

St. James-Assiniboia School Division

REPORT TO THE COMMUNITY

2023–2024



Message from the Chair

Dear caregivers, students, staff,
and the wider community,

Every four years, your democratically elected Board of Trustees is tasked with setting the strategic direction for St. James-Assiniboia School Division. The strategic plan that results is used by members of the Division's Senior Administration Team to set system goals over the life of the plan.

2023–24 marked the first full year of our four-year plan. The Report to the Community is one of the ways that we share some of the past year's accomplishments with our community.

As you will see and read in the pages of this report, our staff are already doing excellent work in all of our strategic focus areas. I continue to be so proud of their dedication and commitment to our priorities.

I would like to highlight three accomplishments over the past year that would not have been possible without their careful attention to teaching and learning in SJASD. Thanks to their work:

- 1. Our classrooms are places where children develop their competencies in literacy and numeracy skills.** Common assessment tasks ensure there are shared grade-level expectations across our Division. School teams use this data, and triangulate it with other sources of information, to gauge student progress and guide instruction.
- 2. Our schools are grounded in Indigenous histories, cultures, languages, traditional values, and knowledges** where students smudge, bead, drum, round dance, care for medicine gardens, receive fire and tipi teachings, as well as learn from elders and knowledge keepers.
- 3. Our Division offers diverse learning experiences that encourage students to explore their interests and reach their personal goals.** In programming to meet the needs of our diverse student population, we offer everything from e-gaming to high altitude ballooning, from Adapted Swim to Peaceful Villages, from Concours d'Art Oratories to a Divisional musical and choirs. The list goes on and on and on!

Ultimately, all of this work helps us stay true to our vision, providing a meaningful, inclusive, and caring educational environment so that our students are prepared to be responsible citizens in a democratic society.

Sincerely,
Holly Hunter
Chair of the SJASD Board of Trustees



SJASD Board of Trustees | 2024–25



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The School Board plays a **vital role** in guiding educational practices and learning experiences in SJASD. Nine elected Trustees **collaborate** with three members of Senior Administration to make informed decisions on programming, resources, staffing, budgets and more to **best meet the needs of all students**. *The public is welcome to attend regular Board Meetings in-person or online.*



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Senior Administration



Jenness Moffatt
Superintendent/Chief
Executive Officer



Carrie Melville
Secretary-Treasurer/
Chief Financial Officer



Jordana Buckwold
Assistant Superintendent
Education (K-12) and
Administration

Senior Administration is composed of professional staff that oversee the **operational requirements** of the School Division. The **Superintendent/CEO, Secretary-Treasurer/CFO and Assistant Superintendent** sit on the School Board as non-voting members of the School Board.

BRUCE BROWN
Assistant Secretary-Treasurer
POTOULA LOCKEN
Director, Inclusion Support
Services and Accessibility

SANDRA MELO
Director, Curriculum, Assessment
and Professional Learning
CARROL HARVEY
Director, Human Resources

AL STECHISHIN
Director, Information Technology
MARI AGUIRRE
Director, Facilities and Operations

PAUL DEACON
Manager, Maintenance
and Safety

By the Numbers

St. James-Assiniboia School Division is a progressive school division in west Winnipeg. Our **26** schools, including one in Headingley and one in Brooklands, represent the interests of over **8,500** children from Kindergarten to Grade 12.

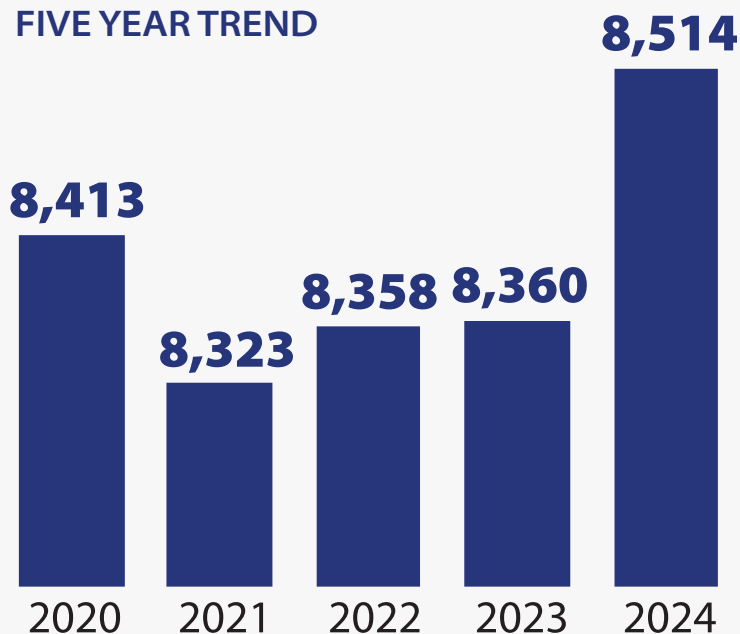
We are committed to educational programs in which children can develop their natural capabilities to their fullest extent, building upon personal strengths and the richness of our area’s culturally diverse population.

Our schools and educators work with community partners collaboratively to meet the intellectual, physical, emotional, and social needs of all children in our programs.

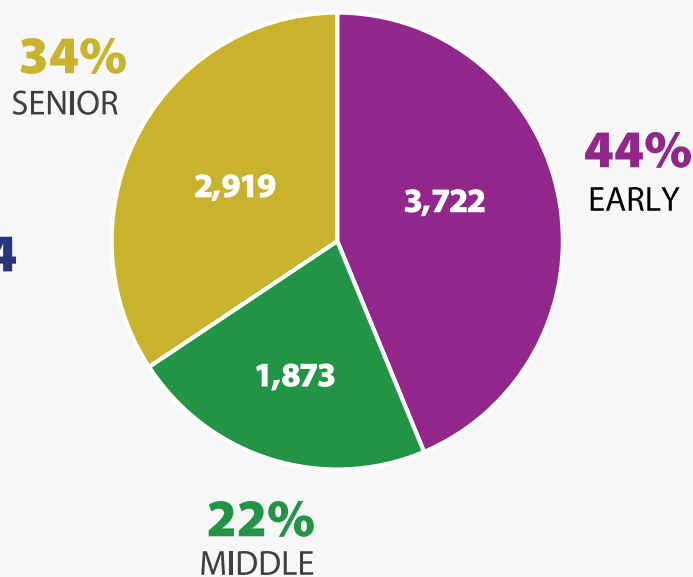
Student Enrollment

In 2024–25, **8,514** students enrolled in SJASD, an increase of 154 students from the previous year.

