

RIVER EAST COLLEGIATE

SCHOOL PLAN



SCHOOL REPORTING 2016/2017 and PLANNING 2017/2018

Identification			
Name of School Division River East Transcona School Division	Name of School River East Collegiate	Name of Principal Diana Posthumus	Date (yyyy/mm/dd) 2017/06/30

School Profile	<i>(Complete the following using FTE as of Sept 30th.)</i>		
Number of Teachers 70	Number of Students 1175	Grade Levels 9-12	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No? yes
What is your mission statement? River East Collegiate challenges individuals to explore and grow within changing environments by developing academic skills and by encouraging the development of personal and social values, leading to achievement at the highest possible levels.			Year Revised 2017

SCHOOL REPORT – 2016/2017

School Priorities
1. Assessment: To strengthen assessment practice in order to inform teaching and to enhance learning. All teachers will use outcomes based gradebooks for all courses.
2. Technology: To enhance student performance through the integration of technology in teaching and learning.
3. Safe Schools: To promote a positive approach to safety and belonging; continuing to create a positive school wide culture.
4. Literacy : To enhance student achievement through authentic and appropriate literacy instruction across all curriculums.
5. Numeracy : To enhance student achievement through authentic and appropriate mathematics instruction.

Previous Years' Successes: Please comment on successes and progress towards meeting previous school plan outcomes.	
Expected Outcomes	Results (status, data or anecdotal evidence). Feel free to attach file with results, if needed.
1. By June 2017 all teachers will utilize evidence based/outcomes based gradebooks in all courses.	<ul style="list-style-type: none"> ● gradebooks provided information about student performance in a clear, comprehensible manner understood by parents and students ● teachers participated with subject specific groups to solidify common practice in assessment and evaluation ● gradebooks were a focal point for teachers growth plans and were reviewed during all teacher assessments ● outcome based comments were reviewed by the administration during each reporting period ● all teachers attended a half day divisional workshop on assessment practices at the high school level ● all department heads along with 2 other teachers in their department completed at least 1 outcomes based gradebook in a course ● all math teachers in grade 9 agreed on weighting for gradebooks specific to their outcomes ● divisional sessions were provided for the arts, social studies, ELA and math teachers to create common outcomes based gradebooks ● gradebook set up support was provided by the school division
2. By June 2017 students will become literate in all subjects using language to communicate, comprehend and think critically	<ul style="list-style-type: none"> ● classroom libraries were developed in Science and Social Studies classrooms and they were enriched in our ELA classrooms ● all staff participated in a full day literacy workshop with a focus on what it means to be literate and how to develop appropriate text sets for each subject area ● the ELA and Science departments utilized release time to enhance the strategies developed during our full day in-service ● a survey of students in ELA classrooms indicated that most students had engaged in independent reading outside of the required classroom materials ● resource and special education teachers worked together with classroom teachers to provide supports in the area of appropriate modifications

