



School Education Plan 2024-2025 to 2026-2027

ÉCOLE MOUNTVIEW ELEMENTARY SCHOOL



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4331 34 Street
Red Deer, Alberta, T4N 0N9
Phone: 403-346-5765
Website: <https://www.rdpsd.ab.ca/mountview>

School Administration:
Principal: Kim Walker
Vice Principal: Camille Bax

School Profile:

École Mountview School has a rich educational history in Red Deer Public Schools. We are one of three elementary French Immersion schools in the district. École Mountview (/Mountview Elementary) offers an educational program in both English and French Immersion to students kindergarten to grade 5. An additional program added in the last year by Red Deer Public School District is a Pre-Kindergarten program at Mountview School.

The English program attendance area is Bower, Downtown (City Centre), Grandview, Michener Hill, Mountview, Parkvale, Waskasoo, and Woodlea subdivisions along with Westerner Park. Our French Immersion designated area includes the subdivisions mentioned for the English program as well as most subdivisions south of the river and west of 30th Avenue. There are some exceptions to this general list; for a full list of subdivisions served by École Mountview School for French Immersion please visit:

<https://www.rdpsd.ab.ca/page/321/attendance-boundaries>

Anticipated Student Enrolment: Anticipated Student Enrolment:

- Kindergarten: 27 English, 17 French
 - Grade 1: 28 English, 32 French
 - Grade 2: 32 English, 28 French
 - Grade 3: 40 English, 34 French
 - Grade 4: 40 English, 26 French
 - Grade 5: 21 English, 26 French
 - Pre-Kindergarten Students: 15
 - Total Students: 366
 - Total F.T.E. Students: 307 (1-5)
 - First Nations/Metis/Inuit Students: 40
 - English as an Additional Language Students: 44
- Total Anticipated Enrollment is: 366 Students

Anticipated Staff Profile:

- 20 Teachers (20.0 FTE)
- 10 Classified Staff (9.5429 FTE)
- 1 Family School Liaison Counsellor
- 2 Facility Services Staff (2.0 FTE)
- **33 Total Staff**

Vision, Mission, Beliefs:

2024- The current vision statement has been developed by previous staff and administration at Mountview. This is an area to review in the upcoming years and a faculty council will be implemented to begin the process of review.

Vision Statement: We “R Yeti

Mission Statement: École Mountview School is committed to providing the best possible learning opportunities for students so that they may develop to their fullest potential in a supportive bilingual environment.

Values: École Mountview School adopts the core values of the Red Deer Public School District #104 as well as core values we have identified and organized through a PBIS framework (respect, responsibility, resilience).

Mountview stakeholders, students, families, staff, and community members will be asked to facilitate and model life learning alongside these strong core values in our students, “...**guiding students to have the tools and qualities to be successful in life and be a good person while doing it.**” (Red Deer Public School District Website).

We want our students at Mountview to live, learn, and leave our school with the Mountview Character Mottos: **I am respectful, I am resilient, and I am responsible.** In 2024-2025 we will strive to intentionally infuse these attributes into our character education programming, classroom communities, and student experience(s); we will highlight the district values for learning and life which are:

Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy.

Our Vision and Mission will be solidified based on our core beliefs including,
**all children can learn,
all children deserve opportunities,
our students are filled with kindness, leadership skills, and greatness.**

Opportunities and Challenges:

École Mountview Elementary (Mountview) and its staff are honoured to be entrusted with our students’ journey in education. Our school is dedicated to making decisions in the best interests of students. We value and honour collaboration with our ‘*parents as partners*’ in the education of their child(ren). We believe that by collaborating together, we can create success for students in and at school. We utilize student support structures at our school, to build upon a child’s wellness, resilience, academic, and social-emotional health. Over the last year, our staff have accomplished much in serving the students who attended our school and in learning the new curriculum as provided by Alberta Education.

This year, we welcomed a new district-supported, “Student Support Room” Model which serves to assist students with their individualized growth in learning and extending their ability and personal capacity for co-regulation, regulation, sensory input, and social/emotional strategies. This model, which is supported by a Certified Teacher, and a specialized Educational Assistant continues to grow and evolve supporting student learning needs as students arrive at Mountview. It is noted that much of our focus is first defined as co-regulation with a trusted adult and for many young hearts at Mountview, this is where they begin in their school experience.

We acknowledge that many of our students have missed key components of development (socially, emotionally and academically) over the course of the past 4 years. We are incredibly grateful to welcome the SSR Model as additional programming support at our school to support students who require and benefit from the opportunity to learn and grow socially, and emotionally, and those who benefit from these additional supports to be able to access the curriculum and learning opportunities in their homeroom classrooms with their peers. The space provided, honours diversity, choice, voice, sensory input programming and builds upon the success of each child according to need. It must be noted that in May 2024, 747 visits were made to this space by our students at Mountview, which aligns with the student learning needs currently at our school.

École Mountview Elementary School Staff have focused (and continue to focus) on impacting student learning by improving the following:

- i. The Literacy and Numeracy of Students
- ii. The Resiliency of Students/Social-Emotional Learning
- iii. Excellence in Teaching Strategies

As a staff, we recognize:

- Sustainability and school improvement are built with continuous collaborative dialogue for understanding, a growth mindset, and expectations for achievement.
- We will continue to commit to clarity in our communications, collaboration/teamwork, and our collective efficacy to *teach, learn, and lead with compassion and understanding for others.*
- We recognize that human connection is the basis of our work and that we must foster strong intrapersonal relationships with all stakeholders.
- We do recognize that we are each, a responsive and daily model for

learning literacy, numeracy, and social-emotional learning. We can model mistakes, metacognition, and resilience in our daily work building upon our growth mindset framework.

