



Assessment Action Plan		OSAKA INTERNATIONAL SCHOOL OF KWANSEI GAKUIN									
WASC Critical Growth Need	Increase usage of student achievement data.										
Aims	1. Increase parents' understanding of the value and purpose of MAP assessments. 2. Implement procedures to track individual student academic growth over time in addition to the groups data provided by MAP. 3. Now that "International Mindedness" has been added to the Schoolwide Learning Objectives, identify procedures to measure progress over time. Perhaps referencing the WASC "global competencies" would be a help in this endeavor. [Q: This isn't a recommendation in the synchronized visit report from 2018; why is it an action item? A: It's a recommendation given in the Mid-Cycle Report 2021.] 4. Along with other measures of students' academic progress, [share] the progress Grade 1-5 EAL students make on the WIDA assessments. Also, continue the professional conversation related to using WIDA or some like assessments for the measurement of MS and HS students' progress in English language acquisition. 5. Continue to administer annual surveys to students, their parents, and to the faculty, which will include not only "school satisfaction" questions but also the progress the school is making in the area of student well-being and mental health.										
Activity/Topic	Actions	Lead person	Associated people	Budget	Success indicator/s	Target date for completion	Completion date	Notes/evidence	September 2022 Update	Suggested next steps	
1.0 Increase parents' understanding of the value and purpose of MAP assessments.											
1.1	Parent info workshops. One per trimester in ES and MSHS. There will be a different focus each time, but one of which will be about assessment and assessment related issues, including MAP.	KM/CM	IS, SA	0	1) Dates in the calendar for parent info workshops and topic focus. Presenters / lead confirmed. (2) Assessment workshops delivered for both ES and MSHS.	June 2022	In progress	MYP: One virtual parent meeting conducted in winter about "Grade stress" with info on MYP grading system, college readiness and PSHE. Could plan to have more regular meetings, e.g. FALL: Back to School Night sessions. WINTER: Feedback from student surveys. SPRING: ? Virtual meetings mitigate the issue of travel and parking. Could also create a video with captions in different languages.	Meetings with parents are currently being scheduled with the new admin team  Cary & Mel did: Building a Literacy-home for KA/KB and Celebrating Home Language with students		
1.2	Explanation about value and purpose of MAP in OIS Learning Updates or in the cover email from the Head of School.	MJ	KM, CM	0	Informative article/s linked from learning updates.	Dec 2021	Ongoing	Will use OIS Educator and highlight it in the covering email.	This will be done via the parent portal now	<a href="#">Sample family guide in Japanese</a>	
1.3	Ensure the value and purpose of MAP is clearly expressed in written info given to parents.	KM/CM		0	a) Email sent to parents prior to MAP testing (b) Info in the ES and MSHS parent handbooks. Results of PYP students are shared with parents at conferences in October 2021	Dec 2021	Ongoing	Has been done every year since MAP was introduced.	This will continue	See above. Family guides in different languages readily available via NWEA	
1.4 Info in Japanese	Translate key information about MAP into Japanese. Add to the info shared with parents prior to MAP tests.	MJ	KM, IK	0	a) Email sent to parents prior to MAP testing (b) Info in the ES and MSHS parent handbooks.	June 2022		See if NWEA has info in other languages available. Consider what parents actually need to know and if the info is already sufficient.	Yes, it is available. See link above.	See above	
2.0 Implement procedures to track individual student academic growth over time in addition to the groups data provided by MAP.											
2.1 Writing samples	Further develop the practice of annual extended writing samples (from different subjects, and different forms). Extend from KA through to G10. <i>(Writing samples can be the first target of this growth-tracking initiative; once it's done, and a system is in place, we can extend it to other disciplines or skills, such as numeracy)</i>	Mel	PYP homeroom and MSHS English Dept	0	1) Agree assessment criteria for writing samples in PYP & MYP. (2) Collaboration among language teachers on prompts, calendar timing, review and use of data. (3) Annual comparison process to track year on year growth generating a report for use by faculty & admin. <b>Assessment Criteria</b> <a href="#">here</a> . <b>Writing Samples</b> <a href="#">here</a> .	June 2022	Yet to begin?	2021-2023: Grade 6-10 Teachers will identify one writing task to export and upload to Shared Drives (English, Humanities, Science, Math investigations) in order to track progress over time and compare cohorts. Teachers will also tell students to upload this to their MYP Portfolio.  2023 onwards: Expand to Grades 6-12. Departments can analyze student work and share summary with curriculum team	This needs discussion for the current school year. Used to be collected K-5 twice a year.		
2.2 Managebac data mining	Develop use of MYP data in managebac (from summative assessment tasks) to examine student growth over time in different subjects. For example, track achievement in relation to particular criteria.	SF, SA	KM, MJ	0	1) Assess feasibility of data mining in managebac to track individual growth. (2) If practical and informative for learning, proceed to establish an annual practice.	June 2022		PYP: Trevor provides training for PYP teachers. MYP: tbc	Some work has been done on this but more needs to be done. Consideration needed for how data is extracted, stored and analyzed.	Work with data team to further develop this in the context of other tests we are doing now such as WIDA and Dibbles	
3.0 Identify procedures to measure international mindedness progress over time. (Perhaps referencing the WASC "global competencies" would be a help in this endeavor.)											
3.1	Track IM in unit planners from K-12, and in SA outcomes		Service coordinators, Curriculum Team		Analyse PYP PSE planners for IM Track IM in SA activities in MYP						

