



## Ecole Bellevue School School Assurance Plan 2023/24 to 2025/26



## École Bellevue School Strategic Plan for Success – 2023-2024

### School Profile

École Bellevue School is located in the growing, vibrant City of Beaumont, Alberta. From our beautiful location on the hill, staff provide quality learning opportunities to students in pre-kindergarten to grade 6 in both English and French Immersion. We currently have 496 students from pre-kindergarten to grade 6 and 138 students attending school in the French Immersion program. Our school is now welcoming students from the new neighbourhood in the north-west quadrant of Beaumont, Élan. At this time, we have a handful of students from this new area.

Our school is the host site for an intervention pre-kindergarten program for all of the Black Gold School Division schools in the City of Beaumont. Therefore, we have pre-kindergarten students attending our school from all catchment areas in the City of Beaumont. There are approximately 90 students enrolled in our pre-kindergarten Early Intervention Program (EIP).

### School Values

1. All students are capable of learning; it is our responsibility to find the most effective way to teach each student.
2. Our students' social emotional growth is just as important as their academic development.
3. We model how to treat everyone with dignity and respect.
4. Decisions are made based on what is best for students.

### École Bellevue School Focus

École Bellevue School is an inclusive, welcoming, safe and caring learning environment, which focuses on allowing everyone to “Be the Best You Can Be” and “Fais de ton mieux.”

École Bellevue School staff members continue to provide high quality programs through excellent teaching and assessment. As resources allow, we will strive for continued improvement in educational experiences for individual students.

École Bellevue School students are well prepared for worldwide citizenship and the workforce through excellent Social Studies, Character Education, Career and Technology Foundations, Active for Life programming and special projects.

**Celebrations**

The Ecole Bellevue School community takes pride in being collaborative, kind, positive and resilient when facing challenges. We work hard to keep our school community tight-knit and working as a team. We are excited to launch our new Community Connections Teacher, as coming together as a school community keeps us focused on our students and families. The Community Connections Teacher is funded for one year by a grant received and is the equivalent of approximately one school day a week. This role continues to promote the lifelong skills we promote with our students such as Citizenship, a Safe and Caring Environment and Work Preparation. When grade 3-6 students organize a student-led club, they are developing management and organizational skills based on their own interests. Our grades 1-3 students greatly benefit from these student-led clubs as it's an opportunity to participate in a fun alternative to recess. Our grade 3 students will organize a donation drive for the Christmas Elves. This project promotes positive citizenship skills and a sense of belonging to his/her community. There are several activities and projects of this nature happening here at Bellevue.

Our Active for Life Program expanded this year. We are now offering one day a week for grade 5 and two days a week for grade 6 students. This year, we have increased the number of students to 110 students, which is 88% of our students attending the program. We have developed more partnerships with community groups within the program and we are supporting approx 15-20% of the students financially with a variety of level fee adjustments.

We would like to take this opportunity to thank our students, staff, parents, and community partners. Our School Council and Fundraising Society are integral to our school operations, and they help us improve continually by bringing ideas to the table and supporting several initiatives. Their contribution to our school's Literacy focus over the last 7 years has greatly contributed to the results we are now seeing in our students and the grade 6 Provincial Achievement Test results.

Overall, we are extremely proud of our school community. We are flexible thinkers and excel in many areas of high quality education opportunities.

**Academic Celebrations**

We have studied literacy intervention and pedagogy for a number of years. We have introduced many practices, most notably a focus on phonemic awareness for all grades K-6. Our students are receiving quality literacy instruction and our staff has participated in extensive professional development around pedagogy. Some of the programs we have incorporated are Haggerty, UFLI, Levelled Literacy Intervention boxes, Words Their Way, and more. We noticed gains in our results and our Assurance Report also indicates growth and improvement.

Our universal literacy blocks have grown and now include grades 1-4. We are committed to ensuring that students at risk have opportunities to receive small group instruction and learn how to use accommodations such as Google Read & Write, speech to text applications, etc to succeed despite learning challenges.

We are very proud to report that 100% of our grade 6 students (both English and French Immersion) achieved the Acceptable Standard in English Language Arts in writing. 98.4% of our students achieved the Acceptable Standard in Reading, with a Total Test battery of 100% in English Language Arts. Almost every student wrote (97% of our grade 6 students wrote the test) and several students had accommodations. We are thrilled to achieve these results and they are a culmination of a lot of hard work.

