

14 December 2016

2015-2016 Annual Report

The 2015–2016 school year marked the launch of the OCDSB’s 2015–2019 Strategic Plan. What is unique about this strategic plan is that it begins with the end in mind. The Board determined that the strategic plan should be built on our commitment to students and parents: our intent is to have every student leave our school district with the identified OCDSB Exit Outcomes.

Building on this foundation, the Board identified five pillars of focus: Learning, Equity, Well-being, Engagement, and Stewardship. Throughout this year’s Director’s Annual Report, you will read highlights of work accomplished in each of the pillars.

Here are some highlights:

Secondary School Review: The Secondary School Review saw its completion after five years of dedicated effort. The work of seven working groups was presented, and the Board approved changes to the Secondary School Program Framework:

All secondary schools with regular day school programs will offer all program pathways to ensure that students leaving grade 8 can choose to attend their community schools;

All secondary schools with regular day school programs will offer Core French and students will be able to attain a French Immersion Certificate (10 credits) or an Extended French Certificate (7 credits);

Students may access Specialist High School Major (SHSM) programs at secondary schools throughout the District beginning in grade 11. Transportation will be provided. Students may choose to return to their home school or stay at the SHSM school for grade 12;

Over time, through the boundary review process, the school district will be moving towards a preferred grade configuration model in elementary and secondary schools of K–6/7–12 and K–8/9–12; and

Staff will investigate the possibility of a second International Baccalaureate program site in the west end of the District.

50/50 Bilingual Kindergarten Program: Beginning in September 2016, all children in our District will have the same two-year kindergarten program. Learning will take place in English and in French. As children move into grade one, parents will decide the best program for their child: English with Core French, Early French Immersion, Alternative with Core French, or Middle French Immersion (grade 4).

Children in Poverty: The OCDSB has been a leader in looking at equity of outcomes for all learners. For a number of years, our focus has been on closing the gap for learners who may need additional supports to reach their potential. In addition to looking more closely at student

achievement and well-being data for children with special needs, English Language Learners, and First Nation, Métis, Inuit (FNMI), our school district has now developed a methodology for disaggregating data for children in poverty.

Student Learning and Accommodation Planning: Across our District, student populations are changing. There is a need to ensure that, on an ongoing basis, area reviews are conducted to ensure that our students have access to the very best programs possible. The Board approved a five-year Student Learning and Accommodation Plan that defines a path forward for this important work.

As you will read in the [Annual Report](#), much has been accomplished in 2015–2016. Take the time to read the stories of our students and staff. Our schools are vibrant learning communities!

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