

School District of Mystery Lake
 408 Thompson Drive North
 Thompson, Manitoba
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 (204) 677-6150
 www.mysterynet.mb.ca



Success for All

Community Report 2019-2020

MISSION STATEMENT

The School District of Mystery Lake will empower each student's learning potential and develop socially responsible life long learners with a strong sense of self-worth by providing a diversity of educational experiences.

VISION STATEMENT

Success for All

ETHICAL VALUES:

Respect, Integrity, Empathy, Responsibility and Humility



We believe that:

- Individuals have the right to access quality education in an equitable manner that maximizes individual potential.
- Learning is a wholistic lifelong pursuit that enhances the mind, body and spirit of the individual.
- In supporting a learning community to create and enhance respectful, safe and inclusive schools founded on cultural proficiency.
- Learning experiences must nourish a sense of wonder, curiosity and imagination in students.
- Public education serves the common good.
- In the importance of communication and engagement with all educational partners and the community at large.
- Practices must be linked to research and evidence.



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Don Macdonald, Board Chair 2019-2020



In a community that has rarely had a snow day, schools were closed for over three months last spring. We learned that while remote learning is possible, it is not easy for students, parents, caregivers or teachers. We also know there is a huge gap between what is possible for some families compared to others, that the disparities brought by poverty become even more extreme.

This was not the first time that Manitoba closed schools, churches, transit and other public gatherings; or the first time that people were encouraged to wear masks in public. The first time was in the fall of 1918, just after the First World War ended. There had been previous pandemics, but this would be the first to span the world.

It was a different world then. The railway line had reached as far as what would eventually be called Gillam. There were no roads, no phones, no electricity. Norway House was still the major trading centre it had been for most of the proceeding century. Thompson would not be built for another 40 years.

Our experience this time has been nothing like that previous pandemic. We are lucky that this version is less virulent. However, we are also fortunate that we have a public health system that has been up to the challenge and a population that for the most part makes the effort necessary to prevent the spread of this disease. The closure of schools, the cancellation of sports and travel, all were part of the effort to keep us safe from a global threat last spring.

This fall, with schools open once again, these same measures are what we depend on to keep our students and staff healthy. We all need to continue the efforts necessary to keep our schools safe. Education is more effective and is more equitable in school than it is remotely, regardless of the effort and technology invested. While the School District of Mystery Lake has put a tremendous effort into getting schools ready to open this fall, the real job of controlling the pandemic occurs in our community. Please follow the guidance of our public health professionals; wash your hands, wear a mask in public, keep your distance and limit your social circle. We can all thank each other once this is over.

“Education is for improving the lives of others and for leaving your community and world better than you found it. –

Marian Wright Edelman



DISTRICT PRIORITIES



Success for All

Goal #1

By June 2021, students will increase critical literacy and numeracy achievement through the development of comprehension, communication and problem solving skills.

Goal #2

By June 2021, there will be an increase in student graduation rates.

Goal #3

By June 2021, students will have confidence in their employment skills, knowledge of available opportunities for them and how to pursue career goals.

Goal #4

By June 2021, there will be an increase in the number of students who report a strong sense of safety, belonging and positive mental health.

Values

~RESPECT

~INTEGRITY

~EMPATHY

~RESPONSIBILITY

~HUMILITY

2019-2020

BOARD OF TRUSTEES AND SENIOR ADMINISTRATION

Don Macdonald, Chairperson
Guido Oliveira , Vice Chairperson
Leslie Tucker, School Trustee
Lindsay Anderson, School Trustee
Saima Aziz, School Trustee
Samantha Chartrand, School Trustee
Michelle Tomashewski, School Trustee



Lorie Henderson, Superintendent
Angele Bartlett, Superintendent
Kelly Knott, Secretary-Treasurer
Orest Chychula- Facilities Manager



Total Student Population for K-12 : 3168—September 30th, 2020 count

Number of Elementary Schools: 6

Number of High Schools: 1

Senior Administrators : 4

Student Services Co-Coordinator: 1

Principals : 7

Vice Principals: 8.5

Teachers: 245

Educational Assistants: 86

Support (Clerical): 21

Support (Library) 6

Counsellors: 10

District Social Worker: 1

Family Out Reach Co-Coordinator: 2

Speech/Language Pathologists: 1

Resource Teachers: 14

Psychologists: .88

Literacy Support Teachers: 2

Numeracy Support Teacher: 1

Culturally Proficient Education Consultant: 1.0

Aboriginal Perspectives Teacher: .5

Cree Language Consultant: 1

Information Technology : 5

Maintenance/ Custodial : 36





*“In learning
you will
teach, and in
teaching you
will learn.”*

— *Phil Collins*

Hello. Tansi. Bonjour.

Last year, the student population at the School District Mystery Lake was 3168 on September 30th, 2019. Wapanohk Community School continued to be the largest elementary school with over 500 students. Along with academic and vocational programming, the district continues to provide language programming in French immersion, Cree Bilingual in combination with a community school. The Family Outreach Coordinator, worked between three schools – Juniper Elementary School, Wapanohk Community School and R.D. Parker Collegiate Schools. The district continued to grow in its capacity to provide students with land-based education, be it out on the land or in the schools’ backyards. The district priorities continued to focus on literacy and numeracy. Two literacy teachers provided support and professional development workshops for staff at the elementary schools. The district continued with the grade one to three early literacy intervention program at all elementary schools. A numeracy teacher provided support and workshop opportunities for teachers. The district hired a Cree Language Consultant to strengthen the Cree language programming as well as to work with the Cultural Proficiency Teacher who also provided training for a number of community organizations.

As everyone can attest, the 2019 / 2020 school year was like no other year in our past history. Schools were placed in remote learning in the middle of March in response to the COVID-19 pandemic. Remote learning until last March was something new to many. This happened abruptly. Schools and families were left scrambling to provide the best educational opportunities for students on very short notice with limited resources. It was a very stressful time for everyone. Students were to learn from home with teacher support and not in the security of their classrooms. Staff supported students with home visits, Zoom meetings and phone calls.

In-school suspension also meant that all school-sanctioned events were halted. Gone were the extra curricular activities, the high school sporting events, inter-mural, inter-school activities, Mini-winter festivals, the grade eight camps, the Knights of Columbus track event, the Cree Language festival, school promotion celebrations, award assemblies, school trips, local and abroad, Welcome to Kindergarten events, band and choir concerts and other activities. For students, there were certainly other events they missed by not being in school. Teachers and staff were not able to say goodbye to students transitioning to new grades or to staff retiring or to anyone who moved on. The time of COVID-19 created an unsettling feeling for everyone. In June, schools were given the go ahead to gather in small groups. Schools used the time to meet with students, assess students’ learning and provide recovery-learning recommendations for a return to school in the fall. Staff did follow the pandemic guidelines to provide unique celebrations to recognize kindergarten graduation, grade eight promotions and the grade twelve graduation. The time allowed for some small-scale closure of the school year.

A parent survey was created to find out how students and caregivers responded to the remote learning experience. There were 775 completed surveys. The survey focused on the remote learning experience, the safety of return to school and learning preference. Information can be found in the community report. Information from the survey and the public health recommendations were used to create the return to school plans.

In closing, I would like to thank everyone for the patience, commitment and support provided to one another this past year. The strength of a community is with its members. Take care and be safe.

For up to date information, check out Facebook or the website – mysterynet.mb.ca



Angèle Bartlett, Superintendent of Human Resources & Policy



Welcome back everyone! What a year it was! I want to start by saying how proud I am to be a part of the senior leadership team in a school district that has some of the finest and most dedicated employees out there. When the re-opening of schools was announced, everyone stepped up to the plate to help ensure that our schools were ready. Much of this work was completed over the summer and many staff members selflessly gave up their personal time to plan, get things ready and ensure schools were safe for the return of our students.

I would like to take this opportunity to celebrate some of the many successes of the 2019-20 school year in the area of Human Resources and Policy Development.

The Board of Trustees Policy Committee has completed its review of all policies and procedural by-laws up until the suspension of schools. Policy Committee meetings have reconvened and one of their mandates will be to get caught up on the review process to ensure everything is up to date.

The third phase of reviews was completed on the Administrative Procedure Manual. The manual has now been reviewed in its entirety for the first time and the three-year review schedule will continue.

Some of the more recent procedures that have been developed in compliance with legislative requirements include; School District of Mystery Lake Workplace Health and Safety Program, Idle Free Zones, Waste Reduction and Recycling, Green Procurement and Resource Conservation, and Social Media Guidelines for Parents/Guardians.

The School District of Mystery Lake welcomed 20 teachers at the New Teacher Orientation Session hosted at the Letkemann Theatre in late August. I am pleased to announce that five of

our new teachers are graduates of the Kenanow Bachelor of Education program offered on the UCN campus in Thompson. We are so excited to have this group of new teachers join our team. I know they are going to love working for the School District of Mystery Lake.

On behalf of senior administration and the Board of Trustees I would like to acknowledge the following staff members for twenty years of commitment and dedication to the School District of Mystery Lake; Jeff Ziemanski, Joanne Janisch, Therese Lynds, Peter Frigo, Dana Mader, Kim Smith-MacDonald, Mulungwa Nundu, Tairra Warren, Vern Kebernik, Jolene Brown, Brenda Turk, Karen Tindall, and Kerri Schultz.

To all the staff that retired in the spring, the School District of Mystery Lake wishes you a happy and healthy retirement. Be patient, when things return to normal you will be able to do all those bucket list things you planned to do in retirement, like being able to take a vacation during low season and get a good deal!

Lastly, to all the staff of the District I just want to thank you for demonstrating poise and resiliency during this unprecedented time. This coming school year will certainly be one for the history books. I have all the confidence in the world in our Districts ability to rise to this challenge. We will provide the students of the School District of Mystery Lake with the best educational experiences we have to offer.



Recognized in the Community

Soaring Eagle Awards :

K-3 Recipients: Jimmy Baker Spence (Westwood), Carlina Chubb (Juniper)

4-6 Recipients: Anei Dysart-Spence, Lily Moose (Wapanohk), Jasmine Spence (Burntwood)

7-8 Recipients: Gina Chastelaine (Juniper), Brooklynn Wastesicoot (Wapanohk)

9-12 Recipients: Taylar Hanson-Oliveria, Caden Spence (RDPC)



School District Trustee Awards:

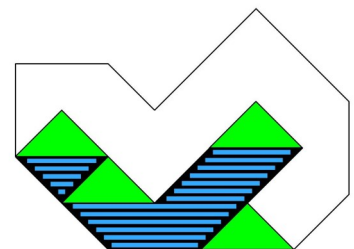
- ◇ Tristyn M'Lot, Juniper, Grade 8
- ◇ Jessica Smud, Westwood, Grade 8
- ◇ Maia Millar, Riverside, Grade 8
- ◇ Meadow Dysart-Brown, Deerwood, Grade 8
- ◇ Faiza Sikander , Burntwood, Grade 8
- ◇ Hannah Benson & Gracie Mercredi , Wapanohk, Grade 8

Academic Achievement

- ◇ Joshua Smud, R D Parker, Grade 12

Vocational Achievement

- ◇ Joshua Smud, R D Parker, Grade 12



Success for All



BURNTWOOD SCHOOL School Profile



Report to the Community

Burntwood School, Home of the Bobcat!

The 2019/20 school year was a “school year” like no other! Burntwood staff would like to take this opportunity to thank all the parents & caregivers for all their support during the school suspension of classes. We appreciate all that you have done and know we couldn’t have done it with out you. During this unprecedented time, Burntwood school reached out to as many families as they could with extra supports of food hampers, bannock and providing families with laptop loans. Teachers and staff delivered work packages and were able to have some social distancing face to face contact with students.

