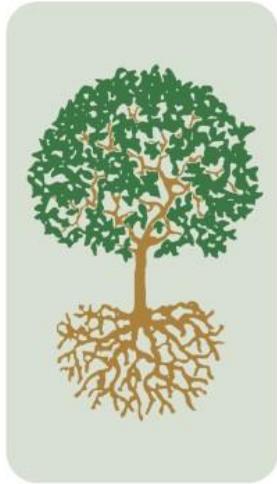


Western School Division

# Board Priorities

2023-2027



- Elevate and Deepen Learning
- Promote a Healthy and Thriving Culture
- Foster Student Ownership
- Forge Meaningful Community Relationships

## Western School Division

### 2023-2024 Divisional Plan

#### Board of Trustees

- Mrs. Lisa Burley
- Mr. Brian Fransen
- Mr. David Guenther
- Mrs. Susana Hawryshko
- Mr. Darcy Wolfe

**WESTERN**  
School Division  
Morden, Manitoba



*"Rooted In Caring;  
Committed to Learning"*

<https://www.westernsd.mb.ca>

#### Superintendent

Stephen Ross

#### Assistant-Superintendent

Marianne Fenn

#### Secretary-Treasurer

Carl Pedersen

#### Staff Compliment 2023/24

Position	FTE.
Principals	4.5
Vice-Principals	3.75
Teachers	117.95
Counsellors	3.9
Youth Support Guidance Workers	2
Resource Teachers	11.7
Educational Assistants	71
Speech Language Pathologists	1.5
Reading Clinicians	3
Psychologists	1.3
Other professional staff:	5.7
Coaches (literacy, numeracy, instructional support, French)	

#### Opportunities and Celebrations:

- We are on the cusp of opening a brand new school in the fall of 2024, the first such full new school in more than 30 years for Western School Division, to support Morden and area's growing population.
- We are welcoming unprecedented numbers of newcomer families which both increase the population of our community of learners, but also brings a diversity to the experiences and cultural background of our students, families and staff.
- We are returning to a pattern of flourishing learners and achievers after some difficult years during the Covid-19 pandemic.

#### Challenges and Complications:

- Space limitations in schools due to increasing enrollment, especially for specialized programming.
- Re-visioning of divisional catchment areas, programming and associated staff, student and transportation changes etc... for the opening of Discovery Trails School.
- Recruitment and retention of qualified staff to meet the demands of increasing population in a rural Manitoba setting.
- Supporting the complex needs of learners, many of whom have experienced significant disruption in their lives and learning through the pandemic, through conflict in their home countries and through the immigration process.

