



WINNIPEG SCHOOL DIVISION

ANNUAL REPORT TO THE COMMUNITY

2014/2015



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ON THE COVER:

Everybody has the right was produced in September, 2014 during a week-long celebration of human rights, diversity and equity within the Winnipeg School Division. The mural project coincided with the opening of the Canadian Museum for Human Rights in Winnipeg. 168 students from 77 Winnipeg School Division Schools collaborated to create the inspiring art piece, providing a legacy representative of the diversity and talents of our students.



Mission and Guiding Principles

OUR MISSION

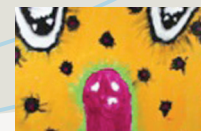
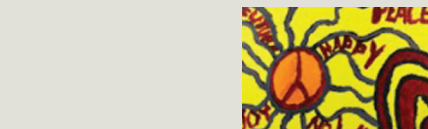
The Mission of the Winnipeg School Division is to provide a learning environment that promotes and fosters the growth of each student's potential and provides an opportunity for the individual student to develop the knowledge, skills, and values necessary for meaningful participation in a global and pluralistic society.

GUIDING PRINCIPLES

The Winnipeg School Division:

- Believes in the equality, worth, potential and dignity of all individuals.
- Believes that the public school is an essential component of society and culture. By working co-operatively with the home and the community the WSD can ensure that its programs reflect the changing needs of society and the values, beliefs, and traditions of the local school community.
- Believes that in addition to basic literacy and communication skills all students must be challenged to develop the ability to interpret and evaluate information.

- Believes each student must be given the opportunity to develop the values, attitudes, and moral principles that enable them to become responsible citizens who relate to others in an empathetic and moral manner.
- Believes its greatest resource is the staff. The WSD is committed to providing professional development for all employees and an opportunity to participate in the decision-making process of the division.
- Will advocate on behalf of students to ensure appropriate care and support services are provided for all children.
- Believes in the dignity of the individual and supports the staff in the maintenance of proper student conduct to ensure a safe nurturing learning environment within the schools.



Message from the Chair of the Board

The past year was one of new beginnings for the Winnipeg School Division Board of Trustees. The fall election brought in six new trustees and many new ideas from all nine members of the Board.

In December of 2014 the Board of Trustees was informed of the growing need for French Immersion spaces in the division. Members of the Board worked diligently to hear all representatives and concerns before moving ahead with an interim solution to the needs of École LaVérendrye while positioning Sir William Osler to eventually become a permanent Nursery to Grade 8 French Immersion milieu setting.

The trustees' aspiration to improve outcomes for WSD students was evident in the decision to expand the full day Kindergarten pilot from four schools to nine schools. The Board recognizes the significant number of at-risk youth who start school behind their more affluent fellow students and never catch up. Full day kindergarten provides a tool to get at risk youth ready for Grade 1 where more structured learning begins.

Trustees decided to accelerate plans to provide enhanced Wi-Fi in all schools over the coming year. Technology is an important tool for today's education services when coupled with good teaching support. Throughout this report you will find more examples of how Winnipeg School Division teachers are improving learning outcomes for students using tools such as Dreambox.

During the year, the Board brought to light a need for more clarity in petitions from parent groups and religious organizations. Trustees approved guidelines and a petition format that clearly requires the petitioner to show curriculum delivered in WSD schools complies with division policies, specifically addressing human rights, curriculum and diversity.

The Board of Trustees supported a restructuring plan for Winnipeg School Division senior administration, which took effect Aug. 1, 2015. We congratulate Chief Superintendent Clarke and her staff for achieving the objective set out by the Board of Trustees to address the need to increase support to students, parents and staff in schools. Building on WSD's culture of collaboration, the new leadership structure enhances opportunities throughout the division for added innovation in school program initiatives.

While the division was undergoing a major change to structure, the Province of Manitoba was also conducting a governance review. The report was released shortly after the end of our reporting year, however, we are pleased to note that most of the 22 recommendations were already in the process of being addressed by the Board. Trustees are working with the Province to address all recommendations and ensure Winnipeg School Division is governed in an open and inclusive manner.

The Board recognizes the dedication and hard work of all teachers, support and clerical staff, administration, education assistants, parents and many other professionals who make WSD innovation possible. It is your efforts that ensure our students have successful school careers.

MARK WASYLIW
BOARD CHAIR



To strengthen instructional and assessment strategies for all students using all available resources including the integration of technology

Technology is ever-present in our lives today, and it provides many exciting tools for learning. The WSD is continually exploring new technology and existing tech tools to see how they can best serve instructional and assessment strategies for our students.

Doug Edmond, WSD Director of Research, Planning and Technology Services, believes the most powerful tool technology provides students and their families is equity and universal access to learning opportunities. Educators have to harness technology as a gateway to information, rather than a distraction to learning.

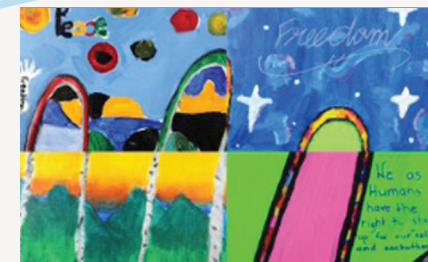
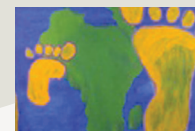
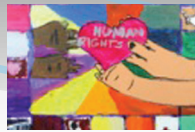
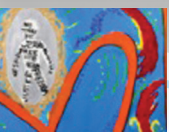
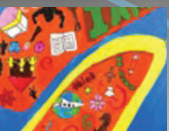
"Deep learning still requires deep concentration, and you're not necessarily getting deep concentration if you're text messaging," Mr. Edmonds said. "But if you have Office 365 on the cloud, even if a student doesn't have a computer at home, they can go to the public library and can log in on any type of device and do their work. That improves equity."

