



Respair

A return to hope



2022 Spring Report
to our Community

A message from our Superintendent & Chair

We are pleased and proud to share this report with our Pembina Trails community as we head into the home stretch of the 2021-22 school year. This report is intended to have us stop, catch our breath, and celebrate a sample of the highlights that have unfolded.

In this report you will encounter stories of optimism, challenges, hopefulness, and some sorrow. We are, after all, in a period of respair – that feeling that we get when we see hope arising from despair. It is an old English word that captures the complexity of transition from pandemic to endemic as few single words do.

As a community we have cause to be proud of how well our students and staff have embraced the urgency of the Truth and Reconciliation Commission's Call to Action, the continuing warm welcome to newcomers to Canada, Winnipeg, and Pembina Trails, remaining kind and respectful as COVID-19 restrictions became increasingly polarizing, and for demonstrating day after day that #AccomplishAnything is much more than a slogan. These attributes will serve us well as we continue to grow and learn.

We are mindful that we have been through much together during those 24 months. Our staff were exemplary in navigating these uncertain times.

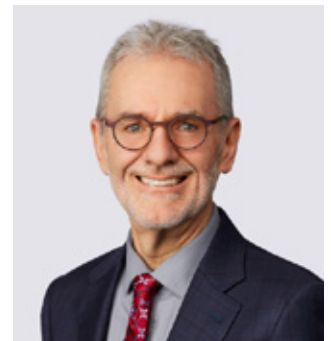
We could not have asked for more from our school and divisional leaders. Let us be ever mindful of the lessons learned. We are a stronger community than we were when we first heard the expression 'working remotely' or 'PembinaTrails@Home'.

On a personal note the entire board sincerely thanks Ted for the leadership, compassion and expertise he has given throughout his career. We wish Ted, his wife Esther, and their entire family all the best in his upcoming retirement.

On behalf of the Board of Trustees and Senior Administration Team,



Kathleen McMillan
Chair, Board of Trustees



Ted Fransen
Superintendent of Education/CEO

“Throughout the past two years, as our community has gone through the many challenges associated with the pandemic, there have been signs of struggle and occasionally despair. It is the role of leaders - whatever their station – to acknowledge and validate the underlying causes of the angst while also shining a light on the path forward. The humble and caring leaders that make up our Pembina Trails Leadership Community gives me hope that we will come out of COVID-19 stronger and better than when we dimmed the classroom lights in the spring of 2020.”

– **Kathleen McMillan**

Our Board of Trustees

Eight locally elected representatives make up the Pembina Trails School Division Board of Trustees. This group strives to ensure our schools offer education, programs and services that meet the need of our growing communities.

Ward 1



Jaime Glenat
jglenat@pembinatrails.ca



Gerry Melnyk
gmelnky@pembinatrails.ca



Dianne Zuk, Vice-Chair
dzuk@pembinatrails.ca

Ward 2



David Johnson
djohnson@pembinatrails.ca



Tim Johnson
tjohnson@pembinatrails.ca

Ward 3



Julie Fisher
jfisher@pembinatrails.ca



Kathleen McMillan, Chair
kcmcmillan@pembinatrails.ca



Cindy Nachtigall
cnachtigall@pembinatrails.ca

Our Students & Staff

Pembina Trails School Division is a community of 35 schools stretching from Charleswood to Fort Richmond. Our elementary, middle year and high schools comprise a variety of UNESCO certified, vocational, French Immersion and alternative learning institutions.

| | | | |
|-----------------------------------|--------------|-----------------------------------|---------------|
| Principals/Vice Principals | 63 | Early Years | 5,825 |
| Teachers | 1,003 | Middle Years | 5,949 |
| Substitute Teachers | 518 | Senior Years | 3,819 |
| Consultants/Clinicians | 47 | Total students | 15,593 |
| Educational Assistants | 499 | English | 12,058 |
| Clerical Schools | 79 | French Immersion | 3,535 |
| Caretakers | 111 | Indigenous self-identified | 1,221 |
| Casual Positions | 518 | ESL/EAL students | 3,060 |
| Others | 102 | | |
| Total staff | 2,940 | | |

