North Vancouver School District
SCHOOL PLAN for 2013-2014

School: North Vancouver Distributed Learning School (NVDLS)
Address: 3365 Mahon Avenue
North Vancouver, BC V7N 3T7
Phone: 604-903-3333
Website: http://www4.nvsd44.bc.ca/school/distributed/Pages/default.aspx

School/Community Context:

The North Vancouver Distributed Learning School (NVDLS) offers a variety of dynamic and interactive academic and elective online courses for students in Grades 10, 11 and 12. ***The vision of NVDLS is to create a strong partnership between mainstream secondary schools to provide students with flexible and personalized pathways to complete graduation requirements.*** For the 2013-2014 school year, 34 courses will be offered in a variety of subject areas, leading to both a Dogwood Diploma and an Adult Dogwood Diploma. Several new courses are also in development including Spanish 10, Peer Leadership and Coaching 11, modules for Work Experience (WEX), Eco-Tourism 12, and Psychology 12.

The DL school continues to enhance communication and learning opportunities for all online students through our "DL Centre" model, which allows students to have face-to-face interaction with their online teachers and provides a classroom/computer lab for tutorials and test/exam invigilation. This "blended" model continues to grow with five of our mainstream secondary schools currently incorporating DL Centres into their schools and the sixth school implementing their DL Centre in the 2013-2014 school year. The increased partnership and supports that onsite DL Centres provides for students continues enhance student engagement and completion.

The North Vancouver Distributed Learning School has a diversity of learners including non-graduated youth, non-graduated adults, graduated adults who are upgrading, English Language Learners, and special education students with IEPs. New this year is the increase in students with social/emotional/ behaviour issues who need an alternate pathway to graduation, or are enrolled in DL with blended support from our secondary school Choices program. The majority of students registered in NVDLS are cross-enrolled from mainstream secondary schools in the North Vancouver School District, with a growing population from other secondary schools on the North Shore, including private, independent, and public as well as a small population of students from other school districts in the province. NVDLS is a member of the BC Learning Network, a consortium of DL schools that work together to upgrade and develop course materials and share best practices. The courses are held in an open source Learning Management System, "Moodle", and hosted by an online service provider, "Knowplace".

Youth students enrolled are typically only taking one or two courses in coordination with their mainstream bricks and mortar school schedule. Some are taking courses to free up their face-to-face timetable for additional electives, some are involved in elite athletic programs, some prefer the flexibility of online, some are trying to work on courses in advance of the next

grade level, and some learn better in a self-paced, technology-rich environment. The adult DL population is typically enrolled in two or more courses, with the goal being graduation, or to upgrade marks in order to be eligible for specific post-secondary programs. These adult learners are most often working and balancing home-life obligations, which makes the flexible DL model suitable for their learning needs. Recent Ministry changes to allow cross-enrollment opportunities for students in grades K-9 (in addition to those in 10, 11 and 12) creates the potential to utilize a per course funding model for all grades. The discussion of the K-9 DL funding model is beginning at the Ministry level. This change will make it easier for the district to explore the potential of DL in K-9. Currently, we have access to Grade 8 and 9 DL courses (English, Science, Socials, Math), and some LAC and Choices teachers have utilized the curriculum to support learners, but these have not been "fundable".

The North Vancouver Distributed Learning School operates as a continuous entry/self-paced model of course delivery and as such, the student/parent population is transient. Due to the flexible nature of program completion and the fact that many of our students are cross-enrolled, the NVDLS has partnered with the PAC of Mountainside Secondary School where the DL School is housed.

In November, 2012, the North Vancouver Distributed Learning School participated in a Ministry of Education "Quality Review". This review was designed to look at the quality of the DL program, the instructional practices, leadership practices as well as the strengths and challenges of the school, based on previous school goals and Ministry data. NVDLS had a highly successful review and continues to move forward in supporting all students in their alternate pathways to graduation. The Quality Review documents are available on the North Vancouver Distributed Learning website.

Demographics (*2012-2013 school year*):

NVDLS is a continuous entry school and as such the data is constantly changing. The data below is current as of April 29, 2013 and is taken from both BCeSIS and Moodle. BCeSIS data reports only activated students (completed 5-10% of the course) that have been claimed for funding in the September, February and May 1701 collections. The Moodle Learning Management System includes new enrolments and students who have not yet activated.