As part of the WSD's new internal Portal, unveiled in early 2015, students now have access to their own My Site page. Included in this is 25 gigabytes of Microsoft OneDrive cloud storage, Microsoft Office Suite and Microsoft OneNote, which allows students to save, compile and share their notes with their fellow students and teachers. All of these tools are accessible from any mobile device or computer.

"We are one of the first school divisions to have Office 365 on our Portal for students and staff," Mr. Edmond said. "These are web-based management, organizational and instructional tools that are accessible anywhere in the world."

Through the WSD's Library Support Services department, students and their families can access a massive Overdrive Digital Library, Hoopla (a provider of audio books and movies), interactive TumbleBooks, World Book Kids online encyclopedia and more on their personal devices.

"Students and their families have a huge library of information at their fingertips—and it's free," Mr. Edmond said.



Students make gains in mathematics

WSD students are making gains in mathematics thanks in part to an interactive technology tool that adjusts to each student's learning.

Grades 1 and 2 students have been working with DreamBox, an online mathematics software program, for the last few years. Students use the online program 20 minutes or more daily.

DreamBox provides strategic, visual lessons for students, adapting the learning experience based on the input of each user. The software, which is used on tablets and other devices, supplements instruction in the classroom.

"DreamBox is one component, along with classroom drills, strategies, problem solving, group work and individualized instruction," said Pinkham School Principal Val Mowez. "But we've seen huge, huge gains using this tool."

At the beginning of the 2014-15 school year, 26 Pinkham Grade 1 students had reached end of year outcomes; as of April, 83 students had met those same outcomes, while 41 students were already working on Grade 2 outcomes.

Much of that success comes from the differentiated learning DreamBox provides, whether students are working on addition, subtraction, comparing, ordering, subitizing or other concepts.

"DreamBox responds to the time it takes a student to answer a question, as well as the number of errors they make, and then frames the next question to meet their needs. It's a responsive and interactive program," said Amie Johnston, a WSD Assessment and Instructional Support Teacher.

Pinkham teachers Courtney Burns, Nazma Garcia and Amanda Cardoso have all noted success in their classrooms with the software.

"There's been a definite high level of engagement right from the beginning of the year," Ms. Cardoso said. "Every student is in a different stage of development and working on their own learning goals. The nice thing about it is that teachers can go on the program and can see what curriculum levels their students have completed. It helps to validate what the student knows, because you can see what the student is accomplishing in their activities and lessons."



Building STEAM

WSD students enjoyed enrichment education in dynamic new settings with the opening of four STEAM Enrichment Centres in 2014-15.

The centres provide students a chance to experience inquiry-based programming that focuses on excellence in Science, Technology, Engineering, Arts, and Math education (thus providing the STEAM acronym). WSD Director of Enrichment and Science Brad Corbett said the centres are part of a division-wide priority to explore enrichment programming.

Students from each elementary school across the WSD attend a STEAM Centre for one day a week for a block of eight weeks. The four STEAM Centres are located at Pinkham, Isaac Brock, Luxton and Rockwood School.

"The goal of the STEAM centre is to develop talent in students and inspire them to become inventors, critical thinkers, risk takers, as well as independent and collaborative problem solvers," Mr. Corbett said.

Each STEAM Enrichment Centre is staffed with a Lead Consultant/Support Teacher from the Program Support Team.

"The initial part of the program identifies students interests, strengths, and learning styles," Mr. Corbett noted. "That becomes a starting point for the STEAM leaders to identify and support the children in their inquiry journey."

The students' STEAM experience does not end after their eight-week session; students receive an online web-based Renzulli Learning

System license. Designed by Dr. Joseph Renzulli, the system enhances students' inquiry learning and allows each learner to continue work in the program at school and at home.

Parents, guardians and teachers can monitor their student's progress and growth.

Classroom teachers also have access to all of the resources and materials for the online program, which they can use to support other students in the classroom.

STEAM leaders also visit the students in their schools to follow their progress and provide further enrichment projects.

"Through the Renzulli Learning System, students are able to continue their collaborative inquiry learning and maintain the network of relationships with their STEAM peers. The STEAM leaders go to the schools to visit the students and their home school teachers to see how they're progressing in their learning."

In the STEAM Centres, students begin the groundwork for major inquiry projects that will continue through the school year. Students' projects range from robotics to video game design to self-publishing writing.

South District STEAM consultant Richard Roberts said engagement is key to creating self-driven learners.

"Most students are highly motivated when they are learning in a way that interests them," he said. "These kids are highly engaged, so we're looking at how we can differentiate. We can take what they are excited about and apply it in a bunch of creative new ways."



Cyber enhancements

Sisler High School announced a major expansion on the tech front in 2014-15, after securing provincial funding for a state-of-the-art data centre the school's network and cyber security programs.

Premier Greg Selinger, Education and Advanced Learning Minister Peter Bjornson, Division Board Chair Mark Wasyliv, Trustees Mike Babinsky, Chris Broughton and Kevin Freedman, and a host of industry representatives were on hand for the \$300,000 funding announcement at Sisler on Nov. 13.

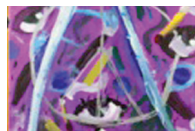
"The Winnipeg School Division is pleased that the province is providing additional supports and resources to ensure that students have opportunities to build their technical-vocational and academic skills to prepare for their future employment in areas of information technology," Mr. Wasyliv said. "This initiative will allow students to have opportunities in the classroom and hands-on experience to network and cyber

security learning opportunities."

Teacher Charles Bazilewich said the data centre would aid in the delivery of an eight course cluster in network and cyber security through Manitoba Education and Advanced Learning starting in September 2015.

The data centre will serve as home for learning activities, virtual images and lab activities that students can connect to remotely or in the classroom. The centre will also provide a safe analytical environment for students to study network and cyber security issues.

"With the data centre, not only can we help WSD students, but eventually we can expand as a provincial model," Mr. Bazilewich said. "It removes the barriers of a classroom...students can log in from anywhere in the province."



