



Director's Annual Report

January 1 to December 31, 2014

"I am a Waterloo Region District School Board Student. I will achieve success, and know you will make a difference preparing me for my future!"

www.wrdsb.ca

Inspired Learners – Tomorrow's Leaders



Our Mission

The Waterloo Region District School Board prepares, challenges and inspires learners to be engaged, connected and contributing global citizens.

Our Vision

Inspired Learners –
Tomorrow's Leaders

Our Values

We encourage a culture of educational excellence and continuous improvement through strategic innovation and collaboration.

We inspire hope and optimism for our learners by setting high expectations, fostering respectful relationships and believing in the success of every student.

We cultivate a safe, inclusive, equitable learning community that is characterized by integrity, strong community partnerships and social responsibility.

Our Strategic Directions

Engage students, families, staff and communities.

Foster wellness and well-being.

Pursue student achievement and success for all.

Embrace diversity and inclusion.

Champion quality public education.

Promote forward thinking.



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Message from the Chair of the Board and the Director of Education



Kathleen Woodcock, Chair of the Board

We are pleased to share the 2014 Director's Annual Report that provides insight into the positive learning environments created for our students by our committed employees, supportive parents, communities, and its partners.

Each day, we live our mission statement of preparing, challenging, and inspiring our learners to be engaged, connected and contributing global citizens. The leadership of our Board of Trustees and our staff, ensures that we have the necessary supports in place to make this a reality.

Student achievement and success for all is our main priority, as evidenced by our Board Improvement Plan for Student Achievement, and our Strategic Plan. Our six strategic directions allow us to focus our resources, and provide the framework for setting goals and achieving our targets.

This year we continued implementing our engagement strategy, which has become an important guide as we move forward building our relationships, strengthening connections with our communities, and engaging parents in the education of their children.

There were many reasons to celebrate in 2014. We look forward to many more milestones in the coming year, as we help our learners achieve success, and become tomorrow's leaders.



John Bryant, Director of Education

Kathleen Woodcock, Chair of the Board

John Bryant, Director of Education



Trustees



Kathleen Woodcock
Waterloo/Wilmot
(Chair, effective
December 1, 2014)



Ted Martin
Kitchener
(Acclaimed as Chair,
December 2, 2013)



John Hendry
Waterloo/Wilmot
(Vice-Chair, effective
December 1, 2014)



Elliot Fung
Waterloo/Wilmot
(Vice-Chair, effective
December 2, 2013)



Colin Harrington
Cambridge/
North Dumfries



Margaret Johnston
Kitchener



Andrea Mitchell
Cambridge/
North Dumfries



Harold Paisley
Wellesley/Woolwich



Mike Ramsay
Kitchener



Kathi Smith
Kitchener



Cindy Watson
Cambridge/
North Dumfries

New Trustees Elected in 2014

The 2014 Municipal Election saw three new trustees elected to our board. Carol Millar, Natalie Waddell, and Scott McMillan, were sworn in on December 1, 2014. Elliot Fung, Margaret Johnston, and Harold Paisley left our board of trustees in November, and we thank them for their service.



Carol Millar
Waterloo



Natalie Waddell
Kitchener



Scott McMillan
Wellesley/Woolwich

Student Trustees: 2013/2014 School Year



Aaron Shantz
Waterloo-Oxford District Secondary School



Hayley Birss
Waterloo Collegiate Institute



Jen Duimering
Sir John A Macdonald Secondary School



Mark Clubine
Kitchener-Waterloo Collegiate Institute

Kathleen Woodcock Elected Chairperson



At the Inaugural Meeting of the Waterloo Region District School Board on December 1, 2014, trustees elected Kathleen Woodcock as Chairperson of the Board, and John Hendry as Vice-Chairperson.

Trustee Woodcock was first elected to represent Waterloo/Wilmot in 2000, and previously served as Chair in 2010.

"We all face an opportunity now, to renew our community's faith in the public education system" said Chair Woodcock. "Working together, we can turn that opportunity into reality."

Trustee Hendry, representing Waterloo/Wilmot, is the board's longest serving trustee, at 28 years.

A chairperson and vice-chairperson are elected annually at the December Inaugural Meeting. Their term begins immediately. By Board by-law, they may serve for a maximum of two consecutive years.



*"I am engaged in my learning
and my community."*

When we graduate high school, we will enter a world that is more complex than ever before. Connecting with our peers and our community, helps us prepare for that world.

Outdoor and Environmental Education

We operate five Outdoor and Environmental Education Centres (OEEC), which offer a wide variety of programming to students in both elementary and secondary schools. Four of the centres: Blair, Camp Heidelberg, Laurel Creek and Wrigley Corners, operate throughout the school year and provide programs for students across all grades. The Huron Natural Area OEEC operates seasonally (fall and spring) and focuses on environmental education for students in the primary grades.

All programs align with curriculum expectations for science, social studies and geography, as well as health and physical education. Through our programs, students, teachers and parents/guardians learn about the natural world and the critical role that we as humans play in its preservation.

Working with Families to Support Student Learning

Exciting opportunities to collaborate and learn from each other emerge when we take the time to listen to parents, families and community partners. Here are some examples that highlight successful community engagement and learning:

- **Mothers and Tots Literacy Program** – The Somali Canadian Organization runs a homework club two nights a week in one of our schools. Mothers and their pre-school-aged children would wait around, while their school-aged children participated in the program. Wanting to make better use of this time, they asked the **Somali Canadian Organization** to set up a meeting with some of our staff. Through this meeting we learned that, due to the situation in their home country, none of the mothers were literate, and



Gilmore Junio Visits King Edward PS

On May 14, Olympian Gilmore Junio visited King Edward PS to receive a very special medal that Canadians from across the country helped make happen, including the students of King Edward PS. The medal, made from gold, silver, and Canadian maple, was made for Gilmore by the team at Jacknife Designs, on behalf of all Canadians to thank him for his selfless act of giving up his spot to compete in a race at the Sochi Olympics, to teammate Denny Morrison.

Students presented the medal to Gilmore at a school-wide assembly.

Olympian Gilmore Junio visits with a class at King Edward PS.

Students were lucky to have Gilmore visit their classrooms; they asked him questions that they had prepared in advance, and had great discussions about kindness, friendship, and working hard to achieve your goals.

Thank you for visiting us Gilmore! We loved having you, and hopefully you had as much fun as we did!



they wanted to learn how to read and write to help support their children in school. As a result, we partnered with the Somali Canadian Organization to offer a Mothers and Tots Literacy Program.

- **Low German Community Program** – The **Woolwich Community Health Centre (WCHC)** operates a literacy program at Linwood PS for the Low German speaking community. The program runs one night a week and offers English language instruction for adults. Some of these adults have secondary school-aged children who attend the **ULearn** program, scheduled on the same night.

While childcare is available for the infant children of these families, a desire was expressed to provide some educational programming for the elementary-aged students. We partnered with the WCHC, to develop a program, which includes a physical education component as well as a literacy component. Over the past year, these children have authored a number of original trilingual books in English, Low German and German. Multiple copies of these books have been printed and are in use at Linwood PS.

Building Innovative Practices Initiative

Five elementary schools and three secondary schools are participating in a ministry initiative: **“Building Innovative Practices”** with a focus on student collaboration in Grade 8 English and Grades 7 - 10 Applied and Academic Mathematics. Teachers are learning to create conditions for student collaboration, including explicit instruction on collaboration, multiple opportunities for student collaboration, and providing students with feedback on their collaboration skills.

Parent Involvement Committee (PIC)

The Parent Involvement Committee (PIC) supports, encourages, and enhances meaningful parent involvement at the board level, to improve student achievement and well-being. The PIC acts as an advisory body, and provides an important link between parents, the director of education and trustees.

In 2014, the PIC hosted a free workshop for parents: *Rise to Success*, and participated in the People for Education Conference, where members attended sessions that focused on inclusive schools, school councils, special education, mental health, digital communication, and community schools.

Parents + Engagement = Student Success

Happy 20th Halloween Pumpkin Patrol!



John Bryant, director of education and WRPS Officers thank members of the Pumpkin Patrol for their hard work.

This year we celebrated 20 years of patrolling dedication.

In honour of the anniversary, our Director of Education John Bryant and Waterloo Regional Police Service (WRPS) School Resource Officer Mike Allard took a moment to recognize and award WRDSB employees Bob Belec and Doug Ferguson for their 20 years of volunteer commitment to the Pumpkin Patrol program.

“It hurts when you see broken windows. That’s our tax payer’s money, and I am a tax payer and I hate seeing busted windows and vandalism, so right away getting involved was a no brainer,” says Belec of why he started helping out.

Both Belec and Ferguson have committed themselves every night and every year, never missing a shift.

Volunteers start their supervision at dusk and stay out as late as 1 or 2 a.m., and as an added safety precaution, everyone must check-in and check-out of each shift. This year, volunteers patrolled Thursday October 30, Friday October 31, and Saturday November 1, in partnership with the WRPS. There are over 18 clearly marked Pumpkin Patrol vehicles, each with a minimum of two volunteers for security and witnessing measures.

In addition to making sure WRDSB property is protected and clean, volunteers are watchful for any problems that may occur while children are out “trick-or-treating.” They can be a safe haven for help if needed.