Burntwood Highlights:

Burntwood school continued with many extra curricular opportunities for our students this year. Some of the clubs included: games club, art club, chess club, science fair club, D & D club, student council, as well as a variety of sports clubs. A new addition to the extra curricular clubs was the culture club. This club was a huge success and housed over 30 students. Students participated in cultural teachings and activities such as Indigenous games, traditional plants and medicines, drumming, crafts, Cree language, and smudging. The culture club also intended to have students get involved with traditional cooking, dancing and other activities but due to class suspensions culture club ended for the year and will reconvene next year.

Another new idea at Burntwood this year was developing a land base day for some students in grades 3-5 that focused on land base education through-out the school year. The grade 8 native studies group helped with the organization of the day.

Innovation– 21st Century Learner....

We are currently preparing students for jobs that don't yet exist...using technologies that haven't yet been invented...in order to solve problems we don't even know are problems yet.-Richard Riley



Number of Staff 43

Number of students 375

Grades K—8

Grades K—8

Kindergarten Mrs. Desjardine

Gr. 1—Ms. Treloar

Gr. 1—Mrs. Peters

Gr. 2—Mrs. Aniceto

Gr.2—Ms. Young

Gr. 3—Ms. Taylor

Gr.3—Miss Yeo

Gr. 4—Mrs. Lowen

Gr. 4—Mrs. Canning

Gr. 5—Ms. Fulton

Gr. 5—Mrs. McNiven

Gr.5—Miss Umali

Gr. 6—Mrs. Wolfe

Gr. 6—Miss Brewster

Gr. 7—Mrs. Szocs

Gr.7—Mr.Leonard

Gr.8—Miss Miller

Gr.8—Miss Belanger

Secretary—Ms. Gosselin

Resource—Mrs..Conner Mrs. Wamboldt, Ms Billiaert

Counsellor—Mrs. Gosselin

Music—Mrs. Hornik/Miss Pegus

Phys. Ed.—Mr. Ditz

Phys. Ed.—Miss McQuiston

Librarian—Mrs. Tindal

ELI—Mrs. Richter

Ed. Asst.—Mrs. Wright, Mrs. Sheppard, Mrs. Runions, Mrs.Roberts, Mrs. Boudreau, Mrs. Wadhawan, Mrs. Malik, Mrs. Moose, Ms. Sauve, Mrs. Ghai

Custodians— Mrs. Pronteau, Mrs. Shabani, Mrs. Del Castillo

Vice Principal—Mrs. Schultz

Principal—Ms. Einarson



BURNWOOD SCHOOL



Another new initiative was the Land Base day. Land based education builds relationships, connects us to the land and its history, and creates pathways for everyone to engage in science, math and literacy in a real way. Four classrooms at Burntwood School shared in the desire to explore traditional, cultural and natural knowledge, which culminated in a Land-based day held in January. Stories and knowledge of traditional life and values were shared through stories and songs. Students dove into activities like shelter building, teas and soap making using traditional medicines, beadwork using natural items and more throughout the day. The day ended with a feast, prepared by the students themselves. Students thanked and honoured the Elders, Knowledge Keepers, and Helpers that made the day so enjoyable and valuable.

Kids Quotes of the day...

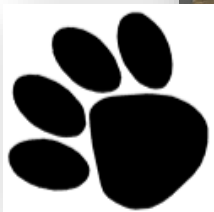
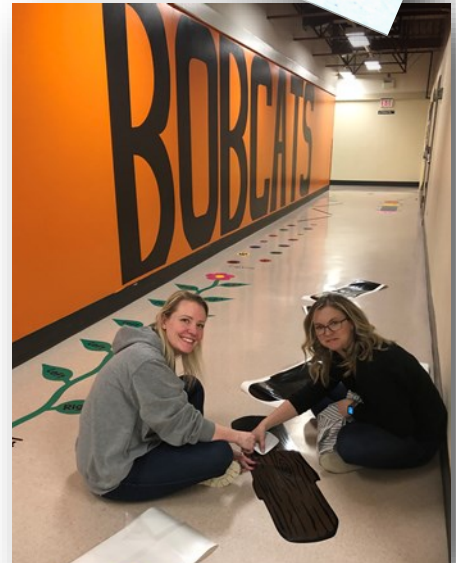
“If the Elders read this, I am saying THANK YOU!!!” – Casiel

“I really liked the Land-based day and its teachings. I chose the cedar to help my grandma with her arthritis.” – Alexis

“I think differently about our land, and its resources. I loved listening to the stories with Elder Jack!” – Emma B.

“I liked the furs and trapping because we got to touch the furs of each animal. I liked the beaver fur because it was really warm” – Mariam

“I loved the feast! The bannock was really good. In my group we put too much oil in our bannock.” – Carter



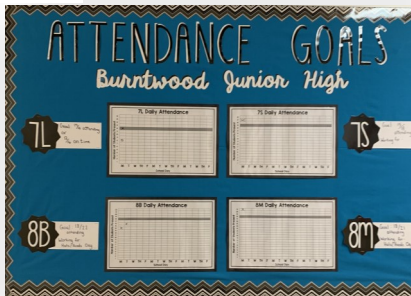
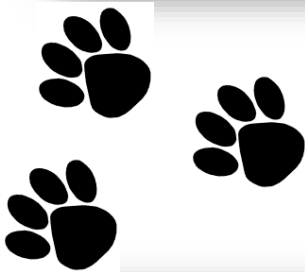
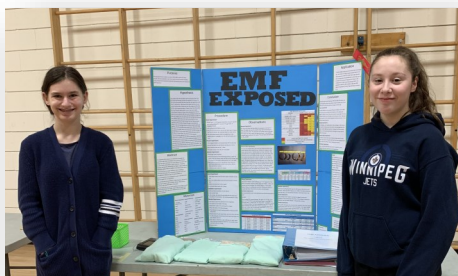
Burntwood School Goals



Literacy -By June 2020– 80% of student population will be reading at grade level. (Increase in overall reading comprehension/ individual reading growth will be tracked)

Numeracy- By June 2020 – Individual student knowledge and use of Computation Math strategies will increase by 3 strategies (Friendly numbers making ten, doubles, repeated addition, commutative property, inverse operation, partitioning, adjust & compensate, doubling & halving, using place value)

Attendance - By June 2020 – Burntwood’s attendance will meet the Provincial attendance goal (90%).



***“Be the change you want to see in the world”
-Mahatma Gandhi***



DEERWOOD SCHOOL

Report to the Community

This year has been a year like no other for students, parents and staff. We need to thank parents and students for taking on a different role in their schooling. Though we know it has been a challenge for many families, we can tell you we have witnessed many success stories that need to be celebrated. A huge thank you to the parents who rose to the occasion and supported their children's learning.

We wish the grade 8 Dragons all the best at RDPC Collegiate next year and look forward to your visits and updates. Thank you to the dedicated staff here at Deerwood who have worked tirelessly to provide opportunities for these students to build a solid foundation throughout the years. We are saddened we were not able to celebrate as we would have traditionally but I hope our modified Grade 8 Promotion Ceremony was a good second best.

Welcome to our newest Dragons who are joining us in the fall. We look forward to getting to know you and your families. Please don't hesitate to visit us here at the school with any questions or concerns. We want you to feel comfortable here at Deerwood Elementary.

We want to thank DPAC (Deerwood Parent Advisory Council) for their incredible support to us again this year. They are an important part of our Deerwood community and are dedicated to working together to ensure the best for our school. This year they partnered with us for an guest speaker on how to stay safe online and to buy a new bed for our medical room. They continually supported a number of classroom and extra-curricular activities. We are blessed to have such wonderful volunteers supporting our students.

Our students demonstrated a community minded attitude in a variety of activities this year. The school made donations to the homeless shelter and Salvation Army and a number of random acts of kindness. Education for Sustainable Development has been a priority found in our year plans for a few years. We are proud to be working to teach students about being good community citizens.

The staff of Deerwood School have continued working on Math and ELA Outcomes found in our year plans as well as the 27 strategies to improve the school. Check out a number of the activities from this past year.



SCHOOL PROFILE

Number of Staff 27

Number of students 247

Grades K—8

Kindergarten Ms. Holmes

Gr. 1—Mrs. Kennedy

Gr. 1/2—Ms. McDonald

Gr. 3—Mrs. Todd

Gr. 3/4—Mrs. Zawadsky

Gr. 4—Ms. Lafreniere

Gr. 5—Mr. Arcega

Gr. 5—Mrs. Caldwell

Gr. 6—Mr. Landers

Gr. 7—Mrs. O'Gilvie

Gr. 7—Mrs. Schroeder

Gr. 8—Mrs. Bruderer

Secretary—Mrs. Salamandyk

Resource—Mrs. Turton/
Mrs. Brolund

Counsellor—Ms. Katchmar

Music—Mr. Frigo

Phys. Ed.—Mr. Desjardine

Phys. Ed.—Ms. Holmes

Librarian—Mrs. Beck

ELI—Mrs. Pellizzaro

Ed. Asst.—Mrs. Saggiu

Ed. Asst.—Mrs. Gallant

Custodians—Mr. Thorne

Mr. Graham

Ms. Burt

Vice Principal—Liisa Brolund

Principal—Todd Harwood

Sadly we are saying good-bye to Mr. Durovick & Ms. Holmes.

Mr. Durovick is taking a new role at RDPC and Ms. Holmes is moving to

Ontario

You will both be missed!



DEERWOOD SCHOOL



2019/2020 School Priorities

We continue to focus on Math and ELA outcomes as our main priorities. Along with those priorities we aim to help students with their social-emotional wellbeing, promote and active healthy lifestyle, and be good community citizens who care for each other.

We continue to focus and report on 27 Strategies we feel support student learning and enable a healthy school environment.



Physical Education



My Life Online

Cardboard Challenge



Cultural Festival



Deerwood Choir



“Authenticity is the daily practice of letting go of who we think we are supposed to be and embracing who we are.”

Brene Brown



École Riverside School

MESSAGE FROM THE SCHOOL PRINCIPAL

Another fantastic but different ending of a year for the Rams and looking like another challenging year with the Covid-19 pandemic! First I would like to say thank-you to all the students, parents/guardians, and staff for making Riverside the best place to be and all the time you put into remote learning to finish the 2019-20 school year off. The parents/guardians support does not go unnoticed on how much you support your children and our school. With everyone's help we are very successful in academics and extra-curricular activities.

Students, parents and staff have prevailed through the remote learning from March 20, 2020 until June 12, 2020. Starting on June 15th once again our school doors opened to our students for individual meetings until June 30th. We saw growth in our students learning and excitement of students being back into our school. Everyone helped make changes in our building and procedures to keep École Riverside School a safe place to be.

When one reflects on the year we can all think of some accomplishments we have made and how we made a difference at École Riverside. As basketball coach Steve Alford stated, "**We try to stress the little things because little things lead to big things.**", because of all the little things the family at École Riverside School has done we are shining like a bright star.

Remember to "Ram on" and go RAMS!