NUMBERS
AT A GLANCE:

WSD SCHOOLS
WITH WI-FI:

44

INCLUDING
ALL WSD HIGH
SCHOOLS

TOTAL NUMBER
OF COMPUTERS
IN CLASSROOMS
THROUGHOUT WSD:

11,000

(NEWER THAN
FOUR YEARS)

TOTAL METRES OF
FIBRE-OPTIC CABLE:

120

KILOMETRES

To improve academic and behavior support services for students with special needs (in accordance with the Standards for Student Services)

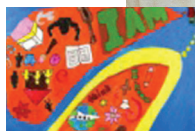
Winnipeg School Division is committed to providing appropriate educational programming that is focused on each student's strengths and needs in the most enabling environment through a continuum of supports and services and a philosophy of inclusion. Programming for students with exceptional needs ranges from regular classroom environments to very specialized low-enrolment settings.

WSD's Student Services umbrella encompasses a diverse array of supports for students in the areas of mental health and wellness, prosocial behaviour, school safety and security, and emergency preparedness.

"From the student's transition into school during the early years to their transition from school to adult life, Student Services plays an ongoing role," said Julie Millar, WSD's Director of Student Services.

The Student Services continuum operates on a three-tiered framework of prevention, instruction and intervention. When the regular supports and services aren't able to meet the needs of some students, extra supports and interventions are provided in collaboration with the

student support team at the school. This may include assistance from Clinical Support Services, Inclusion Support Services (formerly known as Special Education Department), as well as the Rehabilitation Centre for Children.



A longstanding partnership

Since 1983, WSD and the Rehabilitation Centre for Children (RCC) have partnered to provide services directly to students in our schools.

"The RCC provide supports for children with exceptional needs who require physiotherapy and occupational therapy," said Millar. "They also provide workshops for our staff. A recent example of this was a workshop for our early years teachers on fine motor skills, called Printing with Control."

Physiotherapy addresses students' physical needs with exercises and other therapy, while occupational therapy addresses the engagement of students in everyday living, enabling accessibility and accommodations at school, looking at bigger picture needs like lifts, grooming tables and other specialized equipment.

RCC provides four occupational therapists and eight physiotherapists to WSD, and they are in demand: 280 students receive occupational therapy, while 524 students require support in physiotherapy. The therapists meet with WSD students in their home schools.

Marlene Waldron, Director of Rehab Therapies at the RCC, said the partnership is a strong one.

"The staff of the WSD welcome the occupational therapists and physiotherapists from the Rehabilitation Centre for Children as full team members," she said. "The therapists from RCC are able to bring their

expertise and experience to the schools and classrooms to collaborate in support of the specialized needs of the students. Families that utilize other clinical services at RCC have the added benefit of having the occupational therapist or physiotherapist be directly involved with their child's school program and the school benefits from having a direct link back to RCC."

Ultimately, Ms. Millar said the partnership is meeting the diverse needs of students.

"It's an outstanding partnership that helps us to deliver appropriate education programming that is responsive to the individual needs of our students," Ms. Millar said.



STATS AT A GLANCE:

PERCENTAGE OF STUDENTS WITH SPECIAL NEEDS:

16%

NUMBER OF NEW EARLY YEARS STUDENTS WITH SPECIAL NEEDS:

180

NUMBER OF STUDENTS WITH BEHAVIOR SUPPORTS:

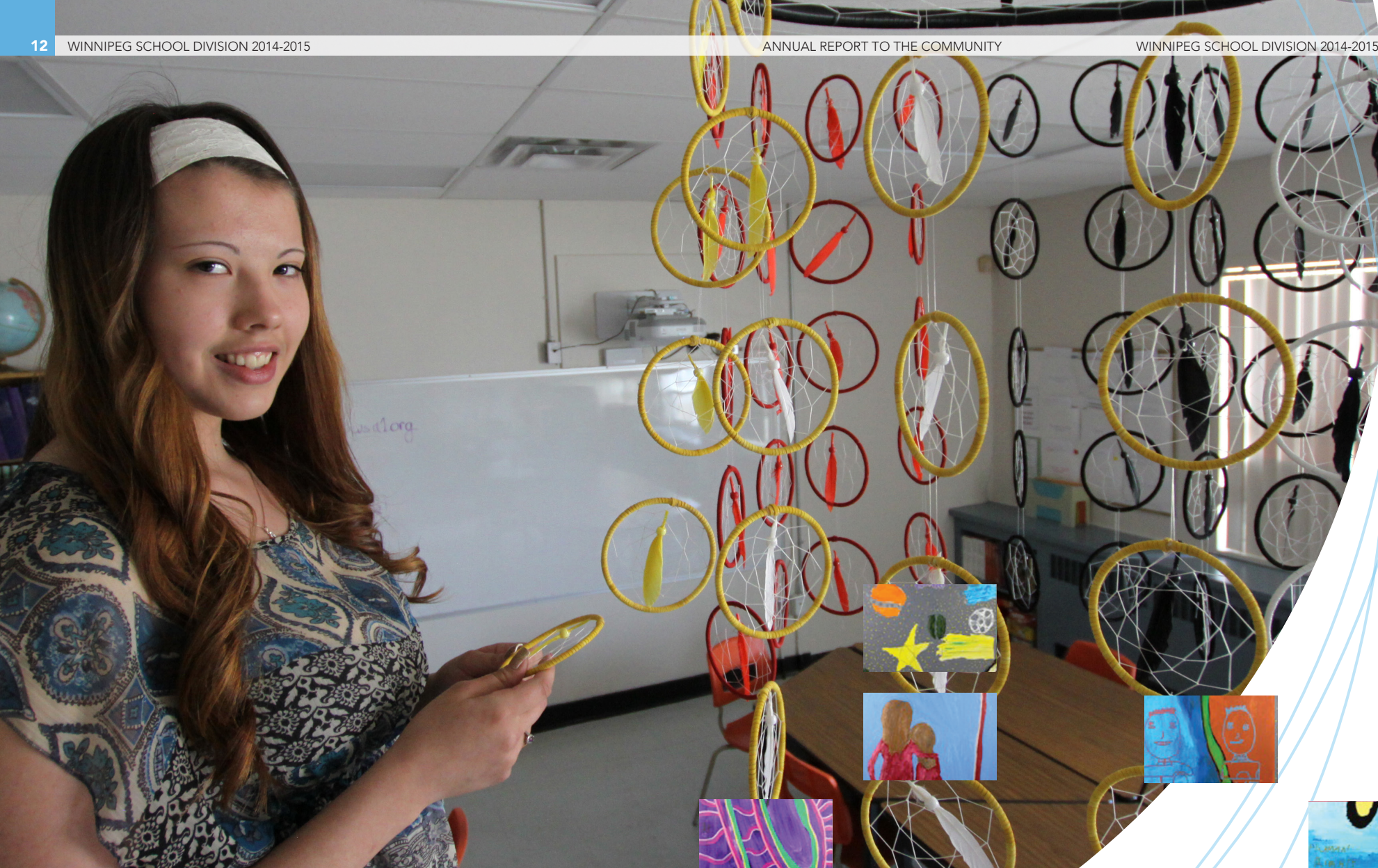
407

NUMBER OF THESE STUDENTS INTEGRATED IN CLASSROOMS:

109

IN LEARNING ASSISTANCE CENTRE CLASSROOMS

286



Setting the path

For students who have completed Grade 9 and are searching for a more flexible and personalized learning environment, Argyle Alternative High School is an academic school of choice that offers full academic courses leading to the Province of Manitoba's high school diploma. Argyle provides students with the supports to become independent learners and successfully transition to work or post-secondary education.

The school can accommodate up to 180 students from across the city and Manitoba.

"I think our biggest strength is that our smaller size allows us to change and reflect the needs of the students coming in," said Principal Pat Graham. "We are a community that adjusts to the needs of students."

Whether students are building mental health strategies to deal with areas such as anxiety or depression, or focusing on social and environmental responsibility, Argyle provides an independent, adaptable program to meet student goals.

The school also offers a flexible timetable, whether students need a smaller, more focused course load, or a broader program with multiple courses for the entire year.

"Because of our smaller size, we are able to have that flexible timetable," Ms. Graham said. "For example, we can work around students work schedules, as we do have some students who often support themselves, or want to work apprenticeship programs, etc."

Argyle meets the needs of a diverse array of students.

"There is really every set of circumstances you can imagine. We have some students who struggle with living arrangements regularly for a number of reasons, to students who struggle academically in traditional settings, to students who struggle from addictions, anxiety or students who want a smaller environment," Ms. Graham said. "One of the wonderful things about Argyle is that we don't have any cliques. You have to have two students alike to form a clique, and our students are all so individual and different from each other. And although every circumstance is unique, our students don't judge each other."

Whether students enter into the school's award winning video production classes or outdoor classroom and science lab (which have also won numerous awards) students have plenty of ways to find success and discover their voice.

"We work very hard to help students find their voice...finding out what they want to say and how to voice that in a way that others will understand."

The school's location—in Winnipeg's Waterfront Drive area—provides many geographic opportunities. Argyle is steps away from the exchange district, city hall, the Manitoba Museum, the theatre district and more.

"It adds to the culture and the climate of the school, and that is something we work really hard at. We want that culture of respect and responsibility."

To strengthen and enhance education for sustainable development initiatives that address environmental, social and economic issues worldwide

Education for Sustainable Development (ESD) has long been a focus for WSD schools. In its simplest form, ESD explores ways to foster the well being of our planet, its people and all living things. Across the division, students are actively engaged in initiatives that promote sustainable thinking and acting.

"We want our students to become aware and gain understanding of sustainable development issues and how they impact our community and the world," said Fatima Mota, WSD's Superintendent of Education Services—Equity & Diversity, Inclusive Education.

Ms. Mota added that among the expected outcomes for schools on a yearly basis is that students will demonstrate an understanding of Aboriginal perspectives through ESD initiatives, and that schools will continue to display sustainable practices that contribute to the well being of their environment.

"The Province of Manitoba's priority is for all schools to have an ESD plan either individually or as a division," Ms. Mota said. "I'm very proud to say that all of our schools in WSD have an ESD plan."

Students are engaged in ESD activities that are infused throughout the curriculum, while also having many opportunities to develop as leaders and citizens. All schools report having a student voice in place where student leadership groups (for example, social justice teams, social action groups, student leaders and green clubs) plan, organize and implement ESD initiatives.

The results of the annual Tell Them From Me Survey of students reported a large percentage of WSD youth had made changes to their personal lifestyles to live more sustainably. Students participate in recycling programs, community beautification projects in conjunction with organizations such as Take Pride Winnipeg and other initiatives.

At any WSD school, you will see students organizing to make the world a better place:

RIVER ELM SCHOOL'S EARTH CLUB

At River Elm School, students in the Earth Club sold pickles and baked goods in support of Chikomba District in Zimbabwe. Their money was donated to the Canadian Multicultural Disability Centre to build a well in Chikomba; the goal is for students to focus on education rather than travelling great distances for water everyday.



GOATS R US

Andrew Mynarski VC School established the student humanitarian group Goats R Us. Working in conjunction with Free the Children, the group raised over \$1,673 to help families in Africa purchase their own goats. The animals offer families a way of sustaining themselves in often difficult economies.

A SAFE PLACE

In May, students and educators from Winnipeg School Division's many Gay-Straight Alliances met with kindred spirits from across Canada for the second annual OUTShine Conference.

Participants at the May 15-17 event discussed issues such as LGBTQ inclusion in schools, as well as creating and sustaining Gay-Straight Alliances (GSA) at the school level.

