



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

2014 – 2015

DIRECTOR'S ANNUAL REPORT TO THE COMMUNITY

Lisgar Collegiate
INSTITUTE
29 LISGAR STREET
OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

MESSAGE FROM THE DIRECTOR OF EDUCATION



Dr. Jennifer Adams

In this year's edition of the Director's Annual Report to the Community, we celebrate the completion of the Board's 2011–2015 Strategic Plan. In our fourth and final year, we accomplished much of what was remaining to be done from the previous Board's commitment to students, staff, parents, and the community. The following pages highlight the accomplishments within each of the 10 objectives defined in that strategic plan:

- Objective 1:** Graduation Rate
- Objective 2:** Student Achievement
- Objective 3:** School Improvement Plans
- Objective 4:** Student Well-being
- Objective 5:** Community Hub
- Objective 6:** Full-day Kindergarten
- Objective 7:** Equitable Access to High Quality Programs
- Objective 8:** Improved School Climate
- Objective 9:** Top Employer
- Objective 10:** Governance

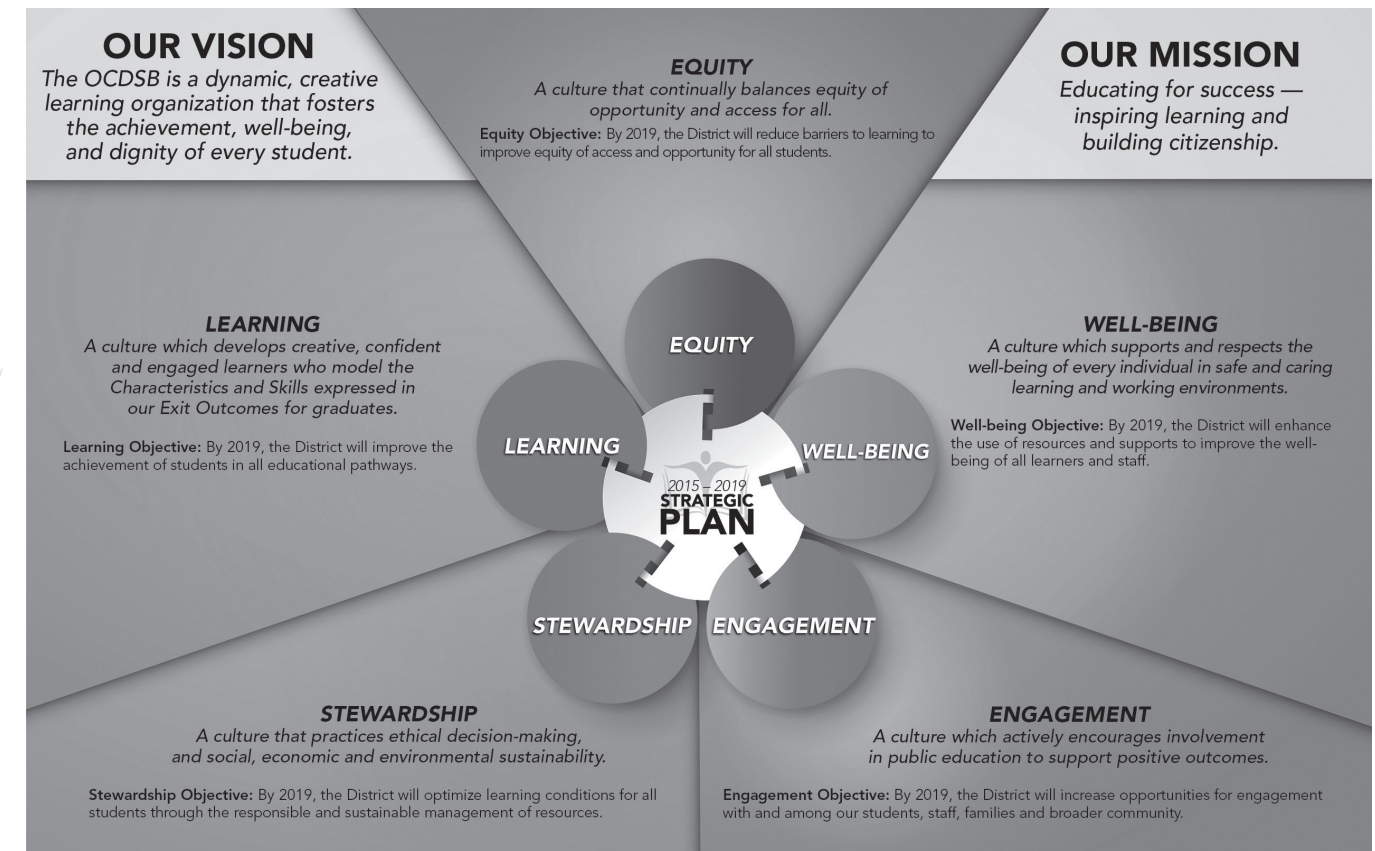


Recently I had an opportunity to speak at the 2015 OECD World Forum in Guadalajara, Mexico. It was a fascinating opportunity and led me to reflect on how forward thinking our District has been in developing our Strategic Plan. The Organisation for Economic Cooperation and Development (OECD) is best known in the education sector for its Programme for International Student Assessments (PISA) in reading, math and science. The Forum brought together government officials, economists, statisticians from around the world because of the need for societies to broaden their measures of progress beyond traditional indicators. It was acknowledged that the fundamental question is no longer how to measure progress but rather how to best put those measures into practice to improve public policies and people's lives.

What struck me was the remarkable similarity between the fundamental questions being posed at this conference and the work taking place in our District over the past four years. This strategic plan moved our focus from primarily student achievement to a blend of student achievement and well-being. Teachers, educational support workers, principals and vice-principals have always known the integral relationship between these two elements. As a District, we can be proud of the success of our students and staff. We now have a Framework for Student Well-being and are using a variety of measures as indicators of success including, but not limited to, student survey data on school climate, the evaluation of Mental Health and Resiliency programs, and information gathered from our new concussion management policy and procedure. The OECD acknowledged the challenges of measuring well-being; our District is well on its way.

Last year, our District welcomed a new Board of Trustees. This team of six trustees from the previous Board and six newly elected trustees began work on developing the 2015–2019 Strategic Plan. In the new plan, there is a continued focus on learning, well-being, equity, engagement, and stewardship. It acknowledges the great work done in these past four years and provides a renewed focus for the next four years. You will have an opportunity to read all about our progress on the new plan in next year's Director's Annual Report!

2015–2019 Strategic Plan



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

OBJECTIVE 1:

THE 90% GRADUATION RATE GOAL IS ON TRACK TO BE MET BY, OR IN ADVANCE OF, THE 2020 TARGET.

KEY ACCOMPLISHMENTS:

- Established an annual publication of Cohort Graduation Rate
- Developed and implemented an Annual Certification Rate to ensure capacity to measure success of all students
- Established Exit Outcomes to identify characteristics and skills expected of our graduates and began development of a Self-assessment tool for Exit Outcomes
- Shared best practices regarding models for student success, including strategies for credit rescue, credit recovery and re-engagement initiatives for students who struggle to attain an Ontario Secondary School Diploma (OSSD)

EVIDENCE:

- Between 2011 and 2013 the District's cohort graduation rate went from 76% to 78%, increasing at a similar rate as the province (1–2%) during that same time period. Historically, OCDSB rates have been somewhat lower than the provincial rates; part of this difference, however, is due to the inability to track students who begin their secondary schooling in the OCDSB and transfer to (and graduate from) another secondary school in Ontario
- In the spring of 2015, the province released board-level graduation rates for the first time, which allowed for the tracking of students who begin their secondary schooling in the OCDSB and transfer to (and graduate from) another secondary school in Ontario. For 2014, the OCDSB graduation rate was 79% (4 years) and 86% (5 years), while the provincial rate was 76% (4 years) and 84 % (5 years)

ANALYSIS AND REFLECTION:

- The province has committed to releasing both provincial and board-level graduation rates annually. This will allow the District to be more accurate in reporting on our graduation rates
- The District will begin to track and monitor the Annual Certification Rate (ACR) beginning in 2015–2016, taking into account students attaining an OSSD, Ontario Secondary School Certificate (OSSC) and COA (Certificate of Achievement)



ADITYA MOHAN WINS SANOFI BIOGENIUS CANADA (SBC) AWARD

Grade 12 Colonel By Secondary School student, Aditya Mohan won the Sanofi Biogenius Canada (SBC) award, in a national science research competition for high school students. Since elementary school he has been reading medical journals. When he was just a 15 year old Grade 10 student he began writing medical researchers asking to work alongside them in their top quality medical research labs.

Dr. Angela Crawley of the Ottawa Hospital Research Institute agreed to mentor Aditya. While at the Ottawa Hospital Research Institute he may have discovered a new cancer treatment. Aditya found a way to manipulate the common cold virus

to target and kill cancer cells. The treatment would have multiple advantages over other cancer therapies like chemotherapy and radiation. His academic goals include getting a medical degree and a PhD so he can both treat patients and do research.

D. AUBREY MOODIE AWARD WINNER — JAMESON WENG

Jameson Weng's academic accomplishments could fill a text book. Jameson ended his high school career with an impressive 99.2% average, winning him the D. Aubrey Moodie Award for Top Scholar in the OCDSB. He is currently studying at the University of Waterloo in the Computer Science program. He received a Math Faculty Entrance Scholarship and the President's Scholarship of Distinction.

As valedictorian at Bell High School's 2015 Commencement, he encouraged his fellow students to believe in themselves and to strive for personal integrity. Jameson received the Certificate of Distinction in the Pascal, Cayley and Euclid math contests; Gold Standard in the Galois math contest and graduated with a bilingual diploma in English and French. He also received the Walter Baker Memorial Award for the highest standings in Math and Science. This dedicated student does take some time away from his studies placing fourth in mixed doubles at the 2015 OFSAA Badminton Championships.

WORKING TOGETHER — NEPEAN HIGH SCHOOL ACHIEVES OVER 90% GRADUATION RATE

Nepean High School is renowned for its strong academic success with roughly 94% of students graduating and moving on to higher education. As well, 53% of its students earning Ontario Scholar status puts our strategic priority into action. Students at Nepean High School score above the Board and the Provincial standards when measured in the aggregate. This success can be attributed to the collaborative efforts of the students, staff and the community.

The school has a partnership with Dovercourt Community Centre in a wide variety of curricular and extracurricular ways. CORE which is a locally developed Curricular Program at Nepean develops community and school leaders at the school. There is a tremendous emphasis on student voice, autonomy and responsibility. Educators planned and executed a multidisciplinary interdepartmental review of data through various lenses: gender, mental health, ethnicity and socio-economics. All resources and training have been aligned to further these goals and the District/Ministry Strategic Goals. These four pillars are being discussed throughout the school in Teacher Performance Appraisals (TPAs), staff meetings, Literacy and Numeracy Meetings, and in informal conversations. This collaborative approach enhances student well-being and academic success.

