



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 2018-2019

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 holistic 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 2018-2019



Welcome to the 2019/20 school year. We should start by welcoming and extending our best wishes to the Class of 2032, many of whom started kindergarten this fall. Both our community and the world are likely to change considerably between now and then. Despite the uncertainty and change that the future will bring; our job as families, a community and a school district is to provide an education and upbringing that provides each of those future graduates with the skills and experiences they will need to thrive in that world, whatever it may look like.

The School District of Mystery Lake offers a wide range of educational opportunities. It needs to, there are not many alternatives in our community. We need to ensure that those growing up and graduating here have a full range of options available to them. We depend on their education to enable them to become the future citizens of a community, whether this one or another. They will work in stores, restaurants, schools, hospitals, or any of the wealth of services necessary for our community to thrive. While we need them to be able to work and find fulfilment, we also need them to be active citizens, to know and care about their neighbours, community, country and planet.

Schools do not do this in isolation. Families, friends and community all play a role in developing relationships and skills for young people as they mature. Opportunities for recreation, creative arts and sport are critical, both as an outlet and as a way of developing physically and emotionally. Many in our community face economic barriers to participating in these activities. Community organizations such as Ma-Mow-We-Tak and the Boys and Girls Club work to overcome those barriers. We can all be active in engaging and supporting our schools, our city, community organizations, sports, the arts and anything else that serves young people as they grow.

This is not the job just of a school district, but of families and a community. It has often been said that it takes a village to raise a child. Here, it takes Thompson to raise one.

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

Marian Wright Edelman



WCS Promotion Night



Retired SDML Teachers
visiting Anne Frank exhibit

Values

~RESPECT

~INTEGRITY

~EMPATHY

~RESPONSIBILITY

~HUMILITY

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.



Success for All

2018-2019

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 : 3101—September 30th, 2018 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) 6Counsellors: 10

District Social Worker: 1

Family Out Reach Co-Coordinator: 2

Speech/Language Pathologists: 1

Resource Teachers: 14

Psychologists: 2

Literacy Support Teachers: 2

Coordinator of Cree Language: 0.5

Numeracy Support Teacher: 1

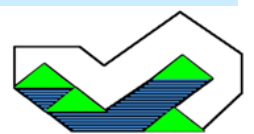
Culturally Proficient Education Consultant: 1.0

Aboriginal Perspectives Teacher: .5

Cree Language Coordinator: .5

Support (IT) : 5

Maintenance/ Custodial : 36





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

— *Phil Collins*



Hello. Tansi. Bonjour. I would like to acknowledge that we are signatories to Treaty 5 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 3101 students on September 30th, 2018. Wapanohk Community School continued to be the largest elementary school with over 500 students. One thousand, seven hundred and fifty-five (1755) students (parents) filled out the provincial Indigenous Identity Declaration (IID) form. The IID data provides provincial funding to enhance services and supports for district students. There were 260 French Immersion students from kindergarten to grade 12. One hundred and twenty-eight (128) students qualified for English as Additional Language students with over 20 different languages. To qualify students must have been in Canada for 4 years or less. There were 25 students bussed in from Paint Lake.

Along with academic and vocational programming, the district continues to provide language programming in French and Cree. In the district, there is one community school plus provincial support for a Family Outreach Coordinator who worked between 3 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 with a focus on improving attendance and student success. There were 4 schools with full-day kindergarten programming 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 ½ of the funding for each student. Unfortunately, full day kindergarten will only continue in one school for this upcoming school year. 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. Two literacy teachers 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 elementary schools. A numeracy teacher provided support and workshop opportunities for teachers. The district continued to collect literacy and numeracy data. Data collected included kindergarten assessments in September and June, Early Literacy Intervention assessments, grade 6 writing assessments and junior high math assessments.

The district continued to focus on attendance and transiency. Attendance is the biggest influence on a student’s academic success. The district received a total of 509 transfers from outside the

division and 451 transfers out of the division. With a student population of approximately 3100 students, this is significant in terms of resources and time involved.

The district transition team continued to meet to look at ways to increase student transition success from the elementary schools to high school. Also equally important was the number of students who came to RDPC in grade 9 from outlying communities. As a district, it is important that we welcome all of our students. Transition activities included a beginning of the year luncheon, a variety of school tours at different intervals, the re-arranging of the junior high school days, transition camps, and career cruising requirement for grade 8 students. In addition, the student newsletter as a way of introduction to RDPC teachers included student interests, goal aspirations, learning styles and activities they would like to get involved with at RDPC.

The district continued on the cultural proficiency journey that began in 2010 with a district wide professional development in October featuring Dr. Trudy Cardinal and Dr. Dwayne Donald. The district continued to participate in the Thompson Aboriginal Accord. The treaty acknowledgement expanded to all schools. The district continued to host the Thompson Aboriginal Education Advisory Committee. There were many school based projects that were in response to cultural proficiency and the TRC – Calls to Action.

All district and school plans were combined through a data management system called Envisio. The program provided a complete profile from district priorities, focus areas and school plans. It is a way to keep everything in check and accessible for ongoing school improvement.

Check it out on the website @ www.mysterynet.mb.ca – About us – Board of Trustees – Planning and Reporting. The district will continue to use the program.

The school district presented to the Manitoba Commission on K-12 Education on April 25th. The commission provided an overview of the district with a focus on demographics, diversity, successes and challenges. District priorities were shared along with district strategies to address each priority. Areas identified to improve student success included transiency, attendance, mental health well-being, early childhood education, jurisdictional considerations, transportation and poverty. The Education Review also heard from a group of students as well as a public consultation. It takes many hands, commitment and dedication to provide students with the best learning experiences. Support for one another allows for greater opportunities for everyone. Let’s keep pursuing those opportunities and supporting one another. For further information on the district, please check us out at www.mysterynet.mb.ca

Angèle Bartlett, Superintendent of Human Resources & Policy



Welcome back! I hope everyone had a well deserved relaxing summer vacation. The beginning of a new school year always brings the opportunity for a fresh start filled with optimism and possibilities for the upcoming year.

The School District of Mystery Lake's motto is "Success for All". It is not surprising that there are a number of different definitions for the word "success" in the dictionary. The most relevant definition of the word is "the correct or desired result of an attempt", as success means or looks different to different people. It is the mandate of the School District of Mystery Lake with the help of our partners to provide our entire school community with every opportunity to be successful in all their endeavors.

I would like to take this opportunity to celebrate some of the many successes of the 2018-2019 school year in the area of Human Resources and Policy Development.

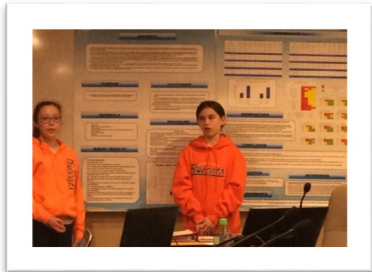
The Board of Trustees Policy Committee has successfully completed its review of all policies and procedural by-laws.

The second phase of reviews have been completed on the Administrative Procedure Manual. Some of the more recent procedures that have been developed in compliance with legislative requirements include; Social Media and Web Publishing (1.A.095), Drugs, Alcohol and Medication (2.A.095), Whistleblower (8.165) and Washroom Cleaning and Entry (6.65).

The School District of Mystery Lake welcomed 24 teachers at the New Teacher Orientation Session hosted at the School Board Office in late August. I am pleased to announce that three of our new teachers are graduates of the Kenanow Bachelor of Education program offered on the UCN campus right here in Thompson. We are so excited to have this group of new teachers join our team. I am confident 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; myself, Jan Perrin, Ingrid Gosselin, Enya Nwachi, Suzanna Stewart, Monica Munro and Julyda Katchmar.

To all the staff that retired in the spring, the School District of Mystery Lake wishes you a happy and healthy retirement. You will be missed! Lastly, to all the staff of the District I just want to thank you for all your hard work and commitment. I hope you have a fantastic school year.



Burntwood School Students
National Science Fair
Presentation to Trustees





Recognized in the Community

Soaring Eagle Awards :

Indigenous Language: Rackesha Ballantyne, Wapanohk, Grade 8

Culturally Active: Tyanna McKay-Tom, Burntwood, Grade 8

Volunteer/Leadership: Taylor Hansen-Oliviera, RDPC, Grade 11

Academics Most-Improved: Ron Linklater, Juniper, Grade 2

Academics: Rylee Ault, Burntwood, Grade 7



Ma-Mow We Tak Friendship Awards:

OASA Honourable Mention :

Brayden Cook-Sinclair, Juniper , Grade 3

Daylin Monias, Westwood, Grade 6

Nadia Wilson, Deerwood, Grade 8

Chiara Beardy, R D Parker, Grade 12

Outstanding Aboriginal Student:

Edison Wood, Deerwood , Grade 3

Quinn Graham, Juniper, Grade 6

Ethan Dumas, Juniper, Grade 8

Samantha Palniuk, R D Parker Grade 12

Outstanding Teacher:

Mrs. Watson, Juniper



School District Trustee Awards:

Madison Jackson, Juniper, Grade 8

Siffatpreet Rattan, Westwood, Grade 8

Kayliegh O'handley, Riverside, Grade 8

Austin Reid, Deerwood, Grade 8

Mckenzie Baron, Burntwood, Grade 8

Deegan Beardy , Wapanohk, Grade 8

Academic Achievement

Melanie Mayer, R D Parker, Grade 12



Vocational Achievement

Louis Aube, R D Parker, Grade 12

Kelson Monteith, R D Parker, Grade 12



BURNTWOOD SCHOOL School Profile

The 2018/19 school year was filled with a variety of learning experiences for staff and students. The major focus this school year is literacy, numeracy and attendance. We are working at building a strong school community through these key areas that will increase student engagement, student met-acognition skill and parental involvement.