The Egale Canada Human Rights Trust coordinated the event, with assistance from the Rainbow Resource Centre and the Louis Riel, Seven Oaks and Winnipeg School Divisions.

"Teachers and students are all working together toward that common goal... creating spaces where all students are safe, regardless of their identity," said Tec Voc High School teacher and conference volunteer Tannys Moffatt. "We want students to know that they have support no matter what."

Approximately 200 students and 100 adult educators and chaperones attended the event.



SUSTAINABLE STUDENTS, SUSTAINABLE BUILDINGS, SUSTAINABLE OPERATIONS

With the funding support and guidance provided by Province of Manitoba, all major additions to our schools are being designed to achieve a LEED (Leadership in Energy and Environmental design) Certified or Silver rating.

LEED is a rating system devised by the United States Green Building Council and adopted in Canada that evaluates the environmental performance of a building and encourages market transformation towards sustainable design.

WSD is also striving to ensure that construction and maintenance materials utilized in the renovation and maintenance of facilities follow LEED resource re-use, recycled content, low VOC (volatile organic compounds) and durability criteria.

WSD-wide measures have also been in place for many years to realize energy savings in buildings, reduce CO2 (carbon dioxide) emissions and reduce electricity, water, paper and gas usage.

WSD has saved 223,287,326 kWh (equivalent kilo-watt hours) since the start of its energy reduction program in 2003.



Students examine a lake in crisis

In January 2015, Sisler High School hosted a science and sustainability conference on the current status of Lake Winnipeg—a body of water that earned the title of “the most threatened lake in the world” in 2013.

The conference explored the challenges the lake faces, from human stressors that effect phosphorus levels to invasive species such as the zebra mussel.

“Lake Winnipeg was specifically chosen as it is one of the least studied lakes, yet it’s one of the largest watersheds impacted by Canadians and Americans,” said teacher Matthew Robak.

Special guests at the conference included Dr. Karen Scott, ecologist and education program director of the Lake Winnipeg Research Consortium, and Marlo Campbell, communications director with the Lake Winnipeg Foundation.

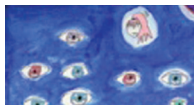
Student emcees Philip Kawalec and Winnica Beltrano have several connections to the lake; the duo worked together on a science fair project that examined phosphorus level reduction.

“Phosphorus is the nutrient that has the most influence on the health of our lake ecosystems,” Winnica said, adding that phosphorus is contained in common items like detergents, fertilizer, manure and decaying plants. “There are also naturally occurring sources of phosphorus in lakes, such as decaying organic matter and eroding rocks and soils. This process of a lake’s ability to collect phosphorus can lead to algae blooms and eventually eutrophication.”

Philip, who had a chance to visit the Lake Winnipeg Research Consortium’s research vessel in the summer, said awareness was key to improving the health of the lake.

“It’s been going on for a long time...as a whole community we must be more aware about it.”

Sisler later received a 2015 RBC Evergreen Watershed Champions Award for its efforts to create awareness about water ecosystem issues.



Grosvenor students learn about access to water issues

Last winter, Winnipeggers endured a rare boil-water advisory for several days.

For many, it was an inconvenience; but for residents in other parts of Manitoba, such advisories are a way of life.

Teacher Wraith Milak’s Grade 4 students at Grosvenor School learned more about Manitoba’s access-to-water issues during an extensive inquiry project. The project culminated with 22 students travelling to Fairford, Manitoba—where residents have dealt with the fallout of 2011 flooding and have endured numerous boil-water and do-not-drink advisories over the years.

When students made the three-hour journey to Fairford, it gave them an opportunity to meet some of the real people behind the issue. Students met with their counterpart Grade 4 class from Fairford, who joined them on the bus for a tour of the community.

“The students got to hear first hand how the flooding impacted the community,” said Principal Andrea Powell. “It was an eye opener for them, even just to see how another community lives. The teachers there told students that Fairford is actually a well-off community, they have a lot that other First Nations communities don’t have.”

One teacher said that her grandchildren had to come to her home from neighbouring Little Saskatchewan First Nation every night to wash, as the water in

their home community isn’t safe to bathe in.

“Our students were gob-smacked to hear that in our own province, there are children who can’t use their own tap water to have a bath,” Ms. Milak said.

“We need to create ways to give them clean water,” said student Helen Yang. “Kids should definitely learn more about this problem, because maybe when they get older they can do something about it.”

Students also had the chance to tour Little Saskatchewan.

