

Report to the Community 2016-2017



Introduction

For almost 60 years, St. James-Assiniboia School Division has been providing great schools for growing and learning. In that time, we have connected with countless children, families, and community members through our commitment to educating every child.

St. James-Assiniboia School Division currently provides educational programming and services to approximately 8,400 students from Kindergarten to Grade 12. More than 1,300 teachers, administrators and support staff serve that student body in our 26 schools. In addition, approximately 2,600 adults enrolled in our Continuing Education programs in 2016.

This annual Report to the Community is an opportunity for us to share both our Board's planning efforts for the future, as well as recent staff and student achievements that support our new strategic outcomes.

2016-2021 Strategic Plan

During the 2015-16 school year, the Strategic Plan for St. James-Assiniboia School Division underwent a review and development phase. We are proud of the outcomes highlighted in

our 2016-2021 Strategic Plan and are excited to share them with you. The new Strategic Plan, displayed below, is a roadmap to define where St. James-Assiniboia School Division is going in the future. We will use this plan to guide us as we work together towards our vision for all students to believe, "I can succeed in an ever-changing world."

We pride ourselves on our core values of respect, integrity, responsibility, consultation, and excellence. We believe it is together, with our community of learners, that we are able to provide meaningful, safe, and caring educational environments where all students will be prepared to be responsible citizens.

Implementing the Strategic Plan

Our plan is a living framework to guide us in our continued promise to educate all of our children. In our Division newsletter, CONTACT, we will continue to demonstrate our commitment to you, our community, by making strong connections to our outcomes. We aim to provide evidence of the learning being delivered by all of our exceptional staff in each of our 26 schools. On the following pages you will see examples of how our four

main strategic outcomes come to life within our schools.

All schools in our Division are committed to instructional excellence and placing a strong emphasis on improving numeracy and literacy skills across all grade levels. We have introduced numeracy and literacy coaches on a rotational basis within our schools over the last two years to help further promote growth and student development in these two key areas.

While our schools share common goals and are connected through many Division-wide programs, we recognize that each individual school, early, middle and seniors years, is unique. With this in mind, each school in our Division creates their own Report to the Community highlighting the initiatives, clubs, accomplishments, programs and opportunities offered on each campus. To view an individual school report, please visit the school website.

Please continue to read our Report to the Community on the following pages to explore some of the innovative ways our outcomes are being achieved within our schools.

St. James-Assiniboia School Division

Great Schools for Growing and Learning

2016-2021
Strategic Plan

Our Vision

We are a leading and innovative learning community that will enable all students to succeed in our ever-changing world.

Our Mission

We aim to provide a meaningful, safe and caring educational environment so that all students are prepared to be responsible citizens in a democratic society.

Our Values

Respect

We respect each other, our diversity, our communities and our organization.

Integrity

We honour our obligations and are truthful in all interactions.

Responsibility

We are responsible and accountable for our actions, decisions and our own learning.

Consultation

We collect data and listen to opinions, perceptions and outcomes to make decisions and take actions.

Excellence

We believe student achievement is based on individual abilities. The growth and professional development of our employees along with inclusive, innovating and engaging programs and services increase the potential of all students.

Our Beliefs

- A welcoming, safe and caring environment is the foundation for successful learning.
- Each student deserves a quality public education where they can learn to their fullest potential with equitable opportunities, resources and supports.
- Parent/guardian engagement and collaborative relationships contribute to the success of our students.
- Our employees and their professional development are critical to the success of the Division.
- Decisions are evidence-based and made in the best interests of our students.
- Education is delivered in a responsive, proactive and fiscally responsible manner.

Our Outcomes

Each learner actively demonstrates academic, emotional and social growth.

- Responsive, meaningful and engaging instruction
- Appropriate, current and relevant programming
- Strong focus on numeracy and literacy
- Student self-assessment
- Celebrations of learning

Each learner benefits from strong learning partnerships.

- Community involvement in school-based activities
- Promotion of active and healthy lifestyles
- Nurture positive relationships with families and the local and global community

Each learner is an active local and global citizen.

