



School District of Mystery Lake  
 408 Thompson Drive North  
 Thompson, Manitoba  
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Success for All

# Community Report 2017-2018

## 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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# A MESSAGE FROM DON MACDONALD, BOARD CHAIR, 2017-2018



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

*Marian Wright Edelman*



Bringing up memories of the past to understand the present



Crime stoppers Donation to 3 Breakfast programs

## Values

~RESPECT

~INTEGRITY

~EMPATHY

~RESPONSIBILITY

~HUMILITY

The start of the new school year also brings the end of the four year term of the current Board of Trustees. At this time I would like acknowledge the service of the trustees who will not be seeking reelection; Janet Brady, Ryan Land, Elizabeth Lychuk and Sandra Oberdorfer. They each dedicated their time and energy over the past term to advancing education in Thompson.

A new year also brings new opportunities and challenges for all of us. The Vision of our school district is Success for All and one of the surest paths to success at school is regular attendance. Students, parents and caregivers all play important roles in student attendance. You cannot learn at school unless you actually come to school.

Within schools the path to success is aided through the many supporting programs that the district offers. All students are not the same, neighbourhoods are not the same and therefore schools should not be the same. These differences mean that ideal mix of programming for each school will also be different. The District is developing systems to assess these programs, ensuring that they benefit students as intended and lead to improved outcomes. This type of information is valuable for administrators and trustees as they decide where to direct additional support and resources.

A strong, effective school system is a key feature for attracting and retaining members to our community. The School District of Mystery Lake is privileged to serve the education needs of Thompson. We have a dedicated staff who are constantly demonstrating their passion for education. Over the past four years it has been a privilege for those of us on the outgoing board to work with them and for you.

Thanks for the opportunity and have a great school year.

## ***DISTRICT PRIORITIES***

### **Goal #1**

By June 2020, students will increase critical literacy and numeracy achievement through the development of comprehension, communication and problem solving skills.

### **Goal #2**

By June 2020, there will be an increase in student graduation rates.

### **Goal #3**

By June 2020, students will have confidence in their employment skills, knowledge of available opportunities for them and how to pursue career goals.

### **Goal #4**

By June 2020, there will be an increase in the number of students who report a strong sense of safety, belonging and positive mental health.



## FACTS ABOUT OUR SCHOOL DISTRICT

Total Student Population for K-12 : 3169

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: 1

Speech/Language Pathologists: 2

Resource Teachers: 14

Psychologists: 2

Literacy Support Teachers: 2

Coordinator of Cree Language: 0.5

Numeracy Support Teacher: 1

Culturally Proficient Education Consultant:  
1.0

Aboriginal Perspectives Teacher: .5

Cree Language Coordinator: .5

Support (IT) : 5

Maintenance/ Custodial : 36

**2017-2018**

## BOARD OF TRUSTEES

Don MacDonald, Chairperson

Guido Oliveira , Vice Chairperson

Leslie Tucker, School Trustee

Sandra Fitzpatrick, School Trustee

Ryan Land, School Trustee

Liz Lychuk, School Trustee

Janet Brady; School Trustee

## SENIOR ADMINISTRATION TEAM

Lorie Henderson, Superintendent

Angele Bartlett, Superintendent

Kelly Knott, Secretary-Treasurer

Orest Chychula- Facilities Manager



Success for All

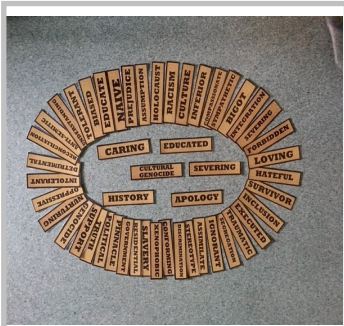


## A MESSAGE FROM THE SUPERINTENDENT OF EDUCATIONAL SERVICES & PROGRAMMING

# Lorie Henderson



*“Shoot for the moon. Even if you miss you’ll land among the stars.” Les Brown*



Hello. Tansi. Bonjour. I would like to acknowledge that we are signatories to Treaty Five and that we reside in the traditional territory of the Nisichawayasihk Cree Nation. We are all treaty people.

Last year, the student population at the School District Mystery Lake was 3169 students. Wapanohk Community School continued to be the largest elementary school with just over 500 students. There were 1673 students (parents) who filled out the Indigenous Identity Declaration (IID) form. The purpose of the IID helps the district through provincial funding to enhance services and supports for district students. There were 297 French Immersion students from kindergarten to grade 12. There were 152 students who qualified as English as an Additional Language students with over 20 different languages. To qualify students must have been in Canada for 4 years or less. There were 29 students being bussed in from Paint Lake.

We continued to provide programming for French Immersion, Cree bilingual, vocational, and regular academics. In the district, there was 1 community school plus the provincial support for a Family Outreach Coordinator who worked with three schools – Juniper Elementary School, Wapanohk Community School and R.D. Parker Collegiate. Through referrals, the coordinator’s role was to support families to create a more positive home to school experience. There were 4 schools with full-day kindergarten programs to support student learning as an early intervention strategy. Full-day kindergarten comes at a tremendous cost to the district as the province only provides 1/2 of the funding for each student. Many of our schools have provided students with unique land-based education opportunities, be it out on the land or in the schools’ backyards. The district continued to provide innovative programming for all of our students.

The district priorities continued to focus on literacy and numeracy. The district has two literacy teachers who provided support and professional development workshops for staff at the six elementary schools. The district continued with the grade one to three early literacy intervention program at all of the elementary schools. There is also a numeracy teacher who provided support and workshop opportunities for teachers. The district continued to collect literacy and numeracy data as a measurement for improvement and where to focus district resources. Last year, Early Literacy Intervention (ELI) data was collected for all students who were in the program as well the district

collected writing samples from all grade 6 students. The district also looked at the grade 9 credit acquisition for math and English which resulted in changes for the upcoming year. The district continued to focus on attendance and transiency. Attendance is the biggest influence on a student’s academic success. Please see the attached chart to review school attendance by school. Anything below 90 % required a rationale to the province. The district received a total of 595 transfers from outside the division and 560 transfers out of the division.

The district transition team continued to meet to look at data and to have conversation on ways to improve student transition from grade eight students to grade 9. From a past survey, we know that many students experienced anxiety moving from elementary school to the high school. Transition activities that have emerged from the sessions included the grade 9 luncheon, a variety of school tours at different intervals, the rearranging of the junior high school days, transition camps, the career cruising requirement for all grade 8 students and a student newsletter completed by the student as an introduction to their new teachers at R. D. Parker Collegiate.

I’d like to share that the district continues on the cultural proficiency journey that was started in 2010. Last year, in response to the TRC – Calls to Action a concerted effort was placed on providing teachers and students with new resources and learning opportunities. The district along with the Thompson Teacher Associated paired up to participate and learn about the meaning behind Orange Shirt Day. The district also posted the treaty acknowledgement plaques and the acknowledgement was read at every board meeting. One of the innovative projects in the district is the Educating for Action project. The students have created a number of amazing videos in response to cultural proficiency and the TRC – Calls to Action. As a district, we are very proud of the work and learning of the group of students. Check out the link at [www.digitalodge.ca](http://www.digitalodge.ca)

In closing, I’d like to commend all the educators who have gone the extra mile to ensure our students are engaged and active participants in their learning. To our students, thank you for being that engaged and active learner. For further information on the district, please check us out at [www.mysterynet.mb.ca](http://www.mysterynet.mb.ca)



# Angèle Bartlett

## A MESSAGE FROM THE SUPERINTENDENT OF HUMAN RESOURCES & POLICY



*Let us remember: One book, one pen, one child, and one teacher can change the world.*

Malala Yousafzai

Welcome back everyone! A new school year is always an exciting time, filled with fresh opportunities to learn, grow and inspire. The School District of Mystery Lake's mission is to empower each student's learning potential and develop socially responsible lifelong learners with a strong sense of self-worth by providing a diversity of educational experiences. We recognize that we cannot do this alone and we are committed to strengthening partnerships with parents and community organizations to assist the School District of Mystery Lake providing a high quality educational experience for the children of Thompson.

I would like to take this opportunity to celebrate some of the many successes of the 2017-2018 school year in the area of Human Resources and Policy Development.

September started off with a wellness themed professional development day. We engaged the Manitoba Teachers Society Balance Wellness Program recognizing the importance of nurturing the holistic well-being of our staff. Staff members were able to choose from a number of sessions varying from financial literacy, nutrition, leadership development, stress management, fitness and mindfulness. The School District of Mystery Lake committed to providing its' employees with opportunities to assist them in their pursuit of healthy living.

The third cohort of six teachers were selected to participate in the Leadership Intern program in January of 2018. The mandate of the Leadership Intern Program is to provide the participants with professional development opportunities to enhance their leadership capabilities. The program has been extremely successful. Once again we were able to fill a vacant school administrator position with a graduate of this program. We welcome Liisa Brolund to our team as the Vice Principal of Deerwood Elementary School.

The Board of Trustees Policy Committee has successfully completed its review of all poli-

cies and procedural by-laws. As a result of the Committees' efforts the newly elected board of trustees will inherit Board Policies and Procedural By-laws that are up to date and accurately reflect how the Board conducts business.

