

## POLICY 1

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### FOUNDATIONAL STATEMENTS

We are all accountable. Board members, students, staff, families, and community members have a responsibility, both individually and as part of the learning team, to participate and to contribute positively to public schools.

#### Logo



The logo depicts two students holding hands, touching toes, and forming a heart between them. Good Spirit is a family in which learning is achieved in a caring environment.

#### Motto - Students Come First

- When thinking of “Students Come First”, the Division must consider students as a collective. The Division must ensure that sustainable, equitable and balanced opportunities exist amongst schools.

#### Vision - Learning Without Limits...Achievement for All

- The work of the Division will promote future personal growth and provide all students and staff with the ability to achieve their potential.

#### Mission - Building Strong Foundations to Create Bright Futures

- The Division exists to provide the highest level of student learning. All students will experience learning environments rich in the opportunities and experiences necessary to promote intellectual, emotional, spiritual, and physical well-being.
- Students will be provided with differentiated supports to assist them as they commit to developing their potential. Students will have access to relevant, engaging curriculum and instruction supported by effective assessment strategies and tools. They will be empowered to achieve success and positively impact the lives of others.

## Values - Belonging, Respect, Responsibility, Learning, Nurturing, Perseverance, and Diversity

By honouring and embracing these core organizational values in our work and relationships we collectively strive to achieve our vision. Weaving these values into our work and interactions with students, staff and families ensures that we share the same guiding principles as we work together to achieve that vision.

- **Belonging:** A sense of belonging is a team effort where, as we continue to grow and change, the traditions of individuals and families who live, work, and play in our communities are celebrated. A safe learning atmosphere where we connect and learn from one another will be shaped by those who work and study in our school division.
- **Respect:** There is mutual respect among staff, students, families, and communities for the individual contributions each of us makes towards a vibrant education experience. A team effort is important to maintain a healthy, culturally responsive environment that celebrates diversity, fairness, respect, responsibility, and enhanced learning. We welcome, understand and value all individuals.
- **Responsibility:** All aspects of education are important to the entire school experience. Each of us is responsible to one another in terms of achieving the best education possible and reaching our potential. We are accountable citizens within our schools and our communities.
- **Learning:** We are a community that learns from one another. Learning leaders provide students and families with innovative, relevant educational experiences. We are all learners and teachers; all our daily interactions are opportunities to develop rich life experiences.
- **Nurturing:** Students, staff, families, and communities play a vital role in the foundation of the Good Spirit School Division. We promote intellectual, physical, emotional, and spiritual well-being within the learning environment as well as the community at large. The leaders of tomorrow are in our schools today.
- **Perseverance:** Effort in the face of adversity enhances our likelihood of continued and future success. Helping our students and staff understand a growth mindset and the need for grit will serve them well and will allow GSSD to achieve its' vision of Learning Without Limits ... Achievement for All.
- **Diversity:** We understand the importance of diversity in classrooms and communities. We acknowledge that every individual brings unique experiences, strengths and ideas to each classroom and work environment.

### Board Targets

- The Aspirational Statements & Goals specified in the Good Spirit School Division Strategic Plan are organized within the four pillars of Comprehensive School Community Health (CSCH) and are in alignment with the Provincial Education Plan. CSCH is an internationally recognized framework for supporting improvements in

students' educational outcomes while addressing school health in a planned, integrated and holistic way.

### **Aspirational Statements**

- High Quality Teaching and Learning
- Engagement of All Students, Families, and Communities
- Effective Policy and Procedures
- Healthy, Sustainable Physical and Social Environments

### **High Quality Teaching and Learning**

- Provincial curricula and related resources that are developmentally appropriate and culturally responsive.
- Employ play-based learning experiences that support a sense of personal competency, self-efficacy, and social responsibility; and,
- A wide range of opportunities to learn, practice, experience and demonstrate understanding, confidence, and motivation for a healthy and balanced life.

### **High Quality Teaching & Learning Long-Term Goals**

- By June 30, 2022:
  - 27% more students will exit Kindergarten at appropriate development (green) than when entering Kindergarten.
  - 90% of Grade 1 to 6 students will show one-years growth in their reading levels.
  - there will be 2% more students writing at or above grade level in Grades 4, 7, & 9 compared to the June 2019 data.
  - there will be 2% more Grades 2, 5, & 8 students at or above grade level in math compared to the June 2019 data.
  - the number of students in Grades 4 to 12 reporting high levels of anxiety will reduce by 2% from spring 2021 data.
  - the three-year graduation rate will increase by 2% from the June 2021 data.
  - the five-year graduation rate will increase by 2% from the June 2021 data.
  - students in Grades 4 to 12 will report a 2% increase in student intellectual engagement from spring 2021 data.
  - GSSD will demonstrate a commitment to provide professional development and training to its staff based on the four Aspirational Statements.

