



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

# 2018-2019 DIRECTOR'S ANNUAL REPORT TO THE COMMUNITY





# ABOUT US

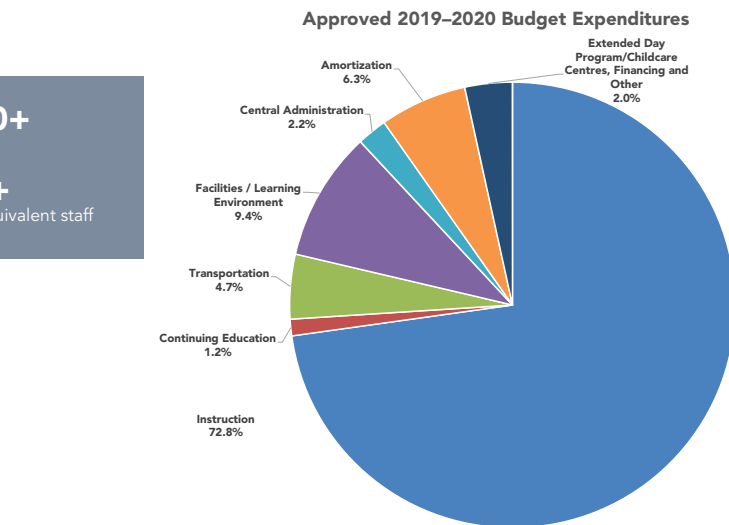
Serving students across the City of Ottawa, the Ottawa-Carleton District School Board is the largest school district in eastern Ontario. We are committed to ensuring our schools are welcoming places for all. Our focus is to support student learning and well-being so that students can develop the characteristics and skills they need to find success in the world.

## At a Glance

<b>143</b> Schools	<b>113</b> Elementary	<b>74,000+</b> Students
	<b>25</b> Secondary	<b>7,600+</b> Full-time equivalent staff
	<b>5</b> Alternate Programs	

## 2018–2019 Highlights:

- 4909 secondary Summer School students enrolled
- 2238 OCDSB students took at least one online credit in eLearning programs
- 836 students participated in Night School
- 463 students participated in Adult Secondary Credit Program
- 3577 students participated in Literacy and Numeracy Program
- 6800+ students registered in International and Indigenous Languages Program
- 778 students participated in the Specialist High Skills Major (SHSM) Program
- 3500 adult learners provided language training through the Second Language Training (ESL) and Language Instruction for Newcomers to Canada (LINC)
- 270 adult learners enrolled in Literacy and Basic Skills (LBS) Program
- 23,521 students participated in outdoor programs at the OCDSB's Outdoor Education Centres



- 1.2 million hours were logged by students in workplaces through work experience and Co-op/OYAP programs
- Nearly 5700 individual students (7-12) took part in OYAP sponsored experiential learning related to the skilled trades
- 1000+ students completed Co-op placements in skilled trades through OYAP
- 300+ students were enrolled in College courses delivered at their home schools (Team Taught and Off-Campus Dual Credit)
- Nearly 200 students attended college course on campus with a success rate well over 90%



Days before the start of school, a JK student eagerly awaits playing on new playstructure at Bayview Public School.

# WHAT WE OFFER:

## Elementary:

50/50 English/French bilingual kindergarten, English with Core French, Early French Immersion, Middle French Immersion or Alternative English Program School

## Support for families:

- EarlyON Child and Family Centres
- More than 5000 children (JK-Grade 6) enrolled in Extended Day Programs

## Secondary:

Students earn credits in a variety of subjects, including English, French Immersion, Math and Science

## Specialized Programs:

- International Baccalaureate
- High Performance Athletic Program
- Specialized High Skills Major Programs
- Secondary Alternate Programs
- Adult High School
- A secondary school dedicated to Arts education

## OCDSB Pathways:

The OCDSB offers secondary students with the Pathways Program. It is designed to reflect a student's goals, motivate to complete their education and help work towards a particular career destination. Pathways help students to also be successful in their transition to the workplace, apprenticeship, college, or university.

Students course calendars are designed according to areas of interest: arts and recreation; business, sales and service; industry and tech; applied science and health care; and social services, education and government.

## Continuing Education:

Programs including Adult Cooperative Education, International Languages, English as a Second Language/Language Instruction for Newcomers to Canada, Night and Summer School





## MESSAGE FROM THE DIRECTOR OF EDUCATION

Camille Williams-Taylor

This past year has been a wonderful year of growth and discovery. Since joining the school district in January 2019, I have

discovered a vibrant and engaging community and have so appreciated the warm welcome I have received from educators, students, parents, colleagues and citizens.

For the Ottawa-Carleton District School Board, it was an important year of transition as we expressed our appreciation to outgoing Director of Education Jennifer Adams, and to the 2014–2018 Board of Trustees. With a newly-elected Board and the thoughtful input of our community, we put ourselves to work on the development of our new strategic plan. Your ideas informed our thinking as we put together a plan to build a culture of change. Our new plan is built around three culture statements — a culture of innovation, of caring and of social responsibility.

What is so important about this plan is that it carries forward those things we valued most from our past strategic plans, including our commitment to equity, to character development and to building characteristics and skills in our students to help to find their personal success in the world. At the same time, our plan recognizes that our world is changing at an incredible rate — we need to promote and encourage innovative thinking and practices for learning and for our work. More importantly, we need to do that in a way that respects, protects and promotes dignity and human rights locally and globally. Our priority as an education system is ensuring that our students are equipped to take their place in society as environmentally responsible, and members of society who pursue justice for everyone.

**G.K. Chesterton**  
Writer

*Education is simply the soul of a society as it passes from one generation to another.*

**Marian Wright Edelman**  
Founder and president of  
The Children's Defense Fund

*Education is for improving the lives of others and for leaving your community and world better than you found it.*

In our schools, classrooms, offices and communities, we continue to learn from and work with the Indigenous communities who have been and continue to be stewards of this land. From the wisdom and guidance of the Elders, Knowledge Keepers, community partners, students and families, we learn about the importance of valuing multiple ways of knowing, respectful and dignified collaboration, and significantly, the essence of respecting, protecting and nurturing the land, air and waters that make up our environment.

As we look forward, we know that there is much work ahead. We have gaps in our student achievement data, there is economic disparity in our community, there are issues of racism and bias to overcome and the impact of climate change is becoming more and more evident. The good news is that the OCDSB is up for the challenge! I have been so impressed with our students — their voices are resonant and their ideas are inspiring.

Throughout these pages, you will have an opportunity to discover the rich learning that is happening in our classrooms, the strong sense of community in our schools, and the hard work of our school teams and system departments to ensure that we continue to build on our success. I am confident that this reflection on our past work will signal the potential for continued progress as we work together on realizing our new strategic plans.

**Camille Williams-Taylor**  
Director of Education/Secretary of the Board



## MESSAGE FROM THE CHAIR

Lynn Scott

For school boards as for our students and staff, the process of growth and development and adaptation to change is one that never ends. We cannot simply talk about lifelong learning — we live it every day.

The 2018–2019 school year has been a period of significant change for the Board, with four new board members taking office in December 2018 and a new Director of Education entering the role in January 2019. Fresh from engaging with their communities during the municipal election, trustees participated in orientation sessions designed to build a strong and well-informed team in which each member's unique perspective could be fully brought to bear on the Board's work going forward.

A series of summary reports on the 2015–2019 Strategic Plan illustrated progress made under the five focus areas of Learning, Equity, Well-Being, Engagement and Stewardship. Together with broad input from the whole OCDSB community and an updated Environmental Scan, these reports provided valuable information to inform the development of a new 2019–2023 Strategic Plan that is now in its first year of implementation.

The Board's 2019–2023 strategic plan recognizes that just taking some actions will not be enough to achieve the improvements in our programs and practices that we want to see. We need to change the very way we think about our students and our schools, and that means changing our culture. By thinking about teaching and learning

in terms of innovation of practice, by thinking about improving well-being in terms of caring about individual students, by thinking about our work as a board in terms of shared social responsibility, we can reshape what we do and how we do it at its very foundation.

Each of our three main objectives — a culture of innovation, a culture of caring, and a culture of social responsibility — includes goals for students, staff and the district. Our new strategic plan is inclusive, in that every member of the OCDSB community can play a role, can purposefully apply evidence-based practices even on the smallest scale to make a difference for our students. Small-scale actions can nest within mid-scale actions which, in turn, nest within district-scale actions.

The groundwork has been laid, and the work is proceeding to engage all of our stakeholders and all of our communities in improving student achievement, ensuring that we pay attention to all voices, sharing in developing solutions to our problems and challenges, and celebrating our successes together.

**Lynn Scott**  
Chair of the Board

**Neil deGrasse Tyson**  
Astrophysicist, cosmologist,  
author, and science  
communicator

*Once you have an innovation culture, even those who are not scientists or engineers — poets, actors, journalists — they, as communities, embrace the meaning of what it is to be scientifically literate. They embrace the concept of an innovation culture. They vote in ways that promote it. They don't fight science and they don't fight technology.*



# BUILDING BRIGHTER FUTURES TOGETHER 2019–2023 STRATEGIC PLAN

## Building a Plan Based on Community Input

Throughout 2018–2019, the OCDSB engaged in comprehensive community consultation, focus group meetings, and research to inform the development of the 2019–2023 strategic plan.

Through consultation, we heard that community members appreciate the OCDSB's:

- Learning Environment;
- Culture;
- Equity and Diversity;
- Wellness Strategies; and
- Technology.

