



Upper Canada District School Board

DIRECTOR'S ANNUAL REPORT

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The Upper Canada District School Board delivers educational services in an environment that emphasizes character and respect. Our school board aligns its goals and objectives with the Ministry of Education and reflects the priorities of our local communities. All staff are guided by our mission, vision, values, and credo, which show commitment to student and staff achievement, wellness, equity and inclusion, and fiscal responsibility.

This report demonstrates our continuing focus on these overarching principles during the 2022-2023 school year.

Mission

We Prepare All Students for a Successful Life



Values

Caring, Courage, Empathy, Fairness, Generosity, Honesty, Perseverance, Resilience, Respect, and Responsibility

Vision

Creating Futures, Leading and Learning for All

Our credo reflects the guiding principles of our board:

- We believe our first responsibility is to our students.
- We are responsible to our employees.
- We are responsible to the communities that we serve.
- We will provide environmental awareness among our staff, students and within the community.

In the pages of this year's Director's Annual Report, we have a compelling story to tell—one of growth, a deep commitment to literacy, and a dedication to real-world learning experiences for our students.

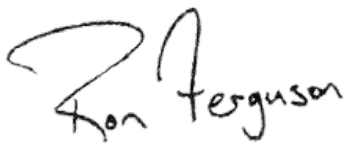
Reading is an essential life skill and ensuring all students know how to read is at the center of our work ([see the Director's Work Plan, pg. 7](#)). In the 2022-2023 school year we saw students creating digital storybooks ([pg. 25](#)), saw the enhancement of our Power Up Program to provide intensive academic support to students who need it ([pg. 13](#)), and a visit from the Ontario Human Rights Chief Commissioner Patricia DeGuire discussing the right to read ([pg. 34](#)). On a side note, Commissioner DeGuire recently gave the UCDSB a shout out in a public professional learning session for the work our board has been doing to progress reading with our students.



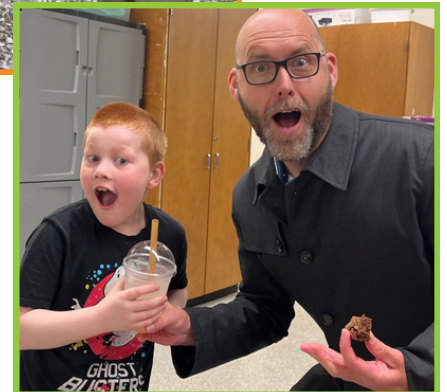
In the 2022-23 school year, we also invested more in technology and the trades, enhancing our focus on integrating practical, real-world learning into our classrooms. We held a Specialist High Skills Major week to introduce students to a variety of opportunities ([pg. 8](#)), students built houses in our community in partnership with Habitat for Humanity ([pg. 10](#)), and students launched school-based businesses and redesigned the school's learning commons ([pg. 22](#)). There are so many more projects you will see in this report. The results of these initiatives were outstanding and we're looking forward to building on the firmly set foundation.

Together, as a community, we celebrate these accomplishments and look forward to another year of progress, learning, and shaping the future for our students.

Sincerely,



Ron Ferguson
Director of Education
Upper Canada District School Board



It is with immense pride and gratitude that I reflect on the achievements, progress, and milestones we have reached together in the past year.

As we navigate through the ever-evolving landscape of education, the Upper Canada District School Board remains committed to providing exceptional learning opportunities, fostering a culture of innovation, and maintaining an unwavering dedication to the success and well-being of our students.



Our mission is to prepare all students for a successful life, and we do that through our critical success factors:

- **Collaboration:** To be engaged and to engage others in shared work that benefits our students and schools.
- **Resources:** Management of resources to maximize opportunities for our students.
- **Educational Programs:** Innovative and responsive programs that address the learning needs of all students.
- **Wellness:** Caring and supportive environments that foster individual wellness and a sense of belonging for students and staff.

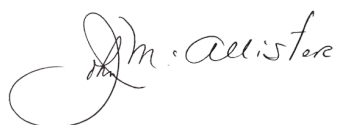
As a board, we set some specific goals for the 2022-2023 school year, such as to engage students and staff in real-world learning to increase opportunities and enhance pathways; empower staff to experiment with creating innovative learning experiences in their classrooms to increase student and staff engagement; and use school wellness and equity data to increase students' sense of belonging in their schools.

As you turn through the pages of this report, you will see evidence of how all the work toward accomplishing these goals was carried out.

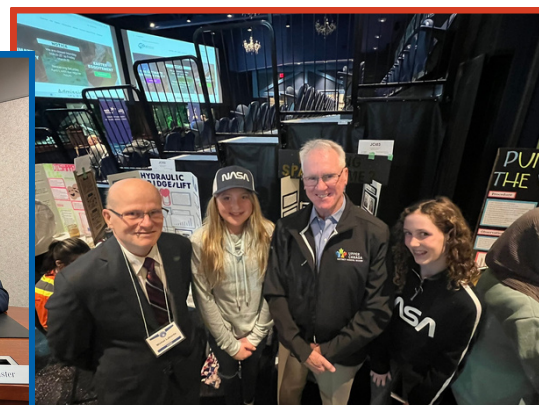
I want to extend my heartfelt gratitude to our dedicated educators, administrative staff, students, parents and community members who have played a crucial role in our success. Your unwavering support and commitment to the UCDSB are invaluable.

We have an exciting journey ahead of us and we will continue to adapt, innovate and strive for excellence in all that we do. As Chair of the Board, I am honoured to be part of this incredible community.

Sincerely,



John McAllister
Chair of the Board
Upper Canada District School Board

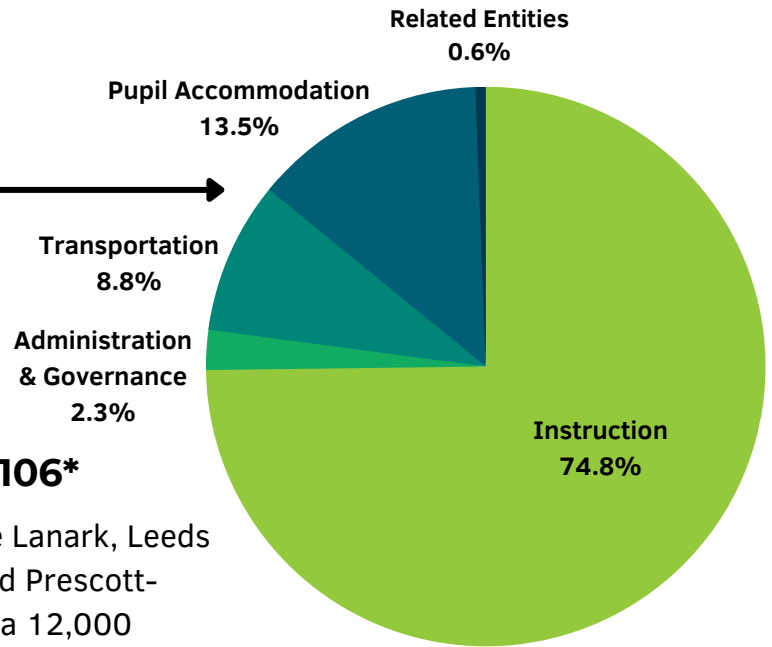


78

Elementary,
Secondary &
Adult/Alternative
Schools

\$403.3 million

2022-2023
Operating Budget



Number of Residents in District: 390,106*

The Upper Canada District School Board serves the Lanark, Leeds and Grenville, Stormont, Dundas and Glengarry, and Prescott-Russell counties, providing educational services to a 12,000 square-kilometre area. **Based on latest census data.*

UCDSB by the Numbers (2022-2023)**:

27,463

Elementary and
Secondary Students (<21)

