

School District of Mystery Lake
408 Thompson Drive North
Thompson, Manitoba
R8N 0C5
(204) 677-6150
www.mysterynet.mb.ca



Success for All

Community Report 2021-2022

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 enriches the mind, body and spirit of the individual.
- Learning communities create and enhance respectful, safe and inclusive schools founded on cultural proficiency principles.
- Learning and teaching practices nourish a sense of wonder, curiosity and imagination in students.
- Communication and engagement with educational partners and the community are essential.
- Educational practices are to be research and evidence based.
- Public education serves the common good.

INSIDE THIS ISSUE

District Priorities.....	2
Trustee Message.....	2
About SDML	3
Superintendents' messages.....	4-5
Community Awards	6
District Highlight.....	7
School Reports.....	8-33
Student Services.....	34-35
CS Support Team.....	36
CP Consultant Report.	37
CL Consultant Report.....	38
Literacy Report.....	39-41
Numeracy Report.....	42
French Coordinator Report..	43
Our Data Story.....	44-45
Retired Staff.....	46
Parent Connect.....	47
COVID-19 Precautions.....	48
Support Day Phone Lines	49

Don MacDonald, Board Chair 2021-2022



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

Marian Wright Edelman



We begin a new school year; one that will hopefully feature all the activities and expectations that were normal before the pandemic. I would like to take this opportunity to recognize the efforts and sacrifices made by so many over the past two years.

Our teachers, administrators and special services staff who found new and innovative ways to educate. Sometimes in a class that had been separated into two separate rooms, or a gym, or no classroom at all. The effort it took to prepare lessons for both virtual and in class environments. The material that needed to be prepared and sent home when students could not attend at all. This was not just more work; it was work that required new approaches and innovation. The approaches taken varied widely across the school district, reflecting the unique characteristics of each school and classroom.

Our custodial and maintenance staff, who reconfigured classrooms and rooms that were never meant to be classrooms giving us the room to social distance students in buildings never designed for it. They also cleaned relentlessly. Cleaning every surface, every day. It started at the beginning of the pandemic and never stopped.

Our Information Technology staff and the teaching staff that worked with them. They massively increased our capacity to support remote learning. They provided equipment and connectivity to students who did not have it at home. Their efforts allowed education to continue, even without a school, and made access to that education a little more equitable.

Our students, who adapted like no other classes before them had needed to. They learned at home, remotely attended classes, missed opportunities for sports, music, travel, and even hanging out with friends. Two years of students graduated without many of the senior high experiences that we had previously taken for granted, but graduate they did. They even had graduation ceremonies that were quite different from previous ones, but memorable none the less. The effort and ingenuity that went into each of those graduation ceremonies deserves special recognition, because they were very special events.

And finally, the parents, families and caregivers who supported students throughout. They had to change their plans or work arrangement as young students remained at home instead of going to school. They helped students understand new material, delivered to their homes instead of their classrooms. They also adapted endlessly as circumstances changed throughout the last two years.

It was a sustained effort, supported by everyone that got us to this point. Now a new school year begins, and all those who made the effort to get us through the pandemic return to the effort that gets us through a normal school year. Still an impressive effort, made every year, but hopefully a little easier than it was.

DISTRICT PRIORITIES



Success for All

Goal #1

By June 2022, students will increase critical literacy and numeracy achievement through the development of comprehension, communication and problem solving skills.

Goal #2

By June 2022, there will be an increase in student graduation rates.

Goal #3

By June 2022, students will have confidence in their employment skills, knowledge of available opportunities for them and how to pursue career goals.

Goal #4

By June 2022, there will be an increase in the number of students who report a strong sense of safety, belonging and positive mental health.

Values

~RESPECT

~INTEGRITY

~EMPATHY

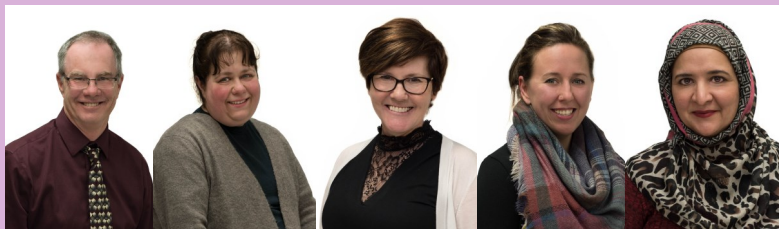
~RESPONSIBILITY

~HUMILITY

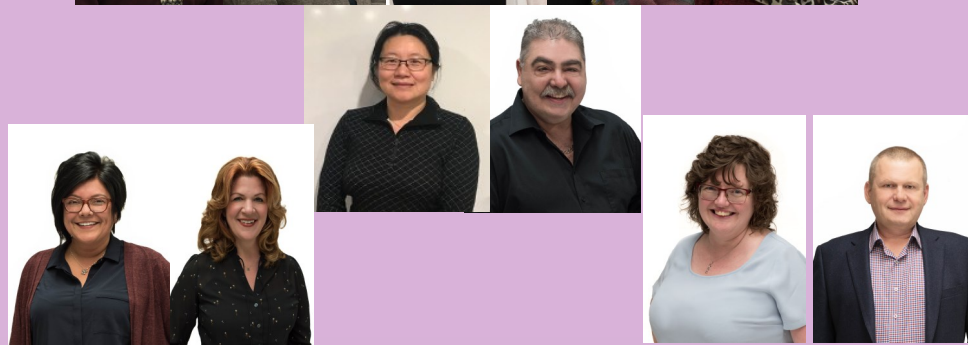
2021-2022

BOARD OF TRUSTEES .AND SENIOR .ADMINISTRATION

Don MacDonald, Chairperson
Michelle Tomashewski , Vice Chairperson
Leslie Tucker, School Trustee
Lindsay Anderson, School Trustee
Saima Aziz, School Trustee
Li Cripps, School Trustee
Guido Oliveira, School Trustee



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



Total Student Population for K-12 : 2960—September 30th, 2021 count

Number of Elementary Schools: 6
Number of High Schools: 1
Senior Administrators : 4
Student Services Co-Coordinator: 1
Principals : 7
Vice Principals: 10
Teachers: 186.50
Educational Assistants: 85
Support (Clerical): 18
Support (Library): 6
Counsellors: 11
French Coordinator: .50

High School Apprenticeship Program: .25
Family Out Reach Co-Coordinator: 2
Speech/Language Pathologist: 1
Resource Teachers: 24.50
Psychologists: .88
Literacy Support Teacher: 2
Numeracy Support Teacher: 1
Culturally Proficient Education Consultant: 1.0
Aboriginal Perspectives Teacher: .5
Cree Language Consultant: .5
Information Technology : 5
Maintenance/ Custodial : 33.50





Greeting, Tansi, Bonjour

The 2021-2022 school year was another year of COVID-19 education. Staff and students were resilient, innovative and people made the best of the school year. For the second year in a row, schools had to plan for the three different response levels. School administrators worked during the summer and teachers prepared for the additional response levels. We had in school sessions as well as periods of remote learning. All of this was in response to the COVID levels in the community and changes were made quickly. We were very fortunate to have the support of our local public health team who were proactive and responsive to the school district.

Attendance across the district was lower than previous years. The district average for the year was 79.7%. The lower attendance can be attributed to COVID-19 factors. It should be noted that anytime a school was in remote learning attendance would be recorded at 100%. Transiency remained high in the district with 417 students moving into the district and 340 moving out. Moves were recorded throughout the year with September and January seeing the most transiency. Attendance and transiency have a huge impact on students' learning and success.

This year we started with a full complement of curriculum services staff. Kelley Taite joined the team as the numeracy lead and Lyle Massan joined the team in the role of Family Outreach Coordinator. The curriculum services staff were kept busy over the year. At times they were assigned to schools to teach classes and when they were not in schools, they were busy providing programming, both virtually and in-person. There were a continuation of numeracy and literacy workshops, French and Cree language support as well as numerous land-based activities. Some of these activities included family day camp, individual school land-based activities and the Akihtaso (math) camp.

Other district wide events re-established this spring were overnight grade 8 transition camps, band and choir concerts, district Mini-Winter Festival, interschool sports for junior high and high school students and the junior high health fair. All of these events were planned and chaperoned by staff and community members.

The district along with Wapanohk Community School hosted the provincial Building Student Success with Indigenous Parents.

The event was a hybrid of in-person and virtual with 27 locations. Curriculum services also provided a presentation for the Council of School Leaders on Indigenous Education in the School District of Mystery Lake. In keeping with the district's commitment to the Thompson Aboriginal Accord, cultural proficiency workshops were provided in the community as well the student activities for the National Indigenous People's Day.

Recovery learning along with mental health and wellness were a focus this past year. Extra numeracy support and the resumption of the early literacy intervention program resumed in the early spring. A district pilot program, Mino-Pimatisiwin was implemented at two schools and both had a successful year in the schools. We truly appreciate the Kokums who have committed their time to share their knowledge with students and staff. We know that time is precious and we were are grateful that they choose to share it with us. Three schools were involved in the Elders and Knowledge Keepers provincial pilot. All three schools planned successful activities and as a result, there will be provincial dollars provided to continue more activities.

In school activities resumed with kindergarten and grade 8 promotion events and the grade 8 transition dance hosted at R.D. Parker Collegiate. R.D. Parker Collegiate also hosted an in person graduation at the TRCC. Finishing the year with near normal events has provided optimism that we have turned the corner on the pandemic but as a district remain guarded and ready.

New education documents were introduced in April 2022, the province rolled out the *Manitoba's K-12 Education Action Plan: A Roadmap in Response to the Recommendations of the Commission on K to 12 Education*.

www.edu.gov.mb.ca Also released was the *Mamahtawisiwin: The Wonder We Are Born With – An Indigenous Education Policy Framework*. www.edu.gov.mb.ca mamahtawisiwin I would encourage everyone to have a read of the documents.

In closing, I'd like to thank the staff, students and community for their patience and commitment. Here is hoping to have a near normal school year.

Take care and be safe.

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

— *Phil Collins*



Angèle Bartlett, Superintendent of Human Resources & Policy



Welcome back everyone. My hope is that everyone had a relaxing summer that possibly included some wonderful travel experiences. It is so exciting to expect that this school year will be as close to a “pre-pandemic, normal” as possible. With regular in class instructions, clubs, sports and other extracurricular all in full swing, we have the capacity to do extraordinary things and we will!

I would like to take this opportunity to celebrate some of the many successes of the 2021-2022 school year in the area of Human Resources and Policy Development.

The Board of Trustees Policy Committee has completed its review of all policies and procedural by-laws. The third phase of the review process was also completed on the Administrative Procedure Manual. Some of the more recent procedures that were developed and/or significantly revised to ensure compliance with legislative requirements include; Student Assessment (3a.010), Accessible Employment Practices (2.A.230), Accidents/Serious Incidents- Non-Student (8.010), Attendance (1b.040), Unclaimed Pupil Files (1b.220).

The School District of Mystery Lake welcomed 25 teachers at the New Teacher Orientation Session hosted at the Letkemann Theatre in late August. I am pleased to announce that five of our new teachers are graduates of the Kenanow Bachelor of Education Program offered on the Thompson UCN campus and two of our new school counselors graduated from the University of Manitoba Bachelor of Social Work Program offered in Thompson. This year was by far one of the most challenging years I have ever encountered with the recruitment. I just want to thank all of our new staff members for choosing the School District

Mystery Lake. I recognize that you could have chosen many other employment opportunities, yet you all chose us and we are grateful. I am confident you will be warmly welcomed and will not regret your decision to become part of our team.

On behalf of senior administration and the Board of Trustees I would like to acknowledge the following staff members for twenty years of dedicated service to the School District of Mystery Lake; Todd Harwood, Rob Fisher, Shaun Kennedy, Joel Brolund, Paul Fricker, Donna Johnston, Trina Osberg, Jacqueline Lafreniere, Gaylene Beck, Miranda Wright, Gianna Woods, Carey-Anne Crate, Connie Plamondon and Treena Kuhl.

To all the staff that retired in the spring, the School District of Mystery Lake wishes you a happy and healthy retirement. Your contribution to the District was paramount to ensuring that our students received the best educational experiences and you will all be greatly missed!

