Divisional Strategic Plan

October 2026 Update

We will bring the world to our
students
to prepare our
students for the world



Park West School Division
Learners Today, Leaders Tomorrow

Table of Contents

Overview of Park West Strategic Planning Framework	3
Planning Cycle and Stakeholder Involvement	4
Guiding Principles of the Park West Strategic Plan	5
The Four Pillars or Priorities	6
High-Quality Learning	7
Student Engagement and Wellbeing	14
Excellence in Teaching and Leadership	21
Responsive Systems	26

Overview of Park West Strategic Planning Framework

This strategic plan provides direction and strengthens Park West School Division's commitment to continuous improvement for students and staff. Excellence requires setting high standards for all and vigorously pursuing them and doing everything possible to prepare all students for their future.

Key elements of the Park West School Division strategic plan include

- Increasing student achievement in literacy and numeracy.
- Striving for excellence in instruction and school leadership.
- Prioritizing wellbeing for students and staff.
- Improving equity and inclusion while advancing Truth and Reconciliation.

This strategic plan is a dynamic, living document which will be examined throughout the planning cycle. As we implement the plan, we will monitor progress, evaluate impact, and revise the plan as required.

A significant lens for divisional planning is the provincial Framework for Learning which emphasizes the emotional, social, and spiritual aspects of learning, alongside academic development.

Our Vision

We will bring the world to our students to prepare our students for the world



Our Mission

PWSD will work with communities to:

- Provide innovative learning opportunities
- Challenge student to reach their potential as engaged citizens of the world
- Value, accept, and nurture students



Our Values

Park West values:

- our PEOPLE
- our PARTNERSHIPS
- our PRACTICES
- Our PROGRAMS

Our Motto

Learners Today



Leaders Tomorrow

Planning Cycle and Stakeholder Involvement

The identification of priorities in Park West School Division is a collaborative, iterative, and cyclical process that supports the school board's strategic planning.

This strategic plan was developed through stakeholder consultation, including staff, parents, and students, and through a review of school and divisional data. The strategic planning session on May 2, 2025, involved a diverse group of attendees including Trustees, School Leaders, Divisional Administration, Divisional Staff, Teachers (K-4, 5-8, High School, Resource), Guidance Counsellors, Educational Assistants, School Secretaries, School Librarians, School Custodians, Bus Drivers, PWTA and CUPE Presidents, Students, and Parents/Guardians.

In Park West, we employ and promote a data culture and an inquiry-based approach where school division and school staff formulate goals in each priority area after meaningfully examining data, exploring research, and considering feedback from stakeholders. Data offers guidance—a snapshot of information at a certain point in time, which leads to deeper conversations.

Although this strategic plan is multi-year, school and divisional continuous improvement plans are reviewed annually with priority areas under ongoing review, adjusting as needed to ensure that the system is responsive to emerging information and student and staff needs.

The plan will continue with a four-year planning cycle, with ongoing monitoring and renewal every four years. Action planning will include determining key initiatives, responsibilities, timelines, and resources needed.



Guiding Principles of the Park West Strategic Plan

Equity - We will ensure that every learner is valued and authentically represented in an equitable, socially just, anti-oppressive education system and, accordingly, a democratic society.

Access - Every learner has the right to appropriate educational programming. That programming is the Manitoba curriculum. Inclusion is a belief that all learners can and do learn, in their own ways, in their own time.

Cohesion - A powerful education system is built upon a common vision and shared understandings. The Strategic Plan offers educators in Manitoba a unifying vision encompassing curriculum, assessment, evaluation, reporting and implementation.

Flexibility - The Strategic Plan is a dynamic, responsive, and ever-evolving ecosystem where each component is essential and intertwined.

Agility - To create the greatest opportunity for every Manitoba learner to live a flourishing life, curricula must be relevant, meaningful, and inspiring. Therefore, a system that proactively adapts to changes in society and innovations in learning and teaching is required.



The Four Pillars or Priorities

All action areas of the Park West Plan will be linked to one of our four pillars or priorities. These are the same priorities identified by Manitoba's K-12 Education Action Plan.

High-quality learning:
Improve learning and outcomes for all students through responsive and relevant curriculum and learning experiences in safe and inclusive learning environments.

Student engagement and wellbeing:
Respond to diverse life experiences, engage students, support successful transitions, promote wellbeing, and leverage inter-sectoral partnerships.

Excellence in teaching and leadership:
Ensure teachers, school staff and leaders have the knowledge, skills, and tools to support student achievement and wellbeing.

***Responsive systems*:**
Ensure an equitable, aligned, and effective public education system with a focus on engagement, inclusion, and planning for provincial and local needs.



High-Quality Learning

Improve learning and outcomes for all students through responsive and relevant curriculum and learning experiences in safe and inclusive learning environments.



