



## THE WINNIPEG SCHOOL DIVISION

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# FRENCH IMMERSION ADVISORY COMMITTEE

**Tuesday, May 6, 2025**

**Administration Building No. 1 - ANNEX  
1577 Wall Street East  
(Please enter at the back of the Administration  
Building)**

**7:00 PM**

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## AGENDA

*Page*

**1. LAND ACKNOWLEDGEMENT**

"The students, staff and communities of Winnipeg School Division are committed to truth and reconciliation through building relationships with Mother Earth, the original peoples of this land and the stories that bring us together. We acknowledge the place in which we gather is on Treaty 1 territory, the homeland of the Red River Métis and the ancestral lands of the Anishinaabe, Ininiwak and Dakota Oyate peoples."

**2. APPROVAL OF THE AGENDA**

**3. NEW BUSINESS**

- |            |   |                |
|------------|---|----------------|
| <b>3.1</b> | Lunch/Nutrition Programs Update                 | <b>3</b>       |
| <b>3.2</b> | 2025/2026 Budget Feedback Results               | <b>4 - 22</b>  |
| <b>3.3</b> | Guidelines for Board Advisory Committees Survey | <b>23 - 24</b> |

**4. ENQUIRIES, ANNOUNCEMENTS AND SCHOOL REPORTS**

School Reports are submitted in writing and attached to the Summary of Discussion for the meeting.

**5. FOR INFORMATION**

The following material is for information only and no action is required by the Committee. An opportunity will be provided at the meeting for questions related to this material.

<b>5.1</b>	French Immersion Catchment Boundaries	<b>25 - 62</b>
<b>5.2</b>	Suspension and Demographic Reports	<b>63 - 131</b>
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<b>5.4</b>	French Immersion Advisory Committee Summary of Discussion, Dated February 19, 2025	<b>133 - 137</b>

**THE WINNIPEG SCHOOL DIVISION**

**TO: French Immersion Advisory  
Committee Members**

**May 6, 2025**

**FROM: M. Henderson  
Superintendent**

**NEW BUSINESS**

**Re: LUNCH/NUTRITION PROGRAM UPDATE**

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At a previous meeting, Committee members requested an update on the Lunch/Nutrition programs.

Katherine Armstrong, Director of Nutrition, will be in attendance to provide a short presentation regarding the in-school nutrition program.

**THE WINNIPEG SCHOOL DIVISION**

**TO: French Immersion Advisory  
Committee Members**

**May 6, 2025**

**FROM: M. Henderson  
Superintendent**

**NEW BUSINESS**

**Re: 2025/2026 BUDGET SURVEY RESULTS**

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At a previous meeting Committee members were provided a copy of the draft budget and a survey to determine the priorities of the WSD community. The survey consisted of three (3) categories, Indigenous Education, In the Classroom and For Families. Families were asked to rate the following questions on a scale of high priority, medium priority, low priority, not a priority or not sure:

**Indigenous Education**

- Improving educational outcomes for students facing poverty and diverse learning challenges.
- Providing access to Indigenous language courses, cultural programming and land-based learning for both Indigenous and non-Indigenous students.

**In the Classroom**

- Lowering class sizes so that students receive more 1:1 time with teachers.
- Adding more resources such as Educational Assistants (EA's), learning support staff, and clinicians to support teachers.
- Increasing the availability of technology in the classroom with devices like high-definition screens, tablets, and laptops.
- Investing in creative, deep learning programming at all schools around the division such as International Baccalaureate (IB) program, Space to engage in hands-on science, technology, engineering, art and math activities (STEAM) labs, career labs and more.

**For Families**

- Reducing expenses by removing lunch supervision fees, supporting a universal nutrition program, and covering school supplies and field trip transportation fees.
- Developing after school programs with community partners to keep students engaged in a safe learning environment.

A total of 259 responses were received. Attached is a copy of the results of the survey for your information.

## 2025/26 WSD Budget Survey

259 Responses   04:53 Average time to complete   Closed Status

### 1. Inclusive Schools

Improving educational outcomes for students facing poverty and diverse learning challenges.

● High priority	157
● Medium priority	64
● Low priority	17
● Not a priority	18
● Not sure	2



### 2. Providing access to Indigenous language courses, cultural programming and land-based learning for both Indigenous and non-Indigenous students.

● High priority	66
● Medium priority	76
● Low priority	51
● Not a priority	58
● Not sure	7



### 3. In the Classroom

Lowering class sizes so that students receive more 1:1 time with teachers.

● High priority	176
● Medium priority	66
● Low priority	9
● Not a priority	7
● Not sure	0



### 4. Adding more resources such as Educational Assistants (EAs), learning support staff, and clinicians to support teachers.

● High priority	182
● Medium priority	58
● Low priority	9
● Not a priority	7
● Not sure	2



### 5. Increasing the availability of technology in the classroom with devices like high-definition screens, tablets and laptops.

● High priority	52
● Medium priority	99
● Low priority	80
● Not a priority	27
● Not sure	0



6. Investing in creative, deep learning programming at all schools around the division such as International Baccalaureate (IB) program; hands-on science, technology, engineering, art and math activities (STEAM) labs, career labs and more.

● High priority	138
● Medium priority	81
● Low priority	27
● Not a priority	8
● Not sure	4



7. **For Families**

Reducing expenses by removing lunch supervision fees, supporting a universal nutrition program, and covering school supplies and field trip transportation fees.

● High priority	106
● Medium priority	66
● Low priority	51
● Not a priority	30
● Not sure	3



8. Developing after school programs with community partners to keep students engaged in a safe learning environment.

● High priority	100
● Medium priority	88
● Low priority	44
● Not a priority	21
● Not sure	3



## 9. **Additional Comments**

**78**  
Responses

Latest Responses

*"Allowing students with disabilities to attend any school that..."*



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It is important for our children, youth, and families to be involved in their child's education. Having more one to one in classroom will assist the youth to develop ways to complete their classroom work. As each child and youth learn at different levels. Decreasing the costs for lunch programs, school fees, etc may encourage them to remain in school rather than having to return home for lunch and/or other reasons. Also with the decrease in school fees will assist families.

Ensuring there are Community Family Rooms with CSWs in schools to be a hub in the community for families.

improve the very basic of learning such as reading and comprehension

Thank you for the opportunity. This survey was very helpful in expressing our opinions. Especially for those who were not able to attend the meeting.

I have an autistic child who does not do well in a regular classroom. We need to bring back special needs FASD and Autism programs so that all our children can thrive in an environment best suited to them and let parents choose. Many Autistic and FASD students do not do well in regular classrooms because it is overwhelming for them to be around 20 other students and busy classrooms. They need to spend all their mental power trying to cope with the anxiety it produces. It is not fair to expect them to try to learn in those environments and it is not fair to the other students or staff to be subjected to constant meltdowns, students screaming, spitting, hitting and throwing things because they can't cope. It is cruel to everyone to expect it to work. Every time I'm in the school, all I hear is those children screaming and running and it is not fair to anyone. I understand you are saving money this way, but it is infuriating that you are trying to save money on the backs of my child and others like them.

You guys at WSD are doing a good job already, and are very attentive and resourceful. Thanks for this forum and allowing people to say how they feel on important issues affecting them.

Helping children get to school, fed and nourished and safe, and then taught by highly trained, engaging staff including EAs, clinicians, and teachers who have sufficient preparation time and recovery time to have clear, purposeful learning activities for students to do and enough adults in the room to effectively facilitate those activities so students learn something valuable every day and so teachers aren't burnt out and frustrated because no matter how much planning and effort they put in, there is never enough energy to last a full day of full on support of widely diverse student skills and knowledge. Improving training for EAs in teaching reading and math and working effectively with

neuro-divergent students would allow teachers to have an EA work with a small group while they work with the rest of the class. Providing training for teachers and EAs on how to work effectively together would improve classroom dynamics.

As a parent of WSD students and a staff in the schools, reducing lunch program and field trip fees is not really an issue. School staff has always waived fees for students who couldn't afford it. Now you're using the equivalent of 2 full time EA hours in my school to supervise lunch program at the same time as cancelling special needs programs so there is more of a need for EA's in the classroom. Our school is always short of EA's. They are absent more and more because it is an incredibly difficult job now with upwards of 5 or 6 students with high needs in each class and there are no subs picking up the jobs. Our schools are going to heck and it is incredibly frustrating to see the division focusing on getting parental good will by doing things like cutting lunch fees and prohibiting fundraising so it can slash programs and pretend that it is for students own good.

My child has benefited from the support provided by the WSD1 speech pathology program. This has been a valuable resource, but we have noticed that it is a stretched resource. It would be nice to have more therapists to work with more students, more often. I would also like to strongly advocate for more music and art classes. My child's school shares a music teacher with another school, so he only gets 2 music classes per cycle. As a result of this pared down position, the kids have to alternate participating in the (only) annual holiday concert (grades k-3 one year, and 4-6 the next). There are no art classes offered at all (unless an individual teacher has any interest in taking it on, and there aren't many teachers who do).

In regard to prioritizing Indigenous teachings, I would like to clarify that while I feel this is important, I think teaching cultural diversity in general is important and should not be limited to one specific group. Unfortunately, like many areas in this province, the needs often outweigh the resources and years of sub standard funding has led to a situation where there are so many gaps in the system it becomes hard to prioritize

After school programming at Ecole Waterford Spring (Expand CSI to incorporate this school) Mad Science Anything would be welcomed-Especially for the younger years.

Help disabled children learn. It should be a priority. We need one school board so we can stop paying crazy salaries to all the divisions and invest in kids.

In my opinion, it is essential to have separate rooms for each grade instead of combining two grades in one classroom.

There is a huge need for before and after school care. This would be helpful for so many families and would allow parents to work full time to help raise their income . All elementary schools should offer before and after school programs !

Access to reduced fees/sliding scale option for deserving/in-need families, such that those who can afford to pay continue to do so. Class size increases and reduction in support staff over the last 10 years have had terrible impacts in teacher retention and learning effectiveness and has to be addressed at a foundational level.

Our students already have too much access to technology/devices in school, we should be reducing it not adding.

Parents expect to have to pay for some school supplies and low field trip fees. Having free lunch time supervision is a TOP priority for those of us parents who work and cannot take our children home for lunch.

More funding should go towards EAs. Teachers and EAs should also receive professional development with regards to how they can work with students with special needs. Children with special/inclusive needs should not have to change schools to have their needs met. WSD needs to step up and offer assistance and guidance to the parents of children with inclusive needs. Parents should not have to be "fighting" for proper care for their children while at school. Schools don't need expensive technology, they need to hire more people to work with children.

There is a glaring omission as it relates to special education programs for those with physical and intellectual disabilities, the neuro diverse and those living with autism. Of course this survey will demonstrate that the above has high priority with no question about special programming for those with disabilities. It is a human right that those in the special needs community have programs suited to their needs and that gives them opportunity to build community with those like them. Established programs such as the Skills for independent living program at Grant Park is an excellent modal for what should be built in other schools through the WSD.

SPECIAL NEEDS STUDENTS STILL NEED TO BE ACCOUNTED FOR. AUTISIM DOESNT LEAVE THE CHILD, FASD DOESNT LEAVE THE CHILD!!!!DONT DROP THESE PROGRAMS!!!

The focus on split grades and inclusion in the classroom has created a very challenging situation for teachers and students. We don't need it to be all the things. There is value in having students with learning needs and disabilities in the classroom at times but this also makes it challenging for students to have their curriculum and attention needs met from the teacher. Things end up being generalized and adapted so all can participate and we end up with students leaving elementary grades not knowing the adequate math and English skills to get to middle and high school. Nobody needs more technology- we need to go back to basics and that means more support staff in the classroom and for teachers so they can focused on grade and age level needs in a manageable way.

Getting more help for kids that need extra help

I do not feel you are wording these topics in the best way. I feel the wording you have chosen will end up with results that lead to a decreased quality of programming for our community, our students, and our children. For special programming like the IB, and AP programs, it makes more sense to focus them at a few schools where resources can be combined to make them very successful. While it is a hassle to travel, like we do, to a non-catchment school, it is worth the hassle so that resources can be maximized. We have others who travel far to schools because of their sports programs, band programs, or other programs. It is too expensive to create these very needed programs at every school in Winnipeg. Most students can stay at their catchments schools. The few students with special needs such as IB, AP, and elite sports programs can travel to get the best resources so that all schools are not spread thin to do these elite programs for a handful of students. Even worse some schools might not run the program and thus leave the handful of students per school without the resources they need. My child blossomed going into their program. I think it is highly important to make all schools inclusive. If a child with difficulty traveling needs an elite program, it would be more cost-effective and the program would be better, if a school bus to took them to a different school rather than set up a program at each school for a few students. Indigenous knowledge should be taught in all schools. If you talk to teachers, while class size is important, it might not need to be uniform. If you talk to teachers, might you find that AP and IB class sizes might be able to be large (and a good reason then to have them at fewer schools) which would then provide resources for smaller class sizes in younger grades or in classrooms where students need more 1 on 1 attention? Absolutely EAs are needed for classes, more so for classes with lots of students. Have you talked to teachers and parents to find the most cost effective and implementation effective way to do this? Does it need a blanket policy across the board, or does it depend on age, grade, subject, student

need, or something else? Rather than a blanket policy, might there be a better way to distribute EAs? I have seen so many classes with students who need EA support and the city only provides them with 1/2 of a support which does not work for any of the students in the classroom, the teachers, or the EAs. Have you spoken to teachers to find out what would be best? Please do not make blanket policies that sound good from a political standpoint and will get you reelected. Please instead talk to those that need and use and deliver the services and find the best way to do so. It might not cost you more. It might be just a shift in resources. It does sound like this survey might mean there will be more funds. If so, those that use them would do best to advise you on the best route. Fixing things properly instead of throwing money in the wrong places will cause lasting change. It is lasting improvements that will bring re-election. Thank you!

Very high priority, specially for brock Corydon school for grades 1-3, provide summer day camp, too expensive to pay and look for solutions, I sure lots of parent will be willing to pay more, just so we have the peace of mind of summer day camp for kids ages 1-3 specicly in brock Corydon school . Also invest in proper parking, put parents and children at risk upon drop off and pick up

School safety.

Winnipeg school division should introduce youth drop in for sports on weekends, several schools under seven oaks already have it for years. It's important to provide safe options for youth to socialize and be active in a safe environment. Thanks

There has been rumours around losing programming like AP (advanced placement) in certain schools. This would be a huge mistake. Some children need more than what's current being offered to stay stimulated in school. Not ALL children are interested in this. Losing these types of programs would make me strongly consider alternative options for my high school children.

The lack of daycare and afterschool care in the division is a major issue and poses a challenge for parents and affected students. A paid afterschool program within their attended schools would allow students to safely remain for at least an additional 2 hours afterschool and arrive maybe an hour before school starts for before school care, to accommodate working or student parents.

Reliable technology at high school level needs to be a priority. Students at sisler for example deal with unreliable computers, no access to printers when assignments are required to be printed, and the list goes on. More support staff in schools is also a priority.

Point Douglas must care about the area, respect the businesses and provide help for the families. Children can't learn if they are in survival mode. When we lead the example and show we care, naturally there is a ripple effect.

You should not be taking away programs from some schools just to compensate for funds for others. People often move schools to attend certain school programming, and most parents ARE willing to help pay to make it happen. Perhaps if some of the mental health crap was cut out there'd be more time for actual learning - right now we are teaching kids that no one can just be a normal kid anymore. The students themselves are sick of it. Taking away lunch programming was also a terrible idea. Teachers and EAs are already stressed dealing with the kids all day, and need that lunch time to themselves or they will be even more burnt out. Seen it first hand. Stop trying to please small groups and think of the learning for ALL.

Please evaluate parental expectations across the division to ensure they are equitable. The RHS nursery and kindergarten orientation process is overly burdensome, requiring staggered attendance, a parent meeting, and multiple drop-offs, making it nearly impossible for parents to work during an already overwhelming week. This approach would not be imposed on families with fewer resources, as compliance would likely be low due to work and transportation barriers. Yet, in River Heights, parents are expected to accommodate these demands. As an educator, I urge you to make school programming more family-centered—parents are the core of the support system, and policies should reflect that.

More funding for students with diverse needs, for guidance counsellors who support them

Consideration for parents to choose school within the division for their kid with autism.

It's disgusting how they cut the budget last year for special needs.

High priority should be on teaching the basics of reading, writing, and math daily to students at the K-3 level. Way too many students are struggling in these areas. This should not be happening especially when many students are capable but the instruction is not being provided well!!!! This should be happening daily, providing instruction periodically will not teach students the basics. This should be of high priority, expect this from teachers and nothing less.

Developing after school programs with community partners to keep students engaged in a safe learning environment should NOT be the priority of a school division. Allocate your resources and funds to maximize benefits for students DURING the school day please (ex field trips, lab equipment, technology, teachers!). If parents want extracurricular clubs, sports etc... outside of school hours then they can find many options through the city run leisure guide, community club programs etc... Considering the low numbers of students in bilingual programs relative to the large number of students enrolled in wpg1, it seems that resources would be better allocated to making this language learning similar to basic French where students get perhaps a period a day to study the language. Thank you for considering the elimination of paid lunch programs which are then outsourced to volunteer parent groups to run. This seems like a lot of work for a volunteer parent to run and I wonder if this paid lunch program run by parent groups is in fact widespread throughout the division or only at select schools. As a parent I would like to see a more equitable access to the provincial snack programs throughout the division. It seems that the snacks/access to food program varies wildly throughout the division and I would like to see more equitable access so that every child would receive a snack daily.

I absolutely think it's assine to raise my taxes so I can save money on lunch program and get a free breakfast for my kids! I send my kids to school for an education. They have had amazing teachers. How do we vote this clown out? Give us a break. Some CEO from River Heights fixing poverty by tacing us further.

Audit your self. Thete surely has to be savings across your buildings and schools. Low flush toilets. Lights turned off. Weather stripping. Let's see you do something to help us, actually help us rather than tax us and say it's cause it's what we asked for.

Response of unsure to question #6: while recognizing the value of diverse programming across the division I read this as should these programs be in each and every school, to which the answer is no. These offerings should be considered in some schools, ideally where there is demand for the program (ie if every year there are 45 kids that attempt to access IB beyond available spots, then the addition of the program in one or two other schools would make sense). L

Ensure teachers have the time to invest and meet learners where they are and challenge them to be the best they can. Preparation for post secondary education should be a priority. Ensure that students are exposed to emerging trends and future careers in ai, automation, machine learning, coding etc.

I'm still paying for lunch supervision, being asked for 'donations' in lieu of refunds for milk in lunch program and am being asked to fundraise often. I find this an affront to students in schools that have abided by the original request that no fundraising be done. Students at the school I work at suffer huge inequities and can't fundraise. I believe each classroom should have access to technology for all....not just schools who enjoy socio economic privelage. Learning Support educators, Resource and EAL educators' worth have been grossly underestimated and it's crucial to bring them back.

Helping kids to have a quality education is every parent's dream. We want our kids to have a better and high quality education at any cost. We want them be successful in life.

School division key focus should always be to ensure all students are strong on basics and foundations of reading, writing and math, (no one gets left behind) which are the essentials of society, to help them on their paths in life as they get older. It is important for them to be able to contribute to society as they grow older. Whether it be in Manitoba or elsewhere. Currently this is not happening in the division

We for sure need smaller class sizes and more one-on-one support for any/all students with learning disabilities. Teachers can't do their work teaching the students that want to learn and that come to school everyday ready to learn due to the constant disruptions due to the lack of educational assistants support to help with the students that need one-on-one attention.

The consequences of teacher inappropriate relationships. The gang intrapment from residential school behaviour of manipulation and crochete.

1: It depends on the methods; we should work to build resilience, ability, and independence through scaffolded support targeted to individual children. 3: Lowering class size is good at times for lower grades but difficult in higher grades or the grade exiting the school and the one below it. My son has had a hard time each year of being in split classes for grade 4, 5, and 6. When he was grade 5 in a 5/6 mix last year, watching his friends experience milestones and have special outings he wasn't part of was very difficult, and then a number of his friends left the school. Now he's in grade 6 with 5's and feeling guilty when he gets the special grade 6 treatment, knowing his friends in grade 5 are missing out, and that he'll leave them next year. In grade 3 and under it was less of an issue to be in mixed classes (my two kids have been in primarily mixed classes in two different school divisions) 4: Adding supports seems like a better solution than mixing or splitting up groups. 5: The last thing our kids need is more tech. Pencil and paper, writing, reading, research projects, etc are such valuable learning tools that help the mind process information better than tech. 6: I'm leery to make this a



priority lest it be misconstrued to mean more technology. Yes, I want more access to STEAM but I want it to be through hands on learning. Too often, technology makes it easy to excuse not doing hands on work in favour of using tech like videos, online research, etc. Experience is the best teacher. 7: Though I think lunch supervision fees should be removed, I don't necessarily want the school feeding my children as they won't always provide foods that meet our family values. We also have the means to provide our children with plenty of food and would rather see resources go to education. I know some areas have more underprivileged families and that filling basic needs has to happen before learning can occur, so this is nuanced. I still think families should pay for school supplies. I notice my children have much less respect for the supplies the school provides since moving to a division with supply fees, even. I want to encourage my kids to take care of their belongings and not be wasteful. "Free stuff" you didn't pick for yourself is often easier to disrespect.

Put the EAs back in the classroom instead of having them cover lunch program.

Please identify and report parental alienation and combat chronic failure to notice and identify any child being destroyed by unhealthy parenting.

Teaching skills are very important understanding individual students by their teachers as well. I tend to find some teachers are not putting effort into and just let it pass and of course It has to do with capacity of class size. There are reasons why Canadian kids are far behind compare to kids from countries. No homework is not always good option. I feel like Canadian educational system is not working as it use to be and need to focus on academic side more. Also need find out more about students with boaderline intellectual disability children and address it as soon as possible.

Poverty should never be a learning challenge. Our system is very broken. All people are people. We should have the same opportunities regardless of race and financial position. We are pushing acceptance of all gender and sexuality identity. It should be simply acceptance of all people period. We are all humans let's try and act that way and focus on everyone getting a good education and the support they need to succeed.

I think it is ok to ask families who have the means to pay some fees for things like field trips, as long as no student is excluded if their family can't afford the fee (Ie. School still asks for fees but covers the fee as needed). Lower class sizes are much, much more important to me than tech. Yes, especially at high school, more Chromebooks would be helpful. At the elementary level, tech would be a low priority for me. The focus on lowering class sizes is in elementary schools (understandably so), but this is a high, high priority at the high school level as well. It is not possible to meet the needs

of all students (especially those with additional needs) in a grade 10 geography class of 36 students. It is very difficult to provide high quality French immersion programming in classes with more than 30 students. It is not fair for a French language teacher to consistently be teaching Français classes with 30 or more students in every section. The marking load is enormous and it is a recipe for teacher burnout.

I would like to see specialty classrooms for kids who need that. Full integration for all kids is a terrible idea that benefits no one. It is very important that there be rooms like Special Ed classes, LAC, and similar programs where kids who struggle with academics or with behaviour can learn in a setting where they are safe. Fully Integrating kids who struggle is bad for those kids, who end up feeling stupid (they know they are not at the same academic level as other kids, and they get teased) and disrupts the entire class when kids get dysregulated. It adds to teachers' already huge workload having to navigate the academic and behavioural accommodations that need to occur. Closing those programs is one of the most ill-advised ideas I have ever heard. I speak from a position of knowledge. I work in WSD1 schools as an EA and I have heard from so many teachers and EAs who are gutted by the decision. I have worked in specialty classrooms and when kids who should not have been integrated were integrated. We are just going to end up having to reinstate the programs when the division discovers that actually are valuable.

While introducing children to various cultures and experiences can contribute to the overall learning experience, we have so many students who cannot read, write, do basic math and lack social skills. There are so many disruptions to classroom learning these days. When students struggle with these, teachers struggle. Let's focus on creating safe and inclusive environments and get back to prioritizing the basics in our young students with science backed teaching methodologies. No more fads. Let teachers teach something in multiple ways they see fit so they can meet the learning needs of different students in their own classroom and get them caught up. More qualified EAs in the classroom. Providing nutrition can be great-but why do we see sofa pop on the nutrition cars in pictures? It would take forever to implement but I so wish our schools had full sized cafeterias to provide hot lunches to children -but the children did the cleaning up after eating like they do in Asia. So many life skills taught, while providing a safe lunch environment and healthy meals. A dream, sure.

Being the parent of a student with autism has been a worrying experience. The divisions radical departure last year to cut support to programs that my daughter will need is, in my opinion, very poor judgement. My daughter needs support through out her high school years in order to give her a chance to have a productive adulthood and hopefully lead to self sufficiency.

Less focus on Technology.

This was a great survey. I would be very interested to see if/how the information is used or influences the budget. Is this the end of family participation? It's clear to me that the WSD is on the right track, although needs more resources. Perhaps one approach for income generation activity is to negotiate a deal with the Municipality whereby phot radar cameras can be placed in all school zones and this money wild go directly to the WSD. A camera in front of my kids school would easily generate tens of thousands a month, while making school zones safer for kids.

Luxton School has far too many split grades. Something needs to be done as splitting a teachers time and focus across three grades does not promote positive learning outcomes.

Educational Assistants are burning out because of the lunch supervision program and all of the diverse learning needs that are challenging to address. There is no way this is sustainable. Please hire more EAs so we can accomplish the lofty goals that you have set.

We need more staffing at lunch so those who have children with additional/special needs can stay in school for lunch hours. Parents work and can not always go back and forth to pick up their children!

An equity - not equality - focus is essential within this budget. For instance, lower fees for lunch supervision, access to food and field trips should not be a blanket initiative over the whole division, but based on income/neighbourhood SES. EA and clinician support, as well as smaller class sizes should be based on school need, without sacrificing some schools for others - and again based on the breadth of social factors, not simply elementary school.

Ensuring all schools are treated equally and provided with equal opportunities and facilities irrespective of their location

I think we should prioritize first and foremost the teachers and what they need in the classroom, essential items for learning, to ensure that they will be effective and less stressed. The more effective they are and motivated, the more learning will take place. The others are nice to have if we have the budget, but let's address the most basic first and those that cannot be handled by the parents. Every Manitoban child should be receiving good education. The goal is not just to have them in school; it's for good learning to take place. Add more EAs. There is increasing need for them and without them those with different needs and who need support will not thrive. They would be in

school but getting left behind, which is worse. Make sure that every child gets the same access. Ensure that we have resources for children with special needs to stay in school full time, not getting sent home early because there is no EA. That is not acceptable.

More EA's, more OT's, and more school psychologists to make proper assessments and provide proper resources for children with support needs.

The students must have homework

Adding more staff and giving schools the actual funding they need is most important. It is ridiculous that a school cannot fundraise for certain things but a "parent council" can. Funding should NOT be based on how many households are "sold" - we were told our child's school barely receives any funding due to not many houses in the area counting as "sold" as they are being rented only. These are the schools that need funding the most. The "high income" areas like Southdale receive far more funding than areas such as Elmwood. Clearly the areas who can't afford to buy a home and are not the "rich areas" are the ones who need the most help!

Kids who want to learn need an opportunity to do so. Funds are spent to focus on supporting kids with behavior problems or other diverse needs which is great but it means that the majority of the teachers time and resources are all spent on managing classroom behaviors while the other students left to fend for themselves. I understand there are kids that need additional support and I am not against this but it seems to come at the cost of all the other students. I understand the goal of integrating classrooms to expose kids to diversity but the result is that students are left to learn in an unsuitable, loud and disruptive environment. Kids who are there to learn are not receiving adequate education. My sons new school Elmwood has also eliminated the flex learning program which would have provided kids a space to be able to learn and grow without distractions and build connections with like minded peers. There has been no replacement for this program. I find that there is little to no learning actually being done at school and we need to supplement all his education at home. During COVID shut downs he actually learned far more than he would have at school and came back a grade level ahead. He is frustrated at school, bored, and disengaged. He loves learning but School is no longer a place where he can do so. I fear as he gets older his is at high risk of dropping out because of the frustration he feels in class. Funding needs to be spent on enrichment or advanced classes for the students that are there to learn. I feel powerless and feel that he will be years behind and unprepared for secondary education when the time comes if we left his education solely up to the school and did not do home based learning. As a family with two full time working parents, this is becoming increasingly difficult to manage.

While I selected a number of options that I thought were a high priority I think what would benefit children most would be more resources such as Educational Assistants (EAs), learning support staff, and clinicians to support teachers. The current wait times for students to access clinicians is too long. There isn't enough support in classrooms for neurodivergent or neurotypical students.

Funding intended for additional needs students to help support their education and growth should not be taken away or shuffled to areas of less priority.

Not allowing parent councils to fundraise is moronic.

Stay focused on academics and quality teaching for students of all backgrounds and socioeconomic status. Leave politics, ideology, and screentime out of schools.

Inclusive education means having appropriate support (EAs), IEP meetings and listening to the needs of parents. It is not for the division to decide what inclusion means. It's to be determined by the parents and guardians of those who need to be advocated for. We must be consulted and have our concerns internalized and acted upon. There has been a tragedy this year with how inclusive programming has been systematically dismantled. Children are suffering and parents are being left feeling desperate and that their children don't matter. WSD should be ashamed of itself and strive to do better.

More childcare spaces in schools with rooms that are not taken away when schools decide they need space. We need more access to reliable high high-quality before and after school programs in schools.

hands on learning, and exploration is so important. my son is 10 he does so well when he is kept busy, summer we teach him real hands on hard work, chopping wood, using a drill/impact, building frames, etc he listens pays attention and retains info, after school i say what did you learn today, i forget is his response.....

While reducing fees for families was/is nice it also created a disconnect between families and schools. I used to be a lunch supervisor and that money helped our monthly budget but it also allowed me to create a relationship with other school staff and children that my kid interacted with. I think there is a need for smaller class sizes as well as more EAs as students these days seem needier than in the past. The fact that teachers and EAs were hired but only 3 clinicians was

unexpected. While WSD has the lowest ratio for clinician to students we still need more. While making school an inclusive space not all schools have the same issues. Focus should be on inner city schools needing more support while increasing IB and STEM programs for our "regular" learners.

**THE WINNIPEG SCHOOL DIVISION**

**TO: French Immersion Advisory Committee Members** **May 6, 2025**

**FROM: M. Henderson Superintendent** **NEW BUSINESS**

**Re: GUIDELINES FOR BOARD ADVISORY COMMITTEES SURVEY**

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At a meeting held February 12, 2025, the Board of Trustees reviewed the feedback from District Advisory Committees regarding the revised Guidelines for Board Advisory Committees. The Trustees agreed that additional feedback was required.

Attached is a copy of a survey for families to identify some key priorities regarding the role and structure of District Advisory Committees to make meetings more inclusive for families.

Please share the attached survey with your school communities and provide feedback to the Board by June 2, 2025, for consideration. Completed surveys can be emailed to [Board@wsd1.org](mailto:Board@wsd1.org).

**BOARD ADVISORY COMMITTEES STRUCTURE SURVEY**

Please rate your priorities to help guide the revisions of the Guidelines and Structure for Board Advisory Committees.

1. Do you prefer to have a trustee or parent volunteer Chair the District Advisory Committee meetings?
  - Trustee
  - Parent Volunteer
  
2. What type of meeting do you prefer?
  - Formal meeting with agenda
  - Informal meeting, no agenda
  - Community cultural gatherings
  - Open House, coffee/tea
  - School showcase (rotation of schools, student presentation/performance)
  - Other \_\_\_\_\_
  
3. Do you prefer in-person meetings or virtual meetings.
  - In-Person
  - Virtual
  - Hybrid
  
4. Do you prefer rotating meetings at various schools
  - Yes
  - No
  
5. Do you prefer meetings at noon, 5:00, 6:30 or 7:00
  - 12:00 – 1:00 p.m.
  - 5:00 – 6:00 p.m.
  - 6:30 – 7:30 p.m.
  - 7:00 – 8:00 p.m.
  - A rotation of different times (ie. 1<sup>st</sup> meeting at 5:00, 2<sup>nd</sup> meeting at 7:00 etc)
  - weekends
  
6. Would you prefer to have District Advisory Committee grouped by:
  - Elementary Schools/Middle Years/High Schools
  - Family of Schools
  - Remain the same (North, South, Inner City, Central)
  - Other

Additional Comments:

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**THE WINNIPEG SCHOOL DIVISION**

**TO: French Immersion Advisory  
Committee Members**

**May 6, 2025**

**FROM: M. Henderson  
Superintendent**

**FOR INFORMATION**

**Re: FRENCH IMMERSION CATCHMENT BOUNDARIES**

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At the request of Brent Johnson, Committee member from École Lansdowne, attached is a copy of section II – What is French Immersion and How is it Organized in Manitoba? From the French Immersion Policy in Manitoba. The memo sent to parent councils on January 7, 2025 as well as the WSD Review of French Immersion Catchment Boundaries in North Section of WSD has also been attached for information.

It is important to note that families may still register students for a milieu program provided that a school of choice application is submitted before May 15, 2025.



WINNIPEG SCHOOL DIVISION  
Review of French Immersion Catchment Boundaries  
in North Section of WSD  
November 2024



WINNIPEG SCHOOL DIVISION



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## SECTION I. INTRODUCTION

Winnipeg School Division (WSD) offers French Immersion to students from Nursery to Grade 12. Students can enrol in the French Dual Track program or the French Milieu program. Dual Track schools offer programming in French as well as in English whereas French Milieu schools offer programming in French only. The eighteen schools currently offering French Immersion programming in WSD are listed in **Table 1**.

There are currently 10 Elementary (Elem), four Junior High (JH), and two Senior High (SH) French Dual Track schools (DT) and four Elementary, three Junior High, and one Senior High French Milieu schools (M). In French Dual Track schools, French programming starts in kindergarten whereas in French Milieu schools, French programming starts in nursery. All Elementary schools have nursery classes but only grades offering French Immersion are listed in **Table 1**.

TABLE 1 – FRENCH IMMERSION SCHOOLS IN WINNIPEG SCHOOL DIVISION

School	Abbreviation	Program	DT	M	Grade Level*	Elem	JH	SH
Collège Churchill	CHF	Milieu		✓	7-12		✓	✓
Garden Grove	GGV	Dual Track	✓		K-6	✓		
George V	GEO	Dual Track	✓		K-8	✓	✓	
J.B. Mitchell	JBM	Dual Track	✓		K-6	✓		
Kelvin	KEL	Dual Track	✓		9-12			✓
Lansdowne	LAN	Milieu		✓	N-8	✓	✓	
Laura Secord	LAS	Dual Track	✓		K-6	✓		
LaVérendrye	LAV	Milieu		✓	N-6	✓		
Luxton	LUX	Dual Track	✓		K-6	✓		
River Heights	RHT	Dual Track	✓		7-8		✓	
Riverview	RVW	Dual Track	✓		K-6	✓		
Robert H. Smith	RHS	Dual Track	✓		K-6	✓		
Sacré-Coeur	SCR	Milieu		✓	N-8	✓	✓	
Sir William Osler	SWO	Milieu		✓	N-6	✓		
Sisler	SIS	Dual Track	✓		9-12			✓
Stanley Knowles	SKN	Dual Track	✓		K-8	✓	✓	
Victoria-Albert	VIC	Dual Track	✓		K-6	✓		
Waterford Springs	WSS	Dual Track	✓		K-8	✓	✓	

\*French programming at the Nursery level available in French Milieu Schools. In French Dual Track schools, Nursery programming is offered in English only.

Winnipeg School Division has requested a review of the French Immersion boundaries in the north section of the division to determine whether the model could be changed to a single school choice option for French

Immersion. The following document provides a review of current and proposed catchment boundaries and its effects on local schools.

## SECTION II. CURRENT FRENCH IMMERSION CATCHMENTS

The Winnipeg School Division covers an area of almost 80 square kilometres in the city of Winnipeg. Each school is assigned an area known as a catchment based on the program and grade level offered at the school. The division is divided by these school catchments to ensure that students living within the area know which school they are expected to attend. For French Immersion there are six different WSD catchment maps that covers the grade level (Elementary, Junior High, and Senior High) and the type of French Immersion program (Dual Track or Milieu) in the Division.