- Understand and respect diverse values and world views
- Learning is connected to real world applications and actions
- Inclusion of student voice

Each learner benefits from exceptional staff, a balanced financial position and appropriate physical infrastructure.

- Safe and inclusive physical learning environments
- Exceptional and effective teaching and support staff
- Grow, protect and utilize revenues to achieve positive student outcomes

The St. James-Assiniboia School Division's strategic plan is a roadmap and living framework to define where the organization is going in the future.



Each learner actively demonstrates academic, emotional and social growth...

Jumpstarting Healthcare Careers at John Taylor

New this year, Grade 12 students at John Taylor Collegiate have the opportunity to complete a Health Care Aid Certificate as part of their high school experience. This certificate will allow graduates to be fully employable as a health care aid worker who assists with hospital patients, personal care home residents or home care clients.

"This year, 12 students applied and interviewed for the program but in its pilot year we only accepted four students," said Scott Lockhart, Principal at John Taylor Collegiate. Kennedy R. and Sienna M. are two of the students involved in the HCA program.

Sienna thinks the program will be valuable to her, "I hope to gain a greater understanding of human anatomy before I enter Sciences (Biology) at University. Plus health care aid is a great summer job."

Kennedy is hoping to use the Health Care Aid Program to prepare for her future career in Psychiatric Nursing.

The HCA program is operated as part of the St. James Assiniboia Continuing Education Program, which is located at John Taylor Collegiate. The plan is to expand the HCA program to include more students next year. Submitted by Principal Scott Lockhart



From the left: Nurse Tuesday McLeod, Sienna M. and Kennedy R.

Jimmies enjoy Engineering Outreach Day

A group of St. James Collegiate students attended the University of Manitoba faculty of Engineering Outreach Day on October 18. On these days, students visit the U of M to learn about both the Engineering Faculty and the profession. The day began with a presentation about engineering courses, departments, technical societies and career opportunities. Students were then given a tour of various engineering labs throughout the engineering building. During lunch, the Dean of Engineering addressed the students and provided further information about the faculty and life as a professional engineer. After lunch, students participated in an egg drop challenge meant to demonstrate the challenges engineers face daily. Submitted by Science Department Head Brian Hayward

"Going to the event affirmed me that I really want to be an engineer because of the excitement, the people, and the faculty. It didn't seem like they were students they were more like professionals - they really knew what they were talking about and they love it." — Gary G., student



L'Économie de la salle de classe — Classroom Economy

Mme Schmidt's Grade 3 French Immersion class at École Bannatyne explored the intricacies of money management as they engaged in a dynamic, 21st Century project called "L'Économie de la salle de classe."

Mme Schmidt often overheard her students role-playing as bank tellers or pretending to shop during indoor recesses. She decided to act on their curiosity and desire to develop a better sense of money management by creating a cross-curricular learning project.

By Design, the Classroom Economy aimed to provide an engaging learning experience handling and managing money, where students would improve their numeracy skills and develop an awareness of civic and economic responsibility. The project also prioritized school goals in the areas of French Oral production, writing and problem-solving.

The Classroom Economy began with a lively discussion, in French, about money flow. Students brainstormed all the ways people receive money as well as all the things that require money in a household setting. They came up with an extensive list for both in and out cash flow; debits and credits. The students created lists of debits and credits for both the classroom and school. They decided that in order to earn money (credits) in their classroom, they had to complete jobs such as demonstrating respect, kindness, speaking in French, following directions, completing homework, working as a team during group work, tidying up the classroom, etc. Students then made posters to highlight these debits and credits and hung them around the classroom to provide visual reminders.

Every two weeks, each student received a pay cheque based on their contributions. Along the way, "recognition slips" were introduced as extra money, or bonuses, for completing co-curricular activities. Recognition slips were presented to students by students when they demonstrated random acts of kindness, for example. Students cashed their pay cheques at the classroom bank in exchange for money, then glued them into a budget book designed for the project.

As in real-world cash flow, students also learned about debits and how money is used to pay for goods and services. The students had to pay rent for their chairs and desks, taxes for all shared services at school, as well as the cost of transportation to and from school. Students also paid bills, including internet, water, electricity and fines or tickets. Students were fined for speeding (running in the hallway), for polluting (putting recycling in the garbage) or for not completing assigned classroom jobs. Debits were paid throughout the month and tracked in students' budget books along with the credits and pay cheques. Once a debit was paid, receipts were provided and accounted for in the students' budget books.

