

ANNUAL REPORT

to the community • 2013–2014



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 am pleased to present the River East Transcona School Division 2013–14 Annual Report to our community. We trust you will find the report informative and reflective of the important work accomplished by our dedicated employees in the division's 42 schools. To help us achieve the aim reflected in our positioning statement—creating student success—we offer many excellent programs and services.

Each year, the division identifies four major priorities as the foundation of our educational plan for the next school

year. Our report focuses on the following four educational priorities identified for 2013–14: enhancing student achievement in literacy; enhancing student achievement in numeracy; investing in technology-enabled learning; and further developing safe, caring and inclusive schools.

As an elected school board, we fully understand and appreciate the commitment, responsibility and accountability required of us as the guardians of the division's educational programs and services, and of the variety of divisional initiatives designed to meet the expected outcomes related to each educational priority. We are pleased to tell you about them in this report.

Peter Kotyk
Chair, Board of Trustees 2013–14



This report will give you a glimpse into the inner workings of River East Transcona School Division. It's a snapshot that reports on new initiatives, updates ongoing projects, and presents statistical information intended to show the evolution of this division. As you read it, I hope it will show that we're living up to our mission of providing relevant, progressive educational programming and supportive services in a safe, stimulating learning environment.

This report is also an opportunity to give credit where credit is due; naming students and staff whose success has singled them out for special awards, and giving the community a chance to learn more about the very important work our teachers, students and support staff are doing in our schools to meet our educational priorities.

Kelly Barkman
Superintendent/CEO

DIVISIONAL PRIORITIES 2013–14

- **Safe Schools:** Enhance the climate and culture in all schools by further developing caring, safe and inclusive schools.
- **Literacy:** Enhance student achievement through authentic and appropriate literacy instruction.
- **Numeracy:** Enhance student achievement through authentic and appropriate mathematics instruction.
- **Technology-Enabled Learning:** Enhance student achievement through investments in educational technology as an integral and integrated teaching and learning resource.

SAFE SCHOOLS

BEST BUDDIES AT MURDOCH MACKAY

Murdoch MacKay Collegiate is one of three schools in Manitoba with an active Best Buddies chapter. Best Buddies is an international charitable organization that helps provide meaningful friendships for people with intellectual disabilities. It was founded in the United States in 1989 by Anthony Kennedy Shriver and was then established in Canada in 1993 by Daniel Greenglass and Penny Shore. Through Best Buddies, students and people with intellectual disabilities are matched in one-to-one friendships and spend time enjoying the same experiences most people take for granted—going for coffee, watching a movie or simply enjoying the company of a friend. There are chapters across Canada in schools from elementary-level through to university, and there are over 50 countries with a Best Buddies program.

TELL THEM FROM ME SURVEY AIDS PLANNING

As part of an ongoing commitment to provide safe, caring and inclusive schools, RETSD gave students in grades 4 to 12 an opportunity to voluntarily complete an online survey in the fall of 2013. "Tell Them From Me" was one of Canada's largest national school surveys and was made available to 550 Manitoba schools by the provincial government. The survey addressed such issues as the prevalence of bullying, where and when it occurs, how students respond, prevention measures, exclusion and harassment, and feeling safe at school. The results of the survey were analyzed by division and school administration. Results showed that RETSD is in line with national norms. The information gleaned from the students' responses will help guide instruction and help schools plan interventions to address safety issues.

MAINTENANCE DEPARTMENT MAKES THINGS SAFE, ACCESSIBLE

RETSD's maintenance department is integral to creating safe and inclusive schools. Every construction project the department undertakes considers the needs of students with physical and intellectual challenges. In 2013–14, the maintenance staff was kept busy with jobs such as constructing a grooming room complete with a hoist system for lifts and transfers, installing lower-than-normal stair handrails in a theatre, and lowering a front office counter to make it wheelchair accessible. Building a ramp to a stage at one school and to the front doors of another school were also on their "to do" list. The department also drew up plans for the future installation of elevators in three schools. All six high schools have received upgrades to their science labs in recent years and safety has been an important element in their construction, as well. All of the upgrades have included improvements to the storage of the chemicals used in the classrooms and to spill containment.

