



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

2012–2013 DIRECTOR'S ANNUAL REPORT TO THE COMMUNITY



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

Well-Being Engagement Leadership Learning



www.ocdsb.ca



Message from the Director of Education

Dr. Jennifer Adams

Each year, as the Director of Education, I am responsible for producing an annual report for our community that describes our district's work and outcomes from the previous year. The content you will see in this report is the result of the contributions of many, as we reflect on our actions from this past year, celebrate our successes, and think about important next steps.

I will be the first to admit that 2012-2013 was very challenging for our school district. And yet, as the Director, I learned a lot from last year. We all did. Some of what we learned is reflected in the work that is described in this report.

For example, students and parents told us loud and clear that extra-curricular activities in schools are important for student engagement and well-being. We revised the OCDSB Volunteer Policy to enable parents and community members to lead extra-curricular activities. We put a central screening process in place to ensure the safety of our students and equitable access to coaches/leaders in school communities across the District. The most profound impact was in our high schools where student leaders stepped up to the plate to lead many activities for their peers. Parent volunteers told us that although they had been comfortable volunteering in their child's elementary school, they had been less present in their child's high school, and coaching a school team provided them with this opportunity. We are pleased to be continuing with a process that enables and facilitates staff, student, parent and community leaders to support greater extra-curricular activities in our schools.

We also reaffirmed that strong governance is essential in our organization. The Board made huge strides in evolving their governance processes. They piloted a new committee structure that moved to two Committee of the Whole meetings and one Board meeting per month. The Board was able to deliver effective, efficient, and timely decision making and communication. Strong governance is critical in our schools as well. In 2012-2013 school principals worked closely with school councils to provide greater transparency related to fundraising done in schools.

In spite of the many challenges, we continued to improve student learning. I am proud to say that our teachers, administrators, and support staff maintained their focus on teaching and learning in our classrooms. Inside this annual report, you will find a detailed description of how OCDSB students performed on provincial assessments. Our students continued to score at or above their provincial counterparts in six of nine categories across grades 3, 6, 9, and 10. We turned our attention to identifying the groups of students who will need additional support to be successful in their learning. We now look at student achievement data by sub-group: children with special needs, English Language Learners, and gender. One of our success stories this past year was our English Language Learners who made strides in closing the gap in achievement in reading and writing. We look forward to continuing this trend.

The format of this annual report has evolved to reflect our Board's focus on the 10 objectives of the 2011-2015 OCDSB Strategic Plan. In essence, the 10 objectives are the Board's promise to our students, parents, staff, and community members. Our work continues to be closely linked to the four pillars of WELL: Well-being, Engagement, Leadership and Learning.

With two years left in the strategic plan, we believe it is important to give our community a sense of our progress towards the accomplishment of these objectives. Each section is dedicated to one objective. The objective is described and key work is noted as well as what it looks like in the classroom. I invite you to take the time to read through the annual report and enjoy the stories about how this work is influencing teaching and learning in our schools throughout the District.

Great things are happening at the OCDSB! I hope you will enjoy reading about them.

Sincerely,

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



OCDSB Strategic Plan Objectives for 2015

How we will know we have achieved our vision:

1. The 90% graduation rate goal is on track to be met by, or in advance of the 2020 target.
2. 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.
3. 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.
4. 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.
5. All of our schools have active community partnership programs that support the school as a community hub.
6. Full-Day Kindergarten is offered in all of our schools, supported by vibrant extended day programs.
7. All students have equitable access to a choice of high-quality programs.
8. The school climate survey results indicate improvement in students' level of comfort and safety at school.
9. The school district is recognized as a top employer in the community.
10. The District has a clear and commonly understood governance framework and an efficient and effective decision-making process.

To view the full 2011–2015 Strategic Plan, please visit <http://bit.ly/1hZjK1g>.



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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, 2013 was approximately 72,000. Of those, nearly 48,000 are elementary students and over 24,000 are secondary students.

Our Staff

The total number of full-time equivalent (FTE) elementary teachers is approximately 3,020 and the number of secondary teachers is 1,641.67. There are 1,380 occasional elementary teachers and 720 occasional secondary teachers. We have a total of 239.67 full-time Principals and Vice-principals, and 2,668.61 full-time 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. The percentage of primary classes at 20 students or fewer met the Ministry requirement of 90%. 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 2012–2013, 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.

In September 2013, 75 schools offered the Full-Day Kindergarten program. All schools with kindergarten programs will offer Full-Day Kindergarten in 2014–2015. Extended Day programs will be offered at all of those sites.

Elementary Schools Offering Full-Day Kindergarten in September 2013:

- ◆ A. Lorne Cassidy Elementary School
- ◆ Adrienne Clarkson Elementary School
- ◆ Alta Vista Public School
- ◆ Arch Street Public School
- ◆ Bayshore Public School
- ◆ Bells Corners Public School
- ◆ Blossom Park Public School
- ◆ Briargreen Public School
- ◆ Bridlewood Elementary School
- ◆ Broadview Public School
- ◆ Cambridge Street Community Public School
- ◆ Carleton Heights Public School
- ◆ Carson Grove Elementary School
- ◆ Centennial Public School
- ◆ Century Public School
- ◆ Charles H. Hulse Public School
- ◆ Churchill Alternative School
- ◆ Connaught Public School
- ◆ Convent Glen Elementary School
- ◆ D. Roy Kennedy Public School
- ◆ Dunlop Public School
- ◆ Dunning-Foubert Elementary School
- ◆ Fallingbrook Community Elementary School
- ◆ Farley Mowat Public School
- ◆ Featherston Drive Public School
- ◆ Forest Valley Elementary School
- ◆ General Vanier Public School
- ◆ Glen Ogilvie Public School
- ◆ Grant Alternative School
- ◆ Greely Elementary School
- ◆ Hawthorne Public School
- ◆ Henry Larsen Elementary School
- ◆ Heritage Public School
- ◆ Hilson Avenue Public School
- ◆ Huntley Centennial Public School
- ◆ Jockvale Elementary School
- ◆ John Young Elementary School
- ◆ Kars on the Rideau Public School

- ◆ Knoxdale Public School
- ◆ Lady Evelyn Alternative School
- ◆ Leslie Park Public School
- ◆ LePhare Elementary School
- ◆ Manor Park Public School
- ◆ Manordale Public School
- ◆ Manotick Public School
- ◆ Maple Ridge Elementary School
- ◆ Mary Honeywell Elementary School
- ◆ Meadowlands Public School
- ◆ Metcalfe Public School
- ◆ Munster Elementary School
- ◆ North Gower/Marlborough Public School

- ◆ Osgoode Public School
- ◆ Orleans Wood Elementary School
- ◆ Pinecrest Public School
- ◆ Queen Elizabeth Public School
- ◆ Queen Mary Street Public School
- ◆ Regina Street Public School
- ◆ Richmond Public School
- ◆ Riverview Alternative School
- ◆ Roberta Bondar Public School
- ◆ Robert Bateman Public School
- ◆ Robert E. Wilson Public School
- ◆ Robert Hopkins Public School
- ◆ Sawmill Creek Elementary School

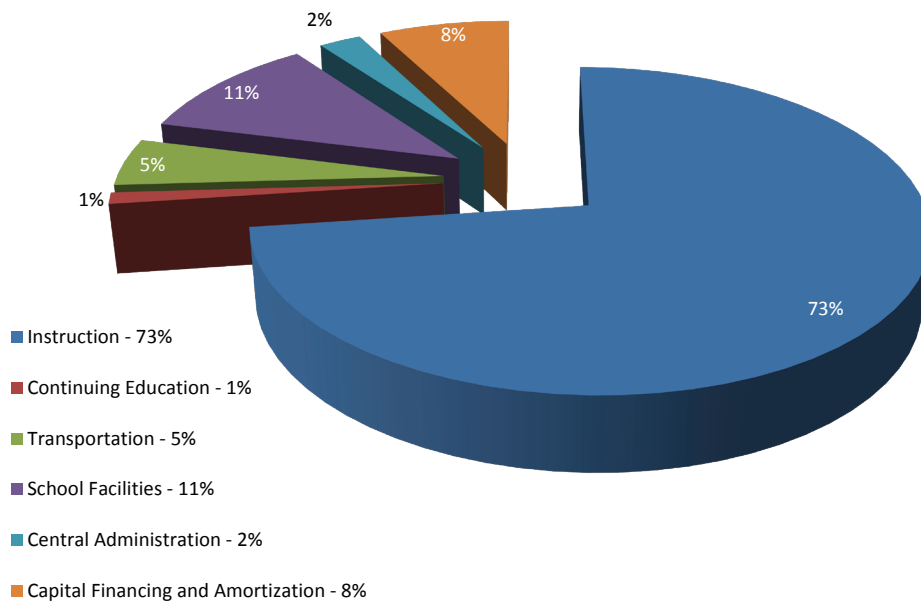
- ◆ Severn Avenue Public School
- ◆ Sir Winston Churchill Public School
- ◆ Stittsville Public School
- ◆ Stonecrest Elementary School
- ◆ Trillium Elementary School
- ◆ Vincent Massey Public School
- ◆ Viscount Alexander Public School
- ◆ Westwind Public School
- ◆ W. E. Gowling Public School
- ◆ W. Erskine Johnston Public School
- ◆ York Street Public School

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.

2013–2014 Approved Expenditures



For more information please visit our website at www.ocdsb.ca/ab-ocdsb/ob.

Objective 1

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

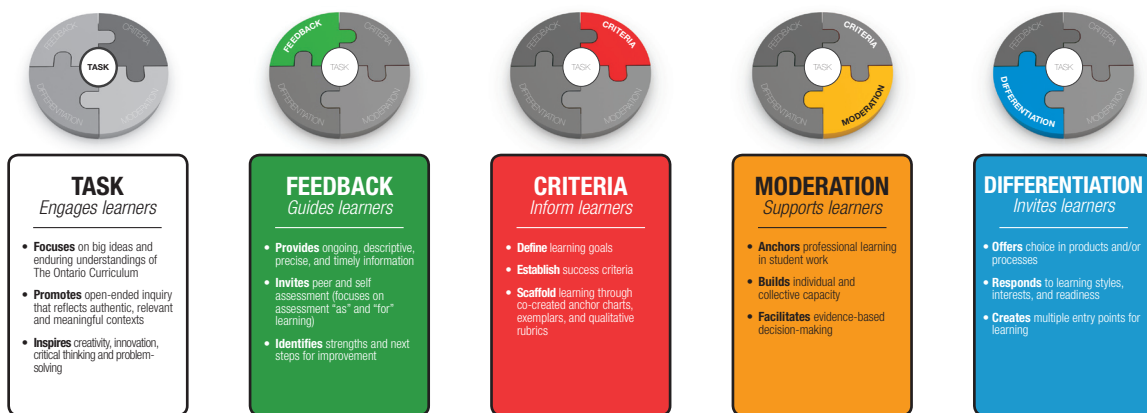
The 90% graduation rate is much more than a number. It is our commitment to student success. To achieve that commitment we have to work together to create a learning environment that is safe and caring, culturally proficient, and focused on both student achievement and well-being. As a District, we know that academic leadership, enhanced instructional practice and targeted strategies are crucial to student success. Through system-wide networks and job-embedded professional learning, we continue to build our instructional capacity as educators in the service of our students.

Our Principals and Vice-principals are instructional leaders. To support their learning, we introduced what is referred to as the Lead Learner Series. Through the Lead Learner Series, we introduce our leaders to new concepts and new instructional practices that research has shown to be most effective. Even more importantly, we bring our administrators together to learn from each other and to create a sense of community on which to build best practices.