3.1	Select one attribute of international mindedness to monitor in each academic year (eg service). Gather data K12, analyse and report annually.	MJ	Service coordinators, Curriculum Team	0	1) A focus is identified for the 2021-22 academic year and approaches to monitoring and measuring confirmed. (2) Curriculum Team collects data during each trimester and at the end of each trimester checks that they are on track. (3) In the Spring trimester, the Curriculum Team issues a brief report on IM progress/activity during the year and identifies growth targets for the following academic year.	June 30, 2022		This action would continue annually. [1]		
3.2	IM in the curriculum: design a multi-year review process to examine diversity and representation in the curriculum K-12.	MJ	Curriculum Team	0	Measurement of progress in this regard would look like: (1) Timeline for a systematic approach by grade level and subject by subject review. (2) Review to include consideration of unit plans, resources used, activities, trips, events. (3) Written report attached to this action plan on annual progress.	June 30, 2025		This could work well as a gradual process that focuses on 2 or 3 subjects or grade levels per year, taking 4 or 5 years to complete.		
4.0 Along with other measures of students' academic progress, [share] the progress Grade 1-5 EAL students make on the WIDA assessments. Also, continue the professional conversation related to using WIDA or some like assessments for the measurement of MS and HS students' progress in English language acquisition.										
4.1	Presentatons in ES faculty meeting and in MSHS faculty meeting by EAL team.	Cary	MG, MR	0	1) ES faculty meeting on WIDA (2) MSHS faculty meeting by EAL team, including info about WIDA.	Feb 2022				
4.2	Analyse WIDA Paper Screener and MODEL Online data to determine the value of the data for understanding student language development and informing the EAL levels and whether or not a child should exit EAL support.	Cary	MG, MR, LC	0	1) A decision on whether to expand the use of WIDA in elementary and into the middle and high schools	Dec 2022			WIDA has been administered to select students in ES/MS/HS,	
4.3	Share the WIDA results with parents under the tab "Portfolio" at the end of June, to coincide with the timing of the June report card.	Cary	Cary	0	1) Parents of PYP EAL students were notified by email on Friday, May 7th about the upcoming WIDA test & that the results would be shared in Managebac at the end of June, to coincide with the timing of the June report card.	June 2021	June 2021		this continues	
4.4	Triangulation of WIDA data, MAP data, classroom work & performance to inform the EAL student's next level and support needed.	Cary	Cary	0	1) Parents of PYP EAL students were notified on their child's June 2021 report card under "Language" the EAL comment stating that the data was triangulated to inform their child's EAL level and amount of support for the beginning of the following school year.	June 2021	June 2021		this continues	
5.0 Continue to administer annual surveys to students, their parents, and to the faculty, which will include not only "school satisfaction" questions but also the progress the school is making in the area of student well-being and mental health.										
5.2 Parent survey	Review and confirm questions relating to wellbeing and mental health prior to sending annual school survey to parents.	MJ		0	1) Admin meets to discuss the wellbeing questions. (2) Any edits made and questions finalised before sending the survey.	Dec 2021	Jan 2022	[2]		
5.1 Parent survey	Evaluate Annual School Survey for parents to ensure it goes beyond "school satisfaction" and includes questions to help track well-being and mental health. Ensure there isn't overlap with existing surveys (eg. Student Portraits). Determine when the survey should be sent.	MJ		0	OIS parents complete a google form survey on a range of school issues.	Dec 2021	Jan 2022	<a href="https://docs.google.com/forms/d/1Z_O93YPb7wCSuh6kjaHLLFxpZrxZYC4Pgy9bRqcaS44/edit">https://docs.google.com/forms/d/1Z_O93YPb7wCSuh6kjaHLLFxpZrxZYC4Pgy9bRqcaS44/edit</a>		
5.3 Parent survey	Analyse survey feedback and share data summaries with: faculty, parents, admin, KG.	MJ	KM, CM	0	Analysis of data shared with different stakeholder groups.	March 2022	Faculty share: March 2022	Selected survey info will be shared to other stakeholders in the spring trimester, by end of June 2022.		
5.4 Student survey	Review and confirm questions relating to wellbeing and mental health prior to sending biannual school survey to MYP students.	KM	SA	0	(1) Discussion between OIS principals and counselor to review and confirm wellbeing questions. (2) Draft & finalised questions.	PYP June 2022		Fall 2021 survey sent without OIS admin review. Will aim to do before the Spring 2022 survey. [3]		
5.5 Wellbeing tracking	Evaluate the feasibility of tracking cohort wellbeing data over time. (Eg certain questions must remain consistent year on year.)	KM	SA	0	(1) Discussion between OIS principals and counselor regarding the validity/value of annual wellbeing data for tracking purposes. (2) Proposal document. (3) If confirmed to go ahead, it could be added as an update to the assessment policy.	June 2022		In progress. Three years of wellbeing data collected. Questions changed between 2020 and 2021 making meaningful data tracking prior to 2021 impractical / impossible.		