LEARNING AND BEHAVING PLANS

As part of RETSD's commitment to promoting safe and caring schools, every one of our schools has prepared and implemented a learning and behaving plan. The division believes that student success is best achieved when the link between learning and behaving is clear. These plans are part of each school's overall approach to developing a positive school climate. Learning and behaving plans provide schools with a structure and process to provide meaningful, relevant learning experiences that engage students and promote positive behaviour. Schools achieve this by employing a variety of school-based strategies and initiatives that promote schoolwide positive behaviour and provide support to all students.



LITERACY

REGIE ROUTMAN IN RESIDENCY

RETSD students are making gains because their teachers are applying the Regie Routman in Residency philosophy, which guides effective teaching of reading and writing in the early years. A team of RETSD teachers attended a workshop put on by author and educator Ms. Routman in 2010, and have since been applying her philosophy across the division, demonstrating the writing process for students and letting them work as a community of writers through shared reading and writing. As a result, the quality of students' writing has grown and the division has begun to apply the techniques in classes up to Grade 8. This focus across a division and across levels is a "first of its kind in North America," according to Ms. Routman.

LITERACY COACH VISITS RETSD

RETSD teachers have been studying the work of Penny Kittle, an English teacher, author and literacy coach from New Hampshire, and were fortunate enough to have the opportunity to see her work up close in March 2014. Ms. Kittle did a two-day author residency at Kildonan-East Collegiate, sharing and demonstrating her teaching methods. One of her beliefs is that writing should be taught and demonstrated as a process and teachers should model the process alongside students; doing their own writing, making changes, adding things and striking out words. This helps students observe and understand that the first draft is never perfect; even for an English teacher. Many teachers are now beginning to use this approach in their literacy teaching.

CLASSROOM LIBRARIES ENTICE STUDENTS

While they're a common sight in early and middle years classrooms, high schools across RETSD are now beginning to sprout classroom-based libraries as one of several strategies to entice students to develop a love of reading. School libraries are still the reading hub, but having shelves filled with a wide variety of books, all within arm's reach rather than down the hall, is helping to keep books in students' faces and on their minds. Teachers are also doing "book talks" with classes to help them make good selections; giving students time to read in class and build their reading stamina; and tracking their reading rates and meeting with those who are struggling to make suggestions that move them along. Teachers are making books and reading the focal point of the English language arts classroom.

FRENCH IMMERSION READING TUTORS

The first year of a homegrown reading tutor program for middle years French immersion students was a great success. In September 2013, French reading tutors received training from an RETSD reading clinician, then provided intensive language instruction to individuals or small groups of Grade 7 students who were struggling in French reading and language use. The program was piloted at École Regent Park School and John Henderson Junior High School. Pretests and post-tests were conducted and reports indicate that all students made gains in reading ability, with some students making very significant gains. Funding was provided by the French Second Language Revitalization Program through the Bureau l'éducation française; RETSD has applied for funding to continue the program in 2014–15.

A person is holding a tablet that displays a YouTube video titled "How to Complete The Square (2 of 8) - Algebra". The video shows a geometric proof for completing the square, with a large purple square of side length $x+1$ and a smaller green square of side length 1. The equation $x^2 + 2x + 1 = 4$ is shown at the top. The person holding the tablet is wearing a red shirt and black sneakers with white laces. The background is dark and out of focus.

NUMERACY

FLIPPED LESSONS TURN THE TABLES

The flipped lesson is a new teaching technique that was used in the 2013–14 school year at Miles Macdonell Collegiate. Instead of watching a lecture in class and working on related exercises at home, students watch lectures online in their own time and use class time for what RETSD math teacher and consultant Harvey Peltz calls “guided practise.” Students have the opportunity to ask questions and receive guidance while doing their exercises, because the teacher is present. The technique is being used primarily for math and was piloted with a few Grade 11 classes in the first semester; they continued with it into following semesters. Exploring this use of technology for learning has been an interesting experience for both the students and teachers.