- We are entrusted as a school staff to provide an opportunity to model and teach inclusion, healthy choices, including physical activity; healthy relationship templates; a growth mindset; restorative practices; self-regulation, and co-regulation and connection for all children.
- We continue to commit to becoming 'trauma-sensitive' in our classroom practices and school-wide lens; building upon our personal knowledge, application, and consistency in using a trauma-sensitive perspective and lens.
- We recognize the core pillars of intervention for a safe and caring school are: *safety, connection, and coping ability*.
- We will strive to provide predictable, safe, and respectful classroom routines for all students at Mountview School.
- We recognize that our personal resilience and well-being must be a focus both personally and professionally and that this allows us the energy and ability to build a trauma-sensitive environment that enhances the opportunities for students to learn and thrive in.
- We will continue to strive to be lifelong learners and utilize the Teaching Quality Standard as the basis of our teaching, learning, and professional growth.

Our Guiding Statements include:

"A literate and numerate life is the right of every child."

"When we honour, backgrounds heritage, and faith, we are inclusive, we are better together."

"All staff are leaders and it is through the work of the collective that we will improve teaching practice and student learning."

"Calm, Begets, Calm" RELATIONSHIPS come first. As adults we recognize our own self-regulation and respective self-care routines; we commit to a personal self-reflection lens to enhance our mental health and overall well-being to bring the best that we can to our students each day.

"Reflection is at the heart of getting better", Robert Marzano - We commit as a group of educators to reflect, change and adapt to the learning needs of our students.

New Directions:

1. We recognize that our school will need to continue to focus on building resilience, stamina, and engagement for learning in the 2024-2025 School year. The end in mind will be to empower our students to grow socially, emotionally, and academically. Mindfulness and Health and Wellness curriculum will be purposefully implemented into our classroom learning communities and learning circles. Mountview Staff will continue to explore and implement 'trauma-sensitive' classroom practices with a focus on deliberate practice and teaching of self-regulation strategies, mindfulness, resilience, and wellness. *Staff will utilize the district "Valuing Mental Health" lessons before Christmas break in grade-level health lessons, dedicating 30 minutes weekly for this work.*
2. The Learning Support Team Model at Mountview will work to enhance a trauma-responsive lense to all students 'stretches, and strengths' at Mountview Elementary. Student Learning Profiles will be viewed from a strengths-based perspective. Teachers will have dedicated time to review student backpacks with transition forms on PowerSchool before classes beginning in September 2024; this will include an overview of assessments, report cards, diagnostics, and English as Additional Language assessments. This dedicated time will allow teachers to build important background knowledge for the students entering their classes in the fall term.
3. In terms of social-emotional learning, our school will work in collaboration with our learning assistant teacher, our student support room teacher, behaviour support team, and student services to impact the wellness, regulation, and safety of all students at Mountview. We look forward to implementing an anti-bullying prevention program, called WITS as directed by the district in 2024-2025. Staff will continue to receive SIVA (Supporting Individuals through Valued Attachments) training as the district offers this opportunity. Teachers will plan classroom community opportunities to intentionally build upon cooperative relationships, care & respect for one another, and inspire a sense of belonging.
4. Classes will be asked to begin the school year with a soft start and the purposeful infusion of 'Valuing Mental Health' lesson materials upon return to school; our purpose yearlong will be to help children identify their emotions and increase their capacity to acknowledge and handle the same. Our task is to learn how to be successful in supporting all of the students who are in our classrooms this year, many of whom have experienced an ACE score. *We will strive to build connections using safe and caring relationships first and foremost*, supported by SIVA knowledge, planning, and problem-solving together. In collaboration, we will examine strategies to build upon excellence in teaching with the book, "Trauma-Sensitive Classroom Practices" by Kirstin Souers and Pete Hall as school staff. Every staff member will have access to this book, alongside ASCD Folders for learning. The next step for our school is to build understanding toward a 'trauma-informed' environment, as well as explore the work of Dr. Pearlman's, "Maslow Before Bloom", which highlights basic human needs required to be able to access learning and understanding.
5. Staff will take part in the training opportunities to build upon our foundational understanding of "Reconciliation" and "Cultural Proficiency". We will continue to explore several facets of the new Teaching Quality Standard for FNMI learning, Inclusion, effective relationships, and excellence in teaching with continued learning and reflection. In 2024-2025 Staff will be asked to consider:
 - "What will I do to welcome students this year? "What will I do to welcome and model reconciliation in my classroom this year?" and, "What will this look like to/with my students?"

- Do my students see themselves represented in my classroom and on the walls of my classrooms? Am I planning with a 'sense of belonging' when I create the space in my classroom?
 - How am I incorporating "Kindness" into my classroom and encouraging all stakeholders to practice and be kind? What does this look like, and feel like in my classroom and how am I recognizing it, modelling this, and connecting it to our values and mission at Mountview Elementary School?
6. **We will continue to build upon excellence in teaching by taking part in professional development sessions for teaching and learning. Staff will examine literacy and numeracy progressions during dedicated Professional Development time. An embedded PLC time at grade level will be implemented; a structure in adult learning, building professional capacity, and improving our results in literacy (writing, reading, and numeracy in 2024-2025). In 2024-2025, we will attend to interpreting our data and making changes in evidence-based instructional strategies in our practice. Grades 1-3 will continue to implement Alberta Education Assessments (Lens, CC3) as well as implement a new phonological/early reading screen directed by RDPSD. In Grades 4-5, our team will continue to refine early interventions within their literacy and numeracy blocks and training in a new reading assessment for grades 4-5, as directed by RDPSD. Teachers are now responsible for assessment and the respective interventions within their core literacy and numeracy blocks.**
 7. **Our Educational Assistant Team Development will be connected to our SSR Model and focused on a 'learning sprint' model for building capacity for supporting students with complex needs, inclusion in the classroom, a 'trauma-sensitive lens', and re-entry and reset strategies. This work will be supported by the LAT, SSR, and LST team. The SSR Teacher will be a pivotal member of working with our team at Mountview School bringing forward professional development materials for our Educational Assistants Team.**
 8. **School staff will continue to implement and support the 'Positive Intervention Behavior Supports Model' at Mountview. Using the Instructional Matrix with a focus on common understanding, continuity in language, and coaching based on the three Mountview Mottos: I am respectful, I am resilient, and I am responsible. Classes will ask students to identify what good learning looks like in their learning communities. A school committee will examine the matrix in the upcoming year to build upon the key features of PBIS, impacting our inclusive school culture and student recognition.**
 9. **The staff and school stakeholders will complete District Guides for Professional Learning based on school, district, and professional goals that impact student learning.**
 10. **Staff will attend to the new *Curriculum* through dedicated attendance at sessions facilitated by learning services by June 20, 2025.**

