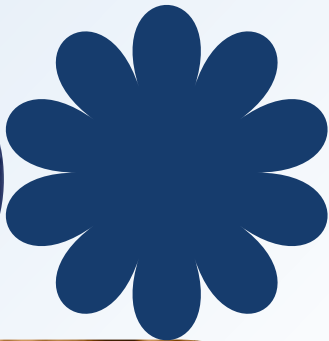
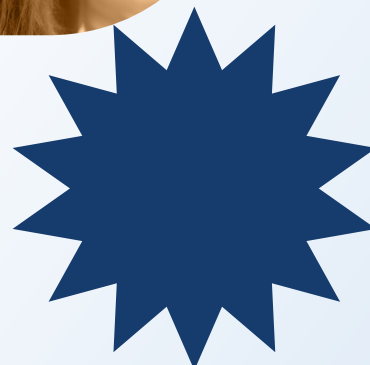
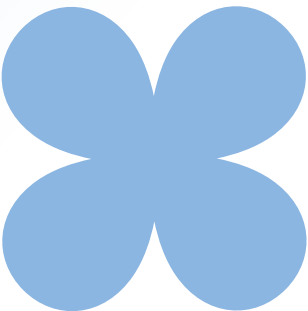




2026

Report to our Community



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.

Ehko 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 Kiskinohmahwekamika wiiwiici atoskewimewak Ininuwak awii-miinostacik wiicewitowin.

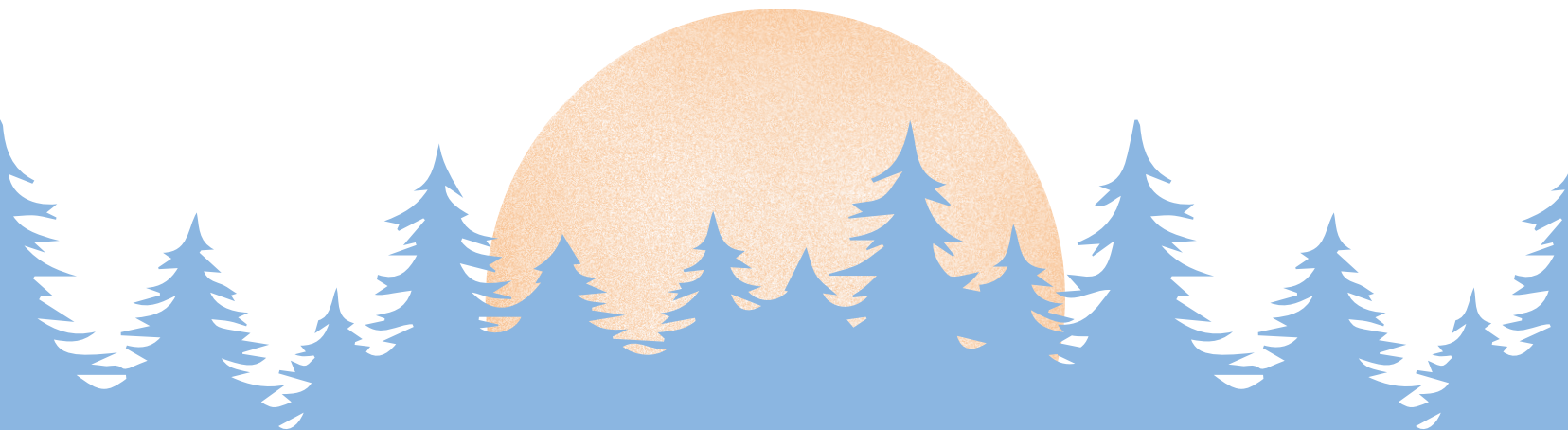




Table of Contents

Message from the Chair and Superintendent	4
Board of Trustees	5
Strategic Plan	6/7
Student Voice Survey/Standard of Behaviour	8
Literacy and Numeracy	9
French Immersion and Languages	10
Technology and Technical Vocational Education	11
Learning in Action	12/13
Indigenous Education	14/15
Anti-racism	16
Guiding Principles for Allyship	17
Inclusive Support Services	18/19
Nutrition Program	20
Transportation/Learning and Information Technologies	21
Facilities and Operations	22
Finance and Budget	23

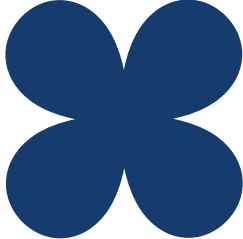
By the Numbers

Enrolment



Student Demographics





A message from our Chair and Superintendent

As we reflect on the past year, we are proud of the many accomplishments of our students, staff, and school communities across Pembina Trails School Division. This year has been marked by continued growth, meaningful learning, and a shared commitment to ensuring that every student has the opportunity to succeed.

Pembina Trails continues to be one of the fastest-growing school divisions in Manitoba, with increasing numbers of families choosing our neighbourhoods and our schools as places where students can thrive. This is a testament to the strength of our programs, the dedication of our employees, and the confidence that families place in public education. It also brings new opportunities and responsibilities as we work to ensure that our schools continue to meet the evolving needs of our communities.

Guided by our priorities of strategic investment, system wellness, and student success outlined in our 2025-2026 Strategic Plan, we remain focused on creating conditions that allow all learners to reach their full potential. Through thoughtful planning and responsible stewardship of public resources, we continue to invest in learning environments, staffing, programs, and supports that benefit students today while preparing for the needs of tomorrow.

Student success remains at the heart of everything we do. We define success as students being personally and intellectually engaged in their learning, meeting provincial literacy and numeracy standards by the end of Grade 8, and graduating from high school prepared for their chosen futures. Our schools consistently bring these outcomes to life through projects that get students excited about their learning and that tie their lessons to the context of their school and community.

Equally important is our commitment to system wellness. Learning flourishes when students and staff feel safe, supported, and connected. We continue to prioritize environments that foster this across our division, whether through our nutrition program, Inclusive Support Services team, or Indigenous education and anti-racism efforts.

None of this work would be possible without the dedication of our employees, the support of families and Parent Advisory Councils, and the partnerships we share with community organizations, Indigenous and cultural partners, and stakeholders throughout Winnipeg. Together, we are building strong schools and stronger communities.

We invite you to explore this Report to our Community to learn about our progress throughout the past year and the incredible impacts being made. We are proud of what has been accomplished, while remaining focused on what's ahead and ensuring that every student in Pembina Trails can Accomplish Anything.



Cindy Nachtigall
Chair, Board of Trustees



Shelley Amos
Superintendent of Education/CEO

Board of Trustees

Your Pembina Trails Board of Trustees is here for you.

