



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

2016-2017 DIRECTOR'S ANNUAL REPORT TO THE COMMUNITY





MESSAGE FROM THE DIRECTOR OF EDUCATION

Dr. Jennifer Adams



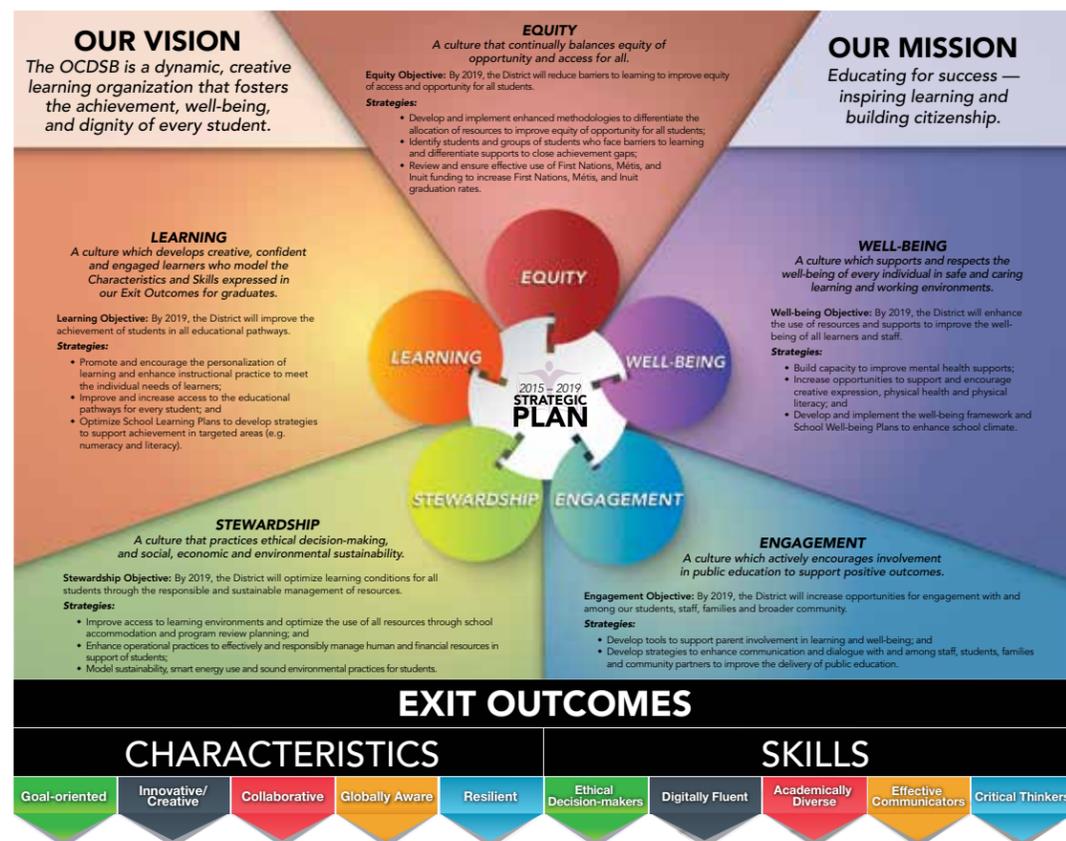
One of the nice things about producing an annual report is the opportunity to reflect on the previous year — our accomplishments, our challenges, and most importantly what did we learn? Looking back on the 2016-2017 school year, we accomplished many things and the Board made some very important decisions related to student learning. In the following pages, you'll read about the many noteworthy accomplishments of our schools, evidence of progress in student achievement, and our thinking about next steps in each area of our strategic plan. But I would like to take a moment to reflect on what we learned.

In 2016–2017, the District undertook two large scale accommodation reviews. In the west end of the district, the review involved 22 elementary and 4 secondary sites. In the eastern part of the District, the review involved 3 secondary schools. Student Learning and School Accommodation Reviews look at student learning needs in the context of programming, enrolment, building infrastructure, and growth projections to ensure that quality learning continues to happen in all schools in the District both in the near and not too distant future. The reviews began in September and involved stakeholders in a consultation process throughout the fall and winter. The Board made their decisions in March; transition activities began immediately after the decisions were made.

There is no question that the decision-making process was challenging for everyone involved — parents, students, staff, trustees and community members. Our communities stood together to remind us how much they care about their schools. Our work with the advisory committees demonstrated the importance of having really fulsome processes to inform decision-making. We learned that difficult conversations can be had in respectful ways and that when we work together, we can do better things for student learning.

Perhaps the best lesson came at the end, when we came together to start planning to ensure successful transitions for everyone. By June, students moving to a new location had the opportunity to visit their school and get to know more about the people and the place through bbqs, fun days, joint field trips and new timetables. Student Councils and leadership teams met each other and began sharing ideas. School Councils planned celebrations for school closures and built relationships with new schools. The schools were staffed and some members of staff started meeting to discuss support for students with special needs. Our Facilities staff began renovations in schools, in the review areas and across the District, that would continue over the summer months and in some cases into the fall — a remarkable investment of approximately \$60 million into school renovation/renewal.

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:

- The District initiated a Multi-Year Plan for Student Learning and Accommodation to optimize student learning environments through a greater range of programming/courses available; fewer transitions; sufficient enrolment to support extracurricular activities; availability of specialized support services; and improved accessibility. In the first year, two reviews were completed: one in the Western Area and one in the Eastern Secondary Area. These reviews addressed factors such as student enrolment, pupil space, school building conditions, and program offerings.
- In 2016-2017, the District began implementation of a renewed provincial math strategy, with dedicated time for math learning, supports and resources for student learning outside of school, and professional learning for educators.
- School teams worked to enhance School Learning Plans by taking part in data literacy sessions focused on capacity building for data access, use, and interpretation.

EVIDENCE OF PROGRESS:

- Annually, students participate in provincial assessments (EQAO) of reading, writing, and math. Results from the 2016-2017 assessments show that OCDSB results continue to be higher than or equal to provincial results in all three assessments in grade 6, as well as in grade 9 academic math and on the Ontario Secondary School Literacy Test.
- EQAO results showed a decline in mathematics scores at both the District and provincial level, suggesting an area of focus for future work.
- Overall OCDSB students are highly successful, with pass rates staying the same or increasing for 18 of the 22 compulsory courses for grades 9 and 10 (English, Core French, Geography, History, Math, Science, Civics, and Careers). The four courses which decreased did so by 1%, while increases were as high as 5%.
- The OCDSB graduation rate is 87% and equal to the provincial average. This rate represents the proportion of students who began secondary studies in Sept. 2011, and successfully earned an Ontario Secondary School Diploma (OSSD) within five years (by June 2016).
- The Annual Certification Rate (i.e., % of students who earned an OSSD, Ontario Secondary School Certificate, or Certificate of Achievement) for the 2016-2017 school year was 89%, 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. In 2016-2017, the District made substantial progress optimizing conditions for student learning through accommodation reviews. Important ongoing work will be supporting students who have transitions resulting from review decisions and supporting staff at the affected schools.



The results have been staggering - the program has seen an 85% student job placement rate. Funding for this program is through the Ministry of Advanced Education and Skills Development.

MANY PATHWAY OPTIONS TO SUCCESSFUL ADULT LEARNING

Adult learning involves so much more than putting pen to paper. It is a commitment to life-long learning that takes place in the classroom and in the community.

The pathway to learning is as different as those who take part in the programming. New Canadians to Ottawa have participated in great numbers, in the non-credit courses designed to prepare students for the world of work. One such learning opportunity stemmed from a partnership between the OCDSB, the YM-YWCA, and the owner (John Gordon) of a community home renovation business, yourrenoguys.com. In some cases adult students continue their learning and receive their OSSD through OCDSB's Continuing Education.

Participants learn home renovation skills including framing, dry-walling, painting, tiling, and basic carpentry.

EARL OF MARCH SECONDARY SCHOOL — THE ONLY CANADIAN HIGH SCHOOL COLLABORATING WITH TETRA SOCIETY

Earl of March Secondary School's, grade 12 Manufacturing Engineering Tech students are the only Canadian high school students working with the Tetra Society - a volunteer organization made up of engineers who donate their time and expertise to design and construct assistive devices for people with physical disabilities. The students design a concept, develop a prototype and construct a unique, custom-made device to improve people's quality of life.

The purpose of the collaboration is to help inspire future engineers and trades people by giving them experience with design, materials, and modern CAD-CAM production technology. When students are working on real world projects student engagement peaks.

