



Renfrew County District School Board Director's Annual Report 2008

RCDSB - Caring Adults Designing The Student Journey



Our Three Key Outcomes

- Excellence in Teaching and Learning
- Safe, Caring and Respectful Learning Environments
- Wise Use of Resources



Education for Life, Opportunities for All

Director's Message



Director Eleanor Newman and Student Trustee Renee Lance at the student leadership day

In the Renfrew County District School Board, the focus of our work is to develop all students in our care to their greatest potential as individuals within our society. Each day, we commit our intellect and our energy so that students experience success in school and in life.

This report provides examples of our progress in realizing the potential of our three key outcomes and in developing the minds and character of students.

It is my privilege to present this report of behalf of all those who have been a part of designing the student journey. We can take great satisfaction in the progress we are making.

Eleanor Newman,
Director of Education



The Journey Begins - Early Primary Literacy Development

Kindergarten and Primary teachers understand the importance of developing skills in oral language, reading and writing.

Looking at student data resulted in a renewed focus on Oral Language development in kindergarten. Resources were purchased and kindergarten teachers met to learn and share program strategies.

RCDSB invests in early literacy by supporting Primary-level students through its Early Literacy Intervention Program (ELIP). This program provides additional instruction for students in Senior Kindergarten to Grade 2 so that they develop greater understanding and skill in reading. Students receive the full classroom literacy program plus additional reading intervention for 30 to 40 minutes at another time in the day.



The Early Years Committee provided training and resources for kindergarten teachers on oral language development and the new electronic report card.

Early Literacy teachers meet regularly during the school year to review student data and to plan effective strategies for supporting struggling readers. The program is research based and is focused on precision in differentiating

instruction to meet student needs. The ELIP teacher is an important resource for the school improvement team.

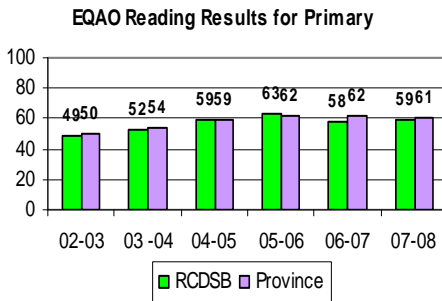
Did You Know



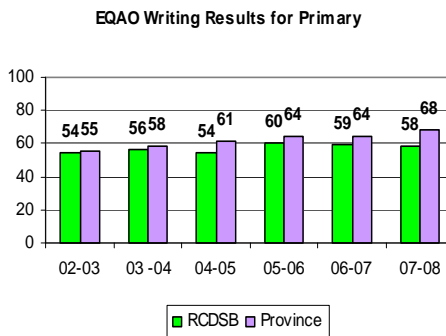
Our elementary schools have Early Literacy Teachers who provide additional support to students who are learning to read.

During July, RCDSB offers a Summer Booster program for students in grades one and two. The program focuses on providing a "boost" in literacy and numeracy skills. Teachers use diagnostic assessment data to create personalized focused instruction designed to help the student achieve and maintain skills at grade level.

Primary and Junior EQAO Results

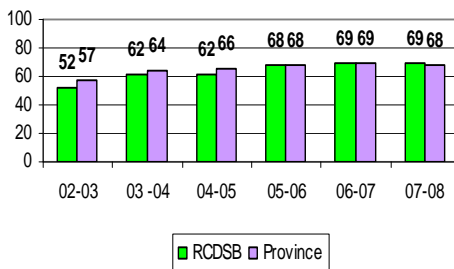


The Board Improvement Team comprised of elementary consultants Cathy Kyle, Michelle Belsher, and Tracey Stevens, superintendents Steve Sliwa and Roger Clarke, LNS Student Achievement Officer Amy Dahm, and the Director meet regularly to review achievement data and to monitor progress toward meeting three precise SMART goals:



1. By June 2009, 64% of RCDSB students will demonstrate level 3 or 4 in reading for meaning, applying the strategies of making inferences and making connections to deepen understanding.

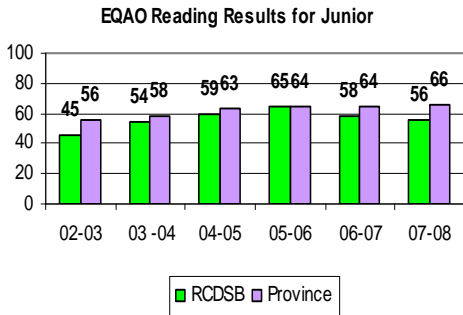
EQAO Mathematics Results for Primary



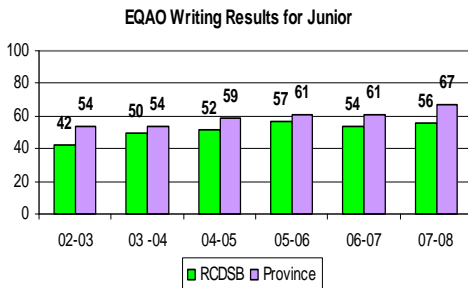
2. By June 2009, 64% of RCDSB students will demonstrate level 3 or 4 in using knowledge of form and style in writing by applying the strategy of revision to improve content, clarity and interest of their written work.