Schools					Community Data (2021 Census)		
School	Grade	Program	Pop.	% of Div Pop (2208)			
Minnewasta	K-4	English	337	15.2	Median Household Income	\$71,500	
Maple Leaf	K-4	Dual Track	474	21.4	Unemployment Rate	7.8%	
École Morden Middle School	5-8	Dual Track	749	33.9	Population Changes	14.5%	
Morden Collegiate	9-12	Dual Track	647	29.3	Lone Parent Families	325 (Female 250, Male 75)	
Morden Adult Education Centre	Adult	English	68	n/a			
<i>*Discovery Trails (to open Sept 2024)</i>	<i>K-6(8)</i>	<i>Dual track</i>	<i>n/a</i>	<i>n/a</i>			
Community Geographic Profile					Strengths	Equity Issues	Opportunities
<p>Western School Division encompasses the City of Morden and surrounding area. We serve the educational needs of more than 2200 students in the K-12 public school system. The division consists of four large schools and an Adult Education Centre. A fifth school is in the middle of the build process and is anticipated to open in September of 2024.</p> <p>Both immigration and migration are leading to constant steady growth in the area as well as the school division. We provide a high quality of education at one of the lowest cost per pupil rates in Manitoba. It is the intention of Western School Division to lead by example and to set the standard in Manitoba for high educational achievement at a reasonable cost.</p> <p>The division currently has 19 portable classrooms, many of which we hope to be able to decommission upon the opening of the Discovery Trails School in September 2024.</p> <p>Our geographic size allows us to do many innovative and creative initiatives to support the improvement of teaching and learning. There is high value for cost in Western School Division. We have a strong, trusting relationship with our community as well as all of our staff groups.</p>					<ul style="list-style-type: none"> <li>Increasing diversity</li> <li>Physically small division size – easier to collaborate between schools and administrators (cross school teacher teams)</li> <li>Everyone knows each other leading to stronger relationships</li> <li>Continuously growing student population</li> <li>Caring and Sharing – community supports</li> <li>Home School liaison</li> <li>Strong RRTVA program</li> <li>Community Visits and connection</li> <li>Indigenous Games Phys. Ed.</li> <li>Project Based Learning</li> <li>We know our kids really well. Many staff live and work in our community and are involved in activities during and after school hours that helps them build trust and connections with families</li> </ul>	<ul style="list-style-type: none"> <li>Meeting the needs of a growing and diverse student body.</li> <li>Classrooms in huts present unique challenges for kids getting into those rooms. Ramp issues resulting in excess challenges for kids with mobility issues (perm or temp)</li> <li>Some aging buildings have rough entries that make them less accessible</li> <li>Access to playgrounds</li> <li>Access and use of workout spaces</li> <li>Socio economic challenges</li> <li>Community visits (geographic challenges) (EY)</li> <li>Field Trips \$ (EY)</li> </ul>	<ul style="list-style-type: none"> <li>Multiple PD offered to all staff</li> <li>Opportunities to move into new assignments due to growing classroom numbers</li> <li>Mentorship between high school students and younger students</li> <li>Growing number of schools allows for growth and new opportunities for staff</li> <li>Special Guests (EY)</li> </ul>

### English as an Additional Language (EAL) and Self Declared Indigenous students (2023-24 school year)

	No. of Students	% of pop.
EAL funded	517	23.4
Self-Declared Indigenous	111	5.0

### Diplomas earned in 2022-23

Regular Diplomas	107
Mature Student Diplomas (Adult Ed only)	20
Self Declared Indigenous EAL Graduates (past funded)	3
French in the English Program	~30
French Immersion	nil
Senior Years Technology Ed	17
	26

### Education for Sustainable Development (ESD)

Number of schools in the division	4
Number of schools with an ESD	4

Education for sustainable development and social justice goals and initiatives are embedded into planning at the classroom level and the school level. The four schools in our division are focussing on curricular ties to ESD issues (especially political, social justice, food security, etc...). All schools are working to support Truth and Reconciliation recommendations. Our early year school are also working on gardening and composting projects both at school and extending into the community.

### 2021-2022 Grade 9 ELA and Math Credit Attainment on First Attempt (as per MEECL data)

1 <sup>st</sup> Attempt Math Credit Attainment		1 <sup>st</sup> Attempt ELA Credit Attainment	
Provincial %	87.2	Provincial %	88.6
Division %	88.7	Division %	88.0
Indigenous %	54.5	Indigenous %	81.8
Non-Indigenous %	91.8	Non-Indigenous %	88.5
EAL %	95.0	EAL %	90.0
Boys %	89.9	Boys %	88.4
Girls %	87.5	Girls %	87.5

### Enrollment Statistics 2023/2024

Kindergarten Enrollment (English Program)	95
Kindergarten Enrollment (French Immersion)	54
EAL Total Enrollment	517
Western School Division Total Enrollment K-12	2203
Indigenous Students	111
Non-Indigenous Students	2092

### Funded EAL Student Enrollment

Year	Total funded EAL Students	English stream	French stream	Total FTE (accounting for French at 50%)	English FTE	French FTE
2021-22	318	267	51	292.5	267	25.5
2022-23	440	390	50	415	390	25
2023-24	517	452	65	484.5	452	32.5

