

# More Information at Your Fingertips

If you would like to discover all that the Ottawa-Carleton District School Board offers for your child, we invite you to visit our website to download information or call us to be directed to a welcoming school near you.

Visit [www.ocdsb.ca](http://www.ocdsb.ca) or call  
**613-721-1820**

**We look forward to welcoming you and your child to one of our schools.**

# Report to the Community

*Fall 2008*



## Educating for Success — Inspiring Learning and Building Citizenship

The Ottawa-Carleton District School Board is the largest school board in Ottawa and offers students and parents a world of choice for education, growth, and achievement. Our 150 schools offer a wide range of programs to promote learning excellence to meet the individual needs of students, parents, and the community at large. All of our schools are teaching communities where our principals, vice-principals, teachers, and staff support, nurture, and challenge students to achieve their best in academics, the arts, athletics, and technology.

### Everyone Is Welcome Here

We are dedicated to providing a welcoming environment to parents, students, and staff in all our schools. Cultural diversity is an important part of our community and is contributing to the growth and vibrancy of Ottawa. We value, embrace, and encourage diversity in our schools believing that it builds a stronger community and contributes to learning and growth. We are proud to teach, live, and share the things that we have in common while celebrating what makes us unique.

### Your Child Is Safe with Us

A child feels free and safe to learn and achieve in an environment where they feel cared for and protected. We take our responsibility to create safe schools for all our students seriously. We create safe and caring schools and dedicate ourselves to working within all our communities and neighbourhoods to ensure that students can learn in a safe, secure, and welcoming school.

### We Celebrate Success

Wonderful stories of student achievement, staff commitment, and community involvement are happening in our schools every day. From the school supplies collected for students in Third World countries to blood donor clinics to snowsuits and Thanksgiving dinners for those less fortunate, our schools are vibrant communities of giving, caring, and sharing. Come be part of our amazing school district today!

Educating for Success — Inspiring Learning and Building Citizenship

#### Revised Edition

The electronic version of this report has been updated to bring you more student achievement and demographic data not available when it was initially released.





Chair Lynn Scott and Director Lyall M. Thomson with kindergarten students at Avalon Public School.

## Chair's and Director's Message

Since the Board approved our four-year Strategic Plan, Learning, Leadership, and Community: A Focus for our Future 2007–2011, in July 2007 much progress has been made towards reaching the ambitious goals we established for ourselves.

The three overarching pillars in our plan — *Learning, Leadership, and Community* — frame a set of goals and objectives that are driving cohesive, productive work plans to implement the best research-based practices for excellence in teaching and learning for our students' benefit.

*Report to the Community — Fall 2008* is our way of sharing with you our pride in the progress and accomplishments of the past year, most importantly the strides students are making in reaching their academic and personal goals. Our standardized test results from the Education, Quality and Accountability Office (EQAO) are just one indicator of the improvements in student achievement resulting from a focused District Improvement Plan that provides the schools with the framework they need to help students succeed.

Building on our Strategic Plan for this year, we have added a new goal of a 90 per cent graduation rate by the year 2020. Two of our goals for the current year represent a first step towards reaching this ambitious target:

- 75 per cent of all grade 6 students will achieve at or above the provincial target on the May 2009 assessments of reading (70 per cent), writing (70 per cent), and mathematics (63 per cent).

- 80 per cent of all grade 10 students will achieve 16 or more credits by the end of the 2008–2009 school year (currently 71.8 per cent).

You can read our specific objectives to help us attain these achievement scores in *Planning to Achieve*, our lead story in the Learning section of this report.

We currently have two program reviews and two accommodation studies underway. Such undertakings are necessary to ensure our school district continues to offer rich, viable, and equitable programming in high-quality learning environments.

This fall we have been holding public consultation meetings to receive input into the continued expansion of our Early French Immersion (EFI) and Middle French Immersion (MFI) programs serving students entering senior kindergarten and grade 4 respectively. This year we have begun phasing out our Late French Immersion (LFI) programming, while expanding access to MFI by opening three new MFI sites. We are currently reviewing our Secondary Gifted Program offerings to ensure program locations will be viable and sustainable for students through the coming years. The study is also examining the feasibility of additional Advanced Placement opportunities.

The two accommodation studies underway this fall are in the areas of Beacon Hill–Ottawa East (involving secondary schools) and Merivale Area — South of Baseline Road. Recommendations from these studies are slated to be put into

effect September 2009. We know we must balance the need to rationalize school space with finding ways to respond to the school needs of growing communities and inside you will find a report on new school construction as well as news about the additions and renovations we are making to existing schools.

We are extremely proud to announce progress on our Diversity and Equity initiatives including the development of a framework and the hiring of a Diversity and Equity coordinator. Our coordinator is working to strengthen relationships with the diverse communities we serve and has begun a community dialogue process that promises to yield valuable feedback.

In this report you will also learn about our Leadership and Character Education initiatives and the 10 key character attributes we feel are essential to a community of character.


No report to our community would be complete without sharing some wonderful stories of how staff and students are achieving together and providing leadership in their schools and communities. We were hard-pressed to choose just a few for sharing here but you can find many more examples on our website under Highest Marks.

The past year has seen a smooth transition of organizational leadership at the highest level with the retirement of Dr. Lorne M. Rachlis as director of education after 37 years in public education and the introduction of Lyall M.

Thomson as our new director of education. We have also seen transitions within the Board itself with the resignation of long-time trustee Margaret Lange (Zone 4) and the appointment of trustee Doug Lloyd in her place. As this report goes to print we are also about to appoint a new trustee for Zone 7 following the recent resignation of trustee Greg Laws.

With our Strategic Plan now well established, providing a framework for continued progress through the 2008–2009 school year, we are confident that the Ottawa-Carleton District School Board will see ongoing improvements in our service to our students and their communities, always holding steadfast to these core beliefs as adopted in our Strategic Plan — every student can learn; every student can benefit from school; every student must be respected, valued, and acknowledged as an individual; the individual needs of our students, as these needs change over time, must determine the education we provide; education will enhance students' opportunities and abilities to function independently; there must be continuous improvement of our students and of our schools and staff and the education they provide; education should be delivered in the home class or home school when it meets a student's needs.

  
Lynn Scott  
Chair of the Board

  
Lyall M. Thomson  
Director of Education/  
Secretary of the Board



# Planning to Achieve

Ensuring all students in our school district are achieving to their utmost potential requires a multi-year, multifaceted, and multilayered plan that builds in strategies for all types of learners. We call this our District Improvement Plan and it collectively establishes our work and sets the framework for individual school improvement plans and the achievement of our strategic objectives. The plan must adhere to a broad spectrum of provincial curriculum expectations and incorporate ever-emerging improvements in teaching methodologies as well as be reflective of the finest national and international research available to us. And most importantly, this plan must meet the goals and objectives for student achievement as established by the Ottawa-Carleton District School Board's four-year Strategic Plan.

While the Ministry of Education requires all school districts across Ontario to develop such plans, we feel they stop short with their focus on only kindergarten to grade 6 literacy and numeracy. We, as a school district, feel it more prudent and comprehensive to set expectations for *all* elementary and secondary schools. Additionally our focus goes beyond the provincial testing years of grade 3, 6, 9, and 10 to include District-level testing in senior kindergarten, grades 1 to 3 (reading), grade 10 (mathematics), and grade 12 (writing).

In the fall of 2007 the Board approved a District direction for elementary and secondary schools which was aligned with the learning focus established in our Strategic Plan released late in the spring of 2007. We then reviewed the progress schools had made over the year towards the District expectations and presented an updated District Improvement Plan: Curriculum (K-12) this September to all principals, vice-principals, and managers.

In October, we articulated the goals of our District Improvement Plan to principals, along with specific instructional strategies. They, in turn, have shared this information with their respective staff and school councils to build on their School Improvement Plans. We believe through this communications process all stakeholders will have a clear set of expectations and objectives for this year and beyond.

This year we will focus on strengthening the relationship between the District Improvement Plan and school improvement plans. The District has established a number of prescriptive elements for all schools which include: tiered interventions to support students in need; methods for teachers to collaboratively apply data we have gathered to guide instructional practices and strategies and revised assessment, evaluation, and reporting policies and procedures.

Additionally our elementary schools are working to ensure that a Balanced Literacy Program — which is generally an approach to reading that incorporates both whole language and phonics instruction — is implemented in all primary, junior, and intermediate classrooms as well as an inclusionary model for English language learners and students with special needs. At the secondary level schools will demonstrate they have made improvements to mathematics programs, particularly at the applied and essential levels, and that their student success teams are continually monitoring and tracking students at risk. We are also calling for staff development, communication, and measurement plans to be developed that encourage a team approach of shared responsibility to improving student achievement.

The school district has set an ambitious target of a 90 per cent graduation rate by the year 2020. The current graduation rate is estimated at 85 per cent. To achieve this goal for our students we needed to develop and implement a road map with specific checkpoints to ensure student retention and success. That's why we have set specific achievement objectives for grade 6 and 10 students. This year our goal is to have 75 per cent of all grade 6 students achieving at or above the provincial target on the May 2009 assessments of reading, writing, and mathematics. In order to reach this goal ongoing assessment and higher-order thinking will be an emphasis to ensure that the achievement bar is being raised for *all* learners with special attention being given to the needs of boys, English language learners, and students identified with special needs.

Further, we intend to see 80 per cent of all grade 10 students earn 16 or more credits by the end of the 2008–2009 school year (it currently averages 71.8 per cent). To hit this target ongoing assessment will be a key focus with resources allocated to provide support to both individual schools and individual students throughout the District.

Student achievement data from 2007–2008 indicates that achievement results are moving in a positive direction with substantial improvements being recorded throughout the system. Noteworthy are the successes in our literacy programs which have been an area of focus as we indicated it was in last year's *Report to the Community*.

On the following pages we share with you our students' detailed EQAO test results for 2007–2008. Several highlights are worth noting:

- Both the average reading level and percentage of grade 1 students in the English Program reading at or above target has increased since May 2007.
- Cohort comparisons (i.e., grade 1 in 2007 to grade 2 in 2008) show that students in the English Program increased an average of eight reading levels from the end of grade 1 to the end of grade 2 and four reading levels from grade 2 to grade 3.
- Performance of grade 2 students in the Early French Immersion (EFI) Program has improved from May 2007 particularly in the proportion of students reading at or above target.
- Cohort comparisons for students in the EFI Program showed an increase of nine reading levels from the end of grade 1 to the end of grade 2 and six reading levels from grade 2 to grade 3.
- EQAO results show a 2 to 3 per cent increase in the areas of writing and mathematics on the primary division assessment.
- Grade 6 students have demonstrated significant improvements in all three areas of the junior assessment (i.e., reading — 2 per cent, writing — 8 per cent, mathematics — 5 per cent).
- Grade 9 academic-level students continue to outperform the province by 5 per cent.
- Pass rates on locally developed District-wide examinations in ENG4C written last January were substantially higher than in the past.
- Grade 9 credit accumulation has shown improvement over the past few years.
- Grade 9 and 10 pass rates are similar or slightly better than those observed provincially.
- Locally developed courses have shown an increase of 4 to 5 per cent in grade 9.