Lastly, to all staff, students and parents I want to reiterate that our commitment remains on ensuring everyone’s safety. I caution that this coming school year is still filled with some unknowns regarding COVID and it is extremely important that we continue to work together to respect and diligently adhere to the current public health orders.

Have a fantastic year everyone!



Recognized in the Community

Soaring Eagle Awards :

K-3 Recipients: Kree Spence (Burntwood), Abel Anderson (Juniper)

4-6 Recipients: Bella Moose (Juniper), Leighara Friesen (Deerwood)

7-8 Recipients: Lee Ann (Jack) Frost (Deerwood), Leo Moose (Juniper)

9-12 Recipients: Kaden York, Ellis Moose (RDPC)



School District Trustee Awards:

- ◇ Alayah Chubb, Juniper, Grade 8
- ◇ Sakura Gibson, Westwood, Grade 8
- ◇ Prince Patel, Riverside, Grade 8
- ◇ Jonah Parsons, Deerwood, Grade 8
- ◇ Andon Keough, Burntwood, Grade 8
- ◇ Charity Trout, Wapanohk, Grade 8

School District Honour Roll:

- ◇ Amber Marofke, Grade 9
- ◇ Bipul Sarker, Grade 10
- ◇ Matthew Schultz, Grade 11

Academic Achievement

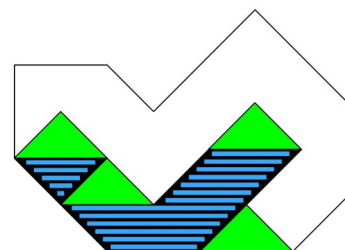
- ◇ Syed Bazil Hasan, R D Parker, Grade 12

Vocational Achievement

- ◇ Logan Antsanen, R D Parker, Grade 12

Mature Program Achievement

- ◇ Kailyn Koutecky, R D Parker



Success for All

District Highlight

Congratulations to the following schools for participating in the Terry Fox Run and raising \$4,094.95 for the Terry Fox Foundation.

Way to go!!

Deerwood School

Ecole Riverside School

Wapanohk Community School

Westwood School





Burntwood Elementary School
103 Arctic Drive
Thompson, MB R8N 1G8

Report to the Community

Burntwood School, Home of the Bobcats!

2021-2022 was an exciting, yet challenging year at Burntwood School. We would like to extend our gratitude to the community for their support, compassion, and patience as we continued to navigate our way through changing safety & health protocols and restrictions. It truly was a year that we had to come together as a community to help our children work towards achieving their goals! Our focus was to improve literacy, numeracy, and attendance while abiding by the health protocols.

Burntwood Highlights:

As the health restrictions changed Burntwood school reintroduced some extra curricular opportunities for our students, this included clubs like games club and morning fitness club. Our middle years students got to participate in basketball, volleyball, and badminton intramurals. Our younger students participated in Jump Rope for Heart that culminated in a community celebration Jump-a-thon! Our school was also incredibly fortunate to have the Elder program piloted at our school and well as the introduction of a Math Literacy Consultant!

SCHOOL PROFILE

Number of Staff 46

Number of students ~345

Grades K–8

Kindergarten Ms. Crummey

Gr. 1—Mrs. Saggu

Gr. 1—Ms. Waugh

Gr. 2—Mrs. Aniceto

Gr.2—Ms. Pankiw

Gr. 3—Ms. Kenschuk

Gr.3—Ms. Yeo

Gr. 4—Mrs. Lowen

Gr. 4—Mrs. Canning

Gr. 5—Ms. Fulton

Gr. 5—Mrs. McNiven

Gr. 6—Mrs. Wolfe

Gr. 6—Ms. Brewster

Gr. 7—Mrs. Szocs

Gr.7—Ms. Miscavish

Gr.8—Ms. Miller

Gr.8—Ms. Belanger

Secretary—Mrs. Meuse

Resource—Mrs.Conner,

Mrs. Wambolt, & Ms. Billiaert

Counsellor—Ms. Reid

Music—Mrs. Hornik

Phys. Ed.—Mr. Ditz

Phys. Ed.—Ms. McQuiston

Librarian—Ms. Spence

Substitutes—Mrs. Puri,

Ms. Lahaie

ELI—Mrs. Kennedy

Ed. Asst.—Mrs. Wright, Mrs.

Sheppard, Mrs.Roberts, Mrs.

Boudreau, Mrs. Dhawan, Mrs.

Estabrooks, Mrs. Larsen, Mrs.

Ghai, & Mrs. Nelson

Custodians— Mrs. Shabani,

Mrs. Del Castillo,

Mr. Dagondon

Vice Principal—Ms. Bruderer

Principal—Mrs. Schultz



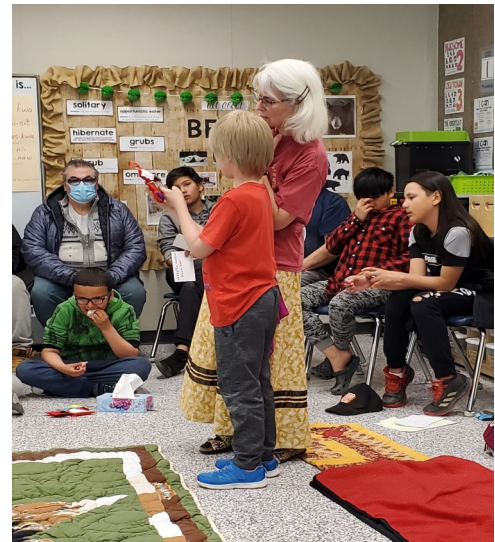


2021-22 HIGHLIGHTS CONT'D



With the introduction of our school Nokom /Grandmother Shelley Cook, students participated in cultural teachings and activities such as plants and medicines, drumming, crafts, Cree Language, and smudging. Some classes also worked on focused projects about MMIWG2S and the legacy of Residential Schools.

Students greatly enjoyed their time with Nokom Shelly! Nokom Shelley also worked with smaller groups of students, they completed beading and sewing projects. Nokom Shelley’s room became a safe and calming space for many students and became a true place of belonging for many staff and students.



Ms. Yeo’s grade 3 class did a unit study about Bears, Nokom Shelley enriched the unit with Traditional Teachings about the Bear, each student created their own Spirit Bears! The class hosted a community celebration inviting family and friends to join them for a traditional naming ceremony for their Spirit Bears. It was a moving experience for all who attended.





2021-22 HIGHLIGHTS CONT'D



Kindergarten Bobcats participated in a new district initiative, Math on the Land, which incorporated numeracy fluency in everyday life during a land-based daylong workshop! The students immensely enjoyed themselves, while learning about math! The puppies really helped too!



Students in grades 1-6 participated in Jump Rope for Heart, they dutifully attended lunch practices and fundraised for cancer research. This club culminated in a community celebrated Jump-a-thon! Friends, family, and community members came to cheer on the students as they moved through the various timed events! It was a dazzling success, and was superbly planned!





2021-22 HIGHLIGHTS CONT'D



We were so excited to be able to host a Lunch on the Lawn, it was truly a community event! We are incredibly grateful to our community supporters: MKO who donated the use of their BBQ and provided the propane as well, Arnason Distributors for their donation of chips; Thompson Firefighters & Paramedics, and Constable Cleveland who helped cook and serve! With the funds raised by this event, we were able to replenish recess supplies for all our students, which have made some Bobcats very happy!

Thank you again to everyone that attended and supported our Lunch on the Lawn.



School Goals:

Literacy -By June 2022– 70% of student population will be reading at grade level. (Increase in overall reading comprehension/ individual reading growth will be tracked)

Numeracy- By June 2022 – Individual student knowledge and use of Computation Math strategies will increase by 3 strategies (Friendly numbers making ten, doubles, repeated addition, communitive property, inverse operation, partitioning, adjust & compensate, doubling & halving, using place value)

Attendance - By June 2022 – Burntwood’s attendance will meet the Provincial attendance goal (90%).

Mental Health - By June 2022, all students will have 3 strategies to support positive mental health.





Report to the Community

This year saw its fair share of challenges and successes as we navigated another pandemic school year. We were happy to see the return of some normal activities after spring break and the return of seeing smiling faces as the mask mandates were lifted!

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.

We want to thank DPAC (Deerwood Parent Advisory Council) for their incredible support to us again this year. They are an important part of our Deerwood community and are dedicated to working together to ensure the best for our school. This year they held several fundraisers which were well received, and are implementing snack and hygiene cupboards for all students to access. They continually supported a number of classroom and extra-curricular activities. We are blessed to have such wonderful volunteers supporting our students.

The staff of Deerwood School have continued working on Math and ELA outcomes found in our year plans as well as strategies to improve the school.

Check out a number of the activities from this past year.

SCHOOL PROFILE

Number of Staff 27

Number of students 247

Grades K–8

Kindergarten Mrs Zawadsky

Gr. 1—Ms Scaddan

Gr. 1/2—Ms. Rae

Gr. 2—Ms. McDonald

Gr. 3—Mr. Umacam

Gr. 4—Ms. Lafreniere

Gr. 5—Ms. Boychuk

Gr. 6—Mr. Landers

Gr. 7—Mr. Hlady

Gr. 7-8—Ms. Kalabanka

Gr. 8—Mr. Johannson

Secretary—Mrs. Marofke

Resource—Mrs. Caldwell

Counsellor—Ms. Murray

Music—Mr. Frigo

Phys. Ed.—Mr. Desjardine

Library Tech—Mrs. Beck

ELI—Mrs. Pellizzaro

Ed. Asst.—Mrs. Soile

Ed. Asst.—Mrs. Gallant

Custodians—Mr. Thorne

Mr. Graham

Ms. Burt

Vice Principal— Liisa Brolund

Principal— Todd Harwood

We have had a number of teachers move on from Deerwood this year. We are sorry to see them go and wish them nothing but the best!

We are very excited about the new group of teachers we have joining us



DEERWOOD SCHOOL

2022/2023 School Priorities

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

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



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

Brene Brown



Mini Winterfest



Back together but still 2m apart



Snow Volcano!



Hands-on Learning

Deerwood School



Walk for MMIWG



Santa Parade



Learning on the land



Sustainability



The return of interschool sport



Collaboration



Report to the Community

June 2021

École Riverside School
 119 Riverside Drive, Thompson, MB R8N 0X1 ph (204)677-6115
 Fx (204)677-4823, website: rss.mysterynet.mb.ca

MESSAGE FROM THE SCHOOL PRINCIPAL

Hello Riverside family,

Being in my 8th year as Principal at École Riverside School I am still amazed how involved everyone is in their learning and extra-curricular activities throughout our school. Thanks goes out to the students, parents, community, and teachers for making Riverside a great place to be.

We have had many successes this year. This first big one is how we managed to continue to learn through a pandemic and by the middle of the year turned things around and school started to look like a normal day as a Ram. Classes were back to normal, extracurricular & intramural sports were being played, and all of our other groups were back to meeting. Parent council ran Lunch on the Lawn where we had one of our biggest turnouts since I have been at École Riverside School. Also, we had our year end awards assembly for grades 1 to 7, Kindergarten Graduation and Grade 8 Promotion. The best part of these events was having family and friends join us again in our school to celebrate everyone's successes.

New to our school this year was our Elder and Knowledge Keepers experiences. We received special funding from the government to have Knowledge Keeper Donna work with Mrs. Monias's grade 7 class helping them learn about traditional medicines, beading, fire building, and fishing. The money also supported Mme Houndle's grade 5 camp out in prospector tents during the month of April. The students learned from Elders Jack Robinson and Merv Mckay. The Elders told their story and taught the students how to build fires, tipi teachings, and a sweat lodge teaching. I would also like to thank all the staff, parents and students for all the everyday successes our family at École Riverside encounter.

As one of the most famous basketball players said, "Some people want it to happen, some wish it would happen, others make it happen." (Michael Jordan), so aim for the stars and go for it. Keep our Ram Spirit high, wear our red and Ram clothing proud!!

FOCUS AREAS

As a school we are focusing on increasing student Language Arts skills, as we develop a common language to be use between Kindergarten to grade 4. Teachers will be using the same program to ensure students have greater success with increasing their skill. The French Immersion track is working on increasing their French reading/ sound skills. École Riverside continues to work on improving students mental health as well. We continue to focus on social responsivities, citizenship, incorporating technology and art into the classroom too.



