



WINNIPEG SCHOOL DIVISION

2013/2014

ANNUAL REPORT TO THE COMMUNITY



MISSION AND GUIDING PRINCIPLES

OUR MISSION

The Winnipeg School Division mission is to provide a learning environment that promotes and fosters the growth of each student's potential and provides an opportunity for the individual student to develop the knowledge, skills, and values necessary for meaningful participation in a global and pluralistic society.

GUIDING PRINCIPLES

The Winnipeg School Division:

- Believes in the equality, worth, potential and dignity of all individuals.
- Believes that the public school is an essential component of society and culture. By working co-operatively with the home and the community, the Division can ensure that its programs reflect the changing needs of society and the values, beliefs, and traditions of the local school community.
- Believes that in addition to basic literacy and communication skills all students must be challenged to develop the ability to interpret and evaluate information.
- Believes each student must be given the opportunity to develop the values, attitudes, and moral principles that enable them to become responsible citizens who relate to others in an empathetic and moral manner.

- Believes its greatest resource is its people. The Division is committed to providing professional development for all employees and an opportunity to participate in the decision-making process of the Division.
- Will advocate on behalf of students to ensure appropriate care and support services are provided for all children.
- Believes in the dignity of the individual and supports the staff in the maintenance of proper student conduct to ensure a safe nurturing learning environment within the schools.

DIVISION PRIORITIES 2013-2016

The priorities are:

- To strengthen instructional and assessment strategies for all students using all available resources including the integration of technology.
- To improve academic and behaviour support services for students with special needs (in accordance with the Standards for Student Services).
- To strengthen and enhance Education for Sustainable Development initiatives that address environmental, social and economic issues world-wide.
- To further improve school attendance and graduation rates through the exploration of additional programs and strategies.

MESSAGE FROM THE CHAIR OF THE BOARD

This past school year has been very rewarding as the Board of Trustees implemented a number of new initiatives, programs and services to support students and families across the Winnipeg School Division.

The beginning of the 2013/2014 school year, started with a petition from residents in the Division who requested that the Board of Trustees review the existing ward boundaries and trustee representation. This process required consultation with parents and members of the community to determine the views of residents in the Division. As a result, a by-law was passed establishing a nine ward boundary system with one trustee representative per ward. The members of the Board supported smaller wards as it would promote better parent/resident connections and communication with trustees and address the inequities that may exist in an extremely large three ward system.

The Board worked diligently to implement reduced class size requirements as mandated by the Province of Manitoba for students in Kindergarten to Grade 3 classrooms. The Board also recognized the need for additional supports for Early Childhood Education and agreed to implement a two-year full day Kindergarten pilot program for the 2014/2015 school year at Norquay, Strathcona, John M. King, and Wellington Schools.

The trustees' passion and commitment to improve education for all students also identified the need to establish a Newcomer Service Coordinator position to support schools and the community with programs. This position will provide support for local student mentorship programs; collaborate with community organizations and agencies in developing after-hours programming; and pursue funding from other sources.

During the year, the Board focused on enriching student learning through the use of technology and agreed to provide high school students with enhanced Wi-Fi access in the classroom to educational resources and tools available on the internet.

A review of the Division's Pupil Transportation Services was undertaken to improve the safety and reliability of transportation services for students, while being mindful of operational efficiencies. It was determined that the Division could deliver the best services to families through direct contact with parents beginning the 2014/2015 school year, rather than an outside contractor. To achieve a successful transition of services, the Board supported the replacement of older buses, employing/retaining an experienced team of bus drivers, mechanics and dispatch/administrative staff and enhancing communication equipment.

The Board also celebrated the official opening of the new playground/community park at King Edward School and the grand opening of the outdoor basketball court at École Stanley Knowles School. These upgrades will benefit students and the community for many years to come.

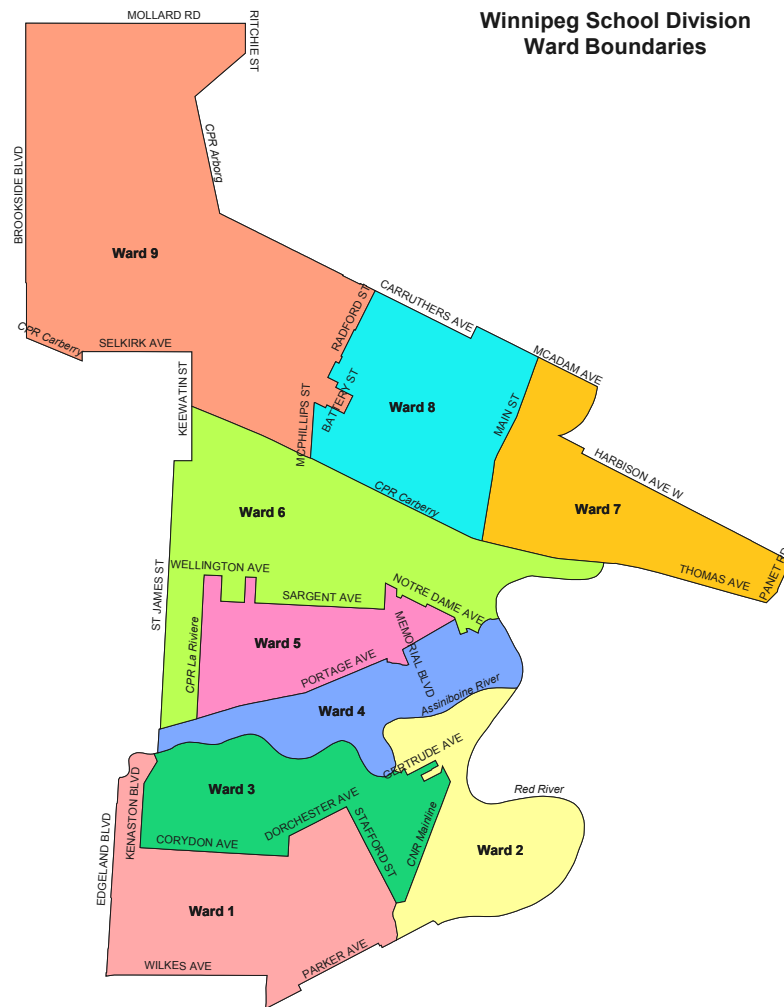
All of these accomplishments are attributed to the work of all teachers, administration, clerical staff, educational assistants, parents and many other professionals who support our students to succeed in school.

