



Red River Valley School Division

*Annual Report on Continuous Improvement
& Division Education Plan
October 31, 2025*

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Red River Valley School Division

Annual Report on Continuous Improvement & Division Education Plan October 31, 2025

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 2024-25 the Red River Valley School Division included thirteen schools. Situated south and west of Winnipeg, the division included a K-8 Dual Track (English/Français Partiel) school, 4 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 2024-2025 we transported approximately 1423 students each day on 42 bus routes in a division that covers almost 3500 square kilometers. 52 students required multiple stops due to their family situations. We had 33 bus monitors who provided support to students who required specialized transportation arrangements due to their exceptional needs. We transported 114 school of choice, with-in-division, students. We also transported 228 students that were school of choice, out-of-division and 165 students who accessed Program Not Offered.

In 2024-2025 we had 108 students across the division that required significant additional supports. The division provided schools a total of over \$2.548 million dollars for these students. The provincial portion covers \$1.292 million leaving the division to provide more than \$1.255 over and above the funds allocated by the province to support those students and their classrooms. The total average support provided is just over \$23590/student. As mentioned above, we had a total of 33 educational assistants riding buses or transporting students at one time or another due to significant medical and/or behavioural challenges. During the 2024-2025 school year we had 174 students transfer in and/or out of the division. In 2024-2025 the division had 54 students who were in the care of Child and Family Services. 31 students in the division accessed our Addictions Foundation of Manitoba (AFM) counsellor, whose salary was almost entirely at the cost of our school division. There are an additional 10 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. 6 students from the north end of the school division accessed Urban Stable Equine Therapy and 41 students from JA Cuddy, Oak Bluff Community School, Starbuck School and

Rosenort School access Momenta to support their Mental Health needs. We had 1 Alternative High School Classroom program that helped support 23 of our highest needs students. This program graduated 4 students in June 2025 with a regular Manitoba diploma. Additionally, the division provided 81 students with Occupational Therapy services and 30 students with Physiotherapy services and support. There were 254 students on the two (1.8 FTE) Speech and Language Therapists caseloads. 35 students were open to our 1.0 FTE School Psychologist. Our 3.0 Social Workers had 108 students and their families on their caseloads. 205 students in the division had URIS (individual medical plans) with 21 of those 205 students having a second health care plan. 1 student accessed community mental health.

- b) We had a diverse population with 11% Self-Declared Indigenous students and 10.4% 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 18 different technical vocational programs. Our school division hosted two programs, welding and auto body located in Morris.

2024-2025 VISION

THAT EACH OF US WILL BE LIFE LONG LEARNERS

NEW 2025-2026 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:

New Superintendent & CEO	Dan Preteau
Former Superintendent & CEO	Brad Curtis
Assistant Superintendent	Darren Skog
Secretary Treasurer	Robyn Collette

e) Division staffing profile for 2024-2025

Full-time Equivalents	2021-2022	2022-2023	2023-2024	2024-2025
Principals	9.15	8.9	8.9	8.72
Vice-Principal	2.6	2.75	3.75	3.25
Teachers	139	134.95	137.45	136.25
Counsellors	6.85	6.5	7.5	6.5
Resource Teachers	15.89	13.18	13.17	13.27
Teachers supporting special needs low enrolment classes (Morris/ESMS-MYS)	2.0	2.0	2.0	2
Educational Assistants (based on 5.5 hours being 1.0 F.T.E.)	125	98.57	107	100
Speech Language Pathologists	2.25	2.35	1.8	1.8
Reading Clinicians	0	0	0	0
Occupational Therapists	0.8	0.8	0.8	0.8
Physiotherapists	0	0	0	0
Psychologists	1.0	1.0	1.0	1.0
Social Workers	2.8	3.0	3.0	3.0
Literacy Coach	0.5	0.5	0.4	0
Numeracy Coach	0.5	0.5	0.5	0
Technology Coach	1.0	1.0	1.0	0
Reading Recovery Teacher	0.56	0.56	0	0
Behaviour Coach	0	0	0	0
Curriculum Instruction Support Teachers	-	-	3.25	3.25
Indigenous Inclusion Teacher	-	-	1.0	1.0
Student Services Administrator	1.0	1.0	1.0	1.0

f) The student population of the division as of September 30, 2025 was 2456

K	1	2	3	4	5	6	7	8	9	10	11	12
164	176	167	178	173	195	214	180	209	191	209	190	210

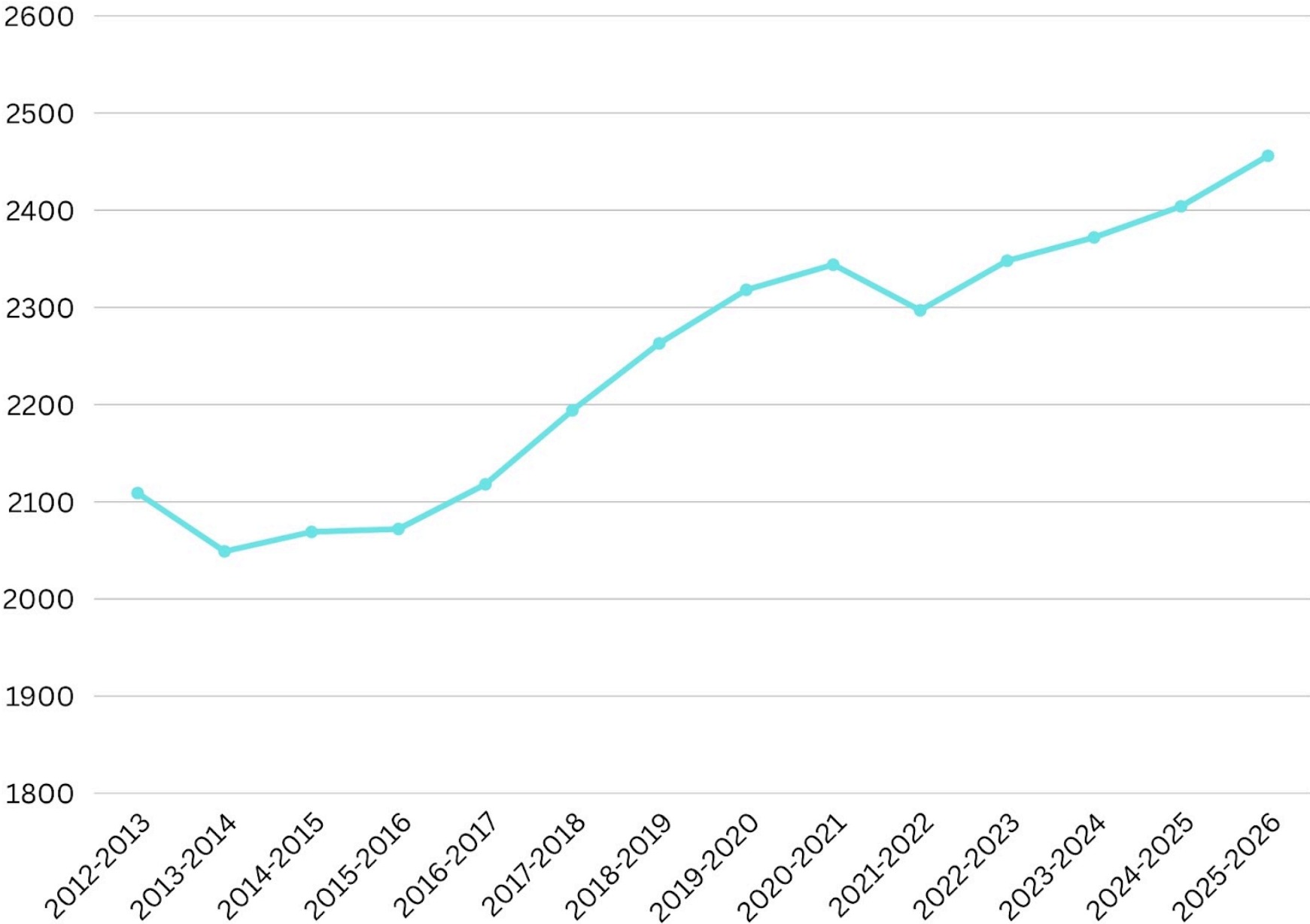
Disaggregated	Number of Students	% of Student Population
EAL	256	10.4%
Self-Declared Indigenous	271	11%

Division enrollment by school by year (2012-2025).

SCHOOL	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Albright	25	29	29	32	35	35	36	34	35	36	33	34	32	34
Domain	32	26	18	18	19	17	9	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Heritage	135	145	158	161	169	186	199	205	*311	*328	*340	*340	331	338
St. Malo	156	151	196	210	215	225	239	254	254	238	236	220	227	224
ICSP	70	61	63	71	69	74	74	95	N/A	N/A	N/A	N/A	N/A	N/A
J.A. Cuddy	175	184	174	168	169	174	178	191	197	189	199	198	200	202
Lowe Farm	97	87	94	104	107	101	105	104	101	80	72	77	72	75
Morris	448	435	409	391	392	406	433	441	432	438	449	476	488	491
Oak Bluff	136	136	133	133	138	148	149	157	173	181	203	209	203	222
Peace Valley	35	33	36	41	43	43	48	42	48	45	48	44	45	44
Rosenort	258	251	254	268	275	282	276	268	275	255	261	261	273	285
Sanford	318	293	291	261	270	303	310	301	284	264	275	274	299	301
Starbuck	166	159	151	149	151	136	142	156	164	173	167	169	170	176
Suncrest	26	29	29	28	28	29	32	37	34	37	37	40	37	41
Vermillion	32	34	34	38	38	35	33	33	34	33	28	30	27	23
DIVISION	2109	2049	2069	2072	2118	2194	2263	2318	2344	2297	2348	2372	2404	2456

*Ecole Heritage became a K-12 school in September 2020 merging with ICSP to become one school.

Division enrollment by year as of September 30th.



- 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 addition to all schools having specific ESD plans as part of their school plans, the division distributes the ESD Grant of \$9100.00 to schools on a project application basis. Schools are required to submit applications to the Assistant Superintendent in October. These projects are wide and varied. In 2023-2024 some examples of projects included:

Ecole Heritage Immersion

Grant Amount Received: \$1,250.00

Project Title: Installation of Energy-Efficient Hand Dryers in Elementary School Bathrooms

Summary of Project Implementation:

With the support of the \$1,250.00 ESD grant, we successfully installed two energy-efficient hand dryers in the elementary boys' and girls' bathrooms. Each dryer cost \$220.00, for a total of \$440.00. In addition, we invested \$1,750.00 in electrical wiring, materials, and labor to complete the installation process. Although the total project cost exceeded the grant amount, we were able to cover the remaining balance through school funds.

Environmental and Financial Impact:

Prior to the installation, each bathroom used an average of three paper towel rolls per week, at a cost of \$16.00 per roll. That equates to six rolls per week between the two bathrooms, or \$96.00 per week. By replacing the paper towel dispensers with hand dryers, we are now saving \$96.00 weekly, which translates to \$384.00 monthly and approximately \$3,840.00 annually. (10 months)

In addition to cost savings, the environmental impact has been significant. The elimination of paper towel usage reduces waste and improves the overall cleanliness of the bathrooms. Custodial staff have reported a noticeable decrease in maintenance needs, as there is no longer paper waste to collect or manage throughout the day.

Student and Staff Feedback:

The response from students has been overwhelmingly positive. They enjoy using the new dryers, and the absence of paper towel messes has improved the overall restroom experience. Our custodial team also appreciates the reduced workload and cleaner environment.

Conclusion: The installation of the hand dryers has provided both environmental and financial benefits. The ESD grant played a crucial role in launching this successful sustainability initiative. We are grateful for the support and look forward to continuing efforts that promote efficiency, cleanliness, and resource conservation in our school.

Morris School

This year an Indigenous Art Club was started at Morris School. The club typically operated on Wednesdays from 3:20 - 5:00pm and was run by Jordan Berezowski and Linda Chalmers, both of whom are EAs at Morris School and work specifically with the Alternate Education program.

Students from grades 7-12 were offered the opportunity to work with traditional materials to create Indigenous Art in various forms. This year, the following projects were completed:

1. Students skinned and tanned a fox that had been struck in traffic. They worked from start to finish to preserve the hide as well as clean and bleach the skull.
2. Students stretched and cleaned a donated caribou hide. Then they each made a drum from the hide by stretching it around a wooden ring and using strips of hide to secure it. They made their own drum sticks out of willow branches as well.
3. Using pieces of leather the students created their own medicine bags which they sewed together and decorated.

Each project took a lot of hard work and perseverance on behalf of the students. They completed these projects from start to finish, and got a wonderful hands-on, immersive experience. The students are very proud of their accomplishments and looked forward to each club meeting.

This club was aligned with the ESD goals of Ensuring Quality Education for All and Integrating ESD into Curricula and Learning. Of the two students who attended every session, one of them self-identifies as Indigenous, and this afforded the opportunity to engage in traditional practices that reflect connection to land. The students were respectful of the materials that they were using and they were obtained and used in a sustainable manner. The caribou hide was donated by an Inuit hunter that used the rest of the animal. The fox was an animal that was found dead at the side of the road.

The Indigenous Art Club hits on all four of the Mamahtawisiwin strategies: Authentic Involvement; Putting Students at the Centre; Understanding Worldviews, Values, Identities, Traditions, and Contemporary Lifestyles; and Inclusive and Culturally Safe Learning Environment. It also focused on the following Guiding Principles of Manitoba's Framework for Learning: Creativity, Citizenship, Collaboration, Connection to Self, and Communication. The group did not host a formal Knowledge Keeper visit this year, although the students involved participated in Knowledge Keeper visits through their regular classroom programming.

The Indigenous Art Club received a **\$500** ESD grant. The money was used to purchase materials for the club to use. The following monies were spent:
\$315.84 was spent on leather, wooden drum rings, artificial sinew, and fur for the various projects.
\$161.22 was spent on draw knives and Indigenous Art instructional books and materials for use this year and in coming years.

\$477.06 TOTAL

The two students involved provided the following feedback:

Student A: "My experience with the Indigenous Art Club was very fun, and I learned some facts about the Indigenous."

"All of the projects were very fun, and if I had to choose one, I would say that skinning a fox really stood out to me because it's not every day you get to skin a fox."

"I would definitely recommend the Art Club to other students because it is very fun, allows you to make really cool projects, and you get to learn some Indigenous history/facts."

Student B: "My favourite project was the fox skin. It didn't take that long to skin it, maybe 45 minutes. To make the medicine bag we took pieces of leather that Jordan got, and poked holes in it and we cut it and sewed it. We sewed it with artificial sinew. I made a fringe on the bottom of mine by cutting strips in the leather. Idrees had teeth at the bottom of his. Elk teeth."

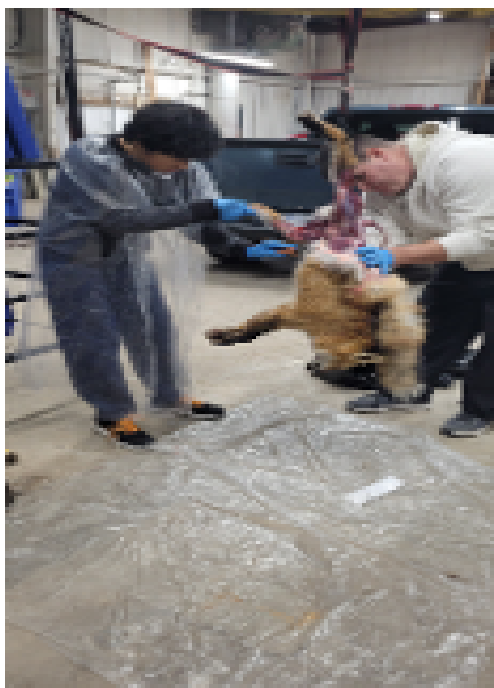
The following is feedback from staff:

"I was surprised at how well they did. We met for an hour and a half each time and they worked the whole time. It's a lot of work doing these projects. They didn't know what they were in for but they did it from start to finish and they enjoyed it. I asked them and they said they would want to participate again next year. They had fun."

"It was amazing to see how focused they were on what they were doing. And it wasn't easy. Preparing a caribou hide is a lot of work, and it requires patience. Both of the students were very engaged in the work and were very happy with the results as well!"

Here are some photos:







Outdoor Classroom Revamped:

The outdoor classroom has received some updates! The outdoor classroom has been around for over 10 years and it was in need of some repairs. Morris School was granted the ChariTree Foundation Grant for \$5000 and a \$600 Grant from the Red River Valley School Division. With these grants we were able to fix the broken/missing bricks, pull up the old edging, plant two trees, replace shrubbery and add new river stone. Special thanks to Xtraordinaire Landscapes in helping us make this job a reality. We look forward to watching classrooms continue to use the space to its fullest potential.

Outdoor Classroom Revamp

BEFORE

AFTER



Rosenort School

Rosenort school applied our ESD grant funds into the purchase and installation of four new, energy efficient hand drying units, to install two units each, into our main washrooms.

Our school was granted \$1700 towards the project.

The units were purchased for \$1620.23 (after tax) - cost covered by grant

Installation came in at \$1955.38 (after tax) - cost covered by school

Bringing the project's total cost to \$3575.61

The project's goal was to help reduce our overall paper towel usage, as last school year (2023-2024) we used over 80 kilometers worth of paper towel!

Last school year between regular ordering, as well as the emergency orders placed in the final months, we brought in and used 77 cases (462 rolls) of towel.

Our dryers were installed late in the school year, and although last year there was excessive wastage from students and the issue was addressed, we have already seen a difference in usage this year. Our evening custodial aids have also confirmed that the towel refill frequency has reduced since the dryers were put in place.

This year we have brought in only 60 cases of towel compared to last year, and at present day, have 3.5 cases remaining. Now that is a large % difference, however again last year there were notable wastage concerns. With that being said however, I am projecting that we should see a yearly towel use reduction of 10 to 12%, or just over 6 cases. Current case price is \$53.50, so I am projecting a yearly reduction in costs of approximately \$330, which will be reallocated into purchasing and updating older existing cleaning equipment and supplies.

As for the environmental impact, 6 cases saved per year is the equivalent of almost 9 kilometers!



Sanford Collegiate

Project Description: The Front of School Revival project focused on transforming the entrance of our school into a more sustainable, welcoming, and educational outdoor space. The project was divided into two phases.

- Phase 1 included revitalizing the right side of the school entrance with picnic tables, mulching, tree trimming, and ornamental shrubs.
- Phase 2 involved creating an Indigenous garden on the left side. This included planting the 3 Sisters (corn, beans, and squash), as well as tobacco, sage, cedar, and sweetgrass. The goal was to foster cultural education and environmental stewardship.

Completion Status: Landscaping work has been completed. However, due to the late timing of the work, the community engagement portion and official unveiling are planned for mid-September.

Support Received: The RM provided excavation services, weed matting, and soil. Additional grants were secured to fund one picnic table, and another grant supported art components and the development of community connections. One picnic table was also provided by the student council.

Student Involvement: Students were actively involved throughout the project. They created the art featured in the space, helped build the picnic tables, and participated in planting and maintaining the garden. The plants were incorporated into biology lessons during their growth. Students also worked in consultation with an elder and participated in planning discussions through student council to support the long-term sustainability of the space.

Challenges Faced: The original budget was estimated at \$6,400, but the project was completed with \$3,800. This required seeking volunteer support, which caused some delays in the timeline and slowed progress at certain stages.

Future Plans: Future goals include expanding the number of garden beds, increasing plant diversity by including more native Manitoba species, and adding additional seating to enhance the usability of the space.

Impact to Date: Even before the formal unveiling, students have already started using the newly developed space in ways that were not previously possible. Areas that had gone unused are now active, meaningful spaces that support learning, personal reflection, and stronger connections to community and environment.

Starbuck School

During the 2024-2025 school year, Starbuck School utilized a \$1250.00 ESD Grant to upgrade the early years hallway with LED lighting. This project not only enhanced the learning environment but also provided a tangible example for classroom discussions on energy conservation and savings. The school's maintenance budget covered the cost of the LED light units, while the ESD Grant specifically defrayed the \$141.67 installation fee.

Beyond the grant, Starbuck School has fostered sustainability through its dedicated parent, student and staff ESD Committee. This collaborative group successfully organized two community clean-ups, as well as meaningful events such as Orange Shirt Day and Pink Shirt Day, all of which contributed to the school's ongoing commitment to sustainable growth.

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 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 2024-2025 was 91.46%.

	September			October			November			December			January			February			March			April			May			June		
	22/23	23/24	24/25	22/23	23/24	24/25	22/23	23/24	24/25	22/23	23/24	24/25	22/23	23/24	24/25	22/23	23/24	24/25	22/23	23/24	24/25	22/23	23/24	24/25	22/23	23/24	24/25	22/23	23/24	24/25
Albright	97	99.84	100	98	98.79	99.22	99	97.06	99.31	97	99.26	99.79	99	99.84	99.84	99	99.23	99.51	98	99.8	99.83	99	98.32	99.41	99	98.26	99.55	99	99.69	99.84
Héritage	91	95.46	88.3	89	93.21	90.56	85	91.72	89.18	88	89.32	88.7	88	92.54	89.8	86	89.81	83.57	87	89.2	84.84	89	89.3	87.03	90	88.81	86.13	90	89.32	86.67
JA Cuddy	97	96.76	89.67	95	96.51	88.24	90	92.34	85.87	92	92.09	86.82	93	92.36	86.88	95	94.06	82.84	94	93.83	86.63	93	93.19	89.26	95	93.58	87.81	91	90.4	86.01
Lowe Farm	83	95.3	91.46	81	93.94	88.33	79	94.02	87.94	76	93.24	87.57	82	91.75	87.4	76	93.73	85.24	79	92.66	87.51	79	92.2	89.36	80	92.39	88.79	79	92.83	88.46
Morris	89	93.69	88.93	88	91.17	91.11	82	91.41	92.82	85	86.19	93.52	86	92.19	94	84	91.55	85.64	85	91.11	89.21	88	90.23	92.5	87	90.11	94.44	87	92.26	91.96
Oak Bluff	95	95.98	97.94	93	94.95	89.85	88	94.3	88.14	91	91.47	88.09	91	93.53	89.98	88	90.72	86.93	89	91.85	87.7	94	92.78	89.33	93	93.7	87.02	90	91.25	88.35
Peace Valley	97	99.62	99.61	99	96.79	96.48	97	97.51	95.18	99	96.59	93.53	96	97.22	89.63	97	98.68	86.3	98	97.73	92.71	96	97.51	93.17	98	97.21	94.61	100	98.68	95.04
Rosenort	94	89.18	91.85	93	89.56	98.33	85	88.26	97.41	90	86.72	96.89	90	90.57	97.56	87	91.06	98.13	89	90.49	97.41	90	90.91	97.92	89	90.31	99.05	91	92.12	99.53
Sanford	88	91.55	93.92	92	93.48	88.65	84	91.53	84.18	90	90.51	83.48	92	93.2	84.25	89	92.82	84.22	89	91.78	87.62	90	91.27	87.58	89	89.63	70.77	93	94.22	88.06
St. Malo	92	93.88	91.53	91	91.79	92.37	82	90.19	92.09	85	88.58	90.98	87	87.85	95.27	88	87.54	89.6	87	89.07	90.83	89	88.94	92.66	88	89.17	91.67	83	85.59	96.29
Starbuck	96	95.97	97.32	92	93.54	93.06	83	88.22	90.69	88	88.64	91.45	89	89.14	90.59	89	89.62	85.23	88	90.04	90.63	91	87.23	93.64	88	85.85	87.68	83	80.72	89.23
Suncrest	96	92.41	98.89	96	94.58	98.24	92	97.62	98.2	92	95.31	96.58	87	96.53	97.3	96	96.32	99.29	92	99.67	97.9	92	93.69	93.75	90	97.27	98.71	99	99.87	99.43
Vermillion	90	97.04	96.73	88	98.43	97.96	85	96.67	97.12	86	98.54	96.79	80	98.89	93.52	92	99.47	85.77	93	99.56	85.19	80	97.14	81.48	76	93.79	73.72	80	99.3	76.63
	92.69	95.13	94.32	91.92	94.36	93.26	87	93.14	92.16	89.15	92.04	91.86	89.23	93.51	92	89.69	93.43	88.64	89.85	93.6	90.62	90	92.52	91.31	89.38	92.31	89.23	89.62	92.79	91.19

j) English as an Additional Language (EAL)

In the 2024-2025 school year the Red River Valley School Division received \$83,225.00. This works out to \$824.01 per student for support for our English as an Additional Language learners. In total, the division spent \$149,739.06 on these same learners. This is a \$66,514.06 shortfall in support that is covered by the school division. Overall, the school division directly supported 101 students from 11 different schools out of a total of 262 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 2024-2025 school year 129 out of 262, or 49.2%, of the students identified at EAL are from our 4 Hutterian Colony schools. 43 out of 101, or 42.6%, of the students who receive additional support are from those colony schools. This translates to the Hutterian Colony schools receiving \$69,473.85 in funding for their qualifying EAL students. These four schools alone use more than 83% 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 2024-2025 can be accessed on the Red River Valley School Division website:

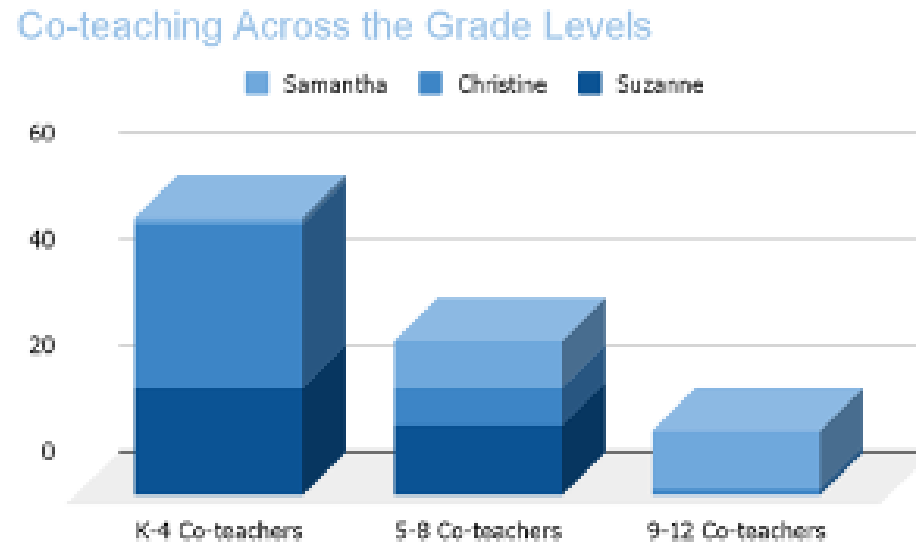
www.rrvsd.ca

3. Curriculum Instruction Support Teacher & Literacy/Numeracy Reports & Results

Curriculum Instruction Support Teacher (CIST) Report

Co-teaching:

- Three Curriculum Instruction Support Teachers co-taught across 11 schools, working with a total of 92 teachers.