EARLY NUMERACY INTERVENTION PROGRAM GETS RESULTS

Helping children get off to a strong start in math is the aim of the Early Numeracy Intervention Program (ENIP). This homegrown intervention strategy begins by assessing all kindergarten students and identifying those who could use some extra help in learning the “big ideas” associated with early numeracy, such as counting, recognizing numbers, understanding that numbers represent quantities and recognizing there are relationships between numbers. Students who need extra help understanding early numeracy work with specially trained facilitators one-on-one or in small groups. The facilitators also work with Grade 1 students who are struggling in math. In many schools, the facilitator works with the students in the classroom, rather than outside of the classroom. This allows for a more natural connection to classroom practice and the teacher. The ENIP is proving very effective, with strong results on the Grade 3 provincial assessment.

FIRST STEPS IN MATHEMATICS TAKING OFF

The popularity of First Steps® in Mathematics—a resource and professional learning course for teachers—is growing by leaps and bounds in RETSD. In 2013–14, the division far surpassed its goal of training 20 per cent more teachers in First Steps; in fact, 61 per cent more teachers received training and were ready to carry what they learned into the classroom. This training has been extended into middle years and there is a waiting list of teachers eager to take the course. Seeing mathematics through the eyes of a learner helps teachers determine what students already know and what they need to know to continue to develop their understanding of mathematical concepts. First Steps helps teachers recognize the phases all students pass through in learning math and provides tools to help identify and advance student progress.

CO-TEACHING BOOSTS MATH PERFORMANCE

Mathematics teachers at Murdoch MacKay Collegiate have been collaborating in the classroom to create student success by using a strategy known as co-teaching. Co-teaching involves having two teachers in the classroom for the same class or having two classes scheduled at the same time with two teachers. Grade 9 math teachers and Grade 11 and 12 pre-calculus teachers have used this approach and have found they’re able to program more efficiently to better meet the various needs of their students, and make adaptations as required. Both classes will occasionally find themselves participating in a large group-learning activity led by more than one teacher. As well, students can be placed in smaller groups tailored to meet their individual academic needs. Teachers are co-planning and working together for the betterment of all of their students. Since adoption of this practice, student success rates in Grade 9 math have improved and the consistency across pre-calculus classes has increased dramatically.

TECHNOLOGY-ENABLED LEARNING

DOCUMENT CAMERAS A MODERN ALTERNATIVE

Thanks to document cameras, it's easier than ever for RETSD teachers to show a process or item to their entire class without the students having to crowd around a table. Document cameras are raised on a stand and pointed downwards. Whatever is under the lens is projected onto a screen. It's the modern equivalent of an overhead projector; however, unlike its bulky ancestor, it isn't limited to projecting things printed on transparencies. As well as documents, they can project demonstrations, three-dimensional objects, full-colour images and books. They've even been used to assist a student with visual impairment. The cameras are in use throughout the division. Last year, RETSD consultants evaluated several types and supplied one to each senior years school, as well as several middle years schools.

FOUNDATION LAID FOR TECHNOLOGY-ENABLED LEARNING PLAN

Technology has significantly impacted the way today's students think and learn. In response, RETSD's Technology-enabled Learning Plan is designed to make technology an integral teaching and learning resource, and to ensure technology investments support pedagogy. In 2013–14, RETSD laid the foundation for the first phase of the plan, which focuses on numeracy in grades 4 through 9. Committees of educators selected the iPad as the mobile device to provide to Grade 4 and 7 teachers and students in 2014–15, chose software and apps that support numeracy learning, and created a professional development plan to prepare math teachers to use the technology in their classrooms. Grade 5 and 8, and 6 and 9 math classrooms will join the plan in 2014–15 and 2015–16 respectively. An assessment plan for the project was also developed. Future phases of the plan will look at policies around allowing students to bring their own devices, and equipping other staff with mobile devices.