Many thanks to all of our volunteers who offer their evenings to making our community a safer place to live and work.



Bluevale CI Students Receive Duke of Edinburgh Award

Fifteen students from Bluevale Collegiate Institute received the Silver Award of Achievement for the Duke of Edinburgh Awards on April 26. The students were presented with the award by the Honourable David C. Onley, Lieutenant Governor of Ontario, at a ceremony held at Queen's Park.

The Duke of Edinburgh's Award, open to youth ages 14 to 25, challenges young people in four areas:

Community Service, Skill Development, Physical Fitness and Adventurous Journey. By completing the requirements of each section, our youth become active, healthy and involved, which is essential for their future and the future of our community.

BCI students with the Honourable David Onley, Lieutenant Governor of Ontario, and Mark Hunniford, Principal of BCI.

The Duke of Edinburgh Award was founded by His Royal Highness, Prince Philip to encourage personal development and community involvement for young people. Since its establishment in Canada in 1963, more than 500,000 young Canadians have taken the challenge, which has Bronze, Silver and Gold Awards.



W.T. Townshend Hosts Parent Engagement Workshops

W.T. Townshend Public School is finding ways to engage parents to benefit students, the school, and their entire community through a series of 12 workshops.

The first workshop was hosted for parents of English Language Learners (ELLs) on "how to help your child at home." As an initiative to provide orientation about the school system in Ontario, parents will learn about W.T. Townshend's approach to literacy and numeracy development, the importance of first languages, and how a parent's involvement has the biggest impact on student learning and achievement.

Parents and ELLs will meet after school, observe lessons, borrow resources, understand school routines, make connections with teachers and act as a resource for the school's Multicultural Club. The school is using Ontario Focused Intervention Partnership (OFIP) funding to deliver this after-school opportunity for its students and their parents.

They look forward to improved student achievement and more connected parent-school relationships. This is one of several after school parent engagement strategies W.T. Townshend is inviting its community to participate in.



Floradale PS Hosts Waterloo Regional Police Service Badging Ceremony

The Waterloo Regional Police Service (WRPS) welcomed eight new Constables on December 5th, and Floradale Public School had the privilege of hosting the ceremony.

The graduates of the Ontario Police Academy took the Oath of Office in front of family members, friends, some Floradale students, and staff including Chief of Police Bryan Larkin, WRDSB Chair Kathleen Woodcock, Regional Councillor and WRPS Board Chair Tom Galloway, Regional Chair Ken Seiling,

Superintendent of Education Elaine Ranney, and many others. We were excited to welcome back former Floradale PS student, Jeremy Bowman, and celebrate as he, and the seven others, received their badges.

We would also like to send a special thank you to Floradale's choir for singing O Canada.

Congratulations to Class 86!



Class 86 prepares to receive their badges at Floradale PS.



L to R: Superintendent of Education Elaine Ranney, Principal Vlad Kovac of Floradale PS, WRPS Chief Bryan Larkin, Constable Jeremy Bowman (a former Floradale PS student), and WRDSB Chairperson Kathleen Woodcock.



“I know that wellness and well-being are important to my success.”

We will feel safe and welcome and know that our well-being is supported inside and outside of school.

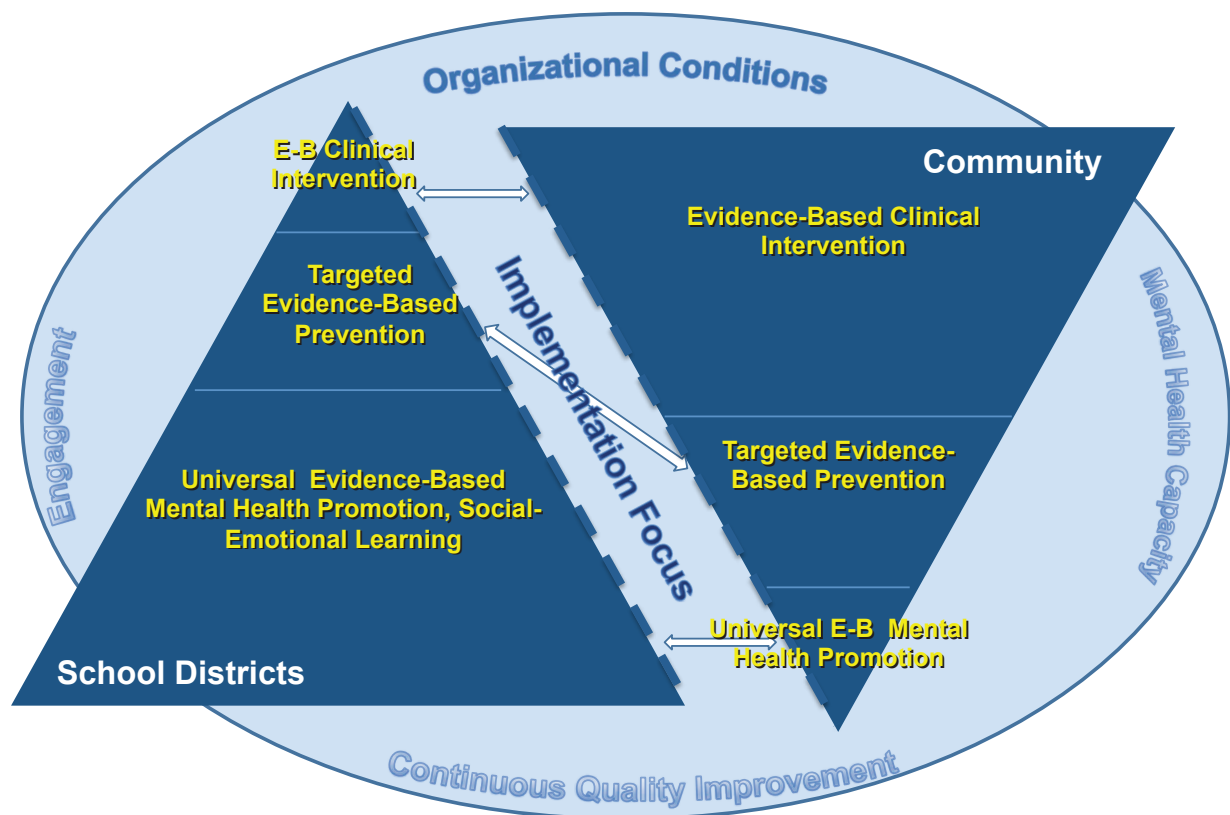
Mental Health Strategy

Our Mental Health Strategy aligns with and supports our Mission, Vision and Strategic Plan. We recognize the importance of student and staff mental health as it relates to achievement, social-emotional development and personal wellbeing. Mental wellness supports both learning and teaching, and through this strategy we have

the opportunity to build awareness and literacy with students and staff on the signs and symptoms of mental health concerns, and to provide the language, resources and pathways to further care, assessment and treatment in the community.

Our Mental Health Strategy is based on a Tiered Systems of Care approach:

Tiered Support in Systems of Care



The Mental Health Strategy was developed from information gathered through surveys and focus groups from a variety of stakeholders, such as: trustees, senior administration, student representatives, parent representatives, and community service providers.

The Mental Health Strategy includes the following five priorities:

- Review and select system wide Social Emotional Learning (SEL) programs
- Create professional development for staff and teachers on mental wellness and signs of mental health problems
- Implement a prevention strategy for suicide ideation and self-injury
- Increase collaboration with community services in order to create better pathways for access and referral process
- Review existing board and community based interventions/services in schools to ensure student mental health needs are met

How Are We Implementing Our Strategy?

- In 2014 an Administrative Procedure (Response to Suicide Ideation, Self-Injury, Suicide Attempt of Students) was developed and implemented.
- We provided SafeTALK training (a three-hour training program that prepares helpers to identify persons with thoughts of suicide and connect them to suicide first aid resources) to identified staff members, as well as to 18 community service organization staff that provide services in our schools.
- Staff collaborated with community service organizations to offer wellness and mental health services in schools, to establish procedures and pathways to ensure the right students are receiving the right service, in the right place.
- A Wellness and Mental Health Steering Committee was established to support the implementation of the Mental Health Strategy, and ensure alignment with other system strategies and priorities. Representation on this committee includes staff from business services, human resource services and education services. The engagement of parents/guardians, students, and the community continues to be a priority on the implementation of the Mental Health Strategy.

Nestle the Dog at Williamsburg PS



As we all know the first day of school is very special for many students, but on September 22nd it was an especially exciting day for Nestle the National Service Dog. That morning, Nestle eagerly packed his kibble, water bowl and leash for his first day at Williamsburg Public School.

Nestle's adventure began with a bus ride with his trusty companion Hunter, a student in our ASD Congregated Class. Hunter and Nestle were greeted by the Room 10 staff and proceeded down to their classroom. The week before, all of the Williamsburg staff and students participated in an assembly provided by Kathy from the **National Service Dog Association**, helping to establish the special rules that everyone needed to follow for Nestle's anticipated arrival. Although it is incredibly hard to not interact with Nestle, who is so very cute, everyone learned the "no touch, no talk, no feed" rules. It is very important for Nestle to not be distracted by other students while assisting Hunter throughout his day.