### Kindergarten Enrollment in French Immersion Programming Year-Over-Year

2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
50	43	29	37	50

**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.

	<b>Expected Outcomes (specific, observable and Measurable)</b>	<b>Strategies (actions, roles and responsibilities)</b>	<b>Indicators (monitoring progress and timelines)</b>	<b>Data Collection (evidence of progress)</b>
Promoting “Deepening Learning Through Critical Thinking”	<ul style="list-style-type: none"> <li>Teachers plan for transformative, rich learning experiences</li> <li>Opportunities to support the capacity building of teachers will be created and will be embedded across the division</li> <li>Students will become more capable critical thinkers and will be able to transfer learning and thinking to other opportunities to manage or solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Garfield Gini-Newman to support teacher understanding of critical thinking with opening day PD</li> <li>Continue teacher learning supported through monthly, 1hr long PD sessions with GGN via video conference series</li> <li>Continue subscription to TC2 as an additional resource to teachers</li> <li>Support residency opportunities with schools to reinforce the learning for teachers related to critical thinking</li> </ul>	<ul style="list-style-type: none"> <li>Continuous Improvement Plan meetings throughout the year – with schools and with coaches</li> <li>Monitoring of monthly virtual session attendance and participation</li> <li>Schools utilizing Garfield Gini Newman support will monitor progress with any projects and/or residencies and report back to divisional Learning Team and Admin Council members</li> </ul>	<ul style="list-style-type: none"> <li>School admins will see evidence of thinking classrooms when visiting classrooms in the schools</li> <li>Continuous Improvement Reports</li> <li>Coaches ongoing informal reports, and formal bi-annual reports</li> </ul>
Developing Literate and Numerate Learners	<ul style="list-style-type: none"> <li>Teachers will continue to utilize assessment data to inform their instructional planning and to guide learning in their classrooms</li> <li>Teachers will utilize the “prepare, sprint, review” elements of teaching sprints to engage in new learning and to reflect on the effectiveness of their teaching approaches</li> </ul>	<ul style="list-style-type: none"> <li>Fountas and Pinnel assessments will be completed fall/spring for all grades 1-8</li> <li>Literacy Coach support for implementation of strategies to support literacy achievement</li> </ul>	<ul style="list-style-type: none"> <li>Admin and coaches having ongoing consultations with teachers and monitoring/supporting foundational understanding of instructional practices</li> <li>Coaching teachers where they are at ongoing during</li> </ul>	<ul style="list-style-type: none"> <li>Provincial assessment data</li> <li>Divisional and school based assessment data</li> <li>Fountas and Pinnel assessment data collection</li> <li>MRLC Numeracy Achievement Data Collection</li> </ul>

	<ul style="list-style-type: none"> <li>• Develop confidence and competence in teachers of literacy and numeracy with effective support, training and coaching</li> <li>• Utilize coaching and professional development opportunities to develop and facilitate teacher understanding of curriculum, concepts and skills</li> </ul>	<ul style="list-style-type: none"> <li>• NAP project training for cohorts of teachers not yet trained through MRLC using Western SD's Numeracy Coach who is a qualified NAP trainer</li> <li>• School based and divisional teams will review information and data to determine priorities</li> </ul>	<p>the year in response to need</p> <ul style="list-style-type: none"> <li>• Coaches to support instructional planning and delivery throughout the year in all schools, with a priority to new teachers</li> <li>• Teachers or admin will request instructional support as needed at anytime throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• EYE Assessment data collection for Kindergarten</li> <li>• School and Classroom Profiles</li> </ul>
<p>Framework for Learning Implementation Liaison Training</p>	<ul style="list-style-type: none"> <li>• Develop divisional capacity and understanding of the Framework Documents</li> <li>• Planning for learning that includes curiosity and critical thinking with embedded 6 competency areas from the learning frameworks</li> </ul>	<ul style="list-style-type: none"> <li>• Use Admin Council "teams" time to connect liaisons with coaches and other admin not attending the training - to share the learning</li> <li>• Participants as divisional liaisons will attend training to ensure understanding of Framework Documents.</li> <li>• Principals have been specifically selected to be trained, so they can articulate the information back into schools, utilizing found time opportunities most appropriate to them (ie: staff meetings, early closings etc...)</li> </ul>	<ul style="list-style-type: none"> <li>• All training sessions attended – in both English and French</li> <li>• Attendees using admin council or teams time to share their learning and plans for implementation in schools</li> </ul>	<ul style="list-style-type: none"> <li>• Next year's school based Continuous Improvement Plans include information on specific plans for integrating Framework for Learning concepts into school and classrooms</li> </ul>