Mr. Wamboldt

FOCUS AREAS

- Student Engagement
- Numeracy
- Inclusion
- Athletics
- Literacy
- Technology
- Arts in the Classroom
- Science
- Social Responsibility
- EAL Learners
- Assessments
- François
- Citizenship
- School Spirit

SCHOOL HIGHLIGHTS

- New Basketball nets on K-2 playground
- We raised over \$3000 for the Terry Fox Foundation
- Daily Story Time read Alouds during the school closure with Mrs. Tomchuk and Mme. Ryan
- Mini Festival du Voyageur for a week in March with our gallery board displays at the end of the week
- Many extra-curricular activities taking place throughout the school year.
- Book Fair, Bake Sale, Christmas Family Craft Night
- Food Drive for Salvation Army.
- Academic Year End Awards Movie
- Mascot Parade for students while learning at home

School Profile

Number of Teachers: 30

Number of Students: 417

Grade Level: K–8

Our Staff: Principal— Mr. Jonathan Wamboldt

Vice— Principal— Mrs. Ashley Roberts

Secretary—Mrs. Terrilynn Hepp

Library Clerk—Mrs. Tracy Tomchuk

Counsellor—Mrs. Vanessa Nerbas

Music—Mr. Itson and Mme Pegus

Physical Education—Mr. Martin Vermette and Mr. Jon Ross Merasty-Moose

Resource—Mme Amy Portey, M. Greg Gallant, Mrs. Roberts and Mrs Mckenzie

Early Literacy Support—Mr. Jeff Zieman-ski

French Language Support—Mr. Mulungwa Nundu

Kindergarten English - Mrs. Kristin McKenzie

Kindergarten French—Mlle Ashley Squires

Grade 1/2 English—Mrs. Baljinder Rai

Grade 1 FI—Mme Donovan

Grade 1/2 F—Mme Jenkins

Grade 2 FI—Mme Hayes

Grade 2/3 English—Ms. Brenna Crook

Grade 3/4 English—Ms. Amy Snow

Grade 3 FI— Mme Sharon Pankratz

Grade 4 F—M. Jeremie Brisson

Grade 4/5 –FI—Mlle Alexandria Dickieson

Grade 4/5 English—Mr. Jeremy Epp

Grade 5 /6 FI—Mme Karlyn Houndle

Grade 6 English— Mrs. Jessica Knockeart

Grade 6 FI—Mme Micheline Gagne

Grade 7 English—Mrs. Carlee Monias

Grade 7 FI - Mme Betty Duhaime

Grade 8 English—Ms. Katherine Snow

Grade 8 FI—Mme Mervat Yehia

EA's—Mrs. Amber Linklater, Mrs. Masaun, Ms. Abele, Ms. Little and Ms. Ladyka. Ms Bev Behrmann

Caretakers—Mrs. Sevdije Mehmeti, Mrs. Min Zhao and Mr. David Kostyk

Day time Caretaker— Kennedy Murray



École Riverside School

2019-2020 Priorities

Outcome #1: All students will by June 2020 will have higher level thinking in mathematical concepts including their mental math.

Indicators: Teachers will complete the strong beginnings and strong endings assessments, and share the data. Resource teachers will provide support in the classrooms working with small math groups, some teachers will be doing guided math lessons. Students will continue to use Mathletics or Net Math. Teachers will participate in math talks with their classrooms as well.

Strategies: Teacher's will create a resource section of math manipulatives in their classrooms for students to use. We will continue with our school wide 100 day math activities, teachers will also participate in May math month.

Outcome #2: By June 2020 students will show an increase in their reading levels, reading comprehension in both French and English.

Indicators: Follow-up assessments in May/June will show improved reading levels, reading comprehension from their Strong beginnings reading assessments. Students reading levels from Strong beginnings and strong endings will be graphed to show the growth. The graph will also have the previous June reading level to show a full year of growth. These graphs will be shared at planning day in June. Students in Grade 6 will participate in the district writing assessment and Grade 7 students will participate in the district math assessment.

Strategies: Teachers will continue to teach using the literacy lab resources, Daily 5 café reading, literacy circles, home reading programs and library fiction, nonfiction, and research resources. Resource will continue to offer cross grade support to teacher to help with reading. We will have the continued support of a half time Literacy Intervention Teacher.

Outcome #3: There will be an increase in French dialogue in the French Immersion classrooms during student to student conversations.

Indicators: Teachers will notice an increase in students speaking French with each other in the classroom.

Students will speak more freely in French with each other.

The student's confidence in speaking will grow.

Strategies: Lessons will encourage the use of French oral expression. More options to present student work orally. Teachers will continue to speak French with each other, especially during time where students are present. Announcements will be done in French and English as much as possible. O'Canada will be played in alternating languages, French and English.

*"In learning
you will
teach, and in
teaching you
will learn."*

— *Phil Collins*

École Riverside School

WHAT WE INTEND TO CARRY FORWARD FOR 2020-2021



- All extra curricular programming for our students like sports, music, games clubs, etc. during lunch hours and after school.
- Mini Festival Voyager
- Community Presentations
- Wise Kinetics
- Student Council Voice /Activities
- Active Parent Council
- Professional Development in LA , French, and Math instruction.
- Virtues Program
- Marvelous Math Month and other whole school math activities
- Year End Awards
- Our Green Initiatives (bag-less lunches, less plastics products)



“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”
– [William Arthur Ward](#)





JUNIPER SCHOOL

MESSAGE FROM THE SCHOOL PRINCIPAL

Juniper School had a challenging year with the school closure period from March 23-June due to the Covid-19 pandemic but we were able to continue to provide opportunities for learning for our students through learning packages and on-line platforms.

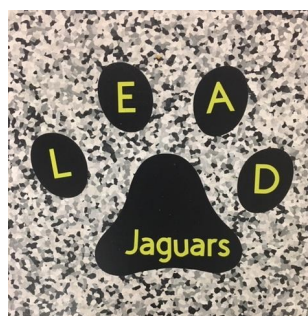
During our first two terms our students and teachers continued to promote and share many great learning opportunities for our students.

We celebrated many great accomplishments this year; seeing two musicals, securing grants to continue our snack and breakfast programs, receiving a grant from the Thompson Community Foundation for a new stage for our music department, the Spirit Bear Award and also receiving the 2020 Staples Super Power Your School Award where \$20 000 worth of new technology will be ordered for our school. This was for our efforts on sustainability projects and the work the Green Team has led. Our school continues to lead nation wide and was recognized as a Level 4 Earth school with over 4250 actions recorded and recently receiving the Jade level 5 certificate. We also received a Transformational Eco Globe award from the province in December of 2019.

Our teachers have continued to invest a lot of time in honouring traditional teachings and have continued to teach about reconciliation, planning outdoor camps and providing many Land based learning opportunities. In June we were able to see our students back for year end assessments and we were able to celebrate our Kindergarten and 8 students who were promoted. We want to wish everyone a wonderful summer. Please stay safe and keep well.

Mrs L. Mayor

FOCUS AREAS-AT JUNIPER SCHOOL WE STRIVE TO ENHANCE STUDENT LEARNING AND PROVIDE A DIVERSITY OF EXPERIENCES IN A WELCOMING, STRUCTURED AND CARING ENVIRONMENT.



School Profile
Number of Teachers: 25
Number of Ed. Assistants: 20
Number of Students: 267
Grade Level: K-8
Our Staff:
Mrs. L. Mayor (Principal)
Mr. D. Mader (Vice-Principal)
Mrs. K. Fragomeni (Admin. Assistant)
Mrs. A. Foley (Kindergarten)
Mrs. A. Ferguson (Grade 1)
Ms. K. Morris (Grade 1/2)
Ms. L. Gillis (Grade 2)
Mrs. M. Stanley (Grade 3)
Mrs. L. Watson (Grade 3/4)
Mrs. K. Taite (Grade 4)
Mrs. U. Ellis Grade 5)
Mrs. A. Muirhead (Grade 5/6)
Ms. S. Horning (Grade 6)
Ms. N. Garden (Grade 7)
Ms. S. Porth (Grade 7/8)
Ms. T. McNish (Grade 8)
Mrs. S. Archarya-Srinivasa (K-3 resource)
Mrs. L. MacMillan (full time ELI teacher)
Mrs. E. Dale (4-6 resource)
Mrs. A. McLellan (7-8 resource)
Mrs. R. Fountain (IDEAL site)
Mrs. S. Boisvert (IDEAL site)
Ms. J. Perrin (Music)
Mr. B. Williams (Phys. Ed)
Mrs. S. Alexander (counsellor)
Mrs. J. Gallant (Cree, K-Phys Ed, Health)
Ms. T. Park (Library Technician)
Mr. J. Bayer (Family Outreach Coordinator)
Educational Assistants: V. Fudge, C. Laubmann, M. Cox, L. Monteith, L. Preston , K. Peterkin, V. Neufeld, D. Pennell, D. Medwid, T. Hynes, D. McLeod, A. Daly, M. O'Handley, K. Boushie, J. Spates, L. Agustin, E. Nundu, M. Moose, L. Peters, M.Marcelino
Speech/Language EA- H. Fudge
Head Custodian: Mrs. B. Vlahna
Custodians: Mrs. D. Spence, Mrs. L. Elouafi



JUNIPER SCHOOL

2019-2020 Priorities

Outcome #1: Staff and students will work together to increase academic achievement around literacy and numeracy skills.

-strong beginning and ending assessments took place to help target learning gaps and focus on achievement throughout the year. We saw a good level of growth in students learning. Thematic and authentic learning opportunities were explored to help engage students in their learning.

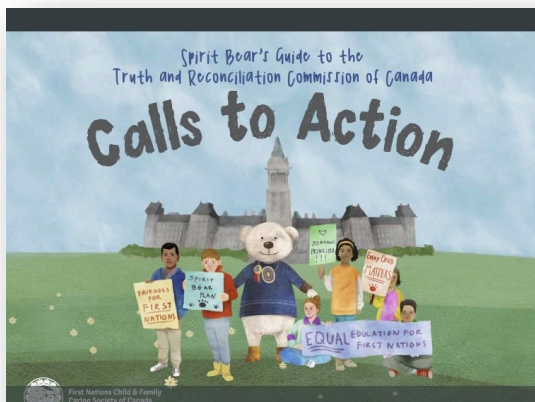
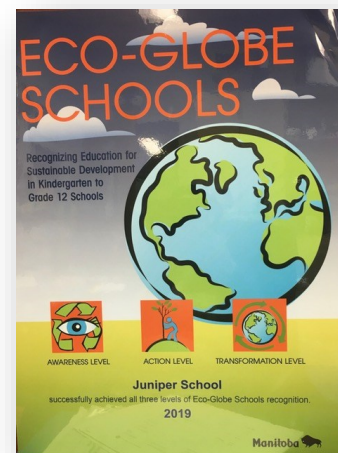
Outcome #2: To improve school climate and engagement through a feeling of belonging in our school community and promoting positive mental health. We participated in the 2nd year of the Well-Being/Well-Becoming provincial cohort and continue to use the Virtues program to enhance character education.



Outcome #3: Staff and students will promote ESD (Education for Sustainable Development) by focusing on the 5R's and working towards our Green School initiatives.

We rethink, refuse, reuse, reduce, & recycle in our school!

Outcome #4: Demonstrate growth in our cultural proficiency journey by embedding Indigenous perspectives throughout our teaching in order to build a strong school community and learning environment.






JUNIPER SCHOOL



WHAT WE INTEND TO CARRY FORWARD FOR 2020-2021

As we plan for the fall, and the uncertainty that comes with it at this time, we are looking forward to seeing all the students back in their classrooms. We look forward to having everyone back, knowing it will be with some specific guidelines to ensure we keep everyone safe and well.

We will continue to promote and build on our understanding and applying cultural proficiency and social justice in our school as we continue to build a strong school community. We will find new ways to continue to engage students and promote learning. We plan to expand career exploration opportunities starting at younger grades in the fall and our school will also continue to look at the importance of attendance and the effects this has on student learning.

 During the school closure period we launched a new Juniper School Facebook page which we intend to continue to use to promote and share school news and information. Check it out if you have not 'liked' us yet.

Our Juniper School website page has also been updated regularly with our monthly newsletters and a regular update of pictures and events. Check us out at www.mysterynet.mb.ca

SCHOOL HIGHLIGHTS-AT JUNIPER SCHOOL THIS YEAR WE SAW....