210

Students 21+

1,702

Students Enrolled in
Specialist High Skills
Major Programs

1,682

Students Enrolled
in Day School Online
Learning

Number of Elementary Students: **18,699**

Number of Secondary Students (<21): **8,367**

Number of Students in Alternative Program Sites (<21): **397**

211

International
Students

1,630

Elementary
Teachers

830

Secondary
Teachers

149

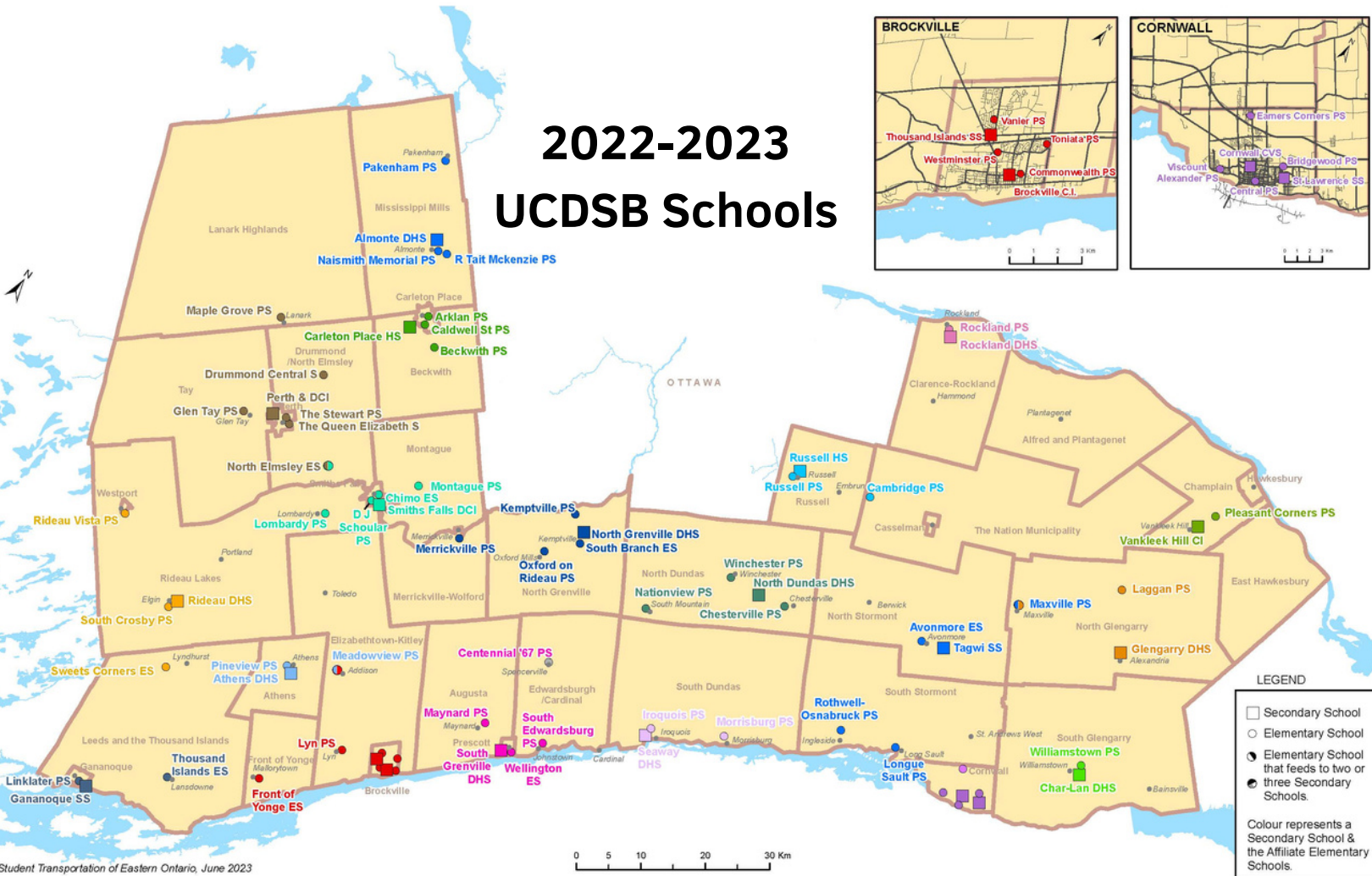
Permanent
Principals and Vice-
Principals

4,230

Total Permanent/
Occasional Staff

***Numbers are as of October 31, 2022. Employees are only counted once and the numbers include occasional staff.*

The Upper Canada District School Board has 57 elementary schools, 21 secondary schools and the TR Leger School of Adult, Alternative, and Continuing Education. The UCDSB spans 12,000 square kilometres, making the UCDSB one of the largest public school boards in Ontario.



School Video Presentation
to the Board of Trustees

[Watch the collection of videos of UCDSB Schools](#)



The 2022-2023 school year emphasized a focus on improving student achievement, staff and student wellness and strengthening community connections. This focus is aligned with the strategies and goals of the Ministry of Education.

The UCDSB CREW Strategic Plan is guided by four overarching critical success factors:

<p>Collaboration</p> <p>C To be engaged and to engage others in shared work that benefits our students and schools.</p>	<p>Resources</p> <p>R Management of resources to maximize opportunities for our students.</p>
<p>Education</p> <p>E Innovative and responsive programs that address the learning needs of all students.</p>	<p>Wellness</p> <p>W Caring and supportive environments that foster individual wellness and a sense of belonging for students and staff.</p>

Board Work Plan 2022-2023

Priority Area	Critical Success Factors	Specific Goal
Student Success/ Real-World Learning	Resources & Educational Programs	Attain a 90% graduation rate. Engage students and staff in Real-World Learning to increase opportunities and enhance pathways.
Staff Culture	Collaboration, Resources & Wellness	Empower staff to experiment with creating innovative learning experiences in their classrooms to increase student and staff engagement.
Student Wellness - Mental & Physical Health	Wellness	Use school wellness and equity data to increase students' sense of belonging in their schools. Enhance student learning in the areas of mental and physical health.
Community	Collaboration	Using Real-World Learning, increase community connections to enhance student engagement, pathways and learning.

The [Director's Work Plan](#) adds action to the directions set out in the Strategic Plan. The plan sets out four priority areas and specific goals that direct and define the efforts of staff to support the priorities identified by the Board of Trustees. Here are the 2022-2023 priority areas, specific goals, and steps to achieve the goals.

GRADUATION RATE/STUDENT SUCCESS



Improve student success to attain and maintain a 90% grad rate

- Continue the analysis of school data to further refine early interventions and proactive strategies to enhance credit attainment.
- Develop a Student Success Toolbox that focuses on Prior Learning Assessment and Recognition, paid Coop, Ontario Youth Apprenticeship Program, Dual Credit, and Specialist High Skills Major.
- Enhance course offerings to Indigenous students to support graduation and post-secondary pathways.

REAL-WORLD LEARNING (RWL)



Engage students, staff & community partners in real-world learning and enhanced pathways

- Provide system leadership and PD on a process for creating Real-World Learning.
- Support in the development of curriculum-based learning opportunities.
- Pilot 2 Learning Labs across the UCDSB.
- Develop a Grade 7-12 continuum for Tech and Trades throughout the district.
- Purchase, enhance, and deploy updated technology.
- Prioritize technology course offerings.
- Explore additional dual-credit programs.

STUDENT CULTURE



Enhance student mental & physical health and sense of belonging

- Use the Identity-Based Data to identify wellness concerns and act on inequities found in the system.
- Develop resources and programming to help students learn to manage stress.
- Use student voice and data in helping schools to create and action wellness and equity goals.
- Offer pre-school readiness programming and engage in the Science of Reading.



READING

Ensure that students know how to read.

- Expand the Power Up 2 Program.
- Purchase Science of Reading resources.
- PD for staff on the Science of Reading.
- Collect and analyze data to track progress and evaluate effective strategies.
- Use info sessions to share emerging practices.
- Enhance collaboration between schools and district to best meet the needs of students.

STAFF CULTURE

Ensure that staff feel supported by the district in their work & have the resources they need to be successful



- Enhance practices to ensure accurate, timely, and effective responses by district staff.
- Create opportunities for staff to become engaged in the leadership of the district.
- Empower and support innovative PD for staff.
- Engage staff in a reconsideration of how work is done through the Future of Work initiative.
- Operationalize the "Right to Disconnect" policy.
- Gather feedback from staff through the use of 'pulse' surveys.
- Create a 'social recognition' process for staff to identify and celebrate the good work of colleagues.



The Upper Canada District School Board has the goal of improving student success to attain and maintain a 90 per cent graduation rate. Throughout the school year, the UCDSB implemented several strategies to progress these goals, including:

- continuing the analysis of school data to further refine early interventions and proactive strategies to enhance credit attainment;
- developing a Student Success Toolbox that focuses on Prior Learning Assessment and Recognition, paid Co-op, Ontario Youth Apprenticeship Program, Dual Credit, and Specialist High Skills Major; and
- enhancing course offerings to Indigenous students to support graduation and post-secondary pathways.

Here are examples of the work initiated throughout the school district that helped us excel in these areas.

[Students Explore Careers During Thousand Islands Secondary School SHSM Week](#)

[Thousand Islands Secondary School](#) (TISS) offered a diverse range of opportunities to its Grade 10, 11 and 12 students for a week during the winter, allowing them to explore various career pathways and [Specialist High Skills Majors](#) (SHSM). More than 170 students participated in interactive sessions highlighting the school's four SHSM programs: Arts and Culture, Health and Wellness, Hospitality and Tourism, and Manufacturing.

These sessions covered nearly 40 options, including workshops on concussion awareness, athletic taping, 3D printing, customer service, fire safety, audition preparation, sign language, podcasting, food handling and the restaurant industry. This week-long event introduced students to available SHSMs and ignited potential career interests for all students, whether they are planning on heading to post-secondary, an apprenticeship, or entering the workforce.



Throughout the week, students earned certifications in areas such as first aid, CPR, food handling, and hoisting and rigging.

As the week concluded, students received a credit toward their SHSM Red Seal.



[Athens District High School's Student Parliament Fosters Local Government Learning](#)

During Local Government Week and year-round, students across the UCDSB learned about various levels of government, including municipal, school trustee, and student senate activities. [Athens District High School](#) (ADHS) stood out with its distinctive school-wide Student Parliament, orchestrating fundraisers, dances, and events while simulating federal legislature proceedings.

ADHS holds regular Student Parliament sessions, a tradition since 1947. It clenches the title of Canada's longest-serving Student Parliament System, mirroring the workings of the House of Commons. Student-led sessions, guided by staff advisors, echo real-world parliamentary dynamics. Spring elections determine the ruling party based on seat count. The 30-member group spans Grade 7 to 12, divided into two parties: the Blue Party, in power for 2022-2023 and the Gold Party as opposition for 2022-2023, led by a Speaker of the House and Sargeant-at-arms.

Monthly sessions, attended by the student body, encompass official reports on school developments, followed by question periods and motions outlining upcoming events. Grade 12 student Kaylee Wells served as the 2022-2023 school year Prime Minister, leading alongside the Leader of the Opposition, ministry leaders, and deputies. Brooklan Simpson, another Grade 12 student, held the official opposition leader role, fostering accountability and collaboration.

Incorporating authentic learning, the Student Parliament sharpens leadership, teamwork, and democratic skills. Public speaking and quick-thinking abilities are honed during question periods. Students must address unexpected questions, enhancing their responsiveness and transparency.

Student Parliament extends into cross-curricular learning, connecting with courses like civics, careers, world issues, and world history. The ADHS Student Parliament exemplifies hands-on political education, nurturing responsible, engaged leaders.



[Students Gain Valuable Construction Experience Through Habitat for Humanity Build Days](#)

In May and June, UCDSB students engaged in a hands-on learning experience within the construction sector and related trades through the Habitat for Humanity Build Days initiative. This program allowed students to contribute to their local community while gaining practical skills.