As the 2010-2014 term of office for the Board of Trustees will expire on October 22, 2014, I would like to take this opportunity, on behalf of the members of the Board, to extend best wishes to our students, families and communities for continued success in all future endeavours. I look forward to the future improvements of our educational system that will continue to evolve and meet the needs of the next generation of children and youth.

Working together, we can provide the necessary support to encourage our students to achieve their goals and be successful in their life's journey!

SUZANNE HRYNYK

Board Chair



WARD BOUNDARIES

At the regular meeting of the Board on December 16, 2013, the Board of Trustees approved By-Law No. 1219, a By-Law of the Winnipeg School Division to repeal By-Law No. 953 and to alter the Ward Boundaries of the Division.

The City of Winnipeg was notified of the changes to the ward system and the trustee representation in order for the new boundaries to be implemented prior to the 2014 civic election.

Effective Oct. 22, 2014, the Division will convert to the new nine-ward system. Although elected on a ward basis, all trustees will continue to have the responsibility of making decisions in the best interests of the Division as whole.



BOARD OF TRUSTEES 2013-14

BACK ROW

Mike Babinsky, Jackie Sneesby,
Mark Wasyliv (Vice-Chair 2013-14),
Cathy Collins, Kristine Barr

FRONT ROW

Anthony Ramos, Darlyne Bautista, Rita Hildahl,
Suzanne Hrynyk (Chair 2013-14)

SENIOR ADMINISTRATION 2013-14

PAULINE CLARKE

Chief Superintendent

RENÉ APPELMANS

Secretary-Treasurer

ROBERT CHARTRAND

Superintendent of Schools – South

KARIN SEILER

Superintendent of Schools – Inner City

CELIA CAETANO-GOMES

Superintendent of Schools – Central

FATIMA MOTA

Superintendent of Schools – North



Mulvey students visited the Red Cross to donate to Typhoon Haiyan relief efforts.

YOUNG HUMANITARIANS

AT HOME AND ABROAD, DIVISION STUDENTS ARE BUILDING A BETTER WORLD

Each year, thousands of Division students join their counterparts around Manitoba at MTS Centre for We Day—Free the Children’s annual rally to inspire youth with the “Me to We” concept. The event is a starting point for students in attendance,

“I tell the kids that they don’t have to save the world... just try to make the world a better place than the way you found it.”

who become ambassadors in their own school-based We Day groups throughout the school year. These student groups are helping children at home and abroad with projects that aim to provide equality of education, access to food and clean water, as well as other essential needs.

One hour of need that occurred in November, 2013 was the devastation caused by Typhoon Haiyan in the Philippines; concerned students and staff in the Division immediately began fundraising for relief efforts. Many schools (including Mulvey School, pictured) donated to Red Cross relief efforts.

Given the diversity of many Division classrooms, such global events often reach close to home.

“Our classroom is a smaller version of the world,” said Strathcona School teacher Mario Cueto. “We look at these events happening in the world and see how it relates to our own community.”

Through several fundraising lunches and a coin collection, Strathcona donated \$1,161 to the Red Cross; with the Canadian government matching donations, that resulted in \$2,322 for Haiyan relief efforts.

Students are learning that every step toward positive change, no matter how big or small, will inspire others and make a difference in the world.

“I tell the kids that they don’t have to save the world...just try to make the world a better place than the way you found it,” Mr. Cueto said.

The Me to We philosophy taps into a long tradition of student humanitarian efforts, from helping internationally through organizations such as UNICEF and UNESCO to volunteering locally with Winnipeg Harvest, Siloam Mission and others.

DIVISION WIDE IMPACT

There are countless examples of schools making a positive impact in their community in 2013-2014: École Robert H. Smith School raised over \$10,000 for the Children’s Hospital Foundation of Manitoba at its annual Community Breakfast; students at École Garden Grove and Harrow Schools visited and read with residents at local seniors’ homes; Grant Park and Elmwood High School students cleaned up Assiniboine Park, Omand’s Creek and volunteered at a wide variety of community organizations as part of their respective Days of Service; and Lord Nelson School established a long term partnership with Winnipeg Harvest as part of Goal 2020—a project that aims to cut the need for food banks in half by 2020, while at the same time teaching students valuable life skills.

