



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

Wednesday, 8 May 2019

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  
Louanne Desbiens (Alternate)

Mante Molepo

Carolyn Hunter  
Melissa McGuirk McNeil (Alternate)

### **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

### **DISTRIBUTION:**

All Board Members  
Senior Administration  
Staff Associations  
OCASC  
Corporate Records

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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For Trustee contact information please see [www.ocdsb.ca](http://www.ocdsb.ca)

*Educating for Success - Inspiring learning and building citizenship*





## PARENT INVOLVEMENT COMMITTEE

Wednesday, May 8, 2019, 6:00 pm

Board Room

Administration Building

133 Greenbank Road

Ottawa, Ontario

### Pages

|     |  |    |
|-----|--|----|
| 1.  | Call to Order  |    |
| 2.  | Approval of Agenda   |    |
| 3.  | Review of PIC 17 April 2019 Report   | 1  |
| 4.  | Chair's Report   |    |
| 5.  | Director's Report  |    |
| 6.  | Community Representative Presentations   |    |
| 6.1 | Ottawa Network for Education (ONFE)  |    |
| 6.2 | Parents for Diversity (P4D)  |    |
| 7.  | Presentation and Discussion  |    |
| 7.1 | Report 19-053, Report on the 2019-2023 Draft Strategic Plan (M. Giroux, ext. 8310) | 9  |
| a.  | 2019-2023 Draft Strategic Plan   | 17 |
| 7.2 | Parent Conference Planning   | 19 |
| 7.3 | Speaker Series Ideas   |    |
| 7.4 | PIC Workplan 2019-2020   |    |
| 8.  | Member Information   |    |
| 8.1 | OCASC Report   |    |
| 9.  | New Business   |    |

10. Adjournment



## PARENT INVOLVEMENT COMMITTEE

**Wednesday, April 17, 2019**

**6:00 pm**

**Trustees' Committee Room**

**133 Greenbank Road**

**Ottawa, Ontario**

Members: Mostafizur Khan, Carm Janneteau, John Marshall, Gita Nurlaila, Diana Mills, Susan Ingram (Community Representative), Martyn Reid (OCASC Member), Amber Labelle (OCASC, Alternate)

Non-Voting Members: Wendy Hough (Trustee)

Staff and Guests: Donna Blackburn (Trustee), Lynn Scott (Trustee), Ian Morris (SEAC), Brett Reynolds (Associate Director), Michele Giroux (Executive Officer), Engy Abdel Masieh (Policy Analyst), Nicole Guthrie (Board Committee Coordinator), Louanne Desbiens (Big Brothers Big Sisters)

1. Call to Order

Chair Khan called the meeting to order at 6:13 p.m.

2. Approval of Agenda

**Moved by Diana Mills,**

**THAT the agenda be approved.**

**Carried**

3. Review of PIC 20 February 2019 Report

**Moved by Amber Labelle,**

**THAT the Report from the 20 February 2019 PIC meeting be received.**

**Carried**

4. Chair's Report

Chair Khan advised that on 15 April 2019, he attended a professional development workshop for committee chairs on parliamentary procedure. The workshop was developed and led by Dr. Atul Kapur, who is a Certified Parliamentarian and Professional Registered Parliamentarian.

Chair Khan noted that the next speaker series will be presented in conjunction with the Autism Information Night on 23 April 2019. The event will be held at Sir

Robert Borden High School from 6 to 9 p.m. and will feature keynote speaker Dr. Jonathan Weiss who will address mental health and well-being in regards to students with Autism Spectrum Disorder.

Chair Khan noted that the next PIC meeting will be held on 8 May 2019. He encouraged members to provide him with discussion items. He noted that the Parent Conference may be discussed and that members should begin to consider topics that parents would find valuable. He added that he would again invite the Minister of Education and local City of Ottawa councillors to attend as special guests.

In response to a query from Mr. Reid regarding funding for the Parent Conference, Executive Officer Giroux noted that the District has historically received funding for the conference through the Ministry's PRO Grant. The District has not received confirmation on the status of the PRO Grant funding. The Ministry will be releasing its Grants for Student Needs (GSNs) and subsequent information in the EFIS papers. She anticipated that staff would be in a better position to confirm the funding at the presentation of the Board Budget. She added that should the funding not be provided by the Ministry, the Board would have to source the funding from within the operating budget but it would have to be discussed during the budget process.