Under the Habitat for Humanity Build Days initiative, groups of up to 20 students, aged 16 and over, were brought to a building site in Kemptville. These students were divided into teams and immersed in various construction processes, ranging from cutting and assembling stud walls to constructing insulated concrete form (ICF) walls.

This experience provided students with exposure to the construction sector and its associated trades. Participation in the build days not only offered valuable construction skills but also offered a real-world glimpse into the world of carpentry and skilled trades.

In the 2022-2023 school year, [North Grenville District High School](#), [South Grenville District High School](#), [Smiths Falls District Collegiate Institute](#), [Seaway District High School](#), and [Brockville Collegiate Institute](#) took part.

The positive response from teachers and students has led to the possibility of expanding the Habitat for Humanity Build Days program to include more schools and students in the future, building on the success of the initial pilot program.



UCDSB Indigenous Education has Significant Impact on Students and Community

The UCDSB highlighted its strong commitment to Truth and Reconciliation through diverse initiatives in the past year. This included crafting meaningful and personalized land acknowledgements, collaborating with Indigenous partners to identify the traditional territory each school is situated on, and implementing rich programming that offers Indigenous students the opportunity to form deeper connections with their own culture and share it with non-Indigenous peers.

Ward 11 (AMBE) Trustee Patty Francis, as a Mohawk from Akwesasne, conveyed how for decades First Nations, Métis, and Inuit peoples have had to fight for their rights, their recognition, and to feel included. She commended UCDSB's efforts in addressing the Truth and Reconciliation Commission (TRC) and the UN Declaration on the Rights of Indigenous Peoples, saying it has gone “way beyond.”

As part of the Board Action Plan for Indigenous Education, the UCDSB offers numerous avenues for both Indigenous and non-Indigenous students to engage in immersive learning experiences related to Indigenous life, past and present.

These initiatives include:

- **iLead Program:** A program for First Nations, Métis and Inuit students and their allies to increase their knowledge and connection with Indigenous culture and perspectives.
- **Interdisciplinary Studies in Indigenous Leadership:** A credit course for Grade 11 and 12 students who participate in the iLead program that captures the deep knowledge students gain in their iLead experience.
- **Thompson Island Cultural Camp:** A three-day, for-credit camp with activities like fishing and storytelling, offered to Indigenous students.
- **Mohawk Language Courses:** First- and second-level Mohawk language courses are offered for credit at the secondary level.
- **Reach Ahead Courses:** A summer course for Grade 8 AMBE students to learn more about their culture and transition to Grade 9 at Cornwall Collegiate and Vocational School.
- **Cultural Advisors:** Each UCDSB school has access to a range of cultural advisors they can have into their schools to authentically incorporate Indigenous learning into the curriculum



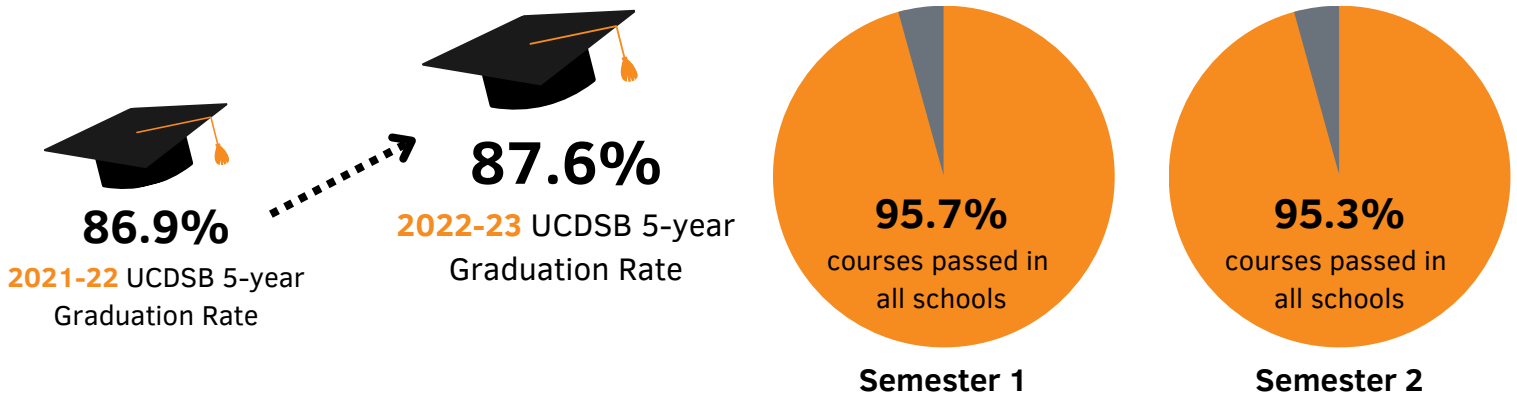
[See UCDSB Indigenous Education in action and hear Trustee Francis' heartfelt words.](#)



Student Success by the Numbers



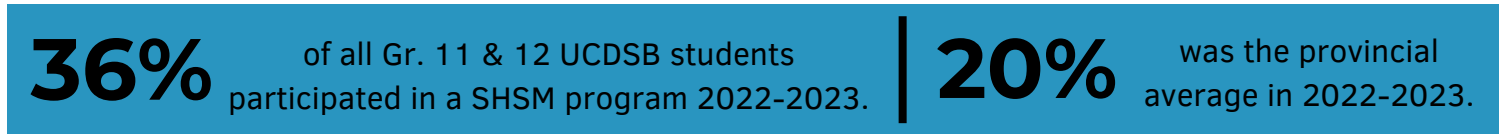
Secondary Schools Success Rate 2022-2023



Specialist High Skills Major

[Specialist High Skills Major](#) (SHSM) programs are popular within the Upper Canada District School Board. In the 2022-2023 school year, the UCDSB offered 71 SHSM programs spread across 22 secondary schools, including [TR Leger School of Adult, Alternative and Continuing Education](#). Every UCDSB secondary school has at least two SHSM programs.

The province of Ontario aims to see at least 25 per cent of students participate in a SHSM program. The UCDSB has surpassed the provincial goal.





The Upper Canada District School Board has the goal of enhancing student mental and physical health and sense of belonging, as a means to enhance student success. To achieve this, the UCDSB has identified specific actions, which are as follows:

- use Identity-Based Data to identify wellness concerns and act on inequities found in the system;
- develop resources and programming to help students learn to manage stress;
- use student voice and data in helping schools to create and action wellness and equity goals; and
- offer pre-school readiness programming and engage in the Science of Reading.

Here are some of the projects and initiatives that represent the strides being made to achieve this objective.

[UCDSB Power Up Program Empowers Students](#)

The UCDSB prioritized its commitment to inclusive education by offering specialized programming and support for students. Throughout the year, UCDSB focused on creating an equitable educational experience for all learners, tailored to individual needs.

A prime example of this commitment is the Power Up Program. Designed to provide intensive academic support and alternative programming, the Power Up Program pairs students requiring extra assistance with dedicated special education teachers and educational assistants. This collaborative effort takes place in small groups, ensuring that each student's unique requirements are met effectively. In 2022-2023, UCDSB expanded the program from two to 30 schools, helping approximately 250 students.

At [Carleton Place High School](#) (CPHS), the Power Up team worked collaboratively to craft personalized academic and alternative programs. These programs incorporated a mix of structured group activities – including social stories and sensory experiences – and individualized math and literacy tasks. The tailored approach played a pivotal role in enhancing both skills and self-assurance among the students.

Embracing innovation, the CPHS Power Up team recently adopted the Desire to Learn (D2L) Monster Portfolio. This interactive tool revolutionized the tracking and assessment of classroom learning. Through a user-friendly iPad app, students could capture their learning journey via photos and voice recordings, fostering a sense of ownership and engagement.

This district-wide program had a positive impact on students, including increases in literacy and numeracy results, and fewer behavioural issues. For the 2022-2023 school year, the UCDSB had allocated \$50 million to specifically invest in special education across the school board.



[Students at The Queen Elizabeth School Raise Awareness and Funds for Clean Drinking Water](#)



Grade 2/3 students at [The Queen Elizabeth School](#) united to support clean water in Indigenous communities, driven by the example of Anishinaabe rights advocate Autumn Peltier. The class, inspired by Peltier's efforts to ensure safe drinking water on Indigenous reservations, undertook a mission to educate about the challenges faced by these families and the significance of clean water.

Their campaign began with researching Indigenous community issues and selecting Dreamcatcher Charitable Foundation to fundraise for. The organization supports Indigenous youths' health, education, arts, culture, and clean water solutions.

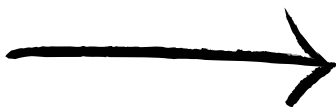
Students came up with different ways to raise money, with the first being designing stickers to sell. The stickers were printed, laminated and cut by students at [Carleton Place High School](#). The second was an online Facebook fundraiser on their Clean Water Matters Facebook page.

Representatives from Healthy First Nations and Dreamcatcher visited the school, sharing insights and demonstrating how water filters work to make the water safe to drink. The students also hosted a school-wide assembly on World Water Day to share their project and a video they had made. The project inspired the entire school to learn more about boil water advisories and how unhealthy water affects families on reservations across Canada.

A late-March "Walk for Water" event highlighted the cause, featuring community elder Francine Desjardins who shared wisdom about the significance of water. The project seamlessly integrated science, language, math, media, oral communication, social studies, social-emotional learning, community engagement, and environmental stewardship into the curriculum.

Students raised over \$2,000 between all their fundraising efforts.

[Watch the video on YouTube](#)



[Kindness, Compassion at the Forefront during Bullying Awareness and Prevention Week](#)

During Bullying Awareness and Prevention Week, students from across the UCDSB participated in anti-bullying and prevention activities to reinforce the significance of kindness.

