



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Consultation Report
2023-2027 OCDSB Strategic Plan



READING THIS REPORT

Dear Reader,

This report was developed as a result of extensive consultation with the **Ottawa-Carleton District School Board (OCDSB)** community, which took place on the **unceded and unsurrendered traditional territory of the Anishinaabe Algonquin People**. Between November 2022 and March 2023, we engaged the community through multiple consultation pathways in order to set the direction and develop objectives for a 2023–2027 Strategic Plan that is meaningful to our students, staff and families.

The consultation was designed to gather stories and feedback in order to compile and understand ideas on what the community thinks 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.

What follows in this report are the themes and ideas that emerged through consultation. We conducted extensive analysis that resulted in **six key themes** that emerged across all consultation pathways. As such, you will find six thematic sections in this report, and within each, you will find a breakdown of key insights and sub-themes that speak to the broader theme that will inform the Board's considerations as we move forward in developing the 2023–2027 Strategic Plan.

We would like to extend our heartfelt gratitude to the OCDSB community who shared their ideas, beliefs, thoughts, and hopes for the future direction of the **Ottawa-Carleton District School Board**.

CONSULTATION PATHWAYS

01

One-to-One Conversations

The senior team and trustees engaged in 1:1 conversations with students, staff, families, and community members (**n = 89**). Conversations were flexible in timing/format, and designed to build connections and **gather rich stories and experiences** of those connected to the OCDSB.

02

Small Group Conversations

Participation was encouraged through existing structures and interested groups, using a toolkit we provided. We **heard from 26 groups**, including:

- **Advisory Committees**
 - Advisory Committee on Equity
 - Indigenous Education Council
 - Parent Involvement Committee
 - Special Education Advisory Committee
 - Advisory Committee on the Arts
 - Alternative Schools Advisory Committee
- **Student Groups**
 - Rainbow Club
 - Student Senate
 - School-Within-A-College
 - Authentic Student Learning Experience
- **Staff Groups**
 - School Staff Meetings
 - Working Groups
 - OCETFO/FEEO
 - Business and Learning Technology Teams
- **Families and Community Partners**
 - School Council Meetings
 - Ottawa Black Educators Network
 - Third-Party Child Care Operators
 - Community Associations
 - Community Health Centre



03

Large Group Meetings

We gathered **feedback in person (n = 29)** and **virtually (n = 48)** through public meetings which were designed for listening to the OCDSB community. The meetings included multilingual support in Arabic, Cantonese, English, Korean, Mandarin and Somali. **Two additional meetings** were held exclusively **for staff** to share their insights in designated space **(n = 48)**.

04

Electronic Feedback

Participants shared their thoughts anonymously, using an online exchange platform. They shared and prioritized feedback in their language of choice. A total of **4519 participants engaged in 11 languages**.

- **2308 parents, caregivers, and community members** shared 2255 thoughts
 - 1,575 were parents/caregivers of K-8s
 - 588 were parents/caregivers of 9-12s
 - 145 did not have a child in the OCDSB
- **1138 staff** shared 1409 thoughts
 - 885 were educators
 - 253 were in other staff groups
- **1073 students** shared 459 thoughts
 - 280 were elementary students
 - 793 were secondary students

05

School-Based Consultations

Six school-based sessions were hosted to leverage existing connections and support engagement at the school level from **students, families, and staff**. Schools were identified to represent the variety across the District (e.g., elementary, secondary, urban, sub-urban, rural). At each school we visited, we heard immense appreciation for the school and the staff. The feedback presented focuses on opportunities for improvement, but we want to acknowledge the praise we heard at each and every school session.

REFLECTIONS ON THE CONSULTATION

The consultation engaged the community through **different pathways to capture different types of feedback from a range of voices.**

- **One-to-one conversations** captured the **rich stories and in-depth experiences** of those who were highly engaged, able to commit time to the process, and who were comfortable speaking with a system leader.
- **Small group conversations** allowed us to hear from **partners and organized groups** who have an interest in (and knowledge of) a particular area.
- **Large group meetings** provided the opportunity for people to come together in a **public setting** and share perspectives as part of a broader discussion. These meetings required participants to be available on a specific date/time and be comfortable speaking in front of a group;
- **Electronic feedback** allowed us to reach a **larger number** of people, with **minimal time commitment** from the participants. It resulted in the highest participation rate, but yielded less detailed feedback. Participation in this pathway was anonymous, which has both advantages and disadvantages. While the sharing of anonymous feedback allowed for more open, unfiltered sharing of ideas that one might not feel comfortable sharing directly, it also invited feedback that we were unable to validate in terms of identified role/participation group and in some cases resulted in hateful feedback that required vetting due to the innate harm attached.
- **School-based consultations** supported the engagement of those who we may have not otherwise heard from in the consultation, and proved to be a valuable avenue for **amplifying student voice** in the consultation.