Total number of students 1701, data: **1 469**   **Male: 665**   **Female: 804**
Total number of students, Moodle data: **2 202**
Total number of courses, 1701 data: **1 746**   **FTE: 218.25**
Total number of courses, Moodle data: **2 682**   **FTE: 335.25**

Grade	9	10	11	11	Adult
English	25	486	220	464	78
Fr. Imm.	14	91	50	38	

# FTE Teachers & Administrators	% Aboriginal Students	% Special Needs Students	% International Students	% ESL
Teachers = 9.432 Admin = .5	**1.2%**	**16.1%**	**0.48%**	**0.3%**

Progress Analysis:

Review of School Goals – Previous Year(s)

Previous School Plan Goal 1: To improve student engagement in DL experiences

Objective 1.1

To increase the number of students consistently working in online courses

Trend Data Table:

Key Performance Measures:			
2011-2013	**Baseline**	**Target**	**Actual**
Percentage of students submitting minimum of one assignment every two weeks	**40%**	**50%**	**50%**
Number of communication contacts with students, both individual and through group email blasts and postings in the Moodle site	**once a week**	**more than once a week**	**more than once a week**
Number of communication contacts with parents, both individual and through School Connects messages and postings on the Moodle site and DL website	**varies**	**once every two weeks**	**once every two weeks**

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

- Regular student submissions of assignments is improving, but is challenging to track due to the continuous entry and self-paced nature (asynchronous) of the majority of our courses
- Regular student submissions of assignments has shown more improvement in blended, synchronous courses that have set due dates and deadlines
- Consistent and efficient use of Moodle messaging, School Connects, email, and through face-to-face communication at the DL Centres is increasing
- Parent communication is increasing online, via phone and face-to-face both from individual teachers, the Academic Advisor and the DL School (website, School Connects)
- DL parent Open House (January 2013)
- New DL website in Scholantis has become the information hub and link to the DL school for both students and parents: contains course outlines, teacher profiles and contact information, registration forms, links to our online partners (BCLN, LearnNowBC, Ministry of Education, Content Connections)
- New this year, ability for parents to preview courses in Moodle

Opportunities for Further Development:

Good progress has been made with the goal of engaging students through frequent communication to both students and parents. More students are consistently working in courses that are blended/synchronous, which lends itself to increasing this type of delivery. We currently offer and will continue to offer in the next school year, 4 sections of Planning 10, 1 section of PE 10, 1 section of Planification 10 and 1 section of Communications 11 synchronously. Plans are already underway to offer 6 blended/synchronous Summer Session DL courses for summer 2013 (English 12, Math Pre-Calculus 12, Physics 11, Physics 12, Planning 10 and Planification 10) In addition, two mainstream secondary schools are offering blended/synchronous

Transition Planning 12 to their students in the 2013-2014 school year. We are also exploring the "Parent Role" in Moodle, which would allow parents to login to their own student's course(s) and view their engagement and progress on a regular basis.

Objective 1.2

To increase student engagement and choice through the development of locally created courses that meet the specific needs of students in North Vancouver

Trend Data Table:

Key Performance Measures:			
2011-2013	Baseline	Target	Actual
Number of courses created by North Vancouver teachers	8	10	9

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

- **Course development is most effective when groups of teachers can be provided with release time to work collaboratively on the course content. Teachers have identified the course development experience as the most effective professional development they have been involved in**
- **The most successful locally developed courses are ones that met an identified need for our mainstream secondary schools (Planification 10, Transition Planning 12, Experiential Outdoor Environmental Leadership 10)**
- **It takes several years for enrollment to increase in new courses**

Opportunities for Further Development:

North Vancouver teachers continue to propose a variety of courses for development in DL. Continued ways to support the collaborative course development model need to be explored in terms of funding of release days. Currently, several individual teachers are working on Psychology 11, Spanish 10, Global Trends 12, Eco-Tourism 12 (with plans to connect with the North Vancouver Outdoor School), AP English 12 and modules for the Work Experience (WEX) program. Key criteria for offering new courses will be an indication that we can draw a minimum of 30 students to maintain a section.

