



## **NOTICE OF MEETING PARENT INVOLVEMENT COMMITTEE**

Wednesday, 20 February 2018

6:00 p.m.

Trustees' Committee Room, 133 Greenbank Road

### **PARENT MEMBERS:**

Mostafizur Khan  
Diana Mills  
Gita Nurlaila

Graciela Jasa Silveira  
Susan Fullerton  
Carm Janneteau

John Marshall  
Geneviève Harte

### **OCASC MEMBERS:**

Malaka Hendela

Martyn Reid

Amber Labelle (Alternate)

### **COMMUNITY REPRESENTATIVES:**

Susan Ingram

### **NON-VOTING MEMBERS:**

Wendy Hough  
Trustee, Zone 4

Brett Reynolds  
Associate Director

Shannon Smith  
Principal

### **STAFF**

Michèle Giroux, Executive Officer, Corporate Services  
Engy Abdel Masieh, Policy Analyst

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If you would like further information on this agenda please contact: Nicole Guthrie,  
Board/Committee Coordinator at 613-596-8211, extension 8643 or  
[nicole.guthrie@ocdsb.ca](mailto:nicole.guthrie@ocdsb.ca)

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## PARENT INVOLVEMENT COMMITTEE

Wednesday, February 20, 2019, 6:00 pm

Trustees' Committee Room

133 Greenbank Road

Ottawa, Ontario

			Pages
1.	Call to Order	5 mins	
2.	Approval of Agenda		
3.	Review of PIC Reports	5 mins	
3.1	21 November 2018 Report		1
3.2	9 January 2019 Report		11
4.	Chair's Report	5 mins	
5.	Director's Report	10 mins	
	<ul style="list-style-type: none"> <li>Strategic Plan Process</li> <li>Black History Month</li> <li>Identity Based Data Collection</li> </ul>		
6.	Action Items	15 mins	
6.1	Report 19-024, Recruitment of Community Representatives to the Parent Involvement Committee (PIC)		17
7.	Presentation and Discussion		
7.1	OCDSB Parent Portal Features and Functionality	30 mins	23
7.2	Memo 18-104, 2017-2018 School Climate Parent Survey - District Report	25 mins	25
8.	Member Information		
8.1	Report 19-015, Report on the 2019-2023 Strategic Plan Consultations	5 mins	45

8.2	OCASC Report	10 mins	
8.3	PIC Long Range Agenda	15 mins	101
9.	New Business	5 mins	
10.	Adjournment		



## PARENT INVOLVEMENT COMMITTEE

**Wednesday, November 21, 2018**

**6:00 pm**

**Trustees' Committee Room**

**133 Greenbank Road**

**Ottawa, Ontario**

Members: Mostafizur Khan , Carm Janneteau, John Marshall, Gita Nurlaila, Diana Mills, Geneviève Harte , Malaka Hendela (OCASC Member), Susan Fullerton

Non-Voting Members: Chris Ellis (Trustee), Brett Reynolds (Associate Director), Shannon Smith (Principal)

Staff and Guests: Michele Giroux (Executive Officer of Corporate Services), Donna Blackburn (Trustee), Engy Abdel Masieh (Policy Analyst), Martyn Reid (OCASC), Amber LaBelle (OCASC), and Nicole Guthrie (Board Committee Coordinator)

1. Call to Order

Chair Khan call the meeting to order at 6:14 p.m.

2. Approval of Agenda

**Moved by Susan Fullerton,**

**THAT the agenda be approved.**

**Carried**

3. Approval of Minutes

**Moved by Malaka Hendela,**

**THAT report from the 17 October 2018 PIC meeting be received.**

**Carried**

4. Chair's Report

Chair Khan advised that the 2018 Parent Conference and School Council Training Day held on 3 November 2018 was a success thanks to the staff, presenters, and participants. He was pleased to report that over 300 parents and guardians were in attendance for the annual event.

Chair Khan noted that the event had a festival atmosphere and was well organized and planned. He expressed the view that all parents who attended learned many new things which will contribute to their children's higher academic achievements.

Chair Khan advised that a video of the keynote speaker and the powerpoint presentations from the workshops are available on the District's website.

Ms. Janneteau was impressed with the PIC Workshop on the Ministry Consultation. She enjoyed the workshop and suggested staff consider similar workshops which feature active parent participation and conversation at future events.

Ms. Hendela thanked the staff for their effort in organizing the PIC Workshop on the Ministry Consultation. She was encouraged by the diverse cross-section of parents who attended the workshop and gave of their time.

Ms. Hendela appreciated the video recording of the keynote speaker and suggested that this media channel be explored for future speaker series presentations.

Executive Officer Giroux advised that the keynote speaker was amenable to the recording, but added that many speakers are not. The District must also consider the topic and whether or not parents will be comfortable with video recordings. Staff will investigate the option and provide the service when possible.

## 5. Director's Report

Associate Director Reynolds advised that as a result of the recent media attention surrounding the historical sexual assault allegations made at Bell High School, Director Adams has issued an open letter to parents and community members. In the letter, Director Adams expresses her sympathies for the victims and reassures parents and community members that their children are safe. He noted that today there are many safeguards in place to help reduce the possibility of incidents of abuse.

Associate Director Reynolds advised that the District will officially welcome a new Board on 3 December 2018 at its inaugural meeting. He noted that several new members were elected to the Board and the Parent Involvement Committee may have a new Trustee member in January 2019.

Associate Director Reynolds noted that Camille Williams-Taylor, the new Director, will be working alongside current Director Jennifer Adams for the month

of December. Camille Williams-Taylor will assume the role of Director in January 2019.

Associate Director Reynolds noted that report cards will be sent home before 22 November 2018 and Parent-Teacher interviews will be conducted on that date.

Associate Director Reynolds indicated that secondary staff recently participated in Professional Development (PD) focused on math and student well-being.

Associate Director Reynolds advised that the Ottawa Student Transportation Authority (OSTA) driver shortage continues and they are taking active measures to recruit new drivers and to consolidate routes to ensure the efficient transportation of students.

In response to a query from Ms. Janneteau, Associate Director Reynolds noted that the driver shortage has resulted in some routes having multiple drivers. OSTA makes every effort to minimize driver transitions as they work to consolidate routes in the face of the shortage. He added that new drivers may take longer to learn the route which may cause delays.

In response to a query from Ms. Janneteau regarding access to the PD exercises, Associate Director Reynolds noted that for Ministry Priority days agendas are posted. The PD sessions are often designed by the school teams and presented by school staff based on professional learning needs and Ministry priorities.

Associate Director Reynolds indicated he would follow up with principals to investigate the possibility of including information on PD sessions in the school newsletter.

Executive Officer Giroux noted that within each school's School Learning Plan (SLP), there are several areas of focus specific to the school. Typically, PD relates to these areas of focus. She noted that Parent Councils can further SLP success by hosting parent nights featuring activities to learn about and engage in these subject areas.

## 6. Action Items

### 6.a Report 18-119, Parent Involvement Committee Membership Confirmation (M. Giroux, ext. 8310)

#### 1. Confirm the members

**Moved by Malaka Hendela,**

**THAT the following persons be appointed to the PIC for the term identified:**

**Mostafizur Khan (Parent Member, Two-year Term)  
John Marshall (Parent Member, Two-year Term)**

**Gita Nurlaila (Parent Member, One-year Term)**  
**Carm Janneteau (Parent Member, Two-year Term)**  
**Diana Mills (Parent Member, One-year Term)**  
**Susan Fullerton (Parent Member, One-year Term)**  
**Malaka Hendela Parent Member (OCASC Representative, One-year Term)**  
**Martyn Reid Parent Member (OCASC Representative, One-year Term)**  
**Amber Labelle Parent Member (OCASC Representative, Alternate, One-year Term)**  
**Marisa Moher (Community Representative, Ottawa Child and Youth Initiative, One-year Term)**  
**Susan Ingram Community Representative, Big Brothers Big Sisters, One-year Term)**

**Carried**

2. Election of Chair

Mostafizur Khan nominated himself.

Genevieve Harte nominated Malaka Hendela

Following an election, Executive Officer Giroux declared Mostfizur Khan was elected Chair.

3. Election of Vice-Chair

Chair Khan nominated Carm Janneteau for the position of Vice-Chair.

**Moved by Susan Fullerton,**

**THAT the nominations be closed.**

**Carried**

By acclamation, Chair Khan declared Carm Janneteau Vice-Chair of the Parent Involvement Committee.

6.b Report 18-120, Ministry Consultation on Education Reform in Ontario - Next Steps (M.Giroux ext.8310)

Your committee had before it Report 18-120, Ministry Consultation on Education Reform in Ontario-Next Steps, summarizing the feedback received from parents at the PIC workshop on the Ministry Consultation held at the 2018 Parent Conference and School Council Training Day

During the discussion and in response to questions the following points were noted:



- The Board reviewed a draft response to the Ministry Consultation prepared by the Ad-Hoc Committee to Develop an Advocacy Strategy. The Committee was made aware of the PIC workshop and used some of the feedback in their response;
- Executive Officer Giroux advised that the PIC respond to each question individually. She noted the cap on each of the sections is 500 words;
- The Board's submission will be formatted with an introductory paragraph responding to each question with additional key points in bullet format;
- In response to a query from Mr. Reid regarding the STEM/STEAM response and evidence to support the addition of the arts, Ms. Harte indicated that within the group that discussed this item at the PIC workshop there was a general consensus that the arts are connected to critical thinking and the acronym should be changed to reflect this;
- The members expressed concern about the communication from the Ministry regarding the results and the types of feedback that will be provided;
- Members discussed the possibility of fraudulent responses noting that if the online consultation does not include IP specific blocks, the same person may submit more than one submission which could significantly impact the outcome;
- Executive Officer Giroux advised that members could include questions regarding the survey methodology and the communication of survey results in an opening statement within an email submission to the Ministry Consultation. Local MPPs could also be contacted to provide answers to these questions;
- Executive Officer Giroux advised that the District has received limited communication on the consultation from the Ministry and that no direction was provided to school boards;
- In response to a query from Ms. Janneteau, Associate Director Reynolds indicated that he would speak with senior staff regarding the request to have school principals link to the Ministry Consultations in direct school communications to parents;
- Ms. Hendela advised that OCASC members have been asked to engage with the media to promote the consultation and will be actively seeking media time to begin a dialogue to encourage parent participation;
- A link to the Ministry Consultation is available on every school website;
- The members requested that the sentence "where this approach became, in their opinion, a tool for extremists" be replaced with "noting that a parent bill of rights may be inconsistent with Canadian values for public education and the Canadian Charter of Human Rights and Freedoms."

- The District has shared information on the consultation at the Chair and Director's briefing at Committee of the Whole and Board meeting, on its social media channels, on its website and in the school council newsletter;
- Ms. Hendela offered the OCASC social media sites and websites as a repository to house sample answers to the questions for parents who may be unsure of responses but would like to participate;
- Ms. Labelle indicated that an op-ed is scheduled to be printed in the Ottawa Citizen which further references the parent's bill of rights and its use in the United States;
- In response to a query from Ms. Nurlaila regarding the role of the District in the Ministry Consultation, Executive Officer Giroux noted the District and the Board may choose to further promote the consultation to broaden awareness and encourage participation. The Board, through their advocacy efforts, have requested that parents be alerted to their opportunity to participate in consultation;
- Executive Officer Giroux indicated that PIC may choose to add a third statement to the motion advising staff to share the PIC statement on the District website to provide parents with a frame of reference for their own submissions and promote further awareness of the consultation;
- Ms. Hendela expressed concern that comments on the Health and Physical Education Curriculum as outlined on folio 19 contain no reference to the LGBTQ community and their rights;
- The members requested that the word "instated" in the second sentence of the Health and Physical Education Curriculum be revised to read "reinstated" and the word "several" be changed to read "all but one";
- Ms. Janneteau shared that she participated in the breakout group that discussed the Health and Physical Education Curriculum and most parents inferred support for the LGBTQ community through the request for the reinstatement of the 2015 curriculum;
- Ms. Hendela requested that a specific reference to LGBTQ and gender rights be added to the PIC response;
- Executive Officer Giroux suggested that the statement also reference Human Rights; and
- Trustee Blackburn indicated that the District and all her fellow trustees are supportive of LGBTQ students and assured the members their rights are well protected in the District.

Ms. Hendela rose on a point of order and requested that the Chair be respectful of her voice and refrain from restating her comments.

**Moved by Genevieve Harte,**

**THAT PIC submits the summary from Report 18-120 to the Board of Trustees in order to inform the OCDSB's submission to the Ministry on the provincial consultation on education in Ontario, as amended (Attached as Appendix A); and**

**THAT PIC provides a submission with the summary from Report 18-120, on behalf of the parents of the District, to the Ministry of Education via [fortheparents@ontario.ca](mailto:fortheparents@ontario.ca). and**

**THAT PIC encourages posting of both the Board and PIC response to the District website and the use of additional outreach efforts to promote parent's awareness and participation in the Ministry Consultation.**

**Carried**

## 7. Presentation and Discussion

### 7.a Parent and School Council Conference Update

Executive Officer Giroux circulated the preliminary results of the 2018 OCDSB Parent Conference and School Council Training Day post event evaluation survey.

Ms. Janneteau expressed concern that there were only 33 respondents. She suggested that the link to the survey be distributed at the conference and that laptops or iPads be available onsite to allow participants to complete the survey onsite.

Executive Officer Giroux noted that staff will investigate ways to incorporate the event evaluation at the 2019 event.

### 7.b Strategic Plan 2019-2023: Pre-Consultation (M.Giroux, ext.8310)

Executive Officer Giroux noted that the District has begun the conversation on the 2019-2023 Strategic Plan. She noted that staff has presented and engaged with OCASC, the Advisory Committee on Equity, the Student Senate, the federation representatives and school principals seeking ideas and strategies on how best to reach communities and people who are traditionally less engaged in District consultations.

During the discussion, and in response to questions, the following points were noted:

- The District was encouraged to make the Thoughtexchange questions simple and easy to understand;

- Between 21 November 2018 and 12 December 2018 students in grades 7-12, parents and guardians, employees and community partners will share ideas to help set the direction for District schools from 2019-2023;
- Invitations to participate in the Thoughtexchange have been emailed to over 185,000 people;
- The Thoughtexchange process encourages all participants to answer three open-ended questions. Participants may provide multiple thoughts and ideas, they can view other participant's ideas and rank or star those ideas. Participants may return and contribute to the process as often as they wish until the 12 December 2018 close;
- Thoughexchange is available in English, French or Spanish. People may also participate by SMS text message in any language available in Google translate;
- The Family Reception Centre (FRC) has made technology and staff available at their site to encourage family participation. Multi-Cultural Liaison Officers (MLOs) are also providing assistance to families in schools;
- Principals are hosting information sessions and making technology and support available in their schools;
- A Thoughtexchange summary has been translated into multiple languages and is available on the District website. Schools administrators are being encouraged to send a translated summary sheet home with children in their backpacks;
- The District will also accept written submissions;
- Focus groups will be held in January to discuss the Thoughexchange feedback and begin and strategies;
- Ms. Hendela encouraged the District to engage future OCDSB parents;
- Ms. Hendela queried how the priorities identified through the Thoughtexchange process would come back to the PIC. Executive Officer Giroux noted that the District will engage with focus groups in January and that the information can be shared with PIC. The PIC may also choose to host a focus group;
- Executive Officer Giroux noted that the District's current strategic priorities are connected to exit outcomes. Annually, the Board and the Director of Education develop work plans which identify the key work planned for the school year that will help to realize the objectives. Each year, the Board receives the Annual Student Achievement Report (ASAR) and the Board Improvement Plan for Student Achievement and Well-being (BIPSAW) which provide both qualitative and quantitative analysis of the progress. She added that the PIC will review the ASAR and the BIPSAW in 2019.

## 8. Member Information

8.a OCASC Report

Ms. Hendela noted the Ministry Consultation on Education was a key focus for the 15 November 2018 General Assembly meeting of OCASC. OCASC also discussed parent participation on OCDSB Board authorized committees and advisory groups, highlighting the recent Gifted Advisory Group process which, in the opinion of several OCASC members, was flawed. She shared that complaints from several members of the Gifted Advisory Group went unacknowledged and were in direct violation of the District's Complaints Resolution Policy.

Ms. Hendela indicated that OCASC has formed a working group to discuss the issues of the Gifted Advisory Group in an effort to improve governance and transparency to ensure the continued participation of parents in District consultations and processes. The working group will also be reviewing the matter of engagement in an effort to improve community involvement. She will report back to the PIC and welcomed PIC members to participate in the working group.

9. New Business

There was no new business.

10. Adjournment

The meeting adjourned at 8:20 p.m.

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Mostafizur Khan, Chair, Parent Involvement Committee





## PARENT INVOLVEMENT COMMITTEE

**Wednesday, January 9, 2019**

**6:00 pm**

**Cafeteria**

**133 Greenbank Road**

Members:	Mostafizur Khan Diana Mills Graciela Jasa Silveira Malaka Hendela (OCASC Member) Susan Fullerton Martyn Reid (OCASC Member) Amber Labelle (OCASC, Alternate)
Staff and Guests:	Camille Williams-Taylor (Director of Education), Brett Reynolds (Associate Director of Education), Erica Braunovan (Trustee), Wendy Hough (Trustee), Lynn Scott (Trustee), Michele Giroux (Executive Officer), Katrine Mallan (Manager of Board Services), Halcion Joseph-Clost (Strategic Business Analyst), Engy Abdel Masieh (Policy Analyst), Rob Kirwan (SEAC), Mark Wylie (SEAC), Sue Cowin (SEAC), Ian Morris (SEAC), Elaine Hayles (ACE), Emeka Ndukwe (ACE), Sebastion Pilon (IEAC), Raigelee Alorut (IEAC), Brittany Hesmer (IEAC), Aana Logie (IEAC), Anthony Debassige (IEAC), Nancy Dean (ACA), and Kate Carroll (ACA).

### 1. Advisory Committee Meet and Greet

Chair Khan welcomed the attendees and staff. He noted that the role and function of the Parent Involvement Committee (PIC) is to encourage and enhance parent involvement in support of student achievement and well-being. PIC provides information and advice to the Board on parent engagement, communicates with and supports school councils, and undertakes activities to help parents support their children's learning at home and at school.

Chair Khan noted that representatives from the Special Education Advisory Committee (SEAC), the Advisory Committee on Equity (ACE), the Advisory Committee on the Arts (ACA), and the Indigenous Education Advisory Council (IEAC) were in attendance and expressed his appreciation for the opportunity for the committees to work together and be involved in the consultation process for the development of the Board's strategic plan.

Executive Officer Giroux acknowledged that the meeting is taking place on unsundered Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

## 2. Thoughtexchange Consultation Overview

Executive Officer Giroux provided the following information regarding the results of the Thoughtexchange consultation:

- The Idea Exchange was conducted from November 21 to December 17, 2018. Over 6000 people participated in the Thoughtexchange and over 10,000 thoughts were contributed with over 178,000 stars assigned;
- The Thoughtexchange process saw a significant increase in the participation of students in grades 7 through 9;
- The District asked all participant groups the same three questions: what does the District do well; where can the District improve; and what should the priorities be. Conversations were held among elementary parents, secondary parents, grade 7/8 students, grade 9-12 students, centrally assigned staff, secondary staff, elementary staff, and community members. There were fourteen conversations in total. The results reflect the input from all conversations;
- Top thoughts are defined as thoughts that received the highest average rating. Top thoughts are specific thoughts and their associated, ranked rating;
- Top thoughts emerged for each question and were analyzed by topic. From the top thoughts, the following key themes emerged: teaching and learning, curriculum, school environment, student support, extracurricular and physical activities, human resources and Board level, and other;
- A powerpoint presentation with the results of the Thoughtexchange will be posted on the District's website. The slides referencing the top thoughts of each of the questions have clickable links which direct the user to a listing of all of the thoughts in rank order and noting the participant group from which the thought was generated;
- The purpose of the focus group session is to contemplate the next steps in relation to the question regarding priorities and to further explore specific strategic goals for each of the priority areas the community has identified;
- The Ministry of Education's Multi-Year Strategic Planning Guide, 2017, suggests the Board set 3 to 5 ambitious priorities which are focused,



courageous and be reflective of the community. The Ministry recommends the goals be powerful and motivational for staff, parents, and students; and

- A draft plan will be prepared and presented to the Committee of the Whole for consultation and feedback in April or May with a goal of having the final document approved by the Board in June 2019.

During the discussion and in response to questions the following points were noted:

- Ms. Jasa Silveira remarked that it would be useful for parents to review the breakdown of thoughts contributed by all group categories (e.g. student, parents, staff etc);
- Instructional quality can be characterized by the quality of the classroom teacher and their abilities, whereas instructional practices are the tools and resources that a teacher may access to enhance their teaching;
- The average class size of the District is 22. Class sizes are mandated by the Ministry at the primary level. The junior grades average between 24-25 students per class and secondary classes range in size from as low as 8 to as high as 30 depending on the course;
- Ms. Hendela observed that most goals and priorities are designed to be achievable and measurable and queried the value of aspirational goals versus achievable goals. Executive Officer Giroux advised that the 2019-2023 strategic plan should have a range of both aspirational and achievable goals with specific strategies it can focus on to work towards the broad objective. The strategic plan, with input from the community, will be determined by the Board and will direct the work of the District for the next 4 years;
- In January 2019, the District will enter the Strategies & Actions stage of the consultation which includes two evenings of focus group discussions with parents, 23 January 2019 at Sir Robert Borden High School and 31 January 2019 at Cairine Wilson High School. The District will also host a focus group session for community partners and another for the student senate;
- In response to a query from Mr. Kirwan regarding consultation with advisory committees, Executive Officer Giroux noted that the consultation process has 4 phases, the pre-consultation, the community-wide idea exchange (Thoughtexchange), developing strategies and actions (focus groups) and inviting feedback on the draft plan. She added that Committee Chairs should consider adding the draft plan to their May or June committee meeting agendas;
- Mr. Ndukwe queried the breakdown of respondents and noted that given the lack of access to technology in his community wondered whether or not the District could feel confident that the results reflect a broad enough response of the Ottawa public board user;

- Ms. Dean and Ms. Hendela queried the data analysis and the threshold for a "thought" to become a theme. Executive Officer Giroux noted that a further breakdown of the thoughts is provided within each of the themes through a clickable link within the PowerPoint presentation. She encouraged the participants to explore the sub-themes as a part of their conversation in regard to priorities. She added that the data requires a streamlined approach in order for staff and the community to interpret it. Thoughtexchange provides staff with the ability to examine and present the most important insights; and
- Ms. Hendela noted that the timing of the strategic planning exercise coincides with the 2019-2020 Budget planning process. She noted her recurring request for the budget document to provide clear links to the strategic plan. Executive Officer Giroux noted that the strategic plan will not be complete and approved until June of 2019 at which time the budget process will have been completed. She noted that there are still opportunities for the budget document to address the elements of the current strategic plan.

### 3. Breakout Group Sessions

The attendees worked in small, independent groups to develop strategies and actions for the following themes: curriculum, teaching and learning, school environment and student supports.

### 4. Action Items, Wrap-up, Final Thoughts

During the presentation of the breakout group session findings the following points were noted for each theme discussed:

#### Curriculum

- Define equitable outcomes for all students to ensure they succeed academically and encourage their well being;
- Ensure that the curriculum is representative and relevant, diverse and equitable;
- The curriculum should be informed by the current need (math fundamentals) and include relevant skills for 21st-century learners;
- The curriculum must be revamped to decolonize the Indigenous unit, Indigenous content should be found and accessible in multiple areas of study;
- A focus on life skills, self-care, mental health, conflict resolution, digital lives, budgeting, and other relevant skills required in the 21st century;
- Ensure that the curriculum leads to all students achieving and succeeding the Board's outcomes;
- Understanding that the definition of success differs for all students and that the bar must move for each student as it relates to their lives, values and experiences; and
- The strategies implemented must have the ability to be monitored to ensure the District can measure success.

#### School Environment

- All students and staff experience a safe, supportive and inclusive environment that enables them to meet their goals;
- The group noted that a proportionately high number of the responses from the Thoughtexchange reference student behaviour;
- The District must ensure the provision of adequate resources to ensure teachers are supported in their efforts;
- Students must feel safe and centered. Students should feel welcome, safe, included and valued at all points of the school cycle;
- In response to queries about 2 spirit indigenous students, the group explained that a feeling of "safety" is applicable to all students and must not be confined solely to gender, race or sexual orientation; and
- The District must be mindful that parents entrust their children to its schools and have an expectation of care "in loco parentis". The group responded that their choice of the use of the safe environment is a part of that care.

### **Student Supports**

- The group noted that many of the responses focused on mental health and well-being, leading them to conclude that the well-being objective set for the 2015-2019 strategic plan must continue;
- The current strategic plans' objective of enhancing the use of resources and supports to improve the well-being of all learners and staff could be aided by investment in additional therapists, guidance councilors, educational assistants, early childcare educators; and
- Building capacity to support mental health could also include professional development, and the addition of more extracurricular activities for students.