Students are also actively involved in fundraising - similar to what start-ups are faced with when they are trying to get a prototype to market. Earl of March Secondary School has the largest Manufacturing Engineering Tech program in the OCDSB. It is the only school offering this program at the 4M level, allowing students to use the course to apply to university, college, an apprenticeship or to go directly into the trades.



LE PHARE ELEMENTARY SCHOOL - EVERYDAY MATH WORKSHOP

The teachers of Le Phare Elementary School invited parents to take a crash course in elementary school mathematics. The goal was to provide parents with the tools to encourage their children to become life-long mathematicians. One of the biggest stumbling blocks to learning math is self-sabotage. How many times have you heard someone say, "I am not good at math." This math workshop was designed to take the stigma out of mathematics and make math part of everyday life. The workshop provided parents with tips and tricks to incorporating daily tasks. This was just one of many Math Nights that were held in District schools.



EQUITY

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

NOTEWORTHY ACCOMPLISHMENTS:

- In the spring of 2017, the OCDSB updated its RAISE index (Resource Allocation based on Socio-economics). This index is used to inform how resources and supports are allocated to support schools with varying levels of socio-economic need.
- Following a review of the Learning Disability (LD) program in 2015–2016, key work in 2016–2017 involved the implementation of a geographic model that ensured adequate supports for LD are located in areas of greatest need.
- Important work is being done to promote inclusive spaces in all OCDSB schools. Progress is being made in this area through the establishment of universal washrooms. These washrooms, which are for individual use with lockable doors, are available to anyone and everyone in the school. As of June 2017, approximately 50% of schools have been equipped with universal washrooms.
- In support of Indigenous learners, the OCDSB has forged key partnerships and undertaken various initiatives which are reported on annually. To promote awareness for all students, work is being done to establish a compulsory English course with a native studies curriculum focus.

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 achievement gap between all students and students with special education needs (excluding gifted) has been a predominant historical trend. EQAO results from 2016–2017 show strong progress in this area by the narrowing of the achievement gap on all but one assessment.
- The OCDSB has been working towards a more inclusive definition of gender. EQAO provides results for males and females, for which the achievement gap narrowed on 6 assessments, stayed the same on 3, and widened on 1.

ANALYSIS AND REFLECTION:

- One area of need is continued support for English Language Learners, for whom the achievement gap narrowed on only 3 of 10 EQAO assessments. Work in this area will involve investigation of the appropriate use of provisions, both on EQAO and in the classroom, for students who would benefit from such supports.

THE FIRST OCDSB INDIGENOUS YOUTH SYMPOSIUM

The OCDSB was proud to host the inaugural Indigenous Youth Symposium for high school students in the Spring of 2017. The goal was to instill “Pride in Indigenous Identity & Collect Student Voice” to facilitate student instruction district-wide.

Students from schools across the OCDSB participated in the one day event. Students had the opportunity to listen to keynote speaker and youth activist, Melanie Rose Frappier. Melanie Rose is a Youth Ambassador to Canada. She is the founder of “It’s Cool to be Healthy.” A non-profit organization making a positive difference in addressing cultural identity for First Nations, Métis and Inuit.

Students spent the day participating in small breakout sessions to discuss their needs in classrooms, schools and the District. A panel of Inuit youth discussed coping mechanisms they’ve used to achieve academic and personal success.

We are proud to be building strong relationships between OCDSB schools, staff and First Nation, Métis, and Inuit communities and organizations in the region.



BLACK HISTORY MONTH

Colonel By’s Black History Clubs’ annual Black History Month Show featured a mosaic of song, dance, poetry, and acting. The theme “We Shall Rise”, brought light to the importance of diversity and multiculturalism, while drawing attention to issues that persist in society. The audience responded to both the talent and the message being delivered. The sense of unity and acceptance was palatable.



UNITED MUSLIM ORGANIZATIONS OF OTTAWA-GATINEAU (UMO-OG) RAISE \$12,000 FOR CARSON GROVE ELEMENTARY SCHOOL

In the spring of 2016, 110 Syrian students were welcomed to Carson Grove Elementary School. The students were warmly greeted by their peers, staff and the greater community. This was an exciting and challenging time as a great deal of assistance was required to transition the students and their parents into a Canadian school system. The community wanted to help in any way they could to encourage the students to embrace their new country and excel at school.

One of those community organizations was the United Muslim Organizations of Ottawa-Gatineau (UMO-OG). The response was inspiring. The mosques in the Ottawa-Gatineau region pooled their resources and raised \$12,000 for Carson Grove Elementary School. This project inspired UMO-OG to also donate an additional \$11,000 to other schools in Ottawa facing socio-economic hardships. The funds support field trips, concerts, science projects and MASC performances.

There are just over 300 students enrolled at Carson Grove Elementary School. The students belong to a diverse, multicultural community with more than 40 different countries represented by the student body.



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

NOTEWORTHY ACCOMPLISHMENTS:

- Training in mental health has provided staff with knowledge and skills on topics such as resiliency, collaborative problem solving, compassion fatigue, and suicide prevention.
- The OCDSB acknowledges the importance of executive function skills (i.e., foundational skills that support learning and work habits). To support the development of executive function and cognitive well-being in students, the district has engaged in online capacity-building with educators focused on learning strategies for the classroom.
- The OCDSB provided training for nearly 200 educators on ways to purposefully integrate Daily Physical Activity (i.e., moderate to vigorous activity for a minimum of 20 minutes) into their classrooms.
- Recent work to support staff well-being has included the relaunch of the Attendance Management Program, with a primary focus of creating and maintaining a healthy workplace.

EVIDENCE OF PROGRESS:

- In the spring of 2017, the OCDSB surveyed students about school climate and their school experience. Results from this survey showed that the majority of OCDSB students reported positive relationships in elementary (85%) and secondary (77%). Students also tend to report a positive sense of belonging: 79% in elementary and 71% in secondary.
- Data from the 2016-2017 EQAO Student Questionnaire suggests positive cognitive well-being, with students reportedly feeling more confident in reading, writing, and elementary math as compared to the province. Students' reports of feeling confident in academic math were equal to the province, but were lower in applied math.
- Based on the EQAO Questionnaire data, OCDSB student participation in sports/ physical activities tends to be greater than participation at the provincial level.
- There has been an overall reduction in both the number of suspensions as well as the number of students suspended over the past few years.

ANALYSIS AND REFLECTION:

- Significant progress was made this year through capacity building for staff to support student physical, cognitive, and emotional well-being. Next steps in this area will include a staff survey to better understand their needs and develop strategies to support staff well-being.

GLASHAN PUBLIC SCHOOL OPENING DOORS: A SYMPOSIUM ON STUDENT WELL-BEING AND MENTAL HEALTH

Glashan Public School held a symposium on Student Well-being and Mental Health. This was one of the first symposiums held specifically for grade 8 students in the District. Nationally-recognized Indigenous leader, Gabrielle Fayant served as the keynote speaker. She shared her personal struggles dealing with mental health concerns.

Representatives from local organizations including Rideauwood, Youthnet, the ROH, CHEO, CMHA, and Ottawa Public Health engaged with grade 8 students in presentations that supported their learning through discussions about mental illness, stigma, healthy eating, coping with stress, and building resiliency.

The Glashan Public School community is committed to ensuring its students are well-informed on issues related to mental health and well-being and have an awareness of local resources that serve youth in our community. The symposium reminded students seeking help is courageous.



NORMAN JOHNSTON STUDENTS GROW, MAKE, AND EAT REAL FOOD

Norman Johnston is a secondary alternate site within the OCDSB. One unique program at the school is designed to teach students how to grow, prepare, and eat healthy foods at home and school. Students also learn how this helps to reduce their carbon footprint.

This program is more than a decade in the making. One of the first initiatives was to build a small cooking room which allowed students the opportunity to start their day with a healthy breakfast. This also allowed staff to teach Food and Nutrition courses. The success of this program encouraged the business community and government agencies to offer substantial grants.

During school year 2016-2017, Farm to Cafeteria Canada joined forces with school officials to design a fresh in-school salad bar. Farm to Cafeteria Canada is partnered with the Whole Kids Foundation in order to provide healthy food grants to schools. Norman Johnston was fortunate to receive a \$10,000 grant. The food the students eat is grown at the school. A school greenhouse is tended to by the students. The new greenhouse will allow the school to expand their growing season.

CRIME PREVENTION OTTAWA AWARD — RAINBOW SPRING FLING

The first Rainbow Spring Fling (RSF) was held six years ago. The event arose from the voice of student leaders. In 2011, fifty students from nine OCDSB high schools attended. Last year, RSF 2017 welcomed nearly 200 students from 24 OCDSB high schools. Part of RSF can be attributed to its partners, most notably Ottawa Police Services (OPS). The OPS is a trusted community partner. Police officers support the dance — many volunteering their free time to support youth in our LGBTQ2S+ community. Crime Prevention Ottawa recognized OCDSB staff who have been committed to this initiative with a Community Safety Award in the Fall of 2016.