Aside from paying bills, students also came up with ways to spend their money at school. For example, they decided to visit a Grade 4/5 class to learn about the legends and murals they created and paid \$100 as an entry fee. The students used problem-solving skills to determine what portion they would each have to pay to contribute.

"I have seen a remarkable improvement in problem solving and critical thinking," said Mme Schmidt.



She assessed literacy, numeracy and problem-solving skills in a variety of ways, from verbal and written responses, to task-performance and collaboration. All students demonstrated an increased awareness and understanding of real life costs, budgeting, giving change, different bill combinations, working together to take care of each other and our Earth, and the importance of contributing to the community. Students are now taking turns playing the role of a bank teller on pay day and for collecting payments. Submitted by Principal Roné Boyko

"We Inspire the Change," Manitoba WE Day 2016

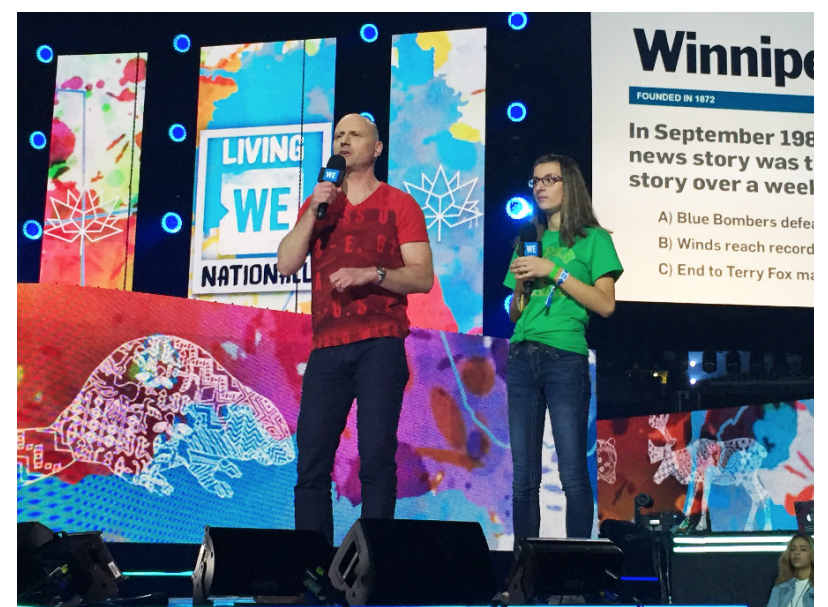
On November 18, more than 500 SJASD students joined youth from across the province in attending Manitoba WE Day at the MTS Centre. It was easy to recognize all of our SJASD students at the event as each student wore a bright yellow and blue t-shirt saying "We inspire the change."

Each year, Manitoba WE Day provides students with an inspiring educational opportunity, rich with positive messages and diverse perspectives. Early, Middle and Senior Years students witness a series of powerful presentations encouraging youth to take action and be the change they wish to see in the world. With world-renowned speakers and entertainers in attendance, including Paula Abdul, Chris Hadfield, Tyler Shaw and Margaret Trudeau, to name a few, students are continually wowed by this

event and leave feeling motivated to create a positive change in their life, and the lives of others.

This year marked an extra special WE Day in our Division as John Taylor Collegiate student Kira S. presented on stage. The JTC student council president spoke to approximately 14,000 youth at the event and was supported by fellow Pipers sitting on the floor right beside the main stage.

"It was a wonderful opportunity being able to represent not only John Taylor Collegiate, but SJASD on the We Day Stage," said Kira. "I have been inspired to continue my local and global service work and recognize that any act, big or small, can make a difference." Congratulations to Kira, and to all students and staff who attended and participated in Manitoba WE Day this year!



John Taylor Collegiate student Kira S. on stage at Manitoba WE Day.

Each learner benefits from strong learning partnerships...