At [Perth and District Collegiate Institute](#), kindness, compassion, and motivation took centre stage in a character and anti-bullying assembly for Grades 9 to 12 students. During the assembly, five school alumni virtually joined the students as speakers, offering valuable insights into the significance of motivation and kindness in their lives. They shared insights into what motivation and kindness meant in their worlds and how they had overcome challenges in school and beyond in their careers.

At [Montague Public School](#), students and staff reflected on how the WITS (walking away, ignoring, talking it out, and seeking help) strategy supported positive conflict resolution and problem-solving.

[Sweet's Corners Elementary School](#) hosted presentations by visitors from the OPP, RNJ Youth Services, and Girls Inc., shedding light on anti-bullying practices. Students learned the significance of using kind words and strategies when faced with bullying and unkind actions.

An assembly at [South Edwardsburg Public School](#) centred around the story of Stick and Stone, illustrating overcoming adversity, the impact of hurtful words, and the importance of friendship and support. The assembly concluded with a tug-of-war activity, symbolizing the strength of unity within the school community. In junior classes, discussions covered topics like cyberbullying, distinguishing between teasing and bullying, and the value of seeking help when needed.

[Front of Yonge Elementary School](#) hosted its monthly happiness assembly, including a Happiness Escape Room activity where students collaborated to uncover the secret of happiness.

Students at [Centennial '67 Public School](#) created posters and a video showcasing how the WITS approach contributed to positive conflict resolution.

Even though Bullying Awareness and Prevention Week is once a year, UCDSB schools incorporate prevention and intervention year-round.



[Westminster PS Students Raise Money to Help Individuals Experiencing Homelessness](#)

[Westminster Public School](#) students organized a fundraiser to help individuals experiencing homelessness in Brockville. The initiative was spearheaded by the Equity and Inclusion and Leadership Clubs, showcasing the collaborative and compassionate spirit of the school.

The fundraising effort revolved around the sale of candygrams (a lollipop paired with a heartfelt message) in the weeks leading up to Valentine's Day. On Valentine's Day, those candygrams were delivered to their classmates.

In March, students and staff welcomed a representative from the Cooperative Care Centre for a cheque presentation of \$350. The event provided an opportunity for students to witness the fruition of their efforts, engage in conversation with the representative, and observe the positive impact achievable within their community.

Among the dedicated students was Shaelynn Lindsay, a Grade 5 student and a member of both the Equity and Inclusion and Leadership Clubs. Shaelynn shared her motivation for selecting the Cooperative Care Centre, highlighting its transformative impact on the lives of those in need.



The Cooperative Care Centre expressed deep gratitude for the students' generosity, noting that the funds would aid in providing temporary overnight accommodation, food, and safety to individuals experiencing homelessness.

[Montague Public School Celebrates Indigenous Week](#)

[Montague Public School](#) placed a strong emphasis on Indigenous Education. The highlight was the culmination of their week-and-a-half-long Indigenous Celebrations Week, which featured collaborative singing and dancing workshops.



After Treaties Recognition Week, which is held in November, Montague PS organized three distinct hands-on workshops and interactive presentations that concentrated on Indigenous culture and practices. These sessions allowed students to engage in unique experiences and gain insights.

The school welcomed Bill Montgomery, UCDSB Indigenous Education System Support Teacher for a presentation on Haida art and culture to students in Grades 3-6. Montgomery also engaged with students in Grades 7-8, discussing the United Nations Declaration on the Rights of Indigenous Peoples.

Cultural advisor Danka Brewer visited the school, sharing stories centred around the Thirteen Moons of the Algonquin Nation with Kindergarten to Grade 2 students. All classes participated in a colouring activity, and the Grade 1/2 students were introduced to the art of beading.

To culminate the week's events, Rae-Anna Whiteduck and Maggie Downer from Madahòki Farm's Indigenous Experiences led an interactive workshop named "Feel the Heartbeat" for students in Grades 2-8. Together, the students learned a responsive song traditionally used by hunters to locate missing community members. They integrated traditional buffalo horn rattles and a traditional stomp dance into the song, creating an immersive and comprehensive experience.

UCDSB Celebrates Ramadan with Newcomer Students and Community

The Dev Hotel and Conference Centre serves as a satellite location for UCDSB's [Bridgewood Public School](#) and [Central Public School](#), providing a space for children who are new to Canada to acquire vital social skills and English proficiency before integrating into the Canadian education system.

With 60 per cent of students identifying as Muslim, the classes put together an assembly that educated families and the community about Eid—a festivity symbolizing Ramadan's conclusion. Roughly 70 students from Kindergarten to Grade 6, who were enrolled in the satellite classes, participated in the event and were joined by their families. A local Iman joined the celebration, conveying additional insights about Ramadan. Everyone gathered for a traditional meal after the assembly.

This event marked the first of its kind for UCDSB. It also symbolized the remarkable progress achieved by many students over a mere few months, as they navigated the intricacies of learning in their new home.

Watch the videos below to learn more about Ramadan and see how UCDSB schools celebrated Eid.



[Watch the Eid Celebration Video](#)



[Watch the Ramadan Video](#)

Empowering Equity at the UCDSB: Celebrating Diversity, Inclusion, and Student Success

In the UCDSB, our commitment to equity and inclusion fuels year-round celebrations and learning of inclusivity and diversity. Recognizing the critical link between a sense of belonging and student success, our efforts are centred on creating safe, accepting, and representative learning environments where all students can flourish.

Throughout the year, the UCDSB embraces key moments that reflect this mission. [Black History Month](#) in February saw classrooms engaged in honouring Black Canadians, reading works by Black authors, learning the history of Black History Month, celebrating their contributions, and celebrating Black culture. This dedication to diverse perspectives extends beyond a single month.

April's [World Autism Awareness Day](#) emphasized the strengths and talents of autistic students. We understand that true success comes from acknowledging and empowering all students to create inclusive learning environments where everyone can thrive.

June's [Pride Month](#) further exemplifies our unwavering commitment to our students. The UCDSB supports our Two-spirit, Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex and Asexual (2SLGBTQIA+) community, ensuring our schools are safe and supportive for all students, staff members, and their families. Schools took part in activities and age-appropriate classroom discussions throughout the month to celebrate, learn and show support for those around them.

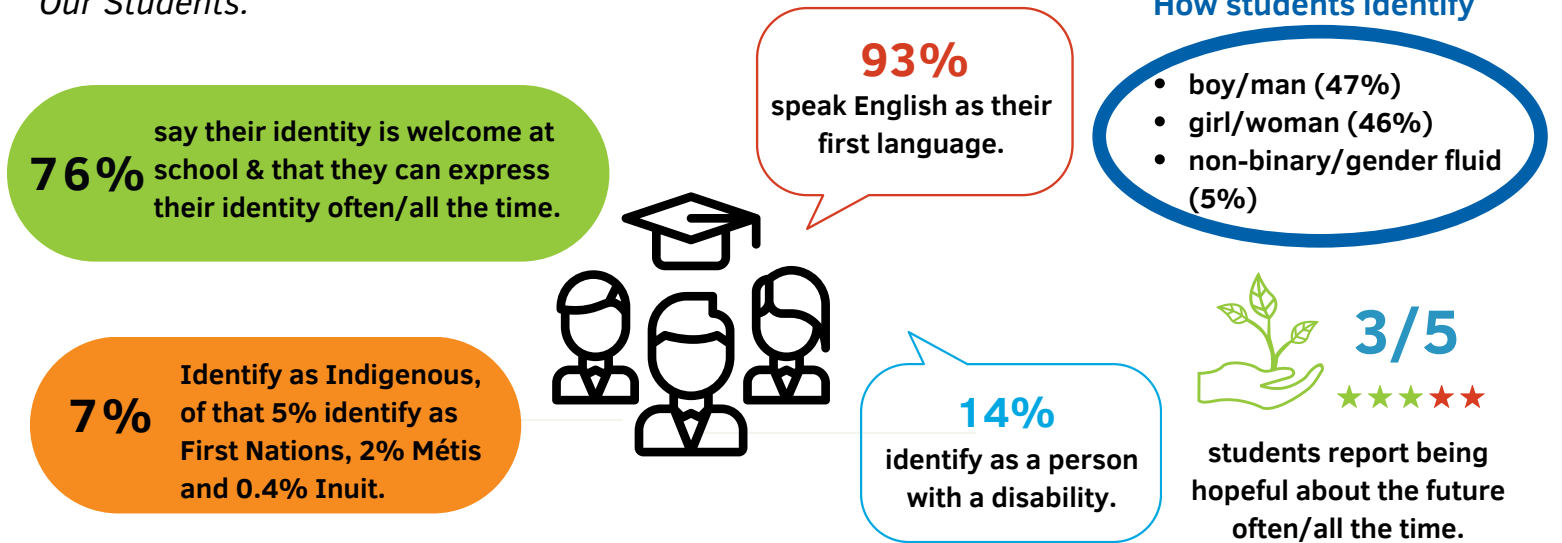
Our message is clear: for students to excel, they must feel safe, accepted, and able to see themselves in their educational journey.