Priority Focus:

Actions will focus on incorporating Manitoba's Global Competencies into teaching and learning. These competencies are defined as complex ways of knowing, being, doing, and becoming that are multi-faceted, interdependent, transdisciplinary, and develop throughout one's life. The six global competencies are:

1. Critical Thinking
2. Citizenship
3. Connection to Self
4. Collaboration
5. Communication
6. Creativity

Timeline	Outcomes	Actions Planned	Progress and Results
2024-2029	To improve literacy outcomes for students.	Introduce a new K-8 Literacy Framework aligned with provincial directives to enhance student learning. The rollout begins with a soft start in Fall 2025. June 2025 will be the last time literacy data is collected using the Fountas and Pinnell assessment. By June 2026, all teachers will be required to use DIBELS-8 and submit literacy data. Ongoing support and professional development will be offered.	**Framework & Assessment Transition:** Launched soft rollout of the K–8 Literacy Framework in Fall 2025. Concluded final benchmark collection using Fountas and Pinnell in June 2025. Established mandatory universal screening using DIBELS-8 for data reporting by June 2026. **Dedicated Professional Development Sessions:** The division delivers targeted professional learning focused on universal screening tools (such as DIBELS-8), standardized reading routines, and explicit instructional

		Engage students in guided practice, independent reading, and individualized and small group instruction. All teachers will model reading practices which support comprehension and critical thinking. A wide range (genre, reading level, content, form) of challenging and culturally appropriate reading material will be provided to engage students in reading. Implement instructional structures and strategies based on research that provide students with numerous and varied tasks and activities to support literacy growth and achievement. Provide professional development on best practices in literacy instruction. ▪ Teachers will deepen their understanding of how they support literacy development. ▪ Teachers will learn which effective reading/writing behaviours need to be targeted for their grade level and the progression of these skills throughout the year.	strategies. Through teacher-driven Professional Learning Communities (PLCs), educators regularly collaborate on specialized literacy initiatives, including writing continuums, morphology, and structured reading interventions. **Grade Group and Principal Meetings:** Collaborative grade group and administrative sessions provide an ongoing forum to unpack the PWSD Literacy Framework and review student assessment data. **Structured Word Inquiry (SWI) Session in Decker:** To deepen word study and vocabulary acquisition, Decker Colony School is hosting a two-day SWI workshop featuring researcher and consultant Dr. Pete Bowers on October 22–23, 2026 (preceded by an online introductory session on October 6). This training explores English orthography through the intersection of morphology, etymology, and phonology, empowering teachers to build meaningful vocabulary connections for all students. **Instructional Impact:** Standardized evidence-based reading routines and comprehension modeling across elementary grades. Delivered targeted professional development to deepen teacher expertise in grade-level literacy progressions.

2024-2029	To improve numeracy outcomes for students.	Enhance student procedural fluency to build mathematical confidence and number sense. Continue to implement the Numeracy Achievement Project to build teacher expertise in mathematics instruction. Build capacity of high school mathematics teachers by hiring a dedicated numeracy lead/coach. This position will involve in-class support for teachers, coordination of professional development, and facilitation of access to instructional resources.	**Coaching & Capacity:** Successfully hired and deployed a dedicated High School Numeracy Lead/Coach to provide direct classroom co-teaching, PD coordination, and instructional resource curation. **Program Delivery:** Expanded teacher cohorts in the Numeracy Achievement Project to strengthen foundational math strategies, driving measurable improvements in procedural fluency and student confidence. The Numeracy Achievement Project (NAP) has experienced a robust rollout across the division, focusing on building teacher capacity and enhancing student outcomes: ● **Coaching & Capacity Building:** Successfully hired and deployed a dedicated High School Numeracy Lead/Coach to provide direct classroom co-teaching, coordinate professional development, and curate instructional resources. ● **Program Delivery & Cohort Expansion:** Expanded teacher cohorts in the Numeracy Achievement Project to strengthen foundational math strategies, driving measurable improvements in procedural fluency and student confidence across grade levels. **Grade Group and Principal Meetings:** Collaborative grade group and principal meetings provide ongoing opportunities to review student

			assessment data and use the findings to guide instructional decisions.
2024-2029	Increase awareness and understanding of the six Global Competencies.	Be more purposeful in embedding the global competencies in learning and schools, ensuring that students develop these crucial skills alongside academic content.	**Curricular Integration:** Initiated the integration of the six Global Competencies across subject areas, with the Curriculum Facilitator supporting teachers to deepen their understanding and purposefully embed them in literacy lessons and units. **Leadership & Collaboration:** Regularly featured competency-based frameworks in Grade Group and integrated web resources into teacher PLCs. **Divisional Professional Development:** Held a division-wide PD session in September 2025 for all teachers, facilitated by representatives from Manitoba Education, focusing on purposeful integration and practical strategies for embedding the six global competencies into daily teaching and learning.
2024-2029	Increase course options for students	Increase remote learning options for students to enhance access to programming and learning across the division. Explore opportunities to expand access to the arts, including music, visual arts, dance, drama, and other value-added community activities. Expand vocational course options for students so that students will have confidence in their employment skills,	**Program Access:** Adapted remote learning delivery across high schools to ensure equitable course access. Expanded partnerships for community-aligned arts programs. **Vocational & Land-Based Education:** Introduced early trades exposure starting in Grades 5 and 6. **Land-Based Education:** Operationalized land-based learning programs co-developed in partnership with local Indigenous communities, incorporating authentic outdoor