Through volunteering, Division students are learning leadership skills, gaining experience for their resumé and positively impacting the community.



Grant Park students clean the community.

Take, for example, Grant Park High School students Tate and Spencer Kushnir. Through their school’s annual Day of Service, the sisters have participated in community cleanups and volunteered at other Division elementary schools. In the community, the sisters also volunteer with the Living Bible Explorers summer camps and have coached basketball.

Tate and Spencer found the volunteerism spirit early in life, while attending École Laura Secord School. They both said that it’s never too early for students to make a positive impact.

“I don’t think (being in elementary) is too young to start,” Tate said. “Just going to a food bank with your class can be fun...you’re with your friends and you’re doing something good for the community.”

“If you start young, you come to understand that there are other people out there who need your help,” Spencer added. “You learn from other people’s struggles.”



VOICES

ABORIGINAL EDUCATION CREATING LEADERS FOR TODAY AND TOMORROW

Winnipeg is home to Canada's largest urban First Nations and Métis population (Statistics Canada's 2011 National Household Survey); many of this young and rapidly growing population live within the Winnipeg School Division.

For more than 30 years, the Winnipeg School Division has implemented a wide variety of initiatives and programs to support Aboriginal education, students and staff.

To help increase the number of Aboriginal teachers in the city, the Division and Seven Oaks School Division collaborated to create the Community-Based Aboriginal Teacher Education Program in 2005-2006. The program gives Aboriginal professionals in the Division the opportunity to study education at the University of Winnipeg over a six year period. From September to April, employees work in their respective schools while attending classes part time. From May to July, they attend university and student teach on a full-time basis.

FIRST LANGUAGES

Approximately six percent of students in the Division speak an Aboriginal language at home, with Anishinaabe (which includes Ojibwe, Ojibwe/Saulteux and Salteux) and Cree (which includes Ininiw and Oji-Cree) being the two most common. The Division has both a Cree and an Ojibwe

language support teachers, who both provide support to classroom teachers looking to provide Aboriginal language instruction in the classroom. In May, Nursery to Grade 9 students from eight different schools united to showcase their ongoing work in Aboriginal languages at the third annual Celebrating Aboriginal Languages Festival. The event, which was held at Children of the Earth High School, had students sharing songs, plays, conversations and stories in Ojibwe and Cree.

"It is important to learn the language...because it contains a peoples' history, beliefs, values, traditions and customs. Language identifies a person and it helps answer the questions, 'Who am I?' and 'Where did I come from?'" said Geraldine Whitford, Aboriginal Education Consultant/AAA Support Teacher. "Traditional education is still a vital component of language survival, and it is very important that language and culture are integrated into the curricular and school programs of the Division, so we can provide students with a lifelong, sustainable future."

PERSPECTIVES ACROSS THE CURRICULUM

Aboriginal education initiatives are woven into all grades and curricular areas, providing students with an opportunity to connect with the culture and learn about Canada's past, present and future. In the spring, 42 schools shared curricular and special projects in Aboriginal education at the

sixth annual Gallery Walk and Elders' Tea. Students and staff shared a wide variety of inspiring projects, such as Carpathia School's study of the residential schools issue that included the building of a hand-painted drum and a Gladstone School medicine wheel project.

"I think it is very important for teachers and schools to learn and teach about Aboriginal knowledge, histories, beliefs, world views and practices," Ms. Whitford said. "Today schools have the responsibility to ensure that Aboriginal perspectives are fairly and accurately taught to all students, and will benefit all students."

COMMUNITY CONNECTIONS

By partnering with Elders, community groups and other organizations, the Division's Aboriginal Youth Leadership Program offers high school students experiences that provide educational, cultural and leadership opportunities.

"We want students to understand what is available to them out there as Aboriginal students and get them looking to the future," said North District Aboriginal Support Teacher Crystal Millar-Courchene.

In December, students in the program attended a full-day conference that tied traditional teachings with sustainability, in particular water issues. The event, held at Circle of Life/Thunderbird House, was organized by the Division's Aboriginal Education Team in conjunction with the Centre for Indigenous Environmental Resources. Topics included watershed systems, the benefits of local and indigenous foods for people and the environment, as well as Elder teachings about showing respect and responsibility for water resources.

Sisler student Kaylin Clarke, who has been involved with the program for several years, said it was worthwhile for students.

"This is important—they're helping us maintain our culture. It's cool to come to these events and be surrounded by other Aboriginal people."

Fellow Sisler student Tanisha Chartrand echoed those sentiments.

"They always make you feel a part of a circle and they're very welcoming. You're learning the things you need to know to be a leader and help yourself in life."

GLOBAL CITIZENS

In a country with so many rights and freedoms, it could be easy to forget just how much Canadians have to cherish in relation to other countries in the world.

Throughout their school years, Winnipeg School Division students are learning about the value of human rights. Human rights education is woven through the curriculum, inquiry-based learning projects and extracurricular activities. Students are learning to recognize their own rights and to respect the rights of others, as well as learning about countries where children do not enjoy the same rights and freedoms.