- Many classroom projects addressing the calls to actions around reconciliation.
- Two musical productions led by Ms. Perrin: "Aladdin's Kids" by the gr. 4-6 students in the fall and "Circus, Circus" by the grade 1-3 students
- Numerous projects completed around ESD-considering aspects of social, environmental and economic impact to our lives, our community and our world.
- Our school achieved Jade level 5 SCHOOL status in the Green School program with over 4000 green actions completed.
- A continuation of monthly Virtue Activities with cross-grade groupings and Anti-bullying campaigns
- Student Council projects such as Water for Sudan, WE are silent, fundraising for the Salvation Army and Homeless Shelter, WE Scare Hunger, bullying campaigns, Human Rights Walk, Koala bear campaign and a trip to Wpg for WE Day.
- Virtual video celebrations by teachers and sharing our Festival of the Arts in Visual entries and monthly awards despite ending the year with on-line learning
- Grade K, 1/2, and 4 land based learning days highlighting Indigenous traditions.
- Various extra-curricular activities offered at lunch and afterschool



*Achieved JADE 5 Certificate 4325
Green Actions recorded*



-Success in continuation of learning through learning packages and distance learning through on-line platforms such as Zoom, Google Classrooms, Class Dojo and Seesaw.



Wapanohk Community

*Reaching for the stars and
soaring with the eagles”*

School

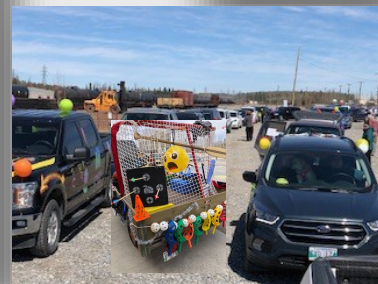
MESSAGE FROM THE SCHOOL PRINCIPAL

Wapanohk Community School has had many struggles last school year. We continue to be the largest elementary school in Thompson. Our population was at 556; however, our attendance was lower than usual. We had 3 classrooms for every grade. Just five years ago our population was 395 students and now we are over 5 hundred. We continue with a strong Cree bilingual program from kindergarten to grade 8. We are fortunate to have 11 fluent Cree speakers on staff, 10 teachers and one EA.

At Wapanohk Community School we work as a team. Our community connector went on maternity leave in the March. Our family outreach worker, student support worker, family connector and counsellor work closely together to ensure that our students and their families received extra help when needed. They worked continuously on attendance, but unfortunately our attendance slowly decreased through the year. Our main communication with parents was through our Facebook page.

COVID 19 and school closure hit our families hard. It was difficult to get homework packages to all the homes. We had a team that delivered homework packages and food hampers. We gave out 20 devices for families to use and supplied them with free internet .

Ekosani.



Focus Area

- Student engagement
- Parent engagement
- Gr. 2 reading blitz
- Understanding numeracy-hands on activities
- Student assessments

- Landbased activities
- Athletics-team sports
- Truth/ Reconciliation
- Community development
- Cree language/Culture
- Cree festival (cancelled)
- After school music
- Arts festival (cancelled)
- Gardening
- Science Fair (cancelled)

School Profile

Number of Teachers: 40
 Number of Students: 560
 Grade Level: K-8– Cree bilingual school

Our Staff: 2019-2020

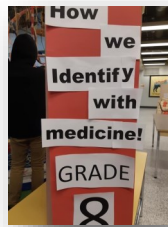
- Nadine Osborne K
- Amanda Taylor K
- Sikri Suman/Jerry Halcrow K
- Marcy Cooper 1
- Judy Dupas 1
- Gabrielle Thompson 1
- Lisa Ewen 2
- Sam Lawrence
- Sheri DeRose 2
- Mildred North 3
- Gurpreet Kaur 3
- Stefan Hudson 3
- Travis Grieves 4
- Luke Hudson 4
- Davi-Ann Morris 4
- Margaret Dumas 5
- Sam Bruderer 5
- Maria Regero 5
- Shauna Huber 6
- McKayla Monden 6
- Laura Spokowe 6
- Jennifer Alcock 7
- Cameron Flamand 7
- Karmelle Medwid 7
- Brent Badiuk 8
- Pam Grieves 8
- Gabrielle Lytle 8
- Vicky Young Cree
- Sarah Blair-Counsellor
- Shelley Cook/Marlie Pilat
- Cara Butler- Resource
- Amy McConnell-LL
- Jennifer Bie-ELI
- Katherine Almeida Music
- Wing Chow Music
- JJ Bujold -PE
- Chris Pelchat PE
- Jerry Halcrow PE/K
- Laurel Roussin-sec.
- Lorna Frank –sec.
- Melody Chuckrey-connector
- Lois Cormier-student support worker
- Gail Randall-librarian
- Amanda Butler-vice principal
- Kathleen Kelson-principal



Wapanohk Community School

2019-2020 PRIORITIES

Literacy goal: to Increase reading, writing, and comprehension levels through Early Literacy Intervention, Later Literacy, Daily Five or Three, daily double block of literacy, theme based, grade 2 reading blitz for 6 weeks and inquiry research for grades K-8 on identity.



Numeracy goal: to ensure that all student have the same mathematical language and are able to solve problems by hands on, mental math or other strategies, be able articulate how they answered the problem and use mathletics at all levels.

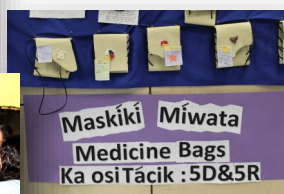
Cree/culture goal: to speak Cree 30% time in the bilingual classes and to continue organizing and creating new resources for the Cree classes. In all classes teachers will integrate Truth and Reconciliation and land based activities in their classes.



Goal safety and health goals are to continue with bully awareness in and out class, to ensure that students who have mental health issues get help, to help students to understand that everyone is different and deserves respect, and to practice the seven teachers in school and out of school.



Community/parent engagement to continue to involve community and parents with our school community through projects, programs, and activities. Parent council to continue to be involved in fundraising and continue with cooking, literacy, and FAST programming.



Grade 8 promotion day 2020 in the arbour wearing traditional skirts and shirts made by Wapanohk staff.



"ta māmawi
māmitonēnitamak
pohko ōma
kākinaw kīnānaw
inniwak., ki
cawāsimsināwak
ohci, ta mino
pimātiscik mīna ta
kiskinwamācīk o-
pīkiskwēwinawāw
ta kiskēnitak
wīnawāw
inniniwak ka
innimocik."

*"We have to do this
together as people,
for the children, so
that they are
confident in their
mother tongue and
their identity*

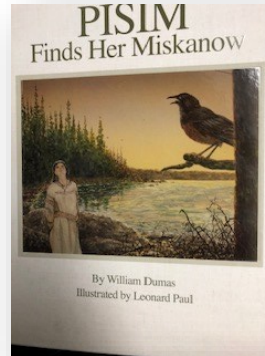


Wapanohk Community School



WHAT WE INTEND TO CARRY FORWARD FOR 2020-2021

- Literacy in language arts and mathematics
- Inquiry method cross curriculum
- Cree language/culture activities
- Land based activities connected to curriculum
- Data collection
- Anti-bullying strategies classroom presentation
- Student engagement, parent engagement and community involvement



SCHOOL HIGHLIGHTS

- Grade 8 promotion day during covid 19 at the Arbour
- Outdoor classroom being used
- Land based activities
- Kindergarten graduation during covid 19
- Northern Grand Chief and Cree consultant speaking at Indigenous veteran's day and Indigenous veteran's day bulletin boards-celebrations
- Pesim finds her miskanaw-Cree/historical program with U of W
- 2 ski trips
- Indigenous coffee house
- F&ST/F&ST works
- Parades in the community-Covid 19
- active student council
- Family literacy night
- Breakfast program
- Drumming group
- Grade 2 reading blitz
- ELI successful program
- Wapanohk granny puppet
- Parent council fundraising for First Aid course
- Icelander environmentalist
- Summer school/small garden
- Girl's basketball team-1st place
- Parent cooking evening class
- Evening coffee house





WESTWOOD SCHOOL

School Profile

Number of Teachers: 27

Number of Students: 373

Grade Level: K-8

Our Staff:

Principal: Ms. Johnston

Vice-Principal: Mrs. Griffin

Kindergarten-Mrs. Belanger

Grade 1—Ms. Rindall &

Ms. Mephram

Grade 2—Mrs. Nsi &

Ms. MacDonald

Grade 3—Ms. Wilson

Grade 3/4—Ms. Bettess

Grade 4— Mrs. Janisch

Grade 5— Ms. Osberg &

Ms. McCartney

Grade 6— Ms. Oleschak &

Ms. Pokotylo

Grade 7— Ms. Yuskow &

Ms. Mercer

Grade 8— Ms. Barclay &

Mr. Kennedy

French— Mr. Nundu

Early Literacy Intervention—

Mrs. Hykawy

Library Clerk-Mrs. Young

Counsellor— Mrs. Steeves

Resource— Mrs. MacDonald &

Mrs. MacDonald-Smith

IDEAL teachers— Mrs. McNabb

& Mrs. Griffin

Physical Education— Mr. Mason

& Ms. Yuskow

Music— Mrs. Lowe &

Ms. Pegasus

Speech EA— Mrs. Shatford

EAL Tutor—Ms. Miscavish

Administrative Assistant— Mrs.

Meuse

Educational Assistants: Tammy

Ault, Stephanie Barabad, Debbie

Bowser, Lori-Ann Dettan-

ikkeaze, Jennifer Haas, Shawn-

na Johnson, Janaina Lucas-

Pereira, Sheryl Miranda, Poo-

nam Mal-hotra, Brittany Moody,

Todd Paris, Ethel Pascual,

Christine Randell, Lydia Remic,

Leonora Shabani, Kiana Sterzi-

uk-Corbett, Samita Thapar,

Evangeline Timbang & Sandra

Thompson.

Custodial Staff— David McDon-

ald, Sami Rafai & Rachel Spence

Message From the School Principal

The 2019-2020 school year started out as it always does, with Strong Beginnings assessments and Meet the Teacher evening in September. After that, our school routine was set, and students and staff were up and running! Some of the interesting and exciting activities until March included: a jingle dress presentation to 4 J & 6P; a trip to Winnipeg for 8 students in gr. 7 to participate in WE Day; donations to the Salvation Army Food Bank; donations to the Boys & Girls Club at Christmas; a beautifully decorated box Christmas tree was donated to Northern Spirit Manor; Mini Winter Fest; & school-wide participation in Orange Shirt Day.

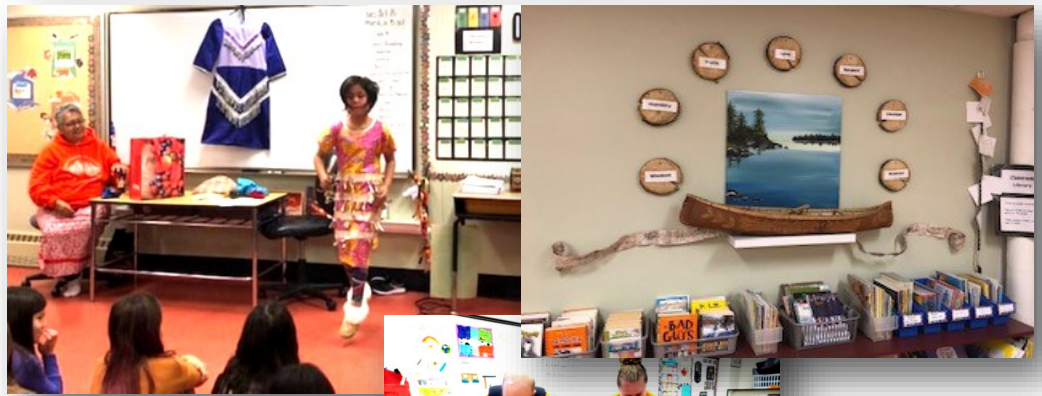
No one could have predicted how this school year would end and we are still unsure about what would happen in September. Beginning March 23rd and throughout the COVID pandemic, our teachers worked very hard to remain connected with their students and families in numerous ways: from phone calls to home visits, from paper work packages every other week to zoom meetings, it was all a success with the support you provided at home.