- Co-teaching in English Language Arts, Math, Science, Social Studies, and French in early years, middle years, and senior years
- Guiding and prompting teachers to refocus learning intentions based on students' current needs
- Practicing various co-teaching models based on teacher comfort and students' current needs
- Continued focus on co-planning, co-teaching, debriefing, and ongoing professional dialogue with classroom teachers
- Creating various resources for teachers to use with their students
- Ongoing collaboration with the Curriculum Instruction Support Team, with the ability to meet regularly to debrief on co-teaching, discuss current trends and professional development, and engage with various teaching strategies
- Introducing new pedagogy into classrooms, such as Building Thinking Classrooms and Reading Apprenticeship
- Engaging with various teachers who have not yet co-taught with the Curriculum Instruction Support teachers, such as the French-language teachers and the senior years teachers
- Collaborating with high school teachers in planning their syllabi for the next school year

Professional Development:

- Providing professional development to teachers & administrators:
 - October 7, 2024 - Divisional Professional Development Day sessions:
 - Building Your Teaching Toolkit (Kindergarten to Grade 12 - English and French)
 - March 3, 2025 - Divisional Professional Development Day sessions:
 - Comprehensive Literacy Approach
 - Morphology
 - Building Thinking Classrooms
 - Les activités pour French: Communication and Culture
 - Strategies for High School Across the Curriculum
 - Body of Evidence (Triangulation of Data) in-school in-services
 - École Héritage
 - Morris School
 - JA Cuddy
- Providing professional development to administrators:
 - November 26, 2024: Framework for Learning & Global Competencies
 - February 20, 2025: Global Competencies & Body of Evidence
 - June 3, 2025: Global Competencies, Body of Evidence, Curriculum Instruction Support Team document
- Providing small group professional development with divisional teams:
 - Kindergarten teachers
 - Early years teachers
 - Middle years teachers
 - Senior years teachers
- Participated in professional development opportunities:
 - Manitoba Rural Learning Consortium (mRLC):
 - Numeracy Achievement Program
 - Planning Using Manitoba's 9-12 English Language Arts Curriculum
 - Building Capacity in Reading and Writing for Middle Years' Students
 - Manitoba Department of Education:
 - Framework for Learning
 - Le cadre de l'apprentissage
 - Grade 12 English Language Arts Marker Training
 - K-10 Science Curriculum Orientation
 - Early Years Evaluation (The Learning Bar)
 - Participated in the South Central Literacy and Numeracy meetings, engaging in professional dialogue with coaches from across the province. Discussions focused on the planning and implementation of Manitoba Government mandates and Department of Education initiatives.

Lessons Learned:

- As a co-teacher, the objective is to enhance teacher capacity through collaborative support, rather than planning full lessons independently.
- Students are increasingly open to and look forward to having co-teachers in their classrooms.
- The implementation of co-teaching models varies significantly depending on the individuals involved.
- Dedicated time for preparation and administrative tasks is essential to effectively manage diverse responsibilities, such as presentation development, schedule coordination, and the creation of materials and strategies for upcoming co-teaching sessions.
- A commitment to ongoing professional learning of the most recent pedagogy should be shared with teachers and administrators.
- Most classroom educators are amenable to engaging in co-planning and co-teaching partnerships.
- To effectively prepare for multi-day co-teaching engagements, a minimum of two 30-minute co-planning sessions is recommended.
- When the classroom teacher assumes the lead on the first day of co-teaching, it enables the Curriculum Instruction Support Teacher to effectively assess classroom dynamics, familiarize themselves with student needs, recognize pedagogical strengths, and assist with classroom management.
- Effective implementation requires strategic flexibility and adaptability, recognizing that various approaches will resonate differently with individual students and teachers.
- Co-teaching provides a more comprehensive view of student learning by allowing two professionals to collaboratively gather a robust body of evidence. With both educators present, there are increased opportunities for intentional observation, guided questioning, and meaningful student interactions.
- French teachers demonstrate greater engagement and benefit more from pedagogical support when it is provided by a familiar French-speaking co-teacher.

Accomplishments:

- The creation of the Curriculum Instruction Support Plan Document
- Establishing the Senior Years team, comprising six high school teachers from three different schools who discuss pedagogy and professional strategies focused on Reading Apprenticeship
- Reinstatement of centralized marking for the English Language Arts 40S Provincial Examination
- Widespread adoption of co-teaching in kindergarten to grade 12 classrooms, currently active in 11 out of 13 schools
- Cultivating continuous collaborative relationships with educators and their students
- Student engagement has increased as teacher capacity has grown
- Teachers are considering the body of evidence regarding their delivery of lessons and assessments
- Established more consistency between both French programs regarding routines, pedagogy, and resources
- Educators and administrators are actively integrating the Framework for Learning and Global Competencies into various pedagogical approaches
- Designed a targeted list of French math vocabulary aligned with grade-level outcomes
- Creation of a French resource website.
- Assembled a group of kindergarten to grade 10 teachers to volunteer in implementing the new Science curriculum during the 2025-2026 school year.
- Created a library of picture books, novels, and professional resources for teachers
- Created consistency in pedagogy and practice across the division

Co-Teaching Feedback:

- "...enjoy having a colleague in the Kindergarten room to collaborate with!"
- "The co-teaching reinforced my ideas of using literature as a starting point for writing, but the way you demonstrated your thinking as you wrote gave me new ideas to try when modeling the writing process."
- "...continue to introduce topics slowly with lots of modelling."
- "Slow down and give lots of time for the students to talk & process their thinking."
- "I will be using the concept we worked on (ten frame recording) with my counting collections lesson."
- "BTC - Love the collaboration among the students!"
- "Students are gradually focusing and paying attention longer."
- "[The students'] ability to share their thinking is increasing."
- "It was great to hear her ideas, and it was really cool to see how they connected so well with what we are trying to accomplish through NAP 2.0."
- "It was nice to have someone explain and help me implement some of the tools/techniques other English teachers are using."
- "It was extremely helpful to have the knowledge and support of a co-teacher such as [The coach] with the Francais program. Being able to bounce ideas off of someone else, having someone watching my teaching methods and giving me feedback, as well as allowing me to watch her teaching, was greatly valuable to my teaching experience this year."
- "[The coach]'s expertise with the English curriculum and her past experience with a similar concept allowed her to offer her own strategies, with helpful tweaks and diverse angles of approach."
- "Planning was both collaborative and adaptive to ensure the outcome was met. I appreciate that you were able to rethink the plan based on how the students did with each day's lesson/activity."
- "Resource suggestions were appropriate, I appreciated the dialogue we had about goals for the lessons and how to work to achieve them."
- "We tapped into the students' creativity, they enjoyed the process, and we, as teachers, had fun too. [The coach] is so knowledgeable & so easy to work with. She also balanced class control with skill acquisition & fun! Thanks."
- "[The coach] helped me plan a lesson based on a skill that I wanted to focus on with my students, and found activities that were engaging for my students. She also helped me understand the purpose of the activities and our goal that we wanted to meet."

Remaining Challenges:

- There continues to be some hesitation on the part of senior years teachers to co-teach.
- There is still some confusion among teachers as to the role of the Curriculum Instruction Support Teachers.
- Limited capacity due to being spread across multiple schools and grade levels, combined with increased teacher interest, makes it challenging to provide consistent and frequent support to all teachers.

Professional Development & Curriculum Support Goals:

1. Enhance Instructional Practices:

- Continuously engage in professional development to integrate innovative ideas and strategies for classroom teachers.
- Attend Manitoba Rural Learning Consortium (mRLC) sessions for the upcoming school year, focusing on:
 - Numeracy Achievement Program (NAP) for teachers, coaches, and facilitators.
 - Literacy Leadership for System and School Leaders.
 - Planning Using Manitoba's 9-12 English Language Arts Curriculum.

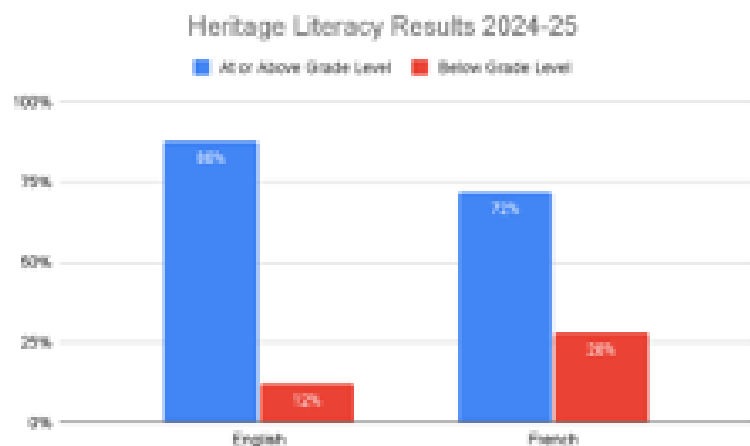
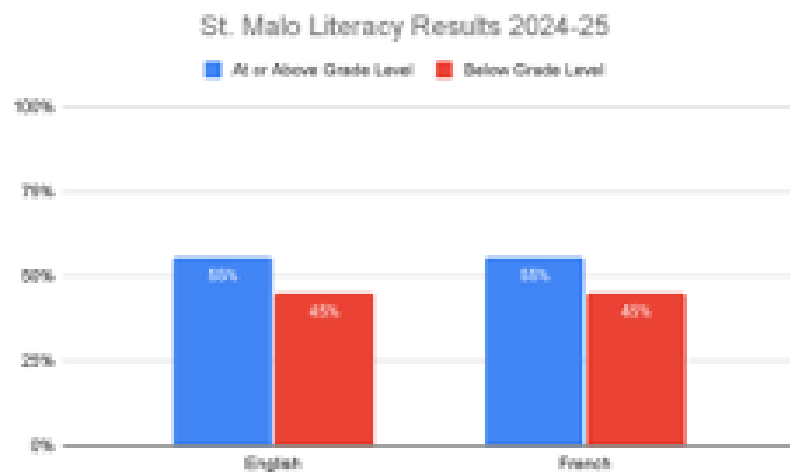
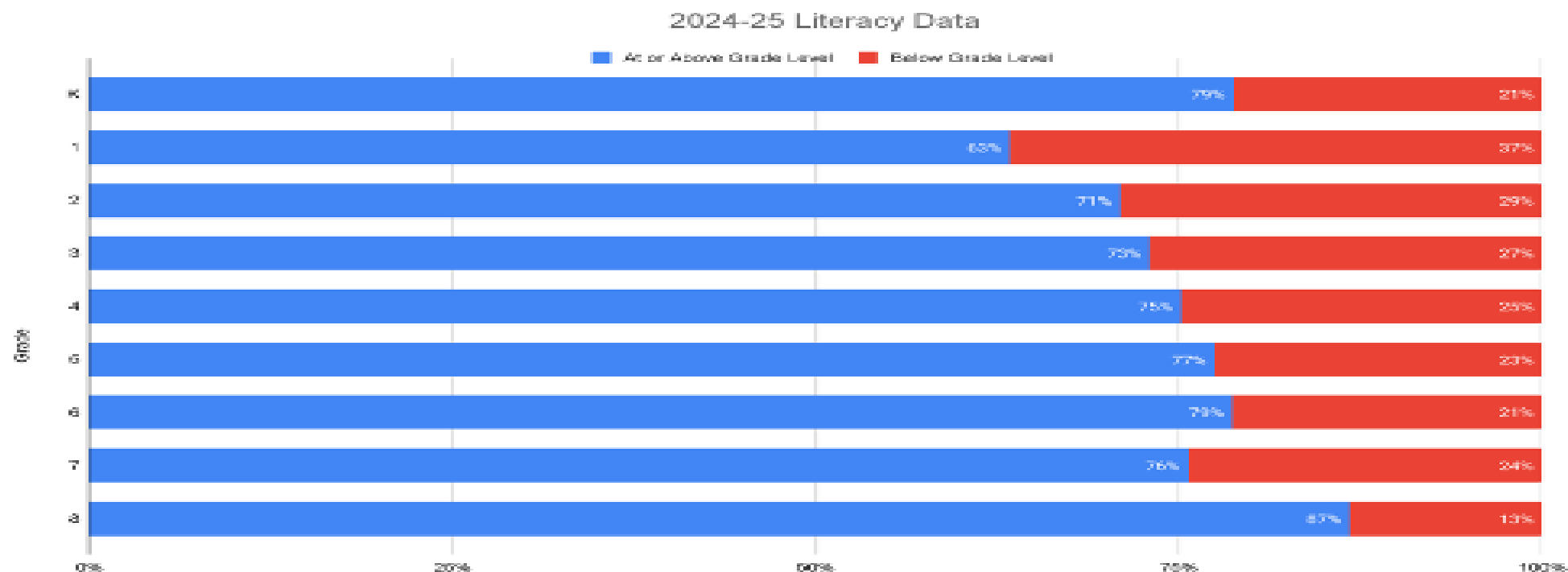
- "What Science Teachers Do Matters! A Deep Dive into the Discipline of Science Grades 5-12."
- 2. Build Knowledge Base & Capacity:
 - Further develop the Curriculum Instruction Support Teachers' expertise, particularly in numeracy and literacy across the curriculum.
 - Collaborate with the Red River Valley School Division Technology Coordinator and the Indigenous Inclusion teacher to deliver engaging and classroom-supportive professional development sessions centred on best instructional practices.
 - Continue providing professional development and support to administrators, empowering them to educate their staff on the Framework for Learning, Global Competencies, and Body of Evidence (Triangulation of Data).
- 3. Respond to New Government Initiatives:
 - Participate in a team trial and selection of a Universal Reading Screener (Government Announcement, April 11), including training classroom teachers in its administration and data entry for September 2026 implementation.
 - Learn about the new compulsory Grade 9 math curriculum, including financial literacy (Government Announcement, May 16), for September 2027 implementation.
 - Attend Manitoba Education sessions on the new Science Curriculum for September 2026 implementation.
- 4. Ongoing Program Implementation & Support (2025-2026):
 - Continue the second year of Numeracy Achievement Program training for Grade 7-9 teachers, as well as coach and facilitator training.
 - Maintain attendance at South Central Literacy and Numeracy Meetings, with potential participation in Coaching Squared Numeracy Meetings.
 - Continue regular meetings with the senior high team to discuss and further engage with the "Reading Apprenticeship" and "Reading for Understanding" book studies.
 - Continue to provide professional development half-day sessions for teachers that will include literacy and numeracy strategies and pedagogy.
 - Provide ongoing support to ELA 40S teachers regarding the centralized marking of the provincial exam.
 - Provide ongoing support to the 10 teachers who will be voluntarily implementing the new K-10 science curriculum.
 - Deliver in-school in-services for teachers and administrators on Body of Evidence (Triangulation of Data) and the Framework for Learning.
 - Deepen understanding of the Early Years Evaluation (EYE) assessment to interpret school-based and divisional data, and to equip teachers with supportive strategies and ideas for their students.
 - Research and evaluate various Kindergarten to Grade 2 math assessment possibilities to collect student progress data effectively.
 - Create book talks using the Curriculum Instruction Support Team's library, to be published on the divisional social media as a way to connect parents and the community to literacy.
 - Create posts to educate parents and the community regarding the Framework for Learning and the Global Competencies, to be published on the divisional social media.

Divisional Literacy Achievement:

The collection of literacy results based on a body of evidence, collected by the teacher, took place three times this year. This is based on ongoing assessment of student work, daily observations of student reading, writing, and thinking, along with conversations with students. This includes formal and informal assessments.

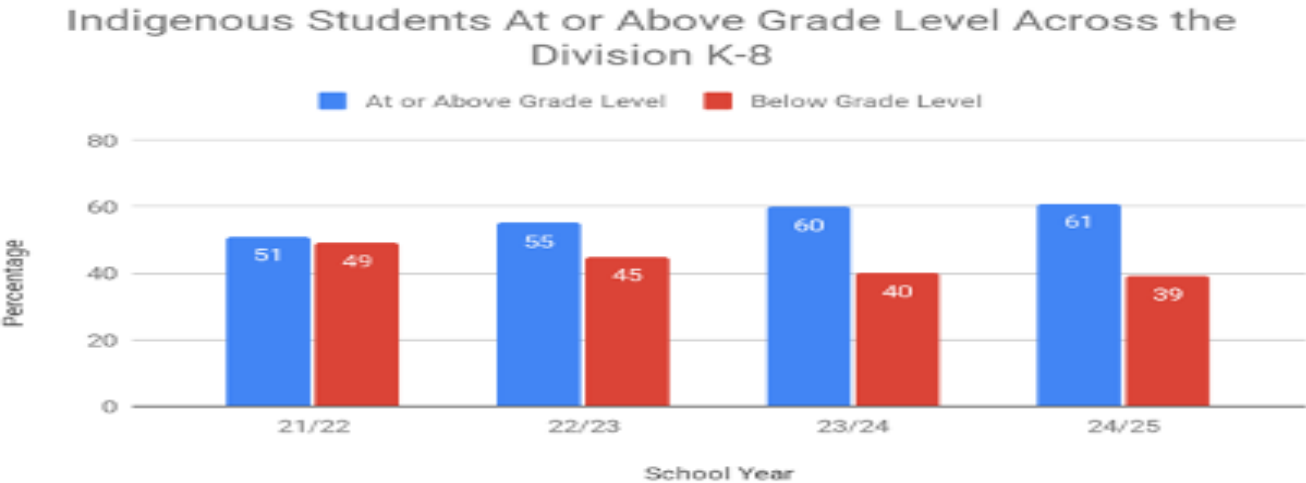
When examining the data on literacy achievement levels across the division, the following can be observed:

- In Kindergarten to Grade 8, most student groups have improved their literacy scores compared to the same students last year. When looking at the grade-level scores, most have continued to improve across the division. Consistently, over the years, the Grade 8 students have had very high percentage scores at or above grade-level.
- Literacy in Grade 1 may be an area of focus to consider for most schools. This is the grade level that shows a drop in scores from previous years.



Observation Survey: Grade 1 teachers – This continued to be administered and submitted by the teachers twice this year. Teachers use this assessment throughout the year to help drive their teaching focus and be responsive to student needs. Kindergarten teachers participate in some of the Observation Survey assessment tasks, in addition to the extensive EYE assessment. These assessments not only help to drive instruction and focus, but also provide valuable information for teacher collaboration, planning, and to inform teachers of strengths and possible areas to focus on at the start of a new school year.

Literacy Results of Indigenous Students: When looking at this data, the literacy scores for Indigenous students have risen again since last year. With continued focus on Indigenous education, awareness, and cultural understanding, it is expected that this improvement will continue as the division moves forward. It appears that the current focus on building teacher capacity is meeting the needs of more identified students.



- 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.



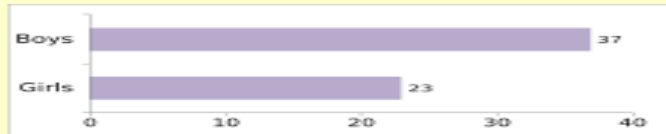
Early Years Evaluation - Teacher Assessment (EYE-TA) Summary Report for Red River Valley School Division 28 Apr, 2025 - 17 Jun, 2025

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.

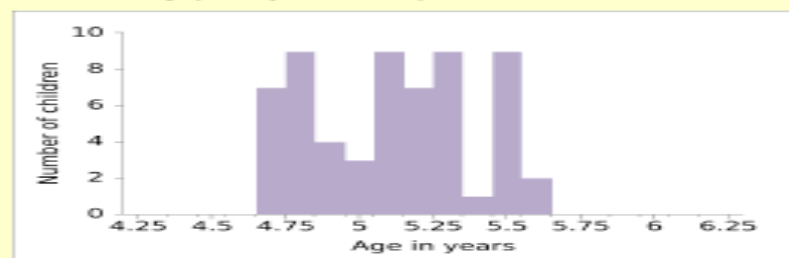
Demographic Profile

Assessment Period:	28 Apr, 2025 - 17 Jun, 2025
Number of participating schools:	9
Number of participating teachers:	13
Number of participating classrooms:	13
Average age on September 1st:	5.16
Number of children re-assessed:	60
Number of children not assessed:	3
Number of children not requiring re-assessment*:	108

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;

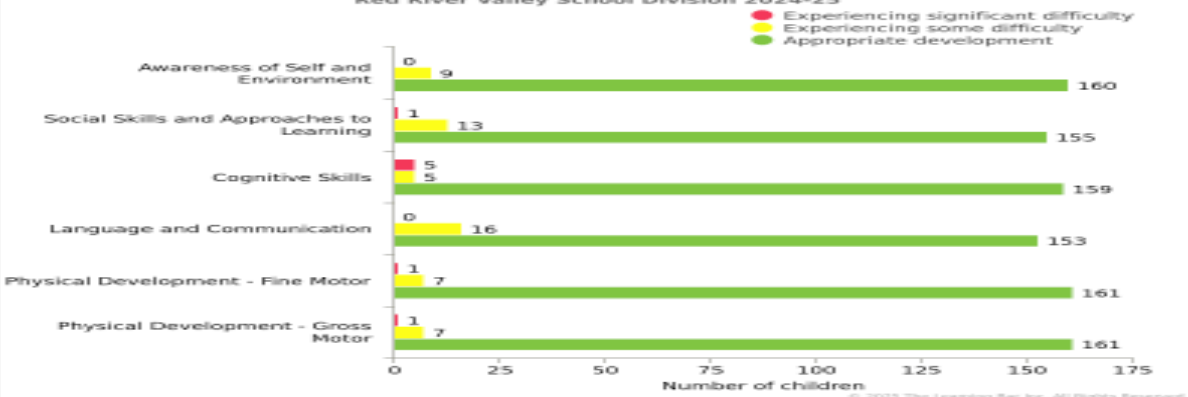
Language and Communication – a child's understanding of spoken language and his or her ability to express thoughts and feelings; and

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, 28 Apr, 2025 - 17 Jun, 2025 Red River Valley School Division 2024-25



*Assumptions for post-assessment report:

In this jurisdiction, the majority of the children identified as having Tier 1 learning needs in the Responsive Tiered Instruction (RTI) model following the pre-assessment were not re-tested in the post-assessment. For these children, we assume that if they had been re-tested they would have had "appropriate development" (green) in each of the five domains and would have continued to have a Tier 1 RTI designation. The pre-assessment scores for children identified as having Tier 2 or Tier 3 learning needs in the RTI model following the pre-assessment who were not re-tested in the post-assessment have been carried over. Finally, we have assumed that the population sizes for the schools from the pre- to the post-assessment remained the same or changed only slightly. The actual proportions in each tier may vary slightly if there were several transfers in and out of the school between the pre- and post-assessments.

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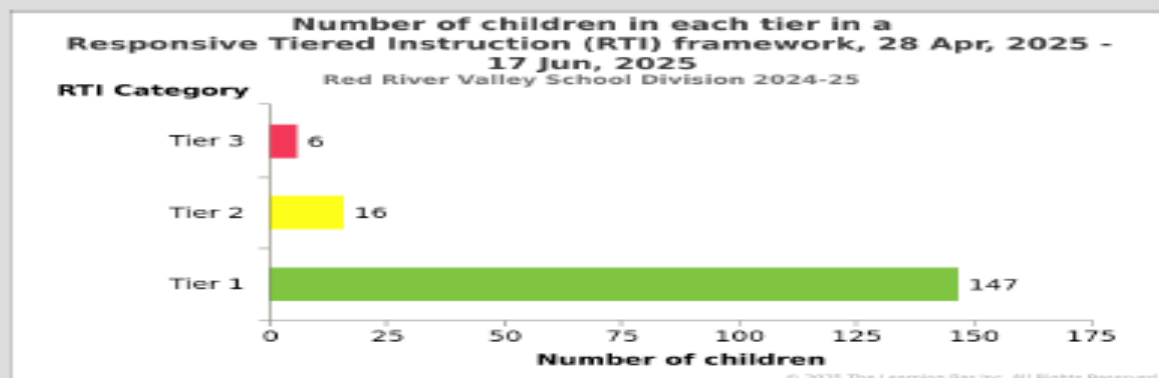
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Responsive Tiered Instruction (RTI)

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 28 Apr, 2025 - 17 Jun, 2025 data.