The **consultation process** provided the opportunity for **relationship building**, which received positive feedback from the community. Throughout the consultation (despite many differences of opinion) we **repeatedly heard appreciation** for the opportunity to share and frequently received requests to engage in similar ways more often.

The **multiple consultation pathways** allowed for the **triangulation of data** when developing key themes. These themes, which are highlighted in the pages to follow, should be **situated in the broader context of the strategic planning process**, including the data presented in the **environmental scan**, other **OCDSB reports**, and **evidence-based practice** in the field of education.

SIX EMERGENT THEMES

Qualitative data from all consultation pathways were collected, coded, and analyzed. Six recurring themes emerged throughout the consultation, and were largely consistent across participant groups. It is worth noting that there is a great deal of interconnectedness among the six themes, and overlap in insights presented under each.

01



Learning

02



**Well-Being
and
Belonging**

03



Teaching

04



**School and
Classroom
Environment**

05



**Curriculum
and
Programs**

06



**Board and
Admin.**

THEME #1

LEARNING



LEARNING

THEME #1

STUDENT LEARNING

- Provide more **experiential** and **authentic learning opportunities**.
- Foster **creative, individualized, and differentiated learning** through multimodal lessons.
- Create and build **student/teacher relationships** conducive to student learning, academic confidence and curiosity.
- **Communicate student progress** often and consistently with students and parents/caregivers.
- Prioritize **bridging pandemic-induced gaps** in education.
- Ensure a breadth of **resources** and **course offerings** for **all pathways**.
- Maintain the **success of programs** such as Authentic Student Learning Experience and School-Within-A-College.
- Clearly articulate **learning** as a key priority in the Strategic Plan.

EXPECTATIONS

- Promote **academic rigor** with **high expectations** for all.
- Support **student engagement** through **personal responsibility** and sense of ownership.
- Communicate clear **expectations** **District-wide**.



LEARNING

THEME #1

ASSESSMENT

- Reintroduce **exam (practice) opportunities** for students **prior to Grade 11**.
- Establish and maintain expectations to meet **deadlines** and complete work.
- Improve **clarity in grading** system with more **precise evaluation** (i.e., percentage rather than levels).
- **Diversify** approach to **testing**.
- Improve **consistency** and **clarity** in **success criteria** and reporting (district-wide).
- Provide **clear** and **concise feedback on progress** (not just at end points).

LIFE SKILLS

- Emphasize and develop **practical, life skills** (e.g., financial literacy, taxes, cooking, etc.).
- Foster **resilience** through education and practice.
- Increase focus on developing **accountability**.
- Focus on **preparation for university** and **work force**.
- Encourage **independent** and **critical thinking**.
- Support strong **character development** in students.
- Renew focus on **Exit Outcomes**.

THEME #2

WELL-BEING
AND
BELONGING



WELL-BEING AND BELONGING

THEME #2

FOSTERING WELL-BEING

- Increase **opportunities for physical activity** and **being outdoors**.
- Ensure **teachers feel valued, cared for, and supported**, which in turn supports **student well-being**.
- Foster **classroom climate** where students can **discuss mental health**.
- Increase **guidance counselling opportunities** for students.
- Increase **mental health support professionals** in schools.
- Promote **mindfulness, self-care and compassion**.
- Address the negative **social impacts of the pandemic**.

CREATING COMMUNITY

- Foster **connections between students** and their respective **communities**.
- Connect parents with one another and teachers (i.e., **partnerships**).
- Bridge **connection between home and school to** support education and development of student.
- Provide **opportunities for students to build relationships** outside of the classroom.



WELL-BEING AND BELONGING

THEME #2

EQUITY AND DIVERSITY

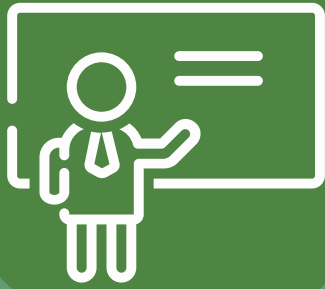
- Explicitly **denounce hate and discrimination**.
- Increase **cultural awareness**.
- Ensure students see their **identity groups** represented in their school (e.g., flags, posters, etc.)
- Provide training and learning opportunities to **educate staff** about equity and diversity.
- **Increase identity representation** of staff to reflect the diversity of identities of students and families.
- **Improve supports for newcomer** students/families to Canada.
- Acknowledge **tension between religious freedoms** and support of **2SLGBTQ+ rights**.
- Ensure **religious accommodations** are met (e.g., prayer time requirement).
- Ensure focus on diversity does not foster division; **reaffirm unity**.

