



*Evergreen  
School Division*



**Annual Community Report  
2010 – 2011**

*Learning Today to Improve Tomorrow*

[www.esd.mb.ca](http://www.esd.mb.ca)

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## Message from the Board

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The Annual Community Report provides the Evergreen School Division with an opportunity to keep our community and stakeholders well informed and involved in our local education initiatives. We sincerely believe that a successful school system needs a strong community partnership. Together, we can build relationships, share initiatives, and celebrate student success. We encourage you to review the report, ask questions and provide suggestions to strengthen our school community.

The Evergreen School Division Board of Trustees leads the Division as a unified body, encouraging and strengthening the entire division to achieve exciting and unprecedented results for students. The primary activity of the Board is governance, which means that in its leadership capacity, the Board guides the achievements of the School Division by making high level decisions, setting broad goals and ensuring that the board policy manual is current, relevant, and complied with. Therefore, Trustees do not run the school division; they are governors, not “bosses”. The Board contribution is vital in its power and leadership, and the role of the individual Trustee is to learn to govern with excellence.

In keeping with our governance model, we make high level funding decisions that impact education in our division. However, we make these decisions through consultation with our communities. The Board of Trustees analyzes all of this data at their annual Board Planning Session and develops the division priorities and action areas. These priorities are critical in the development of the annual budget. Once budget is approved by the Board, the Leadership Team develops the Strategic Plan at their annual planning session. The 2010-2013 Strategic Plan is a product of the Evergreen School Division Planning Cycle and represents the school division’s commitment to our vision and mission.

In closing, I would like to thank our communities for their continued support to our students and schools. The Evergreen School Division is one of the leading school divisions in Manitoba and is held in high regard by Manitoba Education and other school divisions. We are viewed as an innovative division who is clearly focused on providing relevant and engaging learning opportunities for students. The details of these comments are well documented in this Community Report.

**Robert Arnason**  
**Chair, Board of Trustees**



## ***Learning Today to Improve Tomorrow***

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On behalf of the Evergreen School Division and the Board of Trustees, I am pleased to present our 2010-2011 Annual Education Community Report. The purpose of this report is to strengthen partnerships between our school division and our communities by providing information to our stakeholders on our school division priorities, accomplishments, finances and future direction.

The Evergreen Board of Trustees implement an annual planning cycle that allows the school division to collect input from students, staff, parents and community in the development of our priorities and strategic direction. This planning process also provides the school division with direction in the allocation of resources according to our identified priorities and goals. Through our annual planning process, we have identified our 2010-2013 priorities as **Citizenship, Student Engagement and Sustainable Development**. The division leadership team has taken action on these priorities and implemented action plans as articulated through our school division strategic plan and school improvement plans. Please refer to our division web site and school web sites at [www.esd.mb.ca](http://www.esd.mb.ca) for more detailed information on these planning documents.

Our vision, ***“Learning Today to Improve Tomorrow”*** describes what we strive for, providing our students with an opportunity to create a promising future for themselves, our communities and our world. Our mission, ***“Evergreen School Division will engage students in learning to become contributing citizens of a democratic society”*** guides our day to day work to help us improve tomorrow. In order to achieve our mission and vision, these goals need to be shared with our communities as we work together to improve the future for our youth and communities.

Evergreen School Division believes that the purpose of education is to develop good citizens; citizens who have the knowledge and skills to thrive in today’s and tomorrow’s world; citizens who know how to critically assess different perspectives; citizens who are able to examine and evaluate social, political, and economic issues and explore strategies for change that address root causes of social and environmental problems and social injustice. They are critical and creative thinkers that look for ways to improve society and effect systemic change. Good citizens are also engaged in democratic process. As such, student voice is part of the culture of decision making in Evergreen.

Public education is fundamental for building healthy communities, thriving economies and strong societies. It is our best hope for addressing the sustainability challenges that are facing our world today and it is something we need to be doing even better if we are ever going to meet the challenges of tomorrow. Young people need experiences that make them expert learners for life and develop the habits of participation in democratic processes. The challenge is to develop these skills and dispositions in all students – those who currently do well in our schools and those who don’t.

As Superintendent and Chief Executive Officer, I am extremely proud of our schools and their accomplishments over the past year. These successes would not have been possible without our students and staff who have responded to the many challenges and opportunities presented to them. I wish to express my sincere appreciation for their efforts. I would also like to thank our families who provide us with ongoing support and to the people in our communities who partner with us in providing quality education for our students.

As we look forward to 2011-2012 and beyond, we continue our important work on our three priority areas in our strategic plan and we are continually evaluating our progress and aspiring to improve our practices. We welcome your input and partnership in this process. I invite you to visit our division web site and school web sites to access our 2010-2011 school annual reports and community newsletters. Should you have any comments or questions related to information in this report or on our website, please contact me, your local trustee or the appropriate school division personnel. We welcome the opportunity to meet and discuss important issues affecting the future of our youth with all of the stakeholders of our public education system.

**Paul D. Cuthbert**  
**Superintendent and CEO**

# Evergreen School Division Foundations



## Mission

*Evergreen School Division will engage students in learning to become contributing citizens of a democratic society*

## Vision

*Learning Today to Improve Tomorrow*

## Core Values and Beliefs

### 1. **Students Come First**

- a) success for every student is the goal of our work
- b) every student is capable of learning
- c) every student has individual strengths and learns in a unique way
- d) a strength based approach will be used to support student learning and social development
- e) every student is respected and in turn respects others
- f) the diversity of our students will be acknowledged, recognized and celebrated
- g) student learning is the basis for all school system decision making and leadership
- h) resources will be used effectively and responsibly to meet student learning needs
- i) student voice informs decision making