OBJECTIVE 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.

KEY ACCOMPLISHMENTS:

- Improved assessment and evaluation practice, resources and supports such as an assessment and evaluation guide for parents at both elementary and secondary levels
- Developed Numeracy Action Plan which included professional learning on Purposeful Practice and Thoughtful Use of Resources
- Implemented frameworks for Comprehensive Literacy (K-12) and Balanced Mathematics (K-12) and Assessment Plan and Student Evidence Record at the secondary level
- Developed strategies to support parent involvement in mathematics such as the creation of a parent guide called: A Numeracy Guide for Parents/Guardians
- Improved instructional leadership and practice through Lead Learner series and development of Big Five Instructional Tasks
- Incorporated in-depth analysis of identified groups into Annual Student Achievement Report and developed measures for the fifth identified group, 'students living in poverty'; and redesigned Board and School Improvement Plans to include data driven approach with supports for identified groups

EVIDENCE:

- The Literacy Heat Map shows how the District has been closing the achievement gap for specific identified groups of students, in particular for English Language Learners (ELLs), based on the 2014 assessment results in comparison to a 3-year average gap; Analysis of results for 2015 are in progress and will be released in Nov. 2015
- Compared to the average gap for 2010-2013, the 2014 achievement gaps for English Language Learners (ELLs) have narrowed by 3% for grade 6 reading, by 5% for grade 6 writing and by 6% for the Ontario Secondary School Literacy Test (OSSLT) First time eligible (FTE) and remained unchanged for grade 3 reading, writing and for the OSSLT Previously eligible (PE)

ANALYSIS AND REFLECTION:

- District achievement results proved to be comparable with provincial trends up to 2014, typically within 1 to 3%, unfortunately 2015 data is not available to complete this analysis by the end of the plan
- With the identification of five identified groups, the District will be better positioned to close achievement gaps for struggling learners moving forward



CARSON GROVE ELEMENTARY SCHOOL

Carson Grove Elementary School is spearheading an initiative known as "Making Connections." It focuses on strengthening social skills, working on problem solving skills, enhancing calming techniques and improving communication skills.

The goal is to enhance academic achievement while providing students with the opportunity to make their learning individualized by encouraging youth to embrace new techniques. The group uses art, media, yoga, drama, clay modeling and other interactive activities. Students develop skills they can use in the classroom and at home.

TWO OCDSB SCHOOLS WIN BMO NATIONAL STUDENT INNOVATION AWARDS

Steve MacLean Public School — Be the Change

Steve MacLean Public School students were inspired by the beliefs of Malala Yousafzai, "One child, one teacher, one book and one pen can change the world." Grade 6 students joined with the Learning Partnership's Entrepreneurial Adventure to establish a fundraising company called "Be the Change." Their hope was to raise \$15,000 for Solidarité Haïti, a local charity that is helping to build schools in Haiti.

What happened was much more than a fundraiser; it was a learning experience that touched on several aspects of the curriculum. In their social studies class they learned about child labour. In reviewing the charity the students grappled with the concepts of social and economic inequities.

The students created a website and developed a business plan that included hosting fundraisers. In doing so they, honed their marketing, sales and public relations skills. Students saw academic success, felt a sense of well-being and developed an understanding of global cooperation.

Just eight weeks after starting their business, the students held a special assembly at the school where they presented cheques totalling \$24,000 to the founders of Solidarité Haïti.

Jockvale Elementary School — True Colours Production Team

Jockvale Elementary School, Grade 5 students had a message to deliver: "Be yourself — Let your True Colours Shine Through." The students, their teachers and families joined forces with Learning Partnership's Entrepreneurial Adventure to start a business. The learning that took place stretched across the entire curriculum. Students designed bottle top magnets and necklaces, sold their products and delivered their positive message to the region. Their designs were featured in a special showcase at the National Gallery of Canada.

The True Colours Production Team was able to use their creative writing skills, their math knowledge and their design expertise to develop an award winning product. They brought commerce and compassion together. All money earned was donated to the War Amps because the students felt this organization exemplified their mission of acceptance. The students showcased learning and student achievement on so many levels while helping spread the message of inclusiveness.

OBJECTIVE 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.

KEY ACCOMPLISHMENTS:

- Conducted an analysis of the School Improvement Plan for Student Achievement (SIPSA), re-designed the school improvement planning process
- Initiated a new School Learning Plan (SLP) model, created and implemented the new SLP in place of the SIPSA
- Identified best practices for parent involvement and student voice in SLP
- Developed a SIPSA/SLP model in alignment with board improvement plan; Provided curriculum coach supports and feedback on SLPs

EVIDENCE:

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

ANALYSIS AND REFLECTION:

- Considerable work has been done to redesign and implement the school improvement planning process over the course of the strategic plan. The next level of work is to better engage students and parents in school-level planning; Reflections shared from schools indicate that educators are very engaged in the SLP process, and that next steps for growth include refinements to the theories of action (SMART goals and/or If/Then statements) to be more specific and precise regarding the focus for student learning



“EVERY LEAF COUNTS” IN THE HOPEWELL YARD CAMPAIGN

In 2014, the news that every single tree surrounding the play area would have to be removed due to the effects of emerald ash borer on the foliage and that the school play structures were about to be retired, the Hopewell Yard Campaign was launched.

Parents, staff, concerned community members and local businesses came together to plan, design and implement a massive yard greening and revitalization fundraising campaign. Over \$200,000 was raised by June 2015. New playground equipment was installed and trees were planted over the summer of 2015. Paper leaves were sold and placed on the giving tree in the Every Leaf Counts campaign. The leaves were sponsored by families, neighbours, alumni and political leaders. Local businesses promoted the giving tree in their store windows and encouraged clientele and staff to donate. Everything from movie nights to fun fairs were part of the fundraising adventure. Social media played a big part in the campaign with Facebook and Twitter used to spread the message.

Students voted on what they most hoped to see in their new play structure so that some of their ideas were incorporated into the final design. The new yard features one large play structure and a few smaller stand-alone components which features a natural theme with many unique components. Two large tree pods were built. A new large, timber/boulder-framed play structure area replaced the existing play areas with an area in the northwest corner of the yard designed to be a more natural, shaded gathering area and dedicated outdoor classroom.

TOOLS WITH IMPACT — MERIVALE HIGH SCHOOL

Tools With Impact is a student-run club at Merivale High School that looks to the Ottawa community to aid in helping a small impoverished village in Mozambique. The purpose of this not-for-profit is to collect new and/or used hand tools and equipment for the underprivileged community of Mossuril. Items could include: saws, hammers, trowels, screwdrivers, gloves, spades, garden hoes, as well as just about anything else! A used, seemingly useless tool, in a very fortunate place such as Ottawa, would be a treasured heirloom in the secluded village of Mossuril. This year the club has grown exponentially, with new chapters in 8 Ottawa high schools and an expanded goal of providing learning resources and school supplies to help additional communities. Learn more about the club, its goals, and accomplishments at <http://www.toolswithimpact.ca>.



OBJECTIVE 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.

KEY ACCOMPLISHMENTS:

- Developed and implemented head injury prevention/concussion management policy, procedure and resources
- Developed the Student Well-being Framework, focused on three aspects of well-being — cognitive, social-emotional, and physical; Refined measures for student well-being; Developed Board Improvement Plan for Student Well-being and a School Well-being Plan
- Published Discussion Paper on Mental Health and undertook resource mapping of mental health services
- Introduced Mental Health and Addiction strategy to Trustees, Senior Staff and school administrators and trained administrators on how to use the Mental Health guide, Supporting Minds
- Conducted training for system leaders and staff on Supporting Minds, Anxiety and Violence/Threat Assessment with a District-level plan on Anxiety to be delivered in 2015–2016
- Piloted multiple evidence-based mental health promotion and prevention programs (e.g. Reaching In/Reaching Out, Sources of Strength and FRIENDS)

EVIDENCE:

- The 2012–2013 Tell Them From Me (TTFM) survey found that OCDSB students have a high sense of belonging — 83% at elementary level which was equal to the Canadian norm at 83%
- In the 2013–2014 elementary survey, students reported a slight increase in sense of belonging, moving from 83% to 84%. However, in 2013–2014, the Canadian norm increased by 3% to 86%, placing the District 2% below the national average
- In the 2014–2015 elementary survey, students reported a decrease in sense of belonging moving from 84% to 81%. However, in 2014–2015, the Canadian norm stayed the same at 86%, placing the District 5% below the national average

ANALYSIS AND REFLECTION:

- Piloting evidence-based Mental Health and Resiliency programs has been a priority for the District, however cost for release time training and time to complete evaluation of programs has been a limitation to success of the project
- Improving the measurability of progress on student well-being is tied to work currently underway, which means the first year of measurable data will be available in the 2015–2016 school year



NORMAN JOHNSTON ALTERNATIVE SECONDARY PROGRAM — MAKING CONNECTIONS

Students at Norman Johnston established a community leadership group geared towards increasing student voice and student-led activities, including community service and school-wide events. Students worked with staff to seek out programs and opportunities that would help build the skills necessary for students to act as positive

role models for their peers. This included establishing the very first alternate Link Crew, which students have named the “NJ Crew.” Link Crews are a group of trained peer leaders who work to support new students in their transition to the alternate setting.

Students met with local organizations and leaders, such as YouCan and Mayor Jim Watson at the annual Youth Action Showcase at City Hall, and attended events such as “We Day” and the OCDSB “Find your Voice” Student Leadership Conference. The NJ Crew organized “NJ Day” - a welcoming event for new students, community healthy meals, Day of Pink celebrations, canned food drives, outdoor leadership days at MacSkimming Outdoor Education Centre and numerous inspirational guest speakers. Throughout, students collaborated to find ways to engage fellow students in building a positive sense of community and increasing their peers’ success in working towards an Ontario Secondary School Diploma (OSSD).

LESLIE PARK KINDNESS CLUB

The Leslie Park Public School Kindness Club is a group of 28 students in grades 1–6. Their goal is to promote kindness within the school, the community and the world. The students decide as a group how they plan to help others and spread kindness throughout the year. Taking the lead in the club, students plan events, advertise them and run the activities under the leadership of teacher Anne Lavoie and with support from staff and volunteers.

Last year the students held an indoor garage sale with the proceeds going to Free the Children, sold hot chocolate at recess in January and lemonade in June to raise funds for The Ottawa Humane Society, hosted a “New to Me” clothing sale with the proceeds going to Christie Lake Kids, sold decorated pencils to raise money for The Shepherds of Good Hope, held a food drive to support the Ottawa Food Bank, raked leaves in the neighbourhood and delivered “Kindness Notes” to the homes in their community. To cap it off, the Kindness Club handed out kindness slips to students “caught” being kind and organized a “pat on the back day” for the school.