School Education Plan Development and Communication:

The [Ecole Mountview Elementary](#) School Education Plan has been developed in consultation with school staff and stakeholders. Development of the plan has also included consultation and advice from the School Council as required in Section 13 of the School Councils Regulation. The [Ecole Mountview Elementary](#) School Education Plan is available at the school and is posted on our website at:

<https://www.rdpsd.ab.ca/mountview/page/951/about-us>

Alberta Education Assurance Measures

Overall Summary (Spring 2024):

GOVERNMENT

Required Alberta Education Assurance Measures - Overall Summary Spring 2024

School: 4445 Mountview School

Assurance Domain	Measure	Mountview 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	83.3	79.1	83.2	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	79.0	70.4	77.4	79.4	80.3	80.9	High	Maintained	Good
	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	n/a	n/a	n/a	66.2	66.2	n/a	n/a	n/a
	PAT6: Excellence	n/a	n/a	n/a	n/a	18.0	18.0	n/a	n/a	n/a
	PAT9: Acceptable	n/a	n/a	n/a	n/a	62.6	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	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	89.7	82.6	87.2	87.6	88.1	88.6	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	84.3	75.2	82.4	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	75.8	64.0	68.6	79.9	80.6	81.1	n/a	Improved	n/a
Governance	Parental Involvement	87.0	65.2	69.3	79.5	79.1	78.9	Very High	Improved	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
- Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).
- Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the PATs and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 PAT results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Alberta Education Assurance Measures

Overall Summary (Fall 2023):

GOVERNMENT

Required Alberta Education Assurance Measures - Overall Summary Fall 2023

School: 4445 Mountview School

Assurance Domain	Measure	Mountview 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	79.1	87.4	87.4	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	70.4	84.3	80.5	80.3	81.4	82.3	Low	Declined	Issue
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	n/a	63.3	64.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	16.0	17.7	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	82.6	91.7	91.6	88.1	89.0	89.7	Low	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	75.2	89.6	89.6	84.7	86.1	86.1	n/a	Declined Significantly	n/a
	Access to Supports and Services	64.0	73.2	73.2	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	65.2	73.3	74.3	79.1	78.8	80.3	Very Low	Maintained	Concern

** This is a reflection of our results based on FALL 2023. Students in grades 4 and 5 took part, parents in grades 4 and 5, and teachers at Mountview.

Student Growth and Achievement

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

Outcomes	<ul style="list-style-type: none"> ● Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need, and set new learning goals. ● Students achieve prescribed provincial learning outcomes, demonstrating strengths in literacy and numeracy. ● Students are active, healthy and well. ● Students apply knowledge, understanding, and skills in real-life contexts and situations. ● Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis, and Inuit experiences. ● Students demonstrate understanding and respect for the uniqueness of all learners.
Division Strategies	<ul style="list-style-type: none"> ● Implement a systemic model of job-embedded teacher time to ensure all teachers have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high-quality instruction for student growth and achievement. ● Implement a comprehensive anti-bullying program to ensure that our students’ safety and well-being are addressed. ● Grow community, industry, and educational partnerships that provide students access to authentic, hands-on experiential learning in the fields of interest to support readiness for careers and future next steps. ● Continue to integrate Indigenous perspectives throughout the curriculum, providing specialized training for educators, fostering partnerships with Indigenous communities, and implementing ongoing evaluation in order to empower students to actively engage in Truth and Reconciliation efforts and promote empathy, mutual respect, and understanding among all members of the school community.
Alberta Education Measures	<ul style="list-style-type: none"> ● The percentage of teachers, parents, and students who agree that students are engaged in their learning at school. ● Percentage of teachers, parents, and students who are satisfied that students model the characteristics of active citizenship. ● Number of Grade 1, 2, and 3 students who were identified as being at risk at the beginning of the school year, compared to the number identified at the end of the school year.
School Strategies	<ul style="list-style-type: none"> ● 100% of all students in grades Pre-K - 5 have access to daily physical education instruction. (MV) ● A physical literacy specialist will teach grades 1-5 and provide unit outlines to Kindergarten and Pre-K Programs for the 2024-2025 School Year. (MV) ● 100% of students have access to the daily Nutrition Program at Mountview School. (MV) ● A School Nutrition Program (daily ‘grab and go’, snacks) will be supported by Alberta Education in the 2024-2025 school year. (MV) ● Partnerships with local agencies for daily nutrition will be continued (as available in the fall), including THE MUSTARD SEED (daily lunches) and the SALVATION ARMY (Weekend Backpack Program). (MV) ● Mountview will host a 1.0 FTE <i>Family School Liaison Counsellor</i> at the school in 2024-2025. (MV) ● Students will take part in “Valuing Mental Health lessons” in the Wellness curriculum before December 15th, 2024. (MV) Classes will be encouraged to revisit these lessons throughout the year. ● Teachers in Grades 4-5 will be using <i>Mental Health Literacy Lessons</i>, as provided by AHS within the aforementioned timeline. (MV)