<p>Continued Support and Improvement of French Immersion Programming Opportunities and Learner Outcomes</p>	<ul style="list-style-type: none"> <li>• Increase overall French competency and confidence in the use of French from early start and basic French teachers</li> <li>• Increase competency in French Immersion teachers throughout the division</li> <li>• Ensure French Immersion programming at Western School Division is appropriate and robust</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher mentorship for new French Immersion teachers through L'ACPI</li> <li>• French Immersion teachers in MLS and EMMS reviewing best instructional practices for immersion students via book study</li> <li>• Four half days of PD through L'ACPI helping to improve French confidence and competence in reading, writing and speaking</li> <li>• Increase overall French competency in early start and basic French teachers</li> <li>• Purposeful and targeted coaching to support improvement in skills for teaching basic French and French Immersion</li> <li>• Hire consultant to review and evaluate our French Immersion program</li> </ul>	<ul style="list-style-type: none"> <li>• Students will have improved French fluency</li> <li>• Students will have an decrease in anglicised terms</li> <li>• Increase in voluntary communication in French</li> <li>• Seeing one year's growth in one year for students</li> <li>• Seeing growth in student receptive and expressive language use</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher assessment of "at, below, or above" when observing students</li> <li>• GB+ standardized reading inventory</li> <li>• Evaluator report</li> </ul>
<p>Intensive Newcomer Supports</p>	<ul style="list-style-type: none"> <li>• Meet the needs of our newcomer learners who present with EAL or LAL programming needs</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize EAL specialists in all schools to support language learning and language acquisition planning</li> </ul>	<ul style="list-style-type: none"> <li>• EIS totals at the time of EIS submission</li> <li>• Continuing to maintain an internal, divisional</li> </ul>	<ul style="list-style-type: none"> <li>• Number of EAL funded students are reported in EIS</li> <li>• Number of LAPs created in all schools</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide appropriate supports to families of newcomers to ensure access to learning for their children and an effective integration into the community with appropriate access to resources</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to apply for and to utilize funds from Intensive Newcomer Support Grant to support the supplies, equipment and materials needed for EAL and LAL learners</li> <li>• Acquire additional clinical supports for students who are coming from other countries who may have missed milestone developments or missed opportunities for supports/interventions in their home countries or as part of the immigration process</li> <li>• Continue to support with Home &amp; School Liaison Workers</li> </ul>	<p>database of newcomer families and the rates of arrivals</p> <ul style="list-style-type: none"> <li>• Consultation with EAL specialists in all schools about the rates of movement of students between EAL stages</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking the number of students arriving as stage 1 or lower stage learners</li> <li>• Tracking graduation rates of current or former funded EAL students</li> <li>• Numbers of families requiring support from Home &amp; School Liaison Worker tracked data</li> </ul>
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**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.

