



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

2013–2014 DIRECTOR'S ANNUAL REPORT TO THE COMMUNITY





Message from the Director of Education

Dr. Jennifer Adams

Across Ontario, school districts are trying to understand the balance between student achievement and student well-being. Fortunately, at the OCDSB, we are ahead of the curve in this domain. In 2010, the district adopted a strategic plan built on the pillars of well-being, engagement, leadership and learning. So in 2013-2014, when the Ministry of Education incorporated well-being into its vision statement *Achieving Excellence: A Renewed Vision for Education in Ontario*, the OCDSB was well positioned. Over the past three years, and in particular over the last year, we have put many programs and services into action and developed ways of measuring well-being outcomes. The following pages of the Director's Annual Report provide details of these accomplishments.

The district has now completed three years of the current strategic plan. That plan has ten key objectives and this report shines the spotlight on what these objectives look like in our schools and departments right across the school district. Here are a few highlights:

Objective #1 - Graduation Rate: We have developed a methodology for calculating a certification rate that will honour the accomplishments of all students in our school district who successfully complete their program pathway, whether they are heading to post-secondary studies, directly to the workplace, or to community living.

We also took a close look at the Exit Outcomes with which every student should leave our school district. Our Secondary School Review Ad Hoc Committee comprised of community members, students and staff identified 5 characteristics (resilient, globally aware, collaborative, creative/innovative, and goal oriented) and five skills (critical thinkers, communicators, problem solvers, digitally fluent, and ethical decision makers) based on research regarding employability and 21st Century skills as well as input from over 1000 students, parents, and staff.

Objective #4 - Student Well-Being: We understand that student well-being is the foundation for student learning. Our district has developed a student well-being framework that focuses on three components: physical well-being, social/emotional well-being, and cognitive well-being (readiness to learn).

An important piece of our work in social/emotional well-being was the development of our mental health strategy. The strategy ensures that our staff in schools are watching for signs of children in need, that our psychologists and social workers are available to provide school-level support, and that children and their families with the highest level of need have access to programs and services provided by our wonderful health care partners in Ottawa.

Objective 6 - Full-Day Kindergarten: This past spring, our Board approved two new policies for the Extended Day Program and for Child Care Programs (toddler/pre-school). We now have over 100 schools offering before and after school care.

Objective #7 - Equitable Access to Programs: Our district has begun the shift to a geographic model for specialized programs. This means that our students with the greatest special needs have access to a designated school closer to home. We added 11 new Autism classes and 2 new General Learning Program classes to meet the needs of these special learners.

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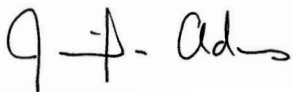
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Objective #8 - Improved School Climate: Students in grades 7 to 12 now complete the Tell Them From Me survey annually. The information tells us how we're doing with respect to our students feeling of belonging and safety in our school.

While we deepen our focus on well-being, our longstanding efforts on improving student achievement continue to show in higher levels of student achievement. On provincial assessments, our students improved on eight of nine achievement categories; they remain at or above their provincial peers in seven of nine categories. This past year, our district took a close look at numeracy. We reaffirmed our commitment to providing a balanced mathematics program in every classroom from kindergarten to grade 12, one that combines instruction of operational skills, such as multiplication tables, as well as instruction of problem solving skills.

So where has this work led us? To students who are healthier, happier and better equipped with the skills to take on the opportunities and challenges in later life. Our work has helped us "close the gap" for our learners. As we head into the last year of the current strategic plan, we're confident that this great work will continue. A special thanks to the many dedicated staff, parents, and students who make this possible.

Happy reading!



Dr. Jennifer Adams
Director of Education/Secretary of the Board



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

About Us

Our Community, Students, and Staff

The Ottawa-Carleton District School Board is a dynamic, creative learning organization that fosters the achievement, well-being, and dignity of every student. Our mission is educating for success, inspiring learning and building citizenship, focusing on our priority areas of well-being, engagement, leadership, and learning. The District encompasses urban, suburban and rural areas in the City of Ottawa covering 2,760 square kilometres. The OCDSB is the largest school District in eastern Ontario and seventh largest by population in Ontario.



Our Students

Students in the OCDSB benefit from a wide range of programs that promote excellence and that meet the individual needs of students. All of our schools are vibrant, enthusiastic learning communities where staff members nurture creativity and challenge students to achieve their best. Our parents play an active role in schools and in supporting their children's learning through school councils and the Parent Involvement Committee. Student enrolment as of October 31, 2014 was approximately 73,000. Of those, nearly 47,942 are elementary students and over 24,146 are secondary students.

Our Staff

The total number of full-time equivalent (FTE) elementary teachers is approximately 3,085 and the number of secondary teachers is 1,610.17. There are 1,318 occasional elementary teachers and 782 occasional secondary teachers. We have a total of 239.67 full-time Principals and Vice-principals, and 2,816 FTE Administrative and Support Staff.

Our Schools

The OCDSB operates 116 elementary schools, 26 secondary schools, and five Alternate Programs at the secondary level. Elementary students attend English/Core French, Early French Immersion, Middle French Immersion programs or attend an Alternative school. Students at the secondary level earn credits for subjects such as English, French Immersion, Science and Math. Special programs include the International Baccalaureate, High Performance Athlete Program, Specialized High Skills Major Programs, Focus Programs, Alternate Programs and the Adult High School. We also operate a unique high school dedicated to Arts education.

Credit and general interest programs are offered through the Continuing Education Department. In 2013–2014, night school, summer school and after school programs served approximately 50,000 community members ranging in age from six months to 90 years. Programs include Adult Cooperative Education, International Languages, Extra-Curricular Creative Arts, English as a Second Language/Language Instruction for Newcomers and Academic Upgrading & Employment Preparation Literacy and Basic Skills.

The OCDSB also operates Parenting and Family Literacy Centres in eight elementary schools with the support of the Ministry of Education. The Parenting and Family Literacy Centres offer play-based activities within a school setting for children ranging from infants to six years of age.

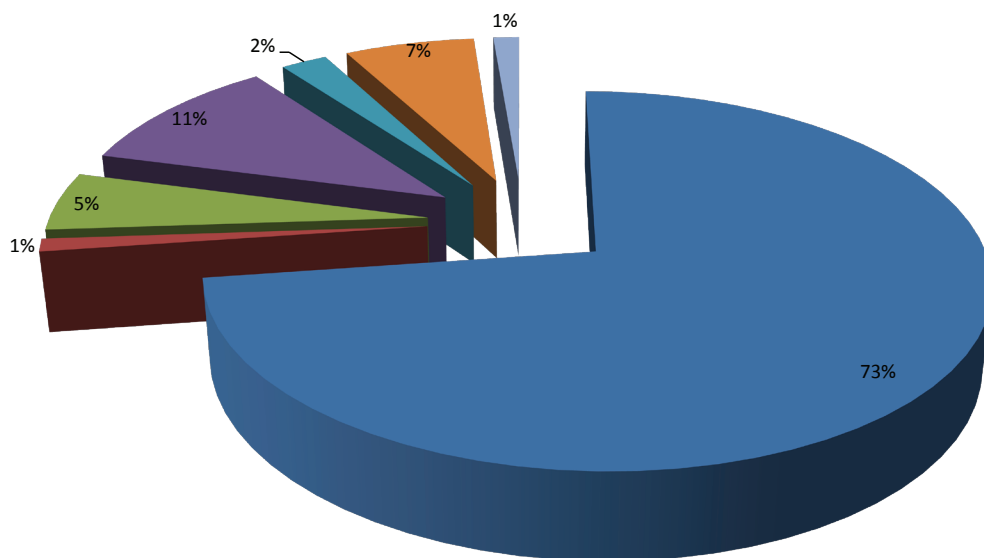
Financial Information

Annual Budget Process

The annual budget process is an important element of our work at the OCDSB. The budget is the allocation of resources which support student achievement through our strategic plan, annual district goals and school improvement planning.

2014–2015 Approved Expenditures

- Instruction
- Continuing Education
- Transportation
- School Facilities
- Central Administration
- Capital Financing and Amortization
- Extended Day Program and Childcare Centres



Year 4

Year 3

Objective 1: Graduation Rate

The 90% graduation rate goal is on track to be met by, or in advance of, the 2020 target.

Key Outputs to Date

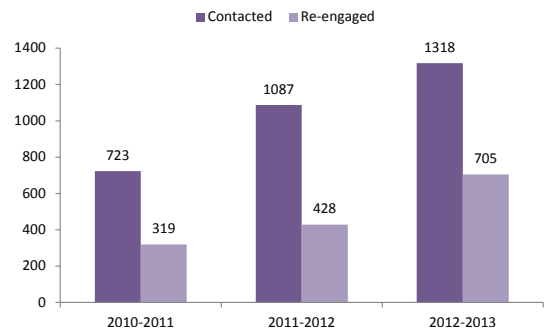
- Developed a mechanism to calculate Graduation Rate annually
- Developed an Annual Certification Rate to ensure capacity to measure success of all students
- Established Exit Outcomes to identify characteristics and skills expected of our graduates

Key Work to End of Plan (2014-2015)

- Implementation of Annual Certification Rate
- Develop Self-Assessment tool for Exit Outcomes
- Share best practices regarding models for student success, including strategies for credit rescue, credit recovery and re-engagement initiatives for students who struggle to attain an OSSD

Evidence

- The District's current graduation rate of 78% has increased by 2% over the past two years; while the provincial graduation rate has increased by 1% over the same period
- The District's graduation rate remains below the provincial average of 83% for 2012-2013, however, these figures are not directly comparable due to variances in data collection mechanisms
- Credit accumulation is an indicator of student success – over the life of the plan OCDSB credit accumulation rates have increased by 2% and more than 78% students have attained 16 credits by the end of grade 10, consistent with the provincial average
- Since the start of the plan there has been a 9 percentage point increase in the proportion of students re-engaged (see table below)



Anticipated Outcomes

- Improved methodology for measuring graduation rate
- More inclusive definition of student success
- Improved understanding of the importance of developing learning skills, socio-emotional skills, and character, in addition to academic skills

Gap Analysis/Next Steps

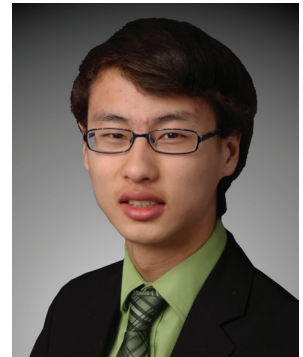
- At the current rate of growth (1%/year), the forecasted graduation rate for the District at 2020 would be 85%
- The definition of graduation rate is critical to measuring this goal. This objective will likely carry forward to the next plan and it will be necessary to establish whether the measure of success includes the Annual Certification Rate

Objectives in Action

Student Trustee Awarded Prestigious Scholarship

Nationwide, 3,500 students apply for the Loran Scholarship Award. Only 30 students are selected to receive the scholarship after a rigorous selection process. Ottawa-Carleton District School Board Student Trustee, Stephen Xu is one of the few to receive the prestigious award. The Loran Scholar selection process involves multiple rounds of personal interviews at the regional and national level by volunteers from business, education and other fields. The scholarship is awarded based on character, community service and leadership potential.