School Profile

Number of Teachers: 30

Number of Students: 417

Grade Level: K-8

Our Staff: Principal— Mr. Jonathan Wamboldt

Vice- Principal— Mrs. Amy Portey

Secretary—Mrs. Terri-Lynn Hepp

Library Clerk—Mrs. Tracy Tomchuk

Counsellor—Mrs. Janey Watkinson

Music— Mrs. Larocque

Physical Education—Mr. Martin Vermette and Mrs. Megan Desmet

Resource—Mme Megan Fraser and Mrs Kristin Mckenzie

Early Literacy Support—Mr. Jeff Ziemanski

French Language Support—Mr. Mulungwa Nundu

Kindergarten English - Mrs. Megan Desmet

Kindergarten French—Mlle Ashley Squires

Grade 1/English—Mrs. Baljinder Rai

Grade 1 FI—Mme Donovan

Grade 1/2F—Mme Jenkins

Grade 2 FI—Mme Houndle

Grade 2/3 English—Ms. Brenna Crook

Grade 3/4 English—Mrs Jenn Lowen

Grade 3 FI— Mme Sharon Pankratz

Grade 4 F—Mme Emily Hayes

Grade 5 —FI—Mlle Alexandria Dickieson

Grade 4/5 English—Mr. Jeremy Epp

Grade 6 FI—Mme Sam Graham

Grade 5/6 English— Ms. Krista Moody

Grade 6 FI—Mme Micheline Gagne

Grade 7 English—Mrs. Carlee Monias

Grade 7 FI - Mlle Victoria Miller

Grade 7/8 English—Ms. Amy Snow

Grade 8 FI—Mme Mervat Yehia

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

Caretakers—Mrs. Sevdije Mehmeti, Dave K, Sharon



École Riverside School

2021-2022 Priorities

Outcome #1: Students will increase their knowledge and use of French vocabulary (letter sounds, words, comprehension– speaking, reading and writing.

- Students participated in Concours d/ Oratoire speaking challenge this year in various grades. This was a great way to work on their speaking and research skills. A new sound program was instructed in grades 2 and up and teachers experienced success and students were more engaged with it. Our French Resource Team supported teachers in both of these programs to ensure more students were successful with our school goal.



Outcome #2: Students will show an increase in their reading and writing skills across the curriculum

- Students will be exposed to common language from kindergarten to grade 4 while learning letter sounds, learning to read and write. Teachers will all be using the same program in reading, writing and spelling to help with development of these skills.



Junior High Girls Team won first place in basketball

Outcome #3: We will continue to focus on the mental health of our students.

- Students will engage in Mindful Monday's. Thrival Kits will be completed in as many classrooms as possible. Edcalme was introduced to the French Immersion students and used in the classrooms.



Parent Council provided Teachers some treats



Student council ran a food drive and donated

All these boxes of non-perishable food to

The food bank at Christmas Time.





École Riverside School

2021-2022 Highlights

As the pandemic restriction eased as the year progressed we were able to incorporate some new and exciting things at École Riverside this year. Students and staff were also excited to see the return of some of our “old” traditions—Mini Winter Festival, Festival Du, Voyager, year end awards assemblies and field day.

Here are 2 new activities we were able to add this year:

- 1) Traditional Land Based teaching with grade 5 French Immersion

The grade 5 class spent a night on the land where they learned life skills such as fire building, cooking over a fire, tipi building, trapping and sleeping in tents.

- 2) Traditional Teachings in Grade 7

These students learned to smudge, build fires, make medicine and bead.



WHAT WE INTEND TO CARRY FORWARD FOR 2022-2023

- 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)
- Collecting dried up pens, pencils and markers to recycle at STAPLES.



Juniper School

MESSAGE FROM THE SCHOOL PRINCIPAL

We started the 2021-2022 school year with the similar covid protocols in place where wearing masks and sanitizing was just part of the regular routine. By the spring we started to see a reduction in the restrictions and we continued to work on improving student well-being and focusing on the literacy and numeracy skills for students.

We had many great accomplishments throughout the year with monthly virtual assemblies, continuation of our virtues programming, the performance of two musicals and amazing learning opportunities that were planned by all our teachers.

We held several math/cultural camps with the kindergarten and grade 1 and 2 students. The grade 5 and grade 8's also enjoyed camps. During the 2021-22 year we began the Minopimatisiwin Program with a Kokom in our school and we are looking forward to continuing this program for the new school year. We continue to strive to offer opportunities for learning for our students with a strong emphasis on regular attendance. It is critical that students attend school everyday to maximize their learning and to help them grow academically to the best of their ability.

We also supported students with a numeracy support worker, helping our Grade K-3 students build on skills.

Juniper Jaguars LEAD by Love Learning, Excelling in all we do, Achieving goals together and Doing what is right. Through cooperation, and a sense of teamwork we will create "Success for All"! We will continue to strive for this as we move into this new school year.

I want to wish everyone a great year and I look forward to continuing to serve you as Principal of Juniper School. I wish all Juniper School staff and students an excellent 2022-2023 school 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.



Claws our mascot



Meet Nisis and Nisikos, who are new to Juniper School



School Profile

Number of Teachers: 24

Number of Ed. Assistants: 16

Number of Students: 248

Grade Level: K-8

Our Staff:

Mrs. L. Mayor (Principal)

Mr. S. Abara (Vice-Principal)

Ms. K. Fragomeni (Admin. Assistant)

Mrs. A. Ferguson (Kindergarten)

Mrs. M. Paradis (Grade 1)

Ms. K. Morris (Grade 1/2)

Ms. L. Gillis (Grade 2)

Ms. J. Porter (Grade 3)

Mrs. L. Watson (Grade 3/4)

Mrs. S. Boisvert (Grade 4)

Ms. U. Ellis (Grade 5)

Ms. A. Muirhead (Grade 5/6)

Ms. S. Horning (Grade 6)

Mrs. A. Foley (Grade 7)

Ms. S. Porth (Grade 7/8)

Mr. K. Thompson (Grade 8)

Mrs. S. Archarya-Srinivasa (K-3 resource)

Mrs. L. MacMillan (ELI teacher)

Ms. D. Martens (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. M. Taylor (Cree, K-Phys Ed, Health)

Ms. T. Park (Library Technician)

Substitute Teachers: Ms. R. Hewlison and Mr. C. Richards

Educational Assistants: L. Monteith, L. Preston, K. Peterkin, V. Neufeld, N. Alexander, D. Medwid, T. Hynes, D. McLeod, A. Daly, M. O'Handley, K. Boushie, J. Spates, L. Agustin, M. Moose, M. Marcelino, K. Danyluk

Speech/Language EA- H. Fudge

Head Custodian: Mrs. B. Vlahna

Day Custodian: Mr. J. Zhendo

Custodians: Mrs. D. Spence, Mrs. L. Elouafi



JUNIPER SCHOOL

2021-2022 Priorities

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

-strong beginning and ending assessments took place to help target learning gaps and focus on achievement throughout the year. We saw a good level of growth in students learning and we were able to add some targeted learning supports across all grade levels. Thematic and authentic learning opportunities were explored to help engage students in their learning. A math support worker was also hired to target math gaps.

Outcome #2: To improve school climate and promote positive mental health and engagement in our school.

-several programs were run in the school to promote school spirit, movement and exercise as well as Mental Health activities and the 'Thrival Kits.'

Outcome #3 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.

-Teachers did land based learning and outdoor teaching throughout the year. A teacher idea grant allowed 4 new camps added to the grade K-2 program. Our grade 5's participated in a fall camp as did our grade 8 students in their June transition camps.

Lessons were taught about residential schools, MMIWG2S, 60's scoop, Orange shirt day, Indigenous days to help move forward on the journey of truth and reconciliation.



We held a T-shirt design contest for pink shirt day- congratulations to the winning design here! Every child was gifted a pink shirt through student council.



JUNIPER SCHOOL



WHAT WE INTEND TO CARRY FORWARD FOR 2022-2023

As we plan for our new school year, we will be focusing on students attending school regularly to improve on student learning. We will focus on attendance goals as well as focusing on literacy and numeracy skills. As a school we are looking to incorporate more indigenous perspectives into our curriculum and encouraging more land based learning opportunities. We will continue to work on improving strategies around Mental Health and continue programs such as 'Kids in the Know' and the 'Thrival Kits'.



We share information on our Juniper School Facebook page so check it out if you have not 'liked' us yet. Check out the district website at www.mysterynet.mb.ca too!



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



Wapanohk Community School



School Profile-Our Staff:

Number of Teachers: 42

Number of Students: 526

Grade Level: K-8- Cree bilingual school

Our Staff: 2019-2020

Nadine Osborne K
 Amanda Taylor K
 Marcy Cooper 1
 Judy Dupas 1
 Gabrielle Thompson 1
 Sam Lawrence 2
 Sheri DeRose 2
 Lisa Ewen 2
 Gurpreet Kaur 3
 Mildred North 3
 Stefan Hudson 3
 Travis Grieves 4
 Luke Hudson 4
 Davi-Ann Morris 4
 Margaret Dumas 5
 Maria Regero 5
 Sam Bruderer 5
 Aleena Crane 6
 Cameron Flamand 6
 Karmelle Medwid 6
 Shawna Huber 7
 Laura Sopkowe 7
 Karmelle Medwid 7
 Brent Badiuk 8
 Flora Paco 8
 Gabrielle Lytle 8
 Cherish Beardy Cree
 Sarah Blair-Counsellor
 Sherri-Lynn Desjardine
 Cara Butler- Resource
 Rena Simard EBD
 Amy McConnell-LL
 Jennifer Bie ELI
 Katherine Almeida Music
 Sheri DeGroot Music
 Jerry Halcrow-Chris Pelchat PE

Jon Ross Merasty Moose PE
 Shannah McDonald-sec.
 Amanda Howell -sec.
 Laurel Roussin-connector
 Melody Churekrey-connector
 Lois Cormier-student support worker
 Gail Randall-librarian
 Amanda Bulter-vice principal
 Nadine Yetman-vice principal
 Kathleen Kelson-principal

Caretakers-Myrna McLellan,
 Dadhich Vias, Rachel Spence,
 Tania Tolstosheieva, Orysyia Chychula

MESSAGE FROM THE SCHOOL PRINCIPAL

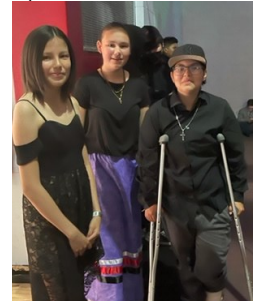
With our innovative and flexible teaching staff we maintained our course through the pandemic restrictions. Teaching to 498 students was a difficult task because some students were in class and some stayed home with COVID. We hovered around 60% attendance but managed to keep a positive outlook with the help of our teachers, students, and parents.

This year was Amanda Butler, our vice principal, last at Wapanohk School; we will miss her and her musical talent. Chris Pelchat who did a wonderful job of showing the students how to skin animals left us for northern Ontario. Gurpreet Kaur and Sikri Suman moved to Winnipeg. Our strength as a staff was to continue to love our students and to help them succeed.

At Wapanohk Community School we worked as a team. Our Community Connectors, Laurel Roussin and Melody Chuckrey, helped our parents with many events bringing the school and community closer together. We strived to make Wapanohk a safe and caring place where students are able to reach their full potential and to follow the Seven Teachings. We continued to communicate through the year with Facebook, messenger, email, phone calls and home visits. Look for our posts.

Nadine Yetman and parents created a group called BLT-bannock, language, and tea; they met twice a month; it was a great success. Parents are the key to student success, Ekosani.

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



FOCUS AREAS

- Literacy-reading
- Student engagement
- Parent engagement
- Understanding numeracy language and hands on activities
- Student assessments
- Land based activities
- Athletics-team sports
- Truth/ Reconciliation
- Community development
- Cree language/Culture
- Mental health
- After school music
- Arts festival
- Gardening



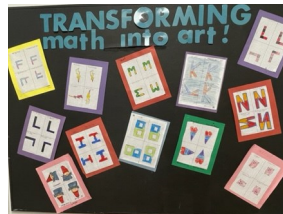
Wapanohk Community School

2021-2022 PRIORITIES



Literacy goal: to increase reading, writing, and comprehension levels using Early Literacy Intervention, Later Literacy, Daily Five or Daily Three. Daily blocks of literacy provided for students who are behind a year up to three years (with teachers and resource teachers).