**School Events/Activities**

We have been working with our families to include a diverse range of celebrations from our many cultures. Diwali was a lot of fun, and we had several students come down to make announcements the week leading up to it. Our students organized a Diwali colouring club, and the club had a great turnout. Our grade 5 students have also organized Heritage Week where we will be celebrating everyone's family heritage the last week of school before the holiday break (December 18-22, 2023). Activities include, a parade to showcase any special clothing, a school-wide flag colouring project that will culminate into a large-scale flag collage, a show and tell day, special books set aside for classrooms to read and many more.

We hold regular grade level character education assemblies in the music room. We have been implementing the Social Thinking, Slumberkins and Kimochis programs and use a variety of other resources to guide our topics. Our themes include Respect, Gratitude,

Responsibility, Kindness, Problem Solving and more. The administration team reviews a lot of things like having fun and safe recesses and how to get help from a supervisor. For the younger students, we explain safe play to them. Knowing that there is a big difference between play at home and play at school really increases our success outside. We also talk about Bucket Filling and how filling someone's bucket also fills your own. We discuss topics such as digital safety and online citizenship with our division 2 students. Please ask your child about it if you would like to learn more.

We continue to hold monthly assemblies to celebrate all of our Positive Referrals. Anyone at school can receive a Positive Referral for doing things like being kind, helping others, working hard, etc. Students love being acknowledged and it makes them feel proud to share their acts of kindness. These assemblies are a lot of fun and we try to end most of them with a fun game such as Kazoo 'Name That Tune' or a Kahoot trivia challenge, the kids love it!

We announce everyone's birthday daily (even weekend and holiday birthdays) and we end our announcements everyday with a joke or two. We also have a beautiful diversity wall where we celebrate all of our differences and how lucky we are to be unique. This is only a tiny snapshot of the things we do here, but it gives you an idea of what we are about here at Ecole Bellevue School. We try to keep you involved as much as we can, and we often use our Facebook page to share photos and events for families.

### **Challenges**

The implementation of the new Math curriculum is proving to be challenging. Although teachers are doing an amazing job at working together to sort through the gaps in implementation, we will use this year to work together and make a clear plan. 2023-2024 is the first year of the new Math curriculum implementation for grades 4 , 5 and 6. The challenge lies in the fact that students in these grades did not receive the full new curriculum when they were in grades K-3. This has resulted in gaps in the implementation phase.

This year we are using our PD time to analyze our screener results to plan for instruction and/or intervention groups. We have a good plan for further training in our interpretation of the data to improve literacy blocks. We will provide support and areas of improvement through the Visible Learning framework.

Our school is now delving deeper into our Math pedagogy and resources. The new curriculum is challenging, therefore, starting a new curriculum has to be thought through carefully as they are missing pieces to build upon.

One of our school's biggest goals is to continue improving our numeracy practices through professional development and collaboration.

#### **School Council Message**

Our School Council is a small group of individuals who do a tremendous amount of work for our school. We hold approximately 7-8 meetings a year on the third Wednesday of the month (typically Sept, Oct, Nov, Jan, Feb, April, May). Our meeting dates are set for the year at our Annual General Meeting in September. We host meetings virtually at this time to accommodate our busy or working parents.

Our school is proud to present the 2023-2024 Assurance Plan. We look forward to working with parents, staff and students as partners in education to provide quality programs. This document allows us to look into the future and guides us through the planning cycle.

**Valerie Burchill**

*Chairperson*

## Fall 2023 Supplemental Alberta Education Assurance Measures – Overall Summary

Assurance Domain	Measure	Ecole Bellevue 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	88.8	89.6	89.6	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	93.8	91.3	88.2	80.3	81.4	82.3	Very High	Improved	Excellent
	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	69.7	64.1	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence	22.7	18.8	n/a	16.0	17.7	n/a	High	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	95.4	96.9	94.1	88.1	89.0	89.7	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	94.9	94.7	94.7	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	89.7	88.3	88.3	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	91.6	76.9	71.3	79.1	78.8	80.3	Very High	Improved Significantly	Excellent