	<b>Expected Outcomes (specific, observable and Measurable)</b>	<b>Strategies (actions, roles and responsibilities)</b>	<b>Indicators (monitoring progress and timelines)</b>	<b>Data Collection (evidence of progress)</b>
Crucial Conversations Training	<ul style="list-style-type: none"> <li>Support Western School Division staff with training to help facilitate effective and important communication with each other and with students, families and community</li> </ul>	<ul style="list-style-type: none"> <li>Continue to utilize divisionally trained “trainer” staff to provide Crucial Conversations training throughout the school year for staff to be able to access</li> <li>Principals and supervisors to maintain a list of those not yet trained and refer to program at appropriate opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Training sessions are taking place</li> <li>Individual certifications are occurring and are being recorded</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of divisional employees trained – information collected and stored in Serenic</li> </ul>
Trauma Informed and Resilient Schools	<ul style="list-style-type: none"> <li>Divisional Staff understand trauma and its impact and are able to utilize a collaborative approach to be response to the need to provide an emotionally and physically safe environment for all</li> </ul>	<ul style="list-style-type: none"> <li>Divisional participants taking part in MRLC’s Trauma Informed and Resilient School training as sponsored by MEECL</li> </ul>	<ul style="list-style-type: none"> <li>Four planned training sessions over the school year</li> <li>Three out of four schools have staff being trained</li> <li>Implementation of trauma informed practices in schools</li> </ul>	<ul style="list-style-type: none"> <li>Completion of the Trauma Informed and Resilient School training</li> </ul>
Mamàhtawisiwin	<ul style="list-style-type: none"> <li>Support the staff in the Division to have a developing understanding of the principles of Mamàhtawisiwin as a policy</li> </ul>	<ul style="list-style-type: none"> <li>Teachers trained via MRLC opportunity last year implementing in their schools.</li> </ul>	<ul style="list-style-type: none"> <li>Utilize the planning tool provided by MEECL to asses current status and help plan goals for future</li> </ul>	<ul style="list-style-type: none"> <li>Next year’s school based Continuous Improvement Plans include information on specific plans for integrating Framework</li> </ul>

	<p>document and operational framework</p> <ul style="list-style-type: none"> <li>Consider what teaching or leading or supporting learning “In a Good Way” means to each of us</li> </ul>	<ul style="list-style-type: none"> <li>New cohort from Minnewasta school and Morden Collegiate undergoing training this year</li> <li>Attending the Mamàhtawisiwin Symposium in November of 2023</li> </ul>	<p>achievements and growth in this area</p>	<p>for Learning concepts into school and classrooms</p>
Treaty Education Training	<ul style="list-style-type: none"> <li>Meet our provincial mandate to ensure all divisional staff have received one day treaty education training (2 days for teachers)</li> </ul>	<ul style="list-style-type: none"> <li>Engage with Treaty Relations Commission to support the provision of full day treaty training for all Western School Division staff in fall of 2024</li> <li>Sent two teacher liaisons to the Treaty Education training to act as “catalyst teachers” with the training to provide ongoing support and professional learning within the division</li> </ul>	<ul style="list-style-type: none"> <li>Fixed date selected for full divisional Treaty Education Training</li> <li>Plan in place for ongoing deeper training for teachers using Catalyst Teachers</li> <li>Plan in place for ongoing onboarding training for new employees that is rich and meaningful</li> </ul>	<ul style="list-style-type: none"> <li>Number of divisional employees trained – information collected and stored in Serenic</li> </ul>
WEVAS	<ul style="list-style-type: none"> <li>Support Western School Division staff with training to help facilitate capacity to work effectively when encountering others in escalated and/or violent/aggressive states</li> </ul>	<ul style="list-style-type: none"> <li>Continue to utilize divisionally trained “trainer” staff to provide Crucial Conversations training throughout the school year for staff to be able to access</li> <li>Principals and supervisors to maintain a list of those not yet trained and refer</li> </ul>	<ul style="list-style-type: none"> <li>Training sessions are taking place</li> <li>Individual certifications are occurring and are being recorded</li> </ul>	<ul style="list-style-type: none"> <li>Percentage of divisional employees trained – information collected and stored in Serenic</li> </ul>