3. By June 2009, 77% of grade 3 students and 60% of grade 6 students in RCDSB will demonstrate level 3 or 4 in the strand number sense and numeration by applying the strategies of reasoning and communicating in their work.

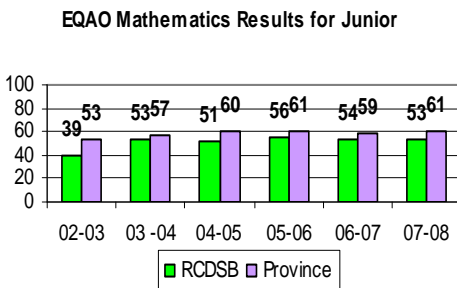
Board and School Improvement Planning



Did you know that Pinecrest Public School is completing its journey as a Ministry turn-around school? Over the past three years, the school has benefited from funding for staff development and classroom resources which has resulted in staff being recognized as experts in teaching literacy. According to EQAO assessments, 70% of grade three students and 93% of grade six students achieved level 3 or 4 on reading in May 2008.



Time at each meeting of principals is devoted to developing better knowledge and skills about effective improvement planning. Our Board Improvement Team leads activities so that the connection between assessment data, curriculum expectations, targets for improvement, and instructional strategies is made clear. These sessions have developed our capacity to make good use of the School Effectiveness Framework which guides our School Review and District Review work and have made clearer the characteristics of level three and four work.



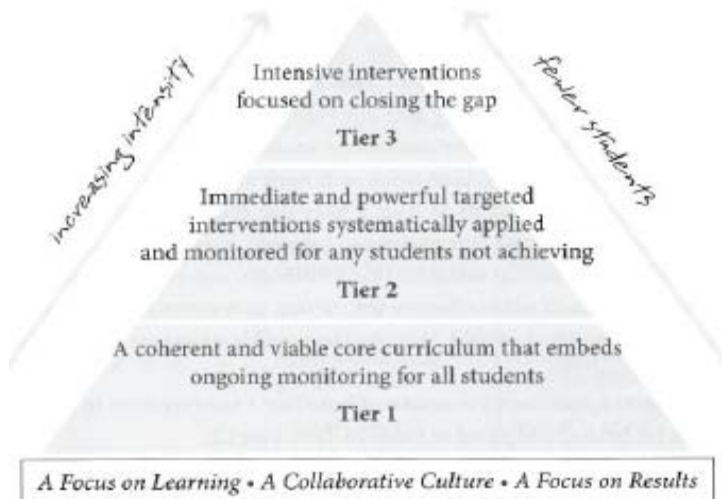
Special Education - Supporting the Journey

In RCDSB, 25% of students have identified special learning needs. During the past three years, the delivery of special education programs has been guided by significant documents and projects.

The principles contained in *Education for All*, the concepts discussed in *Transformations in Special Education*, and our participation in the Council of Ontario Directors of Education and the Ontario Psychological Association projects have provided clear focus for the development of programs and strategies that enhance the learning of students. Significant effort and support has been provided to enhance teacher capacity to provide appropriate programming for students with special needs in the

Did you know that RCDSB Superintendent Steve Sliwa was lead writer on the Ministry of Education project to revise and expand Education for All, the document that guides special education delivery in the province?

Tier 3: The Intensive Level

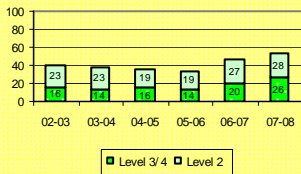


RIT Model—from *Pyramid Response to Intervention* by A. Buffum, M. Mattos & C. Weber , © 2009

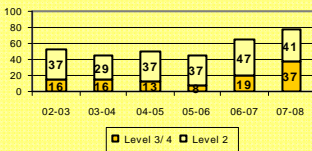
classroom. Teachers work in partnership with school support teams that function as a PLC focusing on individual students and their programming needs. The implementation of the *Response to Intervention model (RTI)*, has provided more immediate and direct assistance to students and a very significant reduction in the wait times for formal psycho-educational assessments. The Board review of special education resulted in specific recommendations that are being implemented and will further focus our work on behalf of students with special needs.

