



**Education With Heart-Avec Coeur**

Annual Education Results Report  
2019 - 2020  
School Continuous Improvement Plan  
2020 – 2023



## **VISION**

Our school division endeavours to provide each student with the opportunity to fulfill their potential and pursue their dreams.

## **MISSION**

We nurture each student's education and well-being within an inclusive rural learning community.

## **PRIORITIES**

Student Learning · Teaching & Leadership Excellence · Community Engagement

## **CORE VALUES**

Integrity · Trust · Honesty · Mutual Respect · Courage · Commitment

## **BELIEFS AND VALUES**

- The parent is the primary advocate of the child.
- Every individual has the right to a welcoming, caring, respectful, safe and inclusive learning environment.
- Rural communities contribute to the success of all our students.
- All students develop a passion for life-long learning, innovation and excellence.
- Learning is a shared responsibility between students, parents, schools and communities.
- Learners are well prepared for active citizenship.

## Public Assurance

The planning and reporting processes that school authorities use reflect the guiding principles, domains and enabling processes outlined in the Assurance Framework. Effective planning and results reporting occurs in a continuous improvement cycle and are integral to school authority accountability and assurance. The planning and reporting cycle (see graphic below) involves:

- Developing/updating plans based on results, contextual information and provincial direction,
- Incorporating stakeholder input based on engagement activities at various points throughout the process, as appropriate,
- Preparing budgets that allocate or re-direct resources to achieve priorities and meet responsibilities,
- Implementing research and practice-informed strategies to maintain or improve performance within and across domains and focused on student growth and achievement,
- Monitoring implementation and adjusting efforts as needed
- Measuring, analyzing and reporting results,
- Using results to identify areas for improvement and to develop strategies and targets for the next plan (i.e. evidence-informed decision making), and
- Communicating and engaging with stakeholders about school authority plans and results.

The Division recognizes its responsibility to keep stakeholders informed about accomplishments and work toward the plan priorities. The Division and its schools will keep its school communities and the public informed of progress throughout the year on strategies identified in the ***School Continuous Improvement Plan***.



## School Profile

There are currently 415 students registered with École Mountain View School this year from Kindergarten to Grade 7. Last year there were 446 students at our school. Of the 415, there are 31 students enrolled with ADLC doing their education at home. Last year there were 257 students in French Immersion and this year there are 224 this year. Last year there were 185 students in English and this year there are 191.

September 30, 2019	September 30, 2020
Junior Kindergarten - 54	Junior Kindergarten - 38
Kindergarten - 84	Kindergarten - 49
Grade 1 - 66	Grade 1 - 76
Grade 2 - 69	Grade 2 - 56
Grade 3 - 39	Grade 3 - 67
Grade 4 - 48	Grade 4 - 36
Grade 5 - 42	Grade 5 - 45
Grade 6 - 40	Grade 6 - 45
Grade 7 - 55	Grade 7 - 40

### **Mission:**

Through a collaborative approach we enable all of our school community to be learners who respond positively to the challenges of an ever changing world.

### **Vision:**

At École Mountain View School, students, staff, and parents work together to foster a safe and caring environment. Within our school, all children are provided with opportunities to be

successful. As part of the community, École Mountain View School students become responsible, productive citizens.

**We Value:**

- A student centered environment
- Achievement in fields of learning, where everybody strives for excellence
- The development of character through the promotion of Honesty, Integrity, Citizenship, and Social Responsibility
- Students, Parents, and Staff as our community of learners
- Respect for self, others and the environment
- Open communication within our extended school community
- The recognition and celebration of successes within our school community
- Diversity in instruction, students, staff and families
- Optimism and resilience

## **Principal's Message**

My name is Kurt Scobie and I am the principal of École Mountain View School. All three of my children attended the French Immersion program at ÉMVS and I am proud of the education that we offer. I believe in our staff, and have seen them go above and beyond to make learning fun and meaningful. I enjoy working with such a dedicated group of teachers and support staff.

