



Report to our Community 2025

PEMBINA TRAILS SCHOOL DIVISION

Recognition of Treaty Land



We acknowledge we are on the lands of Turtle Island where Indigenous Peoples have lived since time began. These are the ancestral lands of the Anishinaabe, Ininew, and Dakota Nations as well as the traditional trade and travel routes of the Anishinew, Dene, and Inuit.

We also acknowledge we are on Treaty One territory and the homeland of the Red River Métis. Pembina Trails School Division is committed to working together in partnership with Indigenous communities in a spirit of reconciliation.



Nous reconnaissons que nous sommes sur les terres de l'île de la Tortue où les peuples autochtones vivent depuis le début des temps. Il s'agit des terres ancestrales des nations Anishinaabe, Ininew et Dakota, ainsi que des routes traditionnelles de commerce et de voyage des Anishinew, des Dénés et des Inuits.

Nous reconnaissons également que nous sommes sur le territoire du Traité un et la patrie nationale des Métis de la rivière Rouge. La Division scolaire Pembina Trails s'est engagée à travailler ensemble en partenariat avec les communautés autochtones dans un esprit de réconciliation.



Ki nisitawewinan oota ihsi asiyaya Miikinak Askiy ininewak akii-sih wiikicik kayas oosci ekospii e-kiimacipanik.

Ekho ooma ootaskiiwinow Anishinabe, Ininew, ekwa Dakota ininewak, miina Anishinew, Dene, ekwa Inuit e-papehtotehcik mana utawayinewak. Ki nisitawewinan miina oota asyaya Naskomitowin Peyak Askiy, wiistawaw ahsi wiikicik Miko Siipii Apihtawkosanak.

Pembina Meskanowa Kiskinozmahwekamika wiiwiici atoskewimewak Ininewak awii-miinostacik wiicewitowin.





Mission, Vision and Values

Our mission, vision and values describe who we are, what we do and why we do it. We have a deep connection to our vision and mission, and everything we do is guided by these statements:

Pembina Trails is dedicated to educational excellence through challenging and enriching experiences for all, in a safe and caring community.

Students will be personally and intellectually engaged in learning. They will acquire the knowledge and skills to meet the demands of modern society and become good, productive global citizens.

Three expectations for student learning:

One

All students in Pembina Trails will be personally and intellectually engaged in their learning at school.

Two

By the end of grade 8, all students will meet the provincial curricular standards in literacy and numeracy, allowing them the greatest possibility for success in high school.

Three

All students in Pembina Trails will graduate from high school.

A MESSAGE FROM OUR Chair and Superintendent

It is with great pleasure that we celebrate and share with you the Pembina Trails School Division 2024-2025 Annual Report to our Community. This past year has been remarkable. Our division has experienced incredible growth both in the number of students attending our schools and in our work to support them.

This report reflects the numerous ways our educators and support staff have contributed to and championed the growing student population. This exciting divisional growth requires strategic planning and implementation to ensure our core values are at the forefront. These values ensure a safe, caring and inclusive learning environment for student success. Within this universal growth we are continuing to nurture our work in centering Truth and Reconciliation and The Calls to Action, inclusive practices and anti racism. We are dedicated to keeping our commitment to this work alive through our promise that policy will be a living document that will grow and strengthen with our ongoing work in these areas. This promise and these actions promote intercultural empathy and understanding and aim to strengthen relationships among students, staff, families and visitors of Pembina Trails.

During the past school year Pembina Trails supported two important government initiatives: the Provincial Nutrition program and limiting cell phone use in classrooms and in schools. Both initiatives, while very different from each other, have had the kind of positive impact we had hoped for. We are seeing more engaged, more focused students ready to learn and grow in our classrooms.



Cindy Nachtigall
Chair, Board of Trustees



Shelley Amos
Superintendent of
Education/CEO

As we turn to the future, we look forward to the addition of two new schools in Pembina Trails. The first is a kindergarten to grade 8 school, expected to open in 2027 in the Prairie Pointe area. In 2029, the second school, also a kindergarten to grade 8 school, is scheduled to open in the Bridgewater Lakes area. Having these two much needed schools in two of the fastest growing communities in our division will help address space challenges and allow children to attend a school in their own community.

In closing, we want to express our heartfelt gratitude for the excellent teaching and support our staff provide to students throughout the year. Your work is essential and invaluable. We also appreciate the collaboration and partnerships that help our school families and students thrive. Beginning with families and students who dedicate their time volunteering and supporting the students in our community whether as part of PAC groups or volunteering on specific projects. We also greatly appreciate the many community partners that support our school population including local churches in all our wards, CanU Programming, Boys and Girls Club of Winnipeg, Lighthouse, Career Trek, Fort Garry/St. Norbert Healthy Child Coalition, South Winnipeg Family Information Centre, Mosaic, Family Dynamics, Peaceful Village and many others who offer programming and supports in various ways. Their contribution is undeniable to the quality of public education.