JTC boards the Tundra Buggy Adventure

While Winnipeg enjoyed a pleasantly warm fall, a group of 40 staff and students from John Taylor Collegiate headed up to chilly Churchill, Manitoba in search of polar bears.

Churchill was selected as a destination by Social Studies Department Head, Karlen Peters, and Vice Principal, Stacy Kent, because of the significant cultural and environmental learning opportunities that directly connect to the Grades 9 and 10 Social Studies and Science curricula.

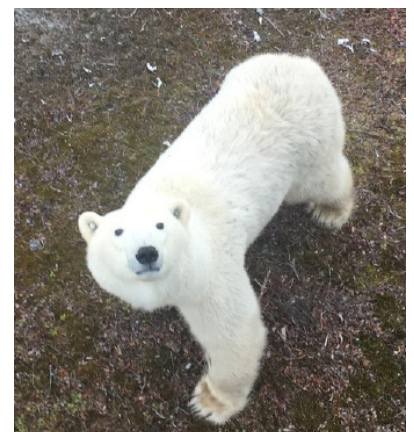
For the first time, we offered this fall adventure to our incoming Grade 9 students, along with our seasoned Grade 10 Pipers. Much more quickly than anticipated, the interest was very high and the trip was filled. On October 17, we began our 24-hour trek to Churchill by both bus and train. On arrival, we stayed at the Churchill Northern Studies Centre (CNSC) with a full itinerary including:

- an ecology tour and environmental research study of the tundra area
- a sustainable building tour
- a presentation from a Dene elder about the culture/experiences growing up in a northern community during a period of great environmental and political change

- work with Divisional Indigenous Success Coach Cherie Stroppa to learn about the historical culture of the area and long-standing practices of Indigenous Peoples in northern Manitoba
- a tour of Churchill visiting historical monuments and museums
- a full day of finding polar bears and observing them in their natural habitat.

Beyond the obvious excitement of the polar bear visits, students were able to experience a wealth of new opportunities such as: traveling by train, meeting and interacting with research centre guests from around the world, and connecting with one another in a non-academic setting (as we were off the grid with almost no wifi available).

We are very proud of our young Pipers as they demonstrated excellent school spirit and represented us well. We received many compliments about their decorum and their curiosity for learning as they asked questions at every opportunity. It was a great adventure and a wonderful Piper experience that we hope to continue in the future. Submitted by Vice Principal Stacy Kent and Department Head Karlen Peters



Strathmillan students connect with Churchill

For the second year, Ms. Richardson's Grade 2/3 and Ms. MacLean-Pilat's Grade 2 class carried out an in-depth, inquiry-based Polar Bear Study.

This year, the classrooms decided to align their studies with Polar Bear Week 2016 in Churchill (Oct. 30-Nov. 5). As classes gathered in the library, students enjoyed meeting scientists and researchers via Skype who were in Churchill representing both the Assiniboine Park Zoo and Polar Bear International. During the skype call, every student had the opportunity to go up and ask the panel questions. The first student asked "How can we save the polar bears?"

With clip boards filled with facts after the skype call, students continued to investigate polar bears from a local perspective. Division Coordinator Andy McKiel shared his firsthand

experiences being up in Churchill with the students and told them he still thinks about polar bears every day as it was such a fascinating experience.

A few days later, renowned local artist Kal Barteski visited both classrooms to share her knowledge of polar bears and add some creativity into the mix. Kal showed students how to sketch polar bears in a variety of fun ways, such as a continuous line drawing.



"I learned how to draw polar bears using a sketch," said Grade 2 student Jacob C. "It was so much fun."

The polar bear study combined an array of subjects, offered opportunities for every style of learner and sparked a new initiative for the students. The classes are now working to fundraise

money for both the Polar Bear Fund and Polar Bears International, as well as bring awareness to the impacts of climate change. Be sure to keep your eyes open for our calendar fundraisers coming soon!

Submitted by Susan Maclean-Pilat, Trish Richardson and the students in Rooms 38 and 41



Water awareness dance show, Losing Tides

Two Grade 12 students from Westwood Collegiate are on a mission to share their compassion for the environment with a choreography show on February 8, 2017. Alissa L. and Hunter W. first started this initiative a year ago, when they entered the *Caring for our Watersheds* provincial contest.