EQAO Results for Students with Identified Special Education Needs

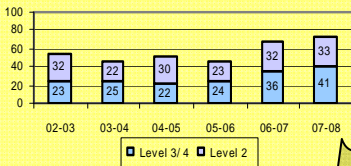
Primary Reading - Special Needs



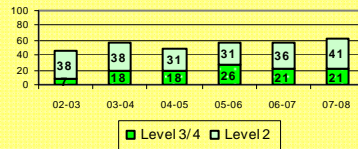
Primary Writing - Special Needs



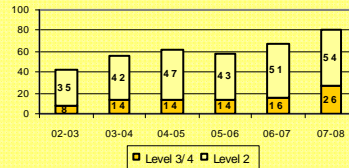
Primary Mathematics - Special Needs



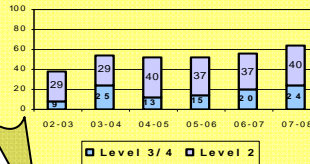
Junior Reading - Special Needs



Junior Writing - Special Needs



Junior Mathematics - Special Needs



The Journey Continues

Balanced Literacy and Numeracy

We continue to build our capacity to provide a balanced literacy program that is rooted in the curriculum expectations and designed to address the learning gaps of students. Teachers are developing their practice, using data and evidence to plan all components of the literacy block (Read Alouds, Shared Reading, Guided Reading, Independent Reading, Modeled Writing, Shared Writing, Guided Writing, Independent Writing). Both short and long term planning involves clustering of expectations and integration of content areas within the literacy block.

Did You Know



Ninety-five percent of our primary classes have 20 students or fewer.

The focus of the numeracy block in 2008 has been problem solving using open routed problems and the evidence based strategy of BANSHO whereby students show, discuss, and classify the approaches they use to solve problems. Math talk helps develop higher-order thinking skills.

OFIP Schools: Open, Focused, Inspired Professionals

With financial support from the Literacy and Numeracy Secretariat, RCDSB has been able to provide additional human and material resources to one-third of its elementary schools. Elementary consultants meet regularly with the school improvement team and support the work of teachers as they implement key strategies identified in the improvement plan. Time is provided for professional learning at the school as teachers review student work and achievement data, and plan the next teaching learning critical pathway.

OFIP schools host an annual District Review, during which the Director and Superintendents spend a day in the school visiting classrooms and reviewing student work. Using the Ontario Curriculum and the LNS School Effectiveness Framework, the district and school teams monitor implementation of the school improvement plan.

Note: Additional information on provincial EQAO assessments and results is available at www.renfrew.edu.on.ca and www.eqao.com

Narrowing the Gap

Improving Writing Skills

Two years ago, RCDSB initiated a focus on improving the writing skills of elementary students. A pilot project in the Petawawa family of schools showed good results and the Six Traits Writing project was expanded to other areas.

In 2008, 95% of grade three and 93% of grade six students achieved level 2//3/4 on the EQAO test. These levels are equivalent to marks of C, B, or A on a report card. The writing project was of benefit to all students and helped close the gap for the 25% of students that have identified special needs

Boys Literacy

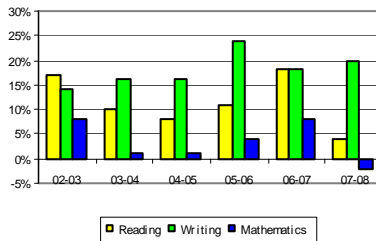
With support from the regional MISA network, a number of RCDSB staff has initiated an action research project looking at the achievement of boys in reading and writing in classrooms in comparison to results on provincial assessments.

Schools on the Move

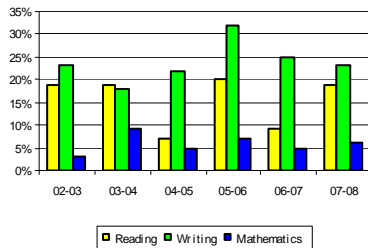
McNab Public School has been designated a *School on the Move* by the Literacy and Numeracy Secretariat. The project connects schools that are making significant and sustained progress in student achievement. McNab was recognized for its culture of high expectations, its focussed interventions to address students-at-risk and boys' literacy, and the level of parental involvement. The LNS report also mentions how teachers focus on metacognition and higher-order thinking skills, differentiated instruction and the wise use of student data. McNab is the first school in all of Renfrew County to earn this distinction.

These graphs show the percentage by which girls out perform boys on EQAO tests of reading, writing and mathematics.

Primary Gender Difference



Junior Gender Differences



Transition Time on the Journey

Teaching Learning Critical Pathways

The elementary School Improvement Teams have been using the School Effectiveness Framework to guide their analysis of student achievement data and the development of a focussed improvement plan which matches instructional strategies to learning needs. The principal and teacher co-chairs of each school team are being trained on using Teaching Learning Critical Pathways to become even more precise in designing six week cycles of target driven instruction.

