



Upper Canada District School Board **DIRECTOR'S ANNUAL REPORT**



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Mission, Vision and Values

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 2021-2022 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.

A Message from our Director

The 2021-2022 school year was my first year as the Director of Education for the Upper Canada District School Board. I am immensely impressed with our staff and students' dedication, creativity and accomplishments.

While the year started off as another school year with COVID-19-influenced restrictions, it progressively returned to a version of school that we knew pre-pandemic. Restrictions or not, our staff were creative, innovative and focused on providing students with new learning opportunities and out-of-the-classroom activities.



From skilled trades workshops (page 8), to track meets and soccer tournaments (page 26) to working with community groups to learn, grow and make our communities better (page 17) – there is so much to be proud of.

Our Board of Trustees has developed high expectations for our school board, and we have collaboratively set ambitious – yet attainable – long-term goals. One of our long-term goals is to achieve a 90 per cent graduation rate. The latest Ministry of Education data shows that we are sitting at around 86 per cent (page 11).

During the 2021-2022 school year, we also saw an increase in student credit attainment (page 11). In part, that was due to several new programs that were created to provide more engaging and inclusive programs for students. Be sure to read all about our after-school, for-credit programs in lacrosse and Indigenous culinary (page 10) and the Thompson Island cultural experience (page 16). These are truly unique programs.

Student culture and wellness were big focuses in 2021-2022. We learned a lot from the pandemic, and one thing that was solidified was that schools are more than just a place for students to learn to read, write, do math and take part in extra-curricular activities. Our schools are places where students learn about themselves and having places that are inclusive and supportive of positive mental health and well-being are critical.

In our Student Culture section (page 13), you can learn more about the steps we took last year in this area and on page 33, you can learn how we are building on those accomplishments and planning for the future.

I am proud to call myself the Director of Education for the Upper Canada District School Board and the pages of this report are only the highlights of our story.

I hope that you will explore this report and learn more about what it's like to be part of the UCDSB family.

Ron Ferguson
Director of Education

A Message from our Chair

In the words of David Bowie, the 2021-2022 school year was full of ch-ch-ch-changes! We saw a new Director of Education take the helm of our school board and we finally saw the lifting of some COVID-19 restrictions that allowed our school district to roll out some new and exciting experiences and programs for our students.

One that I had the pleasure of joining in on was the Thompson Island Cultural Experience. As a trustee, being able to see this program was enlightening. I joined 36 Akwesasne students from Cornwall Collegiate and Vocational School for a few hours on their three-day excursion. I participated in a medicine walk and heard cultural storytelling from one of the elders. You can learn more about this experience on page 16 of this report.



Another that I was able to see in action was the Mobile Skills Training Labs, brought to our schools through St. Lawrence College. Students were able to sample what a career as a welder, builder, or electrician might hold for them, and learn from people working in those trades (page 8). Skilled trades training is an area that our board continues to invest in.

In addition to creating new experiences for students, one of our goals, as laid out in the 2021-2022 Board Work Plan, was to increase connections with our community and stakeholders. I saw this happening in many ways across our district: our Student Senators, led by our Student Trustees, spearheaded a fundraiser with Green Iglu (page 18); and intermediate students at Perth and District Collegiate Institute worked in collaboration with the Town of Perth and Rideau Conservation Authority to test the waters of the Tay River (page 19). These were real-world learning opportunities that came out of these connections, and although it's early in the 2022-2023 school year, we're seeing these connections and learning opportunities continue.

Two other areas of focus for the 2021-2022 school year were student culture and staff culture. It was, and is, important to trustees that staff feel supported by the district in their work and have the resources they need to be successful (see this section starting on page 20); and that we expanded the integration of equity, wellness, and Indigenous education practices into classrooms to increase student wellness and sense of belonging (see this section starting on page 16).

We made significant strides in these areas last year, and I'm proud of how this work is continuing. This annual report is more than just numbers and findings, it's truly a snapshot of what it's like to be a student and staff member in our board.

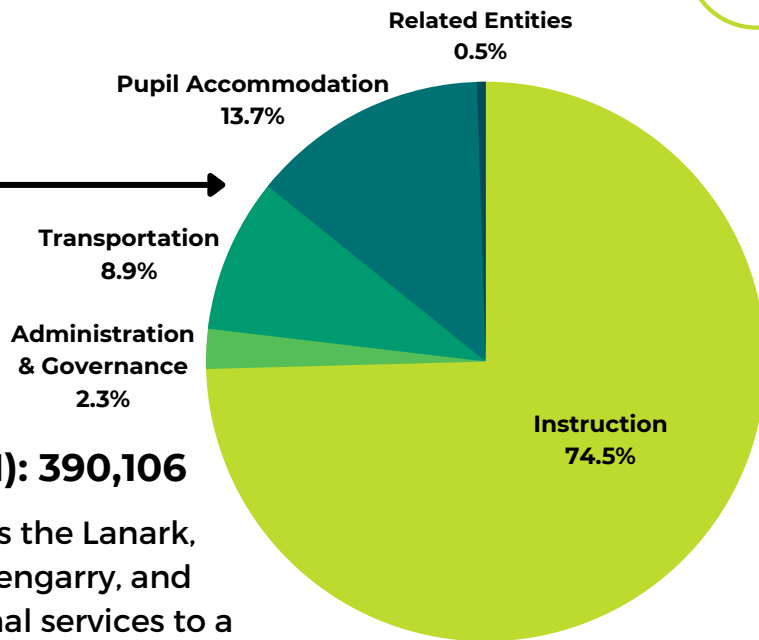
We know the struggles that our students and staff have faced over the course of the pandemic, and they really have "turned to face the strange," and come to adapt and grow from these ch-ch-ch-changes! I'm excited for what our future holds.

John McAllister
Chair of the Board

2021-2022 Board Profile

79
Elementary,
Secondary &
Adult/Alternative
Schools

\$385.5 million
2021-2022
Operating
Budget



Number of Residents in District (2021): 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.