In total, the award is worth up to \$80,000 for each chosen student and can be used at any one of the 25 partner universities. It is comprised of a \$9,000 annual stipend and a matching tuition waiver, a summer program with funding up to \$8,500, and a one-on-one mentorship and participation in the community of Loran Scholars.



Hillcrest Graduate Takes Home The Gold



Hillcrest High School graduate, Trent Correy is a long way from home. The former student spent much of 2014 collecting some impressive gold statues. His work on the animated Disney film Frozen garnered him both a Golden Globe and an Oscar.

Trent graduated from Hillcrest in 2006 and headed to nearby Algonquin College to study animation. Since leaving Ottawa, he has worked for Sony Pictures, Mercury Filmworks and now Walt Disney Animation Studios. Trent's main inspiration for pursuing a career in animation came from his Communications and Technology classes — where he obviously excelled.

Graduation Rates Continue To Rise For Continuing Education Students

Continuing Education offers many different learning opportunities for its clients ranging from leisure, to academic non-credit, to academic credit. One of the largest programs, secondary credit, offers students the opportunity to earn credits in academic courses as they strive toward their Ontario Secondary School Diploma (OSSD). Within this group are adults returning to school after both short and long term absences, to acquire credits toward their diploma. This program is working and that can be seen in the growth in the number of clients, as well as OSSDs earned.

In the 2013-2014 academic year, Continuing Education proudly boasted 13% increase in the number of adult students graduating through secondary credit programs. Continuing Education granted a total of 91 Ontario Secondary School Diplomas. This success is attributed to staff persistence and success in establishing strong community partnerships within such organizations as LiUNA, Bethany Hope Center, Power of Trades, EcoEquitable, and the Glaziers, to name a few.

Objective 2: Student Achievement

The Board is meeting annual targets for student achievement results established in the Board Improvement Plan that exceed provincial results, on average, by 5% and reduce the gaps for identified sub-groups.

Year 4



Year 3

Key Outputs to Date

- Improved instructional leadership and practice through Lead Learner series and development of Big Five Instructional Tasks
- Improved assessment and evaluation practice, resources and supports
- Incorporated in-depth analysis of identified sub-groups into Annual Student Achievement Report
- Redesigned Board and school improvement plans to include data driven approach and inclusion of sub-groups supports
- Developed Numeracy Action Plan which included instructional supports for teachers and a guide for parents

Key Work to End of Plan (2014-2015)

- Develop measures for the sub-group *students living in poverty*
- Develop assessment and evaluation guides for parents
- Focus professional development on Purposeful Practice and Thoughtful Use of Resources as part of the Action Plan on Numeracy
- Implement frameworks for Comprehensive Literacy (K-12) and Balanced Mathematics (K-12) and Assessment Plan and Student Evidence Record at the secondary level
- Develop strategies to support parent involvement in mathematics

Evidence

Over the past three years:

- Literacy results have improved; the district met or exceeded the provincial standard for all EQAO literacy assessments except Grade 3 writing; the gap for students in identified sub-groups has narrowed in 14 of 18 assessment categories; female students continue to outperform male students in literacy but the gap is narrowing
- Math results have experienced a downward trend both provincially and locally, but the district met or exceeded the provincial standard for EQAO math assessments in 3 of 4 assessment categories; the gap for students in identified sub-groups has remained unchanged or has widened in all but 3 assessment areas; the gender gap favours male students in grades 3 and 9, and female students in grade 6
- BIPSA targets were met or exceeded 13% of the time

OCDSB Results	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015
Met BIPSA Achievement targets	10%	30%	0%	20%	N/A
Exceeded Provincial Average	70%	80%	60%	80%	N/A

Anticipated Outcomes

- More focused application of student achievement results to instructional strategies
- Improved strategies for addressing student achievement gaps (precision and personalization of learning)
- Balanced approach to mathematics instruction improving both operational skills and problem solving skills

Gap Analysis/Next Steps

- Achievement results are comparable with provincial trends, but typically within 1 to 3%; unlikely district could exceed provincial results by 5% by end of year 4
- The Numeracy Action Plan is designed to address the downward trend in elementary math results which has occurred locally and across Ontario

Objectives in Action

Desire 2 Learn and Collaborative Inquiry at Gloucester High School

Desire 2 Learn is a virtual learning environment used by students from kindergarten to grade 12. The blended learning environment allows students to be in a traditional classroom with a teacher while accessing on-line programming. Gloucester High School's Math, Science and Careers classes have been involved in a Desire 2 Learn Pilot project and the results have been encouraging. English Language Learners (ELL) say the project has allowed them to work at their own pace, broaden their learning and vocabulary skills while developing their critical and practical thinking skills.

There is sense of collaboration and cooperation among the students as they learn to ask questions, listen and deepen their understanding of the curriculum. With this digital blended learning experience, ELL students are becoming confident in their abilities to not only understand what they are learning but to help their peers learn as well. This program is developing a sense of community within the walls of the classroom. The District now provides 40 different sections of online learning opportunities for OCDSB students. These opportunities can be found in many different formats including blended courses, eLearning, online courses, and online learning. The virtual classroom is alive and well in the OCDSB.

School Support Student Success Initiative (4SI)

Introduced in 2008 by the Ministry of Education's Student Achievement Division, the Student Success School Support Initiative (4SI) provides targeted support - through job-embedded professional learning for teachers and administrators - to schools where a significant number of students are not achieving at provincial standard. Eleven of our secondary schools have already introduced this initiative.

The 4SI program has had an enormous impact upon the engagement and achievement of our most at-risk students, and has resulted in profound learning on the part of our teachers and the administration in our schools. In keeping with the mandate of the program, our Professional Learning Team (PLT) of Applied Math and English teachers, identified specific learning gaps in their classes. High-impact teaching strategies were selected that would address these gaps. At Glebe, they worked with developing students' skills concerning Self-Verbalization and Higher-order Questioning – also referred to as Accountable Talk. This provides opportunities for students to search for information and question themselves on the learning.

Lessons were co-created by the PLT and focused on engaging the most at-risk students in their learning and giving them opportunities to discuss and share their insights. As our lessons have become more innovative and engaging. With each lesson, the PLT sought to take away the teacher as the central focus of the lesson and put the emphasis on student inquiry. Students who normally remained disconnected from the learning process were suddenly fully engaged, sharing their learning, and questioning each other and their teachers.

Objective 3: SIPSA

All School Improvement Plans are developed in partnership with the school community and establish targets for student achievement and well-being, in alignment with the Board Improvement Plan and student well-being framework.

Year 4

Year 3

Key Outputs to Date

- Developed a SIPSA model in alignment with board improvement plan
- Provided curriculum coach supports and feedback on school improvement plans
- Encouraged school councils to align work plans with SIPSA
- Conducted an analysis of current school improvement plans and re-designed the planning process
- Developed and initiated new School Learning Plan model

Key Work to End of Plan (2014-2015)

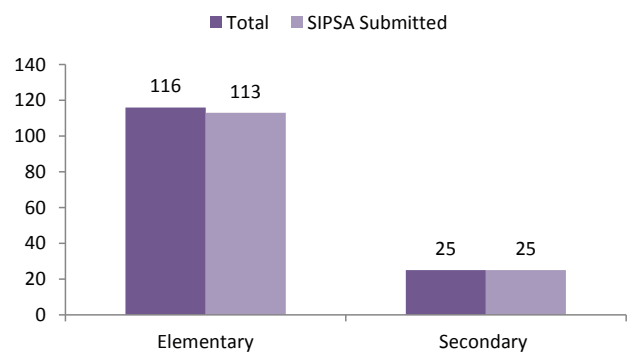
- Create and implement the School Learning Plan (SLP) in place of SIPSA
- Develop and implement best practices for parent involvement and student voice in SLP

Evidence

- The development of school improvement plans is regular practice for schools as demonstrated by the high compliance rate - 97% Elementary and 100% Secondary in 2013-2014
- Community participation in school improvement planning is growing as schools refine their practice - 56% of schools were engaging students, staff and parent/guardians in the SIPSA process; 11 % indicated they would involve both staff and students; and 33% of the SIPSAs stated that staff would be involved in the process

Anticipated Outcomes

- Refined instructional strategy through expanded school improvement planning
- Increased parental involvement in school improvement planning processes
- Improved alignment of SIPSAs and BIPSAs across the District (2011-2012)



Gap Analysis/Next Steps

- This objective is compound and seeks to align several things, some of which had to be created before alignment was possible
- Considerable work has been done to optimize the school improvement planning process which should improve participation and target setting at the school level

Objectives in Action

Longfields-Davidson Heights Secondary School's EQAO Success

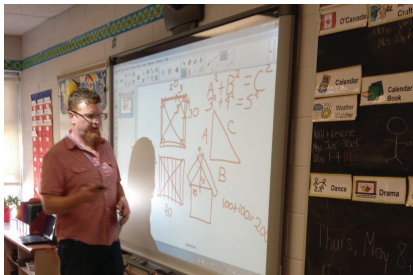
Longfields-Davidson Heights Secondary School's population is richly diverse in language and cultural background and is expected to grow to 2,500 in the next four years.

The effective use of data is crucial to the development of the learning environment where the goals for school improvement planning are always based on EQAO data. Students entering the school in Grade 7, write a diagnostic test at the beginning of the year. The tool is designed to identify potential areas of need and allow teachers to put appropriate supports in place as well as to design lessons to address these areas specifically. The same process is repeated at the beginning of Grade 8. This allows teachers to see where the student has improved and what areas still need assistance.

This tool is a building block for success for students and teachers. Teachers work collaboratively to design lessons based closely on curriculum expectations and supported by the most appropriate resources. Through professional development, teachers support teachers as they learn from one another. Communication with parents is a priority, and many opportunities are provided for parents to become involved in their child's learning experiences. For example, parent math nights are offered in Grades 8 and 9 to inform parents about new initiatives, clarify misconceptions about the "new math" and ensure a shared understanding of the importance of reaching the provincial standard. Parents are also provided with the math class websites as an additional tool. This has resulted in a culture of trust between the students, parents and staff.



Math Takes Centre Stage at Forest Valley Elementary School



The first ever *Mathematical Human Library* brought mathematics to life at Forest Valley Elementary School. A common complaint among students is "I will never use this in the real world!" So the goal was to let students see first-hand the connections between math at school and in their every day life. Once that happened students became more excited and enthusiastic about their studies. The Mathematical Human Library featured consultants, engineers, carpenters, a business owner, a pizza delivery person, an electrician, a nurse, a soldier, a paintball manager, a chef and others who all shared how they use math in their jobs.

W.O. Mitchell Elementary School – Amazing Math Night

Mathematics can be intimidating not only for students but for their parents and guardians. So W. O. Mitchell Elementary School made it their math mission to take the angst out of arithmetic. W.O.M.'s AMAZING MATH NIGHT invited parents to the school to better understand what their child was learning in Mathematics and more specifically, the method in which their child was learning their mathematical skills. W.O. Mitchell is focused on enhancing Math instruction as part of their on-going School Improvement Plan. They know that when parents are partners in student learning — success is probable.