As always, we thank parents and caregivers for the support and input they provide to administration, teachers, and students. Our year would not be a success without you!

Farewells & Welcomes:

We say farewell to Mrs. Oleschak (gr. 6) who is retiring after 33 years of teaching with her last 20 years at Westwood and to Mrs. Hykawy (Early Literacy Intervention teacher) who is retiring after 33 years of teaching with her last 3 years at Westwood. After 7 years at Westwood, Ms. Johnston is moving to RD Parker Collegiate to be a Vice Principal Teacher.

Westwood welcomes new teachers on staff: Ms. Samuel to teach gr. 6 and Mr. Ziemanski to teach Early Literacy Intervention. We also welcome Mrs. Ogilvie as the new Vice Principal Teacher and Mrs. Griffin as the new Principal Teacher!



WESTWOOD SCHOOL

2019-2020 Priorities



Outcome #1 By June 2022, 70% of kindergarten students will be able to rote count to 30 and have numeral recognition to 10. By June 2022, 70% of grade 3 students will demonstrate increased knowledge of equality as a central concept of numeracy development by correctly answering $7 + __ = 10$ on the JAM assessment. By June 2022, 60% of grade 7 students will be able to complete Interview 1, Task 9 correctly on the GLOSS assessment.

Indicators: Common math language posters in classrooms for student referral, math dictionary use, grade group discussions, moderation of assessments by District Numeracy Support Teacher and Vice Principal/Principal, & expanding teacher knowledge through professional development from district Math consultant.

Strategies: Common District assessments (JAM & GLOSS), comparisons of provincial assessments of grades 3 & 7 to provincial averages, & Mathletics reports.



Outcome #2 By June 2022, grade 1-3 students will demonstrate a growth of 4 reading levels at instructional. By June 2022, grade 4-8 students will demonstrate a growth of 2 reading levels at instructional.

Indicators: Results from our annual Strong Beginnings assessments, June reading assessments, & improvement in grades 3 & 8 provincial assessments,

Strategies: Literature circles, guided reading, Daily 5/CAFE, technology, home reading programs, Book Buddies, Early Literacy Intervention teacher support.

Outcome #3 By June 2022, EAL learners will demonstrate improved stages of language acquisition.

Indicators: Assessing stages of EAL learners, setting goals using the EAL continuum, staff professional development with a focus on EAL learner.

Strategies: EAL tutor support, expanding the resources available for EAL learners, putting dual-language books into circulation in the main library, purchasing of Computer for Schools laptops for EAL learners to use in their classrooms, purchasing of sound-field system for teacher use for clear instruction.

Outcome #4 By June 2020, we will maintain 90% or higher rate of attendance monthly for 8/10 months.

Indicators: Monthly charting of school attendance on display throughout building, attendance letters sent home, & home visits to promote the importance daily attendance.

Strategies: Incentives for students to attend daily, phone calls home, home visits, attendance letters.

Outcome #5 By June 2022, students will demonstrate awareness of diversity by building strong community based on inclusion.

Indicators: Increased classroom involvement of Orange Shirt Day activities, lessons planned using the Treaty Relations kits, and inviting community Elders into classrooms.

Strategies: Expanding resources available to teachers and students with an Aboriginal perspective, professional development regarding Calls to Action, participation in activities such as Orange Shirt Day, Mini Winter Fest, and Mile 20 visits.





WESTWOOD SCHOOL

What We Intend to Carry Forward for 2020-2021

- ◆ Continued use of online learning platforms used for student learning during the COVID pandemic.
- ◆ We will continue to offer a variety of extra curricular activities for our students.
- ◆ Staff and students will continue to help out community organizations through fundraising efforts and donations based on demand.
- ◆ We will continue to build and foster school community through a variety of events such as Orange Shirt Day participation, Pink Shirt Day participation, Mini Winter Fest, picnic on the playground, book buddies, and SALT (Student Action Leadership Team) involvement.
- ◆ Staff will collaborate with families to maintain a strong relationship in order to continue achieving our high attendance rates.



School Highlights

- ◆ School-wide Pancake Party
- ◆ Terry Fox Walk
- ◆ 100 Day Celebrations & I Love to Read Month
- ◆ Nation-wide Cannabis Youth Awareness Project—RCMP Talks with Gr. 8 students
- ◆ Sock Hops and School Dances
- ◆ Hosting the Deaf & Hard of Hearing Workshop for students across the district
- ◆ Annual Westwood Craft Sale
- ◆ Anti-bullying campaigns in February, as well as ongoing activities
- ◆ Grade 6 Trade & Technology Olympics participants
- ◆ Grade 7 students participated in the annual Skills Canada Trades & Technology Extreme
- ◆ Sledding event that included design and construction
- ◆ Gr. 7 SALT students visited the WAG, Provincial Legislature, & the TRC Commission of Canada during their WE Day trip
- ◆ Westwood students participated in this year's Science Fair
- ◆ Westwood students & staff organized Christmas donations to the Salvation Army Food Bank in the form of fresh vegetables and non-perishable food items, as well as gifts for children who attend the Boys & Girls Club
- ◆ Various sporting events and musical performances

R.D. PARKER COLLEGIATE

SCHOOL PROFILE

Student Enrollment: 863

Teachers: 70

Counsellors: 4

Support Staff: 58

FOCUS AREAS

- 1) Graduation Rates
- 2) Employment Readiness
- 3) School Climate & Student Engagement



Learners Today, Leaders Tomorrow

The 2019-2020 school year began as any other year would; our school was filled with students, staff and the promise of the year to come. We were all blissfully unaware that in March 2020 our school would close to students to help protect our RDPC family from the spread of the Covid-19 virus.

Our first semester we diligently worked toward our school and personal goals. Our Students Offering Support group contributed to our orientation assemblies by helping our grade 9's and new students adjust to the high school. We celebrated Orange Shirt day, honouring residential school survivors and those students who did not come home. We kicked off our Grade Wars at the Halloween assembly and our annual We Scare Hunger food drive by H3. Our school joined the MB High School E-Sport Association and participated in the League of Legends tournament. Our school initiated groups and sports teams kept students engaged, challenged and connected to each other and the school.

In the classrooms, our teachers were working hard to keep students engaged in the lessons. Taking the time to connect with students and their families to support student success. We did a Meet the Teacher night in September and Student Led conferences in November.

The second semester was well under way when we were asked to close the school but keep the learning going. Our teachers, staff, students and families showed unbelievable resilience through the last four months of the school year. We are extremely grateful for our community's support of our students, our school and the learning that was done during the school closure. We know that the remote learning was not perfect and at times stressful yet, through all of this, people persevered, and the students continued to grow and learn.

Although it can feeling like we have lost a lot to the Covid-19 virus we have gained so much. We had an amazing graduation ceremony, complete with fireworks. We have grown to be excellent problem solvers, technology genius (or at least better than we were before), creative teachers and learners and most importantly we have gained perspective of giving ourselves grace as we work through this new way of normal.

The 2020-2021 school year will provide a new set of challenges and we look forward to facing them together as a school and community.



R.D. PARKER COLLEGIATE

Attendance Rates

September	82.3 %
October	74.9%
November	76.4 %
December	74.3 %
January	80.9 %
February	77.4 %
March	70.7%

Classes were suspended from April to June and we were in a remote learning situation.

Priority – Graduation Rates

Priority #1

We are committed to improving the in class attendance of our students.

Priority #2

We are committed to improving the graduation rate of R.D. Parker Collegiate students.

Priority #3

We are committed to improving the rate and attainment of course credits of our students.

Priority #4

We are committed to improving the Transition experience of our students from grade 8 to grade 9.

Indicators

Students will achieve a graduation diploma (Academic, Vocational, and French Immersion) in 4, 5, or 6 years after beginning grade 9 or in the case of a school leaving certificate, at the age of 21 years.



Strategies/Results

When students miss a class, automated calls are made daily to alert parents and guardians to the absence. Teachers made contact after 4 absences and 8 absences to encourage students to attend more often. Students who were endanger of not getting a credit due to attendance met with counsellors or administration to create a plan to help them be successful.

RD Parker offers a credit recovery program. Grade 9 and 10 students who are close to receiving a credit in a core subject, but were not successful, have an opportunity to participate in this program. It allows students to complete parts of the course and receive the credit without having to retake the entire course.

RD Parker offers a mature student program that is held off campus. Students who are between the ages of 18 and 21 have an opportunity to attend, complete four courses and receive a high school mature student diploma. We continued our Success for Learners program in Math and Science to support students with gaps in knowledge.

We have a Community Outreach Coordinator supporting our school and two elementary schools. The Community Outreach Coordinator connects with families and brings chronically absent students, or students facing other challenges into the school.

RD Parker uses Parent Connect and Student Connect to support our students. Here, teachers can post assignments, due dates and indicate overdue assignments. Parents and students can see attendance, current grades and other important student information. Our teachers work very hard to keep this information current.



Culinary Arts Program

Priority – Future Employment Skills

Priority #5

Increase enrollment in vocational programs and enhance program opportunities for students to build vocational skills and consider entering the trades.

Indicators

We will maintain or increase accredited trades vocational program opportunities for our students.

We will maintain or increase elective credit acquisition through the HSAP program through work placement partnerships.

We will maintain or improve communication with external groups and others providing vocational programming in the province of Manitoba.

Strategies / Results

RD Parker continued our accreditation from Apprenticeship Manitoba for the automotive service technician (AST), Heavy duty mechanic (HDM), and Hairstyling trades. Our vocational programming included automotive service technician, Heavy Duty mechanic, Cosmetology, Carpentry, Culinary Arts and Design Drafting. A 0.5 FTE HSAP/ Career coordinator position continued this year.

All junior high students participate in our practical arts classes which include; food and nutrition, textiles and design, drafting, metalwork, woodwork and graphic arts. We hosted a Manitoba Public Post-Secondary Cooperative to allow students to hear directly from visiting universities, colleges, the RCMP and military presenters regarding possible careers and opportunities. RD Parker received approximately \$36 000 from the Technology Replacement Grant. This money was used to purchase 4 CPUs, a lathe, a drill machine, a walk-in freezer and three impact drills.

On November 8, RD Parker students attended the Industry Engagement Night organized by UCN. Students had the opportunity to connect with employers and representatives from a wide range of sectors across the province and learned about potential career and job opportunities.

RD Parker offers a grade 9 Career Development: Life/Work Exploration credit. This course focuses on personal management, career exploration, and job seeking and maintenance to help students learn the skills they will need to be successful in the real world and expose them to new career opportunities. Also we offer a Volunteer Community Service credit. To obtain this credit, students volunteer their time at local businesses or organizations and learn valuable employability skills.

Our Student Services Department offers help with resume writing, and university and college applications.



R.D. PARKER COLLEGIATE



MB E-Sport Association – League of Legends

Priority – Student Engagement

Priority #6

We are committed to providing Education for Sustainable Development (ESD) activities for our students.

Priority #7

We are committed to providing opportunities for our students to develop a strong sense of safety, belonging, and positive mental health.

Indicators

An increasing awareness of ESD with a movement towards belief and valuing ESD by all stakeholders

Student participation in activities that develop a strong sense of safety, belonging, and positive mental health.