UCDSB by the Numbers (2021-2022):

26,952 Elementary and Secondary Students (<21)	280 Students 21+	1,463 Students Enrolled in Specialist High Skills Major Programs	1,283 Students Enrolled in Day School Online Learning
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Number of Elementary Students: 18,127
 Number of Secondary Students (<21): 8,254
 Number of Students in Alternative Program Sites (<21): 571

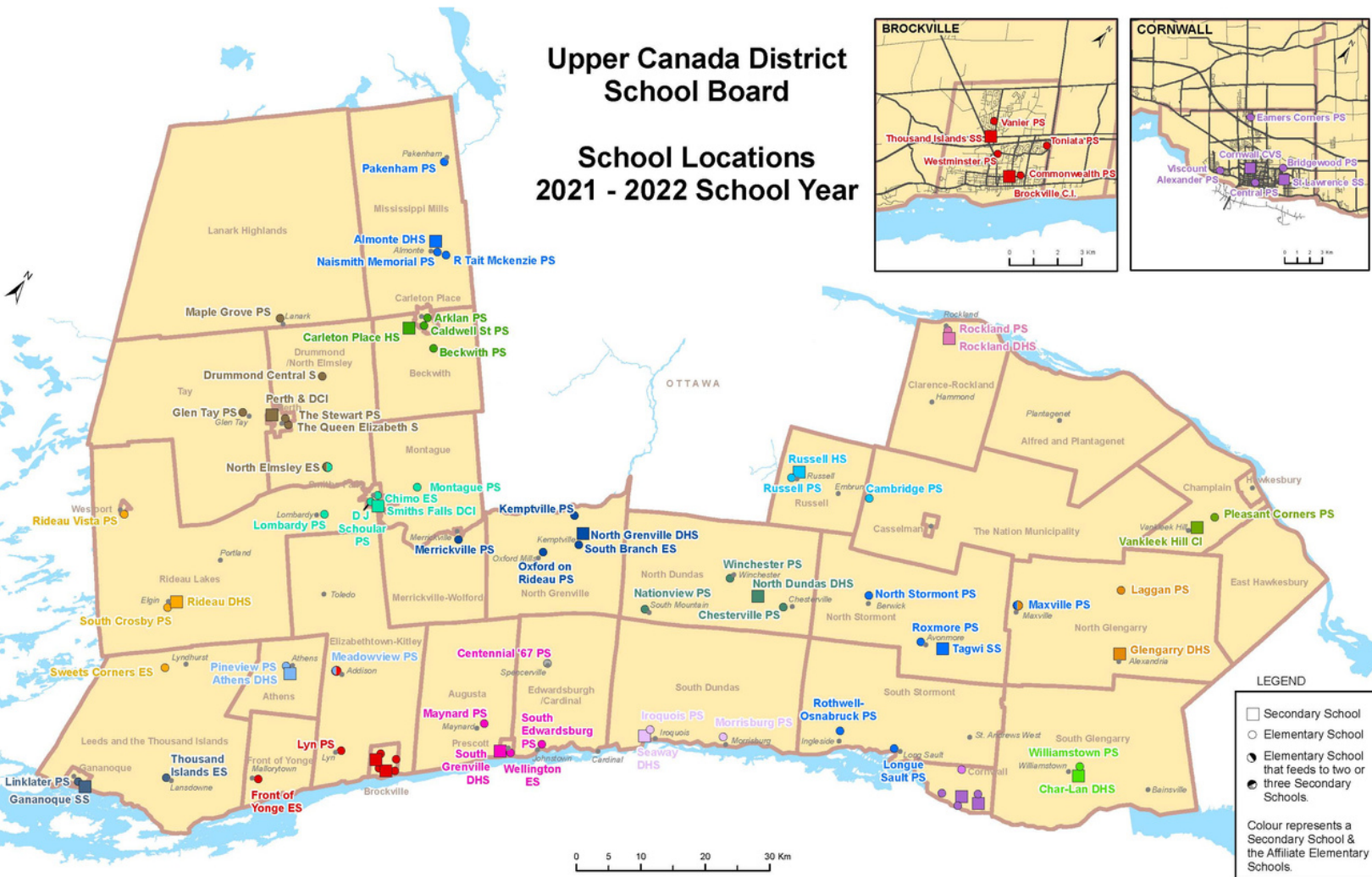
211
International
Students


1,607 Elementary Teachers	784 Secondary Teachers	155 Permanent Principals and Vice-Principals	4,213 Total Permanent/ Occasional Staff
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*Numbers are as of October 31, 2021. Employees are only counted once and the numbers include occasional staff.

2021-2022 Board Map

The Upper Canada District School Board has organized its district into [Families of Schools](#), represented by a secondary school and the elementary schools that feed into that school or schools. There are 19 Family of Schools clusters within our school board.





[Click to see a collection of videos of UCDSB Schools](#)

Our Strategic Plan

The 2021-2022 school year emphasized a focus on improving student achievement, staff and student wellness and strengthening community connections, all while continuing to navigate through the pandemic. 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 2021-2022

Priority Area	Critical Success Factors	Specific Goal
Graduation Rate/Student Success	Resources & Educational Programs	Increase graduation rate by 1% in 2020-2021 (baseline – end of 2019-2020 school year).
Staff Culture	Collaboration, Resources & Wellness	Implement measures to support staff to feel safe, healthy and productive in their work during this period of the pandemic.
Student Culture	Wellness	Implement measures to support students to feel connected to their class/teacher and school community during this period of the pandemic.
Community	Collaboration	Increase contact by connecting with community stakeholders beyond our Policy requirements.

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 2021-2022 priority areas, specific goals, and steps to achieve the goals.

Graduation Rate/Student Success

Increase grad rate to, and maintain it at, 90%.

- Focus on prevention and credit accumulation;
- Use school data and student voice to identify issues and increase improvement;
- Develop a district-wide 'toolbox' that includes strategies and practices to enhance credit attainment, credit rescue and credit recovery;
- Create new programs and opportunities to meet the needs of underserved students in the district; and
- Use Real-World Learning (RWL) and Authentic Student Learning Experience tool to engage students in meaningful learning experiences.

Graduation Rate/Student Success

Ensure that 90% of students read, write, and perform number sense and operations at grade level.

