



December 22nd, 2010

Denis Chartrand
Ottawa Regional Office, Ministry of Education,
1580 Merivale Road, Suite 504,
Nepean, ON K2G 4B5

Dear Mr. Chartrand,

I am pleased to provide you with this year's Director's Annual Report (attached) for the Upper Canada District School Board (UCDSB). The 2009-10 school year has been notable for a wide number of important accomplishments in our schools. For example, Collaborative Inquiry has been adopted on a board-wide basis with school principals participating in "hubs and nodes" working sessions to facilitate co-teaching as a standard practice at all schools.

Our school success plans, increasingly integrated with collaborative action, have seen a high degree of staff teamwork and transparency with an emphasis on communication with parents. Many schools now have their success plan posted throughout the school for all to see.

A number of schools have been designated with High Performance School status because they are truly aligned and focused with the Boards Strategic goal for a 90% graduation rate and all student pathways. At some schools, each staff member has been assigned with students for whom they are personally responsible to ensure a successful outcome.

Professional development sessions entitled "H₂O" were held throughout the year to bring teachers and principals together to role play a variety of challenging situations that occur in schools. Staff members attending these sessions have been energized with information and experience they have shared with others in their schools to build leadership capacity.

Our Venture Education initiative offered a unique opportunity for high school students to test their entrepreneurial skills. Students were judged by three local business people to receive seed money in support of their summertime business ventures. Two producers from CBC's *The Dragon's Den* participated. The program is being expanded to include elementary students who will put together their business case to raise funds for a selected charity.





Our Early Learning Program schools were accompanied by a number of other schools offering the UCDSB Ready 2 Learn Program; a half curriculum/half play-based learning program.

Our newest grades 7-12 schools have been well received in our communities, with demonstrated increase in the retention of students between grades 8 and 9; evidence of the student transitional advantages associated with these schools.

The 1000 X 2000 review was conducted to receive information from across the UCDSB and our communities to assess our progress with the CREW system strategic plan.

Highlights of these achievements and others from across our board are available through the following:

- the UCDSB Web site: www.ucdsb.on.ca;
- the David Thomas blog: www.whitewaterdave51.wordpress.com;
- the UCDSB Facebook page: www.facebook.com/UpperCanadaDSB;
- the UCDSB Twitter page: www.twitter.com/UpperCanadaDSB; and
- the UCDSB Vimeo page: www.vimeo.com/UCDSB.

On behalf of our students, staff, parents and board of trustees, thank you for receiving the 2010 Director's Annual Report.

David K. Thomas,
Director

cc: Trustees
Kevin Costante
Strategic Council





UCDSB
Director's
Annual
Report,
2010

2010

Upper Canada
District School
Board

Director's Annual Report, 2010

1. Enrolment & Demographics

2010	Elementary		Secondary	
	Head Count	FTE	Head Count	FTE
October 2010 Enrolment	18324	16604	11548	11300
Special Needs	1461		1841	
English Language Learners	394		230	
First Nation, Métis or Inuit	0		147	

2. Primary Class Size

Number of Primary Classes with 20 and under students	Percentage of Primary Classes with 20 and under students	Number of Primary Students in Classes of 20 and under
386	90.2%	6910

3. Early Learning Data:

School Name, Location:	Students Enrolled:
Commonwealth PS, (Brockville)	36
Duncan J Schoular PS, (Smiths Falls)	44
East Front PS, (Cornwall)	54
Gladstone PS, (Cornwall)	52
Linklater PS, (Gananoque)	52
Maple Grove ES, (Lanark)	26
Maxville PS, (Maxville)	34
Naismith Memorial PS, (Almonte)	66
Nationview PS, (South Mountain)	65
Pleasant Corners PS, (Vankleek Hill)	74
South Edwardsburg PS, (Johnstown)	26
Total current enrolment - all schools	529

4. EQAO Results: (Board vs. Province vs. Other Boards)

Elementary – Grades 3 & 6

Reading Results:	Primary					Junior				
	05-06	06-07	07-08	08-09	09-10	05-06	06-07	07-08	08-09	09-10
Province	62%	62%	61%	61%	62%	64%	64%	68%	69%	72%
Board	62%	59%	61%	61%	63%	63%	60%	65%	67%	68%
Highest Board	79%	73%	73%	75%	75%	77%	74%	77%	79%	82%
Lowest Board	49%	45%	49%	41%	41%	46%	54%	53%	53%	55%

Writing Results:	Primary					Junior				
	05-06	06-07	07-08	08-09	09-10	05-06	06-07	07-08	08-09	09-10
Province	64%	64%	66%	68%	70%	61%	61%	67%	67%	70%
Board	59%	60%	66%	66%	70%	55%	51%	63%	64%	64%
Highest Board	78%	79%	79%	82%	85%	76%	74%	79%	78%	83%
Lowest Board	41%	46%	44%	40%	44%	44%	49%	52%	50%	46%