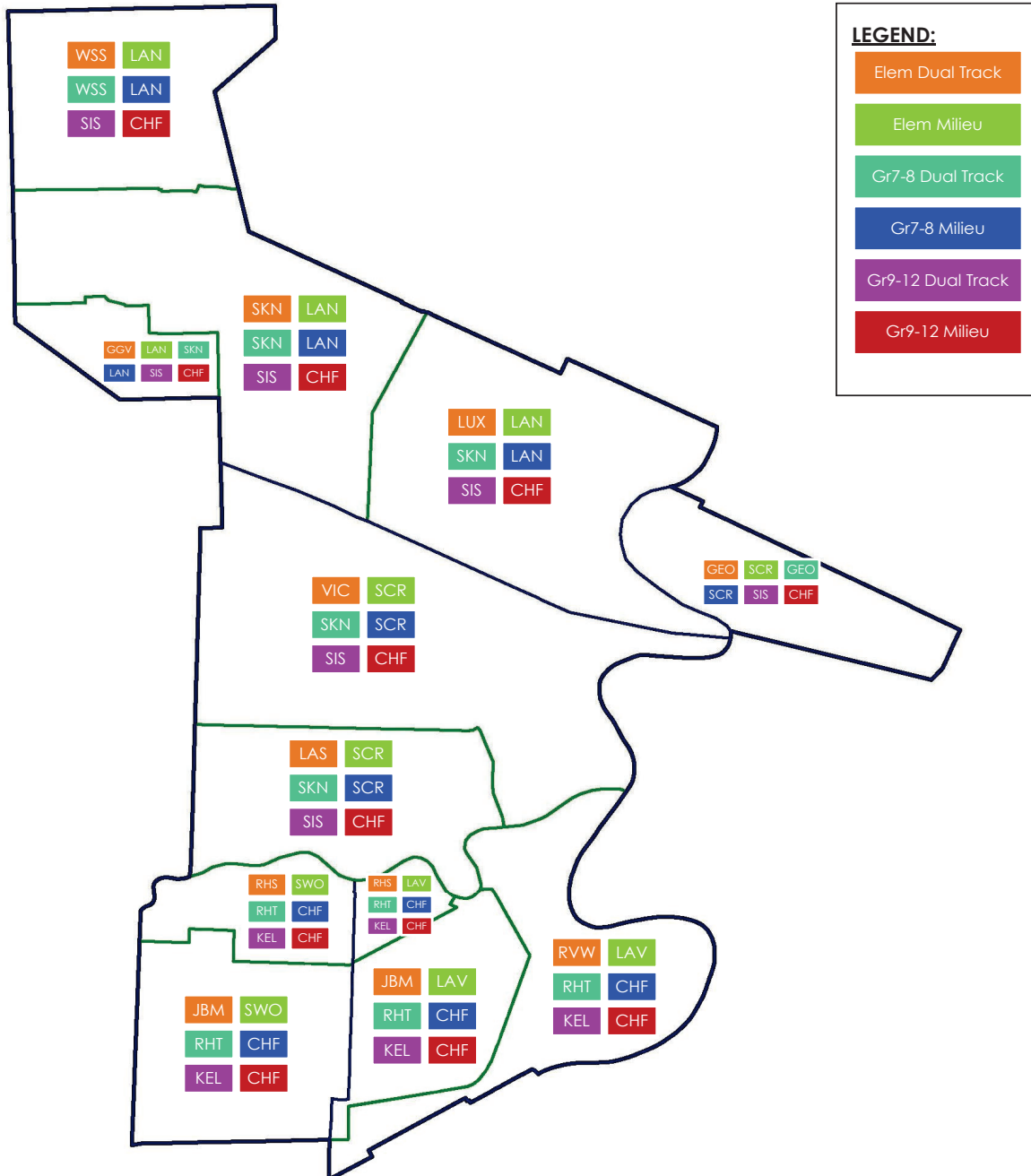
- Elementary Dual Track catchments (K-6)
- Elementary French Milieu catchments (N-6)
- Junior High Dual Track catchments (7-8)
- Junior High French Milieu catchments (7-8)
- Senior High Dual Track catchments (9-12)
- Senior High French Milieu catchments (9-12)

**Map 1** on page 6 provides an overview of the overlapping French Immersion boundaries and schools assigned. The areas are delimited on the map and labelled with the six possible schools with orange boxes for the Elementary Dual Track program, teal boxes for the Junior High Dual Track program, pink boxes for the Senior High Dual Track program, green boxes for the Elementary French Milieu program, blue boxes for the Junior High French Milieu program, and red boxes for the Senior High French Milieu program. For example, in the top left corner of the Division, the area is assigned to the following schools based on grade and program:

- In Elementary (N/K to Grade 6):
  - Waterford Springs (WSS) for the Dual Track program
  - Lansdowne (LAN) for the French Milieu program
- In Junior High (Grade 7 and Grade 8):
  - Waterford Springs (WSS) for the Dual Track program
  - Lansdowne (LAN) for the French Milieu program
- In Senior High (Grade 9 to 12):
  - Sisler (SIS) for the Dual Track program
  - Collège Churchill (CHF) for the French Milieu program

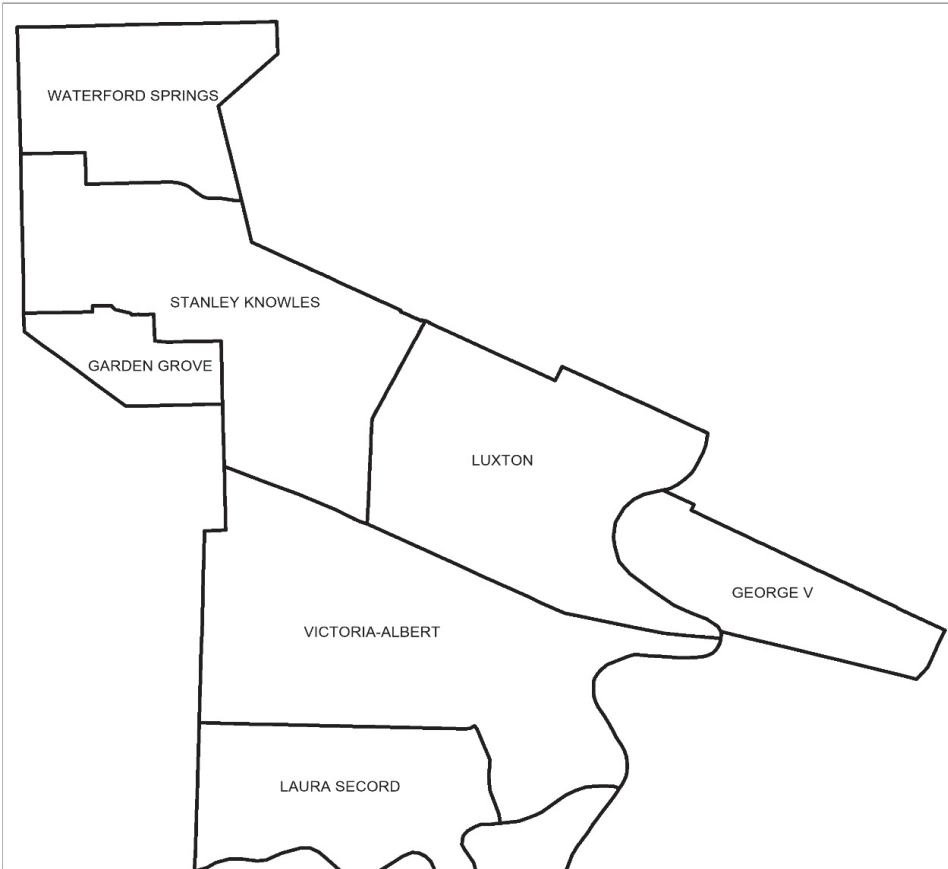


MAP 1 – BREAKDOWN OF FRENCH IMMERSION CATCHMENTS WITHIN WSD



Both Elementary and Junior High (Grades 7 & 8) catchment maps in French Dual Track and French Milieu will be reviewed as changes to one will impact changes to the other. **Map 2** provides an overview of the current Elementary French Dual Track catchments in the North section. Currently, there are four schools covering the area including Waterford Springs, Stanley Knowles, Garden Grove, and Luxton.

MAP 2 – CURRENT ELEMENTARY FRENCH DUAL TRACK CATCHMENTS IN NORTH SECTION OF WSD



**Map 3** provides an overview of the current Elementary French Milieu catchments in the North section of WSD. There is only one school, Lansdowne, covering the north section of the division. École Lansdowne currently offers French Milieu programming to students from Nursery to Grade 8. Due in part to the large catchment area, the school is currently seeing high enrolments and issues with lack of space. The division has requested that this school's catchment be reviewed and the possibility of reshuffling current Elementary French boundaries to include Lansdowne within the current Elementary French Dual Track catchments be considered.

MAP 3 – CURRENT ELEMENTARY FRENCH MILIEU CATCHMENTS IN NORTH SECTION OF WSD



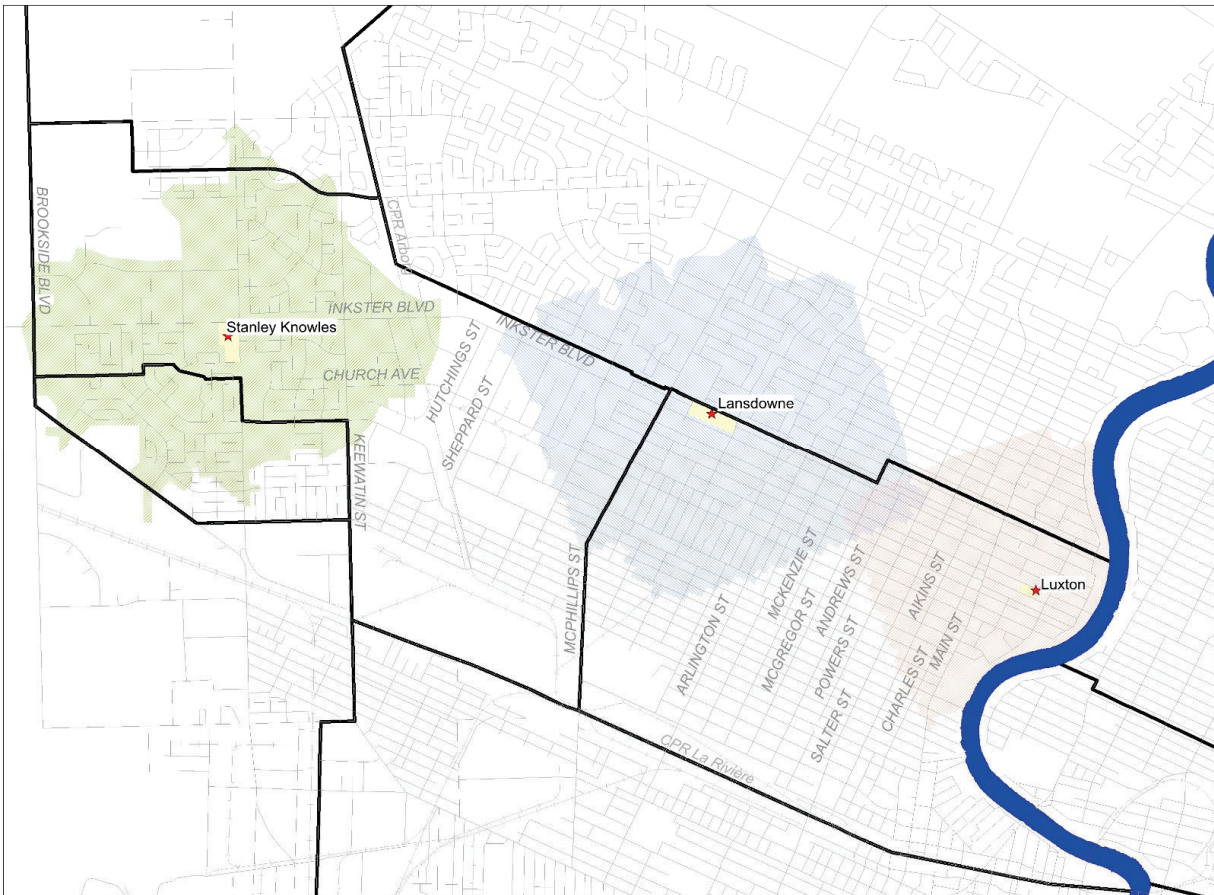
### SECTION III. PROPOSED NEW ELEMENTARY FRENCH IMMERSION CATCHMENTS

In proposing new catchment boundaries, a few items are taken into consideration including:

- Walking distance to school (1.6km)
- Hazards such as train tracks or major routes
- Current and historical migration of students to schools
- Disruption or number of required changes to existing boundaries

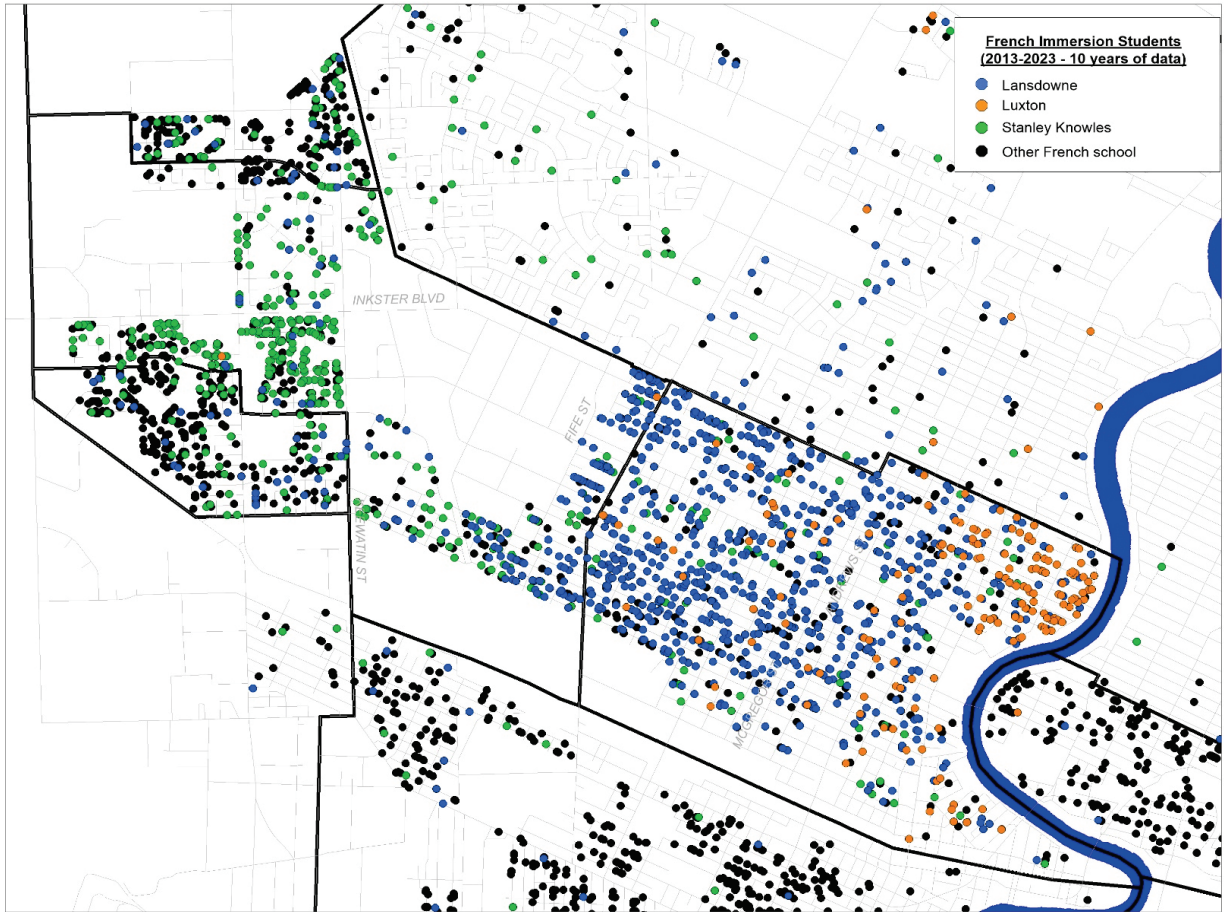
Walking distances for Stanley Knowles (green shading), Lansdowne (blue shading), and Luxton (orange shading) are presented in **Map 4** (page 10) with an overview of current Elementary French Dual Track boundaries. These shaded zones delimit 1.6 kilometres for the schools and any child living within these areas attending these schools would not require busing. For Stanley Knowles, a potential boundary limit would be at Keewatin Street between either Inkster Blvd or Church Ave. Since the area is mostly industrial, it is suggested that Inkster Blvd be used as the boundary since it follows a current Elementary English boundary. For Lansdowne, half of the walking zone falls outside of the WSD catchment. The walking zones for Lansdowne and Luxton overlap between McGregor and Andrews St. Since McGregor is a larger street, it is suggested that this street be used to delimit the eastern limit of Lansdowne's catchment.

MAP 4 –WALKING ZONES FOR LANSDOWNE, LUXTON, AND STANLEY KNOWLES SCHOOLS



**Map 5** provides an overview of the last 10 years of French Immersion enrolment. Each black dot on the map indicates at least one student enrolled in French Immersion over the past 10 years. Green dots represent students who have attended Stanley Knowles for French Immersion, blue dots represent students who have attended Lansdowne for French Immersion, and orange dots represent students who have attended Luxton for French Immersion. As seen on the map, a large cluster of students attending Stanley Knowles (green dots) live in the northwest corner of the school's catchment west of Keewatin and north of Inkster Blvd. For Lansdowne, most students live east of Fife Street and west of Main Street. Few Lansdowne students live south of the CPR rail lines. For Luxton, most students live east of Salter Street with most French Immersion students living very close to the school.

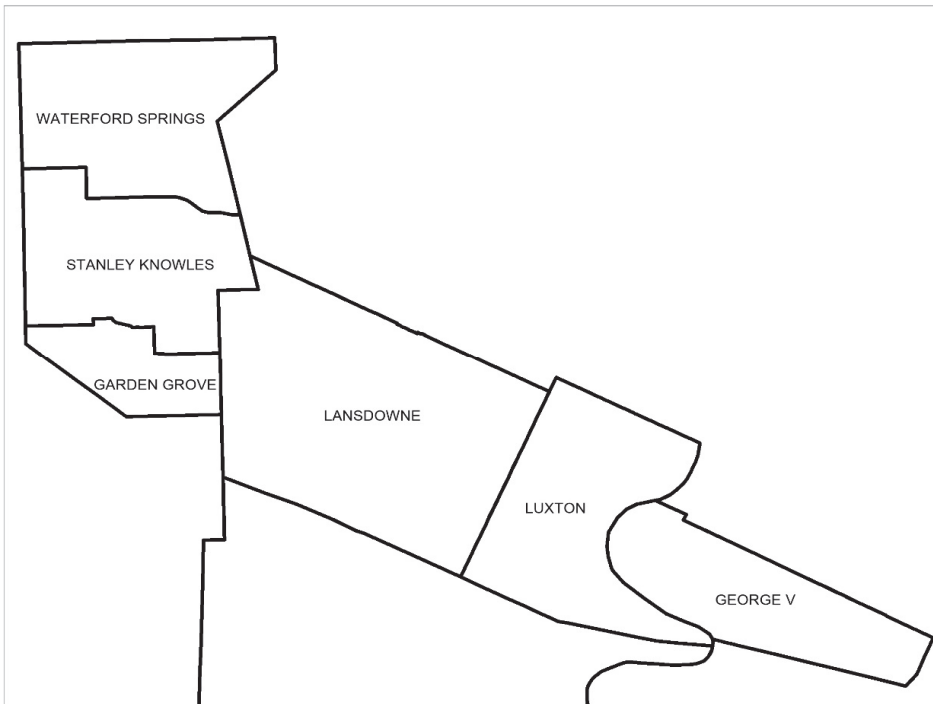
MAP 5 – HISTORY OF ENROLMENT – LANSDOWNE, LUXTON, AND STANLEY KNOWLES



**Map 6** provides the proposed new French Immersion catchments for the north section of the school division. In this model, students living in the north section would only have one option for French Immersion as opposed to two. The current Stanley Knowles and Luxton Elementary French Dual Track catchments would be decreased in size to accommodate for a new catchment for Lansdowne School. In addition, the current French Milieu catchment for Lansdowne would no longer exist and the new catchment for Lansdowne would apply for French programming as would the other schools in the north (Waterford Springs, Stanley Knowles, Garden Grove, and Luxton).

For a full description of the new proposed catchment boundaries, please see **Appendix A to E**.

MAP 6 – PROPOSED FRENCH IMMERSION CATCHMENTS IN NORTH SECTION OF WSD



Stanley Knowles' catchment would be reduced, and the catchment boundary to the east would now be Keewatin Street, Inkster Blvd and the CPR Arborg. Lansdowne's catchment would be reduced in size and include Keewatin Street and Inkster Blvd as the west boundary and McGregor Street as the east boundary. Both north and south boundaries of Lansdowne would remain the same. For Luxton School, the catchment would be reduced and include the area east of McGregor Street.

In addition to these changes, it is recommended that École George V School become the only option for French Immersion in the Elmwood area. Currently, students living in the area can attend George V for French Dual Track programming or Sacré-Coeur for French Milieu programming. The impact of this change is discussed below (see *Impact on Sacré-Coeur* on page 15).

#### IMPACT ON LANSDOWNE

In the proposed new model, Lansdowne's current French Milieu catchment would be reduced by 64%. Sections of Lansdowne's catchment would be assigned to Waterford Springs, Stanley Knowles, Garden Grove, and Luxton School for French Immersion. **Table 2** provides a summary on the number of Lansdowne elementary students who have lived in the other areas in the past five years. On average, 3.46% of Lansdowne students lived in the Garden Grove catchment, 22.12% lived in the proposed Luxton catchment, 1.54% lived

in the Stanley Knowles proposed catchment, and 1.15% lived in the Waterford Springs catchment. In total, this represents 28.27% of the total student population at Lansdowne.

TABLE 2 – LANSDOWNE ELEMENTARY STUDENTS BY HOME CATCHMENT (5 YEAR REVIEW)

School	2023-24	2022-23	2021-22	2020-21	2019-20	5-year average
Garden Grove	14	16	15	21	23	18
Luxton	105	110	117	122	121	115
Stanley Knowles	8	7	7	8	9	8
Waterford Springs	1	4	6	11	9	6
<b>Total Lansdowne Enrolment</b>	<b>523</b>	<b>513</b>	<b>513</b>	<b>529</b>	<b>523</b>	<b>520</b>

École Lansdowne School is currently running overcapacity. The school space audit from 2023-2024 indicates that the school's capacity was 550 for full-time equivalent students (FTE). Initial counts from the September 2024 enrolment file indicate that there are currently 652 students (584 FTE students) enrolled at Lansdowne. Enrolment projections indicate that Lansdowne's FTE count will remain above the school capacity of 550 for the next few years.

With the reduction of Lansdowne's catchment size, a smaller number of students would need to be bused to École Lansdowne School. **Table 3** provides a summary on the number of students enrolled at Lansdowne over the past five years. It indicates the number of students who would no longer require busing due to living in another French Immersion catchment as well as the number of students who live within 1.6 kilometres from the school and thus not require busing. On average, 28% of Lansdowne students would no longer require busing long term as they would fall within other proposed catchments. This represents 47% of all bused students at the school yearly in the last five years. Approximately 31% of Lansdowne students who live within the new proposed Lansdowne catchment would require busing as they live farther than 1.6 kilometres from the school. Discussions would be required to determine whether students grandfathered into Lansdowne based on the previous catchment boundaries would be eligible for busing once the new proposed boundaries are set.

TABLE 3 – LANSDOWNE ELEMENTARY STUDENTS BY DISTANCE TO SCHOOL

Location	2023-24		2022-23		2021-22		2020-21		2019-20	
	#	%	#	%	#	%	#	%	#	%
In catchment (within 1.6km)	205	39.2	199	38.8	200	39.0	195	36.9	190	36.5
In catchment (outside 1.6km)	176	33.6	163	31.8	159	31.0	153	28.9	150	28.8
New proposed catchments	128	24.5	137	26.7	145	28.3	162	30.6	162	31.2
Other (other WSD catchment or outside WSD)	14	2.7	14	2.7	9	1.7	19	3.6	18	3.5
<b>Total Lansdowne Enrolment</b>	<b>523</b>	<b>100.0</b>	<b>513</b>	<b>100.0</b>	<b>513</b>	<b>100.0</b>	<b>529</b>	<b>100.0</b>	<b>520</b>	<b>100.0</b>



IMPACT ON LUXTON

The French Immersion Dual Track program started at École Luxton in 2016-2017 with the introduction of Kindergarten. Each year, a subsequent grade level was added until 2022-2023 where the school offered full programming from Kindergarten to Grade 6. At the introduction of the program, the French catchment boundary for Luxton was set to include all students living east of McPhillips Street from the North Division boundary to the Red River all the way down to the CPR mainlines.

With the addition of a new catchment for Lansdowne, it is proposed that Luxton’s current Elementary French Immersion catchment be reduced in size and only include students living to the east of McGregor Street. This proposal is based on the current number of students attending both Lansdowne and Luxton living in the area, the local hazards such as main roads and train tracks as well as the amount of space available at both schools to accommodate students.

A review of the number of Luxton students who live in the zone between McPhillips Ave (previous boundary) and McGregor Street (proposed boundary) revealed that on average, over the past five years, 13 students have lived in the area. This represents approximately 12% of the current French students enrolled at Luxton School. This reduction will be countered with the increase of French Immersion students living in the area east of McGregor that will no longer be assigned to Lansdowne but to Luxton instead. As seen in **Table 2** on page 13, approximately 137 Lansdowne students live in the proposed new Luxton catchment and therefore would impact the school’s overall enrolment. The 2023-2024 school space audit indicated that Luxton currently has the capacity for 433 FTE students. The September 2024 enrolment file indicates current FTE enrolment at Luxton to be 243.5 students which would leave room for 200 FTE students. The additional space could accommodate the influx of students living east of McGregor Street that would previously be required to attend École Lansdowne.

**Table 4** provides a five-year review on the number of Luxton students who live in the proposed Luxton catchment. Information is split based on those who live within 1.6 kilometres of the school and those who do not as well the number of students who live out of catchment in either another WSD catchment or outside the WSD catchment boundaries. On average, 80% of Luxton students live within walking distance to the school and within catchment. Only seven percent (7%) of Luxton students live within catchment at a distance greater than 1.6 kilometres that would require busing.

TABLE 4 – LUXTON STUDENTS BY DISTANCE TO SCHOOL

Location	2023-24		2022-23		2021-22		2020-21		2019-20	
	#	%	#	%	#	%	#	%	#	%
In catchment (within 1.6km)	201	78.2	214	78.6	229	83.9	202	77.7	230	80.4
In catchment (outside 1.6km)	14	5.4	16	5.9	15	5.5	24	9.2	26	9.1
Out of catchment (other WSD)	29	11.3	32	11.8	21	7.7	23	8.8	23	8.0
Outside WSD	13	5.1	10	3.7	8	2.9	11	4.3	7	2.5
<b>Total Luxton Enrolment</b>	<b>257</b>	<b>100.0</b>	<b>272</b>	<b>100.0</b>	<b>273</b>	<b>100.0</b>	<b>260</b>	<b>100.0</b>	<b>286</b>	<b>100.0</b>

## IMPACT ON SACRÉ-COEUR

As indicated on page 12, it is suggested that the current Elmwood neighbourhood area assigned to Sacré-Coeur for French Milieu be permanently assigned to George V for all French Immersion students. In this way, the area would follow the north area by only providing one French Immersion option in the area. A review of the past five years of enrolment data from Sacré-Coeur revealed that only a few students attending Sacré-Coeur live in the Elmwood neighbourhood (see **Table 5**). The loss would account for approximately 15 students of 4.9% of the total projected enrolment at Sacré-Coeur for September 2025. The addition of approximately 15 students at George V would have little to no impact on the current enrolment (244 FTE as of September 2024) or the available space at the school which is currently set at 361 FTE.

TABLE 5 – STUDENTS LIVING IN GEORGE V AREA ATTENDING SACRÉ-COEUR (PAST 5 YEARS)

Grade	2023-24	2022-23	2021-22	2020-21	2019-20
Nursery	0	0	0	0	3
Kindergarten	1	2	0	2	4
01	1	1	2	1	4
02	1	2	2	4	2
03	2	1	4	2	2
04	1	4	2	1	1
05	4	2	1	1	2
06	3	1	1	1	1
07	0	1	0	1	0
08	2	0	1	0	1
Total	15	14	13	13	20

It is proposed that this change be implemented as it will have little to no impact on both schools and follow the same model as the other schools in the north section of the division.

## IMPACT ON STANLEY KNOWLES

In the proposed new model, Stanley Knowles' current Elementary French Dual catchment would be reduced by 54% to account for the creation of a new catchment for Lansdowne's French Immersion program. Over the past five years, there have been, on average, 50 Stanley Knowles students living in the area now proposed for Lansdowne. This would account for eight percent of the expected students at Stanley Knowles come September 2025. Stanley Knowles' boundaries have recently been expanded (February 2024) to include a section of Waterford Springs' current catchment to help with the overpopulation at that school. As such, the expected loss of students at Stanley Knowles due to the introduction of a new catchment for Lansdowne will most likely be balanced with the addition of students from the Waterford Springs area.

**Table 6** provides a summary on the number of Stanley Knowles students by area of residence over the past five years. On average, 56% of students live in the proposed catchment within walking distance to the school. Only one percent of students live within catchment but at a distance greater than 1.6 kilometres from the school. Thirty-six percent of Elementary French Dual Track students at Stanley Knowles live in another catchment. This includes students who currently live within the current catchment that is proposed for Lansdowne. By reducing the size of the catchment, the number of students requiring busing will diminish by 90 for Stanley Knowles.

TABLE 6 – STANLEY KNOWLES STUDENTS BY DISTANCE TO SCHOOL

Location	2023-24		2022-23		2021-22		2020-21		2019-20	
	#	%	#	%	#	%	#	%	#	%
In catchment (within 1.6km)	243	59.4	226	57.2	242	57.1	248	52.8	304	53.3
In catchment (outside 1.6km)	5	1.2	5	1.3	6	1.4	5	1.1	6	1.1
Out of catchment (other WSD)	127	31.1	134	33.9	148	34.9	182	38.7	235	41.2
Outside WSD	34	8.3	30	7.6	28	6.6	35	7.4	25	4.4
<b>Total SKN Enrolment</b>	<b>409</b>	<b>100.0</b>	<b>395</b>	<b>100.0</b>	<b>424</b>	<b>100.0</b>	<b>470</b>	<b>100.0</b>	<b>570</b>	<b>100.0</b>

**SECTION IV. PROPOSED NEW GRADE 7 & 8 FRENCH IMMERSION CATCHMENTS**

In Grades 7 and 8, students currently have the option of attending either a French Dual Track school (Waterford Springs, Stanley Knowles, or George V) or a French Milieu school (Lansdowne or Sacré-Coeur) (see **Map 1** on page 6 for a review). It is recommended that the Grade 7 and 8 French boundaries model the Elementary catchments by providing a single option for these grade levels. The exception to this would be Stanley Knowles which would continue to accept Grade 7 and 8 students living in the current Garden Grove Elementary Dual Track catchment. **Map 6** provides the proposed French Immersion catchment map for Grades 7 and 8 in the north section of the division. Both programs (Dual Track - DT and Milieu - M) have been combined into a single map with both options available in the south end presented.

MAP 6 – PROPOSED FRENCH IMMERSION CATCHMENTS IN NORTH SECTION OF WSD



## IMPACT ON LANSDOWNE

Lansdowne's current French Milieu catchment for Grades 7 and 8 include the whole area north of the CPR main lines and everything west of the Red River. The proposed change would reduce Lansdowne's catchment significantly (by 64%). **Table 7** provides an overview of enrolment trends at Lansdowne over the past five years. It only includes enrolment records for students in Grade 7 and 8 in the French Milieu program and catchment information is based on the proposed new catchment for Lansdowne. On average, 30 percent of students in Grade 7 and 8 at Lansdowne currently live in areas that have been suggested for other schools. This would result in a decrease in enrolment of approximately 31 students based on the September 2025 junior high projections for Lansdowne.

TABLE 7 – LANSDOWNE GRADE 7 & 8 STUDENTS BY DISTANCE TO SCHOOL

Location	2023-24		2022-23		2021-22		2020-21		2019-20	
	#	%	#	%	#	%	#	%	#	%
In catchment (within 1.6km)	42	38.9	37	37.0	32	36.0	32	38.1	31	37.4
In catchment (outside 1.6km)	23	21.3	27	27.0	25	28.1	18	21.5	17	20.5
New proposed catchments	38	35.2	29	29.0	27	30.3	28	33.3	28	33.7
Other (other WSD catchment or outside WSD)	5	4.6	7	7.0	5	5.6	6	7.1	7	8.4
<b>Total Lansdowne Enrolment</b>	<b>108</b>	<b>100.0</b>	<b>100</b>	<b>100.0</b>	<b>89</b>	<b>100.0</b>	<b>84</b>	<b>100.0</b>	<b>83</b>	<b>100.0</b>

## IMPACT ON LUXTON

No changes in enrolment are expected at Luxton due to the fact that the school just recently added French programming at the school and only two school years have had full enrolment from Kindergarten to Grade 6. No issues are expected with the proposed change to match the Junior High catchment to the Elementary Luxton catchment for French Immersion.

## IMPACT ON SACRÉ-COEUR

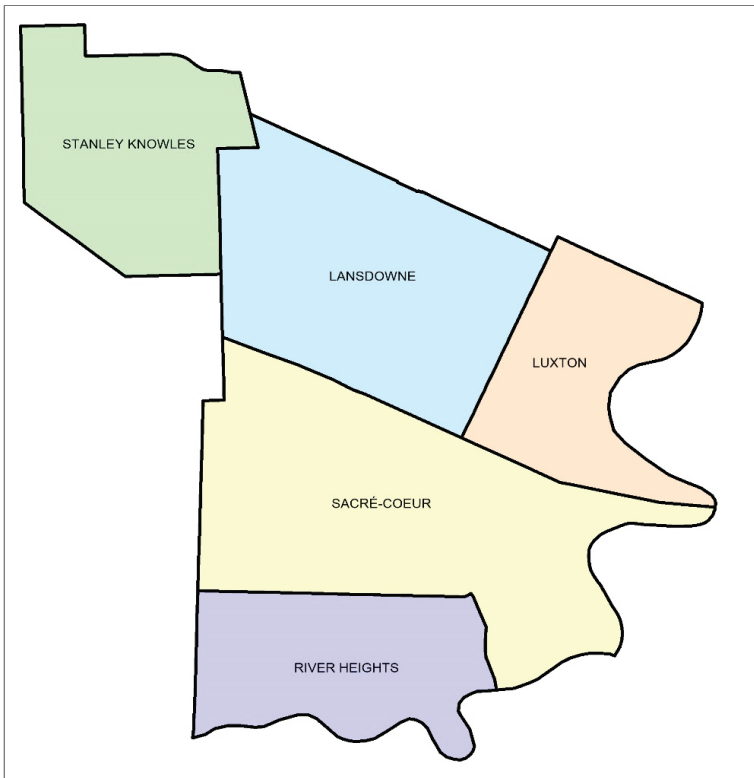
For Sacré-Coeur, the proposed changes will have little to no impact on the school. The Elmwood area would now be assigned to George V instead of Sacré-Coeur. A review of the last five years of data on French Immersion enrolments indicate that only 1.8% of students enrolled at Sacré-Coeur in Grade 7 and 8 lived in the Elmwood area. The addition of assigning a section of Stanley Knowles' catchment to Sacré-Coeur for students who would previously be attending the Dual Track program at the school will have no impact on

Sacré-Coeur. A review of the last five years of data on French Immersion enrolments indicate that only 1.9% of French Immersion students enrolled at Stanley Knowles in Grade 7 and 8 lived in the Sacré-Coeur catchment. This represents approximately only one to two students per year that would now be required to attend Sacré-Coeur instead of Stanley Knowles.

#### IMPACT ON STANLEY KNOWLES

The proposed changes to the Stanley Knowles catchment would result in an 83% decrease in size. A section would be assigned to Lansdowne and another section would be assigned to Luxton. It is proposed that the area south of the CPR main lines defined as the Victoria-Albert Elementary French Dual Track catchment be assigned to Sacré-Coeur and that the area defined as the Laura Secord Elementary French Dual Track catchment be assigned to River Heights for Grades 7 and 8 French Immersion. **Map 7** provides an overview of the current Stanley Knowles Grade 7 and 8 French Dual Track catchment with shading of areas based on the propositions. The area in blue would be assigned to Lansdowne, the area in orange to Luxton, the area in yellow to Sacré-Coeur and the area in purple to River Heights. What would remain of the Stanley Knowles catchment is highlighted in green.

MAP 7 – PROPOSED BREAKDOWN OF CURRENT GRADE 7 & 8 STANLEY KNOWLES FRENCH CATCHMENT



A five-year review on the proposed areas indicates that 60.3% of Grade 7 & 8 French Dual Track students at Stanley Knowles fall within the new proposed catchment for Stanley Knowles (green area). Over eighteen percent (18.5%) of students live in the Lansdowne and 2.8% live in the Luxton catchment. Only 1.9% of students live in the area south of the CPR main lines and all of them within the proposed Sacré-Coeur French catchment for Grades 7 and 8. The remaining students either live in neighbouring catchments such as Waterford Springs (10.3%) or live outside of the WSD catchment boundaries (6.1%).

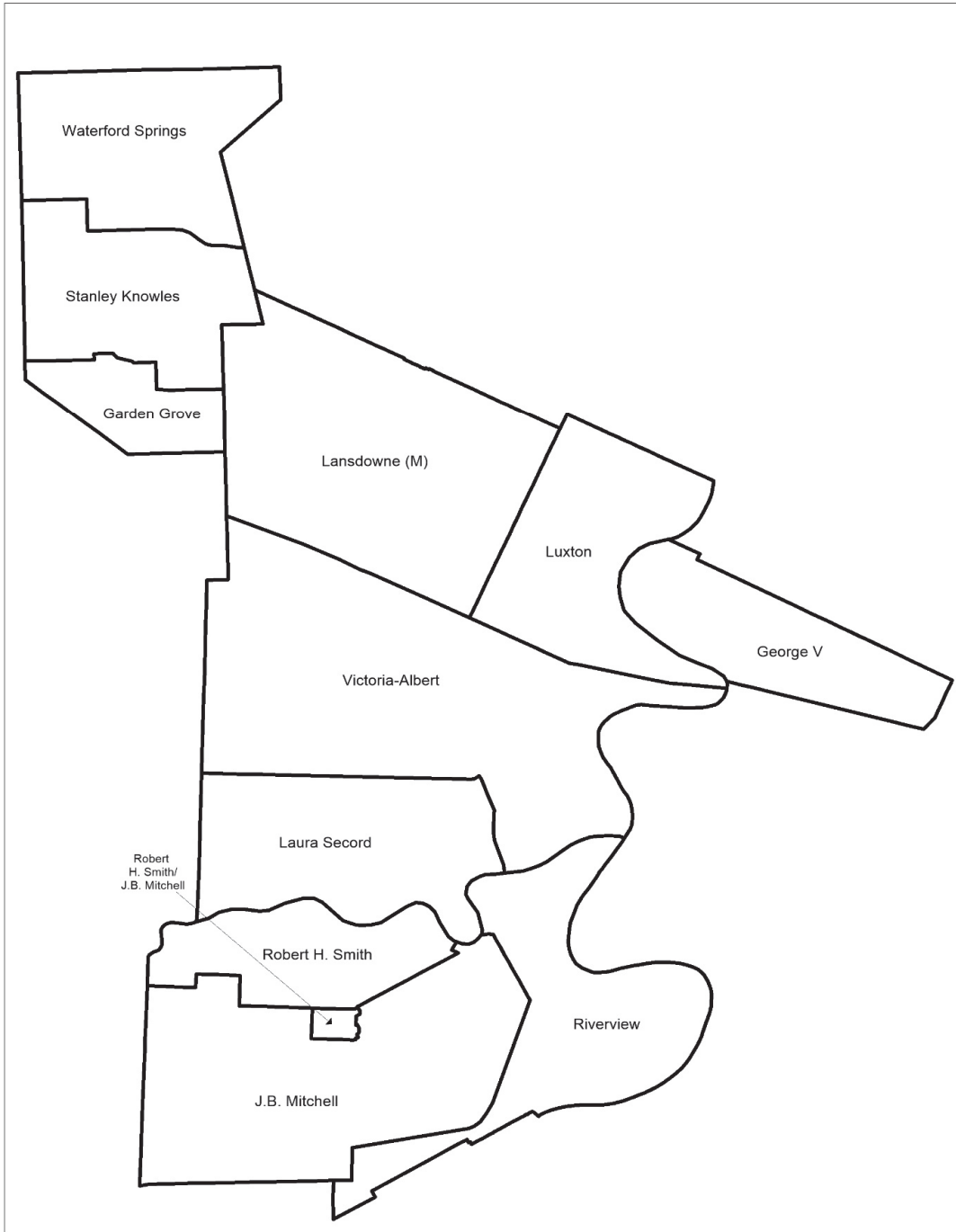
## SECTION V. SUMMARY

Below is a summary of the suggested changes to French Immersion catchment boundaries:

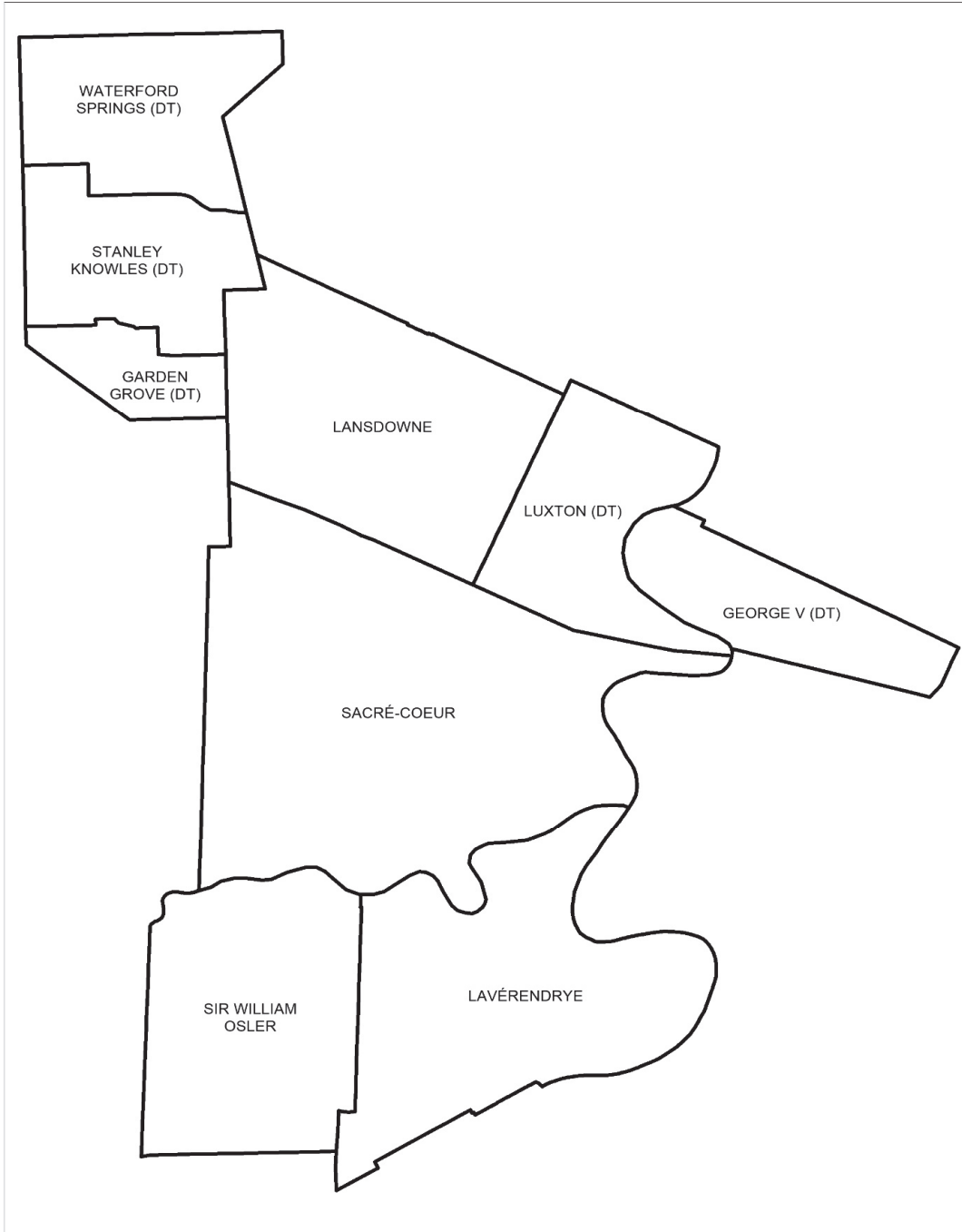
- Provide a single French Immersion option for schools in the north area of WSD.
- Reduce Stanley Knowles' current Elementary French Dual Track catchment. East boundary should now be defined by Keewatin St, Inkster Blvd, and CPR Arborg.
- Remove Elementary French Milieu catchment for Lansdowne.
- Create new Elementary French Immersion catchment for Lansdowne. Area would be defined by Keewatin St, Inkster Blvd, and CPR Arborg to the west and McGregor St to the east. The north and south boundaries would remain the same as the French Milieu catchment (Division boundary to the north and CPR main lines to the south).
- Reduce Luxton's current Elementary French Dual Track catchment. West boundary should now be defined by McGregor Street.
- Provide a single French Immersion option, George V, for the Elmwood neighbourhood. Remove option to attend Sacré-Coeur for French Milieu programming if living in the area for both Elementary grades as well as Grade 7 and 8 students.
- Grade 7 and 8 French boundaries should model the Elementary catchments apart from Stanley Knowles. Stanley Knowles will include the Elementary French Immersion catchment for both Stanley Knowles and Garden Grove. All other schools (Waterford Springs, Lansdowne, Luxton, and George V) would provide the same boundaries from Nursery to Grade 8.
- Stanley Knowles' Grade 7 and 8 boundaries will be reduced, and sections will be assigned to Lansdowne, Luxton, Sacré-Coeur, and River Heights.



