

2019-2020 Divisional Plan

SEVEN OAKS SCHOOL DIVISION

September 23, 2019

This draft plan was developed by the Seven Oaks School Division Board of Trustees at its annual Board Retreat in August 2019. It is intended to be a living document, updated and revised as required to meet evolving needs and changing circumstances.

OUR TOP PRIORITIES

1. Advocate for Seven Oaks School Division to remain Seven Oaks School Division

We are cost effective, well managed, inclusive and successful. We are innovative and forward looking. We are in touch with our community. We have excellent employee relations. We fear that all of this could be put at risk by amalgamation.

We fear that our culture and our connection to our community and many of our unique programs and policies would be threatened by amalgamation including:

- Partners in Learning Pre-School Programming
- Transportation Policy
- Learn to Skate, Learn to Swim, Learn to Bike
- Low Cost School Supplies, No School Fees
- No Cost Lunch Supervision
- No Cost Musical Instruments
- Rich Arts Programming
- Teacher Talk Literacy and Numeracy Initiative
- Teacher Evaluation Policy
- Hiring that Reflects our Community
- Cooperative Vocational Education
- Met Schools
- Beyond Grade 12 Now Dual Credits
- Teacher Advisor
- Middle Years
- Inclusive Student Services
- Heritage Language Programs
- Summer Programming (BEEP, MY Camp, EAL)
- Wayfinders
- Pow Wow Clubs, Divisional Pow Wow

Continue to present our division's culture, approaches and success as a solution to the challenges faced by Manitoba's education system.

Continue to build alliances with stakeholders, parents, students, elected officials, employee groups, employers (Chamber of Commerce, Business Council of Manitoba) post-secondary visitations.

2. Continue to Make Gains in Student Achievement in Literacy and Numeracy and Continue to Narrow Gaps in Achievement

We will:

- Continue our "Teacher Talk" Literacy and Numeracy initiatives expanding it to Middle and Senior Years.
- Continue professional development work on literacy and numeracy for teachers and expand professional development opportunities for Educational Assistants.
- Continue to use provincial assessment, report card and other data to inform instruction and track progress.

- Publish “Seven Oaks By The Numbers”. Develop our schools capacities to analyze and use data as evidence in their ongoing improvement work. Enrich “Teacher Talk” efforts with ongoing support from an outside “partner in learning”.
- Continue Indigenous education initiatives and enriched educational opportunities for vulnerable students (Wayfinders, summer programming).
- Continue our “Teacher Talk” Literacy and Numeracy initiatives expanding it to Middle and Senior Years.
- Continue professional development work on literacy and numeracy for teachers and expand professional development opportunities for Educational Assistants.
- Continue to use provincial assessment, report card and other data to inform instruction and track progress.
- Continue Indigenous education initiatives and enriched educational opportunities for vulnerable students (Wayfinders, summer programming).
- Continue to support university partnerships; including school-based courses, teacher inquiry projects and critical postsecondary friends.
- Establish deeper relationships with Université de Saint-Boniface to nurture relationships with francophone educational leaders and attract francophone teacher candidates.
- Continue to support Middle Years reading and writing workshop cohort and scale to Senior Years.
- Continue to support the piloting of new ELA curriculum, K-12, through all our schools.
- Continue the development of professional learning circles, focussing specifically on learner engagement and the assessment of our impact as educators.
- Continue the development of the Indigenous Social Entrepreneurship Programme at Maples Collegiate.
- Continue the development of the North End Schools Debate League and scale to Middle Years as a means to develop powerful communication and thinking skills.
- Develop writing programme at Wayfinders through partnership with the Winnipeg Writers’ Festival.

3. Develop a Culture of Empathy, Caring, Curiosity and Action so that Our Learners Develop the Skills and Knowledge to Resist the Resurgence of Hateful Voices in our Local and Global Communities

- Nurture and expand the Grade 12 Global Issues course throughout all five Senior Years schools.
- Support and expand LGBTQ and ally professional learning and learner programming throughout the Division via initiatives such as QUESO.
- Further develop and support divisional gatherings which promote democracy and citizenship; including the GSA gathering, the Graduation Pow Wow, Unite to Change, TEDx, Global Citizenship conference, etc.
- Create a culture of historical thinking, whereby learners are able to think critically about the shared human experience in order to take meaningful and progressive action.

- Continue to support divisional participation in the Ethics Bowl, Model United Nations, Law Day, etc.