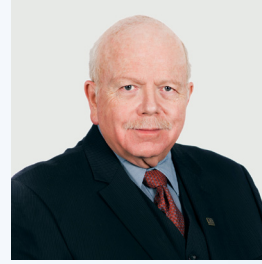
Elected from within your community, they champion student success and guide how education is planned and delivered across our division. Our trustees are deeply connected to the people they serve, and are always ready to listen, respond, and act on what matters most to those in our schools and neighbourhoods.



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PEMBINA TRAILS SCHOOL DIVISION STRATEGIC PLAN

2025-2026

OUR MISSION

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

OUR VISION

Pembina Trails will be known as the school division that inspires staff and students to be productive global contributors in an ever-changing world.

OUR VALUES

RESPECT

We demonstrate respect when we honour the traditions and beliefs and listen actively to the perspective of others

ETHICS

We demonstrate ethical behaviour when we adhere to the policies, guidelines, and procedures of our organization

GROWTH

We demonstrate growth when we support individuals and provide challenging learning opportunities for all

WELL-BEING

We demonstrate our care for safety and well-being when we focus on the psychological and physical safety of our communities

STEWARDSHIP

We demonstrate good stewardship when we are accountable to our stakeholders and exhibit care for the environment

STRATEGIC INVESTMENTS

SYSTEM WELLNESS

STUDENT SUCCESS

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

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

All students in Pembina Trails will graduate from high school

HIGH-LEVERAGE STRATEGIES

Center our commitment to Truth and Reconciliation and the Calls to Action

Center our commitment to equity and anti-racism

Commit to the equitable allocation of resources and sustained support for schools

Empower well-supported school leaders to champion high-quality teaching and learning

Actioning our High-Leverage Strategies

Pembina Trails took significant steps to action our high-level strategies throughout 2025-2026. Some of the below actions have been completed, while we continue to work toward completion of others, and you'll find evidence of them throughout the report.

Center our commitment to Truth and Reconciliation and the Calls to Action

- Ensure resources that support curriculum implementation and instructional leadership are considered through the lenses of Reconciliation and equity, diversity, and inclusion.
- Assign Indigenous Language and Graduation Success Coaches to support Indigenous language acquisition and successful graduation for Indigenous students in high schools.
- Develop an Advisory Council of Elders and Knowledge Keepers to provide guidance and to ensure Indigenous voices and perspectives are considered as part of strategic planning.

Center our commitment to equity and anti-racism

- Implementation of Appropriate Education Standards and Respect for Human Diversity.
- Advance equity and inclusion by fully integrating Policy and Regulation ACB: Anti-Racism into all areas of staff and student life within Pembina Trails School Division. This includes delivering comprehensive Anti-Racism and allyship training for staff, and implementing a clear, responsive protocol for addressing incidents of racism, hate, and discrimination.
- Further Develop the Universal School Nutrition Program.

Commit to the equitable allocation of resources and sustained support for schools

- Evaluate lunch programs across the division to ensure equitable access.
- Managing demands of system growth through planning of catchments and additional schools, and monitoring enrolments.
- Universal Training for all divisional EAs.

Empower well-supported school leaders to champion high-quality teaching and learning

- Action and support school leaders in the universal data collection, analysis and evidence-based school planning cycles in alignment with the inquiry question "Despite our best efforts, where have we not yet had significant positive impact?"
- Collaborate with staff, students, and families to implement Manitoba's French Immersion Policy, including the consideration of flexible entry points and targeted professional learning for teachers.
- Implementation of Atrieve Human Resources and Payroll System.
- Empower successful principals and vice principals through a shared vision of the evidence-based knowledge, skills, and behaviours that promote student success in inclusive, safe, and caring school environments. This is supported through a Principal Learning Network, external professional development opportunities, and leadership capacity building.



Listening to Student Voice

To continue fostering safe, inclusive, and caring environments, we sought feedback from the people impacted most by this every day: our students. We offered the 2025 Student Voice Survey in November and December 2025, which was designed to authentically capture Grade 5 to 12 students' experiences related to learning, belonging, well-being, equity, and graduation.

Key findings

Student learning and engagement

81% of middle years and **75%** of senior years respondents reported they are engaged in their learning.

Truth and Reconciliation

87% of middle years and **90%** of senior years respondents recognize the importance of reconciliation in Canada.

Equity and anti-racism

81% of middle years and **80%** of senior years respondents say adults in schools speak up when they hear or see harmful behaviour.

Areas to work on

- Indigenous, IBPOC, and 2SLGBTQIA+ students reported lower levels of safety and belonging.
- 66% of middle years and 71% of senior years respondents indicated a strong sense of respect and well-being.
- Find ways to gather feedback from students who didn't complete the survey.



Participation
7,200 students
(70% participation)



Graduation
Respondents expressed confidence in graduating:
86% of middle years
91% of senior years

Improving our Standard of Behaviour

Our Standard of Behaviour helps to ensure safe and inclusive spaces in our schools. The document was revised this year through a comprehensive process with key staff groups and community partners to ensure:

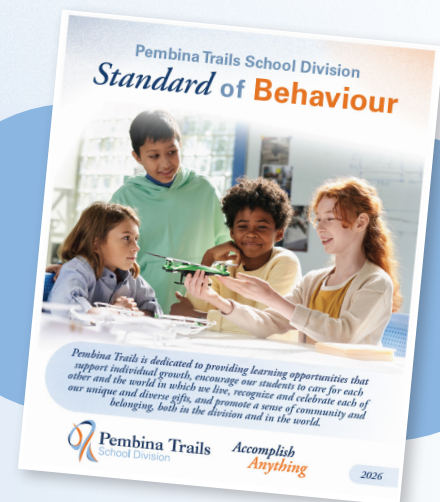
- **Strength-based and proactive language**
- **Alignment with:**
 - Safe and Caring Schools Provincial Code of Conduct
 - Emerging student needs
 - Our commitment to equity, inclusion, and well-being

- **Honouring Indigenous worldviews**

Central to this is Mino-Pimatisiwin, living a good life through balance, connection, and well-being. Behaviour is understood as relational, shaped by experience, identity, and community. Rather than prioritizing compliance, educators walk alongside students, recognizing strengths and supporting growth.

- **Shifting toward restorative practices**

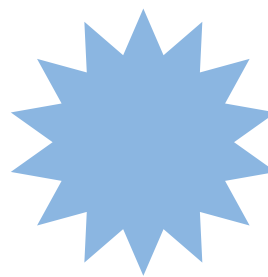
Responses to behaviour focus on repairing harm, rebuilding relationships, and developing skills needed for long-term success. This ensures all students feel valued and are supported in ways that honour their experiences and strengths, while grounding accountability in empathy and shared responsibility.