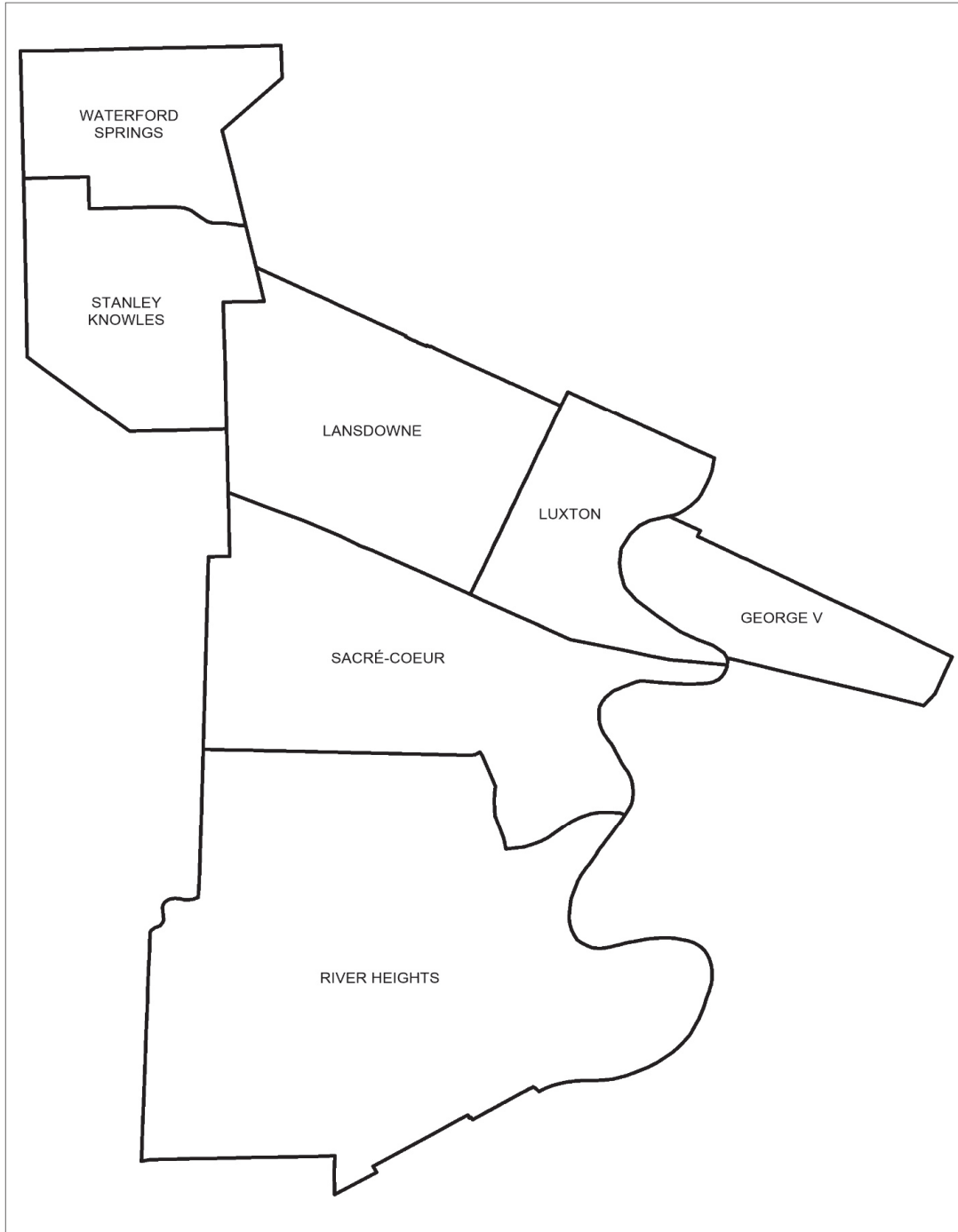
APPENDIX A – PROPOSED – ELEMENTARY FRENCH DUAL TRACK CATCHMENTS



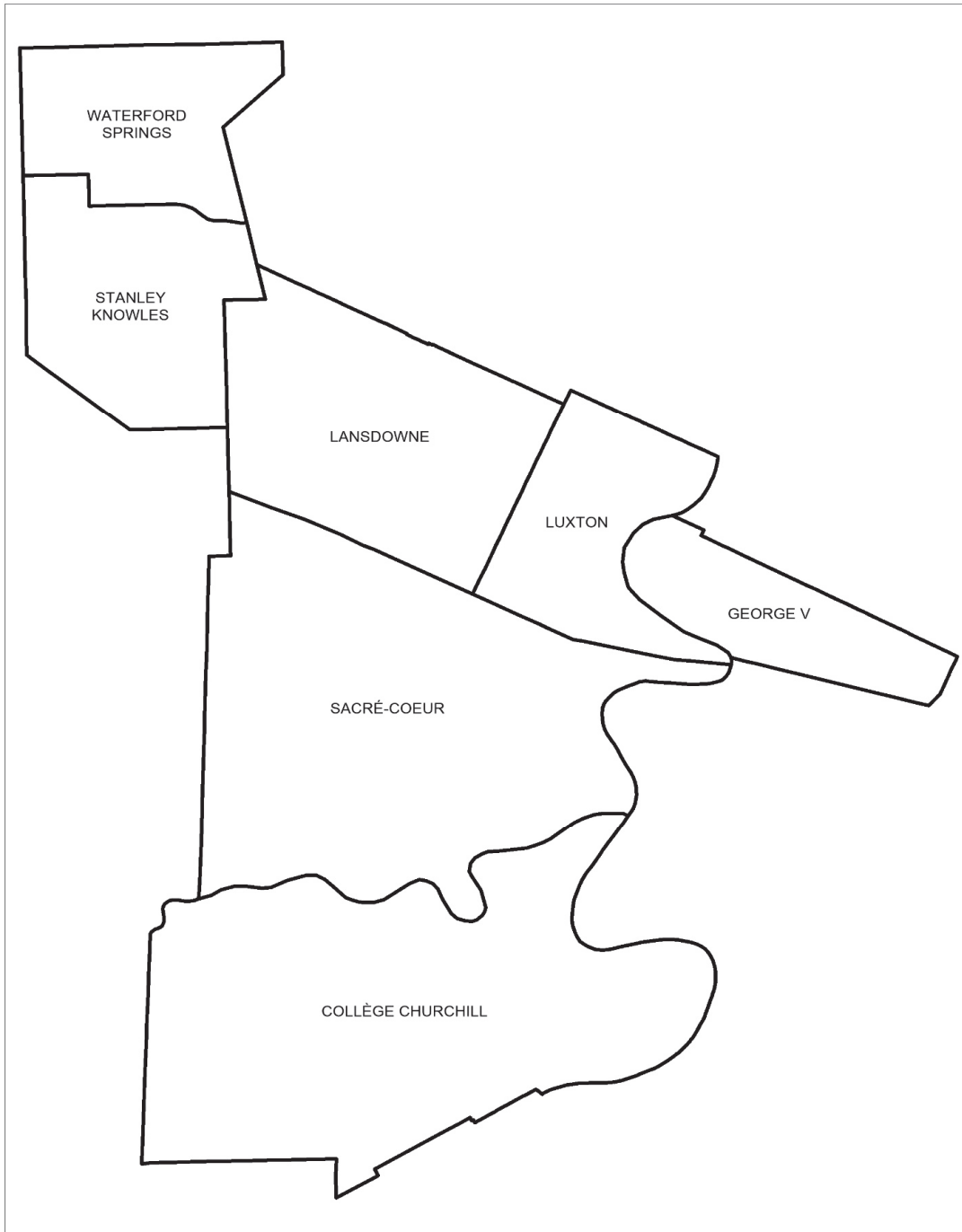
APPENDIX B – PROPOSED – ELEMENTARY FRENCH MILIEU CATCHMENTS



APPENDIX C – PROPOSED – GRADE 7 & 8 FRENCH DUAL TRACK CATCHMENTS



APPENDIX D – PROPOSED – GRADE 7 & 8 FRENCH MILIEU CATCHMENTS



## APPENDIX E – PROPOSED – DESCRIPTION OF CATCHMENT BOUNDARIES

### **Lansdowne Elementary/Grade 7 & 8 French Immersion Catchment Boundaries:**

From CPR Molson/CPR Carberry, north on Keewatin St (east side) to Inkster Blvd, east on Inkster Blvd (south side) to CPR Arborg, north west along CPR Arborg to Division boundary, south east along neighbourhood boundary, continue south east on Carruthers Ave (south side), south along McGregor St (west side), west along CPR Molson/CPR Carberry to Keewatin St.

### **Luxton Elementary/Grade 7 & 8 French Immersion Catchment Boundaries:**

From CPR Molson/CPR Carberry, north along extension of McGregor St, continue on McGregor St (east side) to McAdam Ave, east along McAdam Ave (both sides) (Division boundary) to Red River (include all addresses along Scotia St smaller than 223), south along Red River, west along CPR Molson/CPR Carberry to extension of McGregor St.

### **River Heights Grade 7 & 8 French Immersion Dual Track Catchment Boundaries:**

From Wilkes Ave, north on West Division boundary (Edgeland Blvd, Morpeth Blvd and extensions) to Assiniboine River, east on Assiniboine River, north on West Division boundary (St. James St), east on Ellice Ave (south side), south along Colony St and Memorial Blvd (west side), continuing south along Osborne St North (west side) to Assiniboine River, west along Assiniboine River to Red River, south on Red River, west on Jubilee (both sides) to Pembina, west on extension of Parker Ave (Division boundary) to Wynne St, north along Wynne St to Heatherdale Ave, west along Heatherdale Ave, continue west along extension of Heatherdale Ave to Hurst Way, south along Hurst Way to south side of Parker Ave, continue west along extension of south side of Parker Ave to Waverley St, north on Waverley St (east side) to Wilkes Ave, west on Wilkes Ave (north side) to West Division boundary.

*Note: Original Wilkes Ave is used to define boundary. The triangular area between Old Wilkes Ave, Sterling Lyon Parkway & Victor Lewis Drive remains the property of the Pembina Trails School Division.*

### **Sacré-Coeur Grade 7 & 8 French (Dual Track) Catchment Boundaries:**

From Ellice Ave, north along Division boundary (west of St. James St), east on Notre Dame Ave (south side), north along Keewatin St (east side), south along CPR Carberry/CPR Molson to Red River, south along Red River to Assiniboine River, west along Assiniboine River to Osborne St North, north along Osborne St North (east side), continue north on Memorial Blvd and Colony St (east side), west along Ellice Ave (north side) to Division boundary (west of St. James St).

**Sacré-Coeur Grade 7 & 8 French Milieu Catchment Boundaries:**

From Assiniboine River, north on West Division boundary (St. James St), east on Notre Dame Ave (south side), north on Keewatin St (east side), south east along CPR Molson/CPR Carberry to Red River, south along Red River to Assiniboine River, west along Assiniboine River to Division boundary.

**Stanley Knowles Elementary French Dual Track Catchment Boundaries:**

From Lucas Ave, north on Brookside Blvd (east side; Division Boundary) to Jefferson Ave, east on Jefferson Ave (south side) to Melgund Rd, south to extension of Old Commonwealth Path (west of Castlebury Meadows neighbourhood), east on extension of Old Commonwealth Path to King Edward St, east on Old Commonwealth Path (south side) to Keewatin St, east on Adsum Dr (south side) to CPR Arborg, south along CPR Arborg to Inkster Blvd, west on Inkster Blvd (north side) to Keewatin St, south on Keewatin St (west side) to Burrows Ave, west on Burrows Ave (north side), north along King Edward extension, west on back lane between Greenhoven Cres. And Sumter Cres. (cross between 95 & 99 Greenhoven Cres. and then between 99 & 103 Palms Blvd), continue west (north of Woodcroft Bay) across the pond to Wendow Bay, north west on Wendow Bay (north east side), west on Channing St (north side), south on Burrows Ave (west side), west on Lucas Ave (north side) to Brookside Blvd.

**Stanley Knowles Grade 7 & 8 French Dual Track Catchment Boundaries:**

From Oak Point Highway, north on Brookside Blvd (east side; Division Boundary) to Jefferson Ave, east on Jefferson Ave (south side) to Melgund Rd, south to extension of Old Commonwealth Path (west of Castlebury Meadows neighbourhood), east on extension of Old Commonwealth Path to King Edward St, east on Old Commonwealth Path (south side) to Keewatin St, east on Adsum Dr (south side) to CPR Arborg, south along CPR Arborg to Inkster Blvd, west on Inkster Blvd (north side) to Keewatin St, south on Keewatin St (west side), west on Selkirk Ave (north side), north west on Oak Point Highway to Brookside Blvd.



**January 7, 2025**

**TO: North District Advisory Committee Parent Councils**

**FROM: Brenda Lapointe**  
**Board and Community Liaison Officer/Access and Privacy Coordinator**

**RE: French Immersion Catchment Boundaries**

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At a meeting held December 16, 2024, the Board of Trustees approved a motion to distribute the French Immersion Catchment Boundaries Report to Parent Councils for review and to provide feedback no later than March 31, 2025. (attached)

The report provides an overview on the current French Immersion catchment area boundaries as well as the new elementary French Immersion Catchment boundaries to become effective the 2025/2026 school year.

All families are welcome to attend an information session being held on January 14<sup>th</sup> in the Library at École Lansdowne school from 7:00 p.m. to 8:00 p.m. Please contact [board@wsd1.org](mailto:board@wsd1.org) to confirm your attendance.

## SECTION II – WHAT IS FRENCH IMMERSION AND HOW IS IT ORGANIZED IN MANITOBA?

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### 2.1 – WHAT IS THE FRENCH IMMERSION PROGRAM?

The **French Immersion Program** is defined as a form of bilingual education in which students whose first language is not French receive the majority of their instruction in French to learn the language.

French immersion integrates language instruction with content-area instruction. Students learn to communicate in French while learning most subjects in French.

French is used as the language of instruction and as a means of communication in the classroom and throughout the school.

### 2.2 – WHO IS THE FRENCH IMMERSION PROGRAM FOR?

French immersion is an inclusive program intended for **ALL students** with various abilities and needs whose first language is not French and who have little or no knowledge of the French language.

### 2.3 – WHAT IS THE VISION FOR STUDENTS OF THE FRENCH IMMERSION PROGRAM?

The goal of the French Immersion Program is to develop proud, confident, engaged, plurilingual global citizens. The French Immersion Program enables students to interact spontaneously, autonomously, and confidently in French with pride and ease. They seek opportunities to engage in the Francophone community. Their identity as Canadian citizens, competent in both French and English, creates lifelong opportunities and fosters openness to other languages and cultures.

For more information on the vision for the French Immersion Program in Manitoba, see [www.edu.gov.mb.ca/k12/docs/french\\_imm/vision/index.html](http://www.edu.gov.mb.ca/k12/docs/french_imm/vision/index.html).



SECTION II – WHAT IS FRENCH IMMERSION AND HOW IS IT ORGANIZED IN MANITOBA? (CONTINUED)

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## 2.4 – SCHOOL DELIVERY MODELS

### What are the school delivery models of the French Immersion Program?

There are two models for organizing a French Immersion Program: the **single-track school** and the **dual-track school**. Both models include the following:

- French immersion curriculum documents developed by the Province of Manitoba (BEF) guide student learning.
- French is the language of communication among French immersion teachers, students, and other staff.
- Communication with parents is mainly in English, including report cards, parent meetings, newsletters, etc.
- Parents play a strong role in promoting the French Immersion Program and supporting their child in achieving their goals.
- Support services are offered in French.
- School leaders are fluent in French and have experience with French immersion philosophy and pedagogy.

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**SECTION II – WHAT IS FRENCH IMMERSION AND HOW IS IT ORGANIZED IN MANITOBA? (CONTINUED)**


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The following table describes in more detail the implementation of each model for Manitoba:

Single-Track School	Dual-Track School
The French Immersion Program is the only program in the school. The entire student population is enrolled in the French Immersion Program.	The French Immersion Program and the English Program coexist in the same school. The student population is enrolled either in the French Immersion Program or the English Program.
School leaders are fluent in French and have experience with French immersion philosophy and pedagogy.	At least one school leader is fluent in French and has experience with French immersion philosophy and pedagogy.
The French immersion teaching staff is fluent in French. Generally, all other staff is fluent in French.	The French immersion teaching staff is fluent in French. Other members of the staff might speak French.
French is the language of communication at all times among all teachers and other staff, students, and school leaders.	French is the language of communication between French immersion teachers and students, and may be the language of communication with school leaders and other staff.
Students are immersed in the French language in class. Speaking French is encouraged outside of class.	Students are immersed in the French language in class. Although speaking French is encouraged outside of class, there may be a higher prevalence of English.
All subjects except English Language Arts (ELA) are taught in French in Early and Middle Years, including courses taught by specialists (e.g., Music, Visual Arts, Physical Education/Health Education, and optional courses). In Senior Years, all required and optional courses are offered in French except ELA.	In Early and Middle Years, all subjects except ELA are taught in French. However, courses taught by specialists (e.g., Music, Visual Arts, Physical Education/Health Education, and optional courses) might be taught in English. In Senior Years, at least the minimum number of credits required (15 out of 30) for a French immersion diploma are offered.
Extra-curricular activities take place in French.	Extra-curricular activities typically take place in English.

**Note:** An immersion centre can be established in the same building as an English Program. Such a centre has its own administration and facilities and is, for all intents and purposes, an autonomous **single-track** school operating in the same facility as another school.

## SECTION II – WHAT IS FRENCH IMMERSION AND HOW IS IT ORGANIZED IN MANITOBA? (CONTINUED)

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### 2.4.1 – RECOMMENDATION

The French Immersion Program can be implemented effectively in both models. It is important to note that a linguistically rich environment and intensive exposure to the French language are essential to second language acquisition. To this end, the single-track model offers greater opportunity for a linguistically rich experience for students. Therefore, where viable, it is recommended that the single-track model be considered from Kindergarten to Grade 12 in all school divisions in the province. Viable is understood to mean any school division where the student population is significant enough, there are enough schools to enable such a model, and the single-track model would meet the needs of the community.

## 2.5 – ENTRY POINTS

### **When can a student enter the French Immersion Program?**

In Manitoba, there are three official entry points into the French Immersion Program. No matter when students enter the Program, the intent is that students continue through to Grade 12. All entry points are intended for students whose first language is not French and who have little or no knowledge of French prior to entering the Program. The three official entry points are as follows:

- Early Immersion – Kindergarten or Grade 1
- Middle Immersion – Grade 4
- Late Immersion – Grade 6 or 7

In middle and late immersion, students will experience a period of intensive language learning when they enter the Program. They can then follow the curricula as outlined for their grade level.

## SECTION II – WHAT IS FRENCH IMMERSION AND HOW IS IT ORGANIZED IN MANITOBA? (CONTINUED)

### 2.5.1 – ACCESS AND FLEXIBILITY TO THESE ENTRY POINTS

It is important to provide students with equitable opportunities to access the French Immersion Program. The most common entry point offered by school divisions to the Program is early immersion; few school divisions offer middle and late immersion entry points. This is not sufficient to meet the needs of students unable to enter at an official entry point. Therefore, in the interests of equity, the department encourages flexibility in regards to entry points when working with students and families by considering the following:

- School divisions offer more than one official entry point to ensure student access to the Program.
- School divisions consider allowing students to enter at any grade level, with appropriate academic and linguistic supports in place.
- School divisions consider allowing re-entry if a student leaves the Program for an extended period of time.

School divisions and schools may consider the following when making decisions around flexible entry or re-entry:

- The motivation and resiliency of the student.
- The partnership and shared decision making between the school and the family.
- The ability of the school to provide appropriate academic and linguistic support to the student.

### 2.6 – PROPORTION OF INSTRUCTIONAL TIME IN FRENCH

#### What is the proportion of time taught in French?

The recommended minimum percentage of instruction time in the French language is as follows:

- In Kindergarten, French is the language of instruction for 100% of the time.
- From Grade 1 to Grade 6, French is the language of instruction for 75% to 80% of the time.
- For Grades 7 and 8, French is the language of instruction for the majority of the time, from 50% to 86%.
- For Grades 9 to 12, a minimum of 15/30 credits or 50% of instructional time is required to be taught in French in order to obtain a French immersion diploma.

## SECTION II – WHAT IS FRENCH IMMERSION AND HOW IS IT ORGANIZED IN MANITOBA? (CONTINUED)

## 2.7 – GRADUATION REQUIREMENTS

For a student to receive a French Immersion Program diploma, a minimum of 15 credits out of 30 must be taught in the French language. Although this meets the threshold of 50% intensity of instructional time in the French language, schools are strongly encouraged to offer as many Senior Years credits in the French language as possible and to motivate students to take more than the minimum required credits.

Students starting Grade 9 in the 2023/2024 school year will continue to require a minimum of 14/30 credits in order to obtain a French immersion diploma, as per the previous policy for the French Immersion Program. Beginning in the 2024/2025 school year, students starting Grade 9 will require a minimum of 15/30 credits taught in French. By the 2027/2028 school year, all Senior Years students will be required to obtain a minimum of 15/30 credits.

The following table outlines the minimum required number of credits in every Senior Years grade, as well as compulsory courses in French. These parameters for graduation apply to all points of entry in the French Immersion Program. The full graduation requirements can be found at [www.edu.gov.mb.ca/k12/policy/grad\\_require.html](http://www.edu.gov.mb.ca/k12/policy/grad_require.html).

## Credit Requirements for the French Immersion Diploma

	Required Minimum Number of Credits from Courses Taught in French	Compulsory French Courses	Other Credit Requirements from Courses Taught in French
Grade 9	4 credits	<i>Français arts langagiers – immersion</i>	Students must earn 11 or more credits from courses taught in French from the options available to them. Requirements for graduation can be found at <a href="http://www.edu.gov.mb.ca/k12/policy/grad_require.html">www.edu.gov.mb.ca/k12/policy/grad_require.html</a> .
Grade 10	4 credits	<i>Français arts langagiers – immersion</i>	
Grade 11	3 or 4 credits	<i>Français arts langagiers – immersion</i>	
Grade 12	3 or 4 credits	<i>Français arts langagiers – immersion</i>	
	Minimum of 15 credits	4 credits	Minimum of 11 credits

SECTION II – WHAT IS FRENCH IMMERSION AND HOW IS IT ORGANIZED IN MANITOBA? (CONTINUED)

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## 2.8 – STAFF – LANGUAGE AND KNOWLEDGE REQUIREMENTS

### **School Leaders**

The principal and/or vice-principal must be fluent in English and French. All school leaders should be knowledgeable of the vision and the full implementation of the French Immersion Program in Manitoba, and have an understanding of the foundations and methodology of French immersion.

### **Teachers**

All French immersion teachers must be bilingual and should be knowledgeable of the vision of the French Immersion Program in Manitoba, the philosophy of additional language acquisition and French immersion methodology, as well as the integration of Francophone cultures.

### **Other Staff**

Schools should prioritize bilingual staff in all roles wherever possible, including educational assistants (EAs), school office staff, and custodians.

## 2.9 – FUNDING FOR THE FRENCH IMMERSION PROGRAM

Manitoba Education and Early Childhood Learning provides financial support through base funding and additional grant allocation to school divisions for French language education. This funding, disbursed to school divisions, is intended to support the full implementation of the French Immersion Program (see [www.edu.gov.mb.ca/k12/finance/fr\\_grant/index.html](http://www.edu.gov.mb.ca/k12/finance/fr_grant/index.html)).

**THE WINNIPEG SCHOOL DIVISION**

**TO: French Immersion Advisory  
Committee Members**

**May 6, 2025**

**FROM: M. Henderson  
Superintendent**

**FOR INFORMATION**

**Re: SUSPENSION AND DEMOGRAPHIC REPORTS**

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Below are the links to the Suspension Report and the Demographic Report for information:

[WSD Suspension Report](#)

[WSD Demographic Report](#)

**WINNIPEG SCHOOL DIVISION**  
Research, Planning & Technology Services - Research & Evaluation

**Out of School Suspensions**  
**Winnipeg School Division**  
**2023/2024**

**Introduction**

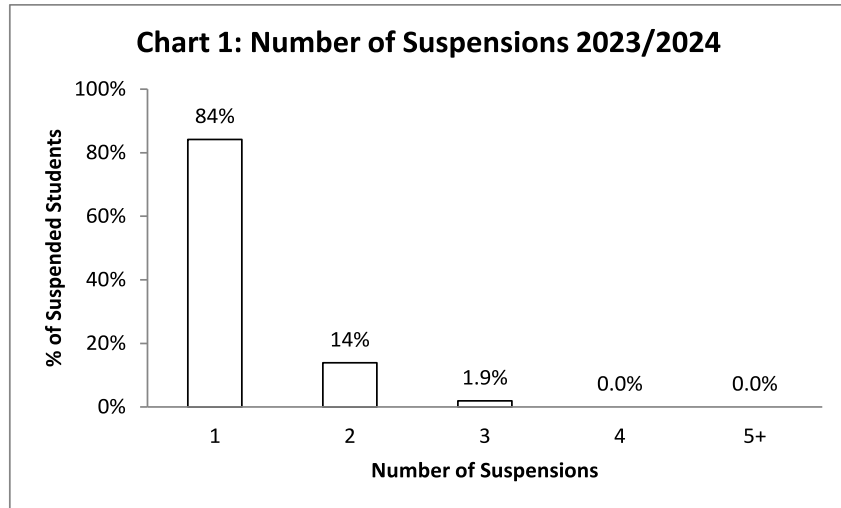
This report summarizes the out of school suspensions in Winnipeg School Division for the 2023/2024 school year. Only out of school suspensions greater than one half day are included. The report is based on information included on the student suspension form in the student information system.

**Suspension Summary**

There were 246 suspensions given to 209 students in 2023/2024. This represents 0.6% of the total student registration. The total cumulative number of suspension days for 2023/2024 was 689.5 days. To put this in perspective, there were approximately 6,234,720 student days in 2023/2024 (186 in-school days for 33,520<sup>1</sup> enrolled students), which means that suspension days represent 0.01% of total student days in the division.

**Number of Suspensions**

The number of suspensions received by individual students ranged from one to three. Of the students who received suspensions in 2023/2024 most (84%) received one suspension, while 14% received two suspensions and 1.9% received three suspensions (**Chart 1**).

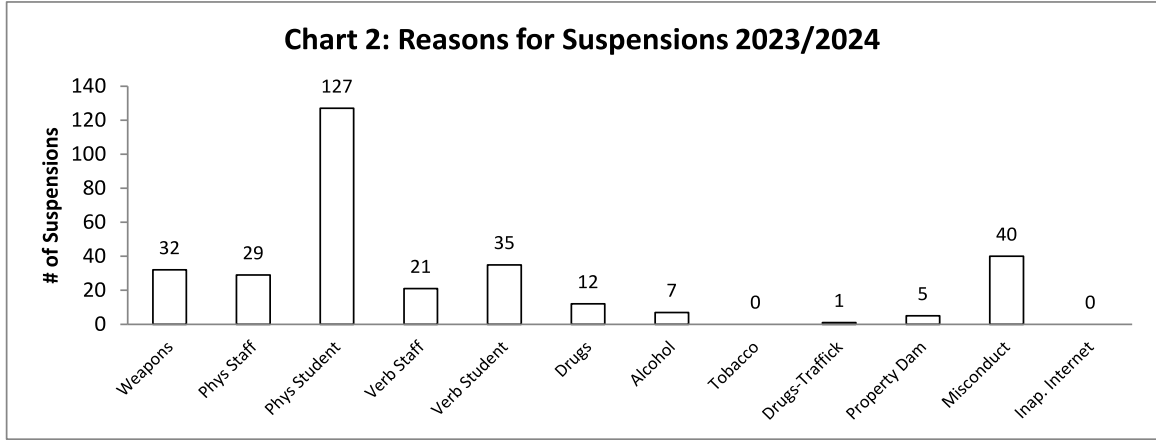


<sup>1</sup> Total enrolment is the number of different students who were enrolled sometime during the school year, excluding those with negative student numbers, withdrawal codes of 'no show' or 'registration error' and those at Adolescent Parent Centre and Winnipeg Adult Education Centre.



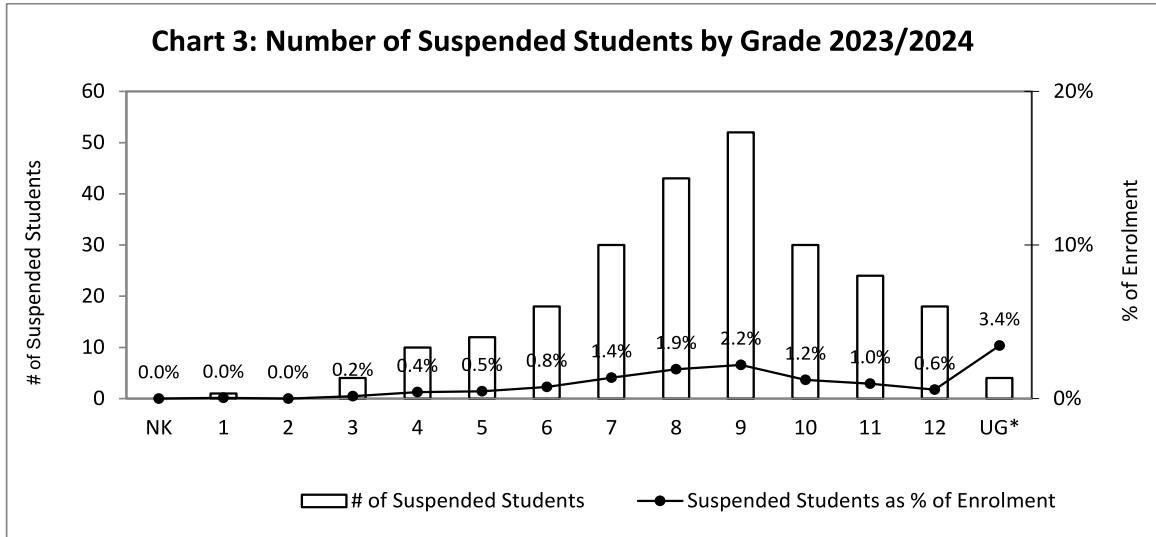
**Reasons for Suspensions**

**Chart 2** shows the reasons why students were suspended. Students could have multiple suspension reasons assigned to a suspension. The most frequent reasons for a suspension were for Physical Assault of a Student (127), Misconduct (40), Verbal Assault of Student (35), Weapons Offense (32), and Physical Assault of Staff (29). Behaviours that result in a Misconduct suspension include insubordination, uncontrollable behaviour, setting off the fire alarm, and arson/attempted arson. In all subsequent charts, suspensions for use of drugs, alcohol and tobacco, and illegal drugs-trafficking were combined into Drug/Alcohol/Tobacco suspensions.



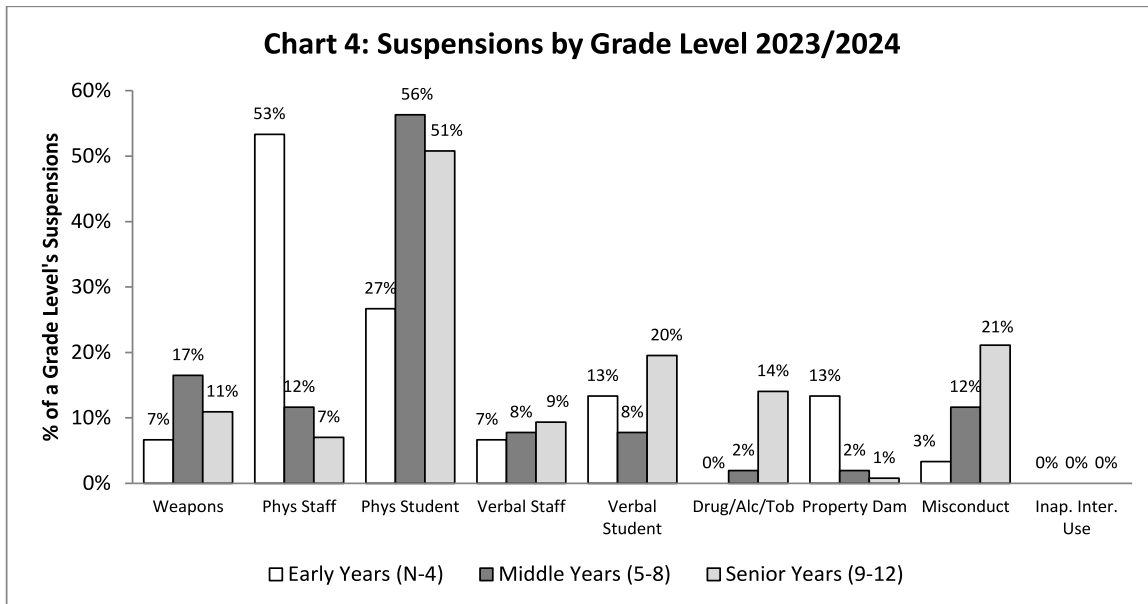
**Who was Suspended?**

In 2023/2024, 0.6% of division students were suspended. **Chart 3** provides a count of the total number of suspended students by grade. In addition, it shows the number of suspended students as a percentage of each grade’s total enrolment. Grade 9 recorded the highest number of suspended students (52) whereas the ungraded students had the highest percentage of suspended students per grade (3.4% of ungraded students).



\*Based on total suspensions at each grade level and not suspended students by grade level

**Chart 4** compares the reasons for suspensions by grade level. There were 15 suspensions given to early years students (N to 4, EU), 103 suspensions given to middle years students (5 to 8, JU), and 128 suspensions given to senior years students (9 to 12, SU). The bars represent the percent of a grade levels' total suspensions given for that reason code. For example, 7% of early years suspensions were for weapons violations, 53% for physical assault of staff, 27% for physical assault of student, and so on. Percentages for a grade level will total more than 100% because of the multiple suspension reasons given for some suspensions.

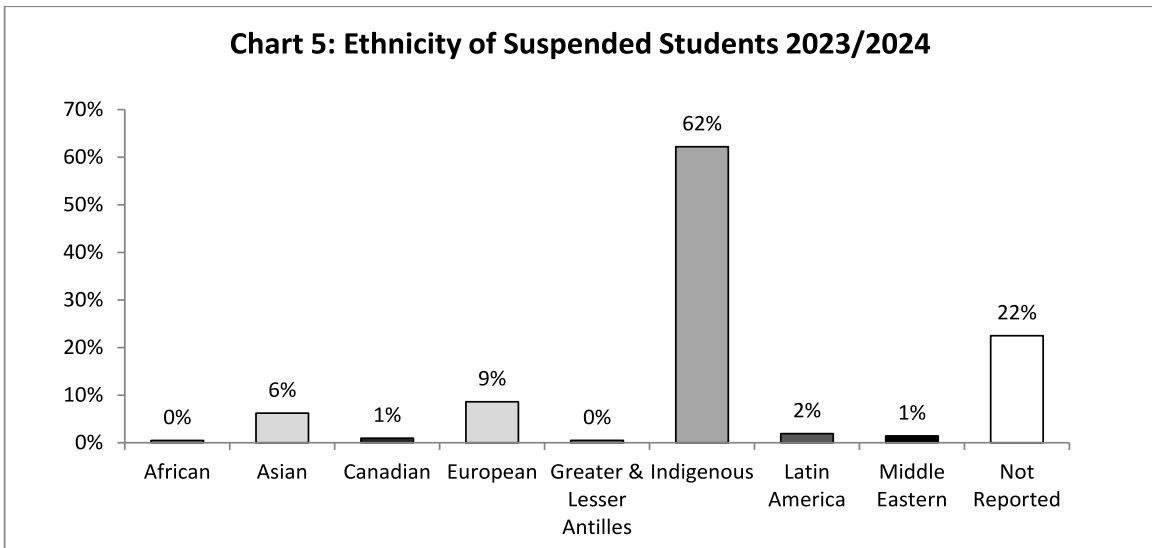


Early years students were more likely than older students to receive suspensions for physical assault of staff and property damage. Middle years students were more likely than other grade levels to receive suspensions for weapons offenses and physical assault of students. Senior years students were more likely than other grade levels to receive suspensions for verbal assault of staff, verbal assault of students, use and/or trafficking of illegal substances, and misconduct.