An important focus of our Lead Learner Series has been lesson study sessions on the “Big Five”. These are the five critical instructional tasks to support student learning: Task, Feedback, Criteria, Moderation, and Differentiation.

Milestones

- ◆ Held 20 lesson study sessions for Principals and Vice-principals on the “Big Five” critical tasks
- ◆ Developed and consulted with community on Exit Outcomes



Our Principals and Vice-principals have been working with their staff to enhance instrumental practice using the “Big Five.”

Our teachers are supported by instructional coaches who show their passion for their subject matter, and effective instructional practices, with the knowledge that teachers helping teachers will equal greater student success. A classroom is comprised of many different individuals, many different personalities and many different learning styles. At the OCDSB, we use differentiated instruction practices. Our teachers are also supported by Curriculum Services, Business & Learning Technologies and Learning Support Services.

We continue to monitor our progress. To date we have registered some impressive and encouraging results with English Language Learners (ELL) who have limited prior schooling, learning-disabled students, and students who are wards of the Crown.

Over the course of the last year, our staff worked to better understand how to measure the graduation rate. It's important that we have the capacity to measure the success of every student, no matter which pathway they take to school completion. Last year, we also spent a lot of time discussing the expectations for graduates, specifically the skills and characteristics we believe are necessary for all graduates. We are working with our students, our educators, our families, and our community partners. We are increasing not only the number of graduates but also the skill level of graduates.



In the Classroom



OCDSB Top Scholar for 2012 – 2013 School Year

Shouzhen (Bailey) Gu graduated from Lisgar Collegiate Institute and was the Ottawa-Carleton District School Board's top scholar for the school year 2012 – 2013 winning the D. Aubrey Moodie Award. He achieved an outstanding grade average of 99.5%. Valeriya Mordvinova of Sir Robert Borden High School followed close behind with an average of 99%.

Shouzhen is now attending the University of Waterloo studying Mathematical Physics and is contemplating a career in research. He received a Kenneth D. Fryer National Scholarship from the University of Waterloo. Awards from his high school included 4 graduate awards for the highest standings in mathematics, physics, chemistry, and biology.

Throughout high school, he earned 5's on a total of 7 AP exams as well as completed 2 university math courses with marks of A+. He was also co-head of the school's Math Contest Club, co-head of Lisgar Computer Club, and an executive member of Vox Lycei (yearbook). As well, he represented Canada in Copenhagen, Denmark at the International Physics Olympiad in July and finished with a bronze medal.

Hillcrest High School — 3rd Annual Walk for Water Fundraiser

Hillcrest students participated in their 3rd Annual Walk for Water fundraiser in support of "Brick by Brick", a school building project in rural Ecuador sponsored by *Free the Children*. The event involved students walking from Hillcrest to the Rideau River, carefully and safely filling large jugs of water, and walking back to school in teams, carrying the jugs in order to build awareness and understanding about the lack of access to clean water in the developing world.

The average distance that a young girl or woman in East Africa must walk to access clean water is 6 kilometres - just to get clean, fresh, drinkable water! It takes \$8,500 to build a school in the Brick by Brick program. While the goal was to raise money for the Brick by Brick program, the walk generated awareness regarding the global water crisis at the same time. Students who are globally aware are empathetic and responsive in their contributions to the local and global community.



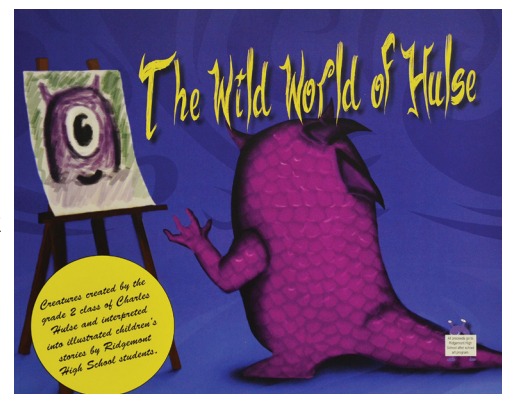
Danielle, Sierra, Melissa & Julian

Ottawa University Scholarships - Woodroffe High School Students excel in National Essay Contest

Woodroffe High School Grade 11 French Immersion students participated in a National Essay Contest, organized by the French for the Future Association. This year's topic was "What can we do, as citizens, to preserve bilingualism in Canada?" The contest was open to students in grades 10 to 12 across Canada. Danielle Eberley, Melissa Cote and Julian Parker each received a \$1000 scholarship and Sierra Gratwohl received a \$4000 scholarship.

Ridgemont High School & Charles H. Hulse Public School Publish Book

What do you get when you combine teenagers and elementary students? 16 creatures! Ridgemont High School art students worked with Grade 2 students at Charles H. Hulse Public School to write, design and publish a book. The collaborative process brought together these students to create a book of original children's tales aptly entitled "*The Wild World of Hulse*". The Grade 2 students each drew and described a monster and were then paired with a senior art student who translated the monsters and their descriptions into multi-panel stories.



Objective 2

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

Student achievement and well-being are the two primary responsibilities of the school district. Annually, the District establishes targets for student achievement results in a document called the Board Improvement Plan for Student Achievement (BIPSA). That plan includes targets for:

- (i) student achievement on provincial assessments (EQAO) and report card data;
- (ii) identified sub-groups of students, such as boys, English Language Learners and special education students.

Our objective is to close the gap in achievement results for these identified sub-groups and to have our overall student achievement results exceed the provincial results by an average of 5%. In short, we have set very high expectations for all students in our district. How are we doing? Take a look at the detailed student achievement data in this document on pages 26-31. Over the past five years, we've had very positive gains in student achievement results overall. The table below shows the percentage of OCDSB students meeting or exceeding the provincial standard on each of the ten EQAO assessments. The information in brackets shows the percentage variance above (+) or below (-) the provincial average. The OCDSB was on average 1.1% higher than the province in 2012-2013, a decrease from 2.3% the previous year. This small, average difference between district and provincial results suggest that significant improvement in OCDSB student performance relative to other school districts will be necessary over the next two years as we continue to strive to outperform the province by an average of 5%.

Provincial Assessments	2010-11	2011-12	2012-13
Primary Reading	67% (+2)	68% (+2)	68% (0)
Primary Writing	73% (0)	75% (-1)	75% (-2)
Primary Math	68% (-1)	70% (+2)	65% (-2)
Junior Reading	78% (+4)	79% (+4)	78% (+1)
Junior Writing	74% (+1)	77% (+3)	77% (+1)
Junior Math	63% (+5)	61% (+3)	60% (+3)
Intermediate Math: Grade 9 Applied	37% (-5)	42% (-2)	42% (-2)
Intermediate Math: Grade 9 Academic	86% (+3)	86% (+2)	86% (+2)
OSSLT First Time Eligible	88% (+5)	87% (+5)	86% (+4)
OSSLT Previously Eligible	56% (+7)	53% (+5)	55% (+6)

Research indicates that student achievement increases in districts that have strong instructional leadership, a shared focus on instructional practice, and strategies to monitor work at the classroom, school, and district level. In the OCDSB, our strategy to improve instructional practice, the "Big Five", captures these elements of: task design, the provision of ongoing descriptive feedback, development of criteria, differentiation, and moderation of student work (see diagram under Objective 1). This is supported by job-embedded professional development opportunities,

as well as system-wide professional learning networks. The work of our instructional coaches from Curriculum Services, Learning Support Services, and Business and Learning Technologies help to ensure the interconnectedness of each of these elements as part of the teaching and learning cycle.

Last year, our instructional coaches did a lot of work to support differentiated instruction and inquiry based learning. This included several projects that integrated technology such as iPads, mobile computer labs and chrome books in the classroom. Technology is one of many instructional tools that can facilitate differentiated instructional practice and can be helpful in engaging students in new ways of presenting information.

Milestones

- ◆ Student Achievement Data — see pages 26-31
- ◆ Project iPad used tablets to support differentiated instruction in primary math
- ◆ Mobile computer labs used to support inquiry based learning in grade 9 science
- ◆ Chromebook computers were introduced as a part of a focus on instructional tasks
- ◆ Revised Appropriate Use of Technology Policy and Procedure to support connectivity in the classroom
- ◆ Increased job-embedded professional learning to designated schools



In the Classroom

OCDSB Speaker Series — The 3 C's with Professor Garfield Gini-Newman

Our speaker series is designed for both parents and teachers. At the 3 C's session with Professor Garfield Gini-Newman, he offered practical tips that can be used at the homework table and in the classroom. Once a student hones their capacity for effective problem-solving, even subjects that once stumped them become easier to understand. Professor Gini-Newman promotes the 3 C's — creative, critical and collaborative thinking. But what is critical thinking? "It's reasoned judgment," says Professor Garfield Gini-Newman. It definitely takes more effort than memorizing but it is far more interesting. Students thrive in a classroom environment that promotes the 3 C's. In an ever increasingly complex world, it is becoming more important than ever that our children are taught the 3 C's.



Longfields-Davidson High School (LDHSS) — International Business Course: Costa Rica

What is the absolute best way to earn two high school credits? If you ask LDHSS International Business students they will tell you traveling and studying in Costa Rica. The trip was the summative for the LDHSS International Business course and definitely took dedication. It was held in addition to the students' regular course load. The students involved went to class after school, twice a week, for a year. The curriculum covered international business theory and how it applied to Costa Rica.

Students obtained a second credit for International Co-Op by working in the small community of San Ignacio for two weeks. The trip involved living with host families, partnering with them to learn what it is like to live and work in the community. Jobs included helping at a wellness center to get its business license re-instated, creating a library in a school, teaching English to primary students and helping the principal's of 3 different schools digitize and organize their records. The trip was a partnership project between Canada World Youth, OCDSB, LDHSS and the community of San Ignacio, Costa Rica.

Clifford Bowey Public School Re-Opens Snoezelen Room

Clifford Bowey Public School celebrated 2013 with the re-opening of their Snoezelen Room, which is a Therapeutic Sensory Room. This unique room provides a fun, recreational and multi-sensory environment for children with disabilities. It is designed to provide stimulation and relaxation through the use of smell, touch, sound, colour and light.

Thanks to our community partners (The Community Foundation of Ottawa, TELUS Ottawa Community Board, and the Clifford Bowey School Council) and their generous donations the school was able to renew and improve the Snoezelen Room to benefit their special needs students.



Elmdale Public School - 2012 Dr. Bette M. Stephenson - Recognition of Achievement Award

Elmdale Public School is one of just 27 elementary and secondary schools province-wide to receive the 2012 Dr. Bette M. Stephenson Recognition of Achievement. The award is given to Ontario schools to acknowledge staff's commitment to improving student achievement and its use of EQAO results to further enhance student learning.

Elmdale Public School was recognized for its collaborative planning, examining teaching practices and exploring strategies to improve school-wide student achievement. By using EQAO data, staff began targeting areas of need and making the most efficient use of time when teaching kids so that they could ensure that all students were moving forward.

Objective 3

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

The School Improvement Plan for Student Achievement (SIPSA) is a blueprint for student learning within a particular school. Every school has a SIPSA which is modeled on the Board Improvement Plan for Student Achievement (BIPSA). As a District, we know that parents play a vital role in their children's education, and that's why we encourage the development of the SIPSA in partnership with the school community. The SIPSA should guide the work at the school and the work of the school council.

These SIPSA is developed to recognize the unique learning needs of the school community. Developing a comprehensive understanding of the schools community is critical to ensuring that appropriate programs, resources and partnerships are in place. This kind of knowledge also facilitates the shared efforts of the principal and school council in building a sense of community amongst the student and parent populations.

SIPSA's are designed using SMART goals. A sample SIPSA Goal looks like this:

SMART GOAL: Of the students identified as having difficulty with creating, analyzing and interpreting graphic texts, two thirds of the students not meeting expectations will improve by one level or more through the use of evidence-based instructional strategies by the end of the semester.

