



WINNIPEG SCHOOL DIVISION
2012 / 2013 ANNUAL REPORT TO THE COMMUNITY

► **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.



KNOWLEDGE SKILLS VALUES

MESSAGE FROM THE CHAIR OF THE BOARD

► As Chair of the Board of Trustees during the 2012/2013 school year, I have the privilege of sharing the Division's accomplishments which can be attributed to the work of the teachers, administration, clerical staff, educational assistants, custodians, crossing guards, parents and many other professionals who support our students to be successful in school.

As a Public School Board our decisions and initiatives are based on guiding principles that strive towards providing high quality education and building stronger children, families and communities.

Our vision and mission have remained a constant priority to provide a higher achievement for students in the areas of literacy, mathematics, early childhood learning and technology.

This past school year brought many new and exciting challenges in the areas of innovation and student growth. The provincial government introduced initiatives such as reduced class sizes for students in Kindergarten to Grade 3, and the Safe and Inclusive Schools legislation in support of anti-bullying. The Division also implemented the first French Immersion class at École Victoria-Albert School and celebrated the official opening of the new gymnasium at École George V School.

Many of these initiatives are designed to enrich our education system and are a result of a strong collaboration with the provincial government and our educational partners. These exceptional opportunities will provide students with an ability to expand their knowledge and gain skills by participating in programs/activities such as the Aboriginal Youth Entrepreneurship Program and the Medical Careers Exploration Program.

The members of the Board are truly invested in not only developing programs that inspire students, but in the area of technology that allows students with adapted needs to participate in the classroom with their peers.

The Board of Trustees appreciates the support and input of staff members, students, parents and community members. We look forward to another rewarding year working together and doing what is in the best interest for students.

Rita Hildahl
Chair, Board of Trustees 2012/2013

BOARD OF TRUSTEES 2012-13



BOARD OF TRUSTEES 2012-13

Back Row

**MIKE BABINSKY, JACKIE SNEESBY,
MARK WASYLIW** (*Vice-Chair 2012-13*),
CATHY COLLINS, KRISTINE BARR

Front Row

**ANTHONY RAMOS, DARLYNE BAUTISTA,
RITA HILDAHL** (*Chair 2012-13*),
SUZANNE HRYNYK

SENIOR ADMINISTRATION 2012-13

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



ENSURING SAFE LEARNING ENVIRONMENTS IN SCHOOLS

► This fall teacher Ian Grunewald took over a very important task: organizing Elmwood High School's Gay Straight Alliance Network (GSA) program.

This is Grunewald's first year as student organizer of Elmwood's GSA program, and he is looking forward to what the students will achieve. He is quick to point out that the hard work and dedication of the school's former GSA organizers Chantal Emond and Chantelle Cotton were the driving force behind the successful program at the school.

The GSA program is offered in many schools across the division. These programs provide a safe and positive learning environment, as well as nurturing students' confidence and well-being.

The program is a youth-led social organization, founded in San Francisco, California in the late 90s. Since then, Gay Straight Alliances have spread across North America. It is based on the principle that every person deserves to be treated with dignity.

"It offers them a safe place to be themselves," says Grunewald.

Grunewald believes the program is a good thing for everyone.

Students involved in GSAs teach others that bullying is wrong, and work to create awareness via anti-homophobia and anti-transphobia activities throughout the school year.

In previous years, the group has participated in GSA conferences held in Winnipeg, as well as "the Day of Silence" – when students take a vow of silence for an entire day to represent the silencing of LGBT (lesbian, gay, bisexual, transgender) students and their supporters.

Teachers and students from all backgrounds benefit from the GSA program's teachings. When students are out of school the lessons they learned benefit the entire community.

Student participation in the program is always a surprise, says Grunewald.

"Ours (group size) fluctuates every year, some years there are more students, some years there are less."

Grunewald looks forward to seeing new faces when the students get together in coming months.

► **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.**

EMPLOYING QUALIFIED, CARING AND COMPETENT STAFF

▶ When it comes to meeting the ever-changing needs of our students, the Winnipeg School Division's greatest resource is its employees.

The Division employs almost 4,500 staff members which include teachers, educational assistants, clinicians, administrators, clerks, caretakers, trades/utility staff along with many other support service positions.

While our employees serve in many different roles, they all have essentially one goal: to create school environments that nurture and support student success.

Our staff members have received many awards in the past to honour their innovation and dedication to educating their students, as well as their commitment to making their communities better places to live. In the 2012-2013 school year alone, our staff members were selected for honours that include: the Queen Elizabeth II Diamond Jubilee Medal; Canada's Outstanding Principals Award; the Order of Manitoba; Manitoba Celebration of Excellence in Teaching Award; the Indspire Indigenous Educator Award; Manitoba's Aboriginal Educator of the Month; and many more.



