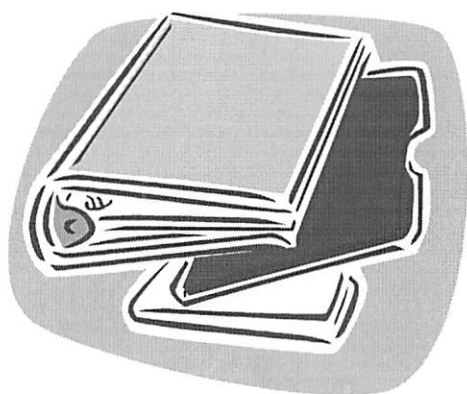


*TURTLE MOUNTAIN SCHOOL DIVISION*

# *PLAN 2011 – 2012*

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*PLANNING AND PRIORITIES*

*OCTOBER 2010*

## **ACKNOWLEDGEMENTS**

Turtle Mountain School Division held its planning sessions on August 3, September 16 and October 12, 2010. The exercise included trustees and senior administration.

Plan 2011 - 2012 is the result of the input of those who participated in the planning session and the Board's review of the priorities created at that time.

■ Turtle Mountain School Division Board of Trustees:

Rhonda Coupland, Vice-Chair, Ward I  
Shirley Highfield, Trustee, Ward II  
Brad Heide, Trustee, Ward II  
Gordon Wooley, Trustee, Ward III

Gail Patterson, Trustee, Ward I  
Garth Nichol, Chair, Ward II  
Samantha Cole, Trustee, Ward III

■ Turtle Mountain School Division Administration:

Larry Rainnie, Superintendent  
Tanya Edgar, Assistant Superintendent of Student Services

Kathy Siatecki, Secretary-Treasurer

## **INTRODUCTION**

The Board of Trustees has identified a set of beliefs that will guide the actions of Turtle Mountain School Division and its senior administration.

1. **We will be accountable for our decisions.**
2. **We will operate in an open and public way.**
3. **We will work as a team and attempt to involve people in decision-making and encourage the taking of responsibility at many levels.**
4. **We will remain open to new ideas, consider and listen to the input of others.**
5. **We value honesty.**
6. **We believe in fiscal responsibility.**

These principles continue to guide the decisions that are made and the way those decisions are communicated. Over the next year and beyond, we will discuss change and improvement in the areas identified by our planning group.

Turtle Mountain School Division has committed itself to planning for continuous improvement. The concept of continuous improvement involves planning, implementing, evaluating and revising the plan to meet objectives. Continuous improvement means asking trustees, administrators, staff, parents and other stakeholders, to involve themselves in a collective effort to consider what we do and how we do it to meet the needs of our students.

Planning involves gathering data, from our stakeholders. Stakeholders continue to be surveyed in a variety of ways by the Division and our schools.

This broad-range of feedback helps make organizational planning meaningful and continuous improvement possible.

### **DIVISION MISSION STATEMENT**

Turtle Mountain School Division's Mission Statement reads:

**“The students are the focus of all our efforts. The Division strives to provide an education that prepares individuals for a meaningful life in a changing world. We promote a learning environment that begins in the home, continues in the school and is supported by the community.”**

Our mission statement reflects two important values the Division holds as fundamental. First, **“The students are the focus of all our efforts”**. This requires a commitment by the Board, schools and staff to consider students first. Our mission statement also recognizes that our ultimate goal is to prepare, **“...individuals for a meaningful life in a changing world”**. This recognizes that change is a constant for both our students and our school division.



## **Turtle Mountain School Division Priorities**

Plan 2011 - 2012 contains the following broad Division priorities that will serve to underpin all of the Board's decisions for the school year. The priorities are in no particular order.

- **We will work to develop students' skills to assist them in leading meaningful lives.**
- **We will promote professional development, for all levels of the organization, that improves the quality of education offered to our students.**
- **We will communicate effectively with our stakeholders.**
- **We will provide safe environments for students and staff within the Division.**

Under each of the Division's priorities, are expected outcomes and  
how they will be achieved.

Appendix A contains the Division Planning Cycle and Appendix B  
contains the Student Services Goals for 2011 - 2012.

