

Anglophone School District West K-12 Schools

	Cambridge Narrows Community School (OEC)	Canterbury High School (WEC)	Hartland Community School (WEC)	John Caldwell School (WEC)	Saint Mary`s Academy (WEC)
Student representative council	<p>-SRC has three levels that meet as one.</p> <p>-Senior high students plan meeting with the teacher advisor with student reps from grades 5-12 in attendance.</p> <p>-SRC has an executive council with president, vice-president, secretary and treasurer roles.</p> <p>-High school leadership is integral to the organization of events for all students K-12.</p> <p>-Fundraising campaigns funds are divided evenly between all three levels.</p>	<p>-Students grade 6-12 run the SRC and plan activities for K-12.</p> <p>-Older students offer noon clubs with teacher supervision for younger students such as a singing club.</p> <p>-Student Voice groups meet as 9-12, 6-8 groups and look at TTFM data and address students interests and concerns.</p>	<p>-Elections take place each June from grades 5-11 to elect the executive and class representatives for the following school year.</p> <p>-SRC council involves primarily grades 6-12.</p> <p>-SRC sponsors many events and activities for all students K-12 throughout the school year.</p>	<p>-SRC has elections for the executive committee and a representative for grades 6-12 that meet weekly with a teacher advisor.</p> <p>-Students that are in the leadership course in grade 12 assist the SRC in leading activities, events and committees.</p> <p>-Plan is being developed to add grade 4 and 5 students to the SRC.</p> <p>-Students in middle and high participate in the various SRC committees and all students participate in activities such as food drives, spirit week, thank you day etc...</p>	<p>-SRC is called The Renaissance Committee.</p> <p>-Members are not elected and members are students from grades 6-12.</p> <p>-Each week activities take place for elementary students and for middle and high students.</p> <p>-Student leadership by an older student in guided school activities for younger students.</p>

Building designations, expansions, consolidations	-In 1987 school opened as a K-12 school	-In 2002 building had an expansion and renovation -In 1980s, became a K-12 school -School was originally built in the 1952 as was a high school.	-In 2007 school opened as a K-12 school	-In 1991, expansion occurred and school became a K-12 -In 1981, building became a grades 7-12 school -School was originally built as a high school, and became a middle school only prior to 1981	-In 1981 school opened as a K-12 school
--	---	--	---	---	---

<p>Main office, positive learning environment</p>	<p>-K-5 students have a downstairs wing, gr 6-12 have the upstairs wing</p>	<p>-Main office was moved during the expansion and is between the upper level (middle and high school) and the lower level (elementary)</p> <p>-Stairs from the office to the upper level but not to the lower level.</p> <p>-Students and staff from the elementary wing have a longer distance to go to reach the office.</p> <p>-There are at times inappropriate behavior by older students at the office is seen by younger students, however older students will often calm down when a younger student enters the office area.</p>	<p>-Main office is accessible to all students and staff, however administrative staffing is not adequate to serve their needs effectively.</p> <p>- Building design and the various schedules create distinct areas for each level.</p> <p>-When levels mingle it is for intentional activities and these are well supervised by staff.</p>	<p>-School has an elementary section on the lower level and a middle and high level</p> <p>-The main office is a very busy spot with a variety of bell schedules, early dismissal for K-2, over 40 staff and many other demands. Reduction in hours is a concern for a school that must meet the various needs for all three levels in the building.</p> <p>-All students travel on the same buses to and from school.</p> <p>-Building and scheduling and lunch times have been designed to have limited overlap between the levels.</p> <p>-When there is more than one level sharing a location such as the cafeteria, playground or library, each level has their own designated area.</p>	<p>-Main office staff takes extra time and care in supporting younger students in their requests, the staff will follow up with calls home to ensure messages were communicated effectively by the child to the parents.</p> <p>-The school ESS team monitors carefully the various needs and concerns for the safety and positive learning environment for all students.</p>
--	---	--	---	--	---