Objective 4: Student Well-Being

The District has a framework for student well-being, including measures and indicators of success and attains annual targets for improvement to services and supports for student well-being.

Key Outputs to Date

- Developed Student Well-Being Framework and three aspects of well-being – cognitive, social-emotional, and physical
- Developed Board Improvement Plan for Student Well-Being
- Published Discussion Paper on Mental Health and undertook resource mapping of mental health services
- Conducted training for system leaders and staff on well-being and mental health awareness

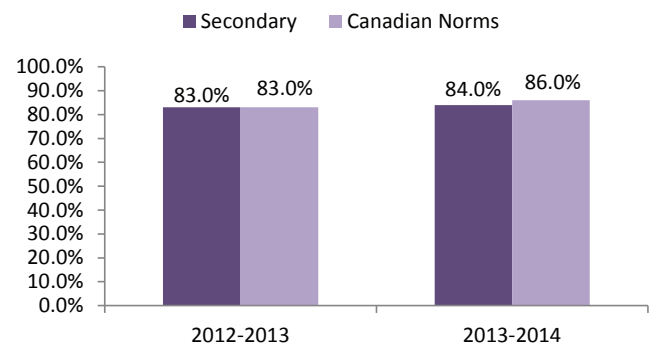
Key Work to End of Plan (2014-2015)

- Develop and implement head injury prevention and concussion management policy and procedure
- Refine measures for student well-being
- Implementation of Mental Health Strategy using “Supporting Minds” to guide professional development
- Develop a District-level plan to implement strategies for schools to support students with anxiety
- Review evidence-based mental health promotion and prevention programs to identify pilot for schools

Evidence

- The Student Well-Being Framework is in use and influencing the allocation of resources, for example, the creation of a physical literacy coach position; and over 2200 employees received training in mental health support over the past three years
- The 2012-2013 TTFM survey found that OCDSB students have a high sense of belonging - 83% at elementary panel which was equal to the Canadian norm at 83% and 74% of secondary students had a high sense of belonging which was 3% higher than the Canadian norm
- In the 2013-2014 elementary survey, students reported a slight increase in sense of belonging moving from 83% to 84%. However, in 2013-2014, the Canadian norm increased by 3% to 86%, placing the District 2% below the national average (see table above)

District-Wide Student Positive Sense of Belonging (Percentage)-Elementary TTFM 2012-2014



Anticipated Outcomes

- Increased district-wide awareness of the well-being framework
- Increase measurability of progress on student well-being
- Increased awareness of head injury prevention, reduced incidence of head injuries, improved return to play/return to learn strategies

- Improved system supports to students with mental health needs
- Improved understanding of elements of well-being and a mechanism which allows for establishing goals and tracking results (2012-2013)
- Improved understanding of how to identify and discuss student mental health issues (2012-2013).

Gap Analysis/Next Steps

- Considerable progress has been made in this area particularly in terms of outputs and increased system understanding of well-being and mental health;
- Improving the measurability of progress on student well-being is tied to work currently underway, which means the first year of measurable data will not come before the end of the 4th year of the plan

Objectives in Action

2014 Capital Pride Parade



Ottawa's, 2014 Capital Pride Parade attracted over 75,000 festival goers including more than 250 OCDSB representatives. This was the third year that OCDSB Trustees, administrators, teachers and support staff walked alongside students, families, neighbours, and friends in support of the GLBTQ community.

The OCDSB is dedicated to providing a welcoming environment to parents, students, and staff in all our schools. Cultural diversity is an important part of our community and is contributing to the growth and vibrancy of Ottawa.

As a District, we value, embrace, and encourage diversity in our schools believing that it builds a stronger community and contributes to learning and growth. We are proud to teach, live, and share the things that we have in common while celebrating what makes us unique.

Stephen Leacock Students and Staff Explore Mindfulness Training

A positive sense of well-being improves a student's health, happiness, personal and academic achievement.

This year staff at Stephen Leacock Public School partnered with a researcher from the University of Ottawa to study the impact of *Mindfulness Training* on a student's ability to manage emotions and stress. Early results from this study are very promising.

Mindfulness Training is learning to be aware, to seek balance, calmness and composure so that we can deal with everyday sufferings such as stress, anxiety and depression in a more impersonal and detached way. This allows us to see things as they truly are — which will contribute to students being less reactive and less judgmental. In addition, this gives students the permission to be more flexible and objective in their daily lives.

During the 2014/15 school year, staff will continue to collaborate with parents and students to implement the BIP-Well with a focus on identifying resources, programs and approaches that enable this crucial work.

Objective 5: Community Hub

All schools have active community partnership programs that support the school as community hub.

Key Outputs to Date

- Increased number of permit hours of use of schools through Community Use of Schools bookings
- Established community based working group on Community Hubs
- Developed draft Community Hub Policy based on four pillars – education, health and wellness, recreation and community use
- Initiated community partnership inventory

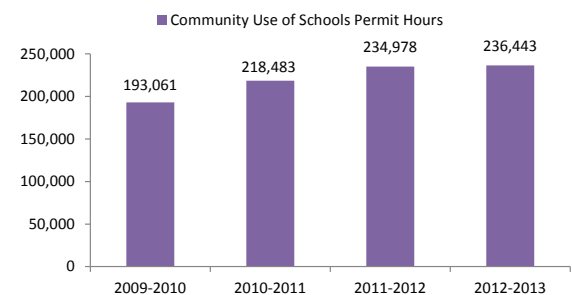
Key Work to End of Plan (2014-2015)

- Complete inventory of partnerships in schools
- Seek Board approval for the Community Hub policy
- Develop parameters for prequalification and application process for hub partnerships
- Participate in provincial initiatives related to community partnership

Evidence

- Expanded partnerships with a number of community agencies, including The Children’s Inuit Centre, Odawa Native Friendship Centre, Wabano, Rideauwood, OLIP, and OCISCO
- Signed Violence Threat Assessment Protocol with 4 key community partners to ensure standard of practice for assessing risk in schools
- Developed profiles for both the District and individual schools of existing partnerships
- Increased the number of permit hours in for Community Use of Schools by 22% between 2009-2010 and 2012-2013;

Community Use of Schools Permit Hours 2009-2013



Anticipated Outcomes

- Increased number of community partnerships
- Improved access to services and program supports for students and families
- Systematic approach to number and nature of partnerships

Gap Analysis/Next Steps

- Key work has focused on setting conditions for community hub, actual progress requires implementation of outputs which is still to come
- The allocation of resources was insufficient relative to the complexity of work in this objective
- At the school level, the number and range of community partnerships has continued to increase, but there isn’t comparable baseline data to classify or measure the number, range and quality of partnerships;

Objectives in Action

Learning Partnership 2014 Ottawa Entrepreneurial Adventure Showcase



The Learning Partnership 2014 Ottawa Entrepreneurial Adventure Showcase is a nationwide program created to encourage entrepreneurial expertise and character development in children from grades 2 to 12, and to cultivate collaboration between students, teachers and volunteer business partners. Schools in Ottawa have received more awards than any other Canadian region, in the past five years.

The 2014 Award Winner Jockvale Elementary School Teacher, Alison Sinclair along with her Business Partner Christine Simpson (BMO) and her Grade 5 class were recognized for their creativity

in the national competition receiving the award for most original project. Ms. Sinclair's class was part of the Imagination Crew. The "Crew" is a group of resourceful children who teach other children and adults how they can use their imaginations to design something out of nothing. They taught people how to re-purpose or up-cycle items to make them into something new and fabulous. Their motto is to "Imagine, Create and Re-purpose!" Students held an Imagination Day where they taught over 300 students how to design and develop sports, games, art projects and musical instruments out of recycled items.

Robert Bateman Public School's 2K Walk Raises Over \$150,000

Students from Robert Bateman Public School held their 15th annual "2K Walk" to raise money and awareness. The "2K Walk" is named for two people with last names that begin with the letter "K" and for the distance of the walk – two kilometres. The walk is in honour of Patrick Kennedy, a student at the school who died of cancer in 1998 and Andrew Kirkwood, a parent at the school, who despite battling cancer has been instrumental in fundraising for cancer research.

Patrick's life was short but his presence is still felt in the school community. To date, students, staff and their families have raised over \$150,000. This year, in honour of the 15th anniversary of the walk, Canadian artist and school namesake Robert Bateman designed a new T-Shirt logo and donated prints for the silent auction to help the cause.

Robert Bateman Public School has the feel of a small community where people collaborate, encourage and champion each other's successes and are there for each other in times of happiness and sorrow.



Viscount Alexander Public School Generation Tech Lab Grant

Viscount Alexander Public School is the only school in Ottawa who will receive funds to improve their classroom technology and elevate student learning through the Future Shop's Future Generation Tech Lab Grant. The technology will go a long way towards supporting the learning of the students at Viscount Alexander. Eight-five percent of Viscount Alexander Public School students speak English as a Second Language (ESL) and a further 30% of those students require special ESL programming to support their learning.

Objective 6: Full-Day Kindergarten

Full-day kindergarten is offered in all of our schools, supported by vibrant extended day programs.

Key Outputs to Date

- Implemented FDK program in all kindergarten sites and completed related capital improvements to support roll-out
- Completed and implemented policies on Extended Day Programs and Child Care in Schools
- Created Advisory Committee on Extended Day and Child Care Programs
- Supported delivery of Inquiry Based Learning curriculum
- Provided focused training to support the work of Early Childhood Educators

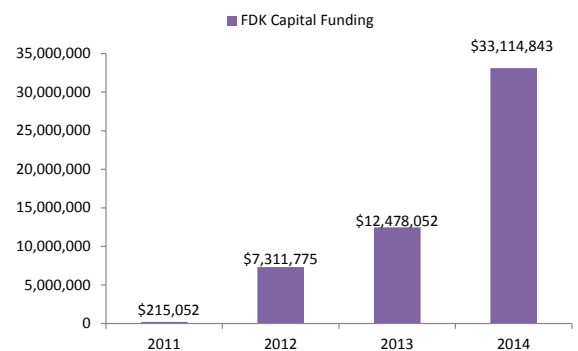
Key Work to End of Plan (2014-2015)

- Create new Department of Early Learning
- Develop statement of requirements for Information Management System
- Develop strategy to address entry points to immersion/FDK Configuration (EFI/Core French)
- Complete FDK construction
- Focus professional learning networks on creating inquiry based instruction

Evidence

- In the final year of implementation the District has 386 Full-Day Kindergarten Classes
- Currently the District offers extended day programs in 85% of the schools that serve JK-6 students. Out of the 94 schools offering extended day programs, 66% of the programs are run by the district and 34% of the programs are run by third party providers;
- As a result of the implementation of FDK we have two new employee groups: Early Childhood Educators and Early Learning Assistants. We currently employ 600 Early Childhood Educators and 115 Early Learning Assistants
- The Ministry has provided the District \$53,119,722 in funds to support FDK Capital Projects (see table above)

FDK Ministry Capital Funding in OCDSB 2011-2014



Anticipated Outcomes

- Greater consistency in service delivery of extended day programs, including district run and third party operated programs
- Enhanced instructional practice in inquiry based learning (primary division)
- Greater consistency in program delivery and quality of FDK
- Enhanced and seamless services delivery model for before and after school care (2011-2012)

Gap Analysis/Next Steps

- Further development of business process/practices is required to better support operation of extended day program
- Greater consistency of practice in the delivery of inquiry based learning in the core and Extended Day Programs

Objectives in Action

Full-Day Kindergarten

In September 2010, Full-Day Kindergarten (FDK) was introduced to the Ottawa-Carleton District School Board. Twenty-one schools opened their doors to just over 1,200 Full-Day Kindergarten students that year. Schools required renovations, classrooms needed additional materials. Early Childhood Educators were hired, and Extended Day Programs were introduced. Since that first year, the OCDSB has implemented FDK in an additional 330 classrooms across the district.

