strategy

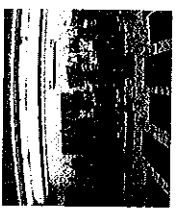
As a result, our Department will see...

- In our classes, students will be (saying/doing/writing):**
- Students working collaboratively teaching lessons/skills to the class/link to short video clip of TA's teaching lesson)
 - students doing yoga

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- Students working collaboratively teaching lessons/skills to the class
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- Students working collaboratively teaching lessons/skills to the class
 - students doing yoga



In order to implement these things, our department needs...

- Specific Materials, Resources, Release Time, ProD:
- a timetable that allows for specific classes in grade 8/ 9/10 and possibly year long courses
 - a bigger teaching space for our 3rd teaching area (room A5 or a multipurpose room)
 - statistics of the percentage of girls currently enrolled in PE 11/12 and online PE as well as numbers for 2015/16

- Specific Materials, Resources, Release Time, ProD:
- a timetable that allows for gender specific classes in grade 8/ 9/10
 - a bigger teaching space for our 3rd teaching area
 - release time and money to support possible projects and activities (ex: bussing)

- Specific Materials, Resources, Release Time, ProD:
- a timetable that allows for gender specific classes in grade 8/ 9/10
 - our 3rd teaching area money to support possible projects and activities (ex: bussing)

- Specific Materials, Resources, Release Time, ProD:
- a timetable that allows for gender specific classes in grade 8/ 9/10
 - a bigger teaching space for our 3rd teaching area
 - money to support possible projects and activities (ex: bussing)

At the end of year, the evidence will show...

- Our visible indicators of success and targets:
- creation of a database of PBL's
 - spreadsheet chart with statistics of enrollment of males/females in regular and online PE
 - pictures/videos of student success

- Our visible indicators of success and targets:
- Increase of 15% of females in senior PE
 - pictures/videos of student success

- Our visible indicators of success and targets:
- increase 30% of females in senior PE
 - increase 10% of males in senior PE
 - % less students taking online PE
 - higher participation in extracurricular activities (teams and intramurals)
 - wider variety of PE electives in the timetable
 - pictures/videos of student success

- Our visible indicators of success and targets:
- increase of 45% of girls in senior PE
 - increase 10% of males in senior PE
 - % less students taking online PE
 - higher participation in extracurricular activities offered by the school
 - wider variety of PE electives in the timetable
 - pictures/videos of student success

Other?

Planning for CCR- PRACTICAL/FINE ARTS Department:

***VA=Visual Arts

By the end of 2014-15?

- Create a set of common definitions, language and indicators for resilience, collaboration and creativity
- Determine initial comfort level with teaching CCR
- Get CCR into the heads, hearts and hands of our students
- Determine baseline data for resilience using IR

Year One (2015-16)

- We will design and implement:**
- Continue with PBL
 - Link projects to Bloom's Taxonomy
 - VA - project tune the Big Idea Project. Consider tuning protocol with students.

- We will design and implement:**
- Academic resilience
 - Model methods of assistance students can find when they are struggling with a problem in class.
 - VA - more opportunities to develop peer support in the classroom - gallery walks, peer critique of artworks
 - VA - interdisciplinary projects with other classes

- We will design and implement:**
- Creativity
 - Assist with finding more creative ways to completing projects
 - VA - more opportunities to incorporate Visual Arts within the school. Emphasis on creative demonstrations of learning around the building.
 - VA - Expand on opportunities for the community to come into POL's

Year Two (2016-17)

Each student in our school will have learned, be capable of demonstrating, and be required to show aspects of creativity, collaboration and resilience in each class at Sa-Hall Secondary.

Year Three (2017-18)

- We will design and implement:**
- Collaboration
 - Provide guidelines for group work and collaborating
 - Provide more projects where collaboration is required
 - VA - learning opportunities that make specific connections with the community.
 - VA - Engage with elementary students, neighbours, elders...

As a result, our Department will see...

