

PARENT INVOLVEMENT COMMITTEE

Wednesday, October 13, 2021, 6:00 pm
Zoom Meeting

			Pages
1.	Call to Order - Land Acknowledgement	2 mins	
2.	Approval of Agenda	1 mins	
3.	Action Items		
3.1.	Report 21-073, Parent Involvement Committee Membership Update (P. Duah)	15 mins	1
4.	Presentation		
4.1.	Student Achievement Through Equity (SATE) Inquiry (P. Duah)	30 mins	19
5.	Discussion Items		
5.1.	Parent Involvement Committee Work Plan Finalization	20 mins	33
5.2.	Parent's Reaching Out (PRO) Grants 2021-2022	30 mins	35
6.	Review of PIC Report		
6.1.	PIC Report, 15 September 2021	2 mins	41
7.	Reports		
7.1.	Superintendent's Report	10 mins	
	a. Ottawa Network for Education (ONFE) School Breakfast Program Update		
	b. New Role: Parent Engagement Coordinator		
8.	Information Items	5 mins	
8.1.	Chair's Report		50
8.2.	PIC Correspondence		52

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| 9. | New Business | 5 mins |
| 10. | Adjournment | 1 mins |



PARENT INVOLVEMENT COMMITTEE

13 October 2021

Report No. 21-073

PARENT INVOLVEMENT COMMITTEE MEMBERSHIP UPDATE

Key Contact: Prince Duah, Superintendent of Instruction, 613-596-8211 ext. 8287

PURPOSE:

1. To update the Parent Involvement Committee (PIC) on the current status of its members and seek approval to begin to address its membership needs for 2021-2022 school year.

STRATEGIC LINKS:

2. Appointing members to the PIC supports the District's commitment to enhance parental engagement and improve the governance practices through the broader perspective that member organizations offer. This aligns with the cultures of caring and social responsibility of the 2019-2023 Strategic Plan.

CONTEXT:

3. The PIC By-Laws and Standing Rules provides for eighteen members, thirteen of whom are voting members, including ten parent members and three community representatives.

Below is the list of the current members of the Committee and their corresponding terms:

Parent Members with Terms Expiring 30 November 2021		
Suzanne Lyon	Parent Member	Sept. 2021 - Nov. 2021
Jennifer Hood	Parent Member	2019-2021
Jacquie Samuels	Parent Member	2020-2021

Parent Members with Terms Expiring 30 November 2022		
Diana Mills	Parent Member	2020-2022
Seyi-Okuribido-Malcolm	Parent Member	2020-2022
Jaime Morse	Parent Member	2020-2022
Annette Dillon	Parent Member	2020-2022
Abdulnaser Atef	Parent Member	2020-2022
Parent Members Appointed Biennially by OCASC		
OCASC - Martyn Reid Representative	Parent Member	2020-2022
OCASC - Malaka Hendela Representative	Parent Member	2020-2022
Community Members with Terms Expiring on 30 November 2021		
Parents For Diversity	Community Member Kahmaria Pingue	2019-2021
Community Members with Terms Expiring on 30 November 2022		
Ottawa Network for Education (ONFE)	Community Member Heather Kotelniski (Kristina Price - Alternate)	2020-2022
Vacancy	Community Member	

As indicated above, the PIC starts this school year with one community member vacancy and four parent members whose term expires on 30 November 2021.

KEY CONSIDERATIONS:

1. Parent Members Vacancies
In accordance with the PIC By-laws and Standing Rules (Appendix A), the Committee may fill vacancies from the waiting list; however, there are currently no candidates on this list.

As of 30 November 2021, the terms of office for the following Parent Members will expire:

1. Suzanne Lyon
2. Jennifer Hood
3. Jacquie Samuels

In accordance with PIC By-Laws,

- Parent Members with expiring terms of office may be reappointed to the Committee, if interested, subject to the appointment process (section 5.5);
- there is no restriction on the number of terms that a member may serve, but there is a restriction that the Chair can only serve two consecutive two year terms;
- Parent Members may serve either a one (1) or two (2) year term (section 5.1); and
- OCASC representatives are appointed by Ottawa-Carleton Assembly of School Councils (OCASC) (section 5.2).

2. Community Member Vacancies

The PIC operated during 2020-2021 school year with one vacancy in the Community Member positions and two local associations represented at the table:

- Parents for Diversity (P4D) with a term of office expiring 30 November 2021; and
- Ottawa Network for Education (ONFE) with a term of office expiring 30 November 2022.

The Committee may seek new local associations to fill the current and emerging vacancies by sending letters to possible candidates (Appendix B: List of Possible Community Member Candidates) exploring their interest to sit on PIC and appoint a representative to the Committee. Individuals may also serve as Community Members should they satisfy the eligibility requirements as per section 4(c) of the By-Laws. All Community Members shall be appointed for a two-year term.

3. Process for Appointments

The PIC by-laws have an established process for appointments involving a membership sub-committee. The District undertakes a communications campaign to seek new members.

Candidates interested in being considered for Parent Member positions are required to provide to the PIC Membership Sub-Committee the following information:

- A written expression of interest outlining his or her interest in public education as well as his or her knowledge and skills in one or more of the

areas of: public education; community engagement; equity and inclusion strategies; and public policy and/or communications;

- A written confirmation that he or she is a parent of a pupil enrolled in an OCDSB school;
- An indication of whether or not they have experience in one or more of the following areas:
 - i) elementary or secondary;
 - ii) urban, suburban or rural;
 - iii) special education; and
 - iv) diverse communities.
- An indication of the candidate's interest in serving a one or two-year term.

4. Confirming Continued Interest

It will be necessary to confirm whether any current Parent Members with terms of office expiring on 30 November 2021 are interested in continuing their reappointment to the Committee. In the past, the Committee has generally allowed for the renewal of membership by interested committee members, subject to the number and nature of applicants relative to the skills and experience matrix.

FINANCIAL CONSIDERATIONS:

5. The costs associated with the advertisement are covered through the Parent Involvement funds allocated by the Ministry.

COMMUNICATION/CONSULTATION ISSUES:

6. There is an active recruitment campaign in order to identify and appoint new members to the PIC.

RECOMMENDATIONS:

- A. THAT the Membership Subcommittee be established and the following persons be appointed to serve on the committee:
 - Chair: Martyn Reid
 - Parent Member:
 - Community Member (Optional):
- B. THAT the Committee ask the Membership sub-committee to identify key local associations to be contacted in terms of their interest in sitting on PIC.

Prince Duah
Superintendent of Instruction

Camille Williams-Taylor
Director of Education and Secretary of the Board

APPENDICES:

Appendix A: Parent Involvement Committee By-Laws and Standing Rules

Appendix B: List of Possible Community Member Candidates

Candidate Associations/Groups for the Community Member position of the Parent Involvement Committee (PIC)

Below is a list of possible associations/groups that might be eligible/interested in the Community Representative position of the Parent Involvement Committee (PIC).

- Arab and Lebanese Social Services
- Assembly of Seven Generations
- Association of Community Organizations for Reform Now (ACORN)
- Big Brother Big Sisters
- Black History Ottawa
- Canadian Centre for Gender and Sexual Diversity
- Carleton University
- CHEO
- Children's Aid Society
- Coalition of Community Health and Resources Centers of Ottawa
- Community Care Access Centres
- Crime Prevention Ottawa
- Dave Smith Youth Treatment Centre
- Family Services Ottawa
- Federation of Black Canadians Ottawa
- Federation of Citizens' Associations of O.C.
- Guyana Ottawa Cultural Association
- Invest Ottawa
- Jaku Konbit
- Jamaican Ottawa Community Association
- Kind Space
- Le Patro d'Ottawa
- Lebanese and Arab Community Centre
- Mouvement d'implication francophone d'Orléans
- Muslim Family Services
- National Council of Canadian Muslims
- Nepean, Rideau, Osgoode Community Resource Centre (NROCRC)
- Nyansapo
- Odawa Native Friendship Centre
- Ottawa Aboriginal Coalition
- Ottawa Chinese Community Service Center
- Ottawa Community Housing Cooperation
- Ottawa Community Immigrant Services Organization (OCISO)
- Ottawa East Community Activities Group

- Ottawa Inuit Children's Centre
- Ottawa Japanese Cultural Centre
- Ottawa Local Immigration Partnership (OLIP)
- Ottawa Network for Education
- Ottawa Police Service
- Ottawa Public Health
- Ottawa Student Transportation Authority
- Ottawa-Carleton Education Network Inc.
- Parents' Lifeline of Eastern Ontario



By-Laws and Standing Rules Parent Involvement Committee

BEING the rules governing the establishment and composition of the Ottawa-Carleton District School Board (OCDSB) Parent Involvement Committee under *Ontario Regulation 612/00 School Councils and Parent Involvement Committees* of the *Education Act* of Ontario, which rules shall apply to the structure and proceedings of the Parent Involvement Committee (PIC), henceforth known as the Committee, from 1 October 2011, unless or until amended by resolution of the Committee.

Interpretation

In these By-Laws and standing rules:

Board means the Board of Trustees.

Community Member means an individual or a local association with an interest in supporting public education, and who has been appointed to the Committee;

Director means the Director of Education/Secretary of the Board;

District means the Ottawa-Carleton District School Board;

Parent means a parent/guardian of a pupil who is enrolled in a school of the OCDSB; and

Parent Member means a parent who is appointed to serve on the Committee for a specified term.

Mandate

- 1.0 The mandate of the Committee is to support, encourage and enhance parent engagement at the District level in order to improve student achievement and well-being.