- Ensure continuity and alignment between Board Improvement & Equity Plan, School Improvement & Equity Plan, and Annual Growth Plans;
- Develop district-wide assessments for student reading, writing, and math levels;
- Offer professional development (PD) for knowledge and skill development; and
- Enhance tier 2 and 3 interventions to support students with learning needs to improve literacy and numeracy skills.

Community

Increase connections with the community and stakeholders to enhance student learning experiences.

- Provide PD to teaching staff to help them to plan RWL opportunities for students;
- Facilitate partnerships with community partners and invite schools to engage with them in learning experiences for students; and
- Expand the number of partners the UCDSB currently works with to increase the RWL opportunities.

Staff Culture

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

- Service Excellence - develop a process for collecting, analyzing and adjusting current practices;
- Enhance practices to ensure accurate, timely, and effective responses by district staff to the needs in the system; and
- Create opportunities for staff to become engaged in the leadership of the district.

Student Culture

Expand the integration of equity, wellness, and Indigenous education practices into classrooms in order to increase student wellness and sense of belonging to 100%.

- Create student equity leadership groups;
- Expand the use of culturally appropriate texts in classrooms and use analysis of identity-based data;
- Develop a tool to allow the district to measure student perceptions around equity and wellness;
- Work with Mental Health Leads, Wellness, and Teaching and Learning departments to integrate wellness learning into daily learning, including in literacy and numeracy; and
- Focus work in Indigenous education on achieving a balance between creating rich cultural experiences for all students and ensuring equitable outcomes for self-identified Indigenous students through the enhancement of partnerships, proactive strategies, and the use of RWL focused on land-based learning, cultural learning, and language.

The Upper Canada District School Board has the goal to ensure that 90 per cent of students read, write and perform number sense and operations at grade level and that we reach an overall graduation rate of 90 per cent. Throughout the school year, the UCDSB implemented a number of strategies to progress these goals, including:

- creating new programs and opportunities to meet the needs of underserved students in the district;
- using Experiential Learning / Real-World Learning and Authentic Student Learning Experience (ASLE) to engage students in meaningful learning experiences;
- ensuring that schools are focused on high-yield strategies in order to build student capacity; and
- increasing focus on prevention and credit accumulation.

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

UCDSB Brings Mobile Skills Training Labs to Students

Students at 11 UCDSB secondary schools received additional hands-on and real-world learning in the skilled trades from April to June 2022.

Through funding provided to the [UCDSB Specialist High Skills Major Program](#) and the [Ontario Youth Apprenticeship Program](#), the UCDSB was able to secure the [St. Lawrence College Mobile Skills Training Lab](#) for 11 weeks – visiting a school a week in different areas of the district.



At each stop, two mobile training labs provided introductory skills in carpentry, welding, electrical, fitness, nutrition and culinary, all at the hands of certified college instructors during each two-and-a-half-hour session. The initiative focused on re-engaging students and teaching those who are generally under-represented in the trades the basic skills required to be successful in these areas of work.

One mobile training lab focused on skilled trades training where students had the opportunity to use hand and power tools, along with training aids including virtual reality welding simulations. The second training lab had a focus on wellness, which included teaching students about independent living, meal planning, food handling, nutrition, fitness and introductory cooking skills.



During the 11 weeks, approximately 1,400 students from Grade 7-12 experienced the mobile trailers. At the end of each session, students earned a micro-credential certificate from St. Lawrence College.

Students throughout the journey expressed how cool the experience was and that it left them feeling excited and empowered to learn.

SLSS Students Gain Carpentry Skills Through Tiny Home Build

It started with a vision for maximizing classroom space and creating new learning opportunities for students at [St. Lawrence Secondary School](#) (SLSS) and evolved into construction students [building their own on-site tiny home](#).

Through the support of school administration and funding from the Ontario Youth Apprenticeship Program along with donations from local businesses, the hands-on project of building a 20' x 16', story-and-half tiny home began with Grades 9 to 12 construction classes.



The hands-on learning project wasn't just about building – it encompassed other trades and provided students with real-life carpentry experience. Students learned and installed electrical for lighting and outlets, and installed a fully functioning washroom with a sink, shower and toilet.

From when construction began to the time when the tiny home was complete, interest in construction programming at SLSS spiked. That interest was so great that a new program was approved at SLSS – a Construction Specialist High Skills Major (SHSM).

Decodable Book Project Sees Students Helping Students Read

Students at [Russell High School](#) took on an initiative that [turned students into authors](#) and mentors, and tackled social justice issues connected to the Ontario Human Rights Commission's Right to Read inquiry.

The initiative involved Grade 7 and 8 students who learned about the importance of decodable texts and then wrote their own books for primary students. With a focus on

students helping students, the decodable book project was designed to support literacy in Kindergarten to Grade 3.

The real-world learning project sparked a strong passion. During the 12 weeks, 33 books were created and published by students. The project culminated with an official book launch. The young authors also came together for book readings with Kindergarten to Grade 2 students from [Russell Public School](#) and [Cambridge Public School](#).



Each author received a copy of their book, and copies were made available at the two elementary schools and the Russell Public Library for young readers to enjoy.

Expanding Indigenous Cultural Experiences and Learning at Cornwall High Schools



During the 2021-2022 school year, [Cornwall Collegiate and Vocational School](#) (CCVS) started [a unique after-school for-credit program](#) that taught students the fundamentals of lacrosse, the cultural and historical aspects of the game, and how to cook culturally appropriate foods to support exercise and healthy bodies. Students even made a traditional lacrosse stick as part of the course.

The program was led by retired professional player and current cultural advisor Mike Thompson and teacher Jen Suggars.

“It’s been a very good experience. I’m learning about the game of lacrosse, the rules, and they are teaching us not just the sport way of playing, but also going back to the roots and how we used to play,” explained Quest Thompson, a Grade 12 student at CCVS, who was one of approximately 20 participating in the program.

At [St. Lawrence Secondary School](#), an [Indigenous Culinary program launched](#) in the 2021-2022 school year. This program brought in a variety of guests from across the country – both virtually and in-person – to share Indigenous culinary skills and practices with students. The for-credit program quickly filled up with eager Grade 7 to 12 students.