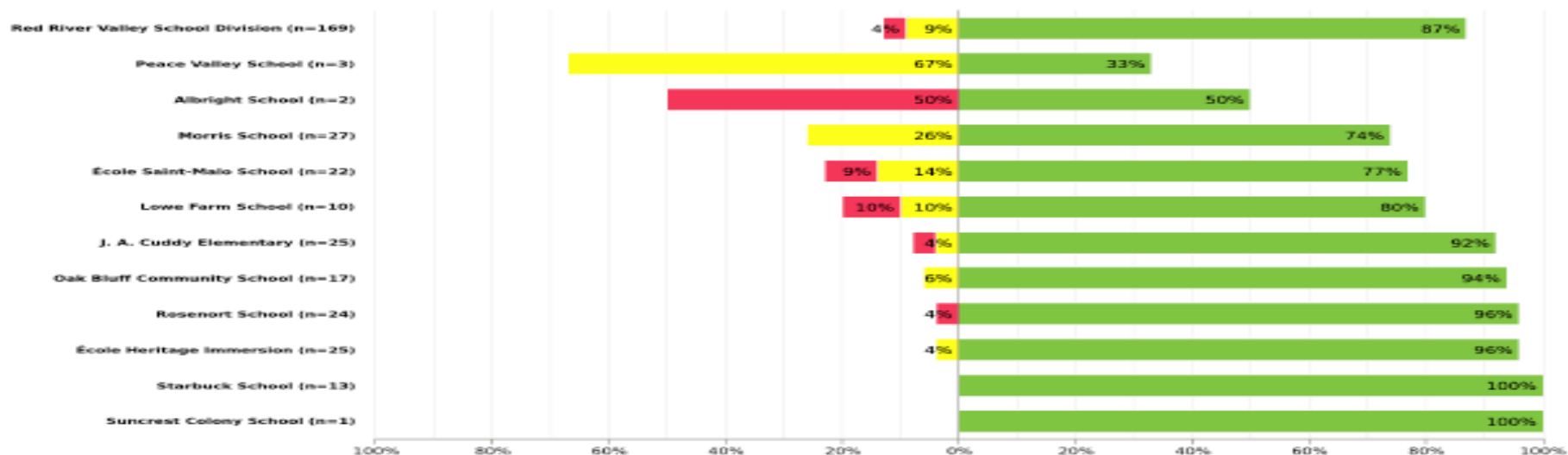


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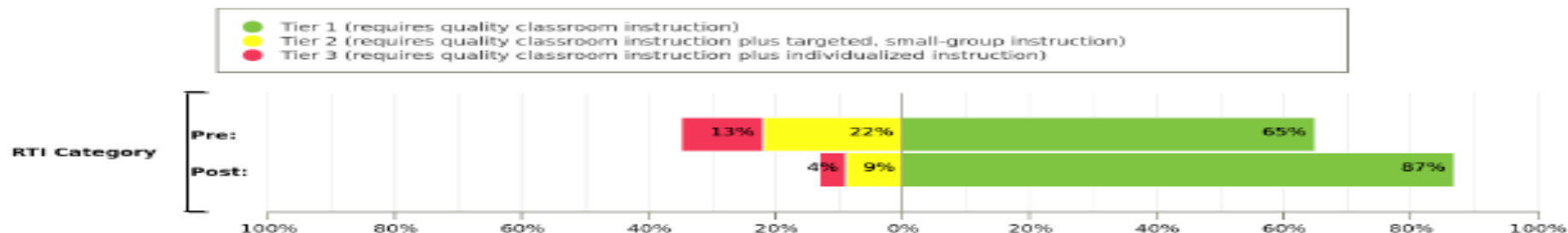
Percentage of children in each tier in a Responsive Tiered Instruction (RTI) framework
Schools are sorted in ascending order by the percentage of children in Tier 1

- 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

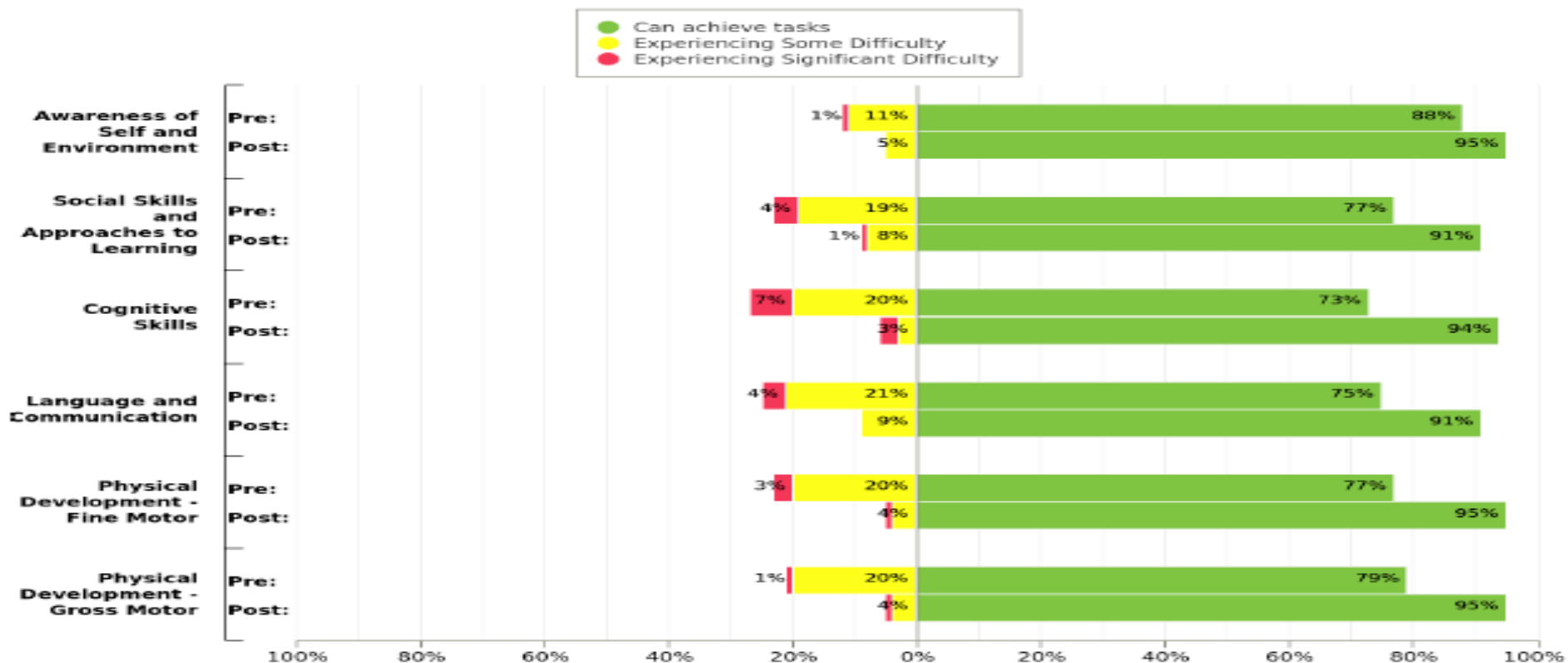
Percentage of children in each tier in an RTI framework



Between the pre and post assessments this year, 10 children with Tier 3 learning needs transitioned into Tier 2; 31 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							
		▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =	▲	●	■	n =
Albright School	Pre	0%	50%	50%	2	0%	0%	100%	2	0%	50%	50%	2	0%	50%	50%	2	0%	50%	50%	2	50%	0%	50%	2
	Post	0%	50%	50%	2	0%	50%	50%	2	50%	0%	50%	2	0%	50%	50%	2	0%	50%	50%	2	50%	0%	50%	2
École Heritage Immersion	Pre	0%	0%	100%	25	8%	16%	76%	25	8%	24%	68%	25	0%	28%	72%	25	0%	52%	48%	25	4%	32%	64%	25
	Post	0%	0%	100%	25	0%	8%	92%	25	0%	0%	100%	25	0%	0%	100%	25	0%	0%	100%	25	0%	4%	96%	25
École Saint-Malo School	Pre	0%	23%	77%	22	5%	23%	72%	22	14%	32%	54%	22	0%	27%	73%	22	0%	27%	73%	22	0%	5%	95%	22
	Post	0%	5%	95%	22	0%	9%	91%	22	9%	5%	86%	22	0%	23%	77%	22	0%	9%	91%	22	0%	0%	100%	22
J. A. Cuddy Elementary	Pre	4%	4%	92%	25	0%	4%	96%	25	4%	12%	84%	25	0%	4%	96%	25	8%	12%	80%	25	0%	28%	72%	25
	Post	0%	4%	96%	25	0%	0%	100%	25	4%	4%	92%	25	0%	4%	96%	25	0%	0%	100%	25	0%	0%	100%	25
Lowe Farm School	Pre	0%	11%	89%	9	0%	40%	60%	10	10%	40%	50%	10	0%	22%	78%	9	11%	11%	78%	9	11%	22%	67%	9
	Post	0%	0%	100%	10	0%	10%	90%	10	0%	10%	90%	10	0%	20%	80%	10	0%	0%	100%	10	0%	10%	90%	10
Morris School	Pre	0%	11%	89%	27	4%	41%	55%	27	7%	33%	60%	27	19%	44%	37%	27	7%	15%	78%	27	0%	33%	67%	27
	Post	0%	7%	93%	27	4%	19%	77%	27	0%	7%	93%	27	0%	19%	81%	27	4%	4%	92%	27	4%	0%	96%	27
Oak Bluff Community School	Pre	0%	18%	82%	17	6%	24%	70%	17	0%	0%	100%	17	6%	12%	82%	17	0%	12%	88%	17	0%	12%	88%	17
	Post	0%	6%	94%	17	0%	6%	94%	17	0%	0%	100%	17	0%	6%	94%	17	0%	6%	94%	17	0%	6%	94%	17
Peace Valley School	Pre	0%	100%	0%	3	0%	0%	100%	3	67%	33%	0%	3	0%	100%	0%	3	0%	67%	33%	3	0%	100%	0%	3
	Post	0%	67%	33%	3	0%	0%	100%	3	0%	0%	100%	3	0%	0%	100%	3	0%	67%	33%	3	0%	100%	0%	3
Rosenort School	Pre	4%	8%	88%	24	4%	4%	92%	24	0%	8%	92%	24	0%	4%	96%	24	0%	8%	92%	24	0%	4%	96%	24
	Post	0%	4%	96%	24	0%	4%	96%	24	4%	0%	96%	24	0%	4%	96%	24	0%	0%	100%	24	0%	4%	96%	24
Starbuck School	Pre	0%	0%	100%	13	0%	15%	85%	13	0%	8%	92%	13	0%	0%	100%	13	0%	0%	100%	13	0%	0%	100%	13
	Post	0%	0%	100%	13	0%	0%	100%	13	0%	0%	100%	13	0%	0%	100%	13	0%	0%	100%	13	0%	0%	100%	13
Suncrest Colony School	Pre	0%	0%	100%	1	0%	0%	100%	1	0%	0%	100%	1	0%	0%	100%	1	0%	0%	100%	1	0%	0%	100%	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
All participating schools	Pre	1%	11%	88%	168	4%	19%	77%	169	7%	20%	73%	169	4%	21%	75%	168	3%	20%	77%	168	1%	20%	79%	168
	Post	0%	5%	95%	169	1%	8%	91%	169	3%	3%	94%	169	0%	9%	91%	169	1%	4%	95%	169	1%	4%	95%	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							
		▲ ● ■ n =				▲ ● ■ n =				▲ ● ■ n =				▲ ● ■ n =					▲ ● ■ n =				▲ ● ■ n =							
Albright School	Pre	0	1	1	2	0	0	2	2	0	1	1	2	0	1	1	2	0	1	1	2	0	1	1	2	1	0	1	2	0
	Post	0	1	1	2	0	1	1	2	1	0	1	2	0	1	1	2	0	1	1	2	0	0	2	2	1	0	1	2	0
École Heritage Immersion	Pre	0	0	25	25	2	4	19	25	2	6	17	25	0	7	18	25	0	13	12	25	1	8	16	25	3	9	13	25	0
	Post	0	0	25	25	0	2	23	25	0	0	25	25	0	0	25	25	0	0	25	25	0	1	24	25	0	1	24	25	0
École Saint-Malo School	Pre	0	5	17	22	1	5	16	22	3	7	12	22	0	6	16	22	0	6	16	22	0	1	21	22	5	5	12	22	0
	Post	0	1	21	22	0	2	20	22	2	1	19	22	0	5	17	22	0	2	20	22	0	0	22	22	2	3	17	22	0
J. A. Cuddy Elementary	Pre	1	1	23	25	0	1	24	25	1	3	21	25	0	1	24	25	2	3	20	25	0	7	18	25	1	2	22	25	1
	Post	0	1	24	25	0	0	25	25	1	1	23	25	0	1	24	25	0	0	25	25	0	0	25	25	1	1	23	25	1
Lowe Farm School	Pre	0	1	8	9	0	4	6	10	1	4	5	10	0	2	7	9	1	1	7	9	1	2	6	9	1	4	4	9	0
	Post	0	0	10	10	0	1	9	10	0	1	9	10	0	2	8	10	0	0	10	10	0	1	9	10	1	1	8	10	0
Morris School	Pre	0	3	24	27	1	11	15	27	2	9	16	27	5	12	10	27	2	4	21	27	0	9	18	27	6	12	9	27	0
	Post	0	2	25	27	1	5	21	27	0	2	25	27	0	5	22	27	1	1	25	27	1	0	26	27	0	7	20	27	1
Oak Bluff Community School	Pre	0	3	14	17	1	4	12	17	0	0	17	17	1	2	14	17	0	2	15	17	0	2	15	17	1	3	13	17	0
	Post	0	1	16	17	0	1	16	17	0	0	17	17	0	1	16	17	0	1	16	17	0	1	16	17	0	1	16	17	0
Peace Valley School	Pre	0	3	0	3	0	0	3	3	2	1	0	3	0	3	0	3	0	2	1	3	0	3	0	3	3	0	0	3	0
	Post	0	2	1	3	0	0	3	3	0	0	3	3	0	0	3	3	0	2	1	3	0	3	0	3	0	2	1	3	0
Rosenort School	Pre	1	2	21	24	1	1	22	24	0	2	22	24	0	1	23	24	0	2	22	24	0	1	23	24	1	2	21	24	1
	Post	0	1	23	24	0	1	23	24	1	0	23	24	0	1	23	24	0	0	24	24	0	1	23	24	1	0	23	24	1
Starbuck School	Pre	0	0	13	13	0	2	11	13	0	1	12	13	0	0	13	13	0	0	13	13	0	0	13	13	0	0	13	13	0
	Post	0	0	13	13	0	0	13	13	0	0	13	13	0	0	13	13	0	0	13	13	0	0	13	13	0	0	13	13	0
Suncrest Colony School	Pre	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	0	1	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	0	1	1	0
All participating schools	Pre	2	19	147	168	6	32	131	169	11	34	124	169	6	35	127	168	5	34	129	168	2	34	132	168	22	37	109	168	2
	Post	0	9	160	169	1	13	155	169	5	5	159	169	0	16	153	169	1	7	161	169	1	7	161	169	6	16	147	169	3

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.

2024-2025 Numeracy Results:

Teachers collected the numeracy data results; the NAP Baseline Assessment data was compiled for the first time this June in Grades 7 to 9, and the Math Facts Assessment was obtained twice this school year.

Grade 7-9 Numeracy Achievement Program (NAP) 2.0

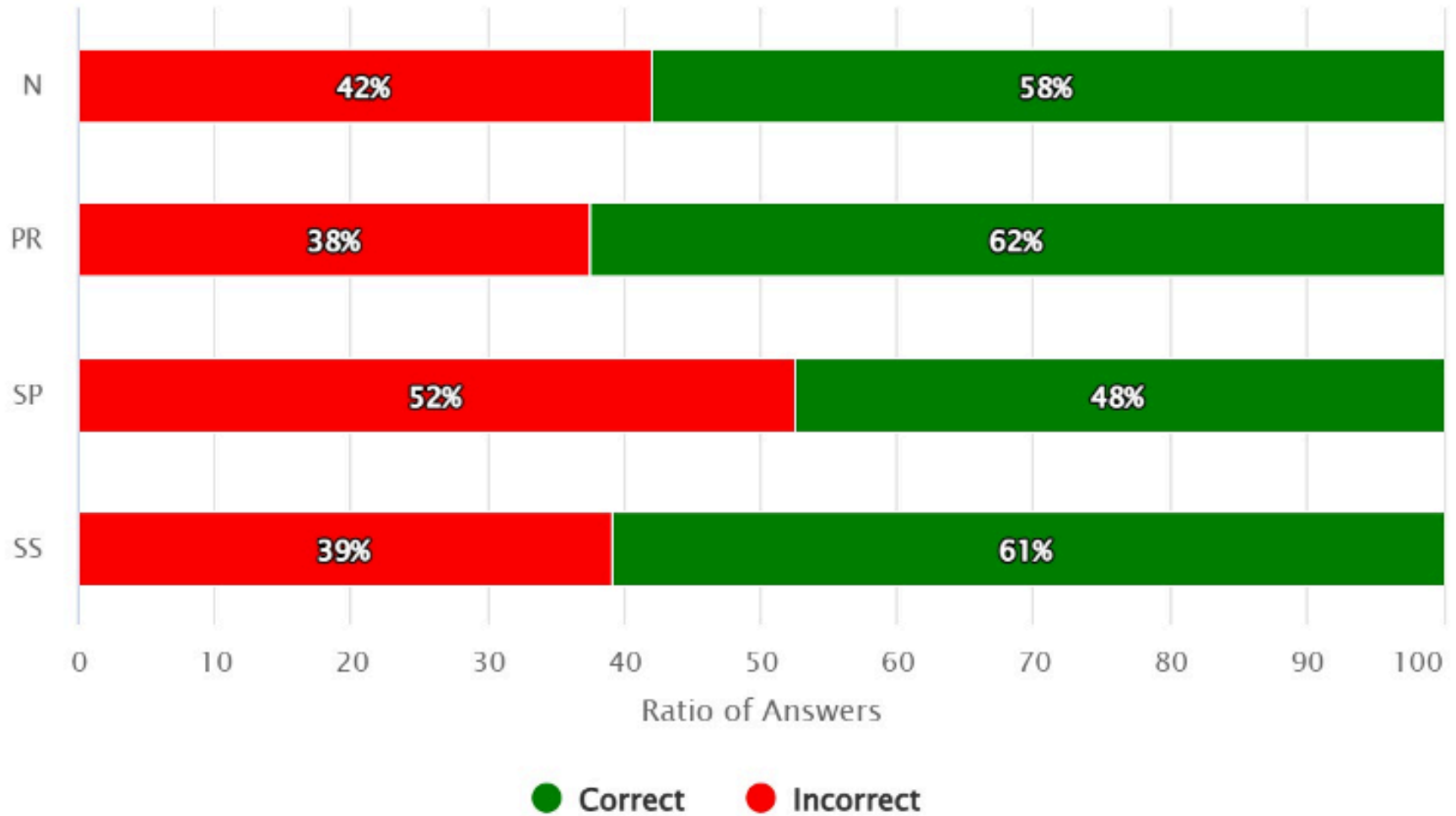
The Numeracy Achievement Program (NAP 2.0) strengthens mathematics instruction. It improves student achievement by providing teachers with a framework to deepen their understanding of curriculum, instruction, and assessment, utilizing student data to personalize professional development and differentiate teaching.

- All Grade 7 to Grade 9 Mathematics teachers attended 4 days of training for NAP 2.0.
- All School Administrators attended a 1-day and 4 one-hour training sessions for NAP 2.0.
- Two Curriculum Instructor Support Teachers attended four days of coach training of NAP 2.0, and one Curriculum Instruction Support Teacher attended 2 days of facilitator training for NAP 2.0.

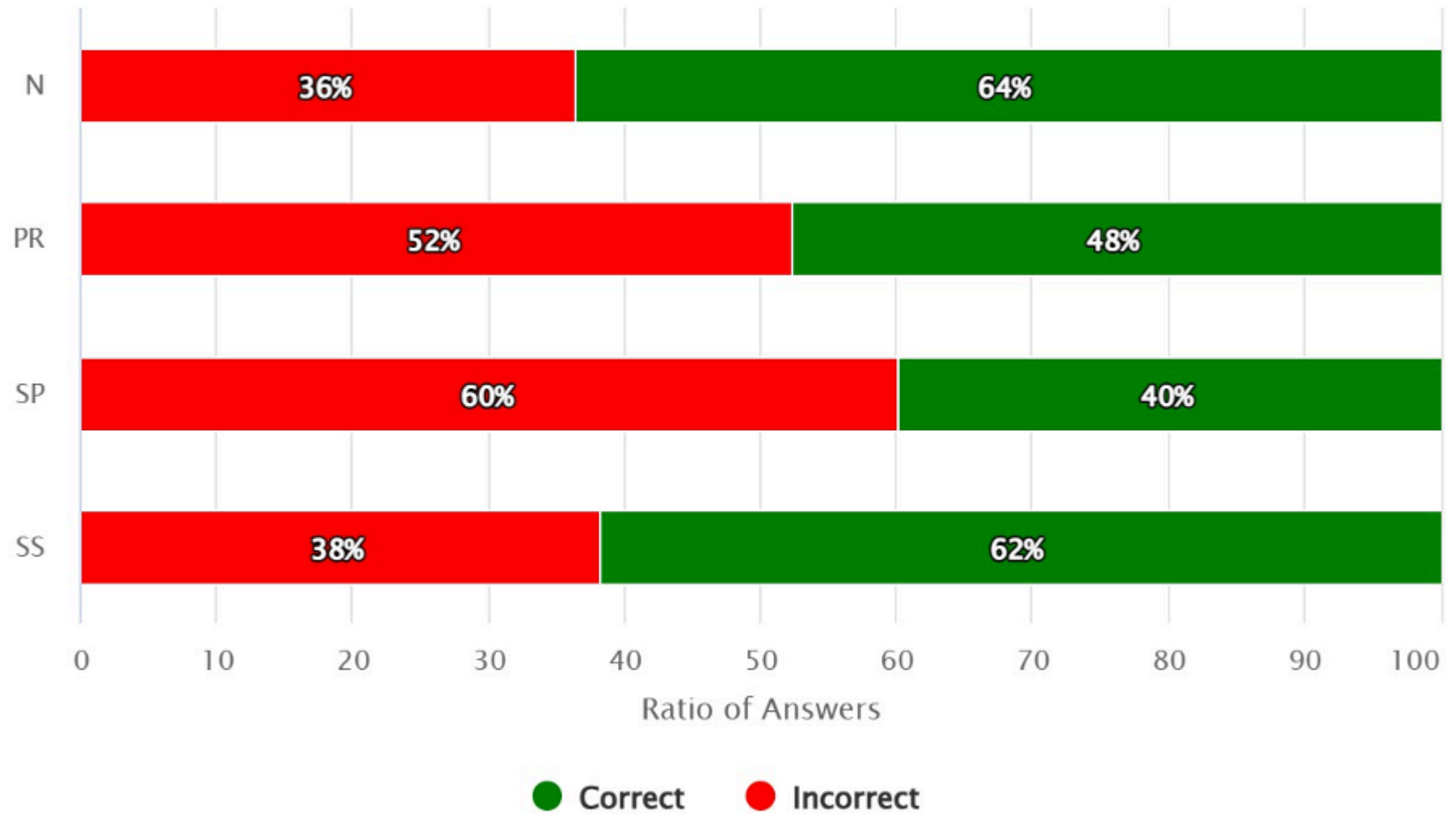
Grade 7-9 Numeracy Achievement Program - June 2025 Baseline Data

- 467 students from Grade 7 to Grade 9 completed the NAP 2.0 Baseline Assessment
- Divisional assessment data was collected and is organized by grade and the four strands (Number, Patterns and Relations, Statistics and Probability, and Shape and Space) from the Kindergarten to Grade 12 Manitoba Mathematics Curriculum

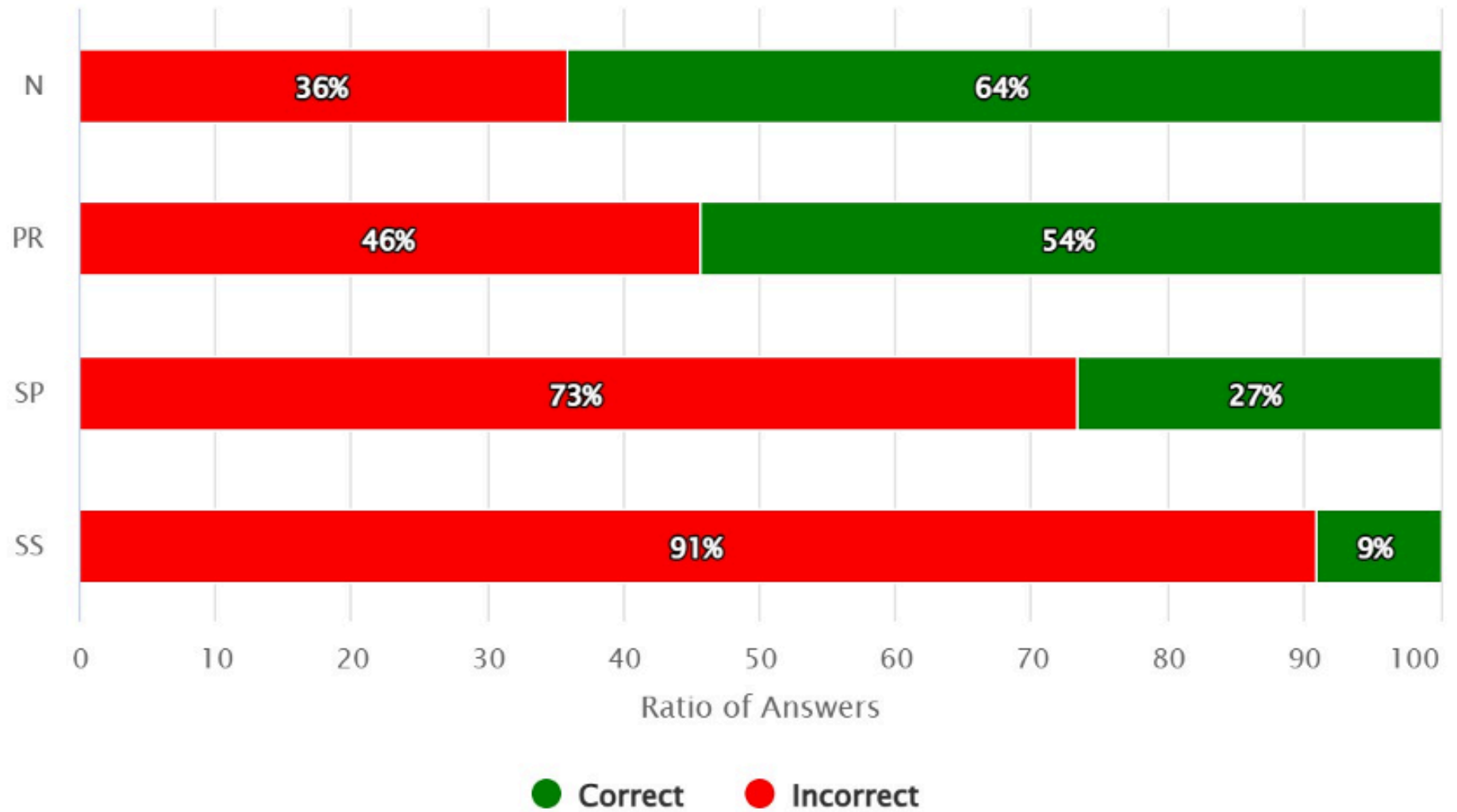
Red River Valley Grade 7 2025 NAP Baseline Data



Red River Valley Grade 8 2025 NAP Baseline Data



Red River Valley Grade 9 2025 NAP Baseline Data



Grade 3-6 Math Fact Assessment

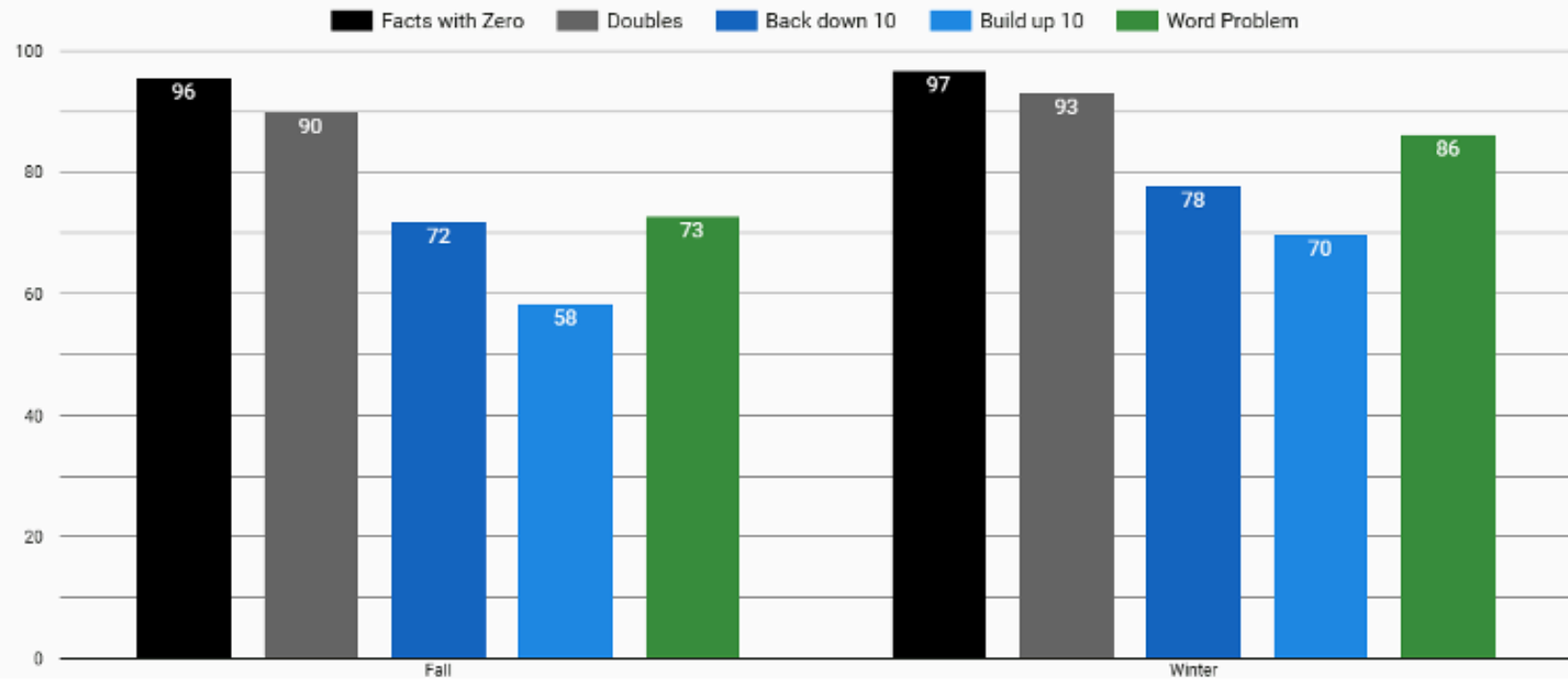
- 829 students from Grade 3 to Grade 6 participated in the Math Fact Assessment
- Overall score averages increased from the fall assessment to the winter assessment
 - Addition Facts from 86% to 91%
 - Subtraction Facts from 78% to 85%,
 - Multiplication Facts from 68% to 81%
 - Division Facts from 56% to 72%