[1] MYP: Unclear how the word "measure" is being used here.

There are plans in place for students to create a Google Site portfolio at the beginning of MYP. Reflections and evidence of service learning (where "international-mindedness" is one of the learning outcomes will be added by students over time.

End-of-year reflections in MB currently emphasize how well they are developing as "informed, caring and creative individuals who contribute to a global community".

Can see potential here for HR teachers helping students set goals at the beginning of the year (Grade 6 tried this year).


[2] MYP: Student survey is sent in Fall and Spring trimesters. Students are involved in analyzing and explaining results during FLEX. Possibilities to track cohorts over time.

[3] MYP: Student survey is sent in Fall and Spring trimesters. Students are involved in analyzing and explaining results during FLEX. Possibilities to track cohorts over time.



Learning Support Action Plan										
WASC Critical Growth Need	Improve effectiveness of the school's Learning Support programme.									
Aims	1. With appropriate student, parent, and faculty input, assess the effectiveness of the structure, composition, and outcomes of the school's Learning Support program. 2. Increase efforts to define for students, parents, and teachers the roles and responsibilities of the staff members who serve in Counseling and Guidance and Learning Support. 3. With appropriate faculty, parent, and student input, reassess the adequacy of the human resources allocated to the Learning Support efforts. 4. To the extent possible, ensure that the faculty appointed to lead the Learning Support program have the expertise and ongoing professional development to meet LS students' needs. 5. Review the clarity and intent of all school policies related to the Learning Support program and finalize the staff's review of the Inclusion Policy.									
Activity/Topic	Actions	Lead person	Associated people	Budget	Success indicator/s	Target date for completion	Completion date	Notes/evidence	September 2022 Update	Suggested next steps
1.0 With appropriate student, parent, and faculty input, assess the effectiveness of the structure, composition, and outcomes of the school's Learning Support program.										
1.1	Work with the Kento Center to review and evaluate the effectiveness of the schools student support services.	MG	CaM, LC, MG, KM, CM	400,000	Document summarising recommendations for student support. See <a href="#">Kento Center Consultancy Report Dec 2021</a>	Dec 1, 2021	Dec 1, 2021	Next steps: to agree which actions to implement and in what order.	Learning support team is now meeting as a K-12 group to ensure consistency across the school. They are currently updating their procedures to fit the recommendations.	Plan for evaluation as part of the WASC cycle
1.2	Design the evaluation process by which the school will evaluate its learning support programme.	MJ	CM, KM, SA, IS, SF, Student Support Team, SST (Margot, Cary, Maricar, Lisa)	0	1) A learning support evaluation document is written describing the aims and criteria, types of evidence and data to be collected, and evaluation approach, eg rubrics. (2) The approach is discussed and agreed by the SST and the admin team.	Feb 1, 2022		Postponed due to follow up from Kento Center report.		
1.3	Carry out the evaluation and write a report for APM / EC consideration.	MJ	MJ, CM, KM	0	Documented evaluation process with evidence	May 31, 2022		Postponed due to follow up from Kento Center report.		
2.0 Increase efforts to define for students, parents, and teachers the roles and responsibilities of the staff members who serve in Counseling and Guidance and Learning Support.										
2.1	Inclusion policy: reviewed and updated by Student Support team.	SST, CM, KM		0	1) Policy review by admin & coordinators. (2) share with faculty and then parents.	June 9, 2021	June 2021	Reviewed and updated policy and procedures. However, team decided to revisit in 2022, following input from the Kento Center consultancy process.	In progress with above	
2.2	Student support team to present to all faculty about their roles and how the support services fit together.	SST (Student Support Team)		0	Faculty meeting presentation/s.	Dec 2021		New date required for this.	hopefully done before fall break	
2.3	Learning support website content - renew/update	SST (Student Support Team)	SST, SF, SL	0	1) SST discuss update in a meeting. (2) Collaboration to write / create content. (3) Website update is carried out.	Jun 2022			this is done but needs to be updated if procedures and roles change	
2.4	Introduce and present the support services through assemblies or homeroom times during the winter / spring trimesters 2021-22	KM, CM	SST	0	1) Members of the SST discuss approaches to defining their roles and responsibilities for students. They plan out the approaches to be used, the content appropriate for the different age groups and who will deliver to which groups. 2) Schedule presentations and ensure K-12 coverage by the target date.	June 2022			not yet done	