“There are people out there who don’t have the right to a home, the right to food or clean water...it makes me feel lucky to live in Canada,” says Noah Baldwin, a student at École Laura Secord School.

At Laura Secord, Noah and his fellow students are learning more about human rights as part of their participation in UNESCO (United Nations Education, Scientific and Cultural Organization). After a multi-year candidacy process, École Laura Secord School officially attained status as a member in June, 2014.

Laura Secord joins two other Division schools—Brock Corydon and candidate Churchill High School—as part of the Manitoba UNESCO team.

UNESCO schools work under four pillars of understanding: learning to know (ASPnet and UN Priorities), learning to do (Education for Sustainable Development), learning to be (peace and human rights) and learning to live together (intercultural learning).

“You become a global citizen by seeking knowledge and exploring the world around us.”

Last year, Laura Secord students undertook a variety of humanitarian projects (such as We Scare Hunger and supporting the Siloam Mission), as well as studying human rights. Student and teacher UNESCO leaders met every Thursday to coordinate their humanitarian projects and human rights explorations.

Vice-Principal Nelia Husack said the UNESCO experience is providing students with the opportunity to become global citizens at a young age.

“It’s important for us to learn what’s going on in the world...there are countries out there where girls can’t go to school, or young children have to go to work instead of getting an education. You become a global citizen by seeking knowledge and exploring the world around us. The students are learning to appreciate what we have and looking at how we can help others to enjoy what we have as well.”

Laura Secord will work with Winnipeg UNESCO schools such as the Hebrew/English bilingual Brock Corydon and Al-Hijra Islamic School in an ongoing cross-cultural exchange that is building a greater understanding of the world-at-large.

“We have an amazing student population,” Ms. Husack said. “Not only do they care about each other and the Wolseley community, they care about the world.”



SKILLS CANADA

To see the diversity and level of skills Winnipeg School Division students are accumulating through technical vocational education, one has to look no further than the annual Skills Canada national and regional competitions. From 3D Character Computer Animation and AutoCAD 2D to Website Development and Welding, the competition provides students with a showcase to test their new skills.

The philosophy of Skills Canada is to reward students for excellence, directly involve industry in evaluating student performance and keep training programs relevant to employers' needs.

Winners of the provincial competition form Team Manitoba and compete against their peers at the Skills Canada National Competition, which was held this past year in Toronto. The June event saw Technical Vocational (Tec Voc) High School student Kiziah Magnaye earn a bronze medal in Architectural Technology and Design, while Sisler High School's Jarren Mercado (pictured, left) won the bronze in IT Network Systems Administrations. Both Kiziah and Jarren came to the event after winning gold at the provincial level with school teams that swept medal standings in their respective categories.

Jarren said that the competition was an excellent way to put his skills to the test.

"In our case it was meant to simulate a tech support position...it's a good way to prepare you for actually working in the field," Jarren said.

Tec Voc Principal Gord Crook is a great believer in the Skills Canada program.

"Over the years, not only students but staff have benefitted from the Skills Canada competitions," he said. "Through working with students, teachers from other schools and instructors at the colleges, Tec Voc teachers have experienced positive professional learning which has benefitted programs and students. Many Tec Voc teachers have participated in and chaired the committees that organize and manage the various Skills competitions."



Tec Voc has a long history of participating in the Skills Canada Manitoba regional competition; students began participating in the trades and technical competition in 1999. Since 2001, Tec-Voc students have won 93 bronze, 82 silver and 110 gold medals at the provincial competition.

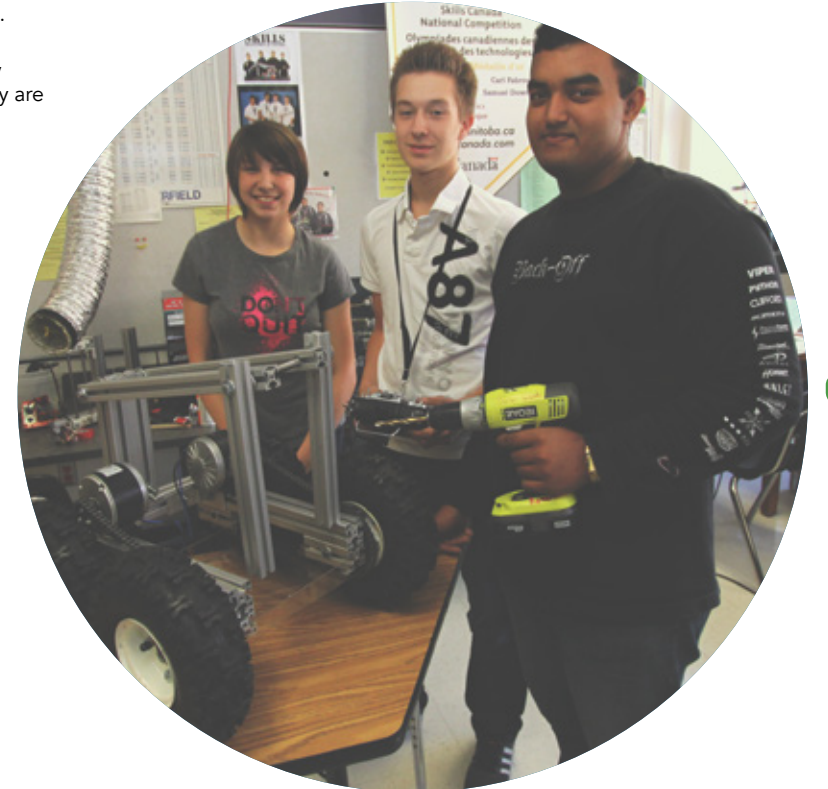
"This is an amazing achievement of which the parents, students, teachers, partners and total Tec Voc community are extremely proud," Mr. Crook said.