We also heard that the community feels there is room for improvement in:

- Class Size;
- Aggressive Behaviour;
- Technology;
- Classroom Supports; and
- Education Assistants and Support Staff.

Priorities identified by the community through this consultation included:

- Aggressive Behaviour;
- Class Size;
- Technology;
- Mental Health; and
- Facilities.

Based on this input, we were able to develop a plan that emphasizes the values of our students, parents, staff and community, and that embraces opportunities for growth. This is reflected in the 2019–2023 strategic plan.

## Culture as a Driver of Change

After careful consideration of the community input and research data, the Board of Trustees and Director's Executive Council engaged in fulsome discussion about culture as the driver of change. From this the following three key objectives were identified as the means to realizing transformational change in the OCDSB:



### Culture of Innovation

*We will build a learning community where innovation and inquiry drive learning.*



### Culture of Caring

*We will advance equity and a sense of belonging to promote a safe and caring community.*



### Culture of Social Responsibility

*We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.*

- **Putting Student Achievement, Well-Being and Equity at the Centre of our Work**  
Many previous strategic plans included student achievement and well-being as objectives in the plan. In the development of this plan, it was largely recognized that these are the core of our work. We set priorities to improve student achievement and well-being. With this as our understanding, we set our focus on creating a culture in which students and staff can thrive.
- **Goals, Strategies, Outcomes and Key Performance Indicators**  
The Strategic Plan sets a course for the next four years. Within the plan, there are identified goals, strategies, outcomes, and key performance indicators (KPIs). This structure was chosen to build a strong accountability framework for guiding the work for the duration of the plan. The KPIs were constructed in advance to objectively measure our progress. They include current data sources, such as achievement and school climate data, staff and student absenteeism, suspensions, etc. The KPIs also identify new data, which will need to be collected throughout the course of the plan, including perceptual data on the staff, student, and parent experience.
- **Guiding our Work**  
The development of a new strategic plan is a major responsibility of the Board. The established plan reflects the views of the community and the District's commitment to enhancing engagement and demonstrating accountability through stewardship of resources. The articulated intention to build a Culture of Innovation, a Culture of Caring, and a Culture of Social Responsibility will guide our work for 2019–2023.



# LEARNING

**By 2019, the District will improve the achievement of students in all educational pathways.**

**Our Progress** | The OCDSB provides personalized learning opportunities for students to support their success. Areas of need continue to be mathematics and supports for identified groups of students.

2018 → 2019

- The Education Equality and Accountability Office (EQAO) develops and oversees reading, writing and mathematics tests for students Grades 3, 6, 9, and 10. The tests tell us how well students have learned what the province expects of them and allow us to respond accordingly as a District.
- Based on EQAO results, OCDSB students outperformed their peers at the province level in elementary reading. They were the same or within 1% of their peers in elementary writing, and above their peers in Grade 10 literacy.
- OCDSB students also outperformed the province in elementary math and Grade 9 academic math, and were within 1% of the province for Grade 9 applied math. However, math remains to be an area of need for both the District and the province.
- 88% of OCDSB students graduated, earning an Ontario Secondary School Diploma, within 5 years of starting Grade 9 (compared to the provincial grad rate of 87%); 84% graduated within 4 years, compared to the provincial rate of 81%.
- The International Certificate Program gives high school students the opportunity to become informed, engaged, and active global citizens who learn about themselves by learning about the world; 87 students graduated from the program last year.
- The Diplôme d'études en langue française (DELFP) is an internationally-recognized test of French proficiency for persons whose first language is not French. In 2018–2019, 85% of students who were enrolled in a grade 12 French language course completed the DELFP, with 96% being successful.

**Initiatives to Celebrate** | Student learning has evolved over the years. We have moved away from a focus on traditional academics to also consider the skills and characteristics we want for our graduates. A few initiatives that highlight this innovative approach to student learning are noted below.

- Specialist High Skills Major (SHSM) supports student learning and development of skills, interests, and talents that align with a desired career path.
- Work experiences, job shadowing, and reach ahead opportunities.
- In 2018–2019: 42 SHSM programs offered, with 778 students enrolled.
- New Pedagogies for Deep Learning (NPDL) focuses on: Pedagogical Practices, Learning Partnerships, Learning Environments, and Leveraging Digital.
- Builds on learner strengths and needs, creating new knowledge using real-life problem solving.
- 12 participating schools in 2018–2019.
- #OCDSBXL is the new home of Experiential Learning and of the Innovation and Adolescent Learning Department.
- Committed to sharing innovation, facilitating the creation of networks, helping teachers and students to create more experiential learning, and developing community partnerships to enhance learning.

# EQUITY

**By 2019, the District will reduce barriers to learning to improve equity of access and opportunity for all students.**

**Our Progress** | While there is much work to be done, the OCDSB made significant gains in the area of equity in the last year of the strategic plan. Highlights of our progress are detailed below.

2018 → 2019

- Based on a number of factors, the OCDSB creates an index to identify priority schools. Using this index, nearly \$360,000 was allocated in 2018–2019. This means many students were able to participate in opportunities that would not have otherwise been available to them.
- Central funding was provided in the 2018–2019 budget to offset the costs of elementary school athletics. Because this funding was provided, families were not required to pay the fees associated with elementary athletics participation.
- Members of the senior team and other central managers participated in anti-racism and anti-oppression training with external facilitators.
- The OCDSB has initiated the collection of identity-based data to improve equity for all students. The data will provide information about students' race, gender identity, ethnicity, language, and sexual orientation. It will help us better understand issues related to student sense of safety, belonging, engagement, and well-being. Taken together, this information will serve as a means to better understand and eliminate systemic barriers to learning.
- To support the collection of identity-based data, we met with community partners, staff and students to get a better understanding of their opinions and experiences. In June 2019, feedback was collected from 44 community partners (2 meetings), 147 parents (3 meetings), and 60 students (2 meetings).

**Identified Groups** | To support learning and well-being for all, targeted supports are provided to identified groups. The District recognizes the need to better understand the barriers experienced by some groups, and is working to address this through the data collection mentioned above.

- Continued expansion of the Indigenous Education team.
- 1400 students enrolled in Grade 11 Indigenous Voices English course.
- Indigenous Youth Symposium attracted 150 students, 35 educators and 20 community partners.
- 500 students, staff, and community members learned about equity and diversity issues at the Rainbow Youth Forum.
- 186 students and about 40 staff celebrated diversity at the Rainbow Spring Fling.
- 85% of OCDSB sites have inclusive washrooms.
- Nearly 250 African, Caribbean and Black students and allies shared aspects of their lived experience at the Black Student Forum.
- About 170 students, staff, and community members shared and learned about equity, diversity, and inclusion at Date With Diversity 2019.



# WELL-BEING

By 2019, the District will enhance the use of resources and supports to improve the well-being of all learners and staff.



## Our Progress

The OCDSB has made progress enhancing the resources and supports for our learners and staff. Next steps will involve data collection and monitoring the impact of our work.

2018 → 2019

- Substantial work last year went into the development of a new mental health strategy, through consultation with students, staff, parents, and community partners and by carefully reviewing local and provincial data. Building on the previous strategy, the Mental Health Strategy (2019–2022) continues to focus on building and sustaining mentally healthy schools through capacity building for staff, meaningful youth and parent engagement, and collaboration with community partners.
- All School Learning Plans included a well-being goal, focused on socio-emotional skills in early years: attachment, self-regulation, resilience, sense of belonging, and reduction in bullying.
- The OCDSB Healthy and Engaging Workplace Committee met regularly over the year to support the District's employee well-being and engagement initiatives.
- The OCDSB invested in training for staff to better support student and staff well-being. The training covered topics such as:
  - self-regulation;
  - collaborative problem solving;
  - compassion fatigue;
  - resilience; and
  - suicide awareness, among others.
- Student well-being is supported through physical activity. Students in Grades 4–6 report 2.5 hours per day of moderate to intense physical activity; students in Grades 7–12 report 1.5 hours per day.
- Well-being is also supported through workshops focused on the arts: creative journaling, music, dance, drama, and visual arts; with ongoing support provided to all students in small groups, classrooms, and schools, through collaboration and community partnerships.

## Student Mental Health Programs

The OCDSB enhanced supports to improve the well-being of students through the provision of various mental health programs. These programs support building mental health capacity in elementary and secondary students. Examples of such programs are described below.

### Kids Have Stress Too!

- Helps parents, caregivers, and educators understand childhood stress and how to support children in dealing with stress effectively.
- Improves knowledge, awareness and skills to help young people become healthier and more resilient by learning to manage their stress.

### MindMasters2

- A bilingual, evidence-informed mental health promotion resource designed for children ages 4 to 12 years.
- Uses fun activities to teach positive living skills, including relaxation and stress control, positive thinking and imagery, and mindfulness.

### Youth Connections Ottawa

- A locally developed program for youth engagement and a youth peer-to-peer approach.
- Aims to meaningfully engage and empower youth to enhance their knowledge of mental health and increase positive behaviours and strategies for wellness.

# ENGAGEMENT

By 2019, the District will increase opportunities for engagement with and among our students, staff, families and broader community.



## Our Progress

With large consultations and digital transformation, the last year of the strategic plan was a year of meaningful engagement with students, staff, families, and the community.

