The Division believes that it must establish and maintain the most effective structure, environment, policies and practices to ensure it realizes its long-term vision.
Strategic Planning Team

Trustees

Bruce Alexander  
Linda Archer  
Peter Carney  
Bruce Chegus  
Roxane Delbridge  
Craig McGregor  
Rockford McKay  
M. Sandra Paterson-Greene  
Cheryl Smukowich

Senior Administrators

Ron K. Weston, Chief Superintendent  
Michael J. Friesen, Secretary-Treasurer  
Brett J. Lough, Assistant Superintendent, Administration, Planning and Research  
Tanis C. Pshebniski, Assistant Superintendent, Program and Curriculum  
Greg J. Mutter, Assistant Superintendent, Personnel and Human Resources

School Administrators

Stella Hussey, École Assiniboine, M.A. Attenborrow, Athlone School,  
Lucille McGillvray, École Bannatyne, Rex Ferguson-Baird, Brooklands School,  
Walt Lipinski, Bruce Middle School, Henrietta Hoch, Buchanan School,  
Sandra Simonson, Crestview School, Carole Spencer, George Waters Middle School,  
Corinne Barrett DeWiele, École Golden Gate Middle School, Dan Kalynchuk, Hedges Middle School,  
Neil Moffatt, Heritage School, Andrew Mead, Jameswood Alternative School,  
Scott Lockhart, John Taylor Collegiate, Linda Daniels, Lakewood School,  
Mike Wake, Lincoln Middle School, Dianne Snider, Linwood School,  
Kevin Dueck, Ness Middle School, Lisa White, Phoenix School,  
Michelle Gashyna, École Robert Browning, Dawn Hicks, St. James Collegiate,  
Patrick Betz, Sansome School, Judy Clark, Stevenson-Britannia School,  
Sue Marlatt, Strathmillan School, Brent Corrigan, Collège Sturgeon Heights Collegiate,  
Sandra Lazar, Voyageur School, Glen Bennett, Westwood Collegiate
The St. James-Assiniboia School Division’s strategic plan is a road map and living framework to define where the organization is going in the future.

The St. James-Assiniboia School Division provides educational programming and services to approximately 8,500 students from Kindergarten to Grade 12. More than 850 teachers, administrators and support staff serve the student body in its 26 schools: 15 early, 6 middle and 5 senior years schools. In addition, over 2,600 adults were enrolled in Continuing Education in the past year.

The St. James-Assiniboia School Division believes it is important for all stakeholders in their educational community to work together to provide an environment that will enable students to be active and successful learners. As such, student success will require both effort and cooperation on the part of students.

We also understand that the environment in which the Division is operating has changed and will continue to change. Changing demographics and significant differences in student backgrounds, capabilities, needs and desires have increased diversity of expectations of the school system and will require new approaches to programming and services.

It is within this context that the St. James-Assiniboia School Division Board of Trustees embarked on a strategic planning process to ensure the Division can continue to meet the needs of its students, both today and well into the future. All operational decisions can be measured against the purpose, vision, mission, values and strategic foci of the Division.

Our Strategic Plan 2009-14 is based on our present situation, our anticipated future needs, a well-researched strategy and necessary action to be taken at all levels in all of our schools. This plan is reviewed on an annual basis and updated to reflect the changing needs of the staff, students and community.
Mission

The mission of St. James-Assiniboia School Division is to provide a meaningful, safe and caring educational environment so that all students are prepared to be responsible citizens in a democratic society.
Our Beliefs

The St. James-Assiniboia School Division holds these five values on which everything we do in the Division will be based: respect, integrity, responsibility, consultation and excellence.

**RESPECT:**
We respect each other, our diverse community and organization.

**INTEGRITY:**
We honour our obligations and are truthful in all interactions.

**RESPONSIBILITY:**
We are responsible for our actions and decisions, and are accountable for the results.

**CONSULTATION:**
We seek to understand the factual information, opinions, perceptions and outcomes before we make decisions and take action.

**EXCELLENCE:**
We have high expectations: for student achievement based on their individual abilities, for our employees to continue to grow and develop, and for our programs and services to ensure these are innovative and increase the potential of our students.
1. Every child has the right to a public education and can learn if provided with support and encouragement.