	<ul style="list-style-type: none"> • the school library had an increase in usage from the casual reading collection • all departments completed the literacy goals which they had incorporated into their classroom plans • a PLG was established with representatives from all departments which met a minimum of one time each month • staff was introduced to EBSCOHost to increase the use of appropriate resources for staff and students • OneNote notebooks were created to share materials and resources specific to each departments needs • REC Reads posters have been completed • 4 staff joined a PD session with Murdoch and TCI featuring Chris Tovani • Science teachers incorporated 3 article studies per course in each semester • over 75% of our students successfully achieved their ELA credit
<p>3. By June 2017 students will become mathematically literate students who use mathematics confidently, accurately and efficiently.</p>	<ul style="list-style-type: none"> • grade 9 teachers participated in all PD sessions offered through the division around TELP • the grade 9 team met 3 times during the school year, a group was created using one note to share resources and collaborate on classroom initiatives • Student Services team worked with the Math Department to enhance understanding and the creation/application of adaptation of curricular outcomes • use of Department time to discuss successful strategies and useful material • a grade 9 transitional math class was created to support 25 students in acquisition of basic math skills • vertical teams met during in-service days on 4 occasions • the grade 12 Provincial pilot exams were completed in Applied Math and Precalculus Math • students in our Individualized and Modified courses completed their programs successfully • grade 9 teachers identified an increase in engagement in the classroom • a flipped classroom operated in our grade 11 Precalculus course
<p>4. By June 2017 students will integrate technology into their learning across the variety of curricula they participate in.</p>	<ul style="list-style-type: none"> • use of iPad technology in grade 9 math, music and band classes occurred daily • teachers promoted the use of BYOD with students • staff participated in a full day workshop on technology with a focus on sharing the information that our BYOD leadership team acquired at the divisional level • use of course related software and hardware on a daily basis (IA, computer science, business education, Science, Social Studies, Independent Skills) • use of assistive technology for our Independent Skills students on a daily basis • 100% of our teachers used laptops in the classroom or computer labs on at least 2 occasions during the semester • 100% of students had access to technology that met their needs • Instagram and twitter were used to promote school wide events(in particular the grade wars event was very successful as a result) • our library staff along with our technology coordinator reviewed laptop statistics and lab use and adjusted our schedules as needed • our technology support teacher and library technician demonstrated a variety of resources and technology information at 4 staff meetings • students and teachers utilized drop boxes and technology related processes to facilitate assessment evaluation
<p>5. By June 2017 100% of our students will increase their ability to develop resiliency as it relates to positive mental health.</p>	<ul style="list-style-type: none"> • Students participated in local and national mental health awareness activities • grade 11 physical education students participated in the divisional pilot project focusing on mental health • students held a Day of Pink to stand against bullying and homophobia • River East Collegiate was accepted as a Jack.org Chapter which promotes the education of the school body about mental illness and mental health • we held 2 assemblies to highlight mental health awareness (speakers from Jack.org and mental health Winnipeg presented) • we had therapy dogs join us for a week • held a smash the stigma lunch • Staff attended a full day LGBTQ full day in-service • Gender neutral washrooms were created • held a Stigma Free Fashion Show and raised over \$1000 to donate to local mental health organizations (clothing was loaned by businesses across North America who specialize in ethically produces material and stigma free slogans) • students participated in a letter writing project partnering with "Wear You Label", over 200 post card were written with positive messages about mental health • the Production of Shattered was run for our grade 11 students

SCHOOL PLAN – 2017/2018

Planning Process

List or describe factors that influenced your priorities. Our school priorities have been influenced by provincial and divisional priorities, the divisional strategic plan, student, parent and staff feedback, data gathered in 2016/2017, our acceptance into the Reading Apprenticeship Program, the TELP project and community feedback.

Describe the planning process and the involvement of students, staff, families and the community.

Who was involved?

On April 21, 2017, the professional staff and educational assistants of River East Collegiate met to review the school priorities of the 2016/2017 school plan. Staff members reviewed the plan in groups and responded to the outcomes, providing a personal review of each outcome and a group response to each outcome. Discipline teams were provided the opportunity to create outcomes for each priority area that would apply specifically to River East Collegiate. The Department Heads and the Administration team reviewed the target priorities and outcomes. The administrative team articulated the expected outcomes, indicators, strategies and data collection methods that River East Collegiate would use to work towards the achievement of our school plan. Our Parent Council and out student leaders were informed of the plans throughout the school year. The student leaders had a one-day retreat in the fall where they had direct input into the plan. School leadership teams in the areas of PBIS, AAA, Technology and Literacy provided input on a regular basis.

How often did you meet?

School staff met four times to review progress. These meetings involved teachers and support staff. Student leadership met monthly to review plans. Parent Council met 4 times per year to review and discuss the outcomes. The department head team met twice per month to review outcomes and inform our planning. Student services staff met every 6 weeks to provide input into the planning and evaluation process. Students were consulted and exit interview information was collected through our teacher advisor system.

What data was used?

Data was collected from all staff on April 21, 2017. Department head data, student services data, student voice, parental input, community input and agency input were collected throughout the year. In addition, PBIS data, AAA data, UNESCO data, Tyler data, provincial assessment data, attendance data and graduation data were utilized. We also utilized the data collected through Baragar, the divisional mental health survey, Tell Them From Me data and TELP data. We included multiple partners, used past results and school trends to develop our plan.

Other highlights?

We were part of the TELP project allowing our mathematics teachers to gather data and gain invaluable training. We will be a Reading Apprenticeship school for the next 3 years working together with the Province, Robert Andrews School and our divisional consultants to explore Literacy across the content areas. We have established a new Arts department allowing all Arts teachers to work together to implement the curriculum and to find ways to work cross-curricular outcomes into all subject areas. We will continue to build our student leadership program to ensure we incorporate student voice into all that we do. We are proud of our student humanitarian group for the work that they did in the area of Mental Health awareness throughout the year.