	<ul style="list-style-type: none"> ● Mountview teaching staff will ensure district timelines for assessment and data entry at respective grade levels are completed. (MV) ● Mountview Staff and Teachers will support and honour provincial campaigns, district policy, and inclusionary events that build upon understanding, awareness, and empathy for others. For instance HATS ON for Mental Health, Pink Shirt Day, Anti-Bullying Week, and not limited to Neurodiversity Week, Indigenous Peoples’ Day, Ramadan, Diwali, etc. (MV) ● 100% of Students will be able to host a leadership opportunity in their homeroom classroom (ie. line manager, paper pick up, etc). (MV) ● Grades 4 and 5 will host an opportunity to learn about leadership in a school-wide opportunity (Kids for Kids Leadership) in role choices such as AMA School Safety Patrols, Jr. Yetis Spirit Team, Assembly Set Up, The Green Team, HumanKind, Joke/Fun Fact Team, Hallway Heroes, etc. (MV) ● Assemblies will be aligned with RDPSD Core Values: Respectful, Curious, Responsible, Collaborative, Resilient, and Healthy; alongside the Mountview Mottos - I am respectful, I am responsible, and I am resilient. (MV) ● 100% of students will have an opportunity to learn about and recognize ‘Service’ for others <i>with school-wide service projects</i>. Mountview will highlight these citizenship opportunities in the school newsletter, on Social Media, and within the school on a specific bulletin board. Students will engage in discussions regarding the project, building empathy, understanding, and awareness for others. Teachers, alongside their students, will select a project for the year, by October 30th, 2024. ● 100% of teaching staff will examine assessment and feedback loops within their literacy, and numeracy practices; impacting and highlighting the number of ways students can ‘showcase’ their work and improve upon it. (MV) ● Classes will continue to enhance financial literacy lessons per grade level, alongside ‘hands-on’ projects, and or guest presentations that highlight ‘real-life context’ and scenarios. (MV) ● Mountview will host activities during KINDNESS Week as well as recognize <i>Kindness, Empathy, Respect, and Acceptance</i> for others during <i>Pride Month</i> as created by teachers/staff on a committee. (MV) ● Mountview will continue to utilize the SSR Model, and staff to enhance student support by honouring and supporting diverse learning needs across our school. (MV) ● 100% of classes will be introduced to the SSR through dedicated lessons, scheduled in the fall prior to October 15, 2024. ● School Level Protocols (such as ‘<i>Smarties</i>’ class exit) will be introduced and practiced with classes, designed and enhanced by the SSR Teacher/School admin at Mountview School. Teachers and staff are asked to attend orientation lessons for this protocol. (MV) ● The School Council will attend an orientation visit and tour of the SSR Space in the fall of 2024. ● A literacy/ numeracy event will be hosted for all Mountview Families/Students by May 2024. (MV) ● The literacy/numeracy committee/lead teachers will help build upon parent understanding throughout the course of the school year by May 2025; monthly numeracy additions to the newsletter will highlight: Financial Literacy, Math at Home, and early readiness activities for literacy strengths that families can practice with their children at home. (MV) ● Mountview will host a parent engagement session highlighting literacy and numeracy development and practice opportunities by June 20th, 2025. (MV) ● Mountview School Council has asked the school/district to explore the availability of learning sessions for parents regarding the parent portal, School Engage, and Brightspace during the 2024-2025 School year. ● Mountview will host a First Nations, Metis, Inuit (FNMI) Key Point Person during the 2024-2025 School Year. (MV)
<p style="text-align: center;">School Performance Measures</p>	<ul style="list-style-type: none"> ● We will continue to implement and grow in our practice dedicated toward the Science of Reading during our reading instruction at each grade level. (MV). ● We will continue to view, reflect on, and implement high-yield teaching strategies for student learning needs at Mountview. (MV) ● Staff will continue to explore Level A assessment folders at grade level to build upon a comprehensive scope of student achievement and growth. (MV)

- Staff will explore the implementation of a ‘genius hour’ or passion project for students at the grade 4 level who need the opportunity to extend their voice and choice within the curriculum outcomes and skill practice in literacy. (MV)

Mountview Overview/Strategies for Language Arts:

- By October 5th, 2024 teachers in grades one to three will administer, grade, and upload results for the LENS, and CC3 Alberta Education Assessments. (MV)
- By September 30th, 2024 all students at Mountview will be benchmarked with a new reading screen measure (as presented by RDPSD Learning Services in August 2024) and or/GB+ (or new district reading assessment when/as provided for French Immersion). (MV)
- Level A Assessment Folders will be explored, and enhanced at Mountview School in both English and French Instruction/assessment. (MV)
- By October 25th, 2024 HLAT (or district-directed) baseline writing samples will be collected and respectively viewed by grade-level teams. (MV)
- By October 1st, 2024 classroom instruction blocks for literacy will be planned for and implemented, noting universal strategies, explicit teaching, and tiered supports. (MV)
- By October 10th, 2024 literacy structures to support daily instruction in reading and writing will be implemented in classrooms. (MV)
- Teachers will attend district-implemented curriculum sessions as provided by Learning Services by June 20th, 2025.
- The new curriculum will be implemented as directed by Alberta Education during the 2024-2025 school year. (MV)
- Teachers/staff will attend directed staff learning opportunities in the new curriculum as supported by the district by June 20th, 2025.
- Grade 4 and 5 Teachers, alongside French Immersion Teachers, will attend directed staff learning opportunities in the new curriculum as supported by the district by June 20th, 2025.
- Teachers in Grades 1-3 (and FRIM Grades 3-4 - ELA) will utilize and dedicate literacy block time to implement UFLI Scope and Sequence for dedicated phonics programming. (MV)
- Teachers in Kindergarten will utilize the Haggerty phonological awareness program daily for early literacy readiness learning in phonological awareness. (MV)
- Teachers in Kindergarten will receive training on a new assessment by RDPSD (as directed and available/instead of the EYE Assessment in 2024-2025). (MV)
- FRIM teachers at Mountview will attend a Science of Reading Professional Development session highlighting high-yield strategies for reading, writing, listening, and speaking development by April 15th, 2025. (MV)
- In 2024-2025, Mountview School Staff and Literacy Lead teachers will continue to search for solutions, improvements/timetable options in Literacy/Numeracy Interventions (by June 2025). (MV)
- By June 30th, 2025 Mountview Staff are asked to submit a tentative Intervention Plan for homerooms in both Literacy and Numeracy. (MV, RDP) Our Literacy team will consider creating a dedicated/targeted literacy focus plan during the 2024-2025 school year.
- Teachers in Grades 1-5 (ENG) will explore a common writing text called “The Writing Revolution” by Judith Hachman and Nathalie Wexler. Each school in the division has

received a copy of the book. Our staff will attend respective Professional Development as available/provided by the Learning Services coordinator by June 20th, 2025. (MV)