DATA PROJECTORS BEING INSTALLED IN CLASSROOMS

Chalk boards, white boards and overhead projectors still have a place in classrooms in RETSD, but in 2013–14, data projectors began making a more frequent appearance with the launch of Year 1 of a three-year plan to install the devices in every classroom. A total of 450 early and middle years classrooms were equipped with data projectors in 2013–14. While some classrooms in the division already had data projectors, most teachers have to book a projector, rather than having exclusive use of one. The plan means that eventually every teacher will have the ability to project images from a computer or media player onto a whiteboard for the entire class to see. It will enable teachers to more easily integrate technology into teaching and learning, without having to wait for a data projector to become available.

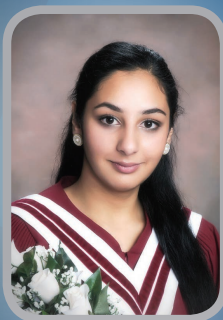
ELECTRICAL TRADES STUDENTS BUILD DIGITAL PORTFOLIOS

Students in the Electrical Trades Technology program at Kildonan-East Collegiate have been using mobile technology, such as tablets, smartphones and other personal devices, to build digital portfolios of their work to show teachers, future employers and educational institutions. The devices enable students to document proof of learning for their shop projects (e.g., lists of materials and pricing, and schematic and floor-plan diagrams) and provide them with a medium for self-reflection on expected outcomes. The device's mobility allows the student and teacher to move throughout the shop as they fill out assessment forms for completed projects. The assessment can then be transferred to their digital portfolio via email and can be forwarded directly to a parent or guardian, which improves communication. Since the introduction of this technology in the program, student achievement has increased by eight per cent at the Grade 12 level, based on class averages.

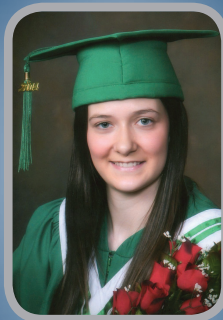
OUTSTANDING RETSD SCHOOL BOARD MEDAL



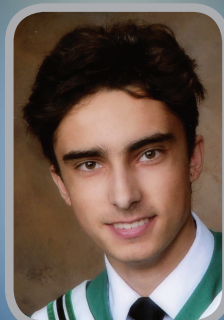
Bernadette Seeholzer
Collège Pierre-Elliott-Trudeau
GOLD MEDALIST



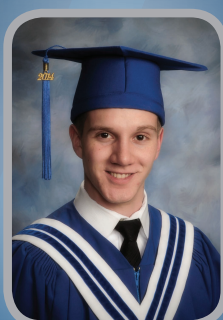
Chranpreet Atwal
Kildonan-East Collegiate
SILVER MEDALIST



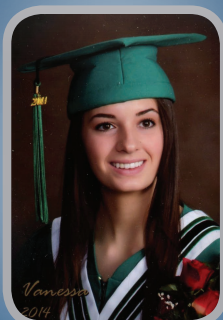
Breanna MacFarlane
Miles Macdonell Collegiate
SILVER MEDALIST



Jesse Yarechewski
Murdoch MacKay Collegiate
SILVER MEDALIST



Tyson Reimer
River East Collegiate
SILVER MEDALIST



Vanessa Pondy
Transcona Collegiate
SILVER MEDALIST

GOVERNOR GENERAL'S ACADEMIC MEDAL

Collège Pierre-Elliott-Trudeau • Lauren Allard
Kildonan-East Collegiate • Darcy Gosek
Miles Macdonell Collegiate • Miranda Bilous
Murdoch MacKay Collegiate • Aaron Labiuk
River East Collegiate • Kayla Neumann
Transcona Collegiate • Dylan Lloyd

