



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD



# Public Education: Doing it W.E.L.L.

Director's Annual Report to the Community 2010-2011



## About the Cover

Photo (bottom) by teacher  
Glenn Ellis, South Carleton  
High School.





OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

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# Message from the Director



Our *Annual Report 2010–2011* is our way of sharing with the community our pride in the progress and accomplishments of the past year, most importantly the strides students are making in reaching their academic and personal goals. In this report you will learn about our commitment to diversity, equity and inclusive education, our leadership initiatives, student achievement, and how we are growing to enhance student achievement. As well, we are sharing some of the wonderful stories about how our staff, students, parents and community partners are working together to create the citizens of tomorrow.

It is my privilege to lead the Ottawa-Carleton District School Board (OCDSB), a role I assumed from retiring Director of Education Barrie Hammond in July 2011. Barrie's vision, commitment and student focus allowed me to begin my leadership journey with confidence and the commitment that I too would make every decision based on what is best for our students.

This was the last year of our Board's strategic plan – *Learning, Leadership, and Community: A Focus for our Future 2007–2011*. Much progress was made towards reaching the ambitious goals. The

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

We have much to be proud of. Together we have created a learning environment where creativity, innovation and critical thinking are welcomed – because we know that validates individual and collective success. And it's working – our sustained student achievement is proof of this. Our students are reaching their academic and personal goals.

Our results on Education Quality and Accountability Office (EQAO) and district-wide assessments are indicators of the continuous improvement in student achievement. But we know that school is about so much more than just test scores – it is about the passage of individual discovery. Our focus on character development helps to expand self-awareness and empathy. When students learn about respect, accountability, determination and optimism, they deepen their understanding of citizenship and their responsibility to their neighbours around the corner and around the world.

Last year was a year of transition for the OCDSB. In December 2010, our newly elected Board of Trustees took office. In June 2011, the Board approved the new 2011–2015 strategic plan for the District. The plan is called *Public Education: Doing it W.E.L.L.*, and includes four key priority areas for the District as it moves forward: Well-Being, Engagement, Leadership and Learning. Consultation with the community was a critical element of the strategic planning process.

We know our schools are the heart of the community. We know we must provide high-quality programs and

we do. We will continue to enhance our instructional practices because great teachers make all the difference. We will work together to support students in their academic achievement and their mental, social and emotional development. We will ensure equity of access to programs and to resources; and we will continue to encourage and support student leadership and citizenship to promote global competencies.

The leaders of this organization know that our core purpose is student achievement and well-being. Together we will continue our work and become an even more dynamic, creative learning organization that fosters the achievement, well-being and dignity of every student.

*Dr. Jennifer Adams*

Out-going Director of Education Barrie Hammond's 43-year contribution to public education in Ontario was honoured with the dedication of a 16-foot fibre artwork called "Growing our Character." Created by textile artist Esther Bryan, this artwork is a visual representation of the OCDSB's 10 character attributes, shown in the roots of a tree that dominates the vibrant landscape. Ms. Bryan incorporated 300 felt leaves created by students, teachers, custodians, managers, principals, receptionists, administrative assistants and many others who work in the field of education.

Mr. Hammond is renowned for his commitment to student and staff leadership. His staunch belief – "It's all about the students" – is respected by educators throughout the OCDSB and the province.

You can view the artwork in the Boardroom at 133 Greenbank Road.







## About Us

The 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 members support and challenge students to achieve their best in academics, arts, athletics and technology. In addition, students requiring specialized programming at the elementary and secondary levels have many supports in place to ensure their academic success.

Our enrolment as of October 28, 2011 totaled 73,243 students. Of those, 48,166 are elementary students (44,643 full-time equivalent) and 25,077

are secondary students (24,804 full-time equivalent). Also, 90.1 per cent of primary classes have 20 students or fewer.

### Our Staff

The total number of full-time equivalent (FTE) elementary teachers is 2,913.15 and the number of secondary teachers is 1,637. The number of principals and vice-principals totals 241.5. Approximately 2,400 teachers are on the Occasional Teachers' List. We have a total of 2,241.22 FTE administrative and support staff members.

### Schools and Programs

We operate 147 school sites – 116 elementary, 26 secondary (including the Adult High School), and five secondary alternate sites.



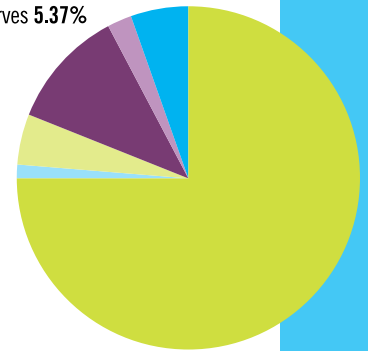
Our secondary schools offer a wide variety of programs, including French Immersion, Extended French, International Baccalaureate, Arts, High Performance Athlete, Specialized High Skills Major and Focus Programs. We offer alternate classes through the Norman Johnston Secondary Alternate Program, the Richard Pfaff Secondary Alternate Program, the Frederick Banting Secondary Alternate Program, the M.F. McHugh Education Centre and Phoenix House.

How far students go is up to them... How they get there is up to you. At the OCDSB, we have the programs you need to get them there. Please visit [www.ocdsb.ca](http://www.ocdsb.ca) for more information.

Our multi-year strategic plan can be found online at: [bit.ly/OCDSBfuture](http://bit.ly/OCDSBfuture)

### 2011-2012 Approved Expenditures by Envelope

- Debt & Transfer to Capital Reserves **5.37%**
- Central Administration **2.38%**
- School Facilities **11.05%**
- Transportation **4.85%**
- Continuing Education **1.27%**
- Instruction **75.08%**



Our elementary schools offer several program choices: English with Core French, Early French Immersion (EFI) or Middle French Immersion (MFI), which are delivered in single-track and dual-track schools. Six schools offer the Alternative Elementary Program.

# Board of Trustees 2011-2012



**Lynn Scott**  
**Zone 1**  
 West Carleton–March/  
 Stittsville/Rideau–  
 Goulbourn



**Cathy Curry**  
**Zone 2**  
 Kanata North/  
 Kanata South



**Donna Blackburn**  
**Zone 3**  
 Barrhaven/  
 Knoxdale–Merivale



**Theresa Kavanagh**  
**Zone 4**  
 Bay



**Pam Fitzgerald**  
**Zone 5**  
 College



**Bronwyn Funicello**  
**Vice-chair of the Board**  
**Zone 6**  
 Rideau–Rockcliffe/  
 Alta Vista



**Mark Fisher**  
**Zone 7**  
 Gloucester–South  
 Nepean/Osgoode/  
 Gloucester–Southgate



**John Shea**  
**Zone 8**  
 Orléans–Cumberland



**Rob Campbell**  
**Zone 9**  
 Rideau–Vanier/Capital



**Jennifer McKenzie**  
**Chair of the Board**  
**Zone 10**  
 Somerset/Kitchissippi



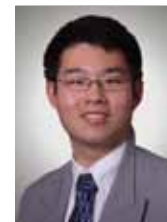
**Shirley Seward**  
**Zone 11**  
 River



**Katie Holtzauer**  
**Zone 12**  
 Innes/Beacon Hill–  
 Cyrville



**Kareem Ibrahim**  
**2011–2012**  
**Student Trustee**



**Bill Lin**  
**2011–2012**  
**Student Trustee**

Our Board of Trustees includes 12 trustees elected by zone and two student trustees. School board trustees are responsible for overseeing a thriving and progressive educational system that serves 73,243 students in 147 school sites. Trustees are empowered under the *Education Act* to set policy that governs the operation of all public schools in the Ottawa area. The Board of Trustees meets on the second and fourth Tuesdays of each month during the school year.



# Director's Executive Council 2011-2012



**Jennifer Adams**  
Director of Education and  
Secretary of the Board



**Jill Bennett**  
Superintendent of  
Instruction



**Pino Buffone**  
Superintendent of  
Curriculum Services



**Mike Carson**  
Superintendent of  
Facilities



**Michael Clarke**  
Chief Financial Officer



**Peter Gamwell**  
Superintendent of  
Instruction



**Michèle Giroux**  
Executive Officer of  
Corporate Services



**Susan MacDonald**  
Executive Officer  
of Instruction



**Janice McCoy**  
Superintendent of  
Human Resources



**Dawn Paxton**  
Superintendent of  
Learning Support  
Services



**Walter Piovesan**  
Associate Director  
of Education



**Stephen Sliwa**  
Superintendent of  
Instruction



**Frank Wiley**  
Superintendent of  
Instruction



**Neil Yorke-Slader**  
Superintendent of  
Instruction

The Director's Executive Council is the senior leadership team that develops, implements and monitors all educational, financial, school organization and facilities planning. The Director of Education heads the council, supported by an associate director and superintendents, representing both school and business functions.

# Well-being

At the OCDSB, we are committed to providing learning and working environments where all individuals feel safe, valued, respected and welcome.

In 2009, the Government of Ontario expanded the responsibility of school boards to include well-being in addition to student achievement. This was a welcome change, but the truth is that we've always put the well-being of our students at the core of our work. This is demonstrated by our focus on providing safe and caring learning environments where students feel a sense of belonging. We encourage citizenship through the development of character attributes such as empathy, optimism and perseverance.

*"As a District we are focused on creating a framework for student and staff well-being that recognizes the mental, physical and emotional health of all. In collaboration with our community partners, we are developing specific strategies to enhance inclusive and accessible practices in our classrooms and in our work spaces. Our on-going objective is to champion innovation, productivity, and employee wellness – in doing so we will create an atmosphere where public education thrives."*

*Chair Jennifer McKenzie*

Here are a few examples of the great work happening to promote the well-being of students and staff:

## Seeding the Future – Ontario Youth Forum

The one-day Ontario Youth Forum gave two OCDSB teaching staff members and two high school students (from Ridgemont High School and Sir Wilfrid Laurier Secondary School) the opportunity to discuss character and 21<sup>st</sup> century skills with teachers and students from other Ontario school boards.