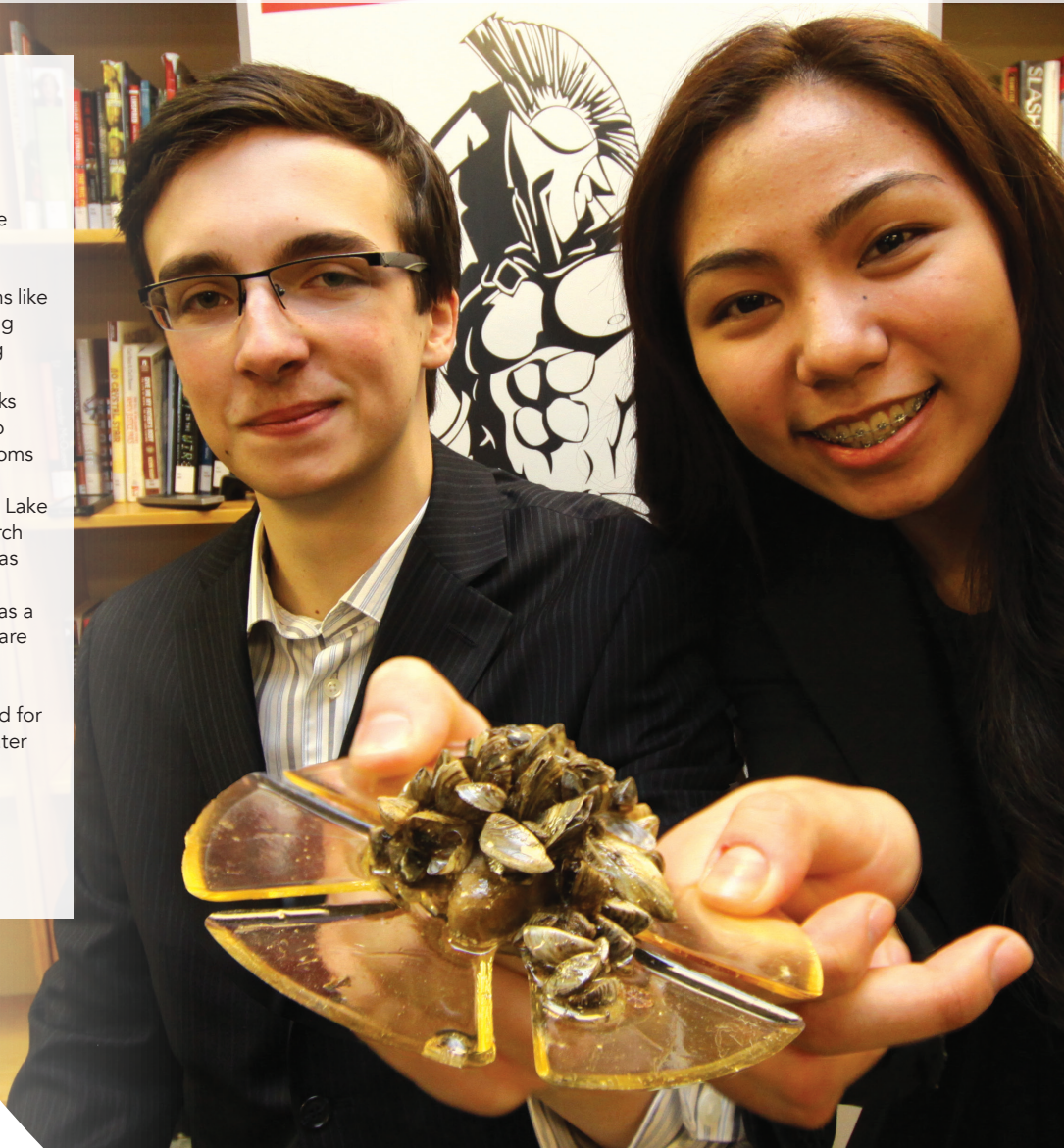
“Little Saskatchewan was smaller and you could tell they had suffered from flooding a lot more,” said student Eve Einarson.

To get a better idea of the challenges such communities face, the class also did a water walk exercise for one week in Winnipeg. Students had to bring containers to school and then walk to a home in their community to fill their containers for the day. The exercise highlighted the lengths to which some people have to go to every day to get safe water to drink.

“It was pretty difficult, having only a certain amount of water to drink for one day,” said student Paul Heckman.

Students later shared their experiences with Grosvenor students and families during the school’s annual Fine Arts Evening.

“These kids have activism in them...they already have a sense of moral obligation,” Ms. Milak said.



To further improve school attendance and graduation rates through the exploration of additional programs and strategies

There are many paths that lead students from school to the world of work, through university, college, adult education programs, apprenticeship programs and more.

Teachers, guidance counsellors and other WSD staff make students aware of these possibilities throughout their school years through school-to-work initiatives, career days, internship programs, Take Your Kid to Work Day, one-on-one meetings and during the regular course of their day-to-day instruction.

WSD has established a Director of Career Education to unify these many programs and initiatives. Director Chris Rhodes said career education is more than just exploring and building the school-to-work connection.

"The student has to be able to navigate through school and be conscious, of where school is going to be leading them, and hopefully point them to a career that will enable them to become citizens that contribute back to society in a positive way," Ms. Rhodes said. "Through their teachers, their parents' awareness and their own self-awareness, we can help students identify what their passions and strengths are, and let them know that they can be productive citizens throughout their school lives and beyond."

Part of Ms. Rhodes portfolio supporting schools in delivering the provincial career education curriculum in its many aspects from Kindergarten to Grade 12.

"Much of this particular portfolio is looking at everything we do in the Winnipeg School Division, and aligning our resources to meet the needs of the students."



First steps

The Adolescent Parent Centre (APC) offers parenting and pregnant students, up to the age of 21 years, the opportunity to continue their high school education. APC is located at 136 Cecil Street and is a satellite program of the Winnipeg Adult Education Centre (WAEC).

APC's calm, caring and flexible program allows students to continue school while they are pregnant and/ or parenting. Teachers use an individualized instructional approach to ensure that students are successful with their studies. Students can remain at APC until they are 21 years old or their child reaches two years of age – whichever comes first.

Senior high students obtain graduate standing or credits towards graduation following Manitoba Education curricula. Grade 12 students write the English and Math Provincial Standards Exams, and students have their choice of Essential, Applied and Pre-Cal math courses.

"We've worked hard to create a strong, balanced program here based on curriculum outcomes and parenting needs," said WAEC Vice-Principal Maureen Quinsey, who has been the administrator at APC since 2006. "We work collaboratively with our parents and partners to create a safe, nurturing environment for students and their babies, while establishing goal setting for future independence. We think personal development is important for all our students. We want them to find their voice, to be strong advocates for themselves and

their families and become effective parents who are focused on healthy lifestyles and a positive future."

Parenting and nutrition courses are mandatory and compliment a supportive environment for both mother and child. APC also partners with WSD's Clinical Support Services, the Province of Manitoba's Healthy Baby Program, WRHA's Teen Clinics and public health nurses, Career Trek, Project Choices, Families First and Healthy Start for Mom and Me. In partnership with others, APC creates a healthy and supportive learning environment.

Child Care Centres, which are maintained collaboratively between staff and students, provide a supervised learning environment for mother and child.

