

SCHOOL REPORT 2015/2016 & PLAN 2016/2017

- 1) Please use this template to complete your **2015/2016 School Report on Outcomes and 2016/17 School Plan**.

(Note: The web survey offered in previous years is suspended during the review.)
- 2) Once completed, please forward your report and plan to your school division office as directed.
- 3) Information and links about **school planning** are available at www.edu.gov.mb.ca/k12/ssdp/index.html.
- 4) For inquiries to Manitoba Education and Training regarding School Reporting and Planning, contact Tia Cumming <Tia.Cumming@gov.mb.ca> or 204-945-8417.

SCHOOL REPORTING 2015/2016 and PLANNING 2016/2017

Identification			
Name of School Division St. James-Assiniboia	Name of School Buchanan School	Name of Principal H. Hoch	Date (yyyy/mm/dd) 2016/06/01

School Profile <small>(Complete the following using FTE as of Sept 30th.)</small>			
Number of Teachers 19	Number of Students 244	Grade Levels K-5	There is an Educational for Sustainable Development (ESD) plan for the school. Yes/No?
What is your mission statement? "The Buchanan Team is dedicated to personal academic success; respect for individual rights; and celebrating diversity so our students grow as caring, responsible citizens."			Year Revised 2015

SCHOOL REPORT – 2015/2016

School Priorities
1. Literacy- Connecting Reading and Writing across the curriculum
2. Numeracy- Problem Solving
3. Social Justice – Student Voice and Sustainability
4.
5.

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 2016 100% students will reach/exceed reading and writing goals. They will have shown personal growth and success in their reading and writing goals.	<p>Students read and interacted with digital text. Students used different sources of text (digital, video, printed) to evaluate the validity of digital information. Students have a common language in reading and writing (strategies, vocabulary). Students set personal and achievable goals in reading and writing throughout the year. Benchmark reading levels were tracked and reading progress was monitored throughout the year. Interventions were provided through Reading Recovery and Resource support.</p> <p>Primary students focused on letter sounds and phonemic awareness. Student word work was embedded in shared reading and writing activities. Students focused on writing for an audience. Student writing has shown increased complexity in terms of details, vocabulary, sentence structure and fluency. Students worked on connections of reading and writing to all curricular areas. The four practices of the new ELA Curriculum was piloted in three classrooms and shared with all classroom teachers.</p> <p>Writing samples were analyzed throughout the year and year-end "I Can" statements were formulated K-5.</p>

<p>2. By June 2016, students will show increased confidence, accuracy and efficiency when problem solving. Students will demonstrate Mathematical knowledge, processes and strategies, and communication and reasoning when problem solving.</p>	<p>Students have demonstrated critical thinking skills when problem solving in not only understanding what the question is asking but what strategies to use. Students are able to demonstrate and explain their thinking orally visually, in writing or through an algorithm, while making connections to the problem. Students have demonstrated understanding of math problems and solve problems by selecting and applying computational and problem solving strategies. Students have demonstrated and communicated mathematical thinking and solve problems in different ways: building, calculating, discussing, and drawing. Students understand that the same problem can be solved in different ways. Students have shown greater independence when planning and solving problems. Students have been able to solve more complicated problems (1-step vs 2-step) Students have communicated mathematical thinking orally, visually and in writing using everyday language, grade appropriate mathematical vocabulary and a variety of representations and connections. Students have shared their thinking with peers to support small group problem investigations. A Math Challenge Evening was held which focused on problem solving activities. Math problems were analyzed and rubrics were developed.</p>
<p>3. By June 2016, 100% of students will be involved in local and global community social justice initiatives.</p>	<p>Students developed action plans to build and support citizenship and the community locally and globally. Students were actively involved in selecting, planning, and implementing social justice projects. Students demonstrated through their words and actions: Understanding of what Social Justice is. Awareness of community & the world Awareness and compassion for personal, local, and global issues/ needs Thinking about others (intrinsic empathy) Classroom beliefs: social contract Ability to fix mistakes and support others Respect for others & the environment (water) Empowerment A sense of belonging to Buchanan School Responsibility for their own actions The ability to formulate questions and awareness about how all of these indicators are connected Improved self-restitution and interpersonal relationships.</p>
<p>4.</p>	
<p>5.</p>	

SCHOOL PLAN – 2016/2017

Planning Process

List or describe factors that influenced your priorities.