When the school transitioned to online learning in the spring, I really had a tough time continuing to connect with my students because they were not in the school and they engaged mostly with their homeroom teacher. As the principal, I have made it my mission to learn every student's name and to find a connection with each one of them at the school. This meant that online learning was difficult for me. The start of this school could not have come soon enough and has been fantastic to welcome back our students and to meet a number of new students this year.

I continue to develop relationships with the parents as well. Because parents have limited access to the school, it is even more important than before to find multiple opportunities to connect with our parents. I find time to speak to parents during the dropoff and pickup times both in and out of the school. Weekly newsletters are sent to seek input and to keep parents updated. Facebook has been a great way to share and connect parents to the learning and fun activities taking place at our school every day.

I start my day on bus supervision and say good morning to students as they get off of the bus or as I walk through the playground on supervision. Students and staff realize that my office is open, and accessible, and it is great to see everyone feeling comfortable in coming to see me. It is imperative that we listen to the concerns and beliefs of our parents and students so that they connect with the education we deliver every day. As a French Immersion site we do our daily announcements in both French and English. While Mr. Corbeil is fully bilingual, I am not but I do my best each day to learn and use the French language. It has been quite an

experience having students from all grades speak to me in French, and help to correct my grammar and pronunciation when I am in classrooms.

Our mission at École Mountain View School is to enable our entire school community to be learners who respond positively to the challenges of an ever changing world. We value the development of character through the promotion of honesty, integrity, citizenship, and social responsibility. At École Mountain View School, students, staff, and parents work together to foster a safe and caring environment. Within our school, all children are provided with opportunities to be successful. As part of the community, École Mountain View School students become responsible, productive citizens.

The School Continuous Improvement Plan is developed throughout the year and includes staff, students, and parents. We share our data with staff and parents, and work together to develop goals that are supported by effective strategies. This is the work that is done during professional development days, staff meetings, school council meetings, and professional learning community times. I also work with other principals and senior leadership during division leadership team meetings. We will be sharing and updating this document with senior leadership, trustees, staff and parents as we reach our milestones.

At École Mountain View School, we have a leadership team that shares the responsibilities for ensuring that *All Kids are our Kids* and the academic *Success for All*. Louis Corbeil is our Assistant Principal, and a long time French Immersion advocate. He works with all teachers, but is an important part of the French programming. He works alongside myself and teachers to ensure that quality teaching is taking place in our school. Leanne Weik is our Learning Support Teacher. Mrs. Weik works with all of our teachers to ensure that all Individualized Support Plans are meeting the needs of our students. Mrs. Hudson also provides intervention groups where students are working in smaller groups at their instructional level, regardless of grade. Our Family School Liaison Counsellor is Lisa Maddex. Ms. Maddex connects with students and their families and helps to alleviate feelings of stress and anxiety that can be felt by students and parents alike.

It is my sincere hope that students and parents alike feel that they are highly connected to our school. Our family of educators and support staff are here to serve.

Kurt Scobie - Principal, École Mountain View School

## Accountability Pillar Report

- Alberta Education provides all school jurisdictions in Alberta with Accountability Pillar Reports in October and May of each year. The October report carries forward results for the measures of High School Completion, Drop Out Rate, Post-Secondary Transition Rate, and Rutherford Scholarship Eligibility Rate from the May Report.
- Parents, students, and teachers are invited and encouraged to complete the Accountability Survey (created by Alberta Education and administered at schools for students and teachers). **Parents with students in Grades 4, 7, and 10** complete paper surveys or an online survey option which are both mailed directly to them.
- All students in grades 4-12 and all teachers are provided opportunities by GYPSD schools to complete the survey.
- Surveys are typically open at the beginning of January until the third week of February and results of the survey are available in early October of the following school year.

Areas included on the Accountability survey and examples of questions asked to determine the ratings are as follows:

1. **Student Growth & Achievement**
  - Provincial Achievement Test results.
  - Diploma Exam results.
  - High School Completion results.
2. **Teaching & Leading**
  - Survey measure of Education Quality.
3. **Learning Supports**
  - Survey measures of Safe & Caring, Student Inclusion and Access to Supports & Services.
  - Programs, services, strategies and local measures/data used to demonstrate that the school authority is improving First Nations, Métis and Inuit student success and ensuring all students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties, agreements, and the history and legacy of residential schools.
  - Programs, services, strategies and local measures/data used to demonstrate that all students have access to a continuum of supports and services, including specialized supports and services, consistent with the principles of inclusive education.