AT EMILY CARR MIDDLE SCHOOL, STUDENT WELL-BEING IS A PRIORITY

The Body Break room was created to meet the needs of students who require a break from the regular routine. It offers a circuit of exercises, independent work, guided one-to-one help with a staff member and an activity of choice area. The room is also used as a place to work out issues and talk things through with peers, to have a little quiet time or simply to hang out with friends.

The school’s Learning Support Team, recognizing how powerful this space was, created a second wellness room in their area. Thanks to School Council support, the room is now equipped with widgets, mandalas, books and puzzles all in a comfortable and serene area that will allow students to find calm, deal with high emotions or simply offer some quiet time. These initiatives are aimed at providing students with lifelong strategies to aid in well-being.

OBJECTIVE 5:

ALL SCHOOLS HAVE ACTIVE COMMUNITY PARTNERSHIP PROGRAMS THAT SUPPORT THE SCHOOL AS COMMUNITY HUB.

KEY ACCOMPLISHMENTS:

- Developed draft Community Hub policy based on four pillars – education, health and wellness, recreation and community use; Received approval for Community Hub framework and launched consultation plan on Community Hub policy in spring 2015
- Completed inventory of partnerships in schools
- Increased number of permit hours of use of schools through Community Use of Schools bookings
- Established community based working group on Community Hubs
- Participated in provincial initiatives related to community partnerships

EVIDENCE:

- In 2015, the District became the Educational Champion for the Multiagency Early Risk Intervention Tables (MERIT) program. The program is a collaborative partnership involving over 20 local, regional, and provincial agencies as well as community based organizations. Building on the success of existing partnerships, MERIT formalizes the approach to risk management and early preventative intervention by utilizing existing partner resources to enhance and prioritize services
- The District increased the number of Community Use permit hours by 20.84% (34,019 hours) between 2010-2014 and the largest increase was between 2012-2013 and 2013-2014 when permit hours increased by 9.16% (16,548 hours)

ANALYSIS AND REFLECTION:

- Our schools are well used by community partners for a wide range of athletic, community, social, educational and recreational events
- Our new Community Hub policy will create new partnership opportunities



RIDEAU HIGH SCHOOL'S ABORIGINAL LODGE

Rideau High School's Aboriginal focused "Lodge" offers a perfect space for the Ottawa Inuit Children's Centre to run its Tukimut program. The Lodge has cedar-lined walls, aboriginal symbols and artwork and a separate smudging room for cultural ceremonies. It is a partnership with the United Way and Ministry of Tourism, Culture and Sports.

Rideau High School is the perfect setting for this busy program that offers culture studies, active living, healthy eating, art and creativity. Activities include crafts, structured free play, outdoor activities, and computer time. Children and youth also participate in various cultural activities including beading, drumming, throat singing, and learning from cultural visitors. They also participate in physical activities including basketball, soccer/baseball and other outdoor or gym activities.

Rideau High School's students have embraced the addition of the Lodge and it is bringing cultures together celebrating their differences and embracing their similarities.

CENTRETOWN COMMUNITY HEALTH CENTRE

The Language Instruction for Newcomers to Canada (LINC) classes at Confederation Education Centre, partnered with the Centretown Community Health Centre (CCHC). The highest language level class, LINC 5+ students, were trained by the CCHC to be screeners for diabetes. The trained students would then become volunteers helping the CCHC staff with this screening process.

In total, they screened 59 students and volunteers, 10 of whom were identified as high risk by CANRISK, 5 of them were already diagnosed with diabetes, 3 of them were referred to their doctors for follow up, and 6 of them were referred to the diabetes education program for further services. The most exciting part is that more than 20 volunteers were involved in the training and the event. This was truly an event for the community, by the community! The LINC 5+ students all received a certificate for the training they received and the volunteering they did. Two of the students will continue to volunteer with the CCHC. This process will be expanded to our other sites at 440 Albert Street, Bayshore PS, Adult HS, Rideau HS with the hope of screening all 1500 of our adult non-credit learners.

SOUTH MARCH PUBLIC SCHOOL — MUSICAL ON THE RADIO

The Musical On the Radio brought together students, educators, administrators, support staff, volunteers, parents and guardians to create an atmosphere that highlighted a shared vision to provide a positive climate and dynamic culture.

Students in grades 3-6 celebrated the arts and embraced the history of musical hits from the 1920s to modern times. Students felt connected and valued as they worked together with their classmates and the school community to produce an event that was shared by families and community members.

The students felt a sense of pride and respect as they not only showcased their singing and acting talents but they helped with every aspect of the play.



OBJECTIVE 6:

FULL-DAY KINDERGARTEN IS OFFERED IN ALL OF OUR SCHOOLS, SUPPORTED BY VIBRANT EXTENDED DAY PROGRAMS.

KEY ACCOMPLISHMENTS:

- Created new Department of Early Learning which enhanced working and learning opportunities for staff in both extended day and Full-day Kindergarten (FDK) programs
- Completed a statement of requirements for Information Management System, and a request for proposals was established and distributed
- A strategy to address entry points to immersion/FDK Configuration (Early French Immersion/Core French) was developed, and a report on possible configurations is in development and will be shared with the Board in fall 2015
- Implemented FDK program in all kindergarten sites, and completed related capital improvements to support roll-out
- Completed and implemented policies on Extended Day Programs and Child Care in Schools;
- Created Advisory Committee on Extended Day and Child Care Programs
- Supported delivery of Inquiry Based Learning curriculum and focused professional learning on creating inquiry based instruction for Year 5 Kindergarten teachers and Early Childhood Educators
- Published a resource for all kindergarten teachers: Quality Programming in the Early Years

EVIDENCE:

- In 2015, the District has 386 Full Day Kindergarten Classes
- The extended day program is offered to 7,300 students in 85% of our schools in JK-6. Out of the 94 schools offering extended day programs, 66% of the programs are run by the district and 34% of the programs are run by third party providers. We currently employ 600 Early Childhood Educators and 115 Early Learning Assistants
- Over the past five years, there has been increasing enrollment in the SK Early French Immersion program (60% in 2010 to 68% in 2015)
- The Ministry provided the District \$53,119,722 in funds to support FDK Capital Projects

ANALYSIS AND REFLECTION:

- Although FDK is offered in all kindergarten sites, some schools still require additional capital investments and renovations to meet the program needs in terms of space. This work has projected completion by June 2016
- Moving forward, the implementation of a strategy to support French instruction in FDK will be a priority for the District



PLAY-BASED LEARNING

Broadview Avenue Public School

Wonderful things happen in kindergarten classrooms throughout the District, every day. There is no mundane in the minds of Kindergarten students – they find magic in everything from paper, to paint, to rocks.

Students at Broadview Avenue Public School often remind their Teacher and Early Childhood Educators that planning is productive but play-based learning offers a world of possibilities. It took only a poster, a rock, a paint brush, safety goggles and sifters to open up the world of paleontology and geology to 4 and 5 year old students.

Play-based learning encourages exploration and imagination while allowing educators the opportunity to observe the students' stages of development and align the curriculum to support student growth.

A TEAM APPROACH

Sir Winston Churchill

Every kindergarten class is championed by a team comprised of a Teacher and Early Childhood Educator (ECE). Prior to any student entering the classroom there is a team of experts ensuring that they will enter a learning environment designed to encourage creativity and to support their physical and social needs.

Sir Winston Churchill's kindergarten programs are so popular in their neighbourhood that a unique solution had to be found to accommodate the growing number of students enrolling in the program.

Combining the creative ideas of a teacher and the expertise of the OCDSB Design and Technology staff, an outdated home economics room and a once state-of-the-art, but now under-used computer lab were redesigned to offer kindergarten students a 21st century learning space.

The home economics room with its washing machine, dryer, dishwasher, fridge and stove coupled with the retrofitted lab was turned into a classroom that offered a world of possibilities.

Students are using their learning space to understand the concept of math through measurement while baking cookies; Students are developing a sense of community by helping and sharing responsibilities by folding a load of laundry; and learning about health science through the importance of hygiene and washing their hands.



OBJECTIVE 7:

ALL STUDENTS HAVE EQUITABLE ACCESS TO A CHOICE OF HIGH QUALITY PROGRAMS.

KEY ACCOMPLISHMENTS:

- Designed capital planning framework, developed and implemented capital planning policy giving the District a new structure to support capital planning
- Completed minor boundary reviews with new catchments and programs implemented for new schools in the Avalon neighbourhood and Kanata North
- Redesigned Identification Placement and Review Committee (IPRC) process for centralized delivery and started phased implementation of Superintendent Based IPRC process and adopted Geographic Model to improved access to specialized classes
- Completed Learning Disabilities Program review; data is currently being analyzed for presentation to the Board in fall 2015
- Developed digital fluency indicators map and developed draft strategy for E-Learning/ Blended Learning implementation detailed in the Digital Fluency Guide for Educators: Grades 9–12
- Developed new Facility Design Standards for Secondary Science Labs
- Initiated Secondary School Review and completed a significant number of projects identified in that process. Completed the transition guide in June 2015 with a fall implementation set
- Expanded Alternative School Boundaries district-wide
- Extended transportation services to secondary students

EVIDENCE:

- Although retention rates vary by program type, the District has an overall high retention rate for all programs of 105.46% for SK to Grade 8 programs
- There is a drop in the retention rate by Grade 8 for the Early French Immersion program, primarily due to students moving over to the English program
- The District invested \$3.4M to provide transportation to all eligible secondary students, reducing a possible barriers related to program choice

ANALYSIS AND REFLECTION:

- Due to the complex nature of the Geographic Model and Superintendent Based IPRCs, the implementation is expected to be completed by 2017–2018 school year
- Moving forward the District will complete a District Needs Analysis to support capital planning



SOURCES OF STRENGTH

Sources of Strength (SoS) is an evidence-based, wellness program that promotes connectivity, school bonding, youth-adult relationships and focuses on suicide prevention through enhancing help seeking behaviour. The key messages in the campaigns are hope, help and strength. It uses teams of peer leaders mentored by adult advisors to develop campaigns to help their peers identify and develop their sources of strength and to seek help from a caring adult when needed. Research has shown that the program changes social norms and prevents suicide.

This program is currently operating in seven secondary schools: Cairine Wilson, Glebe, Canterbury, Hillcrest, Rideau, South Carleton, and West Carleton. To support the program

implementation in these 7 schools, we have offered safeTALK training to all interested staff. If a student identified a particular staff member as their source of strength and needs to seek help, staff members will have had training to help them read potential signs of suicidal ideation/behaviour.

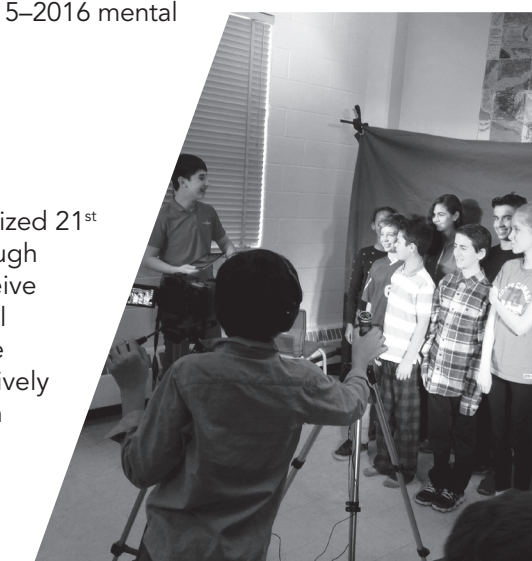
The program is a partnership between the Community Suicide Prevention Network and the OCDSB. Funding initially came from a Trillium Foundation grant several years ago.