Purpose

- 2.0 The Committee will achieve its purpose by:
- a) providing information, advice and recommendations on parent engagement to the Board of Trustees;
 - b) communicating with and supporting school councils; and

- c) undertaking activities and working with partners and agencies to help parents of pupils of the OCDSB to support their children's learning at home and at school.

2.1 The Committee shall:

- a) develop strategies and initiatives that the Board of Trustees and the Director of Education could use to effectively communicate with parents and to effectively engage parents in improving student achievement and well-being;
- b) advise the Board of Trustees and the Director of Education on the use of strategies and initiatives, as referred to above, that could support engaging parents and improve student achievement and well-being;
- c) communicate information from the Ontario Ministry of Education to school councils and parents of pupils of the District;
- d) work with school councils and parents of students of the OCDSB and may work with partner agencies and, through the Director of Education, with employees of the District to:
 - (i) share effective practices to help engage parents, especially parents who may find engagement challenging, in their children's learning;
 - (ii) identify and reduce barriers to parent engagement;
 - (iii) help ensure that OCDSB schools create a welcoming environment for parents of its pupils; and
 - (iv) develop skills and acquire knowledge that will assist the Committee and school councils of the District with their work.
- e) determine, in consultation with the Director of Education and in keeping with the OCDSB's policies, how funding, if any, provided under the *Education Act* for parent involvement, is to be used.

2.2 The Committee may solicit and take into consideration the advice of parents of pupils enrolled in schools of the District with regard to matters under consideration by the Committee.

Membership

- 3.0 The Committee shall be comprised of up to 18 members, a majority of whom shall be Parent Members, including:
- a) thirteen (13) voting members appointed by the Committee; and
 - b) up to five (5) non-voting members appointed by the District.

- 3.1 Voting members shall include:
 - a) ten (10) Parent Members; and
 - b) three (3) Community Members.
- 3.2 Non-voting members shall include:
 - a) the Director of Education or designate; and
 - b) One (1) trustee appointed by the Board of Trustees.
- 3.3 Non-voting members may include:
 - a) One (1) elementary or secondary principal or vice-principal;
 - b) One (1) elementary or secondary teacher; and
 - c) One (1) employee of the District, other than a principal, vice principal or teacher.
- 3.4 The Director of Education of the OCDSB may:
 - a) delegate any of their powers or duties as a member of the Committee to a supervisory officer employed by the District, and
 - b) designate a supervisory officer of the board to attend a meeting of the Committee in their place.
- 3.5 The Trustee member may:
 - a) delegate any of their powers or duties as a member of the Committee to the alternate trustee member appointed by the Board of Trustees; and
 - b) if unable to attend a meeting, have the alternate trustee attend that meeting of the Committee in their place; and
 - c) delegate their powers or duties to another member of the Board of Trustees where the alternate trustee member is not able to attend.
- 3.6 Employees of the OCDSB are eligible for appointment to the position of Parent Member but not to the position of Community Member. Where an employee is appointed as a Parent Member they shall, at their first Committee meeting, inform the Committee of their employment with the OCDSB.
- 3.7 Members of the Board of Trustees are not eligible to be a Community Member or a Parent Member of the Committee.

Membership Criteria

- 4.0 All members are expected to have a strong interest in and commitment to public education, student achievement and well-being and be able to represent the views of a wide variety of parents.
- a) Eight (8) Parent Members shall be selected based on their knowledge, skills, and experiences in one or more of the following areas:
 - (i) public education;
 - (ii) community engagement;
 - (iii) equity and inclusion strategies; and
 - (iv) public policy and/or communications.
 - b) Two (2) Parent Members shall be appointed as representatives from the following groups/organizations:
 - (i) two (2) Parent Members named by the Ottawa-Carleton Assembly of School Council (OCASC); one (1) of who may be the Chair or Vice-Chair of the OCASC.
 - c) Three (3) Community Members shall be selected based on their ability to provide a broad community based perspective and should meet one or more of the following criteria:
 - (i) demonstrated connection to and/or knowledge of the OCDSB;
 - (ii) active participation in a community group, organization or business that has as part of its mandate an interest in education, community development or social service;
 - (iii) interest in and/or ability to link the OCDSB school community with external community groups or organizations;
 - (iv) ability to represent broad societal or community perspectives; and
 - (v) experience or demonstrated interest in educational issues.
- 4.1 The Committee may invite representatives of District committees, including but not limited to: Standing Committees (i.e., COW and COW Budget), Statutory Committees (e.g., SEAC, Audit and SALEP) or Advisory Committees (e.g., Arts Advisory) to attend meetings (as necessary) to provide expertise on those particular topics or issues related to the work of the Statutory, Standing or Advisory Committee.

Term of Office

- 5.0 The members of the Committee shall be appointed before November 15 of each school year for a term of office beginning December 01 and ending November 30.

- 5.1 The eight (8) Parent Members of the Committee plus the two (2) Parent Members appointed by the OCASC shall be appointed to serve a term of office of either one (1) or two (2) years and, wherever possible, members shall be appointed for a two-year term.
- 5.2 The term of office for Community Members shall be two (2) years.
- 5.3 The term of office for the Board member and alternate Board member shall be one (1) year unless otherwise determined by the Board.
- 5.4 A member of the Committee may be re-appointed to the Committee for more than one term subject to the Committee's appointment process.

Appointments of Members

- 6.0 Annually the Committee shall review its membership needs and, when required, create a Membership Sub-Committee.
- 6.1 The Membership Sub-Committee shall include the Chair, Vice Chair, the Director of Education or designate, a Parent Member, and may include a Community Member.

Appointment of Parent Members

- 6.2 The Membership Sub-Committee shall post a notice inviting applications for appointment to the position of Parent Member, as required.
- 6.3 The posting of notice shall be done through a variety of methods to ensure awareness of the application process by the entire jurisdiction of the District. The notice shall include:
 - a) a summary of the position, including the term of office of the appointment;
 - b) the process for making an application;
 - c) the deadline for the application; and
 - d) the name and contact information of the person(s) responsible for managing the process.
- 6.4 All applicants will be required to provide:
 - a) a written expression of interest outlining their interest in public education as well as their knowledge and skills in one or more of the areas noted in s. 4.0 (a) of these by-laws;
 - b) a written confirmation that they are a parent of a pupil enrolled in an OCDSB school; and

- c) an indication of his or her interest is serving a one (1) or two (2) year term.
- 6.5 The Membership Sub-Committee may choose to interview prospective candidates and/or request and check references.
- 6.6 Upon the close of the application period, the Membership Sub-Committee shall review the applications and provide the names of the recommended candidate(s) to the Committee for ratification.
- 6.7 In making the recommendation(s) the Membership Sub-Committee shall take into consideration:
- a) the knowledge, skills and experience of the current Committee membership;
 - b) the knowledge, skills and experience of the applicants;
 - c) the balance of elementary and secondary perspectives on the Committee;
 - d) the geographic representation of urban, suburban and rural perspectives from across the District;
 - e) the unique needs to parents of special education students; and
 - f) the knowledge and ability to add the perspective of diverse communities as referenced in Policy P.098.CUR Equity and Inclusive Education.
- 6.8 Where practicable, the Membership Sub-Committee may create a waiting list of recommended candidates for the Committee to use when vacancies arise during the year.

Appointment of OCASC Representatives

- 6.9 For the two (2) Parent Members who are representatives of OCASC, the Committee shall seek the names of appointees from the Chair of OCASC.
- 6.10 The names of the Parent Member representatives of OCASC shall be provided to the Committee for ratification.

Appointment of Community Members

- 6.11 As required, the Committee shall discuss possible candidates/candidate associations who could serve as Community Members in accordance with section 4.0 (c).
- 6.12 Staff shall send letters to those candidates exploring their interest to sit on PIC and appoint a representative to the Committee.

- 6.13 Where the number of the interested candidates/candidate associations exceeds the number of vacancies in the Community Member position; the Membership Sub-Committee shall make a recommendation to the Committee to select Community Members who best meet its needs.
- 6.14 Wherever possible, individual Community Members should also be parents of a pupil enrolled in a school of the OCDSB.
- 6.15 Where a Community Member is an association, the Member may appoint an alternate to replace the named representative if the representative is unable to attend a meeting. Temporary substitution of a representative by a duly authorized alternate during the course of a meeting shall be allowed.
- 6.16 The names of the Community Members, and the alternates if applicable, shall be provided to the Committee for ratification.
- 6.17 An appointment to the Committee is of no effect unless the person agrees to the appointment.

Election of Chairs and Vice Chairs

- 6.18 The Chair and Vice Chair of the Committee must be parent members and shall be elected for a two-year term by the Parent Members of the Committee.
- 6.19 Where a nominee to the office of Chair or Vice Chair is a Parent Member with a one-year term of office, their term may be extended for a second year.
- 6.20 A member may not serve more than two (2) consecutive terms as Chair.
- 6.21 An individual who has served two (2) consecutive terms as Chair of the Committee may be re-elected as Chair provided at least one two-year term has elapsed since their last term as Chair.

Vacancies

- 7.0 A vacancy in the membership of the Committee does not prevent the Committee from exercising its authority.
- 7.1 A member shall lose their seat if absent from three consecutive regular meetings of the Committee without notice.
- 7.2 In the event that a Parent Member or an individual Community Representative appointed to the Committee vacates their position during the appointed term, the Committee may appoint another individual to the position for the remainder of the term.

