



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

2023–2027

STRATEGIC PLAN

Learning. Well-Being. Social Responsibility.



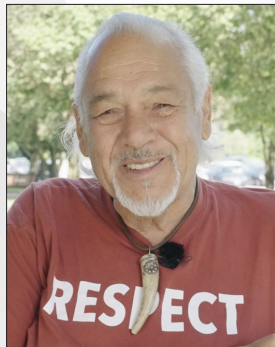


OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



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 cultural protocols.



The OCDSB is like an old friend who often steps forward to do things that reassure you, the friend keeps your best interests at heart in all actions that the friend undertakes. The OCDSB fills my heart with a feeling of peace and hope.

Just recently, I was at a gathering, and there were some elders there from Northern Ontario. One of the elders said that the original meaning of the word Miigwech wasn't thank you — the original meaning of the word Miigwech was "you have said something or did something that filled my heart with gratitude." So, that was the original meaning of the word, Miigwech. I want to say to you, the public school board, a big, big Miigwech for all the good stuff that you do, with that definition in mind.

— Elder Albert Dumont

Our Mission:

To build a learning community that provides students with equitable opportunities to reach their potential and develop into respectful, creative, and knowledgeable community members who contribute to society.



150+ Schools & Offices



76,000+ Students



14,000 Employees

Connecting Classrooms and Community

The OCDSB engaged the community in conversation to capture the rich stories and diverse experiences of students, staff, families and members of the community. The individual small group, large group, and electronic conversations allowed us to listen and learn about the things that are important to our community. We were committed to carrying this wisdom into the plans of our organization. These six themes capture what we heard from the community.

Well-Being and Belonging

The need to support staff and student mental health was signaled as significant by the community. In addition, and tied to mental health was ensuring the fostering of connections between students and their community, as well as prioritizing equity and diversity with a focus on reconciliation.

School and Classroom Environment

The space of the school and classroom environment were repeatedly mentioned, particularly the impact of large class sizes and the bullying and disruptive behaviour that may occur in the classroom and elsewhere in the school. The OCDSB community also highlighted the effective use of technology while acknowledging its negative impacts. Further, following the pandemic, the community emphasized the need for increased activities and events.

Learning

The importance of centring student learning was echoed throughout the OCDSB community, where conversations emphasized the need for experiential, creative, individualized, and differentiated learning opportunities while also developing practical life skills and increasing student accountability.

Teaching

The OCDSB community emphasized the importance of student-educator relationships but also the necessity for an open line of communication between teachers and parents. While professional learning was signalled as requiring specificity and focus, the innumerable barriers facing educators in their daily work were also identified and discussed.

Curriculum & Programs

The significance of a focus on fundamentals (e.g., reading, math, and science) to the community was noted through consultations, while also emphasizing the importance of improved support for special education programs and resources along with improving messaging and guidance around the process of destreaming.

Board and Administration

The OCDSB community reiterated the importance of connection between central staff and the classroom as well as ensuring the connection of the strategic plan to the community as well as between strategic priorities. Moreover, reconsidering distribution and allocation of resources was noted to support learning but also other initiatives (e.g., environmental stewardship and access to programs).

Building a Caring Culture

Our Values

Equity, Inclusion and Accessibility Creating an inclusive culture where every person is valued, diversity is respected, and barriers are identified and addressed, so that all students can achieve equitable outcomes regardless of their circumstances.	Community Building Fostering a supportive and inclusive learning environment that encourages engagement, trust, and collaboration, building on the learning from Indigenous, marginalized, and racialized communities.	Responsible Resource Use Making informed decisions to optimize the use of resources in support of teaching practices, student success, staff well-being, and good governance.	Leadership Development Promoting leadership and learning for students, staff, families, and the Board of Trustees, to encourage and support critical thinking, global awareness, and ethical decision-making.
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A Community of Character



What We Want for Our Learners

Teaching basic skills lays a foundation for learning. Subsequently, developing these learning characteristics and skills lays a foundation for lifelong success.



CHARACTERISTICS



GOAL-ORIENTED

Students who are goal-oriented have self-motivation, diligence, initiative and a sense of responsibility.

RESILIENT

Students who are resilient face and overcome adversity and challenging situations. They take risks, learn from mistakes, persevere, and move forward confidently.



GLOBALLY AWARE

Students who are globally aware are empathetic and responsive in their contributions to the local and global community. They demonstrate cultural proficiency and act in a respectful, inclusive manner.

COLLABORATIVE

Students who are collaborative understand the importance of working cooperatively in a team setting. Collaboration values diverse perspectives and effectively utilizes each person's contributions.



INNOVATIVE/CREATIVE

Students who are innovative and creative have original thoughts and ideas that are of value and are acted upon. They understand that creativity is essential not only for solving problems, but also for improving where strengths already exist.