## The Fourth R: A Relationship-Based Program for Health and Physical Education

The Fourth R program addresses the three interconnected risk factors of violence, sexuality and substance abuse and includes a 21-lesson curriculum aligned with the Health and Physical Education curriculum for Grade 9. During 2010–2011, this program was expanded to meet the requirements of the Health and Physical Education curriculum for Grade 8. In conjunction with Crime Prevention Ottawa, training was provided to 39 OCDSB Health and Physical Education teachers during 2010–2011.

## Free the Children/Me to We

There are many initiatives underway and many more planned for the future. One of the 2010–2011 highlights was that hundreds of OCDSB students attended *Free the Children's We Day Montreal* and *We Day Toronto*.

- 215 students and staff from 14 schools attended *We Day Montreal*.
- 153 students and staff from 11 schools across the district attended *We Day Toronto*.

In addition, students and staff from 31 OCDSB schools participated in a one-day *Me to We In-Service Training* session. This training led to opportunities for increased partnerships and networking among OCDSB neighbouring schools. The Inclusive, Safe and Caring Program staff also coordinated with the University of Ottawa's *Free the Children* volunteer student team, called *Change for Change*, which gave presentations to eight OCDSB schools about *Free the Children's* social justice initiatives.

## FindingLife Expeditions

Elia Saikaly, a local Canadian social entrepreneur, provides global adventures and dynamic public engagement initiatives with links to character development, experiential learning and social justice. From April 21 to May 10, 2011, Mr. Saikaly and the FindingLife team led six Ottawa students (including one Brookfield High School student) on a three-week expedition to Solio, Kenya. OCDSB teachers incorporated daily updates into various subject areas while they followed this expedition, using webisodes, blogs and a teacher resource guide that were designed in conjunction with the OCDSB Community of Character Traits.

On April 26, 2011 approximately 230 Grade 6 students from seven OCDSB elementary schools participated in the FindingLife Canada vs. Kenya – International Friendly Soccer Tournament. In conjunction with the Garnier FindingLife Expedition to Africa, this tournament gave students a unique opportunity to participate in a sporting event that encompassed the love of sport, character development, interactive technology, community building and global connections.

## UNICEF's Rights Respecting Schools Pilot Program

This program is being piloted for the first time in Ontario by the OCDSB. UNICEF educational staff members work alongside school staff to provide professional development on how the

*UN Convention on the Rights of the Child* can be used as a framework to enhance existing school initiatives that incorporate such Ministry of Education directives as: character education, equity and inclusion, student engagement, and safe and caring school policies. Barrhaven Public School is piloting this program, and there are plans to expand it to two other OCDSB schools during the 2011–2012 academic year.



## Practiquet Anti-Bullying Pilot Program

This web-based bullying prevention program, designed for Grades 2 to 5, features computer-based role plays and research-based discussion guides that allow students and educators to safely and privately explore social decisions. Developed with researchers from prevnet.ca, this program is currently being piloted in 10 OCDSB elementary schools.



In addition, Practiquet staff members have worked with the coordinator of the Inclusive, Safe and Caring Program staff to expand Practiquet by incorporating activities for students using the 10 designated OCDSB character traits in both official languages.

## Restorative Practices

One of the greatest concerns of parents and educators is how to assist children, through teaching and guidance, to become responsible and caring adults. Providing adequate and appropriate discipline is an important part of the process. Through Restorative Practices, we encourage outcomes that promote responsibility, reparation and healing for all. Students regularly participate in proactive classroom circles, discussing and listening to different points of view on issues of field trips, classroom conduct, yard issues, friendships and relationships. Students learn to take responsibility for their behaviour and develop collaborative problem-solving skills.

The Inclusive, Safe and Caring Program provided half-day training sessions on Restorative Practices throughout the academic year. Participants received a working knowledge of the Restorative Practices philosophy, framework and continuum. Participants were also trained on how to effectively use circles in the classroom while incorporating the tenets of character development, cultural proficiency, equity and inclusion.

In addition, a two-day training session on Restorative Practices was provided by the Canadian Director of the International Institute of Restorative Practices Canada to all new principals and vice-principal interns and their mentors.



### **Cedarview Middle School Performs Flash-mob Dance against Bullying**

Over 650 students and staff at Cedarview Middle School in Barrhaven spoke out against bullying, racism and homophobia on International Day of Pink. The entire school wore pink and performed a 'surprise' flash-mob dance in the school gymnasium as a united stance against bullying.

Cedarview Principal Catherine Donnelly said the students embraced the notion that bullying hurts everyone, and that by speaking up – one person at a time, one situation at a time – they will make a difference in the lives of individuals and the greater community. "The performance grew from 'just an idea' put forth by Cedarview's student council to a school-wide project with a powerful message, and demonstrates the positive difference that student voices can make in our world," said Ms. Donnelly.

Ottawa Mayor Jim Watson, former Director of Education Barrie Hammond, Trustee Donna

**Director's Annual Report to the Community 2010–2011**

Blackburn and several other community leaders participated in the event as a show of solidarity and as an example that, together, we can change attitudes and create opportunities for dialogue.

### **Roberta Bondar Public School Promotes Healthy Minds and Bodies**

Roberta Bondar Public School students and staff understand that a healthy mind and a healthy body are optimal for living and learning. The school held its First Annual Health Symposium as a way to promote healthy ideas at school, at home and in the community.

"Students and parents participated in activities that increased their awareness of the importance of healthy eating and an active lifestyle. Students from Grades 1 to 8 researched and prepared projects that covered the spectrum of health issues," said Principal Christine Lanos.

The symposium involved many community organizations; without their assistance, the event would not have been successful. Ottawa Public Health (OPH), for example, made presentations about anti-smoking, substance abuse, and physical and mental health services. The school and OPH are working together and will continue to work together to build the foundation for a lifetime of healthy living.

### **Crystal Bay Playground Opens Accessible Play Structure**

As school began in fall 2011, Crystal Bay Centre for Special Education unveiled its new playground – and it was not your everyday swing set. Thanks to the Aviva Community Fund Competition, the school received \$94,000 to build a play structure that was accessible to all.

"The play structure is designed to promote physical activity and improve gross motor capabilities, while encouraging enhanced social skills," said Principal



Pete Veurtjes. “But the playground is more than just equipment; it allows our students to have fun while interacting with their peers and staff.”

The Aviva Community Fund Competition was created to help make a positive impact in Canadian communities by funding local and national initiatives for change.

### Clifford Bowey Receives Gifts of Opportunity

Clifford Bowey Public School is a specialized site that provides a safe and caring learning environment for just over 100 students ranging in age from 4 to 21 years. The school is welcomed and supported by neighbourhood and regional organizations that made generous donations in 2010–2011.

- The Community Foundation provided \$25,000 to help build the primary play structure, which is accessible to all students.
- Kaleidoscope Kids’ Books donated books for Fun Days. The goal was to make reading an activity that the students look forward to. Students, teachers and family members shared time and storytelling.
- The Ottawa Citizen Literacy Foundation donated \$5,238 to purchase SMART Boards to help students with developmental disabilities enhance their functional literacy skills.
- S’Cool Life Fund presented a cheque for \$1,500 to provide musical instruments and sports equipment.

Principal Laurie Kavanagh said all of the donations had one thing in common – the gift of opportunity. These funds allowed the students not only to learn but also to laugh and play.

### Do It For Daron

Students across the District wore purple to remember fellow student Daron Richardson and to encourage parents and children to have discussions about youth mental health.

South Carleton High School was a sea of purple as students spread the message of hope and conversation. The students took the message to their classrooms, to the gym and to their neighbours. They said their goal is simple: just keep talking, because there are many who care about you and they are here to listen.

On average, 10 people in Canada die by suicide every day. It’s the second-leading cause of death for teens and the leading cause of death for men aged 20 to 29 and 40 to 44, and for women aged 30 to 34.

Although the statistics are alarming, Daron’s family, friends, peers and even virtual strangers are banding together in hopes of changing those statistics with the *Do It For Daron Purple Pledge Day*. South Carleton students said they plan to make it an annual tradition.







### Environmental Stewardship: Westwind Public School – An Eco-Friendly Elementary School

The OCDSB broke ground on a new eco-friendly elementary school in October 2010 and the Stittsville school opened 13 months later.

Westwind Public School is a school for the future – a model for innovative new design features and energy-saving systems. The school, for students from Junior Kindergarten to Grade 6, was designed to embrace new technologies in both energy conservation and modular building systems. To that end, the school's exterior walls are made of a factory-finished insulated metal panel system, which provides double the insulation value of a traditional wall. Meanwhile, the interior design is based on creating simple, cheerful nodes. The floor-to-ceiling windows allow all the students to connect visually with the wooded area and the indigenous and sustainable landscaping around the building.

This eco-friendly school provides a daily reminder to students that caring for your environment is both environmentally friendly and economically sound.

The two-storey, 4,600-square-metre school is situated at 111 Hartsmere Drive in the south end of Stittsville on a 2.8-hectare property. At capacity, the school will be home to 600 students. The building incorporates seven kindergarten classrooms, 18 regular classrooms, a double gymnasium, wireless network access throughout the school, a barrier-free design including an elevator, and unit washrooms.

“Each new school presents an exciting opportunity to refresh and improve our students’ education experience,” said Trustee Lynn Scott. “Whether we look at the purpose-built kindergarten facilities, the energy-efficient design features, or the deliberate

planning around supporting student achievement and well-being, Westwind is a school that will combine the best of past traditions and practices with the best of new approaches to high-quality education.”