2.5 - Parent info	Back to school nights - introduction and information for parents.	KM, CM	SST		0	1) Members of the SST discuss approaches to defining their roles and responsibilities for parents through the Back to School Nights. (2) Plan out the approaches to be used, the content appropriate for the different age groups and who will deliver to which groups. (3) Schedule the presentations, ensure parents are invited and informed. (4) Consider sending a follow up feedback form to parent attendees.	June 2022			This was included in the ES BTSN and will be in the next one.
3.0 With appropriate faculty, parent, and student input, reassess the adequacy of the human resources allocated to the Learning Support efforts.										
3.1	Close observation of students by admin to evaluate support being provided and the individual needs. Also discussion with the SST and review of ILPs.	MJ, CM, KM			0	The approach to doing this and the timing will depend on the outcomes of 1.1 and defined in 1.2 above.	Jun 1, 2022			Currently the learning support team is conducting observations with the support of admin.
3.2	Ask for feedback from parents and teachers regarding level of support and appropriateness.	MJ, CM, KM			0	School survey requesting feedback from (1) parents of students receiving regular support about their experience and their child's experience (2) parents of other students about the availability and access to services.	Jan 31, 2022			Will be included in upcoming surveys
4.0 To the extent possible, ensure that the faculty appointed to lead the Learning Support program have the expertise and ongoing professional development to meet LS students' needs.										
4.1	All members of the LS team to identify PD targets for learning growth. Develop a long term learning plan (eg over 3 to 5 years).	CM, KM	SST	c. 500,000 pa		(1) Student support team discussions with admin team and Kento Center consultant regarding suitable professional learning objectives over the longer term.	Jan 31, 2022		These PD items could be paid from the existing PD budget, but there is a possibility of out of budget funding for LS related PD.	unsure if all members have identified PD groups
4.2	PD Committee to include PD for learning support as an annual priority for allocation of resources.	MJ	PD Committee	c. 500,000 pa		1) The PD request form will contain a question or sign up request section specifically about PD for a) additional learning needs (b) SEL needs (c) EAL needs. (2) PD committee to give special consideration to these types of PD request while seeking to maintain balance with IB requirements and other school priorities.	Nov 2021		To be discussed in the March 2022 PD Committee meeting.	unsure if all members have identified PD groups
5.0 Review the clarity and intent of all school policies related to the Learning Support program and finalize the staff's review of the Inclusion Policy.										
5.1	<i>Suitable actions to address this goal will be carried out in relation to 1 and 2 above.</i>									