An Administrative Procedure Manual monitoring schedule has been implemented to ensure District Procedures are reviewed and updated. Some of the more recent procedures that have been developed in compliance with legislative requirements include; Accessibility Standards on Customer Service, Service Animals in schools, use of Assistive Devices, and use of Support Persons by the general public.

The School District of Mystery Lake welcomed 24 new teachers this fall and I am pleased to announce that two of our new teachers are graduates of the Kenanow Bachelor of Education program offered on the UCN campus right here in Thompson.

To all staff who retired, in the spring he School District of Mystery Lake wishes you all the best in your retirement and we also want to extend a warm welcome to all new School District of Mystery Lake staff. The District is very excited to have you as part of our team, we are confident when saying, "This is a great place to work!"



Juniper School Achieves EARTH SCHOOL status in May 2018



Students are RDPC Paint Tipi at Mile 20- guided by Jason Lucas



Teachers engaged in land based learning opportunities

## DISTRICT FOCUS AREAS:

### LITERACY, NUMERACY AND CAREER EXPLORATION



1. Continue to provide a variety of culturally proficient, professional and experiential learning opportunities for students, teachers and staff to increase knowledge and appreciation of Indigenous/Northern perspectives.

2. Identify existing programs and initiatives that promote student academic, social and cultural success.

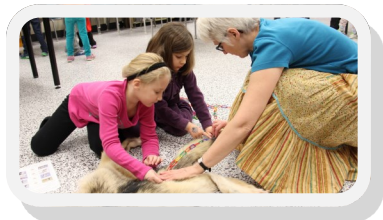
3. Increase opportunities for literacy development in K-8 through support, resources and professional development.

5. Develop a balanced literacy approach that teaches and supports comprehension and critical thinking strategies in reading and writing in all curricular areas.

6. Work with the Numeracy Support Teacher to create an authentic forum for on-going teacher mentoring to be focused on Mathematics Education and building the district's capacity of higher skilled teachers of Mathematics.

7. Increase enrollment in vocational programs.

8. Provide enhanced and expanded program opportunities for students to build vocational and practical arts skills so they may consider entering the trades either as full time employment or post-secondary training.



Seven Teaching Activity

Transition Camp at Liz Lake





# BURNTWOOD SCHOOL **School Profile**

Number of Staff 43

Number of students 390

Grades K—8

Kindergarten Mrs. Thorbourne

Kindergarten— Mrs. Desjardine

Gr. 1—Mrs. Behrendt

Gr. 1—Ms. Slownowski

Gr. 2—Mrs. Aniceto

Gr.2—Mrs. Koopman

Gr. 3—Mrs. Conner

Gr. 3—Mrs. Labonte

Gr.3—Miss Yeo

Gr. 4—Mrs. Lowen

Gr. 4—Miss Lisk

Gr. 5—Ms. Fulton

Gr. 5—Mrs. Dreolini

Gr. 6—Mrs. Wolfe

Gr. 6—Miss Vandale

Gr. 7—Mrs. Szocs

Gr.7—Mrs. Patel

Gr.8—Ms. Falk

Gr.8—Miss Sutherland

Secretary—Mrs. Meuse

Resource—Mrs. Brolund,

Mrs Wambolt, Ms Billiaert

Counsellor—Mrs. Gosselin

Music—Mrs. Hornik

Phys. Ed.—Mr. Ditz

Phys. Ed.—Miss McQuiston

Librarian—Mrs. Tindal

ELI—Mrs. Richter

Ed. Asst.—Mrs. Wright, Mrs.

Sheppard, Mrs. Runions, Ms

Behrmann, Ms Park, Mr.

Hodder-Szolo, Ms Bowser,

Mrs. Boudreau, Mrs. Chapman

Custodians— Mrs. Pronteau,

Mrs. Shabani, Mr. MacDonal

Vice Principal—Mrs. Schultz

The 2017/18 school year was filled with a variety of learning experiences for staff and students. Teachers put forth a strong effort to increase learning engagement by implementing activities in and out of the regular school setting. Some of the innovative ways include: outdoor nature walks, geocaching, week long learning outdoor experience, field trips, cultural camps, gardening, recycling, maker space, sensory room, co-teaching, integrating technology into the curriculum, extra curricular clubs for students, sports clubs, pax program (good behavior game), Roots of Empathy, sustainable lunch program and breakfast program. This year Burntwood School hosted their very first FAST program (Families and School Together). Seven families were chosen to participate in the program which developed positive relationship between home and school. It also provided the families with a network within the community.

Burntwood staff would like to take this opportunity to Thank all the parents, and guardians for their continued support throughout the school year. Working together as a team for the best interests of all children is essential to success in school.



**Gardening**



**Geocaching 2018**

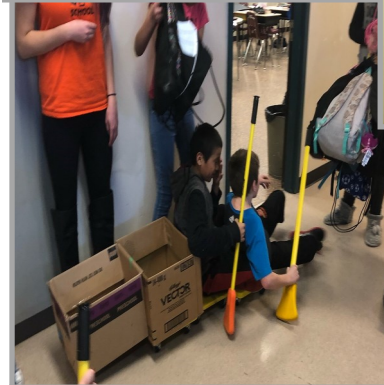
*“Be the change you want to see in the world.”*

*- Mahatma Gandhi*





# BURNTWOOD SCHOOL



EVENING C...	
<b>FEST</b>	APRIL 5, 2018
5:00	FAMILY FLAGS
5:30	FAST HELLOS
5:45	MEALS
6:15	SING/SONG, TODDLER TIME SCRIBBLES, FEELINGS CHARADES
6:30	KIDS TIME BUDDY/PARENT TIME
7:30	SPECIAL PLAY
7:45	TONIGHT'S WINNING FAMILY
7:50	CLOSING CIRCLE - RAIN
8:00	HOME TIME



## PRIORITIES FOR STUDENT LEARNING 2017-2018

Burntwood School priorities are to improve Literacy & Numeracy rates and also to increase awareness/participation in Educational Sustainable Development.

1. Literacy- By June 2018- Reading comprehension levels will increase by 10%.
2. By June 2018 there will be a 10% increase in numeracy assessment results, related to mental math strategies.
3. By June 2018, An increase participation (20%) in ESD activities/virtues incorporating the 3 pillars (social, environmental, & economic) - school, community and global level. These activities & student/

{staff} participation will increase student ownership and sense of belonging in Burntwood School.

Overall, Burntwood staff & student worked extremely hard developing literacy and numeracy skills in and out of the regular school setting. The pictures below highlight some of the activities that happened in 2017/2018. school year. Go BOBCATS go!



# DEERWOOD SCHOOL

It is always hard to believe that another year has passed and that summer is upon us. It is with great pride and a tremendous sense of accomplishment that I say goodbye to the 2017-18 school year and welcome the new one.

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.

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. Dropping your babies off at a strange place can be overwhelming and we want you to feel comfortable here at Deerwood Elementary.

I cannot say enough about our amazing DPAC (Deerwood Parent Advisory Council). They are an important part of our Deerwood community and are dedicated to working together to ensure the best for our school. They made huge contributions to upgrading the tech equipment in our school. They have helped purchased 4 Interactive whiteboards and increased our Ipad inventory by 10 to over 40!

So many amazing things have happened this year from celebrating the many cultures in our school at the Cultural Festival to providing donations to the homeless shelter and Salvation Army. Education for Sustainable Development has been a priority found in our year plans for a few years.

The staff of Deerwood School have continued working on our 3 priorities found in our year plans and we would like to highlight a few of our accomplishments for you.



## School Profile

Number of Staff 27  
Number of students 246  
Grades K—8

Kindergarten Mrs. MacDonald

Gr. 1—Mrs. Kennedy

Gr. 2—Ms. McDonald

Gr. 2/3—Mrs. Zawadsky

Gr. 3—Mrs. Todd

Gr. 4—Ms. Lafreniere

Gr. 4—Mr. Arcega

Gr. 5—Mrs. Caldwell

Gr. 6—Mrs. Doyle

Gr. 6—Mr. Landers

Gr. 7 —Mrs. Ogilvie

Gr. 7—Mrs. Schroeder

Gr. 8—Mr. Bruderer

Secretary—Mrs. Salamandyk

Resource—Mrs. Turton

Counsellor—Ms. Voigt

Music—Mr. Frigo

Phys. Ed.—Mr. Desjardine

Phys. Ed.— Mrs. Brolund

Librarian—Mrs. Beck

ELI—Mrs. Pellizzaro

Ed. Asst.— Mrs. Tomchuk

Ed. Asst.—Mrs. Saggu

Custodians—Mr. Thorne

Mrs. Turk

Mrs. Burt

Vice Principal—Mrs. Brolund

Principal—Todd Harwood

We would like to take this time to wish Mrs. McNevin a wonderful retirement and best wishes to Mrs. Rempel as she heads to RD Parker.

You will be missed!





“The beautiful thing about learning is that no one can take it away from you.”

## 2017-18 School Priorities

1. By June 2019, students will demonstrate increased rates of comprehension when reading.

**Indicators:**

Improvement on Grade 3 Literacy Assessment

Improvement on end of year classroom based reading assessments (strong beginnings/endings)

2. By June 2019, students will demonstrate increased knowledge of equality as a central concept in numeracy development.

**Indicators:**

Improvement on Grade 3 Numeracy Assessment

Improvement on end of year classroom based math assessment (strong beginnings/endings)

3. By June 2019, students will demonstrate an awareness of diversity by building a strong school community based on inclusion and respect for diversity.