Teachers of grade 7 to 9 at Cobden Public School, Eganville and District Public School and Opeongo High School have established a professional learning community to look at student data in language and mathematics and to design a teaching learning critical pathway that targets specific skills, instructional strategies and assessment tasks. Their goal is to ensure a smooth student journey through the intermediate division and to enhance the sense of community among the three schools.



Link Crew

Three secondary schools - Opeongo, General Panet, and Arnprior - piloted the Link Crew program whereby selected senior students assist grade nine students with the transition to secondary school. The activity begins with orientation and continues with academic and social support throughout the year. The senior students gain credit for the Leadership and Peer Support guidance course as a result of their contribution to student success. The program will expand into the other secondary schools.

Action Research for Transition

A team of secondary Science teachers at ADHS executed an Action Research project that looked at creating student profiles and providing choices in assessments. Their results showed that the implementation of these two strategies closed the gap in grade 10 Science, with all students increasing achievement but particularly the lower achieving students.

Assessment and Evaluation

Damion Cooper, Ontario curriculum assessment expert, presented to 170 secondary and intermediate elementary teachers in May, on the power of formative assessment.

Student Success on the Journey

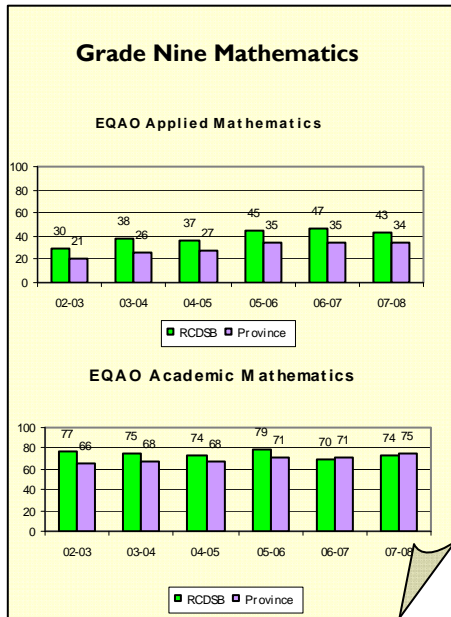
Student Success

Student Success initiatives are having a very positive effect in RCDSB schools. On all of the provincial measures of success RCDSB results exceed the provincial average.

As of June 2008 our credit accumulation rate in grade 9 was 84.6% and in grade 10 it was 79.4%. Our annual school leaver rate is consistently below 5% (4.7%, 1.5%, 2.9% in the past three years).

Student Success teams are working closely with students and staff to ensure intervention strategies are precise, timely and meaningful.

In addition to existing programs, Link Crew, Character Development, Specialist High Skills Majors, Dual Credits, credit intervention, credit recovery, differentiated instruction, effective assessment and evaluation practices, School College to Work initiatives, after school programs, re-engaging school leavers, and effective transitions have all been part of our Student Success focus. Ensuring that we are reaching all students by providing successful pathways provides the foundation for our initiatives.



Student Leadership

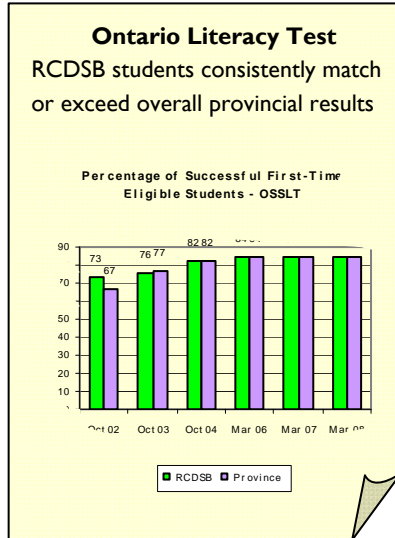
Each year, student leaders from each secondary school come together for a day of team-building and sharing of ideas. The day provides the student trustee with opportunity to connect with student council members.



Student Success on the Journey

The Ministry of Education has acknowledged the very fine work of our secondary schools and the amazing results of our students on provincial assessments.

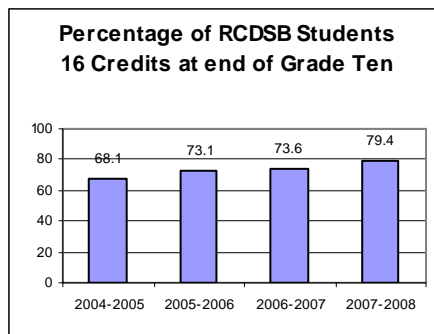
- At Madawaska Valley District High School 100% of students in academic programs and 86% of students in applied programs passed the provincial literacy test on the first try.
- At General Panet High School, 64% of students in applied mathematics achieved level 3 or 4 on the grade nine provincial assessment – 30 percentage points higher than the province as a whole.