- In our classes, students will be (saying/doing/writing):**
- More group work
 - New open-ended projects
 - VA - increased student engagement in the Big Idea Project. More inclined to work outside their comfort zone

- In our classes, students will be (saying/doing/writing):**
- Students should be displaying that there are other ways to solve their problem other than the classroom teacher.
 - Pushing their learning beyond what they usually do.
 - VA - more open to sharing and talking about their work in the class.
 - VA - making connections with other classes and seeing the relevance of visual arts as a means of demonstrating academic learning.

- In our classes, students will be (saying/doing/writing):**
- More open-ended projects where student might choose how they wish to showcase their learning of topics.
 - More group work
 - Make assignments more creative
 - VA - thinking about innovative visual enhancements to the building (more that current muraling ideas)

- In our classes, students will be (saying/doing/writing):**
- More students will be collaborating even when it is not teacher-directed
 - More creative assignments
 - Students more resilient
 - VA - recognizing how youth art can have a positive impact in the community.
 - VA - able to communicate with community members about specific art ideas.

In order to implement these

- Specific Materials, Resources, Release Time, ProD:**
- Creativity costs money - increase in budget

- Specific Materials, Resources, Release Time, ProD:**
- More computers available for classes to use

- Specific Materials, Resources, Release Time, ProD:**
- More computers available for classes to use

- Specific Materials, Resources, Release Time, ProD:**
- More tablets or chromebooks to use for collaborating groups

things, our department needs...

- CEA support for various levels of learners
- TOC for money for teachers to visit other schools since our areas usually only have one specialty teacher
- Field trip money
- VA - teachers for project tuning
- VA - more resources to display student POL
- More CEA support for various levels of learners as well as ELL students.
- More ELL classes for international students to get the necessary support they need.
- VA - other teachers willing to work together on interdisciplinary projects.
- VA - possible time-table considerations and increased collaboration time
- More tablets or Chromebooks for classes or groups to sign out during class time.
- VA - resources - costs associated with larger scale projects
- VA -
- More ProD time to collaborate with our colleagues in other schools to produce projects designed for collaboration
- More Pro-D time to design cross-curricular projects in school
- Space to allow classes to work together when the library isn't available and students can collaborate
- VA - release time to meet and develop projects with community members

At the end of year, the evidence will show...

- More confident learners
- Projects for portfolios
- VA - POL - early June - large turn out of students and community members
- Our visible indicators of success and targets:
 - Students succeeding beyond expectations
 - More independent learners
 - Less down time in the classroom
 - VA - more positive student connections around the building
 - VA - students more confident to share their art with others.
 - VA - academic students valuing the visual component of professional looking POLs
- Our visible indicators of success and targets:
 - Projects for portfolios
 - More assignments completed because of higher student interest.
 - VA - art displayed in unusual places...bathrooms, ceilings...
 - VA - enhanced culture of visual expression around the building.
 - Giving a new look to less attractive areas of the building
- Our visible indicators of success and targets:
 - Students working together and not wasting time chatting etc
 - More projects completed because of team- work approach
 - Projects for portfolios
 - VA - more youth art in the community.
 - VA - more community members coming through our building.
 - VA - increased comfort zone of our new grade 8's if they have already been in the school and worked with the older teenagers on collaborative projects.

Other?

Planning for CCR- SCIENCE Department:

	Year One (2015-16)	Year Two (2016-17)	Year Three (2017-18)
While the school will...	<ul style="list-style-type: none"> By the end of 2014-15? Create a set of common definitions, language and indicators for resilience, collaboration and creativity Determine initial comfort levels with teaching CCR Get CCR into the heads, hearts and hands of our students Determine baseline data for resilience using IR 		Each student in our school will have learned, be capable of demonstrating, and be required to show aspects of creativity, collaboration and resilience in each class at Sa-Hall Secondary.
Our Department will...	<p>We will:</p> <ul style="list-style-type: none"> familiarize our department with PBL projects that link to PLO's in our subject areas https://sites.google.com/ahg/techhigh_crr/021r-resources/ 	<p>We will design and implement:</p> <ul style="list-style-type: none"> one assignment focussing on COLLABORATION in a junior science course. line up demos so there is no overlap in different courses 	<p>We will design and implement:</p> <ul style="list-style-type: none"> one assignment focussing on RESILIENCE in a junior science course.
As a result, our Department will see...	<p>In our classes, students will be:</p> <ul style="list-style-type: none"> introduced to the definitions/meaning of CCR and how they apply to our learning environment 	<p>In our classes, students will be (saying/doing/writing):</p> <ul style="list-style-type: none"> doing more lab based learning less repetitive work between years doing the same collaboration activity in the junior science course the department chooses 	<p>In our classes, students will be (saying/doing/writing):</p> <ul style="list-style-type: none"> doing the same resilience activity in the junior science course the department chooses
In order to implement these things, our department needs...	<p>Specific Materials, Resources, Release Time, ProD:</p> <ul style="list-style-type: none"> visit the school website that has these definitions http://sahallandbox.blosspot.ca/ 	<p>Specific Materials, Resources, Release Time, ProD:</p> <ul style="list-style-type: none"> increase science budget by 60% to facilitate the purchase of needed supplies two pro-d days to create collaborative projects/assignments/labs 	<p>Specific Materials, Resources, Release Time, ProD:</p> <ul style="list-style-type: none"> two pro-d days to work on creating this activity as a department increase science budget by 60% to facilitate the purchase of needed supplies
At the end of year, the evidence will show...	<p>Our visible indicators of success and targets:</p> <ul style="list-style-type: none"> respect amongst and between all stakeholders in the building more equipment in the department for hands on learning/PBL cohesive, efficient delivery of junior science curriculum more student engagement, perhaps leading to increase in 	<p>Our visible indicators of success and targets:</p> <ul style="list-style-type: none"> all classes complete the created activity a copy of activity that was created to promote creativity students and teachers can debrief on the assignment, discuss what worked well, areas for growth, etc 	<p>Our visible indicators of success and targets:</p> <ul style="list-style-type: none"> all classes complete the created activity a copy of the activity that was created to promote resilience students and teachers can debrief on the assignment, discuss what worked well, areas for growth, etc

science fair participants, increase in enrollment in senior science courses

- all classes complete the created activity
- a copy of the activity that was created to promote collaboration students and teachers can debrief on the assignment, discuss what worked well, areas for growth, etc

Other?

Planning for CCR- SOCIALS Department:

	Year One (2015-16)	Year Two (2016-17)	Year Three (2017-18)	
While the school will...	<ul style="list-style-type: none"> By the end of 2014-15? Create a set of common definitions, language and indicators for resilience, collaboration and creativity Determine initial common level with teaching CCR Get CCR into the heads, hearts and hands of our students Determine baseline data for resilience using IR 	<ul style="list-style-type: none"> Continue the shift - Grade 9 looks at creativity in delivery and projects for learning Multiple cross-curricular units developed and co-taught between Social Studies and other departments or grade levels Creating and co-creating relevant projects and problem-based challenges that have students apply their learning (and re-work their failures) 	<ul style="list-style-type: none"> Grade 10 Multiple cross-curricular units developed and co-taught between Social Studies and other departments or grade levels Creating and co-creating relevant projects and problem-based challenges that have students apply their learning (and re-work their failures) 	<p>Each student in our school will have learned, be capable of demonstrating, and be required to show aspects of creativity, collaboration and resilience in each class at Sa-Hall Secondary.</p>
Our Department will...	<p>We will design and implement:</p> <ul style="list-style-type: none"> Begin at the beginning - departmental analysis of Grade 8 tasks/projects/curriculum At least one cross-curricular unit developed and co-taught between Social Studies and one other department or grade level Creating and co-creating relevant projects and problem-based challenges that have students apply their learning (and re-work their failures) 	<p>We will design and implement:</p> <ul style="list-style-type: none"> Continue the shift - Grade 9 looks at creativity in delivery and projects for learning Multiple cross-curricular units developed and co-taught between Social Studies and other departments or grade levels Creating and co-creating relevant projects and problem-based challenges that have students apply their learning (and re-work their failures) 	<p>We will design and implement:</p> <ul style="list-style-type: none"> Grade 10 Multiple cross-curricular units developed and co-taught between Social Studies and other departments or grade levels Creating and co-creating relevant projects and problem-based challenges that have students apply their learning (and re-work their failures) 	
As a result, our Department will see...	<p>In our classes, students will be (saying/doing/writing):</p> <ul style="list-style-type: none"> Creativity: more open-ended tasks, practicing being creative Collaboration: a greater understanding of group dynamics and the importance of group functions Resilience: opportunities to demonstrate learning in a variety of ways 	<p>In our classes, students will be (saying/doing/writing):</p> <ul style="list-style-type: none"> practicing being creative, taking license with and being given more opportunities to demonstrate understanding working within and with-out of the classroom on cross-curricular group projects looking beyond the classroom for answers, assistance, and evidence to support their learning 	<p>In our classes, students will be (saying/doing/writing):</p> <ul style="list-style-type: none"> independently creative and motivated to be so confidence and innately collaborative and motivated to act on it internally driven and exploratory in terms of sourcing solutions to problems 	
In order to implement these things, our	<p>Specific Materials, Resources, Release Time, ProD:</p> <ul style="list-style-type: none"> same - and time to meet and collaborate better timetable to build-in cross-curricular activities 	<p>Specific Materials, Resources, Release Time, ProD:</p> <ul style="list-style-type: none"> same - and time to meet and collaborate better timetable to build-in cross-curricular activities 	<p>Specific Materials, Resources, Release Time, ProD:</p> <ul style="list-style-type: none"> same - and time to meet and collaborate better timetable to build-in cross-curricular activities 	