Our school offers a wide variety of academic and co-curricular opportunities for students. Buchanan School offers full day, every day Kindergarten. Exceptional Needs students are integrated into classrooms K-5 with individualized academic programming as well as specialized programming such as physiotherapy, occupational therapy, music therapy, and the opportunity to participate in Special Olympics, Bridge the Gap events. "The Integrated Arts" is a program offered to all students, K-5, which involves nine visits per year by different artists working collaboratively with teachers on curriculum based lessons such as storytelling, puppetry, dancing, visual art, aboriginal art, and film-making techniques. Literacy with ICT is another initiative at Buchanan School where technology is used to enhance and reinforce curricular outcomes as well as critical thinking skills with all students. Each classroom is equipped with 3-7 iPads to be enhance and support student engagement and learning. Buchanan School continued with the hockey skill development program. Thirty-seven students in grades 3,4 &5 were involved with The Winnipeg Jets True North Hockey Academy. Buchanan School has a significant Aboriginal population and has provided numerous Aboriginal Educational opportunities focused on the Seven Major Teachings

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

Who was involved?

The planning process at Buchanan School involves students, teachers, support staff, and parents. School goals are created from consideration of the Divisional Strategic Plan, Parent Surveys, Staff Surveys, and the Community Survey completed in 2013. The Community Survey is completed bi-annually. Suggestions from staff and the community along with the students' ideas are incorporated into our school planning process each year. Parents are represented on our school's Budget and Fundraising Committees. Buchanan School has an active Parent Council which meets throughout the school year. The School Division Strategic Plan and Buchanan's Goals are discussed with Parent Council members. The annual Report to the Community is distributed to all Buchanan Families

How often did you meet?

School Plans are reviewed with Staff and Parent Council in September, January, April and June meetings focused on reviewing the current year's goals and on formulating the goals for the upcoming school year.

What data was used?

Community Survey, School Report Card data, Gr. 3 Provincial Assessment , EDI data, Running Records data, Formative and Summative data.

Other highlights?

Buchanan School strives to ensure all children are prepared for learning. Students requiring breakfast and/or lunch are provided with food items. School-wide healthy snacks are provided on a regular basis. Students in need are provided with mitts, hats, boots, and jackets for travelling to school in the cold winter temperatures.

School Priorities

1. Literacy Across the Curriculum

2. Numeracy – Number and Problem Solving

3. Social Justice – Student Voice and Sustainability

4.

5.

School Plan

Expected Outcomes	Strategies	Indicators	Data Collection
What specifically are you trying to improve for student learning? (observable, measurable)	What actions will you take?	How will you know that learning is improving?	By what means will you collect evidence of progress toward learning?
<p>1. By June 2017 100% students will display measureable progress in reading and writing. They will display increased stamina, growing as critical thinkers through sustained reading and authentic writing across the curriculum.</p>	<p>Professional Development Strategies: -A collaborative effort will be made to develop a school-wide literacy belief statement. Teachers will engage in conversations about shared beliefs about teaching and learning for reading and writing. --Buchanan Teacher Leader Team will continue to pilot the new ELA Curriculum for the next 2 years, The team will attend ongoing ME Professional Development sessions; implement new curricular strategies; and share experiences / new learnings with EYs teachers at the School and Divisional levels.</p>	<p>- Students will learn how to read, evaluate and interact with a variety of text - Students will use different sources of text (digital, video, printed) to evaluate validity of information. -Students will set personal and achievable goals in reading and writing throughout the year -Students will be able to see their personal</p>	<p>- Student literacy artifacts/ student data such as writing samples, benchmark reading scores, videos; observations; conference notes, and portfolios will be collected throughout the year. -Running records will be tracked and analyzed and data will be used to plan next steps instruction throughout the year. - Students are able to demonstrate accurate collection of information from different types of literacy resources.</p>