4. **Governance**

- Survey measure of Parent Involvement.
- School authorities provide the amount budgeted for 2020/2021, the amount spent and the variance between these amounts for operational expense categories.
- Processes, strategies and local measures /data to demonstrate that the school authority has effectively managed its resources including, collaboration with other school authorities, municipalities and community agencies.
- Processes, strategies and local measures/data to demonstrate that stakeholders were engaged to develop priorities and share progress and results, including how the school board met its obligations under the School Councils Regulation, section 12.

5. **Local & Societal Context**

- Information about the school authority, students, staff and communities served (such as demographic or socioeconomic data) that provides context for the plan and report.

## **Diploma and Provincial Results**

Grande Yellowhead Public School division embraces the belief that all students can learn and develop their gifts. GYPSD Schools approach all measures of student success from within this philosophical framework. A vast array of classroom assessment practices, both formal and informal measures are employed to determine student success. Students receive the highest quality education and, in turn, the best opportunities to develop their gifts, talents, and potential in school and beyond.

## **Division Screening Tools**

GYPSD uses screening tools to assess how students are doing in reading comprehension and fluency, writing, and mathematics to inform instruction to ensure the success of all students.



# ÉMVS Accountability Pillar Results

Accountability Pillar Overall Summary  
3-Year Plan - May 2020  
School: 2013 Ecole Mountain View School



Measure Category	Measure	Ecole Mountain View School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	<a href="#">Safe and Caring</a>	91.2	87.0	84.1	89.4	89.0	89.2	Very High	Improved	Excellent
	<a href="#">Program of Studies</a>	86.0	83.5	84.2	82.4	82.2	82.0	Very High	Maintained	Excellent
Student Learning Opportunities	<a href="#">Education Quality</a>	92.5	88.2	87.3	90.3	90.2	90.1	Very High	Improved	Excellent
	<a href="#">Drop-Out Rate</a>	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
	<a href="#">High School Completion Rate (3 yr)</a>	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	<a href="#">PAT: Acceptable</a>	75.6	70.7	69.4	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	<a href="#">PAT: Excellence</a>	8.3	6.3	6.9	20.6	19.9	19.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	<a href="#">Diploma Exam Participation Rate (4+ Exams)</a>	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	<a href="#">Rutherford Scholarship Eligibility Rate</a>	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	<a href="#">Transition Rate (8 yr)</a>	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	<a href="#">Work Preparation</a>	78.0	85.9	77.3	84.1	83.0	82.7	High	Maintained	Good
	<a href="#">Citizenship</a>	85.6	81.9	80.6	83.3	82.9	83.2	Very High	Improved	Excellent
Parental Involvement	<a href="#">Parental Involvement</a>	74.0	81.6	80.2	81.8	81.3	81.2	Low	Maintained	Issue
Continuous Improvement	<a href="#">School Improvement</a>	84.6	86.0	79.4	81.5	81.0	80.9	Very High	Improved	Excellent

## Reading the Accountability Pillar

The Accountability Pillar consists of a common set of performance measures and consistent, fair evaluations of results. Through the Accountability Pillar, increased emphasis is placed on achieving outcomes, reporting results and using results for informed decision making for the purpose of improving programs and student results in subsequent years.

### Ratings:

Achievement - This is a comparison of current results to a set of standards

- a. Very Low (red)
- b. Low (orange)
- c. Intermediate (yellow)
- d. High (green)
- e. Very High (blue)

Improvement - This is a comparison of current results with the previous 3 year average

- a. Declined Significantly (red)
- b. Declined (orange)
- c. Maintained (yellow)
- d. Improved (green)
- e. Improved Significantly (blue)

Overall - Combines the achievement and the improvement results

- a. Excellent (blue)
- b. Good (green)
- c. Acceptable (yellow)
- d. Issue (orange)
- e. Concern (red)

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## School Data Story

In this section, you will talk about the analysis of each data set dividing it into three sections as shown below in red. This will be a narrative section.