Burntwood School has been busy with new incentives to engage student learning during the 2018-2019 school year. Many of the teachers have put in many hours to provide extracurricular clubs for our students and to implement different ways to engage 21st century learning.

Extra-Curricular Clubs

Literacy club, numeracy club, art club, chess club, Dungeons & Dragon club, games club, makerspace club, coding club, volleyball club, basketball, Knights of Columbus practice, a strong student council that attends WE Day annually, and breakfast program club is offered daily. All of our clubs and extra curricular programs are part of our school goal to improve student engagement and encourage regular attendance.

Our Bobcats have used scratch, an online platform, to have students code games and animations related to curriculum content. Multiple classes participated in the Hour of Code and discussed what coding is and why it's important in our world and how it affects everyday life. Coding was used this year in multiple ways, both unplugged and plugged.

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.

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.

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 390
Grades K—8

Kindergarten Mrs. McNiven
Kindergarten– Mrs. Desjardine
Gr. 1—Mrs. Behrendt
Gr. 1—Mrs. Peters
Gr. 2—Mrs. Aniceto
Gr.2—Ms. Young
Gr. 3—Ms. Morris
Gr. 3—Ms. Taylor
Gr.3—Miss Yeo
Gr. 4—Mrs. Lowen
Gr. 4—Mrs. Canning
Gr. 5—Ms. Fulton
Gr. 5—Mr. MacDonald
Gr. 6—Mrs. Wolfe
Gr. 6—Miss Brewster
Gr. 7—Mrs. Szocs
Gr.7—Mr. Leonard
Gr.8—Ms. Falk
Gr.8—Miss Sutherland
Resource—Mrs.Conner Mrs Wambolt, Ms Billiaert
Counsellor—Mrs. Gosselin
Music—Mrs. Hornik/Mrs.Lahaie
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 Legace, Mrs.Roberts, Ms Bowser, Mrs. Boudreau, Mrs. Wadhawan, Mrs. Malik
Custodians— Mrs. Pronteau, Mrs. Shabani, Mrs. Richoon

Secretary—Ms. Gosselin
Vice Principal—Mrs. Schultz
Principal—Ms. Einarson





BURNTWOOD SCHOOL



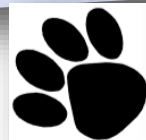
2018/2019 School Priorities

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

Literacy -By June 2019 – Individual student reading comprehension will increase by 3 levels

Numeracy- By June 2019 – Individual student knowledge and use of Computation Math strategies will increase by 2 strategies (Friendly numbers making ten, doubles, repeated addition, commutative property, inverse operation, partitioning, adjust & compensate, doubling & halving, using place value)

Attendance - By June 2019 – Burntwood’s attendance will meet the Provincial attendance goal (80%)





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 2018-19 school year and welcome the new one.

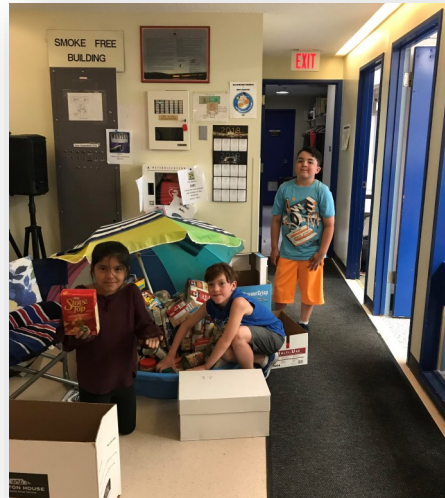
We wish the grade 8 Dragons all the best at RDPC Collegiate next year and look forward to your visits and updates. Thank you to the dedicated staff here at Deerwood who have worked tirelessly to provide opportunities for these students to build a solid foundation throughout the years.

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. 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. This year they provided every classroom with a bin of outdoor equipment, a die cut machine for staff, food for our field day, refreshments for Welcome to Kindergarten and Kindergrad, refreshments for our grade 8 grad and beautiful furniture for our classrooms. We are blessed to have such kind souls supporting our students.

So many amazing things have happened this year like providing many 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. 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. We would like to share a few of our accomplishments for you.



School Profile

Number of Staff 26
Number of students 265

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—Mr. Durovick/Mrs. Brolund
Gr. 6—Mr. Landers
Gr. 7 —Mrs. O’Gilvie
Gr. 7—Mrs. Schroeder
Gr. 8—Mrs. Bruderer
Secretary—Mrs. Salamandyk
Resource—Mrs. Turton
Counsellor—Ms. Voigt
Music—Mr. Frigo
Phys. Ed.—Mr. Desjardine
Phys. Ed.—Mr. Durovick
Librarian—Mrs. Beck
ELI—Mrs. Pellizzaro
Ed. Asst.—Mrs. Saggi
Ed. Asst.—Mr. Blacksmith

Custodians—Mr. Thorne
Mr. Graham

Vice Principal— Liisa Brolund
Principal— Todd Harwood

We would like to take this time to wish Mrs. MacDonald the utmost success in her new position at Westwood School next year
You will be missed!



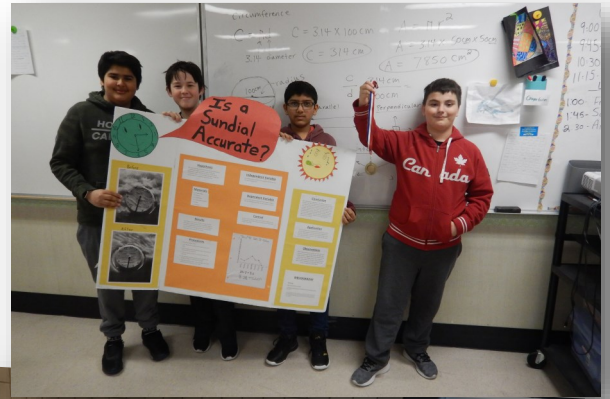
DEERWOOD SCHOOL

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

2018/2019 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 an active healthy lifestyle, and be good community citizens who care for each other.

These were accomplished through 27 strategies/goals we set out to accomplish this school year.





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 finishing first in our Junior High volleyball and basketball, as well as first in the Knights of Columbus track meet. Two students went to the national science fair and won a bronze medal. We had numerous winnings from the Festival of the Arts showcase as well. Our student council attended their first WE day and donated \$1900 to the We ARE Silent Campaign and the donations to the Salvation Army Food Bank and the Homeless Shelter. 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.

Remember to "Ram on" and go RAMS!

Mr. Wamboldt

2018-2019 Priorities

Outcome #1: *All students will by June 2019 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.

Strategies: Teacher's will create a shared area for the math resources which will increase the use. We will continue with our school wide 100 day math activities, teachers will also participate in May math month.

Outcome #2: *By June 2018 and each June after 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. There will be an increase in results from provincial assessments across all grade levels. Students reading levels from Strong beginnings and strong endings will be graphed to show the growth. These graphs will be shared at planning day in June.

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.

School Profile

Number of Teachers: 28

Number of Students: 364

Grade Level: K–8

Principal— Mr. Wamboldt

Vice– Principal— Mrs. Roberts

Secretary—Ms. Blackmore

Library Clerk—Mrs. Birch

Counsellor—Mrs. Nerbas

Music—Mme Davis , Mlle Squires

Physical Education—M. Vermette
Mrs. Crook

Resource—Mme Noel-Burak , Mrs.
Roberts , Mrs.Crook

Early Literacy Support—Mrs. Hyk-
away

French Support—Mr. Nundu

Kindergarten English - Mrs. Kris-
tin McKenzie

Kindergarten French—Mlle
Squires , Mlle Donovan

Grade 1 English—Ms. Forsthe

Grade 1 FI—Mme Portey , Mlle
Ketch

Grade 2 Ms Holmes

Grade 2 FI—Mme Houndle

Grade 2 M Brisson

Grade 3 English—Mr. Ziemanski

Grade 3 FI— Mme Pankratz

Grade 3 FI—Mme Carrigan

Grade 3/4 —FI—M Oster

Grade 4—Ms Fay

Grade 5 English—Mr. Epp

Grade 5 FI—Mme Duhamie

Grade 6 English—Ms. Monias

Grade 6 FI—Mme Gagne

Grade 7 FI - Mme Kissick

Grade 8 FI—Mme Mervat

EA's—Mrs. Linklater, Mrs. Ma-
saun, Ms. Abele, Ms. Little and Ms.
Ladyka

Caretakers—Mrs. Mehmeti, Mrs.
Zhao and Mrs. Del Castillo



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.

What we intend to Carry Forward in 2019/20

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)



School Highlights

- * New Basketball nets on K-2 playground
- * Grade 5 trip to mile 20.
- * Andre with the Canada Goal Presentation / Motivational Speaker
- * Mini Festival du 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, Family Movie night/ activity night and Sock Hops
- * Earth Ranger Presentation, ATV safety presentation, Fire Department, and Wild Fire Presentations, Marie Eve French Presentation, Our Canada Goal Presentation
- * Food Drive for Salvation Army.
- * \$1900 Donation to We Are Silent Campaign , for children's voices who go unheard in India
- * 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.
- * Sensory Path in the K-4 Hallway
- * Some positive messages were added to the girls washroom stalls and a "You are Beautiful" sign was painted on the wall with their mirrors.
- * Mme. Allison and the grade 7/8 students made math stations for the students to complete during the month of May





JUNIPER SCHOOL

Juniper School had a very busy 2018-2019 school year offering a variety of learning opportunities to students.

