

2019-2023 STRATEGIC PLAN: FINAL REPORT

Report: 23-085



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

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INTRODUCTION

This report provides a snapshot of the robust data and illuminating stories that show the impact of Ottawa-Carleton District School Board’s 2019-2023 Strategic Plan. In these pages, you will find an overview of the evidence of impact, reflections on the lessons we’ve learned, and how we can mobilize these lessons while celebrating our accomplishments in light of the stories and data we’ve collected. These reflections allow us to consider how the 2019-2023 Strategic Plan can be leveraged and inform our approach in implementing and monitoring our 2023-2027 Strategic Plan. This final report serves as an opportunity to mobilize what was effective and learn from what was challenging.

Evidence of Impact



As we reflect on the last four years, we are able to recognize that the 2019-2023 Strategic Plan was dynamic, constructive, and responsive even during unanticipated and unprecedented times. We are able to learn from both the challenges and rewarding accomplishments we experienced and carry this learning into the implementation of our new Strategic Plan.



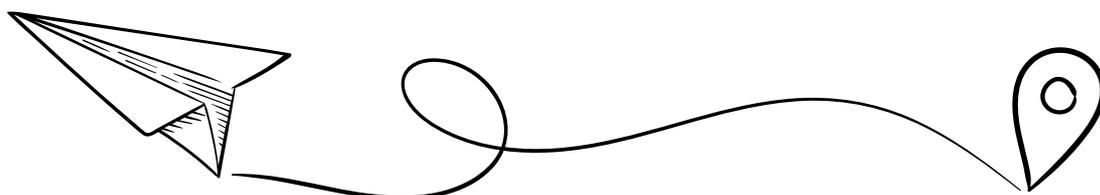
LOOKING BACK

Reflections on the last four years...

In September 2019, we started the school year with a new strategic plan intent to positively change the culture of our organization. We could not have imagined how much our world would change over the next four years. The global pandemic, a series of international and national events, conflicts, protests, the confirmation of unmarked graves at residential school sites, the growth in understanding of human rights and their impact on our local community, economic inflation, and the pervasive effects of climate change had a significant impact on our lives and on the delivery of public education.

It was insightful to have adopted a Strategic Plan built on a commitment to cultivating a Culture of Innovation, a Culture of Caring, and a Culture of Social Responsibility. This served as a compass which allowed the Ottawa-Carleton District School Board to promote and facilitate progressive change in our District. In our mission to “educate for success”, we were also challenged to improve our capacity for change, rethink ‘how’, navigate uncertain terrain, and build resilience. We met these unanticipated challenges and using the framework of our Strategic Plan to effectively navigate both the work we had planned and the work that arose.

Over the past four years, we were innovative, we were caring, and we built a culture of social responsibility. This foundation was essential to prepare us for the next four years.



2019-2023 STRATEGIC PLAN



CULTURE OF INNOVATION

OUR GOALS:

- Champion high learning expectations for all students in all programs;
- Promote collaborative environments which foster innovation and creativity; and
- Modernize instruction and administrative processes.

DESIRED OUTCOMES:

For Students

- Improved student achievement;
- Increased graduation success in all pathways;
- Increased sense of relevance and motivation for students;

For Staff

- Increased capacity to support personalization of learning;
- Increased leadership capacity; and

For System

- Improved business processes and efficiency.

Key Performance Indicators:

- Graduation Rate
- Annual Certification Rate
- EQAO Results
- Achievement Gaps
- Parent, Student, Staff Experience (Annual survey data)



CULTURE OF CARING

OUR GOALS:

- Prioritize the dignity and well-being of students in inclusive and caring classrooms;
- Champion and nurture a safe, caring and respectful workplace; and
- Build authentic engagement with and among our communities.

DESIRED OUTCOMES:

For Students

- Improved equity of access, opportunity and outcomes;
- Improved student well-being;
- Enhanced student safety;

For Staff

- Improved employee well-being;
- Improved employee engagement;

For System

- Increased parent voice;
- Increased community partnerships; and
- More representative workforce.

Key Performance Indicators:

- School climate (sense of belonging, bullying incidents, suspensions & exclusions)
- Employee engagement (absenteeism, respectful workplace incidents, workplace injuries, satisfaction)
- Student engagement (attendance, student voice)
- Parent engagement (participation, parent voice, representation)



CULTURE OF SOCIAL RESPONSIBILITY

OUR GOALS:

- Remove barriers to equity of access, opportunity, and outcomes;
- Model responsive and ethical leadership and accountability; and
- Foster progressive stewardship of the environment, and human and financial resources.

DESIRED OUTCOMES:

For Students

- Improved social and emotional skills;
- Increased student voice;
- Improved student behaviour;
- Reduced disproportionate representation;

For Staff

- Improved leadership capacity;
- Improved employee engagement and recognition;

For System

- Improved decision-making;
- Improved governance practices; and
- Improved environmental practice and reduction in greenhouse gas emissions.