2018 → 2019

- The District invested heavily in a communications infrastructure to support engagement. This included the redesign of the District and school websites, and the development of a staff, student and parent portal.
- The OCDSB engages with the community through Twitter (23.4K followers of the District account), Facebook (9.6K), LinkedIn (8.2K) and YouTube (469 subscribers), with high traffic on the District website (over 5 million page views).
- The OCDSB's annual Parent Conference is an opportunity for parents and educators to learn together, with free registration, child care, parking, and refreshments. The 2018–2019 conference was a success, attracting over 200 parents (a 33% increase from the previous year).
- Each year, students in Grades 3 and 6 respond to questions about ways their parents engage with them at home. Survey results from 2018–19 show an increase in the numbers of students who report:
  - talking to their parents about activities they do in school;
  - talking about the reading and writing work they do in school;
  - talking about the math work they do in school; and
  - using a computer together.
- The OCDSB Indigenous Student Success and Re-Engagement Coordinator worked in 30 schools and worked with/supported over 350 students. An additional coordinator has been added to the team for this year in order to continue to expand these supports.

## District-wide Consultation

To create a culture that actively encourages involvement in public education, the OCDSB engaged in a large-scale consultation to develop our 2019-2023 strategic plan. The new plan, which captures the voices of students, parents, staff, and community members, is designed to support positive outcomes for all students.

- We engaged in an online idea exchange to learn about what is important to our students, staff, and community.
- 6,441 people participated.
- 10,296 thoughts were shared.
- 178,131 stars were assigned to help prioritize ideas.
- Forums were held to build strategies for implementing key themes that emerged during the idea exchange.
- Some of the participating groups included: Parent Involvement Committee, Advisory Committees, Student Senate, members of various community organizations, and parents.
- Feedback on the draft Strategic Plan was collected in May 2019.
- Over 200 staff, students, and parents provided feedback on the direction of the new plan.
- Of those who gave feedback, 78% thought that the plan at least somewhat points the District in the right direction.



# STEWARDSHIP

By 2019, the District will optimize learning conditions for all students through the responsible and sustainable management of resources.

## Our Progress

The OCDSB has been a leader in environmental stewardship through our own ecofriendly practices and by instilling values of sustainability in our students.

2018 → 2019

- The Ontario EcoSchools Program aims to nurture environmental leaders, reduce the ecological impact of schools, and build sustainable school communities.
  - Many OCDSB schools actively participated in 2018–2019.
  - 39 sites achieved certification:
    - » 2 Platinum
    - » 16 Gold
    - » 16 Silver
    - » 4 Bronze
    - » 1 Outdoor Environmental Education Centre.
- The OCDSB is a leader in solar power generation with green energy installations at 50 schools.
- Water bottle filling stations were installed throughout the District in 2011. An equivalent of over 5.9 million water bottles have been filled using the water bottle filling stations.
- Since 2009, our energy-reducing initiatives have saved an estimated \$8.7 million in utilities costs.
- Greenhouse gas emissions were reduced by 19% in 2018. We have already exceeded the 10-year goal we set for 2023, but will continue to set ambitious targets in this area.
- 84 schools participated in the Green Bins in Schools program by collecting organic, compost materials.
- The budget for waste managed has decreased by 38%. This has been achieved through recycling and composting programs and diligent tracking and scheduling of pick-ups.

## Economic and Social Stewardship

In addition to environmental stewardship, the OCDSB has improved the way we manage financial and human resources. This has included reviews of programs and schools to optimize learning environments. A few highlights of this work are mentioned below.

- The 2018–2019 Budget supported student learning and well-being, and made meaningful investments to support the strategic plan.
- Investments demonstrated prudent and sustainable management of finances, balancing revenues and expenditures with a surplus of \$7.8 million.
- One of our valuable resources is our school space, which is used to support community program delivery to those in need.
- Over 250,000 community-use hours last year.
- Frequent uses are: sports and recreation; educational; and supports for low-income communities.
- Established a second site for the International Baccalaureate (IB) Program to address the issue of demand versus capacity.
- Program accreditation was received in the spring 2019 with space for 140 students.
- Grade 9 students were welcomed to the school in September 2019.

# A YEAR IN REVIEW

## Students and Staff Come Together after September 2018 Tornadoes

On September 21<sup>st</sup>, 2018, residents of Ottawa and Gatineau were devastated when a series of tornadoes made landfall across the region. Extreme winds toppled trees and destroyed homes, buildings and key power infrastructure. OCDSB custodial staff were instrumental in ensuring students were able to safely and quickly return to school.

West Carleton Secondary School also served as a hub for relief efforts to assist residents of the hard-hit Dunrobin area. A month later, the school opened its doors to hold a special Halloween trick-or-treat event for families who were still recovering from the tornado.

In the spring of 2019, when floodwaters threatened homes along the Ottawa River, the City of Ottawa brought sand to WCSS and students packed 11,000 sandbags to help those affected by flooding. (Zone 1)



## Manordale Public School Goes Green

Givalry, a sustainable school fundraising initiative, in partnership with Ontario EcoSchools, an environmental certification program for schools from K–12, awarded \$10,000 to Manordale Public School as a part of a School Greening Giveaway prize draw. Manordale staff and students have talked about planting trees on school grounds and building an outdoor classroom for years. This generous donation from Givalry allowed them to achieve their dreams. (Zone 3)



### Supporting Students and Parents — 2018–2019 Speaker Series

The OCDSB Speaker Series offers free information sessions to the parent community and seeks to provide parents and educators with access to leading ideas in education that will allow us to work collaboratively to better support student learning and well-being. Our 2018–2019 speaker series evenings included a session on Technology Addiction with Rideauwood Addictions and Family Services, Cannabis Information Nights with Ottawa Public Health and Ottawa Police Services, a motivational talk with Unstoppable Tracy Schmitt, and a session on Concussion Management with Gordon & Kathleen Stringer and Dr. Vassilyadi from CHEO.

### Viscount Alexander Unveils New Kindergarten Play Structure

Viscount Alexander unveiled their new kindergarten play structure on October 18<sup>th</sup>, 2018. The new kindergarten play structure took two and a half years to build, close to \$88,000, municipal and charitable contributions, OCDSB staff time, and the commitment of a small but determined School Council to ensure the 185 Viscount Alexander Public School students have a place to play.

Parents and staff were very thankful for the generous support that made it all possible. The play structure is available to neighbourhood children and their families after school hours and accessible by the city footpath. (Zone 9)



### Orleans Wood Elementary School Wins Makerspace Classroom

On October 16<sup>th</sup>, 2018, the 210 students of Orleans Wood Elementary School were in for a surprise when Staples Business Advantage gave the school a Makerspace classroom valued at \$20,000. Orleans Wood Elementary School is only the second school in the province to win a makeover from Staples Business Advantage. The classroom is equipped with the latest products and technology which will enhance learning opportunities in STEM courses which include Science, Technology, Engineering and Math. (Zone 8)



### 2018 Art on Sneakers Tournament Leading to MARTK'D National Champion

The OCDSB in collaboration with the MARTK'D Team showcased some of Canada's top high school artists designing sneaker art in real time. MARTK'D launched its third annual, multi city, Art on Sneakers Tournament on October 18<sup>th</sup>, 2018 at Algonquin College. Together, MARTK'D and the OCDSB's Arts & Culture, Specialist High Skills Major (SHSM) program have created a platform to use sneakers as a youth engagement tool. The goal is to catch the attention of students with artistic talents while showcasing their abilities on a sneaker versus a canvas.



### Castor Valley Students Explore the Arts with Listen Up!

A community-based arts creation project anchored in local schools, Listen Up! hands students the reins in the creative process. For Listen Up!, the project partnered with Castor Valley Elementary School.

In the Fall of 2018, Castor Valley students from grade 4, 5, and 6 classes created poetry on the subject of change with Jamaal "JustJamaal" Jackson Rogers. Throughout the year, classes learned about the basics of music composition from composer Kelly-Marie Murphy. Through the winter and spring, students worked with their teachers and artist "CJ Fleury" on visual art following the theme of change. In the spring, select students worked with music teacher Kristeen Kemp and Kelly-Marie Murphy in preparation for their final workshop and performance with the Gryphon Trio and conductor Rob Kapilow. Listen Up!'s 2018–2019 Grand Finale took place during Education Week. (Zone 7)





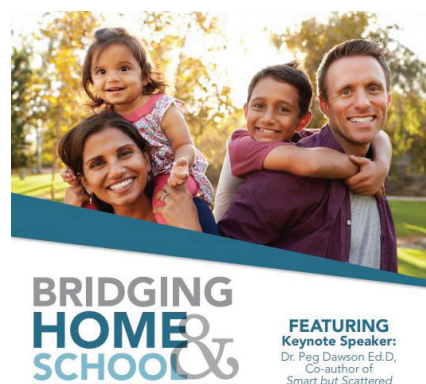
### Glashan Public School Principal Jim Tayler Recognized by Canada's Outstanding Principals 2019

Glashan Public School Principal Jim Tayler is one of just 30 individuals from across Canada to earn the *Learning Partnership — Canada's Outstanding Principals 2019* award. This prestigious honour is bestowed upon principals who demonstrate innovation, leadership and creativity.

