

Vancouver School Board

SCHOOL PLAN

2015-2016



It is our collective responsibility as a school district to ensure the highest quality learning experiences for all students, with a focus on student engagement, learning and development in a safe, inclusive environment.

Tyee Elementary

MISSION STATEMENT

We believe in enabling learners to reach for personal excellence in a supportive, stimulating environment, following Montessori principles.

We encourage and guide all students in taking responsibility for their learning and in actively participating in a broad range of learning experiences.

GOAL: Literacy

To increase reading comprehension with a focus on those students who are demonstrating below grade level reading comprehension.

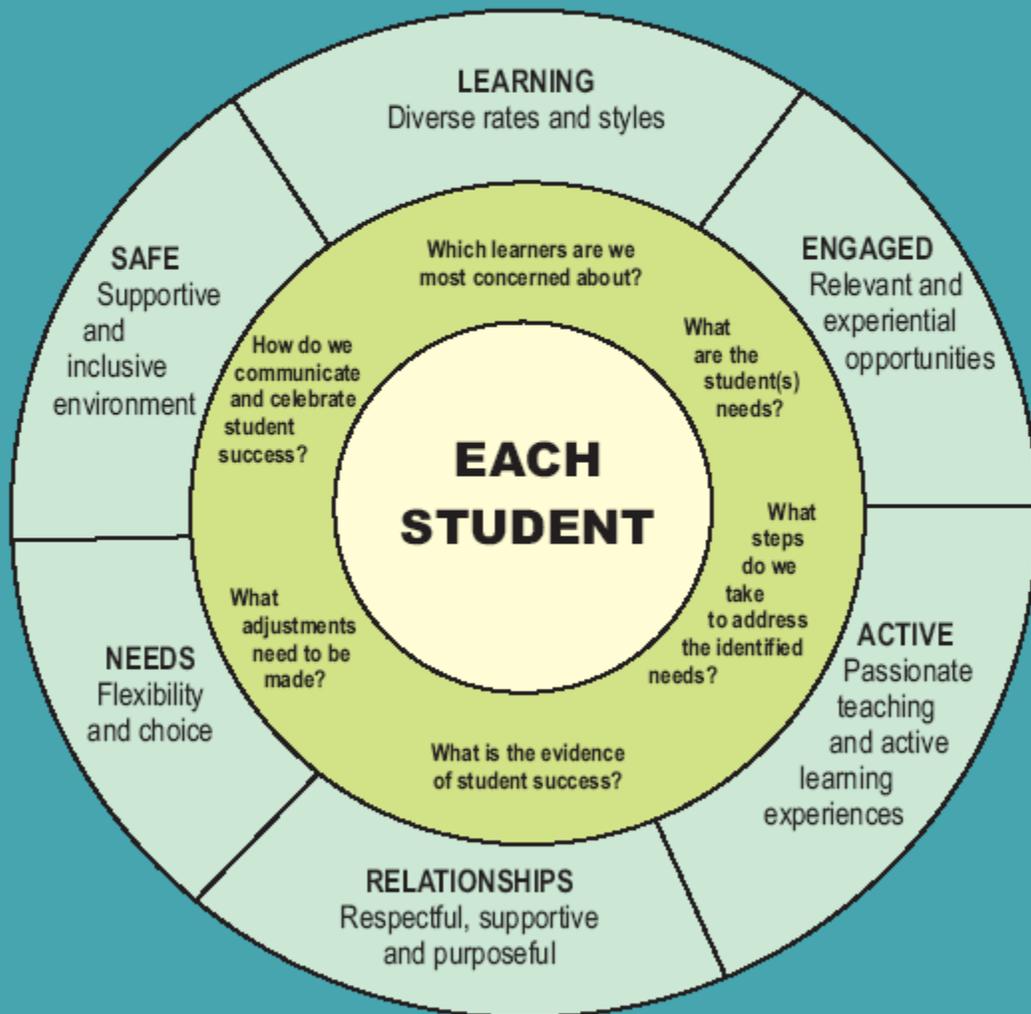
GOAL: Social Responsibility

To increase awareness of ourselves, awareness of others, awareness of our actions within the environment where we learn, socialize, and play.

GOAL: Aboriginal Cultural Enhancement

To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

ASSESSMENT FOR LEARNING: SUCCESS FOR EACH STUDENT



SCHOOL COMMUNITY CONTEXT

What are the demographics of our learning community?