RECONCILIATION

- **Engage parents/caregivers** in Indigenous communities.
- Expand **Indigenous Lodges/Cultural Spaces** to more/all schools.
- Recruit/support **Indigenous leaders** (staff, trustee)

THEME #3

TEACHING



TEACHING

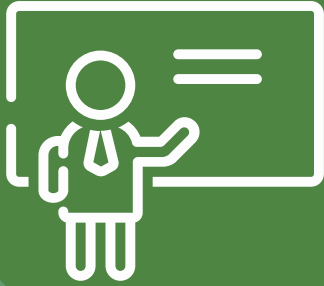
THEME #3

BEST PRACTICES

- Emphasize the importance of positive, **caring student-teacher relationships** and **meaningful connections**.
- Hire teachers who are **knowledgeable** and **enthusiastic** about the subject matter they teach.
- Create structures for ensuring **quality instruction** and **accountability** in teaching.
- **Engage and inform** parents and caregivers.

TRAINING AND PD

- Ensure professional development sessions are **meaningful** and **relevant**.
- Allow teams to **meet as a school** and/or **department** to **tailor learning** to their specific needs.
- **Avoid** the use of **videos**.
- Provide time for **implementation** and **follow-up** for professional development, to embed the learning into practice.
- Provide **training for casual** staff.
- Offer for **third-party operators** to take part in **professional development** sessions.
- Consider the **timing of sessions** (e.g., during the day, with release time)



TEACHING

THEME #3

PROFESSIONAL BARRIERS

- Reduce the **increasing demands** and **responsibilities** being placed on educators.
- Address **staff shortages**.
- **Reduce class sizes** so educators can build authentic relationships with their students.
- Provide support for the increasingly **diverse student needs** in the regular classroom.
- **Increase** the allocation of **support staff** (educational assistants, social workers, psychologists, etc.)
- **Increase compensation** for educational assistants and early childhood educators.
- Improve **administrators understanding** of the daily operations of the classroom.
- Address the increase in **violence in the classroom** so that teachers can focus on teaching.
- **Produce** and share **content** for teachers to use in the classroom.
- Support teachers with **standards for classrooms expectations**.
- **Empower** teachers to take action and assign **consequences**.
- **Trust** in educators' **professional judgement**.

THEME #4

SCHOOL AND
CLASSROOM
ENVIRONMENT



SCHOOL AND CLASSROOM ENVIRONMENT

THEME #4

LEARNING ENVIRONMENT

- Consider the impact of **class size** and **educator-to-student ratios**.
- Improve **classroom management** for **calmer** learning environments.
- Increase **outdoor learning** opportunities.
- Address issue of **cellphone use** during class.
- Provide more support for **dysregulated students** in the classroom, so that the teacher is able to support all students in the class.
- Maintain the operation of **Ottawa-Carleton Virtual (OCV)** schools.

BULLYING, VIOLENCE AND SAFETY

- Confront **violence in classrooms** and **unsafe feelings** that students and staff are experiencing.
- **Confront** and **address bullying** in all its forms; **inform parents** when incidences arise.
- Address **washrooms as unsafe spaces** (e.g., drug use, vaping, bullying).
- Express clear **expectations** and enforce **consequences for actions**.
- Do not **discipline** all for the actions of a few.
- Improve **education around sexual harassment** and **assault**.



SCHOOL AND CLASSROOM ENVIRONMENT

THEME #4

TECHNOLOGY

- Support **effective** use of technology to **reinforce learning**.
- Address the **negative impacts** of technology on student attention.
- **Minimize screen time**, videos in class, and access to social media.
- Increase **technology budget** to meet growing needs.
- Improve **equitable** and **reliable access** to technology and **wifi**.
- **Integrate** and **diversify** working **technology** in classrooms (e.g., smart boards, document cameras).
- Advocate for the removal of the **e-learning requirement**.
- Evaluate **tools** and **platforms** (e.g., frustration with Aspen, Mama, VLE).
- Develop **grade-specific guidelines** and best practices for technology.