Key Performance Indicators:

- Social Emotional Skills (OECD study data)
- Leadership Diversity
- Disproportionality indices
- Environmental Stewardship (GHG emissions rate)

HOW WE SOUGHT TO MONITOR PROGRESS



2019-2023 EVENTS TIMELINE

2019-2020		2020-2021	
SEPTEMBER START OF SCHOOL YEAR AND LAUNCH OF STRATEGIC PLAN		JUNE VIRTUAL COMMENCEMENT	JUNE SCHOOLS MANDATED TO RESUME REMOTE LEARNING TO END OF SCHOOL YEAR
NOVEMBER VALUING VOICES SURVEY LAUNCHED	JANUARY ONTARIO HUMAN RIGHTS COMMISSION RIGHT TO READ INQUIRY	JUNE SCHOOL RESOURCE OFFICER PROGRAM ENDS	
	MARCH WORLD HEALTH ORGANIZATION DECLARES PANDEMIC AND SCHOOLS CLOSE	2021-2022	
JUNE VALUING VOICES SURVEY RESULTS		SEPTEMBER START OF IN-PERSON SCHOOL WITH PRECAUTIONS	
		NOVEMBER VALUING VOICES STAFF SURVEY RESULTS	DECEMBER SIGNIFICANT INCREASE OF COVID CASES
2020-2021		JANUARY SCHOOLS MANDATED TO RETURN TO REMOTE LEARNING	
SEPTEMBER RE-IMAGINED IN-PERSON LEARNING RETURNS		FEBRUARY RETURN TO IN-PERSON LEARNING	
OCTOBER INDIGENOUS, EQUITY AND HUMAN RIGHTS ROADMAP RELEASED		APRIL STUDENT SCHOOL CLIMATE SURVEY	APRIL SCHOOLS MANDATED TO RETURN TO REMOTE LEARNING
DECEMBER RETURN TO REMOTE LEARNING	DECEMBER SIGNIFICANT INCREASE OF COVID CASES	APRIL COMMUNITY CHECK-IN SURVEY	
FEBRUARY RETURN TO IN-PERSON LEARNING	JANUARY SCHOOLS MANDATED TO RETURN TO IN-PERSON LEARNING	2022-2023	
MARCH POLICE INVOLVEMENT IN SCHOOLS REVIEW AND VALUING VOICES STAFF SURVEY		NOVEMBER NEW BOARD OF TRUSTEES ELECTED	
APRIL RETURN TO REMOTE LEARNING	APRIL NEW COVID MEASURES GO INTO EFFECT	JANUARY INTERIM DIRECTOR APPOINTED	
		JUNE SCHOOL CLIMATE SURVEYS: PARENT/GUARDIAN AND EDUCATORS	
		AUGUST NEW DIRECTOR APPOINTED	

COVID-19 PANDEMIC

Less than six months into our 2019-2023 Strategic Plan, we experienced the start of the COVID-19 pandemic. Ontario schools were closed indefinitely. Our partnership with Ottawa Public Health (OPH) and our commitment to a Culture of Innovation, Culture of Well-Being, and Culture of Social Responsibility were vital in navigating an unprecedented global shutdown and altered education forever.

COVID-19 demanded creative approaches to supporting students, staff, and parents and caregivers within our OCDSB community as in-person learning shifted to online learning. The pandemic served as a catalyst to cultivate a Culture of Innovation expeditiously. To support the shift from in-person to online learning, thousands of Chromebooks and Internet hotspots were distributed to students across our district, and we created Ottawa-Carleton Virtual Schools that are still actively in session. Moreover, we adapted to working from home which led to a Work From Home procedure that supports this practice today.

In addition to our students and educators being active partners in crafting new ways to establish learning communities and develop social connections, these new and innovative practices ensured opportunities were present for each person in our working and learning community to play a role in fostering a Culture of Caring. Although transitions in and out of school, public health restrictions, and limitations on extracurriculars, made it a difficult time to conduct surveys, it has underscored the significance of community consultations and check-ins and informed the Board's commitment to prioritizing these consultations, extracurriculars, and surveys moving forward to ensure our community feels supported, understood, and heard.

In spite of perpetual shifts and pivots as we responded to changing provincial and education and health directives, we maintained a focus on our community needs and obligations, in our commitment to establishing a Culture of Social Responsibility, the Board established the Indigenous, Equity, and Human Rights Roadmap which reflects a human rights-based approach focusing on equity and nondiscrimination, participation and inclusion, and transparency and accountability. Infrastructure investments and accommodations arose out of Covid-19. The Covid-19 pandemic was a challenging time but also provided an opportunity for growth and development for the Ottawa-Carleton District School Board.



MEASUREMENT REPORTING 2019-2023

Student Achievement

- [Mental Health Strategy](#) (2019-2022)
- [Board Improvement Plan for Student Achievement and Well-Being](#) (2019-2020)
- [Identity Matters -Valuing Student Voices](#) (2019-2020)
- [Indigenous, Equity, and Human Rights Roadmap](#) (2020-2023)
- [Student Achievement: Focus on Grade 10 Credit Accumulation](#) (2021)
- [Elementary and Secondary Program Streaming and Achievement Outcomes](#) (2021)
- [Technology Plan](#) (2019-2022)

Financial Statements

- [2019-2020 Budget](#)
 - [Consolidated Financial Statements](#) (2019)
- [2020-2021 Budget](#)
 - [Consolidated Financial Statements](#) (2020)
- [2021-2022 Budget](#)
 - [Consolidated Financial Statements](#) (2021)
- [2022-2023 Budget](#)
 - [Consolidated Financial Statements](#) (2022)

