

POLICY 1

FOUNDATIONAL STATEMENTS

Motto

Students Come First

Mission

Building Strong Foundations to Create Bright Futures

Vision

Learning Without Limits...Achievement For All

Values

Belonging, Respect, Responsibility, Learning, Nurturing and Perseverance

We belong. 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. Diversity is celebrated and welcomed in a caring environment.

We respect. There is a 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 individuals.

We are responsible. 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.

We learn. We are a community that learns from one another. Learning leaders provide students and families with innovative, relevant education experiences. We are all learners and teachers; all of our daily interactions are opportunities to develop rich life experiences.

We nurture. 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.

We persevere. Continued effort in the face of adversity enhances our likelihood of future and continued success. Helping our students and staff understand the 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.

Aspirational Statements

1. Student Learning and Well-Being

We exist 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 develop their personal potential. They will be empowered to achieve success and positively impact the lives of others.

Students will have access to relevant, engaging curriculum and instruction supported by effective assessment strategies and tools. A definitive focus on student growth requires the measurement of individual progress toward a clear set of identifiable and measurable outcomes. Data will be used to inform decision-making processes with the ultimate goal of promoting future personal growth and providing students the ability to achieve to their potential.

2. Equitable and Balanced Opportunities

We are committed to provide equitable, balanced opportunities among schools, students and staff. To achieve this goal, baselines are essential to organizational effectiveness. A baseline, or basic standard guideline, is a pre-determined level that must be established in order to achieve our strategic objectives. Confirmed baselines provide us with the knowledge of the important components of our instructional and operational programs. The implementation of the strategic plan will include the development of baselines to guide future decisions with attention to high-level growth and achievement. In some instances, special circumstances will dictate that we go beyond established baselines to address specific needs.

When that is the case, the division will implement equity processes. Equity is a system of fair and inclusive rules, processes or practices that must be consistently implemented to ensure transparency and student success. For example, in some instances a school might have a higher than average occurrence of students with intensive learning needs. In such a case, the school could appeal to the intensive supports equity process to request additional teacher and/or paraprofessional staff beyond the established baseline. Another example might see a school being allotted additional caretaking staff beyond the established baseline due to the existence of a Pre-Kindergarten program within the facility.

When baselines and equity processes are in place and adhered to, students, staff and school needs will be met in a fair and transparent manner. It is fundamentally important that

board members, students, staff, families and communities are able to express a shared understanding of the established processes and baselines. The division will determine the “current state” and compare that to the “desired state.” The difference between the current and desired state will be classified as the “gap.” Schools will be provided with the tools to be given the optimum opportunity for success.

3. Accountability For All

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. We will provide high level learning opportunities allowing students to reach their potential both in school, in family life and as part of their community. Knowledgeable, skilled staff will provide guidance and support in the development of capable, open-minded, educated citizens. Families and communities, working together with the school and school division, play an essential role in the creation of thriving, challenging learning environments to nurture the leaders of tomorrow.

Innovative approaches to the responsible management of division operations and activities will ensure efficiencies and improvements are achieved at all levels. Transparency and accountability in every area of operations is of paramount importance. Each person is held to a high professional standard and maintains a mutual respect for individual contributions to ensure success for our students and continuous school division progress.

Individuals contribute to the team effort allowing all to reach their potential. Our success is a direct result of what we are able to accomplish together to achieve our best.

4. People Engagement

We are all a community of learners. Collaborative partnerships with students, staff, families and community members will enhance educational opportunities. The collective efforts of highly motivated, passionate, dedicated staff will result in successful students and promote continual progress towards ensuring every student is provided with the ability to succeed both within the school environment and after graduation.

Internal and external communications focus on fostering and growing positive relations with students, staff, families and our communities to create a sense of confidence, optimism and pride in Good Spirit School Division. Innovative and inspiring board members, students, staff, families and community members in all areas of education will be positive ambassadors of their school experience.

A thriving school community is built on a team effort within a healthy, culturally-responsive environment. As we continue to grow and change, our focus remains that of a safe, welcoming learning atmosphere that celebrates diversity, fairness, respect, responsibility and the deepening of knowledge.

5. Sustainable Infrastructure

We are committed to providing modern, responsible infrastructure to maintain and promote the highest levels of support for students, staff, families and the community. It is a core

responsibility of the school division to 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.

We will develop proactive, innovative approaches to sustain, support and grow our facilities and systems. The Good Spirit School Division will continually look for efficiencies both internally and externally to ensure appropriate resources are targeted to our key areas including facilities, transportation and technology.

Students, staff, families and communities will have access to infrastructure that is safe and consistently responsive to a changing learning environment. Strong infrastructure will ultimately result in improved student achievement levels.

Logo



The logo depicts two students holding hands, touching toes and forming a heart between them. Good Spirit is a family in which good values and morals are demonstrated and in which learning is accomplished in a caring environment.

Board Targets

The Focus Areas & Goals are specified in the Good Spirit School Division Strategic Plan (and are reflective of the provincial Education Sector Strategic Plan) as follows:

Student & Family: GSSD exists to provide the highest level of student learning & well-being. All students will experience learning environments rich in the opportunities and experiences necessary to promote intellectual, emotional and spiritual growth.

By June 30, 2020, at least 90% of students exiting Kindergarten in GSSD will be ready for learning in the primary grades.

By June 30, 2020, at least 85% of GSSD students in grades 1 to 6 will be at or above grade level in reading.

By June 30, 2020, at least 80% of GSSD students in grades 4, 7 & 9 will be at or above grade level in writing.

By June 30, 2020, at least 80% of GSSD students in grades 2, 5 & 8 will be at or above grade level in math.

By June 30, 2020, GSSD will reduce the number of students reporting high levels of anxiety by 5%.

By June 30, 2020, GSSD will achieve an 85% three-year graduation rate.

By June 30, 2020, GSSD will achieve a 90% five-year graduation rate.

By June 30, 2020, GSSD students in grades 4 to 12 will report at least a 5% increase in student intellectual engagement.

By June 30, 2020, all GSSD students will achieve at least a 5% increase in student attendance.

By June 30, 2020, GSSD will promote empathy, respect, and understanding in teaching related to residential schools and aboriginal history as outlined in the Truth and Reconciliation Calls to Action (Section 63).

Internal Process: GSSD is committed to providing equitable, balanced opportunities among schools, students and staff.

By June 30, 2020, each functional area within GSSD will demonstrate improvement in services through the development and revision of processes and administrative procedures.

People Capacity: GSSD is a community of learners and believes collaborative partnerships with students, staff, families and community members will enhance educational opportunities.

By June 30, 2020, GSSD will demonstrate a commitment to provide professional development and training to its staff.

By June 30, 2020, GSSD will demonstrate a commitment to the establishment of new and reaffirmed partnerships.

Financial Stewardship: GSSD believes that 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 education.

By June 30, 2020, GSSD will implement systemic approaches to find efficiencies and increase value for money allowing the division to respond to the challenges of students and staff needs.

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

Reviewed: January 13, 2015