Tec Voc students again performed well at the 2014 Skills Canada Manitoba event. Of the 45 Tec Voc students participating in the competition, 25 students from 15 disciplines achieved medal status (including the Tec Voc Robotics team, pictured right). This was the widest range of medalists from Tec Voc in one competition in the past 15 years.

Six of Tec Voc's regional winners moved on to represent Manitoba in Toronto. At the national level, Tec Voc has regularly won medals and is always a significant part of Team Manitoba. In 2009, the Tec Voc Robotics national gold medalists were the first and only high school students to represent Canada at the World Skills competition in Calgary. Sisler also has a history of success at the national event, particularly in Network Systems Administrations.

For the students who participate in the Skills Canada experience, there is a true sense of accomplishment.

"It really makes you feel like you're at the forefront of innovation," Jarren said.



PLACES TO GROW

Schools have long been a central gathering point for their neighbourhoods, providing students and communities with a place to learn and grow. More than ever, the Winnipeg School Division's schools are hosting special community events (such as sporting activities and cultural fairs), working with neighbourhood organizations to provide after-school programs, adult education and other opportunities, and providing children and their families with a place to play.

2013-2014 saw the opening of several major facilities, as well as the seeds of many projects to come.

NATURAL PLAYGROUND

King Edward Community School celebrated the opening of a new, natural playground facility to replace a structure that had been lost to vandalism just over two years ago. That setback was met with a wave of community spirit: students and families, the school, the Division, levels of government and community groups all banded together to help raise the money for a new facility. The new playground features an early years play area with sand, boulders, wiggle walls, balance logs, distributed play equipment, an amphitheatre, a berm with a built-in slide, a paved fitness loop for bikes, roller blades and strollers, a family picnic area and more! The community turned out for an official opening on June 5.

STATE-OF-THE-ART BASKETBALL COURT

École Stanley Knowles School cut the ribbon for a new, state-of-the-art outdoor facility for an admittedly basketball crazy community. Built on a field adjacent to the school, the new court is fully fenced and features high quality nets with fiberglass backboards, two sets of bleachers and outdoor

lighting. The court was built with funding from the Province of Manitoba's Winnipeg Community Infrastructure, Community Places and Sports Opportunities Programs, as well as the City of Winnipeg's Community Incentive Grant Program. The Winnipeg School Division's Children's Heritage Fund, a registered charity that accepts donations to help enhance the educational experiences of students who attend schools in the Winnipeg School Division, also contributed to the project.

CENTENNIAL CELEBRATIONS

Several schools in the Division have marked over 100 years of service, and have received designated heritage status with the City of Winnipeg; these historic buildings can represent a challenge to maintain and repair. The Winnipeg School Division's Building Department, the Public School Finance Board and a team of consultants led by Syverson Monteyne Architecture, rose to the challenge when it came to the roof replacement and restoration at École Laura Secord School. The result, which preserved the integrity of the original building, ultimately earned the 2014 Heritage Award from the Manitoba Historical Society and a Preservation Award of Excellence from Heritage Winnipeg.