### OCDSB Partners with Canada Green Building Council

Dozens of post-secondary students spent a weekend in March 2011 grappling with a problem that faces many school boards: how to cost-effectively transform old schools into models of energy efficiency, high indoor air quality and sustainability. The second annual Ottawa Eco-Logical Competition saw students in engineering, architecture, interior design and other disciplines compete in mixed teams to produce new ideas that would work in the real world.

Presented by the Ottawa Region Chapter of the Canada Green Building Council and the OCDSB, the competition encourages students to collaborate with real clients to influence and inspire industry and government to consider the benefits of green building. The competition also helps prepare students for careers in the fast-growing green building industry. The 2011 design competition focused on Nepean High School, an 89-year-old heritage building in need of a retrofit. Teams were judged on innovation, environmental goals, the economics and the benefits that a revamped building can bring to the community.

The OCDSB is a leader in environmental initiatives, from the retrofits for solar-power energy-producing buildings to the tremendous contribution being made by staff and students to conserve energy and water and to reduce waste.

The OCDSB has several projects in the works to green its buildings, including rooftop solar panels already installed on 13 schools under the Ontario Power Authority's (OPA) micro-FIT (Feed-In Tariff) program. A further 69 schools will have panels installed in the near future under OPA's FIT program. This is in addition to a cyclical facility improvement program that upgrades windows, insulation and boilers to improve energy conservation.



# Engagement

Community engagement is essential to providing effective public education. The OCDSB puts a priority on consultation with our community.

In 2010–2011, the District undertook an extensive public consultation process to support the development of our new strategic plan. Over 500 members of our community participated in discussion forums that used the latest decision-making software to invite and prioritize community impact. We are grateful to the students, staff, parents, community groups, and municipal and education sector partners who took the time to share their ideas. We asked the following questions.

Imagine it is 2015 and the OCDSB has successfully achieved our goals.

- What would that look like?
- What are the things that you value about our schools and our District?
- What changes could we make in our current practice to achieve our vision for schools for the future?
- What do we want to create in our schools in the future?

Here are a few examples of initiatives that encourage student, staff, parental and community engagement:

## OCDSB Speakers' Series

At the OCDSB, our Parent Involvement Committee (PIC) seeks to support, encourage and enhance parental engagement at the District level in order to improve student achievement and well-being. PIC serves an important role within the District by giving parents the opportunity to voice their concerns, ideas and challenges while promoting further parental involvement through events such as the OCDSB Speakers' Series.

*The Speakers' Series offers free presentations to the community and provides parents and educators with access to leading ideas in education that allow us to work together to better support student learning.*

During the 2010–2011 school year, the Speakers' Series included a presentation by Dr. John Barell, an educator and author who explored research and strategies to help parents develop and nurture their children's curious minds. Dr. Barell's current research involves taking the issues raised in his book *Developing More Curious Minds* (2003) and asking how we can work to develop communities of inquiry at home, in school, at work and within our democracy.

The Speakers' Series also featured Michael Baine, a 35-year educator and educational consultant whose clients include the Ministry of Education, the Ottawa-Carleton District School Board and the Ottawa Centre for Research and Innovation. He spoke about key issues relating to child and youth mental health and understanding what mental wellness means. He also discussed promising initiatives in Ottawa around child and youth mental health and where to get information and help. Having worked in education for 35 years – as a teacher, a high school principal and a superintendent – he amassed considerable expertise, especially within special education and student services. His student services expertise featured programs for students in care, treatment and custody; substance abuse programs; social work programs; and child abuse protocols. Mr. Baine was also the lead consultant on a project to develop and implement a program bringing substance abuse counselors to every Ottawa secondary school.

### Parental Involvement Committee

In addition to offering the Speakers' Series, PIC's duties include:

- To support, encourage and enhance meaningful parental involvement within schools and across the district, including outreach to parents who find involvement more challenging due to language, recent immigration, poverty, newness to the system, or other factors;
- To work collaboratively with the school board and ensure linkages between parents, the Director of Education and trustees;
- To develop strategies for enhancing parental engagement and outreach;
- To hold district-wide meetings and to engage in inter-school communications; and
- To participate in the promotion, application and implementation of grant applications and projects funded under the Ministry of Education Parents Reaching Out (PRO) program.

### 2010–2011 Student Trustee Message from Eric Chen and Elizabeth Blight

“From where we sat...”

Being student trustees was an incredible experience. Not only did we have the opportunity to advocate on behalf of all OCDSB students, but we also had the opportunity to learn more about the education system and meet student trustees across the province through the Ontario Student Trustees' Association (OSTA).

Over the 2010–2011 academic year, student trustees from OSTA ran two province-wide surveys, published a provincial Student Council Handbook, and supported the Shannen's Dream campaign, to name just a few initiatives.

The student trustee role allowed us to truly understand our intricate school board system and actively participate in the process of bettering our education system. We encourage you to learn more about getting involved in your school and encourage those around you to do the same. You will miss 100 per cent of all of the opportunities you do not grab!

*Eric and Elizabeth both graduated in June 2011 and are now attending Yale University and Queen's University, respectively.*



Eric Chen, Bill Lin,  
Elizabeth Blight and  
Kareem Ibrahim  
(left to right)

## Henry Larsen Students Are “Love Hungry”

Henry Larsen Elementary School students took part in World Vision’s 30-Hour Famine because they are “Love Hungry,” according to organizers. By going without food, the students got a taste of what the world’s poorest children and families face every day. Before the event, students raised funds with the knowledge that every \$30 they raised could help feed and care for a child for a month.

The students raised just over \$5,000. These funds went towards helping feed and care for children in communities in need around the globe through World Vision, which responds in areas where famine, conflict and other crises make children vulnerable to hunger and preventable disease. A portion of the funds raised help needy families in Canada.

## Sir Guy Carleton Engages the Community

Sir Guy Carleton Secondary School believes in being part of the community and so it held a Community Connections Day and Open House designed to showcase student talent. The students and staff welcomed their neighbours back to school for a day so they could demonstrate their exceptional skills.

Tours of the school highlighted the unique shops, including the auto-body shop, computer labs and classrooms. Since the school is very well known for its horticultural education, they hosted a massive plant sale. This was a success because the students produced a marketing plan, advertised to the target audience and produced a superior product.

Community Connections Day is a snapshot of what happens every day at the school, said Principal Kevin Bush. His school is “a progressive community based on respect, diversity and the pursuit of excellence. The school community is committed to meeting the needs of each of our students to ensure they reach their full potential.

Students acquire the skills for success in the workplace. Identifying, developing and employing each student’s strengths are the foci of the school’s faculty.”

## Diversity and Equity Initiatives

During the 2010–2011 school year, the OCDSB continued to integrate diversity and equity initiatives – such as analyses of its Workforce Census, Student Survey and the development of its Diversity, Equity and Inclusive Education Framework – into its well-being, engagement, leadership and learning District priorities. This laid the foundation for diversity and equity priorities to be identified and embedded in school improvement plans.

In addition, following extensive consultations with community organizations in fall 2010, the District approved its Equity and Inclusive Education and Religious Accommodations policies in April 2011. The District also continued its commitment to expand its cultural proficiency training to instructional coaches, principals, teachers, support staff and community representatives.

## Student Survey

In May 2011, in keeping with the District’s commitment to better understand the changing dynamics of its student population, all students were invited to complete the OCDSB’s first board-wide Student Survey. The information collected will be used for three primary purposes:

- To develop a demographic profile of our student population by district and by school;
- To allow Aboriginal students to self-identify; and
- To better understand the learning needs of particular sub-groups of students.

The survey results will inform the board improvement plan, school improvement plans and future decisions about programs, research and

partnership opportunities. Survey results will be available in early 2012.

The District also engaged with community organizations such as the Ottawa Local Immigration Partnership to explore how it can better serve the needs of immigrant children within the District.

### Diversity and Inclusion Taskforce

The OCDSB's 30-member Diversity and Inclusion Taskforce continued to provide a rich forum to engage students, parents and community members in exploring how to align, integrate and measure diversity within the OCDSB's priorities. The Taskforce brings together community and staff members to advance the District's diversity and equity priorities. Members include: Aboriginal, immigrant and racialized groups; inter-faith organizations; persons with disabilities; and the gay, lesbian, bisexual, trans, two-spirit, and queer (GLBTQ) communities. In addition, there were representatives from the Ottawa-Carleton Assembly of School Councils, Ottawa Community Immigrant Services Organization, Community Council on Ethnocultural Equity, Special Education Advisory Committee, Centretown Community Health Centre, Algonquin College and Carleton University. OCDSB departments represented included: Human

Resources; Curriculum Services; Inclusive, Safe and Caring Programs; Learning Support Services; and Communications. Representatives from each of the Ontario Secondary School Teachers Federation and Elementary Teachers Federation of Ontario were also present.

In 2010–2011, the Taskforce shared diverse voices, perspectives and feedback about the development of instruments, policies and communications strategies for the following initiatives:

- Equity and Inclusive Education Policy;
- Religious Accommodation Policy;
- Future Schools Consultations; and
- Student Survey.

### Rainbow Youth Forum 2010

On November 18, 2010, the OCDSB hosted the 6<sup>th</sup> annual Rainbow Youth Forum in partnership with the Rainbow Service Providers Network – a network of community agencies that promote inclusive services for gay, lesbian, bisexual, trans-sexual, two-spirit and queer youth.

With a theme of “Pride, Passion and Prosperity,” the conference aimed to help OCDSB staff and students enhance their knowledge and awareness of gender identity, sexual orientation and gender expression. The forum also addressed the issues of homophobia, biphobia and transphobia in order to encourage safer and more inclusive school environments.

Former 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 about celebrating individuality and uniqueness through song and dance. Connor





Steele, known as the “Man of 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 an openly gay male.

