



Red River Valley School Division

*Annual Report on Continuous Improvement
& Division Education Plan
October 31, 2026*

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The Red River Valley School Division wishes to acknowledge that we educate our youth on Treaty 1 territory, the ancestral home of the Anishinaabe, Ininew, the Red River Métis, and the unceded territory of the Dakota peoples.

The Red River Valley School Division honours the treaties made between the Crown and First Nations, recognizes First Nations peoples as the original stewards of the land and seeks to restore these foundational relationships through education and inclusion in the spirit of reconciliation. It is our belief that this will provide a better future for our youth and community members.

1. Division Profile

- a) In 2025-26 the Red River Valley School Division included thirteen schools. Situated south and west of Winnipeg, the division included one K-8 Dual Track (English/Français Partiel) school, four English K-8 schools, one Grade 9-12 High School, four Hutterian Colony Schools, one K-12 French Immersion school and two K-12 English schools. Some of the communities we served include Oak Bluff, Starbuck, Sanford, Domain, Rosenort, Morris, Lowe Farm, Ste. Agathe, St. Pierre, St. Malo, Dufrost, Brunkild, Springstein, Osborne, Otterburne and St. Jean Baptiste. In total our division served 23 communities in 12 different municipalities.

Our widespread geography can sometimes present challenges for our transportation department. In 2025-2026 we transported approximately 1,427 students each day on 41.5 bus routes in a division that covers almost 3500 square kilometers. 53 students required multiple stops due to their family situations. We had 35 bus monitors who provided support to students who required specialized transportation arrangements due to their exceptional needs. We transported 100 school of choice, with-in-division, students. We also transported 229 students that were school of choice, out-of-division and 181 students who accessed Program Not Offered.

In 2025-2026 we had 103 students across the division that required significant additional supports. The division provided schools a total of over \$2.699 million dollars for these students. The provincial portion covers \$1.292 million leaving the division to provide more than \$1.407 over and above the funds allocated by the province to support those students and their classrooms. The total average support provided is just over \$26,207.00/student. As mentioned above, we had a total of 15 educational assistants riding buses or transporting students at one time or another due to significant medical and/or behavioural challenges. During the 2025-2026 school year we had 130 students transfer in and/or out of the division. In 2025-2026 the division had 56 students who were in the care of Child and Family Services. 33 students in the division accessed our Rehabilitation Counsellor, whose salary was almost entirely at the cost of our school division. There are an additional 5 student referrals at different stages in the intake process. The school division provided free pre-school programming and/or parent child programming in all of our school communities. This is not a K-12 mandate, but it was necessary to help students be more ready for Kindergarten. 35 students from Morris, École Héritage Immersion, Rosenort and Sanford Collegiate accessed Momenta to support their Mental Health needs. We had 1 Alternative High School Classroom program that helped support 19 of our highest needs students. This program graduated a record number of 9 students in June 2026 with a regular Manitoba diploma. Additionally, the division provided 71 students with Occupational Therapy services and 30 students with Physiotherapy services and support. There were

164 students on the two (1.8 FTE) Speech and Language Pathologists caseloads. 53 students were open to our 1.0 FTE School Psychologist. Our 3.0 Social Workers had 118 students and their families on their caseloads. 495 students had student specific plans, 212 students in the division had URIS (individual medical plans) with 21 of those 212 students having a second health care plan. 1 student accessed community mental health support.

- b) We had a diverse population with 10.87% Self-Declared Indigenous students and 11.15% English as an Additional Language students. We have been and continue to be proud of the diversity in our school division.
- c) Our division was a part of the Red River Technical Vocational Area consortium. This partnership included Border Land, Western, and Garden Valley school divisions. We also had the Division Scolaire Franco-Manitobaine as an associate partner. Together we offered 17 different technical vocational programs. Our school division hosted two programs, welding and auto body located in Morris.

OUR VISION

THAT EACH OF US WILL ENDEAVOUR TO LEARN, GROW AND SUCCEED

OUR MISSION

THE RED RIVER VALLEY SCHOOL DIVISION, WITH THE SUPPORT OF FAMILIES AND COMMUNITIES, STRIVES TO PROVIDE A LEARNING ENVIRONMENT THAT WILL ALLOW OUR STUDENTS THE OPPORTUNITY TO ACHIEVE TO THEIR HIGHEST POTENTIAL IN A GLOBAL ENVIRONMENT.

- d) The senior administration team included:

Superintendent & CEO	Dan Preteau
Assistant Superintendent	Darren Skog
Secretary Treasurer	Robyn Collette

e) Division staffing profile for 2025-2026

Full-time Equivalents	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
Principals	9.15	8.9	8.9	8.72	9.1
Vice-Principal	2.6	2.75	3.75	3.25	3.5
Teachers	139	134.95	137.45	136.25	135.97
Counsellors	6.85	6.5	7.5	6.5	8.0
Resource Teachers	15.89	13.18	13.17	13.27	12.15
Teachers supporting special needs low enrolment classes (Morris/ÉSMS-MYS)	2.0	2.0	2.0	2	2.0
Educational Assistants (based on 5.5 hours being 1.0 F.T.E.)	125.0	98.57	107.0	100.0	101.0
Speech Language Pathologists	2.25	2.35	1.8	1.8	1.8
Reading Clinicians	0	0	0	0	0
Occupational Therapists	0.8	0.8	0.8	0.8	0.8
Physiotherapists	0	0	0	0	0
Psychologists	1.0	1.0	1.0	1.0	1.0
Social Workers	2.8	3.0	3.0	3.0	3.0
Literacy Coach	0.5	0.5	0.4	0	0
Numeracy Coach	0.5	0.5	0.5	0	0
Technology Coach	1.0	1.0	1.0	0	1
Reading Recovery Teacher	0.56	0.56	0	0	0
Behaviour Coach	0	0	0	0	0
Curriculum Instruction Support Teachers	-	-	3.25	3.25	3.35
Indigenous Inclusion Teacher	-	-	1.0	1.0	1.0
Student Services Administrator	1.0	1.0	1.0	1.0	1.0

f) The student population of the division as of October 7th, 2026 was 2515..

K	1	2	3	4	5	6	7	8	9	10	11	12
183	172	190	174	188	200	197	214	180	230	186	205	196

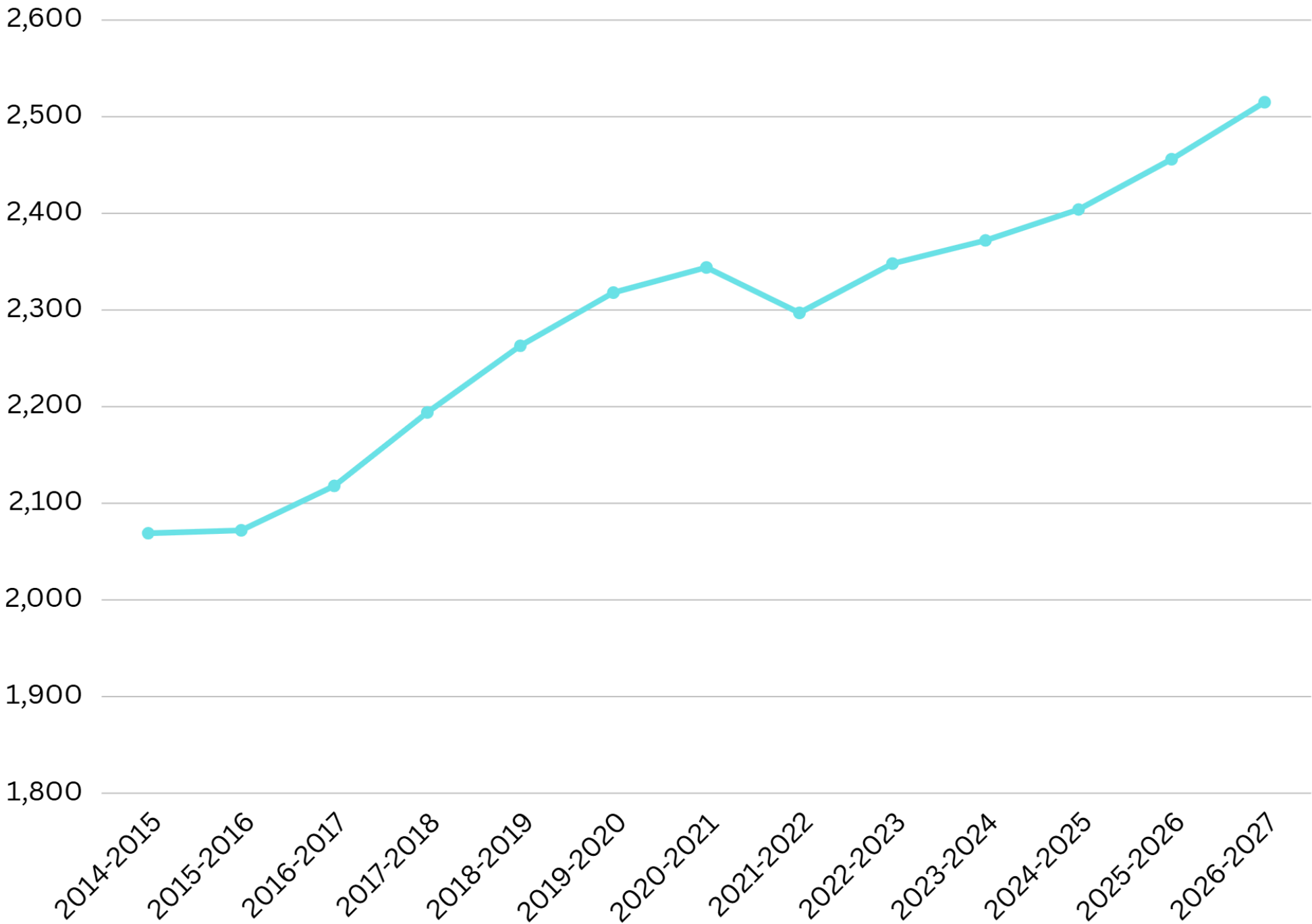
Disaggregated	Number of Students	% of Student Population
EAL	252	10.01%
Self-Declared Indigenous	321	12.76%

Division enrolment by school by year (2014-2027).

SCHOOL	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27
Albright	29	32	35	35	36	34	35	36	33	34	32	34	31
Domain	18	18	19	17	9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
École Héritage Immersion	158	161	169	186	199	205	*311	*328	*340	*340	331	338	347
École St. Malo School	196	210	215	225	239	254	254	238	236	220	227	224	225
ICSP	63	71	69	74	74	95	N/A	N/A	N/A	N/A	N/A	N/A	N/A
J.A. Cuddy	174	168	169	174	178	191	197	189	199	198	200	202	206
Lowe Farm	94	104	107	101	105	104	101	80	72	77	72	75	85
Morris	409	391	392	406	433	441	432	438	449	476	488	491	500
Oak Bluff	133	133	138	148	149	157	173	181	203	209	203	222	220
Peace Valley	36	41	43	43	48	42	48	45	48	44	45	44	43
Rosenort	254	268	275	282	276	268	275	255	261	261	273	285	296
Sanford	291	261	270	303	310	301	284	264	275	274	299	301	318
Starbuck	151	149	151	136	142	156	164	173	167	169	170	176	179
Suncrest	29	28	28	29	32	37	34	37	37	40	37	41	41
Vermillion	34	38	38	35	33	33	34	33	28	30	27	23	24
DIVISION	2069	2072	2118	2194	2263	2318	2344	2297	2348	2372	2404	2456	2515

* École Héritage Immersion became a K-12 school in September 2020 merging with ICSP to become one school.

Division enrolment by year as of October 7th, 2026.



- g) Education for Sustainable Development (ESD) involves incorporating key themes of sustainable development – such as poverty alleviation, human rights, health and environmental protection, climate change – into the education system. ESD is a complex and evolving concept and requires learning about key themes from a social, cultural, environmental and economic perspective and explores how those factors are inter-related and inter-dependent.

Education for Sustainable Development	
Number of schools in the division	13
Number of schools with an ESD plan	13

In 2025–2026, Red River Valley School Division received a \$9,100.00 Education for Sustainable Development (ESD) Grant to support both division-wide initiatives and targeted school projects. Red River Valley School Division distributed \$4,733.00 of the ESD Grant and \$1072.30 from other Divisional sources to Domain School to support much-needed maintenance on their historic building, as well as to Rosenort School to cover professional field marking in preparation for hosting the divisional soccer tournament. \$4,367.00 of the ESD Grant was distributed to 3 schools on a project application basis. These projects are wide and varied. In 2025-2026 the school specific projects included:

J.A. Cuddy

J.A. Cuddy School received a \$500 Education for Sustainable Development (ESD) grant. This money was used to fund the start-up of a beading group for grades 7 and 8 students. The funds were used to pay for materials such as beads, felt, thread, needles, and patterns.

Students met over lunch hour to work on their projects. Typically, there were 10-15 students in attendance at any given session. Teacher Gillian Lambert organized and supervised the club. She has some previous experience with beading, and the students learned a lot from her.

The club met once a week in the fall of 2025. The first project that students tackled was beading poppies in preparation for Remembrance Day. This was a great first task for the students, and afterwards they were excited to pursue their own creative ideas.

Students started working on their own ideas after the poppies were completed - most were designing and beading keychains. The students were very engaged in the process, so much so that in January they started meeting twice a week so that they could spend more time with their projects.

Flower and nature are very common in the Indigenous beading, and exposure to these designs helps students understand their connection to nature. This club has allowed these students to try their hand at a traditional Métis and First Nations skill, while also giving them an opportunity to express themselves creatively.

Below are some photos of students with their work:



Lowe Farm School

The project strategically addressed two critical pillars of the ESD framework: Equitable Access to Knowledge (SDG 4 & 10) and Modeling Institutional Sustainability (SDG 3, 12, & 13). By investing in both literacy resources and physical infrastructure, we are ensuring that our students are both educated about sustainability and participate in it daily.

A. Education for Equity and Critical Action (Library Resources)

Fostering Literacy as a Foundational Right (SDG 4 & 10): The specialized book collection directly addresses systemic inequalities by providing accessible, high-interest materials for all students including those with dyslexia and EAL learners. Foundational literacy is the necessary skill for engaging with complex ESD concepts like climate science, ethical consumption, and social justice.

Developing Critical Sustainability Thinkers: The new books focus on themes like social equity, and environmental conservation, cultivating the critical thinking and global perspective required to propose sustainable solutions in the future.

B. Institutional Sustainability and Responsible Consumption (Infrastructure & Programs)

Reducing Environmental Footprint (SDG 12 & 13): Funding the filtered water bottle fill station and continuation of the recycling and food waste compost program provides tangible, measurable examples of waste reduction and responsible consumption. These operational actions serve as a daily, visible lesson in practical sustainability principles.

Promoting Health and Well-being (SDG 3): The filtered water station directly supports student health and hydration, which are key prerequisites for maximizing academic focus and achieving educational quality (SDG 4).

Goal 1 (Critical Literacy & Foundational Comprehension): By the end of the 2026 academic year, 70% of participating students utilizing the new collection will demonstrate at least one year of growth in their instructional reading level (as measured by school-wide assessment).

Goal 2 (Local Action & Sustainable Citizenship): By the end of the 2026 academic year, 80% of students will successfully articulate (verbally or written) the impact of reducing waste (e.g., less litter, helping the soil), and share current practices as well as ideas for actionable solutions to a school or community resource issue (e.g., turning off lights, collecting rainwater).

Reading Assessment Data: Comparison of pre/post scores from school reading assessments. Students demonstrated a 6% gain in literacy skills. An additional 10% is needed to reach the 70% goal.

Circulation Data: A documented increase in non fiction books. Books on Social Welfare and Accepting others were signed out 0 times in the first half of the year. That increased to 4 times during the second half. Biographies, books about World Wars and peace were signed out 19 times in the first half of the year and that increased to 60 sign outs in the second half of the year.

Student Assembly Participation: Students presented learning during Science and Social Studies Assemblies led by each class throughout the year.

1. Library Book Integration

Acquisition: Purchased, cataloged, and shelved all new titles

Student Engagement: Feature "ESD Book Spotlights" in the library focused on environmental and equity topics to promote circulation and awareness.

36 new books were purchased.

Two of the topics covered were both war and peace. This will be very helpful around Remembrance Day. Teachers have been asking for updated titles and will now have a good variety of books related to these subjects. A favourite of the students was a large graphic novel titled “The History of World War II.”

A number of books related to taking care of the Earth, climate change and sustainability were also purchased. Two of the most popular titles have been books about EV racecars and about the history and future of electric vehicles.

A number of books about people who have fought for human rights, equality and freedom were bought. Since many of our students are hockey and baseball fans a number of books about Jackie Robinson and Willie O’Ree were bought. Other books that focused on these themes include books about Viola Desmond and Jesse Owens.

Early years students were included through a popular book series by Alice Hemming. The books are beautifully illustrated and humorous to read. They follow a spunky squirrel as he tries to understand the changing of the seasons. At the end of each book is a fact page about the environment and our seasons and why they change.

Of all the books purchased, the most popular have been the Alan Gratz novels. Alan Gratz writes amazing historical fiction about human rights issues and has also recently written a novel about global warming. Adding his novels to our library have had a huge impact on our grade 4-8 boys. Many of them would have said that they did not like reading before we were able to purchase these books. They have not been able to put them down and keep asking if there are more by him that we might be able to purchase. It is hard to find these books on the shelf if you are looking for them!

2. Water Fill Station

Installation: Purchase and install one filtered water bottle fill station in the middle years end of the school

Education: Encouraging reusable bottle usage

3. Waste Management

Sustainment: Supply consumables (compostable liners, recycling bags) for the existing program.

4. Student Assembly Participation

Student Engagement: Each class led an Assembly highlighting their learning of Science and Social Studies related topics.

Total expenditures:

Library Book Acquisition: \$550.53

Water Bottle Refilling Station: \$3,105.20

Compost/Recycling Supplies: School Budget (not specifically separated)

Student Assembly Materials: School Budget (not specifically separated)

Total financial support awarded: \$2,400.00

Total cost of the project: \$3,655.73



Peace Valley School

Peace Valley School received a \$1467.00 Education for Sustainable Development (ESD) grant. This money was used to purchase maple syrup tapping materials, providing students with a hands-on learning experience in outdoor education and sustainable harvesting.

h) Student Suspension Report

Each year the school division tracks the number of out-of-school suspensions. As per policy, out of school suspensions are reported to the Board annually.

Total suspensions in 2025-26	49
Suspensions 5 days and over	1 (reported to the Board)
Suspensions less than 5 days	48
Total suspensions in 2024-25	24
Suspensions 5 days and over	0 (reported to the Board)
Suspensions less than 5 days	24
Total suspensions in 2023-24	24
Suspensions 5 days and over	0 (reported to the Board)
Suspensions less than 5 days	24
Total suspensions in 2022-23	63
Suspensions 5 days and over	0 (reported to the Board)
Suspensions less than 5 days	63
Total suspensions in 2021-22	58
Suspensions 5 days and over	0 (reported to the Board)
Suspensions less than 5 days	58
Total suspensions in 2020-21	29
Suspensions 5 days and over	0 (reported to the Board)
Suspensions less than 5 days	29
Total suspensions in 2019-20	25
Suspensions 5 days and over	5 (reported to the Board)
Suspensions less than 5 days	20
Total suspensions in 2018-19	39
Suspensions 5 days and over	2 (reported to the Board)
Suspensions less than 5 days	37

Total suspensions in **2017-18** 59
 Suspensions 5 days and over 6 (reported to the Board)
 Suspensions less than 5 days 53

i) Attendance Report

This report shows attendance, by school, over the past three school years. Our average overall divisional attendance for 2025-2026 was 90.41%.

	September			October			November			December			January			February			March			April			May			June		
	23/24	24/25	25/26	23/24	24/25	25/26	23/24	24/25	25/26	23/24	24/25	25/26	23/24	24/25	25/26	23/24	24/25	25/26	23/24	24/25	25/26	23/24	24/25	25/26	23/24	24/25	25/26	23/24	24/25	25/26
Albright	99.84	100	66.96	98.79	99.22	78.85	97.06	99.31	79.41	99.26	99.79	79.41	99.84	99.84	77.06	99.23	99.51	73.22	99.8	99.83	77.86	98.32	99.41	79.25	98.26	99.55	77.35	99.69	99.84	79.41
Héritage	95.46	88.3	94.08	93.21	90.56	94.69	91.72	89.18	92.85	89.32	88.7	90.11	92.54	89.8	94.11	89.81	83.57	90.83	89.2	84.84	91.24	89.3	87.03	94.43	88.81	86.13	91.86	89.32	86.67	92.87
JA Cuddy	96.76	89.67	91.53	96.51	88.24	88.24	92.34	85.87	90.56	92.09	86.82	83.44	92.36	86.88	90.08	94.06	82.84	89.23	93.83	86.63	89.01	93.19	89.26	89.53	93.58	87.81	87.27	90.4	86.01	83.4
Lowe Farm	95.3	91.46	92.12	93.94	88.33	95.36	94.02	87.94	92.7	93.24	87.57	88.16	91.75	87.4	94.72	93.73	85.24	90.46	92.66	87.51	90.36	92.2	89.36	94.46	92.39	88.79	92.68	92.83	88.46	91
Morris	93.69	88.93	95.14	91.17	91.11	93.52	91.41	92.82	92.82	86.19	93.52	92.79	92.19	94	95.45	91.55	85.64	94.83	91.11	89.21	92.12	90.23	92.5	91.49	90.11	94.44	90.41	92.26	91.96	92.5
Oak Bluff	95.98	97.94	91.77	94.95	89.85	91.07	94.3	88.14	90.74	91.47	88.09	87.44	93.53	89.98	92.85	90.72	86.93	88.45	91.85	87.7	88.89	92.78	89.33	90.19	93.7	87.02	88.01	91.25	88.35	89.23
Peace Valley	99.62	99.61	95.83	96.79	96.48	94.39	97.51	95.18	94.86	96.59	93.53	89.14	97.22	89.63	94.23	98.68	86.3	91.88	97.73	92.71	89.9	97.51	93.17	92.38	97.21	94.61	91.55	98.68	95.04	90.16
Rosenort	89.18	91.85	100	89.56	98.33	98.16	88.26	97.41	96.66	86.72	96.89	95.91	90.57	97.56	98.86	91.06	98.13	99.28	90.49	97.41	99.28	90.91	97.92	98.48	90.31	99.05	98.98	92.12	99.53	97.27
Sanford	91.55	93.92	90.07	93.48	88.65	89.19	91.53	84.18	88.22	90.51	83.48	85.88	93.2	84.25	89.5	92.82	84.22	87.27	91.78	87.62	86.75	91.27	87.58	88.53	89.63	70.77	87.76	94.22	88.06	89.47
St. Malo	93.88	91.53	90.16	91.79	92.37	93.95	90.19	92.09	92.53	88.58	90.98	89.76	87.85	95.27	94.83	87.54	89.6	91.78	89.07	90.83	87.1	88.94	92.66	91.17	89.17	91.67	88.03	85.59	96.29	94.2
Starbuck	95.97	97.32	96.6	93.54	93.06	93.41	88.22	90.69	89.97	88.64	91.45	86.88	89.14	90.59	93	89.62	85.23	87.84	90.04	90.63	87.91	87.23	93.64	88.61	85.85	87.68	86.12	80.72	89.23	88.13
Suncrest	92.41	98.89	63.53	94.58	98.24	96.9	97.62	98.2	97.35	95.31	96.58	97.17	96.53	97.3	93.5	96.32	99.29	96.71	99.67	97.9	96.71	93.69	93.75	98.06	97.27	98.71	95.5	99.87	99.43	98.13
Vermillion	97.04	96.73	95.65	98.43	97.96	97.52	96.67	97.12	97.7	98.54	96.79	100	98.89	93.52	95.43	99.47	85.77	86.73	99.56	85.19	84.9	97.14	81.48	69.08	93.79	73.72	71.74	99.3	76.63	89.13
	95.13	94.32	89.5	94.36	93.26	92.71	93.14	92.16	92.03	92.04	91.86	89.7	93.51	92	92.59	93.43	88.64	89.89	93.6	90.62	89.39	92.52	91.31	89.67	92.31	89.23	88.25	92.79	91.19	90.38

j) English as an Additional Language (EAL)

In the 2025-2026 school year the Red River Valley School Division received \$70,925.00. This works out to \$805.97 per student for support for our English as an Additional Language learners. In total, the division spent \$142,633.37 on these same learners. This is a \$71,708.37 shortfall in support that is covered by the school division. Overall, the school division directly supported 88 students from 12 different schools out of a total of 274 students identified as EAL. Schools received 0.3 EA support hours per eligible student. These funds were used to provide direct classroom support for each of our identified students.

In the 2025-2026 school year 154 out of 274, or 49.2%, of the students identified at EAL are from our 4 Hutterian Colony schools. 39.5 out of 88, or 44.9%, of the students who receive additional support are from those colony schools. This translates to the Hutterian Colony schools receiving \$64,042.38 in funding for their qualifying EAL students. These four schools alone use more than 90% of the funding we receive from the province.

2. Website

The division's report to the community, the annual report on continuous improvement and plans for 2025-2026 can be accessed on the Red River Valley School Division website:

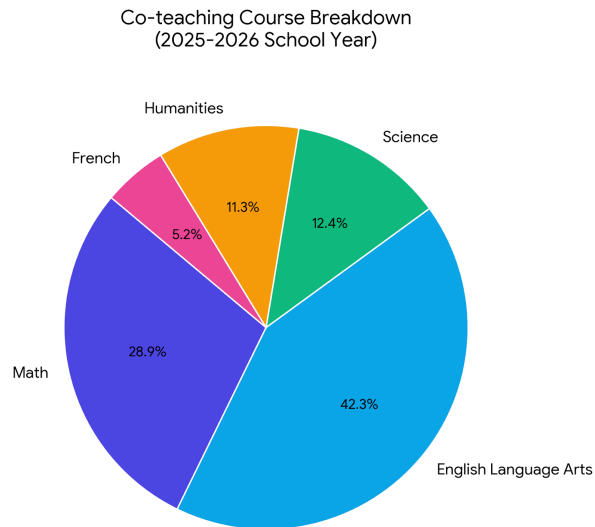
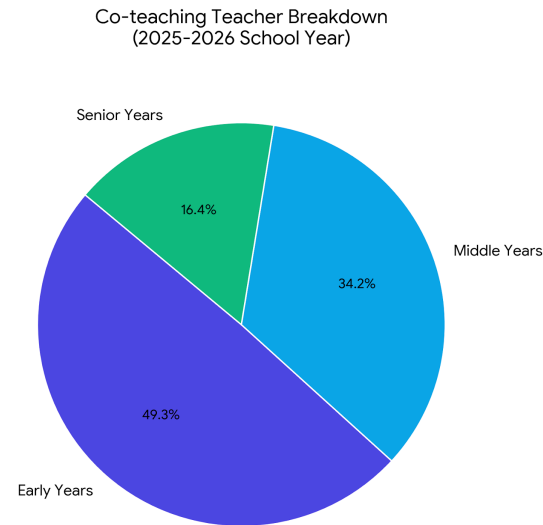
www.rrvsd.ca

3. Curriculum Instruction Support Teacher & Early Years Evaluation (EYE) Results

Curriculum Instruction Support Teacher (CIST) Report

Co-teaching:

- 3.0 Curriculum Instruction Support Teachers worked with 11 of the 13 schools



Professional Development Attended

- Department of Education:
 - Global Competency Deeper Learning Sessions
 - New Kindergarten to Grade 10 Science Curriculum Liaison Training
 - New English Language Arts Curriculum Liaison Training
 - Grade 12 English Language Arts Provincial Exam Marker Training
 - Grade 12 English Language Arts Standards Test Updates – Information Session
 - Grade 9 Mathematics (I and II) Overview
- Manitoba Rural Learning Consortium:
 - Planning Using Manitoba's 9-12 English Language Arts Curriculum
 - What Science Teachers Do Matters
 - Numeracy Achievement Program 2.0 Coaches Training
 - Numeracy Achievement Program 2.0 Teacher Training - Cohort S
 - Numeracy Achievement Program 2.0 Teacher Training - Cohort R

- Numeracy Achievement Program Facilitator Certification Program - Cohort A
- Literacy Leadership
- Other:
 - Divisional Professional Development Day
 - Michael Redhead Champagne
 - Angela Taylor
 - Fostering Social-Emotional Learning Skills for Academic Success Using Brain-Behaviour Relationships
 - Reading and Writing Disorders: Brain-Based Interventions for Students
 - Bureau d'Éducation Français: Integrating French Language
 - Structured Literacy in French
 - WestEd: Disciplinary Literacy - Reading Apprenticeship Essentials I: Building Student-Centered Learning Communities
 - Acadience Reading K-6 - Essential Workshop, Data Interpretation & Mentor Training
 - South Central Literacy Group South Central Numeracy Group
 - C-Squared Numeracy Group
 - Canadian Society for the Study of Education 2026 Conference
 - Gathering of Friends (Roseau River First Nation)
 - API-Enfance - Blooming Words: 2-3, Go! Blooming Words: Talk it Easy

Professional Development:

Throughout the school year, the Curriculum Instruction Support Team provides half-day professional development for teachers across the grade groups (Kindergarten, Early Years, Middle Years, Senior Years).

- Supporting the Indigenous Inclusion teacher with Treaty Training (Blanket Exercise)
- Sept 29 - Divisional Professional Development Day
 - "Cultivating Critical Thinkers: A New Vision for High School Humanities"
 - "Engaging Minds in High School Math and Science"
 - "Why Math Routines? Activities for the Classroom" for Early Years teachers
 - "Why Math Routines? Activities for the Classroom" for Middle Years teachers
- Kindergarten:
 - Kindergarten Report Card
 - Framework for Learning
 - ELA Curriculum
 - Science Curriculum
 - Play-Based Learning
- Early Years:
 - Comprehensive Literacy
 - Morphology
 - Math Routines
 - Framework for Learning

- ELA Curriculum
- Science Curriculum
- Universal Screener - Acadience Training:
 - Background Knowledge
 - Overview of a Reading Screener
 - Learn how to Administer and Practice the Reading Screener Measures
 - Benchmark Goals
 - Outcomes-Driven Model
- Middle Years:
 - Math Routines
 - Problem Solving in Numeracy
 - Using Multiple Strategies for Comprehension
 - ELA Curriculum
 - Framework for Learning Overview
 - Science Curriculum
- Science Curriculum Team:

Comprised of 10 teachers spanning Kindergarten to Grade 10

 - Focuses:
 - Foundations of the new curriculum
 - Indigenous Peoples in the Natural World
 - Science literacy
 - Inquiry-based Learning
 - Book Study: Dive into Inquiry: Amplify Learning and Empower Student Voice by Trevor Mackenzie
- Senior Years:
 - Reading Apprenticeship Team
 - Book Study: Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms by Cynthia Greenleaf, Ruth Shoenbach, et al.
 - Body of Evidence/Triangulation of Data
 - Creating norms
 - Personal Reading History
 - Practicing and sharing protocols
 - Math & Science Team
 - Instructional strategies & AI resources
 - Grades 9 & 10 Science and Grade 9 Math curriculum updates & implementation
 - Shared Google Drive for Senior Years Math & Science teachers
 - Teacher-requested supports
 - Curriculum materials

- Collaboration time
 - In-school Professional Development
- Problem-solving in Numeracy
- Interventions After Numeracy Assessments
- Body of Evidence/Triangulation of Data (documentation and reporting)
- New Science Curriculum
- New English Language Arts Curriculum
- "Teaching Reading and What to Do with Students Who Struggle to Learn to Read"
- Administrators' Team Meeting
 - Updates:
 - Teacher Professional Development
 - Curricular Focuses
 - Numeracy Achievement Program
 - New Initiatives:
 - Kindergarten to Grade 12 English Language Arts Curriculum
 - Kindergarten to Grade 10 Science Curriculum
 - Universal Early Reading Screener

Lessons Learned:

- Senior Years teachers require more time throughout the year to collaborate and plan with their curricular cohorts.
- Reading Apprenticeship protocols demonstrate student success when modelled and established as part of course routines.
- To effectively engage students, teachers need dedicated time to learn, reflect on, and plan for a new curriculum before implementing it.
- Building connections between the Curriculum Support team, the Indigenous Inclusion teacher, the Technology Coordinator, and the Student Services Team will allow for a more cohesive divisional support structure that will enhance support to teachers and students.
- Regularly scheduled and organized meetings for the Curriculum Support Team are key to ensuring time is used effectively.

Accomplishments:

- Supporting the collaboration of École Héritage Immersion and École St. Malo School on the delivery of the Universal Screener
- Collaborated with David Arbez from the Bureau d'Éducation Français for the new English Language Arts curriculum in French regarding the harmonization of English and French curricula
- Working on pacing guide for French Immersion curriculum (writing conventions)
- Bringing Senior Years Math & Science teachers together to learn, collaborate, and reflect
- Creating a Shared Drive for the Curriculum Instruction Support Team
- Creating a Shared Drive for Senior Years Math and Science teachers to share resources
- Creating a Shared Drive for teachers to access the Curriculum Instruction Support Team's resources (to be implemented in 2026 - 2027)
- Providing divisional support for the English Language Arts 40S provincial exam via co-teaching & centralized marking

- Engaging more with Senior Years teachers across various curricula
- Creating a master list of Senior Years teachers and their subject areas as a resource for all Senior Years staff
- Bringing teacher cohorts together to learn, collaborate, and plan using the new Science Curriculum (grades 5 and 6, grades 7 and 8, grades 9 and 10)
- Navigating the new Science Curriculum for French Immersion online (K to 10) and sharing with teachers
- Investigating different Reading Screeners within classrooms and sharing findings with the Curriculum Team and Assistant Superintendent; completing mentor training, and training all Grade 1, 2, and 3 teachers in how to administer the Acadience Reading K-6
- Trialling the Universal Screener with French-speaking students and discussing findings with the team
- Creating a pedagogical library for teachers to access resources
- Building a concerted divisional team with Student Services, the Technology Coordinator, the Indigenous Inclusion Teacher, and the Curriculum Instruction Support Team
- Helping to build the divisional dashboard with the Technology Coordinator

Co-Teaching Feedback:

Based on feedback surveys completed by Red River Valley School Division teaching staff.

Meeting Expectations & Value of Co-Teaching

Every respondent noted that the sessions met or exceeded their expectations. Educators valued working with an experienced partner and noted several key benefits:

- Professional Growth: Teachers gained new insights, expanded their teaching repertoires, and learned how to introduce new topics and routines effectively.
- Flexible Collaboration: Teachers appreciated the flexibility of co-teaching, which included parallel teaching, one-teach one-observe, and alternate teaching, all supported by the Curriculum Instruction Support Team's feedback and reflections.
- Peer Partnership: Teachers valued the opportunities to engage in meaningful professional dialogue with a trusted peer, which facilitated professional learning and critical reflection through purposeful discussion and feedback that did not require time away from the classroom.
- Student Impact: The sessions successfully improved classroom climates, engaged diverse learners, and promoted long-term student independence.

Strategies Adopted for Continued Use

Teachers identified a wide variety of specific, practical strategies introduced during co-teaching that they have already integrated or plan to continue using:

- Literacy & Comprehension: Document camera modelling for annotations, Cornell notes, Think Alouds, "Talk to the Text," double-entry journals (which students are now using independently across other subjects), interest-based literature circles, writing strategies paired with criteria-based student self-reflection, and a focus on oral language development and its role in early literacy.
- Math & Numeracy: Number line differentiation for varying skill levels, new math routines designed to spark number sense and mathematical discussions, and targeted frameworks for developing mathematical reasoning.
- Engagement & Group Work: The "marker" strategy to ensure equitable group work, "lightning round" activities (moving from pairs to larger groups to whole-class), and the use of metacognitive reading logs for video viewing, and the integration of play-based learning that is responsive to student strengths and interests.
- Teacher Mindsets: Staying comfortable with student "productive struggle" rather than jumping in too early to save them.

Shifts in Pedagogical Thinking

The co-teaching sessions sparked meaningful, long-term shifts in how these educators view their practice:

- The Power of Modelling: Multiple teachers emphasized a renewed understanding of the importance of modelling reading, writing, and thinking.

- Student-Centered Frameworks: Shifts toward incorporating Reading Apprenticeship-style practices, engaging students directly in their own assessment processes (co-creating criteria), and putting students in the "driver's seat."
- Routine & Variety: A focus on building continuous routines so students can eventually choose the best learning strategies for themselves.

Areas for Future Inquiry & Next Steps

Moving forward, teachers aim to develop their skills in the following areas:

- Skill Transfer: How to help students transfer mastered skills across disciplines (e.g., using math concepts successfully within a science context).
- Curriculum Mastery: Continuing to unpack and understand the new Science curriculum.
- Assessment Logistics: Developing day-to-day assessment systems (e.g., body of evidence) that are integrated, accurate, and organized without requiring excessive prep time.
- Continued Collaboration: Establishing ongoing opportunities to engage in professional dialogue and development with Curriculum Instruction Support teachers and other educators in the division.

Conclusion

The feedback indicates that the co-teaching model was highly effective. Teachers felt supported, not micromanaged, and walked away with sustainable routines and strategies that outlasted the co-teaching week itself. None of the respondents suggested any changes to the current format.

Remaining Challenges:

- Reaching all Kindergarten to Grade 10 Science teachers to provide professional development for the new Science curriculum
- Providing teachers with resources to support the new Science curriculum
- Developing teacher goal-setting and capacity to support students who are flagged for possible difficulties in reading during the Universal Reading Screener
- Senior Years teachers working with colleagues to establish cross-curricular lessons where students can use their knowledge and skills in various contexts
- Continuing to build teachers' knowledge of a Body of Evidence by looking at how they document their triangulation of data and apply it to their communication to parents
- Numeracy Achievement Program 2.0 cohort R teachers to continue to grow in their pedagogical knowledge and application of strategies to teach Mathematics

- Early Years Evaluation (EYE) Kindergarten Evaluation Tool - all Kindergarten teachers use this tool to assess students in 5 developmental domains which reflect early child development. This has led to Kindergarten teachers being critical observers of their students throughout the year. The teachers are responsive to these results with their students. This shows in the June results of the assessment with students showing a significant improvement in the scores and fewer individual needs among students.