Executive Officer Giroux advised that the 8 May 2019 PIC agenda includes a discussion item related to the conference.

## 5. Director's Report

### **Field Trips**

Associate Director Reynolds advised that there has been no change to the District's policy and procedure concerning field trips. However, principals and teachers have received additional professional development concerning risk and safety. He noted that trips might have risks and school-related consequences with staff supervisory time and student absences. He indicated that teachers and principals now carefully review field trips with a mind to selecting only those with a high educational value providing an opportunity for curriculum-based learning not available in the classroom. Teachers and principals evaluate the risks to ensure all of the safety issues are considered. Equity of access is also a consideration as many of the overnight field trips are expensive and may not be available to all. Field trips are happening, but principals are trying to guide staff to select those that are more in line with the intention of the procedure. The District aims to ensure that field trips that do run involve quality education, minimize risk and disruption and provide equity of access for all.

Mr. Reid expressed the view that a District statement within the School Council Newsletter to clarify the District's policy and procedure would be of value.

In response to a query from Mr. Reid regarding the difference between school sanctioned and unsanctioned events, Associate Director Reynolds encouraged

parent council members to discuss policy and procedure concerns with their Superintendent.

### **Autism Awareness Month**

Associate Director Reynolds noted that April is Autism Awareness month and the District began its programming on 2 April 2019. The Learning Support Services Autism team prepared kits with resources that were distributed to all schools to promote and raise awareness of Autism.

### **Budget and Staff**

Associate Director Reynolds noted the District has approved the Academic Staffing budget. Changes were made based on the input from the Ministry. For the most part, staffing will remain the same despite the Ministry announcement of changes to the class size ratio at the secondary level. The formula within the local collective agreement with the teachers' union dictates the class size maximums and the District is required to respect those agreements for the 2019-2020 school year. The changes will come into effect over time.

Associate Director Reynolds advised that the District is still waiting for further details regarding the regular budget. The Board will begin discussions on the 2019-2020 budget on 29 May 2019. Parents are welcome to attend all of the Committee of the Whole Budget meetings and special meetings where delegations will be heard.

Trustee Scott advised that Ottawa is in a favourable situation as the District expects enrolment growth which may help to offset losses the District might have otherwise incurred.

### **Strategic Plan**

Executive Officer Giroux advised that the Board and senior staff have been working on the draft strategic plan. The draft plan will be introduced to the Board at the 7 May 2019 Committee of the Whole meeting and will be shared with the community. May and June will be dedicated to collecting feedback. Parents and school councils will be made aware of the opportunity for consultation in the School Council Newsletter and other District communication channels. The Board will approve the Strategic Plan at the 26 June 2019 Board meeting.

### **Identity Based Data Collection**

Executive Officer Giroux noted that in preparation for the collection of identity based data, the District will be undertaking several focus group sessions to better understand the lived experience of students and how the data would help to address the issues. Executive Officer Giroux noted that the District will meet with key community partners who can assist the District with communication, outreach, and organization. The District has approached the Ottawa Local Immigration Partnership (OLIP) and COWIE to assist in the coordination of the

meetings. Staff anticipate the small researched based focus groups will occur in early May.

Executive Officer Giroux advised that the data collection will begin in November of 2019 and that an awareness campaign will promote and advise the community in the fall. The team is currently working with superintendents and principals on system readiness. Incorporating the data into the regular work is a critical element of the project. Reports such as the Annual Student Achievement Report (ASAR) and suspension data will change with the inclusion of the identity based data.

In response to a query from Ms. Nurlaila, Executive Officer Giroux noted that the intention is to gather the lived experiences, identify systemic barriers, and identify strategies to identify and overcome those barriers. The District has access to index based data which identifies neighbourhoods of need. The identity based data collection would allow for the collection of more specific information.

Executive Officer Giroux noted that the survey would be completed by the parents of elementary student and by the students themselves for those in grades 7 through 12. The provincial standard has identified target groups, but the District has taken a broader approach to include Indigenous students, students who experience anti-Black racism, students who experience Islamophobia, students who are Jewish. The District has expanded that to include LGBTQ++ students, students with disabilities, and students who reside in poverty.