### **Engagement of All Students, Families, and Communities**

- Efforts are aligned to promote student, family, staff and community health and well-being.
- School Community Councils and First Nations Education organizations are involved in School Level Plans.
- School Leadership values cooperation, effective interpersonal communication and shared decision making.
- Schools, families, and communities engage in ongoing discussions and shared efforts to promote and support the health and well-being of staff, students, and the community; and,
- Reciprocal relationships share resources and services within the school and community.

### **Engagement of All Students, Families, & Communities Long-Term Goals**

- By June 30, 2022:
  - all students will achieve a 2% increase in student attendance based on the June 2021 data.
  - GSSD will increase our organization’s cultural competencies through division-wide processes and professional learning that grow our collective understanding about Indigenous identity, histories, worldview, and systemic barriers.
  - GSSD will demonstrate a commitment to the establishment of new and reaffirmed partnerships.
  - GSSD will actualize an Early Years Engagement Network to enhance educational opportunities for early years students.
  - GSSD will establish a First Nations, Métis, and Inuit Advisory Council to enhance educational opportunities for Indigenous students.

### **Effective Policy and Procedures**

- Protocols for collaboration on policy development and related protocols practices for health and well-being.
- Ongoing evaluation and monitoring of needs and effectiveness of efforts to improve well-being.
- Promising practices that enhance and well-being; and,
- Clear practices, procedures, protocols and regulations regarding health and safety in children and youth (e.g., nutrition, anti-bullying, physical activity, pandemic planning, air quality).

### **Effective Policy and Procedures Long-Term Goals**

- By June 30, 2022:
  - GSSD will reduce barriers and enhance student success in each functional area by demonstrating improvement in services through the development, review, and revision of:
    - administrative procedures; and,
    - processes.
  - GSSD will implement systemic and transparent approaches to find efficiencies and increase value for money allowing the Division to respond to the challenges of student and staff needs.

### **Healthy, Sustainable Physical and Social Environments**

- Access to and support for healthier options.
- A welcoming, caring, and inclusive environment.
- Healthy relationships among and between students, staff, and the community.
- Responsive and inclusive leadership of students, staff, and community.
- Relationships that influence and are influenced by families, cultural perspectives, and the community.
- Modern, responsible infrastructure to maintain and promote the highest levels of support for students, staff, families, and the community.
- Systems that ensure buildings, grounds, transportation, and technology are built and maintained not only to current standards, but that practices and procedures are in place to plan for a strong, vibrant future.

- Proactive, innovative approaches to sustain, support and grow Division facilities and systems.
- Efficiencies, both internally and externally, to ensure appropriate resources are targeted to our key areas including facilities, transportation, and technology.
- Strategies to use the school buildings and grounds, materials, equipment, and routes to and from the school to enhance well-being of staff, students, and the community; and,
- Informal role modelling, peer support, nurturing families, and safe communities.

### **Healthy, Sustainable Physical & Social Environments Long-Term Goals**

- **By June 30, 2022:**
  - students will report feeling welcomed, included and feel a sense of belonging and caring at school.
  - staff will report feeling welcomed, included and feel a sense of belonging and caring at work.
  - students will develop mental fitness (state of well-being and having a positive sense of how we feel, think, and act) to identify emotions and access supports.
  - staff will develop mental fitness (state of well-being and having a positive sense of how we feel, think, and act) to identify emotions and access supports.
  - students will receive timely and responsive evidence-based prevention and intervention services at school.
  - students and families will report that they know where to turn for more intensive support when needed.
  - GSSD will enhance the physical facilities occupied by students and staff to ensure health and well-being.
  - all high schools will have established alliances for gender and sexual diversity.

Legal Reference: Section 85, 87 Education Act

**Updated:** December 13, 2007, December 19, 2008, August 15, 2012, March 8, 2013, December 15, 2016, August 31, 2017, August 30, 2018, August 2019, August 27, 2020, August 19, 2021

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