Previous School Plan Goal 2: To improve student completion in DL courses

Objective 2.1

To increase the number of students completing courses

Trend Data Table:

Key Performance Measures:			
2011-2013	Baseline	Target	Actual
Percentage of students completing courses in June * this includes continuous enrollments up until May 1	65%	70%	71%

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

- Tracking of this goal has become more and more challenging as the school grows and as we move toward a year round model
- Start and end times for students vary, and although the expectation is course completion within a year of registering, the self-paced model of DL means that many student take more than a year to complete, sometimes up to 2 years
- The data collection on completion rates through BCeSIS and SADE operate on a year model that runs from July to June, but many students span two different reporting years when they enrol: they can be an enrollment in a particular year, but not complete until the next year, how do we accurately reflect this in numbers?
- Year End Transition in BCeSIS wipes out data that needs to roll over into the next year
- Ministry of Education Data on completion rates is also not accurate
- Students enroll in Moodle, but are not put in BCeSIS until they complete a minimum of 5%, so enrollment numbers vary
- Easier to track completion in synchronous courses with a definitive start and end time

Opportunities for Further Development:

Completion will continue to be an important goal for the NVDLS, but a better management and collection system to track completions needs to be put in place. We are moving forward next year to implement the "Student Management System", a data management system created by the BC Learning Network to specifically assist DL schools in managing and tracking students who are in continuous entry DL schools. The implementation of this system will require training and support for CUPE, Admin staff and our Tech Support Teacher.

Previous School Plan Goal 3: To improve student learning in DL and provide more flexible pathways to graduation through a closer partnership with mainstream secondary schools

Objective 3.1:

To establish closer partnerships between the NVDLS and teachers, counsellors, administrators, and parents of students in mainstream secondary schools

Trend Data Table:

Key Performance Measures:			
2011-2013	Baseline	Target	Actual
Number of meetings attended by DL staff/counsellor/admin with mainstream staff/counsellors/admin	7	10	15+

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

- **Increasing partnerships between DL and mainstream secondary schools: individual teacher-to-teacher contact, counsellors contacting DL teachers etc.**
- **Increased use of DL courses in a blended delivery through Choices and LAC in mainstream secondary schools**
- **Increasing acceptance and understanding of DL as a viable alternate pathway for students**
- **DL registration process now in alignment with mainstream secondary school course programming**
- **DL admin invited to present at Course Programming evenings for students/parent at two mainstream secondary schools**
- **Some mainstream schools providing a link on their school website to the DL website**
- **NVDLS part of the Enhanced Programs Evening**

Opportunities for Further Development:

Continue to meet with mainstream staff, teachers counsellors, parents and admin whenever possible. DL admin to request attendance at more course programming events, PAC meetings and staff meetings.

Objective 3.2

To establish on-site DL support at each North Vancouver School District secondary school

Trend Data Table:

Key Performance Measures:			
2011-2013	**Baseline**	**Target**	**Actual**
Number of DL teachers embedded in mainstream schools	7	14	13
Number of mainstream schools with a DL Centre operating with a least 4 blocks of support	0	4	3

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

- **Progress made in increasing embedded DL teachers in the mainstream secondary schools**
- **5 of the 6 schools have DL Centres: Argyle offers 8 blocks of support, Handsworth offers 7 blocks of support, Seycove offers 5 blocks of support, Sutherland offers 2 blocks of support and Windsor offers 3 blocks of support in their on-site DL Centre**
- **Carson to have a DL Centre for 2013-2014**
- **Each school has created a dedicated space for a DL Centre, either a computer lab or a specific classroom**

Opportunities for Further Development:

Moving forward to the 2013-2014 school year, an additional 5 teachers will be taking on DL sections at mainstream schools. Two sections of Planning 10 and 4 sections of Transition Planning 12 will be taught by embedded teachers. One mainstream secondary school will offer all Grade 12s an online course experience through a blended Transition Planning 12 course.