Strategies/Results

RD Parker is continuing to focus on communication with our families and the community to create a sense of belonging. The use of our outdoor electronic sign that is updated weekly, tv monitors throughout the school (also updated weekly), the school website (updated as needed), a social media presence in the form of our #rdpcpride #rdpcathletics and #rdpcband hashtags, and a weekly Synervoice phone message and email sent 7pm Sunday evenings allows us to inform the community of important dates and events and acknowledge student success

RD Parker offers many opportunities for students outside of the classroom that help to contribute to a sense of belonging for our students. H3 continued the Let's Scare Hunger campaign this year. 1800 pounds of food were collected.



Halloween treats at Spirit with H3



Grade 9's showing their spirit in the grade colour!

Spirit Squad is a group of students that meet to plan events in the school and is open to all students. Spirit Squad planned our Grade War events. During Grade Wars, Students are split by grade and compete in various activities throughout the year. The grade with the most points at the end gets to claim the coveted Grade Wars trophy and bragging rights.



R.D. PARKER COLLEGIATE

Organized sports include soccer, golf, basketball, volleyball, badminton, curling and track and field. Lunch ball is an opportunity for students who don't make teams to be physically active and have fun. Other opportunities include an indigenous drumming group, Students Offering Support, SHE, Pride and our Youth Aboriginal Council.



RDPC Girls Soccer Team 2019-2020



RDPC Golf Teams 2019-2020

RDPC offers a free breakfast program daily from 8:00-8:45am served in the cafeteria. During class suspension, some of our RDPC need support, so we delivered 75 breakfast baskets to homes.

To celebrate Orange Shirt Day, RD Parker organized a walk around Thompson. Elementary schools joined us during the walk. We ended back at Parker, with a feast and the unveiling of a Jasyn Lucas painting honouring residential school survivors that is displayed in the forum.

RD Parker continued to acknowledge the Day of Pink. On this day, staff and students wear pink to make a stand against bullying. Treaty acknowledgement is read on the announcements on Monday and Friday, and at the beginning of every assembly and event.

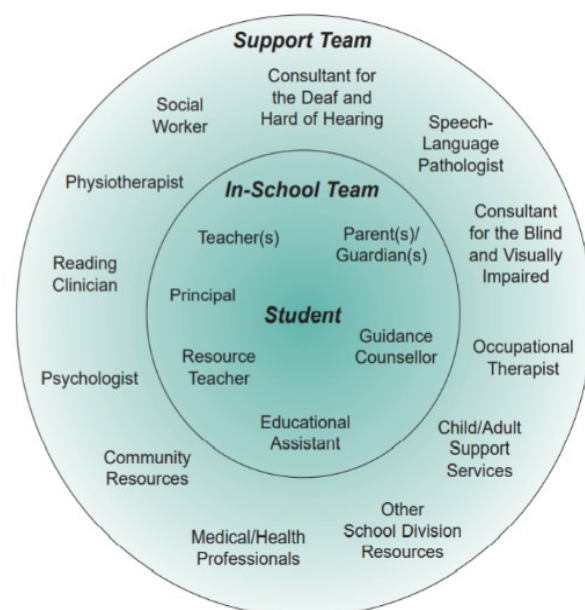


Student Services Planning and Programming

School-based student support teams support all students, including those with special learning needs. Students with special learning needs are those who may require student specific support because they experience challenges in one or more of these areas that affect their ability to learn: academic, cognitive, behavioural, communication, health related care, physical, sensory, social/emotional. Below is the referral process that schools follow to develop specific plans to meet the diverse needs of students.

School Referral Process

1. The classroom teacher identifies that a student has challenges that cannot be addressed through regular classroom instruction. Administration and parents are also aware of the challenges that the child is experiencing.
2. The teacher refers to the resource teacher in the school who coordinates an in school team meeting to plan for the student's difficulties.
3. The in school team assesses, recommends and helps the classroom teacher develop programming specific to the student.
4. If results of the intervention at the school level do not address the challenges, the school team decides more input is necessary.
5. The student is referred to the Student Support Team. This team can include a number of professionals to support the development of specific programming to address the particular needs of the student. The number of people on the child's team will depend on the needs of the child and the expertise needed to plan and develop a programming plan. Examples of other professionals that may be involved are psychologist, speech-language pathologist, occupational therapist, physiotherapist, mental health professional and medical professionals.
6. If the Student Support Team believes a formal referral may be required, then appropriate paperwork is completed and consent is obtained from the parents/guardians before the assessment by the appropriate clinician begins.
7. Referrals are reviewed and prioritized by the Student Services Administrator at the district office.



If you feel your child is in need of a specific type of plan, please consult with the school team about your concerns and the next steps.



Cultural Proficiency

Indigenous Perspective

The SDML Curriculum Services Team has continued working in partnership to support and deliver a variety of meaningful activities, programs and events to help engage our students, staff, and community in creating healthy and respectful relationships.

We have worked together to ensure that these initiatives included Indigenous and Northern perspectives as well as promoted culturally proficient practices which supported curriculum learning outcomes in inclusive learning environments.

Together with the District numeracy and literacy curriculum teams and with the support of Thompson Aboriginal Education Advisory Committee, we were able to provide a variety of professional learning opportunities for staff as well as hands on land based learning experiences for students that relate to curricular outcomes which focused on Truth and Reconciliation, our corrective history and social justice.



Some initiatives and projects that our department has supported with schools and community this past year include:

- ◆ Co-delivered the Indigenous Perspectives Fall Camp Partnership Week (UCN Kenanaw, UCN ECE, MKO, VALE, and other community partnerships, Grade 5 students)
- ◆ Provided school wide and classroom supports as per requests for teacher resources, guest presentations, teaching materials, and traditional teachings through the lens of Truth and Reconciliation, sixties scoop, residential school history, Treaty Education, MMIWG, Self-Identity, corrective history, mino-pamatisiwin teachings.
- ◆ Supported the Grade 11 Six Seasons of the North- Land Based Course.
- ◆ Co-hosted 2 of the 4 2-day Cultural Proficiency/Cultural Awareness PD sessions for Staff and Local Community Partners.
- ◆ Maintained commitments to the Aboriginal Accord and Thompson Urban Aboriginal Strategy Committees.
- ◆ Created a District Resource Library for teachers to promote/support curriculum planning that includes Truth and Reconciliation, traditional knowledge and Indigenous perspectives.
- ◆ Youth Boys Drum Groups participated at many Community based Events
- ◆ Co-hosted as well as supported the delivery of a variety of professional development opportunities for staff that focused on Truth and Reconciliation topics and the value of land based education.
- ◆ Delivered 2 of the 6 scheduled District Wide Elementary School Mini Winter Festivals due to covid 19.
- ◆ Supported the Annual sihkwan mamowewin gathering, although on a much smaller scale due to covid 19.
- ◆ Delivered 2 out of the 6 scheduled School Yard Land Based Learning Camps due to covid 19.
- ◆ Unable to deliver the scheduled Grade 8/9 transition camps at Scouts Camp and Mile 20 Site due to covid 19.
- ◆ Supported the National Indigenous Peoples Day Celebrations delivered Virtually on June 21st (including the Student Soaring Eagle Awards).



Literacy Support Team



While the 2019-2020 school year certainly did not turn out how any of us could have imagined, in many respects it was a year of growth and discovery for our students. Much of our focus in Literacy has been the exploration of identity: identity of self, family, community and culture. This connects very closely with the provincial ELA curriculum, which encourages rich learning and inquiry. As such, many of our classrooms spent time learning from the land, including through outdoor classrooms and land-based days. Others learned about the historical and current impacts of the fur trade by visiting the local fur tables Classrooms around the District explored important concepts such as stereotypes, Missing and Murdered Indigenous Women and Girls, and the Truth and Reconciliation Commission's Calls to Actions in tangible ways. Younger students were given many opportunities to see themselves as writers, in such activities as composing musical pieces based on winter poetry, and a class anthology highlighting what makes each student important.

The School District capped off participation in the 3 Year English Language Arts Cohort with the Province. A local shadow cohort was also introduced to support those teachers wishing to further explore the ELA Curriculum in meaningful ways. Over 20 teachers participated from 5 elementary schools in the District.



Literacy Support Team

We were also pleased to work with the Cultural Proficiency Consultant to open the Indigenous Resources Lending Library to all District Staff. Our collection is always growing, and includes books and other resources for all ages.

All District elementary schools continue to use the Early Literacy Intervention (ELI) Program for Grades 1-3 students. Early Literacy Intervention is a short term intervention that provides intensive, daily small group instruction in the areas of guided reading, guided writing and word work. Three schools received full day support, and three schools received half day support. The ELI teacher provides an intensive program that supplements classroom literacy instruction. The ELI teachers were able to provide intervention services to 172 students over the course of the year with varying ranges of growth in literacy skills showing increases in benchmarks ranging from 3 to 10 levels. Additionally, in order to boost literacy abilities and confidence, the Literacy Support Team partnered with Wapanohk staff to deliver a Reading Blitz, where every Grade 2 student would receive small group literacy instruction daily for 6 weeks.

Despite the school closure in late March, literacy learning continued during this unprecedented time. The ELI program was able to continue, with 83 students receiving individual online instruction. We are hopeful that many of the rich learning experiences that were paused will be able to continue again in the coming school year.

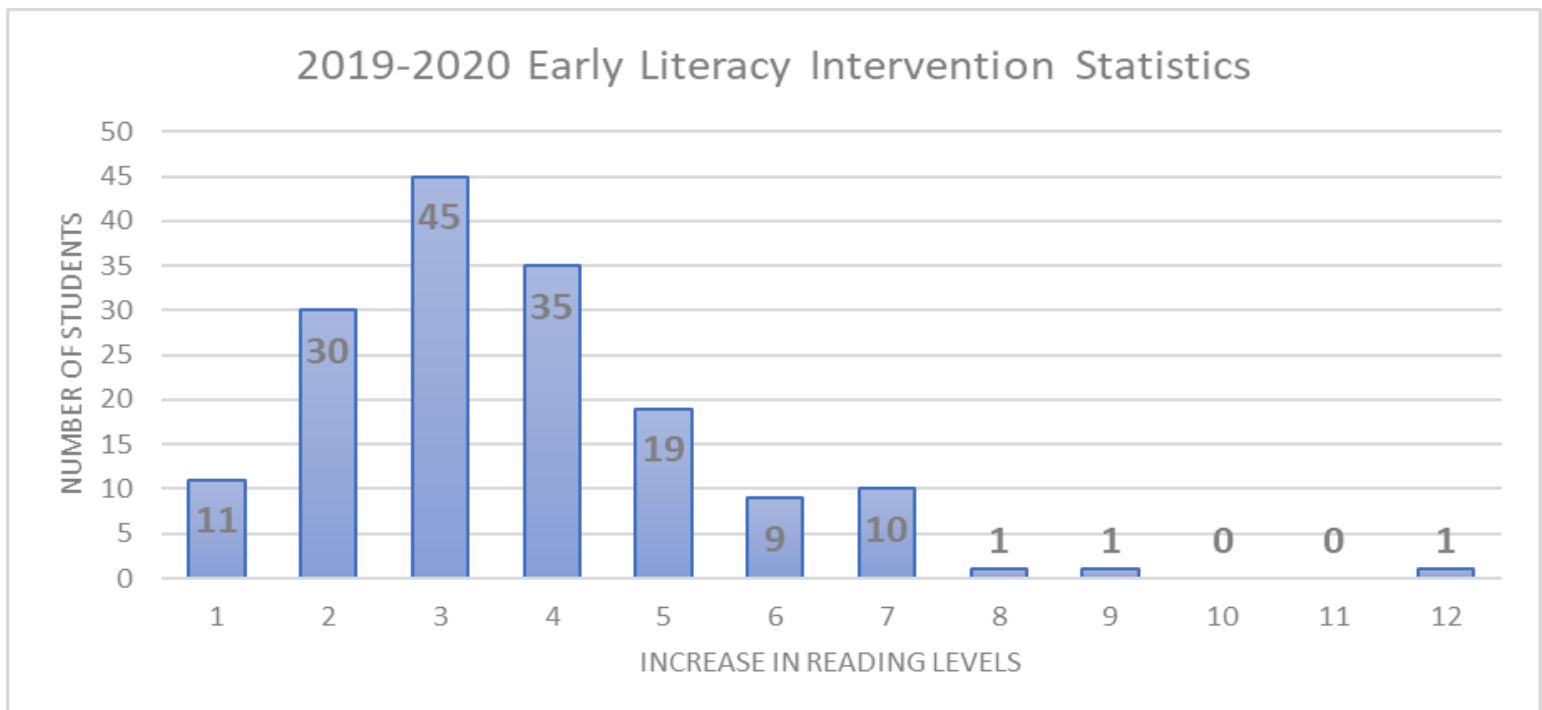




Literacy Support

Early Literacy Intervention Statistics 2019-2020

# of Reading Levels Increased	# of students per level
1	11
2	30
3	45
4	35
5	19
6	9
7	10
8	1
9	1
10	0
11	0
12	1
Total Students	162

