

ANNUAL REPORT

to the community • 2008–2009



River East Transcona
SCHOOL DIVISION

Creating student success



PURPOSE

The River East Transcona School Division exists to educate students to be inspired, skilled, responsible citizens.

VISION

The River East Transcona School Division will be forward-looking, innovative and service-oriented, offering superior, comprehensive programming to meet the emerging needs of our students and community.

MISSION

To fulfil our purpose and in our journey toward our vision, the River East Transcona School Division is committed to provide:

Relevant, progressive educational programming and supportive services in a safe, stimulating learning environment.

GREETINGS



On behalf of the board of trustees, I present River East Transcona School Division's 2008–09 annual report to the community. It captures just some of the stories that demonstrate how we work to fulfil our purpose—to educate students to be inspired, skilled, responsible citizens.

Our divisional priorities act as a guide and are reflected in the stories you will read in this report. They highlight the ways we are nurturing student success, instilling an attitude of care and respect for the community and world, introducing new technology to advance education and business practices, and building partnerships in the community.

As a school board, we are proud to be the guardians of these programs, services and initiatives, and pleased to have this opportunity to tell you about some of them.

Robert Fraser
Chair, Board of Trustees 2008–09



I am pleased to provide you with this opportunity to learn more about some of the new projects, ongoing initiatives and valued staff and students that make up River East Transcona School Division.

Each year, RETSD covers a lot of ground, fulfilling the individual and widely varying needs of its students, rising to meet the inherent challenges and celebrating our many successes. In this report, you will find stories that demonstrate how we are working toward ever-present objectives—providing challenging academic programming, nurturing our students' commitment to citizenship, and helping those who need extra supports feel embraced by the educational community.

This has been another successful year for River East Transcona School Division and this report provides just a taste of the important work being done by our staff to inspire students to work, care, give, dream and achieve.

Dennis Pottage
Superintendent/CEO

DIVISIONAL PRIORITIES 2009–10

1. Strengthen assessment practices to inform teaching and enhance learning.
2. Create and enhance safe, respectful and inclusive cultures.
3. Enhance student performance through information and communication technologies.
4. Enrich educational opportunities for students through purposeful connections between the division and its community.

FINANCIAL DETAILS

River East Transcona School Division is responsible for providing sufficient resources and skilled professional and support staff to educate, guide and serve the needs of our students so they can learn and progress to the fullest extent possible.

The following breakdown of operating expenditures provides a detailed look into how money is distributed to key areas. It illustrates that the focus of our expenditures continues to be on preserving essential programming and providing resources to instructional activities.

RETSD 2008–09 Operating Budget

Instructional Programs	DOLLARS	%
Regular Instruction	87,844,430	57.6
Student Support Services	27,202,152	17.9
Instruction & Other Support Services	6,917,144	4.5
Total budget for instructional programs	121,963,726	80
Support Services	DOLLARS	%
Division Administration	4,399,630	2.9
Community Education & Services	572,000	0.4
Transportation of Pupils	2,855,100	1.9
Operations & Maintenance	18,583,690	12.2
Payroll Tax & Interest	2,632,000	1.7
Capital Expenditures	1,471,700	0.9
Total budget for support services	30,514,120	20
Grand total • all areas	152,477,846	100

FINANCE FACTS

The following is a summary of income sources for the 2008–09 school year:

- Provincial program funding 54.7%
- Local special levy 32.1%
- Education property tax credit 10.8%
- Other provincial sources 1.7%
- Non-provincial sources 0.7%

The following is a summary of expenditures for the 2008–09 school year:

- Salaries and benefits 83.6%
- Services and utilities 8.2%
- Supplies, materials and equipment 5.4%
- Interest, payroll tax and Schools of Choice 1.9%
- Capital expenditures 0.9%



STUDENT SUCCESS

HEAD START ON APPRENTICESHIPS

By continuing to provide quality vocational programs, RETSD is doing its part to meet the growing demand for workers trained in technical-vocational professions.

The division offers 12 vocational programs: cosmetology, and health and child care at Miles Macdonnell Collegiate; power mechanics, metals and aerospace technology, building construction, and fashion technology and design at Murdoch MacKay Collegiate; and graphic arts, photography, autobody repair, building construction, food services, electricity, power mechanics, refrigeration and air conditioning and cosmetology at Kildonan East Collegiate. To complete a vocational program, students must take at least four courses from the program per year in grades 11 and 12.

