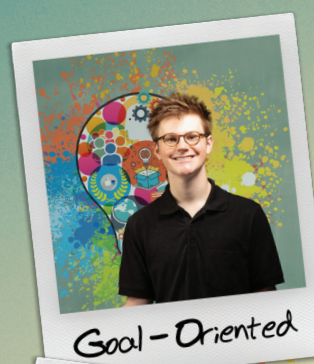


2017-2018 DIRECTOR'S ANNUAL REPORT TO THE COMMUNITY





MESSAGE FROM THE DIRECTOR OF EDUCATION

Dr. Jennifer Adams

It's with great pride that we present to you the Director's Annual Report. This year is particularly close to my heart; it is the last time the report will come from me as I will be retiring in December 2018. So I look at this report with new eyes — reflecting on what teaching and learning has looked like this past year, as well as looking forward into the future.

It also marks year 3 of the Board's four-year strategic plan and the last full year of the current Board of Trustees. I was so pleased when the Board created this strategic plan, basing all of its efforts on helping our students develop the 10 characteristics and skills outlined in our OCDSB Exit Outcomes. What I liked about this strategic plan was that it was truly based on a vision for student learning — one that encompasses what business leaders, as well as those in the field of psychology, are telling us will enable our students to be active, engaged, happy citizens as they move into adulthood.

Our new Board will take over on December 3, 2018. They will welcome the new Director, Camille Williams-Taylor, and will engage with the consultation for and the development of the OCDSB Strategic Plan 2019–2023. Such exciting work! My hope is that it will continue to be based on the OCDSB Exit Outcomes, a vision for 21st century learners.

Now back to our accomplishments in 2017–2018. This report highlights some of the wonderful learning taking place in our District across the five pillars of learning, well-being, equity, engagement and stewardship.



Here are some of my personal highlights:

Learning — We're seeing the Exit Outcomes as a guide to help our educators ensure that our students are engaged in authentic, interactive, meaningful learning. I'm also happy to see that our EQAO results improved this year, with our students scoring at or above the province in most assessment categories.

Well-Being — We listened to our students when they shared their thoughts during this year's OurSCHOOLS survey. They told us that it's really important for them to feel included. So we're engaging them, the experts, in helping us do that work.

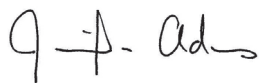
Equity — So much to be proud of, so much more to do. Did you know that moving forward, 9 secondary schools will offer the grade 11 compulsory English course based entirely on indigenous writers? A win/win for our indigenous and non-indigenous students. And the Board formally acknowledged the UN Decade for People of African Descent. This declaration will translate into definitive actions this year. Again, a win/win for all of our students.

Engagement — We have a lot to celebrate. Our student trustees and student senators focused the entire year on helping the OCDSB Exit Outcomes become a reality in our classrooms. They were very clear in expressing that this is the way students want to learn. And we engaged specific groups of students in District-wide student forums — the Rainbow Youth Forum, the Indigenous Student Forum, and the first ever Black Student Forum. We're taking their lead. Finally, our annual Parent Conference has reached new heights. Hundreds of parents now come together with us on a Saturday in the fall thanks to the great work of our Parent Involvement Committee (PIC).

Stewardship — Trustees and senior staff take the task of balancing budgets and differentiated allocation of resources very seriously. Our school and department leaders follow up at their sites. Thanks to their combined efforts, the District is in a favourable financial position, one that will allow us to support teaching and learning in the years to come.

The report provides great examples of our successes across the District. Reading this summary myself, it helps me to leave this District knowing that the people — staff, trustees, students, parents, and community members — will continue to work hard to ensure that the District remains one of the best in the province and beyond.

Thanks to all of you for your shared leadership in this meaningful endeavour — the success of our 73,000 students.



Dr. Jennifer Adams

Director of Education/Secretary of the Board



LEARNING

BY 2019, THE DISTRICT WILL IMPROVE THE ACHIEVEMENT OF STUDENTS IN ALL EDUCATIONAL PATHWAYS.

NOTEWORTHY ACCOMPLISHMENTS:

- Math is an area of focus for all OCDSB schools and was included as a target area in all School Learning Plans;
- The provision of in-depth supports from the Research Division has increased data literacy capacity in schools and supported the personalization of learning within each superintendency. The researcher provides resources and supports to schools to help better understand their student data;
- The development of instructional supports related to the Exit Outcomes has assisted educators as they work to embed these skills/characteristics into their daily instructional practice. The Exit Outcomes are the skills and characteristics we want to instill in all of our learners; they are incorporated into the curriculum from kindergarten to grade 12;
- An expansion of the International Baccalaureate Program has been initiated to improve access to enhanced programming for students;
- The grade 7–12 Student Success Model has been revised to better support student learning by looking at the whole child to provide diverse, inclusive, personalized, and innovative opportunities.

EVIDENCE OF PROGRESS:

- Annually, students participate in provincial assessments of reading, writing, and mathematics (EQAO). Results from 2017–2018 show that OCDSB increased or remained the same on 7 of the 10 assessments. Compared to the province, the OCDSB performed the same or better on 8 of the 10 assessments;
- Overall OCDSB students are highly successful, with pass rates increasing or staying the same for 18 of the 22 compulsory courses for grades 9 and 10 (English, Core French, Geography, History, Math, Science, Civics, and Careers);
- The OCDSB graduation rate was 87% and higher than the provincial average. This rate represents the proportion of students who began secondary studies in September 2012, and successfully earned an OSSD within five years (by June 2017);
- The Annual Certification Rate (i.e., % of students in their final year of high school who earned an OSSD, Ontario Secondary School Certificate, or Certificate of Achievement) for the 2017–2018 school year was 91%, with 99% of those students earning an OSSD (but taking more than the allotted five years to be included in the graduation rate above).

ANALYSIS AND REFLECTION:

- OCDSB students continue to be high academic performers. Our assessment data provides indicators of success and areas for growth. Moving forward, a key strategy will be the continued provision of data literacy supports as we work to build capacity in instructional practice.

"LEARNING ANYWHERE" WITH SHOPIFY

SHOPIFY, one of Canada's largest e-commerce corporations, collaborated with five OCDSB elementary schools and one secondary school to promote the concept of "learning anywhere". Educators from Robert Hopkins Public School, Hilson Avenue Public School, Castor Valley Elementary School, Meadowlands Public School, Bridlewood Elementary School and Ridgemont High School attended professional development teach-the-teacher sessions.

Students were then introduced to programming fundamentals and computational thinking concepts involving processing. Focusing on programming fundamentals and creating interactive visual art and animations, students worked in pairs to solve problems with code, strengthening their computational and critical thinking skills. This goal-oriented project was, in essence, a puzzle that encouraged students to use all of the knowledge gained throughout the activity to correctly solve the problem.



URBAN ARTS SPECIALIST HIGH SKILL MAJOR WORK WITH LOCAL SKATEBOARD ARTIST

How many students get the opportunity to produce a skateboard at school? Frederick Banting Skateboard Production and Urban Arts Specialist High Skill Major (SHSM) students do. This unique hands-on, product-based learning environment allowed the 2017–2018 SHSM student team to work with skateboard artist Ben Jensen to create a one-of-a-kind skateboard deck and longboard. Students collaborated with Mr. Jensen to create their final design which was then sent to local screen-printers Jamie MacLennan & Eric Chamois to print the artwork onto blank board panels. Once the screen printing was complete, the students pressed the boards and the finished skate boards were presented to the Girls+Skate613 group.

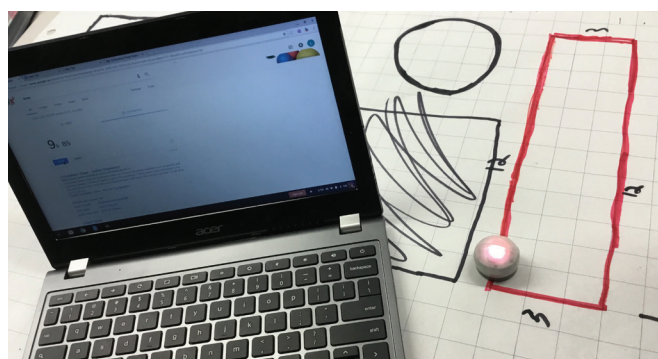




PLANTING THE SEEDS OF A NEW COMPANY

Sunny Seeds started out as a germ of an idea in the grade 3 EFL classroom at Lakeview Public School. That idea quickly turned into a profitable, student operated business thanks to the guidance and encouragement from the Learning Partnership, Entrepreneurial Adventure Program.

Sunny Seeds sold sunflower seeds within the school and at the Ottawa Children's Festival raising close to \$700 for their chosen charity, Nature Canada. This venture created real-life learning opportunities in math and language. Students created a logo, designed school and community advertising campaigns, and balanced the budget of a small business. The end result — students were awarded the prestigious *Learning Partnership 2018 Environmental Award*.