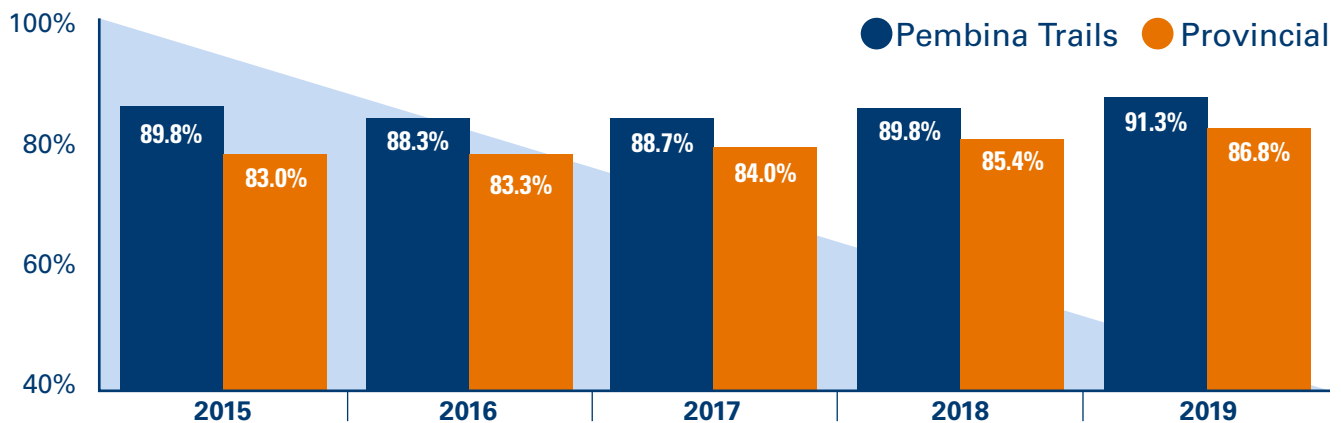


Our Graduation Rates

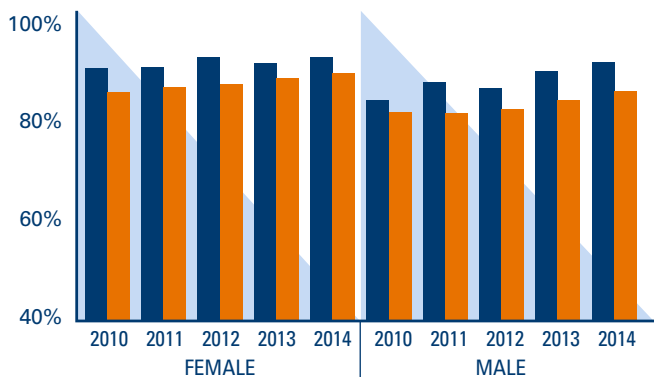
From the moment our students enter Kindergarten we want them to see themselves as part of the graduation class 13 years later. This deep desire is much more than just a t-shirt. Successfully completing high school is a critical milestone for our students and society as we prepare our grads to enter the workforce or further

education at college or university. Research shows a powerful linkage between high school graduation and better job opportunities, higher wages, increased personal satisfaction and self-esteem. In short, K-12 graduation can lead to a better quality of life.

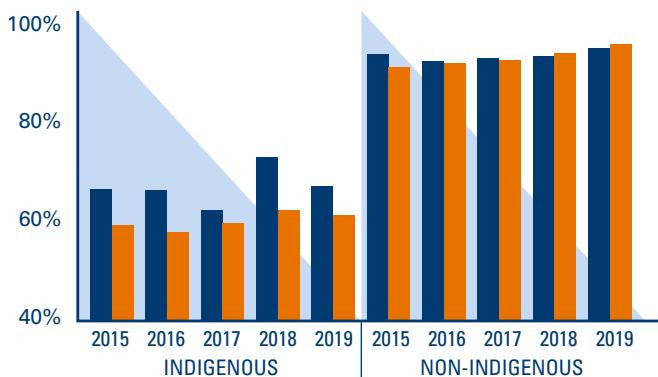
Graduation Rates (%) Overall



Graduation Rates (%) Male/Female



Graduation Rates (%) Indigenous/Non-Indigenous



“It has been incredibly gratifying to see the dream of a steady increase in our graduation rate come true. This success is a direct result of keeping our collective focus on this important goal. Student engagement, timely and strategic supports, and the dedication of teachers towards their students’ success are some of the underlying factors in seeing this dream come alive.”

– **Ted Fransen**

What's in a name?

What does meaningful infusion of Indigenous perspectives look like, sound like and feel like in our schools/classrooms?