2. A safe and caring environment is necessary for successful learning.

3. Decisions shall be evidence-based and should be made in the best interests of our students.

4. Our employees and their professional development are critical to the success of the Division.

5. Education should be delivered in a fiscally responsible manner.

6. Parent/guardian engagement in a child’s education contributes to the success of our students.

7. Schools are an integral community partner.
1. Students will value the concept of social justice and recognize its importance for the betterment of an ever changing world.

2. Students are active learners able to demonstrate a high level of academic, intellectual and social engagement.

3. Schools will nurture and promote a positive relationship with families and the local community.

4. The Division will have exceptional staff, a balanced divisional financial position and appropriate physical infrastructure that support/enhance students’ educational experiences.
Strategic Outcomes

1. **Students will value the concept of social justice and recognize its importance for the betterment of an ever-changing world.**

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<tr>
<th>Strategic Focus</th>
<th>Strategic Actions</th>
<th>Indicators of Success</th>
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| 1.1 Students practice and promote sustainable living habits | • Develop teaching resources  
• Model and promote sustainable operational practices  
• Integrate sustainable themes | • Reduced use of consumable products and increased recycling  
• Fewer non-renewable resources used  
• Increase in student projects with a sustainable living theme  
• Eco School website utilized in teaching |
| 1.2 Students practice and promote social responsibility and respect for self and others | • Ongoing support for Restitution  
• Promote Roots of Empathy  
• Celebrate student success  
• Maintain safe learning environments  
• Emphasize character education  
• Provide an inclusive environment  
• Use proactive threat assessment protocols  
• Model social responsibility and respect for self and others | • More students engaged in Cool to Care Committee  
• More student voice  
• Reduced incidents of bullying or harassment  
• Students feel respected by their peers and others  
• Students are acknowledged for demonstrating respect  
• Students feel safe  
• Threat Assessment utilized in appropriate situations  
• Annual Suspension Report Data  
• Security tags used by all staff  
• Anti-bullying program at all schools  
• Inclusive and differentiated teaching practices implemented  
• Behaviour Intervention Team data  
• Roots of Empathy at all K-8 schools |
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| 1.3 Students are engaged in the   | • Provide and support a variety of opportunities for student involvement in community based activities  
| community in a positive way       | • Promote volunteerism  
|                                  | • Support participation in approved charitable organizations  
|                                  | • Provide opportunities for community involvement in school based activities  
|                                  | • Celebrate student participation in community events  
|                                  | • More students support local charities  
|                                  | • Students participate in community events  
|                                  | • More students complete Community Involvement Activity (CIA)  
|                                  | • More students participate in volunteer activities  
|                                  | • Increased numbers of students and families attend school events/programs  
|                                  | • Students connect with seniors in the community  
|                                  | • Students involved through curricular projects in community or globally-based problem solving issues  
| 1.4 Students practice healthy     | • Provide healthy nutritional choices  
| lifestyles                         | • Encourage physical activity  
|                                  | • Support and promote a wide variety of extra-curricular activities  
|                                  | • Promote the Safe and Active Routes to School concept  
|                                  | • Install secure bike cages  
|                                  | • Provide healthy and active alternatives for indoor recess  
|                                  | • More students participating in extra curricular activities  
|                                  | • More Grade 11 and 12 students participate in physical activity  
|                                  | • More students walking and biking to school  
|                                  | • Higher attendance rate at school  
|                                  | • Fewer students smoking  
|                                  | • More students choosing healthy foods at school  
|                                  | • Continued use of facilities by community  
|                                  | • Support and facilitate partnerships  
|                                  | • Increased number of students actively engaged in healthy living practices and activities  
|                                  | • Drug awareness programs in place in all middle and high schools  
|                                  | • Staff promote, model and support healthy-living practices and activities  

2. **Students are active learners able to demonstrate a high level of academic, intellectual and social engagement.**

