



WINNIPEG SCHOOL DIVISION

WE ARE WINNIPEG SCHOOL DIVISION

2016/2017 **ANNUAL REPORT TO THE COMMUNITY**



Purpose and Vision

OUR PURPOSE

Winnipeg School Division provides a learning environment that fosters the growth of each student's potential and provides equitable opportunity to develop the knowledge, skills, and values necessary for meaningful participation in a global and diverse society.

OUR VISION

Is for current and future people learning and working within Winnipeg School Division to be:
Engaged, Confident, Inspired, and Successful Learners.

Message from the Chair of the Board

It was my honour to sit as Chair of the Winnipeg School Division Board (WSD) of Trustees for the 2016/2017 year. During the past year, we have celebrated a number of milestones within the division. On April 20, R.B. Russell Vocational High School marked its 50-year anniversary. It was my pleasure to attend the event and enjoy the classroom displays throughout the school. During the school year, WSD proudly opened two new gymnasiums, one at Lord Nelson School and the second at École LaVérendrye. The new additions provide much needed space that will facilitate the growth and physical learning of our students.

Students from across WSD came together on three different occasions to take part in Everybody Has the Right (EHTR) – a program that was established in 2014 to celebrate the opening of the Canadian Museum for Human Rights (CMHR). Since the first year, the EHTR has become a regular program in the division focusing on building awareness and understanding of diversity and human rights. This year's events celebrated the art of storytelling, acknowledging the Indigenous practice of sharing stories after the snow covers the earth. I was able to attend all three events, including the finale at the CMHR where students created a giant story circle, interweaving their individual and community stories.

The WSD Board of Trustees plays a big role as advocates for better learning and opportunity for students in the division. I met with Manitoba's Minister of Education and Training on several occasions, sharing with him both the innovative programming found in our schools as well as the concerns and needs our parents have brought forth to the Board. As a Board, we have advocated to the Province the need to change the funding model for education in this province and to ensure the socio-economic needs of our students are met. I would like to thank the parent and community volunteers for your unflagging commitment to developing and maintaining the unique programming found in WSD.

Our Board continues to be committed to improving graduation rates in Winnipeg School Division. Through student services programs that promote healthy minds, the Aboriginal Graduation Program and many other initiatives, we are seeing more and more young people thrive in our schools and achieve their diplomas. We are also welcoming more newcomers and refugees to our division every year and are thankful for the diversity and multiculturalism that we enjoy among our students and staff.

Partnerships are a key foundation for Winnipeg School Division and I would like to take this opportunity to thank the many community, provincial and federal organizations who work with us throughout the year. It is because of these commitments to each other that we are able to deliver on our promise of a learning environment that fosters the growth of each student's potential and provides equitable opportunity to develop the knowledge, skills and values necessary for meaningful participation in a global and diverse society.

In November 2016 we welcomed a newly elected member to the Winnipeg School Division Board of Trustees. Arlene Reid filled the vacancy in Ward 7 and is a pleasure to have on our team. Thank you to all of our Trustees for your commitment to the division and the students and families we serve. In closing, I would like to acknowledge and thank the administration and staff throughout Winnipeg School Division for everything you do to make learning an enjoyable and fulfilling experience for our young people.

SHERRI ROLLINS
BOARD CHAIR

Natea Eshetu Beshada
Kelvin High School graduate,
Harvard University student

Natea, who was a student in Kelvin's International Baccalaureate programme, is enrolled in Harvard this fall on a scholarship that offers almost \$100,000 a year in tuition, room and board. He intends to take mathematics and physics.



Peter Correia

Principal and director of the COACH 1 program for elementary students

“We saw a void in programming, needed for students who were in the regular school system, were involved in normal programs at the division but who still weren’t being as successful as they could be.”

WE ARE PARTNERS

Community Partnerships

COACH PROGRAM (MACDONALD YOUTH SERVICES, CFS)

COACH is a “wraparound” educational program that supports students who have behavioural difficulties due to trauma in their lives. The students are unable to thrive in a regular classroom, so they attend school in an alternate location—with the ultimate goal of being re-integrated into the regular classroom. Children supported by COACH have experienced severe emotional, sexual and or physical abuse or neglect and have previously attended school only sporadically or not at all. They come from homes which may have involvement with Child and Family Services; there may be violence in the home, addictions, or gang affiliations.

The program is also preventative—many children who exhibit behavioural issues in school also have potential to get involved with the criminal justice system, says Peter Correia, principal and director of the COACH 1 program for elementary students, which runs out of Mulvey School in Winnipeg. The COACH 2 program is run by McDonald Youth Services and is for junior high students. COACH serves all students within Winnipeg city limits, not just those who reside in particular school divisions. There is no high school program yet, but it’s hoped that it will come.