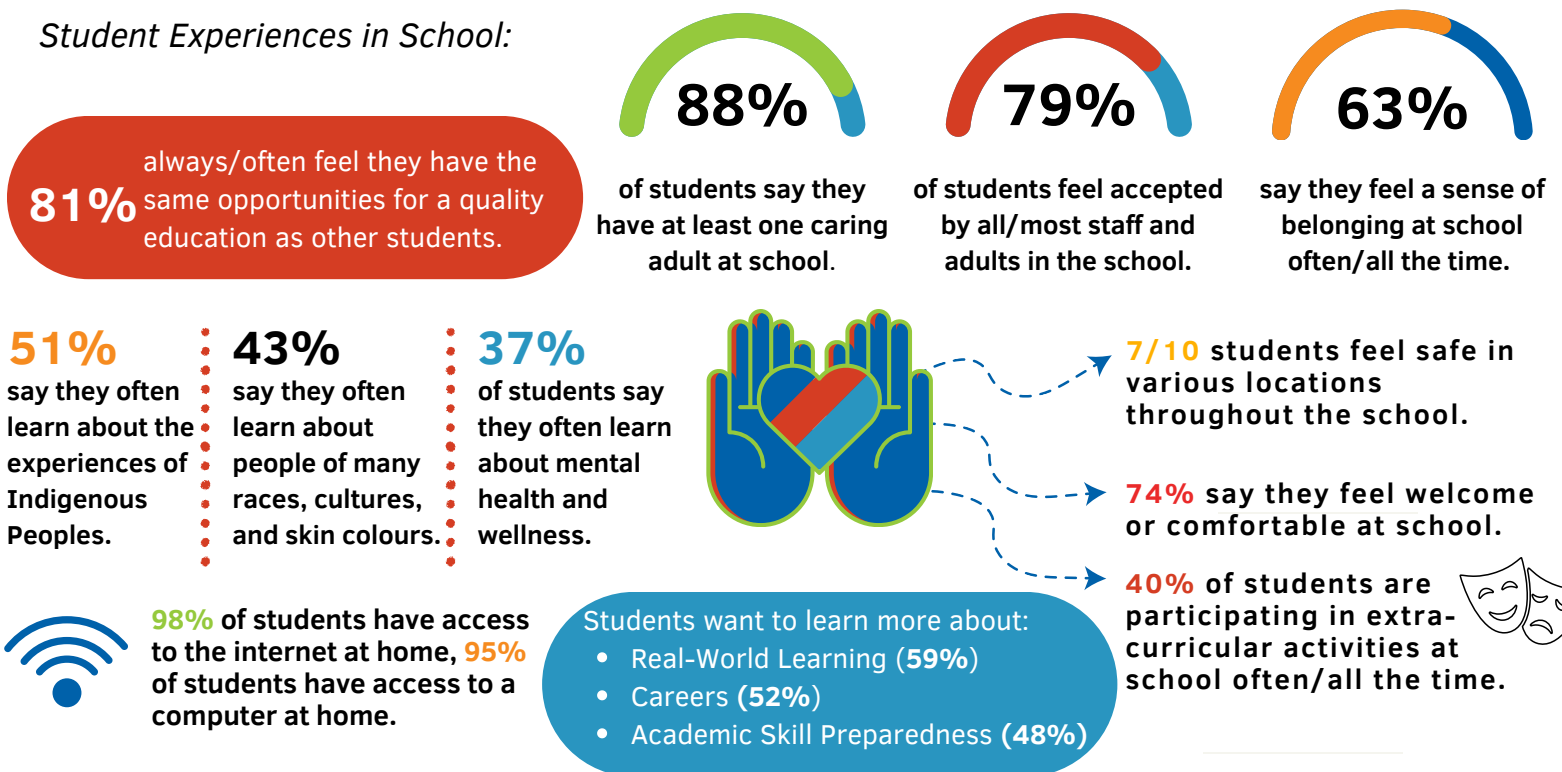
We All Belong JK-12 Student Survey (April 2023)

From November 2022 to January 2023, the Upper Canada District School Board collected data from elementary and secondary students about language spoken at home, race, cultural identity, gender identity, socio-economic status, and experiences at school, to ensure that the voices of our students are included as we plan meaningful next steps to make our schools better for all students. The survey results and findings are as follows:

Our Students:

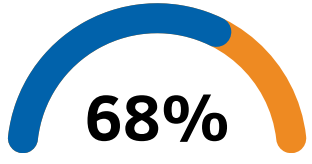


Student Experiences in School:

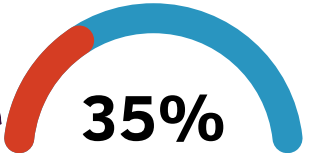


Opportunities for Growth and Improvement:

31% are comfortable asking for help with mental health, if they require mental health support.



of students feel tired in the morning often/all the time.



of student were absent from school because they were too tired.



4.4/10



of students say they feel comfortable discussing a problem with all/most of their teachers or guidance counsellors.



Next Steps:

Board Improvement & Equity Plan

100% of students will report that school is safe and inclusive, and positively influences their mental health, wellness and sense of belonging.

HOW?

Holding 'How Do I Sessions' for leaders on how to read, interpret and action school survey data.



Expanding the use of culturally appropriate, relevant and engaging texts in classrooms.

Support earlier start times for elementary students and a later start time for secondary students.



District-Wide Timetable structure with the potential to deliver mental health and wellness workshops by our Mental Health team.

Expanding RWL as a means for engaging students with more meaningful course experiences.

Continuing to increase and strengthen community partnerships.



Course offerings in the Mohawk language.

Addition of 4 new Social Emotional Learning workers to provide support in lesson planning and promote mental health and social-emotional skill building.





The Upper Canada District School Board (UCDSB) is committed to real-world learning, an approach to help engage students, staff and community partners through real-world situations and experiences during the school year. The UCDSB goals around real-world learning include the following:

- providing system leadership and PD on a process for creating real-world learning;
- supporting the development of curriculum-based learning opportunities;
- pilot 2 Learning Labs across the UCDSB;
- develop a Grade 7-12 continuum for tech and trades throughout the district;
- purchase, enhance and deploy updated technology;
- prioritize technology course offerings; and
- explore additional dual-credit programs.

Here are a few examples of real-world learning projects that took place across the school district that helped us progress in this area.

[Sweet's Corners Students Engage in Real-World, Community Fundraising Project](#)

Students at [Sweet's Corners Elementary School](#) became active citizens by planning and hosting a community-based spaghetti dinner fundraiser for Amyotrophic Lateral Sclerosis (ALS).

Initiated by the Grade 5/6 class, the dinner was to garner donations and awareness for ALS support and research.

The class of 24 students planned the event for more than a month, learning how to market the dinner to get people to attend, where to promote it, and the costs involved. They made posters, morning announcements, and social media posts to not only spark interest in the event, but to also raise awareness about ALS.

Students also brainstormed additional ways to increase donations at the event, like karaoke and candy guessing stations. The learning also included public speaking skills, as students presented their research on ALS to dinner attendees.

In preparing for the meal itself, students originally planned to have salad on the menu, but with the inflated cost of lettuce, they strategically switched to veggies to keep the same margin of profit.

The spaghetti dinner fundraiser was deemed a success, attracting more than 100 guests and raising \$710 in donations, which was donated to ALS Canada.



[Students Recovering Identities of Canadian WWI Soldiers for National Hill 70 Project](#)

Fourteen UCDSB schools, including 19 classes and over 400 students, worked to identify fallen Canadian soldiers from the First World War Battle of Hill 70 so their service can be honoured, and they can truly be laid to rest.

Approximately 120 soldiers were discovered in Loos-en-Gohelle, France in the spring of 2022 while construction crews were digging a foundation for a new hospital. In the fall of the same year, the UCDSB, in partnership with Big Ideas Group Consulting, Hill 70 Memorial Project, and many others, began The Hill 70 Project: Lost. Found. Always Remembered.

Students reviewed service records and attestation forms, pulling out key information about these fallen soldiers that will be entered into a national database of soldier service files from Library and Archives Canada. UCDSB students were among the first people to open these files since the First World War.



[Kemptville Public School](#)'s (KPS) Grade 6 class was the [only UCDSB elementary school that participated](#). The self-proclaimed 'internet detectives' worked from photocopies of pen-to-paper forms filled out in the early 1900s. Each file included valuable information like age, height, and medical history.

The group even received a personalized "Thank You" card from astronaut Chris Hadfield, who is invested in the project as his great-uncle is a Hill 70 soldier whose remains have not yet been discovered. It is estimated around 1,300 Canadian soldiers remain missing from the Battle of Hill 70.

Student projects were added to the public soldier database upon completion.

High Schools Benefit from Ministry of Education Entrepreneurial Pilot Projects Fund

Two real-world learning ventures kicked off in the spring, with [Carleton Place High School](#) (CPHS) students [launching a new "Bear Necessities" business venture](#), and [Vankleek Hill Collegiate Institute](#) (VCI) students starting a project to [redesign the VCI learning commons](#) into an optimal learning space.

At CPHS, the initiative was born by a small group of students who wanted to have more involvement in the creative design process of school clothing. A cheque for \$20,000 (\$10,000 from the Ministry of Education Entrepreneurial Pilot Projects fund and \$10,000 from the school board) kickstarted the project.

Profits from the sale of branded accessories and promotional items were used to support and care for animals at the Sweet Sanctuary Animal rescue, a not-for-profit organization that provides life-long sanctuary to surrendered farm animals.

At VCI, the Grade 10 Business class decided the learning commons should be a space that promotes positive mental health, is relaxing, and where everybody belongs and turned a class project into a full school project.

Students received \$30,000 in funding to aid their redesign, which was presented during a school-wide breakfast in April. Ten thousand dollars came from the Ministry of Education Entrepreneurial Pilot Project fund, \$18,000 from the Upper Canada District School Board and \$2,000 from VCI's parent council. The group fundraised the rest of the approximate \$50,000 total cost. The learning commons redesign was completed in August.



[Gananoque ISS Brings Theatrical Production to New Heights with Community Partnership](#)

Lights, camera, action! Students at [Gananoque Intermediate and Secondary School](#) (GISS) began a unique real-world learning opportunity with the Thousand Islands Playhouse (TIP) that resulted in students producing a theatrical production from the ground up.

Working with industry professionals from TIP, 24 students in the Exploring the Arts course learned about all the components that go into a production – front-of-house and hosting elements, to backstage features such as sound, light, costume and set design, directing as well as acting techniques.



Every part of the set was constructed by the students. They were able to take part in week-long workshops, trying out the various production company roles, which were also tied to Specialist High Skills Major (SHSM) pathways that lead to college, university, apprenticeship and workplace possibilities.