Who are our learners?

What is our vision of success for learning for each student?

Tyee Elementary School has 201 students enrolled in a program dedicated to Montessori philosophy and education. The school is organized into eight divisions, kindergarten to grade 7. Students in grades 1 – 3 and 4 – 6 are organized into multi-aged classes, with students in kindergarten and grade 7 in dedicated grades.

Students throughout the Vancouver School District may enter the Tyee Montessori program beginning in kindergarten through an application to the Vancouver Board of Education choice schools lottery system. The computer application lottery determines those placed into the kindergarten program and those who will be placed on the waitlist for future placements. Parents may also choose to place their children's names on the existing waitlist at any grade level by completing an application of intent at the school.

Teachers are committed to providing a rich learning environment for all students based on Montessori principles and on fulfilling the expectations of the Ministry of Education curriculum for all schools. Teachers collaborate to ensure that the Montessori philosophy underlies all educational decisions at Tyee and there is success for each student.

Students learn to take responsibility and make decisions about time spent on learning tasks under the teacher's guidance, beginning in kindergarten. The Montessori approach supports continuous progress as children work on personal goals and academic challenges. Students learn to work independently, in small groups, and as members of a class. A resource teacher supports in-class or pull out those students with academic challenges. Nineteen percent of Tyee students have individual education plans and are provided with extra support from a learning assistance teacher or student support worker.

Since Tyee's beginning in the mid-1980s, parents have made a conscious choice to enroll their children in the Montessori program. Parents are highly involved in the school to support the success of the Montessori program and value the programs and traditions of Tyee. Support for programs in the school are through PAC fundraising or parents offering their expertise. Parents of the School Planning Council at Tyee discuss the directions and decisions of the school and the school plan, support decisions of the teachers, and make recommendations to PAC.

Teachers enhance students' learning through building greater awareness of environmental sustainable living, creating food production, and supporting healthy lifestyles at a deeper level. Think and Eat Green program, in collaboration with UBC, is in the fourth year at Tyee, where many projects are woven through curriculum and students learn about sustainable living that includes composting, urban gardening, recycling, and reducing waste. Entrepreneurial skills are fostered as students either make or grow items to sell at the Tyee pocket markets each fall and spring. Students study stream ecology by raising and releasing salmon fry into streams each year, protecting a natural urban stream in "Gibby's Field" within the Tyee community, and exploring the fragility and balance of plant and animal life along urban beaches and streams.

Active living and outdoor education introduces students to a variety of experiences and life skills such as snowshoeing, winter survival, and skating. Grade 4 students participate in swimming lessons and learn water safety skills. Students may also experience gymnastics, tennis, badminton, and dance lessons. Each fall, Grade 7 students experience outdoor education through Sea to Sky Outdoor School on Gambier Island.

Students learn to lead and actively participate in meaningful groups. Free the Children focuses on

community and global issues facing human survival and welfare. The C.A.N. club promotes sustainable living and environmental awareness that is woven into many aspects of education in the classrooms and the Think and Eat Green and garden programs. Students may also participate in Students' Council, grade 6 and 7 band, and various leadership opportunities. Music is definitely a growing part of Tyee as students learn to play various Orff instruments, and this year, learn how to play marimbas.

The Tyee annual Learning Fair exemplifies project-based learning that focuses on students' passions and interests on a topic of study. Written and oral language skills, research, creativity and passion merge in a final presentation shared with family, guests, classmates and staff.

Tyee is an active learning community of staff, students and parents working in concert to ensure an engaging, supportive Montessori education in a respectful and emotionally safe learning environment.

REFLECTIONS ON 2014-2015 SCHOOL PLAN

What was our goal?

What steps did we take to address the identified student(s) needs?

What was the evidence of success for each student?

How did we communicate and celebrate student success?

Goal 1: 2014-2015 ~ Literacy

To increase reading comprehension with a focus on those students who are demonstrating below grade level reading comprehension.

Objectives:

- Demonstrate grade level reading comprehension in a variety of ways, orally, written, or pictorially.
- Read fiction and non-fiction texts with understanding at grade level

Building a strong foundation of reading skills was identified by the staff as the thread that wove through every aspect of learning. Whether students are reading for pleasure or content, researching a topic, solving a math word problem, reading a science experiment, or cooking, reading skills and the development of reading comprehension of what is read is important.