- The EQAO recognizes exemplary results in its publications and four of our secondary schools have been recognized for their achievements – Fellowes High School, Madawaska Valley District High School, General Panet High School, Renfrew Collegiate Institute.

At each monthly meeting of the RCDSB, staff and students are present to share the good things that are happening in schools. The 2008 presentations included:

- Classroom Readaloud
- School Musical excerpts
- Poverty Initiative
- Booster Successes
- Smart Board Teaching



Successful Secondary Pathways

RCDSB Ontario Youth Apprenticeship Program (OYAP)

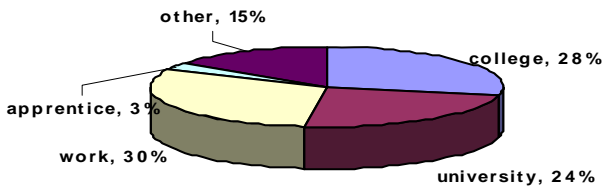
Apprenticeship is a significant post-secondary pathway to employment. In RCDSB, all grade 8 students learn about school to work pathways including apprenticeship in a skilled trade.

In 2007- 08, there were 276 RCDSB students (185 male and 91 female) in cooperative education placements in apprenticeable trades. Of these, 39 males and 13 females were registered as apprentices with the Ministry of Trades, Colleges and Universities. We commend the employers of Renfrew County who provide work placements to our students.

OPTIONS 2008 is a skills trade fair organized through a community partnership. The two day event provides students, teachers, and the general public with information about the trades and includes a skills competitions for students. In 2008, students from RCDSB earned 65% of the prizes.

RCDSB Continuing and Community Education runs a variety of programs in the county. These include the Adult Day School Program, the Program for Alternative Learning (PAL), Correspondence, the Young Parent Support Program, the Adult Basic Literacy and ESL support programs. Through these programs 139 adult and youth learners earned their secondary school graduation diploma.

RCDSB Students Post Secondary Destinations



Specialist High Skills Majors

In 2008, RCDSB reviewed Secondary Programs and determined its vision for exemplary pathway programming for students. The most significant change resulting from this review is our enthusiastic adoption of the Specialist High Skills Majors program.

Students enrolled in the SHSM take a bundle of six courses in their area of interest that link to postsecondary, apprenticeship or workplace learning requirements. SHSM provides students with opportunities to participate in experiential learning through employers, skills training centres, colleges and community organizations. Students also earn industry recognized certifications, including CPR, First Aid, and those specific to their major sector.

RCDSB has the most SHSM programs per capita in the province with special project funding from the Ministry totalling \$487,300.

A.D.H.S.

Business
Health and Wellness
Transportation

F.H.S.

Hospitality and
Tourism
Transportation

G.P.H.S.

Health and Wellness
Transportation

M.V.D.H.S.

Arts and Culture
Transportation

M.H.S.

Health and Wellness
Hospitality and
Tourism
Transportation

O.H.S.

Environment
Forestry
Transportation

R.C.I.

Health and Wellness
Manufacturing



**Opeongo High School
offers Forestry as a
secondary school Specialist
High Skills Major (SHSM)**

Ministry Funding is distributed to the schools to assist with experiential learning opportunities, certifications, transportation, program co-ordination, equipment, and the development of contextualized learning activities for each sector.

Aboriginal Education

The Ontario First Nation, Métis and Inuit Education Policy Framework articulates the importance of improving student achievement and closing the gap between Aboriginal and other students in the areas of literacy and numeracy, retention of students in school, graduation rates and advancement to post secondary studies. This provincial initiative is relevant to Renfrew County, with Statistics Canada data indicating that more than 5,000 people of Aboriginal ancestry reside in Renfrew County.



RCDSB has already begun its work to bridge the gap in student achievement for students who are First Nation, Métis or Inuit. Native Studies courses are offered in every high school in the county and we have the highest proportion of courses per capita in the province.

Resources reflecting Aboriginal culture and perspectives have been added to enhance school libraries. Grade six teachers are being trained on the use of resources that build awareness of aboriginal culture and history and will be able to support colleagues in our elementary schools.

For the past three years EDPS has been working in partnership with the Algonquins of Pikwàkanagàn First Nation on the Learning Circle Project. Ms Jody Alexander is the key teacher in this project providing resource assistance, culturally appropriate activities, and resources to the aboriginal student population at EDPS. In 2008, key components of the program were shared throughout schools in the Opeongo and Pembroke area. This success of this project has been featured at regional and provincial conferences.