Annual Reports

- 2019-2020 Director's [Annual Report](#)
- 2020-2021 Director's [Annual Report](#)
- 2021-2022 Director's [Annual Report](#)
- [Strategic Plan Update](#) 2021
- [Strategic Plan Update](#) 2022
- [Tracking Progress on the Strategic Plan](#) 2019-2020
- [2023-2027 Environmental Scan](#)

Advisory Committee Reports

- [ACE Annual Report](#) (2020-2021)
- [ASAC Annual Report](#) (2020-2021)
- [ARTS Annual Report](#) (2020-2021)
- [PIC Annual Report](#) (2020-2021)
- [IEC Annual Report](#) (2020-2021)
- [ASAC Annual Report](#) (2021-2022)
- [PIC Annual Report](#) (2021-2022)
- [IEC Annual Report](#) (2021-2022)
- [ACE Annual Report](#) (2022-2023)
- [ASAC Annual Report](#) (2022-2023)
- [PIC Annual Report](#) (2022-2023)

School Climate Surveys

- 2022 [Student School Climate Survey Results](#)
- 2023 [Parent/Caregiver School Climate Survey Results](#)
- 2023 [Educator School Climate Survey Results](#)

Suspension Data

- 2019-2020 [Student Suspension Data](#)
- 2021-2022 [Student Suspension Data](#)

CULTURE OF INNOVATION



ENROLMENT TRENDS

Over the last four years, enrolment numbers have fluctuated, largely impacted by the pandemic and repeated closure of in-person learning:

- At the start of the 2019-2023 Strategic Plan, as of **October 2019**, there were **75,189** students enrolled at the Ottawa-Carleton District School Board.
- One year later, in **October 2020**, that number declined to **73,559 students** enrolled.
- As of **October 2022**, that number increased to **76,805** enrolled students.

YEAR	ELEMENTARY	SECONDARY	TOTAL
2019	50,316 ↑	24,873 ↑	75,189 ↑
2020	48,967 ↓	24,592 ↓	73,559 ↓
2021	50,012 ↑	24,822 ↑	74,834 ↑
2022	51,229 ↑	25,576 ↑	76,805 ↑

Legend:

- ↑ Increase from previous year
- ↓ Decrease from previous year

EQAO RESULTS

The COVID-19 pandemic served as a “reset” button on EQAO assessments. Several changes in administration of the assessment were made. The establishment of a new baseline in 2021-2022 has impacted capacity to compare data trends over the last four years. However, in comparing [2021-2022 school year](#) to the [2022-2023 school year](#), we found:

- Overall, percentage of **elementary** students **meeting or exceeding** the provincial standard **were consistent with the previous year** (with 1% falling below the province to 2% being above) whereas **secondary results are slightly higher** than the province;
- There was a **small decrease** (0-2%) for reading and writing in elementary, and grade 9 math;
- **Elementary participation** rates have **increased**, serving as evidence of our commitment to increase learning opportunities for all students;
- Students with **special education needs** continue to **outperform** their provincial counterparts across all EQAO assessments; and
- OCDSB **multilingual secondary learners outperformed** their provincial counterparts.
 - A **future area of focus** is ensuring **additional support for our multilingual learners in elementary**, with particular attention at the grade 3 level.

CULTURE OF INNOVATION



STUDENT ENGAGEMENT BY THE NUMBERS



Of students indicated they were **somewhat** or **very engaged** in learning **in person**.



Of students indicated they were **somewhat** or **very engaged** in learning **online**.



Of students reported that the Virtual Learning Classroom was **easy** or **very easy** to use.

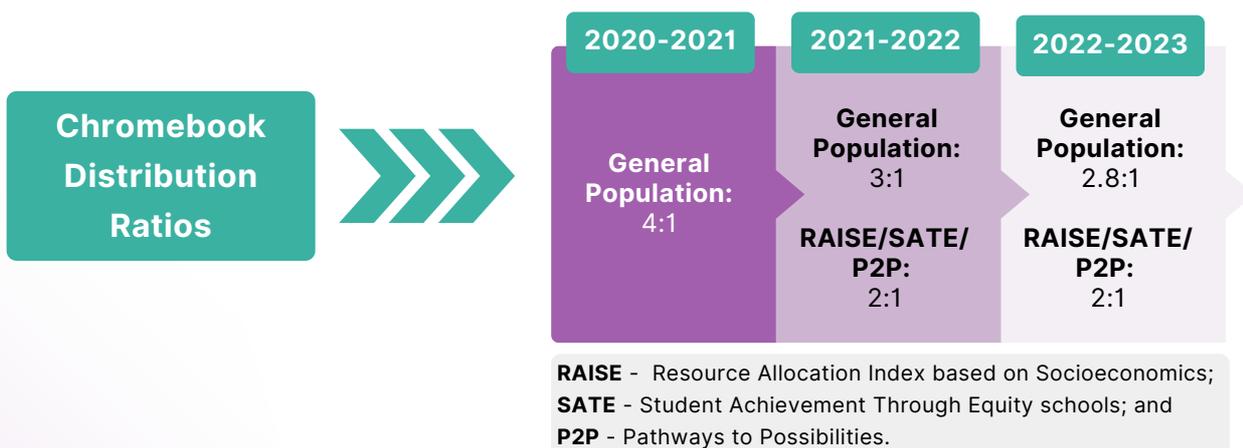
Source: [2022 Community Check-In](#): n=2,456 students in person; n=251 OCV students (grades 7-12)

COVID-19 AS A CATALYST

With access to in-person learning interrupted between 2020-2022, the creation of remote learning ensured all students could continue to learn.