As we try to instill our students with the concept of being life-long learners, our staff also takes this role to heart; staff members are continually upgrading their skills and staying abreast of new trends in education through professional development, workshops and continuing education. For example, our employees receive human rights and anti-homophobia workshops, with over 8,700 staff members having received this training to date.

We are proud of our entire staff in the Winnipeg School Division: a qualified, caring and competent group of employees building the next generation of Manitobans.



▶ **BELIEVES ITS GREATEST RESOURCE IS THE STAFF. THE DIVISION IS COMMITTED TO PROVIDING PROFESSIONAL DEVELOPMENT FOR ALL EMPLOYEES AND AN OPPORTUNITY TO PARTICIPATE IN THE DECISION-MAKING PROCESS OF THE DIVISION.**



YOUR TAX DOLLARS AT WORK

Each year, the Board of Trustees of the Winnipeg School Division approves an operating budget. Establishing the budget is one of the most important roles of the Board of Trustees. The annual budget identifies the projected revenues and expenditures required to deliver programs and services for students. The Board is very mindful of the importance of consulting with parents and residents of the Division on the development of the budget. Following many discussions and several consultation meetings, the Board adopted the Budget for the 2012/2013 school year on March 12, 2012.

The key accomplishments of the budget for the 2012/2013 school year are as follows:

INCREASE IN ENROLLMENT

The budget provided the resources necessary to provide the education programs and services for over 33,000 students throughout the year, including the additional 774 students who had enrolled in schools since the last budget had been approved. These resources include all the teachers and staff needed to provide supports for the additional students as well as books and classroom materials. Additional school bus services were also required. This was an unprecedented and very large increase (2.5%) in enrollment. Trustees

were very appreciative for all the efforts made by staff to receive and support these new students.

CONTINUED INVESTMENT TO MAINTAIN AND UPGRADE SCHOOL BUILDINGS

The vintage of many of the schools in the Division necessitates on-going investments to maintain safe buildings that are conducive to learning. Over \$44.86 million was invested to maintain, clean, repair, and operate the nearly 5,130,000 square feet of facilities for which the Division is responsible. Examples of some of these investments include: window, water line, heating, ventilation and air conditioning replacements, as well as electrical upgrading to support computer technology.

TECHNOLOGY AND EQUIPMENT REPLACEMENT

Computer equipment and vocational equipment must be replaced and updated on a regular basis. Older school buses also require replacement to ensure reliability and safety. A total of \$9.27 million was invested for these purposes during 2012/2013.



COMPLYING WITH THE CLASS SIZE CAP IMPOSED BY THE PROVINCE

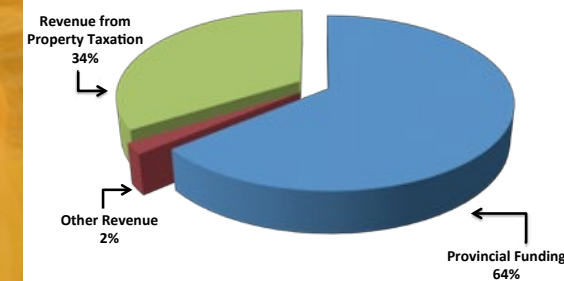
All school divisions in Manitoba are required, over a five year period, to reduce Kindergarten to Grade 3 class sizes. 90% of these classes must have no more than 20 students and the remaining 10% must have no more than 23 students. In 2012/2013, the first year of implementation of this Cap, an additional 6.0 FTE teaching positions were added to the budget.

One of the major challenges for the Board of Trustees in developing the 2012/2013 budget was a shortfall in revenue from the Province. With no increase in provincial funding, the Board was faced with the very difficult decision of making extensive cuts to programs and services for students or raising the necessary revenues from property taxation to make up the shortfall.

Following consultation meetings held with parents and residents and taking into consideration that there had been no increase in the property tax levy in three of the previous four years, the Board approved a budget that resulted in an increase of 7.8% in the property taxes for 2012 which also had a carryover effect on taxation implications for the level of taxation in 2013.

The Board will continue to work diligently to maintain learning opportunities and outcomes for students while being mindful of the property tax implications for residents of the Division. Consultation meetings with parents and residents are planned as part of the development of the budget for the next school year.

2012/2013 REVENUE



BELIEVES THAT THE PUBLIC SCHOOL IS AN ESSENTIAL COMPONENT OF SOCIETY AND CULTURE. BY WORKING CO-OPERATIVELY WITH THE HOME AND THE COMMUNITY THE DIVISION CAN ENSURE THAT ITS PROGRAMS REFLECT THE CHANGING NEEDS OF SOCIETY AND THE VALUES, BELIEFS, AND TRADITIONS OF THE LOCAL SCHOOL COMMUNITY.