### 2. **Learning is Our Core Purpose**

- a) learning empowers people to achieve their potential
- b) learning requires relevance and engagement
- c) learning requires a safe, caring and respectful environment
- d) positive relationships are critical to the learning process
- e) every person has responsibility for his/her own learning
- f) learning requires a balance between social, academic and intellectual engagement
- g) learning requires clean, well maintained and aesthetically pleasing physical environments

### 3. **Public Education Serves the Common Good**

- a) public education is essential for a vibrant democracy and a sustainable future
- b) public education develops citizens who work toward the betterment of their family, community and the world
- c) public education is a shared responsibility of the home, school, and community
- d) public education requires a balance between academic, personal/social and physical development
- e) public education provides a foundation for life-long learning and responsible citizenship
- f) public education must be responsive to the changing needs of society

# Division Profile

Evergreen School Division is located in the Interlake region of Manitoba, bordering the shores of Lake Winnipeg from Chalet Beach north to Hecla Island. Our school community is culturally diverse and provides high quality learning opportunities to approximately 1600 students in eight schools located in four communities (Winnipeg Beach, Gimli, Arborg, and Riverton). The school division offers an extensive variety of curricular and extra-curricular programs and is characterized by a dedicated and caring staff, safe schools and transportation, exemplary student services, state of the art information and communication technologies and outstanding curriculum and learning supports.



## Facts at a Glance (2010-2011)

<b>Total Enrollment (Sept. 30, 2010)</b>	1621
<b>Annual Budget</b>	\$17.2 million
<b>Division Area (sq. km.)</b>	2,424
<b>Number of Schools</b>	8
<b>Other Facilities</b>	
Education Support Centre – Gimli	
Continuing Education Centre – Gimli	5
Bus Garages – Gimli/Arborg	
Maintenance Facility – Gimli	
<b>Number of Bus Routes</b>	24
<b>Pupils Transported per day</b>	1115
<b>Distance Driven per day (km)</b>	3,892
<b>Employees</b>	275
<b>Trustees</b>	9



Arborg Collegiate & Riverton Collegiate  
Choral Program awarded 1<sup>st</sup> Place  
At Provincial Competition

## Evergreen School Division Graduation Rate

**2010-2011 – 88.6%**

Manitoba (2009-2010) - 82.7%  
Evergreen (2009-2010) - 88.5%  
Evergreen (2008-2009) - 87.0%

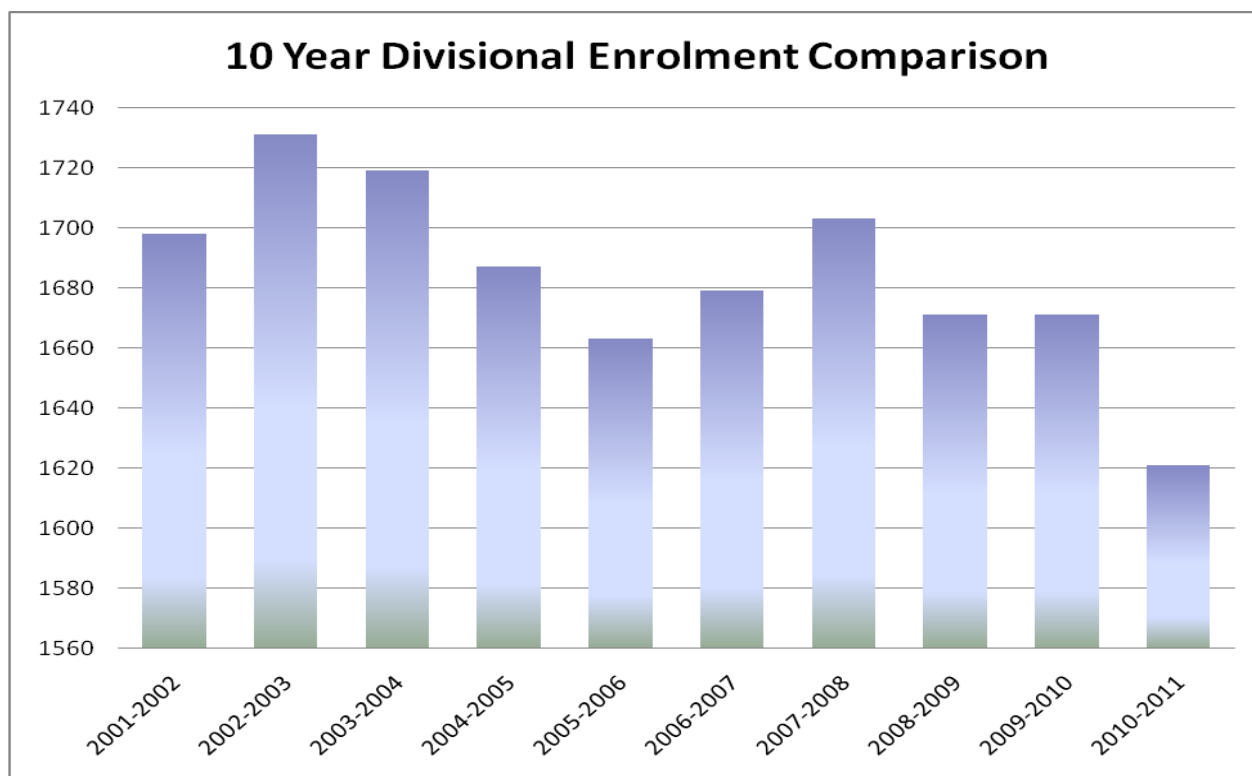
# ***Programs and Services***

- Kindergarten, Early Years, Middle Years, High School
- Apprenticeship
- Early Literacy Intervention
- English as an Additional Language
- Band/Choir
- Guidance and Counselling
- Resource Programming
- Curriculum and ICT Consulting Supports
- School Community Liaison
- Speech and Language Pathology
- Occupational Therapy/ Physical Therapy
- Resiliency Programming
- Student Voice
- Student Advisor Programs
- Early Childhood Programming/ Kindergarten Here I Come
- Career and Technology Studies
- Student Engagement Grant Initiatives
- Basic French
- Arts Programming
- Continuing Education Programming
- Effective Behaviour Supports
- Information and Communication Technologies
- Aboriginal Academic Achievement
- Sports Programs/ Clubs
- Distributed (online) Learning
- International Students
- Evergreen Student Council
- High School Learning Centres