STUDENT & STAFF AWARDS

Alison Kuran (Springfield Heights) • Reading Council of Greater Winnipeg Celebrate Literacy Award

Jeff Kula (REC) • MusiCounts Teacher of the Year Award

John G. Stewart School Staff • Reclaiming Youth Spotlight on Excellence Award

Tammy Mitchell, Michael Bennett, Sherri Black, Susan Miller, Joan Trubyk (Student Services) • Manitoba Access Award

Anna Dorosenkova (CPET) • Manitoba Council for International Education & International Education Branch of Manitoba International Student of the Year Award

Erica Mitchell (Miles) • Manitoba School Board Association Student Citizenship Award

SKILLS MANITOBA COMPETITION GOLD MEDALISTS

Beniyamin Ghiyasi (KEC) • Cooking

Gabriella Racano and Samantha Lavalee (REC) • 2-D Character Computer Animation

Julia Schroeder and Roy DeJesus (Miles) • 3-D Computer Animation (Also won gold at national competition)

Kerstin Betz (Murdoch) • Fashion Technology

GRADUATION 2014

Regular 918
Vocational 56
Dual diploma 102
French immersion 138
Mature student 16
Special 11

RETSD TRENDS

STUDENT AND STAFF STATISTICS

Student enrolment (Sept. 30)					
	2009	2010	2011	2012	2013
Number of students	16,618	16,346	16,322	16,353	16,086
Grades K–5	6,682	6,555	6,607	6,726	6,676
Percentage of division total	40.21	40.1	40.48	41.13	41.5
Grades 6–8	3,677	3,678	3,659	3,676	3,592
Percentage of division total	22.13	22.5	22.42	22.48	22.33
Grades 9–12	6,259	6,113	6,056	5,951	5,818
Percentage of division total	37.66	37.4	37.1	36.39	36.17

Language program participation (Sept. 30)					
	2009	2010	2011	2012	2013
French Immersion	2,646	2,730	2,602	2,858	2,854
Percentage of division total	15.92	16.7	15.94	17.47	17.74
English-German Bilingual	411	437	406	394	373
Percentage of division total	2.47	2.67	2.48	2.41	2.32
English-Ukrainian Bilingual	90	87	85	87	82
Percentage of division total	.54	.53	.52	.53	.51

School-based staff (Sept. 30 full-time equivalents)					
	2009	2010	2011	2012	2013
Principals	42	42	42	42	42
Vice-principals	24.96	24.96	24.46	23.71	29.71
Teachers	1,032.8	1,020.81	1,010.04	1,014.2	1,102.35
Educational assistants	333.3	335.21	332.78	329.57	322.11
Library support	31	31	32	31.5	33
School clerical	79	79	78.5	78	76.50
School custodians	149.5	149.75	150.75	149.25	149.75



(Clockwise from top left) Superintendent/CEO Kelly Barkman, assistant superintendent of schools Jason Drysdale, assistant superintendent of schools Greg Daniels, assistant superintendent of schools Barb Isaak, secretary-treasurer/CFO Vince Mariani, assistant superintendent of student services Joan Trubyk.

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2013–14 BUDGET INFORMATION

The 2013–14 budget of \$170 million passed by the board of trustees continued to support initiatives first identified in 2012–13. It also covered increased payroll costs to meet collective agreement requirements. The budget represented a \$3.8-million increase over the previous year and translated into an average 2.5 per cent increase in school taxes. For the second year in a row, there was

no new funding from the province to cushion the division's budget. In 2013–14, trustees also set four priorities for themselves: implement Year 3 of the 20K3 initiative; develop a divisional communication strategy; implement the Technology-enabled Learning Plan; and implement the River East Collegiate catchment area reconfiguration plan.

YOUR TRUSTEES



Peter Kotyk
(Board Chair)



Wayne Ritcher
(Board Vice-Chair)



Colleen Carswell



Robert Fraser



George Marshall



Greg Proch



Eva Prysizney



The late
Shirley Timm-Rudolph



John Toews

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