Facilities Action Plan										 関西学院大阪インターナショナルスクール OSAKA INTERNATIONAL SCHOOL OF KWANSEI GAKUIN	
WASC Critical Growth Need	Improve the school's facilities										
Aims	1. Designate a document to serve as the OIS Facilities Needs Assessment and Masterplan. 2. Continue practices of regular inventory and disposal of unused instructional materials and supplies. 3. Increase the presentation of student work and various displays throughout the campus. 4. Further publicize in poster form the KG and OIS mission, vision, and values statements. 5. Use displays and artifacts to increase the school community's sensitivity to and awareness of International Mindedness. 6. At the appropriate time within the facilities improvement plan, increase the use of color within the school to de-institutionalize the appearance of the facility. 7. Continue with the campus reform plan, focusing on improvements to the school's library and classrooms.										
Activity/Topic	Actions	Lead person	Associated people	Budget	Success indicator/s	Target date for completion	Completeion date	Notes/evidence	September 2022 Update	Suggested next steps	
1.0 Designate a document to serve as the OIS Facilities Needs Assessment and Masterplan.											
1.1	Translate the Senri Working Group Facility Planning document into English and share with stakeholders.	SL			Dual language version of the planning document, non-editable version shared via Google Drive	February 2022			Translation can be found <a href="#">here</a>		
1.2	Update the community about progress on the Facility Planning document annually.	MJ	SL		Progress reports to the community periodically in faculty meetings to teachers and in PTA meetings to parents.	February 2022		Fall - Update on what was completed over the summer Before end of year - Next steps. (Depends on 1.1)	Phases 1 & 2 are complete	planning meeting scheduled with elementary for September 21	
1.3	Create a 'scope and sequence' document that can be shared with the community to illustrate the project.	MJ	SL		A document containing an overview of the project, timeline and illustrations.	February 2022		(Depends on 1.1) <a href="#">WB Scope and sequence</a> (Please check link?)			
2.0 Continue practices of regular inventory and disposal of unused instructional materials and supplies.											
2.1	Construct a cycle of inventory and disposal for departments.	Principals			Section in the Faculty Handbook	December 2021		Be mindful of budget planning, planning of orders & purchases.	Phase 1 and 2 of the refurbishment have addressed clutter in the genkan, library and third floor.	This process will continue with the upcoming phases of the refurbishment. At which point disposal and storage of items will be addressed	
2.2	Ensure faculty are informed about disposal. Clarify procedure for items that need moving, or disposal, and how to manage assets / non-assets.)	SL			Section in the Faculty Handbook	August 31 2021		Asset stickers on items mean they should not be thrown away without office involvement.			
3.0 Increase the presentation of student work and various displays throughout the campus.											
3.1	SOIS Schedule and plan across the faculty for exhibits / displays in hallways. Calendar commitments.	APM			Plan for systematic use of school spaces for displays (e.g. permanent vs rotating, arts, productions, school history)	June 2022		Linking Phases 1 and 2, Permanent vs rotating displays		With the completion of phases 1 & 2 need to address this for the new rooms and hallways	
3.2	Expectations for faculty are clear for displays in the classrooms.	MJ	Principals, Coordinators		<a href="#">Document containing a summary of required items and desirable items. Also, a rubric for self assessment on implementation of display expectations.</a>	June 2022	August 2021				
3.3	High quality presentation of classrooms in line with expectations in all classrooms.	Curriculum team				November 2022					
4.0 Further publicize in poster form the KG and OIS mission, vision, and values statements.											

4.1	Print classroom posters again on quality paper, ensure all teaching spaces have one displayed prominently.	APM			New posters with new SOIS logo to be printed and available for faculty.	June 2022			With the refurbishment of the third floor, older posters aren't currently in place. They are visible in other classrooms. Poster frames have been installed in the genkan to highlight aspects of the two school programs. At the time of this writing, they displayed five respects posters. The intention is to rotate different posters over time.	Need to revisit what posters best represent the schools.
4.2	IB Programme-specific posters and banners displayed consistently in OIS teaching spaces.	Curriculum team			Resources purchased and available for all OIS classrooms.	June 2022		Updated with updates of guides		
<b>5.0 Use displays and artifacts to increase the school community's sensitivity to and awareness of International Mindedness.</b>										
5.1	Coordinate with the PTA to schedule different international celebrations	Principals	APM		Calendar of international events including displays and presentations. Eg Divali or Loi Krathong.	June 2022		Parents continue to be 'off campus' (March 2022). PTA commitment to planning activities and events in partnership with teachers and students has been impractical during this academic year.	No progress in this area with the current PTA	
5.2	Increase display of host country artifacts or artifacts from other countries.	Principals	APM		Objects and images on display - permanent or semi-permanent - with labels to describe them.	June 2022		Eg the library displays of Japanese artifacts. Also, the spare koto from the music dept. Cracked - only suitable for display.	This needs further discussion	
<b>6.0 At the appropriate time within the facilities improvement plan, increase the use of color within the school to de-institutionalize the appearance of the facility.</b>										
6.1	Bilingual display of the school's history and an introduction to its architecture	SL	APM		Semi permanent display in a suitable area in or near the genkan.	2024			This needs further discussion	
6.2	Colour scheme for classrooms and hallways to be designed to be appropriate to the building and supportive of student wellbeing.	SL	APM		Include colour scheme description in documents relating to section 1 above.	Feb 2022	Ongoing		Colour has been integrated into the renovation in a way that respects the original design concepts but with stronger emphasis	
<b>7.0 Continue with the campus reform plan, focusing on improvements to the school's library and classrooms.</b>										
7.1	Leadership will take faculty feedback into account (from faculty forum and WASC meetings) when planning Phase 2 (classrooms and hallways) in 2021-2022	APM			Faculty meeting to discuss Phase 2 plans. Feedback collected by google doc / jamboard or other method.	February 2022	Feb 2022	Include student spaces in hallways and corridors	Phase 2 is complete and includes student spaces in the corridors.	planning meeting scheduled with elementary for September 21 for phase 3
7.2	Remodel the library and genkan!	SL			An awesome newly designed and painted library and genkan.	September 2021	Sept 2021	Complete		