FIVE YEAR TREND



BY LEVEL 2024–25



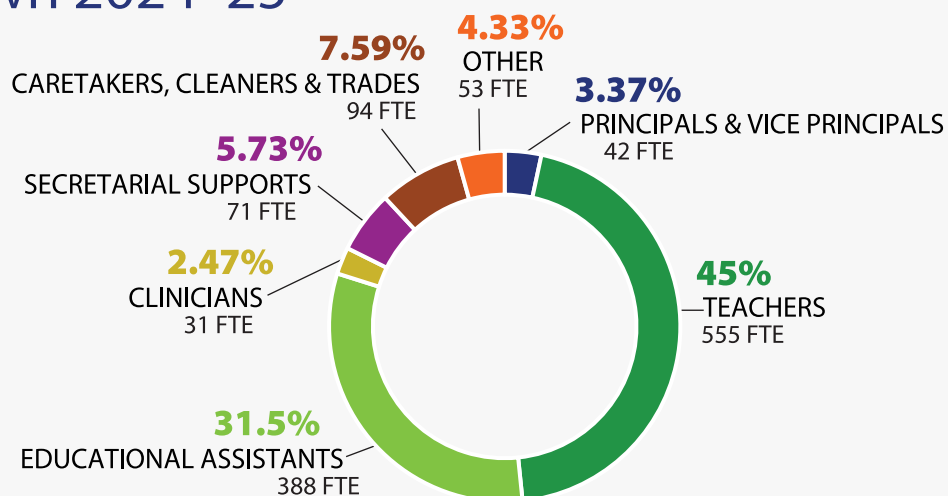
Facility Use

We issued a total of **119** community use permits and provided **7,335** hours of community programming.



Staffing Breakdown 2024–25

Our staff teams play a critical role in delivering the tools, resources and environments our student need to thrive. Our diversified teams of professionals collaborate to provide safe, meaningful and caring educational spaces, enabling students to reach their full potential. Staff salaries and benefits account for approximately **84 cents** of every dollar spent annually in SJASD.



Continuing Education

SJASD's Continuing Education programs provide students with hands-on learning to help them transition to a new career path as **Health Care Aids, Health Unit Clerks, Educational Assistants, or Taxi Cab Drivers**. This year, ConEd introduced a CPR course, some recreational programming, and participated in SJASD career fairs. A group of students that worked as companions during the pandemic successfully completed ConEd's Bridge Program and were hired as HCAs. A total of **1,317 students** completed programs, courses, classes, trainings, and assessments in 2023–24.



661

Completed Taxicab Driver Training, which grants a temporary taxi licence to trainees, enabling them to gain employment experience while completing training.



37

Completed leisure classes such as Dynabody and Brush Art.



103

Graduated as Health Care Aids, Health Unit Clerks, and Educational Assistants. The HUC program enables HCAs to increase their income potential.

International Student Program

SJASD's International Student Program welcomed **132 international students** to Division high schools in 2023–24. Students came from **18 different countries**, and **58 homestay families** supported them as they transitioned to life in Winnipeg.



51

Students from Brazil



15

Students from Spain



13

Students from China



11

Students from Italy



9

Students from Germany

Top Five Home Countries

St. James-Assiniboia School Division




The following **Strategic Plan** was developed over a year-long process that included extensive community consultations with approximately 157 members of the public in the spring of 2023. These areas of focus formalize key priorities for teaching and learning in the Division and will guide decisions and resources for school improvement over the next four years. *Thank you to community members who took part in this important project.*

Mission

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

Vision

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

FOCUS AREAS		
<div><h3>SUCCESS FOR EACH LEARNER</h3><p>We recognize the importance of each child and their own unique learning needs. Programming and opportunities need to be engaging and relevant to the student. Success is a broad term, and it means different things to different students. At the end of their education journey, we want students to have a sense of dignity, courage, and capability in addition to feeling that they have the skills and abilities to lead them to a future of possibilities. We believe that a strong foundation in literacy and numeracy is critical for future success.</p><p>PRIORITIES</p><ul style="list-style-type: none">• Relevant and meaningful literacy and numeracy instruction across the curriculum.• Equitable and inclusive academic, social, and emotional programming for learners.• The development of lifelong skills: Citizenship, Creativity, Critical Thinking, Connection to Self, Collaboration, and Communication.</div>	<div><h3>MA MAWI ANOKIITAW MIINAWAA WE WILL WORK TOGETHER AGAIN</h3><p>We believe in creating safe and inclusive environments that are not only representative of Indigenous cultures, languages, and histories, but also demonstrate the commitment to Truth and Reconciliation. It is a priority to build partnerships that recognize the importance of Elders, Knowledge Keepers, and other Indigenous peoples playing a prominent role in the teachings that we bring to schools.</p><p>PRIORITIES</p><ul style="list-style-type: none">• Culturally safe environments where Indigenous students, families, and community feel welcomed and connected.• Authentic learning opportunities with students and staff to learn and value Indigenous cultures, languages, knowledges, and true history.• Holistic growth for living in a Good Way.*</div>	<div><h3>MENTAL HEALTH AND WELLBEING</h3><p>There is a growing need to support the mental health and well-being of all students and staff. The first step in this journey is reaffirming the necessity that our schools are inclusive, represent the diversity of our community, and continuously model a culture of care. Our programming includes intentional strategies to promote strong personal mental and physical health to build resilience. Throughout these priorities, there is a constant thread of connections, partnerships, and a focus on relationships which will strengthen our sense of well-being as a healthy community.</p><p>PRIORITIES</p><ul style="list-style-type: none">• Positive mental health for students through defined learning and proactive programming.• Strong connections that nourish the well-being of students, staff, and families.• Culture and climate of inclusivity in all schools.</div>

*A Good Way is a way to live your life day to day. It is respecting others, being mindful of the guidance we are given, taking care of yourself, others, the land and water. It means walking with respect and humility, learning and listening so we are doing good for ourselves, our families and our community. (Source: Elders and Knowledge Keepers in Schools Initiative Advisory Council, Manitoba Education, https://www.edugov.mb.ca/iid/docs/elders_knowledge_keepers_guidelines.pdf).

Strategic Plan 2023–2027

THIS DOCUMENT has been developed through a year-long process of analysis, dialogue, and collaboration, led by our Board of Trustees. Our Division's data, Manitoba Education priorities, and consultation with the Indigenous Advisory Council, school administrators, staff, students, parents/caregivers, and community members shaped the creation of a set of **five Focus Areas**, each with **three Priorities**.

These will:

- Focus direction and action in areas that will make a difference for students, parents, staff, and communities,
- Support Continuous Improvement planning to shape system goals and metrics for success,
- Frame the reporting of results to students, parents, communities, and other partners,
- Support the Division with the allocation of resources in a fiscally responsible manner, and
- Promote and support community partnerships.