The Rainbow Youth Forum addresses equity and inclusive education in OCDSB schools to ensure greater student success. Staff members and students from almost every secondary school spent the day celebrating diversity by singing, dancing and engaging in rich dialogue about learning, planning and building peer networks. Empathy, perseverance, respect and acceptance were evident throughout the day, from the keynote presenters to the varied workshops.

### Pride Parade 2011

In August 2011, over 200 OCDSB representatives participated in the Ottawa Pride Parade, marching alongside a school bus. Well-received at the parade, the OCDSB’s bus featured banners on both sides that read “Everyone is Welcome Here” while trustees, staff, students and community members handed out OCDSB goods and chatted with the crowd.

The OCDSB’s participation marked the first time that any school board representatives have marched in the parade. It was an opportunity for the OCDSB to come together and march as families, as schools, as employees and as friends.

### Sir Wilfrid Laurier and Cairine Wilson Students Walk for Clean Water

Students from Cairine Wilson Secondary School and Sir Wilfrid Laurier Secondary School do much to support local charities, but they also believe they must be active global citizens. To that end, the two schools joined forces to promote awareness about the world-wide need



for clean drinking water. Nine hundred million people have no access to clean water, while 2.5 billion have no safe way to dispose of human waste.

Members of the Sir Wilfrid Laurier Free the Children group held a Walk for Water event, collecting over \$2,000 for the school’s global water programs. Students from Cairine Wilson joined them.

The student leaders said they recognize that this one event will not change the world, but it will remind Ottawa residents that we need to be good global citizens and act where we can to help those who cannot help themselves.

### Urban Aboriginal Students Celebrate Culture

The Urban Aboriginal Alternate High School Program is a partnership between the Odawa Native Friendship and the OCDSB.

The goal of the program is for each student to experience success and gain personal and academic skills so that they may continue on the path toward further education, employment and life-long learning.

The school day at Urban Aboriginal is somewhat flexible and varies for each student based on his or her needs. Credits are earned through an individualized timetable of Independent Learning Courses, taught courses and Co-operative Education. This past year, students embraced the Ontario curriculum and celebrated their culture and history through dance, songs and storytelling. The students showcased their talents while performing at district-wide leadership events.

One teacher and one native education counsellor staff the program, supported by administrators and services of the Odawa Friendship Centre and the OCDSB.

“The event had plenty of educational and spirit-building activities,” said teacher Jason Rama. “Today’s students never cease to help out others... even across waters.”

### High School Link Crews Support and Welcome Grade 9s

The Link Crew High School Transition Program is a simple grassroots approach to welcoming students to high school. Built on the belief that students can help their fellow students succeed, Link Crews provide a structure for Grade 9s to receive support and guidance from senior students who have been through the opportunities and the challenges that high school poses and understand that the transition to a larger school can sometimes be overwhelming.

Link Crews consist of a coordinator (usually a teacher) who trains senior students (usually in Grades 11 and 12) to be Link Leaders. As positive role models, Link Leaders are motivators and leaders as they guide the Grade 9s in discovering what it takes to be successful in high school.



The transition program begins for Grade 9s with an Orientation Day in early September. The program continues throughout the year to provide a variety of academic and social follow-up activities, all of which are led by the trained Link Leaders during visits to Grade 9 classes or during other special events.

Simply put, Link Crews work! They encourage participation and they remind Grade 9 students that they have a voice and a place in their new school. Link Crews make Grade 9 students feel comfortable during the first days, weeks and months of their high school experience.

# Leadership

## Leading the Way

The OCDSB is dedicated to fostering leadership in all levels of the District. Leadership is not about hierarchy, but about the degree to which you influence each of the people around you using a positive, appreciative approach. Over the past five years, the OCDSB has been on a journey to develop our understanding and celebration of leadership. Beginning with a leadership survey, thousands of ideas were collected about what leadership means and how it is perceived in our OCDSB community. These ideas were translated into a leadership narrative from which we developed guiding principles of inclusion and engagement. The guiding principles are the basis for our vision:

- Each individual has unique capacities and ideas that need to be recognized and tapped into;
- By harnessing these individual capacities, the organization will be enriched and invigorated;
- The result will be a culture of engagement in which people feel valued and engaged in an environment that embraces ongoing learning



Students perform at Spring Leadership Conference.

fostered through internal and external dialogue and learning; and

- This learning context will provide the optimal conditions in which we can reach and teach all of the children in our care, enabling them to become successful global, digital citizens with strong critical and creative thinking skills and an appreciation for diversity.



Principal Richard King's depiction of the Spring Conference - Creativity: including and going beyond the arts.

learning. Our Lead the Way Events give staff, students, partners, parents and the community the opportunity to reflect upon their personal leadership talents and hear wonderful stories of both formal and informal leadership that are having a positive impact on students and staff.

As an educational organization, the OCDSB has an opportunity to lead the change needed to meet the needs of the 21st century learner. The OCDSB leadership goals and vision are embedded in the Board Leadership Development Strategy and the District Goals as well as in Board and School Improvement Plans for Student Achievement. In order to enhance our learning culture, we clearly need to engage the potential of everyone in the District. The more we recognize the unique, individual potential and capacities of every person in our organization, and harness the creative energy of parents, community members and business leaders, the stronger and healthier our internal community will become. We will be better able to develop leadership skills and abilities in our employees, using creative leadership to recognize and fulfill the vision of public education to address the unique learning needs of each and every one of our students. Here are a few examples of leadership in action at the OCDSB:

### Leadership Events

Leadership, like learning, is a journey of discovery and we continued on our path by exploring the connections between leadership, creativity and

At our Fall Leadership Conference, Dr. Martin Brokenleg, of the Lakota First Nation, spoke about the importance of developing a sense of belonging in order to build successful learning communities. If staff, students, parents and community members feel welcomed and valued, the conditions are created in which students feel comfortable enough to engage in learning.

At both the Aboriginal and Spring Leadership conferences, we were privileged to hear once again from Dr. Brokenleg and from Margaret Wheatley, one of the world's foremost thinkers and writers on the topic of applying living systems theory to organizational development. Ms. Wheatley is passionate and eloquent about the connection between individual health and organizational vibrancy. A key element of her work relates to what she calls the 10 principles of community, promoting the belief that if a workplace environment is to be healthy, respectful and vibrant, and a true learning organization, we must absolutely ensure that everyone's unique capacities are engaged.



In April 2010, we held a truly remarkable leadership evening event at the newly opened Ottawa Convention Centre, focused on further embedding a spirit of innovation and an engaged sense of community throughout the OCDSB. This was an amazing opportunity to connect the Aboriginal Conference with the Spring Leadership Conference, combined with an evening in engaged conversation with Ms. Wheatley and a diverse cross-section of members of the broader Ottawa community.

This event also launched our action research project, based on the question: “What are the conditions in which healthy and creative organizations flourish?” Throughout this event, opened by Ms. Wheatley, we engaged staff, students and people from multiple sectors of the Ottawa community in dialogue and conversation about the development of ideal and vibrant learning environments. We realize that the more we can come to understand and appreciate the ideal conditions for learning, the more able we will be to reach and teach every child under our care.

The OCDSB is also a member of the National Creativity Network, bringing together the thoughts and ideas of a host of successful, creative organizations. Members of the OCDSB were among the invited guests at The Imagination Conversation at the Lincoln Centre in New York City in July 2010. This event brought together leaders in business, culture, politics, the armed forces and a host of other areas to discuss why imagination, creativity and innovation are essential as we reinvent our futures in this complicated and challenging era.

## Glebe’s Music Students Win – On and Off Stage

Glebe Collegiate Institute’s music department continues to make the downtown high school proud: 53 students participated in the 2010 Heritage Music Festival and won bronze, silver and gold accolades.

However, the students’ favourite award was The Spirit of Boston Award, given to the school that best represented its community and school at the



festival. In short: Glebe’s students were recognized for their performances on and off stage. The adjudicators noted the Glebe students’ politeness, positive attitude, and support and encouragement of their fellow band members.

The festival included over 800 participants from all across the United States and Canada.





Picture is courtesy of: Matt Zambonin/  
Freestyle Photography/  
OSHC

## South Carleton Student is an "Inspiration on Wheels"

Tyrone Henry is a Grade 12 student at South Carleton High School – a normal kid who likes sports, video games and school, most days. He is also paralyzed. On Sept. 28, 2010, he was in a car accident. His spine was broken and this left him a complete paraplegic at the T12 level. His accident does not define him, but it has shaped his outlook on life and that has in turn motivated the entire school.

"Tyrone has been an inspiration to us despite his injury and the tragedy that his family faced. His positive outlook and determination are gifts that he shares with us every day," said Principal Trudy Garland.

In fact, Tyrone said his accident has given him a new life. "I personally believe that it has given me more than it has taken away. My injury has taken away my ability to move or feel my legs; however, it has given me the opportunity to meet so many amazing people and even some of my personal heroes. I have also participated in a few adapted sports that before my accident I either didn't know about or I would never have thought to try."

This inspiration on wheels has quietly impressed his fellow classmates and teachers for over a year but the whole country is now meeting Tyrone because he is officially part of the Rick Hansen 25<sup>th</sup> Relay Tour Team.

Rick Hansen initiated his Man in Motion Tour 25 years ago to raise funds and awareness for spinal cord injuries. The message that Mr. Hansen sends is one of hope – hope that all

communities can be more accessible and inclusive and that there is a change in the way we look at the potential of people with disabilities. "He hopes to inspire a generation to dream big, and to live with purpose, courage and determination. Anything is possible," said Mr. Hansen. Tyrone has heard this message and is living it every day.

## Intern Program

The Intern Program for newly appointed principals and vice-principals helps school administrators come to understand their role as instructional leaders.

The program focuses on building relationships and developing people. Interns are matched with experienced principal or vice-principal mentors. They interact formally and informally on a regular basis and visit each other's schools. Interns attend breakfast meetings with their peers to discuss operational issues and creative leadership opportunities and meet as a whole group once a month to receive in-depth training.