Remote Learning

- Restructured delivery models to create remote learning options;
- Established Ottawa-Carleton Virtual Elementary and Secondary Schools; with **16,707** students enrolled in 2020-2021; **4,180** enrolled in 2021-2022; and **1,419** enrolled in 2022-2023.
- Educators across the District **demonstrated** their **capacity to adapt to, learn, and implement** entirely **new technologies** and **approaches** to teaching and supporting student learning virtually;
- Distributed technology District-wide to facilitate access to learning for students;
 - **20,029 Chromebooks** loaned out to students across the District in 2020-2021; **17,349 Chromebooks** in 2021-2022 with **2,000 hotspots** each year.
 - With **provincial learn from home periods no longer in place** in 2022-2023, the loaning of devices are now distributed to students in OCV and on case-by-case basis
 - As of 2022-2023, **370 Chromebooks** and **37 hotspots** are loaned out to students.



CULTURE OF INNOVATION



VENTILATION AND AIR QUALITY

Since 2020, the OCDSB has taken considerable measures to improve ventilation and air quality in all schools and properties. We've invested over **\$39.7M in funding for ventilation projects between 2019 to 2023**, which has included:

- Recommissioning all **HVAC equipment**, which required operational testing/inspection, repairs as needed, thorough cleaning and filter changes, and the reprogramming of ventilation systems;
 - Ensuring all HVAC systems provide **3 ACH per hour at a minimum**;
- Implementing **over 3,840 HPEA filtration units** across the District;
- **Reprogramming all ventilation systems** to comply with public health recommendations, such as:
 - Creating **purge cycles** that exchange the building air with outdoor air;
 - **Increasing ventilation rates** during other school hours to a fixed, constant rate; and
 - **Operating ventilation systems longer** (two hours before and after occupancy).
- Upgrading ventilation and filtration systems **in all schools** either by augmenting existing filters to **MERV-13** type or by introducing permanent UV filtration;
 - More **specific school-based information** about ventilation system upgrades can be found at: [Elementary School Specific Information](#), [Secondary School Specific Information](#), and the [Special Education Programs Information](#) packages
- Continuing installation of **CO2 monitors** across the district; and
- Initiating long term measures to **implement infrastructure upgrades** at various sites to provide **increased ventilation capability** and/or **add permanent filtration** options.

ACTIVE AIR QUALITY MONITORING

Since 2020, we have employed regular testing and monitoring of air quality at OCDSB buildings, including:

- Visual **inspections of HVAC systems** performed daily by Operations staff;
- HVAC system **status and performance** are **monitored continuously** with building automation systems which send alarms if a system failure is detected; and
- **CO2 levels** are monitored to help identify possible ventilation issues.

For more information on **school ventilation and filtration measures** taken at each school, please visit [Standardized School Ventilation Measures Report](#) (Excel file).



CULTURE OF INNOVATION



DESTREAMING

The Ontario Ministry of Education directed school boards to destream Grade 9 Mathematics in 2021-2022 with all remaining Grade 9 compulsory courses being destreamed in 2022-2023. The OCDSB has gone above and beyond Ministry direction by:

- Additionally destreaming Grade 10 Mathematics in 2022-2023.
- All Grade 9 and 10 compulsory courses have been destreamed, as per below:

Grade 9:

- Math (destreamed (2021-2022)); and
- English, Science, French, and Geography (destreamed September 2022).

Grade 10:

- Math (destreamed 2022-2023); and
- English, Science, History, Careers and Civics (destreamed 2023-2024).
- Supporting educators who expeditiously **built their capacity and approach** to supporting destreamed students.

SYSTEM-BASED INNOVATION

We expanded our capacity to host virtual meetings and support online learning:

- Expanded use of **virtual meetings** with increased public participation;
- Implementation of the **Aspen Student Information System**;
- Expansion of [eLearning](#);
 - **53 courses** added this year, for a total of **146** now available in **2023-2024**;
- Sharing of teaching experiences in the **Virtual Learning Environment**;
 - **68 lessons co-developed** and shared amongst teachers;

POLICIES, PROCEDURES, AND FORMS

We developed and modernized our policies, procedures, and forms to adapt to the changing technological landscape:

- Modernized [Procedure PR.622.IT, Appropriate Use of Information Technology \(Students\)](#);
- Developed [Procedure PR.701.HR Working From Home \(Remote Work\)](#);
- Revised technology-based safety and security in [Procedure PR.564.IT Information Technology Security](#);
- Automated and increased organizational efficiency through electronic forms and business processes;
 - Since 2019, we have added over **2 million documents** to our Laserfiche repository with **38 forms** automated, and more in progress;
 - Procurement of **100,000 licenses**, so our students can access forms, including community involvement hours, enroll in a Specialist High Skills Major Opportunity, and apply for a credit through Prior Learning Assessment and Recognition.