Resources Action Plan											
WASC Critical Growth Need	Implement a more transparent budget allocation and procurement system.									Two aspects to the growth need goal: a) budget allocation (b) procurement/ordering - getting stuff	
Aims	1. Within an ongoing professional discussion with the faculty, focus on this area of concern from the faculty and implement procedures to address these concerns. 2. Assist the faculty in their understanding of the various financial and budgeting spreadsheets which have been developed. 3. To the extent possible within the KG structure, reduce the amount of time it takes for teachers to obtain instructional materials and supplies. 4. Provide the faculty a clearer understanding of the budget for instructional technology and what can and cannot be purchased with these resources and the reasons why.										
Activity/Topic	Actions	Lead person	Associated people	Budget	Success indicator/s	Target date for completion	Completeion date	Notes/evidence	September 2022 Update	Suggested next steps	
1.0 Within an ongoing professional discussion with the faculty, focus on this area of concern from the faculty and implement procedures to address these concerns.											
1.1	Write a procedure for how to order <b>consumable</b> items, including who is responsible communicating rationale for non-approval.	SL	MJ, SA	0	A guidelines document for SOIS or OIS. The content can be added to the OIS Faculty Handbook or a link to the guidelines included in the handbook.  <a href="#">Handbook section</a>	June 2021		<a href="#">Link to the OIS Faculty Handbook 2021-22.</a>	<a href="#">Included in the current faculty handbook</a>		
1.2	Write a procedure for <b>non-consumable</b> items (e.g. capital assets), including who is responsible communicating rationale for non-approval.	SL	MJ, SA	0	As above.	June 2021					
1.3	Similar procedure for reimbursement and other payment procedures.	SL	MJ, SA	0	As above	June 2021	Aug 2021				
1.4	Review progress in relation to the WASC critical need and consider is further actions are needed. Add to the action plan as needed.	MJ	OIS	0	Results from faculty survey about their level of understanding of procedures and budgets	June 2022					
2.0 Assist the faculty in their understanding of the various financial and budgeting spreadsheets which have been developed.											
2.1	SL orient Curriculum Leadership Team to relevant documents and spreadsheets	SL	Curriculum leadership team	0	Meeting with SL & OIS leadership prior to start of Fall trimester.	August 2021		<a href="#">August In Service Week</a>	Links to current budgets are included in the faculty handbook, update website and other locations.		
2.2	Curriculum Leadership Team ensure that departments access and view documents regularly.	KM, CM	Department heads	0	Documented and dated interaction between curriculum leader and department head (on this sheet); agenda item with faculty at the beginning of school year with links to sheets (see below)	August 2021					
2.3	Schedule annual in-service session on budget and purchasing. Additional induction focus for new teachers.	SL	MJ	0	Faculty meeting dedicated to budgets and purchasing.	August 2021		Date set: August 19, 2021	This was part of the new teacher induction		
3.0 To the extent possible within the KG structure, reduce the amount of time it takes for teachers to obtain instructional materials and supplies.											
3.1	Clarify time-based expectations for purchasing in procedures.	SL	MJ, SA	0	In Faculty Handbook	June 2021			Included in the updated handbook		
4.0 Provide the faculty a clearer understanding of the budget allocation (eg for instructional technology) and what can and cannot be purchased with these resources and the reasons why.											
4.1	Include a description of what can or cannot be purchased easily in the procedures.	SL	MJ, SA	0	In Faculty Handbook	June 2021			Included in the updated handbook		