WORLD AUTISM AWARENESS DAY APRIL 2, 2017

Convent Glen Elementary School students used World Autism Awareness Day to raise awareness and understanding related to the day-to-day struggles people with autism face. Students in grades 1 and 2 worked closely with students from the specialized autism program to design one of a kind blue T-shirts.

The activity showcased how students can be accepting and respectful of others. Convent Glen Elementary students and staff are committed to providing learning and working environments where all individuals feel safe, valued, respected and welcomed.



STEWARDSHIP

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

NOTEWORTHY ACCOMPLISHMENTS:

- In 2016–2017, the OCDSB had 53 certified EcoSchools: 11 bronze; 27 silver; 14 gold; and one platinum. Carine Wilson’s platinum certification for the second year in a row is an incredible feat given that platinum is the highest honour for EcoSchools, achieved by less than 3% of schools across the province.
- The OCDSB’s Students Accelerating in Literacy (SAIL) Program has supported many newcomer students in their development of English language and literacy skills. The program is based on creative and practical learning experiences for students and includes exposure to the bus, banking, grocery and other systems to ensure that students have the opportunity to build a solid foundation for their new life in Ottawa.
- The OCDSB budget for 2017–2018 represents a sound financial plan, balancing revenues and expenses, with no reliance on the use of the unappropriated accumulated surplus. The OCDSB is on track to re-establish an accumulated surplus by the end of 2017–2018.

EVIDENCE OF PROGRESS:

- Community use of schools continues to increase each year, which aligns well with the OCDSB’s vision to have schools function as community hubs.
- The OCDSB is implementing systems for increased efficiency and savings through online resources, such as the new online student registration system launched September 2017.
- Progress in the area of economic stewardship is evidenced by the elimination of a structural deficit, through a budget developed with the OCDSB’s strategic priorities in mind.
- In 2015–2016, OCDSB electricity use was 74.7 million kWh, which represents a decrease of 8.1 million kWh as compared to baseline data from 2008–2009. Further, solar panels on rooftops of 41 OCDSB sites generated 3.1 million kWh of renewable energy in 2015–2016.
- Across the OCDSB, 702 thousand kilograms of waste were diverted to green (compost), blue (glass, metal, plastic) and black (paper, cardboard) bins in 2016–2017.

ANALYSIS AND REFLECTION:

- Stewardship initiatives are embarked upon to make progress in the areas of social, economic, and environmental responsibility. Although these three areas appear distinct, the OCDSB’s accomplishments have tended to have positive impacts across multiple areas. For example, work being done to reduce energy use not only supports environmental sustainability but also reduces the cost of utilities. Continued capital investments will support future work on the stewardship objective.

BELLS CORNERS PUBLIC SCHOOL OPENS OUTDOOR LEARNING CENTRE

Bells Corners Public School (BCPS) is a certified Gold Ontario EcoSchool. The eco-friendly school opened its first Outdoor Learning Centre in the fall of 2016. The concept around an alternative learning environment is to highlight the positive benefits from learning in and from nature. Students connect with nature in a deep and meaningful way through experiential, inquiry and play based learning opportunities. The school community listened to the voice of the students.

The Outdoor Learning Centre contains a traditional medicine garden with a stepping stone path as a gesture of reconciliation to the history and legacy of Residential Schools in Canada. The path was designed as an act of hope and healing. Students, staff and school council raised \$30,000 over a four-year period. In addition to those funds, the school received a \$3,500 Toyota Evergreen grant. Bells Corners Public School has a long history of volunteerism with parents routinely volunteering for over 3,800 hours each year.



OCDSB OUTDOOR EDUCATION CENTRES — BILL MASON AND MACSKIMMING REACHING MORE STUDENTS

The 2016–2017 school year, was one of the busiest years for the Outdoor Education Centres—Bill Mason & MacSkimming. Over 25,500 elementary and secondary students, from 1,142 classes, attended the 497-acre outdoor classroom to take part in outdoor programs based on their grade’s curriculum. In the spring of 2017, students from West Carleton Secondary School mentored 570 OCDSB grade 4 students through a wetland stewardship program called “The Wetland Centre of Excellence.”

These older students led the younger students through the wetlands at Bill Mason Outdoor Education Centre teaching them how to identify local wildlife and why it’s important to be aware of the significance of wetlands globally. This program is in partnership with Ducks Unlimited Ontario. This initiative models our goals for sustainability and sound environmental practices for students.

CORPORATE TEAMS BEAUTIFY LOCAL PUBLIC SCHOOLS — 8th ANNUAL GIVE BACK TO SCHOOL DAY

The Ottawa Network for Education (ONFE) and the Ottawa-Carleton District School Board (OCDSB) held their 8th annual Give Back to School Day in the Spring of 2017. This event offered an opportunity for OttawaReads corporate teams and OCDSB staff and others to focus on stewardship projects such as gardening, landscaping and mural painting at local public schools.

The stewardship projects included a restored garden path for Queen Elizabeth Public School; a colourful mural focused on welcoming the 100+ Syrian refugees to the school community for Carson Grove Elementary School; a yard clean-up at Devonshire Public School; a beautiful new garden and schlocky game board for Robert Bateman Public School and; a revitalization of Queen Mary Public School’s garden. At W.E. Gowling Public School volunteers catalogued books in the library and organized a clothing cupboard of donated children’s clothing — both projects showcased the power of reusing merchandise.

OttawaReads is a valued ONFE program that pairs volunteer readers from the corporate or public sector with children in kindergarten to grade 3. Each week, volunteers read aloud to students that need additional early literacy support.



ENGAGEMENT

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

NOTEWORTHY ACCOMPLISHMENTS:

- The OCDSB held its second annual Parent Conference in November 2016, offering workshops on topics such as academic success, digital fluency, bullying prevention and managing emotions when dealing with kids. The event offered free admission, parking, and child care.
- In 2016-2017, students in grades 4 through 12 were encouraged to complete the Our School Survey and a total of 36,892 responses were received. This high level of participation from the student population yields high quality data for better understanding student perceptions of school climate.
- New school websites have improved central staff's ability to support schools with communication through their site, which has improved consistency of communication and equity across schools. Further, the new District website allows for greater accessibility and is responsive to mobile devices.
- The OCDSB has been examining tools and methods for consultation to ensure that the best strategies are being used to gather stakeholder input. A license agreement has been obtained for an online engagement tool which facilitates exchanges amongst stakeholders, and between stakeholders and the district; thus far, the tool has been proven useful for community consultations.

EVIDENCE OF PROGRESS:

- Regular district-wide communication to parents has been established with over 40,000 recipients.
- In 2015–2016, staff affected by the Multi-Year Plan for Student Learning and Accommodation were highly engaged in consultation, with over 500 staff members providing input through online engagements.
- The 2015-16 parent survey found that parents tend to report feeling welcome at their child's school (average rating = 7.2/10), with the majority of parents having talked to their child's teacher at least twice during the school year (71%) and having attended meetings at their child's school at least twice (70%).
- 2016-2017 EQAO data on student engagement shows that OCDSB elementary students report doing their best more often than students at the provincial level. OCDSB students also report doing their best in more often than their provincial counterparts in academic math, but less so in applied.
- EQAO data also provides insight into parent engagement, with 52-53% 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.

ANALYSIS AND REFLECTION:

- In support of the engagement objective, the OCDSB strives to build public confidence in the organization, foster relationships of trust, have interesting opportunities for engagement/participation in decision-making, and provide recognition for stakeholder perspectives and opinions.



GLOUCESTER HIGH SCHOOL: A CELEBRATION OF COMMUNITY ENGAGEMENT

During school year 2016–2017 Gloucester High School (GHS) worked tirelessly to increase engagement opportunities with neighbouring school communities. GHS held a non-traditional Meet the Teacher/Community Open House event called GHS: Yours to Discover with the goal of providing parents with the opportunity to learn about supports and resources available to their families in the area. Participants included: Gloucester Food Bank, Blackburn Community Association, City Councillor for Beacon Hill-Cyrville Tim Tierney, Ottawa Public Library, Ottawa Police Service, Ottawa Public Health, Best Buddies, OCDSB feeder schools, and representatives from GHS displaying information curriculum, as well as school clubs and activities.