Early Years Evaluation - Teacher Assessment (EYE-TA) Summary Report for Red River Valley School Division 27 Apr, 2026 - 2 Jun, 2026

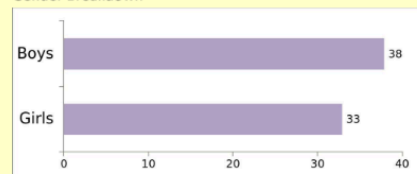
The *Early Years Evaluation - Teacher Assessment (EYE-TA)* provides a systematic framework teachers can use to structure their frequent observations and informal assessments in play-based learning environments.¹ It assesses children's development in five domains, which are consistent with frameworks set out by UNICEF and the US Congress:² *Awareness of Self and Environment, Social Skills and Approaches to Learning, Cognitive Skills, Language and Communication, and Physical Development*. The research has shown that the skills in these domains are related to children's literacy development and their success at school.^{3,4}

The *EYE-TA* is a web-based assessment that can be completed by kindergarten or grade 1 teachers as part of their regular classroom practice.

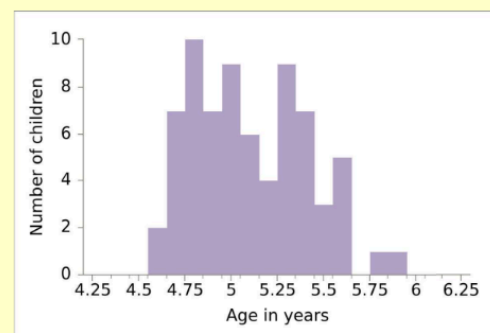
Demographic Profile

Assessment Period:	27 Apr, 2026 - 2 Jun, 2026
Number of participating schools:	12
Number of participating teachers:	13
Number of participating classrooms:	16
Average age on September 1st:	5.15
Number of children re-assessed:	71
Number of children not assessed:	1
Number of children not requiring re-assessment*:	97

Gender Breakdown



Note: The Demographic Profile includes only children who have been re-assessed.



Skill Development

The EYE-TA evaluates aspects of early child development in five developmental domains:

Awareness of Self and Environment – a child's understanding of the world and his or her ability to make connections with home and community experiences;

Social Skills and Approaches to Learning – a child's attentiveness during classroom activities and his or her ability to interact with peers while respecting classroom rules;

Cognitive Skills – a child's basic mathematics and pre-reading skills and his or her ability to solve problems;

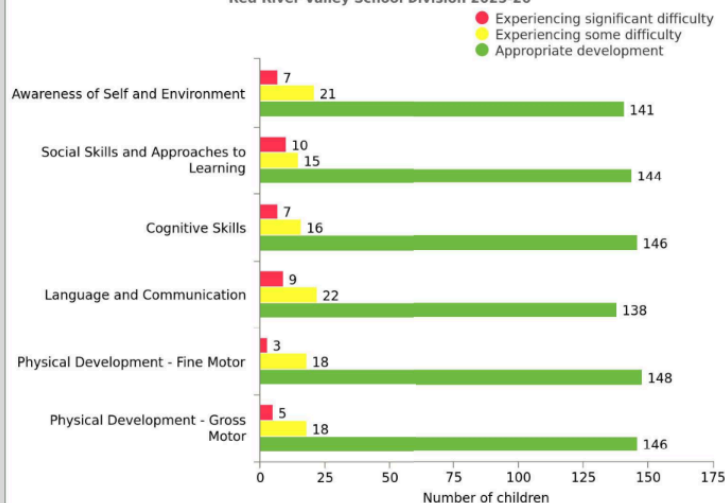
Language and Communication – a child's understanding of spoken language and his or her ability to express thoughts and feelings; and

Physical Development

Fine motor - a child's ability to perform small movements that require hand-eye coordination.

Gross motor - a child's ability to perform large movements that involve arms, legs, and body.

*Overview of EYE-TA Results, 27 Apr, 2026 - 2 Jun, 2026 Red River Valley School Division 2025-26

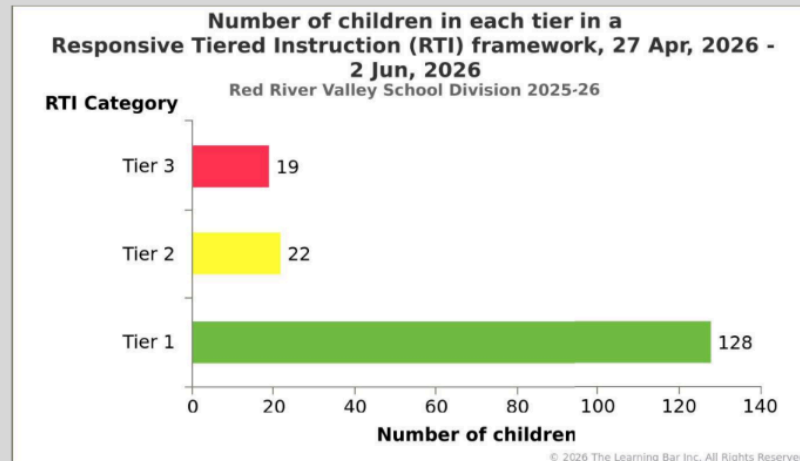


Responsive Tiered Instruction (RTI)

Early identification followed by a tiered approach to instruction during the primary school years (kindergarten to grade 3) can substantially reduce the prevalence of reading failure.⁵ To achieve this, pre-schools, schools and school districts need a consistent and reliable approach to the early identification of children who are at risk of experiencing difficulties in learning to read. Results from the Early Years Evaluation - Teacher Assessment can be used to identify vulnerable children based on their levels of skill development. Children are classified into three categories consistent with a responsive, tiered approach to instruction.⁶ This is commonly called "Response-to-Intervention"; we prefer the term "Responsive Tiered Instruction" (RTI).

The RTI approach is an inclusive approach to meeting children's learning needs; it requires that **all** children receive Tier 1 instruction in the regular classroom. Tier 1 entails research-based, quality instruction using universal strategies and a variety of approaches. Children with Tier 2 learning needs also receive targeted, small group instruction that can be provided within or outside the classroom. Children with Tier 3 learning needs require more intensive additional instruction and a carefully planned program tailored to their specific learning needs. For example, some well-known RTI models advocate that children with Tier 2 Learning needs should receive an additional 30 minutes of instruction per day in small groups, while children with Tier 3 Learning needs might receive two additional 30-minute periods of individualized instruction.⁵

Our longitudinal research shows that children's EYE-TA scores in kindergarten are strongly related to their reading outcomes at age 8 or 9. The EYE-TA measures of Cognitive Skills and Language and Communication are the strongest predictors, followed by Fine Motor skills, Awareness of Self and Environment, and Social Skills and Approaches to Learning. Thus, we can use the EYE-TA data to discern which children are most likely to require extra support developing their reading skills during the primary school years. The figure below shows the results for the kindergarten children in Red River Valley School Division based on the 27 Apr, 2026 - 2 Jun, 2026 data.



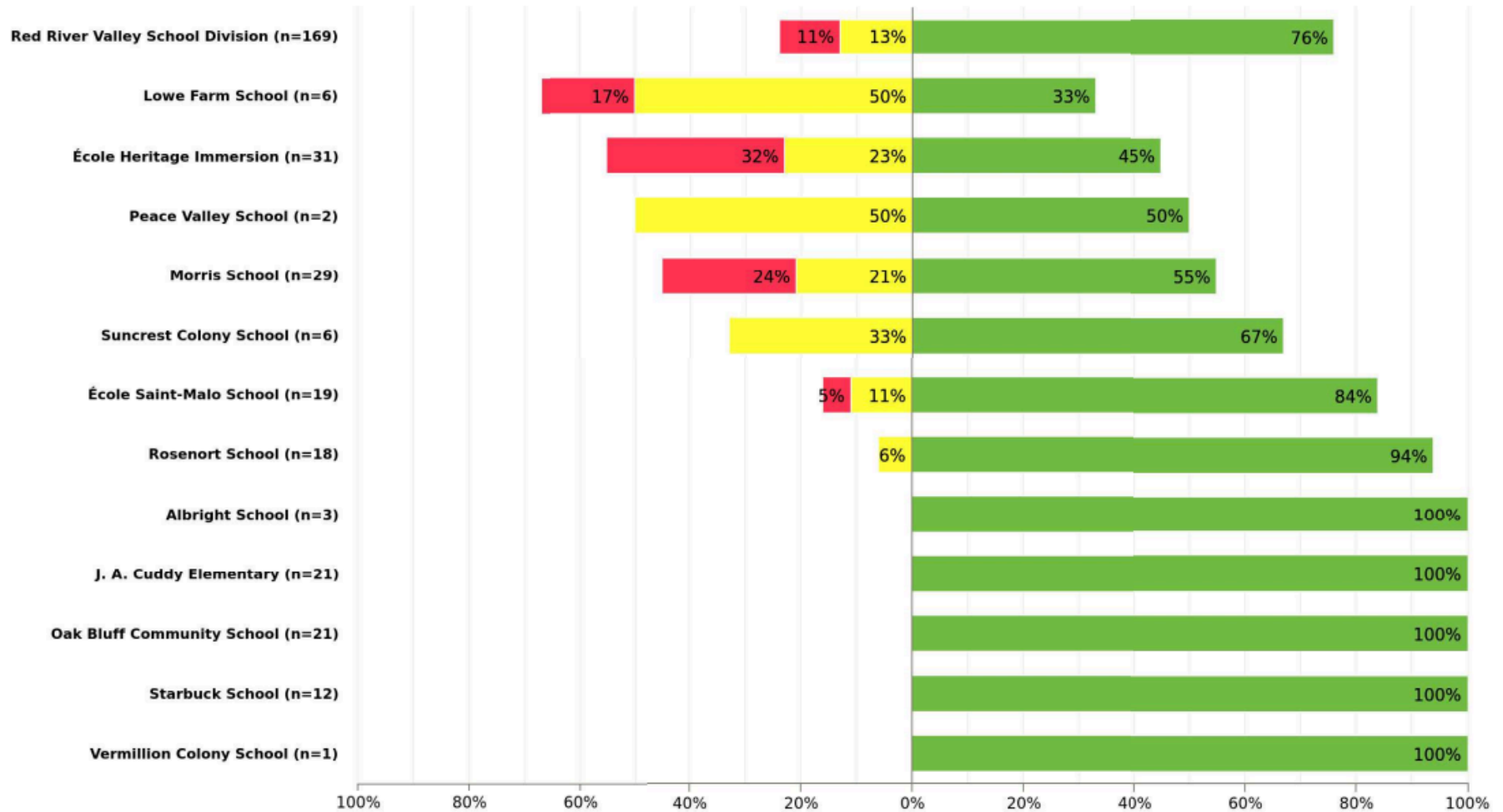
References

1. Willms, J.D. (2009). Pre-schoolers benefit from new skills assessments. *Education Canada*, 49(5), 36-39.
2. Shepard, L., Kagan, S.L., & Wurtz, E. (1998). *Principles and recommendations for early childhood assessments*. Washington, DC: National Education Goals Panel.
3. Aouad, J., & Savage, R.S. (2009). The component structure of pre-literacy skills: Further evidence for the Simple View of Reading. *Canadian Journal of School Psychology*, 24(2), 183-200.
4. Schatschneider, C.F., Fletcher, J., Francis, D., Carlson, C., & Foorman, B. (2004). Kindergarten prediction of reading skills: A longitudinal comparative analysis. *Journal of Educational Psychology*, 96(2), 265-282.
5. Torgesen, J.K. (1998). Catch them before they fall: Identification and assessment to prevent reading failure in young children. *American Educator*, 22, 32-39.
6. Dickson, S., & Bursuck, W. (1999). Implementation of a model for preventing reading failure: A report from the field. *Learning Disabilities Research and Practice*, 14(4), 191-202.

Percentage of children in each tier in a Responsive Tiered Instruction (RTI) framework

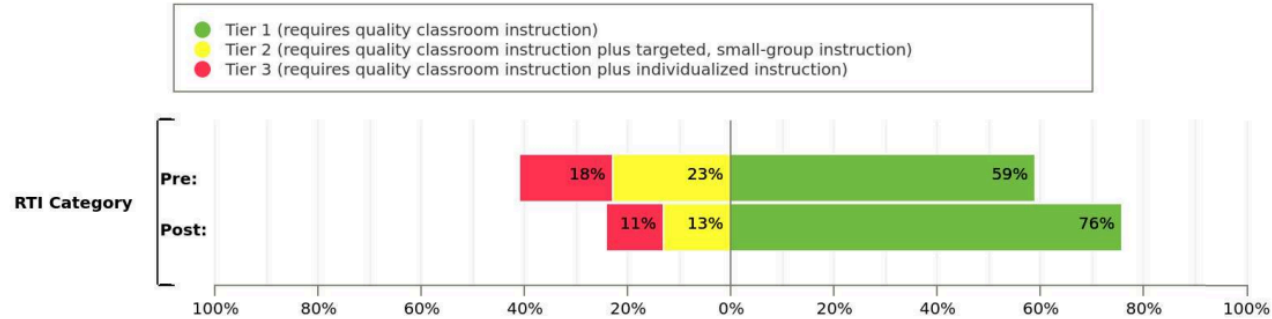
Schools are sorted in ascending order by the percentage of children in Tier 1

- Tier 1 (requires quality classroom instruction)
- Tier 2 (requires quality classroom instruction plus targeted, small-group instruction)
- Tier 3 (requires quality classroom instruction plus individualized instruction)



Responsive Tiered Instruction (RTI) Pre-Post Comparison

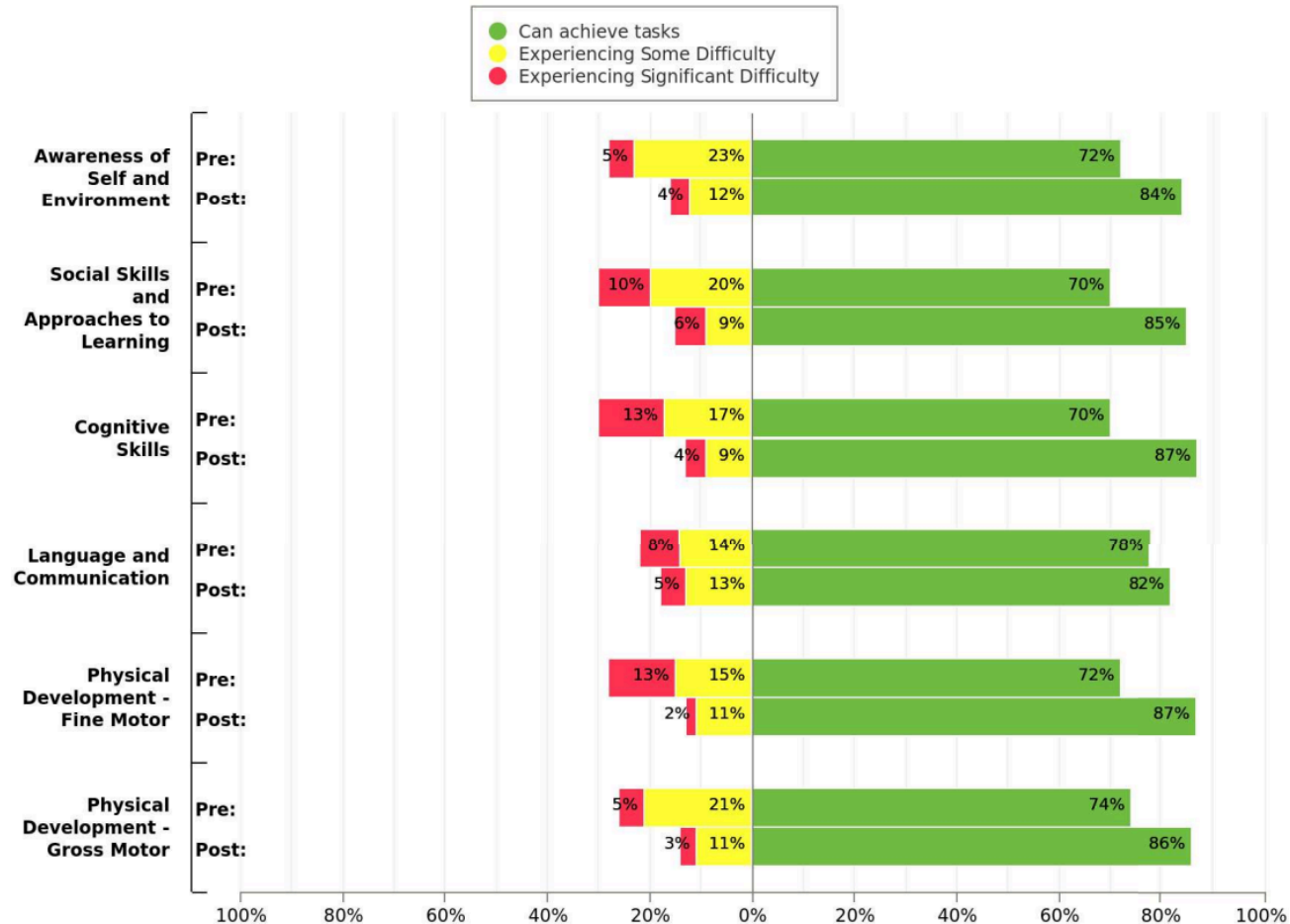
Percentage of children in each tier in an RTI framework



Between the pre and post assessments this year, 11 children with Tier 3 learning needs transitioned into Tier 2; 25 children with Tier 2 learning needs transitioned into Tier 1; 6 children with Tier 3 learning needs transitioned into Tier 1.

Domain Score Pre-Post Comparison

Percentage of children at each developmental level in each domain



Results for each participating school: Percentage

School		Domain																Responsive Tiered Instruction (RTI) Category							
		Awareness of Self and Environment				Social Skills and Approaches to Learning				Cognitive Skills				Language and Communication								Physical Development			
																		Fine Motor				Gross Motor			
▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =		
Albright School	Pre	0%	0%	100%	3	0%	0%	100%	3	0%	33%	67%	3	0%	0%	100%	3	0%	0%	100%	3	0%	33%	67%	3
	Post	0%	0%	100%	3	0%	0%	100%	3	0%	0%	100%	3	0%	0%	100%	3	0%	33%	67%	3	0%	0%	100%	3
École Heritage Immersion	Pre	3%	63%	34%	29	10%	38%	52%	29	17%	38%	45%	29	3%	31%	66%	29	28%	28%	44%	29	24%	48%	28%	29
	Post	6%	32%	62%	31	13%	26%	61%	31	10%	26%	64%	31	10%	35%	55%	31	0%	39%	61%	31	6%	39%	55%	31
École Saint-Malo School	Pre	16%	0%	84%	19	11%	16%	73%	19	16%	11%	73%	19	16%	0%	84%	19	5%	11%	84%	19	5%	0%	95%	19
	Post	11%	0%	89%	19	5%	5%	90%	19	5%	5%	90%	19	11%	0%	89%	19	5%	0%	95%	19	5%	11%	84%	19
J. A. Cuddy Elementary	Pre	0%	0%	100%	21	0%	0%	100%	21	0%	5%	95%	21	0%	0%	100%	21	0%	14%	86%	21	0%	5%	95%	21
	Post	0%	0%	100%	21	0%	0%	100%	21	0%	0%	100%	21	0%	0%	100%	21	0%	0%	100%	21	0%	0%	100%	21
Lowe Farm School	Pre	0%	40%	60%	5	0%	60%	40%	5	80%	0%	20%	5	20%	40%	40%	5	20%	20%	60%	5	0%	60%	40%	5
	Post	0%	33%	67%	6	0%	33%	67%	6	0%	33%	67%	6	17%	33%	50%	6	0%	17%	83%	6	0%	0%	100%	6
Morris School	Pre	14%	14%	72%	29	34%	38%	28%	29	21%	10%	69%	29	28%	31%	41%	29	31%	17%	52%	29	4%	44%	52%	27
	Post	10%	17%	73%	29	17%	10%	73%	29	10%	10%	80%	29	10%	24%	66%	29	7%	17%	76%	29	7%	17%	76%	29
Oak Bluff Community School	Pre	0%	24%	76%	21	0%	10%	90%	21	0%	19%	81%	21	0%	5%	95%	21	0%	10%	90%	21	0%	5%	95%	21
	Post	0%	0%	100%	21	0%	0%	100%	21	0%	0%	100%	21	0%	0%	100%	21	0%	0%	100%	21	0%	0%	100%	21
Peace Valley School	Pre	50%	50%	0%	2	0%	100%	0%	2	100%	0%	0%	2	50%	50%	0%	2	100%	0%	0%	2	0%	100%	0%	2
	Post	0%	50%	50%	2	0%	0%	100%	2	0%	0%	100%	2	0%	50%	50%	2	0%	0%	100%	2	0%	0%	100%	2
Rosenort School	Pre	0%	28%	72%	18	6%	11%	83%	18	11%	22%	67%	18	0%	0%	100%	18	0%	11%	89%	18	0%	0%	100%	18
	Post	0%	6%	94%	18	0%	6%	94%	18	0%	6%	94%	18	0%	0%	100%	18	0%	0%	100%	18	0%	0%	100%	18
All participating schools	Pre	5%	23%	72%	166	10%	20%	70%	166	13%	17%	70%	166	8%	14%	78%	166	13%	15%	72%	166	5%	21%	74%	164
	Post	4%	12%	84%	169	6%	9%	85%	169	4%	9%	87%	169	5%	13%	82%	169	2%	11%	87%	169	3%	11%	86%	169

Developmental Level	Symbol	Responsive Tiered Instruction (RTI) Category	Recommendation
Can achieve tasks	■	1	Quality classroom instruction
Experiencing some difficulty	●	2	Quality classroom instruction plus targeted, small-group instruction
Experiencing significant difficulty	▲	3	Quality classroom instruction plus individualized instruction

Note: Sample size (n =) may vary across domains and the RTI breakdown for each school. Domain sample size represents the number of children with enough completed items to generate a domain score. RTI category sample size represents the number of children with enough domain scores to calculate their RTI category.

Results for each participating school: Percentage (continued)

School		Domain																Responsive Tiered Instruction (RTI) Category											
		Awareness of Self and Environment				Social Skills and Approaches to Learning				Cognitive Skills				Language and Communication								Physical Development							
																						Fine Motor				Gross Motor			
		▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =				
Starbuck School	Pre	0%	17%	83%	12	0%	0%	100%	12	0%	0%	100%	12	0%	8%	92%	12	0%	0%	100%	12	0%	0%	100%	12	0%	8%	92%	12
	Post	0%	8%	92%	12	0%	0%	100%	12	0%	0%	100%	12	0%	8%	92%	12	0%	0%	100%	12	0%	0%	100%	12	0%	0%	100%	12
Suncrest Colony School	Pre	0%	17%	83%	6	0%	0%	100%	6	0%	33%	67%	6	0%	17%	83%	6	0%	33%	67%	6	0%	17%	83%	6	0%	33%	67%	6
	Post	0%	17%	83%	6	0%	0%	100%	6	0%	17%	83%	6	0%	0%	100%	6	0%	0%	100%	6	0%	0%	100%	6	0%	33%	67%	6
Vermillion Colony School	Pre	0%	0%	100%	1	0%	0%	100%	1	0%	100%	0%	1	0%	0%	100%	1	0%	0%	100%	1	0%	0%	100%	1	0%	100%	0%	1
	Post	0%	0%	100%	1	0%	0%	100%	1	0%	0%	100%	1	0%	0%	100%	1	0%	0%	100%	1	0%	0%	100%	1	0%	0%	100%	1
All participating schools	Pre	5%	23%	72%	166	10%	20%	70%	166	13%	17%	70%	166	8%	14%	78%	166	13%	15%	72%	166	5%	21%	74%	164	18%	23%	59%	166
	Post	4%	12%	84%	169	6%	9%	85%	169	4%	9%	87%	169	5%	13%	82%	169	2%	11%	87%	169	3%	11%	86%	169	11%	13%	76%	169

Developmental Level	Symbol	Responsive Tiered Instruction (RTI) Category	Recommendation
Can achieve tasks	■	1	Quality classroom instruction
Experiencing some difficulty	●	2	Quality classroom instruction plus targeted, small-group instruction
Experiencing significant difficulty	▲	3	Quality classroom instruction plus individualized instruction

Note: Sample size (n=) may vary across domains and the RTI breakdown for each school. Domain sample size represents the number of children with enough completed items to generate a domain score. RTI category sample size represents the number of children with enough domain scores to calculate their RTI category.

Results for each participating school: Number

School		Domain												Responsive Tiered Instruction (RTI) Category				NA													
		Awareness of Self and Environment				Social Skills and Approaches to Learning				Cognitive Skills									Language and Communication				Physical Development								
														Fine Motor									Gross Motor								
		▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =		▲	●	■	n =									
Albright School	Pre	0	0	3	3	0	0	3	3	0	1	2	3	0	0	3	3	0	0	3	3	0	1	2	3	0					
	Post	0	0	3	3	0	0	3	3	0	0	3	3	0	0	3	3	0	1	2	3	0	0	3	3	0					
École Heritage Immersion	Pre	1	18	10	29	3	11	15	29	5	11	13	29	1	9	19	29	8	8	13	29	7	14	8	29	7	12	10	29	0	
	Post	2	10	19	31	4	8	19	31	3	8	20	31	3	11	17	31	0	12	19	31	2	12	17	31	10	7	14	31	0	
École Saint-Malo School	Pre	3	0	16	19	2	3	14	19	3	2	14	19	3	0	16	19	1	2	16	19	1	0	18	19	3	3	13	19	0	
	Post	2	0	17	19	1	1	17	19	1	1	17	19	2	0	17	19	1	0	18	19	1	0	18	19	1	2	16	19	0	
J. A. Cuddy Elementary	Pre	0	0	21	21	0	0	21	21	0	1	20	21	0	0	21	21	0	3	18	21	0	1	20	21	1	0	20	21	0	
	Post	0	0	21	21	0	0	21	21	0	0	21	21	0	0	21	21	0	0	21	21	0	0	21	21	0	0	21	21	0	
Lowe Farm School	Pre	0	2	3	5	0	3	2	5	4	0	1	5	1	2	2	5	1	1	3	5	0	3	2	5	3	1	1	5	0	
	Post	0	2	4	6	0	2	4	6	0	2	4	6	1	2	3	6	0	1	5	6	0	0	6	6	1	3	2	6	0	
Morris School	Pre	4	4	21	29	10	11	8	29	6	3	20	29	8	9	12	29	9	5	15	29	1	12	14	27	11	10	8	29	1	
	Post	3	5	21	29	5	3	21	29	3	3	23	29	3	7	19	29	2	5	22	29	2	5	22	29	7	6	16	29	1	
Oak Bluff Community School	Pre	0	5	16	21	0	2	19	21	0	4	17	21	0	1	20	21	0	2	19	21	0	1	20	21	1	4	16	21	0	
	Post	0	0	21	21	0	0	21	21	0	0	21	21	0	0	21	21	0	0	21	21	0	0	21	21	0	0	21	21	0	
Peace Valley School	Pre	1	1	0	2	0	2	0	2	2	0	0	2	1	1	0	2	2	0	0	2	0	2	0	2	2	0	0	0	2	0
	Post	0	1	1	2	0	0	2	2	0	0	2	2	0	1	1	2	0	0	2	2	0	0	2	2	0	1	1	2	0	
Rosenort School	Pre	0	5	13	18	1	2	15	18	2	4	12	18	0	0	18	18	0	2	16	18	0	0	18	18	2	4	12	18	0	
	Post	0	1	17	18	0	1	17	18	0	1	17	18	0	0	18	18	0	0	18	18	0	0	18	18	0	1	17	18	0	
All participating schools	Pre	9	38	119	166	16	34	116	166	22	29	115	166	14	24	128	166	21	25	120	166	9	34	121	164	30	39	97	166	1	
	Post	7	21	141	169	10	15	144	169	7	16	146	169	9	22	138	169	3	18	148	169	5	18	146	169	19	22	128	169	1	

Developmental Level	Symbol	Responsive Tiered Instruction (RTI) Category	Recommendation
Can achieve tasks	■	1	Quality classroom instruction
Experiencing some difficulty	●	2	Quality classroom instruction plus targeted, small-group instruction
Experiencing significant difficulty	▲	3	Quality classroom instruction plus individualized instruction

Note: Sample size (n=) may vary across domains and the RTI breakdown for each school. Domain sample size represents the number of children with enough completed items to generate a domain score. RTI category sample size represents the number of children with enough domain scores to calculate their RTI category.

NA = The number of children marked as "Not Assessed" in the EYE system, but were recommended for reassessment based on their pre-session results.

Results for each participating school: Number (continued)

School		Domain												Responsive Tiered Instruction (RTI) Category				NA								
		Awareness of Self and Environment				Social Skills and Approaches to Learning				Cognitive Skills									Language and Communication				Physical Development			
		▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =		▲	●	■	n =	▲	●	■	n =
Starbuck School	Pre	0	2	10	12	0	0	12	12	0	0	12	12	0	1	11	12	0	0	12	12	0	0	12	12	0
	Post	0	1	11	12	0	0	12	12	0	0	12	12	0	1	11	12	0	0	12	12	0	0	12	12	0
Suncrest Colony School	Pre	0	1	5	6	0	0	6	6	0	2	4	6	0	1	5	6	0	2	4	6	0	1	5	6	0
	Post	0	1	5	6	0	0	6	6	0	1	5	6	0	0	6	6	0	0	6	6	0	0	6	6	0
Vermillion Colony School	Pre	0	0	1	1	0	0	1	1	0	1	0	1	0	0	1	1	0	0	1	1	0	1	0	1	0
	Post	0	0	1	1	0	0	1	1	0	0	1	1	0	0	1	1	0	0	1	1	0	0	1	1	0
All participating schools	Pre	9	38	119	166	16	34	116	166	22	29	115	166	14	24	128	166	21	25	120	166	9	34	121	164	1
	Post	7	21	141	169	10	15	144	169	7	16	146	169	9	22	138	169	3	18	148	169	5	18	146	169	1

Developmental Level	Symbol	Responsive Tiered Instruction (RTI) Category	Recommendation
Can achieve tasks	■	1	Quality classroom instruction
Experiencing some difficulty	●	2	Quality classroom instruction plus targeted, small-group instruction
Experiencing significant difficulty	▲	3	Quality classroom instruction plus individualized instruction

Note: Sample size (n =) may vary across domains and the RTI breakdown for each school. Domain sample size represents the number of children with enough completed items to generate a domain score. RTI category sample size represents the number of children with enough domain scores to calculate their RTI category.

NA = The number of children marked as "Not Assessed" in the EYE system, but were recommended for reassessment based on their pre-session results.

4. Provincial Assessment Data

Grade 3 & 4 Assessment Results:

The Grade 3/4 provincial assessments in reading and numeracy are completed each fall. They give teachers a picture of individual students as well as a profile of their classroom. The purpose is to inform their teaching and fill gaps if needed. There had been a gap in the administration and collection of this provincial data over the past couple of school years due to the pandemic.

Reading:

There are three components to the reading assessment:

1. Student reflects on and sets reading goals;
2. Student uses strategies during reading to make sense of texts; and
3. Student demonstrates comprehension.

The measurements are: Needs ongoing help; Approaching expectations; Meeting expectations; and Out of Range – below.

English Program – We had a total of 136 grade three students assessed in the fall of 2025. In reading, an average of 54.4% of the students were rated as “meeting expectations” in the three components measured. This is 9.1% higher than the provincial average.

French Immersion Program – In the French Immersion Program, we had a total of 23 students assessed in Grade 3. The Grade 3 students are assessed in English. In reading in English, an average of 52.2% of the students were rated as “meeting expectations” in the three components measured. This is 4.8% lower than the provincial average. For reading in French, which is assessed in Grade 4, we had 15 students assessed. On average 46.7% of the students were rated as “meeting expectations” in all three components measured. This is 3.6% higher than the provincial average.

50/50 Program (French Program) – There were a total of 9 students assessed in Grade 3 in the 50/50 Program. These Grade 3 students are assessed in French. Due to data representing fewer than 10 students, results are suppressed.

Numeracy:

The numeracy assessment focuses on two areas: algebraic reasoning and number sense.

Algebraic Reasoning

1. Student predicts an element in a repeating pattern; and
2. Student understands that the equal symbol represents an equality of the terms found on either side of the symbol.

Number Sense

1. Student understands that a given whole number may be represented in a variety of ways (to 100); and
2. Student uses various mental math strategies to determine answers to addition and subtraction questions to 18.

English Program – We had a total of 136 students assessed in these four sub-competencies. On average 46.3% of our grade 3 students rated as “meeting expectations” in all four sub-competencies. This average is 10.3% higher than the provincial average in the four sub-competencies.

French Immersion Program – We had a total of 23 students assessed in these four sub-competencies. On average 30.4% of our grade 3 students rated as “meeting expectations” in all four sub-competencies. This average is 13.1% lower than the provincial average in the four sub-competencies.

50/50 Program (French Program) – We had a total of 9 students assessed in these four sub-competencies. Due to data representing fewer than 10 students, results are suppressed.

Middle Years Assessment Results:

Grade 7 & 8 Provincial Assessments – The Grade 7 & 8 Assessments are collected each winter and focus on these areas:

- In Grade 7 the students are assessed in the areas of student engagement and numeracy (number sense and number skills); and
- In Grade 8 the students are assessed in reading comprehension and expository writing.

Grade 7 - Student Engagement:

The measurements for Student Engagement in Grade 7 are: Emerging (only sometimes); Developing (quite often); Established (nearly always); Inconsistent; and Out of Scope.

English Program – In the English Program in the area of Student Engagement there are 5 areas of focus:

1. Demonstrating an interest in his/her learning;
2. Engaging in self-assessment;
3. Being aware of learning goals of a unit of study and/or personal learning goals;
4. Participating in lessons; and
5. Accepting responsibility for assignments.

French Immersion Program – In the French Immersion Program in the area of Student Engagement there are 6 areas of focus:

1. Using French as a tool for personal and social growth;
2. Demonstrating an interest in his/her learning;
3. Engaging in self-assessment;
4. Being aware of learning goals of a unit of study and/or personal learning goals;
5. Participating in lessons; and
6. Accepting responsibility for assignments.

50/50 Program (French Program) - In the 50/50 Program (French Program) in the area of Student Engagement there are 7 areas of focus:

1. Understanding where he or she fits within the francophone linguistic and cultural realities of the community and elsewhere;
2. Expressing certain values and demonstrating certain behaviors in his or her community that show how the student feels about his or her French identity;
3. Demonstrating an interest in his/her learning;
4. Engaging in self-assessment;
5. Being aware of learning goals of a unit of study and/or personal learning goals;
6. Participating in lessons; and
7. Accepting responsibility for assignments.

In 2021-2022 the Grade 7 Student Engagement portion of the Middle Years Assessment was paused. Therefore, there are no results to report.

Grade 7 - Number Sense and Number Skills:

The measurements for Number Sense and Number Skills in Grade 7 are: Not Meeting Mid-Grade 7 Level of Performance; Approaching Mid-Grade 7 Level of Performance; Meeting Mid-Grade 7 Level of Performance; and Out of Range – below.

In the area of Number Sense there are 3 areas of focus:

1. Student orders fractions;
2. Student orders decimal numbers; and
3. Student understands that a given number may be represented in a variety of ways.

In the area of Number Skills: Student solves mathematical problems using knowledge of number patterns and mental math strategies there are two areas of focus:

1. Student uses number patterns to solve mathematical problems; and
2. Student uses a variety of strategies to calculate and explain a mental math problem.

English Program – We had 149 students assessed in the area of Grade 7 Number Sense and Number Skills in January of 2026. 47.0% of our students were meeting mid-grade performance in all five sub-competencies. This is 9.2% higher than the provincial average.

Grade 7 Number Sense and Number Skills - English Program
Percentage of students meeting mid-grade performance in all five sub-competencies
RED RIVER VALLEY SCHOOL DIVISION

Year	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025	Jan 2026
Provincial	32.2%	32.5%	34.8%	35.9%	35.6%	-	36.2%	38.1%	39.3%	37.4%	37.8%
Divisional	28.6%	36.0%	39.0%	40.8%	47.5%	-	49.6%	28.2%	51.2%	35.3%	47.0%
Males	28.6%	42.4%	42.3%	33.3%	45.6%	-	45.5%	30.2%	52.1%	34.4%	41.2%
Females	28.6%	27.5%	34.6%	50.0%	50.0%	-	54.8%	26.0%	50.0%	36.4%	53.6%
Indigenous	22.2%	20.0%	42.9%	*	19.0%	-	53.8%	37.5%	*	30.8%	28.6%
Non-Indigenous	29.4%	38.3%	38.5%	42.0%	51.8%	-	49.2%	27.2%	52.2%	35.7%	48.9%
Non-EAL	32.8%	38.1%	46.0%	45.9%	50.4%	-	50.8%	28.5%	52.4%	32.5%	50.0%
Pupils receiving EAL services	7.7%	22.7%	8.7%	18.2%	23.5%	-	42.9%	26.3%	45.0%	57.9%	28.6%
Non-CFS	28.9%	37.2%	38.7%	42.2%	49.0%	-	49.3%	28.8%	51.6%	36.1%	47.6%
Pupils under the care of CFS	*	*	*	*	*	-	*	*	*	*	*

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The January 2021 assessment was suspended due to the COVID-19 pandemic.

French Immersion Program – We had 19 students assessed in the area of Grade 7 Number Sense and Number Skills in January of 2026. 31.6% of our students were meeting mid-grade performance in all five sub-competencies. This is 14% lower than the provincial average.

Grade 7 Number Sense and Number Skills - French Immersion Program
Percentage of students meeting mid-grade performance in all five sub-competencies
RED RIVER VALLEY SCHOOL DIVISION

Year	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025	Jan 2026
Provincial	39.7%	37.0%	43.7%	48.7%	49.6%	-	43.6%	48.2%	46.0%	45.3%	45.6%
Divisional	8.3%	33.3%	47.1%	33.3%	7.1%	-	24.0%	21.9%	19.0%	20.0%	31.6%
Males	*	*	*	*	10.0%	-	25.0%	29.4%	*	8.3%	30.0%
Females	*	*	*	*	*	-	23.1%	13.3%	20.0%	*	*
Indigenous	*	*	*	*	*	-	*	*	*	*	*
Non-Indigenous	*	*	45.5%	40.0%	9.1%	-	27.3%	24.1%	11.8%	16.7%	40.0%
Non-EAL	8.3%	40.0%	43.8%	33.3%	7.7%	-	26.1%	22.6%	19.0%	20.0%	31.6%
Pupils receiving EAL services	n/a	*	*	n/a	*	-	*	*	n/a	n/a	n/a
Non-CFS	8.3%	36.4%	47.1%	36.4%	7.7%	-	25.0%	21.9%	20.0%	20.0%	31.6%
Pupils under the care of CFS	n/a	*	n/a	*	*	-	*	n/a	*	n/a	n/a

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The January 2021 assessment was suspended due to the COVID-19 pandemic.