[Click to learn more about CCVS](#)

Secondary Schools Course Success Rate

2020-21

33% of schools = 90%+

33% of schools = 85-89%

33% of schools = 78-85%

2021-22 Semester 1

100% of schools had
90%+ of courses
passed

2021-22 Semester 2

95.2% of schools had
90%+ of courses
passed

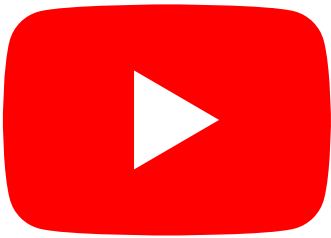
4.8% of schools = 85-89%

The UCDSB saw a

41.6%

reduction

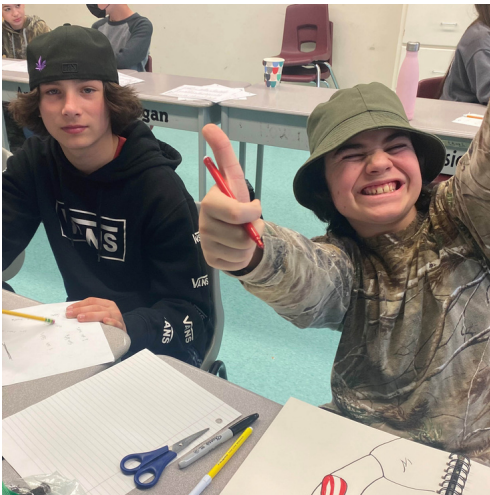
in failures from 2020-21 to 2021-22.



[Click to watch a video on Education Week and the learning that takes place in classrooms.](#)

2021 UCDSB Graduation Rate = 86.9%

Between 2019 and 2021, the UCDSB 4-year grad rate increased by 1.3% and the 5-year grad rate increased by 1.1%.



Specialist High Skills Major Programs within the UCDSB

[Specialist High Skills Major Programs](#) (SHSM) are popular within the Upper Canada District School Board. In the 2021-2022 school year, the UCDSB offered 69 SHSM programs spread across 22 secondary schools (including [TR Leger School of Adult, Alternative and Continuing Education](#)). Every UCDSB secondary school has at least one SHSM program.

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.

29% of all UCDSB students participated in a SHSM program 2021-22.

17% was the provincial average in 2021-22.



Agriculture



Arts & Culture



Business



Construction



Environment



Health & Wellness



Horticulture & Landscape



Hospitality & Tourism



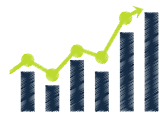
Information & Communications Technology



Justice, Community Safety & Emergency Services



Manufacturing



Non-Profit



Sports



Transportation

1,504

Students enrolled in SHSM programs

499

Grade 12 UCDSB students that graduated with a Red Seal Ontario Secondary School Diploma



The Upper Canada District School Board has the ambitious goal of increasing student sense of belonging in their schools to 100 per cent, and increasing overall student wellness. To do this, we recognize that we must ensure that schools are caring and supportive environments that foster individual wellness and a sense of belonging for students and staff.

Some specific initiatives that guided us in implementing new strategies and building on established practices to progress this goal, as outlined in our [Board Improvement and Equity Plan](#) and Director's Work Plan, are as follows:

- create student equity leadership groups in order to engage students directly in equity work and culturally relevant pedagogy at the school level;
- achieve a balance between creating rich cultural experiences for all students and ensuring equitable outcomes for self-identified Indigenous students through the enhancement of partnerships, proactive strategies, and the use of Real-World Learning;
- use analysis of identity-based data to drive school and system improvements; and
- work with Mental Health Leads, Wellness, and Teaching and Learning teams to integrate wellness learning into daily learning, including in literacy and numeracy.

Here are some of the projects and initiatives that represent the strides being made in this area.

We All Belong Student Survey Pilot

In response to the Ontario Education Equity Action Plan, the UCDSB embarked on an identity-based data collection initiative to better understand our students and their needs and to ensure they feel safe and accepted within our school system.



WE ALL BELONG Student Survey

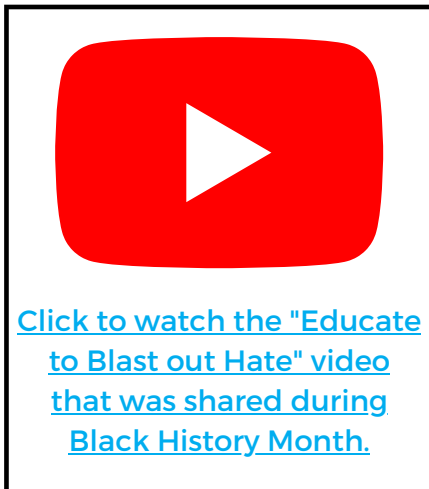
The first step in this multi-year project was the UCDSB We All Belong Student Survey Pilot. The UCDSB launched the pilot survey to 10 randomly selected secondary schools within the school district, with 4,700 students being asked to participate. More than 200 classroom presentations were completed on the topic of equity and inclusion before the survey was conducted, with additional staff training taking place.

The results of this pilot program provided leaders with base-level data and feedback that has influenced the [2022-2023 survey and data collection process](#). Data collection will resume in the 2022-2023 school year to encompass all students.

Student Trustee Equity & Inclusion Sub-Committee Creation

Hearing first-hand from our students is vital to ensuring that changes that get made within our school district and initiatives that are launched are truly having the intended impact of improving the school experience for students.

In the 2021-2022 school year, senior leaders worked collaboratively with Student Trustees Eshal Ali and Bradford Ward to create a Student Equity and Inclusion Sub-Committee. The purpose was to help increase student voice across the school board to help inform decision-makers on strategic plans.



The sub-committee was formed in the fall of 2021 and members met several times over the school year. The group had representation from students across the district, ranging from Grades 7 to 12 with more than 22 students participating. Students worked on their mandate and identity as a group and discussed topics such as how to make spaces more inclusive for students, LGBTQ2S+ issues, anti-black racism, student culture, and school climate.