## Fall 2023 Supplemental *Alberta Education Assurance Measures* – Overall Summary

Measure	Ecole Bellevue 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
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.5	2.3	2.5	n/a	n/a	n/a
In-Service Jurisdiction Needs	88.9	91.7	88.4	82.2	83.7	84.3	High	Maintained	Good
Lifelong Learning	94.4	80.0	64.0	80.4	81.0	76.8	Very High	Improved Significantly	Excellent
Program of Studies	87.3	93.3	90.7	82.9	82.9	82.6	Very High	Maintained	Excellent
Program of Studies - At Risk Students	87.8	86.4	84.2	81.2	81.9	83.4	High	Maintained	Good
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	71.9	70.2	68.3	n/a	n/a	n/a
Safe and Caring	95.1	94.6	93.0	87.5	88.8	89.1	Very High	Maintained	Excellent
Satisfaction with Program Access	84.5	79.2	80.1	72.9	72.6	73.9	Very High	Maintained	Excellent
School Improvement	91.8	77.9	85.9	75.2	74.2	77.9	Very High	Improved	Excellent
Transition Rate (6 yr)	n/a	n/a	n/a	59.7	60.3	60.2	n/a	n/a	n/a
Work Preparation	91.4	93.8	88.8	83.1	84.9	84.5	Very High	Maintained	Excellent



## **School Goal 1: Support the School Community in Developing Skills for Social-Emotional Learning (SEL) and Wellness, Enhanced Through Community Engagement and Community Partnerships**

**Alignment with Division Priorities:** *Engagement & Partnerships, Wellness & Success*

**Division Core Values:** *Student-Centred Learning, Relationships, Safe & Supportive Environment, Passion*

**Alignment with Provincial Assurance Domain:** *Welcoming, Caring, Respectful and Safe Learning Environments, Citizenship, Access to Supports and Services, Parental Involvement*

**Timeline:** *Fourth Year - Possibly Final Year*

### **Rationale:**

**Establish learner readiness for all students. To actively include and value all students, staff and community members and respect differences**

- Alignment with Provincial Goals/Assurance Pillar: Safe and Caring Schools, Citizenship, Work Preparation, School Improvement
- Alignment with Division Goals: Inclusive Education, Student- Focused Learning, Relationships, Supportive Environment and Passion
- Increase capacity for school staff to address diverse learning, social, emotional, and behavioural needs of our students
- Align Wellness goals with the new Wellness curriculum

**Establishing a positive, welcoming, safe, healthy, and inclusive school culture to prepare students to live in an inclusive, global community and world**

- Alignment with Division Goals / Strat Plan / Alignment with Provincial Goals/Accountability Pillar: Safe and Caring Schools, Citizenship, School Improvement
- Alignment with Division Values: Student-Centred Learning, Relationships and Supportive Environment, Passion

Timeline	Strategies	Supporting Data
<p><b>Year 1</b></p> <p><b>2020-2021</b> <b>COMPLETE</b></p> <p><b>Introduction &amp; Implementation</b></p>	<ul style="list-style-type: none"> <li>• Partner with EverActive Schools</li> <li>• Provide PD to all staff (Oct 21 PD Day)</li> <li>• Train all staff and students on the use of Break Hallway (Regulation Stations located in the north-west hallway)</li> <li>• Contact community partners regarding a Family Wellness Night</li> <li>• Administration to provide Character Education Assemblies</li> </ul>	<p>Accountability Pillar Results (2020/21 - now named Assurance Survey)</p> <p>Parent survey via Google Forms</p> <p>Teacher Survey via Google Forms</p> <p>Participation rates in events</p>
<p><b>Review &amp; Reflection:</b></p> <p>Our first year was very successful. Our Accountability Pillar Results confirm that our students feel safe and cared for at school. They also reported that they can access help when needed for academic assistance. During remote learning, our participation rates during Wellness Fridays and special events was more than we anticipated. We also received a lot of positive parent feedback regarding all the virtual/modified events that we hosted. Prior to remote learning, we had big turnouts for our Movie Night, Halloween Dance, Wellness night, etc.</p>		
<p><b>Year 2</b></p> <p><b>2021-2022</b> <b>COMPLETE</b></p>	<ul style="list-style-type: none"> <li>• Implementation of Kimochis, Social Thinking, and Kindness in Classroom Programs</li> <li>• Development of our school's Diversity Wall</li> <li>• Refinement of the regulation hallway activities</li> <li>• Smaller recess cohorts</li> <li>• Continuation of work not completed from last year</li> <li>• Identifying ways to reach our school community virtually, due to COVID restrictions.</li> </ul>	<p>Assurance Survey Results</p> <p>Engagement rates on social media</p>