Literacy

Pembina Trails continues to emphasize a comprehensive approach to literacy that integrates oral language, reading, writing, storytelling, drama, text analysis, and poetry across language programs.

The focus of the division is to build foundational, intermediate, and disciplinary literacy as students progress through each grade (see chart). Foundational literacy refers to the essential skills needed for academic success and lifelong literacy learning. Intermediate literacy builds increasingly complex skills and supports reading and writing fluency that drive success in all disciplines. Disciplinary literacy refers to the ability to read and write complex texts within content areas.



Early reading screening

In response to Bill 225, The Public Schools Amendment Act (Universal Screening for Learning Disabilities), Pembina Trails is strengthening early literacy assessment and intervention through division-wide implementation of DIBELS (Dynamic Indicators of Basic Early Literacy Skills). This universal screener supports early identification, timely intervention, and consistent literacy assessment across schools and grade levels.

Strengthening literacy instruction

In May 2026, all Grade 1 to 3 teachers participated in professional learning with Dr. David Fainstein, a leading researcher in early literacy screening and intervention. The training focused on using DIBELS screening data to guide instruction and intervention while strengthening consistency in literacy assessment across the division. Delivered ahead of the September 2026 provincial rollout, the training helped teachers build confidence and prepare for successful implementation.

In addition, more than 250 teachers have been trained in University of Florida Literacy Institute Foundations, an explicit phonics program aligned with current reading research, strengthening literacy instruction and outcomes for all learners across Pembina Trails.

2025-2026 school library items checked out:

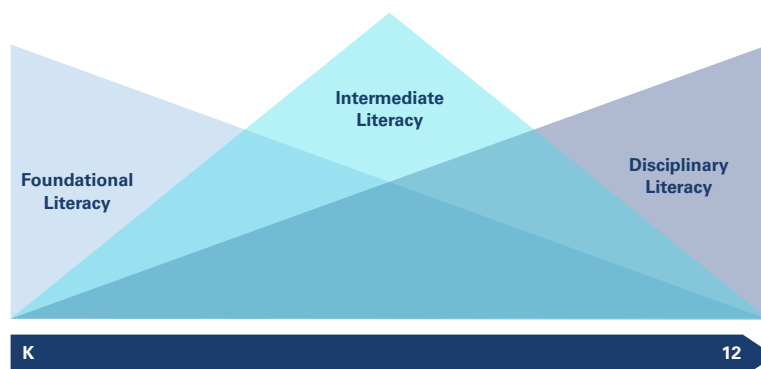


525,000 physical items
(books, magazines, and resources)



40,000 digital items
(ebooks and audiobooks)

Literacy Focus K-12



Adapted from Disciplinary Literacy Exemplary Processes and Promising Practices and What's hot in literacy: Exemplar Models of Effective Practice.

Numeracy

Across Pembina Trails, a commitment to high-quality mathematics instruction and responsive teaching practices supports students in becoming confident, capable mathematical thinkers.

Key priorities



Engaging students in meaningful learning experiences that build mathematical understanding, achievement, and agency.



Leveraging provincial resources and division-supported platforms such as Mathology and MathUP to strengthen teaching and learning.



Using high-yield instructional strategies and effective numeracy routines to enhance student engagement and outcomes.

Numeracy Achievement Program

The Numeracy Achievement Program helps Manitoba educators improve student success in mathematics and has entered its second year in four of our middle years schools. Through student data, teachers can better tailor instruction to meet individual learning needs and focus professional learning on areas of greatest impact.

Instructional enhancement

Professional learning continues to drive instructional improvement across the division, and educators have deepened their understanding of student needs and strengthened responsive teaching practices. Areas of focus have included:

- Problem solving
- Math facts fluency
- Mathematical reasoning
- Integration of Manitoba's Global Competencies

French Immersion

French Immersion in Pembina Trails continues to thrive, providing students with opportunities to develop plurilingual skills while strengthening their sense of identity, belonging, and connection. The program remains an inclusive option for learners from diverse linguistic backgrounds.



Throughout the year, students deepened both their French language skills and their understanding of themselves through meaningful learning experiences. Using the book *Je suis liée* by Kung Jaadee, students explored the “connection to self” competency from the Manitoba Framework for Learning, reflecting on their identities, their relationships with others, and their place in the world while engaging in authentic French-language learning.

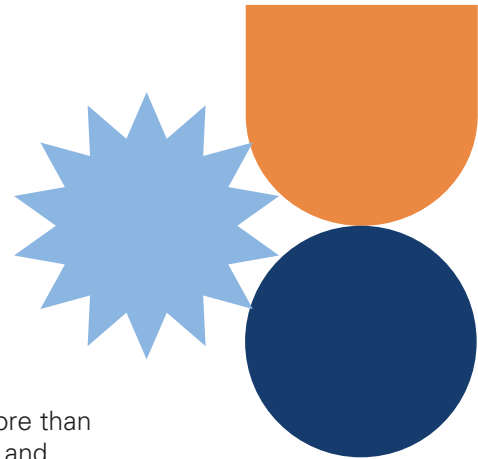
Opportunities to celebrate French language and culture further enriched students’ experiences. Participation in Manie musicale energized classrooms through Francophone music, while the Concours d’art oratoire gave students the chance to build confidence and proficiency in spoken French, showcasing their skills at the school, divisional, and provincial levels.

This student learning was supported by continued investments in teacher capacity. The addition of a full-time French language and literacy consultant strengthened support for literacy instruction, language development, and inclusive classroom practices across the division. At the same time, teachers benefited from expanded access to French-language professional learning focused on early literacy, language acquisition, and inclusive practices in French Immersion settings, helping ensure students received high-quality support in their learning journey.

Celebrating the languages of our community

Language diversity is one of Pembina Trails School Division’s greatest strengths. With more than 80 languages spoken across our schools, students and families bring a range of cultures and experiences to our community.

We recognize that students learn best when their languages and identities are valued. Encouraging students to use their home languages alongside English and French produces deeper understanding, stronger engagement, and greater confidence in the classroom. We see those impacts through students helping peers communicate in a shared language and newcomers finding the confidence to participate in school life. These moments of connection foster belonging and enrich our learning communities.



Special Language Credit Exam

Each December, Grade 9 to 12 students are invited to participate in the Special Language Credit Exam Option, which allows them to demonstrate proficiency in their first language and earn up to four high school credits.

- **233 students** earned special language credits
- Students demonstrated proficiency in **24 different languages**



Technology Education

Pembina Trails continues to foster responsible digital citizenship, media literacy, and inquiry-based learning, with an expanding awareness of artificial intelligence (AI).