The students first had to identify an issue in our watershed and think of a realistic solution. The students wanted to increase the awareness of our local watersheds and issues affecting them through dance, which is a passion that Alissa and Hunter both share.

Their project won the *Caring for our Watersheds* contest and the students were tasked with making their project a reality. After writing more proposals for funding, securing a venue, seeking choreographers, and finding volunteer dancers, Alissa and Hunter have made their dream a reality with their water awareness dance show, *Losing Tides*.

The featured choreographers include Monica Goermann (owner of Monica's Danz Gym), Katelyn Pemoeller (owner of Industria Dance Centre), GeNie Baffoe (head of B.O.S.S – Built On Self Success – Dance Team), Warren McClelland (from the School of Contemporary Dancers), Brian Toms (head of Westwood Collegiate's Dance department), and Jennifer Metelski (choreographer and teacher at Westwood Collegiate).

Organizations with displays in the lobby will include Rivers West, Lake Winnipeg Founda-



tion, Oak Hammock Marsh, Manitoba Hydro, Red River Basin Commission, and the Manitoba Eco-Network. The current sponsors for the show are Boston Pizza and Agrium Inc.

Losing Tides is set for Wednesday, February 8, from 6:00-9:00pm, at the Manitoba Theatre for Young People. Audience members will be able to talk to local organizations in the lobby before the show begins at 7pm. Tickets are available online at losingtides.weebly.com for \$15 each which includes light refreshments and general admission (rush seating).

Instagram: @losing_tides

Facebook: Losing Tides

Website – <http://losingtides.weebly.com>

Ticket Website – <http://picatic.com/losingtides>

Email – losingtides.info@gmail.com

Submitted by Alissa L. and Hunter W.

Celebrating National Skilled Trades and Technology Week

Students from John Taylor Collegiate and Jameswood Alternative High School attended the official launch of the National Skilled Trades and Technology Week on November 2 at Red River College.

Special guests and industry leaders addressed the need for Canada's youth to consider skilled trade and technology careers as first choice options. Students from both schools participated in hands-on activities aimed at increasing their awareness of and interest in the essential skills needed for success in their future choices in skilled trades and technologies.

The Provincial and National Skills Competition will be held in May and June, 2017. Students from St. James-Assiniboia's Senior Years schools will be encouraged to participate in Try-A-Trade events and Skills Competitions. More information is available at www.skillsmanitoba.ca



SJASD prepares for another Mission to Mexico trip

Ten years ago, a local family discovered a cause near to their hearts while visiting Puerto Vallarta, Mexico. Since then, students and staff from a number of our schools, as well as our local community, have joined in supporting the Mission to Mexico Education Project.

On January 28, 2017, a team of students, teachers, family and community members are heading down to Mexico for one week to experience the mission firsthand.

Grade 12 Westwood Collegiate student Jeremy L., along with his brother, Devon, dad, Barry, and mom, School Board Trustee Jennifer Lawson, have been travelling to Mexico for 10 years to support students in schools in the poorest communities in Puerto Vallarta. It began when Devon, the oldest brother, was asked to track down an English newspaper article for a school project. The only paper they found had a little article about the "Children of the Dump." The family reached out to a local contact, Mission to Mexico founder Art Fumerton, and soon found themselves on a tour.

"It was unbelievable," said Jeremy. "You drive ten minutes from the resort and then go through these gates and you are in a dump. The school is in a dump, there are no roads, the houses you are driving past are just tarps and cinder blocks that are put

together and half destroyed."

Art told the family that he runs an after-school program, known to the learning community as the School of Champions, where he supports learners with homework in English, math and computer skills. Upon returning home, the family began fundraising each year for the School of Champions, and later, an after-school program called the Volcanes Community Education Program. In 2014, a team of family, friends and teachers visited these schools in Mexico to help out in any way they could.

"We helped them develop their library, which is now the only public library in all of Puerto Vallarta," said Jeremy.