	<p>--Essential Learnings will be examined by teachers: “What do we really want all students to know, to be able to do and to value in ELA?”</p> <p>-Support staff and volunteers will be trained for consistent daily reading support.</p> <p>-Collaboration with Division Literacy Coach and Curriculum Coordinators will continue to support 21st Century (6Cs) literacy programming and digital learning supports.</p> <p>-Teachers will collaborate and co-teach with Resource Teachers, the Division Literacy Coach, Reading Clinicians, and SLP to identify specific target areas and instructional strategies.</p> <p>- A Literacy Leadership Team will be established to plan and organize professional development opportunities and to co-ordinate supports for identified students.</p> <p>- Teachers K-5 will be involved in Regie Routman’s Residency “Reading for Understanding”.</p> <p>-Teachers K-3 will work with Reading Recovery teachers on running records/ miscue analysis and using the Observation Survey – Marie Clay.</p> <p>- Teachers Gr. 1-3 will use the McCracken Spelling for embedded word work.</p> <p>Instructional Strategies:</p> <p>-the Optimal Learning Model and Regie Routman strategies will be implemented K-5 across content areas. (Shared reading and writing, embedded word work, common language and prompts, word walls, and critical literacy)</p> <p>-Teachers will give priority to authentic reading/writing experiences that provide opportunity for students to read/write with power and agency and therefore empower them to advocate for themselves, their communities, and the environment.</p> <p>-Questioning using Bloom’s taxonomy will be used to develop higher level thinking skills and critical literacy</p> <p>- Multi-age class configurations will provide opportunity for flexible reading groups.</p> <p>-Guided reading will be provided for specific reading instruction on a consistent basis.</p> <p>-Reading and Writing connections will be emphasized across curricular areas.</p> <p>-Reading and Writing connections will be supported through the use of “mentor texts” used to teach forms, genre, author/illustrator, craft, and text features.</p>	<p>growth through reading/writing conferences.</p> <p>-Students will increase in their Benchmark reading levels and will demonstrate increased use of a variety of reading strategies.</p> <p>-Students will demonstrate enjoyment and engagement in their reading and writing.</p> <p>-Student writing will engage their audience. Writing will show increased complexity in terms of details, vocabulary, sentence structure, written voice, fluency, and craft.</p> <p>-Students are able to make connections of reading and writing (literacy) to all content areas through cross-curricular teaching.</p> <p>-Classroom libraries are accessible to all students and contain a rich collection of diverse literature, including published student work,</p>	<p>- Divisional and School Report Card data; Grade 3 Provincial data; and EDI results will be examined using the Wellman / Lipton cycle of Activating and Engaging; Exploring and Discovering; and Organizing and Integrating.</p> <p>-Writing samples will be shared and analyzed with colleagues. Strengths will be identified and next steps in instruction will be co-planned.</p> <p>--Students will show increased reading fluency, comprehension and accuracy</p> <p>-Create a school wide writing portfolio with examples of proficient grade level writing at each grade level for beginning and end of year.</p>
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	<ul style="list-style-type: none"> - Heterogeneous groupings, homogeneous groupings, book clubs, and literature circles will be used to address the range of literacy learning needs. -Technology will be used to support and enhance reading and writing goals (ie. Raz Kids, ipad apps., Book Creator, Tumble Books,) -“Learning Buddies” will be established to support reading, writing, and the use of technology (ipad apps.) -Reading Recovery will provide individual support at the grade 1 level. <p>Assessment Strategies:</p> <ul style="list-style-type: none"> -“Various approaches including Words Their Way” and McCracken Spelling will be used to support word work and spelling development. -Running records will be used to inform literacy instruction. Use of error analysis in collaboration with Reading