The sub-committee has continued into the 2022-2023 school year.

UCDSB Celebrates Differences and Kindness for Pink Shirt Day

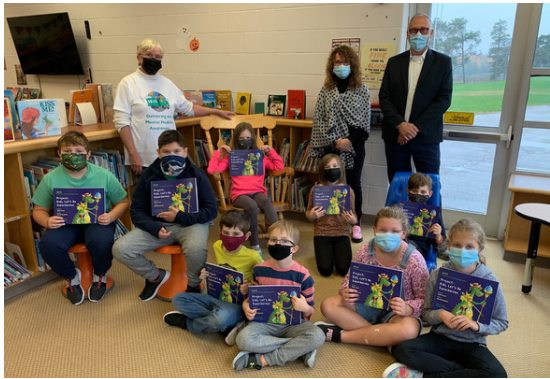


The last Wednesday of February is widely known as Pink Shirt Day, and one that [students and staff across the UCDSB recognize each year](#), to raise awareness and promote conversations about anti-bullying and fostering a more kind, caring, and inclusive world.

In addition to wearing pink shirts, several schools participated in week-long activities with opportunities for students to be anti-bully advocates, celebrate each other's differences, and understand the impacts of bullying.

For example, at [Iroquois Public School](#), students and staff participated in a story walk with a book by Indigenous author Monique Gray Smith. Students also received a special visit from TUSK (Teaching Unconditional Support and Kindness), the elephant, to promote inclusivity.

UCDSB Honours World Mental Health Day with Student Resources



For world mental health day, collaborative and age-appropriate resources were [developed and distributed to students across the UCDSB](#).

Each Grade 9 and 12 student received a keyring that had PASS (Panic, Anxiety, Stress Support) cards on them, each one identifying a specific problem and offering a solution. These resources were custom-made by students at the University of Ottawa.

To build conversations for elementary students, every Grade 4 UCDSB student received a copy of the book "Iris the Dragon – Project: Kids, Let's Be Superheroes". This book, written by Perth resident Gayle Grass, focuses on the pandemic. The Bell Let's Talk Grant Program sponsored Grass to give copies to children across Eastern Ontario.

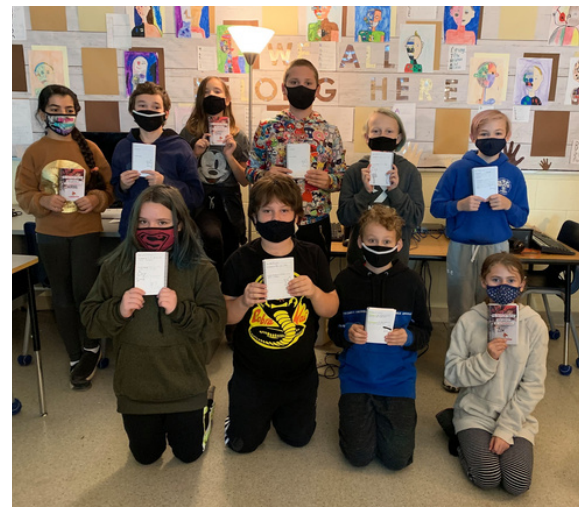
Additionally, each school has a dedicated Mental Health Champion, which is a staff member who helps direct students to the best resources and supports for their mental health and well-being. Throughout the year, professional development opportunities were created for these employees to enhance their own learning and share it with colleagues.

Cambridge PS Students Practice Gratitude with Daily Journaling

What started as a staff book study of a best-selling book, "Kids These Days," by Dr. Jody Carrington that included a chapter on gratitude, grew into a [powerful and meaningful school wellness project](#).

Instead of purchasing agendas, staff opted for gratitude journals for the Grades 3 to 6 students. Each page of the gratitude journal had a space for students to write what they're grateful for, an after-school goal they wish to accomplish, and an area to draw a picture.

Each day, students would take time in their classes to reflect and write in their gratitude journals.



While writing is a big component of the exercise, sharing with classmates and classroom discussions around gratitude is just as important. The school implemented a focused theme each month that directly tied in with the UCDSB character education virtues.

The daily gratitude writing exercise had immediate results among students. Students became calmer and increasingly thoughtful.

Staff completed further research into gratitude studies and two leaders in the field of gratitude and education, Dr. Robert Emmons and Dr. Jeffrey Froh support the idea that gratitude improves the lives of students and adults. They have found several benefits for students and adults.



[Click to see a video about Cambridge PS](#)

Akwesasne Cultural Camp provides Students the Opportunity to Learn Mohawk Culture



Thirty-six Akwesasne students from [Cornwall Collegiate and Vocational School \(CCVS\)](#) [ventured on a three-day, for-credit trip](#) to the Thompson Island Cultural Camp, also known as lonkwa'nikonri:io.

Throughout the trip, students partook in traditional lessons, games, storytelling, a seed ceremony, and at night, put fishing lines out in hopes of catching a sturgeon. All CCVS students who are part of the Akwesasne Mohawk Board of Education (AMBE) had the opportunity to sign up for this trip.

On the second day, the group was joined by UCDSB senior staff and Trustees for more cultural storytelling and a medicine walk.

This unique program for students was a first for the UCDSB's Indigenous Education team, with plans to continue it annually and expand to other Indigenous students. Students expressed that their favourite part of the camp was learning about traditions, learning more about their culture, and making connections with their culture and elders.

Each of the students gained a Grade 11 high school credit upon completion of this real-world learning experience.

The Upper Canada District School Board has the goal to increase connections with the community and stakeholders to enhance student learning experiences. This includes engaging in shared work that benefits both the students and schools.

Specific initiatives, as outlined in our Director's Work Plan, in this area include the following:

- facilitate partnerships with community groups/businesses and invite schools to engage with them in learning experiences for students; and
- expand the number of partners the UCDSB currently works with to increase the number of real-world learning opportunities for students.

Here are examples of the work that was initiated throughout the school district that helped us progress in this area.

Collaborative Almonte DHS Project Brings Veggies to Country Haven

Eight [Almonte District High School](#) (ADHS) students worked collaboratively in their math and English classes to design, plan and budget for a [project to build two raised garden boxes](#) at Almonte Country Haven, a retirement home in Mississippi Mills.