Learning Assistance Centre (LAC) students, who make up 0.65% of the total enrolment, received 4.1% of all suspensions. LAC students received 24% of all suspensions for verbal assault of staff, 20% of all suspensions for property damage, 17% of all suspensions for physical assault of staff and 15% of all suspensions for misconduct.

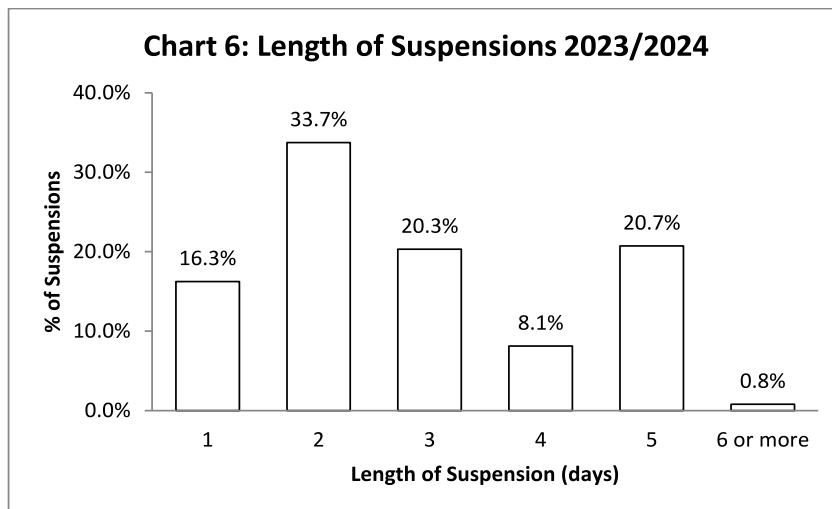
Overall, female students received 101 suspensions (41.1% of the total) compared to 145 (58.9%) for male students. The percentage of suspensions to male and female students varies by grade level. In the early years, the percentages were 100% male and 0% female, in middle years it was 57% male and 43% female and in the senior years it was 55% male and 45% female.

The total number of self-declared Indigenous students who received suspensions represented 1.5% of the total WSD Indigenous student population (30.7% of total enrolment) in 2023/2024. This equals 62% of all suspensions in 2023/2024. **Chart 5** provides the breakdown of suspensions by ethnic background (see Appendix A for more details). Students could declare up to three ethnic backgrounds regardless of their citizenship. Winnipeg School Division does not collect data on race and relies on the voluntary declaration by students regarding their ethnic background. Since students could declared up to three ethnicities, the total sum of all groups will be higher than 100% as some students have been counted multiple times.



**Length of Suspensions**

**Chart 6** shows the distribution of suspension lengths expressed as a percentage of total suspensions. Fifty percent of suspensions in 2023/2024 were for one to two days while 21.5% were for five days or more. The 53 suspensions that were for five days or longer in 2023/2024 were analyzed in more detail. These longer suspensions were mostly given for physical assault of student (27), weapon offenses (15), verbal assault of student (14), and physical assault of staff (9). Fifty-one percent of these longer suspensions were given to female students. The largest percentage of the longer suspensions (70%) was given to senior years students while middle years students received 28% and early years received 2% of these suspensions. Longer suspensions were given to students based on the severity of the incident (e.g., pepper spray attack), the impact on the victim or the number of previous offences.



**Summary**

- 0.6% of division students received a suspension during the 2023/2024 school year.
- Most students who received a suspension (84%) received only one suspension.
- Fifty percent of all suspensions were for one to two days in length.
- Grade 9 recorded the highest number of suspended students (52) and ungraded students recorded the highest percentage of suspended students (3.4% of ungraded students).
- LAC students, making up 0.65% of the total enrolment, accounted for 4.1% of the suspensions.
- 58.9% of all suspensions were given to male students. The gender difference was greatest in elementary grades where 100% of suspensions went to male students.
- Self-declared Indigenous students, who represent 30.7% of the total enrolment, accounted for 62% of all students suspended.
- Overall, the most frequent reasons for suspension were for physical assault of student (127), misconduct (40), verbal assault of students (35), weapons offenses (32), and physical assault of staff (29).
- 21% of suspensions given to senior years students were for misconduct compared to 12% for middle years and 3% for early years suspensions.
- 53% of suspensions given to early years students were for physical assault of staff compared to 12% of middle years and 7% of senior years suspensions.
- 14% of senior years suspensions were for the use and/or trafficking of illegal substances compared to 2% of middle years and 0% of early years suspensions.
- Students could report up to three ethnic groups. The most commonly reported ethnic category among suspended students was Indigenous. Indigenous students represented 30.7% of all students enrolled in Winnipeg School Division in 2023/2024. The percentage of Indigenous suspended students represented 1.5% of the total enrolment of Indigenous students in 2023/2024.

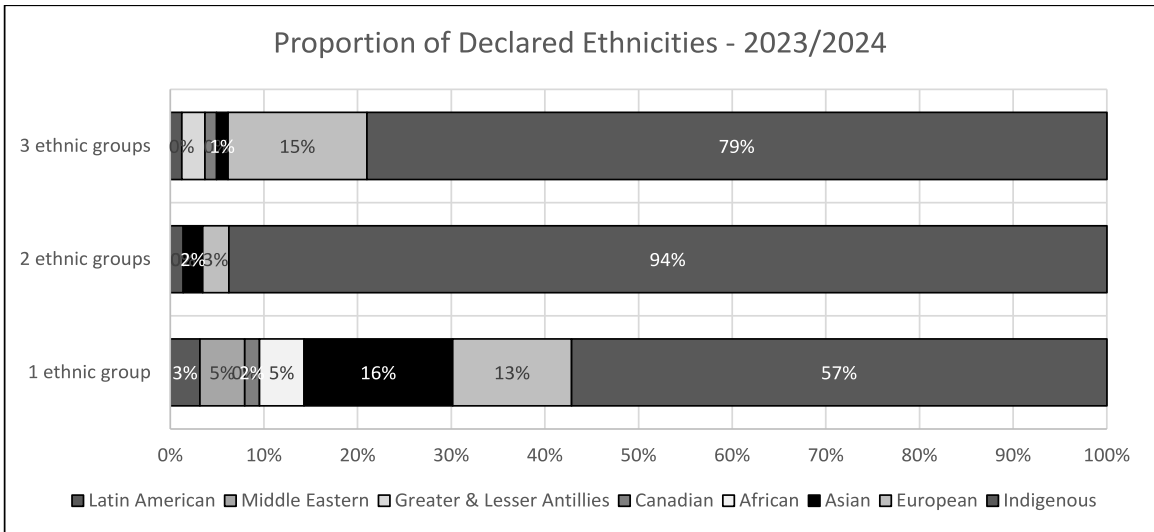
**Appendix A**

Ethnic groups included in each Ethnic Category:

- **African** includes:
  - African, African American, African Canadian, Algerian, Black, Burundian, Cameroonian, Chadian, Congolese, Eritrean, Ethiopian, Gabonese, Gambian, Kenyan, Liberian, Libyan, Madagascan, Moroccan, Mozambican, Mulatto, Nigerian, Nigerois, Senegalese, Somalian, Sudanese, Tanzanian, Togolese, Ugandan, Zairian, Zulu.
- **American** includes:
  - American
- **Asian** includes:
  - Bangladeshi, Bhutanese, Bruneian, Burmese, Cambodian, Cambodian/Khmer, Chinese, Filipino, Indian, Indonesian, Japanese, Korean, Kazakh, Laotian, Maldivian, Mongolian, Macau, Nepalese, Pakistani, Pilipino, Russian, Singaporean, Sri Lankan, Taiwanese, Thai, Timorese, Turkmen, Uzbek, Uyghur, Vietnamese
- **Canadian** includes:
  - Canadian, Mennonite
- **European** includes:
  - Albanian, Andorran, Austrian, Belarusian, Belgian, Bosnian, British, Bulgarian, Croatian, Czech, Dane, Dutch, Estonian, Finnish, French, German, Greek, Herzegovina, Hungarian, Icelander, Irish, Italian, Latvian, Liechtensteiners, Lithuanian, Luxembourgers, Macedonian, Maltese, Moldovan, Monegasques, Montenegrin, North Macedonian, Norwegian, Polish, Portuguese, Romanian, Sammarinese, Scottish, Serbian, Slovakian, Slovenian, Spanish, Swedish, Swiss, Ukrainian, Welsh
- **Greater & Lesser Antilles** includes:
  - Antiguan, Aruban, Bajan, Barbadian, Barbudan, Caymanians, Ciboney, Cubans, Curaçaoans, Dominican, Grenadian, Guadeloupean, Haitian, Jamaican, Kittitian, Martiniquais, Montserratians, Nevisian, Puerto Rican, Saint-Barth, Saint-Barthélemois, Saint Martin Guianas, St. Lucian, St. Lucian, Tobagonians, Trinidadians, Trinbagonian, Trinis, Vincentians, Virgin Islander
- **Indigenous** includes:
  - Aboriginal, Anishinaabe, Chippewa, Cree, Dakota, Dene, First Nations, Ininiw, Inuit, Inuktitut, Metis, Native not specified, Ojibway, Oji-Cree, Sauteaux, Sioux, Swampy Cree, Tsimshian
- **Latin America** includes:
  - Argentinian, Brazilian, Bolivian, Chilean, Columbian, Costa Rican, Ecuadorian, Guadeloupe, Guatemalan, Honduran, Martinican, Mexican, Nicaraguan, Peruvian, Paraguayan, Salvadoran, Trinidadian, Uruguayan, Venezuelan
- **Middle Eastern** includes:
  - Arab, Cypriot, Egyptian, Emirati, Iranian, Iraqi, Israeli, Jordanian, Kuwaiti, Lebanese, Omani, Palestinian, Qatari, Saudi Arabian, Saudi, Syrian, Turkish, Yemeni
- **Oceania** includes:
  - Australian, New Zealander, Togolese
- **Not Reported** includes:
  - Students who did not declare their ethnicity

Students could report up to three ethnic groups and therefore multiple counts existed. A review of responses was conducted in 2023/2024 which showed that many students reported ethnic groups from the same ethnic category. The chart below shows the percentage of responses based on ethnic category and number of ethnic groups declared. In 2023/2024, of students who were suspended, 47 students did not declare their ethnicity

(22% of all suspended students). Sixty-three (63) students declared one ethnicity with 57% reporting an Indigenous ethnicity followed by Asian (16%). Seventy-two students (72) declared two ethnicities with the majority belonging to the Indigenous ethnic category (94%) followed by European (3%) and Asian (2%). Twenty-seven students (27) declared three ethnicities with a large proportion declaring Indigenous ethnic groups (79%) followed by European (15%).



WINNIPEG SCHOOL DIVISION  
SCHOOL DEMOGRAPHICS REPORT  
2023/2024



WINNIPEG SCHOOL DIVISION

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## SECTION A. STUDENT DEMOGRAPHICS – 2023/2024

### BACKGROUND

The results presented in this section are obtained from the Division's Student Administration System records. Each student's record is examined and, if there is sufficient information, a determination of the student's family status is made. Languages spoken at home and the disaggregation data are taken directly from the records.

Students' families are coded as single parent, two parents and other. A student is considered to be living in a single parent family if living with any one of mother, stepmother, father, stepfather, grandmother, or grandfather; and living in a two-parent family if living with any two of mother, stepmother, father, stepfather, grandmother, or grandfather. The 'other' category includes students living in group homes, in agency care, living on their own or with friends, or living with family members other than those considered to be parents.

Results are reported separately for elementary grades (N-6), junior high grades (7-8 or 7-9) and senior high grades (9-12).

### DATA HIGHLIGHTS

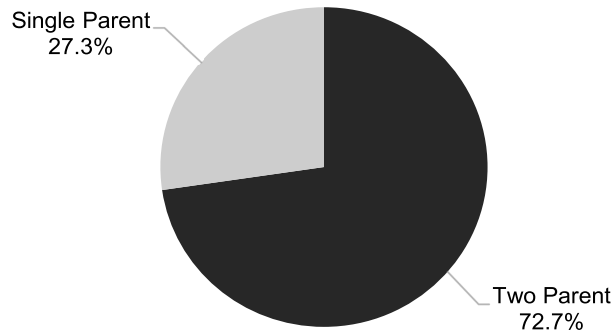
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#### PARENT STATUS

- In 2023/2024, 94.7% (28,374) of Division students lived with parents or guardians. Of those living with parents, 27.3% lived in single parent families (**Figure 1**, and **Tables 1 and 2, pages 9 to 11**).
- In **seven elementary** and **seven secondary** schools, the percent of students living in single parent families was **equal or greater than 50%**. The percent of single parent families in **elementary schools** ranged from 1.4% for Queenston to 65.0% for Niji Mahkwa Elementary. The percent of single parent families in **secondary schools** ranged from 3.3% for Waterford Springs – Gr. 7-8 to 73.4% for Children of the Earth.

FIGURE 1. STUDENTS' FAMILY STATUS (THOSE LIVING WITH PARENTS – 28,374)

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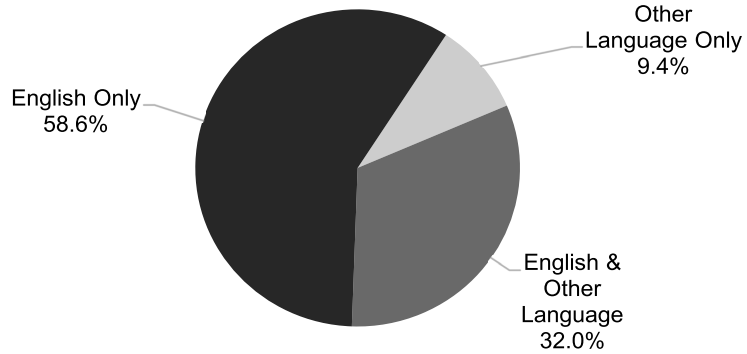


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#### LANGUAGES SPOKEN AT HOME

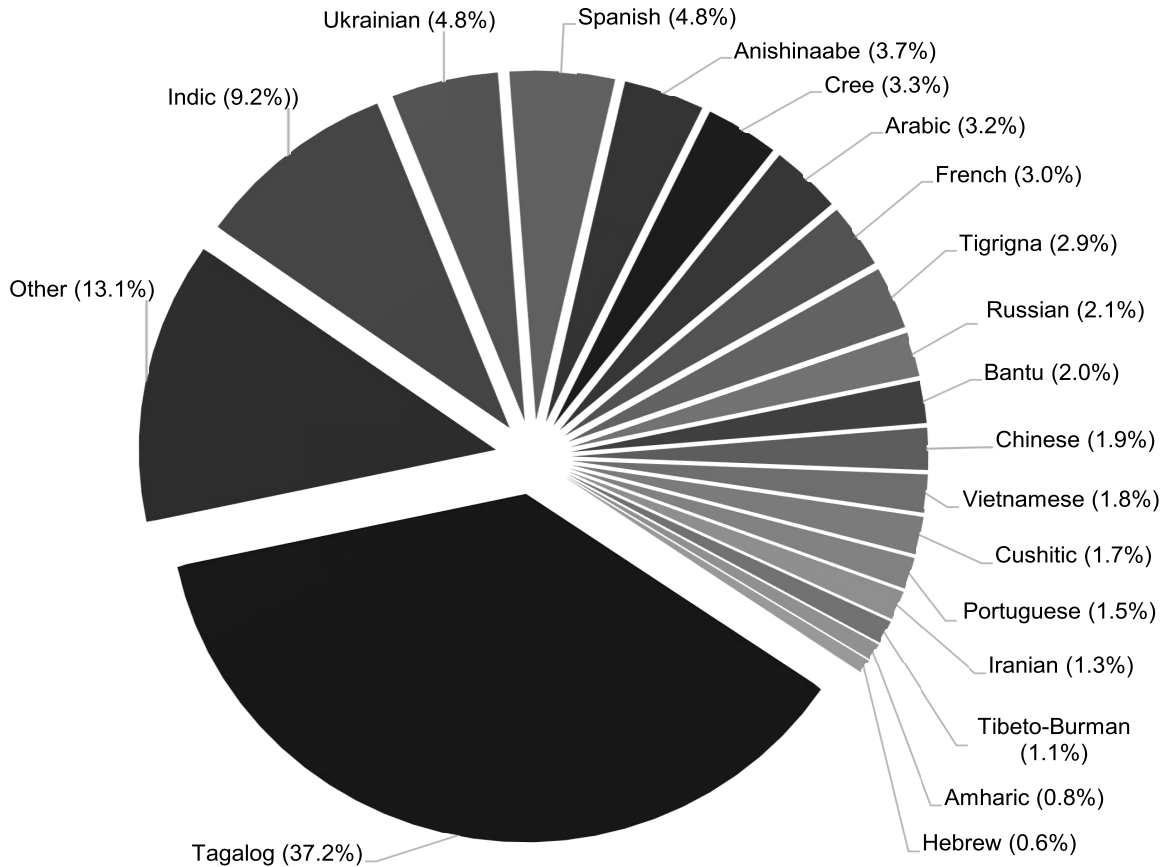
- No English was spoken in the homes of 2,657 students (9.4%). This is labelled "Other Language Only" in **Tables 1, 2 and 5 (pages 9-11, and 15-16)**, and **Figure 2** below.
- The **elementary** schools with the highest percentages of students in homes where **no English was spoken** were Victoria-Albert (34.1%), Ralph Brown (32.1%), Rockwood (26.2%), Harrow (22.2%), Gladstone (21.3%), and Fort Rouge (20.0%). For **secondary** schools, Ralph Brown – Gr. 7-8 (76.9%), Earl Grey – Gr. 7-8 (26.6%), and Daniel McIntyre (24.3%) had the highest percentage of students coming from homes where no English was spoken.
- English and another language were spoken in the homes of 9,096 students (32.1%).
- Fifty percent or more of the students from **five elementary schools** (Lansdowne Elementary, Waterford Springs Elementary, Sacré-Coeur Elementary, Fort Rouge, and Tyndall Park) and **five secondary schools** (Waterford Springs – Gr. 7-8, Lansdowne – Gr. 7-8, Sisler, Stanley Knowles – Gr. 7-8, and Sargent Park – Gr. 7-9) were in homes where **English and another language were spoken**.

FIGURE 2. LANGUAGES SPOKEN IN STUDENTS' HOMES (THOSE LIVING WITH PARENTS)



- The two language categories, "Other Language Only" and "English & Other Language" are combined into a category called "**Not English Only**". In total, **41.4% of students living with parents** (with language data) came from such homes.
- Figure 3 (page 7) provides percentages based on the 11,753 students living with parents in "Not English Only" homes. The **five most frequently reported languages**, other than English, spoken in these students' homes were Tagalog (4,376), Indic (1,082), Ukrainian (569), Spanish (559), and Anishinaabe (430).
- Languages spoken in Divisional homes are summarized in **Table 5** (pages 15 to 16).

FIGURE 3. LANGUAGES OTHER THAN ENGLISH SPOKEN IN STUDENTS' HOMES (11,753 STUDENTS)




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IMMIGRANTS/REFUGEES

- In 2023/2024, 13.0% (3,676) of Division students living with their parents were immigrants or refugees (**Tables 1 and 2, pages 9 to 11**).
- The **elementary** schools with the highest percentage of **immigrant and/or refugee students** were Victoria Albert (35.9%), Waterford Springs Elementary (35.0%), Sister MacNamara (28.5%), Dufferin (22.8%), Brock Corydon (19.0%), and Gladstone (18.4%). For **secondary** schools, Daniel McIntyre (39.4%), Hugh John Macdonald (30.9%), Meadows West – Gr. 7-8 (28.0%), Gordon Bell – Gr. 9-12 (23.7%), and Sisler (23.3%) had the highest percentage of immigrant and/or refugee students.

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DISAGGREGATION DATA

As per Provincial requirement, the Winnipeg School Division disaggregates student outcome data using four key variables: Gender, English as an Additional Language (EAL), Indigenous Identity, and Students in Care.

- Males represented 51.4% (15,422) of the Division's student population whereas Females represented 48.6% (14,596) (**Table 3 and 4, pages 12 to 14**).
- In 2023/2024, 19.8% (5,262) of Division students were identified as **EAL (English as an Additional Language)**. As per Provincial guidelines, EAL students are not identified until the spring of their kindergarten year, therefore Nursery and Kindergarten students are excluded from this calculation.
- In **thirteen elementary** and **ten secondary** schools, the percent of self-declared Indigenous students was equal or greater than 50%. The percent of self-declared Indigenous students in **elementary schools** ranged from 5.0% for Lansdowne Elementary to 88.9% for Niji Mahkwa Elementary. The percent of self-declared Indigenous students in **secondary schools** ranged from 0.0% for George V – Gr. 7-8 to 92.9% for Children of the Earth.
- Students in care, defined as any student under the care of Child and Family Services (CFS), accounted for 4.5% of the Division's student population (**Table 3 and 4, pages 12 to 14**). These students will have a completed 'School Registration Form' in their student file and would be identified by the 'Mandated Agency' flag in the Relationship field under the Contact tab of the Division's student records.
- The **elementary schools** with the highest percentages of students in the care of CFS were Strathcona (12.3%), Niji Mahkwa Elementary (11.6%), King Edward (10.4%), and Champlain (10.1%). For **secondary schools**, Niji Mahkwa – Gr. 7-8 (20.4%), Children of the Earth (19.6%), David Livingstone – Gr. 7-8 (18.5%), R.B. Russell (17.8%), and Shaughnessy Park – Gr. 7-8 (14.3%) had the highest percentage of students in the care of CFS.

TABLE 1. 2023/2024 WSD ELEMENTARY STUDENTS

School	All Students		Information About Students Living with Parents				
	September Enrolment	% Students Surveyed	% Living with Parents	% Single Parent Families	% Other Language Only	% English & Other Language	% Immigrants/Refugees
Brock Corydon	277	100.0%	98.9%	6.9%	18.6%	16.8%	19.0%
Carpathia	186	100.0%	98.9%	38.6%	8.2%	21.2%	9.2%
Champlain	199	99.5%	89.4%	55.9%	1.1%	12.4%	5.6%
Clifton	134	100.0%	97.8%	16.8%	4.6%	44.3%	7.6%
David Livingstone Elementary	206	99.0%	91.7%	65.2%	1.1%	18.2%	4.3%
Dufferin	215	100.0%	94.0%	43.1%	10.9%	24.8%	22.8%
Earl Grey Elementary	303	100.0%	99.0%	15.0%	16.3%	19.7%	6.7%
Faraday	255	99.6%	94.5%	29.6%	0.8%	18.3%	11.3%
Fort Rouge	186	100.0%	96.8%	26.7%	20.0%	52.2%	17.8%
Garden Grove	284	100.0%	93.7%	7.5%	3.0%	47.4%	5.6%
George V Elementary	258	100.0%	96.5%	20.1%	5.6%	29.7%	12.4%
Gladstone	209	100.0%	99.0%	30.9%	21.3%	29.5%	18.4%
Glenelm	115	100.0%	97.4%	18.8%	2.7%	13.4%	3.6%
Greenway	388	100.0%	97.4%	30.7%	5.0%	33.3%	10.3%
Grosvenor	151	100.0%	99.3%	10.7%	2.7%	8.0%	0.7%
Harrow	176	100.0%	100.0%	22.2%	22.2%	28.4%	15.9%
Inkster	201	100.0%	97.0%	26.7%	0.0%	19.5%	7.2%
Isaac Brock Elementary	394	100.0%	96.2%	38.8%	5.5%	17.7%	4.0%
J.B. Mitchell	392	100.0%	99.2%	11.1%	17.7%	20.8%	10.5%
John M. King	290	99.7%	92.7%	53.7%	4.9%	28.4%	10.1%
Keewatin Prairie Elementary	332	100.0%	95.5%	30.6%	3.8%	24.3%	7.9%
Kent Road	234	100.0%	95.7%	33.9%	2.7%	25.9%	5.8%
King Edward	249	99.6%	90.7%	48.4%	5.8%	21.8%	6.7%
Lansdowne Elementary	523	100.0%	99.4%	8.7%	2.5%	71.9%	5.4%
Laura Secord	478	100.0%	99.6%	10.7%	3.8%	15.5%	4.0%
LaVérendrye	222	100.0%	99.1%	8.6%	8.2%	23.6%	5.5%
Lord Nelson	381	100.0%	95.3%	17.9%	5.8%	37.7%	15.4%
Lord Roberts	260	100.0%	98.8%	25.7%	11.3%	9.7%	1.6%
Lord Selkirk	333	100.0%	98.8%	44.1%	3.6%	14.0%	7.9%
Luxton	257	100.0%	94.2%	25.2%	3.3%	11.6%	2.1%
Machray	262	100.0%	94.7%	59.3%	2.0%	7.7%	2.8%
Meadows West Elementary	331	100.0%	93.7%	15.8%	10.0%	42.9%	13.9%
Montrose	267	100.0%	98.9%	9.1%	9.8%	16.7%	6.1%
Mulvey	351	100.0%	98.0%	42.2%	15.1%	22.1%	9.9%
Niji Mahkwa Elementary	190	100.0%	94.7%	65.0%	0.0%	6.7%	0.0%
Norquay	207	100.0%	96.1%	63.3%	1.0%	5.5%	2.5%
Pinkham	161	100.0%	93.2%	44.0%	12.0%	22.0%	11.3%
Prairie Rose	118	100.0%	92.4%	22.9%	0.9%	33.0%	2.8%
Principal Sparling	184	100.0%	95.1%	31.4%	1.7%	42.3%	7.4%
Queenston	141	100.0%	100.0%	1.4%	4.3%	3.5%	0.7%
Ralph Brown Elementary	324	100.0%	92.3%	34.4%	32.1%	12.4%	4.0%
River Elm	250	100.0%	96.0%	40.4%	3.8%	23.3%	15.0%
Riverview	350	100.0%	98.9%	8.1%	3.8%	11.6%	3.2%
Robert H. Smith	355	100.0%	99.7%	4.8%	1.7%	19.2%	0.6%

TABLE 1. 2023/2024 WSD ELEMENTARY STUDENTS (CONT'N)

<u>School</u>	<u>All Students</u>			<u>Information About Students Living with Parents</u>			
	<u>September Enrolment</u>	<u>% Students Surveyed</u>	<u>% Living with Parents</u>	<u>% Single Parent Families</u>	<u>% Other Language Only</u>	<u>% English &amp; Other Language</u>	<u>% Immigrants/ Refugees</u>
Robertson	353	99.7%	92.6%	11.0%	2.1%	42.9%	5.8%
Rockwood	127	100.0%	96.1%	9.0%	26.2%	23.8%	8.2%
Sacré-Coeur Elementary	290	100.0%	99.7%	11.8%	2.8%	54.3%	6.2%
Sargent Park Elementary	378	100.0%	96.6%	15.3%	3.6%	42.5%	7.7%
Shaughnessy Park Elementary	310	100.0%	93.5%	44.8%	1.7%	22.8%	9.3%
Sir William Osler	183	100.0%	100.0%	5.5%	1.6%	24.0%	3.3%
Sister MacNamara	320	100.0%	95.3%	47.9%	11.1%	35.7%	28.5%
Stanley Knowles Elementary	409	100.0%	97.6%	15.0%	3.3%	44.9%	6.0%
Strathcona	235	100.0%	91.1%	45.8%	1.4%	16.8%	4.7%
Tyndall Park	324	100.0%	96.6%	11.5%	14.7%	50.2%	8.0%
Victoria-Albert	296	100.0%	98.0%	35.5%	34.1%	28.3%	35.9%
Waterford Springs Elementary	126	100.0%	95.2%	5.8%	17.5%	67.5%	35.0%
Wellington	329	100.0%	96.7%	35.2%	10.7%	37.7%	12.9%
Weston	191	100.0%	94.8%	42.5%	1.1%	23.8%	4.4%
William Whyte Elementary	200	99.5%	95.0%	55.6%	3.2%	16.4%	1.1%
Wolseley	184	100.0%	98.9%	12.6%	0.0%	15.4%	3.3%
<b>Elementary %</b>	-	99.9%	96.4%	26.7%	7.6%	27.5%	8.7%
<b>Elementary Total</b>	15,834	15,826	15,262	4,075	1,163	4,193	1,335
<b>Division %</b>	-	99.8%	94.7%	27.3%	9.4%	32.1%	13.0%
<b>Division Total</b>	30,018	29,964	28,374	7,739	2,657	9,096	3,676



TABLE 2. 2023/2024 WSD SECONDARY STUDENTS

School	All Students			Information About Students Living with Parents			
	September Enrolment	% Students Surveyed	% Living with Parents	% Single Parent Families	% Other Language Only	% English & Other Language	% Immigrants/ Refugees
Andrew Mynarski	347	100.0%	95.1%	16.7%	5.5%	43.6%	22.7%
Argyle	143	90.9%	78.5%	66.7%	0.0%	10.8%	3.9%
Children of the Earth	184	97.8%	77.2%	73.4%	1.4%	4.3%	0.0%
Churchill - Gr. 7-8	205	100.0%	95.6%	24.0%	9.2%	13.8%	8.7%
Churchill - Gr. 9-12	362	99.7%	92.0%	30.1%	17.5%	18.4%	17.2%
Collège Churchill - Gr. 7-8	128	100.0%	96.9%	7.3%	0.8%	16.9%	1.6%
Collège Churchill - Gr. 9-12	91	100.0%	100.0%	5.5%	1.1%	26.4%	2.2%
Daniel McIntyre	907	99.2%	91.0%	32.0%	24.3%	45.7%	39.4%
David Livingstone - Gr. 7-8	54	100.0%	85.2%	71.7%	0.0%	10.9%	4.3%
Earl Grey - Gr. 7-8	80	100.0%	98.8%	30.4%	26.6%	21.5%	5.1%
Elmwood - Gr. 7-8	254	99.6%	95.3%	34.0%	9.1%	26.1%	17.4%
Elmwood - Gr. 9-12	510	100.0%	90.8%	38.4%	10.4%	26.3%	21.0%
General Wolfe	353	100.0%	95.2%	43.8%	11.9%	30.4%	21.7%
George V - Gr. 7-8	16	100.0%	100.0%	25.0%	12.5%	31.3%	12.5%
Gordon Bell - Gr. 7-8	187	100.0%	95.7%	45.8%	10.1%	16.8%	13.4%
Gordon Bell - Gr. 9-12	468	99.4%	88.8%	53.3%	23.0%	21.1%	23.7%
Grant Park - Gr. 7-8	344	100.0%	97.7%	15.5%	21.1%	22.0%	11.9%
Grant Park - Gr. 9-12	824	100.0%	95.6%	20.2%	19.5%	26.0%	13.7%
Hugh John Macdonald	235	99.6%	95.3%	53.4%	23.3%	23.8%	30.9%
Isaac Brock - Gr. 7-9	95	100.0%	95.8%	23.1%	13.2%	19.8%	11.0%
Isaac Newton	267	100.0%	93.3%	48.2%	4.4%	27.3%	19.3%
Keewatin Prairie - Gr. 7-9	224	100.0%	94.6%	35.8%	6.6%	28.3%	19.3%
Kelvin	1256	100.0%	97.5%	15.8%	9.1%	24.2%	7.9%
Lansdowne - Gr. 7-8	108	100.0%	99.1%	5.6%	2.8%	60.7%	18.7%
Meadows West - Gr. 7-8	98	100.0%	94.9%	12.9%	15.1%	45.2%	28.0%
Niji Mahkwa - Gr. 7-8	113	96.5%	81.7%	70.8%	0.0%	5.6%	0.0%
R.B. Russell	353	98.3%	66.6%	68.4%	2.2%	5.6%	12.6%
Ralph Brown - Gr. 7-8	26	100.0%	100.0%	19.2%	76.9%	15.4%	3.8%
River Heights	433	100.0%	99.5%	10.4%	8.4%	16.9%	6.7%
Sacré-Coeur - Gr. 7-8	60	100.0%	100.0%	21.7%	1.7%	45.0%	6.7%
Sargent Park - Gr. 7-9	342	100.0%	96.5%	17.3%	6.7%	52.1%	20.6%
Shaughnessy Park - Gr. 7-8	105	100.0%	88.6%	39.8%	2.2%	23.7%	15.1%
Sisler	1749	99.8%	96.2%	14.7%	8.3%	53.5%	23.3%
St. John's - Gr. 7-8	232	100.0%	88.4%	41.5%	3.9%	16.6%	11.2%
St. John's - Gr. 9-12	662	99.8%	80.6%	49.7%	10.7%	20.3%	19.9%
Stanley Knowles - Gr. 7-8	340	100.0%	97.6%	15.7%	5.7%	53.3%	13.6%
Tec-Voc	1151	100.0%	89.0%	37.3%	9.5%	28.5%	22.6%
Waterford Springs - Gr. 7-8	752	100.0%	97.1%	3.3%	13.2%	62.7%	13.8%
William Whyte - Gr. 7-8	30	96.7%	89.7%	46.2%	3.8%	30.8%	0.0%
WSD Virtual	96	100.0%	96.9%	46.2%	6.5%	19.4%	18.3%
<b>Secondary %</b>	-	99.7%	92.7%	27.9%	11.4%	37.4%	17.9%
<b>Secondary Total</b>	14,184	14,138	13,112	3,664	1,494	4,903	2,341
<b>Division %</b>	-	99.8%	94.7%	27.3%	9.4%	32.1%	13.0%
<b>Division Total</b>	30,018	29,964	28,374	7,739	2,657	9,096	3,676

TABLE 3. 2023/2024 WSD ELEMENTARY STUDENTS – DISAGGREGATION DATA

School	September Enrolment	% Male Students	% Female Students	% EAL Students*	% Indigenous Students	% Students In Care
Brock Corydon	277	50.5%	49.5%	22.8%	6.5%	1.1%
Carpathia	186	55.4%	44.6%	26.7%	31.7%	1.1%
Champlain	199	49.7%	50.3%	4.4%	67.8%	10.1%
Clifton	134	53.0%	47.0%	39.8%	11.9%	2.2%
David Livingstone Elementary	206	51.9%	48.1%	5.9%	71.8%	9.2%
Dufferin	215	55.8%	44.2%	27.1%	48.8%	5.6%
Earl Grey Elementary	303	51.2%	48.8%	22.8%	20.5%	0.7%
Faraday	255	52.9%	47.1%	1.5%	39.2%	7.5%
Fort Rouge	186	46.2%	53.8%	60.7%	20.4%	2.7%
Garden Grove	284	54.9%	45.1%	22.2%	15.1%	6.0%
George V Elementary	258	47.7%	52.3%	20.9%	17.1%	2.3%
Gladstone	209	55.5%	44.5%	37.7%	22.0%	1.0%
Glenelm	115	49.6%	50.4%	6.4%	22.6%	0.9%
Greenway	388	53.4%	46.6%	16.1%	37.9%	4.1%
Grosvenor	151	49.0%	51.0%	2.4%	9.3%	2.0%
Harrow	176	51.7%	48.3%	40.1%	9.7%	0.0%
Inkster	201	51.7%	48.3%	3.0%	33.8%	3.0%
Isaac Brock Elementary	394	50.5%	49.5%	8.5%	63.7%	5.6%
J.B. Mitchell	392	51.0%	49.0%	28.9%	9.9%	0.0%
John M. King	290	55.9%	44.1%	25.5%	51.4%	5.5%
Keewatin Prairie Elementary	332	50.3%	49.7%	7.4%	43.4%	5.1%
Kent Road	234	52.1%	47.9%	20.9%	53.4%	1.3%
King Edward	249	50.6%	49.4%	2.9%	56.6%	10.4%
Lansdowne Elementary	523	46.3%	53.7%	48.5%	5.0%	0.8%
Laura Secord	478	52.9%	47.1%	9.0%	11.5%	0.4%
LaVérendrye	222	45.9%	54.1%	16.9%	7.7%	0.0%
Lord Nelson	381	49.6%	50.4%	10.5%	23.1%	3.7%
Lord Roberts	260	55.8%	44.2%	11.1%	30.4%	1.2%
Lord Selkirk	333	48.6%	51.4%	10.7%	41.4%	2.7%
Luxton	257	47.5%	52.5%	0.5%	39.7%	6.2%
Machray	262	43.9%	56.1%	3.4%	76.7%	7.6%
Meadows West Elementary	331	56.8%	43.2%	14.1%	15.4%	7.6%
Montrose	267	50.6%	49.4%	11.5%	5.6%	0.7%
Mulvey	351	53.0%	47.0%	33.1%	39.9%	2.6%
Niji Mahkwa Elementary	190	48.4%	51.6%	0.0%	88.9%	11.6%
Norquay	207	51.2%	48.8%	1.7%	73.4%	3.9%
Pinkham	161	45.3%	54.7%	17.7%	59.0%	6.2%
Prairie Rose	118	55.1%	44.9%	10.6%	20.3%	7.6%
Principal Sparling	184	47.3%	52.7%	8.0%	38.0%	5.4%
Queenston	141	47.5%	52.5%	6.0%	7.8%	0.0%
Ralph Brown Elementary	324	51.9%	48.1%	40.1%	39.5%	8.0%

(Continued on next page)

TABLE 3. 2023/2024 WSD ELEMENTARY STUDENTS – DISAGGREGATION DATA  
(CONT’N)

<u>School</u>	September Enrolment	% Male Students	% Female Students	% EAL Students*	% Indigenous Students	% Students In Care
River Elm	250	55.6%	44.4%	14.1%	48.0%	4.8%
Riverview	350	51.7%	48.3%	1.1%	9.7%	0.3%
Robert H. Smith	355	53.0%	47.0%	3.2%	5.6%	0.0%
Robertson	353	51.3%	48.7%	16.2%	18.1%	8.2%
Rockwood	127	51.2%	48.8%	41.0%	13.4%	2.4%
Sacré-Coeur Elementary	290	44.8%	55.2%	13.1%	8.3%	0.0%
Sargent Park Elementary	378	52.4%	47.6%	13.1%	18.8%	3.2%
Shaughnessy Park Elementary	310	49.4%	50.6%	6.3%	56.1%	6.5%
Sir William Osler	183	56.8%	43.2%	7.7%	9.8%	0.0%
Sister MacNamara	320	53.4%	46.6%	27.4%	30.3%	3.1%
Stanley Knowles Elementary	409	49.4%	50.6%	6.3%	13.4%	2.0%
Strathcona	235	48.9%	51.1%	5.2%	54.9%	12.3%
Tyndall Park	324	52.5%	47.5%	59.1%	21.3%	2.5%
Victoria-Albert	296	52.7%	47.3%	39.1%	30.7%	2.7%
Waterford Springs Elementary	126	48.4%	51.6%	37.3%	7.1%	4.8%
Wellington	329	46.8%	53.2%	15.3%	45.6%	4.0%
Weston	191	58.1%	41.9%	9.5%	48.7%	5.8%
William Whyte Elementary	200	45.5%	54.5%	7.0%	68.5%	5.0%
Wolseley	184	56.5%	43.5%	5.1%	14.7%	0.0%
<b>Elementary %</b>	-	51.1%	48.9%	17.4%	30.9%	3.7%
<b>Elementary Total</b>	15,834	8,091	7,743	2,192	4,895	589
<b>Division %</b>	-	51.4%	48.6%	19.8%	29.4%	4.5%
<b>Division Total</b>	30,018	15,422	14,596	5,262	8,824	1,340