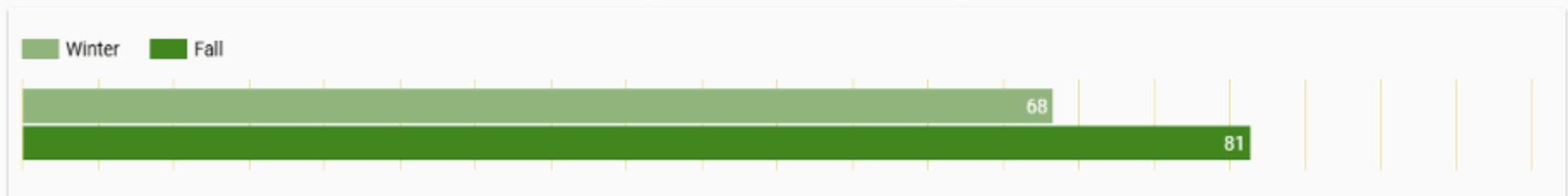
Subtraction Data: Overall Average



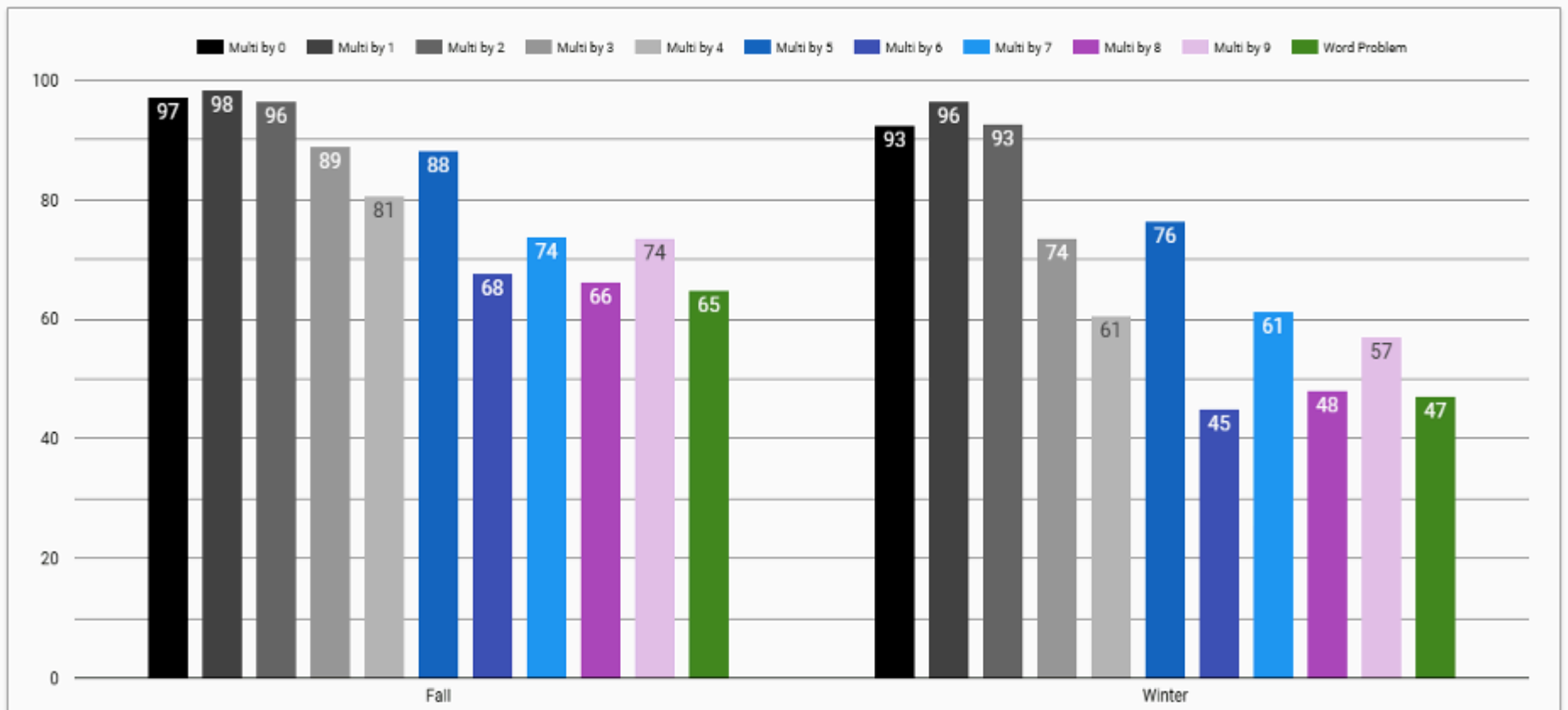
Subtraction Strategies



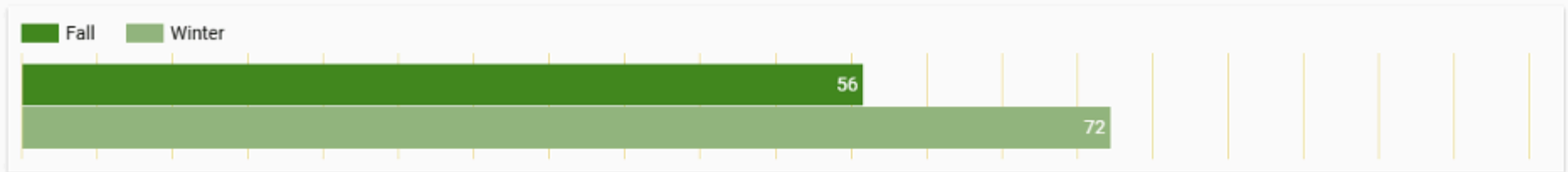
Multiplication Data: Overall Average



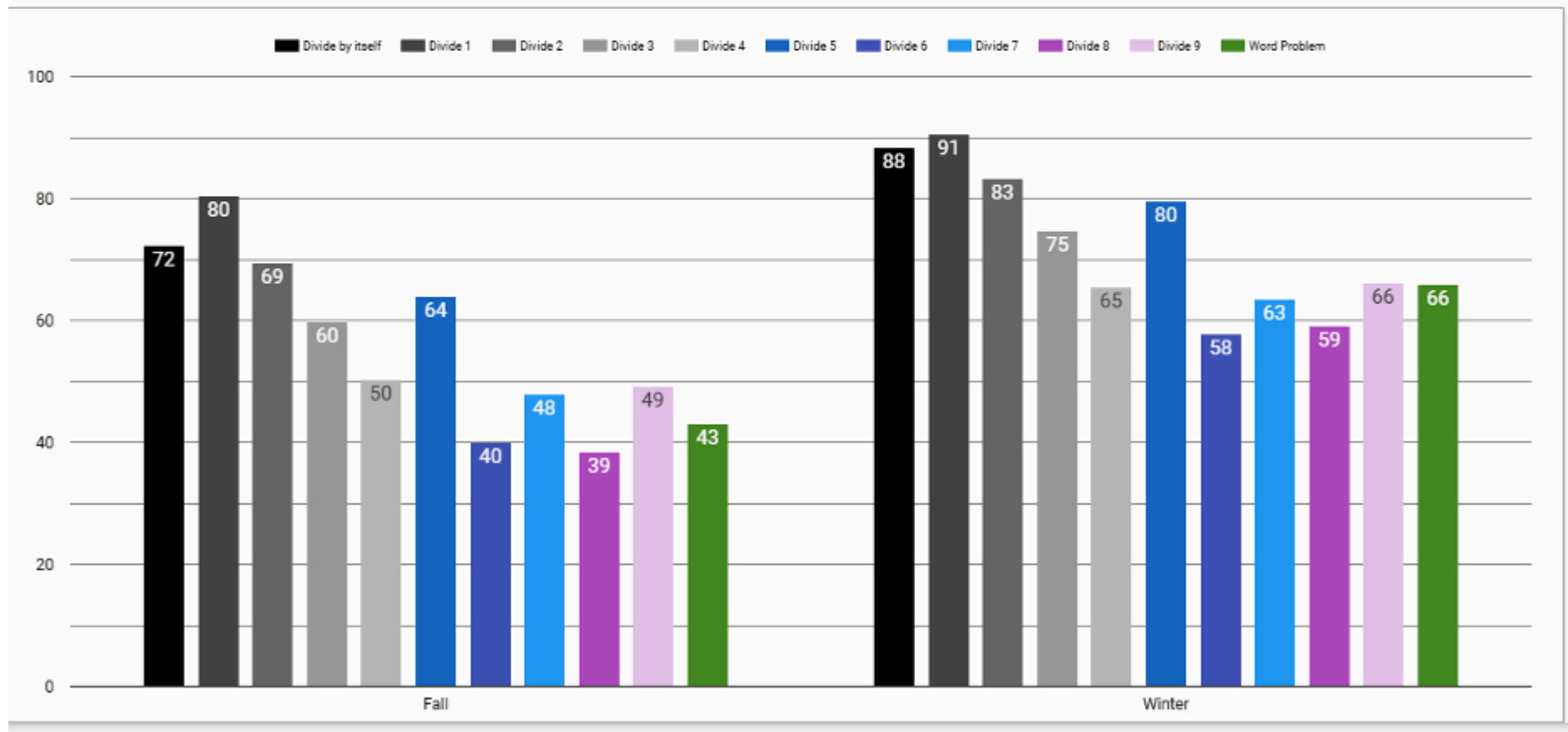
Multiplication Strategies



Division Data: Overall Average



Division Strategies



Ongoing Program Implementation & Support (2025-2026):

- All Grade 7 to 9 teachers and administrators who completed the first year of NAP 2.0 training will be attending the second year of training.
- New Grade 7 to 9 teachers in the Red River Valley School Division will begin the first year of NAP 2.0 training.
- One Curriculum Instruction Support Teacher will continue the facilitator training and a second year of NAP 2.0 coaches training, and one Curriculum Instruction Support Teacher will begin the first year of NAP 2.0 coaches training.
- To collaborate and co-teach with educators, fostering their autonomy in delivering responsive instruction that effectively addresses diverse student needs.
- Grade 3 to 6 teachers will continue implementing the Math Fact Assessment for the next school year.
- Curriculum Instruction Support Teachers will continue to attend South Central Numeracy Coach Meetings and start attending Coaching Squared Numeracy Meetings.
- A review of Kindergarten to Grade 2 assessment practices will be conducted to ascertain current Divisional methodologies and explore viable alternative options for this grade band.

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 134 grade three students assessed in the fall of 2024. In reading, an average of 66.9% of the students were rated as “meeting expectations” in the three components measured. This is 11.9% higher than the provincial average.

French Immersion Program – In the French Immersion Program, we had a total of 15 students assessed in Grade 3. The Grade 3 students are assessed in English. In reading in English, an average of 55.6% of the students were rated as “meeting expectations” in the three components measured. This is 16.4% lower than the provincial average. For reading in French, which is assessed in Grade 4, we had 27 students assessed. On average 53.1% of the students were rated as “meeting expectations” in all three components measured. This is 5.5% lower than the provincial average.

50/50 Program (French Program) – There were a total of 14 students assessed in Grade 3 in the 50/50 Program. These Grade 3 students are assessed in French. An average of 64.3% of the students were rated as “meeting expectations” in the three components measured. This is 22.9% lower than the provincial average.

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 134 students assessed in these four sub-competencies. On average 64.6% of our grade 3 students rated as “meeting expectations” in all four sub-competencies. This average is 10.2% higher than the provincial average in the four sub-competencies.

French Immersion Program – We had a total of 15 students assessed in these four sub-competencies. On average 43.3% of our grade 3 students rated as “meeting expectations” in all four sub-competencies. This average is 24.0% lower than the provincial average in the four sub-competencies.

50/50 Program (French Program) – We had a total of 14 students assessed in these four sub-competencies. On average 78.6% of our grade 3 students rated as “meeting expectations” in all four sub-competencies. This average is 1.6% lower than the provincial average in the four sub-competencies.

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 170 students assessed in the area of Grade 7 Number Sense and Number Skills in January of 2025. 35.3% of our students were meeting mid-grade performance in all five sub-competencies. This is slightly lower (2.1%) 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 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025
Provincial	32.4%	32.2%	32.5%	34.8%	35.9%	35.6%	-	36.2%	38.1%	39.3%	37.4%
Divisional	39.1%	28.6%	36.0%	39.0%	40.8%	47.5%	-	49.6%	28.2%	51.2%	35.3%
Males	41.7%	28.6%	42.4%	42.3%	33.3%	45.6%	-	45.5%	30.2%	52.1%	34.4%
Females	35.7%	28.6%	27.5%	34.6%	50.0%	50.0%	-	54.8%	26.0%	50.0%	36.4%
Indigenous	27.3%	22.2%	20.0%	42.9%	*	19.0%	-	53.8%	37.5%	*	30.8%
Non-Indigenous	40.2%	29.4%	38.3%	38.5%	42.0%	51.8%	-	49.2%	27.2%	52.2%	35.7%
Non-EAL	40.7%	32.8%	38.1%	46.0%	45.9%	50.4%	-	50.8%	28.5%	52.4%	32.5%
Pupils receiving EAL services	26.7%	7.7%	22.7%	8.7%	18.2%	23.5%	-	42.9%	26.3%	45.0%	57.9%
Non-CFS	39.5%	28.9%	37.2%	38.7%	42.2%	49.0%	-	49.3%	28.8%	51.6%	36.1%
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 20 students assessed in the area of Grade 7 Number Sense and Number Skills in January of 2025. 20.0% of our students were meeting mid-grade performance in all five sub-competencies. This is 25.3% 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 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025
Provincial	37.0%	39.7%	37.0%	43.7%	48.7%	49.6%	-	43.6%	48.2%	46.0%	45.3%
Divisional	66.7%	8.3%	33.3%	47.1%	33.3%	7.1%	-	24.0%	21.9%	19.0%	20.0%
Males	*	*	*	*	*	10.0%	-	25.0%	29.4%	*	8.3%
Females	*	*	*	*	*	*	-	23.1%	13.3%	20.0%	*
Indigenous	*	*	*	*	*	*	-	*	*	*	*
Non-Indigenous	*	*	*	45.5%	40.0%	9.1%	-	27.3%	24.1%	11.8%	16.7%
Non-EAL	66.7%	8.3%	40.0%	43.8%	33.3%	7.7%	-	26.1%	22.6%	19.0%	20.0%
Pupils receiving EAL services	n/a	n/a	*	*	n/a	*	-	*	*	n/a	n/a
Non-CFS	66.7%	8.3%	36.4%	47.1%	36.4%	7.7%	-	25.0%	21.9%	20.0%	20.0%
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 20 students assessed in the area of Grade 7 Number Sense and Number Skills in January of 2025. 25.0% of our students were meeting mid-grade performance in all five sub-competencies. This is slightly lower (4.6%) 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 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025
Provincial	76.9%	75.0%	*	39.3%	69.6%	79.3%	-	73.9%	64.3%	59.4%	29.6%
Divisional	*	66.7%	*	58.8%	91.7%	81.0%	-	73.7%	73.3%	86.4%	25.0%
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%
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%
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 127 students assessed in the areas of Grade 8 Reading Comprehension and Expository Writing. In Reading Comprehension 55.1% of our students were meeting mid-grade performance in all three sub-competencies which is 4.5% higher than the provincial average. In Expository Writing 51.2% of our students were meeting mid-grade performance in all three sub-competencies which is 7.5% higher 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 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025
Provincial	47.7%	49.3%	49.4%	51.3%	51.0%	52.5%	-	51.9%	52.3%	51.8%	50.6%
Divisional	41.7%	51.6%	50.3%	61.7%	56.0%	59.2%	-	59.5%	64.6%	71.0%	55.1%
Males	31.6%	36.5%	44.9%	57.1%	50.0%	46.2%	-	51.2%	53.7%	69.5%	46.6%
Females	54.0%	72.2%	58.1%	68.3%	64.2%	73.3%	-	69.0%	78.5%	72.5%	66.7%
Indigenous	46.7%	33.3%	43.8%	35.0%	50.0%	*	-	55.6%	50.0%	58.3%	*
Non-Indigenous	41.1%	53.4%	51.1%	65.7%	56.9%	58.1%	-	60.0%	66.2%	72.0%	55.5%
Non-EAL	43.3%	55.7%	55.2%	66.2%	64.4%	62.7%	-	62.1%	64.0%	72.0%	57.5%
Pupils receiving EAL services	31.6%	15.4%	26.9%	37.5%	14.3%	43.5%	-	42.9%	68.2%	63.2%	42.9%
Non-CFS	43.0%	52.4%	51.0%	63.3%	56.9%	60.0%	-	58.9%	65.7%	72.3%	55.6%
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.

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 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025
Provincial	41.7%	41.9%	43.8%	44.3%	44.7%	44.8%	-	45.0%	45.2%	45.0%	43.7%
Divisional	38.1%	35.9%	42.4%	50.6%	44.8%	51.2%	-	56.9%	57.1%	61.1%	51.2%
Males	23.7%	20.3%	32.6%	44.0%	34.7%	33.8%	-	45.1%	46.3%	52.4%	38.4%
Females	55.6%	57.4%	56.5%	60.3%	58.5%	70.0%	-	70.4%	70.8%	70.0%	68.5%
Indigenous	26.7%	25.0%	37.5%	40.0%	43.8%	*	-	50.0%	42.9%	33.3%	*
Non-Indigenous	39.5%	37.1%	43.0%	52.2%	45.0%	51.3%	-	57.8%	58.6%	63.3%	51.3%
Non-EAL	38.3%	38.3%	46.4%	54.6%	51.9%	52.0%	-	60.6%	57.6%	60.8%	53.8%
Pupils receiving EAL services	36.8%	15.4%	23.1%	29.2%	9.5%	47.8%	-	33.3%	54.5%	63.2%	38.1%
Non-CFS	39.3%	36.5%	42.9%	51.3%	45.5%	53.3%	-	56.2%	57.3%	62.3%	50.8%
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 areas of Grade 8 Reading Comprehension and Expository Writing in January 2025. In Reading Comprehension in English, 42.1% of our students were meeting mid-grade performance in all three sub-competencies which is 30.7% lower than the provincial average. In Reading Comprehension in French, 36.8% of our students were meeting mid-grade performance in all three sub-competencies which is 27.9% lower than the provincial average. In Expository Writing in English, 47.4% of our students were meeting mid-grade performance in all three sub-competencies which is 18.4% lower than the provincial average. In Expository Writing in French, 31.6% of our students were meeting mid-grade performance in all three sub-competencies which is 22.8% 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 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025
Provincial	53.6%	63.5%	65.8%	64.4%	72.1%	66.0%	-	72.2%	70.6%	73.8%	72.8%
Divisional	40.0%	50.0%	75.0%	45.5%	33.3%	36.4%	-	53.3%	63.6%	93.1%	42.1%
Males	*	*	*	*	40.0%	*	-	*	*	86.7%	*
Females	*	*	*	*	*	*	-	70.0%	61.5%	100.0%	57.1%
Indigenous	n/a	*	*	*	*	*	-	*	*	*	*
Non-Indigenous	40.0%	*	*	*	33.3%	*	-	66.7%	68.4%	92.3%	46.7%
Non-EAL	40.0%	50.0%	75.0%	*	35.3%	36.4%	-	53.3%	60.0%	92.9%	42.1%
Pupils receiving EAL services	n/a	n/a	n/a	*	*	n/a	-	n/a	*	*	n/a
Non-CFS	40.0%	50.0%	75.0%	40.0%	33.3%	40.0%	-	53.3%	66.7%	93.1%	44.4%
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 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025
Provincial	55.0%	49.2%	59.1%	62.6%	58.1%	61.6%	-	60.7%	59.1%	65.2%	64.7%
Divisional	40.0%	16.7%	41.7%	27.3%	33.3%	18.2%	-	33.3%	63.6%	55.2%	36.8%
Males	*	*	*	*	40.0%	*	-	*	*	60.0%	*
Females	*	*	*	*	*	*	-	40.0%	61.5%	50.0%	42.9%
Indigenous	n/a	*	*	*	*	*	-	*	*	*	*
Non-Indigenous	40.0%	*	*	*	41.7%	*	-	41.7%	68.4%	53.8%	33.3%
Non-EAL	40.0%	16.7%	41.7%	*	35.3%	18.2%	-	33.3%	60.0%	57.1%	36.8%
Pupils receiving EAL services	n/a	n/a	n/a	*	*	n/a	-	n/a	*	*	n/a
Non-CFS	40.0%	16.7%	41.7%	30.0%	33.3%	20.0%	-	33.3%	66.7%	55.2%	38.9%
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 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025
Provincial	48.0%	54.7%	60.8%	49.7%	64.3%	61.3%	-	65.7%	63.2%	67.5%	65.8%
Divisional	50.0%	66.7%	58.3%	36.4%	44.4%	27.3%	-	26.7%	54.5%	82.8%	47.4%
Males	*	*	*	*	60.0%	*	-	*	*	73.3%	*
Females	*	*	*	*	*	*	-	30.0%	69.2%	92.9%	57.1%
Indigenous	n/a	*	*	*	*	*	-	*	*	*	*
Non-Indigenous	50.0%	*	*	*	33.3%	*	-	33.3%	52.6%	80.8%	46.7%
Non-EAL	50.0%	66.7%	58.3%	*	47.1%	27.3%	-	26.7%	50.0%	85.7%	47.4%
Pupils receiving EAL services	n/a	n/a	n/a	*	*	n/a	-	n/a	*	*	n/a
Non-CFS	50.0%	66.7%	58.3%	40.0%	44.4%	30.0%	-	26.7%	57.1%	82.8%	50.0%
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 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025
Provincial	40.1%	38.7%	48.7%	45.1%	46.3%	50.4%	-	51.3%	49.9%	53.7%	54.4%
Divisional	30.0%	16.7%	8.3%	45.5%	0.0%	9.1%	-	13.3%	36.4%	44.8%	31.6%
Males	*	*	*	*	0.0%	*	-	*	*	40.0%	*
Females	*	*	*	*	*	*	-	20.0%	53.8%	50.0%	35.7%
Indigenous	n/a	*	*	*	*	*	-	*	*	*	*
Non-Indigenous	30.0%	*	*	*	0.0%	*	-	16.7%	36.8%	42.3%	33.3%
Non-EAL	30.0%	16.7%	8.3%	*	0.0%	9.1%	-	13.3%	35.0%	46.4%	31.6%
Pupils receiving EAL services	n/a	n/a	n/a	*	*	n/a	-	n/a	*	*	n/a
Non-CFS	30.0%	16.7%	8.3%	50.0%	0.0%	10.0%	-	13.3%	38.1%	44.8%	33.3%
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.

50/50 Program (French Program) – We had 22 students assessed in the areas of Grade 8 Reading Comprehension and Expository Writing in January 2025. In Reading Comprehension in English, 90.9% of our students were meeting mid-grade performance in all three sub-competencies which is 3.8% higher than the provincial average. In Reading Comprehension in French, 63.6% of our students were meeting mid-grade performance in all three sub-competencies which is 7.4% lower than the provincial average. In Expository Writing in English, 54.5% of our students were meeting mid-grade performance in all three sub-competencies which is 0.3% lower than the provincial average. In Expository Writing in French, 18.2% of our students were meeting mid-grade performance in all three sub-competencies which is 4.4% 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 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025
Provincial	65.2%	69.2%	68.8%	*	57.7%	45.8%	-	68.2%	73.7%	68.0%	87.1%
Divisional	64.7%	*	66.7%	*	68.8%	58.3%	-	82.4%	66.7%	60.0%	90.9%
Males	*	*	*	*	*	*	-	*	*	*	90.0%
Females	*	*	*	*	72.7%	*	-	*	*	*	91.7%
Indigenous	81.8%	*	*	*	*	*	-	*	*	*	*
Non-Indigenous	*	*	*	*	*	*	-	75.0%	*	*	92.3%
Non-EAL	64.7%	*	66.7%	*	68.8%	58.3%	-	82.4%	66.7%	60.0%	90.9%
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	64.7%	*	66.7%	*	68.8%	58.3%	-	82.4%	66.7%	64.3%	90.9%
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 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 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025
Provincial	56.5%	76.9%	68.8%	33.3%	53.8%	50.0%	-	63.6%	73.7%	76.0%	71.0%
Divisional	52.9%	71.4%	58.3%	*	62.5%	58.3%	-	82.4%	66.7%	80.0%	63.6%
Males	66.7%	*	100.0%	*	60.0%	57.1%	-	75.0%	55.6%	62.5%	70.0%
Females	37.5%	*	28.6%	*	63.6%	60.0%	-	88.9%	83.3%	100.0%	58.3%
Indigenous	63.6%	*	44.4%	*	87.5%	*	-	100.0%	85.7%	71.4%	66.7%
Non-Indigenous	33.3%	*	*	*	37.5%	55.6%	-	75.0%	50.0%	87.5%	61.5%
Non-EAL	52.9%	71.4%	58.3%	*	62.5%	58.3%	-	82.4%	66.7%	80.0%	63.6%
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	52.9%	71.4%	58.3%	*	62.5%	58.3%	-	82.4%	66.7%	85.7%	63.6%
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 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025
Provincial	60.9%	46.2%	81.2%	*	46.2%	41.7%	-	77.3%	68.4%	76.0%	54.8%
Divisional	58.8%	*	75.0%	*	56.2%	58.3%	-	82.4%	60.0%	73.3%	54.5%
Males	*	*	*	*	*	*	-	*	*	*	40.0%
Females	*	*	*	*	63.6%	*	-	*	*	*	66.7%
Indigenous	63.6%	*	*	*	*	*	-	*	*	*	*
Non-Indigenous	*	*	*	*	*	*	-	75.0%	*	*	53.8%
Non-EAL	58.8%	*	75.0%	*	56.2%	58.3%	-	82.4%	60.0%	73.3%	54.5%
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	58.8%	*	75.0%	*	56.2%	58.3%	-	82.4%	60.0%	78.6%	54.5%
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 2015	Jan 2016	Jan 2017	Jan 2018	Jan 2019	Jan 2020	Jan 2021	Jan 2022	Jan 2023	Jan 2024	Jan 2025
Provincial	43.5%	46.2%	81.2%	*	38.5%	54.2%	-	63.6%	68.4%	48.0%	22.6%
Divisional	47.1%	*	75.0%	*	50.0%	75.0%	-	82.4%	60.0%	46.7%	18.2%
Males	*	*	*	*	*	*	-	*	*	*	0.0%
Females	*	*	*	*	63.6%	*	-	*	*	*	33.3%
Indigenous	54.5%	*	*	*	*	*	-	*	*	*	*
Non-Indigenous	*	*	*	*	*	*	-	75.0%	*	*	23.1%
Non-EAL	47.1%	*	75.0%	*	50.0%	75.0%	-	82.4%	60.0%	46.7%	18.2%
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	47.1%	*	75.0%	*	50.0%	75.0%	-	82.4%	60.0%	50.0%	18.2%
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.