What is Full-Day Kindergarten?

Play-based Learning

In our full-day kindergarten program, teachers and early childhood educators structure play to create learning moments. Our Kindergarten program provides children with educational activities appropriate for young learners, taking into account their physical, intellectual, social and emotional needs. Their world is one of curiosity, exploration and imagination. Children investigate and develop an understanding of their world through play. Educators observe the children's social, emotional, physical and intellectual interactions within a classroom setting, assessing their stages of development aligned with the curriculum, and supports and encourages experiences to further their growth.

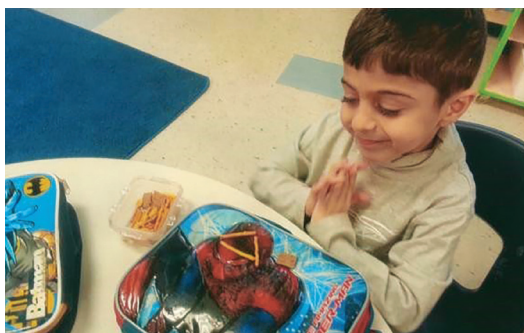
A Team Approach

Each kindergarten class is led by a team composed of a teacher and an Early Childhood Educator (ECE). The team works together to plan for and provide meaningful learning opportunities for the children and to create a positive, welcoming and safe learning environment.

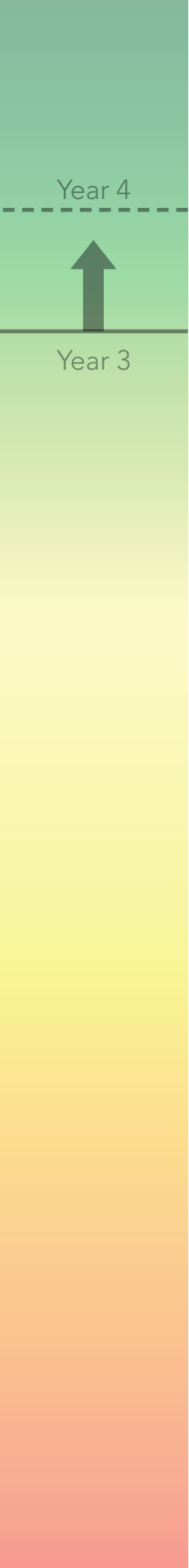
The program aims to provide every child with the support they need in order to develop self-regulation; health, well-being and sense of security; emotional and social competence; curiosity and confidence in learning; respect for diversity of his or her peers.

This year, one school embarked on an "Early Primary Collaborative Inquiry" program. It was designed to explore how a student conveys or explains what math means to them.

Teachers know that young students are curious about shapes so they encouraged their students to find as many shapes as possible in as many different areas of their lives. Objects were sorted, described, ordered, compared and shapes were built. Then the students hunted for shapes throughout their school with magnifying glasses and clipboards in hand, documenting the shapes they found and identified in the hallways, classrooms, offices and the playground.



This early learner had taken his pretzels and Shreddies and rather than enjoying them for snack time, he had very carefully and intentionally reproduced the shapes he'd been learning so much about.



Objective 7: Equitable Access to High Quality Programs

All students have equitable access to a choice of high quality programs.

Key Outputs to Date

- Initiated Secondary School Review;
- Designed capital planning framework;
- Adopted Geographic Model to improved access to specialized classes
- Expanded Alternative School Boundaries district-wide
- Extended transportation services to secondary students
- Redesigned IPRC process for centralized delivery

Key Work to End of Plan (2014-2015)

- Develop and implement capital planning policy
- Complete minor boundary reviews
- Develop new Facility Design Standards for Secondary Science Labs
- Implement superintendency based IPRC process
- Complete LD Program review for geographic model implementation
- Develop digital citizenship fluency indicators; Implement transition guide as part of Secondary School Review

Evidence

- District invested \$3.4M to provide transportation to all eligible secondary students
- Geographic model has begun implementation using a phased-in approach by exceptionality
- In 2014-2015, the OCDSB will demonstrate its commitment to equitable access to high quality programs through significant investments in human resources to support the expansion of Autism classes; 11 new classes were created for a total investment of \$1.85M
- Secondary School Review generated Exit Outcomes and Transition Planning Guide

Investments in Human Resources to Support Phased-in Implementation of Geographic Model 2014-2015

Investment in Autism	FTE	Total
Elementary Teachers - Autism	3.57	\$357,000
Secondary Teachers - Autism	2.66	\$263,000
Educational Assistants - Autism	10.00	\$520,000
Educational Assistants - For new classes	14.00	\$708,000
Total	30.23	\$1,848,000

**Amount for educational assistants for new classes includes staff added in relation to geographic model beyond the Autism program*

Anticipated Outcomes

- Improved decision making process for capital priorities
- Improved access to specialized system classes
- Improved access to schools and programs within review boundary areas
- Improved secondary program planning pathways

Gap Analysis/Next Steps

- The objective, as stated is really a guiding principle as to how we approach our work
- Key work has focused on creating parameters for equitable access
- Considerable progress has been made but the breadth of the objective limits the measurability of progress
- The nature of the objective precluded assignment to a particular individual and requires ongoing coordination and alignment amongst portfolios;

Objectives in Action

Geographic Model and Superintendency Based IPRC for Specialized Programs

To enhance equitable access for all students requiring specialized programming, the District will move to a Geographic Model that will consider proximity to a student's community. At this time the Dual Support Program (DSP) and Autism Spectrum Disorder (ASD) programs have been phased into the Geographic Model. A Superintendency Based (SB) IPRC model was developed for entry into specialized programs. The goal of this change in practice include increased transparency and parental engagement. This new model for entry into specialized program will be used for new applications to DSP and ASD programs beginning in February 2015.

Strengthening Community Connections for Student Success & Well-being

What do a legendary Chinese student soccer team; a high school principal with a learning disability; a drug addiction counselor and an immigrant activist have in common? Humanity. They shared that humanity with the greater OCDSB community in words, song, and presentations at the second annual OCDSB Date with Diversity. The goal of the event is to provide educators with the tools to continue the conversation around diversity, equity and inclusive education.

This year, the OCDSB brought together educators, students, community members, translators, doctors, coaches, clergy and business people to share their stories regarding diversity, equity and inclusion at Rideau High School. If we can strengthen the relations between neighborhoods and schools we can cultivate an environment where we continue to close the gap to foster a more equitable and inclusive culture to support learning, well-being and a sense of belonging. All of those in attendance walked away with a little more knowledge and a lot more compassion.





Objective 8: Improved School Climate

The school climate survey results indicate improvement in students' level of comfort and safety at school.

Key Outputs to Date

- Administered 2010-2011 Student Survey and analyzed results by district and by school
- Implemented a District Bullying Prevention and Intervention Plan
- Delivered a conference for Safe Schools Teams on Bullying Prevention;
- Developed Aboriginal Self-Identification policy and ID process
- Delivered Student Equity Conference
- Administered Tell Them From Me (TTFM) student survey twice and parent survey
- Delivered District-wide Emergency Procedure Training (e.g. Lockdown, Secure Schools, etc)

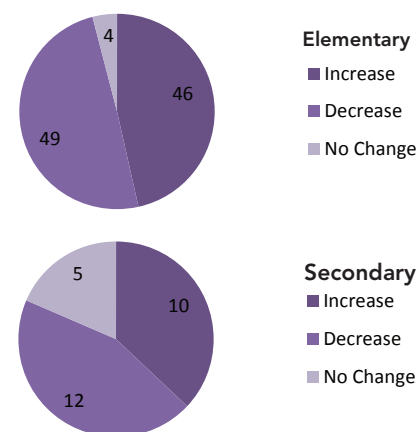
Key Work to End of Plan (2014-2015)

- Identify a means of surveying staff regarding school climate
- Pilot an incident reporting system and expand access to evidence-based programs in schools such as WITS, Fourth R and Restorative Practices in support of Bullying Prevention and Intervention Strategy
- Develop student council procedure
- Revise procedures related to Religious Accommodation and Equity and Inclusive Education policies

Evidence

- There was an overall reduction in suspensions between 2011-12 and 2012-13 of 8.3% and the number of students involved in suspensions based enrolment is relatively low and declining from 5.6% to 5.2%.
- Using TTFM, students respond to questions regarding physical safety at school (Reported as "the percentage of students feel safe at school"), between 2012-13 and 2013-14 TTFM, 46% of Elementary Schools reported an improvement in how safe their students felt at school versus a 37% increase at the Secondary level

Number of School Showing Change Between 2013 and 2014 in How Safe Students Feel at School



Anticipated Outcomes

- Enhanced student voice and greater consistency in student governance
- Increased capacity to use data to inform strategies to improve school climate
- Improved capacity to report and respond to bullying concerns
- Improved cultural proficiency of students and staff leading to higher levels of engagement and reduction in systemic barriers. (2012-2013)

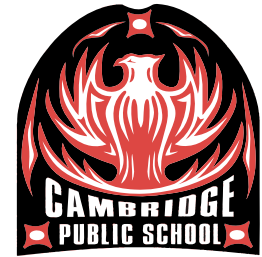
Gap Analysis/Next Steps

- School Climate is best measured at school level; aggregation of data at District level is less accurate
- OCDSB 2010-2011 student survey was not directly comparable to TTFM data therefore does not provide baseline in year 1 of the strategic plan
- This objective does not define "improvement" and therefore any improvement could be seen as realization of the goal.

Objectives in Action

Cambridge Street Community Public School Multi-cultural Dinner

To celebrate its rich diversity students, staff, families and community members come together once a year to share food from around the world; to showcase the music and dance of their cultures and to promote acceptance and a sense of community.



One hundred and fifty students and their families attended the annual multi-cultural dinner. The diverse multicultural population of students and families originate from locations such as China, Vietnam, Myanmar, South Asia, Middle East, Eastern Europe, Africa and South America. The school is a welcoming and supportive environment that invites the involvement of parents, volunteers, student teachers, co-op students and the community.