Principal Tayler has worked with staff to strengthen Glashan Public School's reputation as an innovative school steeped in 21<sup>st</sup> century learning and contemporary educational methods. For the past four years, Mr. Tayler has been a leader in New Pedagogies for Deep Learning, an international educational initiative that is transforming teaching and learning around the world. (Zone 10)

### Bridging Home and School — OCDSB Parent Conference and School Council Training Day 2018

Keynote speaker Dr. Peg Dawson welcomed over 200 parents and community members to the 2018 OCDSB Parent Conference and School Council Training Day. Dr. Dawson spoke on the topic of the OCDSB Exit Outcomes and how they could be combined with her "Executive Skills" for parents. She presented tips and strategies that parents could use to help their children grow the executive skills they need not only to navigate their educational path successfully, but also to be prepared for life after their schooling ends. Workshop topics included: Pathways to French, Growth Mindset, Digital Technology, The Parent-Child Connection, Self-Regulation, Vaping, Gaming and Addiction, and Math.



### Rainbow Youth Forum Celebrates Diversity

All OCDSB secondary school students were invited to attend the 14<sup>th</sup> Annual Rainbow Youth Forum on Thursday, November 15<sup>th</sup>, put on in collaboration with the Rainbow Youth Service Providers Network. The RYF encourages safe and inclusive school environments by providing an opportunity to enhance knowledge and awareness about equity and diversity issues. Workshops and presentations build knowledge and understanding of sexual orientation, gender identity, and gender expression, as well as homophobia, biphobia, and transphobia. The forum is a celebration of diversity and a day to learn together.



### Glen Cairn Public School's Student Council Makes a Difference

In November of 2018, Student Council Members at Glen Cairn Public School were thrilled to donate \$300 to CHEO on behalf of all students. The money was raised from the school's Halloween Dance, which the student council organized from start to finish. The event featured a Games Room, Fear Factory, Photobooth and Canteen. All of the proceeds from the dance were donated to CHEO. (Zone 2)

### Roberta Bondar Student Wins Remembrance Day Contest

Every year the Royal Canadian Legion holds annual poster and literary contests for Canadian students who honour Canada's veterans through creative art and writing, and help perpetuate Remembrance. Roberta Bondar Public School student Bashir Shamea-Al-Deen won Second Place (Primary) in the Poster, Black and White, category. For the poster contest, the second and third place winning entries were displayed in the foyer of the House of Commons during the Remembrance period in November. (Zone 11)



### Woodroffe Whales Win Finals

On December 18<sup>th</sup>, 2018, Woodroffe Avenue Public School's Girls Volleyball team won the Consolation Finals at the Tier 2 Girls Volleyball Tournament, hosted by Longfields-Davidson Heights.

The girls left the tournament with high spirits after a great display of teamwork, and in hopes of being a Competitive tier 1 group for the 2019 season. (Zone 4)





### Warming Hearts with Richard Pfaff Students

The Heart Warming Project at Richard Pfaff (Alternate) School sought to warm hearts and hands in December of 2018 by gathering winter essentials for those less fortunate. The students collected coats, gloves, hats, boots and socks, and organized them into donation bags. The items were then sent to the Youth Services Bureau, the largest and most comprehensive non-profit agency serving youth in the Ottawa community. (Zone 10)

### National Arts Centre Orchestra Annual Community Week Hallmark Outreach Program hosted at Hillcrest High School

A three-year partnership with Hillcrest High School's music program Ensemble/Together marked the opening of annual NAC Orchestra Community Week on January 21<sup>st</sup>, 2019. Hillcrest hosted the first event - a matinée concert for hundreds of elementary students featuring a performance of Peter and the Wolf by the NAC Orchestra.

Quebec conductor Nicolas Ellis led the Rusty Orchestra side-by-side workshop. The NAC Orchestra, Parkdale Orchestra, music teachers from across the city and Hillcrest High School students then read Sibelius's Finlandia. The evening also marked the exciting launch of the Mozart Remix contest. (Zone 6)



### Indigenous Youth Symposium

The OCDSB hosted its third annual Indigenous Youth Symposium for high school students in January of 2019. The theme was "Pride in Indigenous Identity & Collect Student Voice". This one-day event included interactive workshops and breakout sessions facilitated by various Indigenous community partners including: Rhonda Doxtator, Jaime Morse, Bill Montgomery, Kirk Brant, and OCDSB students. In addition, kiosks were set up featuring various community agencies that support students and families. Some of these agencies included: Métis Nation of Ontario, Odawa Friendship Centre, Kagita Mikam, Minwaashin Lodge, and Tungasuvvingat Inuit.



### Cedarview Middle School takes part in JA Ottawa's Economics for Success Workshop

Every year, the Ottawa Network For Education's JA Ottawa program reaches thousands of youth through hands-on activities and workshops that aim to introduce students to financial literacy, entrepreneurship and work readiness skills.

Cedarview Middle School welcomed two volunteers, Harry and Ty, to their classrooms in January, where they participated in their Economics for Success Workshop. This one-day program introduces youth to the concepts of financial literacy through hands-on tasks, such as preparing a personal budget. Students were thankful for the opportunity to learn crucial financial skills and prepare for the realities and challenges of post-secondary education. (Zone 3)

### Bell High School Triple Winner at MusicFest

Bell Music Department came home a triple winner at the Capital Region division of MusicFest Canada on February 20<sup>th</sup>. The Intermediate (7/8) Concert Band, under the direction of Ms. Mélanie Hartshorn, earned a Silver standing in the morning for their performance. The Junior Concert Band, under the direction of Mr. Brad Campbell, also earned a Silver standing for their efforts at Noon. The Senior Concert Band, also under Mr. Campbell's baton, finished out the day with a Golden Performance and were extended an invitation to MusicFest Canada's "Nationals" which were held in Ottawa from May 13<sup>th</sup> to 18<sup>th</sup>, 2019, at the National Arts Centre. (Zone 5)



### Three OCDSB Students Receive 2019 Global Community Alliance Youth Achievement Award

Three OCDSB students, Uyanga Darkhanbaatar, Ronika Dhillon and Samantha Lin, were honoured with the Youth Achievement Award presented by the Global Community Alliance on February 23<sup>rd</sup>, 2019.



Uyanga Darkhanbaatar is an accomplished Gloucester High School student. She is the President of the Interac Rotary Club, a member of the International Certificate Program, and has done volunteer work in both Canada and Mongolia. Uyanga is also a talented artist who participated in the Arts SHSM.



Ronika Dhillon is a Grade 12 student at Sir Wilfrid Laurier Secondary School. Ronika is the lead executive member of the school's Diversity and Equity Club known as E.S.N.C.E (Evolving Spirits & Nurturing Cultural Equality). Ronika was an organizing member of the district-wide, first ever, Black Youth Conference in May of 2018.



Samantha Lin is a Colonel By Secondary School student enrolled in the district's IB Program. Her work on Student Senate and as a Student Trustee has encouraged others to get involved and make a difference. Samantha volunteers with the Gloucester Association for Children with Special Needs and is a key organizer in the Colonel By's Relay for Life in support of the Canadian Cancer Society. (Zones 12 & 8)

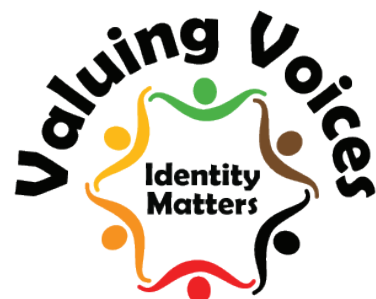


### 2019 Black Student Forum — A Seat at Our Table

In March of 2019, African, Caribbean and Black (ACB) students and their allies came together at the OCDSB Black Student Forum. They shared aspects of their lived experiences, within and outside the OCDSB, that impact their academic success and well-being. Under the theme “A Seat at Our Table”, the students engaged participants in three discussion spaces: Black Excellence, Mental Health and Self Care, and Systemic Racism. The event is designed by black students, for black students.

### Discussing Equity at the OCDSB Identity-Based Focus Groups

The OCDSB held focus groups with parents and students in the spring of 2019 to learn more about their experiences, and to help us in planning ahead in regards to implementing changes. These stories informed a report titled “Valuing Voices”. We appreciated the open and honest feedback we received in our focus groups. This report is not simply an account of the challenges our students and families have experienced, it’s a call to action. We need to do more to address the barriers our students face. The collection of identity-based data is an important step forward in this direction. These focus groups assisted us in launching our Student Survey in November of 2019.



### World Autism Awareness Day 2019

Schools across the District celebrated World Autism Awareness Day on April 2<sup>nd</sup>, 2019, in collaboration with Autism Ontario. The Board office was set up with art displays from students, and featured demonstrations of their work. In addition, all of our schools were provided with educator toolkits and students and staff were encouraged to wear blue to show their support.

The OCDSB also hosted an information evening on the topic of Supporting the Mental Health of Students with Autism. Keynote speaker Dr. Jonathan A. Weiss spoke to parents about how we can promote positive outcomes by focusing on indicators such as happiness, satisfaction and resilience on the school level, parent/family level and individual level. Workshop session topics included: ABA in Schools, Planning for Successful Transitions, Social Emotional Learning Programs, First Steps to School Success, IEP & IPRC, and the OCDSB Autism Team.

### Glashan OCDSB Students Win Awards at 35<sup>th</sup> Annual French Public-Speaking Competition

On May 4<sup>th</sup>, 2019, students from grades 4 to 12 participated at the 35<sup>th</sup> annual provincial French public-speaking event Concours et festival d’art oratoire, organized by the Ontario branch of Canadian Parents for French (CPF). Over 300 students from 24 school boards and 11 independent schools from across Ontario attended the provincial event at York University’s Glendon Campus in Toronto.