Students in five of these vocational programs can earn credits toward apprenticeship while still in high school. This opportunity is made possible through a partnership with the Province of Manitoba's technical vocational initiative.

Through the initiative, cosmetology, power mechanics, food services, electricity, and metals and aerospace either have articulation agreements or fall under the senior years apprenticeship option. These arrangements mean the training students receive in their high school programs counts toward apprenticeship upon graduation. To qualify for the credits associated with these agreements, students must maintain a minimum 70 per cent average in each course.

For high schools to secure the agreements, strict criteria must be met and approved by the Manitoba Apprenticeship Branch. For example, instructors must be journeypersons, or have Red Seal status or other advanced qualifications. The branch also does a thorough review of the program curriculum and does a site visit to ensure the training facility and equipment meet set standards. To ensure its students are trained on the best and latest equipment, RETSD regularly applies for additional upgrading support through the technical vocational initiative.

ENRICHED PROGRAMS BENEFIT MANY

River East Transcona School Division provides programming to meet a wide variety of interests and strengths. As well as vocational, academic and special needs programming, the division offers additional academic challenges through the International Baccalaureate (IB) and Advanced Placement (AP) programs. The IB program is offered at Miles Macdonell Collegiate, one of only five high schools in Winnipeg to have the program, and AP is offered at Kildonan East, Murdoch MacKay and River East Collegiates.

Both IB and AP are internationally-recognized, offer enriched programming and are taught at first-year-university level, providing the opportunity to earn university credits while attending high school. Advance credits may give students a head start on their university education and save on the tuition otherwise paid to take the courses. However, many students, despite having taken the university-equivalent courses, opt to take them again once attending university. They consider their IB or AP studies to be preparation that gives them an advantage in university, increasing their chances of earning a high grade point average in previously studied subjects.

The IB diploma program requires students to take a minimum of six IB courses over two years. Students are assessed based on their final exams, and their performance on a 4,000-word research paper, a theory of knowledge course and 150 hours of school and community service. In RETSD, students can also opt for an IB certificate, taking IB courses without the additional program requirements.

Advanced Placement is similar to the IB certificate, both offering accelerated programming. Students can take a full IB or AP course-load or one or two courses that focus on their key strengths. AP classes each culminate in a final exam that is the sole assessment tool for the course. Two of the RETSD schools offering AP also offer vocational programs, providing students with the option of taking AP courses while learning a trade. Students choosing this path have an increased opportunity to get a job in their chosen field immediately following high school, allowing them to earn their tuition money while they continue their studies.

Hundreds of RETSD students take AP and IB courses each year, contradicting the common belief that IB and AP are designed for and cater to a small, elite group of students. Miles Macdonell reaches its IB capacity every year and has one of the largest IB programs in Winnipeg. In 2008, 14 IB students scored in the top three per cent in the world on their exams, and over the past decade, more than 20 National AP Scholars have emerged from the division.

FAST FACTS

2008–09 SCHOOL BOARD MEDAL WINNERS

GOLD

Matt Sanscartier • MMCI

SILVER

Chantal Dienstbier • CPET

Michelle Perner • KEC

David Thiessen • MMC

Kyle Nemez • REC

Jayce Van Alstyne • TCI

2009 STAFF AWARDS

Sylvia Marshall received the Minister's Award for Excellence in Teaching; Peter Brown was named one of Canada's top technology teachers by the Canadian Council of Technicians and Technologists; Adair Morrison and Jim Hoddinott were honoured by then Lt.-Gov. John Harvard for their work in inclusive education—Community Living-Manitoba also presented Hoddinott with the 2008 President's Award in Inclusive Education; and David Markham received the 2008–09 Physical Education Teaching Excellence Award from Physical and Health Education Canada.

GRADUATION 2009

Regular	967
Vocational	116
Dual diploma	94
French Immersion	126
Mature student	10
Special	14
Total	1327



CARING SCHOOLS

SOCIAL RESPONSIBILITY INTEGRATED IN STUDIES

River East Transcona School Division has a long history of branching out beyond reading, writing and arithmetic to integrate social responsibility as a key ingredient in its students' education. The growth of information-sharing and media has further heightened our schools' awareness of both local and global issues. It has become common for our students to get involved in school-based efforts to effect positive change in their community and communities around the world.

From early to senior years, a large number of RETSD students have participated in poverty-awareness weeks, organized food drives, studied local poverty issues and volunteered at food banks. Many have been involved in the Empty Bowls project—designing and creating ceramic bowls, serving a simple meal of soup and bread to parents and the community, and raising thousands of dollars for Winnipeg Harvest.