**Indicators:**

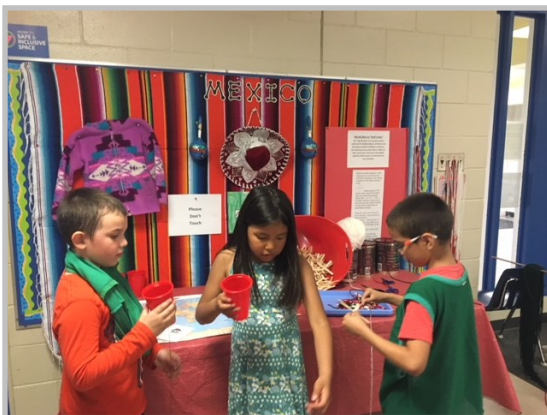
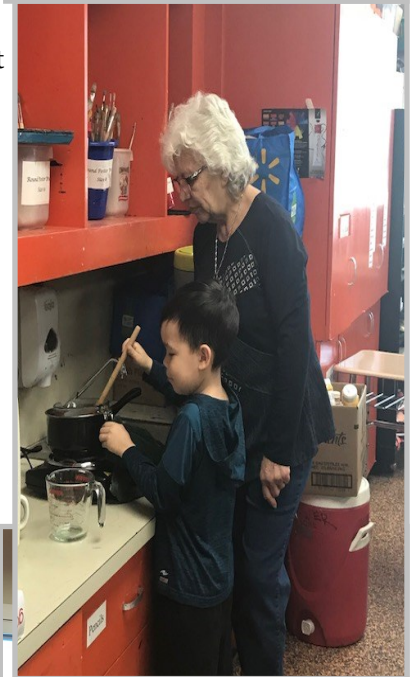
Maintain student attendance to accepted provincial standard for all students

Increased student participation in extra-curricular activities

Students will interact respectfully with others

Increased use of de-stigmatizing language on topics such as mental health and LGBTQQ issues

Increased participation in National Indigenous Day activities







# *École Riverside School*

Another fantastic year for the Rams and looking for another exciting year! First I would like to say thank-you to all the students, parents/guardians, and staff for making Riverside the best place to be. 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.

Some highlights of our year include winning the boys volleyball championship, finishing second in the Knights of Columbus track meet, two students went to the national science fair, we had numerous winnings from the Festival of the Arts show case to name a few successes throughout the year, and the donations to the Salvation Army. Well done Riverside you are all amazing. 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.

The Riverside family has had a difficult year with sickness and loss this year, everyone has been great and stuck together helping out when and where needed. We will miss Mr. McDonald and Mrs. McGregor, our thoughts and prayers go out to everyone. The Ram family worked together and kept spirits high in our school and community. Thank you again to all the students and parents for doing their best throughout the school year and a big thanks to the Riverside Staff as well. Remember to "Ram on" and go RAMS!

Mr. Wamboldt.



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## **2017-2018 Priorities**

**Outcome #1:** All students will participate in activities that promote critical and creative responses along with higher level thinking throughout the school day.

**Indicators:** Conversations with teachers to include technology infusion in their professional growth plans. Students will be using technology or other media to develop critical creative thinking more often in the classroom.

Student projects will be created that demonstrate their creative and critical thinking.

**Strategies:** Continued use of technology to promote higher ordered thinking while infuse its use in-class, in school, and the community.

**Outcome #2:** By June 2015 and each June until 2018 students will show an increase in their reading levels, reading comprehension and numeracy skills.

**Indicators:** Follow-up assessments in May/June will show improved reading levels, reading comprehension and numeracy scores over the testing done during the Sept. assessments. There will be an increase in results from provincial assessments across all grade levels.

**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.

Teachers will continue to implement best practices in numeracy. Many teachers use the Math Makes Sense model as well as supplemental material. Also developed a common assessment for Strong Beginnings. FI teachers will be trained in the math program PRIME.



# École Riverside School

**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.

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

## School Highlights

- Our new paint job inside our school for the grade 2–4 wing. A new swing set, rocks and new asphalt on the K– 2 playground. Also a newly sodded area for soccer on the grade 3–6 playground.
- Grade 5 trip to mile 20.
- The grade 4 swim program.
- Festival Voyageur for a week in March with our gallery in the gym at the end of the week.
- Lunch on the lawn supported by parent council.
- Many extra-curricular activities taking place throughout the school year. Athletes representing our school well and a great representation at the festival of the arts with many awards won.
- Fun Fair, Book Fair, Terry Fox Run, Student Council Haunted House and Sock Hops
- Earth Ranger Presentation, ATV safety presentation, Fire Department, and Wild Fire Presentations.
- Food Drive for Salvation Army.
- All our academic awards given at the end of the year.
- Many Professional Development opportunities for our staff.
- Grade 7 & 8 students going to Festival de Voyageur in Winnipeg for a week.



New Swings

## What we intend to Carry Forward in 2018-19

- Grade 4 Swim Program
- All extra curricular programming for our students like sports, music, games clubs, etc. during lunch hours and after school.
- Mini Festival Voyager
- Community Presentations
- Earth Rangers
- Student Council Voice
- Active Parent Council
- Professional Development in LA , French, and Math instruction.
- Virtues Program



National Wide Science Fair Participants

*“The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.”*  
 – *William Arthur Ward*



# JUNIPER SCHOOL

## School Highlights

Juniper School had a great 2017-2018 school year offering a variety of opportunities to students once again.

This year the students and staff have much to celebrate with the various accomplishments that were seen throughout the year.

Two amazing musical productions took place at Juniper School under the direction of our music teacher, Ms. Perrin. "Sleeping Beauty" was performed in November by our grade 4-8 students and "Goal" in February by our grade 1-3 students.

Our school became an EARTH School this school year by achieving over 1000 Green Actions since the beginning of the schools efforts to educate about sustainability and our impacts on the earth. The Green Team was also successful securing some grants to further develop projects in and around our school for the coming year.

Several amazing learning projects took place over the year with some of the ELA pilot project teachers, one of which was a video about "Imagine a Canada" and some of the work they have done on the Journey to Reconciliation. This can be viewed at the following link: <https://www.youtube.com/watch?v=n3Nuoej7CA>.

We were all very proud of everyone's hard work and their vision for Canada.

The entire school also participated in the "We Walk for Water" campaign on April 27th in the community. The end result is to raise enough funds to build a 'water-well' in Kenya. \$1900 has been raised to date and this will continue during the new school year to reach the goal of \$5000.

In June we said good-bye to Mrs. Pegus who retired from a teaching career of over 40 years. We wish her well in her retirement but know she will still be around the community for a while. Mrs. L. Mayor



Increase in reading scores across all grade levels.  
Nine grade 7 students complete the Kids, Cops and Computer program, receiving a laptop.  
Reduction in inappropriate behaviour and incident reports.  
Numerous projects completed around ESD-considering aspects of social, environmental and economic impact to our lives, our community and our world.  
Green Action Team secured a grant to complete their 'Berry-Good' project which will be completed for June 2019. They increased in recycling, reducing, reusing and composting projects!  
Our school achieved EARTH SCHOOL status in the Green School program with our monthly green actions. This surpassed our projected goal by achieving over 1000 green actions. A continuation of monthly Virtue Activities with cross-grade groupings and Anti-bullying campaigns  
Student Council trip to Wpg for WE Day. Part of National Learning Panel on WE projects. We Walk for Water Campaign and various other campaigns and fundraising efforts.  
VIKS training, "Kids in the Know," "PAX," "Friends Program," "Bullying Education," "Champions Program" "Babysitting" course, & "Career Cruising" Programs delivered at various grades.  
4th Annual Writer's Symposium held in June highlighting all K-8 Juniper student authors.  
Many awards from the Thompson Festival of the Arts in Visual, Choral, Dance and Speech Arts  
Grade 8- camp trips to Mile 20 and to Liz Lake and completed a new mural in our school.  
Grade K, 3 and 4 land based learning day highlighting Indigenous traditions.  
Monthly assemblies recognizing students accomplishments and achievements.  
WISE Program, MADD presentation, Bike Rodeo, Wolf Howl, Several Me to We campaigns, several presentations by community members such as Junior Achievement, UCN service teachers, VALE, Thompson Recycling Center and visitors such as Skills Manitoba, to name a few....  
Various extra-curricular activities such as lunch time intra-murals, spirit week, knitting club, sports teams, & student council.  
Two musical productions led by Ms. Perrin: "Sleeping Beauty" by the grade 4-6 students in the

**Focus Areas**-At Juniper School we strive to enhance student learning and provide a diversity of experiences in a welcoming, structured and caring environment. This year we worked on...

Building on community partnerships and communication with our families.

Increasing student engagement with increased student activities and opportunities.

Promoting and increasing sustainability projects-Green Team initiatives in and out of the school.

Building our skills in numeracy and numeracy assessments.

Promoting inclusion and diversity through cultural proficiency practices and literature.

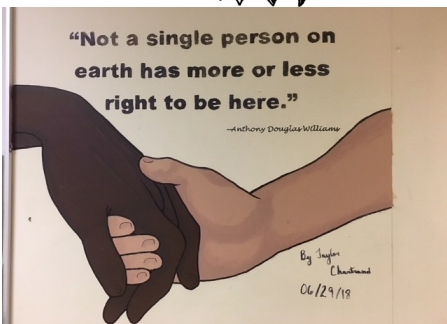
School climate and social responsibility through the Virtues Program promoting good citizenship skills and a caring environment.