The literacy goal was changed from writing to reading. The primary reason was in the identification of students who were not meeting or approaching grade level expectations. Though staff felt they were doing a good job of teaching reading they questioned why students were not moving forward as they should given the interventions. The following steps were taken throughout the year to increase reading skills and comprehension.

Steps to address students' needs:

- Grouping for reading for meaning in the classrooms; reading level novel study groups at the intermediate grades, and guided reading groups in primary grades.
- Resource teacher support for reading comprehension; assessed and changed throughout the terms as students' needs were identified. Support may be small group or one to one.
- Use of comprehension ideas such as; teaching of strategies to identify the main idea, teaching text features, discussing making connections with self and prior knowledge, teaching to read on the line, between the lines, and beyond the lines, questioning while reading skills of making predictions, purpose of the author, message of the passage, put the meaning into your own words

- Use of Montessori reading materials to enhance comprehension; materials include coded phonics cards, or vocabulary and definition cards with pictures used particularly with content topics such as parts of a flower or tree, animal identification, and so on.
- Adjust strategies that are not working; change the student to a different reading group, direct instruction, modeling, scaffolding, frontloading, chunking of work for comprehension and success, ...
- Modifications and adaptations to reading programs were made for struggling readers such as highlighting challenging vocabulary, shared reading with discussion, increased size of text, pictures with print, and so on.
- Use of various technology programs, such as RazzKids and Star Fall to engage extra reading practice.
- Use of technology to show understanding of what is read.
- Use of various types of text to engage the student in reading materials, such as graphic novels, easy reading content books for high interest, engaging fiction storybooks with low-level vocabulary.
- Suggesting books from the library to take home for listening as parent reads, shared reading, and independent reading.
- Shared buddy reading for increased engagement and eyes on text.
- Uninterrupted sustained silent reading time (USSR)

Evidence:

- The 2015 spring report card reflected a modest change from the 2014 fall reporting to the number of students throughout the grade levels who were not meeting or approaching in grade appropriate reading success.

Fall assessment reporting:

- 34% of primary students were not meeting or approaching, and
- 21% of intermediate students were not meeting or approaching in reading

Spring assessment reporting:

- 30% of the primary students were not meeting or approaching, and
- 14% of the intermediate students were not meeting or approaching.

Evidence shows there is movement forward throughout the year of students meeting grade level expectations, however; there continues to be concern with those who are not.

- Teachers assessed students who were not meeting or approaching in reading showed movement forward in reading comprehension, however, the scores revealed these students continued to not meet grade level measures.
- When students moved forward in their reading level, teachers observed improved self-esteem, behavior, confidence and willingness to read.
- These students were choosing increased challenging books from the library.
- They also demonstrated improvement in writing summary sentences with details.

Communication and celebration of success:

- Student-led conferences where students talk about their portfolio of work with their parents.
- Learning Fair projects is a very public celebration of learning.
- IEP process focuses on successes and next steps for a student's learning with parents.
- Teachers providing feedback to individual students and their parents in regards to positive progress in reading and academics.
- Students completing self-assessments of reaching goals and celebrating their work and areas where they are proud.

Goal 2: 2014-2015 Social Responsibility

To increase awareness of ourselves, awareness of others, awareness of our actions within the environment where we learn, socialize, and play.

Objectives:

- Demonstrate an understanding of the Tye motto “Respect each other, Respect ourselves, and Respect the environment.”
- Show increasing improvement of positive behaviours throughout the course of the year.

Steps to address students needs:

As the year progressed, conversations around the School Plan Social Responsibility goal and objectives began to define a deeper need of addressing self-regulation of behaviours, understanding personal needs as a learner, addressing anxiety, and accepting and respecting the needs of others as learners. Strategies came into place to adjust to the needs of students.

