



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Director's Report to the Community

Fall 2009



Educating for Success — Inspiring Learning and Building Citizenship

Message from the Director



Director of Education Lyall M. Thomson with kindergarten students at Huntley Centennial Public School.

What is the role of the Director of Education?

I believe that the provision of educational leadership is the most important role of a Director of Education. The Director has many other significant roles: providing strategic focus to the organization, building community relations, overseeing the effective management of human and financial resources and being an advocate for the school District but none of these are quite as important as the provision of academic leadership. I am very fortunate to have the opportunity to shape the learning environment of 65,000 students. I hope that every one of our students is inspired by their school experience.

Coming from another province what do you see as the major differences in the school districts?

The transition from the Alberta education system to the Ontario education system has been a really exciting and very interesting learning opportunity. I think there are more similarities than differences. Most importantly, the core values

and fundamental purpose are the same. Coming here has reaffirmed for me the incredible commitment that educators make to their students no matter what province they are in.

What is your vision for the school District?

I want the Ottawa-Carleton District School Board to be a high-performing school District in Ontario. This is an amazing city; it is the political centre of the country. We have incredible cultural and environmental resources and we have the most educated adult population in the country. I would like to maximize our potential. We are already the largest provider of public education in Eastern Ontario and we are a very good school District. My goal is to take us from good to great.

What do you consider your greatest accomplishments for the past year?

The last year has been a tremendous year of both personal and professional growth. As an educator I love learning and this past year has been an incredible learning opportunity.

This is a large school District and it has been wonderful to

If you want to go fast, go alone.

If you want to go far, go together.

– African Proverb

learn about the schools and programs that we offer, to learn about the culture and the politics of the District, and to learn about the challenges and goals of the organization and the people within it. I have come to know and enjoy Ottawa as a city. Finally, in the midst of all of this I was able to complete my PhD in educational leadership.

What is your leadership style?

The Director sets the tone for the management and administration of the school District. To do this the Director must model professionalism, integrity, and good management practice. The Director must be willing to invite new ideas into the decision-making process. Over the past year I have tried to create opportunities for principals and administrators to explore new ideas by creating discussion forums, inviting guest speakers into the school district and by encouraging reading and other professional development opportunities for staff. This is a learning organization and I like to create a culture where we are learning and growing together.

Over the past year you have visited many schools in an effort to reach out in person to our students. What do you gain from these face-to-face conversations?

Last year I visited approximately 40 schools. This is one of my favourite activities each week. On every school visit I meet with the principal to review school improvement plans and student achievement results and I try to visit every classroom in the school so that I can directly observe the nature and the quality of instruction being provided to our students. This approach helps me monitor instructional practice and academic leadership. I always come away from these visits inspired by the importance of our work, impressed by the dedication of our staff, and awed by both the accomplishments and the potential of our students. I am also very pleased to report that our student achievement data for 2008–2009 showed an overall increase in all areas.



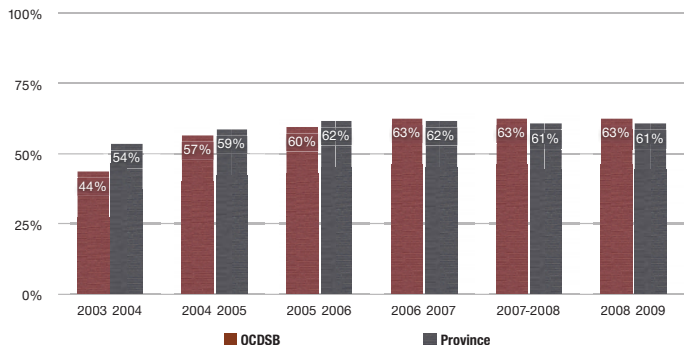
Chair Lynn Scott (far left) and Director of Education Dr. Lyall M. Thomson (far right) with the recipients of the 2009 Director's Awards

I am always doing that which I cannot do, in order that I may learn how to do it.

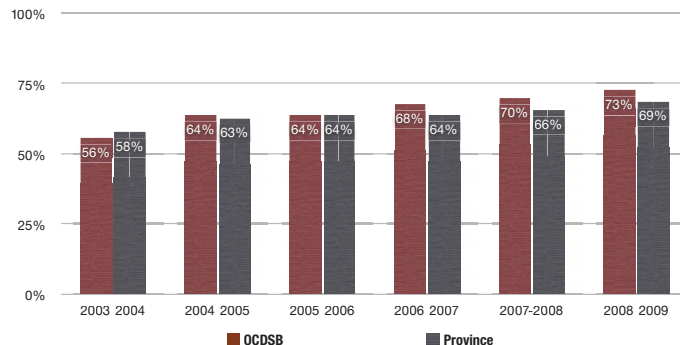
– Pablo Picasso

EQAO Assessment Results 2004–2009

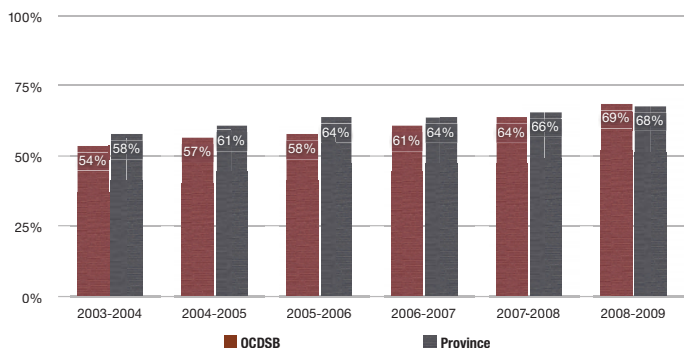
Grade 3 Assessment of Reading: % of Students at Levels 3 and 4



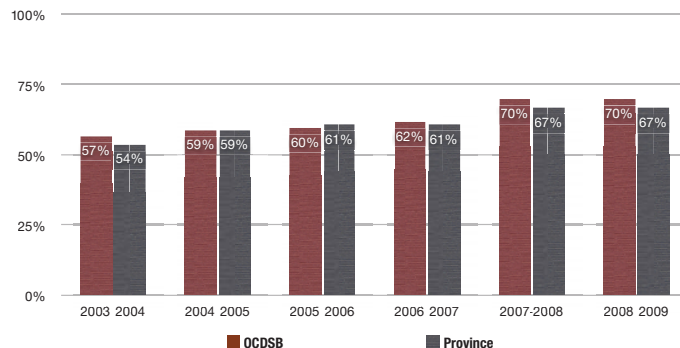
Grade 6 Assessment of Reading: % of Students at Levels 3 and 4



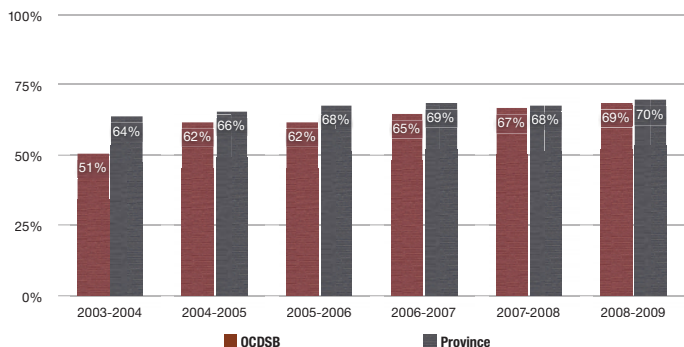
Grade 3 Assessment of Writing: % of Students at Levels 3 and 4



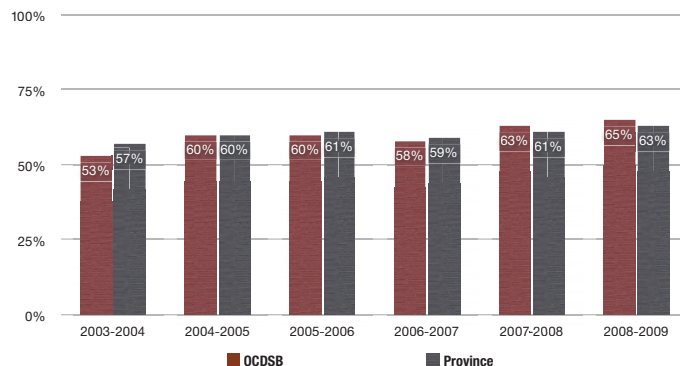
Grade 6 Assessment of Writing: % of Students at Levels 3 and 4