	<ul style="list-style-type: none"> <li>Continued work with staff and students around SEL and identifying supports that work in the classroom and for individuals.</li> </ul>	
<p><b>Review &amp; Reflection:</b></p> <p>We are very pleased with our year despite the challenges we had to overcome due to Covid restrictions. Our regulation hallway had a makeover that was well received by the students as its use has increased. This hallway is designed by our school teachers, occupational therapist, speech-language pathologist and administration to allow students to take a break if needed while at school. There are four stations planned by design and students move through them in sequence to help regulate both mind and body. Our Social Thinking and Kimochi's programs are well received and were delivered by a combination of our school's Family-School Liaison Worker and by teachers learning the program and delivering it themselves. Our Diversity Wall is something that our students value and enjoy. It was changed over several times to recognize and celebrate our diverse backgrounds. We continued virtual assemblies until we were able to resume in-person near the end of the year. They are a big favorite with students as we recognize Positive Referrals and incorporate fun games using Kazoo. Our social media account is very active and we have certain videos/posts that receive 1K or more views.</p> <p>Our Assurance survey results continue to reflect that students feel safe and cared for at school. This is a school philosophy and something that our school community deems important to contribute to better learning.</p>		

<p><b>Year 3</b></p> <p><b>2022-2023</b></p> <p><b>COMPLETE</b></p>	<p>Contact community partners regarding a Family Wellness Night</p> <p>Administration to provide Character Education Assemblies</p> <p>Continuation of Kimochis, Social Thinking, and Kindness in Classroom Programs</p> <p>Implementation and PD with Slumberkins program</p> <p>School Wellness Instructional Support Teacher (IST)</p>	<p>Assurance Survey Results</p> <p>Engagement rates on social media</p> <p>Participation rates in school-wide events and evenings</p>
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	<p>Partner with Beaumont Family Community Support Services to deliver small group programming (ex: Home Alone)</p> <p>PD and collaboration with staff to connect SEL learning with new PEW curriculum</p>	
<p><b>Review &amp; Reflection:</b></p> <p>We had a successful year beginning to support our school community and students in wellness. We identified targeted topics and programs to do at each grade. We provided training through mentor teachers and use of FSLW. Our new WIST teacher led a variety of initiatives throughout the year and provided support to other teachers. We ran friendship groups, girls groups and led a family wellness night. FCSS ran a home alone series and we provided one parent opportunity for our PK families. We have begun to look at the new PEW curriculum and how the classroom teachers and PE teachers can support each other. Our plans moving forward are to provide PD opportunities to staff, especially with the number of new staff members next year. We want to expand both our parent opportunities for next year in both PK and K-6. We hope to continue to focus more on SEL and how it can improve both behavior and learning for our students.</p>		

<p><b>Year 4</b></p> <p><b>2023-2024</b></p> <p><b>CURRENT YEAR</b></p> <p><b>Continuation</b></p>	<p>Free After-School Sportball for grades 2-4 through the Physical Health Education Grant</p> <p>Creation of the “Community Connections Teacher” role using the Mental Health Grant money (Job Description is an Appendix to this Plan)</p> <p>School focus on student Citizenship development through Social Justice projects (ex: Christmas Elves Donation Drive)</p> <p>Helping students understand how school benefits them for future Work Preparation (ex: student jobs, student-led clubs)</p> <p>Administration to continue to provide Character Education Assemblies</p>	<p>Assurance Survey Results</p> <p>Engagement rates on social media</p> <p>Participation rates in school-wide events and evenings</p>
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	<p>Continuation of Kimochis, Social Thinking, and Kindness in Classroom Programs with support from our school's Family-School Liaison Worker (FSLW)</p> <p>Small group support to students through our FSLW (ex: Boy's Club Gr. 3)</p> <p>Continuation of the Slumberkins program supported by our school's Wellness IST</p> <p>Partner with Beaumont Family Community Support Services to deliver small group programming (ex: Children in Change, January 2024)</p> <p>Support to families in Pre-Kindergarten with community partners to help and inform about diagnosis, provide strategies and supports -Parent Café FCSS- Kathy Crothers</p> <p>Family Resource Network (FRN) presentations offered to Pre-kindergarten and Kindergarten parents and possibly to Leduc County</p> <p>Community Connections- work with partners to provide wellness bases opportunities for students and support for students and families.</p>	
<b>Review &amp; Reflection:</b>		

2023

www.thebeaumontnews.ca

POSTMEDIA

La Nouvelle

# Beaumont News



The Grade 3 students at Ecole Bellevue School organized the school's project for the Beaumont Christmas Elves, collecting donations from staff and students. Here they are along with the fruits of their effort.