We have established work plans for the 2008–2009 school year aimed at providing supports to schools as they work toward improved student achievement. These work plans are aligned with the Board's Strategic Plan and are structured based on support for Learning, Leadership, and the Community.

- We will continue to support Learning by:
- introducing the *Educators' Resource Guide* to support the implementation of the revised Board policy and procedure on Assessment, Evaluation, and Reporting of Student Achievement
  - supporting job-embedded and system-level professional development opportunities (additional FSL and ESL coaches in elementary schools)
  - introducing District-wide assessment tools in senior kindergarten and the junior/intermediate divisions to complement the existing assessment tool in the primary division
  - introducing a web-based electronic data wall in all elementary schools
  - establishing a staff committee to investigate best practices in intermediate mathematics (grades 7 to 10)
  - providing a common electronic reporting tool to all secondary schools
  - supporting department head councils

- supporting the use of Ministry curriculum to inform teaching practices

We invite you to review our detailed District Improvement Plan: Curriculum (K-12) as well as your individual school improvement plan and to ask your child's teacher how you can take an active role in your child's learning. You can find the District's Improvement Plan on our website. Your individual school improvement plans will be available later this fall at your child's school.

## Educators' Resource Guides Receiving High Praise

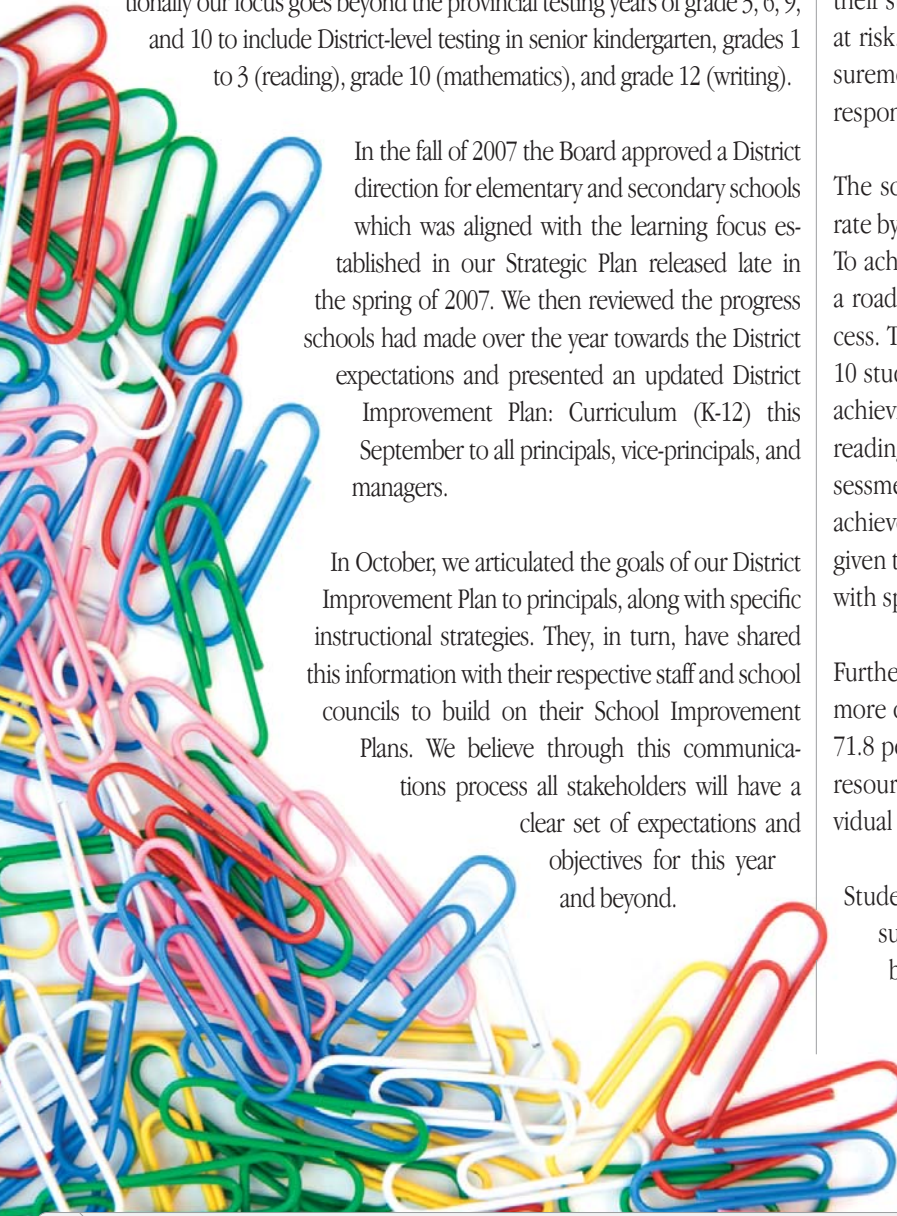
Much has been learned in the field of education particularly in regards to assessment and evaluation practices over the last number of years. This is necessarily impacting teaching and learning in the Ottawa-Carleton District School Board.

In the spring of 2007 we undertook a review of our policy on assessment, evaluation, and reporting of student achievement in order to align it and our procedures with Ministry direction and to increase the consistency of practice from school to school within the District. Coming out of this was a recognition that we needed to revise our resource documents (teacher manuals) and align them to the new policy and procedures.

Our *Educators' Resource Guide: Assessment, Evaluation, and Reporting of Student Achievement* is a compilation of Ministry and District direction, resource materials, best practices, as well as frequently asked questions. There are two editions, one for elementary and one for secondary. However, the parallel nature of the elementary and secondary editions highlight the District's commitment to a kindergarten to grade 12 vision.

Educators from across Canada and the United States are now asking to purchase copies of our guides. Educational professionals are describing the new guides as 'leading-edge resources for educators.'

"These guides represent the coming together of a wealth of pedagogical talent across our school district," explains Superintendent of Curriculum Dr. Jennifer Adams. "Ultimately their combined efforts, as reflected in these guides, will mean greater success for our students from kindergarten right through to grade 12."