The following four students from OCDSB won:

- 2<sup>nd</sup> Concours Impromptu Core: Aser Abdelgawad, Grade 10, Lisgar Collegiate Institute
- 3<sup>rd</sup> Concours Impromptu Extended: Catherine Tao, Grade 10, Colonel By Secondary School
- 2<sup>nd</sup> Concours Impromptu Extended: Raina Barara, Grade 12, Canterbury High School
- 1<sup>st</sup> Concours Impromptu Immersion: Yi Fei Tao, Grade 12, Colonel By Secondary School

(Zones 6, 10 & 12)



### Opening Doors for Student Well-being and Mental Health

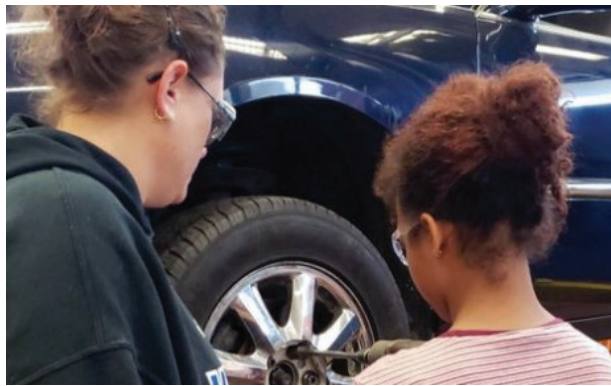
“Opening Doors: A Symposium on Student Well-being and Mental Health” was held on April 26<sup>th</sup>, 2019, at the Glashan Public School. The symposium featured nine breakout sessions on topics related to student wellbeing and mental health. Rapper and music producer Peter Joynt was the keynote speaker. Representatives from local organizations including Rideauwood, Youthnet, ROH, Ottawa Public Health, CHEO, as well as the Indigenous and LGBTQ communities, were present to talk with students about topics as diverse as healthy eating, coping with stress, and building resiliency. (Zone 10)

### John McCrae Secondary School Recognized for Strengthening Students’ Math Achievement

On May 9<sup>th</sup>, 2019, the Education Quality and Accountability Office (EQAO) recognized John McCrae Secondary School with the Dr. Bette M. Stephenson Recognition of Achievement Program. John McCrae is one of just 22 Ontario High Schools to be recognized with this honor.

John McCrae Secondary School was also singled out for the tremendous work of school staff to foster positive attitudes and their use of unique strategies to support students. In addition, students were commended for their demonstrated fulfillment of curriculum expectations. EQAO research suggests that students’ positive attitudes and use of strategies are important factors that support success in math. (Zone 3)





### Young Women in Trades at Ottawa Technical Secondary School

On May 23<sup>rd</sup>, 2019, Ottawa Technical Secondary School (OTSS) hosted Grade 7 and 8 girls from the east end of Ottawa schools for a "Young Women in Trades" day. The purpose of the day was to introduce students to the trades, many of which continue to be male-dominated workforces. Throughout the morning, young women had the opportunity to gain hands-on experience in their Technological Education classrooms which included Auto Shop, Baking, Kitchen, Masonry, Welding, Greenhouse, Jewellery Design and Construction. (Zone 6)

### West Ramadan Iftar Dinner

The Muslim Student Association of West Carleton Secondary School organized a potluck fundraiser in May of 2019 for the local Dunrobin tornado-affected community. Approximately 40 students volunteered for the event, which had 220 attendees (including teachers, staff, admin, students, and families of both staff and students). Activities included coloring sheets, henna tattoos, and an educational presentation about Ramadan. The event raised over \$250 for the Dunrobin community. (Zone 5)



### Reducing Waste with the Crystal Bay Centre for Special Education

In May of 2019, the Crystal Bay community came together and collected an incredible amount of textile recycling for Bag2School. The school's Ecoteam leaders organized the event, where students demonstrated excellent stewardship skills. By participating in this activity, Crystal Bay students were able to learn about reducing waste, and improving the environment. Contributing clothing to Bag2School directly reduces the volume of textiles sent to landfill sites. (Zone 4)

### Cappies — Critic and Awards Program

Our performing arts students, writers, technicians, and designers have received wonderful recognition through the extremely popular Cappies Program. Created as a way to spotlight the many creative actors, writers, and designers attending North American secondary schools, the Cappies are given to the students by the students and provide a unique collaborative learning experience while also fostering more community recognition of student achievement in theatre arts.

The Ottawa Citizen spearheaded the launch of the program in Ottawa, Canada's Capital Cappies, in partnership with the OCDSB and the Ottawa Catholic School Board. Each year, awards are presented at a special gala that features student performances and excerpts from some of the best secondary school shows of the season.



### Olympic Success for Sir Guy Carleton Student, Kimana Marr

After competing in the 2019 Special Olympics World Summer Games in Abu Dhabi, Sir Guy Carleton Secondary School student Kimana Marr had the amazing achievement of bringing home seven gold medals. These were won in Rhythmic Gymnastics, with five from individual and two from group events. For decades, Special Olympics Canada has optimized the benefits of a healthy and active lifestyle through sport to improve the well-being of individuals with an intellectual disability. Kimana is a great example of OCDSB students who demonstrate a positive attitude and an active lifestyle. Team Canada won a total of 155 medals in Abu Dhabi, including 90 gold. (Zone 5)



### International Certificate Program

The OCDSB International Certificate Program (ICP) recognizes students who have demonstrated a commitment to being motivated, engaged and active global citizens both locally and internationally. During the 2018–2019 academic year, 456 students were enrolled in the ICP, which was available in all OCDSB secondary schools. In June 2019, 87 students were awarded the OCDSB International Certificate at a special ceremony. Nearly 328 students have received certificates since 2013.

### Everyone is welcome here — OCDSB joins Ottawa Capital Pride Parade

More than 350 OCDSB participants, including trustees, administrators, teachers and support staff walked alongside students, families and friends at the Ottawa Capital Pride Parade on Sunday, August 25, 2019. Diversity and inclusion are an important part of our community and is contributing to the growth and vibrancy of Ottawa. The OCDSB is dedicated to providing a welcoming environment in all of our schools. The mission of the Capital Pride Festival is to perpetuate the spirit of pride in the gay, lesbian, bisexual, trans, two-spirited and questioning community in Canada's National Capital Region of Ottawa-Gatineau.



# STUDENT ACHIEVEMENT

## Trends in 2018–2019

As a District, our efforts to improve student achievement outcomes are informed through our analysis of a variety of evidence, including assessment data provided by the Education Quality and Accountability Office (EQAO). An important part of our work is the creation of an annual Board Improvement Plan for Student Achievement and Well-being, which outlines our focus, goals and actions for the year. Similarly, each school is responsible for developing annual School Improvement Plans that focus on the greatest areas of need for their students. The following is a summary of OCDSB achievement trends for the 2018–2019 school year.

## Overall Results on Provincial Assessments:

The majority of OCDSB students achieved at or above the provincial standard in grades 3 and 6 reading and writing, and were successful on the OSSLT. With the exception of grades 3 and 6 writing, results were higher for OCDSB students compared to the province. Trends over time show modest improvements in grade 6 writing and for both first-time and previously eligible students on the OSSLT. The remaining assessments have shown no change or slight declines of between 1 and 3 percentage points; similar trends were observed provincially.

Despite lower results in mathematics compared to reading and writing, most OCDSB students met the provincial standard in grades 3, 6 and grade 9 academic math. OCDSB results were higher compared to the province, with the exception of grade 9 applied math. OCDSB trends over time showed no change in grade 9 math (applied or academic), and decreases of 1 to 2 percentage points in grades 3 and 6 mathematics.

## Achievement Gaps for Specific Groups of Students:

Across all provincial assessments, achievement outcomes continue to be lower for English Language Learners (ELLs), students with special education needs (excluding gifted; SpEd), and those who self-identify as Indigenous (FNMI) compared to all students. Outcomes based on gender tend to favour boys in mathematics, and girls in reading and writing. Gaps are much wider in literacy compared to math.

## Credit Accumulation and 5-Year Cohort Graduation Rate:

Grade 10 credit accumulation is an important indicator of whether or not students will graduate with their peers, which is typically within five years of beginning secondary school. In 2018–2019, the percentage of grade 10 students earning 16 credits by the end of June was 79%. This is comparable to the rates observed in the previous two years. An analysis of report card data showed that the courses that posed the greatest barriers for students were grade 9 applied level science, math, and English.

The 5-year cohort graduation rate for the OCDSB was 88% for the cohort of students who started grade 9 in 2013–2014; this is marginally higher compared to the province at 87%.

Additional details can be found in the 2018-2019 Annual Student Achievement Report. Key strategies for how we move forward as a District to improve outcomes for all students can be found in the 2019–2020 Board Improvement Plan for Student Achievement and Well-Being (BIPSAW). Both documents can be found on the District website.