As generative AI transforms how information is accessed, created, and shared, students and teachers are learning how to fact check, protect privacy, and verify information. Across the division, AI literacy is viewed as an opportunity for learning through class discussion and teacher modeling. This approach encourages students and staff to ask questions, test ideas, and reflect on how technology shapes thinking, decision-making, and learning.

Teachers are building AI literacy through school-based discussions, divisional learning opportunities, and classroom collaboration. They are exploring how AI can strengthen student learning to support accessibility and differentiation while promoting responsible, ethical use.

AI learning in action

Some high school students explored the opportunities and challenges of generative AI. They examined how AI can improve efficiency while also raising concerns about the development of literacy and critical-thinking skills.

To connect classroom learning with the real world, students interviewed professionals from a variety of fields about their use of AI. Drawing on those conversations, research, and class discussions, students developed guiding questions for future AI use that looked at purpose, checking for reliability, how to cite AI, and environmental impact.

Through this work, students strengthened their ability to think critically about AI while considering its role in their future learning, careers, and communities.

Technical Vocational Education

In 2025-2026, Pembina Trails continued to strengthen applied learning opportunities for students while developing the division's first in-house Technical Vocational Education (TVE) program. The new TVE wing will open in 2026-2027 at Pembina Trails Collegiate and expand access to hands-on, industry-focused programming to high school students across the school division.

NEW Technical Vocational Education Program

- 19,000 square foot facility
- Available to students division-wide
- Programs: Culinary Arts, Pastry Arts, Machining Technology, Welding

The addition of in-house TVE programming represents an important expansion of career and technical education opportunities within Pembina Trails, building on the division's commitment to providing access to high-quality skilled trades and technology pathways.

Skilled Trades Partnership Program

- In partnership with Red River College Polytechnic/MITT
- Available to students division-wide
- Programs: Automotive Technology, Culinary Arts, Electrical Trades Technology, Hairstyling, Welding Technology
- Students enrolled in 2025-2026: 120

Pembina Trails Early College

- In partnership with Red River College Polytechnic/MITT and Tech Manitoba
- All students may apply
- Programs: Cloud and Network Technician, Full-Stack Developer
- Students enrolled in 2025-2026: 117

AI for Educators:

Integrate AI

Demonstrate how AI tools can support learning experiences. Model how AI can refine ideas and enhance understanding of concepts.

Assignment Guidelines

Provide clear assignment guidelines about AI generated content and academic integrity. Show students how to cite various types of information.

Fact Check

Teach students how to check information by researching from trusted websites, databases, books, and online encyclopedias.

Safe Use

Check every AI tool terms of use and age requirement. Students own their work as intellectual property. Avoid submitting student work into AI tools.

Ethical Use

Have frequent conversations about being a responsible digital citizen. Discuss integrity, bias, and safety, along with divisional and/or school technology agreements.

Learning & Assessment

Use AI as a supplemental tool to support personalized learning. Continue to foster critical thinking and curiosity, while considering a variety of assessment methods. Assessment remains the responsibility of the teacher.



Learning in action

Inspiring curiosity through STEM

Kim Bryson - Teacher-Librarian, Linden Meadows School

Kim Bryson has been bringing STEM learning to life for Linden Meadows School's K-8 students for several years. As Teacher-Librarian, she creates hands-on, real-world experiences that connect science, technology, engineering, and mathematics with Indigenous knowledge, environmental sustainability, and student inquiry.

Students across grade levels explored a wide range of initiatives, from coding with BeeBots and lunar-themed STEM challenges to sustainability projects such as building bug hotels, creating biodegradable plant pots, and growing moonflowers and vegetables using the school's aeroponic plant tower. A school-wide inquiry into the 13 moons on turtles back encouraged students to observe seasonal changes, learn from Treaty 1 Indigenous knowledge, and consider new ways of understanding time and their relationship with the land.

"Students get engaged with anything that involves hands on learning, where they can see immediate impact, or if the learning pertains to real world applications," said Bryson. "And anything to do with planting garners interest across all grade levels. We keep our plant tower in the library because all students love to watch the changes that take place and it leads to rich questioning that then guides our learning."

Integral to the outcomes of all these projects is not just having students learn science facts, but understand that failure is an important part of learning.

"In STEM, every misstep is information that invites them to rethink, redesign, and try again. When students approach challenges with curiosity and resilience, they begin to see that innovation develops through repeated attempts and steady improvement."



Preparing English language learners for success

Ian Lindal – Humanities and Print Media Teacher, Fort Richmond Collegiate

For the past six years, Ian Lindal has taught English Language Arts, geography, and social studies at Fort Richmond Collegiate, while developing a specialization in English as an Additional Language (EAL) education. His commitment to supporting multilingual learners extends well beyond his classroom. As a member and incoming president of Teachers of EAL (TEAL), he is actively involved in professional learning and discussions about how EAL instruction continues to evolve to meet students' needs.

That perspective directly informs his work at Fort Richmond Collegiate, where a significant EAL population means some classes are made up entirely of students whose first language is not English. In those classrooms, building vocabulary is essential to helping students understand the concepts being taught.

Equally important is the collaborative approach he and his colleagues take to supporting student success.

Learning with the land

Alyssa Allard – Grade 1 and 2 Teacher, Laidlaw School

Laidlaw School Grade 1/2 teacher Alyssa Allard takes education beyond the classroom walls and onto the school's Circle of Courage Trail each day, allowing students to build deeper connections with the land and themselves.

"With land-based learning, we are learning with the land, about the land, and on the land," said Allard. "What began as a shift in where we learn has become a shift in how we learn."

Each morning begins outdoors with gratitude to Mother Earth, observations of the natural environment, and active learning experiences. Throughout the day, students engage in math games using natural materials, nature journaling, science investigations, and land-inspired art. Rather than being separate from the curriculum, the land provides meaningful, authentic opportunities to explore it.

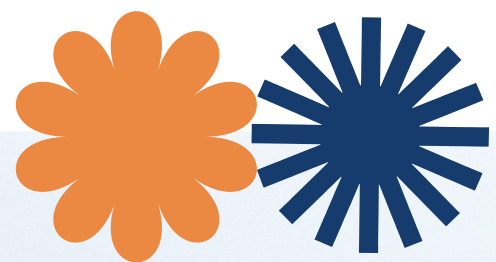
The impact on students has been significant.

"They are excited, engaged, and eager to discover something new each time we head outdoors," Allard says. "Many of the most powerful learning moments begin with a student's observation or question while outside."

Beyond academics, students are developing resilience, independence, and adaptability. Allard also sees the natural environment as a powerful support for well-being, describing the land as a co-regulator that helps students feel calm, connected, and ready to learn.

