



# Director's Annual Report

January 1  
to December 31,

**2013**



Inspired Learners –  
Tomorrow's Leaders



## Our Vision

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 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



Ted Martin, Chair of the Board

This annual report provides an insight into the positive learning environment created by The Waterloo Region District School Board's dedicated employees, supportive parents, our community, and its partners.

The progressive leadership of the Board of Trustees supports our mission of preparing, challenging and inspiring learners to be engaged, connected and contributing global citizens.

Student achievement and well-being is the focus of our work and our decision-making, as demonstrated in our Strategic Plan, which provides the framework for identifying our priorities and achieving our six strategic directions, as evidenced throughout this report.

Over the past year we have continued to implement the strategies contained within our Board Improvement Plan for Student Achievement, while focusing on the efficient use of our resources.

We are excited to embark upon the implementation of our engagement strategy, to strengthen our relationships, continue to build connections within our communities, and encourage all parents to become active participants in the education of their children.

2013 was a year with much to celebrate. We look forward to our continued growth as a public education system and to even greater student success in 2014.



John Bryant, Director of Education

Ted Martin, Chair of the Board

John Bryant, Director of Education





## Trustees



**Ted Martin**  
Kitchener

(Chair, effective December 3, 2012)  
(Acclaimed as Chair, December 2, 2013)



**Elliot Fung**  
Waterloo/Wilmot

(Vice-Chair, effective December 2, 2013)



**Harold Paisley**  
Wellesley/Woolwich

(Vice-Chair, effective December 3, 2012)



**Andrea Mitchell**  
Cambridge/  
North Dumfries



**Colin Harrington**  
Cambridge/North Dumfries



**John Hendry**  
Waterloo/Wilmot



**Margaret Johnston**  
Kitchener



**Mike Ramsay**  
Kitchener



**Kathi Smith**  
Kitchener



**Cindy Watson**  
Cambridge/North Dumfries



**Kathleen Woodcock**  
Waterloo/Wilmot

### **Student Trustees: 2012/2013 School Year**



**Andrew Clubine**  
Kitchener-Waterloo  
Collegiate Institute



**Victoria Xie**  
Cameron Heights  
Collegiate Institute



**Aaron Shantz**  
Waterloo-Oxford District  
Secondary School



**Jen Duimering**  
Sir John A Macdonald  
Secondary School



## Engaging Students, Families, Staff and Communities

The WRDSB continues to engage students, families, staff and communities to optimize learning and achievement for all students. We continue to work collaboratively with our community partners to address issues that impact the well-being of all students.

### Parent Involvement Committee

**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 and the Director of Education and Trustees.

In 2013, the PIC hosted a free workshop for parents: *Healthy Students, Engaged Learners*, and participated in a Ministry-hosted symposium that featured speakers and planning sessions to help further the work of PICs across the province.

The **Welcome Centre for Newcomers** provides academic assessments for immigrant and refugee students, helping with placement, engagement and integration within the board.

### Newcomer Orientation Week

Working in partnership with the **Settlement Education Partnership of Waterloo Region**, the Newcomer Orientation Week (NOW) program was held at four secondary schools offering the English as a Second Language magnet program. The NOW program provides immigrant and refugee students with an opportunity to become familiar with the secondary school they will be attending, reducing fears and anxiety of attending a new school.

### Calling all 3-year olds!

Three information evenings were held in November for parents of students entering Junior Kindergarten in 2014. Parents were able to tour a kindergarten classroom, speak with staff, and ask questions relating to the kindergarten program, as well as extended day programs.



### Ontario Youth Apprenticeship Program

The **Ontario Youth Apprenticeship Program** continues to engage students in school by providing experiential learning opportunities, to explore the skilled trades and set goals for post-secondary destinations.



Partnerships with local industry and trade unions have provided students with opportunities to participate in hands-on training sessions, allowing them to explore possible career options.



## Child Health Fairs

The WRDSB participated in Child Health Fairs, sponsored by **The Region of Waterloo**. Young children in the community have access to screenings for dental, hearing

and speech, helping with early identification for success in school and beyond.

### WRDSB Pumpkin Patrol Celebrates Successful 19<sup>th</sup> Year

The WRDSB Pumpkin Patrol Program officially completed their 19<sup>th</sup> year of patrol in October 2013. This program was initiated by facility department staff who volunteer their personal time to patrol WRDSB sites during the Halloween evenings to protect our schools and facilities.

As vandalism was prevalent, causing damage to schools and property, facility staff wanted to assist the board by patrolling school sites ensuring the safety of children and students in the community. When the program was first launched, volunteers would encounter many broken windows, egging, and graffiti causing huge cleanup costs and disruption of the morning start-up for schools.

Over the years there has been a dramatic decline in incidents over the Halloween weekend. This year we are proud to announce there was no damage or cleanup during the four nights of Pumpkin Patrol. Patrolling school sites during the Halloween week has proven to be a successful deterrent for unwanted activity at our schools and within the community.



### Green Bin Project Award

Five schools received the **Eugene Award for Excellence** in Green Binning from the **Region of Waterloo**.

Wellesley P.S., Keatsway P.S., Forest Hill P.S., Baden P.S. and Williamsburg P.S. all recycled the most food and paper towel waste and were the green bin leaders for 2012-13!

The WRDSB has over 50 schools that participate in the green bin project in cooperation with The Region of Waterloo. By participating in the green bin program, schools help create a new natural compost used by local farmers to improve their soil.





## Fostering Wellness and Well-being

The WRDSB continues to promote wellness and well-being to support optimizing learning and achievement for all students. This includes the social, mental, physical, safety and security of all students and staff. Healthy schools and systems continue to include: quality instruction and programs, a healthy physical environment, a supportive social environment and purposeful community partnerships.