In response to a query from Trustee Hough, Executive Officer Giroux advised that staff are looking at the work of other school boards who are further along with their data collection to better understand the collection of the socio-economic status element and best practice. She noted that this would be a good question for focus group session and community partners.

Executive Officer Giroux advised that the school climate survey for students will launch 23 April 2019 and will be open for four weeks.

## 6. Action Items

### 6.a Report 19-043, Confirmation of Community Representatives to the Parent Involvement Committee (PIC)

Your committee had before it Report 19-043, seeking to confirm the appointment of two community representatives to the Parent Involvement Committee.

**Moved By Carm Janneteau,**

**THAT the following persons, representing their respective associations, be appointed to the PIC for the term identified:**

**Carolyn Hunter, Community Representative, Ottawa Network for Education, 2-year term;**

**Melissa McGuirk McNeil, Alternate, Ottawa Network for Education, 2-year term; and**

**Mante Molepo Community Representative, Parents for Diversity 1-year term.**

### **CARRIED**

Ms. Labelle suggested that future campaigns for community representatives indicate that the organization and/or association may appoint both a member and an alternate.

## **7. Presentation and Discussion**

### **7.a Report 19-048, Parent Survey for District Communication Tools**

Your committee had before it Report 19-048, to provide input on the communication tools the District is using with parents, specifically school websites, the parent portal, and the OCDSB app.

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

- The survey will be distributed to parents through the School Council Newsletter;
- The May 2019 "Keeping You Connected" will also provide details and a link to the survey. Many schools use the School Council Newsletter content in their own Parent Council and Principal newsletters;
- Interested parents may access the survey from an icon on the school and District website;
- The District will not be sending a letter home to all parents;
- Janneteau suggested an additional question be added that could capture input on the knowledge of the website, i.e. "Do you know if there is a website?" or "Have you ever used the website?"; and
- In response to a query from Mr. Marshall regarding social media, Executive Officer Giroux advised that the District's social media channels focus primarily on Facebook and Twitter. The District does have a LinkedIn account and at the outset of the Strategic Planning process created an Instagram account to help engage secondary students. Mr. Marshall advised that the District consider a Reddit account to engage a younger audience.

### **7.b Ministry Consultation (Class Sizes and Hiring Practices)**

Details on the Ministry consultation on class sizes and hiring practices were provided for information.

Executive Officer Giroux sought input from the PIC on how best to make parents aware of the consultation. She indicated that the School Council Newsletter has contained links to the consultation and that a link is available on the District website. The information has also been shared on the District's social media channels.

Associate Director Reynolds reminded the members that the Ministry owns the consultation.

Ms. Mills shared several questions and concerns regarding the consultation. Associate Director Reynolds encouraged Ms. Mills and others to direct those questions to the Ministry as a response to the consultation.

Ms. Mills expressed the view that more information on each of the consultation focus areas would be beneficial to parents and could aid them in their response.

Executive Officer Giroux suggested quick links, titled "Current Ministry Consultations" could be added to all school websites. Staff could investigate the creation of a template with the details and deadlines, active links, the top three noteworthy facts related to the consultation, links to the related board policies and procedures and information on how to contact local Members of Provincial Parliament.

Ms. Labelle agreed with the proposed template and suggested that it also include a link to the Board of Trustee response, should there be one, to ensure parents have a frame of reference.

Ms. Labelle expressed the view that the Ministry consultations are inaccessible and most parents are unequipped to answer and respond to the difficult questions related to complex issues.

The District cannot provide the translation services required to make the consultations accessible.

Mr. Reid expressed the view that the consultation appears designed to prevent parents from responding. He anticipated a low response rate of those truly invested and will capture outlier remarks.

Executive Officer Giroux noted that the idea of a template model could be a sustainable framework that would be available for additional consultations as they arise.

#### 7.c Rowan's Law (Concussion Safety), 2018 Regulatory Registry Consultation

Information from the Ministry regarding Rowan's Law (Concussion Safety), 2018 Regulatory Registry Consultation was provided for information.