HEADSTRONG

Headstrong is a youth mental health summit that was held in May, involving 150 students representing 30 Ottawa secondary schools. The day focused on anti-stigma and wellness speakers, discussion and activities. Over two days in August, students from 10 Headstrong schools came together for a leadership workshop. At this workshop students deepened their knowledge of mental health and stigma, gained familiarity with community resources, learnt about the importance of self-care, brainstormed about student engagement, and gained tools in regard to student leadership. Most importantly, these students collectively came up with a 2015–2016 mental health action plan for their school's student wellness.

GLASHAN PUBLIC SCHOOL — GLOBAL CITIZENSHIP

At Glashan Public School students enjoy a dynamic, energized 21st century educational experience. They are challenged through strategic and purposeful instruction, robust tasks, and receive meaningful and timely feedback. Students are using digital technology to connect with other students in countries like Sweden, China, and Uruguay. They are working collaboratively on problems that address global issues and concerns even though they are worlds apart.



OBJECTIVE 8:

THE SCHOOL CLIMATE SURVEY RESULTS INDICATE IMPROVEMENT IN STUDENTS' LEVEL OF COMFORT AND SAFETY AT SCHOOL.

KEY ACCOMPLISHMENTS:

- Created and published a student council procedure in January 2015 and shared procedure with incoming student council presidents at their orientation in June 2015
- Expanded access to evidence-based programs in schools such as WITS, Fourth R and Restorative Practices in support of Bullying Prevention and Intervention Strategy
- Implemented a District Bullying Prevention and Intervention Plan
- Delivered a conference for Safe Schools Teams on Bullying Prevention
- Developed Aboriginal Self-Identification policy and ID process, and delivered successful Student Equity Conference
- Administered 2010–2011 Student Survey and analyzed results by district and by school through Thematic Research Reports presented to Committee of the Whole
- Administered Tell Them From Me (TTFM) student survey three times and parent survey once
- Delivered District-wide Emergency Procedure Training (e.g. Lockdown, Secure Schools, etc.)

EVIDENCE:

- There was an overall reduction in suspensions between 2011–2012 and 2012–2013 of 8.3%, and by a greater margin in 2013–2014 of 13.6%. The number of students involved in suspensions based enrolment is relatively low and declining from 5.6% to 5.2% in 2012–2013; it took a steeper decline in 2013–2014 to 4.5%
- Using TTFM, students respond to questions regarding physical safety at school. Reported as "the percentage of students feel safe at school", students showed 85% in 2012–2013 and slightly increased in 2013–2014 to 86%; the 2014–2015 number remained the same at 86%
- Although the District showed consistency in this indicator, the Canadian Norm was slightly higher for all three years at 86%, 87% and 87% respectively

ANALYSIS AND REFLECTION:

- Although work has continued on the Religious Accommodation and Equity and Inclusive Education procedures, the deliverable date has been postponed to fall 2015
- Due to labour action, a staff survey on school climate was not conducted in spring 2015, hopefully to be conducted in spring 2016



JOCKVALE ELEMENTARY SCHOOL — SO YOU THINK YOU CAN DANCE

For 12 years teacher Lisa Levitan has been sharing her love of dance. Last year she mentored 200 students in grades 1–3. Her reason has less to do with exercise, although it's a wonderful cardiac workout and much more to do with making all children feel welcomed and a part of their school community. The reason she has spent over a decade of her life giving up her free time? She believes being part of the dance community brings students together, teaches them responsibility, working together, and cooperation.

Not everyone loves sports, but everyone can dance. She has found that often the students with the most behavioral issues succeed the most. They feel proud of themselves and their peers begin to accept them, thus diminishing their behavioral problems in class and expanding their friendship zone.

Last year 200 Jockvale students participated in a "So You Think You Can Dance." recital. Their dance routines included disco, ballroom, Russian, hip hop, jazz, contemporary, Michael Jackson dance moves, breakdancing, Bollywood, and ballet. Lisa also sewed 200 costumes!

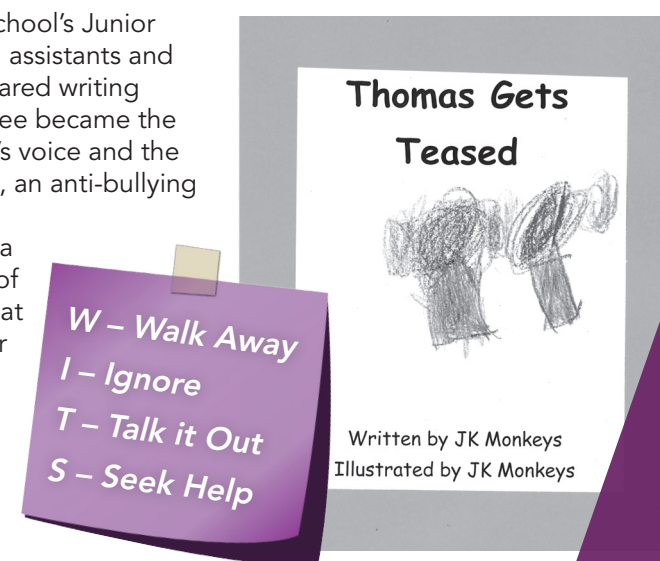
THE 10TH ANNUAL RAINBOW YOUTH FORUM

Over 400 staff and students came together to learn, to share experiences and to celebrate their individuality. Last year's event - "10 Years and the Journey Continues." - allowed students to spend the day interacting with dynamic speakers, listening to inspiring stories, and receiving valuable information from a variety of educational workshops. The student workshops focused on education, action and self-empowerment.

AVALON PUBLIC SCHOOL WRITES "THOMAS GETS TEASED"

During an inquiry on plants in Avalon Public School's Junior Kindergarten classroom, teachers, educational assistants and students decided to write a class story, as a shared writing experience. The most common of plants – a tree became the main character. The students became the tree's voice and the story began. This tree wanted to discuss WITS, an anti-bullying program used in schools. This literary work of art took a little over a week to go from the idea stage to the printed page. But these children of the digital age also wanted a video story so that young and old could read, listen or watch their message of cooperation through the magic of WITS. The students became the voice over actors and the video story was complete.

Watch the video on our YouTube website www.YouTube.com/TheOCDSB.



OBJECTIVE 9:

THE SCHOOL DISTRICT IS RECOGNIZED AS A TOP EMPLOYER IN THE COMMUNITY.

KEY ACCOMPLISHMENTS:

- Improved internal communications with principals (P), vice-principals (VP) and managers by appointing secondary and elementary advisors to support the planning of Operations meetings and co-creating agendas. Electronic feedback is now collected during Operations meetings (e.g. Today's Meet), and the Associate Director and Director meet monthly with Principals and Vice-Principals
- Identified conditions for creative leadership for individuals, groups and the organization and promoted leadership development through multiple Lead the Way events
- Revised PVP Selection Process to align with Ontario Leadership Framework
- Identified Top Employer Criteria and established a Top Employer working group
- Launched a District-wide Respectful Workplace Campaign and revised Respectful Workplace and Workplace Harassment policies and practices
- Created a partnership framework with Ottawa Local Immigration Partnership to encourage workplace diversity and full implementation and hiring of first program interns expected in 2015–2016

EVIDENCE:

- Between 2010 and 2014, in the category of retirement, all but one employee group had over 20 years of average service with the District. This is an indication of high employee retention — employees hired by the OCDSB tend to spend all or most of their working life with the District
- The number of Respectful Workplace complaints among the 7,000-10,000 employees is very low; it peaked in 2011–2012 at 36 and has steadily declined by 11% to 32 in 2012–2013, and by 16% to 27 in 2013–2014
- Between 2011 and 2014, there was an average of 24 respectful workplace complaints filed per year; all but one complaint were resolved by investigation or other means in the year that the complaint was filed

ANALYSIS AND REFLECTION:

- The plan to conduct an employee engagement survey as well as apply for the Top Employer program was deferred to 2015–2016
- Although work to encourage equity and diversity in hiring has been a priority for the District, more professional development/awareness training will need to be done with staff moving forward



LEADERSHIP CONFERENCE

One of the key aspects to being a top employer is the aspiration and commitment to cultivate the whole person. While creating a more positive work environment for employees is a worthwhile goal in its own right, we are also aware that making a dedicated effort to improve the workplace culture would lead to other powerful gains as well. Creating positive, engaging work environments for employees supports our focus on creating more positive, engaging learning environments for our students.

Just as importantly, fostering innovation depends on a collaborative approach, including ideas and insight from across the District. This helps to ensure that innovations are viable and appropriate for

our global market and our increasingly diverse Canadian society. Furthermore, studies show that diverse teams actually produce more creative ideas than teams where everyone shares a similar background.

Last spring, the District held a Leadership Conference for 300 staff, parents and community partners. It explored the theme of Well-being, Learning and Creativity and how it intersects in their work with students. The conference provided participants with the opportunity to learn from keynote speakers, panel discussions and interactive breakout sessions. Many of the interactive breakout sessions were facilitated by our own departments, staff and students. Participants left the conference with knowledge of the changing landscape of education in the 21st century, the changing nature of the student learner and evidence-based strategies that are aimed at developing outcomes for student success, creativity, innovation and well-being.

EMPLOYEE WELLNESS & ACCESSIBILITY

To be a top employer employees must feel welcomed, encouraged and supported. Last year, the Employee Wellness Office partnered with a new Employee and Family Assistance Provider (EFAP) - Shepell. The EFAP provider serves OCDSB staff and their families by providing support during times of crisis as well as proactive health and wellness services such as nutrition, financial and career coaching. Shepell provides assistance with locating supports available in the community, locally or for staff who may have students attending educational facilities around the world and aging parents in other communities across the country.

Employee Wellness provided support to over 2000 employees providing work accommodation plans, support in the workplace, return to work planning and launched a new training program called "Mental Health Leadership."



OBJECTIVE 10:

THE DISTRICT HAS A CLEAR AND COMMONLY UNDERSTOOD GOVERNANCE FRAMEWORK AND AN EFFICIENT AND EFFECTIVE DECISION-MAKING PROCESS.