50/50 Program (French Program) – We had 10 students assessed in the area of Grade 7 Number Sense and Number Skills in January of 2026. 20.0% of our students were meeting mid-grade performance in all five sub-competencies. This is 11% higher than the provincial average.

Grade 7 Number Sense and Number Skills - Français (p)
Percentage of students meeting mid-grade performance in all five sub-competencies
RED RIVER VALLEY SCHOOL DIVISION

Year	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025	Jan 2026
Provincial	75.0%	*	39.3%	69.6%	79.3%	-	73.9%	64.3%	59.4%	29.6%	8.3%
Divisional	66.7%	*	58.8%	91.7%	81.0%	-	73.7%	73.3%	86.4%	25.0%	20.0%
Males	*	*	*	*	72.7%	-	80.0%	*	*	*	*
Females	*	*	63.6%	*	90.0%	-	*	*	84.6%	28.6%	*
Indigenous	*	*	*	*	*	-	*	*	*	*	*
Non-Indigenous	*	*	*	*	66.7%	-	72.7%	*	84.6%	20.0%	*
Non-EAL	66.7%	*	58.8%	91.7%	81.0%	-	73.7%	73.3%	86.4%	25.0%	20.0%
Pupils receiving EAL services	n/a	n/a	n/a	n/a	n/a	-	n/a	n/a	n/a	n/a	n/a
Non-CFS	66.7%	*	58.8%	91.7%	81.0%	-	73.7%	73.3%	86.4%	25.0%	20.0%
Pupils under the care of CFS	n/a	n/a	n/a	n/a	n/a	-	n/a	n/a	n/a	n/a	n/a

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The January 2021 assessment was suspended due to the COVID-19 pandemic.

Grade 8 - Reading Comprehension and Expository Writing:

The measurements for Reading Comprehension and Expository Writing in Grade 8 are: Not Meeting Mid-Grade 8 Level of Performance; Approaching Mid-Grade 8 Level of Performance; Meeting Mid-Grade 8 Level of Performance; and Out of Range – below.

In the area of Reading Comprehension there are 3 areas of focus:

1. Student understands key ideas and messages in a variety of texts;
2. Student interprets a variety of texts; and
3. Student responds critically to a variety of texts.

In the area of Expository Writing there are 3 areas of focus:

1. Student generates, selects, and organizes ideas to support reader's understanding;
2. Student chooses language (word choices and sentence patterns) to make an impact on the reader; and

3. Student uses conventions (spelling, grammar, and/or punctuation) and resources (spell-checker, thesauruses, dictionaries, etc.) to edit and proofread to make meaning.

English Program – We had 170 students assessed in the areas of Grade 8 Reading Comprehension and Expository Writing. In Reading Comprehension, 47.6% of our students were meeting mid-grade performance in all three sub-competencies which is 4.3% lower than the provincial average. In Expository Writing, 42.9% of our students were meeting mid-grade performance in all three sub-competencies which is 1.7% lower than the provincial average.

Grade 8 Reading Comprehension - English Program
Percentage of students meeting mid-grade performance in all three sub-competencies
RED RIVER VALLEY SCHOOL DIVISION

Year	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025	Jan 2026
Provincial	49.3%	49.4%	51.3%	51.0%	52.5%	-	51.9%	52.3%	51.8%	50.6%	51.9%
Divisional	51.6%	50.3%	61.7%	56.0%	59.2%	-	59.5%	64.6%	71.0%	55.1%	47.6%
Males	36.5%	44.9%	57.1%	50.0%	46.2%	-	51.2%	53.7%	69.5%	46.6%	40.2%
Females	72.2%	58.1%	68.3%	64.2%	73.3%	-	69.0%	78.5%	72.5%	66.7%	56.4%
Indigenous	33.3%	43.8%	35.0%	50.0%	*	-	55.6%	50.0%	58.3%	*	33.3%
Non-Indigenous	53.4%	51.1%	65.7%	56.9%	58.1%	-	60.0%	66.2%	72.0%	55.5%	49.0%
Non-EAL	55.7%	55.2%	66.2%	64.4%	62.7%	-	62.1%	64.0%	72.0%	57.5%	49.0%
Pupils receiving EAL services	15.4%	26.9%	37.5%	14.3%	43.5%	-	42.9%	68.2%	63.2%	42.9%	38.1%
Non-CFS	52.4%	51.0%	63.3%	56.9%	60.0%	-	58.9%	65.7%	72.3%	55.6%	48.5%
Pupils under the care of CFS	*	*	*	*	*	-	*	*	*	*	*

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The January 2021 assessment was suspended due to the COVID-19 pandemic.

Grade 8 Expository Writing - English Program
Percentage of students meeting mid-grade performance in all three sub-competencies
RED RIVER VALLEY SCHOOL DIVISION

Year	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025	Jan 2026
Provincial	41.9%	43.8%	44.3%	44.7%	44.8%	-	45.0%	45.2%	45.0%	43.7%	44.6%
Divisional	35.9%	42.4%	50.6%	44.8%	51.2%	-	56.9%	57.1%	61.1%	51.2%	42.9%
Males	20.3%	32.6%	44.0%	34.7%	33.8%	-	45.1%	46.3%	52.4%	38.4%	31.5%
Females	57.4%	56.5%	60.3%	58.5%	70.0%	-	70.4%	70.8%	70.0%	68.5%	56.4%
Indigenous	25.0%	37.5%	40.0%	43.8%	*	-	50.0%	42.9%	33.3%	*	20.0%
Non-Indigenous	37.1%	43.0%	52.2%	45.0%	51.3%	-	57.8%	58.6%	63.3%	51.3%	45.2%
Non-EAL	38.3%	46.4%	54.6%	51.9%	52.0%	-	60.6%	57.6%	60.8%	53.8%	43.6%
Pupils receiving EAL services	15.4%	23.1%	29.2%	9.5%	47.8%	-	33.3%	54.5%	63.2%	38.1%	38.1%
Non-CFS	36.5%	42.9%	51.3%	45.5%	53.3%	-	56.2%	57.3%	62.3%	50.8%	43.7%
Pupils under the care of CFS	*	*	*	*	*	-	*	*	*	*	*

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The January 2021 assessment was suspended due to the COVID-19 pandemic.

French Immersion Program – We had 17 students assessed in the areas of Grade 8 Reading Comprehension and Expository Writing in January 2026. In Reading Comprehension in English, 41.2% of our students were meeting mid-grade performance in all three sub-competencies which is 29.6% lower than the provincial average. In Reading Comprehension in French, 47.1% of our students were meeting mid-grade performance in all three sub-competencies which is 18.5% lower than the provincial average. In Expository Writing in English, 41.2% of our students were meeting mid-grade performance in all three sub-competencies which is 21.4% lower than the provincial average. In Expository Writing in French, 5.9% of our students were meeting mid-grade performance in all three sub-competencies which is 47.5% lower than the provincial average.

Grade 8 Reading Comprehension in English - French Immersion Program
Percentage of students meeting mid-grade performance in all three sub-competencies
RED RIVER VALLEY SCHOOL DIVISION

Year	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025	Jan 2026
Provincial	63.5%	65.8%	64.4%	72.1%	66.0%	-	72.2%	70.6%	73.8%	72.8%	70.8%
Divisional	50.0%	75.0%	45.5%	33.3%	36.4%	-	53.3%	63.6%	93.1%	42.1%	41.2%
Males	*	*	*	40.0%	*	-	*	*	86.7%	*	33.3%
Females	*	*	*	*	*	-	70.0%	61.5%	100.0%	57.1%	*
Indigenous	*	*	*	*	*	-	*	*	*	*	*
Non-Indigenous	*	*	*	33.3%	*	-	66.7%	68.4%	92.3%	46.7%	40.0%
Non-EAL	50.0%	75.0%	*	35.3%	36.4%	-	53.3%	60.0%	92.9%	42.1%	41.2%
Pupils receiving EAL services	n/a	n/a	*	*	n/a	-	n/a	*	*	n/a	n/a
Non-CFS	50.0%	75.0%	40.0%	33.3%	40.0%	-	53.3%	66.7%	93.1%	44.4%	41.2%
Pupils under the care of CFS	n/a	n/a	*	n/a	*	-	n/a	*	n/a	*	n/a

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The January 2021 assessment was suspended due to the COVID-19 pandemic.

Grade 8 Reading Comprehension in French - French Immersion Program
Percentage of students meeting mid-grade performance in all three sub-competencies
RED RIVER VALLEY SCHOOL DIVISION

Year	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025	Jan 2026
Provincial	49.2%	59.1%	62.6%	58.1%	61.6%	-	60.7%	59.1%	65.2%	64.7%	65.6%
Divisional	16.7%	41.7%	27.3%	33.3%	18.2%	-	33.3%	63.6%	55.2%	36.8%	47.1%
Males	*	*	*	40.0%	*	-	*	*	60.0%	*	33.3%
Females	*	*	*	*	*	-	40.0%	61.5%	50.0%	42.9%	*
Indigenous	*	*	*	*	*	-	*	*	*	*	*
Non-Indigenous	*	*	*	41.7%	*	-	41.7%	68.4%	53.8%	33.3%	46.7%
Non-EAL	16.7%	41.7%	*	35.3%	18.2%	-	33.3%	60.0%	57.1%	36.8%	47.1%
Pupils receiving EAL services	n/a	n/a	*	*	n/a	-	n/a	*	*	n/a	n/a
Non-CFS	16.7%	41.7%	30.0%	33.3%	20.0%	-	33.3%	66.7%	55.2%	38.9%	47.1%
Pupils under the care of CFS	n/a	n/a	*	n/a	*	-	n/a	*	n/a	*	n/a

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The January 2021 assessment was suspended due to the COVID-19 pandemic.

Grade 8 Expository Writing in English - French Immersion Program
Percentage of students meeting mid-grade performance in all three sub-competencies
RED RIVER VALLEY SCHOOL DIVISION

Year	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025	Jan 2026
Provincial	54.7%	60.8%	49.7%	64.3%	61.3%	-	65.7%	63.2%	67.5%	65.8%	62.6%
Divisional	66.7%	58.3%	36.4%	44.4%	27.3%	-	26.7%	54.5%	82.8%	47.4%	41.2%
Males	*	*	*	60.0%	*	-	*	*	73.3%	*	25.0%
Females	*	*	*	*	*	-	30.0%	69.2%	92.9%	57.1%	*
Indigenous	*	*	*	*	*	-	*	*	*	*	*
Non-Indigenous	*	*	*	33.3%	*	-	33.3%	52.6%	80.8%	46.7%	40.0%
Non-EAL	66.7%	58.3%	*	47.1%	27.3%	-	26.7%	50.0%	85.7%	47.4%	41.2%
Pupils receiving EAL services	n/a	n/a	*	*	n/a	-	n/a	*	*	n/a	n/a
Non-CFS	66.7%	58.3%	40.0%	44.4%	30.0%	-	26.7%	57.1%	82.8%	50.0%	41.2%
Pupils under the care of CFS	n/a	n/a	*	n/a	*	-	n/a	*	n/a	*	n/a

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The January 2021 assessment was suspended due to the COVID-19 pandemic.

Grade 8 Expository Writing in French - French Immersion Program
Percentage of students meeting mid-grade performance in all three sub-competencies
RED RIVER VALLEY SCHOOL DIVISION

Year	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025	Jan 2026
Provincial	38.7%	48.7%	45.1%	46.3%	50.4%	-	51.3%	49.9%	53.7%	54.4%	53.4%
Divisional	16.7%	8.3%	45.5%	0.0%	9.1%	-	13.3%	36.4%	44.8%	31.6%	5.9%
Males	*	*	*	0.0%	*	-	*	*	40.0%	*	8.3%
Females	*	*	*	*	*	-	20.0%	53.8%	50.0%	35.7%	*
Indigenous	*	*	*	*	*	-	*	*	*	*	*
Non-Indigenous	*	*	*	0.0%	*	-	16.7%	36.8%	42.3%	33.3%	6.7%
Non-EAL	16.7%	8.3%	*	0.0%	9.1%	-	13.3%	35.0%	46.4%	31.6%	5.9%
Pupils receiving EAL services	n/a	n/a	*	*	n/a	-	n/a	*	*	n/a	n/a
Non-CFS	16.7%	8.3%	50.0%	0.0%	10.0%	-	13.3%	38.1%	44.8%	33.3%	5.9%
Pupils under the care of CFS	n/a	n/a	*	n/a	*	-	n/a	*	n/a	*	n/a

Notes:
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 (n/a) 'Zero' students in this category
 (-) The January 2021 assessment was suspended due to the COVID-19 pandemic.

50/50 Program (French Program) – We had 20 students assessed in the areas of Grade 8 Reading Comprehension and Expository Writing in January 2026. In Reading Comprehension in English, 60.0% of our students were meeting mid-grade performance in all three sub-competencies which is 1.5% lower than the provincial average. In Reading Comprehension in French, 45.0% of our students were meeting mid-grade performance in all three sub-competencies which is 1.2% lower than the provincial average. In Expository Writing in English, 60.0% of our students were meeting mid-grade performance in all three sub-competencies which is 2.3% higher than the provincial average. In Expository Writing in French, 30.0% of our students were meeting mid-grade performance in all three sub-competencies which is 4.6% lower than the provincial average.

Grade 8 Reading Comprehension in English - Français (p)
Percentage of students meeting mid-grade performance in all three sub-competencies
RED RIVER VALLEY SCHOOL DIVISION

Year	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025	Jan 2026
Provincial	69.2%	68.8%	*	57.7%	45.8%	-	68.2%	73.7%	68.0%	87.1%	61.5%
Divisional	*	66.7%	*	68.8%	58.3%	-	82.4%	66.7%	60.0%	90.9%	60.0%
Males	*	*	*	*	*	-	*	*	*	90.0%	*
Females	*	*	*	72.7%	*	-	*	*	*	91.7%	69.2%
Indigenous	*	*	*	*	*	-	*	*	*	*	*
Non-Indigenous	*	*	*	*	*	-	75.0%	*	*	92.3%	60.0%
Non-EAL	*	66.7%	*	68.8%	58.3%	-	82.4%	66.7%	60.0%	90.9%	60.0%
Pupils receiving EAL services	n/a	n/a	n/a	n/a	n/a	-	n/a	n/a	n/a	n/a	n/a
Non-CFS	*	66.7%	*	68.8%	58.3%	-	82.4%	66.7%	64.3%	90.9%	60.0%
Pupils under the care of CFS	n/a	n/a	n/a	n/a	n/a	-	n/a	n/a	*	n/a	n/a

Notes:
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 (n/a) 'Zero' students in this category
 (-) The January 2021 assessment was suspended due to the COVID-19 pandemic.

Grade 8 Reading Comprehension in French - Français (p)
Percentage of students meeting mid-grade performance in all three sub-competencies
RED RIVER VALLEY SCHOOL DIVISION

Year	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025	Jan 2026
Provincial	76.9%	68.8%	33.3%	53.8%	50.0%	-	63.6%	73.7%	76.0%	71.0%	46.2%
Divisional	71.4%	58.3%	*	62.5%	58.3%	-	82.4%	66.7%	80.0%	63.6%	45.0%
Males	*	100.0%	*	60.0%	57.1%	-	75.0%	55.6%	62.5%	70.0%	28.6%
Females	*	28.6%	*	63.6%	60.0%	-	88.9%	83.3%	100.0%	58.3%	53.8%
Indigenous	*	44.4%	*	87.5%	*	-	100.0%	85.7%	71.4%	66.7%	40.0%
Non-Indigenous	*	*	*	37.5%	55.6%	-	75.0%	50.0%	87.5%	61.5%	46.7%
Non-EAL	71.4%	58.3%	*	62.5%	58.3%	-	82.4%	66.7%	80.0%	63.6%	45.0%
Pupils receiving EAL services	n/a	n/a	n/a	n/a	n/a	-	n/a	n/a	n/a	n/a	n/a
Non-CFS	71.4%	58.3%	*	62.5%	58.3%	-	82.4%	66.7%	85.7%	63.6%	45.0%
Pupils under the care of CFS	n/a	n/a	n/a	n/a	n/a	-	n/a	n/a	*	n/a	n/a

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The January 2021 assessment was suspended due to the COVID-19 pandemic.

Grade 8 Expository Writing in English - Français (p)
Percentage of students meeting mid-grade performance in all three sub-competencies
RED RIVER VALLEY SCHOOL DIVISION

Year	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025	Jan 2026
Provincial	46.2%	81.2%	*	46.2%	41.7%	-	77.3%	68.4%	76.0%	54.8%	57.7%
Divisional	*	75.0%	*	56.2%	58.3%	-	82.4%	60.0%	73.3%	54.5%	60.0%
Males	*	*	*	*	*	-	*	*	*	40.0%	*
Females	*	*	*	63.6%	*	-	*	*	*	66.7%	69.2%
Indigenous	*	*	*	*	*	-	*	*	*	*	*
Non-Indigenous	*	*	*	*	*	-	75.0%	*	*	53.8%	53.3%
Non-EAL	*	75.0%	*	56.2%	58.3%	-	82.4%	60.0%	73.3%	54.5%	60.0%
Pupils receiving EAL services	n/a	n/a	n/a	n/a	n/a	-	n/a	n/a	n/a	n/a	n/a
Non-CFS	*	75.0%	*	56.2%	58.3%	-	82.4%	60.0%	78.6%	54.5%	60.0%
Pupils under the care of CFS	n/a	n/a	n/a	n/a	n/a	-	n/a	n/a	*	n/a	n/a

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The January 2021 assessment was suspended due to the COVID-19 pandemic.

Grade 8 Expository Writing in French - Français (p)
Percentage of students meeting mid-grade performance in all three sub-competencies
RED RIVER VALLEY SCHOOL DIVISION

Year	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025	Jan 2026
Provincial	46.2%	81.2%	*	38.5%	54.2%	-	63.6%	68.4%	48.0%	22.6%	34.6%
Divisional	*	75.0%	*	50.0%	75.0%	-	82.4%	60.0%	46.7%	18.2%	30.0%
Males	*	*	*	*	*	-	*	*	*	0.0%	*
Females	*	*	*	63.6%	*	-	*	*	*	33.3%	38.5%
Indigenous	*	*	*	*	*	-	*	*	*	*	*
Non-Indigenous	*	*	*	*	*	-	75.0%	*	*	23.1%	26.7%
Non-EAL	*	75.0%	*	50.0%	75.0%	-	82.4%	60.0%	46.7%	18.2%	30.0%
Pupils receiving EAL services	n/a	n/a	n/a	n/a	n/a	-	n/a	n/a	n/a	n/a	n/a
Non-CFS	*	75.0%	*	50.0%	75.0%	-	82.4%	60.0%	50.0%	18.2%	30.0%
Pupils under the care of CFS	n/a	n/a	n/a	n/a	n/a	-	n/a	n/a	*	n/a	n/a

Notes:

(*) Data representing fewer than 10 students is suppressed.

(n/a) 'Zero' students in this category

(-) The January 2021 assessment was suspended due to the COVID-19 pandemic.

Grade 9 credit attainment *Data is only available in January 2027.

5. Shared Health (Provincial School-Based Services Mental Health and Addictions) Partnership Report

This report is based on the activities of the Rehabilitation Counsellor, Meghan Smith, for the school year 2025-2026.

Counselling activity:

- 13 students continued counseling and support from last school year.
 - 11 current files open in the Red River Valley School Division.
 - 7 files open at Morris School
 - 1 file open at Rosenort School
 - 1 file open at Sanford Collegiate
 - 2 files open at École Héritage Immersion
- 7 students graduated. Files were closed or transferred to adult services.
- 10 new files opened this school year.
- 5 referrals pending for various reasons.
- Most referrals came from Guidance Counsellors. Other referrals came from peers, siblings, teachers, resource staff, parents/guardians and self-referrals.
- Provided support and consultation to numerous parents/guardians and school staff throughout the school year.

Primary substances:

- Cannabis: flower, concentrated vaporizer, edibles
- Alcohol
- Lean – Alcohol mixed with codeine and/or cough syrup (mixture varies)
- Mushrooms
- Vaping and E-cigarettes (nicotine)
- Prescription medication misuse
- Polysubstance use (two or more substances used at the same time)

Presenting issues other than substance use:

- Mental health concerns (depression, anxiety, suicidality, self-injury, trauma, grief and loss)
- Impacts of being affected by someone else's substance abuse and gambling involvement
- LGBTQ2S+ stigma
- Bullying in school and online
- Issues of Abuse (Physical, sexual, mental, emotional, financial, spiritual)
- Family conflicts, divorce, separation
- Interpersonal relationship conflicts
- Lack of coping skills and stress management skills
- Self-esteem/body image/disordered eating issues

- Technology/electronic overuse

Prevention and education opportunities:

This includes development and facilitation of presentations throughout the school year on various topics around substances awareness including gambling as well as challenges related to electronic overuse and mental health promotion.

Throughout this school year there were many opportunities to get involved with students and staff. Schools and their staff welcomed presentations into the classrooms tailored to meet the needs of the students, their families and staff.

Presentations facilitated this school year:

- Morris School
 - Grade 7 –Substance Use Awareness and Shared Health Services
 - Grade 9 – Healthy Choices: Connecting Substances to Mental Health
 - Grade 10 – Binge Drinking and Cannabis Abuse
 - Grade 11 and 12 – Prescription and Over the Counter Medication Misuse Awareness and Adult Resources
- École Héritage Immersion
 - Grade 7 and 8 – Electronic Overuse and Internet Safety Awareness
 - Grade 9 - Healthy Choices: Connecting Substances to Mental Health
 - Grade 10 - Binge Drinking and Cannabis Abuse
 - Grade 11 - Prescription and Over the Counter Medication Misuse Awareness and Adult Resources

Other prevention services provided:

- Manitoba Substance Use and Addictions Awareness Week (MSUAAW) promotion.
- Bell Let's Talk Day promotion
- Mental Health Week promotion
- Orange Shirt Day promotion
- Pink Shirt Day promotion
- Parent Intervention and Support Program (PIP) offered.
- Ensured schools have the most up-to-date and accurate information regarding Shared Health Services, how to access services and updated educational material.
- Posting educational material to bulletin board.
- Family support services offered.
- Emailed and/or printed resource materials for parents and caregivers, staff, students and other service providers as needed.

Referral process and recommendations for next year:

- Shared Health Provincial School-based Services are voluntary.
- Referrals accepted for ages 12+ (registered to attend RRVSD).

- Students can access services as much as they need for as long as they need while in school.
- Families who are connected to the RRVSD can access support and education for themselves. Their child does not need an open file for parents to access support.
- Rehabilitation Counsellor meets with Guidance Counsellors throughout the year to review referral processes, answer any questions/concerns, consult, organize prevention and education opportunities, and provide educational and/or resource materials.
- Referrals come from staff, students, parents, other services providers and self-referrals. Referrals can come from anyone concerned about a young person.
- Scope of services can include anything related to substance use (Alcohol including drugs), gambling, vaping nicotine, cigarettes and any compulsive behavioural challenges (process addictions such as electronic overuse) that may be causing problems.
- Referrals can also be from any student who may be affected or worried about someone else's substance abuse and/or gambling involvement.
- Rehabilitation Counsellors recommend that any student suspected of substance abuse problems or students caught at school under the influence of substances or with paraphernalia on their person are offered Shared Health Services. These incidents can be signs of problematic substance abuse. Intervention can prevent future challenges and long-term potential harms.
- Rehabilitation Counsellors may provide a one-time educational session on vaping and e-cigarettes for groups of students who are caught vaping at the same time. Students participating in the session may be offered ongoing services or follow-up support as needed.
- Referrals are an opportunity to support families and students, prevent harms, break down barriers, navigate the health system, and get connected to other resources.

Challenges:

- Low-income families experience many barriers to accessing support and especially in rural areas where resources are sparse and sometimes difficult to access. Partnerships with schools are vital to lower these barriers to help students reach their full potential in an equitable way.

Opportunities and rounds of applause:

- Respectful and trusting relationships are built in time. Shared Health, the school Guidance Counsellors and many other school staff have created a positive collaborative partnership to meet the many needs of the student population.
- Shared Health Counsellors rely on school staff to intervene and refer students and their families to services by having difficult conversations around difficult topics like substance use, often these conversations continue year-round. Staff go above and beyond the academics to support their students' wellbeing with empathy and compassion.
- Observed many teachers accommodating Shared Health Services so students can meet for assessment and counselling support. Sometimes this means students miss class due to appointments. Lunch and after school appointments are accommodated as much as possible.
- The RRVSD promotes wellness throughout the year with many activities and presentations that inform students of where they can access support and resources.

For more information on Shared Health, visit: [Shared Health – Our Manitoba. Healthier. Together. \(sharedhealthmb.ca\)](https://sharedhealthmb.ca)

6. French Immersion

École Héritage Immersion (ÉHI) is located in St. Pierre and is the school division's only French Immersion school.

French Immersion continues to be in high demand in this region and as you will see from the data, the enrolment trends demonstrate this growth. ÉHI serves students in RRVSd, but also serves students from neighbouring divisions. In September 2025, the enrolment of the school was 338. This is slightly more from the previous year. Out of those 338 students 174 were Program Not Offered students from outside the school division. This is a strength of the school but also can create challenges with transportation and students feeling a lack of sense of belonging when coming from a significant distance to attend the school.

Strengths:

- Low staff turnover
- Full complement of bilingual staff
- Low student absenteeism rate

Challenges:

- High absenteeism for staff
- Increasing enrolment is putting a strain on available space
- Low literacy/numeracy results on provincial assessments in comparison to other provincial programs
- Lack of certified and non-certified subs

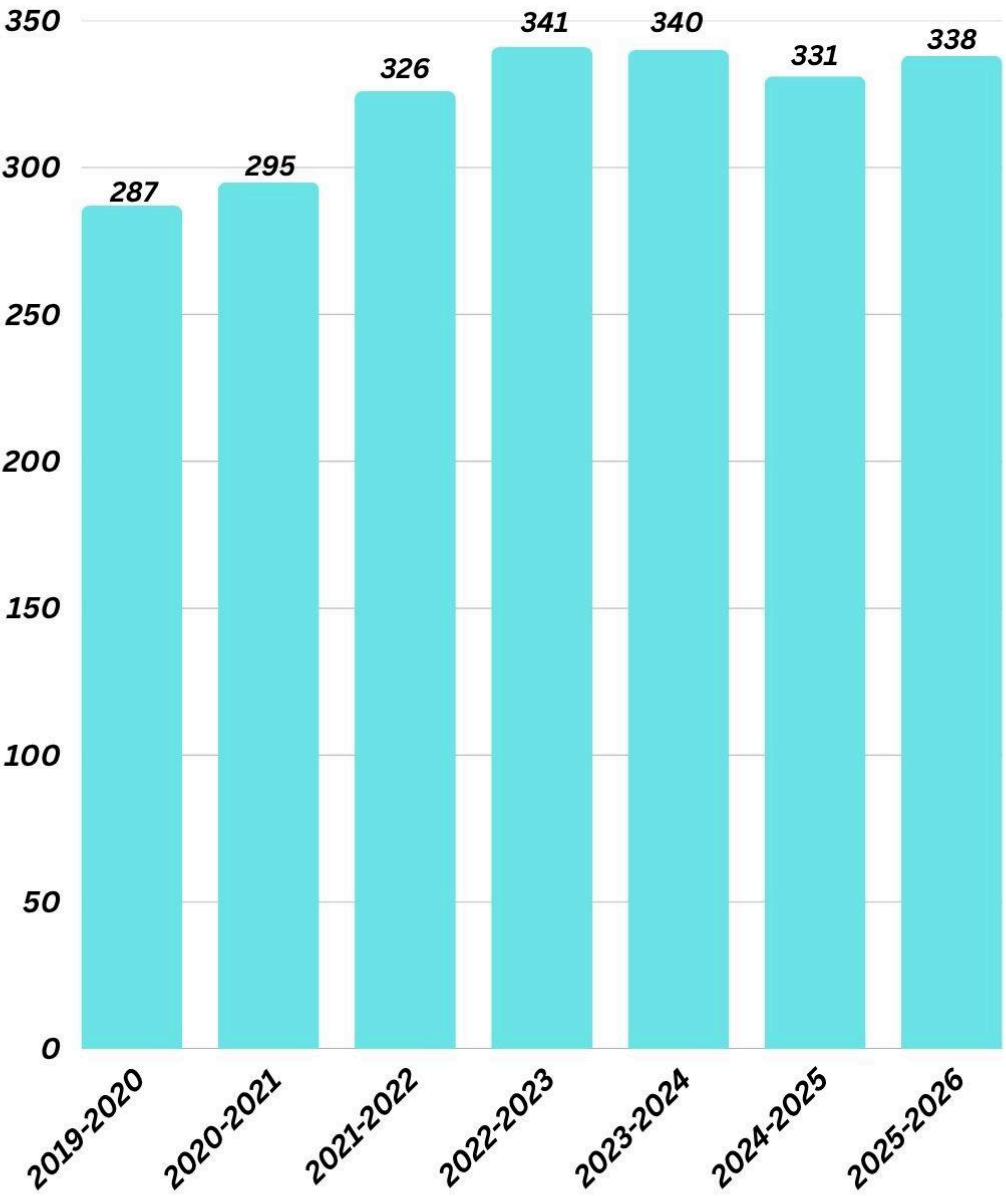
Plans:

- Grade 7, 8 and 9 teachers will continue to engage in the Manitoba Rural Learning Consortium (mRLC) Numeracy Achievement Program 2.0
- Kindergarten class will participate in Early Years Evaluation (EYE) for the third year after choosing to opt out for several years
- Reallocate divisional bilingual Curriculum Instruction Support Teacher (CIST) position to existing ÉHI staff. This will be shared by 2 veteran ÉHI staff and focus on in class support in order to improve academic rigour and performance
- Continue to engage BEF regarding pedagogy and the development of French language
- Continuing with implementation of K-12 Framework for Learning by having a staff attend provincial sessions along with the bilingual CIST

École Héritage Immersion										
	Teachers FTE	Resignation	Secondment	Job postings	Unsuccessful recruitment	Classes thought in English	Absence (Sick/Family) 1 FTE = 1 Day	Instructional Days/school year	Total FTE	Percentage of absences
2021-2022	27.05	5		15	0	0	258.25	192	5193.6	20.11
2022-2023	27.5	0		6	1 (hired a classroom LTP)	0	296.57	193	5307.5	17.90
2023-2024	25.5	2	1	3	0	0	263.02	196	4998	19.00
2024-2025	26.25	0	1	3	1 (hired a classroom LTP)	0	283	194	4895	18.00
2025-2026	25.05	0	1	1	0	0	276	196	4908	17.78

École Héritage Immersion School

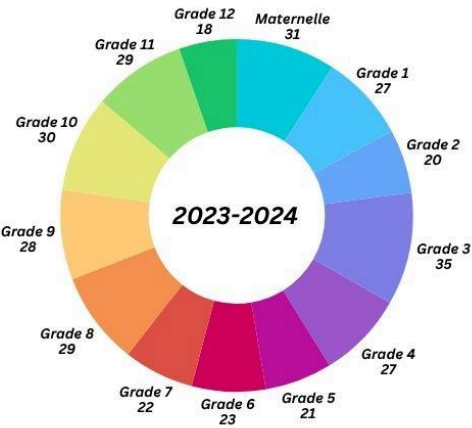
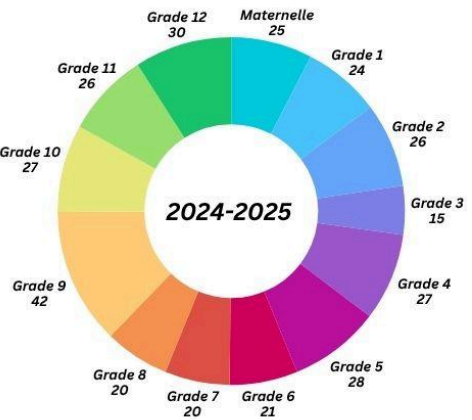
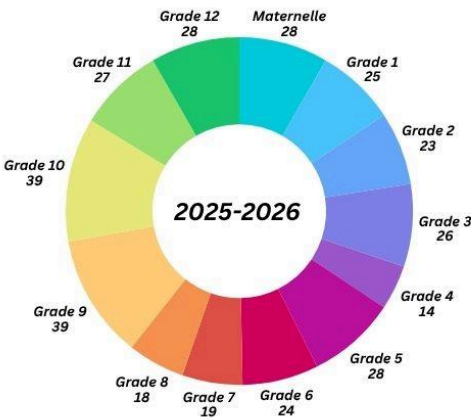
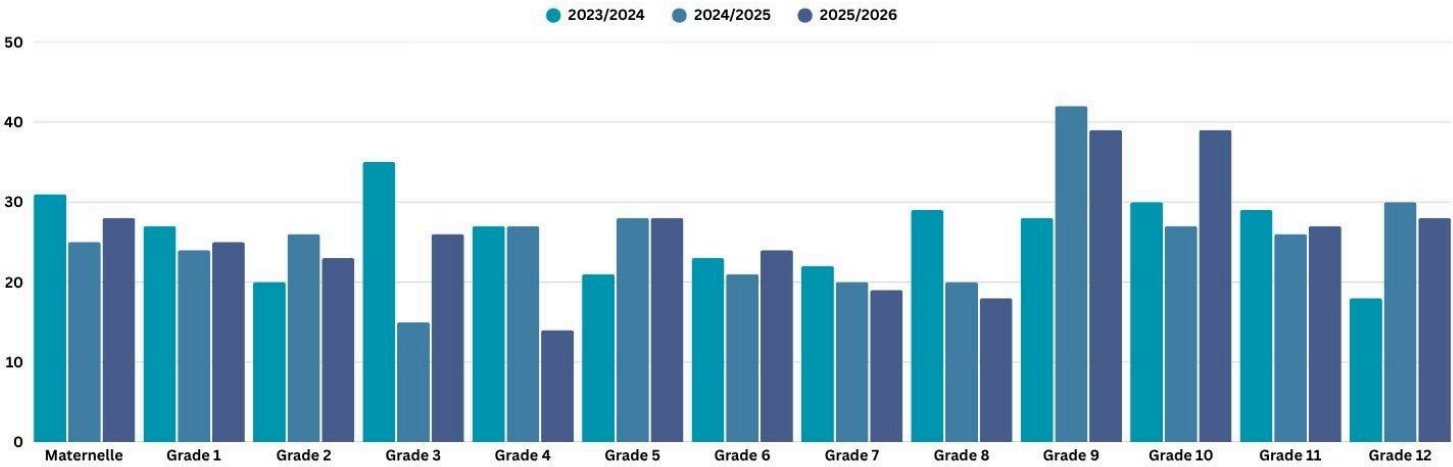
Total Enrolment Data for 2019-2026



Enrolment counts based on Sept. 30 attendance data.

École Héritage Immersion School

Enrolment Data for 2023-2026



Enrolment counts based on Sept. 30 attendance data.

7. Mamàhtawisiwin & Indigenous Education

Indigenous Inclusion continues to be experiencing growth in RRVSD. The goals that were set for the 2025-26 year are discussed below:

- **The Indigenous Inclusion Teacher (IIT) will start to track use of Treaty Kit lessons in all of the schools.**
 - An end-of-year survey was conducted targeting teachers of Social Studies across the division. The deadline for submissions is June 26, 2026. The data collected from this survey will give us a picture of how the kits are being used in social studies classrooms. This will give us an idea of what we need to do to improve the integration of treaty lessons in classrooms, as well as provide a baseline for future data collection. Data collected so far is discussed in the survey section of this report.
- **A yearly treaty training procedure for new RRVSD staff will be put in place for the foreseeable future.**
 - A yearly procedure has been developed for future treaty training of RRVSD staff. Untrained staff will be trained on the first admin day of the school year. This day has been designated as a day for training in a variety of areas as required. Treaty training will be prioritized for untrained staff. Those who require a second day of treaty training will receive it by mid-October.
- **PD for staff will focus on the topics highlighted in the survey.**
 - Michael Redhead Champagne was one of our keynote speakers at our divisional PD day on September 2. He talked about creating inclusive environments in classrooms, and making sure all children feel that they belong. Creating safe learning environments was one of the topics identified as important in a previous Indigenous Inclusion survey. The survey also identified a Blanket Exercise for staff as something that was desired in RRVSD, and the Indigenous Inclusion teacher (IIT) and Curriculum Instruction Support Teacher (CIST) staff facilitated one at the September 29 divisional PD day.
- **The Indigenous Inclusion Teacher (IIT) will start to gather school-by-school data on implementation of Mamàhtawisiwin strategies to provide a baseline for future data collection.**
 - Principals have been asked to provide a baseline assessment of their school with regards to the four strategies of Mamàhtawisiwin: The Wonder We Are Born With. These are: Authentic Involvement, Putting Students at the Centre, Understanding World Views, Values, Identities, Traditions, and Contemporary Lifestyles, and Inclusive and Culturally Safe Learning Environments. They have also been asked to include goals in their plan to move the needle in one or more of these areas.
- **The Indigenous Inclusion Teacher (IIT) will focus on Métis teachings and develop connections with local Métis community members and stakeholders.**
 - The IIT attended the “Infusing Métis Perspectives” PD sessions offered by the Manitoba Rural Learning Consortium” (mRLC) this year. This was a wonderful opportunity to make connections with Métis educators in southern Manitoba, and to gain exposure to history, culture, and educational resources. RRVSD has also established a relationship with Métis beader Christine Charette. She facilitated beading activities for staff at our Sept. 29 PD, as well as joined Art classes at Morris School to teach Métis beading.
- **Dogsled teachings and activities will be pursued for students across the division, possibly in coordination with Indigenous Games Day and/or Louis Riel Day and Festival du Voyageur events.**
 - While dogsledding was not considered feasible at Indigenous Games Day this year, we were still able to bring it to our division. This year “Unique Adventures” visited Lowe Farm School. One day in February saw Shanna Bastiaanssen introducing the students to the equipment, history, and safety protocols surrounding the activity. Then in March, Shanna, Matt, and their team came with dogs and a sled. Students were able to learn all about dogsledding, the history of dogsledding culture in a Métis and First Nations context, and go for a dogsled ride around the schoolyard. It was a fantastic experience, and one we hope to revisit.