*In memory of
Stu Nixon*

It was with heavy hearts that we shared the passing of Pembina Trails School Division Board Trustee Stu Nixon earlier this year. Stu joined the Board of Trustees in 2022 after retiring from his 35-year teaching career. Although his time as a school trustee was far too short, Stu made a difference by collaborating with his colleagues both on the board and in senior administration to help sustain a welcoming culture and safe environment promoting diversity and inclusion for all students, staff and the community. The vacancy on the Board of Trustees will be filled this fall in a by-election and we look forward to welcoming another strong, community-oriented member to our board.



PEMBINA TRAILS SCHOOL DIVISION

Board of Trustees

Our Pembina Trails Board of Trustees is working for you.

They are locally elected representatives who advocate for student success and oversee the planning and delivery of education in our division. Our Trustees have grassroots links with those living and working in the community. They consistently respond to local needs and concerns. Our Board is always eager to connect with those who call Pembina Trails home.

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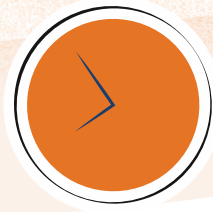
Growth through Attendance and Engagement

Attendance matters. Students who attend school regularly are more engaged in learning, have a greater sense of belonging and are more likely to obtain a high school diploma.

Since the global pandemic in 2020, schools across the country have seen more student absences. Manitoba Education and Early Childhood Learning (MEECL) responded to this trend by creating a policy directive and action plan entitled Presence and Engagement as part of the Safe and Caring Schools initiative. Pembina Trails updated its policy on student attendance to reflect the directives of MEECL.

Our data shows there was some improvement in attendance for early years students during the 2024-2025 school year compared to the previous year. School staff work hard every day to build relationships with students and their families. We know that despite our greatest efforts, some students struggle to attend school regularly. As a division we are committed to working with students and their families to help them come to school.

All schools have an attendance committee which includes a divisional social worker. School teams understand there are complex factors involved when students are chronically absent from school, and they work together with families to support and engage students.



Our divisional attendance committee includes administrators, school social workers, resource teachers and counsellors who look at ways to support school teams to improve attendance in their schools. They have created procedures and resources so school teams can better support students and their families.

We recognize the importance of helping students develop strong attendance habits in the early years. Students who struggle with attendance when they are young are more likely to struggle in middle years and senior years. We are confident that the important work we are doing as a division will continue to improve student attendance across all grades in the future.

If you have a child who struggles with attending school, please reach out to the classroom teacher or the school administrator. There are many ways in which we can work together to help students engage and improve attendance.





Nutrition Program Report

The provincial universal school food program, dubbed “Nello’s Law” after the late Education Minister Nello Altomare, was announced with funding in June 2024.

All Pembina Trails Schools are engaging in some form of nutrition programming. Breakfast, snacks and/or lunch are available in all schools. The Pembina Trails Nutrition Teacher, is continuing to enhance programming, which focuses on food options that fit schools’ needs, equipment and staffing.

Karen Fraser, Division Principal of Inclusive Support Services and Division Attendance Officer says initial anecdotal data indicates access to the universal nutrition program has had a positive impact on student attendance and engagement.

"One of the key program drivers that we are focusing on is to remove barriers and stigma for students accessing the nutrition program."

Equipment, in terms of appliances, space and electrical equipment has been supported by the Pembina Trails Facilities and Operations team to allow schools to enhance programming as needed. Nutrition Coordinators play a crucial role in making the Manitoba school nutrition program available to students in the division. They are responsible for organizing and maintaining the school’s nutrition program which includes ordering, delivering, preparing, and providing assistance and encouragement to promote students to eat healthily within the school.

If you would like more information about programming in your neighborhood school, please contact your school administration.



4,465
Glasses of milk served to students



13 Schools had a breakfast/lunch program
18 Schools had a snack program
6 Schools had all programs

Strength and Growth in Literacy and Numeracy

Pembina Trails is committed to strengthening literacy and numeracy across all grade levels.

In literacy, foundational skills in early years supports disciplinary literacy in higher grades. The implementation of an evidence-based early reading screening tool in early years is a key component of a consistent and ongoing assessment process that informs and enhances literacy instruction. As the province moves forward with universal early reading screening, the division is continuing to refine its practices and support students in becoming strong, confident readers. In 2024, Pembina Trails began using a universal early reading screener for kindergarten to grade 2 to assess foundational literacy skills.

The division provides ongoing training for educators to support consistent, high-quality literacy and language instruction. Pembina Trails emphasizes a comprehensive approach to literacy, integrating phonological awareness, phonics, word study, and orthographic mapping across language programs. A comprehensive approach also includes storytelling, drama, book reading, writing, text analysis, and poetry to support students at every stage of literacy development.