Subgroup

SMART Goal: Of the 27 students identified as having difficulty with creating, analyzing and interpreting graphs, 28/39 students at Level R, Level 1 and Level 2 will increase their knowledge and skills. 10/15 at Level R will move beyond Level R and 18/24 at Level 1 and Level 2 will improve by at least 1 level through the use of reciprocal teaching and higher order questioning by the end of the professional learning cycle.

Each smart goal is supported by school based data, sample curriculum expectations in appropriate subject areas, strategies that will support the goal and evidence and measures of success.

Parental partnerships between home and school help to improve communications and build relationships of trust. Parents and teachers discussing student learning provides a collaborative attempt to help students achieve individual success and creates a good working atmosphere at home and school that supports positive student results.

One method of improving home/school connections is to include a "teaching moment" at school council meetings. Teachers attend school council meetings to share the key learning that is taking place in classes during the month. This allows parents to understand what their children are learning and it provides an opportunity for teachers to showcase student work.

When parental involvement is combined with community engagement, students feel supported, guided and cared for. The OCDSB is involved with the Ottawa Cluster of the "Student Support Leadership Initiative (SSLI)". This initiative builds on and enhances partnerships between school boards and community agencies in order to provide parents and students with the resources they need to succeed. Members of the Ottawa Cluster range from the OCDSB to the Children's Hospital of Eastern Ontario (CHEO), to the Youth Services Bureau.

Milestones

- ◆ Completed pilot of one-day district review process in 4 schools
- ◆ Provided training on data literacy and the use of interactive reporting tools
- ◆ More than 50% of secondary schools have student participation in school improvement planning and plans for expansion are in place for 2013-2014



In the Classroom

Mary Honeywell Elementary Students Win National Innovation Award

Mary Honeywell elementary students, with the help of a business partner and school staff successfully launched the “Out of This World Cookie Dough Company.” A hit with the local community, the company was also named the “Best of the Best” by judges at last year’s BMO Financial Group National Student Innovation Awards.

These awards recognize the outstanding entrepreneurial achievements of students in the “Learning Partnership’s Entrepreneurial Adventure Program.” Hundreds of schools across Canada participate and showcases are held in Ottawa, Toronto, Calgary, Hamilton, Halifax and Fredericton. A panel of 82 judges from across North America review applications for the following award areas: Teamwork, Enterprising Spirit, Originality, and Impact on Community. Two national awards were presented in each of these categories.



Rachel Collishaw, Glebe Collegiate Teacher Wins Governor General’s Award

As a District we have made a promise to our staff to provide a work environment that encourages autonomy and empowerment. Glebe Collegiate Institute Grade 10 teacher Rachel Collishaw embraced the District’s enthusiasm to showcase leadership and creative initiatives.

Ms. Collishaw’s students know that 1.1 million Canadians served in the Second World War and that 200 hundred young men from Glebe Collegiate Institute died in that war but they did not know the soldiers individual stories. So this enterprising teacher brought history to life for her students. Students created memorials to these brave soldiers by sifting through old yearbooks and archival documents. They then posted their work on an online Glebe Collegiate Institute Second World War Memorial and created museum displays, artwork and poems to pay tribute to the fallen soldiers.

Ms. Collishaw was awarded the 2013 Governor General’s History Award for Excellence in Teaching by Canada’s History Society for her innovative and interactive teaching approach.



Objective 4

Annual targets for improvements to services and supports for student well-being.

Student well-being is the foundation for learning. Over the past year the District has developed a student well-being framework designed to bring focus to our work and ensure that we can monitor our progress and provide students with the tools they need to succeed.



Well-being is interconnected to a student's academic and personal success. The student well-being framework was developed through an extensive literature review, as well as a study of provincial and local initiatives.

The dimensions of well-being involve the whole child and impact their life at school, home and in the community.

Social and emotional well-being must be nurtured so that a student can self-regulate and develop responsible decision making skills. These skills will impact all relationships including family to school, peer to peer and student to community.

The positive cognitive well-being of a child allows them to voice their opinions, which will enhance their creativity and their ability to take risks. The end result will be academic resilience and self-efficacy. This will encourage and motivate a student to require higher standards of themselves, and for others.

When an individual feels physically well, they will challenge themselves to make healthy choices. This will lead to a healthy mind and body.

Last year, in addition to developing the framework for student well-being, the District expanded additional counseling support for students, increased school based mental health supports, and worked with CHEO to improve access to medical support for students whose well-being was at high risk.

Milestones

- ◆ Developed draft framework for student well-being
- ◆ Developed draft Board Improvement plan for student well-being
- ◆ Provided school in-service training on suicide prevention, ASIST SafeTalk training and training in collaborative problem solving
- ◆ Initiated development of a protocol to address non-suicidal self-injurious behaviour
- ◆ Rideauwood Addiction Counselling support to all secondary schools
- ◆ Developed urgent care protocol with CHEO for students at imminent risk to access emergency and psychiatric services
- ◆ Provided school based mental health workers from community agencies

In the Classroom

Manor Park Public School — Premier's Award for Accepting Schools Winner

Manor Park Public School's "Mental Health Matters!" project is one of the reasons the OCDSB elementary school received the "Premier's Award for Accepting Schools." The award recognizes schools who are leaders in promoting and creating a safe and accepting school environment.

The "Mental Health Matters" project provides at risk students with a mental health resource room with a 'club house' atmosphere known as the "Friend's Zone". The area allows students access to the breakfast club program; to meet with caring adults to create day plans; to attend a weekly support group facilitated by trained professionals; and access to a lending library on mental health issues - visit to name just a few of the resources available.



From Anxiety to Author — Norman Johnston Alternate Secondary Program Site Student Shay Escander Published Author

There was a time when student Shay Escander suffered in silence – not anymore. She has found her voice with the help of a Ministry of Education “SpeakUp” Grant and is now the proud author of a childrens book.

Shay went from someone who stayed in the background to taking centre stage and reading from her book, “No Show No Tell” to others who may continue to suffer in silence. The book shares the story of Zoë, a young girl who overcomes her social anxiety with the help of a special person in her life. “No Show No Tell” gives a voice to students who suffer from anxiety, while allowing those who don’t to have a glimpse into what it can be like for those who do suffer from anxiety.



8th Annual Rainbow Youth Forum

The 8th Annual Rainbow Youth Forum hosted in collaboration with the Rainbow Service Providers Network, is a celebration of diversity. The theme for last year’s forum was “Our Families, Our Stories.” The Forum provides 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 forum is aligned with the OCDSB’s efforts to embed character education and cultural proficiency into our daily practice and it encourages safe and inclusive school environments. Educators and students experienced two dynamic keynote presentations, listened to inspiring stories, and received valuable information from a variety of educational workshops.



Carleton Heights Students “I have a dream” Speeches

Students were inspired by Dr. Martin Luther King Jr.’s 1963 “ I have a dream” civil rights speech and showcased their own efforts at their annual Pink Shirt Day. Pink Shirt Day is a way to celebrate uniqueness among the student population. The speeches were also part of the official opening ceremonies of the Carleton Heights Parenting and Family Literacy Centre.

I Have a Dream

By Sarah V. Carleton Heights Public School

I have a dream that one day our souls and hands will link together and become one with acceptance. That the persecutors of this nation, the intimidators of this planet, will rise up to see.

Now I have a question, when will we stop standing by watching a victim’s spirit fade away? When will we stand up and stop the persecution? I have a dream that in this earth’s future the word gossip will be thought of as an extinct foreign language. I have a dream for my children; to grow up in a place where no person, no creature will be that laughing stock or that punching bag. That hook in your nose or that pimple on your forehead will be noticed as beauty. Though I realize this will be difficult, I still have a dream. Please make it come true.

I Have a Dream

By Tassanie G.

I have a dream. That one day, bullies will understand how much they beat children mentally and physically; how much it stings through their poisonous gestures of hate. I have a dream. That those lonely children, crumbled in a cold corner, will feel open to the world and they can take a step without being beaten back to their knees. I have a dream. That people will look into this problem, and feel the pain that youth suffer through, so that these children can grow up with positive thoughts flooding in their brain. I have a dream. That the bullies throughout this planet will realize their life-made mistakes. I have a dream.

Objective 5

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

Most communities view their school building as the hub of activity in the community. The schools are home to many extra-curricular programs, run by community agencies. Whether it's for Boy Scouts or Brownies, futsal or floor hockey, outdoor rinks, after school programs or summer camps — all of these partnerships make a huge difference to the community.

At the OCDSB we are committed to the idea of a school as a hub. What makes a school hub part of the community is a shared concept and incorporation of an array of services that promote interaction among community members. We look for opportunities for partnerships with community agencies. This includes partnerships for services such as dental screening, vaccine clinics and parent and family literacy centers.

The OCDSB has conducted an inventory of what currently exists in schools and is now looking to identify gaps in service. Guidelines will be developed on what components are part of a school hub. School communities and community agencies will be consulted on what types of services should be part of the hub. A policy and procedure outlining the process for the creation of school hubs will then be developed in consultation with community agencies. The policy will be aligned with other OCDSB policies and procedures.

In the Classroom

For the Love of Reading: Community Readers at Devonshire School

Devonshire Community Public School invited "Community Readers" into their classrooms to celebrate literacy and share books with elementary students. Devonshire's inaugural Literacy Festival was designed to welcome the greater Ottawa community into the school while showing students that reading and literacy are relevant to everyone.

Community Readers included a wide variety of individuals from a journalist to a librarian, a chef, a school trustee, an archaeologist, a veterinarian, and a former Olympian. Some are famous faces on TV, others are the friendly faces the kids meet in their community every day – literacy helps all of them in their daily lives and careers.



Milestones

- ◆ 58 schools earned Ecoschools certification
- ◆ Environmental education conferences were held at both elementary and secondary level
- ◆ Increased number of schools participating in School Travel Planner walk to school campaigns
- ◆ Implemented revised mandates of advisory committees including Parental Involvement Committee and Advisory Committee on Equity
- ◆ Hosted school council training day
- ◆ Developed weekly school council newsletter
- ◆ Opened new Parent and Family Literacy Centre
- ◆ Hosted parent/volunteer appreciation reception and community recognition awards



John McCrae Secondary School Presents “STRUT” In Support of Anti-bullying

STRUT, the first-ever anti-bullying fashion show hit centre stage at John McCrae Secondary School (JMSS). The event featured the talents and efforts of 75 students who did everything from designing the clothes, to booking the live garage band, to baking upscale goodies. The student-focused event featured 13 designers and 32 outfits worn by 22 models. In addition, the garage and finale band, the runway score, the electronic music, the tickets, programmes, hair and make-up, choreography and set design were all composed or created by the students.

The event was two fold in nature – first to raise funds for students in need and second to launch the school’s official anti-bullying campaign. John McCrae Secondary School students wanted to do something original to stop bullying – so the students decided to become “Engaged Bystanders.”

The anti-bullying campaign was spearheaded by the JMSS Students’ Council. Student Michelle Vuong designed T-shirts which promote the anti-bullying pledge – so if you are wearing a t-shirt you are declaring your stance to stomp out bullying. The t-shirts were unveiled at the STRUT Fashion Show.

The pledge reads:

I Pledge...

To stand up

For myself, my friends today,

And my friends tomorrow.

To be respectful of others and

To stand up for the equal

Treatment of those around me.

Because I believe that everybody

Has the right to live in safety,

To be valued and accepted

Regardless of differences.

I will help change things.

I won’t stand by, I will stand up.



Meadowlands Public School -2013 Celebrates Their 8th Annual Character Conference Power of Positivity (P.O.P.)