## SCHOOL OF COMMUNITY GIVING



**School Goal 2: Students will have meaningful opportunities to learn in environments which support and challenge individual learner needs in numeracy through Visible Learning strategies.**

**Alignment with Division Priority:** Success

**Division Core Values:** Student-Centred Learning, Passion, Responsible Resource Management

**Alignment with Provincial Assurance Domain:** Student Learning Engagement, Education Quality, Provincial Achievement Test Results

**Timeline:** Second Year

**Rationale:**

Based on our results from the Provincial Achievement Tests<sup>1</sup> and the Assurance Measures, as a staff we are looking at multiple ways to improve engagement and academic results in numeracy within our school.

This being said, academia is not a sole measure of an individual's success. Teachers are encouraged to work with grade partners, team teach, take risks and try projects that meet several subject curriculum demands at one time. Professional development is ongoing. Staff are starting to notice a need for more diverse teaching methods and being proactive in their approaches. We remain committed to inclusive education.

Timeline	Strategies	Supporting Data
<b>Year 1</b>  <b>2021-2022</b> <b>COMPLETE</b>	<ul style="list-style-type: none"> <li>Professional Learning Community – grade level meetings for all homeroom teachers and time for collaboration on school PD days</li> <li>Instructional support teachers and inclusive education teachers provide push-in support in classrooms or small group instruction</li> <li>Participate in the implementation of district-wide literacy and numeracy screeners</li> <li>PD centered around analyzing and interpreting MIPI results</li> </ul>	<p>We will use the results from the PAT Data to begin to plan for our growth areas and communicated with staff and help develop a plan for targeted instruction areas in the upcoming year</p> <ul style="list-style-type: none"> <li>Teacher observation and achievement scales</li> <li>We will look for an increase in the achievements on the Provincial Achievement Test</li> <li>We will maintain or surpass the percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.</li> </ul>

	<ul style="list-style-type: none"> <li>● PD centered around teacher collaboration and sharing of best practices in numeracy pedagogy</li> <li>● Training in several numeracy programs to enhance instruction and targeted intervention for individual students (ex: Leaps and Bounds, Jump Math)</li> <li>● We will have shared grade level math blocks. ie- grade 1-2, 3-4 and 5-6. Where groupings can be made, according to levels. Which allows for more targeted supports for students</li> </ul>	<ul style="list-style-type: none"> <li>● Request our community schools in Beaumont BGSD schools to share their PAT results see how we compare and possibly share challenges and areas of success</li> </ul>
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### Review & Reflection

We are very pleased with our progress in numeracy instruction. One of the teachers at our school completed her Master's with a focus on numeracy pedagogy. We were able to give her time to provide small group numeracy support and to coach teachers. We were able to provide shared numeracy blocks for students later in the year once Covid restrictions eased.

<b>Year 2</b>  <b>2022-2023</b> <b>COMPLETE</b>  <b>Continuation</b>	<ul style="list-style-type: none"> <li>● We will have shared grade level math blocks. ie- grade 1-2, 3-4 and 5-6. Where groupings can be made, according to levels. Which allows for more targeted supports for students</li> <li>● Continue PD centered around analyzing and interpreting MIPI results and teacher collaboration and sharing of best practices in numeracy pedagogy</li> </ul>	<ul style="list-style-type: none"> <li>● We will use the results from the PAT Data to begin to plan for our growth areas and communicated with staff and help develop a plan for targeted instruction areas in the upcoming year</li> <li>● Teacher observation and achievement scales</li> <li>● We will look for an increase in the achievements on the Provincial Achievement Test</li> <li>● We will maintain or surpass the percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.</li> </ul>
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**Review & Reflection:**

Our math groups were a big success. There were not as many groupings for grades 5&6 due to timetabling and time constraints, however, we were able to target small groups of students in those grades. The Numeracy IST did a wonderful job coordinating small groups for grades 1-4 including support and creation of programming for 2 Educational Assistants to help in the domain.