### **Teaching and Learning**

- The District should invest in resources to reduce class sizes to ensure the ratio of teacher to pupils is appropriate to the cohort. The group noted that classrooms with large numbers of English Language Learners may require additional support staff and a reduced number of pupils to ensure the students can be successful;
- Technology should be current and relevant and teachers must be trained in its use and application;
- Students should conclude their learning as savvy, aware technological citizens;
- Equitable access to technology in all classrooms across the District should be a priority;
- The District's Technology policy must be relevant to the current and future students, and align with 21st-century skills;
- The District must hire more specialized teachers and invest in the necessary professional development for all staff;

- Improve and review training and capacity building opportunities for teachers and staff. Experienced, specialized teachers should be utilized as instructional facilitators;
- Creating safe, learning-centered environments for students;
- Project based learning;
- Ms. Hendela expressed the view that the budget and hiring process may impact or undermine the goal;
- The elementary program offerings and menu style system should also be evaluated and elements;
- Students are the end users of the services provided by the District and should have opportunities to rate and make suggestions.

The Powerpoint presentation, including links to the Thoughtexchange results, will be posted to the District website in the near future. Executive Officer Giroux encouraged committee members to share the link with their fellow members. She thanked the participants for their ideas and giving of their time and noted more opportunities to comment on the plan will be forthcoming in the spring of 2019.

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Mostafizur Khan, Chair, Parent Involvement Committee



## **PARENT INVOLVEMENT COMMITTEE Report No. 19-024**

**20 February 2019**

### **Recruitment of Community Representatives to the Parent Involvement Committee (PIC)**

Key Contact: Michèle Giroux, Executive Officer, Corporate Services, 613-596-8211 ext. 8310

#### **PURPOSE:**

1. To provide information on the process to select new Community Representatives to sit on the Parent Involvement Committee (PIC).

#### **CONTEXT:**

2. PIC By Laws and Standing Rules provide for three Community Representatives. Currently two of the three positions are vacant. The PIC By-Laws provide an appointment mechanism under which the District will seek interested candidates with a view to making the appointments in April 2019.

#### **KEY CONSIDERATIONS:**

3. Process and Timelines  
The PIC By-Laws and Standing Rules provides for the following appointment mechanism:
  - a. Discussion by the Committee of possible candidate associations who could serve as Community Representatives;
  - b. The District seeking interested associations to identify a Representative, and an alternate, if applicable;
  - c. The names of the Representatives and the alternates, if applicable, to be provided to the Committee for ratification; and
  - d. Where the number of the interested candidates exceeds the number of the vacancies, the Membership Sub-Committee shall convene to make a recommendation to the Committee to appoint the associations that best meet its needs.

Based on the above process, staff proposes the following timelines:

20 February 2019	PIC decision of associations that best meet its needs
15 – 22 February 2019	Staff seeking candidate associations to: <ul style="list-style-type: none"> <li>Express their interest to sit on PIC; and</li> <li>Identify a Representative and an alternate, if applicable</li> </ul>
15 March 2019	Deadlines for interested associations to respond back to the District.
18 – 22 March 2019	The Membership Sub-committee will convene to review applications if the number of the interested candidates exceeds the number of the vacancies.
25 March – 1 April 2019	Staff will write a report to PIC with the names of the Representatives for the Committee's ratification.

#### Required Qualifications

According to the recently updated PIC By-Laws and Standing Rules, the Committee can appoint either individual candidates or associations to the position of a Community Representative, provided that they meet one or more of the following criteria:

- a) demonstrated connection to and/or knowledge of the OCDSB;
- b) 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;
- c) interest in and/or ability to link the OCDSB school community with external community groups or organizations;
- d) ability to represent broad societal or community perspectives; and
- e) experience or demonstrated interest in educational issues.

#### **FINANCIAL CONSIDERATIONS:**

4. There are no financial considerations associated with the recruitment of Community Representatives to sit on the Committee.

#### **COMMUNICATION/CONSULTATION ISSUES:**

5. There is no consultation required to shortlist candidates for the Community Representative positions of the Parent Involvement Committee.

#### **STRATEGIC LINKS:**

6. Recruiting Community Representatives to the PIC supports the District's commitment to enhance parental engagement and outreach to all parents. It also encourages broad community engagement in implementing sound governance structures and practices.

**RECOMMENDATION:**

- A. THAT staff proceeds with seeking expressions of interest for the Community Representative position; and
- B. THAT the following persons be appointed to the Membership Sub-Committee, to review applications, if required:
- \_\_\_\_\_ (Chair);
  - \_\_\_\_\_ (Vice-Chair);
  - Director Designate;
  - Parent Member \_\_\_\_\_ ; and
  - Community Representative \_\_\_\_\_ (if required).

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Michele Giroux, Executive Officer,  
Corporate Services

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

**APPENDICES:**

Appendix A: Candidate Associations/Groups for the Community Representative position of PIC.





### **Candidate Associations/Groups for the Community Representative 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 (PLEO)
- Pathways to Education
- Rainbow Alliance arc-en-ciel
- Rainbow Service Providers Network
- RAJO Project: Canadian Friends of Somalia
- Regroupement Ethnocultural des Parents Francophones de L'Ontario (REPFO)
- Social Planning Council
- Somali Center for Family Services
- Sri Lankan Canada Association of Ottawa
- Tungasuvvingat Inuit
- United WayAssociations/Grou
- Wabano Centre for Aboriginal Health
- Youth Services Bureau

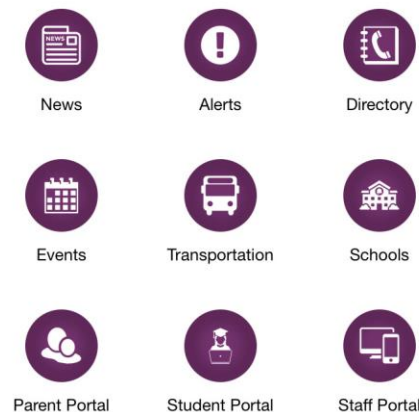
## Feedback on Parent Portal Guiding Questions

### Parent Portal

Ottawa-Carleton District School Board / Parent Portal



1. What information or services would you like to be able to access on the OCDSB parent portal?
2. Where do you currently go to get information pertaining to your children's education?
3. What features of the OCDSB mobile app are useful?  
What other features or functionality would enhance the usability of the app?
4. Are there any processes you would like to see moved from paper to online? (eg. field trip forms, attendance reporting, interview sign up etc)







## MEMORANDUM

**Memo No. 18-104**

**TO:** Trustees  
Student Trustees

**FROM:** Jennifer Adams, Director of Education and Secretary of the Board  
Michèle Giroux, Executive Officer, Corporate Services

**DATE:** 22 June 2018

**RE:** **2017-2018 School Climate Parent Survey - District Report**

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Between April 19 and May 22, 2018, all OCDSB schools conducted the Parent Survey, a school climate survey of all parents/guardians of students enrolled in the OCDSB. The information gathered from these surveys assists schools in developing strategies to prevent bullying and to promote safe and inclusive schools for all students.

The District level report is available on the District website and can be used to assist schools in the interpretation of their school level results. Some highlights of this year's District level results, in relation to previous years' results, are presented on the following pages.

### **Background**

In the spring of 2017-2018, parents/guardians of students in all OCDSB schools were invited to participate in the School Climate Parent Survey. This survey was created by The Learning Bar and is based on Joyce Epstein's research on encouraging positive relationships between home and school. In this survey, parents were provided with the opportunity to share their perspective on their own experiences, as well as those of their child(ren), at school.

## Highlights of District Results

Highlighted below are some of the key findings for the District. District results from the two previously administered parent surveys (i.e., 2013-2014; 2015-2016, respectively) are included for comparison:

Measure	Parent Survey		
	2013-2014 (n = 5,112)	2015-2016 (n = 8,843)	2017-2018 (n= 7,642)
Parents Feel Welcome	7.3	7.2	7.3
Parents are Informed	6.7	6.4	6.5
Parents Support Learning at Home	6.6	6.5	6.4
School Supports Learning	7.2	7.0	6.9
School Supports Positive Behaviour	7.1	7.0	7.0
Safe School	7.6	7.6	7.4
Inclusive School	6.5	6.4	6.4

Note: Parents were asked to rate how much they agreed with a series of statements (on a 5-pt scale from “strongly disagree” to “strongly agree”) and these ratings were converted to a 10-point scale. The above data represent an average score out of 10 for each domain. To aid in interpreting these average scores: 0 = “strongly disagree”, 2.5 = “disagree”, 5 = “neutral”, 7.5 = “agree”, and 10 = “strongly agree”.

## District Results to Consider

The number of parents/guardians who responded to the survey in 2017-2018 was 7,642 compared to 8,843 in 2015-2016. The response rate has decreased from 14% to 10.5%.

On average, parent ratings for each of the measures fell between “neutral” and “agree”, and were not substantively different from those observed in previous years.

The results of the parent survey suggest *school safety* continues to be an area of strength for the District. Within this category, however, dealing with behavioural issues in a timely manner is an area that may warrant some attention. Further, while parents generally reported feeling welcome at their child’s school, they were less likely to report that parents activities are scheduled at times when they are able to attend. In fact, the District-added custom questions suggest that of the parents who responded to the survey, the factors that most limit their ability to attend school or district events are lack

of time (33% of respondents) and inability to attend events during the day (28% of respondents).

The areas that received the lowest ratings included: *parents supporting learning at home*, the school providing an *inclusive environment*, and *parents being informed*. Within each of these main categories, parents were less likely to report discussing how well their child is doing in their courses, talk about how important schoolwork is, being informed about opportunities concerning their child's future, and being informed about their child's social and emotional development. Over 40% of parents who responded to the survey indicated that e-mail is their preferred method of communication from the school about events, activities and initiatives, whereas 20% indicated that notices in their child's backpack was also appreciated.

The full District report has been provided as an attachment to this memo and is also available on the District website.

### **Important Considerations for Interpreting Results**

It is important to remember that the District-level report is based on 10% of the parent population. While the perspectives of those that took the time to provide feedback and input is important to consider in targeting next steps for action, they may or may not be representative of the entire parent population that we serve. Further, due to the anonymous nature of the survey and the survey questions posed, it is not possible to determine whose voices may be missing. As a result, it is best to use this information in combination with other data/information in order to get a fulsome picture of perceptions of school climate and safety.

Please do not hesitate to contact Michèle Giroux, Executive Officer, Corporate Services if you have any questions or wish to discuss any of the content.

Attach.

cc     Senior Staff  
        Katrine Mallan, Manager Board Services  
        Corporate Records

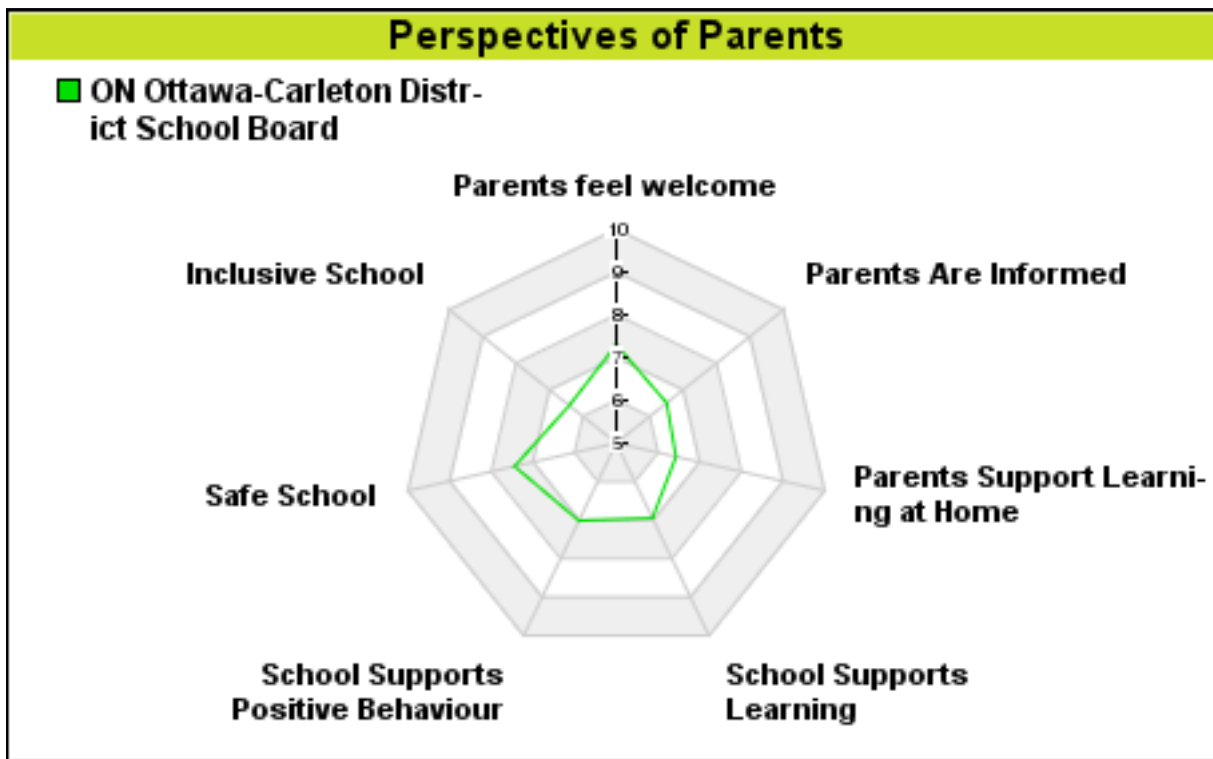




## OurSCHOOL Parent Survey, Perspectives of Parents at ON Ottawa-Carleton District School Board

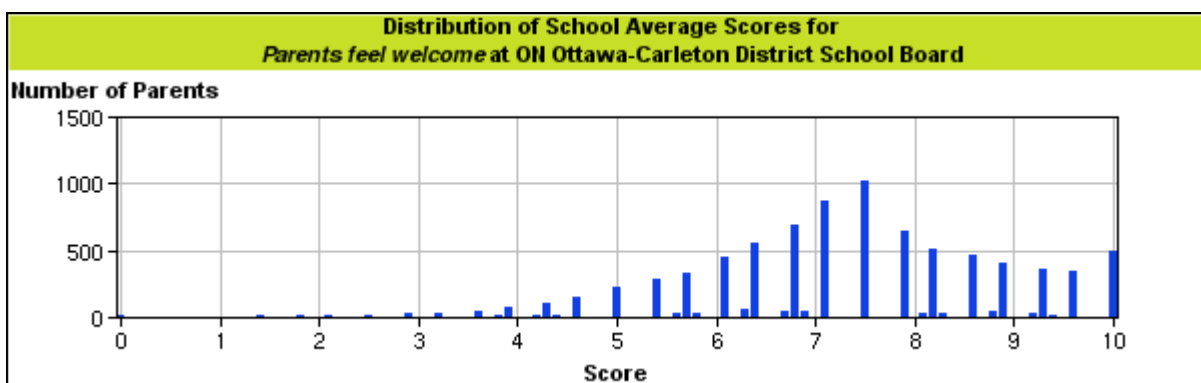
The OurSCHOOL Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community. Successful schools foster greater communication with parents, encourage parental involvement in their child's schoolwork, and enlist parents to volunteer at the school and participate in school governance. The survey also provides feedback to schools about the extent to which parents feel the school supports learning and positive behaviour and promotes a safe and inclusive environment.

The survey includes seven separate measures which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). The remainder of this report provides a detailed description of the results.



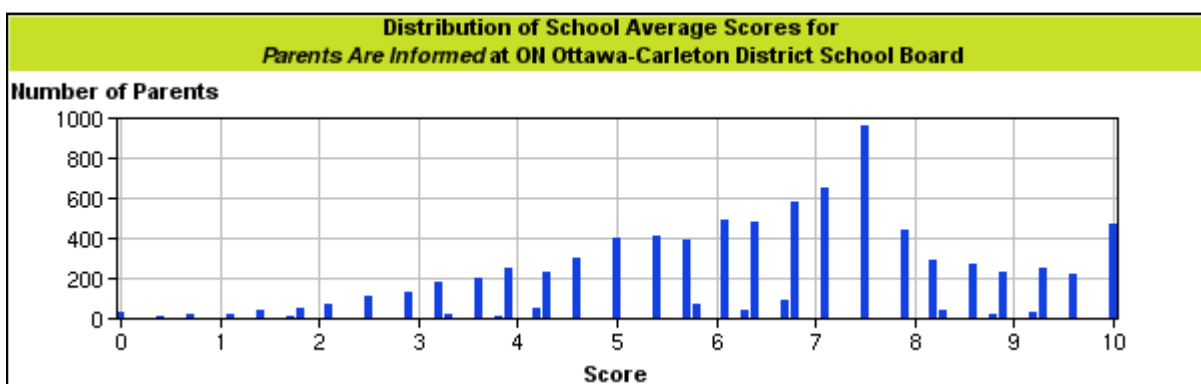
## I. Parents feel welcome at ON Ottawa-Carleton District School Board

<i>Parents feel welcome</i>	<b>7.3</b>
I feel welcome when I visit the school.	7.6
It is easy for me to talk with my child's teachers.	7.7
I am well informed about school activities.	7.4
Teachers listen to concerns I have.	7.2
I can easily speak with the school principal.	6.9
Written information from the school is in clear, plain language.	7.9
Parent activities are scheduled at times when I can attend.	6.6



## II. Parents are informed at ON Ottawa-Carleton District School Board

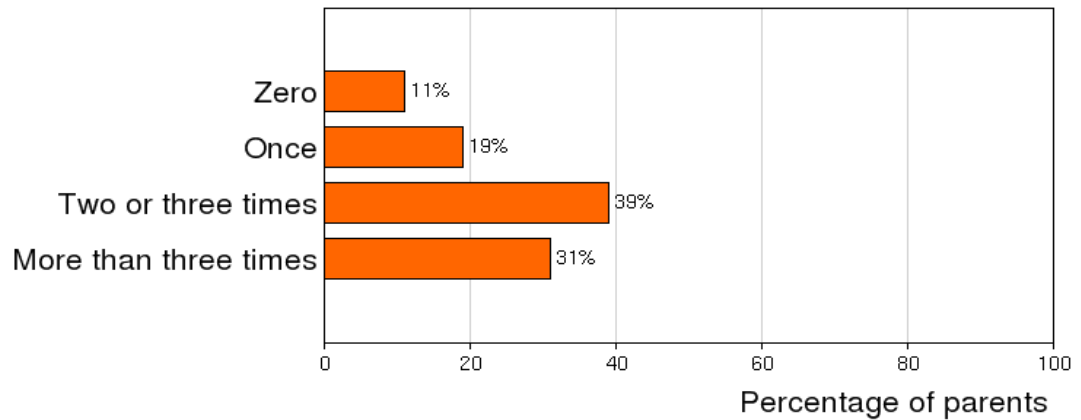
<i>Parents Are Informed</i>	<b>6.5</b>
Reports on my child's progress are written in terms I understand.	7.4
If there were concerns with my child's behaviour at school, the teachers would inform me immediately.	7.2
I am informed about my child's behaviour at school, whether positive or negative.	6.5
The teachers would inform me if my child were not making adequate progress in school subjects.	6.8
I am well informed about my child's progress in school subjects.	6.5
I am informed about opportunities concerning my child's future.	5.7
I am informed about my child's social and emotional development.	5.6



## Parent participation at ON Ottawa-Carleton District School Board

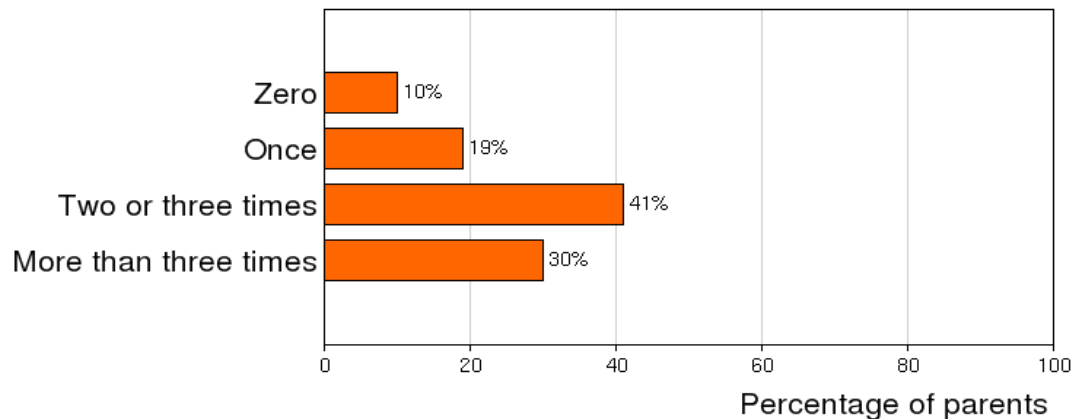
### Parents talked with a teacher

ON Ottawa-Carleton District School Board



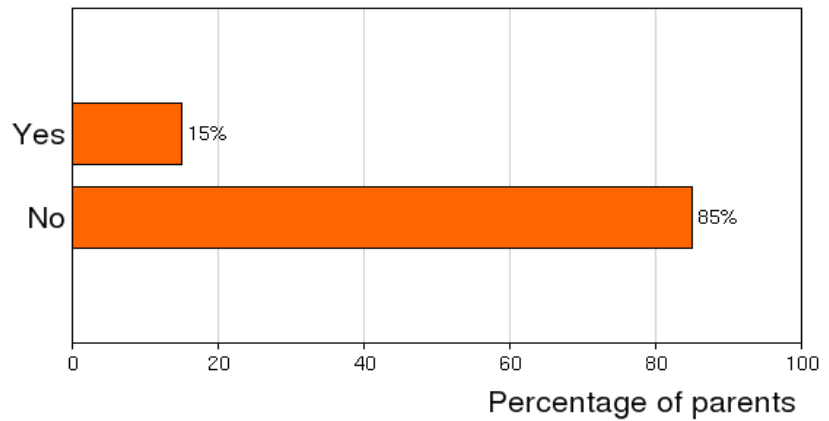
### Parents attended meetings

ON Ottawa-Carleton District School Board



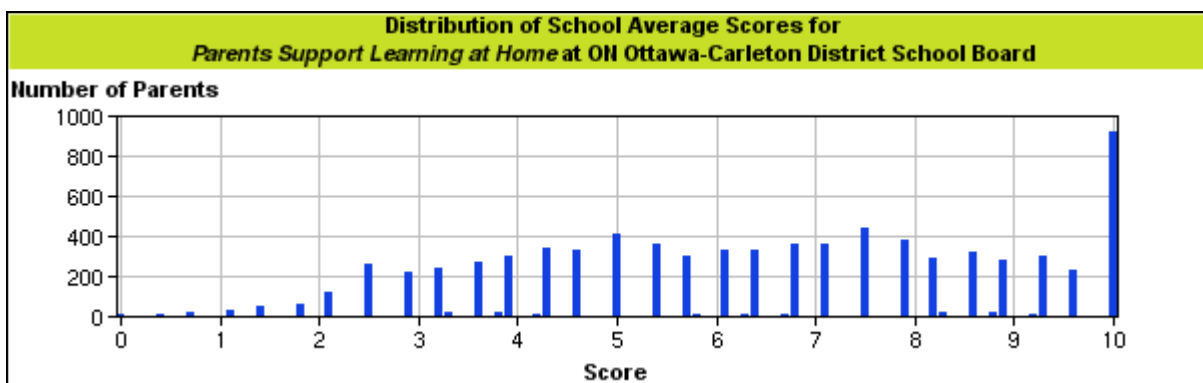
### Parents involved in school committees