Grounded in Indigenous ways of knowing, being, and doing, land-based learning helps students build a lasting relationship with the natural world.

"When children know the land, love the land, and feel connected to it, they are far more likely to become adults who will care for and protect it."



"We have EAL programming for students, so I get to see them for multiple years in a row," Lindal said. "Our EAL teachers work closely together to ensure we're building on each other's teaching and making sure students have the skills they need to advance."

The team also takes an individualized approach, recognizing that every student's goals and language-learning needs are different.

"We look at each student individually and where they want to go in life to help determine the type of language they should focus on," he said. "For some students, that means developing academic language skills, while for others it may be more important to focus on conversational language."

Indigenous Education

Pembina Trails continued our journey of Indigenous education grounded in Mino-Pimatisiwin (The Good Life) in 2025-2026.

This work is led by Nikaniskawak, a group of divisional consultants that work to highlight Indigenous voices and perspectives and build Indigenous knowledge into all aspects of learning. They do this through leading Indigenous events and initiatives throughout the year, supporting Indigenous youth in our schools, collaborating with schools on Indigenous learning, and supporting staff in treaty education and professional development.

Curriculum integration

To support the integration of Indigenous perspectives in teaching and learning, Grade 9 mathematics teachers from each of the division's high schools came together to form an **Indigenous Math Network**. Through three full-day professional learning sessions, educators collaborated on ways to incorporate Indigenous perspectives, ways of knowing, and knowledge systems into mathematics instruction. This work complemented ongoing efforts through Nikaniskawak to support **implementation of the new science curriculum**, including professional learning opportunities that help educators meaningfully embed Indigenous knowledge systems across all grade levels.

Groups

Elders Council

This year was the first year of our Elders Council featuring five Elders and Knowledge Keepers. The group offers direction and guidance for divisional initiatives and goals and engages with our schools.

Kiskinohamakewak

We continued with our Kiskinohamakewak ("teachers" in Ininemowin) group of teachers who lead Indigenous education initiatives in their schools. Each school has a minimum of one Kiskinohamakewak, and the group meets six times throughout the year for cultural learning and professional development.

Indigenous Youth Leadership Group

Our Indigenous Youth Leadership Group featured 55 students, Elders, guest speakers, and facilitators this year. The group met at three gatherings at Canadian Museum for Human Rights, Buffalo Crossing, and the Vision Quest Conference with the goal of strengthening students' understanding of leadership, cultural identity, community engagement, and showcasing opportunities available to them as future Indigenous leaders.

Land-based learning teacher groups

Pembina Trails has two land-based learning groups for teacher professional learning: Aski Māmawihitowin (land-based gathering of people in Ininemowin) for K to 8 teachers and Nipimohtan Sakahk (I am walking in the bush in Ininemowin) for Grades 9 to 12 teachers. Both groups collaborate and share ideas, while also learning from Elders, Knowledge Keepers, and land-based organizations. Currently, fourteen schools are part of the K-8 group with all the high schools being part of the 9-12 group.



72

collaboration requests supported, fostering learning in Indigenous languages, cultures, and teachings, including Indigenous understandings of time through the six seasons and 13 moons



Pow Wow Club

Seven schools participated in Pow Wow Club in partnership with the Aboriginal School of Dance. The sessions built on each other and combined physical skill development with cultural learning, language, and relationship-building. Students showed steady growth in their dancing skills, along with increased engagement, curiosity, and confidence.



Celebrating Indigenous education, achievement, and community

Throughout the year, Pembina Trails School Division celebrated Indigenous education, achievement, and community through a variety of meaningful events. A particular highlight was the inaugural **Pembina Trails Community Pow Wow**, a collaborative initiative of École Bonnycastle School, Arthur A. Leach School, and Fort Richmond Collegiate, made possible through a valued partnership with Winnipeg Foundation. Together with community partners, the schools created a culturally grounded celebration that honoured Indigenous identity, belonging, and connection. The event brought students, families, Elders, Knowledge Keepers, and community members together for a feast, followed by an evening filled with drumming, dancing, and vibrant regalia, including regalia lovingly designed and created by students throughout the year as part of their learning and cultural journey. More than a single event, the Pow Wow reflected a shared commitment to Truth and Reconciliation, community engagement, and creating meaningful opportunities for young people and families to learn, connect, and celebrate Indigenous culture.

The division also hosted an **Indigenous Education Gallery Walk**, where 23 schools showcased their programming and learning. Indigenous student achievement was recognized provincially as well, with three Oak Park High School students receiving **Manitoba Indigenous Youth Achievement Awards**. The year concluded with the fifth annual **Kisténitākosowīn Kēsikow Honouring Day Celebrations**, which recognized Indigenous graduates and celebrated their accomplishments alongside family and community.



Continuing our anti-racism journey

Pembina Trails School Division continues to lead in anti-racism through dedication to creating schools where every student feels valued, respected, and included.

During the 2025–2026 school year, we advanced this work by listening to students, strengthening staff learning, embedding Indigenous perspectives, expanding land-based learning opportunities, reviewing classroom resources, enhancing policies and practices through our Standard of Behaviour, and deepening partnerships with families, Elders, Knowledge Keepers, and community members.

Listening to student voice

Student perspectives remain central to our efforts. Through the Student Voice Survey (see pg. 6), students shared that positive relationships with teachers and peers are key to their sense of belonging and well-being. At the same time, some students—particularly those who identify as Indigenous, Black, or People of Colour (IBPOC) and 2SLGBTQIA+—reported experiences of racism, discrimination, or feeling unseen, which can affect their confidence, wellness, and learning.

These insights are helping shape divisional priorities and actions. Opportunities for IBPOC students to share their voices and perspectives continue to grow through collaboration with student groups, staff, and Elders and Knowledge Keepers. Their contributions are helping create learning environments that are more inclusive, responsive, and equitable.

1 of 3

**Manitoba school divisions with both
a formal Anti-Racism Policy and a
Statement of Commitment**

Staff learning and training

Supporting staff learning has been another key priority. School leaders and educators participated in ongoing professional learning, including the division's Anti-Racism Response Training. This initiative helps staff strengthen their understanding of racism, build confidence in navigating complex situations, and develop practical strategies for responding effectively.

Three successful pilot sessions were held at École Charleswood School, École Bonnycastle School, and École South Pointe School, and strong feedback reinforced the value of the training. The division aims for all staff to participate over the next three years, with 15 schools scheduled for sessions in 2026-2027.