# JUNIPER SCHOOL

## 2017-2018 Priorities



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

**Indicators:** Thematic book groups and themes used in classrooms to maximize learning for our students. More students participating in home reading. Reading levels increased. Increased confidence as math learners. More students meeting goal outcomes.

**Strategies:** Small group instruction, increase in staff delivering Literacy Intervention programming. Increase in reading resources in the school. Maximizing sup-ports available. Full day kindergarten assessments 3X in the year.

**Outcome #2** Improve school climate and engagement by promoting a strong sense of safety, belonging and positive mental health.

**Indicators:** Staff and students are participating in learning opportunities available to them and sharing and acting on social justice information-giving back to the school and community as contributing citizens. Increased relationships. Expanding community services within the school and various topic awareness and education.

**Strategies:** Participate in social justice opportunities: Pink Day, We Day Conference in Wpg, class field trips in the community, Mile 20 etc. Student presentations to classes, and ensuring all students have equal opportunities. Continuation of the use of the Virtues Program to teach Character Education. District Grade 8 Transition meetings Use of our new moto Juniper School LEADS !



**Outcome #3:** Staff and students will promote ESD (Education for Sustainable Development) by focusing on the 4R's and working towards our Green School initiatives.

**Indicators:** Achieving Earth School Status by completing 1000 recorded actions. Interest in Green Team and participation in Waste Reduction week and various yearly promotions like Earth Day.

**Strategies:** Increase communication with parents-Synervoice messaging with messages and teachings. More parental involvement in the school supporting ESD projects, Composting, green school initiatives-recycling, butterfly project, adopt-a-plant program etc.



**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.

**Indicators:** Successful implementation of ELA pilot projects and cross-grade learning. Increased in hands on learning and Cultural trips to Mile 20, Liz Lake and Paint Lake. Staff training with the Cairns Blanket exercise and other PD opportunities.

**Strategies:** increase in school activities and extra-curricular opportunities, student council fundraising events, plan various field trip opportunities, murals, more Indigenous content purchased, the use of the Virtues throughout the school, more staff training in programming.



## What we Intend to Carry Forward for 2018-2019

During the school year, three teachers took part in a provincial English Language Arts Curriculum implementation pilot. They collaborated and worked together to find ways to bring more Inquiry into their classrooms to strengthen student engagement and learning. A couple of amazing projects came out of the new work as well as a full Land Based Education day of learning right out on our playground. Thank you to all that helped make this learning so valuable and rich. Initiatives like this are planned into the 2018-19 school year as well as bringing a few new teachers into the process.

As a school we are committed to demonstrating growth in understanding and applying cultural proficiency and social justice in our school as we continue to build a strong school community. We will continue to use the Virtues Project to help us teach about character education and ways to solve conflicts. We will also continue to deliver the FRIENDS program around anxiety and dealing with stressful situations to middle school students. Our students remain active in student council, athletics and leadership opportunities such as the VIKS, & on the Green Team. Many students continue to explore opportunities to do random acts of kindness and reduce anti-social behaviors. We continue to support anti-bullying campaigns and to teach students how to resolve conflicts responsibility.

Additional resources and topics to help us address the Truth and Reconciliation Calls to Action will also be reviewed and acted on. We have also welcomed a Spirit Bear to our school who had been helping us through our journey.

Follow us on twitter @JuniperSpiritBears to learn more.



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

# *Wapanohk Community School*

Wapanohk Community School had another exciting and challenging year. A few changes in the front office; Cheery Carrie Oke continued to do a great job in the front office. This was my fourth year as principal at Wapanohk, and it was a great honour to work with the students, staff, parents, and community. We are constantly working as a team to improve attendance, language arts and mathematics provincial scores. We also continue to enhance our Cree program; we are official a Cree bilingual school. Our vice-principal Celina Dumas has done amazing work with the students, staff, and parents. We were able to offer a Cree bilingual stream from kindergarten to grade 8.

Furthermore, our English stream from K to grade 8 continued to have Cree 4 times a cycle.

We worked as a team at Wapanohk Community School. Melody Chuckrey, our community connector helps us with attendance and helps parents to find help they need. A family outreach worker, Jasmine Dumas joined our team; she worked with Juniper, RDPC, and Wapanohk. Both Melody and Jasmine were a huge support and made sure that our community events would continue throughout the year. They continually worked with parents and community organizations. We are still looking to increase our number at our parent council.

We had a successful year with our team approach. Thank you, parents, for your continual support. Ekosani.

**“One School, in one community, dedicated to helping raise children in one nation, together, for one world.”**

## **Focus Areas**

- Student engagement
- Parent engagement
- Improved reading and writing levels K-8
- Understanding numeracy-hands on activities
- Landbased activities
- Student assessments
- Athletics-team sports
- mentorship
- Social responsibility/citizenship-WE school
- Parent council/community development
- Cree language/Culture
- Science fairs
- Arts festival
- Gardening
- Science Fair





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

# *Wapanohk Community School*

## **2017-2018 Priorities**

**Outcome #1** –Literacy– improve reading levels and writing levels to approach district levels. 80% will improve by one grade level. To continue working on a five year plan for consistency and continuity through the five strands of language arts.

**Indicators:** School wide reading levels will improve, and results will be graphed and shared with staff and parent advisory council.

**Strategies:** Grade group discussions, classroom profiles, strong beginnings, literacy programs in the classroom, review literature, technology support literacy, guided reading in grades 1-3, EA’s in classrooms, ELA consultants present at grade groups and demonstrate in classrooms, posted exemplars in classes, practice daily five everyday in the classroom.

**Outcome #2** Mathematics literacy– implement common mathematical language from grade K-8..

**Indicators:** Higher scores on provincial assessment and mental math usage without coaching.

**Strategies:** School Board consultant will help classes with mental math and mathletics, educational assistants to help students who need extra help, mental math practiced daily in class, mathletics used daily in class along with basic math strategies. Explicit teaching of mental math strategies at least 3 of the 6 days/cycle using Number Talk resources; increase foundational math skills which support mental math strategy use; use strategy-specific games as a means to practice the strategies.

**Outcome #3** To continue to involve community and parents with our school community through projects, programs, and activities.

**Indicators:** More parents in the school to help or watch events i.e. awards assemblies, sport events, and bully awareness; parents making positive comments about the school to other parents and teachers or on facebook; higher attendance at FAST gatherings; attending family literacy night; attending evening or afternoon events; and completing surveys.

**Strategies:** Evening and day events for parents and students, farming bees, open house to watch students do their work, Facebook page to let parents in the know updated weekly, community guest speakers, coffee and chat put on by individual teachers or paired classrooms,, land based activities with community resource people, and family literacy night.

**Goal #4** Cree language/culture– Students in the bilingual stream will receive 38% instruction Cree every day. Indigenous perspectives will be delivered to all students using Truth and Reconciliation recommendations, traditional knowledge and landbased education.

**Indicators:** Cree used in the classroom and in the hallways, test results for common understanding, Cree bulletin boards, and Cree column in our newsletters.

**Strategies:** Cree vocabulary for each grade level; land based education incorporated into Cree, seven teachings, story booklets made at each grade level, Cree language nests, and Cree bilingual program up to grade 8.

**Goal #5** Safety/health– Children to become stronger and healthier individuals by having pride in themselves and going to school every day.

**Indicators:** parents at awards ceremonies, attendance stats, late stats, discipline reports.

**Strategies:** Attendance awards, home-visits, classroom activities, and breakfast program.



*“When planning for  
a year, plant corn.  
When planning for a  
decade, plant trees.  
When planning for  
life, train and edu-  
cate people.”  
Chinese Proverb*



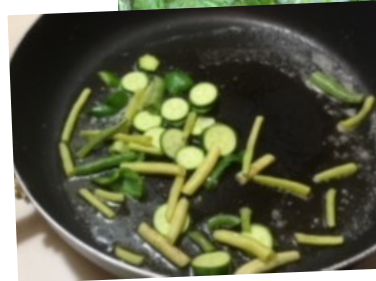
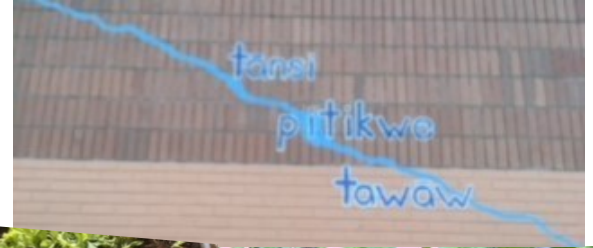


# Wapanohk Community School

*Reaching for the stars and soaring with the eagles*

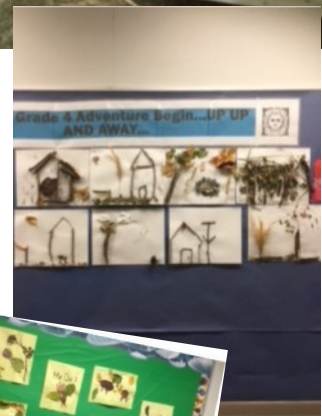
## What we intend to carry forward

- Language arts and mathematics literacy
- Community involvement and parent engagement
- Cree language/cultural activities K-8/Cree meetings with Cree consultant
- Land based activities for all grades
- Truth and Reconciliation Recommendations
- Anti-bullying strategies
- Data collection/ using strategies to improve assessment results/ on-line surveys
- Student engagement and parent engagement
- Students' attendance/trophies for excellence