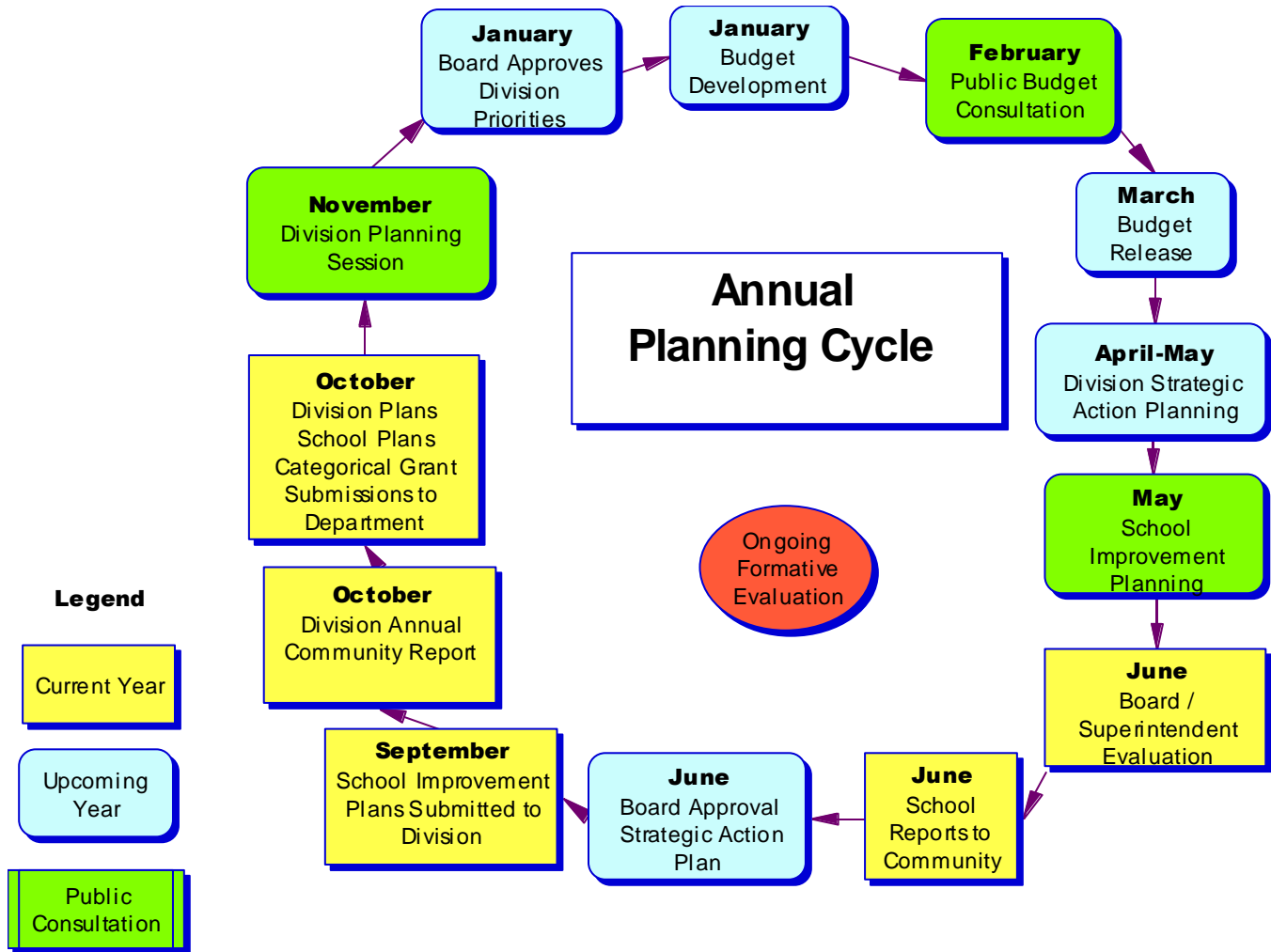


# School Directory (2011-2012)

School	Grades Enrollment (Sept. 2010)	Administration P – Principal VP – Vice Principal AP – Assistant Principal	Address	Phone Fax	Email Website Address
<b>Arborg Early Middle School</b>	K – 8 (263)	Brad Harding (P)	Box 670, Arborg, MB R0C 0A0	376-5054 376-2958	<a href="mailto:aems@esd.mb.ca">aems@esd.mb.ca</a> <a href="http://www.esd.mb.ca/schools/aems">www.esd.mb.ca/schools/aems</a>
<b>Arborg Collegiate Institute</b>	9 – 12 (142)	Arlene Perry (P) Craig Sagan (AP)	Box 220, Arborg, MB R0C 0A0	376-2605 376-5160	<a href="mailto:aci@esd.mb.ca">aci@esd.mb.ca</a> <a href="http://www.esd.mb.ca/schools/aci">www.esd.mb.ca/schools/aci</a>
<b>Sigurbjorg Stefansson Early School (Gimli)</b>	K – 4 (225)	Rosanna Cuthbert (P) Krystal Isfeld (AP)	Box 7500 Gimli, MB R0C 1B0	642-1500 642-1468	<a href="mailto:sses@esd.mb.ca">sses@esd.mb.ca</a> <a href="http://www.esd.mb.ca/schools/sses">www.esd.mb.ca/schools/sses</a>
<b>Dr. George Johnson Middle School (Gimli)</b>	5 – 8 (230)	Jim Gibbs (P) Richard Truscott (AP)	Box 1170 Gimli, MB R0C 1B0	642-8581 642-8281	<a href="mailto:gjms@esd.mb.ca">gjms@esd.mb.ca</a> <a href="http://www.esd.mb.ca/schools/gjms">www.esd.mb.ca/schools/gjms</a>
<b>Gimli High School</b>	9 – 12 (308)	Dan Pona (P) Leona Groot (VP) Randy Semenek (AP)	Box 1260 Gimli, MB R0C 1B0	642-8546 642-5063	<a href="mailto:ghs@esd.mb.ca">ghs@esd.mb.ca</a> <a href="http://www.esd.mb.ca/schools/ghs">www.esd.mb.ca/schools/ghs</a>
<b>Riverton Collegiate Institute</b>	8 – 12 (147)	Thomas Kowalchuk (P) Tammy Einarson (AP)	Box 749 Riverton, MB R0C 2R0	378-5135 378-5201	<a href="mailto:rci@esd.mb.ca">rci@esd.mb.ca</a> <a href="http://www.esd.mb.ca/schools/rhs">www.esd.mb.ca/schools/rhs</a>
<b>Riverton Early Middle Years School</b>	K – 7 (162)	Nadine Trumbley (P) Krista Borgfjord (AP)	Box 280 Riverton, MB R0C 2R0	378-5145 378-2964	<a href="mailto:rems@esd.mb.ca">rems@esd.mb.ca</a> <a href="http://www.esd.mb.ca/schools/rems">www.esd.mb.ca/schools/rems</a>
<b>Winnipeg Beach School</b>	K – 7 (144)	Shawna Rudd (P)	Box 130 Winnipeg Beach, MB R0C 3G0	389-2176 389-3864	<a href="mailto:wbs@esd.mb.ca">wbs@esd.mb.ca</a> <a href="http://www.esd.mb.ca/schools/wbs">www.esd.mb.ca/schools/wbs</a>



# Annual Planning Cycle



At the Division Planning Session held in November 2010, the Board of Trustees, in consultation with administration, teachers, support staff, parents, students and community representatives affirmed three priorities and action areas for the 2010-2013 school years.

Priority	Action Area
Citizenship	<input checked="" type="checkbox"/> Relationships <input checked="" type="checkbox"/> Wellness <input checked="" type="checkbox"/> Student Voice <input checked="" type="checkbox"/> Social Justice
Student Engagement	<input checked="" type="checkbox"/> Relevance/ Essential Understandings <input checked="" type="checkbox"/> Arts <input checked="" type="checkbox"/> Community Connections <input checked="" type="checkbox"/> Student Assessment <input checked="" type="checkbox"/> Physical Activity <input checked="" type="checkbox"/> Early Learning
Sustainable Development	<input checked="" type="checkbox"/> Governance <input checked="" type="checkbox"/> Education for Sustainable Development <input checked="" type="checkbox"/> Human Resources <input checked="" type="checkbox"/> Facilities, Infrastructure and Operations