Since Nestle's arrival in September, Hunter and Nestle have become a close knit team seen throughout the school. Hunter thoroughly enjoys having Nestle with him at school, as he assists him to complete his daily learning tasks, as well as supporting Hunter to feel calm and secure. Nestle has been a welcome addition to the Williamsburg school community and the school looks forward to having him for many more years to come.

Hunter and his service dog, Nestle.



Section 23 Programs

2014 brought a new partnership between the WRDSB and **Carizon**, to deliver our New Dawn and Z by the Y programs. These programs focus on delivering a blended program of treatment and education for youth, who, due to social, emotional, behavioural and/or mental health challenges, demonstrate difficulty navigating age-appropriate social situations, and who have inconsistent school attendance. The supports provided to children in the programs, and their families, are unique to our region.

U-Turn Program

The U-Turn program provides disengaged students not finding success in their home school with learning opportunities that will encourage behaviours that enable successful transitions back into mainstream school, or the work place. The program allows students to overcome their obstacles to learning, make better decisions, improve their work habits and coping skills, and earn high interest credits in a comfortable setting. Reasons for referral into the program may include:

- Truancy
- Low self esteem
- Poor work habits
- Lack of motivation
- Anti-social behavior
- Gender identity issues
- Pregnancy or parenting
- Minor drug addiction issues

This year, the U-Turn program expanded to 15 year olds. It was previously only available for 16-18 year olds.

Choices for Youth Program (Choices)

The Choices program is offered in two facilities, one in Kitchener, and one in Cambridge. The program is adventure and community based that helps support students to make better decisions and choices. The length of a stay at Choices is dependent upon the successful completion of program components. Components and daily activities include:

- Social/emotional development
- Anger management
- Conflict resolution
- Goal setting
- Leadership development

Safe, Caring and Inclusive School Teams (SCIS)

SCIS Teams support the promotion of a positive school climate within their school and school community. The team also operates in an advisory capacity to the principal in supporting a positive and engaging school climate.

Teams consist of up to seven members, such as: an administrator, a teacher, a paraprofessional (e.g., child youth worker, education assistant, etc.), a parent, a community member, and two students.

SCIS Teams are responsible for monitoring data collected from SCIS Climate Surveys. Using this data, teams create manageable goals and integrate the achievement of these goals into their annual planning. All stakeholders on SCIS Teams are engaged in this process and goals are submitted centrally for monitoring and review.



Waterloo Region Crime Prevention Council Presents Award to Courtland Avenue PS

Since 2007, the **Waterloo Region Crime Prevention Council** (WRPCPC), in partnership with the WRDSB, has run the 'Say HI' school campaign. The purpose of this campaign is to build a strong, caring community within Waterloo Region and aims to bring people together by nurturing a sense of belonging and responsibility.

By saying 'HI' to other students, teachers and staff within the school, students get to know each other, connect with their school and as a result, create a safer school community.

It is exciting to share that this year's winner of the Connected School Award and \$500 is Courtland Avenue Public School. They promoted a sense of

community within the school by saying 'HI'. The money from this award will help further initiatives of student engagement at their school.

So the next time you are at the school, "Don't be shy, just say 'HI'."

Courtland Avenue PS Principal Dudley Brown, receives the Connected School Award.





WRDSB Shoots and Scores for Nutrition for Learning

WRDSB Education Centre staff joined together to host a charity hockey game – perfect for the

holiday season. In support of **Nutrition for Learning**, the money raised by this event will help 145 community based breakfast, morning meal and lunch programs impacting over 14,000 children daily.

We are excited to be make a \$450 donation on behalf of the WRDSB.



School Climate Surveys

Before schools can build or strengthen a safe, caring and inclusive school culture, they need greater insight into the existing culture. Safe, Caring and Inclusive School Surveys assist schools in understanding and describing the current school culture while identifying areas for improvement.

There are four surveys available:

- One for students in Grade 3 and 4
- One for students in Grades 5, 7, 9 and 11
- One for school staff
- One for parents and guardians

Creation of AP1290 – Response to Suicidal Ideation, Self-Injury and Suicide Attempt by Students

This procedure was created to assist some of our most vulnerable students at the school level. School staff collaborate to ensure a multidimensional approach is taken to assess student needs and providing timely communication to parents regarding next steps for support.

SCIS Teams were invited to participate in a full-day conference where participants investigated how to make schools more inclusive, engaging and supportive based on data from the SCIS climate surveys.

Healthy Schools are Happening in the WRDSB!



On May 27, representatives from the Ministry of Education visited us to gather information on implementation of various healthy schools initiatives. These initiatives include: anaphylaxis training: Sabrina's Law, the food and beverage policy and daily physical activity in schools.

In addition to the areas mentioned above, we also provided information on our mental health strategy, our partnerships with Waterloo Region Public Health, safe caring and inclusive schools, and various school-based activities, including our Outdoor Education Centres, to provide a broader perspective on what healthy schools look like in the WRDSB.

Staff toured Coronation PS in Cambridge to visit their new outdoor learning area. This area focuses on Kindergarten, with classes learning outdoors for one hour each day, and then transferring learning opportunities into the classroom. Next, it was on to Bluevale Collegiate Institute, where staff learned about the large Nutrition-for-Learning program that served 17,000 meals last year. The school garden, maintained by the Life Skills class, helps to comply with the food and beverage policy.

Ministry staff are visiting boards across the province. We hope they enjoyed their time with us, and learned what it means to be a healthy WRDSB school!



"I can achieve success!"

Our schools are a place where we are inspired to learn. Where teachers engage us in exploring and communicating our ideas, our thoughts, and our feelings; a place where we can collaborate and reach our full potential.

High-Level Results

WRDSB Primary and Junior Assessments (Levels 3 and 4)

- We continue to see gains in reading and writing results for our Grade 3 and 6 students. We have seen these improvements over a five-year period, and are proud that our efforts in these areas are making a difference.
- Consistent with trends across the province, we did not see gains made in the area of mathematics. Mathematics has been identified as an area of focus for the 2014-15 school year in our Board Improvement Plan for Student Achievement, and supports and resources for staff have been aligned to support our learning goal.

Boys:

- Results show steady improvements for boys in reading and writing. Over the past ten years, we have continued to close the gap in these areas.

English Language Learners (ELL):

- We continue to maintain gains in the areas of reading and writing for our English Language Learners. Since 2010 Grade 3 reading achievement has risen six percentage points, and Grade 6 reading achievement has increased by seven percentage points.

Special Education Needs:

- Over the past five years, students with special education needs have increased by nine percentage points in Grade 6 writing, and eight percentage points in Grade 6 reading.



Literary success continues, while math remains an area of focus

- Approximately 4,280 Grade 3 students and 3,988 Grade 6 students participated in the assessments; 4,300 Grade 9 students participated in the academic and applied assessments.
- Literacy has been an area of focus for Ontario educators; over time, resource documents and best practices have been developed to assist teachers with assessment and planning for improved reading and writing outcomes.
- The Education Quality and Accountability Office (EQAO) reports only the number of students achieving at a high level (Levels 3 and 4).

Achievement rates maintained in Grade 9 Mathematics

Applied:

Results for students taking the applied mathematics assessment remain unchanged from the previous year, with 44% of students achieving at levels 3 and 4.

- 89% of students in applied math achieved a passing level (Levels 1 through 4), an increase of four percentage points from last year.

Academic:

Results for academic math decreased one percentage point from 2013, with 83% of students achieving at levels 3 and 4.

- 98% of students in academic math achieved a passing level (Levels 1 through 4).

As of
June 30, 2014
70%
of WRDSB students
had completed
16 credits
by their second
year in high
school

Measures to Improve Outcomes for Low Performing Students

We recognize that some groups can have common learning challenges. These groups include: English Language Learners (ELL), Boys, Students with Special Education Needs, and students in Applied and Essential Mathematics who are struggling. Measures to support these students are essential for them, but they are also helpful to all students for optimizing learning and achievement. Some of these measures include:

- The implementation of a web-based mathematics intervention support called *DreamBox*. The implementation was expanded to include: all Grade 2 students, Grades 3 to 8 students requiring intense supports in number sense, special education students in all elementary and secondary congregated classrooms, as well as to students in the Fast Forward Program. *DreamBox* is an individualized online mathematics program that has direct links to the curriculum.
- Other mathematics intervention resources that have been made available in elementary schools

include: *Leaps and Bounds* and *Do the Math*. These resources support students to acquire mathematical concepts.

- Early Literacy Intervention (ELI) supports are continuing in all JK- 6 and JK-8 schools. Ongoing professional learning opportunities will continue for special education resource teachers (SERTs) delivering the ELI.
- A corrective reading program will be implemented in up to 80 elementary and secondary schools, to intervene with struggling readers in Grades 4 and up. The *Empower Reading Program* will continue to be used with students identified with reading needs in an Individual Education Plan (IEP).
- Four elementary schools were identified as “high priority” schools through the Ontario Focused Intervention Partnership (OFIP). These schools received additional professional learning supports, as well as specific support with a focus on primary and junior small group reading instruction.