Our school remains very active in many humanitarian projects and continues to learn and promote areas around being “Green”. This year our Green Team visited Winnipeg in May for a wide variety of learning opportunities around environmental issues and beyond. Our school continues to lead nationwide and was recognized at a Level 3 Earth school with over 3000 actions recorded. We stand as one of the top 3

schools across Canada! Way to go Jaguars on all your efforts to reduce and learn about our environmental footprint. This year we were also able to complete our bedding project and planted some new plants and trees on our grounds. Thank you to the generous donations from Sapach Trucking, our volunteers Mr. Mayor and Mr. McLellan who built our boxes and a grant received to complete the project. We look forward to expanding our learning area outdoors.

Our teachers have also continued to invest a lot of time in honoring traditional teachings and have continued to teach about reconciliation, planning outdoor camps and providing many Land based learning opportunities. Two amazing musical productions took place at Juniper School under the direction of our music teacher, Ms. Perrin. “101 Dalmations” was performed in November by our grade 4-8 students and “Pajama Party” in February by our grade 1-3 students. The entire school participated in our second “We Walk for Water” campaign on May 9th in the community. Their goal to raise the \$5000 to build a ‘water-well’ in Kenya was achieved with the various fundraising efforts over the last 2 years. Thank you to the community for all the support.



Green Team Trip to Winnipeg



Farewell to Mrs. Ricketts who retired this year.

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.

School Profile

Number of Teachers: 24

Number of Ed. Assistants: 18

Number of Students: 259

Grade Level: K-8

Our Staff:

Mrs. L. Mayor (Principal)

Mr. D. Mader (Vice-Principal)

Mrs. T. Tomchuk (Admin. Assistant)

Mrs. A. Ferguson (Kindergarten)

Mrs. A. Foley (Kindergarten)

Mrs. M. Paradis (Grade 1)

Ms. K. Morris (Grade 1/2)

Ms. L. Gillis (Grade 2)

Ms. M. Stanley (Grade 3)

Mrs. L. Watson (Grade 3/4)

Mrs. K. Taite (Grade 4)

Ms. U. Ellis (Grade 5)

Ms. A. Muirhead (Grade 5/6)

Ms. S. Horning (Grade 6)

Mr. P. Harris (Grade 7)

Ms. S. Porth (Grade 7/8)

Ms. T. McNish (Grade 8)

Mrs. S. Archarya-Srinivasa (K-3 resource)
Mrs. T. Ricketts (full time ELI teacher)
Mrs. E. Dale (4-6 resource)
Mrs. A. McLellan (7-8 resource) Mrs. R. Fountain (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, M. Dicks, K. Peterkin, V. Neufeld, D. Pennell, D. Medwid, T. Hynes, D. McLeod, A. Daly, M. O'Handley, K. Boushie, J. Spates, K. Danyluk, L. Agustin

Speech/Language EA- H. Brown

*Head Custodian: Mrs. B. Vlahna
Custodians: Mrs. D. Spence, Mrs. L. Elouafi*



JUNIPER SCHOOL

2018-2019 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. Reading a priority for all.



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.

Strategies : Participate in social justice opportunities; Pink Day, We Day Conference in Winnipeg, class field trips in the community as contributing citizens.



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 and recording actions. Interest in Green Team and participation in Waste Reduction week and various yearly promotions like Earth Day. Green actions occur naturally.

Strategies: Increase communication with parents-Synovoice messaging with messages and teachings. More parental involvement in the schools supporting ESD projects, Composting, green school initiatives-recycling, butterfly project.

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 and PD Sessions.

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

Curriculum. Teachers will continue to collaborate and work 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 two full Land Based Education days 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 2019-20 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 take a big focus this year on improving our Daily and Monthly attendance in the school as ATTENDANCE MATTERS in order for students to maximize their learning opportunities. We also know

students who don't attend regularly are at higher risk of school failure or difficulties. We will continue to support and motivate students to participate in the various opportunities our school and teachers provide.

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 named our Spirit bear-Nipiy, who has been helping us through our journey. Follow us on twitter @JuniperSpiritBears to learn more.



Wapanohk Community

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

School

Wapanohk Community School continues to grow and meet the challenges of our ever growing population. It was just five years ago our population was 395 students and now we are 520. There were a few changes in the front office; It is with great sadness that we share that our cheery Carrie Oke moved away and subsequently passed away suddenly. Laurel Roussin has taken on the position as the friendly face in the office. The office is the hub of our school; we welcome all. This was my fifth year as principal at Wapanohk, and it was a very rewarding year to work with our students, staff, parents, and community. Our vice-principal Celina Dumas who has shown strong leadership skills is leaving us; she is going back to teach in her home community. It was just five years ago that our Cree bilingual program was only up to grade 5, and now we are able to offer Cree from kindergarten to grade 8.

At Wapanohk Community School we work as a team. Melody Chuckrey, our community connector helps us with attendance and helps families access community resources. Our family outreach worker, Jason Bayer recently joined our team; he works with Juniper, RDPC, and Wapanohk. Melody, Jason, Lois and Sarah work together to ensure that our students and their families get extra help if they need. They continually work with parents and community organizations. Our parent council now meets at McDonald's for its monthly meeting. We try to keep pace with the community we are working with. Wapanohk now has its own Facebook page. Please join. Ekosani.

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



Focus Area

- Student engagement
- Parent engagement
- Improved reading and writing levels K-8
- Understanding numer-

- acy-hands on activities
- Landbased activities
- Student assessments
- Athletics-team sports
- Truth/ Reconciliation
- Social responsibility-WE school

- Community development
- Cree language/Culture
- Science fairs
- Arts festival
- Gardening
- Science Fair

School Profile

Number of Teachers: 40
Number of Students: 520
Grade Level: K-8– Cree bilingual school
Our Staff: 2018/19

Nadine Osborn K
Amanda Taylor
Sikri Suman/Jerry Halcrow
Marcie Cooper 1
Judy Dupas
Sam Bruderer
Abigail Ross 2
Sam Lawrence
Sheri DeRose
Mildred North 3
Gurpreet Kaur
Stefan Hudson
Travis Grieves 4
Luke Hudson
Jennifer Bie
Margaret Dumas 5
Dan Audet
Maria Regero
Margaret Dumas
Shauna Huber 6
Pamela Grieves
Laura Spokowe
Jennifer Alcock 7
Cameron Flamand
Karmelle Medwid
Caelin Webber 8
Crystal Kematch
Vicky Young Cree
Sarah Blair Counselling
Lois Cormier
Chris Saban
Katherine Almeida Music
Amanda Butler
JJ Bujold PE
Chris Pelchat
Jerry Halcrow
Amy McConnell Art
Gail Randall Library Tech
Shelley Cook Resource
Suzanna Stewart Resource
Loretta Boyes McMillan ELI
Joy Thompson Custodians
Shannah-Marie Macdonald
Dadhich Vyas
Laurel Roussin Secretary
Melody Chuckrey Connector
Celina Dumas Vice-principal
Kathleen Kelson Principal



Wapanohk Community School

Reaching for the stars and soaring with the eagles”

2018-2019 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, and inquiry methods.



Did you know that the largest sturgeon ever found was twenty feet long? Mrs. Dupas’ students can tell you that and much, much more about this fascinating fish. (inquiry based method)

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 and be able articulate how they answered the problem.

Cree/culture goal: to speak Cree 38% time in the bilingual classes and to continue 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.



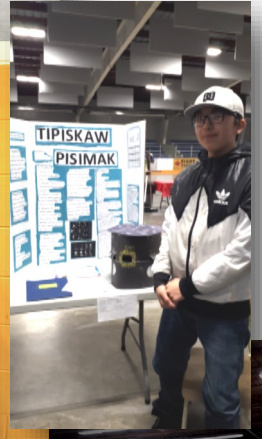
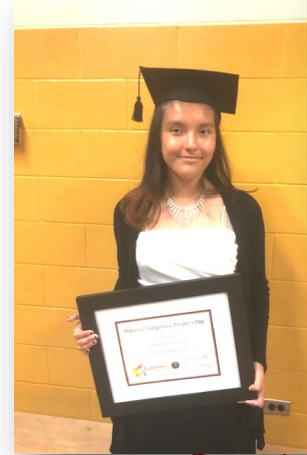


Wapanohk Community School

Reaching for the stars and soaring with the eagles”

What we intend to carry forward

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



School Highlights

- Arbour completed and 1st Powwow
- Fire Pit completed
- Outdoor classroom being used
- Land based activities
- Showing of Indian Horse-community
- Display of elders and role models
- Indigenous Career Fair
- Indigenous coffee house
- Indigenous celebration of Cree and other groups
- F&ST/F&ST works
- Regional Science Fair Medalists
- Band and choir-Festival of the arts
- Largest student council
- Parent meetings at McDonald’s
- Family literacy night
- Breakfast program
- Drumming group
- ELI successful program
- Adult Cree class
- Mini Winterfest
- Indigenous veterans’ Day
- Practice teacher presenting on the Dene culture
- Wolf packs-7 teachings
- Indigenous info posters/ bulletin boards- celebrations



“When planning for a year, plant corn.
When planning for a decade, plant trees.
When planning for life, train and educate people.”
Chinese Proverb



WESTWOOD SCHOOL

School Profile

Number of Teachers: 29

Number of Students: 330

Grade Level: K-8

Our Staff:

Principal: Ms. Johnston

Vice-Principal: Mrs. Griffin

Kindergarten–Mrs. Belanger

Grade 1—Ms. Rindall & Ms. Pokotylo

Grade 2—Mrs. Nsi & Ms. MacDonald

Grade 3—Ms. Waugh & Ms. Wilson

Grade 4— Mrs. Dherdi & Mrs. Janisch

Grade 5— Ms. Osberg & Ms. McCartney

Grade 6— Ms. Oleschak & Mr. Trunzo

Grade 7— Mrs. Yuskow & Ms. Mercer

Grade 8— Mrs. Grant/Ms. Belanger & Mr. Kennedy

French— Mr. Nundu

Early Literacy Intervention— Mrs. Hykawy

Library Clerk–Mrs. Young

Counsellor— Mrs. Steeves

Resource— Mrs. Butler & Mrs. MacDonald-Smith

IDEAL teachers— Mrs. McNabb & Mrs. Griffin

Phys. Ed — Mr. Dottin & Mrs. Yuskow

Music— Mrs. Lowe & Mrs. Lahaie

Speech EA— Mrs. Shatford

EAL Tutor—Ms. Miscavish

Administrative Assistant— Carla Hykawy/Lori Meuse

EA's : Tammy Ault, Becky Beaton, Desmond Canning, Lori-Ann Dettanikkeaze, Diane Hale, Janainna Pereira, Poonam Malhotra, Brittany Moody, Stella Moose, Ethel Pascual, Christine Randell, Lydia Remic, Samita Thapar, Jesse Thompson & Sandra Thompson.