		to program at appropriate opportunities		
Breakfast and Lunch Programs	<ul style="list-style-type: none"> <li>Ensure food security needs of students are met by providing breakfast, lunch and snack access is available for students who are in need of this support</li> </ul>	<ul style="list-style-type: none"> <li>Grant applications through Breakfast for Learning</li> <li>Utilization of Healthy Schools Grant</li> <li>Liaise with community partners to support food programs, especially Caring and Sharing</li> <li>Organize preparation of food via cafeteria staffing as need has grown beyond the capacity of volunteers</li> </ul>	<ul style="list-style-type: none"> <li>Staff hired</li> <li>Students needing support identified</li> <li>Feedback through school admins and liaisons to cafeteria staff to ensure proper fulfillment of need</li> </ul>	<ul style="list-style-type: none"> <li>Maintain stats and data on number/who utilizes program.</li> </ul>
Diversity and Inclusive Education	<ul style="list-style-type: none"> <li>Western School Division's Respect for Human Diversity and Equity Education administrative procedure will continue to be upheld in a steadfast way, maintaining our commitment to an educational philosophy that recognizes the fundamental equality of all people. It supports and facilitates the acceptance, respect and appreciation for all people and their individual characteristics or others' perception of their characteristics, as well as their commonalities and differences</li> </ul>	<ul style="list-style-type: none"> <li>Celebration of annual Diversity Day in June</li> <li>Supporting student GSA groups and similar groups for celebrating diversity</li> <li>Maintaining a diverse collection in our school libraries and in our selection of classroom resources so student are able to see themselves in what they read and learn</li> </ul>	<ul style="list-style-type: none"> <li>Staff students and parents from all backgrounds feel acceptance and understanding</li> </ul>	<ul style="list-style-type: none"> <li>Our School Survey</li> <li>Anecdotal conversations with students, staff, parents, community and admin</li> </ul>

**Foster Student Ownership** - Students collaborate, create, design, share, and publish their learning in ways that are meaningful to them; build student capacity.

	<b>Expected Outcomes (specific, observable and Measurable)</b>	<b>Strategies (actions, roles and responsibilities)</b>	<b>Indicators (monitoring progress and timelines)</b>	<b>Data Collection (evidence of progress)</b>
Learn to Age 18	<ul style="list-style-type: none"> <li>Ensure ongoing connection and support to all eligible pupils to stay engaged with school and to pursue goals that support a current and future “Good Life” for every child</li> </ul>	<ul style="list-style-type: none"> <li>Identify students for this program who might otherwise become disengaged with school</li> <li>Determine case by case management of student programming options for those disengaged, or at risk of disengagement from school</li> <li>Provide alternative non-credit programming to continue to stay connected to students and to support their personal development with the goal of staying connected (and hopefully returning) to school</li> </ul>	<ul style="list-style-type: none"> <li>Students are identified</li> <li>Caseloads are determined and distributed to the appropriate support person at school (ie: guidance counsellor, admin, resource teacher)</li> <li>Ongoing contact and connection with at-risk students is made</li> <li>Student achievements in non-credit areas takes place (ie; drivers licence, food handler certificates, meaningful employment, etc...</li> </ul>	<ul style="list-style-type: none"> <li>SIS information connected to the names and number of students being tracked under Learning to Age 18 programming</li> </ul>
Project/Inquiry Based Learning Initiatives	<ul style="list-style-type: none"> <li>Inspire a spirit of curiosity and wonder in our students and encourage learning opportunities that provide opportunities that are rich and meaningful and inspired by student interest and inquiry.</li> </ul>	<ul style="list-style-type: none"> <li>Budget allocation to support PBL initiatives</li> <li>Utilizing Garfield Gini-Newman and TC2 resources to continue to build capacity in teachers to support PBL</li> <li>Ongoing collaboration opportunities within and</li> </ul>	<ul style="list-style-type: none"> <li>School admins seeing evidence of PBL when doing walkthroughs and when connecting with staff</li> <li>Collaboration taking place and resulting in PBL in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>Report card and achievement data</li> <li>School admin teacher evaluations</li> <li>School based continuous improvement plans</li> </ul>