Engaging students in their mathematics and numeracy learning creates opportunities for students to develop and use critical thinking skills, problem solving skills, and data analysis as they work through authentic real-world problems, allowing them to develop and communicate mathematical reasoning throughout their daily lives. Hands-on learning opportunities, Mathology/ie, Math Up, NumberTalks and Building Thinking Classrooms are all resources teachers use to provide foundational knowledge to generate opportunities for students to explore and build numerical thinking.

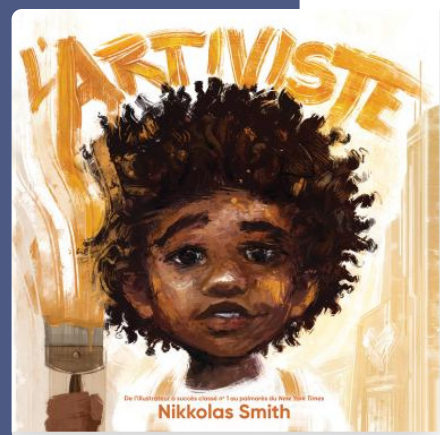
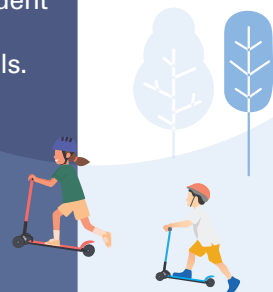
Through ongoing professional learning opportunities, teachers work to better understand student needs and plan accordingly. A new targeted intervention was introduced called the Numeracy Achievement Program (NAP). This program was piloted by four middle years schools across the division where teachers engaged in ongoing professional development to strengthen their instructional practices and support ongoing student success. Our focus is to build strong numeracy foundations for all students across Pembina Trails.

French Immersion

The French Immersion Program in Pembina Trails continues to grow.

As one of four official school programs recognized in the province of Manitoba, the French Immersion program is an inclusive form of bilingual education intended for all students whose first language is not French. In 2024-2025, 3678 students were enrolled in the French Immersion program, compared to 3166 students five years ago, across 11 schools in Pembina Trails.

This year, library collections in French Immersion schools were bolstered thanks to the French Second Language Revitalization Program (FSLRP) from the Province of Manitoba. The goal was to revitalize the 11 French Immersion milieu and dual-track school library French language collections so that students, parents and teachers have access to high-quality, dynamic, French language materials. The new titles added represent divisional priorities by increasing the diversity and social emotional learning literature to create a current and vibrant collection accessible for every student in French Immersion. Teacher librarians used these engaging, high-interest books to host book clubs and created French videos to promote the new books in the library collection. New books were also featured throughout the year at school-wide assemblies. One highlight was the book *L'Artiviste* by Nikkolas Smith which supported divisional work around anti-racism and respect for human diversity and was placed in each French Immersion school.



Earning a Leadership Role in Anti-Racism

Pembina Trails School Division continues to advance its commitment to becoming a provincial leader in anti-racism within Manitoba's educational landscape. This journey formally began in 2023, when the Board of Trustees adopted a policy statement recognizing that racism and discrimination deeply affect student achievement, staff engagement, mental health, and overall well-being. The division pledged to actively identify and dismantle systemic barriers that prevent students and staff from thriving to reach their full potential.

At the heart of this work are the Pembina Trails Anti-Racism Steering Committee and the IBPOC (Indigenous, Black, and People of Colour) Sub-Committee. These groups are focused on embedding racial equity across the division, from classrooms to decision-making spaces. Composed of educators and leaders from across Pembina Trails, the committees are driving structural transformation rooted in justice, representation and inclusion.

This commitment has been made visible through initiatives like the IBPOC Connection Events, held in May 2024 and May 2025. The event created space for IBPOC staff to build community, share lived experiences and co-create strategies for meaningful change.

To ensure accountability and sustained progress in developing meaningful understanding of issues and concerns, the division has implemented governance practices that include annual reviews by the Board of Trustees and the Senior Administration Team. These reviews assess outcomes and establish both immediate and long-range goals, reinforcing a commitment to systemic reform. In leadership development, targeted training has been introduced to address bias in staff recruitment and advancement processes, an essential move toward equitable access to leadership roles.

For IBPOC committee member Sanjeeva Louis, the emphasis remains on tangible outcomes.

"This committee is not just about ideas and all talk. We are all about real change, not just through words but through meaningful actions," she said. Louis believes that the division's efforts are reshaping school culture and empowering students to feel a deep sense of belonging and confidence in their boundless potential.

Looking forward, Pembina Trails is focused on expanding mentorship programs for IBPOC staff, delivering comprehensive anti-racism and allyship training for all employees, and enriching classroom materials to reflect a rich representation of histories and cultures.