SKILLS



CRITICAL THINKERS

Students who are critical thinkers engage in reflective and independent thinking. They identify the relevance, validity and importance of ideas using rational and intuitive processes. They understand the logical connections between ideas. They construct and evaluate arguments using criteria. They generate solutions and create new ways of thinking.

ACADEMICALLY DIVERSE

Students who are academically diverse have strong literacy and numeracy skills; they will also have acquired a full spectrum of skills through exposure to a wide range of subjects including the arts, sciences, financial literacy, physical education, the trades and technology, in keeping with student needs.



DIGITALLY FLUENT

Students who are digitally fluent know how to engage with technology to enhance their learning; this includes interacting with, creating and sharing information (individually or collaboratively) in a responsible and ethical way to support their learning.

EFFECTIVE COMMUNICATORS

Students who are effective communicators are skilled at listening, speaking, questioning, and writing; they connect with people and know their audience.



ETHICAL DECISION-MAKERS

Students who are ethical decision makers model principles that govern their decisions through their actions. They embody honesty, respect and responsibility.

Actively Monitoring Progress

To actualize the goals and intentions of the 2023–2027 Strategic Plan, four specific questions must be actively considered to maintain accountability and focus. This will ensure that the District's priorities and goals are achieved.

What does success look like?

Goals

This plan ensures that we have a clear idea of what success looks like, allowing us to map out the work that must be done in order to be successful in attaining those goals.

What work do we need to do?

Action

With our priorities and goals established, understanding what specific actions are required in order to be successful in attaining these goals is essential.

How will we measure our progress?

Monitoring & Measurement

Determining and monitoring key progress indicators informs us of our progression towards completing the work that needs to be done.

How will we see impact?

Outcomes

By measuring progress, we are able to see improvement in the experiences, opportunities, and outcomes for students and staff.

Focus On Learning



Learning

What does success look like?

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

What work do we need to do?

- Train educators to implement renewed early literacy strategy
- Provide direct supports to educators teaching math
- Conduct a thorough review of learning programs (e.g., English, French Immersion, Special Education)
- Center student voice in learning experiences and opportunities for credit choices, attainment, and recovery

How will we measure our progress?

Progress Indicators:

- Grade one literacy screener
- EQAO provincial assessments and secondary literacy test
- Report card data, credit accumulation, and graduation rates

Outputs:

- Access to literacy programming for students with learning gaps
- Improved educator efficacy in mathematics
- New elementary and secondary program frameworks
- Diversified learning experiences to meet students' goals
- Participation in personally meaningful, student-driven learning experiences

How will we see impact?

- Improved access to programs for all students, to meet their learning needs, with a focus on marginalized and underserved groups
- All students reaching their literacy milestones by the end of grade one
- Increased achievement results for all students
- Reduction in achievement gaps for marginalized and underserved students

Focus On Well-Being



Well-Being

What does success look like?

- 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

What work do we need to do?

- Renew mental health strategy with a focus on student engagement and leadership, building on individual, cultural, and community strengths
- Review and revise strategies to support positive student behaviour
- Develop anti-hate and anti-oppression strategies in collaboration with students
- Develop targeted and meaningful strategies for staff wellness and injury prevention

How will we measure our progress?

Progress Indicators:

- School climate survey data and incident reporting
- Data on student suspensions and expulsions by identity group
- Data on staff absences and workplace violence
- Staff survey data

Outputs:

- Updated mental health strategy with yearly action plans
- Renewed anti-bullying plan for prevention and intervention, with an equity framework
- Staff training and professional development

How will we see impact?

- Improved access to mental health services and ability to support student mental health needs
- An increase in student and staff sense of safety and belonging
- Increased respect for the dignity of each person and awareness of rights and responsibilities
- Collaboration between schools and community partners to support students with mental and behavioural needs
- Improved wellness and engagement

Focus On Social Responsibility



Social Responsibility

What does success look like?

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

What work do we need to do?

- Renew commitments within the Indigenous, Human Rights and Equity Roadmap
- Develop student competencies through a focus on Executive Functioning (e.g., planning, self-control, prioritizing tasks, staying focused, etc.) and Social Emotional skills (e.g., empathy, communication, building relationships, etc.)
- Develop a greening plan and implement environmental initiatives in collaboration with Indigenous knowledge keepers

How will we measure our progress?

Progress Indicators:

- Identity-based enrolment data by programs
- Enrolment in Indigenous courses and programs
- Waste reduction, recycling, and composting data

Outputs:

- Regular ongoing collection of identity-based and self-identification data
- Updated Indigenous, Human Rights and Equity Roadmap and annual action plans
- Inclusive spaces that foster a sense of belonging
- Enriched environmental education

How will we see impact?