- 7.3 In the event that a representative of a local association that was appointed to the Committee is no longer able to attend PIC meetings, the association may appoint another representative to fill their seat for the remainder of the term.
- 7.4 Vacancies in positions may be filled from the waiting list, if applicable, or be advertised. Methods of advertising may include, but are not limited to:
- a) advertisements in newsletters of District schools or school councils;
 - b) advertisements in newspapers with general circulation in the geographic jurisdiction of the District;
 - c) advertisements on radio or television stations that broadcast in the geographic jurisdiction of the District;
 - d) notices in schools of the District; and
 - e) notices on the OCDSB's website and where possible on District schools websites.
- 7.5 Individuals appointed as a result of a vacancy shall hold the position until the original term for that position expires.

Roles and Responsibilities of Members

- 8.0 All members of the Committee shall:
- a) promote and encourage parent engagement and the work of the Committee in the OCDSB;
 - b) review all relevant material prior to the Committee meetings;
 - c) attend and participate in the Committee meetings;
 - d) participate in Committee and Sub-Committee initiatives as required; and
 - e) act as a liaison between the Committee and their community .
- 8.1 The Chair shall:
- a) plan the agenda in collaboration with the Director or designate;
 - b) chair the Committee meetings;
 - c) act as a spokesperson for the Committee in communicating with the Director of Education, the Board and the public; and

- d) ensure that notice of each meeting is provided to all members of the Committee.
- 8.2 The Vice-Chair shall assume the duties of the Chair in the event the Chair is unavailable.

Meetings

- 9.0 The Committee shall meet at least six (6) times in each school year.
- 9.1 All meetings of the Committee will be open to the public, except in accordance with s. 207 of the *Education Act*, and be held at a location that is accessible to the public.
- 9.2 The first Committee meeting of the term shall not be held until after the appointments for the term have been made.
- 9.3 Notice of each meeting shall be provided to all members of the Committee at least five (5) days before the meeting. Notice may be provided to each member by e-mail or regular mail; by telephone call; and by posting to the District website. Notice by regular mail is deemed to be provided five (5) days before the meeting if it is mailed five (5) days before the meeting.
- 9.4 A meeting of the Committee cannot be held unless:
- a) a majority of voting members present at the meeting are Parent Members; and
 - b) the Director of Education, or designate, is present; and
 - c) the Trustee, or designate, is present.
- 9.5 Committee members are expected to attend all Committee meetings. A member who participates in the meeting through electronic means shall be deemed to be present.
- 9.6 Additional employees of the District, as determined on an as needed basis, may be invited to attend, participate, and act as a resource to the Committee in a non-voting capacity.
- 9.7 The rules of order for the conduct of meetings of the Committee shall follow these by-laws. In any situation for which there is no specific provision in these by-laws, the OCDSB By-Laws and Standing Rules shall apply for matters of interpretation, the Committee shall adopt as its parliamentary authority the latest edition of *Procedures for Meetings and Organizations* by M. K. Kerr and H. W. King, Carswell Legal Publications, Toronto.

- 9.8 Wherever possible, the Committee shall conduct its business through a collaborative decision making process.
- 9.9 When the Committee votes on a matter, only Parent Members and Community Members are entitled to vote.
- 9.10 In the event of a tie, the motion is defeated.

Sub-Committees

- 10.0 The Committee may, as it deems necessary, create sub-committees to make recommendations to the Committee. The sub-committees must include at least one (1) Parent Member of the Committee, and may include non-members.

Professional Conduct

- 11.0 Members of the Committee have a duty to make decisions consistent with Ministry and District policies and procedures in the best interests of students in compliance with the requirements of relevant legislation and regulations.
- 11.1 Members will not act in order to gain financial or other material benefit personally.
- 11.2 Where a PIC member, has any direct, indirect or a deemed pecuniary interest in any matter that is subject to consideration by the Committee, they shall disclose such interest and exclude themselves from the respective item on the agenda.
- 11.3 Members will respect the privacy of individuals in accordance with the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*. When meeting, members shall not discuss personal information relating to parents, students, school boards/trustees, or other personnel or council members.
- 11.4 In the event of a conflict between members, the Chair or designate will make every effort to resolve the dispute by mediation.

Minutes and Financial Records

- 12.0 The Committee will keep minutes of all of its meetings and records of all of its financial transactions, if any, in accordance with the policies and procedures of the District.
- 12.1 The minutes of the Committee's meetings and the records of its financial transactions will be available for examination at the Administration Building by any person in accordance with the records retention schedule.

- 12.2 The minutes of the Committee will be posted on the OCDSB website and will be sent electronically to the chair of each school council. The minutes posted on the website will remain on the website for four years.
- 12.3 A person shall not receive any remuneration for serving as a member of the Committee with the exception of an honorarium for a member of the Board of Trustees as stipulated in section 191 of the *Education Act*.
- 12.4 Committee members may be reimbursed for incidental expenses incurred as a result of their work on the Committee. Invoices for expenses related to their role shall be submitted and reimbursed in accordance with the financial policies of the OCDSB.

Summary of Activities

- 13.0 The Committee will annually submit a written summary of the Committee's activities to the Board of Trustees and to the Director of Education.
- 13.1 The summary of activities shall include a report on how funding, if any, provided under the *Education Act* for parent involvement was spent.
- 13.2 The Director of Education will provide the summary of activities to the school councils and post the summary of activities on the District website.

Amendments to By-Laws and Standing Rules

- 14.0 These By-Laws and Standing Rules may be amended only by approval of two-thirds (2/3) of all voting members present, at a regular or special meeting of the Committee, provided that advance notice in writing has been given to all Committee members.

Approved by the Parent Involvement Committee: 13 January 2021.

SATE

STUDENT ACHIEVEMENT THROUGH EQUITY



"We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need in order to do this. Whether we do it must finally depend on how we feel about the fact that we haven't so far."

— Dr. Ron Edmonds



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



INTRODUCTION:

The Ottawa-Carleton District School Board (OCDSB) is committed to ensuring that all students develop the characteristics and skills needed to be successful global citizens, and recognizes that learning, well-being, and equity are at the core of our work as educators. To achieve this outcome, we endeavour to champion high learning expectations for all students in all programs, promote collaborative environments that foster innovation, creativity, modernize instruction, and advance equity, dignity, and students' well-being in inclusive, caring classrooms.

For many years, students, parents, and community partners have raised concerns that Indigenous, Black, minoritized and racialized students have not always had positive and successful school life experiences. For many years, students, parents, and community partners have raised concerns that Indigenous, Black, minoritized and racialized students have not always had positive and successful school life experiences. The district-level identity-based data collected during the 2019–2020 year illustrates a disparity in student outcomes (e.g., achievement, program pathways, suspension rates, graduation rates), a disparity in experiences in school (e.g., sense of belonging, safety, etc.) and a disproportionate representation of Indigenous, Black, minoritized, English language learners, students living in poverty, and students in specialized or English program schools, resulting in persistent achievement and opportunity gaps.

A collaborative inquiry was, therefore, initiated by senior staff to address trustee concerns for English program schools. This was focused on strategically closing opportunity and learning gaps in the OCDSB English program schools identified as high on the Resource Allocation Index based on Socioeconomics (RAISE). The inquiry led to studies of outstanding urban schools across Canada, the United States, and Great Britain. It aimed to investigate how some schools have helped groups of students achieve high standards and identify significant common themes for success in raising achievement. It drew lessons from evidence-based research carried out in outstanding inner-city schools and asked the following four overarching questions:

- Why do some schools succeed against the odds?
- Why are they outstanding schools?
- What are the factors contributing to this success?
- What are the implications for school improvement?

The study provided evidence-based answers to these questions, drawing on outstanding schools' practices, experience, and ambitions in challenging circumstances.

A report from the Office for Standards in Education (Ofsted), a non-ministerial department responsible for inspecting educational institutions throughout the United Kingdom, revealed that the outstanding schools succeed for the following reasons:

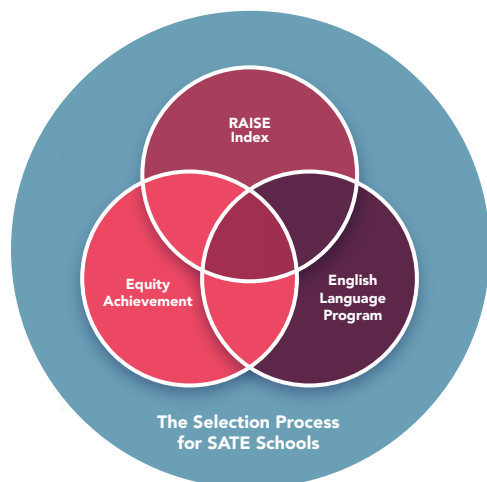
- They excel at what they do, not just occasionally, but for a high proportion of the time.
- They constantly prove that disadvantage need not be a barrier to achievement; e.g., speaking English as an additional language can support academic success, and schools can be learning communities.
- They put students first, invest in their staff, and nurture their communities.
- They have strong values and high expectations that are applied consistently.
- They fulfil individual potential through providing outstanding teaching, rich opportunities for learning, and encouragement and support for each student.
- They are highly inclusive, having complete regard for every student's educational progress, personal development, and well-being.
- They achieve through highly reflective, carefully planned and implemented strategies that meet the many challenges that obstruct the path to success.
- They are constantly looking for ways to improve further.
- They have outstanding and well-distributed leadership.

Research into successful schools in Canada and the USA has also provided similar insights into common practices in high-performing schools serving high-poverty student populations. For example, educational researcher Dr. Ron Edmonds uses high-performing schools to identify the common characteristics that could be the source of their success.