CULTURE OF INNOVATION



OUR PATHS TO INNOVATION

Embracing Equity through Destreaming

Our identity-based data informed our commitment to dismantling the systemic discrimination associated with streamed courses that contribute to the **marginalization of minoritized students**, including Black, Indigenous, and racialized students, students from low-income households, and students with disabilities and those with special education needs.

Our data is indicative that destreaming has effectively **improved pathway opportunities** for students who are on **IEPs** and for **multilingual learners**.

Leveraging Authentic Learning Experiences

Through the **Authentic Student Learning Experience (ASLE) framework**, students are able to earn credits by making **direct connections between learning, interests, and pathway goals** while strengthening their belief in their ability and engagement as learners. The ASLE model will be transferring into mainstream classroom instruction, reducing barriers to credit achievement.

Since its establishment in 2020, ASLE has supported **1,431 students** with over **2,985+ credits earned**, offering numerous pathways to success.

Leaping Into Kindergarten Summer Learning Academy

The **Leap Into Kindergarten Summer Learning Academy**, established in 2021-2022, engages students in learning experiences with a community-based approach to:

- Foster lifelong **literacy learning**;
- Promote **physical, social, and emotional learning** and **well-being**; and
- Create a **safe space** for exploration and meaningful play.

In summer 2022, **49 students** attended the Leap program. In its second year (summer 2023), that number rose to over **150 students**.

CULTURE OF CARING



SCHOOL CLIMATE

In 2022, we conducted a [Student School Climate Survey](#) and in the following year, we conducted a [Parent/Caregiver School Climate Survey](#) and [Educator Climate Survey](#), all of these provide valuable insight into the experiences of students in schools:

EQUITY: DIFFERENCES IN EXPERIENCES FOR STUDENTS AND PARENTS/CAREGIVERS

Students in intermediate and secondary divisions, in the English Program, have an IEP or a disability, identify as 2SLGBTQ+, racialized and/or from a community or group that has historically been minoritized.

LESS
FAVOURABLE
EXPERIENCES



MORE
FAVOURABLE
EXPERIENCES

Students in primary and junior divisions, in French Immersion, who identified as East Asian, South Asian, Southeast Asian, Buddhist or Hindu.

Source: [2023 Parent/Caregiver School Climate Survey](#); n= 8,700+

- Students (**72%**), Parents/Caregivers (**78%**), and Educators (**71%**) all similarly rated feelings of student safety at school;
- **78%** of students had **experienced some kind of stereotyping, prejudice, or discrimination** since the start of the school year, indicating an area of focus;
- **67% of students** felt **positively** about their instructional environment;
 - **Parents/caregivers** and **educators** signalled that they **felt positively** about students' school and instructional environment
- **80%** of students indicated having sources of support outside of school;
- **Two thirds (66%)** of students indicated a **sense of belonging** and **social connectedness**, but this **may be lower than ratings in 2019 following Covid-19**; and
- **89% of educators** felt students had **strong relationships with adults** in their schools.

CREATING SAFE AND ACCESSIBLE SPACES

Ensuring our District is accessible and safe to all of our students, staff, and community members is vital in our pursuit of equity and inclusion. We've continued to make strides by:

- Investing **\$20,443,256** on [Facilities Renewal Program](#) and **\$53,424,109** on [School Condition Improvement Program](#) to provide **facility infrastructure renewal support**;
 - Project examples include building mechanical, building envelope, electrical systems, building exteriors, building interiors, accessibility alterations and site and groundwork.
- Establishing gender neutral washrooms in **127 (84%) OCDSB buildings**.

CULTURE OF CARING



CENTERING MENTAL HEALTH

The OCDSB launched the [2019-2022 Mental Health Strategy](#) with a focus on prioritizing mental health through capacity building for staff, meaningful youth and parent engagement, and collaboration with community partners. We made significant strides in supporting mental health:

- Delivered **50 Stress Lesson programs** to **over 1,000 students** between 2021-2023;
- Hired **three identity-specific social workers** (Indigenous, Black, and 2SLGBTQ+) who support individuals, families, and staff to ensure identity-affirming mental health care;
- Established a **Youth Action Committee on Mental Health** which developed tip sheets and videos *for* youth and *by* youth to support mental health;
- Introduced **The Third Path** framework that **promotes student-educator relationships**;
 - Through focus groups with educators, this framework showed an **increase in engagement with students and educators**;
- Developed **Wellness Matters** — a **mental health awareness program** for Grade 9 students that focused on understanding mental health, stigma, and mental health resources where **over 4,300 high school students** received the program; and
- Provided “tip sheets” on OCDSB-developed resources, and information related to mental health that was **accessed by approximately 1,100-1,500 educators every two weeks**.