### Successful Programs Serving Students Unable to Attend Regular School Programs

#### Care, Custody and Treatment

The Waterloo Region District School Board co-sponsors twelve Section 23 programs, in collaboration with nine community agencies. In these programs, the WRDSB provides the educational programming for students, while the agency provides the targeted efforts and sets goals and objectives for their services. These programs are delivered in a residential care setting, or an alternative to a traditional educational setting, and focus on a variety of areas including the following:

- implementation of Essential Elements
- positive transitions for students from Section 23 programs to mainstream programs
- focus on integrating character development into school life
- safe and secure programs at all program sites

The introduction of technology to support digital learning in Section 23 programs has helped students enhance their online skills and supported the transition back into community schools.

#### Alternative to Suspension Programs

The WRDSB is committed to providing all students with the supports they need to learn, grow and achieve. Alternative to Suspension Programs help provide all students with a safe, caring and inclusive environment to maximize their learning potential and ensure a positive school climate for all members of the school community. The program is designed for students on a six to 20 day suspension, and supports students in continuing their regular academic program while under suspension.

#### Choices for Youth Program

The Choices program is offered in two exemplary facilities, one in Kitchener, and one in Cambridge. Choices facilities have been designed with the diverse learning needs of our students in mind, and demonstrate the board's commitment to provide equitable supports and educational opportunities for at-risk or marginalized youth. The programs include several areas of focus, such as credit recovery, credit accumulation, career exploration and social-emotional learning.





## Mental Health Strategy

The mental health and wellness of students and staff in the WRDSB continued to be a priority in 2013. This year, the board was pleased to announce the hiring of a Mental Health Lead, who in consultation with a variety of stakeholders, including community partners, has

continued to develop and refine the mental health strategy. This strategy aligns with the Board Improvement Plan for Student Achievement, as well as the Strategic Plan, ensuring that staff and students have access to appropriate resources in a timely manner.



Threat Risk Assessment provides an opportunity to develop and monitor a supportive intervention plan.

## Traumatic Events /Threat Risk Assessment

The Traumatic Events and Threat Risk Assessment team, which includes the Critical Events Response Administrator, Social Workers and Psychologists,

has been assigned to support schools when responding to traumatic incidents or clear and plausible threats directed at students or staff.

Comprehensive Level One Threat Risk Assessment training was completed in June and December of this year, to provide support to new school administrators, and front-line clinical and service staff from social agencies to enhance the referral process to treatment and care for students in need.

The Threat Risk Assessment process has evolved to a progressive intervention model which incorporates a two stage process that is initiated by the school, in response to a situation that undermines the safety of those within the school.

### Olive Diefenbaker Award of Merit

We are pleased to announce that Marlene Bennett, head of guidance at Southwood S.S., received the Olive Diefenbaker Award of Merit from the Ontario School Counsellors Association. This award is given to a retiring guidance counsellor to recognize their

dedication to the service of guidance and counselling in Ontario.

Marlene is retiring after 28 years of service to students at Southwood S.S.



### Safe, Caring and Inclusive School Teams

The purpose of the School-based Safe, Caring and Inclusive School Team is to 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.

The 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.

Adult members of the team ideally have an interest in safe schools, character development, equity and inclusion, and are willing to take a leadership role in encouraging and maintaining a positive climate within the school and their community.

### 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 Schools surveys assist schools in understanding and describing the current school culture while identifying areas for improvement.

The school surveys and report templates provide a general understanding of the school climate. The results allow resources to be focused on areas that may need improvement.

There are four surveys available:

- one for students in Grades 5, 7, 9 and 11
- one for school staff
- one for parents and guardians
- one for parents and guardians with more than one student

### NFL Star Visits W.T. Townshend

Fourth grade student Ronan Freeborn had a special guest take him to school on Monday, April 22, Buffalo Bills superstar running back C.J. Spiller. Spiller visited W.T. Townshend Public School in Kitchener as part of the nationwide *Take a Player to School* contest, sponsored by **NFL Canada**, which Ronan won.

Ronan and the NFL superstar arrived at the school together, greeted by the cheers of W.T. Townshend students; all decked out in Bills colours of red and blue.

After signing in at the office, Spiller visited Ronan's classroom, and met his classmates and teacher.

Then it was time for a school assembly, where Spiller answered questions from students and led the school in fitness drills in the gym, including a jump-rope challenge, a football relay race and sit-ups and push-ups.

In addition to the school visit, the school also received a \$5,000 technology grant and 'Play 60' sports equipment. The NFL's Play 60 initiative promotes 60 minutes of physical activity every day.







## Pursuing Student Achievement and Success for All

### High-Level Results

#### WRDSB Primary and Junior Assessments (Levels 3 and 4)

- Participation rates in the Primary and Junior assessments continue to increase, especially for English Language Learners, and students with special education needs.
- We continue to see gains in reading and writing among our students with special education needs, and English Language Learners.
- Consistent with provincial results, gains were not seen in mathematics achievement. Students in both grades three and six experienced a three percentage point decline from 2012 assessment results.

**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 see increases in the areas of reading and writing for our English Language Learners. Of particular note, since 2009, grade three reading achievement rose thirteen percentage points, and grade six reading achievement rose twelve percentage points.

**Special Education Needs:** We continue to see an increase in both reading and writing. Over the past five years, students with special education needs have increased by sixteen percentage points in grade six reading and writing.

#### Academic gains maintained in Literacy, while Math continues to be an area of focus

- Approximately 4,203 grade three and 4,225 grade six students participated in the assessments; over 4,300 grade nine students participated in the academic and applied math assessments.
- Literacy has been an area of focus for Ontario educators, and over time, resource documents, along with best practices and supports have been developed to better 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).

#### WRDSB Grade 9 Applied and Academic Math Assessment (Levels 3 and 4)

**Applied:** Results for students taking the applied math assessment increased by two percentage points to 44% at levels 3 and 4.

- 90% of students in applied math achieved a passing level (Levels 1 through 4), an increase of 4 percentage points from last year.