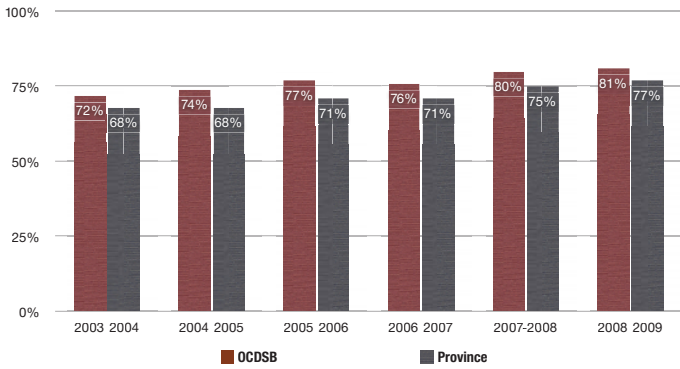
Grade 3 Assessment of Mathematics: % of Students at Levels 3 and 4



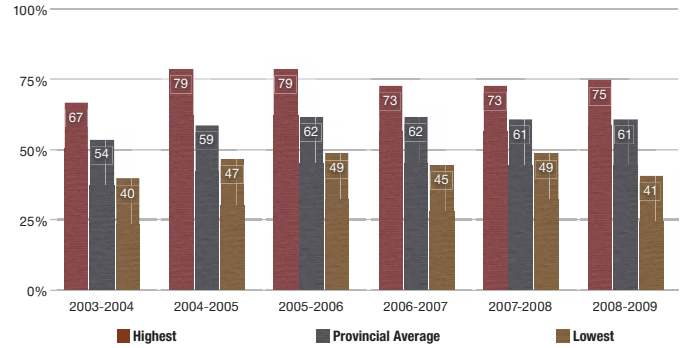
Grade 6 Assessment of Mathematics: % of Students at Levels 3 and 4



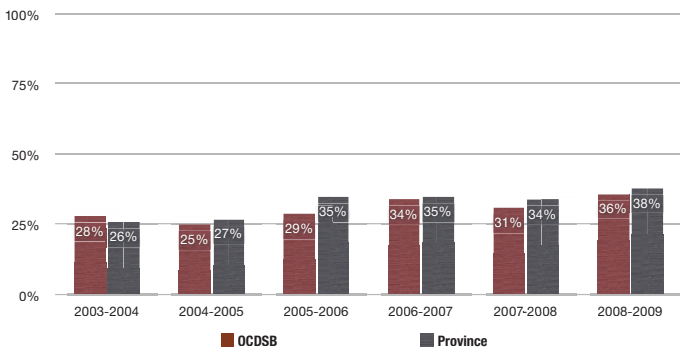
Grade 9 Assessment of Mathematics, Academic Program: % of Students at Levels 3 and 4



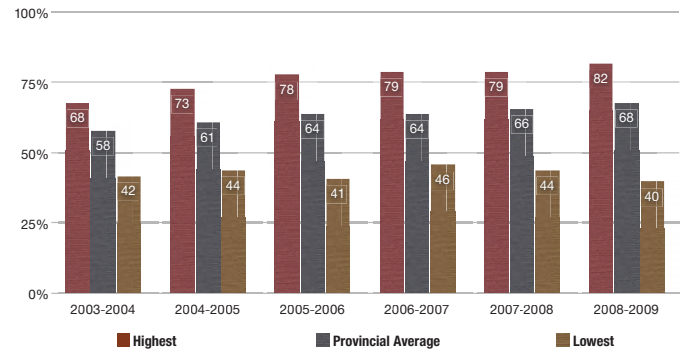
Highest, Lowest and Provincial Average Score in EQAO Grade 3 Reading



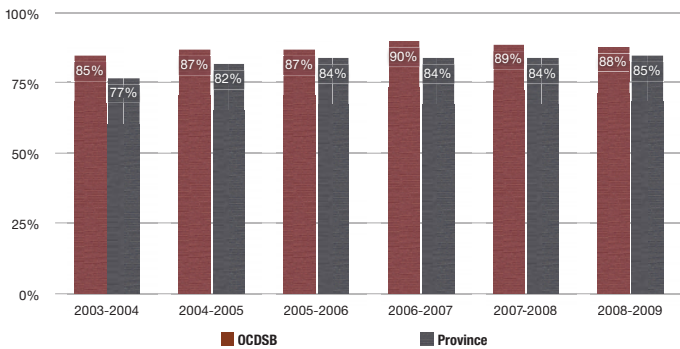
Grade 9 Assessment of Mathematics, Applied Program: % of Students at Levels 3 and 4



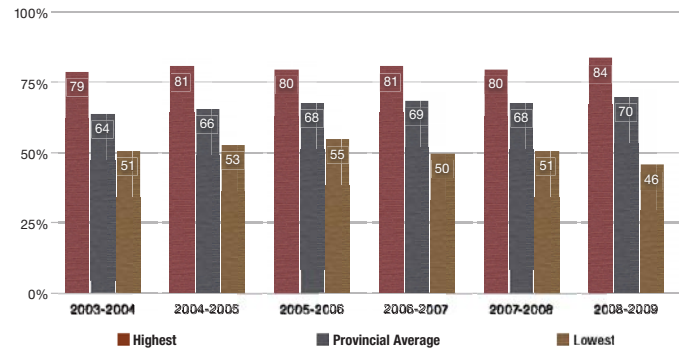
Highest, Lowest and Provincial Average Score in EQAO Grade 3 Writing



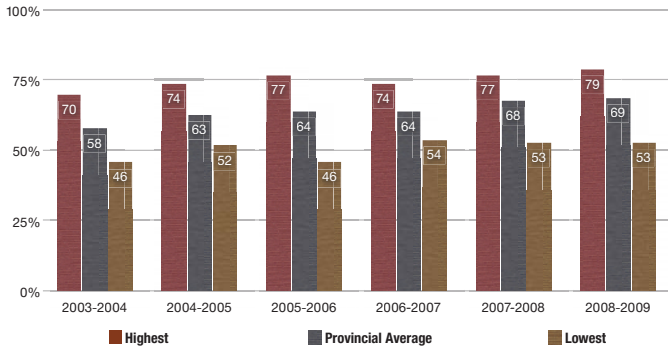
OSSLT Achievement Results for Fully Participating First-Time Eligible Students Over Time



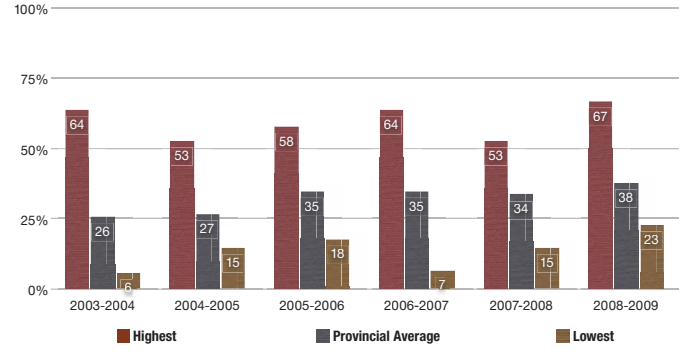
Highest, Lowest and Provincial Average Score in EQAO Grade 3 Mathematics



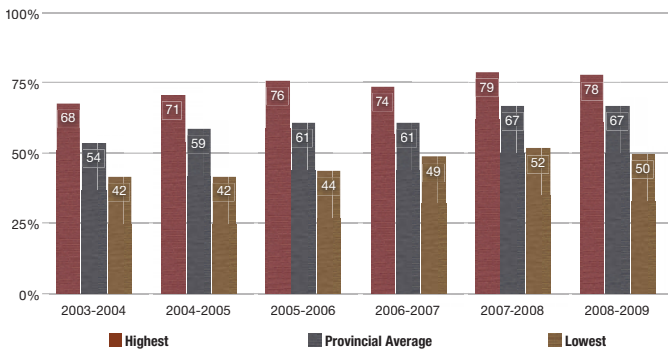
Highest, Lowest and Provincial Average Score in EQAO Grade 6 Reading



