



# Maple Leaf Elementary School



Western School Division

Continuous Improvement Plan 2023-2024



Samuel Jerema—Principal

Carla Wiebe—Vice-Principal

Andrei Mardli—Vice-Principal

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## Overview

Maple Leaf is a K-4 Dual Track school, with English and French Immersion programming. Our school currently has 466 students with 246 in the English program and 220 in French Immersion with new students arriving every week. We are situated in the center of the city of Morden, located in Southern Manitoba. For a complete staff listing please [see Appendix A](#).

## Mission Statement

We strive to provide educational excellence through challenging and enriching experiences for all. At Maple Leaf Elementary School, we CARE.

C - Collaborate

A – Acquire new skills

R – Respect ourselves and others

E – Empathize with those around us

## Student demographics

Our school community continues to be a diverse learning environment for students born and raised in Morden, Manitoba as well as students who have recently arrived here from around the world. We have a small but present Indigenous population of students, and our staff increasingly represents the rich cultural and linguistic diversity of our students.

Student numbers by grade level (as of Feb. 28, 2024)

Total students at Maple Leaf Elementary School = 480

- 97 kindergartens
- 108 grade 1
- 81 grade 2
- 98 grade 3
- 96 grade 4

Self-declared indigenous students

- 14 self-identified First Nations (3% of student population)
- 13 self-identified Métis (2.5% of student population)
- 0 self-identified Inuit

Newcomers

- 29 students with newcomer year of 2023 (6%) \*as of October 10, 2023
  - There are additional 37 Kindergarten students who began in Sept 2023, and will have newcomer year 2024
- 57 students with newcomer year of 2022 (12%)
- 15 students with newcomer year of 2021 (3%)

## EAL learners

- 141 students in our EAL programs
  - 24 Stage 1 learners
  - 20 Stage 2 learners
  - 97 Stage 3 learners
- 34 Kindergarten students who are EAL but do not receive specialized EAL programming

## Students with exceptional needs

- 14 students have Student Specific Plans in place
  - 10 of these students have 1 to 1 support for their entire school day

## Equity

Western School Division and Maple Leaf School are committed to teaching our students acceptance, respect and appreciation for all people. We encourage our students to learn about and celebrate one another's commonalities and differences.

Our access to the local Settlement Worker in Schools (SWIS) through [Regional Connections](#), allows us to help children and families overcome some of the challenges they face in moving to a new country and community.

Our school offers English as an Additional Language (EAL) education to further support students who do not speak English as their main language. This is done with a combination of in class support and small group pull out.

Resource, Guidance, Reading Recovery, Literacy and Numeracy Support, and other professional resources in the division are also in place to provide students with the planning, resources, and support to close gaps and/or provide student specific planning to set students up for success.

## Career Development

Career development is essential, even in the early years. At the K-4 level, students have opportunities to learn about themselves, their communities, and begin seeing themselves in many potential careers. This is done in a variety of ways, including imaginative play, direct lessons, reading, and connecting with the community. Career development is intertwined in all subject area learning outcomes. Through field trips in the community, and visits from guest speakers, students learn about a variety of career opportunities that will be available to them as they grow up. Please review the [Ready for Life - A Model for Success beyond K-12](#) document to see how Western School Division is working to support career development from Kindergarten to Grade 12.



## Programs Offered

Maple Leaf School is a dual track school with programming offered in both French and English. We offer English Language Arts, Math, Science, Social Studies, Physical Education/Health, Music and K-4 Basic French. In K-4 French Immersion, students learn in French, with the exception of English Language Arts. Kindergarten and Gr. 1 in French Immersion are both focused on French oral language acquisition and informal French reading instruction. Formal French reading instruction begins in Grade 2.

## Maple Leaf ESD Plan

Maple Leaf's ESC Committee is working to reintroduce the composting program that was put on hold through the pandemic. As well, interested staff have each been assigned a raised garden bed placed around the outside of the school. This year, the ESD committee plans to partner with interested HSAC members to turn the planters into community gardens.

## School Strengths, Equity Issues and Challenges

### Strengths

- Variety of additional opportunities available; including run club, soccer derby, skating, choir, and a bike program.
- Staff - Strong compliment of employees – both teachers and support staff.
- Diversity – The Maple Leaf School community is made up of a range of families from diverse cultural backgrounds. We take pride in making all families and students feel comfortable and welcome in our school. We celebrate both our similarities and what makes us unique.
- Reading data for our Self-Identified Indigenous Students shows that 75% of students are at or above grade level.

### Equity Issues

- French resources – Being a dual track school, resources are required in both English and French. While we are building our database of French resources, it takes time to find quality literature that appeals to students from K-4.
- Economic Factors – Maple Leaf School catchment area encompasses much of the low socio-economic housing in the city of Morden. A breakfast program is available to students whose families may need additional support.