These outstanding schools act out of a passion for seeing every child achieve their highest potential. They understand that barriers to learning have to be tackled to make learning possible. They are adept at reducing barriers, overcoming emotional and psychological hurdles, and creating the right conditions for learning. These programs implemented practices and pedagogies to increase student success, removed barriers to access and opportunities, and initiated sustained reform.

The documented evidence of program reforms for equity through critical pedagogies and eliminating obstacles to support equitable outcomes for all students informed the creation of the Student Achievement Through Equity (SATE) Inquiry (see Appendix A). This initiative is a collaborative effort with contributions and assistance from a steering committee that includes a superintendent of instruction, a central administrator, two school administrators, an instructional coach, and a Black graduation coach.

SELECTION PROCESS FOR SATE INQUIRY SCHOOLS



The selection process for SATE Inquiry schools involved careful examination of pertinent provincial, District, school and demographic data (i.e., school programs available, EQAO data, RAISE index). The students who attend the identified SATE Inquiry schools (i.e., the initial eleven elementary schools) face similar challenges and systemic barriers associated with race, ethnicity, language and socioeconomic status. In particular, our data highlighted the discrepancy between students' academic achievement in the English program compared to students in the French Immersion program.

SATE Inquiry Elementary Schools:

Arch Street
Public School

Hawthorne
Public School

Robert E. Wilson
Public School

Carleton Heights
Public School

Pinecrest
Public School

W.E. Gowling
Public School

Carson Grove
Public School

Queen Elizabeth
Public School

York Street
Public School

Charles H. Hulse
Public School

Queen Mary
Public School

SATE Inquiry Implementation Plan:

"The knowledge and skills to educate all children already exist. There are no pedagogical barriers to teaching and learning when willing people are prepared and made available to children."

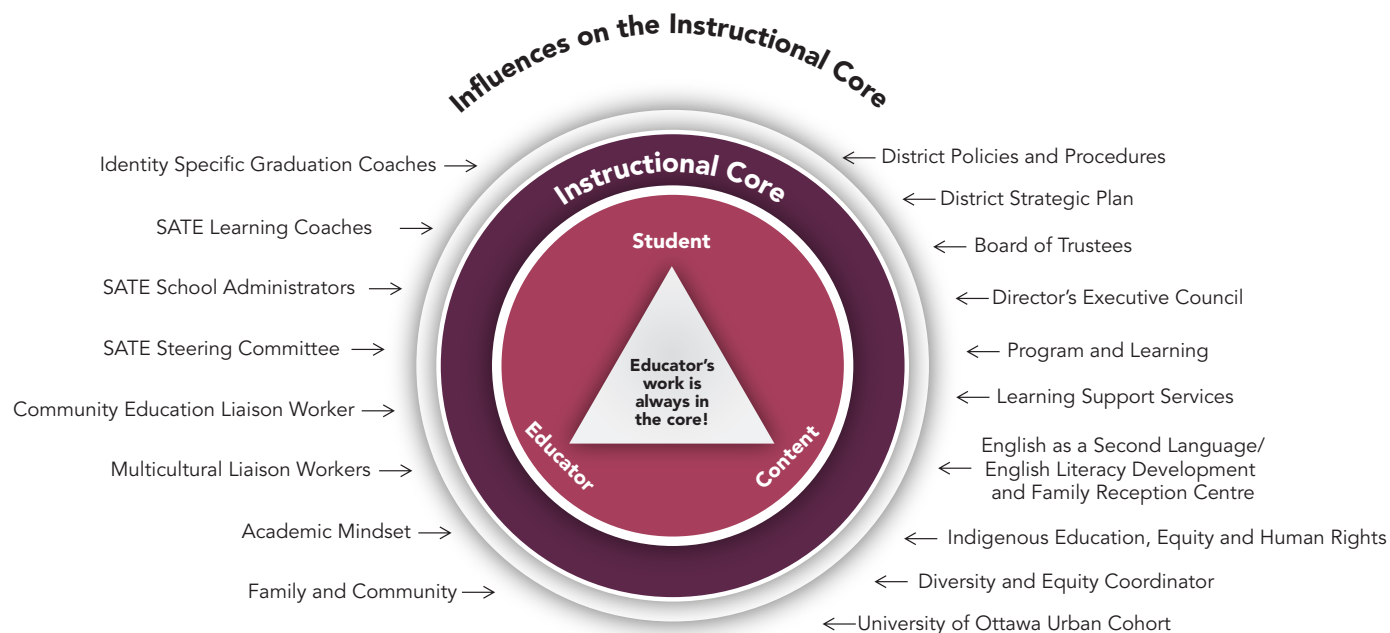
— Asa G. Hilliard

Equity of opportunities and outcomes needs to be more than a vision or an aspiration for the future; it needs to be the reality for all of our students, especially those in our English programs. The goal of the SATE Inquiry is to ensure that every student succeeds academically and develops a positive sense of well-being. This goal will be accomplished through intentional and strategic actions grounded in a shared

commitment to an anti-racist, anti-oppression, anti-colonial framework, and culturally relevant and responsive pedagogy. These strategic actions include the use of, but are not limited to:

- Collaborative inquiry model(s) for professional development/learning
- Professional learning protocols
- Hub collaborative sessions
- Embedded coach model
- 70-20-10 Model
- Inquiry-based learning

To work on closing opportunity and learning gaps for students, we will focus our work solely within the instructional core. Dr. Richard Elmore, research professor of educational leadership, defines the instructional core as “the relationship between the teacher and student in the presence of content.” We envision an expanded view of the instructional core that includes the influences, factors, and conditions that impact it, such as the RAISE index, District strategic plan and policies, administrators, parents/caregivers, SATE learning coaches, and community partners, and so on. Our professional learning will be predicated on the understanding that all three components of the instructional core are interconnected, and changing one component must and will change the other two.

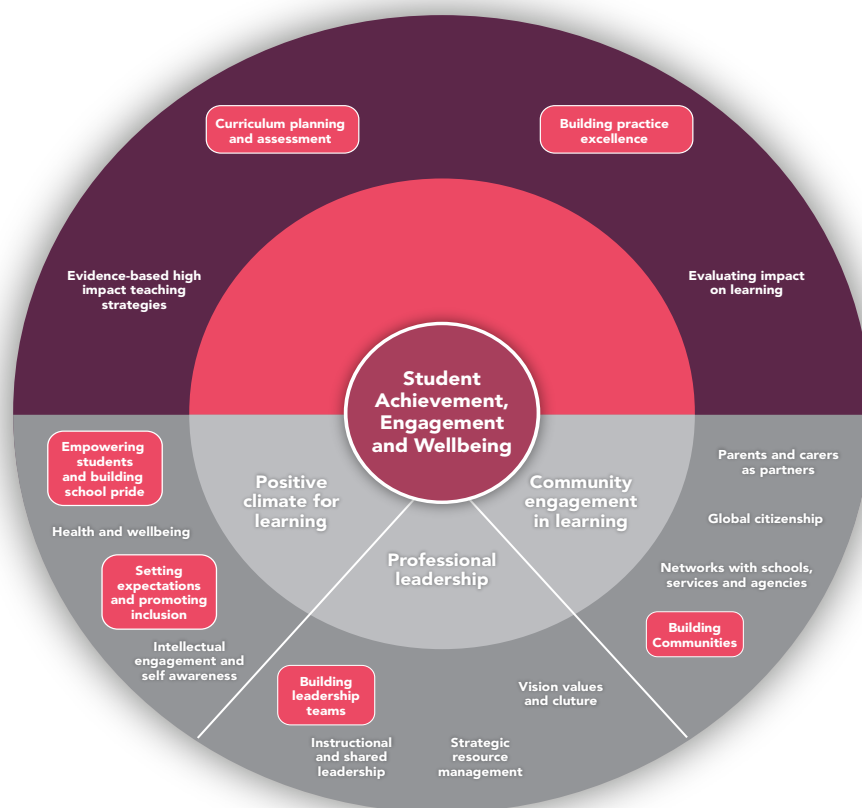


Through collaborative inquiry, teachers will make sense of their experiences in the classroom, learn from those experiences, and draw upon their colleagues' knowledge to enhance their teaching and their students' learning. We endeavour to foster professional learning environments that encourage openness to learning exhibited by educator curiosity and intentional instructional practices. The following questions will drive the collaborative inquiry:

- Where are we now (current reality)?
- Where do we wish to be (equity by design)?
- How are we going to get from here to there?
- How will we measure our impact on student achievement and well-being?

The use of collaborative inquiry models in conjunction with professional learning protocols will build collective efficacy amongst participating school teams and build the capacity of school leaders and educators by:

- Measuring their impact through data collection and monitoring the progress of underserved students;
- Using evidence-based research and practices to inform decision making;
- Identifying and disrupting the systemic and structural barriers that exist for underserved students with their schools.



"I pray for all of us the strength to teach our children what they must learn, and the humility and wisdom to learn from them so that we might teach better."