Custodial Staff— Mr. McDonald, Mr. Rafai & Ms. Spence

Every school year goes by in a whirlwind of activities! Westwood students and staff spent their days inside the classrooms and out learning and growing into supportive and caring community members. Some of the activities included a trip to Winnipeg for WE Day participation by 18 gr. 7 & 8 students, donations to the Salvation Army Food Bank, soapstone carving lessons given by Irvin Head, participation in the annual Terry Fox Walk and Jump Rope for Heart campaign to name but a few!

This year every teacher in the school undertook an inquiry project about water, inspired by Ms. Johnston's trip to Kenya in July 2018. For example, Ms. Rindall's gr. 1 students researched about clean water and pollution, Mrs. Janisch's gr. 4 students researched where water came from, Ms. McCartney's gr. 5 students looked at a variety of collected water samples that culminated in a trip to Thompson's Water Treatment Plant and who also helped out Ms. Rindall's gr. 1 class with their research, & Mrs. Lowe's gr. 4-6 choir performed for the School Board Trustees at a February meeting after completing their inquiry.

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 Mr. Trunzo (gr. 6), to Mr. Dottin (k-gr. 6 Phys Ed), Mrs. Butler (k-gr. 4 resource), Mrs. Dherdi (gr. 4), Ms. Waugh (gr. 3), and Ms. Lahaie (pm music) whose terms concluded at the end of the school year.

Westwood welcomes new teachers on staff: Ms. Mephram to teach gr. 1, Ms. Pegus to teach 0.5 music in the afternoon, Mr.

Mason to teach k-gr. 6 Phys Ed, Mrs. MacDonald to look after

kindergarten –gr.4 resource, and we welcome back Ms. Bettess to teach gr. 3/4.



2018 2019 Priorities

Outcome #1 By June 2022, students will demonstrate increased knowledge of equality as a central concept in numeracy development.

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, Athletics, math buddies, 100 day celebration, Math centers/journals, Math daily 3 and every class participating in a school-wide numberline activity for May is Math Month!

Outcome #2 By June 2022, students will demonstrate increased rates of comprehension when reading.

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.



WESTWOOD SCHOOL



Outcome #4 By June 2022, to expand our involvement with projects to improve our school and local community (from an ESD perspective).

Indicators: School-wide water inquiry projects to bring awareness of needs, supporting local community based on needs (see School Highlights), and following SDML’s Core Ethical Values throughout the school year.

Strategies: Water filling stations, classroom recycling, food drives, mitten tree, food drives, clothing donations, outdoor classroom planning, acknowledgment of diverse cultures, and fundraising.

School Highlights



- ◆ Knights of Columbus indoor track meet runner-up
- ◆ Anti-bullying campaigns in February and April, 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
- ◆ Westwood students participated in this year’s Science Fair, with gr. 5 student Michelle Coleman receiving a Provincial Science Fair Best Overall Project recognition!
- ◆ For the fourth year, Westwood hosted the Spaghetti Bridge Competition run by the VALE Engineers. Westwood students swept the gr. 7 category!



- ◆ School wide entries in the Thompson Festival of the Arts, including a dance performed by IDEAL Site students who received an Adjudicator’s Choice Award!
- ◆ Student Action Leadership Team (SALT) organized a number of enjoyable events for the school to aid in our fundraising efforts donations to: the Thompson Homeless Shelter, Salvation Army Food Bank in the form of fresh vegetables and a cheque, Christmas gifts donated to the Boys & Girls Club
- ◆ Grade 8 students participated in transition camp trips; one to Liz Lake to build positive relationships with other gr. 8 students from Wapanohk, Juniper, & Riverside 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, and yoga for gr. 5 students

What we intend to Carry Forward for 2019-2020

- ◆ 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





R.D. PARKER COLLEGIATE

I'm writing this message to you after being principal at R.D. Parker for the past 5 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, attendance, transition from grade eight to nine, vocational programming, sustainable development, and the development of a strong sense of safety, belonging, and positive mental health continue to be seven of our key focus and priority areas.

In the school highlights section of this report I have attempted to capture some of the essence of what being 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.

As you know our motto is "Learners today, Leaders tomorrow." Many of the events and activities we have happening during the school year provide opportunities for our students to be a leader in our school community. If your child sees an opportunity to be a leader and add an activity, club, or event to the happenings at RD Parker Collegiate please encourage them to find a teacher advisor and then come and see me to discuss the possibilities.

I would also like to 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.

Focus Areas

- ◆ Graduation Rates;
(Credit acquisition, Chronic absenteeism and attendance, Transition from grade 8 to 9.)
- ◆ Confidence in employment skills, knowledge of opportunities, and how to pursue career goals
(Vocational education)
- ◆ Student Engagement and a strong sense of safety, belonging and positive Mental health
(Education for Sustainable development activities, Sense of belonging opportunities)

WHAT WE INTEND TO CARRY FORWARD FOR 2019-20

- 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.
- Priority #5-** Increase enrollment in vocational programs and enhance program opportunities for students to build vocational skills and consider entering the trades.
- Priority #6-** We are committed to providing Education for Sustainable development 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.

- School Profile
- Number of Teachers: 79
- Number of Students: 1002
- Grade Level: 9-12
- Active Parent Involvement
- Parent Advisory Council
- Thompson Music Parents
- Parent Prom Committee
- Community Coaches
- Student Clubs / Teams
- Grand Council
- Youth Aboriginal Council
- Music Students Association
- GLOW
- Hearts, Hands & Hope (H3)
- Students offering support (SOS)
- Student Council
- Yearbook
- Envirothon
- Magic the gathering
- Drama /improv
- Striving for Humanity and Equality (SHE)
- Prom and Grad committee
- Trojan Athletic Council
- Chess Club
- Dungeons and Dragons club
- Board Games Club
- School Spirit Squad
- Trojan Sports teams
- Programs
- English
- French Immersion
- Technology Education
- Accredited Programs
- Hairstyling
- Automotive Certified Technician
- Heavy duty mechanic
- Non Accredited programs
- Culinary Arts,
- Design Drafting,
- Carpentry
- Practical Arts
- Human Ecology
- Industrial Arts



R.D. PARKER COLLEGIATE

Focus area - 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, 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

Attendance for this year was:

Sept - 78.3% Oct - 80.3% Nov - 75.2% Dec - 73.1% Jan - 78.3% Feb - 76.1% March - 74.2% April - 77.2% May - 78.6% June - 75.2%.

Our “Everybody in class, Everyday” - chronic absence prevention initiative continued this year. This is year 2 of implementation. The goal of this initiative is to have more students, in class, more often. There are concerns that with high absenteeism students are not completing the required amount of outcomes to achieve valid credits. Our attendance rates are consistently below provincial averages and the 90% expectation on a month by month basis. We continue to review our procedures to intervene in a timely manner to help get more of our students to school. Attendance is important because improved attendance creates the conditions to increase credit acquisition, and that increases graduation rates. Teachers, school counsellors, our indigenous student advisor, and principals have been monitoring and supporting students who are struggling to attend school. Although much effort has been made during this school year, many of our students continue to struggle to attend school on a regular basis.

There were 155 graduates in June 2019. This year’s grad rate was 54.32%. This represents an increase of .72% over last years grad rate of 53.6%.

We continued with our student success department that supports student learning, specifically our at-risk learners. This includes our Pathways, Ideal, and success for learners programs. Our student success department has two teachers and an educational assistant. New students to our school are assessed, exam support is offered, and extra help for students who need it is provided. We continued to refine and improve our Credit recovery, Success for learners, and our off campus programs this year. We also continued to refine and improve our mature student program.

All teachers now use grade book online. This improves communication with parents and students and provides real time attendance and academic information for parents and students. We continued our communication strategy that supports a positive school climate. The use of our outdoor sign, tv monitors throughout the school, the school website, a social media presence, and school messenger formed part of this strategy. We continued our Grand council this year that provided for improved student voice from student groups with the admin team.