OZOBOTS IN ACTION

What are Ozobots and why do students like them so much? Ozobots are pre-coding robots that help students improve their communication, sharing and perseverance skills. It is a low floor/high ceiling tool that can also be used to make math concepts tangible. Teachers report high levels of student engagement. Students using Ozobots have shown greater independence, academic achievement and improved communication skills. Ozobots work and will continue to be incorporated into programming for students with exceptionalities.

GENIUS HOUR

Hopewell Avenue Public School invited the greater community into their school to showcase Genius Hour. This is an initiative that encourages students to explore their own passions and promotes creativity in the classroom. The student chosen topic must be authentic, researched based and sharable. This year students created straw water filters, light up clothing and temperature robots. The Genius Hour students were in grades 3–7.



EQUITY

BY 2019, THE DISTRICT WILL REDUCE BARRIERS TO LEARNING TO IMPROVE EQUITY OF ACCESS AND OPPORTUNITY FOR ALL STUDENTS.

NOTEWORTHY ACCOMPLISHMENTS:

- The OCDSB updated the Resource Allocation Index based on Socioeconomics. This index identifies priority schools and allocates resources. The update was important work as it ensures that the index accurately reflects our changing neighbourhoods;
- Increased supports for English Language Learners through staff training and providing information on the support assessments and learning;
- In May 2018, the OCDSB adopted 2015–2024 as the United Nations International Decade for People of African Descent to improve equity of access and opportunity for students;
- Expansion of the Indigenous Education staff team to provide greater outreach, and greater learning opportunities for students;
- The OCDSB worked with the Ministry of Education and other schools boards in the province to plan for strategies and procedures that will allow for the collection of identity-based data. This data will be used to measure our progress and inform decisions on policy and programs that impact the education of our students.

EVIDENCE OF PROGRESS:

- The OCDSB is working to provide supports that meet the unique needs of identified groups of students, including: English Language Learners; students with special education needs; Indigenous students; and students residing in lower-income neighbourhoods;
- The success of students with special education needs is evidenced by continued narrowing of the achievement gap between these students (excluding gifted) and all students on 7 of the 10 assessments;
- Following a staff professional development session in fall 2017, 95% of participants reported an increased knowledge of the history of Indigenous peoples and 86% reported an increased knowledge of contemporary issues for Indigenous peoples;
- EQAO provides results for males and females, for which the achievement gap narrowed on 7 of the 10 assessments;
- Inclusive washrooms have been established at 70% of OCDSB facilities, with continued expansion planned for next year.

ANALYSIS AND REFLECTION:

- Targeted supports are provided to identified groups to support learning and well-being for all. The District recognizes the need to better understand the barriers experienced by some groups, and is working to address this through student forums, focus groups, and data collection.

THE INTERNATIONAL AND INDIGENOUS LANGUAGES PROGRAM

Canada is home to over 60 distinct Indigenous languages and many more international languages. The OCDSB offers over 38 languages, at 18 different elementary schools and 9 after school sites. Through the International and Indigenous Languages Program (IILP) Continuing Education program, in partnership with various language communities, over 5,600 students were registered for these programs from junior kindergarten to Grade 8 last year. The International & Indigenous Languages Program offers children an opportunity to learn and/or maintain a language other than English or French and to develop an appreciation for diversity and intercultural understanding.



WORLD AUTISM AWARENESS DAY

Autism is a lifelong neurodevelopmental disorder that affects one in 68 children. It affects the way people interact and communicate with those around them. Each child and adult with Autism Spectrum Disorder (ASD) is unique and has their own strengths, gifts and support needs. Each year, World Autism Awareness Day is recognized throughout the District in partnership with Autism Ontario.

In April of 2018, the OCDSB hosted an information night for parents. This was an amazing opportunity for parents to learn more about the supports available through our Autism Spectrum Disorder Team. Participants had the opportunity to listen to keynote speaker Jennifer Krumins, attend two workshop sessions and explore partner information booths. Workshop session topics included: What's new in Autism, Applied Behaviour Analysis (ABA), and information sessions on IEPs and IPRCs. In addition, all of our schools were provided with educator toolkits and Autism Awareness mini-libraries and students and staff were encouraged to wear blue to show their support.





OCDSB BLACK YOUTH CONFERENCE 2018

Black students and their allies gathered at the first ever Black Youth Conference in 2018. The goal was to provide a platform for students to share their lived experiences and an opportunity to voice how these experiences impacted their academic success and well-being. The conference was designed by black students, for black students under the theme, "A Day in the Life of a Black Student." Students participated in a variety of workshops focusing on topics as diverse as cultural appropriation to black empowerment. The conference keynote speaker was CBC's Adrian Harewood. Ottawa Poet Laureate, Jamaal Jackson Rogers also performed at the event.

HERITAGE STORY TIME

Berrigan Elementary School's student population represents over 35 countries and more than 20 languages. Students embody a variety of cultural, religious and ethnic backgrounds and are proud to celebrate and share their unique heritage with their peers. Heritage Story Time offers students in grades 4 to 6 an opportunity to share their first language with junior kindergarten to grade 3 students through reading. This peer-to-peer learning expands language skills and celebrates the school's multi-cultural community. Last year alone, students read in Russian, Korean, Farsi, Arabic, Mandarin, and Kurdish to groups as large as 30 students. Participants walk away with an appreciation for language, culture and pride in their heritage.

WELL-BEING

BY 2019, THE DISTRICT WILL ENHANCE THE USE OF RESOURCES AND SUPPORTS TO IMPROVE THE WELL-BEING OF ALL LEARNERS AND STAFF.

NOTEWORTHY ACCOMPLISHMENTS:

- Staff has undergone substantial training in the area of mental health, with a focus on suicide prevention and Tier 1 supports (i.e., supports that are good for all students; including topics such as self-regulation and promoting positive student behaviour);
- Student mental health programs in schools are used to support students in developing their personal strengths;
- A team of Social Emotional Learning Teachers has been established to support students in developing self-regulation skills and managing their environment;
- The OCDSB has made Daily Physical Activity a priority, working to ensure that all elementary students participate in moderate to vigorous activity for a minimum of 20 minutes every day;
- OCDSB schools develop Well-being Plans, share the plan with their school community, and continually monitor implementation throughout the year;
- To support staff well-being, the OCDSB has established an Engaging and Healthy Workplace Committee.

EVIDENCE OF PROGRESS:

- In the spring of 2018, the OCDSB surveyed parents about school climate and their child's school experience. Parents reported a 4% decrease in moderate to severe bullying as compared to previous administrations of the survey (2014 and 2016);
- Data from the 2017–2018 EQAO Student Questionnaire suggests positive cognitive well-being, with elementary students reportedly feeling more confident in reading, writing, and math as compared to the province. Compared to last year, students' confidence ratings increased or stayed the same on 5 of the 6 elementary assessments;
- Based on the EQAO Questionnaire data, OCDSB student participation sports/physical activities is comparable to the province (slightly higher in grade 6, slightly lower in grade 9 academic math, and otherwise the same);
- Participation in arts, music, or drama is greater for the OCDSB, as compared to the province, for grade 9, but is lower for grade 3 and the same as the province at grade 6.

ANALYSIS AND REFLECTION:

- The OCDSB uses the Framework Student Well-being (K–12) to guide key work in support of physical, cognitive, and socio-emotional well-being. Work to support capacity building has been underway to support and enhance the well-being of all students. Another area of focus has been the implementation of Daily Physical Activity of elementary students, to encourage healthy bodies and enhance healthy minds.

INNOVATION INSPIRES STUDENT VOICE

At Glashan Public School, an innovative approach to deep learning and collaboration received international attention. In the spring of 2018, a film crew from Rio de Janeiro spent two weeks at Glashan Public School, filming an episode for a Brazilian television documentary. The Glashan Deep Learning team's work with internationally renowned Canadian educator Michael Fullan was also featured. Mr. Fullan is an international authority on educational reform. The documentary highlights the importance of student voice and the dedication of teachers in creating exceptional learning experiences. The documentary can be viewed at <https://bit.ly/2RV54pK>.



OPEN YOUR EYES — ANNUAL STUDENT WORKSHOPS

"Open Your Eyes" is an annual workshop hosted by the students and staff of Fisher Park Public School/Summit Alternative. The day features 25+ community agencies who support student well being. Presenters shone a light on the power of resiliency. Noting that over a 1/3 of students reported being bullied at some point in their school career.

Grade 7 Student, Pei Pilgram, was inspired by guest speaker, Peter Joynt; a local musician and motivational speaker. Mr. Joynt encouraged students to reach out and Pei did! Together they created a positive, hip-hop track and video called "Loving This Feeling." Pei and Peter's message is crystal – be proud of who you are. This dynamic duo's collaboration is inspiring students across the district to be their authentic selves. The video can be found on YouTube at <https://goo.gl/ikLV7N>.