Schools are continuing to host inclusive community events, such as the cultural celebration, Diversify, held at Institut collégial Vincent Massey Collegiate, Shaftesbury High School and Pembina Trails Collegiate, events that elevate and amplify student voices. Parent engagement evenings also remain a priority, fostering open dialogue and strengthening partnerships with families.

Through these ongoing efforts, Pembina Trails is laying the foundation for learning environments where every student and staff member, regardless of identity, feels seen, heard, affirmed, empowered and valued.

"Systemic racism is deeply embedded within the structures and cultural fabric of societies, operating like a moving walkway that propels all members toward inequity, divisiveness, and injustice, passively or actively participating in or contributing to systemic racism.

In contrast, to be anti-racist is to actively walk in the opposite direction at a pace exceeding that of the moving walkway, striving toward equity, unity, and justice for all. This endeavor, and the sustained effort required to counteract the movement of the walkway, epitomizes the essence of anti-racism."

- Catherine Birch

Artwork design by:
Charmie Jayaratne,
FRC graduate.



Image: Members of the Pembina Trails' Anti-Racism and IBPOC committee.



PEMBINA TRAILS SCHOOL DIVISION

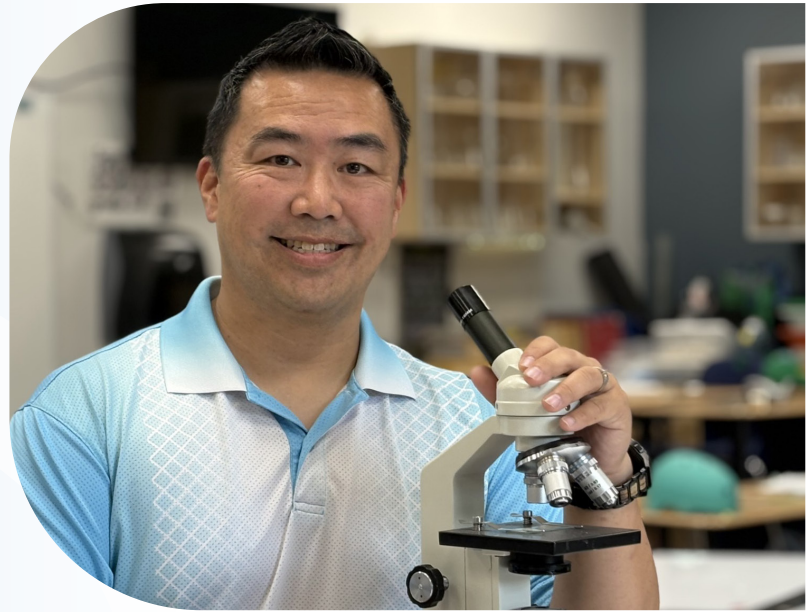
Celebrating Teaching and Learning

School secretaries, custodians, nutrition coordinators and adult crossing guards are just a few of the team members who are making a big difference in our schools. This highly effective and dedicated team also includes more than 1,000 educators and 500 educational assistants who work in our 36 schools and division offices to give students a solid foundation of knowledge and wonder.

"Our world is just changing so fast, if you have a passion for thinking about the future this is a great career because you do make such a big difference," says Mya Roy, an early years teacher at École Van Wallegghem School. "We're teaching skills our students are going to use for the rest of their lives, reading, writing and numeracy, yes, but also critical thinking skills like learning how to be compassionate and loving and supportive of others, learning what community is."

Roy appreciates community, having grown up in the Pembina Trails School Division before attending L'Université de Saint-Boniface. She did her student teaching in Pembina Trails and joined as a full-time teacher 10 years ago.

"Teaching is such a beautiful career path, I really feel fulfilled every day coming into work."



Calvin Yong teaches grade 8 specializing in math and science at École Charleswood School.

"I love being able to connect with this age group – it's a chance when they're just starting to mature and form those values."

"These are formative learning years before they're stepping into high school. Our competition is technology, and it's a challenge, especially with math and trying to satisfy that immediate need to solve something. I get to teach them to persevere and develop resilience in that subject, learning from scratch," says Yong.

Yong joined Pembina Trails seven years ago and says the support he feels as a teacher sets the division apart for him.

"The opportunities for professional development and growth, as well as the ability to collaborate and be a part of this professional community really appeals to me. I get to meet with other teachers and attend different conferences to really hone my math skills and abilities and then share it with others," says Yong. He notes that the division provides mentorships and supports its teachers who want to explore different paths like leadership or resource work.



MacLane Cardinal agrees that the division has a supportive and inclusive professional development program. Cardinal now teaches Indigenous Studies and Dramatic Arts at Pembina Trails Collegiate, after starting with the division at École South Pointe School eight years ago.

"I feel like the opportunities are never ending for us to continue learning and growing in Pembina Trails."