The deadline for submissions is 18 April 2019. Associate Director Reynolds noted that community sport may be more impacted by the results of the consultation than the District. He noted that after the consultation, the Ministry would provide the District with a Provincial Policy Memorandum (PPM) and the District will revise its policy and procedure accordingly.

8. Member Information

8.a OCASC Report

Mr. Reid advised that 21 March 2019 meeting of OCASC was informative owing to presentations from Manager Sandra Lloyd and Bill Tyers from the District's Risk Management department as well as Natalie Markoff from the Parents' Lifelines of Eastern Ontario (PLEO).

Mr. Reid noted that Bill Tyers provided OCASC parents with a comprehensive overview of school council liability, event planning, risk and hosting sanctioned and non-sanctioned events. Mr. Reid expressed the view that the presentation from Manager Lloyd and Mr. Tyers helped most reaffirm that their councils are on the right track in terms of risk and liability. Ms. Mills suggested that a session on risk be made available again at the 2019 Parent Conference.

Executive Officer Giroux noted the District often works with PLEO and that their work would be an interesting topic for the speaker series.

Mr. Reid advised that the 18 April 2019 OCASC meeting will feature a demonstration from MyLifeOnline and a discussion about social media and online safety.

Executive Officer Giroux encouraged OCASC to provide staff with input on the types of information required by school councils to add to the School Council Information section of the School Council Newsletter.

Ms. Labelle indicated that she would provide PIC with an update on the OCASC initiative of an online knowledge library of best practices and resources at the 8 May 2019 PIC meeting.

Mr. Reid noted that OCASC meetings are open to all and encouraged PIC members to attend.

9. New Business

Executive Officer Giroux advised that the following items may be discussed at the 8 May 2019 PIC meeting: Parent Conference Planning, Speaker Series Planning, the Draft Strategic Plan; and presentations from the new community representatives.

Ms. Janneteau requested that the survey results from the 2018 Parent Conference be provided to aid in the planning discussion.

10. Adjournment

The meeting adjourned at 7:50 p.m.

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Mostafizur Khan, Chair, Parent Involvement Committee



## COMMITTEE OF THE WHOLE (PUBLIC)

Date: 7 May 2019

### Report No. 19-053 Report on the 2019-2023 Draft Strategic Plan

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

#### PURPOSE:

To present the Draft Strategic Plan 2019-2023 to the community for feedback.

#### CONTEXT:

1. The OCDSB has been working on the development of a new strategic plan for the period 2019 to 2023. The planning process began in June 2018, and included a comprehensive community consultation, focus group meetings, and research. This information has informed the development of a new draft strategic plan. The new plan is built on the understanding that student learning and well-being are the core of our work and our job is to create a culture which creates the conditions for students to thrive. The plan is built on three objectives – creating a culture of innovation, culture of caring and culture of social responsibility. The draft plan will be available for community feedback between May 7 and June 7, 2019. That feedback will inform the Board's final approval of the plan which is scheduled for June 24, 2019. More details on the planning process and consultation are included in the following reports: Strategic Planning Framework, Report 18-071, and the Strategic Planning Consultation Plan, Report 18-106.

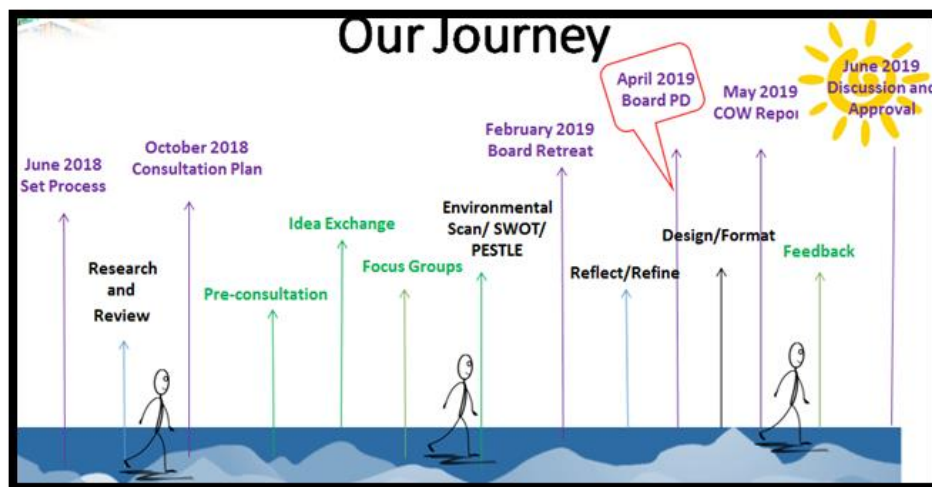
#### KEY CONSIDERATIONS:

2. The current strategic plan is built on five key strategic priorities – equity, learning, stewardship, well-being and engagement. The plan has been an excellent strategy document and the Board has made considerable investment and progress in these areas over the past four years. Over the past eleven (11) months, considerable time has been spent reflecting on the current plan, looking forward and ensuring alignment between our current plan and our future priorities.

#### The Journey: Getting to this point

3. The OCDSB uses a six-step strategic planning process which was detailed in Report 18-071 Strategic Planning Framework. The process includes a review of the current plan, research, broad community consultation, the development of an environmental scan, assessments of organizational strengths, weaknesses, opportunities and threats (SWOT), examination of political, economic, social,

technological, legal and environmental factors (PESTLE), which culminates in the draft plan for community feedback. The following diagram highlights the journey of our development.



### Community Input

4. Considerable community input was collected to inform the development of the strategic plan. A detailed report on the consultation results was presented to Committee of the Whole in Report 19-015. Based on the feedback received during the consultations, it is evident that stakeholders value many things about the district but there are some key opportunities for change. The following table provides an excellent summary of the key messages provided by stakeholders:

| Theme                          | Strategies and Actions  |
|--------------------------------|---|
| <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</li> </ul>  |

|   |   |
|---|---|
|   | academic needs of all students;   |
| <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> <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>   |

#### A plan to transform the culture of the OCDSB

5. The community feedback really helped to inform the thinking of the new plan. There was a clear commitment to creating a simple, useable document which would articulate a clear strategic direction for the next four (4) years. It was essential that the next plan move beyond the boardroom and could be understood and brought to life in every classroom.
6. The Board engaged in considerable discussion about transformation in the organization. The discussions lead to a recognition of culture as the driver of change, and from this three key objectives were identified as drivers of change to the culture we want to create:
  - A Culture of Innovation
    - We will build a learning community where innovation and inquiry drive learning.
  - A Culture of Caring
    - We will advance equity and a sense of belonging to promote a safe and caring community.
  - A Culture of Social Responsibility
    - We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.

Changing an organization's culture is a large undertaking and requires clear vision and values; sustained effort; improved staff capacity; changing of systems and processes; introduction of new structures and modification of existing structures; as well as the commitment and support of people internal and external to the organization.

7. The graphic below captures the three strategic objectives and the companion defining statements. These statements reflect the organization's future state resulting from strategies and actions in the three identified areas. The goals have been developed with a student, staff and system focus in each strategic area. This will allow for a more balanced approach to planning and performance assessment.



### **CULTURE OF INNOVATION**

*We will build a learning community where innovation and inquiry drive learning.*

#### **OUR GOALS**

1. **Students** — Set high expectations for all students in all programs.
2. **Staff** — Promote collaborative working environments which foster innovation and creativity.
3. **System** — Modernize instructional and administrative processes.



### **CULTURE OF CARING**

*We will advance equity and a sense of belonging to promote a safe and caring community.*

#### **OUR GOALS**

1. **Students** — Prioritize the dignity and well-being of students in inclusive and caring classrooms.
2. **Staff** — Uphold and extend a safe, caring and respectful workplace.
3. **System** — Build authentic engagement with our communities.



### **CULTURE OF SOCIAL RESPONSIBILITY**

*We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.*

#### **OUR GOALS**

1. **Students** — Build the Exit Outcomes characteristics and skills in students from K-12.
2. **Staff** — Model ethical leadership, responsibility and equitable practice in our work.
3. **System** — Foster responsible stewardship of the environment, and human and financial resources.

The goals, strategies, outcomes and key performance indicators are fully presented in the draft plan attached as Appendix A.