Clinicians, Resource, Reading Recovery will inform next step literacy planning. Running Record analysis will drive instruction and to identify target strategies to support specific reading/ writing goals. -Strategies from “The Continuum of Literacy Learning” to move students forward through instruction when struggling at a particular reading level. -Teachers trained in FAST reading will implement with struggling readers. -Transition students from patterned text to higher levels -Teachers will be trained to administer “The Observation Survey” with their own students and in particular those being discontinued from Reading Recovery. - Teachers will implement the Instructional Framework for Struggling Readers’ document as per direction of the Division Reading Clinicians -Teachers will develop “I Can” statements for reading word recognition and comprehension at each grade level. -Teachers will collaborate and establish common criteria for assessment rubrics. Teachers will examine typical writing samples across the grade level and create “I can” statements for the students at each grade level. -School-wide writing assessments will be administered twice yearly. Front-loading will occur with both assessments for the purpose of consistency. -Analysis of writing samples will be used to identify strengths, establish writing goals and next steps in instruction. -Students will be involved in establishing criteria for assessment 		
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	<p>rubrics</p> <p>Materials/ Resources:</p> <ul style="list-style-type: none"> -Language rich classroom libraries with a wide variety of reading genres will continue to be a focus and will be supplemented throughout the year. -Additional leveled books for the Literacy Lab will be added at specified levels. - Utilize different resources (print and non-print text) to compare facts, and fiction re: different historical or daily-life events. -Regie Routman Residency -“Reading with Understanding” -Marie Clay – Observation Survey and Literacy Lessons -Technology will be used to provide opportunity for students to collaborate, share, and reflect on student writing pieces. -Class created books will be shared in classrooms, the school library, and the school Office. .-The Library / Learning Commons will be accessible for literacy instruction and project work on all days -Discovery Ed. will be a source for front-loading. -Student writing will be widely displayed in classrooms and in the school library. 		
<p>2. By June 2017, 100% of students will demonstrate an increased ability to interact with numbers resulting in strong sense of number which in turn will lead to strong problem solving skills.</p>	<p>Staff will engage in conversations about shared beliefs about teaching and learning mathematics.</p> <p>The good literature will be used to illustrate and support math concepts and problem solving skills.</p> <p>Materials will be accessed and used to support number concepts and problem solving.</p> <p>Daily math problem solving across the 4 math strands.</p> <p>Daily math routines will be implemented K-5.</p> <p>Prior knowledge will be used to make connections and to develop various strategies.</p>	<p>Students will demonstrate critical thinking skills when problem solving, so that they better understand what question they’re asking themselves or what the question is asking of them, and which mathematical operations (tools) they will need to answer the question</p> <p>Students will demonstrate understanding of math problems. They are able to select and apply computational and problem solving strategies.</p> <p>Students will demonstrate and communicate mathematical thinking and solve problems in different ways: building, calculating, discussing, and drawing.</p> <p>Students will gain independence when planning and solving problems.</p>	<p>Pre-Assessment data will be collected based on observations and formal assessments.</p> <p>Formative assessment information will be collected on a regular basis. (Work samples, artifacts, demonstrations,...)</p> <p>Students will be involved in creating common criteria.</p> <p>Students will be involved in developing criteria.</p> <p>Conferencing of strategies</p> <p>Observations and collections of artifacts demonstrating growth in problem solving abilities. strategies, and creation of problems</p>