"Society is changing all the time, and we could continue to teach the same grade and subject and still be learning and adapting to the world around us," says Cardinal. His growth is heavily involved in researching experiences of Indigenous students in schools, and how schools can be better at decolonizing and reconciling with Indigenous communities.

"I think we need to widen the lane in other areas too," says Cardinal. "I'd like to see more Indigenous teachers, more LGBTQ and diversely abled people teaching so that more students can see themselves in their teachers. And that starts early by making schools places where students can see themselves as teachers at an early age."



For Allison Ward, the path to her current position as Principal of Bairdmore School started as a volunteer sports coach. Ward volunteered at her siblings' school where she discovered her interest in working with children and watching them learn and grow.

"I started as a resource teacher at Chancellor School before I became a Kindergarten teacher, which I thought I was going to do forever," says Ward. "I had an opportunity to be part of the team supporting the opening of South Pointe and I'm so glad I took it because I got to see how different people ran different programs, how they taught in different ways. I found it really enriching."

As a result of the positive experience she had working with divisional teams, Ward decided to pursue the next step in her education career as an administrator.

"You become a school leader because you have this vision and excitement for learning and things to share."

"It's not a job you ever do alone because there's always a team of teaching professionals that are all working together toward that vision."

Job opportunities in education are growing both in Manitoba and across the country. Students with a desire to have an impact on the future of everything are encouraged to consider this fulfilling and growth-oriented career.



CELEBRATING OUR GRADS

Governor General Awards

Congratulations to our Governor General's Academic Medal Winners. These medals are awarded to the students graduating with the highest academic average in their high school. In 1873, Canada's Governor General Lord Dufferin created the medal to encourage academic excellence. Former medalist includes Pierre Trudeau, Tommy Douglas and Gabrielle Roy.

Our Pembina Trails School Division 2025 Governor General Award recipients are:

Joyce Liu – Fort Richmond Collegiate

Minoo Noruziaan – École secondaire Oak Park High School (shown below)

Tahlyia Jones – Pembina Trails Alternative High School

Luke Bushuk – Pembina Trails Collegiate

Marian Kirkpatrick – Shaftesbury High School

Krissadie Armstrong – Institut collégial Vincent Massey Collegiate

On behalf of our Board of Trustees and Senior Administration team, we would like to congratulate these outstanding graduates. Your future is bright, and we look forward to watching what you will accomplish in the years to come.

175

Diplomas in
French
immersion

1,299

Graduates

100

Indigenous
Graduates



"Pembina Trails School Division is committed to ensuring that all students are intellectually and personally engaged in learning which supports them in developing, practicing and refining the skills required to be successful in school and throughout their lives."

Our commitment creates lifelong engagement and future success for all learners."

- Pembina Trails "A commitment to our learners" document.





INDIGENOUS EDUCATION Grounded in Mino- Pimatisiwin – *The Good Life*

Pembina Trails students and staff experienced a year of meaningful growth and a deepened commitment to Indigenous education.

Guided by Mino-Pimatisiwin (The Good Life) the division continues to centre Indigenous voices, foster strong relationships and create rich learning experiences rooted in culture, community and the land.

During the 2024-2025 school year, work was done to continue strengthening a foundation of 22 Indigenous education initiatives that reflect our dedication to reconciliation, cultural learning and student success. These include classroom collaborations with Indigenous Student Success Teachers (ISSTs), leadership from Indigenous Teacher Champions in every school, land-based learning through the Aski Mâdawihitowin community, Treaty and Cree language education, Indigenous youth leadership opportunities and sustained engagement across the division with Elders and Knowledge Keepers.

With Mino-Pimatisiwin at the heart of our work, these efforts were strengthened by curriculum implementation, professional learning and community celebrations like Kisténitâkosewîn Kēsikow (Honouring Day) and the third annual Indigenous Education Gallery Walk.

As we enter the 2025–2026 school year, we are committed to strengthening partnerships with Indigenous students, families and communities. A new Elder Advisory Council will guide divisional practices and uphold cultural protocols. Rooted in Mino-Pimatisiwin, we believe that honoring Indigenous knowledge and leadership helps all students thrive. Together, we walk this good road, strengthened by land, guided by community and committed to equity.

Highlights from 2024-2025

- Senior years students gathered through Oskiniiko Nîkâniwak Youth Leadership Group, while kindergarten to grade 8 youth groups such as Smudging Turtles, Northern Leaders, and Naawi Sharing Circle nurtured cultural identity and belonging.
- The Kisténitâkosewîn Kēsikow Honouring Day brought together families and communities to celebrate graduates from all six senior high schools.



- Eleven schools deepened their land-based learning through the Aski Mâdawihitowin professional learning community, while Cree language instruction, Powwow Clubs, and over 80 Elder and Knowledge Keeper engagements enriched cultural learning across the division. Instructional growth was supported by ISSTs, who collaborated on 92 curriculum projects, and Indigenous Teacher Champions, who led learning in every school.
- Division-wide professional development on Mamâhtawisiwin, anti-racism and treaty education for all division staff further advanced inclusive, culturally responsive practices.