Throughout the partnership, students gained Specialist High Skills Major certifications across the three current SHSMs at GISS, which include advanced training in a technique, advanced training in a technology, event coordination, working at heights, basic electrical safety, project management, leadership skills, wrapping and taping for performance and injury, and customer service.

Some students involved in the production continued in summer employment and volunteer roles with TIP, while others pursued dual credit opportunities in acting in a partnership with St. Lawrence College. GISS also added a new SHSM in Arts and Culture for the 2023-24 school year, which has gained significant interest from students.

[Toniata Public School Class Embarks on BioBlitz Project at Mac Johnson Wildlife Area](#)

Grade 4 and Grade 5 students at [Toniata Public School](#) participated in a research project known as a BioBlitz at Mac Johnson Wildlife Area, aimed at collecting valuable data by observing the area's diverse array of living organisms.

Spearheaded by the students, the immersive experience helped to deepen their understanding of the local ecosystem and its conservation, with local biologists and support staff from Frontenac Arch Biosphere and Cataraqui Region Conservation Area also on hand.



A BioBlitz is an event that focuses on finding and identifying as many species as possible in a specific area over a brief period of time.

The project provided an opportunity for the students to develop essential skills across various disciplines, including the importance of understanding ecosystems and conservation and creating something that has a real-world impact.

All 32 students had different responsibilities during the visit which included engaging with guests, providing refreshments, locating, and documenting species, and analyzing the collected data for future comparisons.

The information collected is beneficial for both local and international visitors, providing them with an understanding of the diverse plants and animals present in the Mac Johnson habitat.

The collected data can also be added to in the future and will be used as documentation to find trends of species numbers increasing, decreasing, and disappearing and pinpoint a potential reason for the change.

[Almonte Students Complete Real-World Learning Project in Fitzroy Provincial Park](#)



A project that began in September wrapped up on the last day of school for Grade 7 students at [Almonte District High School](#), with a special ribbon cutting ceremony at Fitzroy Provincial Park.

The project goal was to inspire a younger demographic about nature and history, and what they can experience at a provincial park.

The class toured Fitzroy Provincial Park last fall, brainstorming ideas on how to make it more welcoming for children, and how to highlight the park's history.

Five new shadow boxes and plaques were unveiled in June around the park, highlighting the various kinds of fungi, rocks, fossils, and animals that can be found throughout.

Each shadow box includes a unique QR code for visitors to learn more, and a scavenger hunt brochure was created for park visitors.

Local sponsors helped to cover project costs, with students collaborating with Ontario Parks senior staff throughout the process, learning important life skills and about the park's natural environment.



[Pleasant Corners Public School Students Create & Narrate Digital Storybook on Rosa Parks](#)

In the past year, [Pleasant Corners Public School](#) (PCPS) Kindergarten students delved into the study of Rosa Parks as part of their learning during Black History Month. Through a cross-curricular academic initiative, students had an avenue to craft, illustrate and narrate a digital storybook together.

The collaboration included the involvement of Craig Cardiff, a Canadian singer and songwriter, and his company, Song Collab Studio. Together, the class brought life into the students' book, titled 'The Story of Rosa Parks,' by transforming it into an animated storybook.

The writing portion of the book was student-led, based on questions and discussions during planning sessions with the students, staff and the Song Collab team. Song Collab Studio used hand-drawn student artwork, along with digitally drawn illustrations and student narration to complete the digital storybook.



On the final day of voice recording, the class gathered for a sing-along session with Cardiff, which also facilitated important conversations about kindness, treatment of others, and taking action on what we can control versus what we cannot control.

[Watch and Listen to the PCPS digital storybook on Rosa Parks.](#)





Ensuring that staff feel supported by the district in their work and have the resources they need to be successful is a goal that the Upper Canada District School Board has committed to in its strategic plan. As part of that overarching goal, specific initiatives were undertaken to progress on this goal. Those initiatives include the following:

- enhance practices to ensure accurate, timely, and effective responses by district staff;
- gather feedback from staff through the use of ‘pulse’ surveys; and
- create a ‘social recognition’ process for staff to identify and celebrate the good work of colleagues.

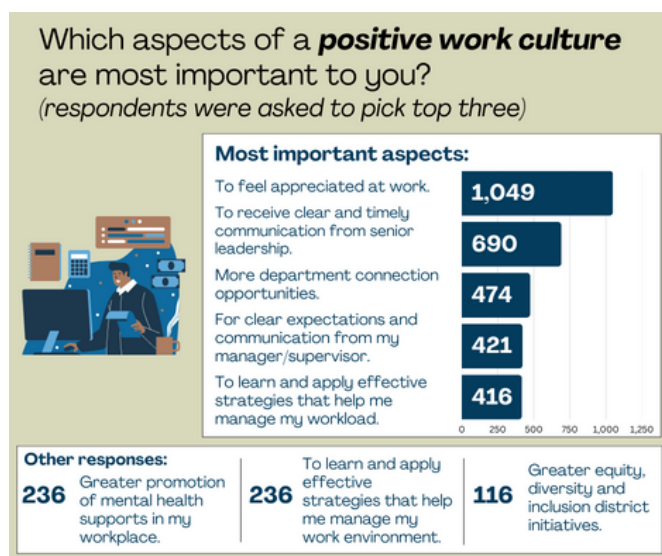
This is in addition to the work that is already being done in this area to make the UCDSB an employer of choice and ensure we have a culture of care and inclusion.

UCDSB Mental Health & Employee Well-Being Survey

In September 2022, the UCDSB developed a Mental Health & Employee Well-Being Pulse Survey. The survey was sent via email to all permanent and occasional UCDSB employees and collected a total of 1,260 responses.

The survey revealed that the top items employees see as crucial aspects of a positive work culture are: feeling appreciated at work (1,049), clear and timely communication from senior leadership (690) and more department connection opportunities (474).

When rating their overall well-being, 65.5 per cent responded with excellent, very good or good, while 24.2 per cent indicated fair, and 10.3 per cent admitted their well-being at the time had been poor.



Interestingly, 98 per cent of respondents strongly agreed or agreed that mental health and employee well-being were personal priorities. However, opinions on whether their workplace shared this priority differed, with 39 per cent agreeing, 25 per cent remaining neutral, and 36 per cent disagreeing.

Since reviewing the data, the UCDSB has sought to enhance workplace culture through recognition and address employees' feeling of appreciation and a Mental Health and Employee Well-Being Steering Committee has been established.

The UCDSB is committed to fostering a positive work culture that prioritizes mental health and well-being for all employees through long-term planning, open communication, and continuous improvement.

[UCDSB Recognized as a Top Employer by Forbes](#)

The UCDSB was recognized by Forbes as one of Canada’s Best Employers for 2023. At number 79 of 300, the UCDSB is the highest-ranking school board to be included in the 2023 listing.

Staff culture is a priority for the UCDSB. Ensuring that staff feel supported by the district in their work and have the resources they need to be successful is part of the school board’s strategic plan.

The recognition was generated through independent research and surveys done with employees by Forbes and Statista Inc. Participants were asked to rate how likely they were to recommend their current employer, along with other factors.



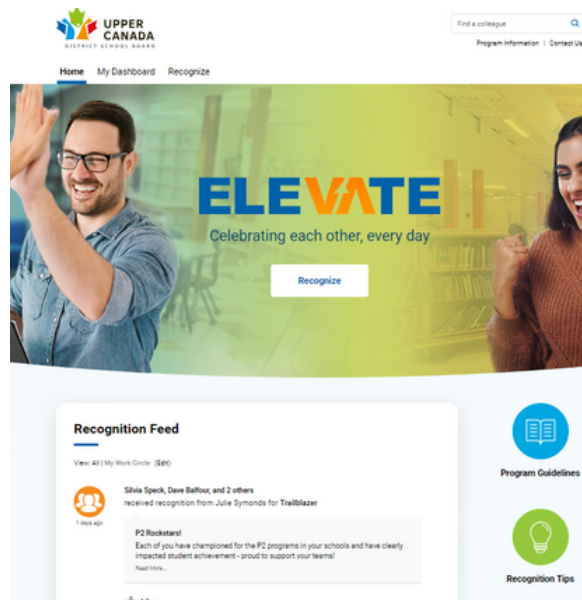
“Thank you to those who have helped us get this recognition. While students are the heart of our organization, our staff is the backbone. We will continue to work on ways to support our staff and provide a working environment where everyone feels appreciated, welcomed, and connected to the organization’s goals,” said Director of Education Ron Ferguson.

UCDSB Launches Social Recognition Platform - Elevate

Ensuring staff feel valued and appreciated is critical to our organization. In the 2022–23 school year, the UCDSB launched a social recognition program, called Elevate, with a goal to enhance staff culture by celebrating each other, every day.

With this platform, staff across the district can formally and intentionally recognize each other for their work and actions by sending recognition (called High Fives) linked to six different awards.

When people receive recognition for their work and actions, they feel valued and appreciated, and it adds meaning to their work.



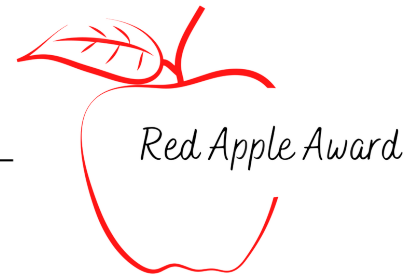
All recognition given through Elevate is linked to the UCDSB’s core values and a caring culture.

When we practice living our values every day in our work, we drive the success of the UCDSB – and that helps our students and families.

This tool complements the formal employee recognition awards programs that exist in the organization.

2022-2023 Red Apple Award Winners

The [Red Apple Award](#) is given by the Director of Education to individuals that stand out for their deeply-rooted dedication to our school board's top priority – our students. Their day-to-day impact on those around them branches far and wide, planting seeds of inspiration for us all.