		knowledge of available opportunities for them and how to pursue career goals.Explore the introduction of earlier exposure to trades, career, and vocational opportunities, possibly starting in Grade 5 and 6. Expand outdoor education programs with clear curricular connections, organized with lessons and activities, to ensure continuity even with staff changes.Work in partnership with the local community to develop land-based learning opportunities for students.	experiences such as traditional game harvesting, fish processing, hide tanning, plant medicine identification, canoeing, and snowshoeing. **Indigenous Language Courses:** Developed and registered specialized School-Initiated Courses (SICs), including *Anishinaabé: Identity through Language and Land-based Learning* (Grades 9–12 / 11G–41G) to support Anishinaabemowin (Ojibway) language acquisition. **Outdoor Education:** Expanded outdoor education programs with clear curricular connections, structured lessons and activities, and related courses such as *Sustainable Wilderness Education* to provide consistent, experiential learning opportunities across the division.
2024-2029	Improve academic achievement, graduation, school completion and positive life outcomes for Indigenous students.	Collaborate and liaise with Indigenous partner groups, build awareness, identify collective action, and obtain resources to support the Calls to Action in the TRC Final Report. Implement Mamàhtawisiwin: The Wonder We Are Born With—An Indigenous Education Policy Framework. Enhance age-appropriate curriculum by integrating content on residential schools, Treaties, land-based education, Indigenous languages, and Indigenous Peoples' historical	**Policy & Program Rollout:** Implement *Mamàhtawisiwin: The Wonder We Are Born With*. **Cultural Integration:** Expanded high school course offerings in Indigenous ways of knowing, languages, and land-based education. Scaled the Elder and Knowledge Keeper in Schools initiative and actively engaged the Indigenous Student Council and Education Committee. **Elder and Knowledge Keeper in Schools Initiative:** ● **Intent & Purpose:** The initiative is designed to support Indigenous student

		and contemporary contributions. Further develop high school programming and learning experiences to address Indigenous history, language development, and cultural awareness. This will include courses on Indigenous ways of knowing, language, culture, and land-based learning. Provide professional development for staff focusing on residential schools, Treaties, land-based education, Indigenous languages, and Indigenous Peoples' historical and contemporary contributions. Engage the divisional Indigenous Student Council and divisional Indigenous Education Committee in conversations related to improving outcomes for students. Expand the Elder and Knowledge Keeper in Schools initiative.	success, foster cultural awareness, and honor Indigenous ways of knowing, being, and doing as part of the division's commitment to Truth and Reconciliation and the implementation of *Mamàhtawisiwin: The Wonder We Are Born With*. ● **Activities:** Elders and Knowledge Keepers are integrated directly into schools to guide cultural activities, share traditional knowledge, and support land-based learning, language development, and student wellbeing initiatives in collaboration with the Indigenous Student Advisory Council and the Divisional Indigenous Education Committee. ● **Impact & Scaling:** The initiative has been actively scaled across the division to help remove systemic barriers, enrich the curriculum, and improve academic, attendance, and graduation outcomes for Indigenous students.
2024-2029	Review and revise protocols to guide student and school transitions.	Improve transitions for students including those which occur between schools, from early to middle years, middle years to high school, and high school to post grad. Focus on the foundational knowledge, skills, and abilities that students should have when they finish	**Comprehensive Transition Guidance:** Established foundational divisional standards for student transition protocols across all critical educational junctures—including transitions between schools, from early to middle years, middle years to high school, and high school to post-graduation. While setting these core benchmarks, the division empowers individual schools with the autonomy to tailor

		high school to transition to advanced education, employment, or other opportunities. Develop a framework for life skills education for divisional students, including elements such as time management, study skills, work-life balance, daily living skills, and personal finance.	and refine transition practices to reflect their unique local community context and student needs, focusing on the essential knowledge, skills, and abilities required for successful movement into advanced education, employment, or community life. **Life Skills & Personal Finance Framework:** Implemented an enriched, comprehensive framework for life skills education designed to equip students for independence and resilience. The curriculum incorporates key practical components such as personal finance and financial literacy, effective study strategies, time management, work-life balance, and essential daily living skills.
2024-2029	Ensure that assessment and evaluation of students is fair, effective, and supportive of learning.	Continue to promote evidence based practice by ensuring that assessment decisions are informed by data. Review current divisional assessment practices to determine their impact and effectiveness. Identify gaps and weaknesses in current assessment practices to ensure a more comprehensive and equitable assessment strategy across all grade levels. Explore, evaluate, and potentially diversify summative assessment methods to create more responsive and relevant learning experiences for students.	**Assessment Review:** Ongoing review of assessment practices to identify gaps and eliminate systemic inequities in assessment. **Instructional Alignment:** Expanded the use of diversified summative evaluations beyond traditional exams, promoting data-driven instructional adjustments.