ON Ottawa-Carleton District School Board

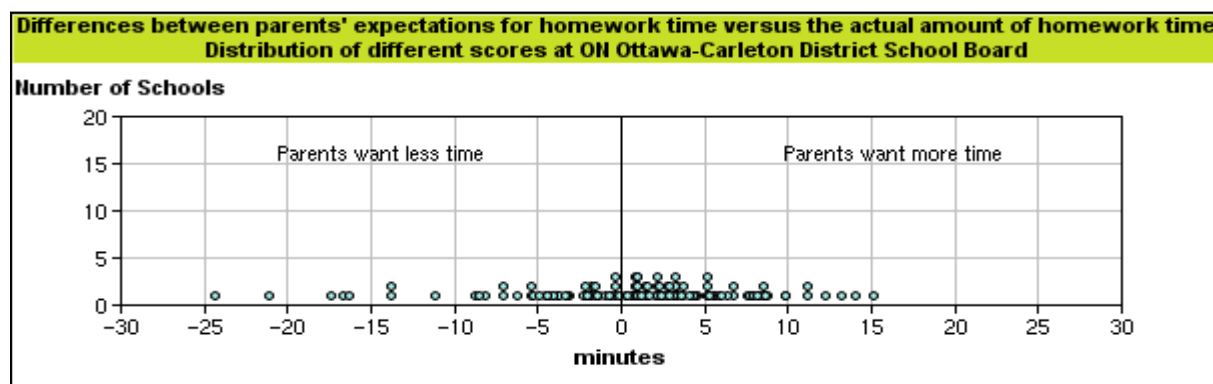
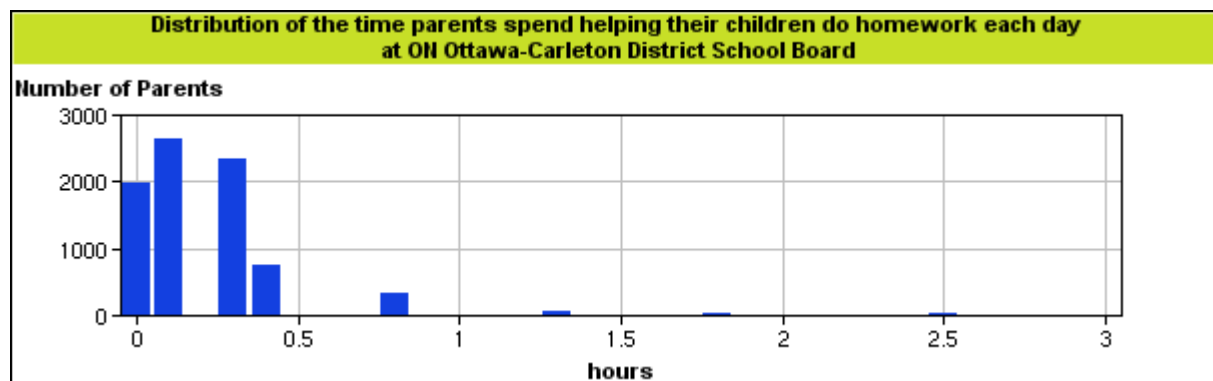
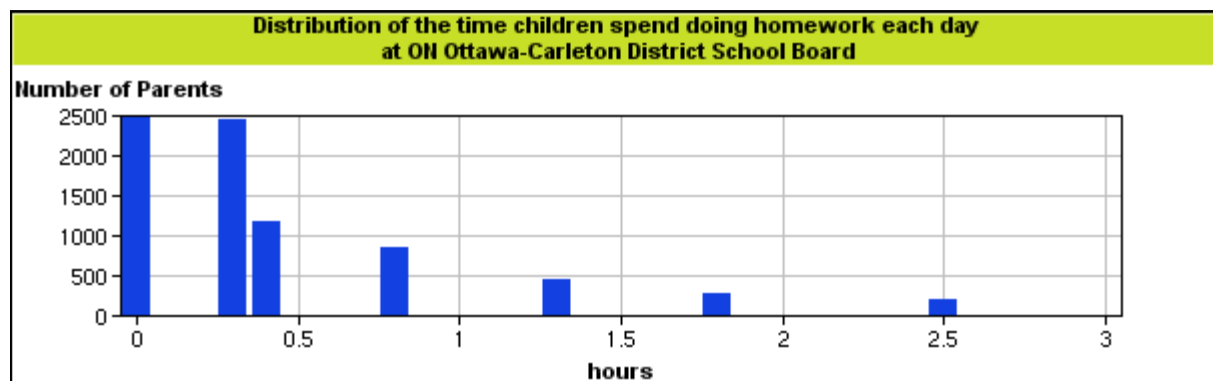


## III. Parents at ON Ottawa-Carleton District School Board support learning at home

<i>Parents Support Learning at Home</i>	<i>6.4</i>
<b>Does someone in your family do each of the following?</b>	
Discuss how well your child is doing in his or her courses.	5.7
Talk about how important schoolwork is.	5.6
Ask about any challenges he or she might have at school.	6.5
Encourage your child to do well at school.	7.2
Praise your child for doing well at school.	6.8
Talk with your child about feelings towards other children at school.	6.3
Take an interest in your child's school projects.	6.9

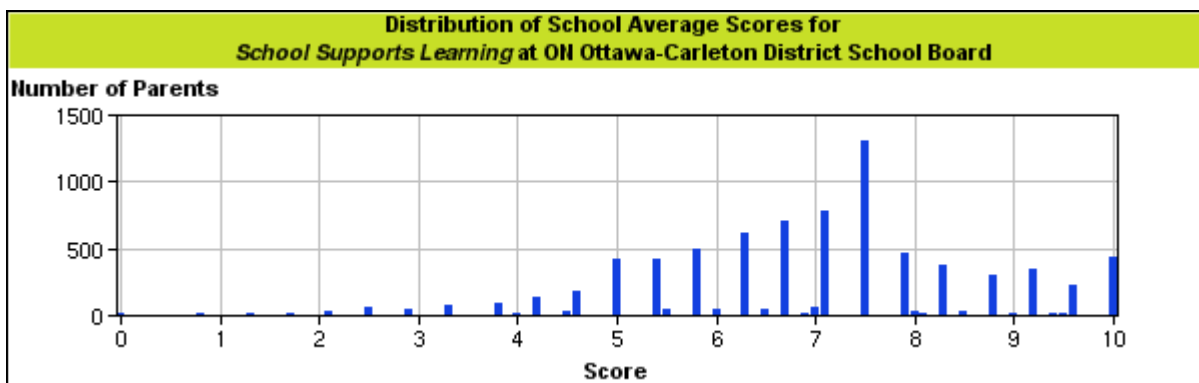


## Time spent doing homework at ON Ottawa-Carleton District School Board



## IV. Support for learning at ON Ottawa-Carleton District School Board

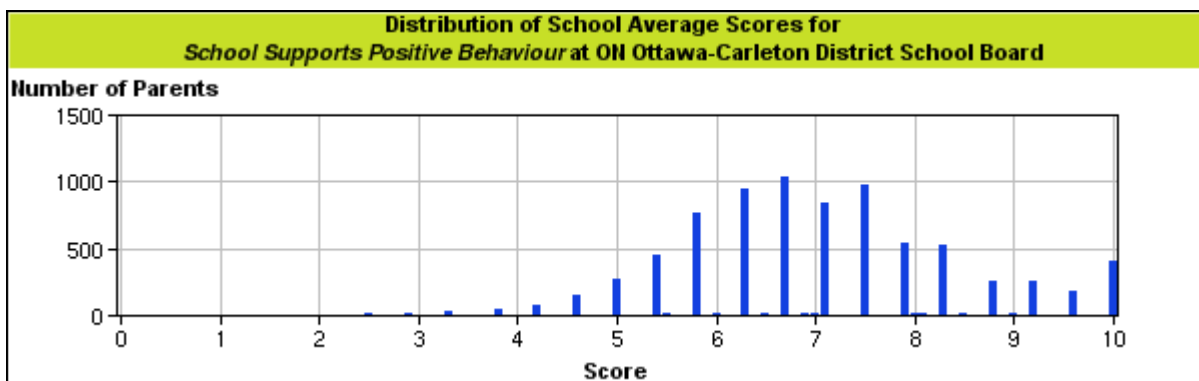
<i>School Supports Learning</i>	<b>6.9</b>
Teachers have high expectations for my child to succeed.	6.8
Teachers show an interest in my child's learning.	7
My child is encouraged to do his or her best work.	7.3
Teachers take account of my child's needs, abilities, and interests.	6.4
Teachers expect homework to be done on time.	7
Teachers expect my child to work hard.	7.1





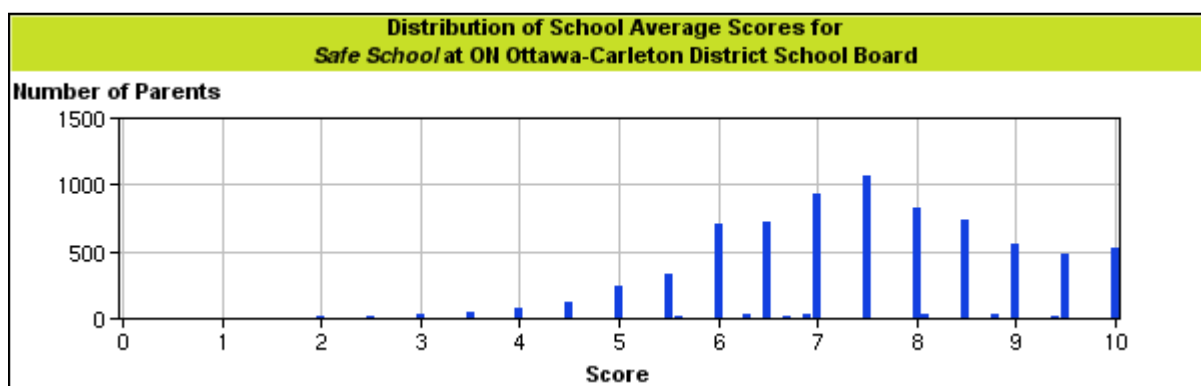
## V. Support for positive behaviour at ON Ottawa-Carleton District School Board

<i>School Supports Positive Behaviour</i>	<b>7</b>
Teachers expect my child to pay attention in class.	7.8
Teachers maintain control of their classes.	6.8
My child is clear about the rules for school behaviour.	8.1
Teachers devote their time to extra-curricular activities.	6.6
The school helps prevent students from smoking.	6.3
The school helps prevent students from using drugs.	6.4



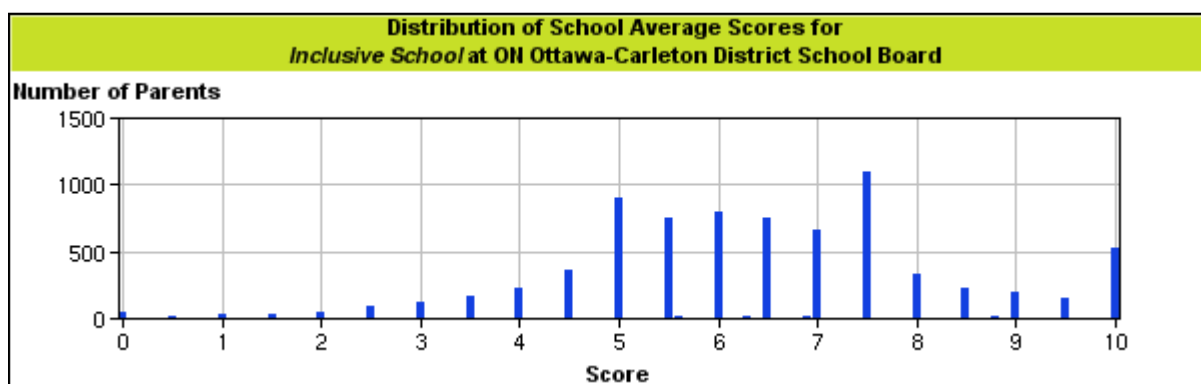
## VI. Safety at ON Ottawa-Carleton District School Board

<b><i>Safe School</i></b>	<b>7.4</b>
Behaviour issues are dealt with in a timely manner.	6.2
My child feels safe at school.	7.6
My child feels safe going to and from school.	8.1
Gangs are not a problem at our school.	8
There are no racial or ethnic tensions at our school.	7.3



## VII. Inclusion at ON Ottawa-Carleton District School Board

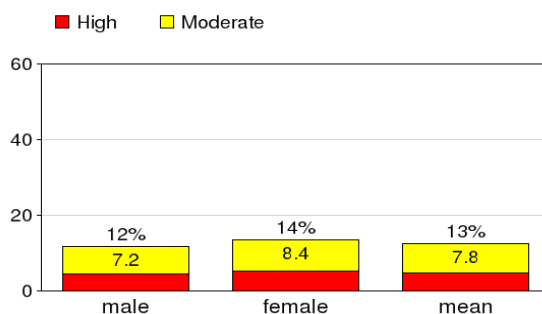
<b><i>Inclusive School</i></b>	<b>6.4</b>
Teachers help students who need extra support.	6.6
School staff create opportunities for students who are learning at a slower pace.	6.2
Teachers try to understand the learning needs of students with special needs.	6.3
School staff take an active role in making sure all students are included in school activities.	6.5
Teachers help students develop positive friendships.	6.4



## Student bullying at ON Ottawa-Carleton District School Board

Students were classified as being moderate or severe victims of bullying based on parents' reports of their child being a victim of physical, social, verbal and cyber bullying in the previous 4 weeks.

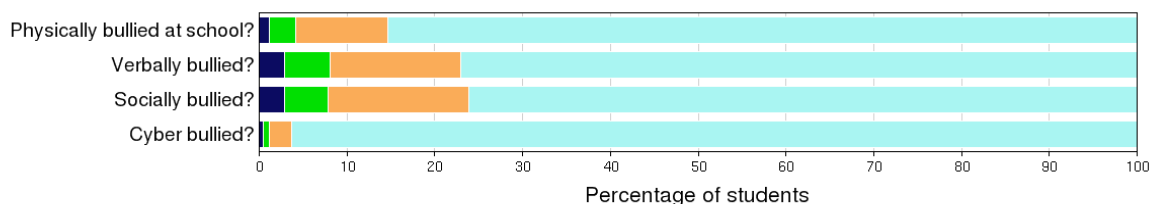
Prevalence of bullying at  
ON Ottawa-Carleton District School Board



The chart below indicates the types of bullying most often experienced by the students at ON Ottawa-Carleton District School Board.

Bullying by Type at  
ON Ottawa-Carleton District School Board

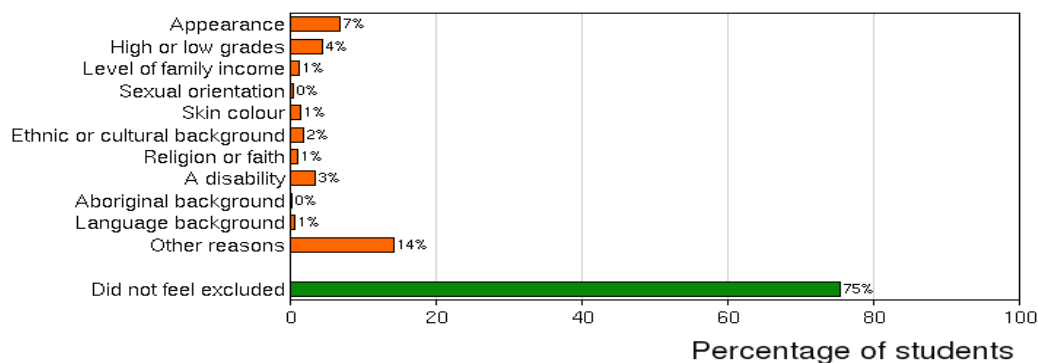
■ Almost Every Day ■ About 2 or 3 Times a Week ■ About Once a Week ■ Never or hardly ever



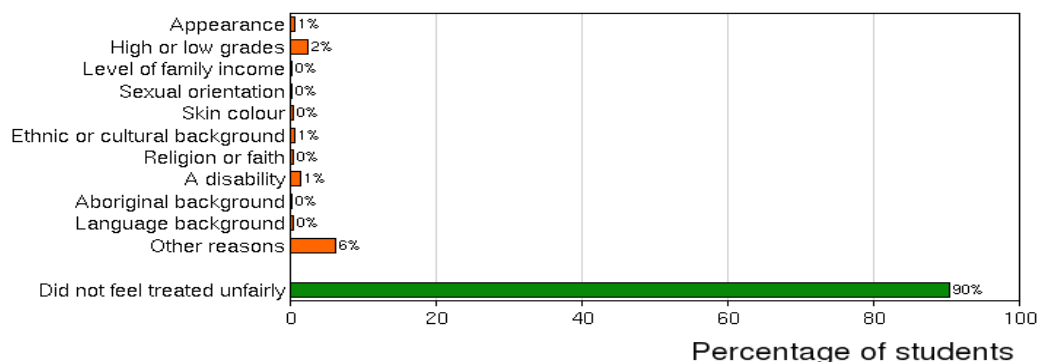
## Parents who felt their child was excluded at ON Ottawa-Carleton District School Board

Many students feel excluded by their peers or treated unfairly by school staff because of their ethnic or cultural background, social class, sexual orientation, religion, disability, or other perceived categorical boundaries. The two charts below show the percentage of parents who felt that their child was excluded by other students or felt they were treated unfairly by school staff for various reasons.

### Reasons parents felt their child was excluded ON Ottawa-Carleton District School Board



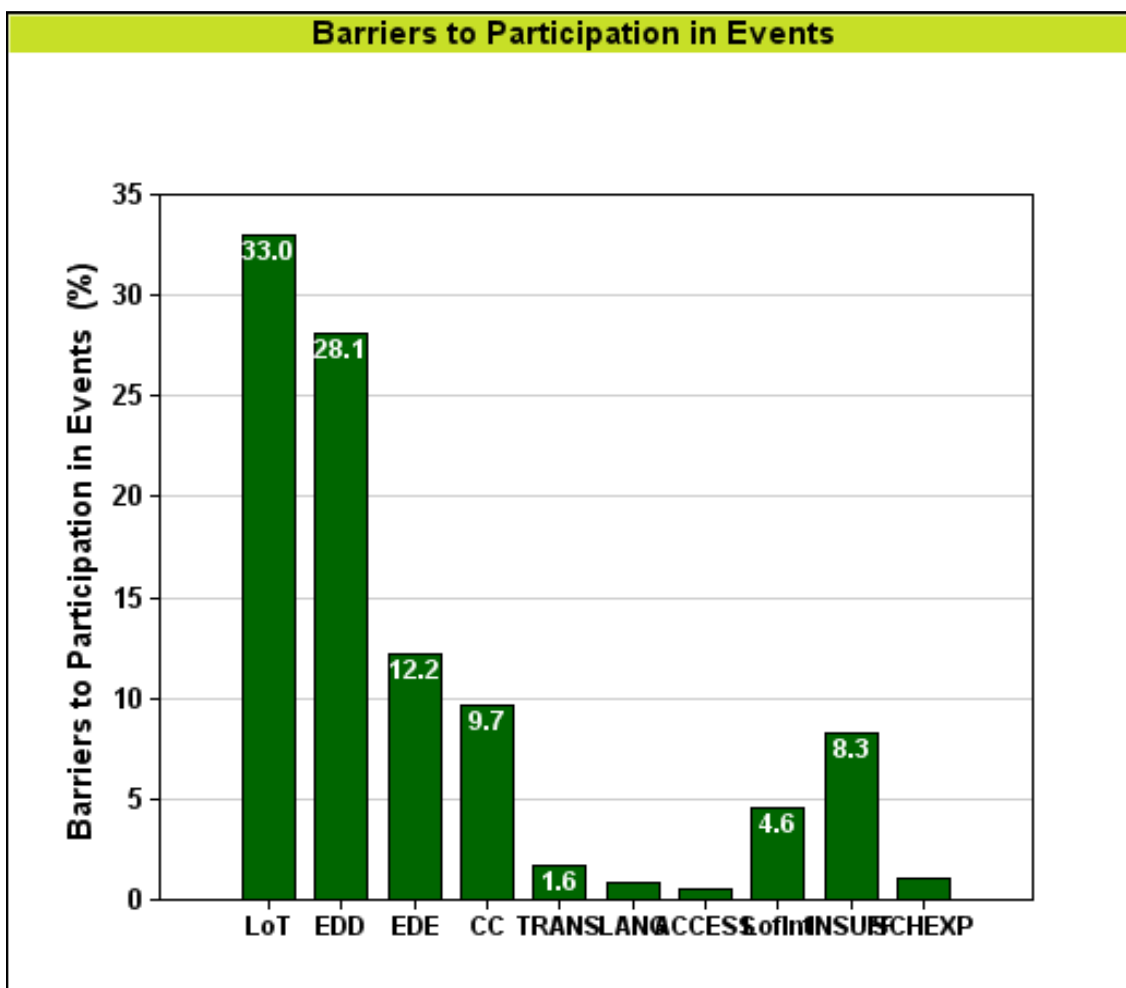
### Reasons parents felt their child was treated unfairly ON Ottawa-Carleton District School Board



## Result(s) for the Multiple Choice Question(s)

Which of the following limits your ability to attend school or district events (e.g., parent-teacher meetings, speaker series, and parent council)? Please select all that apply."

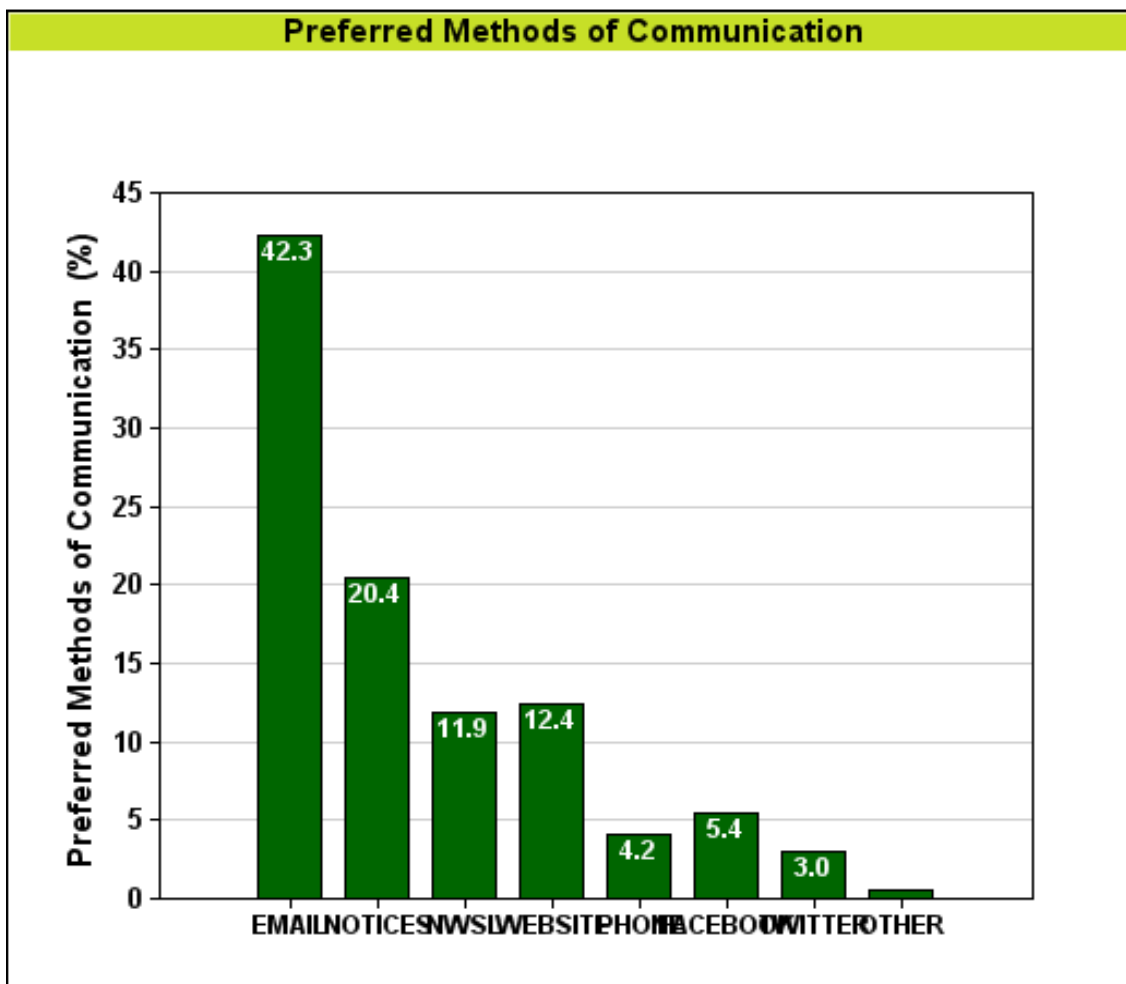
- Lack of time (LoT)
- Inability to attend events during the day (EDD)
- Inability to attend the events in the evening (EDE)
- Child care (CC)
- Transportation (TRANS)
- Language (LANG)
- Accessibility at the venue (ACCESS)
- Lack of Interest (LoInt)
- Insufficient notice for upcoming events (INSUFF)
- Your own school experience (SCHEXP)



## Result(s) for the Multiple Choice Question(s)

How would you like to receive information from the school about events, activities, and initiatives? Please select up to three."

- Email (EMAIL)
- Notices in my child's backpack (NOTICES)
- Newsletter (NWSL)
- School website (WEBSITE)
- Phone (PHONE)
- Facebook (FACEBOOK)
- Twitter (TWITTER)
- Other (please specify) (OTHER)



For further information please contact [info@thelearningbar.com](mailto:info@thelearningbar.com)





**Date: 4 February 2019**

**Key Contact:** Michèle Giroux, Executive Officer, 613-596-8211 x8607

1. To provide an update on the feedback received to date on the strategic plan consultation.

2. Consultation on the strategic plan is a system-wide initiative. The consultation strategy was detailed in Report 18-106 and included 4 phases:

- Pre-consultation October/November 2018
- Idea Exchange November/December 2018
- Developing Strategies and Action January 2019
- Feedback on Draft Plan May 2019

The pre-consultation and the Idea Exchange are complete and the Strategies and Action stage is underway. This report provides an overview of the feedback received in each of those stages and is one of the data sources that will help to inform development of the next strategic plan.