Photo Credit: Ted Simpson, Kitchissippi Times



FITNESS FRENZY

How do you make exercise fun? You participate in Fitness Frenzy Fridays. Half Moon Bay Public School students took part in the Healthy Schools Certification program sponsored by the not-for-profit organization, OPHEA. Physical Activity was the main focus with students and staff promoting the benefits of living an active lifestyle. Fitness Frenzy Fridays challenged all students to participate in physical endeavors at recess. Students challenged their teachers and were triumphant more often than not! These efforts earned the school a Gold Level Healthy Schools Certification.



EDUCATION AND BUSINESS SECTORS EMPOWER SHSM STUDENTS

Students, enrolled in the Specialist High Skill Major (SHSM) Art and Cultural program, from Bell High School, Frederick Banting, Gloucester High School, Merivale High School, and Ridgemont High School worked alongside award-winning Columbian artist Claudia Salguero to create a floor to ceiling mural. The mural showcased the national “BeYou” campaign created to increase self-esteem and empower females aged 9 to 16 years across Canada. SHSM programs, like this one, rely on the expertise and good will of local businesses. DeSerres Arts and Supply Store and Morguard Retail Properties donated supplies, time and space to ensure the idea of the mural went from concept to reality. The mural is on display at the St. Laurent Shopping Centre. Learn more about this cause at beyougirl.ca.

TEAMBUILDING AND CONNECTIONS

Sir Wilfrid Laurier Secondary School's Leadership and Link Crews are committed to welcoming incoming grade 9 students on day one of their high school journey. Crew Camp 2018 was a day of teambuilding, adventure, and connection. The Link Crew serves as mentors and confidants for Grade 9 students. Every opportunity is taken to build relationships designed to make new students feel connected to their peers. These relationships are built on T.I.M.E. — Trust, Investment, Mentorship, and Encouragement.



STEWARDSHIP

BY 2019, THE DISTRICT WILL OPTIMIZE LEARNING CONDITIONS FOR ALL STUDENTS THROUGH THE RESPONSIBLE AND SUSTAINABLE MANAGEMENT OF RESOURCES.

NOTEWORTHY ACCOMPLISHMENTS:

- The OCDSB has made noteworthy progress in reducing greenhouse gas emissions and is on track for a 15% reduction between 2013 and 2023;
- Students are supported in environmental learning opportunities through various partnerships (e.g., Growing Up Organic; Forest School; Nearby Nature; ONFE Indoor Garden Pilot; Outdoor Education Centers);
- A balanced budget, with meaningful investments in strategic priorities for 2018-2019 was approved and makes noteworthy investments in supports for students, front line supports to schools, and increases to operating budgets;
- Following accommodation reviews, the OCDSB was able to realign programs and services to optimize the use of resources and create better learning spaces for students. Over the past two years, the OCDSB made significant capital investments, creating new additions, remodeling classrooms, and building learning commons and gymnasiums;
- The process for managing occasional teacher placement has been enhanced through the establishment of a Designated Occasional Teacher model.

EVIDENCE OF PROGRESS:

- Between May 2017 and April 2018, the OCDSB completed \$10.5 million worth of new capital initiatives through Greenhouse Gas Reduction Funding;
- In 2016–2017, OCDSB reduced electricity use by 10.3 million kWh, compared to baseline data from 2008–2009. This accounts for \$1.7 million in cost avoidance of utility expenses for the year;
- OCDSB schools and faculties continue to be a valued resource for the community, with nearly 250,000 community-use hours in 2016–2017;
- Solar panels on 41 OCDSB rooftops generated over \$350,000 in revenue in 2016–2017 through hydro credits and rental of our space;
- Across the OCDSB, 662 thousand kilograms of waste were diverted to green (compost), blue (glass, metal, plastic) and black (paper, cardboard) bins in 2017–2018;
- School utilization rates for 2017–2018 increased for both elementary and secondary. Elementary rates increased from 81% to 83% while secondary increased from 87% to 96%.

ANALYSIS AND REFLECTION:

- As a District, we aim to promote sustainability in the organization and to inspire stewardship in our students. This is achieved through initiatives in the areas of social, economic, and environmental responsibility. Continued investments and prudent management of resources support our progress on this objective.

ENVIRONMENTALISTS ARE EVERYWHERE

What could be more Canadian than maple syrup? Can't get to a sugar bush? Why not bring the sugar bush to you! That is exactly what D. Roy Kennedy students did when they turned their playground into a classroom and tapped the sap of maple trees located on school property.

Not only did they learn to appreciate their environment and understand the significance of protecting natural resources, they also gained a better understanding of the importance maple syrup plays in the regions' economy. Students also learned the value of marketing their product through digital communications.



OCDSB ENVIRONMENTAL LEADERS

The OCDSB was the recipient of the "Best Sustainable Project Award 2018" for its commitment to supporting green gas reduction targets. The award was presented by Carbon 613, Ottawa's Green Economy Hub, a made-in-Ottawa target-based sustainability program. This award recognizes the five Net-Metering solar systems installed on OCDSB buildings. Net-metering systems provide the District with the ability to consume electricity generated on site. The systems have a total capacity of 627 kW. The electrical generation can offset as much as 50% of the annual electricity usage at a school.

The OCDSB continues to work in collaboration with The City of Ottawa and other major stakeholders on ways to reduce city-wide greenhouse gas emissions. Carbon 613 is a growing network of organizations that are setting and achieving greenhouse gas reduction targets in Ottawa. Learn more about our partnership at carbon613.ca.



SUSTAINABLE LEARNING ENVIRONMENT PROPOSAL GETS SOME BIG SUPPORT

In June 2018, Manordale Public School students and staff received some very good news. Their greening proposal submission had won the \$10,000 Givalry Greening Giveaway Prize. The school community could now celebrate the knowledge their dream of an outdoor classroom would soon become a reality. To qualify, certified EcoSchools submitted greening proposals ranging from building outdoor classroom facilities, to species conservation projects, to environmental entrepreneurial ventures. Givalry and Ontario EcoSchools goal is to support the creation of sustainable learning environments. From individual behaviours to collective impact, all members of school communities can be empowered with the knowledge, skills, perspectives, and desire to act as environmentally responsible citizens.



INDIGENOUS RECONCILIATION MEDICINE WHEEL GARDEN

Staff and students at Frederick Banting Alternate worked together to plan and plant an Indigenous Medicine Wheel Garden. The Indigenous garden is a welcoming and inclusive outdoor space. The garden is designed to promote teachings of Indigenous people and of the local region, which is on unceded Algonquin Territory.

The Indigenous Medicine Wheel Garden was planted to provide educational opportunities for students and staff relating to Indigenous culture, customary planting, growing, and harvesting techniques. Circles are important symbols in indigenous culture as they represent the moon, the sun, the cycle of the seasons, and the cycle of life and death.

ENGAGEMENT

BY 2019, THE DISTRICT WILL INCREASE OPPORTUNITIES FOR ENGAGEMENT WITH AND AMONG OUR STUDENTS, STAFF, FAMILIES AND BROADER COMMUNITY.

NOTEWORTHY ACCOMPLISHMENTS:

- New District and school websites have been launched to improve organization, usability, navigation, accessibility, translation capacity, and mobile friendliness;
- Student, parent, and staff portals have been created and published to serve as a single access point for information, tools, and resources;
- An OCDSB app has been developed, which has the capacity to push information to users based on their individual preferences;
- The District has made a number of investments to enhance our capacity to update parents by email, including the establishment of the monthly newsletter “Keeping You Connected” which is sent to all families;
- District staff has engaged in professional collaboration with union representatives to better address issues and opportunities;
- A Complaint Resolution Policy has been developed and implemented to ensure that concerns are brought to the attention of the organization and dealt with in a clear, fair, and effective way.

EVIDENCE OF PROGRESS:

- The 2017–2018 Parent Survey found that parents tend to report feeling welcome at their child’s school (average rating = 7.3/10), with the majority of parents having talked to their child’s teacher at least twice during the school year (70%) and having attended meetings at their child’s school at least twice (71%);
- The 2017–2018 EQAO Questionnaire provides insight on student engagement. OCDSB students report doing their best more often than students at the provincial level on all elementary assessments;
- EQAO data also provides insight into parent engagement, with 46–48% of OCDSB elementary students reporting that they talk about the activities they do at school with a parent/guardian every day or almost every day;
- The 2017–2018 Parent Conference attracted approximately 150 parents, with 89% of those who shared feedback reporting that they were ‘quite’ or ‘extremely satisfied’ with the event.
- The OCDSB has a strong social media presence, which allows for frequent engagement of stakeholders. At the District level, this includes 20.5 thousand Twitter followers;

ANALYSIS AND REFLECTION:

- The OCDSB continues to engage students, staff, parents and community members in ways that allow for rich dialogue with and among these groups. To enhance engagement, the OCDSB has leveraged tools and technology which allow for engagement anywhere, anytime.

“DYEING” TO MAKE A DIFFERENCE

What does it take to get teenagers to raise significant funds for charity? In this case a blue haired, Principal. First Place Program is known for re-energizing student engagement. Fortunately, engagement comes in many colours, including blue hair. First Place students spearheaded the most successful Terry Fox fundraiser in the school's history. They tripled their original fundraising goal on the promise their Principal would dye his hair blue, and he kept his word. Students also tackled mental illness, an awareness campaign on excessive plastic in oceans, and the dangerous decline of wild bees. Each campaign empowered students to advocate for student voice, well-being and positive change.