<p>department needs...</p> <ul style="list-style-type: none"> • • 	<p>Our visible indicators of success and targets:</p> <ul style="list-style-type: none"> • happy teachers, fulfilled students • • 	<p>Our visible indicators of success and targets:</p> <ul style="list-style-type: none"> • project tunings and reproducible activities for grade 8 • excited sharing of activities 	<p>Our visible indicators of success and targets:</p> <ul style="list-style-type: none"> • project tunings and reproducible activities for grade 9 • excited sharing of activities 	<p>Our visible indicators of success and targets:</p> <ul style="list-style-type: none"> • project tunings and reproducible activities for grade 10 • invite the world to see our home-grown successes around CCR. •
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Other?

Planning for CCR- STUDENT SERVICES Department:
how do we incorporate attributes of CCR?

By the end of 2014-15?

- Create a set of common definitions, language and indicators for resilience, collaboration and creativity
- Determine initial comfort level with teaching CCR
- Get CCR into the heads, hearts, and hands of our students
- Determine baseline data for resilience using IR

Year One (2015-16)

- Our Department will...**
- We will design and implement:
- Transition: Introduce incoming students to the school (with orientation by both staff and student mentors). More involvement of Link Leaders.
 - Transition: Google doc to collect information about at-risk students from feeder schools prior to timetabling (to better meet the academic needs of incoming students). Transition document
 - Timetabling: Respond to the needs of all learners - examine need for specialized
- We will design and implement:**
- PRTI: Improved CORE model: Increased teacher and parent involvement and awareness of CORE model
 - PRTI: Explore development of attendance alert system
 - o FNEW will implement incentives tied to improved attendance
 - Timetabling: Implement year-long Math 10/11 Apprenticeship and Workplace

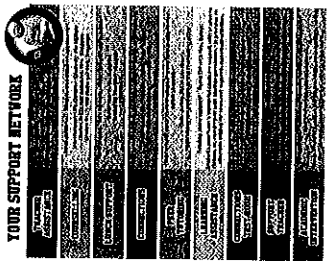
Year Two (2016-17)

- We will design and implement:**
- Collaborative mental health project incorporated into each grade level of a core academic subject (such as English) to introduce students to recognized Canadian online mental health resource <http://bit.ly/mstallhealth.ca/>
 - Mosaic 8: Blended HCE/Tech 8 rotation in second semester (continue to teach HCE topics through a technology course)
 - Build teacher capacity to form relationships and support students with difficult situations

Year Three (2017-18)

- Each student in our school will have learned, be capable of demonstrating, and be required to show aspects of creativity, collaboration and resilience in each class at Sa-Hall Secondary.
- We will design and implement:**
- Pilot multi-grade TAG groups
 - Administer post survey to grade 9-12 (same cohort) regarding relationships and interactions with students in other grades, and teachers.
- Continue to improve upon:
- Mentorship of new staff
 - Timetabling: Respond to the needs of all learners - examine need for specialized courses (Links, LAC, Work Prep, LD)
 - PRTI: Monitor interventions (AI, Connections)