SUPPORTING AND CELEBRATING OUR STUDENTS



Our schools are welcoming, caring, and safe for all children, staff, and families. Students are supported and their **successes are continuously celebrated**.

Opportunities allow for students to explore their own individual areas of passion and interest to promote engagement and learning. Our Division is comprised of **staff and students from diverse communities** and we are committed to honouring and **celebrating all of our diversity**, visible or invisible.

PRIORITIES

- **Diverse programming** and learning experiences which enable students to grow and explore their interests.
- School environments that **represent the diversity of our community**.
- **Celebration of student success** in reaching their personal learning goals.

FAMILY AND COMMUNITY CONNECTIONS



Effective communication is essential in supporting and connecting students and families to schools. Communication references a series of ongoing and connected interactions throughout a student's school year and their educational journey.

Parents and caregivers actively participate and feel involved in school experiences with their children. **Community partners** create a network of support that enriches the learning for all children.

PRIORITIES

- **Ongoing communication** and collaboration with families and caregivers.
- **Family and caregiver participation** in the school lives of their children.
- Relationships with **community partners**.

The Strategic Plan is a living document and must be responsive to factors that may change in our educational, political, and financial environment. We are committed to renewing our focus each year to ensure our direction and planning are serving our school communities.

Success for Each Learner



Engaging Learners & Building Skills

SJASD believes in providing engaging and relevant instruction to students that enhances their skills and abilities, hones their foundational literacy and numeracy skills, builds their confidence, and prepares them for success in an ever-changing world.

Progress in Numeracy

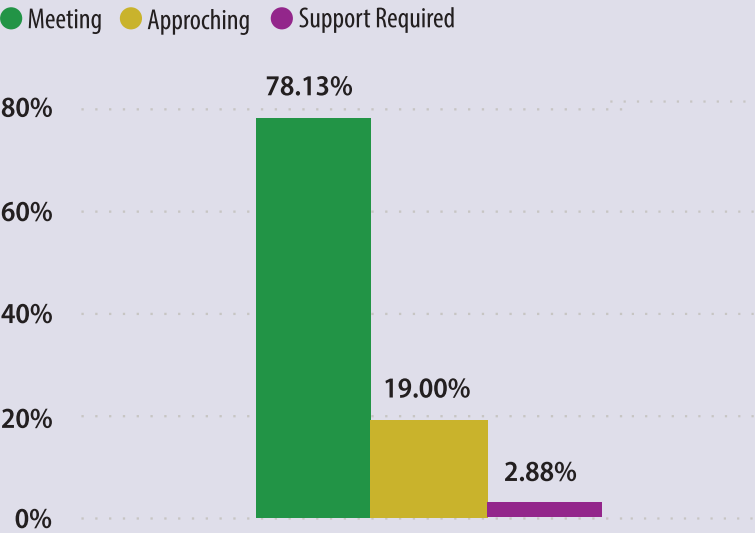
Our Continuous Improvement focus for 2023–24 was to improve student achievement in math, specifically monitoring the success of students in Grades 7–8. The decision to focus on improving students’ mathematical achievement is rooted in the recognition that a solid foundation in mathematics is crucial for students’ success in the high school credit system and beyond.

Three key global learning outcomes—knowledge and understanding, mental math, and problem-solving—are essential to fostering mathematical proficiency. By strengthening these areas, we aim to provide students with a comprehensive understanding that goes beyond procedural skills and fosters critical thinking, adaptability, and resilience.

Creating rich mathematical learning environments will support students’ thinking, deepen conceptual understanding, and encourage multiple ways of demonstrating mastery and connecting mathematical ideas.

SJASD 2023–24 RESULTS

Grades 1–8 Numeracy Divisional Average



Math Month

This past April, students and staff at **Crestview School** made a human bar graph as part of Math Month. In addition to the bar graph, students dressed up according to numeracy themes like wearing numbers, colours, odd versus even numbers, and patterns. Events wrapped up with Math Olympics, which engaged students in math-related stations throughout the school.





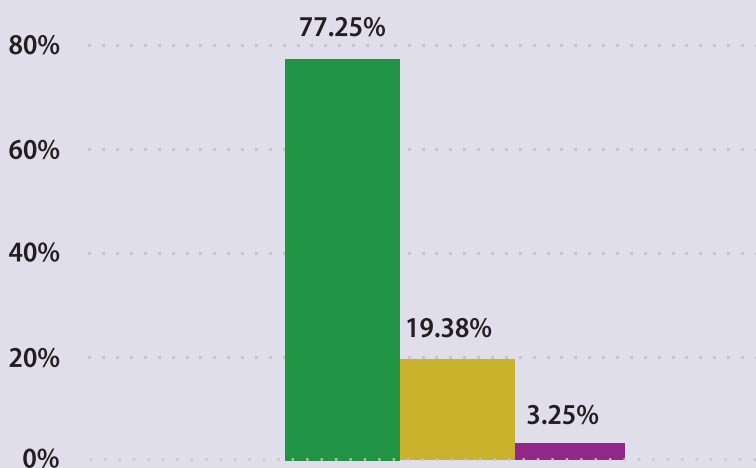
See Spot Read

Last year, a number of students from **École Voyageur** participated in the Winnipeg Humane Society's See Spot Read Program, which provides a safe and calm environment for students to read aloud to a furry friend, fostering interest in reading and building students' confidence as readers. Each session, students also engaged in a literacy activity with the See Spot Read Instructor, such as a literacy walk throughout the shelter to chart written observations of the animals. School principals look forward to a continued partnership with the Society.

SJASD 2023–24 RESULTS

Grades 1–8 Literacy Divisional Average

● Meeting ● Approching ● Support Required



Progress in Literacy

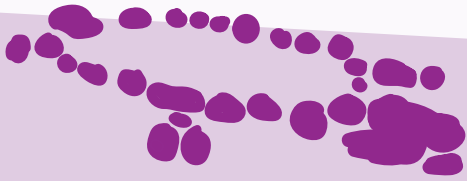
Literacy learning is founded on a comprehensive and research-based approach, emphasizing both skill development and a love of reading. Schools prioritize a nurturing and meaningful literacy environment where students are seen as capable learners. We believe in fostering students' confidence, engagement, and ownership over their literacy journey, encouraging them to make connections between reading, writing, and experiences. **Our Continuous Improvement focus for 2023–24 was to improve student achievement in reading and writing for students in Grades 1–3.** Research highlights that early literacy development is essential for future academic success. Students need early access to both the secrets of the alphabetic code and robust, immersive experiences with texts (Burkins & Yates, 2021). Our early literacy interventions reflect multi-tiered support systems and are differentiated to ensure that interventions are tailored to each student's needs. **Our goal is to ensure that over 75 per cent of our students are meeting or exceeding year-end outcomes by the end of Grade 3 in reading and writing competencies.**



I Love to Read Month

This past February, students at **Brooklands School** celebrated I Love to Read Month by recognizing the school's 10-year anniversary of their **Grow Your Library Program**, which has donated **over 23,000 books** to Brooklands students, helping them grow their home libraries while spreading the love of reading since 2014. Students also enjoyed hearing from celebrity readers, sharing their favourite books, and participating in storytelling by a bonfire.