The district transition team met four times during the 2018-19 school year. All RD Parker administration and some teachers attend these meetings. A transition dance was held in June for all grade 8 students in our district. A grade 9 luncheon was held in September for all grade 9 students. Grade 8 teachers, counsellors and principals also attended. Transition camps were held in May for all grade 8 students. Grade 8’s were given the opportunity to meet other grade 8’s from other elementary schools, do team building activities, and hear about the high school from current RDPC students. Tours of RDPC were conducted in June for grade 8 students. An opening day assembly occurred again this year. Volunteers from various student groups welcome the grade 9’s to our school and assist them finding and opening lockers, finding their classes and assist as needed. This event is coordinated by our SOS (Students offering Support) Mental Health support group.



R.D. PARKER COLLEGIATE

Focus area - Confidence in employment skills, knowledge of opportunities, and how to pursue career goals.

Priority #5

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

Indicators

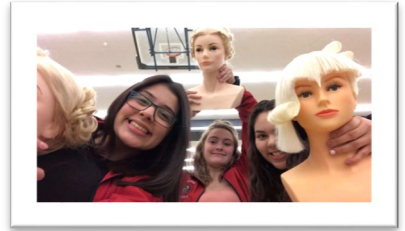
We will maintain or increase accredited trades vocational program opportunities for our students.

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

We maintained 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, Hairstyling, Carpentry, and Culinary Arts. Design drafting is now an part of the Industrial arts, practical arts programming. We continued to implement Industrial arts and Human ecology courses for grades 7-12 and continued to implement our district-wide grade 7 & 8 practical arts program that includes all district elementary students. Voluntary implementation of the new Human Ecology curricula began this year. We continued to examine accreditation possibilities for the Culinary Arts, Baking and Pastry arts, and our carpentry trades but did not accredit these programs this year. Our students participated in the pedal car competition at world of wheels at Winnipeg in April. This was our best creation to date and we placed 4th overall. Next year there will be 2 categories of competitors. Those with autobody refinishing and repair programs and those without. Our students participated in the Skills Manitoba competition (regional and provincial championships). Nine students enrolled in the AST or HDM major participated in an EF tours history of cars trip to Germany. A .5FTE HSAP/Career coordinator position continued this year. We submitted Skills Strategy Equipment enhancement fund (SSEEF) requests in the amount of \$175,278. We received funding in the amount of \$41,315. This allowed the purchase of 2 refrigeration units for the AST program, 2 sawstop saws for the Carpentry program, and a wheel balancer for the HDM program. We also received the Technology equipment replacement grant in the amount of \$37,000. This allowed for purchases for Applied commerce, Human Ecology, Industrial arts, HDM, Culinary Arts, and for AST. We continue to solicit donations from community partners. We continue to be a member of the Northern School Technical vocational consortium. We continue to attend meetings of the Technical Vocational leadership council (TVLC). Skills Manitoba Young Women's conference and the Northern Skills Trades conference for young men were offered to our students again this year. The HSAP (High school Apprenticeship Program) continues to mature with Liz Sousa as our career coordinator. During the 2018-19 school year, 12 students were involved in the program, and two students earned 13 credits. Credits per student range from 5 to 8.



Graduation Parade



R.D. PARKER COLLEGIATE

Focus area - Student Engagement and a strong sense of safety, belonging and positive Mental health

Priority #6 We are committed to providing Education for Sustainable development 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.

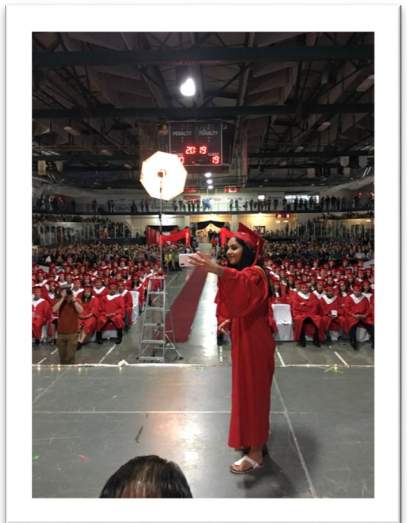
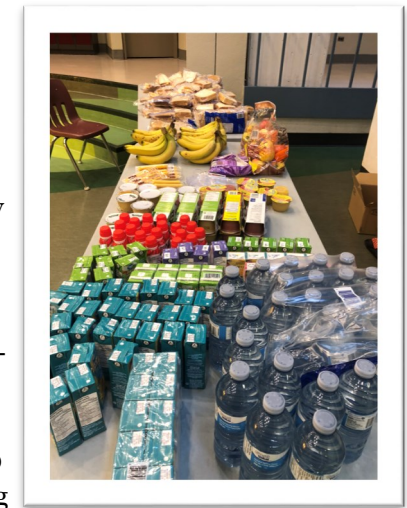
Indicators

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

We installed two self sustaining greenhouses in front of the school. They have their own solar powered heat and watering systems. One is being used by our Envirothon club and one is being used by our Ideal students. We also installed a self watering tower in a science classroom and another unit is being installed in student services. We also have converted classroom 242 to be a horticultural growing space and in the forum we have an indoor herb and food garden being run by the Ideal program. Twenty three members of our student group H3, as part of the Free the Children commitment to build communities for global change, participated in the Manitoba We Day in Winnipeg. H3 conducted their annual We scare hunger campaign in October and acquired over 1700 pounds of food for our local food banks. Other social justice projects included a Coats for Kids drive and 50 coats along with numerous pairs of mitts and toques for community members were collected. A dog treat sale and raised nearly \$400 for the humane society at Christmas. Many student groups occurred this year providing many opportunities for students to develop a sense of belonging. They included the following groups that met every week.: Yearbook, and Chess Club met Mondays at noon, H3 and SHE met Tuesday at lunch, Magic the Gathering Club met at 3:45 on Tuesday, First Nations Youth Council (YAC), Music Students Association (MSA) [1st and 3rd wk], Trojan Athletic council, GLOW, and Grad committee (semester 2), met Wednesdays at lunch, Dungeons and Dragons met after school on Wednesday. SOS, and Board Games Club met Thurs. at lunch, The Improv Group, Envirothon, and School spirit squad met Fri at lunch. Guest speakers were invited throughout the year to speak with individual classes and to the entire student body. This is to increase student motivation and engagement so students have a sense of belonging in the RD Parker community, a sense of hope for the future, and are more likely to attend, stay in school, and ultimately graduate from grade 12. Also opportunities were created for students to participate in extracurricular activities, clubs, interscholastic teams, and inter-provincial and international travel for the same purpose.



*Lala Rukh
Valedictorian*



R.D. PARKER COLLEGIATE

SCHOOL HIGHLIGHTS

Interprovincial and International Travel

Germany: A History of Cars
 New York City: Hairstyling students
 EF tours trip to Quebec city: Educating for Action
 EF tours French trip to Quebec and Ontario
 Sr. Volleyball trip to compete in Edmonton

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
 International Music Camp
 Envirothon provincial championships
 Parkland honor band
 Provincial Honor Band
 National Youth Band
 Hope North suicide prevention conference
 Norman Jazz Festival in Flin Flon
 Take your kids to work day
 11th Annual Sexual Health expo

We Day
 Brandon Jazz festival
 Waterloo Math competition
 RBC – Jill Officer project
 Safe workers of tomorrow presentations
 Pink Shirt day
 Northern Skills Competition
 Skills Manitoba Competition
 Young women’s conference
 Northern skills trades conference (young men’s)
 Try a Trade and Career fair 2018
 Optimist music festival
 Global student leadership summit – Toronto (Count me in)

Students also participated in:

Post secondary information day (MPPC day)
 Honour roll / awards night
 Grade 9 luncheon
 Band, Jazz and Choir, (Fall, Winter, pre-tour and Spring concerts)
 34th annual Cabaret
 Halloween assembly
 Orange Shirt day
 Hope Endures project
 Annual fur table
 Drivers Education
 Christmas Extravaganza and assembly
 The Champions MHSAA program

World of Wheels / Pedal car competition
 AAA provincial all star basketball game
 MADD presentation/ Driver X simulation
 Prom
 W.I.S.E workshops
 MTYP – Still falling play
 UCN Language Arts Festival
 Liz Lake transition camps
 7th annual Mystery Lake in Motion Color Run event
 Grade Wars
 Thompson Festival of the Arts
 Mile 20 ceremonies
 Annual Paint Lake trip for Success for learners, Pathways, and off campus students
 Grad BBQ
 Grad Parade
 Grad visits to former elementary schools
 Ideal students June BBQ at McCreehy Park
 Graduation ceremonies
 Safe Grad
 Our awesome Trojan sports teams

Whole school guest speakers

Steven Lee – The 3% project
 Shane Feldman-Count me in





R.D. PARKER COLLEGIATE

SCHOOL HIGHLIGHTS— APPRENTICESHIP PROGRAMS

Career Development Coordinator—Liz Sousa

Why wait to Graduate? The High School Apprenticeship Program lets students start their apprenticeship training while enrolled in high school. RDPC Technical Vocational Program starts in grade 10 and allows students to gain up to 8 credits if employed with a recognized Employer. It is a terrific and unique opportunity for RDPC students to also collect 880 hours towards post-secondary apprenticeship training. University College of the North, Assiniboine Community College and Red River College accept grade 12 graduates to continue towards the trade of their choice. During the last academic year 8 students accomplished hours towards apprenticeship and 8 Employers participated, 54 students have expressed interest in participating in an apprenticeship opportunity.