Edna Staebler PS Receives Recognition Award from EQAO

The Education, Quality and Accountability Office (EQAO) awarded Edna Staebler Public School the **Dr. Bette M. Stephenson – Recognition of Achievement Award**, at a ceremony in Toronto.

The school is being honoured for its efforts at improving student achievement over the years, and its use of EQAO data to improve student learning.

The Waterloo school is one of 27 schools across the province to be recognized by EQAO. They were

recognized for their leadership, data-driven strategies, and school-wide approaches to helping students achieve success. “We use data from a wide variety of sources to inform our decisions... we also have a staff that is eager to learn and try new ways of meeting their student’s needs” says Jeff Parliament, principal of Edna Staebler PS. “But what makes Edna Staebler a great place to be is that we collaborate closely together, with the student’s well-being as our first priority.”



Back Row L to R:
Jerry Ponikvar,
Annie Bishop,
Ted Martin,
Elaine Ranney,
Bruce Rodrigues.

Front Row L to R:
Melanie Roberts,
Jeff Parliament,
Dr. Bette M. Stephenson,
Erika Romanowski

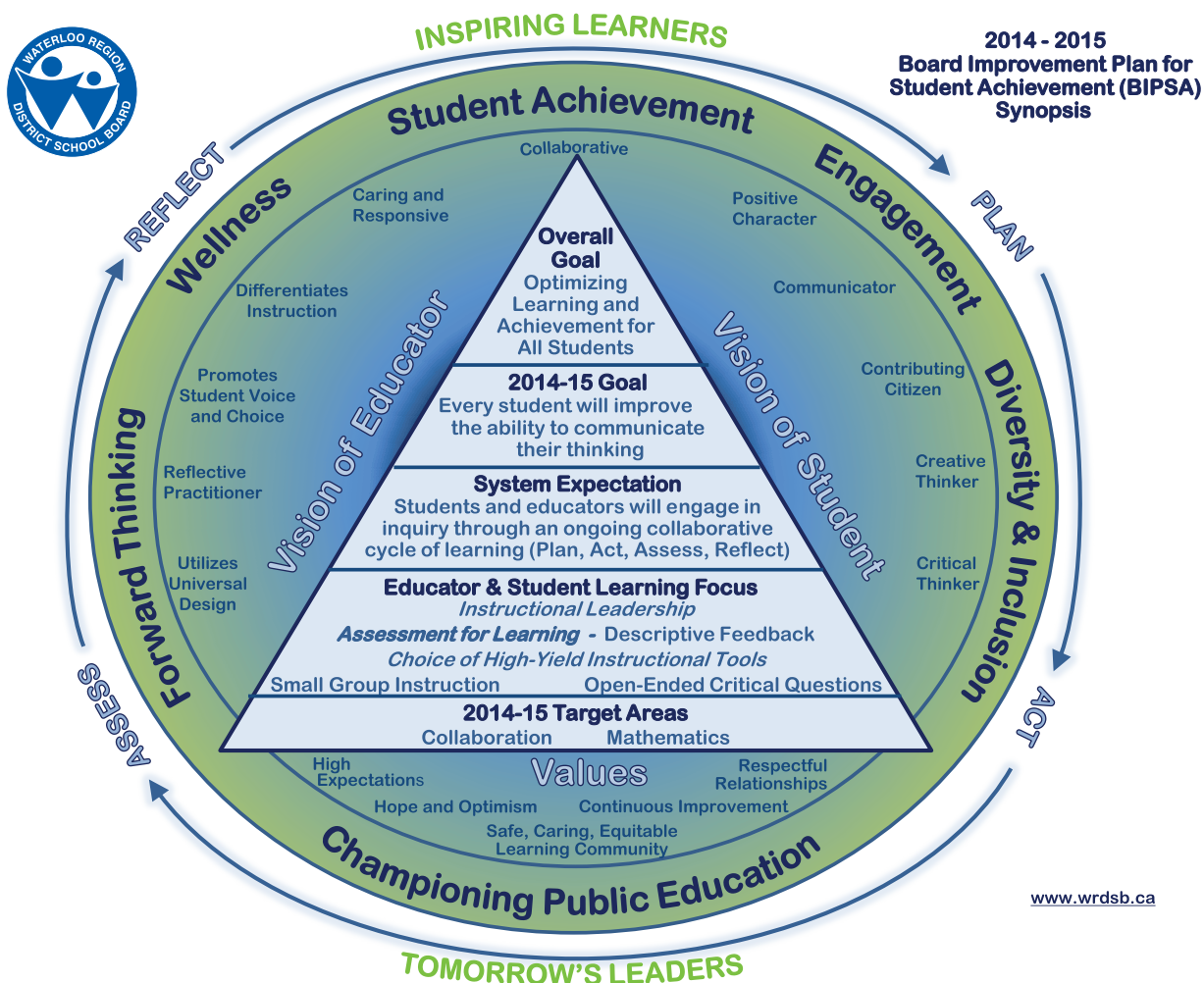
Supporting our Special Education Students

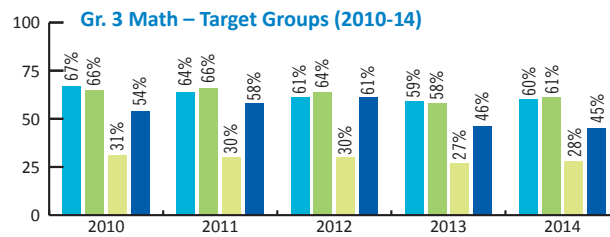
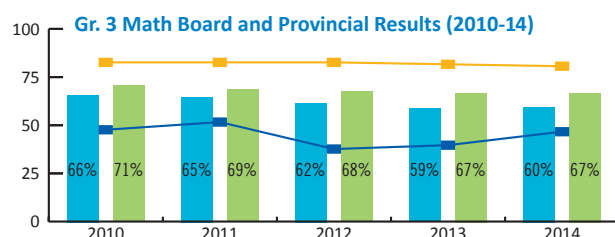
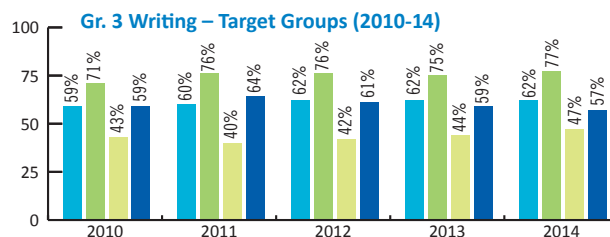
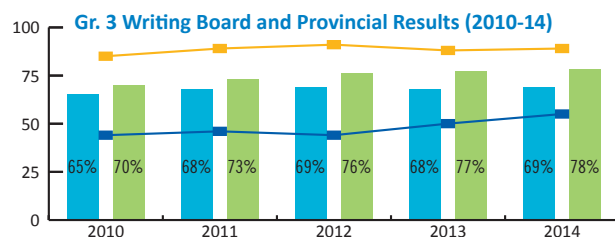
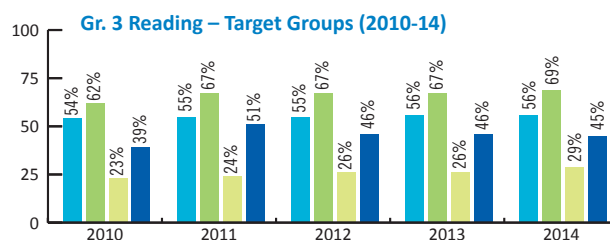
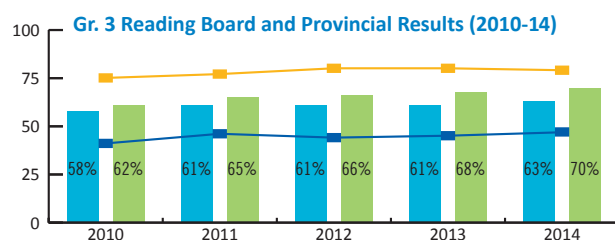
- In 2014 we continued to focus on improving student learning and achievement through special education programs and services by supporting staff with a variety of professional learning opportunities. Staff offered training to teachers and educational assistants in Applied Behaviour Analysis (ABA), allowing students with autism spectrum disorder to work towards achieving their greatest potential. Training in Corrective and Empower Reading Programs also remained a focus in 2014, as these programs have been influential in improving reading for our students.
- Special education consultants provided professional learning sessions to special education resource teachers (SERTs) in the creation of effective Individual Education Plans (IEPs). These sessions focused on producing IEPs that clearly identify the student's strengths, and address their needs by indicating a

clear plan to support these needs. The IEPs are reflected on the Provincial Report Card as teachers assess and evaluate the expectations in the IEP.

Progress in Achieving the Provincial Target

The current trends in achievement in the Grade 6 EQAO Assessments in Reading and Writing indicate that we have achieved the provincial target of 75% in junior reading, and are on track in 2015 to achieve the provincial target of 75% in junior writing. In the area of mathematics, achievement of the provincial target will extend beyond 2015. Some schools have already met or surpassed the target, some will achieve the target in 2015, and others will be challenged to achieve the target by 2015.





The strategy to meet the provincial student achievement targets by 2015 involves a variety of actions, including:

Precise Focus on System Learning Goal and Emphasis on “Closing the Gap”:

In 2014-15, the WRDSB is focused on the goal:
That Every Students will improve their ability to communicate their thinking.

