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WINNIPEG SCHOOL DIVISION

Annual Report *TO THE COMMUNITY*



MESSAGE FROM THE CHAIR OF THE BOARD

The Winnipeg School Division prides itself on providing innovative programming that reflects the cultural and economic needs of our large student population and will continue to focus on helping all students achieve success.

The Winnipeg School Division's Priorities continued through the 2011-12 school year. Those priorities are: to strengthen instructional and assessment strategies for all students using all available resources including the integration of technology; to improve academic and behaviour support services for students with special needs (in accordance with the Standards for Student Services); to strengthen and enhance Education for Sustainable Development initiatives that address environmental, social and economic issues worldwide; and to further improve school attendance and graduation rates through the exploration of additional programs and strategies.

In addition to improving student learning, the Board of Trustees is mindful of the

additional supports and resources that are required to provide the high quality, innovative education programs to students and their families.

Every year, the Board is committed to managing tax dollars responsibly, while balancing many challenges such as increases in enrolment, special education, provincial funding levels, maintenance of school buildings, the impact of reassessment, and increases in utility costs.

In the spring of 2011, the Board of Trustees surveyed residents to understand parents' perceptions on the Division's Budget Process and the majority of residents supported maintaining property tax for programs and services as opposed to reducing property tax at the expense of programs and services.

All Division schools have implemented and included Aboriginal Education programming in their planning and reporting processes. There are numerous initiatives focused on Residential Schools like the mandatory human rights unit, the develop-

ment of lesson plans for our teachers or the development of Residential School Kits for students.

As the Board of Trustees is committed to the growth and development of each student, improvements in education are an ongoing process that involves educators, families and members of the community with special attention given to social justice issues locally and globally and sustainable development.

Congratulations to École Laura Secord School, Lord Nelson School, Principal Sparling School and École secondaire Kelvin High School on their recent Centennial celebrations.

I look forward to another school year as the Board continues to work towards improving learning in the areas of Aboriginal and Special Education, Technology in Schools, and addressing issues such as class size and Learning to 18 years of age.

Rita Hildahl

Chair, Board of Trustees 2011-12

Board of Trustees 2011-12



Ward 1

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Chair, 2011-12
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MISSION STATEMENT

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.

Senior Administration 2011-12

Pauline Clarke
Chief Superintendent

René Appelmans
Secretary-Treasurer

Robert Chartrand
Superintendent of Schools-South

Karin Seiler
Superintendent of Schools-Inner City

Celia Caetano-Gomes
Superintendent of Schools-Central

Dushant Persaud
Superintendent of Schools-North

Fourteen outstanding students

Winnipeg School Division secondary schools marked the academic accomplishments of 14 students with the annual presentation of the Governor General's Academic Medals.

The Governor General's Academic medals were created in 1873 by Lord Dufferin, Canada's third Governor General after Confederation. His intent was to encourage academic excellence in students across the new nation.

The medal is the most prestigious award that a student in Canadian schools can receive.

One student from each Division secondary school was selected to receive the honour for the 2011-12 school year:

- Argyle Alternative High School-**Hayley Rice-Lampert**
- Children of the Earth High School-**Beverly Pettit**
- Churchill High School-**Mitchell Engen**
- Collège Churchill-**Ashley Cole**
- Daniel McIntyre Collegiate Institute-**Jaryl Kawal-Henderson**
- Elmwood High School-**Hoang Phuc Dang**
- Gordon Bell High School-**Haley Pauls**
- Grant Park High School-**Ara Dungca**
- École secondaire Kelvin High School-**Kimia Sheikholeslami**
- R.B. Russell High School-**Sheyanne Gauthier**
- St. John's High School-**Jessica Bondoc**
- Sisler High School-**Jacky Ng**
- Technical Vocational High School-**Kadille Nevado**
- Winnipeg Adult Education Centre-**Ryan Sigurdson**

The Winnipeg School Division congratulates these students and wishes them continued success in their future endeavors.



Assessment programs

The Winnipeg School Division (WSD) conducted four division-wide assessment programs in 2011-12.

Two were conducted in the fall as part of the daily teaching routine. These were Assessments for nursery to Grade 6 students, created by WSD staff; the Middle Years Provincial Assessment for Math in Grade 7; and English Language Arts-Writing in Grade 8. The purpose of these assessments is to gather information about student strengths and learning needs and to plan instruction using that information. This is known as Assessment FOR Learning.

Professional learning sessions for teach-

ing staff and consultants continue as a support to teachers in the development and enhancement of their skills and strategies in assessment.

The other two division-wide assessments created by the WSD are the Grade 8 Common Examination in Math and English Language Arts and the Grade 12 Provincial Standards Tests in English Language Arts, Français langue seconde, Pre Calculus, Applied and Consumer Mathematics. These assessments were administered as exams at the end of the semester or school year.