"Students help with childcare, which includes a parenting component," said Ms. Quinsey. APC has four child care centres that allow students to attend class while in school. APC also runs a breakfast and lunch program – students and babies are fed nutritious meals that students help to prepare as part of the Food & Nutrition courses.

Approximately 100 or more students register at APC every September. During the year APC uses a continuous intake model to minimize classroom interruptions.

"Students like the environment and appreciate their babies being loved and well cared for. People sense the positive vibe and that staff works together as a team. It is such a nice place to work every day!"

Coaching the team

WSD Aboriginal Education Team has implemented a graduation coach program for the 2015-2016 school year. A full time graduation coach is located at each Tec Voc, St. John's, Grant Park and Children of the Earth High Schools. The positions were created to improve graduation rates among Aboriginal students.

"The purpose of the graduation coach is to increase those rates," said Rob Riel, Director of Aboriginal Education. "They are working with students and building graduation teams around each student starting in Grade 9."

Graduation teams are support networks to help students stay on target with academic and career goals.

"A graduation team can consist of anyone that's important within the students life—that can include family members, teachers, principals, vice-principals, guidance counsellors, sports coaches, friends, employers and outside agencies...anyone that can help them to achieve their goals," Mr. Riel said. "They'll be working with that student from Grade 9 until they cross the stage to get their diploma in Grade 12."

Keith Bousquet is the graduation coach at Tec Voc; he previously taught at Gordon Bell High School.

"There are some students who just really need those supports to get to the building and be in school every day. Then there are students that don't need that help. They don't need help with academics, they need support with building connections to their school—having that sense of belonging and a place to be when they aren't in class. And then we also look at what's going to happen once they graduate."

Mr. Bousquet has been surveying students at Tec Voc to get to know their goals and needs as individuals and a group.

"That's just an initial step to get to know the students," Mr. Bousquet said. "I've already gone into the classroom and introduced myself to students. I've let them know about the programming that's there and what I can help with. A huge part of this job is relationship building. There needs to be a level of trust."

While graduation is the end goal, coaches and students will set many goals along way, building on each success.

"One of the main goals is graduation, but that's just one indicator of success," Mr. Riel said. "There are many goals along the way. Success can be attending school every day and attending every class. Success can be increases in marks. Becoming part of a sports team and being more connected and visible at school...that's a success. When you have an accumulation of those successes and in the end they graduate, that's the ultimate indicator that the program is working."

GOVERNOR GENERAL MEDAL WINNERS

Argyle Alternative High School—Justice Brewster
 Children of the Earth High School—Ocean White
 Churchill High School—Harley Bray
 Collège Churchill—Dominique Smith
 Daniel McIntyre Collegiate Institute—Anabelle Salonga
 Elmwood High School—Stephanie Chacon-Vega
 Gordon Bell High School—Huong Nguyen
 Grant Park High School—Elizabeth Hellsten
 Kelvin High School—Hannah Lank
 R.B. Russell Vocational High School—Tyler Woodhouse
 Sisler High School—Bonnie Tang
 St. John's High School—Precious Kleir Reyes
 Tec Voc High School—Raphael Tolentino
 Winnipeg Adult Education Centre—Zaidee Lepine

WSD POST-SECONDARY SCHOLARSHIP WINNERS

Argyle Alternative High School—Kane Kirton
 Children of the Earth High School—Stephen Sward
 Churchill High School—Danica Engen
 Collège Churchill—Daniel Reimer
 Daniel McIntyre Collegiate Institute—Anabelle Salonga
 Elmwood High School—Deepak Singh
 Gordon Bell High School—Huong Nguyen
 Grant Park High School—Amanda Wong
 Kelvin High School—Carlyn Allary
 R.B. Russell Vocational High School—Shaina Bird
 Sisler High School—Bonnie Tang
 St. John's High School—Jeinmiez Dela Cruz
 Tec Voc High School—Glaiden Magsumbol
 Winnipeg Adult Education Centre—Victoria Jeffrey



FINANCE CHAIR MESSAGE

Enhancing education innovation

As the Chair of the Winnipeg School Division Board of Trustees Finance/Personnel Committee, it was my pleasure to lead my colleagues in developing a budget that enhances the programs and services for our students.

In our deliberations, we had to achieve two key outcomes – a balanced budget without loss of programs or services. Provincial funding provides for 62 percent of the revenues WSD needs to maintain educational programming and services. Revenue from property taxation makes up an additional 36 percent while the difference (2 percent) is raised through other revenue sources.