# Strategic Plan

## Outcomes

### Citizenship

1. Students will become informed and responsible decision-makers, playing active roles as citizens of Canada and the world, and will contribute to social, environmental, and economic well-being and an equitable quality of life for all, now and in the future.



*Gimli High School students made 27 quilts for the victims of the Japan tsunami.*

2. Participatory / Social Justice Citizenship is a key element of curriculum and pedagogy and students have opportunities to demonstrate their learning of what it means to be a contributing citizen in a democratic society.

*Arborg Early Middle Years Students pack Hygiene Kits for Siloam Mission.*



### Engagement

1. Students will be engaged in relevant learning experiences.



*Riverton Collegiate students get hands on experience in Math*

2. Schools provide students with in and out-of-school learning experiences and to develop their understanding and demonstrate examples of citizenship.



*The Arborg Collegiate Grade 10 Geography class does water testing on the Icelandic River to assess the water quality for fish, plants and other aquatic life.*

### Sustainable Development

1. Students will acquire and demonstrate the knowledge, skills, attitudes and life practices that contribute to a sustainable future.



*Winnipeg Beach School students planting corn, beans and squash.*

2. Operations, activities, programs and facilities will be sustainable. Design, construction, renewal of buildings for management, procurement, resource use and transportation will be informed by sustainability principles.



*Greenhouse at Sigurbjorg Stefansson Early School.*

# School Reports / Program Highlights

# Riverton Collegiate Institute



Our goal is to provide relevant learning activities that balance academic, personal / social and physical development. To that end, students are provided with a range of learning activities meant to foster their overall growth and development.



*“Students find it interesting to talk about sustainable development. Classroom discussions give students opportunities to explain their opinions and to listen to the thoughts of others. Videos from Discovery Education Network are used often to illustrate sustainable development concepts.”*

*“Our Student Engagement Team provided students with a forum in which to share ideas about improving their school and developing school spirit activities. Working closely with a staff advisor, these students were focused on making positive contribution to their school-community, including charitable fundraising efforts.”*



*“Activities such as counting the particles inside a model of an atom’s nucleus, building complete models of atoms, constructing models of alkanes, and building an apparatus to show the relationship between volume and pressure have stimulated the students’ interest in science. Research on local topics such as genetically modified crops and food production helps students see the how their learning has relevance in a broader context. It is important to help learning come alive—to help students see that what they are learning is relevant.”*

## ARBORG EARLY MIDDLE SCHOOL STUDENTS GET OUT IN THE COMMUNITY

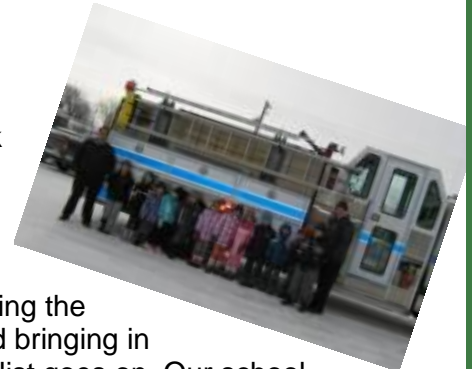


To address student engagement and Citizenship, the staff at AEMYS plan activities for students that take them beyond the classroom to learn from others and give back to the local and global community.