Practicing Sustainable Development



École Lansdowne

Made in the shade

École Lansdowne added some natural sun block to its playground with the addition of 10 new trees in June.

Lansdowne Community Garden Committee chair Terri Bucci said the tree-planting was the second phase of an extensive community garden project at the school.

“We’ve planted four Basswood trees and six American Elms,” she said. “We’re planting as close to the play structure as possible so we can provide shade and a windbreak for the students.”

She added that the project was the result of a tireless effort on the part of many: “All of the hard work from volunteers, the students and staff at the school made this possible.”

Funding for the phase came via grants through organizations such as the World Wildlife Federation and the

Assiniboine Credit Union, while Jackie Wilkie from McGowan Russell was an invaluable part of the planting process during both phases of the project.

Teacher Jan Slavicek said the project demonstrated to students that they had the ability to change their environment for the better: “We are in charge of our environment, and projects like these won’t happen by themselves.”

Lansdowne principal Chantelle Deslauriers-Grey said the trees—along with being a continuation of sustainable development initiatives—would greatly enhance the school’s playground area.

“The trees are being planted as a family—just like we’re a family at Lansdowne.”

Sustainable Development

It is no surprise that green is one of the school colours for Elmwood High School, given their award-winning involvement with Sustainable Development. Last spring, Elmwood was one of five schools in Canada to receive the Green Schools, Green Futures Award for their efforts in the area of environmental sustainability. The award, created and presented by Tree Canada and FedEx Canada was given to the school’s Youth Encouraging Sustainability group.

The school’s sustainability project currently includes: the installation of a wind turbine and solar panels to access renewable energy in the community; the planting of trees; a new track made with a combination of 1,000 used tires—the first of its kind to use a crumb rubber and asphalt mix; numerous educational opportunities that had students take in camps, canoe trips, the Flex Geographical Tour of Manitoba, participation in Arctic Climate student forums and Habitat for Humanity; and their CYCLE Program which has students building their own bicycles out of used parts, as well as donating rebuilt bikes to community members.

Exercise to school

To mark Clean Air Day, students and staff at École George V School walked, jogged, cycled, skateboarded and roller-bladed their way to school as part of a day that focused on healthy living and staying active.

The Exercise to School movement was just one of many fitness activities taking place that day. Students also went outdoors to rotate through a wide variety of fun activity stations, including dancercise, street hockey, running, skateboard safety and a bicycle course.

Teacher Robert Schulz’s Grade 6 students ran the cycling station after building bikes in conjunction with The Wrench—a community program that teaches youth how to build and maintain their own bikes. Mr. Schulz got his students involved in the program to emphasize safe bike-riding practices, such as wearing a helmet, using hand signals and riding a proper working bike.

“Students picked their own frames off the rack and reused old bicycle parts, which fit



École George V School

right into our sustainable development theme here at the school,” Mr. Schulz said, adding that the project tied into the Seven Aboriginal Teachings over the course of eight weeks.

“We want to show the other students activities they can do after-school that encourage fitness,” Mr. Schulz said. “We’re showing kids games they can play with sticks they find on the ground—all they need is a few friends and the spirit of exercise. We’re training kids for lifelong habits.”

The Wrench students were formally presented with their finished bikes during a morning assembly.



Hold onto your hats!

Two hundred Grades 4-6 students flew their own creative colours at The Forks for the annual Inner City Art Conference.

This June marked the third year that the conference was held at The Forks, in conjunction with the Winnipeg Children’s Festival.

“This is an art enrichment experience where students get to spend the entire day in a very intensive, artistic setting,” said Division Art Education Consultant Joe Halas.

Aboriginal Education

The Winnipeg School Division (WSD) continues to promote and strengthen its Ojibwe and Cree Language Programming. This year an Aboriginal Languages Festival was held in May to celebrate all the achievements of students participating in the programming.

In addition to Aboriginal Languages, the Division has developed initiatives to support greater understanding of the intergenerational effects of the residential school experience. Initiatives include: a list of instructional resources for teachers; the development of middle and senior years residential schools kits; training sessions for aspiring school administrators and school leaders on residential schools and treaties; presentations on the impact of residential schools on parenting for interested parents and Community Support Workers; an Aboriginal youth leadership program; and the Community Aboriginal Teacher Education Program, where non-professional staff acquire full professional teacher certification, among many other initiatives.

The Division continues to support the implementation of the new provincial Grade 12 Course, Current Topics in First Nations, Inuit and Metis Studies through professional development, Aboriginal Education Support Teacher co-teaching and the continued enhancement of materials and resources included in a kit developed by the WSD. Several schools piloted new Grade 5 and 6 treaty education kits developed by the Treaty Relations Commission of Manitoba while

Ten artists and educators designed and facilitated the various craft stations; Grade 8 and 9 students from General Wolfe also volunteered to help ensure the festival ran smoothly.