## Idea Exchange

3. The Idea Exchange involved a community wide online conversation using the Thoughtexchange interactive platform. This tool allows stakeholders to share their thoughts, learn about the thoughts of others, and help to identify common priorities. The exchange can be accessed by participants at any time of day, from any location with internet access, and is an ideal way support participation of large groups, and those stakeholders who may not be able to attend meetings in person.

During the Idea Exchange, there were four audience groups – parents, students, staff and community members. To facilitate the conversations, the size and membership of each conversation was structured as follows:

- Staff (3 conversations – elementary staff; secondary staff; centrally assigned staff);
- Parents (8 conversations – 4 elementary parents; 4 secondary parents);
- Students (2 conversations – students grades 7/8; students grades 9-12)
- Community (1 conversation)

In addition to ensuring a manageable size, this allowed people with common interest and experiences to be involved in conversation together.

All participants were asked the following three questions:

- What are some things the OCDSB is doing well to support learning and well-being?
- What are some ways the OCDSB could improve the way we support learning and well-being?
- What are some important priorities for the OCDSB to focus on for the next four years?

#### Participation in the Idea Exchange

4. This stage began on November 21 and closed on December 17, 2018.

A variety of mediums were utilized to communicate about the consultation process, including email; media; information letter distribution; School Council Newsletters; and websites. The timeline for the online engagement was extended and regular reminders were sent to increase participation levels.

Additionally, a number of steps were taken to reduce systemic barriers and facilitate participation by communities traditionally less engaged. This included the availability of parent information letters in multiple languages; making an SMS text translation feature available; and most importantly, engaging the support of the Multicultural Liaison Officers (MLOs). Through the support of the Family Reception Centre, we were able to collaborate with MLOs to provide strong support for families at the Family Reception Centre and in schools. This commitment contributed to making the consultation process a success.

The diagram below shows the participation figures for the online engagement through



Thoughtexchange:

**Figure 1 - Participation Summary**

Over 6000 people participated in the conversation. One area where we made important gains in terms of participation was with students.

- Students – 1020
- Staff – 1151
- Parents – 4129 (3035 elementary; 1094 secondary)
- Community - 289

#### What we heard - Online

5. The feedback from the Idea Exchange is reported by theme. Six Top Themes were identified including Curriculum, School Environment, Teaching and Learning, Student Supports, HR & Board, and Extra-Curricular and Physical Activity. Each theme has multiple sub-themes. The following table provides a listing of the themes with the sub-themes listed below. Appendix A provides some explanatory notes about the range of issues within each theme and/or sub-theme. (Top themes include thoughts with an average star score of 3.6 or higher).

TOP THEMES					
Curriculum	Teaching & Learning	School Environment	Student Supports	Extra C & Physical Activities	HR & Board Level
Math	Class Size	Aggressive Behavior	Mental Health	Outdoor Activity	Staffing
Modernize Curriculum	Technology	Facilities	EAs & Support Staff	More Physical Activity	Professional Development
Core Curriculum	Instructional Quality	Equity & Diversity	Classroom Supports	Variety of Activities & Clubs	Board Level Administration
Life Skills	Differentiated Learning	Culture	Wellness Strategies	Sports	Workload
Special Education	Instructional Practice	Safety	Mental Health Professionals	Benefits of Extracurricular	Funding
Career Pathways	Learning Environment	Board Level Communication	Assessment & Testing	Field Trips	Staff Mental Health

Kindergarten	Reporting	Gender Inclusive	Learning Support Programs		
Equity & Standardization		Class level Communication	IEP		
Electives		School Level Communication	Extended Day Programs		
Learning Skills		Communication Tools & Events			
Arts		Schedule			
French Immersion		Transportation			
Resources					
Specialty Programs					
Indigenous History					

Table 1 - Summary of Key Themes

6. The four (4) themes which represent the largest areas of conversation across all (14) exchanges were Teaching and Learning, Curriculum, School Environment, and Student Support. The following Bar Chart conveys stakeholders' views in response to all three questions about the OCDSB's performance, and its priority areas of focus for the next four (4) years.

These themes and the specific thoughts which generated them can be explored in more detail using the links on the district website.

#### Question1- What we do well

7. The following bar graph displays the top themes in response to Question 1. The top thoughts in this area speak to supportive learning environments with great teachers; dedicated office staff; promoting multi-cultural environments; breakfast clubs; and availability of technology for students.

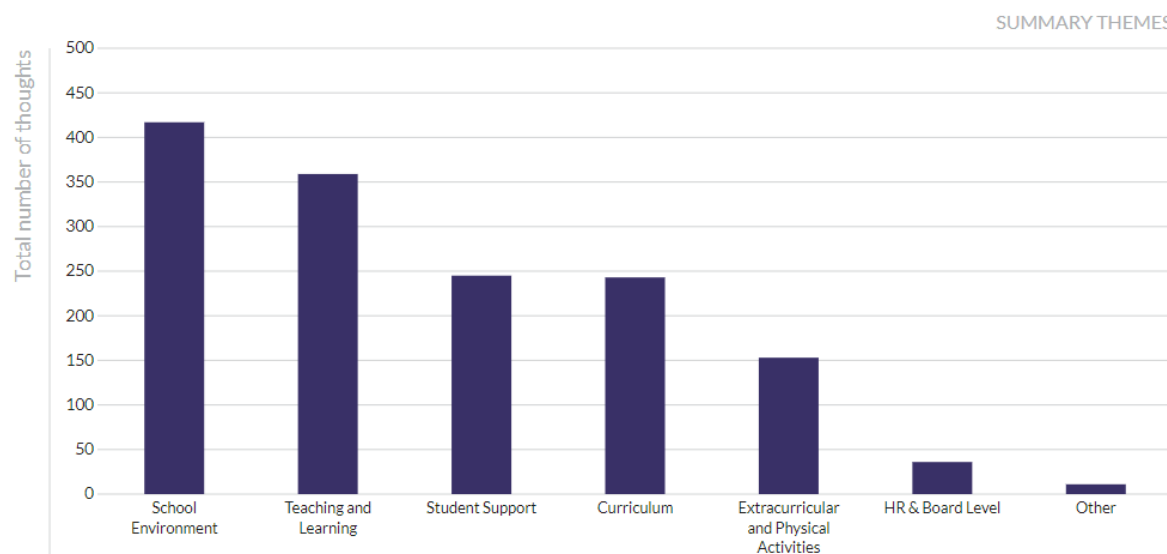


Figure 2 - Question 1 Top Themes

### Question 2 – Where we can improve

8. The following bar graph displays the top themes in response to Question 2. The top thoughts in this area speak to support for smaller class sizes; the challenges associated with behavioural needs; the need for more classroom supports and resources; the age of technology

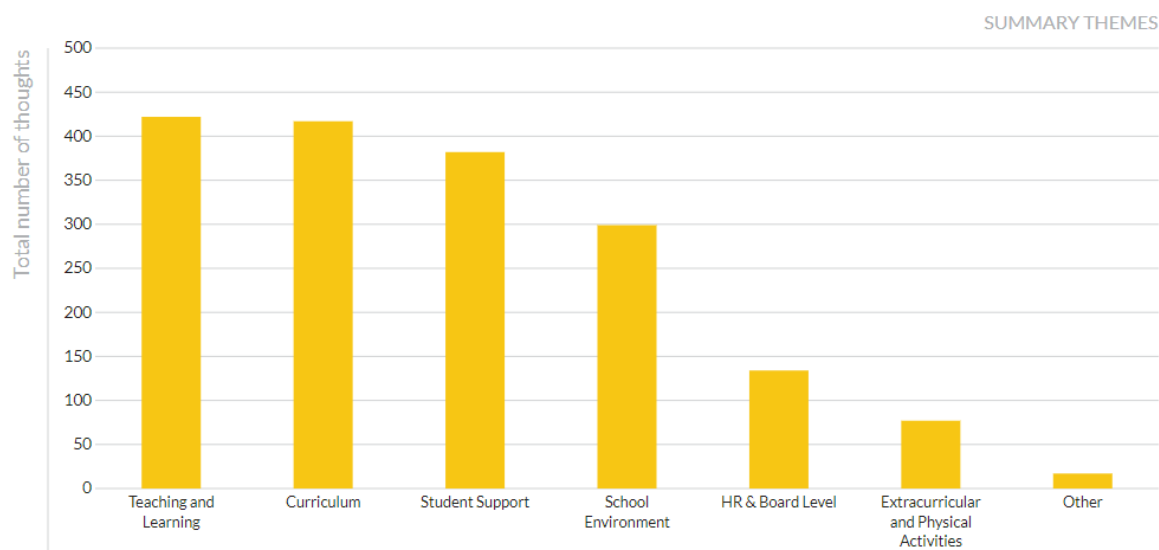


Figure 3 - Question 2 - Top Themes

### Question 1 vs 2

9. The following bar graph provides an interesting comparison of the responses by top theme to question 1 compared to question 2.

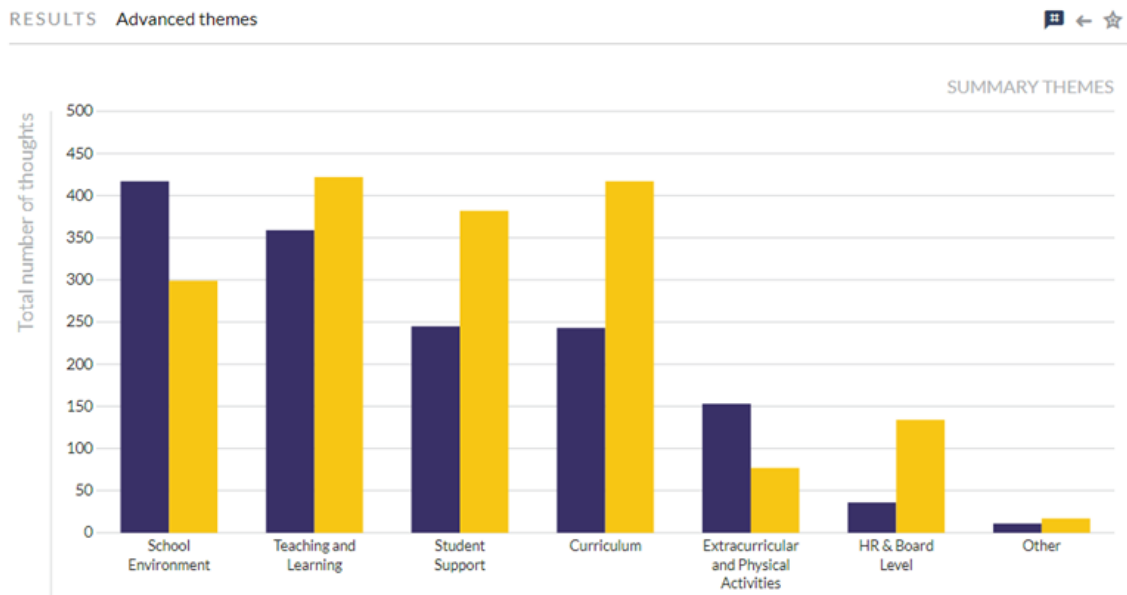


Figure 4 - Comparison of Top Themes Q1, Q2

### Question 3 – Priority Areas

10. In terms of areas of priority, the following bar graph shows the response to Question 3 by theme for all respondents. The order of priority is consistent across all audiences; however the volume of responses varies based on the size and interests of the audience.

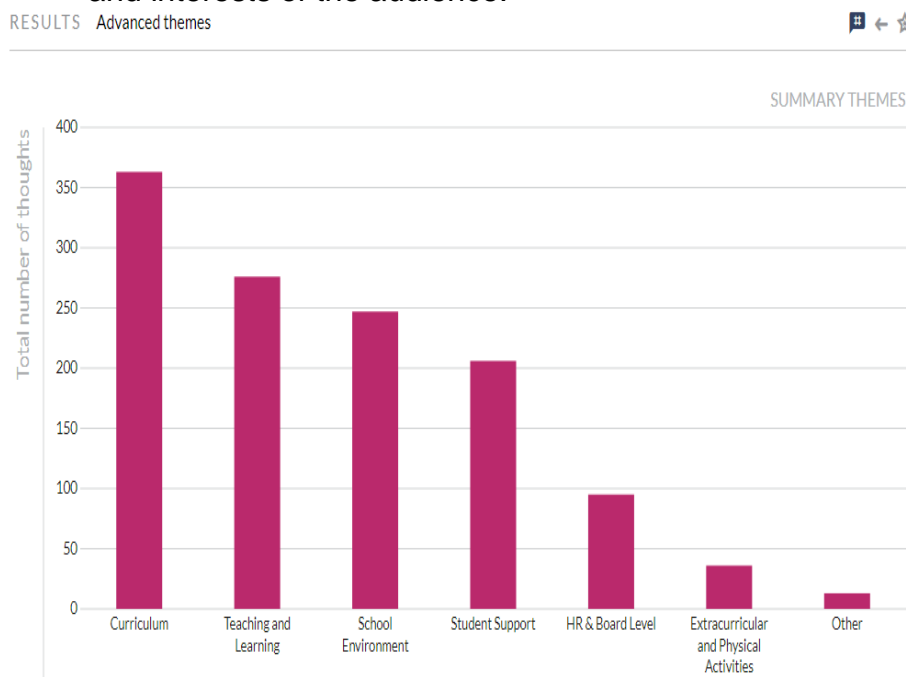


Figure 5 - Top Themes Q. 3

A detailed overview of the feedback is attached as Appendix A – Powerpoint of Thoughtexchange Discover Stage. Using the links in the power point or on the district website, users can explore the actual thoughts and priority areas.

### Strategies and Actions

11. In January 2019, the District began work on the Strategies & Actions stage which includes focus group discussions as follows:
- Parent Involvement Committee and All Advisory Committees
  - Student Senate and Student Presidents Council
  - Principals
  - Community Members
  - 2 Parent Sessions (January 23<sup>rd</sup> and 31<sup>st</sup>)
12. At the focus group sessions, participants were provided with feedback from the Idea Exchange and asked to work in groups to explore and discuss the results from the online consultation. The activity was specifically focused on the feedback in response to Question 3. Participants were asked to review the feedback, discuss the issues raised and to develop specific strategic goals which may help the district move forward over the next four years. The sessions have been well received by participants who have expressed appreciation for the opportunity to go deeper into discussions.
13. The following is a summary of the strategies and actions, by theme area, and which were most common to all focus group sessions:

<b>Theme</b>	<b>Strategies and Actions</b>
<b>Curriculum</b>	<ul style="list-style-type: none"> <li>• Standardized math curriculum and instructional practice which builds capacity and skills from K through 12;</li> <li>• Revamp curriculum with emphasis on decolonizing Indigenous curriculum;</li> <li>• Increase focus on teaching life skills including self-care, self-regulation, conflict resolution, financial literacy</li> </ul>
<b>Teaching &amp; Learning</b>	<ul style="list-style-type: none"> <li>• Increase resources to reduce class size and provide more classroom supports;</li> <li>• Develop technology plan which ensures current and accessible technology to create consistent, effective and sustainable digital learning environments;</li> <li>• Increase number of specialized teachers and availability of professional development opportunities;</li> </ul>
<b>School Environment</b>	<ul style="list-style-type: none"> <li>• Reinforce commitment to safe, caring and inclusive learning environments where every student feels valued and respected;</li> <li>• Identify and eliminate bias and systemic racism using evidence informed decision-making;</li> <li>• Increase staff and resources to support behavioral and academic needs of all students;</li> </ul>
<b>Student Support</b>	<ul style="list-style-type: none"> <li>• Continue commitment to well-being of students and staff;</li> <li>• Build staff capacity to support student mental health and provide resources for parents;</li> </ul>

	<ul style="list-style-type: none"> <li>Continue to build partnerships with community based organizations to ensure integrated support networks;</li> </ul>
<b>Extra-curricular &amp; Physical Activity</b>	<ul style="list-style-type: none"> <li>Prioritize physical activity through physical education, Daily Physical Activity and increased physical resources;</li> <li>Improve standards for quality, availability and renewal of equipment for athletics;</li> <li>Increase opportunity for all students to equitably access extra-curricular sports and clubs;</li> </ul>
<b>HR &amp; District Level</b>	<ul style="list-style-type: none"> <li>Create a healthy, vibrant workplace;</li> <li>Increase supports and resources to deal with aggressive behaviours;</li> <li>Continue to be innovative in strategies to ensure sufficient number of occasional teachers, educational assistants, and early childhood educators;</li> </ul>

Table 2 - Summary of Strategies by Theme

This information will be reviewed and updated as required once all focus group sessions have been completed.

## RESOURCE IMPLICATIONS:

14. The costs associated with the consultation were covered within the existing operating budget.

## COMMUNICATION/CONSULTATION ISSUES:

15. A summary of the remainder of the consultation activities and respective timelines is as follows:

Dates	Activities
February 8-9, 2019	Staff Retreat with new Board of Trustees, Director of Education, and Director's Executive Council
May 7, 2019	Present draft strategic plan to COW
June 7, 2019	Deadline for public comment on draft strategic plan
June 18, 2019	Present revised strategic plan to COW
June 24, 2019	Board approval of strategic plan
June 2019 onward	Promote awareness of the approved strategic plan

Table 3 - Key Dates for Next Steps

## STRATEGIC LINKS:

16. The development of a new strategic plan is a legal responsibility and major priority of the Board. Effective consultation connects to the engagement and stewardship objectives, as outlined in the current strategic plan. Therefore, by seeking input from a variety of stakeholders, the OCDSB is not only able to demonstrate its commitment to enhancing engagement and demonstrating accountability through stewardship of resources, but more importantly is able to develop strategic priorities which reflect the input of stakeholders.



## SUMMARY:

17. A detailed consultation process is an essential component of the strategic plan development and our process encourages consultation at the front-end. Through the consultation, the Board will develop a better understanding of the issues, concerns, and ideas for improvement, as voiced by stakeholders. Moreover, the consultation provides an opportunity to engage and gain the support of the broader community in shaping the vision, mission, and priorities for public education in our District. As such, a viable process must be focused, engaging, relevant, manageable, and reasonable.

## GUIDING QUESTIONS:

18. The following questions are provided to support the discussion of this item:
- What does the feedback tell us about where the district is doing well and how can we build on that?
  - What concerns or new ideas emerge as a result of the responses to areas where can the OCDSB improve?
  - What are some of the emerging goals, and strategies from the consultation?
  - How do our current strategic priorities of equity, learning, well-being, stewardship, and engagement connect to the feedback and priorities identified in the consultation?

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Michele Giroux  
Executive Officer  
(ext. 8607)

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

APPENDIX A: Summary of Top Themes and Sub-themes topics

APPENDIX B: Building Brighter Futures Together @ OCDSB- Discover the Results  
Power Point Presentation



## APPENDIX A: Summary of Top Themes and Sub-themes topics

**Theme descriptions****Teaching and Learning****Class size** - class size**Technology** - related to technology, access to technology, policies, google accounts**Instructional Practice** - related to instructional practices in the classroom**Instructional Quality** - related to quality of teaching**Learning Environment** - related to how teachers interact with students in the classroom**Differentiated Learning** - related to diverse learning needs in the classroom.**Reporting** - related to reporting and marking**Curriculum****Arts** - related to arts, music**Career Pathways** - related to employment, diverse pathways, university pathway**Core Curriculum** - related to core, learning fundamentals, overall curriculum**Electives** - related to course variety**Equity and Standardization** - related to equal access and standardization of curriculum across school sites**French Immersion** - related to French Immersion**Indigenous History** - related to Indigenous History**Kindergarten** - related to kindergarten curriculum**Learning Skills** - related to how students learn, critical thinking, problem solving, growth**Life Skills** - related to finance, home ec., time managements, etc.**Math** - related to math, no mention of other subjects**Modernize Curriculum** - related to updating the curriculum (includes sex ed)**Resources** - related to learning resources, textbooks, tools**Special Education** - related to special ed**Specialty Programs** - related to alt programs, some gifted thoughts when included with other programs**School Environment****Class Level Communication** - related to student learning, success, parent-teacher communication**School Level Communication** - related to school communications**Board Level Communication** - related to board communication, engagement**Communication Tools & Events** - related to specific tools, effectiveness, events**Aggressive Behaviour** - violent and aggressive in-class behaviour**Equity and Diversity** - diversity and acceptance**Facilities** - related to facilities, air conditioning**Culture** - overall culture of the school, values, welcoming**Safety** - related to safety**Gender Inclusive** - LGBTQ+**Schedule** - related to scheduling

**Transportation** - related to transportation

### **Student Support**

**Assessment & Testing** - psychological testing

**Mental Health Professionals** - employ / make accessible Social Workers & Psychologists

**IEP** - support related to IEPs

**Wellness Strategies** - implementing strategies to increase student and staff well-being

**Mental Health** - general thoughts about mental health and its importance

**Learning Support Programs** - any programs relating to learning support

**EAs & Support Staff** - related to EAs and support workers specifically

**Classroom Supports** - thoughts about general supports in the classroom

**Extended Day Programs** - related to extended day programs and after school care

### **Extracurricular and Physical Activities**

**More Physical Activity** - advocating for more physical activity/physical education and emphasizing the importance

**Outdoor Activity** - thoughts about learning, play and activities that take place outdoors.

**Variety of Clubs and Activities** - General thoughts about the variety of extracurricular activities and clubs available

**Benefits of Extracurricular Activities** - explaining why the extracurricular activities are beneficial

**Sports** - related to sports programming

**Field Trips** - related to field trips

### **HR & District Level**

**Professional Development** - related to professional development

**Staffing** - related to staffing across schools

**Workload** - related to workload

**Staff Mental Health** - related to staff mental health

**District Level Administration** - related to the board and leadership

**Funding** - related to funding



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

# **BUILDING BRIGHTER FUTURES TOGETHER**

# **@OOCDSB**

***Discover the Results***



## HOW TO USE THIS PRESENTATION

This presentation provides a summary of the feedback received from stakeholders in the Idea Exchange section of the strategic plan consultation process. The Idea Exchange used the online discussion forum, Thoughtexchange, to invite parents, students, staff and community partners to share their thoughts about what the district does well, where we can improve, and what our future priorities might be.

This consultation process provided excellent perceptual data from stakeholders which will be used as a resource in the development of our next strategic plan. The qualitative data will be supported by quantitative data in the Environmental Scan, and other resource/reference materials such as the Annual Student Achievement Data Report and the OCDSB's measurement reports related to progress on our strategic objectives.

The power point presentation includes a summary of the responses to all three consultation questions by all stakeholder groups. It is designed to give users and overview of the feedback, but also allows the user to click on the links and read the individual thoughts submitted by participants and grouped by theme/sub-theme.

This presentation conveys the results across all 14 exchanges as well as the results for each of the (3) questions.

Within the presentation, there are links to summary reports on all questions. These reports are broken down by themes and sub-themes. The generated reports summarize thoughts and ratings of the participants.