TRAINING SESSIONS

We provided training with reliable, accessible information and culturally-responsive approaches to supporting mental health and safety through sessions that included but were not limited to:

- **Applied Suicide Intervention Training (ASIST)** with **over 130 staff**;
- **Violent Threat Risk Assessment (VTRA)** which trained **over 120 administrators and mental health professionals** which built capacity to monitor, assess, intervene against, and prevent violence;
- **Deepening Our understanding of the Relationship Between Mental Health and Racism** presentation sessions delivered to **over 7,500 OCDSB staff**.
- **Speaker Series**’ that covered topics such as Supporting Your Child’s Mental Health and Well-Being, Communication through Connection, Recognizing and Responding to Stress and Anxiety, which have been **accessed by over 2,000 parents/caregivers**.

DISCONNECTING FROM WORK

In 2022, we developed [PR.703.HR - Disconnecting from Work Related Communications Outside the Work Day](#). We received **positive feedback** that staff found this helpful in minimizing work-related communications outside of the work day. This contributes to **positive staff well-being and mental health**. This chart offers a **snapshot of a one week comparison of volume of e-mails sent outside of work hours** in Feb 2022 compared to Feb 2023:

Day of Week	Feb 2022	Feb 2023	% Change
Weekend	31,861	15,063	47.0% ↓
Monday	18,447	12,900	69.9% ↓
Tuesday	16,974	12,031	70.0% ↓
Wednesday	16,846	12,776	75.8% ↓
Thursday	16,253	10,224	62.9% ↓
Friday	10,728	4,437	41.0% ↓
Total:	111,109	67,431	60.6% ↓

CULTURE OF CARING



COMMUNITY CHECK-INS

Throughout the pandemic, it was important to check-in with our community to understand its impacts and the extent to which our students, educators and staff, and parents and caregivers felt cared for by the Board:

Big thank you to all the teachers and school administration. It has been a very challenging time you guys have done a great job so far! Your efforts are definitely being noted and appreciated by us.
(Parent, 2021)

Children's peer-to-peer relationships have suffered during COVID and it will be important to strengthen these interpersonal skills. Social skills are essential for growth and maturity.
(Parent, 2022)

I think it is important to continue offering opportunities for connections with peers and teachers because it builds community.
(Secondary Student, 2022)

It would help a lot if there were more in and out of classroom conversations about different minorities (racial, gender, 2SLGBTQIA). It's important to hear about people's lives and their stories to help us understand each other and what we all go through in our lives.
(Elementary Student, 2022)

Teachers are burnt out. Take stuff off our plates, so we can keep the kids safe and learning.
(Educator, 2022)

POLICIES, PROCEDURES, AND FORMS

The following policies and procedures were developed and/or revised in an effort to cultivate a culture of care through belonging, safety, and community connection:

- Revised [P.032.SCO - Safe Schools \(Managing Student Behaviour\)](#);
- Revised and updated [P.121.GOV - Accessibility](#);
- Created [PR.696.SCO - Fostering Gender Identity, Gender Expression and Sexual Orientation in Inclusive Schools](#) in February 2022;
- Revised [Gender Identity and Gender Expression Guidelines](#);
- Streamlined and revised [P.029.SCO - Field Trips](#);
- Updated [PR.695.SCO - Student Exclusion \(Pause for Safety\)](#) with a clear guidelines around exclusions, including considerations, limits, and appeals;
- Revised both P.009.HR - [Respectful Workplace \(Harassment Prevention\)](#) and [P.132.HS - Violence in the Workplace](#);
 - Updated [P.058.HS - Occupational Health and Safety](#); and
- Redesigned School Dances procedure into [PR.707.SCO - Secondary School-Sanctioned Events Outside Instructional Hours](#).

CULTURE OF SOCIAL RESPONSIBILITY



REPRESENTATION MATTERS

We sought to increase representation of Indigenous, Black, and minoritized staff who reflect our student population by:

- Creating [P.146.HR - Equitable Recruitment, Hiring, and Promotion](#) in 2021;
 - Developing [PR.700.HR - Equitable Recruitment and Hiring Procedure](#) in 2022
 - Establishing the [Equitable Recruitment Framework](#)
 - **Standardizing** job posting template, job descriptions, and careers page to be more inclusive.
- Expanding Employee Resource Groups **from four to six**.

FOSTERING CONNECTIONS

We strengthened community connections with Indigenous, Black and minoritized students, staff and parents by:

- Establishing [Student Achievement Through Equity \(SATE\)](#) Inquiry for **11 elementary schools**;
- Creating [Family and Community Engagement \(FACE\)](#) to enhance connections with families and communities;
- Expanding **multilingual services** for families (e.g., Multicultural Liaison Officers); and
- Establishing formal partnerships with **Wabano** and **Inuuqatgiit**.

INDIGENOUS, EQUITY, AND HUMAN RIGHTS ROADMAP

The [Indigenous, Equity, and Human Rights Roadmap](#) reflects the Ottawa-Carleton District School Board's commitment to human rights, equity, and inclusion. It reflects a human rights-based approach that prioritizes equity and nondiscrimination, participation and inclusion, and transparency and accountability. Importantly, it is informed by and aligned with the [voices we have heard](#) from within the OCDSB community. Over the last three years, schools and departments started and/or accelerated culturally relevant and responsive learning and strategies in one or more of the following six focus areas identified by students, staff, family representatives, and community partners:

- Securing Accountability
- Importance of Identity
- Building Staff Awareness and Capacity
- Increasing Representation
- Programming and Supports for Students
- Engagement and Connectedness

For detailed insight on our **achievements** specific to the **six focus areas** of the roadmap, please [visit our website](#).