Numeracy goal: to ensure that all student have the same mathematical language and are able to solve problems by mental math or other strategies, and be able articulate how they answered the problem. Primary students went out for math on land. Math support worker helped students who were having difficulty grasping math concepts.



"ta māmawi
māmitonēnitamak
pohko ōma kākinaw
kīnānaw inniwak., ki
cawāsīmisināwak ohci,
ta mino pimātiscik mīna
ta kiskinwamācik o-
pīkiskwēwinawāw ta
kiskēnitak wīnawāw
inniniwak ka
innīmocik."

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

Cree/culture goal: Students spoke Cree 30% of the time in the bilingual classes, and Cree language consultant continued organize and create new resources for the Cree classes. Cree was taught in all classes K-8. Teachers integrated Truth and Reconciliation and the 94 recommendations in their classes. Land based activities focused on cultural and survival activities.



Safety and health goal: to continue with bully awareness in and out class, and to ensure that students and teachers having mental health issues get help and understanding they need. The school continued to help students to understand everyone is different and deserves respect, and to practice the Seven Teachings in school and at home. Teachers continued to take students out for daily walks and to eat healthy snacks for physical, mental, spiritual and emotional health.

Community/parent engagement: to continue involving the community and parents. Wapanohk communicated to parents through Facebook, email, phone calls and messenger. The school continued programs on Zoom to involve families with literacy, and to encouraged parents to be part of our parent groups. The school encourages parents and students to attend events and activities.



Wapanohk Community School

WHAT WE INTEND TO CARRY FORWARD FOR 2022-2023

- Double up Literacy block in all grades K-8
- Cross Curricular lessons-emotional, mental, spiritual, and physical realm
- Inquiry method language arts as a motivator
- Cree language/culture activities in all classes
- Land based activities connected to all curriculum K-8
- Student engagement, parent engagement and community involvement
- Data collection-cascade

SCHOOL HIGHLIGHTS

- Grade 8 promotion in the gym with traditional shirts and skirts-drumming
- Grade 5-8 classes walked to the bridge for MMIWC2S
- Bannock, Language , and Tea parent group
- Outdoor classroom being used-Land based activities in physical education and classrooms K-8
- Kindergarten graduation in the gym with traditional stoles-local drum group
- Christmas attendance draw
- Mini makosewi feast-5 families
- Completion of FAST with 7 families
- Indigenous Veteran's Day ceremony and bulletin boards-celebrations and tribute in the arbour with class wreaths
- Play "Breaking Free" -residential schools-round dance K-8
- Camps for grade 8 at mile 20 and Scouts camp
- Family literacy night through zoom
- Breakfast program for K-6 2 or 3 of the food groups; 7 & 8 have fruit, granola bars and yogurt.
- Pancake breakfasts for students
- Small gardens by some classroom and potato garden grade 7
- Lighthouse, Rec and Read program for grade 4 and grade 8's
- Volleyball, basketball, badminton and baseball back on track
- Terry Fox run by cohorts-raised \$630
- Mini-winterfest within cohorts and wiener roast
- Grade 7 camping trip-fundraising wiener Wednesdays
- Grade 8 fundraising-taco in the bag and bannock tacos
- Cree spelling bee
- Smudging in classrooms
- Mental health PD-Stephan DeGroot and counsellors
- Music, Cree, and Library in the classrooms
- Music with percussion (no singing)
- Tribute to the residential schoolchildren-Walk for Wenjack and 215 unmarked graves walk





WESTWOOD SCHOOL

“A Great Place to Grow”

Message From the School Principal

With the pandemic winding down, we are finally starting to feel like it is school as usual. I am so proud of how our Westwood family has navigated the past few years. Successful teaching is grounded in solid relationships and effective communication. We have found cautious relief in finally removing the barriers and space that has protected us, yet prevented us from teaching in the most memorable and impactful ways. We will take with us the many lessons learned, and move forward into this brand new year of restored traditions and latest advancements, allowing the enthusiasm and curiosity of our resilient students to continue to inspire our work.

It is with optimism and enthusiasm that I welcome back our Westwood staff, students, and families. I send well-wishes to those who have moved on and a warm greeting to the newest members of our Westwood family. We are a proud bunch of Vikings and look forward to a fantastic school year.

Farewells & Welcomes:

We bid a fond farewell to Mrs. O’Gilvie (VP) who moved to Brandon, Ms. Pokotylo & Mr. Sauve (Gr. 6) who moved away, Mr. Valentino (PE) who transferred to RDPC, Ms. Taylor (Gr. 4) transferred to JUN, Mr. MacDonald (Head Caretaker) transferred to BW. We thank Mr. Harrington (Assigned Sub) and any other out-going staff for their time with us.

Westwood extends a warm welcome to all the new staff joining us this year: Ms. Lee (Grade 2), Mrs. Dherdi (Grade 4), Ms. Johnson and Mr. Abara (Grade 6), Ms. Miscavish (Phys. Ed.), Ms. Gibeault (IDEAL Resource) and Ms. Sood (Assigned Sub). We also wish Mrs. MacDonald the best of luck in her new role as Vice-Principal. We are grateful for the enthusiasm and diversity that these staff members bring to our school!



School Profile

Number of Teachers: 27

Number of Students: 300

Grade Level: K-8

Our Staff:

Principal: Mrs. Griffin

Vice-Principal:

Mrs. MacDonald

Kindergarten: Mrs. Belanger

Grade 1: Ms. Rindall

Grade 1/2: Mrs. Dixon

Grade 2: Ms. Lee

Grade 3: Ms. Wilson &

Mrs. Smeaton

Grade 4: Ms. Bettess &

Mrs. Dherdi

Grade 5: Ms. Osberg &

Ms. McCartney

Grade 6: Ms. Johnson &

Mr. Abara

Grade 7: Ms. Thompson &

Ms. Mercer

Grade 8: Ms. Grant &

Mr. Kennedy

Gr. 7 & 8 French: Mr. Nundu

Early Literacy Intervention: Mr. Ziemanski

Counsellor: Mrs. Nerbas

K-4 Resource: Mrs. Janisch

5-8 Resource: Mrs. Duarte

IDEAL Resource: Ms. Gibeault & Mrs. MacDonald

K-6 Physical Education:

Ms. Miscavish

7-8 Physical Education:

Ms. Thompson

K-3 Music: Mrs. Dunn

K, 4-6 & IDEAL Music: Ms. Lowe

Assigned Substitutes:

Mrs. Caddy, Ms. Sood & Mrs. Dunn

Administrative Assistant:

Mrs. Hykawy

Library Clerk: Mrs. Young

Speech E.A.: Mrs. Shatford

ELA Support Person: Shirley Miscavish

Numeracy Support-M. Spracklin

Educational Assistants: T. Ault, D. Bowser, J. Haas, S. Johnson, R. Cuenca, S. Miranda, R. Patel, B. Moody, T. Paris, E. Pascual, P. Puri, L. Remic, L. Shabani, E. Timbang, S. Thapar & S. Thompson.

Custodial Staff: Ms. Lumberio (Head Caretaker), Mrs. Thompson & Ms. Zhao

WESTWOOD SCHOOL



Project of Heart



Throughout the 2021-2022 school year, Westwood staff and students participated in the Project of Heart initiative: an inquiry based, hands on, collaborative, intergenerational, artistic journey of seeking truth about the history of Aboriginal people in Canada.

The purpose of this project is threefold:

1. To examine the history and legacy of Indian Residential Schools in Canada and to seek the truth about that history, leading to the acknowledgement of the extent of loss to former students, their families and communities.
2. To commemorate the lives of the thousands of Indigenous children who died as a result of the residential school experience.
3. To call Canadians to action, through social justice endeavors, to change our present and future history collectively.

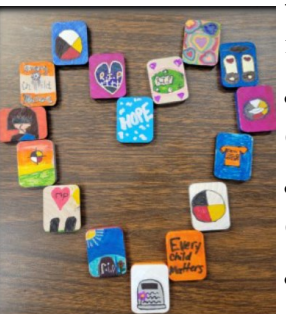


Classes began the year by broadly investigating the history and legacy of Indian Residential Schools (IRS) in Canada, through books, videos and discussions. Next, classes chose a specific IRS to learn about in greater detail, including the history of the land on which it stands/stood, the history of the community, and even specific stories from that IRS. The entire school then completed a gesture of reconciliation by decorating wooden tiles with images and messages meant to pay tribute to the precious children lost and to the survivors, their families and communities (these tiles will be crafted into a collaborative art display). Classes also invited residential school survivors and local knowledge keepers to share their experiences with the students. The final steps of Project of Heart include contribution and commitment to social action initiatives: remembering and sharing what was learned.



Some of our most valuable experiences and initiatives throughout the year:

- In class exploration of the floor map of Canada, to learn about the land on which we stand, including traditional communities, territories, languages and histories
- Truth & Reconciliation Week Educational Programming through the NCTR
- Art installations throughout the school including a MMIWG installation (Mrs. Nsi's Grade 2 class), Orange Shirt Art (Ms. Mercer's Grade 7 classes) and our collaborative 'Every Child Matters' banner (K-8 staff and students)
- Zoom presentations from Winnipeg author, David A. Robertson, to listen to his experiences and read/discuss his books: 'When We Were Alone' and 'On The Trap-line'
- Mini-Trappers Festival (run in conjunction with the 'On the Trapline' study) to teach students about traditional trapping practices, animal furs and tracks, and the importance of trapping in Indigenous communities and history
- Akihtaso (Math on the Land) camp where Grade 1 and 2 students were able to apply in class math concepts to land-based learning scenarios
- Inviting local elders into the class to share their knowledge and experiences
- Attending National Indigenous Peoples Day celebrations at City Hall (Grade 8s)



We are deeply grateful for the knowledge gained through the Project of Heart experience, and for those who shared their personal experiences and knowledge with our staff and students. We look forward to continuing these meaningful lessons and practices with students moving forward on our continued journey towards reconciliation.

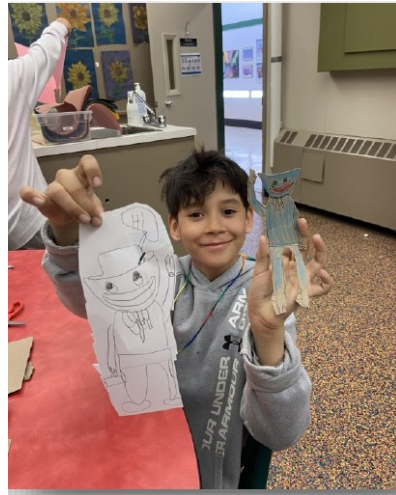


WESTWOOD MENTAL HEALTH AND WELLNESS DAY



On May 5, 2022, Westwood students participated in mental health and wellness workshops all afternoon! Instead of following our usual classroom schedules, students signed up for two workshops facilitated by Westwood staff. Students were able to choose from a variety of different activities promoting mental health and well-being, including: smoothie, cookie, s'more making, nature walks and journaling, basketball, camp fire, dance, gratitude jars, puzzles and a range of visual art projects! Through these workshops, students learned different techniques to help support their physical and mental health, as well as making new connections and friendships along the way!

This day was made possible through a NRHA grant. A big thank you also goes out to Mrs. Nerbas for her hard work, conceptualizing, coordinating and organizing this amazing afternoon!



Above: Grade 4 students show their work in Mrs. MacDonald's Maker Space, where they were able to build anything they imagined!



Above: Kindergarten to Grade 3 students use scarves and ribbons in Mrs. Dixon's Interpretive Dance workshop.

Other Special Guests and Events

Westwood was honoured to host a variety of guests and special events in addition to those that contributed to Project of Heart. Here are some highlights from our classes!



Kelly Taite visited Ms. McCartney's Grade 5 and Ms. Smeaton's Grade 3 classes for an interactive math workshop! Students measured how far their rockets travelled and completed a GPS scavenger hunt!



Mr. Kennedy and Ms. Grant's Grade 8 classes participated in a soapstone carving workshop with Brian Davis.