- **Site-based learning for field trips and PD will be pursued.**
 - This year a small group from the Morris School Access classroom traveled to Bannock Point to learn about the petroforms from Cookem Daisey, and site guide Diane Maytwayashing. It was a fantastic experience! The IIT also explored other possible locations for excursions, such as the Manitoba Indigenous Cultural Education Centre, and the Ozhaawashkwaa Animikii-Bineshii in the Seven Oaks School Division.
- **The development of an Indigenous learning site with a teaching lodge will be pursued, possibly at the Domain property.**
 - The IIT is currently working on a proposal for developing the site. Indigenous staff members have visited the site already and identified a possible location for a teaching lodge. Students and staff from the Morris School Alternative Education program had the opportunity to experience a sweat lodge with teacher André Carbonneau this year at his property in St. Pierre.
- **The tipi project at Starbuck School will be completed, and the tipi will be featured in the annual Indigenous Games Day.**
 - “Tipi Joe” Lanceley came out to Starbuck in September to complete the project with the students of Starbuck School. It was a great success, the tipi looks great! The tipi was on display for Indigenous Games Day in March, and was the site of the “Stories by the Fire” station with Anishinaabe Elder Mike Pierre. A second tipi project was also completed this past May at École Héritage Immersion in St. Pierre. This was a great success as well, and the students are actively involved in the caring, putting up and down, and storage of the tipi.
- **Connections with Indigenous drummers, singers, and dancers will continue to be developed.**
 - Drum groups and dancers are often hard to locate in our local area, but we have been developing relationships with local people who have regalia and who dance. There are plans to have two young dancers visit our French-speaking schools in the coming year to teach about their regalia and what the dancing means to them.
- **Relationships with Elders and Knowledge Keepers will continue to be maintained and new relationships developed.**
 - This year saw Elder Kevin Tacan visit Morris School for the first time. Kevin is a Dakota Elder from Sioux Valley First Nation. His visits to 1/2 and 5/6 classes in Morris were very well-received! He also met with a specific high school student in Morris that is seeking knowledge of her Nakota heritage, and Kevin was happy to talk to her about it. He was booked for a second visit to meet with this student, as well as to visit classes at J.A. Cuddy and Morris School, but due to the storms and tornadoes of spring these visits had to be cancelled. We look forward to working with him next year. Elder Mike Pierre, who has been joining us for Indigenous Games Day the past couple of years, was asked to meet with a student at risk in the Morris School Alternative Education program. He was able to meet with this student for the afternoon to talk about the perils of gang life, and to answer questions about traditional culture and ways of life. It was a very fruitful visit! Finally, Andrew Atkinson visited Morris School this year to talk about hunting, fishing, and trapping. He met with the grade 7/8 classes and had a lot of things for the students to see. He talked about how hunters don’t eat much of what they hunt, they are giving their food away to the Elders and to the community. This was a great presentation, and we look forward to working with Andrew again. The IIT is also developing relationships with other members of Roseau River First Nation to strengthen the ties between our communities and to open up more opportunities for education and understanding.
- **Data collection for use in reporting the IAA grant will be pursued.**
 - The IIT spoke with principals about reporting how funds provided to schools from the IAA grant are spent, and it was decided that principals would continue to present the data in the way that best suits their needs. The IIT is still planning on diving deeper into data on Indigenous student learning in the coming year.

Indigenous Inclusion Teacher Visits:

This year the IIT taught/co-taught **180** classes around the division. This is up from **152** classes taught last year. The IIT taught in **9** different schools this year. Below are the number of classes or equivalent taught in schools:

Morris School:	80
École Héritage Immersion:	28
Rosenort School:	23
Starbuck School:	21
Sanford Collegiate:	9
École St. Malo School:	7
Lowe Farm School:	7
J.A. Cuddy School:	3
Suncrest School:	2

The proportion of visits by stream are as follows:

- Early Years: **61%**
- Middle Years: **24%**
- Senior Years: **14%**



Trip to Bannock Point Petroforms with Morris Access Classroom.



Tipi raising at Starbuck School.



Painting the tipi at Starbuck School.



High School Blanket Exercise at Morris School.



Teaching at École Héritage Immersion during Truth and Reconciliation Week.

Catalyst Teacher for Treaty Training:

This year treaty training was held in the fall and spring. Day 1 training was offered on November 21, and Day 2 training was offered on November 28. A second Day 1 training was offered in the evening on December 11 to accommodate staff that were not able to attend during the day.

Additional training was offered in-person by the IIT to bring substitute and term teachers into compliance with the provincial treaty training mandate, as well as accommodate those staff that had still not attended training. Day 1 training was offered on March 25. April 8 was scheduled for Day 2 training but it had to be cancelled due to closure of schools that day. Staff were directed to complete their training virtually in May to receive their Day 2.

Virtual training was also offered by the Treaty Relations Commission of Manitoba in February.

65 staff in total completed their treaty training this school year.

Highlights from 2025-26:

- Tipi Project in Starbuck:
 - Tipi Joe Lanceley came out to Starbuck School during the week of September 15th. Together, with the students of Starbuck School, a design was created for their tipi. All week the students worked on preparing, designing, and painting the tipi canvas. On September 23rd they erected the tipi for the first time on the school grounds. It was a wonderful experience, and it was a long time coming for Starbuck School. They had begun a tipi project years back but the project was interrupted by the pandemic. The tipi design features two oxen, “Star” and “Buck,” who according to legend drowned while crossing the La Salle river long ago. It also features the image of Terry Fox as Starbuck School has a long tradition of raising money during their famous Terry Fox Run.
- Tipi Project in St. Pierre:
 - École Héritage Immersion was also able to participate in a tipi project this year. Tipi Joe Lanceley came to St. Pierre the week of May 11. Once again, he worked with the students to develop a homegrown design. They decided to put the school logo “Husky” front and centre, and they also added an oxcart. The students were very involved in putting up and taking down the tipi during the big reveal on May 15th. They are planning on setting it up outside in the school courtyard and using it as an outdoor classroom. The whole school came together to create the tipi and they are quite proud of it.
- Unique Adventures in Lowe Farm:
 - The Unique Adventures team came out to Lowe Farm school to teach students all about “mushing.” There was a day of teaching that took place in the school gym on February 20th. Shanna Bastiaanssen showed the students how the harness and sled worked, and taught them all about the safety aspects of curriculudog sledding. She also taught about traditional dogsledding and how important dogs were to many Indigenous peoples. They even got to meet a couple of pups! March 11 was dogsled day. The Unique Adventures team had prepared a track around the school grounds, and thank goodness there was still some snow left! The K-8 students all got to go for a ride on the dogsled, and so did the staff. It was an absolutely amazing experience, and many of the students are still talking about it!

- Bannock Point Field Trip:
 - A small group of students and staff from the Morris School Access classroom took a field trip to the Bannock Point petroforms in the Whiteshell Provincial Park. Cookem Daisey joined us for the trip. At the petroform site they met up with Diane Maytwayashing who has been going there since she was a child. She shared a lot of knowledge about the teachings of the petroforms, and it was a fabulous educational experience. She taught everyone there about the importance and meaning of the special site. This is something we would like to do again!
- Elder Kevin Tacan visit:
 - This year we were lucky enough to have Elder Kevin from Sioux Valley visit Morris School. During our Blanket Exercises at Morris School one student had mentioned that she had Assiniboine heritage but didn't know anything about it. She was looking for somebody to connect with. We reached out to the Treaty Relations Commission of Manitoba and they connected us with Elder Kevin Tacan, a Dakota Elder. Elder Kevin joined us at Morris School on October 27. He visited two grades 1/2 classes and a grade 5/6 class. He also joined the IIT for a meeting with the high school student, where he spoke with her for some time and gave her a gift of beading. Kevin's interactions with the students were wonderful, and they really enjoyed learning about Dakota culture and seeing all of the wonderful items he brought with him. He even let some of the students wear his feathered headdress. He explained to the students that every feather on that headdress had been given to him as a thank you for helping somebody in a meaningful way.
- Sweatlodge:
 - On May 13, some students and staff from the Morris Alternative Education program participated in a teaching lodge with conductor André Carbonneau. Students and staff were able to participate in a sweatlodge, and learn some of the teachings behind it. This was a great experience for the staff and students. A brief article about the sweatlodge experience appeared in the Morris School blog prompting an Indigenous student to inquire about further opportunities in the future. This is a great way to engage Indigenous students and provide some cultural education and experience. We are going to try to offer this to students going forward, and a proposal for a teaching lodge in the Domain area is in the works.
- Métis Beading Club:
 - This year, J.A. Cuddy School started a beading club. They started out meeting once a week over lunch hour to work on their beading projects. Soon enough, they were meeting twice a week so that they could get their projects completed! There were 10-15 students involved on a regular basis from grades 7 and 8. Students started off by beading poppies in preparation for Remembrance Day, but after that they designed their own projects. Many students enjoyed beading keychains for themselves, or their friends and family. Funds were made available through the Education for Sustainable Development grant.
- Indigenous Games Day:
 - Once again, grade 6 students from 8 different schools participated in Indigenous Games and cultural lessons at Starbuck School. Approximately 200 students were there. This year the activities were: Traditional Games with Anishinaabe, Lacrosse, Bannock by the Fire, Capture the Flag, and Stories and Songs by the Tipi. Elder Mike Pierre, Riley and Kirby from Anishinaabe, and Cookem Daisey joined us for the day. The weather was cold but clear, and we had lots of snow! Five grade 6 students from St. Malo helped to create a video to commemorate the day. This video is being shared with the division.
- Pre-service Teacher Treaty Training:
 - This year, the Treaty Relations Commission of Manitoba (TRCM) reached out to Catalyst Teachers around the province to assist with delivering treaty training at Manitoba universities. This is official treaty training being delivered as part of Faculty of Education programs so that teachers will graduate already having been trained. The IIT facilitated two pre-service training sessions this year. The first was at the University of Manitoba, where he delivered treaty lessons to a cohort of middle years teachers. The second was at the University of Brandon where he delivered lessons in a hybrid session for the PENT program students. The PENT program is designed to educate First Nation students across the province using a hybrid delivery model.

- Petit Grenouilles Blanket Exercise:
 - This year, the IIT—along with a Curriculum and Instruction Support Teacher (CIST) and Knowledge Keeper Lionel Mason—facilitated a Blanket Exercise for the staff at Les Petites Grenouilles daycare in St. Pierre. This was part of a training day for the daycare staff. The exercise was very well-received and it has helped to develop relationships and contacts in the community.
- Morris Truth and Reconciliation Circle Blanket Exercise:
 - This year the IIT - along with a CIST - facilitated a Blanket Exercise for the Morris and area community. The Blanket Exercise was held in the basement of the Morris United/Lutheran Church of the Cross. The event was very well-received and was successful in continuing the work of Truth and Reconciliation in the Morris area. This is an event that will happen again next school year.

Indigenous Inclusion Teacher Professional Development and Training in 2025-26:

- Truth and Reconciliation in Canada: Where Are We Now?:
 - This was a virtual seminar facilitated by the Moose Hide Campaign. Educators and stakeholders from across Canada had a chance to talk about the work of Truth and Reconciliation. The IIT participated in this online forum to make connections in the field of Indigenous Education and to keep abreast of current issues and topics.
- Infusing Métis Perspectives:
 - This was a PD program offered by the mRLC. It consisted of four sessions throughout the year. Two sessions were in-person sessions (full day,) and two sessions were virtual sessions (online). These were valuable sessions to attend, especially the in-person session based around the Forks area in Winnipeg. Métis history and culture are re-emerging in Manitoba and the participants all learned a lot.
- Catalyst Teacher Learning Network (CTLN):
 - The CTLN is composed of Treaty teachers from all over Manitoba. The network meets in-person twice a year (including a two-day wrap-up) as well as twice virtually. There were also two Fireside Chats in the early evenings which were virtual presentations from Elders and Knowledge Keepers. The CTLN continues to be a source of information, advice, resources, and contacts for the Red River Valley School Division. These sessions are always extremely valuable to the IIT.
- Manitoba Collaborative Indigenous Education Blueprint:
 - This was a two-day session held in Winnipeg. It gathered stakeholders from all levels of education in Manitoba. It was a fabulous event with excellent speakers and presentations on a variety of Indigenous Education topics. The highlights were the Elder's panel, as well as a question and answer session with Indigenous students who had participated in a land-based education program. The IIT attended this conference along with three RRVSD trustees.
- Gathering of Friends:
 - This year the IIT, along with twelve RRVSD staff (including a trustee) attended the Gathering of Friends at Ginew School. Ginew School is a Manitoba First Nations School System (MFNSS) K-8 school located at Roseau River First Nation. This is a cultural education and celebration event that features a variety of interesting sessions, and culminates with a powwow demonstration. Students from ÉSMS were able to attend the student event this year, and they had a wonderful time as well.

Elders, Knowledge Keepers, and Knowledge Holders Program:

This year we worked with the following Elders, Knowledge Keepers, and Knowledge Holders:

Anishinaabe and Nehiyah Knowledge Holder **Glenna Henderson**, Métis Knowledge Keeper **Dolorès Gosselin**, Anishininew Knowledge Keeper **Lionel Mason**, Dakota Elder **Kevin Tacan**, Anishinaabe Elder **Mike Pierre**, Anishinaabe Knowledge Keeper **Diane Maytwayashing**, Métis Knowledge Holder **Christine Charette**, Inineew Knowledge Holder **Joe Lanceley**, and Anishinaabe Knowledge Holder **Andrew Atkinson**. We also worked with Anishiative, which is a group of young Anishinaabe Knowledge Holders who specialize in teaching traditional games.

Parents/guardians are regularly informed of Elder, Knowledge Keeper, and Knowledge Holder visits ahead of time, and in some cases are encouraged to attend. Smudging protocols are in place for the division and students must have signed permission forms before participating in smudging. These protocols are also available in the shared drive. Smudging is welcome in our division but is always done on a voluntary basis according to protocol.

The IIT is also responsible for ensuring that schools have appropriate offerings for Elders, Knowledge Keepers, and Knowledge Holders. The IIT makes sure appropriate offerings are on hand and available to schools prior to their scheduled visits. Offerings of tobacco, yards of broadcloth, tea, as well as braids of sweetgrass were given this year. These offerings are typically made by a student or staff member, and are held out in the left hand for the recipient to take.

The following information shows the number of days worth of Elder, Knowledge Keeper, or Knowledge Holder visits each school received in the 2025-26 school year.

École Héritage Immersion	11	days
Morris School	7	days
Starbuck School	5.5	days
Lowe Farm School	2	days
Rosenort School	1.5	days
J. A. Cuddy School	1.5	days
École St. Malo School	1.5	days
Oak Bluff Community School	.5	days
Albright School	.5	days
Divisional Events	4.5	days
TOTAL:	35.5	days

This year Glenna Henderson (Cookem Daisey) spent 17 days with our division, which represents 48% of our visits. This is down from 80% last year. RRVSD continues to develop new relationships to build our Elder, Knowledge Keeper, and Knowledge Holder Program, and as such we are able to bring more people into our classrooms and schools. Glenna is still our primary Knowledge Holder, but we are able to call upon more Indigenous teachers than ever before which is a positive for RRVSD.

Joe Lanceley “Tipi Joe” spent 10.5 days with our division this year guiding students through the tipi process. Joe has brought a lot of knowledge to our division, and the two schools that participated in tipi projects this year really enjoyed the experience. It is hoped we can continue to work with Joe in the future as other schools become interested in the tipi project.

Kevin Tacan was new to our division this year. Kevin is a Dakota Elder from Sioux Valley First Nation. He brings a lot of traditional knowledge not only of the Dakota, but of the Seven Fires as well. We are hoping to work more with Kevin in the future. Kevin spent 1 day with us this year. Connecting with Kevin happened through the TRCM Catalyst Teacher Network.

Christine Charette visited classes in Morris School for the first time this year. She is a Métis Knowledge Holder from the St. Malo area. In the past she has done PD sessions on beading with our staff, but this year she stepped into the classroom, and it was a great success. Having a Métis Knowledge Holder is vital to our programming, and we are happy she is willing to work with our students now that Dolorès Gosselin is retired.

Dolorès Gosselin did spend half a day at ÉSMS this year as part of their community history commemoration at the school. She has roots in that area, and so is willing to join them for events from time to time. Dolorès Gosselin is a Métis Knowledge Holder that has worked with RRVSD in the past.

Lionel Mason is an Anishinew Knowledge Keeper who has worked with us for several years. This year he helped facilitate Blanket Exercises for our staff, as well as the staff of the Petit Grenouilles day care.

Andrew Atkinson is an Anishinaabe Knowledge Holder and a member of Roseau River First Nation. This year he brought his knowledge of hunting, fishing, and trapping to Morris School where he met with the grades 7/8 classes. We are looking forward to working with Andrew more in the future.

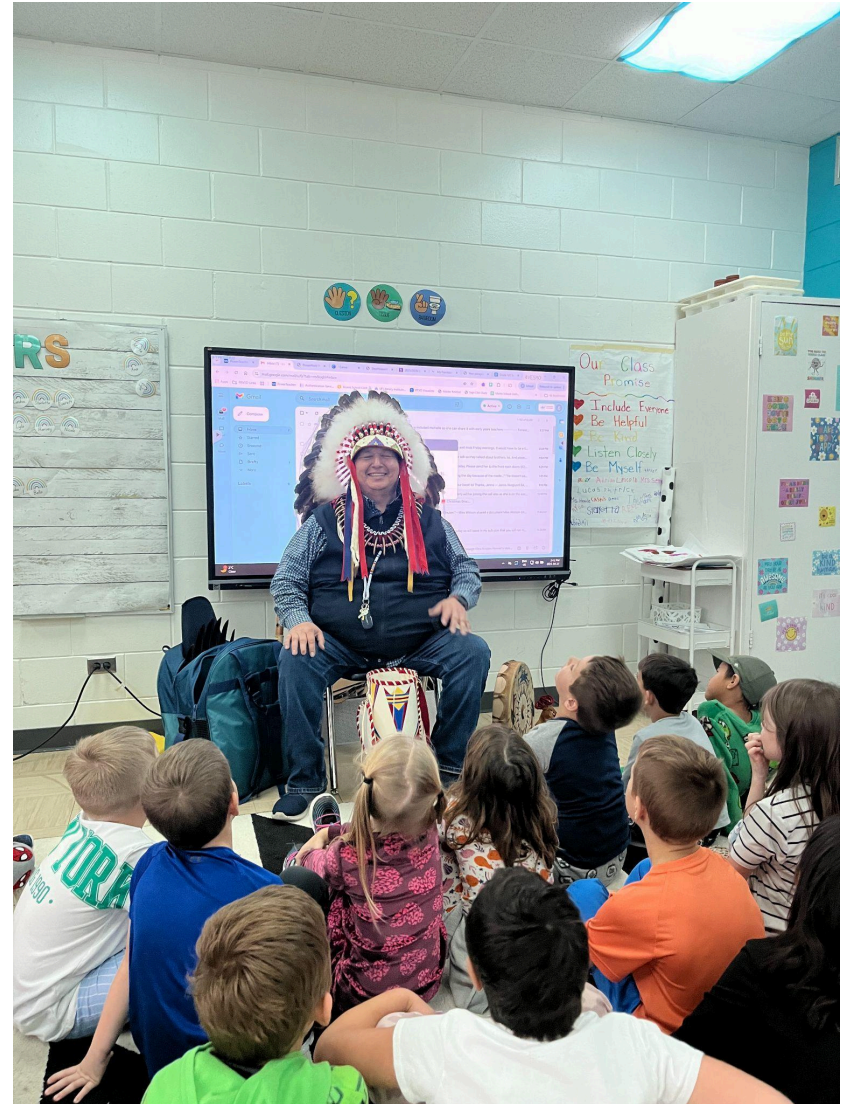
Mike Pierre, an Anishinaabe Elder, once again joined us for Indigenous Games Day. Mike has a background working with gang members and youth through his employment with Manitoba Justice. This year Mike also met with a student at risk to talk about the pitfalls of ganglife, and to provide cultural teachings. The meeting went very well, and we are looking forward to working more with Mike in the future.

Diane Maytwayashing is an Anishinaabe Knowledge Keeper. She grew up visiting the Bannock Point petroform site and carries traditional knowledge of the area and the petroforms. She guided a group of students and staff from Morris School this year and it was an excellent day. It is hoped that we can work with her in the future as well.

Photos of Elder, Knowledge Keeper, and Knowledge Holder visits and events:



Christine Charette teaches beading during an Art class at Morris School.



Kevin Tacan teaching about Dakota culture at Morris School.



Shanna Bastiaansen teaches about dogsledding at Lowe Farm School.

Cookem Daisey teaching at ÉSMS.



Cookem Daisey teaching about red willow at ÉHI Festival du Voyageur.



Cookem Daisey teaching about animals at Morris School.





Tipi Joe teaching how to erect a tipi at Starbuck School.

Lionel Mason and the Petit Grenouilles staff after the Blanket Exercise in St. Pierre.

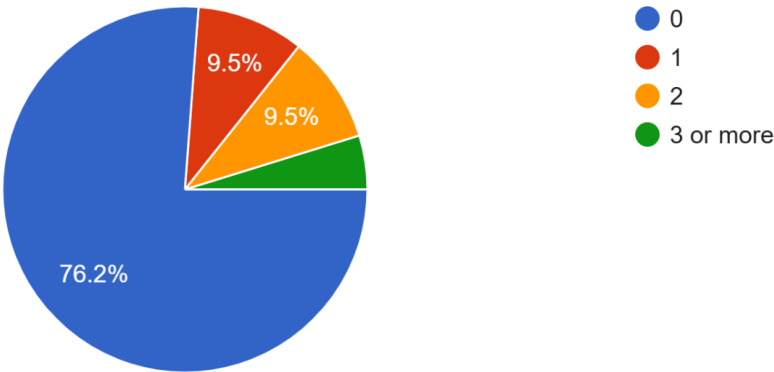


Survey Data:

This year the survey given was specifically focused on use of the treaty kits, and the teaching of treaty topics or lessons. The survey was directed specifically towards social studies teachers. The survey is still open, but these are the results so far:

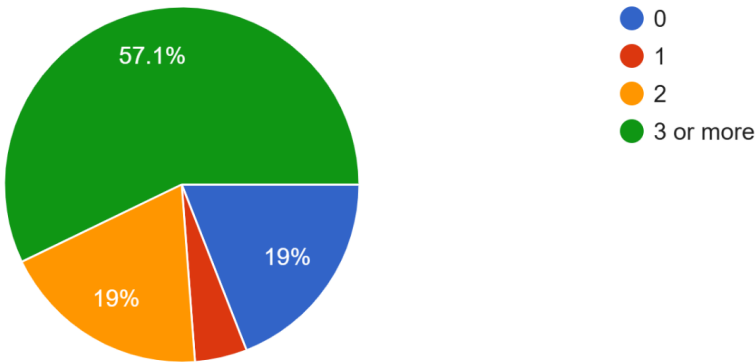
How many lessons have you taught this year from the Treaty Kit?

21 responses



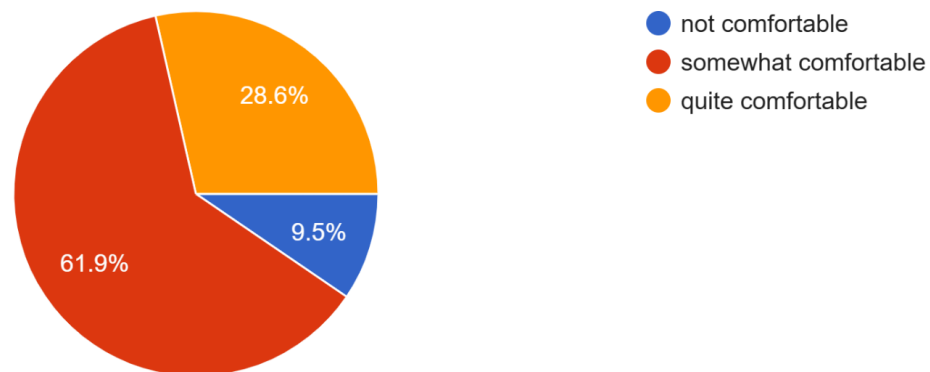
How many Indigenous-themed lessons have you taught in your classes this year? (Not including the Treaty Kit or having Mr. Stevenson come in.)

21 responses



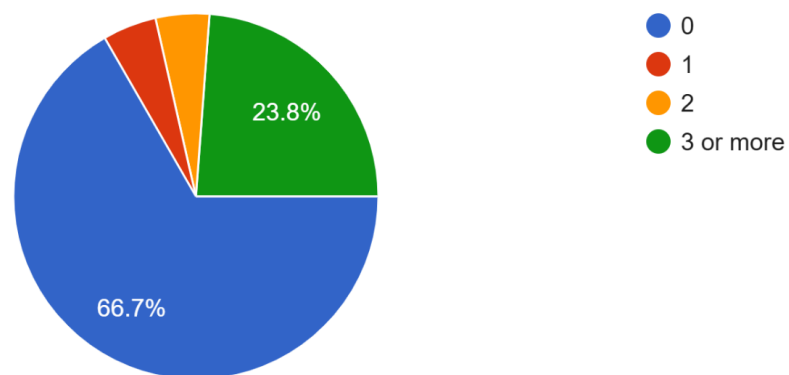
How comfortable are you teaching Treaty topics?

21 responses



How many times have you had Mr. Stevenson come to teach classes/lessons this year?

21 responses



This will provide a baseline for RRVSD going forward as we try to transition from the IIT handling treaty topics, to having classroom teachings handle it themselves.

According to the data:

Roughly **25%** of social studies teachers are using the Treaty Kits.

Roughly **80%** of social studies teachers are teaching treaty topics in their classroom, they are just not using the kits.

Roughly **10%** of social studies teachers are not comfortable teaching treaty topics.

Roughly **$\frac{2}{3}$** of social studies teachers have asked Mr. Stevenson to teach in the classroom.

This data will be adjusted as late submissions roll in, and used as a baseline for next year.

Challenges in the 2025-26 school year:

- One of the most important aspects of Indigenous Education is Authentic Involvement. Having Indigenous Elders, Knowledge Keepers, and Knowledge Holders in the classroom is absolutely vital. It can also be a challenge in a number of ways.
- Elders, Knowledge Keepers, and Knowledge Holders, are in very high demand. Indigenous Education is increasingly a priority across Manitoba, and this is a good thing. However, the demands being placed on a small pool of qualified and able teachers are very high. It can be difficult to line up classroom visits as many of the people doing this work are extremely busy.
- Scheduling Elders, Knowledge Keepers, and Knowledge Holders to visit can be challenging as well for other reasons. Often, the people doing this important work are there because they are community leaders. They are the ones that respond to crises in their communities, and often they spend a lot of time and energy educating the youth populations in their local areas. These teachers are often heavily involved in their communities, and that is usually their first priority, and rightly so. This does mean that maintaining a visiting schedule can be difficult at times.
- There is a great emphasis being placed on Land-Based Education. This is important, and a lot of schools are looking to expand in this area. The challenge is finding Indigenous teachers to do this work, as having an Indigenous teacher is identified as being central to land-based teaching.
- Producing a quarterly newsletter did not happen this year. Communicating the work that is being done and celebrating the successes certainly has value. The challenge is that there is not always enough time to do this with the multitude of tasks and projects on the go.
- Indigenous Education is a massive undertaking for any school division. Some school divisions are able to have departments full of teachers, Elders, and administrators to handle the demands of the important work of Indigenous Education.
- Due to differences in community makeup and local bias, sometimes Indigenous Education is more difficult to embed into the curriculum.

SCHOOL DIVISION: Red River Valley	CONTACT PERSON: Kevin Stevenson							
	Authentic Involvement		Putting Students at the Centre		Understanding of World Views, Values, Identities and Traditions		Inclusive and Culturally Safe Learning Environment	
	Promote Elder, Knowledge-Keeper, and Community Involvement	Promote Parent, Grandparent, and Extended Family Involvement	Respect and Listen to Students	Employ a Holistic Approach to Supporting Students	Teach True History	Incorporate Cultural Teachings, Experiences, and Indigenous Languages	Demonstrate Respect for World Views, Values, Identities, and Traditions	Value and Celebrate Differences
Reflecting ■ How will this plan embed the strategies and actions of <i>Mamāhtawisiwin: The Wonder We Are Born With—An Indigenous Education Policy Framework</i> ?	<ul style="list-style-type: none">- Our program is focused on having Elder, Knowledge Keeper, and Knowledge Holder presence in all 13 of our schools when possible.- We are planning on including Elders, Knowledge Keepers, and Knowledge Holders in school, community, and family events, representing Anishinaabe, Anishiniw, Ininew, Dakota, and Métis culture.- We plan to continue having Elders and Knowledge Keepers meet with Indigenous students for purposes of mentoring and teaching.- We will continue to seek and develop relationships with local Elders, Knowledge Keepers, and Knowledge Holders to ensure a diversity of Indigenous perspectives in our schools.- As Elders and Knowledge Keepers become more present in our schools, students will feel that they have cultural support, and feel more comfortable in seeking them out to talk - sometimes just to say “Hi!”- This year we have a focus on connecting Elders with students who are yearning for cultural connection and traditional knowledge.- Having a Knowledge Keeper come to another of our schools this year to do a tipi project will help us build a more robust Indigenous Education infrastructure and create cultural connections.		<ul style="list-style-type: none">- Our Elders, Knowledge Keepers, and Knowledge Holders will continue to develop relationships with students so that they become familiar and build trust.- Indigenous students will have access to Knowledge Keepers and Elders without having to do so as part of a class activity.- Visits will often focus on activities that involve students and invite their voices to be shared. Talking circles and hands-on activities will continue to be part of the program.- Art activities and divisional events will allow students to explore their interests in pursuits that reflect Indigenous culture and history.- Indigenous students will be consulted as to what sorts of programming will help them to succeed in school and to feel included.- Students at another school will be able to offer their creative input into the design of the tipi. This will make sure that they see themselves reflected in it.- We hope to have another dogsled day at one of our schools this year for hands-on learning through a fun outdoor activity.- We will have 50-60 students attend the “Gathering of Friends” cultural learning day at Ginew School at Roseau River First Nation.		<ul style="list-style-type: none">- Elders, Knowledge Keepers, and Knowledge Holders will bring their historical knowledge, experience, and cultural teachings to classes and staff rooms to help support the inclusion of true history and ensure Indigenous voices are heard and valued across our school division.- Our Indigenous Inclusion teacher will continue teaching and co-teaching in classes to support and supplement this learning, and to help our teachers incorporate Indigenous teachings and perspectives into their daily classes.- Our Indigenous Inclusion teacher will be offering PD on Mamāhtawisiwin for our staff during the year.- Our Knowledge Keepers will focus on planting traditional plants, and using traditional methods such as the 3 Sisters.- Knowledge Keepers will lead a field trip to Bannock Point to learn about the petroforms.- Ongoing treaty training facilitated by the Indigenous Inclusion teacher will incorporate Indigenous history, culture, and offer perspectives of Knowledge Keepers and Elders.- Having a Knowledge Keeper lead the tipi project ensures that students and staff can learn the many teachings that the tipi provides, and a context for its construction and use.		<ul style="list-style-type: none">- Students will be encouraged to celebrate and share what they have learned from our Elders, Knowledge Keepers, and Knowledge Holders.- Students will contribute artwork and feedback for divisional newsletters.- We will continue with the Indigenous Art Club at Morris School.- We will continue with a beading club at J.A. Cuddy School.- The tipis in Starbuck and St. Pierre will be a culturally safe space for students.- Our Indigenous Inclusion teacher will lead PD sessions for staff on anti-racism to ensure they have a deeper understanding of racism and are better equipped to combat it.- By welcoming and honouring Elders, Knowledge Keepers, and Knowledge Holders, our school staff will be modeling inclusive and respectful behaviour to our students. It will also expose Indigenous students to role models and help them see the positive aspects and feel the positive effects of cultural exposure. These experiences can be hard to come by for Indigenous students who are living in foster care.- Our Knowledge Keepers will be involved with students who are clients of Indigenous Student Services.	

<p>Planning</p> <ul style="list-style-type: none"> ■ Targeted Outcomes: <i>What are we hoping to achieve?</i> ■ Indicators of student success: <i>How will we know we achieved our desired outcomes? What evidence (Strategies/Tools/Information) will we collect?</i> ■ Indicators of educator impact: <i>How will we know we achieved our desired outcomes? What evidence (Strategies/Tools/Information) will we collect?</i> ■ Indicators of Elders, Knowledge Keepers, families, and community impact: <i>How will we know we achieved our desired outcomes? What evidence (Strategies/Tools/Information) will we collect?</i> 	<ul style="list-style-type: none"> - Ensure all of our schools have access to the Elder and Knowledge Keeper program. - Continue to develop relationships between our Elders, Knowledge, Keepers, and Knowledge Holders, and staff and students. - Build up a base of staff across the division who frequently attend Indigenous Education-themed Professional Development. - Have a Knowledge Keeper facilitate the building and set up of a student-designed tipi at another of our schools this year. - Our Indigenous Inclusion teacher will continue to be involved in the local community as a part of the Morris Truth and Reconciliation Circle. - <i>Indicators:</i> students will share and celebrate their learning and express positive feedback. - <i>Indicators:</i> staff will demonstrate understanding of the lessons brought to their classrooms and schools as well as express positive feedback regarding their involvement in the program. - <i>Indicators:</i> Elders, Knowledge Keepers, and Knowledge Holders will express positive feedback regarding their visits and be invited back for more visits. Families and community members will express interest in events and provide positive feedback. - <i>Indicators:</i> New relationships will be established with local Elders and Knowledge Keepers, expanding our program. - <i>Indicators:</i> Increased attendance at Indigenous-themed Professional Development by divisional staff. - <i>Indicators:</i> Tipi at Starbuck and St. Pierre is up and being used. - <i>Indicators:</i> Divisional data will reflect what effects cultural connection and Indigenous pedagogy have on literacy and numeracy scores. - <i>Indicators:</i> Another community Blanket Exercise will be held for Morris Area to attend. 	<ul style="list-style-type: none"> - Students will feel engaged in the learning process and their input will be part of the development of the programming and visits. - Programming will be determined in part by student needs. - Students from the school selected for a tipi activity will see themselves reflected in the tipi, and students from around the division will learn inside the tipi. - <i>Indicators:</i> students will demonstrate engagement in program activities and will demonstrate learning. - <i>Indicators:</i> teachers will consult with their students as to what their interests, strengths, and needs are. Teachers will incorporate Indigenous pedagogy in their daily practice to help create a student-centred learning environment. - <i>Indicators:</i> Elders, Knowledge Keepers, and Knowledge Holders will feel engaged with students and develop relationships that will continue to grow in subsequent visits. Families and community members will experience greater exposure to what their students are participating in. - <i>Indicators:</i> Feedback from students and staff will help determine the direction of future lessons and events. - <i>Indicators:</i> The tipis in Starbuck and St. Pierre are utilized by Knowledge Keepers and Elders at divisional events such as Indigenous Games Day, and Festivale du Voyageur. - <i>Indicators:</i> The tipi is used by staff and students at Starbuck and St. Pierre Schools, with students taking responsibility for the care and storage, as well as assembly and disassembly of the tipi. 	<ul style="list-style-type: none"> - Students will have exposure to Indigenous history, culture, values, and worldviews. - Students will engage with Indigenous perspectives on a regular basis and be comfortable with, and knowledgeable of these perspectives. - Students and staff will learn the teachings associated with the Starbuck and St. Pierre tipis and understand that it has cultural meaning. - Elders and Knowledge Keepers will be invited to join Outdoor Education camping trips to share land-based knowledge. - <i>Indicators:</i> students will produce school work that demonstrates their knowledge and understanding of Indigenous history, culture, values, and worldviews. - <i>Indicators:</i> staff will demonstrate familiarity and comfort with - as well as willingness to explore - Indigenous history, culture, values, and worldviews. - <i>Indicators:</i> Elders, Knowledge Keepers, and Knowledge Holders will feel their voices are being heard, and will develop new connections with families and community members. Families and community members will demonstrate that they have learned from their children, as well as the Elders, Knowledge Keepers, and Knowledge Holders. - <i>Indicators:</i> The number of staff who ask for Elder/Knowledge Keeper visits will increase. - <i>Indicators:</i> The number of classes that the Indigenous Inclusion teacher is asked to co-teach will increase. - <i>Indicators:</i> Students will provide feedback to their teachers about what they have learned about the tipi, and what they learned from hearing stories from Elders and Knowledge Keepers while in the tipi. 	<ul style="list-style-type: none"> - Students will feel safe enough to engage in activities and share their thoughts in a safe and inclusive learning environment. - The tipi will be a place for students across the division to hear about history and experience story-telling and cultural teachings from Elders and Knowledge Keepers at Indigenous Games Day. - ISS and ACCESS students will receive small group time with Elders, Knowledge Keepers, and Knowledge Holders. - <i>Indicators:</i> Students are showing an increasing willingness to engage in activities and to share their ideas and feelings when offered the chance. - <i>Indicators:</i> Educators will see an increase in student engagement and a decrease in disruptive behaviour in their classes. - <i>Indicators:</i> Elders, Knowledge Keepers, and Knowledge Holders will be recognizable to students and students will be prepared for activities like a talking circle with less reminders. Families and communities will notice a positive change in their students' attitudes and behaviour. - <i>Indicators:</i> There will be an increased presence of Indigenous culture in our schools and places of learning. Students will feel comfortable engaging in Indigenous cultural activities. - <i>Indicators:</i> Indigenous students will show comfort in seeking out Knowledge Keepers for advice and teachings. Students will feel comfortable expressing their culture and concerns. - <i>Indicators:</i> Students will share positive feedback about the tipi teachings during Indigenous Games Day, and will participate in creating a video to commemorate the event.
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<p>Reporting</p>	<ul style="list-style-type: none"> - OurSchool survey - Student Services Profiles and Plans - Mamahtawisiwin self-assessment tools - School IAA reports - Indigenous Inclusion Teacher Report 	<ul style="list-style-type: none"> - Record of Elder, Knowledge Keeper, and Knowledge Holder visits. - Feedback requested from staff and students by Indigenous Inclusion Teacher and Assistant Superintendent - Literacy and Numeracy data from PowerSchool.
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School Specific Reports:

This year funds were allocated to schools to support specific Indigenous students according to the schedule below.