		<p>between schools to support PBL</p> <ul style="list-style-type: none"> <li>• Support land based/nature based learning opportunities throughout the division</li> </ul>		
Student Leadership Forum	<ul style="list-style-type: none"> <li>• Direct feedback from students at all age levels in division to directly inform boards understanding of student perspective priorities; especially as it supports budgeting process</li> </ul>	<ul style="list-style-type: none"> <li>• Host forum in spring</li> <li>• Have admin from each school recommend students to attend – with a focus on students from all backgrounds an trying to avoid repeating students who have participated in previous years</li> <li>• Ensuring diverse representation of students from all backgrounds (cultural, academic, socio-economic, newcomer, etc....)</li> <li>• Facilitation of session by board members</li> </ul>	<ul style="list-style-type: none"> <li>• Session occurs with appropriate representation from diverse groups of students</li> </ul>	<ul style="list-style-type: none"> <li>• Notes and feedback taken at the sessions and amalgamated into a single document for review and to refer to during the budgeting and programing planning processes</li> </ul>
Student Delegation Presentations at Board Meetings	<ul style="list-style-type: none"> <li>• Students are able to demonstrate pride in their learning and share with the community the concepts, ideas and knowledge they have learned</li> <li>• Students advocate for the resources and materials and supports they would like to have</li> </ul>	<ul style="list-style-type: none"> <li>• At the beginning of the school years, assign each school a schedule to present over the course of 2023/24 board meetings.</li> </ul>	<ul style="list-style-type: none"> <li>• A good representation of a variety of student groups from all schools at board meetings takes place</li> </ul>	<ul style="list-style-type: none"> <li>• Board tracking of presentations and application of each delegations work to the board priorities plan</li> </ul>

	to maximize the richness of their learning experiences			
Promoting Student Voice	<ul style="list-style-type: none"> <li>• Creating a division wide vision and understanding, at all grade levels, as to what “student owner” is and what</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a continuum similar to “Ready for Life” to identify what “student ownership” looks like/could look like throughout the k-12 system</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers and students are able to identify opportunities for fostering student ownership</li> <li>• Activities, projects and learning opportunities with a student ownership focus are happening at all levels</li> </ul>	<ul style="list-style-type: none"> <li>• School admins will see evidence of student ownership when visiting classrooms in the schools</li> <li>• Continuous Improvement Reports</li> </ul>

**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.

	<b>Expected Outcomes (specific, observable and Measurable)</b>	<b>Strategies (actions, roles and responsibilities)</b>	<b>Indicators (monitoring progress and timelines)</b>	<b>Data Collection (evidence of progress)</b>
Elders and Knowledge Keepers in School	<ul style="list-style-type: none"> <li>Engage Indigenous community partners to be involved authentically in schools</li> <li>Creation of a culturally safe and inclusive learning environment, with students at the centre</li> <li>Strengthen staff, student and community understanding of world views, values, identities, traditions, and contemporary lifestyles</li> </ul>	<ul style="list-style-type: none"> <li>Enhance the collection of curriculum resources to support RLEs (Rich learning experiences) with opportunities for Indigenous perspectives and learning</li> <li>Continue to utilize supports of Elder David Scott from Swan Lake First Nation</li> <li>Use Indigenous themed “Mathology” books at K-4 to support pathway to Indigenous community partners in schools</li> <li>Have students attend events in Roseau River First Nation (gathering of friends) and to the Portage Residential School Museum</li> <li>Hire Indigenous “Grandparent” to provide support to staff and students in school division</li> </ul>	<ul style="list-style-type: none"> <li>An ongoing data base of Indigenous Knowledge Givers willing to collaborate with teacher on “big ideas” in curriculum topics to create authentic learning experiences.</li> <li>Teachers collaborating in the process and accessing opportunities to enhance Indigenous Learning in RLEs</li> </ul>	<ul style="list-style-type: none"> <li>Number of visits to schools</li> <li>Number of students who have had the opportunity to be connected to Elders and Knowledge Keepers through school based activities</li> </ul>