ACTIVITIES AND EVENTS

- **Increase** offerings and participation in **clubs, sports, and field trips**.
- Resume **graduation ceremonies**.
- **Celebrate students** and **amplify recognition** efforts through community events.
- Increase opportunities of **education through exploration** of physical environment(s).

THEME #5

CURRICULUM
AND
PROGRAMS



CURRICULUM AND PROGRAMS

THEME #5

ACADEMICS AND PATHWAYS

- **Focus on fundamentals** (e.g., reading, math, and science)
- Respond to the **Right to Read Inquiry** and communicate actions.
- Ensure **early intervention** for **literacy** and **numeracy**.
- Emphasize the **arts and music**.
- Improve **clarity around programs** and **pathways**.
- Improve **awareness** of **program options** (e.g., Alternative program, International Baccalaureate).

SPECIAL EDUCATION

- **Improve supports** for students with special education needs, particularly when **integrated** in the regular classroom.
- Evaluate the **impact** of the **inclusion** model on all students.
- Provide **accommodations** for **Individual Education Plans (IEP)**.
- Improve capacity to **challenge gifted students**.
- **Address aggressive** behaviour consistently and appropriately.
- Support **early interventions**.
- Support students **without a diagnosis** or IEP.
- Intentionally incorporate **Universal Design for Learning** to benefit all students.
- Increase **support staff**.



CURRICULUM AND PROGRAMS

THEME #5

FRENCH IMMERSION AND ENGLISH PROGRAM

- Address **high needs of English program** students (e.g., reduce class size).
- **Reduce stigma** around English program and **inequity** in programs.
- Improve **quality of French education** within the English program.
- Increase access to **resources and supports** in French.
- Provide support for **English-speaking parents** with children in French Immersion.
- Allow for **flexibility of entry** to EFI for those new to the OCDSB.
- Improve **support for students with special education needs** in order to participate in **French Immersion**.

DESTREAMING

- Address concern that **destreaming lowers the standard** for learning and achievement.
- Provide and improve **resources for teachers** to **scaffold** for a range of students.
- **Challenge high-achieving** students and raise expectations.
- Ensure students **struggling** are not **being overlooked**.
- Address discouragement of **students feeling insecure** in destreamed model.

THEME # 6

BOARD
AND

ADMINISTRATION



BOARD AND ADMIN.

THEME #6

STRATEGIC PLAN

- Improve the **sense of connection** that students, families and staff feel to the current strategic plan.
- Improve **understanding** of the notion of building "**culture**".
- Include **goals, specific strategies,** and **plans for measurement.**
- **Share progress** and measurables **with schools** rather than just at public Board meetings.
- Reconcile **differences in priorities,** particularly between learning and well-being and **emphasize** the **interconnectedness.**

CONNECTIONS

- Ensure central staff are **connected to the reality** of classrooms/schools.
- Improve **relationships, trust,** and **public confidence** in the District.
- Improve **collaboration** with **community partners.**
- Foster **meaningful engagement** with staff, students, and public by continuing to have conversations and actively **listening** to the community.
- **Respond** to feedback and **share** updates.
- Address and **minimize conflict** around and among **trustees.**
- Amplify **staff** and **student voice.**
- Develop **school communities.**



BOARD AND ADMIN.

THEME #6

INITIATIVES

- Create **opportunities for input** prior to, and during, the implementation of new initiatives.
- Ensure **Board policies** are **effective, up-to-date**, and being **applied consistently**.
- Improve **environmental stewardship** (e.g., recycling, composting, waste reduction, energy management, etc.).
- Improve **equity of access** to District programs .
- Maintain **COVID safety response** measures.
- **Support transitions** (starting school, between grades, care programs, etc.)

RESOURCES

- Redistribute **funding** and **resources** by **prioritizing school-based** supports (vs. administration).
- Provide more opportunities for **teacher collaboration** and sharing of resources.
- Improve **clarity in job descriptions** (e.g., educators, EAs, etc.).
- Invest in **facilities** (e.g., comfortable chairs, well-maintained buildings, ventilation, etc.).
- Address **transportation** issues (e.g., bus routes, bus driver shortage).

CONCLUDING THOUGHTS

Our goal was to develop and execute a consultation that captured the **stories and experiences** of students, staff, and families, in order to create a plan that **resonates with the community**. It was an **honour to engage** in these conversations, **listen** to what people had to say, and **build connections** across the District.

It was clear that the OCDSB community was not only ready to share, but **excited to tell us** about their successes, challenges, priorities, and hopes for the future. We demonstrated that we were ready to listen, and now is our time to demonstrate that we are **ready to take action**. The insights and feedback gathered are the stories of the people we serve, and they will form the basis the **2023–2027 Strategic Plan**.

