

ANNUAL REPORT

to the community • 2011–2012



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 am pleased to present the River East Transcona School Division 2011–12 Annual Report to the Community. I hope you will find the report informative and reflective of the important work that is accomplished in this division—work that aims to fulfil our purpose of educating students to be inspired, skilled, responsible citizens.

Each year, the division identifies four priorities that will be the foundation of its educational plan for the next 12 months. This report will give you just a small glimpse into how these priorities impact our students and enable them to achieve success, each in their own unique way.

As a school board, we are very proud to be the guardians of the division's programs and services and the variety of initiatives that exist to meet the expected outcomes related to each priority. We are happy to tell you about them in this report.

Peter Kotyk
Chair, Board of Trustees 2011–12



I take great pride in presenting you with this opportunity to learn more about the educational priorities we set for this division in 2011–12 and to read about the ways we addressed those priorities. The examples identified in this report constitute programs, services and initiatives that are large and small, school-based and division-based, and brand new or ongoing. All are designed to meet the needs and enhance the performance of our 16,322 students so they can reach their full potential.

It is through the dedication, expertise and energy of our employees that these programs, services and initiatives are delivered. Together, we work to provide ways to meet the educational needs of all students, provide a safe and caring environment in which to learn, use technology in learning, and make meaningful connections with the wider community. We hope you enjoy learning more about the ways the division is constantly evolving to meet those goals.

Kelly Barkman
Superintendent/CEO

DIVISIONAL PRIORITIES 2011–12

1. **Student Success:** Enhance student performance through differentiated assessment and instruction.
2. **Caring Schools:** Enhance student performance through respectful, safe and inclusive school cultures.
3. **Technology:** Enhance student performance through information, communication and assistive technologies.
4. **Connections:** Enhance student performance through purposeful connections between the division and its community.



STUDENT SUCCESS

DIFFERENTIATED INSTRUCTION MEETS ALL STUDENTS' NEEDS

Students are seldom sitting primly in their desks in Teresa Turner's Grade 1–2 classroom at Bird's Hill School. Instead, there are beehives of activity everywhere, which is exactly how Ms. Turner and her students like it.

One child is listening to a story on headphones in the corner, while another is curled up under a counter, engrossed in a storybook. Students are reading to one another, while others are drawing or writing their own stories. The busy scene is what differentiated instruction looks like—and the activity is actually quite strategic and structured. It's a way of teaching that is becoming more deeply understood and practised in RETSD.

Teachers who differentiate instruction understand that their students learn in different ways and at different rates, and that their personal experiences impact their learning. "We assess where they are in their learning and then help them to move forward," says Ms. Turner, who uses a variety of strategies to meet her students' individual needs.

Choice, within a predetermined structure, is a key element of differentiated instruction. The choice is not 'Will I read today?', but 'What will I read?' and 'How will I read?' The aim, says Ms. Turner, is to "make sure everybody gets to read where and how they read best."

Differentiated instruction is intentional, and it's respectful of how students learn. A child who can't cope with sensory overload works while sitting on a cushion in a special spot on the floor. A child who is perplexed by counting backwards gets to jump backwards counting the floor tiles as he goes.

Through whole group, small group and individualized conferences, Ms. Turner continuously assesses her students to determine how and what they've learned. Just as importantly, her students come to appreciate that they each learn in their own unique way, have their own work to do in the classroom, and have many different ways to show what they know.

Caring SCHOOLS

In 2011–12 approximately 1,200 students received support through health care plans to cover a wide variety of medical needs.

River East Collegiate was chosen out of 800 entries from across Manitoba as the winner of an MTS Chase Your Passion Award. Their schoolwide positive behaviour committee received \$1,000 for its submission of student artworks that demonstrated the positive social spirit of the school, with respect to cultural differences and diversity. Mentored by a local artist, the students created three panels that will be hung in the school.

All RETSD schools have initiatives to combat bullying and create a school culture that aims to make every student feel safe. In December 2011 at Collège Pierre-Elliott-Trudeau, 16 students participated in training offered by Canadian Red Cross for its Beyond the Hurt program. Beyond the Hurt addresses bullying and peer harassment—what it is, why it happens and how to make it stop. CPET will have student volunteers deliver presentations on bullying to new Grade 9 classes every year.

Several RETSD students and staff were singled out for 2012 Yes I Can! Awards by the Manitoba Council for Exceptional Children. Yes I Can! Awards acknowledge the achievements of children and youth with disabilities, and encourage them to seek their highest potential. Three students won awards for academic achievements; certificates of recognition were presented to three staff members and the division's Adapted Aquatics Program team; and a certificate of recognition was presented to a student group from Murdoch MacKay Collegiate for their efforts to educate people about the challenges of living with autism.