The reason the program was developed 16 years ago, says Correia, was that educators “saw a void in programming, needed for students who were in the regular school system, were involved in normal programs at the division but who still weren’t being as successful as they could be.”

What makes the approach unique is that the coaches are not only hired to spend the entire day with students, but also during after school hours and on weekends.

“Where they [educators] found another void was the community piece—the wraparound piece away from school hours where students weren’t being as successful as they could be,” says Correia.

“That was the impetus that drove the program. How can we also look at after school and weekends—not just school hours.”

Having coaches pick kids up and bring them to the program is key to the students’ success, says Mazur, program manager for COACH through Macdonald Youth Services, which is one of the partners, along with the Winnipeg School Division, Healthy Child Manitoba and Child and Family Services.

“Many families are fearful of CFS intervention. We are there to support families.” She says parents and children may take a while to come around to the program. But she says within a few weeks of attending COACH, students who have had little to no school attendance “want to be there.”

Correia has the attendance numbers to prove it. For example, Correia says, last year one student went from a 25 per cent attendance rate to 99 per cent. Another went from zero attendance to 100 per cent. Overall attendance for coach is 92 per cent. And academics are another success story. Students enter the program far behind their peers and progress through their academics quickly.

Average reading levels go up at least a grade per year, says Correia. One student went from being a non-reader (not even knowing alphabet sounds) to a Grade 1.5 level. Another student went from a Grade 1 reading level to a Grade 3 reading level in a year. “It is quite significant,” he says.

And the behavioural incident reports also drop for students in the program—last year there was an overall 37 per cent decrease. “It’s really quite something to see,” says Correia.

MANITOBA ARTS COUNCIL

Artists in Schools is a program that brings together the unique vision and energy of artists and the creative potential of students and teachers. The program supports existing arts education programs through residencies integrated into the school’s instructional schedule. There are over 50 Manitoba artists available for residency applications and costs are shared by the school and the Manitoba Arts Council. The majority of WSD schools take part in the Artists in Schools program with the most frequent participation in Grades 7 to 8.

BIOMEDICAL YOUTH PROGRAM

Organized by the Faculty of Health Sciences, College of Medicine this includes such programs as Science Buddies, & Mentorships Clubs, BYP Summer Camps and on-site high school program experience.

Young Scientists Program at St. Boniface Hospital Research Centre

This program is an initiative at the St-Boniface Hospital Research Centre Youth BIOlab for elementary students in Winnipeg School Division with a strong aptitude and interest in science.

FRENCH LANGUAGE INSTRUCTION CATCHMENT CHANGES

Students living in the newly defined catchment area Luxton School French Language Instruction began registering for Kindergarten in September 2016. A total of 14 students registered in Kindergarten who will continue in 2017 in Grade 1 French Immersion Dual Track instruction.

Sir William Osler officially opened as a French Milieu School in September 2016. It has 50 Nursery level students and a total of 91 students in Kindergarten to Grade 2. French Milieu is a method where all communication in the school occurs in French, with the exception of English Language Arts.

VANCOUVER FILM SCHOOL - G3 SUMMIT SISLER

The Game On: G3 conference took place February 2 and 3, 2017 at Sisler High School. Students learned from industry experts, showcasing their own game and app designs. It was the third Game On event held at the school and included students in Grades 6 to 12 from across Winnipeg School Division.

Guest instructors included industry experts from the Vancouver Film School, Project Whitecard, Electric Monk Media, Mid-Ocean School of Media, Kindoma and more. It was an opportunity for students to learn something hands on, like sound design, coding, creating characters and designing assets. Students also saw some of the potential careers in this field. There's a need for artists, coders, promotions, all of these jobs and roles that students can eventually do.

Sisler's ongoing partnership with the Vancouver Film School is giving students who are pursuing a career in game design a potential destination following high school.

"Industry people are coming in and seeing that our students have their heads wrapped around where they are going in the future. The questions they are asking are levels ahead," said Jonathan Dyck-Lyons, who teaches film with Sisler IDM.

CAREER EDUCATION PROGRAMS - ELECTRICAL AND PIPE FITTING

WSD has partnerships with the International Brotherhood of Electrical Workers (IBEW 2085) and the Piping Industry Technical College to offer two off campus apprenticeship programs. Individuals working in electrical trades technology and plumbing and pipe fitting industries play an important role in our economy and society. Add number of enrolled students in 2016/17

Electrical workers plan, assemble, install, repair, test and maintain electrical fixtures and systems that provide heat, light, power or control in residential, commercial and industrial buildings.

They are able to understand and follow detailed blue prints and documents along with visualizing complex electrical systems. In addition, they are excellent problem solvers and take pride in their work. Plumbing and pipe fitters have an interest in construction, enjoy performing math calculations, working with their hands, and performing a wide-variety of tasks with construction tools and equipment. They are able to understand and follow detailed blue prints and documents along with visualizing complex piping systems.