- courses (Links, LAC, Work Prep, LD, ELL)
- PRTI: Monitor interventions (AI, Connections)



- Build capacity of senior students to support and mentor younger and more vulnerable students (Links, Red Cross anti-bullying, Big Buddies)



- Collaborate with the PE department to apply for a CommunityLinks Grant to provide yoga (and anxiety management strategies) to every grade 8
- Increase awareness of mental health concerns and how to access support through Mental Health Awareness week events and activities.
- Build connections with FN students and families
 - FNEW will increase contact with FN families by hosting

- LAC/Mosaic 8: Direct teaching of academic resilience strategies in LAC and Health and Career Education 8
- PRTI: Introduce every grade 8 student to each available support and intervention in their HCE class
- Improve mentoring process for new staff (administrative and support services - CCR? PRTI? Culture?)
- Explore the concept of teacher advisor groups with staff. Determine whether this is a viable idea for our school community.

Continue to improve upon:

- Timetabling. Respond to the needs of all learners - examine need for specialized courses (Links, LAC, Work Prep, LD)

- PRTI: Monitor interventions (AI, Connections.)
- Build capacity of senior students to support and mentor younger and more vulnerable students (Links, Red Cross anti-bullying, Big Buddies)
- Academic Initiatives for FN students
 - encourage involvement of FN students in trades and technology opportunities
 - market TRU Start to potential candidates collaborate with teachers regarding incorporation of FN content in courses, and interest in BC First People's English
- Building Connections with FN students and families

- Survey grade 8-11 students regarding relationships and interactions with students in other grades, and teachers. (in preparation for introduction of TAG)
- Mentorship of new staff
- Timetabling: Respond to the needs of all learners - examine need for specialized courses (Links, LAC, Work Prep, LD)
- PRTI: Monitor interventions (AI, Connectors.)
- Build capacity of senior students to support and mentor younger and more vulnerable students (Links, Red Cross anti-bullying, Big Buddies)
- Building connections with FN students and families
 - FNEW will explore partnering with an elementary school (with a male FNEW) to offer a FN Boys group
 - FN will organize Aboriginal Day with guest speakers
 - Host a transition event for incoming FN students
- Academic Initiatives for FN students

- Build capacity of senior students to support and mentor younger and more vulnerable students (Links, Red Cross anti-bullying, Big Buddies)
- Building Connections with FN students and families
- Academic Initiatives for FN students

- FNEW will continue to host Parent Engagement Evening, but as a pot-luck and with more staff involvement
- FNEW will partner with CIA (Canadian International Alliance) and encourage students to join

- 2 Parent Engagement Evenings with complimentary dinner and activities
- FNEW and FN counsellor will facilitate a weekly girls group
- Home visits for at-risk students
- Academic initiatives for FN Students
 - FNEW will provide support during Academic Intervention
 - FNEW will offer incentives (cafeteria vouchers) for achieving honour roll status
 - FNEW will arrange and provide 50% funding for out-of-school tutoring

As a result, our Department will see...

- Reduced anxiety for incoming students, and current students
- Senior students will visit mentor Gr. 8 students and demonstrate social responsibility.
- Greater sense of belonging for all students

- In our classes, students will be (saying/feeling/doing/writing):
- Increased feeling of belonging for incoming students.
 - More independence in student problem solving (academic resilience, accessing supports and interventions)
 - Increased success rate in Math
 - Improved student attendance
 - Increased staff participation in support/interventions

- In our classes, students will be (saying/feeling/doing/writing):
- A greater sense of student and teacher belonging
 - Increased academic and personal resilience
 - Increased positive interactions between students of different ages during non-instructional time

In order to implement these things, our department needs...

- Specific Materials, Resources, Release Time, ProD:
- Collaborative time
 - Weekly CORE meetings with admin and FNEW involvement
 - Ongoing input from teachers regarding interventions - are they meeting teachers'/students' needs? How could they be better?