Other students have assembled relief kits for families around the world who have been traumatized by natural disasters and war. To fend off natural disaster locally, a number of our students volunteered to sandbag during the spring flood. A group of early and middle years students have taken on the responsibility of caring for the riparian habitat—the area between land and stream—at Bunn's Creek Centennial Park. From one school to the next, fundraising projects thrive, whether for wells in Africa or for local organizations, such as Siloam Mission, Agape Table and The Winnipeg Humane Society.

Some of these initiatives are undertaken by extracurricular student leadership groups, but a great number are carried out by an enthusiastic general student population who are also being educated about issues as diverse as child labour, fair trade, human trafficking and treaty rights. As more importance is placed on the cultivation of environmental and social awareness, ethics and cultural sensitivity in our students, connecting social responsibility to the curriculum has become fundamental.

CREATING CITIZENS OF THE WORLD

River East Transcona School Division's purpose is "to educate students to be inspired, skilled, responsible citizens." To that end, while the division develops its students' abilities in many subjects, it also strives to cultivate the ideals, knowledge and skills of good citizenship.

In 2008, three RETSD schools—Collège Pierre-Elliott-Trudeau, Kildonan East Collegiate and Springfield Heights School—were recognized for their efforts by Manitoba Education, Citizenship and Youth and awarded Innovation in Citizenship Education grants. The grants provide funding of up to \$1,000 to cover costs of a project related to issues such as civic responsibility, social justice, global concerns, human rights, environmental stewardship and the democratic process.

Collège Pierre-Elliott-Trudeau is a participant in UNESCO's Associated Schools Project Network. Its project goal was to connect all the school's programs, activities and events with UNESCO's four pillars of learning, which encourage awareness of world issues, active involvement in building solutions, development of attitudes and commitment to global citizenship, and respect for self and others. Students participated in an "urban plunge" to examine poverty in Winnipeg's inner city, attended a conference on poverty issues, hosted a presentation about the food crisis in Haiti, and held an 1,800-minute famine to fundraise for a Bolivian orphanage the school supports.

At Kildonan East Collegiate, a group of 32 enterprising students, along with several teachers, have set a goal to raise \$200,000 by June 2010 for humanitarian projects in Tanzania, East Africa. Half of the money will fund projects such as clean water initiatives and animal husbandry programs. The other half will support student travel to Tanzania upon graduation, to learn about and participate in the implementation of the projects. The group will have the opportunity to make a direct impact on the community and learn first-hand about human rights issues and another culture.

Students from Springfield Heights School held a mock election, studied citizenship and active democracy, and learned about countries where there have been struggles for democratic rights. As well, an origami club was founded to promote peace and co-operation. Students in the club learned origami skills and then taught these skills to their peers. The students collaborated to create a 100-crane mobile that was exhibited at the Millennium Library and then sent to India to be displayed in an orphanage.

FAST FACTS

STUDENT RECOGNITION

Congratulations to the following RETSD students who were recognized for their efforts in the realm of social responsibility:

...

Four Grade 11 students received the 2008 United Way community service award—David Ward-Nightingale of Collège Pierre-Elliott-Trudeau, Kendra Okrusko of Kildonan East Collegiate, Crystal Gladu of Murdoch MacKay Collegiate and Peter Espinola of Transcona Collegiate.

...

River East Collegiate student James Plamondon was chosen by the Winnipeg Police Service as the winner of a video contest for the Just Slow Down anti-speeding campaign.

...

Maple Leaf School received the Mayor's Volunteer Service Award in the Effective Use of Youth category.

...

A team of three students from Kildonan East Collegiate—Chris Cook, Carly Garrett and Robert Krull—won first place in the Canadian Automobile Association's Ultimate Mix Challenge, which required them to create a new non-alcoholic drink recipe accompanied by an anti-drinking-and-driving slogan.



TECHNOLOGY

A NEW KIND OF PORTFOLIO

There are many ways students can show parents, teachers and peers what and how they are learning in the classroom. One common method is by creating a portfolio of their work.

In 2008–09, students and teachers in 16 classrooms in River East Transcona School Division piloted ePEARL, an electronic version of the traditionally paper-based portfolio. The “electronic portfolio encouraging active reflective learning” (ePEARL) was developed by the Centre for the Study of Learning and Performance of Concordia University in Montreal. The web-based portfolio allows teachers to assess students’ learning in all subjects and simultaneously assess their computer literacy skills, an area of learning mandated by Manitoba Education, Citizenship and Youth.