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| 2.1 Students experience programming, services and instructional practices that meet their learning needs | * Implement and support the differentiation of instruction  
* Provide appropriate, relevant and meaningful programming  
* Provide services to support diverse needs  
* Provide meaningful professional learning  
* Celebrate student success  
* Communicate assessment and evaluation of student learning  
* Enhance literacy and numeracy competencies  
* Promote Co-op vocational education  
* Offer alternative education programming  
* Continued Implementation of Professional Learning Communities (PLC’s)  
* Provide students with ongoing descriptive feedback about their learning  
* Provide/develop specific criteria with students for essential learning outcomes  
* Provide opportunities for student self-assessment | * Assessment for and of learning practices is evident  
* Students maintain high standards  
* Students experience success at school  
* Students enjoy learning  
* Students explore more course options  
* Improved graduation rates  
* Fewer students are suspended/more attend school  
* Students achieve personalized learning through work experience, mentoring and apprenticeship programs  
* All students achieve learning outcomes/essential learning  
* More student initiated projects  
* Students demonstrate proficiency through varied learning modes and experiences  
* Students are able to incorporate technology into their learning and can demonstrate appropriate skills  
* Students have increased understanding of their own strengths and needs as learners  
* Students feel acknowledged for their efforts  
* Exceptional needs supported  
* Teachers use differentiated instruction strategies  
* Active PLC’s in schools  
* Data analysis of results shared |
3. **Schools will nurture and promote a positive relationship with families and the local community.**

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| 3.1 Schools will provide a safe and meaningful environment to facilitate critical dialogue among schools, families and the local community | • Contact families to keep them informed about progress, achievement, attendance, and events  
• Encourage parental involvement  
• Early Development Instrument (EDI) results reviewed and analyzed | • More families of students have access to regular assessment and evaluation practices and reporting  
• Schools have increased parental involvement  
• Students will have opportunities to meaningfully engage their families in their learning  
• Schools have improved student behaviour  
• Schools offer information nights on curriculum  
• More families of students are involved in regular dialogue with the school (agendas, e-mails, phone calls)  
• Schools include students as an integral part of the regular communication process  
• More families participate in school activities  
• Students know/acknowledge the difference that community involvement makes in their learning and contributes to their education  
• Students engage families in student led initiatives |
4. **The Division will have exceptional staff, a balanced divisional financial position and appropriate physical infrastructure that support and enhance students’ educational experiences.**

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<td>4.1 The Division will grow, protect and use its revenues effectively to achieve positive student outcomes</td>
<td>• Present planning options through simulation scenarios&lt;br&gt;• Annual budget process&lt;br&gt;• Develop Trustee Working Papers&lt;br&gt;• Prioritize resource allocation</td>
<td>• Balanced budget&lt;br&gt;• Financial forecast scenarios developed&lt;br&gt;• Reasonable taxation&lt;br&gt;• Operating reserve maintained&lt;br&gt;• Capital reserve established&lt;br&gt;• Balanced programming that meets current and emerging priorities&lt;br&gt;• Students have access to current technology across the Division</td>
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<td>4.2 The Division will have safe physical learning and plant environments</td>
<td>• Maintain and update a comprehensive five-year capital plan that reflects continuous energy and efficiency upgrades&lt;br&gt;• Enhance current facilities re: sustainability and safety</td>
<td>• Project status reports&lt;br&gt;• Energy consumption report&lt;br&gt;• Accident Report&lt;br&gt;• Workplace Safety and Health committee recommendations&lt;br&gt;• Facilities support sustainability&lt;br&gt;• Information is clearly communicated to schools and staff&lt;br&gt;• Students demonstrate energy consumption strategies (turn off lights, etc.)</td>
</tr>
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<td>4.3 The Division will have exceptional, experienced teaching and support staff</td>
<td>• Staff participates in ongoing professional learning activities</td>
<td>• Professional Staff Development Centre (PSDC) annual report&lt;br&gt;• Exit interviews&lt;br&gt;• Leadership training&lt;br&gt;• Staff/Grad/Community surveys provide data/feedback&lt;br&gt;• Professional Development reports&lt;br&gt;• Teacher membership on internal or external committees and organizations&lt;br&gt;• Research-based actions</td>
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