## Challenges

- Increase in Stage 1 EAL learners – The recent influx of immigration to our community has resulted in an increase of stage 1 learners (virtually no understanding of English). This adds a new dynamic to classroom teacher’s programming and delivery.
- Increased need for support – The growing number of students with exceptional needs is lessening the amount of support available to help students who are not yet performing at grade level
- Availability of qualified French speaking staff – Finding both teachers and educational assistants who can support the French Immersion program is a challenge. With only 2 French speaking Educational Assistants on staff, classroom support must be spread thin.

## School Goals

### Literacy

- Through the use of increasingly complex strategies such as story telling, using talking stems, and comprehension conversations, communication (both oral and written) will be developed to meet age-appropriate criteria for each grade level.
  - Kindergarten – Using words to solve problems
  - Grade 1 – Using words to express thinking
  - Grade 2 – Using talking stems to develop comprehension skills
  - Grade 3 – Adding “because” to show deeper thinking, with supporting evidence
  - Grade 4 – Using words to show connections between learning and personal experiences
- Improve the percentage of students who meet or exceed grade-level reading expectations.

### Numeracy

- Students will demonstrate number fluency and apply critical thinking skills to solve a variety of real-life math contexts.

### French Language Acquisition

- Increase the use of French beyond the classroom, regardless of language of instruction.
- Ensure the students ongoing development of French Language and perception of bilingualism.

### Social-Emotional

- Provide a safe and inclusive learning environment for all.
- Develop a school of confident learners who are open to collaboration within a diverse school community.

### Mamàhtawisiwin

- Incorporate traditional stories and teachings into all curricular areas.
- Develop relationships with Elders and Knowledge Keepers to help support authentic student learning.

## Early Years Evaluation (EYE) Data

When comparing year-over-year data, we saw significant growth in kindergarten readiness last year (November 2022) compared to the previous school year (November 2021)—see Figure 1 and 2:

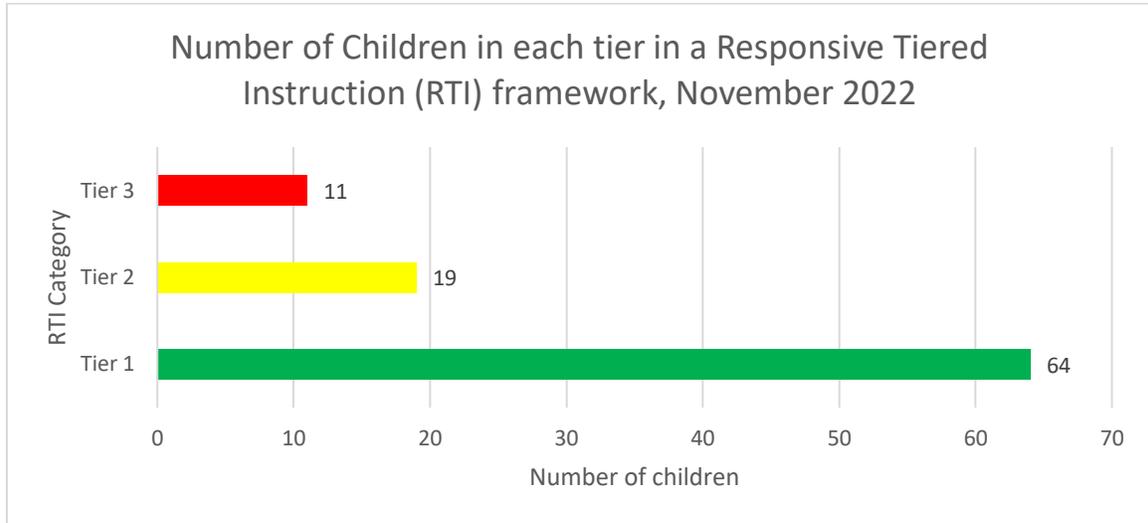


FIGURE 1 NOVEMBER 2022 EYE DATA

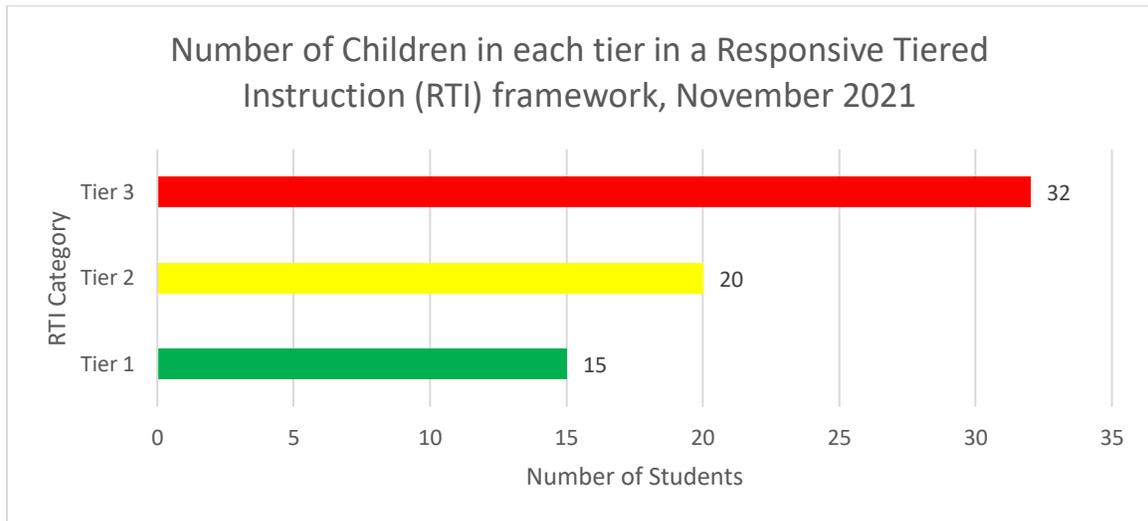


FIGURE 2 NOVEMBER 2021 EYE DATA

This leads us to look deeper into what supports may have been in place for students entering Kindergarten in September 2022 vs. those who began Kindergarten in September 2021. It is important to note that in past years, Western School Division had a Get Set for Kindergarten program. Initially, this program was open to a small number of incoming Kindergarten students, who were identified via a parent questionnaire included in the Kindergarten registration package. In May 2022, both early years schools in WSD worked together to create and administer a Kindergarten Pre-Assessment screener designed for early identification of incoming potential areas of strength and challenge for the incoming cohort of Kindergarten students.

Along with this, each student was given a bag of supplies and activities designed to support the learning of a number of pre-kindergarten readiness skills. On top of the Kindergarten pre-assessment and accompanying bags, the Maple Leaf School student services department met with staff at the Morden Parent and Child Resource Centre to consult about the concepts covered in their *Get Ready for Kindergarten* family class.

It is evident that front-loading this learning and providing parents with useful resources before their children even begin school has a significant impact on our students' school readiness and the need for intervention from early on.

## Literacy

Goals:

1. Through the use of increasingly complex strategies such as story telling, using talking stems, and comprehension conversations, communication (both oral and written) will be developed to meet age-appropriate criteria for each grade level.
2. Improve the percentage of students who meet or exceed grade-level reading expectations.

### Strategies to achieve our goal

- To determine target skills for each grade level, refer to Oral Communication poster developed for each classroom.
- Utilize Success Guides and Building Thinking Classrooms approach.
- Utilize Fountas and Pinnell resources such as the Literacy Continuum and Prompting Guides to guide instruction.
- Develop assessment guide for oral language that aligns with the quadrants used to assess writing.
- Provide students with ample opportunities to talk. Writing will only develop after oral language is strengthened.
- Provide teachers with targeted professional learning time to assist with oral and written language development.

### Success Indicators

- Track vocabulary development by comparing the use of diverse and age-appropriate words in both speaking and writing.
- Track number of students reading at or above grade level at both Fall and Spring data collection periods.
- Collect writing samples throughout the year and analyze the progression in writing quality, organization, and mechanics.

### English Literacy Data

In this section, we explore classroom-based reading assessments from spring 2022, as well as provincial reading assessment done in grade 3. Please note that provincial French reading data collected in grade 4 will be discussed in the French Language Acquisition section of this continuous improvement plan.

### Data for our current cohort of grade 2 students

When looking at all 80 students with completed data sets from the spring 2023 assessments, we notice that 51% of these students are reading at or above grade level with another 31% of students in the approaching category who are reading within grade level but still just below end of year standards. The group of 8% of students below are still within grade level but have been identified as needing support and the 11% of students out of range have been identified as needing significant intervention to improve their literacy scores—see figure 3.

The group 11% of students in the out-of-range category represents 9 students and includes 4 students with exceptional needs, 3 stage 1 EAL learners and 1 stage 2 EAL learner with the remaining 1 student not being associated with any of these categories. When exempted from the results, based on these learner characteristics, our school is left with 1 learner not in range—see Figure 3 below.