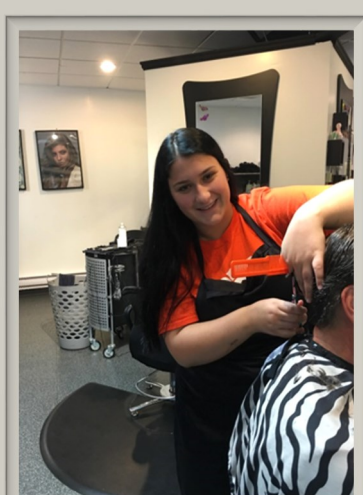
Opportunities: RDPC continues to work with local Employers in Heavy Duty, Automotive, Carpentry, Small Motor Repair, Hairstyling and Culinary Arts to hire high school students to gain valuable experience and skills. Employers who hire students part time often leads to fulltime during the summer break. This allows students to capture hours for extra credits as well as accumulating hours towards a post-secondary apprenticeship.



Kelsen Monteith and Louis Aube both graduated in June 2019 they took the Heavy Duty Equipment Technician training offered at RDPC. They were successfully hired fulltime at Smook Contractors. They are both well on their way to obtaining their apprenticeship.



Stanley Hart took Carpentry in Highschool, graduated last June and has secured full time employment with Denny`s Reno`s, he intends to complete all 4 levels of Carpentry University College of the North in Thompson



Julia Davidson graduated in June 2019 with a completed level 1 in Hairstyling, she continues to work at Salon Italia and is planning to achieve her Red Seal by June 2020.

Mac Mollard is a Heavy Duty Apprentice worked all summer and continues part time at Sapach Trucking.

Gurmanpal Saggi is currently a Grade 11 student in the Automotive Program, He is an Automotive Service Technician Apprentice working at Sam`s Northern Auto. Gurmanpal has accumulated 3 credits extra towards graduation and is poised to complete most of his Level 1.



Student Services

Student Services provides support for students and their school teams when establishing appropriate programming. Within the School District of Mystery Lake, students may have a variety of educational plans developed to meet the unique learning styles of the individual.

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, behavioral, communication, health related care, physical, sensory, social/emotional. The student's support team are composed of a number of different individuals and varies for each student based on their needs.



Student-specific planning is the process through which members of student support teams, including educators and parents, collaborate to meet the unique needs of individual students. The purpose of student-specific planning is to help students attain the skills and knowledge that are the next logical step beyond their current levels of performance. Through the student-specific planning process the student support team works to identify a student's unique learning needs and to determine, implement, and evaluate appropriate educational interventions. These interventions may range from short-term strategies applied in the classroom to comprehensive, individualized programming. The student-specific planning process is sufficiently broad-based to address, in a systematic way, a wide range of exceptional learning needs.

If you feel your child is in need of a specific type of plan, please consult with the school team about the process. Each child has their own unique learning style and student specific plans help to ensure supports are in place that help each student achieve the goals that are established for them.

(Adapted from <https://www.edu.gov.mb.ca/k12/spcedu/programming>)





Cultural Proficiency

Indigenous Perspective

Our District 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 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.

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 and numerous hands on land based learning experiences for students that relate to curricular outcomes which focused on Truth and Reconciliation, our corrective history and human rights.

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

- ◆ Aboriginal Perspectives Fall Camp Partnership Week (UCN Kenanaw , UCN ECE, MKO, VALE, and other community partnerships, Grade 5 students)
- ◆ Grade 11 Six Seasons of the North- Land Based Course
- ◆ Educating for Action grade 12 class support
- ◆ 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 Staff and Local Community Partners.
- ◆ Annual sikhwan 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, sixties scoop, residential school history, Treaty Education, Self-Identity, corrective history, mino-pamatisiwin teachings, and corrective history.
- ◆ District Wide Elementary School Mini Winter Festivals
- ◆ Supported the delivery of 3 School Yard Traditional land based learning camps

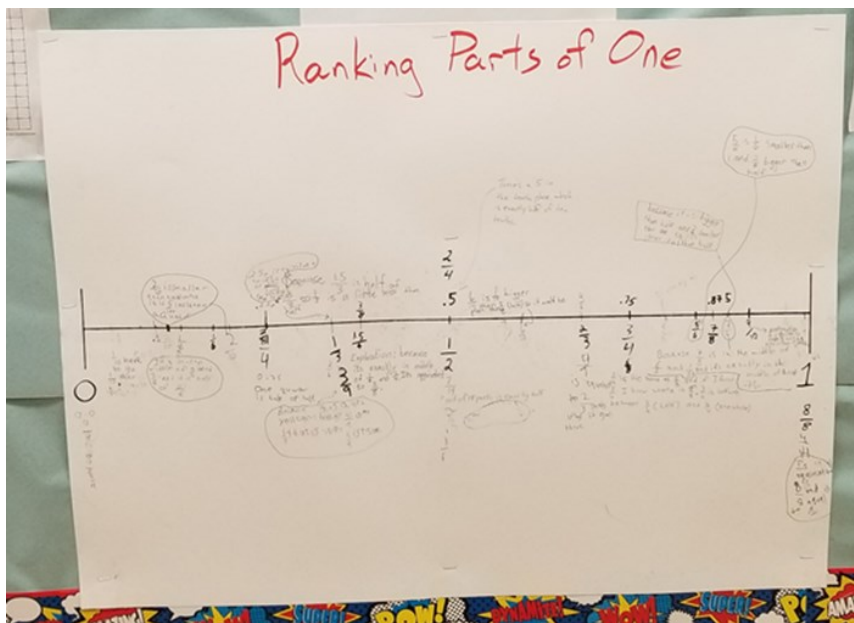
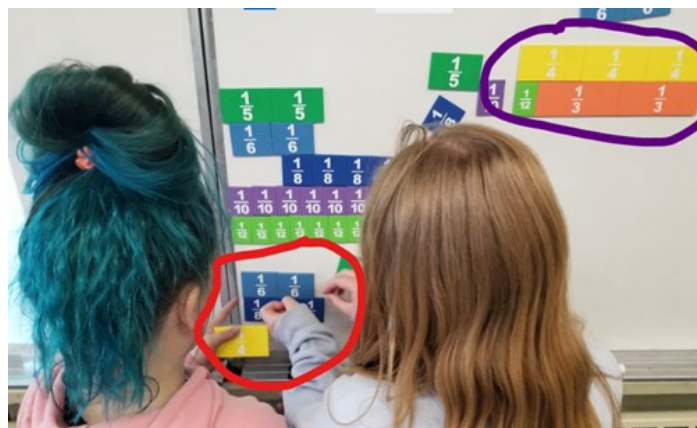
NUMERACY SUPPORT

Targeting Equality 2018-2019

Over the 2018-2019 school year our teachers and students have been targeting their understanding of equality and the meaning of the equals symbol. This may seem like a straight forward concept to most adults but we must not underestimate its importance. A thorough understanding of equality supports learners in developing higher ordered numeracy strategies, without which can greatly limit their development in mathematics and ability to calculate efficiently and flexibly.

For example, while investigating equivalent fractions these students discovered that one twelfth plus two thirds is equal to three quarters and they continued working to discover what fractions were equivalent to two sixths.

Below a class has displayed their discovery of equivalent fractions and decimal fractions between zero and one during Math Month. Many students across our district participated in Math Month with their teachers in a variety of ways including creating displays of their work like this one.



To support student growth in mathematics a total of six full-day professional development workshops were provided for seventeen teachers and a number of pre-service teachers. Among many other duties, the Numeracy Support Teacher conducted 202 class-hours of modelling lessons for and with teachers as well as a further 193.5 hours of one-to-one consultation with teachers over the course of the school year.

The 2019-2020 school year will be even more inclusive of mathematics education with professional development sessions focused on improving

our instruction of math. We will be hosting Dr. Marian Small, an internationally distinguished author and professional development consultant. She will be focusing our learning on Critical Thinking. Much of Dr. Small's content is available through <http://www.onetwoinfinity.ca/>.



Literacy Support Donna Drebit

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

The 2018-2019 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 185 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.

The School District continued to participated in the 3 Year English Language Arts Cohort with the Province. Teachers were added to the team and we had 9 teachers participating from Juniper, Westwood, Riverside and Wapanohk Schools.

Land based education continued to take place at Juniper School. Westwood, Burntwood and Deerwood Schools also participated in land based education with many visits from traditional knowledge keepers. Activities included bannock making, jigging, story-telling, medicines, and traditional games.

Extensive work was done with the Grade 8 class at Deerwood School around Missing and Murdered Indigenous Women, Residential School, Living on the Land, and 60’s scoop. Students participated in a year long journey learning from elders, traditional knowledge keepers and using media to follow current events. The Grade 8 class was fortunate to spend an hour on Facetime with Johnny Semaganis interviewing him about his experiences with the 60’s scoop and the effects it had on his family, as well as the impact the podcast about his sister: Finding Cleo has had on him. Rob Cleveland from the RCMP also visited the class to talk about exploitation and the Moose Hide Campaign. Other visitors that spoke with students were Carolyn Sanoffsky and Jack Robinson. The class attended the ceremony at the TRCC on the National Day of Remembrance and Action on Violence Against Women and participated in a sharing circle with the Bachelor of Social Work students.



Medicine and Seven teachings at Juniper School during land based day with Kindergarten, Grade 1,2, and Grade 4.



Juniper students in Kindergarten, Grade 1,2 , and Grade 4 working together on “The Rights of a Child”.



Grade 1,2 students at Juniper learning about trapping, furs and traditional practices.