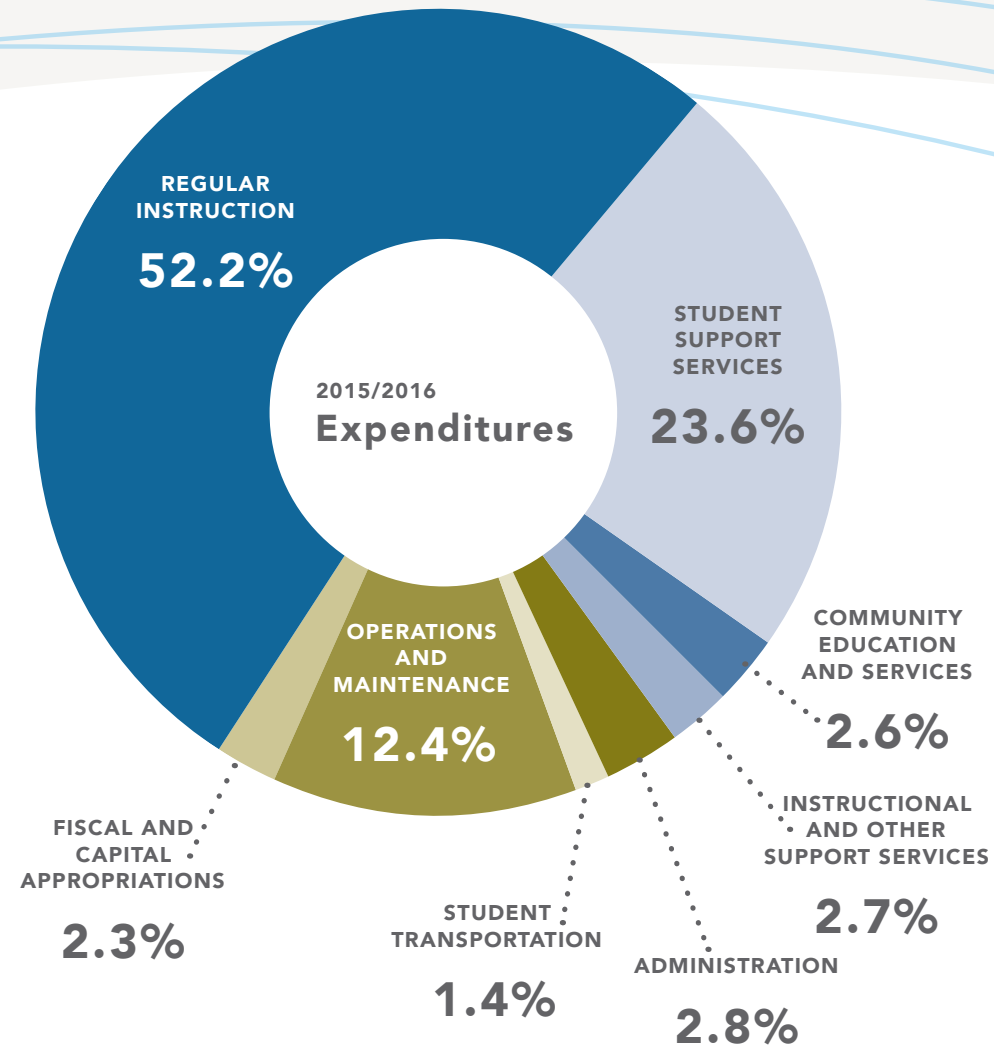
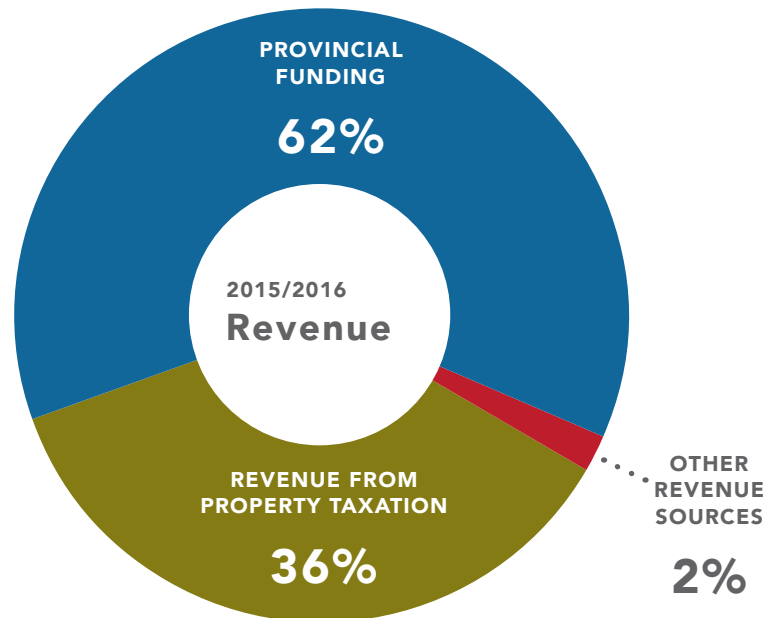
Through extensive consultation and discussion, we were able to create a budget that allows the division to continue to meet its priorities as outlined in this report. The members of the Board were pleased to provide additional resources for students to improve technology, enhance inclusive education and mental health programs, add full day kindergarten at an additional five schools and build stronger ties to the Indigenous community with the addition of a division-wide Aboriginal Elder position. To manage expenditures, the Board agreed to use reserve funds to accelerate expansion of Wi-Fi technology to all schools, adopt technologies to improve Board transparency, and to complete some much needed one time renovations at several schools.

I'm proud of this budget as it reflects the priorities of WSD and our shared vision to strengthen communities, schools and partnerships.

On behalf of the Finance/Personnel Committee, I would like to extend my sincere appreciation for the involvement of parents/residents, members of the community and staff, both in schools and

administration, in developing the 2015/2016 budget that will support our commitment to excellence in education from the early years through to graduation to prepare WSD students for successful lives.

SHERRI ROLLINS
CHAIR, FINANCE/PERSONNEL
COMMITTEE 2014/2015



INSTRUCTIONAL

Regular Instruction

All subject areas; language programs; English-as-an-additional language; Full-day kindergarten pilot
\$202,365,800

Student Support Services

Special Education; clinical services; resources and counseling
\$91,322,800

Community education and services

Nursery; adult programs and community use of schools
\$10,103,800

Instructional and other support services

Professional development; library services and nutritional program
\$10,432,800

SUPPORT

Administration

Computer and information services; business and human resources functions; Board and central administration
\$10,669,200

Student transportation

Operation of school buses
\$5,492,500

Operations and maintenance

Operating and maintaining 77 schools and other facilities
\$48,066,400

Fiscal and capital appropriations

Payroll tax; banking charges and capital transfers
\$9,052,100

Total
\$387,505,400

QUICK FACTS:

33,190

STUDENTS

22,229

ELEMENTARY (N-G8)

10,961

SECONDARY

77

SCHOOLS

63

ELEMENTARY

14

SECONDARY

2,196

GRADUATES

1,786

NURSERY STUDENTS

4,328

STUDENTS IN LANGUAGE PROGRAMS

6,567

STUDENTS IDENTIFIED AS
ENGLISH-AS-AN-ADDITIONAL LANGUAGE

If you have any comments, questions,
or concerns please contact:

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