## PLAN 2011 - 2012 PRIORITIES

### A. We will work to develop students' skills to assist them in leading meaningful lives.

EXPECTED OUTCOMES	DIVISION STRATEGIES	INDICATORS	DATA SOURCES	YEAR END STATUS
Division students will meet or exceed grade level expectations.	<ul style="list-style-type: none"> <li>▪ Division initiatives in kindergarten to grade eight assessments will continue with appropriate responses to the results being developed by schools.</li> <li>▪ Kindergarten to grade eight report cards will be used to report to the Board the number of students at, above or below grade level in each of the subject areas.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assessments occur.</li> <li>▪ Reports are created and shared with the Board.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assessment reports.</li> <li>▪ Report cards.</li> <li>▪ Board minutes.</li> </ul>	
The Board will support collaboration between schools and teachers (for example grade group meetings, team teaching, buddy system, etc.)	<ul style="list-style-type: none"> <li>▪ Some professional development funding will be available for this.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Results reported to schools and the Board.</li> <li>▪ Professional development funding accessed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Assessment data reports to the Board.</li> <li>▪ Professional development records. Minutes from committee and Board meetings.</li> </ul>	
The Division will support the implementation of the K-8 Information and Communication Technology Continuum throughout the Division.	<ul style="list-style-type: none"> <li>▪ A specific amount of the technology budget will be allocated to computer hardware.</li> <li>▪ The Division will support professional development sessions for teachers.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Budget allocations made.</li> <li>▪ Professional development funding accessed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Technology budget records.</li> <li>▪ Professional development records.</li> </ul>	
The Division will promote healthy lifestyles activities for students. Some of these activities will include the arts.	<ul style="list-style-type: none"> <li>▪ The Division will encourage and support a variety of individual and team activities for students including outdoor activities and creative movement such as dance instruction.</li> <li>▪ The Division will encourage schools to use community resources.</li> <li>▪ The Division will support wellness opportunities for staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Outdoor activities being conducted.</li> <li>▪ Community resources being used.</li> <li>▪ Staff and students participating in wellness activities.</li> </ul>	<ul style="list-style-type: none"> <li>▪ School newsletters.</li> <li>▪ Professional development reports.</li> </ul>	
All students will develop career awareness skills appropriate to their grade and	<ul style="list-style-type: none"> <li>▪ The Division will continue supporting the High School Apprenticeship Option Program.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Students registered in the High School Apprenticeship Option</li> </ul>	<ul style="list-style-type: none"> <li>▪ High School Apprenticeship Option Program</li> </ul>	

EXPECTED OUTCOMES	DIVISION STRATEGIES	INDICATORS	DATA SOURCES	YEAR END STATUS
ability levels.	<ul style="list-style-type: none"> <li>▪ The Division will implement the Career and Technology Studies program including staff allocations to Boissevain Killarney and colony Schools.</li> <li>▪ 2011-2012 Budget will support non-staffing costs for the CTS program.</li> <li>▪ Schools will develop Career Development Plans consistent with the School Leaders Guide to Career Programming in Manitoba Schools.</li> <li>▪ Students who qualify for Voc Rehab services will be identified and referred for the Pro 3000 assessment in Grade 12.</li> <li>▪ The Division will continue to work with Voc Rehab, Southwest Horizons School Division and Career Connections to change the PRO 3000 pilot to a permanent project.</li> </ul>	<p>Program.</p> <ul style="list-style-type: none"> <li>▪ Division and school representatives meeting to discuss the Career and Technologies Studies Program.</li> <li>▪ School plans.</li> <li>▪ Meeting minutes.</li> <li>▪ Submit proposal to Family Services and Housing for continuation of the early implementation of the PRO 3000.</li> </ul>	<p>records/reports.</p> <ul style="list-style-type: none"> <li>▪ Minutes of meetings regarding Career and Technology Studies.</li> <li>▪ Staffing allocations.</li> <li>▪ Student portfolios.</li> <li>▪ Number of Grade 12 students accessing the PRO 3000 assessment</li> <li>▪ Number of students qualified for the early PRO 3000</li> </ul>	
The Division will review its assessment practices and policies.	<ul style="list-style-type: none"> <li>▪ Professional development on assessment practises will be held.</li> <li>▪ Feedback from Division administrators and teacher groups regarding assessment.</li> <li>▪ Assessment Committee recommendations from June 2011 will be reviewed and implemented if appropriate.</li> <li>▪</li> </ul>	<ul style="list-style-type: none"> <li>▪ Meetings held.</li> <li>▪ Professional development occurs.</li> <li>▪ Student achievement will improve.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Meeting minutes.</li> <li>▪ Professional development budget records.</li> <li>▪ Benchmarks, Schonell Spelling, DRA, Report Cards</li> </ul>	
Division high school students will receive financial literacy education.	<ul style="list-style-type: none"> <li>▪ All high school students will complete the consumer mathematics courses for grades 10, 11 and 12 or similar course(s) dealing with financial literacy.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Courses offered.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Course enrolments.</li> </ul>	
The Division will support the use of technology to meet the educational needs of its students.	<ul style="list-style-type: none"> <li>▪ ICT funds provided to schools.</li> <li>▪ Policies addressing the use of technology will be reviewed.</li> <li>▪ Staff will attend professional development on current software and literacy with ICT to assist students in</li> </ul>	<ul style="list-style-type: none"> <li>▪ Materials purchased.</li> <li>▪ Meetings held.</li> <li>▪ Record of PD attended</li> </ul>	<ul style="list-style-type: none"> <li>▪ Division and school budgets.</li> <li>▪ Board minutes.</li> </ul>	