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

This report is based on the activities of the Rehabilitation Counsellor, Mehgan Smith, for the school year 2024-2025.

Counselling activity:

- 16 current files open in the Red River Valley School Division
 - 9 files open at Morris School
 - 2 files open at Rosenort School
 - 2 files open at Sanford School
 - 3 files open at St. Malo School
- 23 students continued counseling and support from last school year.
- 3 students graduated. Files are closed or transferred to adult services.
- 8 new files opened this school year.
- 10 referrals pending for various reasons.
- Most referrals were from Guidance Counsellors. Other referrals were from peers and siblings, social workers, teachers, parents and self-referrals.
- Collaboration with school social workers.
- Provided support and consultation to numerous parents/guardians and school staff throughout the year.
- 2 referrals to Community Mental Health Services in Southern Health-Santé Sud.

Primary alcohol and other drugs used:

- Cannabis: flower, vape or 'dab/shatter' pens, edibles
- Alcohol
- Lean – Alcohol mixed with codeine and/or cough syrup (mixture varies)
- Mushrooms
- Ecstasy (Molly/MDMA)
- Opioids – Various
- Cocaine
- Methamphetamine
- Vaping and E-cigarettes (nicotine)

Presenting issues other than substance use:

- Mental health concerns (depression, anxiety, suicidality, self-injury, trauma, grief and loss)
- Impacts of being affected by family or friends' alcohol, other drugs or gambling involvement
- 2SLGBTQ+ discrimination and bullying
- 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:

The development and facilitation of presentations on various topics throughout the school year on alcohol, other drugs, gambling and mental health promotion.

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

Prevention and education classroom presentations provided for 2024-2025 school year were as follows:

- Morris School
 - Grade 7 & 8's - Addictions and mental health awareness and introductions to Shared Health Services
 - Grade 7 & 8's – Vaping and e-cigarettes
 - Grade 9's – Connecting substance abuse and mental health concerns and coping
 - Grade 10's – Binge drinking and cannabis abuse
 - Grade 11 and 12's – Awareness of co-occurring problems of mental health and substance abuse and adult addictions resources
 -
- Ecole Heritage Immersion
 - Grade 9 & 10's – Addictions and mental health awareness and introduction to Shared Health Services
- Rosenort School
 - Grade 7 & 8's – Addictions and mental health awareness and introduction to Shared Health Services
 - Grade 9's – Connecting substance abuse and mental health concerns and coping
 - Grade 10's – Binge drinking and Cannabis abuse
 - Grade 5 & 6's – Online safety and electronic overuse and introduction to Shared Health Services
- Sanford Collegiate
 - Grade 9's – Addictions and mental health awareness, resources and introduction to Shared Health Services.

Other prevention services provided:

- Manitoba Substance Use and Addictions Awareness Week (MSUAAW) promotion.
- Bell Let's Talk awareness day
- Mental Health Awareness week grades 5-12 involvement with lunch activities
- Orange Shift Day awareness
- Pink Shirt Day awareness

- Parent Intervention and Support Program (PIP) offered.
- Ensured schools have the most up-to-date and accurate information and materials regarding School-based Services, how to access (including referrals) and any educational material.
- Postings to bulletin boards, Google classroom and school websites and blogs as time was permitted.
- Family support services offered, emailed resources and education material to parents/caregivers, staff and other services providers throughout the school year.

Referral process and recommendations for next year:

- Shared Health Addictions Services are voluntary.
- Shared Health Addictions Counsellor schedules meetings with staff to review referral process, answer any questions/concerns, consult, organize prevention and education presentations, and provide education and education materials.
- Referrals come from anyone within the Red River Valley School Division within the scope of substance use and addictions.
- Referrals can include vaping and any process addictions such as electronic overuse that may be causing problems.
- It's recommended that any student suspected of substance use problems or students caught at school under the influence and/or with paraphernalia be referred to the Shared Health Counsellor because they can be signs of problematic substance abuse and/or mental health concerns and should be intervened to prevent long term potential addictions and mental illnesses.
- Referrals for multiple students for vaping can be referred for a one-time group education session on vaping and e-cigarettes facilitated by the Shared Health Counsellor.
- Referrals are an opportunity to support families and students, save lives, make a positive difference and navigate the health system. Referrals to external resources may be needed like specialized mental health support or other treatment programs.
- Referrals to the Shared Health Addictions program for substance abuse problems can help to prevent/lessen further problem behaviors within the school and classroom over time. When intervened in school, preferably before grade 9, students have a better chance to reach their full academic potential. This intervention helps break down stigma, helps create a school climate of care and compassion, students know its ok to get help, students feel safe and supported and they learn that counseling can be beneficial. Students and their families take away a positive experience with Shared Health Services and the school division which sets them up for accessing education and health services in the future.

Recommendations for prevention and education 2024-2025:

Manitoba youth who use alcohol and other mood-altering drugs typically report starting use between the ages of 12-16. Based on the 2024-2025 caseload, the *average age* of a student who tried a substance for the first time was 14 years old.

According to the 2024-2025 caseload, the following prevention and education services are recommended for the 2025-2026 school year:

- Prevention and education to Grade 5, 6, 7 and 8s including:
 - Introduction to Shared Health Services and resources available to them
 - Mental health and Addictions awareness, making informed choices and coping with stress
 - Impacts to students who are affected/worried about a family member or friends substance abuse or gambling involvement.
- Substance specific presentations for what is trending in the province – binge drinking and Cannabis abuse awareness.

- Mental health and coping with stress.
- Project 11 presentation/awareness.
- Facilitate community forum for parents/ caregivers virtually or in-person for substance use awareness and intervention strategies/support group.
- Educational webinars offered to parents/caregivers on mental health, substance use and suicide prevention.
- Presentations/meetings to present/discuss review of Shared Health Services and expectations for staff.
- Trauma Informed Care approach training for staff.
- Shared Health Addictions Counsellor offers CBTm psychoeducational group and a virtual program to lesson barriers for students who need help to increase coping and stress management skills. Other psychoeducational groups available upon request.
- Creation of support groups peer led and co-facilitated with the Shared Health Addictions Counsellor such as AA or Ala-teen.

Challenges:

Challenges and barriers:

- Students who are from families that experience addictions and/or mental illness are at increased risk to mental health concerns and addictions. Families at risk can also experience things such as family violence, poverty, and other social determinants of health combined with barriers to accessing resources in rural areas. Students who are at risk may experience acute or chronic trauma that can negatively impact their ability to learn to their full potential. In some cases, these students need adaptations to their academics based on their needs temporarily and sometimes throughout their academic career. This is outside a student's control and affects every aspect of their life, making it more difficult to succeed. With proper support and adaptations, care and compassion, students learn resiliency and can succeed.
- Low income families in rural areas face an increase in barriers to accessing resources. This can put some students at an increased risk to addiction and mental health concerns. Financial and transportation barriers for private therapy can make it difficult for families to access especially for those students who need long term therapeutic support. For some students and their families, private therapy is not an option because of these barriers.
- Access to a school/community mobile Mental Health Clinician would be an asset to the division and surrounding communities. This could give equitable access to all students who need mental health support in a timely manner without long wait times. This would increase their potential for academic success and lessen problem behaviors in school.
- Students who present as suicidal are best supported with a team approach to support the entire family in a crisis. Service providers collaborate based on the specialized care they provide and by following a number of different government acts that give the ability to act fast in a crisis to mitigate harms. These include but are not limited to; The Mental Health Act, Protecting and Supporting Children (Information Sharing) Act, Child and Family Services Act, The Community Schools Act.
- 2SLGBTQ+ inclusive safe spaces in school should be implemented.

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.
- 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 drug use, often these conversations continue year-round. Staff go above and beyond the academics to support their students with empathy and compassion. Guidance Counsellors do incredibly hard work and make a huge difference in the lives of all students and their families.

- 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.
- Mental Health week was in collaboration with Morris School Guidance Counsellors in May. This was a great way to spread awareness and education about mental health, resources and the importance of student wellbeing. This helped students learn the resources available to them that they can access for free and who to go to for help.
- Shared Health customized website specific for RRVSD staff, students and their families that offers a quick and easy way to navigate substance use, mental health and gambling information and resources, link as follows: <https://sites.google.com/rrvsc.ca/rrvsc-afmsite/home>.

Some of the information you can expect to find on the website includes:

- About School-based Services
- Frequently Asked Questions
- Referral information
- Signs of a problem with alcohol or other drugs
- Signs of a student at risk and how to intervene
- Compass youth in-house treatment program
- Affected by someone else's substance use resources
- Alcohol and other drug education
- Harm reduction
- Mental Health
- Gambling
- Crisis resources and helpful websites

Thank you for the continued trust in our partnership!

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

For more information on the Health System Transformation, visit: [Health System Transformation | Health | Province of Manitoba \(gov.mb.ca\)](https://healthsystemtransformation.ca)

Stigma

- Overdose-related deaths and other harms are affecting students, families, and communities. Since 2020, drug abuse including alcohol and overdoses have been on the rise tripling in numbers.
- Childhood adverse experiences and trauma are the leading risk factors to addictions.
- Addiction is not a choice. Most addictions start as a progression during childhood and adolescence and can become out of control leading to problematic behaviors in schools.
- Addiction is a treatable medical condition that people can recover from, yet many people affected by addiction face stigma.
- Stigma includes discrimination, prejudice, judgement, labels, isolation, and stereotypes.

- Stigma creates barriers to accessing health and social services for support and can have a major impact on an individual's quality of life.
- Stigma can make people feel ashamed, preventing them from reaching out and accessing support and treatment.
- Stigma often leads to individuals using substances alone, which in turn often leads to overdosing and dying alone.
- Empathy, education, language and acceptance are vital in reducing the cycle of stigma.

Manitoba Alcohol, Other drugs, and Gambling Statistics:

- Approximately 10 per cent of people in our society have a problem with alcohol or drugs
- Approximately 3.4 per cent of people have a problem with gambling
- Studies show that anywhere between 20 to 30 per cent of children are affected by a family member's use of alcohol and drugs
- Between 15 to 20 per cent of children are affected by a family member's gambling
- Problems with alcohol, other drugs and gambling are in every community and can affect anyone.

Canadian Mental Health Statistics:

- 70% of mental health problems have their onset during childhood or adolescence.
- Young people aged 15 to 24 are more likely to experience mental illness and/or substance use disorders than any other age group.
- In 2018, suicide was the leading cause of death for children aged 10 to 14.
- In 2018, suicide accounted for 21% of deaths among children aged 10 to 14, 29% among youth aged 15 to 19, and 24% among young adults aged 20-24.

Reference – Statistics: <https://afm.mb.ca/resources/information-for-educators/resources/>,
<https://www.camh.ca/en/driving-change/the-crisis-is-real/mental-health-statistics>,

Stigma: <https://www.canada.ca/en/health-canada/services/opioids/stigma.html>, accessed June 2023.

6. French Immersion

École Heritage Immersion (EHI) 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 enrollment trends demonstrate this growth. EHI serves students in RRVSD, but also serves students from neighbouring divisions. In September 2024, the enrollment of the school was 331. This is slightly down from the previous year. Out of those 331 students 150 were Program Not Offered students from outside the school division (Hanover 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:

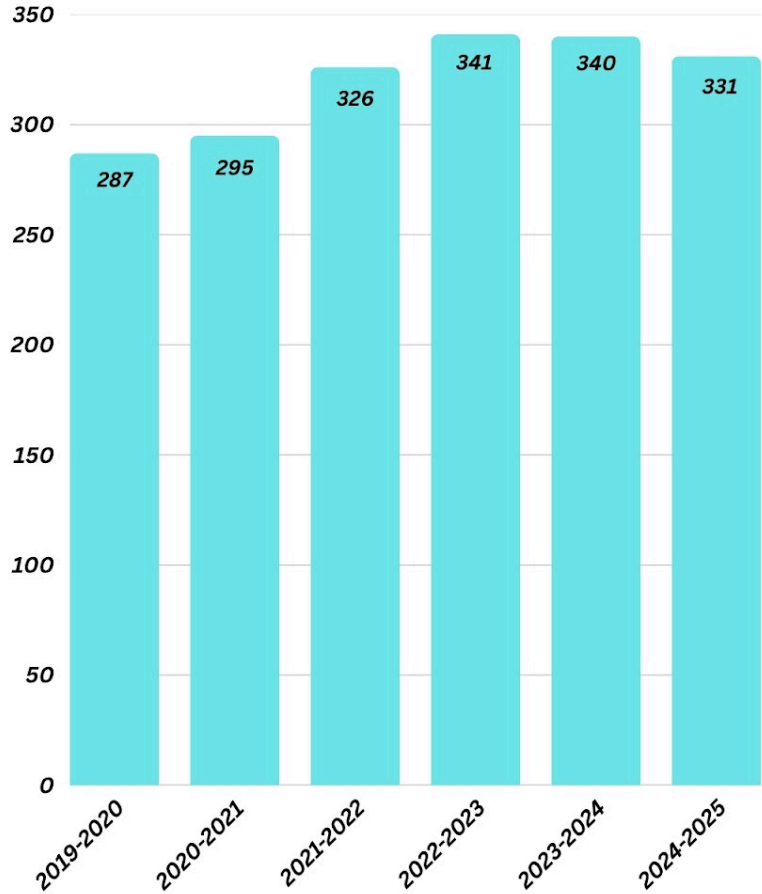
- Grade 7, 8 and 9 teachers will continue to engage in the Manitoba Rural Learning Consortium (mRLC) Numeracy Achievement Program 2.0
- Kindergarten class will participate in Early Years Evaluation (EYE) for the third year after choosing to opt out for several years
- Reallocate divisional bilingual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

Staff Trends:

École Heritage 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	2092	18.00

Enrolment Trends:

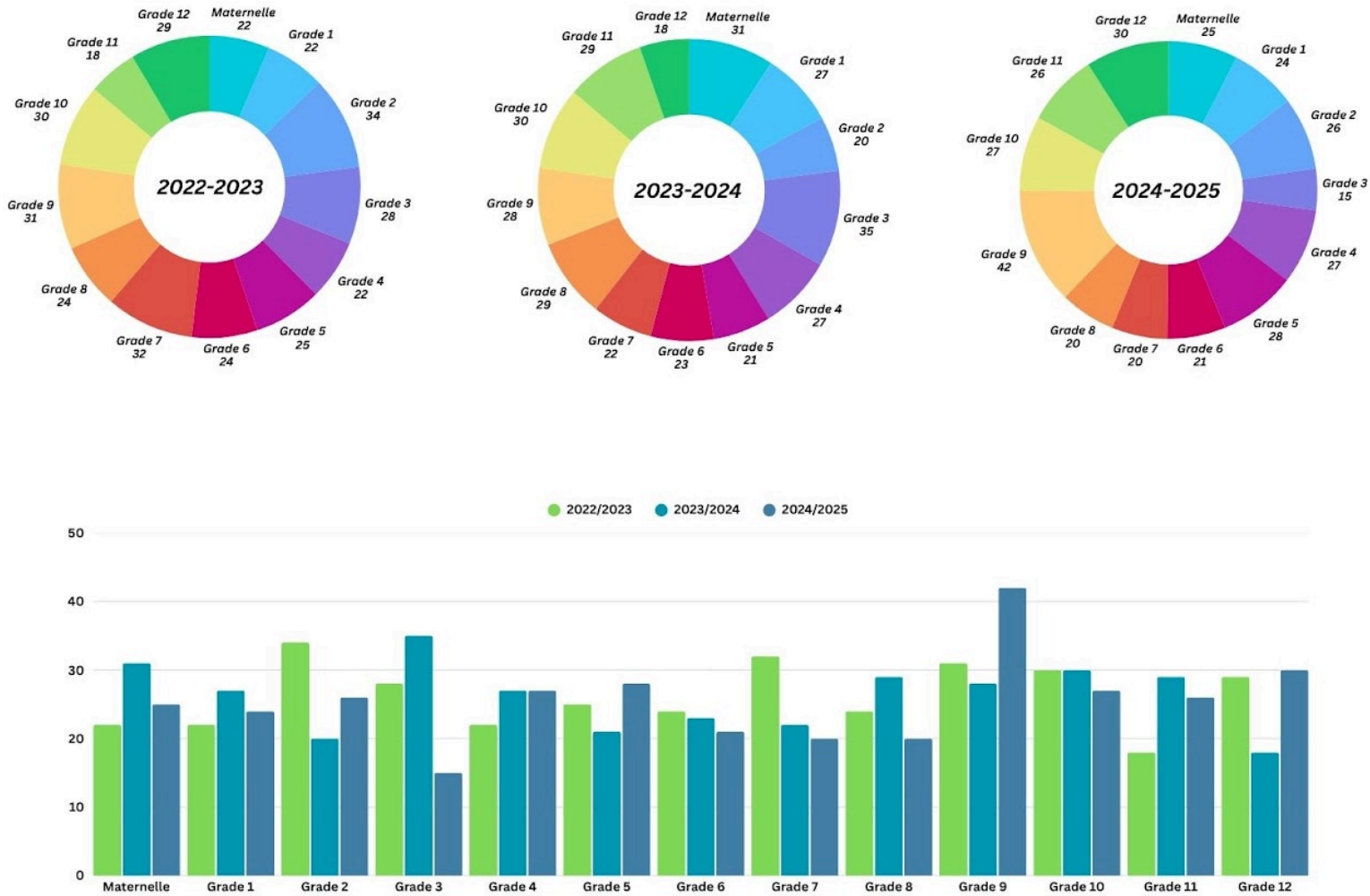
**École Héritage Immersion School
Total Enrolment Data for 2019-2025**



Enrolment counts based on Sept. 30 attendance data.

Ecole Héritage Immersion School

Enrolment Data for 2022-2025



Enrolment counts based on Sept. 30 attendance data.

7. Indigenous Education

The 2024-25 school year was the first year the Red River Valley School Division (RRVSD) had an Indigenous Inclusion Teacher (IIT). This report provides details of what has been accomplished so far, as well as outlines goals for next year.

Divisional responsibilities of the IIT are as follows:

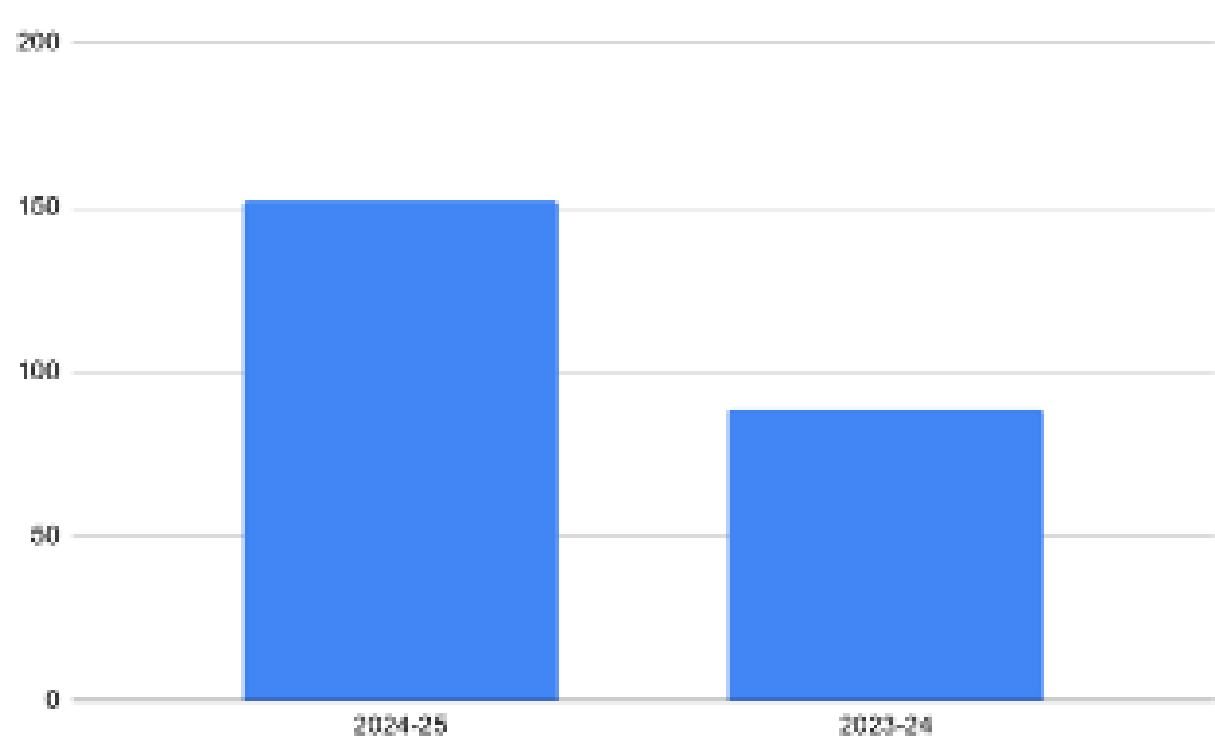
- Work closely with Senior Administration and schools to ensure academic and social success for all students.
- Promote inclusive instructional practices that support social and emotional learning.
- Co-teaching and program planning for K-12 schools.
- Work collaboratively with the Assistant Superintendent in preparing the IAA categorical grant report.
- Coordinate professional development activities for teachers and educational assistants.
- Data collection and analysis of literacy and numeracy outcomes for self-declared Indigenous students.
- Work with schools to develop culturally appropriate resources.
- Model quality, inclusive teaching and assessment practices that promote student success.
- Possess strong interpersonal, organizational, and communication skills.
- Have skills and abilities to work with students with exceptionalities.
- Use multiple strategies appropriate for a particular student's learning styles.

The goals for the 2024-25 school year were as follows:

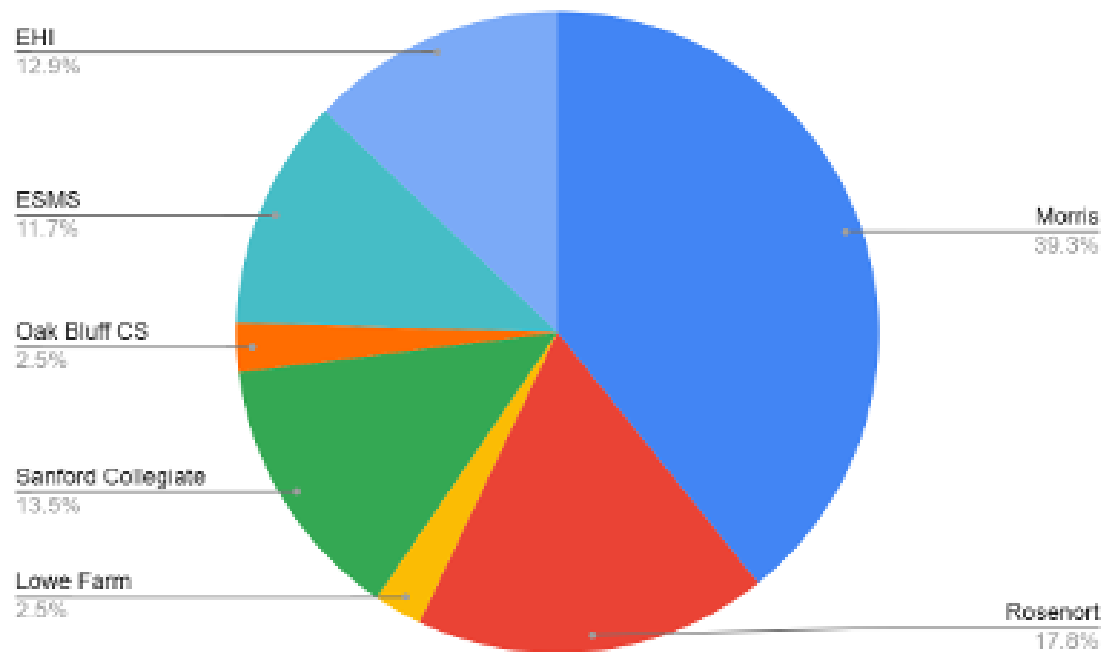
- Increased presence of the Indigenous Inclusion Teacher (IIT) in schools and classrooms.
- Increased focus on treaty-related lessons and use of the Treaty Kit.
- Facilitate treaty training of all divisional staff.
- Establish an Indigenous-themed group at Morris School.
- Facilitate field trips and activities that are Indigenous and/or treaty focused.
- Conduct a treaty trivia Booklet for middle years students across the division.
- Improve flow of communication, information, and resources between staff regarding Indigenous Inclusion.
- Have the IIT attend PD sessions to continue learning and making connections in the field of Indigenous Education.
- Reach out to families and community members through school and community events.
- Maintain a robust Elder/Knowledge Keeper/Knowledge Holder Program.

Indigenous Inclusion Teacher (IIT) Visits: This year the IIT taught/co-taught 152 classes around RRVSD. This is up from 89 classes in the previous school year. An increased classroom presence was one of the goals for 2024-25, as was a greater focus on the Treaty Kit, and treaty-related lessons. The IIT taught classes in 7 different schools across the division on a "by request" basis.