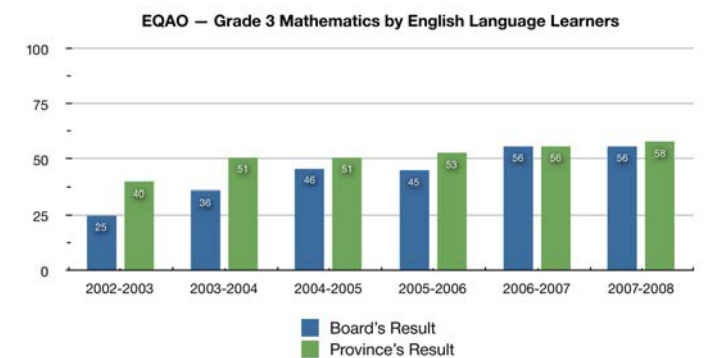
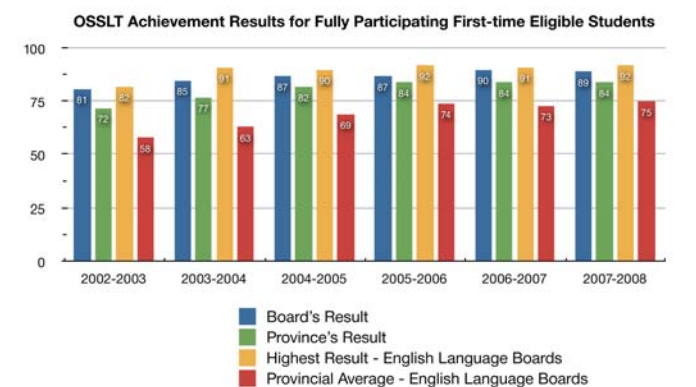
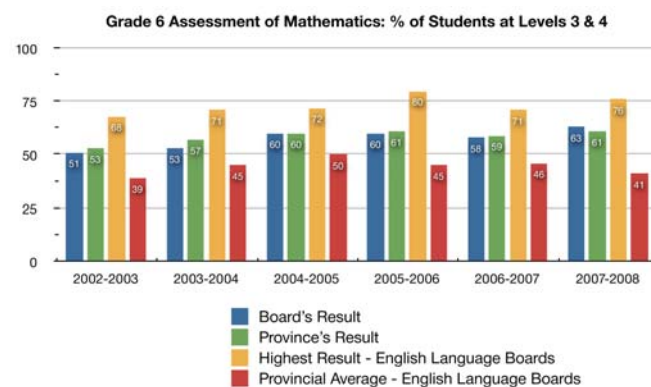
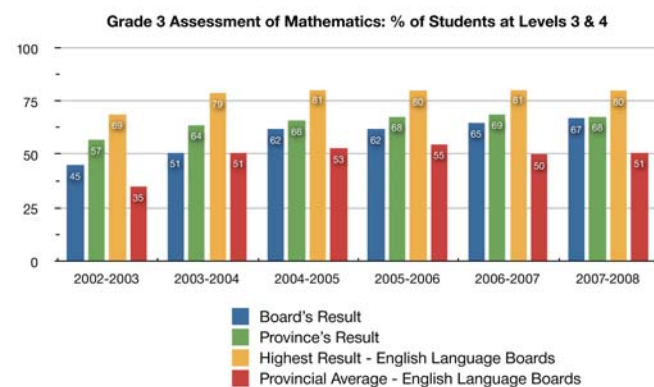
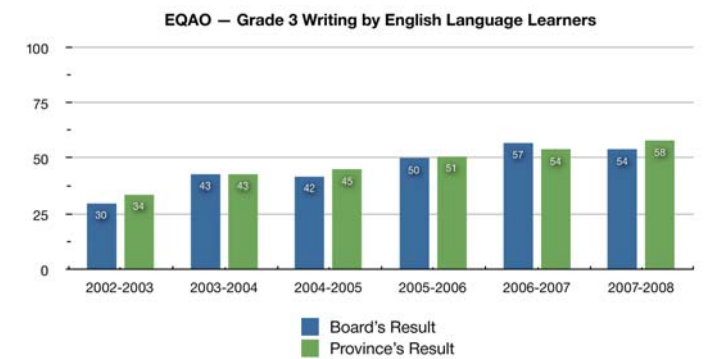
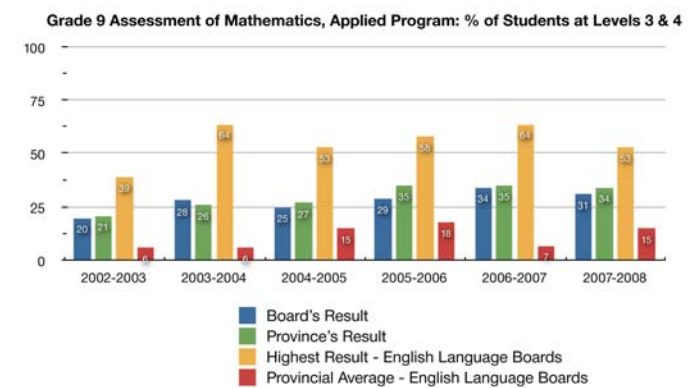
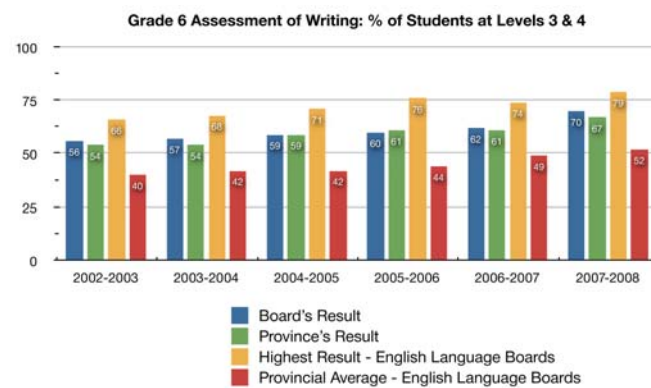
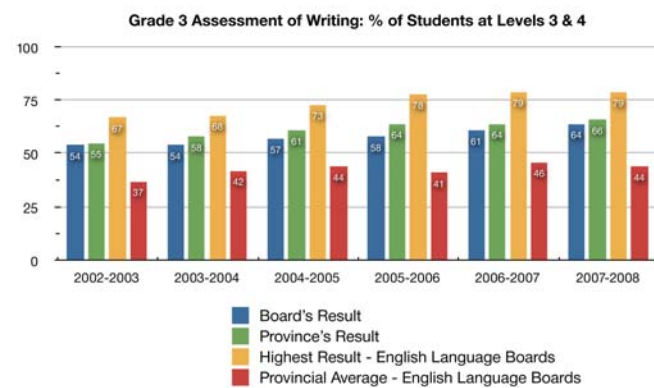
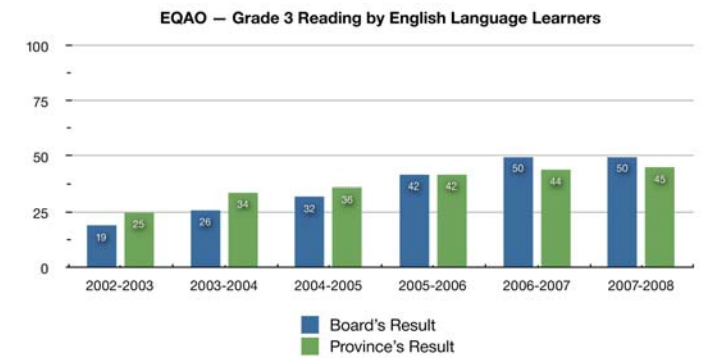
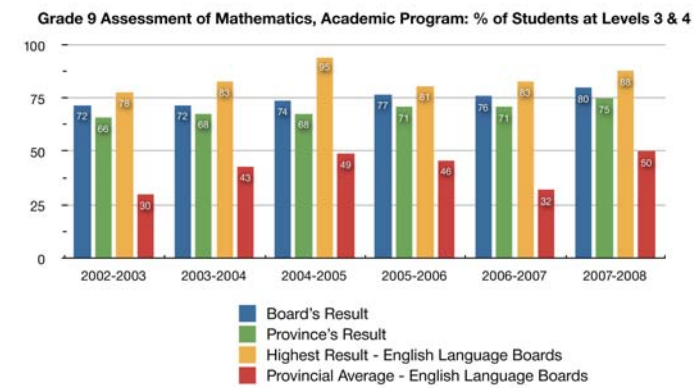
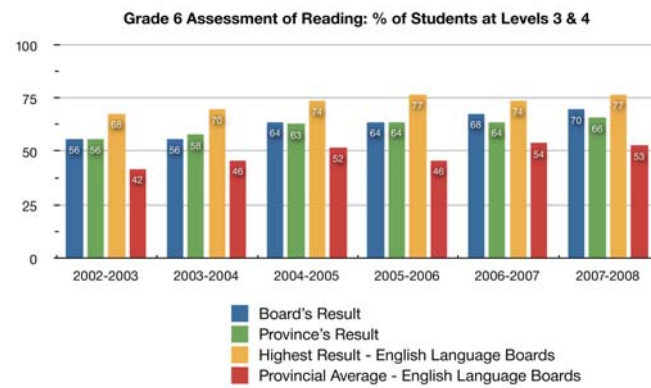
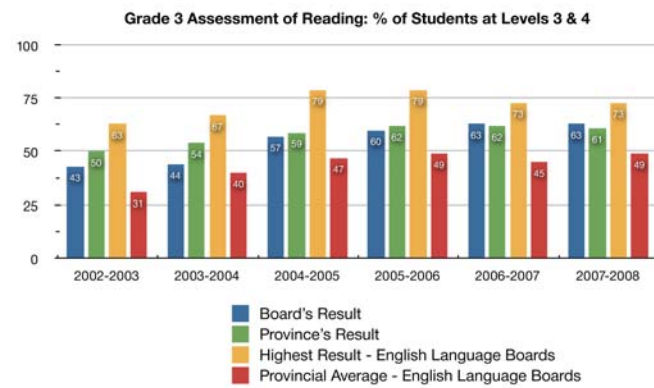