8. The Vision of the OCDSB remains unchanged as follows - *The OCDSB is a dynamic, creative, learning organization that fosters the achievement, well-being, and dignity of every student.*
9. The Mission of the OCDSB has been revised as follows - *Educating for Success-Inspiring Learning, Developing Well-Being and Building Social Responsibility*

#### Assessing Progress: Measurement Reports

10. For each of the three strategic areas, goals, strategies, outcomes and key performance indicators are included to facilitate improved measurement and reporting. The measurement reports will track progress on the key performance indicators and will be used to report on actions taken to implement the strategies. As well, the reports will provide the basis for corrective action, with regards to goal definition and plan implementation.

## RESOURCE IMPLICATIONS:

11. The costs associated with the development of the Draft Strategic Plan were covered within the existing operating budget. The primary costs are staff time, communications materials, meeting related expenses, and printing. There will be additional costs with respect to roll-out and implementation. As the plan includes some new initiatives and measures, there will be costs associated with training, professional development, professional services, printing, etcetera. To ensure necessary resources are available to fund new initiatives, staff will be recommending a Strategic Initiatives Fund as part of the budget for next year.

## COMMUNICATION/CONSULTATION ISSUES:

12. The consultation process for the strategic planning process had four stages:
- i. Pre-consultation October/November 2018
  - ii. Idea Exchange November/December 2018
  - iii. Developing Strategies & Action Focus Groups January 2019
  - iv. Feedback on Draft Plan May 2019
13. The consultation process invited participation from all staff, all parents and guardians, all students in grades 7-12, and community partners. Over 6000 people participated in the online Idea Exchange. Between February and April 2019, work has been underway to synthesize feedback and build the draft Plan.
14. The Draft Strategic Plan will be shared for feedback through the district and school websites, newsletters, and via email to all stakeholders who were part of the original consultation (all employees, all parents/guardians, students in grades 7-12, and community partners) as well as all of our federations, principals and advisory committees.

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

| Dates        | Feedback Activities  |
|--------------|--|
| May 3, 2019  | Notice in Keeping You Connected  |
| May 7, 2019  | Present to Committee of the Whole  |
| May 8, 2019  | Email to all parents/guardians, students (7-12), all staff, and community              |
| May 8, 2019  | Website updates  |
| May 8, 2019  | Presentation of Draft Plan to PIC  |
| May 9, 2019  | Presentation of Draft Plan to Union Presidents (by Director)                           |
| May 9, 2019  | Presentation of Draft Plan to Advisory Committee on Extended Day & Child Care Programs |
| May 15, 2019 | Presentation of Draft Plan to Managers Council   |
| May 15, 2019 | Presentation of Draft Plan to Superintendency Meeting                                  |

|                  |   |
|------------------|---|
| May 15, 2019     | Presentation of Draft Plan to Special Education Advisory Committee  |
| May 16, 2019     | Presentation of Draft Plan to Indigenous Education Advisory Council |
| May 23, 2019     | Presentation of Draft Plan to Advisory Committee on Equity          |
| May 27, 2019     | Presentation of Draft Plan to Advisory Committee on the Arts        |
| 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                                    |
| July 2019 onward | Promote awareness of the approved strategic plan                    |

### **STRATEGIC LINKS:**

15. The development of a new strategic plan is a legal responsibility and major priority of the Board. By seeking input from a variety of stakeholders on the Draft Strategic Plan, 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:**

16. A detailed consultation process was essential to the strategic plan development. Through the consultation, the Board gained a better understanding of the issues, concerns, and ideas for improvement, as voiced by stakeholders. Moreover, the draft strategic plan provides an opportunity to solicit further feedback and engage the broader community in shaping the vision, mission, and priorities for public education in our District.

### **GUIDING QUESTIONS:**

17. The following questions are provided to support the discussion of this item:

- How does the draft plan reflect input from the community?
- How will the draft plan guide the system for the next 4 years?
- How can annual budget priorities be aligned with the draft plan?
- How will the outcomes and measures support our work?

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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: Draft Strategic Plan 2019-2023



## STRATEGIC PLAN 2019–2023

### Creating a Culture... of innovation, caring and social responsibility

At the Ottawa-Carleton District School Board, we want to ensure that our schools are welcoming places for all students to engage, belong, learn, grow, explore and discover. Our job is not simply to provide facts and figures, but to develop the characteristics and skills that will help our students find success in the world.