School Priorities

1. To enhance student achievement through authentic and appropriate literacy instruction across the content areas
2. To enhance the climate, culture and inclusivity at River East Collegiate.
3. To enhance student achievement through authentic and appropriate mathematics instruction.
4. To integrate teacher and student devices into teaching and learning activities in all subject areas to improve student success.

School Plan			
Expected Outcomes What specifically are you trying to improve for student learning? (observable, measurable)	Strategies What actions will you take?	Indicators How will you know that learning is improving?	Data Collection By what means will you collect evidence of progress toward learning?
1. By June 2018 students will increase literacy in all subjects as well as be able to identify specific literacies in subject areas, using language to communicate, comprehend and think critically.	<ul style="list-style-type: none"> • a Literacy Team consisting of a minimum of one representative for each department was established to review current Literacy patterns in our building and to strategize how to move forward with literacy development • school wide in-service regarding Literacy and Text Sets, all departments involved in creating them. • Student Services team created templates for literacy development and strategies for enhanced reading in the content areas • Literacy committee reviewed several texts and identified strategies for reading in the content areas. • a team of 4 staff will participate in the Reading Apprenticeship Project at the Provincial level • development of tools to help students understand the message of a text • staff will incorporate a minimum of one literacy activity per month per course • development of subject/course/unit specific resource/reading lists, with sharing of OneNote with teachers and/or students 	<ul style="list-style-type: none"> • over 75% or our students successfully achieved their ELA credit • all Departments will work on expanding their classroom libraries with a range of texts available • all students will explore subject specific materials (text sets) independent from required class materials • with corrective feedback provided by the teacher, the student products will improve by one full category on the assessment rubric • students will be able to explain some of the literacy strategies needed in specific subject areas • students will be exposed to related readings on subject area topics, either in class or through book talks • teachers incorporating data and infographics • students engaged in analysis and discussion of conclusions to draw and areas in which they need more information to help them draw conclusions 	<ul style="list-style-type: none"> • Provincial assessment data • log in attempts for EBSCOHost • book sign out sheets and circulation of library materials • grade book entries • teacher observation of students, written products
2. By June 2018 students will become mathematically literate students who use mathematics confidently, accurately and efficiently.	<ul style="list-style-type: none"> • begin phase II of the TEPL project and that training of all grade 9 staff • Student Services Team working with Math Department to enhance understanding and the creation/application of adaptation of curricular outcomes • incorporating effective uses of mathematics into all aspects of the various curricula being offered at RE • allow same staff to stay with same courses to further develop effective math strategies • use of One Note to share materials that have been adapted • use of Department time to discuss successful strategies and useful materials • use of websites like Desmos and peardeck to help students develop estimation skills in science 	<ul style="list-style-type: none"> • over 75% of our students successfully achieve their Math credit. • report card data will provide evidence of students performing at higher levels of academic achievement in Mathematics • students and teachers in grade 9 will report an increased sense of engagement in mathematics as a result of the TELP project • students will understand when an answer they calculate is reasonable by providing an explanation when they are not confident with their result 	<ul style="list-style-type: none"> • Provincial assessment data • Grade 9 TELP project data • increase in One Note materials being shared amongst the department