\*Excludes Nursery and Kindergarten students

TABLE 4. 2023/2024 WSD SECONDARY STUDENTS – DISAGGREGATION DATA

School	September Enrolment	% Male Students	% Female Students	% EAL Students*	% Indigenous Students	% Students In Care
Andrew Mynarski	347	52.7%	47.3%	28.0%	16.7%	5.5%
Argyle	143	29.4%	70.6%	1.4%	66.4%	12.6%
Children of the Earth	184	37.5%	62.5%	1.1%	92.9%	19.6%
Churchill - Gr. 7-8	205	64.9%	35.1%	13.2%	24.9%	3.9%
Churchill - Gr. 9-12	362	58.0%	42.0%	18.8%	24.9%	3.9%
Collège Churchill - Gr. 7-8	128	44.5%	55.5%	0.8%	17.2%	1.6%
Collège Churchill - Gr. 9-12	91	59.3%	40.7%	1.1%	12.1%	0.0%
Daniel McIntyre	907	51.5%	48.5%	35.6%	19.0%	5.0%
David Livingstone - Gr. 7-8	54	50.0%	50.0%	5.6%	77.8%	18.5%
Earl Grey - Gr. 7-8	80	46.3%	53.8%	27.5%	27.5%	0.0%
Elmwood - Gr. 7-8	254	54.3%	45.7%	21.3%	38.2%	6.3%
Elmwood - Gr. 9-12	510	57.8%	42.2%	20.2%	32.7%	7.8%
General Wolfe	353	47.3%	52.7%	29.2%	40.8%	7.4%
George V - Gr. 7-8	16	56.3%	43.8%	6.3%	0.0%	0.0%
Gordon Bell - Gr. 7-8	187	54.0%	46.0%	15.0%	39.6%	4.8%
Gordon Bell - Gr. 9-12	468	48.5%	51.5%	26.3%	47.2%	8.5%
Grant Park - Gr. 7-8	344	51.5%	48.5%	29.1%	9.9%	1.2%
Grant Park - Gr. 9-12	824	53.8%	46.2%	25.2%	11.4%	2.2%
Hugh John Macdonald	235	55.7%	44.3%	30.6%	52.3%	3.0%
Isaac Brock - Gr. 7-9	95	55.8%	44.2%	27.4%	37.9%	6.3%
Isaac Newton	267	54.7%	45.3%	14.2%	44.9%	10.1%
Keewatin Prairie - Gr. 7-9	224	51.3%	48.7%	12.5%	44.2%	4.5%
Kelvin	1256	48.5%	51.5%	10.7%	11.4%	0.8%
Lansdowne - Gr. 7-8	108	48.1%	51.9%	32.4%	2.8%	0.9%
Meadows West - Gr. 7-8	98	52.0%	48.0%	17.3%	7.1%	5.1%
Niji Mahkwa - Gr. 7-8	113	40.7%	59.3%	0.9%	87.6%	20.4%
R.B. Russell	353	52.7%	47.3%	5.1%	72.5%	17.8%
Ralph Brown - Gr. 7-8	26	53.8%	46.2%	84.6%	7.7%	0.0%
River Heights	433	46.7%	53.3%	13.4%	9.9%	0.0%
Sacré-Coeur - Gr. 7-8	60	38.3%	61.7%	23.3%	6.7%	0.0%
Sargent Park - Gr. 7-9	342	52.0%	48.0%	22.2%	16.7%	3.8%
Shaughnessy Park - Gr. 7-8	105	49.5%	50.5%	10.5%	54.3%	14.3%
Sisler	1749	51.5%	48.5%	30.8%	12.2%	3.3%
St. John's - Gr. 7-8	232	55.2%	44.8%	9.1%	53.9%	11.2%
St. John's - Gr. 9-12	662	55.7%	44.3%	18.3%	61.5%	13.6%
Stanley Knowles - Gr. 7-8	340	52.9%	47.1%	36.2%	12.9%	2.6%
Tec-Voc	1151	52.6%	47.4%	16.4%	39.3%	5.0%
Waterford Springs - Gr. 7-8	752	52.9%	47.1%	45.5%	3.7%	2.7%
William Whyte - Gr. 7-8	30	46.7%	53.3%	10.0%	63.3%	6.7%
WSD Virtual	96	43.8%	56.3%	13.5%	27.1%	5.2%
<b>Secondary %</b>	-	51.7%	48.3%	22.0%	27.7%	5.3%
<b>Secondary Total</b>	14,184	7,331	6,853	3,070	3,929	751
<b>Division %</b>	-	51.4%	48.6%	19.8%	29.4%	4.5%
<b>Division Total</b>	30,018	15,422	14,596	5,262	8,824	1,340

\*Division total excludes Nursery and Kindergarten students

TABLE 5. DIVISION LANGUAGE SUMMARY - 2023/2024 LANGUAGES SPOKEN AT HOME

	ENGLISH ONLY			ENGLISH & OTHER LANGUAGE			OTHER LANGUAGE ONLY			DIVISION TOTAL	
	Elementary	Secondary	Total	Elementary	Secondary	Total	Elementary	Secondary	Total	Count	% of all students
English	10,051	6,570	16,621							16,621	58.6%
Tagalog				1,900	2,158	4,058	52	266	318	4,376	15.4%
Other				752	650	1,402	68	67	135	1,537	5.4%
Indic				520	256	776	191	115	306	1,082	3.8%
Ukrainian				54	40	94	271	204	475	569	2.0%
Spanish				183	167	350	127	82	209	559	2.0%
Anishinaabe				168	259	427	2	1	3	430	1.5%
Cree				158	230	388	1	3	4	392	1.4%
Arabic				97	80	177	81	123	204	381	1.3%
French				145	167	312	19	19	38	350	1.2%
Tigrigna				102	60	162	57	122	179	341	1.2%
Russian				47	56	103	83	55	138	241	.8%
Bantu				59	57	116	51	63	114	230	.8%
Chinese				66	61	127	54	47	101	228	.8%
Vietnamese				62	60	122	41	44	85	207	.7%
Cushitic				55	50	105	35	65	100	205	.7%
Portuguese				66	61	127	18	27	45	172	.6%
Iranian				36	33	69	33	57	90	159	.6%
Tibeto-Burman				54	33	87	13	27	40	127	.4%
Amharic				43	26	69	9	14	23	92	.3%
Hebrew				16	9	25	32	18	50	75	.3%
<b>Total</b>	<b>10,051</b>	<b>6,570</b>	<b>16,621</b>	<b>4,583</b>	<b>4,513</b>	<b>9,096</b>	<b>1,238</b>	<b>1,419</b>	<b>2,657</b>	<b>28,374</b>	<b>100.0%</b>

(Notes on next page)

Note: Tagalog includes Tagalog, Pilipino, Ilonggo, Cebuano, Hiligaynon, Filipino, Bicol, Surigaonon, and Kapampangan; Anishinaabe includes Anishinaabe, Ojibway, Ojibway/Saulteux, and Saulteux; Cree includes Cree, Ininiw, and Oj-Cree; Indic includes Bangla, Bengali, Gujarati, Hindi, Nepali, Panjabi, Punjabi, Sinhalese, and Urdu; Chinese includes Chinese, Cantonese and Mandarin; Cushitic includes Bilen, Borana, Oromo, and Somali; Arabic includes Arabic, Lebanese, and Maltese; Iranian includes Dari, Farsi, Kurdish, Pashto, Yazidi, Kurmanji and Persian; Tibeto-Burman includes Dha-Nywa, Chin, Karen and Burmese; Bantu includes Kisi, Swahili, Kirundi, Hausa, Congolese, Lugandan, Nigerian, Kiryanwanda, Xhosa, Zulu, Nyanja, Chewa, and Sesotho.

Results based only on those students living with parents.

NOTES ON TABLES 1 TO 5

1. Adolescent Parent Centre and Winnipeg Adult Education Centre are excluded from analysis.
2. Adults (greater than 21 years old) are excluded from analysis.
3. Percentages for the columns under the heading "INFORMATION ABOUT STUDENTS LIVING WITH PARENTS" are based only on those students who were living with parents.
4. Enrolment is the official September 30<sup>th</sup> enrolment.
5. % Students surveyed are those students with sufficient data to determine family status.
6. % Single parent are those students living in a single parent household.
7. Results are presented in Tables 1, 2, and 3 by grade groupings: 1) elementary [N-6]; 2) secondary which includes junior high [7-9 in junior high schools, grades 7-8 in combined junior/senior high schools, and grades 7-8 in elementary schools that have these grades]; and senior high [9-12, including SU if present].

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## SECTION B. STUDENT MOBILITY AND STABILITY – 2023/2024

### INTRODUCTION

This report summarizes the data on student mobility and stability for the 2023/2024 school year. Mobility and stability are calculated using the data from the eight-month period from October 1 to May 31. The data is based on student transactions on the Division's Student Administration System.

### DEFINITIONS

Mobility is the number of the total transfers divided by the average monthly enrolment\*, multiplied by one hundred. Total transfers include transfers in and transfers out.

$$\text{Mobility} = \frac{\text{Total Transfers}}{\text{Average Enrolment}} \times 100$$

Stability is the number of stable students divided by the average monthly enrolment, multiplied by one hundred. Stable students are those who were enrolled by October 1 and had not transferred out before May 31 (or had not transferred at all).

$$\text{Stability} = \frac{\# \text{ Stable Students}}{\text{Average Enrolment}} \times 100$$

The stability rate is easier to interpret than the mobility rate. A stability rate of 85% means that 85% of the students have stayed at the school from October to May. A mobility rate has no tangible meaning by itself; but provides a relative measure of the incidence of student transfers for a school (both transfers in and transfers out) in comparison to other schools in the Division.

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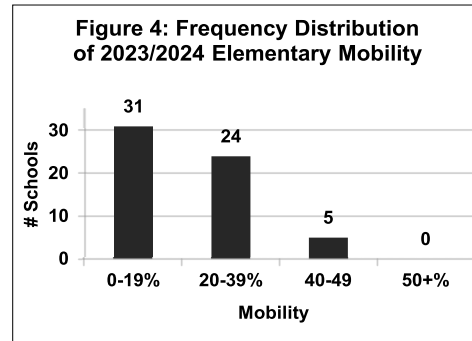
\* In this report the average monthly enrolment is based on the average of the month end enrolment.

DISCUSSION OF DATA

MOBILITY DATA

ELEMENTARY MOBILITY (NURSERY TO GRADE 6)

- The mobility rate in 2023/2024 for all elementary grades was 19.3%, down 1.7% from the previous year.
- The figure to the right shows the frequency distribution of elementary mobility.
- In 2023/2024, five schools, William Whyte, Norquay, John M. King, Niji Mahkwa, and Machray had a mobility rate of over 40%.



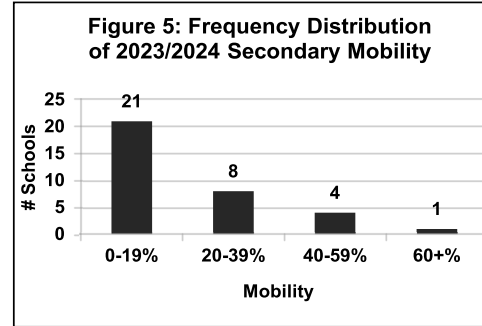
- The individual elementary school mobility results are found in **Tables 6 to 9 (pages 21 to 24)**. In 2023/2024, mobility at individual elementary schools ranged from 1.6% (Sir William Osler) to 49.5% (Machray).
- Schools with the greatest decrease in mobility since the previous year were Ralph Brown (22.9%), Fort Rouge (17.2%), Prairie Rose (14.7%), and Grosvenor (10.6%).
- Schools with the greatest increase in mobility for the same period were Machray (10.6%), Glenelm (8.9%), and LaVérendrye (8.0%).
- Total transfers (**Table 8, page 23**) ranged from 3 (Sir William Osler) to 134 (John M. King).

SECONDARY MOBILITY (GRADES 7 AND UP)

- The Division mobility rate in 2023/2024 for all secondary grades was 16.2%, down 2.7% since the previous year.
- The distribution of secondary mobility rates in 2023/2024 is illustrated in Figure 5.
- **Five** schools had mobility of 50% or greater: Ralph Brown 7-8, Argyle, Niji Mahkwa, Children of the Earth, and Virtual Secondary.



- **Tables 10 to 13 (pages 25 to 28)** list mobility rates and total transfers in 2023/2024 for individual secondary schools. Mobility rates ranged from 0% (George V 7-8) to 75.6% (Virtual Secondary).
- Schools with the greatest decrease in mobility from the previous year were Ralph Brown 7-8 (72.9%), Argyle (43.4%), and Virtual Secondary (31.1%).
- Schools with the greatest increase in mobility from the previous year were Niji Mahkwa (6.6%), David Livingstone 7-8 (6.6%), and Lansdowne 7-8 (5.6%).
- Total transfers (**Table 12, page 27**) ranged from 0 (George V 7-8) to 237 (Gordon Bell).



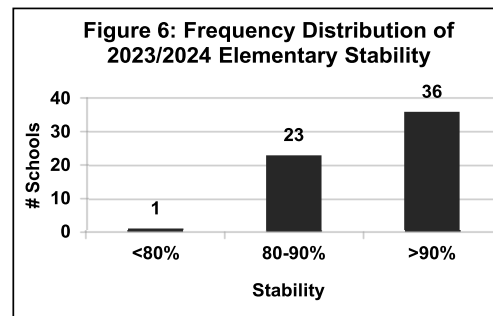

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STABILITY DATA

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ELEMENTARY STABILITY (NURSERY TO GRADE 6)

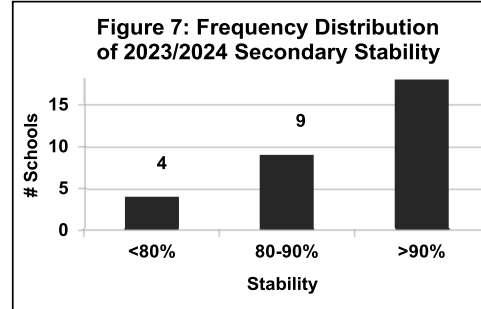
- The distribution of Elementary Stability rates in 2023/2024 is illustrated in the figure to the right.
- Thirty-six of the sixty elementary schools had a stability rate of over 90%.
- One school had a stability rate less than 80% in 2023/2024: Niji Mahkwa (78.3%).
- Over the past 3 years, the division elementary school stability rate has hovered between 91% and 92% (**Table 6, page 21**).
- The schools that showed the greatest decrease in stability this year were Carpathia (5.7%), Rockwood (4.4%), and Glenelm (3.6%).
- Schools that showed the greatest increase in stability were Ralph Brown (13.3%), Inkster (7.3%), and Fort Rouge (6.4%).
- **Table 9 (page 24)** lists the 2023/2024 Elementary stability figures in order of decreasing stability. Stability rates ranged from 78.3% (Niji Mahkwa) to 99.9% (Sir William Osler and Grosvenor).



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SECONDARY STABILITY (GRADES 7 AND UP)

- The figure to the right summarizes the stability rates for secondary schools in 2023/2024.
- Twenty-one secondary schools had a stability rate greater than 90%.
- Four secondary schools had stability rates less than 80%: Virtual Secondary, Children of the Earth, Argyle, and Niji Mahkwa.



- **Table 10 (page 25)** shows the stability rates for secondary schools over the last 3 years.
- Ralph Brown 7-8 (31.9%), Virtual Secondary (15.3%), and Argyle (10.1%) had the greatest increase in stability from the previous year, while Churchill (4.6%), Keewatin Prairie 7-9 (3.2%), and Lansdowne 7-8 (2.0%) had the greatest decline in stability.
- **Table 13 (page 28)** lists the 2023/2024 Secondary Stability figures in order of decreasing stability.
- Stability rates ranged from 63.1% (Virtual Secondary) to 100.0% (George V 7-8).

TABLE 6. 2021 TO 2023 ELEMENTARY MOBILITY &amp; STABILITY

SCHOOL	MOBILITY %			STABILITY %			AVERAGE ENROLMENT		
	2021	2022	2023	2021	2022	2023	2021	2022	2023
Brock Corydon	8.3%	6.4%	11.2%	95.3%	96.3%	95.7%	288	279	285
Carpathia	18.8%	26.8%	33.3%	90.2%	89.6%	83.9%	181	183	192
Champlain	22.4%	33.5%	26.5%	90.6%	87.6%	87.3%	196	194	207
Clifton	14.6%	5.6%	8.8%	95.7%	97.1%	98.1%	144	142	136
David Livingstone	35.9%	24.6%	31.9%	85.0%	86.2%	86.1%	220	219	210
Dufferin	39.4%	36.3%	28.3%	86.1%	82.5%	86.3%	208	232	233
Earl Grey	17.2%	20.5%	14.7%	89.9%	91.6%	93.3%	296	298	313
Faraday	16.2%	22.9%	22.6%	92.5%	86.6%	85.6%	223	258	275
Fort Rouge	20.6%	39.9%	22.6%	92.5%	83.7%	90.0%	127	153	194
Garden Grove	8.5%	4.7%	5.0%	95.7%	97.3%	97.9%	295	296	279
George V	21.0%	15.0%	13.5%	90.9%	93.4%	94.8%	262	254	252
Gladstone	39.1%	40.0%	30.1%	83.7%	83.0%	85.4%	166	198	219
Glennel	10.3%	8.3%	17.2%	97.6%	95.6%	92.0%	117	109	116
Greenway	16.9%	23.0%	18.0%	92.7%	91.6%	91.7%	349	369	390
Grosvenor	9.0%	13.9%	3.3%	96.9%	97.3%	99.0%	156	151	150
Harrow	15.7%	18.8%	24.1%	94.0%	89.3%	91.9%	166	176	178
Inkster	16.6%	22.0%	16.2%	94.5%	87.2%	94.5%	223	213	204
Isaac Brock	25.0%	21.8%	19.6%	90.1%	89.9%	92.1%	324	391	393
J.B. Mitchell	11.4%	11.4%	10.6%	93.7%	94.7%	95.1%	359	376	397
John M. King	47.4%	49.8%	44.3%	81.9%	79.5%	80.1%	278	275	302
Keewatin Prairie	23.1%	26.5%	20.8%	89.8%	91.0%	90.9%	333	306	331
Kent Road	21.0%	28.1%	26.4%	89.0%	87.8%	89.0%	243	253	246
King Edward	47.5%	43.2%	37.2%	80.7%	81.9%	87.4%	257	259	255
Lansdowne	4.9%	8.5%	3.8%	97.8%	97.7%	98.6%	512	507	521
Laura Secord	7.0%	7.4%	6.0%	97.3%	95.6%	97.1%	442	457	482
LaVérendrye	8.1%	6.4%	14.4%	97.8%	97.0%	93.6%	221	219	222
Lord Nelson	14.9%	20.4%	19.7%	93.7%	89.8%	92.2%	377	386	376
Lord Roberts	14.4%	21.9%	22.1%	92.7%	89.8%	90.8%	236	247	266
Lord Selkirk	23.2%	29.9%	20.1%	89.5%	88.5%	92.1%	323	318	333
Luxton	19.7%	19.7%	16.5%	92.1%	90.3%	92.4%	274	274	260
Machray	63.5%	38.9%	49.5%	73.0%	83.3%	82.0%	232	255	265
Meadows West	15.8%	17.7%	13.9%	93.0%	94.3%	93.1%	323	338	346
Montrose	12.9%	9.3%	9.7%	94.8%	95.9%	95.4%	256	270	268
Mulvey	14.0%	22.9%	27.8%	93.7%	89.9%	87.8%	322	336	360
Niji Mahkwa	43.9%	44.4%	47.8%	81.5%	79.2%	78.3%	194	198	213
Norquay	65.9%	44.1%	42.1%	75.0%	86.7%	86.5%	197	206	214
Pinkham	49.9%	36.5%	39.2%	84.5%	85.8%	84.1%	124	156	174
Prairie Rose	6.2%	17.9%	3.3%	98.3%	92.8%	98.5%	145	128	123
Principal Sparling	21.2%	9.6%	11.5%	89.7%	96.9%	95.4%	189	188	191
Queenston	4.3%	5.3%	2.8%	97.2%	97.5%	98.7%	141	132	142
Ralph Brown	29.2%	50.3%	27.4%	84.8%	75.1%	88.4%	202	274	328
River Elm	36.2%	29.8%	36.0%	86.4%	86.9%	84.1%	237	268	256
Riverview	3.6%	8.0%	6.2%	98.3%	96.4%	97.1%	332	337	356
Robert H. Smith	1.7%	3.9%	2.8%	99.3%	98.3%	98.5%	363	357	357
Robertson	10.0%	11.1%	11.3%	95.6%	95.7%	95.6%	340	343	355
Rockwood	15.8%	20.9%	21.9%	93.3%	94.1%	89.7%	139	124	137
Sacré-Coeur	3.9%	4.5%	5.6%	98.3%	98.8%	97.4%	331	290	287
Sargent Park	6.3%	9.7%	11.3%	97.8%	95.8%	95.3%	379	359	380
Shaughnessy Park	34.0%	29.6%	26.5%	87.1%	88.2%	86.7%	309	314	339
Sir William Osler	5.4%	2.9%	1.6%	97.2%	98.9%	99.0%	166	174	182
Sister MacNamara	39.6%	34.3%	30.8%	85.1%	83.6%	84.1%	293	312	321
Stanley Knowles	8.0%	10.5%	9.4%	96.5%	96.0%	98.0%	425	402	403
Strathcona	30.5%	27.5%	29.7%	88.1%	90.9%	87.8%	240	237	246
Tyndal Park	14.6%	11.5%	17.0%	93.8%	93.2%	92.9%	328	339	330
Victoria-Albert	29.7%	40.5%	32.8%	87.4%	83.5%	85.4%	296	286	308
Waterford Springs	11.9%	10.6%	7.6%	96.0%	96.2%	95.9%	637	699	759
Wellington	24.3%	27.8%	27.3%	89.5%	85.4%	88.0%	296	302	337
Weston	41.4%	37.6%	28.9%	81.8%	82.7%	86.7%	206	224	201
William Whyte	48.3%	43.0%	41.0%	82.3%	83.7%	85.6%	182	179	195
Wolseley	5.8%	4.3%	9.7%	97.8%	98.4%	95.0%	189	187	186
<b>Elementary Total</b>	<b>20.0%</b>	<b>21.0%</b>	<b>19.3%</b>	<b>91.7%</b>	<b>91.0%</b>	<b>91.6%</b>	<b>15802</b>	<b>16206</b>	<b>16775</b>

**TABLE 7. 2023/2024 ELEMENTARY MOBILITY & STABILITY SORTED BY MOBILITY**

<u>SCHOOL</u>	<u>MOBILITY %</u>	<u>TOTAL TRANSFERS</u>	<u>STABILITY %</u>	<u>AVERAGE ENROLMENT</u>
Machray	49.5%	131	82.0%	265
Niji Mahkwa	47.8%	102	78.3%	213
John M. King	44.3%	134	80.1%	302
Norquay	42.1%	90	86.5%	214
William Whyte	41.0%	80	85.6%	195
Pinkham	39.2%	68	84.1%	174
King Edward	37.2%	95	87.4%	255
River Elm	36.0%	92	84.1%	256
Carpathia	33.3%	64	83.9%	192
Victoria-Albert	32.8%	101	85.4%	308
David Livingstone	31.9%	67	86.1%	210
Sister MacNamara	30.8%	99	84.1%	321
Gladstone	30.1%	66	85.4%	219
Strathcona	29.7%	73	87.8%	246
Weston	28.9%	58	86.7%	201
Dufferin	28.3%	66	86.3%	233
Mulvey	27.8%	100	87.8%	360
Ralph Brown	27.4%	90	88.4%	328
Wellington	27.3%	92	88.0%	337
Shaughnessy Park	26.5%	90	86.7%	339
Champlain	26.5%	55	87.3%	207
Kent Road	26.4%	65	89.0%	246
Harrow	24.1%	43	91.9%	178
Fort Rouge	22.6%	44	90.0%	194
Faraday	22.6%	62	85.6%	275
Lord Roberts	22.1%	59	90.8%	266
Rockwood	21.9%	30	89.7%	137
Keewatin Prairie	20.8%	69	90.9%	331
Lord Selkirk	20.1%	67	92.1%	333
Lord Nelson	19.7%	74	92.2%	376
Isaac Brock	19.6%	77	92.1%	393
Greenway	18.0%	70	91.7%	390
Glenelm	17.2%	20	92.0%	116
Tyndall Park	17.0%	56	92.9%	330
Luxton	16.5%	43	92.4%	260
Inkster	16.2%	33	94.5%	204
Earl Grey	14.7%	46	93.3%	313
LaVérendrye	14.4%	32	93.6%	222
Meadows West	13.9%	48	93.1%	346
George V	13.5%	34	94.8%	252
Principal Sparling	11.5%	22	95.4%	191
Sargent Park	11.3%	43	95.3%	380
Robertson	11.3%	40	95.6%	355
Brock Corydon	11.2%	32	95.7%	285
J.B. Mitchell	10.6%	42	95.1%	397
Montrose	9.7%	26	95.4%	268
Wolseley	9.7%	18	95.0%	186
Stanley Knowles	9.4%	38	98.0%	403
Clifton	8.8%	12	98.1%	136
Waterford Springs	7.6%	58	95.9%	759
Riverview	6.2%	22	97.1%	356
Laura Secord	6.0%	29	97.1%	482
Sacré-Coeur	5.6%	16	97.4%	287
Garden Grove	5.0%	14	97.9%	279
Lansdowne	3.8%	20	98.6%	521
Grosvenor	3.3%	5	99.0%	150
Prairie Rose	3.3%	4	98.5%	123
Queenston	2.8%	4	98.7%	142
Robert H. Smith	2.8%	10	98.5%	357
Sir William Osler	1.6%	3	99.0%	182
<b>Elementary Total</b>	<b>19.3%</b>	<b>3243</b>	<b>91.6%</b>	<b>16775</b>

**TABLE 8. 2023/2024 ELEMENTARY MOBILITY & STABILITY SORTED BY TOTAL TRANSFERS**

<u>SCHOOL</u>	<u>MOBILITY %</u>	<u>TOTAL TRANSFERS</u>	<u>STABILITY %</u>	<u>AVERAGE ENROLMENT</u>
John M. King	44.3%	134	80.1%	302
Machray	49.5%	131	82.0%	265
Niji Mahkwa	47.8%	102	78.3%	213
Victoria-Albert	32.8%	101	85.4%	308
Mulvey	27.8%	100	87.8%	360
Sister MacNamara	30.8%	99	84.1%	321
King Edward	37.2%	95	87.4%	255
River Elm	36.0%	92	84.1%	256
Wellington	27.3%	92	88.0%	337
Norquay	42.1%	90	86.5%	214
Ralph Brown	27.4%	90	88.4%	328
Shaughnessy Park	26.5%	90	86.7%	339
William Whyte	41.0%	80	85.6%	195
Isaac Brock	19.6%	77	92.1%	393
Lord Nelson	19.7%	74	92.2%	376
Strathcona	29.7%	73	87.8%	246
Greenway	18.0%	70	91.7%	390
Keewatin Prairie	20.8%	69	90.9%	331
Pinkham	39.2%	68	84.1%	174
David Livingstone	31.9%	67	86.1%	210
Lord Selkirk	20.1%	67	92.1%	333
Gladstone	30.1%	66	85.4%	219
Dufferin	28.3%	66	86.3%	233
Kent Road	26.4%	65	89.0%	246
Carpathia	33.3%	64	83.9%	192
Faraday	22.6%	62	85.6%	275
Lord Roberts	22.1%	59	90.8%	266
Weston	28.9%	58	86.7%	201
Waterford Springs	7.6%	58	95.9%	759
Tyndall Park	17.0%	56	92.9%	330
Champlain	26.5%	55	87.3%	207
Meadows West	13.9%	48	93.1%	346
Earl Grey	14.7%	46	93.3%	313
Fort Rouge	22.6%	44	90.0%	194
Harrow	24.1%	43	91.9%	178
Luxton	16.5%	43	92.4%	260
Sargent Park	11.3%	43	95.3%	380
J.B. Mitchell	10.6%	42	95.1%	397
Robertson	11.3%	40	95.6%	355
Stanley Knowles	9.4%	38	98.0%	403
George V	13.5%	34	94.8%	252
Inkster	16.2%	33	94.5%	204
LaVérendrye	14.4%	32	93.6%	222
Brock Corydon	11.2%	32	95.7%	285
Rockwood	21.9%	30	89.7%	137
Laura Secord	6.0%	29	97.1%	482
Montrose	9.7%	26	95.4%	268
Principal Sparling	11.5%	22	95.4%	191
Riverview	6.2%	22	97.1%	356
Glenelm	17.2%	20	92.0%	116
Lansdowne	3.8%	20	98.6%	521
Wolseley	9.7%	18	95.0%	186
Sacré-Coeur	5.6%	16	97.4%	287
Garden Grove	5.0%	14	97.9%	279
Clifton	8.8%	12	98.1%	136
Robert H. Smith	2.8%	10	98.5%	357
Grosvenor	3.3%	5	99.0%	150
Prairie Rose	3.3%	4	98.5%	123
Queenston	2.8%	4	98.7%	142
Sir William Osler	1.6%	3	99.0%	182
<b>Elementary Total</b>	<b>19.3%</b>	<b>3243</b>	<b>91.6%</b>	<b>16775</b>

**TABLE 9. 2023/2024 ELEMENTARY MOBILITY & STABILITY SORTED BY STABILITY**

<u>SCHOOL</u>	<u>MOBILITY %</u>	<u>TOTAL TRANSFERS</u>	<u>STABILITY %</u>	<u>AVERAGE ENROLMENT</u>
Grosvenor	3.3%	5	99.0%	150
Sir William Osler	1.6%	3	99.0%	182
Queenston	2.8%	4	98.7%	142
Lansdowne	3.8%	20	98.6%	521
Robert H. Smith	2.8%	10	98.5%	357
Prairie Rose	3.3%	4	98.5%	123
Clifton	8.8%	12	98.1%	136
Stanley Knowles	9.4%	38	98.0%	403
Garden Grove	5.0%	14	97.9%	279
Sacré-Coeur	5.6%	16	97.4%	287
Riverview	6.2%	22	97.1%	356
Laura Secord	6.0%	29	97.1%	482
Waterford Springs	7.6%	58	95.9%	759
Brock Corydon	11.2%	32	95.7%	285
Robertson	11.3%	40	95.6%	355
Montrose	9.7%	26	95.4%	268
Principal Sparling	11.5%	22	95.4%	191
Sargent Park	11.3%	43	95.3%	380
J.B. Mitchell	10.6%	42	95.1%	397
Wolseley	9.7%	18	95.0%	186
George V	13.5%	34	94.8%	252
Inkster	16.2%	33	94.5%	204
LaVérendrye	14.4%	32	93.6%	222
Earl Grey	14.7%	46	93.3%	313
Meadows West	13.9%	48	93.1%	346
Tyndall Park	17.0%	56	92.9%	330
Luxton	16.5%	43	92.4%	260
Lord Nelson	19.7%	74	92.2%	376
Lord Selkirk	20.1%	67	92.1%	333
Isaac Brock	19.6%	77	92.1%	393
Glenelm	17.2%	20	92.0%	116
Harrow	24.1%	43	91.9%	178
Greenway	18.0%	70	91.7%	390
Keewatin Prairie	20.8%	69	90.9%	331
Lord Roberts	22.1%	59	90.8%	266
Fort Rouge	22.6%	44	90.0%	194
Rockwood	21.9%	30	89.7%	137
Kent Road	26.4%	65	89.0%	246
Ralph Brown	27.4%	90	88.4%	328
Wellington	27.3%	92	88.0%	337
Mulvey	27.8%	100	87.8%	360
Strathcona	29.7%	73	87.8%	246
King Edward	37.2%	95	87.4%	255
Champlain	26.5%	55	87.3%	207
Weston	28.9%	58	86.7%	201
Shaughnessy Park	26.5%	90	86.7%	339
Norquay	42.1%	90	86.5%	214
Dufferin	28.3%	66	86.3%	233
David Livingstone	31.9%	67	86.1%	210
William Whyte	41.0%	80	85.6%	195
Faraday	22.6%	62	85.6%	275
Gladstone	30.1%	66	85.4%	219
Victoria-Albert	32.8%	101	85.4%	308
Pinkham	39.2%	68	84.1%	174
River Elm	36.0%	92	84.1%	256
Sister MacNamara	30.8%	99	84.1%	321
Carpathia	33.3%	64	83.9%	192
Machray	49.5%	131	82.0%	265
John M. King	44.3%	134	80.1%	302
Niji Mahkwa	47.8%	102	78.3%	213
<b>Elementary Total</b>	<b>19.3%</b>	<b>3243</b>	<b>91.6%</b>	<b>16775</b>

TABLE 10. 2021 TO 2023 SECONDARY MOBILITY &amp; STABILITY

<u>SCHOOL</u>	<u>MOBILITY %</u>			<u>STABILITY %</u>			<u>AVERAGE ENROLMENT</u>		
	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
Andrew Mynarski	4.0%	9.0%	5.8%	98.3%	95.2%	97.7%	347	333	344
Argyle	69.2%	94.6%	51.2%	72.1%	60.8%	70.9%	103	122	188
Children of the Earth	75.7%	72.8%	57.3%	64.7%	71.1%	70.8%	164	179	208
Churchill	18.8%	17.6%	16.4%	91.9%	97.6%	93.1%	494	505	578
Collège Churchill	3.6%	2.1%	1.8%	99.3%	99.4%	98.7%	224	237	220
Daniel McIntyre	16.2%	22.8%	18.9%	92.4%	90.1%	90.4%	954	903	943
David Livingstone 7-8	59.2%	25.3%	31.9%	80.5%	88.7%	86.9%	42	47	56
Earl Grey 7-8	25.7%	40.0%	23.4%	86.9%	81.7%	88.8%	51	60	86
Elmwood	19.6%	22.0%	18.4%	89.9%	89.4%	90.0%	838	853	786
General Wolfe	21.7%	16.6%	16.5%	91.2%	91.6%	91.5%	377	356	363
George V 7-8	0.0%	0.0%	0.0%	100.0%	100.0%	100.0%	16	19	16
Gordon Bell	36.2%	36.1%	32.5%	84.8%	84.2%	85.7%	632	684	729
Grant Park	7.3%	10.5%	8.3%	96.8%	95.8%	96.6%	1172	1152	1180
Hugh John Macdonald	32.0%	33.4%	34.8%	88.2%	85.7%	87.2%	260	258	227
Isaac Brock 7-9	27.2%	13.4%	15.2%	86.5%	92.7%	95.7%	99	90	92
Isaac Newton	21.2%	19.7%	19.8%	89.5%	90.3%	93.0%	274	290	273
Keewatin Prairie 7-9	19.8%	23.6%	23.9%	89.1%	92.5%	89.2%	207	208	226
Kelvin	7.8%	8.3%	7.0%	96.8%	96.4%	96.9%	1227	1235	1265
Lansdowne 7-8	1.1%	0.0%	5.6%	99.7%	100.0%	98.0%	88	100	107
Meadows West 7-8	7.4%	11.3%	9.7%	98.8%	96.1%	95.1%	122	106	103
Niji Mahkwa	47.5%	46.2%	52.9%	76.8%	81.1%	79.3%	109	115	114
R.B. Russell	41.0%	38.5%	36.9%	81.8%	85.5%	83.1%	324	330	379
Ralph Brown 7-8	0.0%	123.7%	50.8%	100.0%	49.5%	81.4%	4	12	30
River Heights	4.5%	3.9%	3.7%	97.3%	98.4%	98.6%	447	456	434
Sacré-Coeur 7-8	1.1%	4.1%	5.1%	100.0%	99.3%	98.3%	91	73	59
Sargent Park 7-9	6.3%	8.5%	6.6%	97.6%	96.6%	96.9%	331	328	349
Shaughnessy Park 7-8	30.4%	21.4%	15.4%	89.2%	92.6%	91.7%	99	103	110
Sisler	6.3%	7.9%	7.6%	97.1%	95.9%	96.3%	1704	1741	1756
St. John's	34.6%	37.8%	23.9%	84.3%	84.9%	87.4%	873	858	933
Stanley Knowles 7-8	4.5%	6.7%	5.3%	98.5%	96.7%	98.4%	356	341	341
Tec-Voc	10.2%	10.1%	9.2%	96.3%	95.7%	95.9%	1056	1140	1129
Virtual Secondary	86.9%	106.7%	75.6%	56.6%	47.8%	63.1%	99	109	128
Waterford Springs 7-8	15.7%	7.6%	4.7%	95.2%	97.6%	97.6%	83	118	127
William Whyte 7-8	58.0%	53.5%	36.5%	82.2%	84.3%	88.2%	41	49	33
<b>Secondary Total</b>	<b>17.2%</b>	<b>18.9%</b>	<b>16.2%</b>	<b>92.1%</b>	<b>91.8%</b>	<b>92.1%</b>	<b>13348</b>	<b>13541</b>	<b>13956</b>

TABLE 11. 2023/2024 SECONDARY MOBILITY &amp; STABILITY SORTED BY MOBILITY

<u>SCHOOL</u>	<u>MOBILITY %</u>	<u>TOTAL TRANSFERS</u>	<u>STABILITY %</u>	<u>AVERAGE ENROLMENT</u>
Virtual Secondary	75.6%	97	63.1%	128
Children of the Earth	57.3%	119	70.8%	208
Niji Mahkwa	52.9%	60	79.3%	114
Argyle	51.2%	96	70.9%	188
Ralph Brown 7-8	50.8%	15	81.4%	30
R.B. Russell	36.9%	140	83.1%	379
William Whyte 7-8	36.5%	12	88.2%	33
Hugh John Macdonald	34.8%	79	87.2%	227
Gordon Bell	32.5%	237	85.7%	729
David Livingstone 7-8	31.9%	18	86.9%	56
St. John's	23.9%	223	87.4%	933
Keewatin Prairie 7-9	23.9%	54	89.2%	226
Earl Grey 7-8	23.4%	20	88.8%	86
Isaac Newton	19.8%	54	93.0%	273
Daniel McIntyre	18.9%	178	90.4%	943
Elmwood	18.4%	145	90.0%	786
General Wolfe	16.5%	60	91.5%	363
Churchill	16.4%	95	93.1%	578
Shaughnessy Park 7-8	15.4%	17	91.7%	110
Isaac Brock 7-9	15.2%	14	95.7%	92
Meadows West 7-8	9.7%	10	95.1%	103
Tec-Voc	9.2%	104	95.9%	1129
Grant Park	8.3%	98	96.6%	1180
Sisler	7.6%	133	96.3%	1756
Kelvin	7.0%	89	96.9%	1265
Sargent Park 7-9	6.6%	23	96.9%	349
Andrew Mynarski	5.8%	20	97.7%	344
Lansdowne 7-8	5.6%	6	98.0%	107
Stanley Knowles 7-8	5.3%	18	98.4%	341
Sacré-Coeur 7-8	5.1%	3	98.3%	59
Waterford Springs 7-8	4.7%	6	97.6%	127
River Heights	3.7%	16	98.6%	434
Collège Churchill	1.8%	4	98.7%	220
George V 7-8	0.0%	0	100.0%	16
<b>Secondary Total</b>	<b>16.2%</b>	<b>2263</b>	<b>92.1%</b>	<b>13956</b>



**TABLE 12. 2023/2024 SECONDARY MOBILITY & STABILITY SORTED BY TOTAL TRANSFERS**

<u>SCHOOL</u>	<u>MOBILITY %</u>	<u>TOTAL TRANSFERS</u>	<u>STABILITY %</u>	<u>AVERAGE ENROLMENT</u>
Gordon Bell	32.5%	237	85.7%	729
St. John's	23.9%	223	87.4%	933
Daniel McIntyre	18.9%	178	90.4%	943
Elmwood	18.4%	145	90.0%	786
R.B. Russell	36.9%	140	83.1%	379
Sisler	7.6%	133	96.3%	1756
Children of the Earth	57.3%	119	70.8%	208
Tec-Voc	9.2%	104	95.9%	1129
Grant Park	8.3%	98	96.6%	1180
Virtual Secondary	75.6%	97	63.1%	128
Argyle	51.2%	96	70.9%	188
Churchill	16.4%	95	93.1%	578
Kelvin	7.0%	89	96.9%	1265
Hugh John Macdonald	34.8%	79	87.2%	227
Niji Mahkwa	52.9%	60	79.3%	114
General Wolfe	16.5%	60	91.5%	363
Keewatin Prairie 7-9	23.9%	54	89.2%	226
Isaac Newton	19.8%	54	93.0%	273
Sargent Park 7-9	6.6%	23	96.9%	349
Earl Grey 7-8	23.4%	20	88.8%	86
Andrew Mynarski	5.8%	20	97.7%	344
David Livingstone 7-8	31.9%	18	86.9%	56
Stanley Knowles 7-8	5.3%	18	98.4%	341
Shaughnessy Park 7-8	15.4%	17	91.7%	110
River Heights	3.7%	16	98.6%	434
Ralph Brown 7-8	50.8%	15	81.4%	30
Isaac Brock 7-9	15.2%	14	95.7%	92
William Whyte 7-8	36.5%	12	88.2%	33
Meadows West 7-8	9.7%	10	95.1%	103
Lansdowne 7-8	5.6%	6	98.0%	107
Waterford Springs 7-8	4.7%	6	97.6%	127
Collège Churchill	1.8%	4	98.7%	220
Sacré-Coeur 7-8	5.1%	3	98.3%	59
George V 7-8	0.0%	0	100.0%	16
<b>Secondary Total</b>	<b>16.2%</b>	<b>2263</b>	<b>92.1%</b>	<b>13956</b>

**TABLE 13. 2023/2024 SECONDARY MOBILITY & STABILITY SORTED BY STABILITY**

<b>SCHOOL</b>	<b>MOBILITY %</b>	<b>TOTAL TRANSFERS</b>	<b>STABILITY %</b>	<b>AVERAGE ENROLMENT</b>
George V 7-8	0.0%	0	100.0%	16
Collège Churchill	1.8%	4	98.7%	220
River Heights	3.7%	16	98.6%	434
Stanley Knowles 7-8	5.3%	18	98.4%	341
Sacré-Coeur 7-8	5.1%	3	98.3%	59
Lansdowne 7-8	5.6%	6	98.0%	107
Andrew Mynarski	5.8%	20	97.7%	344
Waterford Springs 7-8	4.7%	6	97.6%	127
Sargent Park 7-9	6.6%	23	96.9%	349
Kelvin	7.0%	89	96.9%	1265
Grant Park	8.3%	98	96.6%	1180
Sisler	7.6%	133	96.3%	1756
Tec-Voc	9.2%	104	95.9%	1129
Isaac Brock 7-9	15.2%	14	95.7%	92
Meadows West 7-8	9.7%	10	95.1%	103
Churchill	16.4%	95	93.1%	578
Isaac Newton	19.8%	54	93.0%	273
Shaughnessy Park 7-8	15.4%	17	91.7%	110
General Wolfe	16.5%	60	91.5%	363
Daniel McIntyre	18.9%	178	90.4%	943
Elmwood	18.4%	145	90.0%	786
Keewatin Prairie 7-9	23.9%	54	89.2%	226
Earl Grey 7-8	23.4%	20	88.8%	86
William Whyte 7-8	36.5%	12	88.2%	33
St. John's	23.9%	223	87.4%	933
Hugh John Macdonald	34.8%	79	87.2%	227
David Livingstone 7-8	31.9%	18	86.9%	56
Gordon Bell	32.5%	237	85.7%	729
R.B. Russell	36.9%	140	83.1%	379
Ralph Brown 7-8	50.8%	15	81.4%	30
Niji Mahkwa	52.9%	60	79.3%	114
Argyle	51.2%	96	70.9%	188
Children of the Earth	57.3%	119	70.8%	208
Virtual Secondary	75.6%	97	63.1%	128
<b>Secondary Total</b>	<b>16.2%</b>	<b>2263</b>	<b>92.1%</b>	<b>13956</b>

## SECTION C. THE WINNIPEG SCHOOL DIVISION 2021 CENSUS DATA

## BACKGROUND

This section of the report summarizes some of the major variables in Statistics Canada's 2021 Census. The five tables and four maps present information for all people living in the Winnipeg School Division. The data is presented for each of the fifty-five elementary school neighbourhood catchment areas and the Winnipeg School Division for comparison. **Census definitions for the data tables can be found at the end of this section (pages 41 to 42).** Table 14 provides the global non-response rate (GNR) for each of the fifty-five English elementary school catchments. The GNR is an important measure of census data quality; a smaller GNR indicates a lower risk of non-response bias and therefore a lower risk of inaccuracy. Information from school catchments with high global non-response rates should be taken with caution because of the higher risk of inaccuracy.