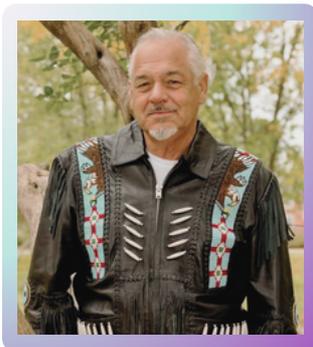
CULTURE OF SOCIAL RESPONSIBILITY



LAND ACKNOWLEDGMENT

The Ottawa-Carleton District School board is located on the traditional, unceded homelands of the Algonquin nation. In acknowledging the lands on which we learn and work, we also acknowledge a responsibility to the Algonquin people and to understand and honour the Algonquin culture protocols.

The OCDSB's commitment to delivering land acknowledgements has naturally evolved over time with the intention of **connecting these acknowledgments** to the historical and complex intersections of **settler impacts** on Indigenous histories, economies, ecologies, livelihood, well-being, and governance structures. These acknowledgments **foreground the responsibility** to include **Indigenous perspectives** and **experiences through action**.



JUST RECENTLY, I WAS AT A GATHERING, AND THERE WERE SOME ELDERS THERE FROM NORTHERN ONTARIO. ONE OF THE ELDERS SAID... THE ORIGINAL MEANING OF THE WORD MIIGWECH WAS, "YOU HAVE SAID SOMETHING OR DID SOMETHING THAT HAS FILLED MY HEART WITH GRATITUDE." I WANT TO SAY TO YOU, THE PUBLIC SCHOOL BOARD, A BIG, BIG MIIGWECH FOR ALL THE GOOD STUFF THAT YOU DO.

— ELDER ALBERT DUMONT

Quote provided for 2023-2027 Strategic Plan Booklet

COMMITMENT TO DECOLONIALIZATION AND RECONCILIATION

The OCDSB is committed to working with First Nations, Inuit and Métis community members in the Ottawa-Gatineau region to ensure students have opportunities and resources to achieve academic success and to further their well-being by:

- Establishing the **Indigenous Graduation Coach Program** to support First Nations, Métis, & Inuit learners, seeing each individual through to graduation;
- Offering compulsory **Grade 11 English: Understanding Contemporary First Nations, Metis and Inuit Voices** in all schools;
- Implementing Indigenous **Lived Experiences Programme** at Gloucester High School;
- Developing **Indigenous, Black (Sankofa) Reach Ahead Program** to represent Indigenous, Black and minoritized histories, perspectives, and ways of knowing in content and delivery; and
- Offering the **Indigenous Languages Revitalization Initiative** in partnership with Tungasuvvingat Inuit and the Uqausilirjiit Circle of Inuit Elders to secondary school students.

CULTURE OF SOCIAL RESPONSIBILITY



ENVIRONMENTAL INITIATIVES

We've leveraged initiatives that promote environmental stewardship by:

- Reducing **12.5% of emissions** since 2013, exceeding our yearly targets;
- Equipping **50 locations (35%)** with green energy installations;
- Equipping **27 schools (19%)** with Garden Towers that serve as composters which replicate a natural ecosystem capable of growing any vegetables, herbs, or flowers organically in 4 square feet;
- Installing **53 Nature Nooks** which are the equivalent of **170 trees planted**; and
- Planting **350+ new trees** across **49 schools (34%)**.

SOCIAL & EMOTIONAL LEARNING

The OCDSB participated in a study about social and emotional skills by OECD in 2019 and their [report](#) indicated:

- Students who reported **more positive relations with teachers** also tended to report **higher social and emotional skills**, particularly with respect to optimism, curiosity, and achievement-focused;
- **Girls** and **socio-economically disadvantaged students** felt less sense of belonging in school; and
- **Socio-economically advantaged** students exhibit **higher levels** of every social and emotional skill than less socio-economically advantaged peers.

POLICIES, PROCEDURES, AND FORMS

The following governance and leadership structures, policies, and practices were developed or revised to centre Indigenous, human rights, and equity principles in our commitment to confront and dismantle systems of oppression and discrimination:

- Establishment of both the Indigenous and Equity Division and the [Office of the Human Rights and Equity Advisor](#) (O-HREA);
- Updated [Ottawa-Carleton District School Board Bylaws and Standing Rules](#)
- Developed the [P.147.GOV - Human Rights](#) in January 2022;
 - Created [Human Rights Reporting Form](#)
- Updated [P.096.SES - Special Education Programs and Services](#);
- Rescinded the P.043.SCO - Police Involvement in Schools following [review](#) by O-HREA;
 - Terminated the Ottawa Police Service School Resource Officer (SRO) program
- Redesigned **Policy Review Process** with amendments to [P.001.GOV- Policy Development and Management](#) to make policies accessible to staff, students, and all rights holders. Process allows for **focus on high order policy concerns** for Board of Trustees; and
- Developed a **"Commitment to Indigenous Rights, Human Rights, and Equity"** statement to appear at the introduction of every policy and procedure.