# Learning

Learning is our core business. At the OCDSB we are proud of our students' and staffs' accomplishments in learning. Each year, school districts from across the province are required to develop a Board Improvement Plan for Student Achievement. In 2010–2011, the Ministry of Education developed a DVD as a resource to help school districts tackle this challenging work. Our school district was one of two featured in this DVD, highlighting best practices.

So what did the DVD highlight as best practices with respect to teaching and learning in our district? First, our focus on learning begins with direction from the Ministry, which is then translated into a district-level plan and individual school plans based on the careful review of student achievement data. Our district uses not only data from provincial and district assessments, but also the rich information that teachers collect on a daily basis in their classrooms. Secondly, our improvement conversations involve staff in schools and at the central office. Schools ensure that school councils, parents and community members are part of the conversation as well. And finally, our district has adopted an instructional coach model that ensures the enhancement of instructional and assessment practices in classrooms throughout the District.

## Instructional Coaches Help Improve Student Achievement

The OCDSB has implemented an instructional coach model to enhance teaching and

learning. In elementary and secondary schools, instructional coaches work either directly with teams of teachers in individual schools or with groups of teachers from a number of schools. This professional learning is focused on high-yield instructional strategies that engage students in critical thinking and creative and innovative learning opportunities. Instructional coaches, teachers and administrators review curriculum documents, collaboratively design rich learning activities, examine their students' work and identify instructional strategies to maximize their students' learning. Instructional coach support is provided to a number of schools across the District, including schools that are designated as Ontario Focused Intervention Partnership Schools.

At Woodroffe High School, for example, instructional coaches work closely with English as a Second Language teachers as well as teachers from a broad range of subject areas to examine the needs of these learners. Through a collaborative approach, teachers are moving toward more interactive classroom settings that involve real-life activities to engage the students in focused conversations and opportunities to think critically in English across various subjects.

At Queen Elizabeth Public School, the School Improvement Plan for Student Achievement focuses on teaching and learning through problem solving in the area of mathematics. Primary and intermediate teachers work together to deepen their understanding of problem

solving, the clustering of curriculum expectations and teaching to the big ideas in mathematics to enable enduring understandings. Analyzing student work in order to inform instruction has been an ongoing focus. Staff members have continued to develop their previous school improvement focus on critical thinking across the curriculum, in addition to the current focus on numeracy. Through multi-year instructional coach support, the Queen Elizabeth team has built its capacity for ongoing collaborative professional learning to support student learning and achievement.

### *Ontario Focused Intervention Partnership Schools*

*Identified schools receive additional funding from the Ministry and support from the OCDSB for various initiatives. At the elementary level, for example, the OFIP Tutoring Initiative helps these schools develop tutoring programs on site for their students. At the secondary level, the Re-engagement Initiative for Student Success encourages schools to re-connect with students who had been enrolled in the recent past, but were no longer in school.*

### **Student Achievement: The Story of our Student Data – Working Together**

#### **EQAO Trends in the 2010–2011 Achievement Data**

Continued improvement of OCDSB student achievement data (from the 2010–2011 Education Quality and Accountability Office (EQAO) tests) demonstrates the importance of working together as a community to ensure the success of our students. Guided by strategies contained within our OCDSB Board Improvement Plan for Student Achievement, our students, staff and community members continue to work together to support the individual needs of each learner. 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 students recorded improvements in most categories across Reading, Writing and Mathematics. Results from our primary-level EQAO assessment showed a two per cent increase in Reading and Writing and a two per cent decrease in Mathematics. At the junior level, Grade 6 students improved by two per cent in Reading and one per cent in Writing; there was no change in Mathematics. OCDSB students outperformed

their provincial counterparts by one to five percentage points on four of the six assessment areas in Grades 3 and 6.

OCDSB Grade 9 academic-level Mathematics students continue to outperform the province by three per cent, suggesting that OCDSB students are well prepared for post-secondary studies. Additionally, secondary students in the District continued to maintain higher levels of achievement on the Ontario Secondary School Literacy Test (OSSLT) compared to their provincial peers, with 88 per cent of first-time eligible OCDSB students achieving success, five per cent greater than the provincial data.



Girls continued to outperform boys in the area of literacy. This is true in both the elementary and secondary levels. 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, boys perform better than girls on the provincial assessments.

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

### More Achievement Data

Pass rates in Grade 9 and 10 compulsory credits in both the academic and applied levels remain high, ranging from a low of 83 per cent in Grade 9 applied-level Geography and Grade 10 applied-level English to a high of 97 percent in Grade 9 academic-level English and Geography and Grade 10 History. Since 2009–2010, pass rates have increased in five of 20 applied, academic, and open level Grade 9 and 10 compulsory credit courses, and have remained unchanged in 11. Similarly, the proportions of students meeting or exceeding the provincial standard have increased in seven of 20 compulsory courses and have remained steady in six.

Please see page 30 for our “Five-year Trends in Achievement Data (2006–2011)” and the graphs following.

### OCDSB Leads the Implementation of Common European Framework of Reference

The OCDSB recognizes the value of learning to communicate in another language and offers many programs to achieve that goal. The methodology and instruction it has chosen to accomplish this goal is innovative and has proven to be widely successful.



In September 2006, the OCDSB began a comprehensive review of all its French as a Second Language (FSL) programs. One of the review’s primary objectives was to improve the effectiveness of FSL delivery and instruction at both the elementary and secondary levels. The review made recommendations to improve second language proficiency amongst all students, regardless of their program: Core French, Extended French or French Immersion.

All students within the OCDSB are engaged in some form of French language learning, beginning with Core French in Junior Kindergarten. This is actually a unique opportunity for OCDSB students, since many districts across the province begin to offer Core French, for example, only in Grade 4. At the OCDSB, the entry point for Early French Immersion is Senior Kindergarten; for Middle French Immersion it is Grade 4.

Studies have shown that there is a need for a common framework of reference for describing language proficiency. Researchers from the Second Language Institute at the University of Ottawa concluded that the Common European Framework of Reference (CEFR) was one of the most suitable approaches for Canada because of its flexibility, allowing all provinces and territories to apply and adapt it to their unique situations and needs.

These important features led the OCDSB to examine the merits of using the CEFR. To this end, the OCDSB became the lead board in the

Ministry of Education's current Ontario-wide research initiative to determine the feasibility of using the CEFR as a frame of reference for FSL programs. The OCDSB has been a trailblazer – forward-thinking and innovative – in looking for new approaches to language training for students and teachers alike. The OCDSB is the only school district in Ontario to offer a Grade 12 French Proficiency test for students in Core French, Extended French and French Immersion.

### OTSS Students Share Love of Reading with Younger Students

Ottawa Technical Secondary School (OTSS) students reached out to elementary students to share their passion for the written word. In a unique venture, the OTSS students mentored Queen Elizabeth Public School elementary students in a seven-week project that was designed to promote reading. The teenagers connected with their young charges in a way that adults sometimes cannot – reading becomes cool when your teacher is a teen.

“This program started with the idea of engaging learners in elementary and secondary schools where they could build literacy skills,” said OTSS Vice-Principal Carole Armstrong. “But probably most importantly, the teens become advocates for themselves and others, and make meaningful connections that build self-esteem.”

The program benefits both secondary and elementary students. This initiative gives elementary students positive role models and caring people to connect with. Meanwhile, the secondary students receive formal training in mentorship and effective “reading buddy” behaviours and strategies.

The proud OTSS vice-principal said the students witnessed first-hand how engaging in a positive group connection inside and outside the school can lead to improved learning, leadership skills and self-worth.

### Full-Day Kindergarten

The Full-Day Kindergarten Program is a Ministry of Education initiative that provides a seamless educational experience for our children. There are two components to the program – the Core Program, which is the full-day classroom component, and the Extended-Day Program, which is the before- and after-school program.

In the Core Program, certified teachers and registered early childhood educators work together. Students receive instruction and play-based learning with both the teacher and the early childhood educator. The students develop to 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. The Extended-Day Program is led by registered early childhood educators. 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.

In September 2011, 2,010 children were enrolled in full-day Junior Kindergarten and Senior Kindergarten at the following 29 OCDSB schools:

Arch Street Public School, Bayshore Public School, Bells Corners Public School, Blossom Park Public School, Cambridge Street Community



Public School, Carson Grove Elementary School, Century Public School, Connaught Public School, Convent Glen Elementary School, Dunlop Public School, Fallingbrook Community 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, Munster Elementary School, North Gower/Marlborough Public School, Pinecrest Public School, Queen Elizabeth Public School, Robert E. Wilson Public School, Robert Hopkins Public School, W.E. Gowling Public School, W. Erskine Johnston Public School, Westwind Public School and York Street Public School.

In September 2012, the program will expand to a total of 55 schools, adding the following:

Adrienne Clarkson Elementary School, Carleton Heights Public School, Centennial Public School, Charles H. Hulse Public School, Churchill Alternative School, D. Roy Kennedy Public School, Dunning-Foubert Elementary School, Forest Valley Elementary School, Glen Ogilvie Public School, Hawthorne Public School, Heritage Public School, Hilson Avenue Public School, Huntley Centennial Public School, Kars Public School/Rideau Valley Middle School, Lady Evelyn Alternative School, Leslie Park Public School, Manor Park Public School, Manotick Public School, Maple Ridge Elementary School, Orleans Wood Elementary School, Queen Mary Street Public School, Regina Street Public School, Riverview Alternative School, Robert Bateman Public School, Sir Winston Churchill Public School and Viscount Alexander Public School.

### **Collaborative Inquiry Learning-Mathematics Initiative**

A number of schools at the elementary level have been involved in the Collaborative Inquiry Learning-

Mathematics (CIL-M) initiative led by the provincial Literacy and Numeracy Secretariat over the past three years.