Student Engagement and Wellbeing

Respond to diverse life experiences, engage students, support successful transitions, promote wellbeing, and leverage inter-sectoral partnerships.



Priority Focus:
Mental health and wellbeing, particularly as part of responding to the impacts of the pandemic and identifying actions to remove barriers to participation in learning. This includes a focus on the effects of poverty on education and student engagement.

To respond to diverse life experiences, engage students, support successful transitions, and promote wellbeing, the plan should be deeply informed by Manitoba's Vision for Learner Success and the concept of Mino-Pimatisiwin (The Good Life. The vision states that all children and youth matter, belong, and are respected, successful, and safe. It emphasizes putting learners at the centre and focusing efforts on improving learner success.

Timeline	Outcomes	Actions Planned	Progress and Results
2024-2029		Learner success is defined as being prepared to reach one's full potential and to live Mino-Pimatisiwin. This means students will: • Have hope, belonging, meaning, and purpose • Have a voice • Feel safe and supported • Be prepared for their individual path beyond graduation • Have the capacity to play an active role in shaping their future and	E**xpanded Concept of Learner Success & Framework Rollout:** Broadened learner success across the division to encompass Mino-Pimatisiwin (The Good Life), student voice, belonging, and Reconciliation. Implementing the provincial Mamàhtawisiwin: The Wonder We Are Born With Indigenous education policy framework. **Divisional Professional Development & Indigenous Outcomes:** Delivered division-wide professional development focusing on Truth and

		be active citizens/good community members ● Live in relationships with others and the natural world ● Honour and respect Indigenous ways of knowing, being, and doing with a commitment to and understanding of Truth and Reconciliation	Reconciliation, residential school history, Treaties, land-based education, anti-racism, and trauma-informed practices to improve academic, attendance, and graduation outcomes for Indigenous students. Divisional staff also represent Park West on provincial curriculum committees for Land-Based Learning and Indigenous Languages. **Implementation of Land-Based Instruction:** Operationalized land-based education programs co-developed in partnership with local Indigenous communities (including Keeseekoowenin and Waywayseecappo First Nations). Instruction incorporates authentic outdoor learning experiences, such as traditional game harvesting, fish processing, hide tanning, plant medicine identification, canoeing, and snowshoeing. **Development of Outdoor Education & Indigenous Language Courses:** Developed and registered specialized School-Initiated Courses (SICs), including *Anishinaabé: Identity through Language and Land-based Learning* (Grades 9–12 / 11G–41G) to build Anishinaabemowin (Ojibway) language acquisition, alongside courses in *Traditional/Cultural Land-Based Education* and *Sustainable Wilderness Education*. **Work of the Divisional Indigenous Education Committee:** Maintained active committee oversight to monitor Indigenous education initiatives, evaluate student achievement and attendance data,

			identify systemic barriers, scale the Elder and Knowledge Keeper in Schools program, and incorporate the Indigenous Student Advisory Council to direct cultural activities, smudging, drum groups, and transition planning.
2024-2029	Enhance the safety, belonging, and mental wellbeing of students and staff.	Implement a comprehensive and collaborative approach, among schools and families, for early and ongoing identification of learning needs and appropriate interventions to promote student achievement and well-being. Determine what success looks like for each student and meet students where they are. Implement and strategically integrate responsive wellness curriculum, including the continued development and expansion of locally developed courses such as the Fundamentals of Mental Fitness 41G. Work with partners to ensure holistic support in response to student transitions and learning needs, including mental health and wellness and the impacts of poverty on learning. Pursue inter-sectoral liaisons with public and mental health organizations and agencies. Foster strong interagency partnerships to increase access to positive mental health supports for students.	**Expansion of the Fundamentals of Mental Fitness 41G Course:** ● **Responsive Wellness Curriculum:** Integrated as part of the division's strategy to embed wellness education and foster student skills in making positive choices regarding mental, social, spiritual, and physical health. ● **Local Development & Growth:** Continued development and scaling of locally developed high school courses to enhance mental health literacy and provide structured pathways for student wellbeing. **Divisional Social Worker & Mental Health Facilitator Support:** ● **Comprehensive Support for Students and Staff:** Dedicated professionals providing direct assistance, guidance, and intervention across schools. ● **Response to Intervention (RTI) Model:** Utilized within an RTI framework for mental health programming to ensure early identification of needs, ongoing monitoring, and appropriate tiered interventions. ● **Holistic & Inter-Sectoral Collaboration:** Working