SUSTAINABLE DEVELOPMENT

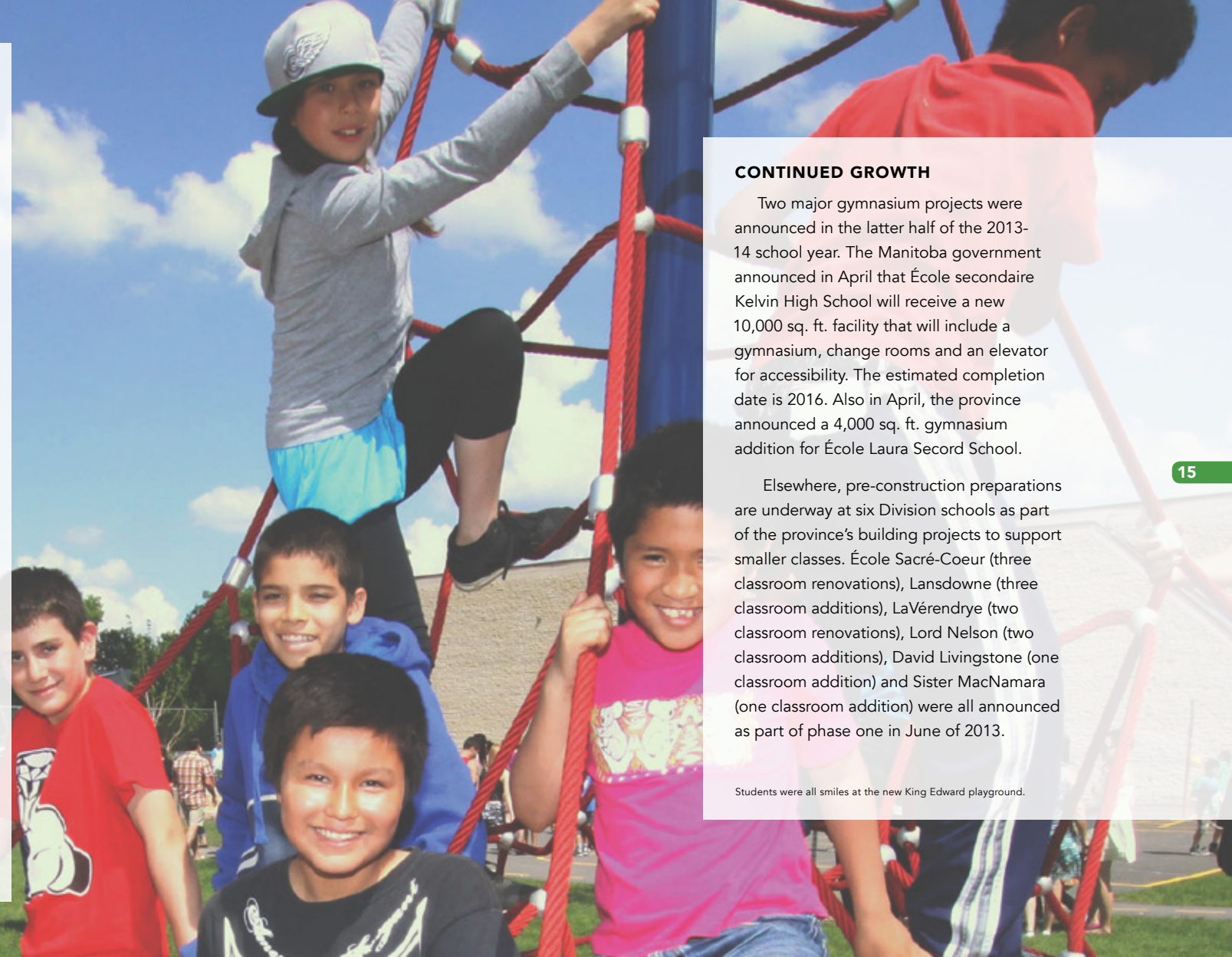
Elsewhere, two schools were honoured with Manitoba Excellence in Sustainability Awards: Lord Nelson School's outdoor classroom and Strathcona School's Folly Forest playground/garden. Shaughnessy Park School's new Medicine Wheel Garden, which officially opened in June, became another example of schools providing the community with a green space where nature, culture and the value of play intersect.

CONTINUED GROWTH

Two major gymnasium projects were announced in the latter half of the 2013-14 school year. The Manitoba government announced in April that École secondaire Kelvin High School will receive a new 10,000 sq. ft. facility that will include a gymnasium, change rooms and an elevator for accessibility. The estimated completion date is 2016. Also in April, the province announced a 4,000 sq. ft. gymnasium addition for École Laura Secord School.

Elsewhere, pre-construction preparations are underway at six Division schools as part of the province's building projects to support smaller classes. École Sacré-Coeur (three classroom renovations), Lansdowne (three classroom additions), LaVérendrye (two classroom renovations), Lord Nelson (two classroom additions), David Livingstone (one classroom addition) and Sister MacNamara (one classroom addition) were all announced as part of phase one in June of 2013.

Students were all smiles at the new King Edward playground.





AWARDS 2013/2014



Winnipeg School Division graduation rates have increased 16 percent in the past seven years (from 64 percent in 2006/07 to 80 percent in 2012/13). During the same period, Manitoba graduation rates have increased seven percent (from 77 percent in 2006/07 to 84 percent in 2012/13).