— Lisa Delpit

Central to the work of the SATE Inquiry will be supporting school administrators and educators to meaningfully engage students, parents/caregivers, and the community in our work. Students, families, and communities need to be brought together into the educational environment as participants and partners in the learning process, thus centring the school as the “Heart of the Community.” Schools need strong, visionary leadership to foster relationships with students, families and the community. Schools need to listen to, value, and amplify the voices and contributions of students, parents/caregivers, and the community. We will utilize the expertise of the Community Education Liaison Worker (CE LW) and other community partners to support school administrators and educators to build purposeful relationships with parents and caregivers. The CELW will be an important contributor to our initiative, as they will:



- Work in conjunction with school principals to establish a network of local agencies, residents and parents/caregivers, and school representatives to provide advice, support, and resources to the identified schools and their community;
- Establish positive relationships with parents/caregivers, school staff, and the community and model effective cross-cultural communication;
- Collaborate with the schools and local agencies to establish community-based programs, which support elementary students' literacy and numeracy skills (e.g., community reading programs, homework clubs, tutoring, computer literacy etc.).

KEY INDICATORS OF SUCCESS

"To put it as succinctly as possible, if you want to change and improve the climate and outcomes of schooling both for students and teachers, there are features of the school culture that have to be changed, and if they are not changed, your well-intentioned efforts will be defeated."

— Seymour Sarason

To realize our goal of creating more equitable schools requires us to shift the mindsets of educators and critically reimagine the culture of our schools. Establishing a culture of high expectations, anti-racist, anti-oppression, anti-colonialism, equity, inclusion, and excellence in SATE Inquiry schools requires authentic engagement and collaboration with parent/caregiver and community partners to support student achievement and well-being. This culture shift will happen due to the collaborative inquiry learning cycles, professional learning protocols, engagement with the community, and in partnership with the CELW.

We intend to promote courageous spaces that provide the safety needed for educators and school leaders to engage in authentic conversations about personal change and school improvement (e.g., professional learning/unlearning, feeling uncomfortable or vulnerable). The SATE Inquiry initiative will have a lasting impact on the learning of students, educators and administrators. Throughout the school year, data will be collected to identify students' strengths and needs, set goals for educators, and monitor and measure student learning. The SATE steering committee has developed a series of key performance indicators to guide school teams to identify their specific indicators of success. These indicators will support the implementation of the SATE Inquiry and will be used to assess the progress that has been made. The SATE Inquiry key indicators of success will:

- Provide clear expectations for the implementation;
- Identify gaps in knowledge and implementation;
- Assess the effectiveness of the strategies employed;
- Measure the impact on student achievement and staff learning; and
- Ensure transparency and relational accountability to all stakeholders.

EFFECTIVENESS AND ACCOUNTABILITY

"To teach in a manner that respects and cares for the souls of our students is essential if we are to provide the necessary conditions where learning can most deeply and intimately begin."

— Bell Hooks, *Teaching to Transgress: Education As The Practice of Freedom*

Monitoring the implementation of the SATE Inquiry should be grounded in the continuous collecting, sharing, and understanding of data, and evidence of student progress and achievement. School-wide transformation requires the disciplined use of evidence-informed practices that integrate teachers' professional expertise with good evidence to improve teaching practice and student learning. To make this shift, teachers have to see it as their role to evaluate their impact on student learning, starting with what students know, determining what a year of growth looks like, and identifying what knowledge, skills, and information are required to support students' learning goals. Thorough documentation of the teaching and learning process will allow educators from across the district to benefit from the SATE Inquiry.

A SATE Inquiry report focused on students' achievement progress will be provided to the Director's Executive Council (DEC) annually. This report will have two distinct sections that will share the learning and perspectives of various stakeholders. The first section of the report will reveal how the SATE Inquiry schools used data to identify underachieving students, track student progress, set targets, and reflect on current teaching practices. In the second section of the report, SATE learning coaches, with the support of the Community Educational Liaison Worker, will document findings from discussions with the Principal, classroom teachers, support staff, parents/caregivers, and students. Information gathered during the inquiry will amplify the voices of parents/caregivers and students to more collaboratively set directives for future school improvement planning. Shared accountability throughout the organization will increase staff's commitment to the work of the SATE Inquiry and foster innovation within school teams and the district to provide a model for effective classroom instruction.

We envision a SATE Inquiry classroom where learning is active: effective and active learning are interdependent. A SATE Inquiry classroom will engage and motivate students by responding to their needs and leveraging their strengths. Students are viewed as agents of change. The learning environment allows students to accept responsibility for their learning, work together to achieve shared goals, listen to others' ideas, and support one another through challenges. The effectiveness of active learning is not limited to the academic or cognitive but extends to each student's social and personal development. To attain the goals of the SATE Inquiry, educators, students, parents/caregivers, district leaders, and the community will work together to create the conditions for all students to be successful learners.

APPENDIX A:

SATE INQUIRY OVERVIEW 2021–2023

Our District's Strategic Plan:	Culture of Innovation: We will build a learning community where innovation and inquiry drive learning.	Culture of Caring: We will advance equity and a sense of belonging to promote a safe and caring community.	Culture of Social Responsibility: We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.
Foundational Principles: The beliefs, shared understandings, and mindsets serve as the basis of our collective work.	Priorities: The key actions that are necessary to achieve our goals.	Drivers of Change: The strategic actions that we will undertake to address systemic barriers for underserved students. Drivers of change are also the actors: students, families, community, educators, Learning Support Services (LSS), Principal, SATE coaches, Principal Coach, and external partnerships (e.g., University of Ottawa Urban Cohort).	Goal: The statement of outcomes that we endeavour to accomplish. Objectives: The strategic goals that will be measured and timebound.

<p>SATE Foundational Principles:</p> <ol style="list-style-type: none"> 1. All students have a right to quality education in English and French. High expectations for all students and staff are critical for student achievement. Race, ethnicity, socioeconomic status, or one's program (e.g., French Immersion or English with Core French) should not predetermine pathways or affect outcomes for student achievement. Regardless of race, gender, ethnicity, language, disability, family background or family income, all students should learn in robust and culturally relevant learning environments that respect individual abilities and utilize anti-racist, anti-colonial, and anti-bias instructional practices. Outstanding schools are adept at reducing barriers, overcoming emotional and psychological hurdles, and creating the right conditions for learning. The work of SATE is grounded in evidence-based research to develop and implement programs, practices, and pedagogies that increase student success, remove barriers to access and opportunities, and initiate sustained reform. Parents/caregivers are critical partners in their child's education. Their perspective and voice are valued. Community partnerships are vital to meeting the needs of all students. The school is the "heart of the community." 	<p>SATE Priorities:</p> <ol style="list-style-type: none"> Build the capacity of educators to implement innovative, culturally relevant and responsive curricula within an anti-colonial, anti-racist, and anti-oppressive framework. Improve academic achievement and well-being for underserved students through early targeted intervention and support. Foster collective teacher efficacy by rigorously using data to inform teaching and learning. Cultivate courageous, innovative, visionary, empowering, and inclusive school leaders who are passionate and committed to the achievement and well-being of all students. Create welcoming and inclusive classroom and school environments that amplify student and parent/caregiver voices. Establish strong school-parent/caregiver partnerships. Recognize, value, integrate, and celebrate the diversity of the classroom, school, and community. 	<p>SATE Drivers of Change:</p> <p><u>Actions:</u></p> <ul style="list-style-type: none"> • Collaborative Inquiry Model • Use of Professional Learning Protocols • Hub Collaborative Sessions • 70-20-10 Model • Inquiry-Based Learning • Anti-racist/Anti-Oppressive Frameworks • Culturally Relevant and Responsive Pedagogy • Response to Intervention Protocols <p><u>Actors:</u></p> <ul style="list-style-type: none"> • SATE Learning Coaches • SATE Community Education Liaison Worker • SATE Principal Coach • SATE Supervisor • Black and Indigenous Graduation Coaches • Principals • Educators/School Staff • Students • Families/Parents • Caregivers • Community Partners • Senior Staff • LSS • Social Workers • Program and Learning (PAL) • English as a Second Language(ESL)/English Literacy Development (ELD), • Indigenous Education Team • Equity Team • Human Resources • University of Ottawa - Faculty of Education • External partners 	<p>Overall SATE Goal:</p> <p>Ensure that every student succeeds academically and develops a positive sense of well-being.</p> <p>Key Objectives:</p> <ol style="list-style-type: none"> 1. Use evidence-based research and practices to inform decision-making. 2. Collect data, measure and monitor the progress of students. 3. Enhance the capacity of school leaders and educators to address the academic needs of underserved students. 4. Identify the systemic and structural barriers that exist for underserved students. 5. Create a culture of high expectations, anti-oppression, equity, inclusion, and excellence in OCDSB schools. 6. Engage and collaborate with parents/caregivers and community partners to support student achievement and well-being.
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OTTAWA-CARLETON
DISTRICT SCHOOL BOARD





Student Achievement Through Equity (SATE)

Goal

Ensure that every student succeeds academically and develops a positive sense of well-being.

Objectives

Use evidence-based research and practices to inform decision-making.

Collect data, measure and monitor the progress of students.

Enhance the capacity of school leaders and educators to address the academic needs of underserved students.

Identify the systemic and structural barriers that exist for underserved students.

Create a culture of high expectations, anti-oppression, equity, inclusion, and excellence in OCDSB schools.

Engage and collaborate with parents/caregivers and community partners to support student achievement and well-being.

Foundational Principles

1. All students have a right to quality education in English and French. High expectations for all students and staff are critical for student achievement.
2. Race, ethnicity, socioeconomic status, or one's program (e.g., French Immersion or English with Core French) should not predetermine pathways or affect outcomes for student achievement.
3. Regardless of race, gender, ethnicity, language, disability, family background or family income, all students should learn in robust and culturally relevant learning environments that respect individual abilities and utilize anti-racist, anti-colonial, and anti-bias instructional practices.
4. Outstanding schools are adept at reducing barriers, overcoming emotional and psychological hurdles and creating the right conditions for learning.
5. The work of SATE is grounded in evidence-based research to develop and implement programs, practices, and pedagogies that increase student success, remove barriers to access and opportunities, and initiate sustained reform.
6. Parents/caregivers are critical partners in their child's education. Their perspective and voice are valued.
7. Community partnerships are vital to meeting the needs of all students. The school is the "heart of the community."