Pembina Trails School Division is deeply committed to embedding Indigenous perspectives into our ways of teaching and learning.

Our name is our greatest connection to our identity and individuality. The schools, institutions and communities we are associated with also shape and inform our

identities. Pembina Trails' Curriculum and Learning Services has prepared a variety of developmentally appropriate learning experiences in which students will explore the significance of their personal names, as well as the names of our schools, institutions and communities.





Poet Maya Angelou once said,

“Words are things, I’m convinced...Someday we’ll be able to measure the power of words.”

“It became increasingly evident to us that words and names carry great power. It was with great pride that accepting the challenge to consider a new name for one of our schools as part of our collective Calls to Action efforts was embraced across Pembina Trails. Students, staff, and families supported this work and celebrated with the community at Prairie Sunrise School when the change was announced. The new name and logo was a timely sign of respair – hope during a period of despair.”

– **Kathleen McMillan**

Culturally safe, trauma-informed, inclusive, student-centred practice cultivates and celebrates Indigenous knowledge, languages, traditions, and histories in meaningful ways. Collaborating with community, family, Knowledge Keepers, and Elders, moves this work forward in a good way.

Similarly we worked with the community to name two new schools under construction: Bison Run School (K-8) and Pembina Trails Collegiate (9-12).

As educators in Treaty One territory, we are committed to our treaty responsibilities to education, and our desire to be in good relationship with all. We know and walk with the truths which have brought us to this point and seek to enliven Senator Murray Sinclair’s statement, “Education got us into this mess and education will get us out.”



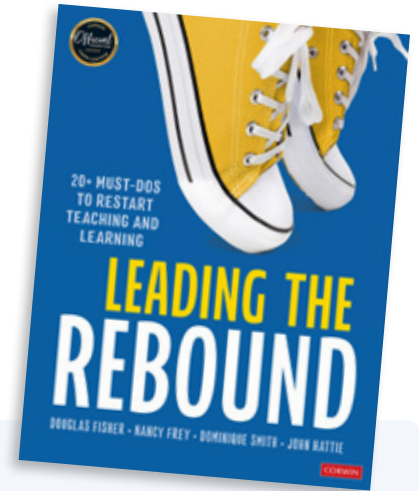
Leading the Rebound

In Pembina Trails School Division, School Leaders in K to 12 are effectively leading the rebound in response to the lessons learned through teaching during the pandemic. Our collective focus is on continued learning which requires a careful review of where students are at in their learning and the strategies we can use to support.

The pandemic has given us an opportunity to create a new normal of schooling where we attend to the potential impacts and challenges faced by our students. We acknowledge the pressing needs of social-emotional learning, rebuilding student agency, and prioritizing learning gains.

One important aspect of Leading the Rebound is our ongoing commitment to effective strategies that support learning. Our focus on literacy is through a resource called Levelled Literacy Intervention (LLI) and on numeracy is through the use of MathUp and Mathology. Pembina Trails has invested \$1,000,000 in LLI in our ongoing pledge that by the end of Grade 8 all students will meet provincial curriculum standards in literacy and numeracy.

It is our collective commitment to lead the rebound from the challenges of the pandemic in each of our schools. This is a golden opportunity to improve the systems that serve our young students.



“When the Province announced funding to support student learning as we rebounded from the unevenness of teaching and learning during the COVID-19 pandemic, it made sense to follow the data. Our schools that had been piloting Levelled Literacy Intervention showed great promise as the tool of choice to have the greatest sustained improvement in literacy. Bravo to the Board of Trustees for directing COVID-19 funds to this important initiative.”

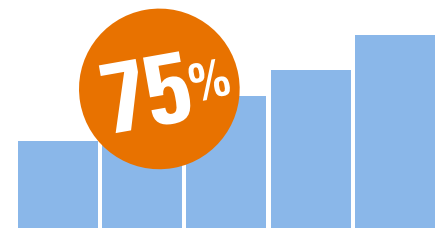
– **Ted Fransen**

LEVELLED LITERACY STATS

Our division invested
\$1,000,000
in this program



93% of students in Levelled Literacy Intervention (LLI) improved reading and accuracy and comprehension targets



75% of students improved reading and accuracy and comprehension between 2 to 5 levels

In addition to LLI, Pembina Trails has heavily invested in numeracy, providing all 35 schools with print and electronic resources, as well as professional development led by our Curriculum Consultants. The goal is that by grade 8 all students will meet the provincial curriculum standards in literacy and numeracy