During school-based sessions, students repeatedly stayed through their lunch/break/recess to **voluntarily continue their sharing stories**.

A staff member who attended school sessions shared that this was in the **top ten professional development experiences** of their 35-year career.

A parent shared that the consultation process was **meaningful to everyone** involved, and reported that there was **buzz in the community** as people were finally **feeling included**.

APPENDIX A: THOUGHT EXCHANGE

STUDENTS



1,073
Participants



459
Thoughts



24,250
Ratings



PARTICIPATION Breakdown of Participation

Understanding who our survey respondents are is important. Tell us about yourself. Do you identify as someone with the following characteristics? Select all that apply.



972
Responses

%		Answer (Multi-select)
2%	(28)	Indigenous
21%	(213)	Racialized person
21%	(208)	2SLGBTQ+
8%	(82)	Person with a disability
17%	(169)	Member of religious/faith-based/creed community
5%	(55)	Newcomer to Canada
16%	(156)	English as a second language speaker
23%	(228)	None of the above
12%	(118)	Prefer not to answer

Visit <https://tinyurl.com/3wr55se4>
to view the thoughts shared and rated by students

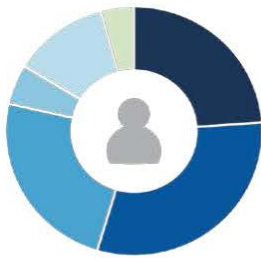
APPENDIX A: THOUGHT EXCHANGE



PARTICIPATION Breakdown of Participation



How connected do you feel to the current OCDSB strategic plan which is built on a Culture of Innovation, Culture of Caring, and a Culture of Social Responsibility?



%		Answer
24%	(212)	Not at all connected
31%	(274)	Slightly connected
24%	(207)	Moderately connected
5%	(43)	Very connected
12%	(102)	Not sure
4%	(39)	Prefer not to answer



PARTICIPATION Breakdown of Participation



Which of the following elements of the current strategic plan are most important to you?



%		Answer
34%	(278)	Building a learning community where innovation and inquiry drive learning.
31%	(250)	Advancing equity and a sense of belonging to promote a safe and caring community.
20%	(166)	Strengthening our community through ethical leadership, equitable practice, and responsible stewardship.
10%	(77)	Not sure
5%	(41)	Prefer not to answer

APPENDIX A: THOUGHT EXCHANGE

STAFF



1,138
Participants



1,409
Thoughts



43,666
Ratings



PARTICIPATION Breakdown of Participation

Understanding who our survey respondents are is important. Tell us about yourself. Do you identify as someone with the following characteristics? Select all that apply.



1072
Responses

%		Answer (Multi-select)
1%	(13)	Indigenous
6%	(66)	Racialized person
7%	(78)	2SLGBTQ+
6%	(70)	Person with a disability
10%	(115)	Member of religious/faith-based/creed community
3%	(34)	Newcomer to Canada
8%	(91)	English as a second language speaker
48%	(522)	None of the above
18%	(199)	Prefer not to answer

Visit <https://tinyurl.com/2wnmmnxc>
to view the thoughts shared and rated by staff



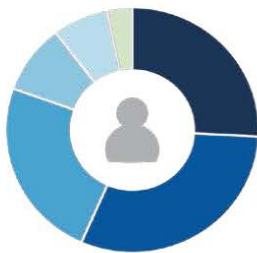
APPENDIX A: THOUGHT EXCHANGE



PARTICIPATION Breakdown of Participation



How connected do you feel to the current OCDSB strategic plan which is built on a Culture of Innovation, Culture of Caring, and a Culture of Social Responsibility?



%	Person Icon	Answer
26%	(261)	■ Not at all connected
31%	(312)	■ Slightly connected
24%	(249)	■ Moderately connected
9%	(87)	■ Very connected
7%	(76)	■ Not sure
3%	(35)	■ Prefer not to answer



PARTICIPATION Breakdown of Participation



Which of the following elements of the current strategic plan are most important to you?



%	Person Icon	Answer
28%	(287)	■ Building a learning community where innovation and inquiry drive learning.
32%	(324)	■ Advancing equity and a sense of belonging to promote a safe and caring community.
24%	(237)	■ Strengthening our community through ethical leadership, equitable practice, and responsible stewardship.
9%	(89)	■ Not sure
7%	(67)	■ Prefer not to answer

APPENDIX A: THOUGHT EXCHANGE

PARENTS, CAREGIVERS, AND COMMUNITY



2,308
Participants



2,255
Thoughts



87,814
Ratings



PARTICIPATION Breakdown of Participation

Understanding who our survey respondents are is important. Tell us about yourself. Do you identify as someone with the following characteristics? Select all that apply.