		Build student skills and provide them with opportunities to make positive choices that contribute to their mental, social, spiritual, and physical health, and ensure access to mental health supports as needed. Continue to support students and staff using the divisional Social Worker and Mental Health Facilitator. Utilize a Response to Intervention Model for mental health programming and interventions. Provide professional development for staff focusing on positive mental health, mental health literacy, trauma, and creating safe spaces.	alongside families, public health agencies, and community partners to address diverse life experiences, mitigate the impacts of poverty on learning, and support staff through professional development focused on trauma-informed practices, mental health literacy, and creating safe spaces.
2024-2029	Develop and implement a detailed plan to improve student attendance that actively helps remove barriers to school attendance.	Implement the new provincial attendance policy to support student engagement and presence. Establish consistent data tracking, monitoring, and reporting related to student attendance to inform timely interventions. Identify attendance issues early and provide early intervention to address needs and to establish the habit of good school attendance.	**Attendance Policy & Procedures:** Successfully implemented the new provincial attendance policy alongside a dedicated divisional administrative procedure on school attendance. Established consistent data tracking, monitoring, and reporting frameworks to identify attendance challenges early and deploy timely, proactive interventions that foster student presence and engagement. **Comprehensive School Nutrition:** Program: Substantially strengthened and expanded breakfast and nutrition initiatives across divisional schools to eliminate hunger-related barriers to

		Prioritize literacy support as an early intervention for at-risk students, with particular attention to expanding assessment and support at the high school level. Strengthen and expand breakfast and nutrition initiatives to address hunger-related attendance barriers and ensure students are ready to learn. Develop strategies and structures that intentionally connect all students to each other and to the school. Identify and work with students that are struggling with their sense of belonging and connection. Enhance extracurricular offerings to foster student connection and belonging.	attendance and academic success, ensuring all students are consistently nourished and ready to learn.
2024-2029	Foster student empowerment by increasing meaningful student participation in school and divisional decision-making processes.	Strengthen collaboration among school-based student councils through structured opportunities for networking, shared initiatives, and leadership development across the Division. Establish a Divisional Student Advisory Committee to ensure students have a formal, influential platform to share perspectives, advise on key issues, and contribute to shaping policies and initiatives that affect their educational experience.	Divisional Student Voice Committee established and student council networking strengthened. **Committee & Networking:** Formally established the Divisional Student Advisory Committee (Student Voice Group) and strengthened collaboration among school-based student councils across the division through structured opportunities for networking, shared initiatives, and leadership development. **Representation & Composition:** Composed of engaged student representatives from high schools across the division, ensuring broad

			representation from all school communities. **Core Intent & Purpose:** Designed to foster student empowerment by providing a formal, influential platform for students to express their views, share perspectives, advise on key issues, and actively participate in shaping policies and initiatives that affect their educational experience. **Major Practicum Project (May 2026 Divisional Wellness Event):** ● **Planning & Execution:** Entirely conceptualized, planned, and facilitated by the seven-member Student Voice Group as a major practical application of student leadership. ● **Scope & Reach:** Hosted a division-wide event on May 12, 2026, at Birtle Collegiate for approximately 550 Grade 9–12 students from across Park West School Division. ● **Program Focus:** Structured around a holistic "Mind, Body, Spirit, and Community" theme, featuring a keynote presentation by mental health advocate Big Daddy Tazz alongside 19 interactive breakout sessions (including anxiety management, paramedic skills, digital well-being, mindfulness, and outdoor education). ● **Leadership & Logistics:** Managed comprehensive event operations, including grant writing and funding

			proposals (securing support from Healthy Together Now, Tundra Oil & Gas, and Yellowhead Community Justice Committee), bus routing, emceeing, school setup, and student feedback collection.

Excellence in Teaching and Leadership

Ensure teachers, school staff and leaders have the knowledge, skills, and tools to support student achievement and wellbeing.



Priority Focus:
A new provincial school leadership framework and enhanced professional learning amongst teachers and school staff.

Timeline	Outcomes	Actions Planned	Progress and Results
2024-2029	Strengthen teacher capacity.	Ensure that all teachers are highly trained by providing high-quality professional learning focusing on improving outcomes for students. Implement Professional Learning Communities (PLCs) as a framework for professional development. • PLCs are designed to be teacher-driven, self-selected, and self-directed fostering a culture of continuous improvement and collective efficacy. • PLCs empower teachers to make decisions about their learning and professional growth, leading to greater ownership and positive	Professional Learning Communities (PLCs) implemented using Manitoba Framework for Learning. • **Intent**: PLCs are designed to empower teachers to make decisions about their professional learning and growth, fostering a culture of continuous improvement, collective efficacy, and a positive impact on student outcomes. • **General Framework**: They operate as teacher-driven, self-selected, and self-directed communities. PLC groups utilize the Manitoba Framework for Learning as a resource, aligning their topics with global competencies and integrating the framework website. • **Two-Year Commitment**: Implemented as part of the