The team also helped sort books, build picnic tables and teach classes. Jeremy's longtime friend, Grade 12 Westwood Collegiate student Chase H., went on the trip and said "it was very shocking, and simultaneously heartwarming to see that we are producing positive change." When asked if they were able to connect with the students there, he mentioned how a pickup game of basketball at the School of Champions really stood out to him.

Jeremy and Chase make up two of the four Youth Teams Leaders on the upcoming 2017 trip. The two remaining leaders, Westwood Collegiate students Amanda L. and Jeremy B., are looking



Mission to Mexico Youth Team Leaders at Westwood Collegiate from the left: Amanda L., Jeremy L., Chase H., and Jeremy B.

forward to the trip to experience a different culture as they have only travelled to the U.S. With the trip just around the corner, this year's team is working diligently to meet their fundraising goals of donating \$500 each. The final fundraiser is a pancake breakfast taking place on January 22, from 8:00 to 10:00 a.m., at the Applebee's on Grant Avenue. Tickets are \$10.00 each. Contact mission2mex@gmail.com to order tickets! A special thank you to all of our SJASD schools who organized fundraising campaigns to help make this mission possible.

Student Leadership teams expanding at Lakewood School

Students at Lakewood School are leveraging the power of choice, leadership and positive change through a variety of student voice clubs, We Teams and leadership programs. This year, our student voice committee has developed a C.O.P.S. (Catch Other People Succeeding) initiative where students nominate peers who have helped them out in some way. Students are then highlighted at our monthly assemblies to help spread the contagious kindness that ripples through our hallways.

Some of the activities range from small, in-house community projects such as organizing recess equipment, generating food for charity, collecting plastic bags for our recycling programs to larger, more global initiatives such as launching our first year as a We School.

On November 18, 23 Grade 4/5 students loaded up

the bus and headed to the MTS Centre for WE Day Manitoba. This day inspired so many of our students to see the good in the world, and most importantly, BE the good within our schools. Students listened attentively to the lessons and messages delivered from each speaker. Our We Team is already generating numerous ideas on how to "Live We" at home, in school and within our communities. Lakewood's We Team is currently generating a plan for "We Day Lakewood" for the Spring of 2017 and is currently selling Rafiki Chains to help support mamas in Kenya.

As we educate our students to be passionate, kind, critical problem solvers and inspiring voices of change, our communities become filled with extraordinary youth who believe in making our world a better, safer and healthier place to live.



Submitted by the following teachers: Nadia Cantafio, Jeff Spiers, and Sheri Wasilewski

Ness students stop by Golden West Lodge

The students at Ness Middle School have been making the residents of Golden West Centennial Lodge smile since Tammy Baydock and Geret Coates first established this chapter of an intergenerational project in 2012.

Projects such as this are created to bring community members together through activities and interactions to promote a greater sense of understanding and respect between generations. While Ness Middle School is in the midst of great change, the value of this project had such importance that there was no question it would be maintained.

Every couple weeks, in the middle of the afternoon, the French Immersion Grade 6 students in room 206 put on their boots and coats and walk ten minutes down the road to Golden West Centennial Lodge. There is always lots of enthusiastic discussion in anticipation of meeting the residents and sharing in activities. These students have grand plans of all that they can do to make their visits special.

For example, on our last visit, students partnered with a resident to play a game of Bingo. Students helped residents, who might otherwise have difficulty due to vision or hearing impairments, follow along with the game.

The Bingo hall was filled with discussion that in any other scenario might seem menial, such as questions about who is having what for dinner, comments on a hairdo, or introductions for those who are just meeting. However, it was apparent by looking around the room that there was much more going on. Students, residents and workers lit up the room with their smiles and in some cases, connections between Bingo partners seemed almost immediate.

Some of the Grade 6 students who are typically more hesitant to come out of their shells did a fantastic job sparking conversation. Everyone was paying rapt attention to their partner and their needs, ensuring all residents heard the number that was called. During the visit, Grade 6 teacher Mme Ernst watched in awe as she noticed such a visible change in the students she sees every day.

Submitted by Teacher Maegan Ernst



Escape Poverty Challenge at St. James Collegiate



Throughout the week of November 14, student leadership groups at St. James Collegiate joined forces to launch the Escape Poverty Challenge.