2174
Responses

%		Answer (Multi-select)
1%	(43)	Indigenous
9%	(197)	Racialized person
4%	(92)	2SLGBTQ+
6%	(132)	Person with a disability
12%	(278)	Member of religious/faith-based/creed community
9%	(202)	Newcomer to Canada
17%	(372)	English as a second language speaker
35%	(768)	None of the above
16%	(367)	Prefer not to answer

Visit <https://tinyurl.com/msjxa9p8>
to view the thoughts shared and rated by families and the community



APPENDIX A: THOUGHT EXCHANGE



PARTICIPATION Breakdown of Participation



How connected do you feel to the current OCDSB strategic plan which is built on a Culture of Innovation, Culture of Caring, and a Culture of Social Responsibility?



%	Person Icon	Answer
35%	(737)	Not at all connected
27%	(562)	Slightly connected
19%	(390)	Moderately connected
6%	(132)	Very connected
10%	(198)	Not sure
3%	(60)	Prefer not to answer



PARTICIPATION Breakdown of Participation



Which of the following elements of the current strategic plan are most important to you?



%	Person Icon	Answer
51%	(1033)	Building a learning community where innovation and inquiry drive learning.
25%	(502)	Advancing equity and a sense of belonging to promote a safe and caring community.
15%	(304)	Strengthening our community through ethical leadership, equitable practice, and responsible stewardship.
5%	(102)	Not sure
4%	(78)	Prefer not to answer

APPENDIX B: SCHOOL PROFILES

CARSON GROVE ELEMENTARY SCHOOL

LOCATION



DEMOGRAPHICS

Current Enrolment:	231
School Capacity:	369
Location:	Urban
Grades:	K-5
Programs:	English

The feedback presented focuses on areas for improvement, but it is important to acknowledge the praise we heard throughout the session. We heard that students feel supported and celebrated for their accomplishments, that parents are grateful for the wonderful staff, and that the school feels like home, among other comments of appreciation.

THEMATIC FEEDBACK



LEARNING

→ Assessment

- Utilize homework to support student learning.

→ Life Skills

- Develop skills to become caring, global citizens.



TEACHING

→ Professional Barriers

- Reduce class sizes.
- Increase support staff and educational assistants.

→ Best Practices

- Connect with families throughout the year.

→ Professional Development and Training

- Increase staff PD for new initiatives.
- Increase opportunities for collaboration in PD.



SCHOOL AND CLASS ENVIRONMENT

→ Bullying, Violence, and Safety

- Confront and address bullying, create boundaries.
- Address aggressive behaviour consistently.

→ Activities and Events

- Increase club and sport opportunities.

→ Technology

- Increase access to technology/chromebooks.

→ Learning Environment

- Improve classroom management.



CURRICULUM AND PROGRAMS

→ Academics and Pathways

- Increase focus on math, literacy, and technology.
- Support early intervention.
- Expand the ESL program.
- Provide reading and writing support for newcomers.



WELL-BEING AND BELONGING

→ Equity and Diversity

- Denounce hate and discrimination.

→ Fostering Well-Being

- Focus on and improve staff wellness.

→ Creating Community

- Support student communication and understanding of one another.



BOARD & ADMIN

→ Board Resources

- Improve communication/awareness re: pathways.
- Address the number of bus cancellations.
- Consider impact of increased intake (newcomers).
- Address noise due to open-concept facility.

APPENDIX B: SCHOOL PROFILES

KATIMAVIK ELEMENTARY SCHOOL

LOCATION



DEMOGRAPHICS

Current Enrolment:	332
School Capacity:	387
Location:	Suburban
Grades:	Gr. 4-8
Programs:	English and Early French Immersion.

The feedback presented focuses on areas for improvement, but it is important to acknowledge the praise we heard throughout the session. For example: We heard that the students take pride in their school's support of the 2SLGBTQ+ community, and that staff feel fortunate to work at a small school with a positive and passionate team.

THEMATIC FEEDBACK



LEARNING

→ Student Learning

- Increase creative/hands-on learning opportunities.
- Establish and maintain clear and fair expectations.

→ Life Skills

- Develop life skills (e.g., financial literacy).



TEACHING

→ Professional Barriers

- Address vacancies and high teacher turnover.
- Reduce workload and increase support staff.