Ma Mawi Anokiitaw Miinawaa/ We Will Work Together Again



Including Indigenous Perspectives

SJASD is committed to providing authentic, rich learning experiences for all students. To ensure that schools are inclusive and culturally responsive, First Nations, Métis and Inuit perspectives are integrated into the curriculum and the school community.

The Land Is Our Teacher

This past year, our students engaged in more opportunities to get outside and learn from the land. Some were able to connect with spaces right in our own community, exploring waterways such as **Sturgeon Creek** and the **Assiniboine River**, and the **Living Prairie Museum**. Some groups ventured outside of our local area and went to spaces such as the **Brokenhead Wetland** and **Manito Ahbee (Bannock Point)** in the Whiteshell.

Land-based education is vital for youth as it fosters a deep connection to the natural world, instilling respect and responsibility for the environment while incorporating Indigenous knowledges and worldviews. Land-based education is essential for Reconciliation as it creates pathways for understanding and respecting Indigenous knowledge, histories, and cultural connections to the land.

By learning directly from Indigenous perspectives and practices, youth and communities gain insights into the deep relationships Indigenous peoples have with their traditional territories. Through hands-on experiences with land, young people learn essential skills related to sustainability, resource management, and traditions rooted in Indigenous ways of knowing.

Teaching and learning promotes environmental stewardship, resilience, and an appreciation for biodiversity grounded in the values and practices of Indigenous cultures, which are essential in a world facing ecological challenges. Land-based learning also encourages physical activity, mental well-being, and a sense of belonging, empowering youth to make informed, respectful decisions that honour the environment and their community.

Exploring Petroforms

SJASD students with Knowledge Keeper North Star learning from the land at the Petroforms at Manito Ahbee (Where the Spirit Sits) in the Whiteshell. Indigenous peoples formed these stones into circles, turtles, serpents, water creatures, women formations, and other structures to educate, tell stories and record history. The ancient wisdom contained in the structures is understood by some to encapsulate the original instructions for how to live on Mother Earth.



Healing Through Round Dance

This past winter, SJASD's Indigenous Education Team brought Round Dances to three schools in the Division.

Throughout January and February, **Athlone, Crestview** and **Heritage** students and community members took part in the powerful ceremony and celebration, which helps people grieve the loss of loved ones and honours life transitions. Round Dances involve essential teachings, a feast, traditional songs, and dancing.

Kayla Ward is a Cree and Métis Indigenous Education Support Teacher. "Back home we have Round Dances all the time," says Kayla, who is from Peepeekisis Cree Nation in SK. "I was thinking, how can we bring community together and bring families into the school?"

Kayla traveled to Regina to obtain permission and teachings from Cree Elder Lillian Campbell (Piapot First Nation) to hold the events. She also sought teachings and permission from Cree Elder Nina Wilson (Kahkewistahaw First Nation

in SK) when she was in Winnipeg. "The idea of Round Dance is to support people in their mourning. We wanted all students to see that in our culture we have ways to honour every transition in our life."

With such a diverse student population, Kayla says sharing her culture is a way to open up a conversation with the students about their own cultures and practices. "How do their families deal with mourning, and honour new children coming into the world?" she asks.

Round Dance teachings brought tears and emotions, but also healing and happiness. "Students started talking about grief and mourning," says Kayla, adding that they realized that they were not alone and that "everyone is here to help me in the community."

Athlone Principal Ryan Miller says

"We wanted all students to see that in our culture we have ways to honour every transition in our life."

Kayla Ward,
Indigenous Education
Support Teacher

the Indigenous Education Team approached the three schools to consider supporting Round Dances and provided critical knowledge and guidance to make it happen. All three principals attended a Round Dance in the community to get a sense of what they were hoping to provide for their schools. "As this was a new experience for all of us, we collaboratively planned and implemented all essential teachings and collected all necessary ingredients and supplies for the dance," says Ryan, adding that the community was also consulted for their ideas.

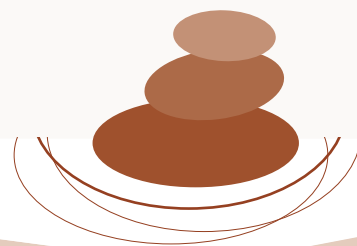
Crestview Principal Rob Bell says students created a video in the lead up to their Round Dance. "We thought it was important for our students to share their learnings from the Round Dance Teachings with our school community..

Heritage Principal Cheri Banks says students enjoyed learning the dance steps and taking part in a potato dance icebreaker activity. "By hosting the Round Dance at our school, we are not only learning about Indigenous ways of being and knowing, but also taking a step towards Reconciliation. It helps us understand and appreciate each other's background, fostering respect and mutual understanding, which are crucial for building a more inclusive community."

(Pictured): Round Dance at Crestview School in the winter of 2024.



Mental Health & Wellbeing

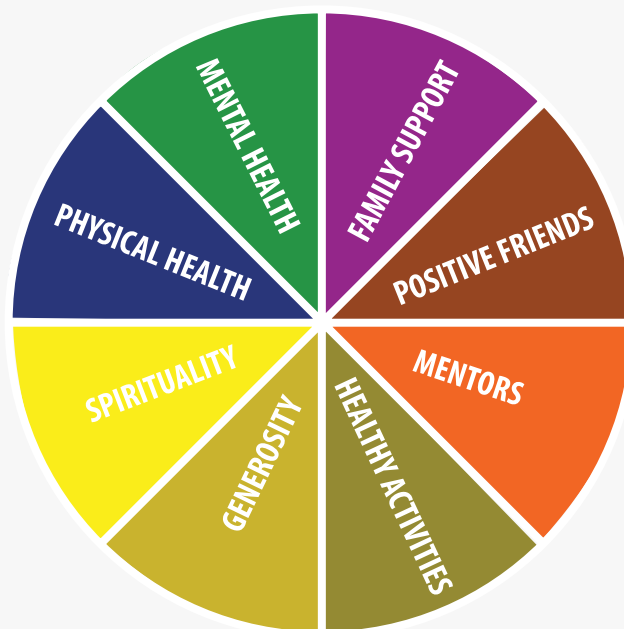


Supporting Student Wellness

Students with strong mental health and wellness are more resilient, and better able to recover from life's challenges. They're also better able to learn and explore with openness, compassion and curiosity. Through varied programming, SJASD provides a culture of care for all students with a focus on supports, relationships, and wellbeing.