Math Results:	Primary					Junior				
	05-06	06-07	07-08	08-09	09-10	05-06	06-07	07-08	08-09	09-10
Province	68%	69%	68%	70%	71%	61%	59%	61%	63%	61%
Board	72%	69%	70%	67%	70%	61%	58%	58%	59%	55%
Highest Board	80%	81%	80%	84%	83%	80%	71%	76%	76%	76%
Lowest Board	55%	50%	51%	46%	48%	45%	46%	41%	47%	43%

Secondary – Grade 9 Math/Grade 10 Literacy

Math Results (Gr. 9):	Academic					Applied				
	05-06	06-07	07-08	08-09	09-10	05-06	06-07	07-08	08-09	09-10
Province	71%	71%	75%	77%	82%	35%	35%	34%	38%	40%
Board	66%	69%	75%	74%	77%	39%	43%	39%	40%	45%
Highest Board	81%	83%	88%	86%	90%	58%	64%	53%	67%	63%
Lowest Board	46%	32%	50%	31%	53%	18%	7%	15%	23%	25%

OSSLT (Gr. 10):	Fully Participating First Time Eligible				
	05-06	06-07	07-08	08-09	09-10
Province	84%	84%	84%	85%	85%
Board	84%	84%	82%	82%	81%
Highest Board	92%	91%	92%	91%	92%
Lowest Board	74%	73%	75%	66%	69%

5. EQAO Results (Board data)

Elementary

Reading Results:	Primary					Junior				
	05-06	06-07	07-08	08-09	09-10	05-06	06-07	07-08	08-09	09-10
Board	62%	59%	61%	61%	63%	63%	60%	65%	67%	68%
Boys	56%	53%	54%	59%	60%	55%	55%	60%	64%	63%
Girls	67%	66%	69%	63%	67%	72%	66%	71%	71%	73%
Spec Needs	27%	33%	38%	38%	40%	29%	28%	35%	38%	42%
ELL	50%	32%	64%	47%	38%	36%	57%	71%	71%	48%

Writing Results	Primary					Junior				
	05-06	06-07	07-08	08-09	09-10	05-06	06-07	07-08	08-09	09-10
Board	59%	60%	66%	66%	70%	55%	51%	62%	64%	64%
Boys	51%	50%	59%	59%	65%	43%	39%	53%	54%	54%
Girls	68%	69%	75%	73%	76%	69%	64%	72%	73%	74%
Spec Needs	19%	23%	52%	45%	59%	19%	15%	33%	37%	36%
ELL	50%	49%	64%	53%	58%	27%	53%	75%	74%	79%

Math Results	Primary					Junior				
	05-06	06-07	07-08	08-09	09-10	05-06	06-07	07-08	08-09	09-10
Board	72%	69%	69%	67%	70%	61%	57%	58%	59%	65%
Boys	72%	69%	69%	66%	70%	59%	56%	57%	59%	53%
Girls	71%	69%	70%	69%	70%	64%	60%	58%	60%	57%
Spec Needs	45%	45%	49%	41%	44%	30%	26%	28%	32%	27%
ELL	57%	58%	68%	62%	62%	36%	57%	75%	75%	62%

Secondary

Math Results (Gr. 9):	Academic					Applied				
	05-06	06-07	07-08	08-09	09-10	05-06	06-07	07-08	08-09	09-10
Board	66%	69%	75%	74%	77%	39%	43%	39%	40%	45%
Boys	68%	71%	78%	79%	77%	44%	45%	45%	44%	47%
Girls	64%	68%	72%	70%	77%	33%	40%	32%	35%	41%
Spec Needs	6%	5%	7%	72%	65%	34%	33%	37%	38%	35%
ELL	<1%	<1%	<1%	7%	75%	<1%	<1%	<1%	<1%	0%

OSSLT (Gr. 10):	Fully Participating First Time Eligible				
	05-06	06-07	07-08	08-09	09-10
Board	84%	84%	82%	82%	81%
Boys	79%	80%	79%	80%	77%
Girls	88%	87%	86%	85%	85%
Spec Needs	59%	60%	56%	57%	55%
ELL	35%	53%	50%	70%	72%

6. Projected Junior Division (EQAO – Target 75%):

Junior EQAO	05-06	06-07	07-08	08-09	09-10 (Actual)	10-11 (Projected)	2011-12 (Projected)
Reading	63%	60%	65%	67%	68%	72%	75%
Writing	55%	51%	62%	64%	64%	70%	75%
Math	61%	57%	58%	59%	55%	65%	75%

Current growth trends in EQAO data suggest that the Board will reach the 75% target in Junior Division Reading, Writing, and Math by 2011 and Upper Canada is committed to overseeing the successful outcome of these targets. The Board has continued to implement a Collaborative Inquiry mode whereby principals participate directly with teachers as co-learners. Throughout the

course of this year, administrators and teachers will take part in several collaborative inquiry learning cycles. More specifically, they will examine student work samples, co-construct their understanding of curriculum expectations, co-plan, co-teach, and co-construct success criteria. In doing so, they will refine and adjust their instruction based in their observations of student work in relation to the success criteria.