	<p>Questions will be modelled and shared problem solving activities will be completed through the Optimal Learning Model (OLM).</p> <p>Students will also be provided opportunity to explore problems and to work independently and in groups to figure out solutions (struggle time)</p> <p>Time will be provided to reflect on the process and to celebrate the learning.</p> <p>Modelling and scaffolding of the strategies to solve problems will be done so as to develop a higher level of thinking.</p> <p>The instructional focus will be on the process (give the answer, explain the strategy and mathematical thinking.</p> <p>Students will be given opportunities to create their own problems.</p> <p>Students will work in collaborative problem solving groups and share their strategies. (Heterogeneous and homogenous groupings.)</p> <p>Ample time and structure will be provided for students to think, understand problems, and apply the strategies in meaningful practice.</p> <p>Manipulatives, tools, and technology will be provided to support number concepts and problems solving activities and student engagement.</p> <p>Direct connections will be made between math fact automaticity and problem solving.</p> <p>Provide opportunities to use problem solving strategies and math facts across the curriculum. Provide opportunities to implement and apply strategies cross-circularly.</p> <p>Technology will be infused to increase student engagement and to consolidate skills.</p> <p>Teachers will work with the Numeracy Coach to implement new resources and strategies that will strengthen numeracy instruction and support.</p> <p>Teachers will explore quality print and online resources, evaluate curricular materials and resources to determine which materials best align with and promote Eight Actions for Effective Mathematics Teaching and Learning.</p> <p>Teachers will engage in dialogue with colleagues who teach other grade levels to understand the curriculum from both horizontal and vertical perspectives. Teachers will access the MB Dept. of Ed Curriculum</p> <p>Teachers will implement common grade level tasks and explore resources in the SJASD EY Problem Solving iTunes U course.</p>	<p>Students will be able to solve more complicated problems (1-step vs 2-step)</p> <p>Students will be engaged in creating their own problems.</p> <p>Students will communicate mathematical thinking orally, visually and in writing using everyday language, grade appropriate mathematical vocabulary and a variety of representations and connections.</p> <p>Students will use manipulatives and visuals as tools to deepen understanding.</p> <p>Students will be able to share their thinking with peers to support small group problem investigations.</p>	<p>Ability to solve higher level problems.</p> <p>Students will be able to make connections between mathematical problem solving and real-life situations as well as learning across the curriculum</p> <p>Meaningful and engaging summative assessment will be developed and implemented.</p> <p>Evidence (demonstration and communication) of the mathematical thinking process.</p> <p>Pre and post assessment chards in Reflex math will track student growth in number operation fluency.</p>
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	<p>Grade 4/5 classes will use Reflex Math to build a strong understanding of numbers and the ways that they relate to each other.</p> <p>Box Cars and One Eyed Jacks resources along with other game-based resources will engage students in basic facts and mental math practice.</p>		
<p>3. By June 2017, 100% of students will be involved in sustainability initiatives: environmental, economic, and social justice.</p>	<p>Classes piloting the new ELA curriculum will use the Practice of Power and Agency to foster student voice .</p> <p>All students will participate in the annual school-wide Kindness Challenge.</p> <p>School-wide AAA projects will focus on treaty relations. The initiative will connect social justice theme with curricular areas of ELA, Social Studies, Math, and Art.</p> <p>Students will practice recycling and composting procedures and use the appropriate waste containers appropriately. A Kids' Green Team will be established to promote recycling and composting.</p> <p>An Outdoor Environment Committee will be formed to plan an environmentally friendly play space: stumps, tires, and outdoor toys.</p> <p>Students and staff will design, plant, and maintain a butterfly garden outside the front of the school.</p> <p>Students in conjunction with the TIA artist will create a school mosaic using times depicting the school and community to surround the butterfly garden</p> <p>Each classroom will be responsible for planting and maintaining a container (recycling box size) of vegetables, flowers, and/or herbs.</p> <p>"Fit Kids, Healthy Kids" presenter, Michelle Johnson will be invited to speak with the staff. www.fitkidshelathykids.ca</p> <p>A variety of programs and camps will be offered to identified students such as:</p> <p>Tim Horton's Camp- students (5 or 6) are sponsored for a week at Camp in different locations in Canada</p> <p>WASAC- students (25) are invited to a full week of Day Camp during the summer at Sargent Park. Transportation and all costs covered by WASAC.</p> <p>Winnipeg Jets Hockey Academy will offer on-ice instruction and after school programming to 25 grade 4 and 5 students. All ice costs, transportation, equipment, programming and game day meal costs covered by The True North Foundation. Students will also be offered a week of Day Camp at Camp Manitou at no cost.</p>	<p>Students will develop action plans to build and support citizenship and the community locally and globally.</p> <p>Students will be actively involved in selecting, planning, and implementing social justice projects.</p> <p>Students will demonstrate through their words and actions:</p> <p>Understanding of what Social Justice is.</p> <p>Awareness of community & the world</p> <p>Awareness and compassion for personal, local, and global issues/ needs</p> <p>Thinking about others (intrinsic empathy)</p> <p>Classroom beliefs: social contract</p> <p>Ability to fix mistakes and support others</p> <p>Respect for others & the environment (water)</p> <p>Empowerment</p> <p>A sense of belonging to Buchanan School</p> <p>Responsibility for their own actions</p> <p>The ability to formulate questions and awareness about how all of these indicators are connected</p> <p>Improved self-restitution and interpersonal relationships.</p>	<p>Students will be involved in different indicator activities</p> <p>They will make connections between these activities and their own lives</p> <p>There will be fewer visits to the guidance counselor and/or Office for recess problems, because students will use restitution strategies more independently. There will be an observable improvement in daily behavior of students.</p> <p>Students will critically question actions and events they notice in the school, in the local community and in the world and they will make connections to the indicators.</p> <p>Goals of the specific projects / initiatives are met.</p> <p>Students will share orally and in written form their involvement in the initiatives and how they played a part in helping others locally and globally.</p> <p>The RAT Team Student Leaders will share the successes of their work.</p> <p>Students will also suggest appropriate actions for problems they notice.</p> <p>Students will better understand the difference between garbage, recycling and composting, by being involved in the recycling and composting programs</p> <p>Students will practice water conservation and practice greater respect for the schoolyard and school property (green space)</p> <p>Students will monitor energy and water consumption and participate in public service announcement for the community.</p> <p>The school and surrounding greenspace will be clean and litter free.</p> <p>Student involvement in initiatives and challenges will</p>