- Specific Materials, Resources, Release Time, ProD:
- Collaborative time
 - Weekly CORE meetings with admin and FNEW involvement
 - Time (staff meetings/collaborative time) to design and implement a school-wide attendance alert system. Admin follow-up.

- Specific Materials, Resources, Release Time, ProD:
- Collaborative time to develop TAG activities in line with CCR and to address current school/student needs
 - Weekly CORE meetings with admin and FNEW involvement
 - Restructuring of daily timetable to incorporate TAG pilot

- Release time for grade 7 transition meetings
- Flexibility for Link Crew leaders to miss classes, as needed
- Funding for FNEW to attend Academic Intervention after school twice weekly
- Release time for mentorship of new staff
- \$ to send counselors to annual counselors' conference (to stay current with best practices and research concerning student interventions)
- www.bostonscience.ca/index.php
- Funding for FNEW to attend Academic Intervention after school twice weekly
- Relationship-building strategies shared/developed by staff during staff meetings
- Pro-D regarding implementation of TAG groups / collaboration with Brook or another school that currently has TAG groups
- Funding for FNEW to attend Academic Intervention after school twice weekly
- Funding for FNEW to attend Academic Intervention after school twice weekly

At the end of year, the evidence will show...

- Our visible indicators of success and targets:
- Students appropriately timetabled to meet their individual needs. Fewer course changes required in September.
 - Students who participated in yoga will self-report a reduction in anxiety and stress (when comparing pre/post survey results)
 - Higher success rates for FN students (based on academic performance before and after attending AI)
- Our visible indicators of success and targets:
- lower rates of absenteeism
 - higher success rates in Math 10 AW
 - Students appropriately timetabled
 - fewer course changes.
 - Fewer teacher referrals to AI (due to higher academic resilience and self referral)
 - Higher success rates for FN students
 - Increased involvement of FN students in trades and technology opportunities, and TRU Start

Our visible indicators of success and targets:

- higher rate of inter-grade student interactions and relationships, and stronger student-teacher relationships

Other?

APPENDIX:

Achievement Data

PERFORMANCE TARGETS:

1. **Raise achievement levels of students who perform in the 40% to 59% mark range (classroom- based marks – selected courses)**

Semester 1 2011-2012:	<i>13.1% of marks C- or below</i>
Semester 1 2012-2013:	<i>11.4% of marks C- or below</i>
Semester 1 2013-2014:	<i>18.8% of marks C- or below</i>
Semester 1 2014-2015:	<u>9.8%</u> of marks C- or below

2. **Successful course completion rates of 95% or higher in each subject as determined by end of semester class-based grade distribution**

Baseline Data SIP Semester 1 (2012-2013)	
English	98.3%
Social Studies	96.5%
Science	96.5%
Math	91.6%
Fine Arts	98.1%
Modern Languages	99.6%
Applied Skills	98.1%
Physical Education	99.1%

Baseline Data SIP Semester 1 (2013-2014)	
English	98.3%
Social Studies	97.0%
Science	94.4%
Math	94.1%
Fine Arts	100.0%
Modern Languages	97.7%
Applied Skills	98.0%
Physical Education	97.1%

Baseline Data SIP Semester 1 (2014-2015)	
English	97.0%
Social Studies	97.7%
Science	94.1%
Math	92.5%
Fine Arts	98.6%
Modern Languages	99.2%
Applied Skills	98.8%
Physical Education	98.6%