- École Héritage Immersion: \$7500
- École St. Malo School: \$7500
- Morris School: \$7500
- J.A. Cuddy School: \$2000
- Oak Bluff Community School: \$2000
- Rosenort School: \$2000
- Sanford Collegiate: \$2000
- Starbuck School: \$2000
- Lowe Farm School: \$1000

École Héritage Immersion:

- Overview:
 - ÉHI has a total of 66 self-declared Aboriginal Students, approx 19% of our total school population.

The allotted funds were used as such:

- \$7,500 was used for additional EA support for the following students

Students A (Grade 12+)

- Student A works with an Educational Assistant and an Individualized program.
- The focus of learning has been in the areas of social connections with adults and peers and community involvement through work and volunteering.
- Literacy and numeracy assessments are not possible at this time.
- Programming supports include the services of OT, and Social work.
- We continue to work jobs in the community and social connections with adults and peers.

Student B (Grade10)

- Student B works with the full-time support of an Educational Assistant and an Individualized program.
- Student B attends school from Monday to Friday, full days
- The focus of learning has been in the areas of routines, verbal communication, socializing, and behavioral regulation.
- Literacy and numeracy assessments are not possible at this time.
- Programming supports include the services of S-LP, OT, PT and Psychology.
- Student B has demonstrated growth in the areas of oral communication, following routines and school structures, and social development with peers and staff.

Literacy

The following indicates a summary of the total number of students per grade reading below, at, or above grade level for each language of instruction.

- English reading:
 - Identified Aboriginal students in the school demonstrated overall improvement to their French and English literacy achievement with 93% of students being at or above the required reading level in English.

Grade	IEP	Total	Gender	Gender	Below	At	Above
		students	Male	Female			
3		3	2	1	2		1
4		1	1	0			1
5		4	1	3	1		3
6		1	0	1		1	
7		4	2	2		3	1
8		1	1	0		1	
Total		15	7	8	1	8	6

- French reading:
 - Identified Aboriginal students in the school demonstrated moderate overall improvement to their French Literacy achievement with 64% of students being at or above the required reading level in French. Ongoing support will be provided to further increase student success rate in reading and writing proficiency with priority given to recovery work for students in need.

Grade	IEP	Total	Gender	Gender	Below	At	Above
		students	Male	Female			
M		2	0	2		2	
1		3	2	1		1	2
2		6	2	4	1	1	4
3		4	2	2	1	1	2
4		1	1	0			1
5		4	1	3	1	1	2
6		1	0	1	1		
7		4	2	2	2	1	1
8		1	1	0	1		
Total		26	11	15	9	5	11

- High school students:
 - This academic year marked a significant achievement for our high school, with 100% of our Grade 12 students successfully graduating. This milestone reflects the collective efforts of our students, staff, and support systems throughout the school community.

- Student Credit Completion Overview:
 - Total Identified Aboriginal Students: 39
 - These students are included in the overall credit and graduation statistics and have shown strong academic engagement and progress throughout the year.
 - Grade 9 and 10 Students:
 - All students in these grades received 10 credits each, demonstrating consistent academic participation and achievement across core and elective subjects.
 - Grade 11 Students:
 - Students earned between 7 and 9 credits, depending on individual course loads and academic plans. The variance accounts for tailored education paths and course selections.
 - Grade 12 Students:
 - Students completed between 6 and 10 credits this year, meeting the requirements necessary for graduation. All Grade 12 students fulfilled their credit obligations in alignment with provincial graduation standards.

Key Highlight:

- 100% Graduation Rate
 - Every Grade 12 student met the necessary credit requirements and graduated, underscoring the school's commitment to student success and the effectiveness of academic support programs.

This year's success demonstrates the resilience and dedication of our students and staff. The achievement is particularly meaningful as we continue to foster inclusive and supportive educational environments for all learners, including our Aboriginal student community.

9e année	IEP	Gender	Credits Earned this Year
A		F	13
B		F	10
C		F	10
D		F	10
E		M	10
F		F	10
G		F	10
H		F	10
I		M	10
J		M	10
K		M	10
L		M	10
M		M	10
Total			133

11e année	IEP	Gender	Credits Earned this Year
A		M	7
B		F	9
C		F	7
D		M	9
E		M	7
F		M	9
G		M	8
H		F	8
TOTAL			64

10e année	IEP	Gender	Credits Earned this Year
A	X	M	
B		M	10
C		M	10
D		M	10
E		F	10
F		F	10
G		F	10
H		F	10
I		F	10
Total			80

12e année	IEP	Gender	Credits Earned this Year
A	X	M	
B		M	8
C		F	8
D		F	10
E		F	8
F		F	8
G		F	8
H		M	6
Total			56

Overview:

ÉSMS has a total of **70** self-declared Aboriginal Students, approx **30%** of our total school population.

The allotted funds were used as such:

- \$7500 used for additional EA support for the following students
- Student A (gr 5)
 - Student A works in the mainstream classroom with full-time support of an Educational Assistant to support their Individualized program.
 - Student A attends school from Monday to Friday, full days.
 - The focus of learning has been in the areas of grooming, non-verbal communication, social connections and building independence skills.
 - Literacy and numeracy assessments are not possible at this time.
 - Programming supports include the services of S-LP, OT, and Psychology.
 - Student A has demonstrated following routines and school structures, as well as building social connections with adults.
 - We continue to work on non-verbal communication using low-tech such as coreboards and high tech such as their AAC device. There have been some positive observations with both.
- Student B (gr 6)
 - Student currently works in a Low Enrolment Classroom with EA support.
 - May require adult prompting to participate in group activities and collaborative tasks.
 - Demonstrates progress when provided with structured routines, clear expectations, and positive reinforcement.
 - 1-1 support allows immediate feedback/modeling of specific skills.
 - Continues to develop self-awareness and the ability to identify and express emotions appropriately.
 - Is working on self-regulation skills to manage emotions and responses in various school settings.
 - Is learning to build and maintain positive relationships with peers and adults.
 - Requires support to interpret social cues and respond appropriately during social interactions.
 - Requires support to communicate preferences, concerns, or needs respectfully to adults and peers.
 - Student B currently reads and writes below grade level, numeracy skills are also below grade level.

Literacy:

The following indicates a summary of the total number of students per grade reading below, at, or above grade level for each language of instruction.

- English reading:
 - Identified Aboriginal students in the school demonstrated a slight reduction to their French and English literacy achievement with 53% of students being at or above the required reading level in English compared to 56% last year.

Grade	IEP	Total	Gender	Gender	Below	At	Above
		students	Male	Female			
K		1	0	1	1	0	0
1		4	3	1	3	1	0
2		3	2	1	2	0	1
3		5	2	3	2	1	2
4		9	8	1	0	0	8
5	1	9	5	4	4	0	4
6	1	15	7	8	5	4	4
7	1	11	7	4	3	3	4
8	1	13	9	4	7	3	2
TOTAL	4	70	43	27	27	12	25

- French reading:
 - Identified Aboriginal students in the school demonstrated slight overall improvement to their French Literacy achievement with 49% of students being at or above the required reading level in French compared to 48% last year. Ongoing support will be provided to further increase student success rate in reading and writing proficiency with priority given to recovery work for students in need.

Grade	IEP	Total	Gender	Gender	Below	At	Above
		students	Male	Female			
M		3	1	2	0	3	0
1		3	2	1	1	1	1
2		5	2	3	3	0	2
3		4	2	2	1	0	3
4		5	4	1	1	2	2
5		4	3	1	3	1	0
6		6	3	3	4	2	0
7	1	6	4	2	3	2	0
8		5	3	2	4	1	0
TOTAL	1	41	24	17	20	12	8

Numeracy:

The following indicates a summary of the total number of students per grade demonstrating or not demonstrating the specific measured math skills.

- Identified Aboriginal students demonstrated a 75% success rate in addition facts, 57% success rate in subtraction, 33% success rate in multiplication, 30% success rate in division, 52% success rate in story problem solving. Ongoing support will be provided to further increase student success rate in math facts and general math concepts with priority given to recovery work for students in need.

(last term totals)			Addition		Subtraction		Multiplication		Division		Story problem	
Grade	IEP	Total	Not	90% or more	Not	90% or more	Not	90% or more	Not	90% or more	Not	90% or more
	student	s	Demonstrated	Demonstrated	Demonstrated	Demonstrated	Demonstrated	Demonstrated	Demonstrated	Demonstrated	Demonstrated	Demonstrated
3		5	2	3	4	1					3	2
4		8	0	8	0	8					0	8
5	1	9	3	5	3	5	6	2	8	0	4	4
6	1	15	3	12	8	6	8	2	10	4	7	6
7	1	11	1	9	3	7	5	5	5	5	3	7
8	1	13	3	10	4	9	5	8	8	5	7	6
TOTAL	4	61	12	46	22	35	24	16	30	14	24	32

Morris School:

Morris School was allotted \$7,500 under the AAA Grant to support student development in the areas of academics and behaviour. With the allocated monies, a total of 1.44 hours of support staffing was provided. From September to April, these support staff hours were utilized to provide direct support to an elementary school student.

- Student A
 - This student is in Grade 3 and receives full-time Educational Assistant (EA) support throughout the school day. He began the school year in the classroom; however, due to ongoing behavioural needs, he spent the majority of his day in an alternative learning environment with the EA. This was done to prevent harm and conflict between the student and classmates.

**LUN(1-6)Mathematics - Grade 3- 25-26

Standards	T1	T2	T3
E1-6.MAT.K Knowledge and understanding (Mathematics)	ND	1	--
E1-6.MAT.M Mental math and estimating (Mathematics)	ND	1	--
E1-6.MAT.P Problem solving (Mathematics)	ND	1	--

▼ LUN(1-6)English Language Arts - Grade 3- 25-26

Standards	T1	T2	T3
E1-6.ELA.R Reading (ELA)	ND	ND	--
E1-6.ELA.L Listening and Viewing (ELA)	2	1	--
E1-6.ELA.W Writing (ELA)	1	1	--
E1-6.ELA.S Speaking and Representing (ELA)	2	2	--
E1-6.ELA.C Critical Thinking (ELA)	1	1	--

J.A. Cuddy School:

J.A. Cuddy School has 13 students who have self-declared as Aboriginal. We used our IAA Grant funds to hire a part-time Educational Assistant to provide support for classroom learning for these students. This additional support has been beneficial for these students, as 10 of 13 students in the school who self-declared as Aboriginal are reading “At or Above Grade Level” according to our most recent literacy assessments.

Oak Bluff Community School:

This year's Indigenous Academic Achievement Grant was used to support staffing for an Indigenous student with physical limitations. This student, although very resourceful, requires one to one support full time. The student has limited use of his arms and hands. As such, the student requires a scribe to take notes, and also requires help when putting on outdoor clothes, mittens, etc. Having an EA full time has helped the student access curriculum and take part in classroom and school activities.

Rosenort School:

The IAA grant is applied to providing student support.

- Student Support
 - Rosenort School had 19 students declaring Indigenous or Métis status.
(Please see chart to the right)

The following students have received or are receiving support in the 2025 - 2026 school year:

- Student A (Kindergarten) – Supported for the entire day, has a transportation plan, receives guidance support
 - Student A demonstrates strong literacy skills and is now able to use strong letter/sound knowledge to decode shorter words and read simple sentences. Student A is able to confidently count well over 30 and backward from 10.
- Student B (Kindergarten) – Functions independently in class
 - Student B demonstrates a strong knowledge of literacy skills; is able to read sight words that have been introduced to the class. Student B can confidently count to 30 and backwards from 10.

Grade	# of Students
Kindergarten	3
Grade 1	1
Grade 2	1
Grade 3	4
Grade 4	1
Grade 5	1
Grade 6	0
Grade 7	3
Grade 8	0
Grade 9	2
Grade 10	2
Grade 11	0
Grade 12	2

- Student C (Kindergarten) – Functions independently in class
 - Student C is interested in books and trying to read independently. Student C can confidently count to 30 and backwards from 10.
- Student D (Grade 1) – Functions independently in class
 - Student D has grown in writing stamina and explores different types of writing, including journal writing, using different strategies to spice up the text.

English Language Arts	Grade 1 (25 – 26)
Reading	4
Listening & Viewing	4
Writing	3
Speaking & Representing	4
Critical Thinking	4

- Student D demonstrates the ability to count forward by 1's up to 100 from different starting points and continues to count backwards by 1's. Student D also is able to skip count and solve addition and subtraction questions.

Mathematics	Grade 1 (25 – 26)
Knowledge & Understanding	3
Mental Math	3
Problem Solving	3

- Student E (Grade 2) – Functions independently in class
 - Student E is a strong reader, using a variety of reading strategies to decode unfamiliar words and demonstrates solid comprehension

English Language Arts	Grade 1 (24-25)	Grade 2 (25 – 26)
Reading	4	4
Listening & Viewing	3	3
Writing	2	2
Speaking & Representing	3	3
Critical Thinking	3	4

- Student E shows competence with addition and subtraction, using a variety of different mental math strategies. Student E is improving in demonstrating understanding through verbal explanations.

Mathematics	Grade 1 (24 – 25)	Grade 2 (25 – 26)
Knowledge & Understanding	3	3
Mental Math	3	3
Problem Solving	3	3

- Student F (Grade 3) – Functions independently in class; receives Speech & Language Pathology (S-LP)
 - Student F reads grade-level passages independently and shows a detailed understanding of the text. Student F also participates in home reading programs, which have helped build confidence and enjoyment in reading

English Language Arts	Grade 1 (23 – 24)	Grade 2 (24 – 25)	Grade 3 (25 – 26)
Reading	3	4	4
Listening & Viewing	3	3	4
Writing	2	2	4
Speaking & Representing	3	3	3
Critical Thinking	3	3	4

- Student F has demonstrated an increase in the speed and recall of basic addition and subtraction facts and is consistently able to apply the knowledge of place value to add and subtract numbers up to three digits.

Mathematics	Grade 1 (23 – 24)	Grade 2 (24 – 25)	Grade 3 (25 – 26)
Knowledge & Understanding	3	4	4
Mental Math	3	3	4
Problem Solving	3	3	4

- Student G (Grade 3) – Functions independently in class
 - Student G can read and understand grade-level passages. Student G has also participated in the home reading program which has built confidence and enjoyment of reading.

English Language Arts	Grade 2 (24 - 25)	Grade 3 (25 – 26)
Reading	2	3
Listening & Viewing	3	3
Writing	3	2
Speaking & Representing	3	3
Critical Thinking	3	3

- Student G has increased recall speed in basic addition facts. Student G also demonstrates an understanding of telling time on both digital and analogue clocks.

Mathematics	Grade 2 (24 – 25)	Grade 3 (25 – 26)
Knowledge & Understanding	3	4
Mental Math	3	4
Problem Solving	3	4

- Student H (Grade 3) Functions independently in class

- Student H reads grade-level passages independently and shows a detailed understanding of the text. Participation in the home reading program has built confidence and enjoyment in reading.

English Language Arts	Grade 1 (23 – 24)	Grade 2 (24 – 25)	Grade 3 (25 – 26)
Reading	4	4	4
Listening & Viewing	3	3	4
Writing	2	3	4
Speaking & Representing	3	3	3
Critical Thinking	3	3	3

- Student H has increased the speed of recall for basic addition and subtraction facts. Student H also demonstrates an understanding of telling time on digital and analogue clocks.

Mathematics	Grade 1 (23 – 24)	Grade 2 (24 – 25)	Grade 3 (25 – 26)
Knowledge & Understanding	4	3	4
Mental Math	3	4	4
Problem Solving	3	3	2

- Student I (Grade 3) – Functions independently in class; receives Speech & Language Pathology (S-LP) & an AEP for executive functioning.

- Student I is reading at grade level and is creative when writing ideas.

English Language Arts	Grade 1 (23 - 24)	Grade 2 (24 – 25)	Grade 3 (25 – 26)
Reading	2	3	3
Listening & Viewing	2	3	2
Writing	1	2	2
Speaking & Representing	2	3	2
Critical Thinking	1	2	2

- Student I has increased the speed and recall of basic math facts, consistently applying knowledge of place value to add and subtract numbers up to three digits.

Mathematics	Grade 1 (23 – 24)	Grade 2 (24 – 25)	Grade 3 (25 – 26)
Knowledge & Understanding	2	2	3
Mental Math	2	2	2
Problem Solving	1	2	1

- Student J (Grade 3) – Student functions independently in class; has an AEP for executive functioning and psychological/mental health.

- Student J reads grade-level passages independently, showing a detailed understanding of what has been read. Student J also expresses ideas fluently and creatively.

English Language Arts	Grade 2 (23 - 24)	Grade 3 (24 – 25)	Grade 4 (25 – 26)
Reading	2	2	4
Listening & Viewing	3	3	4
Writing	3	3	4
Speaking & Representing	4	2	3
Critical Thinking	4	3	2

- Student J demonstrates a very good understanding of multiplication and division concepts and is able to use a variety of strategies to solve most problems.

Mathematics	Grade 2 (23 -24)	Grade 3 (24 – 25)	Grade 4 (25 – 26)
Knowledge & Understanding	4	4	4
Mental Math	4	4	4
Problem Solving	4	3	4

- Student K (Grade 5) – Student functions independently in class.
 - Student K is an avid reader but often is unable to adjust the focus and attention beyond the books.

English Language Arts	Grade 3 (23 – 24)	Grade 4 (24 – 25)	Grade 5 (25 – 26)
Reading	4	4	2
Listening & Viewing	4	4	2
Writing	4	4	2
Speaking & Representing	3	4	2
Critical Thinking	4	4	1

- Student K is working on foundational skills in multiplication and division with adaptations. Student K can solve basic multiplication questions and is developing consistency in multiplying two-digit numbers by one-digit numbers.

Mathematics	Grade 3 (23 - 224)	Grade 4 (24 – 25)	Grade 5 (25 – 26)
Knowledge & Understanding	2	2	1
Mental Math	2	3	1
Problem Solving	1	3	1

- Student L (Grade 7) – Student functions independently in class.
 - Student L’s writing focuses around a clear purpose. The writing often demonstrates correct basic sentence structure, grammar, spelling and punctuation.

English Language Arts	Grade 5 (23 – 24)	Grade 6 (24 – 25)	Grade 7 (25 – 26)
Reading	4	4	4
Listening & Viewing	3	2	3
Writing	2	2	4
Speaking & Representing	4	3	4
Critical Thinking	3	2	3

- Student L can often demonstrate an understanding of identifying and plotting points in the four quadrants, using ordered pairs. Student L can also accurately explain the difference between an expression and an equation.

Mathematics	Grade 5 (23 – 24)	Grade 6 (24 – 45)	Grade 7 (25 – 26)
Knowledge & Understanding	3	2	4
Mental Math	2	2	4
Problem Solving	2	2	4

- Student M (Grade 7) – Receives full support for the entire day. Has an AEP for executive functioning, learning difficulties and other reasons.
 - Student M is reluctant to work in class due to anxiety. Text is read to Student M and concepts are always scaffolded and reviewed as part of an individualized program.

English Language Arts	Grade 6 (24 - 25)	Grade 7 (25 – 26)
Reading	1	ND
Listening & Viewing	1	ND
Writing	1	ND
Speaking & Representing	1	ND
Critical Thinking	ND	ND

- Student M works on an individualized program on basic math facts and skills.

Mathematics	Grade 6 (24 – 25)	Grade 7 (25 – 26)
Knowledge & Understanding	1	ND
Mental Math	1	ND
Problem Solving	1	ND

- Student N (Grade 7) – Student functions independently in class.
 - Student N writes with a clear and focused purpose with minimal errors. With support, Student N can make logical predictions before, during, and after reading.

English Language Arts	Grade 5 (23 – 24)	Grade 6 (24 – 25)	Grade 7 (25 – 26)
Reading	3	3	4
Listening & Viewing	4	3	3
Writing	2	3	3
Speaking & Representing	4	4	4
Critical Thinking	4	4	4

- Student N can model and solve linear equations problems as well as successfully identify and plot points in the four quadrants using ordered pairs.

Mathematics	Grade 5 (23 – 24)	Grade 6 (24 – 25)	Grade 7 (25 – 26)
Knowledge & Understanding	4	4	4
Mental Math	4	4	4
Problem Solving	4	4	4

- Student O (Grade 9) – AEP plan, receiving partial support.
 - Student O is able to work independently in class but requires additional support by implementing the following AEP strategies: working in a private space, reduced work, extra time, and extra clarification. An EA supports Student O for science and math.

Course – Semester 1 Final Mark	Mark (%)	Course – Semester 2 Term 1	Mark (%)
English Language Arts 10F	53%	Mathematics 10F	66%
Physical /Health Education 10F	78%	Science 10F	70%
Canada in the Contemporary World 10F	52%	Visual Arts 10S	77%
Transitional Math 10F	76%	Life/Work Planning 20S	77%
French 10F	63%		

- Student P (Grade 9) – Student functions independently in class with some support
 - Student P is able to work independently in class but requires extra time spent in small groups with EA support for math and science.

Course – Semester 1 Final Mark	Mark (%)	Course – Semester 2 Term 1	Mark (%)
English Language Arts 10F	64%	Mathematics 10F	52%
Physical /Health Education 10F	78%	Science 10F	64%
Canada in the Contemporary World 10F	64%	Visual Arts 10S	94%
Transitional Math 10F	60%	Life/Work Planning 20S	59%

- Student Q (Grade 10) – AEP Plan; Receiving additional EA support for learning difficulties.
 - Student Q receives support for a variety of learning difficulties. Attendance is a significant concern which has dramatically impacted Student Q's academic success.

Course – Semester 1 Final Mark	Mark (%)	Course – Semester 2 Term 1	Mark (%)
English Language Arts 20F	38%	Essentials Math 20S	43%
Science 20F	53%	Phys./Health Education 20F	97%
Digital Film Making 25S	51%	Geographic Issues of the 21 st Century 20F	31%
Personal Finance 20S	54%	Drama 10S	83%
Digital Pictures 25S	64%	Visual Arts 20S	20%

- Student R (Grade 10) – AEP Plan; Receiving additional support for learning difficulties.
 - Student R has become more comfortable with the high school experience. This student requires private or alternate work space to improve focus on work. In addition, Student R is given extra time to complete assignments.

Course – Semester 1 Final Mark	Mark (%)	Course – Semester 2 Term 1	Mark (%)
English Language Arts 10F	81%	Essentials Math 20S	60%
Science 20F	68%	Phys./Health Ed. 20F	96%
Digital Film Making 25S	77%	Geographic Issues of the 21 st Century 20F	77%
Digital Pictures 25S	92%	Broadcast Media 35S	88%
Life/Work Exploration 10S	93%	Desktop Publishing 35S	88%
Personal Finance 20S	86%	Visual Arts 20S	100%
Reading is Thinking 20S	Co		

- Student S (Grade 12) – Student is eligible for modified credits, receiving additional support for learning difficulties.
 - Student S enrolled in the RRTVA Heavy Duty Mechanics program for the 2025 – 2026 school year. In semester 2 this student worked in a small group with a specialized teacher on ELA. When in the classroom, Student S has large assignments broken down into smaller chunks, is given additional time to complete assignments and often works in small groups.

Course – Semester 1 Final Mark	Mark (%)	Course – Semester 2 Term 1	Mark (%)
Applied Heavy Duty Equip. Tech 40S	86%	ELA – Literary Focus 40M	54%
Elec-Fund Computer/Diagnostic Equip 40S	87%	Essentials Math 40S	63%
Std Trans Drivelines Transfer Case 40S	71%	Phys./Health Ed. 40F	IN
Tires, Wheels, & Brake Assembly 40S	79%		

- Student T (Grade 12) – Receiving full support and qualified for modified credits.
 - Student T attended the culinary program through the RRTVA in semester 1, experiencing great success. When this student is in the regular classroom, has an EA to provide support, which includes extra time to complete tasks, visual supports, and extra explanations. Student T reads at a grade 3 level. In semester 2, Student T is completing the Life/Work Building course. This involves work experience at a local business.

Course – Semester 1 Final Mark	Mark (%)	Course – Semester 2 Term 1	Mark (%)
Advanced Baking and Pastries 40M	79%	Life/Work Building 30S	IN
Intro to Baking and Pastry 20M	84%		
Quick Breads/Cookies/Doughnuts/Pies 30M	74%		
Yeast Dough Products 30M	77%		

Student	Support Hr/Day	Cost	Comments
M	2	\$ 11,484.34	Funded for 4.5 hours, supported for 6.5 hours
O	0.5	\$ 410.16	No funding. Receives small group support in period 5 semester 2
P	0.5	\$ 410.16	No funding. Receives small group support in period 5 semester 2
Q	1	\$ 1,914.06	No funding. Receives small group support in class for full year
	Total	\$ 14,218.71	

Sanford Collegiate:

The IAA Grant funding was allocated to secure vital Educational Assistant (EA) hours. Our philosophy centers on early intervention: embedding support within Grade 9 and 10 core classrooms reduces the need for intensive individual intervention later, helping more students reach their academic potential. By addressing the needs of qualifying students early in their time at School 8, we build a foundation for long-term achievement—as a strong start in lower grades is a reliable indicator of success in Grades 11 and 12.

- In addition to direct classroom integration, EA hours are utilized to provide:
 - Targeted Assistance: Individual and small-group support in the Student Support Centre during classes, spares, and lunch hours.
 - Optimized Testing: Supervised alternate test-taking environments designed to minimize distractions and build student confidence.
 - Exam Preparation: Structured review sessions for quizzes, tests, and major exams.
 - The consistent support and encouragement provided by our EAs is an invaluable resource. Ultimately, this grant support is often the defining factor that transforms academic doubt into personal confidence and measurable success.

Student	Grade	Courses/passed
Student A	9	10/10
Student B	9	9.5/9.5
Student C	9	9.5/9.5
Student D	10	10/10
Student E	10	10/10
Student F	10	10/10
Student G	10	10/10
Student H	10	10/10
Student I	10	10/10
Student J	10	10/10

Student	Grade	Courses/passed
Student K	10	9/9
Student L	10	10/10
Student M	11	8/8
Student N	11	6/6
Student O	11	8/8
Student P	11	7/7
Student Q	11	8/8
Student R	11	8/8
Student S	11	8/8
Student T	12	5/5
Student U	12	7/7

Starbuck School:

- Grant Allocation:
 - The funds were specifically allocated to offset the cost of supplementary educational support (\$2052.18) within our classrooms.
- Program Implementation:
 - The increased staffing facilitated by the grant allowed for dedicated in-classroom support focused on literacy and numeracy. This additional resource enabled classroom teachers to implement differentiated instruction more effectively, specifically by providing opportunities for one-on-one tutoring and targeted small-group interventions.
- Outcomes and Impact:
 - The primary objective of this initiative was to improve student achievement in foundational literacy and numeracy skills. We are highly encouraged by the results: at the conclusion of the academic year, 100% of students identified for specific support within regular classroom instruction demonstrated performance at or above grade level on standardized assessments of literacy and numeracy. This outcome underscores the significant positive impact of the additional educational support provided through the IAA grant.

Lowe Farm School:

Our funds were used to support a student in grade 2.

- The student has progressed from reading level C to reading level F in Fountas & Pinnell Benchmark assessment system this school year. We have seen growth in confidence when reading. Decoding skills are improving, and the student is able to select appropriate texts with adult support. Reading comprehension skills have significantly improved, and the student is even making connections to what is read.
- When writing, the student relies on short, simple sentence frames that have been provided by the teacher. Generating ideas is emerging, which requires help to formulate a sentence. When writing independently, there continue to be significant errors in basic language, which makes it difficult to read.
- There has been steady growth in math. Adult guidance or hands-on tools, like counters, support problem-solving. There is a good understanding of many math concepts, including patterns, interpreting graphs, shapes, and measurement. The student is still working on building mental math strategies to add and subtract within twenty. A number formation bookmark serves as a tool to correctly print numbers.

8. OurSchool Survey Results



Student Outcomes and School Climate (2025/2026)

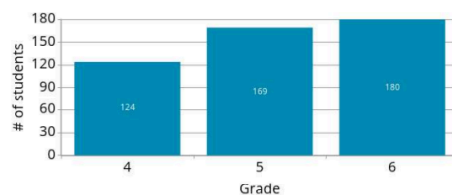
MB Elementary School Survey (10947)

MB Red River Valley

Informing School Improvement

The OurSCHOOL Student Survey is designed to provide you with insight to guide your school planning and help you to identify school improvement initiatives. The One-Click Report highlights your results on survey measures that are based on the most recent research on school and classroom effectiveness.

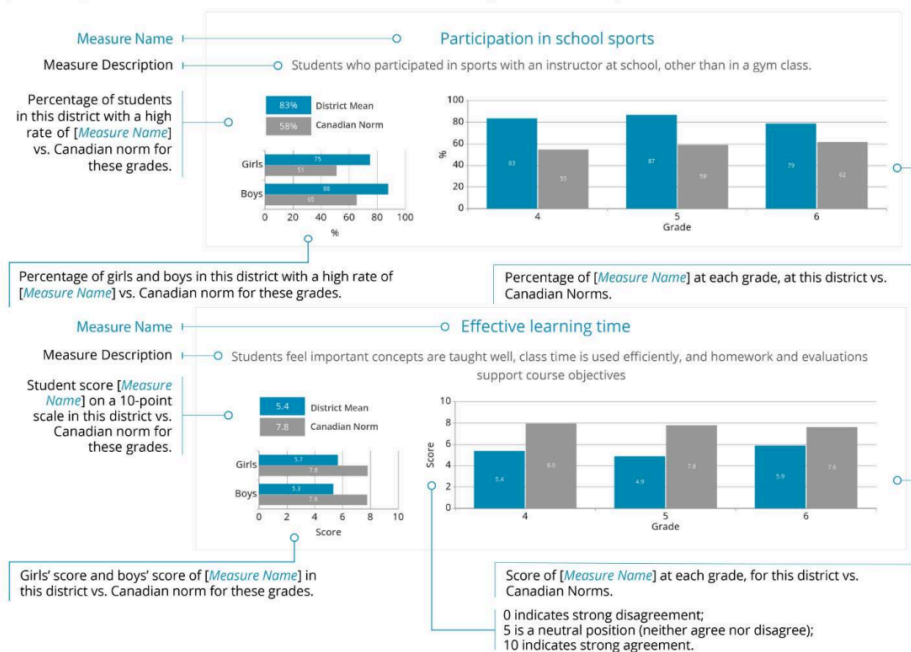
This report provides results based on data from 467 students in 8 schools who participated in the survey between 12 Nov 2025 and 17 Dec 2025. The number of students by grade level is shown in the chart at right.



How to Interpret this Report

The bar charts show the results by grade for any grades where at least 50 students from at least 2 schools participated. These are compared with Canadian Norms, which are based on the results from all students who participated in the OurSCHOOL Survey at the grades found in this district. For details on the survey see www.thelearningbar.com.

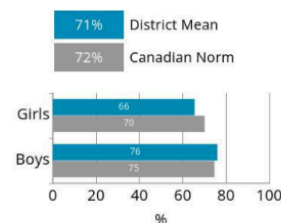
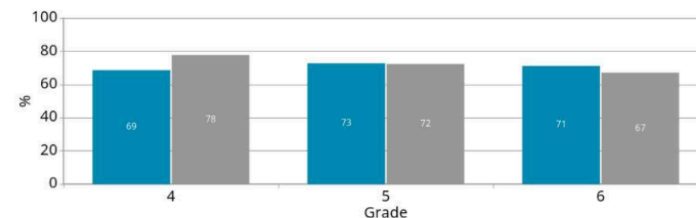
The examples below will help you to interpret the charts in this report. The first example describes results presented as percentages, while the second describes results that are reported on a 10-point scale.



Social-Emotional Outcomes

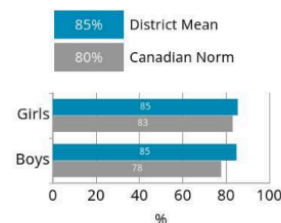
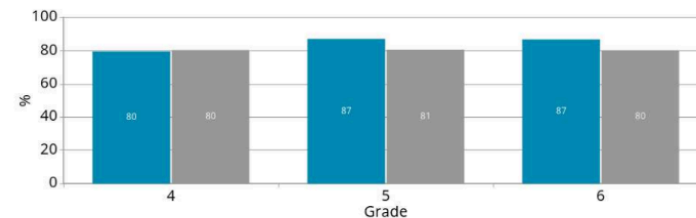
Sense of belonging

Students feel accepted and valued by their peers and by others at their school.



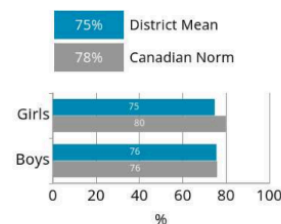
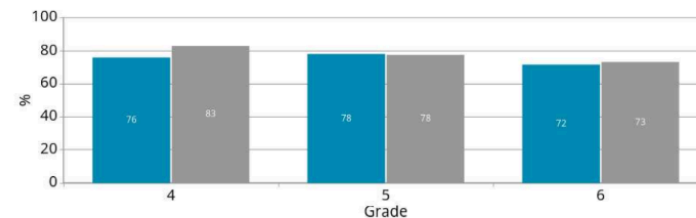
Positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.



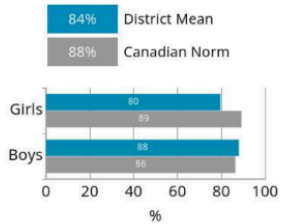
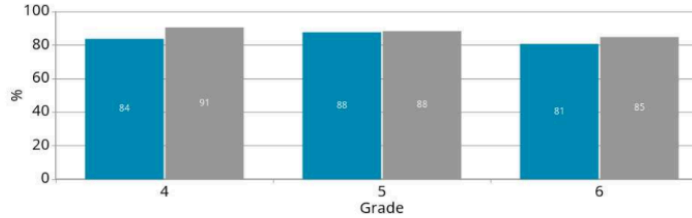
Interest and motivation

Students are interested and motivated in their learning.



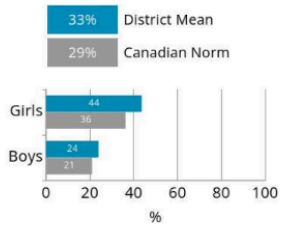
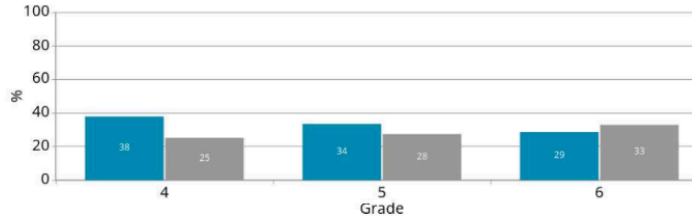
Effort

Students try hard to succeed in their learning.



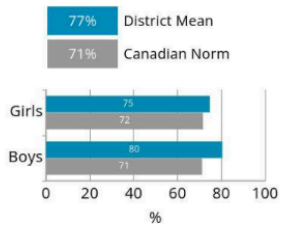
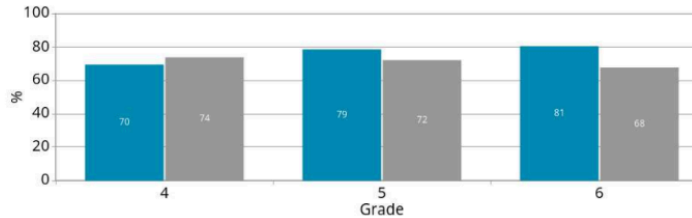
Anxiety - feeling anxious

Students who reported experiencing feelings of fear, anxiousness or worry about particular events or social situations.



Self-regulation

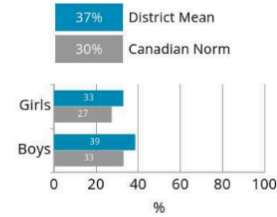
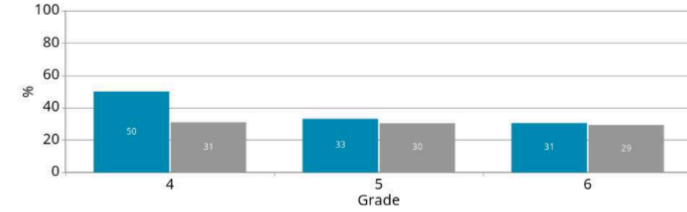
Students with positive self-regulation



DRIVERS of Student Outcomes

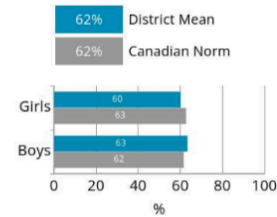
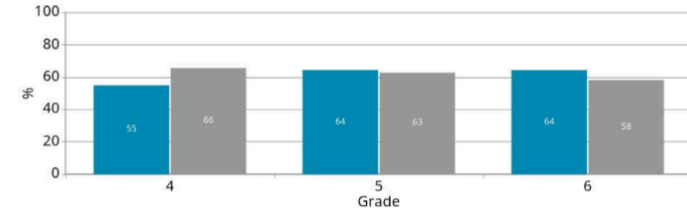
Bullying and exclusion

Students who reported experiencing physical, social, or verbal bullying, or are bullied over the internet.



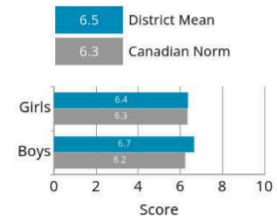
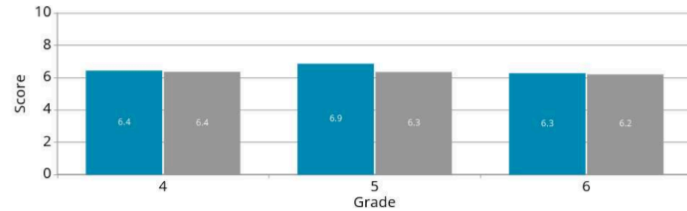
Feel safe at school

Students feel safe at school, as well as going to and from school.



Advocacy at school

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.