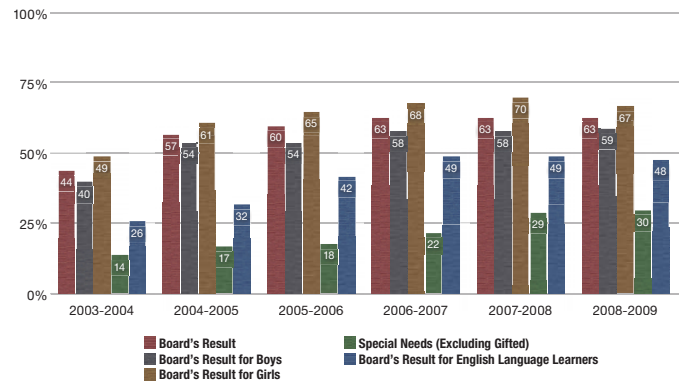
Highest, Lowest and Provincial Average Score in EQAO Grade 9 Applied Mathematics



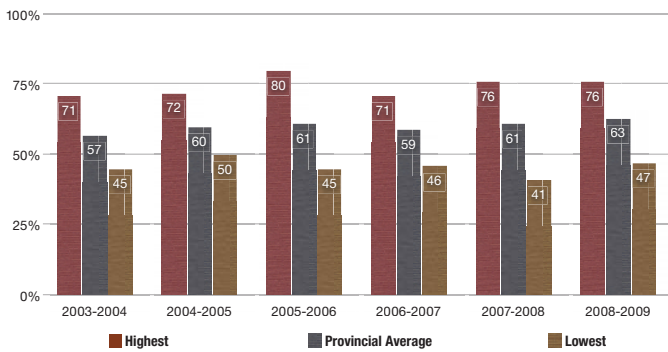
Highest, Lowest and Provincial Average Score in EQAO Grade 6 Writing



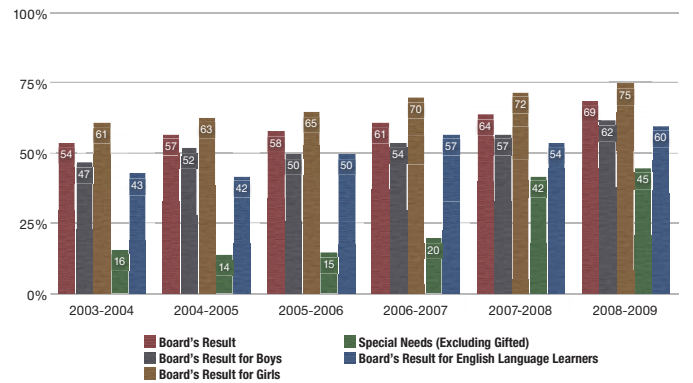
EQAO Grade 3 Reading



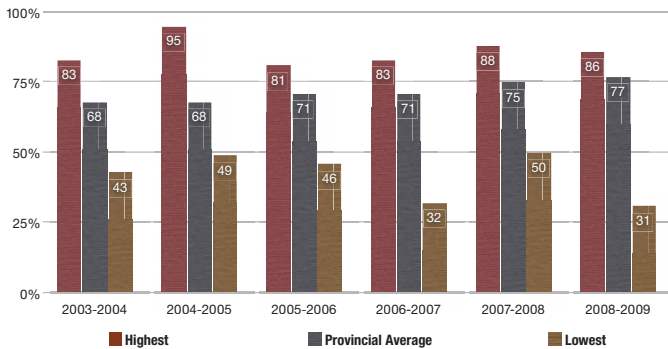
Highest, Lowest and Provincial Average Score in EQAO Grade 6 Mathematics



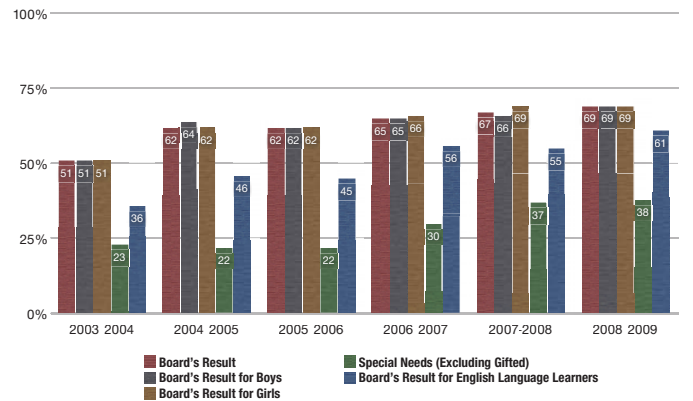
EQAO Grade 3 Writing



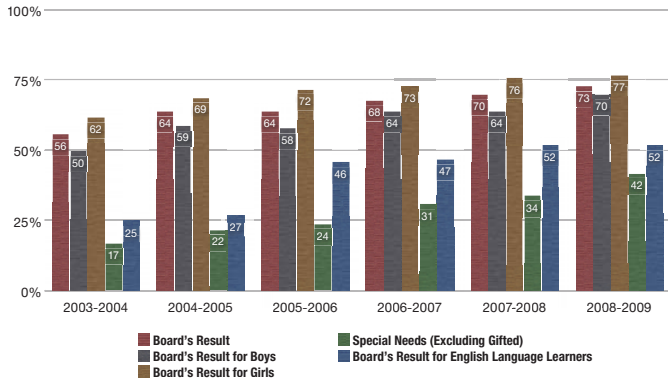
Highest, Lowest and Provincial Average Score in EQAO Grade 9 Academic Mathematics