As well, Upper Canada will continue to implement its Continuous School and System Success Framework, in conjunction with the Ministry's framework, and it will continue to build the capacity of its instructional leaders through a variety of system directed leadership sessions.

7. Credit Accumulation

School Year	* % of Students with 16+ Credits by Age 16
2003-2004	55%
2004-2005	63%
2005-2006	69%
2006-2007	72%
2007-2008	74%
2008-2009	74%
2009-2010**	75%
5 Year Improvement	+6%
6 Year Improvement	+12%

*Source: UCDSB Dashboard Metrics

**Source: OnSIS - preliminary

8. Measures to Improve Outcomes

In 2010 the Upper Canada District School Board continued to improve outcomes for students with low levels of achievement and for low-performing schools. Specifically, this was accomplished by building the capacity of all staff through the implementation of a system-wide collaborative inquiry model. As well, a number of Board initiatives including H₂O, "Tag the Top", and working sessions in the UCDSB Strategy Room continued. Through these initiatives, strategies were developed to support all learners and all schools in Upper Canada.

9. Programs for Students Unable to Attend Regular School Programs

ABLE Program

The Alternative and Continuing Education sector of the TR Leger School provides the Alternative Behaviour Learning Experience (ABLE) program to support students who have been suspended from UCDSB schools for a period of 6-20 days. The program contains academic and non academic counselling support to assist students to successfully return to their home schools with an improvement plan.

Successful Destinations Program

The TR Leger School of Alternative and Continuing Education provides the Successful Destinations Program (SDP) for students who have been expelled from all schools of the board. The goal of this

program is to motivate students to understand the consequences of negative behaviour before returning to mainstream schools with an improvement plan specific to their individual needs.

SALEP Program

The Supervised Alternative Education Program (SALEP) is an optional program for students who need a different experience where they can take time to reflect and build skills which will help them return to a mainstream or alternative school environment.

10. Special Education Programs and Services

- UCDSB is a provincial leader in providing assistive technology software, hardware and training for students and staff. We have implemented an embedded learning model which focus' on Universal Design for Learning (UDL) and Differentiated Instruction (DI). We are proud of the capacity building strategy of 'necessary for some and good for all'. The commitment to teach all our students has resulted in Special Education students in UCDSB continuing to outperform the province in Primary and Junior EQAO testing. UCDSB students with special education needs also exceeded the provincial participation rates by 5-14%.
- The UCDSB vision is about "Creating futures, leading and learning for all". As more and more classrooms look to support programming for students with significant disabilities and their typically developing peers, the Student Engagement department continues to work with "Smart Inclusion"-the use of interactive whiteboards integrated with special needs software to support and to promote inclusive educational practices. The goal of this approach is to increase engagement, participation and achievement for ALL students and assists in guiding our work in reaching for the UCDSB goal of 90% graduation rate, 100% successful pathways for all.
- 1 in 5 children at any given point in time face mental health problems. Anxiety and depression predominate and can impact significantly on a student's ability to engage in the classroom and achieve academically. FRIENDS for Life is an evidence-based program and provides children and youth with coping strategies for dealing with the worries of everyday life, building resiliency and coping skills. It has been shown to be effective as both a therapeutic intervention AND as a classroom-based prevention program. Members of the Student Engagement team are currently trained to facilitate FRIENDS classroom programs and are increasingly offering the program where significant need to promote coping among particular cohorts has been identified. We are currently tracking outcomes related to FRIENDS programming.
- Research cites that oral language acquisition at school entry is the single most important academic predictor by grade seven. Speech Language Services staff work closely with teachers and in classrooms to build capacity around language-development needs of kindergarten students, and on strategies to encourage oral language and emerging literacy skills.
- Behaviour Management System training is offered to UCDSB staff several times a year by Student Engagement Trainers. The focus of BMST is on understanding the factors that impact behavioural functioning, proactive versus reactive approaches to challenging behaviour, and the reduction (rather than direct control) of aggressive behaviour in the schools. There is a focus on cyclical information gathering to prevent problems and guide interventions, action and planning, and review and debriefing

(for critical incident behaviour, and also of plans). To date, more than 700 staff have received training (certifications and re-certifications specific to their school environment, policy and statutes.