Objective 3.3:

To continue to establish partnerships with secondary schools outside of the North Vancouver School District

Trend Data Table:

Key Performance Measures:			
2011-2013	**Baseline**	**Target**	**Actual**
Number of private, independent, and other public schools in partnership with NVDLS	1	5	5

Trend Data Analysis: (indicators of progress over time – 1 to 3 yrs)

- **Mulgrave Private School continues to specifically partner with NVDLS by having all Grade 10 students take Planning 10 DL**
- **New this year, Mulgrave also had a cohort of Grade 11 students complete Social Studies 11 through NVDLS**
- **Through LearnNowBC, we have more students from other districts working with us to complete Planification 10 DL**
- **Students from West Vancouver Secondary School and Sentinel Secondary School have many students cross-enrolled to our school**
- **St. Thomas Aquinas and Bodwell also have made arrangements with NVDLS to support their mainstream students**
- **Elite athletes from the Sea to Sky School District have students enrolled in NVDLS**

Opportunities for Further Development:

NVDLS continues to advertise our courses through our website, LearnNowBC, and through a print brochure that is sent out to all other school districts, post-secondary institutions, recreation centres, and private schools throughout the province. The Canadian Parents for French Association has recently contacted NVDLS to obtain information to share with their association members.

School Goals for 2013-2014:

Based on the review of student achievement using Provincial, District and school evidence, and through participation in the Ministry of Education's DL Quality Review process, the goals set out in the North Vancouver Distributed Learning School (NVDLS) School Plan for 2013-2014 are:

1. **To increase student engagement in online courses through enhanced curriculum, instruction, and assessment practices**

2. **To increase support for DL students' social/emotional learning**

School Goal One:
To increase student engagement in online learning experiences through enhanced curriculum, instruction and assessment practices

Goal Rationale:

Students need to be engaged in their learning environment. Improvements of current courses and future development of locally created courses will meet student needs by providing more user-friendly and engaging learning experiences that utilize interactive online tools. Quality courses that integrate Ministry outcomes and are challenging, engaging, relevant, and easy to navigate will assist students to remain active in their courses. This goal will be ongoing, and will continue to be an integral part of the NVDLS vision. For the 2013-2014 school year, specific goals relating to curriculum, instruction and assessment will be explored, as these relate to the four pillars outlined in NVSD44 District goals and will have the greatest impact on student engagement

Objective 1.1:

To improve the quality and relevance of the curriculum provided in online courses

Strategies/Structures/Resources:

- Streamline current courses, using the backward design model, by carefully aligning content to Ministry IRP outcomes
- Focus on the "big ideas" in course content and re-structure courses based on universal understandings
- Investigate ways to integrate outcomes from several courses to create curricular connections for students
- Use current and relevant resources/examples in online lessons and activities
- Continue to engage in professional development activities in curriculum development both at the District level, through NVDLS and through the yearly Digital Learning Conference to support teachers
- Continue to support collaborative curriculum renewal and course development through release time and ongoing staff development
- collaborate with other DL schools and online associations (BC Learning Network) to share courses and course materials that engage students

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
Number of professional development activities, specifically focused on curriculum development, attended by DL staff	0	10+	

Evidence: *(Qualitative)*

Qualitative **Baseline**:   – Planning 10 teachers are beginning to work on redeveloping the curriculum for the 2013-2014 school year and providing consistency between each of their courses   – The focus is on project based performance tasks for all units   – Student choose from various options and select a task that best fits their learning needs
Qualitative **Target**:   – All teachers will have the opportunity through staff development and pro-d to re-develop curriculum for one of their courses throughout the 2013-2014 school year
Qualitative **Actual**:   –

Objective 1.2:

Improve instructional strategies through increased interactivity in online courses:

Strategies/Structures:

- increase the number of online technology tools incorporated in the courses: Blackboard Collaborate webcasts, wikis, blogs, website creation, glogs, Google maps, social media, Skype etc. to make the courses more interactive and engaging
- fully utilize the Moodle Learning Management System (LMS) tools in the courses (chat, discussion, forums, online assessments, use of meta-courses, gradebook, selective groups and full access groups, Moodle messaging, progress indicator, audio etc.)
- explore the use of project-based learning in online courses both individual projects and collaborative activities with other students
- provide increased teacher support and training in the use of Moodle to improve the tech skills necessary to incorporate more interactive features

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
Number of interactive tools/activities in each course	5	10+	
Number of Moodle training workshops provided to DL teachers	1	5+	