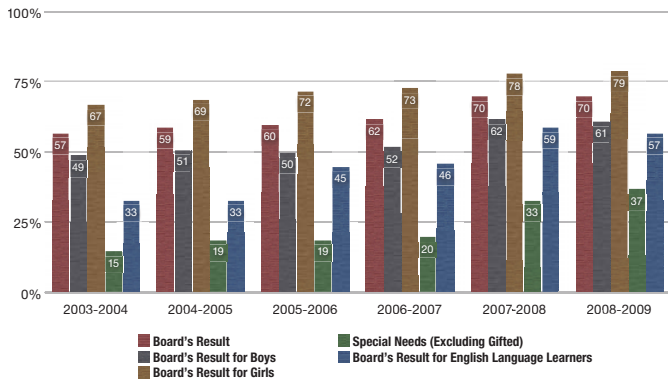
EQAO Grade 3 Mathematics



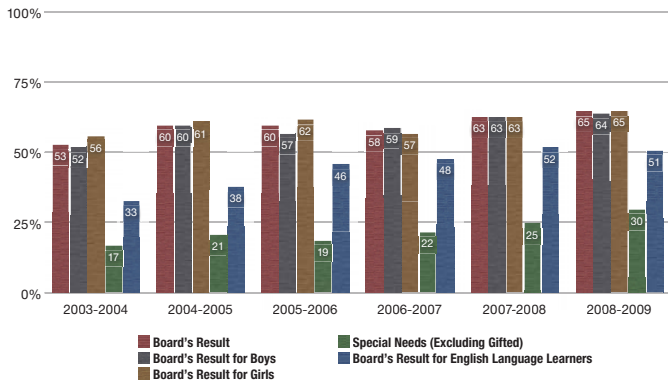
EQAO Grade 6 Reading



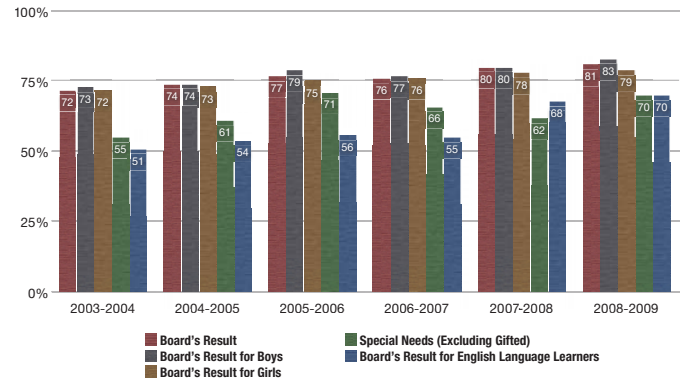
EQAO Grade 6 Writing



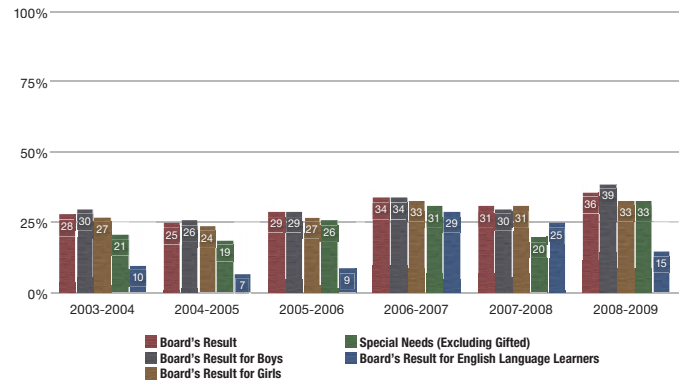
EQAO Grade 6 Mathematics



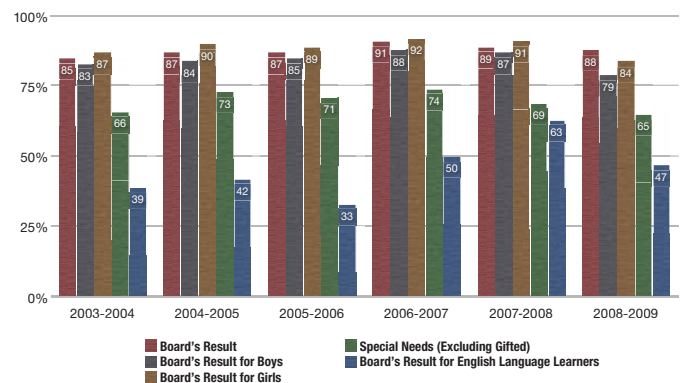
EQAO Grade 9 Academic Mathematics



EQAO Grade 9 Applied Mathematics



EQAO – Grade 10 OSSLT – First Time Eligible Students



Please visit the Education Quality and Accountability Office (EQAO) website at www.eqao.com to find complete results for your school.



Learning News

The Story of Our Student Data

The results of our May 2009 EQAO assessments were a testament to our focus on improved student learning. The continued improvement of our EQAO results is a collaboration between student and teacher with a positive focus on meeting the requirements of the testing. The goal is to encourage a love of learning while ensuring that all students are given the opportunity to experience individual success.

OCDSB primary and junior level students continued to show sustained improvements in reading, writing, and mathematics as demonstrated by a 5 per cent increase in EQAO writing and a 2 per cent increase in Mathematics at the grade 3 level. At the grade 6 level, a 3 per cent improvement in reading and a 1 per cent improvement in writing took place.

Meanwhile secondary school students in the District continued to maintain higher levels of achievement on the OSSLT compared to their provincial peers. Pass rates in grades 9 and 10 compulsory English courses as well as on the grade 12 District-wide examinations were encouraging and validated the teaching techniques employed by staff.

In the area of mathematics students in the Academic Program continued to demonstrate high levels of performance, whereas those in the Applied Level Program experienced more challenge with the curriculum. While pass rates in grades 9 and 10 compulsory math courses tended to paint the same picture, it is interesting to note that OCDSB pass rates in grade 9 Applied in 2007–2008 were 3 per cent higher than those observed

provincially. Approximately two-thirds of OCDSB students attained 16 credits by the end of grade 10.

Girls continued to outperform boys in the area of literacy. This is true in both the elementary and secondary panel. In the area of math there is little to no gender difference in the primary and junior grades but by the time they reach secondary school males performed considerably better than females on the provincial assessments. However, on the District-wide exam in grade 10 Academic Math average marks and pass rates were marginally higher for females compared to males.

As always these results were reviewed with the goal of assisting our students to succeed, to inspire to learn, and to celebrate citizenship around the corner and around the world.

2008–2009 Primary Class Size Statistics

The Ministry's expectations for 2008–2009 were that 90 per cent of primary classes should be at 20 students or below. Based on the information submitted to the Ministry, 90.6 per cent of our primary classes are at or below 20 students.

Credit Accumulation

In 2008–2009 an estimated 72 per cent of students received 16 or more credits (includes credits earned in summer school). 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.

These results will be reviewed with the goal of assisting our students to succeed, to inspire to learn, and to celebrate citizenship around the corner and around the world.



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, and for suspended or expelled students, Alternate Programs, M.F. McHugh Education Centre, Ottawa-Carleton Detention Centre, Ottawa Children's Treatment Centre, Phoenix House for Youth, Inc. Project Trading Places, Reality Check, Storefront School, and the Student Success Centre.

Nicole Gilmore Has Puckered with a Pig and Danced with a Boa

Osgoode Public School Principal Nicole Gilmore will do just about anything to encourage the love of reading in her students. Each year she promises to perform an extraordinary act if her students read more books than they did the year before. This year, as part of the 4th Annual Read-a-thon, Ms. Gilmore promised to wear a 10-foot boa constrictor as a scarf. The snake is almost twice her height.



Principal Nicole Gilmore models her unique accessory.

As a result the students read more and their principal happily donned the live boa scarf. The year before she kissed a pig when her students exceeded the number of books read. So now she has puckered with a pig and danced with a boa around her neck. The students of Osgoode Public School are eagerly awaiting her promise in 2010.

Astronaut Julie Payette and Her Team Visit Roberta Bondar Public School

Students at Roberta Bondar Public School sat mesmerized as Astronaut Julie Payette and her crew relived their trip into space. Astronaut Payette and her four colleagues spent 16 days in space at the International Space Station and upon their return visited the school to showcase their expedition. U.S. Ambassador David Jacobson was also on hand to meet the students.



Astronaut Julie Payette and her team land in Roberta Bondar Public School.

Each year Osgoode Public School Principal Nicole Gilmore makes an extraordinary promise to her students to encourage them to read more.

Roberta Bondar Principal Christine Lanos says the electricity in the school was palpable for weeks leading up to the astronauts visit to the school. The astronauts spoke about space exploration and the importance of education as the foundation to all discovery.

Agincourt Road and Century Public Schools Officially Named Schools on the Move

Agincourt Road Public School and Century Public School were named as Schools on the Move by the Literacy and Numeracy Secretariat. The two schools are reflective of the Schools on the Move philosophy where principals and teachers are making use of high-yield, research-based strategies and data analysis to record student improvement, using large blocks of uninterrupted learning time for literacy and mathematics instruction. Learning innovative approaches empowers teachers to foster relationships with other schools, strengthening each others' efforts and sharing practices that work in their schools. This supportive networking climate increases motivation to improve student achievement within and across districts in Ontario. It is an example of best practices in action. These schools were recognized because their goal is to help enhance student success by working with school boards to set positive student achievement targets and to develop improvement plans.

Agincourt Road Public School is a dual-track school providing education from senior kindergarten to grade 5 in both English

and French. The school has an enrolment of 486 students representing 25 languages and countries. The multicultural student population takes pride in respecting each other's ethnic origins and religious beliefs.

Century Public School has 340 students representing over 35 countries. The school is an integral part of its community. Many special events are celebrated within the school with participation of community members. The dynamic School Council provides energy and enthusiasm which encourages school initiatives.

Our Top Scholar

Nadia Huytan-Maruschak graduated from Colonel By Secondary School in June with a 99 per cent grade average. She is the top scholar in the District for the school year 2008–2009 and won the D. Aubrey Moodie Scholarship Award. During



Nadia Huytan-Maruschak — top scholar 2008–2009 school year

Nadia was accepted as one of only 25 students to enter the second year of the Neuroscience Program at McGill University in Montreal this fall.





her high school years Nadia focused on the arts and sciences and found she had a keen interest in human psychology and neuroscience.