IIT classes taught this year compared to last year:

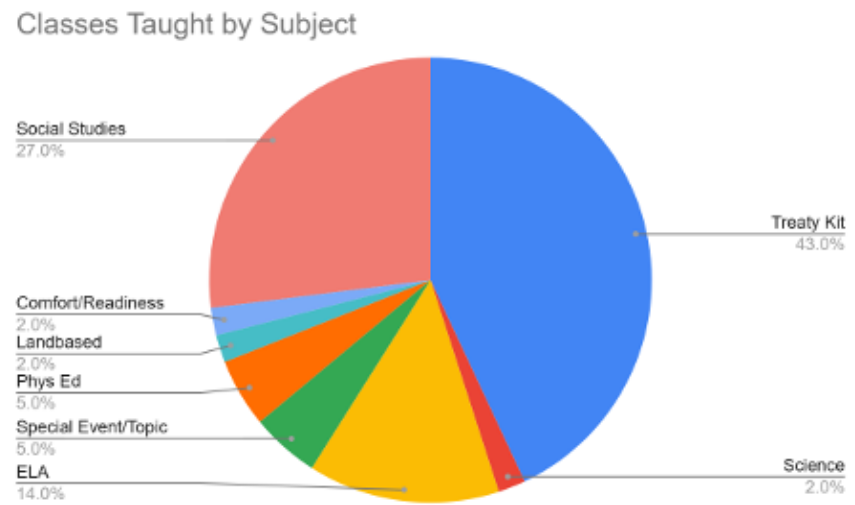


Visits by school were as follows:



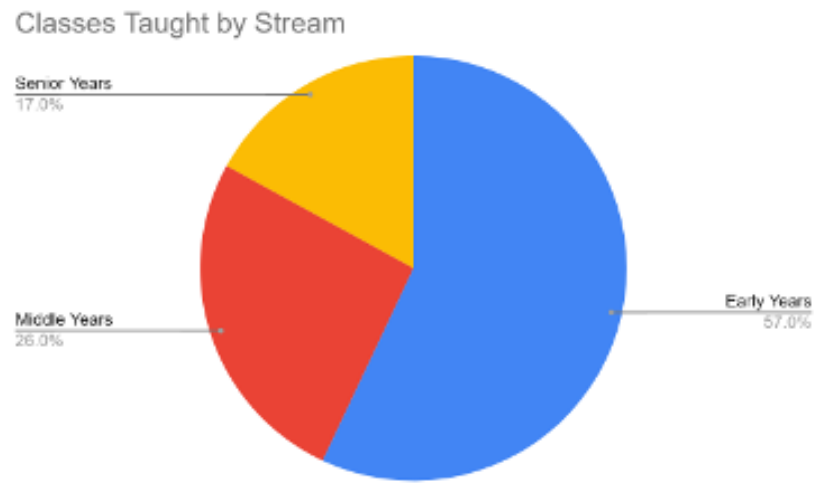
Morris School:	64
Rosenort School:	29
Sanford Collegiate:	22
École Héritage Immersion:	21
École St. Malo School:	19
Oak Bluff Community School:	4
Lowe Farm School:	4

The subject/area topics of these visits were as follows:

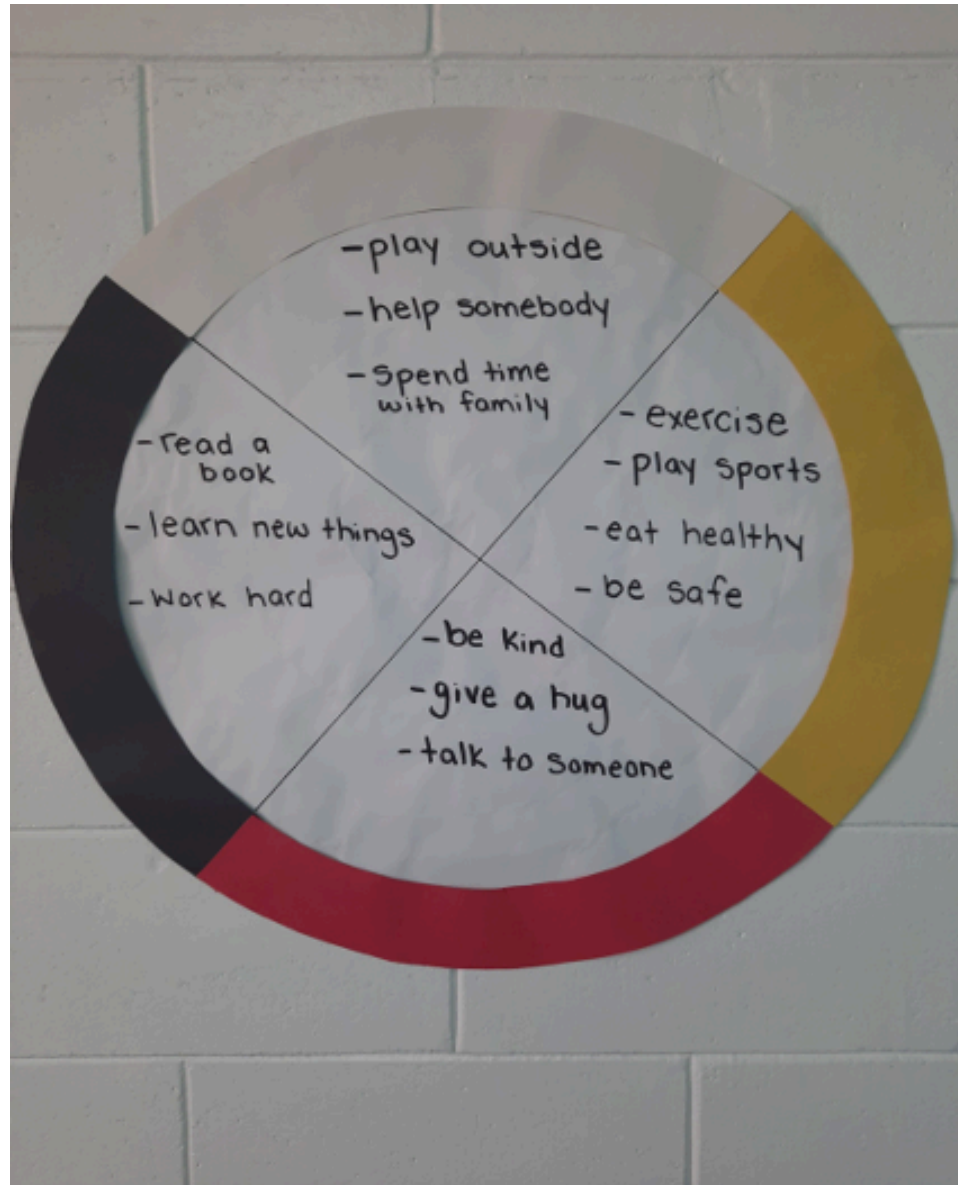


43% of classes taught we were specific to the Treaty Kit. Social studies topics were the next highest subject area taught, at 27%, and the ELA at 14%.

The proportion of visits by stream level was as follows:



Here are some pictures of class activities in the early years:



Medicine Wheel balance strategies. Starting from the east and moving clockwise we have body, heart, mind, and spirit.



Treaty Vests. Students created their own designs then decorated their vests for Treaty Day.



Teaching traditional territories and language groups.



Teaching about traditional land use and connection to land using the IPAC maps.

Catalyst Teacher for Treaty Training:

This year two treaty training events were held in RRVSD. This is to comply with the provincial mandate of every staff member being trained by the end of 2025. Teachers, clinicians, principals, and guidance require two days of training, and all other divisional staff require one.

On November 8, 2024, a day one training was held for staff with a focus on the transportation department. Training took place at Morris School in the theatre. In total, **65** staff completed their training. This includes:

Bus Drivers (regular and spare):	47
Mechanics:	4
Office staff/Admin/Admin Asst:	9
Technology Dept:	3
Trustees (training optional):	2

This training day included the mandatory URIS training for the Transportation department first thing in the morning. The IIT was MC for the day, and also provided a treaty training session. Renée McGurry from the Treaty Relations Commission of Manitoba Speaker’s Bureau presented to staff, and a Blanket Exercise was conducted with the help of Seine River School Division staff and Elder Eric Flett, with a Talking Circle afterwards for staff to share their thoughts and feelings.

Another day one training session was held on April 17, 2025 with the focus being on Maintenance staff as well as other staff that had missed previous training sessions, or were new to RRVSD this year. In total, 58 staff received their training at this session. This includes:

Maintenance Staff:	25
Educational Assistants:	19
Bus Drivers:	5
Teachers:	5
Office Staff/Admin/Admin Asst:	4

The IIT was MC for the day, and also provided a training session. Amanda Simard from the Treaty Relations Commission of Manitoba provided a treaty session, as did Knowledge Keeper Lionel Mason. The Blanket Exercise was conducted by RRVSD staff - the IIT and a Curriculum Instruction Support Teacher facilitated this portion of the day.

The Treaty Relations Commission of Manitoba also offers virtual training. We had **4** staff complete virtual training in January of 2025. In total, **127** RRVSD staff received their treaty training this school year. Every department and every category of employee has been provided numerous training opportunities over the past two school years. Next year there are day one and day two training sessions planned for November 21, and November 28, 2025. These will target new hires to the division, as well as any remaining staff to be trained. Going forward, RRVSD will be offering two days of training every year to ensure new staff have the training they need.

School Events:

Indigenous Art Club in Morris: This year an Indigenous Art Club started up in Morris with the help of a \$500 ESD grant. Two EAs working in the Alternative Education Program spearheaded the project. Two students regularly attended the weekly after-school meetings and were able to create some wonderful things! Students from grades 7-12 were offered the opportunity to work with traditional materials to create Indigenous Art in various forms. This year, the following projects were completed:

1. Students skinned and tanned a fox that had been struck in traffic. They worked from start to finish to preserve the hide as well as clean and bleach the skull.
2. Students stretched and cleaned a donated caribou hide. Then they each made a drum from the hide by stretching it around a wooden ring and using strips of hide to secure it. They made their own drum sticks out of willow branches as well.
3. Using pieces of leather the students created their own medicine bags which they sewed together and decorated.

Each project took a lot of hard work and perseverance on behalf of the students. They completed these projects from start to finish, and got a wonderful hands-on, immersive experience. The students are very proud of their accomplishments and looked forward to each club meeting.

Treaty Day at Morris School: The IIT did a series of treaty lessons in the Grades 1-4 classes at Morris School. The 1/2 classes created their own treaty vests as part of the unit, and the 3/4 classes learned a Patty Cake rhyme that demonstrated their knowledge of when the numbered treaties in Manitoba were made. As a culminating activity, each of the six classes got to spend a class with memère Métis (Dolorès Gosselin) to learn about her drums and share what they learned. This occurred on October 24, 2024 and at the end of the day all the classes got together with Dolorès to have a little party.

Treaty Day at Rosenort School: The IIT did a series of treaty lessons in the Grades K-4 classes at Morris School. The 1/2 classes created their own treaty vests as part of the unit, and the 3/4 classes learned a Patty Cake rhyme that demonstrated their knowledge of when the numbered treaties in Manitoba were made. As a culminating activity, each of the 1/2 and 3/4 classes got to spend a class with memère Métis (Dolorès Gosselin) to learn about her drums and share what they learned. This occurred on May 8, 2025 and at the end of the day all the classes got together with Dolorès to have a little party.

New Buffalo Education: The IIT joined a group of students from Morris School to attend the New Buffalo Education event at the University of Manitoba. This event is designed to help Indigenous high schools students become familiar with the university, and aspects of university life. It also informs them on what supports are available for Indigenous students. 8 self-identified Indigenous students from Morris School attended this year.

Festival du Voyageur at École Héritage Immersion: The IIT attended this allday event at EHI, joining up with different groups of students to participate in various educational and fun activities. The school put on a fantastic day for their students! Activities included sled races, tug of war, leg wrestling, sash races, hot chocolate, and fiddling. The event was held on February 21.

Starbuck School Tipi Project: On April 22, 2025 the IIT met with Joe Lancely, a Knowledge Keeper who has agreed to finish the tipi with students at Starbuck School. This tipi project dates back to before the pandemic. Tipi Joe met with students throughout the day in Starbuck to talk about the project. Plans are to prep and paint a brand new canvas cover for the tipi at Starbuck from September 15-18. This tipi will be featured at the annual Indigenous Games Day in Starbuck for years to come!

Author Virtual Visit at Rosenort School: On April 22, Manitoba Indigenous author David A. Robertson met with a 5/6 ELA class to discuss his book *The Barren Grounds*. The students were studying the novel in class and had lots of questions for him. The IIT had met with the class previously to provide some background as well as help them prepare questions for the meeting. The students enjoyed their time with David. More recently, the class held a Gallery Walk to show their learning from the novel study, and pictures from this were shared with David by the IIT.

Gathering of Friends Field Trip: On May 16th, the IIT and Morris School staff brought 17 grade 7/8 students from Morris School to Ginew School for a fun day of learning about Anishinaabe culture and history at the Roseau River Anishinaabe Nation. The day culminated with a powwow demonstration including singing, dancing, drumming, and regalia. Students participated in the field trip on a voluntary basis. The IIT had met with the attending students prior to the event to help them prepare.

ESMS Day: On June 13, the IIT attended ESMS Day in St. Malo. The IIT ran a station of Indigenous Games which groups of students with their families could come and try out. The games were Make the Stick Dance, Sticks in the Fist, Line Tag, and Animal Muk. It was a great day put on by École St. Malo School, with a great community turnout!

Divisional Events:

Divisional PD Day 1: October 7 was the first divisional PD day of 2024-25. The IIT facilitated two breakout sessions on the Mamahtawisiwin document which is Manitoba's guide for Indigenous Education. The sessions were designed to familiarize staff with the four strategies of Mamahtawisiwin, as well as the traditional knowledge that forms the foundation for the document.

Divisional PD Day 2: March 3 was the second divisional PD day of 2024-25. The IIT facilitated two breakout sessions on one specific strategy of Mamahtawisiwin: Inclusive and Culturally Safe Learning Environments. These sessions were designed to show teachers ways in which to de-colonize their practice, and to make Indigenous students feel they belong, and that they are safe at school. The IIT also arranged to have Elder Dave Scott from Swan Lake First Nation facilitate two sessions on the topic of Ojibwa Perspectives of Treaty Making.

Middle Years Blooket Challenge: In cooperation with the Lead Technology Teacher, the IIT developed a set of treaty questions for the Middle Years Blooket Challenge. This is essentially an interactive game that is played virtually across the division in classes that wish to participate. Classes are posed treaty knowledge questions as part of the game and have the opportunity to win prizes for their classes. This year classes from Rosenort School, École St. Malo School, and École Héritage Immersion participated in the challenge. The Blooket Challenge occurred on January 24 and was facilitated by the Lead Technology Teacher.

Indigenous Games Day: Once again the RRVAA organized a terrific event for grade 6 students from nine schools across the division. The event occurred on March 13 and was hosted by Starbuck School. Grade six students got to participate in a variety of events throughout the day, and they were grouped with students from other schools. The activities included: Storytelling, Bannock Making, Lacrosse, Traditional Games with Anishinaabe, as well as Capture the Flag. The IIT was in attendance for the day and arranged for Anishinaabe, Cooke Daisey, and Elder Mike Pierre to participate in the activities. Cooke Daisey facilitated the Bannock station and Mike Pierre told stories and shared drum teachings by the fire. The Lead Technology Teacher was invited to take video footage using drones, and a video was created to commemorate the day. The IIT met with four grade 6 students from Rosenort to develop a script for the video. The students narrated the video with help from Mr. Kornelsen at Rosenort School who did the recording. The IIT created and edited a short video that was then shared with the division. The video can be viewed via the shared drive.

Professional Development and Training:

The IIT attended the following Professional Development sessions in 2024-25:

MTS PD Day: On October 25 the IIT attended the Manitoba Social Studies Teachers Association professional development day. Clayton Thomas-Muller was the keynote speaker who talked about climate change, development in the north and impacts on Indigenous communities, and connection to land. Sessions attended were on Impacts of Hydro Power: A Manitoba Case Study, and Mashkiki Babaamose: Medicine Walk.

Catalyst Teacher Learning Network (CTLN): Throughout the year Catalyst Teachers from across the province meet in person (full days) and virtually (half days) to share experiences, learn, and grow in their roles as facilitators of treaty training and learning. The IIT met in person with the CTLN on October 17, 2024, and May 29 and 30, 2025. May 29 and 30 were site-based learning sessions. The first took place at Lower Fort Garry, and the second at the Forks. Both of these locations are historically significant and offer learning opportunities for students and staff. The online meetings occurred on January 28, and March 6 of 2025.

Treaty Map of Manitoba: On January 24, 2025 the IIT attended a meeting with other educators around the province to help in the development of a giant map focusing on treaties in Manitoba. This project is currently in development as a partnership between the Winnipeg School Division, the Canadian Geographic Society, and other divisions across Manitoba playing a consulting role.

Divisional PD Day: March 3, 2025 was the second RRVSD PD Day. The IIT attended a session on Ojibway Treaty History and Traditions facilitated by Elder Dave Scott from Swan Lake First Nation. The IIT presented two sessions that day as well.

Embers of Knowledge: The IIT attended this two-day technology-focused PD event facilitated by the Manitoba First Nations Education Resource Centre (MFNERC.) Sessions attended focused on engaging Indigenous students in technology, using online resources for music, AI from a critical thinking perspective, the Minecraft world based on Pauingassi First Nation, and teaching math on the land.

Framework for Learning: The IIT attended the Framework for Learning meeting on May 7, 2025 in Winnipeg, along with the Curriculum Instruction Support Team. The focus of this day was rolling out the new framework for Manitoba curriculum across all divisions.

Gathering of Friends PD: The IIT, with 8 other teachers from RRVSD, attended the Gathering of Friends PD at Ginew School located on Roseau River Anishinaabe Nation. The sessions were focused on local history, culture, and treaty understandings.

K-10 Science Curriculum Overview Session: The IIT attended the virtual session to review the new K-10 Science Curriculum held on June 17, 2025. This session was designed to familiarize a handful of teachers from each division with the new curriculum. The new science curriculum has an embedded aspect of Indigenous perspectives which is great to see!

All together, the IIT attended 12 days of PD this year.

Land and Treaties Grade 12 Pilot Course:

The province of Manitoba is producing a new grade 12 course called Land and Treaties: Relationships and Responsibilities. The IIT was invited to join a small team of educators, administrators, and provincial employees to review the new course and provide feedback. The IIT participated in a virtual meeting on June 4, and an in-person meeting in Winnipeg on June 18 where he provided feedback to the team and was involved in editing the new curriculum. This exciting new course will be piloted in select schools around the province in the coming year.

Community Events:

Part of the mandate of the Mamahtawisiwin document is to get involved with families and local communities. With this in mind, the IIT has been involved in creating a community group that pursues Truth and Reconciliation on the ground. The group is called the Morris Truth and Reconciliation Circle (MTRC) and is made up of Morris and area community members, Indigenous and non-Indigenous. The group meets about once per month. So far the group has hosted three community events.

Evening with Dr. Niigaan Sinclair: On September 25 Dr. Niigaan Sinclair spoke to a crowd of close to 100 people at the Morris Multiplex. He spoke about colonial history, Indigenous language and culture, and the future of reconciliation. It was a very successful night and a great way for the MTRC to kick off their speaker series.

Evening with Dr. Maureen Matthews: On March 12, the MTRC hosted an evening with Dr. Maureen Matthews who gave a very informative presentation on artifacts from Treaty 5, as well as the many display items at the Manitoba Museum. She also expounded on the special relationship that has developed between some local First Nations and the museum whereby the artifacts are properly cared for and displayed at the request of First Nations. It was a wonderful evening. There were about 35 people.

REDress Project Installation: On May 24, the MTRC arranged to have the Pembina Valley REDress Project bring their art installation to the grounds surrounding the Valley Regional Library in Morris. The REDress Project is about bringing awareness, education, understanding, and action to the issue of Missing and Murdered Indigenous Women, Girls, and Two-Spirit People. About 100 red dresses were hung from the trees on the property, and several displays were set up for people to look at and learn from. This installation coincided with the town-wide garage sale in Morris so it was a day that people were already out and about. Not only was it great to honour missing and murdered Indigenous women, girls, and two-spirit people, it was great to network and meet new people who are involved in reconciliation actions.

Elders, Knowledge Keepers, and Knowledge Holders Program:

RRVSD had a robust Elder, Knowledge Keeper, and Knowledge Holder Program in 2024-25.

Here are some definitions that may be useful in understanding the terms Elder, Knowledge Keeper, and Knowledge Holder. While it is not possible to encapsulate the totality and diversity of meanings that these terms can represent, it is useful to provide a starting point:

Elder: “Historically, Elders understood and shared the knowledge, history, ceremonies, songs, dances, medicines and cultural background for their nation...Elders set the example for the people to ensure their family’s survival and thus the nation’s survival. This is often still the case today as Elders contribute a sense of harmony and well-being to their First Nations, as they are people who have lived, for example, the Anishinaabe bimaatiziwin (Anishinaabe life). Elders understand that they are role

models for the way people should be living their lives. By modeling correct behaviours, Elders set the First Nation’s standards of behaviour.” (This quote is from the Manitoba First Nations Education Resource Centre facebook page)

Knowledge Keeper: “(T)he term "Knowledge Keeper" refers to someone who has been taught by an Elder or a senior Knowledge Keeper within their community. This person holds traditional knowledge and teachings, they have been taught how to care for these teachings and when it is and is not appropriate to share this knowledge with others.” (This quote comes from the Queen’s University website.)

Knowledge Holder: This term was introduced to us by Glenna Henderson. Glenna was given this title by Elders who made a distinction between Knowledge Keeper and Knowledge Holder. They told her that in addition to holding traditional knowledge and teachings, a Knowledge Keeper is fluent in their ancestral language. A Knowledge Holder carries traditional knowledge and teachings, but is not fluent in their language. Glenna has asked us to use the term Knowledge Holder when referring to her.

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, Ojibwa Elder Dave Scott, and Anishinaabe Elder Mike Pierre. 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 2023-24 school year paid for by the Elders and Knowledge Keepers in Schools grant or the Indigenous Academic Achievement grant (IAA). Note that shorter visits and meetings that were billed by the hour have been combined at a rate of 6-7 hours per day to make the data easier to read. Figures are rounded to the nearest half day:

Morris School	7.5	days
École Héritage Immersion	5	days
Rosenort School	3.5	days
Sanford Collegiate	3	days
École St. Malo School	3	days
J.A. Cuddy School	2.5	days
Oak Bluff Community School	1.5	days
Lowe Farm School	1	day

Vermillion School	1	day
Starbuck School	1	day
Peace Valley School	.5	day
Suncrest School	.5	day
Albright School	0	days
ISS small group bookings	1.5	days
Bookings for Staff Treaty Training	2	days

Anishinaabe and Nehiyah Knowledge Holder Glenna Henderson (Cooke Daisey):

Knowledge Holder Glenna Henderson (Cooke Daisey) worked very closely with RRVSD once again in 2024-25. About 80% of Elder, Knowledge Keeper, or Knowledge Holder visits to RRVSD in 2024-25 featured Glenna. This year she was able to visit every school except Albright School in the division

Glenna is a member of Sagkeeng First Nation and is able to teach about Anishinaabe and Nehiyah culture. She also has knowledge of Métis culture and history. She brings a wealth of knowledge regarding plants and animals, food and medicines, history, stories, and Indigenous experience to RRVSD.

Glenna spent 30 days working with the Red River Valley School Division this year. Of the time, approximately 2 days were spent in consultation. Roughly 7% of her time this year with RRVSD was spent in consultation. That is down from 10% last year. Typically, Glenna only requires consultation time for visits to new classes, or for special events. As she has been developing relationships with our schools, staff, and students over the past three years, the need for consultation time has diminished.

Glenna has confirmed that she will be back with us next year, but has hinted she may be moving on to other things after that.

Feedback from staff:

Again! What a wonderful classroom visit today! A perfect start to our morning and it really set the tone for the entire day.

We always enjoy our time, listening to stories and trying new things and simply chatting and connecting. We did lots of tasting today and the tea was a delicious treat this morning. One of our students absolutely loved it (even though they added 5 scoops of sugar...). He wishes to gather the supplies all of us together and make some of our own dried tea blend for the classroom.

Thank you again for the visit! We can’t wait until our next visit with you.

Glenna made dreamcatchers with students and staff in Access and Alt Ed, it was a great opportunity for community-building and meaningful discussion.

The students and staff thoroughly enjoyed the lessons.

Cooke Daisey's visit was great. She led students in cultural teachings (such as smudging) and talked a lot about the Indigenous perspective of sustainability (our current topic in Grade 10 Geography).

Cooke Daisey's sharing was very relevant to our progress through the Geography curriculum. There were lots of personal connections, engagements with students, and tips and tricks for our upcoming community garden project.

Feedback from students:

I like how she gave us good tea.

I like how she is always nice to us because her voice is a charm when she speaks.

I like how she showed her things she took care of: her drums, her tea, her flower, and her peace.

Métis Knowledge Keeper Dolorès Gosselin (memère Métis):

During this past year RRVSD continued developing a relationship with Métis Knowledge Keeper Dolorès Gosselin (memère Métis). Dolorès brings knowledge of drumming teachings and the seven sacred teachings. She is also fluent in the French language. She was very popular with our younger students!

Dolorès spent approximately 3 days in four separate schools: École St. Malo School, Oak Bluff Community School, Rosenort School, and Morris School. All of her time with RRVSD this year was spent with our students!

Dolorès has announced that this will be her last year working in schools. She has said she is looking to find a replacement for us to continue with Métis teachings. We wish her all the best!

Here is a sample of feedback from staff:

Dolores spent 20 minutes with each class in our school. It was a great day!

This was a powerful and informative visit. The students were engaged and Dolorès kept them intrigued.

Thank you Dolores for coming and teaching us about your drums. We look forward to hearing more about the seven teachings.

Feedback from students:

I like the animals on her drums, they were beautiful.

It was fun to play the drums. I liked it.

I showed her my treaty vest. She said she liked it.

I liked it when she told us a story.

Anishininew Knowledge Keeper Lionel Mason:

Another Knowledge Keeper that worked with RRVSD this year was Lionel Mason. Lionel is an Anishininew Knowledge Keeper who hails from Ste. Theresa Point and now resides in Morris. He has a lot of knowledge and experience regarding Residential Schools and cultural practices. He also has significant experience working with students and youth at risk. He also worked as an EA at Morris School.

This year Lionel was very busy working in crisis response with Four Arrows Regional Health Authority that services the Island Lake area. He did not visit any classrooms this year, but he continued to serve as a mentor to the IIT. He was also present at the staff Treaty Training day on April 17 at Morris School. He helped us with the Blanket Exercise and also presented to the staff in the role of Knowledge Keeper. Lionel expects that he will be able to devote more time to RRVSD in the coming school year, which is great news! Lionel worked 1 day with our division this school year.

Ojibwa Elder Dave Scott:

Dave Scott was new to RRVSD this year. He presented 2 sessions at our second divisional PD day on March 3. The topic was Ojibwa Perspectives on Treaty Making and the session was enjoyed by many participants. Dave Scott was involved in the publication of *The Secret Treaty* which tells the story of the early days between Mennonite settlers and Ojibwa people in southern Manitoba. It is hoped that we will continue to develop a relationship with Dave in the coming school year.

Anishinaabe Elder Mike Pierre:

Mike Pierre was new to RRVSD this year. He brought story, drum and song teachings to our Indigenous Games Day this year which was hosted in Starbuck on March 13. He also taught about the seven teachings. It is hoped that we will continue to develop a relationship with Mike Pierre in the coming year.

Anishiative:

Anishiative is a group of young people from Winnipeg that offers a variety of fun and educational activities to students of all ages. They offer land-based camps, workshops, presentations, community wellness programs and facilitate a youth patrol in Winnipeg's north end. This year three members of Anishiative facilitated a traditional games station at Indigenous Games Day. Students really enjoyed trying out games such as Toe Wars, Deer and Wolf, and Doksaani Doksaani.



Making traditional teas.



Learning about Manoomin (wild rice).



Learning about drums.

Divisional Shared Drive:

The IIT continues to add resources and links to the shared drive so that all staff may access them as required. This is an area that is being highlighted for improvement in the coming year.

Newsletter:

The IIT is publishing two newsletters for the 2024-25 year. One was published at the halfway mark of the school year, and the second will come out during the last week of school to share highlights and a look at the coming year. The newsletter is a way to keep people informed of what has been going on in the school year. Next school year the IIT will return to the quarterly newsletter format.

Physical Resources:

Indigenous Literature

A lot of resources were purchased last school year that have been put to great use this year. The IIT has been distributing classroom resources to teachers who show a willingness to engage in Indigenous Education and who attend the IIT's PD sessions. As well, resources are made available to teachers who make specific requests for specific material relating to Indigenous Education. This year \$241.30 was spent on new classroom resources for the IIT and teachers around the division.