Throughout the school year, students were involved in various activities and field trips including interviewing local seniors,

organizing a bake sale to support Japan, helping the local Cheer Board by making decorations and bringing in donations, visiting local businesses, and the list goes on. Our school philanthropy club was very active and raised money for a number of local and global causes. They even became involved in a 24 hour famine this year.

These types of activities allow our students to connect their learning to the real world and validate the importance of what they can accomplish. In addition it also empowers them to realize that regardless of age they can take action and make a difference in other peoples’ lives and learn simultaneously.



## **GIMLI HIGH SCHOOL – DEVELOPING CONTRIBUTING CITIZENS**

### **Citizenship**

GHS Students are citizens who create change. A number were involved in drafting an anti-homophobia policy for the school division, others spoke to the public during the premiere of the 'In the Locker' anti-homophobia documentary in Winnipeg, while others continued to work hard on the next student documentary on inclusion of students with special needs. Still others focused on the 'Tom Shoes' campaign and the 30 Day Fair Trade Challenge which encourages others to consider how they might make small changes that can have a huge impact.



### **Sustainability**



GHS has participated in Envirothon since 1998. The teams have gained an extensive world-view of how all life is interconnected. They have learned how human decisions and actions impact the health and well-being of all life forms. They have developed self-confidence and team-work skills and promote social justice in many ways. They have explored career options and considered economic impacts of human needs and choices. Many GHS students have gone on to study and work in related fields and all participants take with them the values and appreciation of the importance of sustainability. Three GHS students have, in recent years, received Toyota Earth Day Scholarships among other honours.

### **Student Engagement**

Co-teaching has also taken root at GHS. It was introduced two years ago as a method of instruction to meet the needs of all students including those with special needs. Co-teachers are equally responsible for the learning needs of the students in their class. They use a variety of differentiated instruction and assessment activities to help students be engaged in their learning. Co-teaching was well-received by students and many had positive comments about their co-taught classes. Co-teachers noted an overall increase in their ability to foster positive relationships. They noted that more students were academically engaged as a result of the learning environment.



## **SIGURBJORG STEFANSSON SCHOOL**

Our school has been involved in a number of exciting citizenship activities this year including Peer Helpers, Bucket Fillers, Food Drives, and monthly assemblies to celebrate birthdays, read anti-bullying/citizenship stories together, and discuss our beliefs as a school. Two other events that were initiated by the students were a Grade 1 Lemonade Sale to raise money for the Lady Bug Foundation and a Garage Sale to raise money for the Gimli Animal Shelter.



SSSES also thrives on being innovative and committed to making our learning opportunities stimulating, relevant, and hands-on to promote maximum student involvement. Some initiatives this year have been the purchase and utilization of two Smart Tables in the K and Grade 1 classrooms, (one of which was purchased by our parent advisory council) which promote interactive and collaborative learning, while

infusing Information and Communication Technologies. SSSES has a very strong relationship with the students/staff at GHS and have embarked on many exciting projects, visitations, and learning opportunities including partnerships such as a Lake Winnipeg/Water study with Grade 3's, science design project to build trucks in Grade 2, and a Career and Technology Studies program where four students worked regularly in the K, Grade 2, and Grade 3 classes to assist students with their learning.



Our school is dedicated to embracing initiatives that promote a sustainable future. In addition to composting, recycling, and reducing our consumption, SSSES students have been involved in many important and meaningful projects such as donating and planting flowers for senior citizens at Betel. Our students have also been engaged in other activities to promote positive relationships such as the Grade 1 students who focused on a project each month to help make our school a better place to learn and grow. Some of these initiatives have included making welcome cards for new students as well as showing appreciation to various school staff for helping them learn and grow with cards, poems, and flowers that they had planted and cared for in their classroom before giving away. At SSSES, we care deeply about our students and each other, and greatly value a dynamic, innovative and collaborative learning environment.

## DIVISION PRIORITIES AT DR. GEORGE JOHNSON SCHOOL

During the 2010-11 school year, we measured students' level of *student engagement* in several ways. "What Did You Do in School Today" has been used for several years to measure student engagement along with many other student outcomes. In addition, our school collects various data including student achievement and student surveys. This year our focus on student achievement took on a three pronged approach including **participation in school activities, academic success, and a strong sense of belonging to their school.**



Dr. George Johnson Middle School has recently made a substantial effort to improve student success in mathematics. We are proud to say that this past year we have seen an increase from 78% to 85% of students meeting grade level expectation. Along with the improvement in mathematics achievement, we have seen an amazing increase in how students feel about learning in general – self-confidence. When we asked in our own school survey what students did on a particular day that was fun - only 11% of students said recess! Instead, 75% of students responded that it was something they had learned in class.



We try to foster a sense of belonging and value for what we do at school primarily through our efforts in active citizenship and sustainable development. Our school has been recognized for excellence in sustainability with an Eco-Globe School Award. This year we have made every effort to continue that good work with many opportunities for our students in leadership, experiential learning, citizenship and many opportunities to obtain the skills they need to make positive life choices (nutrition, career symposiums and actual on job experiences) Did you know our students have supported those in need from as close by as Evergreen Basic Needs, and as far away as refugees in Africa?

## ARBORG COLLEGIATE INSTITUTE – ENGAGED AND ACTIVE

### Student Engagement:

Over twenty students took advantage of the opportunity to work out in the weight room or engage in a vigorous work out with the basketball in the mornings from 7:30 am to 8:30 am. This opportunity had students energized and ready to perform.