Nadia completed the rigorous International Baccalaureate Program at Colonel By Secondary School. Her standing in the program was 45/45. Internationally this is recognized as a rare and significant achievement. Nadia was accepted as one of only 25 students to enter the second year of the Neuroscience Program at McGill University in Montreal this fall. For this she received a prestigious science scholarship.

Over the years Nadia has received awards in various fields and is especially proud of her Governor General's Medal, the Proficiency Award, and the University of Toronto National Book Award. In addition to her academic studies Nadia also found time to participate in extra-curricular activities. She was a member of the school's badminton and basketball teams and the Politics and Philosophy Club. Nadia loves playing the piano.

Nadia celebrates her heritage and gave back to her community working as a Ukrainian language teacher, volunteering for the Canada-Ukraine Parliamentary Program, and helping with the Children of Chernobyl Charitable Foundation. She also participated in her school's fundraising initiatives working with the Gloucester Food Bank and other charitable foundations. Congratulations Nadia!

EarthCARE

EarthCARE Expo 2009 celebrated innovation, imagination, and common sense in environmental awareness. The Expo showcased everything from podcasts to fish ponds as students proved that small changes can result in significant environmental savings.

The one-day event featured keynote speaker Lisa 'Diz' Glithero. She said students must do more than reduce, reuse, and recycle; they must rethink their environmental practices. Diz taught in Canada and Nepal. She is the education director for Students on Ice, an organization that leads educational expeditions for youth to Antarctica and the Arctic.



Lisa 'Diz' Glithero

"Students must do more than reduce, reuse, and recycle; they must rethink their environmental practices."

— Lisa 'Diz' Glithero

Community News

Our Communities Must Be Colour Blind To Be Compassionate

Canadian author Lawrence Hill, who believes that truth is power, confidence is a gift you give yourself, and authenticity is a gift you give to the world, shared those ideals with an audience of 150 grade 12 A.Y. Jackson students, staff, and invited guests.

Lawrence Hill is the author of seven books including *The Book of Negroes*, winner of Canada Reads, the Commonwealth Writers' Prize, and Rogers Writers Trust Fiction Prize.

His Ottawa visit focused on his desire to spread his dream of cultural collaboration to Canadian youth. He feels that youth can and do make their countries accountable.

Lawrence Hill's message is closely aligned to the principles behind the Community of Character initiative. A.Y. Jackson Principal Lynn Thompson reflected on Lawrence Hill's message and challenged the students to accept, to appreciate, and to cooperate with all their neighbours and promised that in doing so they would create an atmosphere of empathy and fairness.



Author Lawrence Hill shares a laugh with A.Y. Jackson student.

Lawrence Hill feels that youth can and do make their countries accountable.

The World Voices Choir Continues To Raise Funds



World Voices Choir celebrates Nelson Mandela's 90th birthday.

The World Voices Choir is a student choir that grew out of a special concert choir held at Brookfield High School six years ago. The choir surfaced in response to the Tsunami that hit South East Asia and gave their first performance at the Waves of Hope Benefit Concert for the Red Cross. Since that time they have raised funds for charitable organizations around the corner and around the world — but their hearts belong to the vision of Nelson Mandela and his Children's Fund. This year they celebrated his 90th birthday with the Go for 90 Campaign. To date Brookfield students have raised over \$11,000 for the Nelson Mandela Children's Fund.

This year's choir is 55 voices strong with students in grades 9 to 12 who represent all facets of the school community including new Canadians, first generation Canadians, students with learning disabilities, French Immersion students, student athletes, and Student Council members.

As a group the choir sings and speaks in well over a dozen languages. They seek to combine excellence in performance

with a passion for world music and a desire to contribute to the community locally and globally. Brookfield is host to students from over 70 countries.

Speakers Series 2009

The 2009 Speakers Series was a unique forum that offered parents, and educators the opportunity to listen, learn, and question ideas relating to parenting and educational practices. We believe that parents and educators have a shared responsibility in the education of students. The Speakers Series invited them to hear, share ideas, and develop a common language about learning.

The District welcomed Dr. James Cummins who spoke about engaging English language learners, Dr. Debbie Pushor who focused on connecting schools and family, and author Barry MacDonald who provided parents and teachers with innovative methods designed to motivate boys to succeed in school. His book, *Boy Smarts — Mentoring Boys for Success*



Boy Smarts — Mentoring Boys for Success author Barry MacDonald

at School, offers 100 imaginative and practical guidelines for getting boys excited about learning.

Barrhaven Public School Celebrates Their 40th Anniversary

Barrhaven Public School is 40 years old. In 1969 the original thirteen-classroom building was the only school in the area and provided education for approximately 350 students in senior kindergarten to grade 6. Today the student population exceeds 500 children.

In 1969 many exciting things were happening: the Beatles' performed their last public performance on the roof of Apple Records, Apollo 9 returned safely to Earth after testing the Lunar Module, and Golda Meir of Milwaukee, Wisconsin, became prime minister of Israel. For the residents of Barrhaven, however, the talk of the township was the opening of the new public elementary school.

Barrhaven Public School was the first school to be opened under the authority of the newly created Carleton Board of Education. As the school celebrated its 40th anniversary the township is now part of the city of Ottawa, the Ottawa and Carleton boards of education are united under the Ottawa-Carleton District School Board, and there are six English public elementary schools in Barrhaven.

Understanding how boys learn has the potential to change how we view boys in the classroom, how we can improve their learning experiences, and how we can lessen problems with their behaviour and disengagement with school.

Victory in Europe National Walk-a-thon

2010 is the 65th anniversary of VE Day in Europe and the liberation of the Netherlands by members of the Canadian Armed Forces. A large number of Canadian students from across the country, including 41 from John McCrae Secondary School, will represent WWI and WWII Canadian Forces veterans when they visit Juno Beach, Vimy, Ypres, and the Netherlands from April 29 to May 8, 2010.

During Remembrance Week 2009, 41 John McCrae Secondary School students and their teachers walked from the Embassy of the Kingdom of the Netherlands to the National War Memorial. They finished their ceremonial walk at the Cameron Highlanders' Drill Hall. The John McCrae students were joined by members of the Cameron Highlanders, Dave Robinson (national organizing chair), and Mark Zuehlke (Canadian military author).

The Netherlands Embassy is very supportive of this initiative and encourages freedom trips wholeheartedly. Ambassador

Wim Geerts said, "The idea that Canadian and Dutch schools will be working together in remembrance and liberation ceremonies is very special."

Students designed an Across the Generation Remembrance Flag. This is an individual flag consisting of three hands that have been traced on the flag and three stories. One hand is for each of the WWI and WWII veterans the student represents and one hand for themselves. Students will also take part in the National Holocaust Day on Parliament Hill in April 2010 before leaving for their trip. As well, the students will take part in a Holocaust Remembrance Service during their five-day stay in Holland.

Woodroffe High School Students Win Adobe Youth Voices Video Contest

Few students anywhere can say they were nominated and won a prestigious video award but Woodroffe students can. Woodroffe High School received the award for Best Video of 2009 at the Adobe Youth Voices event. The students' video

Wim Geerts said, "The idea that Canadian and Dutch schools will be working together in remembrance and liberation ceremonies is very special."



John McCrae Secondary School students remember.



The 2009 Capital Parent & Kids Show

The 2009 Capital Parent & Kids Show was a huge success. Thousands of parents and children stopped by the OCDSB booth to find out about our Family Reception Centre, which welcomes all newcomers and their families into the educational community in an inviting, respectful, and inclusive manner. In addition information was available on how to register your son or daughter for kindergarten, which is as easy as 1-2-3. You simply 1) locate your school using the School Locator on our website at www.ocdsb.ca; 2) you bring your child's proof of age, Ontario health card, and immunization record and; 3) you visit your local school to register.

As well program information was available regarding all of the District's unique and varied options.

entitled *Bullying* was produced and edited by Laurence Facun, Lindsay Pritchard, and Jason Bradley under the supervision and guidance of their teacher Carolynn Sheu.

The school was among a handful in the Ottawa area that had the opportunity to participate in this unique program. The Adobe Youth Voices project allows students the opportunity to express themselves through the media with significant technical support from Adobe.