STUDENT VOICE PIZZA PROJECT

The Student Voice Pizza Project was designed by students, for students. Close to 250 Adult High School students participated in a student led research project, to better understand why students drop out of school. The questions asked were pointed and intended to promote debate. Facilitators asked students: Why did you struggle in high school? What affected your attendance; and what motivates you to come to school?

Key findings suggest students were motivated to attend school in hopes of a better future, of succeeding, and of receiving a high school diploma. Transportation was deemed the greatest barrier to attendance, followed by self-discipline and the need to make money. Younger adult students reported the need for relevant extra-curricular activities, inspiring teachers and academic support to stay in school. The Student Voice Pizza Project was just one of many adult student engagement initiatives taking place last year.



LEARN TO SKATE

For 40 new students to Canada attending Blossom Park Public School and General Vanier Public School, skating and hockey was relatively unknown. That all changed last year when Hockey Eastern Ontario (HEO) and Hockey Canada teamed up to sponsor them so they could learn how to skate. Students were provided with helmets, skates, ice time, buses to get there, and most importantly qualified coaches. This project was more about student well-being than learning to skate. Students felt a sense of connection with their classmates and their new country. This undertaking introduced students to “hockey” vocabulary, encouraged reading about the game, and understanding the rules of the game. It also promoted good sportsmanship on and off the ice.



HOW MUSIC BRINGS A COMMUNITY TOGETHER



Music brings students and communities together. Last year, the Gloucester High School (GHS) music program invited their neighbours to join them as they celebrated the music departments’ growth. Students actively participated in senior and junior concert bands, stage band, choir, and a string ensemble. The response was so tremendous student musicians were routinely asked to perform outside of school in the community, creating a collaborative environment between students and community partners. The GHS Junior and Senior bands talents were also awarded bronze and silver medals and an Adjudicator’s Award of Excellence at the MusicFest Nationals in Toronto.



BRIDGING HOME AND SCHOOL

Keynote speaker, Dr. Karyn Gordon welcomed over 250 parents and community members to the 2017 OCDSB Parent Conference and School Council Training Day. Dr. Gordon focused on the power of being inspired, passionate and solution oriented in her presentation. Following the keynote speaker, participants attended a variety of different workshops.

Workshops included: Supporting Learning in Math, Growth Mindset, Parenting in the Early Years, Promoting Resilience in Young Children, School Council Best Practices, School Council Finance, Special Education Supports, Reconciliation and You, and more.

ABOUT US

The Ottawa-Carleton District School Board is a dynamic, creative learning organization that fosters the achievement, well-being, and dignity of every student. Our mission is educating for success, inspiring learning and building citizenship, focusing on our priority areas of equity, engagement, learning, stewardship and well-being. The OCDSB is the largest school District in eastern Ontario with an annual budget for 2018–2019 of \$974.3 million. Student enrolment is now approximately 73,000, making us the seventh largest by population in the province. All of our schools are vibrant, enthusiastic learning communities where staff members nurture creativity and challenge students to achieve their best. We have 249 principals and vice-principals, and 2,892 administrative and support staff working together with 3,098 elementary teachers and 1,417 occasional elementary teachers, and 1,646 secondary teachers and 700 casual secondary teachers. Our parents play an active role in schools and in supporting their children’s learning through school councils and the Parent Involvement Committee.

Our Schools and Programs

The OCDSB operates 143 schools, including 113 elementary schools, 25 secondary schools, and 5 Alternate Programs at the secondary level.

Kindergarten students enjoy a 50/50 bilingual education program. As they progress, Elementary students may attend English with Core French, Early French Immersion, Middle French Immersion programs or an Alternative English Program School. Students at the secondary level earn credits for subjects such as English, French Immersion, Science and Math. Special programs include the International Baccalaureate, a High Performance Athlete Program, Specialized High Skills Major Programs, Secondary Alternate Programs and the Adult High School and a secondary school dedicated to Arts education.



In 2017–2018, the Continuing Education department served approximately 45,000 learners in programs including Adult Cooperative Education, International Languages, English as a Second Language/Language Instruction for Newcomers to Canada, Literacy & Basic Skills, Night School, Summer School, and Literacy/Numeracy.

The OCDSB also operates EarlyON Child & Family Centers in eight elementary schools with the support of the Ministry of Education. The centers offer play-based activities within a school setting for children ranging from infants to six years of age.

STUDENT ACHIEVEMENT

TRENDS IN EQAO PROVINCIAL ASSESSMENT DATA

As a District, our efforts to improve student achievement outcomes are informed through our analysis of a variety of evidence, including assessment data provided by the Education Quality and Accountability Office (EQAO). An important part of our work is the creation of an annual Board Improvement Plan for Student Achievement and Well-being, which outlines our focus, goals and actions for the year. Similarly, each school is responsible for developing annual School Learning and School Well-Being Plans that focus on the greatest areas of need for their students.

The following is a summary of achievement trends for the most recent assessment results available. EQAO data from 2017-2018 indicates that the majority of our students are achieving above the provincial standard and that progress towards narrowing achievement gaps continue to be made for some groups of students, particularly those with special education needs (excluding gifted; SpEd) and those who self-identify as Indigenous (FNMI). That said, continued work through the provision of differentiated supports and interventions is necessary to further reduce the achievement gaps for all identified groups of students. Overall, the data reflects the importance of working together as a community to ensure the success of all of our students.

LITERACY

The proportion of OCDSB students meeting or exceeding the provincial standard on the EQAO assessments of reading and writing was higher than the province in five of six literacy assessments, despite showing modest declines over the previous year in many areas. The area of greatest success continues to be on the OSSLT where 84% of first-time eligible students in the OCDSB were successful compared to 79% provincially.

While achievement gaps persist for boys, English Language Learners (ELLs), students with special needs (excluding gifted), students who have self-identified as Indigenous (FNMI), and students residing in lower income neighbourhoods (SES), modest progress has been made in narrowing gaps across many areas, most notably for students with special education needs (excluding gifted).

NUMERACY

OCDSB performance on the 2017-2018 assessments of mathematics has shown improvement in all areas except grade 6 where there was no change from the previous year. OCDSB students perform as well as or better than their provincial counterparts except in grade 9 applied level math.

While gaps in achievement between boys and girls are not as predominant in numeracy, substantive gaps persist for the other groups of students currently monitored in our District. While achievement gaps are widest amongst students with special education needs (excluding gifted), OCDSB students outperform their provincial counterparts on these assessments; progress towards narrowing the gap for these students has also been the greatest compared to the other groups. Widening gaps for our ELLs are of particular concern and will be an area of targeted focus in 2018–2019.

COMPULSORY CREDITS AND PATHWAYS

Report card data shows that OCDSB students are highly successful, with pass rates staying the same or increasing in 18 of 22 compulsory courses in grades 9 and 10 (English, Core French, Geography, History, Math, Science, Civics, and Careers). Increases were as high as 3%, whereas the four courses which saw decreases did so by between one and three percentage points and were all in the area of literacy. Despite evidence of improved outcomes for students in applied level courses, performance continues to be lower compared to those in academic level courses; this is true for both pass rates and the percentage of students meeting/exceeding the provincial standard.

Achievement gaps for identified groups of students persist, however, substantive progress has been made towards narrowing achievement gaps for ELLs and students residing in lower-income neighbourhoods who are enrolled in both academic and applied level courses.

Grade 10 credit accumulation rates (i.e., 16 credits by the end of grade 10) and cohort graduation rates for students in the OCDSB continue to be consistently high and on par with provincial rates at 78-80% and 87%, respectively. Students in our identified groups tend to meet these milestones to a lesser degree than all students; for some, reaching the milestone may take a little more time and support.

HISTORICAL TRENDS IN ACHIEVEMENT DATA 2012–2017

Since 2014, OCDSB students have shown the greatest growth on EQAO assessments in the area of primary reading with increases of 4% from 2013 to 2018. While OSSLT results have remained relatively stable over this same time period, results are consistently higher in the OCDSB than across the province as a whole; this has been true for both first-time-eligible and previously-eligible students.

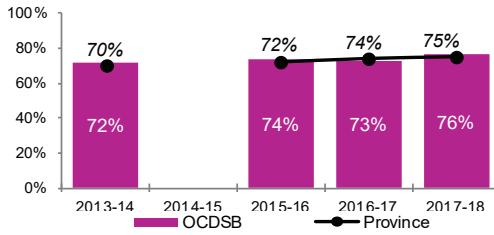
In the area of mathematics, trends over the same time period show declines of 6% in primary, 5% in junior, and 2% in grade 9 applied; declines at the provincial level have been the same. Historically, performance of OCDSB students on the junior assessment of mathematics and on grade 9 academic mathematics has been higher than the province, which continues to be the case on the most recent assessments. On the primary assessment of mathematics, the declining trend seen over the past couple of years has shifted so that OCDSB students are now performing as well as their provincial peers.