## School Highlights

- Cultural Celebrations: Indigenous Veteran's Day, Makosewi Feast, Mini winterfest, Cree language festival, National Aboriginal Day, Cree/cultural month
- Breakfast program Monday through Friday
- After school clubs and sports occurred through-out the year: Volleyball, basketball, badminton, baseball, fishing club, canoeing, camping, mile 20 outings, boys scout's camp outing, gardening, drumming, cross country skiing, and science fair,
- Wapanohk's Cree Coffee House
- Assemblies with traditional staff and drumming honouring our students
- Boy's basketball and volleyball place second in finals
- 2 pink days with our own pink wolf t-shirts—fight against bullying
- Student council (participated in many school wide events such as fund raising & recess patrol) helping children in Africa,
- attending WE day in Winnipeg, mentors educational trip to Winnipeg
- Community gardening, Parent appreciation BBQ
- Festival of the arts— speech, choral, and arts
- Christmas Concert was a huge success with a great turn out of parents & extended family.
- Increased contact with outside agencies (Crisis center, MA-MOW-WE-TAK, CFS, AFM, KTC Housing, Y, ) resulting in strengthening relationships/partnerships & better communication.
- one student won the MA-MOW-WE-TAK, Aboriginal Achievement Awards.
- 5 Science projects the Regional Science Fair in here in Thompson— 2 bronze metals for the regionals.
- Mixed drumming group and boys drumming group





# WESTWOOD SCHOOL

As another school year quickly comes to a close, we would like to celebrate the accomplishments of our students throughout the school with the many successful events that have taken place with the dedicated support of our staff. A few of these events include food drives for our local Salvation Army, “I Love to Read” activities, gr. 6 Coins for Cancer drive and our sports teams had another victorious season with Knights of Columbus, volleyball, basketball and softball.

Our school also participated for the first time in the 1 Billion Rising event in February spearheaded by Mrs. Steeves and Ms. Pokotylo. Here is a link for more information: <https://www.onebillionrising.org/> We have some celebrations to mention starting with our students’ attendance. Our average monthly attendance for the 2017-2018 school year was 90.0% and as a staff we continue to discuss ways to improve this percentage. For our Welcome to Kindergarten evening, we hosted 19 of our registered students.

### Welcomes & Farewells:

We are saying good-bye to Mrs. Denise Tucker after over twenty years of service with the School District. Mrs. Tucker spent 10 years teaching special needs students at Westwood and has spent twelve years teaching resource for kindergarten-gr. 4 resource. Mr. Dwyer spent the year teaching gr. 4, forming positive relationships with his students, always being an excellent role model for what the Westwood Way looks like. Mr. Weigert spent a few short months with us in gr. 6 before Mrs. Nsi returned from her maternity leave.

Westwood welcomes new teachers Mr. Marco Trunzo to teach gr. 6, Mrs. Cara Butler to look after kindergarten –gr.4 resource, and we are happy to have Mrs. Sukhbir Dherdi back on staff to teach gr. 4 in the fall.



## School Highlights

- ~Knights of Columbus indoor track meet champions
- ~Anti-bullying assembly in February as well as Pink Shirt Day
- ~Thompson Winterfest Snow Sculpture School Category participant
- ~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
- ~Grade 4L city planning project for Social Studies
- ~Westwood students participated in this year’s Science Fair, including a class entry by Ms. Polotylo’s gr. 1 class
- ~For the third year, Westwood hosted the Spaghetti Bridge Competition run by the Vale Engineers.
- ~School wide entries in the Thompson Festival of the Arts
- ~Student Action Leadership Team (SALT) organized a number of enjoyable events for the school to aid in our fundraising efforts including a mitten tree for the homeless shelter, food drive for Salvation Army
- ~Grade 8 students participated in transition camp trips; one to Liz Lake and one to Mile 20 to build positive relationships prior to starting high school in the fall
- ~Extra-curricular activities such as homework club, lunch hour intramurals, numerous sports for junior high students throughout the year, art club for gr. 4-6 students, and yoga for gr. 6-8 students

## FOCUS AREAS

.Student Engagement	Technology	EAL Learners
Numeracy	Writing	Assessment
Inclusion	Arts in the Classroom	ICT
Athletics	Science	Citizenship
Literacy	Social responsibility	School Spirit





# WESTWOOD SCHOOL

## 2017-2018 Priorities



**Outcome #1** By June 2018, 70% of students targeted from Grade K-8 will show improvement in their use of mental math strategies.

**Indicators:** Results on the Grade 3 & 7 provincial assessments, teacher directed grade level assessments, teacher instruction/support for below grade level students is guided by assessment results, number talk implementation, expanding teacher knowledge through professional development from district Math consultant.

**Strategies:** Math trivia, manipulatives, attempted number talks, interactive math games/songs, incorporated a Math station at Welcome to Kindergarten directed by District numeracy support teacher, Mathletics, math buddies, 100 day celebration, Math centers/journals, Math daily 3.

**Outcome #2** By June 2018, 70% of students from K-8 will be reading with comprehension at or above grade level.

**Indicators:** Results from our annual Strong Beginnings assessments, teacher directed grade level reading assessments,

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

**Outcome #3** By June 2018, Westwood staff will enhance language acquisition for EAL learners within the classroom setting.

**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, picture vocabulary cards, personalized books, mini-thematic units for vocabulary, conversation through organized and structured play, dual language books, iPad apps, and classroom sound amplification systems.



**Outcome #4** By June 2018, Westwood students and staff will increase Education for Sustainable Development (ESD) by implementing a comprehensive plan throughout the school.

**Indicators:** Continue Virtues character education with a focus around the ESD pillars; Fundraising for our local Thompson Humane Society; Coins for Cancer initiative by gr. 6 Oleschak; Supporting the local Salvation Army with food and clothing donations throughout the year.

**Strategies:** Water filling stations, classroom recycling, food drives, mitten tree, food drives, clothing donations, outdoor classroom planning, Virtues Program, acknowledgment of diverse cultures, fundraising for: the Thompson Humane Society, Heritage North Museum, Student Action Leadership Team (SALT) donations, and Farm-to-School vegetable fundraiser.

## What we intend to Carry Forward for 2018-2019



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 food drives

We will continue to build and foster school community through a variety of events such as picnic on the playground, talent show, book buddies and math buddies

Staff will collaborate with families to maintain a strong relationship in order to continue achieving our high attendance rates



# R.D. PARKER COLLEGIATE

I'm writing this message to you after being principal at R.D. Parker for the past 4 years. This report is a summary of some of the things we do at our school and is also intended to give you some idea of where we are going in the near future. You can see from our priorities that graduation, credit acquisition, vocational programming, and improved attendance continue to be four of our key focus areas.

In the school highlights section of this report I have attempted to capture some of the essence of what be-ing in our school is like for many of our students. If I have left anyone or anything off of the highlights list I assure you that was not my intention.

We are proud of the wide variety of extra-curricular clubs and activities we offer our students. Each year we are adding more and more new clubs and activities for our students. This is because of the volunteer extra curricular efforts from our teachers, our staff, our parents, and our community. On behalf of our students I would like to thank you for all the extra things you do for our kids.

As always, I encourage you to speak with your child and ask them to consider participating in at least one activity or event this upcoming school year. It is our hope that you and your child will soon experience the joy of being a grade 12 graduate, and many of our efforts are leading towards this goal.

Until later,

Rob Fisher , Principal

R.D. Parker Collegiate

Number of staff: 79

Number of Students: 1004

Grade Level: 9-12

## Focus Areas

- Graduation attainment
- Numeracy
- EAL and newcomer learners
- Athletics and student fitness
- Improving attendance
- Literacy Vocational Technology Edu-
- cation
- Social Justice
- The Arts
- Student engagement
- Safe and Caring School
- Cultural Proficiency
- Improved Communication
- Assessment
- School spirit



### Outcome #1

The acquisition of Credits that ultimately leads to students graduating from our school in a timely manner.

### Indicators

Students will achieve a graduation diploma (Academic, Vocational, 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.

Students will achieve credits at a pace that keeps them “on-track” towards graduation through improved communication to students, parents, and the community.

### Strategies/Results

The continuation of a Student Success department to support student learning, specifically to support our at-risk learners. The continuation of a Pathways team to support student learning, specifically to support our special needs students. The continued refinement and improvement of our Credit recovery, Success for Learners, and off campus programs. Department heads have created departmental goals with their teams to support school, district, and provincial goals, priorities, and strategies. Teachers, Principals, School Councillors, and our indigenous student advisor will continue to monitor and support students struggling to attend school. We will continue examining ways to support student transition from grade 8 to grade 9 with the district transition team. The mandatory use of Gradebook online has been implemented to report ongoing academic progress to parents and students. We are improving communication to support a positive school climate through our communications strategy to regularly

*(Continued on page 21)*





# R.D. PARKER COLLEGIATE

(Continued from page 20)

inform our school community. The use of our outdoor electronic sign, interior TV monitors throughout the school, the school website, a social media presence, and our Sunday message form part of this strategy. Our student Grand Council continues to provides an opportunity for improved student voice from student organizations such as Student council, MSA, Pride, YAC, H3, SOS, Athletic council, and Yearbook. .