The Escape Poverty Challenge, created by Red River student Alicia Kondrat, is a week-long initiative to help raise funds, awareness and collect items for those living in poverty in Winnipeg. The challenge is linked to the 1JustCity organization, which supports four outreach sites in Winnipeg by providing meal programs, emergency food, haircuts, showers, laundry, toiletries, and clean undergarments.

St. James Collegiate teacher Ms. Frolek, who runs the school's UNESCO leadership group, came across the challenge and presented the idea to her students. Four student leadership groups, including Student Council, Youth in Philanthropy, Social Justice and Sustainability, were eager to jump on board.

Each day of the challenge involved a different task or activity including random acts of kindness, no socks day, finding a green method of transport, volunteer day and going without

something you use.

"It was meant to be experiential," said Ms. Frolek.

On certain days, students were asked to bring in items such as a toothbrushes, nonperishable food items, socks and cash donations.

"We kept it realistic and fun. For us it was the awareness around the fact that this is a reality and the way we perceive the situation can make an impact for an individual."

SJCI students did a fantastic job getting involved in the challenge.

"I think the most popular challenge was the kindness one, our school is a pretty kind place anyway, that's kind of just our everyday," said Grade 11 student Adiam N.

While Grade 11 student Jennifer L. admits she felt pretty uncomfortable wearing no socks all day and having the inside of her shoes get really moist, she felt it was an important experience, as some people do it every day.

At the end of the week, all donations were picked up and taken to 1JustCity. Great work, SJCI!

Each learner benefits from exceptional staff, a balanced financial position and appropriate physical infrastructure...

Westwood hosts PD Day for Science Teachers in Manitoba



While October 21 marked an inservice for students, teachers from across the province spent the day collaborating, growing and learning more about their respective fields. With professional development sessions taking place at various venues around the city, Westwood Collegiate was proud to host the Science Teachers' Association of Manitoba (STAM) Conference. George Waters Principal and former STAM President Mr. Valentim is pictured thanking keynote speaker, Professor Molly Schoichet, for her fantastic presentation called, "Is the future of medicine personal?"

Later in the day, as teachers branched off to participate in

hands-on workshops, Westwood Teacher Mr. Greg Johnson was named the new STAM President. Congratulations to Mr. Johnson and a big thank you to all of the student volunteers who helped the day a great success!



STAM President, Mr. Johnson.



MPETA AWARD WINNER

A special congratulations to Brooklands Physical Education Teacher, Carolyn Lamoureux, on receiving the Outdoor Education Award at the MPETA Awards on October 20. The award is presented to a teacher that fosters an exemplary outdoor education program. Pictured above, Mrs. Lamoureux and SJASD Physical Education Coordinator, JJ Ross.

Representing Our Brand at Jameswood

Jameswood Alternative School is the smallest of our Division high schools but yet we support students from right across the division. Students attend our school for a variety of reasons and with a much storied academic and personal history. Students typically come to Jameswood to receive an alternative educational approach and setting. Our staff recognize the need to build connections on campus and are diligent in creating a family atmosphere of acceptance and support, with tailored, creative programming to better assist each individual student.

For our graduation ceremony last year, our students actively participated in an original and collaborative song project entitled – "Until We Meet Again." This project served to represent and share the spirit of our unique school environment. You can view our project at the link below:

<https://www.youtube.com/watch?v=M8O2TcM-w9Pg>

As a follow up, this year we have been intentional in branding our school to further create a sense of belonging and pride in being a Jameswood student. In addition to facility signage and customization, our students have been actively involved in creating a school motto, skateboard décor and living poetry that

is displayed throughout our hallways and classrooms.

"It is awesome that we are involved in making decisions for our school," said Grade 12 student Destinee D. Grade 12 student Tyr D. said "it feels good to be able to share our talents and interests."

Our students recognize that it is a privilege to attend our program and they feel proud to embrace the alternative in representing our school:

In our school

We give second chances

We care and support with empathy

We laugh a lot

We accept and encourage others

We feed the mind, body and soul

We are family

We are JAS

Submitted by Principal Ryan Miller