**Academic:** Results for academic math remained stable from 2012, with 84% of students achieving at levels 3 and 4.

- 99% of students in academic math achieved a passing level (Levels 1 through 4).



## Progress in Achieving the Provincial Target

The strategy to meet the provincial student achievement targets by 2014 involves a variety of actions, including:

### System Emphasis on Closing the Gap

In 2013-14, the WRDSB continues to focus on one goal: *Specified Groups of Students will improve their ability to communicate their thinking.* These specified groups include Boys, English Language Learners (ELL), students receiving Special Education Support, and students in Grade 9 Applied and Essential Mathematics.

All schools and staff participate in an annual self-assessment process that builds capacity and fosters improved student achievement and well-being.

### School and Student Learning Goals

In their School Success Plans, schools set goals to address both the needs of all students, as well as one focused goal for a specified group of students.

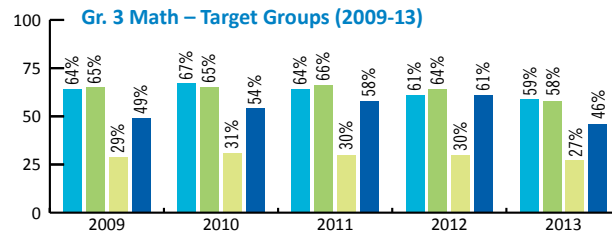
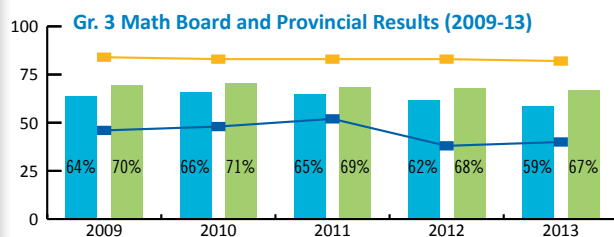
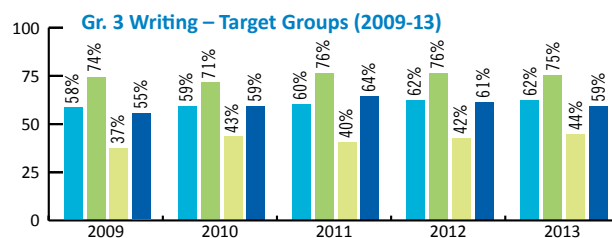
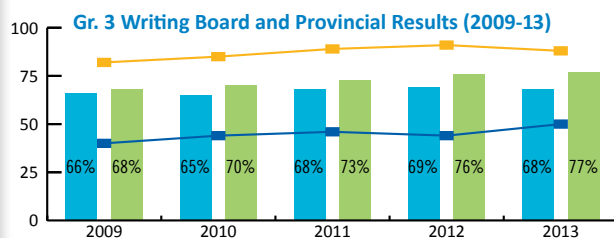
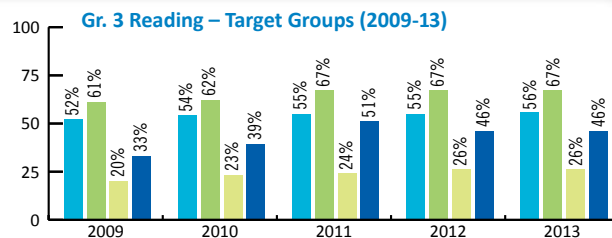
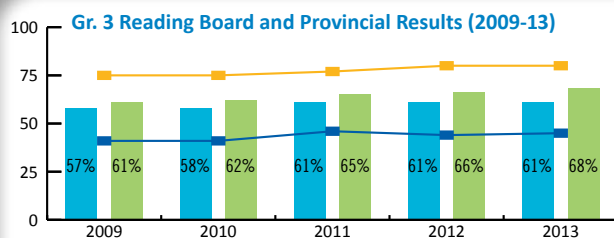
As with other years, School Success planning teams in 2013 continued to identify key “Educator Indicators” in their school Success Plans. Regular monitoring allowed teachers and administrators to modify their approaches as needed to achieve the school’s goals.

### Focus on Mathematics

As a response to schools’ identified areas of need, additional supports have been provided in the area of mathematics. Thirty elementary schools are participating in a ministry initiative: “Collaborative Inquiry and







Board Result Highest in Province  
Provincial Result Lowest in Province

Boys Girls Special Needs ELL

Learning in Mathematics” (CIL-M). Sixty per cent of our elementary schools participated in this initiative in the 2012-13 school year. The CIL-M helps teachers better understand how students learn mathematics, and what teaching strategies work most effectively.

All JK-6 and JK-8 schools, as well as some secondary student groups, are being offered a math intervention support called DreamBox. This is a web-based intervention, individualized for each student, focusing on number sense and numeration.

As of June 30, 2013 **71%** of WRDSB students had completed 16 credits by their second year in high school.