Evidence: *(Qualitative)*

Qualitative **Baseline**: – Many of our current courses are incorporating some interactive features, but some of our teachers do not have the skill set to incorporate more
Qualitative **Target**: – Each course will include many visual and auditory interactive features – Teachers will have the opportunity to have Moodle training sessions as well as time during staff development and pro-d to collaborate and share web features that they have incorporated in their courses
Qualitative **Actual**: –

Objective 1.3:

Improve assessment practices by incorporating relevant and authentic performance tasks

Strategies/Structures:

– use a balance of formative and summative assessment in order to allow students to practice and learn skills with effective teacher feedback before the marks are given
– move away from traditional assessment methods: quizzes and tests to relevant and authentic ("real") performance tasks with clear criteria for success
– incorporate formative checkpoints in the courses to check for understanding-allow students to focus on learning process and revisit tasks several time before a final mark is given
– mark assignments in a timely fashion so that students will be encouraged to continue working steadily in the course
– use rubrics for assessment: students should receive rubric before beginning the assignment
– Utilize strategies from Damian Cooper's research, attend District and school-based professional development focusing on assessment
– Use the UBD model to start with the end in mind: craft assessment before instruction for the required curriculum
– Provide several assessment options for students with different learning styles to show what they know

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
Number of rubrics used in each course	1+	5+	
Number of relevant performance tasks/projects in each course	1	5+	

Evidence: *(Qualitative)*

Qualitative **Baseline**:
−   Students are currently allowed to "re-do" some assignments, but there is not a consistent practice of formative assessment in all courses
−   Planning 10 teachers are currently changing the summative assessment in the course with a focus is on project based performance tasks for all units. Students choose from various options and select a task that best fits their learning style

Qualitative **Target**:
−   All students will be provided with opportunities in their courses to use formative assessment feedback (not for marks) to prepare them for summative activities.
−   Teachers will re-design current assessment practices and the use of gradebooks to provide assessment for, as and of learning that is clearly communicated to students

Qualitative **Actual**:
−

School Goal Two:
To increase support for DL students' social/emotional learning

Goal Rationale:

Social emotional learning is one of the four pillars of the North Vancouver School District's plan for student success. Students who struggle with self-regulation, self-esteem, resiliency, appropriate social interactions or who struggle with anxiety or depression often have challenges attending regularly and engaging appropriately in their face-to-face mainstream classes. This lack of attendance and engagement can lead to academic difficulties. Increasingly, the North Vancouver Distributed Learning School is enrolling more students who may struggle with social emotional learning. DL is often a good fit for these students, as it provides them with a safe environment (easy to take academic risks online), more one on one interaction for specific issues, a self-paced approach to learning to reduce anxiety and stress, and the ability to work at home or at alternate site as needed. By working collaboratively with mainstream secondary schools to share IEP goals and communicate frequently, these students can feel a sense of belonging and success in their online learning.

Objective 2.1:

Create a sense of belonging and connectedness through frequent and meaningful communication with students, parents and staff

    Strategies/Structures/Resources:

- provide DL face-to-face orientation sessions in each mainstream secondary school outlining completion expectations, goal setting and timelines and to connect with SEL students
- encourage closer connections between the DL academic advisor, the DL Education Assistant, the DL teachers and mainstream counsellors/teachers to share IEP goals/strategies and adaptations
- connect with the Choices program teachers at each mainstream secondary school and the alternate secondary school to provide SEL support for cross-enrolled students
- use face-to-face meetings, telephone calls, e-mail, Moodle messaging, wikis, blogs, social networking, Blackboard Collaborate sessions, and in-course chat rooms to enhance communicate between teacher and students
- encourage students to access the DL Centre to promote face-to-face interaction and teacher support to assist in chunking work, and setting goals, timelines and dates for course completion in accordance with IEP goals
- create an interactive and social learning environment between students through the use of social networking tools both in the course and on the Internet provide frequent communication with students via online tools to help them set goals/ deadlines, and provide them necessary encouragement to consistently keep working in the course
- improve parent contact by providing guest access to the Moodle site linking to a parent information page, increase School Connects messages, encourage attendance at the DL Open House and involve parents in goal setting and timeline management for their SEL students