### **Student Success**

At École Mountain View School, we start off each day with positive student interactions. Mr. Scobie meets and greets all students outside and Mr. Corbeil and his breakfast team feed any and all students before school starts. Teachers are greeting students at the door as they arrive both at the school and in the classroom, and all supervisors are in bright vests on supervision. Our school is both multicultural as well as multilingual. These differences are celebrated and make us a stronger community. This year we have doubled the number of recesses to keep our cohorts of kids smaller. We have also made sure to buffer each recess by 10 minutes to lessen hallway interactions between the cohorts. As a staff, we continue to work on numbers sense, cooperative learning structures, and Daily 5 to strengthen our teaching. We believe that with strong professional development, our students will benefit and grow throughout the year.

### **Teaching and Leadership Excellence**

École Mountain View School is using generative dialogue and a sharpened focus on classroom instruction to move teachers towards excellence. Teachers are participating in Instructional Rounds where teachers are observed by one another. The goal is to see the school's instructional focus in the classroom visits. The school based leaders are working with classroom teachers to make sure that professional collaboration, classroom teaching, and assessment are all working towards ÉMVS' goal of creating high quality learning environments.

### **Community Engagement**

In the past, École Mountain View School has engaged with our local school and greater community on a regular basis. Teaching during a pandemic has made this work far more difficult. We still invite our parents to engage in monthly school walks, but many other activities are now done virtually. Events like Orange Shirt Day, Remembrance Day, awards ceremonies, and parent teacher interviews have all had a classroom level virtual component. Our School Council meets monthly, virtually. The School Council is actively working towards the creation of an outdoor classroom. Each week there is a parent memo that shares many facets of life at our school. We use Google Forms to collect data through these messages so that we can make changes to how our school operates. We have

found that the more we communicate, the stronger our community continues to be.

## Instructional Focus

At École Mountain View School we are focusing on improving literacy across the curriculum, number sense, and number operations. The literacy goal is to improve students' ability to be better word learners in each subject. We will continue the work of the past year, and add in before, during, and after reading strategies to liven the vocabulary and solidify meaning for students. We will be using Daily 5 elements to increase student stamina with reading while allowing teachers to conference with students to improve literacy skills. Over the past two years, our staff has been learning how to use cooperative learning strategies in all subject areas to improve student engagement and curricular understanding. These cooperative learning strategies have allowed students to make stronger connections to the key terms in all subject areas. This year we will continue our work with a numeracy specialist. Our staff continues to learn how improved number sense leads to better number operations. Students need to be able to automatically recognize numbers in a grid, build equalities from expressions, know how much more or less numbers are, and to the parts that make up a number. When this is taking place, students are building number sense at any grade level.

## SCHOOL IMPROVEMENT GOALS

### Student Growth & Achievement

Literacy SMARTe Goal 1	Strategies
<ul style="list-style-type: none"> <li>All students at École Mountain View School will use a variety of strategies to become good word learners in Social Studies, Science, Language Arts and Math to improve reading comprehension.</li> </ul>	<ul style="list-style-type: none"> <li>Cooperative Learning Structures</li> <li>Irene Heffel professional learning opportunities.                             <ul style="list-style-type: none"> <li>Adopting the sequence of before, during, and after reading strategies to help decipher more meaning from the text</li> </ul> </li> <li>Adoption of the Daily 5 elements</li> </ul>

	<ul style="list-style-type: none"> <li>• Varied performance tasks, formative and summative assessments with daily student check-ins for understanding.</li> <li>• Making meaning of and responding to academic text</li> <li>• Use of word walls and spelling lists</li> </ul>
<b>Evidence of Success</b> <ul style="list-style-type: none"> <li>• All teachers have worked with Irene Heffel once this year</li> <li>• Daily 5 professional development took place on November 27, 2020</li> <li>• Cooperative learning structures are present in most classrooms and continue to evolve to be COVID friendly</li> </ul>	