Visiting teachers learned crafts alongside students to bring art ideas back to their respective classrooms.

“We want every child to come away with an experience that they will never forget for as long as they live,” Mr. Halas said. “It’s a huge opportunity for students to excel at whatever their strengths may be... and to be really proud of what they’ve done.”

others piloted the Grade 9 and 11 Canadian History Pilot Project, “From Apology to Reconciliation.” The Grade 10 Mandatory Human Rights unit, “Emerging Aboriginal Voices” is presently being revised with plans to include the Manitoba residential schools experience.

For more than 30 years, the WSD has implemented a wide variety of initiatives to support Aboriginal education, Aboriginal students and Aboriginal staff, beginning with the establishment of a Native education consulting teacher position in 1979.

Walking School Bus

Four Inner City schools have taken strides to build a connection between the home and school while creating a safe passage for their students who were having difficulty with daily attendance. The initiative dubbed the “Walking School Bus” where school staff pick up and walk with students in the morning, focuses on children who are within walking distance to their school and have a low attendance rate.

The program looks to improve attendance, provide early intervention to emerging attendance problems and to make students feel safe walking to school. After the program’s first year, there was noticeable improvement in attendance and less truancy referrals.

Across the Division, the total yearly average for 2011-12 attendance was 92.65%. The provincial average was 93.84%.

Contributing to our children's tomorrow

The annual budget determines the level of resources required for programs and services for students for the ensuing year. In developing the budget for the 2012/2013 school year, the Board held budget meetings including a public meeting on February 27 to obtain feedback from parents and residents. The budget was approved by the Board on March 12, 2012.

Some of the challenges in developing the budget included:

- The amount of funding provided by the Province for the 2012-13 school year remained the same as last year. There was no additional funding.
- An unprecedented 2.5% (774 students) increase in enrolment. This increased the level of expenditures required in the budget.
- Additional budget allocations were required to address investments to maintain school buildings. These include: electrical upgrades and additional outlets, heating and ventilation equipment maintenance, window replacement, and safety measures. Investments required to maintain and upgrade computer technology for students.
- Increases were required to the budget to maintain existing programs and services for students. These include provisions for salaries, increments, and benefits, as well as utility, supplies and service rate increases.

Expenditures in the budget for the 2012-13 school year total \$356.3 million. This represents an overall increase of \$14.5 million or 4.2% from last year.

To achieve a balanced budget for 2012-13, the revenue required from property taxation resulted in a property tax increase in 2012 of approximately \$77 (7.8%) for a typical house assessed at \$150,000 in the Winnipeg School Division.

Since 2005, the Board has been able to hold the line on property taxation due to cost savings incorporated into the budget as well as levels of funding from the Province which have helped address increases in expenditures. Homeowners have in fact seen actual property taxes payable decrease since 2005 as a result of the increases to the educational property tax credit (\$400 for 2005, \$700 for 2012). Even with the tax increase in 2012, homeowners continue to benefit from the overall reductions from prior years.

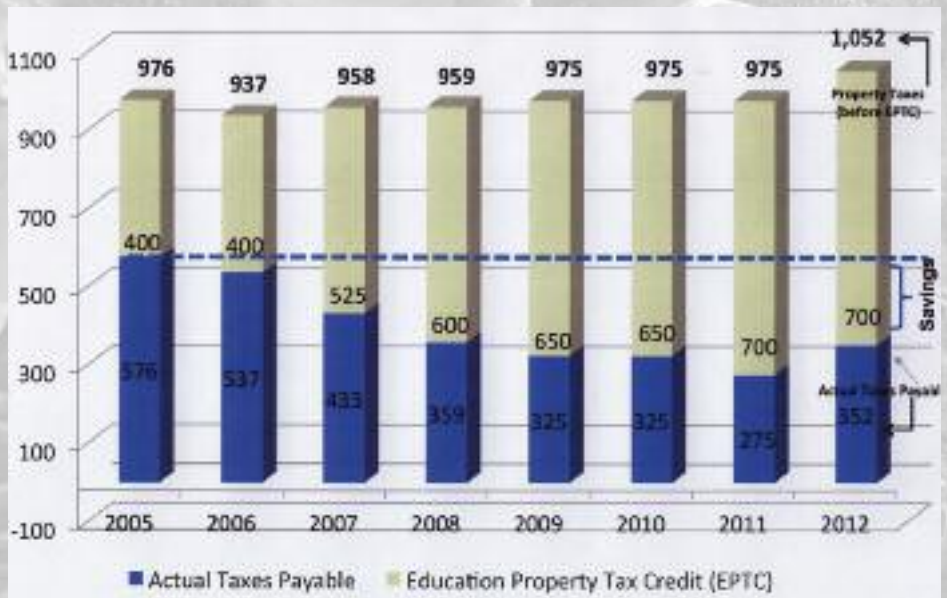
In order to maintain programs and services for students in future years, revenue from property taxation and increases to the level of funding from the Province are critical. This fall, the Board of Trustees will begin the development of the budget for the 2013-14 school year.