Carla Bangma, Kindergarten
Teacher at Front of Yonge
Elementary School



Tony Hodder, Building Systems
Specialist at North Grenville
District High School



Tammy Kleiboer, Teacher at
Naismith Memorial Public
School



Rose MacCulloch, Kindergarten
Teacher at Williamstown Public
School



Casey Nelson, Principal at
Carleton Place High School &
President of C4K



Gisele Paquette, Teacher at
Vankleek Hill Collegiate
Institute

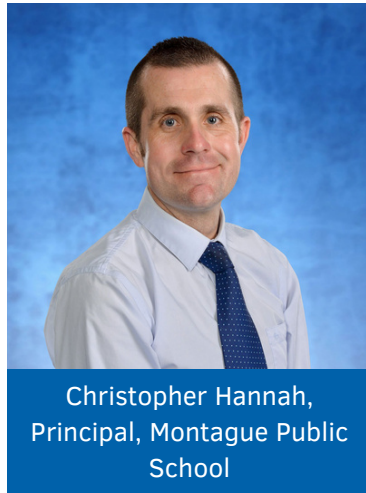
2022-2023 OPC Award of Character

The Ontario Principals' Council (OPC) Award of Character, commonly known as the Ted Kennedy Award, is named in honour of Superintendent Ted Kennedy who passed away in 2011. The award is given annually to a school administrator who demonstrates the values of integrity, character, and commitment to preserving the values and beliefs of the OPC. The 2022-2023 award was presented to **Principal of Safe Schools Don Lewis**.



2022-2023 Service Excellence Award Winners

The Upper Canada District School Board [Service Excellence Awards](#) are a peer-to-peer employee recognition program that was created in the 2015-2016 school year. These awards were created to recognize exceptional service to our students, their families, and co-workers.



Special Education Administration Team
(L-R) Jeanine Bell, Karen Bryan, Adam Froats, Tina Brown, Gerry Doreleyers and Sherry Kent.

2022-2023 Trustee Innovation Award Winners

The annual [Trustee Innovation Awards](#) recognize deserving UCDSB employees who use innovative practices in their schools and offices. The award is intended to inspire others to find new and modern ways to serve our school communities and move our students forward.

The 2022-2023 Trustee Innovation Award winners were announced in June 2023 and presented in the fall of 2023.



Robyn Ableson
Teacher
Gananoque Secondary School
Project: Thousand Islands Playhouse Partnership



Jennifer Anderson
Teacher
Pleasant Corners Public School
Project: Pop-Up Hot Chocolate Business



Graeme McTavish
Teacher
Glen Tay Public School
Project: Incorporating Music in the Classroom



Carleton Place High School
(L-R) Norm Decou, Chad Norbraten, Larry Mosgrove, Katharine Wolff, Nathan Gonyou, and Katharine Day
Project: Bear Necessities



Russell High School
(L-R) Carley Vanderhulst, Ashley Blanchard, Tammy Somers, and Kelly Saunders (missing from photo)
Project: Apartment 217



Athens District High School
(L-R) Glen Truelove, Robin Bridgman, Ashley Lawrence, and Matt Visser
Project: Transformative Real-World Learning Projects



Duncan J. Schouler Public School
(L-R) Lisa Kirby, Lorie Knox, Angela Parks-Gibson, Stacey Rivoire, Tracey MacTavish, and Kari Sloan
Project: Nutrition and Wellness Real-World Learning



Bridgewood Public School - Dev Centre
(L-R) Crystal Seguin, Trinity Flaro, Kathleen McDougald, Loes Breuers, Cynthia Seguin, Nadiya Asif, Rebecca Legue, and Emily MacMillan (missing from photo)
Project: Supporting English-learning Children from War-Torn Regions

[TISS Novice Boys Outrun Competition at OFSAA Cross-Country](#)

[Thousand Islands Secondary School](#) (TISS) added a new banner to their gymnasium, after the novice boys' cross-country team ran away with the 2022 Ontario Federation of School Athletic Associations (OFSAA) championship.

The team, comprised of Jonah Hawes, Peter Ford, Cohen Merkley, Larkin Richards, Rayane Link, and Drake Sled, took home the title in November after competing in Uxbridge, Ont.



It was a season of success, dedication, and hardship. From injuries and illness, to balancing other sports outside of school, the team persevered until they crossed the finish line and had the banner in their hands, beating much larger Toronto-area schools.

When they returned to Brockville, the entire school community congratulated them on the win. The last time the school won this OFSAA championship was in 2009.

[Seaway DHS Student Wins Provincial Writing Award](#)



Dean Contois is a shy and quiet student at [Seaway District High School](#), whose voice was heard at the provincial level through his winning entry into the Ontario Secondary School Teachers' Federation (OSSTF) Student Achievement Awards.

Contois entered his "I am human too" poem, detailing his struggle of being an Indigenous transgender man, in the Grade 9-10 Applied Poem and Pose category of the province-wide OSSTF award program. The poem earned top spot in the category.

Secondary students from Grade 9-12 from 66 public school boards in Ontario compete. This was the first time an Upper Canada District School Board student won at the provincial level.

Contois received \$1,000 and was recognized on stage at the OSSTF Annual General Meeting in Toronto in March. To receive the provincial award, Contois had to win at the school level, district level and regional level first.

Contois says writing is a passion, using it to express his thoughts and feelings and often shares poems and other works of fiction with his family and friends. For this contest, the writing aspect appealed to him but also the theme – "I Am Everything They Say I Am Not."

[UCDSB Students Win Canada-Wide Award for Community Garden Project](#)

Students learning at the Dev Hotel and Conference Centre, which has been serving as a satellite location for newcomer students set to attend [Bridgewood Public School](#), are reaping what they sow after winning top prize in the Canada-Wide LSF Empowering Youth for Climate Action Awards.

The award came with a \$3,000 grand prize that will go toward funding and enhancing an outdoor learning space at Bridgewood P.S.

The class began the growing project in January, with local hydroponic manufacturer ZipGrow Inc. donating an indoor hydroponic system to create a growing wall. Grade 3 to 6 students were able to plant, water, and monitor the indoor garden.

The outdoor garden process began in March, with all the plants relocated to a permanent location on the east side of the building in June. Vegetables in the garden include cucumber, tomato, jalapeno, and eggplant.

Dev Centre students are new to Canada and are offered the opportunity to learn essential social skills and English prior to being immersed into the Canadian school system. They come from various countries, including Afghanistan, Colombia, Venezuela, Ecuador, and Peru. For many, this project was their first experience with gardening – and the first time using hydroponic methods for all.



The project was a success thanks to numerous local partners, and the community garden was able to teach students all aspects of the curriculum, including language development, math, social studies, and science.

[TR Leger Kemptville Expands Adult Training and Apprenticeship Programming due to Demand](#)

[TR Leger School of Adult, Alternative and Continuing Education](#) at Kemptville Campus expanded its newly launched [Adult Commercial Vehicle Technician Apprenticeship](#) program by offering the course on evenings and weekends, due to the positive response and demand from within the community.

Through the Gateway to the Motive Power Trades micro-credential program, participants can remain employed Monday through Friday while completing classes on Wednesday and Thursday nights and Saturdays.

The opportunity allows adults to receive additional training in an industry they are already in, or those who are looking to get into the trades. The programs are funded by the government and are free to enrol.

Students were able to apply for one, or all seven micro-credentials courses, if they are interested in becoming a Truck and Coach Technician, Agricultural Equipment Technician (425A), or a Heavy Equipment Technician (421A).

The micro-credential courses included:

- Hydraulic-Fluid Power Systems
- Electrical Theory/Practical
- Engines
- Fuel Systems Theory/Practical
- Wheel End Assemblies & Brake Systems Theory/Practical
- Drive Train Systems Theory/Practical
- Trade Practices Theory

The micro-credential program is being to offered in the 2023-2024 school year.



[Ontario Human Rights Commissioner Talks Social Justice with St. Lawrence Secondary School](#)

The right to read is not a privilege, but a basic and essential human right. That's what students at [St. Lawrence Secondary School](#) (SLSS) learned as part of their social justice initiatives, and this was the message delivered by Patricia DeGuire, Chief Commissioner of Ontario's Human Rights Commission (OHRC), when she spoke to students virtually on February 6.

Through classroom work and discussions, students worked collaboratively with their teachers and UCDSB Learning Partners to learn more about the right to read and the social justice components.



DeGuire's extensive knowledge and experience helped students learn more about the OHRC and its advocacy, with the entire school tuning in to the presentation and having the opportunity to ask questions.

DeGuire urged students to continue their social justice and human rights learning, telling them to be themselves and stay determined to achieve their best and praised the UCDSB on its ongoing commitment and work to act on the OHRC's Right to Read inquiry recommendations.

Fifth Annual Spirit of the Drum Educational and Traditional Powwow Attracts Thousands

More than 4,000 people attended the fifth annual [Smiths Falls District Collegiate Institute](#) (SFDCI) Spirit of the Drum Educational and Traditional Powwow in June, bringing together Indigenous dancing, workshops, music, and informational booths, on Duck Island in Smiths Falls.

The free two-day event celebrated and raised awareness about Indigenous culture and traditions, while also educating the public on what students are learning in school. The powwow echoed the essence of reconciliAction, a term coined by Gord Downie, to inspire individuals to take tangible steps towards change.



The Spirit of the Drum Educational and Traditional Powwow is an extension of SFDCI's Indigenous studies program. Collaborating with Indigenous Cultural Advisors and Knowledge Keepers from Pikwakanagan, Akwesasne, Tyendinaga, and Kitigan Zibi, these initiatives provide invaluable real-world learning experiences both within classrooms and at the powwow, which serves as a platform to display the culmination of knowledge acquired throughout the school year.