<p>3. By June 2018 students will participate in, be exposed to, and become more aware of the inclusive climate and culture at REC</p>	<ul style="list-style-type: none"> ● Staff attended LGBTQ full day in-service ● became a Jack Chapter school ● Gender neutral washrooms built ● Student assemblies on various topics to support the climate of the building ● Kodiak awards identifying and rewarding acts of positive social behavior ● lessons will be incorporated into our Teacher Advisor meetings on a regular basis ● to utilize the UNESCO core values to show evidence of a culture of peace ● establishing UNESCO awards at all grade levels with a focus on the 4 pillars 	<ul style="list-style-type: none"> ● students will become involved in the Jack Chapter and social interest groups ● students will identify their personal biases and be able to manage their behaviors to increase positive outcomes ● students will establish and maintain healthy relationships ● students will make respectful choices about personal behavior and social interaction 	<ul style="list-style-type: none"> ● increased number of Kodiak awards handed out for positive interactions in the school ● increased participation in social justice school groups and Jack Chapter ● teacher and support staff records
<p>4. By June 2018 staff and students will integrate a variety of devices into teaching and learning activities to enhance and increase higher level thinking and learning.</p>	<ul style="list-style-type: none"> ● Promote discussion at Department meetings. Each Department meeting / PD session agenda should include a sharing time for successful integration of BYOD and movement to the higher levels of the SAMR model. (E.g. from note taking to small groups of devices being used to redefine new learning tasks). ● Each department member to have a turn once throughout the year on agenda to present/share lead a discussion on how they are moving to using student devices. ● Each teacher will plan and work toward using student supplied devices in at least one lesson per unit of study. ● Provide PD and discussions around SAMR model higher order thinking tasks, collaborative learning model, using BYOD effectively. ● Plan at least one PD day where we bring in 'experts' to meet with departments for subject area specific integration strategies. ● Encourage staff to collaborate with ICT Coordinator and Consultants. ICT Coordinator and Consultant time is available for support, planning and implementation. ● Pilot project for 5-10 teachers to bring BYOD regularly into their rooms (Apple TV, One Note, paperless classes etc.) ● Purchase of peripheral devices for increasing interactive learning experiences (Apple TV's, docucams, probes, VR Goggles, Wireless keyboards, Smart Boards, etc.) ● Promote use of One Note, teacher websites as launch pads to link to outside resources (manipulatives, Video channels, blogs, etc.) ● Include assistive technology such as speech to text, text to speech (e.g. Dragon Dictation, Immersive Reader, Dyslexia fonts, etc.) 	<ul style="list-style-type: none"> ● Teachers will begin to leverage the capabilities of student-supplied devices in their classrooms. ● Teacher integration and use of technology will increase. ● Student use of personal devices will increase ● Increased teacher web presence for student learning to take place beyond the school day ● move towards a growth mindset for staff and students 	<ul style="list-style-type: none"> ● reports from department heads ● data from the grade 9 TELP project and the music and physical education project ● teacher and student surveys

2017-2018 RETSD Aboriginal Academic Achievement Planning Template – Addendum to the School Planning Report

Step 1	Identification			
	Name of School Division River East Transcona School Division	Name of School River East Collegiate	Name of Principal Diana Posthumus	Date (yyyy/mm/dd) 2017/06/30

Step 2	2016–2017 Aboriginal Academic Achievement Plan Year End Report (RETSD addendum to the School Improvement Plan)			
	Previous Years’ Successes: Please comment on successes and progress towards meeting previous AAA Plan outcomes. Please include a summary of how funds were allocated in support of your outcomes.			
	Expected Outcomes	Results (status, data or anecdotal evidence)		
	1. By June 2017, materials reflecting an Aboriginal perspective will be used at least twice in each ELA course.	All grade 9-12 ELA courses incorporated one novel study and one other activity where they read, listened to and viewed pieces that were from an Aboriginal perspective. Each classroom library had multiple texts highlighting an Aboriginal perspective available to students for choice reading opportunities. Teachers in all classes were encouraged to develop text sets for each activity that included Aboriginal perspective.		
	2. By June 2017 REC teachers will increase their knowledge of Aboriginal Culture and Teachings.	AAA Lead Teachers and 4 additional Social Studies and ELA teachers participated in Best Practice RETSD workshops, Provincial workshops and the U of M teacher candidate workshop on Aboriginal Education. AAA lead teachers shared their knowledge within their departments. We held a day of orange to honor residential school survivors.		
	3. To increase the number of grade 11 and 12 students seeking post-secondary education.	All counsellors and department heads received a list of our grade 11 and 12 students who had self-identified. Staff were intentional in providing post-secondary information opportunities to our self-identified Aboriginal students. Students were provided with the opportunity to meet directly with Aboriginal connectors at the University and College level.		
	4. To increase the academic success and attendance of our at-risk Aboriginal students.	Regular family visits and supports were put into place for 20+ families to build the family’s capacity to engage positively with River East Collegiate. We collaborated with agencies to provide necessities (food, clothing, counselling supports, medical interventions and housing), picked students up to build a pattern of regular attendance, and provided alternate learning opportunities to allow students to re-integrate into school. Caregivers began to build a sense of support and trust in the school. Student engagement with school increased.		
	5. By June 2017 a drum group will be established with ties to our local feeder schools for mentorship opportunities.	We successfully acquired a drum, blessed the drum and began to use the drum in our music program. We made connections to our feeder schools but were unable to get a drum group established. We did however have a group of Aboriginal students complete a focus group with a number of staff to identify what they would like to see happen at REC. We have established a group for which will now plan for the 2017-2018 school year.		
	2016-2017 Budget Allocation Summary:			