BUILDING  
BRIGHTER  
FUTURES  
TOGETHER  
@OCDSB  
*Discover the Results*

# Share the Rightexchange

## Process



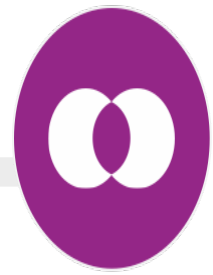
**Share**  
*Submit*  
*Thoughts*

First,



**Star**  
*Prioritize*  
*Thoughts*

Next,  
everyone



**Discover**  
*Reveal*  
*What Matters*

Last,



# Participation

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6,441

**People**  
PARTICIPATED



10,296

**Thoughts**  
CONTRIBUTED



178,131

**Stars**  
ASSIGNED





**BUILDING  
BRIGHTER  
FUTURES  
TOGETHER  
@OCDSB**

*Discover the Results*

# Questions We Asked


**Q1:** What are some things that the OCDSB is doing well to support learning and well-being?

**Q2:** What are some ways that the OCDSB could improve how we support learning and well-being?

**Q3:** What are some important priorities for the OCDSB to focus on for the next 4 years?



# Participation- All Exchanges & by Questions

**All****Q1****Q2****Q3** **6590**  
Participants **10296**  
Thoughts **178131**  
Ratings **6590**  
Participants **3186**  
Thoughts **57659**  
Ratings **6590**  
Participants **4106**  
Thoughts **70966**  
Ratings **6590**  
Participants **3004**  
Thoughts **49506**  
Ratings



# Understanding the Results

**Top Thoughts:** Top thoughts are thoughts with a high average star score, as determined by participant starring.

**Top Themes:** Top themes are themes with a large number of thoughts.

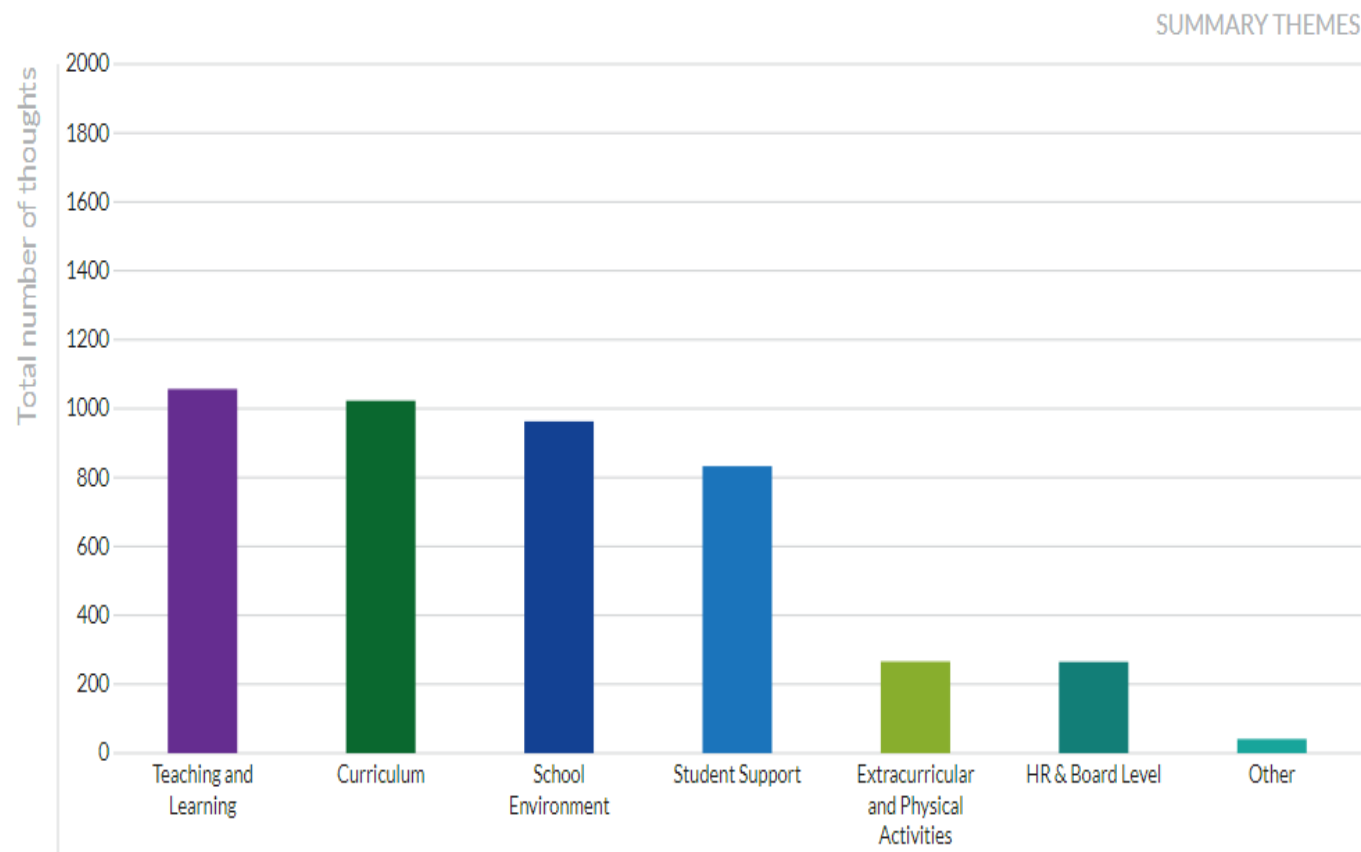
**Theming:** Thoughts with an average star score of 3.6 or higher are grouped according to topic to show areas of high agreement within the exchange.





# What We Heard – Key Themes

RESULTS Advanced themes





# Understanding Key Themes

Curriculum	Teaching & Learning	School Environment	Student Supports	HR & Board Level	Extra-Curricular & Physical Activity
<a href="#">Math</a> <a href="#">Modernize Curriculum</a> <a href="#">Core Curriculum</a> <a href="#">Life Skills</a> <a href="#">Special Education</a> <a href="#">Career Pathways</a> <a href="#">Kindergarten</a> <a href="#">Equity &amp; Standardization</a> <a href="#">Electives</a> <a href="#">Learning Skills</a> <a href="#">Arts</a> <a href="#">French</a> <a href="#">Immersion</a> <a href="#">Resources</a> <a href="#">Specialty Programs</a> <a href="#">Indigenous</a>	<a href="#">Class Size</a> <a href="#">Technology Instructional Quality</a> <a href="#">Differentiated Learning</a> <a href="#">Instructional Practice</a> <a href="#">Learning Environment</a> <a href="#">Reporting</a>	<a href="#">Aggressive Behavior</a> <a href="#">Facilities</a> <a href="#">Equity &amp; Diversity</a> <a href="#">Culture</a> <a href="#">Safety</a> <a href="#">Board Level</a> <a href="#">Communication</a> <a href="#">Gender Inclusive</a> <a href="#">Class level</a> <a href="#">Communication</a> <a href="#">School Level</a> <a href="#">Communication</a> <a href="#">Schedule</a> <a href="#">Transportation</a>	<a href="#">Mental Health</a> <a href="#">EAs &amp; Support</a> <a href="#">Staff</a> <a href="#">Classroom</a> <a href="#">Supports</a> <a href="#">Wellness</a> <a href="#">Strategies</a> <a href="#">Mental Health</a> <a href="#">Professionals</a> <a href="#">Assessment &amp; Testing</a> <a href="#">Learning Support</a> <a href="#">Programs</a> <a href="#">IEP</a> <a href="#">Extended Day</a> <a href="#">Programs</a>	<a href="#">Staffing</a> <a href="#">Professional Development</a> <a href="#">Board Level</a> <a href="#">Administration</a> <a href="#">Workload</a> <a href="#">Funding</a> <a href="#">Staff Mental Health</a>	<a href="#">Outdoor Activity</a> <a href="#">More Physical Activity</a> <a href="#">Variety of Activities &amp; Clubs</a> <a href="#">Sports</a> <a href="#">Extracurricular</a> <a href="#">Field Trips</a>

# Comparison of Responses to Q1 & Q2

## SUMMARY THEMES

School Environment

Teaching & Learning

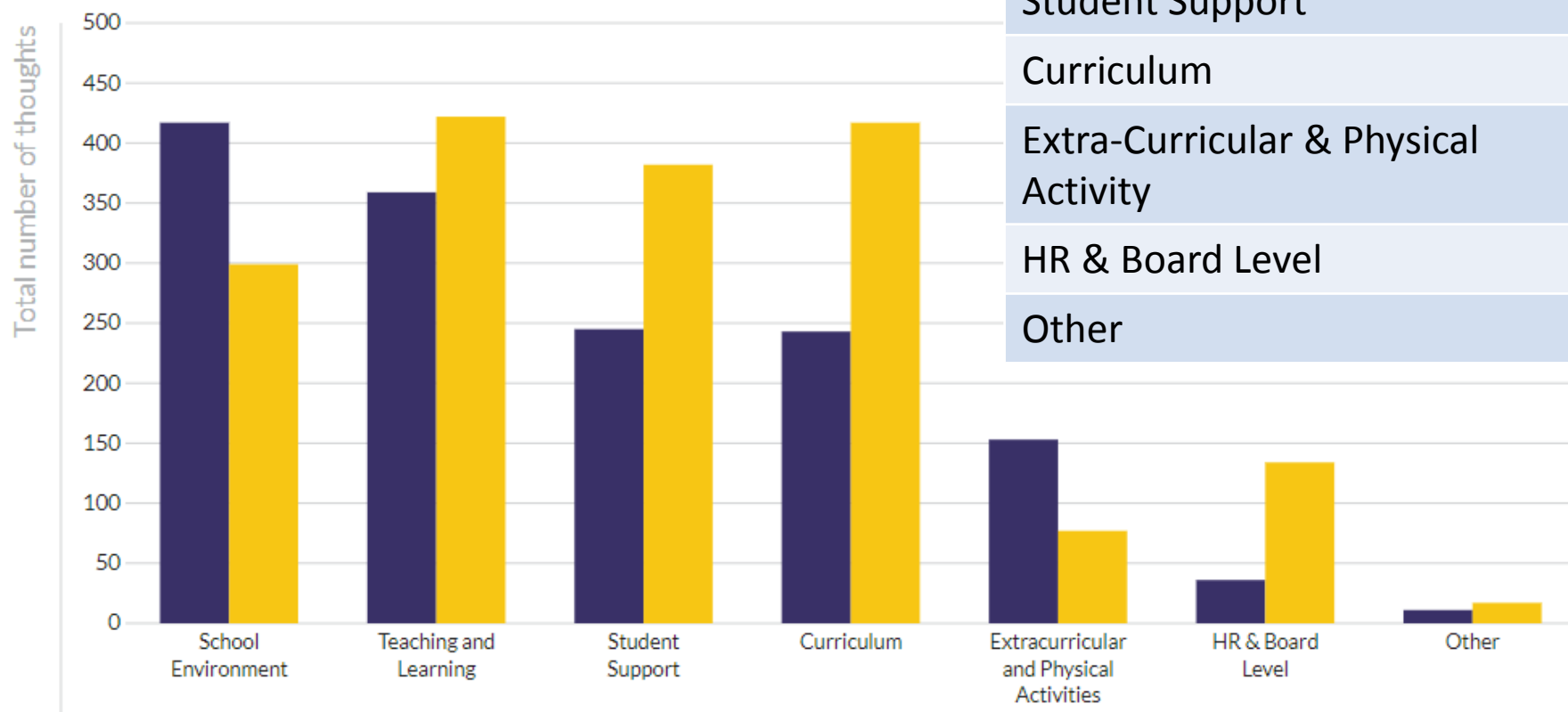
Student Support

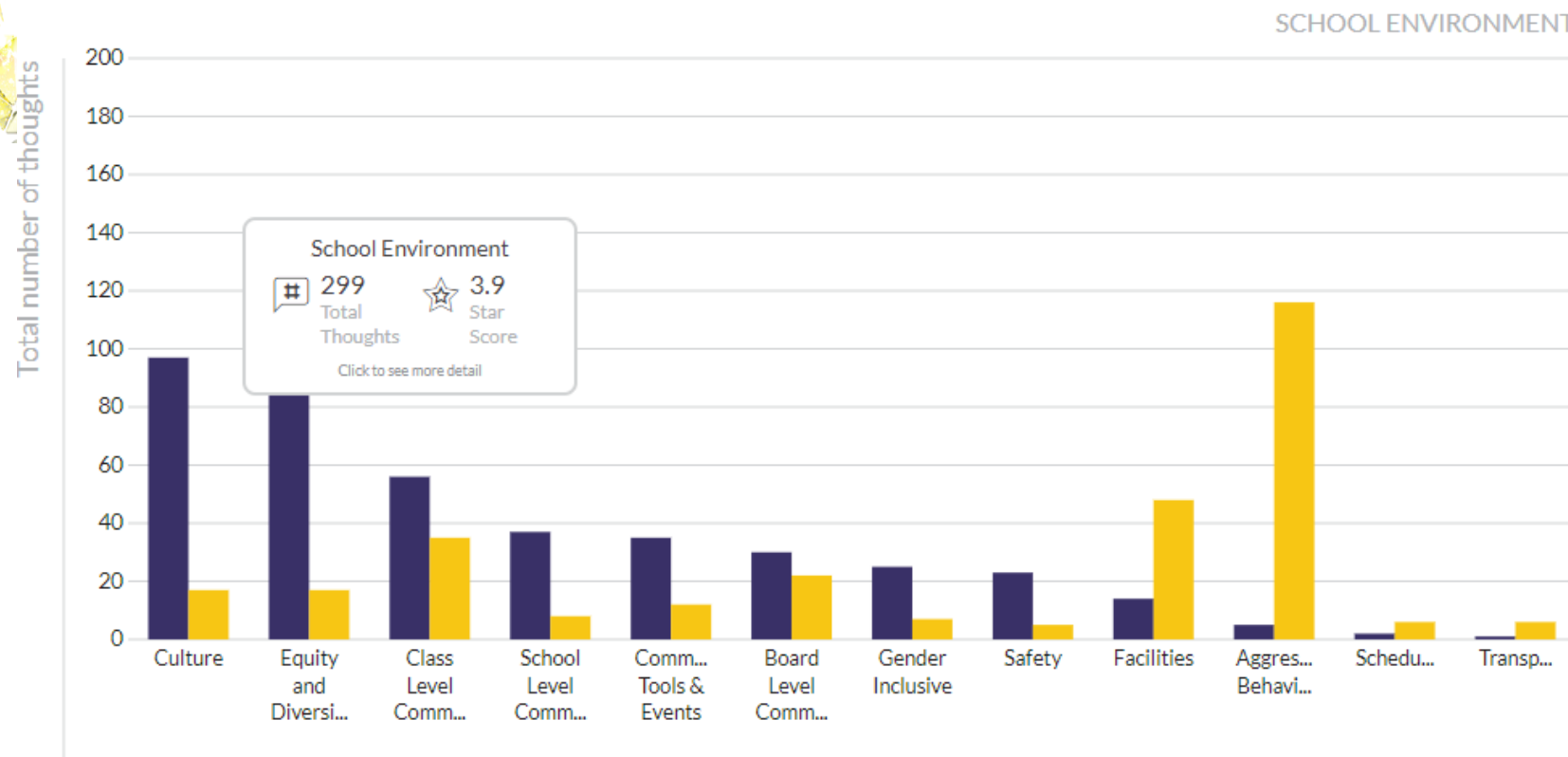
Curriculum

Extra-Curricular & Physical Activity

HR & Board Level

Other





## Q1: School Environment

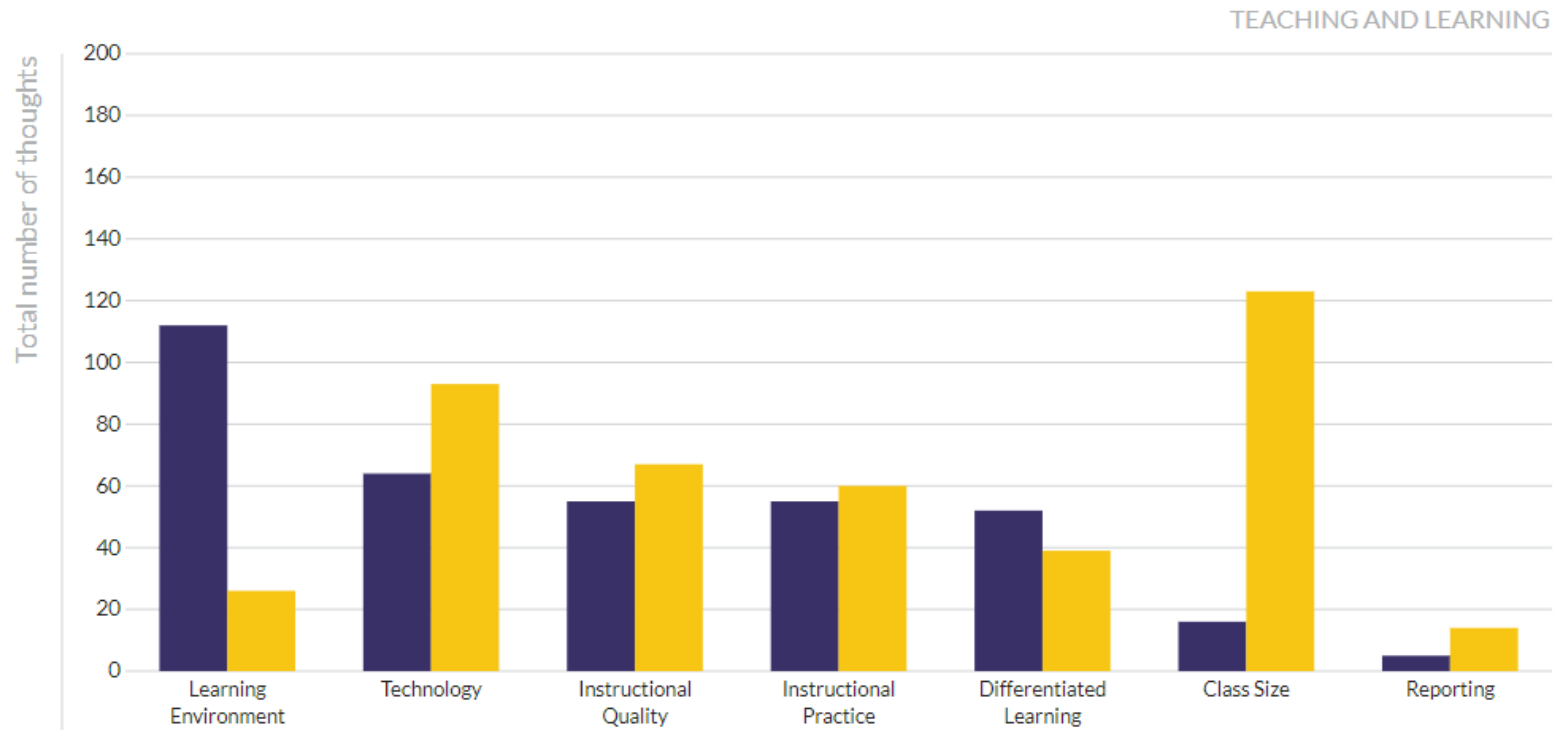
[Culture](#)  
[Equity and Diversity](#)  
[Class Level Communication](#)  
[School Level Communication](#)  
[Communication Tools and Events](#)  
[Board Level Communication](#)

[Gender Inclusive](#)  
[Safety](#)  
[Facilities](#)  
[Aggressive Behaviour](#)  
[Schedule](#)  
[Transportation](#)

## Q2: School Environment

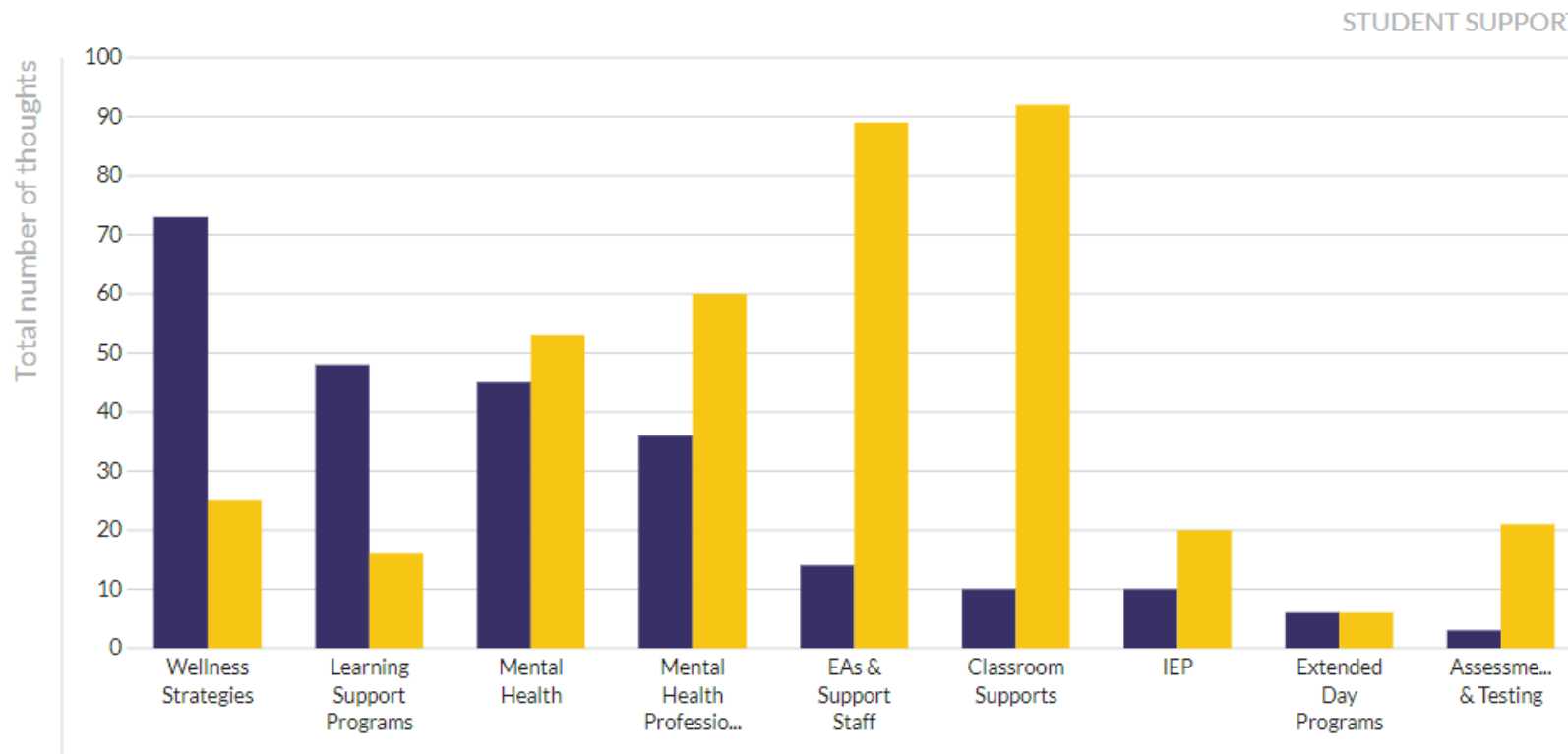
[Culture](#)  
[Equity and Diversity](#)  
[Class Level Communication](#)  
[School Level Communication](#)  
[Communication Tools & Events](#)  
[Board Level Communication](#)

[Gender Inclusive](#)  
[Safety](#)  
[Facilities](#)  
[Aggressive Behaviour](#)  
[Schedule](#)  
[Transportation](#)



Q1: Teaching and Learning	Q2: Teaching and Learning
<a href="#">Learning Environment</a> <a href="#">Technology</a> <a href="#">Instructional Quality</a> <a href="#">Instructional Practice</a> <a href="#">Differentiated Learning</a> <a href="#">Class Size</a> <a href="#">Reporting</a>	<a href="#">Learning Environment</a> <a href="#">Technology</a> <a href="#">Instructional Quality</a> <a href="#">Instructional Practice</a> <a href="#">Differentiated Learning</a> <a href="#">Class Size</a> <a href="#">Reporting</a>

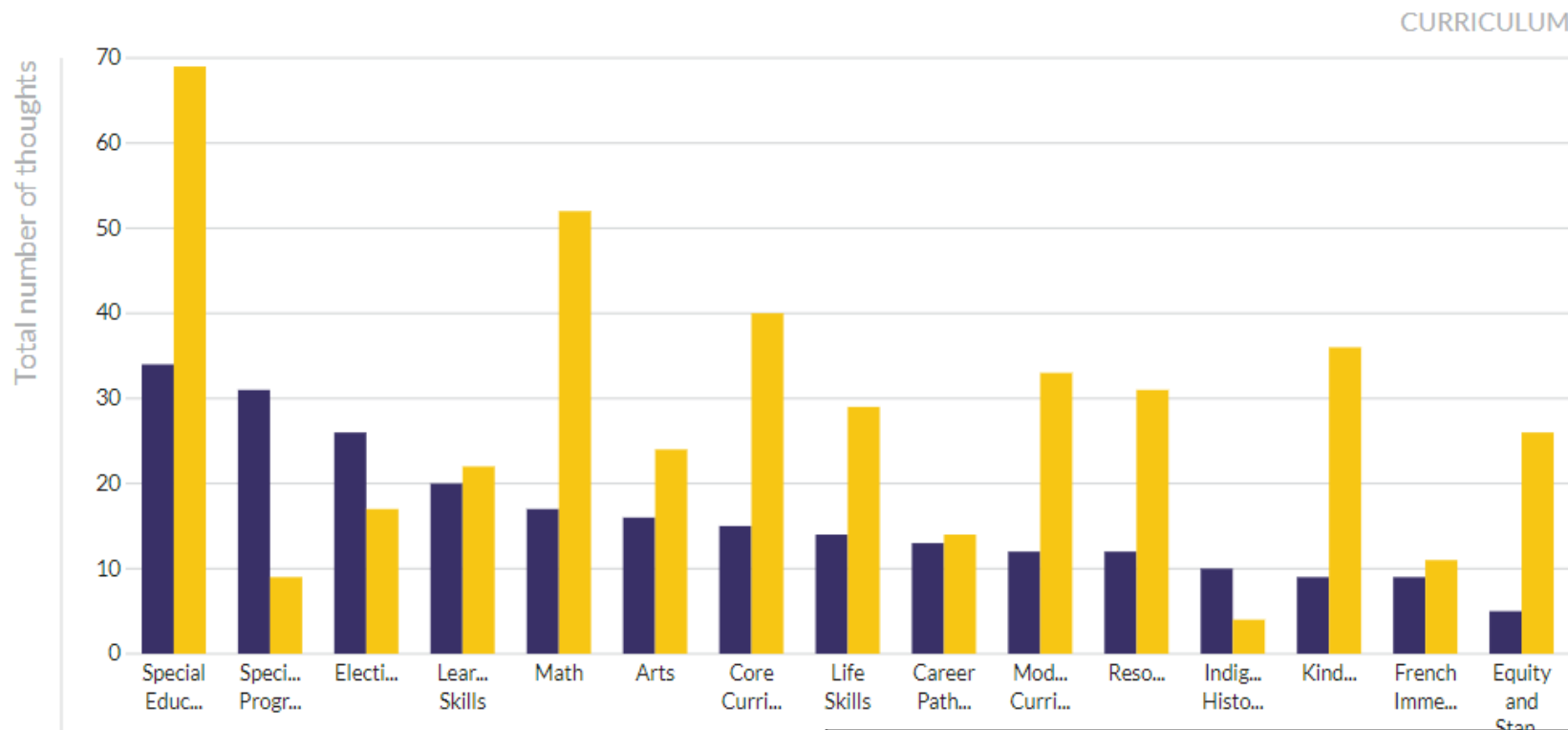




Q1: Student Support	Q2: Student Support
<a href="#">Wellness Strategies</a> <a href="#">Learning Support Programs</a> <a href="#">Mental Health</a> <a href="#">Mental Health Professionals</a> <a href="#">EAs and Support Staff</a> <a href="#">Classroom Supports</a> <a href="#">IEP</a> <a href="#">Extended Day Programs</a> <a href="#">Assessment and Testing</a>	<a href="#">Wellness Strategies</a> <a href="#">Learning Support Programs</a> <a href="#">Mental Health</a> <a href="#">Mental Health Professionals</a> <a href="#">EAs &amp; Support Staff</a> <a href="#">Classroom Supports</a> <a href="#">IEP</a> <a href="#">Extended Day Programs</a> <a href="#">Assessment &amp; Testing</a>