How often do students in Ottawa get to hear the stories, the victories, the challenges and the experiences of two Olympic medallists and an Ellen Degeneres guest star? Well Meadowlands students did – during the 8th Annual Character Conference.

Helene Campbell, a double lung transplant recipient and founder of the Give2Live Foundation kicked off the conference with her inspirational message of positive thinking! Christina Campbell, Canadian Special Olympics gold and silver medalist for Rhythmic Gymnastics, spoke to the students about how determination mixed with a good attitude allowed her to succeed on the global stage.

The day closed with inspirational messages from gold and silver sledge hockey paralympic medalist Todd Nicholson. The Conference model involves a motivational opening assembly followed by a series of workshops. Every student in the school from grades 1 through 6 attend a total of five workshops. The groupings for the workshops are made up of a mix of students from each grade as well as a mix of regular program and immersion students.

Objective 6

Full-Day Kindergarten (FDK) is offered in all of our schools, supported by vibrant extended day programs.

The OCDSB is a leader in early childhood education. In 2012-2013, Full-Day Kindergarten was offered in 55 of our elementary schools. In 2013-2014, Full-Day Kindergarten is being offered in 75 schools. The OCDSB will be one of the only school districts in Ontario to offer an extended day program in every FDK school site in 2014.

Full-Day Kindergarten classes have a teacher and an early childhood educator who work together to support inquiry based learning - developing the curiosity, exploration, and imagination of young learners. In the classroom, children investigate and develop an understanding of their world through play. Play provides a context in which the teacher observes the children's handling of materials and social situations, assesses their stages of development, and encourages experiences to further growth.

The early learning program is based upon Dr. Charles Pascal's report entitled: *With Our Best Future in Mind: Implementing Early Learning in Ontario*. The Pascal Report recommended a universal pre-school program that was taught by professionals who were trained in early childhood development and supported the concept of learning-based play. His findings indicated that this would improve school readiness, which would enhance a child's ability to self-regulate and allow children to thrive in school. The program has been exceedingly popular with pre-school parents in our District.

The roll-out of the program has been a significant undertaking and we have learned so much. To enhance our instructional best practices the District has provided professional learning sessions for kindergarten teachers and early childhood educators. The sessions have focused on intentional, play-based learning and smooth transitions for a seamless day between extended day and full-day programs. For Early French Immersion FDK sites a 50/50 model of language instruction is offered for Senior Kindergarten.



The OCDSB established an Interim Advisory Committee for Early Learning in school year 2012-2013.

This committee provided a setting for parents, educators, and trustees to share advice regarding the on-going-implementation of FDK and extended day programs. A permanent Advisory Committee for Early Learning will be established for 2013-2014.

Extended Day Program

Extended Day Programs offer parents of children in the kindergarten program to age twelve with access to before and after school child care. The program is led by registered Early Childhood Educators who offer programming that includes small and large group age appropriate activities. There are two ways an extended program can be offered. The District can run its own program at any school with a full day kindergarten program or the District can contract with another service provider to run the program.

Milestones

- ◆ FDK operated in 55 schools in 2012-2013; expanded to 75 schools in September 2013
- ◆ Extended day programs operating in FDK school sites
- ◆ Assumed responsibility for the operation of Ottawa School Day Nursery sites
- ◆ Worked in partnership with early learning community on the Advisory Group for Early Learning
- ◆ Reviewed system-wide data including Early Literacy Observation Tool and PM Benchmarks in order to provide instructional resources/supports to schools



In the Classroom

What Happens in a Full-Day Kindergarten Class?

Newsletter Excerpt Sent Home to Parents from Bells Corners Public School Teachers



It was "T" week. This past week we explored and experienced sounds, words, songs and games that featured our special letter. We painted a "Tree with a Truck's Tires to make Tracks"... We painted with our toes... We made "T" and "t" using tape and paint... We worked with "Tangram" shapes... We made figure with "Trapezoids and Triangles"... We worked with a "Ten frame"... We looked for words around the classroom with "T" in them... And had "Tacos" for snack. We sang and danced "A Tooty Ta" song... We filled a huge "T" with Tissue Paper... And made "Triangles" and other shapes using plasticine and "Toothpicks".

Inspired by Andy Goldsworthy art, we made "Twig sculptures" and we played "Twister" and beam bag "Tossing" during gym. We measured using medium and large size "Triangles"... And looked for "Treasures" in the sand box. We also learned about tarantulas this week. Ask your child to tell you two interesting facts about this fascinating creature.

Mr. Don brought in tools and computer parts for the children to explore. "Sammy and the kinders", is the new story we are working on. Sammy met the kinders in a bus to "Toronto"... As you can tell we had a tremendous week! Kids are working hard to be respectful, helpful and kind. We are very proud of them!

Next week our focus will be on the short vowel sound " i ". Have a great weekend!

Ms. Rosa & Ms. Griffin & Mrs. Ramsay



A look inside Full-Day Kindergarten from the Teacher's Perspective

Things are a changing in kindergarten classrooms all across Ontario. For the first time in many teacher's careers, they are sharing their classroom with a partner, thanks to the new Full-Day Early Learning Program for Kindergarten Students. Here is one teacher's perspective on the changes - Mme Anyès – Viscount Alexander Public School.

At first it sounded like an arranged marriage: teachers are very territorial about their students and their classroom. I had to learn to share my space and attention of my students. We were quite different my new partner and I. We spoke different languages, we were not born in the same decade and we had very different work experiences. Let's just say the odds were not in our favour.



But the odds were wrong - we instantly connected, we both wanted this relationship to work and it did! We created an equal partnership for the well-being of the children. As parents would do, we are raising our students together. We are different; her first language is not French and mine is not English but this just enhanced our student's French Immersion experience.

Every day, you can find us both working with different groups of children in the classroom; supporting individual needs better because there are 2 of us. My new partner has introduced me and the children to a variety of pets in the classroom and I dare say that I introduced them to Nature Walks and crazy sensory explorations. We share our students' hugs, cries and laughs.

Our match was made in Heaven. May the odds always be in your favor!

Objective 7

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

The District is committed to offering high-quality programs, and ensuring those programs positively impact student learning and are viable for the system. Our teachers focus on instructional practices and strategies that emphasize creative, innovative and critical thinking and problem-solving skills. The aim is to provide authentic and engaging tasks that are relevant and meaningful to our students.

Our students have access to multiple programs at the elementary level; including English, early French Immersion, Middle French Immersion, and Alternative Programs. At the secondary level, the increasing array of course offerings, as well as the opportunities provided through Student Success initiatives, has expanded the pathways to success for students. Making choices about programs and pathways can be challenging to secondary students. To make the process easier, we created an on-line **Secondary School Course Guide**. We've also introduced some technology tools like **Career Cruising** to help students plan their post-secondary pathways.

In our special education programs, we have been working to provide greater stability for specialized program classes. We have also been working to improve our Special Education policy and processes. For example, ensuring that Individual Education Plan (IEP) reviews are designed in collaboration with parents, teachers and administrators with one goal in mind – what is best for the student.

In order to ensure that our students are receiving the tools they need to succeed, we will continue to develop and track performance measures for specialized classes in Learning Support Services. Our end goal is continuing to move towards a clear process for assessment and measures of student performance.

Last year, the District introduced the International Certificate Program. The program is designed to provide high school students with opportunities to become informed, engaged and active global citizens who learn about themselves by learning about the world.

The program includes three components and a summative:

- ♦ **International Languages and Intercultural Communication** – one credit in a language other than English or French AND an intercultural awareness workshop;
- ♦ **International Coursework** – four credits in Grade 11 or 12 level courses with a specified international focus AND at least TWO major summative tasks with a specific internationalized focus;
- ♦ **International Experience and Engagement** - at least 100 hours of experiential learning about international education (done locally or abroad). This experience can occur as a one-time experience or through a series of experiences spread throughout your high school years;
- ♦ **Portfolio** - the production of a comprehensive summative to demonstrate, showcase and reflect upon your commitment as a “global citizen.”

This program was successfully piloted in six OCDSB secondary schools during the 2012-2013 school year. Twenty-three students received the certificate at the inaugural ceremony and reception held at the Korean Embassy in Ottawa on June 17, 2013. The aim is to extend the program to additional high schools over the next few years.

Milestones

- ♦ Created on-line secondary course guide
- ♦ Piloted “Career Cruising” an interactive pathways planning tool
- ♦ Expanded learning opportunities through Specialized High Skills Majors Program (SHSM)
- ♦ Increased Number of participants in DELF (French language certification test)
- ♦ Director of Education honoured for leadership in French as a Second Language Instruction
- ♦ Developed and piloted the International Education Certificate Program in six secondary schools
- ♦ Created the International Education Fair to promote awareness and interest in exchange programs and learning resources to support the development of global competencies
- ♦ New special education policy



In the Classroom



OCDSB Grade 8 All-Star Jazz Band Best In Their Age Group In Canada

The OCDSB Grade 8 All-Star Jazz Band went to Musicfest Nationals at the University of Toronto confident in their abilities, supportive of their band members and with success on their agenda! They had already won Gold at the Quebec Musicfest regional festival in Montreal. This earned the students the right to compete at Musicfest Canada in Toronto. Their confidence was well founded! The OCDSB Grade 8 All-Star Band struck Gold at Nationals!

While the students began as strangers, 8 months later they were performing like a seasoned band. The students' talents belie their age. They have a beautiful, mature sound. Musicfest featured over 8,000 elementary and high school students from across Canada. Students were given the opportunity to perform and compete, to participate in clinics, and to observe and learn from professional musicians. The band is lead by Superintendent Neil Yorke-Slader.

The Coming Together of Two Schools — Kars Public School Merges with Rideau Valley Middle School

Students at the former Kars Public School and the former Rideau Valley Middle School celebrated the merging of their two schools with an official Ribbon Cutting Ceremony in September 2012. The new school is known as Kars on the Rideau Public School. Together students, staff and community members chose the name with the goal of honouring the traditions of both former schools.

The schools amalgamated into the same building when an addition was built on the middle school on Dorack Drive. The addition was built to accommodate the approximately 330 elementary students who were enrolled at Kars Public School. The school has enhanced kindergarten space, a large gym, is more energy efficient and it is accessible for people with special needs.

The combining of the two schools in one allows the middle school students to practice their leadership skills while mentoring the younger students. The merger also offers students equitable and high quality programing in their rural community.



Kars on the Rideau Public School
2012-2013



Chapman Mills Public School Opens its Doors

The 5,650 square metre school is home to just over 380 students with a capacity for 650 pupils. The ten million dollar building is one of the most environmentally friendly in the District.

The new facility offers students a welcoming, warm and stimulating learning environment. The school community worked together to create a seamless transition from its temporary Parkwood Hills location to its Barrhaven location. The neighbourhood school is a welcome addition to the community. With the cooperation of staff, students and parents, this unique journey to designing, building and inhabiting a new school has forged very strong bonds and a sense of cohesiveness.

Objective 8

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

The OCDSB's Student Survey was conducted to get to know our students, including their perceptions about their learning environment and school climate. To ensure the integrity and authenticity of the survey we analyzed the results through the lens of the students' voice and included equity, diversity and inclusion as our factors of influence. Student voice is vital to the overall climate of a school. We must understand what students see, what they feel and what they think to cultivate a climate that increases engagement, reduces systemic barriers and stops bullying and harassment in its tracks.

To do this we introduced a school climate survey called "Tell Them From Me (TTFM)". TTFM asked questions about how welcoming our schools are; how safe students feel and if they feel a sense of belonging. The results were both encouraging and eye-opening. We were pleased to hear that students feel welcomed, have a sense of belonging and most felt safe. Still, there are students that are experiencing bullying and harassment and we're set on changing that.