It is a day of discovery for dad, daughter, and nephew at the Capital Parent & Kids Show.

Woodroffe High School received the award for Best Video of 2009 at the Adobe Youth Voices event.

Leadership News

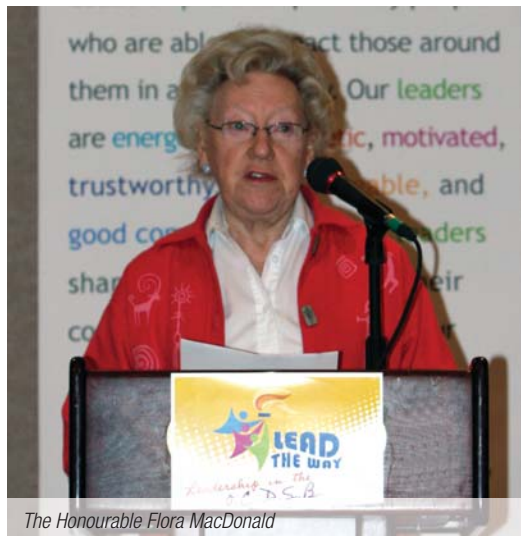
Leading the Way

"The task of leadership is not to put greatness into people, but to elicit it, for the greatness is there already."

— John Buchan

Over the last three years the Ottawa-Carleton District School Board has been on a journey to develop our understanding and celebration of leadership. Beginning with a survey, we collected thousands of ideas about what leadership means; we translated those ideas into a leadership narrative; and then we began exploring the connections between leadership, creativity, and learning. It's a journey of discovery and this year a highlight of our journey was our leadership awareness campaign entitled Lead the Way.

Leadership is not about hierarchy but about the degree to which you reinforce the people around you in a positive way. Our Lead the Way campaign is based on the principle that every individual has unique capacities and ideas that need to be recognized, valued, and tapped into. By harnessing these individual capacities, the organization will be enriched



The Honourable Flora MacDonald

and the people will feel valued. The effect will be a culture of engagement that embraces and promotes ongoing learning fostered through internal and external dialogue.

In May we hosted a symposium called Connections for Personal Leadership. This was an opportunity for a smaller group of people to share and celebrate stories of personal leadership — it was informing and it was inspirational. We heard from educational assistants, federation representatives, teachers, office administrators, school council leaders, trustees, community leaders, and central administrative staff. The stories and perspectives were compelling and created a space and an opportunity for people to get to know each other better. This year we will be holding an additional symposium to engage in dialogue and celebrate who we are as individuals and as an organization.

Our leadership journey has allowed us to enter new partnerships and explore new ideas. In the fall of 2008 we joined forces with the Ottawa Centre for Research and Innovation (OCRI) and co-hosted a major conference on leadership and creativity entitled Leading Creative Organizations. Sir Ken Robinson challenged our thinking about the importance of creativity in the classroom and the need to recognize the similarity of patterns between nature, art, music, and science. In developing our understanding in various disciplines, we come to make connections between disciplines.

In the spring we invited the Honourable Flora MacDonald, international humanitarian worker, to speak about her work as a "leading figure in the movement to alleviate human suffering worldwide." Her work in Afghanistan reminded us

Our Lead the Way campaign is based on the principle that every individual has unique capacities and ideas that need to be recognized, valued, and tapped into.



Robert Sirman

of our individual capacity to “be the change you want to see in the world.”

As well, Robert Sirman, director and chief executive officer of the Canada Council for the Arts was invited to speak to us about leading creative organizations. He gave a compelling speech about the ‘fallacy of the right answer’ challenging the limitations of the ‘problem-solving paradigm.’ Simply put, he said: “Leading creative organizations means making room for other people’s input. It means having as a starting point a willingness to accept many different points of view and a recognition that everyone in the organization, no matter where they find themselves in the institutional hierarchy, has something of value to offer.”

In October 2009 we partnered with the Conference Board of Canada and OCRI to host a conference on leadership entitled Creative Leadership — Inside and Out. This was an amazing two-day conference. Dr. Richard Florida, economist, professor, and author, spoke to us about creativity and community. He spoke about how the creative economy is making the

place where you live the most important decision of your life and focuses on the qualities of cities and towns that actually make people happy. According to Dr. Florida’s research — in our future, successful cities will be those that are culturally rich, diverse in what they offer people and places where the aesthetic natural and built environment is rich. His theories are premised on the fact that the youth of today are making decisions based on a different set of values and criteria; their understanding of leadership, community, and culture is unique.

Clearly the world is changing. As an educational organization we have an opportunity to lead the change. If we want to improve the learning culture of the District, then we need to engage the potential of all of the people in the District. The more we recognize the unique individual potential and capacities of every person in our organization, the stronger our internal community will be and the better able we are to recognize and reach the unique learning needs of every one of our students.

Leadership, like learning, is a journey of discovery.



Dr. Richard Florida

“Leading creative organizations means making room for other people’s input. It means having as a starting point a willingness to accept many different points of view and a recognition that everyone in the organization, no matter where they find themselves in the institutional hierarchy, has something of value to offer.”

— Robert Sirman



L to R: Dr. Lyall M. Thomson, student trustees Wilson Zhang, Jennifer Tran, Emma Squires, Donovan Chong, and Board Chair Lynn Scott

Student Trustees

Emma Squires, of Nepean High School, and Wilson Zhang, of Bell High School, represent the student voice at the Ottawa-Carleton District School Board table for the 2009–2010 school year. Emma is actively involved in Nepean High School's Leadership Program and participates in a variety of sports. She believes that student representation at Board meetings is vital as it ensures that students stay informed about school and District issues.

Wilson believes that his role at the Board table is to be the eyes and ears of students. He thinks student representation is crucial at school level, at Board level, and at provincial level as all three levels impact the quality of education.

Retiring student trustees Donovan Chong and Jennifer Tran are now both enrolled in post-secondary education.

Trustees Well Represented on the Ontario Public School Boards' Association



Trustee Riley Brockington



Trustee David Moen

The Ottawa-Carleton District School Board is well represented on the Executive Council for the Ontario Public School Boards' Association (OPSBA). Trustee Riley Brockington is the vice-president of OPSBA and Trustee David Moen is the Eastern Region vice-president.

Riley Brockington believes OPSBA plays an important and pivotal role in assisting and designing education policies and standards in Ontario. He says the focus of the Association will

**Student Trustee
Wilson Zhang
believes student
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level, and at the
provincial level
because education
is for and about
students — so their
opinion must be
heard and respected.**

continue to be student achievement, success of the whole child, and the 21st-century learner.

David Moen, who represents the eastern Ontario region, is well known for his commitment to excellence in education for all learners. In other OPSBA election results, Trustee Jennifer McKenzie and Trustee Rob Campbell were both elected to committee posts.

Youth Character Conference — Live the Change

What does it take to climb Mount Everest? What does it take to enter a career where rejection and failure are common place? It takes hard work, optimism, and perseverance. The reward is a life well-lived according to Elia Saikaly. The athlete and film-maker delivered his message to approximately 1,300 grade 7 to 12 students at the second annual OCDSB Youth Character Conference.



Youth Character Conference attendees

Elia Saikaly believes that action promotes change and change promotes progress. His message was simple — get moving! He added that the contribution one makes is not defined by

the size of the gesture. Positive change can be as simple as opening a door for an elderly neighbour or as grand as building a school on the other side of the world.

Bully-Boy is Back!



Illustrator Lee H. Wilson and Author Brett Popplewell

Farley Mowat Public School students were the first kids in Canada to get a copy of the newest *MISadventures of Bully-Boy & Gossip-Girl*. Ottawa-born author Brett Popplewell held the national launch of his newest comic book at the Barrhaven public school.

The new comic book deals with cyber-bullying and promotes the message that students can have a positive impact in their school by ceasing to be silent bystanders.

Brett Popplewell created the Bully-Boy series to encourage students to speak up and stomp out bullying.

The reward for hard work, optimism, and perseverance is a life well-lived according to Elia Saikaly. The athlete and film-maker delivered his message to approximately 1,300 grade 7 to 12 students at the second annual OCDSB Youth Character Conference.