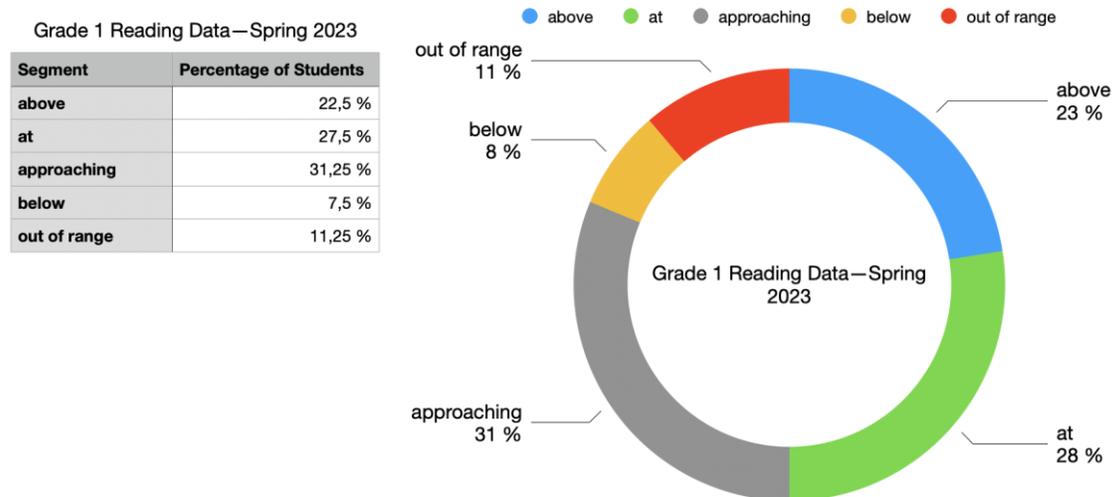


FIGURE 3: GRADE 1 READING DATA FROM SPRING 2023

This same cohort came into kindergarten with 47% of students (n=32) requiring Tier 3 interventions and another 30% of students (n=32) requiring Tier 2 interventions—See Figure 2 above.

FIGURE 4: EYE ASSESSMENT DATA FROM KINDERGARTEN FOR OUR CURRENT COHORT OF GRADE 2 STUDENTS

While our reading data shows a larger group in the approaching grade level category than grade 1 students from the previous year, when comparing year-over-year data to where our students started in kindergarten to where they ended the school year after approximately 2 years of instruction, it is encouraging to see the number of students needing significant (tier 1) support decreased dramatically.

Data for our current cohort of grade 3 students

**Grade 3 Cohort Reading Data, year over year comparison-Percentage of students**

Segment	Spring 2022 (end of grade 1)	Spring 2023 (end of grade 2)
above	29 %	30 %
at level	33 %	11 %
approaching	14 %	36 %
below	10 %	10 %
out of range	15 %	13 %