- Teachers in Grades 1-5 (FRIM) will explore high-yield instructional strategies with learning services coordination/Amy Nye for building consistency in our French Immersion programming at Mountview School. (MV)
- Mountview will strive to support a literacy focus with a protected timetable and scheduled interventions (as possible, AB Education funding is not available at this time of writing this plan/ re: intervention support). (MV)
- Mountview will welcome a Literacy Lead (teacher) in both French and English during the 2024-2025 School Year. (MV)
- Mountview will welcome a Brightspace Lead Teacher to guide teacher learning and utilization in/on the Brightspace Learner Management system and respective curriculum resources. (MV)
- By February 30th, 2025 Mountview Staff will attend a collaborative languages Professional Pd and collaboration session with other FRIM Schools to enhance our knowledge and awareness in second additional language acquisition. (MV)
- By November 30th, each division at Mountview will create a weekly oral language goal with planning and intentional implementation in their classroom (English and FRIM) (MV).
- By December 5th, 2024 FRIM teachers will collaboratively implement strategies to engage students in authentic and meaningful language situations where they hear and speak using the targeted language, vocabulary, and structures in various contexts (related to themes or communication needs). (MV)
- By June 5th, 2025 FRIM teachers will have explored a variety of resources provided/selected including and not limited to: French Monitrice, Sharing Circles, Read Alouds, Vocabulary walls, songs/multimedia videos, computer programs - ie Zorbits, Lalilo, etc. (MV)
- Mountview will welcome a French *Monitrice* from Quebec, for the 2024-2025 school year who will work in instruction and language acquisition in our French Immersion classes alongside students and teachers until May 31, 2025.

Mountview Overview/Strategies for Numeracy:

- We will welcome a Numeracy Lead Teacher during the 2024-2025 School year, who will represent and facilitate new learning in Mathematics. (MV)
- K-5 Teachers at Mountview will infuse Indigenous content into math lessons at all grade levels; teachers will be asked to include these lessons in their yearly plan submission on November, 15th 2024. (MV)
- 100% of K-5 Teachers will be invited to plan for, implement, and utilize a Canadian Money kit; and purposely plan for student introduction to money; teachers are asked to submit this plan with their yearly plans by November 15, 2024. (MV)
- 100% of Students (grades 1-5) at Mountview will learn and recognize Canadian coin and note identification, and monetary value by May 30, 2025.
- 100% of Mountview classrooms will have access to a numeracy kit in their classrooms, kits will be created for a sign-out function/Financial Literacy Kit during the 2024-2025 school year. (MV)
- 100% of Mountview Classrooms will have access to FNMI Mathematic games to use in their classrooms (an updated resource in the 2023-2024 school year). (MV)
- 100% of Mountview Classrooms will implement the New Math Assessment (replacement for MIPI) provided by Learning Services by June 20, 2025, as provided by RDP. (MV)

	<ul style="list-style-type: none"> • Teachers at Mountview will have an opportunity to view data points within the new District Math Assessment at key dates suggested by Learning Services by June 20, 2025. (MV) • Teachers will explore the opportunity for Math Word Walls within their classroom space with common symbols and vocabulary must-have; benefitting our EAL population and creating interactive reference boards for our students. (MV) • As able, Teachers will examine data points for Math as presented (and available by district) by a new program called District Intelligence by June 20th, 2025. (MV)
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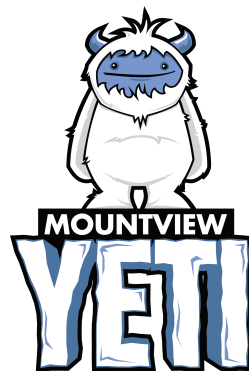
Teaching and Leading

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

Outcomes	<ul style="list-style-type: none"> • Teachers and leaders respond with skill and competence to the unique learning needs, interests, and cultural, social, and economic circumstances of all. • Teachers and leaders improve their professional practice through collaborative engagement in processes of growth, supervision, and evaluation. • Collaboration amongst teachers, leaders, students, and their families, and other professionals enables optimum learning. • All teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice. • University teacher education, university leadership education, and ongoing professional learning programs prepare teachers and leaders to meet the standards for professional practice. • Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based continuous learning.
Division Strategies	<ul style="list-style-type: none"> • Identify, develop, and implement high-leverage strategies, such as those identified by John Hattie and Robert Marzano, so all teaching staff can infuse the most effective teaching strategies into their practice. • Implement a systemic model of job-embedded teacher time to ensure all teachers have the opportunity for meaningful and relevant collaboration time in order to develop, plan, and apply high-quality instruction for student growth and achievement. • Develop and implement a multi-faceted professional development plan that allows teachers to choose and access learning opportunities within the following Alberta Education Assurance Domains: <ul style="list-style-type: none"> ○ Student Growth & Achievement ○ Teaching & Leading ○ Learning Supports <p>Examples of some professional learning opportunities include, but are not limited to, the areas of Inclusive Education; Differentiation; Student Support Rooms; First Nations, Métis, and Inuit learning; English as an Additional Language learning; Artificial Intelligence in Education; and Leadership.</p>
Alberta Education Measures	<ul style="list-style-type: none"> • Percentage of teachers, parents, and students satisfied with the overall quality of basic education.

