



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

# 2009-2010 Director's Annual Report to the Community:

*Learning, Leadership, Community.*  
**Educating for Success** — Inspiring Learning and Building Citizenship



## Message from The Director



*Director of Education Barrie Hammond shares his love of books with students from Pinecrest Public School.*

It is a privilege to lead the Ottawa-Carleton District School Board, an organization that encourages creativity, celebrates diversity, and is committed to both personal and organizational learning. Every day at the OCDSB, in every one of our 146 school sites, there are 72,744 students learning, growing, and succeeding in the classroom and in an incredible variety of other school-based activities.

As educators we can be proud of our sustained growth in student achievement. For each of the past five years our student achievement results have improved steadily in both the elementary and secondary panels. More importantly, we have been successful in our efforts to narrow the achievement gap for boys, special education students, and English language learners. We have accomplished much, and continue to refine our focus and instructional strategies to optimize learning and academic achievement for all students.

School is about so much more than test scores — it is about the journey of personal discovery. Our focus on character development helps to build self-awareness and compassion. When students learn about respect, responsibility, perseverance, and optimism they enrich their understanding of citizenship. Last year our staff and students demonstrated their character and commitment by giving back to the community.

We exceeded our United Way Campaign goal by 17 per cent and were recognized by the United Way/Centraide Ottawa for outstanding achievement in the Education Sector. As a school district we were touched by the plight of the Haitian people and responded with a unified effort through our \$2 to Help Haiti fundraising drive, resulting in a donation of over \$250,000 to the Red Cross Haiti Relief Fund. In every one of our schools there are wonderful examples of people reaching out to help others in need.

As you look through these pages you will feel the energy and enthusiasm that turns our buildings into schools and our lessons into learning. Our success can be attributed to the hard work of our students, the skill and dedication of our staff, the leadership of our Board of Trustees, and our commitment to a supportive relationship with parents and partners who share our focus on student achievement and student well-being.

We have much to be thankful for. My thanks to everyone in our District; together we are inspiring learning and building citizenship.

Barrie Hammond

Director of Education and Secretary of the Board



# EQAO Assessment Results 2004–2010

## The Story of our Student Data — Celebrating Success EQAO Trends in the 2009 Achievement Data

Continued improvement in OCDSB student achievement data is a reason to celebrate. Our students and staff are guided by two strategies contained within our Board Improvement Plan. They include higher order thinking and a focus on ongoing assessment and feedback. We understand that when administrators, teachers, students, and parents work collaboratively in partnerships the end result is improved student learning and achievement.

OCDSB primary and junior level students recorded sustained improvements in Reading, Writing, and Mathematics. Results from our primary EQAO assessment showed a 2 per cent increase in Reading and Writing, and a 1 per cent increase in Mathematics at the grade 3 level. At the junior level, grade 6 students have improved by 3 per cent in both Reading and Writing on the EQAO assessment. OCDSB students outperformed their provincial counterparts on five of the six assessment areas in grades 3 and 6.

OCDSB grade 9 academic-level Mathematics students outperformed the province by 4 per cent and our District results improved by 5 per cent from last year. Results from the grade 9 applied-level Mathematics Program rose by 2 per cent from the previous year. Secondary students in the District continued to maintain higher levels of achievement on the OSSLT compared to their provincial peers, with 89 per cent of OCDSB students achieving success, 5 per cent greater than the provincial data.

Pass rates in grades 9 and 10 compulsory courses in both academic and applied course levels range from 84 per cent in grade 9 applied level Science to 97 per cent in grade 9 academic English, grade 9 Geography, and grade 10 History. In 17 of the 22 applied, academic, and open-level grade 9 and 10 compulsory courses, pass rates have either improved or remain unchanged since 2008–2009.

Girls continued to outperform boys in the area of literacy. This is true in both the elementary and secondary panel. In the area of Mathematics, there is little to no gender difference in the primary and junior grades but by the time students reach secondary school males performed considerably better than females on the provincial assessments.

English Language Learners and students with special needs in the OCDSB have also continued to show steady improvement across the various provincial assessments, often demonstrating higher rates of achievement than their provincial counterparts.

## Five-year Trends in Achievement Data

The five-year trends in achievement by OCDSB students, as measured by provincial assessments, show significant growth in all areas. In our primary EQAO assessment, there has been a 5 per cent increase in Reading, a 13 per cent rise in achievement in Writing, and an 8 per cent increase in Mathematics. In comparison, their grade 3 provincial counterparts experienced no growth in Reading, a 6 per cent increase in Writing, and a 3 per cent rise in Mathematics.

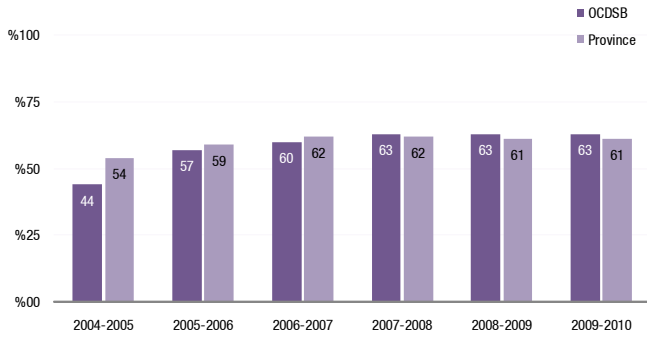
At the junior level, our grade 6 students experienced a 12 per cent increase in achievement in Reading, a 13 per cent improvement in Writing, and a 3 per cent increase in Mathematics. At the provincial level, an 8 per cent increase in Reading, a 9 per cent rise in Writing, and no growth in Mathematics were achieved during this same time period. At the secondary level, a 9 per cent increase in achievement in both grade 9 academic and applied Mathematics resulted in the past five years as well as a 2 per cent rise in the results of the Grade 10 OSSLT assessment. In comparison, our provincial counterparts experienced a 5 per cent increase in grade 9 applied Mathematics and no growth in the OSSLT. OCDSB students are demonstrating sustained increases in their learning and in their achievement — results in which the entire OCDSB community can take pride. A strong alignment between Board Improvement Goals and School Improvement Goals, a targeted focus on effective instructional and assessment practices to improve student learning, and dedicated school teams working in strong partnership with parents and the community have been essential in this growth across the District, and this increase in student achievement.

## About the Cover

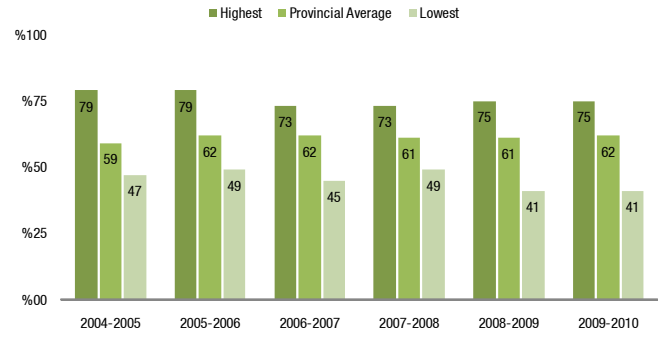
Our cover photo was taken by grade 12 student David Jackson during World of Work that took place in October 2010. The three grade 12 students from South Carleton High School pictured here are Matt Reid (on the computer), Megan Robinson-Yu and Colin Birkett (videographers).

# EQAO Assessment Results 2004–2010

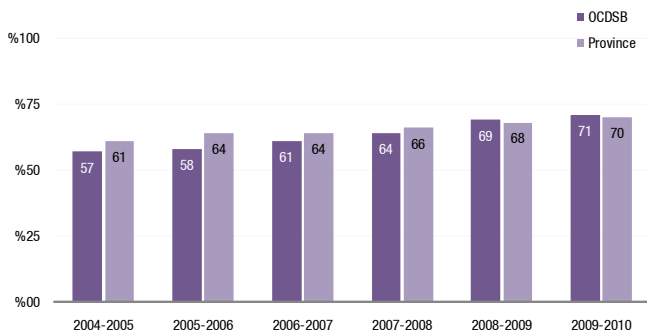
Grade 3 Assessment of Reading — % of Students at Levels 3 and 4



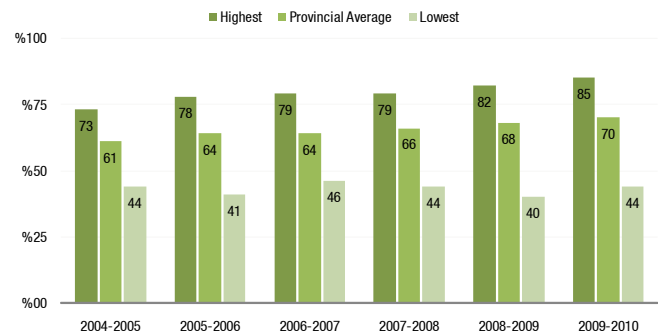
Highest, Lowest, and Provincial Average Score in EQAO Grade 3 Reading