WSD was well represented when Winnipeg played host to the 2017 Skills Canada National Competition May 31 to June 3. Eight WSD students advanced from provincial skills tournaments to take part in the national multi-trade/technology competition.



WE ARE SKILLED

For many years, WSD has prioritized providing academic, adaptive and behavior supports for students with additional needs. Our philosophy is that all children are special, and their needs should not define who they are.

WE ARE
ACCESSIBLE

Addressing barriers to learning

CERTIFIED SERVICE ANIMALS POLICY

WSD has adopted the Certified Service Animals Policy (JHFA 12/15) in which the division is committed to supporting the use of certified service animals in schools requested by a parent/guardian or employee as long as the appropriate planning and preparation have taken place. The MB Human Rights code prohibits discrimination or harassment of any person on the basis of applicable characteristics, one of which is physical or mental disability or related characteristics or circumstances, including reliance on a service animal, wheelchair etc.

SUICIDE PREVENTION POLICY

WSD has adopted the Suicide Prevention and Non-Suicidal Self-Injury Policy (JGA 12/2015) in which the division is committed to a three tiered approach including Prevention, Intervention and Postvention. This policy applies to suicidal ideation, suicidal behaviour and non-suicidal self-injury that takes place in the school, on school property, at school-sponsored and out-of-school events. This policy has been developed around provincial best practice guidelines while encouraging a collaborative approach which applies to the entire school community; including all divisional staff, students, parents/guardians and volunteers.

ACCESSIBILITY PLANNING

Winnipeg School Division is a leader in providing inclusive education to students in Manitoba and we view Accessibility Legislation as a natural next step in advancing our province in a positive and inclusive way. A WSD Accessibility for Manitobans Steering Committee was formed in 2016 to research and develop an accessibility plan for the division. WSD views inclusion as accessibility – it's a process and a plan that requires an understanding of what a student needs to succeed academically, socially and emotionally. In WSD, parents/guardians, the school support team, division staff and community agencies, as required, are involved in this planning process. The full WSD Accessibility Plan can be viewed online (winnipegdsd.ca/about). It is an on-going document and feedback is continually welcomed to improve accessibility and inclusiveness within the division and will be added, as appropriate, to the plan.

SAFE AND CARING POLICY

WSD has implemented the Safe and Caring Policy (IGABB 06/16) for transgender and gender diverse students and staff. The intent of the policy is to foster a safe, welcoming, equitable, and inclusive school and community free of stigma regardless of sex, sexual orientation, gender identity or gender expression. The policy is consistent with the Human Rights Code of Manitoba and provincial laws (including Bill 18) concerning bullying, discrimination, harassment, privacy and confidentiality. Ultimately, all students and staff should have the opportunity to express themselves and live authentically.

Since 2010, students have been participating in free daily music lessons and art exploration as part of the Sistema music program. The program, based on a successful model established in Venezuela over three decades ago, provides a musical instrument lessons and exposure to orchestral music to students who may not have otherwise had such an opportunity.

WE ARE CONFIDENT

Celebrations in WSD

RB RUSSELL 50 YEARS

R.B. Russell Vocation School celebrated 50 years of excellence in education in 2017. Established in 1967, the school offers a variety of vocational programs including Culinary Arts, Building Construction, Hairstyling, Mature Student Diploma, Pre-industry Training Programs and Indigenous Leadership Development.

The community joined staff and students at R.B. Russell on April 20 to celebrate the milestone with classroom visits, displays and archives at the school.

Students at R.B. Russell pursue vocational, academic and apprenticeship opportunities. It's a learning environment that encourages students to recognize their potential for education and employment – a place where the mantra is Respect, Belonging and Responsibility.

47TH ANNUAL SCIENCE FESTIVAL

Winnipeg School Division held its 47th Annual Science Festival on Wednesday, April 5, 2017 at the Rady Faculty of Health Sciences, University of Manitoba. Over 200 diverse projects from four grade levels were on display from four grade levels: Elementary (Grades 4 to 6), Junior High (Grades 7 to 8), Intermediate (Grades 9 to 10) and Senior (Grades 11 to 12). Project entries covered a variety of categories ranging from Biology, Chemistry and Physics to Sustainable Development and Innovation, Environmental Science, Engineering, and Consumer Science. Alayna Smith, Jacob Harvey and Ya Wen Huang represented Winnipeg School Division at the Canada Wide Science Fair in Regina, Saskatchewan.

OUT FORUM

With the goal of creating a more welcoming environment for LGBTQ students and supporting student-run Gay-Straight Alliances (GSAs), WSD held its first OUT Forum on Feb. 21, 2017.