Finding Sources of Strength (SOS)

Sources of Strength is a program that uses a strength-based and upstream approach to mental health promotion to prevent adverse outcomes like suicide, violence, bullying, and substance misuse. Participating schools include **Bruce, Lincoln, Ness, Sturgeon Heights, and Westwood**. The SOS wheel highlights eight areas of strengths that students can build on to increase support and resiliency. Trained peer leaders come together monthly to plan school wide activities that highlight these different areas. Some examples of activities include a positive friend photo booth, a wall of trust, positive messages around the school, a food drive for Winnipeg Harvest, a gratitude tree, candy canes with positive messages, and so much more. Peer leaders have shared that they love being a part of Sources of Strength because they are a part of something that matters, they have fun running the activities and know they are having a positive impact.



Staying Well Workshops



About **280** SJASD caregivers and community members took in **Staying Well Workshops** last year. The virtual

sessions support student wellness by informing attendees about specific concerns that might be impacting student success. Last year's sessions focused on Attention Deficit Hyperactivity Disorder (ADHD) and dyslexia. Led by SJASD School Psychologist Maria Phelps, caregivers left with coping strategies to assist their struggling student. View past sessions on YouTube.

■ Building Resilience via Therapy & Teachings

Students have been receiving periodic instruction in Cognitive Behaviour Therapy & Indigenous Teachings.

Circle of Courage and Cognitive Behaviour Therapy: Enhancing Resilience in SJASD is a \$125,000, five-year project funded through the province's Teachers' Idea Fund (TIF). Participating schools in 2023–24 included **École Voyageur, Crestview School** and **Jameswood Alternative School**.

"We teach children how to swim," explains Potoula Locken, Director of Inclusion Support Services and Accessibility. "Why wouldn't we teach students how to relax, how to take deep breaths, and achieve positive mental health?"

Each school year, new classrooms are selected, and students learn how to implement proven CBT tools and coping mechanisms to help them achieve better mental health outcomes. This includes, for example, cultivating a growth mindset and a positive mental outlook, seeking out positive

reinforcement, improving self-esteem, avoiding negative self-talk, developing mindfulness skills, and learning deep breathing exercises such as box breathing to calm down when needed.

Students and staff also work with North Star, the Division's Indigenous Knowledge Keeper and Coordinator of Indigenous Inclusion. North Star uses Indigenous teachings and traditional activities to help students develop coping and wellness skills. "What does this school need with respect to wellness and Indigenous teachings?" she asks.

At École Voyageur, she incorporated teachings of the wolf to educate students about the value of humility. North Star says it's about thinking of wellness in a holistic way and sharing the different pieces of ourselves.

"We teach children how to swim. Why wouldn't we teach students how to relax, how to take deep breaths, and achieve positive mental health?"

Potoula Locken,
Director, Inclusion Support
Services & Accessibility

Bev Stephenson is a Behaviour Team Resource Teacher with SJASD and oversaw the TIF project at Jameswood Alternative School. The high school students learned to make Bannock, cook wild rice, and make medicine-scented sprays with guest Knowledge Keeper Glenna Henderson. North Star also provided fire teachings, strawberry teachings, and water teachings, among others. "All of these traditional activities were done at the same time as we were helping students understand how to find balance in their lives in connection to the four quadrants of the Sacred Circle," says Bev, adding that Indigenous pride has increased in the school since the project began.

"When students are feeling more pride, they are able to bounce back from their experiences, resulting in increased resiliency," says Bev.

Indigenous student Chloe Sinclair's biggest takeaway is that she feels more included in the school. "I thought it was important for us to have these lessons for Indigenous and non-Indigenous students."

University of Manitoba research assistants will be studying the results of the project on student wellbeing.

(Pictured): Chloe Sinclair (right) at TIF project celebration event in May.



Celebrating & Supporting Our Students



Creating a Welcoming Environment

SJASD strives to provide a welcoming, safe, caring, and inclusive environment for all students and staff. Individuals that see themselves reflected broadly in the school environment have a greater sense of belonging and are more likely to succeed academically, in their careers, and grow into responsible citizens.

Recognizing Youth Achievement

Two SJASD students were recognized in November 2023 for their amazing artistic, entrepreneurial and volunteer efforts with a **Manitoba Indigenous Youth Achievement Award**. **Honey Flett-Frampton**, a Grade 12 student from **St. James Collegiate Institute**, received one in the Artistic (Visual) Category, and **Sunshine Levasseur** received a Personal Achievement Award. Sunshine is a 2022 SJCI graduate and is pursuing a bachelor's degree in Fine Arts from the University of Manitoba.

Honey is Anisinineew and received an Imagine a Canada grant from the National Centre for Truth and Reconciliation to express her vision of a reconciled Canada. She worked with local Métis artist Kisa Maclsaac to create a collaborative mural for the SJCI

school library. Besides excelling in school, Honey was commended for her involvement in the school's Peaceful Village program to welcome newcomers, the annual Divisional Powwow, and SJCI's Indigenous leadership group and Sacred Peoples Circle.

Sunshine Levasseur has been attending university and running a small business, Miss Ribbons, which features hand-crafted clothing, jewelry, purse/dance bags, custom appliqués for leggings and moccasins, and other cultural items. The self-taught Anishinaabe artist from Ebb and Flow First Nation takes inspiration from her culture and family. The MIYAAs celebrate outstanding Indigenous youth achievements in many fields. Approximately 18 youth between 16 to 24 are awarded each year.



Swimming in SJASD

SJASD offers a range of aquatic programming designed to build water safety skills, foster confidence, and promote community engagement. These programs are tailored to meet the diverse needs of students and families, including the **Grade 3 School Swim Program** and the **Adapted Swim Program** for students with exceptional needs. Through each program, students gain confidence to enjoy water safety on their own terms. In 2023–24, **700** students participated in Grade 3 Swim, and **about 60** students participated in Adapted Swim.

Students Move to the Music Therapy

Last year, 25 to 30 exceptional high school students participated in Music Therapy sessions.

Jackie Ogloza is an SJASD Physiotherapist. She played a pivotal role in bringing music therapy to Division high schools.

"Music is such a powerful tool in learning for neurodiverse students," she explains, adding that it provides students with an "opportunity to actively participate in a fun and meaningful activity at their own pace in a comfortable safe setting."