Building Strong Partnerships

Pembina Trails is committed to ensuring our students acquire the knowledge and skills needed to meet the demands of modern society. Our partnerships with MITT are an exemplary example of that commitment.

The Skilled Trades Partnership Program provides students in grades 11 and 12 with an exceptional opportunity to pursue specialized skilled trades training. The diverse programs available to our students include Automotive Technology, Culinary Arts, Electrical Trades Technology, Hairstyling and Welding Technology. These programs incorporate cutting-edge equipment and methodologies, ensuring that students acquire practical expertise aligned with industry demands.

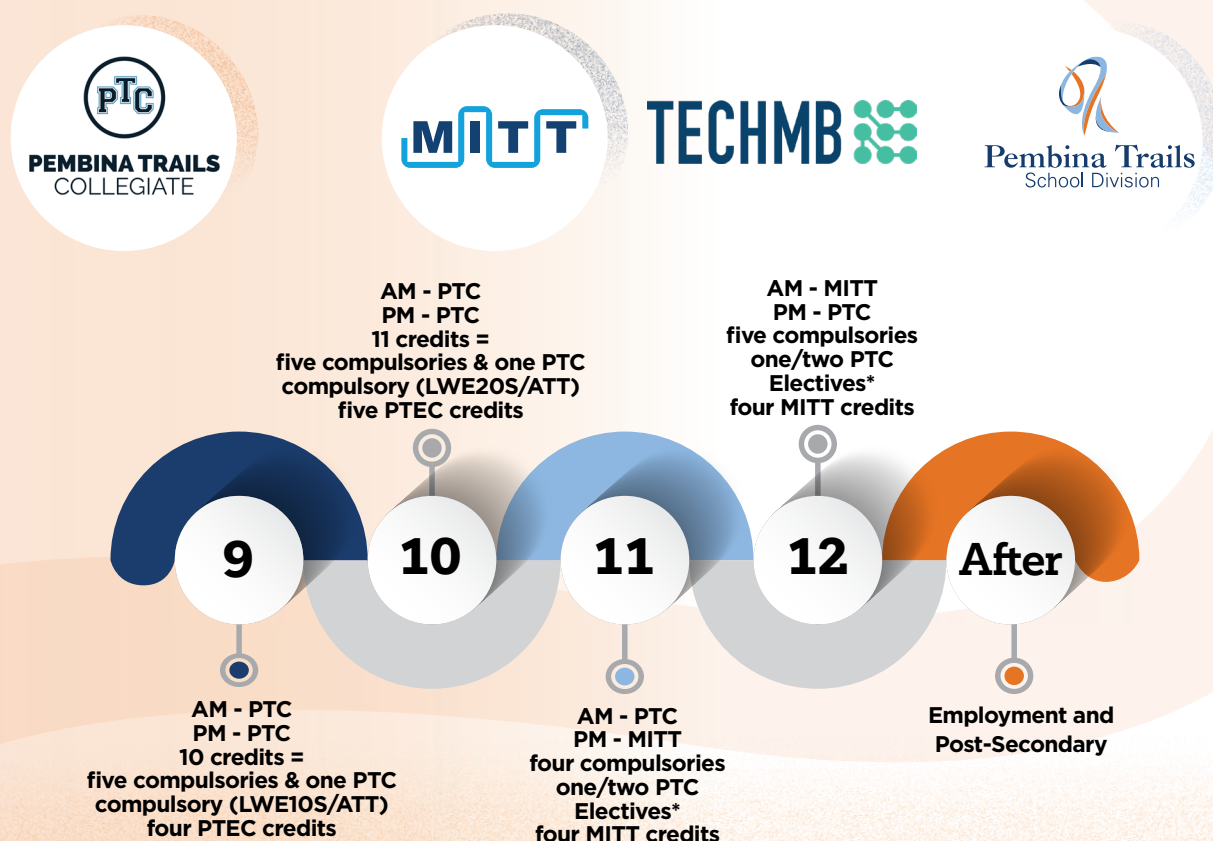
Through this program, students not only earn high school credits but also develop valuable life skills while exploring potential career pathways. Students also have the potential to achieve Level 1 Apprenticeship status, furthering their achievements in the field through industry recognition.

During half of the day, students attend their high school to complete academic subjects. The remaining portion of the day is spent with students from across the division at MITT, where they receive comprehensive technical training. For further information, students are invited to reach out to their high school counsellor.

In addition to the skilled trades previously described, MITT has partnered with Pembina Trails School Division's newest senior years school, Pembina Trails Collegiate, to offer Pembina Trails Early College (PTEC).