- Increased Indigenous program offerings and Indigenization of classrooms
- Improved access to programs for marginalized and underserved groups
- Better representation in leadership of Indigenous and marginalized groups
- Improved life and learning skills
- Decreased OCDSB environmental footprint

Measuring Progress

Student Learning

- Provincial Achievement Data
- Credit Accumulation
- Report Card Results
- Graduation Rate

Organizational Performance

- Health and Safety
- Financial Results
- Enrolment
- Risk Mitigation

Employee Engagement

- Attendance
- Wellness
- Satisfaction
- Professional Development Opportunities



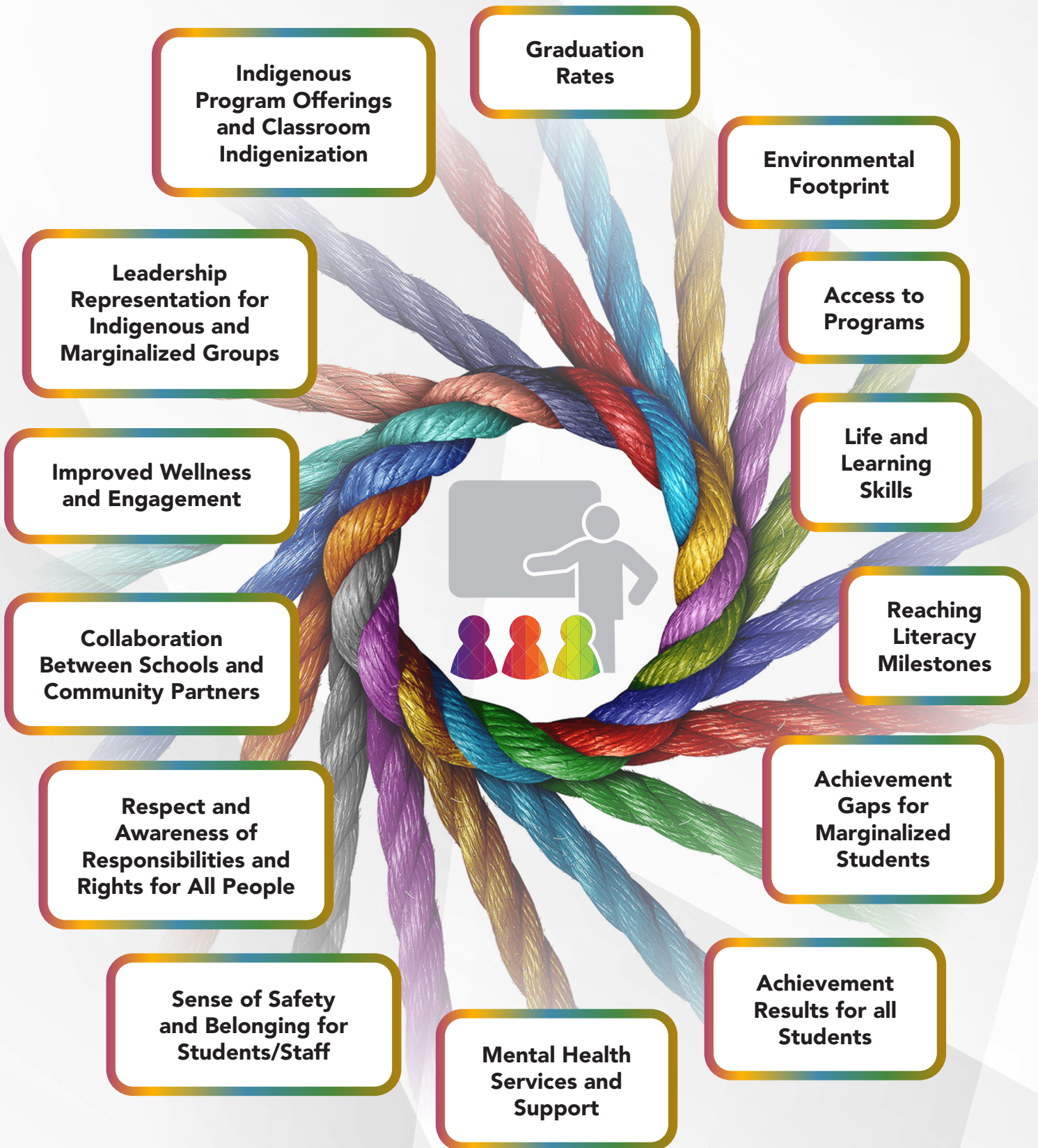
Learning Environment

- School Climate
- Suspensions, Expulsions, and Exclusions
- Violent Incidents
- Energy Efficiency
- Air Quality
- Carbon Footprints
- Waste Reduction

Sense of Belonging

- Self-Identification Survey
- Employee-Based Data
- School Climate Surveys
- Student Engagement
- Observations
- Formal and Informal Conversations

Seeing Impact



Director's Message



Pino Buffone
*Director of Education and
Secretary of the Board*

Setting Priorities for Student Success

"A strong and well-implemented strategic plan has the power to shape an optimal future for students and staff, and can have a positive and meaningful impact on the board's diverse communities.