Dawna Hales-Massé, a teacher at École Margaret-Underhill, and Marjorie Millman, former principal at EMU and now principal at Salisbury Morse Place School, were chosen as recipients of the President's Award for Inclusion Education, presented by Community Living Winnipeg. They were nominated by the parents of a student who enjoyed great success due to adapted routines and methods.

Mortimer the golden Labrador and his handler, Carolynne Pitura, volunteer a couple of times each month at John Henderson Junior High and Robert Andrews and John Pritchard schools. Mortimer is a therapy dog that assists in grief counselling, calming angry students and providing moments of tenderness for those in distress.

Schoolwide positive behaviour programs are used in all RETSD schools to promote and reinforce safe, respectful and responsible behaviour. Each school encourages students in their own unique way. At Bertrun E. Glavin Elementary, students who exhibit positive behaviour are nominated to attend a weekly lemonade party with their principal, Brian Locken. At Emerson Elementary School, mascot Eddie the Eagle (staff take turns being Eddie) keeps his eagle eye peeled and enters the names of do-gooders into a draw to receive recognition, a handshake and a small reward.

Our division continues to make strides in creating an inclusive atmosphere in its schools. All six RETSD high schools now have voluntary gay-straight alliances, which bring together lesbian, gay, bisexual and transgender (LGBT) and straight youth, in a club format, for support and education.

Aboriginal Academic Achievement clubs have a growing presence in RETSD, with clubs in all six of our high schools, in eight middle years schools and in six elementary schools. AAA clubs teach Aboriginal perspectives through education and fun activities, and are open to all students. As well, in 2011–12, the division introduced "Mino-Pimatisiwin in Middle Years," an initiative to teach middle years educators about Aboriginal culture and protocols, which they can then embed concretely into classroom learning.

Positive behavioural interventions and supports are proactive strategies that support appropriate student behaviour. The division recently began establishing PBIS residencies—employing two of its student services specialists as coaches to work directly with schools to customize the PBIS framework to meet their individual school cultures and needs. There are now 16 schools with residencies, up from 11 last year. All 42 RETSD schools will have this support in the future.

CONNECTIONS

A group of seven Grade 12 students from Miles Macdonell Collegiate knitted 250 hats and donated them to the Salvation Army for those in need. The students applied for a youth grant of \$800 from the United Way to pay for their supplies, and spent countless hours knitting and purling for a good cause.

Like many other RETSD schools, Robert Andrews School wraps up the year with exit interviews for the students. However, they've added an interesting twist. While Grade 7 and 8 students are interviewed by teachers, Grade 9 students are interviewed by community members. At the end of the 2011–12 school year, 28 volunteers from various sectors of the workforce met with the students to review their portfolios—a collection of school work that reflects their talents, interests, achievements and goals.

RETSD has been associated with the Kiwanis Club of East Kildonan for close to 45 years and there are currently eight Kiwanis-related clubs in our schools—three Key clubs, four Builders clubs and one Kids club. Over 200 students participate and each club does as many as 10 community/school service projects and fundraisers in a year. As well, the Kiwanis Ladies Auxiliary provides financial support to our high school CPR training course, to help cover the cost of the mannequins, lung bags and teacher training.

Sherwood School has some special friends at nearby St. Saviour's Church and Crosspoint Community Church. The churches are in their second year of sponsoring a very successful breakfast program at the school, and two Crosspoint members run a free eight-week-long photography club for the students. As well, church volunteers visit the school every Thursday morning to read to and chat with the Sherwood kids.

In the spring, a group of 31 Grade 8 students from Chief Peguis Junior High climbed aboard the Namao, a boat operated by the Lake Winnipeg Research Consortium. The students collected samples of the lake water and looked at the phytoplankton and zooplankton cells under a microscope. They also grew some E. coli bacteria to check if the lake water had been in contact with animal waste. Afterwards, they shared their findings with classmates and collaborated on projects about Lake Winnipeg's environmental issues.

The RETSD Newcomers Welcome Centre (located at John Pritchard School) has been a hive of activity. The centre offers free adult English classes and settlement services to families who are new to Canada. The centre also assisted with the school registration process for 255 K–12 students who arrived from other countries in 2011–12, with the greatest numbers coming from the Philippines (114) and India (46). These new students speak 38 different languages in total, including Russian, Oromo, Tagalog, German, Spanish, Somali and Punjabi.