KEY ACCOMPLISHMENTS:

- Created a Year 3 Measurement Report and 10 strategic objective reports, presented to Committee of the Whole
- Developed and approved the 2015–2019 Strategic Plan
- Completed orientation of new Board of Trustees
- Established a framework for governance through a new Governance Policy and revised and implemented By-Laws and Standing Rules
- Restructuring of Board Committees completed and new Board professional development process implemented
- Initiated AODA compliance and completed mandatory staff training; Accessibility policy revised and new Accessible Formats, supports and customer service standards developed
- Enterprise Records Management Project implemented
- Enhanced business practices in risk management

EVIDENCE:

- The strategic plan consultation engaged a total of 13,494 participants (9,367 Share and 8,030 Star Stage). During the process, participants contributed a total of 42,026 Thoughts and assigned 649,026 Stars
- The highest participant group was parents/guardians followed by staff. The lowest participant group was the general public
- There was an increase in participation for parents/guardians, community partners, general public and other between the Share and Star stage. There was a slight decrease in staff participation by 4.1% and in student participation by 0.4% between the Share and Star stage

ANALYSIS AND REFLECTION:

- Although Governance was not identified as a separate goal in the 2015–2019 strategic plan, governance work will continue through the Engagement and Stewardship pillars
- Measurement and monitoring tools developed in the course of the 2011–2015 strategic plan will help the Board to better monitor strategic progress moving forward

2011–2015 STRATEGIC PLAN

The Ottawa-Carleton District School Board adopted a four-year strategic plan in June 2011. The plan was built on ten key objectives, aimed to support the Board in achieving its key responsibilities of student achievement and student well-being. The District made considerable progress towards the achievement of the objectives of the strategic plan. The plan was instrumental in moving the District forward as an organization that is effectively guided by and focused on its strategic objectives.

MEASURING PROGRESS AT THE DISTRICT

An important part of the work on the strategic plan is the progress that the District has made in terms of establishing an infrastructure for measurement and monitoring so that future reporting can be more readily quantified and balanced with qualitative evidence. This success was driven in large part by the commitment of the Board of Trustees to ensuring accountability, transparency, and measurability. In addition to supporting and encouraging the development of regular reports to Board and Committee of the Whole, the Board recognized the need to invest resources to improve the District's capacity in this regard.

YEAR 4 FINAL REPORT

The Year 4 Final Report on the 2011–2015 Strategic Objectives provides a summary on each of the ten strategic objectives. Each individual strategic objective report is divided into specific sections:

- **Key Accomplishments:** offering a summary of outputs related to that objective which have been completed between 2011 and 2015 including key outputs that have been identified through the Directors Work Plan
- **Evidence:** highlighting the key measures as indicators of progress
- **Analysis/Reflection:** providing a reflection and/or analysis of the work under each objective, identifies any limitations or considerations in the completion of the work and in some cases provides next steps for either carrying the objective forward into the future

MAJOR ACCOMPLISHMENTS

The District can be proud of the breadth and scope of work undertaken over the past four years. Major progress was made on all ten objectives. There are two objectives which were completed 100% and merit specific mention: Full-day Kindergarten (FDK) and Governance.

Full-day Kindergarten (FDK)

The implementation of FDK was a major undertaking. Although this work was done across the province, the OCDSB was unique in its commitment to full implementation of the kindergarten program but also the extended day program. The District was a leader in collaborating with community childcare providers, and in redesigning the business model for childcare with a meaningful commitment to ensuing equitable access to extended day programming.

Governance

The organization has undergone a considerable shift from what may have been described as a "high-meeting, low-performing." organization to a "low-meeting, high-performing." organization. The Board's explicit commitment to effective decision making and its focus on strategic objectives reaffirms the mission/vision as a defining characteristic of a strong District.

The consultation process used to develop the new strategic plan was an excellent opportunity to see the impact of the plan from the perspective of stakeholders. Much of what we heard the District does well can be linked to our strong commitment to Learning and Well-being. As part of the work on our new plan, we will continue to regularly share information with our community on our District goals and strategic priorities. The final four-year status report on the ten objectives is directly connected to our ability to achieve the goals established in our 2011–2015 strategic plan.



STUDENT ACHIEVEMENT

TRENDS IN EQAO PROVINCIAL ASSESSMENT DATA

As a District, we are constantly seeking out ways to improve student achievement. An integral 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. Each school also develops an annual School Learning Plan that focuses on the greatest areas of need for their students. The information needed to create these documents comes, in part, from the assessment data provided by Education Quality and Accountability Office (EQAO). As a result of the labour disruption in the spring of 2015, provincial assessment data is only available for the Ontario Secondary School Literacy Test (OSSLT). The results that follow summarize achievement trends for the most recent assessment results available.

The most recent EQAO data indicates that students are commonly achieving above the provincial standard and that achievement gaps have narrowed in some areas, particularly for English Language Learners (ELLs) and students with special needs (SpEd). That said, achievement gaps still exist and work will continue through the provision of differentiated supports and interventions. Overall, the data reflects the importance of working together as a community to ensure the success of our students. We know that when we do that, achievement increases and gaps between all students and identified groups of students (i.e. English Language Learners (ELLs), students with special needs (SpEd), students who have self-identified as First Nations, Metis, or Inuit (FNMI), and students residing in lower-income neighbourhoods) decrease.

LITERACY

Increases in the proportion of students meeting or exceeding the provincial standard on the EQAO assessments were observed in five of the six literacy assessments of reading and writing. Results for OCDSB students were also the same as (or higher than) provincial results in five of six areas, the only exception being grade 3 writing. Secondary students in the District continued to maintain higher levels of achievement on the Ontario Secondary School Literacy Test (OSSLT) compared to their provincial peers, with 88% of first-time eligible OCDSB students achieving success, six percent greater than the province.

While achievement gaps persist for boys, English Language Learners (ELLs), students with special needs (SpEd), and students who have self-identified as First Nations, Metis, or Inuit (FNMI), modest progress has been made in narrowing gaps across many areas. Most notable are the narrowing of gaps for ELLs in three of six literacy measures, and for students with special needs (SpEd) where achievement gaps have been reduced by 1 to 4 percentage points in five of six literacy measures. Baseline data for students residing in lower-income neighbourhoods yields achievement gaps across all literacy measures – gaps are marginally wider for students in the primary division compared to those in more senior grades.

NUMERACY

With no new information from the provincial assessments in mathematics, the most recent evidence of performance on the junior mathematics assessment indicates that this needs to be a continued area of focus. Further, results on the grade 9 applied level mathematics assessment suggest that students continue to struggle with the curriculum. These observations are consistent with provincial trends, as well. With that said, OCDSB Grade 9 Academic level Mathematics students continue to outperform the province by two percent (87% vs. 85%), suggesting that OCDSB students are well prepared for post-secondary studies.

There is little to no gender difference across most mathematics assessment data. The exception to this is in grade 9 applied level mathematics in which boys performed better than girls. Despite a modest narrowing of achievement gaps on some measures of numeracy for English Language Learners (grade 6 and grade 9 applied mathematics) and students with special needs (grade 3 mathematics), continued efforts are required to help promote successful outcomes for all students. For students who have self-identified as FNMI and for those students residing in lower-income neighbourhoods, achievement gaps are more pronounced on the primary and junior assessments.

COMPULSORY CREDITS AND PATHWAYS

Pass rates in grade 9 and 10 compulsory credits in both the academic and applied levels ranged from 84% in grades 9 and 10 applied English and grade 9 applied science to 99% in grades 9 and 10 academic core French. The proportion of students meeting/exceeding the provincial standard has increased in 16 of 21 compulsory courses. Pass rates and the percentage of students meeting/exceeding the provincial standard continue to be higher in academic level courses compared to applied level courses.

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

In 2014-2015, 78% of OCDSB students earned 16 credits by the end of grade 10 – a slight decline from 79% observed in the previous year; provincial data is not yet available. The Cohort Graduation Rate for OCDSB students entering grade 9 for the first time in 2009-2010, and who graduated within five years, was 86% compared to the provincial rate of 84%. Students in our identified groups tend to meet these milestones to a lesser degree than all students – for some (e.g., students with special education needs), however, reaching the milestone may take a little more time and support.

HISTORICAL TRENDS IN ACHIEVEMENT DATA 2010–2015

Since 2010, OCDSB students have shown growth in most areas. Specifically, results on the most recent administration of the primary EQAO assessment (2013–2014) shows a 7% increase in reading, a 5% rise in writing, and a 3% decrease in mathematics. In comparison, their grade 3 provincial counterparts experienced an 8% increase in each of reading and writing, and a 3% decrease in mathematics.

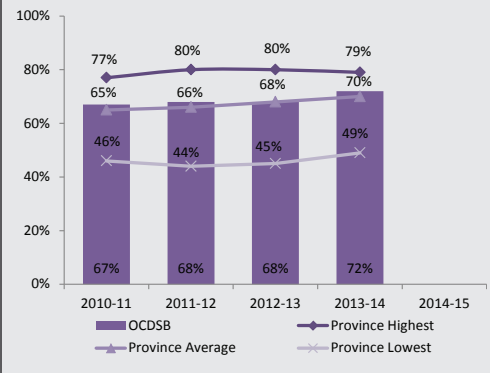
At the junior level, our grade 6 students experienced a 4% increase in achievement in reading, a 6% improvement in writing, and a 7% decrease in mathematics. At the provincial level, a 7% increase in reading, an 8% rise in writing and an 8% decrease in mathematics were observed during this same time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