The multi-step project began in March 2022 with researching and pricing the materials, budgeting the project and designing the planter boxes. The group took a trip to the planned building site to ensure their designs fit with the space. Students also wrote a proposal including a summary of their project, the target market, features of the garden boxes and the benefits to both the residents and the overall community. After a successful pitch and securing the necessary funds, the students purchased the supplies from Deka Home Building Centre in Carp.



In June, the project came to fruition with students travelling to the retirement home to install the boxes. Students finished off the project by planting an assortment of vegetable plants that the retirement home residents can maintain, harvest and enjoy.

Student Leaders Spearhead Fundraisers for Indigenous Communities

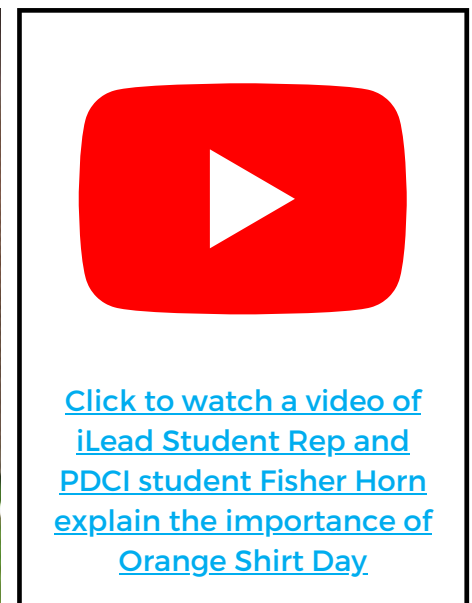
Change and improvement within the community and school board were top of mind for UCDSB Student Senators in the 2021-2022 school year. As a team, the group embarked on a [fundraising journey](#) to support Indigenous communities.

From April 1, 2022 to May 1, 2022, Student Senators from each UCDSB secondary school led fundraising events at their schools to raise money for Green Iglu, a charity that works with Indigenous communities to help address food security and food sovereignty.



Student Senators set a \$5,000 combined goal but nearly doubled it when the campaign was completed. A total of \$9,100 was raised between the 22 schools.

Students also raised awareness about food security and food sovereignty in Indigenous communities.



PDCI Students Test Tay River and Report Findings to Community

One hundred [Perth and District Collegiate Institute](#) Grade 7 and Grade 8 students [engaged in a hands-on water study](#) of the Tay River and presented their findings to the community at a public presentation.

The real-world learning project saw students engage in a community collaboration between the Town of Perth, Rideau Conservation Authority, and Perth Outfitters. For the over 50 tests conducted on two separate June days, students canoed upstream and downstream of the Perth Lagoon to test the water in both areas. Students tested for water temperature, hardness, dissolved oxygen, alkalinity, PH levels, conductivity, chlorine levels, and clarity, all to determine the health of the Tay River on either side of the lagoon. As part of the study, the student researchers learned the importance of each element they tested the water for and the impact of it being unbalanced. For example, severe fluctuations in hardness can harm aquatic life, and oxygen levels can determine what aquatic species can live in the water and if unnecessary organic matter is in the water.

Following the data collection and report findings, four student representatives presented to city staff, parents and community members in the Perth Council Chambers.

After the presentation, municipal staff offered to set up a future tour of the lagoon and urged the continuance of this program as a multi-year project, which was backed by community support.



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 to the needs in the system; and
- create opportunities for staff to become engaged in the leadership of the district through a distributed leadership model.

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.

Future of Work Initiative

In the fall of 2021, as the UCDSB began to plan for a physical re-opening of our administrative offices and satellite locations, senior leadership wanted to learn from the pandemic working experience and explore how the working environment could change to better suit the needs of employees and the organization.

A dedicated committee of administrative managers was established to discuss their personal and department experiences and were tasked to develop a plan on what the future of work at the UCDSB could look like.

The team researched hybrid work options, discussed work models with industry counterparts, and surveyed employees about their pandemic work experiences.

After analyzing the data, the group found that a hybrid work model was something that employees appreciated and, after discussion with senior administration, union representatives, and managers, the Future of Work Pilot Program was launched.

Through this committee, the UCDSB has found ways to streamline practices and work more efficiently in administrative areas and has found ways to enhance the offerings that our system teachers and principals provide to schools.

92% of staff feel as engaged and included in meetings regardless of where they are working (home office/work office).

89% of staff agreed that when compared to the pre-pandemic work model, the introduction of hybrid work opportunities has increased their overall satisfaction.

Support for Innovative and Creative Teaching Methods

Creativity and innovation can be found all over the UCDSB, and many educators [are taking the extra step](#) to make their classrooms fun, engaging and connected to real-world learning.

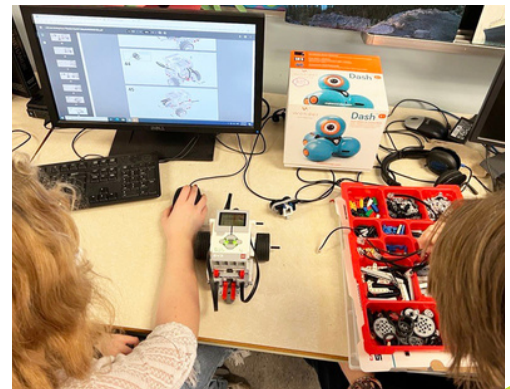
Andie Page, a Grade 5 French teacher at [Central Public School](#), used Blue-Bot robots to create a fun learning experience all while enhancing the French language skills of her students. These small robots can be coded by students to move forward and back, left and right.

Through coding, students learn counting, sequencing, directionality, problem-solving and estimation. These robots blink and beep to provide feedback as it follows a program. Using trial and error, students in Page's class had the chance to create their own fictional town for the robots to travel around.

For the activity, she had the students go back to the fundamentals of the French curriculum and had them give and receive directions. The activity had a major focus on listening and writing and was a two-week project, starting with French vocabulary, practicing in the classroom, and mapping it out on paper.