LEADING EDUCATION AND INNOVATION

► Some students really know how to take care of business.

Tiffany Thunder started up an esthetician company; Kristin Fiddler put her seamstress skills to work, and Jordan Knott jump started a landscaping business.

All three students are in their second year of the Aboriginal Youth Entrepreneurship Program (AYEP) at Gordon Bell High School.

AYEP's focus is to help Aboriginal youth in Grades 11 and 12 develop entrepreneurial skills needed to be successful in post-secondary school, and in the workplace. They develop their English and math skills, as well as accounting, technology, public speaking, and leadership.

"The ultimate goal is to have them train so they can either go confidently and work in the world of business or start their own business," says Principal Arlene Skull.

The students say AYEY is very hands on.

"I got quite a lot of knowledge," says Kristin Fiddler. "How to finance my business, and what to go through to get my permits. We went to the bank; I learned quite a bit from that."

Fiddler's seamstress business plan became reality. She now mends clothes for people, as well as designing her own items.

Kevin Banks, who runs AYEY, says the program isn't only about business skills; it allows students to see their own potential.

"We also work on the social sides of entrepreneurship, like giving back to the community. That's valuable for the students."

AYEP can also be found at Children of the Earth High School.

► STUDENT & PROGRAM SUCCESS STORIES ACROSS THE DIVISION

RIEL FILM EARNS ACCOLADES

A group of young filmmakers from Shaughnessy Park School made a big impression on judges at the 2012 Freeze Frame Film Festival with their documentary on Manitoba founder Louis Riel.

Louis Riel: Son of Red River, Father of Manitoba earned awards for both the best documentary and best technical achievement at the festival, which was held at the Franco Manitoban Cultural Centre.

DMCI ARTIST EARNS INTERNATIONAL HONOUR

A Grade 12 student from Daniel McIntyre Collegiate Institute has joined the ranks of the world's finest emerging artists with a major international award.

Christian Amiel Miranda received a Gold Key after submitting an eight-piece portfolio to the American-based Scholastic Art Awards.

He was one of only six international portfolio winners at the awards, which also includes a category for American artists. Past Gold Key recipients include Andy Warhol.



HIGH PRAISE FOR TEC VOC AEROSPACE PROGRAM

Tec Voc High School's Manitoba Aerospace Program continues to draw notice for its ongoing industry partnership after receiving an international honour.

Judges with the International Partnership Network's (IPN) Global Best Awards chose the program as the Americas winner in the category for "Partnerships that inspire young people in Science, Technology, Engineering and Mathematics." The IPN is an organization consisting of Economic Development Offices from many different countries, including the Conference Board of Canada.

A PROJECT OF HEART

The Winnipeg School Division hosted a major project that was designed to honour the survivors and victims of the residential school system.

The Truth and Reconciliation Commission of Canada selected The Project of Heart as a national commemoration project in conjunction with the National Day of Healing and Reconciliation. Schools, youth groups, church and community groups created colourful tiles for public exhibits in every province and territory.

Residential school survivors also shared their stories with students.

► BELIEVES IN THE
EQUALITY, WORTH,
POTENTIAL AND DIGNITY
OF ALL INDIVIDUALS.

EDUCATING THE WHOLE CHILD

► The impact technology has on education becomes greater with every new development. Nowhere is this impact more apparent than the area of Special Education, and the Division's students with adapted needs.

Few are better placed to witness the benefits of technology than Paulette Krovats and Cindy Paulsen, Special Education Resource Teachers (SERTs) at Lord Roberts School.

"There is a student we've had in the school since Kindergarten that has come a very long way thanks to technology," Ms. Krovats said. "Initially he could not communicate his needs, which led him to become frustrated at times. Now he has one of the augmented devices, so if he's in the hallway and you say, 'Good morning', he smiles and he pushes the good-morning button and it will say 'Good morning' to you. You can

ask him yes-and-no questions and he'll respond with the appropriate yes or no. It has made such a significant difference for him to be able to communicate with people, to us it's an amazing development. I think he would still be that frustrated person if he didn't have access to any of those technological opportunities."

The introduction of SMARTboards has narrowed the gap between students with adapted skills and their peers.

"Most of our teachers now have SMARTboards as well as projectors they can immerse in their teaching day to day," Ms. Paulsen said. "Those SMARTboards are great because they open access for any child, verbal or non-verbal, no matter what their skills are."



"I see children from the Nursery to Grade 2 level," Ms. Krovats added. "A number of my children this year are non-ambulatory and the SMARTboards are set up in a way that a child can come up to it, and whether they can speak or not, or whether they are ambulatory or not, the touch screen technology gives them the opportunity to work on the calendar or other programs."