→ Professional Development

- Provide more opportunities for professional development.



CURRICULUM AND PROGRAMS

→ Academics and Pathways

- Connect curriculum to social responsibility.
- Provide choices for course options.

→ French Immersion and English Programs

- Address inequity of English and EFI programs.
- Improve supports for Core French.



SCHOOL AND CLASS ENVIRONMENT

→ Activity and Events

- Increase extra-curriculars (while addressing the demand on staff and inequity of access for students).

→ Technology

- Use google classroom more regularly.
- Improve access to technology.

→ Bullying, Violence, and Safety

- Address bullying and violence at school.
- Increase student accountability.



WELL-BEING AND BELONGING

→ Creating Community

- Create opportunities to learn about different cultures within school.

→ Fostering Well-Being

- Increase awareness/discussion about mental health.
- Improve psychology and social work support.



BOARD & ADMIN

→ Connections

- Back up talk with action.
- Ensure staff feel supported by admin.

→ Initiatives

- Support student transitions to high school.

APPENDIX B: SCHOOL PROFILES

METCALFE PUBLIC SCHOOL

LOCATION



DEMOGRAPHICS

Current Enrolment:	283
School Capacity:	455
Location:	Rural
Grades:	K - 8
Programs:	English, Early French Immersion, and Middle French Immersion

The feedback presented focuses on areas for improvement, but it is important to acknowledge the praise we heard throughout the session. We heard that students appreciate activities at their school and the kindness of their teachers, and that the school community appreciates the focus on a Culture of Caring, alongside other positive insights.

THEMATIC FEEDBACK



LEARNING

→ Student Learning

- Establish expectations and fair consequences.
- Prepare students for high school.
- Provide hands-on learning opportunities.



TEACHING

→ Professional Barriers

- Improve partnerships with students/families.
- Provide more time for collaboration.
- Address staffing shortages.

→ Best Practices

- Provide opportunities for teachers to get to know students and their learning style.



CURRICULUM AND PROGRAMS

→ French Immersion and English Programs

- Provide more direction for French program
- Address inequity (high needs) in English program.

→ Academics and Pathways

- Offer more vocational classes (e.g., woodworking).
- Ensure consistency in program delivery model.
- Support staff in keeping pace with the curriculum.



SCHOOL AND CLASS ENVIRONMENT

→ Activity and Events

- Increase variety of sports and co-ed options.

→ Technology

- Increase access/resources (chromebooks).

→ Learning Environment

- Support staff in regaining control of classrooms.
- Increase educational assistant allocation.

→ Bullying, Violence, and Safety

- Address bullying and aggressive behaviour.



WELL-BEING AND BELONGING

→ Fostering Well-Being

- Support student well-being through staff well-being.
- Promote the golden rule of respect.



BOARD & ADMIN

→ Board Resources

- Address and update facilities and infrastructure (e.g., gender neutral washrooms, water quality).
- Increase offerings at rural schools.

→ Initiatives

- Provide more training for District tools/initiatives.

APPENDIX B: SCHOOL PROFILES

RIDGEMONT HIGH SCHOOL

LOCATION



DEMOGRAPHICS

Current Enrolment: 695

School Capacity: 969

Location: Urban

Grades: Gr. 9-12

Programs: English as a Second Language, French Immersion, Extended French Education for Community Living.

The feedback presented focuses on areas for improvement, but it is important to acknowledge the praise we heard throughout the session. Among other things, we heard great appreciation for the school culture, administration, and the teaching staff who demonstrate a genuine interest in knowing and respecting their students.

THEMATIC FEEDBACK



LEARNING

→ Student Learning

- Prepare students for post-secondary.
- Promote curiosity and inquiry-based learning.

→ Life Skills

- Develop practical life skills (e.g., doing taxes).



TEACHING

→ Professional Development and Training

- Provide school-based opportunities for collaboration and professional learning.

→ Best Practices

- Hire subject-matter experts.
- Demonstrate confidence in student ability through high expectations.



CURRICULUM AND PROGRAMS

→ Special Education

- Improve communication across teachers for students with special education needs.
- Include students in specialized classes in school life.

→ Academics and Pathways

- Increase flexibility in pathways to graduation.

→ English as a Second Language

- Improve ESL pedagogy and support for English language learners in taking challenging courses.



SCHOOL AND CLASS ENVIRONMENT

→ Technology

- Minimize social media access and cellphone use.
- Update equipment and improve tech access.