OCDSB Parent Involvement Committee work plan
(Revised Sep 2021)

Supporting parent engagement in District processes and structures	Overcoming barriers to parent involvement	Enhancing the role and functioning of the committee	Advising the District on key initiatives
PIC and communications with the parent community (Q3/4 2021)			
<p>Helping parents have a voice with the District.</p> <ul style="list-style-type: none"> • School Councils • Communities of Interest • Individuals <p>How can PIC help?</p>	<p>Reaching out to all parents</p> <ul style="list-style-type: none"> • Marginalised groups • Giving parents a voice who might not know how to or not confident to do so. 	Develop PIC comms plan	Ensure PIC comms plan complimentary to District plans
Helping parents be part of their children's education (Q2 2021)			
<p>Introducing parents to the education system (2022-23)</p> <p>Supporting parent involvement</p>	How to reach out to non-traditional parental groups/clusters to inform and engage	Using comms plan for engagement	
What does the future look like as COVID pandemic response develops (Q3 2021)			
<p>Virtual schools – parent's thoughts on new school year (21/22).</p> <p>How to support parents moving from Virtual to In Person or if Virtual remains.</p>	What does this look like going forward?		Provide parents voice to help District understand how 21/22 COVID planning is going and if necessary help the plan for 2022/23.

OCDSB Parent Involvement Committee work plan
(Revised Sep 2021)

Funding / resource support for parental engagement (Q3 2021)			
Reviewing new/revised Parental Engagement resources	Report on how technology can support parents' engagement	Audit / oversight of Parental Engagement spending	How can PIC support / advise on resource allocation by District
Standing items and District driven requests			
Pro Grant for 2022-2023. <ul style="list-style-type: none"> • What does it look like? Feedback on current use. • How can the Pro Grant support? • Pro Grant distribution – looking ahead to next school year. 			
		Nominations and planning for Volunteer Appreciation and Community Recognition Awards	
			Human Right policy feedback
		New committee members and Chair elections	
		PIC member learning and training	

PARENTS REACHING OUT (PRO) GRANTS

2021-22 SCHOOL YEAR

Supporting parent engagement by removing barriers at the local level so parents can engage fully in their children's learning

Who is Eligible?

School boards are funded to administer the PRO Grants program in collaboration with their Parent Involvement Committees (PICs) and are encouraged to work with their Indigenous Advisory Council (IAC), Special Education Advisory Committee (SEAC), board's Equity and Access body, school councils, and community organizations to identify projects.

What is Eligible?



Projects that demonstrate parent input on how schools can improve in at least one of the following areas are eligible for funding:

- Addressing social inclusion and racism specifically anti-Asian, anti-Black, and anti-Indigenous discrimination and bias and other prejudices toward racialized and marginalized groups as well as inequities and systemic barriers faced by these designated groups.
- Creating a safe and welcoming environment
- Demonstrating respect for parents as valued partners within the education system regarding decisions about their child's education
- Enhancing communication with teachers
- Informing parents about the expectations of the Ontario Curriculum and supporting resources

Projects must be initiated by parents through communication with their PIC, a school council or other parent groups in the community.

What is Ineligible?



- Activities that took place prior to September 1, 2021
- Payment to school board staff or volunteers including salaries, honoraria, gifts
- Refreshments exceeding 10% of approved funding
- Out-of-province travel
- Debts or financial losses that result from a project
- Fundraising events
- Central administration expenses exceeding 10% of the budget

When?



- Projects must be completed between September 1, 2021 and June 30, 2022

Questions?

PRO@Ontario.ca



Parents Reaching Out Grants 2021-22

Frequently Asked Question

What is the purpose of PRO Grants?

- Parents Reaching Out (PRO) Grants fund school boards to work with parents to support projects and initiatives which remove barriers at the local level that prevent parents from participating and engaging fully in their children's learning and educational progress.

Who is eligible for the funding?

- School boards are funded to administer the PRO Grants program in collaboration with their Parent Involvement Committees (PICs) and are encouraged to work with their Indigenous Advisory Council (IAC), Special Education Advisory Committee (SEAC), board's Equity and Access body, school councils, and community organizations to identify projects.

What is the deadline to spend the funding?

- Projects must be carried out between September 1, 2021 - June 30, 2022. Any funds not spent by June 30, 2022 must be returned to the ministry.

When is the Final Report due?

- A final report is to be completed in collaboration with the PIC using the provided final report template and submitted to PRO@ontario.ca on or before July 15, 2022. The Recipient is encouraged to submit their final report as soon as their projects are complete.

How can parent groups have equitable access to the PRO Grants funding and information about projects funded by PRO Grants?

- Boards are required to work collaboratively with their respective PICs and are encouraged to work with their Indigenous Advisory Council (IAC), Special Education Advisory Committee (SEAC), board's Equity and Access body, school councils, and community organizations to deliver their PRO Grants that meet the local needs of parents. Boards will use their established communication tools and mechanisms to ensure all parent groups are aware of the funding, guidelines and eligible projects.

What projects are eligible for PRO Grants funding?

- Projects that demonstrate parent input on how schools can improve in at least one of the following areas are eligible for funding:
 - Addressing social inclusion and racism specifically anti-Asian, anti-Black, and anti-Indigenous discrimination and bias and other prejudices toward racialized

Parents Reaching Out Grants 2021-22

Frequently Asked Question

- and marginalized groups as well as inequities and systemic barriers faced by these designated groups.
 - Creating a safe and welcoming environment
 - Demonstrating respect for parents as valued partners within the education system regarding decisions about their child's education
 - Enhancing communication with teachers
 - Informing parents about the expectations of the Ontario Curriculum and supporting resources.
- Projects must be initiated by parents through communication with their PIC, a school council or other parent groups in the community.

What are ineligible expenses for PRO Grants funding?

- The ineligible expenses for PRO Grants for the 2021-22 school year includes:
 - Activities that took place prior to September 1, 2021
 - Payment to school board staff or volunteers including salaries, honoraria, gifts
 - Refreshments exceeding 10% of the approved funding
 - Out-of-province travel
 - Debts or financial losses that result from a project
 - Fundraising events
 - Central administration expenses exceeding 10% of the budget.

What are some examples of projects funded with PRO Grants?

- Examples shared by PICs and Board Leads from the 2020-21 school year include but were not limited to:
 - Anti-Black Racism, anti-Indigenous and anti-oppression initiatives (e.g., bridges out of poverty event);
 - Virtual parent/caregiver engagement supports;
 - Enhanced multi-lingual supports;
 - Translation of school materials;
 - Mental health and well-being (e.g. family music nights);
 - Parent portal improvement;
 - Physical health and wellness (e.g. virtual family yoga nights);
 - Technology support;
 - Providing targeted resources to meet specific parent needs so parents can be resilient;
 - Special education supports;
 - STEM (e.g. youtube capsules focused on science and numeracy);
 - Online learning software (e.g. Google classroom tutorials);
 - Online safety; and,
 - Self-regulation (e.g. virtual learning sessions for families).

Parents Reaching Out Grants 2021-22

Frequently Asked Question

Can PRO Grants funding be repurposed to address the impacts of COVID-19 or can it be carried forward to the next school year?

- The 2020-21 PRO Grants allocation cannot be repurposed or carried forward to the next fiscal year.

How can this funding address anti-racism and equity issues?

PRO Grants continues to support that remove barriers to parent engagement. This funding can be used as a tool to facilitate equitable outcomes for marginalized parents. Projects funded could include identifying and removing institutional biases and systemic barriers in order to allow participation of all parents in their children's schools, with the goal of supporting student learning and helping to close the achievement gap.

How can we get in touch if we have questions about PRO Grants?

- Questions can be sent to PRO@Ontario.ca.



PARENT REACHING OUT GRANT APPLICATION PROCESS 2021



Overview

The Parent Reaching Out (PRO) Grants program provides funding to school boards to work with parent stakeholder groups, school councils and/or Parent Involvement Committees to lead projects with a focus on the identification and removal of barriers that may prevent parents and families from participating and engaging fully in their children's learning.

This year, we are continuing to explore collaborative PRO Grants that include a number of school communities and community partners working together. Collaboration between communities is essential as we work together to effectively utilize the funds available and provide various opportunities for parent, guardian and family engagement.

Ministry Commitments

- Provide a safe and welcoming school environment;
- Maintain open communication with teachers;
- Respect parents as valued partners within the education system in relation to decisions about their child's education; and
- Ensure parents are informed about the content of the Ontario Curriculum Guidelines

DDSB Priorities



PRO Grant Project Criteria	
Project Partners (at least one) <ul style="list-style-type: none"> ➤ SCC ➤ Other School Communities ➤ DDSB Departments ➤ DDSB Affinity Groups ➤ Community Agencies 	Description / Purpose <ul style="list-style-type: none"> ➤ Clear theme/focus for the proposal ➤ Details provided ➤ Alignment to Ministry commitments ➤ Alignment to DDSB Priorities
Outcome <ul style="list-style-type: none"> ➤ Specific Measurables ➤ Alignment to Ministry commitments ➤ Alignment to DDSB Priorities ➤ Include reasonable estimate of attendance 	Amount of Grant Requested <ul style="list-style-type: none"> ➤ Specific breakdown of budget ➤ Budget connects directly with description ➤ Budget supports Ministry commitments ➤ Budget supports DDSB Priorities ➤ Budget meets guidelines of PRO Grant

Example

Budget Considerations

- **Ineligible Project Costs include:** Payment to school board staff/volunteers including honoraria of gifts; purchase of good and services that the ministry currently provides funding; activities, resources, speakers for students; capital items such as technology or sport equipment; entertainment activities such as barbecues, fun fairs, volunteer teas, movie nights etc; field trips; school signs; landscaping; prizes or incentives for parents or students; lessons for parents; fundraising events
- Advertising/Promotion must not exceed 10% of the budget
- Maximum amount of funding that can be requested is **\$4000.00**.