<p style="text-align: center;">School Strategies</p>	<ul style="list-style-type: none"> ● School staff are prepared to view our classroom communities and their organization to enhance a sense of belonging, safety, and organization for learning/adapting to student learning needs. (MV) ● <i>MV Connections Time</i> will serve as our professional community learning time during the 2024-2025 school year. This has been designed to be implemented 8 times between October 2024, and May 2025 by grade division groups. This embedded time will focus on high-quality instruction reflection in evidence-based, literacy planning, writing improvement, and numeracy instruction. (MV) ● Mountview School will host a Learning Assistance Teacher (0.4FTE) who will be working in collaboration with homeroom teachers to assist in the differentiation to meet student learning needs (sensory, academic, adaptive, etc). (MV) ● We will approach student growth and achievement in terms of accessibility to the curriculum and adapt programming to meet student learning needs (strengths and stretches). (MV) ● We will view ‘high leverage strategies’ in language acquisition and in supporting English as an additional language learning/learners. (MV) ● We will continue to view John Hattie’s research and adapt our teaching practice to include high-yield strategies in student engagement, lesson planning, and differentiation. As indicated by teachers in our Education Plan Collaboration, we will vary our lesson deliveries and balance our digital materials to build upon the capacity to use, create, and purposefully utilize. (MV) ● 100% of classrooms are dedicated to teaching ‘Digital Citizenship and Safety’ at Mountview Elementary School (by December 15th, 2024). (MV) ● Staff will continue to build upon BrightSpace Portfolio usage to enhance parent involvement and invested interest in their child’s progress and education at Mountview Elementary School. ● Mountview will welcome a Brightspace Lead Teacher to guide teacher learning and utilization in/on the Brightspace Learner Management system and respective curriculum resources. (MV) ● Mountview will collaborate with Learning Services to support refining, learning and implementing Brightspace, as well as exploring AI usage in the elementary classroom. (MV) ● Our school will host and honour diversity (and collaboration process) across our school in: <ul style="list-style-type: none"> ❖ School-wide assemblies, guest presentations, presenters, Elders and Knowledge Keepers, Health Curriculum Opportunities, Restorative Circles, Sharing Circles, and discipline practices. ❖ We will continue to work on active citizenship choices through modelling and practicing social skills, implementing social-emotional learning activities, service projects, student leadership, and special events school-wide. (MV) ❖ We will identify the learning needs in our classes with Pyramid of Support meetings; working collaboratively to identify ‘lagging skills’ to support students directly with behaviour, co-regulation, academic achievement and growth.
<p style="text-align: center;">School Performance Measures</p>	<ul style="list-style-type: none"> ● Through the identification, development, and implementation of high-leverage instructional and assessment practices, all K-5 teachers will enhance their implementation of the Mathematics and Language Arts curriculums and high-yield teaching practices. (MV) ● Teachers in Grades 1-5 will access monthly job-embedded professional community learning time embedded into the timetable at Mountview Elementary School (8 times yearly, in addition to staff learning days). (MV) ● Teachers in Pre-K and Kindergarten will access professional development/community practices via the District Director for Early Learning, Kim Kirkwood. (RDP, MV) ● In August 2024, Teachers will be introduced to the school-wide, school administration plan for <i>Growth, Supervision, and Evaluation Policy</i>, alongside the standard of professional conduct and professional practice. (MV) ● In August 2024, school administration and the SSR Teacher, will schedule classroom visits and align student supports accordingly to ensure that students with complex educational and social needs are supported in homeroom classrooms and or in modified program opportunities. (MV)

- 100% of staff (Teachers and Classified Staff) will take part in professional growth plan development at Mountview School. (MV)
- 100% of Classified Staff will have access to district professional development day, and dedicated conference time. (RDP, MV)
- 100% of Teachers will take part in multifaceted professional development opportunities provided by Red Deer Public School District. (MV)
- 100% of our FRIM Teachers will have the opportunity to attend targeted FRIM Professional Development with Amy Nye at Learning Services. (RDP, MV)
- 100% of our FRIM Teachers will have the opportunity to attend a collaboration opportunity with teachers from other Elementary French Immersion Programs. (MV)
- École Mountview will establish a literacy/numeracy committee that will plan for a parent opportunity in-house learning opportunity by May 30th, 2025. (MV)
- École Mountview Kindergarten Staff will host an open house opportunity for families to learn about Kindergarten programming by January 30th, 2025. (MV)
- École Mountview will continue to highlight positive learning opportunities across the school with monthly newsletters, social media, and school tours. (MV)
- École Mountview Staff will plan and host a school-wide OPEN HOUSE opportunity to highlight the great learning and programming at the school by May 2025.. (MV)
- The École Mountview Kindergarten team will plan for a singular open house/tour for Kindergarten Program information the first week of January 2025 open to all parents interested in learning about Kindergarten programming at Mountview. (MV)
- 100% of classes at Mountview will have access to 'Classroom Calm Kits' with sensory input items and tools for movement. Staff will be introduced to the purpose of the kit in the fall of 2024; based on our SSR data we will work to enhance the re-introduction of 'peaceful' places in classrooms for quick, and effective brain/body breaks. DPA (daily physical activity breaks) will be encouraged in all homeroom classrooms at Mountview. (MV)
- 100% of students in grades 3,4,5 will participate in a "Link Crew" opportunity dedicated to building relationships, connection, and collaboration skills by September 30th, 2024. (MV) This program opportunity builds upon connections between students and collaboration skill(s).
- Mountview will explore (and enhance) our learning common space with cultural proficiency in mind, and in 2024-2025 a sub-committee will begin planning to align and update the space to meet provincial/district expectations.



Learning Supports

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

Outcomes	<ul style="list-style-type: none"> ● Learning environments are welcoming, caring, respectful, and safe. ● Learning environments are adapted as necessary to meet learner needs, emphasizing a sense of belonging and high expectations for all. ● Education partners fulfill their respective roles with a shared understanding of an inclusive education system. ● Students and their families work in collaboration with education partners to support learning. ● The school community applies the resources needed to support First Nations, Métis, and Inuit student achievement. ● Cross-ministry initiatives and wraparound services enhance the conditions required for optimal learning. ● Infrastructure (e.g., technology and transportation services) supports learning and meets the needs of Alberta students and their families, staff, and communities.
Division Strategies	<ul style="list-style-type: none"> ● Engage in a comprehensive review of budgetary priorities in the area of student learning supports, to ensure that the initiatives most essential are adequately resourced. ● Implement a comprehensive training program for staff that integrates restorative principles into discipline procedures in order to promote healthy relationships, reduce conflict, and enhance student well-being, and thereby creating a safer and more inclusive learning environment for all.
Alberta Education Measures	<ul style="list-style-type: none"> ● The percentage of teachers, parents, and students who agree that their learning environments are welcoming, caring, respectful, and safe. ● The percentage of teachers, parents, and students who agree that students have access to the appropriate supports and services at school.
School Strategies	<ul style="list-style-type: none"> ● Mountview stakeholders, students, and staff will share a commitment together to create inclusive, positive, and engaging learning experiences. (MV). ● Our common view of inclusion will be to increase participation/engagement in learning, foster a sense of belonging, facilitate social engagement, and student leadership, and positive/safe and caring opportunities for all of our students. (MV) ● Our staff will work together to establish priorities for enhancing inclusion and trauma-sensitive classroom practices. (MV) ● École Mountview Staff will have the opportunity to attend professional development in terms of a trauma-sensitive, and invested lens; the Circle of Courage; the Neurosequential Model supported and implemented by the SSR Teacher, School Administration the LAT Teacher, and learning services staff by June 5th, 2025. (MV) ● Our Grade 4 and 5 teachers will examine the Alberta Assurance Survey results in light of Student Priorities and concerns indicated for safety by November 30th, 2024 (MV) ● Staff will be trained in SIVA (Supporting individuals through Valued Attachments) - according to district opportunities yearly. (MV)