		impact on student outcomes. ● PLC groups will use the Manitoba Framework for Learning as a resource, aligning their topics with global competencies and integrating the framework website	multi-year (2024–2029) strategic plan to ensure sustained, long-term professional growth and collaboration across schools.
2024-2029	Increase school leadership effectiveness.	Plan, organize, and coordinate focused leadership development sessions to support principals in their leadership and management roles. Implement the new provincial school leadership framework which includes: ▪ Learning about the nature of a school principal's role and what makes for an effective principal ▪ Providing professional development for principals on challenging and difficult conversations and conflict management ▪ Training on how to establish group norms and how to foster effective teams ▪ Promoting learning within school teams with principals learning collaboratively with their staff ▪ Developing a comprehensive plan to	**Group Norms & Communication:** Established clear meeting and communication norms for all principal meetings to ensure discussions are purposeful, respectful, efficient, and aligned with divisional procedures. **Minimizing Presentations**: Restructured meeting agendas to maximize time for collaborative discussion and strategic planning while capping routine departmental updates and presentations to short 10-minute briefing slots. **Dedicated Focused Discussions**: Incorporated structured time for deep-dive discussions on critical operational and educational issues, such as digital citizenship and online safety, current research on administrator stress and workload, and reflective leadership practices. **Professional Development Highlights at Principal Meetings** (Last Two Years) ● **High Impact Teams Workshop**: Facilitated by Tanya Polasek, focusing on strategies to enhance collaborative work within grade-level teams, PLCs, and departments,

		support and mentor new school administrators ▪ Training principals to use data effectively to inform planning and instruction Focus school leaders on using student assessment data to inform instructional practices.	understanding work style preferences, and fostering high-performing groups. ● **Artificial Intelligence for Administrators**: Hands-on learning session led by ICT Supervisor Grant Roszell on practical AI applications and tools for school leaders. ● **Leadership Research Insights**: Presentation by Kyle Berg sharing findings from a leadership research study to inform administrative practice. ● **Customized MTS Leadership Workshops**: Partnered with Tracy Vanstone from the Manitoba Teachers' Society to deliver customized leadership sessions chosen by principal consensus, starting with *Parental and Community Involvement* and encompassing topics such as supervision and evaluation, change leadership, team norms, and trauma-informed leadership. ● **Data-Driven Goal Planning**: Professional learning sessions with Curriculum Coordinator Cathy McPhee on analyzing student assessment data, facilitating school-level data discussion days, and creating evidence-based school improvement plans.
	Cultivate a stable, skilled, and engaged workforce by enhancing teacher retention, proactively planning	Develop targeted retention strategies for schools experiencing high staff turnover, including mentorship programs for new teachers,	**Formalized and established the Guiding Growth:** New Teacher Mentorship Program under Administrative Procedure AP 219A, securing a permanent, mandatory support framework for

	for leadership succession, and expanding recruitment efforts across all employment areas.	professional development pathways, wellness supports, and recognition initiatives. Explore rural solutions to attract teachers and other staff to remote or underserved communities. Partner with local economic development offices, employment agencies, and immigration services to reach a wider pool of candidates. Implement a succession planning framework focused on identifying, mentoring, and supporting aspiring school administrators. This initiative will build leadership capacity from within, ensuring a strong pipeline of qualified and prepared leaders ready to step into key roles. Through targeted professional development, coaching, and leadership opportunities, the division will foster a culture of growth and continuity, minimizing disruption from administrative vacancies and supporting long-term school success. Conduct a review of school leadership workload—particularly in schools where principals hold combined roles (e.g., principal/resource/guidance)—to determine the extent to	early-career educators in Park West School Division. ● **Cohort Scale & Match Allocation**: Expanded the initiative from an initial pilot to a division-wide program serving ten (10) first-year teachers for the 2026–2027 school year, pairing each new teacher with a dedicated mentor aligned by grade level and discipline. ● **Dedicated Release Time & Touchpoints**: Allocated three (3) full days of substitute release time per mentor-mentee pair per year to support structured co-planning, non-evaluative observations, and ongoing monthly collaboration meetings. ● **Structured Professional Learning Visits**: Deployed a three-phase observational model (*Before* pre-conferencing to set focus, *During* descriptive data collection, and *After* reflective analysis) to guide peer learning and targeted classroom instructional tweaks. ● **Standardized Diagnostic & Mentorship Tools**: Standardized the use of division tools, including the **Current Reality Support Scan** (assessing readiness across planning, classroom routines, and well-being), the **Mentorship Support Map** (mapping immediate

		which job overload contributes to administrators returning to teaching roles. Use this data to identify patterns of unsustainable workload and job design and to evaluate the impact of combined roles on leadership retention, school operations, and student outcomes. Findings will directly inform future job postings, staffing models, and recruitment strategies, ensuring that leadership roles are realistically scoped, adequately supported, and sustainable particularly in small schools. Regularly assess staff satisfaction and engagement to inform retention strategies, especially in rural and hard-to-staff locations.	priorities), and the **Mentor Teacher Reflection Scale**. ● **Focus on Retention & Non-Evaluative Support**: Created a safe, strictly confidential environment prioritizing teacher efficacy, emotional support, and community belonging to reduce early-career burnout and improve long-term teacher retention.

Responsive Systems

Ensure an equitable, aligned, and effective public education system with a focus on engagement, inclusion, and planning for provincial and local needs.



Priority Focus:
A new provincial funding model, a provincial data performance measurement framework, and the renewal of the K-12 Framework for Continuous Improvement.