**Grade 3 Cohort: Percentage of students achieving end of year reading standards**

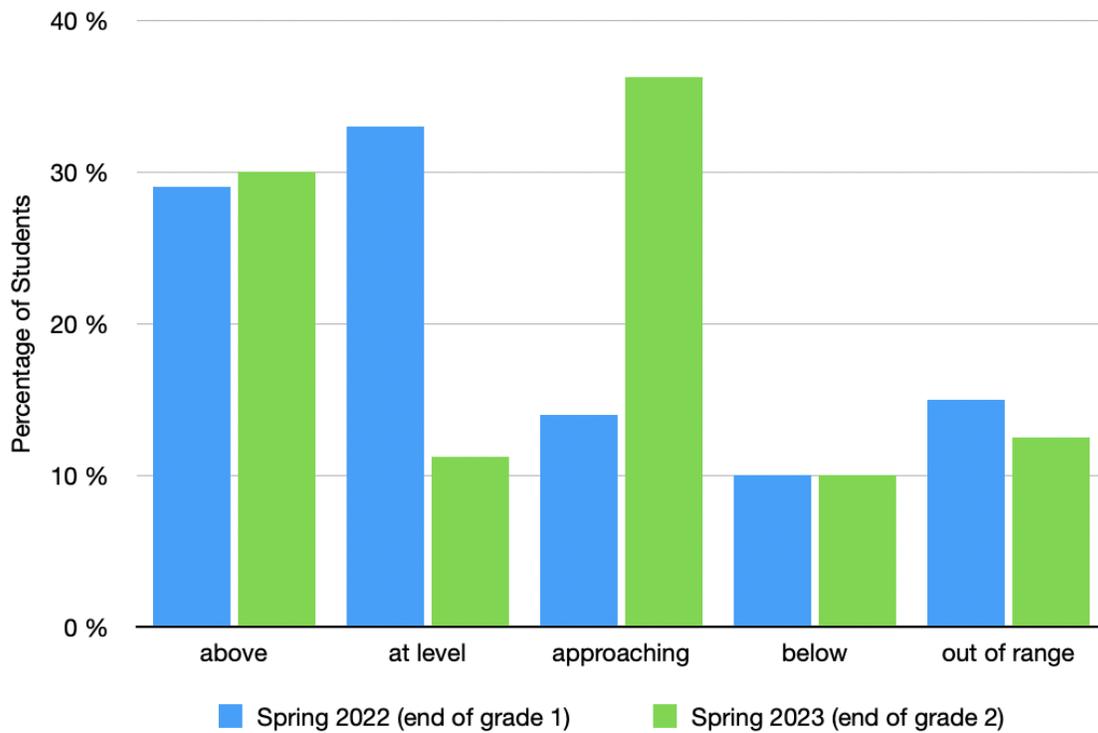


FIGURE 5

When comparing year over year data we can see that the percentage of students who were at or above level at the end of their grade 1 year was higher than that same cohort at the end of their grade 2 year (62% at or above at end grade 1 vs. 41% at or above end grade 2) - see Figure 5 below.

Some questions come to mind when looking at this data. One is the formatting of the texts used to assess reading abilities. Grade 1 students are expected to show more growth in terms of number of

reading levels gained in one year, however the style of grade 2 texts differs significantly from those used in grade 1. For example, grade 2 level texts often have fewer images that students can use to help draw meaning or decipher unknown words, also many grade 2 level texts are the beginnings of short chapter books, yet many students do not yet have the reading stamina necessary to finish these texts in one sitting. This means that students not only need to decode and comprehend what they are reading, they also need to remember what they have read when they come back to it, in order to have a successful comprehension conversation about the text.

Secondly, traditionally there has not been intensive tier 1 literacy intervention in grade 2. A small number of students are Reading Recovery carry over students from grade 1, and will receive short term intervention to complete the program, however grade 2 students not carried over, are not eligible to be selected for Reading Recovery intervention. At Maple Leaf Elementary School we

Grade 4 Cohort Reading Data, year over year comparison-Percentage of students

Segment	Spring 2021 (end of grade 1)	Spring 2022 (end of grade 2)	Spring 2023 (end of grade 3)
above	55 %	27 %	54 %
at	16 %	26 %	8 %
approaching	18 %	19 %	10 %
below	8 %	14 %	18 %
out of range	3 %	6 %	9 %

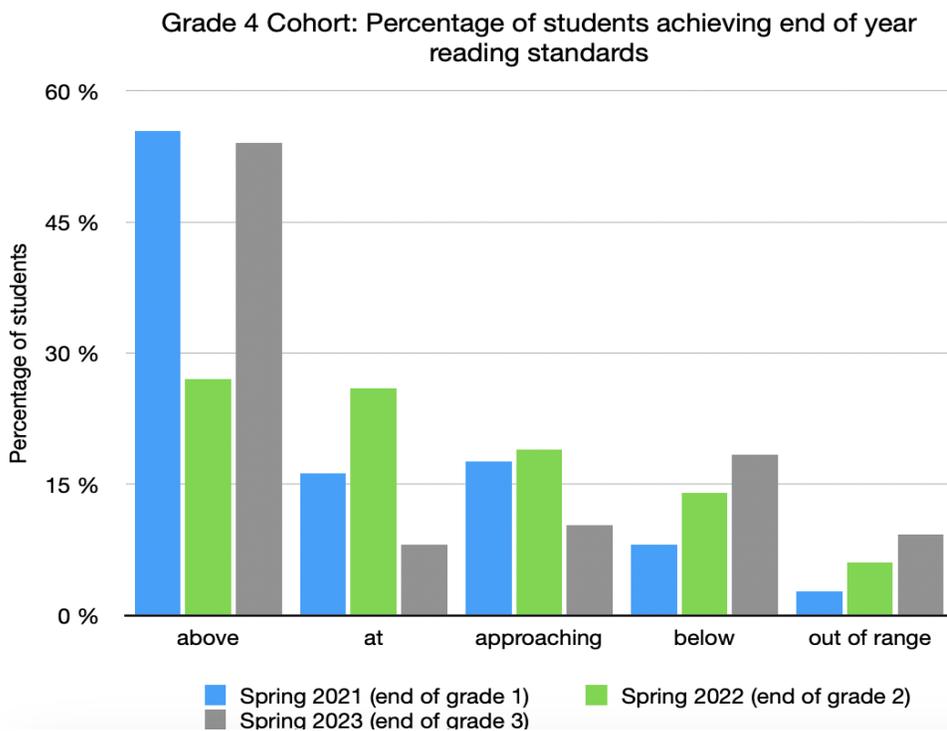


FIGURE 6

acknowledged this missing need for support for our students who are still developing a strong foundation in reading and we were able to assign a teacher the role of literacy support. This teacher will continually assess the most recent literacy data to determine which students/cohorts are most in need of intervention.