EXPECTED OUTCOMES	DIVISION STRATEGIES	INDICATORS	DATA SOURCES	YEAR END STATUS
	their learning needs.			
<p>The Division will develop a plan to deal with the effects of declining enrolment.</p> <p>Are the items in red type to the right not what may result from the development of a plan? Is it premature to list them here?</p>	<ul style="list-style-type: none"> <li>▪ Form a committee of stakeholders to investigate this issue.</li> <li>▪ International Students/Immigration Initiatives</li> <li>▪ Discussions with Municipal/Provincial representatives</li> <li>▪ Research Division Specialists versus School Specialists and common timetables</li> <li>▪ Increase use of technology</li> <li>▪ CTS and apprenticeship</li> <li>▪ Review minimum class sizes and available options in high school</li> <li>▪ Community partnerships</li> </ul>	<ul style="list-style-type: none"> <li>▪ Community/stakeholder Meetings</li> <li>▪ Study Manitoba School Divisions Consortium</li> <li>▪ Division Public Relations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Minutes of Meetings</li> <li>▪ Data from Study Manitoba School Divisions Consortium</li> <li>▪ Projected enrolments</li> <li>▪ Results from the discussion with Municipal/Provincial representatives</li> </ul>	
Sustainable Development will be promoted in the Division	<ul style="list-style-type: none"> <li>▪ Have Division curriculum committees look into the topic and share recommendations with stakeholders.</li> <li>▪ Form a Division Committee on Sustainable Development to gather information, develop a Division plan for ESD and suggest policy for the Board to consider that would support ESD.</li> <li>▪ Less reliance with photocopiers</li> <li>▪ Focus on reduce, reuse and recycle</li> <li>▪ Budgets must be adhered to and policies and financial implications need to be costed out.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Schools will act on the recommendations of the committee.</li> <li>▪ Board Office to lead by example</li> <li>▪ Increase use of electronic media</li> <li>▪ Committee formed and a plan developed by June 30 2012.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Meeting minutes on electronic medium</li> <li>▪ Policy and Administration Manual on-line and electronic medium</li> <li>▪ Pay statements electronic medium</li> <li>▪ Number of Division projects/ initiatives on sustainable development</li> </ul>	
Cultural awareness and Social Justice will be promoted in the Division.	<ul style="list-style-type: none"> <li>▪ Have curriculum committees make recommendations and share them with stakeholders.</li> <li>▪ Build on Citizenship and Social Justice</li> </ul>	<ul style="list-style-type: none"> <li>▪ Schools will act on the recommendations of the committee,</li> <li>▪ Aboriginal Perspective document suggestions will be embedded in everyday curriculum outcomes.</li> <li>▪ Involvement in Student Government</li> <li>▪ Volunteerism</li> </ul>	<ul style="list-style-type: none"> <li>▪ Meeting minutes</li> <li>▪ Number of cultural and social justice activities schools have accessed.</li> <li>▪ Number of staff utilizing the aboriginal perspective document.</li> <li>▪ Data sources from the schools</li> </ul>	