# 2016–2019 EQAO ASSESSMENT RESULTS

## Mathematics Results

Math G3	2016	2017	2018	2019
Province	63	62	61	58
OCDSB	62	58	61	59

## Mathematics Gender Gap Results

Math G3	2016	2017	2018	2019
Male	61	59	62	61
Female	63	58	60	56

Math G6	2016	2017	2018	2019
Province	50	50	49	48
OCDSB	53	51	51	50

Math G6	2016	2017	2018	2019
Male	53	52	50	51
Female	53	51	51	48

Math Acad G9	2016	2017	2018	2019
Province	83	83	84	84
OCDSB	87	86	88	88

Math Acad G9	2016	2017	2018	2019
Male	87	86	89	88
Female	86	86	88	88

Math Appl G9	2016	2017	2018	2019
Province	45	44	45	44
OCDSB	45	37	43	43

Math Appl G9	2016	2017	2018	2019
Male	46	39	45	44
Female	40	34	41	42

LEGEND	
SpEd	Students with special education needs (excluding gifted)
ELLs	English Language Learners
INDG	Students who have self-identified as Indigenous
SES	Students residing in lower-income neighbourhoods
All	All Students

### Mathematics Specific Groups Results

Math G3	2016	2017	2018	2019
SpEd	22	23	24	29
ELLs	51	43	38	37
INDG	39	34	36	41
SES	37	36	37	42
All	62	58	61	59

Math Acad G9	2016	2017	2018	2019
SpEd	78	74	80	80
ELLs	80	76	78	76
INDG	71	80	80	85
SES	76	78	81	76
All	87	86	88	88

Math G6	2016	2017	2018	2019
SpEd	30	29	33	20
ELLs	51	43	38	39
INDG	32	40	36	19
SES	48	49	45	33
All	53	51	51	50

Math Appl G9	2016	2017	2018	2019
SpEd	42	40	47	43
ELLs	31	22	23	23
INDG	47	44	43	44
SES	37	35	31	30
All	45	37	43	42

### Reading/Writing Results

Reading G3	2016	2017	2018	2019
Province	72	74	75	74
OCDSB	74	73	76	76

Writing G3	2016	2017	2018	2019
Province	74	73	72	69
OCDSB	74	70	71	68

Reading G6	2016	2017	2018	2019
Province	81	81	82	81
OCDSB	84	84	83	82

Writing G6	2016	2017	2018	2019
Province	80	79	80	82
OCDSB	82	79	81	82

### Reading/Writing Gender Gap Results

Reading G3	2016	2017	2018	2019
Male	69	69	73	72
Female	78	77	79	80

Writing G3	2016	2017	2018	2019
Male	68	63	66	61
Female	78	77	79	75

Reading G6	2016	2017	2018	2019
Male	80	81	79	78
Female	87	88	88	87

Writing G6	2016	2017	2018	2019
Male	76	73	75	75
Female	88	85	88	89



### Grade 3 Reading/Writing Specific Groups Results

Reading G3	2016	2017	2018	2019
SpEd	47	49	51	52
ELLs	63	56	51	53
INDG	51	51	59	63
SES	60	66	61	62
All	74	73	76	76

Writing G3	2016	2017	2018	2019
SpEd	56	54	51	48
ELLs	68	57	54	51
INDG	52	44	53	53
SES	63	62	57	53
All	74	70	71	67

### Grade 6 Reading/Writing Specific Groups Results

Reading G6	2016	2017	2018	2019
SpEd	59	63	62	60
ELLs	72	72	69	66
INDG	68	73	80	61
SES	69	75	72	66
All	84	84	83	82

Writing G6	2016	2017	2018	2019
SpEd	55	55	57	57
ELLs	73	69	71	71
INDG	75	58	74	61
SES	68	68	71	70
All	82	79	81	82

### OSSLT Results

OSSLT: First Time Eligible	2016	2017	2018	2019
Province	81	81	79	80
OCDSB	86	86	84	86

OSSLT: Previously Eligible	2016	2017	2018	2019
Province	49	49	46	50
OCDSB	57	56	53	56

### OSSLT Gender Gap Results

OSSLT: First Time Eligible	2016	2017	2018	2019
Male	82	84	81	82
Female	89	89	88	90

OSSLT: Previously Eligible	2016	2017	2018	2019
Male	54	54	48	54
Female	59	60	59	59

### OSSLT Specific Groups Results

OSSLT: First Time Eligible	2016	2017	2018	2019
SpEd	70	71	65	68
ELLs	74	74	73	78
INDG	75	82	83	69
SES	73	76	73	76
All	86	86	84	86

OSSLT: Previously Eligible	2016	2017	2018	2019
SpEd	45	50	43	46
ELLs	46	50	40	49
INDG	46	50	37	39
SES	49	49	43	47
All	57	56	53	56



# STAFF AWARD WINNERS

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 intended to be a recognition of staff, by their colleagues, honouring those who are in the midst of their careers. Nominations are made by trustees, senior staff, principals and managers.

The Director's Staff Awards include the Director's Citation Award, Innovation Award, Mentoring Award, Ronald K. Lynch Memorial Award, Technology Excellence Award, Excellence in Equity Award and Health and Safety Award.



**Gilles Chartrand**  
Supervisor  
Facilities  
Director's Citation  
Award



**Carole-Ann Fenning**  
Coordinator  
Learning Support  
Services  
Director's Citation  
Award



**Brian Garbutt**  
Supervisor of  
Operations  
Facilities  
Director's Citation  
Award



**Tia Helm**  
Educational  
Assistant  
Alta Vista  
Public School  
Director's Citation  
Award



**Dr. Timothy Hogan**  
Supervisor of  
Psychological  
Services  
Learning Support  
Services  
Director's Citation  
Award



**Gregory Lahaie**  
Custodian  
Avalon Public  
School  
Director's Citation  
Award



**Kirsten Mackenzie**  
Teacher  
Sir Guy Carleton  
Secondary School  
Director's Citation  
Award



**Shannon Mills**  
Teacher  
Bell High School  
Director's Citation  
Award



**Katheryne Presley**  
Chief Custodian  
Hawthorne Public  
School



**Laura Quirk**  
Teacher  
Katimavik  
Elementary  
School  
Director's Citation  
Award



**Serena Rebello-Robert**  
Speech Language  
Pathologist  
Learning Support  
Services  
Director's Citation  
Award



**Chris Rippstein**  
Chief Custodian  
Knoxdale Public  
School  
Director's Citation  
Award



**Wendy Verreault**  
Principal  
Sir Robert Borden  
Secondary School  
Director's Citation  
Award



**Myra Wells**  
Assistant  
Board Services  
Director's Citation  
Award



**Mary Enns**  
Department Head  
Hillcrest High  
School  
Excellence in  
Equity Award



**Jen Lee**  
Elementary Teacher  
Woodroffe Avenue  
Public School  
Health &  
Safety Award



**Nicole MaLaren**  
Teacher  
Goulbourn Middle  
School  
Innovation  
Award



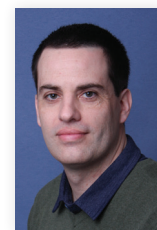
**Kevin Terrade**  
Teacher  
Goulbourn Middle  
School  
Innovation  
Award



**Jillian Bell**  
Teacher  
J.H. Putman Public  
School  
Mentoring Award



**Marilyn Trudel**  
Teacher  
Ottawa Children's  
Treatment Centre  
Ronald K. Lynch  
Memorial Award



**Sean Fredette**  
Specialized Program  
Teacher, Physical  
Support  
Centennial Public  
School  
Technology  
Excellence Award

# COMMUNITY AWARD WINNERS



## Chair's Award Helen Crawford

Helen has been actively involved in School Council for 14 years. She is currently the Chair of John McCrae Secondary School's School Council. She is a strong community advocate who is student focused.



## Community Award Sylvia Qi

Halloween is a significant event in Dunrobin's rural community. Many students annually go trick-or-treating in the village. Unfortunately, a tornado struck down in their community on September 21st, 2018, destroying many houses. The Halloween tradition would have been a thing of the past if it were not for the efforts of Sylvia Qi.



## Community Partnership Award Doug Kendall and Grant Dillenbeck

Doug Kendall and Grant Dillenbeck have been community members of Frederick Banting Secondary Alternate School for the past 10 years. The duo is known for going above and beyond expectations.



## Distinguished School Council Award Nancy Solange Parra-Dean

Motivated by her desire to continually improve the school environment for students at Alta Vista Public School (AVPS), Nancy joined the School Council in 2008. She willingly helps event coordinators with their communications needs, whether it's designing informative posters, or creating eye-catching web buttons for School Council's website.



## Excellence in Equity Community Award Sachiko Okuda

Sachiko has volunteered in the ELD department for the past seven years, first at Rideau High School and now at Gloucester High School. Her dedication to students is truly inspirational. The students are grateful for the time she devotes to their learning and personal growth.



## Volunteer of the Year Award Kathy Laffin

From the day her children began at D. Roy Kennedy, Kathy Laffin has volunteered. As her children grew, she extended her volunteer work primarily to the younger classes where she felt the need was the greatest.



## Volunteer of the Year Award Don and Patricia Amundrud

Don and Pat Amundrud are longtime volunteers at Regina Street Alternative School. They split their time between various classrooms and in the library. They accompany classes on field trips and help with special activities within the school. They've built lasting relationships with many students and are affectionately known as Grandpa Don and Grandma Pat to all.

For more information on the award categories please visit our website at [www.ocdsb.ca](http://www.ocdsb.ca).



# STUDENT RECOGNITION AWARD WINNERS

Our Student Recognition Awards celebrate excellence in student leadership. Each year we proudly and publicly honour our senior student leaders who exemplify the characteristics and skills we want for our graduates.

The students being recognized each year are chosen by their principals and/or coordinators for demonstrating the will to succeed, the dedication to finish what they started, and the commitment to achieve their personal best.