#### Data for our current cohort of grade 4 students

The year-over-year data for students reading above level, in our current cohort of grade 4 students, requires further investigation. We see that 55% of students were above level at the end of grade 1, that number dropped to 27% at the end of grade 2, and rose again to 54% at the end of grade 3 – see Figure 6 below. Potentially, this 1 year decline could be attributed to the same reasons as those listed above.

This cohort of students has been affected by the pandemic, remote learning and interruptions in schooling in one way or another in all but one year of their school career to this point. The focus of learning shifted slightly to recovery learning, rather than encouraging critical thinking and providing students some of the same learning opportunities and challenges teachers had been able to in years prior.

At the same time, teachers began to notice declining abilities in written expression and as such put more focus into teaching writing. While teachers continued to teach reading skills, these may not have been as explicitly and intentionally taught at the same time as the focus on writing increased.

This cohort has also experienced significant growth in size due to borders re-opening and newcomers once again joining our school system. Many of the newcomer students who have joined this cohort over the past 3 years have come to school speaking little to no English. These students are still assessed and reported on, despite their limited ability to communicate or read in their new language.

## Numeracy

Goal: Students will demonstrate number fluency and apply critical thinking skills to solve a variety of real-life math contexts.

### Strategies to achieve our goal

- Teach math through problem solving versus teaching problem solving steps.
- Provide real-life problem-solving contexts and inquiries as launch activities to engage and drive learning.
- Cross curricular connections.
- Utilize the Building Thinking Classrooms and Critical Inquiry approaches.
- Intentionally provide opportunities for students to take risks and make decisions on both strategies and tools while solving problems.
- Provide job embedded professional learning to all staff including teachers and educational assistants on targeted math strategies.
- Provide students with two or multi-step problems to solve.
- Use *Children's Mathematics* by Carpenter et al. to support teachers as they teach students to generate math stories for all cognitive guided instruction problem types.
- Teaching about growth mindset and positive mathematical mindsets.

## Success Indicators

- Number of students showing a year in a year growth in problem solving and mental math using Clevr data for grades 1-3 and NAP for grade 4.
- Gr. 3 provincial assessment improvement on algebraic reasoning specifically in notions of equality and mental math strategies for addition and subtraction problems to 18.

## Mamàhtawisiwin

### Strategies to achieve our goal

- Build connections with Elders and Knowledge Keepers and invite them to school events and activities
- Utilize *Mathology* resources in all grade levels.
- Allow staff collaboration time to work on planning activities and teachings at each grade level.
- Be intentional about the use of Elders and Knowledge Keepers grant money.

### Success Indicators

- Maple Leaf staff and students will form relationships with Elders and Knowledge Keepers who are in the school frequently.
- Students will make connections between their cultures and that which they have learned about Indigenous cultural experiences.
- Students will be able to identify Indigenous cultural influences in and around their community.

## French Language Acquisition

### Goals:

1. Increase the use of French beyond the classroom, regardless of language of instruction.
2. Ensure the students ongoing development of French Language and perception of bilingualism.
3. Continue to improve the number of students meeting end of year standards.

### Data Analysis

In each grade level in the French immersion program we notice about a half to three quarters of students are meeting end of year reading expectations. At the end of the 2022-2023 school year, we observed 72% in grade one achieving end of year standards with another 9% approaching, or nearly meeting end of year expectations—see Figure 7.

### 2022-2023 Grades 1-4 GB+ Reading Data: Percentage of students

Segment	Grade 1	Grade 2	Grade 3	Grade 4
<b>At or above</b>	72 %	50 %	56 %	51 %
<b>approaching</b>	9 %	16 %	29 %	26 %
<b>below</b>	18 %	34 %	15 %	23 %