The initiative began in the 2008–2009 school year with four elementary schools and 12 teachers. By the 2010-2011 school year, it had expanded to 46 elementary schools (with 196 Grade 4 to 6 teachers) and over 50 schools with intermediate students (involving 120 Grade 7 and 8 teachers).

What makes this program unique is that it brings together teachers to develop strategies to plan, to teach, and to provide feedback to students. In essence, it involves teachers teaching teachers how



to better prepare mathematical lesson plans, which will in turn result in greater student achievement.

When the program first began, teachers used a three-part lesson format – but they soon realized that when they talked to their peers, they created an environment that encouraged problem solving.

So, they decided to take their findings to the classroom. By allowing students to interact with one another, to ask questions and to seek solutions, they witnessed improved academic performance and enhanced confidence in the subject matter.

What worked for the teachers – coming together as a team – also worked for the students.

The end result is that teachers are working more closely with their peers to determine what works and doesn't work in the classroom and to help each other create lesson plans that resonate with students – and that is good news for students and teachers!

### Learning Support Services Initiatives

The OCDSB offers a range of special education programs designed to enhance the educational success and the well-being of special needs students. Working in partnership with the parents and schools ensures that children's learning needs are met through communication, cooperation, active participation and shared responsibility.

#### Reader Leader

Through a partnership between Learning Support Services staff members and school staff, a training module has been developed to teach high school students how to effectively read with primary students.



High school students are paired with primary students at a local elementary school for reading time. Where possible, students are matched based on their first language and they read together in this language. The module has been successfully taught to over 120 high school students.

Based on the early success of the program, plans are underway to expand the program to other high schools and elementary schools. The goal is to train reading leaders for the classroom and for community agencies such as the Youville Centre.

#### Early Learning Intervention Pilot Program

The Early Learning Intervention Pilot Program (ELIPP) was developed by a team of two speech language pathologists and one psychology professional. They know that training primary teachers on how to foster the love of reading in our youngest students is critical to developing language skills. The ELIPP team presents oral literacy workshops to kindergarten teachers and early childhood educators and follows up with on-site visits.

#### Early Learning Intervention Tool for Education

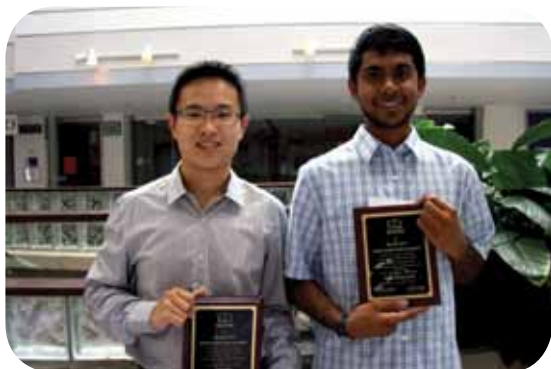
The Early Learning Intervention Tool for Education (ELITE) team is comprised of speech language pathology, psychology and social work support people. They continue to work on developing a screening tool that will help to identify kindergarten students who are at risk for academic difficulties. This team has been researching and collaborating with several community agencies, such as Ottawa Public Health.

### OCDSB's Top Scholars

Eric Chen of Bell High School and Prashanth Srinivasan of Colonel By Secondary School were the OCDSB Top Scholars for the 2010–2011 school year. They tied for the prestigious D. Aubrey Moodie Award with a grade average of 99 per cent. It doesn't get much better than this!

Eric is as well known for his academic successes as he is for his advocacy for student government. He was the Vice-President of the Public Board Council (part of the Ontario Student Trustees' Association (OSTA)) and a member of the Senior Executive Council of the OSTA in 2010–2011. In these positions, he worked to improve education in consultation with the Ontario Ministry of Education, adult trustees, teachers and other education stakeholders on behalf of two million

students in Ontario. Eric was also the OCDSB Student Trustee and co-chair of the OCDSB Student Senate in 2010–2011. His role was to provide a voice for students at the board table on behalf of the 70,000 OCDSB students in Ottawa.



Eric ranked 13<sup>th</sup> nationally and 1<sup>st</sup> in his school for the 2010 Fermat Mathematics Contest, attained the Bronze Standard for the 2010 Hypatia Mathematics Contest, and ranked in the top one per cent (31<sup>st</sup>) nationally and 1<sup>st</sup> in his school for the 2010 Avogadro Chemistry Contest. He will attend the esteemed Yale University starting in fall 2011 to study biology and economics.

Prashanth graduated from Colonel By Secondary School's intellectually rigorous and internationally renowned International Baccalaureate (IB) program. He achieved a final IB score of 45 (out of a total of 45 points), a distinction gained by only about 0.1 per cent of IB students worldwide. He is also one of 16 winners of the 2011–2012 University of Ottawa Undergraduate Research Scholarship (URS). He spent his summer working with a research group at the National Research Council in biotechnology and virological research.

Prashanth will be pursuing a double-honours degree in biochemistry and chemical engineering at the University of Ottawa. He declined offers from McGill University and the University of Toronto in favour of Ottawa's URS Program. He plans to pursue a career in biotechnological and biomedical research upon completing his academic career.

## Program Pathways

What is a program pathway? It is the combination of courses that make up a student's educational journey and the supports needed to get them from where they are to where they want to be after high school.

A program pathway will help students be successful in their transition to the workplace, an apprenticeship, college or university. Students can select from a variety of types of courses to meet the needs of their individual pathways. Types of courses include: academic, applied, locally developed compulsory courses, open, workplace, college university/college, and university.

When planning their pathway, students might also consider the following experiential learning opportunities that the OCDSB currently offers:

- Cooperative Education;
- Dual Credits Program with Algonquin College;
- Guidance and Career Education Courses;
- Ontario Youth Apprenticeship Program (OYAP);
- Ontario Skills Passport;
- Partnering to Articulate for Student Success (PASS);
- Specialist High Skills Major (SHSM) and Focus Programs; and
- Winning Attitudes – Specialized Intake Co-op Program.

No two students learn in exactly the same way and no two students want exactly the same things; they are individuals and, together with their teachers and families, they can create individual pathways that speak to them, that encourage them to be the best they can be and at the same time meet all the requirements necessary for them to walk across the stage on graduation day to receive their high school diploma. The OCDSB continues to develop new and innovative programs aimed at providing secondary school students with learning opportunities that meet all their needs.

## Five-year Trends in Achievement Data (2006–2011)

The five-year trends in achievement by OCDSB students show significant growth in all areas. In our primary EQAO assessment, there has been a four per cent increase in Reading, a 12 per cent rise in Writing, and a three per cent increase in Mathematics. In comparison, their Grade 3 provincial counterparts experienced a three per cent increase in Reading, a nine per cent increase in Writing, and no change in Mathematics.

At the junior level, our Grade 6 students experienced a 10 per cent increase in achievement in Reading, a 12 per cent improvement in Writing, and a five per cent increase in Mathematics. At the provincial level, a 10 per cent increase in Reading, a 12 per cent rise in Writing and a one per cent decrease in Mathematics were achieved during this same time period.

At the secondary level, a three per cent increase in achievement in Grade 9 applied Mathematics and a 10 per cent increase in academic Mathematics occurred in the past five years. There has been a two per cent decrease in the results of the Grade 10 OSSLT. In comparison, our provincial counterparts experienced a seven per cent increase in Grade 9 applied Mathematics, a 12 per cent increase in academic Mathematics and a one per cent decrease in the OSSLT.

Our OCDSB students are demonstrating sustained increases in their learning and in their achievement – results of which the entire OCDSB community can be proud. A strong alignment between OCDSB Board Improvement Plan goals and School Improvement Plan goals, a targeted focus on effective instructional and assessment practices to improve

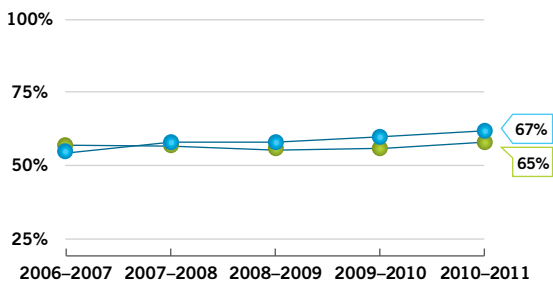
student learning, and dedicated school teams working in strong partnership with parents and the community have been essential to this growth across the District. Moving forward, these strategies and partnerships will be combined with a variety of initiatives in order to ensure sustained progress. From improved monitoring of student achievement through the student success initiative, to using information from the student survey to help inform strategies and supports, the OCDSB is dedicated to ensuring the success of all students.