HEALTH and FITNESS

1. Evaluate our comprehensive school based initiatives (SO Active, SO Healthy) to promote health, nutrition and fitness at four pilot schools (A.E. Wright, Margaret Park, Collicutt and Victory) using an approach modeled on the successful APPLE Schools program in Alberta and roll out successful practices and approaches to more schools. Expand fitness initiatives at pilot schools in addition to community gym programs (Amber Trails) and expanded hours for fitness rooms (Maples Collegiate).
2. Continue to set school by school goals to improve our active transportation to school in partnership with the Green Action Centre using the BikeWalkRoll survey to track progress.
3. Explore further expansion of the BEST program in partnership with Manitoba Public Insurance and Bike Winnipeg.
4. Continue our comprehensive program of concussion prevention, identification and treatment including parent education. Concussion spotters (trained athletic therapists) at all league games for football, hockey, rugby, lacrosse and soccer.
5. Continue to partner with Winnipeg Regional Health Authority and organizations in promoting positive mental health and well-being in our students, staff and community.

Questions

- **Are we effectively introducing all students to the habits of lifelong fitness and health?**
- **Are we engaging our parent/guardian community in the promotion of health and fitness?**

EQUITY

Removing Barriers

1. Continue to build initiatives that remove barriers and lead to improved outcomes for those children who most need a difference made for them (First Nations students, children in care, children impacted by poverty). Specifically, the division will focus on:
 - Continued development of Wayfinders. Serving 400+ participants for 2018-19 with satellite sites at Collège Garden City Collegiate and West Kildonan

Collegiate. Expanded private funding is supporting increased participation for Indigenous students.

- Work towards a second Sistema program (Margaret Park School).
- Continue expansion of the use of tablets as an alternative to desktops including a Loan a Tablet program.
- Work to narrow achievement gaps in literacy, numeracy and credit attainment and graduation. Incorporated in school plan reviews.
- Continue and expand the “North Forge Challenge” Home Visiting Program.

Question

- **Are we making a difference for those students who most need that difference made?**

A STAFF THAT REFLECTS OUR COMMUNITY

1. Continue to make progress in hiring and developing a strong staff that is reflective of our community. Continue to participate in CATEP and ITEP programs.
2. Continue to advertise non-teaching positions within the community and designate key positions as requiring additional language competency.

Questions

- **When our students enter our schools do they see themselves reflected back by our staff?**
- **Are we narrowing achievement gaps?**

CHILDREN IN OUR CARE

1. Work with other school divisions to implement the Interdivisional Protocol for Children in Care providing greater stability and security and improving educational outcomes for children. Monitor adoption by all divisions.
2. Continue to develop our partnership with Child Welfare Authorities and our research partnership with the University of Manitoba to benefit Children in Care. Continue to find transportation solutions to ensure continuity in school for children in care who move. Continue engagement with CFS agencies in efforts to ensure stable school arrangements. Expand activity to focus on mentorship and advocacy for Children in Our Care. Expand opportunities for Children in Our Care to connect with their birth families. Help Children in Care to see positive role models and build pathways to post high school opportunities.

3. Implement relevant and applicable recommendations from the “Improving Outcomes for Children in Care” report. Continue rolling out best practices beyond partnership schools.

Question

- **How can we help children in care to flourish in school and in life?**

PLANNING, BUDGET and ADVOCACY

1. Advocate for Seven Oaks School Division to remain Seven Oaks School Division. We are cost effective, well managed, inclusive and successful. We are innovative and forward looking. We are in touch with our community. We have excellent employee relations. We fear that all of this could be put at risk by amalgamation.
2. Review and renew key school division policies that define our Seven Oaks culture to ensure that they are up-to-date and explicit.
3. Continue to advocate for completion of Chief Peguis Trail.
4. Prepare to staff and open a new Kindergarten to Grade 5 dual track school to serve Amber Trails for French Immersion to open September 2020.
5. Advocate for additions to West Kildonan Collegiate, École Leila North and École Rivière-Rouge.
6. Continue to plan for future development and acquire school sites in Precincts F, G, and West St. Paul and Precinct E for English.
7. Finish implementing a comprehensive accessibility plan for the division.
8. Implement solutions in engineering studies and address drainage issues at West St. Paul School and École Belmont. In the short term remedy drainage issues with a vacuum truck. A large term solution at West St. Paul tied to Provincial Highways improvements.
9. Implement division run Before and After School programming at Riverbend School. Explore possibilities for expansion.
10. Seek support for improvements to parking, access and playing field at Collège Garden City Collegiate.
11. Complete engineering and begin design to improve the grounds at Amber Trails.
12. Contract to improve landscaping at Maples Collegiate, Collège Garden City Collegiate, Amber Trails, and Edmund Partridge.