<p style="text-align: center;">School Strategies</p>	<ul style="list-style-type: none"> ● We welcome a Student Support Room Model with a 1.0 FTE Student Support Room Teacher and a 1.0 FTE Student Support Room Educational Assistant. (MV) ● When decisions are made, the best interests of students will be focused upon. (MV) ● Diversity will be valued as an enriching aspect of our school’s environment. (MV) ● Our school will take responsibility for the success of all students in our school. (MV) ● Our school will implement the district-suggested Anti-Bullying Program (WITS) as it becomes available for access in 2024-2025. This dedicated time will be delivered per grade level during MV Connections Time and follow up lessons are scheduled in homeroom classrooms. ● Timely & thorough Communication (anecdotal, and information), for ongoing support(s)), regarding student safety/well-being, learning needs, and supports, will be made first, through the Homeroom Teacher, then the school Learning Support Team structure/process at Mountview. (MV) ● We are committed to expanding upon our cultural competency/proficiency because we believe it is important. (MV) ● We will model behaviours that demonstrate our respect for human rights. (MV) ● We are committed to gender equality and the acceptance of different gender identities. (MV) ● We will take action to modify and enhance our lessons through differentiation of presentation, process, product, environment, and activity, alongside language acquisition. (MV) ● Our school will host a 0.4 FTE Learning Assistance Teacher and a 1.0 FTE Student Support Room Teacher who, with, Student Services will enhance our learning and facilitation of inclusion, learning engagement, and differentiation at Mountview Elementary School. (MV) ● School Administration will implement a restorative circle between students who experience recess disagreements and or interactions that are not aligned with the district student code of conduct and the Education Act. School Wide Discipline will be considered on an individual case basis, supported with the district policy alongside <i>Sub Section (3) in the Education Act - Student Discipline</i>. ● Our school will host a recert First Aid course for our Educational Assistant team (6 individuals) for the 2024-2025 school year.
<p style="text-align: center;">School Performance Measures</p>	<ul style="list-style-type: none"> ● By August 31, 2024, teachers will have hosted a transition meeting with the previous year’s teacher to determine starting points in understanding student strengths, resiliency, and regulation practices/strategies to put into place, as well as scaffolded support as necessary. (MV) ● By August 31, 2024, teachers will have a dedicated period (2.5 hours) to view student assessments, diagnostics, EAL assessments, and files in the Student Backpack in order to prepare for the incoming students in their classrooms. (MV and RDPSD) ● By December 1st, 2024 each classroom teacher will attend a class tracking meeting to assess and attend to the academic, behavioural, social, and emotional well-being needs of their respective students; this meeting will include the school learning team, LAT (Learning Assistance Teacher), FSLC (Family School Liaison Counsellor), SSR (Student Support Room Teacher) and school administration. (MV)

**School
Performance
Measures**

- By June 2025, the Mountview LST team will host our yearly, student support audit to ensure that Learning Services is aware of the complex, special educational needs in learning at Mountview Elementary. (MV)
- By February 1st, 2025, Mountview will facilitate referrals for district-supported Level C Psychological Educational Assessments and Level B Assessments for students who qualify/with district support(s). (MV, RDP)
- When staff are seeking further strategies, information, or inquiries regarding academic, behavioural, social, and emotional well-being, they are asked to request/call/support a meeting with the Learning Assistance Teacher to host a scheduled, Learning Support Team meeting. (MV) Every teacher/staff member is able/asked to request a learning support team meeting during the school year and the district coordinator from student services is invited to attend. (MV)
- School-wide protocols for the safety of students in classrooms will be reviewed (ie. class evacuations), as well as HOUR ZERO protocols for 100% of students at Mountview School (MV).
- On a monthly basis/at staff learning days, homeroom teachers, alongside the Learning Assistance Teacher, SSR Teacher, Family School Liaison Counsellor, and the Learning Support Team, will share information to inform staff school-wide that supports complex student needs (well-being, safety (NVC/SIVA), social-emotional considerations, medical concerns, effective strategies for relationship building and resilience). (MV)
- On a weekly basis for 15 minutes, each classroom team (Educational Assistants and teacher) will host a dedicated, focused, and intentional conversation on classroom learning continuity measures for learning [including student well-being, social-emotional needs, and academic support(s)]. (MV)
- A full-time Family Liaison Wellness Counsellor (1.0 FTE) will be dedicated at Mountview School to support students, families, and stakeholders through a network of support/referral in 2024-2025. (MV)
- In collaboration with the *Family School Liaison Counsellor* - Mountview School will implement a series (2) of parent support sessions for behavioural, social, and emotional well-being, (ie. Building upon Resilience, Parenting Skill, Sparc, and The 40 Developmental Assets, etc). (MV)
- Parents will receive a dedicated meeting invitation with the homeroom teacher to collaborate on building a behaviour support plan, and an individual support plan; ISP plans will be updated per term (in December, March, and June), and parents will be informed and updated, the LAT Teacher and the Administration Team will review. (MV)
- 100% of Mountview classrooms will implement a soft start in September 2024; attending to community building, team building and a sense of belonging, and commencing valuing mental health lessons. (MV)
- 100% of classrooms will implement a monthly newsletter that informs parents of the New curriculum areas covered, as well as special events happening in the classroom (ie. guest speakers, service projects, special events). (MV) We will highlight the learning opportunities taking place in our classrooms and at Mountview.
- 100% of our classrooms access the school-wide nutrition program, and all stakeholders will consider the district Nutrition Policy in light of creating a safe, caring, and inclusive space at our school. (MV) We will review the policy with stakeholders in the fall by October 30th, 2024. (MV)