EXPECTED OUTCOMES	DIVISION STRATEGIES	INDICATORS	DATA SOURCES	YEAR END STATUS
<p>The Division will investigate its support for early childhood education (0 – 5 years).</p>	<ul style="list-style-type: none"> <li>▪ Early Childhood Development Committee and the PROMISE Years Board will research best practice in early childhood education and develop recommendations for Board consideration.</li> <li>▪ The Division will review cost effectiveness of early childhood education programs neighbouring school divisions are implementing.</li> <li>▪ The Division will use the Early Development Instrument (EDI) results to determine early childhood education needs in the school division.</li> <li>▪ Investigate the option of a full day/every day kindergarten</li> <li>▪ Investigate Nursery School Program within the school</li> </ul> <p>Lobby the Provincial Government and support other School Divisions that are lobbying for increased Kindergarten/Nursery School programs</p>	<ul style="list-style-type: none"> <li>▪ Survey of programs in the region and costs associated with the program implementation.</li> <li>▪ EDI results will drive program planning.</li> </ul> <p>Consultation with Parents</p> <p>Consultation with Parents and school administration</p>	<ul style="list-style-type: none"> <li>▪ EDI results</li> <li>▪ Survey results</li> <li>▪ Meeting minutes.</li> </ul>	

**B. We will promote professional development for all levels of the organization that improves the quality of education offered to our students.**

EXPECTED OUTCOMES	DIVISION STRATEGIES	INDICATORS	DATA SOURCES	YEAR END STATUS
The Division will assess the effectiveness of professional development for staff.	<ul style="list-style-type: none"> <li>▪ Teachers will report on their professional development activities and the implementation of these activities in their classrooms during Education Specific Meetings.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reports are given at Education Specific Meetings.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Minutes of the Education Specific Meetings.</li> </ul>	
All employees will have an opportunity for professional development.	<ul style="list-style-type: none"> <li>▪ Professional development funds available for all staff.</li> <li>▪ Division administration working with employee groups to plan/support professional development activities.</li> <li>▪ Professional development budgets will be established for all employee groups.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Employees participating in professional development activities.</li> <li>▪ Budgets created.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Leave forms.</li> <li>▪ Budget statements.</li> <li>▪ Meetings minutes.</li> <li>▪ Division budget statements.</li> </ul>	
The Board will review evaluation procedures for all employees.	<ul style="list-style-type: none"> <li>▪ Convene an Ad-Hoc Committee to review evaluation processes and procedures</li> </ul>	<ul style="list-style-type: none"> <li>▪ Committee will meet</li> </ul>	<ul style="list-style-type: none"> <li>▪ Report to the Board</li> </ul>	
Trustee development needs will be reviewed.	<ul style="list-style-type: none"> <li>▪ Board Growth Plan</li> <li>▪ Budget review</li> <li>▪ Board and Board Committee structures will be reviewed.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Attendance at Professional Development opportunities</li> </ul>	<ul style="list-style-type: none"> <li>▪ Report to the Board</li> <li>▪ Correspondence for information</li> </ul>	

**C. We will communicate effectively with our stakeholders.**

EXPECTED OUTCOMES	DIVISION STRATEGIES	INDICATORS	DATA SOURCES	YEAR END STATUS
Division documents will be accessible to our stakeholders.	<ul style="list-style-type: none"> <li>Various methods of communication will be used.</li> <li>Initiate a discussion with local papers</li> </ul>	<ul style="list-style-type: none"> <li>Materials will be available at the Board Office; documents will be on the web-site; articles may be put in the newspapers; Board Highlights will be published on the website.</li> <li>Articles in the paper</li> </ul>	<ul style="list-style-type: none"> <li>Records of the documents shared.</li> </ul>	
Division stakeholders will have an opportunity for effective communication with the Board.	<ul style="list-style-type: none"> <li>Stakeholders will be involved in the Division's planning process.</li> <li>Information from stakeholders will be received at focus group meetings, education specific meetings, budget consultation processes, presentations to the Board, etc.</li> <li>Budget information presentations will be offered to towns, municipalities and chambers of commerce.</li> </ul>	<ul style="list-style-type: none"> <li>Meetings, presentations and consultations being done.</li> <li>Presentations held.</li> </ul>	<ul style="list-style-type: none"> <li>Board meeting minutes.</li> </ul>	
The Division will work to improve communications within the organization.	<ul style="list-style-type: none"> <li>Review Division brochures.</li> <li>Promote the use of email and the Division website.</li> <li>Liaison meetings with union groups.</li> <li>Continue focus group meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Brochures updated.</li> <li>Email and website used.</li> <li>Meetings held.</li> </ul>	<ul style="list-style-type: none"> <li>Copies of brochures.</li> <li>Website traffic.</li> <li>Meeting minutes.</li> </ul>	
The Division will improve connections with the business community	<ul style="list-style-type: none"> <li>Career and Technology Studies Program and High School Apprenticeship Option Program staff will contact businesses to promote the programs.</li> </ul>	<ul style="list-style-type: none"> <li>Enrolment, work placements, programming</li> </ul>		