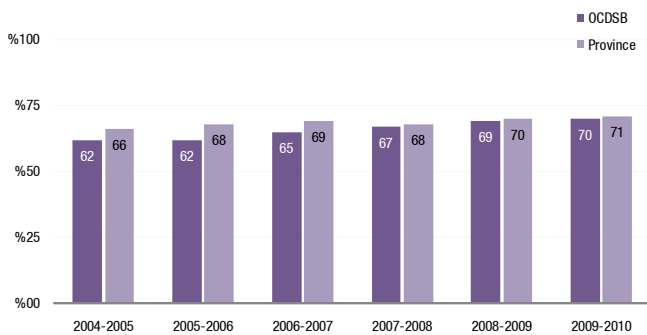
Grade 3 Assessment of Writing — % of Students at Levels 3 and 4



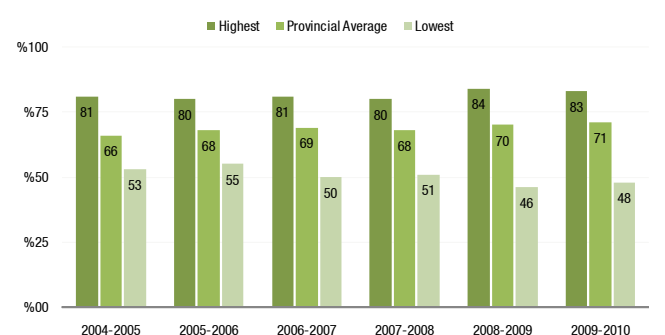
Highest, Lowest, and Provincial Average Score in EQAO Grade 3 Writing



Grade 3 Assessment of Mathematics — % of Students at Levels 3 and 4

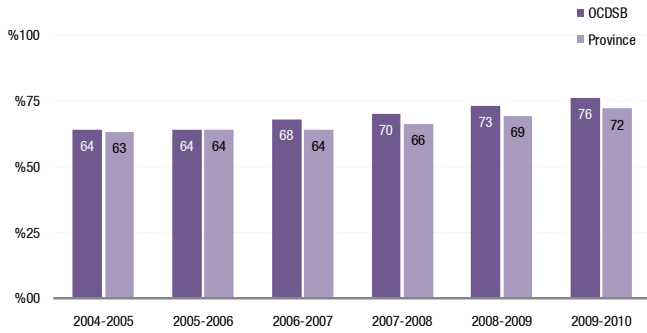


Highest, Lowest, and Provincial Average Score in EQAO Grade 3 Mathematics

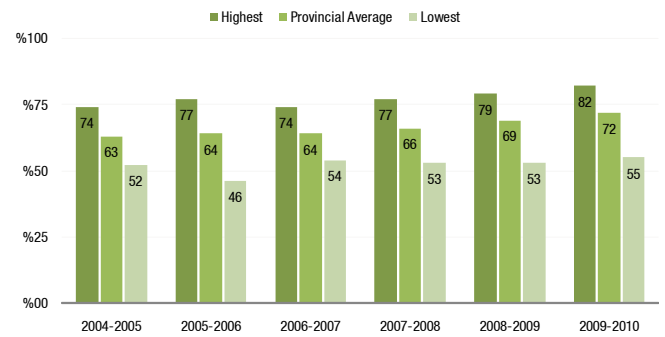


# EQAO Assessment Results 2004–2010

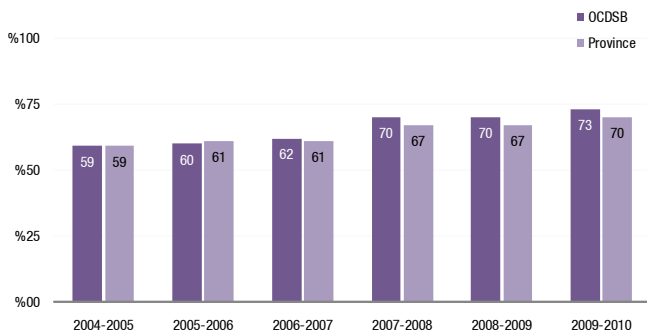
Grade 6 Assessment of Reading — % of Students at Levels 3 and 4



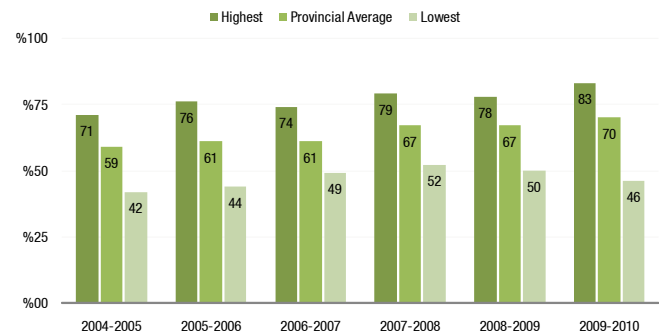
Highest, Lowest, and Provincial Average Score in EQAO Grade 6 Reading



Grade 6 Assessment of Writing — % of Students at Levels 3 and 4



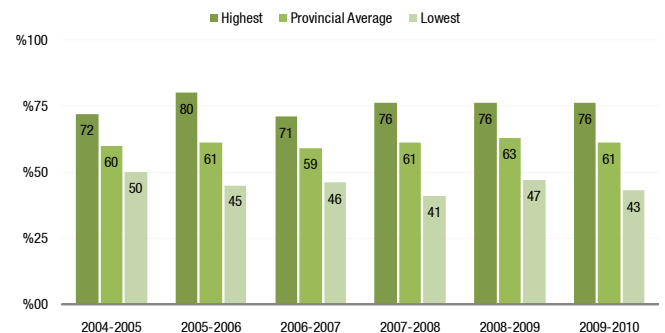
Highest, Lowest, and Provincial Average Score in EQAO Grade 6 Writing



Grade 6 Assessment of Mathematics — % of Students at Levels 3 and 4

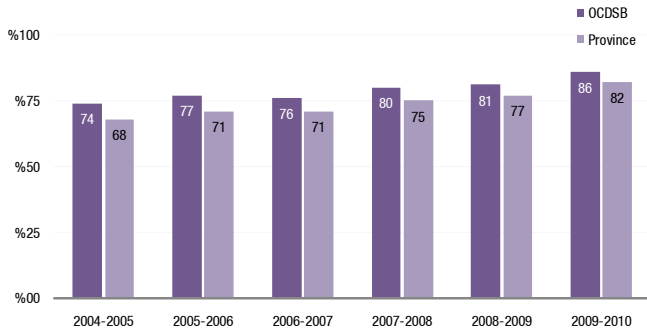


Highest, Lowest, and Provincial Average Score in EQAO Grade 6 Mathematics

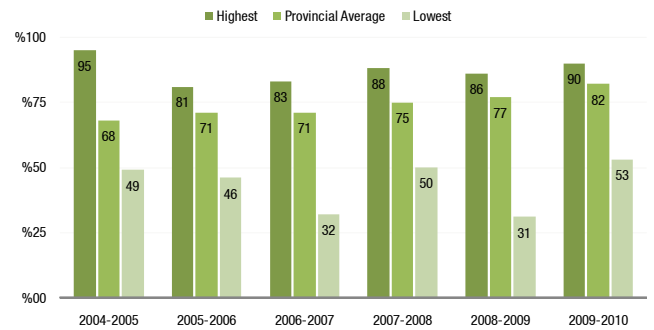


# EQAO Assessment Results 2004–2010

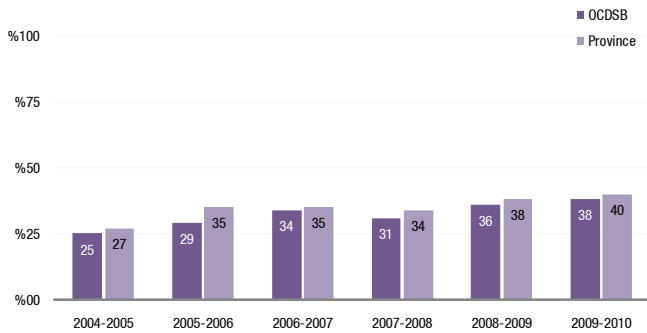
Grade 9 Assessment of Mathematics, Academic Program —  
% of Students at Levels 3 and 4