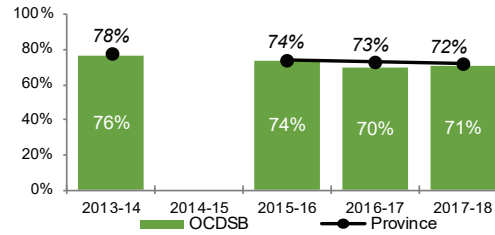
2013–2018 EQAO ASSESSMENT RESULTS

Primary — Board vs. Province

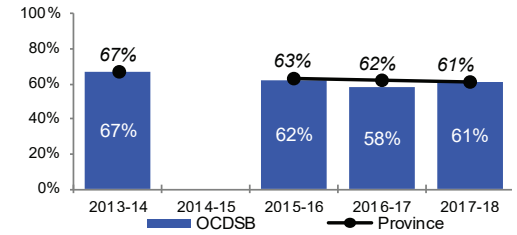
Reading



Writing

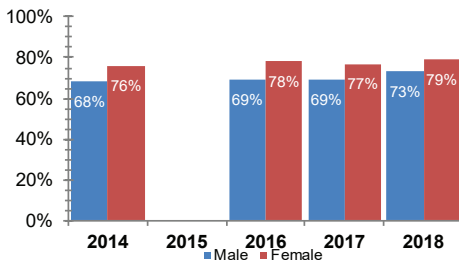


Mathematics

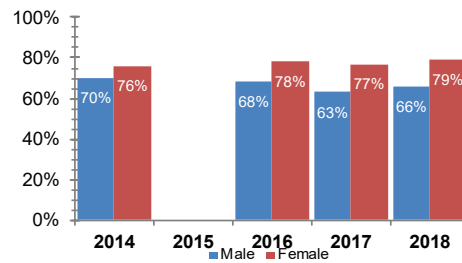


Primary — Males vs. Females

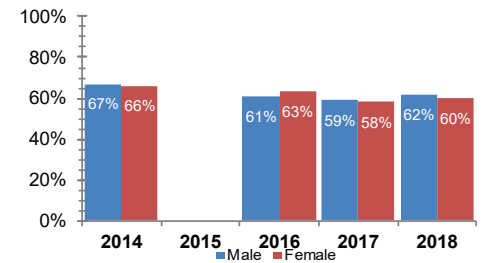
Reading



Writing

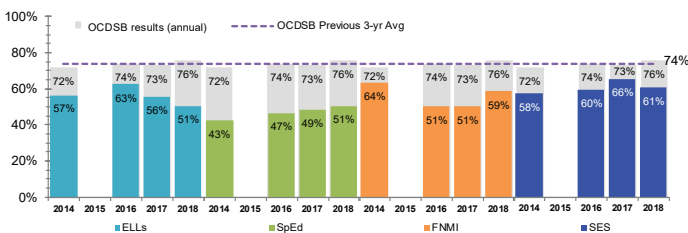


Mathematics

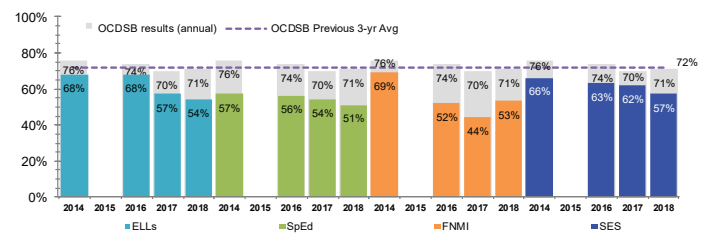


Primary — ELLs, SpEd, FNMI, SES

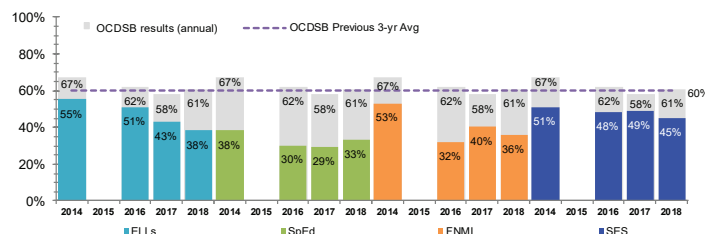
Reading



Writing



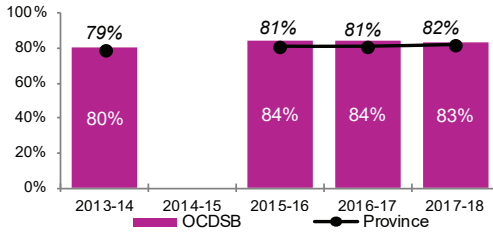
Mathematics



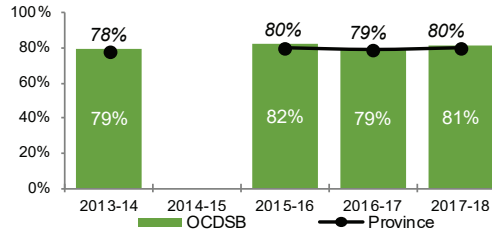
Note: Achievement results for the 2014–2015 primary/junior assessments are not available due to a labour disruption.