Social media was used to engage community partners via the school twitter feed to celebrate the school's high level of community engagement. Since the initial Open House was held strong community partnership initiatives have continued including a program developed with the public library to support students with resources that will foster personalized learning opportunities.

100th ANNIVERSARY — VIMY 2017



Forty students and staff from John McCrae Secondary School took part in the 100th Anniversary of Canadian soldiers who were wounded and/or lost their lives in the Battle of Vimy Ridge. The students spent 18 months engaging with local community partners in a series of activities designed to enhance their understanding of issues and consequences when countries are involved in warfare. This included working with members of the Governor General Foot Guards to understand their role in WW1. As well as their current challenges members of the military deal with today. Holocaust survivors visited the school to give personal accounts how their experiences still affect their lives today.

Students got to meet and connect with local veterans and participate in Remembrance Day services for those who served Canada, prior to leaving for the trip. While on the trip, students embraced the local culture. Students were stopped and thanked by the citizens of countries Canadians helped liberate during WW1 and WW2. On this trip students visited Vimy Ridge, other war cemeteries and various Holocaust memorial sites. Students described the trip as life changing.

BRIDGING HOME AND SCHOOL: WHAT WE WANT FOR OUR LEARNERS

Bridging Home and School — "What we want for our Learners" was the theme of the 2016 Parent Conference. Approximately 150 participants had the opportunity to attend workshops focusing on everything from managing emotions to helping their child succeed in math. In addition, four workshops were directed specifically to the work School Councils do to enhance communications between home, school and community.

The 2016 Keynote Speaker was OCDSB Director of Education, Jennifer Adams, who spoke about learning, creativity and innovation. The 21st century learner must possess critical thinking and problem solving-skills to achieve academic and personal success. These are critical elements of our Exit Outcomes. The conference is an initiative of the Parent Involvement Committee, with the support of the OCDSB, the Special Education Advisory Committee, and the Ministry of Education's Parents Reaching Out Grant.

The day was designed to encourage discussion, embrace new ways of doing things and network with other parents and community partners. The feedback from parents was positive — many will be attending Parent Conference 2017.

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. The most recent EQAO data indicates that students are commonly achieving above the provincial standard and that progress towards narrowing achievement gaps have been 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 four of the 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 86% of first-time eligible students in the OCDSB are successful compared to 81% 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 most recent assessments of mathematics has declined in all areas, most notably in the primary division and in grade 9 applied level mathematics. These are also the areas in which OCDSB students do not perform as well as their provincial counterparts. OCDSB students enrolled in grade 9 academic level mathematics, however, continue to perform well compared to the province.

While gaps in achievement between boys and girls are not as predominant in numeracy, substantive gaps persist for the remaining identified groups of students. While students with special education needs (excluding gifted) exhibit the achievement gaps of any of the identified groups, progress towards narrowing this gap has also been the greatest, and compared to the province, achievement gaps are smaller for this group of students. Evidence also shows that focused efforts to support ELLs and students who have self-identified as Indigenous are particularly important.

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). The four courses which decreased did so by 1%, while increases were as high as 5%. Pass rates and the percentage of students meeting/exceeding the provincial standard continue to be higher in academic level courses compared to applied level courses.

Achievement gaps for identified groups of students persist, however, substantive gains in narrowing achievement gaps for boys has been observed in academic level literacy and numeracy courses. In applied mathematics and science courses, students with special education needs (excluding gifted) had higher performance compared to all students enrolled in these 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 79-80% and 87%, respectively. Students in our identified groups tend to meet these milestones to a lesser degree than all students; for some (e.g., students with special education needs), reaching the milestone may take a little more time and support.

HISTORICAL TRENDS IN ACHIEVEMENT DATA 2012–2017

Since 2012, OCDSB students have shown the greatest growth in the area on EQAO assessments of reading with increases of 5% on both primary and junior assessments from 2012 to 2017. 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.

In the area of mathematics, trends over the same time period show declines of 12% in primary, 10% in junior, and 5% in grade 9 applied. Declines at the provincial level have also been observed in primary and junior divisions, but to a lesser degree. 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.

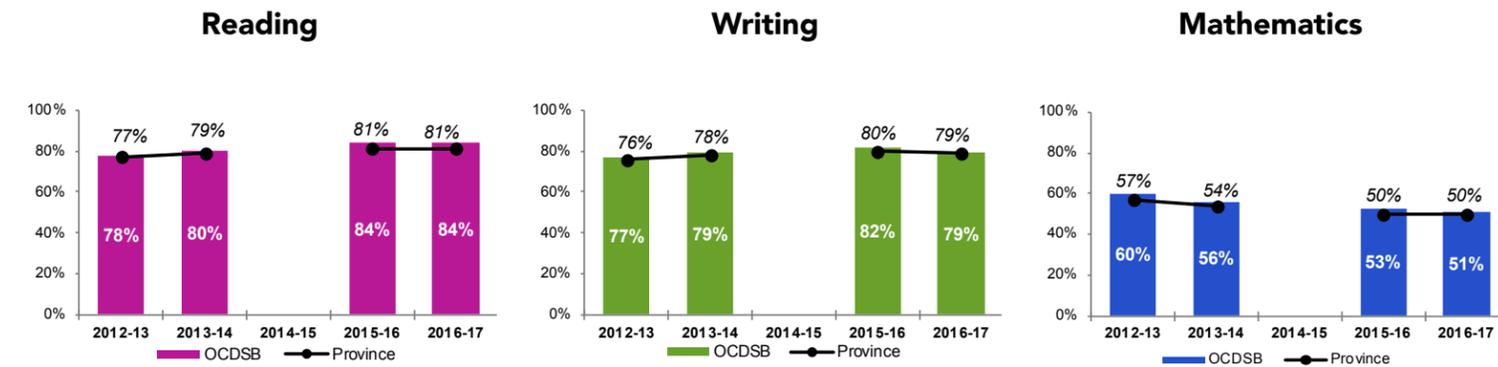
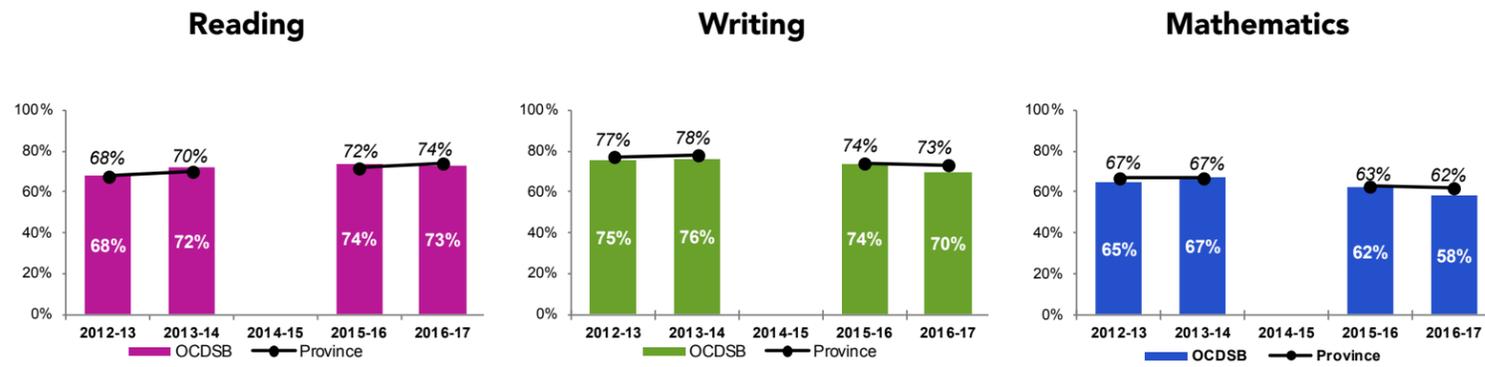