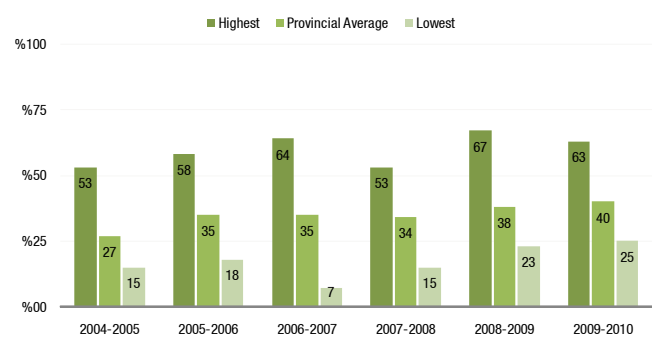
Highest, Lowest, and Provincial Average Score in  
EQAO Grade 9 Academic Mathematics



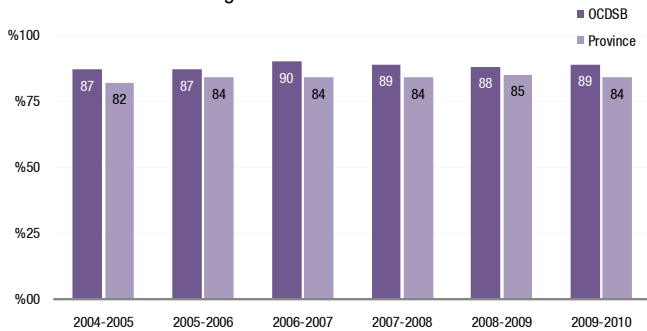
Grade 9 Assessment of Mathematics, Applied Program —  
% of Students at Levels 3 and 4



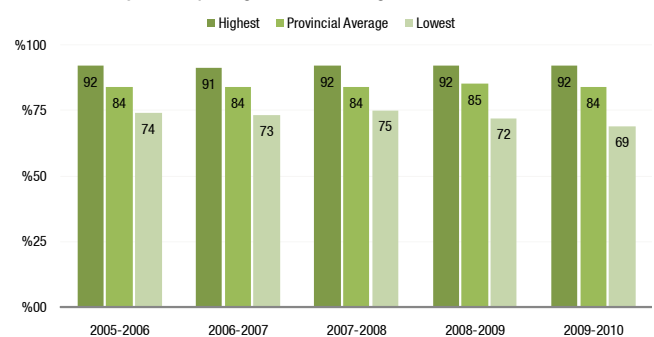
Highest, Lowest, and Provincial Average Score in  
EQAO Grade 9 Applied Mathematics



OSSLT Achievement Results for Fully Participating First-Time  
Eligible Students Over Time

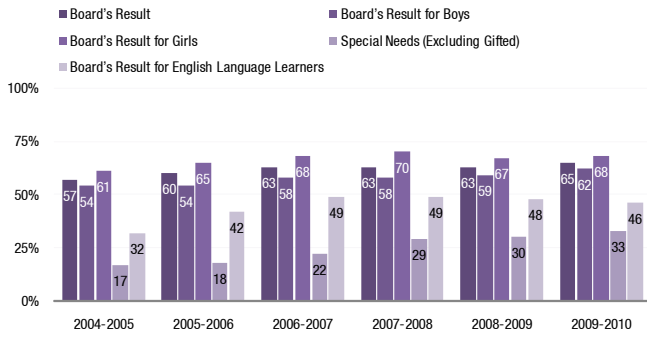


Highest, Lowest, and Provincial Average OSSLT Achievement Results  
for Fully Participating First-Time Eligible Students Over Time