<b>Numeracy SMARTe Goal 2</b>	<b>Strategies</b>
<ul style="list-style-type: none"> <li>• All teachers will focus on student thinking, reasoning and fact recall through discussion, debate, and deliberate teaching.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize Geri Lorway’s work on number sense</li> <li>• Ongoing PD during embedded PLC time</li> <li>• Share successes and struggles through PLCs and staff meetings</li> <li>• Kurt and Louis will utilize generative dialogue and instructional rounds to share classroom practice and generate feedback</li> </ul>
<b>Evidence of Success</b> <ul style="list-style-type: none"> <li>• Data Day was used to determine student needs</li> <li>• Geri Lorway provided number sense professional development on November 28, 2020</li> <li>• Teachers have continued to use Geri’s philosophies on number sense</li> <li>• Teachers have been meeting with Geri Lorway during their PLC time.</li> </ul>	

## Teaching and Leadership

<b>Education Quality SMARTe GOAL 1</b>	<b>Strategies</b>
<ul style="list-style-type: none"> <li>• 85% of parents and grade 7 students surveyed say they are satisfied or very satisfied with the</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize cooperative learning structures</li> <li>• Utilize elements of Daily 5</li> </ul>

<p>quality of teaching at EMVS on the accountability pillar survey.</p> <ul style="list-style-type: none"> <li>● 90% of grade 4 students indicate that their school is good or very good on the accountability pillar survey.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue focus on student thinking, reasoning, and fact recall in Math.</li> <li>● Continue to provide Learning Support Teacher and Family School Liaison Counsellor supports.</li> <li>● Continue to hold monthly spirit and activity days such as crazy hair day and school walks.</li> <li>● Continue to celebrate our virtue program daily.</li> </ul>
<p><b>Evidence of Success</b></p> <ul style="list-style-type: none"> <li>● 97% of grade 4 students believe that EMVS is good or very good.</li> <li>● 94% of parents and grade 7 students are satisfied or very satisfied with the quality of teaching at EMVS.</li> <li>● We have organized Orange Shirt Day, Crazy Hair Day, Wacky Sock Day/Mustache Day and held 3 school walks.</li> <li>● We celebrate virtue winners on the announcements and in classes daily.</li> </ul>	

<p><b>Professional Learning, Supervision and Evaluation SMARTe Goal 2</b></p>	<p><b>Strategies</b></p>
<ul style="list-style-type: none"> <li>● Kurt and Louis will work with all staff to improve teaching practice through classroom observations and generative dialogue.</li> </ul>	<ul style="list-style-type: none"> <li>● School administration will apply the Leadership Quality Standards every day.</li> <li>● Use the Teacher Quality Standard to evaluate probationary teachers.</li> <li>● Use generative dialogue to give feedback and promote discussion with all teachers.</li> <li>● Engage in Instructional Rounds</li> <li>● Use the Leadership and Teacher Quality Standard documents to create Professional Growth Plans</li> <li>● Create professional development opportunities that support the goals of the school.</li> </ul>
<p><b>Evidence of Success</b></p> <ul style="list-style-type: none"> <li>● Professional Growth Plans have been created from the Leadership and Teacher Quality Standard documents.</li> </ul>	

- Classroom observations utilize generative dialogue to create feedback that is focused on the literacy and numeracy goals.
- A professional development plan has been created to support teacher practice based on the evidence collected.
- The first meetings have taken place to determine how to conduct COVID friendly instructional rounds.