The WSD Inclusion Across the Rainbow and Healthy Minds event saw 105 Grades 7 to 12 students and 30 educators come to R.B. Russell Vocational High School for a day of keynote speakers, workshop sessions and plenty of discussion about health topics relevant to all students, including those in the LGBTQ community. Sessions included an introduction to mindfulness practices, healthy relationships, overall wellness for youth during stressful/challenging times, and more.

WSD currently has 12 student GSA groups in its schools, which are a way of providing that community; the intent is to provide a safe circle of peers for LGBTQ students and straight students who wish to offer support. Multiple studies have pointed to LGBTQ youth in Manitoba and Canada having higher diagnosed rates for mental health disorders, substance use and abuse, homelessness and other issues.

"In the Winnipeg School Division we are really trying to change those statistics," said Nori Korsunsky, WSD Health Education Consultant. "We have a number of innovative initiatives within our schools to foster safer and more inclusive school communities, and this event is part of that. We have many incredibly caring adult and youth allies and a very supportive board and senior administration."

REOPENING SIR WILLIAM OSLER

École Sir William Osler held an official opening ceremony on Oct. 4 to mark a new era as a French Immersion milieu school. In 2015, the school operated as an extension of École LaVérendrye.

"This year we are now our own school," said Principal Karen Loveridge. "We still have some of our LaVérendrye students here, but we are our own school with our own students and catchment area now."

Currently, the school has Nursery to Grade 2 students, but it is looking to expand in coming years.

"Our intention is to add a grade every year," Ms. Loveridge said. "Next year we'll add the Grade 3 students and we'll move on from there."

Music teacher Monica Ossachuk wrote a new school song for the occasion, entitled "École Sir William Osler on t'aime." The song was performed by the school's Grade 1 and 2 choir.

École Sir William Osler was built in 1955, with an addition made in 1957; the school closed in June, 1991 and was used as WSD office/utility space until recently. The school underwent some renovations prior to receiving its new students from LaVérendrye last year.

OPENING ECOLE LAVERENDRYE GYM

École LaVérendrye officially opened its new gymnasium and music room Jan. 27 with a celebration event including staff, students and the community.

The French Immersion school, located in the Fort Rouge area, has expanded by 9,268 sq.ft. which includes a 4,310 sq. ft. gymnasium, a 1,026 sq. ft. classroom plus ancillary spaces such as kitchenette, change rooms, washrooms, mechanical/service room and an above ground link connecting the second floor of the existing building by stairs and a new elevator. École LaVérendrye officially opened its new gymnasium and music room with a celebration event including staff, students and the community.

"The Winnipeg School Division Board of Trustees is pleased to see results of the division's plans to accommodate French Immersion programs," said Rollins. "The demand for French Immersion continues, and expanding our space in this part of the city is an important step in ensuring we continue to meet the needs of the community."

OPENING LORD NELSON GYM

Lord Nelson School celebrated the official opening of its new addition and gymnasium on September 23, 2016. The construction is designed to have LEED Silver level green building certification as well as a Manitoba Hydro Power Smart designation.

"The new space gives students maximum comfort with controlled temperature, ventilation and lighting," said Sandy Stevenson, Principal. "The designers added Solatubes to bring daylight into dark interior spaces, adding enough light to replace electric lighting." Studies show that natural daylight serves to enhance student performance through improved learning, behaviour and health. The addition includes new classroom spaces for each Nursery and Kindergarten and a canteen area, adding a total of 9,540 sq ft of new space to the Nursery to grade 6 school.

In keeping with WSD's strategic priority to strengthen and enhance sustainable development in the division, exterior landscaping was designed so that it will not require irrigation, also helping to conserve potable water. Vegetable planter boxes are provided to teach students about organic gardening and local food production. The school has designated a portion of the grounds to be preserved as vegetated area for the life of the building, impervious parking area will not increase and an existing stall is reserved for carpools in an effort to decrease single occupancy vehicle use. Additional bike racks encourage more students to use alternative transportation methods and staff are provided with secure covered bike lockers and shower/change facilities to accommodate cyclists.

LIGHTS, CAMERA, ACTION!

Winnipeg School Division students took to the stage to mark the 2017 finale of the Quantum Arts Program. The program showcases student talent and artistic growth in drama, film, dance and visual art.

Through the Quantum Arts Program, 102 Grade 5 to 8 students from across WSD spent eight weeks receiving specialized arts training. Students spent two hours, twice a week working with professionals at Prairie Theatre Exchange, Royal Winnipeg Ballet and Winnipeg Art Gallery. Quantum also offers two classes for students with an interest in film: a film and television acting program with the Prairie Theatre Exchange and a filmmaking course with the Winnipeg Film Group.