COVID-19 Spending

The safety of our students, staff and everyone visiting our schools has always been extremely important to Pembina Trails, and never more than during this pandemic. **Below is a summary of the monies spent to keep our students, staff and their families, as safe as possible from COVID-19.**

The three leading strategies to stem the tide of the coronavirus according to Public Health officials are the vaccine, wearing masks with fidelity, and ventilation. Pembina Trails supported Public Health to get as many staff and students (with parental consent) ready to roll-up their sleeves and get the shot. We also ensured that whenever students and/or staff were unable to provide their own masks, that one was made available. No expense was spared to ensure that our ventilation systems were operating at top performance and at or above provincial guidelines. COVID-19 funds were also used to offset the increased utilities costs as the fresh air mix was maximized. This is no small feat during the height of winter.

COVID-19 funds were also used to support the secondary layer of strategies; namely, additional custodial staff, extra cleaning of surfaces and high touch areas like door handles and light switches. The usage of soap sky-rocketed (and that's a good thing).



COVID-19 STATS

Maximum Funding Allocation:

\$2,882,514

Safe Operations:

\$952,380

- Increased custodial staff to support enhanced cleaning protocols
- Increased transportation staff to ensure planning, implementation and communication and adherence to COVID-19 protocols
- Increased HR capacity to support onboarding and hiring as well as supporting staff requirements of restoring safe schools
- Support for online payment to support cashless operations
- Rapid testing kits

Learning Impacts:

\$1,280,159

- Additional Staffing; EAs, Teachers (Literacy and Numeracy), and release time for PD
- Additional resources and materials for Literacy and Numeracy

Mental Health and Well-being:

\$392,291

- Additional Clinical staff and assessment tools to address regulation, social-emotional learning and physical health and well-being
- Additional EAs to support regulation and rebound learning

Contingency for unforeseen expenditures:

\$257,684



Thank you to our frontline workers!

Pembina Trails would like to extend a heartfelt thanks to all of the essential frontline workers who courageously kept our society functioning during a pandemic. We are deeply appreciative of your collective efforts and will be forever in your debt.





“While it is absolutely true that our staff have been frontline workers during these past two years, it is also the case that they were part of a much larger workforce that kept Manitoba going. We will forever remember the courage and sacrifices of healthcare workers. We saw the worry on your faces when you brought your children to school. The people who kept our grocery store shelves stocked – whether working directly in the stores or part of the supply chain, and the many other shops in Manitoba where we bought essentials for daily life and the myriad of other business and leisure establishments that helped make our lives just a little better – THANK YOU!”

– **Kathleen McMillan**



Our Buildings

Pembina Trails School Division has 35 schools spread out across the Southwest of Winnipeg. Two new schools, built halfway between Kenaston Boulevard and Waverley Street on the south side of Bison Drive, are in planning stages and will serve our growing community.

Please note that residents in Tuxedo will be voting in Ward 1 effective September 2022

● Ward 1 ● Ward 2 ● Ward 3

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|------------------------------------|--|--|
| ★ Pembina Trails Division Office | 14. Henry G. Izatt Middle School | 28. École South Pointe School |
| 1. Acadia Junior High School | 15. Laidlaw School | 29. École Tuxedo Park |
| 2. Arthur A. Leach School | 16. Linden Meadows School | 30. École Van Wallegghem School |
| 3. Bairdmore School | 17. École secondaire Oak Park High School | 31. Institut collégial Vincent Massey Collegiate |
| 4. Beaumont School | 18. Oakenwald School | 32. École Viscount Alexander |
| 5. Beaverlodge School | 19. Pacific Junction School | 33. Westdale School |
| 6. École R.H.G. Bonnycastle School | 20. Pembina Trails Alternative High School | 34. Westgrove School |
| 7. Chancellor School | 21. Pembina Trails Early College (PTEC) | 35. Whyte Ridge School |
| 8. École Charleswood School | 22. Ralph Maybank School | 36. Bison Run School |
| 9. École Crane | 23. River West Park School | 37. Pembina Trails Collegiate |
| 10. Dalhousie School | 24. Royal School | 38. Site of promised future K-8 School |
| 11. École Dieppe | 25. Prairie Sunrise School | 39. Site of promised future K-8 School |
| 12. Fort Richmond Collegiate | 26. École St-Avila | |
| 13. General Byng School | 27. Shaftesbury High School | |