# Grade 3

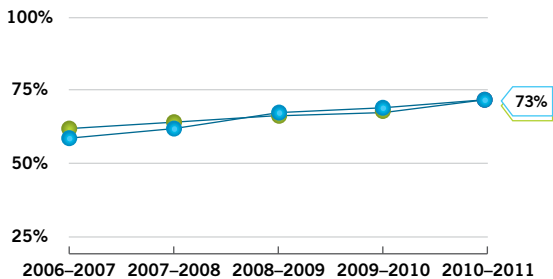
● OCDSB ● Province

## Percentage of Students at Levels 3 and 4

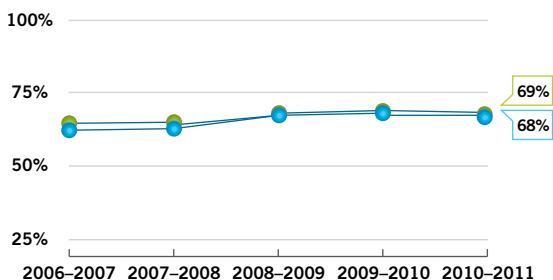
### READING



### WRITING



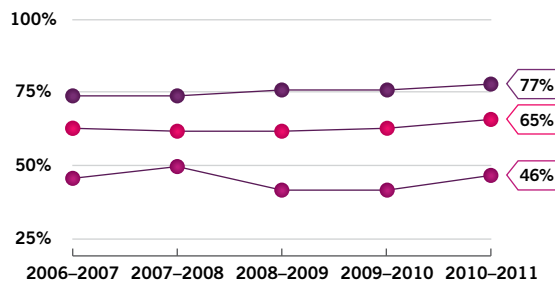
### MATHEMATICS



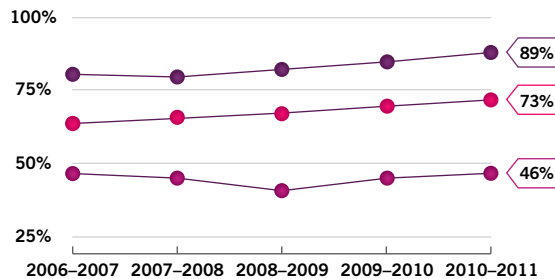
● Highest ● Provincial Average ● Lowest

## Highest, Lowest and Provincial Average Score in EQAO

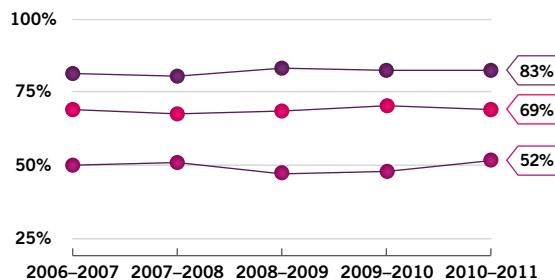
### READING



### WRITING



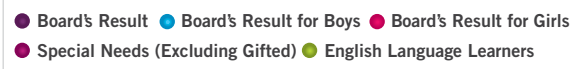
### MATHEMATICS



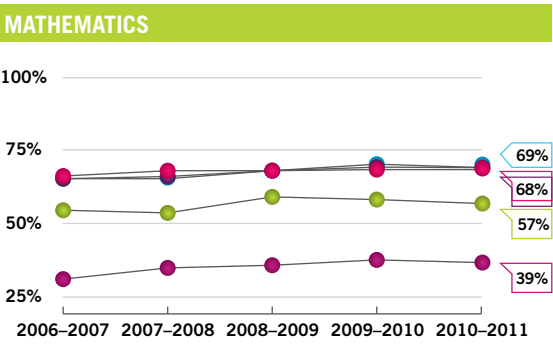
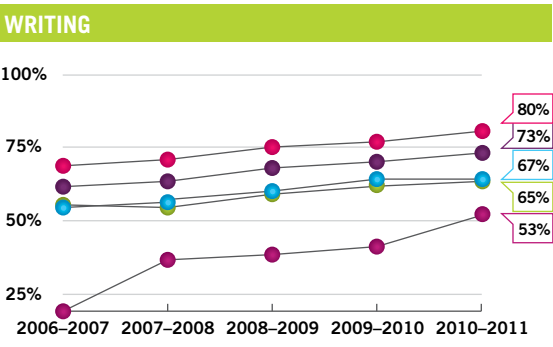
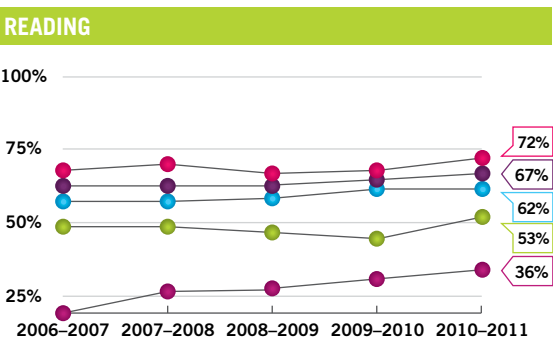
This is a representation of our EQAO data. For more detailed information, please go to [www.ocdsb.ca](http://www.ocdsb.ca) and view our Annual Reports page.



# Grade 3



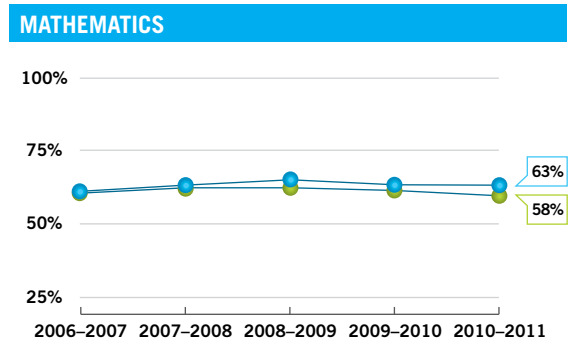
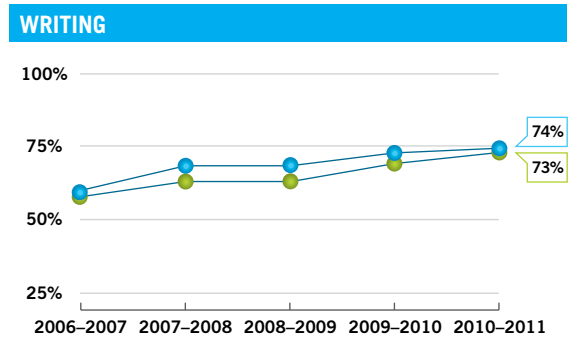
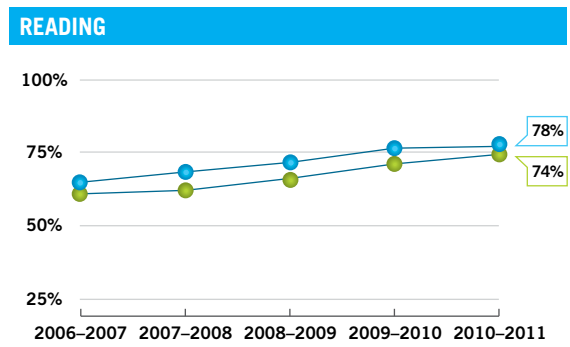
## EQAO Results



# Grade 6



## Percentage of Students at Levels 3 and 4



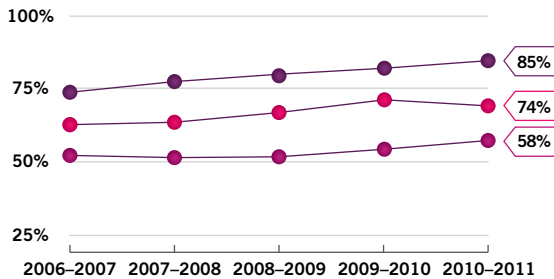
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# Grade 6

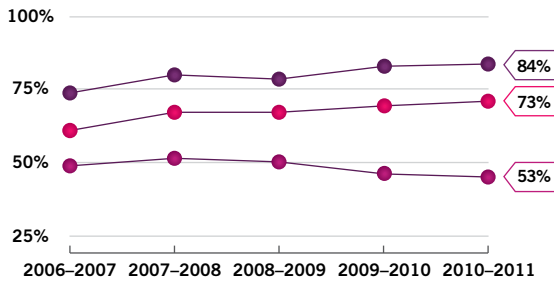
● Highest ● Provincial Average ● Lowest

## Highest, Lowest and Provincial Average Score in EQAO

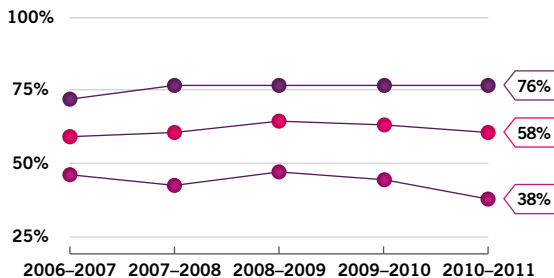
### READING



### WRITING



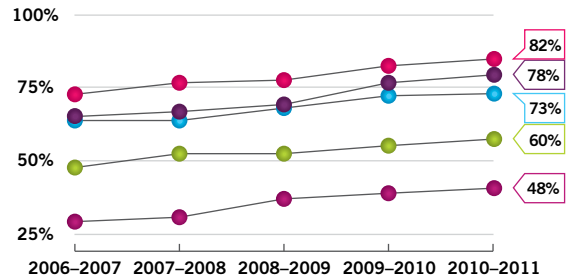
### MATHEMATICS



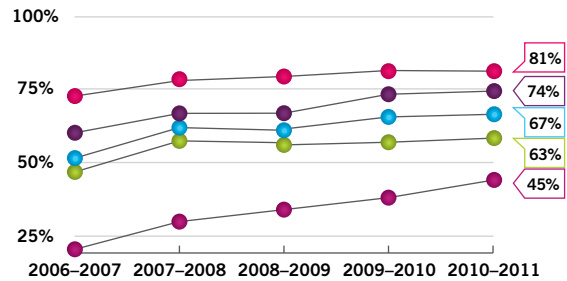
● Board's Result ● Board's Result for Boys ● Board's Result for Girls  
● Special Needs (Excluding Gifted) ● English Language Learners

## EQAO Results

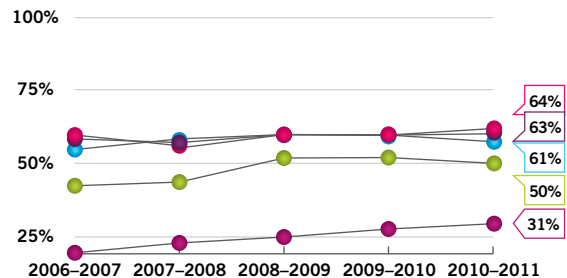
### READING



### WRITING



### MATHEMATICS



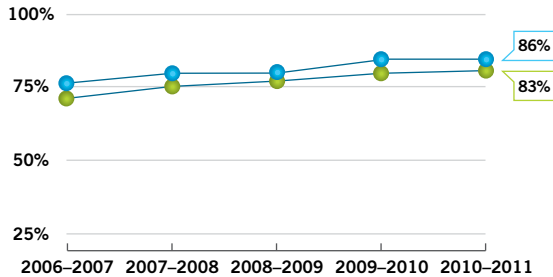
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# Grade 9