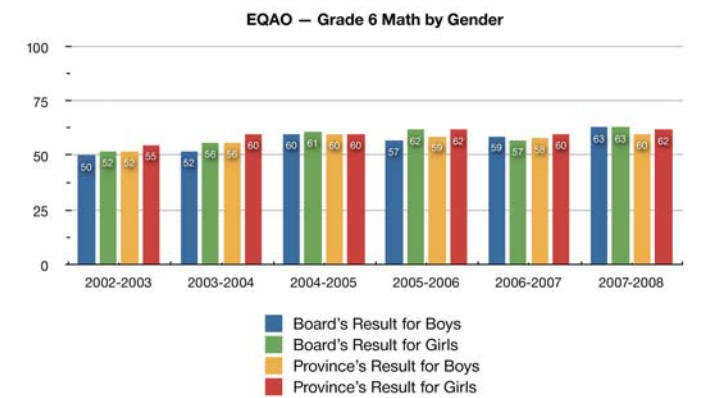
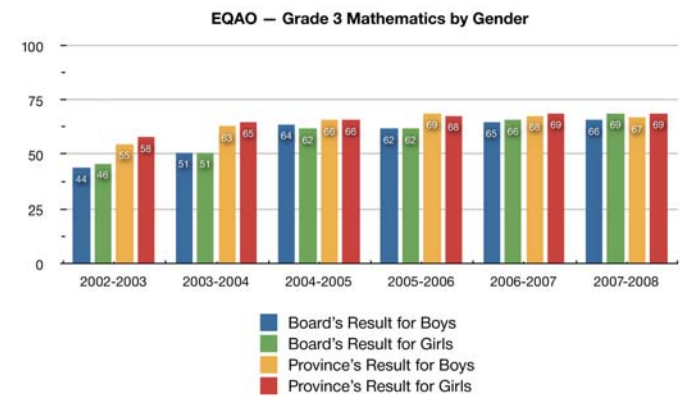
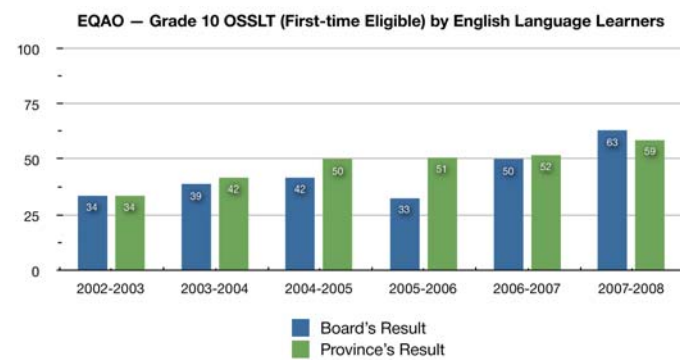
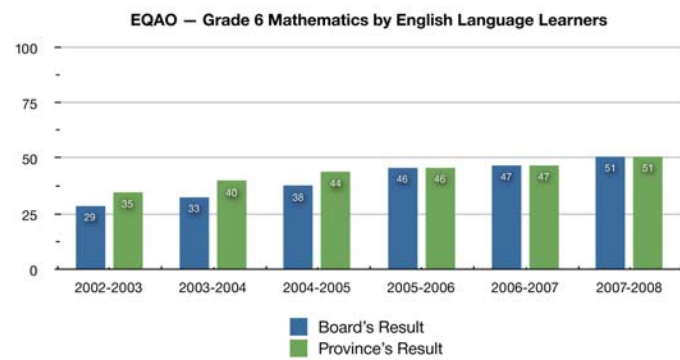
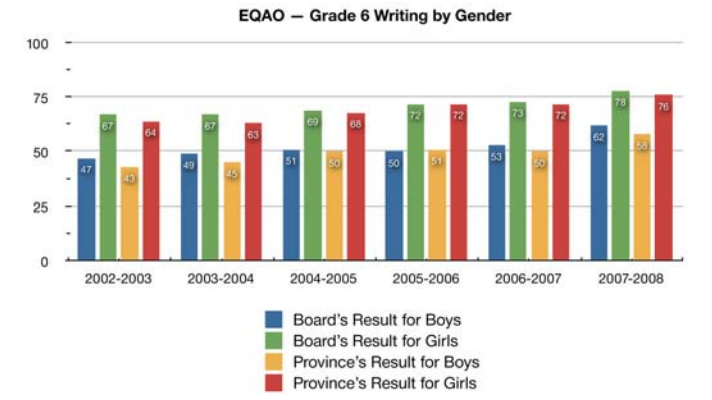
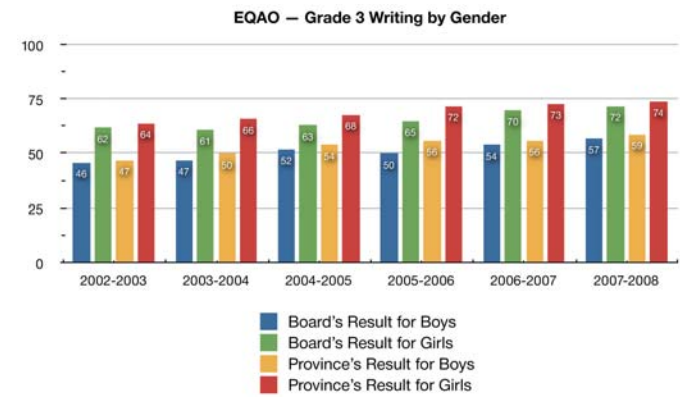
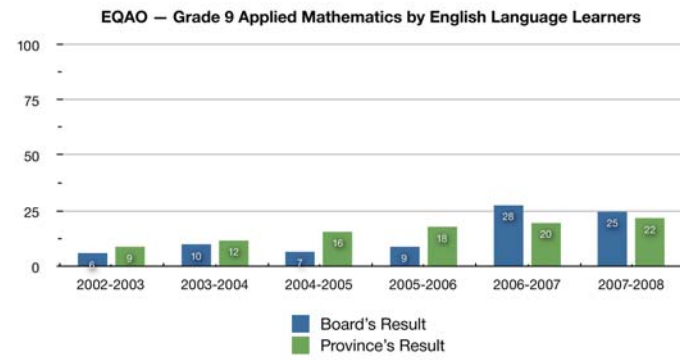
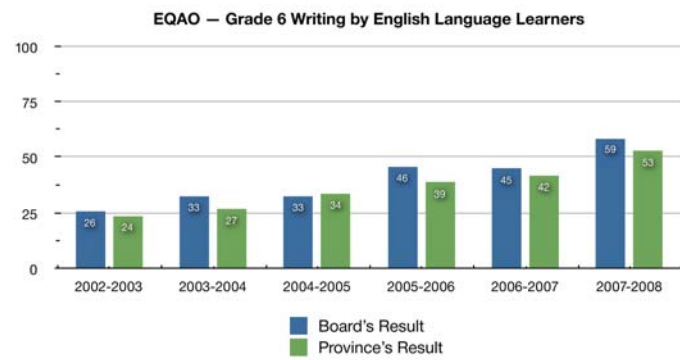
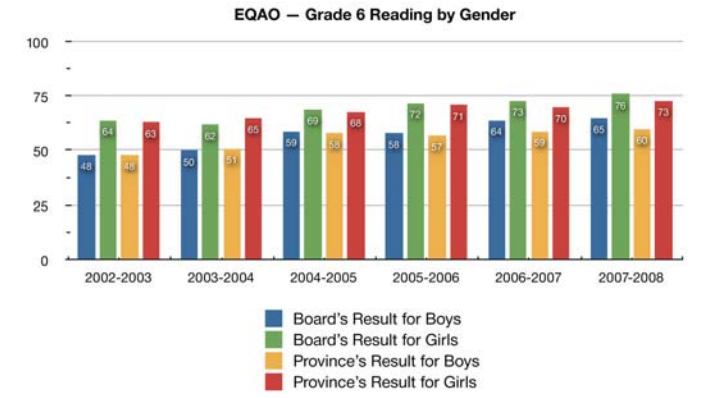
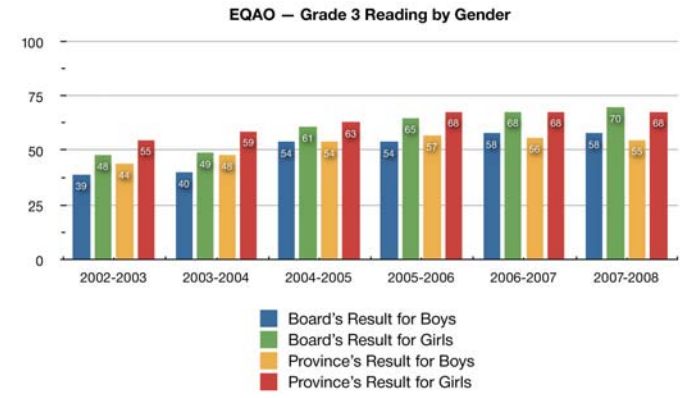
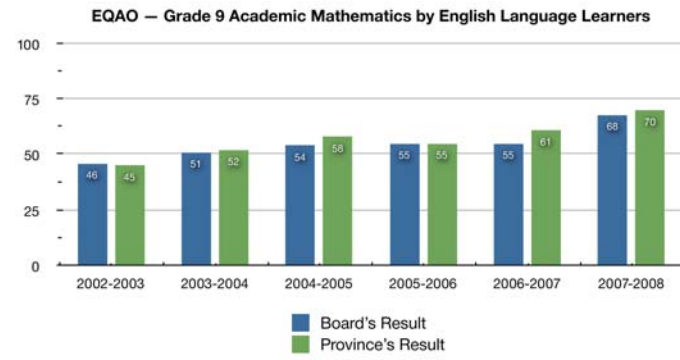
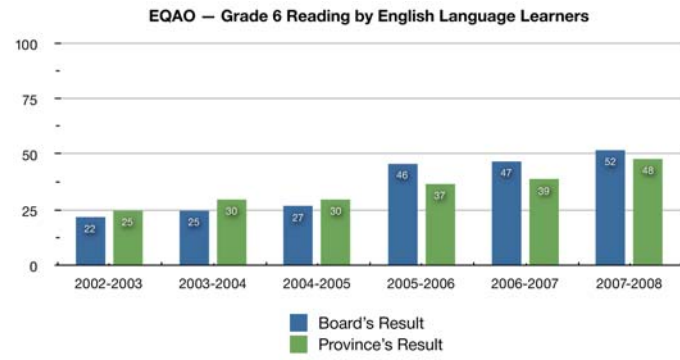