The school board, in partnership with the Algonquins of Pikwàkanagàn First Nation and the Renfrew County Catholic District School Board, provides leadership for a Regional Steering Committee that promotes the implementation of the program and policy recommendations arising from the provincial policy framework within Eastern Ontario. Since May 2007, educators from Eastern Ontario, including more than 100 staff from RCDSB, have received training and support through this initiative.

Healthy on the Journey

Health Safety and Wellness

In 2008, all activities related to health, safety and well-being of students and staff were consolidated into one larger portfolio. The Health, Safety and Wellness department was expanded and has responsibility for occupational health and safety, wellness programs, safety training, disability and attendance management. All work-sites have Joint Health and Safety Committees with certified management and worker members and persons trained in Crisis Prevention Intervention. The department has a comprehensive training and tracking plan.

Did you know that General Panet offers a high performance sports program in partnership with Base Petawawa's Dundonald Hall? The program targets elite athletes with demonstrated success in a chosen sport and focuses on achieving excellence. A rigorous interview, fitness test and letters of reference form the basis of application to the program.

Healthy and Active Schools



Our schools promote the physical well-being of students in a number of ways. In addition to physical education classes, elementary students participate in twenty minutes of daily physical activity. In secondary schools, student leaders have pursued projects that focus on healthy living using a small fund from the Ministry. Eight elementary and five secondary schools have earned distinction under the Ministry's Healthy Schools Recognition Program. The RCDSB has served several years as the lead board in our region for the Renfrew County Food for Learning partnership that provides the Student Nutrition Program in local schools.

Ensuring a Safe, Caring and Respectful Journey

In 2007-08, the board reviewed and revised all Policies and Administrative Procedures dealing with the safety and well-being of students and staff. New procedures were developed in the areas of Bullying and Harassment Prevention, Computers, Internet and Electronic Devices, Violent Incident Emergency Response Plan (Code Red-Lockdown), Workplace Conflict and Workplace Violence, and Student Conduct and Progressive Discipline. Related protocols with community partners were also reviewed.

With assistance from the OPP, all administrators and office staff received training on Code-Red Lockdowns. Principals and Vice-Principals were trained on the changes associated with Bill 212 and provided with an implementation guide. Training on Bullying Prevention has been provided to all of our Educational Assistants and School Support Counsellors and in partnership with OSSTF and ETFO, about 130 teachers have received a half-day training on bullying prevention. Many schools have student surveys to gather data about, and respond to, incidents of bullying .

The RCDSB Parent Involvement Committee hosts regular opportunities for school council members from across the county to come together to learn about activities within the board and to share ideas. In September, the group sponsored its annual "Achieving as One" conference. The keynote speaker provided good advice for parents and staff who are teaching young people to be safe, caring, respectful and responsible. Several school councils have hosted special events for their own parent communities using funds from the Ontario Parent Reaching Out grants.

We have academic programs for students on long-term suspension or expulsion that utilize courses from a variety of sources. We have started three MAC Classes to intervene with students who may be at risk of suspension or expulsion, and have two additional teaching staff and three Child and Youth Workers to help these students succeed. More than 40 students have been in this program to date. RCDSB in partnership with the local Phoenix Centre provides non-academic behavioural programs for students on long-term suspensions or expulsions for each of defiance, drug abuse, and bullying. In RCDSB, no student was expelled from any of our schools for the 2007-08 school year.

District Operations - Supporting the Journey

Information Technology

The restructured IT department has been busy implementing the RCDSB Information and Communication Technology plan. We have achieved our target ratio for computers of 6:1 in elementary and 4:1 in secondary schools and have purged the system of old inefficient hardware. Phone systems have been upgraded, and training rooms are equipped with Smart boards and wireless access to the network. To meet Ministry expectations for data submission, RCDSB has fully implemented a new student database and all administrators are now trained in using the data for improvement planning.

Did you know that RCDSB Superintendent of Business Lisa Kuehl served on the provincial team that worked on securing a framework for negotiating collective agreements with support staff?

Business Services

Business practices are regularly reviewed, streamlined and automated. In 2008, we updated BAS 2000, revised purchasing procedures for just in time delivery to eliminate waste from bulk purchasing, moved to a system of e-statements for payments to suppliers, and implemented Baragar to track enrolment and staffing projections. We also researched data and information management systems.

Facilities

The RCDSB plant department has initiated an automated system for tracking maintenance requests from receipt to work completion and has trained all chief custodians on using computers. In 2008, the department completed building improvements of approximately six million dollars. The learning environment at Madawaska Valley District High School has been enhanced as a result of a million dollar renovation that included heating and ventilation systems, all new windows, washroom upgrades, and painting. This, coupled with the new accessible entrance way, results in increased energy efficiency and greater comfort for students and staff.