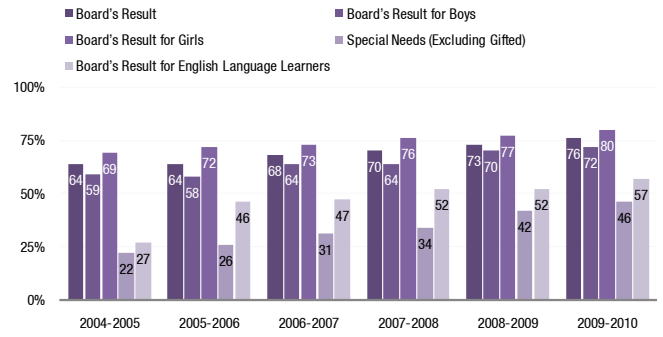


# EQAO Assessment Results 2004–2010

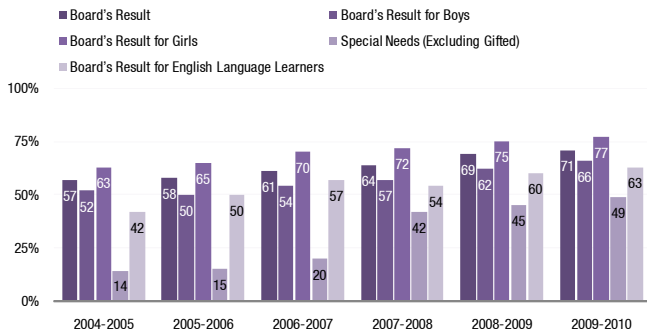
### EQAO Grade 3 Reading



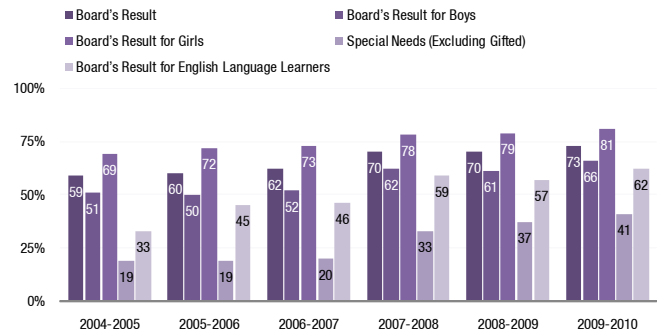
### EQAO Grade 6 Reading



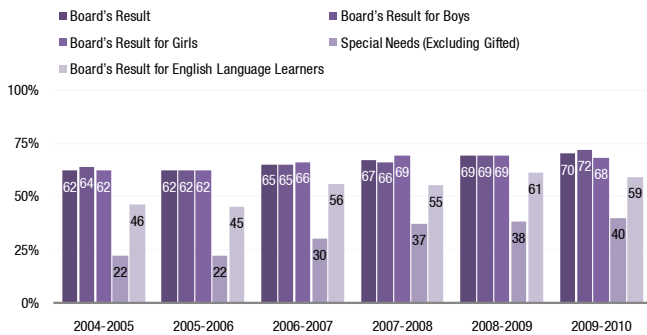
### EQAO Grade 3 Writing



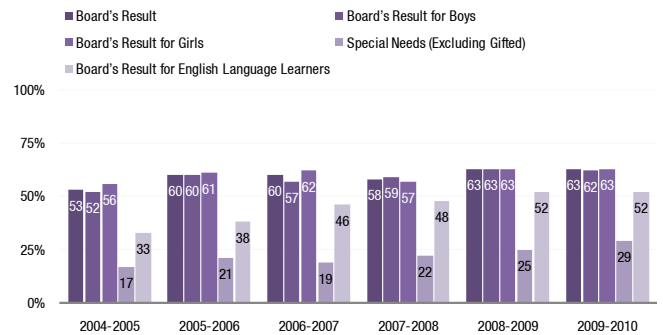
### EQAO Grade 6 Writing



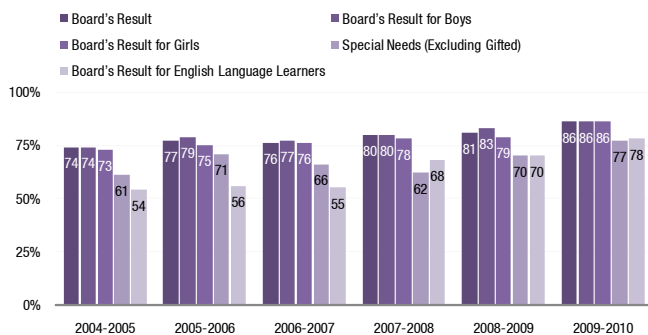
### EQAO Grade 3 Mathematics



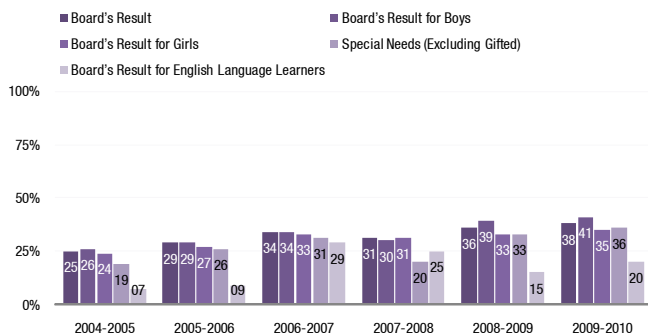
### EQAO Grade 6 Mathematics



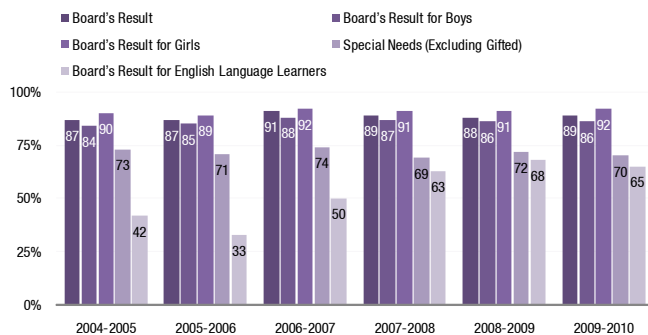
### EQAO Grade 9 Academic Mathematics



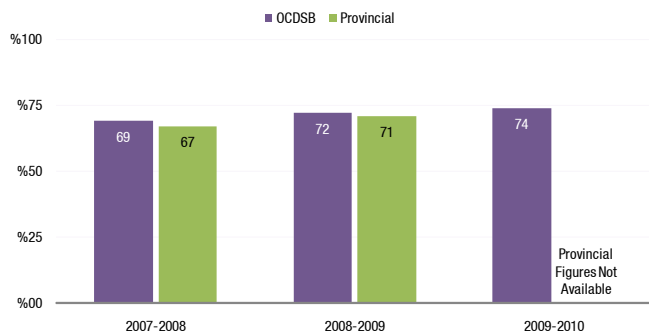
### EQAO Grade 9 Applied Mathematics



### EQAO Grade 10 OSSLT First Time Eligible Students



### Percentage of Grade 10 OCDSB Students (Active on June 30) With 16 or More Credits by the End of School Year



## Learning News

### Full Day Kindergarten

The Early Learning Program is a Ministry of Education initiative that brings full-day kindergarten to Ontario starting in September 2010 with full implementation by September 2015. There are two components to the program — the Core Program which represents the full-day classroom component and the Extended Day Program which represents the before and after school program.

In the Core Program certified teachers and registered early childhood educators work together to deliver the Full Day Kindergarten Program. Students receive instruction and play-based learning with both the teacher and the early childhood educator. The students develop their capacity in language and mathematics, and build a strong foundation for future learning. In addition they engage in healthy physical activities and enjoy arts education. Full Day Kindergarten offers students the opportunity to develop skills to become more comfortable in social settings and to interact with their peers and the adults who guide them. The Extended Day Program is led by registered early childhood educators.

In September 2010, 1,319 children were enrolled in full-day junior kindergarten and senior kindergarten at the following 22 OCDSB schools:

Arch Street Public School, Bayshore Public School, Blossom Park Public School, Cambridge Street Community Public School, Carson Grove Elementary School, Century Public School, Convent Glen Elementary School, Featherston Drive Public School, General Vanier Public School, Glen Cairn Public School, Grant Alternative School, Greely Elementary School, Jockvale Elementary School, Manordale Public School, Metcalfe Public School, North Gower/Marlborough Public School, Pinecrest Public School, Queen Elizabeth Public School, Robert E. Wilson Public School, W.E. Gowling Public School, W. Erskine Johnston Public School, and York Street Public School.

In Phase 2 the program will expand to include the following seven schools:

Bells Corners Public School, Connaught Public School, Dunlop Public School, Fallingbrook Community Elementary School, Munster Elementary School, New Stittsville School (opening in September 2011), and Robert Hopkins Public School.



## Top Scholar and Winner of the 2009–2010 D. Aubrey Moodie Award



*Michael She's family celebrates his success as OCDSB Top Scholar 2009–2010.*

Michael She was the 2009–2010 Ottawa-Carleton District School Board's D. Aubrey Moodie Award winner. The Colonel By Secondary School student graduated with an average of 99.67 per cent.

Michael participated in the globally recognized International Baccalaureate (IB) Program, a program that guides students to excel both academically and outside the classroom. He received a total of 42 diploma points with a 99.67 per cent average.

Michael is attending Princeton University and will focus his studies in the field of economics, with a minor in finance. He received the Proficiency Award and the Governor General's Academic Medal at his high school graduation last June.

Michael has played the piano for over a decade and he describes playing music as one of his greatest passions. He is a consistent award winner at the regional Kiwanis Music competitions, and has received numerous regional awards and scholarships. Michael's passion for music has led to him regularly volunteering to play music for hospices. He also participated in a large local fund-raiser to raise money for Aid China's Si Chuan Earthquake Fund, and he was an active member in his school's jazz band throughout his high school career.

Outside of music, he co-founded and directed Colonel By Secondary School's official tutoring system, while at the same time collaborating

with others to create *cbnerds.com*, an online forum for academic discussion. In terms of school clubs Michael helped co-establish and direct his high school's business club, the first DECA chapter here in Ottawa, and he was an active member on the school's Yearbook Committee.

Melissa Lucas, a Merivale High School student, is the runner-up with a grade average of 99.17 per cent. Melissa is attending Queen's University to study Life Science starting in her second year. She hopes to pursue a career in medical research after doing her Master's Degree.

Melissa received the Principal's Scholarship to Queen's University, as well as the Janet and Thomas McLachlan Scholarship. In addition, she received a bursary from the Kiwanis Club of Ottawa for high academic standing. Melissa says, "I enjoyed academic success during my high school career, in great part, due to the wonderful teachers I had at Merivale High School."

She also found time to volunteer at the Ottawa Heart Institute at a research lab during the summer, and she was a tutor with the Merivale High School's Homework Club.

## Gloucester High School's Reach for the Top Team Were the 2010 Ontario Champions



*Gloucester High School's Award Winning Reach for the Top 2010 Ontario Championship Team Members.*

Gloucester High School's Reach for the Top team are the 2010 Ontario champions. The six Gloucester High School students strode to victory with a decisive 380–230 win over Burlington's Assumption Catholic Secondary School in the final match of the academic quiz competition.

Forty league champions — representing approximately five hundred teams from around the province — participated in the event at Centennial College in Scarborough. On the first day of the competition teams were divided into five pools of eight teams each for round-robin play. Gloucester was one of four teams to finish the day with an unblemished 7–0 record.

The Gloucester team consists of grade 12 students Peter McLaren (team captain) and Sahil Aggarwal, grade 11 students Darcy Bottomley and Merina Shulist, and grade 9 students Charles Li and Michael McLaren. Reach for the Top is coached by teacher Andrew Jeacle.

### WoodLINKS Certification Offered at Rideau High School

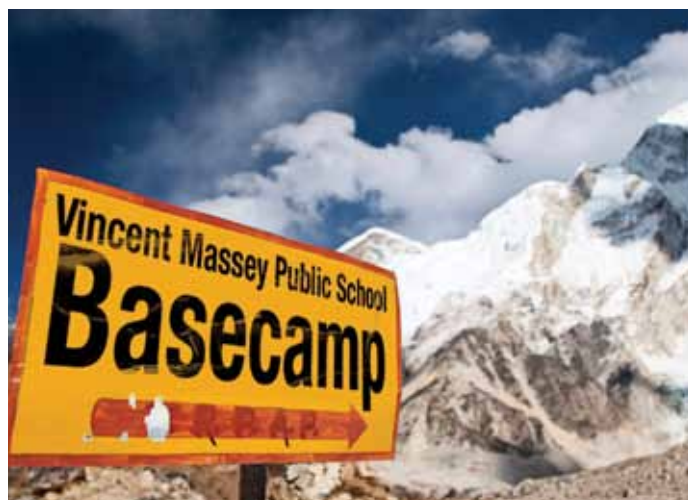
Rideau High School students enrolled in wood-based courses, along with their peers in many other OCDSB schools, are walking out of high school with a WoodLINKS Certification. That puts them a step above the competition when seeking employment in the wood manufacturing industry. WoodLINKS certification is offered in grades 11 and 12 and allows students first-hand knowledge and practical experience working in the advanced wood manufacturing industry including: cabinets, furniture, windows and doors, pre-fabricated housing, and millwork. Students who successfully complete the program are offered a certificate recognizing their skills that can be put to work directly in the industry, or applied to a post secondary program.

WoodLINKS began at Rideau High in January 2009 and since then has been adopted across the entire school district. In what might be a Canadian first, all OCDSB high schools and select intermediate schools who offer wood-based courses, will now be given the opportunity to qualify for the WoodLINKS certification. Robert Aucoin, Rideau High School, Custom Woodworking, WoodLINKS teacher, says, “Normally the WoodLINKS program is offered to only senior students. However, with our expanded partnership with WoodLINKS, we will now be able to present that opportunity to all OCDSB secondary students who are studying wood-based technology.”