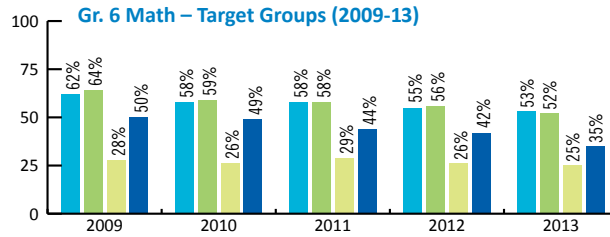
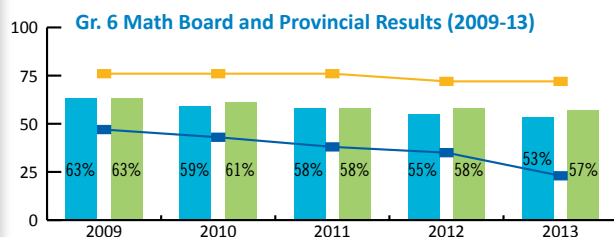
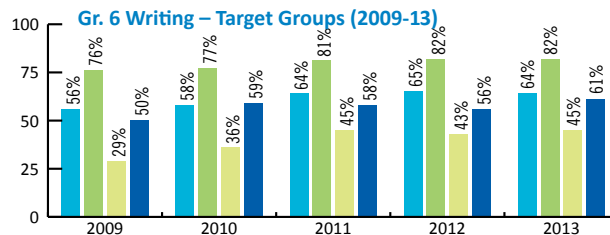
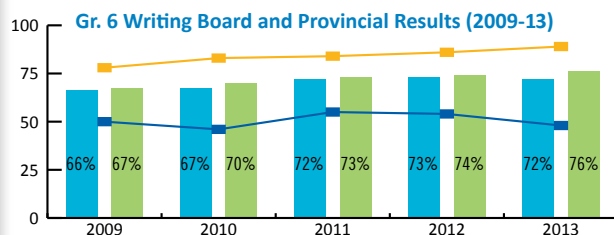
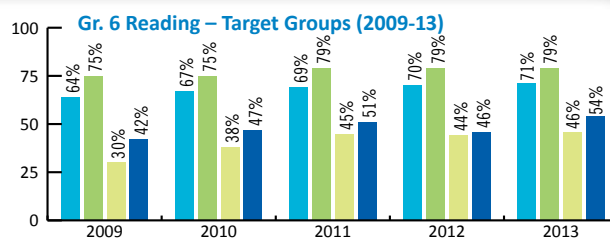
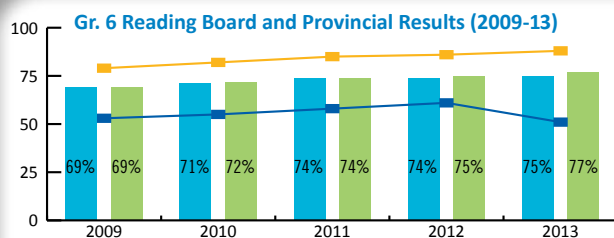
## Focus on Monitoring and Securing Accountability

There remains an expectation that schools choose and implement system-identified instructional strategies and tools. Education 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 will be monitored through a variety of approaches, including:

*System-wide  
Emphasis on  
Student  
Assessment  
Data, School  
Improvement  
Planning, and  
Continued  
Emphasis on  
Student, Class,  
and School  
Learning  
Profiles.*





■ Board Result
 —■— Highest in Province
 ■ Provincial Result
 —■— Lowest in Province

■ Boys
 ■ Girls
 ■ Special Needs
 ■ ELL

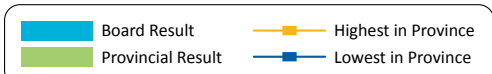
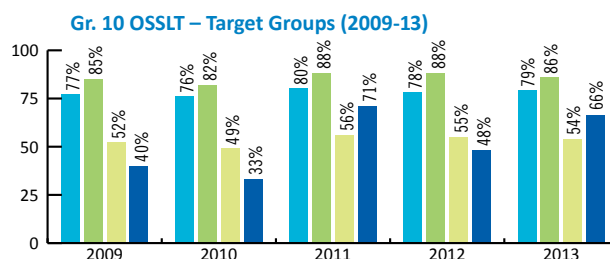
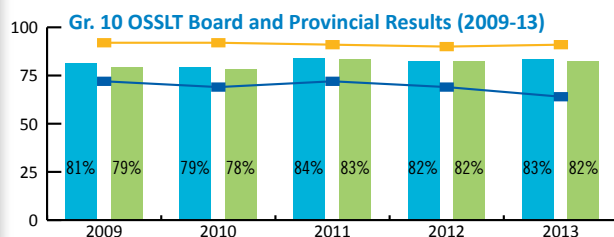
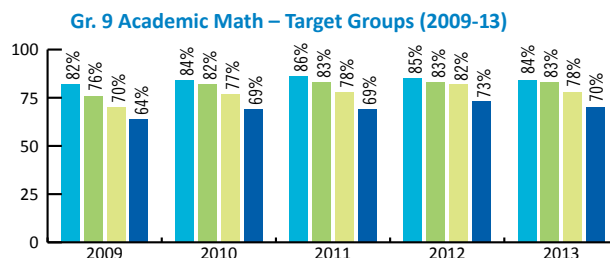
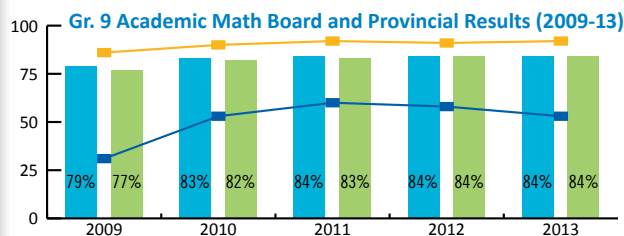
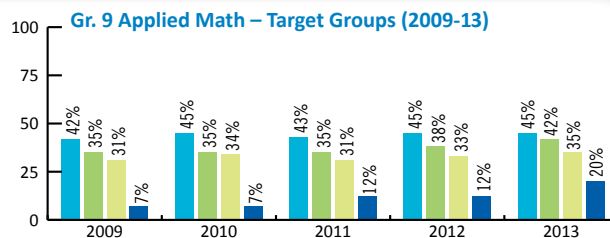
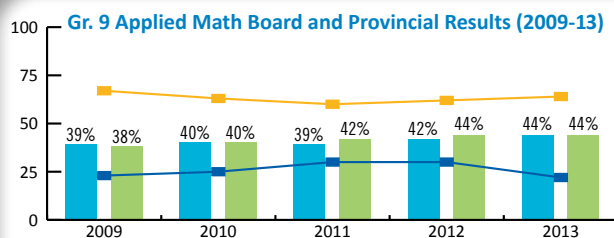
## Measures to Improve Outcomes for Low Performing Students

The WRDSB recognizes 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:

- Each secondary school is implementing the WRDSB Student Success Framework to address the needs of struggling students, and ensure consistent support for all students across all secondary schools.
- Expanded summer school offerings specifically for secondary ESL Students, including the Grade 11 Leadership course, allows these students to “get back in sync” with their Canadian born peers.