2011–2016 EQAO ASSESSMENT RESULTS

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

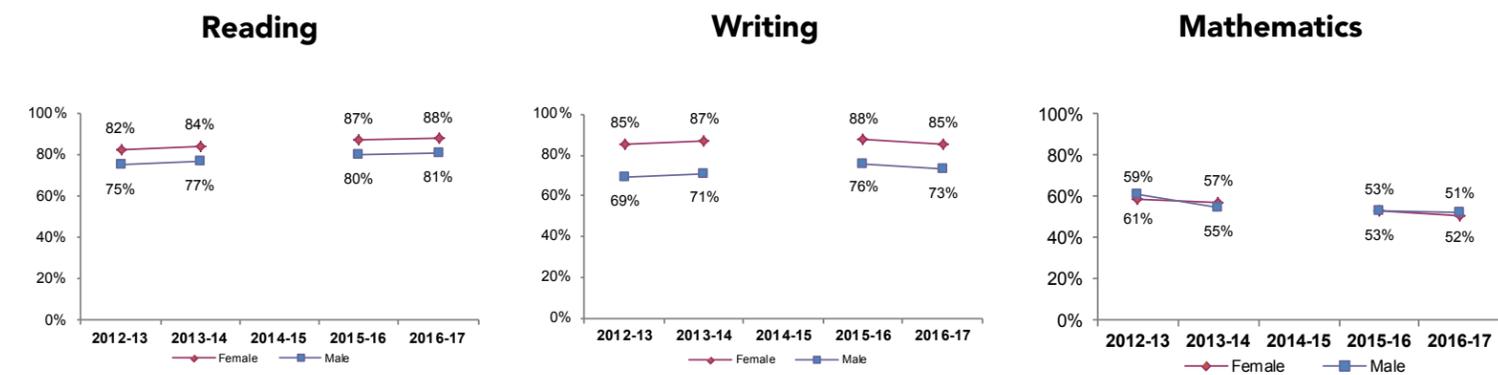
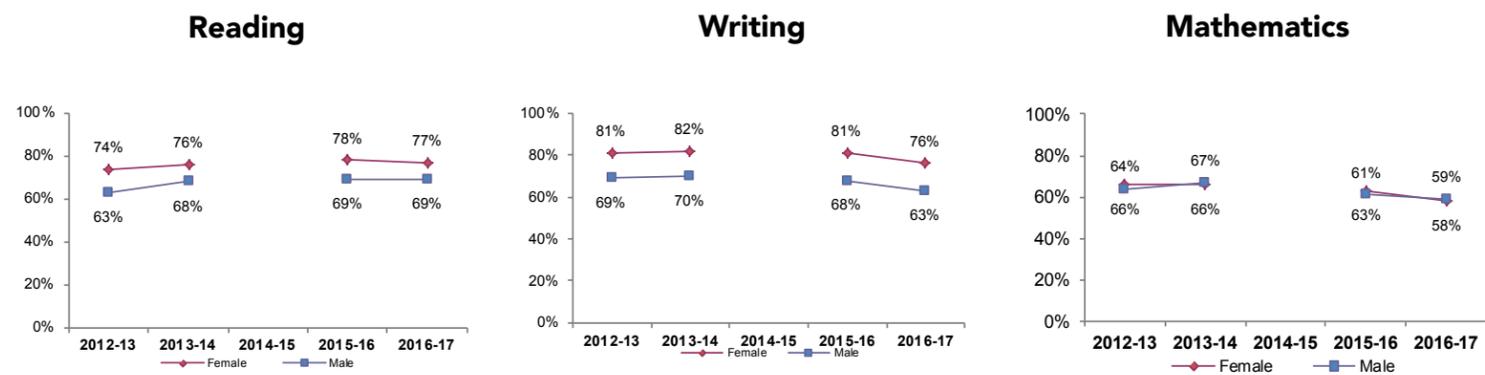
Primary — Board vs. Province

Junior — Board vs. Province



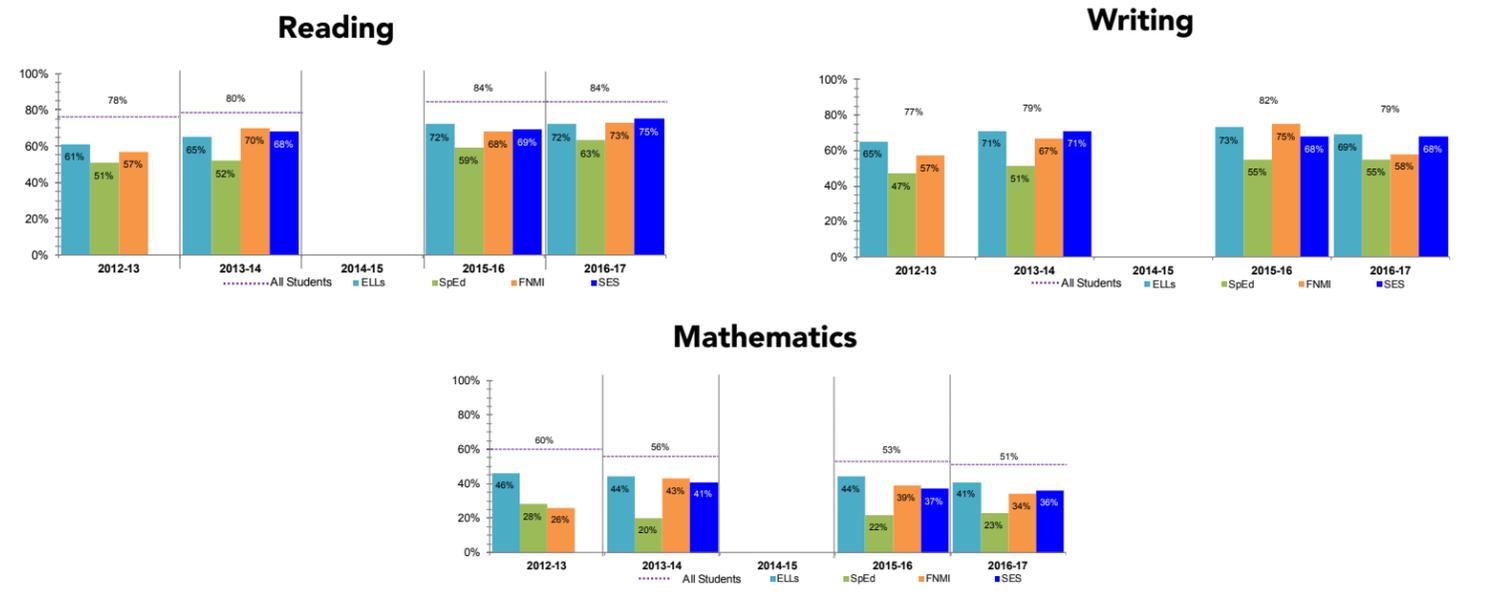
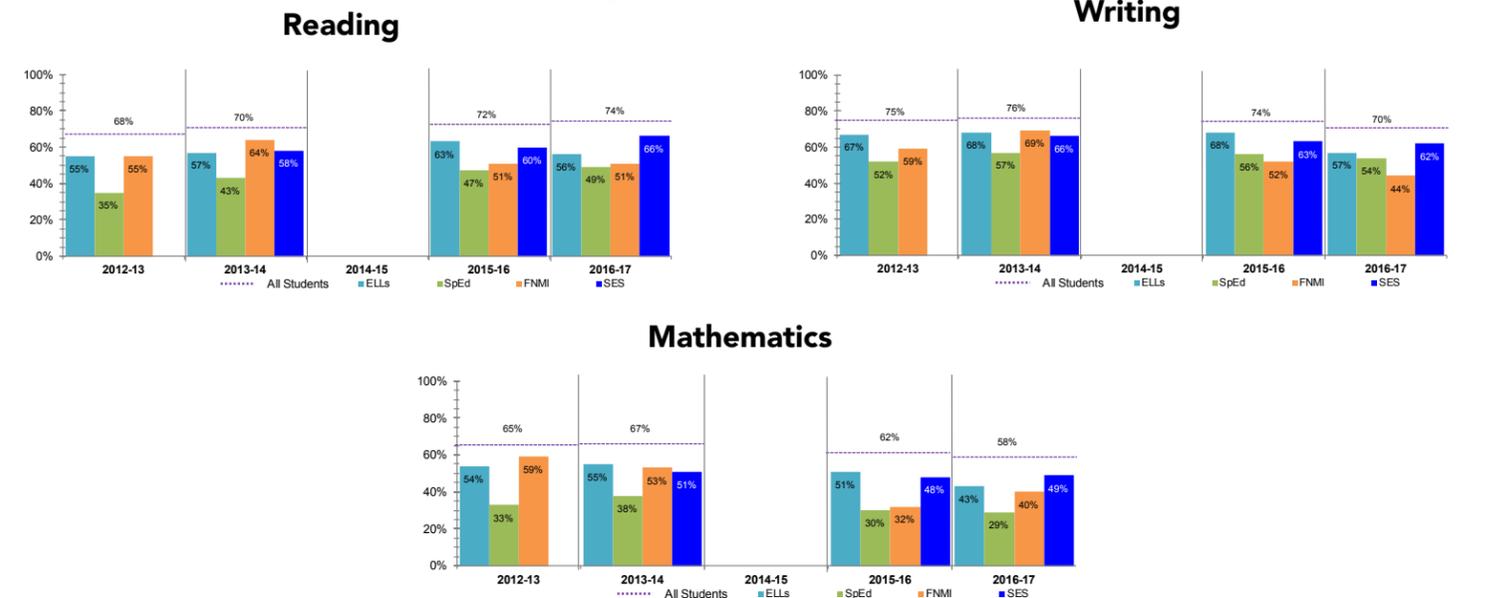
Primary — Females vs. Males