PTEC is an exciting four-year program that prepares students for careers in the Information Technology (IT) industry. It brings together the best elements of high school, college and industry, preparing students for college, university or a career. Students with a passion for software development, cyber security, coding and more have an opportunity to leave grade 12 with a high school diploma, post-secondary education and a head start in a growing industry.

Below is an overview of the PTEC Program at Pembina Trails Collegiate (PTEC: Pembina Trails Early College):



* Elective courses are subject to availability and scheduling.



GROWING TECHNOLOGY SKILL AND PROFICIENCY

Learning and Information Technologies Report

The field of Learning and Information Technology (LIT) is one of the fastest growing in the world, with new and improved software and equipment always competing for consumer's attention. In Pembina Trails, we are also experiencing incredible growth. In fact, Pembina Trails' student population has increased from 15,593 in 2022 to 18,065 in fall of 2024.

Meeting the needs of students and staff, Pembina Trails' LIT focuses on best practices to stay connected with parents and caregivers, cyber-security awareness and network support.

In December, the division experienced a cyber security incident that affected all computer-based resources from school clocks to bells and every computer device used in schools.

We made it our priority to minimize the impact on learning and to safeguard our students' and staff's information, while also engaging professionals to help investigate and restore our system.

Our school staff did their absolute best to ensure learning continued throughout December while our systems were checked and brought back online. A huge thank you to our educators for their dedication during this period and an even bigger thank you to our Learning and Information Technology team who have worked internally and with outside professionals throughout to restore our systems.



Edsby: Your Central Hub for School Communication

Edsby continues to be Pembina Trails' primary platform for staying connected across the division. From attendance and assignments to tri-conferences and report cards, Edsby keeps students and families informed in real time. We're committed to expanding our use of Edsby's features to help everyone stay organized, supported, and up to date.



Artificial Intelligence (AI): Awareness and Opportunities

The integration of artificial intelligence (AI) into our daily life presents a unique opportunity for students and educators to collaborate with AI tools in an active way to explore and expand their thinking. When used as a thought partner rather than a "work-doer," AI empowers students to practice and develop each of Manitoba's Global Competencies. Every interaction with AI encourages critical thinking through content evaluation and fact checking while also unlocking new creative possibilities. Divisional guides for educators and students promote ethical and responsible use by emphasizing the importance of crediting and citing AI, reviewing AI tool terms of use and age requirements, and maintaining original thought. These practices foster meaningful connections to both citizenship and connection to self. Engaging with AI as a responsible digital citizen has the potential to strengthen communication and foster lifelong learning in an ever-evolving world.

Cyber Security Awareness for K to 12 Students

In today's digital world, cyber security is more important than ever. Here are some key tips to help students protect themselves online:



Protect Your Accounts

- **Use strong, unique passwords:** Combine letters, numbers, and symbols. A memorable phrase works well, the longer, the better.
- **Keep passwords private:** Never share them with friends.
- **Avoid saving passwords on shared devices:** Public or shared computers are not secure.



Be Cautious Online

- **Watch out for suspicious links and downloads:** These can contain malware. Only click on trusted sources.
- **Recognize phishing attempts:** Hackers may use deceptive emails or messages to steal personal information.



Manage Your Digital Footprint

- **Limit personal information shared online:** Avoid posting your name, school, address, phone number, or birthday.
- **Think before you post:** Once something is online, it can be permanent. Share responsibly.

GROWING SPACES

Facilities and Operations Update

Construction is underway on a 16,000 square foot Technical Vocational Education (TVE) addition at Pembina Trails Collegiate. This is just one of many exciting projects that will grow space and capacity of the division.

TVE programming is scheduled to begin in September 2026 with over 200 students in culinary arts, machining, welding and woodworking. The addition will also provide the school with human ecology and graphic arts programming.

Two new schools are slated to be built in Pembina Trails over the next four years, starting with a new kindergarten to grade 8 school in Prairie Pointe, the newest addition in Waverley West. It is expected to open for 2027. The Province of Manitoba has also announced that it will build another kindergarten to grade 8 school in Pembina Trails to open in 2029 in the Bridgwater Lakes area. The two new schools will draw over a thousand students from those neighbourhoods.



Future TVE addition at Pembina Trails Collegiate



New gym floor at Henry G. Izatt Middle School



Upgraded courtyard at Institut collégial Vincent Massey Collegiate

Upgrades

Interior projects to support student population growth across the division this past year have included an additional grooming room upgrade at Fort Richmond Collegiate. In addition to cabinetry additions and upgrades, classroom upgrades and restructuring have been completed to meet the needs of the expanding student populations at Acadia School, École Bonnycastle, École Crane, Laidlaw School, Ralph Maybank School, École St Avila, École Viscount Alexander, and Institut collégial Vincent Massey Collegiate.