- Explicit teaching of the *Zones of Regulation*, identifying specific and consistent language to be used throughout the school. Posters of the language are in every room including the office.
- Student produced imovies made with a buddy.
- Mindfulness education, *Mindup*, became routine in each classroom for breathing techniques, focusing and calming before beginning the morning and afternoon classes as a transition from play to focused work and on self-regulation for learning.
- Regular class meetings where topics are discussed, such as social emotional regulation, respecting each other as learners, positive supportive behaviours within the school and play spaces.
- Teaching of Virtues education with a different virtue each month. Virtues are discussed during afternoon announcements, at class meetings, and generally as a daily focus.
- Staff throughout the school modeled language of regulation, positive supportive words, and encouraging behaviours; also, this was consistently and explicitly taught and expected as behaviours in the school.
- Programs such as “igirl” and “iboy” by the Seleema Noon group were brought into the school for the intermediate students, grades 4-7, to teach and open discussions including topics such as positive social friendships and relationships, self-esteem and image, using social media interactions in a positive and respectful manner, being mindful of others.
- Teachers continuing the dialogue around how to make a friend and maintain ongoing positive friendships.
- Awareness teaching that looks at how ones behavior affects others, identifying personal learning needs, self-regulation of behaviours, accountability.
- Counselor worked with students who are identified as requiring assistance and counseling in the area of social emotional development, positive friendships behaviours, and bullying behaviours.
- Gladstone Community Link Youth and Family Worker developed the *Making Connections* program focused on students in grade 4 with the goal to teach collaborative social connectivity, new friendship development, and acceptance of others’ points of view.
- Social stories and picture books were used as points of lessons and discussions around acceptance of others, maintaining positive behaviours, bullying behaviours, and so on.
- Modeling and using language to “unpack” social problems, use of conflict resolution, teaching of the use of “I statements” during conflict resolution, teaching accepting responsibility and consequences, teaching how to accept an apology.
- Direct teaching of expectations and the Code of Conduct.
- Providing opportunities for student leadership and service at all grade levels, leadership as service within the school and within the community.
- Providing opportunities for student growth and development through involvement in extra curricular clubs and groups, sports, creativity, leadership and interest, such as choir, band, dance, basketball, running, environmental club, Free the Children, and so on.
- Grace and courtesy lunches that promote and teach table conversations and manners during lunch times.

Discussion at the SPC meetings and PAC meetings; parent involvement in workshops with speakers that address social responsibility topics that align with what we are doing in the school. Professional development with counselor helped teachers have a greater understanding of self-regulation, and social emotional learning. SBT process is a way for staff to discuss student concerns and develop recommendations.

Evidence:

Observations show that students are using the language of regulation and identifying the feelings from the *Zones of Regulation*. They are using mindful breathing and without prompting are using this as a calming strategy during times of conflict and stress. Students have enthusiasm during school and engagement for school activities and learning. For the most part students are observed and heard to enjoy being part of the Tyee learning environment. Students are using strategies they have learned this year to navigate friendships without constant adult guidance.

Report card evidence show there remains 22% of the primary students and 14% of the intermediate students who continue to struggle with self-regulation behaviours and are not meeting or approaching expectations.

Continuation of social emotional learning and managing self-regulatory behaviours will be a social responsibility focus next year.

Communication and celebration of success:

- Acknowledging students who are making good choices and especially acknowledging students who have struggled with social emotional regulation.
- Celebrations of leadership within the school, and contributions of those who are making a positive difference.

Goal 3: 2014-2015 Aboriginal Cultural Enhancement

To increase knowledge, acceptance, empathy, awareness and appreciation of Aboriginal histories, traditions, cultures and contributions among all students.

Steps to address students needs:

- Understanding and awareness of Aboriginal cultures and ways was woven into daily practice rather than stand-alone performances. This was through the continued gardening projects, native plant gardens, and appreciation of the environment. Teachers wove stories of aboriginal content into studies, and increased the library and classroom book selections to include many Aboriginal books.
- In preparation for the Learning Fair students choosing to study BC artists such as Susan Point and Bill Reid. Susan Point honoured Tyee with several Aboriginal art books, art posters, and other materials.
- Each year two classes attend the dance festival at the MOA. Students witness dances and learn about many different Aboriginal cultures as they come together.
- Music listening weeks were dedicated to listening and appreciating the music of popular Aboriginal artists. In doing so students learned about the background of these featured singers and what influenced their music.

Evidence:

- Students show greater understanding and awareness of Aboriginal cultures. They show knowledge, appreciation, and respect of their understanding.

2015-2016 SCHOOL PLAN

Based on our assessments and evidence, we are adjusting and refocusing our School Plan to continue to address the needs of the identified learners by:

GOAL 1:

To continue to increase reading comprehension with a focus on those students who are demonstrating below grade level reading comprehension.