Revenue from Property Taxation 34%



Other Revenue 2%

With the increase of \$77 in 2012, the balance of tax savings since 2005 is \$224



Historical property tax based on a home in the Winnipeg School Division with an average assessed value of \$149,185.00



Inclusive programming

Support services for students of all abilities

Winnipeg School Division is committed to providing all students with the highest quality educational programming that supports student participation in both the academic and social life of schools. Our continuum of special education programming and services is designed to respond to children's individual needs and goals in the most enabling environments. We embrace a philosophy of inclusion which allows all students to feel accepted, valued and safe.

During the 2011/12 school year, 4,866 or 13% of students in the Winnipeg School Division received specific supports to address their exceptional needs, ranging from program adaptations, or specialized equipment, to student placement in a low enrolment setting. A collaborative partnership with home and school is key to determining the most appropriate programming for each child.

The Winnipeg School Division is undertaking a Student Services Review which will be completed during the 2012-13 school year.



Children's Heritage Fund makes a difference in the lives of children



For over 30 years, the Children's Heritage Fund (CHF) has been enriching the educational experiences of students who attend schools in Winnipeg School Division.

The Fund, registered in 1980, is a charity of the Winnipeg School Division, which

gratefully accepts donations to help support inspired learning.

Thanks to the fund, students can experience opportunities in arts enrichment, multicultural and cultural experiences, outdoor education, special activities and programs. The fund also supports playgrounds/play structures and grounds improvements, which benefits not only the students, but the entire community.

Children's Heritage Fund supports a wide variety of opportunities and experiences for children. For example: an artist working directly with children in their classrooms; or a group of students heading to a day camp or an overnight camping trip.

With multicultural enrichment, schools host specific projects to expose students to a

range of cultures. For example, some schools may create powwow clubs to help teach Aboriginal history, teach patience and tolerance, while having fun learning traditional dances. Other schools may bring in speakers and/or hold an event to help further increase understanding of various cultures.

For more information on the Children's Heritage Fund, or to make a tax-deductible donation, please call (204) 775-0231 or log onto:
www.wsd1.org/departments/heritagefund.htm



FACTS AT A GLANCE

Total number of students	33,476
Elementary (Nursery-Grade 8)	22,184
Secondary	11,292
Total number of schools	77
Elementary (Nursery-Grade 8)	63
Secondary	14
Number of schools in each District	
Central	19
Inner City	21
North	18
South	19
Number of students in each District	
Central	9,138
Inner City	6,914
North	10,200
South	7,224
Students in language programs	
French Immersion	3,778
Hebrew Bilingual	121
Ukrainian Bilingual	70
Students in English-as-an-additional language programs	7,477
Students transported to school	2,169
Total number of staff *	5,570
• Academic	2,484
• Business and Support	3,086
Information above based on data from September, 30 2011, unless otherwise stated.	
* Data from October, 2011.	

Rights in The Heights

While human rights are often considered on an international level through both curricular and extra-curricular activities in schools, students don't always have a chance to reflect on their own rights and responsibilities as Manitobans.

Grade 7 students at École River Heights School spent a day this past school year considering human rights in a provincial context during a workshop.

Representatives from the Manitoba Human Rights Commission (MHRC) were among the guests that took part in the day; they educated students about the Manitoba Human Rights Code and the recourses students had when they noticed violations.

Principal Susan Anderson said the event was the culmination of the school's Diversity Month.

"Students need to know that this is not just important at our school, but in society-at-large," she said. "It's important that they know that the Manitoba Human Rights Commission exists. When they start working, they'll know that resource is there to

guarantee and protect their rights."

Students took part in workshops that involved human rights scenarios that might occur in their lives—such as bullying at school or discrimination in the workplace.

The event was the first time that the MHRC has addressed middle school students or an entire student-body. In the past, the commission has held a full-day conference for high school students.

In addition to the school's Diversity Month, human rights are a topic that informs school life both inside and outside of the classroom.

"We have a Bill of Rights here that the students are currently working on; they revisit it every three to five years," said vice-principal John Howden. "It's really a foundation for democratic citizenship."

The bill includes the right not to be judged by height, weight, appearance, popularity, culture, religion, abilities, gender or sexual orientation.

For more information on the MHRC, visit <http://www.manitobahumanrights.ca/>.

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