Transportation

The RCDSB and its coterminous board have cooperated on the provision of school transportation services for many years and have implemented measures to ensure student safety and financial viability. In response to Ministry mandate, the boards have been merging transportation departments into a consortium.



School and Community - Partners on the Journey

Accommodation Review

The RCDSB initiated an accommodation review for the Petawawa family of schools and established a local committee comprised of trustees, staff, parents and community leaders to provide advice on school organization in light of declining enrolment and aging facilities. The committee was delighted to learn that the Ministry of Education is prepared to commit funds for construction of new school space and has spent considerable time gathering input, considering scenarios and developing its report.



Did you know that RCDSB Superintendent Roger Clarke is Chair of the Eastern Ontario Staff Development Network, an organization that coordinates and provides professional development and regional conferences for teachers, principals and supervisory officers?

Leadership

Within the context of the Ontario Leadership Strategy and the Leadership Framework, the RCDSB leadership assessment and development program was completely updated to include a significant commitment to mentoring and coaching of aspirants, those ready for appointment, and those in the first two years as school administrators. RCDSB is implementing the provincial principal and vice-principal performance appraisal process.

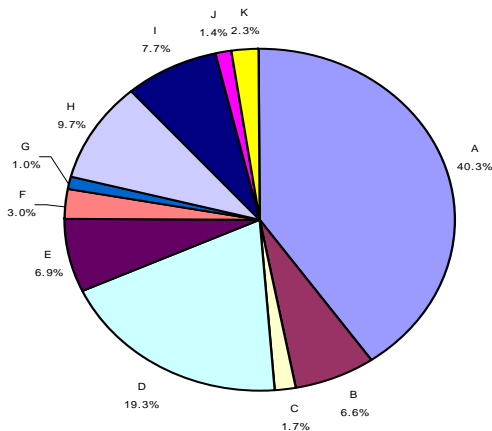
Canadian military families posted to NATO sites in Europe can be assured that the Renfrew County District School Board is helping their children succeed in school. These schools use the Ontario curriculum and RCDSB staff provide pedagogical and technological support to the staff. We have updated the student data and report cards so that student records are consistent with Ontario OnSIS standards. Program staff recently travelled to the schools to provide training for teachers on new Ontario curriculum documents and strategies for literacy, numeracy and differentiated instruction.



Wise Use of Resources – Sources of Revenue

What Goes Where

The province of Ontario allocates revenue to school boards. The funding formula provides grants for different areas of operation. Many grants are enrolment driven, presenting budget challenges for RCDSB.



Provincial Grants

A.	Pupil Foundation Grant	\$ 42,418,295
B.	School Foundation Grant	6,970,326
C.	Smaller Primary Class Size	1,812,435
D.	Special Purpose Grants	20,266,271
E.	Transportation	7,273,545
F.	Administration and Governance	3,190,947
G.	Declining Enrolment Adjustment	1,010,809
H.	Pupil Accommodation Grants	10,199,046
I.	Capital Grants	<u>8,099,134</u>

Total Provincial Funding

J.	Tuition Fees and Other Revenues	1,446,672
K.	Funded from Reserves	<u>2,470,571</u>

Total Other Revenue

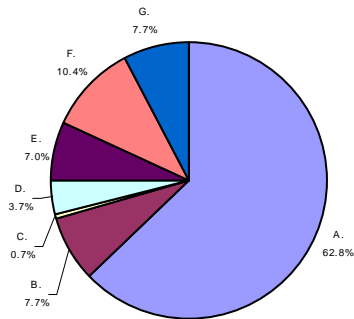
\$ 3,917,243

Total Revenue

\$105,158,051

Wise Use of Resources - Expenditures

In 2007-2008, the Board operated in compliance with Ministry directives regarding expenditure categories. The Board allocates its resources to have the greatest impact on the classroom.



A. Classroom Expenditures	\$ 66,021,063
B. Classroom Support Expenditures	8,108,439
C. Continuing Education & Other Pathways	717,457
D. Board Administration	3,876,322
E. Student Transportation	7,362,382
F. School Operations	10,973,254
G. Capital Expenditures	<u>8,099,134</u>
Total Expenditures	\$105,158,051

Classroom Expenditures (eg. Teachers, textbooks, computers).

Classroom Support Expenditures: (eg. School support staff & school office supplies).

Continuing Education & Other Pathways: (eg. Summer school, Literacy Basic Schools, Correspondence.)

Board Administration: Board Office staff as well as Trustees.

Student Transportation: Student busing to and from school.

School Operations: The cost to operate Board buildings.

Capital Expenditures: The cost to upgrade school buildings, Debenture payments, and interest.