Three courageous staff members from Kildonan-East Collegiate raised \$1,500 each so they could take part in the 2011 Drop Zone event in support of Easter Seals™. They joined 75 other brave souls and rappelled off the top of the Royal Bank building on Portage Avenue. A total of \$149,000 was fundraised for programs and services that support Manitobans with disabilities.

Our division offers community members some of the most comprehensive preschool programming in the province. These free programs provide children and their parents with opportunities to learn, play and spend time with other families. As well, they can prepare for the major milestone of entering kindergarten—690 children made use of our kindergarten preparation programs in 2011–12. Also, this year, RETSD introduced a new program called All Aboard the Friend Ship, which teaches children about managing their emotions, being a friend, taking turns and more.

RETSD held its 7th annual Employer Appreciation Event in May to offer gratitude to the 42 employers that provide work experience placements for our differently abled students, many of whom were on hand to show thanks themselves. These placements have led to sustained employment for some, and have given all the students a chance to feel the fulfilment and accomplishment that comes from meaningful work.

TECHNOLOGY

ENHANCING PERFORMANCE WITH ASSISTIVE TECHNOLOGY

Michael Mielniczek has never let his visual impairment get in the way of academic success.

A Transcona Collegiate honours student and 2012 graduate, Michael began losing his sight in Grade 3. Eventually, juvenile macular degeneration robbed him of all but his peripheral vision. Through his school years it was his determination—and assistive technology—that helped him succeed. Now he’s headed to university to become a psychologist.

For Michael, assistive technology provided by Manitoba Education and RETSD took the form of special software and devices that enabled him to hear or see text in a book, or that he had written, typed or drawn himself. He used the technology right in the classroom and kept up with his peers, though he was given double time to complete tests and assignments.

“Assistive technology is almost like having your sight back. I’m able to work in class and I can do the same things as my classmates, just in a different way,” he says.

Two key pieces of assistive technology Michael relied on were a closed circuit television (CCTV) that magnifies any item placed in front of its camera and transmits the image to a monitor, and “The Transformer”—a portable CCTV and long distance viewer for seeing the front of the classroom. His textbooks were also converted to a file format that allowed him to read or hear them on his computer. He routinely used his Apple iPad, with built-in text-to-speech capabilities and other assistive features he prefers.

“The technology that has been developed to assist the visually impaired is truly remarkable. It opens doors for everyone,” says Michael’s dad, Henry. “We’re so happy and thankful he had access to it.”

Michael is just one example of how assistive technology helps RETSD students enhance their performance. Each day, hundreds of students use some form of assistive technology—specially selected for them by their teachers and student services personnel in collaboration with their parents—to help them learn in an inclusive setting. The technology helps them with their academic progress, communication, and social, self-help and motor skills development, and can help them become independent in many aspects of their daily lives.

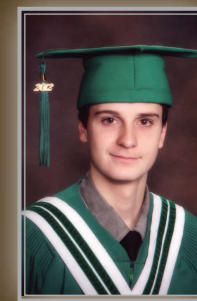
“It’s got me farther than I thought I could ever go,” says Michael.

Outstanding

RETSD SCHOOL BOARD MEDAL



BREANNA HEINRICHS
COLLÈGE PIERRE-ELLIOTT-TRUDEAU
GOLD MEDALIST



KEVIN STROSKI
MILES MACDONELL COLLEGIATE
SILVER MEDALIST



JOEL STEVENS
RIVER EAST COLLEGIATE
SILVER MEDALIST



BRAYDEN HARPER
KILDONAN-EAST COLLEGIATE
SILVER MEDALIST



WINNY WU
MURDOCH MACKAY COLLEGIATE
SILVER MEDALIST



BRIANA POKRANT
TRANSCONA COLLEGIATE
SILVER MEDALIST

GOVERNOR GENERAL'S ACADEMIC MEDAL

Collège Pierre-Elliott-Trudeau • Breanna Heinrichs
Kildonan-East Collegiate • Jocelyn Peters
Miles Macdonell Collegiate • Camille Pabalan
Murdoch MacKay Collegiate • Winny Wu
River East Collegiate • Tristan Smythe
Transcona Collegiate • Briana Pokrant

STUDENT & STAFF AWARDS

Alan Binne (CPET) • Prime Minister’s Award For Teaching Excellence

Henri Dupuis (Springfield Heights) • Manitoba School Librarian Association School Librarian of the Year

Brian Dentry (KEC) • Canadian Association of Physicists Award for Excellence in Teaching High School Physics