- Two Equity Officers are engaged in developing and implementing plans to more fully engage all students and improve learning and achievement. One officer has a specific focus on addressing issues of equity and inclusion related to the Aboriginal community.
- Teachers received training in the Number and Operations module of PRIME (Professional Resources



and Instruction in Mathematics). This resource helps teachers diagnose student learning gaps and difficulties, determine student placement on a learning continuum, and design learning activities that address a range of student learning needs.

- Professional learning opportunities for staff and administrators were made available in areas such as:
  - o effective instruction and assessment in mathematics, and developing math-talk learning communities
  - o improving the communication of thinking across the curriculum, especially for boys
  - o grade 9 Applied Math focused on teaching through problem solving and encouraging the use of higher-order thinking skills among students
  - o professional learning for teachers of ELD students focused on improving basic literacy and numeracy skills continued with ESL and ELD teachers producing writing exemplars for use across the system
  - o use of technology to support English Language Learners (ELLs) to improve their ability to communicate their thinking

- o effective instruction and assessment in literacy with an emphasis on small group guided instruction

### Mathlete in the Making!

We are pleased to announce that Grade 6 student, Andrew Yuan, from Mary Johnston P.S. scored 33 out of 35 in this year's Grade 6 math contest. Andrew ranked 8<sup>th</sup> place in Canada and 5<sup>th</sup> in Ontario, making him the only student from our region to make the top 5! Andrew's high score in the competition made him eligible to for the second annual Math Tournament at Stanford University in August. We congratulate Andrew on his success and achievement!







## Embracing Diversity and Inclusion

The WRDSB celebrates its diverse community of learners and recognizes that equity of opportunity and equity of access to a full range of programs, the delivery of services, and resources are critical to optimizing learning and achievement for all students.

### Implementation of Ontario's Equity and Inclusive Education Strategy

- The annual review and revision of the WRDSB – Equity and Inclusion Work Plan, with reference to the Board Improvement Plan, Ontario's Equity and Inclusive Education Strategy (2009) and direct consultation with members of the Equity and Inclusion Advisory Group (EIAG), which represent a variety of stakeholder groups represented within the community, provides both direction and focus to the board's work on Equity and Inclusion.
- The London Region – Equity and Inclusive Education (EIE) Network provides an opportunity for the WRDSB Equity Lead, Equity Officers and education staff to collaborate across sixteen school boards and three school authorities in supporting Ontario's

Equity and Inclusive Education Strategy, and locally identified priorities.



The Equity and Inclusion Advisory Group serves as an advisory group to staff and trustees, as well as to a larger group of community members, providing input to support inclusive environments.

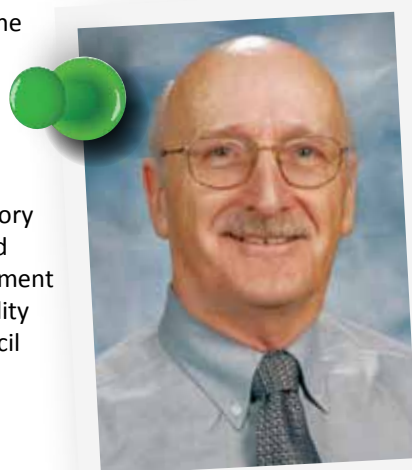
### Trustee Appointed to Ministry Council

The Waterloo Region District School Board is pleased to congratulate Trustee John Hendry on his appointment to the Accessibility Standards Advisory Council/Standards Development Committee (ASAC/SDC).

The Accessibility Directorate of Ontario was recently transferred to the Ministry of Economic Development, Trade and Employment from the Ministry of Community and Social Services.

The development of accessibility standards will help remove barriers for people with disabilities and help promote the employment potential of those living with a disability, and further advance the economic benefits for our businesses and communities. The mandate of the Council will also be to review Ontario's current accessibility standards and to develop new standards as the need arises.

A trustee with the WRDSB for the past 27 years, John is also a member of the Board's Special Education Advisory Committee, and held an appointment to the Accessibility Standards Council for two years.



## Initiatives Supporting the Implementation of the WRDSB Equity and Inclusive Education Policy

- Racialized and Aboriginal Educators Mentorship Program (RAEM) – as part of the Board’s 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. An external consulting firm was hired to complete a literature review, conduct focus groups and produce a report to highlight preliminary findings.
- In response to the *Comprehensive Mental Health and Addictions Strategy* (2012), the WRDSB’s Mental Health Steering Committee produced a three-part mental health video series highlighting mental health in the education system. Upon reviewing video segments produced to that point, significant gaps were identified with respect to lack of representation of the diverse student and community population. Two additional segments have since been created that reflect a more diverse perspective as it relates to mental health.
- The WRDSB is producing a series of videos on Faith and Religious Accommodations. The purpose of these videos is to raise awareness regarding faith and religious accommodations, and 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.
- Canadian Race Relations Foundation (CRRF) Training – a six-session program, designed specifically for educators and school board personnel – was offered to administrators to help unpack personal bias and deconstruct stereotypes to build on current Inclusive Education practices. The course focused on Bill 13 and the Accepting Schools Act and involved facilitated discussions around effective equity-conscious practice. Fifteen administrators completed the nationally recognized program.

All **16** secondary schools have a GSA, as well as five senior elementary schools.

### Youth Equity Leadership Camp



During the 2012-2013 school year, over 30 secondary high school students took part in the 3<sup>rd</sup> Annual Equity Leadership Camp. The Equity Leadership 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 student learning.