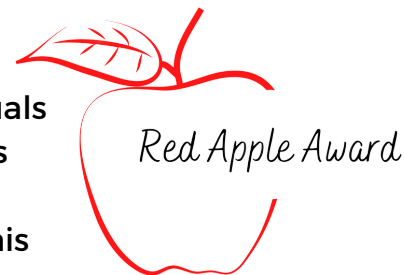
At several other UCDSB schools, students used LEGO Mindstorms EV3 Robotics kits to learn about robotics and coding. [Duncan J. Schoular Public School](#) intermediate students learned how to program robots, use different sensors, use colour to detect objects that are in front of the robot, and program the robot to move accordingly. Part of the learning enables students to work on and develop problem-solving skills and the science behind coding.

Another example of an exciting learning experience for students is working alongside Juno-nominated singer/songwriter Craig Cardiff to make original music. Creating the music virtually and primarily using digital instruments, students learned a variety of platforms including Soundtrap and Adobe Creative Cloud. When complete, they released the music on Apple Music and Spotify, the same as a professional musician would.



2021-2022 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. This recognition program launched in December 2021.



Debbie Banks,
Principal of Special
Education



Larry Berry,
Ward 7 Trustee



Erin Hurford,
Local CUPE President



Jane Veninga,
Teacher, R. Tait McKenzie



Bridgewood Power Up Program,
(L-R) Erin Muir, Laura MacDonald, Nadia Benton, and Lauren Bertrand



Lynda Johnston,
Executive Assistant

2021-2022 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.



Diana Kingston,
Comptroller of Finance



Ron Pilon,
Lead Custodian, Sweet's
Corners ES



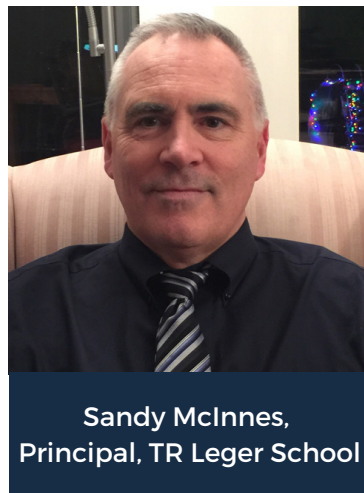
Tracey MacTavish,
Educational Assitant,
Duncan J Schoular PS



Danielle Ouellet,
Principal, BCI



Tracy Moorhouse,
Teacher, Iroquois PS



Sandy McInnes,
Principal, TR Leger School



Jennifer Perry,
Superintendent of
Wellness & Mental Health



Special Designation
Program Team, TR Leger
Cornwall Campus

(L-R) Shawn Roach,
Monique Favreau, Steve
Mallet, Lise Walker,
Amanda Young, and
Cameron MacPhee

2021-2022 Ontario Principals' Council 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 2021-2022 award was presented to [Russell Public School](#) Principal Mhairi Rowland.



2021-2022 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.



French Drive-Thru Project
Sara Langman,
Teacher Sweet's Corners ES



BEDMAS Video
Holden Anderson,
Student, Chimo ES



Decodable Book Project, Russell HS
(L-R) Christy Wilson, Janice Honey, Chrystal van Riel, Jennifer Dobbins, Megan Radley, Nancy Lalonde, and Sara Lathrop



Home-School Literacy Partnership, Maynard PS
(L-R) Robyn Holmes, Heidi MacDonald, Shannon Scott,
Jennifer Ng



Experiential Farm Project, Char-Lan DHS
(L-R) Francis Oliveira and Heather Grant

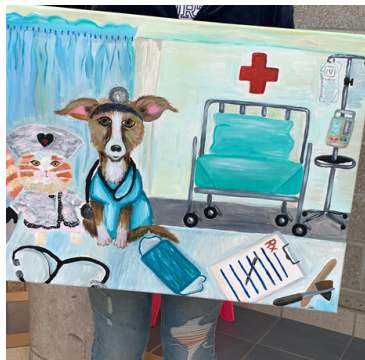
Perth Student Artists Create Masterpieces for Local Health Centre

Magnificent works of art [created by four Grade 6 students](#) from [The Stewart School](#) – Heera Thind, Masha Smolentseva-Felepchuk, Mya Truelove and Callie Wheeler – are on display at the Tay River Health Centre in Perth.

The medical centre reached out to area schools to see if students would be interested in bringing their exam rooms to life with student artwork. With a health care theme and vision in mind, the four students put paint to canvas.

The artwork became multi-faceted; it was a conversation starter for patients and health care providers, it helped ease patient anxiety and promoted a sense of community.

When the staff from the medical centre picked up the artwork, they were amazed that these were completed by Grade 6 students.



Created by Callie Wheeler



Created by Heera Thind



Created by Masha
Smolentseva-Felepchuk



Created by Mya Truelove

Naismith Memorial PS Donates Hygiene Kits for Youth at Risk

What began as a lesson about homelessness in Lanark County and how everyday essential items are not available to those less fortunate [inspired Grade 5 and 6 students](#) at [Naismith Memorial Public School](#) to help, and become change-makers in their community.

Under the direction of their teacher, Kelly D'Brox, the idea of making hygiene kits, which is an initiative coordinated by the United Way East Ontario, was presented to the class. While it was D'Brox who brought the hygiene kit idea forward, it was up to the students to coordinate the project.



Students used their recess and lunch time to plan out the hygiene kit project. From developing an inventory list of items to crafting marketing pieces such as posters and Facebook posts, the students coordinated the project bilingually and divided up the work. They asked school families for donated items and received support from local businesses.

The kits include personal hygiene items such as shampoo, lotion, and toothpaste and were packaged into individual bags. The kits were given to the United Way East Ontario who then distributed them to agencies that work with youth at risk.

Students learned about financial literacy, language development, and social sciences through integrated classroom lessons.

With a goal of putting together 35 hygiene kits, students quickly surpassed that target. In the end, 83 kits were assembled at a value of \$4,000.

Students Bring Home Hardware from EOSSAA Championships

In the spring of 2022, Char-Lan District High School not only hosted the Eastern Ontario Secondary School Athletic Association (EOSSAA) junior soccer championships in May, but [earned gold in the girls' division](#).