Katie Cook (CPET) • Premier’s Volunteer Service Award (Youth)

Brayden Harper (KEC) • Manitoba School Board Association Student Citizenship Award

SKILLS MANITOBA COMPETITION GOLD MEDALISTS

Alexandra Ziemba (KEC) • Website Development

Carlye Karbonik (KEC) • Cooking

Kali Macdonald (KEC) • Graphic Design

Stephanie Hunt & Alexandra Smith (MMC) • 2-D Character Computer Animation

Cassandra Kissack (MMCI) • Job Skill Demonstration

Devin Smith (MMCI) • Precision Machining

Kerstin Betz (MMCI) • Fashion Technology

Riley Deighton (MMCI) • Workplace Safety

Taylor Daigneault (MMCI) • Prepared Speech (gold at the national competition)

GRADUATION 2012

Regular 959

Vocational 59

Dual Diploma 141

French Immersion 143

Mature Student 12

Special 14

RETSO TRENDS

STUDENT AND STAFF STATISTICS

Student enrolment (Sept. 30)					
	2007	2008	2009	2010	2011
Number of students	17,124	16,843	16,618	16,346	16,322
Grades K–5	6,796	6,752	6,682	6,555	6,607
Percentage of division total	39.69	40.09	40.21	40.10	40.48
Grades 6–8	3,970	3,766	3,677	3,678	3,659
Percentage of division total	23.18	22.36	22.13	22.50	22.42
Grades 9–12	6,358	6,325	6,259	6,113	6,056
Percentage of division total	37.13	37.55	37.66	37.40	37.10

Language program participation (Sept. 30)					
	2007	2008	2009	2010	2011
French Immersion	2,527	2,558	2,646	2,730	2,602
Percentage of division total	14.76	15.19	15.92	16.7	15.94
English-German Bilingual	438	414	411	437	406
Percentage of division total	2.56	2.46	2.47	2.67	2.48
English-Ukrainian Bilingual	103	86	90	87	85
Percentage of division total	.60	.51	.54	.53	.52

School-based staff (Sept. 30 full-time equivalents)					
	2007	2008	2009	2010	2011
Principals	42	42	42	42	42
Vice-principals	26	25.7	24.96	24.96	24.46
Teachers	1,061.3	1,048.1	1,032.8	1,020.81	1,010.04
Paraprofessionals	330.60	341.40	333.30	335.21	332.78
Library support	30	29.5	31	31	32
School clerical	79	79	79	79	78.5
School custodians	143.9	148	149.5	149.75	150.75

CONTACT US

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Fax: 204.668.9309

Transcona Adult Learning Centre

130 Regent Ave. E.
Winnipeg, MB R2C 0C1
Tel: 204.958.9297
Fax: 204.958.9299

Educational Resource Centre

95 Bournais Dr.
Winnipeg, MB R2C 3Z2
Tel: 204.669.9412
Fax: 204.669.9428

Student Services Clinical Unit

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Winnipeg, MB R2K 1H5
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Fax: 204.663.9230

Transportation

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East St. Paul, MB R2E 1G2
Tel: 204.669.0202
Fax: 204.663.7731

Maintenance

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Winnipeg, MB R2G 3S6
Tel: 204.669.5660
Fax: 204.668.9548

Student Services Support Unit

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Winnipeg, MB R2C 3Z4
Tel: 204.222.9577
Fax: 204.224.2783



(Left to right) Superintendent/CEO Kelly Barkman, assistant superintendent of schools Keith Morrison, assistant superintendent of schools Barb Isaak, assistant superintendent of schools Jason Drysdale, assistant superintendent of student services Joan Trubyk, secretary-treasurer/COO Vince Mariani.

2011–12 BUDGET INFORMATION

The board of trustees passed a budget for the 2011–12 school year that froze taxes yet maintained the quality programs and services delivered to our 16,322 students. The \$163.5-million budget, which included a tax incentive grant of \$1.5 million from the provincial government, represented a 2.2 per cent increase over 2010–11. Provincial program funding, not including the grant, increased 2.4 per cent for the division and accounted for 54.5 per cent of the overall budget. Enrolment continued to fall and in response, trustees moved to eliminate seven teaching positions through attrition during 2011–12. The division, the second largest in the province, was able to maintain its per pupil cost at \$9,931, below the provincial average of \$10,794.

Your Trustees



2011–12



Peter Kotyk
(Board Chair)



George Marshall
(Board Vice-Chair)



Colleen Carswell



Robert Fraser



Greg Proch



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