Evidence: *(Quantitative)*

Key Performance Measure:	Baseline	Target	Actual
Percentage of SEL students (R an H designations) who connect with the DL staff during the registration process to put supports and adaptations in place	50%	100%	

Evidence: *(Qualitative)*

Qualitative **Baseline**: – Currently, SEL students who come to DL are not "flagged" by their mainstream schools. DL Registration forms include an "IEP" check box and when it is checked, the DL School requests IEPs from the mainstream schools – Limited communication between mainstream school, DL school and parents around SEL issues
Qualitative **Target**: – Mainstream schools contact the DL Principal or Academic Advisor when a student with SEL challenges registers for DL – Academic Advisor, Principal and DL teacher meets with student and family to set up a program of support for the student
Qualitative **Actual**: –

Connections:

Connections to the District Achievement Plan:

Providing for the Diverse Needs of Students

By providing an alternative means of completing courses required for Graduation, we are servicing individuals who, due to specific circumstances, are looking for more flexible opportunities to complete their high school courses in conjunction with the traditional, mainstream school environment. This includes students with physical, emotional, or behavioural issues, students who learn more effectively in a flexible, independent, and self-paced environment and students who are involved in specialized programs such as Peak Performers. We provide opportunities for students to learn any time and any place, we accommodate for diverse schedules, and met the needs of both youth and adults who are working while completing school.

Promoting Literacy Skills

All online learning supports literacy skills though opportunities to access the read/write capabilities of the web and produce work for an authentic online audience. By providing DL courses in English 10, 11, and 12, youth, adults, and ELL students are able to work more

specifically on the reading and writing skills that are essential in order to meet the Ministry outcomes in Language Arts. The promotion of these literacy skills for both youth and adults directly relates to the District Literacy Plan.

Meeting the Needs of Aboriginal Students

Although the NVDLS provides courses to all students, it has a strong partnership with the Community Learning Program and Eslah7an. These flexible programs have a significant population of aboriginal learners, and provide a variety of options to students including face to face learning opportunities, self-paced paper courses, project-based learning as well as blended DL opportunities.

Creating Safe and Caring Schools:

The NVDLS is aware of the issues regarding online safety and stresses with the students the acceptable use of the Internet, the importance of submitting authentic work (avoiding plagiarism), and the appropriate use of in-course chat rooms, discussion forums and social networking. All NVDLS students sign the District "Acceptable Use of Technology" agreement and must adhere to the policies regarding the appropriate use of personal devices and guest wireless while working in the DL Centre.

Alignment with BC Education Plan and District 3 Year Operating and 10-Year Strategic Plans:

BC Education Plan	NVSD Operating/Strategic Plans	North Vancouver Distributed Learning School
Every student will achieve their full potential and contribute to the well-being of our province	***We provide world class instruction and a rich diversity of engaging programs to inspire success for every student and bring communities together to learn, share and grow***	***To create a strong partnership between secondary schools and the NVDLS in order to provide students with flexible and personalized pathways to complete graduation requirements***
Personalized Learning	Encourage the growth of collaborative, adaptive and personalized learning environments	Improve student engagement through the personalized pathways available through self-paced, continuous entry DL courses
Quality Teaching and Learning	Expand the availability of best instructional practices and enriched curriculum	Improve student learning opportunities through interactive and engaging curriculum and online instruction methods
Flexibility and Choice	Develop innovative and sustainable programs	Provide flexibility and choice through a variety of online course offerings and the development of new courses based on student needs
Learning Empowered by Technology	Nurture an inspiring work environment	Use a wide variety of Web Tools/applications and the interactive and engaging features of the Moodle Learning Management System to enhance learning experiences

Consultation Process of the North Vancouver Distributed Learning School Planning Council:

☐   School administrators, staff, parents and students have been actively involved in the development of the School Plan.

☐   A summary of the approved North Vancouver Distributed Learning School Plan will be posted on the school web site by October 31, 2013.

School Planning Council Approval of Proposed School Plan:

Date: May 3, 2013

	Name	**Signature**
Chairperson (Principal)	Maureen McRae-Stanger	
Teacher	Lee Millar	*Original Document Signed by SPC Members*
Parent	Billy Lauzon	
Parent	Betty Ann Prizdal	

Board Approval of School Plan:

Approved by:

Mark Jefferson, Assistant Superintendent

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