As such, a pilot project known as "WITS" (Walk Away, Ignore, Talk It Out, Seek Help) was launched. This is an evidenced based program designed to teach age appropriate strategies to help students in Junior Kindergarten to Grade 3 to deal effectively with bullying. Our partners at the Ottawa Police Services are working with us to support this initiative in seven pilot schools.

Resources were also provided to support setting up Gay/Straight Alliances (GSAs) and other diversity clubs in our high schools. Our long-standing relationship with Family Services Ottawa continues with their facilitation of the "In Love and Danger" Workshops. These sessions focus on helping students build healthy relationships across genders.

We expanded the work of our Inclusive, Safe and Caring Program Coaches in partnership with Curriculum Services to work with teachers on instructional strategies that embed a focus on equity and inclusion. Restorative Practice and Cultural Proficiency training sessions were also facilitated. Training is now underway for 25 grade 8 teachers in the "Fourth R" program which aims to build healthy school environments by using best practice approaches to target multiple forms of violence, including bullying. The "Fourth R" Program is focused on building healthy relationships and making positive choices.

The data from the student survey and school climate survey indicates that our work on school climate is important, on track and must continue. Our goal is to ensure all students have a safe and caring learning environment.

Milestones

- ◆ Implemented *Tell them From Me* survey for all students in grades 4 through 12
- ◆ Released phase 1 and 2 data from student survey
- ◆ Provided cultural proficiency training to staff representatives in every school
- ◆ Provided learning resources and supports to schools related to cultural proficiency including Legacy of Hope, GLBTQ
- ◆ Student Senate held retreat to discuss policy development process and opportunities to identify issues and expand student voice in schools

In the Community

A Date with Diversity - Connecting Communities for Student Success

We continue to develop our cultural proficiency through our work on events such as "A Date with Diversity — Connecting Communities for Student Success." The event promoted a discussion between community members, who explored the different dimensions of diversity and how to foster an equitable and inclusive culture to support learning, well-being and a sense of belonging for the entire OCDSB community.



Pride Parade

Over 200 OCDSB employees including teachers, administrators, and support staff walked alongside trustees, students, families, neighbors, and friends – under the banner “OCDSB Schools – Everyone is Welcome Here.”

By participating in the Pride Parade we publicly recognize and support the diversity of our students and staff. We are committed to providing safe, caring, inclusive learning and work environments to improve student achievement and well-being. At the OCDSB, we celebrate diversity.”



In the Classroom



Aboriginal Awareness Day at Queen Elizabeth Public School

Queen Elizabeth Public School's inaugural “Aboriginal Awareness Day” opened with an Aboriginal Elder followed by keynote speaker Alexandra Dalliers of Free the Children. Alexandra brought first-hand experience having worked in a small native community. Intermediate students heard from many speakers including Steven Carleton of the Ottawa Inuit Children's Centre and Bruce Ransom, Lance Brown, Robert Friday, Lynn Fletcher and Shirley White of the Abandon Centre for Aboriginal Health.

The goal of the Aboriginal Awareness Day was to broaden the knowledge of Grade 6, 7 and 8 students about First Nations, Métis and Inuit peoples and create a lasting legacy of hope. “Open Doors, Open Minds” is the school's philosophy. The student voice is vital to the overall climate of a school. As a result of our on-going work there is a growing awareness of the intersection of equality, diversity, inclusive education and character development.

Objective 9

The OCDSB is recognized as a Top Employer in the Community.

The OCDSB is one of the largest employers in the City of Ottawa, employing more than 9,000 people, including teachers, school administrators, school support staff, professional staff, administrative staff and custodial and maintenance/trades staff across more than 150 sites.

We are committed to providing a safe and positive environment, where employees are empowered and engaged with their work. We know that a respectful and trusting culture supports open communication, feedback and recognition. We showcase leadership and creativity initiatives to show our employees that their work is valued and respected.

Last year, the District published an Action Research Paper entitled *Unleashing Potential, Harnessing Possibilities: An Odyssey of Creativity, Innovation & Critical Thinking*. The paper is a summary of the work we have been doing to better understand leadership, learning and how these are impacted by creativity and innovation. The big question is how society in general, and educational systems in particular, can create a culture of creativity, innovation and critical thinking. The OCDSB began this journey of discovery a number of years ago, asking ourselves and others “Under what conditions do healthy and creative individuals and organizations flourish?”

We have learned that the answer to this question rests in part, in our ability to recognize and celebrate the unique capacity of each member of our organization. This connects our work in leadership and creativity to our commitment to diversity, equity and inclusion. In addition, similar connections can be made to the workforce diversity and inclusion strategy, as well as the work currently underway to develop a Board Improvement Plan for Well-being and a specific wellness strategy for employees.

The District plays an important role in the community and, as such, its reputation in all respects, including as an employer is important.

We continue to reach out to our staff to ensure that we, as an employer, are providing a positive, engaging and supportive environment in which to work. There are many benefits to working at the OCDSB and many initiatives in place that support the objective of being recognized as a top employer. At the same time, it is important to acknowledge that more can be done to enhance the District's status as an employer of choice.



Milestones

- ◆ Created a Personal and Professional Leadership Development Program
- ◆ New Principal and Vice-principal appointments
- ◆ Published action research paper on creativity, innovation and critical thinking
- ◆ Hosted three Lead the Way events and a fall leadership conference
- ◆ Launched Employee Resource Councils program
- ◆ Hosted a Diversity Café
- ◆ Participated in Canada's Healthy Workplace Month
- ◆ Developed Employee Wellness Campaign
- ◆ Updated Accessibility Policy and provided training on accessible documents



In the Classroom

Kevin Bush, Principal of Sir Guy Carleton Secondary School — Queen Elizabeth II Diamond Jubilee Medal Award Winner

Kevin Bush, Principal of Sir Guy Carleton Secondary School won the Queen Elizabeth II Diamond Jubilee Medal. The award is given to those who have made a significant contribution to a particular province, territory, region or community within Canada.

Principal, Kevin Bush was nominated by a number of current and retired educators for being a catalyst for the improvement in the lives of students and staff at Sir Guy Carleton Secondary School. This is not the first major award Mr. Bush has received as he was also honoured in 2010-2011 with the Premier's Award for Excellence in Leadership.

Principal Bush leads a 500 plus student contingent and a staff of 90 that include both teachers and support staff. However, he is likely best known for his unique philosophy that he is part of the knighthood. The knighthood is the all-inclusive school vision. The knighthood comes with the schools five C's – Courtesy, Common Sense, Cooperation, Career and Communication. And this principal communicates – Principal Bush e-mails "Knight Talk" newsletters to more than 250 families – weekly!



Edward Burtynsky Award for Teaching Excellence

The Edward Burtynsky Award for Teaching Excellence in Environmental Education was created by the Institute for Child Study. It recognizes and celebrates outstanding elementary school teachers in the province of Ontario who, through their exemplary teaching methods, create learning opportunities that inspire students to become environmentally conscious, responsible world citizens who take sustainable actions that protect and restore the environment, thereby preserving our earth and creating hope for future generations.

Last year, this award was presented to Devonshire Community Public School Teacher, Stephen Skoutajan for his work with students related to environmental issues. Stephen is a valued member of the OCDSB's Environmental Education Steering Committee. He has led his school in environmental initiatives resulting in three consecutive years of certification at the provincial level through EcoSchools - two years at the Silver level and one at the Gold level. Devonshire Community Public School was the District's first provincially certified EcoSchool.

Objective 10

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

Governance refers to the system, structures, policies, leadership and decision-making processes that support the act of governing. While often thought of as “what happens in the Boardroom”, a strong governance framework involves the entire organization and defines roles, establishes expectations, grants power, and establishes and monitors performance measures. At a corporate level, governance includes the management of resources and mitigation of risks involving the human, financial, capital, and information assets of the organization. In simple terms, governance is the way rules of an organization are set and implemented.

The OCDSB has always had a sophisticated governance structure; policy and procedure processes were well established; a strong committee and board structure was defined through by-laws; risk management practices were in place; community consultation and public accountability were highly valued and advocacy was a priority. However, there was a recognized need for a stronger and more cohesive governance culture.

Over the past several years, the District has made considerable progress in two key areas: improving student achievement and improving the governance practices of the District. It's no coincidence that improvement in these areas has happened in parallel – research shows that effective governance has a positive impact on student achievement.

In the education sector, the demand for services far exceeds resources. In order to meet the complex range of student needs, it is essential that our governance practices facilitate our ability to manage our resources and assets. The decision we make can have significant implications both in the short term and for the life of the student. As a service provider, employer, community partner and governing body, our decision-making practices affect the community at large.

Considerable progress has been made over the past year in the area of governance reform. Guided by a newly adopted governance policy, the Board implemented a one year pilot project to restructure Board and Standing Committee meetings. The pilot project was designed to increase the strategic focus of the board; reduce the number of committee and Board meetings per month; ensure all trustees participated on the Committee of the Whole; and increase emphasis on the board's role in providing strategic direction, oversight and monitoring. The pilot project was very successful. In June, the board decided to adopt the changes to the committee structure as part of its regular practice.

While we continue to work towards improving our collective understanding of good governance and effective decision-making we can be confident in the progress made to date. Looking forward, these efforts will be supported by enhancements to the Board by-laws, increased capacity to monitor and measure progress on the strategic plan and ultimately the relation of our strategic objectives by 2015.

Milestones

- ◆ Successful implementation of pilot project to revamp the committee meeting structure
- ◆ Restructured reports and meeting formats and content to improve analysis to bring more strategic focus to work of the Board
- ◆ Hosted several professional development sessions for board members to develop common understanding of governance principles and practices
- ◆ Increased training in occupational health and safety; revised procedures related to safety and proper equipment use
- ◆ Developed emergency preparedness manual and handbook
- ◆ Revised accessibility policies, completed accessibility audit of website, provided accessibility training
- ◆ Continued development of electronic processing systems to improve funds management
- ◆ Improved information management systems in corporate records management and labour relations

In the Classroom

Fundraising in OCDSB Schools

Students, staff, parents and the greater community spend countless hours designing, developing and implementing fundraising initiatives in our schools. These activities are often student focused and benefit children and their families around the corner and around the world.



In 2012-2013, funds were raised for everything from *Free The Children* and *Kids Help Phone*, to area Food Banks, the United Way, and World Vision. Thousands upon thousands of dollars were raised. The efforts of our school communities to benefit students in their own schools and beyond is a testament to the community of character that is alive and well in our District. In 2012 the OCDSB instituted new governance guidelines developed by the Ministry of Education to help provide greater transparency so parents know how money raised through fundraising is being spent, while giving boards a clear understanding of the acceptable use of fundraising proceeds.

Together, through communication and good governance our school communities help us inspire our students to be good local and global citizens.

Student Engagement - Promoting the Student Voice

Student Trustees hold very similar positions to their adult trustee counterparts. Both sit on Boards of Education across the province and affect local education. The major difference between the two is who they represent: Student Trustees represent the students, while adult trustees represent the entire District. Student Trustees are also responsible for linking the Board to its students: communicating events in the Board to the student body and gathering student input on issues the Board is facing. Student Trustees have the potential to improve the quality of education.

Our Student Trustees for the 2012–2013 school year were Anna Clement and Sam Anderson. The following is what they had to say about their time as Student Trustees:



Anna Clement- Student Trustee

It is through this role that I was able to gain a thorough understanding of how the education system and well-established organizations such as the OCDSB work. I have had the opportunity to participate and facilitate initiatives that I never could have dreamed of. It is without question that I will be forever grateful for the memories, the people who have helped me along the way, and for the knowledge I have been provided with through this experience. Though my high school experience has provided me with many wonderful learning experiences, it has been through the Student Senate and my role as Student Trustee that I have gained

a great deal of respect for the OCDSB and those who help to make education a memorable experience for each and every individual. I strongly encourage all students to participate in student government and extracurricular activities, or whatever may be of interest to you, as these opportunities will surely provide you with an entirely new appreciation for the wonderful education we are so fortunate to receive.