# Comparison of Responses to Q1 & Q2



## Q1: Curriculum

[Special Education](#)  
[Specialty Programs](#)  
[Electives](#)  
[Learning Skills](#)  
[Math](#)  
[Arts](#)  
[Core Curriculum](#)  
[Life Skills](#)

[Career Pathways](#)  
[Modernize Curriculum](#)  
[Resources](#)  
[Indigenous History](#)  
[Kindergarten](#)  
[French Immersion](#)  
[Equity and Standardization](#)

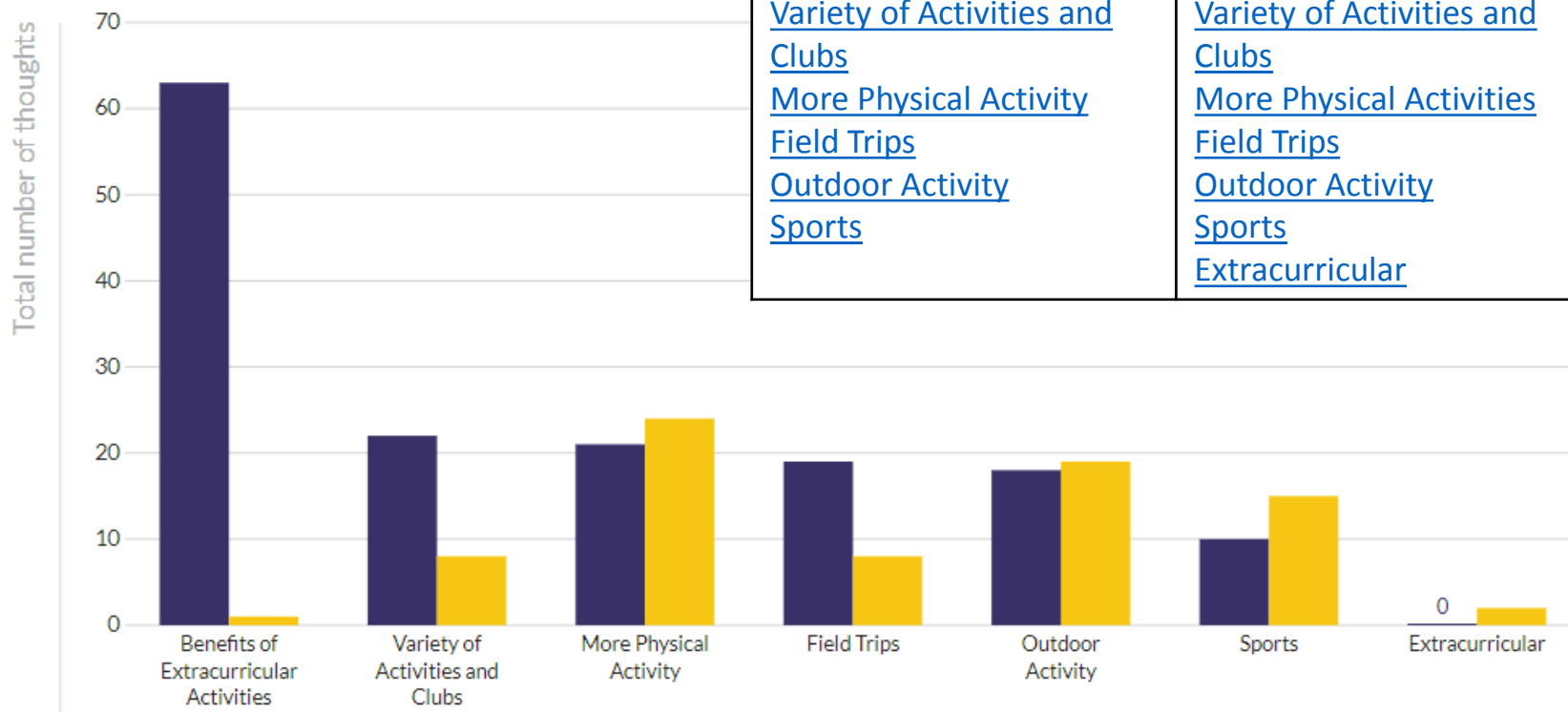
## Q2: Curriculum

[Special Education](#)  
[Specialty Programs](#)  
[Electives](#)  
[Learning Skills](#)  
[Math](#)  
[Arts](#)  
[Core Curriculum](#)  
[Life Skills](#)

[Career Pathways](#)  
[Modernize Curriculum](#)  
[Resources](#)  
[Indigenous History](#)  
[Kindergarten](#)  
[French Immersion](#)  
[Equity and Standardization](#)



# Comparison of Responses to Q1 & Q2



Q1: Extracurricular and Physical Activities

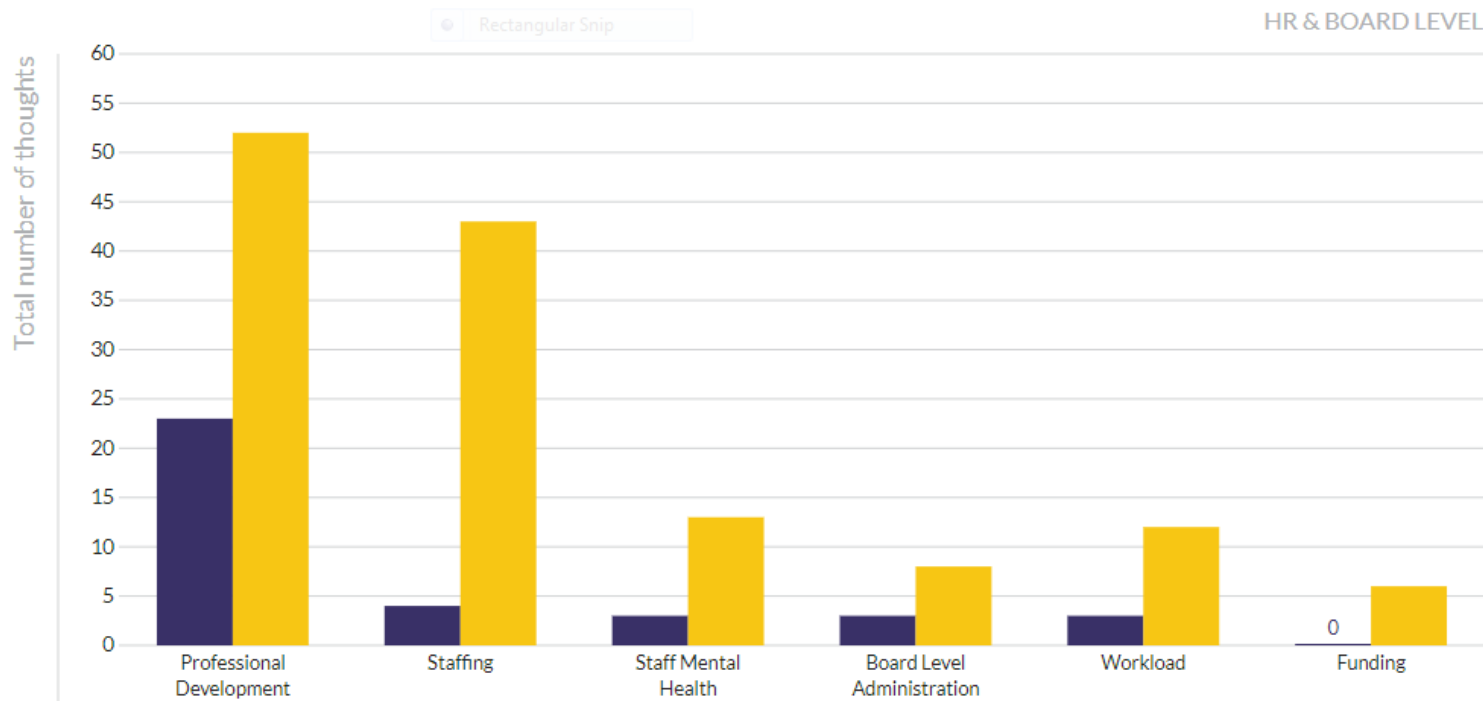
[Benefits of Extracurricular Activities](#)  
[Variety of Activities and Clubs](#)  
[More Physical Activity](#)  
[Field Trips](#)  
[Outdoor Activity](#)  
[Sports](#)

Q2: Extracurricular and Physical Activities

[Benefits of Extracurricular Activities](#)  
[Variety of Activities and Clubs](#)  
[More Physical Activities](#)  
[Field Trips](#)  
[Outdoor Activity](#)  
[Sports](#)  
[Extracurricular](#)



# Comparison of Responses to Q1 & Q2



## Q1: HR & Board Level

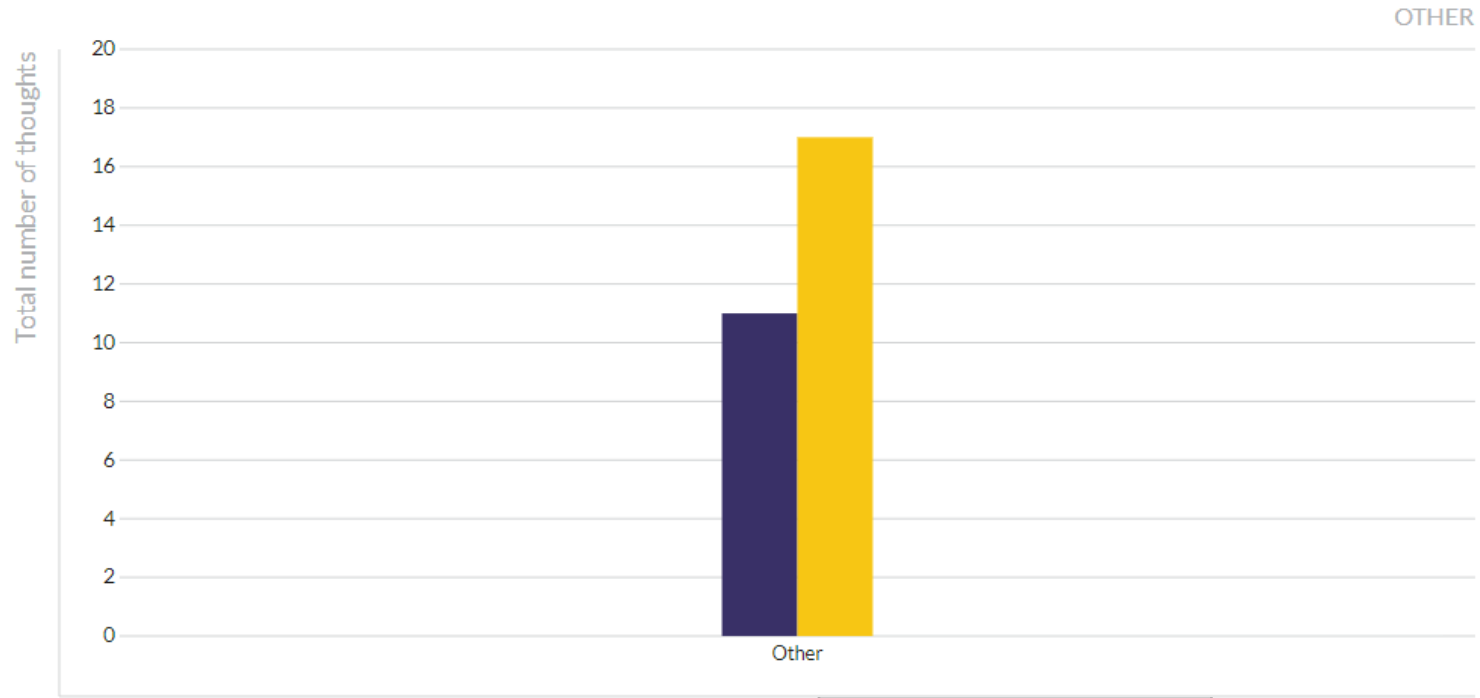
[Professional Development](#)  
[Staffing](#)  
[Staff Mental Health](#)  
[Board Level Administration](#)  
[Workload](#)

## Q2: HR & Board Level

[Professional Development](#)  
[Staffing](#)  
[Staff Mental Health](#)  
[Board Level Administration](#)  
[Workload](#)  
[Funding](#)



# Comparison of Responses to Q1 & Q2

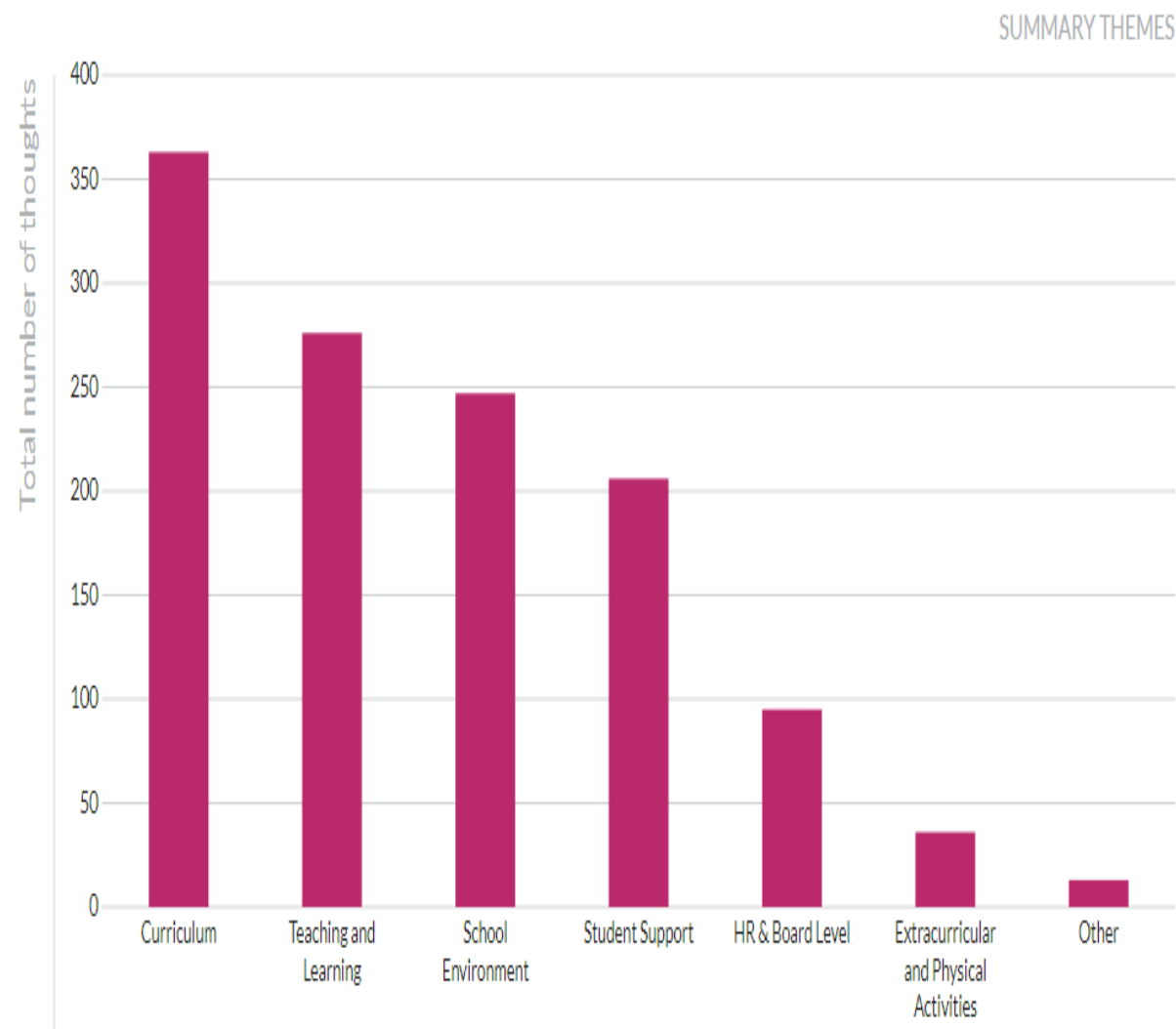


Q1: Other	Q2: Other
<a href="#">Other</a>	<a href="#">Other</a>



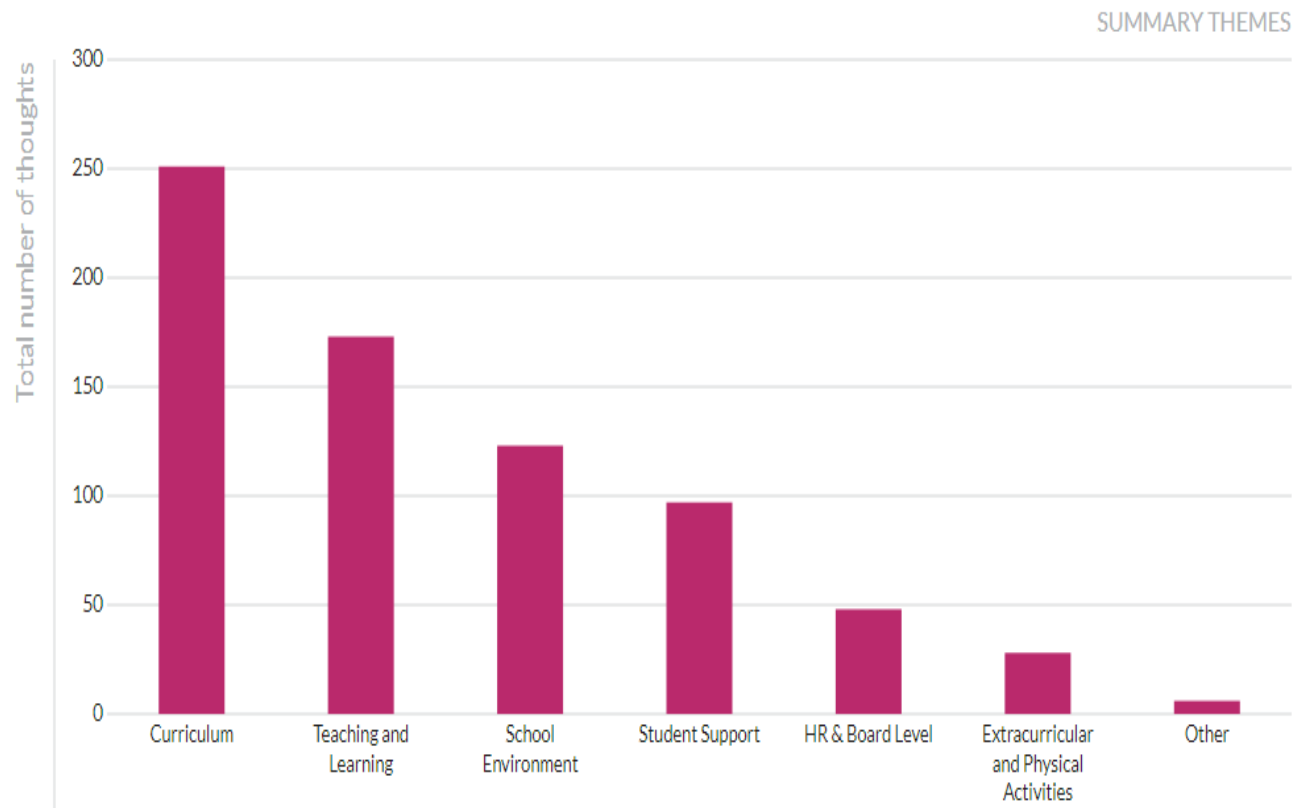
# Responses by Theme – Question 3 (All)