Rainbow Youth Forum

The Rainbow Youth Forum is a celebration of diversity and a day to learn together. Educators and students experience an incredible sense of acceptance as they spent the day celebrating their genuine selves. The Forum provided staff and students with the opportunity to enhance their knowledge and their awareness about equity and diversity issues, specifically concerning Gay, Lesbian, Bisexual, Trans, Two Spirit, and Queer (GLBTQ) youth. The event included keynote presentations; listening to inspiring stories; and receiving valuable information from a variety of educational workshops.



The Legacy of Hope Foundation – 100 Years of Loss

In October 2013, the OCDSB hosted the Legacy of Hope Foundation's 100 Years of Loss mobile exhibition which was designed to raise awareness about the history and the legacy of residential schools in Canada. The intergenerational impacts of Residential Schools continue today. The loss of language and culture, which traditionally was passed

down from generation to generation, has deeply impacted many First Nations, Métis, and Inuit communities. Many social problems started when families were torn apart and community members left behind developed maladaptive coping strategies to deal with the significant loss of children. It has only been in the last decade that Canadians have started to learn this history and begun to see themselves as part of the reconciliation process that must take place for these communities to heal from this traumatic past.

Over 500 students, teachers and community members viewed the exhibition and took part in workshops facilitated by the Legacy of Hope Foundation. The OCDSB served as a national hub for a cross-Canada virtual classroom experience with the National Film Board and the documentary "We Were Children." This historical re-enactment detailed two children's experiences with the Residential School System, as well as the effects that this system has had on their lives up to the present.



Year 4



Year 3

Objective 9: Top Employer

The school district is recognized as a top employer in the community.

Key Outputs to Date

- Completed 2010-2011 Workforce Census Analysis
- Identified conditions for creative leadership for individuals, groups and the organization
- Promoted leadership development through multiple Lead the Way events;
- Revised VP/P Selection Process to align with Ontario Leadership Framework
- Identified Top Employer Criteria and established a Top Employer working group;
- Launched a District-wide Respectful Workplace Campaign and revised Respectful Workplace and Workplace Harassment policies and practices

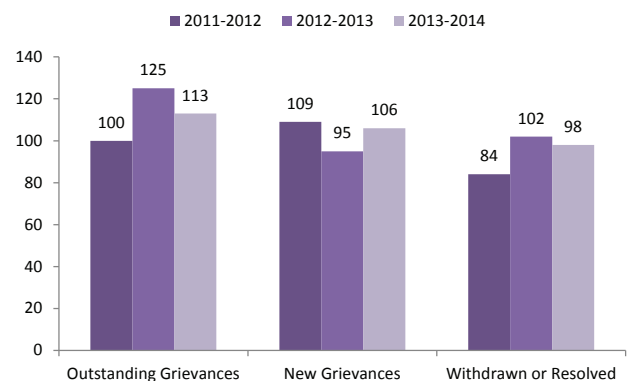
Key Work to End of Plan (2014-2015)

- Administer employee engagement survey
- Submit application to Top Employer Program
- Improve internal communications with principals, vice-principals and managers
- Consult with staff and stakeholders on development of green transportation policy
- Create an internship program in partnership with OLIP to encourage workplace diversity
- Develop a succession plan for school administrators (P/VP) using the Board Development Leadership Strategy
- Develop District plan to embed conditions for creative leadership in classrooms, schools and departments;

Evidence

- Between 2010 and 2014, in the category of retirement, all but one employee group had over 20 years of average service with the District. This is an indication that employees hired by the OCDSB tend to spend all or most of their working life with the District
- The number of Respectful Workplace complaints received peaked in 2011-2012 at 36 and has steadily declined by 11% to 32 in 2012-2013 and by 16% to 27 in 2013-2014
- Between 2011 and 2014, there was an average of 24 respectful workplace complaints filed per year; however, with the exception of one, all complaints were resolved by investigation or other means in the year that the complaint was filed (see table on the right)

Formal Respectful Workplace Complaints and Resolution by Type 2010-2014



Anticipated Outcomes

- Increased capacity to measure and assess progress as top employer
- Enhanced communication, employee morale; improved productivity
- Improved safety, fewer work place injuries
- Increased awareness about environmental sustainability
- Improved understanding of staff issues and concerns and established priority areas for improving human resources practices (2011-2012)

Gap Analysis/Next Steps

- External recognition is an indicator, but the real measure is employee satisfaction within the organization
- A key challenge in the implementation of this objective was developing a comfort level with publicly stating our commitment as a “Top Employer” particularly during a politically challenged bargaining period;

Objectives in Action

Employee Wellness & Disability

To be a top employer, employees must feel welcomed, encouraged and supported. The OCDSB strives to nurture an employment culture that recognizes and supports innovation, productivity and employee wellness. The OCDSB offers an Employee Assistance Program (EAP); Short Term Child Care (STCC) and Wellness Initiatives. One of the many initiatives we support is Canada’s Healthy Workplace Month. A month-long campaign to engage our staff and community took place in October to promote work/life balance, healthy eating, physical fitness and good mental health.



Respectful Workplace

What does it mean to be a top employer? The best working environments are built on trust and on respect—for the individual and for our differences. All of us want to feel that we are respected, that our opinions are listened to, and that our contributions are valued.

We all play a significant role in fostering a respectful workplace. It’s important for each one of us to ask ourselves what can we do to help foster a respectful workplace. Treat others as you would like to be treated. Encourage diversity. Remind ourselves that every opinion matters. Maybe it’s as simple as saying “Thank you.”

In November 2013, the District launched a formal campaign to raise awareness about its commitment to providing a Respectful Workplace for all employees. We reached out to all leaders in the organization and asked that they engage their team’s conversations about what it means to create and maintain a respectful workplace.

Posters and plaques were sent to all schools and work sites as a visual reminder that we all deserve a safe and healthy learning and working environment. The school board is committed to providing a safe and positive environment that encourages a sense of

autonomy and empowerment. We know that a respectful and trusting culture supports open communication and feedback.

Year 4



Year 3

Objective 10: Governance

The District has a clear and commonly understood governance framework and an efficient and effective decision-making process.

Key Outputs to Date

- New Governance Policy established framework for governance
- By-Laws and Standing Rules revised and implemented
- Restructuring of Board Committees completed
- New Board professional development process implemented
- AODA compliance initiated and mandatory staff training completed
- Accessibility policy revised and new Accessible Formats, supports and customer service standards developed
- Enterprise Records Management Project implemented

Key Work to End of Plan (2014-2015)

- Develop Year 3 Strategic Measurement Report
- Develop a new strategic plan
- Complete orientation of new Board of Trustees
- Enhance business practices in risk management;

Evidence

- Reduced total number of Board and Committee meetings by 50% (see table to the right)
- Increased completion rate of agendas in Board and Committee meetings by 50%
- Positive feedback on governance in Board Evaluation
- Developed measurement capacity for measuring progress on strategic plan

Anticipated Outcomes

- Effective transition of Board of trustees and Strategic Objectives
- Improved capacity to measure progress on strategic objectives
- Increased effectiveness in business practice and compliance with regulatory responsibilities
- Common understanding of governance priorities and values; more alignment with Board direction (2011-2012)

Number of Standing Committee and Board Meetings 2010-2014



Gap Analysis/Next Steps

- Progress at Board and Senior Staff level has been significant and creates model for next stage of work at administration level especially for Senior Staff and Principals and Managers
- District needs a more robust policy review cycle

Objectives in Action

Enterprise Records Management

In the spring of 2014, Psychological Services at the OCDSB found itself challenged with office space reorganization at 133 Greenbank that would see the social work team join the psychologists, and the large psychology file room become offices.

Desperate to move the psychology files to allow for construction, but no space to move them, Corporate Records, in conjunction with Psychological Services, hired a team of 9 casuals to scan over 8,500 files, or approximately 85,000 pieces of paper into the OCDSB's electronic document repository, Laserfiche.

The process involved cutting and scanning test booklets, scanning reports, and checking image quality. With the hard work of the team, the project was finished in 75 days. Psychologists were trained on the new system and no longer transport paper files between schools. The electronic files are secure yet immediately accessible to the practitioners within the District's network. The requirement to open physical files is defunct thus saving thousands of dollars in paper and thousands of dollars in storage

Success of the new practice, and the resulting savings, tweaked the interest of Social Work, CIRC and Speech Language Pathology. Social Work's nearly 9,000 files are scanned in, CIRC's 1,600 are also electronic, and the team is now scanning over 12,000 speech language files. Other departments have also approached Corporate Records requesting their records be digitized.

The digitization of records of the OCDSB not only amounts to dollar savings, but lowers the consumption of valuable natural resources and the production of waste.



Student Voice at the Provincial Level



Student voice is extremely important at both the local and provincial levels. At the OCDSB, two students sit at the Board table to ensure that as a District we remain student focused. Student Trustees Ahmed and Xu made it their mission to network with other student trustees across the province in order to exchange ideas. In fact, both trustees co-chaired the Ontario Student Parent Educator Survey Committee.

These hard-working and dedicated student trustees passed a motion to amend the OSTA-AECO constitution, instituting a student trustee report system which tracks the activities of

student trustees across the province and allows them to share their different ideas in a more collective and constructive manner. This project increases transparency and accountability of student trustees across Ontario, allowing the public and other stakeholders to be up to date with their endeavours. Both Trustees strongly believe that being members of OSTA's executive council, opened doors in terms of opportunity and allowed them to expand their horizons and become better student representatives.

Student Achievement

EQAO Trends in the 2013–2014 Achievement Data

As a District, we are constantly seeking out ways to improve student achievement. Part of our annual work is the creation of a Board Improvement Plan for Student Achievement, which outlines our focus, goals and actions for the year. Each school also develops an annual School Improvement Plan that focuses on the greatest areas of need for their students. The information needed to create these documents comes, in part, from the data provided by Education Quality and Accountability Office (EQAO) assessments.

The 2013–2014 EQAO data indicates that students are commonly achieving above the provincial standard and that achievement gaps have narrowed in some areas, particularly for English language learners and students with special needs. That said, achievement gaps still exist and work will continue through the provision of differentiated supports and interventions. Overall, the data reflects the importance of working together as a community to ensure the success of our students. We know that when we do that, achievement increases and gaps between all students and identified sub-groups (i.e. English Language Learners) decrease.

Literacy

Increases in the proportion of students meeting or exceeding the provincial standard on the EQAO assessments were observed in all six literacy assessments. Results for OCDSB students were the same as (or higher than) provincial results in five of six areas, the only exception being grade 3 writing. 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 87% of first-time eligible OCDSB students achieving success, four percent greater than the province.

While achievement gaps persist for boys, English Language Learners (ELLs), students with special needs, and students who have self-identified as First Nations, Metis, or Inuit (FNMI), modest progress has been made in narrowing gaps across many areas. Most notable are the narrowing of gaps for ELLs and students with special needs in three of six literacy measures.



Mathematics

OCDSB results from provincial assessments in mathematics indicate that this needs to be a continued area of focus, as evidenced by declining performance on the junior mathematics assessment. Further, results on the grade 9 applied level mathematics assessment suggest that students continue to struggle with the curriculum. These observations are consistent with provincial trends, as well. With that said, OCDSB Grade 9 Academic level Mathematics students continue to outperform the province by two percent (87% vs. 85%), suggesting that OCDSB students are well prepared for post-secondary studies.