Junior — Females vs. Males

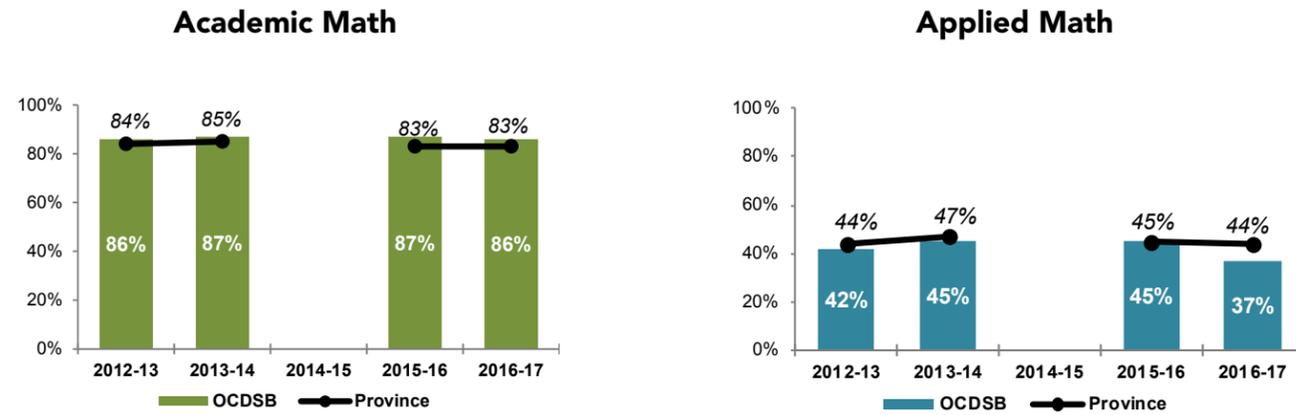


Primary — ELLs, SpEd, FNMI

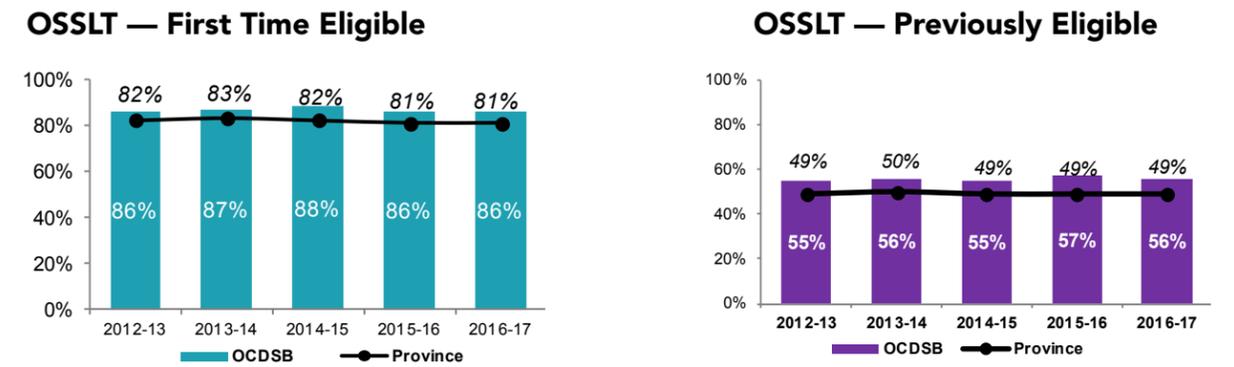
Junior — ELLs, SpEd, FNMI



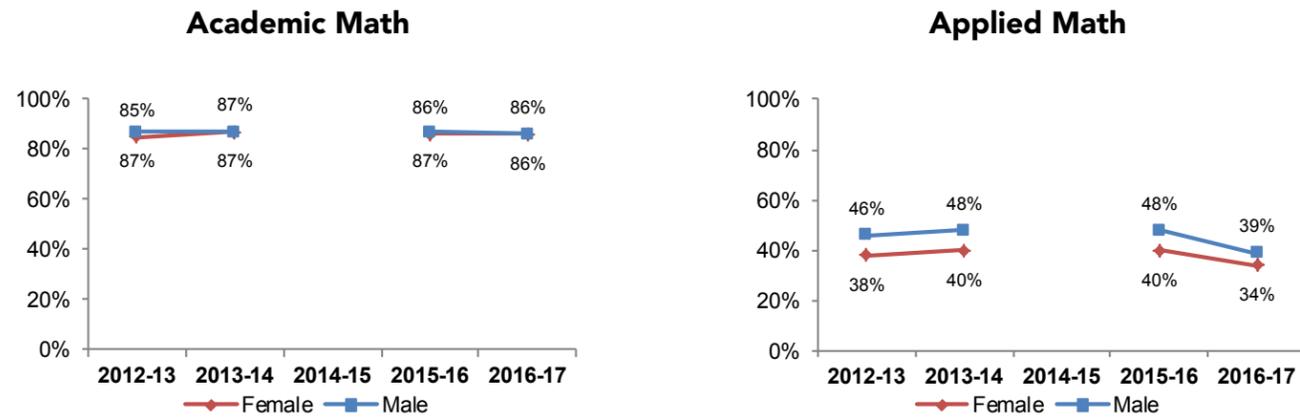
Grade 9 — Board vs. Province



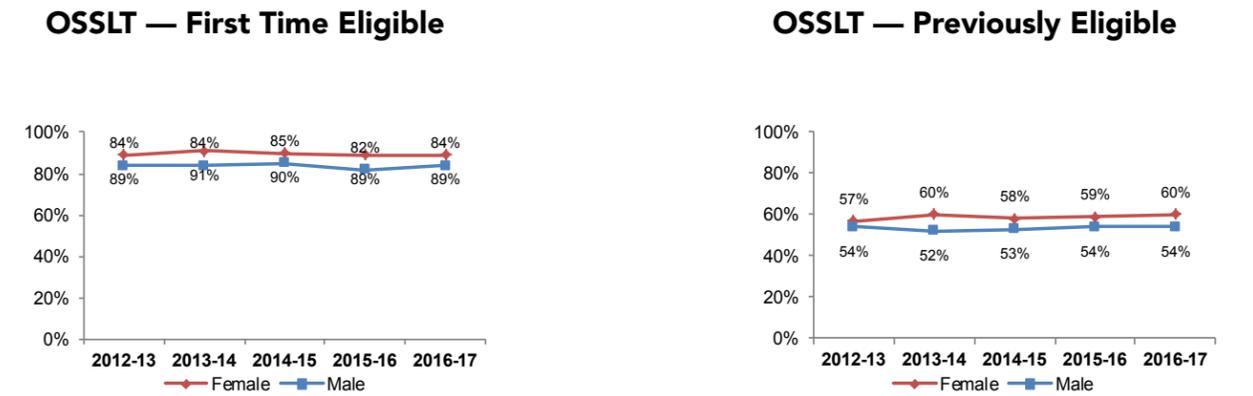
Grade 10 — Board vs. Province



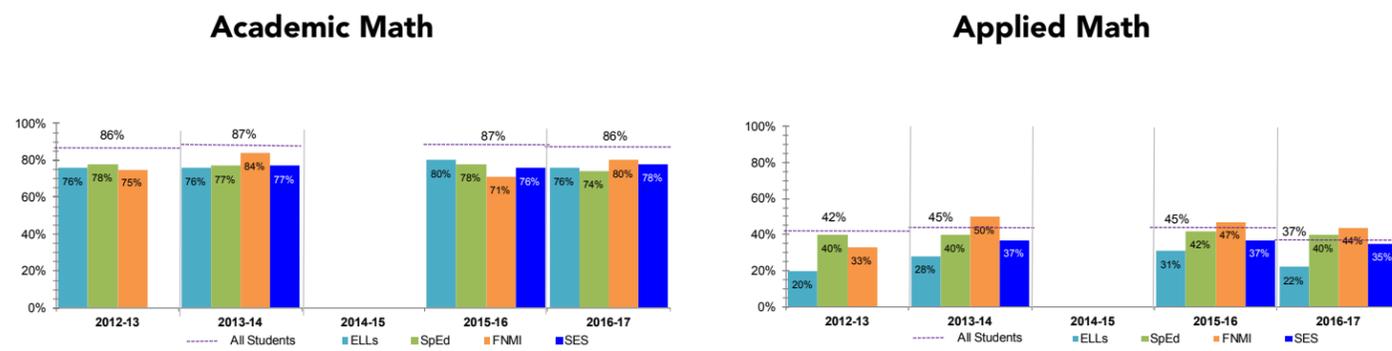
Grade 9 — Females vs. Males



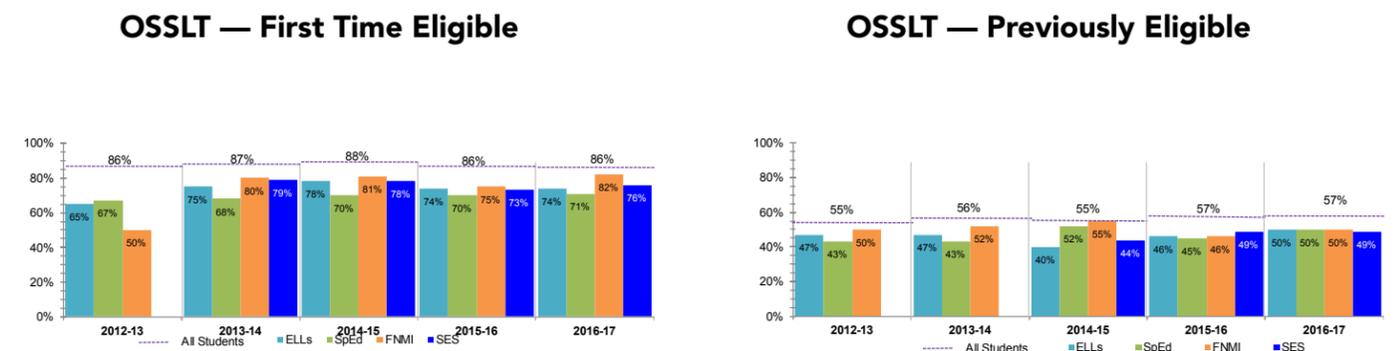
Grade 10 — Females vs. Males



Grade 9 — ELLs, SpEd, FNMI



Grade 10 — ELLs, SpEd, FNMI



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

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.

 Leslie Coolen Teacher First Place Program <i>Director's Citation Award</i>	 Kateri Deschênes Principal Queen Elizabeth P.S. <i>Director's Citation Award</i>	 Christina Gluch Office Administrator Blossom Park P.S. <i>Director's Citation Award</i>	 Carol Hill Principal <i>Director's Citation Award</i>	 David Lacelle Project Officer Facilities <i>Director's Citation Award</i>	 Roger Martin Elementary Staffing Human Resources <i>Director's Citation Award</i>	 Dale Parks Chief Custodian South Carleton H.S. <i>Director's Citation Award</i>
 Thach-Thao Phan Teacher Glebe C.I. <i>Director's Citation Award</i>	 Christopher Rowsome Music/Technology Teacher Manor Park P.S. <i>Director's Citation Award</i>	 Arlene Samaroo Chief Custodian Convent Glen E.S. <i>Director's Citation Award</i>	 Stacey Smye Educational Assistant Manor Park P.S. <i>Director's Citation Award</i>	 Laurie Watson Office Administrator Sir Wilfrid Laurier S.S. <i>Director's Citation Award</i>	 Kim Bruton Teacher Sir Robert Borden H.S. <i>Excellence in Equity Award</i>	 Kevin Shea Teacher Sir Robert Borden H.S. <i>Health & Safety Award</i>
 Paula Hall Vice-Principal Gloucester H.S. <i>Innovation Award</i>	 Nancy Henry Instructional Coach Curriculum Services <i>Innovation Award</i>	 Suhana Kadoura Teacher Vincent Massey P.S. <i>Mentoring Award</i>	 Michele Thivierge Chief Custodian Canterbury H.S. <i>Mentoring Award</i>	 Mark Curtis Teacher Sir Guy Carleton S.S. <i>Ronald K. Lynch Memorial Award</i>	 Michael Partridge Elementary Consultant Business and Learning Technologies <i>Excellence Award</i>	

COMMUNITY AWARD WINNERS



Chair's Award Susan Pfister

Susan Pfister has made a substantial contribution over several years as a volunteer at W. E. Gowling Public School and as a member of the Carlington Community Association (CCA). Among her many contributions, she worked to increase the relevance of membership and involvement for marginalized people in the community, served as a member of the Board of Directors, and has been part of efforts advocating for the installation of a mountain biking pump track and skills area on Carlington Hill.



Community Award Michelle Sutherland

Michelle is our version of Mother Nature at the school. She led several environmental and school greening initiatives, supported active student transportation resulting in an increase in active ways students get to school by 10% the first year. Michelle championed the design and implementation of the school's potato patch working directly with students and staff to prepare, plant and harvest potatoes. The success of the potato patch led to Roch's recent partnership with Growing Up Organic/Grandir bio — a program that partners with schools to lead garden-based workshops.



Community Partnership Award MD Financial Management