- Collaborative Service Delivery Models for Students with Autism Spectrum Disorders are imperative for students with autism. Upper Canada is very fortunate to have excellent partnerships with Hotel Dieu and the Children's Hospital of Eastern Ontario.

11. Notable Accomplishments in Student, Parent and Community Engagement, and in Student Safety and Health

Parent Involvement Committee

At a system level, the Parent Involvement Committee has begun to utilize webcasts to impart information and build capacity. In May of 2010, the World's Largest School Council Meeting was held which allowed School Council Members to take part in an interactive webinar session with the Director of Education and Chair of the Board. In October 2010, in lieu of its annual face to face School Council Fall Forum, a School Council Webinar with Ian Hill was held. The content of team building and leadership styles was presented to participants who viewed from home or from within their SAC meeting.

The PIC and senior staff will also be establishing a process to align with the new Reg. 330/10, "School Councils and Parent Involvement Committees".

Student Safety/Health

The UCDSB has improved/expanded four key areas of student safety and health:

- The implementation of a student activity risk assessment process which allows students to participate in experiential learning and other activities while balancing the risk of injury or loss.
- Streamlining of the Administration of Medication process to ensure that students who require medication while at school are receiving the proper medication and dose.
- increasing awareness of the Student Accident Insurance program and encouraging parents/guardians to purchase this insurance for a very low cost to help cover medical/dental bills in the event of injury.
- Expansion of the Medic Alert – "No Child Without" program: all elementary schools in the UCDSB are now a part of this program. Families can enroll students who have life threatening allergies/conditions in the program and receive medic alert bracelets at no cost.

School Food and Beverage Policy

PPM 150 was distributed to schools by the Ministry of Education in January of 2010. A team of principals attended a training session January 20th to help us implement the new policy, understand the nutrition standards set out in the policy and apply these to school venues, programs and events where food and beverages are sold. A steering committee made up of secondary and elementary principals from across UCDSB as well as Ron MacLaren, Manager of Purchasing Services and Dietician consultant Devorah Belinsky, met to decide how and when administrators in the system were to be trained on this new policy.

An on-line presentation was developed that administrative staff would complete as part of their training on the School Food and Beverage Policy before the end of June 2010. In conjunction with this Ron worked with the cafeteria food services providers and secondary principals to explore options to prepare for the implementation date of September 2011.

Devorah, the local health units and our partners The Champlain Cardiovascular Disease Prevention Network have continued to develop tools for principals to support the full implementation next school year.

QDPE is now Physical Literacy

During the 2009-10 school year, the UCDSB's focus has been how to highlight the need to pull and push our kids to higher levels of physical fitness. Another 50 teachers successfully completed the AQ Qualifications in Gananoque and Smiths Falls during the summer session. Over 150 teachers participated in the QDPE conference in August. The Canadian Assessment of Physical Literacy project completed its first cycle of research in our board. UCDSB teachers presented at OPHEA conference in October. The revised Health and Physical Education curriculum documents were presented to 180 teachers. Teams of teachers were invited from every elementary school in the district and changes in the curriculum were investigated. Healthy Schools Plaques of Recognition from the ministry were received by several elementary and secondary schools using the Foundations for a Healthy School Framework.

12. Status of Equity and Inclusive Education Strategy

The Upper Canada District School Board has continued to embrace Ontario's Equity and Inclusive Education policy. The Board has continued to address challenges and barriers that were identified through a needs assessment and continued to build the leadership capacity of its principals and vice-principals through system training days. As well, Upper Canada has developed and implemented a Religious Accommodation Policy and is currently using equity and inclusive education guidelines in its review and revision of other policies and procedures. A Safe Schools Team, comprised of a principal, teacher and non-teaching staff, is in place in every UCDSB school and this helps to promote equitable and inclusive school environments.

13. Ontario First Nation, Métis, and Inuit Education Policy Framework

The UCDSB has implemented the required Self Identification policy and procedures. Additional Native Studies courses have implemented in many of our secondary schools across the district which are available to all students in the schools. We have a program resource teacher dedicated specifically to the development implementation of the FNMI framework in our elementary and secondary schools. The TR Leger School of Adult, Continuing and Alternative Education has established a program site in collaboration with the Ahkwesahsne Mohawk Board of Education on the Akwesasne Territory.

14. Board's Multi-Year Plan

The Upper Canada District School Board Strategic Plan for 2010-2013, entitled "Surging Forward" can be viewed at the following link: [UCDSB CREW Strategic Plan 2010-13: Surging Forward](#).