Students and their families gathered on March 16 at the Winnipeg Art Gallery's Muriel Richardson Auditorium for a showcase of their work with the Winnipeg Art Gallery, Royal Winnipeg Ballet School (Recreational Division) and Prairie Theatre Exchange.

The following week, students enrolled in the acting for film and television class gathered with their families at Prairie Theatre Exchange's Colin Jackson Studio Theatre and Cinematheque Theatre to share their project finales.

Quantum is funded through the WSD's Children's Heritage Fund and its generous donors. For more information on the WSD Children's Heritage Fund please visit www.winnipegssd.ca/CHF.

Marjorie White
Dufferin School

In recognition of her years of dedication to her students and community, Ms. White was honoured with a 2017 Certificate for Teaching Excellence from the Province of Manitoba.



WE ARE INSPIRED



Shareice Beardy
Class of 2017 graduate

“I feel really, really happy and relieved. I dropped out of school for two years...I have no words right now to explain how happy I am to be graduating.”

Student Achievement and Success

NEW BEGINNINGS, NEW ASPIRATIONS!

New immigrants and refugees migrate to Canada with lots of hope, aspirations and are excited about their new beginnings. Education is the one the most important aspects of settling down and Winnipeg School Division has a dedicated Newcomer Services team to provide students and their families with a variety of services to help them. In addition to newcomers from various parts of the world, WSD received nearly 200 refugee students from Syria last year.

There are eight special English-as-an-additional-language (EAL) classrooms for newcomers and refugees in WSD junior high and high schools, called Literacy Centres.

“For government-assisted refugees, living at Manitoba Interfaith Immigration Council (also called Welcome Place), while adult parents are receiving English language assessments and classes, children start attending transitional classrooms organized by Newcomer Education and Employment Development Services (NEEDS). Here they get an introduction to Canadian school systems and get to know what Canadian classrooms look like,” says Eric Sagenes, EAL consultant/support teacher who is responsible for students’ academic success and professional development of teachers.

To respond to the huge influx of refugees and for better coordination between different schools, WSD set up a temporary mobile newcomer services team. It consists of three teachers, two school psychologists, a social worker and intercultural support workers. The team recommends strategies to classroom teachers to help increase the student’s English proficiency and also provide ‘lunch and learn’ PD sessions to school staff.

Once the students are registered to attend the school based on their residence, support teachers from Winnipeg School Division do an initial assessment before taking students to classrooms to meet their teachers. Intercultural support workers provide students with orientation to their new school in the student’s own language, as well as providing referral for in-school supports like counseling and tutoring. The support teacher will also work with the classroom teacher to ensure the newcomer student is adjusting well.

“The model of registering the students to the nearest school to their residence is preferred over a centralized EAL classroom for newcomers since they do not have transportation to go from one place to another,” Mr. Sagenes said. “The aim is to minimize the number of transitions and to help students get immersed right into the setting they are going to be familiar with. Each school is able to make decisions tailored to the needs of their own students.”

To overcome the language barrier, WSD also employs full-time intercultural support workers and casual interpreters who have knowledge of different languages like Tigrinya, Spanish, Nepalese, Swahili, Filipino, Arabic, etc. Intercultural support workers provide additional communication between students, parents and the teachers.

“Our support workers ensure that parents are informed about the school system and their child’s progress in their own language,” said WSD Newcomer Service Coordinator Sue Hoang.

“They help EAL teachers understand the cross-cultural values and beliefs of the families and are part of parent-teacher conferences. To help the kids settle in, support workers also visit their homes and provide necessary referrals to various settlement agencies who can help parents find employment and housing. Our division is proactive in partnering with various organizations like Local Immigration partnership (LIP), Immigrant Refugee Organizations of Manitoba (IRCOM) and others who provide various services for newcomers like counseling, and activities that build community and support their integration.”

All newcomer students receive a hearing screening test. WSD Audiology provides free hearing aids to the students who need them. Some schools have also partnered with businesses that provide vision tests and supply glasses to students at a discounted cost. WSD support workers can also provide transportation for students to attend such appointments. WSD Clinical Support Services can also provide supports to individual and groups of students and schools that have large newcomer populations.

Thanks to ongoing partnerships with community organizations, WSD Newcomers Services team has been able to provide newcomer students with a healthy start to their new lives in Canada.

CHURCHILL HOCKEY ACADEMY

The Churchill High School/Collège Churchill Hockey Academy, began its inaugural year in September 2016 and will expand to multiple grades in 2017.

Once this year's group of Grade 7 players/students moves on Grade 8, the academy will continue to build by adding another group of Grade 7 students in September 2017. The program will continue to evolve into higher grades with each successive year.

"The skills and confidence these students are building on the ice are translating into the classrooms," said Principal Donna Miller. "These students are becoming leaders in our school and they bring a lot to the table. Our students who aren't in the hockey academy enjoy having these students in their classrooms...they've fit right into our inclusive environment."