Questions

- **Are we making the best use of our resources?**
- **Are we planning adequately for the future?**

PATHWAYS TO COLLEGE and CAREER

1. Build on successful high school programming to ensure academic achievement, healthy completion rates and strong pathways to college and career. Specifically, we will:
 - Expand enrolment in CVE and Beyond Grade 12 Now.
 - Strengthen internship and career exploration opportunities for all high school learners.
 - Continue and strengthen Wayfinders.
 - Maintain and strengthen Advisory and Advocacy programs in high schools.
 - Focus on Indigenous student success.
 - Launch a PTech Initiative in cooperation with Red River College.
 - Explore a Hairdressing CVE program.
 - Develop a relationship with CAHRD Centre for Aboriginal Human Resource Development.
- Continue to develop unique tech and entrepreneurship programs in partnership with Red River College and North Forge.
- Develop stronger pathways for Indigenous students in partnership with Red River College, the Centre for Aboriginal Human Resource Development and the Business Council of Manitoba that will lead to internships, summer jobs and careers.
- Hold a third Canada Learning Bond event. The first two events resulted in an estimated \$2 million in education savings accounts for 1,000 students.
- Explore partnership opportunities with Manitoba Building Trades (Aquaculture, Trades Exhibition Hall).

Question

- **Is every student leaving high school with knowledge of themselves, a sense of confidence and a plan for their future?**

CONTINUOUS IMPROVEMENT OF LEARNING

1. Continue to make gains in student achievement in literacy and numeracy and continue to narrow gaps in achievement (detailed earlier).
 - Continue our “Teacher Talk” Literacy and Numeracy initiatives expanding it to Middle and Senior Years.

- Continue professional development work on literacy and numeracy for teachers and expand professional development opportunities for Educational Assistants.
 - Continue to use provincial assessment, report card and other data to inform instruction and track progress.
 - Continue Indigenous education initiatives and enriched educational opportunities for vulnerable students (Wayfinders, summer programming).
 - Continue to support university partnerships; including school-based courses, teacher inquiry projects and critical postsecondary friends.
 - Establish deeper relationships with Université de Saint-Boniface to nurture relationships with francophone educational leaders and attract francophone teacher candidates.
 - Continue to support Middle Years reading and writing workshop cohort and scale to Senior Years.
 - Continue to support the piloting of new ELA curriculum, K-12, through all our schools.
 - Continue the development of professional learning circles, focussing specifically on learner engagement and the assessment of our impact as educators.
 - Continue the development of the Indigenous Social Entrepreneurship Programme at Maples Collegiate.
 - Continue the development of the North End Schools Debate League and scale to Middle Years as a means to develop powerful communication and thinking skills.
 - Develop writing programme at Wayfinders through partnership with the Winnipeg Writers' Festival.
2. Continue to develop comprehensive indicators in order to review and track progress.
3. Celebrate
- The 100th Anniversary of Victory School in 2020.
 - The opening of the Aki Centre.
 - The 10th Anniversary of Wayfinders.
 - The distinguished career of Dr. Glenn Nicholls honouring him by naming the Collège Garden City Collegiate Student Commons after him.

Questions

- **Is every child actively and meaningfully engaged in learning?**
- **Do we know the status and the progress of every student, know the reasons for any problems, intervene when there are signs of difficulty and use effective, evidence based teaching approaches?**

EDUCATION FOR ECOLOGICAL LITERACY AND SUSTAINABLE DEVELOPMENT (ESD)

Continue to demonstrate community leadership by building divisional capacity to ensure that sustainable development efforts and programs are delivering measurable and impactful outcomes in the creation of a low carbon future. Through the use of a systems theory approach, we will:

- Create a division-wide culture that promotes education for sustainable development, supported by a desire to ensure all members of our community are ecologically literate.
- Support and further develop teacher-led programming at the Aki Centre.
- Develop capacity in all schools in sustainable agriculture, CSA farming, and community gardening so that these initiatives are viable and educative.
- Support and scale outdoor education initiatives, particularly in the Early Years. Pursue opportunities to create outdoor learning spaces tied to intentional professional learning.
- Ensure that the Division's mission, vision, and future planning adhere to the UN Sustainable Development Goals.
- Continue to pursue and nurture critical relationships with community partners, such as with the Prairie Climate Centre, IISD/ Experimental Lakes Area, Lake Winnipeg Foundation, etc.
- Build capacities of all employees for the effective delivery of ESD and sustainable operational practices.
- Establish, measure and monitor key performance indicators of benchmark indicators.
- Develop periodic communication practices that demonstrate progress towards the achievement of ESD goals.

Question

- **Are we modeling and teaching environmental stewardship as a school system?**