The camp experience expands over a two day, one overnight period in which the students have the opportunity to engage in a variety of different workshops and activities. Each workshop was intended to give students valuable insight into their own lens of equity, while also giving them the opportunity to engage in rich conversations, while empowering them in building leadership capacity.

### Gay-Straight Alliances (GSA)

The Waterloo Region District School Board’s partnership with OK2BME continues to be vibrant as the introduction of Gay-Straight Alliances becomes more familiar in secondary and elementary schools.

Furthermore, the GSA leaders of each school continue to take part in quarterly meetings, facilitated by the Equity and Inclusion Officer. The purpose of the GSA quarterly meetings give the leaders an opportunity to receive updates from local community supports and also to share ideas and have conversation pertaining to their own GSAs.

Each year, in partnership with OK2BME, the board also takes part in hosting the Annual GSA Conference. The Conference will be held on February 12, 2014, and the board expects to have over 100 participants register for the day. This will include, staff, students and the community.

## First Nation, Métis, and Inuit

### First Nation, Métis and Inuit Perspectives – A Guide to the Teacher's Toolkit

This Learning Series was intended to raise awareness and build capacity around Aboriginal contexts as they relate to Social Science and Language curriculum expectations. The purpose of this series was to inspire teachers to build inclusive and equitable classrooms through a focused exploration of Aboriginal contexts in relation to Social Studies/Language curriculum, build teacher capacity regarding Aboriginal curriculum connections through the use of the Ministry's *Aboriginal Perspectives: A Guide to the Teacher's Toolkit*, and build leadership capacity in teachers to become actively involved in the promotion of Aboriginal perspectives in a way that supports student learning in the classroom. Forty-five elementary (Grades 2 and 5) teachers attended.



### Waterloo Region Aboriginal Advisory Committee (WRAAC)

Prior to 2013, the board had an Aboriginal Education Advisory Group (AEAG) that proved to be limited in its capacities since much of the support intended for First Nation, Métis and Inuit (FNMI) students often overlapped with families who had children attending schools at both the WRDSB and Waterloo Catholic District School Boards (WCDSB). In 2013, the WRDSB and WCDSB united to form the Waterloo Region Aboriginal Advisory Committee (WRAAC) where the collective purpose is to provide informed advice and guidance to both boards in developing positive practices and supports to 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, parents, community members, teachers and students. Meetings are held monthly.

### Voluntary Self-Identification

In 2011, the board passed the Voluntary First Nation, Métis and Inuit 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 in the development phase of a comprehensive response plan that will positively impact the learning outcomes for FNMI students.

The total number of self-identified FNMI students within the WRDSB is **590**.

### Native Studies Courses (NDW4M or NDA3M)

The Waterloo Region District School Board continues to offer Native Studies courses for students in Grades 11 and 12. The majority of our 16 secondary schools offered Native Studies during the 2012-2013 school 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 enhancement of these courses.





## Championing Quality Public Education

The WRDSB continues to demonstrate and advocate for quality public education that promotes optimizing learning and achievement for all students. Championing Quality Public Education requires the commitment of all stakeholders striving as a system for continuous improvement.

### First Day of School at Jean Steckle Public School

On Tuesday, September 3, 2013, students of Jean Steckle P.S. started the school year in their new school. Located in the Huron Village area of Kitchener, the school accommodates grades JK to grade eight, and has Full Day Kindergarten and the Extended Day Program.

### Director of Education retires

After almost 37 years of commitment to the learning and well-being of students in this region, it was with mixed emotions that the Waterloo Region District School Board (WRDSB) announced the retirement of Linda Fabi, Director of Education, effective August 31, 2013.

"The board has long appreciated Linda's leadership and the great rapport she established with our employees and education partners," stated Ted Martin, chairperson of the board. "On a personal level, I have valued her ability to build relationships with our community partners and know that she will be a loss to our organization."

Fabi's outstanding career in education began as an elementary teacher, and progressed to Principal and Superintendent. In 2006, she was appointed Director of Education and Secretary to the Board for the WRDSB.