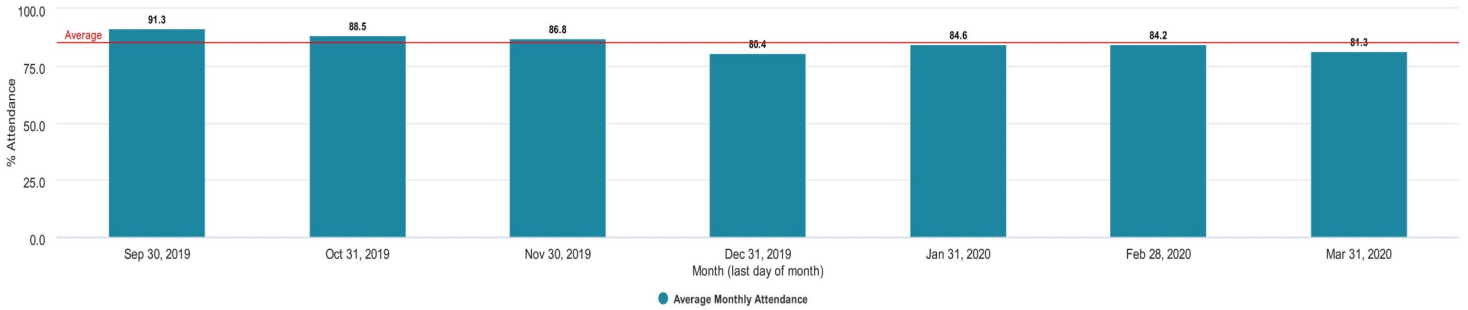




SCHOOL DISTRICT DATA 2019-2020

September 2019– June 2020 Attendance

School Division Average Attendance

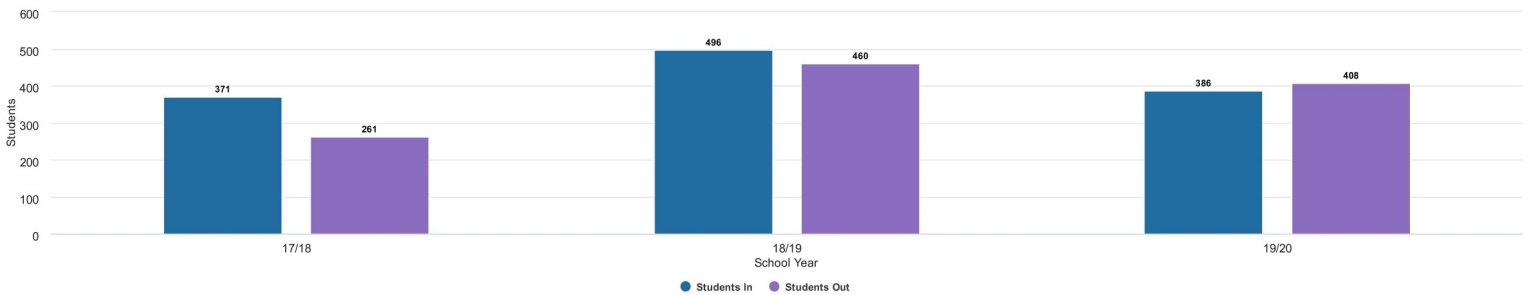


Daily attendance is important for all students. Students who attend school regularly are more engaged in learning, have a greater sense of belonging in their communities, and are more likely to graduate.

EVERYBODY IN SCHOOL EVERY DAY!

Students In/Out by Year

Students In/Out by Year

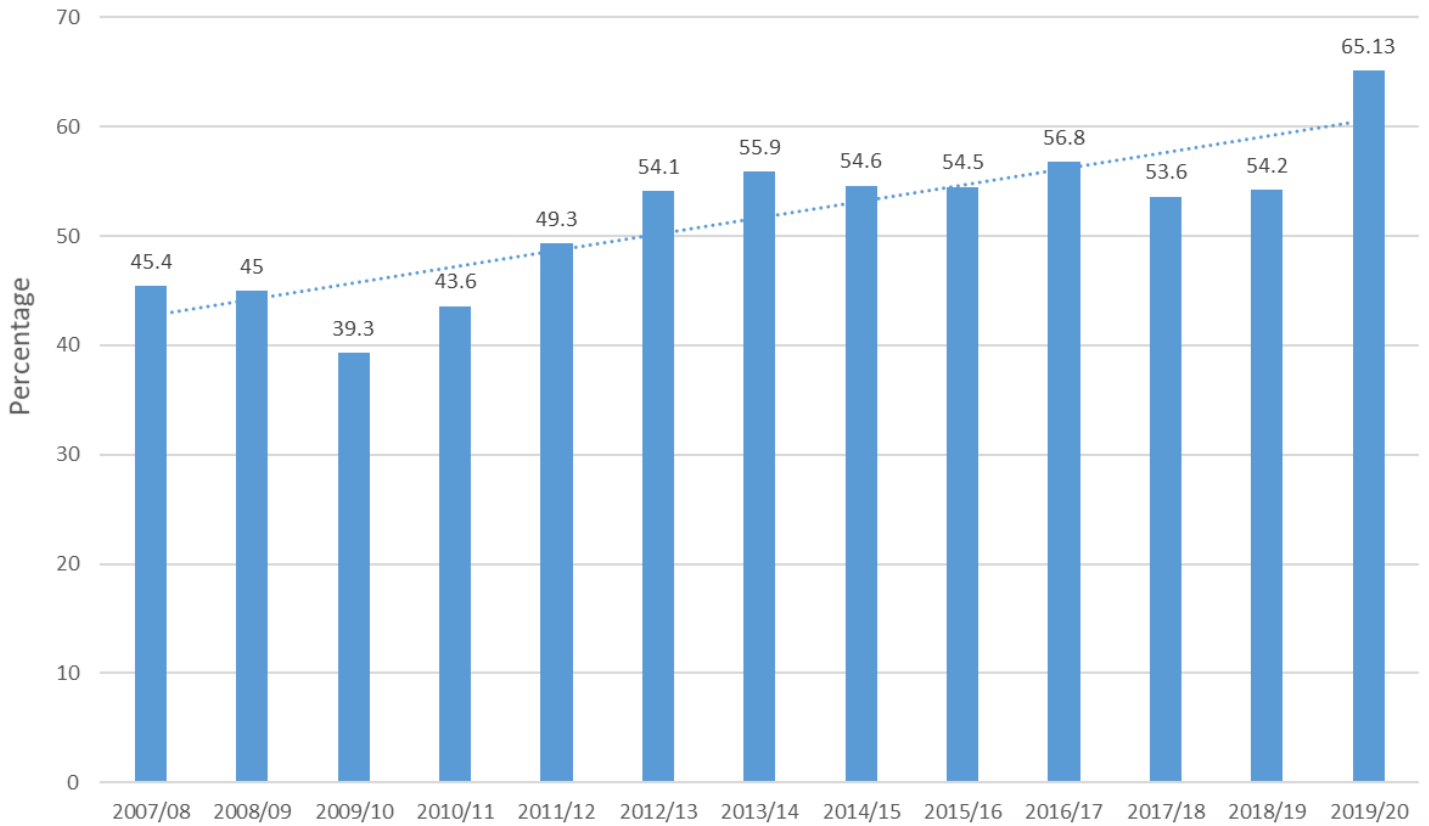




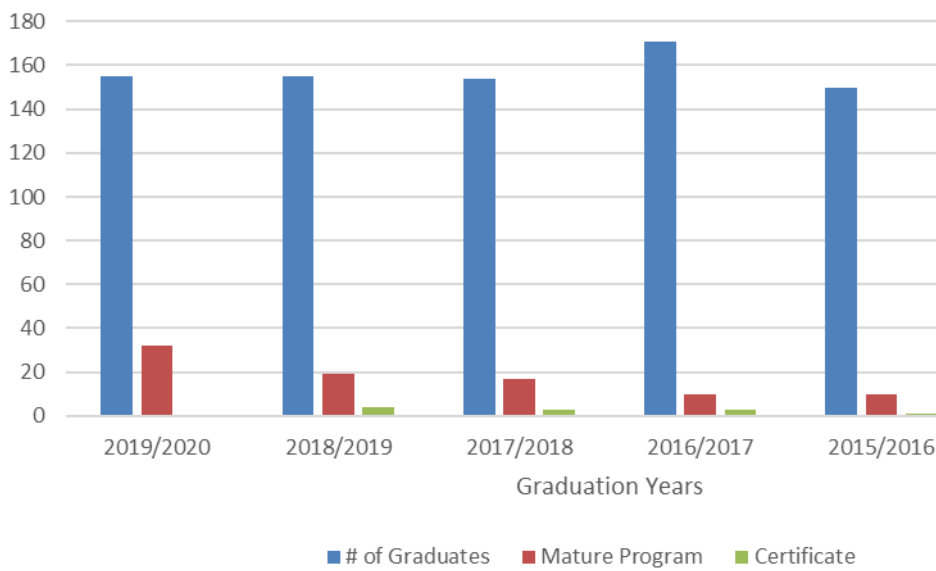
SCHOOL DISTRICT DATA

2019-2020

RDPC Grade 12 Graduation Rates- (including the Certificate/Mature)



Number of RDPC Graduates- All Programs





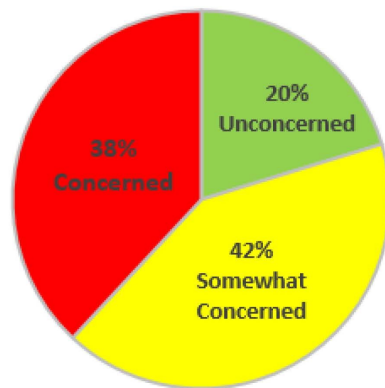
School District of Mystery Lake
June 2020 Parent Survey Results

Number of Survey Responses by School:

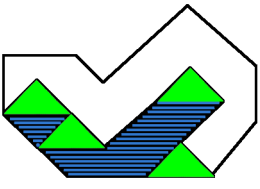
Category	Unknown	Bruntwood	Deerwood	Juniper	RDPC	Riverside	Wapanohk	Westwood	Grand Total
Number of Responses	96	73	76	43	174	114	99	100	775
Percentage of all responses were from this school	12%	9%	10%	6%	22%	15%	13%	13%	100%

Level of concern indicated toward **mental health and safety** regarding the SDML pandemic response