Application Process

- After connecting with partners and co-planning, one member of the team will complete the [google form](#) on behalf of the group.
- DDSB will work the Parent Involvement Committee (PIC) to determine the approved project(s) and corresponding funding amounts for each project.

PRO Grant Project Deadlines	
Application Deadlines	Friday, February 5 th
	Friday, February 19
Proposal Results Communicated	Tuesday, February 16 th
	Friday, February 26
Project Completion Date	Friday, June 11 th
PRO Grant Final Reports Due	Friday, June 25 th

We are looking forward to working together to support parent engagement in your and within the DDSB.

With thanks,

Valerie Estridge
Tiffani Sherwood
PIC Co-Chairs

Manon Laplante
Administrative Secretary
Manon.laplante@DDSB.ca

Erin Elmhurst
Acting Superintendent of Education
erin.elmhurst@ddsb.ca



PARENT INVOLVEMENT COMMITTEE

Wednesday, September 15, 2021

6:00 pm

Zoom Meeting

Members: Abdulnaser Atef, Annette Dillon, Diana Mills, Jacquie Samuels, Martyn Reid (OCASC Member), Seyi Okuribido-Malcolm, Suzanne Lyon, Kahmaria Pingue, Kristina Price

Non-Voting Members: Justine Bell (Trustee), Prince Duah (Superintendent of Instruction), Alain Brule (Principal, Cedarview Middle School), Sarah Pope (Principal, Castlefrank Elementary School),

Staff and Guests: Trustee Donna Blackburn, Trustee Lynn Scott, Shawn Lehman (Superintendent of Instruction), Sandra Owens (Manager of Business & Learning Technologies), Diane Pernari-Hergert (Manager of Communications & Information Services), Nicole Guthrie (Manager, Board Services), Erin Paynter (Principal, Sittsville Public School), Kristen Grant (Vice-Principal, Business & Learning Technologies), Joe Koraith (Communications Coordinator), Sue Baker (Acting Board/Committee Coordinator)

1. Call to Order

Chair Reid called the meeting to order at 6:03 p.m.

2. Approval of Agenda

Moved by Diana Mills,

THAT the agenda be approved

Carried

3. Action Items

3.a Appointment of New Parent Member - Suzanne Lyon

Chair Reid recalled that the Parent Involvement Committee (PIC) approved the recommendation from the PIC Membership Sub-Committee to add Suzanne Lyon to the waiting list in the event of a vacancy of a parent member. Noura Ahmed resigned her two-year term in May 2021, and PIC may now appoint Suzanne Lyon as a parent member to the PIC for the duration of the current term ending 30 November 2021.

Moved by Diana Mills,

THAT Suzanne Lyon be appointed as a parent member of the Parent Involvement Committee, for the term ending Movement 30, 2021.

Carried.

Chair Reid introduced Ms. Lyon and welcomed her to the meeting.

Ms. Lyon noted that she is interested in how PIC can be effective with respect to Indigenous issues, special education, and ensuring that schools are inclusive and equitable.

4. Discussion Items

4.a Review of Policy P.100.IT Appropriate Use of Technology

Superintendent Lehman introduced Erin Paynter, Principal of Stittsville Public School, Kristen Grant, Vice-Principal of Business & Learning Technologies, and Sandy Owens, Manager of Business & Learning Technologies, to the PIC and noted that they are working on the review of Policy. P.100.IT, Appropriate Use of Technology.

Principal Paynter advised that this policy was developed in 2001 as the Acceptable Use of Technology policy. It was updated in 2012 and renamed as the Appropriate Use of Technology policy, and is now under review with a view to updating it to address mandatory cyber security training, rapidly changing technology, virtual learning, digital citizenship, and to align with the Board's Strategic plan and other issues as identified in the consultation phase. In addition to the discussion at this meeting, members may provide feedback at a meeting of advisory committee representatives on 27 October 2021, or via email to aup.consultation@ocdsb.ca

During the ensuing discussion, the following points were noted:

- Consult with information privacy experts with respect to changes to privacy legislation, monitoring, and enforcement in the learning and working environment;
- What are the implications of students who are using a private computer from their home to access the District's network and lose their privileges and cannot access education;
- How would the policy increase the involvement and engagement of parents in their child's learning process;
- How would the policy remove barriers to engagement for families without electronic devices or internet access;

- The District's website is difficult for parents to navigate and find contact information for their child's teacher or principal;
- Students in some classes are asked to login with their name, turn on their video, and provide pictures of themselves engaged in various activities which may invade their privacy open them up to online bullying;
- Some students may be uncomfortable about having images of their room at home shared with the class;
- Has the District considered using a uniform background for students and/or teachers who wish to have their cameras turned on;
- Recording virtual class sessions and redistributing them raises privacy concerns and more online bullying;
- Consider the role and timeliness of response of the District when students' accounts are hacked and inappropriate materials are uploaded and distributed to the class;
- Resetting passwords should be simplified;
- Virtual meetings of school councils has increased parent participation because they are not required to attend the school for evening meetings;
- Consider virtual meetings for discussion rather than using online surveys;
- Is there any merit in having separate policies for staff and students;
- Chromebooks seem to have replaced textbooks in schools; is there any consideration of providing the same standard devices to all students;
- Could children remain at school to use the internet if necessary?
- Provide guidance to school councils who wish to purchase devices for students, recognizing that some school councils have more fundraising capability than others; and
- Consult with students in a variety of programs about the policy.

Staff provided the following comments in response to some of the issues raised by PIC members:

- There has been a huge increase in how technology is being used over the past two year;

- The District is providing Chromebooks to approximately 50% of students who do not have devices for learning;
- Business & Learning Technologies has a new security team to investigate hacks and other issues in a timely manner;
- It is not a requirement for students to have their camera on when learning remotely;
- Most classes use "Google Meet" which has the option of using a generic background;
- The procedures to accompany and implement the policy will also be reviewed and revised after the policy has been completed and approved by the Board;
- It is hoped that future meetings can be a hybrid model of both in-person and virtual meetings;
- The Ottawa Catholic School Board also provides Chromebooks and tablets for students who need them;
- A broad representation of students will be invited to take part in focus groups to provide input on the policy;
- The Educational Computing Network of Ontario (ECNO) conducts privacy impact assessments for member school boards;
- All curriculum documents include prompts for teachers to consider how best to imbed technology to enhance learning and connect with the outside world. It is up to the teacher, who knows their students best, to select the appropriate way to imbed technology in their classrooms;
- It is a priority for the District to provide training to staff on the use of technology in learning and meeting the needs of their students; and
- Staff training is provided on professional activity (PA) days, online modules, or summer programs. In addition, staff may take self-funded leaves of absence to further their learning.

Chair Reid thanked staff for their presentation and noted that PIC will look forward to seeing the revised policy.

4.b Parent Involvement Committee Work Plan

The Parent Involvement Committee (PIC) had before it the PIC work plan, revised as of September 2021. Chair Reid advised that he would like PIC to focus on barriers to parental engagement and what PIC can do to support the District with financial resources and engaging school councils

for discussion at the October 2021 meeting. During discussion of the work plan, the following points were noted:

PIC and communications with the parent community (Q3/4 2022):

- How can PIC help parents have a voice with the District;
- How can PIC reach out to marginalized groups and give parents a voice who might not know how, or be confident to do so;

Helping parents be part of their children's education (Q2 2021):

- How can PIC, trustees, members of advisory committees, and staff reach out to non-traditional parental groups/clusters to inform and engage;
- The reference to "non-traditional parental groups/clusters" refers to methods of reaching parents other than notes to parents that are sent home in students' backpacks;
- Ms. Dillon noted that she talks to people about school while out walking in different neighbourhoods in the community;
- Ms. Lyon noted that when she was a member of a school council, the school sent out a package of information to new families at the school. The information was customized for the school, short and easy to read, and available in several languages. As a result, the school had a high level of engagement in a very diverse neighbourhood;

* * * Quorum having been lost, it was agreed that the discussion would continue and no actions would be taken. * * *

What does the future look like as COVID pandemic response develops (Q3 2022):

- How can PIC support parents moving from virtual to in-person learning or if virtual learning continues;
- It was agreed that this question would be addressed later in the school year;

Funding/resource support for parental engagement (Q3 2022)

- Oversight of spending PIC financial resources will be discussed at the October PIC meeting;
- It is anticipated that the District will receive the same level of Parents Reaching Out (PRO) grant funding as was received in 2020-2021;

- It has been suggested that PIC may want to consider using some of the funding to pay for a dedicated person to support PIC; and
- PRO grant funding may continue to be used to support the provision of virtual learning for school councils rather than returning to an in-person school council training day in 2021-2022.