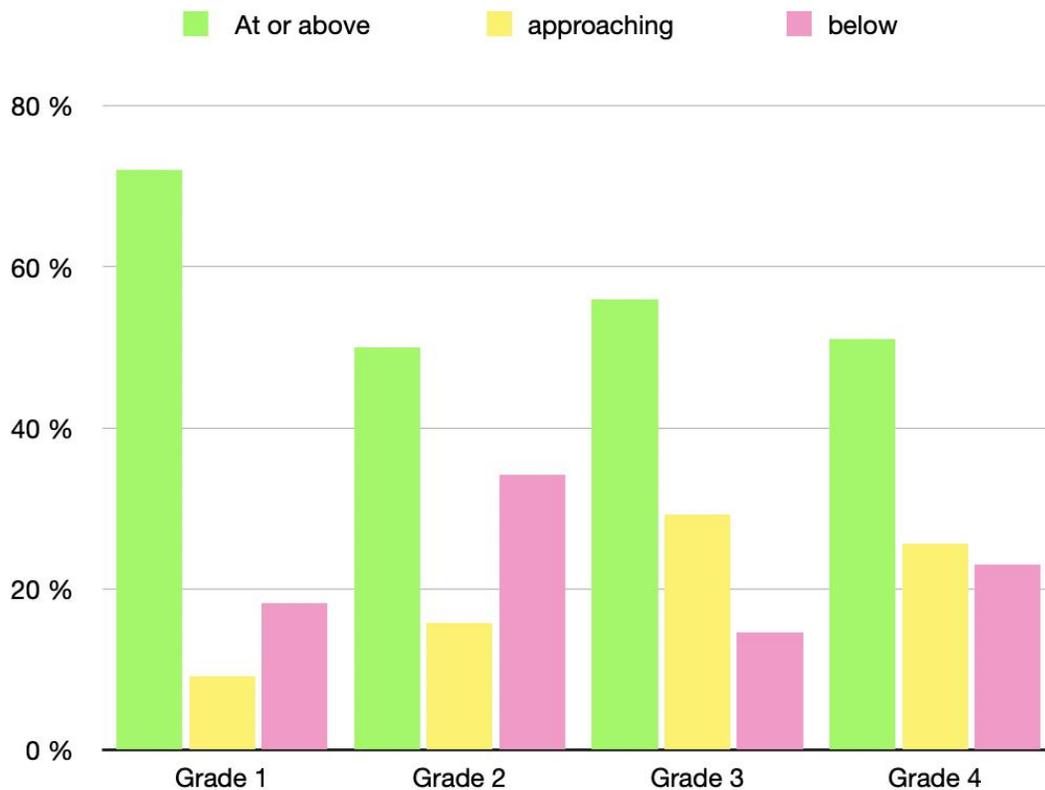


FIGURE 7

As the grade levels increase, we notice that fewer students, approximately half of our students are meeting or exceeding end of year reading standards. We also notice that the largest group of concern to the 34% of students in grade 2 who are in the below category for end of school year reading standards. This group of students is currently in grade 3 and when looking closely at the data, of the 13 students who represent this group, 4 of them would be considered significantly lower than 9 who are in the just below threshold.

### Strategies to achieve our goal

- Support and address gaps in students' French oral language skills by exploring various ways to differentiate lessons and by using formative assessments to plan for next steps for instruction.
- Continue to implement teaching strategies from previous years' book study of *Soutenir les lecteurs en langue seconde* by Renée Bourgoin
- Engage all French Immersion teachers in book study of *Vers une approche intégrée en immersion* by Roy Lyster to deepen our understanding of effective French immersion pedagogy
- Continue to support Grammaire en 3D teaching strategies

### Success Indicators

- Improved engagement and use of oral language
- Students able to read taught sounds in words and identify the syllables and rhymes
- Students able to write simple sentences following the Grammaire en 3D format (grade 1)
- Increase in percentage of students meeting GB+ end of year reading standards
- Improved fluency, pronunciation, and comprehension skills in students when speaking, reading and writing

### Board Priority—Elevate and Deepen Learning

- Ensure best practices in teaching, learning and assessment
- Emphasize mastery learning that is transferable and transformative
- Stimulate critical, innovative, entrepreneurial, and creative thinking

### Strategies

- Partner with Garfield Gini-Newman via divisional PD sessions about critical thinking.
- Encourage teachers to apply for PBL grants to support innovative and creative projects.
- Schedule PLC time to allow teachers to collaborate in grade level/specialty area groupings.
- Provide collaboration time for teachers to meet with grade level colleagues from Minnewasta school.

### Board Priority – Promote a Healthy and Thriving Culture

- Foster a positive work ethic, resiliency, perseverance, tenacity, reliability, curiosity, hopefulness, generosity, wonder, and a growth mindset
- Encourage adventurous achievers
- Appreciate and celebrate our diversity
- Embrace the recommendations for Truth and Reconciliation and the principles of Mamàhtawisiwin: The Wonder We Are Born With
- Nurture mental health and well being

### Strategies

- Provide opportunities for staff and students to celebrate their diversity via in class sharing, lunch hour/recess clubs, hallway bulletin boards, etc.
- Provide whole class guidance lessons centered around mental health and well-being.
- Ensure all grade 4 students have access to a Thrival Kit and the teachings that accompany it.

- Adults are role models for positive work ethic, perseverance, wonder, etc.
- Follow through with Elders and Knowledge Keepers project plans and plan for next steps.

## Board Priority – Foster Student Ownership

- Students advocate for authentic learning through their voice and choice
- Students collaborate, create, design, share, and publish their learning in ways that are meaningful to them
- Build student capacity

### Strategies

- Provide students with multiple learning opportunities that meet all different learning styles.
- Encourage students to be self-advocates by modelling how to do so.
- Honor student ideas (ie. World Cup soccer tournament) and involve them in the planning and execution of their projects.
- Encourage students to publish or display their learning in new spaces (ie. newspaper writing competition, library open mic event).