A.Y. Jackson Student Is One of Canada's Top 20 Under 20 Award Winners

A.Y. Jackson Secondary School student Michael Xu is one of the 20 dynamic young Canadians who were recognized at the sixth Annual Top 20 Under 20™ event. Michael was also chosen as this year's recipient of the Entrepreneurial Innovation Award.

Eight hundred stellar students were nominated from coast to coast. All of these students would be considered exceptional youth leaders in their community; to be chosen as one of the top 20 is truly a remarkable accomplishment according to Michael's proud teacher Cathy Belanger.

Ms. Belanger says Michael is one of those rare individuals who are blessed with intelligence, compassion, vision, and empathy. She added that all who have taught Michael are thrilled with his win because he showcases excellence in youth leadership.

When asked if he would be a business entrepreneur or a social entrepreneur when he grew up Michael said why not both, adding the possibilities are endless.

In 2008 he founded Vestige Gear Inc., an online, registered corporation that is a channel for collaborative, youth-generated ideas and designs. Its online community has grown and now includes over 5,000 registered members. In one year Vestige brought two shoe models to market and sold over 200 in 10 countries. Vestige currently focuses on the hip-hop



Teacher Cathy Belanger with award winning student Michael Xu

market and a new hip-hop dance called 'clown walk,' popularized on YouTube. Despite his retail success Michael feels that helping raise over \$20,000 in three years for an all-girls school in Kenya is far more important and he is most proud of this endeavour. The money raised by his school mates and himself has ensured Kenyan girls would receive a good education without posing a financial hardship on their families.

Growing to Better Serve Students

Two new schools opened their doors to students on September 1 in Kanata North and in the Longfields-Davidson Heights subdivision of Barrhaven. Just over 400 students walked through the doors of South March Public School for the first day of school and more than 600 students entered Longfields-Davidson Heights Secondary School.

Cathy Belanger says

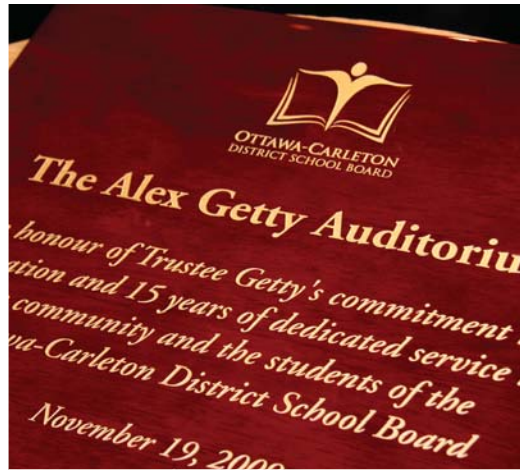
Michael is one of those rare individuals who are blessed with intelligence, compassion, vision, and empathy.

South March Public School is open to students in junior kindergarten to grade 6 and offers a dual-track program, both English and Early French Immersion. This new school is designed to conform to the Model National Energy Code for Buildings. The sustainability of the building's materials and construction were carefully considered from design conception to the final construction. The kindergarten room is clad with fibre cement siding and utilizes in-floor heating to create a comfortable playspace for the students. The rest of the building uses hot-water heating units in conjunction with heat pumps to provide heating and cooling in both summer and winter conditions. A heat reclaim system will be utilized for energy efficiency.



The Getty family is joined by Portrait Artist and LDHSS Teacher Dale Taylor, LDHSS Principal Patsy Agard and Trustee Mark Fisher.

Students and parents had a sneak peek at the District's first grade 7 to 12 school on August 28 at the Open House for Longfields-Davidson Heights Secondary School. The school initially welcomed students in grades 7 to 9 in September 2009 and will add one grade each subsequent year offering programs up to grade 12. The new Longfields-Davidson



The plaque will be permanently housed in memory of Trustee Alex Getty. The Alex Getty Auditorium is located in the new Longfields-Davidson Heights Secondary School.

Heights School is a generous 183,000 square-foot school located in Barrhaven South. Students will have access to two gymnasiums, an expansive auditorium, library, computer labs, science labs, and music facilities. Community and academic groups met regularly to ensure the school came together to meet the needs of the area and the surrounding community.

The auditorium of the school is named after the late Alex Getty, a trustee who served Zone 3 for nearly 15 years. He was well-known in the Barrhaven community and respected by all who knew him. His portrait graces one wall of the auditorium in memory of his commitment and support for the construction of the school.

In addition to opening the two new schools we are expanding existing schools to accommodate more students. Four roomy additions were completed this summer at Berrigan Elementary School in Barrhaven, Huntley Centennial Public School in Carp, Jack Donohue Public School in Kanata, and Stonecrest Elementary School in Woodlawn.

The Longfields-Davidson Heights Secondary School auditorium is named after the late Alex Getty, a trustee who served Zone 3 for nearly 15 years.



Diversity in Action

At the heart of our commitment to learning, leadership, and community is a deep understanding and respect for the importance of recognizing the unique abilities and potential that every one of us has to offer.

Our character development focus reminds us of the importance of understanding and modelling respect, appreciation, acceptance, and fairness. These attributes are an integral part of developing our cultural proficiency and creating a diversity plan that works in theory and in real life.

Our District is committed to equitable and inclusive education in our classrooms, on our playgrounds, and in our offices.

Our students, parents, and staff can expect to work and learn in a welcoming environment, free from prejudice and racism, where cultures are valued by our education system.

Students are encouraged to take pride in their heritage and pride in their Canadian identity. At the same time they acquire the attitudes, skills, and knowledge needed to validate and appreciate our common humanity and reject prejudiced and discriminatory attitudes and behaviours.

We don't just talk about it, we represent it. On any given day, in any given setting, diversity is being lived in our schools

through our arts, our music, and our extra-curricular activities. Our leaders, be they students, teachers, or administrators, are celebrating our differences and embracing our multiculturalism. Together we are creating a world where acceptance is applauded.

As part of its strategic plan the Board clearly identified its commitment to recognizing the diversity of its community through the development and implementation of a five-part diversity strategy.

There are five key phases in the creation of this strategy:

1. The development of a District-wide vision that aligns diversity and equity in relation to the OCDSB's learning, leadership, and community pillars together with the District's goal to achieve a graduation rate of 90 per cent by 2020.
2. The hiring of staff dedicated to ensuring that the vision becomes a reality including a Diversity and Equity Coordinator who is responsible for the formation of a Diversity and Inclusion Task Force.
3. The review of the District's Human Resources' policies and practices with the objective being to



“If we are to achieve a richer culture, rich in contrasting values, we must recognize the whole gamut of human potentialities, and so weave a less arbitrary social fabric, one in which each diverse human gift will find a fitting place”.

– Margaret Mead

determine if there are actual or potential barriers to employment in the organization.

4. To develop and conduct a census designed to gather demographic information about the unique and diverse characteristics of the OCDSB's workforce and student populations.
5. To develop and implement a measurement tool designed to track the progress of our efforts in relation to a respectful work environment.

Implementing these strategic directions will allow us to better understand the dynamics of our workforce and student populations. We are honoured to say that many of our school populations are made up of children and staff who come from over 50 different countries. We know they make our system and our city more unique and we, as an employer, want to recognize and respect their differences in a manner in which they will feel valued and listened to. In the end we know that the whole is greater than the sum of its parts.

Diversity and Inclusion Task Force

Mandate

Over the next two years, the Diversity and Inclusion Task Force will explore and recommend ways to strategically inte-

grate diversity, equity, and inclusive principles and practices in the OCDSB's learning, leadership and community engagement objectives, goals and priorities.

Responsibilities

Task Force members will engage in collaborative discussions with our District and Senior Administration on how to effectively achieve our diversity and inclusion vision and how to align or integrate the OCDSB's business case for diversity throughout our initiatives, structures, policies and practices. In addition, the Task Force will provide feedback to the effectiveness of tracking our progress over time with the diversity continuum.

The Task Force will provide the school community including students, teachers, and administrators with opportunities to acquire the relevant knowledge and skills to be culturally proficient in learning and teaching in a diverse classroom, working in diverse teams, managing a diverse workforce, and providing effective service to diverse communities and clients.