Student Outcomes and School Climate (2025/2026)

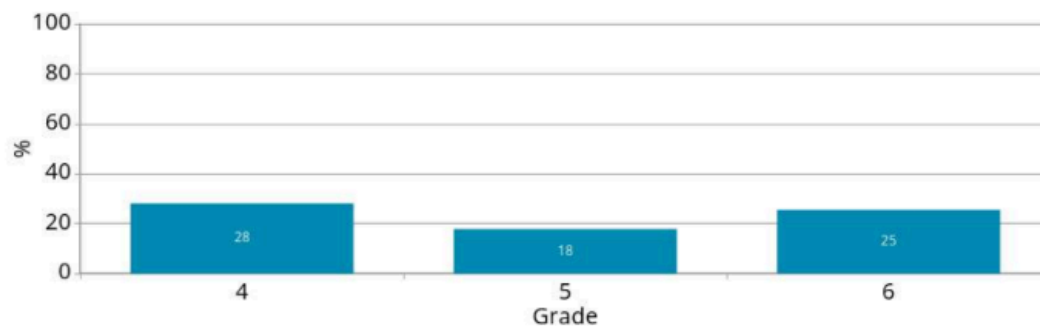
MB Elementary School Survey (10947)

MB Red River Valley

Demographic Factor Drill-Downs

Indigenous Status

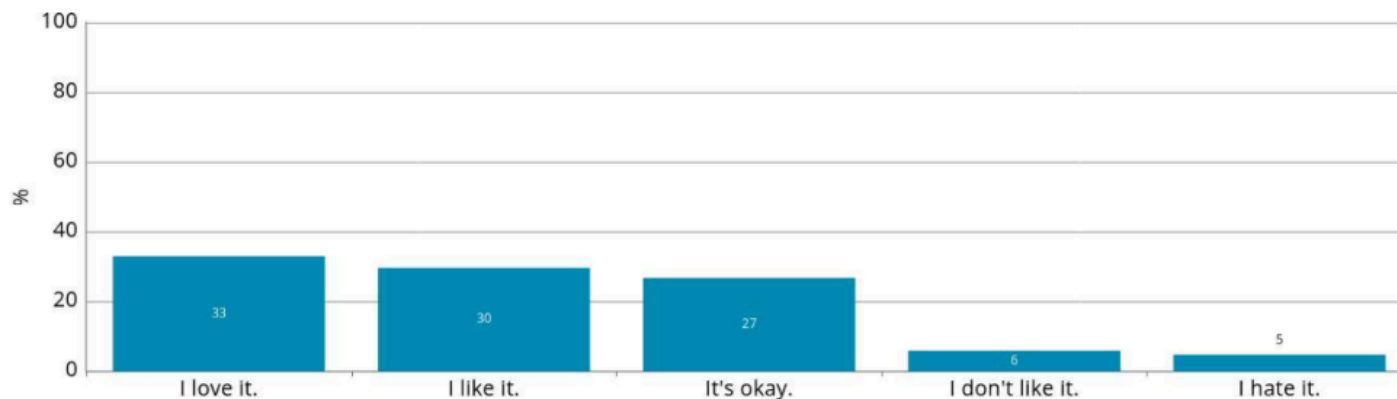
Students are of Indigenous origin, that is First Nations, Métis or Inuk



District Level Custom Measure(s)

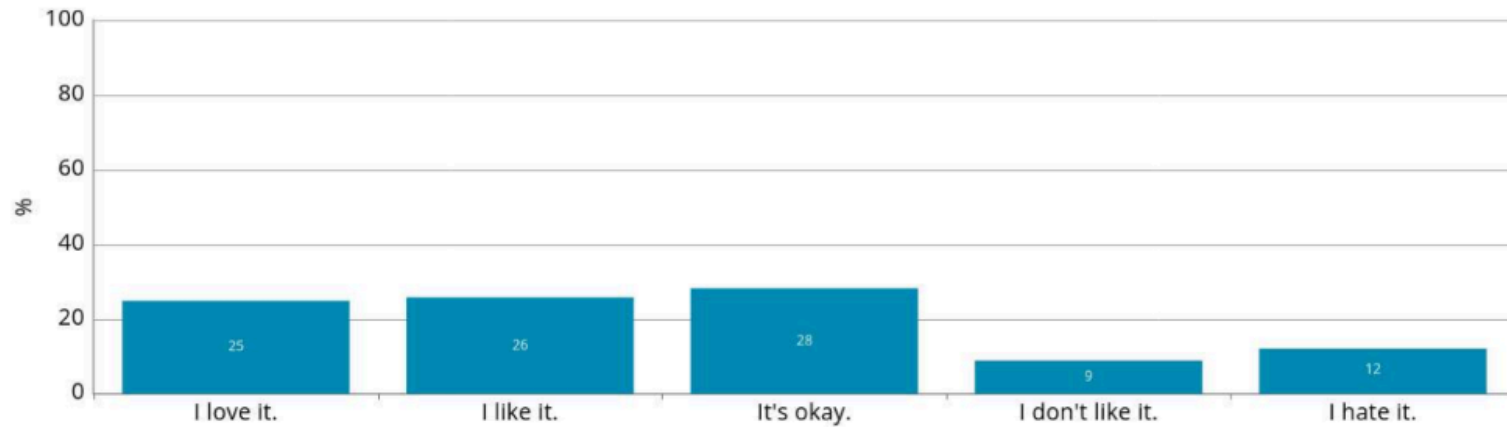
READING

Please tell us how you feel about reading.



MATH

Please tell us how you feel about math.

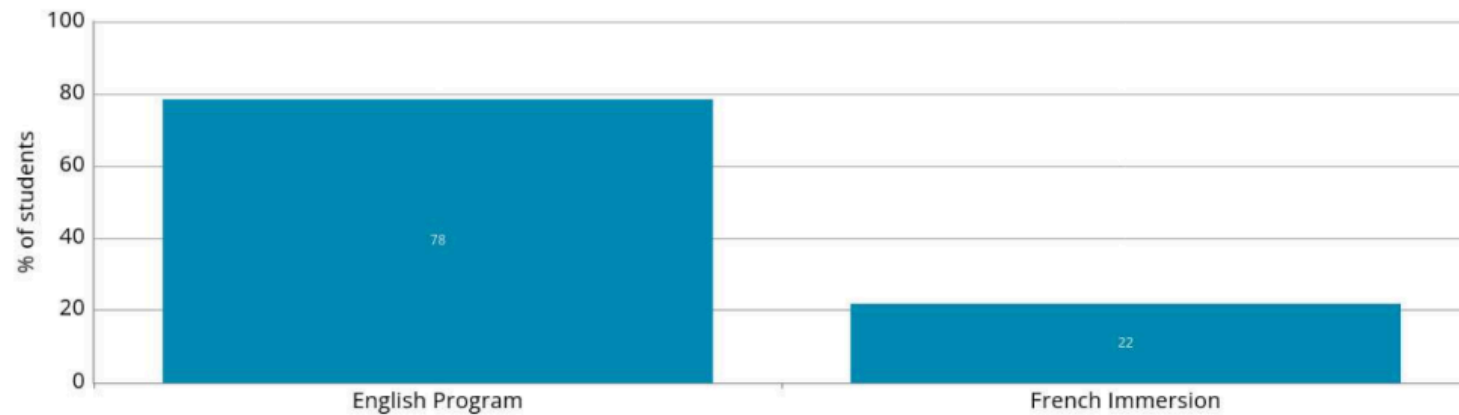


Other Measures

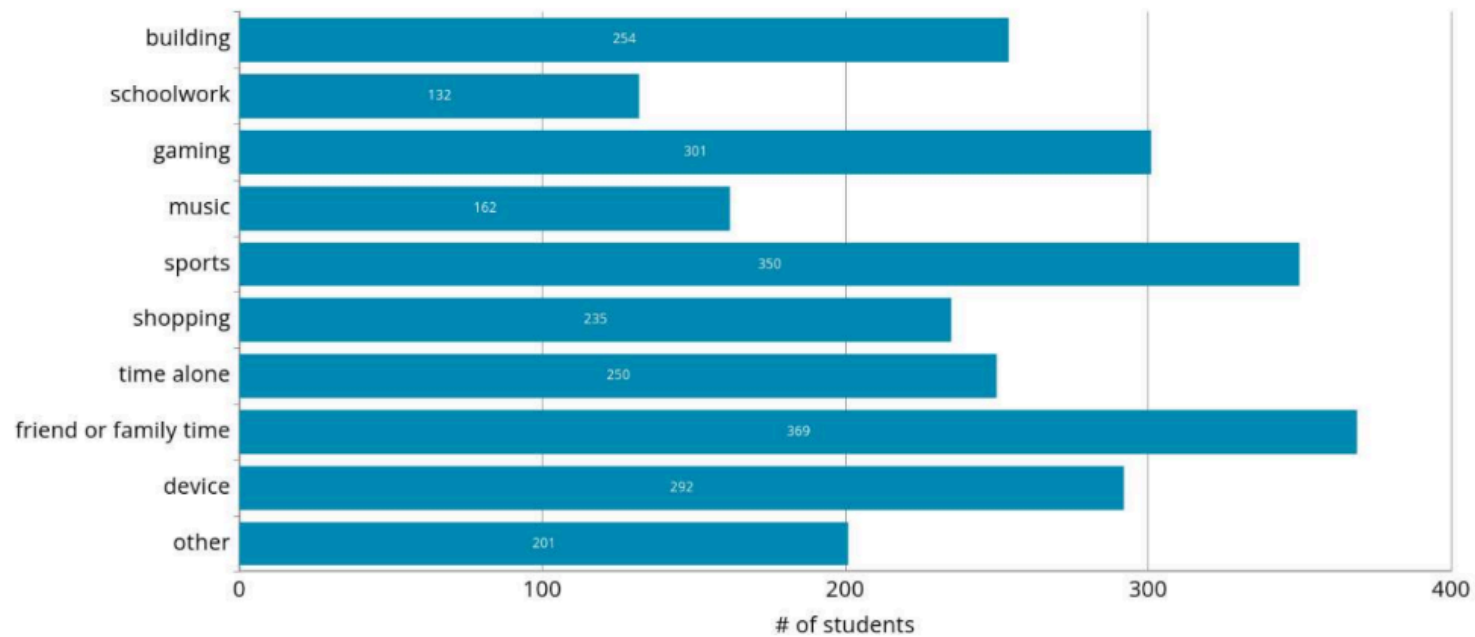
% Enrolled in FI

French Immersion

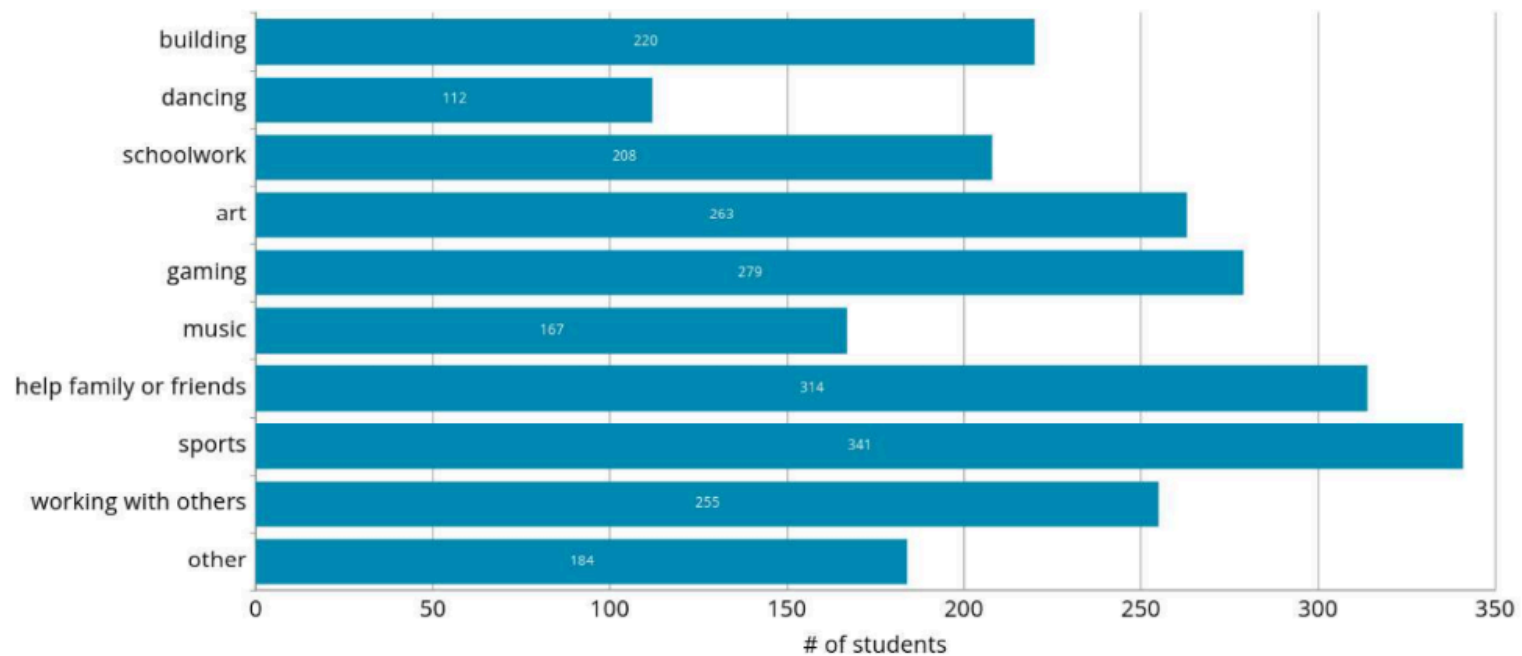
The percentage of students that indicated they were enrolled in French Immersion.



MB Custom Question: Activities that are liked



MB Custom Question: Activities done well





Student Outcomes and School Climate (2025/2026)

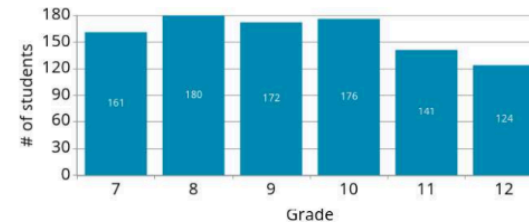
OurSCHOOL Secondary School Survey (10946)

MB Red River Valley

Informing School Improvement

The OurSCHOOL Student Survey is designed to provide you with insight to guide your school planning and help you to identify school improvement initiatives. The One-Click Report highlights your results on survey measures that are based on the most recent research on school and classroom effectiveness.

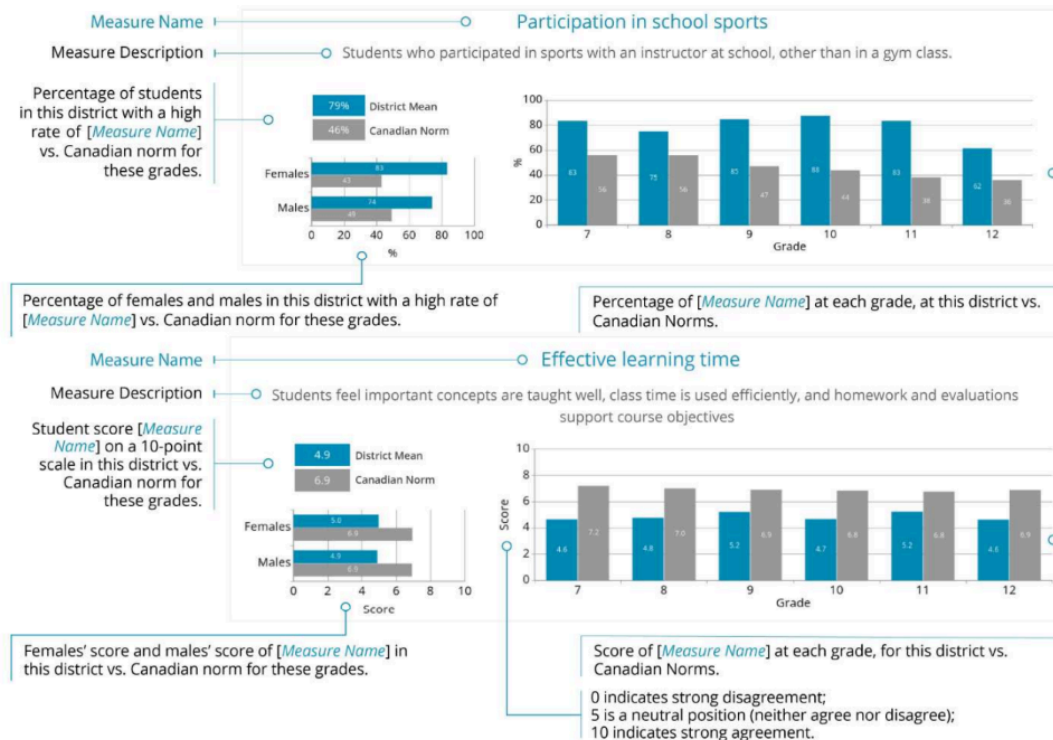
This report provides results based on data from 942 students in 9 schools who participated in the survey between 12 Nov 2025 and 17 Dec 2025. The number of students by grade level is shown in the chart at right.



How to interpret this report

The bar charts show the results by grade level for any grades where at least 50 students from at least 2 schools participated. These are compared with Canadian norms, which are based on last year's results for all students using the OurSCHOOL survey at the grade levels found in this district. For details on the survey see www.thelearningbar.com.

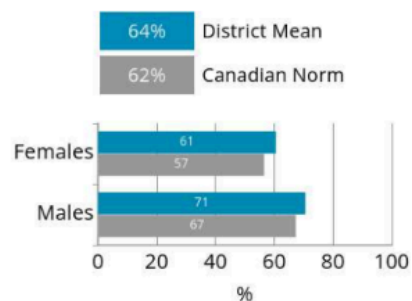
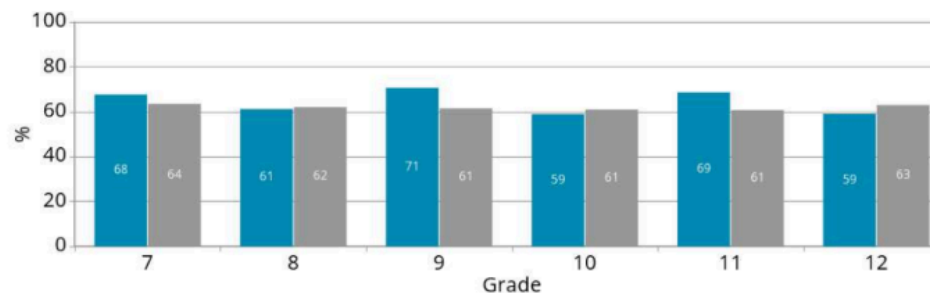
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Social-Emotional Outcomes

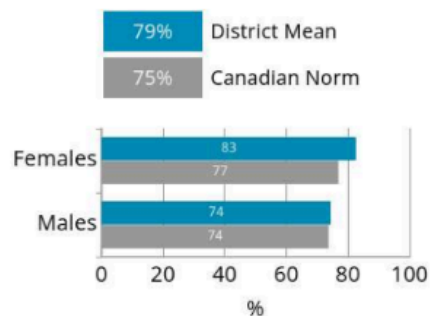
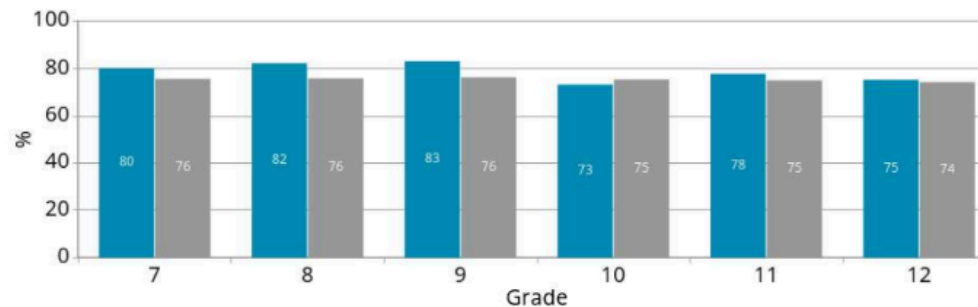
Sense of belonging

Students feel accepted and valued by their peers and by others at their school.



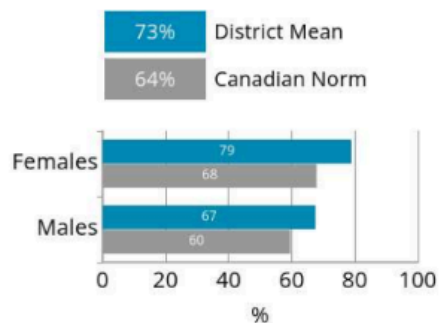
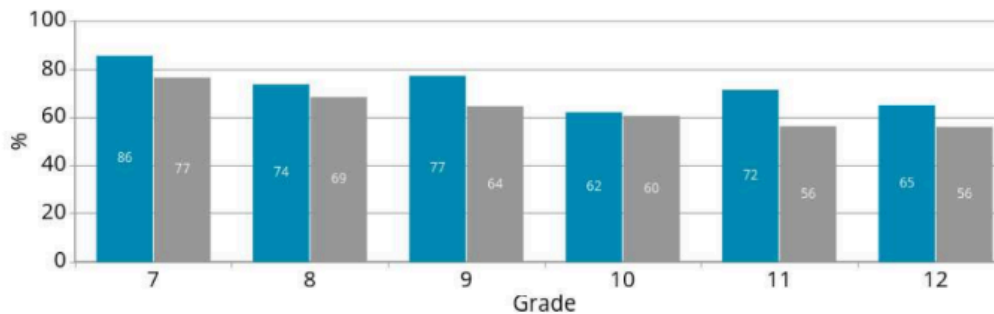
Positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.



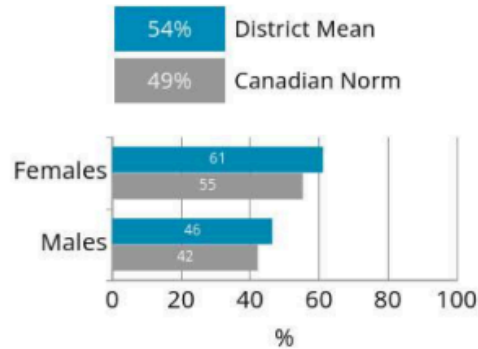
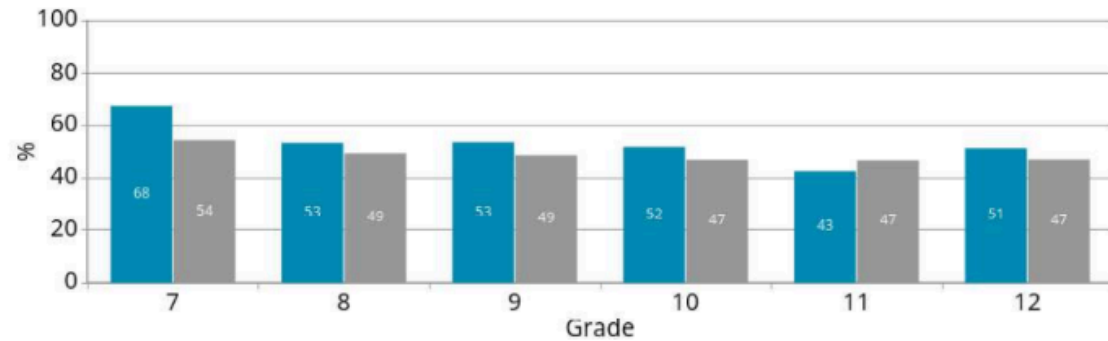
Values schooling outcomes

Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.



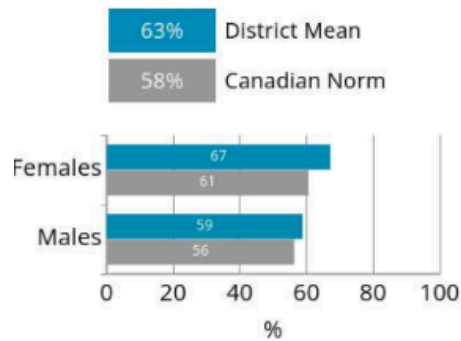
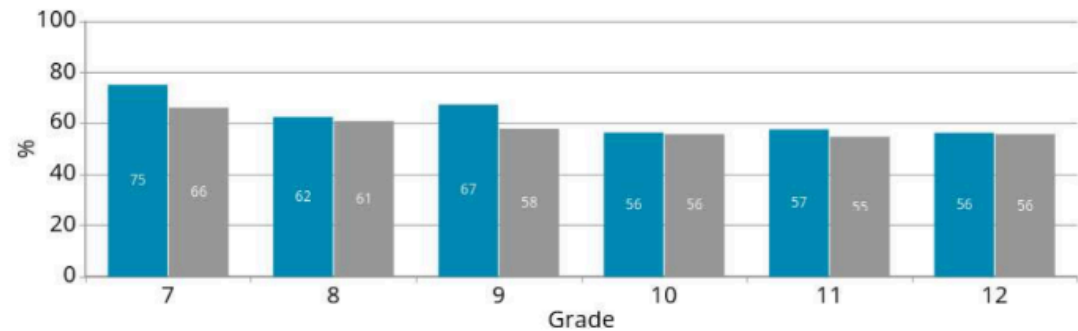
Homework behaviour

Students do homework for their classes with a positive attitude and in a timely manner.



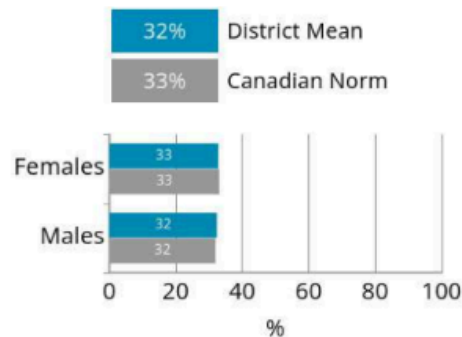
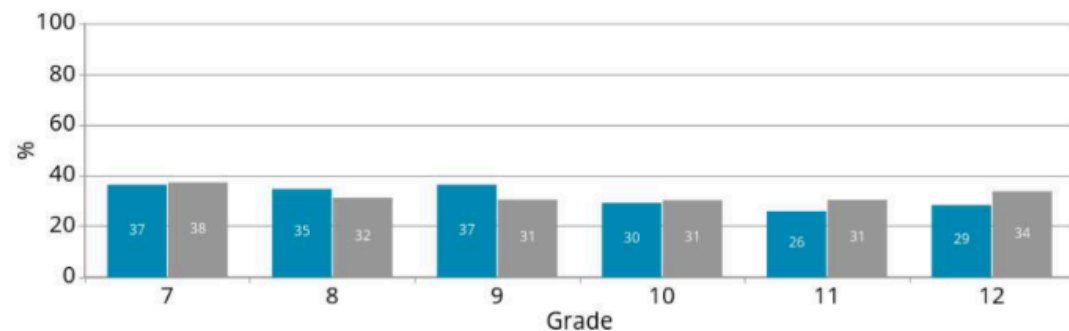
Intellectual engagement composite

Students are intellectually engaged and find learning interesting, enjoyable, and relevant.



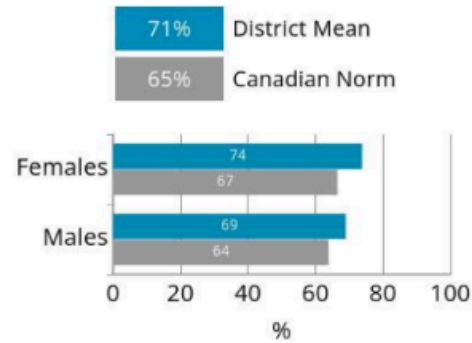
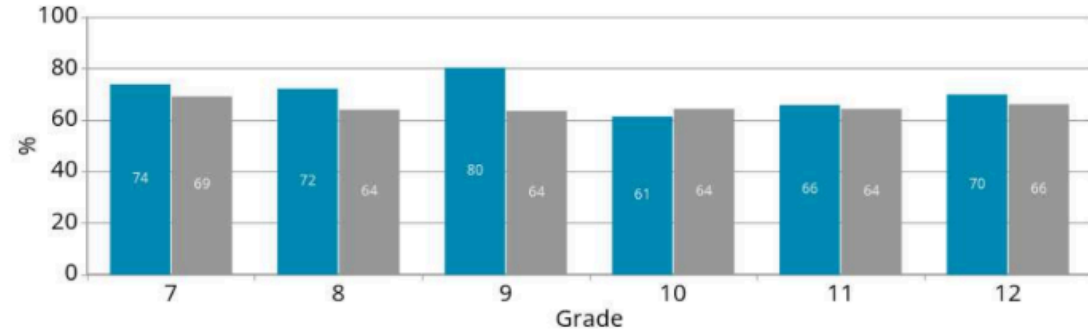
Interest and motivation

Students are interested and motivated in their learning.



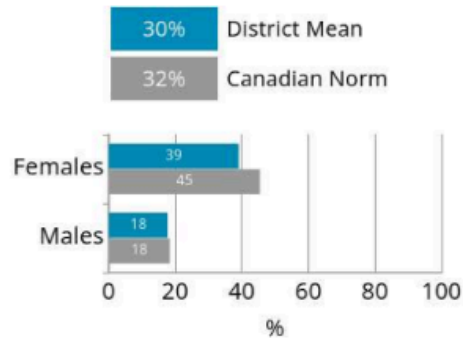
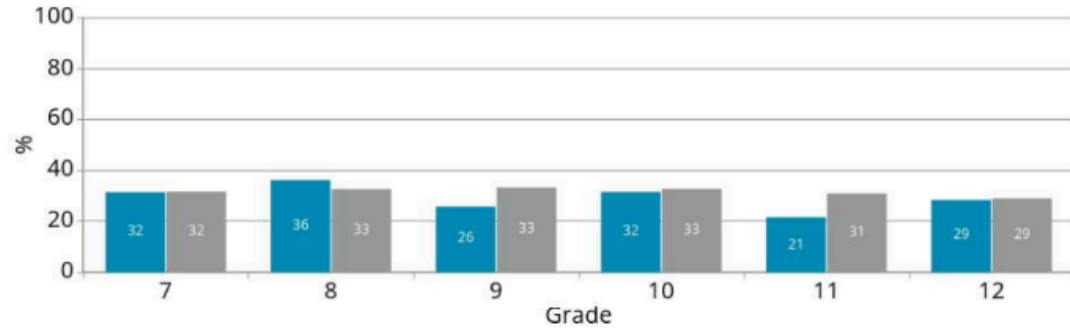
Effort

Students try hard to succeed in their learning.



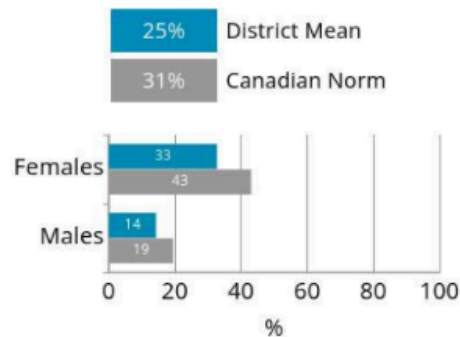
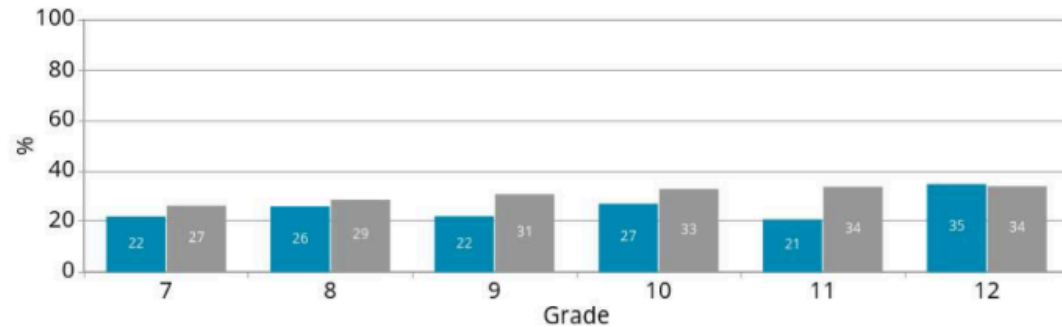
Anxiety - feeling anxious

Students who reported experiencing feelings of fear, anxiousness or worry about particular events or social situations.



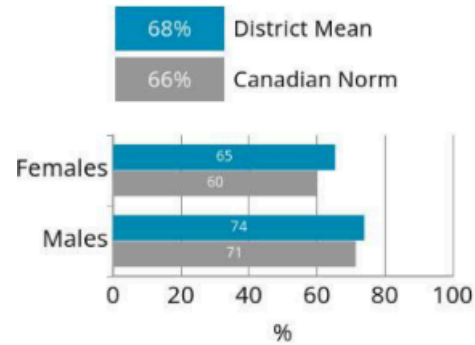
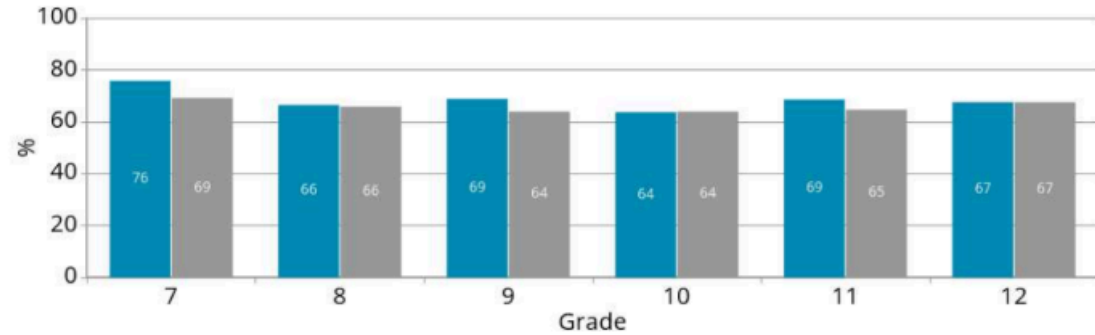
Depression - feeling sad or discouraged

Students who reported experiencing periods when they feel sad, discouraged, and inadequate.



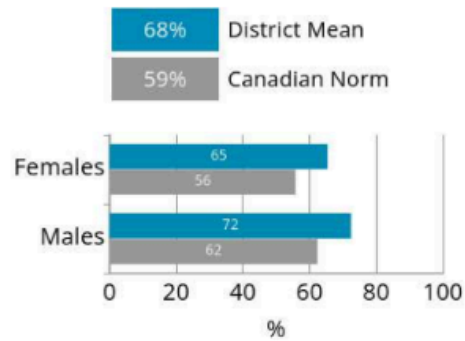
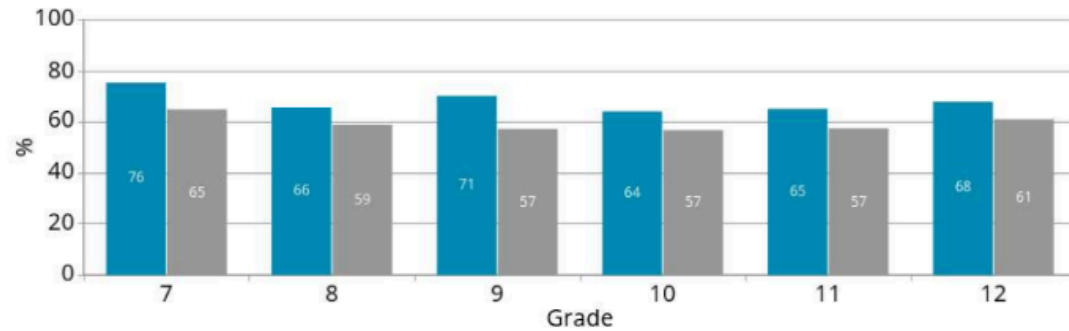
Self-esteem

Students like and accept themselves, and are proud of their accomplishments.



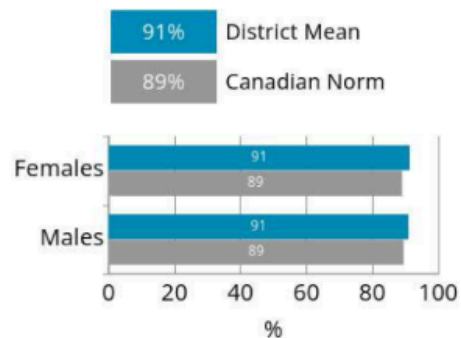
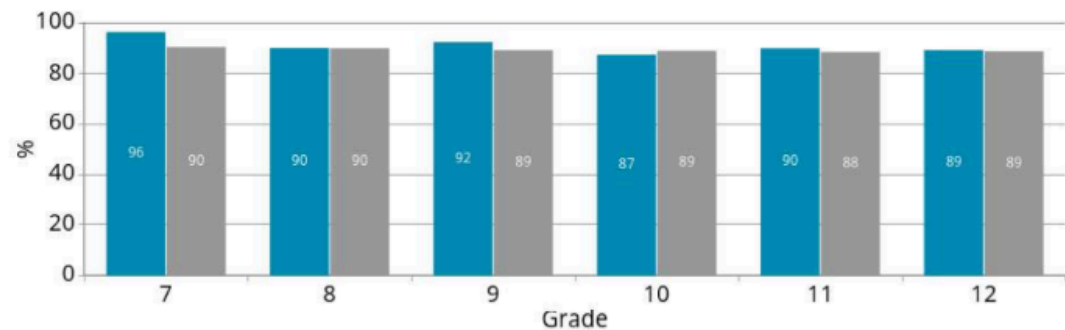
Sense of purpose

Students with a positive sense of purpose in life.



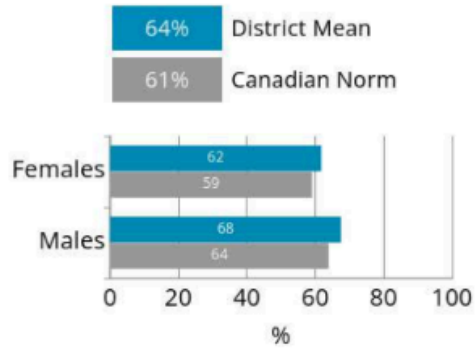
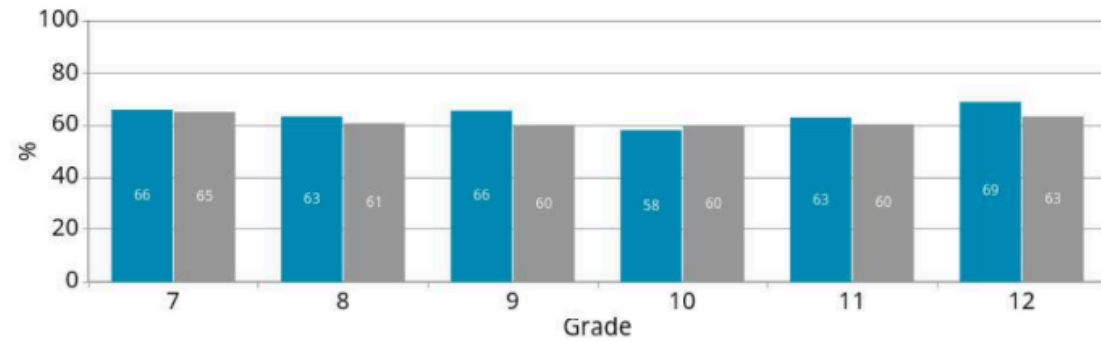
Sense of enjoyment

Students who pursue activities that are fun and interesting to them.