There is little to no gender difference across most mathematics assessments. The exception to this is in grade 9 applied level mathematics in which boys perform better than girls. Despite a modest narrowing of achievement gaps on some measures of numeracy for English language learners (grade 6 and grade 9 applied mathematics) and students with special needs (grade 3 mathematics),

continued efforts are required to help promote successful outcomes for all students. For students who have self-identified as FNMI, achievement gaps are more pronounced on the primary and junior assessments.

Compulsory Credits and Pathways

Pass rates in grade 9 and 10 compulsory credits in both the academic and applied levels ranged from 80% in grade 10 applied English to 100% in grade 9 academic core French. The proportion of students meeting/exceeding the provincial standard has increased in 13 of 21 compulsory courses. Pass rates and the percentage of students meeting/exceeding the provincial standard continue to be higher in academic level courses compared to applied level courses.

Achievement gaps for identified sub-groups of students persist, particularly in literacy where girls outperform boys. While pass rates for ELLs, students with special needs and for those who have self-identified as FNMI are similar to those of all students, the rate at which these sub-groups of students meet/exceed the provincial standard is usually much lower.

In 2013-2014, 78% of OCDSB students earned 16 credits by the end of grade 10 – no change from the previous year; provincial data is not yet available.

Five-year Trends in Achievement Data — 2009–2014

The five-year trends in achievement by OCDSB students show growth in most areas. In our primary EQAO assessment, there has been a 7% increase in reading, a 5% rise in writing, and 3% decrease in mathematics. In comparison, their grade 3 provincial counterparts experienced an 8% increase in each of reading and writing, and a 3% decrease in mathematics.

At the junior level, our Grade 6 students experienced a 4% increase in achievement in reading, a 6% improvement in writing, and a 7% decrease in mathematics. At the provincial level, a 7% increase in reading, an 8% rise in writing and an 8% decrease in mathematics were observed during this same time period.

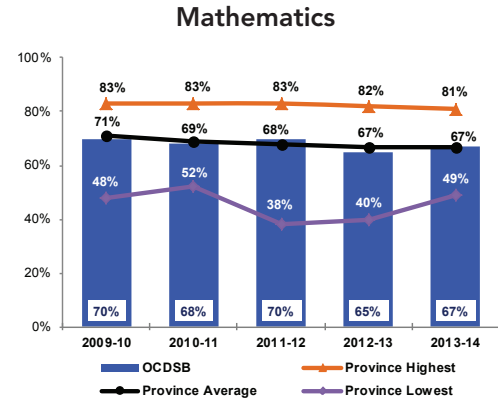
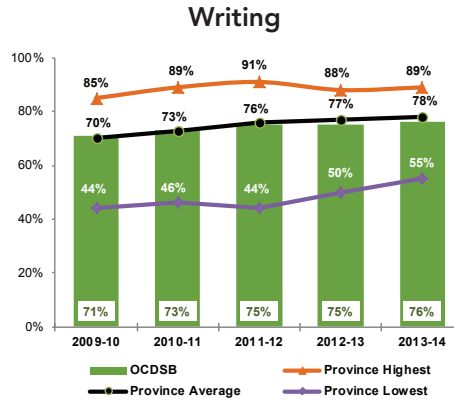
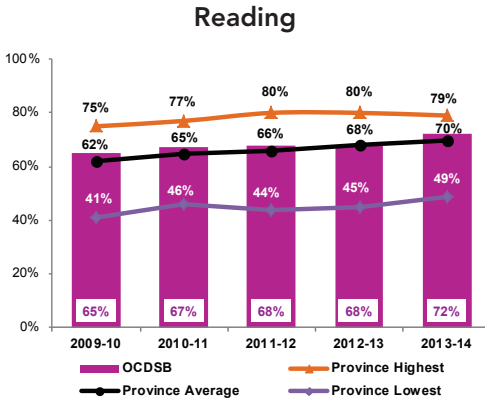
At the secondary level, a 7% increase in achievement in grade 9 applied mathematics and a 1% increase in academic mathematics occurred in the past five years. There has been a 2% decrease in the results of the grade 10 OSSLT for first-time eligible students. In comparison, our provincial counterparts experienced a 7% increase in grade 9 applied mathematics, a 3% increase in academic mathematics, and a 1% decrease in the OSSLT.

Generally speaking, OCDSB students have demonstrated sustained improvement in the areas of literacy, numeracy, and program pathways. Continued efforts to improve student achievement in the area of numeracy, and to provide the necessary interventions/supports to aid in the closing of achievement gaps for identified sub-groups of students are warranted.

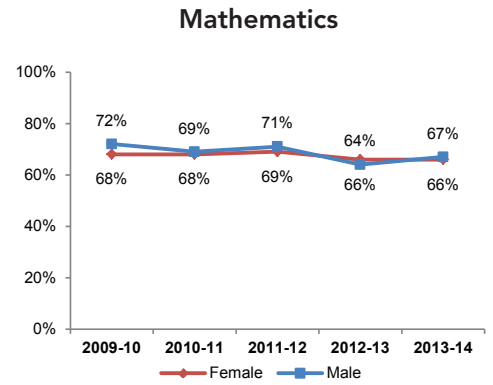
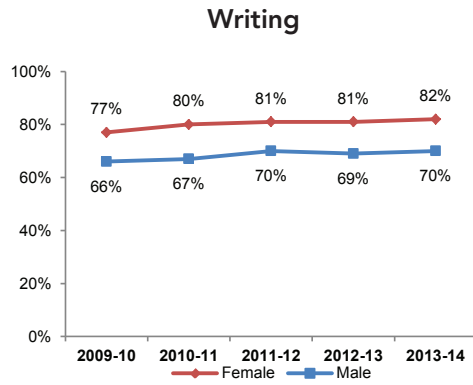
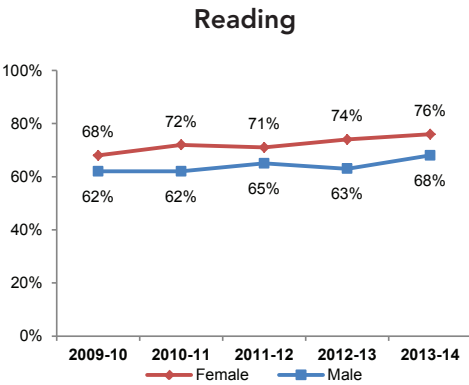


EQAO Assessment Results 2009–2014

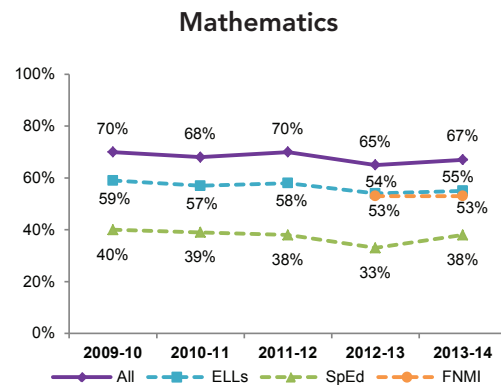
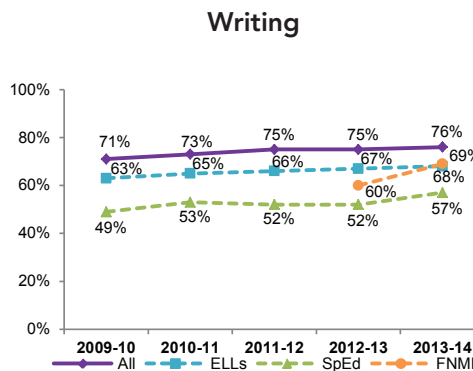
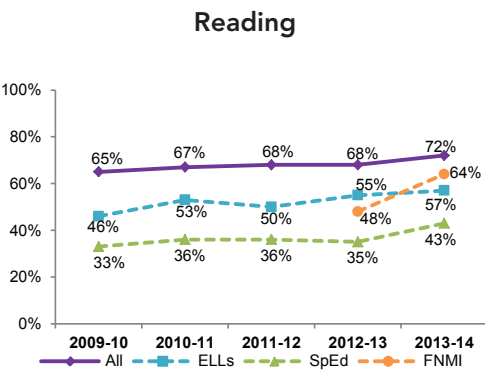
Primary — Board vs. Province



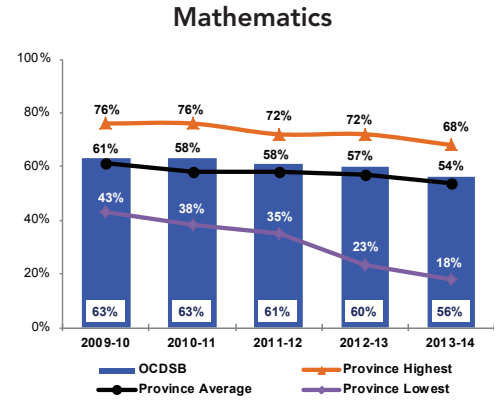
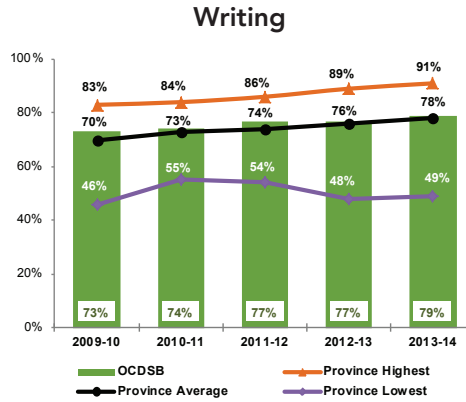
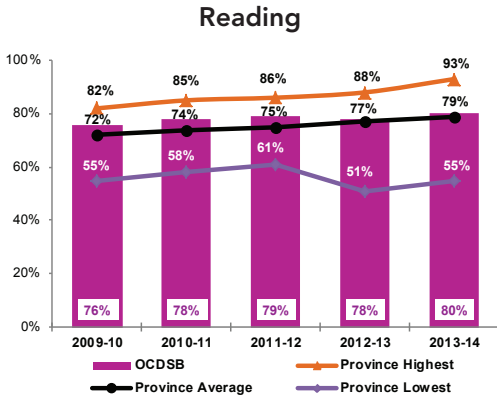
Primary — Females vs. Males