## D. We will promote safe environments for students and staff within the Division.

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EXPECTED OUTCOMES	DIVISION STRATEGIES	INDICATORS	DATA SOURCES	YEAR END STATUS
Staff and students will interact in a respectful and positive manner.	<ul style="list-style-type: none"> <li>The Division will support positive behaviour initiatives in our schools (i.e. The Four Pillars, Forty Developmental Assets, Lions</li> </ul>	Few incidents of disrespectful interactions	<ul style="list-style-type: none"> <li>Meeting minutes</li> <li>School discipline records</li> </ul>	

EXPECTED OUTCOMES	DIVISION STRATEGIES	INDICATORS	DATA SOURCES	YEAR END STATUS
	<ul style="list-style-type: none"> <li>▪ Quest, Standard of Behaviour, etc.)</li> <li>▪ Review Code of Conduct for Employees</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continuation of the Roots of Empathy program.</li> </ul>		
<p>The Division will respect the health and safety needs of students and staff.</p>	<ul style="list-style-type: none"> <li>▪ Staff will receive appropriate training in health needs.</li> <li>▪ Student health plans are developed. (URIS)</li> <li>▪ The Emergency Preparedness Plan and Crisis Plan are in place.</li> <li>▪ Safety checks of schools will be conducted. .The Division will promote healthy lifestyles (i.e. AFM, D.A.R.E., Child Development Certificate workshop, First Aid Training for employees every three years, healthy lifestyles practices, etc.)</li> </ul> <p>Workplace Safety and Health and Risk Management Committees meet regularly.</p> <p>Lobby the Provincial Government for health dollars for health needs</p>	<ul style="list-style-type: none"> <li>▪ Staff being trained.</li> <li>▪ Health plans in place.</li> <li>▪ Division plans relating to health and safety in place.</li> <li>▪ Healthy lifestyle practices being conducted in Division schools.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Professional development records.</li> <li>▪ Student health plan records.</li> <li>▪ Committees' meeting minutes.</li> <li>▪ List of activities related to healthy lifestyles promotion.</li> </ul>	
<p>Transportation arrangements in the Division will be safe for all stakeholders.</p>	<ul style="list-style-type: none"> <li>▪ Transportation Plans will be created by the Student Services School Team and implemented for students requiring additional interventions to be safe on the bus.</li> </ul> <p>Mandatory testing for school bus drivers</p>	<ul style="list-style-type: none"> <li>▪ Transportation plans will be shared with transportation supervisor and bus driver,</li> </ul> <p>Completed test results from drivers</p>	<ul style="list-style-type: none"> <li>▪ Transportation plan</li> </ul>	
<p>Division property will be maintained so it is safe for all students, employees and visitors.</p>	<ul style="list-style-type: none"> <li>▪ Review the boiler situation in Boissevain and Killarney Schools.</li> <li>▪ Lobby the Provincial Government for Capital "D" fund increases</li> </ul> <p>Contingency plan if in the event one of the boilers breaks down</p>	<ul style="list-style-type: none"> <li>▪ Letters to Public Schools Finance Board, copied to local government entities.</li> <li>▪ Press release</li> <li>▪ Risk Management meeting</li> </ul>		

## Appendix A

## Turtle Mountain School Division Planning Cycle

The division planning cycle should include all areas of the organization.