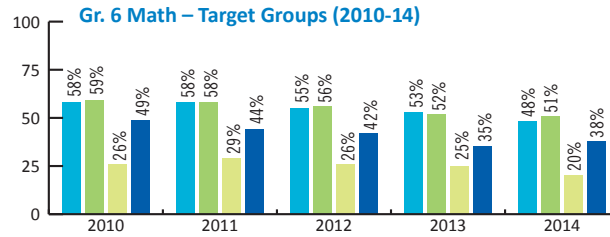
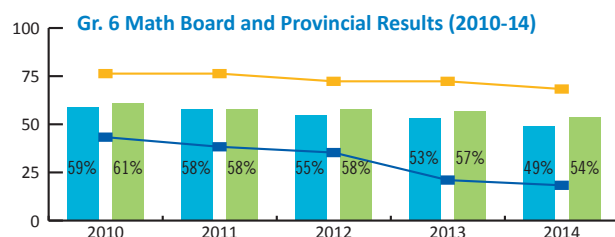
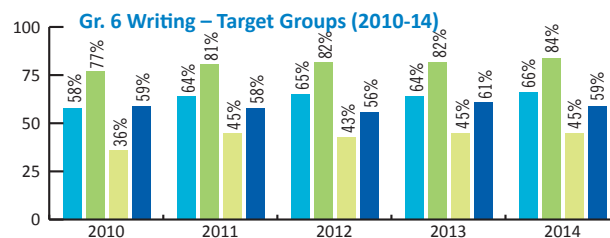
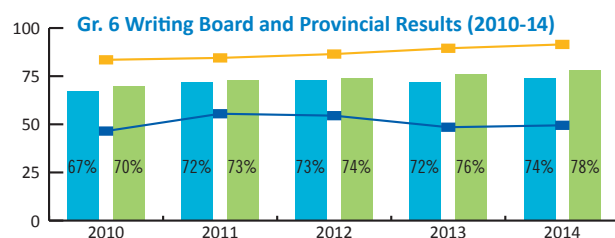
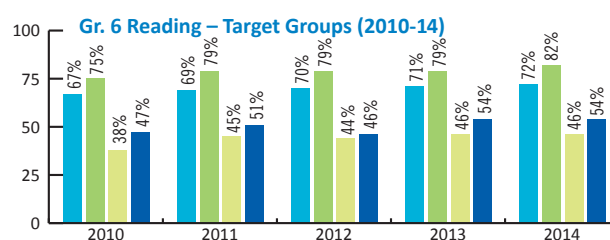
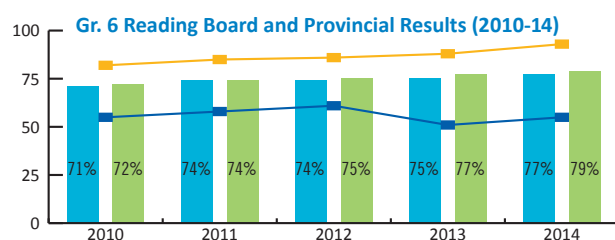
Precise Focus on School and Student Learning Goal(s):

Interim measures of success continue to be established at the system and school level. Schools are responsible for setting interim measures of success for improved student achievement in their school improvement plans. Accounting for student achievement mid-year promotes careful monitoring of actions intended to meet school learning goals and allows for opportunities to refine instruction to meet those goals.

School and System Improvement Planning:

School Improvement Planning teams continue to identify key Educator Indicators in their School Success Plans in 2014-15. Educator Indicators describe actions teachers and administrators will take to achieve the school's learning goals.

Our system expectation has been refined for 2014-15: Each educator and student *will engage in inquiry through an on going collaborative cycle of learning (Plan, Act, Assess, Reflect)*. This expectation aligns with our focus on the School Effectiveness Framework Component Assessment for, as, and of Learning, and further demonstrates our commitment to continuous improvement. The system expectation along with a renewed focus of target areas in collaboration and mathematics will further support our work as we strive as a system to optimize student learning and achievement for all students.



Also, included in our Board Improvement Plan for Student Achievement, and to be applied to School Improvement Planning, the Vision of Educator and Vision of Student have been clearly articulated within the circle of our six strategic directions:

- Student Achievement
- Engagement
- Diversity and Inclusion
- Championing Public Education
- Forward Thinking
- Wellness

Schools will continue to participate in a process of self-assessment using the evidence-based criteria provided in the School Effectiveness Framework as part of their School Success Planning process. Assessment of school effectiveness is a process that considers the following:

- Are we reaching our learning goals?
- How do we know?
- What is the quantitative and qualitative evidence that supports this?
- What actions will we take to ensure continuous improvement?

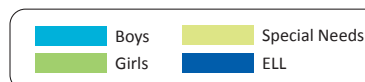
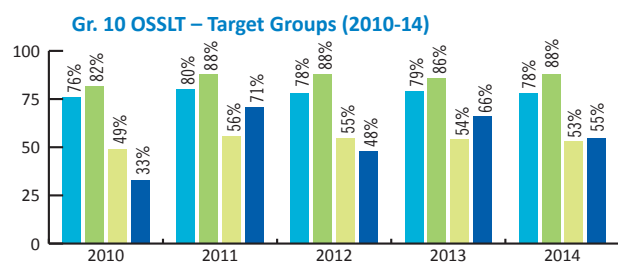
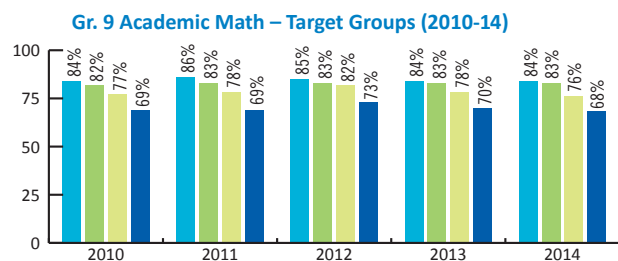
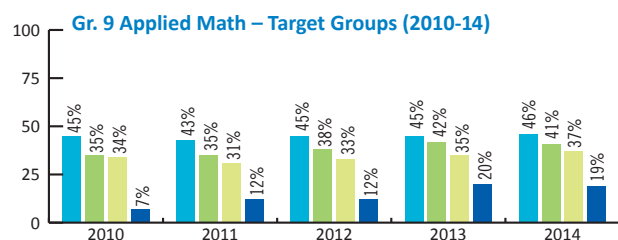
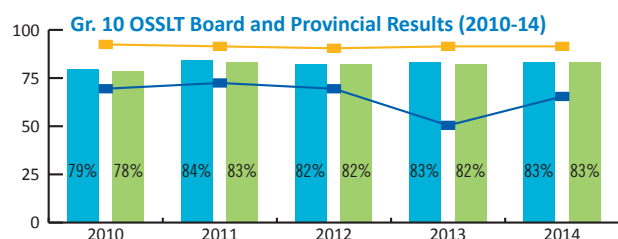
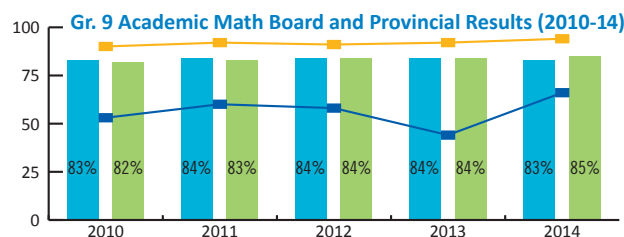
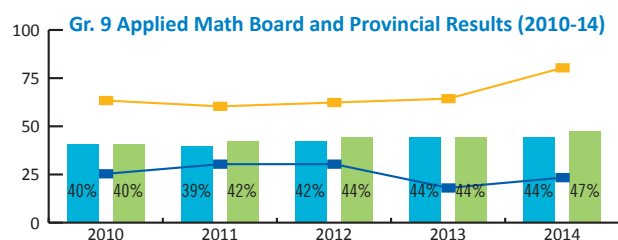
Participation by all schools and all staff in an annual self-assessment process enhances school effectiveness, builds capacity and fosters improved student achievement and well-being.

Supports for Schools

All schools have been given support through learning resources, occasional teacher time, professional learning opportunities (e.g., networking, Learning Cycles), direct student interventions (e.g., early intervention, tutoring and corrective reading), as well as personnel support (superintendent, consultant, student achievement officer and learning support teacher).

This year, ten schools have been identified as High Priority System Implementation and Monitoring (SIM) schools and will be provided with additional supports to assist their efforts in improving student learning.

In partnership with the **Council of Ontario Directors of Education (CODE)**, we have offered summer learning



opportunities to identified primary students since July 2011. In 2014, three schools sites were selected to support literacy and numeracy focused programs for students from Howard Robertson PS, Queen Elizabeth PS, Chalmers Street PS and Stewart Avenue PS. Ten classes from Grades 1 to 3 (177 students) were provided with literacy and numeracy experiences. Funding has been guaranteed to continue this program for the summer of 2015. Using additional funding from the Ontario Focused Intervention Partnership (OFIP) tutoring grant, as approved by the Literacy Numeracy Secretariat, it is hoped that summer learning opportunities may be expanded in summer 2015.