<p>Career Education</p>	<ul style="list-style-type: none"> <li>• Offer Career Education and Development opportunities to students at all levels in Western School Division</li> <li>• Support the development of relationships with employers within the community to facilitate cooperative work placements, student internships, career fairs, and tours and information opportunities for students within the community's many, varied employment sectors.</li> </ul>	<ul style="list-style-type: none"> <li>• Review and revise/update the divisional "Ready for Life" document</li> <li>• Consider the links between Western School Division's Ready for life document and MEECL's Framework for Learning Policy document to ensure alignment</li> <li>• Continue to explore opportunities to have the community in the school, and the school in the community to create authentic educational experiences</li> <li>• Take our Kids to Work Day participation</li> <li>• Re-attempt the Co-op internship</li> </ul>	<ul style="list-style-type: none"> <li>• Credit for internship and credit for employment being accessed by students</li> <li>• Students developing an understanding of careers in the community and being able to see themselves in those careers</li> </ul>	<ul style="list-style-type: none"> <li>• School admins will see evidence of student understanding of careers and career development opportunities when visiting classrooms in the schools</li> <li>• Continuous Improvement Reports</li> <li>• Credit attainment reports including career development/internship courses</li> </ul>
<p>Senior Years Technology Education</p>	<ul style="list-style-type: none"> <li>• Provide industry aligned, authentic learning experiences for students in Western School Division in Technical Vocational areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Consult with Manitoba Education Technology Education to assess viability of a potential additional vocational programming option in Western School Division – considering possibility for and need for an additional future high school in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Review enrollment at semester point</li> <li>• Tours are taking place</li> <li>• Consultations happening with industry</li> </ul>	<ul style="list-style-type: none"> <li>• Numbers of Senior Years Technology Education Diplomas earned</li> <li>• Number of credits for high school apprenticeship</li> </ul>

		<ul style="list-style-type: none"> <li>Continue to participate in Red River Technical Vocational Area consortium of school divisions to provide technical-vocational programming options to students in all partner divisions.</li> <li>Reinstate tours for middle years students (hasn't happened since Covid)</li> </ul>		
Budget Expo/Budget Community Consultation	<ul style="list-style-type: none"> <li>Connect with the community to inquire about opportunities seen as valued for our students and seen as priorities within the community</li> <li>Offer the opportunity to showcase programs, resources, materials and ideas that are essential to the function of our schools and the learning and development of our students to the community</li> </ul>	<ul style="list-style-type: none"> <li>Prepare budget consultation survey</li> <li>Communicate regarding Western School Division Priorities in a number of ways</li> <li>When appropriate (every other year approx.) host budget expo for community</li> <li>Meet with Parent Advisory Council members regarding budget priorities</li> </ul>	<ul style="list-style-type: none"> <li>Check in on progress between December and March</li> </ul>	<ul style="list-style-type: none"> <li>Survey results</li> <li>Participation numbers from event(s)</li> </ul>
Settlement Worker In Schools Programming (SWIS)	<ul style="list-style-type: none"> <li>Provide support to newcomer students in the school environment and community</li> <li>Support the development of connections with peers for newcomer students</li> </ul>	<ul style="list-style-type: none"> <li>Liaise with Regional Connections and the SWIS worker program</li> <li>Organize quarterly meetings with SWIS workers</li> </ul>	<ul style="list-style-type: none"> <li>Quarterly meetings with divisional team and SWIS</li> <li>Ongoing email and liaising as required to be responsive to issues that arise</li> </ul>	<ul style="list-style-type: none"> <li>Number of referrals per year</li> <li>Number of funded EAL students</li> <li>Number of students accessing SWIS programming</li> </ul>

	<ul style="list-style-type: none"><li>• Support the transition between systems of learning (ie: credit attainment, diploma achievement, etc...) for newcomer students</li><li>• Support newcomer families in developing an understanding of factors affecting their children in schools in Western School Division</li></ul>	<ul style="list-style-type: none"><li>• Communicate all newcomer arrival from SWIS to schools</li><li>• Coordinate events related to school for newcomer families with SWIS and Regional Connections (ie: report card understanding, graduations requirements, grade placements, course selections, how to dress for winter weather, etc....)</li></ul>		
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