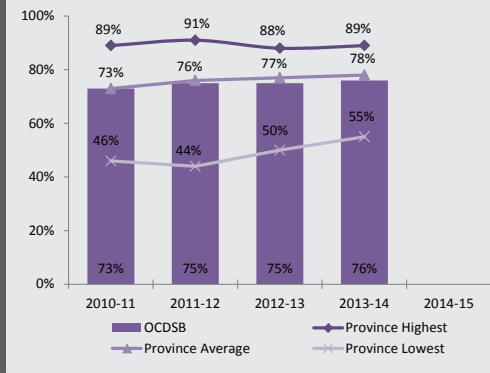
2010–2015 EQAO ASSESSMENT RESULTS

Primary — Board vs. Province

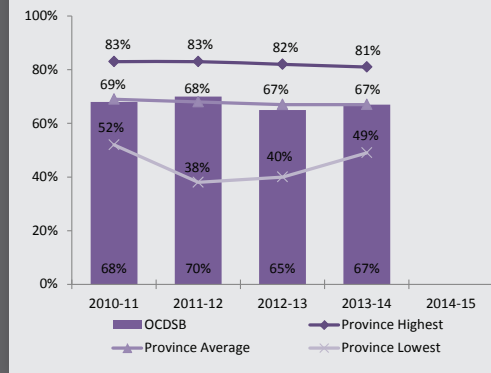
Reading



Writing

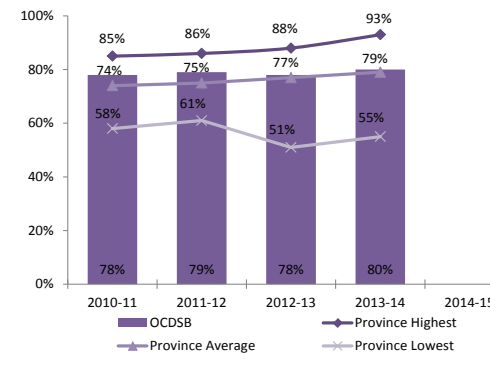


Mathematics

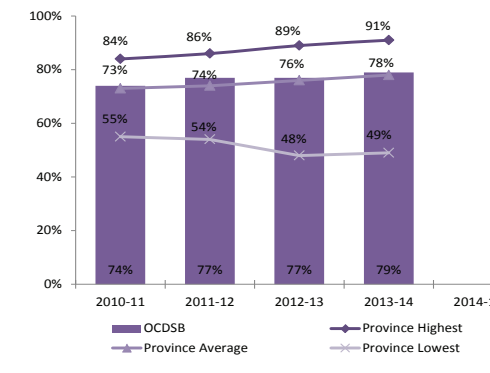


Junior — Board vs. Province

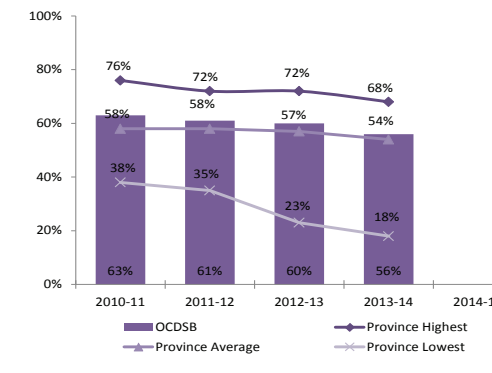
Reading



Writing

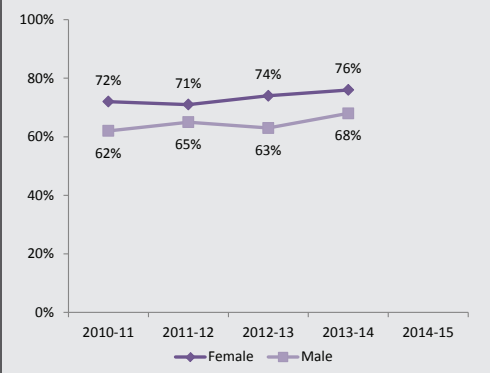


Mathematics

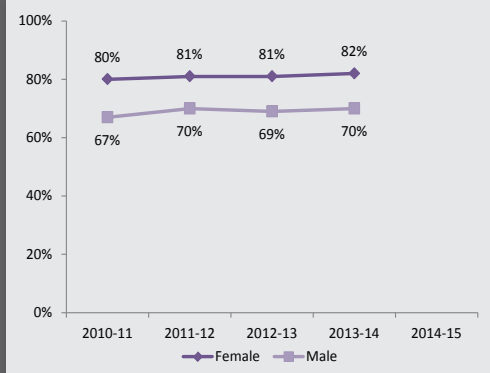


Primary — Females vs. Males

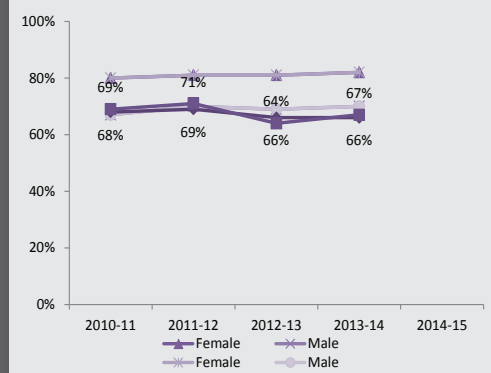
Reading



Writing

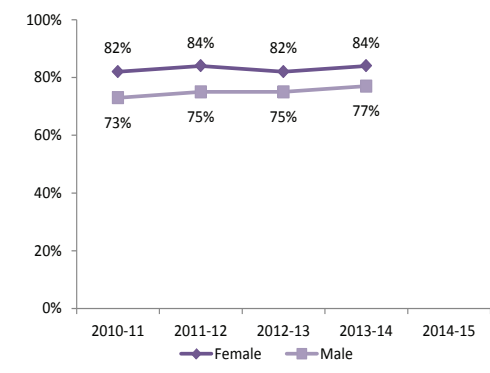


Mathematics

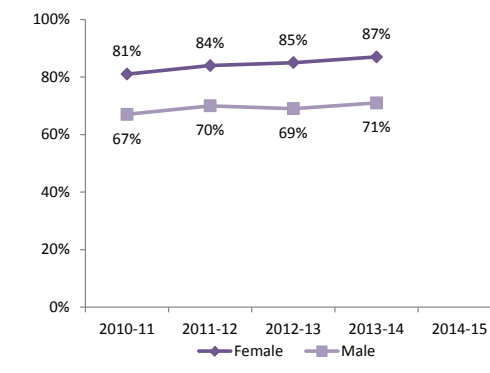


Junior — Females vs. Males

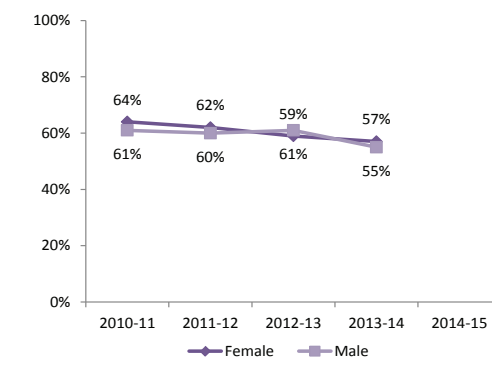
Reading



Writing

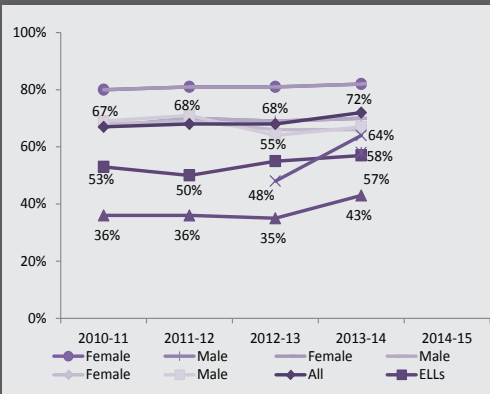


Mathematics

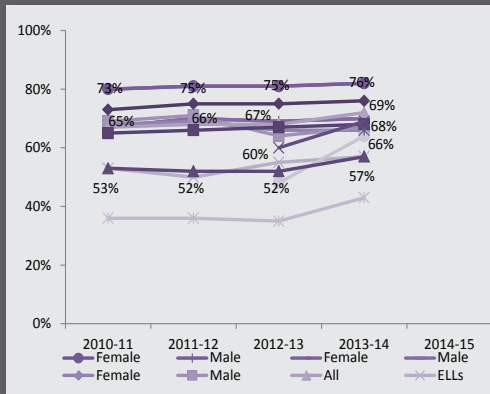


Primary — ELLs, SpEd, FNMI

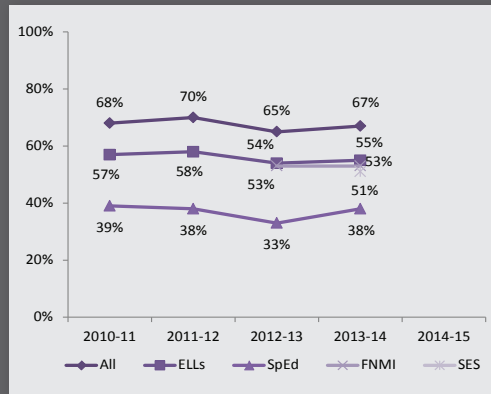
Reading



Writing

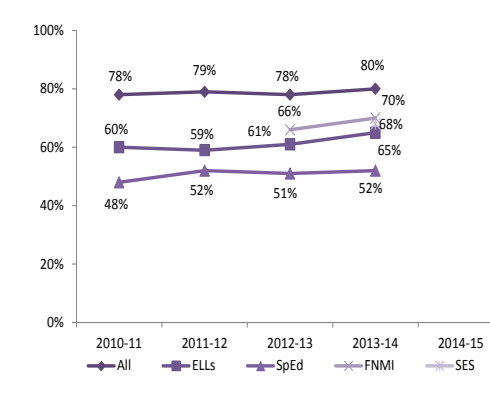


Mathematics

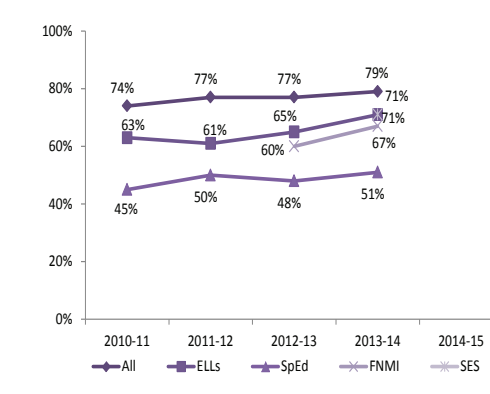


Junior — ELLs, SpEd, FNMI

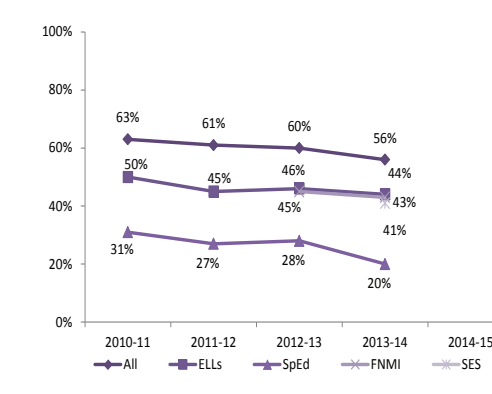
Reading



Writing

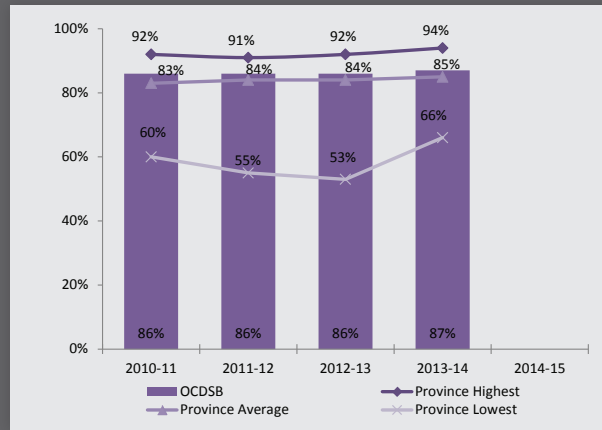


Mathematics

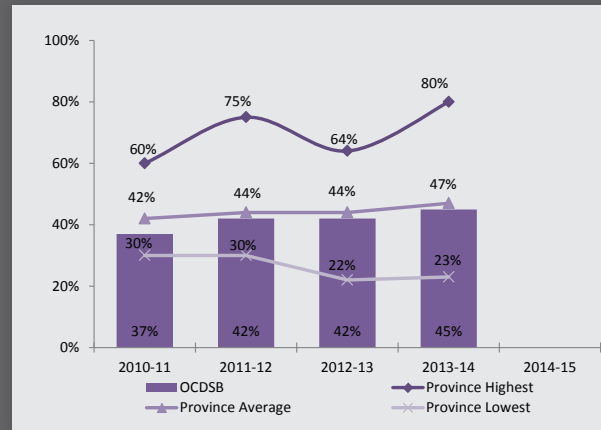


Grade 9 — Board vs. Province

Academic Math

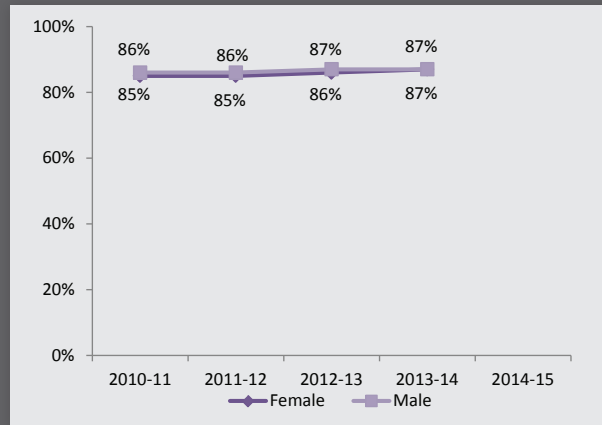


Applied Math

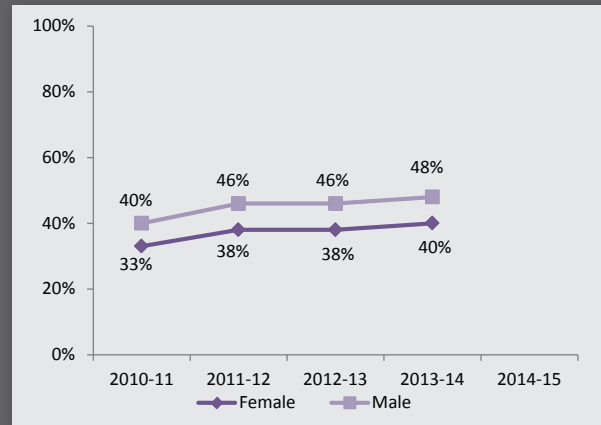


Grade 9 — Females vs. Males

Academic Math

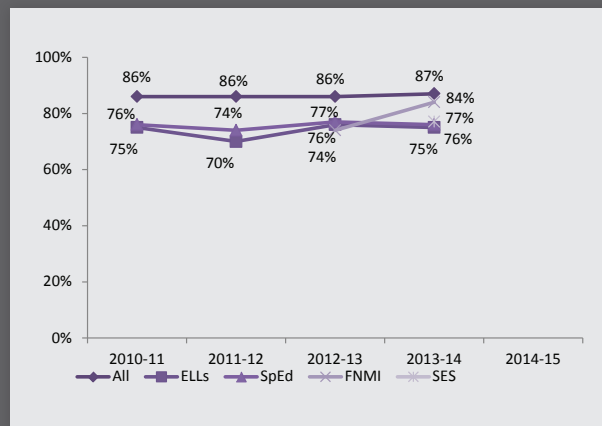


Applied Math

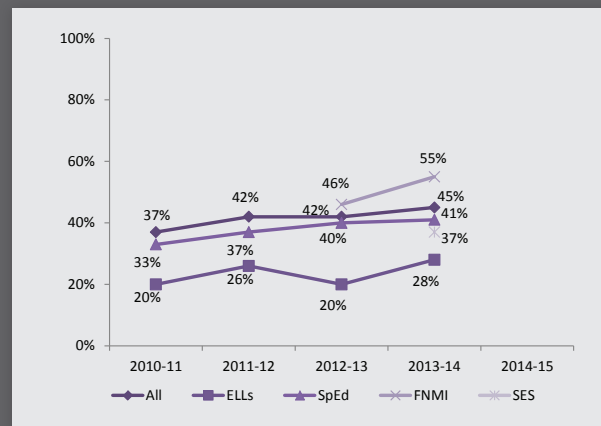


Grade 9 — ELLs, SpEd, FNMI

Academic Math

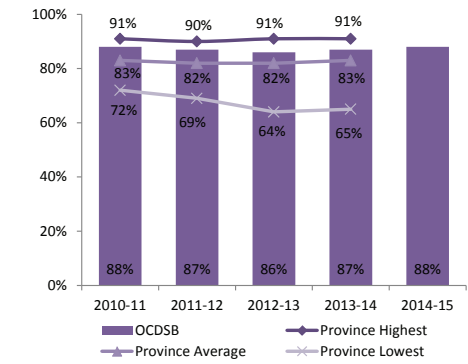


Applied Math



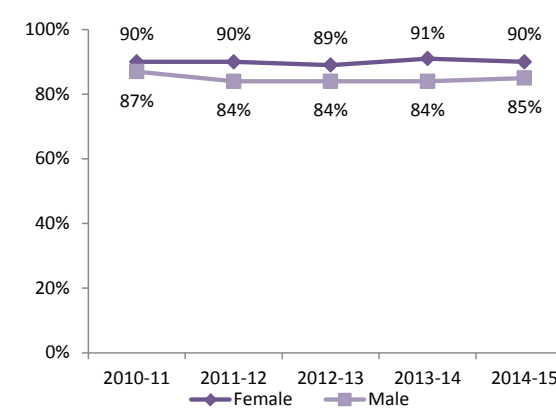
Grade 10 — Board vs. Province

OSSLT — First Time Eligible

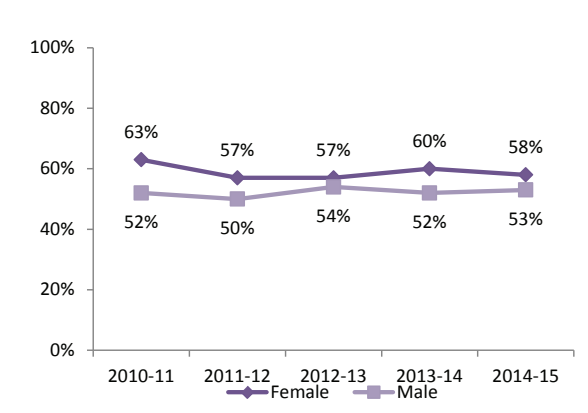


Grade 10 — Females vs. Males

OSSLT — First Time Eligible

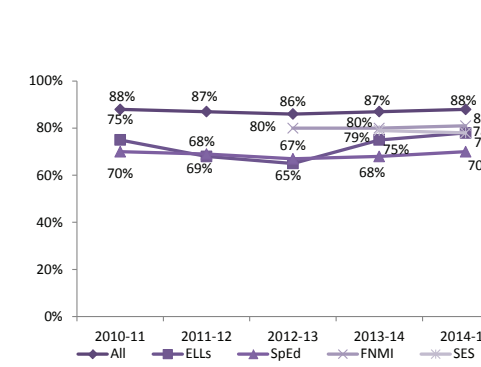


OSSLT — Previously Eligible

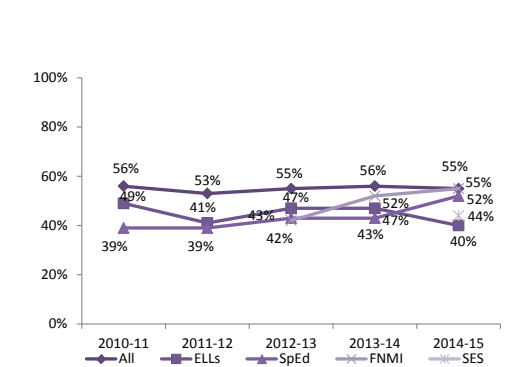


Grade 10 — ELLs, SpEd, FNMI

OSSLT — First Time Eligible



OSSLT — Previously Eligible



OCENET is a non-profit organization which serves as the international education division of the OCDSB. Through OCENET, over the past 13 years, the OCDSB has hosted close to 6,000 students and educators from all corners of the world in its elementary and secondary schools. OCENET is committed to providing cross cultural opportunities for international students who come to study in Ottawa and to promoting ways of enhancing the intercultural competencies of OCDSB students and educators. It creates a forum for Ottawa students and teachers to meet and learn from international students and teachers. OCENET is recognized as a Canadian leader in its international education initiatives.

Highlights of the 2014–2015 School Year

By the numbers:

- OCENET placed close to 700 international students from 39 countries in 22 high school schools and 34 elementary schools throughout the OCDSB;