## Learning Supports

<b>Safe and Caring SMARTe Goal 1</b>	<b>Strategies</b>
<ul style="list-style-type: none"> <li>• 85% of our grade 4 and 7 students agree or strongly agree that their teachers care about them on the Accountability Pillar Survey.</li> <li>• 85% of our grade 4 and 7 students agree or strongly agree that other students treat them well on the Accountability Pillar Survey.</li> </ul>	<ul style="list-style-type: none"> <li>• Students are greeted and welcomed to school each and every day. Breakfast</li> <li>• Continue to recognize birthdays, tooth awards, and virtue winners.</li> <li>• Hold focus group discussions with grade 4 - 7 students to find out what changes are needed at ÉMVS</li> <li>• ÉMVS will split the student population in half at each recess time ensuring smaller cohorts to interact with.</li> <li>• Teachers will continue to utilize BEST resources</li> <li>• Our Family School Liaison Counselor will work with students on an as needed basis.</li> </ul>
<p><b>Evidence of Success</b></p> <ul style="list-style-type: none"> <li>• In 2019 - 2020, 95% of students agree or strongly agree that their teachers care about them.</li> <li>• In 2019 - 2020, 85% of students agree or strongly agree that other students treat them well.</li> <li>• Students continue to be excited to come to the office to receive awards and a book. for birthdays, tooth awards and virtues.</li> <li>• When buses arrive, breakfast is served, or classes begin, students are</li> </ul>	

- welcomed every day.
- COVID friendly cooperative learning structures are being used to develop student confidence and caring relationships.

<b>Student Inclusion and Access to Supports and Services</b> <b>SMARTe Goal 2</b>	<b>Strategies</b>
<ul style="list-style-type: none"> <li>● ÉMVS staff will implement supports and recommendations for students using a strength based model.</li> </ul>	<ul style="list-style-type: none"> <li>● Supervision, Music, and PE schedules include spots for one on one time and supports for our students</li> <li>● The Learning Support Teacher will work with the classroom to develop targeted student supports.</li> <li>● ISPs will reflect supportive learning and behavioral goals.</li> <li>● All staff will know the student support plans.</li> <li>● Teachers will use the recommendations from service providers to meet student needs.</li> </ul>
<b>Evidence of Success</b> <ul style="list-style-type: none"> <li>● The philosophy of All Kids are our Kids is prevalent throughout the school.</li> <li>● Currently staff use the gym, two sensory rooms, and other breakout rooms with students for one on one or small group time.</li> <li>● We start staff meetings talking about student needs and successes.</li> <li>● Time has been built into the supervision, Phys Ed, and Music schedules for individual and small group supports.</li> <li>● We continue to welcome and work with external service providers.</li> </ul>	





## Professional Growth

Professional Learning responds to and reflects individual, school and district needs · supports both short and long-term goals · includes on-going self-assessment and reflection · reflects a commitment to continuous professional growth · provides opportunities for collaboration · improves practice to enhance student learning.

**We believe professional learning is the responsibility of the individual, school and division.**

Data guides the decisions in both the division and the school. Your data analysis assists you in setting SMARTe goals for your school and for staff professional growth as articulated in your School Continuous Improvement Plan (SCIP). The professional learning needs that your instructional leadership team identify should stem from the data analysis that was completed.

## Instructional Leadership Team

Your Instructional Leadership Team is the group that will help design and deliver the professional learning activities throughout the year. When planning for professional learning, you must consider how the learning will target the needs identified above and what evidence you will see in classrooms both in teaching practice and student learning.

## Division Professional Learning Days

This section is where you will plan the details of your professional learning dates. Professional Learning dates should explore teaching and learning strategies focused on those areas identified in your data.

<b>Date</b>	<b>Focus</b>	<b>Audience</b>	<b>Activities Planned</b>
September 2, 2020	Numeracy & Literacy	Teaching & Support Staff	Kick Off Event
October 23, 2020	Data and Instructional Focus	Teaching & Support Staff	Data gap analysis: parent/teacher/student.
	Secretarial Programming	Secretaries	Virtual Meet Meeting with Shirley and Denita
	Mental Health PASI	Support Staff	Mental Health Capacity Building Project

November 27, 2020	LAMP, Number Sense and Daily 5	Teaching & Support Staff	Karen Fastbender Geri Lorway Laurie-Elle Bashforth
March 5, 2020	Number Sense and Daily 5	Teaching & Support Staff	Geri Lorway Laurie-Elle Bashforth
April 30, 2020	Cooperative Learning Structures Number Sense	Teaching & Support Staff	Geri Lorway Laurie-Elle Bashforth
May 28, 2020	Mental Health Capacity Building	Teaching & Support Staff	School Linked Team