Sam Anderson - Student Trustee

For me, school was more than just a place of study - it was a home. This is my vision for all students in our education system. As a Student Trustee, I had the privilege of connecting with students, parents, and educators across Ottawa and Ontario. I saw the incredible dedication these individuals put into making their schools true communities that foster important skills inside and out of the classroom. In my term I was able to strengthen the student voice in the OCDSB by laying the groundwork for a Student Voice Policy; defining and supporting the roles students play in shaping their educations. Engaging students throughout all levels of our

school system is vital to creating bright and inspired young citizens. My time with the OCDSB changed my life and I will continue to apply what I have learned in all my future endeavours.

Indicators of good governance

A. Role Clarity — a clear and common understanding of the roles and responsibilities of the political and the administrative branches.

B. Strategic Direction — a multi-year plan that guides the work of the Board and staff.

C. Governing Structures and Mechanisms — effective governing structures and mechanisms in place at both the political and administrative levels to support effective decision-making and clear communication of decisions.

D. Organization and Transparency — a culture and practice that is based on the principles of democracy and is open, accessible and accountable to its stakeholders.

E. Policy Framework — a policy and procedure framework in place that provides guidance to those empowered with the responsibility to lead the organization.

F. Resource Allocation — oversight of the allocation of resources based on the Board's strategic plan and regular monitoring of performance.

G. Risk Management Processes — effective strategies to mitigate risk from both internal and external threats, to protect financial, administrative, information and human resource assets.

H. Performance Monitoring - performance management and monitoring systems which allow for the ongoing review of District initiatives and outcomes, and allow for the use of evidence based analysis for decision making.

I. Stakeholder engagement — the organization understands its stakeholders, the diversity of stakeholder needs and interests, and seeks to engage them to achieve its vision.

J. Corporate culture — a culture of mutual respect, trust, candor and open dissent which encourages leadership, creativity and effective decision-making.

Student Achievement

EQAO Trends in the 2012–2013 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 2012–2013 EQAO data indicates that students are commonly achieving above the provincial standard. That said, achievement gaps still exist and need to be addressed. For example, differentiated supports and interventions for English Language Learners and students with special needs will continue to be a focus moving forward. 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

Although the gains in provincial assessment results seen in previous years were not as evident in 2012–2013, results for OCDSB students were the same as (or higher than) provincial results in five of six areas. Results from our primary-level (grade 3) EQAO assessment showed no change for Reading or Writing. At the junior level, there was a one percent decrease in Reading and no change in Writing.

Girls continued to outperform boys in the area of literacy. This is true in both the elementary and secondary levels, but the gender gap is marginally lower than it has been in the past. While achievement gaps persist for boys, English Language Learners (ELLs), and students with special needs, modest progress has been made in some areas as evidenced by a narrowing of the gap for ELLs in primary reading by 4%, and in junior reading by 2%.

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 86 percent of first-time eligible OCDSB students achieving success, four percent greater than the provincial data. On the OSSLT, achievement gaps have narrowed for previously eligible ELLs by 3%.

For the first year, information is available for students who have self-identified as First Nations, Métis and Inuit (FNMI). The percentage of FNMI students meeting/exceeding the provincial standard is typically lower than that for all students.

In numeracy, gaps in the OCDSB are narrower than those observed provincially.

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 primary and junior mathematics assessments, and no change at the secondary level. This is true for the province, as well. With that said, OCDSB Grade 9 Academic level Mathematics students continue to outperform the province by two percent (86% vs. 84%), suggesting that OCDSB students are well prepared for post-secondary studies.

In the area of numeracy, 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.

Achievement gaps persist for specific sub-groups of students, most notably for students with special needs and English Language Learners. At the elementary level, gaps have remained relatively stable compared to an average of the previous three years. At the secondary level, however, gaps have narrowed by 1-2 percentage points, with the exception of the applied level program. This was the first year in which data was available on the provincial assessments for students who have self-identified as FNMI. Compared to all students in the District, FNMI students were less likely to achieve at or above the provincial standard on the primary and junior mathematics assessments.

In mathematics, gaps in the OCDSB were narrower than those observed provincially.





Compulsory Credits

Pass rates in Grade 9 and 10 compulsory credits in both the Academic and Applied levels ranged from a low of 83 percent in Grade 10 Applied English to a high of 98 percent in Grade 9 Academic English, core French and geography. Gender gaps favouring girls persist, while pass rates for students with special needs and for those who have self-identified as FNMI are similar to those of all students. That said, students with special needs and those who identify as FNMI were less likely to meet/exceed the provincial standard in these subject areas.

In 2012-2013, 74% of OCDSB students earned 16 credits by the end of grade 10 – a drop from 76% the previous year; provincial data is not yet available.

Five-year Trends in Achievement Data - 2008–2013

The five-year trends in achievement by OCDSB students show growth in most areas. In our primary EQAO assessment, there has been a five percent increase in Reading, a six percent rise in Writing, and a four percent decrease in Mathematics. In comparison, their Grade 3 provincial counterparts experienced a seven percent increase in Reading, a nine percent increase in Writing, and a two percent decrease in Mathematics.

At the junior level, our Grade 6 students experienced a five percent increase in achievement in Reading, a seven percent improvement in Writing, and a five percent decrease in Mathematics. At the provincial level, an eight percent increase in Reading, a nine percent rise in Writing and a six percent decrease in Mathematics were achieved during this same time period.

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

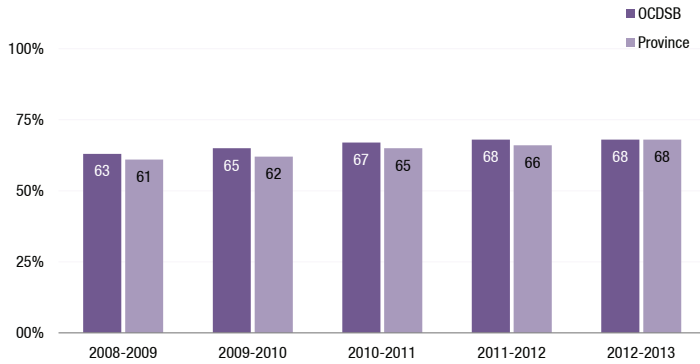
Generally speaking, OCDSB students have demonstrated sustained improvement in the areas of literacy, numeracy, and program pathways. Results would suggest, however, that further efforts are warranted in the area of numeracy, as well as interventions/supports to aid in the closing of achievement gaps for students with special needs, English Language Learners, and students who have self-identified as FNMI, in particular.



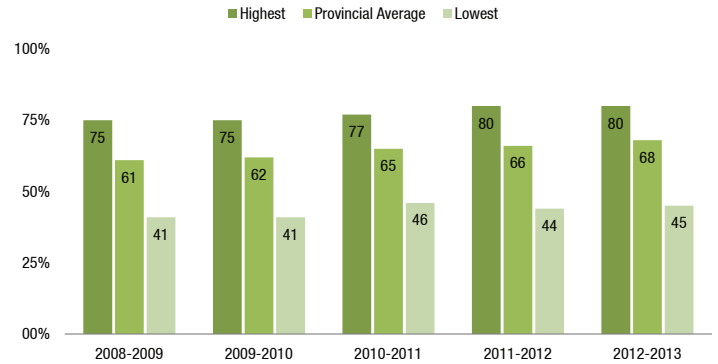


EQAO Assessment Results 2008-2013

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



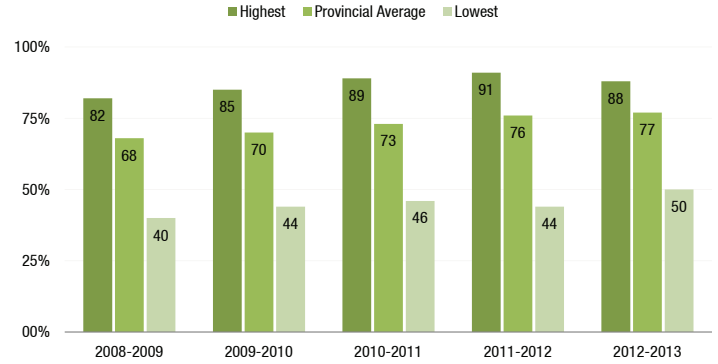
Highest, Lowest, and Provincial Average Score in EQAO Grade 3 Reading



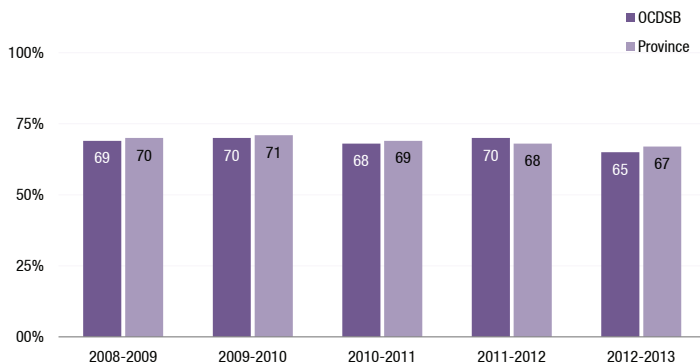
Grade 3 Assessment of Writing — % of Students at Levels 3 and 4



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



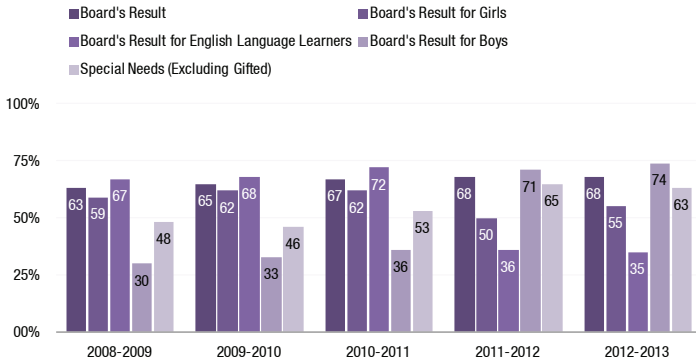
Grade 3 Assessment of Math — % of Students at Levels 3 and 4



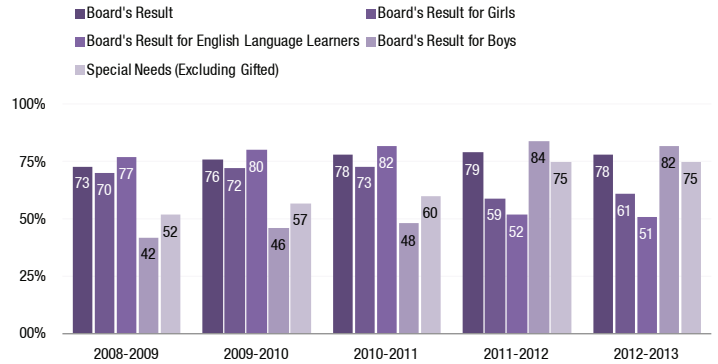
Highest, Lowest, and Provincial Average Score in EQAO Grade 3 Math