The ePEARL software is designed for students at three levels: kindergarten to Grade 3, grades 4–6, and grades 7–12. At each level, it leads students through the portfolio process of creating and collecting work, and selecting, reflecting on, and sharing that work.

The e-portfolio can store a variety of computer-generated work, from samples that reflect basic reading and writing skills, to more complex work completed using software such as PowerPoint® or Google Earth™. It also allows for video clips in the voice of the learner who, as they develop their portfolio, can talk about goal-setting, criteria-building, giving and getting feedback, and reflecting.

Students who use ePEARL can easily share and get feedback on their work. They can collaborate with their peers online, thereby increasing the magnitude of input and feedback on projects. Parents can sign into their child’s ePEARL account from home to view work and give feedback, and teachers can log in at any time to assess a student’s progress.

The schools that piloted ePEARL—Harold Hatcher, Princess Margaret, John Pritchard and Chief Peguis—reported successes. Students and their teachers were excited about replacing the old three-ring binder or scrapbook with the new electronic portfolio. In 2009–10, the division will invite 16 more teachers to begin using ePEARL.

PUTTING TECHNOLOGY TO WORK

River East Transcona School Division is continuing to meet the challenge of incorporating the latest technology into its classrooms and business practices.

To keep pace with growing technology demands, RETSD decided in 2008–09 it will replace its private wireless network with a division-owned fibre optic network. The network, which will take 18 months to install, will be faster, more reliable and provide the substantially greater amount of bandwidth needed to take full advantage of the new technology available for classroom use, such as video conferencing and streaming media, and business use.

The division also launched a plan to use more interactive whiteboards (IWB) in classrooms. An additional 30 IWBs will be installed in 2009–10. Images on a computer screen can be projected onto the board's surface and teachers and students can interact with the images using a pen, finger or pointing device. Teachers can save what appears on the board as an electronic file for later distribution. Some of the IWBs will come with classroom response systems called clickers. Students "click" their answers to multiple choice or polling questions, and results immediately appear on the IWB. Today's learners, a generation raised on video games, can become more engaged in their learning when it involves this new technology.

The division's Technology for Today's Teaching (Triple T) initiative expanded to 12 more schools in 2008–09. Through Triple T, teachers are equipped with a computer in their classroom or work area, allowing them a convenient way to enhance their lessons using technology, teach computer literacy skills to their students more easily, and perform many of their administrative tasks electronically. By December 2009, all 42 RETSD schools will be part of, or have completed their formal participation in, Triple T.

Another significant initiative is the introduction of new school and teacher websites. By 2008–09, 12 schools had new websites and 450 teachers had personal websites. These websites are a fast and convenient vehicle for two-way communication and information sharing between teachers, schools, parents and students.

Meanwhile, behind the scenes in RETSD, technology also advanced business practices with the introduction of a staff portal, or intranet, site. The new site is an efficient way for the division's 2,200 employees to access the vital information, documents and forms they need to do their jobs. As well, the division made a decision to purchase a new student information system to enhance the administrative functions related to report cards, attendance records and demographic information.

FAST FACTS

HARDWARE

Overhead projectors: 824
Video projectors: 459
TVs: 316
Computers: 5182
E-waste recycled: 62,000 lbs

NEW SCHOOL WEBSITES

Bernie Wolfe Community School
Bird's Hill School
Collège Pierre-Elliott-Trudeau
Chief Peguis Junior High
Harold Hatcher Elementary School
John G. Stewart School
John Pritchard School
Miles Macdonell Collegiate
River East Collegiate

2008–09 TRIPLE T SCHOOLS

Angus McKay School
Hampstead School
John de Graff Elementary
John W. Gunn Middle School
Joseph Teres School
Munroe Junior High School
Neil Campbell School
Princess Margaret School
Radisson School
Salisbury Morse Place School
Sun Valley School
Wayoata Elementary School

2009–10 TRIPLE T SCHOOLS

Bertrun E. Glavin Elementary
Dr. F.W.L. Hamilton School
École Centrale
École Margaret-Underhill
Emerson Elementary School
Lord Wolseley Elementary School
Polson School
Prince Edward School
Radisson School
Sherwood School
Springfield Heights School
Westview School



CONNECTIONS

PROGRESSIVE PARTNERSHIP PAYS OFF

Everyone can benefit from reaching out and getting a little help from their friends. Being one part of a larger community, River East Transcona School Division makes significant gains by developing partnerships with others, such as individuals, community and government agencies, and educational institutions. It strengthens the division's ability to meet the diverse needs of its student body beyond the four walls of a classroom.