Step 3	2017-2018 Aboriginal Academic Achievement Plan (RETSD addendum to the School Improvement Plan)			
	Expected Outcomes What specifically are you trying to improve for students learning? (SMART – specific, measureable, achievable, realistic, time)	Strategies What actions will you take?	Indicators How will you know that learning is improving?	Data Collection By what means will you collect evidence of progress toward learning?
	1. By June 2018 our Aboriginal student leadership team will offer two activities per month where Aboriginal culture is honored and explored.	Aboriginal leadership team will meet 2x per month to set up activities. Establish a partnership with the divisional consultant and Aboriginal support worker to offer activities.	Student leadership team will have offered a minimum of 10 activities throughout the school year.	Number of activities completed. Student surveys and focus group information.

		Partner with our feeder schools to offer joint activities with a mentorship focus.	Student participation in the AAA leadership team will increase.	
	2. By June 2018 there will be an increase in the number Aboriginal focused selections included in text sets used in all content areas.	Students will read, listen to and view pieces in a unit of study that reflect Aboriginal perspectives. Reading materials reflecting an Aboriginal perspective will be available to students through classroom libraries and book sets. Resource bin of materials. Use of our divisional Aboriginal support team including our Elders.	Aboriginal focus unit in grade 10 ELA is completed. Staff have developed text sets with an Aboriginal focus in multiple subject areas. Students will have read, listened to, or viewed pieces in a unit of study that reflect Aboriginal perspectives	Tracking use of materials from the bin. Teacher survey Classroom library sign-out sheets Student work samples
	3. By June 2018 we will incorporate our Aboriginal Drum into 75% or our band/music performances.	Students will work with our music staff to find creative ways to incorporate the drum into our music performances. Set up a drum group, which practices on a regular basis.	A drum group is established and plays a strong role in our music program.	Concerts Number of students participating in the drum group
	4. To increase the academic success and attendance of our at-risk Aboriginal students.	Utilize our two youth care workers to engage with students and families to build their capacity to attend school and engage in academic classes. Provide regular attendance data to parents. Provide a strong support team to assist parents and caregivers.	An increase in attendance and academic success of our identified at-risk Aboriginal students. A better connection with our Aboriginal caregivers where there is a sense of support and trust in the school.	Number of credits earned. Student interviews. Attendance reports. Data collected by our support team identifying number of home visits, phone contacts and face-to-face conversations with students.
	5. To increase the number of grade 11 and 12 students seeking post-secondary education	Provide counsellors and department heads with a list of all of our grade 11 and 12 students who have self-identified as Aboriginal. School counsellors to meet with all Aboriginal students to do career focused planning. Provide opportunities for Aboriginal students to meet with the Aboriginal support teams at our Universities and Colleges.	An increased number of Aboriginal students are seeking out information for post-secondary opportunities. An increase in graduation rates of Aboriginal Students.	Counsellor contact information. Post-secondary acceptance lists. Anecdotal notes from classroom teachers
Step 4	Anticipated Budget Use (all schools will receive \$1700.00)			
	1.	We will utilize our budget to support our AAA student leadership team (approximately \$700), support classroom activities (approximately \$500), and support our drum group and to bring in Kevin Chief and Ray St. Germane (approximately \$500) in the springtime to do a workshop with our teachers.		