TABLE 14. STATISTICS CANADA – 2021 CENSUS GLOBAL NON-RESPONSE RATES

School Catchment	Global Non-Response Rate	School Catchment	Global Non-Response Rate
Brock Corydon	0.6%	Carpathia	2.5%
ChAMPLain	4.7%	Clifton	1.5%
David Livingstone	15.6%	Dufferin	13.8%
Earl Grey	3.6%	Faraday	4.2%
Fort Rouge	7.5%	Garden Grove	0.5%
George V	3.7%	Gladstone	4.4%
Glenelm	1.3%	Greenway	1.8%
Grosvenor	2.7%	Harrow	4.4%
Inkster	1.9%	Isaac Brock	1.2%
J.B. Mitchell	1.6%	John M. King	6.3%
Keewatin Prairie	2.3%	Kent Road	3.6%
King Edward	8.9%	Laura Secord	1.4%
Lord Nelson	2.4%	Lord Roberts	1.8%
Lord Selkirk	3.0%	Luxton	2.9%
Machray	18.0%	Meadows West	1.5%
Montrose	1.1%	Mulvey	6.7%
Norquay	13.7%	Pinkham	9.2%
Prairie Rose	0.6%	Principal Sparling	3.2%

(Continued on next page)

School Catchment	Global Non-Response Rate	School Catchment	Global Non-Response Rate
Queenston	1.3%	Ralph Brown	5.8%
River Elm	5.8%	Riverview	2.6%
Robert H. Smith	0.6%	Robertson	1.0%
Rockwood	1.9%	Sargent Park	1.9%
Shaughnessy Park	5.3%	Sister MacNamara	6.7%
Stanley Knowles	1.0%	Strathcona	9.7%
Tyndall Park	0.9%	Victoria-Albert	17.0%
Waterford-Castlebury	0.9%	Wellington	8.6%
Weston	5.1%	William Whyte	13.5%
Wolseley	1.7%	Total WSD	4.7%
Winnipeg CMA	2.8%	Manitoba	3.5%

## DISCUSSION OF DATA

Table 15

**Table 15 (page 33)** contains information on families, income, unemployment, and education levels. The first column provides the non-institutional population size of the catchment area based on the 2021 Census. There are two measures of the percentage of lone parents in the area in the 2021 Census. The first is the percentage of all census families that are lone parent families, and the second is the percentage of those census families with children living at home that are lone parent families. A census family is defined as any married couple or couple living common-law (with or without children of either or both partners), or a lone parent of any marital status with at least one child living in the same dwelling. A couple may be of opposite or same sex. Children include grandchildren living in the same household as their grandparents with no parents present. **The percent of census families with children that are lone parent families ranged from 11.0% to 69.1% in WSD elementary catchments.**

There are two measures of family income in the area in the 2021 Census. The first is the median income, in 2020, of all economic families. An economic family refers to a group of two or more persons who live in the same dwelling and are related to each other by blood, marriage, common-law or adoption. A couple may be of opposite or same sex. The second measure is the median income, in 2020, of census families with one or more children under 18 years. The Prevalence of Low Income After-Tax is the percentage of the population living in private households below the low-income cut-offs after taxes. The cut-offs were selected on the basis that families with incomes below these limits usually spend 20% more of their income than average on food, shelter, and clothing, and hence can be considered to be living in straitened circumstances. **Incidence of low income ranged from 4.3% to 42.7% in WSD elementary catchments.**

The unemployment rate is the percentage of the labour force that was unemployed the week before census day. The unemployment rate used in Table 15 is that of persons 15 years and over in the labour force according to the 2021 Census. The labour force includes persons 15 years of age or over who were either employed, actively looking for work, or were expecting to start work in four weeks. **The unemployment rate ranged from 5.7% to 25.9% in WSD elementary catchments.**

The column labelled "< Grade 12 Education" is the percentage of the population 25 to 64 years old that has a level of schooling less than grade 12. This is followed by the percentage of the population 25 to 64 years that has a university education. [Figure 8](#) shows that the catchment areas with the highest percent of people with less than a grade 12 education are concentrated primarily in the Inner City. Conversely, catchment areas with a higher percentage of people with university education are concentrated primarily in the South. **The percentage of the population between 25 and 64 years with less than grade 12 education ranges from 0.0% to 42.1% and the percentage with a university education ranges from 7.1% to 72.3%.**

**The Division has more lone parents and lower income families, higher prevalence of low income, higher unemployment, and more people with less than grade 12 education than the City as a whole.**

#### Table 16

**Table 16 (page 35)** contains information on visible minorities, ethnicity, Indigenous people and immigrants. The first column again provides the population size of the area.

The second column in the table indicates the percentage of the population who identified themselves as being a member of a visible minority. Visible minorities are defined as "persons, other than Indigenous people, who are non-Caucasian in race or non-white in colour". **In 2021, 38.9% of people in the Division were visible minorities while visible minorities made up between 5.5% and 92.2% of the people living in catchment areas across the Division. Figure 9 (page 38)** shows the relative numbers of visible minorities, Indigenous people, and other people across the Division. Catchment areas with the highest percent of Indigenous people are concentrated primarily in Inner City catchment areas while catchment areas with the highest percent of visible minorities are concentrated in the Inner City, North and Central areas.

The next three columns indicate, in descending order, the three most frequent ethnic origins - this includes single and multiple responses. Filipino, Scottish, and English were the three most frequent ethnic origins in the Division. If two or more ethnic origins have equal numbers, all are listed (e.g., German/Ukrainian).

The number of people who reported identifying with at least one Indigenous group such as First Nations (North American Indian), Métis, and/or Inuk (Inuit) is listed next. There were two measures of the number of Indigenous people in the 2021 Census. One was based on the ethnic origin question and one was based on the Indigenous identity question. This table uses the second measure. This provides a count of the number of people who reported identifying with at least one Indigenous group, and/or those who reported being a Treaty Indian or a Registered Indian, and/or who were members of an Indian Band or First Nation. **In 2021, 17.2% of Division residents considered themselves Indigenous, with percents ranging from 2.0% to 51.2% for school catchment areas.**

The last column indicates the percentage of the population that are, or had been at one time, landed immigrants in Canada. A landed immigrant is a person who is not a Canadian citizen by birth, but who has been granted the right to live in Canada permanently. **In the Division, 30.6% of the population is or had been a landed immigrant with values ranging from 10.1% to 57.3% for school catchment areas.**

**In summary, the Winnipeg School Division has a higher percentage of visible minorities, Indigenous people, and immigrants than does the City of Winnipeg.**

Table 17

**Table 17 (page 37)** provides information on home languages and mother tongue languages from the 2021 Census. Home language is the language spoken most often on a regular basis at home by the individual at the time of the census. Mother tongue refers to the language first learned at home in childhood and still understood at the time of the census. A person could have a single home or mother tongue language or multiple home or mother tongue languages. The 'Other Languages' category (defined as a grouping of all non-official languages collected by the census that are not displayed separately) was not included in the language columns. If two or more languages have equal numbers in a school neighbourhood catchment area, all are listed (e.g., Portuguese/Somali/Spanish).

**The first column in the table indicates what percentage of the people had a home language that was not English. Overall, in the Division, this was 18.8% and it varied from 2.8% to 54.4% across the Division.** A listing of the three most frequent single response home languages (other than English) follows. Only languages that accounted for at least 1% of the total catchment population were included in the top three home languages for the area. Tagalog and Punjabi were the most frequently cited home languages in the Division, other than English. All other languages in the Division accounted for less than 1% of the total Division population and therefore were excluded.

The next three columns in the table are a listing of the three most frequent single response mother tongue languages (other than English). **The last column is the percentage of people whose mother tongue language was not English. In the Division as a whole, this was 30.5% and it varied from 9.6% to 63.2% across the Division.** Tagalog, Punjabi, and French were the three most frequently reported mother tongues other than English in the Division.

**Compared to the City of Winnipeg, a higher percent of people living in the Winnipeg School Division reported a home language and mother tongue other than English.**

Table 18

**Table 18 (page 40)** documents the change in population in each area from 2016 to 2021. This is followed by two columns that show what percentage of people changed residences in the year prior to the census and in the five years before the census.

The Division's population increased 2.9% from 2016 to 2021, while the City's population increased 7.2%. Individual school areas had a range of population changes – some areas increased by as much as 376.8% while others declined by as much as 16.8% due to changes in the northwest corner (**Figure 10, page 38**).

There was considerable movement of people in the Division – 15.3% moved in 2020/2021 and 44.2% had moved within the five years before the census. Values for the City as a whole were less than this (13.3% and 40.1% respectively). The one-year movement data for the Division is shown in **Figure 11 (page 39)**.

**TABLE 15. STATISTICS CANADA – 2021 CENSUS DATA – FAMILIES, INCOME, UNEMPLOYMENT & EDUCATION**

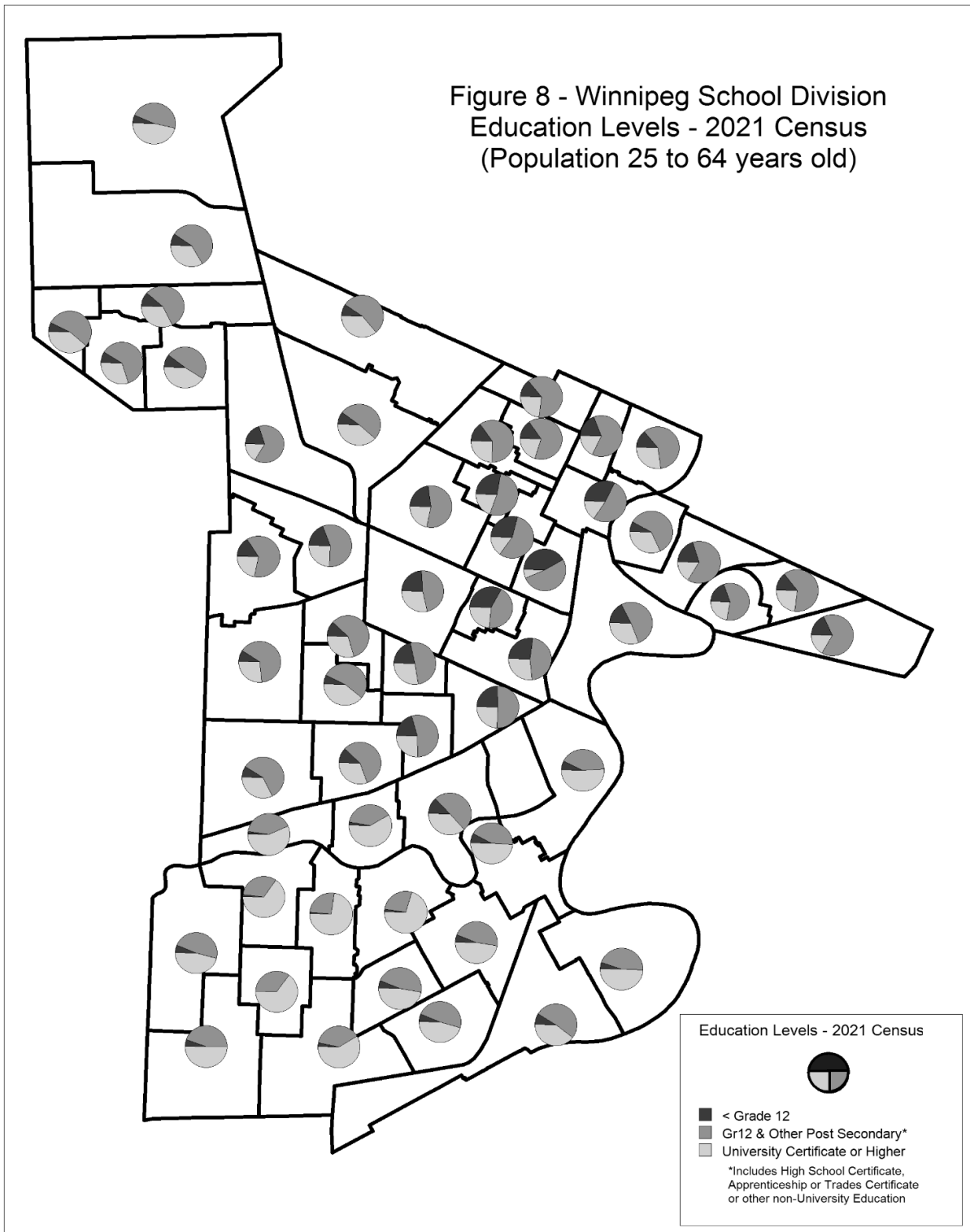
	2021 Population	% Lone Parent of All Census Families <sup>1</sup>	% Lone Parent of Census Families with Children <sup>1</sup>	Median Income of Economic Families	Median Income of Census Families with Children	Prevalence of low income after tax in 2020 %	Unemploy- ment Rate %	< Grade 12 Education %	University Education %
Brock Corydon	2,755	12.7%	21.6%	\$140,000	\$145,000	5.1%	6.8%	0.0%	64.5%
Carpathia	5,000	23.7%	39.9%	\$108,000	\$74,000	13.5%	7.6%	6.1%	45.7%
Champlain	2,645	32.4%	46.3%	\$79,000	\$51,600	18.1%	16.1%	19.2%	18.3%
Clifton	2,395	18.3%	30.3%	\$94,000	x	9.1%	7.1%	9.2%	26.8%
David Livingstone	2,270	55.3%	69.1%	\$60,800	\$48,800	42.7%	25.9%	42.1%	7.1%
Dufferin	1,395	39.3%	47.1%	\$71,500	\$43,200	34.8%	14.6%	33.3%	23.9%
Earl Grey	6,370	18.6%	39.1%	\$97,000	\$60,400	13.2%	9.2%	6.1%	47.4%
Faraday	4,575	28.0%	37.4%	\$89,000	\$58,400	14.5%	12.2%	15.3%	25.1%
Fort Rouge	7,885	17.0%	45.7%	\$69,000	\$36,400	24.2%	10.6%	7.2%	50.6%
Garden Grove	2,835	13.5%	20.2%	\$110,000	x	4.3%	5.9%	8.8%	30.0%
George V	2,285	25.8%	39.2%	\$84,000	\$62,000	15.6%	10.2%	14.4%	23.6%
Gladstone	12,965	14.5%	43.5%	\$77,000	\$60,400	21.4%	9.5%	7.6%	48.7%
Glenelm	2,020	21.6%	35.8%	\$95,000	\$62,400	14.2%	8.6%	8.0%	32.0%
Greenway	5,745	23.5%	35.1%	\$89,000	\$57,600	15.6%	10.1%	12.1%	30.7%
Grosvenor	3,080	11.4%	20.0%	\$152,000	\$119,000	7.5%	7.8%	2.3%	70.1%
Harrow	2,685	20.5%	35.1%	\$80,000	\$102,000	15.6%	8.0%	6.0%	45.3%
Inkster	3,020	25.8%	35.0%	\$91,000	\$68,500	12.3%	11.4%	14.3%	23.5%
Isaac Brock	3,760	21.7%	35.8%	\$91,000	\$50,000	13.1%	12.0%	9.0%	32.5%
J.B. Mitchell	4,595	19.7%	33.8%	\$99,000	\$84,000	13.2%	5.7%	5.2%	49.6%
John M. King	5,580	34.6%	46.8%	\$75,500	\$46,400	25.4%	13.6%	20.9%	25.6%
Keewatin Prairie	3,660	29.9%	39.7%	\$81,000	\$40,400	20.1%	12.7%	16.1%	22.4%
Kent Road	3,605	28.2%	40.5%	\$84,000	\$56,800	12.6%	11.0%	18.4%	17.2%
King Edward	4,775	35.9%	46.5%	\$80,000	\$53,600	23.0%	11.4%	23.0%	22.3%
Laura Secord	4,305	19.6%	34.1%	\$109,000	\$62,800	10.5%	9.7%	2.4%	58.1%
Lord Nelson	6,780	21.1%	27.1%	\$93,000	\$68,500	10.3%	11.1%	10.2%	38.3%
Lord Roberts	4,825	21.5%	38.5%	\$101,000	\$70,500	12.5%	7.1%	8.9%	39.6%
Lord Selkirk	4,035	32.8%	48.2%	\$75,000	\$44,400	21.7%	10.4%	20.2%	16.6%
Luxton	3,275	27.2%	43.4%	\$88,000	\$75,000	17.2%	15.6%	14.0%	27.5%
Machray	2,980	47.2%	62.4%	\$60,800	\$39,600	28.2%	17.1%	32.5%	16.2%
Meadows West	3,855	14.7%	20.3%	\$111,000	\$51,600	7.5%	8.6%	9.5%	33.3%
Montrose	4,925	12.7%	22.3%	\$125,000	\$139,000	7.6%	6.8%	3.1%	58.4%
Mulvey	8,725	30.1%	53.9%	\$64,000	\$38,400	33.0%	13.6%	13.0%	36.7%
Norquay	3,690	34.1%	59.6%	\$68,000	\$40,400	32.6%	10.9%	17.8%	31.1%
Pinkham	2,510	30.8%	42.9%	\$72,000	\$45,600	24.8%	9.8%	24.5%	28.6%
Prairie Rose	1,805	13.5%	19.2%	\$119,000	x	5.6%	10.2%	7.3%	38.5%
Principal Sparling	3,275	21.5%	30.7%	\$100,000	\$66,500	8.7%	11.0%	12.1%	29.8%
Queenston	3,025	11.8%	21.0%	\$155,000	x	6.5%	8.1%	1.5%	64.8%
Ralph Brown	2,700	33.8%	47.0%	\$81,000	\$56,000	14.1%	9.9%	15.2%	20.5%
River Elm	3,310	36.4%	50.9%	\$66,500	\$52,400	30.0%	9.8%	19.7%	22.5%
Riverview	4,765	17.2%	30.8%	\$109,000	\$109,000	9.3%	9.8%	5.1%	49.2%
Robert H. Smith	2,830	9.2%	15.8%	\$170,000	x	6.1%	7.7%	1.0%	72.3%
Robertson	4,935	15.9%	22.3%	\$109,000	\$76,000	5.7%	8.1%	9.4%	36.2%
Rockwood	3,730	19.4%	35.8%	\$101,000	\$100,000	12.5%	7.6%	6.0%	46.9%
Sargent Park	3,945	19.8%	29.2%	\$95,000	\$63,200	8.9%	6.7%	7.3%	39.1%
Shaughnessy Park	2,840	37.9%	48.6%	\$83,000	\$52,800	23.7%	9.0%	20.2%	16.7%
Sister MacNamara	7,765	35.0%	53.7%	\$56,400	\$38,400	39.5%	14.2%	24.9%	24.8%
Stanley Knowles	3,025	19.4%	26.2%	\$104,000	\$60,400	13.1%	9.1%	11.4%	32.5%
Strathcona	2,955	32.1%	40.5%	\$62,400	\$48,000	26.8%	17.5%	28.1%	19.8%
Tyndall Park	4,715	16.5%	23.5%	\$96,000	\$74,000	5.3%	8.1%	10.3%	40.9%
Victoria-Albert	4,870	35.6%	47.9%	\$62,000	\$37,600	41.9%	14.3%	27.5%	26.9%
Waterford-Castlebury	6,485	8.8%	11.0%	\$114,000	\$88,000	4.7%	7.1%	6.6%	46.4%
Wellington	4,480	30.7%	41.6%	\$77,000	\$61,600	23.8%	12.4%	22.0%	27.8%
Weston	2,510	34.8%	45.1%	\$78,500	\$37,200	24.1%	11.5%	19.4%	24.7%
William Whyte	3,015	49.6%	62.5%	\$67,000	\$47,200	35.3%	20.0%	29.4%	15.4%
Wolseley	2,110	16.4%	28.4%	\$115,000	\$108,000	11.4%	5.8%	2.0%	56.5%
<b>Total WSD</b>	<b>224,905</b>	<b>23.6%</b>	<b>36.7%</b>	<b>\$90,000</b>	<b>\$52,400</b>	<b>17.7%</b>	<b>10.2%</b>	<b>12.6%</b>	<b>36.8%</b>
<b>Winnipeg CMA</b>	<b>834,675</b>	<b>17.0%</b>	<b>27.6%</b>	<b>\$104,000</b>	<b>\$78,000</b>	<b>12.2%</b>	<b>8.6%</b>	<b>8.6%</b>	<b>38.9%</b>

\*Source: Statistics Canada 2021 Census

<sup>1</sup> Living in private households

x - data suppressed

Figure 8 - Winnipeg School Division  
Education Levels - 2021 Census  
(Population 25 to 64 years old)



\*Source: Statistics Canada 2021 Census (25% sample)



**TABLE 16. STATISTICS CANADA – 2021 CENSUS DATA – VISIBLE MINORITIES, ETHNICITY, INDIGENOUS IDENTITY & IMMIGRATION POPULATION**

	2021 Population	Visible Minorities %	3 Most Frequent Ethnic Origins Single & Multiple Origins			Indigenous Identity* #	Indigenous* %	Immigration Pop'n %
Brock Corydon	2,755	7.9%	English	Scottish	Irish	130	4.6%	13.4%
Carpathia	5,000	19.1%	Scottish	English	Irish	550	11.6%	19.0%
Champlain	2,645	26.4%	Filipino	Ukrainian	English	1005	35.6%	21.2%
Clifton	2,395	44.4%	Filipino	Ukrainian	Irish	210	8.8%	39.6%
David Livingstone	2,270	26.8%	First Nations	Métis	Irish/Ojibway	1060	51.2%	23.2%
Dufferin	1,395	50.5%	Filipino	First Nations	N.A. Indigenous	470	34.2%	40.4%
Earl Grey	6,370	19.4%	Scottish	English	Irish	735	11.6%	16.1%
Faraday	4,575	47.9%	Filipino	Ukrainian	Canadian/Métis	995	22.5%	39.6%
Fort Rouge	7,885	39.7%	English	Scottish	Irish	955	12.7%	23.7%
Garden Grove	2,835	63.9%	Filipino	German	Ukrainian	200	7.3%	44.3%
George V	2,285	28.8%	Scottish	Filipino	Ukrainian	455	18.2%	25.2%
Gladstone	12,965	29.8%	English	Scottish	Irish	1535	12.2%	21.5%
Glenelm	2,020	13.7%	German	Scottish	Ukrainian	450	22.0%	12.5%
Greenway	5,745	41.1%	Filipino	Scottish	English	1100	19.5%	32.9%
Grosvenor	3,080	7.6%	Scottish	Irish	English	280	8.6%	10.1%
Harrow	2,685	43.9%	Filipino	Scottish	English	295	11.6%	33.9%
Inkster	3,020	37.6%	Filipino	Ukrainian	English	580	19.5%	30.5%
Isaac Brock	3,760	32.5%	Filipino	English	Scottish	695	18.3%	25.5%
J.B. Mitchell	4,595	23.7%	English	Scottish	Irish	295	6.4%	22.8%
John M. King	5,580	48.9%	Filipino	First Nations	Ukrainian	1360	25.7%	35.7%
Keewatin Prairie	3,660	53.1%	Filipino	Canadian	Métis	810	22.0%	39.6%
Kent Road	3,605	33.8%	Ukrainian	French	German	540	16.6%	27.3%
King Edward	4,775	46.8%	Filipino	Ukrainian	First Nations	1320	28.5%	38.6%
Laura Secord	4,305	11.9%	English	Scottish	Irish	465	11.2%	11.2%
Lord Nelson	6,780	71.8%	Filipino	Scottish	Ukrainian	735	11.4%	54.7%
Lord Roberts	4,825	15.4%	Scottish	English	Irish	920	18.8%	14.4%
Lord Selkirk	4,035	29.1%	Scottish	English	German	930	23.6%	24.5%
Luxton	3,275	14.7%	English	Scottish	Ukrainian	850	25.7%	10.6%
Machray	2,980	20.0%	N.A. Indigenous	German	Ukrainian	1025	41.9%	17.8%
Meadows West	3,855	70.0%	Filipino	Indian (India)	Punjabi	260	6.9%	48.5%
Montrose	4,925	16.1%	English	Scottish	Irish	170	3.6%	19.5%
Mulvey	8,725	29.3%	Scottish	English	Irish	1675	20.2%	22.1%
Norquay	3,690	15.6%	Irish	Scottish	English	1310	36.7%	14.9%
Pinkham	2,510	53.6%	Filipino	Irish	Portuguese	435	19.0%	40.3%
Prairie Rose	1,805	72.6%	Filipino	Punjabi	Indian (India)	195	10.0%	50.1%
Principal Sparling	3,275	63.9%	Filipino	First Nations	German/Ukrainian	425	14.6%	49.8%
Queenston	3,025	5.5%	Scottish	English	Irish	185	6.1%	10.1%
Ralph Brown	2,700	25.6%	Filipino	Ukrainian	English	935	32.7%	20.8%
River Elm	3,310	36.3%	Métis	English	German	855	25.8%	27.5%
Riverview	4,765	10.3%	Scottish	English	Irish	540	12.3%	11.9%
Robert H. Smith	2,830	8.1%	English	Scottish	Irish	135	4.8%	12.9%
Robertson	4,935	63.4%	Filipino	Ukrainian	German	395	7.3%	53.7%
Rockwood	3,730	24.5%	English	Scottish	German	305	8.3%	23.5%
Sargent Park	3,945	56.4%	Filipino	Scottish	German	420	10.7%	48.3%
Shaughnessy Park	2,840	38.0%	Filipino	First Nations	Irish	870	31.0%	30.7%
Sister MacNamara	7,765	57.0%	Filipino	Scottish	First Nations	1525	20.6%	41.1%
Stanley Knowles	3,025	68.0%	Filipino	Indian (India)	Ukrainian	325	11.0%	47.4%
Strathcona	2,955	40.1%	Filipino	N.A. Indigenous	First Nations	1145	38.9%	33.8%
Tyndall Park	4,715	72.2%	Filipino	Indian (India)	Ukrainian	415	8.5%	56.7%
Victoria-Albert	4,870	59.9%	Filipino	English	First Nations	875	18.3%	47.6%
Waterford-Castlebury	6,485	92.2%	Filipino	Indian (India)	Punjabi	130	2.0%	57.3%
Wellington	4,480	56.1%	Filipino	First Nations	Métis	1105	25.0%	45.2%
Weston	2,510	50.0%	Filipino	Métis	First Nations	660	27.4%	39.6%
William Whyte	3,015	29.3%	Filipino	First Nations	Métis	1385	50.4%	22.7%
Wolsley	2,110	13.3%	English	Scottish	Irish	300	13.6%	12.7%
<b>Total WSD</b>	<b>224,905</b>	<b>38.9%</b>	<b>Filipino</b>	<b>Scottish</b>	<b>English</b>	<b>37940</b>	<b>17.2%</b>	<b>30.6%</b>
<b>Winnipeg CMA</b>	<b>834,675</b>	<b>31.5%</b>	<b>English</b>	<b>Scottish</b>	<b>Ukrainian</b>	<b>102080</b>	<b>12.5%</b>	<b>25.4%</b>

\*Indigenous Origins are based on the Identity question

\*Source: Statistics Canada 2021 Census (100% data)

\*N.A. Indigenous = North American Indigenous

Figure 9 - Winnipeg School Division  
Visible Minorities, Indigenous  
People and Others  
2021 Census



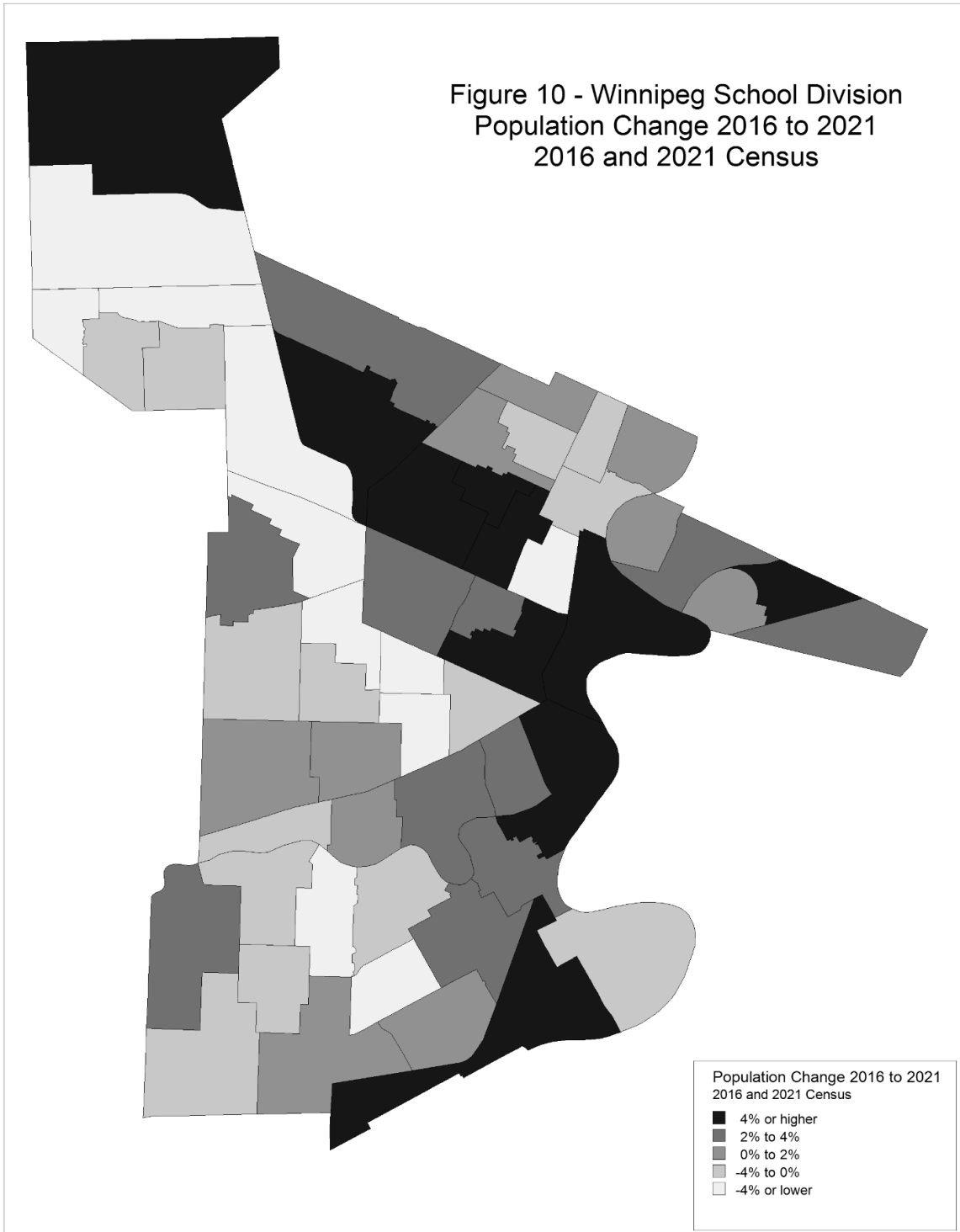
\*Source: Statistics Canada 2021 Census (25% sample)