Mrs. Dixon's Grade 1/2 class had a visit from wildlife biologist Joanie Kennah during their living things unit. Here she shows an antler to a keen Grade 2 student!



Westwood School



Physical Education and Athletics



During the month of May, Grade 3 to 6 students were able to participate in weekly dodgeball intramurals over the lunch hour. Students practiced their agility and teamwork while playing different variations of this classic gym activity. Some teachers even came out to take part! Thanks to Mr. Valentino for coordinating these awesome games.

Our Westwood basketball teams excelled at the tournament held in early June at RD Parker. The Grade 7/8 girls team, coached by Kaitlynn and Cassidy Morin, took home second place after a hard fought final and a strong showing throughout the season. The Grade 7/8 boys team, coached by Mr. Sauve and Mr. Harrington (pictured left), powered past their competitors to win the tournament and take home the hardware! Westwood School is proud of the dedication, perseverance, and sportsmanship shown by both teams throughout the season - way to go Vikings!

Field Day at Westwood was full of sunny skies, smiling faces and some friendly competition between students. Students from Kindergarten to Grade 6 participated in small events around the playground, including: egg and spoon races, water relay races, and two indoor obstacle courses! Students were also able to take a break at the freezie station and enjoy a cool treat while they relaxed in the sunshine. A big thank you goes out to Mr. Valentino for planning such a great day, and to the Grade 8 students who helped at each station.

Below: Students from Ms. McCartney's Grade 5 class participate in the egg and spoon race, the obstacle course and the bucket relay.



Stay tuned throughout the year for updates on team tryouts, athletic events and intramural sports!

Picnic on the Playground

In June, students and families in the Westwood community were invited to the school for our annual Picnic on the Playground! Westwood staff served up hamburgers, hot dogs, watermelon, popcorn and more to our eager attendees. We appreciate the hard work of all our staff and the enthusiastic support of those who came out - sunny skies, great music and smiling faces helped to make the day a great success!

Right: Mrs. MacDonald and Mrs. Young run the BBQ, while Ms. Lowe, Mrs. Thompson, Ms. Janisch and Mrs. Duarte prep food before the big event





Westwood School



The Arts

It was great to hear the harmonies and high notes of our Grade 4-8 choir as they performed at our end of year awards assembly! Led by Mrs. Lowe, the choir performed two memorable songs. Their dedication to their weekly lunch hour practices was clear as they performed with confidence and enthusiasm.

Right: Grade 4 and 5 students perform as part of the choir



A virtual Festival of the Arts was held in Thompson from May 2nd to May 30th. This festival celebrated individual and group achievements in a variety of artistic disciplines including dance, instrumental music, vocal music, visual art and dance. Many Westwood classes and students submitted artwork and musical performances for consideration. Congratulations to the individuals and classes awarded prizes for their work, and thank you to Mrs. Janisch for coordinating our Westwood submissions!



Selected class submissions for the Festival of the Arts

Clockwise from top left: Winter blended landscapes (Grade 4 Dunn/Taylor); Tree of Life - inspired by Gustav Klimt (Grade 2 Nsi); Remembrance Day landscape (Grade 6 Pokotylo) and Abstract Art (Grade 1 Rindall)



Grade 8 Promotion



Westwood was thrilled to host our Grade 8 promotion ceremony in person and in the school this past June. This year's promotion honoured one of our largest grade 8 classes, with 56 chic and dapper students crossing the stage to receive their promotion certificates. Mrs. Griffin, Mrs. O'Gilvie, Ms. Grant and Mr. Kennedy all shared words of wisdom and encouragement throughout the ceremony. The evening wrapped up with a slideshow presentation thoughtfully arranged by Mrs. Dunn, which summed up their Westwood experience.

Westwood wishes all our Grade 8 graduates luck and success as they begin their first year at RD Parker!

Pictured to the left with Victor the Viking are Aiden Charron (recipient of the Rylan Solski Memorial Scholarship) and Dilshaan Saggu (recipient of the Male Athlete of the Year Award).

Right: Grade 8 students engaged in soap stone carving.



Other Memorable Highlights:

- Gr. 7 Olympian Q & A
- Volleyball, Badminton, Dodgeball, Softball, etc.
- Gr. 8 Ski Trip Transition Camps and School Sleepover
- Spirit Week
- 100 Day
- Mini-Winterfest
- Fundraisers, including Farm to School & Purdy Chocolatiers
- Picnic on the Playground
- Skills Canada and Junior Achievement Events
- Holiday Celebrations

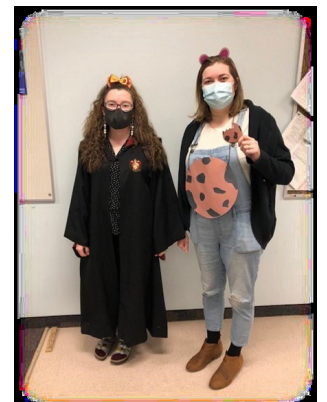


Above: Gr. 8 Ski Trip

Right: Mrs. Dixon & Mrs. Dunn dressed up as book characters for

I Love to Read Month

Left: Painting in Mr. Kennedy's Grade 8 classroom, designed and painted by students in his class



R.D. PARKER COLLEGIATE

2021-22 Academic Year

SCHOOL PROFILE

Student Enrollment: 937

Teachers: 70

Counsellors: 4

Support Staff: 54

FOCUS AREAS

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

The 2021-22 school year began with public health restrictions still in place as we tried our best to return to “business as usual” before the pandemic set in. We did have a short period of school closure after the winter break as the COVID-19 Omicron variant numbers were on the rise throughout the province. We at R.D. Parker, provided virtual learning opportunities to our students during the week of January 10 -15 and returned to in-person learning on January 17, 2022.

As we shifted into 2nd semester, public health restrictions began to lessen, which resulted in extra-curricular school sports resuming and travel to northern communities and Winnipeg permitted. Our band community was pleased to get back to performing for the public once again. The return to a functioning cafeteria offering delicious meals and snacks was an exciting moment for our R. D. Parker family as well.

This year, our graduation ceremony had a familiar look as we set up at the Thompson Regional Community Centre. Family and friends were present in-person for the June 29 ceremony. On that day, 151 graduates received their diplomas and/or leaving certificates.

We look forward to working with our students, while maintaining and building relationships with their families for the upcoming school year.



(Project created by our Pathways students in our new Indigenous Art course)



Learners Today, Leaders Tomorrow



Priority – Graduation Rates

Priority #1

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

Priority #2

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

Priority #3

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

Priority #4

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

Indicators

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

Attendance Rates

September	88.7 %
October	83.2%
November	83.2 %
December	77.2 %
January	84.2 %
February	84.2 %
March	84.6 %
April	84.6 %
May	78.4 %
June	83.0 %

Strategies/Results

R.D. Parker uses Connect products, that allow students and parents to check attendance, see assignments that are due and overdue, check current marks, and print assignments. Teachers work diligently to keep the information in Student Connect current. Last year we had over 3140 unique logins to Parent Connect and almost 7410 views in total. Students accessed Student Connect almost 71 370 times last year.

Automated calls were generated daily when a student missed a class so parents and guardians were aware. Teachers made calls home after 5-8 absences and again after 9-11 absences. Teachers went above and beyond in continuing to use new technologies and methods of teaching, including the use of Google classrooms, recording lessons, and teaching virtually.

We continued our credit recovery program this year. During the school year, students took the credit recovery modules home to complete. Credit recovery is an opportunity for students who receive a minimum of 35% as a final grade, to complete work and receive the credit without repeating the entire course. Credit recovery is offered for the core subjects in grade 9 and 10 (English, Mathematics, Science, Social Studies & Geography) and all grade levels of physical education. 152 students were enrolled in credit recovery for the 2021-2022 school year and 98 credits were issued.

R.D. Parker offers a mature student program for students who have had difficulty achieving the 30 credits required to graduate. The program is held offsite from the main campus of R.D. Parker and has been very successful since its inception. This school year, thirty-three students entered in the mature student program and twenty-five graduated on June 29, 2022. Additionally, four Pathways students and six IDEAL students received their school leaving certificates on June 29, 2022.

R.D. Parker Collegiate

Priority – SCHOOL CLIMATE & STUDENT ENGAGEMENT

Priority #5

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

Priority #6

We are committed to providing opportunities for our students, staff, and community as we work towards reconciliation.

Priority #7

We are committed to working with our local community and families to form relationships that will increase opportunities for our school community and student body.



Indicators

Student participation in activities that develop a strong sense of safety, belonging, and positive mental health, such as a wide range of extra-curricular activities, student planning Equity for Social Justice and Education for Sustainable Development initiatives, and working with community partners.

Strategies / Results

Groups such as Students Offering Support and Spirit Squad planned events throughout the year that our student population enjoyed, while Hands, Heart and Hope operated with a more community-minded approach that included collecting 1000lbs of food for the Thompson Seniors Community Resource Council. After school sports resumed when Public Health restrictions allowed us to do so.

This year, R.D. Parker staff volunteered to form an Indigenous Committee that met several times to discuss our cultural climate. This included planning activities for the week of Truth and Reconciliation at the end of September culminating with Orange Shirt Day that we observed on September 29, 2021. Our Youth Aboriginal Council (YAC) joined by planning small fundraisers for the school to have our own tipi.

A small group of Pathways students were invited to Mile 20 for a day of teaching on the land. Pathways students invited SDML Family Outreach Coordinator Lyle Massan and SDML Cree Language Consultant Starlett Beardy into their classroom to learn about smudging. Three teachers participated in the pilot project entitled Elders and Knowledge Keepers in Schools. This group of teachers began to expand their knowledge and learning journey about reconciliation along with their students.

R.D. Parker was fortunate to re-establish previous partnerships and start new ones with MKO Youth Partnership, Ma-Mow-We-Tak Friendship Centre, and Thompson Kin Club to name a few. Our students benefitted from working alongside these valued community members.



R.D. Parker Collegiate

Priority – Future Employment Skills

Priority #8

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

Priority #9

We are committed to provide opportunities to experience a variety of Industrial Arts courses, such as Textiles & Design, Foods & Nutrition, Metalworking, Electronics, and Woodworking.

Indicators

We will maintain the accredited trades and 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

R.D. Parker continued our accreditation from Apprenticeship Manitoba for the Automotive Service Technician Program, Heavy Duty Equipment Technician Program, and Hairstylist Program. Our vocational programming included Automotive Service Technician, Heavy Duty Equipment Technician Program, Cosmetology, Carpentry, Culinary Arts and Design Drafting. A 0.25 high school apprenticeship program/Career coordinator position continued this year.