The WoodLINKS program consists of a curriculum, resources, and assessment tools for certification in the advanced wood manufacturing industry. WoodLINKS gives educators the motivation and support needed to deliver a quality teaching experience. WoodLINKS National

Program Director Deb Purdy says, “WoodLINKS is a school-to-work or school-to-post secondary transition and certification program that brings educators and industry together with an advanced wood manufacturing curriculum and establishes partnerships between high schools and local manufacturers. By supporting education of high school students, advanced wood manufacturing employers develop and gain access to a skilled and motivated workforce. Students graduate from WoodLINKS with job-ready wood manufacturing skills, knowledge, and upon passing the exam an industry-recognized WoodLINKS certification.

### Vincent Massey Public School: Did You Say We Were Going To Climb Mount Everest?



*Vincent Massey Public School Summit Celebration.*

Parents of grade 5 and 6 students at Vincent Massey Public School received an unusual field trip letter — “Students To Climb Mount Everest Today!” The students shared in an incredible project with a local film-maker and social entrepreneur, Elia Saikaly. The students followed Elia as he attempted to climb Mount Everest, the world’s tallest mountain. Students interacted with Elia and his team through new technology and social media such as Skype, video calls, daily blogs, satellite phone calls, and webisodes produced from Everest Base Camp. They developed not only academic skills such as reading and writing, but learned about themselves and the power they have to make a difference in the lives of others.

Students undertook fitness challenges, goal-setting exercises, self-reflections, and initiative fund-raising efforts in support of Child Haven Inter-

national. The project was highlighted by a Summit Celebration at Vincent Massey on the evening of Elia's successful summit. Students and their parents took part in a variety of presentations and activities, culminating in a live Skype call with Elia's Base Camp manager as Elia reached the summit. The project has had a lasting impact on student achievement, inspired leadership and learning in the students, and created citizens connected to their own community and children across the world.

## Community, Conversation, and Cooperation Created Learning Opportunities at Charles H. Hulse Public School

A Numeracy Evening involving several stakeholders including School Council, Student Council, The Parent and Family Literacy Centre, The Alta Vista Public Library, Ridgemont High School Students, OSICO, and staff and students was designed to showcase how working together can complement learning, leadership, and citizenship. The evening started with a trilingual (three

projectors English, Somali, and Arabic) overview on mathematics and how it has evolved since parents have been in school. What happened went far beyond mathematics by the end of the session — language, culture, and unfamiliar-

ity with Ontario schools was replaced by friendship, support, and parents helping each other as well as their children. The workshops were presented by staff volunteers and with the assistance of a Somali and an Arabic translator. There were about 120 parents in attendance. Not only was there numeracy learning, there was community building.

## South Carleton High School Offers Integrated World of Work Programs via First Class Technological Studies

South Carleton High School students are embracing technology, digital photography, construction trades, and broad-based communications philosophies in a way that few would relate to high school studies.



*David Jackson's photographs were used to market school dances, promote school athletics, and showcase student programs.*

The high school in Richmond is bringing the world of work into the classroom and encouraging students to learn marketable skills that they can parlay into employment opportunities and/or post secondary education.

Over the past two years, students in the Technology Department constructed a portrait studio and now have the capacity to take graduation photos and photos of the school's sports teams.

The Construction Technology and Technological Design students stripped and prepped the portrait studio floor, and created the grid suspension for lights. Meanwhile the Manufacturing Technology students were responsible for the fabrication and installation of the grid suspension. The Computer Engineering students provided the technical support for the tethered shooting unit and built the track system for lighting. The work was inspected by District engineers and met all safety standards.

The students are learning and living cooperative studies. They understand that each student, each trade, although different, collaborates to complete the overall picture and together they are creating excellence.

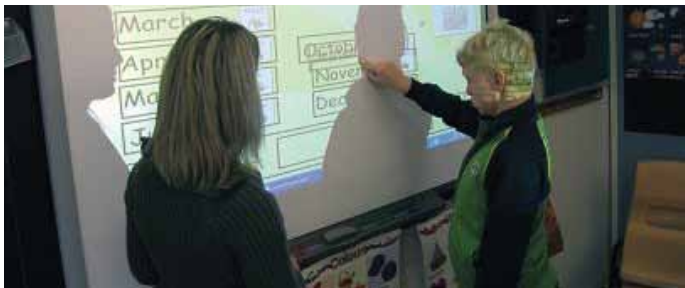
## Learning Takes Place via the Blackboard and the Backyard at Blossom Park Public School

Blossom Park Public School students have Monarch madness. In the classroom, caterpillars and butterflies engage all students regardless of age (JK to grade 8), language and abilities. Journal writing, poetry, art, science, music, and geography all became more fascinating when they involved the winged creature.



Students were observing, listening, communicating, and enhancing their writing proficiency as they watched the creatures develop from an egg to a caterpillar, and to a beautiful butterfly emerging from a chrysalis. The students transformed into parental figures as they named them, fed them, and nurtured them until they were released into their natural environment to begin their migration to Mexico. The goal of the Monarch caterpillars and butterflies in the classroom was to enhance learning; the positive side effect is that it also fostered citizenship amongst the children.

## Clifford Bowey Public School Launches SMART Board Learning



*Students and teachers embrace Smart Board learning techniques.*

Clifford Bowey Public School knows there is more than one way to learn and students and staff are always keen to embrace new technology. The latest addition to the classroom is the SMART board. The inter-active technology is inspiring learning with the students, and with the staff. This technology was as new to the staff as it was to the students and together they embraced the learning experience and are working collaboratively to share resources and create new ones.

Two of the SMART boards were awarded through the Ottawa Citizen Literacy Foundation Grant.

## Lifelong Learning Happens with Continuing Education

Ottawa area Night School teachers are reporting that a new crop of students are attending their classes in hopes of obtaining their high school diplomas. The students are men and women, in their 40s and 50s, who know that learning is the key to success.



*Shalaw Hasan is taking an English course. His classmate 69-year-old Joan Dupuis wants to be able to include an Ontario Secondary School Diploma on her résumé as she considers a career change. Standing in the middle is teacher Francesca L'Orfano.*

This is encouraging to all adult educators because it means the message is getting out — education is not a destination, it's a journey. Teachers, students, and administrators agree that the decision to return to the classroom and to complete courses is not an easy one for this group, but it's the right one.

Night School teachers are ready to help many people who want to embark on this journey — from young people who need a second chance to graduate to adults preparing for a career change. Guidance counsellors and classroom teachers help adult students plan their path to success and are there to support them every step of the way.

## Storefront School Learning and Living in Our Community

For the past 16 years, the students from Storefront School have been going on an overnight trip to Montreal as part of their end-of-year programming. Storefront School is a program designed for students 19 to 21 years of age with intellectual disabilities. This unique program teaches independence and employability skills. Because the program is so different than traditional special education programming, the staff decided a way to assess the learning and continued growth of independence skills would be to go on a trip to a new city, see the sites, and actually see how independent the student would be outside their regular environment. The students plan the trip in September each year by budgeting for the event. Students work in the community five mornings per week, 2.5 hours daily, for a seven- to eight-week period.



Over the course of two years at Storefront, students will participate in 10 work-experience placements. The lifeskills component of the program is delivered in the afternoon.

The aims of this program for the student are to:

- increase the student's employability skills in order to function as a working member of society
- increase the student's social skills in order to fit into the community and live the fullest life possible
- increase the student's survival skills in order to function more independently in society
- develop the student's communication skills
- develop the student's self-image by exploring unique interests, abilities, strategies, and limitations

## Leadership News

### Make a Positive Impact 2010

In the spring of 2010, 80 individuals from across the Ottawa-Carleton District School Board, parents, community partners, and staff from a variety of roles, came together to Make a Positive Impact. Using an Appreciative Inquiry approach, participants spent a full day touring 20 schools and facilities. The goal was to witness first-hand some of the creative and innovative ways that we work together to support student learning. Following the tour the participants came together for another full day to share what they had seen and heard. The outcome was one of pride and respect for the students and staff that make up the OCDSB.

Appreciative Inquiry focuses on the possibilities, opportunities, and potential within every organization. As a means of affecting change, Appreciative Inquiry shifts the focus from a deficit model that seeks first to identify problems and then potential solutions, to a model that recognizes the plentiful potential that already exists within our organization. Every organization has strengths. Appreciative Inquiry aims to discover and celebrate those strengths.