**TABLE 17. STATISTICS CANADA – 2021 CENSUS DATA – HOME LANGUAGE & MOTHER TONGUE**

	Home Language Not English %	Three Most Frequent Home Languages Spoken Other Than English Single Responses (1% of population or more)			Three Most Frequent Mother Tongue Languages Other Than English Single Responses			Mother Tongue Not English %
Brock Corydon	3.8%				Spanish	French	Tagalog/German/Italian	13.3%
Carpathia	9.4%	Spanish	French		French	Spanish	Tagalog	20.4%
Champlain	11.6%	Tagalog			Tagalog	French/Ilocano/Polish/Punjabi		19.6%
Clifton	21.2%	Tagalog	Portuguese	Vietnamese	Tagalog	Portuguese	Italian/Spanish	36.0%
David Livingstone	14.3%	Polish	Tigrigna	Tagalog	Polish	Tigrigna	Tagalog	24.9%
Dufferin	21.6%	Tagalog	Somali	Arabic	Tagalog	Somali	Arabic	38.5%
Earl Grey	6.3%				French	Tagalog	Spanish	16.0%
Faraday	22.1%	Tagalog			Tagalog	Ukrainian	Ilocano	34.1%
Fort Rouge	19.1%	Punjabi	Portuguese	Spanish	Punjabi	French	Portuguese	34.1%
Garden Grove	29.3%	Tagalog	Punjabi	Vietnamese	Tagalog	Punjabi	Portuguese	44.5%
George V	14.4%	Tagalog	Spanish		Tagalog	Spanish	French/Arabic	24.9%
Gladstone	14.4%	Tagalog	French	Portuguese	French	Tagalog	Spanish	28.0%
Glenelm	7.7%	French	Tagalog		French	Tagalog/German/Spanish		14.9%
Greenway	18.7%	Tagalog	Vietnamese		Tagalog	Vietnamese	Portuguese	32.2%
Grosvenor	3.9%				French	German	Spanish	12.8%
Harrow	19.9%	Tagalog	Punjabi	Spanish	Tagalog	Punjabi	German	36.5%
Inkster	19.4%	Tagalog	Punjabi		Tagalog	Polish	Punjabi	28.8%
Isaac Brock	13.3%	Tagalog	Portuguese		Tagalog	Portuguese	French	25.2%
J.B. Mitchell	15.4%	Portuguese	Spanish	Russian	Tagalog	Spanish	Russian/Portuguese	27.8%
John M. King	23.1%	Tagalog	Tigrigna	Somali	Tagalog	Tigrigna	Somali	36.0%
Keewatin Prairie	24.3%	Tagalog	Punjabi		Tagalog	Punjabi	French/Ojibway/Portuguese	36.3%
Kent Road	16.3%	Tagalog	French		Tagalog	French	Spanish	26.2%
King Edward	20.1%	Tagalog	Vietnamese		Tagalog	Ukrainian	Ojibway/Vietnamese	32.6%
Laura Secord	4.2%	French			French	German	Spanish	12.5%
Lord Nelson	32.3%	Tagalog	Punjabi	Vietnamese	Tagalog	Punjabi	Vietnamese	47.4%
Lord Roberts	6.5%	Tagalog	Spanish		Spanish	French	Tagalog	14.3%
Lord Selkirk	12.6%	Tagalog	Spanish	Punjabi	Tagalog	French	Spanish	22.6%
Luxton	6.9%	Tagalog			Tagalog	Ukrainian	Spanish	15.0%
Machray	10.2%	Tagalog			Tagalog	Ukrainian	Spanish	19.1%
Meadows West	33.3%	Punjabi	Tagalog	Portuguese	Tagalog	Punjabi	Portuguese	47.3%
Montrose	10.7%	Tagalog	Russian	Italian	Tagalog	Italian	German	21.6%
Mulvey	10.2%	Tigrigna			French	Tigrigna	Spanish	23.1%
Norquay	7.0%	Tagalog			Tagalog	French	Spanish	17.1%
Pinkham	28.4%	Tagalog	Portuguese	Vietnamese	Tagalog	Portuguese	Vietnamese	43.8%
Prairie Rose	32.7%	Tagalog	Punjabi	Vietnam./Canton.	Tagalog	Punjabi	Vietnamese/Portuguese	45.7%
Principal Sparling	29.2%	Tagalog	Portuguese	Vietnamese	Tagalog	Portuguese	German	44.5%
Queenston	3.0%				French	German	Portuguese	10.6%
Ralph Brown	14.0%	Tagalog			Tagalog	Polish	Ukrainian	23.3%
River Elm	15.3%	Tagalog	Arabic	French	Tagalog	French	Arabic	24.0%
Riverview	3.8%	Tagalog			French	Tagalog	Spanish	12.1%
Robert H. Smith	2.8%				French	German	Tagalog	9.6%
Robertson	30.1%	Tagalog	Portuguese	Vietnamese	Tagalog	Portuguese	Ukrainian	44.8%
Rockwood	14.5%	Tagalog	Spanish	Punjabi	Tagalog	Punjabi	Spanish	26.9%
Sargent Park	27.2%	Tagalog	Portuguese		Tagalog	Portuguese	Ilocano	40.9%
Shaughnessy Park	18.1%	Tagalog	Punjabi	Swahili	Tagalog	Oji-Cree	Punjabi	28.0%
Sister MacNamara	31.5%	Tagalog	Tigrigna	Somali	Tagalog	Tigrigna	Somali/Amharic	44.7%
Stanley Knowles	28.1%	Tagalog	Punjabi		Tagalog	Punjabi	Vietnamese	41.7%
Strathcona	20.4%	Tagalog			Tagalog	Swahili	Ojibway/Tigrigna	31.8%
Tyndall Park	36.0%	Tagalog	Punjabi	Portuguese	Tagalog	Punjabi	Portuguese	50.7%
Victoria-Albert	32.1%	Tagalog	Tigrigna	Arabic	Tagalog	Tigrigna	Somali	43.3%
Waterford-Castlebury	54.4%	Punjabi	Tagalog		Punjabi	Tagalog	Hindi	63.2%
Wellington	28.8%	Tagalog	Vietnamese	Karen	Tagalog	Vietnamese	Portuguese	42.2%
Weston	22.6%	Tagalog			Tagalog	Oji-Cree	Tigrigna	31.8%
William Whyte	13.4%	Tagalog	Karen	Tigrigna	Tagalog	Karen	Spanish	23.0%
Wolseley	3.6%	French			French	German	Spanish	13.8%
Total WSD	18.8%	Tagalog	Punjabi		Tagalog	Punjabi	French	30.5%
Winnipeg CMA	16.7%	Tagalog	Punjabi	French	Tagalog	Punjabi	French	28.5%

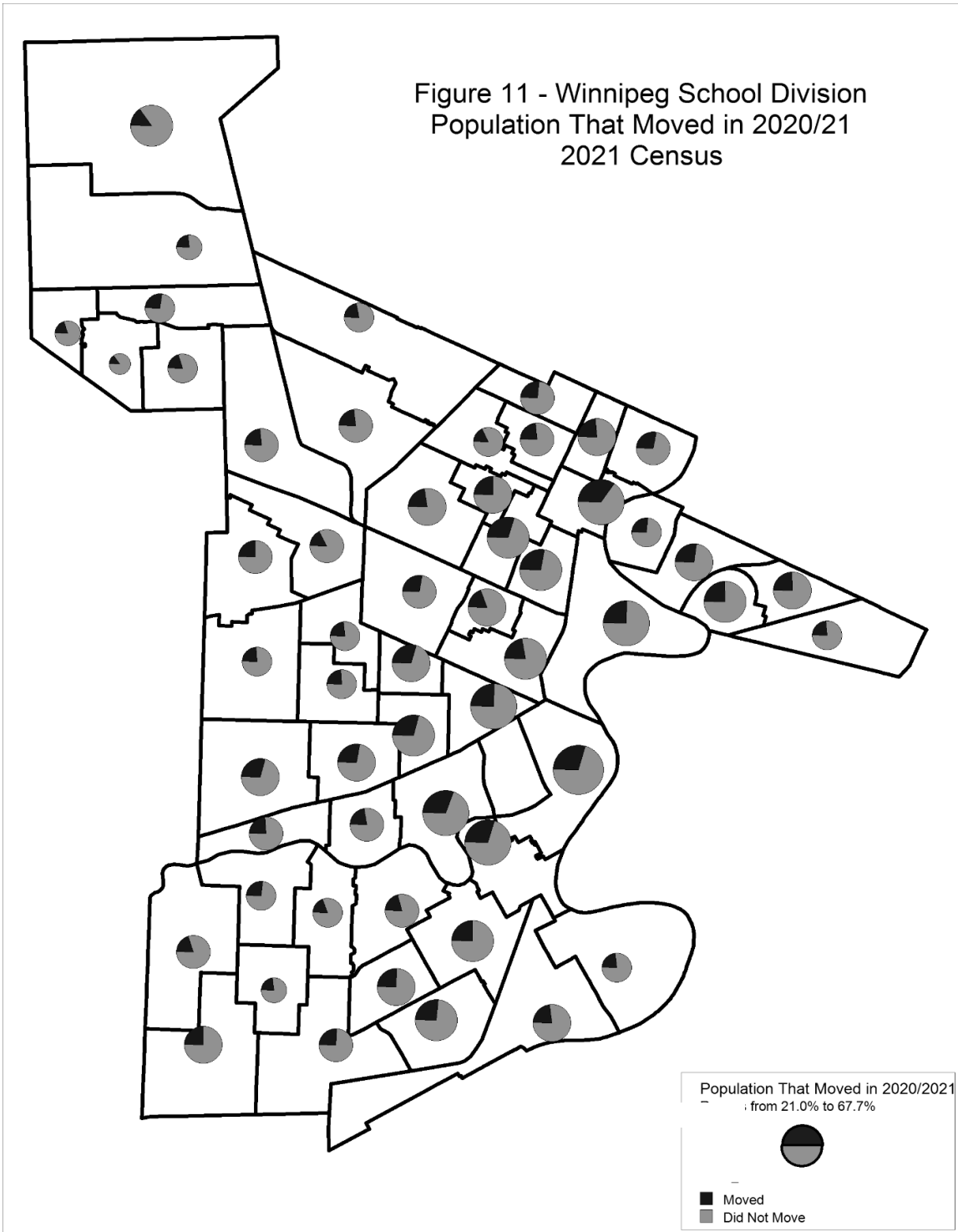
\*Home Language: Refers to the language spoken most often at home by the individual at the time of the census.  
 \*Mother Tongue: Refers to the language first learned at home in childhood and still understood at the time of the census.  
 \*No language is listed for Home Language if the % of people speaking other language(s) was below 1% of the total population.  
 \*Source: Statistics Canada 2021 Census (100% data)

Figure 10 - Winnipeg School Division  
Population Change 2016 to 2021  
2016 and 2021 Census



\*Source: Statistics Canada 2016 & 2021 Census (100% data)

Figure 11 - Winnipeg School Division  
Population That Moved in 2020/21  
2021 Census



\*Source: Statistics Canada 2021 Census (25% sample)

**TABLE 18. STATISTICS CANADA – 2016 & 2021 CENSUS – POPULATION CHANGE & MOVEMENT**

	2016 Population	2021 Population	Pop Change %	% Moved in Last Year	% Moved in Last 5 Years
Brock Corydon	2,850	2,755	-3.3%	7.6%	25.0%
Carpathia	4,835	5,000	3.4%	10.5%	41.3%
Champlain	2,715	2,645	-2.6%	13.7%	43.7%
Clifton	2,405	2,395	-0.4%	9.3%	28.6%
David Livingstone	2,440	2,270	-7.0%	20.5%	52.5%
Dufferin	1,365	1,395	2.2%	12.0%	49.2%
Earl Grey	6,235	6,370	2.2%	16.9%	49.8%
Faraday	4,570	4,575	0.1%	7.1%	31.9%
Fort Rouge	6,845	7,885	15.2%	28.8%	67.7%
Garden Grove	2,905	2,835	-2.4%	3.7%	21.0%
George V	2,140	2,285	6.8%	15.0%	44.9%
Gladstone	12,500	12,965	3.7%	27.4%	64.5%
Glenelm	1,990	2,020	1.5%	11.5%	31.2%
Greenway	5,685	5,745	1.1%	15.8%	40.3%
Grosvenor	3,115	3,080	-1.1%	9.7%	36.6%
Harrow	2,645	2,685	1.5%	18.1%	49.3%
Inkster	2,980	3,020	1.3%	12.4%	33.8%
Isaac Brock	3,700	3,760	1.6%	16.9%	40.4%
J.B. Mitchell	4,765	4,595	-3.6%	15.8%	46.4%
John M. King	6,460	5,580	-13.6%	21.2%	50.6%
Keewatin Prairie	3,555	3,660	3.0%	12.3%	36.4%
Kent Road	3,515	3,605	2.6%	10.5%	33.0%
King Edward	4,385	4,775	8.9%	12.8%	42.8%
Laura Secord	4,245	4,305	1.4%	12.0%	41.4%
Lord Nelson	6,405	6,780	5.9%	11.5%	37.2%
Lord Roberts	4,470	4,825	7.9%	12.9%	42.8%
Lord Selkirk	3,930	4,035	2.7%	16.8%	44.7%
Luxton	3,215	3,275	1.9%	14.7%	37.1%
Machray	3,020	2,980	-1.3%	29.4%	54.8%
Meadows West*	4,635	3,855	-16.8%	7.6%	24.1%
Montrose	4,850	4,925	1.5%	12.0%	34.1%
Mulvey	8,395	8,725	3.9%	28.3%	63.8%
Norquay	3,315	3,690	11.3%	20.4%	59.3%
Pinkham	2,435	2,510	3.1%	15.0%	38.6%
Prairie Rose	1,905	1,805	-5.2%	5.9%	23.0%
Principal Sparling	3,415	3,275	-4.1%	9.2%	29.9%
Queenston	3,090	3,025	-2.1%	11.2%	30.0%
Ralph Brown	2,780	2,700	-2.9%	12.7%	40.0%
River Elm	3,285	3,310	0.8%	17.0%	50.9%
Riverview	4,870	4,765	-2.2%	9.4%	30.6%
Robert H. Smith	2,955	2,830	-4.2%	7.1%	29.2%
Robertson	4,765	4,935	3.6%	8.6%	29.4%
Rockwood	3,900	3,730	-4.4%	15.8%	46.2%
Sargent Park	3,985	3,945	-1.0%	9.6%	29.4%
Shaughnessy Park	2,975	2,840	-4.5%	11.2%	35.8%
Sister MacNamara	7,980	7,765	-2.7%	21.1%	61.4%
Stanley Knowles	3,195	3,025	-5.3%	10.7%	27.7%
Strathcona	2,745	2,955	7.7%	14.9%	43.7%
Tyndall Park	4,865	4,715	-3.1%	8.2%	31.8%
Victoria Albert	4,490	4,870	8.5%	17.4%	60.5%
Waterford-Castlebury*	1,360	6,485	376.8%	11.7%	65.2%
Wellington	4,715	4,480	-5.0%	18.6%	43.9%
Weston	2,805	2,510	-10.5%	9.3%	43.0%
William Whyte	2,785	3,015	8.3%	22.7%	52.9%
Wolseley	2,160	2,110	-2.3%	11.8%	36.7%
<b>Total WSD</b>	<b>218,535</b>	<b>224,905</b>	<b>2.9%</b>	<b>15.3%</b>	<b>44.2%</b>
<b>Winnipeg CMA</b>	<b>778,490</b>	<b>834,675</b>	<b>7.2%</b>	<b>13.3%</b>	<b>40.1%</b>

\*Source: Statistics Canada 2016 Census and 2021 Census (100% data); Mobility - 2021 Census (25% sample data)

\*Note: The Meadows West and Waterford Springs catchment were restructured between the 2016 Census and 2021 Census. The Meadows West area saw a decrease in population whereas the Waterford Springs area saw a large increase.

## CENSUS DEFINITIONS

**Table 14 (pages 29 to 30)**

Global Non-Response Rate. The global non-response rate is used as an indicator of data quality. It combined household non-response and item non-responses and is weighted. A smaller global non-response rate indicates a lower risk of non-response bias and therefore a lower risk of inaccuracy.

**Table 15 (pages 33 to 34)**

Census Family. A census family is defined as a married couple and the children, if any, of either or both spouses; a couple living common law and the children, if any, of either or both partners; or, a lone parent of any marital status with at least one child living in the same dwelling and that child or those children. All members of a particular census family live in the same dwelling. A couple may be of opposite or same sex. Children may be children by birth, marriage or adoption regardless of their age or marital status as long as they live in the dwelling and do not have their own spouse or child living in the dwelling. Grandchildren living with their grandparent(s) but with no parents present also constitute a census family.

Economic Family. An economic family refers to a group of two or more persons who live in the same dwelling and are related to each other by blood, marriage, common-law or adoption. A couple may be of opposite or same sex. Foster children are included.

Prevalence of Low Income. The Prevalence of Low Income is the percentage of households below the low-income cut-offs after taxes in 2020. The cut-offs were selected on the basis that families with incomes below these limits usually spend 20 percent more than average of their income on food, shelter and clothing (taking into account size of community of residence and family size), and hence can be considered to be living in straitened circumstances.

Unemployment Rate. The unemployment rate is the percentage of the labour force that was unemployed the week before census day. The labour force includes persons 15 years of age or over who were either employed, actively looking for work, or were expecting to start work in four weeks.

Highest level of schooling. 'Less than Grade 12 Education' is the percentage of the population 25 years to 64 years that has a level of schooling less than grade 12, and 'university education' is the percentage of the population 25 to 64 years that has a university education.

**Table 16 (page 35)**

Visible minorities. Visible minorities are defined as "persons, other than Indigenous people, who are non-Caucasian in race or non-white in colour".

Indigenous. There were two measures of the number of Indigenous people. One was based on the ethnic origin question and one was based on the Indigenous identity question. Table 16 uses the second measure. This provides a count of the number of people who reported identifying with at least one

Indigenous group, that is, First Nations (North American Indian), Métis or Inuk (Inuit), and/or those who reported being a Treaty Indian or a Registered Indian, and/or who were members of an Indian Band or First Nation.

Landed immigrant. A landed immigrant is a person who is not a Canadian citizen by birth, but who has been granted the right to live in Canada permanently.

Ethnic origins. Ethnic origin refers to the ethnic or cultural origins of the person's ancestors.

**Table 17 (page 37)**

Home language. Home language is the language spoken most often or on a regular basis at home by the individual at the time of the census. A person could have a single home language or multiple home languages. The 'Other Languages' category (defined as a grouping of all non-official languages collected by the census that are not displayed separately) was not included in the language columns in Table 17.

Mother tongue. Mother tongue refers to the language first learned at home in childhood and still understood at the time the data was collected. A person could have a single mother tongue language or multiple mother tongue languages. The 'Other Languages' category (defined as a grouping of all non-official languages collected by the census that are not displayed separately) was not included in the language columns in Table 17.



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## SECTION D. 2021 FAMILY INCOME

### BACKGROUND

The data reported in this section is based on Income Tax Returns of those families that live in the Division and have children younger than 18 years of age. Data for each of the 55 English program elementary school catchment areas were obtained from Statistics Canada. This year, after-tax income was used in the report. The after-tax income is total income minus provincial and federal income taxes.

Two key measures of income were obtained. The first is the Median Family Income. The median is the middle number of a group of numbers. Where a median income, for example, is given as \$58,000, it means that exactly half of the incomes reported are greater than or equal to \$58,000, and that the other half are less than or equal to the median amount.

The other measure is the percentage of families with children that are living below the low-income cut-off (LICO). The cut-offs are set where families spend 20 percentage points or more of their income than the Canadian average on food, shelter and clothing (taking into account size of community of residence and family size), and hence can be considered to be living in straitened circumstances.

Because students do not necessarily attend their neighborhood school, it was necessary to calculate a weighted measure of income for schools. The weighting is based on the addresses of all students attending a particular school. This results in two additional variables "Weighted Median Income" and "Weighted % Below LICO" for all schools.

Secondary schools, the French Immersion Milieu schools, and elementary schools with broad catchment areas only have values in the derived weighted columns because the unweighted data are only obtained for the 55 non-overlapping English program elementary catchment areas.

### DISCUSSION OF DATA

The 2021 Family Income data have been summarized on the following pages (**Table 19**). There were 23,750 families with children residing in the Division in 2021 and the Division-wide median family income for these families was \$68,450. Median family income values (weighted) ranged from \$36,054 (Niji Mahkwa) to \$130,482 (Robert H. Smith). Just over twenty percent of families with children residing in the Division in 2021 were living below the low-income cut-off. In ten individual school catchment areas, 40% or more of the families were living below the weighted LICO, and at the other extreme, another forty school catchment areas had a weighted LICO rate less than 20%.

**TABLE 19. WINNIPEG SCHOOL DIVISION – 2021 FAMILY INCOME DATA**

SCHOOL	TOTAL FAMILIES	FAMILIES WITH CHILDREN UNDER 18		UNWEIGHTED	WEIGHTED	UNWEIGHTED	WEIGHTED
		CHILDREN UNDER 18	UNWEIGHTED	WEIGHTED	% BELOW LICO	% BELOW LICO	
Adolescent Parent Centre	N/A	N/A	N/A	N/A	\$57,905	N/A	30.6
Andrew Mynarski	N/A	N/A	N/A	N/A	\$74,670	N/A	13.3
Argyle	N/A	N/A	N/A	N/A	\$66,784	N/A	23.7
Brock Corydon	800	320	129,240	\$110,466	0	9.6	
Carpathia	1,220	520	78,580	\$80,055	19.2	18.7	
Champlain	680	350	57,550	\$57,552	28.6	29.5	
Children of the Earth <sup>2</sup>	N/A	N/A	N/A	\$39,117	N/A	44.3	
Churchill	N/A	N/A	N/A	\$80,322	N/A	17.0	
Clifton	670	250	82,020	\$77,982	8	10.9	
Collège Churchill	N/A	N/A	N/A	\$93,219	N/A	12.2	
Daniel McIntyre	N/A	N/A	N/A	\$61,014	N/A	26.7	
David Livingstone	470	320	39,520	\$43,420	56.3	51.1	
Dufferin	360	230	43,320	\$45,162	47.8	46.1	
Earl Grey	1,470	490	80,830	\$80,753	14.3	15.8	
Elmwood	N/A	N/A	N/A	\$60,753	N/A	23.2	
Faraday	1,120	540	68,690	\$65,351	16.7	20.8	
Fort Rouge	1,290	330	49,000	\$51,246	27.3	27.6	
Garden Grove	930	330	83,680	\$80,577	9.1	9.9	
General Wolfe	N/A	N/A	N/A	\$58,017	N/A	28.6	
George V	600	310	67,890	\$65,190	16.1	18.4	
Gladstone	1,900	530	53,220	\$55,468	28.3	27.3	
Glenelm	510	230	79,750	\$76,281	13	15.5	
Gordon Bell	N/A	N/A	N/A	\$58,379	N/A	30.9	
Grant Park	N/A	N/A	N/A	\$91,444	N/A	12.7	
Greenway	1,610	700	68,750	\$65,444	17.1	21.3	
Grosvenor	810	300	133,670	\$119,224	10	11.0	
Harrow	650	260	67,430	\$73,686	15.4	15.1	
Hugh John Macdonald	N/A	N/A	N/A	\$47,306	N/A	42.5	
Inkster	780	390	71,920	\$69,035	12.8	17.4	
Isaac Brock	1,010	420	74,050	\$70,816	14.3	18.7	
Isaac Newton	N/A	N/A	N/A	\$57,678	N/A	29.0	
J.B. Mitchell	1,120	410	83,110	\$91,197	12.2	11.8	
John M. King	1,200	600	50,980	\$52,245	35.0	34.2	
Keewatin Prairie	910	500	61,150	\$58,805	22	25.5	
Kelvin	N/A	N/A	N/A	\$96,841	N/A	14.2	
Kent Road	900	440	65,960	\$66,692	15.9	17.0	
King Edward	1,010	550	52,760	\$53,915	32.7	32.5	
Lansdowne	N/A	N/A	N/A	\$68,093	N/A	19.7	
Laura Secord	1,020	450	95,180	\$81,918	11.1	17.2	
LaVérendrye	N/A	N/A	N/A	\$81,439	N/A	16.4	
Lord Nelson	1,860	850	76,090	\$73,513	10.6	13.3	
Lord Roberts	1,280	510	79,270	\$79,345	13.7	14.5	
Lord Selkirk	980	480	55,650	\$57,400	25	24.6	
Luxton	840	380	67,690	\$65,547	21.1	23.0	

(Continued on next page)

**TABLE 19. WINNIPEG SCHOOL DIVISION – 2021 FAMILY INCOME DATA (CONT’N)**

SCHOOL	FAMILIES		UNWEIGHTED MEDIAN INCOME	WEIGHTED MEDIAN INCOME	UNWEIGHTED % BELOW LICO	WEIGHTED % BELOW LICO
	TOTAL FAMILIES	WITH CHILDREN UNDER 18				
Machray	540	310	39,340	\$45,617	48.4	42.5
Meadows West	1,210	480	84,360	\$82,997	10.4	9.7
Montrose	1,280	470	116,980	\$111,187	6.4	8.0
Mulvey	1,430	650	46,220	\$52,260	38.5	34.4
Niji Mahkwa <sup>2</sup>	N/A	N/A	N/A	\$36,054	N/A	50.6
Norquay	720	340	41,230	\$43,286	47.1	45.4
Pinkham	590	280	54,330	\$53,790	28.6	30.1
Prairie Rose	800	310	81,160	\$80,181	2.7	5.0
Principal Sparling	820	350	74,100	\$71,892	14.3	15.8
Queenston	890	340	135,550	\$129,726	5.9	7.6
R.B. Russell	N/A	N/A	N/A	\$52,852	N/A	37.4
Ralph Brown	690	340	62,660	\$62,783	26.5	25.3
River Elm	790	430	50,150	\$53,285	32.6	29.8
River Heights	N/A	N/A	N/A	\$104,238	N/A	12.1
Riverview	1,170	430	100,520	\$94,587	9.3	10.9
Robert H. Smith	850	350	150,700	\$130,482	5.7	8.3
Robertson	1,400	580	83,380	\$78,358	6.9	10.9
Rockwood	950	320	78,650	\$80,169	12.5	13.1
Sacré-Coeur	N/A	N/A	N/A	\$60,173	N/A	27.2
Sargent Park	890	390	76,250	\$72,168	7.7	14.7
Shaughnessy Park	710	360	53,430	\$58,961	36.1	30.2
Sir William Osler	N/A	N/A	N/A	\$107,231	N/A	8.5
Sisler	N/A	N/A	N/A	\$75,592	N/A	13.2
Sister MacNamara	1,570	710	42,750	\$44,554	42.3	41.4
St. John's	N/A	N/A	N/A	\$56,151	N/A	31.7
Stanley Knowles	760	320	79,700	\$78,167	12.5	11.9
Strathcona	700	410	50,810	\$52,243	36.6	35.5
Technical-Vocational	N/A	N/A	N/A	\$64,765	N/A	23.7
Tyndall Park	1,430	560	76,800	\$75,794	8.9	11.4
Victoria-Albert	890	510	40,450	\$44,685	54.9	48.4
Virtual School	N/A	N/A	N/A	\$72,851	N/A	20.4
Waterford Springs	1,840	1,000	82,530	\$82,398	2.5	2.8
Wellington	960	450	56,240	\$58,900	31.1	29.4
Weston	730	420	50,630	\$51,934	35.7	34.3
William Whyte	630	400	43,210	\$46,012	47.5	43.7
Wolseley	560	230	104,170	\$90,545	8.7	12.8
<b>WSD<sup>4</sup></b>	<b>54,260</b>	<b>23,750</b>	<b>\$68,450</b>		<b>21.2</b>	

## Notes:

1. Weighting is based on addresses of students in all grades in 2023/2024.
2. Calculation based on unique nature of school.
3. The results are based on after-tax income.
4. Includes 430 families not assigned to a school catchment area.

Source: Data from Small Area and Administrative Data Division - Statistics Canada. Statistics Canada makes no representation or warranty as to, or validation of, the accuracy of any postal code<sup>OM</sup> data.

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**SECTION E. INNER CITY CRITERIA 2023/2024**

The accompanying tables contain the result of the Principal Component Factor Analysis of the Inner City Criteria for all schools in the Winnipeg School Division. This analysis identifies schools with the highest needs. Nine input variables (**Table 20**) were used and two output factors were identified – the Socio-Economic Factor and the Language and Immigration Factor. Ranking of schools is based on the Principal Component Score for each factor. Schools with the highest socio-economic needs (**Table 21, pages 47 to 48**) or the most non-English speaking students or most immigrants (**Table 22, pages 49 to 50**) appear at the top of their respective tables. In this section of the report, each school appears only once, and includes data for all grades.

TABLE 20. VARIABLES INCLUDED IN THE ANALYSIS	
Variables	Source of Data
% Students Not in Two Parent Families	Mayet System 2023/2024
Mobility	Mayet System 2023/2024
Stability	Mayet System 2023/2024
Median Income of Families That Have Children Younger Than 18 Years of Age (after taxes)	2021 Statistics Canada Income Tax Data
% Families With Income Less Than the Low Income Cut-Off (LICO) and That Have Children Younger Than 18 Years of Age	2021 Statistics Canada Income Tax Data
% Persons 25 to 64 Years With Less Than Grade 12 Education	Statistics Canada 2021 Census
% Students From Families Where Only English is Spoken	Mayet System 2023/2024
% Students in Grades K or Greater who are identified as Needs Support in English as an Additional Language (EAL)	Mayet System 2023/2024
% Students who are Landed Immigrants or Refugees	Mayet System 2023/2024

**TABLE 21. INNER CITY CRITERIA - ALL SCHOOLS N-12 2023/24 DATA - SOCIOECONOMIC FACTOR**

Score	School	Not Two Parent	Stability	Mobility	Median Fam Inc.	% LICO	<Gr 12 Educ.
1.93	Children of the Earth	79.9%	70.8%	57.3%	\$39,117	44.3%	24.5%
1.82	Niji Mahkwa	70.6%	78.7%	49.6%	\$36,054	50.6%	26.5%
1.63	David Livingstone	70.0%	86.3%	31.9%	\$43,420	51.1%	41.0%
1.57	Machray	61.5%	82.0%	49.5%	\$45,617	42.5%	30.6%
1.39	William Whyte	57.4%	86.0%	40.4%	\$46,012	43.7%	30.6%
1.37	R.B. Russell	79.3%	83.1%	36.9%	\$52,852	37.4%	26.8%
1.34	Norquay	64.7%	86.5%	42.1%	\$43,286	45.4%	21.8%
1.25	Hugh John Macdonald	55.7%	87.2%	34.8%	\$47,306	42.5%	27.3%
1.25	John M. King	57.2%	80.1%	44.3%	\$52,245	34.2%	22.6%
1.25	Sister MacNamara	50.3%	84.1%	30.8%	\$44,554	41.4%	26.1%
1.24	Dufferin	46.5%	86.3%	28.3%	\$45,162	46.1%	30.5%
1.21	Victoria-Albert	36.8%	85.4%	32.8%	\$44,685	48.4%	27.1%
1.15	Argyle	76.2%	70.9%	51.2%	\$66,784	23.7%	16.4%
1.09	Virtual Secondary	47.9%	63.1%	75.6%	\$72,851	20.4%	14.1%
1.05	Pinkham	47.8%	84.1%	39.2%	\$53,790	30.1%	25.5%
1.02	King Edward	53.4%	87.4%	37.2%	\$53,915	32.5%	24.7%
1.01	Strathcona	50.6%	87.8%	29.7%	\$52,243	35.5%	28.0%
.90	River Elm	42.8%	84.1%	36.0%	\$53,285	29.8%	20.4%
.86	Weston	45.5%	86.7%	28.9%	\$51,934	34.3%	21.1%
.84	St. John's	56.6%	87.4%	23.9%	\$56,151	31.7%	23.1%
.83	Champlain	60.8%	87.3%	26.5%	\$57,552	29.5%	21.8%
.80	Gordon Bell	55.7%	85.7%	32.5%	\$58,379	30.9%	16.4%
.66	Mulvey	43.3%	87.8%	27.8%	\$52,260	34.4%	23.4%
.66	Shaughnessy Park	48.0%	87.9%	23.8%	\$58,961	30.2%	19.8%
.65	Wellington	37.4%	88.0%	27.3%	\$58,900	29.4%	21.7%
.58	Isaac Newton	51.7%	93.0%	19.8%	\$57,678	29.0%	23.4%
.52	Ralph Brown	38.0%	87.8%	29.4%	\$62,783	25.3%	17.9%
.48	General Wolfe	46.5%	91.5%	16.5%	\$58,017	28.6%	20.1%
.46	Lord Selkirk	44.7%	92.1%	20.1%	\$57,400	24.6%	21.3%
.42	Gladstone	31.6%	85.4%	30.1%	\$55,468	27.3%	21.4%
.41	Daniel McIntyre	38.6%	90.4%	18.9%	\$61,014	26.7%	19.0%
.40	Keewatin Prairie	36.0%	90.2%	22.1%	\$58,805	25.5%	17.9%
.39	Elmwood	41.9%	90.0%	18.4%	\$60,753	23.2%	19.3%
.36	Faraday	33.7%	85.6%	22.6%	\$65,351	20.8%	18.7%
.29	Fort Rouge	29.0%	90.0%	22.6%	\$51,246	27.6%	23.1%
.27	Kent Road	36.8%	89.0%	26.4%	\$66,692	17.0%	18.6%
.10	Carpathia	39.2%	83.9%	33.3%	\$80,055	18.7%	7.1%
.09	Greenway	32.5%	91.7%	18.0%	\$65,444	21.3%	15.3%
.08	Luxton	29.6%	92.4%	16.5%	\$65,547	23.0%	17.1%

*(Continued on next page)*

**TABLE 21. INNER CITY CRITERIA - ALL SCHOOLS N-12 2023/2024 DATA - SOCIOECONOMIC FACTOR (CONT'N)**

Score	School	Not Two Parent	Stability	Mobility	Median Fam Inc.	% LICO	<Gr 12 Educ.
.02	Tec-Voc	44.2%	95.9%	9.2%	\$64,765	23.7%	17.8%
-.03	Isaac Brock	38.2%	92.8%	18.8%	\$70,816	18.7%	13.4%
-.12	Inkster	28.9%	94.5%	16.2%	\$69,035	17.4%	17.2%
-.17	George V	23.0%	95.1%	12.7%	\$65,190	18.4%	18.0%
-.27	Lord Roberts	26.5%	90.8%	22.1%	\$79,345	14.5%	10.5%
-.27	Lord Nelson	21.8%	92.2%	19.7%	\$73,513	13.3%	13.3%
-.28	Principal Sparling	34.8%	95.4%	11.5%	\$71,892	15.8%	14.1%
-.29	Churchill	32.8%	93.1%	16.4%	\$80,322	17.0%	10.6%
-.32	Harrow	22.2%	91.9%	24.1%	\$73,686	15.1%	7.5%
-.35	Sacr�-Coeur	13.7%	97.5%	5.5%	\$60,173	27.2%	18.3%
-.39	Glennel	20.9%	92.0%	17.2%	\$76,281	15.5%	10.3%
-.50	Earl Grey	19.1%	92.3%	16.6%	\$80,753	15.8%	8.1%
-.51	Tyndall Park	14.5%	92.9%	17.0%	\$75,794	11.4%	12.5%
-.52	Rockwood	12.6%	89.7%	21.9%	\$80,169	13.1%	7.2%
-.56	Sargent Park	19.2%	96.1%	9.1%	\$72,168	14.7%	12.7%
-.67	Sisler	18.1%	96.3%	7.6%	\$75,592	13.2%	13.0%
-.68	Robertson	17.8%	95.6%	11.3%	\$78,358	10.9%	12.9%
-.68	Meadows West	20.3%	93.6%	12.9%	\$82,997	9.7%	10.2%
-.72	Andrew Mynarski	20.7%	97.7%	5.8%	\$74,670	13.3%	13.9%
-.72	Lansdowne	8.7%	98.5%	4.1%	\$68,093	19.7%	17.8%
-.73	LaV�rendrye	9.5%	93.6%	14.4%	\$81,439	16.4%	7.5%
-.86	Stanley Knowles	17.4%	98.2%	7.5%	\$78,167	11.9%	12.5%
-.86	Clifton	18.7%	98.1%	8.8%	\$77,982	10.9%	11.9%
-.93	Grant Park	21.8%	96.6%	8.3%	\$91,444	12.7%	7.4%
-.96	Wolseley	13.6%	95.0%	9.7%	\$90,545	12.8%	7.2%
-.98	Laura Secord	11.1%	97.1%	6.0%	\$81,918	17.2%	7.7%
-1.00	J.B. Mitchell	11.7%	95.1%	11.8%	\$91,197	11.8%	6.1%
-1.02	Kelvin	17.9%	96.9%	7.0%	\$96,841	14.2%	7.6%
-1.08	Garden Grove	13.4%	97.9%	5.0%	\$80,577	9.9%	11.0%
-1.22	Prairie Rose	28.8%	98.5%	3.3%	\$80,181	5.0%	10.6%
-1.26	Riverview	9.1%	97.1%	6.2%	\$94,587	10.9%	7.4%
-1.28	Brock Corydon	7.9%	95.7%	11.2%	\$110,466	9.6%	6.5%
-1.40	Montrose	10.1%	95.4%	9.7%	\$111,187	8.0%	4.4%
-1.45	Coll�ge Churchill	8.2%	98.7%	1.8%	\$93,219	12.2%	8.8%
-1.50	River Heights	10.9%	98.6%	3.7%	\$104,238	12.1%	5.4%
-1.56	Waterford Springs	6.7%	96.2%	7.2%	\$82,398	2.8%	6.9%
-1.59	Sir William Osler	5.5%	99.0%	17.6%	\$107,231	8.5%	4.3%
-1.78	Grosvenor	11.3%	99.0%	3.3%	\$119,224	11.0%	4.1%
-2.00	Robert H. Smith	5.1%	98.5%	2.8%	\$130,482	8.3%	3.2%
-2.17	Queenston	1.4%	98.7%	2.8%	\$129,726	7.6%	3.0%

**TABLE 22. INNER CITY CRITERIA - ALL SCHOOLS N-12 2023/2024 DATA - LANGUAGE & IMMIGRATION**

Score	School	English Only	EAL	Landed Immig. & Refugees
2.64	Fort Rouge	26.9%	65.1%	50.5%
2.19	Daniel McIntyre	24.1%	48.1%	38.8%
1.66	Victoria-Albert	36.8%	31.8%	39.5%
1.59	Sisler	32.1%	41.7%	24.5%
1.58	Waterford Springs	20.6%	33.3%	19.2%
1.42	Rockwood	48.0%	33.9%	39.4%
1.41	Ralph Brown	48.6%	36.9%	36.9%
1.34	Gladstone	48.8%	29.2%	39.7%
1.31	Tyndall Park	34.0%	46.3%	13.0%
1.29	Lansdowne	26.8%	43.3%	9.0%
1.24	Harrow	49.4%	31.3%	35.2%
1.17	General Wolfe	42.8%	34.3%	22.4%
1.15	Andrew Mynarski	41.5%	29.1%	25.1%
1.13	Hugh John Macdonald	51.9%	31.5%	31.1%
.93	Sister MacNamara	50.6%	20.6%	31.3%
.88	Tec-Voc	44.4%	25.1%	20.6%
.78	Gordon Bell	53.6%	24.6%	25.0%
.73	Grant Park	54.5%	27.5%	22.3%
.69	Elmwood	53.9%	25.0%	20.9%
.61	Mulvey	61.5%	26.8%	21.9%
.60	Sargent Park	43.5%	18.8%	15.3%
.58	Meadows West	41.0%	12.1%	19.8%
.56	Earl Grey	60.6%	22.7%	24.3%
.55	J.B. Mitchell	61.0%	22.7%	24.2%
.53	Dufferin	60.5%	21.4%	22.3%
.47	Clifton	50.0%	32.1%	7.5%
.47	Stanley Knowles	43.5%	19.4%	11.2%
.39	St. John's	55.5%	19.1%	16.8%
.35	Wellington	49.8%	11.9%	18.2%
.32	Brock Corydon	63.9%	19.1%	22.4%
.30	Churchill	60.8%	17.6%	20.1%
.29	John M. King	61.7%	21.7%	15.5%
.27	Isaac Newton	56.9%	14.2%	18.7%
.19	Sacré-Coeur	42.6%	12.9%	7.4%
.19	Lord Nelson	53.8%	8.7%	19.9%
.14	Garden Grove	46.5%	16.5%	6.3%
.13	Virtual Secondary	65.6%	16.7%	18.8%
.10	George V	62.4%	16.8%	13.9%
.05	Robertson	50.7%	12.5%	9.3%
.04	Pinkham	61.5%	13.7%	14.3%
.02	Carpathia	69.9%	21.0%	14.5%
-.03	Greenway	60.1%	13.1%	12.1%
-.03	Kelvin	63.7%	15.6%	13.4%
-.09	River Elm	70.0%	11.2%	18.8%

*(Continued on next page)*

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**TABLE 22. INNER CITY CRITERIA - ALL SCHOOLS N-12 2023/2024 DATA - LANGUAGE & IMMIGRATION (CONT’N)**

Score	School	English Only	EAL	Landed Immig. & Refugees
-.18	LaVérendrye	67.6%	13.1%	12.6%
-.19	Keewatin Prairie	63.5%	9.0%	13.7%
-.20	Kent Road	68.4%	17.5%	9.0%
-.22	R.B. Russell	51.8%	7.4%	8.2%
-.30	Principal Sparling	53.3%	6.0%	8.7%
-.33	River Heights	71.1%	13.4%	11.3%
-.41	Montrose	72.7%	9.4%	13.9%
-.44	Prairie Rose	61.0%	8.5%	6.8%
-.46	Shaughnessy Park	68.0%	6.5%	11.8%
-.51	Lord Roberts	78.1%	8.8%	14.6%
-.54	Isaac Brock	71.2%	10.8%	7.6%
-.73	Lord Selkirk	81.4%	8.7%	9.9%
-.73	Weston	71.2%	7.9%	5.2%
-.80	King Edward	65.5%	2.4%	7.6%
-.80	Laura Secord	80.3%	7.5%	8.8%
-.83	Argyle	53.8%	3.5%	2.1%
-.88	Strathcona	74.5%	6.0%	5.5%
-.97	David Livingstone	72.3%	5.0%	3.8%
-1.00	Faraday	76.1%	1.2%	11.0%
-1.02	Inkster	78.1%	2.5%	9.0%
-1.02	Glenelm	81.7%	5.2%	7.0%
-1.03	Sir William Osler	74.3%	6.0%	3.8%
-1.04	William Whyte	72.6%	7.0%	1.7%
-1.06	Champlain	76.9%	3.5%	6.0%
-1.30	Wolseley	83.7%	4.9%	3.3%
-1.31	Children of the Earth	58.7%	2.2%	.0%
-1.41	Riverview	83.7%	.9%	6.6%
-1.42	Robert H. Smith	78.9%	2.8%	2.3%
-1.42	Machray	85.5%	2.7%	3.4%
-1.44	Collège Churchill	74.4%	1.4%	1.8%
-1.48	Luxton	80.2%	.4%	4.7%
-1.52	Grosvenor	88.7%	2.0%	5.3%
-1.53	Queenston	92.2%	5.0%	2.8%
-1.69	Norquay	89.9%	1.4%	2.4%
-1.89	Niji Mahkwa	78.9%	.7%	.0%



**SECTION F. INACTIVE STUDENTS IN GRADES 7 TO 12 - 2018/19 TO 2023/24**

**BACKGROUND**

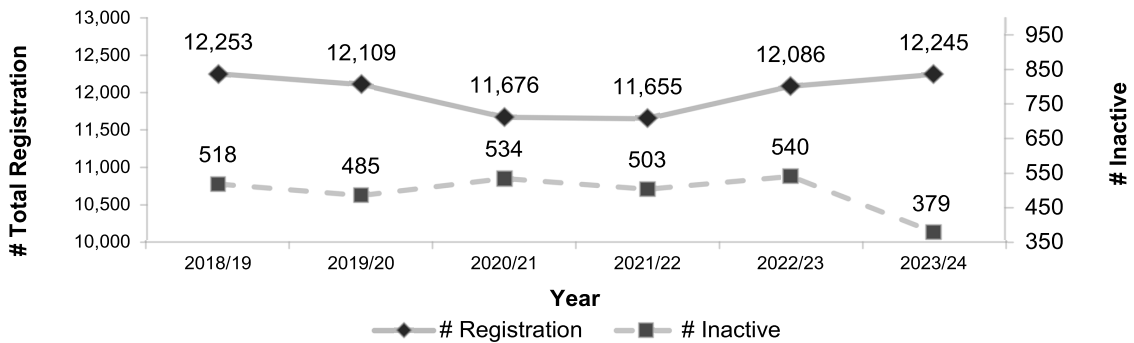
Student withdrawal data is of interest to a great many people. However, determining when a student has withdrawn from school is not always an easy task. In this report, an inactive student is defined as a student who left a Division school between October 1 and May 31 inclusive, and for whom there is no record of re-entry into any Division school in the current year. At this time, it is not possible to confirm whether a student has enrolled in a school at another Division and therefore these students are included in the overall inactive student count. All students in grades 7 or higher are included in this analysis (grades 7 to grade 12, JU and SU). Students 18 years old or higher are excluded since by law they are not required to attend school in Manitoba. To put the count of these inactive secondary students in perspective, the total number of students who have been at each school sometime between October 1 and May 31 is calculated. This is referred to as the 'Total Registration'.