Focus on Mathematics

In response to schools' identified areas of need, additional supports have been given in the area of mathematics for 2014-2015. Fourteen Elementary schools are participating in a mathematics initiative as either focus or leadership schools and 23 other identified schools are being supported through the **Collaborative Inquiry and Learning in Mathematics (CIL-M)** process. CIL-M seeks to deepen

instructional understanding of teaching mathematics through problem solving, as well as understanding of how our students learn mathematics and what teaching strategies work most effectively. This initiative aligns with our continued focus on student work, assessment for learning and instructional decision-making.



Focus on Monitoring and Securing Accountability

There remains an expectation that schools choose and implement system-identified instructional strategies and tools. In addition, Educator Indicators have been identified by all schools to support a key component of the School Effectiveness Framework: *Assessment as, of and for Learning*. The effectiveness of the identified instructional strategies, tools and educator indicators in improving student learning and achievement will be monitored through a variety of approaches including:

System-Wide Emphasis on Student Assessment Data:

There continues to be frequent systemic collection, analysis and action planning based on student assessment and learning data such as Reading Records (Grades 1-3), CASI data (Grades 4-6 and Grades 7-8), and OCA data (Grade 9, two times/year).

School Improvement Planning:

Collection of information regarding School Improvement Plans as well as processes for continued school self-assessment will continue.

Continued Emphasis on Student, Class and School Learning Profiles:

There will be a continued emphasis on the use of profiles of student strengths, areas for consideration and next steps as the basis for instructional planning and the use of specific strategies, tools and techniques.

Teacher of Excellence Award Winner Brings Innovation Station to Ryerson PS



Congratulations to Ryerson Public School Grade 1 teacher, Cheryl Kewley, for receiving one of the 2013 Barrday Teacher of Excellence awards!

As part of the award process, Barrday offers the teachers of excellence recipients an opportunity to submit a proposal for a school project, which can be funded up to \$10,000. Cheryl and her colleague, Kim Gill, put together a proposal for an "Innovation Station" that would provide opportunities for students at Ryerson PS to build and create using hands-on materials and various technology tools.

And...their creative and innovative project proposal was selected by Barrday! The proposal included the purchase of a 3-D printer, Cubelets that can be used to build robotic objects and LittleBits that can be used to create electronic prototypes. The building possibilities are endless! They hope to begin using the Innovation Station with a nutrition break club and then provide support for school wide use by interested staff at all grade levels. Everyone is so excited to begin using these fabulous resources.





"I am part of a diverse and inclusive school community."

Our diversity will not be a barrier, but rather a reason for our success. We will develop the strength of character to overcome obstacles and be resilient, whatever comes our way.

Raising awareness on Faith and Religious Accommodations

We are in the process of creating a Faith and Religious Accommodations DVD that will help support schools in providing accommodations to students and families. The purpose of these videos is to raise awareness regarding faith and religious accommodations, to build capacity on how to identify when accommodations are required, how to provide a safe and inclusive environment, and how to support staff and students while addressing the accommodations.

Some of the topics covered in the DVD include: Why Accommodate?, Accommodation Practices, Days of Significance, Prayers and Rituals, Dietary Requirements and Fasting, Religious Attire, Participation in Curriculum.

We plan to launch the DVD in early 2015.

Youth Equity Leadership Camp a Success

Thirty-two students participated in a two-night youth equity leadership camp from November 10-12. The camp is an opportunity for students to contribute and offer insight to inclusive learning environments that support student learning. It also encourages student dialogue to facilitate discussion around equity related issues in a safe and supportive environment. This opportunity helps build leadership capacity for students to initiate and become involved in the promotion of equity and inclusion in order to contribute to a safe and caring environment that supports learning.

What did students have to say about their camp experience?

"I learned so much and I feel so inspired. I can't wait to tell everyone what we learned. I honestly just felt safe."

"This experience made me more aware of issues occurring on a daily basis and how they affect people. Also, how to make change and be more open to a group."

"It has inspired me to help others and support one another versus being stereotypical and hurt others. It's taught me to be myself and to love myself no matter what others might think and say."



Diversity Day at Sunnyside PS



With over 50 countries and languages represented at the school, Sunnyside PS held a day of diversity to celebrate the diverse school community! Each area of the school represented a different continent. Students toured around the school, participating in activities related to the area of the world they were visiting.

Artwork filled the halls of the school, allowing visitors to know where they were on their world tour, and to learn a few things on their travels as well. Posted all around the school were identity posters, created by students, to share their own personal stories of what identity means to them.



Buddy Benches Bring Friendship to Pioneer Park PS

What is a Buddy Bench? It's a bench students can go to if they are in need of a friend, or someone to play with. Sitting on the bench lets other students know that they are lonely, whether they are shy or new to the school and don't feel comfortable asking to be a part of an activity. The idea of the buddy bench was first introduced in 2013 by an elementary student in Pennsylvania.

Ethan VandeKuyt, a Grade 4 student at Pioneer Park Public School, presented the idea of bringing a Buddy Bench to his school's Parent Council. He saw other students who were lonely on the playground and wanted to do something about it. Parent Council approved his idea and fundraised for two red Buddy Benches.

Principal Mr. Kitamura awarded Ethan with the Pioneer Park Buddy Bench Hero award at an assembly. The school strives to be a place where everyone feels welcomed, accepted and encouraged to be who they are.



Ethan and his classmates sit on the new Buddy Bench at Pioneer Park PS.

Gay-Straight Alliances (GSA) Continue to Grow in our Schools

Our partnership with OK2BME continues, as we expand GSAs in our school communities.

- GSA leaders of each school continue to take part in regularly scheduled meetings, facilitated by the equity and inclusion officer. The purpose of the GSA meetings is to give the leaders an opportunity to receive updates from local community supports, and also to share ideas and have conversations pertaining to their own GSAs.
- Each year, in partnership with OK2BME, we take part in hosting the annual GSA Conference. The conference will be held on February 5, 2015, and approximately 100 participants will register for the day, including staff and students. Members of the community participate as workshop presenters.

Currently all 16 of our secondary schools have a GSA, or related club that supports LGBTQ students and their allies. Similar clubs can be found in at least 11 of our elementary schools.

A.R.T. For Leadership

A.R.T. stands for Aboriginal and Racialized Teachers. As part of our Board Leadership Development Strategy (BLDS), this initiative seeks to remove systemic barriers to equality outcomes with the aim of equitable representation of designated groups within roles of responsibility and leadership. The goal of this initiative is to establish a leadership and mentoring program for racialized and Aboriginal teachers to increase representation in positions of

responsibility, including principal and vice-principal positions.

This year, 14 participants completed the program.

One participant noted that the experience has given him the confidence to pursue a leadership in our board.

The Equity and Inclusion Advisory Group (EIAG) – is an advisory group to staff and trustees, and to a larger group of community members. They provide input and feedback to support the work of the Equity and Inclusion Officer in helping to create inclusive environments.

Supporting Equity and Inclusion through Learning Opportunities

- **Harmony Movement** will be facilitating Educator's Equity Workshops in January 2015 for all of our program and special education consultants as well as some of our schools. The workshop will lead educators through experiential learning activities, encouraging participants to question their own beliefs and practices through activities that can also be used in the classroom with students.
- **Egale Canada Human Rights Trust** will be conducting a total of four workshops for administrators, education assistants, and child and youth workers throughout the school year. The purpose of the workshops is to explore language and definitions

to increase awareness related to LGBTQ (lesbian, gay, bisexual, trans, two-spirit, queer and questioning) issues, and understand the impact that homophobia, biphobia, transphobia and feeling unsafe can have on student success and performance.

- **Equity Conversations** are after school workshops, open for any WRDSB employee to attend. These workshops are designed to build staff capacity in the areas of equity, inclusion, and diversity as an integral part of fostering safe learning environments. Topics for the Conversation workshops include: Immigrant and Refugee Student Experiences, Aboriginal Treaties, Poverty and Racism.



WRDSB Special Education Choir Winners of 2014 Group Achievement Award

A special congratulations goes out to the WRDSB Special Education Choir, who are the recipients of the 2014 Group Achievement Award, sponsored by **K-W Oktoberfest Inc.**

The award was presented at the K-W Oktoberfest Rogers Women of the Year award ceremony and is given to recognize the achievements and

outstanding contribution of a group that impacts and/or improves our community or society.

The Choir started 25 years ago and is comprised of more than 100 singers from 14 different schools; alumni who graduate from WRDSB schools continue to sing with the choir as well as members of other agencies and group homes in the Waterloo Region.



First Nation, Métis, and Inuit

First Nation, Métis and Inuit Perspectives in Secondary English

This Learning Series was intended to raise awareness and build capacity around Aboriginal contexts as they can relate to secondary English course expectations. This series inspires teachers to build inclusive and equitable classrooms through a focused exploration of Aboriginal contexts as they plan for their classes. The intent was to build leadership capacity in teachers' abilities to become actively involved in the promotion of Aboriginal perspectives in a way that supports student learning in the classroom. Sixteen English teachers attended this Learning Series and were provided with resources in the form of class sets of 30 novels with Aboriginal contexts, which will assist them as they incorporate their learning into the classroom.