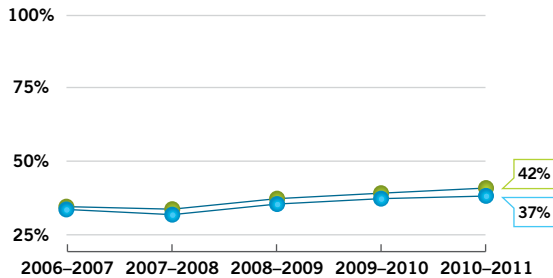
● OCDSB ● Province

## Percentage of Students at Levels 3 and 4

### ACADEMIC MATHEMATICS



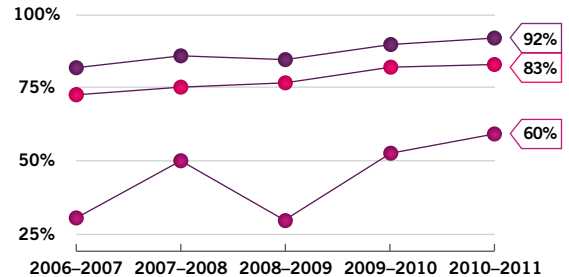
### APPLIED MATHEMATICS



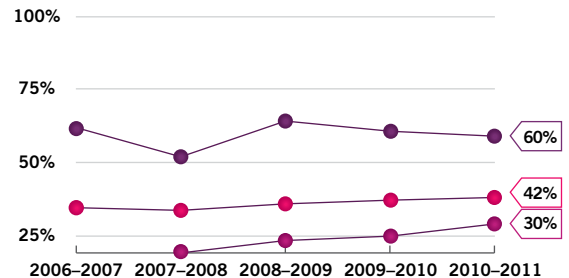
● Highest ● Provincial Average ● Lowest

## Highest, Lowest and Provincial Average Score in EQAO

### ACADEMIC MATHEMATICS

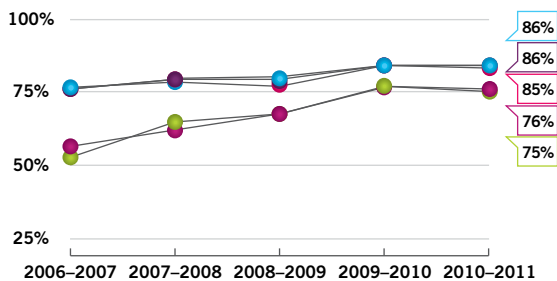


### APPLIED MATHEMATICS

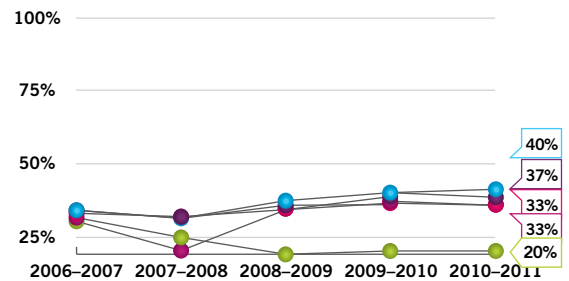


● Board's Result ● Board's Result for Boys ● Board's Result for Girls  
● Special Needs (Excluding Gifted) ● English Language Learners

### EQAO RESULTS: ACADEMIC MATHEMATICS



### EQAO RESULTS: APPLIED MATHEMATICS



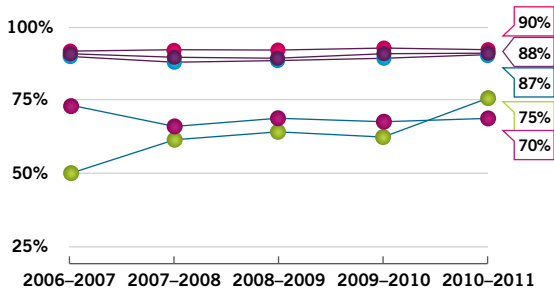
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# Grade 10

- Board's Result
- Board's Result for Boys
- Board's Result for Girls
- Special Needs (Excluding Gifted)
- English Language Learners

## EQAO Grade 10 Results for OSSLT for First-Time Eligible Students

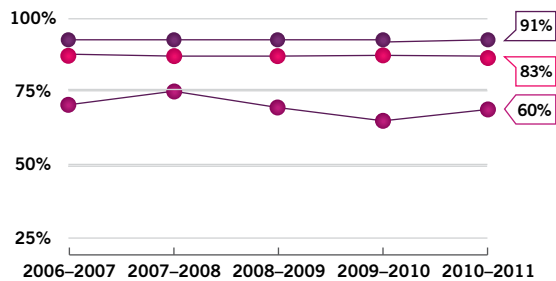
### LITERACY



- Highest
- Provincial Average
- Lowest

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

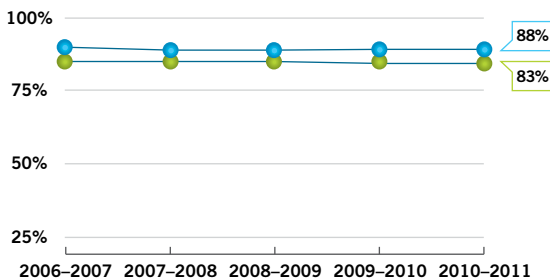
### LITERACY



- OCDSB
- Province

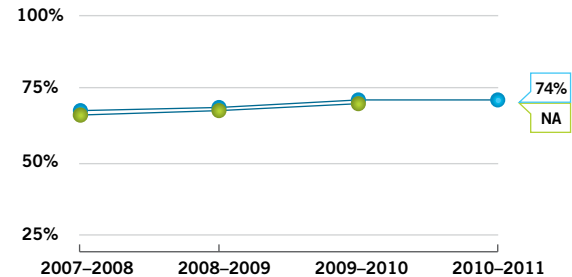
## OSSLT Achievement Results for Fully Participating First-Time Eligible Students Over Time

### LITERACY



## Grade 10 Students With 16 or More Credits by the End of the School Year

### 16+ CREDITS



This is a representation of our EQAO data. For more detailed information, please go to [www.ocdsb.ca](http://www.ocdsb.ca) and view our Annual Reports page.

## Education Foundation of Ottawa



Approximately 40,000 children in Ottawa live in poverty. Teachers and social workers see this need first hand and, thanks to avenues such as the Education Foundation of Ottawa, many of those children are being fed, clothed and cared for.

Children should not have to worry about the basic necessities of life – children should not go to bed hungry in a country as prosperous as Canada, but it's happening! In the nation's capital, one in six children knows the pain and the shame of hunger.

The good news is that we can make a difference. We have the capacity to create change –

collectively. The Education Foundation of Ottawa helps by providing food, warm clothing in the winter months and emergency medication. This organization ensures that children start their days with nutritional breakfasts and that they have the tools they need to learn and prosper.

The Education Foundation of Ottawa also invests in long-term solutions designed to enhance the educational experience of young learners. It supports participation in music, drama and sports, among other activities.

Its mission is to ensure that every student is prepared to learn and succeed.

In the words of one child: “Thank you for caring about me. It’s nice to know there are people out there who think I am important. It makes me feel good.” To find out more about the Education Foundation or how you can make a difference, please visit [www.ocdsb.ca/ab-ocdsb/EFO](http://www.ocdsb.ca/ab-ocdsb/EFO)



**Education  
Foundation**  
of Ottawa



# OCENET – Making Global Connections

The Ottawa-Carleton Education Network (OCENET) is so much more than an international exchange of students – it is a network of global educators and students who are sharing their expertise and knowledge. Together with our community partners, they are helping to develop and create a school district that is both inclusive and accessible.

Over the last decade, OCENET has attracted over 2,000 students to OCDSB schools. OCENET staff and educators have established a language school and provided training to more than 600 teachers from a number of countries, including Korea, China, Sweden, Spain and Nigeria.

This network of educators and students encourages and supports student leadership and citizenship to promote global competencies. What this means in the classrooms, on the playgrounds, and in the boardroom is that the OCDSB is renowned for its diversity, its welcoming attitude, its world-class curriculum, and its belief that when we think and act in the best interests of our neighbours, both around the corner and around the world, we help to create an educational environment where creativity is the norm.

OCENET has welcomed 37 countries into the OCDSB family and we are all the better for it. Our students are learning in an atmosphere that supports and encourages engagement in provincial, national and international initiatives to advance organizational learning and global citizenship.

## Castlefrank, Glen Cairn and South March Schools Host Chinese Students

Three Kanata elementary schools, in partnership with the Ottawa-Carleton Education Network and Canada Homestay International, hosted 28 students and two teachers from one of China's most prestigious schools: Peking University Elementary School.



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Castlefrank Elementary School Principal Andrew Canham said this experience was a wonderful and exciting learning opportunity for the students, staff and parents of Castlefrank, Glen Cairn Public School and South March Public School. He added that what he heard most from the students was how different, yet how alike, the students were. "One child said, 'we eat differently, we listen to different music, and we watch different TV shows – but we all laugh at funny things, we all love our families, and we all like to play outside'," Mr. Canham said.

The Chinese students were introduced to Canadian culture and schooling, improved their English language skills and visited some of Quebec and Ontario's natural and man-made attractions. Meanwhile, the Canadian students were introduced to the Chinese culture and language.



**ocenet.ca**

Ottawa-Carleton Education Network

Ottawa-Carleton District School Board



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

How far they go is up to them...  
How they get there is up to you.

**At the Ottawa-Carleton District School Board,  
we have the programs you need to get them there.**

**Kindergarten Registration Ongoing**