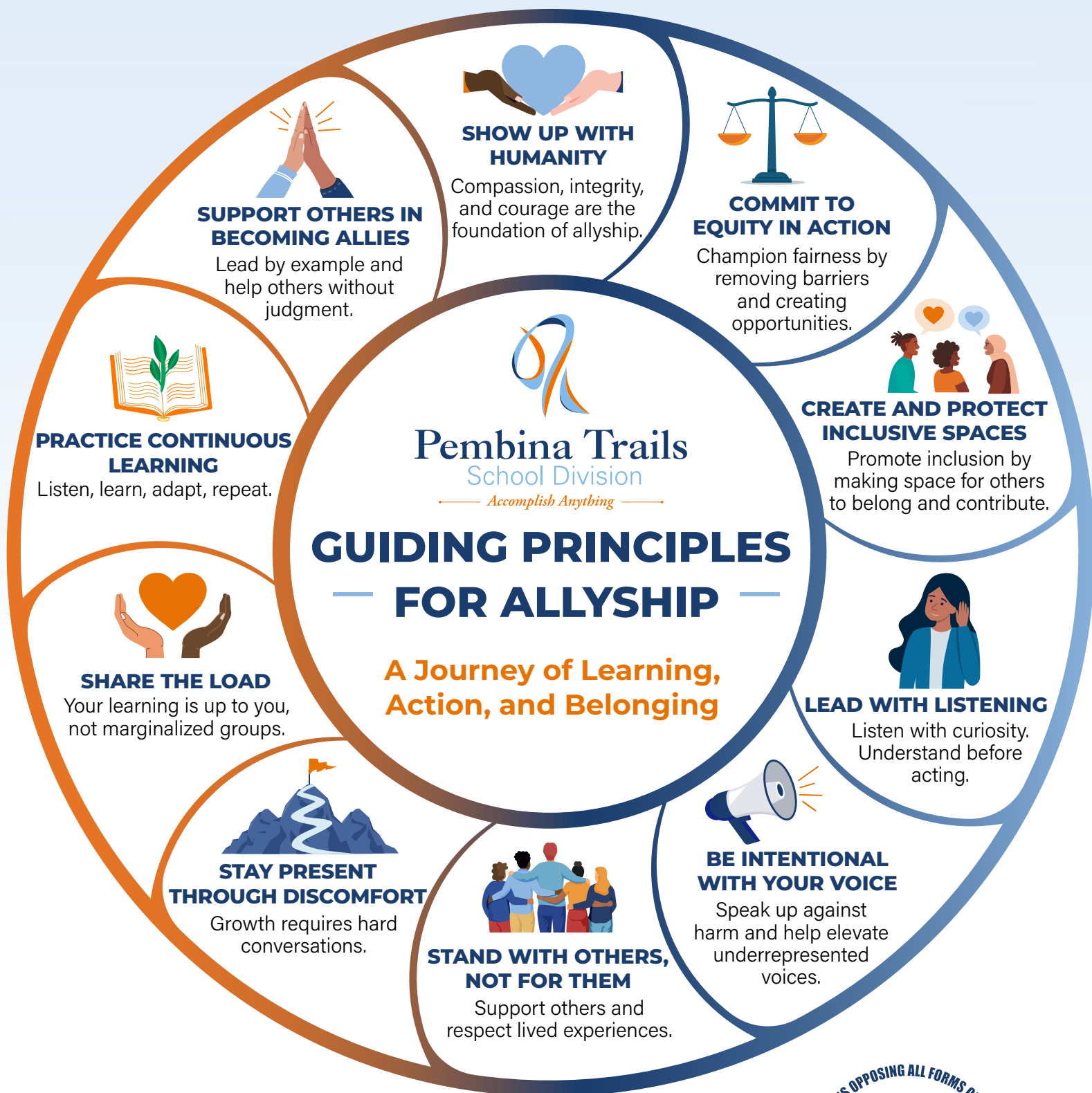
Staff also engaged in Speak Up! At School learning, focused on recognizing, interrupting, and responding to harmful language and behaviours in ways that centre care, accountability, and relationships.



IBPOC Allyship Event

This year, the division's IBPOC Committee hosted a gathering focused on allyship, bringing together IBPOC staff and their allies for reflection and learning. Discussions emphasized that meaningful allyship requires humility, courage, and action. Participants explored the important role allies play in amplifying IBPOC voices, addressing systemic barriers, and helping build more equitable workplaces and schools. The event highlighted allyship as an ongoing commitment and celebrated those who choose to stand alongside IBPOC colleagues in creating positive change, and work from the event produced the guiding principles on the next page.





Keep showing up. Keep learning. Keep building communities where everyone belongs.



Building supports for students and families



The Inclusive Support Services department works collaboratively with schools, families, and community partners to foster inclusive learning environments where every student is valued and has equitable access to opportunities for success. The department provides specialized supports, services, and resources to address diverse learning, behavioural, social-emotional, communication, and physical needs.

Fostering accessibility through Augmentative and Alternative Communication

Language is the foundation of learning and thinking. With almost 300 students in Pembina Trails School Division using Augmentative and Alternative Communication (AAC), divisional speech-language pathologists were invited to share their work with school leaders at early, middle, and senior years council meetings and a divisional Board of Trustees meeting to create understanding of alternative communication methods. Administrators learned that AAC is a collection of tools and strategies that support or replace spoken communication, ensuring everyone has a way to express themselves - a voice. They also explored several AAC tools used daily by students who are non-speaking or have limited expressive language.



Parent/Guardian/Caregiver Information Evenings

This year, Inclusive Support Services hosted four information evenings for parents, guardians, and caregivers:

The Student-Specific Planning Process

Consultants provided an overview of the student-specific planning process, while a parent shared valuable insights into the family experience and what to expect throughout the process.

The Disability Tax Credit

Families learned how the Disability Tax Credit can provide access to additional supports and benefits, including the Registered Disability Savings Plan (RDSP), Canada Caregiver Credit, Canada Disability Benefit, and Child Disability Benefit.

Transitioning to Adulthood: What to Expect and Explore

Designed for families of students in Grades 9–12+ who qualify for Community Living Disability Services (CLDS) and/or require accommodations at post-secondary institutions, this session highlighted available supports, services, and planning considerations to support a successful transition to adulthood.

Mental Health and Well-being

Community mental health and wellness organizations hosted information booths for families, and Dr. Simon Trepel, a local child and adolescent psychiatrist, presented on the effects of device use for children and youth.





Clinical Services

Our Clinical Services team is constantly collaborating with school-based student support teams to meet the diverse learning needs of students across the division.

A key focus in 2025–2026 was the theme “Regulation is Everybody’s Business”. Through professional learning and collaboration, the team strengthened its understanding of how regulation supports positive outcomes for both students and staff.