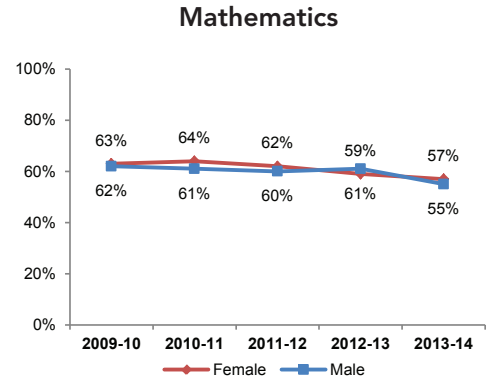
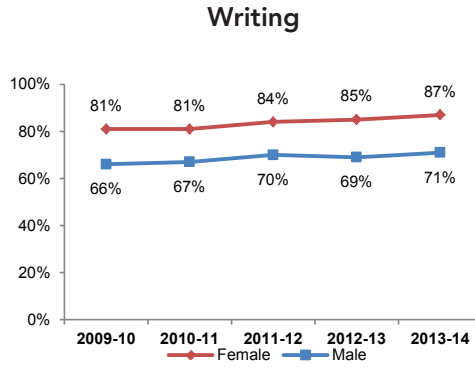
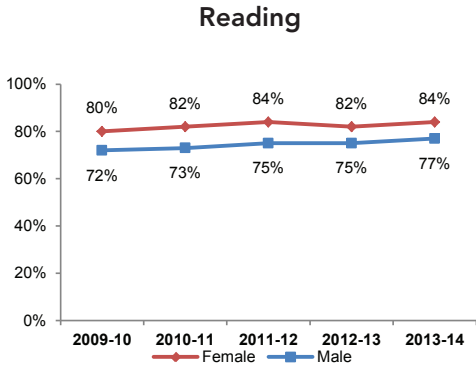
Primary — ELLs, SpEd, FNMI



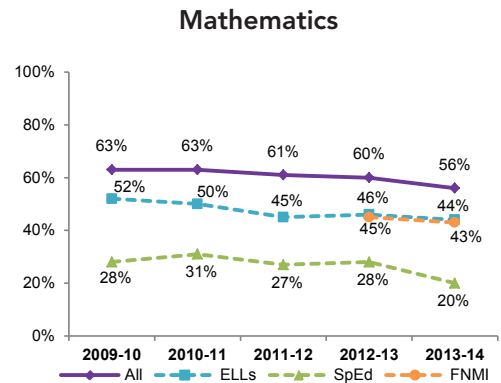
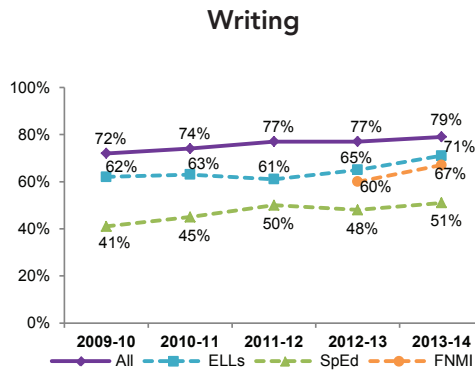
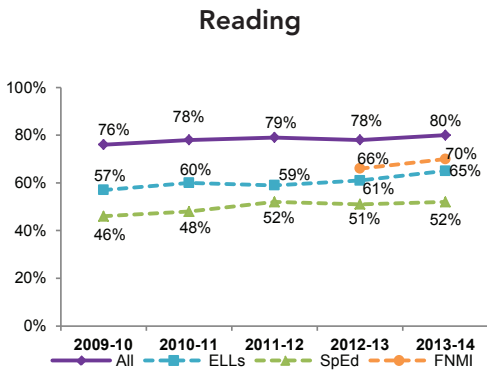
Junior — Board vs. Province



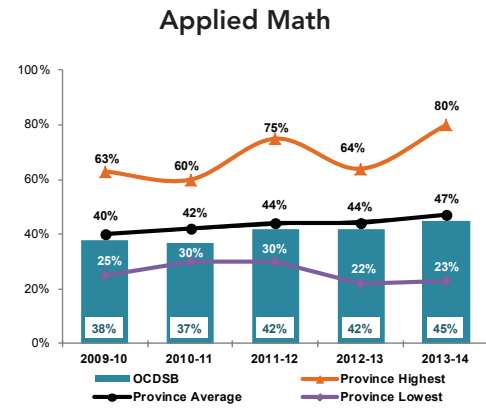
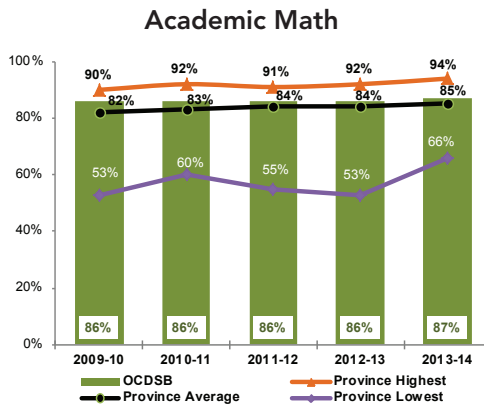
Junior — Females vs. Males



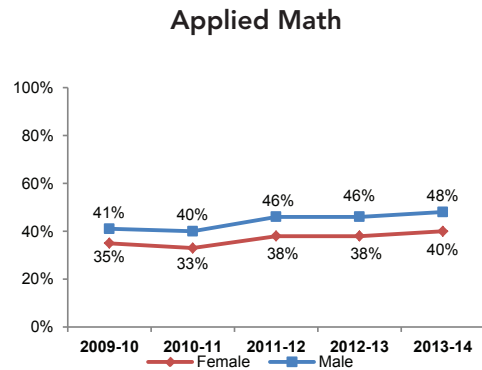
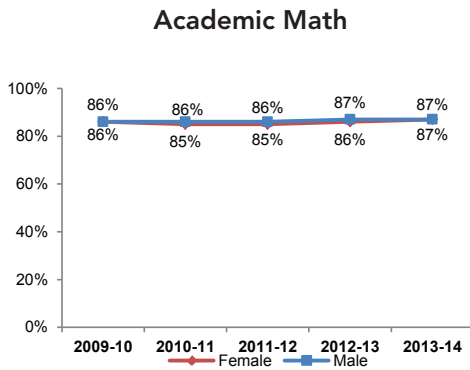
Junior — ELLs, SpEd, FNMI



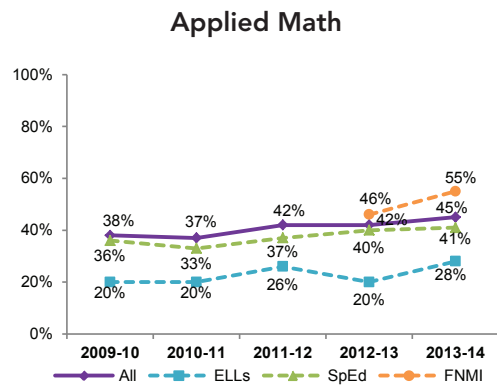
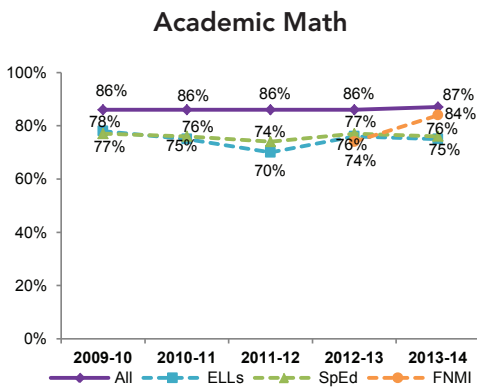
Grade 9 — Board vs. Province



Grade 9 — Females vs. Males

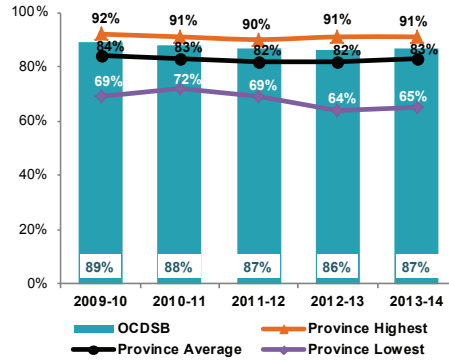


Grade 9 — ELLs, SpEd, FNMI



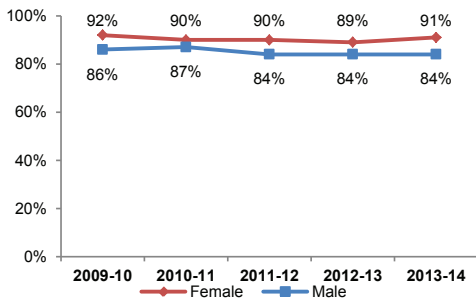
Grade 10 — Board vs. Province

OSSLT — First Time Eligible

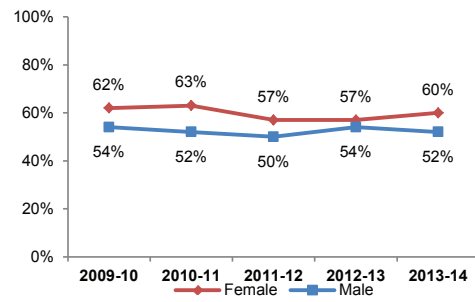


Grade 10 — Females vs. Males

OSSLT — First Time Eligible

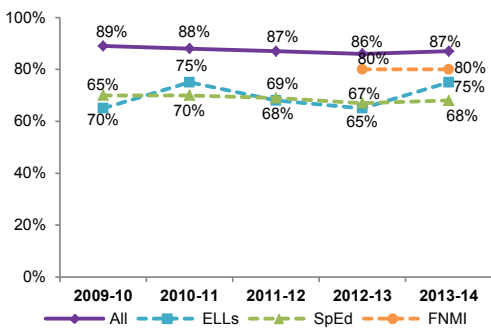


OSSLT — Previously Eligible

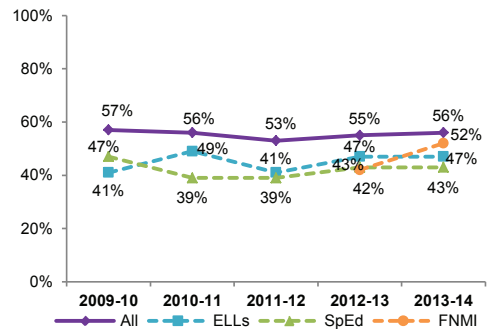


Grade 10 — ELLs, SpEd, FNMI

OSSLT — First Time Eligible



OSSLT — Previously Eligible





Education Foundation

of Ottawa



At the Education Foundation of Ottawa (EFO) we believe in giving children the chance to reach beyond what they've been given. The education they receive unlocks the possibility to get somewhere better. But not all students are lucky enough to start their school day with the same foot forward as everyone else. There are students who are already behind before they even step into the classroom. Often what's missing is the most basic of things.

A nutritious lunch. A new pair of winter boots. A backpack to carry homework. A set of pencil crayons to design a slick rocket ship. An epi-pen to save a life. Help to apply for college. Finding hope when a family member is sick. These are just a few things we think all students should have. They are also just a few of the things one in five kids in Ottawa don't get.

However, thanks to the generous support of hundreds of donors last year, the EFO provided support to more than 15,000 Ottawa-Carleton District School Board (OCDSB) students in our city who needed help. We fill in the gaps of what's not covered by the education system or social services to ensure that every child is equipped for success.

The EFO was established as a registered charity in 2005 to help meet the socio-economic challenges which many students in the OCDSB face on a daily basis. The EFO's mission is "removing economic barriers to successful learning".