Human Resources - Guiding the Journey

Personnel

The Board's greatest asset is the people it employs; 94% of staff work directly in schools while 6% work in central services. Teaching and support personnel bring individual expertise and collective experience to their work, making Renfrew County public schools great places to learn.

	Budget 2008-2009
<i>School Personnel</i>	
Elementary Teachers	330
Secondary Teachers	269
Principals/Vice Principals	49
Secretaries in Schools	56
Educational Assistants	116
Student Support	49
Custodial/Maintenance	104
Sub-total	973
<i>Central Personnel</i>	66
Total	1039



At Killaloe Public School, staff has adopted the motto of “Whatever it Takes”. They are committed to student success. 90% of students have already earned the four character education tags of respect, perseverance, responsibility and integrity and each Friday four students who display good character and have attained their weekly goals are chosen to have lunch with the principal.

Human Resources

The focus of the Human Resources department is the employee journey – providing personal and professional assistance for our valued employees. Key initiatives include planning a retirement celebration, mentoring new teachers, implementing teacher performance appraisal processes and further refining recruitment and hiring procedures. Additionally, the HR, IT and Business departments facilitated a professional development day for office managers and school secretaries.

Graduating Citizens of Character

In RCDSB, we are committed to safe, caring and respectful learning environments. Our Character Development Committee, consisting of staff and trustees, supports our work in this area. It has reviewed the character development initiatives in schools and consulted with school communities to identify eight common attributes: Respect, Responsibility, Caring, Honesty, Perseverance, Initiative, Optimism, and Courage.

RCDSB has recently adopted a set of eight common virtues that now serve as a focus for character development in our district. The committee has also reviewed best practices and prepared a Character Development Framework that is being used to guide the character development initiatives in the system. This framework was the focus of a system level professional development day in November with staff and student character education champions from every school in the district.

Current initiatives include development of a school climate survey, our Character Champions Program that recognizes student, staff and parent contributions, and work on our Character Development web page. With the current level of enthusiasm for character development in our system, great strides are being made in meeting the goals outlined in *Finding Common Ground: Character Development in Ontario Schools, K-12*.

In June 2008, over one thousand students graduated from the seven secondary schools of the RCDSB. About 25% of these students (268) earned the distinction of Ontario Scholar, achieving at a very high level on their grade 12 courses.

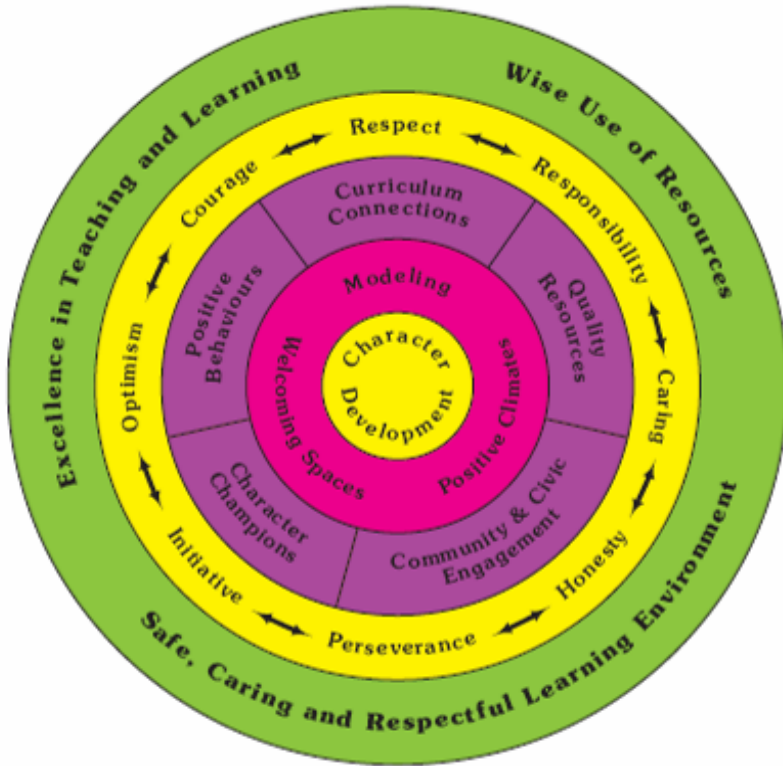
RCDSB Day School Enrolment	
Grades K -8	5,664
Grades 9-12	4,157
Total Enrolment	9,821

Did you know that staff and students at Renfrew Collegiate Institute were among the top three schools in Ontario at fund-raising for the Canadian Cancer Society through Relay for Life?



CHARACTER DEVELOPMENT

Renfrew County District School Board



Education for Life, Opportunities for All