Blanket Exercise Kit

Preparing a Blanket Exercise Kit and training staff was a priority for 2024-25. We currently have 4 staff members (including the IIT) ready to deliver a blanket exercise. 40 Indigenous dolls were ordered this year to form part of the kit. Embroidery thread and stabilizer sheets were ordered as well to individualize the dolls by sewing floral and animal patterns on each doll's clothing. The kit got put to use at our second division PD day on March 3 as part of treaty training for staff. The kit will continue to be used for treaty training, but will be used in classrooms and schools for teaching students starting in the 2025-26 school year. The cost of supplies for the kit including dolls and embroidery-related items was \$1184.50.

Finances:

Elder and Knowledge Keeper Program

The Elder and Knowledge Keeper Program Grant is \$25 000 for the school year. This has been spent in its entirety on Elder, Knowledge Keeper, and Knowledge Holder visits as well as gifts, offerings, and class supplies for the visits.

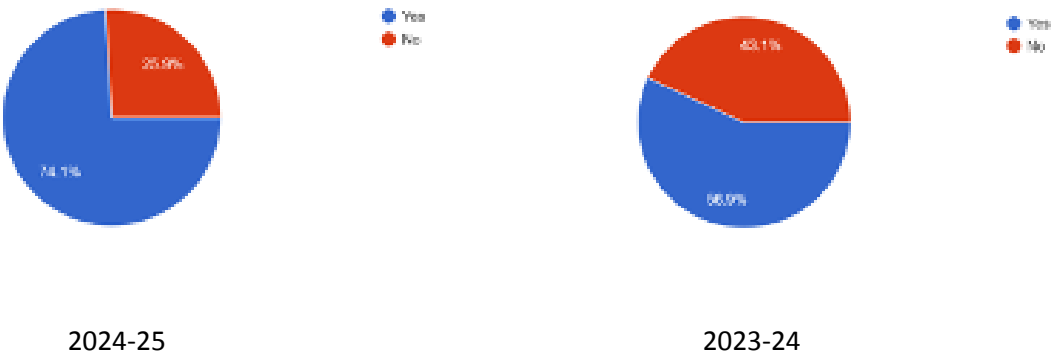
Indigenous Academic Achievement

The amount allocated to the Indigenous Inclusion program (not including school allocations and IIT salary) was \$20,299.00. As of writing, the remaining balance is \$1,980.03. However, there are \$422.72 worth of expenditures pending - this includes \$230.61 that is being set aside to cover an overage in the like amount under the Elder and Knowledge Keeper Program. This leaves a balance of \$1557.31. The IIT will be meeting with Glenna Henderson next week in Winnipeg to discuss plans for 2025-26 year, so there will be additional mileage and meal costs. The IIT will be spending the remaining balance on resources for the Indigenous Inclusion program before the end of June.

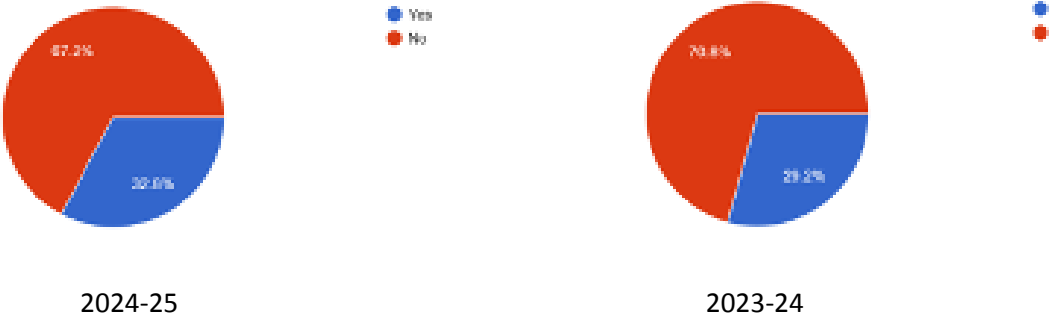
Survey Results:

The IIT sent out a survey to all principals and teachers across the division to obtain feedback. Following are some results from that survey. Results will be compared with results from the previous school year where applicable. There were 58 respondents this year, compared to 65 in the year prior.

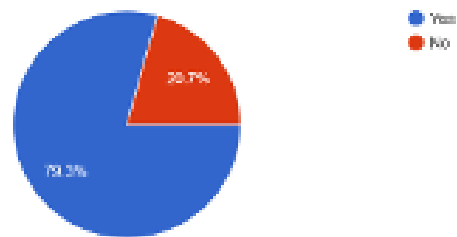
Did you reach out to contact the Indigenous Inclusion Teacher for help this year?



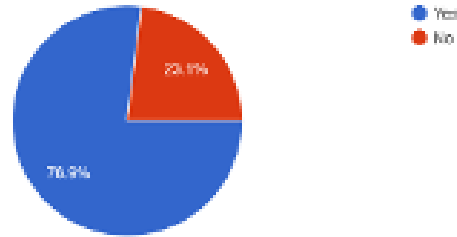
Have you used the Treaty Kit this year?



Do you know where the Treaty Kits are located in your school?

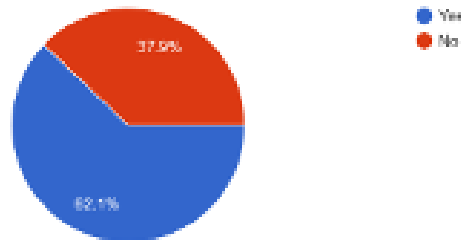


2024-25

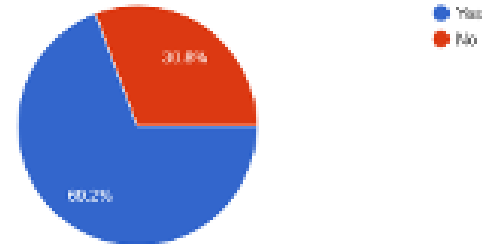


2023-24

Have you accessed the Indigenous Education shared drive?

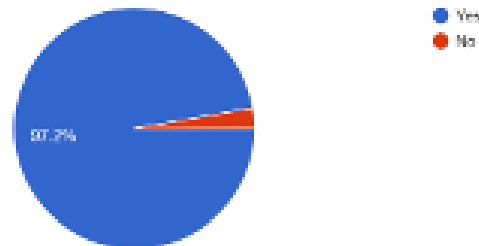


2024-25

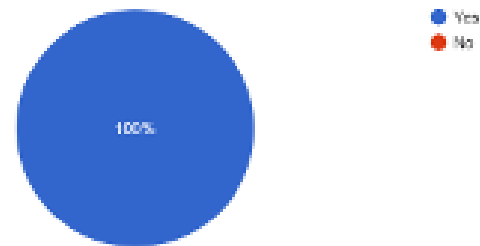


2023-24

Did you find the shared drive to be helpful?

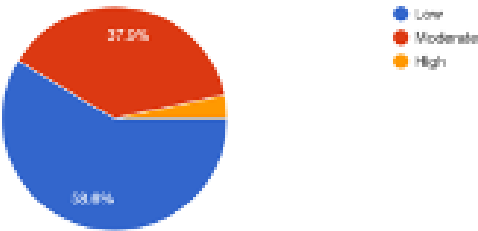


2024-25

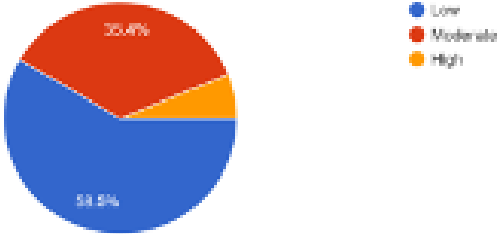


2023-24

How would you describe your comfort/familiarity with the Mamahtawisiwin document?



2024-25



2023-24

Other results from the survey:

When asked what Indigenous topics they would like PD on in the coming year, the following five were the most popular:

- 1) Local History from an Indigenous Perspective
- 2) Mamahtawisiwin: The Wonder We Are Born With
- 3) Indigenous Pedagogy
- 4) Doing a Blanket Exercise
- 5) Anti-Racism

When asked what they would like help with next year, the following five were most popular:

- 1) Booking an Elder/Knowledge Keeper visit
- 2) Kevin teaching in class (Indigenous culture and history)
- 3) Resources
- 4) Kevin teaching in class (specific subject area)
- 5) Kevin teaching in class (treaties) and consulting for projects/programming (TIED)

8. Student Services Report 2024-2025

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 an additional divisional SLP-EA to continue the pilot of block therapy program and speech screener for kindergarten students-(212 students served by Div. SLP EAs)
- Speech and Language pilot with two schools with Story Champs that includes AAC option
- Social Workers supported School-based Socio-Emotional Learning and Regulations project and three high school drop-in lunch clubs and a Middle School drop-in lunch club
- Clinician facilitated SEL program with positive feedback from students and families
- NCI Training of staff- 10 administrators and 50 staff received certification
- Pilot project at three schools for complex need support on-site with Student Services Administrator and NCI trainer
- SEL program *Too Good* piloted at a school with positive feedback from students and staff
- Hosted and facilitated workshops on SEL, AAC, Executive Functioning, Deaf and Hard of Hearing, and Wellness
- VTRA Level I training and certification for 2 Administrators, 3 Social Workers and 1 Guidance Counsellor
- Hearing Screening procedure reviewed and updated
- Hearing Screening training for 20 staff
- Early Years transitioning support through Welcome to Kindergarten program, WTK training session, and early years program support
- Pre-school learning bags distributed to 52 pre-school students
- Updated Child Reporting Form reviewed and implemented
- Student Staff Incident Reporting electronic reporting for all schools

Lessons Learned

- Importance for screening assessments early language
- Need for review and updates for educational safety plans
- Safety and Collaborative support planning processes and training
- Need for review and updates in student services documentation
- Need for review and updates in records management to align with best practices
- Clinical documentation aligning with updated standards and 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
- Access to appropriate support for complex cases
- Documentation and Protocol updates to align with updated Standards for Appropriate Educational Programming 2022
- Time for training to support updated standards
- Suicide Screening process and documentation
- PTP documentation and procedures
- URIS changes and updates in alignment with government updates
- Additional Funding review and process
- Continued transition to PowerSchool

Supporting Mental Health & Wellness

Talking about Mental Health

- Two schools implemented Project 11
- Five Schools supported 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 (MHWC) 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
- School Social Workers updated the divisional student services website
- Small groups were held in schools
- School Social Workers offered *Lil Spots* small group sessions

Providing appropriate Training for Teachers and Staff

- Division Student Services shared opportunities for diversity, ASIST, and Mental Health First Aid for working with Youth training opportunities (school-initiated)
- Division Student Services shared opportunities for PATH and MAPS training (school-initiated) with 10 staff trained
- School Social Workers provided workshops for Divisional professional development, school requested sessions and for Guidance Counsellors
- Division Student Services provided consults on SEL supports and programming
- Second Step Overview and support was provided to host schools

Incorporating mental health into Teaching

- The following programs were offered in the division: Kimochi program on feelings/emotions, Stress Lessons, MindUp, Kids in the Know, connecting mental health literacy and well-being to the Physical education/Health education curriculum, Roots of Empathy program, Counselor in the Classroom, Sources of Strength, Stress Busters workbook, BounceBack for Youth, Project 11, Big Life Journal, A Peaceable Place, OwnUp, SpeakUP and Zones of Regulation.
- Five schools offered Roots of Empathy
- One school piloted the *Too Good* program
- Second Step was implemented in two schools, with one pausing to offer the program in response to term staff position
- Social Workers reviewed Classroom Profiles and OURSchool Data to look at SEL and school needs to offer additional supports

Providing helpful Tools for Teachers

- The following above programs use tools to support students:
- Roots of Empathy Recovery Program, 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 Mental Health and Wellness Committee's commitment to taking care of staff was highlighted through three newsletters
- Debrief process was reviewed and utilized in response to incidents
- 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 194 WTK bags ordered; newsletters shared with parents, and resources available on the Dashboard for school staff
- WTK training offered to support staff in implementing WTK and on the new dashboard
- Five pre-school early years programs were supported
- New Pre-school learning bags (52) were ordered to support the pre-school programs
- Divisional Student Services staff participated in Early Years Transition meetings and WTK evenings
- Training for hearing screening procedures was provided with 20 staff trained
- Student Services Administrator was a member of provincial, regional and local child care and pre-school service committees

Mental Health and Wellness- Committee Initiatives

- School Social Workers held lunch drop-in clubs for two high schools and one middle year's group
- Two SEL presentations were provided for guidance counsellors
- One ASD presentation was provided for guidance counsellors
- Divisional mental health and wellness committee (MHWC) hosted 8 pop-up wellness clinics, 2 nature days awareness activities, cookie and cocoa day for High School students and Kindness, "Kare" and Krispies Day for K-8 students

Literacy Support (articulation and phonological awareness)

- Fall Kindergarten S-LP screenings were completed for all schools
- Three Divisional SLP-EAs were an addition to the team and offered blocked therapy sessions at 8 schools
- Training for school EAs was provided to support direct speech programming in schools
- Four grant submissions for iDevices as Speech Generating Devices through OARC

Professional Development

- Six student services staff and administrators received Level 1 VTRA training certification, and one staff member received VTRA Level II training certification.
- Division Clinical staff provided sessions at the Divisional PD Day and the EA PD Day
- Division Student Services supported professional development for a school-based team for Executive Function with a focus on neuro-diverse students
- One staff attended and received ASIST Suicide prevention training certification
- School student services team and EAs attended Flourishing Child and Family workshop (ASD)
- School student services teams and divisional SLPs attended ASD and AAC workshops and professional development
- School SLP provided presentations on ASD to Resource Teachers and Guidance Counsellors to increase understanding of needs and use of strategies for students with ASD by providing information and/or training opportunities
- Four Divisional Student Services staff received *Wrap-Around* training with next-steps set for implementation and certification.
- Additional training was received in the areas of trauma informed practices, mental health first aid for working with youth, stress-trauma and the brain, calming strategies, and Socio-Emotional regulation.
- Staff attended divisional hosted Nonviolent Crisis Intervention (NCI) training and
- 10 administrators and 50 staff received certification. Additionally, two professional development sessions on NCI were held for administrators.

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:
 - Personal Transportation Plan (PTP), Curriculum Modification Plan (CMP) and Attendance Plan (AP).
- Initial review of clinical referral questionnaires and process for social work and SLP
- Child Reporting Form and Procedures were reviewed and updated
- Provided support and guidance on completion of the updated electronic Cum File Insert Sheet
- Year-End reporting and Case Closure documentation for clinical staff was reviewed and edited for piloting
- MACY Serious Injury Reporting mandate became effective in April and reporting procedure was drafted and implemented
- Updated and revised the Divisional Hearing Screening Procedure

9. Technology Report 2024-2025

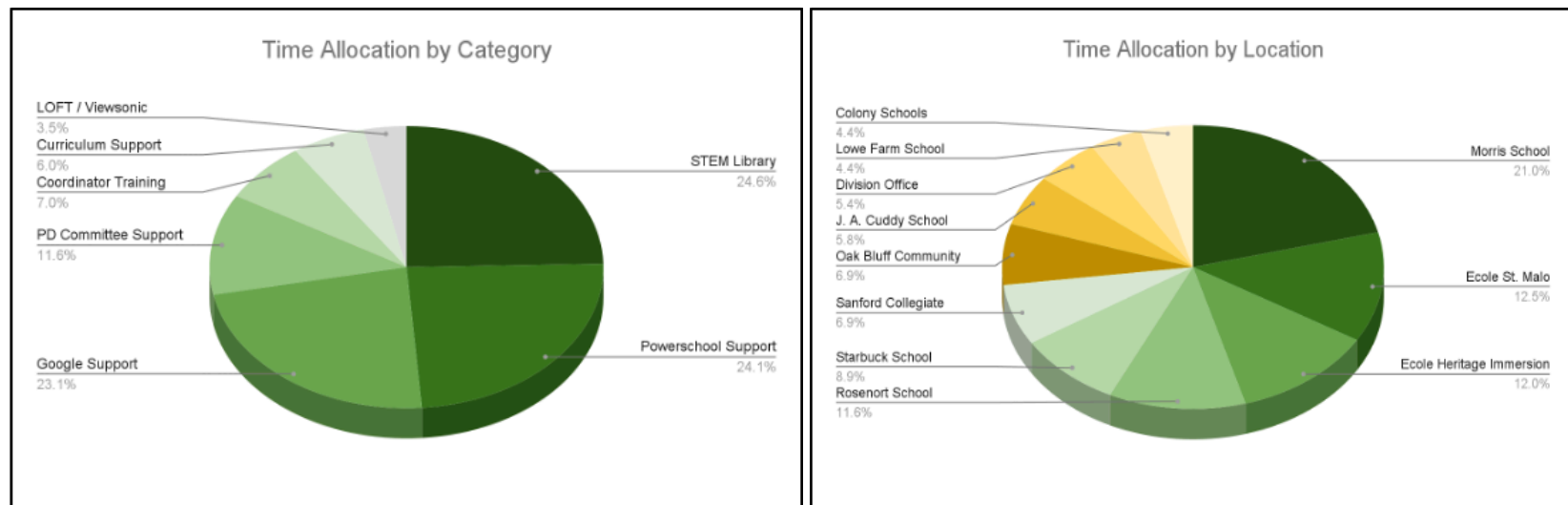
This report details the 2024-2025 technology initiatives and support provided by the Red River Valley School Division's Technology Coordinator. Key areas include the Science Technology Engineering Math (STEM) Library, Google Workspace, PowerSchool SIS, professional development, curriculum, and interactive displays, all aimed at enhancing the learning environment.

Key Highlights:

- STEM Lending Library Thrives: 81% booking rate for popular, hands-on STEM tools, with new robots and drones maintaining perfect booking.
- Google Workspace Strong: Continues to be a key collaborative platform, with new AI features (Gemini, Notebook LM) and Google Vids introduced.
- PowerSchool SIS Evolving: Four years of implementation, launching parent portals, new interfaces, and centralized student data management.
- Extensive PD Support: Technology Coordinator played a crucial role in planning, executing, and evaluating division-wide professional development days.
- Tech Coordinator's Growth: Engaged in ongoing professional development in AI, Google tools, and educational technology, also presenting at conferences.
- Curriculum & Data Visualization: Supported curriculum instruction through data collection, analysis, and development of visual dashboards for student achievement.
- Interactive Boards Highly Valued: 75 interactive displays (Viewsonic/Loft) are heavily used for engaging lessons, with ongoing training and new connectivity features like Air Sync.

Technology Coordinator's Time Allocation:

The charts below detail the Technology Coordinator's time allocation across various support areas for staff and students. Data was gathered from Service Desk records between June 14, 2024 and June 13, 2025.



STEM Lending Library Support (Time Allocation: 24.6%)

Year three of the STEM Lending Library saw five new items added. Schools can book items for one-month blocks, used by teachers in various ways: early years for centers, middle and high school for curriculum. Middle years often teach early years students. Items were booked 81% of the time.

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

RRVSD STEM Lending Library		
Item	Years in RRVSD	Description
Tale-Bot Pro Classroom Set 	NEW	The Tale-bot Pro Classroom Set features engaging, screen-free educational robots that teach coding, logic, and problem-solving to elementary students. Students can code directly using the buttons on top of the robot making abstract coding concepts tangible and accessible. This promotes a hands-on and interactive learning environment for foundational skills. The kit includes 6 robots. Due to the popularity of this kit, RRVSD will bring another Tale Bot Pro Kit into the lending Library.
Digital Microscope 	NEW	The Digital Microscopes are advanced tools that connect to computers or tablets, allowing students to view magnified specimens on a larger screen. They're excellent for detailed observation in science classes, encouraging scientific inquiry, and making it easy to share and discuss microscopic findings. The Kit includes 4 microscopes. More microscopes will be ordered next school year.
Neo Drones 	NEW	The DJI NEO Drones are educational drones specifically designed for classroom use. They're robust and easy to fly, offering programming capabilities that help students learn about aerodynamics, flight principles, and basic drone programming through fun and engaging STEM challenges. 6 Neos are included in this kit. This is a very popular kit!
DJI Mavic Mini Pro 4 	NEW	The DJI Mavic Mini 4 Pro is a compact, high-performance drone with advanced camera capabilities. This drone is ideal for projects involving aerial photography/videography, mapping, environmental observation, and exploring more advanced physics concepts related to drone operation, providing access to professional-grade technology.

VEX Robotics 	NEW	The VEX Robotics Kit was booked through the Manitoba Association of Education Technology Leaders (MAETL). The Morris Robotics team in Morris School had the privilege to book the VEX Robotics kit for the whole year. Not only were the robots used in class, the Morris Robotics Team participated in many different competitions including the World VEX Championships in Dallas, Texas!
DJI Avata 	Second Year	The DJI Avata is a unique First-Person View (FPV) drone, offering an immersive flying experience. It's designed for agile flight and is excellent for understanding advanced drone control, aerodynamics, and the principles of FPV flight, opening doors for creative projects and real-world applications like aerial cinematography.
Dash and Dot Robots 	Third Year	Dash and Dot Robots are kid-friendly coding robots for elementary and middle school students. Programmed via various apps, these robots teach fundamental coding concepts (sequences, loops, events), problem-solving, and robotics basics in an accessible and engaging way, making learning fun through play. Eight robots are included in this kit.
Spheros 	Third Year	Sphero Robots are spherical, app-enabled robots that teach coding, robotics, and STEM concepts through play. Their durable design and versatility allow for engaging activities in physics, geometry, art, and computer science, making learning dynamic and interactive. This classroom kit included 12 robots and can be booked through MAETL.
VR Headsets 	Third Year	Oculus 3S VR Headsets are standalone virtual reality headsets that provide immersive digital environments. They offer powerful opportunities for immersive learning experiences in subjects like history (virtual field trips), science (virtual labs), and career exploration, bringing otherwise difficult or impossible experiences into the classroom. The kit includes 5 headsets and can be booked through MAETL.

The items listed in the table below were booked numerous times throughout the year. It is worth noting that the DJI Neos and Tale-Bots, acquired in March 2025, have since maintained a perfect booking rate.

RRVSD STEM Library Booking Timeline (81% Booking Rate)										
Item Name	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Dash Robot Kit	☐	☒	☒	☒	☒	☐	☒	☒	☒	☒
DJI Mavic Avata	☒	☒	☒	☐	☒	☐	☒	☒	☒	☒
DJI Mavic Mini	☒	☒	☐	☐	☒	☐	☒	☒	☒	☒
DJI Neo Kit	Purchased March 2025						☒	☒	☒	☒
Tale-Bot Kit	Purchased March 2025						☒	☒	☒	☒
Microscope Kit	☐	☒	☒	☒	☐	☒	☒	☒	☒	☒
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									

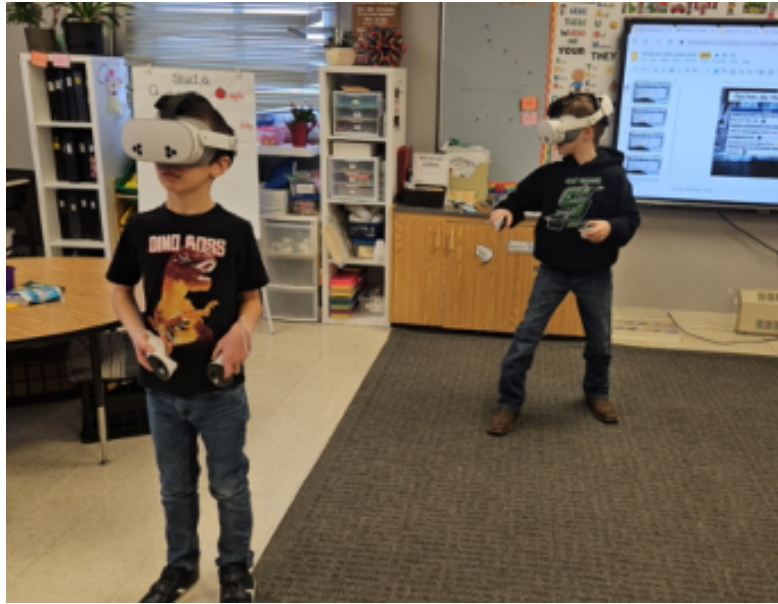
Teachers enjoyed using the items. Here are a few comments from teachers.

- I need to spend more time using the VR headsets to see what programs are best for my classes.
- Kids loved them (Tale-Bots) - better suited for K-2 than and 4
- We are excited to learn about these new technologies at our pd booked with Dennis.
- Great gear!
- The Tale Bots are fun and great for student learning
- Educational robots like Dash & Dot and drones can add a fun element to learning



Pictures of students using the different STEM Library items.

(Photos top left moving clockwise: Tale-Bots in Morris, St. Malo and Heritage, Digital Microscopes in Oak Bluff, Coding Spheros in Morris.)



(Photos top left moving clockwise: VR Headsets in Heritage, VEX Robots in Morris, Using a DJI Neo to follow on a Play Structure in Rosenort, Finding creepy critters in St. Malo using digital microscopes)



Sample Drone pictures (Top to Bottom: Cross Country Run at St. Malo Provincial Park, Starbuck Hockey Academy, Francolama at Heritage, Indigenous games Starbuck)

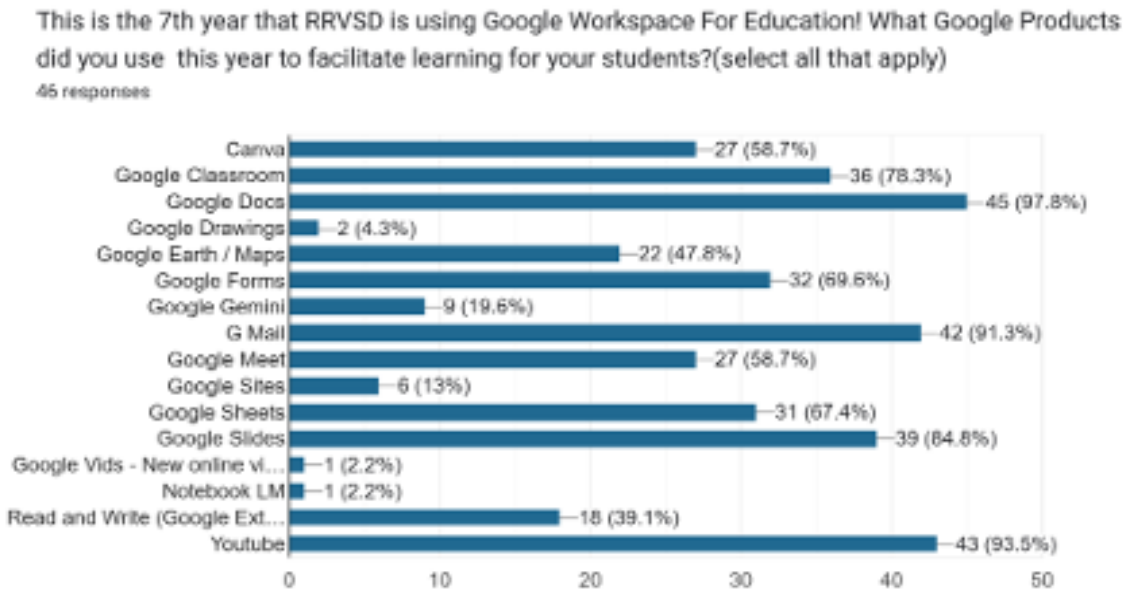


Sample Drone pictures (Top to Bottom: Grade 6 to 8 Track and Field in Winnipeg, Morris School students competing in the Adventure Race on the Morris River! ESMS Day in St. Malo, "Kick Cancer to the Curb" Road Hockey fundraiser at Heritage)

Google Workspace for Education Support (Time Allocation: 24.1%)

For the past seven 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. The survey results presented below detail the specific areas that have received support.