District-Wide Level of Concern



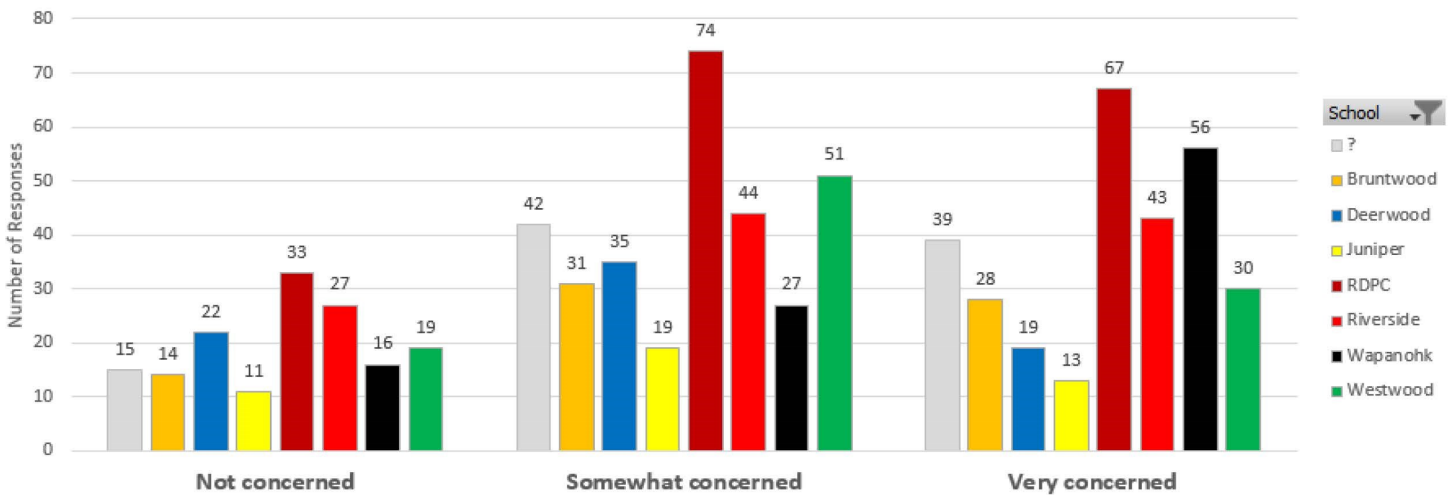
Number of Students who returned at least once-June 30, 2020
 Elementary Schools 1546 students out of 2183
 High School 207 students out of 863



School District of Mystery Lake

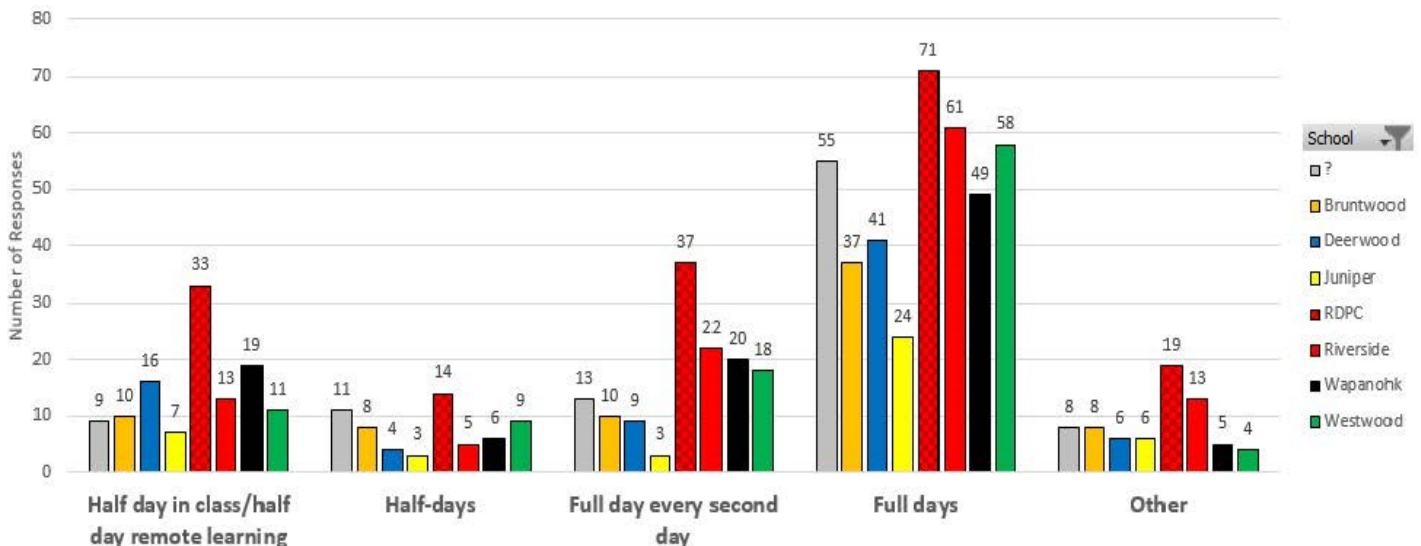
June 2020 Parent Survey Results

Level of Concern by School



Responses regarding how the community would like to return to school in the fall

Return to School Preference by School

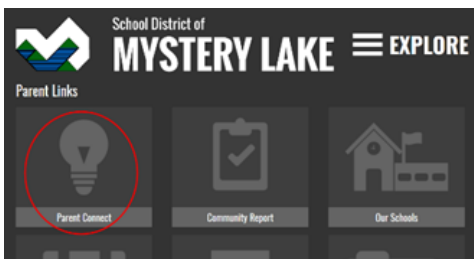


Parent Connect.....

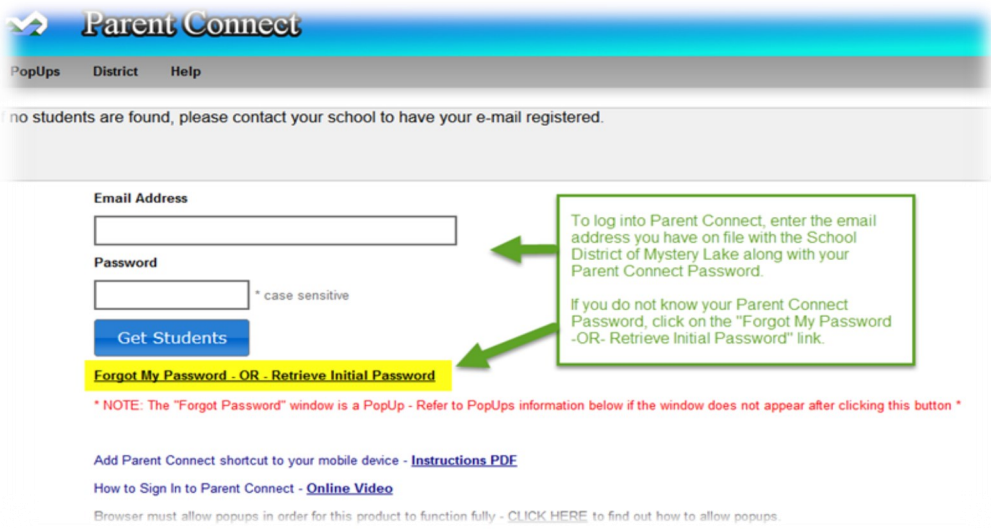
Did you know everyone who has a student enrolled with the School District of Mystery Lake, has Parent Connect access.....



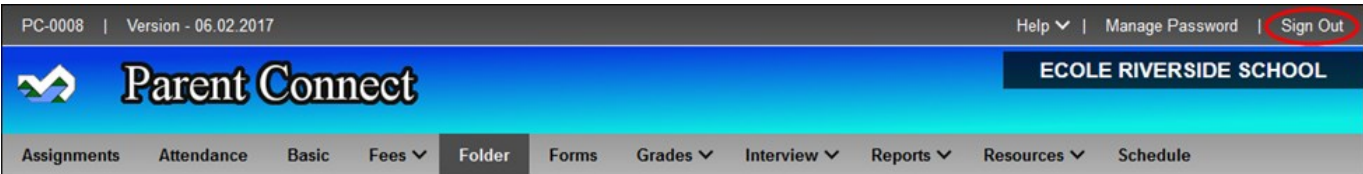
Go to the School District of Mystery Lake website: www.mysterynet.mb.ca and click on the “Parents” link.



To log into Parent Connect, enter the email address that you have on file with your child’s school along with your Parent Connect password. If you do not know your Parent Connect Password, click on the “Forgot my Password – OR – Retrieve Initial Password” link.



If you get a red “Invalid EMAIL Address” message, contact your child’s school office to update the email address you have on file with them.

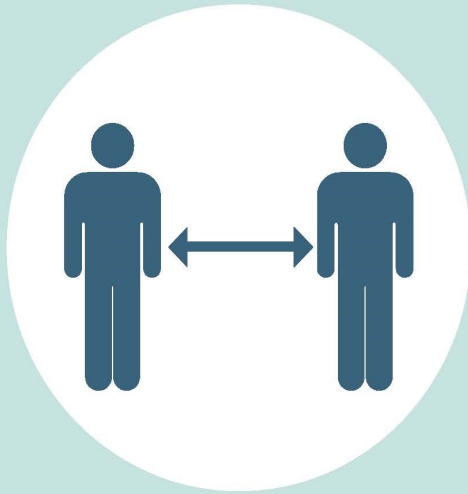


- On Parent Connect, you can.....
- ◆ Check Attendance
 - ◆ Current Marks
 - ◆ Book Student Led Conferences
 - ◆ See Missing Assignments
 - ◆ Check Report Cards
 - ◆ Message Teachers

View Image	Category	Description	Add Date	Change Date	User	Name
View	REP	REPORT CARD 2 - NIVEAUX 1-6 2017 - ECOLE RIVERSIDE SCHOOL				
View	REP	REPORT CARD 1 - NIVEAUX 1-6 2017 - ECOLE RIVERSIDE SCHOOL				
View	REP	FINAL REPORT CARD - NIVEAUX 1-6 2016 - ECOLE RIVERSIDE SCHOOL				



COVID-19 PRECAUTIONS



Social Distancing.
Keep two meters apart.



**Cough or sneeze into a tissue or the
bend of your arm, not your hands.**



**Wash your hands often with soap
and water for at least 20 seconds.**



**Avoid greetings that involve
touching, like handshakes.**



Shared health
Soins communs
Manitoba

Manitoba



SUPPORT & INFORMATION DAY PHONE LINES

Thompson Based

Thompson General Hospital	204-677-2381
Northern Health Region, Adult, Child & Adolescent Community Mental Health	204-677-5350
AFM Northern Region Reception	204-677-7300
AFM Additions Help Line	1-855-662-6605
CMHA Thompson	204-677-6050
Mood Disorders Association of Manitoba	204-677-2324
Hope North	204-778-6513
Youth Mobile Crisis Team (12:00 noon– 12:00 midnight)	204--778-1472 or 1-866-242-1571
NHR Adult Community Mental Health	204-677-5350

Provincial

MB Farm, Rural and Northern Support Line	1-866-367-3276
AFM Toll Free Line	1-866-291-7774
Anxiety Disorders Association of MB (AOAM)	1-800-805-8885
Child Protection	1-866-345-9241
LGBTQ Resources	1-888-530-6777 ext. 226
Parenting Support	1-877-945-4777

24 Hour Crisis Phone Lines

MB Suicide Line	1-877-435-7170
Kids Help Phone	1-800-668-6868
	Or TEXT: text talk 686868
Crisis/Sexual Assault 24 hour line	1-888-292-7565
Domestic Violence Line	1-877-977-0007
Klinik Community Health Center	1-888-322-3019
Gambling Hotline	1-800-463-1554
RCMP (Thompson)	204-677-6911