**Naomi Curro**  
Adult H.S.



**Adam Telfer**  
A.Y. Jackson S.S.



**Mackenzie Huckvale**  
Bell H.S.



**Marah Elkabouli**  
Brookfield H.S.



**Evan Keenan**  
Cairne Wilson H.S.



**Reana Agil**  
Canterbury H.S.



**Eleni Pantieras**  
Colonel By S.S.



**Nge Nge**  
Continuing Education



**Emma Hamilton**  
Earl of March S.S.



**Jada Gannon-Day**  
Elizabeth Wyn Wood S.A.P.



**Alex Starr**  
Frederick Banting S.A.P.



**Sébastien Latour-Smith**  
Glebe C.I.



**Molly Kennedy**  
Gloucester H.S.



**David Noonan**  
Hillcrest H.S.



**Heather Nicholson**  
John McCrae S.S.



**Elizabeth (Lizzie) Muller**  
Lisgar C.I.



**Andrew Zhan**  
Longfields-Davidson Heights S.S.



**Kate Counsel**  
Merivale H.S.



**Jay Burns**  
Nepean H.S.



**Stephanie Foss**  
Norman Johnston S.A.P.



**Emma Goodman**  
Osgoode Township H.S.



**Hamza Ali**  
Ottawa Technical S.S.



**Veroh Rochon**  
Richard Pfaff S.A.P.



**Emma Reside**  
Ridgemont H.S.



**Morgan Morey**  
Sir Guy Carleton S.S.



**Hannah Draper**  
Sir Robert Borden H.S.



**Jamie Harvie**  
Sir Wilfrid Laurier S.S.



**Zachary Johnston Edwards**  
South Carleton H.S.



**Charity Muckle**  
Urban Aboriginal  
Alternate H.S.



**Sylvia Qi**  
West Carleton S.S.



**Bardia Parmoun**  
Woodroffe H.S.

## Excellence in Equity Student Award



**Mariam Abdullahi**  
Sir Robert Borden H.S.

# 2018–2019 BOARD OF TRUSTEES

The Board of Trustees is made up of 12 trustees elected by zone and two student trustees. On October 22, 2018, a new board of trustees was elected for a four-year term beginning December 1, 2018 and ending on November 14, 2022. Our school board trustees are responsible for overseeing a thriving and progressive educational system, which serves approximately 74,000 students in 143 schools and sites. Trustees are empowered under the Education Act to set policy for the operation of all public schools in the Ottawa area.

The role of the school board is to articulate the Board's vision for education, develop policies based on that vision and provincial policy, set budgets and goals, monitor policy and student achievement, and provide equitable access to programs for all students. The Board sets priorities for the term through the Strategic Plan. The Board monitors work on these priorities.

## Communicators with the Public

Trustees are accountable to their community for the decisions made by the Board of Trustees. They communicate with the public through organized and informal meetings with parent groups and concerned citizens, and also through the distribution of newsletters and other materials. Trustees also act as ambassadors for the District, officiating and speaking at school openings and events. Trustees are advocates for students and community members on a wide range of issues regarding public education.

## Policy Makers

Trustees are responsible for approving the policies and by-laws which govern the Board's entire operation. Policies are developed in conjunction with staff to address program, student, staff, property, Board and administration requirements. The Board is active in many provincial educational associations and lobbies the Ministry of Education and other government bodies for changes to existing policies and legislation.

## Advocates for Quality Education

The Board ensures the quality of public education in Ottawa is maintained through the development, review and evaluation of high-quality programs and effective support for students. The focus is on meeting the educational goals and needs of all students in a changing global environment.

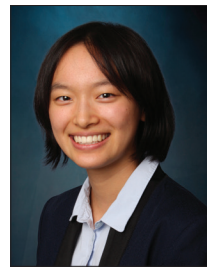
## Student Senate and Student President's Council

Thanks to the leadership of our student trustees, during the 2018-2019 school year, the Student Senate and Student Presidents' Council played an instrumental role in ensuring the voice of students was represented throughout the strategic planning process. The Student Senate provided feedback to Board staff ahead of student consultations and joined the Student Presidents' Council and other student representatives to reflect on the results of student input. A major theme the Student Senate also wanted to tackle was improving communication between students and administration within their schools. After researching various options, the Student Senate proposed to secondary schools the use of Town Hall communications tactics as a means to engage with students.

### 2018–2019 Student Trustees



**Isaac Glassman**  
2018–2019  
Student Trustee  
613-218-5599  
isaac.glassman@ocdsb.ca



**Samantha Lin**  
2018–2019  
Student Trustee  
613-316-8111  
samantha.lin@ocdsb.ca

### 2019–2020 Student Trustees



**Ganaaboute Gagné**  
2019–2020  
Student Trustee  
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ganaaboute.gagne@ocdsb.ca



**Prasith Wijeweera**  
2019–2020  
Student Trustee  
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prasith.wijeweera@ocdsb.ca

# CURRENT BOARD OF TRUSTEES

Current Board of Trustees will be in place December 1, 2018 – November 14, 2022.



**Lynn Scott**  
Zone 1  
Chair of the Board  
West Carleton–March/  
Stittsville/Rideau–Goulbourn  
613-832-3813  
lynn.scott@ocdsb.ca



**Christine Boothby**  
Zone 2  
Kanata North/Kanata South  
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**Donna Blackburn**  
Zone 3  
Barrhaven/  
Knoxdale–Merivale  
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**Wendy Hough**  
Zone 4  
Bay  
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**Rob Campbell**  
Zone 5  
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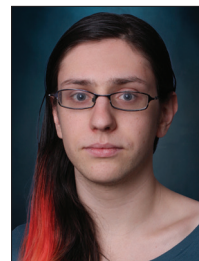
**Chris Ellis**  
Zone 6  
Rideau–Rockcliffe/  
Alta Vista  
613-818-7350  
chris.ellis@ocdsb.ca



**Jennifer Jennekens**  
Zone 7  
Gloucester-South  
Nepean/Osgoode  
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jennifer.jennekens@ocdsb.ca



**Keith Penny**  
Zone 8  
Orléans–Cumberland  
613-808-8190  
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**Lyra Evans**  
Zone 9  
Rideau–Vanier/Capital  
613-913-1695  
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**Erica Braunovan**  
Zone 10  
Vice-Chair of the Board  
Somerset/Kitchissippi  
613-858-2275  
erica.braunovan@ocdsb.ca



**Mark Fisher**  
Zone 11  
River/Gloucester-Southgate  
613-668-2044  
mark.fisher@ocdsb.ca



**Sandra Schwartz**  
Zone 12  
Innes/Beacon Hill–Cyrville  
613-868-5249  
sandra.schwartz@ocdsb.ca

# CURRENT DIRECTOR'S EXECUTIVE COUNCIL 2019–2020



**Camille Williams-Taylor**  
**Director of Education and Secretary of the Board**  
 Executive Assistant — Marie Bulgin  
 Administrative Assistant — Kim Young  
 613-596-8211, ext. 8490



**Brett Reynolds**  
**Associate Director of Education**  
 Administrative Assistant  
 Theresa Trust  
 613-596-8252



**Dorothy Baker**  
**Superintendent of Instruction**  
 Administrative Assistant  
 Christina Erbs  
 613-596-8211, ext. 8886



**Mike Carson**  
**Chief Financial Officer & Superintendent of Facilities**  
 Administrative Assistant  
 Rebecca Grandis  
 613-596-8211, ext. 8881



**Prince Duah**  
**Superintendent of Instruction**  
 Administrative Assistant  
 Laura Mallette  
 613-596-8211, ext. 8287



**Mary Jane Farrish**  
**Superintendent of Instruction**  
 Administrative Assistant  
 Ann McCrimmon  
 613-596-8211, ext. 8821



**Michèle Giroux**  
**Executive Officer of Corporate Services**  
 Administrative Assistant  
 Heather McKinnon  
 613-596-8211, ext. 8310



**Eric Hardie**  
**Superintendent of Instruction**  
 Administrative Assistant  
 Leanne Hotte  
 613-596-8211, ext. 8401



**Shawn Lehman**  
**Superintendent of Instruction**  
 Administrative Assistant  
 Jennifer Barclay  
 613-596-8211, ext. 8391



**Janice McCoy**  
**Superintendent of Human Resources**  
 Administrative Assistant  
 Christine McCarthy  
 613-596-8207



**Shannon Smith**  
**Superintendent of Instruction**  
 Administrative Assistant  
 Vivian Hebrawi  
 613-596-8211, ext. 8820



**Peter Symmonds**  
**Superintendent of Learning Support Services**  
 Administrative Assistant  
 Allison Regimbald  
 613-596-8211, ext. 8254



**Nadia Towaij**  
**Superintendent of Program and Learning K–12**  
 Administrative Assistant  
 Lorraine Smith-Champagne  
 613-596-8211, ext. 8573

## South Shawn Lehman Superintendent of Instruction

A. Lorne Cassidy Elementary School  
 Adrienne Clarkson Elementary School  
 Barrhaven Public School  
 Berrigan Elementary School  
 Castor Valley Elementary School  
 Cedarview Middle School  
 Chapman Mills Public School  
 Farley Mowat Public School  
 Goulbourn Middle School  
 Greely Elementary School  
 Half Moon Bay Public School  
 Jockvale Elementary School  
 Kars on the Rideau Public School  
 Manotick Public School  
 Mary Honeywell Elementary School  
 Metcalfe Public School  
 N.G./Marlborough Public School  
 Osgoode Public School  
 Richmond Public School  
 Stittsville Public School  
 Westwind Public School

John McCrae Secondary School  
 Longfields–Davidson Heights Secondary School  
 Osgoode Township High School  
 South Carleton High School