Objectives:

- Increase number of students meeting grade level reading comprehension from previous year data.
- Demonstrate grade level reading comprehension in a variety of ways, orally, written, or pictorially.
- Read fiction and non-fiction texts with understanding at grade level.

What steps are we planning to address the needs of the identified learners, including our Aboriginal learners?

i.e. What strategies and structures do we believe will lead to student success?

The following are steps the teachers identified to address the needs of the students for success.
Structures:

- Recent purchase of new and engaging reading materials, novel sets and leveled reading fiction and non-fiction books.
- Begin a partnership with the One to One Reading Society ~ identified struggling readers will get extra practice with eyes on leveled reading texts with a trained volunteer twice or three times each week.
- Begin Early Literacy Project addressing small groups of 4 grade 1 students who are not meeting expectations in literacy. These students will receive daily, focused reading skills development practice with the resource teacher.
- Continue with a team approach to supporting student learning through SBT process, Learning Resource, and collaborative work.
- Continued purchase of Montessori materials to engage student learning
- Continuously review and adjust support for students

Strategies:

- Group students with similar reading profiles and reading levels within small reading groups.
- Use of leveled books to engage readers at their reading levels
- At the intermediate level, novel studies and literature circles are focused on high interest and low vocabulary novels that are engaging for students and provide opportunities for discussion and learning.
- Building vocabulary and connecting students with their own experiences and interests to make reading interesting and engaging.
- Reading strategies ~ direct teaching to identify the main idea, make connections with prior knowledge, read on the line, between the lines and beyond the lines, make predictions.
- Buddy reading that pairs primary students with students in intermediate grades. This allows older readers to read at a level for younger primary students and have fun at the same time. Increased self-esteem and use of expressive language skills are benefits along with extended reading practice.
- Use of various technology programs for reading, gathering information, and showing learning in different ways. Personalized learning. Teachers at Tye have focused their

collaborative inquiry to find ways to help students learn and show their learning through technology.

What will be our assessments and evidence of student success?

- Assessments:
- Class reviews in September will identify students of concern and where those concerns are, and identify how the concerns will be met, and by whom.
 - Further Identifying struggling readers through assessment using the DRA Benchmark for primary students, and Fountas and Pinnell for intermediate students (Fall and late Spring for comparison).
 - Observation survey with Early Literacy program
 - Ongoing assessment of student reading
 - Learning styles inventory
- Evidence of success:
- Positive movement forward in reading comprehension with improved scores on formal assessments of DRA Benchmark, and Fountas and Pinnell
 - Report card comments that show movement forward and improvement in reading comprehension

Based on our assessments and evidence, how do we plan to monitor, reflect on and adjust, where necessary, our impact on the learning of each student(s)?

- For those students who are struggling with moving forward:
- Review of the student's progress at a school-based team meeting
 - Review the student's IEP and adjust objectives and teaching strategies
 - Adjust teaching strategies, independent and instructional reading materials; modify or adapt the reading program
 - Adjust how reading material is presented to the student: increase text font, e-book format
 - Adjust how understanding is to be presented: verbally, visually, written format, creatively, use of technology (imovie, power note, keynote, pages, ...); student to choose how to present the content of the learning
 - Use inquiry-based instruction so that the student is creating the questions for inquiry and reading, not the teacher
 - Recommendation of in-depth assessment that may be a speech and language or psycho-educational assessment to further find how student learns

How will we communicate and celebrate student success?

- Some students have been identified as having learning challenges in reading comprehension through psycho-educational assessments. These students have IEPs with objectives and strategies for success. A year end review of the IEP process reports to parents the successes and areas requiring further or continued work.
- Student-Led conferences celebrate the portfolios of learning to be shared with parents.
- Learning Fair is an in-school celebration of learning to show parents, family and guests the hard work that has been accomplished. Students share their projects with others.
- In class, classmates and teachers recognize the work of others; work is displayed in celebration of accomplishment.
- Teachers choose specific words for intrinsic motivation, as well as celebrate learning to read and moving to the next level of reading.
- Students read their work to each other, and teach others their projects through sharing.

How will we engage all members of the school community to ensure sustainability of student success?