→ Classroom Management

- Hold high standards, while building trust/rapport.
- Address bullying through appropriate consequences.



WELL-BEING AND BELONGING

→ Fostering Well-Being

- Address tension between 2SLGBTQ+ rights and religious freedoms (e.g., washroom use).
- Provide training to staff on equity and diversity.

→ Equity and Diversity

- Improve mental health supports and guidance.
- Increase staff identity representation.
- Offer halal food options at school.



BOARD & ADMIN

→ Board Resources

- Invest in comfortable classrooms.
- Improve process for newcomer grade placement.

APPENDIX B: SCHOOL PROFILES

SIR GUY CARLETON SS

LOCATION



DEMOGRAPHICS

Current Enrolment: 351

School Capacity: 783

Location: Urban

Grades: Gr. 9-12

Programs: Skilled Trades & Tech, Experiential Education, and Special Education Programs.

The feedback presented focuses on areas for improvement, but it is important to acknowledge the praise we heard throughout the session. We heard appreciation for the opportunity to learn skilled trades, gratitude for extra-curriculars, and recognition of the advocacy for students and their secondary learning experience, among other comments of praise.

THEMATIC FEEDBACK



LEARNING

→ Student Learning

- Continue to provide experiential opportunities.
- Establish clear expectations.

→ Life Skills

- Develop life skills (e.g., riding the bus, getting an age of majority card, driving, work/business experience).



TEACHING

→ Professional Barriers

- Address staffing issues (lack of replacement staff).
- Increase educational assistants.

→ Best Practices

- Understand students' lives beyond school.
- Build student-teacher relationships.



CURRICULUM AND PROGRAMS

→ Special Education

- Clarify how the special education program informs the school's identity.

→ Destreaming

- Address staff concerns around destreaming.

→ Academics and Pathways

- Increase awareness of pathway options.
- Encourage curiosity and inquiry-based learning.



SCHOOL AND CLASS ENVIRONMENT

→ Activity and Events

- Increase activities, special guests, and field trips.

→ Technology

- Increase use of technology.

→ Bullying, Violence, and Safety

- Confront bullying and establish consequences.
- Address washrooms as unsafe spaces.



WELL-BEING AND BELONGING

→ Fostering Well-Being

- Develop coping skills and resilience.
- Increase guidance staff and social workers.
- Provide more opportunities for physical activity.

→ Equity and Diversity

- Provide lunch for students who can't afford it.



BOARD & ADMIN

→ Board Resources

- Invest in accessibility and classroom resources.
- Promote skilled trades.
- Create inviting facilities/spaces.

APPENDIX B: SCHOOL PROFILES

YORK STREET PUBLIC SCHOOL

LOCATION



DEMOGRAPHICS

Current Enrolment:	197
School Capacity:	369
Location:	Urban
Grades:	K-8
Programs:	English

The feedback presented focuses on areas for improvement, but it is important to acknowledge the praise we heard throughout the session. For example: We heard appreciation for the school's dedication to welcoming and supporting newcomers, and we heard insights that the mantra "Be what they said you couldn't be" resonated well with students.

THEMATIC FEEDBACK



LEARNING

→ Student Learning

- Establish high expectations, based on the individual.
- Increase experiential learning opportunities.

→ Life Skills

- Emphasize and develop practical life skills.



TEACHING

→ Professional Development and Training

- Provide job-embedded professional learning during the school day.

→ Best Practices

- Build teacher-student relationships.
- Allow student voice to direct lessons and learning.
- Provide homework to reinforce learning.
- Balance education with extra-curriculars.



CURRICULUM AND PROGRAMS

→ Academics and Pathways

- Connect multilingual learners/newcomer families to curriculum and English language learning resources.



SCHOOL AND CLASS ENVIRONMENT

→ Violence, and Safety

- Address increasing dangers around school (e.g., drugs, violence).

→ Technology

- Increase access to technology/chromebooks.

→ Learning Environment

- Support dysregulated students.
- Assign appropriate consequences (i.e., don't discipline all for the actions of an individual).



WELL-BEING AND BELONGING

→ Fostering Well-Being

- Increase number of mental health professionals.
- Equip teachers to be sensitive and responsive to student mental health.
- Foster connections between students and adults.
- Increase opportunities for physical activity.



BOARD & ADMIN

→ Board Resources

- Increase funding for inner-city schools.
- Invest in translation.
- Consider impact of increased intake (newcomers).

→ Connections

- Support school-home communication.



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

Know More — [ocdsb.ca/NewStrategic Plan](https://ocdsb.ca/NewStrategicPlan)