The total number of self-identified FNMI students within the WRDSB is currently **581** an increase of 166 self-identified students from the first year of data collection.

Waterloo Region Aboriginal Advisory Committee (WRAAC)

A joint initiative between the Waterloo Catholic District School Board (WCDSB) and the WRDSB is now in its second year of operation. The WRAAC has taken steps toward building trust among local Aboriginal organizations and service providers and providing transparency to First Nation, Métis and Inuit education initiatives within both boards. The collective purpose of the WRAAC is to allow Aboriginal community organizations and service providers to inform and guide both boards as we develop positive practices and supports for First Nation, Métis and Inuit (FNMI) students, families and community within the broader Waterloo Region. WRAAC members consist of representatives from local Aboriginal community organizations/agencies/service providers, parents, community members, teachers, and students.

Voluntary Self-Identification

In 2011, the board passed the Voluntary First Nation, Métis and Inuit (FNMI) Self-Identification Policy. Data collected through this process has gone through the first round of analysis in an aggregate format, which has provided our first insights into some of the strengths and challenges of our FNMI students. We are currently embarking on the development phase of a comprehensive response plan that will positively impact the learning outcomes for FNMI students.

Parent/Community information nights/open houses are planned monthly throughout the year in Waterloo, Kitchener, and Cambridge. These nights are designed to outreach to a larger portion of the FNMI community who may not be aware of, or connected to, programs and services within the region. They will also provide information about voluntary student self-identification.

Native Studies Courses (NDW4M or NDA3M)

We continue to offer Native Studies courses for students in Grades 11 and 12. The majority of our 16 secondary schools offered Native Studies during the 2014-15 school year. Seventeen sections of Native Studies courses will be run this year. The evolution of these program offerings has been welcomed and supported by the board, the local Aboriginal community and other education institutions within Waterloo Region. Ongoing professional development and student leadership opportunities are offered throughout the year to support the improvement of these courses. Supplemental funding opportunities for Native Studies teachers are available to support teachers' use of authentic First Nation, Métis and/or Inuit perspectives/experiences in classrooms.





"I am prepared for the future."

We will be the innovators, community builders, creators, skilled workers, entrepreneurs and leaders of tomorrow.

Early Learning in the Waterloo Region District School Board

Over the past five years, we have implemented the Full-Day Kindergarten (FDK) Program throughout the region. This year was the final year of implementation, with the program now available in 87 schools. A total of 323 FDK classrooms educate 8,302 students each day. Of the 323 classrooms, 308 of them pair a teacher and a designated early childhood educator to co-deliver the program.

Before and After School Programs

Before and After School Programs continue to grow with the FDK program. Programs are currently operating in 80 of our 87 FDK schools, meaning that over 92% of our JK to Grade 2 students have access to high quality and affordable childcare in their home school.

The WRDSB offers two Before and After School Programs for students: the Extended Day Program for students JK-Grade 2, and the Youth Development Program, for Grades 3-6. The WRDSB uses a Customized Community Model for the operation of Before and After School Programs. This model sees those schools with purpose built child care centres offering both programs on the board's behalf. All other schools will offer the Extended Day Program as a board-operated program, while a third-party provider operates the Youth Development Program on the board's behalf.

92%
of Full Day
Kindergarten schools
offer Before and
After School
Programs



Apps4Learning

The Apps4Learning project uses technology as a method for collaboration between elementary and secondary students and teachers. Teams of Grade 5/6 students envision a model for a mobile application, or "App", that can be used to enhance learning in a classroom setting. These students serve as clients to a team of secondary student App developers, who create the App using the elementary students' ideas and designs. The elementary student clients provide the inspiration, content, and visual design for the secondary school students' App development. In addition, local technology industry mentors work with students and staff to share their expertise in developing quality applications to meet the needs of the students. Teachers and students participating in the project meet on a regular basis using a variety of technologies to collaborate.

Dual Credit Programs

These programs allow students to earn college or university credits while completing credits toward their high school graduation diploma.

The School College Work Initiative (SCWI) dual credits provide students with the opportunity to attend classes at **Conestoga College** in programs such as Culinary Fundamentals, Brick and Stone Fundamentals as well as Mechanical Fundamentals and Welding. Certain SCWI dual credit programs allow students to work toward Level I of an apprenticeship. These include Automotive Service Technician, Childhood Development Practitioner, Truck and Coach and Cook Chef.

The Advanced Standing Dual Credits are offered through articulation agreements with the two local universities: **Wilfrid Laurier University** and the **University of Waterloo**. Advance Standing Dual Credits are offered in English, Earth & Space Science, Economics and Business Leadership.

Employment Fair

On February 27th, we held our 5th annual Employment Fair for students destined for the workplace after graduation. Fourteen local companies offering a variety of full-time, part-time and summer positions were on hand interviewing students who have chosen employment as their post-secondary destination.

Over 60 students from secondary schools across the region participated in the event. Volunteers from local youth employment agencies met with students prior to their interviews to provide them with some last-minute tips to help them make a positive impression on prospective employers. Between interviews, students had the opportunity to speak with representatives from the **Volunteer Action Centre of Kitchener-Waterloo** regarding opportunities available to help them complete the 40 hours community involvement component of their Ontario Secondary School Diploma.

Employers completed a feedback form for each student interviewed and students then had an opportunity to review the feedback with a volunteer from one of the local youth employment agencies. The event not only gave students the chance to secure a job, but the opportunity to develop valuable employability skills as well.

Over
120
e-Learning courses
were offered to
secondary students,
expanding flexible
learning
opportunities.

OYAP Employer Appreciation and Student Award Celebration

Each year, the Ontario Youth Apprenticeship Program (OYAP) hosts an Employer Appreciation and Student Awards Celebration to say “thank you” to employers and OYAP students for their achievements and dedication to the program.

A set of specific criteria are used to identify students who have demonstrated a high degree of success in the program and who have benefited greatly from their OYAP experience. These students receive Awards of Excellence. Employers who have gone “above and beyond” in providing OYAP placements for our students are invited to attend the event and are recognized for their support of the program.



The event also provides an opportunity for students, parents, teachers and our employer partners to network and build strong connections between school, community and industry.

MyWay
– an online student
portal – provides
secondary students with
quick access to information
relating to their course
selections, transcripts
and diploma
requirements



Celebrating Collaborative Learning

Over 400 educators, staff, and community partners gathered at Bingeman’s Conference Centre for the first ever **Collaborative Learning Carousel & Leading Change Symposium**.

The Collaborative Learning Carousel highlighted and celebrated digital learning projects completed by students and staff.

The morning session focused on a collaborative learning carousel, facilitated by students and staff.

Presentations were informative and innovative, and all participants had the opportunity to ask questions and learn more about the connections these digital projects are making to student learning.

The afternoon session began with a targeted discussion on collaboration, and the conditions needed for collaboration to be successful. Discussion also focused on the challenges of implementing and sustaining changes throughout the WRDSB, and provided participants with the opportunity to challenge themselves, and each other.



Ken Spencer Award for Innovation in Teaching and Learning

The Futures Forum Class at Forest Heights Collegiate, on behalf of the WRDSB, received one of seven Ken Spencer Awards for Innovation in Teaching and Learning. The award celebrates the work of our teachers and staff, who provide their students with the space to follow their passion and contribute to the development of their own learning pathways, becoming engaged in the process. The award was presented by Dr. Ron Canuel, president of the **Canadian Education Association**.

This year's Ken Spencer Award winning programs leverage teacher expertise beyond their subject areas to provide inquiry-based, real-world learning that takes the classroom outside school walls. Many of these programs involve regular teacher collaborations that focus on teaching 21st century learning skills. Each project awarded demonstrates a common commitment to the quality of the relationship between teacher and student.

"Many of these great ideas were built by determined educators willing to push the boundaries of traditional schooling to better engage their students," said Ron Canuel, president of the Canadian Education Association.

The Ken Spencer Award for Innovation and Teaching and Learning was established with the generous contribution of Dr. Ken Spencer, to recognize innovative work that is sustainable and has the potential of being taken up by others; to encourage a focus on transformative change in schools; and to provide a profile for classroom innovation within school districts, schools and the media.



Chairperson Ted Martin, and Director of Education John Bryant receive the Ken Spencer Award from Dr. Ron Canuel, President of the Canadian Education Association.



About the Futures Forum Project

The Future Forum Project brings together students, teachers, administrators, central staff, superintendents, community members, trustees and others with a common purpose of improving

learning and instruction across the Waterloo Region District School Board. It offers encouraging evidence of innovation that can result in sustainable, improved instruction and learning that is inquiry-based, increases achievement results, and is relevant to the world in which students are preparing to live, work and succeed.



Google Education Summit Returns to Eastwood CI

The second annual Ontario Google Apps for Educators Summit (GAFE Summit) was hosted by the Waterloo Region District School Board at Eastwood Collegiate Institute on April 5th and 6th.

The sold out event saw 650 educators attended the two-day professional learning session centred around a technology-enabled learning theme, building on the recent licensing agreement

spearheaded by the Ontario Software Acquisition Program Advisory Committee (OSAPAC) for online office productivity suites.