<p><b>Year 3</b></p> <p><b>2023-2024</b> <b>CURRENT YEAR</b></p> <p><b>Continuation</b></p>	<ul style="list-style-type: none"> <li>• Administration participating in Division-Led Visible Learning PD and conduct school-level research</li> <li>• Administration to provide Visible Learning PD to staff focusing its application specifically to math instruction</li> <li>• Continue PD centered around analyzing and interpreting math screener results and teacher collaboration and sharing of best practices in numeracy pedagogy</li> <li>• Trial and PD around new PD supports available Mathology and MathUP</li> <li>• Help teachers adjust plans, pedagogy to meet students needs with numeracy through PD, mentorship and collaboration</li> <li>• Use Visible Learning to help staff and student understand their learning and improvements</li> </ul>	<ul style="list-style-type: none"> <li>• We will compare results from a school-developed survey to all grades 4,5,6 students around Visible Learning (pre and post survey results)</li> <li>• Use results from Provincial Achievement Test data to begin to plan for our growth areas and engage with staff to develop a plan for targeted instruction areas in the upcoming year</li> <li>• Teacher observation and achievement scales</li> <li>• We will look for an increase in the achievements on the Provincial Achievement Test</li> <li>• We will maintain or surpass the percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies.</li> </ul>
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Review & Reflection:

## École Bellevue School Strategic Plan Overview

	2021-2022	2022-2023	2023-2024
<b>Goal 1</b> Support the school community in developing skills for social-emotional learning and wellness, enhanced by community engagement and community partnerships	<b>Continuation</b> Continuation of Year 2 (due to Covid)	<b>Progress or Possible Completion</b> Year 3	<b>Completion Year</b> Year 4 - Present
<b>Goal 2</b> Students will have meaningful opportunities to learn in environments which support and challenge individual learner needs in numeracy through Visible Learning strategies	<b>Implementation</b> First Year	<b>Progress</b> Year 2	<b>Progress</b> Year 3 - Present

## Appendix A - Previous PAT and Accountability Survey Results

### 2021 Assurance Survey Results

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

Spring 2021

School: 3201 Ecole Bellevue School



Assurance Domain	Measure	Ecole Bellevue School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	<a href="#">Student Learning Engagement</a>	87.1	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	<a href="#">Citizenship</a>	89.7	85.2	88.4	83.2	83.3	83.0	n/a	n/a	n/a
	<a href="#">3-year High School Completion</a>	n/a	n/a	n/a	83.4	80.3	79.6	n/a	n/a	n/a
	<a href="#">5-year High School Completion</a>	n/a	n/a	n/a	86.2	85.3	84.8	n/a	n/a	n/a
	<a href="#">PAT: Acceptable</a>	n/a	n/a	81.8	n/a	n/a	73.7	n/a	n/a	n/a
	<a href="#">PAT: Excellence</a>	n/a	n/a	14.3	n/a	n/a	20.3	n/a	n/a	n/a
	<a href="#">Diploma: Acceptable</a>	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
	<a href="#">Diploma: Excellence</a>	n/a	n/a	n/a	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	<a href="#">Education Quality</a>	92.3	91.4	91.9	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	<a href="#">Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)</a>	91.0	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	<a href="#">Access to Supports and Services</a>	85.2	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	<a href="#">Parental Involvement</a>	83.2	65.6	76.8	79.5	81.8	81.4	n/a	n/a	n/a

## **Appendix B - Ecole Bellevue School's Community Connections Teacher Job Description**

### **Bellevue Community Connection Teacher 0.2FTE**

- Teach CTF Leadership
- Organize (not run them) Student Led Clubs and have them in 4-5 week intervals allowing each division 2 grade level (4,5,6) to run one club per cycle. So 3 student-led clubs per cycle. Students are still responsible to fill out the application form and to find an adult supervisor. 2 cycles Sept-Dec, 2 cycles Jan-March, 1 cycle April
- Responsible for creating/writing a Community Connection Corner write up once a month for our Weekly News
- Start/create a hashtag #bellevuecommunityconnections (or a name like that) on our school's Facebook page. This is to share what is happening throughout the school
- Organize classrooms for the Karma Pantry on a monthly or bi-monthly basis. Set up a sign up form and coordinate classroom schedule, day of drop off, etc
- Reach out to the seniors centre and organize 2 activities:
  - 1- Students reading together with seniors (younger grades)
  - 2- Students going over to play board games with seniors (older grades)
- Coordinate FCSS groups with our school key contact. The school's contact is currently Pam Gierke: [pam.gierke@beaumont.ab.ca](mailto:pam.gierke@beaumont.ab.ca)  
She delivers the Home Alone program for Grades 5&6 students at the school
- Coordinate and promote any FCSS sessions that our community families could benefit from
- Coordinate with Family Resource Network (FRN) to plan their sessions for pre-kindergarten families at our school. The first one should be before December in the school year
- Coordinate and promote the Christmas Elves box, the Giving Tree at Christmas time (tree that gets decorated with toques, scarves, mittens, etc), Food Bank Drive