Participants described the event as creative, optimistic, and energizing. The opportunity to connect with parents, community partners, and staff

from other sites across the District was well-received. Several participants indicated that the timing for this event was perfect as it led them to renewed commitment to thinking and acting creatively in order to best meet the needs of all students.

### Elizabeth Park Public School's Leadership in Learning Is Everyone's Responsibility

In April 2010 a team of teachers at Elizabeth Park Public School came together to develop a plan for creating a Student Leadership Council composed of intermediate students. The aim was to build citizenship and leadership skills of senior students. The goal was to engage the students more fully in the decision-making, implementation, and assessment of school-based initiatives involving co-curricular and community building activities and charitable fund-raising. In essence the students were to be active members of the leadership team — the result has been new ideas, enhanced cooperation, and an improved school climate.

### Robert Bateman Public School Student Leadership in Action

Robert Bateman Public School students embrace student leadership via the Amigos. The junior division students organized cooperative games for students in the primary division during the two activity breaks. The junior students selected a particular game or activity, brought out the necessary equipment, and went to different areas in the yard where they led the primary students in games. On any day you will see dozens of students from both divisions happily playing a wide variety of games. The added benefit is that, in turn, the younger students look forward to becoming Amigos leaders themselves once they enter the junior grades. This is youth leaders creating youth leaders. It ensures that leadership is a gift that all give to each other.



*Student Leadership can be found in the classroom and in the community at Robert Bateman Public School.*



## Community News

### A.Y. Jackson Secondary School Students Held an Afghanistan CultureFest



*A.Y. Jackson students host first ever Afghanistan CultureFest.*

The grade 12 International Business students at A.Y. Jackson Secondary School held their first ever Afghanistan CultureFest and it was a sell-out.

The event was planned in response to a plea by one student in the class to help a small elementary school in Jaji, Afghanistan. That one request soon turned into a mission as the students responded with hard work, planning, and gusto.

Malika Suraia is a small school located in Jaji, Afghanistan. It was built in 2005 in a tiny village in the province of Paktia which lies along the border of Pakistan. Despite a culture of war and poverty the students are still eager to learn. The A.Y. students' goal was to help support them and give them the education they deserve.

Nabil Zazay, 17, approached his classmates with the request to help Malika Suraia Elementary School. His father, Wakil, helped raise the initial funds to build the school. The students were always willing to help but when they heard Wakil Zazay's story the students went from being interested to being motivated and the idea of a fund-raising dinner went from the drawing board to an action plan. The funds raised will help several students continue their educational dreams.

### D. Roy Kennedy Public School Celebrates with a Global Café

D. Roy Kennedy Public School transformed its halls into a multicultural mosaic, as it celebrated the school community's diverse cultural make-up. Students speak a variety of languages at home including Arabic, Cantonese, Farsi, Korean, Mandarin, Somali, Russian, and Vietnamese. In an attempt to celebrate the many different traditions and backgrounds of the student population a multicultural pot luck dinner and fashion show were held in celebration of Education Week.

A \$2 admission fee was collected and the funds were donated to the school's ongoing efforts to support the survivors of the Haiti earthquake. The school has been raising funds for the young people of Haiti and their families for several months.

The Global Café is a positive acknowledgment of diversity, inclusion, and acceptance. The school community has an extensive English as a Second Language population, and this allowed students the opportunity to showcase their culture.

### Relay for Life



*Relay for Life celebrates community support for cancer research.*

Cairine Wilson Secondary School students reached the \$200,000 mark in total contributions for Relay for Life, in just their sixth year of participation. More than 300 students and many staff members spent the afternoon and evening at the Navan Fair Grounds in an attempt to reach that mark in May, 2010 and they succeeded.

This inspirational neighbourhood event is a 12-hour, non-competitive relay involving teams of ten people who take turns walking, running, or wheeling around a track. Teams that include families, friends, and corporations prove how a community can rally to encourage its members.

Each team camps out on the grounds of the track, enjoying entertainment, and sharing in a solidarity that provides motivation, strength, courage, and hope to all those impacted by cancer.

## Thanksgiving Dinner — an Annual Event Held for the Needy at Sir Guy Carleton Secondary School



Students prepare the 19th annual Thanksgiving Turkey Dinner — 1,100 meals were served.

Students and staff from Longfields–Davidson Heights Secondary School, Merivale High School, Sir Guy Carleton Secondary School, Sir Robert Borden High School, and Woodroffe High School were on hand on Sunday, October 10 at Sir Guy Carleton Secondary School to serve more than 1,100 meals at the annual Thanksgiving Dinner for the Needy.

This is the 19th year that the turkey dinner, coordinated by retired teacher Ed Mahfouz, has been such a wonderful success. The *Ottawa Citizen* wrote, “A woman arrived with an oxygen tank. Others used walkers or wheelchairs. Bags of groceries to take home were eagerly accepted.” All this and more happens because of the entire community’s wonderful generosity.

First Student Canada donated three buses to help transport people from different areas of Ottawa. Staff at the Greenbank Administration building collected canned goods, toiletries, and \$1,300 in cash to buy food.

High schools from across Ottawa helped to collect more than 3,000 items of dry food and 25 boxes of clothing to give away during the dinner.

More than 180 volunteers — students, OCDSB staff, drivers, parents, and community citizens showed up to prepare and serve the meal. All the participants, including diners and servers, had a wonderful time.

## Mary Honeywell Elementary School Raises Over \$200,000 for Jump Rope for Heart

Mary Honeywell students held their 20th Annual Jump Rope for Heart event in late May raising over \$200,000. Students in grades 1 to 5 teamed up with their peers, got their hearts pumping, and raised awareness and funds for a very worthwhile cause. The Mary Honeywell community has a rich tradition of supporting charitable causes.

## Bows for Butterflies Benefit Concert and Silent Auction Support Youth Treatment Programs

With one in five young people in Ottawa struggling with mental illness, the students and staff of Canterbury High School wanted to help. The second annual Bows for Butterflies Benefit was designed to support the Royal Ottawa Mental Health Centre’s Early Identification and Intervention Program for Youth. The event was hosted by the Arts students and staff at Canterbury. The fund-raiser and information fair was inspirational, entertaining, and a lot of fun — and all for a great cause.

Bows for Butterflies was an entertaining evening of arts and inspiration. The program featured stirring musical performances by Canterbury instrument and voice ensembles; Literary and Dance students performed their own original works; Drama students staged spellbinding scenes from an internationally renowned play; and an art sale featured spectacular works of art created by students from Canterbury’s acclaimed Visual Arts Program. Also on the program was an appearance by Stellae Boreales, an award-winning youth violin choir from Ottawa.

## Ottawa Technical Secondary School Students Are Making a Difference

Mother Teresa once said, “Every act of love is a work of peace, no matter how small.” This sentiment motivated students at the Ottawa Technical Secondary School (OTSS), formerly known as the Ottawa Technical Learn-

## Diversity News

### Getting to Know Our Staff and Students

In April 2010 the employees of the OCDSB were offered the opportunity to participate in a Workforce Census. The Census results will help us to:

- identify the changing needs of employees so the Board can develop or enhance policies and strategies to serve employees
- understand employee strengths to better utilize our workforce and enhance student success
- identify training needs and opportunities for career development
- conduct long-range workforce planning
- understand the full scope of our diversity to create an inclusive, welcoming work environment
- ensure a welcoming, inclusive, and learning place for all students and their families

In essence, the census was a snapshot of who we are as an organization. The message was clear — all are an important part of the OCDSB team. The results of the survey are being compiled and will be shared in early 2011.

The next step in that process is to get to know our students with the completion of the OCDSB Student Survey. Studies have shown that children who feel connected to their school tend to do better academically. Keeping centre our dedication to student success, this includes ensuring all students feel welcomed and accepted in their schools and maximize the opportunities to succeed in their overall studies. As a result the survey will help to:

- understand the unique and diverse composition of our student population
- identify student populations that may be underserved
- identify the need for new or enhanced programs to help students success
- promote positive school climate initiatives

### Rainbow Youth Forum

The theme of the sixth annual Rainbow Youth Forum was Pride, Passion, and Prosperity. As in past years, the purpose of the conference is to help OCDSB staff and students enhance their knowledge and awareness of gender identity, sexual orientation, and gender expression, and to



*Ottawa Technical Secondary Students reach out to their community with food and friendship.*

ing Centre, to form the OTSS Outreach Program. The objective of this new initiative was to have students learn about the power of altruism.

Students in this Outreach activity took action and actively learned how to help those who are less fortunate in their community. Through the activity they had the unique opportunity to develop leadership skills and became active and compassionate citizens. These students worked to make a tangible difference in the lives of others within the city of Ottawa. This is a character development outreach activity. It's a positive program that uplifts the school environment as well as a way to help those who are less fortunate in our community.