Timeline	Outcomes	Actions Planned	Progress and Results
2024-2029	Embed equity in all aspects of its educational system, so that personal and social circumstances are not barriers to student success.	Foster a learning environment that actively prevents discrimination and supports all students in realizing their full potential. Ensure that personal and social circumstances are not obstacles to developing skills, abilities and achieving full potential. Foster an equity focus that prevents and prohibits discrimination based on gender, ability, health status, language, cultural background, or socioeconomic status. Ensure that equity is integral to all engagement, policies, programs, and decision making.	Equity embedded into engagement, policies, and programming to prevent discrimination. **Divisional Statement on Anti-Racism Education:** Formally issued and distributed a comprehensive divisional statement standing firmly in support of anti-racism education. The statement explicitly commits to confronting systemic racism, prejudice, religious intolerance, homophobia, gender-based violence, and discrimination against persons with differing abilities. **Truth & Reconciliation Commitment**: Recognized that over over 20% of division students are Indigenous across four neighbouring First Nation communities. Committed to the

			principles of Truth and Reconciliation, honoring Treaty 2 and Treaty 4 territories, acknowledging historical harms, and integrating Indigenous languages, cultures, and land-based learning into schools. **Statement on Respect for Gender Diversity:** Released a formal policy statement affirming human rights and the inherent dignity of every person. Reaffirmed support for 2SLGBTQIA+ students and families, ensuring access to diverse literature, books, and resources that foster critical thinking, empathy, and belonging. **Mandatory Land & Treaty Acknowledgments (AP 150)**: Established Administrative Procedure 150 under Bill 40 (Manitoba), mandating formal land and treaty acknowledgments referencing Treaty 2 and Treaty 4 territories across all Board meetings, school events, and building main entrances. **Inclusive Curriculum & Supplementary Materials (AP 124)**: Updated Administrative Procedure 124 governing supplementary material selection to prioritize equity, anti-bias education, and reconciliation. Affirms educators' roles in selecting inclusive materials and clarifies that parental preferences cannot justify the endorsement of racist, homophobic, or transphobic views or the erasure of 2SLGBTQIA+ perspectives.

			Human Diversity & Anti-Discrimination Standards (AP 101 & AP 134): Embedded protections under the Manitoba Human Rights Code across 13 protected characteristics into the revised Code of Conduct and Respect for Human Diversity procedures, ensuring proactive non-discriminatory environment enforcement and restorative intervention strategies. **Targeted Professional Learning & Community Dialogues:** Delivered division-wide professional development focusing on Truth and Reconciliation and anti-racism education, while featuring stakeholder voices in public engagement initiatives like "Promoting the Positive".
	Foster a culture of collaboration by leveraging internal expertise, strengthening communication, and building strategic partnerships to enhance shared learning, innovation, and cohesive decision-making.	Strengthen communication within schools and identify sustainable strategies for providing release time that supports meaningful staff collaboration and professional growth. Develop and promote opportunities for collaboration between schools and communities, including innovative staffing models that support the sharing of teachers and specialized personnel across sites. Create a representative stakeholder group that meets regularly to share ideas, coordinate initiatives, and make consistent, informed decisions that leverage the division's collective expertise.	Stakeholder groups consulted and community/municipal partnerships explored for staff collaboration. **Ongoing Stakeholder Consultation & Surveys:** Actively engaged stakeholders through continuous consultation processes, including targeted surveys for annual budgeting and strategic planning. Additionally, the division is expanding its feedback mechanisms with the upcoming addition of the *OurSCHOOL survey for parents* to gather comprehensive insights on school climate, student engagement, and wellbeing. **Internal Communication & Release Time:** Strengthened communication within schools and identified sustainable strategies to provide release time,

		Proactively establish and maintain partnerships with municipalities, industry leaders, and community members and organizations to enrich educational experiences and align resources with student and community needs.	supporting meaningful staff collaboration and professional growth.
	Provide all students and staff with access to robust, secure, and high-quality technology infrastructure and networks, supporting a reliable and safe digital learning environment across the division.	Launch an updated, forward-looking divisional technology plan that addresses both instructional needs and infrastructure development, ensuring alignment with evolving educational demands and technological advancements. Create and implement a unified digital skills guide that supports the division's vision of preparing students for a rapidly changing technological world. This framework will help students achieve success along their personalized post-graduation pathways. Strengthen and harmonize digital literacy instruction across all grade levels by fully adopting and integrating a comprehensive K–12 ICT Skills Guide, grounded in the Literacy with ICT (LwICT) model. This includes clear guidance on digital health, safety, and ethical use to prepare students for responsible participation in the digital world.	**Unified Digital Skills & ICT Guide Integration:** Fully adopted and integrated the comprehensive K–12 ICT Skills Guide across all grade levels, grounded in the Literacy with ICT (LwICT) model to harmonize digital literacy instruction, health, safety, and ethical use. **Forward-Looking Tech Plan Launch**: Launched the updated divisional technology plan addressing both instructional needs and infrastructure development to align with evolving educational demands. **Policy & Guide Enforcement via Principals' Meetings:** Implemented regular 10-minute "policy review" segments at principals' meetings dedicated to reviewing essential frameworks like the ICT Skills Guide. **Procedure Highlights Communications:** Utilized monthly "procedure highlights" emails led by the Literacy with ICT Teacher Leader to keep staff informed on digital procedures and their practical applications.