Case in point is a partnership the division has developed with the University of Winnipeg's Innovative Learning Centre and the Winnipeg Aboriginal Sports Achievement Centre (WASAC). RETSD has had a relationship with WASAC since 2003, and in 2008 a three-party partnership was formed with the U of W with the goal of creating positive, meaningful relationships between students, parents, schools and the community. The U of W and WASAC deliver a number of successful programs for RETSD students, providing enrichment opportunities and encouragement for those who may not otherwise feel they have a definite place in the learning community.

Forty students from Munroe Junior High and John Pritchard schools participated in a human rights program to promote a deeper understanding of world issues, how these issues connect to their own lives and the role the United Nations plays. At Bernie Wolfe Community School, 48 students participated in Aqua Quest swimming programs, which ran at lunchtime and after school. Over 500 students participated in summer programs, such as the WASAC Kids Camps and Eco-U Camp, providing opportunities for disadvantaged students to have fun, educational experiences they could not otherwise afford.

As well, 20 youth leadership job opportunities were created for high school students, allowing them to undergo leadership training and contribute to their community. The program also seeks to forge a connection to university for these students.

The structure of this partnership is unique, progressive and indicates the emergence of a broader perspective of education and its many forms.

WELCOMING OUR NEWCOMERS

Students who are new to Canada represent one of the few growth areas in enrolment in River East Transcona School Division. In 2008–09, the division took significant steps to expand the services that help these students—and their parents—adapt to life in Canada.

A newcomer reception facilitator was hired to work with schools' newcomer parents to ensure the student registration process goes smoothly. The facilitator assesses students' English and math skills, and collects other information schools will need to transition them into the classroom. Students in kindergarten to Grade 4 are integrated into regular classrooms, while students in grades 5 through 12 have the option of taking English as an additional language (EAL) classes at John Pritchard School, Bernie Wolfe Community School or Miles Macdonell Collegiate. About 66 per cent of the grade 5–12 students chose to attend an EAL program in 2008–09.

RETSD took another major leap forward in December 2008, partnering with Manitoba Labour and Immigration to open the Newcomers Welcome Centre. The centre offers free adult English as an additional language classes and settlement services to families who are new to Canada. The division provides space for the centre at John Pritchard School, while Manitoba Labour and Immigration grants cover staff salaries and resources.

Three mornings a week, the centre runs beginner and intermediate English language classes that cater to mothers with preschool children. Two EAL specialists teach English by basing lessons on topics such as shopping, transportation and health—knowledge newcomers need to participate fully in community life. While their parents are in class, preschoolers are cared for by three early learning connectors who lead the children in play activities that also develop their English language skills. The adult EAL program at the Newcomers Welcome Centre was so successful in 2008–09 that a second program will be introduced at Hampstead School in 2009–10.

The services offered by three settlement workers also aim to assist newcomers on their journey to independence. The settlement workers connect families with essential community services related to such areas as health care, employment and housing. They refer families to community programs that enhance social integration, run workshops on parenting in Canada, host activities that bring folks from similar cultures together, organize clothing exchanges, work with local groups that collect school supplies or knit blankets for newcomer babies, and liaise with students and staff in EAL classes.

The partnership between RETSD and Manitoba Labour and Immigration is vital for the successful integration of newcomer families into community and school life.

FAST FACTS

The newcomer reception facilitator works with immigrant families and schools to ensure student registration goes smoothly.

Families assisted: 89
Students registered: 135
Average age of student: 11
Countries of origin: 25
Languages spoken: 26

Top three countries of origin:

Philippines (28 students)
India (23)
Germany (7)

Top three languages:

Tagalog (27 students)
Punjabi (20)
Spanish (12)

Top three school placements:

Miles Macdonell (30 students)
John Pritchard (22)
Donwood (12)

The Newcomers Welcome Centre provides adult English as an additional language classes.

Adults in EAL classes: 75
Children in care program: 32
Countries of origin: 28
Languages spoken: 20

The Newcomers Welcome Centre also provides settlement services to immigrant families.