One of the activities that the OTSS students participated in was visiting various shelters in the downtown area. They provided food to those who were hungry. Local businesses such as Tannis, Shopsy, Olymel, Ready Bake, and First Student generously backed the cause by donating everything from a school bus and driver to napkins, wieners, and buns.

Over the years the school has received tremendous support from the community and this was their opportunity to give back.



address the issues of homophobia, biphobia, and transphobia in order to encourage safer and more inclusive school environments. The Rainbow Youth Forum serves to address equity and inclusive education in OCDSB schools in order to ensure greater student success.

Staff and students from almost every secondary school spent the day celebrating diversity by singing, dancing, and engaging in rich dialogue — learning, planning, and building peer networks. Empathy, perseverance, respect, and acceptance were evident throughout the day, from the keynote presenters to the varied workshops.

Rainbow Youth Forum 2010 was held on Thursday, November 18 at the Confederation Education Centre. Director of Education Barrie Hammond welcomed students and ensured them of his commitment to their safety and well-being in OCDSB schools. Keynote speaker Maria Hawkins energized the participants with messages of celebrating individuality and uniqueness in the form of song and dance. The 'man of steele' Connor Steele followed with his message of courage, perseverance, and commitment to advocating for equal rights. He shared his story of being a self-identified spastic quadriplegic with cerebral palsy and as an openly gay male.

The Rainbow Youth Forum is held in collaboration with the Ottawa-Carleton District School Board and the GLBTQ (Gay, Lesbian, Bisexual, Trans, Two-Spirit, and Questioning) Youth Service Providers Network which is a network of community agencies who promote inclusive services for GLBTQ youth.



*Students from across the District celebrate diversity in action.*

## Embrace the Change: Celebrate the Spirit



*Embrace the Change workshops featured art, music, and dance.*

Embrace the Change: Celebrate the Spirit focused on healthy lifestyles. The Third Annual Character Conference reached out to students in a fun and fact-based way. The idea was to prove that a healthy lifestyle will create a healthy world. This year's conference paid particular attention to the Aboriginal culture. The underlying premise is that students who invest in their own physical and spiritual well-being will develop a strong sense of character and a positive relationship with others and the world around them.

A group of 17 Aboriginal Woodroffe students contributed to the conference by providing leadership that recognizes and validates not only their own cultural background, but the rich mosaic of all our student population.

## Count Me In

Over 200 grade 7 and 8 students from 14 different schools across the District celebrated youth working for peace. The theme of the Youth Peace Conference was Count Me In. Students participated in a number of interactive, dynamic workshops that focused on promoting and encouraging youth involvement. The goal — to make students realize that they can play an active role in making the world a better place to live and learn in. The workshops featured hands-on presentations from organizations such as YouCan, Bicycles for Humanity, The Canadian Hunger Foundation, and Rideauwood Addiction Centre, to name a few.

## Harmony Bridges

The sixth annual Harmony Bridges Conference had one objective in mind — acceptance. The aim of the one-day, student-focused conference was to provide students with the tools to promote cooperation among their peers,

parents, and the greater community. Organizers said it was important for young people to realize that neither the colour of your skin, or your mother tongue, or your size or shape should determine your worth. Your worth should be determined by who you are as a person, and how you treat others. Harmony Bridges is a conference designed to provide participants with a forum where they learn how to promote positive relations and communication among the many cultures in their school and their community.



*Harmony Bridges brought students from all corners of the District to focus on acceptance — in the classroom, at home, or in their community.*

### **Children Inspiring Peace — Leslie Park Public School Promotes Character Education With a Permanent Inukshuk**

The entrance to Leslie Park Public School has a new addition, a warm and welcoming Inukshuk. The traditional stone figure was designed and constructed for the community school by Dion Metcalfe of the Ottawa Inuit Children's Centre.

The Inukshuk is an enduring representation of Children Inspiring Peace (ChIP) project, a Character Education initiative by students in kindergarten to grade 6 at Leslie Park Public School.

The Inukshuk is a daily reminder to students to seek cooperation and balance in their lives — these qualities were needed to build it. The Inukshuk represents strength and permanence.

The goal of ChIP is to bring us together as a community so that we can learn about one another and listen to each other's stories. The project

uses an Inukshuk as a frame to hold the story each child tells about where they are from, what is important to them, how they resolve conflicts, and how they live within a community of character. The ultimate objective of (ChIP) is to gather stories from children and youth around the world.

### **Celebrating the Spirit of Youth First Aboriginal Education Conference**

Celebrating the Spirit of Youth was an Aboriginal conference designed to honour the culture, the customs, and the communities that make up Canada's Aboriginal peoples. The conference featured Dr. Martin Brokenleg, Maria Campbell, and David Bouchard. Students learned about the Circle of Courage which is made up of four quadrants: Belonging, Generosity, Mastery, and Independence. These capacities are inherent in each of us and need to be relatively balanced for us to live balanced social lives. Services directed towards children need to foster all four of these areas. Celebrating the Spirit of Youth was organized and sponsored by the Ottawa-Carleton District School Board in cooperation with the Ottawa Catholic School Board. Teachers, administrators, and non-teaching personnel from both boards were invited to attend and participate.



*Celebrating the Spirit of Youth.*



## Celebrations in the Ottawa-Carleton District School Board

### Hawthorne Public School Marks 111 Years

Hawthorne Public School celebrated 111 years of community education on Friday, June 11 with a day-long celebration featuring an open house, assembly, reception, and family fun fair.

Hawthorne is currently housed in a building constructed 50 years ago but it boasts a much longer history that includes a one-room schoolhouse built in 1899. Daily school life in that one-room schoolhouse is still clear in the memories of many former students who attended the celebration. Hawthorne is an excellent school with a long tradition of quality education that has evolved tremendously since its inception as a one-room schoolhouse into the dynamic junior kindergarten to grade 8 facility it is today

### Hopewell Avenue Public School Celebrates Its History and Embraces Its Future During the 100th Anniversary



*Devonshire Public School Celebrates 100 years of serving the educational needs of its neighbourhood community.*

Hopewell Avenue Public School celebrated its 100th anniversary during the week of May 17, 2010. Students, staff, and the School Council spent well over a year planning, creating, and implementing a grand celebration. A unique mural, a massive choir of 100 voices, and a special 100th year cheer were all part of the festivities.

Former and current students and staff as well as community members were all on hand to mark the monumental event

### Devonshire Community Public School's 100th Anniversary Celebration

Devonshire Community Public School celebrated ten decades of history with everything from a 17-member band to a family barbecue. Each

classroom was decorated to reflect a specific decade and students in each class wore period clothes. One classroom was recreated to look like a period classroom with antique desks, inkwells, slates, and related paraphernalia. The Aardvark Big Band, which included a teacher, filled the school with the sounds of swing and the big band era.

### Woodroffe High School Celebrated Their 50th Anniversary With the Installation of a New Exterior Mural

In honour of the school's 50th anniversary Woodroffe High School installed a new outdoor mural on its east wall. The mural's official unveiling coincided with the the school's reunion festivities.

The mural is 7 feet high and over 70 feet in length. It's comprised of 12 large panels that trace significant events and people that have had an impact on the school and on the world over the past 50 years. The mural includes references to the Arts, athletics, music, technology, cultural phenomena, as well as a number of other significant milestones. In addition, it celebrates the spirit of a still vibrant school.

The mural project was made possible by a very kind donation from the Woodroffe School Council. It was coordinated by staff members Richard King, Jocelyne Cory, Carolynn Sheu, and Christy Stanhope. In addition, 14 other adults (including staff, family members, and friends) and over 50 students from various grades participated in the preparation, planning, painting, and mounting of the mural.

### Clifford Bowey Public School's 40th Anniversary Celebrations

Clifford Bowey Public School opened its doors in 1970. The school is a specialized site that provides a safe and caring learning environment while fostering individual growth and development for students with developmental disabilities.

There are currently 101 students enrolled at Clifford Bowey Public School ranging in age from 3.8 to 21 years. In addition to having a developmental disability, the majority of students require programming support from qualified professionals for their multiple exceptionalities (visual/hearing impairments, communication, and physical challenges).



# Education Foundation

of Ottawa



*ING Employees support student success by providing students with backpacks filled with school supplies.*

The Education Foundation is now in its fifth year as the safety net for children who attend public schools in Ottawa. Our programs include emergency funding for food, clothing, and medication; a bursary fund to support student participation in music, sports, outdoor education, and camp experiences; and a transportation fund to ensure that no child or youth is left behind when a class is participating in a field trip.