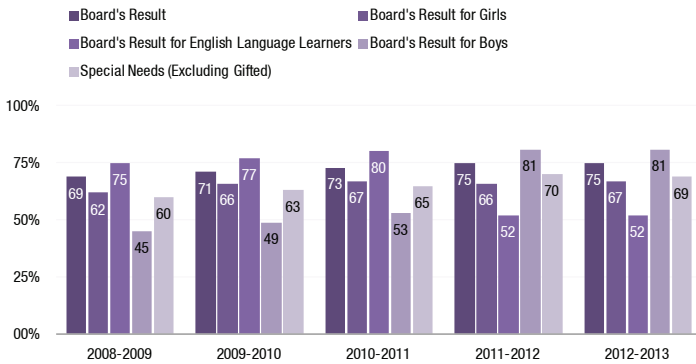
EQAO Grade 3 Reading



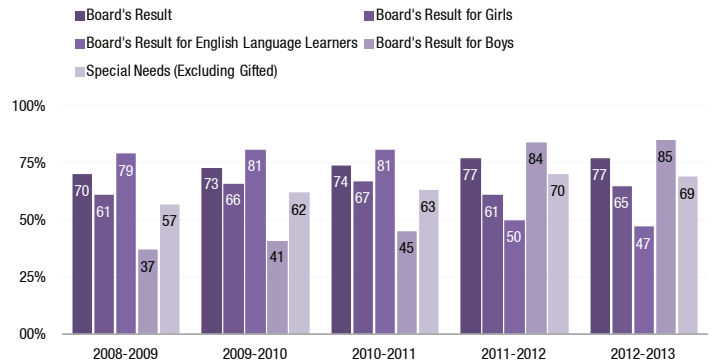
EQAO Grade 6 Reading



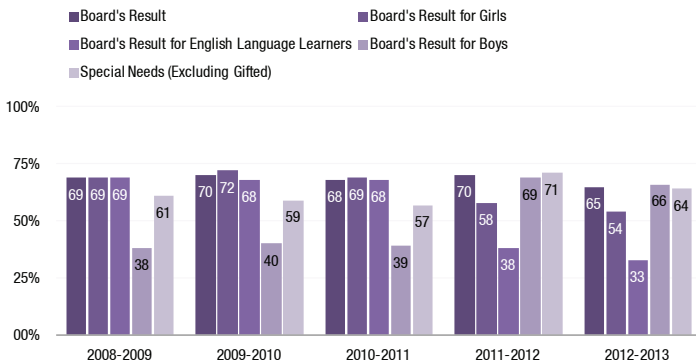
EQAO Grade 3 Writing



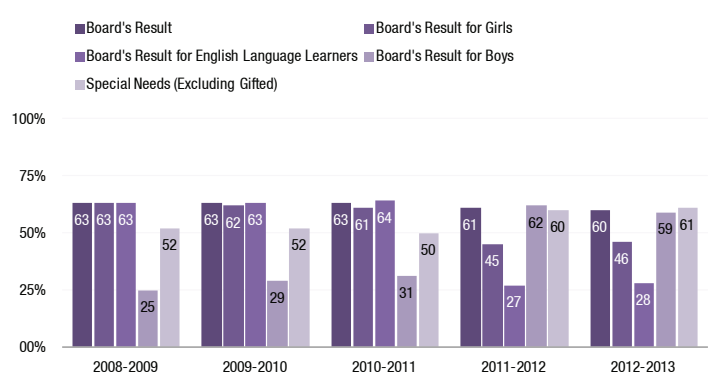
EQAO Grade 6 Writing



EQAO Grade 3 Math

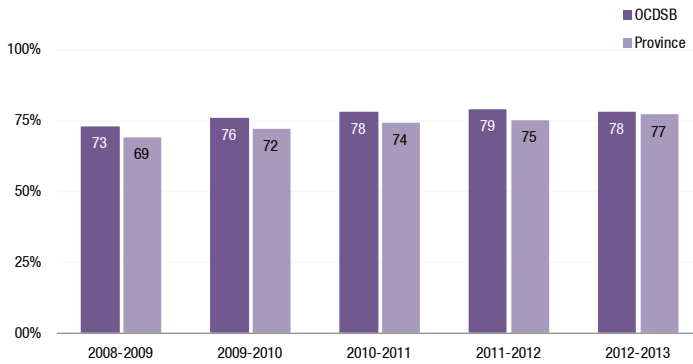


EQAO Grade 6 Math

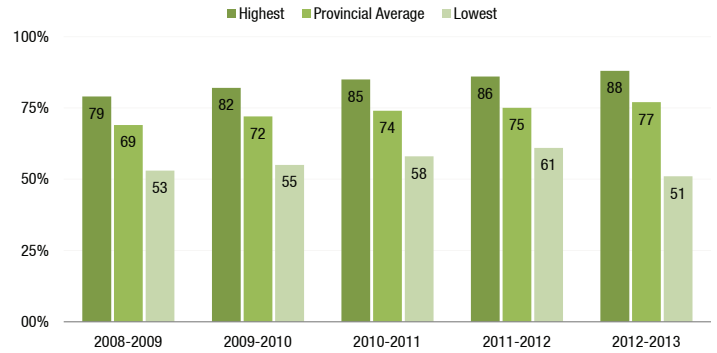




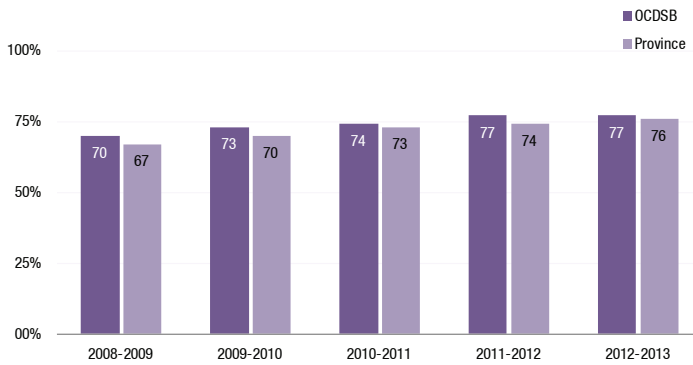
Grade 6 Assessment of Reading — % of Students at Levels 3 and 4



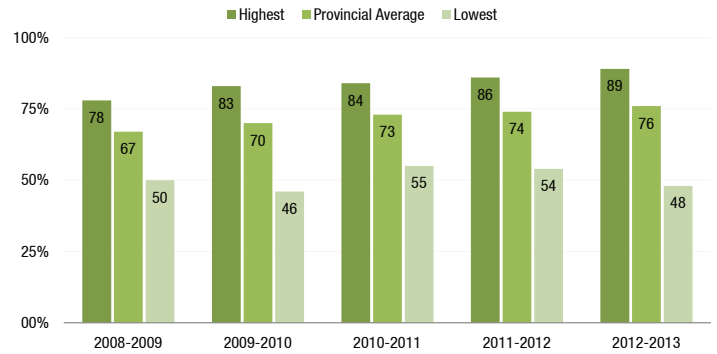
Highest, Lowest, and Provincial Average Score in EQAO Grade 6 Reading



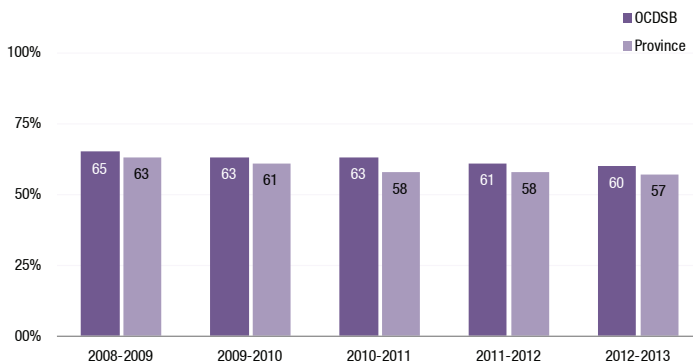
Grade 6 Assessment of Writing — % of Students at Levels 3 and 4



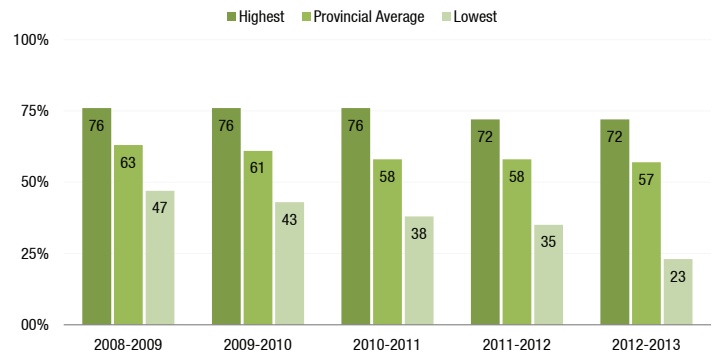
Highest, Lowest, and Provincial Average Score in EQAO Grade 6 Writing



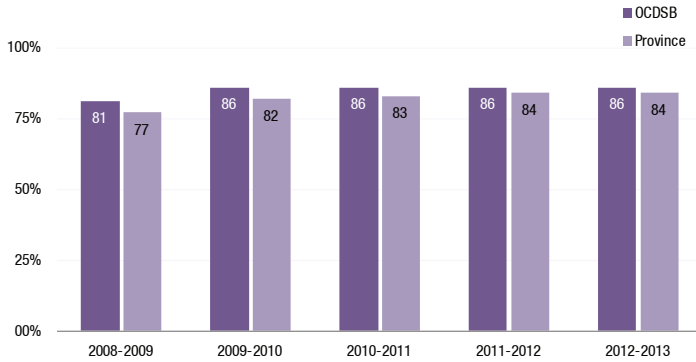
Grade 6 Assessment of Mathematics — % of Students at Levels 3 and 4



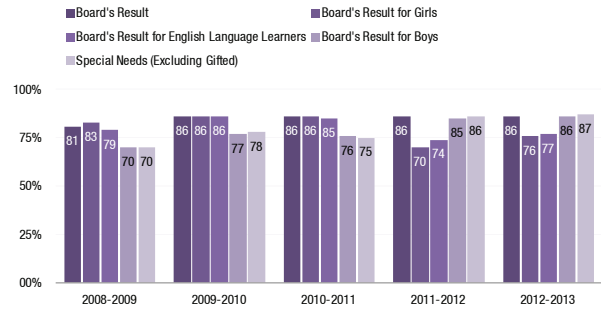
Highest, Lowest, and Provincial Average Score in EQAO Grade 6 Math



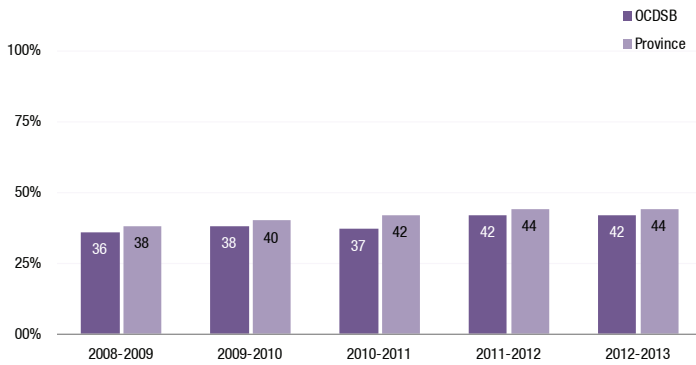
Grade 9 Assessment of Mathematics, Academic Program — % of Students at Levels 3 and 4