There were 155 graduates in June 2018.

The most recent data from Manitoba Education (June 2017) indicates that 54.6% of our students graduated on time, in 4 years after beginning grade 9. This represents the fifth year in a row our rate has improved (2013 – 46.1%, 2014 – 47%, 2015 – 49.8%, 2016 – 51.5%). Our June 2017 grad rate is 61.2% if you include those students who took 5 years to graduate after beginning grade 9.

## Outcome #2

Increase enrollment in vocational programs and enhanced program opportunities for students to build vo-cational skills and consider entering the trades.

### Indicators

There will be an increase in accredited trades vocational program opportunities for our students. There will continue to be increasing elective credit acquisition through the HSAP program through work placement partnerships

Improved communication with external groups and others providing vocational programming in the province of Manitoba.

### Strategies/Results

The school district of Mystery Lake has maintained our accreditation in good standing from Apprentice-ship Manitoba for the Automotive service technician (AST), Heavy duty mechanic (HDM), and Hairstyling trades for the 2017-2018 school year. RDPC vocational programming included the AST, HDM, Hairstyling, Culinary Arts, Carpentry, Design Drafting, and broadcast media trades from grade 9-12. All Existing vocational and practical arts programs continued to be offered to our students during the 2017-18 school year.

Our metals shop was provided for UCN programming in the Welding trade during July 2017. A “Minds on Metal” program was delivered in July 2017 for students. Instruction was done by our Metals teacher and non expended funds from the program were donated to our Industrial Arts metals classes for the 2017-18 school year.

A team of RDPC students participated in the Manitoba Pedal car project at the World of Wheels in March 2018.

Students from our AST, HDM, Hairstyling, Culinary Arts, and Carpentry trades participate in the regional and Manitoba Skills competitions. The regional competition was in The Pas and the provincial champion-ships were held in Winnipeg. We had one student qualify for the Skills Canada National championships in the Outdoor and Power equipment category that was held in Edmonton, Alberta in June 2018.

Our students participated in the USA Nationals, F1 in schools design challenge competition that was held in Austin Texas in June 2018. Our students do not plan to represent Canada at the world competition in 2019.

An EF tours trip to Germany (A history of Cars) for students enrolled in the AST major is planned for April 2019.

A .5 FTE HSAP/Career development coordinator at RD Parker Collegiate occurred during the 2017

(Continued on page 22)





# R.D. PARKER COLLEGIATE

(Continued from page 21)

-18 school year.

Our district-wide grade 7-12 practical arts program that includes all district elementary students in grades 7 & 8 continued during the 2017-18 school year.

We applied and received funding in the amount of \$ 70,529 from the Skills Strategy Equipment Enhancement Fund (SSEEF) monies to improve our programs and bring our programs up to current industry standards so our students have the most recent educational tools available in their trade of choice.

A Torchmate CNC machine valued at \$ 34,380 was installed in our Heavy duty shop, and a Thickness Planer valued at \$ 22,900 was installed in the Carpentry shop. A commercial grill valued at \$18,900 was installed in the Culinary Arts kitchen. All awarded pieces of equipment are now fully operational.

The Technology Equipment replacement Grant was expended in full to repair existing equipment and add new equipment as required.

We continued to solicit donations of equipment from industry partners for our programs and we would like to thank all businesses and individuals for their donations during the 2017-18 school year.

We continue to be a member of the Northern School Technical Vocational Consortium. Meetings were attended via teleconference throughout the school year. Planning for the regional skills competition held in the Pas was done with this group.

We continued to be a member of and attended meetings of the provincially organized Technical Vocation-al Leadership Council. We hosted the TVLC group during their northern tour in May 2018. Visits to the MDS jet engine testing facility, R.D. Parker, and Kiask occurred. This group is one of the key groups that allows us to improved communication with external groups and others providing vocational programming in the province of Manitoba. We also met with Vocational consultant Kim Poirier from Manitoba Education and reviewed programming requirements so we are aligned with provincial expectations moving forward.

We attend meetings of Apprenticeship Manitoba as invited such as the Apprenticeship strategic plan consultation that was held in Thompson on Nov 7, 2017. Many of our suggestions were implemented going forward, one of which, the extension of the DT (designator trainer) qualification for northern instructors doing HSAP courses with our students was confirmed.

HSAP credit enrollment and attainment continues to mature.

Student enrollment in our vocational majors continues to be at or near capacity.

### Outcome #3

Over the next 3 years all schools in the School District of Mystery Lake will plan a minimum of 3 yearly activities that fall within of the 3 pillars (social, environmental & economic) of Education for Sustainable development (ESD).

### Indicators

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

### Strategies/Results

Hands, Heart, and Hope, also known as H3, is a student led social justice group working towards positive local and global change. The students involved in this group are champions of human rights, mental health education, and women empowerment. This year our students were involved in many local and global initiatives. Throughout the school year H3 collected over 5000 lbs. of food for Thompson Food Bank. Thank you to the community for supporting this great cause. H3 was also involved in on a global campaign "We Are Rafikis". This campaign empowers women in Kenya and helps them earn money to send their children to school by selling hand-made Rafiki bracelets. Each bracelet has a code to track your impact when buying the bracelet. During the month of October, 2000 lbs. was collected for the annual "We Scare Hunger Campaign". All food was donated to our local food bank.

H3 president, Hayley Jenkins, presented an idea of a free lunch program at R.D. Parker to the 100 Women Who Care group in March. H3 is proud to announce that they were given funds from this group to run the free lunch program for an entire year. Each student is given a sandwich, piece of fruit, yogurt/applesauce./cheese stick and healthy drink. This project began in the 2017-18 school year and will continue throughout the next school year.







(Continued from page 22)

On May 26 H3 delivered \$1,850 worth of food to the Thompson Food Bank and \$500 in supplies to the Thompson Humane Society. The group's year-long fundraising campaigns have also allowed them to donate an additional \$1,850 to the Me to We Projects in Ethiopia.

H3 member, McKenna Brown, was instrumental in organizing a fundraiser for the Humboldt Broncos fund. In total H3 donated \$1841.85 to the Humboldt Broncos. Over \$800 was raised by McKenna Brown herself. Congratulations everyone for this honorable effort.

## *What We Intend to Carry Forward for 2018-19*

The acquisition of credits that ultimately leads to students graduating from our school in a timely manner.

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

Continue to improve communication with external groups and potential partners.

Over the next 3 years all schools in the School District of Mystery Lake will plan a minimum of 3 yearly activities that fall within of the 3 pillars (social, environmental & economic) of Education for Sustainable development (ESD).

We will continue to work on Outcomes 1, 2, 3 as stated above.

We will also be examining ways to improve student attendance.

## *School Highlights*

### **Our students participated in the following provincial and national programs:**

- Encounters With Canada
- Pfizer Discovery Days
- Verna J. Kirkness Science & Engineering Program
- Rotary Youth Leadership Camp
- Envirothon
- Provincial Honor Band
- Hope North suicide prevention conference
- F1 in schools
- Bold Eagle
- RMC's ALOY program
- Norman Jazz Festival
- Take your kids to work day
- 10th Annual Sexual Health expo
- We Day
- Waterloo Math competition
- Annual fur table
- Expo North conference
- Hour of Code
- Safe workers of tomorrow presentations
- Pink Shirt day
- Skills Manitoba Competition
- Canadian Skills Competition

- Young women's conference
- Northern skills trades conference (young men's)
- Try a Trade and Career fair 2017
- Model United Nations
- 30 hour famine
- Star Wars day
- Music Monday

### **Competition results :**

- zone 11 championship banners in Girls Soccer, JV and Sr. Girls and Boys Volleyball, JV and Sr. Girls and Boys Basketball, Track & Field, Badminton, and Curling.
- Senior Girls Basketball won their third AAA Provincial banner in the last 4 years.
- Envirothon won the regional championship





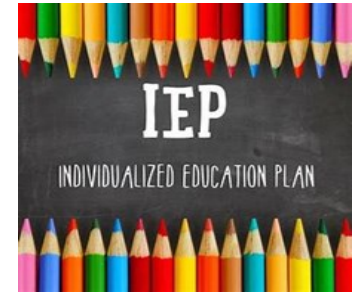
# Student Services

Student Services works to offer a variety of programming and initiatives which are specifically tailored at developing a child's skills and allows them to flourish in all aspects of life. School teams collaborate with district personnel and other professionals to do this and during the 2017-2018 school year focused on a few areas to assist teams with programming.

September 2017 saw the implementation of special needs block funding for our district. This model allows schools to respond to student needs and is a

strength based approach. Although no formula has yet been released by the province, the district is allocated funds to support students that have additional needs within the schools. This continuum of supports may include educational assistant support, resource teacher and/or counsellor support, clinician services, assistive technology and the use of specific materials and programs. While this has been a learning process for all, schools have the flexibility to find innovative ways to plan programming and avoid the deficit based student specific application process of the previous model. Schools use student and classroom

profiles to help create a school profile. This information is then utilized to help allocate resources for each school to use as they determine to meet the needs of students.