MD Financial Management and Charles H. Hulse Public School believe in the potential of every child. MD Financial Management employees, led by Diane Woollard, read weekly to children in Kindergarten to Grade 3 classrooms across the region as part of the OttawaReads Program.

She recruits new volunteers, organizes training and work scheduling. MD Financial Management's commitment to community involvement allows their employees to take time away from their desks and volunteer to support children's literacy skills, social skills and self-esteem.



Distinguished School Council Award Becky Staniforth

Becky Staniforth gives freely of her time, her talents and her enthusiasm. She launched community engagement activities which brought together hundreds of parents, students, and community members. She fundraises tirelessly in support of student and community enrichment opportunities. She actively supports and advocates for the Autism program at the school.



Excellence in Equity Community Award Elaine Hayles

Elaine Hayles champions equity in schools across the District. She actively supports the Advisory Committee on Equity. She advocates for the well-being of students, particularly students who come from communities that have traditionally been at-risk and/or marginalized. Three years ago, York Street Public School did not have a School Council. Elaine was instrumental in establishing the School Council, even though her own child is in his twenties! Elaine strongly believes communities such as Lowertown should have their voices heard and the desires for their children realized.



Volunteer of the Year Award Darlene and Paul Engelbrecht

Paul and Darlene give tirelessly of their time and involvement at Henry Larsen Elementary School. The dynamic duo supervises field trips, sporting events and school events. Their greatest impact is supporting the Henry Larsen Physical Education Department. They donated their time to BBQ between 150–200 hotdogs and hamburgers one day a week — for 6 weeks in the Fall and 6 weeks in the Spring. Their efforts helped to raise thousands of dollars. Paul and Darlene barbecued in the sun, snow, rain, sleet, hail and in a full range of Canadian temperatures. This is their gift to the school and the community.

Read more about our wonderful volunteers contributions on our website!

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

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.



Elijah Akandwanaho
Adult H.S.



Priya Sarwal
A.Y. Jackson S.S.



Shannon Snelling
Bell H.S.



Hadi El-Mais
Brookfield H.S.



Emerson Bach
Cairine Wilson S.S.



Caroline Alinec
Canterbury H.S.



Lukas Romsicki
Colonel By S.S.



Timothy Latreille
Continuing Education



Matthew Simser
Earl of March S.S.



Mickey DiPietro
Elizabeth Wyn Wood S.A.P.



Danyon Veenstra
Frederick Banting S.A.P.



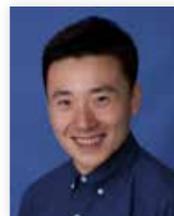
Ann Ritchie
Glebe C.I.



Cameron Jones
Gloucester H.S.



Katie Leonard
Hillcrest H.S.



James Lu
John McCrae S.S.



Kaeden Seburn
Lisgar C.I.



Maiyah Russell
Longfields-Davidson Heights S.S.



Claire Sethuram
Merivale H.S.



Michael Dans
Nepean H.S.



Devin Quackenbush
Norman Johnston S.A.P.



Andrew Morin
Osgoode Township H.S.



Michael McKinty
Ottawa Technical S.S.



Samantha Nicholls
Richard Pfaff S.A.P.



Mohammed Cheikhezzein
Rideau H.S.



Zeinab Cherri
Ridgemont H.S.



Chantal Dagenais
Sir Guy Carleton S.S.



Jeffrey Wu
Sir Robert Borden H.S.



Gabrielle Deschamps
Sir Wilfrid Laurier S.S.



Emma Kinkade
South Carleton H.S.



Alethea Eva Qablunaaq Noah
Urban Aboriginal
Alternate H.S.



Addy Strickland
West Carleton S.S.



Abdikarim Buraleh
Woodroffe H.S.