MONTH	CURRENT SCHOOL YEAR	UPCOMING SCHOOL YEAR
September	<ul style="list-style-type: none"> <li>× Final school plans submitted to Superintendent.</li> <li>× School and Division Emergency Plan Review</li> </ul>	<ul style="list-style-type: none"> <li>× Division Planning Sessions leading to final Division Plan.</li> </ul>
October	<ul style="list-style-type: none"> <li>× Division Annual Financial Report for previous school year.</li> <li>× Division and school plans submitted to Department.</li> <li>× Division Student Services Plan submitted to Department.</li> <li>× Board self-evaluation completed by October every second year.</li> </ul>	
November		<ul style="list-style-type: none"> <li>× Capital D 3-Year Plan approved.</li> <li>× Stakeholder Budget Consultation</li> </ul>
December	<ul style="list-style-type: none"> <li>× Division Plan Status Report</li> </ul>	
January		<ul style="list-style-type: none"> <li>× Final Division Plan approved.</li> <li>× Preliminary Board Budget Meeting</li> </ul>
February	<ul style="list-style-type: none"> <li>× Division Plan Status Report</li> </ul>	<ul style="list-style-type: none"> <li>× Final Proposed Budget (1<sup>st</sup> week)</li> <li>× Proposed Budget Highlights to Public</li> <li>× Budget Approved (last week)</li> </ul>
March		<ul style="list-style-type: none"> <li>× Budget submitted to municipalities by March 15</li> <li>× Budget submitted to Province</li> </ul>
April	<ul style="list-style-type: none"> <li>× Division Plan Status Report</li> </ul>	<ul style="list-style-type: none"> <li>× Schools submit school budgets to Secretary-Treasurer.</li> </ul>
May	<ul style="list-style-type: none"> <li>× Schools' Plans Status Reports</li> </ul>	<ul style="list-style-type: none"> <li>× 5-Year Capital Plan approved and submitted to Department.</li> </ul>
June		<ul style="list-style-type: none"> <li>× Schools submit first draft of school plan to Superintendent.</li> </ul>

## STUDENT SERVICES GOALS FOR 2011/12

### A. WE WILL WORK TO DEVELOP STUDENTS' SKILLS TO ASSIST THEM IN LEADING MEANINGFUL LIVES.

EXPECTED OUTCOMES	STRATEGIES	PERSONS RESPONSIBLE	INDICATORS	DATA COLLECTION
<p>By June 2012, a division life skills program will be available for students.</p>	<p>Visits to other life skills program. Development of a life skills room with the equipment required to deliver life skills. (stove, fridge, washer, dryer, microwave) Collaborate with Supported living personnel in the development of the life skills program. Partner with Southwest community Options and Prairie Partners in developing programs for the students.</p>	<p>Assistant superintendent of Student Services School Administrators Student Services Personnel</p>	<p>Documentation of visits Completed classroom Programs includes work experience component at South West community Options and/or Prairie Partners.</p>	
<p>By June 2012, all schools will have processes and supports in place to assist students requiring additional support in the areas of literacy, numeracy and English As an Additional Language (EAL).</p>	<p>Refine the EAL registration package and develop checklist of skills at each stage of English Language Development for Early. Use of Classroom Profile as the basis to identify classroom needs. Use of the Barton Reading and the FAST program as a reading intervention strategy for student experiencing difficulty in learning to read. Use of technology to support struggling learners and students with learning disabilities. (Dragon Naturally Speaking, Kurzweil)</p>	<p>Assistant Superintendent of Student Services School Administrators, Student Services Personnel</p>	<p>EAL assessment checklist materials completed. Visiting other schools with EAL populations Team meetings to complete classroom profiles. Implementation of the Barton and FAST programs in middle and senior years Classroom teachers, EA, and students are using technology on a daily basis.</p>	<p>Completed assessments Record of School visits and information gleaned. Reading data Completed profiles</p>