GOVERNOR GENERAL'S MEDAL WINNERS

ARGYLE ALTERNATIVE HIGH SCHOOL

Jasmine Charles-Cabral

CHILDREN OF THE EARTH HIGH SCHOOL

Candy Berthelet

COLLÈGE CHURCHILL

Kim Laberinto

CHURCHILL HIGH SCHOOL

Jase Falk

DANIEL MCINTYRE COLLEGIATE INSTITUTE

Thalia Louise Hemedes

ELMWOOD HIGH SCHOOL

Ryan Pangilinan

GORDON BELL HIGH SCHOOL

Grace Johnston

GRANT PARK HIGH SCHOOL

Julia Brigham

ÉCOLE SECONDAIRE KELVIN HIGH SCHOOL

Avery White

R.B. RUSSELL VOCATIONAL HIGH SCHOOL

Cole Berens

ST. JOHN'S HIGH SCHOOL

Maria Isabel Prieto

SISLER HIGH SCHOOL

Carlyle Foja

TEC VOC HIGH SCHOOL

Rose Dominguez

WINNIPEG ADULT EDUCATION CENTRE

Tara Hendy

DIVISION POST SECONDARY SCHOLARSHIP RECIPIENTS

ARGYLE ALTERNATIVE HIGH SCHOOL

Eucharis Ogoms

COLLÈGE CHURCHILL

Kim Laberinto

CHURCHILL HIGH SCHOOL

Giorgia Skorletos

DANIEL MCINTYRE COLLEGIATE INSTITUTE

Thalia Louise Hemedes

ELMWOOD HIGH SCHOOL

Teosha Green

GORDON BELL HIGH SCHOOL

Grace Johnston

GRANT PARK HIGH SCHOOL

Matthew Levesque

ÉCOLE SECONDAIRE KELVIN HIGH SCHOOL

Marley Ferreira-Malyon

R.B. RUSSELL VOCATIONAL HIGH SCHOOL

Candace Spence

ST. JOHN'S HIGH SCHOOL

Edmund-Sean Viagedor

SISLER HIGH SCHOOL

Carlyle Foja

TEC VOC HIGH SCHOOL

Erika Manimtim

WINNIPEG ADULT EDUCATION CENTRE

Xiaorui (Sharie) Ding

PRIME MINISTER'S AWARDS FOR TEACHING EXCELLENCE

CERTIFICATE OF EXCELLENCE

Leigh Brown

Children of the Earth High School

CERTIFICATE OF ACHIEVEMENT

Ken Gordon

Sisler High School

Lee Van Cauwenberghe

École Stanley Knowles School

Tanis Westdal

Churchill High School

Marie Zorniak

St. John's High School

YOUR TAX DOLLARS AT WORK

Last year, as the Chair of the Finance/Personnel Committee, I was proud to work with my colleagues to develop a budget that will continue to invest in educating students in the Winnipeg School Division.

The total funds required to provide programs and services for educating approximately 33,180 students from Nursery to Grade 12 in the Division is approximately \$374 million.

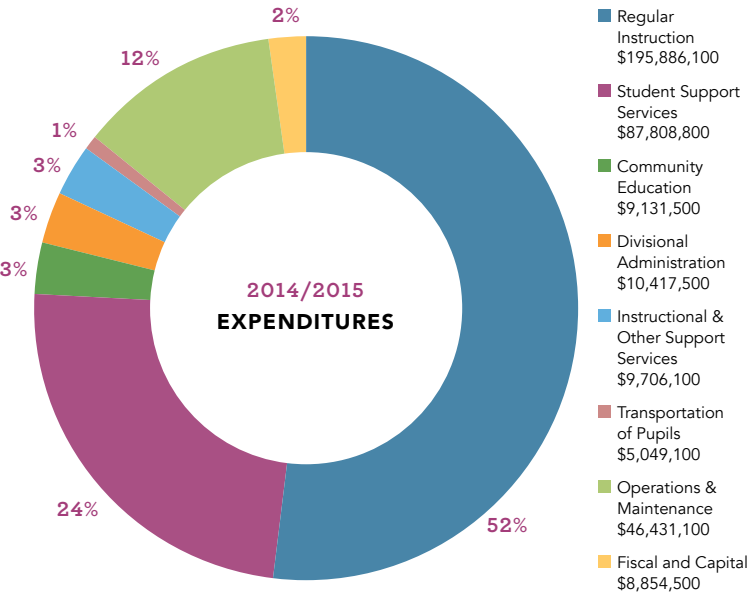
The members of the Board were faced with the reality that provincial funding provides for only a portion of what is required for educational programming. Provincial government funding comprises 63 per cent of the revenues required for educational programming and services. Revenue from property taxation accounts for 35 per cent and the difference of 2 per cent is raised through other revenue sources.

Every year, the members of the Board must develop a budget that will meet the needs of our students and families, in addition to meeting the requirements imposed on school boards through the provincial legislature or other government departments.

Balancing a budget is an extensive and challenging process that requires discipline to ensure that programs, services and initiatives align with the vision, mission and strategic goals of educating students in the Division. Through this budget development process, trustees also pay close attention to implementing cost saving measures related to

operations and making expenditure adjustments to reflect changes in student demographics.

The members of the Board were pleased to provide additional resources for students to improve Math Learning and Science, including implementing a pilot project in four



schools for a full-time Kindergarten program. Rather than increase expenditures, the Board agreed to the use of reserve funds to expand Wi-Fi technology in high schools to enhance student learning. Additional revenues were required for programming in the vital areas such as technology, sustainability, world issues and life skills that are essential

to prepare our children for the future. These initiatives were supported by revenues raised through property taxation.

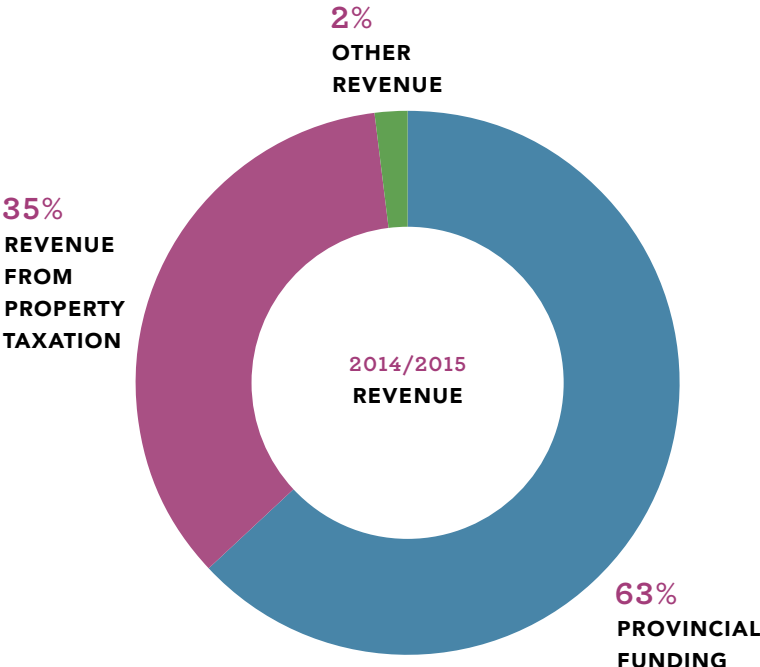
While the Board is always very supportive of the educational needs of students, both in and out of the classroom, trustees also recognize their fiduciary responsibility to the residents of the Division.