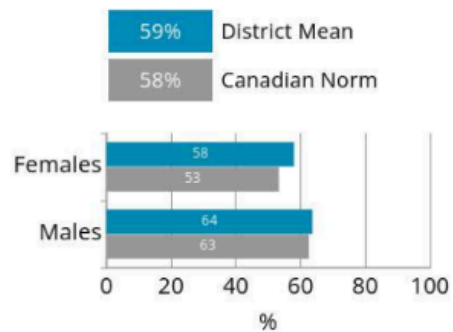
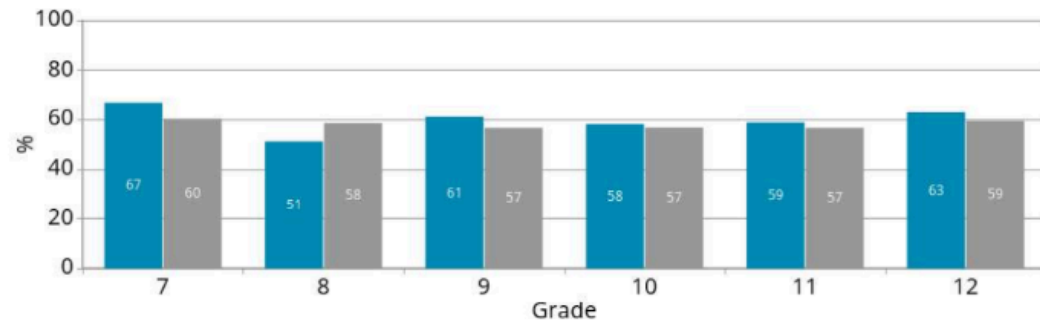
Goal orientation

Students with positive goal orientation



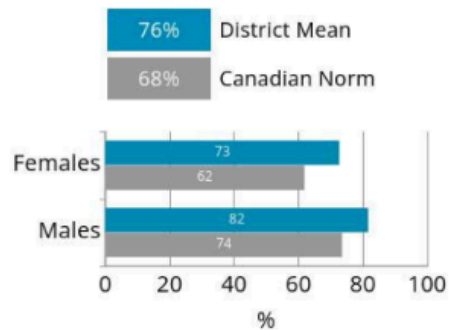
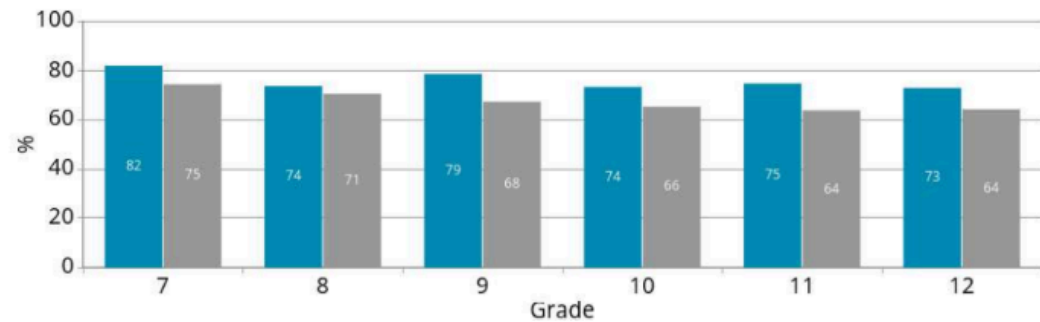
Self-regulation

Students with positive self-regulation



Life satisfaction

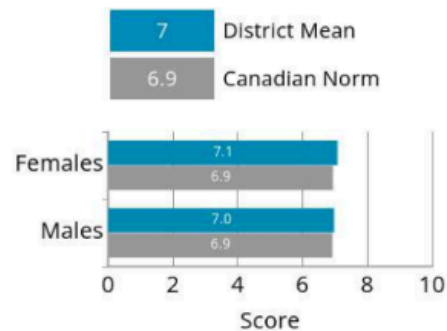
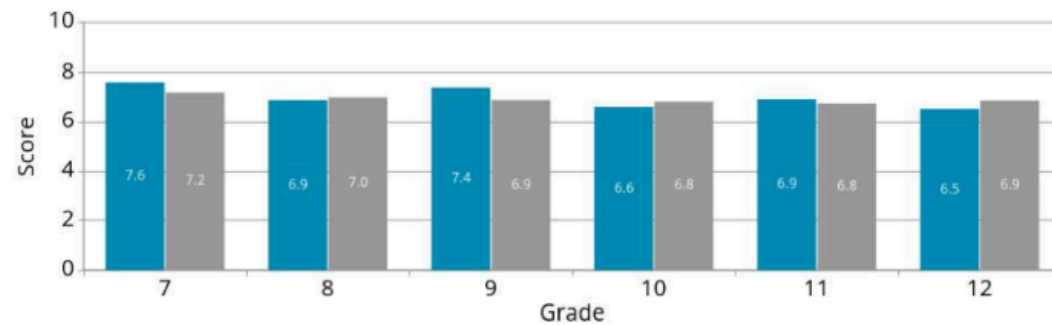
Students with positive life satisfaction.



DRIVERS of Student Outcomes

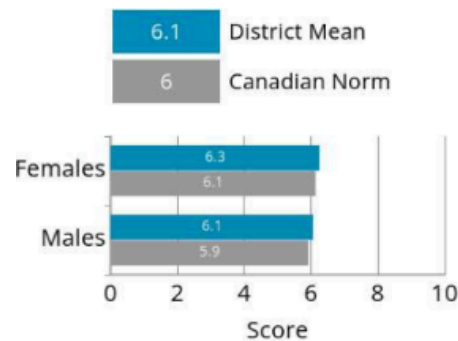
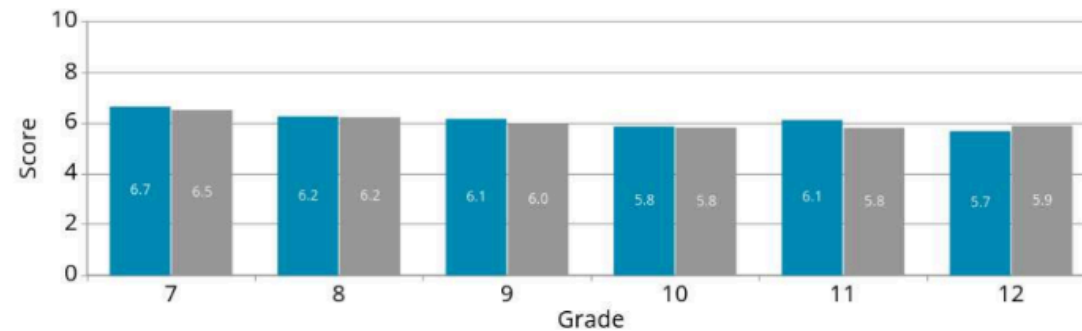
Effective learning time

Students feel important concepts are taught well, class time is used efficiently, and homework and evaluations support course objectives.



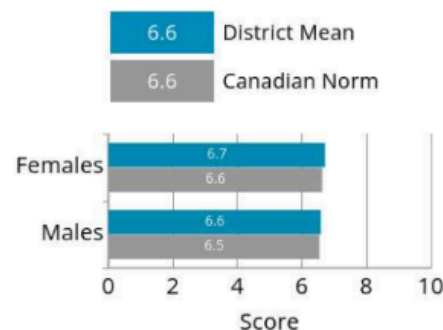
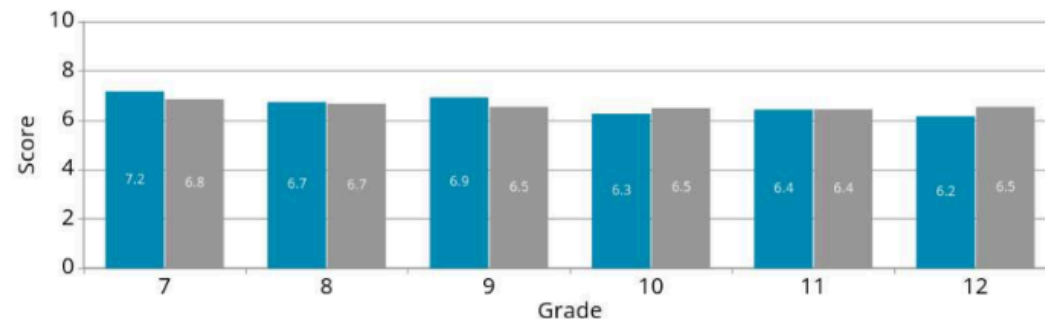
Relevance

Students find classroom instruction relevant to their everyday lives.



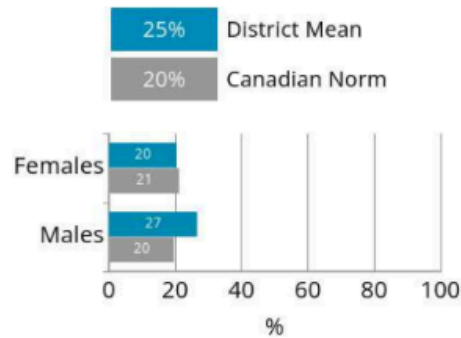
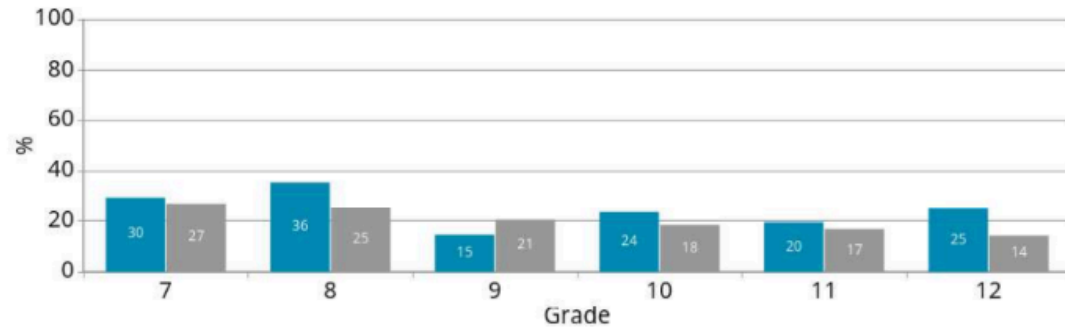
Rigor

Students feel classroom instruction is well-organized, with a clear purpose, and with immediate and appropriate feedback that helps them learn.



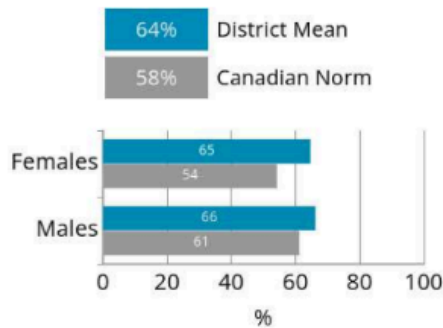
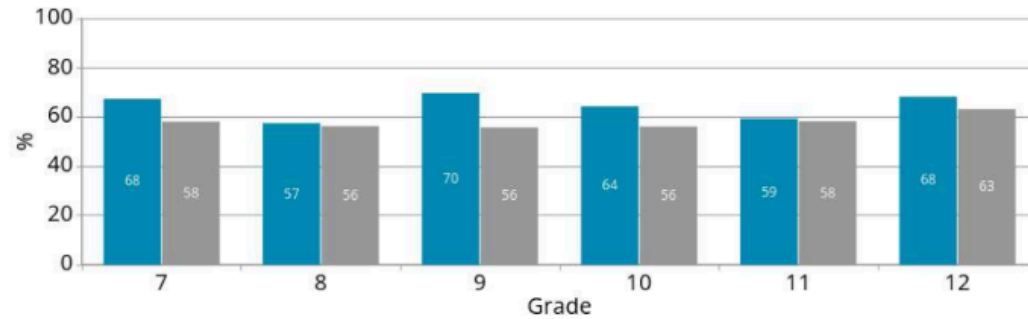
Bullying and exclusion

Students who reported experiencing physical, social, or verbal bullying, or are bullied over the internet.



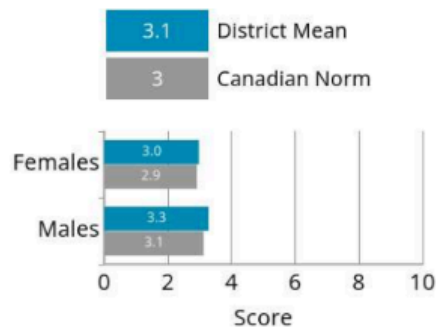
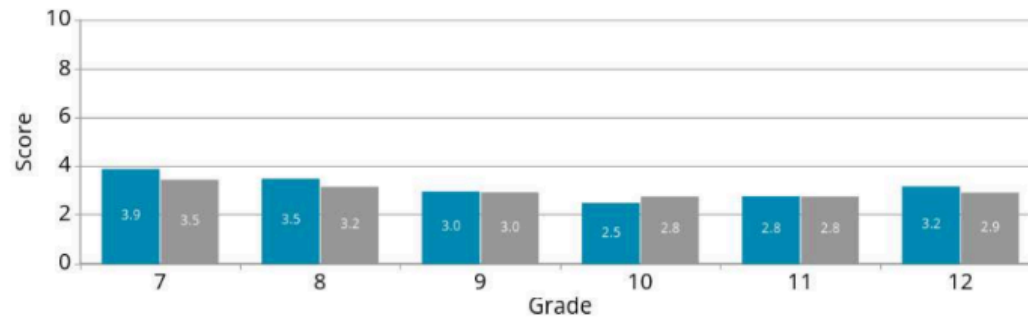
Feel safe at school

Students feel safe at school, as well as going to and from school.



Advocacy at school

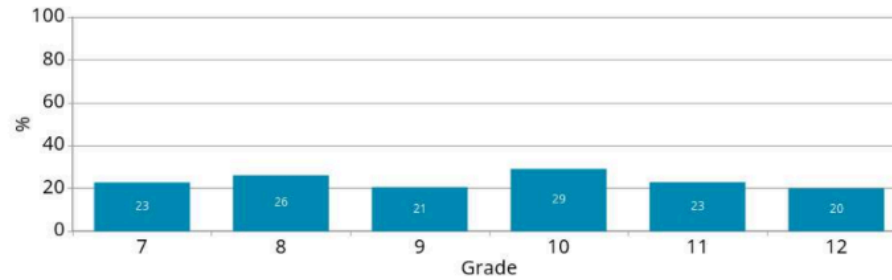
Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.



Demographic Factor Drill-Downs

Indigenous Status

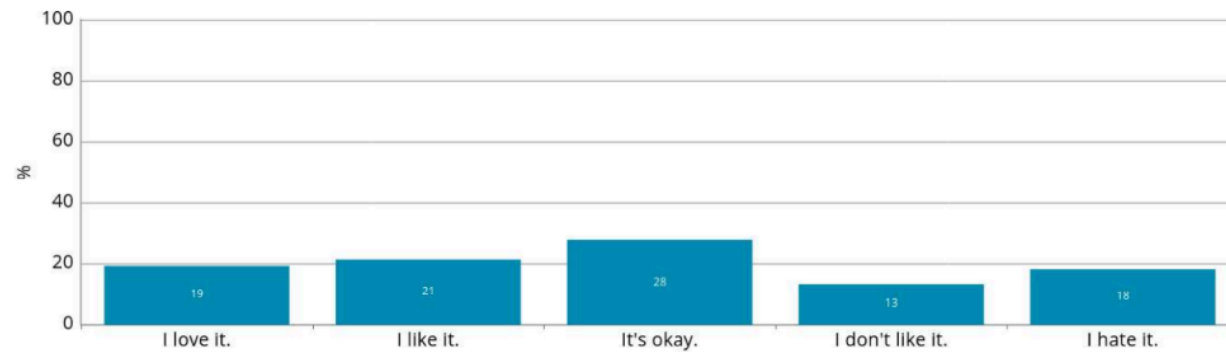
Students are of Indigenous origin, that is First Nations, Métis or Inuk



District Level Custom Measure(s)

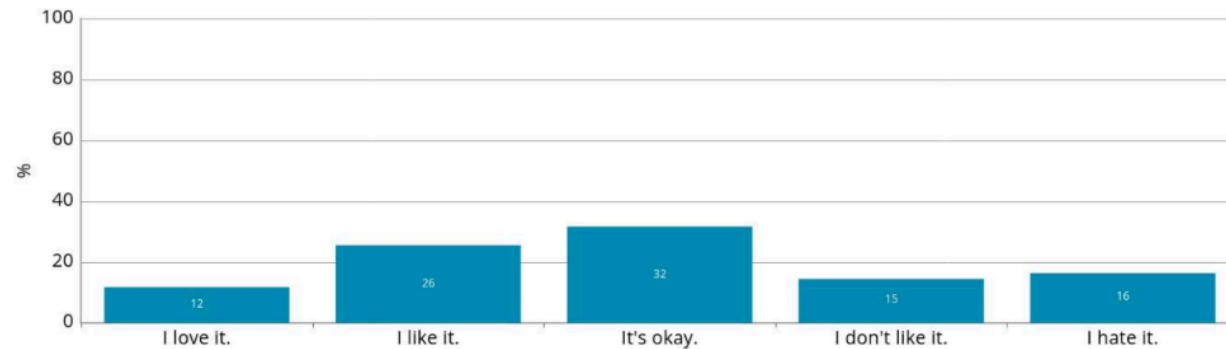
READING

Tell us how you feel about reading.



MATH

Tell us how you feel about math.

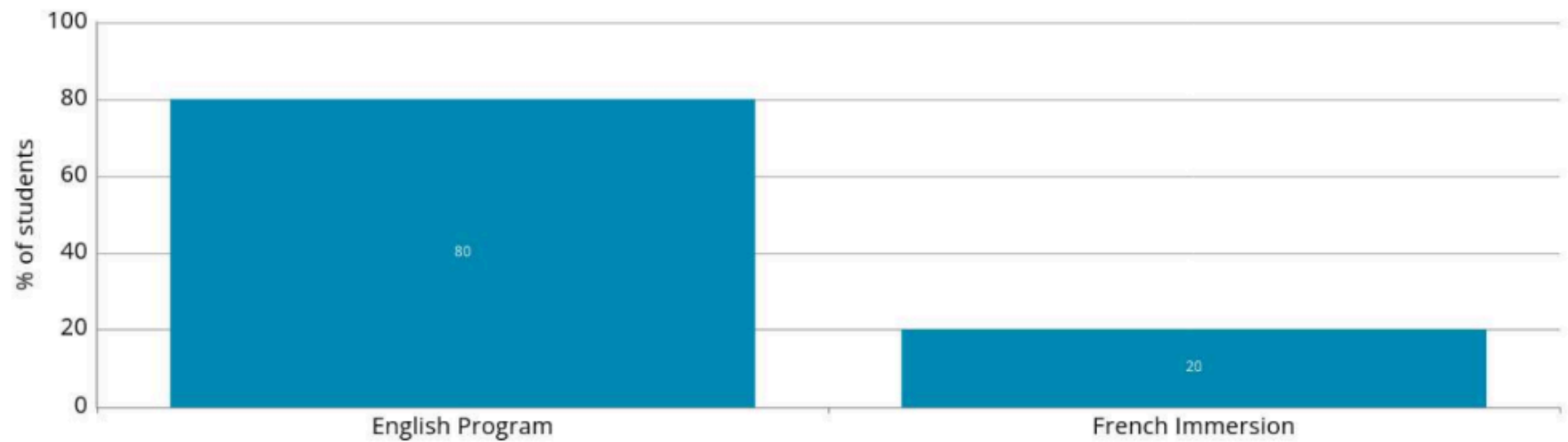


Other Measures

% Enrolled in FI

French Immersion

The percentage of students that indicated they were enrolled in French Immersion.



9. Student Services Report 2025-2026

Mission: To nurture the growth and success for all through providing specialized services, advocating for individual needs, and fostering an environment of respect and encouragement

Vision: “To have the courage to believe in the potential within each of us”

Highlights

- Speech and Language with Divisional Speech- Language Pathology (S-LP) Assistants continued block therapy programs and Kindergarten speech sound screeners for students as identified by schools
- Speech and Language implemented pilot program Story Champs that includes AAC option to promote oral language foundation
- Social Workers supported School-based Belongings and Connections at one high school and two Middle Years programs through drop-in lunch clubs (106 students)
- Social Work provided presentation and summary handout of OurSchool Data for Guidance Counselling Planning
- Occupational Therapists developed and provided a Fine Motor handout for school readiness support for Welcome to Kindergarten (WTK)
- Occupational Therapists provided consultation on accessible playgrounds to two schools
- School Psychologist and Psychology student intern provided presentations and support for Executive Functioning and Emotions and Behaviour Understanding
- Piloted collaborative discussion sessions with administrators for presence and engagement
- NCI Training of staff- 2 administrators and 39 staff received certification; this year included ASD training component added
- Continued pilot project with three schools for complex need support on-site with Student Services Administrator and NCI trainer
- Provided workshops on SEL, AAC, Sensory Strategies, Executive Functioning, and Wellness
- Coordinated training for Violence, Threat and Risk Assessment (VTRA) Level I training and certification for 4 Administrators, 2 Guidance Counsellors; and VTRA Level II training and certification for 1 Administrator, 2 Social Workers, 3 Guidance Counsellors, and 1 Teacher
- Coordinated training for Trauma Informed Assessment of Risk to Others for Neurodivergent students for 7 Administrators, and 3 Social Workers
- Reviewed and updated URIS procedures
- Reviewed and updated Crisis Response plan manual
- Updated VTRA documents with current language to ARTO for all schools
- Piloted SEL program Too Good at a new school with positive feedback from students and staff
- Supported Early Years transitioning through WTK program, WTK training session opportunity, and early years program support
- Distributed 52 pre-school and 201 WTK learning bags

Lessons Learned

- Importance for screening assessments early language
- Importance for socio-emotional learning support
- Importance of digital safety in guidance programming
- Need for review presence and engagement student specific planning
- Need for review and updates for educational safety plans
- Need for review and updates in student services documentation to align with standards

- Need for review and updates in records management procedure align with best practices
- Access to appropriate support for complex cases- ongoing
- PowerSchool ongoing adaptations –improvements from collaborative reflections

Challenges that Remain

- Increasing Speech and Language needs
- Increasing mental health, wellness, and socio-emotional regulation needs
- Increasing need for evidence-based resources to promote online safety
- Increasing need to strengthen presence and engagement strategies and reflect in student-specific planning
- Continued review and updated response to evidence-based suicide screening process and documentation
- Documentation and Protocol updates to align with updated Standards for Appropriate Educational Programming
- Time for training to support updated Manitoba Standards for Appropriate Educational Programming
- Access to support for complex cases
- Continued transition to PowerSchool, including PS SIS printing of documents

Supporting Mental Health & Wellness

- Talking about Mental Health
 - Two schools provided Project 11 Program
 - Three schools provided the Thrival Kits Program
 - One school facilitated the Sources of Strength Program
 - Three schools facilitated the Counsellor In the Classroom Program
 - Three Schools presented the SpeakUP program and one offered Owning Up
 - Guidance Counsellors continued to utilize the books provided by the Mental Health and Wellness Committee (MHCW) on Growth Mindset and resilience (i.e., Big Life Journal, The Explosive Child, and When things go right go left)
 - Mental Health Addictions and RCMP presentations
 - Small groups were held in schools
 - Social Workers offered Lil Spots Socio-emotional learning program support
- Providing appropriate Training for Teachers and Staff
 - Division Student Services shared opportunities for diversity, Applied Suicide Intervention Skills Training (ASIST), and Fostering Social-Emotional Learning Skills for Academic Success training opportunities (school-initiated)
 - Division Student Services shared opportunities for Assessment of Risk and Threat training (Division-initiated) with 6 staff trained for VTRA Level, 7 staff trained for VTRA Level II and Trauma Informed Risk Assessment for Neurodivergent Students with 10 staff trained (school-initiated)
 - School Social Workers provided workshops for Divisional professional development, school requested sessions and for Guidance Counsellors
 - Division Student Services provided consults on SEL support and programming
 - Updated training information for Roots of Empathy was provided to host schools

- Incorporating mental health into Teaching
 - The following programs were offered in the division: Kimochi program on feelings/emotions, Lil Spots, Stress Lessons, connecting mental health literacy and well-being to the Physical education/Health education curriculum, Roots of Empathy, Counsellor In the Classroom, Sources of Strength, Self-control/ Calming the Story, Project 11, Big Life Journal, A Peaceable Place, OwnUp, SpeakUP and Zones of Regulation
 - Four schools offered Roots of Empathy
 - Two schools offered the Too Good-A Peaceable Place program
 - Second Step was implemented in two of four schools, with one pausing to offer the program in response to piloting the Peaceable Place program, and one pause in response to a term position
 - Social Workers reviewed Classroom Profiles and OURSchool Data to look at SEL and school needs to offer additional supports and provided guidance counsellors with Summary handout
- Providing helpful Tools for Teachers
 - The following above programs use tools to support students:
 - Roots of Empathy, Project 11, Second Steps, Thrival Kits, Counsellor in the Classroom, Big Life Journal, Too Good, pop-up wellness clinic, and nature days
- Taking Care of Teachers
 - The MHWC's commitment to taking care of staff was highlighted in three newsletters
 - Crisis Response Plan was reviewed and updated in response to feedback
 - Continued to promote resources available with Humanacare

Improve Student Support

- School Readiness (children entering Kindergarten)
 - All schools participated in the Welcome to Kindergarten (WTK) with 201 WTK bags distributed; newsletters shared with parents, and resources available on the Dashboard for school staff
 - WTK training offered to support staff in implementing WTK
 - Occupational Therapists created a Fine Motor Handout for the WTK bags
 - Five pre-school early years programs were supported
 - Pre-school learning bags (56) were distributed to support the pre-school programs
 - Student Services staff participated in Transition meetings and WTK evenings
 - Training for hearing screening procedures was provided to 4 staff
 - Student Services Administrator was a member of regional early years committees
 - The Provincial Early Development Instrument (EDI) was administered this year
- Mental Health and Wellness- Committee Initiatives
 - Provide drop-in clubs for three schools for identified grade levels
 - Provide SEL presentations for guidance counsellors, school staff, and educational assistants
 - Coordinate and facilitate wellness days for Senior Years and K-8 students

- Provide three newsletters for staff throughout the school year
- Maintain the Mental Health and Wellness Committee Meetings
- Literacy Support (articulation and phonological awareness)
 - S-LP Assistants provided screenings for speech sounds (128 students)
 - S-LP Assistants provided Tier 2 blocked therapy sessions at 8 schools (92 students)
 - S-LP Assistants provided Tier 3 articulation and language support (67 Students)
 - Training and support for S-LP Assistants for pilot project Story Champs program and pilot project Cubed-3 program, with Tier 3 interventions (16 students)
 - Training and support were provided to S-LP Assistants and EAs for speech programming
 - Four applications submissions for iDevices (AAC) as Speech Generating Devices through OARC; one OARC training session held, one device delivered and one device and training session pending

Professional Development

- Six student services staff and administrators received VTRA Level I training certification, and 7 staff members received VTRA Level II training certification
- The Speech and Language Pathologist provided training and professional development sessions for S-LP Assistants for speech and language programs, as well as
- Staff attended divisional hosted Nonviolent Crisis Intervention (NCI) training and
- 2 administrators and 39 staff received certification. Additionally, a special NCI school-based session was held to support a complex case review request
- Three student services and administrators staff attended the Waves of Change in School Attendance Challenges conference hosted by Youth Mental Health Canada
- Division Clinical staff provided sessions at the Divisional PD Day, Student Services meetings,
- and the Divisional Custodian meeting covering topics such as social-emotional learning, growth mindset, executive functioning, emotions and behaviour, sensory processing and strategies, fine motor strategies and wellness
- Three Clinicians along with 14 school student services staff attended a professional development session on Reading and Written Language Disorders & Social Emotional Learning Skills for Academic Success
- School S-LP provided presentations on use of AI in creating social stories to Resource Teachers and Guidance Counsellors and on understanding of speech terminology and supporting strategies
- Additional training was received in the areas of socio-emotional learning and regulation, neurodiverse considerations and strategies, reading and written language strategies, and stress-trauma and the brain

Documentation

- To improve the effective and efficient use of Student Specific Plans and Student Services documents, a review of the PowerSchool Forms was completed for the following documents:
 - Clinical referral form
 - Attendance plans
- Full implementation of the MACY Serious Injury Reporting form
- Developed a summary handout for cumulative file information to support administrative assistants
- Reviewed and updated the Crisis Response Manual
- Reviewed and updated the Violence, Threat, Risk Assessment (VTRA) handouts to be in alignment with revised language of Assessment, Risk and Threat to Others (ARTO)

- Reviewed and updated the Unified Referral Intake System – URIS Procedures Manual
- Reviewed and updated the Administration of Prescribed Medication Record to align with updated URIS requirements and RRVSD Administrative Procedures G11
- Reviewed and provided feedback for updates for RRVSD Administrative Procedure F15-Use of Service Dog and RRVSD Administrative Procedure G12-Student Health Services-Supporting students with URIS Health Care conditions
- Reviewed and updated selected documentation including referral forms, year end reports, specific session notes, eligibility for modified programming, and resource summary
- Review and update of clinical referral questionnaire for Occupational Therapy (OT)
- Year-end reporting and case closure documentation for clinical staff was reviewed and edited to pilot for next year

10. Technology Report 2025-2026

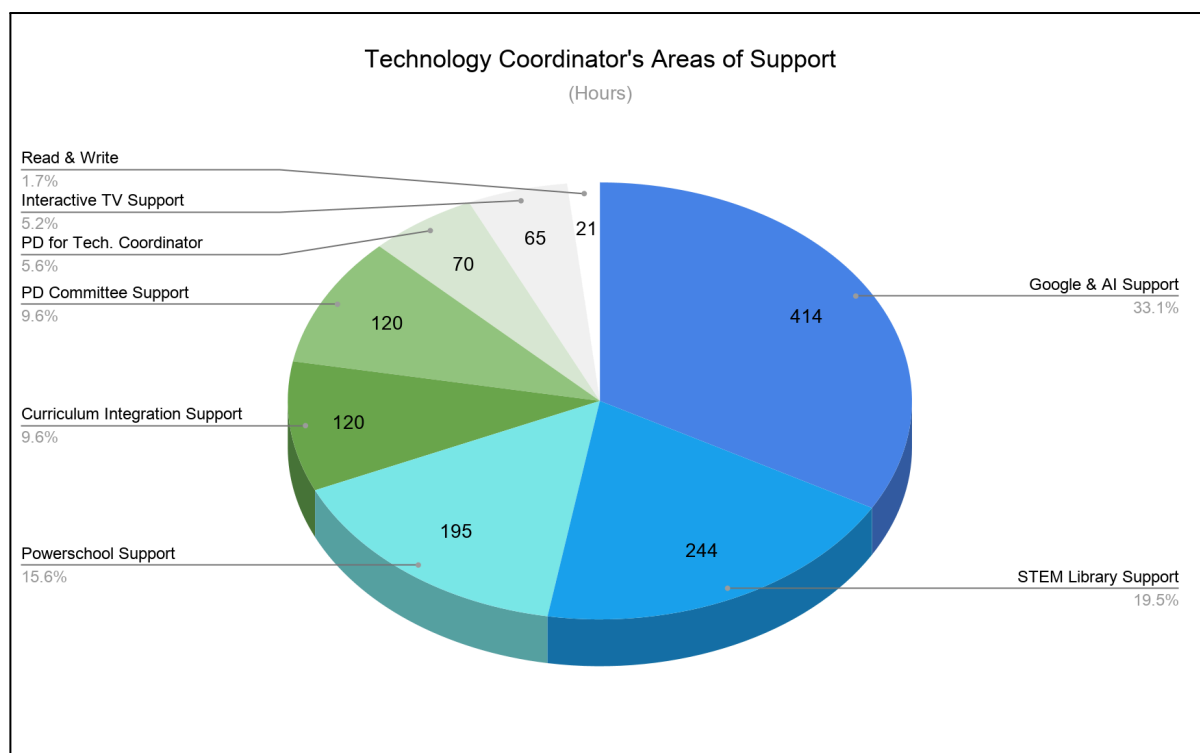
This report details the 2025-26 technology initiatives and support provided by the Red River Valley School Division's Technology Coordinator.

Key Highlights this Year

- Significant increase in AI initiatives with Google Gemini and NotebookLM; 90% of teachers engaged with these platforms, with 50% using them weekly.
- High Google Workspace engagement with 116,075 total files created, predominantly by students (89,993 files).
- Google Classroom supported 1,877 students across 465 classrooms, utilized by 110 teachers.
- STEM Lending Library achieved an 80% booking rate, introducing new items like Marty the Robot and Digital Microscopes.
- PowerSchool adoption reached a milestone with 95% of parents utilizing the Parent Portal for report cards and AUP acceptance.
- Rapid adoption of new technologies, including Google Vids (774 creations) and initial implementation of Chromebook Class Tools to enhance student focus.

Technology Coordinator's Areas of Support

The following chart provides a detailed breakdown of the Technology Coordinator's areas of support for students and staff. This year saw an increase in time dedicated to Artificial Intelligence initiatives, specifically in training teachers and students on Google Gemini and NotebookLM. Collaboration efforts saw a notable rise with the Indigenous Integration teacher and the Curriculum Support Team, a partnership that is expected to expand in the coming year. The statistics presented were compiled from Service Desk logs covering the period from June 16, 2025 to June 16, 2026.



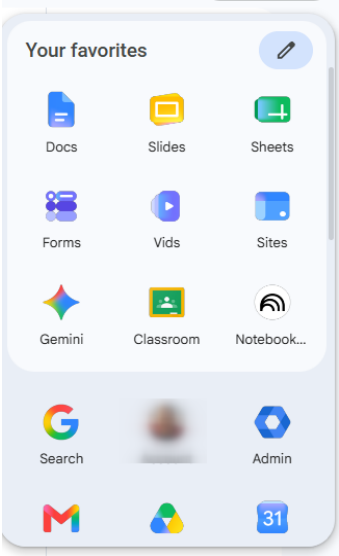
Google for Education and AI Support

For the past eight years, the Red River Valley School Division has effectively leveraged Google Workspace as a collaborative platform. This powerful tool has been instrumental in supporting both staff and students in their teaching and learning initiatives.

Google Workspace Usage and File Creation

The following table illustrates the high level of engagement with Google Workspace applications across the division, with a total of 116,075 files created by students and teachers this school year. The data shows that students are the primary content creators, generating 89,993 files compared to 26,082 by teachers. Google Documents are the most utilized format by a wide margin (85,903 total), followed by Google Slides (20,713). While less frequent, the usage of Google Vids (774 files) demonstrates the engagement with newer creation tools.

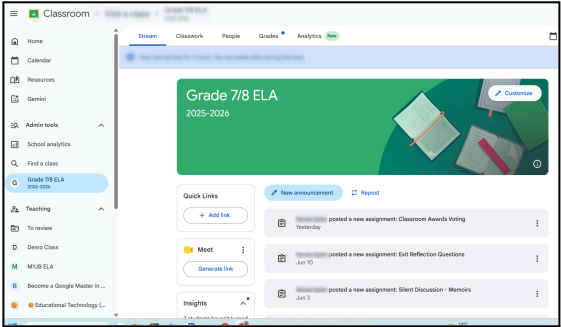
Document type	Student	Teacher	Grand Total
Google Document	66,925	18,978	85,903
Google Slides	16,644	4,069	20,713
Google Spreadsheet	5,170	2,296	7,466
Google Form	257	569	826
Google Vids	677	97	774
Google Sites	193	22	215
Google Drawing	127	51	178
Grand Total	89,993	26,082	116,075



Google Classroom Adoption and Usage

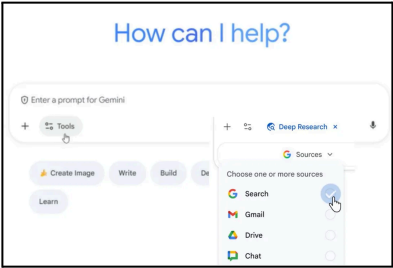
Google Classroom is a key component of the Google Workspace for Education, serving as a collaborative platform for teaching and learning across the division. This year, **110 teachers** utilized the platform to create **465 Google Classrooms**, supporting **1,877 students in grades 3 through 12**. Parents can also see what is happening with their child's classes.

(Image right: Screenshot of Google Classroom)



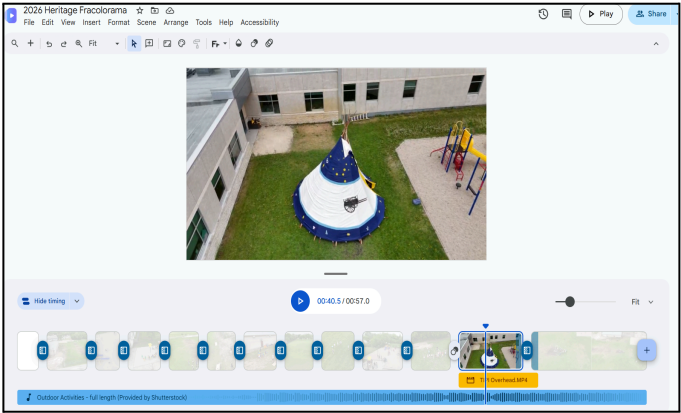
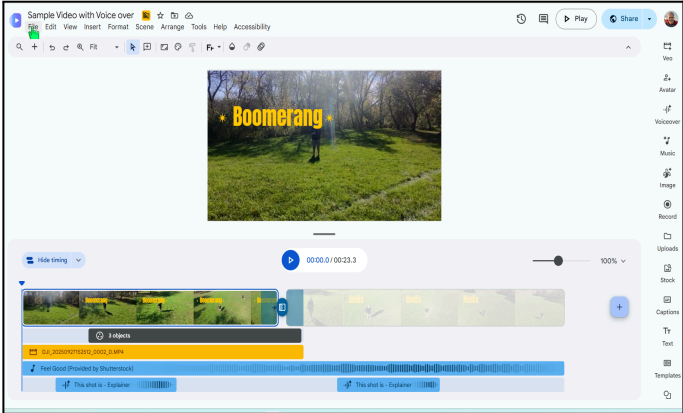
Supporting Teachers with AI: Gemini and Notebook LM.