Nine teams from across Eastern Ontario, three from the Upper Canada District School Board (UCDSB), took part. The UCDSB was represented in the girls' division by Char-Lan District High School, along with [Tagwi Secondary School](#) and [Rockland District High School](#) for the boys.



In track and field, [UCDSB athletes earned dozens](#) of gold, silver, and bronze medals at the EOSSAA Track and Field Championships. This was held in May 2022 at [Thousand Islands Secondary School](#).

Over 70 schools from across Eastern Ontario competed during the two-day event.

Level 1 Commercial Vehicle Apprenticeship Program Launches with Grand Opening

To officially launch the Level 1 Commercial Vehicle Apprenticeship Training Program, the Upper Canada District School Board, in partnership with the Kemptville Campus Education and Community Centre, the Catholic District School Board of Eastern Ontario, le Conseil des écoles publiques de l'Est de l'Ontario, and le Conseil des écoles catholiques du Centre-Est, [officially opened the TR Leger Apprenticeship Centre](#) at Kemptville Campus.

The opening signified the readiness of the facility to welcome the inaugural [OYAP Level 1 Commercial Vehicle Apprenticeship](#) class and was a celebration of the work that has happened to make this program and training facility become a reality.

The Level 1 Commercial Vehicle and Equipment Apprenticeship program provides the basics for in-class and practical learning for three motive power trades: Agricultural Equipment Technician, Heavy Duty Equipment Technician, and Truck and Coach Technician. The course provides students with the opportunity to gain skills and knowledge through in-class learning and practical experiences that are specific to these related careers.

Minister of Municipal Affairs and Housing and Leeds-Grenville-Thousand Islands and Rideau Lakes MPP Steve Clark was joined by Parliamentary Assistant Deepak Anand on behalf of the Honourable Monte McNaughton, MPP for Lambton-Kent-Middlesex and Minister of Labour, Training and Skills Development at the opening.



Laggan PS and Char-Lan DHS Win Award for Terry Fox Fundraising

When it comes to fundraising for the Terry Fox Foundation, students at [Laggan Public School](#) and [Char-Lan District High School](#) are leaders within the Upper Canada District School Board.

Each year the UCDSB honours two schools – one elementary and one secondary – with the [Ted Kennedy Legacy Award](#) for raising the most money per student for the Terry Fox Foundation.

For the fundraising that took place in September 2021, Laggan PS raised a total of \$7,709, which equates to approximately \$38 per student and Char-Lan DHS raised \$4,902.30 or approximately \$14 per student.

Unsurprisingly, winning this award has been a tradition for the two schools, just like the Terry Fox run itself. Laggan PS has won the award six times over the last seven years, and Char-Lan has been awarded it eight times since its inception in 2011.

Laggan's overall school goal was to raise \$2,000 and again, students well exceeded that number. At Char-Lan DHS, they set a goal to raise \$5 per student and almost tripled that amount. Through social media reminders, a friendly competition between classes and general promotion of the event, students came together once again to willingly raise awareness and funds for cancer research.



Our Dedicated Trustees

[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.



John McAllister
Chair / Ward 4

Our 2021-2022 Trustees:



Donald Cram
Vice-Chair / Ward 1



William MacPherson
Ward 2



Jamie Schouler
Ward 3



John McCrea
Ward 5



Lisa Swan
Ward 6



Larry Berry
Ward 7



David McDonald
Ward 8



John Danaher
Ward 9



Corina Parisien
Ward 10



Ryan Jacobs
Ward 11



Bradford Ward
Student Trustee
Chair of Student Senate



Eshal Ali
Student Trustee
Vice-Chair of Student
Senate

Trustee Ward Map 2018-2022



TRUSTEE WARDS	
Dec. 1, 2018 - Nov 14, 2022	
1	Donald Cram
2	William MacPherson
3	Jamie Schoular
4	John McAllister
5	John McCrea
6	Lisa Swan
7	Larry Berry
8	David McDonald
9	John Danaher
10	Corina Parisien
11	Ryan Jacobs

Our Senior Leadership Team



Ron Ferguson

Director of Education & Secretary to the Board



Susan Rutters

Superintendent



Bill Loshaw

Superintendent



Jennifer Perry

Superintendent



Chad Brownlee

Superintendent



Deanna Perry

Superintendent



Jeremy Hobbs

Executive Superintendent



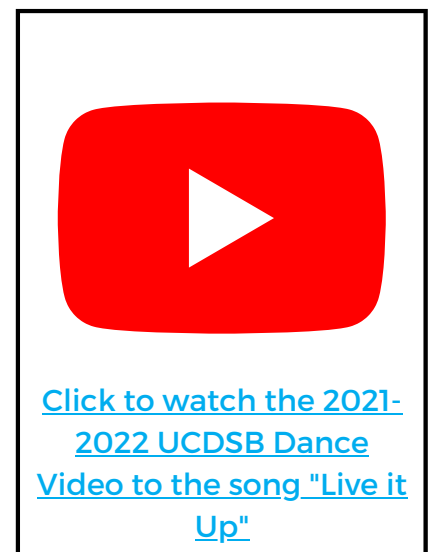
Marsha McNair

Superintendent



Eric Hardie

Executive Superintendent



Champions for Kids Foundation

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 | Vice-President

Lisa Workman | Secretary

Jeremy Hobbs | Treasurer

Terry Gardiner | Director of Disbursements

April Scott-Clarke | Director of Communications

Christie Walker | Director of Fundraising

Diana Kingston | Member at Large

Andrew Pratt | Member at Large

Larry Berry | Trustee Liaison



In the 2022-2023 school year, the Upper Canada District School Board will be continuing to work towards the aspirational but attainable goals outlined below.



[Click to see the September 2022 Director's Work Plan Update on Real-World Learning](#)

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 co-op, Ontario Youth Apprenticeship Program, Dual Credit, and Specialist High Skills Major.
- Enhance course offerings to Indigenous students to support graduation and post-secondary pathways.

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.

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.

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.

Looking Forward to 2022-2023





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