EXCELLENCE IN EQUITY STUDENT AWARD



Kate Volkral
Sir Robert Borden H.S.

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 2017–2018 of \$928.1 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

The OCDSB operates 113 elementary schools, 25 secondary schools, and five Alternate Programs at the secondary level. Last year, the Ottawa-Carleton District School Board opened three new elementary schools, one newly rebuilt school and one newly renovated elementary school. Capital funding for the construction of these schools was provided by the Ministry of Education.

Half Moon Bay Public School

The new Half Moon Bay Public School is a dual track school. Early French Immersion and Regular English programming is offered in JK to grade 6.

Summerside Public School

The new Summerside Public School offers JK/SK, Early French Immersion, grades 1–6, and Early French Immersion and Regular English for grade 7–8.

Kanata Highlands Public School

The new Kanata Highlands Public School is a single track Early French Immersion school with grades JK to 6.

Broadview Public School Rebuild

The \$15 million rebuild was based upon the rich history of the existing Broadview school site and provides learning areas designed to create an active 21st century learning environment.

Devonshire Community Public School Renovation

Devonshire Community Public School students returned to a newly renovated facility after spending the last year off site as construction was underway. The school underwent \$4.5 million in renovations to improve accessibility and facility conditions.

Our Programs

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 attend an Alternative 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, Elementary Alternate Programs and the Adult High School. We also operate a unique high school dedicated to Arts education. In 2016–2017, 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 Parenting and Family Literacy Centres in eight elementary schools with the support of the Ministry of Education. The Centres offer play-based activities within a school setting for children ranging from infants to six years of age. Centres in eight elementary schools with the support of the Ministry of Education. The Parenting and Family Literacy Centres offer play-based activities within a school setting for children ranging from infants to six years of age.

DIRECTOR'S EXECUTIVE COUNCIL



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Director of Education and Secretary of the Board
Executive Assistant — Marie Bulgin
Administrative Assistant — Kim Young
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Associate Director of Education (Interim)
Administrative Assistant
Theresa Ilboudo
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Superintendent of Curriculum Services
Administrative Assistant
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Chief Financial Officer & Superintendent of Facilities
Administrative Assistant
Rebecca Grandis
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Executive Officer of Corporate Services
Administrative Assistant
Heather McKinnon
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Olga Grigoriev
Superintendent of Learning Support Services
Administrative Assistant
Allison Regimbald
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Administrative Assistant
Lorri Huppert
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Superintendent of Human Resources
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Rebecca Grandis
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Superintendent of Instruction
Administrative Assistant
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613-596-8211, ext. 8820

BOARD OF TRUSTEES

The Board of Trustees is made up of 12 trustees elected by zone and 2 student trustees. The current term for trustees is December 1, 2014 to November 30, 2018. 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 that 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.



Alexander MacDonald
and Kayvon Mihan
2015-2016 Student Trustees

Student Senate and Student President's Council

Over the course of the 2016-2017 school year the Student Senate made great progress in terms of contributing to the OCDSB Strategic Plan pillars of Engagement and Equity. In fall 2016, the Student Senate Annual Initiative began. Student Senators collaborated to develop broad strategies and supports to engage students at a school level in order to investigate issues that students care about the most. The feedback, obtained through surveys and focus groups, was grouped into thematic areas.

Open-ended questions were developed based on these themes for the "Day with the Director Symposium" which took place on May 10th, 2017. The results of the day were summarized to be used by next year's Student Senate to identify

Strategic Plan pillars of focus for next year. At the Student Senate transitional meeting, outgoing and incoming senators were able to brainstorm potential areas of focus for 2017-2018.

During the 2016-2017 school year, the Student President's Council made it their goal to bring students together, from all schools in the district, in the hopes of creating a fun, and inviting way, to network with other secondary students. The Student President's Council was able to provide invaluable professional development to the Student Presidents' across the district, as well as target Environmental Stewardship as their area of focus. The Student President's Council planned and executed an initiative for Earth Day 2017 where each secondary school in the district participated in an Environmental Awareness Kahoot, and awarded the participant with the top score a prize.



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

The Ottawa-Carleton Education network (OCENET) is a non-profit organization which serves as the international education division of the OCDSB. Over the past 15 years, the OCDSB has hosted more than 7,000 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 2016–2017 School Year

- OCENET placed over 900 international students from 44 countries in 26 high school schools and 24 elementary schools throughout the OCDSB.
- OCENET and the OCDSB welcomed and provided teacher training and educational workshops to over 120 visiting educators from 8 different countries.
- OCENET hosted approximately 375 in short term Global Classroom programs, and over 275 students in Summer Explorer and Winter Explorer (English instruction and activities) programs.
- OCENET has been instrumental in organizing several partnerships and exchanges with schools and education bureaus overseas. These new partnership initiatives will bring reciprocal benefits to visiting students and educators and to local OCDSB students and teachers.
- OCENET supported several international student exchanges overseas, including an exchange with Grade 8 students and chaperones from Greenbank Middle school who travelled to South Korea and billeted with local families, as well as a cultural exchange with students and staff from Glashan Public School to Sweden. During the summer, 14 OCDSB students enrolled in the Japanese language programs participated in a cultural immersion program in Osaka, Japan.
- OCENET's Young People's Language School (YPLS) had an enrollment of over 160 international students from 14 countries on 5 continents. Many of these students received an ESL credit during the summer through a new pilot project with OCDSB Continuing Education.
- Close to 400 students are enrolled in the OCDSB International Certificate Program 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.

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 40 staff bursaries have been awarded to support opportunities to pursue international learning experiences.

OCENET was selected by the Ontario Ministry of Education for a major research project as part of Ontario's Strategy for K–12 International Education: This project involved the participation of many OCDSB educators who have been actively involved with international education and researched best practices for developing global competencies through international partnerships and exchanges. The research report will be available on the websites of both OCENET and the Ontario Ministry of Education.

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 Greenbank Middle School during their 2017 student exchange to South Korea



Ottawa-Carleton Education Network (OCENET) Executive Director Geoff Best with leaders of the Chengdu Chenghua Education Bureau in Chengdu, China



OCENET Executive Director Geoff Best, Amancio Ortega, OCDSB Director of Education Dr. Jennifer Adams, and OCENET Program Director Constantine Ioannou (l-r) signing a teacher training program partnership between Fundación Amancio Ortega Gaona (Spain) the OCDSB and OCENET



**WHEN 1 IN 5 STUDENTS COME TO OUR SCHOOLS WITH HUNGRY TUMMIES
WE FEED THEM.**

**WHEN THEY CAN'T AFFORD BOOTS OR A COAT,
WE FIND THEM WARMTH FOR THE WINTER.**

**WHEN STUDENTS WANT TO EXPAND THEIR MINDS WITH
RICH LEARNING OPPORTUNITIES OUTSIDE THE CLASSROOM
WE HELP THEM EXPLORE THEIR INTERESTS.**

Unfortunately, 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.

At the Education Foundation of Ottawa (EFO) we believe in helping children reach beyond what they've been given in order to excel and succeed. For more than 10 years the EFO has provided support to our most vulnerable students throughout the Ottawa-Carleton District School Board (OCDSB). Thanks to the generous support of our donors and volunteers, the EFO is able to provide support to these students in our classrooms. Here's how:

- Invested almost \$400,000 directly benefitting thousands of students at the OCDSB.
- Funded snack programs in 53 schools providing healthy snacks for 10,000 students each week.
- Supported more than 8,000 students with emergent needs to purchase food, warm clothing and medication.
- Empowered more than 5,000 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 229 Autistic students.

We continue to work with generous donors throughout our community to provide these critical programs and opportunities. In addition to organizations like Glenview Management, TELUS, COSTCO, Sens Foundation, Community Foundation of Ottawa and Esslior Vision Foundation helping us this year, we would like to thank Canadian Tire Jumpstart for their new partnership which has allowed hundreds of students to enjoy the benefits of a healthy and active lifestyle.

Thank you to our donors, students and the OCDSB for their partnership in ensuring that all students are provided equal opportunities and for helping to support safe havens for our students.



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



TOONIE TUESDAY

STUDENTS HELPING STUDENTS.

Please donate \$2 or more on February 27th

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



For more information or to donate online please visit
www.educationfoundationottawa.ca

The Education Foundation of Ottawa is an independent registered charity that provides financial aid to students in the Ottawa-Carleton District School Board who are in need of many of the basics in life — FOOD. CLOTHING. MEDICINE. Now is your time to make a difference.

For more information call 613-596-8211 ext. 8303.

Charitable Registration Number: 823738349RR0001



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