2017 - 2018 RETSD Learning and Behaving Planning Template – Addendum to the School Planning Report

Step 1	Identification			
	Name of School Division RETSD	Name of School River East Collegiate	Name of Principal Diana Posthumus	Date 2017/05/29

Step 2	2016-2017 Learning and Behaving Plan Year End Report (RETSD addendum to the School Improvement Plan)			
	Previous Years' Successes: Please comment on successes and progress towards meeting previous Learning and Behaving Plan outcomes. Please include a summary of how funds were allocated in support of your outcomes.			
	Expected Outcomes	Results (status, data or anecdotal evidence)		
	1. Students will continue to strengthen their awareness of behavior expectations in a respectful learning environment to contribute to a safe and inclusive school culture. Students will demonstrate an awareness of school-wide expectations and be conversant with the language associated with each of those expectations. At least 80% of students will be able to articulate the key common area expectations for a given location by the end of semester 1 (Feb. 2017) and will be able to elaborate on the specific guidelines.	Students were able to identify the key elements of our behavior matrix as per the target level. Each classroom teacher developed a matrix with students that was posted as a reference in the classroom. Common Area Matrices were posted in classrooms and common areas throughout the school.		
	2. Staff will successfully use MyReferrals data to help students reduce overall office managed behavior by 10% across all grades.	Staff have begun to use the MyReferrals system to highlight behavior concerns. The PBIS Committee reviewed behavior data at each of the meetings through Tyler Pulse to engage in planning and problem solving. Administration also shared the data with staff 3 times over the course of the year during staff meeting times.		
	3. By June 2017 REC students (Grade 11) will be conversant with the five Social Emotional Skills and able to identify key aspects of each. Physical Education staff will teach five Social Emotional Skills to improve student resiliency in their grade 11 Health classes. By June 2017 REC students will make connections to the five Social Emotional Skills in curriculum and school structures like PLC's, PBIS. By September 2016 REC students will create posters to promote the five SEL's posters and refer to them making connections	Students built awareness of the Social Emotional Skills through exposure in the Health classes. Students also planned and carried out a Mental Health Awareness week. This included a variety of activities to bring awareness to mental health challenges. Students also worked to build awareness through a poster campaign and invited guest speakers to address students through an assembly as part of the jack.org mental health initiative.		
	2016-2017 Budget Allocation Summary: Release time for PBIS planning, for behavior incentive prizes, and for our Kodiak Celebration.			

Step 3	2017-2018 Learning and Behaving Plan (RETSD addendum to the School Improvement Plan)			
	Expected Outcomes What specifically are you trying to improve for students learning? (SMART – specific, measureable, achievable, realistic, time)	Strategies What actions will you take?	Indicators How will you know that learning is improving?	Data Collection By what means will you collect evidence of progress toward learning?
	1. A key goal is to use the MyReferrals data to reduce referrals within a given area through effective planning. Given that limited staff are currently using the system to enter data, an initial goal would be to expand the number of staff who are	The process for using MyReferrals will be reviewed with staff on the first day back. Department Heads will serve as mentors for those within their department who could use additional support with the system. Staff will work with students to develop classroom matrices. Common Area matrices will be reviewed with students and posted. The PBIS	A decrease in the number of repeat behavior referrals for individual students should be in keeping with successful interventions.	The overall number of referrals may increase as additional staff become comfortable with the system. A decrease in repeat referrals for individual

	accessing MyReferrals so that we have meaningful data to work with.	Committee and the staff will have regular opportunity to review the data and plan for challenges.		students should suggest that interventions are successful.
	2. Students will demonstrate increased awareness of the character qualities highlighted through our Kodiak acronym. By January 2018, 80% of students will be able to identify and explain the key qualities represented in the Kodiak acronym.	Each month an element of the character qualities reflected in the Kodiak acronym will be highlighted through the TA meetings. Staff will receive incentive tickets to distribute to students in keeping with the guidelines. Draws will take place weekly with elements of character highlighted.	An increased number of incentive tickets recognizing target behavior should serve as an indicator.	The number of tickets recognizing the highlighted qualities should give us a sense of the level of student engagement with the character education component.
	3. REC staff will work toward giving additional opportunities for student input and community feedback. By June 2018, each grade level will have the opportunity to share a student voice through relevant survey tools (Grade 9-transition feedback, Grade 10-Involvement survey, Grade 11-Career survey, Grade 12-Exit Interview). Our participation target would be 80%.	Relevant grade level surveys will be developed to help plan/refine effectively for our students.	Survey responses will indicate that students are reflecting on their experience at REC and offering meaningful input.	Survey data will be used in planning.
	Anticipated Budget Support and Use (see previously provided grid)			
Step 4	2. Release time for planning/PD opportunities related to PBIS, behavior incentives, and community building opportunities (Kodiak Celebration/Welcome Back BBQ).			