The SERTs agree, the earlier in their academic careers that adapted-skills students are introduced to technology, the better.

"It needs to be done earlier instead of later," Ms. Krovats said. "It's amazing what you see. Look at the students I have this year, they are so keen to be here. As soon as they are in school, you can see they feel a part of something great. My hope for the future is that it is so common that it is uncommon."



► **WILL ADVOCATE ON BEHALF OF STUDENTS TO ENSURE APPROPRIATE CARE AND SUPPORT SERVICES ARE PROVIDED FOR ALL CHILDREN.**

GOVERNOR GENERAL AWARD WINNERS



- 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 2012–13 school year:

ARGYLE ALTERNATIVE HIGH SCHOOL

Ashley Boudreau

CHILDREN OF THE EARTH HIGH SCHOOL

Amy Bousquet

CHURCHILL HIGH SCHOOL

Behnam Beizaei

COLLÈGE CHURCHILL

Callum Tomkins-Flanagan

DANIEL MCINTYRE COLLEGIATE INSTITUTE

Francis Austin Diaz

ELMWOOD HIGH SCHOOL

Helen Dang

GORDON BELL HIGH SCHOOL

Pearlie Anne Preza

GRANT PARK HIGH SCHOOL

Anne (Yixuan) He

ÉCOLE SECONDAIRE KELVIN HIGH SCHOOL

Johanna de Haan-Ward

R.B. RUSSELL VOCATIONAL HIGH SCHOOL

Cassandra Dykun

ST. JOHN'S HIGH SCHOOL

Roselle Panganiban

SISLER HIGH SCHOOL

Shirley Wang

TECHNICAL VOCATIONAL HIGH SCHOOL

Diorella Inocentes

WINNIPEG ADULT EDUCATION CENTRE

Angela Brydges

BUILDING STRONGER CHILDREN, FAMILIES AND COMMUNITIES

► Before Blessie Volfango moved to Winnipeg from the Philippines two years ago, she had only attended one school her entire life.

The Grade 12 student found a place to make adjusting to her new life easier: The English-as-an-Additional Language (EAL) program at Daniel McIntyre Collegiate Institute.

“You don’t feel intimidated with the people here,” says Volfango about the EAL program. “My writing skills improved and I speak better now.”

The focus of the program is developing basic literacy and communication skills, as well as developing personal self esteem and confidence. Another Grade 12 EAL student – Edward Arevalo – is further proof of that.

Arevalo moved to Winnipeg from the Philippines less than a year ago but his self-confidence has bloomed.

“The program gave me a moment to shine and be a star,” says Arevalo. “It developed my self-esteem; I used to be an introvert.”

Many EAL students have varying English speaking and reading skill levels so students help each other, building empathy and volunteerism.

Volfango says she values the many skills she learned in EAL, especially those that help outside of the classroom.

“I’m more confident now to talk to others. We’re ambassadors during the year with new students. And I can relate to how they feel,” shares Volfango.

One favorite EAL activity is “Teach the teacher” where students pair up and learn phrases in other languages. Volfango says she learned some Nepalese words from a student.

“I am used to having the same people around me in school since nursery. When I came here I wondered,



‘How will I interact with these people? I don’t know them,’” says Volfango.

“In the end, we formed a big group and it was fun making friends in the EAL program.”

► 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 THAT IN ADDITION TO BASIC LITERACY AND COMMUNICATION SKILLS ALL STUDENTS MUST BE CHALLENGED TO DEVELOP ABILITY TO INTERPRET AND EVALUATE INFORMATION

FACTS AT A GLANCE

TOTAL NUMBER OF STUDENTS

Elementary (N-Grade 8)

Secondary

33,472

21,983

11,489

TOTAL NUMBER OF SCHOOLS

Elementary (N- Grade 8)

Secondary

77

63

14

NUMBER OF SCHOOLS IN EACH DISTRICT

Central

Inner City

North

South

19

21

18

19

NUMBER OF STUDENTS IN EACH DISTRICT

Central

Inner City

North

South

9,626

6,870

9,722

7,254

STUDENTS IN LANGUAGE PROGRAMS

French Immersion

Hebrew Bilingual

Ukrainian Bilingual

3,914

104

77

STUDENTS IDENTIFIED AS

ENGLISH-AS-AN-ADDITIONAL LANGUAGE

6,672

STUDENTS TRANSPORTED TO SCHOOL

2,190

TOTAL NUMBER OF STAFF

4,448

**Information based on data from September 30, 2012.*



FOLLOW US @WINNIPEGSD



WINNIPEG SCHOOL DIVISION

1577 WALL STREET EAST

WINNIPEG, MB R3E 2S5

PHONE: (204) 775-0231

WWW.WINNIPEGSD.CA

COPYRIGHT 2013