- Professional Development for staff members, with a focus on reading strategies and student engagement. Individual professional development or whole school focused study. Encouragement of sharing knowledge with each other as a learning community.
- Staff development to create greater learning of the core competencies of the BC Ed Curriculum.
- Collaborative Inquiry process where teachers gather together to learn and try strategies they have shared with each other.
- Engaging parents in learning how to help their children with reading at home through guest literacy presenters at PAC meetings.
- Continued conversations with parents regarding their child's reading progress with specifics on how they can help their child at home and during the summer months.
- IEP process engages staff and parents together to support specific student learning.
- Students sharing reading with each other through buddy reading and project sharing.
- Students themselves wanting to learn to read and celebrating their successes.

GOAL 2:

To continue to increase awareness of ourselves, awareness of others, awareness of our actions within the environment where we learn, socialize, and play.

Objectives

- Demonstrate and understanding of the Tyee motto, "Respect each other, respect ourselves, and respect the environment."
- Show increasing improvement of self-regulation of behaviours in the classroom and on the playground.

What steps are we planning to address the needs of the identified learners, including our aboriginal learners?

i.e. What strategies and structures do we believe will lead to student success?

The following are steps the teachers identified to address the needs of the students for success.
Structures:

- All students in the school are involved with the social responsibility goal and abiding by the School Code of Conduct.
- All parents receive the School Code of Conduct at the beginning of the school year.
- Common language taken from the book "*Zones of Regulation*", is used in all classrooms in regards to conduct of self-regulation.
- Teachers model expected behaviour within the school and maintain calm consistent dialogue regarding behavior expectations and self-regulation.
- When talking with students and resolving issues, all school personnel use language and dialogue of conflict resolution.

Strategies:

- Continued teaching of the School Code of Conduct and expected behavior that includes self-regulatory behaviours.
- Class meetings focus on dialogue regarding behaviour, and topics of concern either

- through questions generated by the teacher or the students. Passing of a gratitude stone for reflective thought and appreciation.
- Mindfulness education for calming and focusing mind, body and soul.
 - Yoga for breathing, calming and exercise.
 - Virtues education throughout the school focuses on a topic each month that is discussed in the classrooms and presented at announcement times.
 - Use of social stories in the classroom for self-regulation.
 - Picture books that tell stories for discussion that lead to positive regulation, positive interactions with others, and acceptance.
 - Counselor to work with students either as a whole classroom group and with individuals.

What will be our assessments and evidence of student success?

- Assessment:
- Teachers evaluate students using the social responsibility quick scale
 - Ongoing student assessment
 - Self-assessment as a reflection on goal-setting
- Evidence:
- Tracking on report cards
 - Self-assessment surveys

Based on our assessments and evidence, how do we plan to monitor, reflect on and adjust, where necessary, our impact on the learning of each student(s)?

- Ongoing professional reflections, discussions, and adjustments to needs within the school, including focused professional development days.
- Flexibility of the staff to respond to rising issues and to address them by seeking out professional advise within the VSB, discussing, and adjusting
- Processes within the school such as class reviews, SBT and IEPs, parent meetings that allow monitoring, reflection and adjustments to be made.

How will we communicate and celebrate student success?

- Communication with the parent community regarding successful programs and the outcomes.
- Communication with individual parents during the IEP process with successful strides that have been made.
- Reflection as a staff regarding successful programs
- SBT process with discussion of successes that a student has made.
- Accolades to the student body, students reflections
- Gratitude stones with comments from students and staff during class meetings

How will we engage all members of the school community to ensure sustainability of student success?

- Continued building of capacity with ongoing parent information with guest speakers at PAC meetings that focus on self-regulation, anxiety issues, executive functioning, bullying and acceptance.
- Continued work with the school counselor in the classroom and with small groups to engage students in positive self-regulated behaviours, and have difficult discussions around ourselves as learners within a group, others as learners and classmates, respect and acceptance.
- Continued work in the classrooms and the school as a whole using common language

- within the *Zones of Regulation*. Setting expectations of behaviours for self and towards others.
- Continued discussions with staff at staff meetings or professional development focusing discussions around self-regulatory behaviours, anxiety, respect of each other, bullying, and so on.
 - Professional development as a whole school or as individual professionals within the school focused on these issues.
 - Continued reading and discussion of books and articles, sharing of information, purchase of current professional books

GOAL 3: Aboriginal Cultural Enhancement

To increase knowledge, awareness, appreciation of and respect for Aboriginal histories, traditions, cultures and contributions among all students.