Junior — Board vs. Province

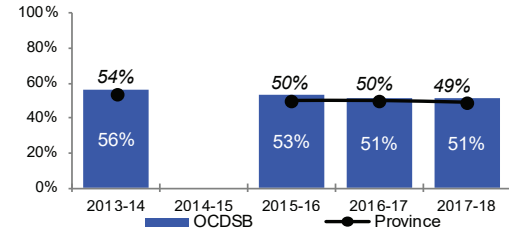
Reading



Writing

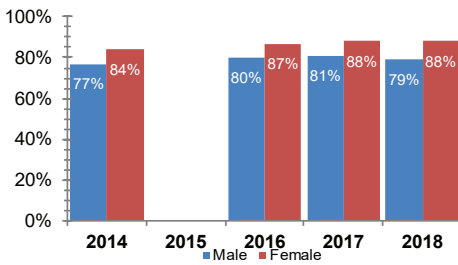


Mathematics

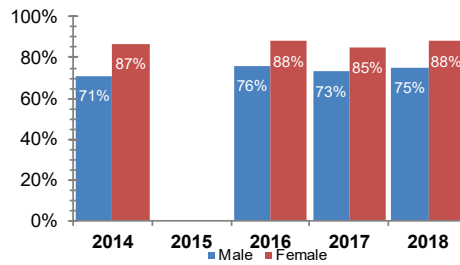


Junior — Males vs. Females

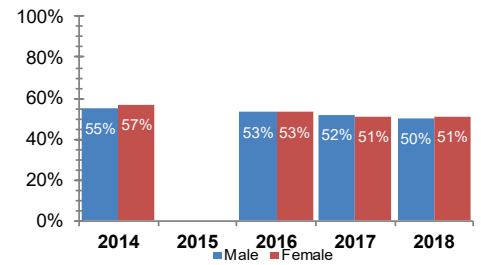
Reading



Writing

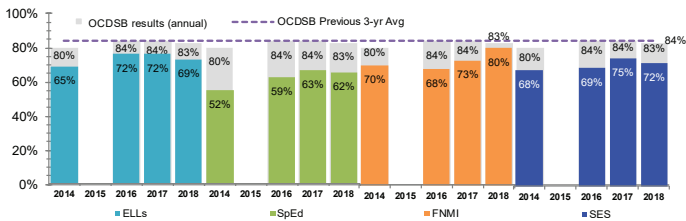


Mathematics

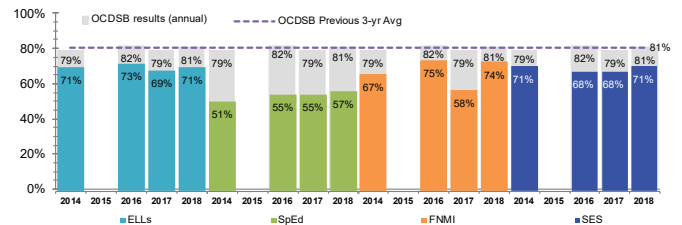


Junior — ELLs, SpEd, FNMI, SES

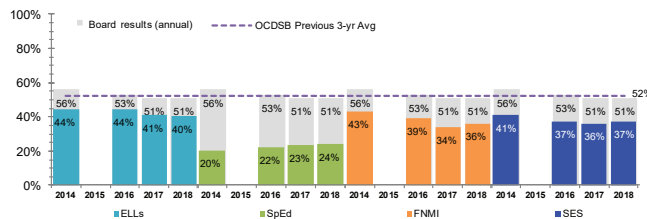
Reading



Writing

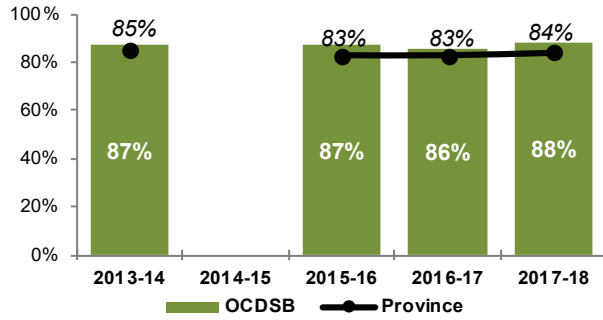


Mathematics

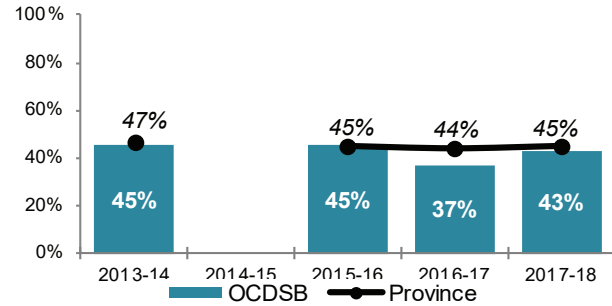


Grade 9 — Board vs. Province

Academic Math

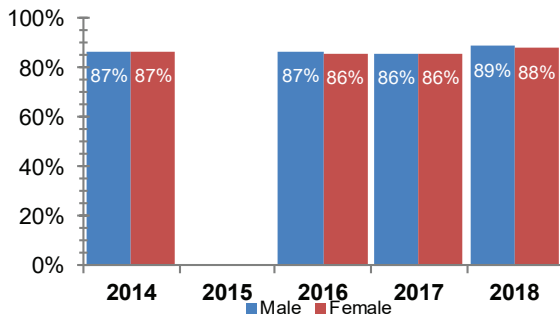


Applied Math

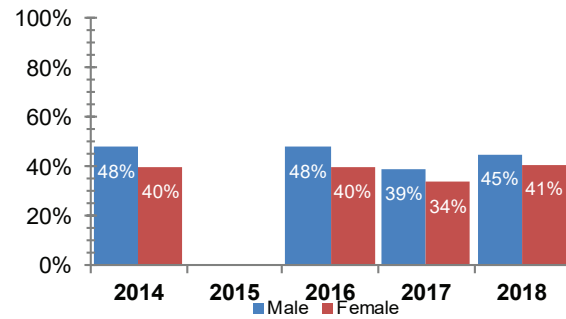


Grade 9 — Males vs. Females

Academic Math

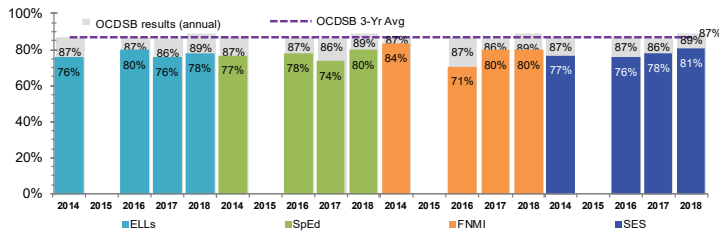


Applied Math

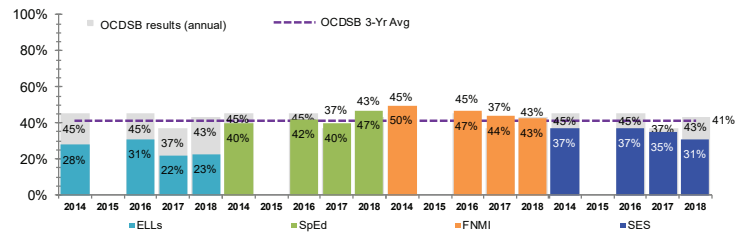


Grade 9 — ELLs, SpEd, FNMI, SES

Academic Math



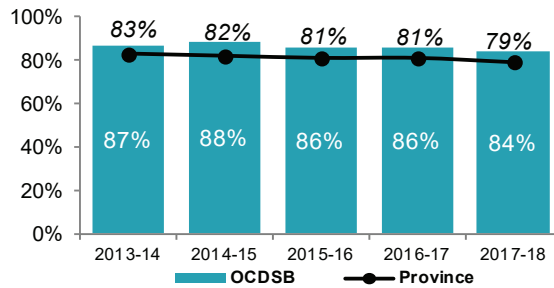
Applied Math



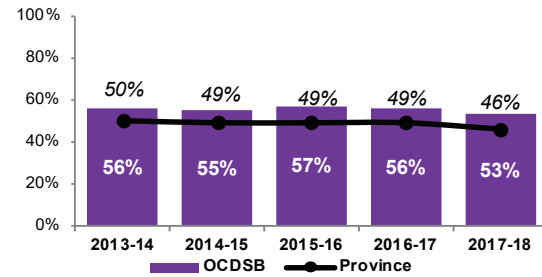
Note: Achievement results for the 2014-2015 grade 9 mathematics assessments are not available due to a labour disruption.

Grade 10 — Board vs. Province

OSSLT — First Time Eligible

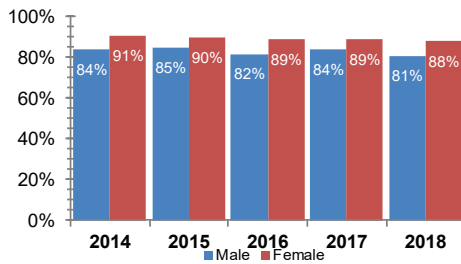


OSSLT — Previously Eligible

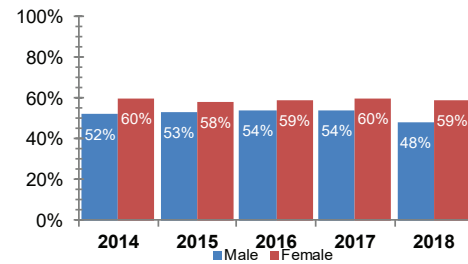


Grade 10 — Males vs. Females

OSSLT — First Time Eligible

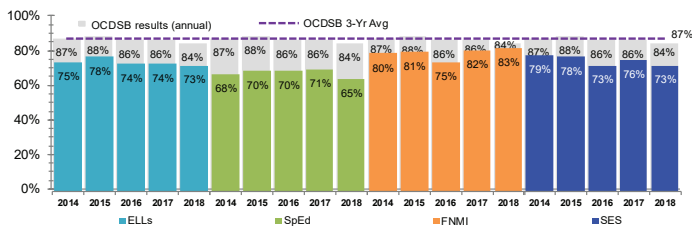


OSSLT — Previously Eligible

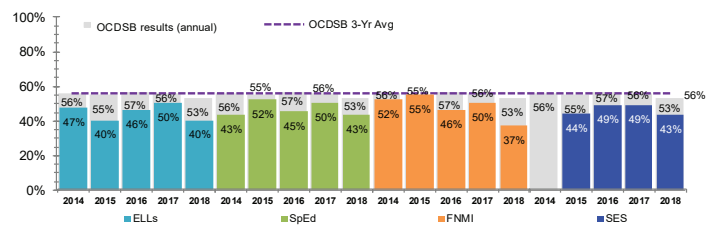


Grade 10 — ELLs, SpEd, FNMI, SES

OSSLT — First Time Eligible



OSSLT — Previously Eligible



STAFF AWARD WINNERS

The Director's Citation Award recognizes outstanding and significant staff contributions to the District and its students, over an extended period of time, showing a level of imagination, enthusiasm, and professionalism that constitutes a worthy model for others. It is intended to be a recognition of staff, by their colleagues, honouring those who are in the midst of their careers. Nominations are made by trustees, senior staff, principals and managers.

The Director's Staff Awards include the Director's Citation Award, Innovation Award, Mentoring Award, Ronald K. Lynch Memorial Award, Technology Excellence Award, Excellence in Equity Award and Health and Safety Award.



Rose Albert
Supervisor
Facilities
Director's Citation Award



Margaret Berry
Principal
Teacher
Sir Guy Carleton S.S.
Director's Citation Award



Angel Canning
Educational
Assistant
Glen Ogilvie P.S.
Director's Citation Award



Elizabeth Cartau
Intermediate
Itinerant Teacher
Curriculum Services
Director's Citation Award



Jonathan Coupland
Learning Support
Consultant
Learning Support
Services
Director's Citation Award



Petra Duschner
Manager
Mental Health &
Critical Services,
Learning Support
Services
Director's Citation Award



Sam Laggis
Vice-Principal
Elizabeth Wyn
Wood Alternate
Program
Director's Citation Award



Céline Leduc
Principal
Henry Munro M.S.
Director's Citation Award



Linda MacKay
Learning Support
Teacher
Gloucester H.S.
Director's Citation Award



Cindy MacLean
Library Technician
Half Moon Bay
P.S. & Kanata
Highlands P.S.
Director's Citation Award



Cory Pigeon
Technician
Business and
Learning
Technologies
Director's Citation Award



Bill Tyers
Risk Management
Analyst
Risk and
Supply Chain
Management
Director's Citation Award



Pamela Parks
Teacher
Meadowlands P.S.
Excellence in Equity Award



Calvin Ferguson
Chief Custodian
Castor Valley E.S.
Health & Safety Award



Karen Dion
Department Head
and Teacher
Adult H.S.
Innovation Award



Stacey Grenier
Teacher
Summerside P.S.
Mentoring Award



Dr. June Pimm
Psychologist
Learning Support
Services
Ronald K. Lynch Memorial Award



Website Design Team
Dave Miller, Diane Pernari-Hergert, Rosemary Kitts,
Teresa Harrison, Emily Vollans, Ali Goncci,
Sharlene Hunter, Nathalie Rodriguez
Business and Learning Technologies and Communications
Technology Excellence Award

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

COMMUNITY AWARD WINNERS



Chair's Award **Scott and Heather Esdon**

The Chair's Award recipients are known by their family, friends and fellow volunteers — as the "Go to Couple". You can always go to them and they will help out. Their leadership and organization skills are legendary. Their collaborative approach helped build one of the most productive School Councils in the District.