Over the summer months, maintenance was completed on scheduled school flooring and paint renewals, locker upgrades at Arthur A. Leach School and Institut collégial Vincent Massey Collegiate, gym upgrades at Shaftesbury High School, General Byng School, Beaumont School and Henry G. Izatt Middle School, preventative roofing repair work across facilities, asphalt and concrete patching throughout, and an accessible entry project at Ralph Maybank School.

Partnerships with parent groups resulted in a play structure installation at École Van Wallegghem, an outdoor learning space at École Crane and sporting additions at Royal School.

New thermostats and Direct Digital Control components, which give longer lifespan, improved reliability and allow for future upgrading are being replaced at Prairie Sunrise School and structural work at Acadia School gave way for the replacement of failed cooling equipment.

Provincially, Pembina Trails continues to partner with the province on the following capital projects: École Bonnycastle boiler and cooling replacement, Prairie Sunrise School partial roof replacement and mechanical upgrades, École Van Wallegghem partial roof and façade replacement, Fort Richmond Collegiate partial roof replacement and two portable classroom additions at École Viscount Alexander.

Transportation Department Report

The 2024-2025 school year was one of continued growth and diversification of our transportation operation here at Pembina Trails School Division. Faster than anticipated enrolment growth has, in turn, generated rapid growth in our bus ridership throughout most school catchments.

At the same time, we continue to work aggressively at school bus driver recruitment in order to meet an ever-increasing need. A nation-wide shortage of school bus drivers, which challenges our capacity to grow our driving fleet, does not align well with the growth in demand we are experiencing. We are pleased, however, to report that recruitment efforts are filling driver position vacancies more efficiently.

Key to the success of our operation of a 21st century school bus fleet, is our division's ongoing investment in new school buses and technology to meet our needs. This includes advanced technology support for our drivers and non-driving staff in their shared efforts to provide safe and reliable service to our Pembina Trails families. We look forward to continued enhancements to our GPS tracking capabilities in the coming year in order to provide real-time ETAs to families via the MyRide K-12 App, as well as an enhanced field trip booking portal to streamline the process for both school and our transportation team.

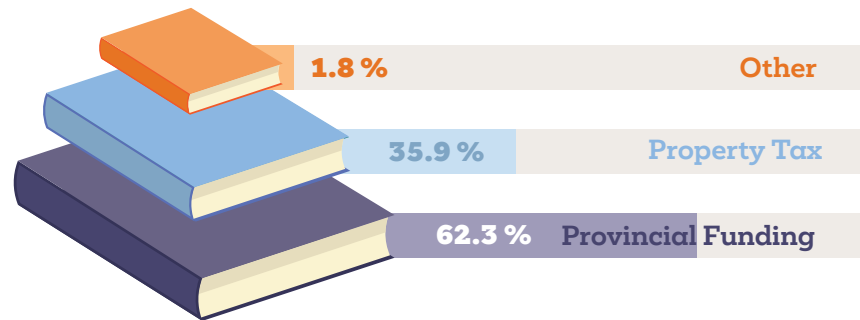
Pictured below are three of our professional drivers with some of the newest additions to the Pembina Trails fleet. From L to R, Manpreet with universal bus 39, Scott with universal bus 80, and Mary with conventional bus 34.



Finance/Budget

In March 2025 our Pembina Trails Board of Trustees passed a budget for the 2025-2026 school year that provides additional front-line resources to enhance the delivery of quality education while keeping administrative costs in line with the Minister of Education's direction.

Revenues come from



We expect an additional

683

students in September,
an increase of **4%**
from last year.



Salaries and Benefits:

85.3%

Services, Supplies etc.:

14.7%



We are hiring an additional

76.6 teachers

80 educational assistants

20 bus drivers

as well as investing in other school supports
such as classroom technology to help our
students reach their full potential.



Our budget includes a **2%** increase
in Provincial funding highlighted
by a **\$457k** increase in our
nutrition grant, ensuring students
have access to healthy food.

We are spending **\$205k** less
on administration than the
province allows.



Operating Fund, By Function	2024/25 Budget	2025/26 Budget	%Total
Regular Instruction	129,473,190	144,485,429	58.6%
Student Support Services	45,379,593	49,498,435	20.1%
Community Education	146,172	182,879	0.1%
Divisional Administration	6,511,576	7,497,182	3.0%
Instructional and Pupil Support	9,033,782	9,915,773	4.0%
Transportation of Pupils	5,265,487	6,069,767	2.5%
Operations and Maintenance	23,799,995	24,543,634	10.0%
Fiscal	3,737,398	4,385,000	1.8%
Total Expenditures by Function	223,347,193	246,578,099	100.0%



WE CONTINUE

TO GROW!

Pembina Trails School Division has 36 schools spread out across the southwest of Winnipeg and has provincial approval for two new kindergarten to grade 8 schools in Prairie Pointe and Bridgwater Lakes.

● Ward 1 ● Ward 2 ● Ward 3

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

**This publication is available in alternate formats upon request.
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