WHAT WE HEARD

Feedback from community consultations

In preparing for the development of the 2023-2027 Strategic Plan, we extensively [consulted the community](#) between November 2022 to March 2023. We utilized multiple pathways to gather stories and feedback from our community to compile and understand ideas on can be done to improve student learning and well-being. We gathered these stories through one-to-one conversations, small group conversations, large group meetings, electronic feedback, and school-based consultations. We used a range of strategies, across various formats and geographic locations, with support in multiple languages, to make participation as equitable and accessible as possible. These consultations illuminated the ways in which the community felt the 2019-2023 Strategic Plan has been effective, and where there is an opportunity for growth or continued focus moving forward.

These consultations resulted in six key themes that largely underscored opportunities for growth and future direction, but also emphasized areas of success in the 2019-2023 Strategic Plan. Some consistent feedback included the need to:

- Increase emphasis on **learning and fundamentals** (e.g., reading, math, & science);
- Continue to promote **experiential** and **authentic learning opportunities**;
- Increase **mental health supports** for both teachers and students;
- Promote opportunities for **connections** between students and between parents;
- Continue commitments to **reconciliation** and supporting **equity initiatives**;
- Improve **supports** for **students with special needs**;
- Increase focus on **student-teacher relationships** and meaningful connections;
- Reduce increasing **demands** and **responsibilities placed on educators**;
- Continue to **address** instances of **bullying and violence**;
- Increase **offerings** and **participation in clubs, sports, and field trips**; and
- Provide **destreaming resources** to scaffold range of students.

The feedback we gathered was indicative of both the current culture through community voice, but also where we continue to see gaps and how the 2023-2027 Strategic Plan can address the areas of growth that were signaled to us by the OCDSB community. It is through this feedback that the 2023-2027 Strategic Plan was established that will guide our approach over the next four years.



2023-2027 STRATEGIC PLAN

Through our successes and challenges in the implementation and monitoring of the 2019-2023 Strategic Plan, and following a fulsome consultation with the OCDSB community, the Board of Trustees, and Senior Staff, we were able to extrapolate key themes and establish three key priorities for the next four years. The following summarizes our key focus areas for the next four years:



- Improved student literacy
- Improved student achievement in mathematics
- Improved program quality and accessibility for all students



- Improved student mental health supports and resources
- Enhanced safety to support the cultural, emotional, and physical well-being of all students and staff.
- Improved employee well-being and engagement
- Improved educator-student relationships built on empathy, understanding, and respect for differences



- Continued progress toward reconciliation with Indigenous peoples
- Strengthened student voice in leadership through fair and ethical decision-making
- Improved environmental sustainability

LEARN MORE >>

Visit the [2023-2027 Strategic Plan webpage](#) on our website.

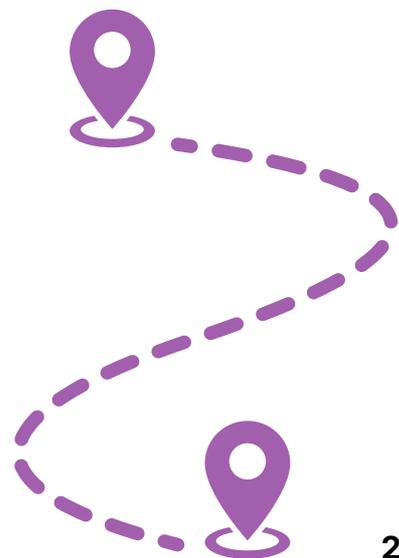
LOOKING AHEAD

What lessons we can carry forward

The 2019-2023 Strategic Plan was built upon the commitment to shifting culture in three specific areas: Innovation, Caring, and Social Responsibility. When a plan is built on commitments to changing the culture, you have to be careful in the measurement of progress that you don't exclusively focus on numbers and percentages. It is possible to have high levels of perceptible change that is measured in rates and percentages, but have very little impact on the experiences of the community. An essential part of measuring progress is to understand how the system feels different to those who are in it, and most importantly, to those who have historically felt left behind and/or who do not feel a sense of belonging to the system. In education, we are accountable to the entire community and ensuring that all members of it feel a sense of belonging, consideration, and understanding.

What has been made clear throughout the duration of the 2019-2023 Strategic Plan is that continued consultation and engagement with the OCDSB community is a vital partnership. Moreover, in the last four years, most of which were ravaged by the Covid-19 pandemic and thus significantly isolated us, fostering connections and (re-)building relationships is imperative now and as we move forward. Such efforts of engagement and relationship building allows us to remain accountable to our community as we look to implement the 2023-2027 Strategic Plan.

Additionally, to improve accountability and ensure that all members of the OCDSB community see themselves within the Strategic Plan, we have reflected on the planning process and intentionally integrated the Board more prominently into the development process through the Committee of the Whole. We have every intention to continue to use this approach as a mode for more regular reporting and accountability going forward. To this end, such an approach reflects our positive shift Innovation, Caring, and Social Responsibility over the last four years and provides a hopeful foundation on which to build the newly approved 2023-2027 Strategic Plan over the next four years.





**Questions?
Contact us.**

www.ocdsb.ca/contact_us



**OTTAWA-CARLETON
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