The School District of Mystery Lake uses a referral system for clinician services. The district utilizes professional services of psychologists, speech and language pathologists, occupational therapists and physiotherapists. All of these professionals are accessed through the school team making a referral for services. Unfortunately, the district has struggled to find professionals in the area which has resulted in increased wait times. The district has hired individuals to provide contract services in the interim while we continue to search for the best service delivery model in these areas. However, school teams do their best to provide appropriate programming for students with the resources they have available.

In May, all educational assistants attended a professional development session facilitated by Patti Baird on Collaborative and Proactive Solutions. This model is based on the premise that challenging behavior occurs when the expectations being placed on a child exceed the child's capacity to respond adaptively and that some children are lacking the skills to handle certain expectations. The model then focuses on identifying these skills with the overall goal of helping kids and caregivers solve those problems rather than modifying behavior through rewards and punishments. The overall theme of the day was kids do well if they can – which is the goal for all.



During the 2017-2018 school year the district continued to expand assistive technology and resources and materials for sensory integration. Assistive technology is specialized equipment or devices to assist in communication, self-care, mobility, hearing, vision and envi-

ronmental control. This technology enables students' independence and inclusion in the school environment which in turn improves their overall learning. Assistive technology includes tools to support alternative and augmentative communication, speech generating devices, software to meet specific educational needs, alternative access for computers, adaptive toys and simple environmental controls. There are now iPads and Tobii Dynavox Indi's (communication devices) available to assist with student programming in schools. More sensory integration items have been purchased as well. Students are able to access seating alternatives, visual stimulation, hand fidgets, sound and light desensitization materials and tools that promote fine and gross motor activities.

Student Services works collaboratively with school teams to support students across the district. It is appropriate programming that is responsive to students' needs that foster a learning environment that maximizes each child's potential.





# Cultural Proficiency

## Indigenous Perspective

The School District Mystery Lake, continued working in partnership to 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 hard 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.

We continued to co plan with the district numeracy and literacy team and were able to provide a variety of professional learning opportunities for staff and numerous hands on land based learning experiences for students that relate to curricular outcomes which focused on Truth and Reconciliation.



Some of the initiatives and projects that our department supported this past year include:

- ◆ Aboriginal Perspectives Fall Camp Partnership Week (UCN Kenanow , Community Partnerships, Grade 5 students)
- ◆ Grade 11 Six Seasons of the North- Land Based Course
- ◆ District PD on Renewed Language Arts Curriculum for grades K-12 Teachers.
- ◆ Educating for Action grade 11 class with a year-end trip to Tonkiri Camp and to Winnipeg where they shared their film creation with funders.
- ◆ Grade 8 transition camps delivered at Boy Scouts Camp and Mile 20 Site.
- ◆ Co-hosted 2 2-day Cultural Proficiency/Cultural Awareness PD sessions for Teachers and local Community Partners.
- ◆ Cohosted Regional Cree Immersion PD experiential learning day



- ◆ for teachers at Mile 20 site.
- ◆ Annual Sihilkwan Mamowewin gathering included RDPC students and District staff.
- ◆ Youth Boys Drum Group
- ◆ National Aboriginal Day Celebrations on June 21st.
- ◆ Maintained commitments to the Aboriginal Accord and Thompson Urban Aboriginal Strategy Committees.
- ◆ Continued to provide school wide and classroom supports as per requests for teacher resources, guest presentations, teaching materials, and traditional teachings including Cree classes and a focus on Truth and Reconciliation.
- ◆ Co-presented at the U.C.N. Truth and Reconciliation Road to Wellness Conference in Thompson.
- ◆ School Wide Mini Winter Festivals
- ◆ Playground Camps

### Grade 7/8 Juniper School



What Reconciliation looks like through our eyes



### Grade 11 Film creations



Students and EFA teacher reviewing film footage



Bryson Bee (in costume) filming footage regarding the invention of the snowshoe and Indigenous S.T.E.M.

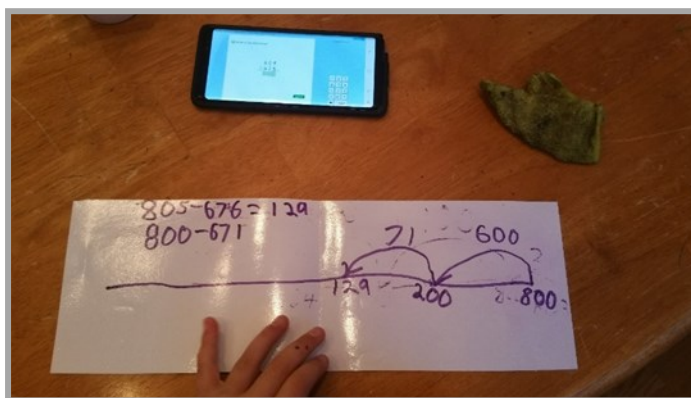
# NUMERACY SUPPORT

## Our Current State of Numeracy development

Numeracy: What does it look like?

Our teachers have been developing students' understanding and proficiency with efficient strategies to solve problems. The development of these strategies begins with work with materials then to pictures and symbols as can be seen in this Grade 3 student's work using an open number line to subtract.

This student chose to solve the question  $805 - 676 = 129$  by first changing the problem to an equivalent but easier subtraction,  $800 - 671$ .



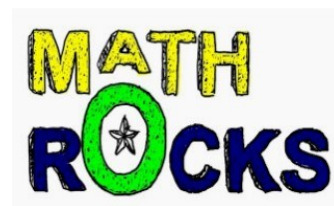
The use of number lines, in this case, support the development of place value, mathematical language acquisition and relational understanding of addition and subtraction. The picture here is how we expect our students to record their working to complete a subtraction question because it shows their thinking and understanding of the question rather than blindly following a procedure.

If you are interested in learning more about the progression of learning number work, the following is a great resource to brief videos and more:

<https://gfletchy.com/progression-videos/>

If you are someone who wishes to better understand mathematics education today and this Number Sense stuff, please have a look at this:

<https://www.youcubed.org/resource/number-sense/>.







# Literacy Support Val Little

*“Think before you speak. Read before you think.” Fran Lebowitz*

2017-2018 was an exciting and engaging year. In the classroom, support was given in the form of guided reading, creative writing, critical thinking skills, Reader’s Theatre, expository writing and research projects. We began implementing the new ELA curriculum focusing on rich, deep learning experiences. Revolving two-week residencies were carried out in three schools. Some of the notable programming involved a school wide Inquiry into water at Wapanohk Community School; while examining fairy tales from the legal perspective were carried out in Westwood and Ecole Riverside.

Professional development this past year included workshops for Struggling Writer’s, Story Vines, and Reader’ Theatre. The grade six expository writing assessment pilot was implemented this year; it is now a permanent district assessment program. We have completed year one of the Richer Learning Experiences ELA pilot; four new teachers and two new schools will be joining us this coming year.

The district support team continues to develop and implement programming that honours our Indigenous and Northern Perspectives. We participated in the UCN Cultural Proficiency days at the Mile 20 Fall and Spring Camps as well as the Mini Winter -Festivals in March and April.



A grade four student in Mrs. Janisch’s classroom observes Ms. Little as they construct a Story Vine .



Wapanohk grade five students perform their poem T’was Two Weeks Before Christmas at Wapanohk School for personnel at the School Board Office.



Guardian Spirit Writing from Grade Four Mrs. Lafreniere



# Literacy Support Donna Drebit

*“Writing is not an exercise into excision, it’s a journey into sound.” E.B. White*

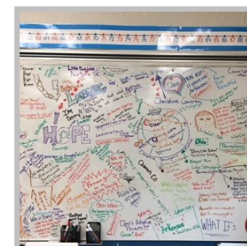
The 2017-2018 school year saw all of the elementary schools continue to use the Early Literacy Intervention (ELI) Program for Grades 1-3 students. Early Literacy Intervention is a short term intervention that provides intensive, daily small group instruction in the areas of guided reading, guided writing and word work. Three schools received full day support, two schools received half day support and one school received quarter time support. The ELI teacher provides an intensive program that supplements classroom literacy instruction. The ELI teachers were able to provide intervention services to 188 students over the course of the year with varying ranges of growth in literacy skills showing increases in benchmarks ranging from 3 to 8 levels.

Juniper School began participation in a 3

year English Language Arts Cohort with the Province on the renewed Language Arts Curriculum. The renewed curriculum is mandatory for the 2018-2019 school year so the three teachers that participated were able to gain insight into inquiry based learning and providing rich learning experiences for their students. Our focus was on land based education and the building of Indigenous resources within the classrooms. Burntwood and Deerwood Schools also received Professional Development in the renewed curriculum and also built up their Indigenous resources within their schools.

Four classrooms at Juniper, Deerwood and Burntwood Schools participated in an inquiry based unit on media literacy, the 60’s Scoop and Residential Schools. As a part of the investigation into Murdered and Missing Indigenous Women, the students listened to the CBC Indige-

nous Podcast Missing and Murdered: Finding Cleo. After listening to the 10-part investigation and many valuable discussions the students prepared interview questions for the host of the series to further their learning and understanding. Connie Walker spent an hour and a half via skype answering the student’s questions and even continued to answer many of the questions that she received via social media after the interview ended. This was an eye opening activity, not only for the students but also for the teachers involved.