At Churchill, students have a choice of either the English or, at Collège Churchill, French stream of instruction as the school offers classes in both official languages. Students start their day practising hockey at Southdale Community Centre before going to classes at Churchill.

The hockey academy is designed to complement and enhance skill development opportunities within the current Hockey Canada Branches and their minor hockey associations.

EHTR HUMAN BOOKS AND INDIGENOUS STORY TELLING

Students from across Winnipeg School Division took part in the continuing Everybody has the Right (EHTR) program for 2016/17. The theme, Learning with our Living Indigenous Human Books, focussed on how Indigenous children are traditionally taught, with storytelling beginning after the snow blankets the earth.

"This is a commitment to the Truth and Reconciliation 94 calls to action in the Winnipeg School Division," said Rob Riel, Director of Aboriginal and Newcomer Services. "We're honouring and respecting the way Indigenous communities learn from each other."

Change to include April event at CMHR. The goal of the February EHTR Human Library event is to help students consider "identity" from a variety of different lenses as they develop their own sense of who they are. There will also be practice in intentional looking and listening to learn how to imagine and write their own stories for the final EHTR gathering in April at Canadian Museum of Human Rights in collaboration with the International Storytelling Festival.

The arts offer students a means of sharing their ideas and reflecting on their learning.



WE ARE ARTISTS

Grace Ma
Kelvin High School graduate

Grace was honoured with a \$25,000 STEAM Horizon Award for her work as a young leader in environmental and sustainable development issues.

Sustainability and Fiscal Responsibility

ROOTS & SHOOTS

Jane Goodall's Roots & Shoots is the youth-led community action and learning program of the Jane Goodall Institute. The program builds on the legacy and vision of Dr. Jane Goodall to place the power and responsibility for creating community-based solutions to big challenges in the hands of the young people. Through the program, young people map their community to identify specific challenges their neighborhoods face. From there, they prioritize the problems, develop a plan for a solution, and take action all while developing the skills and attitudes to become part of the next generation of Dr. Jane Goodalls.

WSD schools currently enrolled in the Roots and Shoots program include Lord Selkirk, Robert H. Smith, Meadows West, Greenway and King Edward.

UNESCO SCHOOLS – BECOMING CRITICAL THINKERS AND COMPASSIONATE LEADERS

The United Nations Educational, Scientific and Cultural Organization (UNESCO) was created in 1945, when much of the world was emerging from the wreckage of the Second World War. Canada was one of its 20 founding members.

Its goal was—and remains—a lofty one: Nothing less than world peace.

Winnipeg School Division has four UNESCO schools. Brock Corydon, Niji Mahkwa, Laura Secord and Churchill High School is a charter school (in process).

Grade 5 students from Brock Corydon, Niji Mahkwa and Laura Secord meet annually with three other schools from other schools in Manitoba – one is Muslim, one Catholic, one secular school. Brock Corydon is Hebrew and Niji Mahkwa is Indigenous, while Laura Secord represents a secular school. Students meet for one full day in May on how to get along and understand each other. During the meeting, they are mentored by Churchill High School students.

In Grade 6, the students meet again, in January, and spend two days researching four different faith based ceremonies: a pipe ceremony and visits to a mosque, a synagogue and a Catholic church.

In Canada, the Associated Schools Network has 70 schools in seven provinces. Canadian schools that join the UNESCO Associated Schools Network make a commitment to support UNESCO's ideals through four pillars of learning and four themes of study.

The 25 UNESCO schools in Manitoba meet three times a year with grade 5 and 6 students, teachers and administrators. During these meetings they work on the four pillars of UNESCO:

- Learning to do
- Learning to know
- Learning to be
- Learning to live together

This ties into the three pillars of Winnipeg School Division's Education for Sustainable Development, which are environment, economy, human health and well-being.

STATISTICS

WSD has reduced its energy use by 246 million kilowatt hours in the past ten years.

WSD welcomed over 18,000 community events in its schools and facilities during the 2015/2016 school year.

WSD has reduced CO2 emissions by 40,000 tonnes over the past ten years.

1,500 WSD children receive a nutritious breakfast at school each day.

WSD water usage in 2015 is almost half that of 2002. (168,234 cubic meters compared to 303,273 CM)

WE ARE
SUSTAINABLE

Finance Committee Chair Message

It was my pleasure to serve a second year as the Chair of the Winnipeg School Division Board of Trustees Finance and Personnel Committee for the 2016/2017 school year.

For the 2017/2018 budget, we consulted extensively on proposed reductions, additions and a range of tax increases. As a Board, we are committed to meeting the unique needs of our community while also limiting the impact of increased property tax on home owners. The final budget approved for the 2017/2018 school year resulted in taxpayers within WSD boundaries seeing an average 3.89 percent increase, or \$52 a year, on their property taxes based on an average residential home valued at \$203,900.