Keynote sessions were presented by a variety of Google Certified Educators, who shared their expertise on current instructional and assessment strategies, leveraging Google Apps in this context. Each of the four daily breakout sessions featured 16 keynote and local presenters.

It was a fantastic weekend of learning and sharing – congratulations to all participants and hosts!



Hour of Code at New Dundee PS

As a school board, our mission is to prepare, challenge, and inspire our learners to be engaged, connected and contributing global citizens. As society shifts to a technology-based culture, our teaching methods have needed to adapt.

Having identified this trend as an opportunity for growth and collaboration, many of our staff are finding ways to integrate technology into the classroom by using Chromebooks and iPads. This learning method allows students to contribute and express themselves in ways they never have before.

New Dundee Public School has embraced this concept and participated in a school-wide activity called “Hour of Code.” It is a one-hour introduction to computer science, designed to easily understand code and show that anyone can learn the basics. It helps nurture problem-solving skills, logic, and creativity.

Students from Kindergarten to Grade 6, paired up and worked as a team to solve 20 different levels of code; Angry Birds and Zombies were a few of the familiar game coding formats they used. However, not every student relates to technology-based learning, so a deviceless version of coding called “unplugged” was available in each classroom.

New Dundee PS teachers wanted to show their students that coding can be a tool to support them as they create and express

themselves through technology instead of just consuming technology (browsing, chatting, texting, gaming). It supports students in geometry, patterning and algebra, and contributes to building skills in literacy (reading code, writing code and providing verbal instructions).

This is the second year for the “Hour of Code” global movement, and to date, 72,604,096 people have signed on. We encourage everyone to try it!



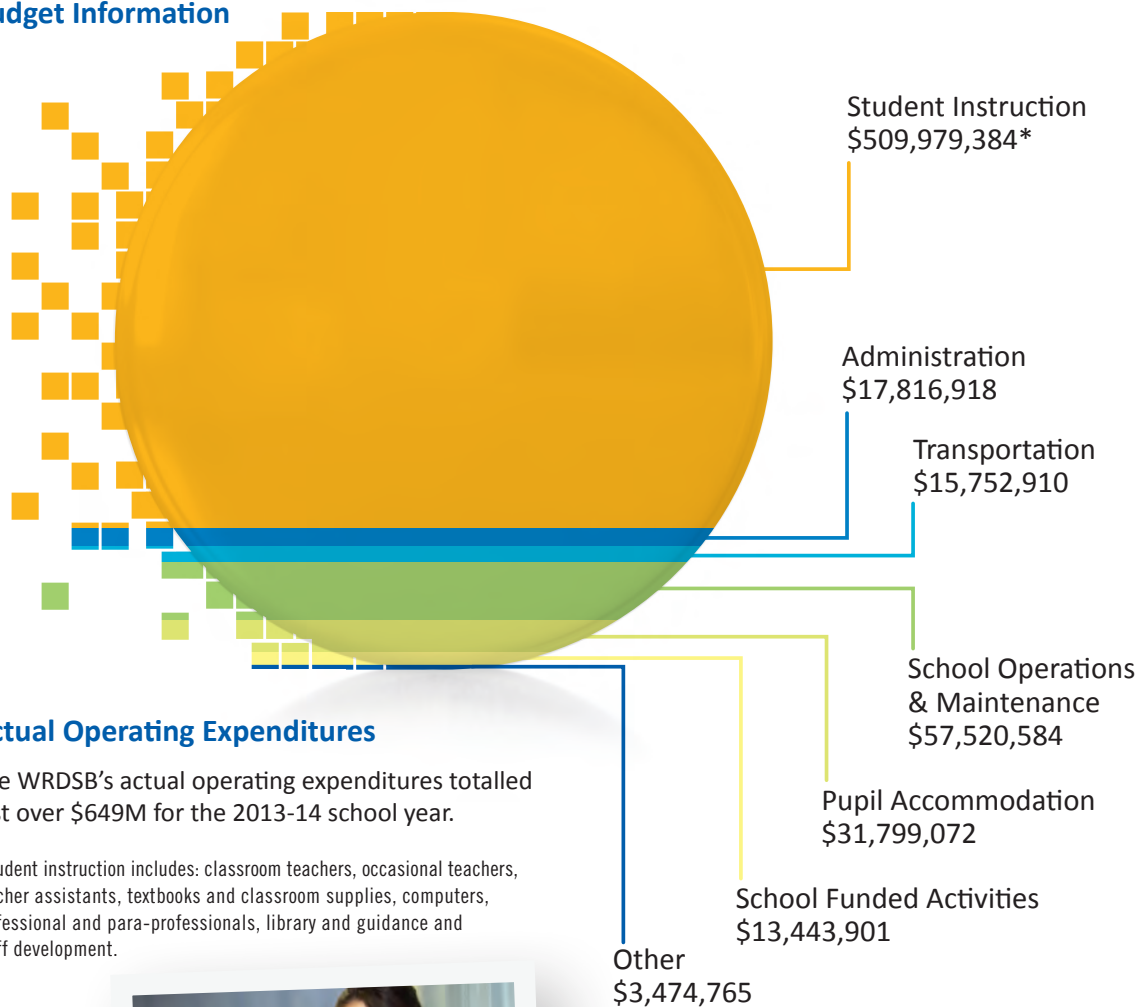
Students complete their activities and earn certificates during the Hour of Code at New Dundee PS.



Financial Information

Trustees approved the 2013-2014 budget of just over \$654M in compliance with the Ministry of Education budget regulations. The budget provides for general increased expenditure pressures, maintains on-going progress towards our strategic directions and system success plan, and provides for key one-time initiatives to position the board for the future.

Budget Information



Actual Operating Expenditures

The WRDSB's actual operating expenditures totalled just over \$649M for the 2013-14 school year.

*student instruction includes: classroom teachers, occasional teachers, teacher assistants, textbooks and classroom supplies, computers, professional and para-professionals, library and guidance and staff development.



Student Enrolment in the WRDSB*



Total Number of Students: **62,479**
(61,903 full-time equivalents)



Number of Elementary Schools: **100**

Number of Elementary Students: **42,412**
(42,380 full-time equivalents)



Number of Secondary Schools: **16**

Number of Secondary Students: **20,067**
(19,523 full-time equivalents)



13,419

the number of students whose first language is not the language of instruction**



90%

the percentage of primary class sizes at 20 students or less



8,302

the number of students currently enrolled in full-day early learning

** enrolment numbers as of October, 2014*

*** the language first spoken at home other than English or French*

The
WRDSB serves a
population of
approximately
507,000
(2011 Census)

About the Waterloo Region District School Board

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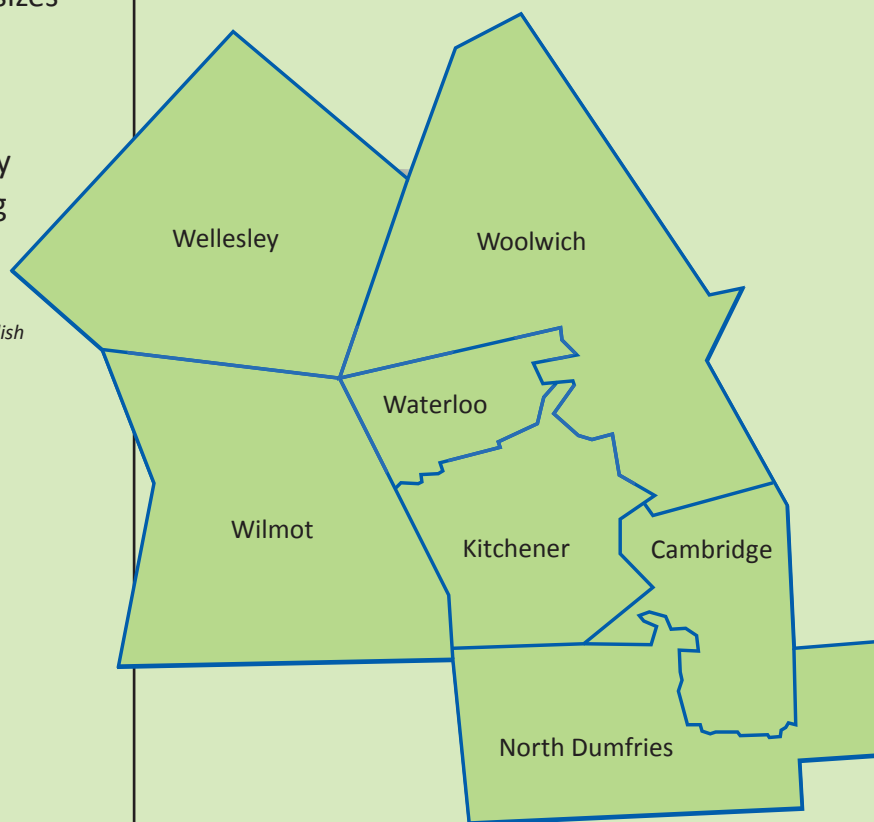
Executive Council

John Bryant: Director of Education and Secretary

Mary Lou Mackie: Executive Superintendent of Education

Marilyn Allen: Executive Superintendent of Business and Financial Services and Treasurer

Mark Schinkel: Executive Superintendent of Human Resource Services and Organizational Development





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