2012-2013 – Overall Success Rate on selected courses: **96.70%**

2013-2014 – Overall Success Rate on selected courses: **97.23%**

2014-2015 - Overall Success Rate on selected courses: **97.21%**

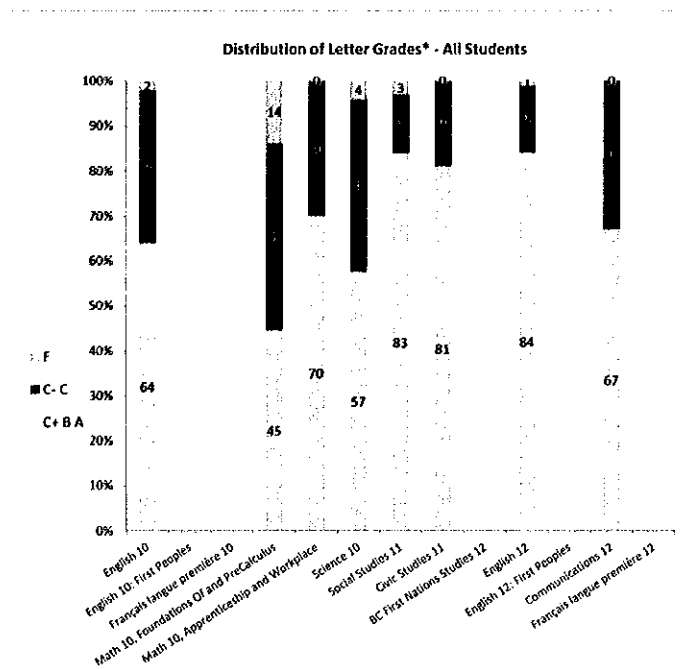
3. Increase the success rate of our First Nations Students

Baseline data for current SIP	
Semester /Year	Failure Rate
Semester 1 2012-2013	11.2%
Semester 1 2013-2014	11.3%
Semester 1 2014-2015	6.83%

4. Success rate on Mandatory Provincial Examinations to be equal to or greater than that of the school district and province.

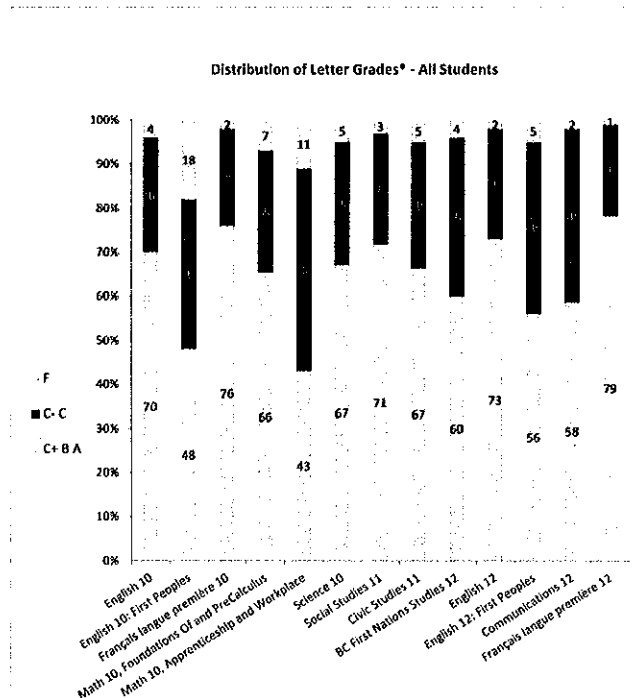
Provincial Required Examinations - 2013/2014
07324057 - Sa-hall Secondary

Blended Final Marks - 2013/14 - Summary for Required Examinations



Provincial Required Examinations - 2013/14
Province - Public and Independent Schools Combined

Blended Final Marks - 2013/14 - Summary for Required Examinations



APPENDIX:

School Demographics

Student Statistics - 2014/15
07324057 - Sa-hali Secondary

Headcount by Grade - Secondary

	School Year	Grade					SU*	Sec Total	GA**	All K-12 Grades***
		8	9	10	11	12				
All Students	2010/11	168	137	164	181	158	15	823	-	823
	2011/12	139	194	146	169	152	-	800	-	800
	2012/13	135	142	182	173	147	Msk	780	-	780
	2013/14	126	145	141	217	146	Msk	776	-	776
	2014/15	130	127	157	165	179	Msk	759	-	759
Female	2010/11	75	53	71	86	69	5	359	-	359
	2011/12	80	83	66	76	76	-	381	-	381
	2012/13	62	77	80	79	70	-	368	-	368
	2013/14	61	68	79	101	60	Msk	370	-	370
	2014/15	64	59	74	91	80	-	368	-	368
Male	2010/11	93	84	93	95	89	10	464	-	464
	2011/12	59	111	80	93	76	-	419	-	419
	2012/13	73	65	102	94	77	Msk	412	-	412
	2013/14	65	77	62	116	86	-	406	-	406
	2014/15	66	68	83	74	99	Msk	391	-	391
Aboriginal	2010/11	24	18	22	17	19	1	101	-	101
	2011/12	14	21	21	19	15	-	90	-	90
	2012/13	26	14	21	23	20	-	104	-	104
	2013/14	15	30	14	27	21	-	107	-	107
	2014/15	22	14	36	14	18	-	104	-	104
English Language Learner (ELL)	2010/11	6	2	1	2	3	-	14	-	14
	2011/12	-	7	4	3	2	-	16	-	16
	2012/13	2	1	5	2	1	-	11	-	11
	2013/14	-	2	2	6	2	-	12	-	12
	2014/15	1	-	2	-	5	-	8	-	8
French Immersion	2010/11	-	-	-	-	-	-	-	-	-
	2011/12	-	-	-	-	-	-	-	-	-
	2012/13	-	-	-	-	-	-	-	-	-
	2013/14	-	-	-	-	-	-	-	-	-
	2014/15	-	-	-	-	-	-	-	-	-
Non-Residents	2010/11	-	3	9	21	10	-	43	-	43
	2011/12	4	10	9	12	6	-	41	-	41
	2012/13	-	3	6	28	9	-	46	-	46
	2013/14	-	-	6	33	7	-	46	-	46
	2014/15	-	1	7	32	9	-	49	-	49

Headcount - Special Needs

The percentage is calculated using all students in that school year.

	School Year	E		F		All Sensory Disabilities	
		#	%	#	%	#	%
Sensory Disabilities	2010/11	-	-	2	0.2	2	0.2
	2011/12	1	0.1	2	0.3	3	0.4
	2012/13	1	0.1	2	0.3	3	0.4
	2013/14	-	-	1	0.1	1	0.1
	2014/15	-	-	1	0.1	1	0.1

	School Year	Q (Learning Disabilities)	
		#	%
Learning Disabilities	2010/11	28	3.4
	2011/12	28	3.5
	2012/13	33	4.2
	2013/14	28	3.6
	2014/15	27	3.6

	School Year	H		R		All Behaviour Disabilities	
		#	%	#	%	#	%
Behaviour Disabilities	2010/11	1	0.1	4	0.5	5	0.6
	2011/12	1	0.1	1	0.1	2	0.3
	2012/13	2	0.3	7	0.9	9	1.2
	2013/14	4	0.5	1	0.1	5	0.6
	2014/15	2	0.3	2	0.3	4	0.5

	School Year	P	
		#	%
Gifted	2010/11	9	1.1
	2011/12	6	0.8
	2012/13	5	0.6
	2013/14	4	0.5
	2014/15	7	0.9

	School Year	A		B		C		D		G		K	
		#	%	#	%	#	%	#	%	#	%	#	%
Other Special Needs	2010/11	2	0.2	1	0.1	7	0.9	8	1.0	13	1.6	7	0.9
	2011/12	3	0.4	1	0.1	6	0.8	7	0.9	14	1.8	5	0.6
	2012/13	3	0.4	1	0.1	7	0.9	9	1.2	10	1.3	3	0.4
	2013/14	3	0.4	1	0.1	7	0.9	12	1.5	12	1.5	4	0.5
	2014/15	2	0.3	1	0.1	7	0.9	8	1.1	11	1.4	3	0.4

Special Needs Categories

A - Physically Dependent

B - Deafblind

C - Moderate to Profound Intellectual Disability

D - Physical Disability/Chronic Health Impairment

E - Visual Impairment

F - Deaf or Hard of Hearing

G - Autism Spectrum Disorder

H - Intensive Behaviour Interventions/Severe Mental Illness

K - Mild Intellectual Disability

P - Gifted

Q - Learning Disability

R - Moderate Behaviour Support/Mental Illness



Sa-Hali Secondary School

Ratification

Date:

May 12, 2015

Ratification by the Parent Advisory Council:

Principal: Cale Birk
(Signature)

Teacher: Justin DeVries
(Signature)

Parent: Kelly Frison
(Signature)

Parent: Joan Brickwood
(Signature)

Parent: Gwen Leahy
(Signature)

Parent: Debra Hooper
(Signature)

Ratified by the school staff:
(date)

MAY 4th, 2015