Chair Reid advised that he attended a useful training session for chairs of the Board's advisory committees.

The PIC work plan will be added to the agenda for the next PIC meeting on 13 October 2021.

5. Review of PIC Report, 12 May 2021

The Parent Involvement Committee report, dated 12 May 2021, was received.

6. Information Items

6.a Chair's Report

The chair's report was provided for information. Chair Reid noted that he and Co-Chair Diana Mills attended a regional meeting of PIC chairs.

He noted that he would not run again for Chair of PIC when his term of office expires next year, and that he would be happy to discuss the role of the chair with anyone who might be interested in running. Co-Chair Mills advised that she would also be happy to discuss the role and responsibilities of the chair.

6.b Director's Report

Superintendent Duah advised that he is the Superintendent of Instruction for the Central area, as well as having responsibility for family and community engagement (FACE) and support for the Parent Involvement Committee (PIC).

The Family and Communication Engagement department (FACE) was established to cultivate partnerships between schools and families. Some families may not feel welcome in their child's school or may not have opportunities to access information or provide input. Where there are partnerships based on trust and practices that are respectful, there is growth. One of the challenges is that educators may not have been exposed to training on family engagement. Some families have not been exposed to engagement with their child's school or may have had a negative past experience and not feel invited to become involved. Some parents may feel disrespected, unheard or not valued.

FACE will focus on building relational trust and linking to asset-based learning and development. It will look at policy and programming goals and consider organizational and systemic conditions that may be present.

FACE will work on skills and knowledge, build networks, share beliefs and values, and develop self-efficacy. Evidence of success is when families are seen as co-creators, supporters, encouragers, monitors, advocates and models of engagement. The District is hiring a FACE coordinator who will work with PIC and the Ottawa-Carleton Association of School Councils (OCASC), and going forward, FACE will share information and communicate with PIC.

The District uses a Resource Allocation Index based on Socioeconomics (RAISE) index using data collected on poverty, family/community, mobility, cultural/linguistic diversity, and readiness to learn, to identify schools that will receive additional funding based on their need to mitigate barriers to learning.

The Student Achievement Through Inquiry (S.A.T.E.) is a pilot project in 11 OCDSB elementary schools to reduce barriers, overcome emotional and psychological hurdles, and create the right learning conditions. S.A.T.E. uses recent studies of outstanding schools and highlights factors known to contribute to successful schools to bring children, families and communities together into the educational environment as participants and partners in the learning process, with the school becoming the "Heart of the Community." These factors include achievement and standards; leadership and management; teaching and learning; innovative curriculum; targeted intervention and support; inclusion; family engagement; use of data; effective use of students' voice; and the celebration of cultural diversity.

Superintendent Duah advised that he has reached out to many groups in the community who are willing to partner with the District on this initiative.

During discussion of Superintendent Duah's report, the following points were noted:

Ms Lyon expressed the view that parent and family engagement is one of the most important determinants of success in school. The level of engagement matters and doing things together to support and enrich the child's education will help to ensure good student outcomes and student success.

Superintendent Duah advised that a school in another school board had a large Muslim population and they held their school council meetings at a mosque on Saturdays with a good turnout of parents.

Ms Dillon noted the time needed to bring resources together and asked what parents can do to ensure their child has access to the resources they need to succeed no matter where they live. Superintendent Duah commented on the importance of developing relationships with parents and inviting them to talk about issues such as saving for post-secondary

education and how to access grants and other resources that may be available to them.

Trustee Scott expressed the view that parent involvement is not only about how often parents go to meetings or teacher interviews, send emails to trustees, or make delegations at Board meetings. She noted the value of informal conversations with parents in the community about having high expectations for their child's success in school.

6.c OCASC Report

The website address for the Ottawa-Carleton Association of School Councils (OCASC) was provided for information.

6.d PIC Correspondence

Chair Reid briefly reviewed the PIC correspondence received since 8 May 2021.

With respect to parents making a delegation to PIC, he suggested that non-members may provide a written submission or complete a questionnaire if they are uncomfortable speaking directly to the Committee.

A volunteer wishing to become involved with PIC was advised of the meeting schedule and possible positions on PIC.

The Ontario College of Teachers (OCT) has advised that the online application process for council, committee, and roster members will be available until 30 September 2021.

7. New Business

Ms Samuels asked for clarification regarding the eligibility of school council members at the Ottawa-Carleton Virtual School (OCV) to be members of their designated in-person school council to maintain ties with their home school. Superintendent Duah advised that he would seek clarification and provide a response.

(Note: Following the meeting, Superintendent Duah provided the following response:

"As a follow up to the question regarding parents holding positions in both virtual and in-person school councils, we will adhere to the same practice as last year.

Similar to last year, parents of students enrolled in a virtual school can do the following:

- *Seek election to the school council of the virtual school;*
- *Be non-voting members of their child's home school council;*
- *Seek election to the school council of the home school if there are insufficient numbers of parents of in person students who have put their names forward for election; and*
- *Be eligible for appointment to any position on the executive if they have been elected to the home school council;*

A message will be shared in the school council newsletter.")

In response to a query, Superintendent Duah advised that there are no plans to return to in-person meetings or school visits for parent at the present time. Staff is working on "easy to understand" digital and hard copy information documents for parents.

Chair Reid advised that he would update the work plan and seek assistance from PIC members to help implement the work plan activities at the October meeting.

8. Adjournment

Chair Reid thanked everyone for attending the meeting. The meeting adjourned at 7.55 p.m.

Martyn Reid, Chair, Parent
Involvement Committee

OCDSB Parent Involvement Committee Chair report

13 October 2021

A slightly different format for the Parent Involvement Committee (PIC) report from the Chair. One of the mandated roles of the PIC is to ensure there is engagement with school councils to allow their voice to be heard via the Board.

This report is primarily for my fellow committee members to prove that I am doing something outside of the meetings, to keep them up to date with things happening across all the PICs in Ontario and general information that is not included in the meeting due to time. However, going forward I am going to ask that it be passed to all school council chairs to use as they wish.

Schools back. Hopefully most school councils will have met and voted in members, maybe even started to plan events, ask questions to the principal and doing all those things vital to the parental engagement. I know my school has (Stittsville Public School) and this year has seen new faces online ready to be part of council. What I found interesting was several parents who initially didn't want to be members at large, let alone stand for office, but by meeting end realised it is not like Bad Moms, or other fictional PTA stereotypes, and got voted in as members at large so they can play a role. One of the aims of my time in the Chair is to look at parental engagement at the school level, is the school council the only way - could hybrid approaches work? There are schools across the district that do not have school councils, yet parental engagement exists and we, the PIC, need to help it flourish. Every parent should feel welcomed and valued for the time they give – how they give that time will depend on so many different factors. If people have thoughts on this, please get in touch.

The PIC and school councils are mandated by the Provincial Government ([relevant regulations](#)) and here to give parents a means to engage on how their children are educated, how parents are involved and to make the experience beneficial for everyone. The PIC and the board acknowledge that parents sometimes feel they can't be engaged in their children's education – there are many reasons for this. Simply asking your children about their day, helping them in homework, supportive words and packing a lunch is as valued as being a volunteer on council.

One area that I have been contacted about is getting volunteers back in schools. We all know how beneficial things like food programs are, but there are also other activities that parents (and volunteers) can help contribute to. The board has given the responsibility for parental engagement to Prince Duah (one of the wonderful Superintendents at the board) and we have spoken about volunteering and how we can get parents back in to help the schools. The board is looking at it, in conjunction with Ottawa Public Health, and we can expect more information over the next month.

Tonight's meeting

For PIC members can I ask that you read all the background material so we can be prepared to discuss and put forward decisions/endorsements/thoughts.

The work plan will be discussed but I think we are at the stage we need a breakout group to revise it and get a better product. We did this the first time we published a work plan, it needs a few people to be able to work on it. I will need to check with the board staff, I believe PIC stuff normally requires a staff member in attendance. That means we would likely need to meet during the day. Let us chat about this.

The committee membership update is to set us up for the next elections and to get the PIC to approve and establish the membership working group.

Prince will be updating us on a few issues (SATE, breakfast program and a new role of Parental Engagement Coord).

Finally PRO Grants, I have attached a copy of the Durham PIC flyer on PRO Grants. It might be something we wish to do.

Martyn Reid
PIC Chair and OCASC rep
stittsvilleps.ocasc@gmail.com

Useful Links

OCDSB PIC Page - [Parent Involvement Committee \(PIC\) - Ottawa-Carleton District School Board \(ocdsb.ca\)](http://ocdsb.ca)

Ministry of Education (MoE) PICs resources - [Parent Involvement Committees \(gov.on.ca\)](http://gov.on.ca)

PIC regulations - [O. Reg. 612/00: SCHOOL COUNCILS AND PARENT INVOLVEMENT COMMITTEES \(ontario.ca\)](http://ontario.ca)

PIC Correspondence Register

This update includes e-mails received between 3 September and 6 October 2021. Emails received from subscriptions; OCDSB School Council Newsletter, Cyber-Senior Connections, Let's Talk Science, and OCASC Communications are not included in this registry.

Date of Email	Name of Sender	Summary	Follow-up
26 September 2021	Janet Mark Wallace	Potential Speaker for Speaker Series	This email was forwarded to the Communications Department, Superintendent Duah, Chair Reid and Vice Chair Diana Mills for consideration.
6 October 2021	Emily Addison	Parent Volunteers in Schools	This email was forwarded to Superintendent Duah, Chair Reid , Vice Chair Diana Mills for information. A response was provided.