It was encouraging and reassuring to know that parents in the Division supported the need to work together to achieve a balanced budget. The members of the Board appreciated the interest and time commitment of parents and community members who attended the numerous budget consultation meetings held from November 2013 through February 2014. Trustees clearly heard from parents of the importance of continuing to provide the best possible education to our children and youth. Thus, the Board focused its efforts on maintaining and, wherever possible, enhancing opportunities for students in the classroom, thereby preserving the quality of programs and services.

On behalf of the Finance/Personnel Committee, I would like to extend my sincere appreciation for the involvement of parents/residents and members of our strong communities in the development of the 2014/2015 budget that will continue to support our children and youth in building an even better future!

CATHY COLLINS

Chair, Finance/Personnel Committee 2013–2014



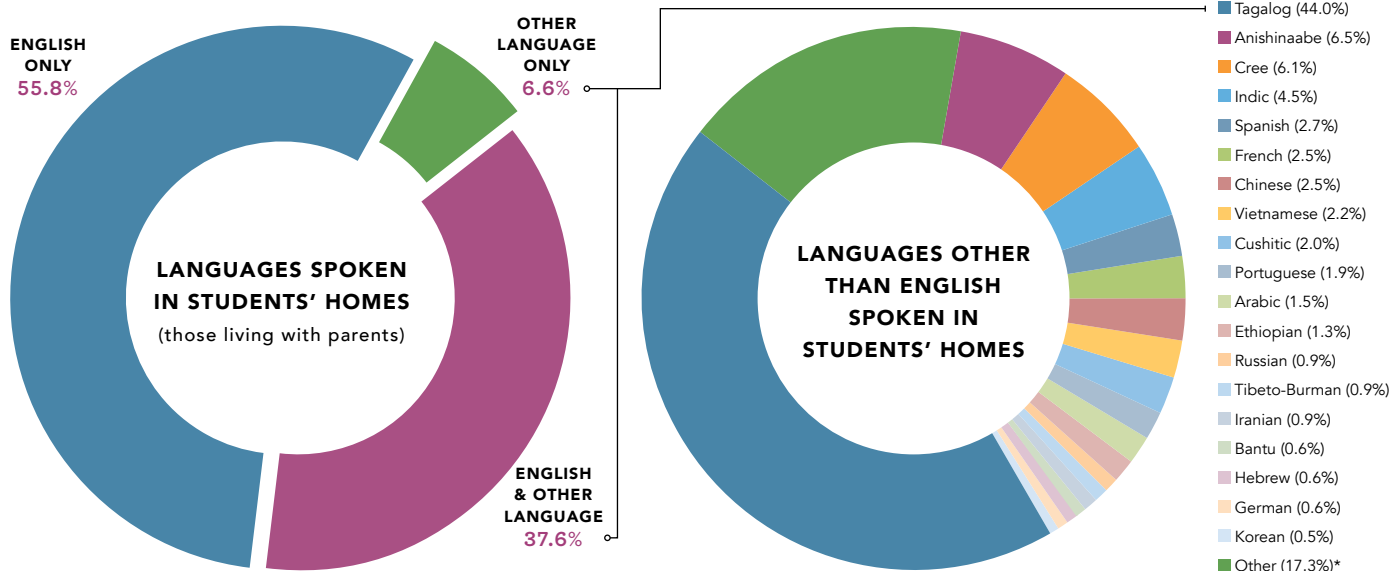
FACTS AT A GLANCE

| | |
|---------------------------------|--------|
| Total number of students | 33,180 |
| Elementary (N-Grade 8) | 21,978 |
| Secondary | 11,202 |
| Total number of schools | 77 |
| Elementary (N- Grade 8) | 63 |
| Secondary | 14 |

| | |
|--------------------------------------|-------|
| Number of graduates | 2,069 |
| Number of nursery students | 1,780 |
| Students in language programs | |
| French Immersion | 4,033 |
| Hebrew Bilingual | 130 |
| Ukrainian Bilingual | 71 |

| | |
|---|-------|
| Students identified as English-as-an-additional language | 6,296 |
| Students transported to school | 2,327 |
| Total number of staff | 4,582 |

Information based on data from September 30, 2013.



*Comprised of languages representing less than 0.5%

Cover art by
student Jasmine
Quevedo-Salazar

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If you have any comments, questions, or concerns please contact:

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