	<p>The NHL PA will sponsor 11 on-ice sessions for all grade 3 students and provide all hockey equipment and on-ice instructors.</p> <p>Project 11" is a web-based Mental Health Curriculum for grade 5 which has been developed by True North Foundation and will be implemented in gr. 4/5 classrooms.</p> <p>"Dreams Take Flight" through Air Canada offer a student the opportunity for a day at Disney World all costs covered for those who would not have such an experience.</p> <p>"Cop Shop" sponsored by Winnipeg Police Association provides needy students with the opportunity to shop with an Officer before the Christmas season.</p> <p>The Big Brothers and Sisters organization connects youth with positive older youth role models/ mentors. The students and their mentors spend lunch hours connecting while working on crafts, games, and activities. Students are also invited to a full day of activities with their mentors at the U of M during the University's Reading Week.</p> <p>Rec & Read is a partnership between U of M Kinesiology students, John Taylor High School students, and Buchanan students. The U of M students model and facilitate recreational and literacy activities for the John Taylor students to use in working with the Buchanan students. This program connects Buchanan students to the older students in the neighborhood providing a sense of community and safety.</p> <p>The Mind-up curriculum (a mental wellness program) will be implemented with Buchanan students teaching them about the function of the different parts of the brain and how to better manage feeling and emotions.</p> <p>Buchanan Student Leaders will take on challenges and raise awareness of targeted causes with the student body. This provides an avenue for student voice and opportunities to work for a specific cause and make an impact.</p> <p>Winnipeg Harvest will provide snack and lunch food items for needy Buchanan students. In return, the Buchanan Student Leader Team will organize a food drive, "We Scare Hunger" where proceeds go back to Winnipeg Harvest. Buchanan community will also support Winnipeg Harvest's "Bag It Forward" – plastic bag recycling initiative.</p> <p>"Warm-up Winnipeg" is another initiative to be organized by the Buchanan Student Leader Team and requests hats, mitts, socks, boots for the homeless.</p> <p>Student News will allow Buchanan students opportunity to connect to the world and major events. Videotaped segments with student newscasters will keep all students informed of school, community, local and global events.</p> <p>Inquiry ("I wonders...") and sharing will be done by students based on project work surrounding current issues.</p> <p>Authentic writing about local and global initiatives and events.</p>		<p>be tracked, monitored and reported on.</p> <p>Student, staff, and community donations to targeted projects will be tracked, monitored and reported on.</p>
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	<p>School-wide Restitution will be used in classrooms K- 5 providing students with common Restitution language and strategies. "My Job/ Your Job" "How can you fix things?"</p> <p>Classroom beliefs and contracts will be a living document. Literature will be used to teach Restitution beliefs. Restorative Justice and problem solving focus.</p> <p>Students will also be supported by The School Resource Officer, Constable Alana in resolving issues. Constable Alana will continue to support students in the areas of safe use of social media and internet safety. Students will have opportunity to connect with Constable Alana as a Guest Reader and when in attendance at school events: WJHA, Assemblies, BBQ, Math Night,</p> <p>Multiple Intelligences/UDL programming will allow students to access the curriculum at their level and work with strengths.</p> <p>Inquiry projects into "whys" and "hows" from around the world raising awareness through research and the sharing of ideas.</p> <p>.The Buchanan Community will be invited to annual school events such as: The Volunteer Tea; Parent Council Spring BBQ; and The WJHA Wind-up; Welcome to Kindergarten; and Family Math Night.</p> <p>Buchanan School will house the Community Parent Drop-in Center in the school facilitating a sense of belonging and comfort in being part of the school community.</p> <p>Student leaders will attend the Early Years Safe Schools Forum held twice yearly.</p> <p>Buchanan Staff will contribute to the school "Kids' Fund". Funds will be used to support student involvement in sports, camps, or special trips/events.</p>		
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