Community Award **Eric and Sheila Dubois**

The Community Award winners inspire and encourage students' interest in science and the arts. Through the Robotics Club, scientific concepts are brought to life; while the art of knitting and crochet has resulted in students being fascinated by textile arts.



Community Partnership Award **Rick McCloskey**

The Community Partnership Award recipient was recognized for welcoming students into his business for over 2 decades. What students learn most from Rick is — if you have a good attitude and a good work ethic you can make your dreams come true.



Distinguished School Council Award **Chrissy Rakobowchuk**

Since the summer of 2016, Chrissy Rakobowchuk has chaired the W. E. Gowling Greening Committee. The Greening Committee funded the construction of an outdoor classroom; launched a community "wild garden" and they hope to naturalize the kindergarten playground area within the next 5 years.



Excellence in Equity Community Award **Lowertown Community Resource Centre**

The Lowertown Community Resource Centre is making a difference in the lives of students and their families. Club 310 is a free after schools program located at York Street Public School that serves students between the ages of 6–12 years of age. A second program known as Transitions caters to the students over the age of 13.



Volunteer of the Year Award **Les Banks**

Les is so well known in the Bell's Corners community he could have been nominated over the years for his efforts at any of the public schools in his neighbourhood. Les is a parent volunteer, community leader and relationship builder. He is positive, keen to contribute and an advocate for public education.



Volunteer of the Year Award **Russ Brown**

Russ is a retired engineer who has spent more than 800 hours, over ten years volunteering at Merivale High School's Power Hour Club and Homework Club. Russ has the ability to help students help themselves. When a student experiences that "ah - ha" moment thanks to Russ' guidance you watch the student go from frustrated, to relieved, to proud in a matter of seconds!

STUDENT RECOGNITION AWARD WINNERS

Our Student Recognition Awards celebrate excellence in student leadership. Each year we proudly and publicly honour our senior student leaders who exemplify the characteristics and skills we want for our graduates.

The students being recognized each year are chosen by their principals and/or coordinators for demonstrating the will to succeed, the dedication to finish what they started, and the commitment to achieve their personal best.



Claudine Mulangaliro
Adult H.S.



Kashyap Achar
A.Y. Jackson S.S.



Donah Leila Belly
Bell H.S.



Alvin Akinmoladun
Brookfield H.S.



Sarah Adair
Cairine Wilson S.S.



Simrun Kaushal
Canterbury H.S.



Ililli Ahmed
Colonel By S.S.



William Triemstra
Continuing Education



Alex MacDonald
Earl of March S.S.



Angelina Lockheimer
Elizabeth Wyn Wood S.A.P.



Melanie Beaudin
Frederick Banting S.A.P.



Georgia Condran
Glebe C.I.



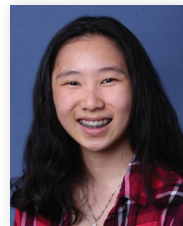
Mouhmad Al Aarab
Gloucester H.S.



Lori Fernandez Bosanac
Hillcrest H.S.



Emma Huang
John McCrae S.S.



Samantha (Sam) Yee
Lisgar C.I.



Alyth Roos-Cantor
Longfields-Davidson Heights S.S.



Darcie Watson-Laird
Merivale H.S.



Elena van Baaren
Nepean H.S.



Christina Dodge
Norman Johnston S.A.P.



Bruce Gillespie
Osgoode Township H.S.



Cody Sleiman
Ottawa Technical S.S.



Alfa Hamilton
Richard Pfaff S.A.P.



Farah Nasser
Ridgemont H.S.



Kathryn Gore
Sir Guy Carleton S.S.



Jared Poole
Sir Robert Borden H.S.



Madison Lester
Sir Wilfrid Laurier S.S.



Brady Collier
South Carleton H.S.



Savannah Ranger
Urban Aboriginal
Alternate H.S.



Cameron Davis
West Carleton S.S.



Rianna Rafi
Woodroffe H.S.

EXCELLENCE IN EQUITY STUDENT AWARD



Hibagh Ahmed
Sir Robert Borden H.S.

2017–2018 BOARD OF TRUSTEES

The Board of Trustees is made up of 12 trustees elected by zone and 2 student trustees. On October 22, 2018, a new board of trustees was elected for a four-year term beginning December 1, 2018 and ending on November 14, 2022. Our school board trustees are responsible for overseeing a thriving and progressive educational system, which serves approximately 73,000 students in 143 schools and sites. Trustees are empowered under the Education Act to set policy for the operation of all public schools in the Ottawa area.

The role of the school board is to articulate the Board's vision for education, develop policies based on that vision and provincial policy, set budgets and goals, monitor policy and student achievement, and provide equitable access to programs for all students. The Board sets priorities for the term through the Strategic Plan. The Board monitors work on these priorities.

Communicators with the Public

Trustees are accountable to their community for the decisions made by the Board Trustees. They communicate with the public through organized and informal meetings with parent groups and concerned citizens, and also through the distribution of newsletters and other materials. Trustees also act as ambassadors for the District, officiating and speaking at school openings and events. Trustees are advocates for students and community members, on a wide range of issues regarding public education.

Policy Makers

Trustees are responsible for approving the policies and by-laws which govern the Board's entire operation. Policies are developed in conjunction with staff to address program, student, staff, property, Board and administration requirements. The Board is active in many provincial educational associations and lobbies the Ministry of Education and other government bodies for changes to existing policies and legislation.

Advocates for Quality Education

The Board ensures the quality of public education in Ottawa is maintained through the development, review and evaluation of high quality programs and effective support for students. The focus is on meeting the educational goals and needs of all students in a changing global environment.

Student Senate and Student President's Council

Over the course of the 2017–2018 school year the Student Senate made great progress in terms of contributing to the OCDSB Strategic Plan. In March 2018, the OCDSB hosted a Student Senate Symposium dedicated to bringing the Exit Outcomes to life in their individual high schools. The Symposium provided an avenue for the students to voice their ideas, share leadership initiatives and focus on how they can showcase the relevance of the outcomes. Student Senators facilitated learning around the five skills and five characteristics that make-up the heart of the Exit Outcomes. This was accomplished through engaging activities, discussions, and keynotes. Students also developed skills to promote and plan school-based events.

2017–2018 Student Trustees



Alexander MacDonald
2017–2018
Student Trustee
613-889-0096
alexander.macdonald@ocdsb.ca

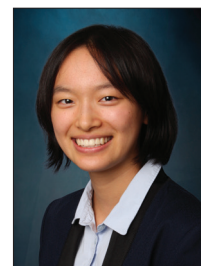


Rita Ramotar
2017–2018
Student Trustee
613-316-8111
rita.ramotar@ocdsb.ca

2018–2019 Student Trustees



Isaac Glassman
2018–2019
Student Trustee
613-218-5599
isaac.glassman@ocdsb.ca



Samantha Lin
2018–2019
Student Trustee
613-316-8111
samantha.lin@ocdsb.ca

CURRENT BOARD OF TRUSTEES

Current Board of Trustees will be in place December 1, 2014 – November 30, 2018.