	<ul style="list-style-type: none">● 100% of school staff will examine and reflect upon the new Teaching Quality Standard, enhancing their professional growth plan. (MV)● 100% of staff will attend professional development opportunities (2) in respect to the journey to Reconciliation (FMNI), Restorative Practices, and inclusive education opportunities. (MV)● Mountview will continue to host an FNMI Key Point Person, Brightspace Key Point Person, and Learning Services Coordinator to focus on improvements in achievement, technology advances, learning in the classroom, and student support respectively. (MV)
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School Council & School Generated Funds, please see the next pages:

2023-2024 School Council Summary:

The School Results Report/Education Plan presents a summary of the progress and accomplishments of **Mountview Elementary School**. As required under Section 13 of the School Councils Regulation, schools provide opportunities for their School Councils and stakeholders to be involved in the development of the report. A review and interpretation of Assurance Pillar measures are also communicated and shared with School Councils and are available at individual schools.

- The School Results Report was reviewed and discussed at the November meeting of the School Council
- The School Education Plan was reviewed at the June 18th, School Council Meeting, 2024
- The School Results Report is posted on the school website at: www.rdpssd.ab.ca/mountview

School Council Involvement and Activities:

The School Education Plan Report 2023/24

Elections were held during the September 2023 meeting.

The executives for the year are as follows:

Chairperson: Emilee Smith

Treasurer: Stephanie Giesbrecht

Vice-Chairperson: Matt Brideau

Secretary: Jen Grauman

Throughout the 2023-2024 School Year, Mountview School Council held 7 monthly meetings and supported the following:

- Regular Attendance at City-Wide Meetings; shared information at monthly meetings.
- The School Council welcomes Mr. Matt Gould, RDPSSD Trustee to meetings.
- Input on District Policies, school results report/education plan, surveys from Alberta School Council Association.
- An executive member attended the ASCA Annual Conference in April 2024, on behalf of Mountview Elementary School.
- Assisted and ran the annual Christmas Market for student shopping for gifts for family members.
- Supports were provided for homeroom consumables for students this year, \$100.00 per homeroom.
- Created and maintained the School Council Information Board and School Council Materials.
- Created, and presented *staff appreciation* items for all staff at the school on April 16th, 2024
- Hosted two community bottle drives with a local business partner from Cosmos/Delbourne on November 23, 2023, and January 25th, 2024.
- Hosted monthly hot dog sales and hot lunch organization with Healthy Hunger.
- Hosted monthly, birthday popcorn and gifted these to all students throughout the year
- Focused on an equity lens for a *free field day snack* providing an opportunity for all students to take part.
- Hosted a Family Dance encouraging connection and participation at a school-wide event.
- Supported school-wide field trip opportunities including swimming bus costs, Camp, and a variety of activities put forward by teachers (ie. Kindergarten year-end t-shirts and Pre-K celebration.
- Hosted a Sub-Committee of Parent Volunteers to raise monies to subsidize Grade Five Camp.
- To increase attendance and interest in and at School Council Meetings, members of the School Council hosted an information table at the conference day and opened the courtyard for a tour this year. School Council members readily volunteer at a variety of events throughout the year including, Carnival, Field Day, and Hot Lunch/Hot Dog Days. Parents are given a personal invitation to attend. Reminders are used in the school newsletter, Twitter account, and Facebook page. This year, an in-person format has been used during meetings. This year, a 'Teacher Feature' continues on the School Council Agenda and Teachers are invited to share highlights in their classrooms with parents. We will continue to make this a priority during the school year. Teachers are asked to share with the principal names of any parents from current or previous classes that they think might be willing to attend School Council Meetings and the school administration team will reach out with personal invites.

SGF Report as of May 31, 2024, *month not closed yet. Submitted by Melody
Reeves-Blocksom, Financial Secretary

PRODUCED ON: 06-Jun-24	RED DEER PUBLIC SCHOOLS		PAGE
01:27 PM	INSCHOOL REV/EXP SUMMARY		REP#:
028			
	FOR THE PERIOD ENDING : 409 MAY 31, 2024		
MOUNTVIEW SCHOOL			
	ANNUAL	-----TRANSACTIONS-----	BUDGET BALANCE
	BUDGET	THIS MONTH YEAR-TO-DATE	
FINANCE	0	0.00 393.60-	393.60
LEARNING RESOURCES	0	0.00 5,184.61-	5,184.61
SCHOOL COUNCILS	0	0.00 3,000.00-	3,000.00
ENHANCED OPPORTUNITY PROJECT	0	0.00 671.60-	671.60
STUDENT ACTIVITIES	0	0.00 3,029.83-	3,029.83
READING PROGRAM	0	0.00 181.44	181.44-
SPELLATHON	0	0.00 9,184.68-	9,184.68
BREAKFAST PROGRAM	0	0.00 4,020.92-	4,020.92
OUTDOOR EDUCATION/CAMP	0	0.00 3,563.15-	3,563.15
RECYCLING / WASTE WATCHERS	0	0.00 1,374.44-	1,374.44
STAFF FUND	0	0.00 342.19	342.19-
SWIMMING	0	0.00 3,275.77-	3,275.77
FACILITY RENTALS	0	0.00 3.97-	3.97
MILK PROGRAM	0	0.00 1,634.15-	1,634.15
SCHOOL NUTRITION PROJECT	0	0.00 13,986.32-	13,986.32
BENEVOLENT FUND	0	0.00 2,676.46-	2,676.46
STAFF SOCIAL FUND	0	0.00 1,400.80-	1,400.80
GENERAL ACCOUNT	0	0.00 3,856.31-	3,856.31
STEP UP	0	0.00 679.09	679.09-
RYCOR OVERPAYMENT	0	0.00 81.00-	81.00
TOTAL -- MOUNTVIEW SCHOOL	0	0.00 56,134.89-	0.00