Provincial funding for the 2017/2018 school year continued to lag behind the actual cost of programs and services provided in Winnipeg School Division, and covers only 60 percent of the final budget. Taxpayers cover an additional 37 percent and other revenue sources make up the final 3 percent. The total budget for 2017/2018 is \$406,594,200.

During the consultation process, the Board highlighted popular programs which are not Provincially funded. These include programs and services such as Nursery, Library Technical Assistants, School Resource Officers, Adult Crossing Guards, Summer School, Off Campus Programs, Nutrition, and Therapy Services to support students. While these programs have become part of the standard of education in WSD, the division is not required to provide them under the provisions of the Public Schools Act. The total cost to taxpayers for these community programs is \$13,032,850, and they were included in the 2017/2018 final budget.

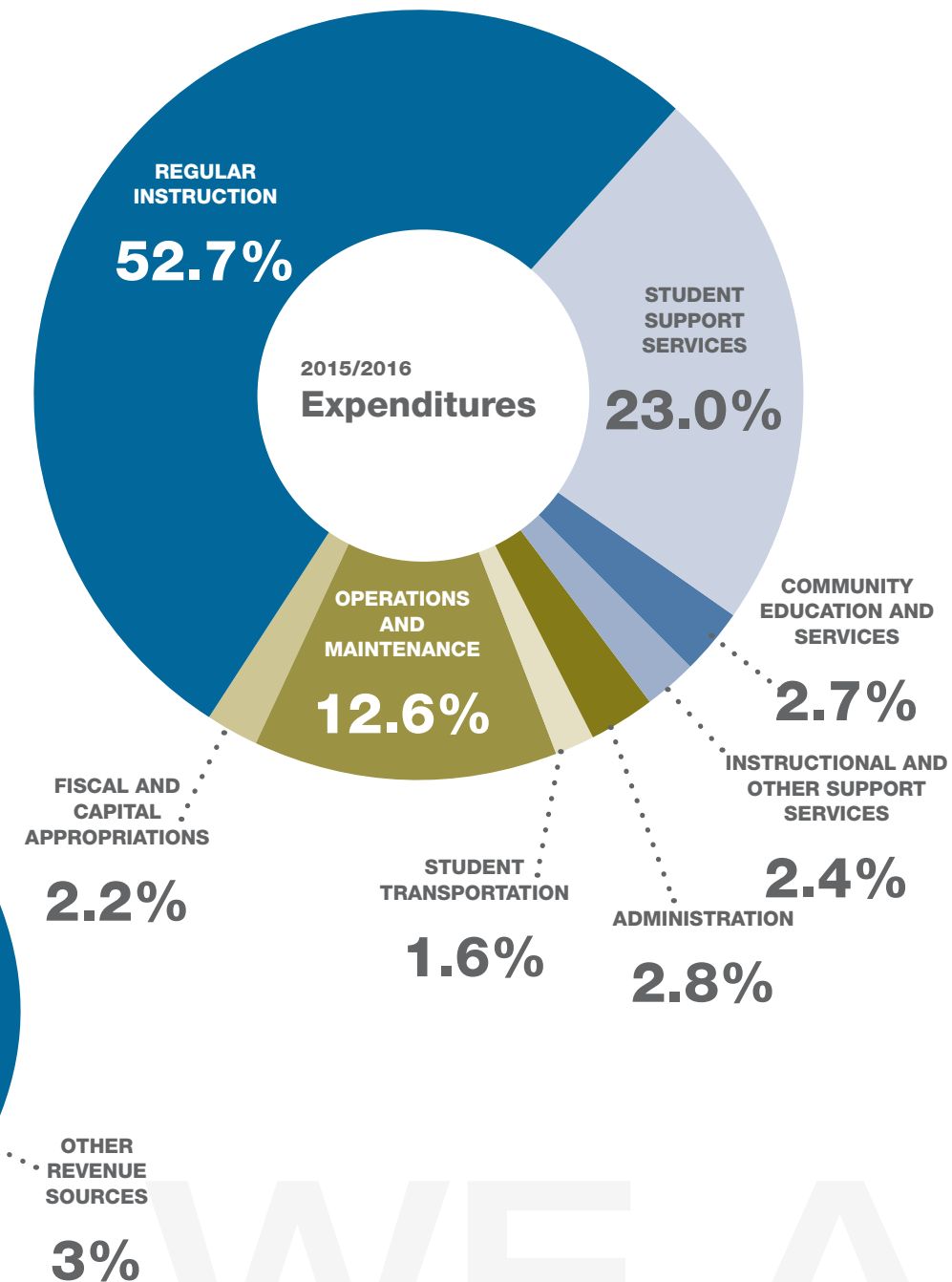
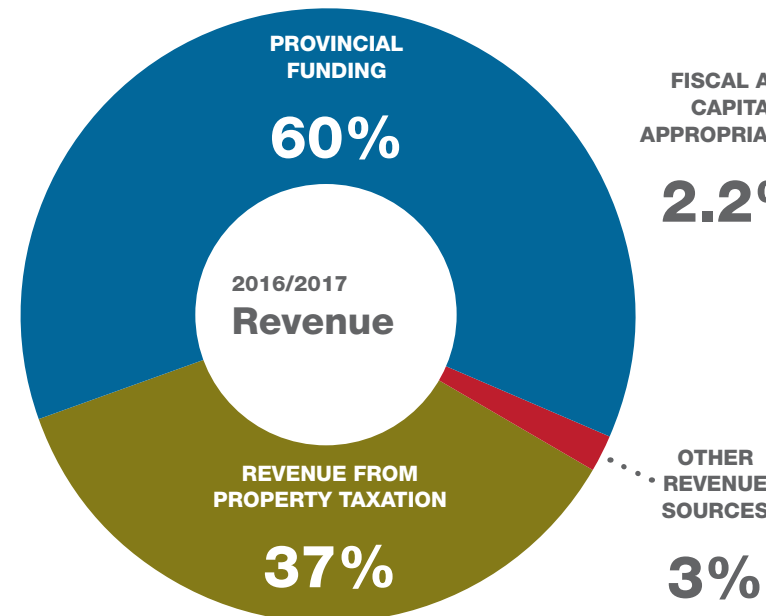
WSD reviews all of its programs and services on an annual basis as part of its fiscal responsibility to manage tax dollars while continuing to deliver programs that improve student success. Over the past ten years, WSD has achieved cost savings in areas such as heating and electrical costs, water usage, reducing paper and reorganizing the leadership team. During this budget period, the Board approved \$1,012,000 in cost savings to achieve a balanced budget without impacting programming for students. These include \$473,400 in transportation; \$151,200 in divisional operations and administration; and \$387,400 in regular instruction. In addition, the Board has approved raising fees on permits, bringing them in line with other divisions in Winnipeg, for use of WSD facilities for an increase in revenue of \$250,000.