Membership

The Task Force membership will include a cross section of key stakeholders with demonstrated skills, knowledge, and experience around diversity, in particular understanding its link to educational excellence, high standards of student achievement, and sense of belonging and well-being.



On any given day, in any given setting, diversity is being lived in our schools through our arts, our music, and our extra-curricular activities.





ocenet.ca

Ottawa-Carleton Education Network

Ottawa International Student Program

For 2008–2009 OCENET continued its work in promoting the Ottawa-Carleton District School Board (OCDSB) internationally as a provider of quality educational programs and experiences for students and teachers. The International Student Program attracted 231 new full-time international students representing 27 countries bringing the total amount of international students to 339. Most students come from South Korea, China, Germany, Vietnam, Brazil, and Mexico.

Global Classroom

In addition to the recruitment of international students OCENET enhanced its various short-term programs. The Summer English Program welcomed approximately 150 students over the summer months. The Global Classroom, a program designed for students to experience daily school life in an Ottawa school, was introduced at many OCDSB schools. Student groups from Spain, Colombia, and South Korea participated in this one to two-month cultural and linguistic experience. The Navarra region of Spain annually sends a group of scholarship students to participate in this program.

Teacher Training

Teacher training initiatives have long been part of OCENET's programming and this has continued to be a focal point of work this last year. In addition to approximately 75 teachers from South Korea that attended courses on English language

teaching, various regional governments in Spain sent teachers of bilingual programs to Ottawa throughout the year for training in immersion teaching. Over 50 teachers from Spain participated in the training which included placements within OCDSB schools.

Teach Overseas

The Young People's Language School, OCENET's language school, continued its work as a school for students needing a bridge between their English studies and high school and as a Test of English as a Foreign Language (TOEFL) testing centre. The school has also created a training program for Canadians wishing to teach overseas. This program in teaching English as a Foreign Language will be offered to potential teachers starting in early 2010.

Connecting Globally

OCENET continues to make global connections for the OCDSB in all the work it does. It acts as a liaison to various global organizations and prepares itineraries for visiting delegations from around the world. This year OCENET was involved in hosting officials from the city and school system of Stockholm, Sweden as well as the Suzhou Industrial Park education authorities (China). A memorandum of understanding was signed with Suzhou Industrial Park which will influence future cooperation and joint programs with this region of China.

It is expected that 2009–2010 will bring further opportunities for OCDSB to pursue other international partnerships and agreements.

The International Student Program attracted 231 new full-time international students representing 27 countries.

Ensuring Access to the Opportunities of Public Education

The Education Foundation of Ottawa is an important part of our education system. As a registered charity we focus our effort on ensuring access to the opportunities of education for children and youth in public schools in Ottawa. Children and youth need to be successful with basic skills and citizenship before they can be successful with the greater responsibilities of work and the responsibilities of family life.

The Education Foundation responds to needs across the population of students living in poverty and the challenges of students who need more support to achieve independence in an accommodating workplace.

This year the economic conditions in Ottawa have made the effects of poverty much more evident for nearly 12,000 of the 77,000 students in our schools. These children and youth are in real need of breakfast and lunch at school, school supplies, warm clothing, and access to learning and leadership opportunities outside the classroom that their families cannot afford. We support these children as well as those with special needs. We have just ensured access to a Water Survival Program for 27 children with autism. These children cannot speak so if they fall into deep water, they cannot call for help. The principal of the children's school has told us that water survival is a matter of life and death for these children. Ensuring access to learning opportunities for 2008–2009 included funding bursaries for three students who won a place in the National Science Fair but whose families could not afford to pay for the travel to get there. Our Foundation

has also invested in 19 students in a 40-member, technical school band so that they could attend a recital in Toronto. We funded a portion of a trip to Montreal for 13 special needs students who had mastered travel by bus but had never been on a train before or away from home. Our commitment to access also included funding bus transportation for 8,000 low-income students to visit and explore the regional outdoor environmental education centre. We believe that students who understand how to care for our environment will be better future leaders.



Ottawa ING employees donate backpacks to Centennial Public School.

The Education Foundation does not fund anything that is the mandate of a government agency. Our Board of Directors represents the community we serve. Two school principals are on our Board to ensure that the Foundation remains directly connected to the current needs of children and youth. School principals and teachers identify a student in need and contact us to provide the necessary support. The referrals are confidential. The Foundation never knows the name of a student or family in need.

If you would like to make a donation to the Education Foundation so that you can help us to help more students, please e-mail jane.fulton@ocdsb.ca or call 613-596-8211, ext. 8303.

The Education Foundation responds to needs across the population of students living in poverty.

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, 2009 totalled 72,444 students (47,612 elementary and 24,832 secondary).

Our Staff

The total number of full-time equivalent (FTE) elementary teachers was 2,799.83 and the number of secondary teachers was 1,612.67. The number of principals and vice-principals totalled 240.67. Approximately 2,853 teachers were on the occasional teachers list. We had a total of 2,089 administrative and support staff of whom 1,824 work in the schools.

Schools and Programs

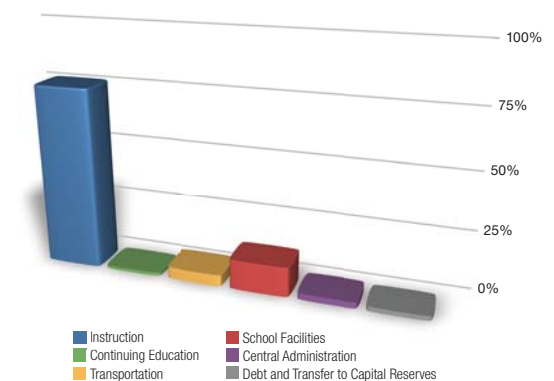
We operate 148 school sites — 117 elementary, 26 secondary, including the Adult High School, and five secondary

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 to read *More Schools, More Choices, a Guide to our Elementary and Secondary Programs*.

2009-2010 Operating Budget

	Per Cent	\$Millions
Instruction	77.0%	544.08
Continuing Education	1.3%	8.93
Transportation	4.8%	34.12
School Facilities	12.4%	87.25
Central Administration	2.6%	18.33
Debt and Transfer to Capital Reserves	1.9%	13.64
Total	100%	\$706.35



We operate 148 school sites — 117 elementary, 26 secondary including the Adult High School and five secondary alternate sites.

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

Over the past year the Board has worked hard and with the help of parent and community partners has made a number of critical decisions about school accommodation, new school construction, program delivery, and policy reform.

Boardroom decisions are not always easy but they are based in our commitment to ensure that our school District continues to offer the highest quality of programs and services to meet the individual learning needs of our students.

Exemplary Leadership

- 2008–2009 Lynn Scott, Chair
Riley Brockington, Vice-chair
- 2009–2010 Cathy Curry, Chair
Pam Morse, Vice-chair



Zone 1
Lynn Scott
613-832-3813



Zone 2
Cathy Curry
613-839-1374



Zone 3
Mark Fisher
613-808-7922



Zone 4
Douglas Lloyd
613-799-1170



Zone 5
Pam Fitzgerald
613-731-4976



Zone 6
Bronwyn Funicello
613-842-9184



Zone 7
Pam Morse
613-219-4114



Zone 8
John Shea
613-875-7432



Zone 9
Rob Campbell
613-323-7803



Zone 10
Jennifer McKenzie
613-729-1021



Zone 11
Riley Brockington
613-523-5418



Zone 12
David Moen
613-745-1305



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Student Trustee
Emma Squires
613-596-8255



Student Trustee
Wilson Zhang
613-596-8255

Public school trustees are the critical link between communities and the school District.



Ongoing Kindergarten Registration

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.

New Early Learning Program

A full-day kindergarten program for 4 and 5-year-olds will be offered in 22 schools in the Ottawa-Carleton District School Board in September 2010.

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 or call **613-721-1820**.



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Educating for Success — Inspiring Learning and Building Citizenship

The Ottawa-Carleton District School Board welcomes all students by providing a wide range of programs, extra-curricular activities, and support services that inspire lifelong learning and individual success.