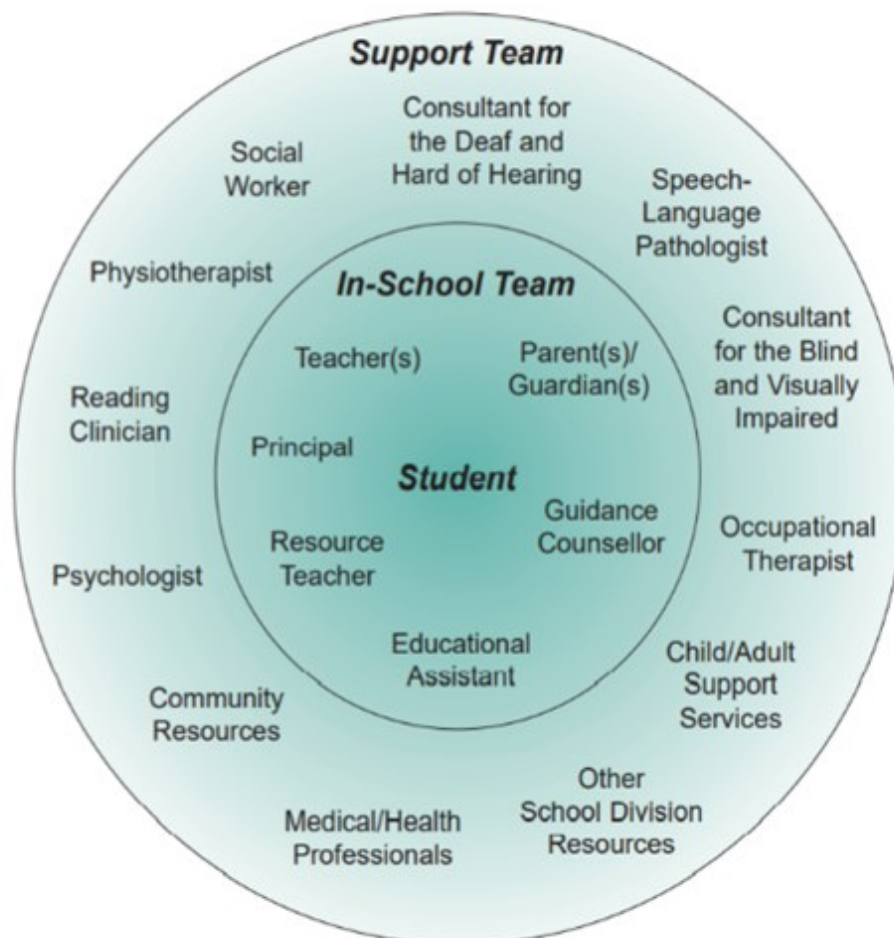
All Grade 7 and 8 students in the district returned to us this year to take Practical Arts classes at R.D. Parker. These classes include Food and Nutrition, Textile and Design, Woodworking, Metalworking, Indigenous Art and Drafting. (Picture: tobacco ties and pouches, created by junior high students in Indigenous Art, to present during our graduation ceremony)

Our Grade 9 Career Development: Life/Work Exploration classes are very popular with our students. Lifeworks offers information regarding various careers that students can pursue in the future. Presentations this year included Shannon Johnston - Geologist at Vale; Felix Spence - Northern Director of the Manitoba Apprenticeship Program; Thompson Fire Department and Emergency Services; Leslie Allard - Addictions Counsellor; Greg Szocs - Safe Workers of Tomorrow and Hydro; Prashant Desai - Director of Maintenance at Alliance Maintenance Services; Terry Ryan - RCMP Constable; and Chelsea Lillbeck & Jordan Osborne - Chiropractors. Students who earn a Lifeworks credit have an opportunity to earn an additional two credits from employment later in their high school career.

Our counsellors in the Student Services Department are an excellent source of career information for our students. Counsellors help guide students toward post-secondary education and possible career paths. They help our students apply to colleges and universities and assist with resume writing.

Student Services Team

- ◆ **Student Services Coordinator –Jolene Brown**
- ◆ **Administrative Assistant-Maria McMurdo**
- ◆ **Speech/ Language Pathologist**
- ◆ **Psychologist-Vern Kebernik**
- ◆ **Speech/Language Educational Assistants
Mary Lee Dawson, Holly Fudge, Alison Shatford**



Student Services Planning & Programming

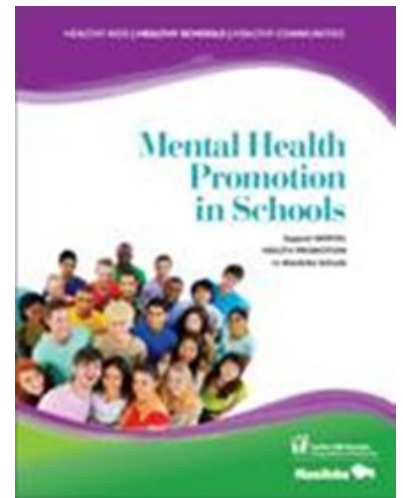
The Role of Mental Health in Schools



Schools have always played a role in our students' mental health. However, as the effects of the pandemic are becoming more and more prevalent, the focus on mental health is at the forefront. Not only is the mental health of students important, we also recognize the importance of the mental health of our staff and families.

There have been a variety of programs and initiatives within the School District of Mystery Lake that have a mental health and well-being focus. Some of these have

included mindfulness techniques, Thrival Kits, The MindUP curriculum, virtues, SafeTalk, Mental Health First Aid, Speak Up and a district wide junior high health fair. During the 2021-2022 mental health fair, students in grades 7 and 8 across the district came together for a full day at R.D. Parker Collegiate. The students participated in sessions throughout the day on various topics. The goal of the fair is to create opportunities to explore areas of interest as an outlet that students might use when feeling overwhelmed/stressed. They get to explore areas such as art, music, fitness, nutrition and land based education that appeal to them. Students may then realize they wish to pursue one or more of these as extra-curricular activities. The school district is grateful for all of the community partners and school staff that offer sessions for our students. This has become a yearly event and we are always looking for new topics to offer.



School counsellors are also available in each school that help to support our students and staff. They work with individual students, small groups and offer classroom sessions. Counsellors also help families and are able to make connections to valuable resources in our community and province. If you are wondering if a school counsellor could help you or your child or what resources may be available, please reach out to your school and they will connect you.

For more information and resources on mental health for both children and adults, please visit

<https://www.gov.mb.ca/healthyschools/topics/mental/index.html> .

Curriculum Services Support Team

- ◇ Numeracy Support Teacher-Kelly Taite
- ◇ Cultural Proficient Education Consultant Loretta Dykun
- ◇ Cree Language Consultant-Starlett Beardy
- ◇ French Language Coordinator –Amy Portey
- ◇ Literacy Support Teachers-Donna Drebit & Caelin Webber
- ◇ Family Outreach Coordinator –Lyle Massan





Cultural Proficiency

Indigenous Perspective

The 2021-22 school year has flown by as our team worked hard to co-deliver many classroom initiatives, activities, events, and camps for students and schools while adhering to covid 19 safety guidelines.

We worked 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 worked 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 would like to acknowledge and thank the numerous community partnerships (including both in kind cash contributions) that helped make these district initiatives a success. This year we received support funding from the RCMP and MKO/TUAS that significantly enhanced the delivery of the many land based camp initiatives that we were able to deliver to students, families, schools and the community at large.

Some of the initiatives and activities for the 2021-2022 school year:

- Hosted a fall land based day of learning at Mile 20 site for grade 4 and 6 students
- Hosted Akihtaso Math Camps for all Kindergarten and grade 1 classes throughout the District.
- Co-delivered 2 Cultural Proficiency/Blanket Exercise Training for SDML Staff and Partnerships
- Co-delivered 2 days of Land Based Day of Learning at Mile 20 Site for community partnerships and SDML staff.
- Continued to build the District Teacher Resource Library to promote our collective journey to truth and reconciliation focused on Indigenous and Northern perspectives, social justice, corrective history and culturally proficient practices
- Hosted the district wide Mini Winter Festivals at each school from March 22nd-May 14th (combination of online and outside in person).
- Delivered 14 Seven Teachings mini workshop sessions for youth during National Indigenous Peoples Day Celebrations (including the Student Soaring Eagle Awards).
- Remained committed to the Indigenous Accord and Thompson Urban Indigenous Strategy Partnerships.
- Continued to provide teachers with resources and other supports as requested.
- Supported the Juniper School K-1/2 teachers to deliver their 4 planned seasonal land based camps as per their Land Based program.
- Supported the Annual Sikkwan Mamowewin Gathering at Mile 20 Site. Hosted students, families, and community day camps.
- Delivered 5 Transition Camps at Mile 20 Site and Scouts Camps for grade 8's and High School mentors.



We are excited for the upcoming school year and look forward to working in collaboration to deliver initiatives that promote student success and positive self identity to find Mino-Pimatisiwin.



Cree Language & Indigenous Perspective



Tansi,?edlanet'e, bonjour, hello everyone!

This past year has been jam-packed with humble teachings, land-based camps, language research, and ongoing relationship-building. I have been fortunate to have a team of knowledge keepers, allies and supportive staff at the district to continue the work of reconciliation within our district. Some of the highlights during my time in this position is the ongoing, gathering of Cree language resources. Language work is a responsibility that each of us can nurture in small ways that make a big difference for all students.

Throughout the school year, along with the Family Outreach Coordinator, we were a part of supporting a “kokom in the school.” Two schools were selected to

welcome a grandmother in their respective schools. Working with kokom in a supportive role was rewarding for myself respectively, I can only imagine how students felt when they were in her company. Some of the activities with kokom included beading, sewing, baking, games, seven teachings, reading and tutoring.

As part of the Curriculum Services Team, we initiated an inclusive Full Moon Ceremony that honours all students. Students were given teachings beforehand and invited to attend. We had a total of 60 students and staff attend the very first ceremony at Wapanohk Community School grounds. It was an evening of songs, sharing stories and a feast. Everyone went home feeling a sense of belonging and connection to one another as girls, 2-spirited persons, boys, men and women. It was initiated to have schools encourage, empower and nurture positive youth identity...when students feel important, they begin to believe it themselves.

Another annual event that took place was the Cree Language Festival. This year in particular, WCS held their first annual Cree Spelling Bee. It was amazing to be a part of a new initiative that ignited the competitive spirits of students and in this case, the inninimowin language. The students appeared to enjoy themselves and it was surprising to see how much students knew and you can tell who practiced... Indigenous and non-Indigenous speakers a-like.

It was an exciting year for language work, it would not be possible without the many administrators, teachers, staff and of course...the students! They are the reason this work matters.

Literacy Support

The 2021-2022 was another challenging and busy year as we worked through Covid protocols to provide programming for our teachers and students. This year we were able to purchase the Indigenous People's Atlas of Canada Giant Floor Map and provide professional development for teachers as well as interactive activities for students.

The map shows the locations of Indigenous communities, residential schools, reserves and more. Rather than political borders, Canada is broken up into Indigenous language groups. Included with the map are activities divided into 15 sections: Climate Change, Connection to the Land, Indigenous Governance, Housing, Human Rights, Indigenous Languages, Movement of People, Notable People, Original Place Names, Residential Schools, Seasonal Cycles and Migration Patterns, Symbols, Using the Timeline, Trade Routes and Traplines, Treaties, Land Disputes and Agreements and Rights.



Many professional development opportunities were offered in and out of classrooms for teachers and students. Report Card Writing, Grade 3 Assessment, Wordless Picture Books, Benchmark Assessments, Identity Paddles, and Talking Sticks are just a few of the many that were offered. The students were very excited about learning on the land.

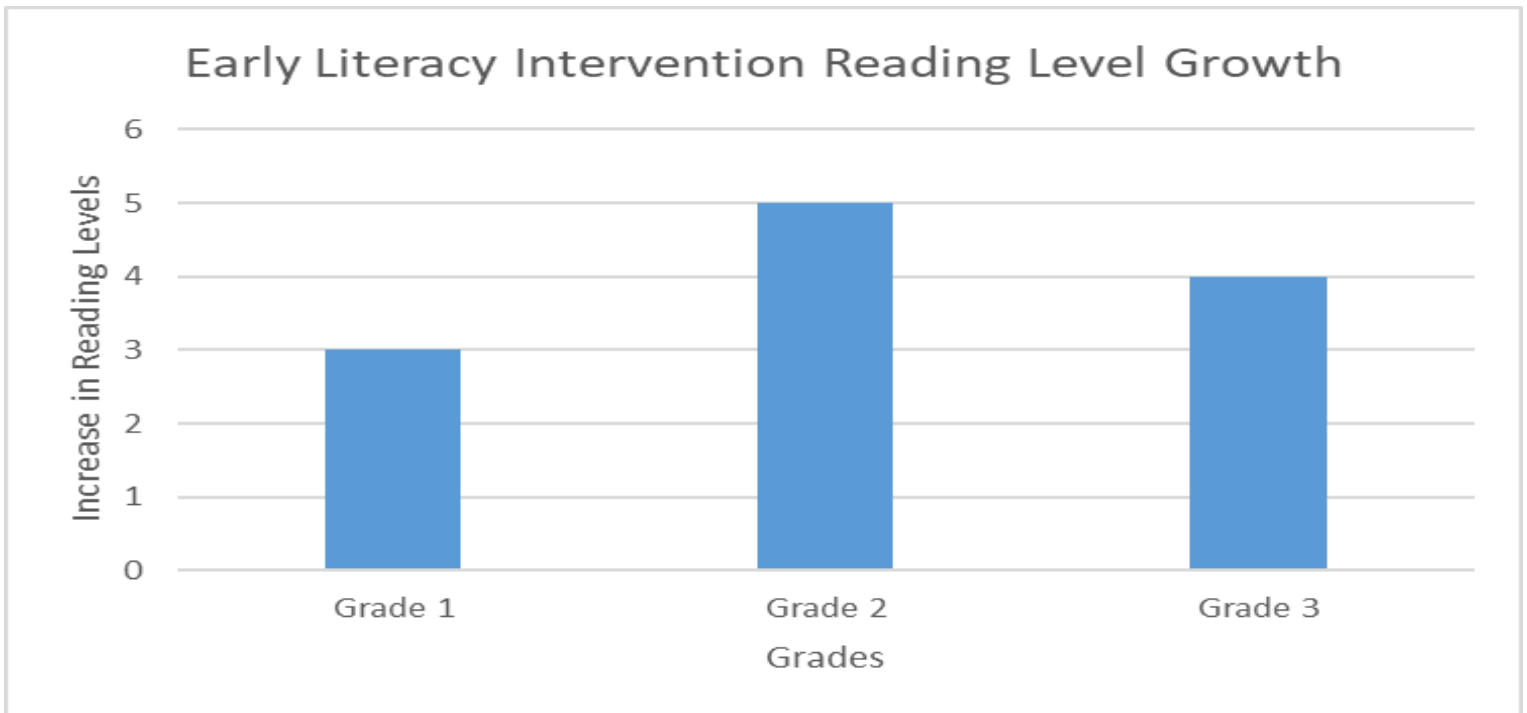


Throughout the year, we worked with various teachers to cover the more uncomfortable and difficult topics of residential schools, sixties scoop, and missing and murdered indigenous women, just to name a few. Students took the task of respectfully learning about these issues and turned their learning into action. To commemorate Missing and Murdered Indigenous Women and Girls and 2 Spirited, Deerwood students organized a march through Thompson inviting all schools to participate. Even in the rainy weather the students continued to show great spirit and pride.