## Kanata Eric Hardie Superintendent of Instruction

Bayshore Public School  
 Bells Corners Public School  
 Bridlewood Community Elementary School  
 Castlefrank Elementary School  
 Glen Cairn Public School  
 Huntley Centennial Public School  
 Jack Donohue Public School  
 John Young Elementary School  
 Kanata Highlands Public School  
 Katimavik Elementary School  
 Lakeview Public School  
 Roch Carrier Elementary School  
 Roland Michener Public School  
 South March Public School  
 Stephen Leacock Public School  
 Stonecrest Elementary School  
 W.E. Johnston Public School  
 W.O. Mitchell Elementary School

A.Y. Jackson Secondary School  
 Bell High School  
 Earl of March Secondary School  
 West Carleton Secondary School

## West Shannon Smith Superintendent of Instruction

Agincourt Road Public School  
 Briargreen Public School  
 Broadview Public School  
 Churchill Alternative  
 D. Roy Kennedy Public School  
 Knoxdale Public School  
 Lady Evelyn Public School  
 Manordale Public School  
 Meadowlands Public School  
 Pinecrest Public School  
 Regina Street Alternative School  
 Riverview Alt. School  
 Severn Avenue Public School  
 Sir Winston Churchill Public School  
 Woodroffe Avenue Public School

Adult High School  
 Continuing Education  
 Merivale High School  
 Nepean High School  
 Sir Robert Borden High School  
 Woodroffe High School  
 Elizabeth Wyn Wood Secondary Alternate Program  
 Frederick Banting Secondary Alternate Program  
 Norman Johnston Secondary Alternate Program  
 Richard Pfaff Secondary Alternate Program  
 Urban Aboriginal Alternate High School Program

## Central Prince Duah Superintendent of Instruction

Cambridge Street Public School  
 Centennial Public School  
 Connaught Public School  
 Devonshire Public School  
 Elgin St Public School  
 Elmdale Public School  
 First Avenue Public School  
 Fisher Park/Summit Public School  
 Glashan Public School  
 Hilson Avenue Public School  
 Hopewell Avenue Public School  
 Manor Park Public School  
 Mutchmor Public School  
 Queen Elizabeth Public School  
 Queen Mary Street Public School  
 Robert E. Wilson Public School  
 Rockcliffe Park Public School  
 Viscount Alexander Public School  
 W.E. Gowling Public School  
 York St. Public School

Glebe Collegiate Institute  
 Lisgar Collegiate Institute

## South East Dorothy Baker Superintendent of Instruction

Alta Vista Public School  
 Arch Street Public School  
 Bayview Public School  
 Blossom Park Public School  
 Carleton Heights Public School  
 Charles H. Hulse Public School  
 Clifford Bowey Public School  
 Crystal Bay Centre for Special Education  
 Dunlop Public School  
 Featherston Drive Public School  
 Fielding Drive Public School  
 General Vanier Public School  
 Hawthorne Public School  
 Pleasant Park Public School  
 Robert Bateman Public School  
 Roberta Bondar Public School  
 Sawmill Creek Elementary School  
 Steve MacLean Public School  
 Vimy Ridge Public School  
 Vincent Massey Public School

Brookfield High School  
 Canterbury High School  
 Hillcrest High School  
 Ridgemont High School

## East Mary Jane Farrish Superintendent of Instruction

Avalon Public School  
 Carson Grove Elementary School  
 Convent Glen Elementary School  
 Dunning-Foubert Elementary School  
 Emily Carr Middle School  
 Fallingbrook Elementary School  
 Forest Valley Elementary School  
 Glen Ogilvie Public School  
 Henry Larsen Elementary School  
 Henry Munro Middle School  
 Heritage Public School  
 Le Phare Elementary School  
 Maple Ridge Elementary School  
 Orleans Wood Elementary School  
 Robert Hopkins Public School  
 Summerside Public School  
 Terry Fox Elementary School  
 Trillium Elementary School

Cairine Wilson Secondary School  
 Colonel By Secondary School  
 Gloucester High School  
 Ottawa Technical Secondary School  
 Storefront School  
 Sir Guy Carleton Secondary School  
 Sir Wilfrid Laurier Secondary School

## A Recognized Leader in International Education for Innovative Programs in Promoting Intercultural Competency

OCENET is a non-profit organization which serves as the international education division of the OCDSB. The OCDSB has hosted more than 10,000 students and educators from all corners of the world. OCENET is committed to providing cross-cultural opportunities for the international students who come to study in Ottawa and to developing intercultural competencies amongst OCDSB students and educators. OCENET is widely acknowledged as a leader in international education within Canada and around the world.

OCENET has developed a comprehensive teacher training program around topics such as Classroom Management and Differentiation, Technology for Learning Enhancement, Assessment and Evaluation, and Professional Development and Leadership. This past academic year several OCDSB educators delivered professional development workshops to partnership educators in Chengdu, China.

These new partnership initiatives bring reciprocal benefits both to visiting and local students and teachers. In 2018–2019, teacher visits or student exchanges, took place with the following educational organizations:

- Chengdu Chinghua Municipal Education Bureau (China),
- L'académie d'Aix-Marseille, Région académique Provence-Alpes-Côte d'Azur (France)
- Jeju Provincial Office of Education (South Korea)



## Highlights of the 2018–2019 School Year

- 1000 long term international students from
- 50 countries placed in
- 21 secondary
- 34 elementary schools

- 145 students hosted in Summer Explorer &
- 43 students in Winter Explorer
- 17 countries

- 392 students hosted in short term Global classroom programs

- 238 visiting educators from China, Colombia, South Korea, Spain, and Sweden provided with training and educational workshops

- 15 students exchanged
- 7 OCDSB secondary schools and schools in Provence, France as part of the L'académie d'Aix-Marseille partnership

- 171 international students
- 9 countries on four continents enrolled for OCENET's Young People's Language School (YPLS)
- 38 of these students received an ESL credit in partnership with OCDSB's Continuing Education

Learn more at [www.ocenet.ca](http://www.ocenet.ca). Connect with OCENET on social media: @ocenetottawa and @ocdsbisp

## At the Education Foundation of Ottawa, we believe that it's about what ALL kids deserve.

Each year thousands of our students face enormous social, emotional, and financial challenges that are out of their control. Living in poverty means they may already be at a disadvantage before they even step into the classroom. Often, they are missing the basics - food, clothing, a backpack full of school supplies, and access to opportunities that promote positive social relationships. All students deserve to experience their education in a way that promotes their sense of safety, security, and self-esteem. That's why the Education Foundation of Ottawa is here to help.

Thanks to our donors, our student's reality has positively changed. **Here's how:**

- Thousands of student's emergent needs to purchase food, warm clothing, and medication were met, with dignity;
- We empowered hundreds of students to actively participate in meaningful extracurricular, recreational, arts, and educational experiences;
- Life-saving water safety lessons (including transportation) were provided to several hundred students in our Autism Programs. These lessons have increased awareness and confidence in our students and their families;
- A number of students in need received bursaries to help invest in their post-secondary education and/or international study-abroad experience;
- Our annual Toonie Tuesday fundraising event (February 26<sup>th</sup>, 2019), raised over \$48,000 for our Students in Crisis Fund. We can't wait to see what 2020 will bring!

We have a new Executive Director! Clarissa Arthur came into her role at the Foundation in February of 2019. She brings with her over 15 years of extensive experience working in the vulnerable sector. Clarissa is passionate about the mission of the Education Foundation of Ottawa ensuring that barriers are removed for children regardless of their personal or socio-economic circumstances.

We continue to work with generous individual and corporate donors throughout our community. Glenview Management, ROGERS Communications, Canadian Tire Jumpstart, COSTCO, and TELUS, know that you are crucial as we provide critical programs and opportunities for our OCDSB students.

Many thanks to the Ottawa-Carleton District School Board for continuing to support us through school fundraising activities and staff Payroll Deduction. This support assists us in making sure we are able to help many students when they need it the most.




Recognizing that learning, well-being and equity are the core of our work, our strategic plan is focused on building a culture that supports and engages students, staff and community. Our new plan has three key objectives — to create a Culture of Innovation, a Culture of Caring, and a Culture of Social Responsibility. Each objective has one of three goals — one with a student focus, one with a staff focus and one with a system focus. These goals are supported by strategies that will guide our work; outcomes that describe the change we want to happen; and key performance indicators that will help us to measure our progress.

## Culture of Innovation

We will build a learning community where innovation and inquiry drive learning.



### Goals

- Champion high learning expectations for all students in all programs;
- Promote collaborative environments which foster innovation and creativity; and
- Modernize instruction and administrative processes.

## Culture of Caring

We will advance equity and a sense of belonging to promote a safe and caring community.



### Goals

- Prioritize the dignity and well-being of students in inclusive and caring classrooms;
- Champion and nurture a safe, caring and respectful workplace; and
- Build authentic engagement with and among our communities.

## Culture of Social Responsibility

We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.



### Goals

- Remove barriers to equity of access, opportunity, and outcomes;
- Model responsive and ethical leadership and accountability; and
- Foster progressive stewardship of the environment, and human and financial resources.

## EXIT OUTCOMES — What we want for our graduates

### CHARACTERISTICS

Goal-oriented	Innovative/ Creative	Collaborative	Globally Aware	Resilient	Ethical Decision-makers	Digitally Fluent	Academically Diverse	Effective Communicators	Critical Thinkers
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### SKILLS

Published by Communications and Information Services — January 2020