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

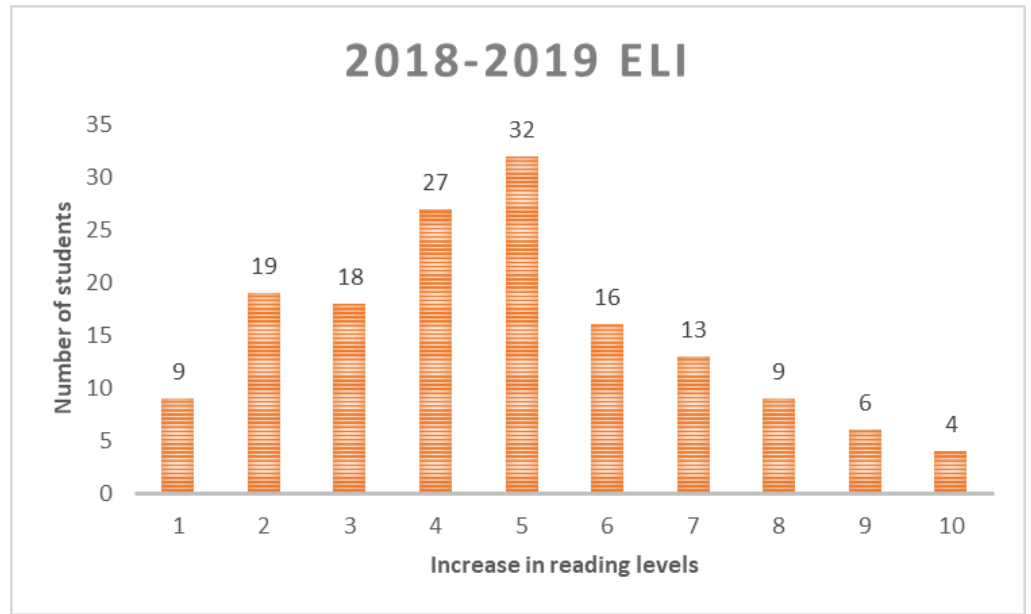


Literacy Support

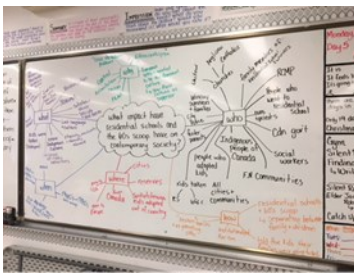
"Think before you speak. Read before you think." Fran Lebowitz

Early Literacy Intervention Statistics 2018-2019

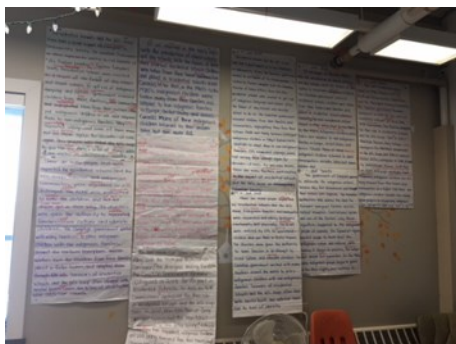
# of reading levels increased	# of students per level
1	9
2	19
3	18
4	27
5	32
6	16
7	13
8	9
9	6
10	4
Total Students	153



Grade 8 students from Deerwood School attended the National Day and Action on Violence ceremony at the TRCC. This coincided with the class study of Missing and Murdered Indigenous Women, residential schools, the 60's scoop and living on the land.



Grade 8 class brainstorm on the effects of residential schools and the 60's scoop on contemporary society



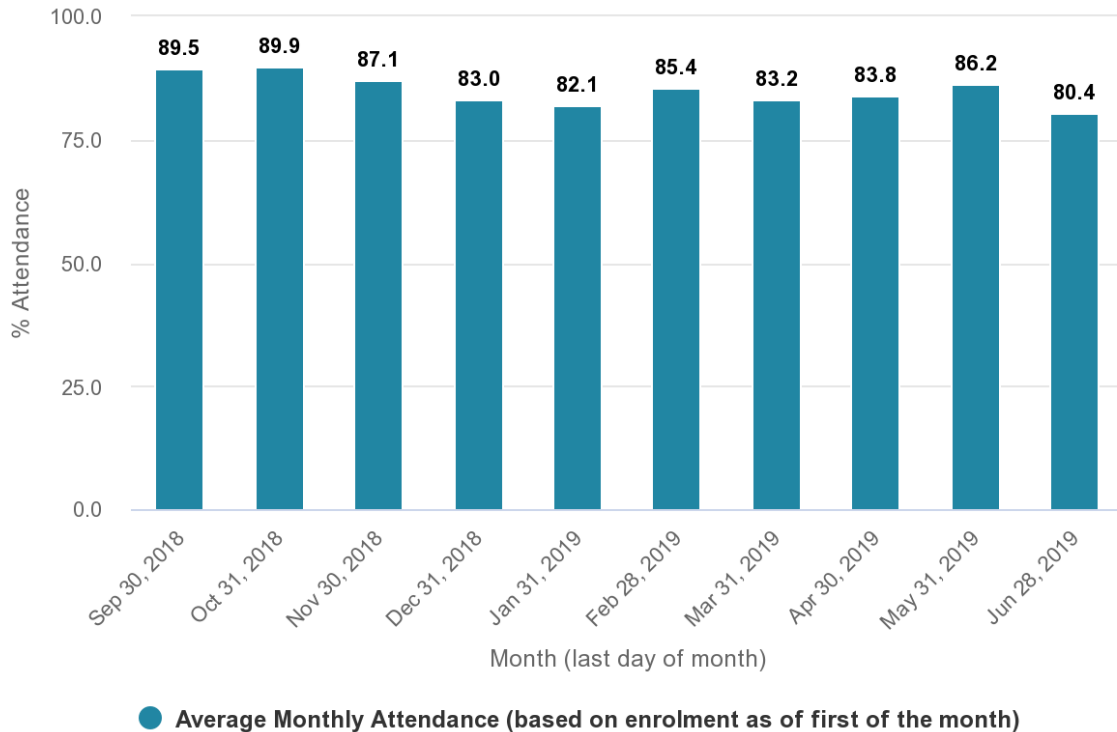
Deerwood's Grade 8 class experienced the lengthy writing process composing an essay titled "The Dark Side of Canadian History".



SCHOOL DISTRICT DATA

2018-2019

September 2018– June 2019 Attendance



School	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Burntwood School	92.5%	91.0%	86.7%	79.10%	81.4%	81.8%	84.8%	80.6%	83.2%	80.5%
Deerwood School	93.9%	94.3%	92.9%	91.90%	88.5%	92.5%	89.5%	90.40%	91.3%	87.4%
Juniper School	90.4%	88.4%	89.0%	82.40%	76.8%	88.8%	85.0%	89.00%	87.3%	76.2%
École Riverside School	95.1%	94.6%	92.7%	90.60%	89.2%	91.0%	90.0%	91.20%	92.7%	90.8%
Westwood School	92.5%	93.1%	89.4%	86.40%	88.3%	90.1%	87.4%	88.40%	90.8%	89.5%
Wapanohk Community School	84.1%	87.6%	83.5%	77.30%	72.0%	77.8%	71.5%	70.00%	78.7%	63.3%
R.D. Parker Collegiate	78.3%	80.3%	75.2%	73.10%	78.3%	76.1%	74.2%	77.20%	78.6%	75.2%

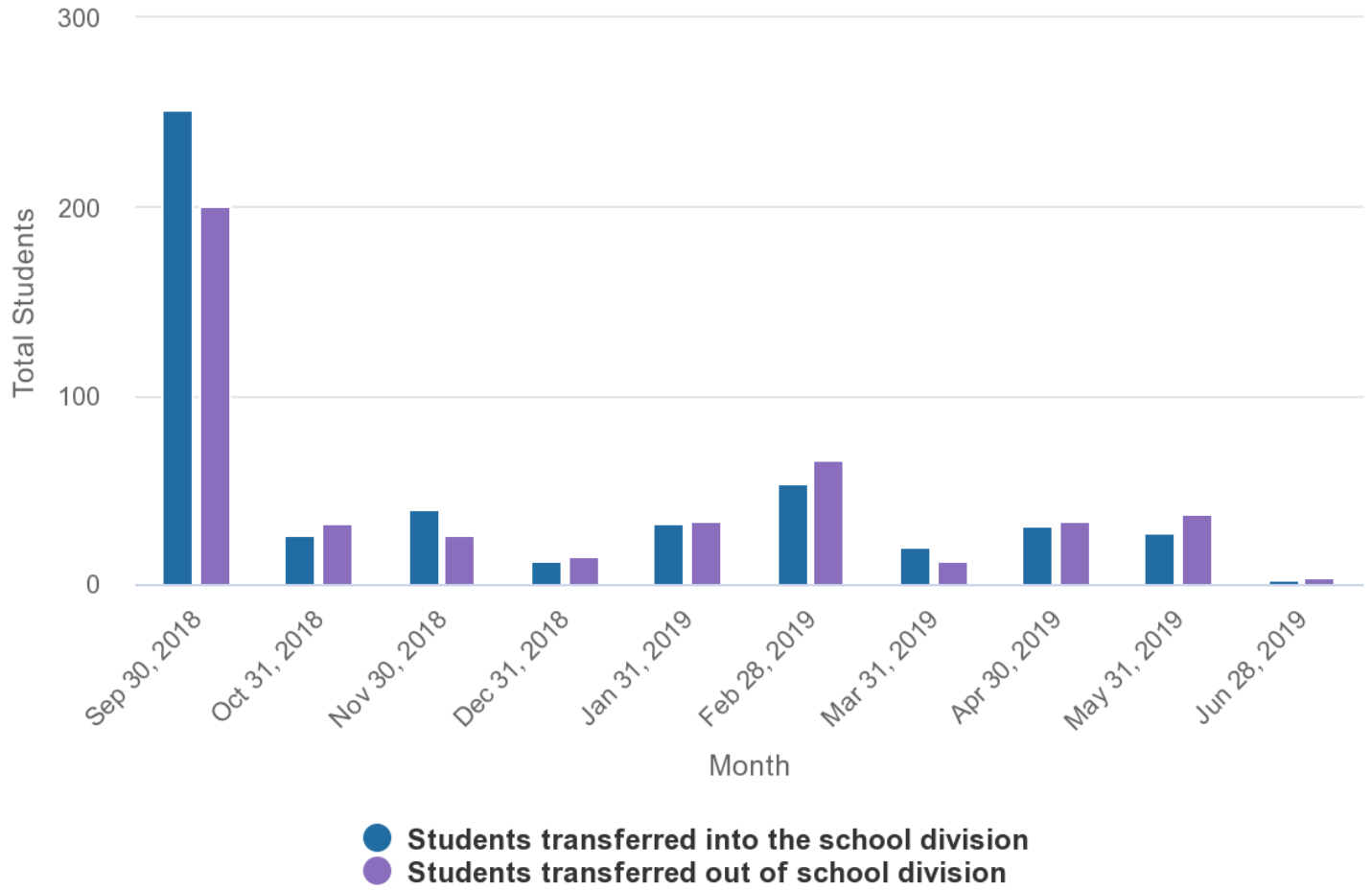
Daily attendance is important for all students. Students who attend school regularly are more engaged in learning, have a greater sense of belonging in their communities, and are more likely to graduate.