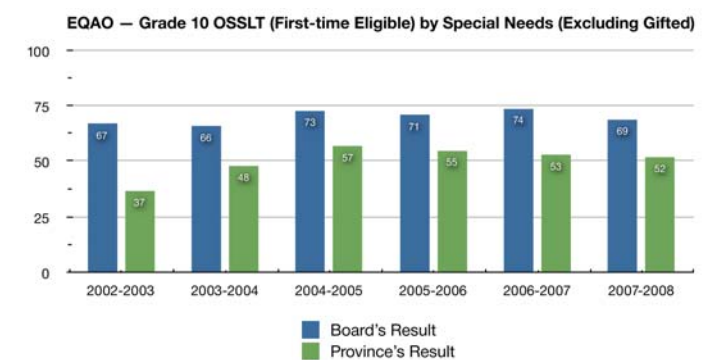
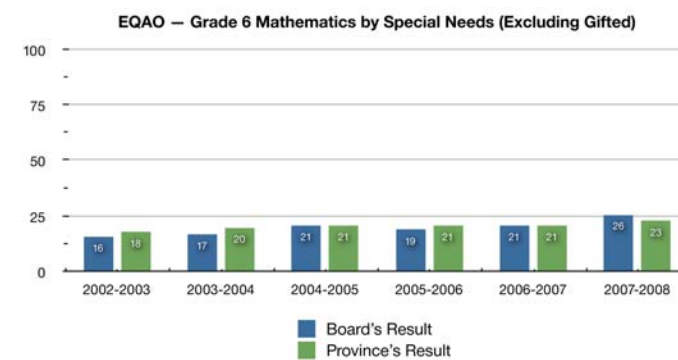
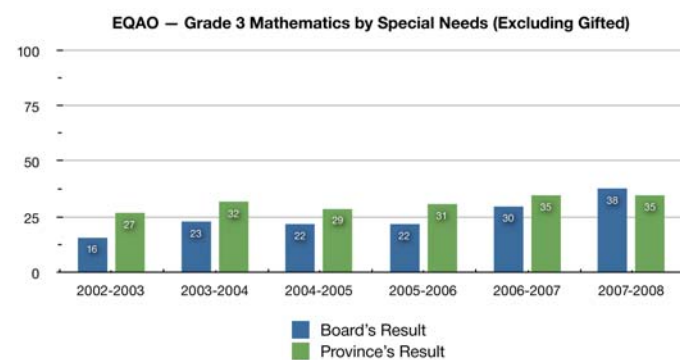
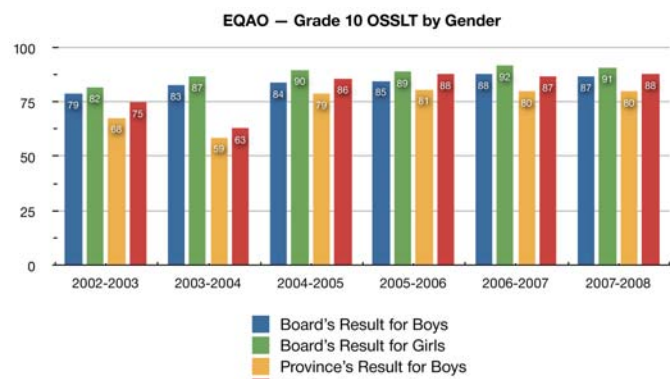
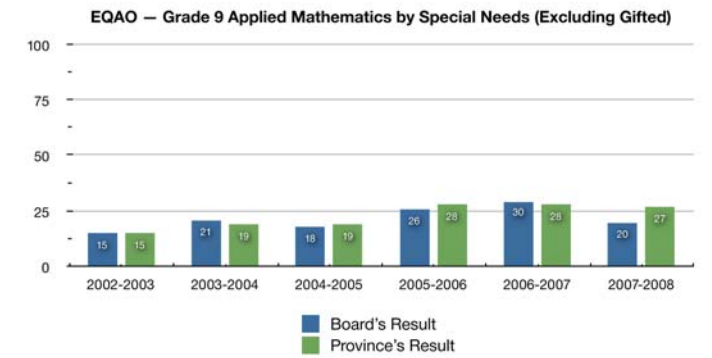
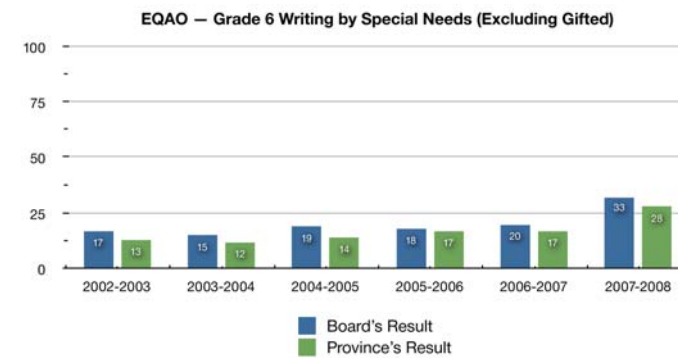
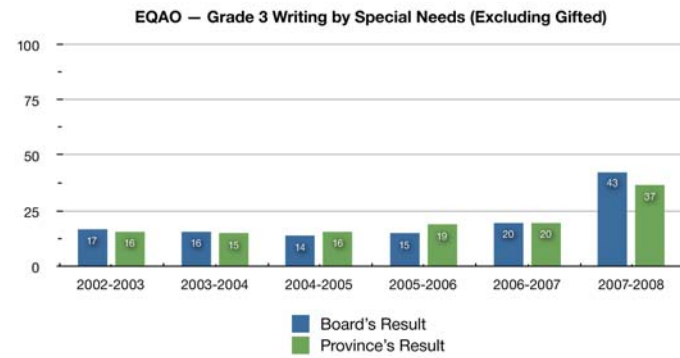
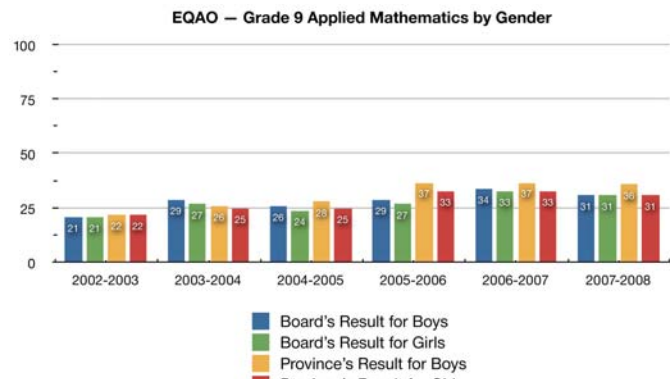
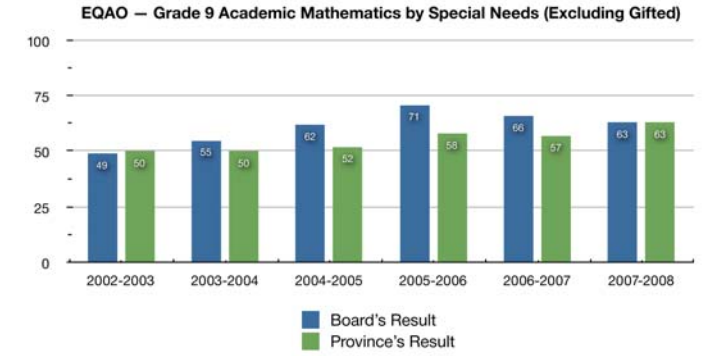
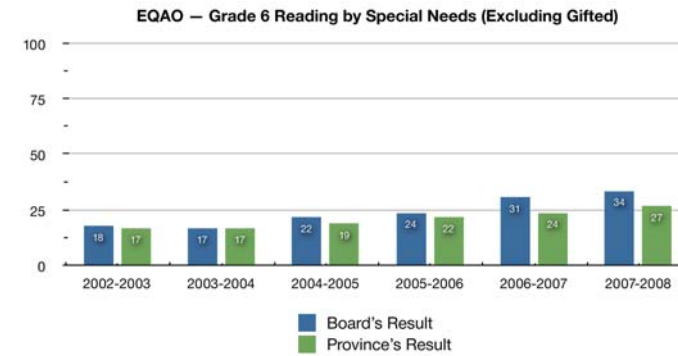
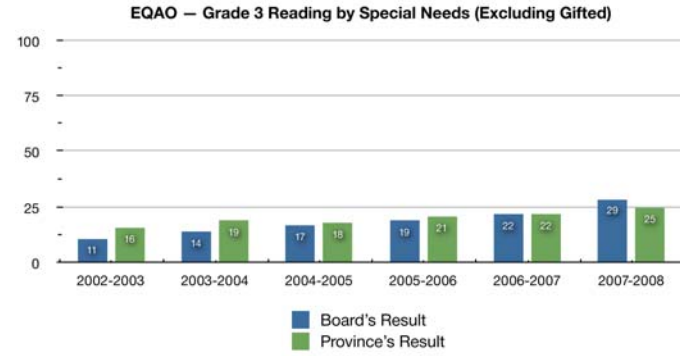
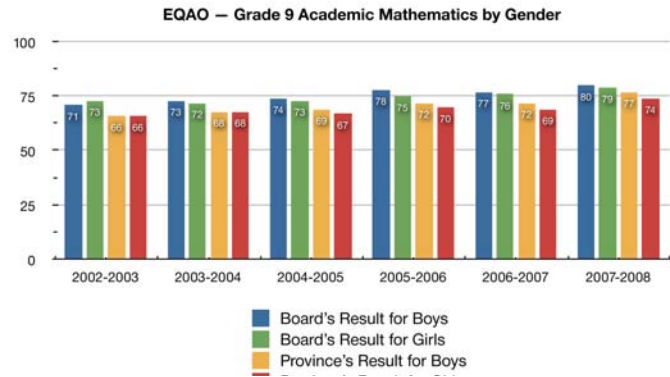
# EQAO Assessment Results 2003–2008

Please visit the Education Quality and Accountability (EQAO) website at [www.eqao.com](http://www.eqao.com) to find complete results for your school.













Avalon Public School

## New Schools and School Additions To Serve Students

The Ottawa-Carleton District School Board is growing to serve its high-growth communities. New schools and additions are being built in the south, west, and east areas of the city.

This September Avalon Public School, located on Portobello Boulevard in Orléans, opened its doors to 460 students from junior kindergarten to grade 7. The school will expand to accommodate grade 8 students in September 2009. Designed by the architectural firm of Barry J. Hobin and Associates the building is a state-of-the-art facility with cutting-edge technology, a welcoming entrance, an atrium in the art room, four kindergarten classrooms, a daycare centre, plus a double gymnasium that will also be available to the general public.

We are building our first grade 7 to 12 school in south Barrhaven with a planned opening date of September 2009. Situated on a prime 15-acre site beside existing parkland at the northeast corner of Longfields Drive and Berrigan Drive (next to Berrigan Elementary School), the new 183,000 square-foot facility will initially welcome students in grades 7 to 10, with the additional grades being phased in shortly thereafter. More detailed information, including information on how to register, is available on our website.

A new elementary school in the Briarbrook area of Kanata is also in progress. It is anticipated that the school, situated at Sandhill and Klondike roads, will be ready to welcome students in September 2009. It will accommodate students from junior kindergarten to grade 6 in the English and Early French Immersion programs and will have a childcare facility on site.

We are also putting additions onto several existing schools including Berrigan Elementary School in Barrhaven, Huntley Centennial Public School in Carp, Jack Donohue Public School in Kanata, and Stonecrest Elementary School in Woodlawn. Updates on these building projects will be posted to our website under New School Construction.

## Steve MacLean Public School Goes to Mars

Junior students from Steve MacLean Public School took a trip to Mini-Marsville this year. Months of planning and research went into designing a self-contained space colony, complete with a life-support system, in which students from several classes could then conduct scientific and engineering activities.

Principal Faith Schmidt says, “Mini-Marsville engaged our young learners on a journey of planetary exploration and cross-curricular learning. It required them to come together as a unified team to share ideas on how to create and sustain a colony beyond earth’s atmosphere.”

“This was a true hands-on learning opportunity,” adds Principal Schmidt. “The students were inspired by the innovative subject matter and the teamwork it required. As a result we saw them become much more involved in their individual learning. It brought concepts to life for them making it an enriching and fulfilling learning experience.”

The school invited guest speaker Dr. Alain Berinstain, Director of Planetary Exploration and Space Astronomy of the Space Science Branch, Canadian Space Agency, to witness the official launch of the simulated space colony. His inspiring address both motivated and excited the students and added to the richness of their experience.

## Diversity Hopscotch

Learning through play works say students and staff at Agincourt Road Public School. The School Council and local artist Debi Ambrose wanted to find a creative way to encourage active play and learning amid the diverse cultures that make up the student body at Agincourt.

“We wanted to encourage physical activity among the children while at the same time promote learning and cooperation through play,” says Heather Esdon, chair of the School Council. “We also wanted to brighten up the school yard.”

After much discussion they decided on the game of hopscotch but hopscotch in a decidedly unique way that introduced various cultures as it was played.

Not one but several hopscotch courses were designed to represent items of cultural significance from various countries. A windmill course was used to represent Hinklebaan, a game from the Netherlands. Another course shows an elephant doing yoga and is based on the famous Indian story *Ekaria Dukari* which encourages children to seek balance in their lives. Chinese fighting dragons, a giant escar-got (from France), and of course a mini hockey rink round out the international hopscotch courses in the school yard. Students are using the new hopscotch sites before, during, and after school.

Principal Shirley Brackenbury feels the project is a huge success. She says, “It is just another example of parents, staff, and administrators of Agincourt Road Public School working together to create a learning atmosphere that encourages student success inside and outside the classroom.”

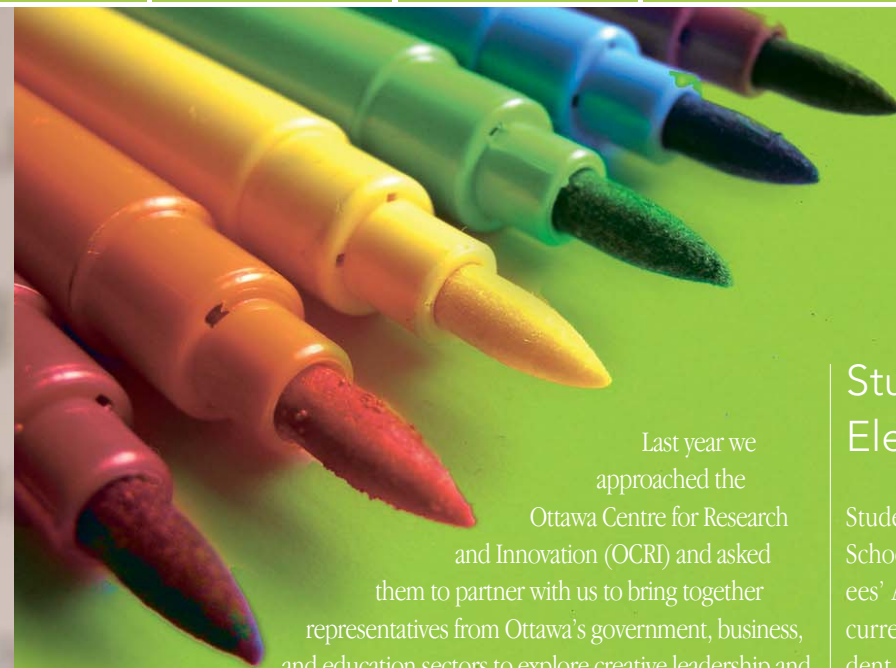


Hopscotch gets a whole new face at Agincourt Public School.