Families assisted: 103
Individuals assisted: 312
Home visits: 192
Countries of origin: 30
Languages spoken: 21

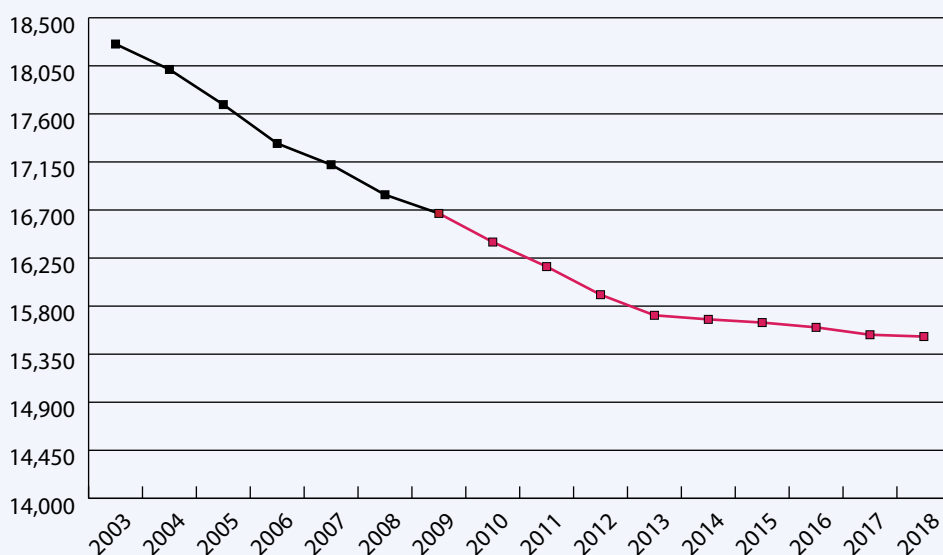
RETSO TRENDS

STUDENT AND STAFF STATISTICS

Division enrolment • Students (September 30)						
	2003	2004	2005	2006	2007	2008
Number of students (head count)	18,254	18,016	17,687	17,323	17,124	16,843
Grades K-5	7,475	7,275	7,027	6,865	6,796	6,752
Percentage of division total	40.95	40.38	39.73	39.63	39.69	40.09
Grades 6-8	4,419	4,264	4,157	4,094	3,970	3,766
Percentage of division total	24.21	23.67	23.50	23.63	23.18	22.36
Grades 9-12	6,360	6,477	6,503	6,364	6,358	6,325
Percentage of division total	38.34	35.95	36.77	36.74	37.13	37.55

Enrolments by language program						
	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
English	15,392	15,106	14,693	14,331	14,069	13,775
French Immersion	2,268	2,328	2,416	2,448	2,527	2,568
German Bilingual	502	494	499	458	438	414
Ukrainian Bilingual	142	101	89	99	103	86

Actual and forecast enrolments



School-based staff (full-time equivalents*)

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09
Administrators	69.5	69.5	68.75	68.96	67.96	67.71
Teachers	1,076.7	1,067.5	1,068.7	1,069.5	1,061.3	1,048.1
Paraprofessionals	278.4	271.2	282.8	313.0	331.0	340.5
School support personnel	246.8	237.4	232.9	248.0	252.9	256.0

* The sum of full and part-time staff, with part-time staff counted as the actual proportion of employment time (e.g. a staff person employed half-time has a full-time equivalent of 0.5)

YOUR TRUSTEES



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Maintenance

1455 Molson St.
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McLeod Education Centre

530 McLeod Ave.
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Student Services Clinical Unit

491 Munroe Ave.
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Student Services Support Unit

760 Kildare Ave.
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Transcona Community Learning Centre

130 Regent Ave. E.
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Transportation

2057 Camsell Ave.
East St. Paul, MB R2E 1G2
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FAST FACTS

SCHOOLS

General information

42 schools
24 early years/elementary
3 early/middle years
9 middle years/junior high
6 senior years
2 adult learning centres
1 continuing education centre

School enrolment size

Students	Schools
< = 100	2
101–200	7
201–300	8
301–400	10
401–500	7
501–600	2
601–700	2
701–800	0
801–900	0
901–1000	1
1001+	3

Number of students

Elementary (K–8)	10,518
Secondary (9–12)	6,325
Adult education	743

Students by gender

Females	49%
Males	51%

Schools of choice students

Incoming	578
Outgoing	356

Number of schools with language programming

French Immersion	10
German-Bilingual	2
Ukrainian-Bilingual	2



(Clockwise from upper left) Assistant superintendent Keith Morrison, superintendent Dennis Pottage, assistant superintendent Barb Isaak, assistant superintendent Sandra Herbst, assistant superintendent of student services Joan Trubyk, secretary-treasurer Vince Mariani.



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For questions and comments, please contact the RETSD senior communications co-ordinator.