The [Board of Trustees](#) is a link between the community and the school board. Elected by the public every four years during the municipal elections, trustees are responsible for setting Upper Canada District School Board policy; governing the curriculum and overseeing budget management; communication of policy with key UCDSB stakeholders; and advocating for stakeholders.

Our 2022-2023 Trustees:



John McAllister
Chair / Ward 4



Corina Parisien
Vice-Chair/Ward 10



Lynda Johnston
Ward 1



Carole Dufort
Ward 2



Jamie Schoular
Ward 3



Michel LaBonté
Ward 5



Lisa Swan
Ward 6



Larry Berry
Ward 7
Sept. 2022 - June 2023



John Danaher
Ward 7
June 2023



David McDonald
Ward 8



Curtis Jordan
Ward 9



Patty Francis
Ward 11



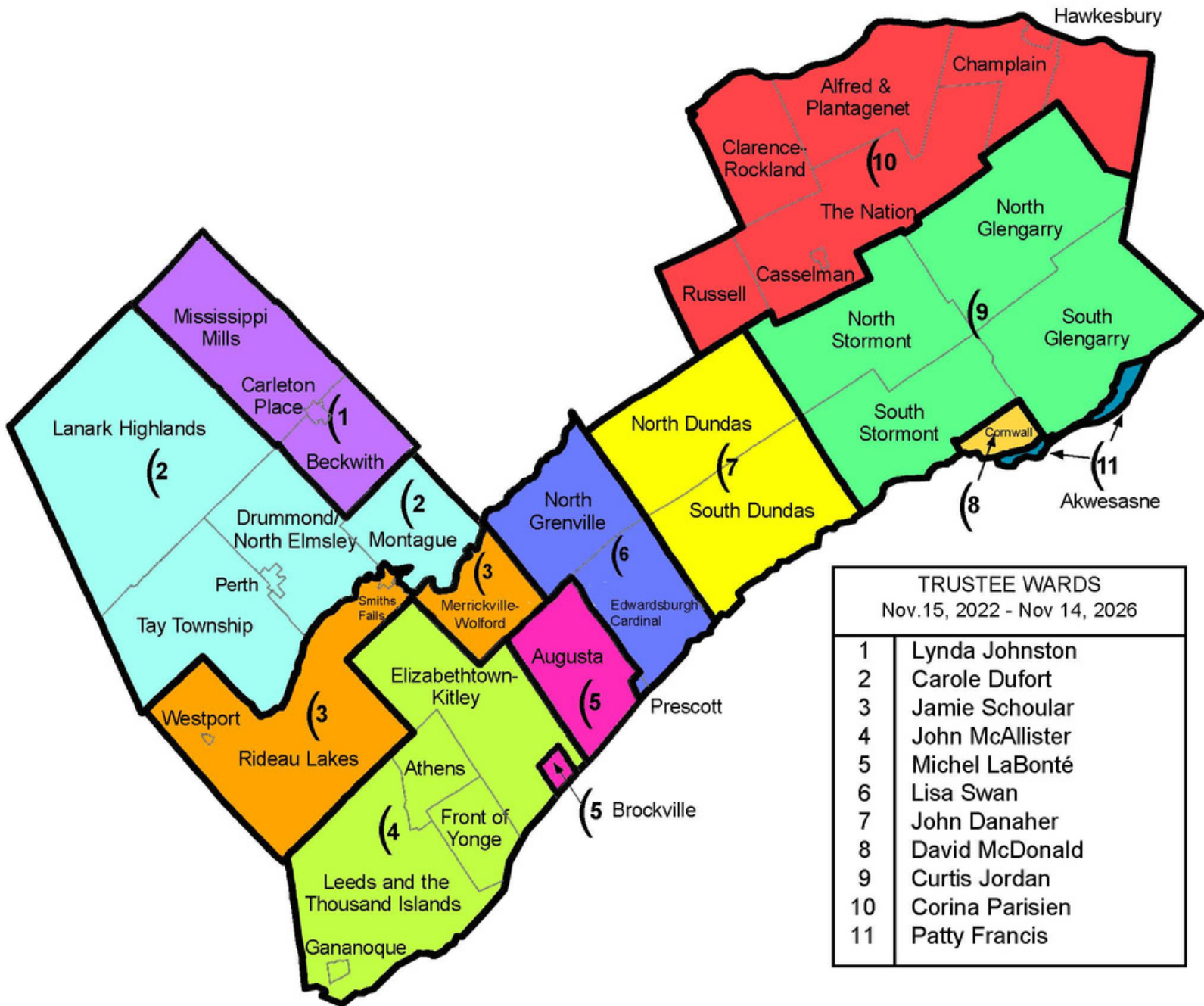
Janevra Pier
Student Trustee
Chair of Student Senate



Olivia Pereira
Student Trustee
Vice-Chair of Student
Senate



Trustee Ward Map 2022-2026



TRUSTEE WARDS	
Nov.15, 2022 - Nov 14, 2026	
1	Lynda Johnston
2	Carole Dufort
3	Jamie Schoular
4	John McAllister
5	Michel LaBonté
6	Lisa Swan
7	John Danaher
8	David McDonald
9	Curtis Jordan
10	Corina Parisien
11	Patty Francis

Our Senior Leadership Team



Ron Ferguson

Director of Education &
Secretary of the Board



Susan Rutters

Superintendent of Schools



Shelley Riddell

Superintendent of Student
Success & TR Leger
(as of May 2023)



Jennifer Perry

Superintendent of
Special Education &
Student Wellness



Deanna Perry

Superintendent of Schools
(Retired April 2023)



Marsha McNair

Superintendent of Schools



Bill Loshaw

Superintendent of
Schools



Jeremy Hobbs

Executive Superintendent
of Business Services



Eric Hardie

Executive Superintendent
Student Achievement
and Innovation



Chad Brownlee

Superintendent of Human
Resources & Schools



Jodie Barrett

Superintendent of Schools
(Currently on leave)

The Upper Canada District School Board's Champions for Kids (C4K) Foundation supports students by helping them take part in sporting activities, music lessons or other opportunities in our communities so they can thrive beyond school walls. The Foundation also offers families in need a helping hand when life becomes challenging due to unforeseen circumstances.



Since its inception in 2008, the Foundation has raised over \$2.2 million. The Foundation's success can be attributed to the generous donations and volunteer work from our community partners and employees of the UCDSB.

Learn more about our Foundation by visiting championsforkids.ucdsb.on.ca.

C4K Executive Champions for Kids Foundation

Casey Nelson | President

Laura Oliver | 1st Vice-President

Christie Walker | 2nd Vice-President

Lisa Workman | Secretary

Jeremy Hobbs | Treasurer

Terry Gardiner | Director of Disbursements

April Scott-Clarke | Director of Communications

Celine Labelle | Director of Fundraising

Vicki Sargeant | Director of Fundraising

Andrew Pratt | Director of Marketing & Community Outreach

Diana Kingston | Member at Large

Lynda Johnston | Trustee Liaison



In the 2023-2024 school year, the Upper Canada District School Board will be continuing to work towards the aspirational but attainable goals outlined below in the 2023-2024 Director's Work Plan.

GRADUATION RATE/STUDENT SUCCESS



Improve student success to attain and maintain, a 90% grad rate

- Support the rollout of SST Lift (secondary).
- Continue to use school data to refine early interventions and proactive strategies for credit attainment.
- Focus on interventions and programming to ensure year-five students graduate.
- Provide PD on the Student Success Toolbox.
- Expand and modernize the course offerings and delivery for adult students at TR Leger.
- Enhance course offerings to Indigenous students to support graduation and post-secondary pathways.

STUDENT CULTURE



Enhance student mental & physical health and sense of belonging

- Develop & implement a school climate survey.
- Provide workshops to enhance mental health and wellness for students across the district.
- Continue the use of School Mental Health Ontario resources in classrooms.
 - Enhance peer-to-peer support of mental health through SafeTalk (secondary).
- Offer pre-school programming, including Science of Reading and school readiness (elementary).
- Enhance the integration and wellness of international students.



READING

Ensure that students know how to read

- Provide staff PD on the Science of Reading.
- Purchase Science of Reading resources.
- Collect and analyze data to track progress and evaluate effective strategies.
- Share emerging practices in info sessions.
- Continued collaboration between schools and district to meet the needs of students.
 - Review current Tier 3 reading resources, develop a plan to ensure access, and support PD and resources.

REAL-WORLD LEARNING (RWL)



Engage students, staff, and community in RWL and enhanced pathways.

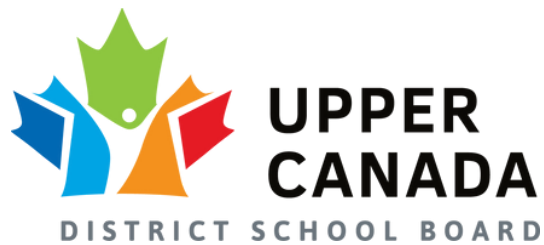
- Provide system and school leadership, teacher and student PD on a process for creating RWL.
- Launch UCDSB Grows, an initiative on growing food and addressing food insecurity.
- Implement a Gr. 7-12 continuum for Technology and Trades throughout the district.
- Create new partnerships with the community, create RWL opportunities, and further expand SHSM and Dual Credit learning through a Trading Up program.
- Expand participation in skills competitions.
- Pilot Enhanced Core French learning through use of RWL.

STAFF CULTURE



Ensure that staff feel supported by the district in their work and have the resources they need to be successful.

- Continue to enhance practices for accurate, timely, and effective responses to system needs.
- Expand opportunities for staff to become engaged in the leadership of the district through a distributed leadership model.
- Support succession planning through PD opportunities for staff.
- Use pulse surveys to gather staff feedback.
- Encourage the use of Elevate, a social recognition process, to celebrate colleagues.
- Develop a technology strategy to distribute report cards electronically in order to reduce workload, the environmental footprint, and increase ease of access for parents/guardians.



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