In support of the division’s Truth and Reconciliation journey, Clinical Services joined Nikaniskawak, with team representatives bringing Indigenous perspectives and teachings back to colleagues. This partnership also shaped the team’s February professional development day. Titled *The Land as Co-Regulator: Nature-Based Practices for Clinical Support Teams*, the session explored how outdoor learning can support regulation and wellbeing. Through evidence-informed learning, hands-on outdoor activities, sensory experiences, and team-building games, clinicians explored how nature-based practices can enhance their work and support schools in extending learning beyond the classroom.

45

occupational therapists, physiotherapists, school psychologists, speech-language pathologists, and school social workers

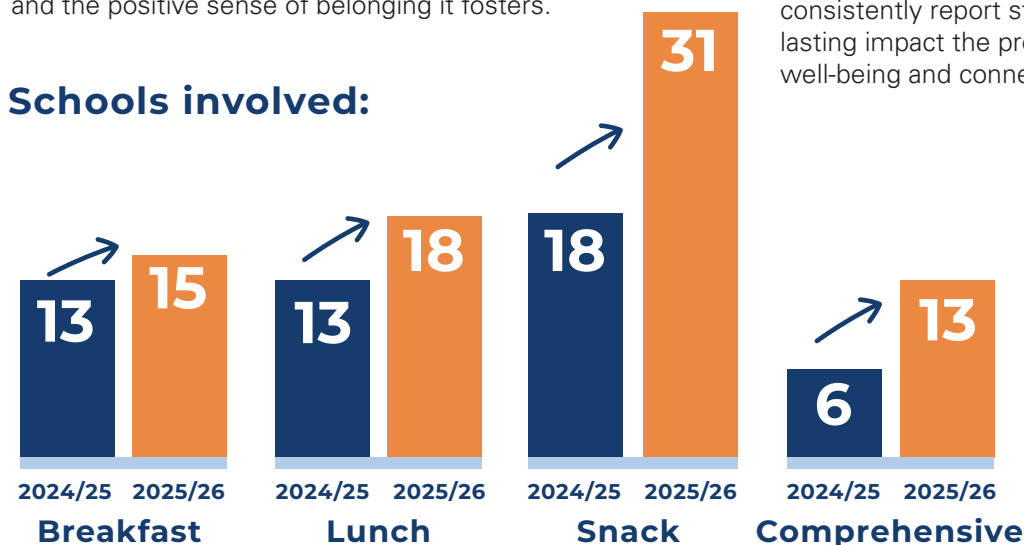


Universal Nutrition Program

The Universal Nutrition Program continues to make a meaningful difference for students across the division, with participation growing this year in breakfast, lunch, snack, and comprehensive nutrition programs.

By offering food through a universal, low-barrier model, the program has increased students' willingness to try healthy and new foods while reducing stigma and ensuring every student can participate with dignity. Administrators describe the program as a "game changer," highlighting stronger relationships among students, families, and staff, and the positive sense of belonging it fosters.

Schools involved:



Funding has been thoughtfully invested in fresh, nutritious food and in building capacity through coordinator positions, staff training, and equipment purchases. As a result, nearly all schools report that their programs are running smoothly or continuing to improve, reflecting long-term stability across the division.

Schools continue to navigate challenges of limited kitchen space and equipment, rising costs, food waste and sustainability concerns, administrative workload, and the need for additional coordinator time. Even so, schools consistently report strong student engagement and the lasting impact the program is having on student well-being and connectedness.



Westdale School's nutrition program nourishes students while building community

Westdale School is one school that has created an exceptional nutrition program that goes beyond simply providing snacks and meals. It strengthens student confidence through celebrating culture and supporting families both inside and outside of the classroom.

When universal school nutrition funding was introduced in 2024, Westdale was prepared. Building on years of experience, the Grade 6 to 8 school expanded its program from serving approximately 70 students to reaching all 290 students, ensuring every child had access to healthy food in a friendly environment.

A key ingredient to the success has been a community-centred approach. Westdale hired two Indigenous single parents from the local community, whose lived experience and cultural perspectives have enriched the program in meaningful ways. Their homemade bannock has become a school favourite, while their presence has helped foster positive relationships with students.

They also use food as a tool for cultural learning and celebration by incorporating foods teachings into events

such as Diwali, Lunar New Year, Black History Month, and Indigenous Peoples Day. From homemade coconut barfi to dumplings, students experience cultures through food while seeing their own identities reflected and celebrated.

The school's innovation also extends beyond the school year. Concerned about food insecurity during the summer months, Westdale launched a Summer Snack Program by investing more than \$12,000 to support over 25 families and partnering with the Westgrove Family Resource Centre to provide snacks for their summer programming.



Transportation

The Pembina Trails Transportation department spent the 2025-2026 school year continuing to enhance operations as sustainably as possible with significant investment in a record number of new school buses targeting safety and fuel efficiency.

Our growing, more modern, and more technologically advanced fleet of school buses is being used to its maximum potential throughout all our school communities, and we look forward to more diversification of our resources for families, schools, and drivers over the coming school year. Investments in new software and hardware will provide more accurate route instructions for drivers. This will also enhance student attendance tracking capabilities so that drivers, students, and families have clarity and shared understanding on bus stops and schedule information at all times throughout the school year.



80
buses in the fleet

4,000
registered daily riders

130
daily routes

90
bus drivers

Hundreds of field trips
annually

1 million+
kilometers traveled
by the fleet this
school year

Learning Information Technology

Protecting the privacy and security of student, staff, and division data remains a top priority for Pembina Trails School Division. As technology maintains an increasingly important role in education and administration, we continue to focus on prevention, detection, and continuous improvement by investing in strengthening our cybersecurity program and reducing risk across our digital environment.

After experiencing a cybersecurity incident in December 2024, the division conducted a comprehensive investigation of the incident and shared the groups of individuals and categories of personal information likely involved.

By combining modern security technologies, industry best practices, ongoing staff awareness efforts, and expert guidance from trusted partners, we are building a more resilient technology environment that helps safeguard sensitive information and supports uninterrupted learning and business operations.

Arctic Wolf cybersecurity partnership

We continued our partnership with Arctic Wolf, a leading cybersecurity services provider, to enhance our ability to identify, monitor, and respond to potential security threats. Through regular reviews, ongoing monitoring, and collaboration with cybersecurity specialists, we are continuously assessing our environment and taking proactive steps to improve our security posture.

Internal security strengthening

The LIT team has been actively working to harden our network infrastructure and strengthen security controls across systems and devices. This includes implementing additional safeguards to protect user accounts, securing critical systems, improving monitoring capabilities, and reducing potential vulnerabilities before they can be exploited.