Teacher Survey Results



New to Google Workspace for Education this year:

Gemini, Notebook LM

Gemini and Notebook LM are two programs that are the AI component to Google, which has been very popular with teachers. Unfortunately, not many teachers have been using these tools as you will see in the survey. More training will be needed for teachers to be comfortable using the programs.

Google Vids

Google Vids is the new online video editor built into the Google Workspace. This has helped teachers and students who need an easy to use video editing tool. More training will be available for teachers next school year as this is a very new program that was released in Feb 2025.

Canva

RRVSD teachers can access Canva through their accounts. This program has been very successful and popular with teachers and students.

Google Workspace for Education: Teacher Feedback on Benefits:

- Peer editing through Google Docs enables real-time collaboration on assignments.
- Recorded lessons and notes are available for students on Google Classroom for review.
- Google Docs eliminates issues with group assignments due to absent students.
- Google Classroom is a valuable tool for sharing information and collecting assignment
- I truly hope we continue with the G-suite. I love the ease of its use.
- Students love using Canva! Read and Write is great for students that require adaptations

PowerSchool SIS Support (Time Allocation: 23.1%)

This marks the fourth year RRVSD has utilized PowerSchool SIS. The Technology Coordinator has supported various implementations over these four years, as detailed in the chart below. It's important to note that this year, April Neufeld, Executive Office Administrator & Communications Officer, has also provided PowerSchool support to Administrative Assistants. This collaboration has enabled the Technology Coordinator to dedicate more time to new PowerSchool projects and to supporting staff and students in areas beyond PowerSchool.

Program Implemented	Description	2021/22	2022/23	2023/24	2024/25
Parent Portal for Report Cards and Acceptable Use Policy (AUP)	The Parent Portal, launched to facilitate report card viewing and AUP agreement, was met with challenges. Many parents found the process cumbersome and difficult to navigate.	Not started	Not started	Testing	Launched
New User Interface for Administration Portal	A cleaner, more intuitive version of PowerSchool SIS is being tested with a few secretaries. So far there has been good reports on the ease of use and much more efficient way to navigate PowerSchool	Not started	Not started	Testing	Launched

Admin. Assistants Training	Two training sessions annually for administrative assistants. These sessions will focus on new PowerSchool features relevant to their roles, and provide a forum for them to suggest improvements and collaborate on efficiency strategies within PowerSchool.	Not started	Launched	Maintenance	Maintenance
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	Maintenance
Student-Staff Incident	This form was added for principals who must report on students' physical restraint.	Not started	Testing	Launched	Maintenance
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	Maintenance
Kindergarten Report Card	Kindergarten teachers are now able to create a K Report Card in PowerSchool. All schools will have the same report card! In the past, each school in RRVSD created, maintained and managed their K Report Card separately from other schools.	Not started	Testing	Launched	Maintenance
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	Maintenance	Maintenance
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	Maintenance	Maintenance	Maintenance

New SQL Reports	SQL reports allow secretaries, principals or division office staff to create reports efficiently. Examples would be a list of students going on a field trip or a student list with parent contact information for a teacher. Currently, there are 50 different types of reports.	Launched	Maintenance	Maintenance	Maintenance
Student Specific Plans / Clinical Referrals.	All AEPs, IEPs, BIPs, PTPs and Clinical Referrals are in PowerSchool. Resource Teachers, Teachers, Principals and Student Services have secure and private access to these plans.	Launched	Maintenance	Maintenance	Maintenance

In a recent staff survey regarding PowerSchool, the following question was posed: "What is one aspect of PowerSchool you found to be beneficial?" (see comments below)

- Creating Report Cards
- Access to student information
- Referrals. Accessing student information.
- Students & parents are able to access marks and progress in course.
- Comment bank
- To be able to access info at my fingertips.
- It is a single platform to use and access a lot of information
- Fast attendance taking!
- Simplifies Report Card writing
- Finding info on my students in their demographics, attendance tracking
- All data is in one place
- Transparency
- Looking at absences/tardies.
- Progress tracking tools
- Contact information
- Being able to make comments on grades and be able to use those for report cards later on. A good way to run reports and see what students are missing for assignments etc.
- Organizes grades/data and keeps it safe/secure, keeps report card comments organized, has “categories” for weighting grades (i.e. quiz vs test vs classwork)
- Important information on students
- App allowing students to access their grades and missing assignments

Professional Development (PD) Committee Support (Time Allocation: 11.6%)

PD sessions for teaching staff were conducted on October 7, 2024, at École St. Malo School and on March 3, 2025, at Oak Bluff Community 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 three one-hour education technology sessions to teachers on each PD Day.

Training for the Technology Coordinator (Time Allocation: 7%)

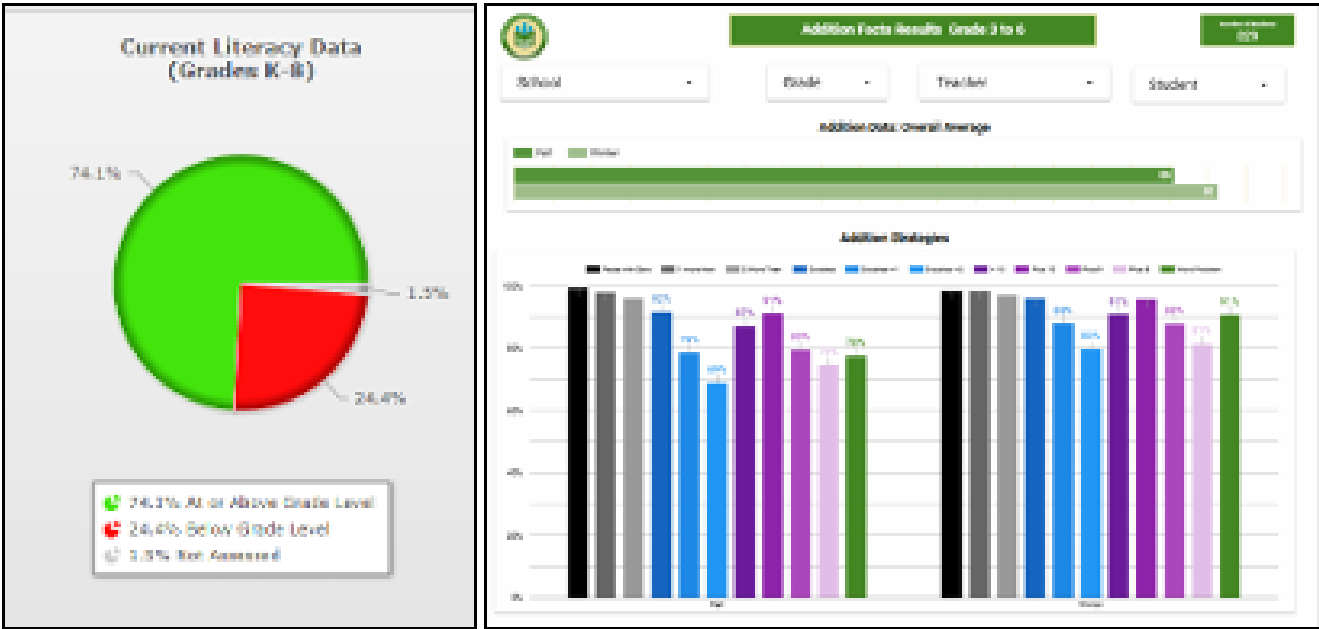
This section outlines various professional development opportunities and training sessions attended or led by the Technology Coordinator, focusing on emerging educational technologies and their classroom applications.

- Thrive AI Conference (November 7-8): Explored the integration of Artificial Intelligence (AI) into teaching practices.
- Google Training: Vids and Classroom (November 20, 24): Focused on new features within Google Classroom and introduced the new Google Vids program.
- AI Foundations - Google Training (December 13, 2024): Provided foundational training on AI, utilizing Google Gemini and Notebook LM.
- Build Your Teaching Experience (BYTE) - Brandon University (February 14, 2025): Attended this annual Ed Tech Conference, which featured various workshops. The Technology Coordinator presented on behalf of MAETL, highlighting the Lending Library.
- Canva Training (February 24, 2025): Covered the basics of using Canva for educational purposes and classroom integration.
- Embers of Knowledge Conference - MFNERC Winnipeg (March 26-27): This conference included sessions on incorporating Indigenous perspectives into educational technology. The Technology Coordinator demonstrated the use of robots, microscopes, drones and virtual reality in classroom settings.
- Google Classroom Training (April 21, 2024): Provided updates on the latest features within Google Classroom.
- Riding the Wave - Gimli (May 9-10, 2025): Attended this annual Ed Tech Conference offering diverse workshops. The Technology Coordinator led a presentation on Generative AI, specifically utilizing Gemini.

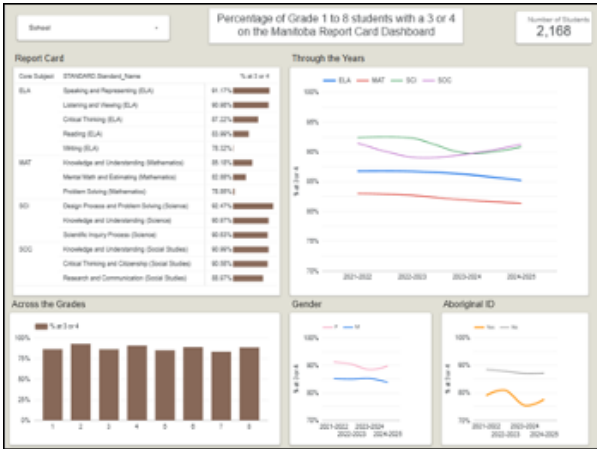
Curriculum Instruction Support (Time Allocation: 6%)

The Technology Coordinator supports the Curriculum Instruction Support Teachers in several key areas. For grades 7-9, this includes assistance with the Numeracy Achievement Program (NAP), and for kindergarten students, the Early Years Evaluation (EYE). Support is also provided for numeracy data in grades 3-6 and literacy data in grades K-8.

Core responsibilities involve ensuring accurate program enrollment for teachers and students, meticulous data collection and collation, and the development of visual charts. These charts are crucial for assisting the Curriculum Integration team in their support of teachers and students (see samples below):

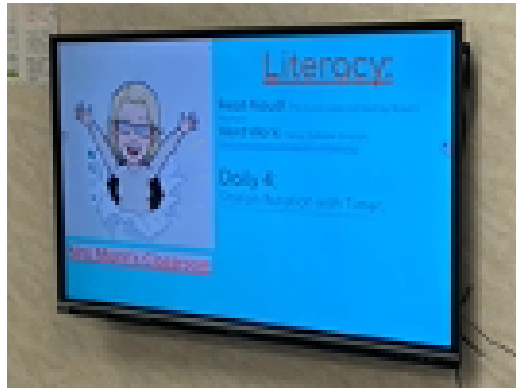


Additionally, the Technology Coordinator developed a Grade 1 to 8 Manitoba Report Card Dashboard for the schools in RRVSD. This tool visualizes student achievements over the past four years. (see screenshot below).



Interactive Display Support (Time Allocation: 3.5%)

RRVSD uses 75 interactive displays: 60 Viewsonic and 15 Loft models. Teachers highly value these displays for their versatility in integrating multimedia, annotating content (documents, videos, web pages), and creating dynamic lesson plans. This interactive and visual approach effectively supports diverse learning styles and improves content comprehension.



Ongoing training for these displays is provided, typically one-on-one by the Technology Coordinator during prep periods or lunch breaks. This year, efforts have focused on onboarding new teachers and collaborating with others to develop engaging student interactive activities.

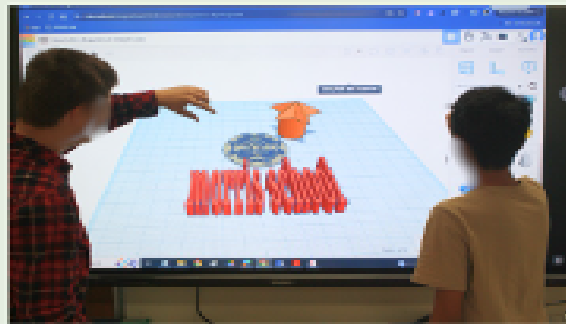
A new feature, Air Sync, on Viewsonic displays significantly simplifies classroom connectivity.

Viewsonic training was also offered on PD days, October 7 and March 3. An official Viewsonic representative led the October 7 session, while on March 3, the Technology Coordinator, Rachael Mont (a teacher from Oak Bluff) and Nadine Bouchard (a teacher from Heritage) facilitated sessions.

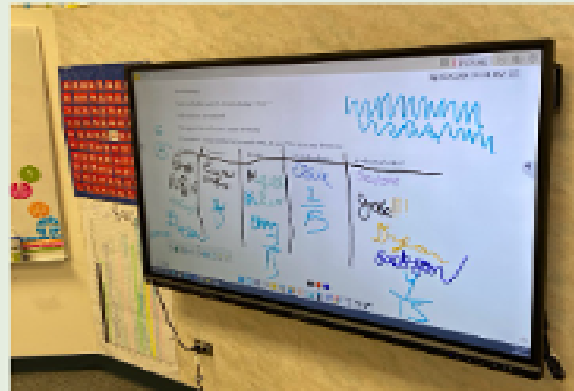
Teacher comments regarding their use of the interactive displays are provided below.

- Makes lesson planning and delivery easier. Can switch between apps, websites, presentations, etc.
- Uploading notes to Google Classroom, correcting PDF/word docs, not using a million dry erase markers, access to the internet, graphing calculators and so many more...
- Makes it easier for students to follow along between notes and work. Allows easily adding in Youtube and apps to lessons.
- Visual learning is enhanced, and creating this essential tool for students is easier. This sustainable system helps me demonstrate and visualize student learning. The interactive component is a bonus.
- Flexibility, whiteboard tools, using it as an extended screen with drawing features.
- Student engagement, showing ideas and lessons and students are able to interact with that material
- Allows one to have board space and screen space on the same wall area. plus love the digital whiteboard feature set.
- Interactive with students, easy to display visuals, can save board work for future use, engaging for students
- I am able to save notes that I create and upload them to Google Classroom for absent students or for students to see later on if they need. I am able to display classroom management tools on the tv to help with student behaviour management. It is easy to display a computer screen and interact with it.
- For me it is easy to access the resources I need as I teach all around the division

Grade 9 students creating 3D models for 3D printing.



Math in Grade 3/4



Challenges:

1. Artificial Intelligence (AI). Many teachers are still not using Gemini and Notebook LM, Google Workspace AI programs that provide a safe environment for staff and students. More training is needed to increase awareness and adoption.
2. Engaging Parents with the PowerSchool Portal. This year marks the introduction of a mandatory PowerSchool Parent Portal account for RRVSD parents, enabling them to accept the Acceptable Use Policy (AUP) and view their child's report card. However, parents encountered difficulties with the sign-up process, indicating a need for simplification in the future. Parent portal usage reached 85% among parents.
3. Drone Footage. Many schools appreciate the drone footage, but they are unsure how to effectively utilize this valuable content. Training on Google Vids will enable the transformation of these video and picture images into accessible and usable media.

10. Education Plan 2025-2026

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
- RRVSD – Numeracy Data
- NAP Data
- Grade 3/4 Provincial Assessments
- Grade 7/8 Provincial Assessments
- Grade 9 Credit Attainment
- Provincial Report Card Data
- Attendance Reports
- Graduation Data
- SRB/Atrieve
- PowerSchool

High Quality Learning Pillar:

Literacy Goals 2025-2026:

- a) By June 2026, 85% of K-8 students will be at or above their grade level in reading, writing and understanding in English.
- b) By June 2026, 85% of K-8 Immersion and Francais Partiel students will be at or above their grade level in reading, writing and understanding in French.
- c) By June 2026, 85% of K-8 Indigenous students will be at or above their grade level in reading, writing and understanding.
- d) By June 2026, 70% of our grade 8 boys will meet mid-grade performance in choosing language to make an impact on the reader.
- e) By June 2026, 90% of Self-Declared Indigenous students will attain their grade 9 ELA credit.
- f) By June 2026, 80% of students will meet grade level expectations when writing to communicate ideas, information and opinions in a variety of curriculum areas.

Numeracy Goals 2025-2026:

- a) By June 2026:
 - 80% of grade 3 students will have mastery of addition and subtraction facts
 - 90% of grade 4 students will have mastery of addition and subtraction facts
 - 95% of grade 5-6 students will have mastery of addition and subtraction facts
 - 80% of grade 5 students will have mastery of multiplication and division facts
 - 90% of grade 6 students will have mastery of multiplication and division facts
- b) By June 2026:
 - 80% of self-declared Indigenous grade 3 students will have mastery of addition and subtraction facts
 - 90% of self-declared Indigenous grade 4 students will have mastery of addition and subtraction facts
 - 95% of self-declared Indigenous grade 5-6 students will have mastery of addition and subtraction facts
 - 80% of self-declared Indigenous grade 5 students will have mastery of multiplication and division facts
 - 90% of self-declared Indigenous grade 6 students will have mastery of multiplication and division facts
- c) By June 2026, 90% of grade 3-6 students will have mastery of matching problems with addition and subtraction and 85% in multiplication and division.
- d) By June 2026, 90% of grade 3-6 Indigenous students will have mastery of matching problems with addition and subtraction and 85% in multiplication and division.
- e) By June 2026, we will have data on all K-2 students in the area of early numeracy foundational concepts that lead to mastery of math facts.

***Mastery of math facts means that each student will correctly answer each question on the assessment for each strategy.

Professional Development & Curriculum Support Goals 2025-2026:

Enhance Instructional Practices:

- Continuously engage in professional development to integrate innovative ideas and strategies for classroom teachers.
- Attend Manitoba Rural Learning Consortium (mRLC) sessions for the upcoming school year, focusing on:
 - Numeracy Achievement Program (NAP) for teachers, coaches, and facilitators.
 - Literacy Leadership for System and School Leaders.
 - Planning Using Manitoba's 9-12 English Language Arts Curriculum.
 - "What Science Teachers Do Matters! A Deep Dive into the Discipline of Science Grades 5-12."

Build Knowledge Base & Capacity:

- Further develop the Curriculum Instruction Support Teachers' expertise, particularly in numeracy and literacy across the curriculum.
- Collaborate with the Red River Valley School Division Technology Coordinator and the Indigenous Inclusion teacher to deliver engaging and classroom-supportive professional development sessions centred on best instructional practices.
- Continue providing professional development and support to administrators, empowering them to educate their staff on the Framework for Learning, Global Competencies, and Body of Evidence (Triangulation of Data).

Respond to New Government Initiatives:

- Participate in a team trial and selection of a Universal Reading Screener (Government Announcement, April 11), including training classroom teachers in its administration and data entry for September 2026 implementation.
- Learn about the new compulsory Grade 9 math curriculum, including financial literacy (Government Announcement, May 16), for September 2027 implementation.
- Attend Manitoba Education sessions on the new Science Curriculum for September 2026 implementation.

Ongoing Program Implementation & Support:

- Continue the second year of Numeracy Achievement Program training for Grade 7-9 teachers, as well as coach and facilitator training.
- Maintain attendance at South Central Literacy and Numeracy Meetings, with potential participation in Coaching Squared Numeracy Meetings.
- Continue regular meetings with the senior high team to discuss and further engage with the "Reading Apprenticeship" and "Reading for Understanding" book studies.
- Continue to provide professional development half-day sessions for teachers that will include literacy and numeracy strategies and pedagogy.
- Provide ongoing support to ELA 40S teachers regarding the centralized marking of the provincial exam.
- Provide ongoing support to the 10 teachers who will be voluntarily implementing the new K-10 science curriculum.
- Deliver in-school in-services for teachers and administrators on Body of Evidence (Triangulation of Data) and the Framework for Learning.
- Deepen understanding of the Early Years Evaluation (EYE) assessment to interpret school-based and divisional data, and to equip teachers with supportive strategies and ideas for their students.
- Research and evaluate various Kindergarten to Grade 2 math assessment possibilities to collect student progress data effectively.
- Create book talks using the Curriculum Instruction Support Team's library, to be published on the divisional social media as a way to connect parents and the community to literacy.
- Create posts to educate parents and the community regarding the Framework for Learning and the Global Competencies, to be published on the divisional social media.

Indigenous Education Goals 2025-2026:

- The IIT will start to track use of Treaty Kit lessons in all of the schools.
- A yearly treaty training procedure for new RRVSD staff will be put in place for the foreseeable future. The Board of Trustees has already set aside money in the budget for this, which is fantastic!
- PD for staff will focus on the topics highlighted in the survey.
- The IIT will start to gather school-by-school data on implementation of Mamahtawisiwin strategies to provide a baseline for future data collection.
- The IIT will focus on Métis teachings and develop connections with local Métis community members and stakeholders.
- 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.
- Site-based learning for field trips and PD will be pursued.
- The development of an Indigenous learning site with a teaching lodge will be pursued, possibly at the Domain property.
- The tipi project at Starbuck School will be completed, and the tipi will be featured in the annual Indigenous Games Day.
- Connections with Indigenous drummers, singers, and dancers will continue to be developed.
- Relationships with Elders and Knowledge Keepers will continue to be maintained and new relationships developed.
- Data collection for use in reporting the IAA grant will be pursued.

Technology Goals 2025-2026:

1. AI Foundation Training for teachers
 - Teachers will receive training in Gemini and Notebook LM to develop a foundational understanding of AI and its effective application in the classroom
2. PowerSchool Parent Portal
 - Develop a system for getting parents on the PowerSchool Parent Portal much easier. A goal of 95% use by parents would be a realistic target for the next school year.
3. Drone Footage/ Google Vids
 - The Technology Coordinator will collaborate with schools to produce videos utilizing Google Vids. These videos will combine drone footage with other event photography.

Student Engagement and Well-Being Pillar:

Student Services Goals 2025-2026:

- Expand drop-in lunch club at additional Middle School
- Support a “Beading” small group at two identified schools
- Social Work to offer identified SEL group programming support
- Expand *Too Good program*
- Maintain the Wellness Activities and Days for Middle and High Schools
- Mental Health and Wellness Committee Meetings and Programming
- School Readiness support continue all school involvement with WTK
- Provide NCI training for staff and collaborative project with NCI Trainer and SSA
- Support for Guidance Counsellors
 - Review of new MACY Serious Injury Reporting procedures
 - Professional development on collaborative practices and connecting to students
 - Review updated VTRA documentation and language to align with updates
 - Documentation and Notetaking-Develop and pilot updated templates
 - Continued consults on SEL supports and programming
 - Continued Guidance Meetings to include at least two days in-person meetings
 - VTRA (division initiated) and ASIST training for new guidance counsellors, as well as for the refresher course (school initiated)
 - Provide New Guidance Counsellor Orientation Training
- Support for Resource Teachers
 - Review the updated MB ED Educational Assistant Guide
 - Review Additional Funding apps-plan for revised procedure
 - Review Documentation for consistency and alignment with updated Standards
 - Review File Management procedures
 - Provide workshops on Transition Planning, CMPs, IEPs, and APs
 - Provide workshops on ASD and Executive Function
 - Provide Occupational Therapy Fine Motor strategies
 - Continued Resource Meetings to include three days in-person meetings
 - Provide training and review of revised and updated URIS procedures
 - Provide New Resource Teacher Orientation Training
- Support for Clinicians
 - Continued Clinical Team Meetings
 - Continued Clinical Regional Team Meeting participation
 - Review Caseloads three times over the year
 - Manitoba Education- Continue Digital Assessment Library training and implementation
 - Story Champs and AAC workshops for SLP
 - New SLP orientation (if position filled)
 - Support new language-based screener early years (tentative)
 - New OT orientation

- Wrap-Around Certification and VTRA Training for SSW
- Review documentation for alignment (referral forms, resource summary, case closure, YER)
- Review of updated appropriate education standards 2022
- Support for New EAs for Speech and Language- (1 new Divisional Student Services EAs)
 - SLP to provide speech and language program training for 1 new divisional SLP-EAs
 - Provide training and access to AAC as appropriate
 - Provide Story Champs training (new program)
 - Provide PD information and/or opportunities for neurodiverse students
 - Provide new EA orientation training
 - Division SLP-EA team meetings 3 times
- Documentation updates
 - Continue review of Student Specific Plans and student profile as per student services review recommendations (AP, AEP, TP, IEP, IEPr, PTP, CMP, TIP)
 - Review and update of VTRA documents and language to align with updates
 - Review and draft personal care plan
 - Review Educational Safety Plans and pilot the updated template
 - Review of new procedure for MACY Serious Injury Reporting
 - Review of Records Management procedures
 - Review student incident and reporting for restraint and seclusion
 - Review and update Clinical Referral form in PowerSchool
 - Review and update Clinical Services documentation
 - Pilot of updated guidance and counselling documentation
 - URIS Procedures update to align with provincial changes

Shared Health Addictions Foundation of Manitoba Goals 2025-2026:

Recommendations for prevention and education:

Manitoba youth who use alcohol and other mood-altering drugs typically report starting use between the ages of 12-16. Based on the 2024-2025 caseload, the *average age* of a student who tried a substance for the first time was 14 years old.

According to the 2024-2025 caseload, the following prevention and education services are recommended for the 2025-2026 school year:

- Prevention and education to Grade 5, 6, 7 and 8s including:
 - Introduction to Shared Health Services and resources available to them
 - Mental health and Addictions awareness, making informed choices and coping with stress
 - Impacts to students who are affected/worried about a family member or friend's substance abuse or gambling involvement.
- Substance specific presentations for what is trending in the province – binge drinking and Cannabis abuse awareness.
- Mental health and coping with stress.
- Project 11 presentation/awareness.
- Facilitate community forum for parents/ caregivers virtually or in-person for substance use awareness and intervention strategies/support group.
- Educational webinars offered to parents/caregivers on mental health, substance use and suicide prevention.
- Presentations/meetings to present/discuss review of Shared Health Services and expectations for staff.

- Trauma Informed Care approach training for staff.
- Shared Health Addictions Counsellor offers CBTm psychoeducational group and a virtual program to lesson barriers for students who need help to increase coping and stress management skills. Other psychoeducational groups available upon request.
- Creation of support groups peer led and co-facilitated with the Shared Health Addictions Counsellor such as AA or Ala-teen.

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	• 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 • 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)	Year 2 • 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)	• 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
Stage 2 Annual Professional Development Plan	• All teachers (except those in Stages 1 or 3)	• 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		• 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	• 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	• 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)		• 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
Directed Development Plan	• Teacher whose competency and performance is in question or deemed unsatisfactory	Refer to Directed Development Plan (page 16)		• Case specific
Probation	• Teacher whose competency and performance continues to be unsatisfactory	Refer to Probation section (page 18)		• 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.