RESULTS Advanced themes

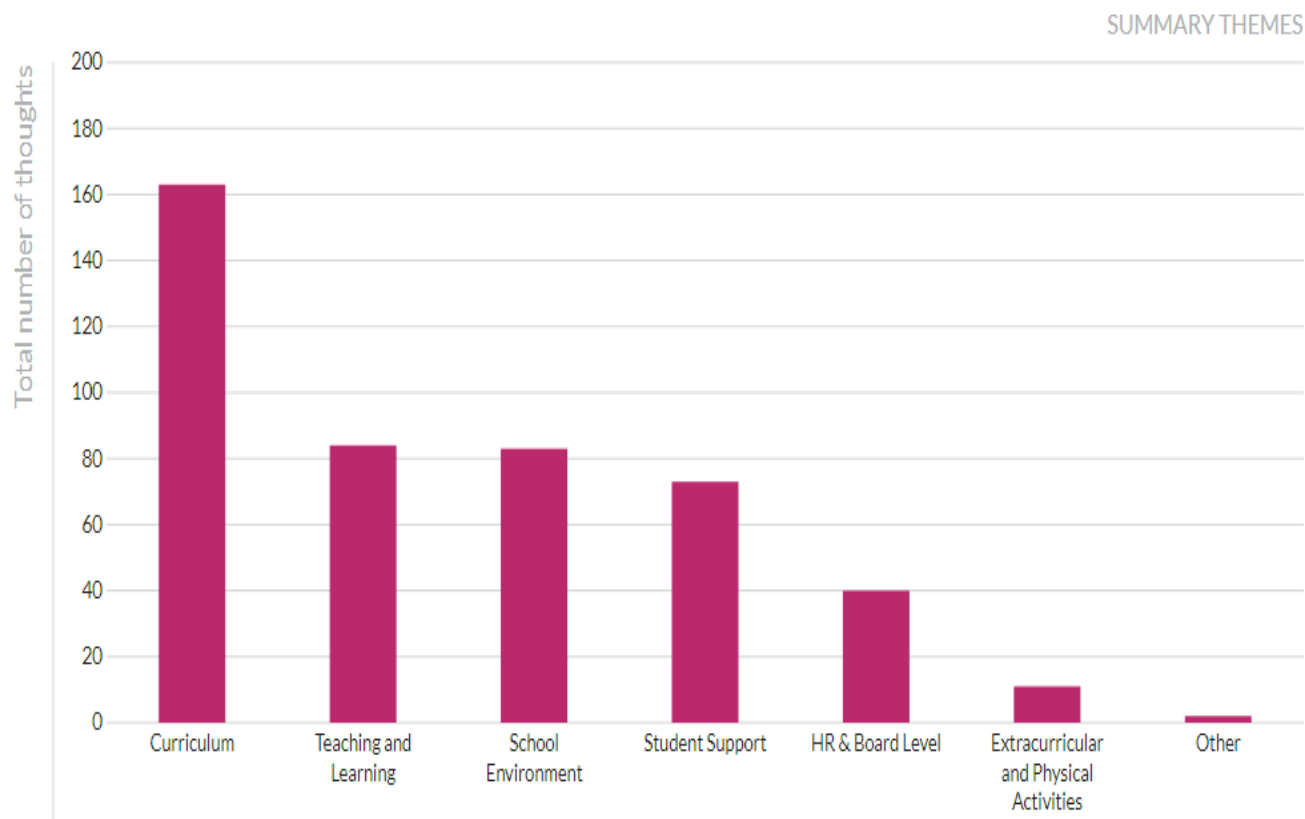




# Responses by Theme – Question 3 (Elementary Parents)

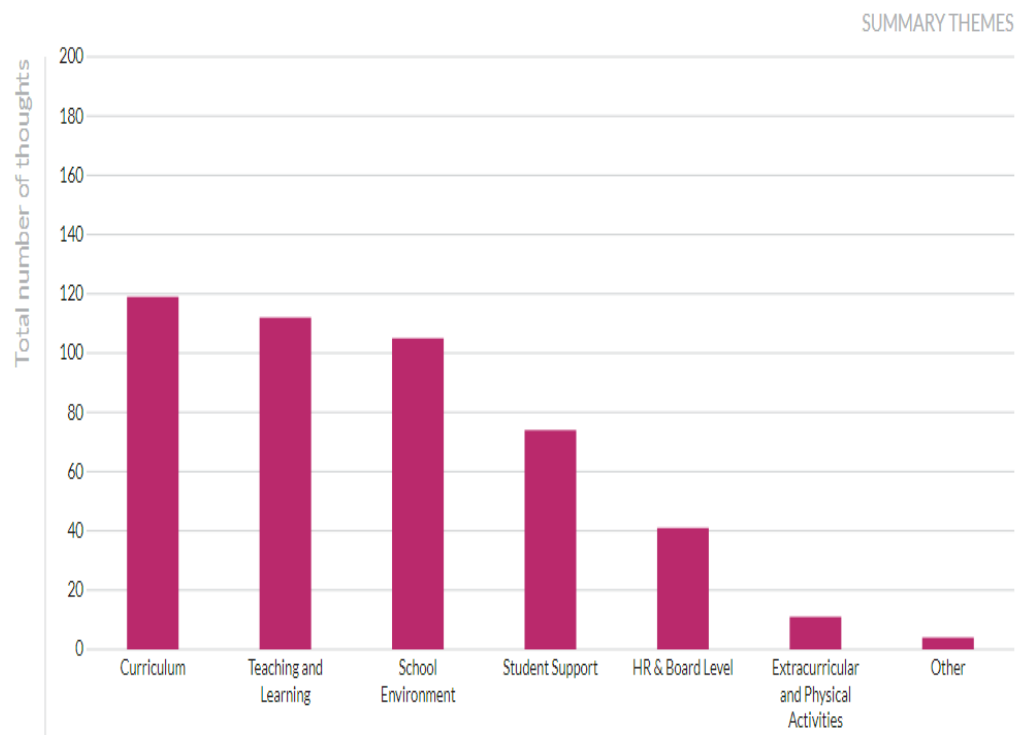


# Responses by Theme – Question 3 (Secondary Parents)

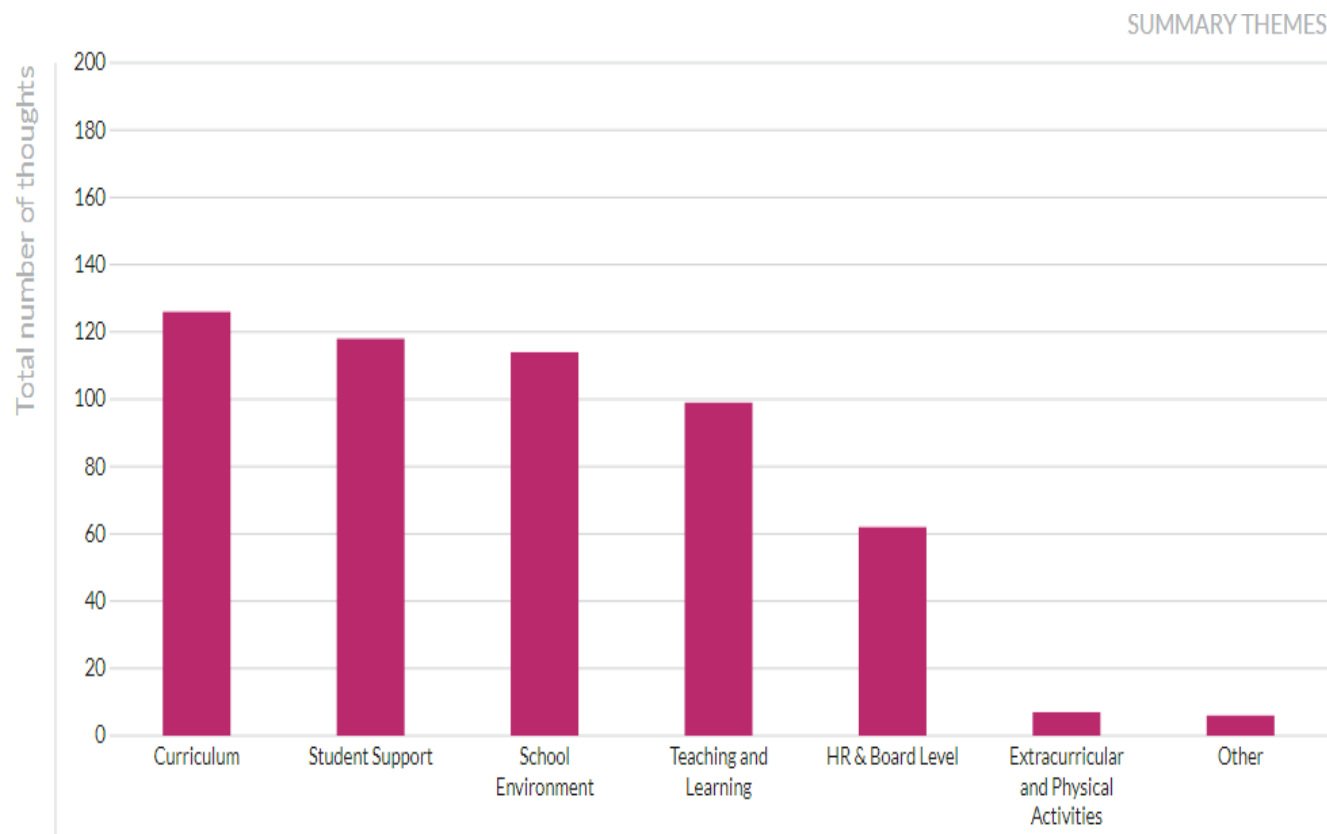




# Responses by Theme – Question 3 (Students)

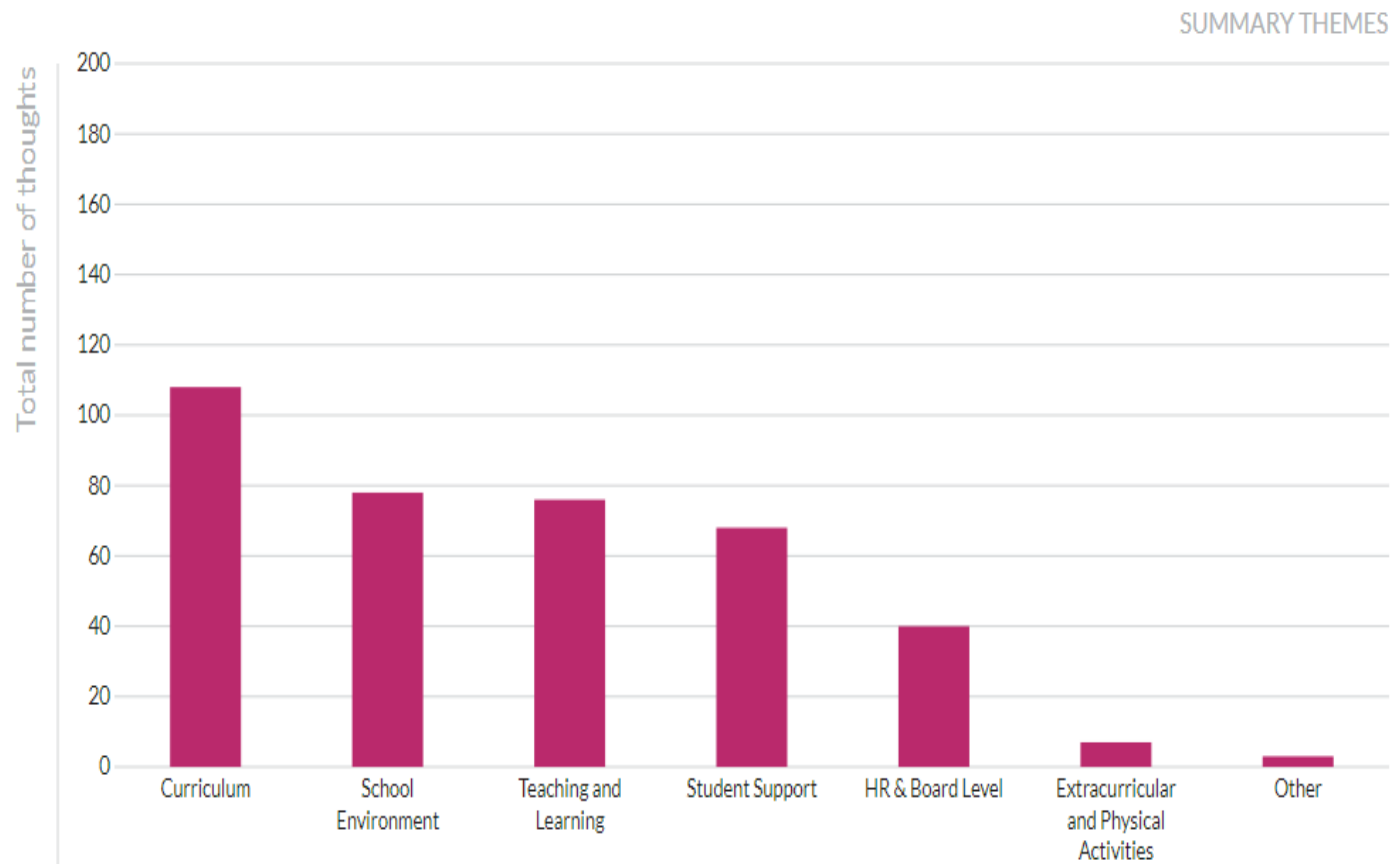


# Responses by Theme – Question 3 (Staff)





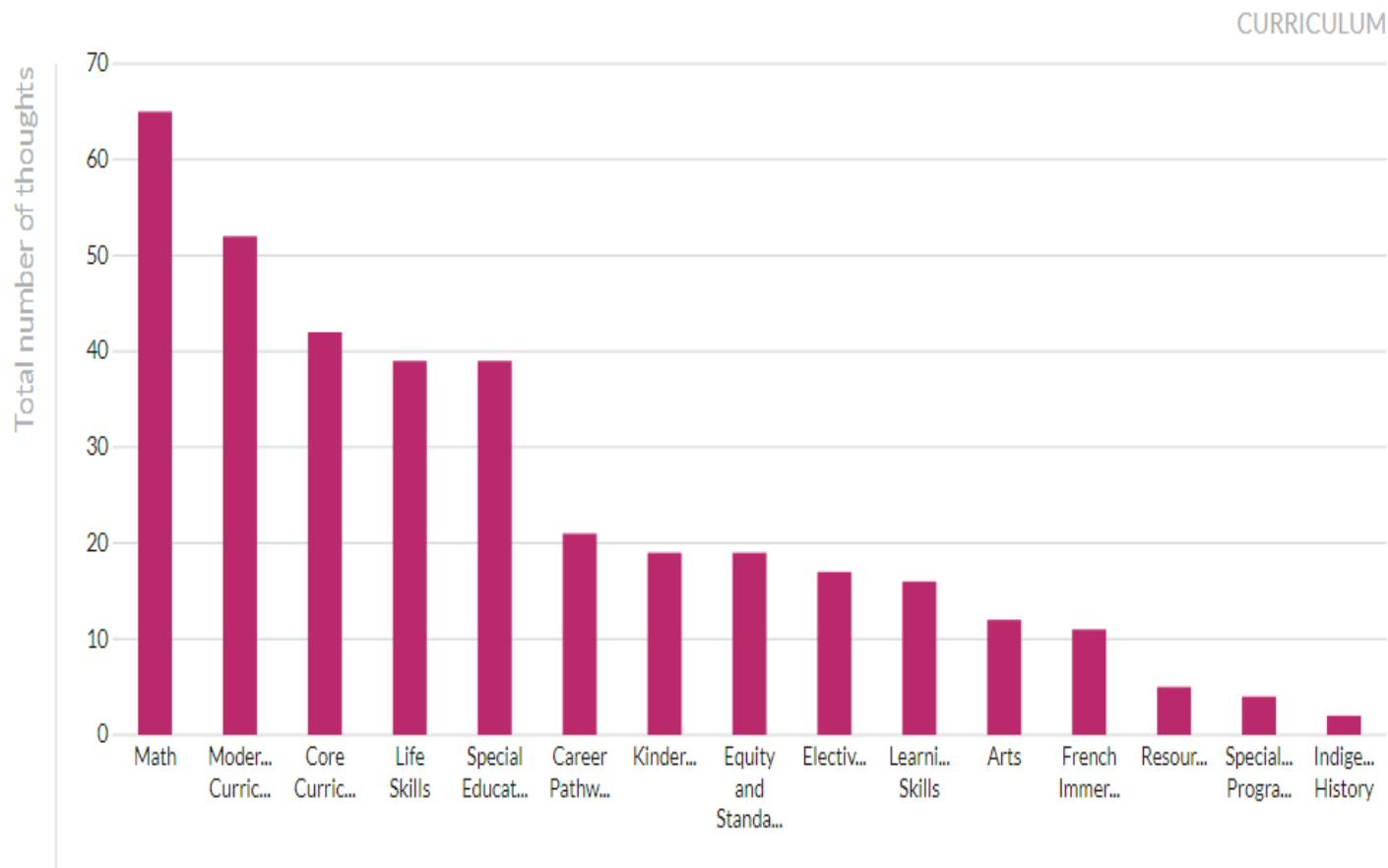
# Responses by Theme – Question 3 (Community)





# Understanding Curriculum Theme – Q3

RESULTS [Advanced themes](#) > Curriculum



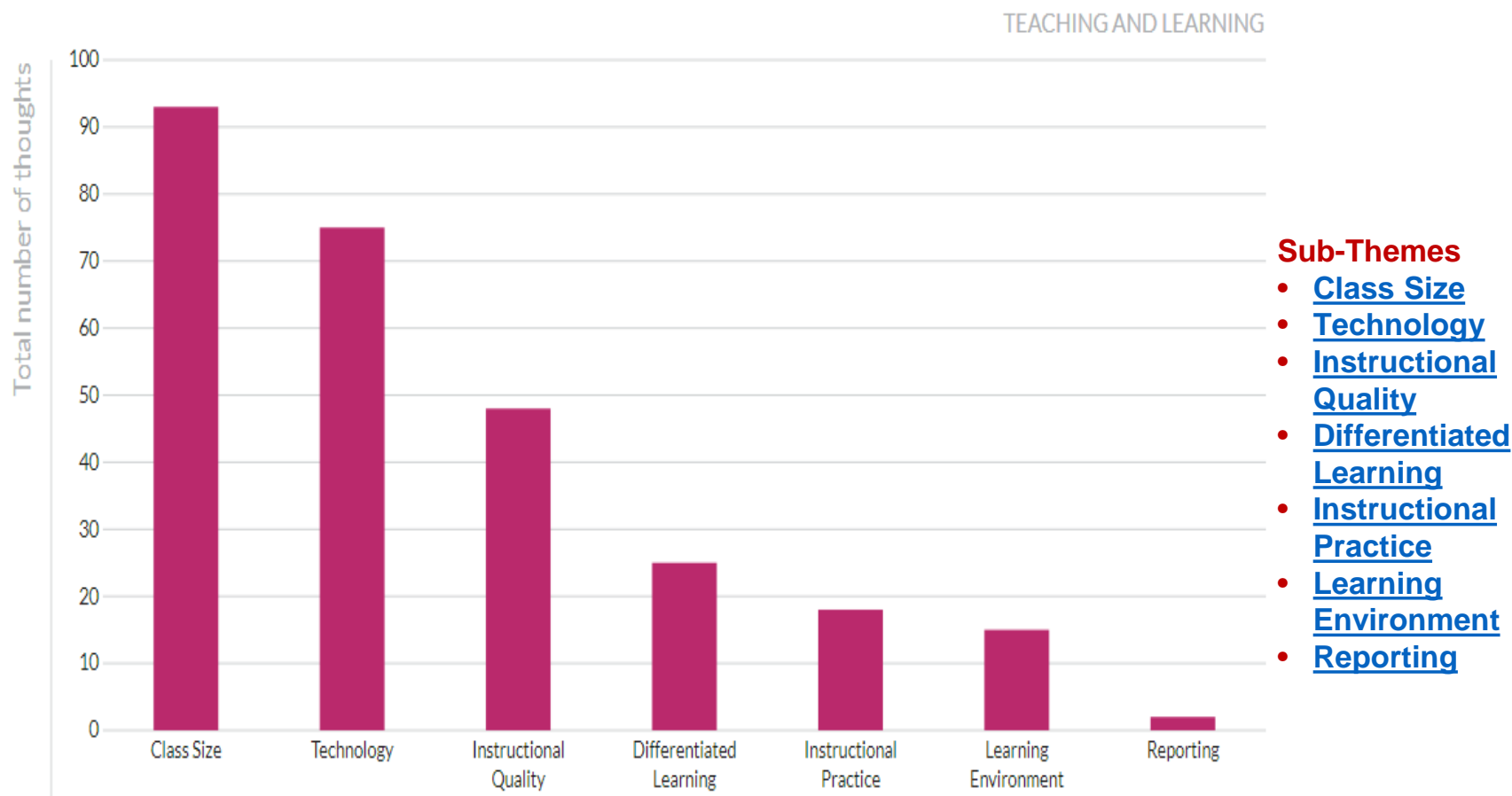
## Sub-Themes

- [Math](#)
- [Modernize Curriculum](#)
- [Core Curriculum](#)
- [Life Skills](#)
- [Special Education](#)
- [Career Pathways](#)
- [Kindergarten](#)
- [Equity & Standardization](#)
- [Electives](#)
- [Learning Skills](#)
- [Arts](#)
- [French Immersion](#)
- [Resources](#)
- [Specialty Programs](#)
- [Indigenous History](#)



# Understanding Teaching & Learning – Q3

RESULTS [Advanced themes](#) > Teaching and Learning



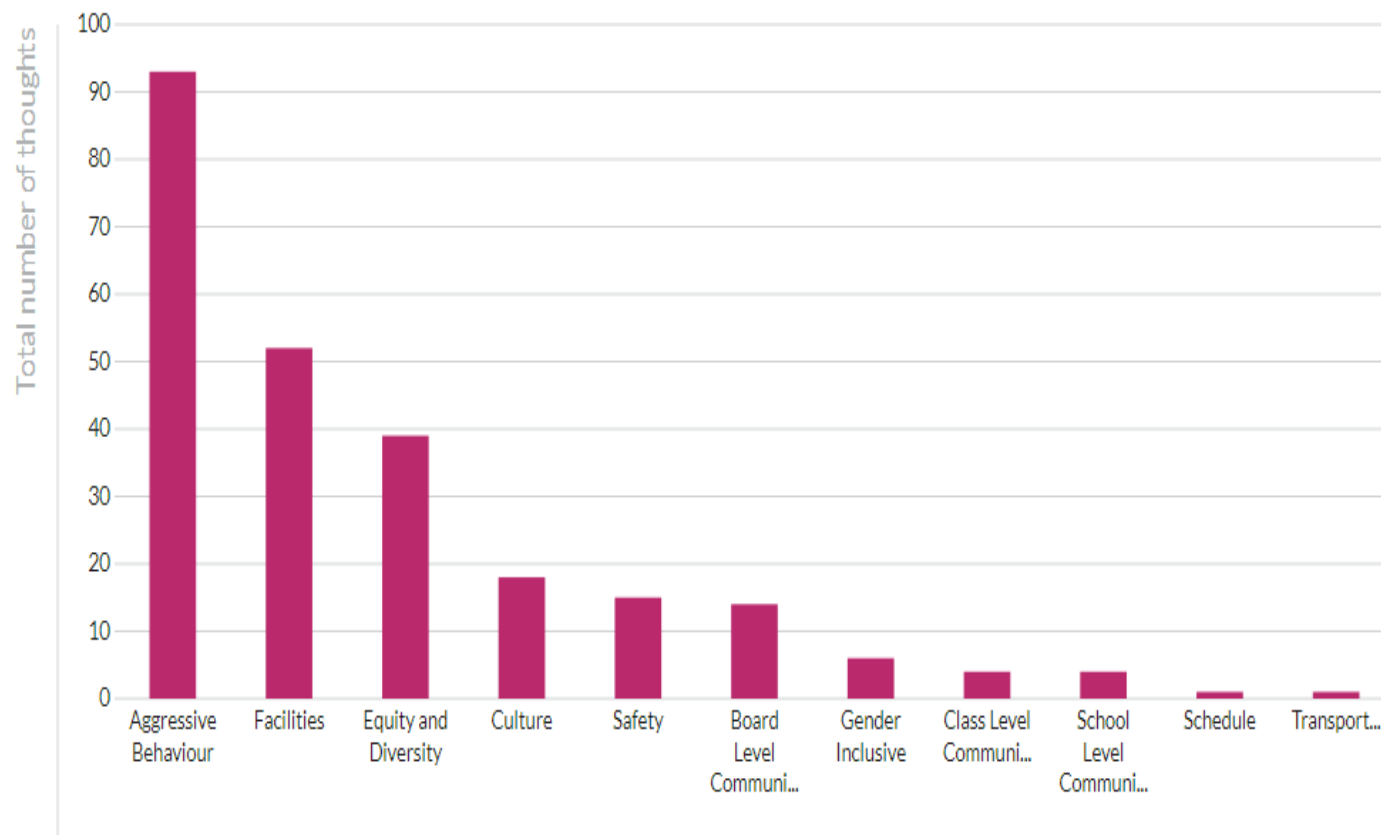


# Understanding School Environment – Q3

RESULTS [Advanced themes](#) > School Environment



## SCHOOL ENVIRONMENT



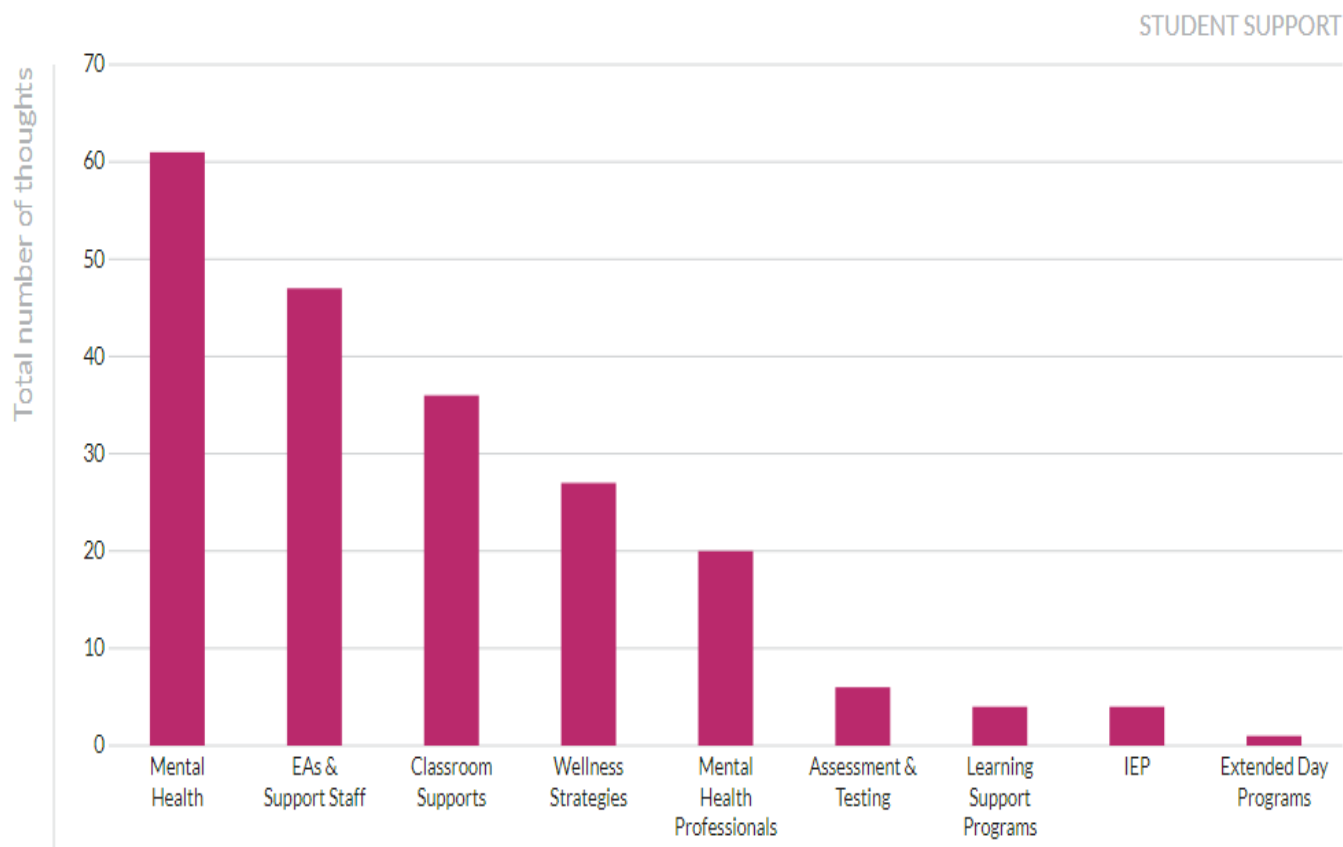
## Sub-Themes

- [Aggressive Behavior](#)
- [Facilities](#)
- [Equity & Diversity](#)
- [Culture](#)
- [Safety](#)
- [Board Level Communication](#)
- [Gender Inclusive](#)
- [Class level Communication](#)
- [School Level Communication](#)
- [Schedule](#)
- [Transportation](#)