Teachers Den Project enabled students to present business ventures in their career development class.



Students were trained to present to their peers with "Teen Talk". Students participated in quality discussion and shared valuable information and experiences.

### Citizenship:

Students in the Grade 9 social studies class challenged themselves to live the life of a homeless student. They went out on the street after school, ate in the designated shelter and slept in the designated shelter without any electronic tools. This project enabled them to earn over \$1000.00 for the Lady Bug Foundation by busking, and asking for donations. The event took place in January with the weather dipping to -35 C. This was an eye opening experience and many students faced rejection and negative comments from some of the public.



## WINNIPEG BEACH SCHOOL

### Sustainability: Girls Club

For several months during the 2010 – 2011 school year, our grades 6 and 7 girls had the opportunity to participate in Girls Club, an initiative of the IRHA. Susie Stevenson and Jan Keryluk delivered sessions with our girls on self esteem, handling bullies, friendship, nutrition, good health decision making and more. The girls participated in art, cooking, Zumba, posters, nature walk, dancing, cooperative games in the gym, diaries decorated by themselves and more. The girls really hope they can participate again in 2011-2012!



### Citizenship: Winnipeg Beach All-Stars



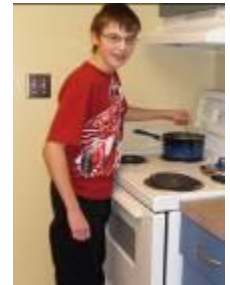
In April 2010, Kindergarten to Grade 7 students participated in “Winnipeg Beach All-Stars”. This week long activity was aimed at promoting self-esteem, building relationships and celebrating strengths. Students completed surveys and found out the different ways they are smart. They also did some “all about me” activities and shared them with each other. On the last day the students met in multi – age groups to share about themselves. Many brought in items to help tell about themselves – a favorite

book, a trophy, a treasured photograph, etc. It was a shining success!

### Engagement



With the Parent Council’s financial support, we were able to purchase some extras for the school. This included stocking our kitchen with pots, pans and cooking utensils; setting up a listening center for students to listen to books on tape; a new set of bells for the Music program; and a giant 100 chart carpet for use in Math! We also continued to improve our ICT programming with 2 more classrooms getting Smart Boards.



## R.E.M.S.



*REMS continues to focus on literacy as a priority area. Children need to read and/or be read to EVERY DAY up and beyond the school day. At REMS, we are engaging students to participate in purposeful, meaningful and relevant literacy activities but home reading has always been an expectation for students to do as well. We are hopeful that all parents/guardians will understand the importance of engaging their children with literature in the home. We are looking forward to seeing progress and ongoing achievement in reading and writing skills amongst our students. READ TO SUCCEED!*

*According to recent survey data, Grade 6 & 7 Intellectual Engagement has increased since 2009-10. 69-81% of Grade 6 & 7 students are trying hard to succeed and 86% value school outcomes. The number of Grade 6 & 7 students who plan to finish high school has risen from 81% to 84% since last year. 70% plan to go to college or university, and approximately 20 to 33% plan to pursue a trade or apprenticeship program. This survey will again be implemented in the 2011-12 school year for our Grade 6 & 7 students.*

*Our 2010-11 Student Engagement Initiative focused on the visual and performing arts. This included our ongoing support for the Gr.7-12 Band program as well as a new partnership with Gimli Art Club which was developed to enrich students’ learning in the visual arts. All students worked with many Gimli Art Club artists during the school year. This initiative was very successful for all, receiving positive feedback from students and staff.*

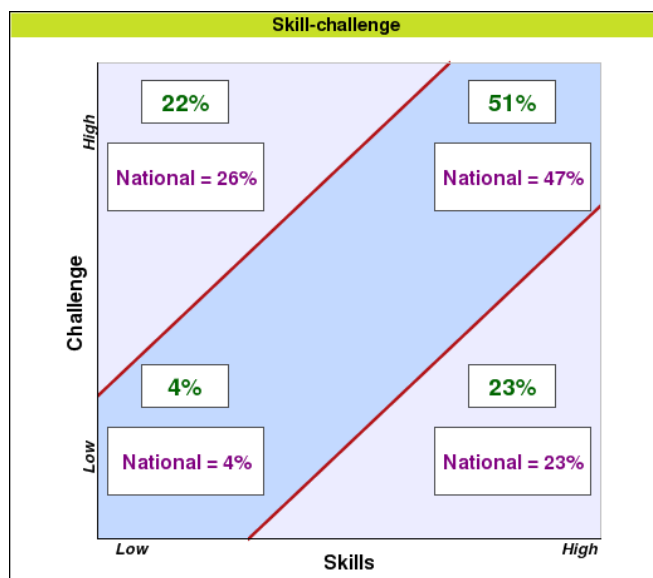


*REMS staff and students along with many community partners were highly involved in local philanthropy, fundraising & service learning projects in 2010-11. Our #1 focus was the need for a new play structure in the community. We are so very proud that our goal was achieved before the end of the 2010-11 school year. We now have the best play structure in the Interlake! WOW!*

## WHAT DID YOU DO IN SCHOOL TODAY?

Evergreen School Division participated in its fourth year of "What Did You Do In School Today?" a national research project which collects responses of over 60,000 middle and secondary school students across Canada. Data is being collected from all our Grade 6-12 students related to student engagement. Student voice about what engages them in learning have become a key source of information in designing the strategic plan for the division. 'Student Engagement' is a priority in Evergreen, with supports given to instruction that uses inquiry-based learning and collaborative projects. The graph on the right shows our 2010-2011 Skill-Challenge data for language arts, science and mathematics.

Our goal as a school division is to bring as many students as possible into the upper right hand quadrant (the "flow") so that all students can experience a high degree of challenge and possess the skills to meet that challenge. We have seen our "flow rates" increase from 47% to 51% and the other three quadrants have decreased since we started the surveys. Our staff are working hard to provide intellectually engaging learning environments for our students.