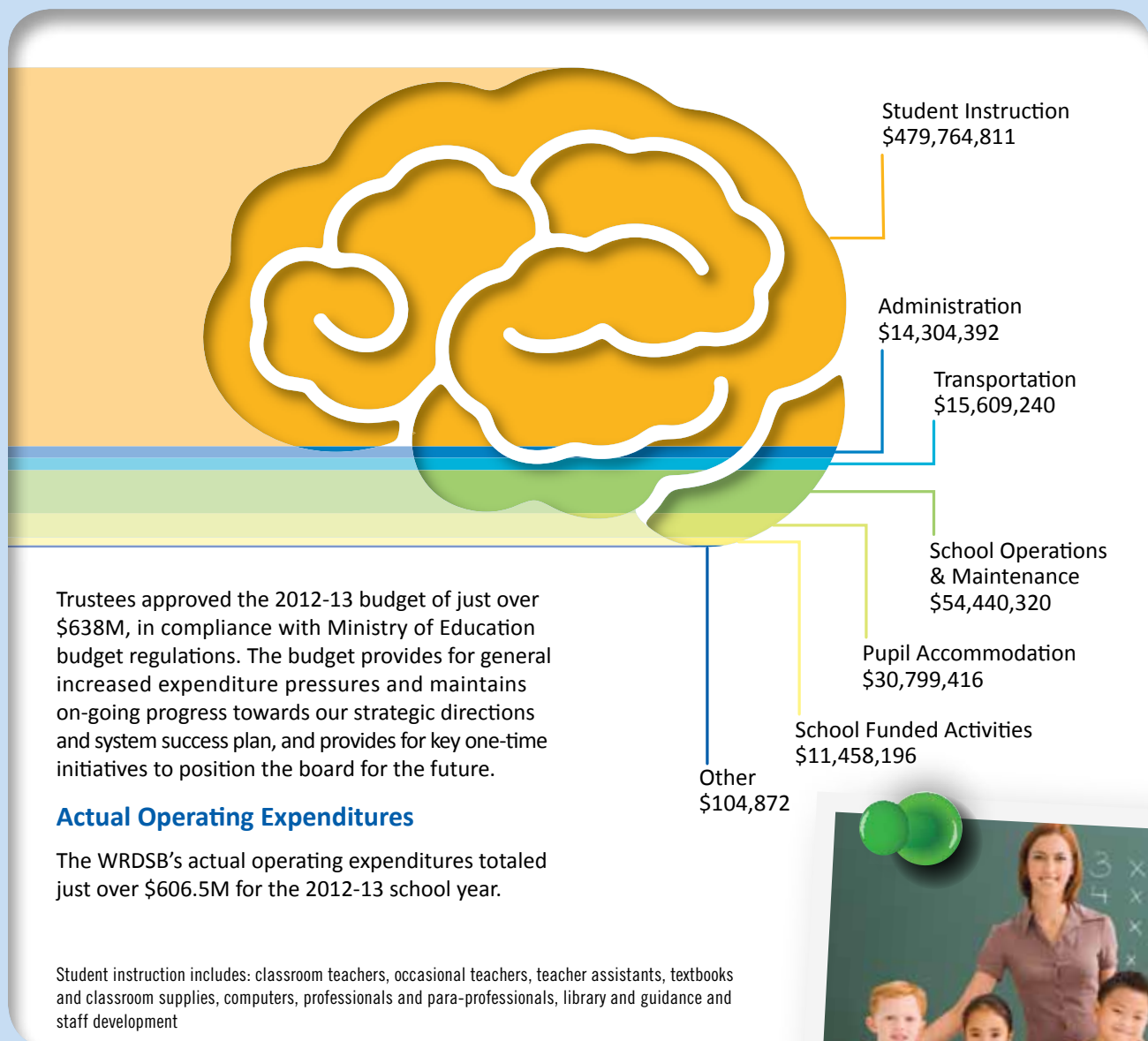
As a leader in public education, Fabi emphasizes the importance of providing safe, caring learning environments for our region's students. Her enthusiasm for student learning and her exceptional people skills have earned her the respect of colleagues across the province and nationally.



Fabi served in a variety of capacities both provincially and locally. She served on the Executive and as President of the Ontario Public Supervisory Officials' Association, and was an Executive Member of the Council of Ontario Directors of Education representing public board Directors of Education in southwestern Ontario. She is a member of the International Leadership Association as well as the International Women's Forum, and is an Education Partner with Education Research and Development Corporation. Locally, Fabi serves on the boards of the Kitchener-Waterloo Symphony, THEMUSEUM, Strong Start, and the Faculty of Education at Wilfrid Laurier University.

In 2011, Fabi was awarded the Provincial EXL Award for exemplary leadership in education and the National EXL Superintendent of the Year Award from the Canadian Association of School Administrators in recognition of her educational excellence and leadership. That same year, she was honoured by Wilfrid Laurier University with the prestigious achievement award, the 'Top 100 Alumni of 100 Years'. In 2012, Fabi was honoured by the American Association of School Administrators in Houston, Texas as the "Canadian Superintendent of the Year".

## Financial Information



### WCI Student Appointed to Student Advisory Council

Liz Sandals, Minister of Education, announced that Waterloo Collegiate Institute student Victoria Yang was appointed to her Student Advisory Council. Of all the applicants in Ontario, only 63 students were chosen for this prestigious honour. Throughout the course of a year Victoria will have the chance to attend council meetings, participate in student forums, events and conferences and share her voice on student related issues. During this experience Victoria will strengthen her leadership skills and

provide student recommendations and advice on Ministry of Education Policies and programs. This hands on experience will provide Victoria with training in strategic planning, government policy and communications. We hope that Victoria takes these skills back to her school and helps promote leadership in her community. We congratulate Victoria on this honour and wish her success in the future.



## Student Enrolment in the WRDSB\*



Total Number of Students: **62,784**  
(58,195 full-time equivalents)



Number of Elementary Schools: **102**

Number of Elementary Students: **42,111**  
(37,977 full-time equivalents)



Number of Secondary Schools: **16**

Number of Secondary Students: **20,673**  
(20,218 full-time equivalents)