# Understanding Student Support– Q3

RESULTS [Advanced themes](#) > Student Support



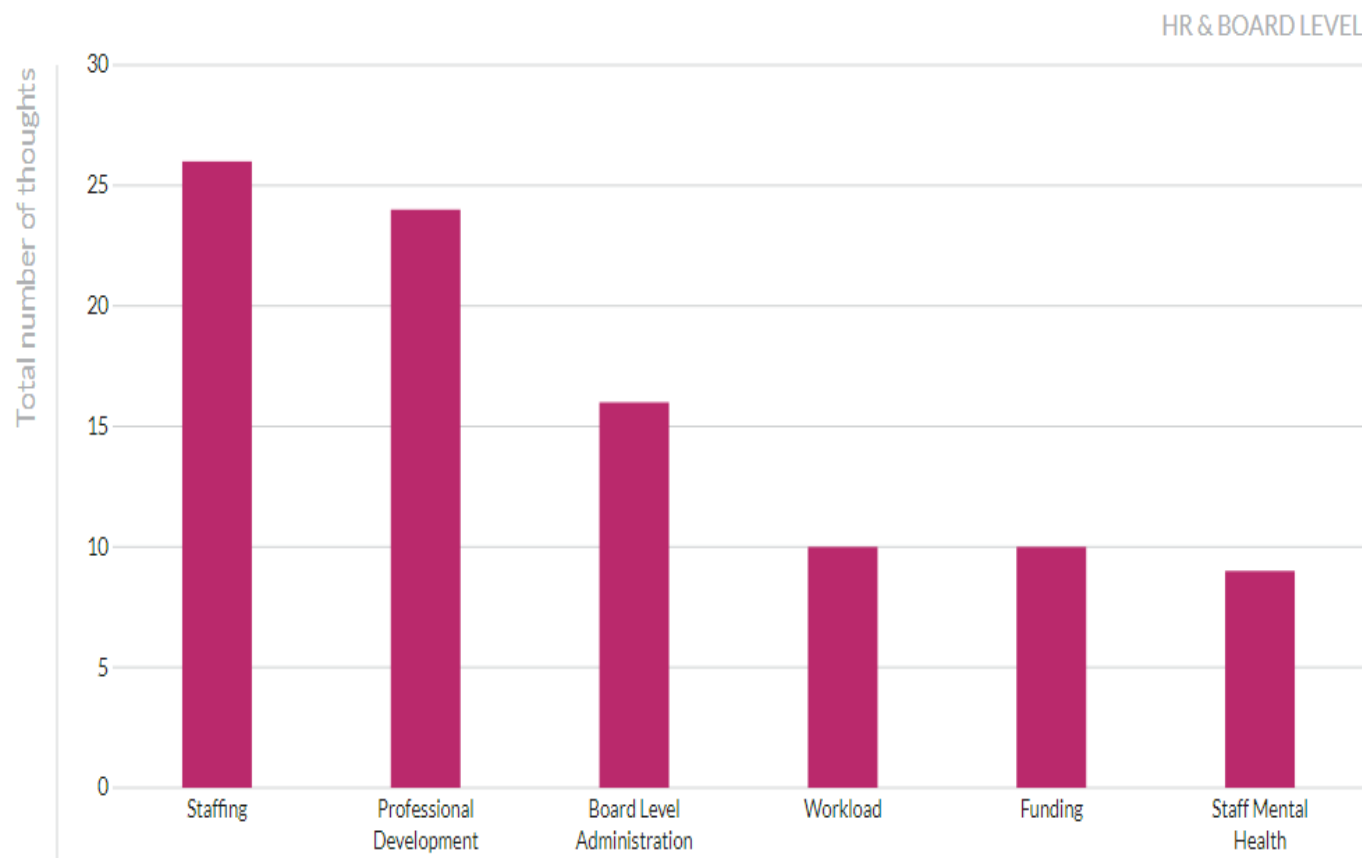
## Sub-Themes

- [Mental Health](#)
- [EAs & Support Staff](#)
- [Classroom Supports](#)
- [Wellness Strategies](#)
- [Mental Health Professionals](#)
- [Assessment & Testing](#)
- [Learning Support Programs](#)
- [IEP](#)
- [Extended Day Programs](#)



# Understanding HR & Board Theme – Q3

RESULTS [Advanced themes](#) > HR & Board Level



## Sub-Themes

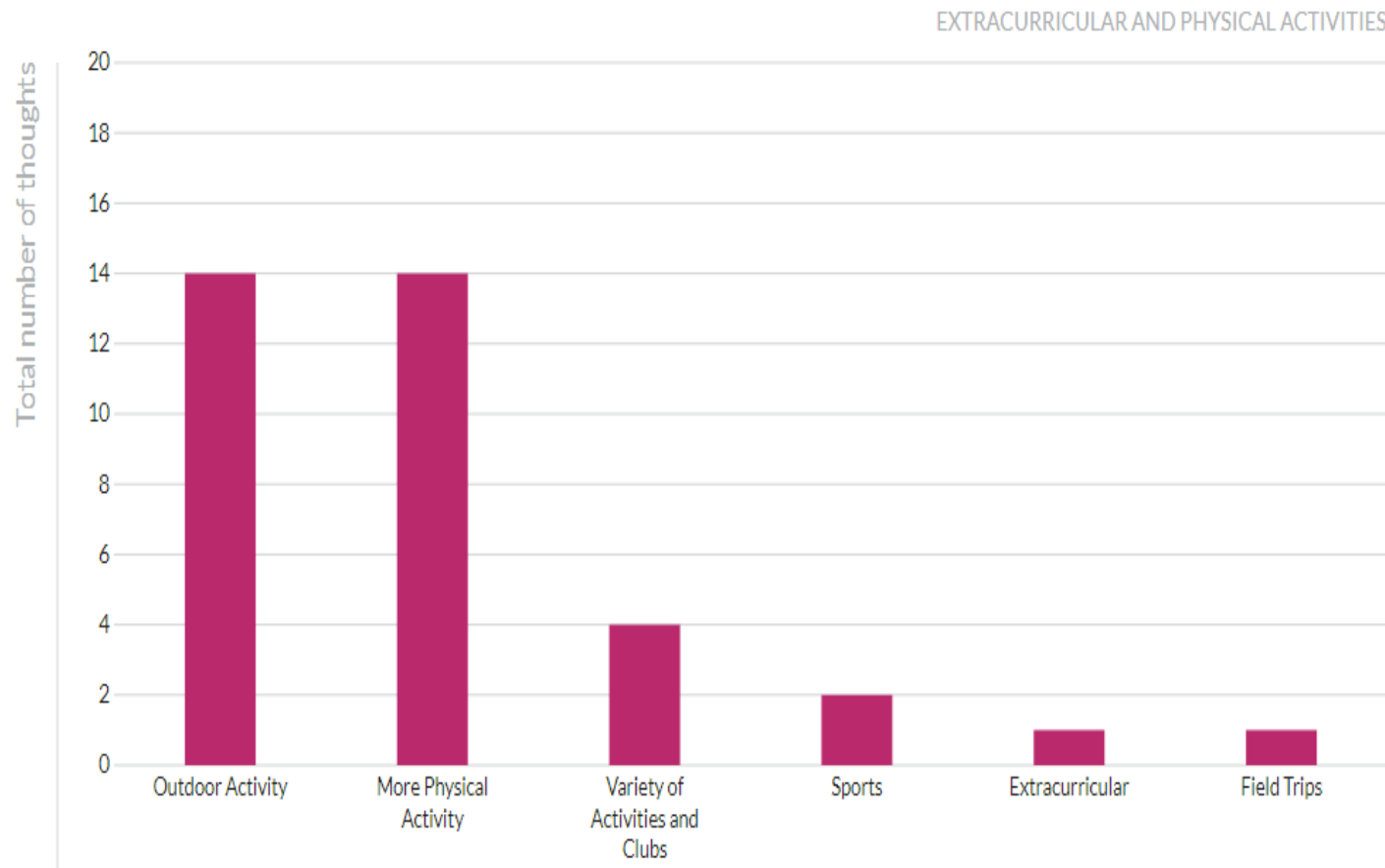
- [Staffing](#)
- [Professional Development](#)
- [Board Level Administration](#)
- [Workload](#)
- [Funding](#)
- [Staff Mental Health](#)





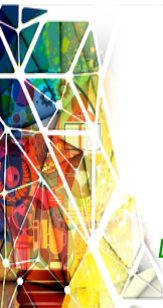
# Extracurricular & Physical Activities– Q3

RESULTS [Advanced themes](#) > Extracurricular and Physical Activities



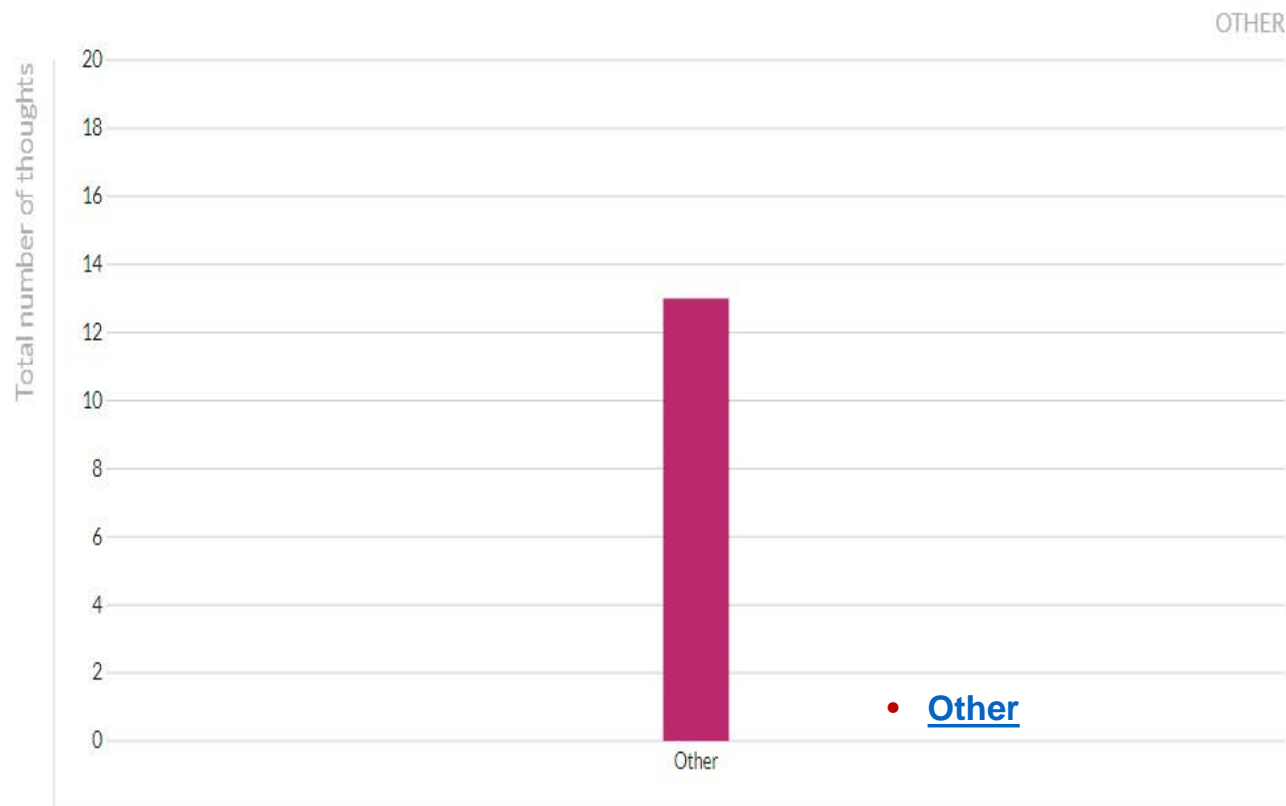
## Sub-Themes

- [Outdoor Activity](#)
- [More Physical Activity](#)
- [Variety of Activities & Clubs](#)
- [Sports](#)
- [Extracurricular](#)
- [Field Trips](#)



# Understanding Other– Q3

RESULTS [Advanced themes](#) > Other





# Developing Strategies & Actions

**Reflecting on what we heard....**

**What strategic goals should be included in the next  
OCDSB strategic plan?**



# Developing Strategies & Actions

## Group Activity – Strategic Priorities & Goals

### Setting priorities – Tips from the Ministry of Education Multi-Year Strategic Planning Guide, 2017

*“A small number of ambitious priorities – three to five – is usually the most effective. Priorities identify the direction for the board. They should be courageous, focused, and unafraid to challenge the status quo. They should reflect all voices in the community and strive to transform the culture into one that supports higher achievement levels, a culture of respect for equity and human rights, and improved well-being for every child and student. They should be responsible and responsive. They should have the power to motivate every staff member, parent, child, and student.”*

A **strategic priority** is an area of high importance that an organization establishes in order to realize its vision. A strategic priority provides a framework for organizing, defining, and communicating strategic goals.

The **strategic goal(s)** are what an organization will achieve over the course of its strategic plan. Strategic goals are achieved through the initiatives that an organization implements.

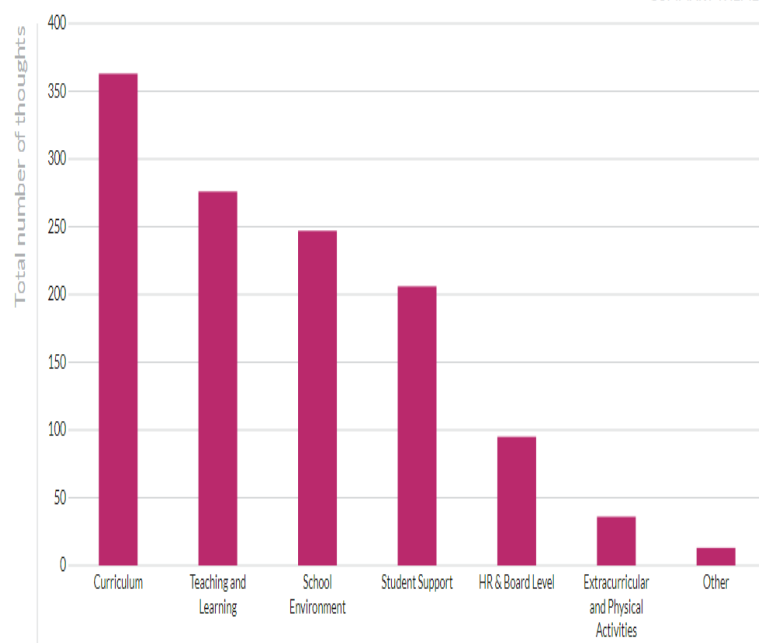


# Developing Strategic Goals

RESULTS Advanced themes



SUMMARY THEMES



## FOCUS GROUP ACTIVITY

- Work in groups by theme;
- Select the theme which most interests you;
- Each theme has several sub-themes – let's focus on the top 5 sub-themes;
- In your group, spend some time reviewing the comments – goal is to understand the comments not get lost in them;
- Task: think about the strategic goals that could help us to achieve progress in this area;
- In some cases, participants have identified specific strategies or actions—these may be perfectly good goals and you can put those forward;

# Developing Strategies & Actions

Curriculum	Teaching & Learning	School Environment	Student Supports	HR & Board Level	Extra-Curricular & Physical Activity
<a href="#">Math</a> <a href="#">Modernize Curriculum</a> <a href="#">Core Curriculum</a> <a href="#">Life Skills</a> <a href="#">Special Education</a> <a href="#">Career Pathways</a> <a href="#">Kindergarten</a> <a href="#">Equity &amp; Standardization</a> <a href="#">Electives</a> <a href="#">Learning Skills</a> <a href="#">Arts</a> <a href="#">French</a> <a href="#">Immersion</a> <a href="#">Resources</a> <a href="#">Specialty Programs</a> <a href="#">Indigenous</a>	<a href="#">Class Size</a> <a href="#">Technology Instructional Quality</a> <a href="#">Differentiated Learning</a> <a href="#">Instructional Practice</a> <a href="#">Learning Environment</a> <a href="#">Reporting</a>	<a href="#">Aggressive Behavior</a> <a href="#">Facilities</a> <a href="#">Equity &amp; Diversity</a> <a href="#">Culture</a> <a href="#">Safety</a> <a href="#">Board Level</a> <a href="#">Communication</a> <a href="#">Gender Inclusive</a> <a href="#">Class level</a> <a href="#">Communication</a> <a href="#">School Level</a> <a href="#">Communication</a> <a href="#">Schedule</a> <a href="#">Transportation</a>	<a href="#">Mental Health</a> <a href="#">EAs &amp; Support</a> <a href="#">Staff</a> <a href="#">Classroom</a> <a href="#">Supports</a> <a href="#">Wellness</a> <a href="#">Strategies</a> <a href="#">Mental Health</a> <a href="#">Professionals</a> <a href="#">Assessment &amp; Testing</a> <a href="#">Learning Support</a> <a href="#">Programs</a> <a href="#">IEP</a> <a href="#">Extended Day</a> <a href="#">Programs</a>	<a href="#">Staffing</a> <a href="#">Professional Development</a> <a href="#">Board Level</a> <a href="#">Administration</a> <a href="#">Workload</a> <a href="#">Funding</a> <a href="#">Staff Mental Health</a>	<a href="#">Outdoor Activity</a> <a href="#">More Physical Activity</a> <a href="#">Variety of Activities &amp; Clubs</a> <a href="#">Sports</a> <a href="#">Extracurricular</a> <a href="#">Field Trips</a>



# Developing Strategic Goals- Activity

Each group will identify up to 3 strategic goals which the OCDSB should consider for its next strategic plan.

- Identify a recorder and spokesperson;
- Review the feedback from the sub-themes;
- Consider trends and common threads;
- Identify possible strategic goals;
- Record your goals on the flip chart paper;
- Present your goals to the group.



## NEXT STEPS

- OCDSB Focus Group Sessions
- Board/Senior Staff Retreat
- Development of Draft Plan
- Consultation on Draft Plan
- Final Plan Approval
- Implementation





# BUILDING BRIGHTER FUTURES TOGETHER

# @OOCDSB

## *Discover the Results*

Results by participant groups

POWERED BY



thoughtexchange

# Students

## GRADE 7&8



258  
Participants



305  
Thoughts



3906  
Ratings

## GRADE 9&12



775  
Participants



905  
Thoughts



16845  
Ratings

# Staff

## CENTRAL STAFF STAFF



230  
Participants



362  
Thoughts



4447  
Ratings

## ELEMENTARY STAFF SECONDARY



543  
Participants



1120  
Thoughts



20626  
Ratings



381  
Participants



676  
Thoughts



10851  
Ratings

# Community



289  
Participants



537  
Thoughts



9933  
Ratings

# Elementary Parents

GROUP 1

GROUP 2

GROUP 3

GROUP 4



808  
Participants



1221  
Thoughts



23975  
Ratings



716  
Participants



1180  
Thoughts



22062  
Ratings



683  
Participants



1068  
Thoughts



17693  
Ratings



835  
Participants



1128  
Thoughts



19753  
Ratings

# Secondary Parents

## GROUP 1

 296  
Participants

 384  
Thoughts

 5357  
Ratings

## GROUP 2

 194  
Participants

 368  
Thoughts

 5662  
Ratings

## GROUP 3

 290  
Participants

 453  
Thoughts

 6072  
Ratings

 316  
Participants

 589  
Thoughts

 10949  
Ratings

## STRATEGIC PRIORITIES AND ACTIONS

*Parent Focus Group Meeting  
January 31, 2019 – Cairine Wilson High School*

CURRICULUM	STUDENT SUPPORTS	TEACHING & LEARNING
<p>Math &amp; Literacy:</p> <ul style="list-style-type: none"> <li>• Improve math outcomes</li> <li>• Exceed historical academic and provincial average performance</li> </ul> <p>Academic Core Curriculum</p> <p>Science and technology teaching:</p> <ul style="list-style-type: none"> <li>• Introduce high quality STEM courses, especially computer science starting in grade 7</li> </ul> <p>Life Skills:</p> <ul style="list-style-type: none"> <li>• Develop specific curriculum content/strategy around life skills (financial literacy, nutrition, citizenship, preparation for successful adult hood)</li> </ul>	<p>Mental Health:</p> <ul style="list-style-type: none"> <li>• Promote well-being of the students to promote success</li> <li>• Student and teachers well-being interconnected</li> <li>• Being more aware about teen and kids mental health issues</li> <li>• Ensure supports for building resilience</li> </ul> <p>Learning Support Programs:</p> <ul style="list-style-type: none"> <li>• Provide integrated/balance/specialized programs (learners needs, interest and abilities)</li> <li>• Adequate supports to a favourable and integrated classroom environment</li> <li>• Teachers Training</li> </ul> <p>IEP:</p> <ul style="list-style-type: none"> <li>• Taking IEP process more seriously and support staff</li> <li>• Effective learning and functional tools and resources</li> <li>• Well trained staff</li> </ul> <p>Educational Assistants &amp; Support Staff:</p> <ul style="list-style-type: none"> <li>• More resources</li> <li>• Increase professionalization</li> <li>• Reduce turnover of the EA's</li> </ul> <p>Classroom Supports:</p> <ul style="list-style-type: none"> <li>• Ensures adequate funding</li> <li>• Links to student well-being and not depend as much to technology, rather focus on creating a positive healthy learning environment</li> </ul>	<ul style="list-style-type: none"> <li>• Montessori approach</li> <li>• Clustering of like ability students and approach differently</li> <li>• Trading and reporting</li> <li>• Pilot programs on a different paradigm, try new things, unlearning concept, mixed stage</li> <li>• Hub and network models e.g. inner-school model</li> <li>• Engagement</li> <li>• Not imposed</li> <li>• How to raise the bar</li> </ul> <p>Explore:</p> <ul style="list-style-type: none"> <li>• Create a clear goal</li> <li>• Schools that promote like-creativity minded teachers</li> <li>• Innovation, start small and grow e.g. models for the inner city Toronto District School Board</li> </ul> <p>Creating:</p> <ul style="list-style-type: none"> <li>• School hubs (family of schools working/learning together)</li> <li>• Sharing successes</li> <li>• Creating safe learning environments</li> <li>• Supports for teachers/students (training for teachers)</li> <li>• Belong, sense of community</li> <li>• Meeting the needs of students</li> </ul> <p>High Expectations for teachers and students:</p> <ul style="list-style-type: none"> <li>• Acknowledgement that change is slow</li> <li>• Planning for implementation is very important</li> </ul>





**PIC Long Range Agenda**

<b>Month</b>	<b>Matters for Action/Discussion</b>	<b>Other Info/Events</b>
April 17	<ul style="list-style-type: none"> <li>• Report 19-019, Identity Based Data Collection</li> </ul>	<ul style="list-style-type: none"> <li>• PRO Grant Interim Report (member information)</li> </ul>
May 8	<ul style="list-style-type: none"> <li>• Draft 2019-2023 Strategic Plan</li> <li>• Draft PIC Annual Report</li> </ul>	<ul style="list-style-type: none"> <li>• Finalize PIC Regional PRO Grant Application</li> <li>• Date with Diversity (event)</li> <li>• Community Recognition Awards (event)</li> </ul>
June (No meeting)		<ul style="list-style-type: none"> <li>• PIC Annual Report Presented to Committee of the Whole (4 June)</li> </ul>
September	<ul style="list-style-type: none"> <li>• Election of Chair and Vice Chair</li> <li>• Establishment of the Membership Sub-Committee</li> </ul>	<ul style="list-style-type: none"> <li>• PRO Grant Announcement (member information)</li> <li>• Speaker Series Update (member information)</li> </ul>
October	<ul style="list-style-type: none"> <li>• PIC Membership Confirmation</li> </ul>	<ul style="list-style-type: none"> <li>• Parent Conference and School Council Training Day Update (member information)</li> </ul>
November		<ul style="list-style-type: none"> <li>• Parent Conference and School Council Training Day (event)</li> <li>• People for Education Conference (event)</li> </ul>