In 2013-14, we helped remove barriers for over 5,000 students by providing access to, and \$150,000 in support for food, clothing, winter wear and emergency medication. The EFO also invested over \$120,000 to enhance the educational experience of 10,000 students in music, art and athletic programs as well as other activities including field trips, class trips, enrichment courses and post-secondary education application fees.

In the reality of a city with poverty, the working poor and a system grappling with complex social issues, school is for so much more than just learning. School is a safe haven.

Thank you to our donors, students and the OCDSB for their partnership in helping to ensure all students are provided equal opportunities and for helping to support safe havens for our students.



Making Global Connections

OCENET is a non-profit organization which serves as the international education division of the OCDSB. Through OCENET, over the past 12 years, the OCDSB has hosted more than 5,000 students and educators from all corners of the world in its elementary and secondary schools. OCENET is committed to providing cross cultural opportunities for the international students who come to study in Ottawa and to promoting ways of enhancing the intercultural competencies of OCDSB students and educators. It creates a forum for Ottawa students and teachers to meet and learn from international students and teachers. OCENET is recognized as a Canadian leader in its international education initiatives.

Highlights of the 2013-2014 School Year

- Placed over 700 international students from 39 countries in 22 high school schools and 34 elementary schools. These students bring an inter-cultural dimension that enriches our schools and adds valuable revenue to the OCDSB which is used to enhance facilities, support student learning, hire teachers, and provide professional development opportunities.
- 169 visiting educators from 9 countries attended OCENET teacher training programs and collaborated with OCDSB teachers.
- More than 100 international students participated in the English Summer Explorer Program which offers summer English language learning and cultural enrichment opportunities.
- At the OCENET Summer Leadership Camp, Canadian and international students lived in a residential setting for several weeks during the summer and participated in a unique and innovative program which culminated in a Model United Nations simulation on Parliament Hill.
- Over 300 students enrolled in the OCDSB International Certificate Program in 17 OCDSB secondary schools. This program recognizes students who have demonstrated a commitment to being motivated, engaged and active global citizens. This program has been acknowledged by the Governor General of Canada, His Excellency David Johnston, as well as endorsed by many universities, colleges and embassies;



OCDSB International Certificates on the stage at a special awards ceremony held at Sir Robert Borden High School on June 19, 2014.

Education Info-Fair

More than 250 attendees joined OCENET for the first International Education Info-Fair on April 12, 2014. Those in attendance learned about international education initiatives and opportunities from over 30 exhibitors including foreign embassies, student exchange organizations, student homestay, international NGOs, and student tour. Additional information on these and other OCENET initiatives can be found by viewing the OCENET newsletter Global Connections which is published three times a year. Current and archived editions can be found on www.ocenet.ca.

OCDSB Student, Staff and Community Award Winners

The Ottawa-Carleton District School Board is a place where respect, encouragement, and inclusiveness are honoured. The OCDSB takes great pride in acknowledging those efforts. Recognition awards are tributes to the work staff, parents, students and community members do. At the OCDSB we are pleased to celebrate these contributions to the District. Individuals being recognized by these awards understand that their work impacts the lives of others — our students, our staff, and our community. It is important to note as well that their contributions have been acknowledged by people who work closely with them, and recognize the work they do for others.

2013–2014 Director’s Citation Award

The Director’s Citation Award recognizes outstanding and significant staff contributions to the District and its students, over an extended period of time, showing a level of imagination, enthusiasm, and professionalism that constitutes a worthy model for others. It is recognition of staff, by their colleagues, honouring those who are in the midst of their careers.



Ian Baxter
Assistant Manager
Planning



Andy Charbonneau
Chief Custodian
Henry Larsen E.S.



Denis Cousineau
Instructional Coach
FSL (Secondary)



Donna Frame
Teacher
Norman Johnston S.A.P.



Ed Kaspszak
Grounds Coordinator
Facilities Department



Kristin Kopra
Instructional Coach
Aboriginal Education



Raymond McGoey
Custodian
Earl of March S.S.



Lauren Peddle
Coordinator
Communications



Steve Phillips
Educational Assistant
Crystal Bay Centre



Denise Poirer
Principal
Steve MacLean P.S.



Janet Veale
Office Administrator
Churchill A.S.



Linda Yan
System Principal
Learning Support Services



2013–2014 Technology Excellence Award

The Technology Excellence Award recognizes the outstanding commitment of a staff member to the planning and implementation of a technology initiative which benefits student learning.

The award recipients were Eric Betteridge, Jeremy Cheeseman, Julie K. Corrigan, Lisa Hetherington, Ghina Khaled, Kim Medaglia, Rodney Moors, Jovana Olson, Andrew Parent, Scott Skemer, Cheryl Szebedinszky, Anna Triantafillou, Kimberly Webster

2013–2014 Innovation Award



Robert Ferguson
Teacher
West Carleton S.S.

The Innovation Award recognizes noteworthy contributions of an OCDSB staff member to the development of innovative concepts, suggestions, actions or process improvements that result in immediate and significant ongoing benefit to the Board. It is awarded annually from nominations by superintendents, principals and managers.

2013–2014 Mentoring Award



Christine Lanos
Principal
Fallingbrook
Community E.S.

The Mentoring Award recognizes outstanding contribution and support from a District staff member to the Mentoring Program which has resulted in having a significant impact in the development of a beginning employee.

2013–2014 Ronald K. Lynch Memorial Award

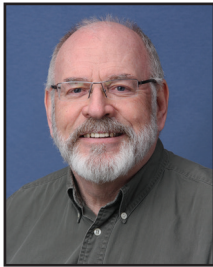


Sherry Jessup
North Gower/
Marlborough P.S.

The Ronald K. Lynch Memorial Award recognizes a staff member who has made a sustained commitment to the success of students with special education needs or who has made a specific contribution of outstanding merit to the delivery of special education services.

The Award is in memory of Ronald K. Lynch, a long-time educator, who passed away on January 4, 2008. Ron was a champion of students with special needs throughout his 43-year career in public education.

2013–2014 Chair’s Award



This award recognizes the substantial contribution of staff and/or community member to the achievement of the aims and objectives of the Board over an extended period.

Robert Kirwan

2013–2014 Community Award



This award recognizes the outstanding contribution of a community member in developing an initiative that directly supports the well-being of our students.

Inta Zobs

2013–2014 Community Partnership Award



This award recognizes outstanding partnership/support from a community agency or business over an extended period of years or through a significant initiative that has directly benefited OCDSB students.

Kerry Thompson

2013–2014 Volunteer of the Year Award



This award is granted in recognition of the substantial contribution of a parent volunteer or community volunteer over an extended period of years or through a single significant initiative that has had a positive impact on students.

Sheryl Brazau

2013–2014 Distinguished School Council Service Award



Michele Suitor



Jackie Barwin

This award recognizes outstanding partnership/support from a community agency or business over an extended period of years or through a significant initiative that has directly benefited OCDSB students.



Volunteer Appreciation Reception 2014

2013-2014 Student Recognition Awards

The purpose of our Student Recognition Awards is to celebrate excellence in student leadership. It is part of our long-term goal to strengthen the organization's commitment to creating a learning and work environment that encourages positive outcomes for all students and staff. The students being recognized each year are chosen by their principals or coordinators for demonstrating the will to succeed, the dedication to finish what they started, and the commitment to achieve their personal best. Each year we publicly honour our senior student leaders through this recognition program.



Munira Daoud
Adult H.S.



Ovini Thomas
A.Y. Jackson S.S.



Luke McManus
Bell H.S.



Grant Robertson
Brookfield H.S.



Alexandra MacKenzie
Cairine Wilson S.S.



Adele Keyes
Canterbury H.S.



Leonore Lacaze-Masmonteil
Colonel By S.S.



Chantal Lajeunesse
Adult H.S.



Skylar Skinkle
Earl of March S.S.



Shane Backlund
Elizabeth Wyn
Wood S.A.P.



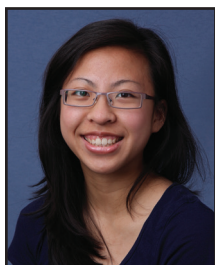
Emily McMahon
Frederick Banting
S.A.P.



Timothy Austen
Glebe C.I.



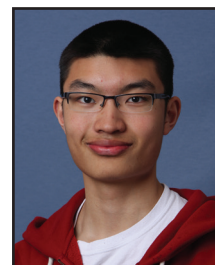
Jessa Walker
Gloucester H.S.



Rebecca Wong
Hillcrest H.S.



Vivian Maganas
John McCrae S.S.



William Wu
Lisgar C.I.

2013-2014 Student Recognition Awards (continued)



Ellise Truong
Longfields-Davidson
Heights S.S.



Matt Graves
Merivale H.S.



Kate Ashwood
Nepean H.S.



Shay Escander
Norman
Johnston S.A.P.



**Stephanie
Manoni-Millar**
Osgoode Township H.S.



Quinton Sabourin
Ottawa Technical S.S.



Abby Kassirer
Richard Pfaff S.A.P.



**Diego
Sarmales-Murga**
Rideau H.S.



Ryan Mockett
Ridgemont H.S.



Mariam Gaber
Sir Guy Carleton S.S.



Ella Storey
Sir Robert
Borden H.S.



Zoe Lever
Sir Wilfrid
Laurier S.S.



Hannah McKellar
South Carleton H.S.



**Gary Travis
Longboat**
Urban Aboriginal
A.H.S.P.



Tom Carnegie
West Carleton S.S.



Cylina El-Bouchi
Woodroffe H.S.

Thank you to the Board of Trustees 2013–2014



Abdulgadir Ahmed
Student Trustee
613-596-8255



Stephen Xu
Student Trustee
613-596-8255

Rear from left to right: Theresa Kavanagh, Donna Blackburn, Christine Boothby, Pam FitzGerald, Rob Campbell, John Shea, Katie Holtzhauer, Mark Fisher, Lynn Scott, Bronwyn Funciello
Bottom from left to right: Shirley Seward, Jennifer Adams (Director of Education), Jennifer McKenzie

New Trustees for 2014–2015



Anita Olsen Harper — Zone 5
Trustee



Chris Ellis — Zone 6
Trustee



Keith Penny — Zone 8
Trustee



Shawn Menard — Zone 9
Trustee



Erica Braunovan — Zone 10
Trustee



Sandra Schwartz — Zone 12
Trustee

Director's Executive Council 2013–2014



Jennifer Adams
Director of Education and Secretary
of the Board
613-596-8211, ext. 8490



Jill Bennett
Superintendent of Learning Support
Services
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Pino Buffone
Superintendent of Curriculum
Services
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Chief Financial Officer
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Michael Clarke
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Janice McCoy
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Susan MacDonald
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Walter Piovesan
Associate Director of Education
613-596-8252



Stephen Sliwa
Superintendent of Instruction
613-596-8211, ext. 8886



Frank Wiley
Superintendent of Instruction
613-596-8211, ext. 8820



Neil Yorke-Slader
Superintendent of Instruction
613-596-8211, ext. 8821



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



PUBLIC EDUCATION
Doing it W.E.L.L.

Well-Being Engagement Leadership Learning



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