- OCENET welcomed 59 visiting educators as part of its teacher training program and 38 teachers in two large delegations from Colombia and Norway, as well as numerous smaller international delegations; in total, approximately 150 educators from 10 different nations visited OCENET;
- OCENET hosted close to 120 summer students, almost 200 short term immersion students, and facilitated 48 individual student exchanges. In addition, at a one day event, OCENET hosted a student delegation of 107 from China;
- Almost 400 students are enrolled in the OCDSB International Certificate Program in 18 OCDSB secondary schools. This program recognizes students who have demonstrated a commitment to being motivated, engaged and active global citizens.

Launch of the new OCENET sponsored bursary program: An increasingly important part of OCENET's role is encouraging local OCDSB students and staff to participate in international learning, intercultural exchanges and developing global competencies. To support these goals, an innovative new bursary program was launched as a pilot project to assist students and educators in funding these types of international learning experiences.

OCENET recognized for leadership in International Education: In November 2014, OCENET and the OCDSB received the Canadian Bureau of International Education (CBIE) Board of Directors Award for Comprehensive Internationalization based on the following criteria: "Awarded to institutions or school districts that are executing well-planned, creative and purposeful strategies toward comprehensive internationalization.."

OCENET and OCDSB were selected by the Ontario Ministry of Education to pilot a unique cultural immersion program in China: 20 Grade 10 students from various OCDSB high schools participated in the pilot program to learn about Chinese language and culture for two weeks during the summer.

OCENET's Second Annual International Education Fair: In April 2015 OCENET hosted its second successful info fair that included over 30 exhibitors and 12 information workshops and panel discussions on international education topics of interest to students, parents and educators.

OCENET's Global Connections: Additional information on these and other OCENET initiatives can be found by viewing the OCENET newsletter, Global Connections, which is published twice each academic year. Current and archived editions can be found on www.ocenet.ca.



PROVIDING HOPE AND HELP FOR STUDENTS IN NEED

Not all students are lucky enough to start their school day with the same foot forward as everyone else. There are more than 15,000 students who are already behind before they even step into the classroom. Often what's missing is the most basic necessities and that is where the Education Foundation of Ottawa (EFO) can help.

An epi-pen to save a life. A nutritious snack to help concentrate and learn. A new pair of winter boots so feet don't freeze. A backpack to carry homework and learning tools. These are just a few things all students should have. They are also just a few of the things one in five kids in Ottawa may miss out on at school because they live in poverty.