Lynn Scott
Zone 1
Vice-Chair of the Board
West Carleton–March/
Stittsville/Rideau–Goulbourn
613-832-3813
lynn.scott@ocdsb.ca



Christine Boothby
Zone 2
Kanata North/Kanata South
613-809-4929
christine.boothby@ocdsb.ca



Donna Blackburn
Zone 3
Barrhaven/
Knoxdale–Merivale
613-816-6509
donna.blackburn@ocdsb.ca



Theresa Kavanagh
Zone 4
Bay
613-816-5870
theresa.kavanagh@ocdsb.ca



Dr. Anita Olsen Harper
Zone 5
College
613-868-0076
anita.olsen.harper@ocdsb.ca



Chris Ellis
Zone 6
Rideau–Rockcliffe/
Alta Vista
613-818-7350
chris.ellis@ocdsb.ca



Mark Fisher
Zone 7
Gloucester–South Nepean/
Osgoode/ Gloucester–Southgate
613-668-2044
mark.fisher@ocdsb.ca



Keith Penny
Zone 8
Orléans–Cumberland
613-596-8211 x8265
keith.penny@ocdsb.ca



Shawn Menard
Zone 9
Rideau–Vanier/Capital
613-867-6772
shawn.menard@ocdsb.ca



Erica Braunovan
Zone 10
Somerset/Kitchissippi
613-858-2275
erica.braunovan@ocdsb.ca



Shirley Seward
Zone 11
Chair of the Board
River
613-851-4716
shirley.seward@ocdsb.ca



Sandra Schwartz
Zone 12
Innes/Beacon Hill–Cyrville
613-868-5249
sandra.schwartz@ocdsb.ca

CURRENT DIRECTOR'S EXECUTIVE COUNCIL 2018-2019



Jennifer Adams
**Director of Education and
 Secretary of the Board**
 Executive Assistant — Marie Bulgin
 Administrative Assistant — Kim Young
 613-596-8211, ext. 8490



Brett Reynolds
**Associate Director
 of Education**
 Administrative Assistant
 Theresa Ilboudo
 613-596-8252



Dorothy Baker
**Superintendent of
 Curriculum Services**
 Administrative Assistant
 Lorraine Smith-Champagne
 613-596-8211, ext. 8573



Mike Carson
**Chief Financial Officer
 & Superintendent of
 Facilities**
 Administrative Assistant
 Rebecca Grandis
 613-596-8211, ext. 8207



Mary Jane Farrish
**Superintendent of
 Instruction**
 Administrative Assistant
 Ann McCrimmon
 613-596-8211, ext. 8821



Michèle Giroux
**Executive Officer of
 Corporate Services**
 Administrative Assistant
 Heather McKinnon
 613-596-8211, ext. 8310



Olga Grigoriev
**Superintendent of
 Instruction**
 Administrative Assistant
 Laura Mallette
 613-596-8211, ext. 8287



Shawn Lehman
**Superintendent of
 Instruction**
 Administrative Assistant
 Lorri Huppert
 613-596-8211, ext. 8391



Janice McCoy
**Superintendent
 of Human Resources**
 Administrative Assistant
 Rebecca Grandis
 613-596-8207



Susan MacDonald
**Superintendent of
 Instruction**
 Administrative Assistant
 Leanne Hotte
 613-596-8211, ext. 8401



Peter Symmonds
**Superintendent of
 Learning Support Services**
 Administrative Assistant
 Allison Regimbald
 613-596-8211, ext. 8254



Nadia Towajj
**Superintendent of
 Instruction**
 Administrative Assistant
 Christina Erbs
 613-596-8211, ext. 8886



Frank Wiley
**Superintendent of
 Instruction**
 Administrative Assistant
 Vivian Hebrawi
 613-596-8211, ext. 8820



**JUST IMAGINE GOING TO SCHOOL WITH AN EMPTY LUNCH BAG, NO BACKPACK AND SUPPLIES AND NO ABILITY TO TAKE PART IN AN EXTRACURRICULAR ACTIVITIES...
...FOR MORE THAN 15,000 STUDENTS EACH YEAR THIS IS THEIR REALITY.**

Each year thousands of our students face enormous social, emotional and financial challenges well beyond their control. They live in poverty and are already behind before they even step into the classroom. Often what's missing is the most basic of things – food, clothing, a backpack full of supplies, opportunities for education, socialization and exploration.

With our thanks to you and the thousands of donors to the Education Foundation each year, our student's reality is positively changed. Here's how:

- Funded snack programs to provide healthy snacks for 10,000 students each week;
- Supported thousands of students with emergent needs to purchase food, warm clothing and medication;
- Empowered hundreds of students to be equal to their peers by providing funding for extra-curricular activities, sports, arts, athletics and educational experiences;
- Provided life-saving water safety lessons to Autistic students;
- Supported classes from our socio-economically challenged schools to attend an overnight learning experience to MacSkimming Outdoor Education Centre.

We also held our first charitable golf tournament and extend our thanks to everyone involved including our organizers, golfers and sponsors. We raised thousands of dollars to support urgent needs of our students.

We continue to work with generous donors throughout our community to provide these critical programs and opportunities. Thank you to our partner organizations including Glenview Management, TELUS, COSTCO, Alterna Savings, Rogers Communications, Sens Foundation and Canadian Tire Jumpstart.

Our most important partner, the Ottawa-Carleton District School Board continues to support us to ensure as many students in need are helped as possible.

**IN THE PAST 10 YEARS, THE EDUCATION FOUNDATION OF OTTAWA HAS PROVIDED MORE THAN \$3,000,000 IN SUPPORT FOR STUDENT NEEDS.
THANK YOU!**





A RECOGNIZED LEADER IN INTERNATIONAL EDUCATION FOR ITS INNOVATIVE PROGRAMS IN PROMOTING INTERCULTURAL COMPETENCY

(OCENET) is a non-profit organization which serves as the international education division of the OCDSB. For almost 20 years, the OCDSB has hosted more than 9,000 students and educators from all corners of the world in its elementary and secondary schools. OCENET is committed to providing cross cultural opportunities for the international students who come to study in Ottawa and to developing intercultural competencies amongst OCDSB students and educators. Because of its many innovative and unique initiatives, OCENET is recognized as a leader in international education in Canada.

Highlights of the 2017–2018 School Year

- OCENET placed over 900 long term international students from 48 countries in 23 high school schools and 36 elementary schools throughout the OCDSB.
- OCENET and the OCDSB welcomed and provided teacher training and educational workshops to over 200 visiting educators from Spain, South Korea, China and Sweden.
- OCENET hosted close to 340 students in short term Global Classroom programs, and over 265 students in Summer Explorer and 75 students in Winter Explorer (English instruction and activities). These students represented over 20 different countries in 2017–2018.
- OCENET's Young People's Language School (YPLS) had an enrollment of over 150 international students from 11 countries on four continents. Thirty-nine of these students received an ESL credit during the summer through YPLS's ongoing partnership program with OCDSB's Continuing Education.
- OCENET has been instrumental in organizing several partnerships and exchanges with schools and education bureaus overseas. The aim is to cultivate long-term, sustainable and trusted educational partnerships. OCENET has developed a comprehensive teacher training program around topics such as Classroom Management and Differentiation, Technology for Learning Enhancement, Assessment and Evaluation, and Professional Development and Leadership. These new partnership initiatives bring reciprocal benefits to visiting students and educators and to local OCDSB students and teachers. In 2017–2018, formal partnerships were signed with the following educational organizations:
 - » Chengdu Chenghua Municipal Education Bureau (China)
 - » Fundación Amancio Ortega (FAO)
 - » Jeju Provincial Office of Education (South Korea)
 - » L'académie d'Aix-Marseille, Région académique Provence-Alpes-Côte d'Azur (France)
- OCENET provided guidance and support to several international student exchanges overseas, including an exchange with Grade 8 students and chaperones from Castor Valley Elementary School who travelled to Chengdu, China, and billeted with local families.
- Close to 450 students are enrolled in the OCDSB International Certificate Program (ICP) in 24 OCDSB secondary schools. This program recognizes students who have demonstrated a commitment to being motivated, engaged and active global citizens both locally and internationally. In June, 58 students were awarded the OCDSB International Certificate at a special ceremony; a total of 241 students have received certificates since the ICP's 2013 inaugural year.

International education bursary program

An increasingly important part of OCENET's role is encouraging local OCDSB students and staff to participate in international learning, intercultural exchanges and developing global competencies. Since the inception of the OCENET sponsored international education bursary program in 2015, 100 student bursaries and over 50 staff bursaries have been awarded to support opportunities to pursue international learning experiences. Bursaries for students are awarded through the Education Foundation of Ottawa and for staff through OCENET.

Lynch-Getty Global Student Awards: Each year OCENET presents awards to four OCDSB graduates, with two students being international students and two being Canadian residents. Each recipient is awarded \$1,000 and a plaque recognizing their commitment to global citizenship.

OCENET's Global Connections

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

Connect with OCENET on social media: @OCENETOttawa and @OCDSBISP



Students and staff from Castor Valley Elementary School during their 2017 student exchange to Chengdu, China.



Spanish teachers sponsored by the Fundación Amancio Ortega (FAO) upon their arrival at the Ottawa International Airport. These recent graduate teachers participated in a wide range of teacher development programs throughout the academic year in OCDSB schools.



On a sunny evening in June, graduates of the OCDSB International Certificate Program were recognized for their commitment to global citizenship in the beautiful atrium of Delegation of the Ismaili Imam on Sussex Drive.



In March 2018, the Nanjing Education Delegation included 24 educators from 15 different schools plus the vice director of the Education Research Department of Nanjing School Board to learn about Ontario Public Education, visit schools, & to practise & improve English language skills.

STUDENTS IN OTTAWA NEED YOUR HELP ... EVERY DOLLAR COUNTS!

TOONIE TUESDAY

WE'RE COUNTING
ON YOU

*Please donate \$2
or more on
February 26, 2019*

Your support helps provide emergency
funding for food, clothing and
medication to students in the
Ottawa-Carleton District School Board



Education
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