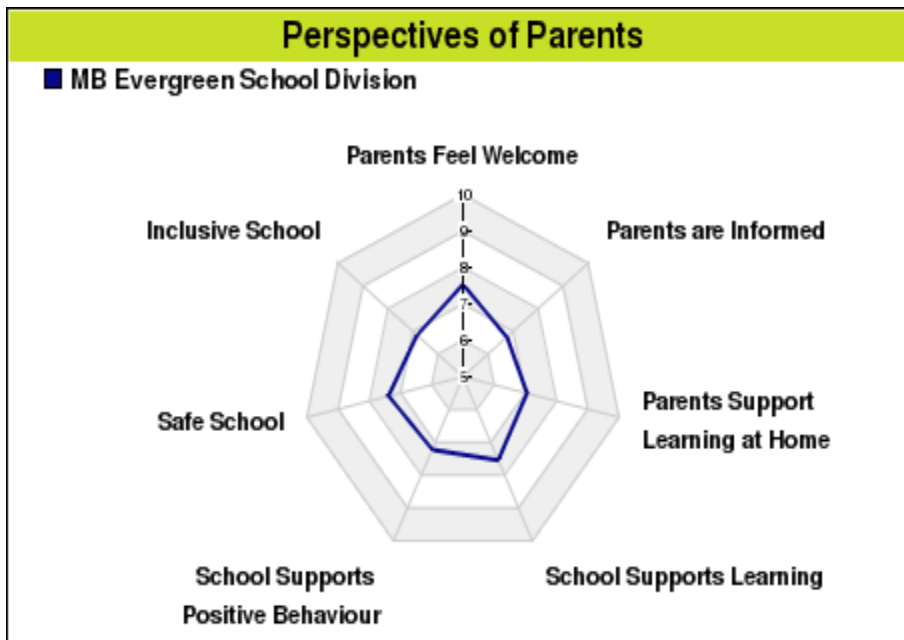


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## Family and School Partnership:

### Perspectives of Parents at Evergreen School Division

In 2011, Evergreen School Division implemented a Parent Survey. The Family and School Partnership Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provided feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.



The results for Evergreen School Division are compared with those of in the radar chart shown. Full results can be found on our website at [www.esd.mb.ca](http://www.esd.mb.ca) under the Parents tab.



## French Revitalization Project: Increasing Oral Fluency: A road to success Increasing Student Engagement and Interest in Basic French

For the fifth year in a row, Evergreen School Division received funds from the French Second Language Revitalization Grants program. Research has shown that students who feel that they are making real progress in being able to communicate in the target language are more likely to be actively engaged and continue to study that language. For this reason, the focus of our project for the last two years has been to increase the oral fluency of our students and teachers.



Teachers were given opportunities to improve their own fluency by attending immersion weekends and courses. In addition, a professional learning community of our French specialists met several times to support each other in implementing classroom practices that will help develop fluency in our students.

Students had several opportunities to use their French skills outside of the classroom at special events, including:

- A Soirée Française was held in March to celebrate the French education in our division. Students presented speeches and showcased their work to the audience members.
- Eighty students from grades 6 and 9 from Arborg, Riverton and Gimli participated in French Camp. This overnight camp gave participants the opportunity to interact in French with other students and teachers in a more intensive, yet fun setting. Participant feedback was positive and students indicated that they felt that their level of oral fluency had improved.
- A “French is Fun” conference was attended by students from grades 7 and 8. Activities (all conducted in French) included Balloon Sculpting, Traditional Dance, and a Carnival put on by Senior Years French Students.

Over the last five years, we have seen positive growth in our French program in Evergreen School Division, both in quality and enrollment numbers, as students respond to our initiatives and become more engaged in the acquisition of a second language.

### Kindergarten, Here I Come

Evergreen School Division started the “Kindergarten, Here I Come” program in the spring of 2007, where the program was one session each week for a duration of eight weeks. Each year since that time, parent feedback has said that we need to do more sessions and the ultimate wish was for the program to run all year. We have finally reached that goal in 2010-11, as the program started in mid-October for our future pre-Kindergarten students, and ended in the first week of June. The program was one day/week and was very well-received by students and parents alike. In each year of operation, we achieved the expected outcomes for the program:

- Introduce parents and child to the school environment
- Orientation to classroom routines and expected behaviours
- Improve social skills
- Relieve possible anxieties for starting school



"In the past decade, research has shown a child's experience in the earliest years of life have a profound influence on their lifelong health, learning and behavior. Quality, early learning experiences are critical to a child's success in school and later in life, so it is vitally important that we work with our partners [in and out of government] to help families and communities ensure kids are ready to start kindergarten."

- Manitoba Education Minister Nancy Allan at a funding announcement for Early Childhood Education in April, 2011.

The Evergreen School Division Board supports this statement with the continuation and extension of the current “Kindergarten, Here I Come” program in 2011-2012. Beginning in October, we will be increasing our “Kindergarten, Here I Come” program so that it will run opposite Kindergarten days. Some weeks there may be three half-day sessions and other weeks two, alternating with the Kindergarten schedule. The program will run for 31 weeks ending in the last week of May. The program is *optional* and at *no cost* to parents.