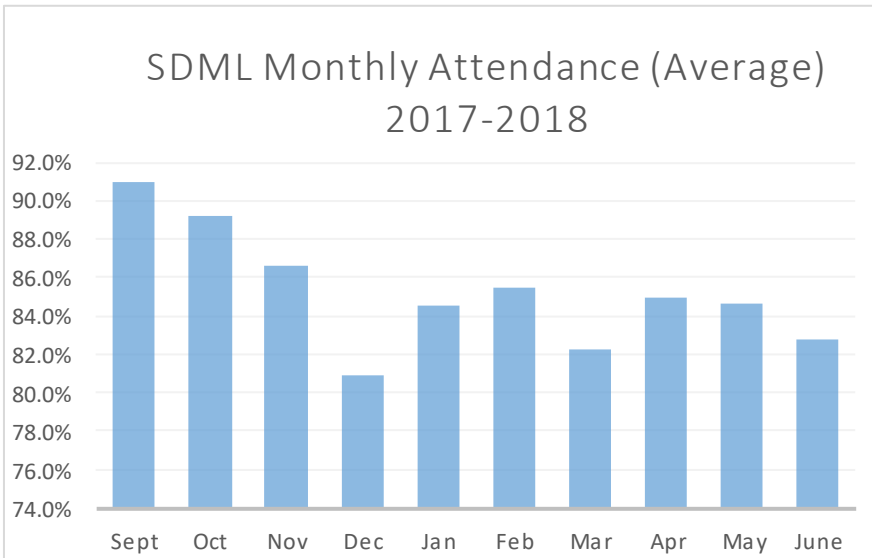


7/8 P at Juniper School documenting their journey of listening to Missing and Murdered: Finding Cleo



# SCHOOL DISTRICT DATA

## 2017-2018



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!***

### September 2017– June 2018 Attendance

School	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
<b>Burntwood School</b>	92.3%	89.6%	86.2%	81.60%	83.7%	84.9%	80.6%	82.4%	82.8%	73.5%
Deerwood School	94.8%	94.5%	93.8%	89.40%	92.3%	91.3%	88.2%	91.60%	90.4%	87.9%
<b>Juniper School</b>	89.7%	88.4%	89.7%	79.90%	83.8%	84.4%	81.9%	83.90%	83.9%	79.6%
Ecole Riverside School	93.7%	92.8%	90.9%	87.00%	91.3%	91.2%	89.0%	91.10%	91.8%	92.0%
<b>Westwood School</b>	94.6%	94.3%	91.2%	85.70%	89.4%	91.0%	86.9%	91.60%	90.7%	90.2%
Wapanohk Community School	88.9%	89.0%	83.3%	76.60%	81.1%	80.9%	79.6%	81.70%	80.5%	71.3%
<b>R.D. Parker Collegiate</b>	82.7%	75.8%	71.2%	66.50%	70.0%	74.9%	69.9%	72.30%	72.2%	84.9%





# SCHOOL DISTRICT DATA

## 2017-2018

### Early Literacy Intervention Summary – 2017-2018

	Number of Students Per Grade Level	Number of Students in ELI	Percentage of students in ELI
Grade 1	248	69	28%
Grade 2	233	67	29%
Grade 3	277	52	19%
Total	758	188	25%

### Grade 9 Credit Acquisition

#### First time grade 9 students who attained an ELA credit by year-end

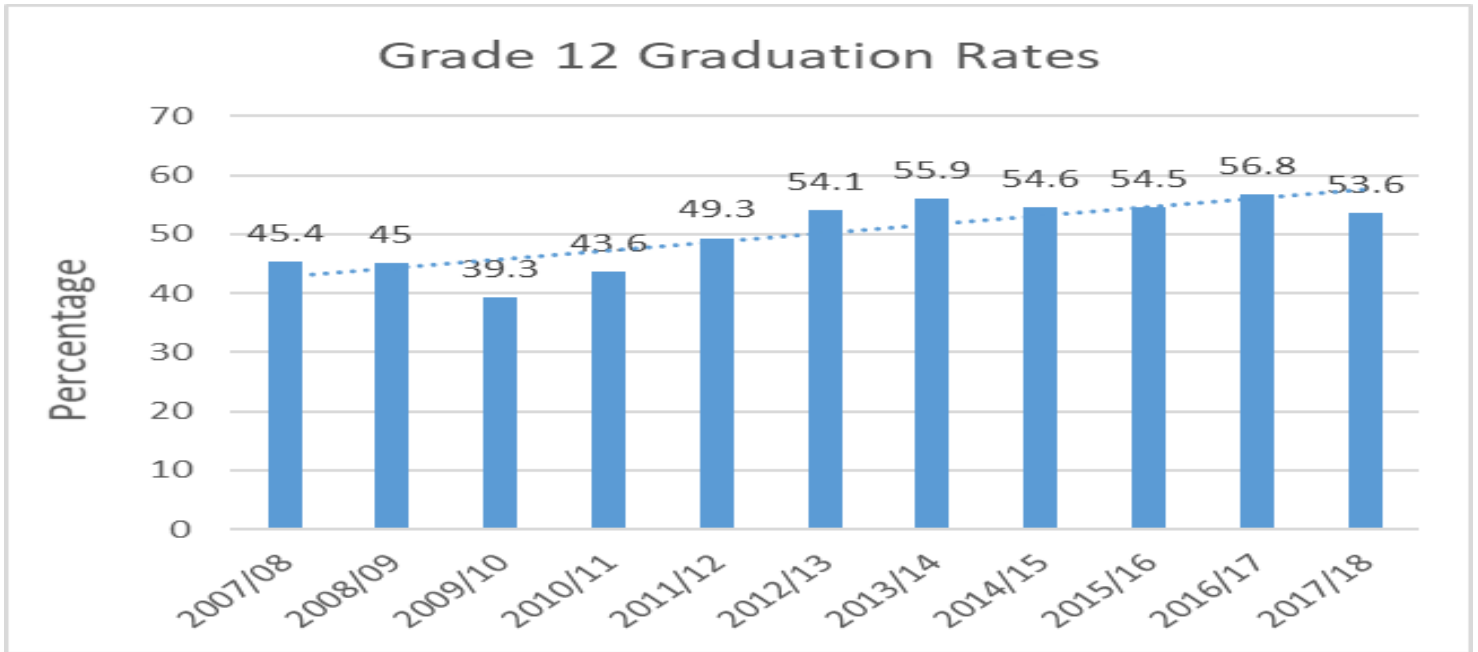
School year	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17
<b>Provincial</b>	88.3	88.6	89.4	88.9	89.	89.3	90.2	89.7
<b>SDML</b>	66.7	73.2	72.1	76.5	71.4	66.7	73.6	72.9
<b>Girls</b>	63.6	69.7	75.	73.8	76.5	68.1	75.2	70.3
<b>Boys</b>	69.3	77.1	69.4	79.6	66.1	65.3	71.9	75.4
<b>Non-Indigenous</b>	84.3	92.5	86.4	86.6	88.1	91	87.6	93.1
<b>Indigenous</b>	43.7	45.7	52.2	64.1	55.6	44.7	63.4	56.1
<b>Non-EAL</b>	67	73.1	71.1	76.1	70.5	66.1	72.1	71.8
<b>EAL w/ services</b>							100.	
<b>Non-CFS</b>	69.3	74.8	74.1	80.7	73.9	70	75.6	74.6

#### First Time Grade 9 Math credit attainment

School Year	09/10	10/11	11/12	12/13	13/14	14/15	15/16	16/17
Provincial	85.3	86.7	86.6	87.1	87.8	87.2	88.3	88.
SDML	57.8	63.6	67.4	76.5	74.5	68.4	77.1	67.1
Girls	56.4	65.5	67.3	71.3	77.3	66.4	76.0	68.5
Boys	59.1	61.5	67.6	82.4	71.1	70.2	77.2	65.8
Non-Indigenous	75.4	82.2	76.	85.8	84.1	91.9	90.7	92.2
Indigenous	35.	36.2	55.6	65.	65.4	47.2	67.2	46.3
Non-EAL	57.9	63.2	67.	76.1	73.7	67.8	75.8	65.7
Non-CFS	60.6	65.1	69.2	79.7	75.6	71.9	78.9	67.8
Pupils under CFS care	26.3	30.	42.9	38.9	61.9	37.5	55.6	60.0



# SCHOOL DISTRICT DATA 2017-2018



*2018 Valedictorian  
Rishabh Palta*



# BOARD OF TRUSTEES



Don MacDonald  
Board Chairperson



Guido Oliveira  
Board Vice-Chairperson



Leslie Tucker  
Trustee



Sandra Fitzpatrick  
Trustee



Ryan Land  
Trustee



Liz Lychuk  
Trustee



Janet Brady  
Trustee

# SENIOR ADMINISTRATION



Angele Bartlett  
Superintendent—Human  
Resources & Policy



Orest Chychula  
Facilities Manager



Lorie Henderson  
Superintendent -Educational  
Services & Programming



Kelly Knott  
Secretary-Treasurer



Success for All

School District of Mystery Lake  
408 Thompson Drive North, Thompson, Manitoba, R8N 0C5  
(204) 677-6150 phone (204)677-9528 fax  
Email: [sdml@mysterynet.mb.ca](mailto:sdml@mysterynet.mb.ca)

## 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
CMHA Thompson	204-677-6050
Mood Disorders Association of Manitoba	204-677-2324
Hope North	204-778-6513

### **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

### **24 Hour Crisis Phone Lines**

MB Suicide Line	1-877-435-7170
Kids Help Phone	1-800-668-6868
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