Objectives:

- Provide opportunities for the Tye Aboriginal students and engage them in learning.
- Provide opportunities for all Tye students to learn about Aboriginal cultures and build a greater awareness and appreciation of their traditions and cultures.

The Aboriginal cultural enhancement goal was introduced in 2013-2014. For 2015-2016 schools will continue to plan, identify current practices, and access district supports. Schools will also continue to collect and analyze preliminary data.

Provide opportunities for leadership for the Tye Aboriginal students and engage them in learning.

Reflections on Current Practice, 2014-2015

What steps did we take that built knowledge, awareness, appreciation of, and respect for Aboriginal histories, traditions and cultures among all students?

What data are we using to guide and adjust our practices?

- Tye currently has five Aboriginal students. Our goal is to build knowledge of understanding and appreciation with all students. Students have had opportunities to go to events and to organically learn within everyday weaving of Aboriginal books, research, outdoor experiences, speakers, and the Tye garden. Students are showing awareness and understanding of Aboriginal ways of being. The following are experiences:
- Artistic initiatives ~ classroom cultural experiences
 - Experiential learning opportunities that build connections and relationships with Aboriginal culture; continued salmon, beach studies, snowshoeing and wilderness education, plant and tree studies, garden and natural edible food studies, sustainable education.
 - Student leadership opportunities, such as community, cultural mentoring, student government, public speaking, school service, school initiatives
 - Building family connections and community outreach, such as PAC support, Welcome to Kindergarten, Ready-Set-Learn, parent and student focus groups
 - Instructional strategies and accessing cultural resources
 - Anti-racism professional development ~ PAC guest speaker, lunch and learn for staff
 - Active engagement in the Think and Eat Green program that connects students to their

- food production environment and the earth.
- Study of traditional Aboriginal people and their cultures throughout Canada
 - Study of BC Northwest cultural groups art; visit to MOA; notable contributions of Aboriginal artists such as Bill Reid, Susan Point, and many others
 - MOA Dance Festival
 - Salmon study including raising of salmon eggs through to fry, releasing the fry in a natural stream that will support salmon; research and writing about the life cycle of the salmon; connecting the importance of salmon to Westcoast Aboriginal people.
 - Outdoor education; study of outdoor life skills, tree identification and uses of resources from nature as experienced by Aboriginal people
 - Outdoor education; camp and wilderness education of the natural environment; leaving a minimal footprint through the respect of nature
 - Study of the fundamental needs of traditional cultures including Coast Salish, Cree
 - Reading Aboriginal stories; importance of oral storytelling and sharing of cultures; passing down of personal stories, generational stories; creation story
 - Traditional use of plants and resources; connectedness to Mother Earth
 - Urban gardening and learning about natural herbs and native plants
 - Planting of natural native plants (approved by VSB grounds) in the front bed of the school
 - Study of the natural urban environment around our school as it was a hundred years ago; dedication project of the Gibby's field and stream that ran through the neighbourhood
 - Environmental initiative of reducing, reusing and recycling; composting, limiting waste
 - Virtues education; Class meetings with a gratitude stone
 - Teaching of respect of each other, respect ourselves and respect of the environment as part of our school code of conduct
 - Addressing individual needs of students and respecting learning styles (LEARNS)
 - Social Responsibility; teaching about attitudes that eliminate racism, homophobia, and support more inclusive attitudes of others
 - Building family connectedness with education and the school through accessing community partners such as Kensington librarian, Vancouver Coastal Health nurse, and providing programs such as Welcome to Kindergarten, Ready Set Learn.
 - Building partnerships with parents of our students and creating a solid sense of school community through PAC, buddy families connecting new families to the school
 - Participation in the Aboriginal Education Enhancement initiative

Tyee Elementary

Submitted by School Planning Council

	(name)	(Signature)
Principal	<u>Gail Marlow</u>	_____
Teacher	<u>Taz Ismail</u>	_____
Parent	<u>Kara Naish</u>	_____
Parent	<u>Richard Stratford</u>	_____
Parent	<u>Ted Hamilton</u>	_____
Student	_____	_____
Date	<u>May, 2015</u>	

Recommended Approval by Superintendent

	_____	_____
	(Superintendent)	(Signature)
Date	_____	

Board Approval

	_____	_____
	(Board Chair)	(Signature)
Date	_____	