Keynote speaker Sir Ken Robinson



Last year we approached the Ottawa Centre for Research and Innovation (OCRI) and asked them to partner with us to bring together representatives from Ottawa's government, business, and education sectors to explore creative leadership and how leaders can drive innovation within organizations.

Our conference took place in October and featured internationally renowned Sir Ken Robinson as the keynote speaker. Named one of the world's 'principal voices' by *Time Magazine*, Sir Ken Robinson is recognized as an expert in the field of creativity and innovation in business and education. He believes the key to a healthy future for all organizations lies in learning how to unlock creativity and to sustain innovation in a long-term, systematic way. He also identifies the major myths about creativity that hold organizations back and details the proven strategies for innovation that drive the great ones forward.

"A remarkably powerful creative synergy arises when people of different professional backgrounds and skills work together," explains Sir Robinson in his book *Out of Our Minds — Learning to be Creative*. "This creative synergy has led to successful problem-solving, revolutionary ways of seeing, thinking, and approaching the conflicts of our daily human lives, in both the arts and sciences, time and time again."

The conference was extremely well-attended by a wide array of community representatives. Three levels of management from the school district were given the opportunity to attend. The ideas that emerged from the conference were captured and are being shared with the greater community on [creativeleadershipottawa.ca](http://creativeleadershipottawa.ca). Continued opportunities for community dialogue on the subject of creative leadership are being made possible through a blog on this website.

"Continued, creative partnerships and discussion such as this," explains Superintendent of Instruction Dr. Peter Gamwell who holds the portfolio for Leadership, "will significantly enrich our own culture and serve us well with the challenging task of operationalizing and embedding creative leadership practices in the District."

## Student Trustee Donovan Chong Elected to Provincial Cabinet

Student Trustee Donovan Chong, from John McCrae Secondary School, was recently elected president of the Ontario Student Trustees' Association (OSTA) English Public Board Cabinet. Donovan is currently serving his second consecutive term as one of two student trustees on the Ottawa-Carleton District School Board.



Donovan Chong

"Being on the Executive for OSTA is a great honour. There were a number of very qualified candidates that came forward," says Donovan. "The cabinet is focussed on providing strong student representation by finding increased opportunities to dialogue with school boards."

Donovan is making it his personal mission to facilitate greater participation among student representatives from the farther reaches of the province. He feels, "A student's location should not be a barrier to participating in provincial discussions."

Also representing students on the Ottawa-Carleton District School Board is Jen Tran, a Lisgar Collegiate Institute student, who was elected last June.

LEADERSHIP

COMMUNITY

## Leadership Matters — Building District-wide Leadership Capacity

*Leadership is exemplified by people who are able to impact those around them in a positive way. Our leaders are energetic, empathetic, motivated, trustworthy, knowledgeable, and good communicators. Our leaders share a common vision in their commitment to all students. Our leaders understand that their role is one of support. They lead by example, they seek input, and they listen. As an organization we encourage and foster these qualities. In challenging and prosperous times we are defined by the relationships we build.*

In our *Strategic Directions — A Report to the Community Fall 2007* we told readers about our new leadership objectives as defined in our 2007–2011 Strategic Plan. To move our objectives forward we brought together a dedicated group of individuals representing a broad spectrum of occupations in the District to form what we call our Leadership Committee. This committee identified the following four broad areas of action over the course of the 2007–2008 and 2008–2009 school years: develop a narrative that captures this understanding of leadership for the school community; develop processes that encourage the practice of leadership continuously, effectively, and in daily practice; recognize the contribution of those who engage in leadership activities; and ensure that membership in this leadership club is broadened.

We are currently putting the final touches to an internal leadership awareness campaign to meet our need to recognize the wonderful 'informal' leadership contributions and to call on others to engage in 'leadership' thinking as it has been exemplified in the narrative. We will back this campaign up with a range of supports and inclusive activities.

Since last year we have also hosted two Leadership — Making it Work events to expand leadership capacity through the creation of shared learning opportunities and collegial and collaborative working environments especially between academic and administrative and support staff. The program was open to all staff in the administrative and support umbrella, including school office staff, central staff, educational assistants, facilities staff, and academic staff including teachers and vice-principals.

### Leading Creative Organizations Conference

We recognize that developing leadership capacity is not our issue alone. It is everyone's issue because it is directly linked to the health and welfare of the greater community in which we serve. Now more than ever we need innovative leaders who can respond creatively to the complex challenges we face.



# A Community of Character

Within the Leadership Pillar of our strategic plan, one of our objectives is to “model responsible leadership to our students, ourselves, and our community through our commitment to personal growth, organizational effectiveness, and good governance by emphasizing the importance of personal growth and leadership through sustainable character development initiatives.”

Over the last year in consultation with students, staff, trustees, and parents we finalized a Community of Character model that defines and embodies 10 character traits that we believe are essential in developing and sustaining a safe and caring community. We believe that an effective community is built on a sense of trust, respect, and recognition of our individual and collective responsibility, our diversity, and our need to work collaboratively to ensure success for our students and our future.

All of our schools are now showcasing these character attributes through colourful posters in classrooms and hallways. Character Development is being embedded in all our kindergarten to grade 12 curriculums by providing teachers with content and instructional strategies to nurture the development of these character attributes in their students.

Schools are now formally integrating character development into their annual school improvement plans and will receive support through a resource-rich website to go on-line this year.

Proudly our students are already embracing this culture of caring by participating in a multitude of activities to benefit others. This fall Woodroffe High School students in the special General Learning Program, with the help of teacher Jamie Hughson, assisted local seniors with fall yard work in return for donations to their neighbourhood YMCA–YWCA. The students are then given access to YMCA–YWCA’s athletic facilities.

Last June Ridgemont High School student Jessica Steward received a \$16,000 Millennium Scholarship when she graduated in recognition of her school leadership and community outreach. Jessica was instrumental as a member of the Ridgemont Cares Committee which was created to raise funds to aid others in need. Nicky Texiera, a coach and mentor to Jessica, says, “Her calm demeanour and selflessness was an example to all. She showed others that investing in people is time well spent.”

**ACCEPTANCE:** I reach out to include others. I accept others for who they are. I am gentle with myself and others when mistakes are made.

**APPRECIATION:** I am grateful for all that I have. I am thankful for the support that others give me. I am generous in recognizing the contributions of others.

**COOPERATION:** I work with others to make a peaceful community. I am willing to listen to others’ ideas and suggestions. I compromise and negotiate to solve problems and differences of opinion.

**EMPATHY:** I am compassionate, caring, and kind. I am a true friend. I will walk in your shoes in order to understand you. I am slow to judge and quick to forgive.

**FAIRNESS:** I make decisions based upon the whole picture. I treat others the way I would like to be treated. I am just.



**INTEGRITY:** I behave ethically and honourably. I am honest, loyal, and trustworthy. I am truthful and courageous. I stand up for what is right even when it is hard. I am a person of my word and people who know me understand that.

**OPTIMISM:** I believe that challenges are opportunities. I choose to see goodness. I have hope for our future.

**PERSEVERANCE:** I will work hard and I will not give up. I will finish what I begin and I will not give up. I will care enough and I will not give up.

**RESPECT:** I honour myself and others through my words and actions. I support our diversity of beliefs. I treat our world and everything in it with dignity.

**RESPONSIBILITY:** I am accountable for the decisions I make. I realize that my decisions impact my community. I honour my commitments.





Woodroffe High School's magnificent mural.

## A Mural of Many Colours

Woodroffe High School students are as distinct as they are alike. The school is home to a diverse student population that represents approximately 60 countries and 40 international languages. To celebrate their diversity and showcase the safe and caring attitude within the school the students, staff, and community volunteers painted a stunning mural along the entire west wall of the school.

Vice-principal Richard King, a former Visual Arts teacher, came up with the idea for the mural as a way to beautify the school and outwardly reflect the school's unique culture and character.

Most of the approximately 35-metre mural features a series of monochromatic faces that represent the multicultural diversity of the school. Images of young people from different backgrounds are featured in an array of poses and dress. Interwoven in the mural are the District's 10 character attributes: integrity, respect, perseverance, fairness, empathy, cooperation, acceptance, responsibility, appreciation, and optimism.

In all, 47 people participated in the mural project with as many as 25 working on the week-long project simultaneously. In addition to students and teachers, many others stepped forward with a paint brush to participate — educational assistants, youth workers, custodians, administrators, and family members.

The mural initiative was generously supported by a grant from the school council and celebrated in several media news stories.

### John McCrae Secondary School Student Makes History

John McCrae Secondary School student Avery Kates has achieved something no other student in the history of the Junior Achievement Awards has done. Avery has won all three top awards in the Young Entrepreneurs Business category — Top President, Entrepreneur of the Year, and the CANJAC Award for her business venture Gran'Made.

Avery and her team created the company to sell pre-packed ingredients for home-made cookies as part of the Junior Achievers Student Venture Program. Gran'Made became widely popular, selling more than four hundred items.

Junior Achievement offers a wide array of programs which help students across Canada to build their leadership, entrepreneurial, and workforce-readiness skills. With the help of dedicated business volunteers and teachers, the programs give youth the confidence and knowledge they need to enhance their workforce readiness and pursue their dreams.

As the CANJAC winner she automatically qualified to represent Eastern Ontario at the International Junior Achievement Conference. Avery is the fifth John McCrae student in the last three years to represent Eastern Ontario. To be part of the International Junior Achievement Conference is a once-in-a-lifetime experience. Avery had the opportunity to work with over 150 elite student business leaders from 15 different countries. She was able to immerse herself in a wide array of business topics including commercial communications, business leadership, and environmental ethics.

Business teacher Brent Howard says, "To be chosen to represent the province at the international conference is a very positive reflection on both the student and the school. We're very committed to providing a rich business curriculum at John McCrae but the students are to be congratulated for their hard work and enthusiasm in attaining these awards."

In the last seven years some 250 students from John McCrae have been involved in the Junior Achievement Program. Many have won scholarships to post secondary institutions.

"We're great believers in the benefits of this program for our students," explains Brent Howard. "It opens up a world of possibilities for them."





## Safe Schools — Successful Students

Following a review of the effectiveness of its *Safe Schools Act* the Ministry of Education announced several amendments, specifically in the areas of Progressive Discipline and School Safety, early in 2008. The changes brought about by the Ministry essentially shift the approach away from punitive consequences to one which allows for the use of progressive disciplinary measures in order to change inappropriate behaviours before they put the student at risk of failure. The changes also call for a range of student supports in order to keep them learning and on the road to graduation.