Music therapy provides numerous benefits for students, including enhancing communication skills, fostering positive social interactions, assisting with emotional regulation, improving self-esteem, and allowing students to express themselves while improving motor skills and body awareness.

At a downstairs resource room at **John Taylor Collegiate** in May, students with exceptional needs

and their Educational Assistants bob to the rhythmic lyrics of Moana's "You're Welcome." It is the final 30-minute music therapy session of the year for the students, and Music Therapist Breanna Uskiw gets in "the pocket" as she strums away on her acoustic guitar.

Besides "You're Welcome" the students grab percussion instruments to accompany "Better when I'm Dancing." Finally, Breanna lowers the lights to sing "Sweet Creature," a quiet ballad, while a handful of students raise pitch perfect voices to sing in unison with the therapist.

Jackie says the role of the Educational Assistants (EAs) is integral. "They work with their students to ensure they are providing the appropriate support to facilitate successful participation within the class."

At the June session at John Taylor,

"Music is such a powerful tool in learning for neurodiverse students." It provides students with an "opportunity to actively participate in a fun and meaningful activity at their own pace."

*Jackie Ogloza,
SJASD Physiotherapist*

EAs Pam Rothwell, Penelope Hall, Noah Reimer, Albert Fearn, Sandra Pierce, and Julie Hawkes use a number of techniques to engage students, such as hand over hand prompting, verbal encouragement or demonstration, while Resource Support Teacher Antonia Hasey looks on.

"The students love it. We feel very fortunate to be part of this in-person program this year," says Antonia. "I see so many lasting benefits from the sessions, one being that it allows the students to engage in an interactive way with a large group. The students are left feeling good about themselves and each other."

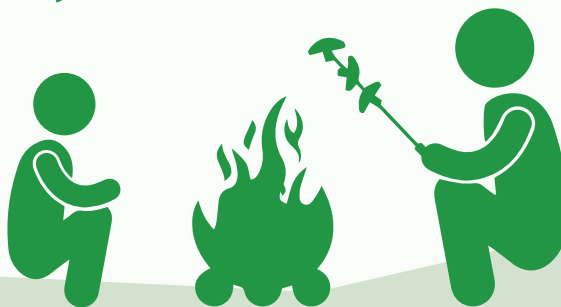
In 2024–25, the program expands to include Middle Schools, along with some guest sessions with a handful of Early Years schools.

Funding for Music Therapy was provided by the Division's Educational Support Services, along with support from SJASD's Arts Coordinator, and Physical Education & Health Education Coordinator.

*(Pictured): Music Therapist Breanna Uskiw with students at **John Taylor Collegiate**.*



Family & Community Connections



Connecting with Community

SJASD believes that effective communication between school and home, the active participation of caregivers, and strong community partnerships strengthen the Division and the community, and enrich the learning for all children.

Hosting an Identification Clinic

On June 19, SJASD hosted its first ever Identification Clinic at **Collège Sturgeon Heights Collegiate**. Anyone residing in the community had the opportunity to access essential identification pieces such as a social insurance number, a Manitoba Health card, and a MB certificate. The Southern Chiefs Organization (SCO) was in attendance to process Status Cards and give information around Jordan's Principle supports. The Manitoba Métis Federation was also in attendance to process citizenship applications.

Holding ID clinics for individuals and families is crucial because access to legal identification opens doors to essential services and opportunities that can improve quality of life. Without proper ID, many face barriers to securing employment, housing, healthcare, and social services. ID clinics provide assistance with paperwork, fees, and processes that might otherwise be out of reach for those with financial and logistical challenges.

St. James-Assiniboia is a fair distance from downtown Winnipeg, where so many services are located. Many families face barriers to accessing these services, such as limited operating hours or a lack of transportation. The ID clinic made it easier for residents to access supports, navigate application processes, and have questions answered in person. With the successful turnout, plans are in the works to host another ID clinic in the Division in the near future.



Supporting Early Literacy

SJASD offers a summer literacy program for families with children entering Kindergarten in the fall. **Literacy Links** allows caregivers and their children to get a glimpse into the exciting world of play-based learning. The program runs from May to August, with families receiving six virtual sessions, along with an in-person celebration visit.

Before sessions begin, a package is delivered that contains engaging play materials. During sessions, a trained Facilitator guides each child through games and activities that develop early literacy and numeracy skills while incorporating social and emotional development and gross and fine motor skills. "[Literacy Links] really sparked my son's interest in learning. It was incredibly interactive and gave us so many ideas of how we can continue the learning after the sessions," said a parent.

Student participation in 2024 was 87 per cent. The program has been running for over 20 years.

Welcoming Newcomers to the Division

Last May, about 60 people attended SJASD's Newcomer Information Evening at **George Waters Middle School**.

The event was organized by the Division's EAL Education Team, which includes Administrator of Diversity and Equity Manuel Gomes along with five EAL Support Teachers.

"Organizers were able to network between associations and our EAL Team, and parents were thankful that we held the evening," says Manuel.

Booths were set up and staffed by several external organizations, including Newcomers Employment & Education Development Services Inc. (N.E.E.D.S. Inc.), the YMCA, the Stevenson-Britannia Adult Learning Centre, Family Dynamics, and the Winnipeg Library. SJASD staff members also set up booths or displays to promote Literacy Links, Physical Education/Grade 3 Swim, Indigenous Education and EAL.

For Dmytro and Yuliia L., attending the evening was very helpful. The

Ukrainian Newcomers arrived on March 29, 2024 after fleeing Kyiv in February 2022 and living in Slovakia for the last two years. Their daughter Kira is seven and was expecting to begin attending Heritage School shortly.

"It's a great opportunity for Newcomers and for the children to integrate into society and the school system," says Dmytro.

Kira has been attending programming through N.E.E.D.S., and Dmytro says her English has been improving greatly. "She didn't speak English, but now she understands most things."

As for adjusting to life in Canada, Dmytro says it's been hard emotionally. "It's been rather challenging, but I think everything will be good."

Paulo and Irish T. R. faced a different set of challenges when

"It's been rather challenging, but I think everything will be good."

*Dmytro L.,
Ukrainian Newcomer*

immigrating with their three children to Canada. The couple arrived in August 2022, but their children stayed with relatives in the Philippines for a year and three months. They were reunited with their parents in Canada in November 2023.

While the separation was difficult, Paulo says they came to Canada for the opportunities and a better education for their kids. Inigo (Gr. 8) and Isabelle (Gr. 6) are attending George Waters Middle School. Imree (Gr. 3) is learning French at École Assiniboine.

Paulo's been impressed with the range of school support programs and after school activities. Isabelle just wrapped up badminton season. "It's good to have the support, especially for Newcomers," he says.