This year we were fortunate to welcome 300 donors who have made it possible to support the needs of nearly 12,000 students in low-income neighbourhoods across the city. Generous corporations in the region include TELUS, Scotiabank, Manulife Financial, SENS Foundation, Your Credit Union, Giant Tiger, Bell Baker Barristers and Solicitors, Ottawa Hydro, Cuhaci Architects Inc., Bell Canada, and COSTCO. We are also very thankful to receive support from the Community Foundation of Ottawa.

A special anonymous private donor matches corporate grants for transportation to field trips and bursaries so the Foundation is able to help thousands of kids for field-trip support.

Hundreds of Ottawa families and OCDSB employees made generous donations to the United Way Campaign this year so that the Education Foundation has been able to say 'yes' to every request for food vouchers and warm clothing for children in need. All requests to the Foundation originate with school principals and teachers who are able to identify children and youth who need our support.

This year the Foundation invited a five-year review process which was conducted by KPMG. The Foundation was compared to others across Ontario and found to meet industry standards for governance, fund-raising, accounting, and program initiatives.

If you would like to help kids in need, please send your gift to The Education Foundation, 133 Greenbank Road, Ottawa, Ontario K2H 6L3 or write The Education Foundation on your United Way donation.

## The Lynch–Getty Global Student Award



*The Lynch–Getty Global Student Award is given annually to four students.*

In 2009, to recognize the passing of Ron Lynch and Alex Getty and their contribution to the Ottawa-Carleton Education Network and commitment to international learning and cooperation, OCENET established the Lynch-Getty Global Student Award. Ron Lynch and Alex Getty, both former Ottawa-Carleton Education Network (OCENET) board members and active supporters of international education, believed that learning to communicate and act globally was important.

The Award is to be given annually to four students, within the Ottawa-Carleton District School Board, who demonstrate leadership in their community through involvement in groups, events, and activities which foster cross-cultural learning and understanding within both school and community. Each student receives a plaque and \$1,000 to put toward their post secondary education. In June, OCENET was pleased to recognize the leadership of four very deserving students:

**Leona Yiu** — Hillcrest High School

**Romaissa Saadi** — Brookfield High School

**Duong Thuy Pho** — Glebe Collegiate Institute

**Urge Abdulbasit Ibrahim** — Ridgemont High School

Information on the Global Student Award can be found at [www.ocenet.ca](http://www.ocenet.ca) under Scholarships.

## Ottawa International Student Program

For 2009–2010, OCENET continued its work in promoting the Ottawa-Carleton District School Board internationally as a provider of quality educational programs and experiences for students and teachers.

The International Student Program attracted 232 new full-time international students representing 30 countries, bringing the total number of international students to 395. Ottawa was most popular with students from South Korea, China, Colombia, Germany, Vietnam, Brazil, and Mexico.

## Global Classroom

The Global Classroom, a program designed for students to experience daily school life in an Ottawa school, was introduced within many schools of the OCDSB. Student groups from China, Colombia, Spain, and South Korea participated in this one- to two-month cultural and linguistic experience.

Schools interested in hosting international students or teachers in the future are encouraged to become involved by registering their interest through OCENET or their superintendent of instruction.

## Teach Abroad

OCENET has started to assist partner schools and school boards abroad by helping them to find and hire qualified teachers from Canada.

Teachers interested in teaching overseas are invited to visit the OCENET website to find information on current job postings abroad at [www.ocenet.ca](http://www.ocenet.ca) under Teach Abroad.

## 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.

### 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, 2010 totalled 72,744 students (47,869 elementary and 24,875 secondary). The percentage of primary classes of 20 students or fewer for 2010–2011 is 90.2 per cent.

### Our Staff

The total number of full-time equivalent (FTE) elementary teachers was 2,883.53 and the number of secondary teachers was 1,614.83. The number of principals and vice-principals totalled 233. Approximately 2,413 teachers were on the Occasional Teachers' List. We had a total of 2,166 administrative and support staff.

### Schools and Programs

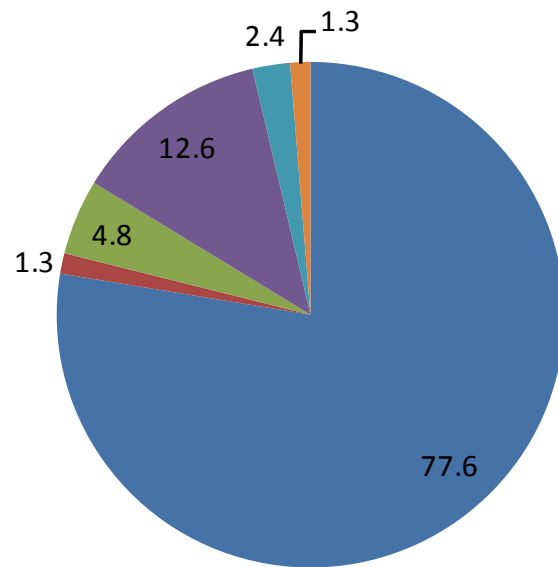
We operate 146 school sites — 115 elementary, 26 secondary, including the Adult High School, and 5 secondary alternate sites. Our elementary schools provide English with Core French, Early French Immersion (EFI), Middle French Immersion (MFI), and Late French Immersion (LFI) programs, which are delivered 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 Baccalaurate, Arts, and High-performance Athlete.

Please visit [www.ocdsb.ca](http://www.ocdsb.ca) to read more about our elementary and secondary programs. Our Multi-year Plan can be found at [http://publicapps.ocdsb.ca/au\\_bot\\_sfff\\_currentplan.asp](http://publicapps.ocdsb.ca/au_bot_sfff_currentplan.asp).

Watch for updates on our current strategic plan on our website.

## 2010–2011 Operating Budget

	Per Cent	\$Millions
Instruction	77.6%	567.0
Continuing Education	1.3%	9.6
Transportation	4.8%	35.2
School Facilities	12.6%	91.9
Central Administration	2.4%	17.9
Debt and Transfer to Capital Reserves	1.3%	9.5
<b>Total</b>	<b>100%</b>	<b>731.1</b>



- Instruction
- Continuing Education
- Transportation
- School Facilities
- Central Administration
- Debt



# Trustees — December 1, 2010 to November 30, 2014



**Zone 1**  
**Lynn Scott**  
613-832-3813



**Zone 2**  
**Cathy Curry**  
613-839-1374



**Zone 3**  
**Donna Blackburn**  
613-816-6509



**Zone 4**  
**Theresa Kavanagh**  
613-816-5870



**Zone 5**  
**Pam Fitzgerald**  
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**Zone 6**  
**Bronwyn Funicello**  
Vice-chair of the Board  
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**Zone 7**  
**Mark Fisher**  
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**Zone 8**  
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**Zone 9**  
**Rob Campbell**  
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**Zone 10**  
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**Zone 11**  
**Shirley Seward**  
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**Zone 12**  
**Katie Holtzhauer**  
613-596-8255



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



**Elizabeth Blight**  
Student Trustee  
613-596-8255



**Eric Chen**  
Student Trustee  
613-596-8255

## Outgoing Trustees

The Ottawa-Carleton District School Board would like to acknowledge former trustees Riley Brockington, Doug Lloyd, David Moen, Pam Morse, and our student trustees Emma Squires and Wilson Zhang for their work and dedication to students across the District.



**Douglas Lloyd**  
Zone 4



**Pam Morse**  
Zone 7



**Riley Brockington**  
Zone 11



**David Moen**  
Zone 12



**Emma Squires**  
Student Trustee



**Wilson Zhang**  
Student Trustee

## Board of Trustees

The Board of Trustees is committed to ensuring excellence in all public schools in the city of Ottawa. Public school trustees are the critical link between communities and the school District. Trustees are available to help parents, taxpayers, and others address any issues they may have about the public school system. The members of the Board are privileged to serve constituents and to represent the interests of all students in public education. The Board is responsible for:

- governing and setting policy for the school District
- allocating resources through the annual budget-setting process
- advocating for the needs of their community
- representing the policies and decisions of the Board

In December 2010 a newly elected board of trustees took office for a four-year term ending November 2014.

## Exemplary Leadership

2009–2010 Cathy Curry, Chair  
Pam Morse, Vice-chair

2010–2011 Jennifer McKenzie, Chair  
Bronwyn Funicello, Vice-chair



# Kindergarten Registration Ongoing



## Registration is easy:

- A) Locate your school using the School Locator on our website.
- B) Bring your child's proof of age, Ontario health card, and immunization record.
- C) Visit the school to register.

Our school staff is always there to help you. Drop by your school or visit our website to find more details at [www.ocdsb.ca](http://www.ocdsb.ca) or call **613-721-1820**.