Facilities and Operations

Our Facilities and Operations department is constantly working to provide learners with high-quality learning spaces by maintaining our schools and adding new spaces to match the growing needs in our division. This includes partnering with the Province of Manitoba on several projects, marked with an asterisk(*).

New facilities

École kâ-iskonâkwahk School*

Construction on École kâ-iskonâkwahk School in Prairie Pointe began this year. The new dual-track French and English school will open to Kindergarten to Grade 8 students in fall 2027 with a capacity for 800 students and 134 child-care spaces. The building will include classroom spaces, a gymnasium, a multipurpose room, and specialized learning areas to support hands-on programming. It will also include resource, guidance and student support spaces, human ecology, life skills and a hygiene room, library learning commons, a kitchenette, applied technology spaces, and associated administrative, ancillary, and building support areas.

Technical Vocational Education wing at Pembina Trails Collegiate*

The PTC vocational wing will welcome students from across the division in September 2026 with space for over 200 students in culinary and pastry arts, machining, and welding. The addition will also provide the school with human ecology and graphic arts programming.



K to 8 school in Bridgwater Lakes*

A new Kindergarten to Grade 8 school is planned for the Bridgwater Lakes neighbourhood, with anticipated completion in 2029.



School upgrades

Accessibility

- Accessible changeroom and gym changerooms at Shaftesbury High School
- Accessible washroom at Henry G. Izatt Middle School
- Accessible entrance at Chancellor School

Exterior projects

- Partial roof replacement and mechanical upgrades at Prairie Sunrise School*
- Two portable classroom additions at École Viscount Alexander*
- Partnerships with parent groups resulted in play structure installs at Bairdmore School and Bison Run School

Interior projects

- Cabinetry additions and upgrades at Beaumont School and Oakenwald School to support nutrition programs
- Classroom upgrades and restructuring to meet the needs of the expanding student populations at Acadia School, General Byng School, Oak Park High School, Bison Run School, and Pembina Trails Collegiate
- Flooring and paint renewals, and locker upgrades at Vincent Massey Collegiate
- Gym floor upgrades at École Dieppe
- Miscellaneous interior projects at General Byng School, Beaumont School, and Shaftesbury High School
- New thermostats and direct digital control components at Prairie Sunrise School
- Structural work for the replacement of failed cooling equipment at Acadia School
- Boiler and cooling replacement at École Bonnycastle School*

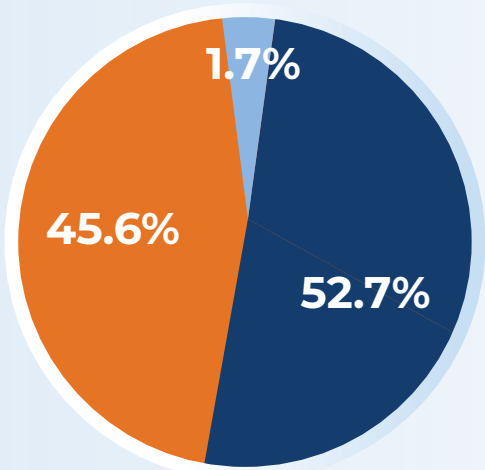


Finance/Budget

In March 2026, the Pembina Trails Board of Trustees approved the 2026–2027 school year budget, adding more frontline resources to support students and schools while keeping administrative costs aligned with the Minister of Education’s direction.

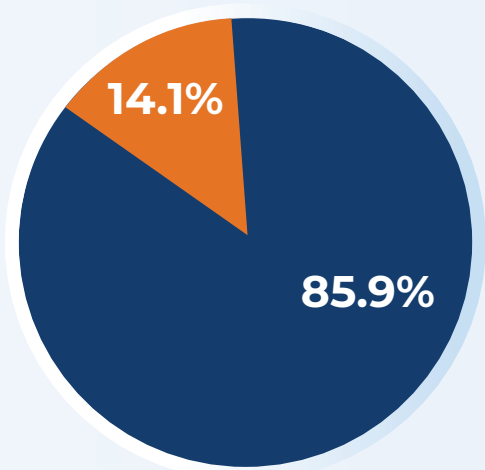
Revenues come from

■ Provincial Funding ■ Property Tax ■ Other



Expenses are allocated to

■ Salaries and Benefits ■ Services, Supplies, etc.



Increased Enrolment

In September, our schools are expected to welcome **464** more students than last year, marking a **2.65%** increase in enrolment.



Increased Investment

By adding **152** full-time equivalents—including **40** teachers, **67** educational assistants, and **15** rehabilitation assistants—and investing in classroom technology and other school supports, we are strengthening our ability to help every student reach their full potential.

Supported by a **1.8%** increase in provincial funding, the budget includes an additional **\$959,000** investment in student services to better meet student needs.

Where it Matters

We prioritize classroom and student supports by keeping administrative spending **\$893,000 below** the amount allowed by the province.



Function	2025/26 Budget	2026/27 Budget	% Total
Regular Instruction	144,485,429	156,294,395	57.8%
Student Support Services	49,498,435	58,854,511	21.8%
Operations and Maintenance	24,543,634	25,755,785	9.5%
Instructional and Pupil Support	9,915,773	10,837,701	4.0%
Divisional Administration	7,497,879	7,835,946	2.9%
Transportation of Pupils	6,069,767	6,322,625	2.3%
Fiscal	4,385,000	4,265,000	1.6%
Community Education	182,879	190,748	0.1%
Total Expenditures by Function	246,578,099	270,356,712	100%



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. Annibiminan School | 16. Laidlaw School | 30. École Tuxedo Park |
| 3. Arthur A. Leach School | 17. Linden Meadows School | 31. École Van Wallegghem School |
| 4. Bairdmore School | 18. École secondaire Oak Park High School | 32. Institut collégial Vincent Massey Collegiate |
| 5. Beaumont School | 19. Oakenwald School | 33. École Viscount Alexander |
| 6. Beaverlodge School | 20. Pacific Junction School | 34. Westdale School |
| 7. Bison Run School | 21. Pembina Trails Alternative High School | 35. Westgrove School |
| 8. École R.H.G. Bonnycastle School | 22. Pembina Trails Collegiate PTEC | 36. Whyte Ridge School |
| 9. Chancellor School | 23. Prairie Sunrise School | 37. École kâ-iskonâkwahk School (coming 2027-2028) |
| 10. École Charleswood School | 24. Ralph Maybank School | 38. Site of future K-8 School |
| 11. École Crane | 25. River West Park School | |
| 12. École Dieppe | 26. Royal School | ★ Pembina Trails Administration Office |
| 13. Fort Richmond Collegiate | 27. École St-Avila | |
| 14. General Byng School | 28. Shaftesbury High School | |