			Social Media Use Administrative Procedure (AP 144): Established comprehensive guidelines governing both professional and personal use of social media across the division. Key measures include restricting access to social media platforms on Division-owned student devices during the school day, prohibiting personal device use of social media during instructional time, and mandating strict student privacy safeguards—such as limiting student image use and requiring explicit parent/guardian consent. **Digital Citizenship and Online Safety (AP 151):** Implemented Administrative Procedure 151, requiring all schools to incorporate a school-selected, Division-approved framework (predominantly the Common Sense Media: Digital Literacy & Well-Being Curriculum) to teach digital citizenship and online safety. ● **Core Pillars & Implementation:** Instruction focuses on six key areas: media balance and well-being, privacy and security, digital footprint, relationships and communication, cyberbullying prevention, and digital media literacy. Schools operationalize this through dedicated class time, integration into subjects like ELA and Arts Education, and specialized support and workshops from divisional leaders.

	Develop a plan for targeted and sustainable infrastructure improvements that reflect the evolving needs of modern education.	Focus capital investments on strategic building enhancements that address urgent needs, improve safety and functionality, and support innovative teaching and learning. Increase the availability of safe, confidential, and appropriately designed spaces within schools to deliver specialized services such as clinical support, counselling, and wellness programming.	Focused capital investments on strategic building enhancements to address urgent needs, improve safety and functionality, and support innovative teaching and learning. This includes increasing the availability of safe, confidential, and appropriately designed spaces within schools to deliver specialized services such as clinical support, counselling, and wellness programming. **Recent School Safety Audits:** Independent, CPTED-based (Crime Prevention Through Environmental Design) security and safety assessments were conducted across division buildings by StrongHold Consulting Ltd.. These audits provided an evidence-based review of physical infrastructure, daily access routines, and emergency readiness to identify site-specific vulnerabilities and refine daily safety practices. **Safety & Security Training:** Supported through Manitoba School Boards Association (MSBA) Safe Schools Funding, the division implemented specialized safety training, pre-training modules, and division-wide professional learning for staff. This training reinforces a proactive culture of safety, door-locking expectations, emergency communication protocols, and alignment with provincial emergency readiness standards. **Expanded Administrative Procedure AP 602 (Security):** The division updated Administrative Procedure AP 602 (Security) to establish standardized guidelines for

			building access and visitor management. **Controlled Main Entrances:** All school buildings operate controlled access through a single designated public entry monitored via buzzer and intercom/camera systems during regular school hours. **Standardized Visitor Management:** All visitors and volunteers must report to the main office, sign in using the designated log, and visibly wear division-issued Visitor/Volunteer Identification Tags while on school premises. **Door Security Protocols:** Interior classroom doors must remain locked at all times to ensure rapid lockdown capability, and propping open or disabling exterior or interior door locking mechanisms is strictly prohibited. **Emergency Response Plans (ERPs):** In compliance with Section 47.1 of The Public Schools Act, all schools maintain annually updated ERPs developed with Safe School Advisory Committees, specifying detailed procedures for visitor control, emergency communications, and threat response.
	Supporting timely and safe travel for students and staff, the Division will focus on strengthening transportation	Modernize and maintain the fleet of buses and vehicles to ensure safety, efficiency, and environmental sustainability. Improve bus route planning and scheduling to optimize travel times and accommodate the	**Annual Bus Fleet Modernization:** Continued annual investment in new fleet vehicles—including the purchase of 3 new buses ($190,000 each) in the 2025–2026 budget—to maintain a safe, reliable, and energy-efficient fleet.

	infrastructure and services.	growing and changing student population. Invest in transportation facilities to support reliable service delivery.	**Routing Software Implementation**: Transitioned to specialized student transportation routing software (Traversa/BusPlanner) to optimize route efficiency, improve scheduling accuracy, and better adapt to shifting student enrollment across the division. **GPS Fleet Integration:** Mandated and deployed GPS tracking units across all division-owned and contractor-operated buses to enhance real-time fleet visibility, student safety, and route management. **New Bus Garage Acquisition & Relocation (Shoal Lake):** Secured provincial approval for long-term financing to acquire the modern former Midwest Truck & Trailer facility on Highway 16 in Shoal Lake , replacing the aging Arrow River garage. ● Positioned the garage on a major thoroughfare (Highway 16), improving route access, decreasing service delivery downtime, and reducing fuel costs. ● Facility features include updated office spaces, a dedicated staff lunchroom, a large bus storage yard, and a separate cold storage building. ● The modern work environment and Shoal Lake location drastically improve the division's ability to recruit and retain skilled tradespeople and mechanics.