Literacy Support Continued

Our Early Literacy Intervention Program was back again for the 2021-2022 school year and was again an abnormal one due to Covid restrictions and the need to ensure social distancing and no crossing cohorts, as well as the need to reassign teachers to take over classrooms. The disruption in services was not as substantial as in the previous years, and the Literacy Intervention teachers persevered with the challenge of meeting the needs of as many students as possible. We experienced a fluctuation in attendance in some schools due to Covid. Our wait list for ELI in October 2021 was sitting at 297 students. Between the Early Literacy Support program and their continued support of classroom teachers, our wait list as of June 2022 is now at 78 students.



Literacy Support Continued

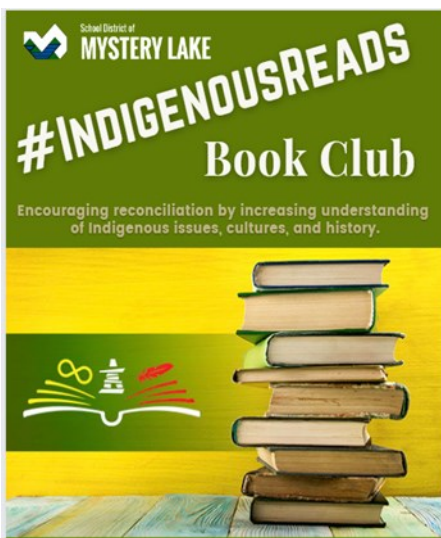
Continuing pandemic protocols continued to keep us all on our toes during the 2021-2022 school year. Flexibility and creativity on the part of both students and staff allowed us all to continue to learn in exciting new ways. Literacy Support was fortunate to collaborate closely with other members of the Curriculum Services team to offer a number of new initiatives this year.



Ron Cook & Dave Swanson at BISSP 2022

In February 2022, we hosted the provincial Building Student Success with Indigenous Parents (BSSIP) Virtual Gathering, both virtually and here in Thompson. The theme of this year’s conference was “ācimōwina kika māmawīkonaw/Stories Will Bring Us Together”. Schools throughout Manitoba attended the gathering, which included keynote teachings from Ron Cook and Dave Swanson, as well as books and activities for parents and staff.

Literacy Support was able to offer targeted professional development sessions this year, including afterschool sessions on “Using Graphic Novels in the Classroom”. Graphic novels are especially useful resources when trying to engage students of various reading and interest levels. To this end, Literacy Support also added 16 new Literature Circle sets of graphic novels for teachers to use in their classrooms.



Another professional development session offered was “Exploring Indigenous Literature”. Teachers who attended were able to discover new and exciting ways to incorporate Indigenous books, podcasts and websites into their everyday classroom practices, with the goal to “teach Indigenous brilliance and success as much as Indigenous suffering and trauma.” To continue to support SDML staff, 340 new resources were added this year to the Indigenous Resource Library. Additionally, teachers were invited to join our *#IndigenousReads* book club this year, with the aim of encouraging reconciliation by increasing understanding of Indigenous issues, cultures and history. We had 25 participants who read and discussed 5 books throughout the year. We are hoping to expand our reach and invite all SDML staff to join this year.

Numeracy Support

My first year in the role of Numeracy Support Teacher has been filled with invaluable learning experiences. The students and staff of SDML have welcomed me with open arms, and demonstrated how powerful and transformative mathematics can be.



One of our central projects this year has been the development and delivery of Math on the Land camps. Aptly named akihtaso (“counting” in ininew/Cree), the Curriculum Services team was able to offer half day camps for all Grade Kindergarten and Grade One classes in the district, along with a few Grade 1/2 classes. While numeracy was the primary focus, literacy, cultural proficiency, language and traditional teachings were integrated throughout the activities.

These camps were held throughout the school year, and activities were adapted for each season. Some camps were even held when temperatures dipped below -40°C , but students came prepared and were real troopers!



Activities included estimating and measuring animal furs, antler math, fishing for numbers, animals track comparisons, and so much more! And who could forget our sled dog and puppy counting! Math on the Land kits were made to complement these activities and to encourage teachers to integrate these ideas into their classroom practice.



A love of math starts with hands-on, tangible activities that students and teachers can relate to the real world. With this in mind, Numeracy Support offered a number of “Make and Take” workshops, where teachers could share ideas that worked in their classrooms, and make ready-to-use resources to try out with their students. Two Numeracy Support Educational Assistants worked one-

on-one and in small groups at Juniper School, Wapanohk Community School and Burntwood School last year, and we are hoping to expand this to all schools this coming year. Six math carts loaded with math games and manipulatives were also created for each district elementary school, and will be distributed this month.



I look forward to watching the enthusiasm and appreciation of numeracy continue to grow in the School District of Mystery Lake.

French Coordinator

École Riverside school offers French Immersion for K-8 students, RDPC continues with 9-12 Immersion, and five of our elementary schools offer French Communication and Culture (FC&C) classes for students in Grade 4-8. FC&C classes are also available for grade 9-12 students at RDPC.

Many engaging activities occurred for both Immersion and FC&C students this past school year. French Immersion students celebrated the French language, and French & Métis culture during Festival du Voyageur week in February with Live Zoom presentations from Fort Gibraltar in Winnipeg, crafts, jigging classes with Ricky Pronteau, and maple syrup taffy (a traditional French treat)! Our grade 6-8 FC&C students took part in Festival du Voyageur with the same crafts and live Zoom sessions as a pilot project that will continue to expand.



Tibert le Voyageur, a French Métis educator and storyteller, visited all schools with entertaining stories and presentations. He also held French oral and written storytelling workshops for our grade 4-12 Immersion students. Our Immersion students are honing their oral presentation skills with a return of participation in the Canadian Parents for French oral competition – Concours d'Art Oratoire.



SDML District Attendance 90% target attendance

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

EVERYBODY IN SCHOOL EVERY DAY!



2021/22 DISTRICT ONLY ATTENDANCE
20/09/2022



DISTRICT STATISTICS PLAN

Goal	Expected Progress									
District Attendance 21/22 : 90 % Attendance to 90 % Attendance	Month 1 01/10/2021	Month 2 01/11/2021	Month 3 01/12/2021	Month 4 01/01/2022	Month 5 01/02/2022	Month 6 01/03/2022	Month 7 01/04/2022	Month 8 01/05/2022	Month 9 01/06/2022	Average completion per. Month
	86.8 / 90	84 / 90	81.3 / 90	74.9 / 90	77.6 / 90	79.4 / 90	79.9 / 90	78.4 / 90	79.7 / 90	80.22 / 90
	3 % Attendance ahead	6 % Attendance ahead	9 % Attendance ahead	15 % Attendance ahead	12 % Attendance ahead	11 % Attendance ahead	10 % Attendance ahead	12 % Attendance ahead	10 % Attendance ahead	10 ahead

Students In/Out



2021/22 DISTRICT ONLY IN/OUT
20/09/2022

DISTRICT STATISTICS PLAN

Goal	Current Compl...	Update	Expected Progress									
District In/Out 21/22 : 100%	100% 100 / 100%		Month 1 01/07/2022									
			0 / 100									
→ District In 21/22 0 Student(s)	101%		Month 1 30/09/2021	Month 2 31/10/2021	Month 3 30/11/2021	Month 4 31/12/2021	Month 5 31/01/2022	Month 6 28/02/2022	Month 7 31/03/2022	Month 8 30/04/2022	Month 9 31/05/2022	
			222 / 0	256 / 0	256 / 0	291 / 0	303 / 0	335 / 0	379 / 0	407 / 0	407 / 0	
→ District Out 21/22 0 Student(s)	101%		Month 1 30/09/2021	Month 2 31/10/2021	Month 3 30/11/2021	Month 4 31/12/2021	Month 5 31/01/2022	Month 6 28/02/2022	Month 7 31/03/2022	Month 8 30/04/2022	Month 9 31/05/2022	
			137 / 0	184 / 0	184 / 0	225 / 0	235 / 0	257 / 0	302 / 0	325 / 0	325 / 0	