EVERYBODY IN SCHOOL EVERY DAY!



SCHOOL DISTRICT DATA

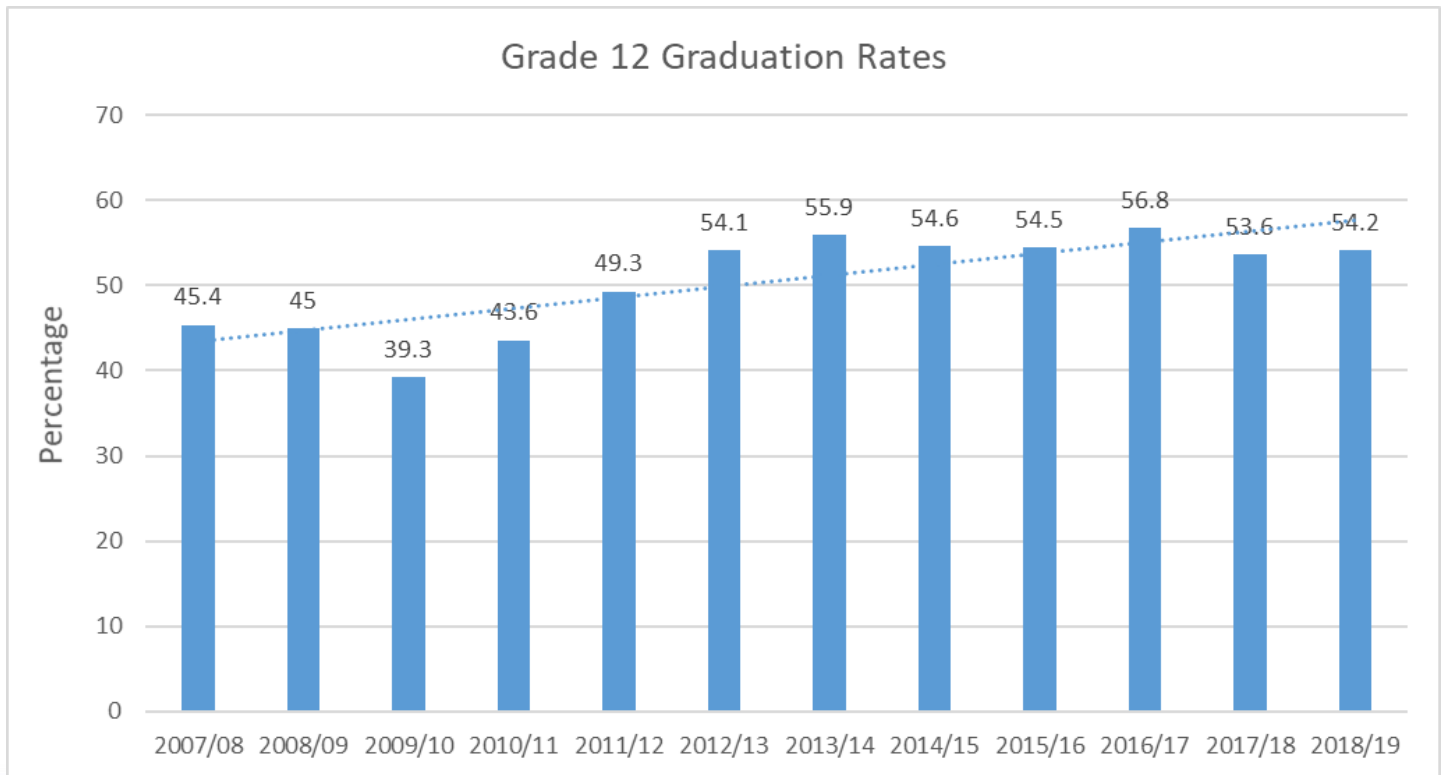
2018-2019





SCHOOL DISTRICT DATA

2017-2018



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

—B.B. KING



Class of 2019

Graduation Parade

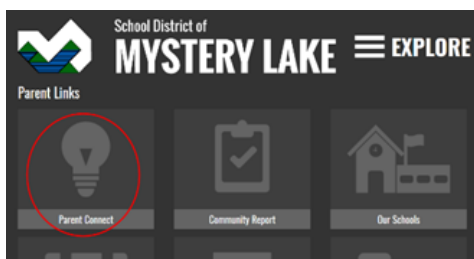


Parent Connect.....

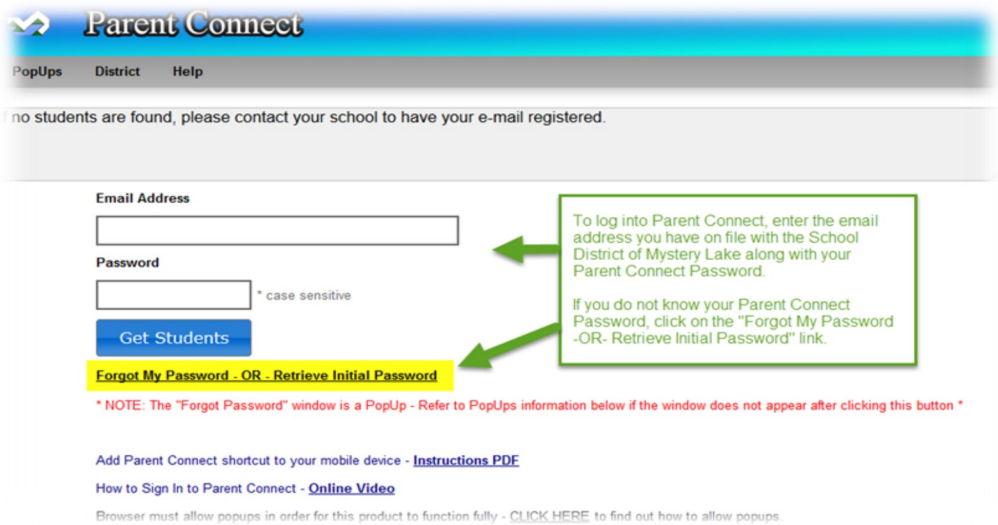
Did you know everyone who has a student enrolled with the School District of Mystery Lake, has Parent Connect access.....



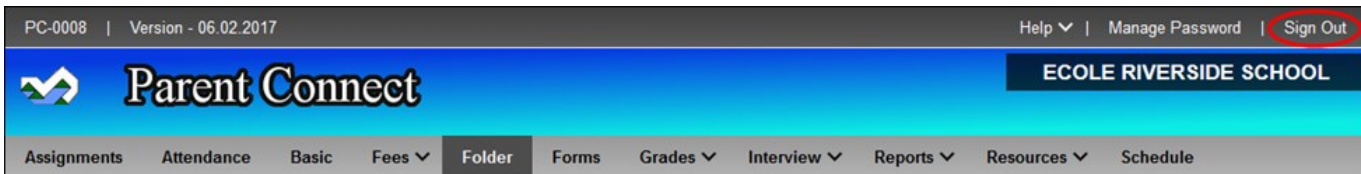
Go to the School District of Mystery Lake website: www.mysterynet.mb.ca and click on the “Parents” link.



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.

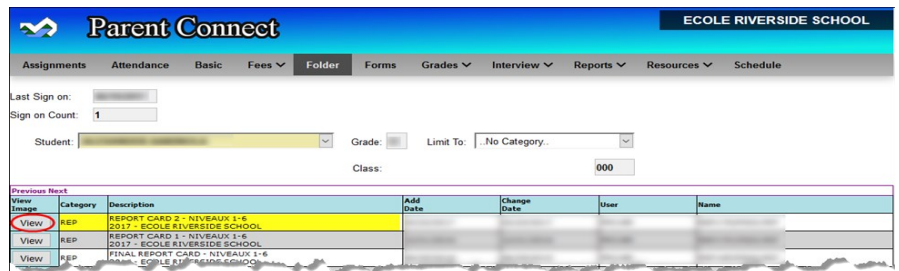


If you get a red “Invalid EMAIL Address” message, contact your child’s school office to update the email address you have on file with them.



On Parent Connect, you can.....

- ◆ Check Attendance
- ◆ Current Marks
- ◆ Book Student Led Conferences
- ◆ See Missing Assignments
- ◆ Check Report Cards
- ◆ Message Teachers



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