A charity established to help the most vulnerable students in Ottawa, the Education Foundation of Ottawa believes in giving children the chance to reach beyond what they've been given in order to excel and succeed.

Thanks to the generous support of hundreds of donors last year, the EFO provided support to more than 15,000 Ottawa-Carleton District School Board (OCDSB) students in our city who needed help. Here's how:

- Coordinated and provided more than 1,200 backpacks filled with school supplies
- Funded snack programs in 55 schools for over 9,000 students
- Supported more than 10,000 students with emergent needs to purchase food, warm clothing and medication
- Empowered more than 5,000 students to be equal to their peers by providing funding for extra-curricular activities, sports, arts, athletics and educational experiences.

The Education Foundation fills in the gap of what's not covered by the education system funding or social services to ensure that every student is equipped for success.

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



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, Director's Executive Council, Principals, and Managers.

The Director's 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.



Susan Baker
Board/Committee
Coordinator
Board Services
Director's Citation
Award



Brenda Beattie
Office
Administrator
Ridgemont H.S.
Director's Citation
Award



Colette Eveillard
Teacher
Mary Honeywell E.S.
Director's Citation
Award



Sue Farrell
Office
Administrator
Elgin Street P.S.
Director's Citation
Award



Kevin Gadde
Chief Custodian
Gloucester H.S.
Director's Citation
Award



Franca Germano
Office Assistant
Business & Learning
Technologies
Director's Citation
Award



Rob James
Principal
Regina Street P.S.
Director's Citation
Award



Diane Labelle
ePLC
Administrator
Curriculum
Services
Director's Citation
Award



Judi Laurikainen
Psychological
Associate
Learning Support
Services
Director's Citation
Award



Christine McCarthy
Assistant,
Operations
Human Resources
department
Director's Citation
Award



Wayne Richard
Day Custodian
Woodroffe H.S.
Director's Citation
Award



Mary Saunders
Head, Student
Services
Earl of March S.S.
Director's Citation
Award



France Thibault
Principal
Glebe C.I.
Director's Citation
Award



**Peggy Van
Ryckeghem**
Office
Administrator
Sir Guy Carleton S.S.
Director's Citation
Award



GEM Team
Rosemary Kitts (Team Leader),
Tracy Bertrand, Carl Loucks
Teresa Harrison, Kim Rycroft, Andrew
Parent, Mark Bilmer
Technology Excellence Award



Amy Tremblay
Teacher
Rideau H.S.
Excellence in
Equity Award



Rob Corby
Chief Custodian
Sir Guy Carleton S.S.
Health & Safety
Award



Colleen Irvin
Principal
Huntley
Centennial P.S.
Innovation Award



Caroline Kitchen
Head of English/
Music/Drama
A.Y. Jackson S.S.
Mentoring Award



**Paula
Leitch-Blais**
Learning Support
Teacher and
Head of Spec. Ed.
Glebe C.I.
Ronald K. Lynch
Memorial Award

For more information on the award categories please visit our website at www.ocdsb.ca

COMMUNITY AWARD WINNERS



Chair's Award

Raymonde Barbeau

Granted in recognition of substantial contribution of an OCDSB 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.



Community Award

Jill Reeves

Granted in recognition of outstanding efforts of a member of the OCDSB community in developing an initiative that directly supports the well-being of our students.



Community Partnership Award

Carmen Urbina

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.



Distinguished School Council Award

Barbara Mitchell

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.



Excellence in Equity, Isis Officer Community Award

Aisha Sherazi

Granted in recognition of a substantial contribution of a parent, volunteer business community member of organization to support the alignment and integration of equity and inclusive educational principles and practices over an extended period of years or through a significant initiative that has directly benefited OCDSB students.



Volunteer of the Year Award

Bob Stevenson

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.

STUDENT RECOGNITION AWARD WINNERS

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. Each year we proudly and publicly honour our senior student leaders through this recognition program.

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.



Uyi Erhokpodamwen
Adult H.S.



Ryan Hooper
A.Y. Jackson S.S.



Makayla Stratham
Bell H.S.



Hajer Furat
Brookfield H.S.



Jennifer Constant
Cairine Wilson S.S.



Claude Dee Laguerre
Canterbury H.S.



Azana Hyder
Colonel By S.S.



Melissa Gannon
Continuing Education



Cesur Kavaslar
Earl of March S.S.



Edward Labonte
Elizabeth Wyn Wood S.A.P.



Kelsey Smith
Frederick Banting S.A.P.



James Morden
Glebe C.I.



Lukas Beneteau-Forgues
Gloucester H.S.



Rangin Haji-Rahman
Hillcrest H.S.



Toby Thomas
John McCrae S.S.



Metin Ali
Lisgar C.I.



Thomas Hayes
Longfields-Davidson Heights S.S.



Marwan Saeed
Merivale H.S.



Keira Chadwick
Nepean H.S.



Cameron Jette
Norman Johnston S.A.P.



Jordan Pernari
Osgoode Township H.S.



Skylar Hope
Ottawa Technical S.S.



Ashly Barrie
Richard Pfaff S.A.P.



Memoona Qureshi
Rideau H.S.



Lila Ibrahim
Ridgemont H.S.



Esther Csurgai
Sir Guy Carleton S.S.



Abdulhaiy Ansari
Sir Robert Borden H.S.



Victoria Hawco
Sir Wilfrid Laurier S.S.



Bethany Mowat
South Carleton H.S.



Oliver Hewish
West Carleton S.S.



Alex Hill-Keast
Woodroffe H.S.



Brittainy Jones
Urban Aboriginal Alternate
High School Program



BOARD OF TRUSTEES

THE BOARD OF TRUSTEES

The Board of Trustees is made up of 12 trustees elected by zone and 2 student trustees.

Our school board trustees are responsible for overseeing a thriving and progressive educational system, which serves approximately 71,600 students in 145 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 vision and provincial policy;
- Set budgets and goals;
- Monitor policy and student achievement; and
- Provide equitable access to programs for all students.

The current term for trustees is December 1, 2014 to November 30, 2018.

Communicators with the Public

Trustees are accountable to their community for the decisions made by the Board. 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 system, 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

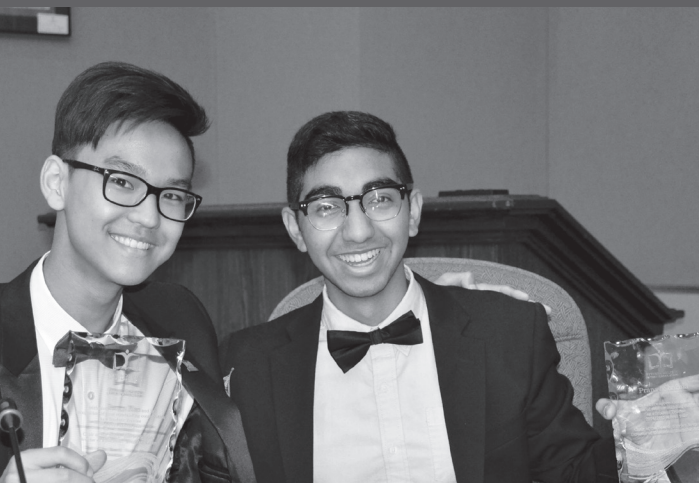
Trustees have the ultimate responsibility for approving the policies and by-laws which govern the Board's entire operation. Policies are developed in conjunction with staff to address program, student, staff, property, Board and administration requirements. The Board is also active in many provincial 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 that 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 Voice

Student Voice continues to be the focus for Student Trustees. The Student Senate Assembly has been working towards a "Student Governance 101" lesson plan for use by student leaders in the Grade 10 Civics class. The purpose of this lesson focus is to increase student understanding about the hierarchy of Student Government and the simplicity for their voices to be heard. The 101 lesson plan which complements the civics curriculum of municipal, provincial and federal government, educates students on the structure of Student Government and the roles of each Student Council member. The goal is not only to spark the interest for students to run for a position on Student Council, but also to educate them on Student Voice and how their perspectives are able to create tangible changes.



2014–2015 Student Trustees — Jerry Yao and Pranav Sharma



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STUDENT TRUSTEES



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Kayvon Mihan
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ABOUT US

The Ottawa-Carleton District School Board (OCDSB) 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, equity and stewardship. 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. 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.

OUR STUDENTS

Student enrolment as of October 31, 2015 was approximately 71,600.

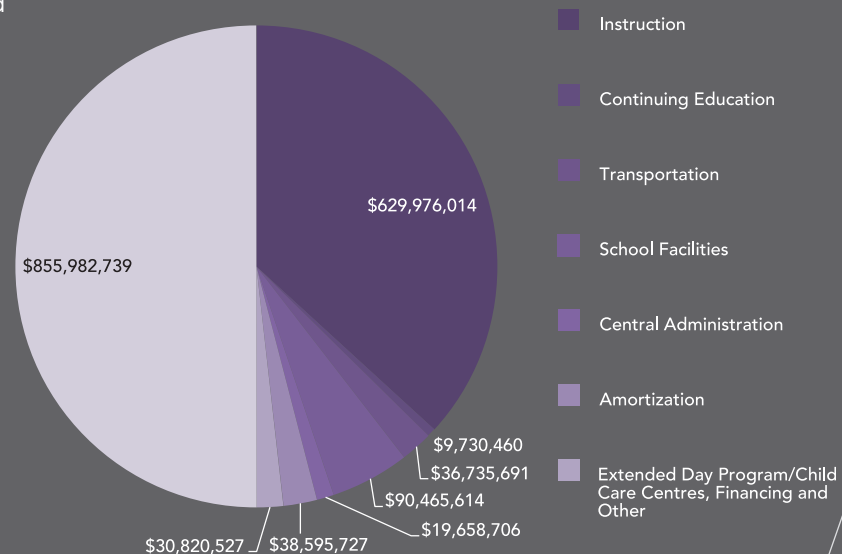
OUR STAFF

The total number of full-time equivalent (FTE) elementary teachers is 3,062.4 and the number of secondary teachers is 1606.83. There are 1,517 occasional elementary teachers and 746 occasional Secondary. We have a total of 249.67 Principals and Vice-principals, and Administrative and Support Staff number 2,816 FTE.

OUR SCHOOLS AND PROGRAMS

The OCDSB operates 115 elementary schools, 26 secondary schools and five Alternate Programs at the secondary level. Students attend English/Core French, Early French Immersion, and Middle French Immersion programs or attend an Alternative school. Students at the secondary level earn credits for subjects such as English, French Immersion, Science and Math. Special programs include the International Baccalaureate, High Performance Athlete Program, Specialized High Skills Major Programs, Focus Programs, Alternate Programs and the Adult High School. We also operate a unique high school dedicated to Arts education. Credit and general interest programs are offered through the Continuing Education Department. In 2014–2015, 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.

Approved 2015–2016 Budget



2014–2015 DIRECTOR'S EXECUTIVE COUNCIL



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Director of Education and Secretary of the Board
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Pino Buffone
Superintendent of Curriculum Services
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