He also likes the emphasis on Physical Education, the Arts, and Outdoor Education. "Back home, there's not much outdoor activities. Here they have to learn outside, go outside, and they have a break outside to play," he says.

The SJASD's Newcomer Information Evening took place on May 15 from 6:30 p.m. to 8 p.m. and was geared toward Newcomers that have arrived in Manitoba on or after May 2022.

(Pictured): Imree (Gr. 3) is learning French at École Assiniboine. Her family reunited in Canada after over a year apart. They emigrated from the Philippines.



Dollars and Sense

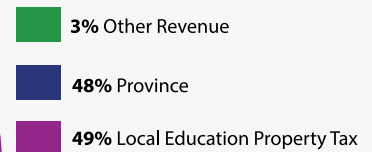
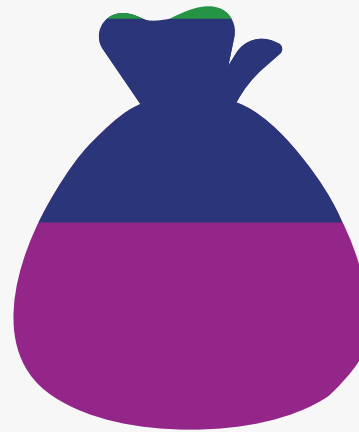
SJASD aims to provide the best learning experiences and opportunities for students, while maintaining the lowest possible cost to taxpayers. This balance is achieved by focusing on the Division's budget goals and considering any significant factors for a select budget year.

For the **2024-2025** school year, SJASD planned in consideration of the following circumstances: The Provincial Government provided SJASD with a **0.7 per cent** increase in provincial operating support, in addition to \$575,000 earmarked for a universal Nutrition Program, bringing total provincial funding to 1.9 per cent. The Province also advised school divisions they could increase the Special Requirement.

After consulting with the community, the Board of Trustees approved a balanced budget with an operating expenditure increase of **5.59 per cent** on March 5, 2024. This includes a education property tax increase of **4.12 per cent**. The 2024/25 budget maintains existing programs and services, keeps resources in the classroom, and invests in students.

Budget Goals

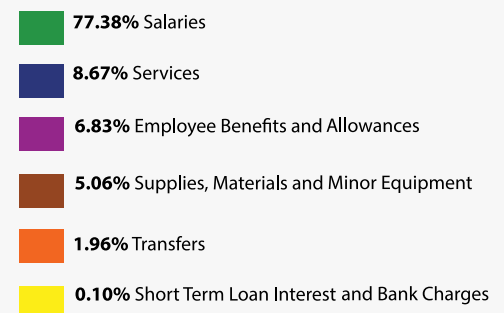
1. To maintain programs and quality.
2. To focus resources on the classroom.
3. To address the increasing maintenance/repair requirements of aging buildings.
4. To comply with new government requirements for education.
5. To comply with new government accessibility legislation.
6. To align the budget with the Strategic Plan of the Division.
7. To apply sustainable development principles.



Source of Revenue **\$131,710,935**

Expenditures **\$130,209,877**
(How each \$ is spent)

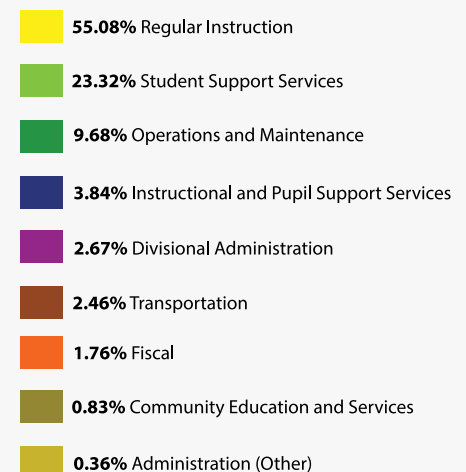
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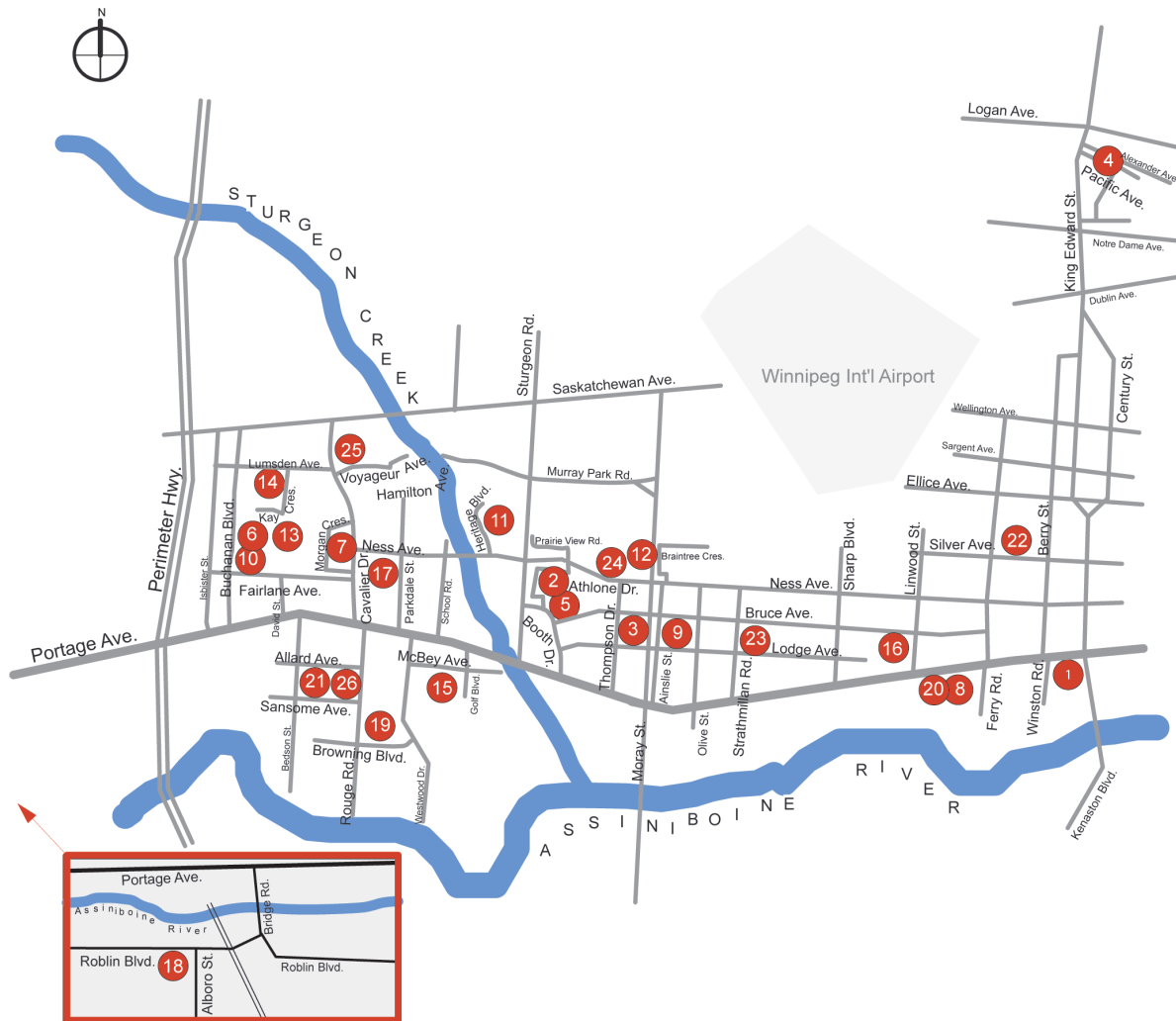