## Board Priority – Forge Meaningful Community Relationships

- Promote greater parental/guardian participation and engagement in schools and student learning
- Facilitate authentic educational experiences within the community
- Encourage invitational schools

### Strategies

- Actively work to revive Home and School Advisory Council by hosting engaging events that will draw families in.
- Support teachers in planning for more land-based learning opportunities.

## Appendices

### A-Staff Listing

#### MAPLE LEAF ELEMENTARY SCHOOL - STAFF LISTING FOR 2023-24

##### Admin:

Principal	Ms. Cindy Dick	Room 109C
Vice Principal (AM)	Mrs. Carla Wiebe	Room 109D
Vice Principal (PM)	Mr. Andrei Mardli	Room 109D

##### Teaching:

##### English Program:

Kindergarten AM & PM	Mrs. Juliana Unrau	Room 101
Grade K/1	Mrs. Asten McGill	Room 155
Grade 1	Miss Krystal Thiessen	Room 153
Grade 1	Mrs. Kelly Young	Room 121
Grade 2	Mrs. Karen Crockett-Nicholls	Room 140
Grade 2	Ms. Breahn Lemon	Room 139
Grade 2/3	Mrs. Harneet Kaur	Room 156
Grade 3	Miss Chelsea Enns	Room P-160
Grade 3	Mrs. Hayley Rach Friesen	Room 157
Grade 4	Mrs. Andrea Thiessen	Room P-163
Grade 4	Mrs. Gillian Whitehead	Room P-158
Grade 4	Mrs. Lisa Victor	Room P-159

##### French Program:

Kindergarten AM & PM	Mme Courtney Kroeker	Room 151
Kindergarten (AM)	M. Andrei Mardli	Room 117
Grade 1 (AM)	Mme Rachida Harra	Room 137
Grade 1 (PM)	Mme Christine Grenier	Room 137
Grade 1	Mme Chantel Reddig	Room 135
Grade 1/2	Mme Leanne DeJaegher	Room 138
Grade 2	Mme Jennifer Stein	Room 150
Grade 3	Mme Valérie Reimer	Room P-165
Grade 3	Mme Trudy Flowers	Room P-164
Grade 4	Mme Nicole Dalebozik	Room P-161
Grade 4	M. Nicholas Lovatt	Room P-162

##### Specialty Teachers:

Phys Ed – English	Mr. Reid Sloan	Gymnasium (Room 123)
Phys Ed – French	Mme Natalie Vigier-Hutton	Gymnasium (Room 123)
Music	Mrs. Allison Kroeker	Music (Room 116)
Resource (AM)	Ms. Christine Grenier	Room 136
Resource	Mrs. Sarah Borges-Turnbull	Room 136

Resource	Mrs. Natalie Yanez Lulashnyk	Room 136
Guidance/EAL	Mrs. Tara Routhier	Room 136
EAL	Mrs. Kerri Jerema	Room 117

Reading Recovery/Numeracy Support	Ms. Terry Mansell	Room 154
Reading Recovery	Mrs. Stacey Guilford Perrin	Room 154
Reading Recovery/Literacy Support	Mrs. Lauren McPhail	Room 154

**School Administrative Assistants:**

Head Administrative Assistant	Mrs. Norma Ready	Room 109
Administrative Assistant (M,T,W)	Mrs. Danell Enns	Room 109
Administrative Assistant (Th,F)	Mrs. Jaclyn Klassen	Room 109

**Support Staff:**

Mrs. Jessy Berrios Barrera	
Mme Carly Coughlin	
Mrs. Jakeline Crocetti	
Mrs. Jessica Derksen (Speech)	Room 109E (a.m.)
Mrs. Anna Dueck (Breakfast Program)	Room 136
Mrs. Lorelee Harries	
Ms. Shana-Rae Keen	
Mme Ana Klassen	
Mrs. Chelsea Klassen	
Mr. Randall Klassen (Library)	Room 104
Miss Heidi Klatt	
Mme Chanceline Lum	
Mrs. Teagan Maddock	
Mr. Albert Meekis	
Mrs. Jassen Merin	
Mrs. Crystal Mikolasek	
Mrs. Pam Ritchie	
Mrs. Susan Rob (Speech)	Room 109A (p.m.)
Mrs. Suzanne Roy (Speech)	Room 109E (p.m.)
Mrs. Lisa Sibbald	
Mme Suzanne Sugden (French Language Monitor)	
Mrs. Anna Treichel (Speech)	Room 109A (a.m.)

**Head Custodian:**

Mr. Shane Kaupila