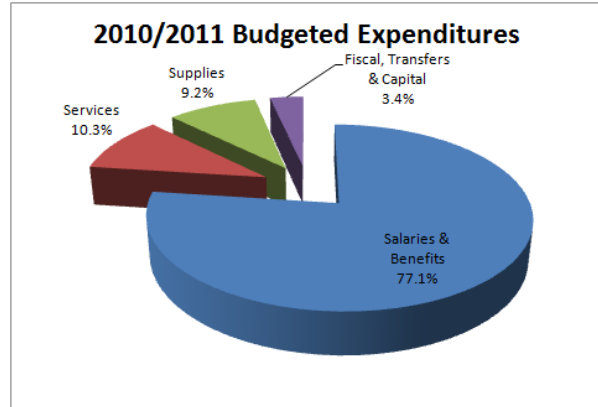
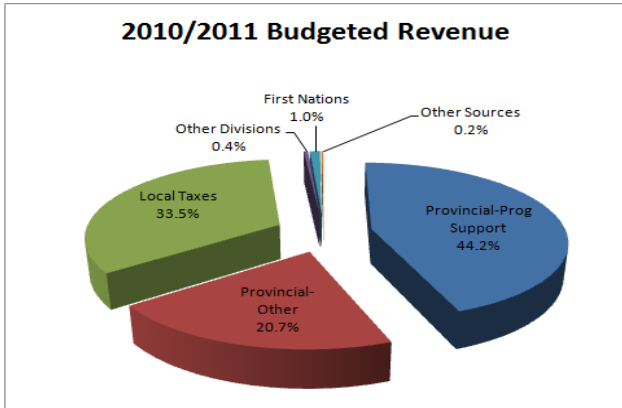


School Bus Ride  
'around the block'

# Finance

## Division Revenue

	Provincial Support		Municipal
	Program	Other	
Evergreen	44.2%	20.7%	33.5%
Provincial Average	49.8%	15.0%	30.0%



## Mill Rate Information (comparison to surrounding school divisions)

Division	2003	2004	2005	2006	2007	2008	2009	2010
Evergreen	17.10	17.65	18.10	15.30	16.30	16.30	16.30	11.10
Interlake	20.50	21.80	22.80	20.70	21.70	21.70	21.70	15.40
Lakeshore	21.90	23.30	24.60	23.40	24.40	24.60	24.60	19.10
Lord Selkirk	20.20	21.20	22.80	20.90	21.90	21.90	21.90	14.30



New Playstructure at Riverton Early Middle School

# Finance

## Expenditures (Instructional Programs)

	Regular Instruction	Exceptional Programs	Instructional and Pupil Support
% of Expenditures	53.1%	17.7%	2.7%
Dollar Value	\$9,402,736	\$3,132,220	\$482,650
Cost Per Pupil - ESD	\$5,983	\$1,993	\$307
Cost Per Pupil - MB	\$6,033	\$2,041	\$389

## Expenditures (Support Services)

	Building Operations	Divisional Administration	Transportation	Fiscal
% of Expenditures	12.9%	4.1%	6.5%	1.5%
Actual Expenditures	\$2,285,500	\$728,430	\$1,157,940	\$270,000
Cost Per Pupil - ESD	\$1,454	\$464	\$737	\$172
Cost Per Pupil - MB	\$1,299	\$386	\$455	\$192

## Provincial Comparisons

	Evergreen	Provincial Average
Expenditure per Pupil	\$11,110	\$10,794
Regular Instruction Ratio	17.8	17.7
Educator Ratio	14.2	13.8
Regular Instruction	53.1%	55.2%
Exceptional	17.7%	18.7%
Divisional Administration	4.1%	3.5%
Instructional & Pupil Support	2.7%	3.6%
Transportation	6.5%	4.2%
Maintenance	12.9%	11.9%
Fiscal	1.5%	1.8%
Cost per Transported Pupil	\$986	\$1,067
Cost per Square Foot	\$6.31	\$6.56
Square Feet Per Pupil	182	164
Cost per Sq Foot - Capital D	\$0.85	\$0.58
Mill Rate	11.1	15.8
Assessment/Pupil	\$436,004	\$275,467

# Audited Financial Statements (2010-2011)

## OPERATING FUND SCHEDULE OF REVENUE, EXPENSES AND ACCUMULATED SURPLUS

For the Year Ended June 30

	2011 Actual	2011 Budget	2010 Actual
<b>Revenue</b>			
Provincial Government	12,266,237	11,717,707	11,531,056
Federal Government	-	-	-
Municipal Government - Property Tax	5,485,411	6,056,563	5,536,310
- Other	-	-	-
Other School Divisions	58,246	75,000	50,675
First Nations	152,638	180,000	203,370
Private Organizations and Individuals	132,125	13,350	205,288
Other Sources	107,320	20,000	34,561
	<u>18,201,977</u>	<u>18,062,620</u>	<u>17,561,260</u>
<b>Expenses</b>			
Regular Instruction	9,409,241	9,452,736	9,113,026
Student Support Services	2,809,636	3,132,220	2,895,598
Adult Learning Centres	-	-	-
Community Education and Services	277,510	256,850	302,116
Divisional Administration	783,467	728,930	633,770
Instructional and Other Support Services	497,027	488,150	458,558
Transportation of Pupils	1,168,902	1,157,940	1,095,460
Operations and Maintenance	2,143,011	2,285,500	2,191,231
Fiscal	305,285	270,000	269,385
	<u>17,394,079</u>	<u>17,772,326</u>	<u>16,959,144</u>
Current Year Surplus (Deficit)	807,898	290,294	602,116
Net Transfers from (to) Capital Fund	(458,801)	(290,294)	(561,549)
Transfers from Special Purpose Funds	-	-	-
Net Current Year Surplus (Deficit)	<u>349,097</u>	<u>0</u>	<u>40,567</u>
Opening Accumulated Surplus (Deficit)	670,308		629,741
Adjustments:	-		-
	<u>670,308</u>		<u>629,741</u>
Opening Accumulated Surplus (Deficit), as adjusted			
	<u>670,308</u>		<u>629,741</u>
<b>Closing Accumulated Surplus (Deficit)</b>	<u>1,019,405</u>		<u>670,308</u>

The complete financial statements and auditor's report are available on our website  
([www.esd.mb.ca](http://www.esd.mb.ca))

## Board of Trustees

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