**13,146**

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

\* enrolment numbers as of October, 2013

\*\* 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

### Education Centre Contact Information

Address: 51 Ardelet Avenue  
Kitchener, Ontario N2C 2R5

Telephone: 519 570 0003

Fax: 519 742 1364

Website: [www.wrdsb.ca](http://www.wrdsb.ca) Twitter: @wrdsb

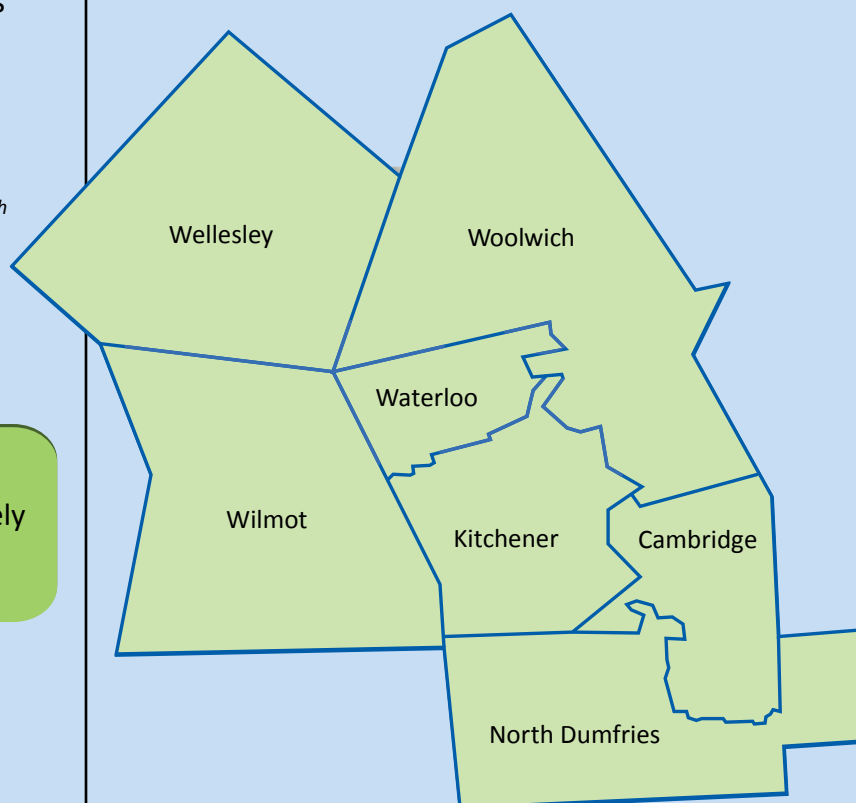
### Executive Council

**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







## Promoting Forward Thinking

The WRDSB promotes a culture that contributes to strategic innovation and continuous improvement for the purpose of optimizing student learning and achievement. Innovation and creativity play an important role in learning and are reflective of our community.

### Early Learning in the Waterloo Region District School Board

Over the past four years, the WRDSB has been implementing the Full-Day Kindergarten (FDK) Program throughout the region. This year saw the program expand to 65 schools, with 74% of kindergarten students enrolled in the program. A total of 246 classrooms educate a total of 6,160 FDK students each day. Of the 246 classes, 234 pair a teacher and a Designated Early Childhood Educator to co-deliver the program.

**Before and After School Programs** continue to grow as the FDK program expands. The number of students in school based child care has nearly tripled since the implementation of FDK began in 2010. Programs are currently operating in 52 of 65 FDK schools, representing 80% of FDK schools. Prior to the implementation of FDK, less than 30% of schools offered Before and After School Programs for families.

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 operator operates the Youth Development Program on the board's behalf.

**80%** of Full Day  
Kindergarten schools offer  
Before and After School programs

### WRDSB Early Learning Team Wins Provincial Award

The Early Learning Team at the WRDSB, together with the Early Learning Team from the WCDSB and The Region of Waterloo, are recipients of the Ontario Municipal Social Services Association (OMSSA) Local Municipal Champion Award. The Local Municipal Champion Award is a peer nominated award, which recognizes the great work being done across the province. The Early Learning Team received the award and made a presentation at the OMSSA Learning Symposium in June 2013.



### Google Education Summit

In April 2013, the WRDSB hosted over 450 educators from across the province for the first **Google Education Summit** in Ontario at Eastwood Collegiate Institute.

Arranged in partnership with the **Educational Computing Organization of Ontario (ECOO)**, this was an opportunity for participants to explore a wide variety of digital learning topics, and improve knowledge, skills, teaching practice with a focus on how technology enables so many possibilities within the classroom.

The topics are aligned with Ontario curriculum and Ministry priorities of e-learning, and blended learning, eg., digital citizenship, blogging, collaboration, websites as portfolios, presentations and assessment.



### Futures Forum Program Wins Award

The WRDSB was the recipient of the **"(re)defining Excellence in the Classroom Award"** for the **Futures Forum initiative** that supports 21<sup>st</sup> century learning in schools across the WRDSB. Solution Tree, an educational publisher, selected the WRDSB from 70 entries across North America. The award included a \$10,000 contribution by Solution Tree to our board.

The award recognizes:

- Exceptional vision in leading the development and implementation of a district wide plan
- An open-minded approach in considering non-traditional solutions to traditional problems
- A commitment to embedded professional development for all
- Exemplary leadership in advancing the integration of 21<sup>st</sup> century skills in all facets of teaching and learning

#### What is Futures Forum?

- Part of the WRDSB's digital learning strategy in support of the overall system goal for students to communicate their thinking in writing
- Aimed at Grade 10 students enrolled in English, Civics, and careers courses across 12 secondary schools
- Students explore their interests within the parameters of the curriculum and become independent learners; Class runs over 2 periods and students bring their own technology
- Teachers coach and encourage students to go deeper in their learning using real world, authentic projects for learning; they also collaborate across schools

### WRDSB Welcomes Our New Director of Education!

At the final Board Meeting of the 2012-13 school year, trustees confirmed the appointment of **Mr. John Bryant** as the Waterloo Region District School Board's (WRDSB) incumbent Director of Education effective September 1, 2013.

Bryant was Director of Education at Bluewater District School Board from October 2010 to August 2013 and brings with him a wealth of experience gained from more than thirty years in public education in a variety of senior roles. Previously, he served at the WRDSB in the positions of Executive Superintendent of Human Resource Services and Organizational Development and as Superintendent of Education, Family of Schools. In addition he worked as a Supervisory Officer in both Human Resources and Family of Schools with Grand Erie District School Board.

"We welcome Mr. Bryant back to our community in his new role as Director of Education for our school board," stated Ted Martin, chair of the board. "We look forward to working with him to realize our vision of Inspired Learners, Tomorrow's Leaders."



### Students Attend Lecture by Colonel Chris Hadfield

On Tuesday, December 3<sup>rd</sup>, ten senior science students from the WRDSB attended a special lecture by Colonel Chris Hadfield at the University of Waterloo. Each secondary school was asked to nominate five students to attend the lecture. A random draw was then held to select the ten students who would represent the WRDSB at this special event.

Colonel Hadfield's presentation included images of Earth from space and video recordings of the launch and re-entry of his spacecraft. Colonel Hadfield talked about his dream of becoming an astronaut and his personal journey to make this dream a reality.

A special thank you to Ms. Jeannette Ruby from Grand River C.I. for accompanying our students.





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