2021/22 KINDERGARTEN RESULTS - DISTRICT AVERAGE
20/09/2022

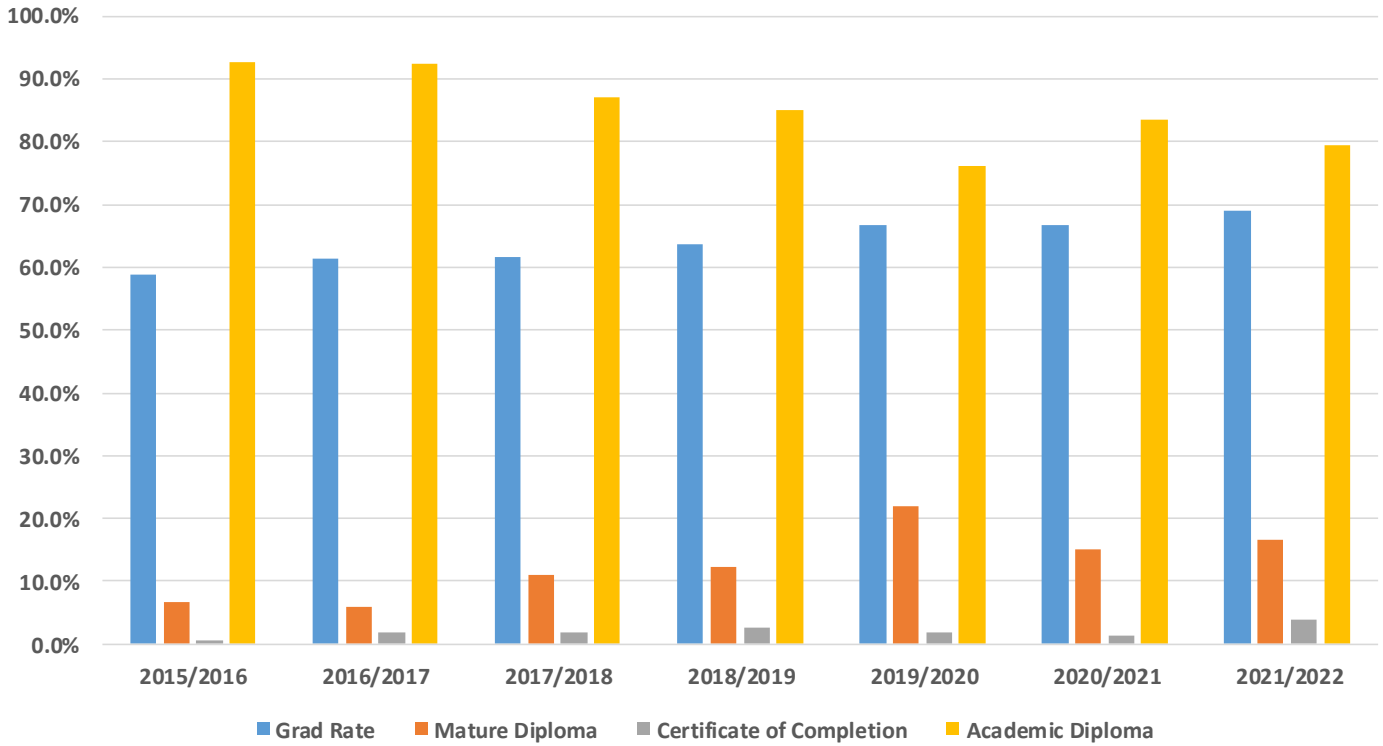
DISTRICT STATISTICS PLAN

Goal	Update	Sept Avg. Result	Jun Avg. Result	Kindergarten Variance	Kindergarten Variance Indi...
Kindergarten Data 21/22		0	0	0	No Change
→ Color Identification /11 - District Average - 21/22 : 2 Milestone(s)		9.98	10.39	0.41	No Change
→ Letter Identification /54 - District Average - 21/22 : 2 Milestone(s)		19.44	36.33	16.89	Improvement
→ Writing Vocabulary /5 - District Average - 21/22 : 2 Milestone(s)		1.36	3.03	1.67	Improvement
→ Rote Counting /30 - District Average - 21/22 : 2 Milestone(s)		16.35	28.86	12.51	Improvement
→ Numerical Recognition /11 - District Average - 21/22 : 2 Milestone(s)		7.05	9.98	2.93	Improvement
→ Show Quantity for Numerals /4 - District Average - 21/22 : 2 Milestone(s)		2.97	3.8	0.83	Improvement
→ Word Recognition /20 - District Average - 21/22 : 2 Milestone(s)		4.06	7.6	3.54	Improvement

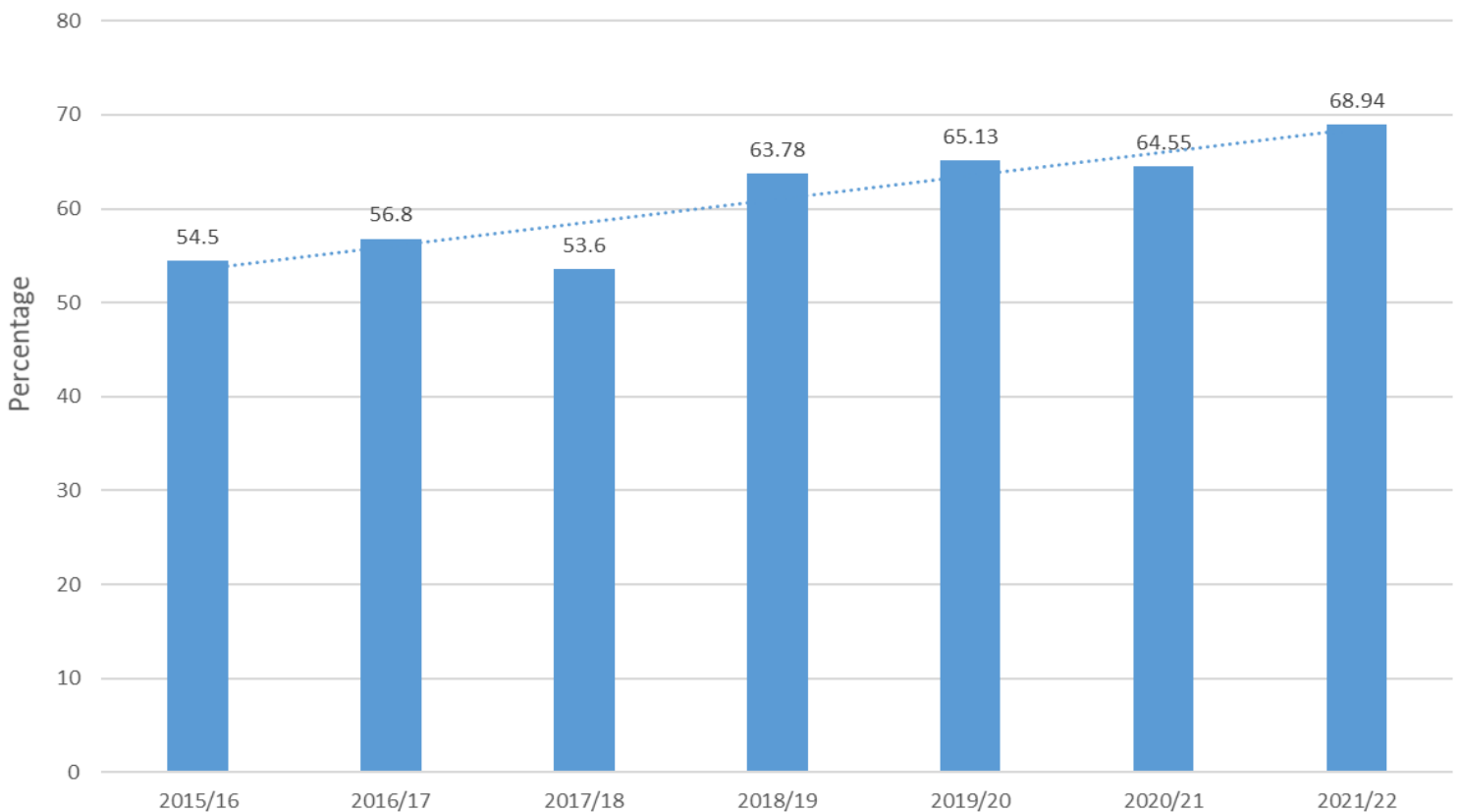


SCHOOL DISTRICT DATA 2021-2022

R.D Parker Graduation Rates (including mature & certificate of completion)



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



School District Of Mystery Lake

2021-2022 Retired Staff

Congratulations to the following staff on their retirement. Thank you for your service and dedication to the district over the years.

- ◇ *Robert Monuik*
- ◇ *Laura Duchesne*
- ◇ *Brenda Fayant*
- ◇ *Shelly Flores*
- ◇ *Marie Miscavitch*
- ◇ *Cindy Billiaert*
- ◇ *Krista Kristjanson*
- ◇ *Treena Kuhl*
- ◇ *Karla Turton*



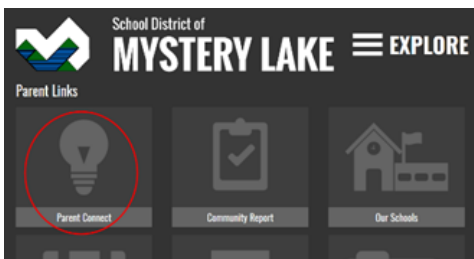
Happy Retirement!

Parent Connect.....

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

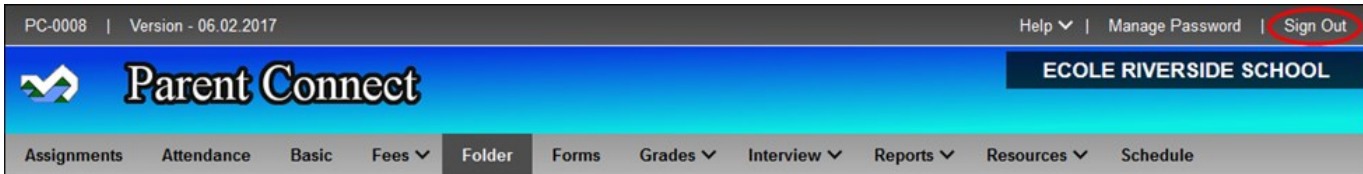
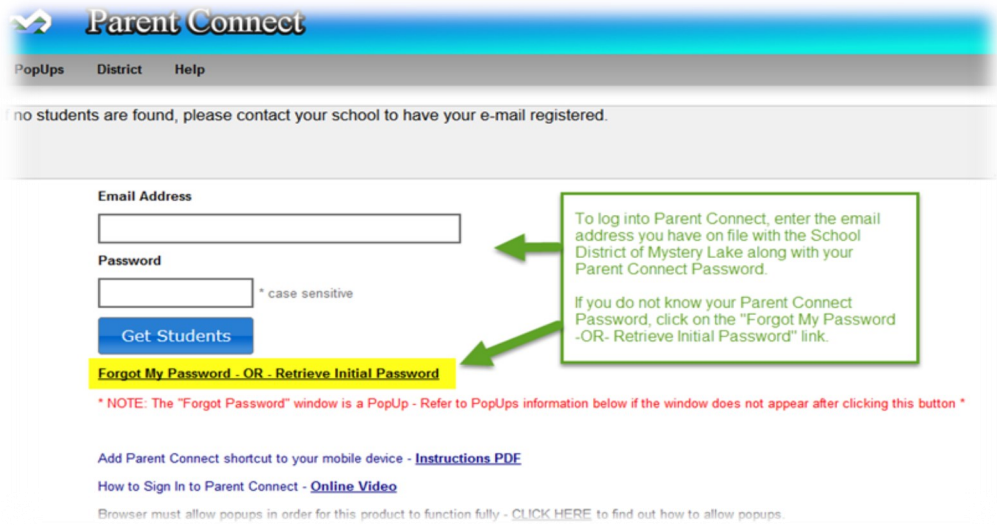


Go to the School District of Mystery Lake website: www.mysterynet.mb.ca and click on the “Parents” link.



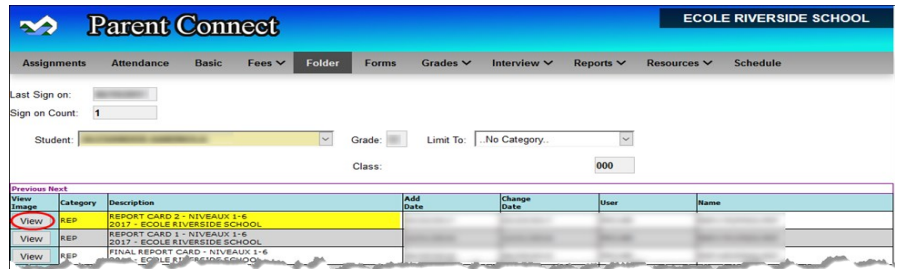
To log into Parent Connect, enter the email address that you have on file with your child’s school along with your Parent Connect password. If you do not know your Parent Connect Password, click on the “Forgot my Password – OR – Retrieve Initial Password” link.

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.



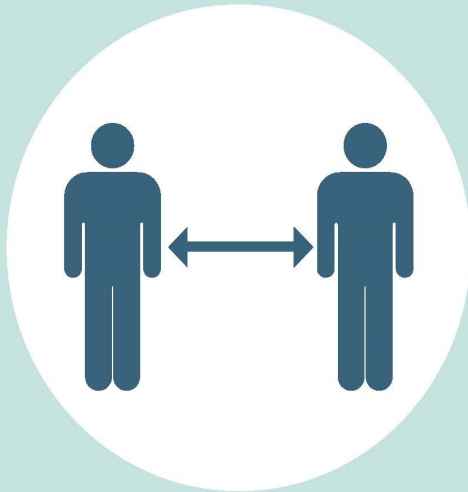
On Parent Connect, you can.....

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





COVID-19 PRECAUTIONS



Social Distancing.
Keep two meters apart.



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



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



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



Shared health
Soins communs
Manitoba

Manitoba



SUPPORT & INFORMATION DAY PHONE LINES

Thompson Based

Thompson General Hospital	204-677-2381
Northern Health Region, Adult, Child & Adolescent Community Mental Health	204-677-5350
AFM Northern Region Reception	204-677-7300
AFM Additions Help Line	1-855-662-6605
CMHA Thompson	204-677-6050
Mood Disorders Association of Manitoba	204-679-2324
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
LGBTQT Resources	1-888-530-6777 ext. 226
Manitoba Parent Line	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
Klinic Community Health Center	1-888-322-3019
Gambling Hotline	1-800-463-1554
RCMP (Thompson)	204-677-6911

**A huge THANK YOU to the
Thompson Public Health Team**