Among the key changes with the amendments are:

- adding bullying to the list of infractions for which suspension must be considered
- supporting a progressive discipline approach in the case of inappropriate student behaviour
- requiring mitigating factors be considered before students are suspended or expelled
- clarifying decision-making authority for principals to suspend and school districts to expel students
- requiring school districts to offer a program to students who have been expelled or suspended for more than five days

This required us to realign our Safe Schools policies and procedures with the new legislative amendments. Our safe schools practices are of paramount importance to the well-being of our students and staff, as well as to our police, health, and social support partners. It was vital for us to communicate our draft revisions with all of our partners to ensure the changes were reflective of the revised legislation and our community's needs. It was critical, as well, that the policies and procedures were understandable and workable to all who would be impacted. Armed with this valuable feedback we were then able to finish the realignment process and reissue the policies and procedures for implementation late last spring.

To help our school communities clearly understand the changes we created a *Safe Schools* fact sheet to explain how the changes may impact students. This fact sheet can be found on our website and in information kiosks at schools. The revised policies and procedures can also be found on the web under Helpful Information.

*The Student Success Centre will play a pivotal role in the life of students who get themselves into difficulty. It may mean the difference between students graduating or giving up and dropping out of school.*

The revised policies and procedures focus upon these core areas:

- promoting positive student behaviour
- providing early and ongoing intervention
- preventing inappropriate behaviour
- addressing inappropriate behaviour with appropriate consequences

The use of progressive discipline means:

- principals will consider the most appropriate way to respond to each situation
- students will have more opportunities to learn from the choices they make
- parents will be made aware sooner and will have more opportunities to be involved
- more social workers, counsellors, and psychologists will be working with school districts to offer support and counselling to students

In an effort to establish and promote positive student behaviour, each school has a Code of Conduct which clearly outlines expectations for student behaviour. This Code of Conduct is printed in each student's school handbook or planner. It applies not only to the school but to the school yard, on school

buses, and at sporting and other special events. It also applies to student activities beyond the school, such as cyberbullying. You can find your school's Code of Conduct in your child's planner or on the school website.

The District has also created a Student Success Centre within the Confederation Education Centre (located at the corner of Hunt Club Road and Woodroffe Avenue) to provide continued educational programming for students who are on suspension, expulsion, or require proactive intervention. A Student Action Plan is developed by the student's home-school teacher(s) which outlines both the academic and non-academic goals to be worked on while the student is assigned to the centre. Non-academic programming will be administered by the on-site social worker and psychologist.

Further information on our Student Success Centre is available from your child's principal. A helpful pamphlet has also been created to walk parents through the process. It can be found on our website under Student's Corner.





Brittany Young and her mother, Sherri Young, connect live via satellite with Lt. Col. Timothy Young in Afghanistan, during West Carleton High School's Annual Remembrance Day Celebrations.



Carleton Heights Public School students and staff live and learn the message of hope and tolerance.

## A Special Remembrance

West Carleton Secondary School held a particularly poignant and meaningful Remembrance Day service this year thanks to the participation of grade 10-student Brittany Young and her father Lieutenant Colonel Timothy Young, a member of the Canadian Armed Forces, who has been stationed at Base JS near Kandahar, Afghanistan since last spring.

Brittany and her father shared a conversation via live video feed from Kandahar, before the entire student body and special guests, during the service. Their willingness to participate in this way gave students an up-close and personal insight into the lives of our Canadian military families and the sacrifices they are making.

Patrick Mason and Shannon Mills, who teach at West Carleton and worked to organize this year's service, say West Carleton Secondary School has earned a positive reputation for its support and recognition of the many military families who live in the school community. The school's Remembrance Day services have traditionally provided rich learning experiences for the students and this year was no exception.

In attendance at this year's service were West Carleton alumni who are now members of Canada's Armed Forces. Sergeant Brent Kelly, who just returned from Afghanistan, was given special recognition by the students. Also in

attendance was Private Allan Reid a graduate who enlisted a year ago and will head to Afghanistan in 2010. Veteran Robert Hyndman, a war artist and pilot in the Battle of Britain, was also acknowledged for his commitment to educating today's youth on the importance of valuing our rights and freedoms through his art. Sixty-foot murals showcasing his work were proudly hung on the gym walls for the service.

Ms. Mills believes her students understand and are humbled by the sacrifices our veterans have made in order to secure the freedom we enjoy today. "I am very proud and honoured by the hard work and energy our students put into our school's Remembrance Day services. It is truly an expression of their heartfelt gratitude."



Remembrance Day

## North Gower — Marlborough Public School Teaches Good Deeds

How can a ten year old make a difference in their community? That was the question posed to 55 grade five students at North Gower–Marlborough Public School last year. The school's innovative project, Who is Nobody?, invited students to see what they can do to make a difference in their community and the world.

Each class received a suitcase with a plain blue doll inside. Each student took a turn taking the Nobody doll home and went to work creating an identity for the doll doing good deeds as chosen by the children. The students then brought the dolls back into their classrooms adorned in whatever memento reflected the new identity of both the doll and the good deeds associated with it. Little by little each doll became fully adorned with souvenirs of good deeds.

Principal Karen Deurloo says, "The project taught students the meaning of selfless acts and how to take action to help others in need." The students became very active; they created a penny drive for Free the Children; they discovered the joy of helping the elderly; and even went to work lobbying for greater safety regulations in hockey. Children donated time, money, canned goods, clothing, books, animals, bicycles, and even their own hair to help those less fortunate. "By the end of the school year," says Principal Deurloo, "the children had learned that everyone is a somebody and we must do what we can to help those less fortunate."

## Global Action Week Begins at Carleton Heights Public School

Grade 3 students at Carleton Heights Public School were selected by Canadian Teachers' Federation President Emily Noble to participate in The World's Biggest Lesson as part of Global Action Week last April.

The Global Campaign for Education organizes Global Action Week each year to bring about a greater awareness of the fact that over 700 million people world-wide miss out on a quality education for a variety of reasons including poverty, disability, ethnicity, gender, geographic location, conflict, personal circumstances, or exploitation.

The lesson's message was simple, Quality Education To End Exclusion. Ms. Noble, who was joined by Paul Dewar, MP for Ottawa Centre, created an engaging and interactive half-hour lesson for the students. Approximately 11,000 other Canadian students, and millions more around the world, were linked in this world-wide awareness lesson.

Pictured in the photo at the top of the page are grade 3 students along with, from left to right, Kim MacDonald (former vice-principal), Antonia Radu (co-op student), Heather Hollingsworth (teacher), Jim Tayler (principal), Paul Dewar, MP, Emily Noble (Canadian Teachers' Federation president), Dave Wildman (president of the Ottawa-Carleton Elementary Occasional Teachers' Federation) and Natalie Poulson (Canadian Global Campaign for Education).





Dave Ready, president of the Ottawa Senators Foundation (at right) presented a cheque to Jim Orban, chair of the Education Foundation, in the amount of \$25,000 last year.

## Ottawa-Carleton Education Network

The Ottawa-Carleton Education Network was established as a non-profit corporation with a mandate to generate additional funds for the school district in order to sustain and enhance programs and services to students. Since its inception OCENET has become a leader in international education within Canada and abroad. During eight years of continued growth, it has been able to repay its start-up funds and has since generated over 9.5 million dollars in total revenue for the District.

It is estimated that a full-time international student in Canada contributes about \$30,000 to the local economy when accommodation, travel, personal expenses, and tuition fees are all factored in. Based upon this, the 297 full-time international students who came to study in our District last year contributed some \$9 million to the local economy.

These students are not only bolstering our local economy but the District's economy as well. As a result of its strategic growth OCENET is now providing \$2 million in annual revenues to the District, a portion of which provides for additional ESL language teachers and support directly to schools.

Each school that hosts international students receives \$500 for each full-time international student who attends classes there. Over the last six years schools have received over \$665,000 for hosting foreign students which has enabled these schools to purchase such things as equipment, textbooks, computers, computer software, educational resources, sporting goods, etc.

These students are both a social and educational benefit to our children. Students from more than 35 different countries are attending some 57 schools within the District. These students bring their cultures directly into our classrooms, our families, and our homes and we're seeing the creation of many wonderful long-term friendships.

Due to a steady growth in the number of foreign students and teachers participating in programs and services, OCENET has been able to accrue a small surplus annually. As a result OCENET, in addition to its

annual contribution to the District, was able to provide a one-time grant in the amount of one million dollars in May 2008.

The grant is being used for such things as:

- professional development for leadership in international and global education
- enhancements to curriculum development and training in the areas of English as a Second Language, international student programming, and diversity and equity initiatives
- the development and translation of resource materials for our Family Reception Centre (for newcomers to Canada)
- facility upgrades at the outdoor education centres to enhance student participation
- improvements to our Continuing Education building at 440 Albert Street

OCENET has developed and operates three core program streams to serve the international education marketplace: the Ottawa International Student Programs (OISP) which is predicted to enrol over 300 full-time students this year; the Ottawa International Centre which hosts short-term programs and provides additional training to English teachers from around the world and welcomed 596 international visitors last year; and the Young People's Language School of Canada which delivers intensive English language programs for foreign students needing to get ready for high school or university in Canada or in other English-speaking countries.

"The Ottawa-Carleton District School Board is recognized across the country and around the world for the high quality of educational services it provides to international students," reports Geoff Best, OCENET's executive director. "Our schools make that extra special effort to ensure their international students feel welcome. This effort is making a difference: our school district has developed a solid reputation in the international community for its high academic standards and welcoming classrooms."

You can learn more about OCENET at [www.ocenet.ca](http://www.ocenet.ca).

## Education Foundation of Ottawa — Making a Difference for our Students

The Education Foundation of Ottawa was established in 2005 to help alleviate the economic barriers that put students at risk of academic failure. Thousands of children and youth attending our schools are facing poverty so crippling that it keeps them from school — hungry and without proper accommodations or even medical attention.

The foundation works closely with teachers, principals, and social workers who identify individual children and youth in need. It then provides funds for emergency food vouchers and medication and such things as warm clothing and winter boots. It also provides funds to support and engage these students in life-skills programs, art and recreational opportunities, as well as school field trips to experience learning outside the classroom. The names of the students are kept anonymous; the funds are sent directly to the school principal for confidential disbursement.