<p>Positives of being a K-12 learning community</p>	<p>-students will often work together on a variety of projects across grade levels</p> <p>-K-12 school works well for parents as all students are in the same school</p> <p>-Strong sense of community , staff know all students and their individual needs</p>	<p>-School community, students and staff know each other well and there is a strong sense of community and family</p> <p>-Older students interact with younger students and are good role models for them and will watch over the younger ones.</p> <p>-Many activities such as reading buddies, leadership activities and partnerships exist between the grade levels.</p> <p>-With leadership and child studies courses at the high school that require practicums and volunteer hours, the K-5 level receives a lot of support from older students.</p> <p>-Grade 11 and 12 students are partnered with K and 1 students for school evacuations. In a past evacuation, when snow drifts were too high for the little ones, the older ones carried their buddy to the alternate site.</p>	<p>-Builds a stronger community within the greater community.</p> <p>-Convenient for parents of multiple children for transportation, extra-curricular, parent-teacher meetings, etc...</p> <p>-Teachers have the opportunity to appreciate and see the work of their colleagues at all levels.</p> <p>-Students can build strong connections with staff and each other and build on these over the years.</p> <p>-Older siblings are able to look after younger siblings and take ownership of their well-being.</p> <p>-Routines, procedures and expectations are constant</p> <p>-Older students are empowered through the ability to form strong bonds with younger students, they are more confident when they are working with their peers.</p>	<p>-Older students are positive role models during instructional time, on teams and in clubs and committees.</p> <p>-Students serve as mentors for younger students with behavior or academic concerns.</p> <p>-High school support elementary students through programs such as Reading Tutor and Early Morning Reading.</p> <p>-Leadership, Child Studies and Co-op courses allow students to work with younger students not only with academics but also in building connections.</p> <p>-Students are familiar with teachers at all levels.</p> <p>-Transitions are easier for students from one level to the next.</p> <p>-Collaboration among teachers across levels is easier with curriculum and student information and data.</p>	<p>-Younger students see the older students leading activities and assemblies, solidifying school identity and school spirit.</p> <p>-It is an opportunity for older students to learn about their roles and responsibilities entrusted to them to act with integrity, honesty and kindness as role models for other students.</p> <p>-Older students provide a support to elementary level initiatives and programs.</p> <p>-High school students have opportunities to be mentors, tutors and participate in co-op learning programs.</p> <p>-High School students are able to tutor younger students.</p> <p>-Have the support of middle and high students allows for more activities to be offered to elementary students.</p>
--	---	---	---	--	--

			<ul style="list-style-type: none">-There is teacher ownership of assessments and data across the grade levels and data can be tracked and shared easily.-Purposeful interactions and mentoring between levels.-Easier transitions between the various levels and transition meetings can occur very seamlessly.-Staff has an opportunity to get to know students and their families very well.-There are opportunities for older students with an in school tutoring program, co-op programs and leadership programs.-Teacher collaboration across grade levels.-Ability to find age appropriate resources in the building.-Very strong committees due to cross level representation.	<ul style="list-style-type: none">-Most professional learning sessions have a mixture of all levels so that everyone has an understanding of all the levels.-Problem solve sessions involves staff from all levels for a varied perspective and a variety of ideas.-Staff has an opportunity to really get to know their students over the years.	
--	--	--	--	---	--

<p>Challenges of being a K-12 learning community</p>	<ul style="list-style-type: none"> -Scheduling can be a challenge across all the grade levels -FTE formula allocation does not reflect the various needs of a K- 12 school -Course offerings for students at the high school level not as varied as larger high schools -Some teachers are teaching at many levels. -Inappropriate behavior in front of younger students may occur at times, more frequent as a bus issue 	<ul style="list-style-type: none"> -Inappropriate behavior in front of younger students may occur at times -Administration of the school must focus on all three levels with scheduling, curriculum and initiatives. This involves a great deal of emails, and lots to oversee from Pre-K programs to proms and graduation activities. 	<ul style="list-style-type: none"> - Scheduling for common areas such as music rooms, gyms, library, tech labs, cafetorium for all grades is a challenge. -One bus run for various maximum hours of instruction with K-2, 3-5 and 6-12. -Teacher timetable scheduling is a challenge, especially for those teachers who teach across the levels. -With all the various provincial assessments, it can be difficult to manage multiple assessments within the particular time frame. -Communication is increased due to number of emails when responsible for curriculum and initiatives at all three levels. -Can be difficult to keep staff informed of activities, behavioral incidents, student progress etc... -Perception amongst colleagues regarding equality of teacher work 	<ul style="list-style-type: none"> -Elementary students who exhibit same behaviors as older students. - When an older student is not being a positive role model for younger students. -Scheduling of common areas such as library, gym and cafeteria can limit activities at certain times of the day. -There is a need for more administrative support and more guidance support. -Due to all the levels and the size of the building and grounds, there is lots of supervision for teachers which cuts down on time for committees and clubs at lunch time for students. - There is a vast amount of information and data that must be managed by admin staff, and teaching staff. 	<ul style="list-style-type: none"> -Scheduling can be a challenge across all the grade levels including bell schedule, supervision duties, meetings for school management and various committees -ESS team/FTE allocation is calculated by the number of students and does not meet the needs of a K-12 school. -School has only one bus run, this extends the day for elementary students. The younger students travel on the same buses as Middle and High students.
---	--	--	---	---	---

			<p>load, turnaround days, exam week etc...</p> <p>-Office staff is unable to adequately meet all the demands for a 3 level school with CashNet, Pre-K programs, scholarships, inputting student information etc... (school has paid for extra administrative days to complete these items in a timely manner)</p> <p>-Attending meetings for staff that work across the grades levels, many meetings and raises questions of which required meeting to attend.</p> <p>-Limited guidance FTE to serve the varied needs of students at all three levels.</p> <p>-</p>		
--	--	--	---	--	--