- Coordinate with Beaumont Outreach School across the street. The Outreach students help with school-wide events: Winter Walk Day (hand out hot chocolate), Winter Fun Day (Run stations), Community Clean-Up Day (April), some of them (2-3 students) can volunteer to work in pre-k
- Coordinate with the Fire station, RCMP station, Library for presentations at the school
- Chartier is interested in partnering with us. Please find out what they would like to do (sustainable farming, using local purchased foods, etc)
- Any other community connection opportunities that arise throughout the school year

## **Appendix C - Ecole Bellevue School Mental Health Plan 2023**

### **Setting the Stage**

- What data are we using to set priorities for our school mental health plan? (e.g. Our School results, Accountability Pillar - Safe and Caring measure, Early Years Evaluation results, number of suspensions, number and type of referrals to counsellor/FSLW, LA RCSD Classroom Profile etc.)
- What are our top 2-3 mental health priorities for our school community?
- Who can help support universal, targeted and individualized/specialized areas of need? (e.g. classroom teachers, counsellors, FSLs, community agencies)
- What type of professional learning support is needed for school staff? (e.g. mental health literacy, awareness of pathways to service within the division and community, effect of adverse childhood experiences on learning and development)
- What type of parent education/resources would be helpful? (e.g. awareness of signs of mental health concerns, awareness of school, RCSD and community resources available, parenting support groups/sessions)

- Where does our Mental Health Plan fit in the scope of [Comprehensive School Health](#)?
- How are we promoting staff mental health and well-being? (see Self-Care Wheel/Plan below)

## **Designing a Continuum of Supports**

What are we currently doing to build resilience and positive mental health for our students?

### **Universal:**

Creation of the Community Connections Teacher role (0.2FTE) funding my BGSD's mental health grant

Collaborating with community partners to provide parents and families with coaching and parenting help. For example, Family Resource Network is working with pre-kindergarten families in Serve and Return. Picky Eating, and Potty training.

Our 3-Year Assurance Plan goal is supporting our school community with Social-Emotional Learning and Wellness

WEThinkers program, Mind Up Curriculum, Zones of Regulation, Fill your Bucket, WITS program, Kimochis (SEL)

Promoting virtual community programs Ex: Grief and Loss, Positive Parenting classes

### **Targeted:**

Many clubs/small groups offered need to be adapted to meet covid guidelines

Lego club, Boy's group, Children in Change Program, and more depending on needs that arise throughout the year

FCSS contact: Brandon

Grade Level Assemblies, Regulation and PEW support for classrooms, FSL support in classrooms

Soft Start Program (morning program) Recess Club (recess support)

**Individual/Specialized:**

FSL support for individual families  
 BGRS psychologist  
 Mental Health Nurse  
 Early Years Team

Where are the gaps in services for students?

**Universal:** Limited time for school supports from Student Services and FSL

**Targeted:** Limited funding support for small group interventions

**Individual/Specialized:**

Mental Health Support for individuals

What do we commit to for this current school year to address the gaps in service AND to build resilience and positive mental health for our students? What are our areas of focus?

Key: U=Universal, T=Targeted, I/S=Individualized/Specialized

Priorities for this school year	Delivery/activities (Universal, Targeted, Individualized/Specialized)	Roles and Responsibilities	How do we know we are making progress?
<p>Example:</p> <p>To raise awareness of signs of mental health concerns</p>	<p>U (students): Physical Education and Wellness curriculum, mental health literacy</p> <p>U (staff): mini-lessons at staff meetings</p> <p>U &amp; T &amp; S (parents): Parent Cafe offered at school, Family Resource Network sessions offered at school, promoting AHS Caregiver series</p>	<p>U (students): classroom teachers</p> <p>U (staff): MHCB Coordinator, FSLWs, Counselors</p> <p>U (parents): AHS Educators</p>	<p>Attendance to sessions</p> <p>Reduction in number of crisis situations at school</p>