+ **\$1,475,424** in **CAPITAL SPENDING** for renovations, vehicles, large equipment, etc.

+ **\$25,634** in **SURPLUS**.

by Function



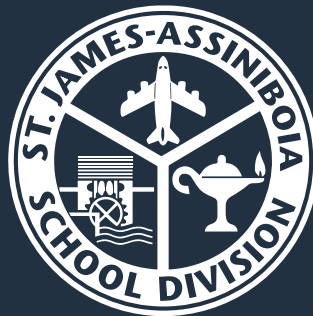


Phoenix School Insert

Great Schools for Growing and Learning

1.	ÉCOLE ASSINIBOINE,* 175 Winston Rd. R3J 1N1 K-5, Principal: Jean Burnett.....204-885-2216	15.	K-5, Principal: Sarah James.....204-889-9360 LINCOLN MIDDLE SCHOOL, 3180 McBey Ave. R3K 0T7 6-8, Principal: Dan MacNeil.....204-837-8397
2.	ATHLONE SCHOOL, 110 Athlone Dr. R3J 3L4 K-5, Principal: Jane Couch.....204-832-1373	16.	LINWOOD SCHOOL, 266 Linwood St. R3J 2C6 K-5, Principal: Robyn Zajac.....204-889-9356
3.	ÉCOLE BANNATYNE,* 363 Thompson Dr. R3J 3E5 K-5, Principal: Alexandra Eyolfson.....204-888-1101	17.	ÉCOLE NESS,* 3300 Ness Ave. R2Y 0G6 6-8, Principal: Roné Boyko.....204-837-1361
4.	BROOKLANDS SCHOOL, 1950 Pacific Ave. R2R 0G4 K-5, Principal: Samantha Amaral.....204-633-9630	18.	PHOENIX SCHOOL, 111 Alboro St., Headingley R4J 1A3 K-5, Principal: Patrick Betz.....204-889-5053
5.	BRUCE MIDDLE SCHOOL, 333 Booth Dr. R3J 3M8 6-8, Principal: Stacy Kent.....204-888-1990	19.	ÉCOLE ROBERT BROWNING,* 130 Browning Blvd. R3K 0L8 K-5, Principal: Bonnie Neil.....204-837-8381
6.	BUCHANAN SCHOOL, 815 Buchanan Blvd. R2Y 1N1 K-5, Principal: Neil Moffatt.....204-888-0680	20.	ST. JAMES COLLEGIATE, 1900 Portage Ave. R3J 0J1 9-12, Principal: Kyle Lizotte.....204-888-4867
7.	CRESTVIEW SCHOOL, 333 Morgan Cr. R2Y 0C9 K-5, Principal: Rob Bell.....204-885-7710	21.	SANSOME SCHOOL, 181 Sansome Ave. R3K 0N8 K-5, Principal: Henrietta Hoch.....204-889-6000
8.	GEORGE WATERS MIDDLE SCHOOL, 190 Ferry Rd. R3J 1V7 6-8, Principal: Ryan Miller.....204-888-4898	22.	STEVENSON-BRITANNIA SCHOOL, 1777 Silver Ave. R3J 1B1 K-5, Principal: Regine Nuytten.....204-832-1359
9.	GOLDEN GATE MIDDLE SCHOOL, 330 Bruce Ave. R3J 0V8 6-8, Principal: Dan Kalynchuk.....204-837-5808	23.	STRATHMILLAN SCHOOL, 339 Strathmillan Rd. R3J 2V6 K-5, Principal: Jonathan Baker.....204-888-0148
10.	HEDGES MIDDLE SCHOOL, 369 Fairlane Ave. R2Y 0B6 6-8, Principal: Tammy Baydock.....204-837-5843	24.	COLLÈGE STURGEON HEIGHTS COLLEGIATE,* 2665 Ness Ave. R3J 1A5 9-12, Principal: George Valentim.....204-888-0684
11.	HERITAGE SCHOOL, 47 Heritage Blvd. R2Y 0N9 K-5, Principal: Cheri Banks.....204-837-1394	25.	ÉCOLE VOYAGEUR,* 37 Voyageur Ave. R2Y 0H7 K-5, Principal: Pam McLachlan.....204-888-3390
12.	JAMESWOOD ALTERNATIVE SCHOOL, 1 Braintree Cres. R3J 1C7 9-12, Principal: Walt Lipinski.....204-885-9555	26.	WESTWOOD COLLEGIATE, 360 Rouge Rd. R3K 1K3 9-12, Principal: Kevin Dueck.....204-888-7650
13.	JOHN TAYLOR COLLEGIATE, 470 Hamilton Ave. R2Y 0H4 9-12, Principal: Walt Lipinski.....204-888-8930		
14.	LAKEWOOD SCHOOL, 55 Kay Cr. R2Y 1L1		

* French Immersion Schools



St. James-Assiniboia School Division

Great Schools for Growing and Learning

The community of St. James-Assiniboia has deep Indigenous roots. These lands and waters are the traditional territories of the Anishinaabeg, the Ininewak, and the Dakota Oyate peoples. It is the birthplace and national homeland of the Red River Métis. It is also home to members of the Denesuline, the Anisininewuk, and Inuit nations. Our community is bound by Treaty One.

Our water flows from Shoal Lake 40 First Nation in Treaty Three, and our buildings are powered by Northern Manitoba in Treaty Five. We are all tied together through the treaties that were signed across these lands. These treaties come with a responsibility—to the land, the waters, the animals, and each other. We are committed to honour and learn about the true history of this place, and to do our parts to move our community forward in a true spirit of justice and reconciliation.