The number of students diagnosed with Autism who are entering Winnipeg School Division is continuing to rise. To support these students, staff and families, the Board was pleased to allocate \$350,000 for an Autism early intervention team and Autism assistive technology. The Board also approved \$119,500 for an Arts equity adjustment.

WSD operates with one of the leanest administration teams in the Province, while providing direction, support and service to the largest school divisions. WSD administrative costs are second lowest by cost per pupil among all school divisions, equaling 2.8 percent of total spending, well below the 3.5 percent mandated limit for all large urban school divisions in the province.

I would like to thank the many community members who participated in the consultation process for the 2017/2018 budget. It was apparent that the issues on the table this past year were important to the many parents, residents and staff who turned out to learn more about the draft budget and presented to the Board during the Special Meeting on the Budget in February. It is because of the community interest and involvement that we were able to develop a collaborative budget to meet the needs of our students.

CHRIS BROUGHTON
CHAIR, FINANCE/PERSONNEL
COMMITTEE 2016/2017



INSTRUCTIONAL

Regular Instruction

All subject areas; language programs; English-as-an-additional language
\$214,273,350

Student Support Services

Special Education; clinical services; resources and counseling
\$93,686,100

Community education and services (including adult learning centres)

Nursery; adult programs and community use of schools
\$10,805,900

Instructional and other support services

Professional development; library services and nutritional program
\$9,690,800

SUPPORT

Administration

Computer and information services; business and human resources functions; Board and central administration
\$11,414,100

Student transportation

Operation of school buses
\$6,431,600

Operations and maintenance

Operating and maintaining 78 schools and other facilities
\$51,319,300

Fiscal and capital appropriations

Payroll tax; banking charges and capital transfers
\$8,973,050

Total

\$396,036,400

WE ARE

FACTS AT A GLANCE

Total number of students (as of Sept.30, 2016)	33,251
Elementary (N – Grade 8)	22,210
Secondary	11,041
Total number of schools	78
Elementary (N – Grade 8)	64
Secondary	14
Number of graduates (as of Sept. 30, 2016)	2,081
Number of nursery students	1,808
Students in language programs:	
French Immersion	4,190
Hebrew Bilingual	186
Ukrainian Bilingual	73
Students identified as English-as-an-additional language	7,052
Students transported to school	2,587
Total number of full time staff	4,514

WE ARE WINNIPEG SCHOOL DIVISION

This publication is available
in alternate formats upon request.
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