One of the key goals this school year was to assist teachers in effectively using Google Gemini and Notebook LM for their classes. As the designated AI platform built into RRVSD’s Workspace For Education, these tools have seen significant adoption. Usage data shows that 90% of teachers have engaged with the platforms at least once, with 60% now using them weekly. Teachers have successfully leveraged Gemini to assist in a multitude of aspects, including creating lesson plans, developing educational games, and preparing review materials. (Image right: Screenshot of Gemini)



Google Vids Adoption and Impact

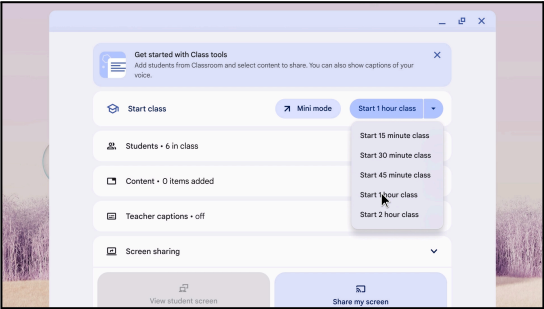
Google Vids, the new online video editor integrated into Google Workspace, was released in February 2025. Despite its recent launch, it has quickly become a valuable resource, helping both teachers and students with an easy-to-use tool for video editing. The immediate popularity is evident by the 774 new Google Vids creations this school year. Given the positive uptake, plans are in place to offer more training for teachers next school year to further enhance its adoption. (Images below: Screenshots of videos being edited by Google Vids)



NEW! Class Tools for Chromebooks

Class Tools is a built-in feature in Chromebooks that enables teachers to restrict student access to specific websites or applications, helping to maintain focus during lessons. Although recently introduced, it has already been implemented with great success by 10 teachers with close to 200 students from grades 3 to 12. Moving forward, additional training will be provided to help more staff utilize this tool to minimize distractions and keep students engaged with their assignments. Class tools also have a closed caption which allows the student to translate the teacher's voice into their own language.

(Image Right: Screenshot of Teacher setting up Class Tools for their students)



Support for Red River Valley Athletic Association (RRVAA)

For the last five years, the Technology Coordinator has provided technical and event support to the Red River Valley Athletic Association (RRVAA). This includes comprehensive data collection and maintaining all athletics records using Google Spreadsheets and Docs. Additionally, drone footage has been captured for various RRVAA events, such as the Indigenous Games, to document and showcase the association's activities.

(Image Right: Drone shot from Indigenous Games in Starbuck, 2026)



STEM Lending Library Support

Year four of the Science Technology Engineering Math (STEM) Lending Library saw the Marty Robot Kit and Digital Microscope Kit added. Schools can book items for one-month blocks, used by teachers in various ways: Early Years for centers, Middle Years and Senior Years for curriculum. Middle Years often teach Early Years students. Items were booked 80 % of the time.

The chart below displays all bookable items for teachers within RRVSD.

RRVSD STEM Lending Library		
Item	Years in RRVSD	Description
Marty the Robot 	NEW this Year!	Programmable robot for all grades, using color-coded paper and a web interface for easy coding, promoting computational thinking.
Digital Microscopes 	NEW this Year!	New this year, these microscopes have built-in screens, making it easy for students to clearly see, share, and discuss magnified scientific discoveries.
Tale-Bot Pro Classroom Set 	2nd Year	Screen-free, interactive robots for elementary students. They use physical buttons for direct programming, teaching logic and problem-solving. A second kit is being added due to high demand.
Neo Drones 	2nd year	Durable, easy-to-fly drones for the classroom, used for fun STEM challenges to teach aerodynamics and programming. (6 drones included, more coming next year). These drones work well with Google Vids!
DJI Mavic Mini Pro 4 	2nd year	A compact, high-performance drone with an advanced camera. Great for aerial photography, videography, mapping, and advanced physics lessons on drone operation.
VEX Robotics 	2nd year	Booked through MAETL, the Morris Robotics team used this kit all year for in-class learning and competitions.
DJI Avata 	4th Year	A unique First-Person View (FPV) drone for immersive and agile flight. Excellent for understanding advanced drone control, aerodynamics, and FPV principles for creative projects.

	4th Year	Kid-friendly coding robots for Early and Middle Years school. They use apps to teach fundamental coding concepts (sequences, loops, events) and robotics basics through play (8 robots included).
	4th Year	Spherical, app-enabled robots for teaching coding, robotics, and STEM concepts through play. They are durable and versatile for activities in physics, geometry, and computer science (12 robots included, booked via MAETL).
	4thYear	Oculus 3S VR Headsets for immersive learning (e.g., virtual field trips, labs) in history, science, and career exploration. (5 headsets included, booked via MAETL).

The items listed in the table below were booked numerous times throughout the year.

[illegible]

MAETL Lending Library (Items are shared with other schools in Manitoba - Limited Availability)										
Sphero Kit (MAETL)									☒	☒
VR Headset (MAETL)						☒	☒			
VEX Robotic Kit (MAETL)	Used by the Morris School Robotics Team all school year									

(Technology Coordinator using a Viewsonic Board to teach students how to code Marty the Robot)



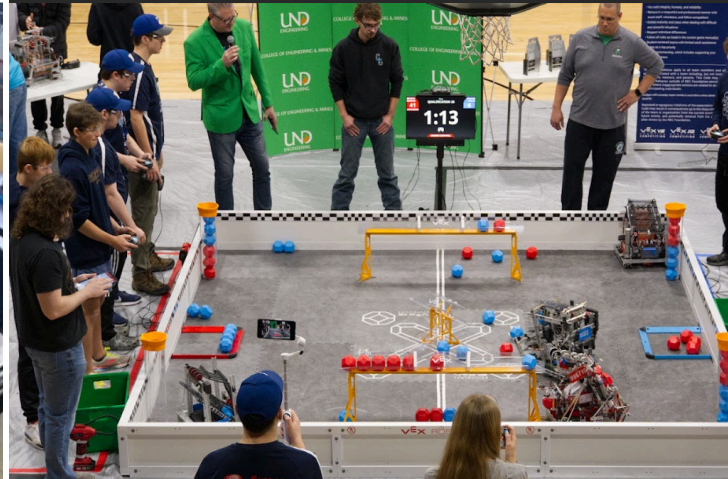
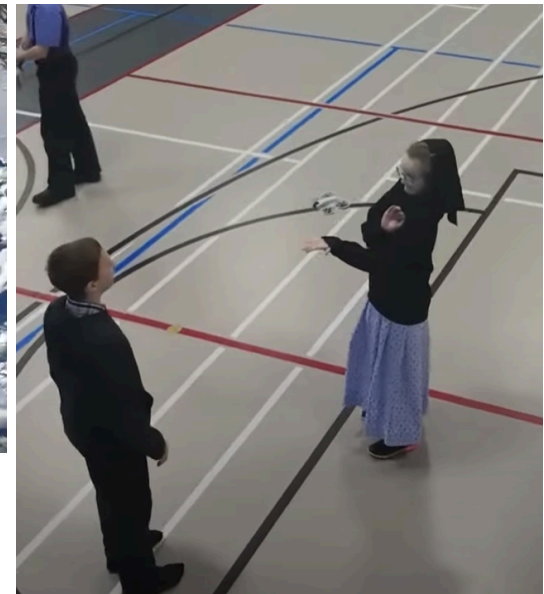
Pictures of students using the different STEM Library items.

(Photos top left moving clockwise: Marty the Robot at Rosenort, Tale -Bots at École Héritage Immersion, checking out pond water on digital microscope at Morris School, pond water creature, Marty the Robot in JA Cuddy)





(Photos top left moving clockwise: Marty the Robot in Morris School, Morris School Robotics Team in Action, Tipi Raising at Starbuck, Dog Sledding at Lowe Farm, Flying Drones at Peace Valley, Bannock Making at Starbuck)



PowerSchool SIS Support

The Technology Coordinator has supported various implementations as detailed in the chart below. It's important to note that this year, Deryn Chartier, has also provided PowerSchool support, reducing the overall time for the Tech Coordinator. This enabled the Technology Coordinator to dedicate more time to supporting staff and students in areas beyond PowerSchool.

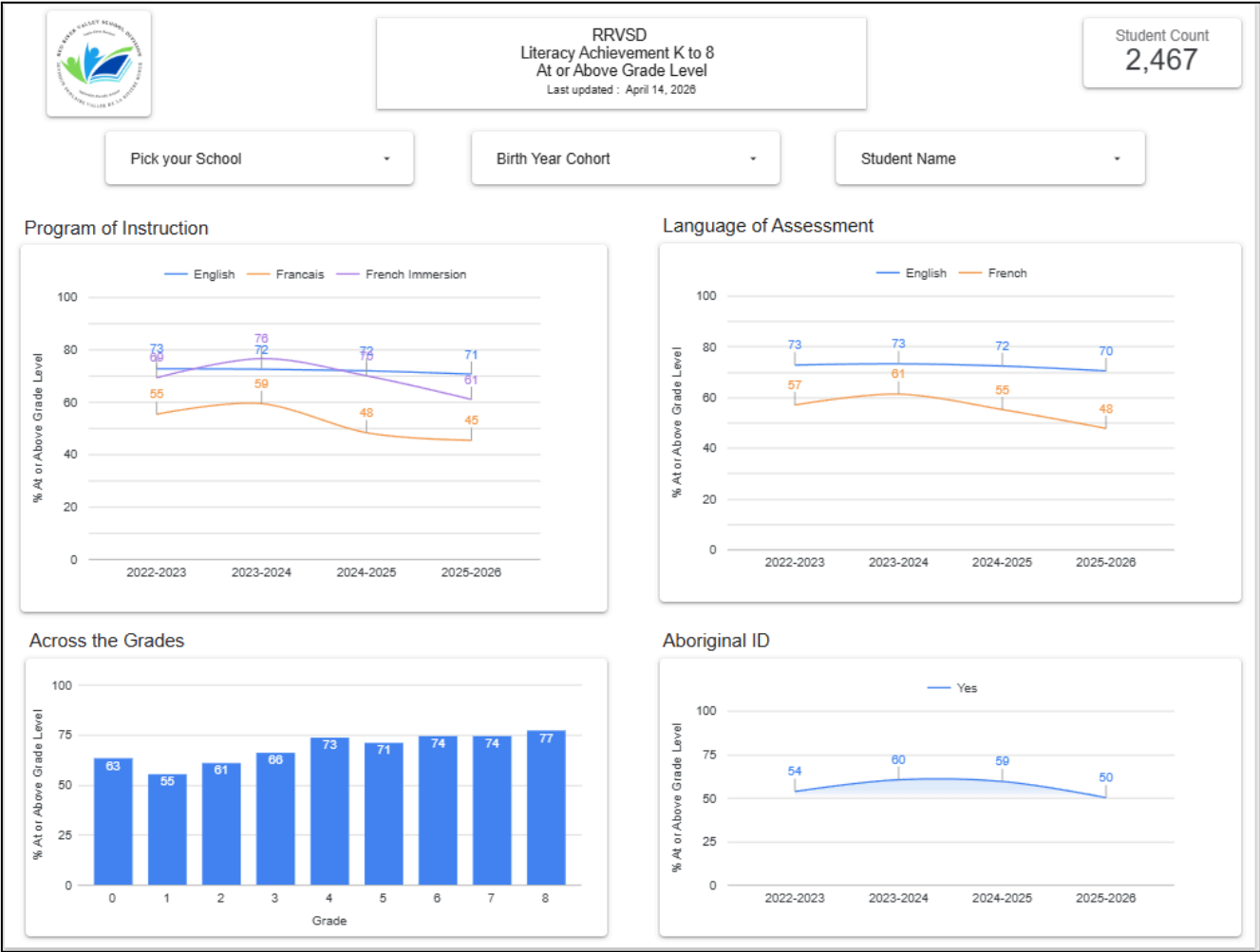
Program Implemented	Description	2021/22	2022/23	2023/24	2024/25	2025/26
Data Collection for Literacy and Report Cards	Pages have been added to PowerSchool to allow Staff to look at Literacy and Report Card Data	Not started				Testing Launched
Parent Portal for Report Cards and Acceptable Use Policy (AUP)	95% of Parents are now using the Parent Portal to view Report Cards and Accept the AUP.	Not started		Testing	Launched	Maintenance
Administrative Assistants Training	Two training sessions annually for administrative assistants. These sessions will focus on new PowerSchool features relevant to their roles.	Not started	Launched	Ongoing		
Log Entries for Behaviour	Teachers, Principals and EAs will be able to enter student behaviours into PowerSchool. Schools will be able to search and create reports on those entries.	Not started	Testing	Launched	Ongoing	
Student-Staff Incident	This form was added for Principals who must report on students' physical restraint.	Not started	Testing	Launched	Ongoing	

Online Registration Form	All new students will be registered with the Online Registration Form. Collected data will be placed directly into PowerSchool.	Not started	Testing	Launched	Ongoing
Kindergarten Report Card	Kindergarten teachers are now able to create a K Report Card in PowerSchool.	Not started	Testing	Launched	Ongoing
Literacy Data	Reading Data, Literacy Intervention and K to 2 Literacy Observations are now recorded in PowerSchool. The data can be quickly reported.	Testing	Launched	Ongoing	
Report Card Support (grades 1 to 12)	Training videos have been created and updated to support teachers in creating student report cards in PowerSchool.	Launched	Ongoing		
New SQL Reports	SQL reports allow secretaries, principals or division office staff to create reports efficiently.	Launched	Ongoing		
Student Specific Plans / Clinical Referrals.	All AEPs, IEPs, BIPs, PTPs and Clinical Referrals are in PowerSchool.	Launched	Ongoing		

Curriculum Instruction Support

The Technology Coordinator provides support to Curriculum Instruction Support Teachers across several key areas. This includes assistance with the Numeracy Achievement Program (NAP) for grades 4-9, the Early Years Evaluation (EYE) for Kindergarten students, and the new universal reading screener: Acadience Learning Online (ALO). Additionally, the Technology Coordinator assisted the Indigenous Inclusion Teacher on various projects.

Core responsibilities involve ensuring accurate program enrolment for teachers and students, data collection and collation, and the development of visual charts. These charts are used in assisting the Curriculum Instruction Support Team in their support of principals, teachers and students (see samples below)





Dashboard > All Students (26)

Students

Search (26) student

- James Wilson
- Thomas White
- John Doe
- Emily Jones
- Michael King
- Sarah Smith
- David Brown
- Michelle Davis
- Christopher Lee
- Amanda Clark
- Matthew Green
- Olivia Adams
- Benjamin Baker
- Sophia Carter
- Lucas Evans
- Mia Foster
- William Hall
- Isabella Hill
- Robert King
- Charlotte Lee
- Henry Miller
- Grace Wilson
- Sebastian Young

OUTCOMES

NUMERACY DATA

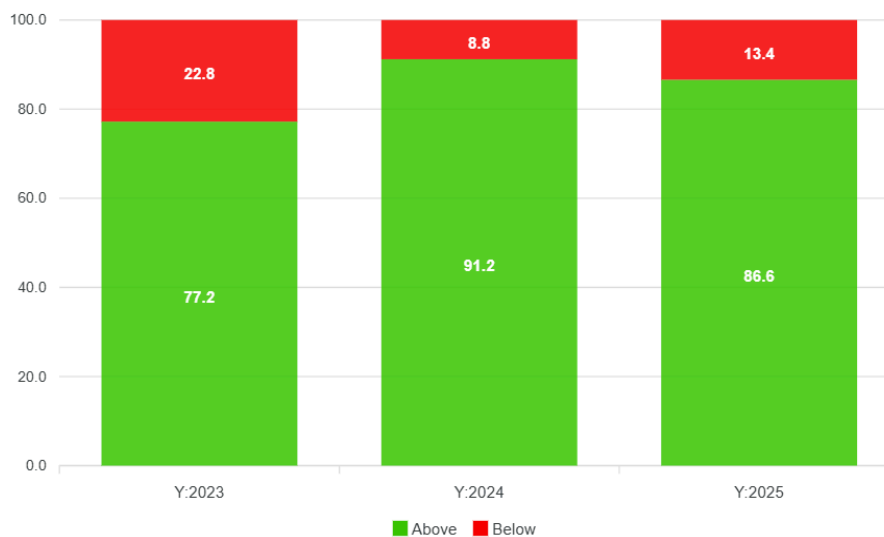
LITERACY DATA

STUDENT PROFILE

⚠ CLASS BUILDER

⚠ ATTENDANCE

Outcome Explorer



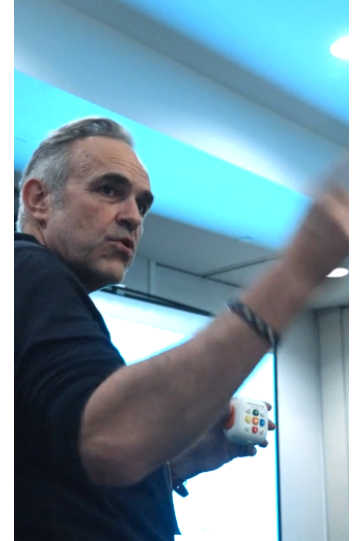
☒ Above/Below Mode
34 outcome(s) across 8 subject area(s)

Professional Development (PD) Committee Support

PD sessions for teaching staff were conducted on September 2, 2025, at Morris School and on September 29, 2025, at École Héritage Immersion School. The Technology Coordinator was requested to provide technology support for both of these professional development days. The following outlines the various aspects of the support provided:

- Attendance at all PD Committee meetings.
- Developing information session grids detailing all available PD sessions.
- Creation of Google Forms or Eventbrite Events for collecting teacher session preferences.
- Evaluation of data gathered from all surveys.
- Generation of individualized schedules for each teacher, reflecting their chosen sessions.
- Distribution of individual teacher schedules via email, utilizing mail merge techniques.
- Formulating feedback surveys for each PD session.
- Assessment of data derived from feedback surveys.
- Presenting feedback to the PD Committee.
- Provided two one-hour education technology sessions to teachers on the September 29th PD Day.

(Technology Coordinator presenting at various PD Events)



Professional Development for the Technology Coordinator

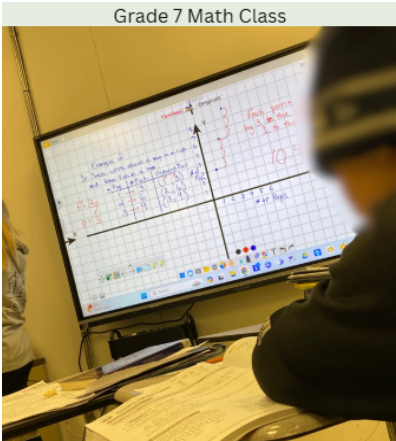
This section outlines various professional development opportunities and training sessions attended or led by the Technology Coordinator, focusing on emerging educational technologies and their classroom applications.

- **MTS PD Day - MANACE, October 24, 2025:** Sessions on STEM and AI.
- **Thrive AI Conference, November 6–7, 2025:** Explored the integration of Artificial Intelligence (AI) into teaching practices.
- **Class Tools for Chromebooks, November 10, 2025.**
- **Google Training with Google Canada, December 10, 2025:** Training session held in Winnipeg.
- **AI in Education Summit, January 16, 2026:** Organized by the Province of Manitoba.
- **Build Your Teaching Experience (BYTE) - Brandon University, February 13, 2026:** Attended this annual Ed Tech Conference. The Technology Coordinator presented on Drones and Google Vids along with how to use Gemini effectively in the classroom.
- **Acadience Learning Online Training, February–March, 2026:** Early Reader Screener training.
- **Riding the Wave - Gimli, May 8–9, 2026:** Attended this annual Ed Tech Conference offering diverse workshops. The Technology Coordinator led a presentation on Generative AI, specifically utilizing Gemini.

Interactive Display Support

RRVSD continues to leverage 97 interactive displays (82 Viewsonic and 15 Loft models), which are utilized for over 90% of the school day. Teachers highly value these displays for their versatility, which allows for seamless multimedia integration, content annotation (documents, videos, web pages), and the creation of dynamic lesson plans. This interactive and visual approach effectively supports diverse learning styles and enhances content comprehension.

Support for these displays involves ongoing, typically one-on-one training provided by the Technology Coordinator during prep periods or lunch breaks. Looking ahead, the Technology Coordinator will focus on integrating more interactive classroom tools—such as Class Swift, interactive polling, and screen sharing—to maximize the utility of these devices. (Images to the right show students working in a class with Viewsonic Boards)

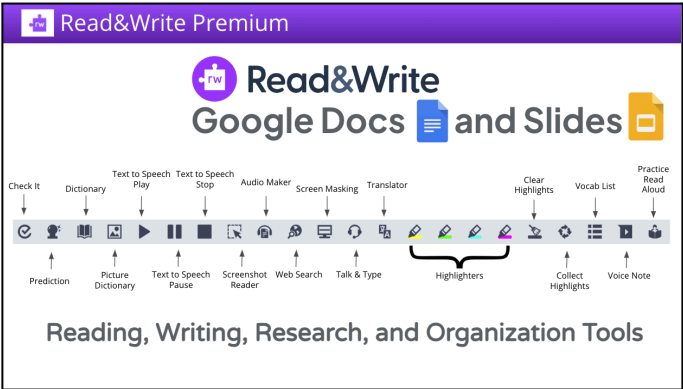


Read and Write Support

Read & Write, the literacy software purchased in 2020, is available to all RRVSD students and staff, offering essential tools like text-to-speech and voice-to-text dictation within Google Workspace. To increase its use and awareness, enhanced training initiatives are planned for the upcoming school year. The table below shows the number of interactions for each of the features in Read and Write.

September 2025 to June 2026; 60,440 interactions

#	Feature	Interactions
1	Text to speech	38.1k
2	Prediction	8.1k
3	Speech to text	6.3k
4	Highlighters	3k
5	Dictionary	805
6	Picture dictionary	627
7	Check it	557
8	Translator	371
9	Speed	320
10	Rewordify	286



Concluding Remarks

- Challenges
 1. Artificial Intelligence (AI): The Province of Manitoba's decision to restrict social media and chatbots for school-aged children will likely impact the integration of AI in the classroom. Further discussion is needed to determine a viable path forward for utilizing AI within Google Workspace.
 2. Student Focus: Schools report students are not focusing on school work on Chromebooks. The use of Classtools for Chromebooks may help.
 3. Finding Important Information: Staff often struggle to locate centralized resources, such as key dates and links. To address this, we will develop an RRVSD staff dashboard to serve as a "one-stop shop" for essential information.
 4. Viewsonic Board Training: Finding time for professional development during instructional hours remains a challenge. We are exploring alternative training delivery methods to ensure all teachers can maximize the instructional potential of their Viewsonic displays.

Thank you for the opportunity to train and support our amazing RRVSD staff and students.

11. Education Plan 2026-2027

RRVSD Pillars for Student Success:

High Quality Learning

- Literacy
- Numeracy
- Professional Development & Curriculum Support
- Indigenous Education
- Technology

Student Engagement and Well-Being

- Student Services Goals
- Shared Health Addictions Foundation of Manitoba Partnership

Excellence in Teaching and Leadership

- Excellence in Professional Practice
 - Teachers
 - Administrators
 - Resource Teachers
 - Guidance Counsellors

Responsive Systems

- Review of Staffing Formulas and Distribution
- Review of Divisional Student with Exceptional Needs Funding Model
- Track and Analyze of Staff Absenteeism

Sources of Data

- OurSCHOOL Survey
- EYE-TA
- Early Reading Screener (Acadience)
- RRVSD – Numeracy Data
- NAP Data
- Grade 3/4 Provincial Assessments
- Grade 7/8 Provincial Assessments
- Provincial Report Card Data
- Attendance Reports
- Graduation Data
- SRB/Atrieve

- PowerSchool

Professional Development & Curriculum Support Goals 2026-2027:

- Enhance Instructional Practices:
 - Support Senior Years and Middle Years teachers in using the Reading Apprenticeship protocols across curricula
 - Reinforce the use of Building Thinking Classrooms to develop critical thinking and math reasoning skills
 - Reinforce strategies in Mathematics classes that allow for constant reachback to engage students in building connections between their prior knowledge and what they are currently learning
 - Engage teaching staff in using the Universal Design for Learning and differentiation in their lesson planning and delivery
- Build Knowledge Base & Capacity:
 - Collect, analyze, reflect and plan using data from a Grade 9 literacy assessment (to be piloted with all Grade 9 students twice a semester at Rosenort School, Morris School, and Sanford Collegiate)
 - Discuss, create, and implement common assessments for the Provincial Grade 3 Assessment in Reading, Lecture, and Numeracy, Grade 4 Assessment in French Immersion Lecture, Grade 7 Mathematics Assessment, and Grade 8 Reading Comprehension and Expository Writing Assessment
 - Create common descriptors and exemplars for the new Grade 9 English Language Arts curriculum to ensure consistency across Senior Years English Language Arts
 - Support Grade 12 English Language Arts students from the colony schools in writing the Provincial Achievement Test
- Respond to New Government Initiatives:
 - Continued engagement and learning with the Manitoba Framework for Learning, and the new English Language Arts (Kindergarten to Grade 12) Curriculum and Science (Kindergarten to Grade 10) Curriculum
 - Continued learning of the new Grade 9 Math curriculum (to be implemented in 2027-2028)
 - Provide Grade 9 Math teachers with professional development when the draft of the curriculum is released
 - Work with the Math teacher from École Héritage Immersion as they voluntarily implement the new Grade 9 Math I and Math II curricula
 - Inform Grade 12 English Language Arts teachers of the changes to the provincial Achievement Test and provide professional development as required
 - Continue to support Grades 1 to 3 teachers in using the Universal Screener (Acadience), and creating/providing procedures and protocols for next steps
- Ongoing Program Implementation & Support (2026-2027):
 - Working with school leaders on supporting teachers in the collection of the Body of Evidence
 - Support teaching staff with using the Framework for Learning and the Global Competencies
 - Provide professional development opportunities for the new Science and English Language Arts curricula
 - Provide professional development regarding Reading Apprenticeship methodology and protocols
 - Train and support teachers implementing the Universal Reading Screener and using their data to set goals for their teaching and for their students' learning
 - Engage staff with the Numeracy Achievement Program and develop teacher capacity in building mathematical reasoning skills with their students
 - Discuss data analysis and next steps with Administrators
 - Support Kindergarten teachers as they continue to use the Early Years Evaluation to reflect on their students' developmental strengths and challenges

Indigenous Education Goals 2026-2027:

- Use of Treaty Kits will be tracked, and teachers of social studies will be encouraged to make greater use of the kits and lessons. Principals will be asked to help in this regard.
- Mamahtawisiwin assessments by school will be implemented, and the IIT will track each school's progress.
- A greater focus will be put on helping First Nations, Inuit, and Métis students feel more comfortable in schools and connect to their culture if that is their wish.
- Cultural events such as Sweat Lodges and meeting with Elders will be made available to Indigenous students across the division.
- Development of a teaching lodge on the Domain property will continue to be pursued.
- Planning to bring French-speaking Indigenous dancers to our French-speaking schools to talk about traditional dancing and regalia.
- This coming year ÉHI will invite students from Ginew School to join them at their Festival du Voyageur. Students from ÉHI will attend the Gathering of Friends this year for their 25th anniversary. This will mirror what happened during the very first year of Gathering of Friends!
- Field trips, site-based learning, and land-based education will continue to be expanded in RRVSD.
- Another school tipi project will be pursued in the division if there is interest.
- More connections with local Indigenous teachers and Knowledge Keepers will be pursued.
- The IIT will continue to focus on Early Years classrooms to make sure Indigenous topics and pedagogy are introduced at the start of our students' educational journey.

Technology Goals 2026-2027:

- Class Tools
 - Full implementation of Chromebook Class Tools to enhance student focus and engagement during instructional time.
- RRVSD Dashboard
 - Development of a centralized RRVSD staff dashboard to provide a "one-stop shop" for essential links and resources.
- Partnerships
 - This ongoing goal focuses on strengthening partnerships with the Curriculum Instruction Support Team and the Indigenous Inclusion Teacher to enhance the use of technology, data collection, and ed-tech tools.
- Viewsonic PD
 - Hosting dedicated professional development workshops at the Domain site to provide teachers with comprehensive, in-depth training on maximizing the utility of Viewsonic interactive displays.

Student Services Goals 2026-2027:

- Student Services Review and Reporting, Manitoba Education
- Strengthen Support for Student Well-being and Socio-emotional Learning (SEL)
 - Expand Lil Spots program kit support for up to two schools
 - Expand the Too Good program for two new schools
 - Pilot Second Step program at a one new school
 - Continue to offer identified SEL group programming support

- Continue with consultations on SEL programming
- Continue following Manitoba Education's 5Ts to Mental Health framework to guide SEL and mental health programming
 - Talking about Mental Health,
 - Providing appropriate Training for Teachers and Staff
 - Incorporating mental health into Teaching
 - Providing helpful Tools for Teachers
 - Taking Care of Teachers
- Continue with SEL focus areas on emotional literacy, self-regulation, social skills, problem-solving, healthy relationships, and mental wellness primarily by grades
 - Focus on feelings and emotions (K-2)
 - Social relationships and basic friendship skills (Gr 1-4)
 - Healthy peer relationships (Gr 5-6),
 - Healthy relationship development (Gr 7-8), and
 - Understanding and managing Stress (Gr 7-12)
- Mental Health and Wellness Committee
 - Provide drop-in clubs for three schools for identified grade levels
 - Provide SEL presentations for guidance counsellors, school staff, and educational assistants
 - Coordinate and facilitate wellness days for Senior Years and K-8 students
 - Provide three newsletters for staff throughout the school year
 - Maintain the Mental Health and Wellness Committee Meetings
- Strengthen Student Support
 - School Readiness Support (children entering Kindergarten)
 - Continued support with Welcome to Kindergarten (WTK) and early years programs and learning kits
 - Provide support strategies for fine motor skills
 - Literacy Support (articulation and phonological awareness)
 - Provide screenings for identified students
 - Provide Tier 2 blocked therapy sessions at 8 schools
 - Provide Tier 3 articulation and language support through Story Champs and Cubed 3 program; pilot additional Story Champs program
 - Provide training and support for S-LP Assistants and EAs
 - Provide consultation for students identified through the new Acadience screening process
- Resource and Guidance Counsellor Support and Capacity Building
 - Review Documentation for consistency and alignment with updated Standards
 - Review Records Management Procedures

- Review Pupil Referral Handbook
- Provide Resource Meetings and Guidance Counsellor to include at least three in person meetings
- Provide new student services staff orientation training sessions
- Resource Teacher
 - Review the updated MB ED Educational Assistant Guide
 - Review procedures for early years transition meeting and continue consultations
 - Draft and pilot an early year's intake questionnaire to compliment the MB ED parent questionnaire
 - Review CMP options in PS SIS
 - Share PD opportunities for neurodivergent, ASD, and executive function
- Guidance Teacher
 - Review Safe and Caring Schools- Presence and Engagement document
 - Review and update student specific plans- Attendance Plan and PS SIS updates
 - Safety, Crisis Response and Digital Wellbeing
 - Review of the updated Crisis Response Manual
 - Review updated Assessment of Risk and Threat to Others (ARTO) documentation and language
 - Review of educational safety planning
 - Share information for ARTO (division initiated) and ASIST training for new guidance counsellors, as well as for the refresher course (school initiated)
- Clinical Services: Capacity Building, Supervision & Consultation
 - Review of updated Standards for Appropriate Educational Programming
 - Review documentation for alignment (Year End Reports, Case Closures, Consultation, and Recommendation Notes)
 - Continue Clinical Services Team Meetings
 - Continue participation in Clinical Regional Team Meetings
 - Review Caseloads three times per year
 - Continue Manitoba Education- Digital Assessment Library training and implementation
 - Support oral language foundation program, with AAC component (Story Champs program and Cubed 3)
 - Support evidence-based digital safety learning
 - Provide support, supervision and orientation for S-LP student placement
 - Provide new clinician orientation (2 Social Workers)
 - Support for S-LP Assistants
 - Provide speech and language documentation and program training and support
 - AAC, as appropriate
 - Story Champs
 - Cubed 3
 - Speech and Language Screeners, as identified
 - Division S-LP Assistant team meetings 3 times
 - Provide training for S-LP Assistants and EA's
 - Provide new staff orientation training

- Professional Development
 - Provide NCI training for divisional staff
 - Provide professional development for Resource Teachers in areas such as trauma informed practices, executive function, AAC, Read & Write, regulation, and strategies for neurodiverse learners
 - Provide professional development for Guidance Counsellors in areas such as problem-solving approaches, developmental and attachment approaches, growth mindset, online safety, and trauma informed practices
 - Coordinate and Facilitate two Educational Assistant professional development days with focus on trauma informed practices, neurodiversity, and strategies supporting student specific needs
 - Develop a divisional EA resource bank, with resources such as articles, videos and webinars to share with schools
- Documentation Updates
 - Continue to review and revision of student profile and Student Specific Plans as per student services review recommendations to ensure consistent use of practice, and in compliance with PHIA as per Manitoba Education (i.e., student profile, student-specific plans, referral for specialized services, and year-end reports)
 - Review and draft Assisted Personal Care Plan
 - Review and update Attendance Plan
 - Review and update Educational Safety Plan
 - Continue to update current documents and procedures to align with language and terminology consistent with Standards for Appropriate Education Programming in Manitoba (2022)
 - Update Records Management procedures

Shared Health Addictions Foundation of Manitoba Goals 2026-2027:

Recommendations for prevention and education 2026-2027:

- Manitoba youth who use alcohol and other mood-altering substances typically report starting use between the ages of 12-16. Based on the 2025-2026 caseload, the average age of a student who tried a substance for the first time was 14 years old.
- Prevention and education to Grades 5, 6, 7 and 8 including:
 - An introduction to Shared Health Services and resources.
 - Substance use awareness, making healthy choices and coping with stress.
 - Impacts on students who are affected and worried about someone else's substance abuse, or gambling involvement.
- Substance specific presentations for what is trending in the province (binge drinking and Cannabis abuse awareness).
- Mental health promotion and coping with stress.
- Facilitation of Project 11 in classrooms.
- Facilitate community forums for parents or guardians virtually or in-person for substance use awareness and strategies to support their youth.
- Educational webinars for parents or guardians on mental health promotion, substance use and suicide prevention.

Excellence in Teaching and Leadership Pillar:

Excellence in Professional Practice (EPP):

Red River Valley School Division developed a professional growth model based on the work of Charlotte Danielson. This model is based on research and was developed in consultation between the Board of Trustees, the Red River Valley Teachers Association (RRVTA), the Red River Valley Association of Principals (RRVAP). The model was finalized and implemented in June 2019. An overview of the teacher model is on the following page. The Administrator, Guidance, Resource and Clinician documents all follow the same basic framework but are tailored to meet each individual group's dynamic needs.

Excellence in Professional Practice – Overview

June 2019

	Who?	Responsibilities		Timelines
Stage 1 Professional Development for Beginning Teachers	<ul style="list-style-type: none"> Permanent teachers with 0 to 3 years of experience Term teachers with at least 0.5 or more FTE for the year Term teachers hired during the school year or less than 0.5 FTE (principal's discretion) 	Year 1 <ul style="list-style-type: none"> Complete Self-Reflection Form Complete Stage 1 Form Meet with the principal Reflect and provide evidence on 3 components in each of 4 domains Access Mentorship Program (recommended) Summative Report to personnel file	Year 2 <ul style="list-style-type: none"> Complete Self-Reflection Form Address recommendations from year one Complete Stage 1 Form Meet with principal Reflect and provide evidence on the remaining components Access Mentorship Program (recommended) Summative Report to personnel file	<ul style="list-style-type: none"> By Sept. 15th - Meet with the principal to select components collaboratively By Sept. 30th - Complete Self-Reflection Form By Sept. 30th - Stage 1 Form completed and submitted to principal By Sept. 30th - First Informal Observation completed By Oct. 15th - First Formal Observation completed By Oct. 31st - Formal Observation Report received By March 1st - Second Formal Observation completed By March 15th - Second Formal Observation Report received By April 30th - Summative Report received and meeting completed Minimum of 2 formal visits Maximum of 4 formal visits
Stage 2 Annual Professional Development Plan	<ul style="list-style-type: none"> All teachers (except those in Stages 1 or 3) 	<ul style="list-style-type: none"> Complete Self-Reflection Form Complete Stage 2 Form Teacher chooses a minimum of 2 components Provide evidence and analysis of student learning Review Stage 2 Form with principal 		<ul style="list-style-type: none"> By Sept. 30th - Complete Self-Reflection Form By Sept. 30th - Stage 2 Form completed and submitted to the principal By Oct. 15th - Meeting with the principal By May 31st - Review Stage 2 Form with principal
Stage 3 Professional Development for Experienced Teachers	<ul style="list-style-type: none"> Permanent teachers new to the division with more than 3 years of experience Teachers in their 6th year in the division Every 6th year thereafter 	<ul style="list-style-type: none"> Complete Self-Reflection Form Complete Stage 3 Form Principal and teacher meet to mutually agree upon component(s) to be the focus of professional development (minimum 1 component per domain) Provide evidence and analysis of student learning Complete summary of professional development progress (on Stage 3 Form) Summative Report to personnel file		<ul style="list-style-type: none"> By Sept. 15th - Meeting with the principal By Sept. 30th - Complete Self-Reflection Form By Sept. 30th - Stage 3 Form completed and submitted to principal By Sept. 30th - First Informal Observation completed By Oct. 15th - First Formal Observation completed By Oct. 31st - First Written Report received By March 1st - Second Formal Observation completed By March 15th - Second Written Report received By April 30th - Summative Report received and meeting completed Minimum of 2 formal visits Maximum of 4 formal visits
Directed Development Plan	<ul style="list-style-type: none"> Teacher whose competency and performance is in question or deemed unsatisfactory 	Refer to Directed Development Plan (page 16) Summative Report to personnel file		<ul style="list-style-type: none"> Case specific
Probation	<ul style="list-style-type: none"> Teacher whose competency and performance continues to be unsatisfactory 	Refer to Probation section (page 18) Summative Report to personnel file		<ul style="list-style-type: none"> Case specific

Responsive Systems:

With resources, human and financial, becoming more and more difficult to obtain and maintain the Senior Administration team continues to be focused on reviewing the following internal systems to seek efficiencies and creative solutions for ongoing staff and budget challenges:

- Staffing Formulas and Distribution

- Students with Exceptional Needs Funding Model
- Staff Absenteeism
- Staffing Shortages in Specific Worker Groups

Results of these reviews will inform decisions on staffing, budget and professional development.