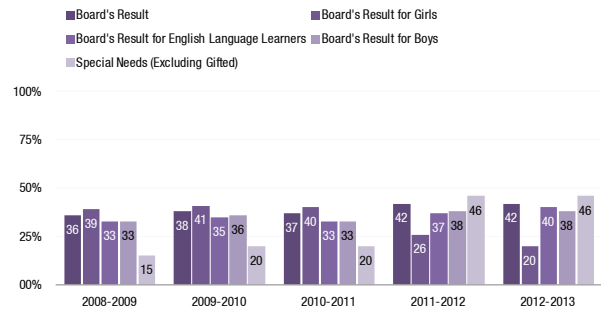
EQAO Grade 9 Academic Math



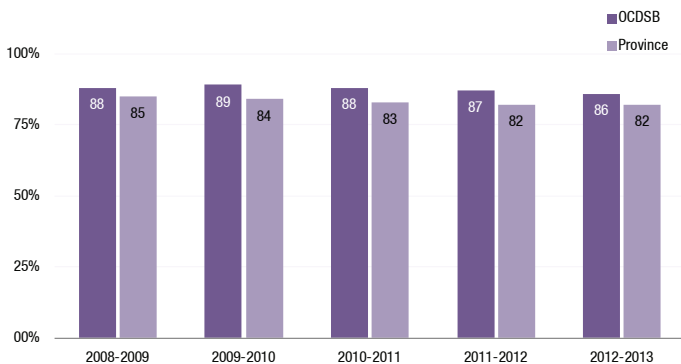
Grade 9 Assessment of Mathematics, Applied Program — % of Students at Levels 3 and 4



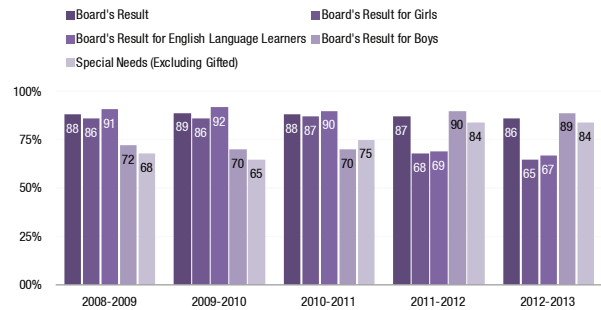
EQAO Grade 9 Applied Math



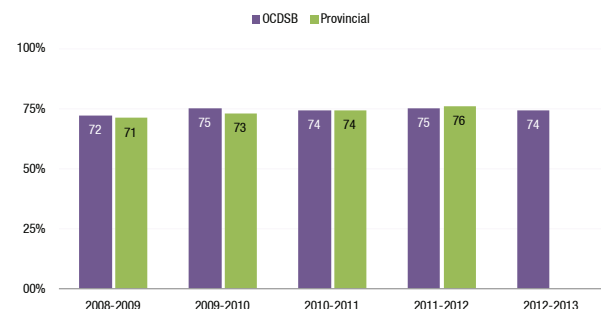
OSSLT Achievement Results for Fully Participating First-Time Eligible Students Over Time



EQAO Grade 10 OSSLT First Time Eligible Students



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





Education Foundation of Ottawa

The Education Foundation of Ottawa is a registered charity that develops and fosters community relationships to raise, manage and grant funds to support the needs of students within the Ottawa-Carleton District School Board. The mission of the EFO is *removing economic barriers and empowering all students to be successful in their educational endeavours.*

Glenview Management Apple-A-Day Program

The Glenview Management Apple-A-Day program is a snack program which provides nutritional snacks in the classroom for those students who may not receive enough nourishment outside school hours. It also helps students focus in the classroom. In 2012/13 almost 9,000 pieces of fruit per week were requested by the 37 schools participating in the program. Over \$30,000 was invested in this program.

Backpacks

Each year more than 1,000 backpacks filled with supplies are provided to students. In 2012/13, 42 schools received backpacks. These backpacks are provided through the generosity of many donors (COSTCO, Walmart, Kanata Sunrise Rotary Club, TELUS and Start2Finish) and include classroom supplies to get the student through the school year.



Emergency Fund (Students in Crisis Fund)

The Students in Crisis Fund supports the emergency needs of individual students brought about by financial hardship. We are able to grant funds for individual student needs such as food, winter coats, boots, hats, mitts, as well as funding emergency medication needs such as Epi-pens. In 2012–2013 more than \$125,000 was disbursed to help meet these needs.

Bursary Fund

Bursaries are provided to individual students in two areas (extracurricular activities and learning outside of the classroom) to help meet the needs for activity and involvement both inside and outside of school hours. In 2012–2013 more than \$100,000 was provided to students to help enrich their lives.

Toonie Tuesday

This is a special one-day event held on the last Tuesday in February each year. We ask students to donate a Toonie to help support their fellow students. One hundred percent of funds raised on Toonie Tuesday go directly to our Students in Crisis Fund providing emergency funding for students needs. In 2012/13, the donations on Toonie Tuesday almost doubled from the previous year! Over \$25,000 was raised, and the number of schools participating grew by 50% to 76 schools.

Named Funds

The EFO holds three named funds. The EFO manages the application and the disbursement for the funds. They are:

- ◆ Cathy Nevins Memorial Fund for Music – To support music in elementary schools. Each year approximately \$5,000 is disbursed.
- ◆ Tony Adamo Fund for Music – Provides funds to purchase a guitar for one student per year who shows aptitude and dedication to playing the guitar.
- ◆ Marjorie Loughrey Fund for Arts in Elementary Schools – Provides funds to schools to advance music within the classroom. In 2012/13, \$4,000 was distributed through this fund.



Making Global Connections

The Ottawa-Carleton Education Network is a network of global educators and students sharing their expertise and knowledge. Over the past decade, OCENET has attracted over 4450 students to our schools. OCENET's international network of educators collaborates in many ways to meet the challenges of our changing world.

In 2012-2013, OCENET and the OCDSB welcomed 685 international students. International students attended 22 of our high schools and 21 elementary schools. Some international students stay for one semester or a year, while many graduate from OCDSB schools and continue their post-secondary education in Canada. 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.

OCENET staff and educators have established a language school and provided training to more than 600 teachers from a number of countries, including Costa Rica, China, South Korea, Sweden and Spain. 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.

International Certificate Program

The new OCDSB International Certificate Program was piloted in six local high schools in the 2012-2013 school year. The purpose of this certificate is to recognize students who have demonstrated a commitment to being motivated, engaged and active global citizens. Students must have obtained at least one high school credit in an international language other than English or French, completed at least four designated courses that have a specific international or cultural focus, and participated in an international experience and engagement opportunity through a student exchange or study tour. The last requirement involves students preparing a comprehensive portfolio which requires students to address the topic of why it is important to be a globally informed citizen in today's world.

Each pilot school has a teacher volunteer who serves as the International Certificate Advisor to assist students in achieving the certificate and in tracking student progress. Many students and parents have requested that this program be extended to other schools.

Close to 100 students have enrolled in the program and a group of 23 exceptional graduating Grade 12 students received their certificates at a special award ceremony at the Korean Embassy on June 17, 2013.

OCDSB International Certificate pilot schools, 2012-13: AY Jackson SS, Bell HS, Gloucester HS, Hillcrest HS, Lisgar CI, Ridgemont HS.

OCENET Goals:

- ♦ Create a global network of educators and students who can share their knowledge and expertise
- ♦ Enhance the scope of Ottawa-Carleton District School Board educational programs
- ♦ Offer financial support to facilitate the Ottawa-Carleton District School Board's goals
- ♦ Create a local network of teachers and schools in the Ottawa region to share knowledge and experience
- ♦ Create a forum for Ottawa students and teachers to meet and learn from international students and teachers





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.

2012-2013 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.



Tom Benke
Vice-Principal
Richard Pfaff S.A.P.



Kerry Green
Teacher
Greely E.S.



Jeannie Hunter
Teacher
Hillcrest H.S.



Rachel Inch
Teacher
Broadview Avenue P.S.



Kathryn Langevin
Social Worker
L.S.S.



Allison McCann
Teacher
Sir Robert Borden H.S.



Robert Melesky
Facilities Planning
Planning Department



Denise Norris
Principal
Fallingbrook
Community E.S.



Janet Publow
Office Administrator
Berrigan E.S.



Ellen Rosenbloom
Teacher
Mary Honeywell E.S.



Carol Rosenthal
Teacher
Glebe C.I.



Celina Smith-Vadneau
Office Assistant
Glebe C.I.



Willi Tice
Guidance Lead
Elizabeth Wyn Wood A.P.



Michèle White
Teacher
Churchill Alt.

The 2012-2013 Innovation Award

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.



Steve Carr
Printing Services



Frank Cloutier
Printing Services



Gilles Martin
Printing Services



Jeff McLaurin
Printing Services



Paul Krunberg
Lisgar C.I.

2012-2013 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.



Kevin Terrade
Goulbourn M.S.



Stephanie King
Glebe C.I.

2012-2013 Ronald K. Lynch Memorial Award

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.



Pam Hawley

2012-2013 Community Award

Each spring the Community Award is granted in recognition of outstanding efforts of a member of the Ottawa-Carleton District School Board community in developing an initiative that directly supports the well-being of our students. Nominations are received from the Ottawa Carleton Assembly of School Councils (OCASC) and school councils.



Beth Doubt

2012-2013 Volunteer of the Year Award

The Volunteer of the Year 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. Nominations are made by Trustees; winners are selected by the Community Member Recognition Awards Selection Committee.



Paul Churchill

2012-2013 Chair's Award

The Chair's Award is presented annually for the substantial contribution of an Ottawa-Carleton District School Board staff member and/or a community member to the achievement of the aims and objectives of the Board over an extended period of years. Nominations are made by the Board of Trustees and the award is presented in spring.



Jacqueline McKenzie

2012-2013 Distinguished School Council Service Award

The Distinguished School Council Service Award is granted in recognition of the outstanding efforts of a school council or school council member for making a significant contribution to enhancing the learning experience of students at a school and/or system level. Nominations are made by the Ottawa Carleton Assembly of School Councils (OCASC), School Councils, the Parent Involvement Committee, Principals and OCDSB Staff. Selected by the Community Member Recognition Awards Selection Committee.



Tosha Urach

A.Lorne Cassidy E.S.

2012-2013 Mentoring Award

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.



Roy Murrant, Harm Rombeek, Doug Miess, Greg Reynolds, Brian Voss, Terry Thomas, Doug Commons.

2012-2013 Community Partnership Award

Granted in recognition of 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. Nominated by Trustees, School Councils, the Parent Involvement Committee and OCDSB staff - recipients are selected by the Community Member Recognition Awards Selection Committee.

2012-2013 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.



Alanna Campbell



Andrew Petryshyn



Anita Mahava



Bradley Larabie



Christine Riddell



Christopher Fliesser



Connor O'Neill-Dee



Darcie McNab



Dylan Miller



Efreem Berhe



Emily Beaudoin



Emma Maclean



Erin Strawbridge



Evan Friessen



Faduma Mahmoud



Haddon Rabb



2012-2013 Student Recognition Awards (Continued)



Hannah Brunsdon



Jason Brown



Jennifer Crankshaw



Josh Sarazin



Kaitlyn McLaren



Kennedy Ayoo



Leyla Sutherland



Lili Johanis



**Malachi Bender-
Bennett**



**Merissa Taylor-
Meissner**



Noura Jadayel



Rebecca Choi



**Sarah Murphy-
Burke**



Tahmida Rahman



Taylor Bond



Tracey Valladares

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Abdulagir Ahmed
Student Trustee
613-596-8255



Stephen Xu
Student Trustee
613-596-8255

Director's Executive Council 2013–2014



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



Jill Bennett
Superintendent of Learning Support Services
613-596-8211, ext. 8254



Pino Buffone
Superintendent of Curriculum Services
613-596-8211, ext. 8573



Mike Carson
Chief Financial Officer
613-596-8211, ext. 8881



Michael Clarke
Superintendent of Facilities
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Superintendent of Instruction
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Janice McCoy
Superintendent of Human Resources
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Susan MacDonald
Superintendent of Instruction
613-596-8287



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Neil Yorke-Slader
Superintendent of Instruction
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DISTRICT SCHOOL BOARD

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