Over the past year the Education Foundation of Ottawa has given over \$140,000 in funds to individual students and schools in need of the following:

- food vouchers for working poor families
- Epi-pens and medication not covered when the family is not on social assistance
- clothing, pyjamas, and shoes for five students who lost their home to fire
- clothing and shoes for a secondary student needing to work to support himself financially so he could continue to attend school

- a grant to Bell High School to fund a learning and leadership program for low-income multicultural students
- a grant to Bells Corners Public School for a sports-skills, development program
- a grant to Bayshore Public School to buy helmets for students to participate in a winter skating program
- a grant to Viscount Alexander Public School to fund a Read-At-Home Program for its low-income families
- funds for educational field trips for thousands of students who would not otherwise be able to afford them

*"The Foundation allowed me to assist a family in dire need of clothes. The mother was so appreciative and proud to show me the new shoes she had been able to buy her daughter — her outlook was so much brighter. The Foundation is helping me to help those I see in need, what an extraordinary feeling!"*

— OCDSB Social Worker

The Education Foundation of Ottawa is an independent, registered non-profit, charitable organization governed by a volunteer Board of Directors.

To find out more about the foundation, please visit [www.ocdsb.ca](http://www.ocdsb.ca) and click on the Foundation icon or call Executive Director Patti Davis at 613-596-8211, ext. 8303. You can also e-mail her at [patti.davis@ocdsb.ca](mailto:patti.davis@ocdsb.ca).

*Every child deserves a chance to become successful in school.*



## About our District

The Ottawa-Carleton District School Board (OCDSB) is the largest school district in Eastern Ontario serving students within a 2,760 square kilometre area known as the city of Ottawa. We are the seventh largest district by school population in the province of Ontario.

## Our Students

We have a vibrant, enthusiastic learning community that benefits from a wide range of programs that promote excellence and meet individual needs. All of our schools are learning communities where our staff support and challenge students to achieve their best in academics, the arts, athletics, and technology. In addition, students requiring specialized programming, both elementary and secondary, have many supports in place to ensure their academic success. Our enrolment as of October 31, 2008 totalled 72,567 students (47,523 elementary and 25,044 secondary).

## Our Staff

The total number of full-time equivalent (FTE) elementary teachers was 2,740.39 and the number of secondary teachers was 1,612.83. The number of principals and vice-principals totalled 242. Approximately 2,670 teachers were on the occasional teachers list. We had a total of 2,072 administrative and support staff of whom 1,830 work in the schools.

## Schools and Programs

We operate 147 school sites — 117 elementary, 25 secondary including the Adult High School and five secondary alternate sites. Our elementary schools provide English with Core French, Early French Immersion (EFI), Middle French Immersion (MFI), and Late French Immersion (LFI) programs, which are delivered in single, dual, and triple-track schools. Six schools offer the Alternative Elementary Program. Our secondary schools offer a wide variety of programs including French Immersion, Extended French, International Baccalaureate, Arts, and High-performance Athlete.

Please visit [www.ocdsb.ca](http://www.ocdsb.ca) to read *More Schools, More Choices, a Guide to our Elementary and Secondary Programs*.

## 2007–2008 Primary Class Size Statistics

The Ministry’s expectations for 2007–2008 are that 90 per cent of primary classes should be at 20 students or below and 100 per cent of primary classes should be at 23 students or below; combined grade 3–4 classes should be at 23 students or below. Based on the information submitted to the Ministry, 88.99 per cent of our primary classes are at or below 20 students and 99.74 per cent of primary classes are at or below 23 students.

The following chart provides a summary of progress made in this area since the initiative was started:

	2003–2004	2004–2005	2005–2006	2006–2007	2007–2008
Primary Class Size Reduction Cumulative Allocation		\$3,086,023	6,204,589	9,585,214	13,822,704
% Primary Classes 20 and Under (90% by 2007-2008)	24.47%	34.77%	39.50%	53.17%	88.99%
% Primary Classes 23 and Under	55.11%	65.97%	70.77%	88.22%	99.74%
Average Junior/Intermediate (grades 4-8) Class Size	25.3	25.0	24.5	25.2	25.5
% Grade 3-4 Combines Classes Under 23					98.21%

## Credit Accumulation

The data shown in Table 1 was reported in the annual Report on Student Achievement for the past two years. It should be noted that the calculation of the grade 10 credit accumulations do not take age into consideration but are based on students who were: active during the school year; enrolled in regular, vocational, alternate, and adult day-school programs; enrolled in the school on June 30; and who were in grade 9 for the first time (i.e., not repeating) in the previous school year.

Grade 10 credit accumulations were calculated by adding the number of credits accumulated at the end of grade 9 to those earned in grade 10. In April 2008 the Ministry expanded its definition to include credits earned by

students in summer school, therefore, the percentages in the table below include credits earned over the summer in order to provide comparable data from year to year.

Table 1 shows the percentage of students who received 16 or more credits by age 16 at the end of grade 10, as of June 30 of the current calendar year and the previous three years.

**Table 1: Grade 10 Credit Accumulation**

	Grade 10 Students Receiving 16 or More Credits			
	2004–2005	2005–2006	2006–2007	2007–2008
OCDSB	68.2%	69.6%	72.0%	71.8%

## Successful Programs to Serve Students

The OCDSB offers many successful programs implemented to serve students unable to attend regular school programs, i.e., programs for students in care, custody or treatment, for suspended or expelled students. The following list covers our programs:

- First Place Alternate Program
- M.F. McHugh Education Centre
- Ottawa-Carleton Detention Centre
- Ottawa Children’s Treatment Centre
- Phoenix House for Youth, Inc.
- Project Trading Places
- Reality Check
- Secondary Alternate Programs
  - Elizabeth Wyn Wood Secondary Alternate Program
  - Frederick Banting Secondary Alternate Program
  - Norman Johnston Secondary Alternate Program
  - Richard Pfaff Secondary Alternate Program
  - Urban Aboriginal Alternate High School Program
- Storefront School
- Student Success Centre

## Student Participation

Throughout the Report to the Community you will find many articles highlighting the achievements of our students. We are proud of all of our students, especially those who go ‘the extra mile.’

## Parent and Community Engagement

Congratulations to all our school councils who received the Parents Reaching Out (PRO) Grants for 2007–2008 and who participated in the program. Forty-three schools received, in total, \$33,659.65. The schools used the grant money on projects that enhance the participation of parents who face challenges in getting involved in their children’s education, challenges such as communication, geography, parents new to the school system, or others. Many of the 2007–2008 project goals were to improve communication between parents, teachers, and the school community; provide multilingual information brochures; and hold parent workshops. School councils offer ongoing support and enthusiasm in supporting parent engagement in our schools. Parents play a vital role in public education and Ontario’s PRO grants are designed to encourage parental involvement in their children’s education and to support on-going student learning.

In addition to the schools receiving financial assistance, the District and its Parental Involvement Committee received a \$30,000 PRO grant for a translation project entitled Welcoming Parents in their First Language. The intent of the project was to allow for the removal of barriers for parents who do not speak English. The project developed a series of tools and a parent publication that can support outreach to parents who face language challenges.

We continue to support parental and community engagement through the appointment of non-voting representatives to standing committees of the Board. This is an important mechanism to encourage stakeholder participation in the decision-making process. Last year staff met with all non-voting Board representatives (federations, parent members, and the community) to talk about their role and to develop better support resources. Due to the importance and growing need the work and success in this area will continue as the District continues





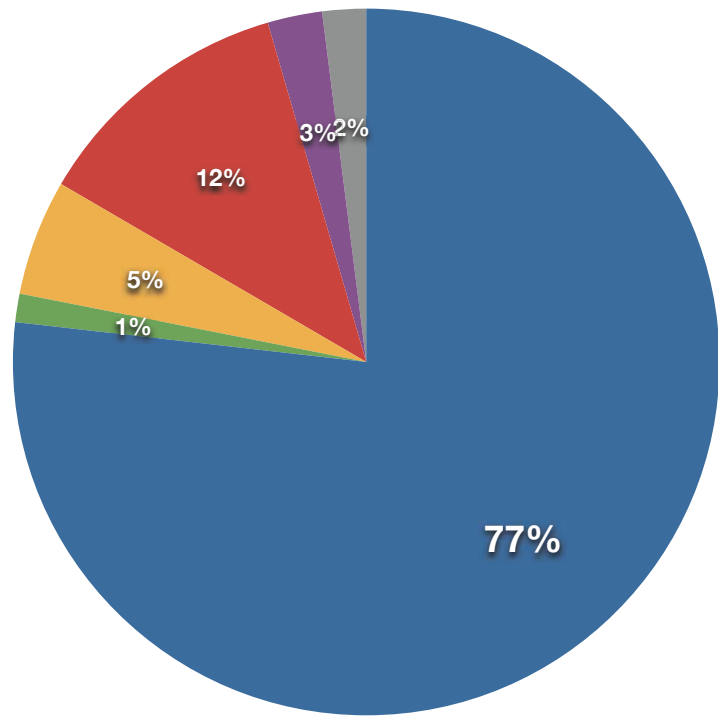
to implement one of its District goals centered on equity and diversity. The translation project eliminates barriers for parents and guardians who do not speak English as well as assisting District staff. Parents across the District will have equal access to resources.

The Family Reception Centre Parent Guide, produced in August 2008, provides information to newcomer families about programs and services available to students in our schools. The guide is intended as a resource where parents can find answers to questions and contact information to other agencies that will help them to get settled in their new community. As well as the English version, the guide was translated in five other languages — Arabic, Chinese, Farsi, French, and Spanish.



### 2008–2009 Operating Budget

	Percent	\$Millions
Instruction	76.8%	500.3
Continuing Education	1.3%	8.6
Transportation	5.3%	34.3
School Facilities	12.1%	78.7
Central Administration	2.5%	16.6
Debt and Transfer to Capital Reserves	2.0%	12.8
<b>Total</b>	<b>100%</b>	<b>651.3</b>



- Instruction
- Continuing Education
- Transportation
- School Facilities
- Central Administration
- Debt and Transfer to Capital Reserves

### Our Board of Trustees December 1, 2006 to November 30, 2010



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Chair of the Board  
Zone 1



**Cathy Curry**  
Zone 2



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**Bronwyn Funicello**  
Zone 6



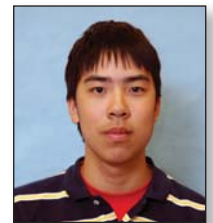
**Jennifer McKenzie**  
Zone 10



**Pam Morse**  
Zone 7



**Rob Campbell**  
Zone 9



**Donovan Chong**  
Student Trustee



**Jennifer Tran**  
Student Trustee



**John Shea**  
Zone 8

**Please Note:** elections were underway to fill the trustee vacancy in Zone 7 (Gloucester–South Nepean/Osgoode/Gloucester–Southgate) as we were going to press. Greg Laws stepped down as trustee for Zone 7 in October.