1. Training on SEL for staff	PD for Staff Delivery in classrooms	Classroom Teacher Partners AHS/EAS	Reduce episodes for students
2. Parent Engagement Afternoons and Evenings on Wellness Topics	Engagement afternoons and evenings for parents (3 per year) Topics Wellness related ie- SEL, behavior support, positive interventions	Partners and Teachers providing support.. Parent engagement both as a sit and get and with their kids	Attendance at events
3. Diversity and Inclusion	Raise awareness of support and help all students feel safe at school	Promotion Assemblies Student Leadership Heritage Week Diversity Wall	Events Assurance Plan results

### Where does our Mental Health Plan fit in the scope of Comprehensive School Health?

Comprehensive School Health	Mental Health Plan
<p>Active Living:</p> <ul style="list-style-type: none"> <li>• Daily opportunities</li> <li>• Team opportunities</li> <li>• Non team-based opportunities</li> </ul>	<p>Students</p> <ul style="list-style-type: none"> <li>• Individual</li> <li>• Family support</li> <li>• Groups</li> <li>• Grade-level</li> <li>• Classroom</li> <li>• School-wide</li> </ul>
<p>Healthy Eating</p> <ul style="list-style-type: none"> <li>• Healthy choices</li> <li>• Healthy alternatives</li> <li>• Nutrition fund</li> </ul>	<p>Parents</p> <ul style="list-style-type: none"> <li>• Navigating services</li> <li>• Parent Information Nights <ul style="list-style-type: none"> <li>○ Parenting teens</li> <li>○ Anxiety and Depression</li> <li>○ Literacy, Numeracy, Wellness</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>○ Substance use</li> <li>○ Other?</li> </ul>
Positive School Climate <ul style="list-style-type: none"> <li>● Student Groups</li> <li>● School-wide virtual activities</li> <li>● School-wide virtual events</li> <li>● Peer relationships</li> <li>● Staff/student relationships</li> </ul>	School Staff <ul style="list-style-type: none"> <li>● Professional Development</li> <li>● Mental Health Days</li> <li>●</li> <li>●</li> </ul>

## Appendix to School Mental Health Plan

### **Role of Various Support Positions for Schools** (blend of BGRD staff, AHS staff, contractors)

<b>Learning Support Teachers</b>	<b>Role:</b> Coordinate specialized services (e.g. referrals, resources etc) and provide intervention for students (e.g. academic support, behaviour support plans)
<b>Counsellors</b>	<b>Role:</b> Facilitate the development of a <i>School-Wide Mental Health Plan</i> ; coordinate universal mental health and career development supports for ALL students. NOTE: Individual/personal counselling may be part of the Counsellor's role depending on FTE allocated for Counselling at the school level <b>and</b> level of counsellor training.
<b>Family School Liaison</b>	<b>Role:</b> Universal mental wellness promotion and targeted solution-focused interventions (groups, individuals); resources for school staff and families; liaise with other community-based services; help track/support students in care (Success in School Plans).
<b>Mental Health Capacity Building Team</b>	<b>Role:</b> Provide leadership, direction and structure to support the overall vision, mission and objectives of the MHCB Initiative.

<p><b>Other Mental Health Services:</b> Mental Health Nurse Mental Health Therapist</p>	<p><b>Role</b> (Nurse): Consultation with staff and parents regarding management of psychotropic medication and coordination of mental health services.</p> <p><b>Role</b> (Therapist): Clinic-based therapy for children/youth.</p>
<p><b>Instructional Coordinators</b></p>	<p><b>Role:</b> Provide a variety of services for schools as required in support of student learning and development: coaching, consulting, resources, professional learning workshops, case conferences etc. Assist school-based leads in accessing other services as appropriate including psychoeducational assessments.</p>
<p><b>Other Consulting Services:</b> Psychology Speech-Language Therapy Occupational Therapy Physical Therapy Deaf and Hard of Hearing Blind and Low Vision Educational Audiology Alternative and Augmentative Communication</p>	<p><b>Role:</b> Provide a variety of services for schools as required in support of student learning and development: coaching, consulting, resources, professional learning workshops, case conferences etc.</p>

**Resources:**

[Working Together to Support Mental Health in Alberta Schools](#)

[Positive Mental Health Toolkit](#)

[LA RCSD Classroom Profile of the Confident Engaged Learner](#)