The purpose of reporting the inactive student data is to get baseline data of student withdrawals from school. While some inactive students are students who have withdrawn from or 'dropped out' of school, others will be students who have registered in another division or who may have been impacted by the pandemic. For this reason, *the numbers and percentages of inactive students reported should not be viewed as an accurate record of student withdrawals*. The information provides some insight into the relative magnitude of student withdrawals over the years reported and provides a means of comparison between schools and across the years.

**DISCUSSION OF DATA**

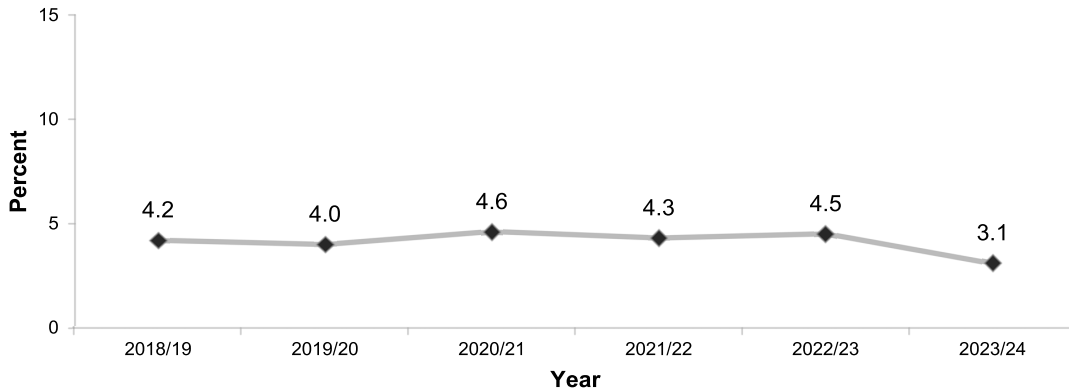
The Total Division Registration in grades 7 and up showed an increase from 12,086 in 2022/2023 to 12,245 in 2023/2024. The number of inactive students decreased from 540 in 2022/2023 to 379 in 2023/2024 (**Figure 12**).

FIGURE 12. TOTAL REGISTRATION & INACTIVE SECONDARY STUDENTS (2018/2019 TO 2023/2024)



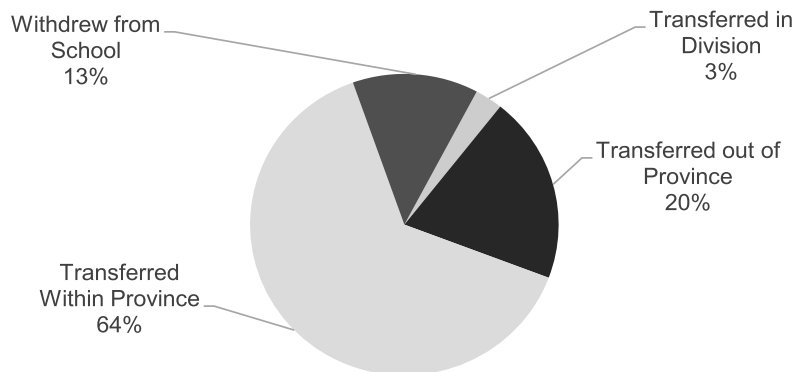
The **number of inactive secondary students** has varied over the past 6 years from a low of 379 in 2023/2024 to a high of 540 in 2022/2023. Division wide, the **percentage of inactive secondary students** in 2023/2024 decreased (1.4%) from the previous year 2022/2023 (**Figure 13**). In 2023/2024, inactive secondary students represented **3.1%** of total secondary registrations.

FIGURE 13. PERCENT OF INACTIVE SECONDARY STUDENTS (2018/2019 TO 2023/2024)



**Figure 14** provides the exit code details for students who withdrew from school in 2023/2024. Sixty-four percent of students transferred within Province and another 20% out of Province. At this time, it is not possible to confirm whether these students enrolled at another school and therefore are included in the overall inactive student count. In the absence of clear provincial definition and criteria for inactive students, the Division has applied a broader approach to inactive students and has included all these students. Students marked as 'Transferred in the Division' (n=11) are those who never re-enrolled in another school within the Winnipeg School Division after indicating they would. The last category, 'Withdrew from School' (n=50, 13%), includes students who left for a variety of reasons including: not attending school (13), withdrawn for other reasons (30), could not be located (6), and withdrawn by parent/guardians (1).

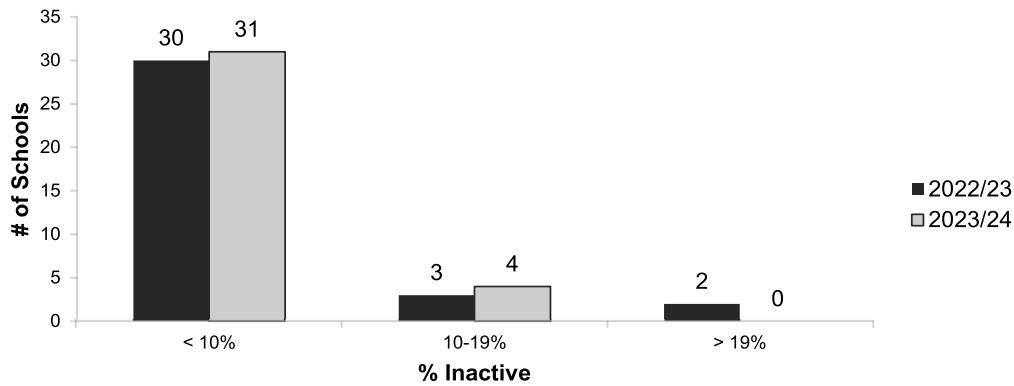
FIGURE 14. REASONS FOR WITHDRAWAL (2023/2024)



The **Parent/Guardian** code is used for students under the age of 18 who are withdrawn from school by their parents/guardians with no confirmation as to whether the student is attending another school.

The percentage of students who became inactive at individual schools ranged from **0%** to **15.0%** in **2023/2024**. There are 35 schools with students in Grades 7-12. **Figure 15** below shows the number of schools that have less than 10% inactive students, 10-19% inactive students, and over 19% inactive students. Thirty-one schools had less than 10% inactive students, up by one since the previous year. At the other end of the scale, no schools had more than 19% inactive students in 2023/2024, down two from the previous year. **Table 23 (page 54)** shows the percentage of inactive students for each secondary school in 2023/2024.

FIGURE 15. INACTIVE STUDENTS BY SCHOOL – FREQUENCY DISTRIBUTION (2022/2023 AND 2023/2024)



## CONCLUSION

This report provides insight into the number of student withdrawals from school. Since it is not possible to confirm whether a student has enrolled in a school at another Division, these students are included in the overall inactive counts. Until a clear provincial definition is provided for inactive students, the Division will continue to apply a broader approach by including these students in the inactive count. The ability to link students to provincial and federal education administrative systems would strengthen the Division’s capacity to locate students, mobilize supports and/or re-engage students in learning as appropriate. It would be helpful if the Department of Education could support then follow-up on students who have indicated they are moving or enrolling in schools in other divisions, provinces and/or federal systems as the information is not available to schools.

At the Division level, schools will continue to connect students and/or their families with school-based and/or division-based supports, as well as community agencies, to strengthen engagement and attendance. The Division will continue to enhance partnerships with other government departments and community agencies to support students and families.

TABLE 23. INACTIVE SECONDARY STUDENTS WSD 2023/2024

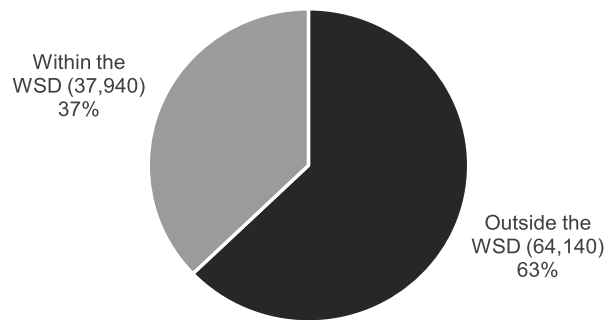
<u>High School</u>	<u># Registration</u>	<u># Inactive</u>	<u>% Inactive</u>
Adolescent Parent Centre	21	3	14.3%
Andrew Mynarski	353	8	2.3%
Argyle	116	4	3.4%
Children of the Earth	153	17	11.1%
Churchill	521	19	3.6%
Collège Churchill	207	1	0.5%
Daniel McIntyre	717	17	2.4%
David Livingstone Gr. 7-8	60	3	5.0%
Earl Grey Gr. 7-8	95	4	4.2%
Elmwood	712	27	3.8%
General Wolfe	380	13	3.4%
George V Gr. 7-8	16	-	0.0%
Gordon Bell	607	24	4.0%
Grant Park	1,058	33	3.1%
Hugh John Macdonald	251	10	4.0%
Isaac Brock Gr. 7-9	95	4	4.2%
Isaac Newton	292	14	4.8%
Keewatin Prairie	240	11	4.6%
Kelvin	1,120	18	1.6%
Lansdowne Gr. 7-8	108	2	1.9%
Meadows West Gr. 7-8	108	4	3.7%
Niji Mahkwa	107	16	15.0%
R.B. Russell	238	12	5.0%
Ralph Brown Gr. 7-8	36	3	8.3%
River Heights	437	2	0.5%
Sacré-Coeur Gr. 7-8	59	-	0.0%
Sargent Park Gr. 7-9	357	4	1.1%
Shaughnessy Park Gr. 7-8	116	2	1.7%
Sisler	1,462	22	1.5%
St. John's	760	41	5.4%
Stanley Knowles Gr. 7-8	349	7	2.0%
Tec-Voc	829	22	2.7%
Virtual Secondary	99	10	10.1%
Waterford Springs Gr. 7-8	129	-	0.0%
William Whyte Gr. 7-8	37	2	5.4%
<b>Total</b>	<b>12,245</b>	<b>379</b>	<b>3.1%</b>

SECTION G. INDIGENOUS FAMILY DATA – 2021 CENSUS

INDIGENOUS POPULATION

The City of Winnipeg (Census Metropolitan Area) had 102,080 Indigenous people at the time of Statistics Canada’s 2021 Census. Of these, 37,940 (37%) lived in the Winnipeg School Division Catchment area (**see Figure 16**). Looking at the Indigenous population as a percent of total population, 12.5% of Winnipeg’s population was Indigenous compared to 17.2% of the Winnipeg School Division’s population (**See Section C, Table 16, page 35**).

FIGURE 16. WINNIPEG INDIGENOUS POPULATION – 2021 CENSUS



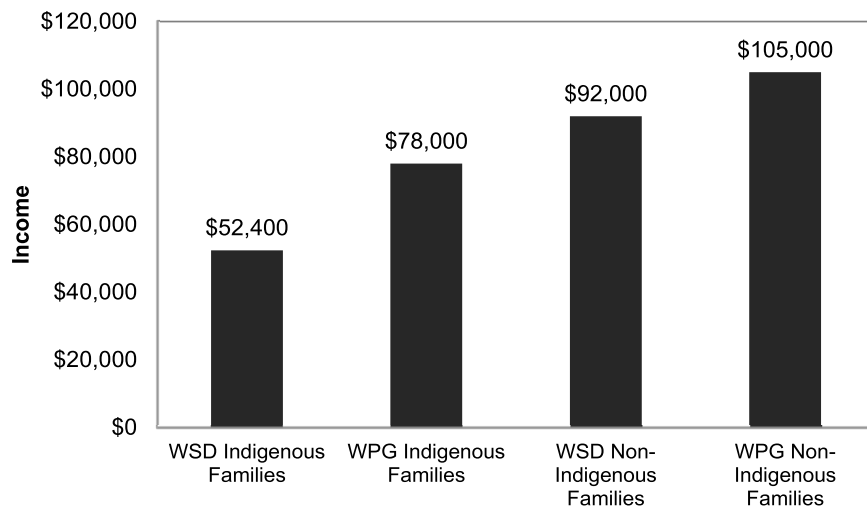
INDIGENOUS FAMILIES

**Table 24 (pages 57 to 58)** shows the number of Indigenous families with children under 18 living in Manitoba, the City of Winnipeg, and the Winnipeg School Division elementary catchment areas in 2021. The first two columns are the number of all families in each area broken down by Indigenous families and non-Indigenous families. The third column gives the total families (Indigenous and non-Indigenous) for each area. The last five columns contain data on **families with children less than 18 years of age**. The first of these two columns give the number of **Indigenous families** in each area and the **Indigenous median family income** for each area. The next two columns give the number of **non-Indigenous families** living in each area and the **non-Indigenous median family income** for each area. The last column gives the total number of families (both Indigenous and Non-Indigenous) with children under 18 living in each area.

In 2021, the City of Winnipeg had 15,945 Indigenous families with children less than 18 years old and 6,075 (38.1%) of them lived in the Winnipeg School Division catchment area. These 6,075 families represented 26.1% of all families with children under 18 living in the Division.

The median family income for Indigenous families with children under 18 living in the Division was \$52,400, over \$20,000 less than the median family income for comparable families (Indigenous with children under 18) living in the City as a whole (\$78,000), and almost \$40,000 less than the median family income for non-Indigenous families with children under 18 living in the Division (\$92,000) (see Figure 17). Family income for Indigenous families with children under 18 ranged from \$36,400 (Fort Rouge) to \$145,000 (Brock Corydon). Indigenous family income was not reported in school catchments where there was a small number of Indigenous families.

FIGURE 17. MEDIAN FAMILY INCOME – 2021 CENSUS\*



\*Note: Only includes families with children under 18 living at home.

**Table 25 (pages 59 to 60)** shows the estimated percent of Indigenous families with children under eighteen by Winnipeg School Division school in 2021. As not all families attend their local school and Census data was not obtained for secondary schools and schools with special catchment boundaries, the estimated value for each school was obtained by using enrolment weights for the year in question. Niji Mahkwa and Children of the Earth percentages were set to 100%.

The average estimated percent of Indigenous families with children for the Division in 2021 was 26.1%. The estimated percent of Indigenous families with children for Division schools ranged from 3.4% (Waterford Springs) to 100% (Niji Mahkwa and Children of the Earth). Among schools that are not designated Indigenous only schools, David Livingstone had the highest percent (59.6%) of estimated Indigenous families with children.

TABLE 24. INDIGENOUS FAMILY DATA – 2021 CENSUS

	All Families			Families with one or more child under 18 years of age				
	Indigenous Families	Non-Indigenous Families	Total Families	Indigenous Families	Indigenous Median Fam. Income	Non-Indig. Families	Non-Indig. Median Family Income	Total Families
Manitoba	78,410	281,015	359,420	41,845	\$69,500	108,010	\$103,000	149,850
Winnipeg CMA	37,195	186,860	224,060	18,285	\$78,000	73,215	\$105,000	91,500
Winnipeg School Division	11,655	43,235	54,890	6,075	\$52,400	17,205	\$92,000	23,280
Brock Corydon	60	795	850	35	\$145,000	325	\$144,000	365
Carpathia	210	1,080	1,290	115	\$74,000	400	\$98,000	520
Champlain	335	415	750	180	\$51,600	145	\$92,000	325
Clifton	90	565	655	25	-	185	\$92,000	210
David Livingstone	255	160	415	165	\$48,800	90	\$66,500	255
Dufferin	115	190	305	85	\$43,200	105	\$79,500	195
Earl Grey	255	1,320	1,570	110	\$60,400	375	\$105,000	490
Faraday	320	790	1,110	165	\$58,400	340	\$84,000	495
Fort Rouge	275	1,155	1,430	70	\$36,400	300	\$64,500	365
Garden Grove	85	720	805	25	-	240	\$101,000	265
George V	175	530	705	65	\$62,000	235	\$82,000	305
Gladstone	470	1,975	2,450	125	\$60,400	430	\$66,000	555
Glenelm	150	400	550	70	\$62,400	180	\$94,000	255
Greenway	325	1,160	1,485	170	\$57,600	435	\$90,000	610
Grosvenor	90	825	920	50	\$119,000	295	\$184,000	345
Harrow	100	545	640	30	\$102,000	225	\$69,500	255
Inkster	205	595	800	105	\$68,500	250	\$95,000	355
Isaac Brock	255	775	1,030	130	\$50,000	290	\$83,000	420
J.B. Mitchell	115	1,040	1,155	55	\$84,000	375	\$95,000	430
John M. King	380	850	1,235	245	\$46,400	310	\$83,000	555
Keewatin Prairie	240	665	905	145	\$40,400	335	\$83,000	475
Kent Road	230	640	870	115	\$56,800	290	\$78,500	405
King Edward	330	690	1,020	215	\$53,600	360	\$97,000	575
Laura Secord	185	945	1,125	90	\$62,800	385	\$117,000	480
Lord Nelson	205	1,435	1,640	110	\$68,500	725	\$94,000	830
Lord Roberts	345	975	1,320	150	\$70,500	330	\$94,000	480

TABLE 24. INDIGENOUS FAMILY DATA – 2021 CENSUS (CONT’N)

	All Families			Families with one or more child under 18 years of age			
	Indigenous Families	Non-Indigenous Families	Total Families	Indigenous Families	Indigenous Median Fam. Income	Non-Indig. Median Family Income	Total Families
Lord Selkirk	310	695	1,010	160	\$44,400	\$76,000	420
Luxton	310	595	900	155	\$75,000	\$84,000	425
Machray	250	290	540	150	\$39,600	\$64,500	260
Meadows West	105	965	1,075	40	\$51,600	\$109,000	405
Montrose	105	1,250	1,355	40	\$139,000	\$144,000	460
Mulvey	520	1,050	1,570	240	\$38,400	\$67,000	695
Norquay	345	525	865	230	\$40,400	\$67,500	365
Pinkham	115	440	550	75	\$45,600	\$81,000	250
Prairie Rose	50	505	550	15	-	\$97,000	175
Principal Sparling	130	640	770	65	\$66,500	\$102,000	305
Queenston	80	795	870	25	-	\$184,000	350
Ralph Brown	290	415	705	180	\$56,000	\$94,000	370
River Elm	225	565	785	125	\$52,400	\$54,800	440
Riverview	205	1,045	1,250	100	\$109,000	\$118,000	450
Robert H. Smith	75	825	900	30	-	\$186,000	380
Robertson	175	1,345	1,520	55	\$76,000	\$98,000	625
Rockwood	110	850	965	40	\$100,000	\$100,000	320
Sargent Park	140	905	1,040	75	\$63,200	\$95,000	415
Shaughnessy Park	235	435	670	155	\$52,800	\$94,000	335
Sister MacNamara	380	1,205	1,585	190	\$38,400	\$58,400	710
Stanley Knowles	105	685	795	60	\$60,400	\$95,000	330
Strathcona	315	420	735	205	\$48,000	\$78,000	375
Tyndall Park	125	1,250	1,370	75	\$74,000	\$95,000	575
Victoria-Albert	220	775	990	150	\$37,600	\$54,400	580
Waterford Springs	40	1,585	1,630	30	\$88,000	\$106,000	1,050
Wellington	235	740	975	165	\$61,600	\$79,000	500
Weston	225	415	640	140	\$37,200	\$90,000	305
William Whyte	340	305	645	210	\$47,200	\$75,000	345
Wolseley	115	500	615	45	\$108,000	\$119,000	230

\*Source: 2021 Census, Custom Tabulation.



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**TABLE 25. INDIGENOUS FAMILIES WITH CHILDREN UNDER 18**

<u>School Name</u>	<u>Estimated % Indigenous Families 2021*</u>
Andrew Mynarski	18.8%
Argyle	30.1%
Brock Corydon	16.2%
Carpathia	21.8%
Champlain	49.9%
Children of the Earth	100.0%
Churchill	25.1%
Clifton	16.9%
Collège Churchill	24.1%
Daniel McIntyre	30.1%
David Livingstone	59.6%
Dufferin	37.5%
Earl Grey	22.0%
Elmwood	31.4%
Faraday	35.9%
Fort Rouge	21.1%
Garden Grove	12.9%
General Wolfe	31.8%
George V	25.6%
Gladstone	22.6%
Glenelm	28.7%
Gordon Bell	31.3%
Grant Park	16.8%
Greenway	29.1%
Grosvenor	15.4%
Harrow	15.0%
Hugh John Macdonald	33.0%
Inkster	32.6%
Isaac Brock	29.6%
Isaac Newton	40.9%
J.B. Mitchell	14.5%
John M. King	40.6%
Keewatin Prairie	34.2%
Kelvin	18.9%
Kent Road	27.6%
King Edward	38.7%
Lansdowne	29.3%
Laura Secord	23.9%
LaVérendrye	20.7%
Lord Nelson	17.1%
Lord Roberts	29.8%

(Continued on next page)

TABLE 25. INDIGENOUS FAMILIES WITH CHILDREN UNDER 18 (CONT'N)

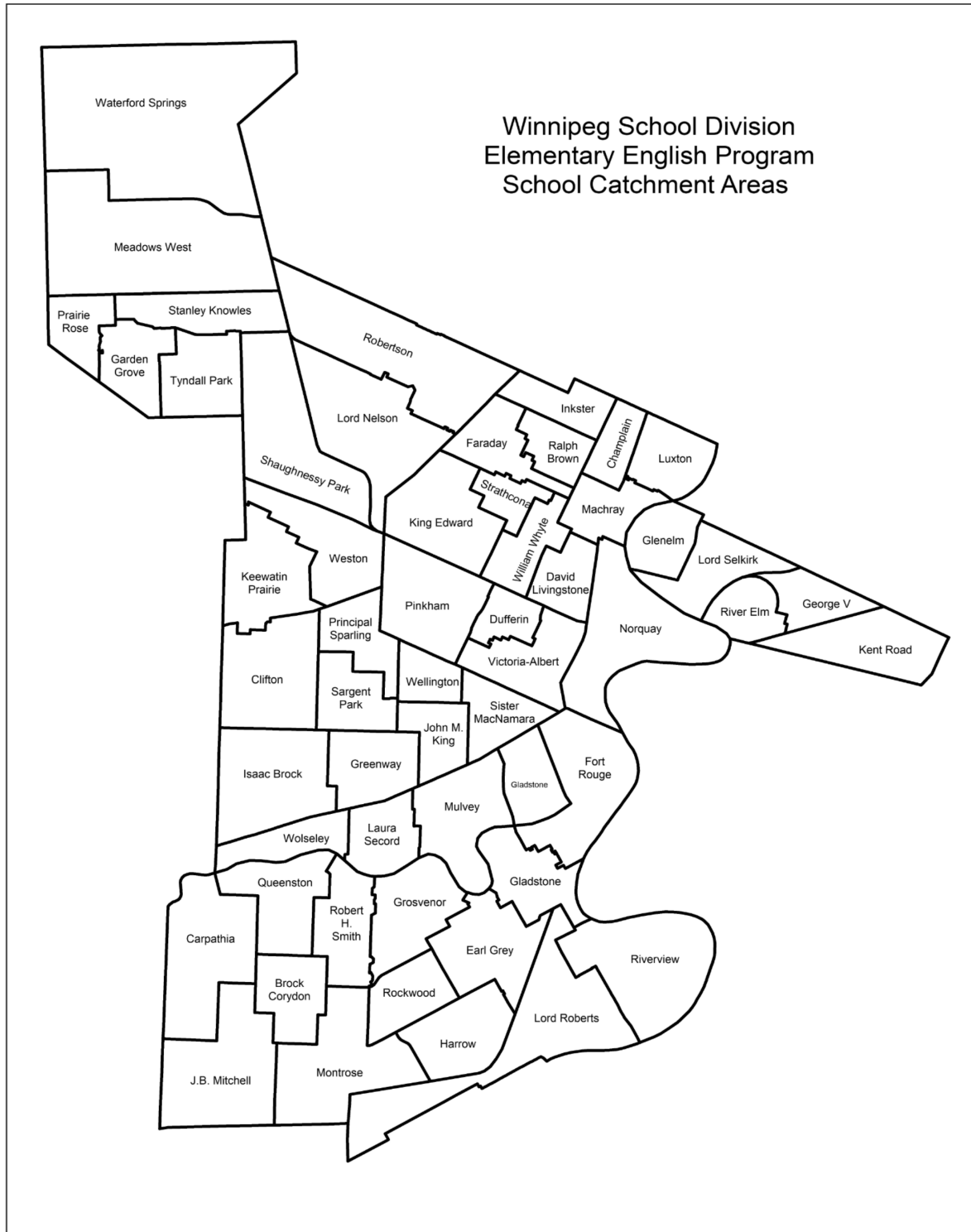
<u>School Name</u>	<u>Estimated % Indigenous Families 2021*</u>
Lord Selkirk	36.1%
Luxton	37.9%
Machray	53.3%
Meadows West	10.9%
Montrose	11.4%
Mulvey	32.4%
Niji Mahkwa	100.0%
Norquay	59.1%
Pinkham	31.3%
Prairie Rose	10.8%
Principal Sparling	22.7%
Queenston	10.6%
R.B. Russell	44.5%
Ralph Brown	41.5%
River Elm	27.9%
River Heights	16.5%
Riverview	23.8%
Robert H. Smith	10.9%
Robertson	16.0%
Rockwood	14.2%
Sacré-Coeur	29.4%
Sargent Park	23.1%
Shaughnessy Park	38.8%
Sir William Osler	12.5%
Sisler	18.1%
Sister MacNamara	27.9%
St. John's	46.6%
Stanley Knowles	16.7%
Strathcona	50.8%
Tec-Voc	30.1%
Tyndall Park	15.8%
Victoria-Albert	27.8%
Virtual School	26.1%
Waterford Springs	3.4%
Wellington	33.2%
Weston	44.1%
William Whyte	57.1%
Wolseley	21.8%
<b>WSD</b>	<b>26.1%</b>

Data Source: data based on Statistics Canada 2021 Census.

Methodology: Data weighted by the September 2023 catchment area enrolment weights

\*Percent of all families with children under 18 years.

APPENDIX 1 – ENGLISH PROGRAM ELEMENTARY SCHOOL CATCHMENT AREAS



**THE WINNIPEG SCHOOL DIVISION**

**TO: French Immersion Advisory  
Committee Members**

**May 6, 2025**

**FROM: M. Henderson  
Superintendent**

**FOR INFORMATION**

**Re: FUTURE AGENDA ITEMS**

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At a meeting held February, 19, 2025, the Committee requested the following topics be added to future agendas:

- 5-year plan for French Immersion Programs; and
- Catchment areas and transition schools for French Immersion.

**THE WINNIPEG SCHOOL DIVISION**  
**FRENCH IMMERSION ADVISORY COMMITTEE**  
**SUMMARY OF DISCUSSIONS – Wednesday, February 19, 2025**

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**1. LAND ACKNOWLEDGEMENT**

Committee members stated that the students, staff and communities of Winnipeg School Division are committed to truth and reconciliation through building relationships with Mother Earth, the original peoples of this land and the stories that bring us together. We acknowledge the place in which we gather is on Treaty 1 territory, the homeland of the Red River Métis and the ancestral lands of the Anishinaabe, Ininiwak and Dakota Oyate peoples.

**2. ELECTION OF THE COMMITTEE CHAIR**

Trustee Dumont chaired the meeting as there were no parent representative volunteers.

**3. WSD 2025/2026 BUDGET CONSULTATION**

Committee members were informed that at the previous meeting, the Board of Trustees requested parents/guardians provide feedback on the following questions; If we had unlimited resources, what would you prioritize in the upcoming budget? What are your top 3 priorities for the budget given that resources are not unlimited? What initiatives or programs/supports should we enhance? Or what should we move away from?

The Board of Trustees received feedback from over 700 families. The common themes outlined in the feedback were increasing staffing, improved instruction, increasing afterschool programming and providing additional technology in schools.

Committee members were informed that WSD is committed to lowering class sizes and having more learning support teachers and Educational Assistants (EAs) for the classroom, as well as providing additional clinical support staff.

Committee members were also informed that in an effort to improve instruction, WSD is prioritizing early mathematics and literacy instruction. Staff will be provided additional learning days and WSD is developing a professional development fund for teachers.

Committee members were informed that WSD will continue to support community partners such as Community Education Development Association (CEDA), Pathways, Winnipeg Aboriginal Sport Achievement Centre (WASAC), Peaceful Village, and Boys and Girls Club of Canada. WSD is also looking at opportunities to extend the school day for Middle Years and Senior Years learners.

Committee members were informed that WSD is in the processes of increasing the number of tablets, Chromebooks and high-definition screens in classrooms. WSD is currently undergoing an upgrade to the network and increasing support to schools.

Committee members were informed that WSD is committed to reducing expenses for families by eliminating lunch supervision fees, supporting a universal nutrition program, covering school supplies and field trip transportation fees as well as upgrading aging school play

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structures so families do not have to fund raise. Committee members were informed that in the 2025/2026 school year, WSD will be upgrading 3 school play structures and installing 5 industrial kitchens.

WSD will also be investing in creative programming including a global issues pilot program at Gordon Bell and College Churchill high schools, developing additional International Baccalaureate (IB) programs, creating an inner-city STEAM lab at Hugh John Macdonald, a career lab at RB Russell and putting on a science fair and historical thinking symposium.

Committee members were informed that WSD leads the way in investing in student support and resources amongst Winnipeg metro school divisions.

Committee members were informed the province announced a 3.4% overall increase for education. Committee members were informed that WSD received a 2.4% increase. Committee members were informed that the draft budget for the 2025/2026 school year is \$529,418,325 which is an increase of \$49,069,225 over the budget from the current school year. In order to achieve a balanced budget an increase of 3.4% of the current mill rate would be required, which would increase property tax for the average homeowner by approximately \$52 annually or \$4.35 a month. Committee members were informed the Board of Trustees wants to be mindful before requesting any increase to the property levy.

In response to an enquiry, Committee members were informed that the IB program for middle years is based on a philosophy, which is different than the IB diploma program.

In response to an enquiry, Committee members were informed that it is anticipated that the federal government will reduce the funding for Jordan's Principle EA's. WSD has included funding for all EAs previously funded by Jordan's Principle.

In response to an enquiry, Committee members were informed that WSD is not aware of the property tax increases other divisions are planning. Committee members were informed that over the last few years school divisions have been frozen at a 2% increase which did not cover the increase of cost-of-living expenses.

Committee members were provided a QR code to a survey where they could provide additional feedback to the Board of Trustees regarding the budget. Committee members were also invited to attend the public forum at Tec Voc High school on Monday, February 24 at 7:00 p.m. for additional budget information. Anyone wishing to appear as a delegation at the public forum at Tec Voc may register with the Board Office at 204-775-0231 or email [board@wsd1.org](mailto:board@wsd1.org).

#### **4. STRATEGIC PLAN**

At a previous meeting, Committee members were provided a timeline which outlined the development of the Strategic Plan. In November to March 2024, Trustees worked with consultants to develop a shared understanding of strategic planning process, which examined existing data, methodology and actions for data gathering. From April to June 2024 the Trustees launched multiple sessions and different processes to gather guidance and feedback from families, community organizations, staff and students. Over the summer from June to August, the data was analyzed by an external team of researchers and in meetings held early in the school year trustees shared data analysis the families, community organizations, staff and students to validate and correct any misunderstandings.

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Committee members were informed that Trustees, Administration and consultants worked together to develop the WSD Strategic Plan 2025-2030 based on the data collected. Committee members were informed that there were three (3) main themes that came out of the data, Joy (creating a sense of community), Love (supporting a sense of belonging) and Rigour (preparing learners for excellence). Committee members were informed that WSD is committed to providing opportunities for learners to feel confident in the future, inspired, fulfilled, engaged and full of hope. WSD is committed to creating a sense of belonging where every learner is known by multiple adults and they feel safe, respected and free to express their true selves. WSD is also committed to preparing learners for excellence, where every learner feels supported and challenged to excel every day through meaningful activities and lessons to achieve their goals.

Committee members were informed that the Strategic Plan also outlines four (4) High-level strategies. The first strategy is to seek truth and reconciliation by answering the calls to action related to the cultivation of culture, community, language and land in WSD schools. WSD is committed to removing barriers for Indigenous people to lead WSD and contribute to the WSD community.

The second strategy is to build community schools that are barrier free. WSD is committed to eliminating barriers to education, including all exclusionary practices, creating sticky schools that extend the day and keep learners close and to nurture neighbourhood schools that support all learners.

The third strategy is the to develop a culture of thinking and shared sense of responsibility for all children. WSD is committed to developing the capacity in school leaders to unleash the power of the classroom teacher and to cultivate the conditions for the highest quality teaching and deepest learning.

The final strategy is equitable distribution of resources. WSD is committed to distributing resources so that they have the maximum impact for the learners who need them most and to empower and support schools to shift resources for maximum impact.

Committee members were informed that the Strategic Plan was intentionally created to be a one-page document, so that it might act as a guiding document to provide guidance and direction for administration. Administration has begun to create tangible, measurable activities as part of the public reporting process.

Committee members were informed that the Strategic Plan is available through the posted advisory agendas and will be made available on the website.

## **5. TEACHER RECRUITMENT EFFORTS**

Committee members were informed that recruitment of French Immersion teachers has been an ongoing struggle nation-wide. Committee members were informed that recently a group of principals travelled to Sudbury, ON, and were successful in recruiting quality French immersion teachers. WSD has been focusing on early years teachers and developing recruitment efforts such as increasing WSD engagement in French publications and on social media, developing youth leadership programs, looking internationally and developing partnerships with outside organizations to assist in recruitment efforts. Committee members

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were informed a provincial recruitment plan is being developed but has not been announced yet.

In response to an enquiry, Committee members were informed that WSD is exploring the option of reviewing the language requirements for French teachers. Committee members were also informed that University St. Boniface is exploring the option of developing a French program for Educational Assistants.

**6. INCLUSION IN THE CONTEXT OF FRENCH IMMERSION**

Committee members were informed that WSD continues to prioritize professional learning and building inclusive classrooms. Committee members were informed that WSD administration is exploring what inclusive practices mean in the context of French Immersion and how to build capacity and competency.

**7. FUTURE AGENDA ITEMS**

Committee members were provided an opportunity to discuss future agenda topics as well as ideas to make advisory meetings more accessible and inclusive.

Committee members suggested the option of earlier meetings and providing childcare at meetings. Committee members also suggested making the French Immersion meetings virtual.

Committee members requested the following topics to be added to future agendas, update on the lunch program, update on the nutrition program, looking at a 5-year plan for French Immersion programs with a focus on milieu and dual track, and clarification on catchment areas and transition to schools specific for French immersion.

**8. ENQUIRIES AND ANNOUNCEMENTS AND SCHOOL REPORTS**

Committee members were informed that school reports are submitted in writing and attached to the Summary of Discussion for the meeting.

SCHOOL REPORTS

Parent representatives from the following schools provided a written report on school activities: (attached):

- NIL



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Attendance:

**Voting Representatives:**

École Secondaire Kelvin  
École LaVénrendrye  
École Luxton  
École River Heights  
École Riverview  
École Robert H. Smith  
École Sir William Osler  
École Sisler High School  
École Stanley Knowles

**Administration:**

Shelley Warkentin, Assistant Superintendent  
Nathan Tocher, Vice-Principal, College Churchill High School  
Nancy Karpinsky, Principal, École Garden Grove  
Lauranne Benoit, Vice-Principal, École Secondaire Kelvin  
Jessica Mayor-Rodrigues, Principal, École Lansdowne  
Dominique Ostermann, Principal, École Sir William Osler  
Sara Tham, Teacher, École Sir William Osler  
Tarin Howard, Recording Secretary

**Regrets:**

College Churchill High School  
École Garden Grove  
École George V  
École J.B. Mitchell  
École Lansdowne  
École Laura Secord  
École Sacre-Coeur  
École Victoria Albert  
École Waterford Springs

**Trustees:**

Jamie Dumont  
Kathy Heppner