A thoughtful and robust strategic plan reflects what has been learned from the past, not what has been done in the past."

*Good Governance for School Boards,
Trustee Professional Development Program,
Ontario Education Services Corporation*

One of the exciting things about my return to the Ottawa-Carleton District School Board is that it coincides with the launch of a renewed strategic plan. I have always appreciated the value of a strategic plan – it not only lays out a path for the organization, but it connects the classroom to the Board Room. That connection is essential.

The three areas of focus in the strategic plan – learning, well-being, and social responsibility – capture the essence of what is truly of value in public education. These priorities build the foundation that helps to ensure every child has equitable access to an education that will allow them to succeed academically, to develop their social emotional skills, and to feel a sense of belonging so that they are able to reach their fullest potential. The new strategic plan strives to help all of our learners develop into respectful, creative, and knowledgeable community members who contribute to society.

As Director of Education, I have the privilege and responsibility of working with the Board of Trustees, staff, families, and community partners to bring this plan to life. With a solid strategic plan in place, staff will create operational plans that ensure our priorities are realized over time. Regular reports on progress will be available to the Board and the community.

As we work to ensure that every child has equitable access to a quality education in every OCDSB school, there will be many important conversations and decisions ahead. We are committed to continuing the community engagement that informed the development of this plan. Our hope is that you will join us in this important work.

Reflections from the Board of Trustees



Lynn Scott
Zone 1

"The Strategic Plan is very much like the planning and preparation for making a garden: understanding what you want to grow and for what purpose, and then creating the conditions that you expect to produce the highest possible quality results. It includes adapting to new methods, and preparing as best you can for the things that are out of your control, such as frost, flood, drought and anything else that could harm your plants' growth and development. I want every student in the OCDSB to flourish."



Alysha Aziz
Zone 2

"The Strategic Plan will remind us the key priorities and goals of the Board over the next 4 years."



Donna Blackburn
Zone 3

"Students and staff have been my top priority since I assumed my role as trustee 13 years ago. I am pleased that our 2023–2027 Strategic Plan affirms a commitment to student achievement and employee well-being. Through the continued focus on these initiatives, our community thrives."



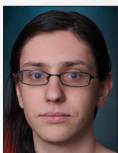
Suzanne Nash
Zone 4

"The Strategic Plan provides focus and accountability on what we want to achieve, with key performance metrics to measure what success looks like such as academic achievement, with a focus on literacy and mathematics."



Amanda Presley
Zone 5

"The Strategic Plan allows me to understand and support my neighbours needs, in a truly community centered way. From initial consultations, to community reviews and final production, the Strategic Plan is a well informed blueprint for advocacy in improving outcomes for students, supporting our growing OCDSB community, and staying centered on the issues brought forth."



Lyra Evans
Zone 6

"The Strategic Plan guides the district in the work that we do towards our dual mandate, education and well-being of students, over the four years it is in effect."

Reflections from the Board of Trustees



Jennifer Jennekens
Zone 7

"The Strategic Plan represents a comprehensive approach to student success and well-being. It is built on responsibility, collaboration, and equity that enhances the pathways for student success."



Donna Dickson
Zone 8

"The Strategic Plan allows me to better understand how to effectively handle and support my community needs and concerns."



Nili Kaplan-Myrth
Zone 9

"As the trustee for those who live in Capital and Alta Vista wards (OCDSB Zone 9), I am hopeful that we can hold our district accountable to achieve substantive improvements in equity, diversity, inclusivity, and climate action, and that we demonstrably improve educational experiences and outcomes as we operationalize the OCDSB Strategic Plan."



Justine Bell
Zone 10

"The Strategic Plan shows my community that we are listening to what works and what needs work. That we are committed to taking action and being held accountable."



Matthew Lee
Zone 11

"The Strategic Plan helps to outline for us, as a collective group, the priorities that we should be focused on over the next few years, thereby helping to reduce the side-projects that individuals may want to split focus towards."



Cathryne Milburn
Zone 12

"The Strategic Plan provides the OCDSB community the guiding tool for achievable milestones to build a learning community for all students to reach their full potential and be supported throughout their learning journey."

Learn more: ocdsb.ca



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