<p>By June 2012, Individual Transition Planning (ITP) process consistent with the Manitoba Education Transition guidelines and recommendations from the Student Services Review will be developed. Team members' roles and responsibilities will be delineated.</p>	<p>Continue participating in the PRO 3000 assessment.  Students will have opportunity to participate in the STEP program for summer employment.  Professional development in the new transition planning document.  Use of the Planning Alternatives for Tomorrow's Hope (PATH) process for development of the Individual Transition Planning for students requiring the service.  Coordinating services with the Career and Technology Studies teacher.</p>	<p>Assistant Superintendent of Student Services  School Administrators.  Student Services Resource and Guidance teachers.</p>	<p>Implementation of the Pro 3000 assessments.  Implementation of the PATH for students during ITP planning sessions.  Approval of STEP program for special needs students.  Collaboration between student services and the Career and Technology Career teacher.  Number of planning meetings.</p>	<p>Completed ITP.</p>
<p>By June 2012, the Individual Education Planning process will be reviewed and revised to be consistent with the Appropriate Education Program regulations and with the recommendations of the Student Services Review.</p>	<p>Committee will meet to develop process and delineate the roles and responsibilities of all team members.</p>	<p>Assistant Superintendent of Students Services.  School Administrators  Student Services Resource and Guidance Teachers.</p>	<p>Procedure with roles and responsibilities delineated.</p>	<p>Number of committee meetings.  Final copy of procedure.  Brochure delineating IEP process with roles and responsibilities delineated.</p>

**B. WE WILL PROMOTE PROFESSIONAL DEVELOPMENT FOR ALL LEVELS OF THE ORGANIZATION THAT IMPROVES THE QUALITY OF EDUCATION OFFERED TO OUR STUDENTS.**

<p>By June 2012, classroom teachers with low incident special needs students will have an opportunity to attend a case specific professional development.</p>	<p>Classroom teachers will have the opportunity for case specific professional development in the areas of programming for identified low incident special needs students in their classroom. Assistant Superintendent will visit classroom teachers to determine specific needs in consultation with school administration, student services resource teachers, and the classroom teacher. Team planning meetings during scheduled times.</p>	<p>Assistant Superintendent of Students Services. School Administrators Student Services Resource and Guidance Teacher Classroom Teachers</p>	<p>Teachers will have attended professional development sessions and planning meetings.</p>	<p>Teacher reflections of sessions through conversations with Assistant Superintendent. Number of sessions attended. Minutes of planning meetings.</p>

**C. WE WILL COMMUNICATE EFFECTIVELY WITH OUR STAKEHOLDERS**

<p>By June 2012, a strategy will be developed and implemented to facilitate communication to stakeholders.</p>	<p>Student Services Policies and Procedures will be updated and maintained on the website. Student Services Brochure will be available to the public and will be available on-line. Parent brochures on the IEP process will be available on-line. Parent brochures on the Individual Transition Process will be available on-line. Student Services will have a vision and missions statement.</p>	<p>Assistant Superintendent of Student Services. Student Services Team.</p>	<p>Creation of vision and mission statement. Information will be available on line. Completion of updated policies and procedures. Completion of updated brochures. Publication of the Student Services Vision and mission statement.</p>	<p>Completed policies, procedures, brochures. Visible Mission &amp; Vision Statement.</p>
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**D. WE WILL PROMOTE SAFE ENVIRONMENTS FOR STUDENTS AND STAFF WITHIN THE DIVISION**

<p>By June 2012, strategies to promote a safe environment for students and staff will be identified and implemented.</p>	<p>Schools will be developing and implementing Codes of Conduct and School Wide Discipline plans consistent with the Positive Behaviour Support document. School administrators will collect data on suspensions and will utilize the information as part of the school planning process. Schools will have a team trained in WEAVS to assist during times of crisis in student behaviour. (When students need to be physically removed from a situation). School teams will have the opportunity for professional development in the areas of School Wide Discipline Planning, Functional Behaviour Analysis, Circle of Care Planning, Individual Behaviour Planning and WEAVS training. The Multi Agency committee will meet monthly to assist identified at risk students. Implementation of the Roots of Empathy Program will be expanded to other schools in the Division. Schools will have the opportunity to plan multicultural activities to promote awareness and acceptance of differences.</p>	<p>Assistant Superintendent of Student Services. School Administrators. Guidance Counsellors. AAA Committee.</p>	<p>Completed BIP will reflect best practice and the use of the FBA. Schools will look at the use of school wide behaviour support as the means to promote school safety. PD in the areas of developmental assets, School-Wide Positive Behaviour Support, Behaviour Intervention Planning, Functional Behaviour Analysis, WEAVS, Circle of Care, Developmental Assets survey data. Completion of multicultural activities at the school level.</p>	<p>Attendance at PD sessions. Teacher reflection logs. School Codes of Conduct. School Wide Discipline Plans. Suspension Data. Meeting Minutes. Roots of Empathy data.</p>
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