Starting in 2018, the Board of Education and District staff spent considerable time reflecting, collecting information and analyzing student achievement results, investigating best practices, and consulting with the community to establish a set of priorities that would guide our work for the next four years. Our goal was to create a simple, measurable and impactful plan that is meaningful to our students, staff and community members.

Recognizing that learning, well-being and equity are the core of our work, our strategic plan is focused on building a culture that supports and engages students, staff and community. To do this, we need to build a workplace that is safe, caring and respectful. We need to set high expectations for all students and staff. And, we need to look forward and think about how our world is changing and ensure we are ready to welcome that change. With this in mind, we are excited that our new strategic plan has three key objectives – to create a Culture of Innovation, a Culture of Caring, and a Culture of Social Responsibility.

To drive our cultural shift, we have established three goals for each objective; one with a student focus; one with a staff focus; and one with a system focus. These goals are supported by strategies that will guide our work; outcomes that point to the change we want to make happen; and key performance indicators that will help us to measure our progress.



### CULTURE OF INNOVATION

*We will build a learning community where innovation and inquiry drive learning.*

#### OUR GOALS

- 1. Students** — Set high expectations for all students in all programs.
- 2. Staff** — Promote collaborative working environments which foster innovation and creativity.
- 3. System** — Modernize instructional and administrative processes.



### CULTURE OF CARING

*We will advance equity and a sense of belonging to promote a safe and caring community.*

#### OUR GOALS

- 1. Students** — Prioritize the dignity and well-being of students in inclusive and caring classrooms.
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- 3. System** — Build authentic engagement with our communities.



### CULTURE OF SOCIAL RESPONSIBILITY

*We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.*

#### OUR GOALS

- 1. Students** — Build the Exit Outcomes characteristics and skills in students from K-12.
- 2. Staff** — Model ethical leadership, responsibility and equitable practice in our work.
- 3. System** — Foster responsible stewardship of the environment, and human and financial resources.

***We are excited about this journey and we look forward to growing with you.***



OTTAWA-CARLETON  
DISTRICT SCHOOL BOARD

# DRAFT 2019 – 2023 STRATEGIC PLAN



***“Education must not simply teach work — it must teach life.”***

— W.E.B. Dubois



***Educating for Success — Inspiring Learning,  
Developing Well-Being and Building Social Responsibility***



## CULTURE OF INNOVATION

*We will build a learning community where innovation and inquiry drive learning.*

**Our Goals:**

- ♦ Set high expectations for all students in all programs.
- ♦ Promote collaborative working environments which foster innovation and creativity.
- ♦ Modernize instructional and administrative processes.

**Strategies:**

- ♦ Establish targets for student achievement, with a focus on mathematics;
- ♦ Provide professional learning and tools to support quality instruction and collaboration;
- ♦ Create conditions to support creativity, innovation and evidence-based practice;
- ♦ Modernize learning and enhance student performance;
- ♦ Optimize resources and technology to modernize business processes;

**Desired Outcomes:****For Students**

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

**For Staff**

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

**For System**

- ♦ Improved business processes;

**Key Performance Indicators:**

1. Graduation Rate (by groups)
2. Annual Certification Rate
3. EQAO Results
4. Achievement Gaps
5. Satisfaction Rate (Parent, Student, Staff Survey Data)



## CULTURE OF CARING

*We will advance equity and a sense of belonging to promote a safe and caring community.*

**Our Goals:**

- ♦ Prioritize the dignity and well-being of students in inclusive and caring classrooms.
- ♦ Uphold and extend a safe, caring and respectful workplace.
- ♦ Build authentic engagement with our communities.

**Strategies:**

- ♦ Build system capacity in equity and inclusive practice to support education, engagement and reconciliation with historically marginalized groups;
- ♦ Provide learning opportunities and resources to support student well-being;
- ♦ Foster conditions to improve workplace safety and employee well-being;
- ♦ Enhance communications and develop mechanisms to build employee engagement;
- ♦ Build system capacity to support parent and family engagement at the classroom, school and district levels;

**Desired Outcomes:****For Students**

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

**For Staff**

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

**For System**

- ♦ Increased parent voice;
- ♦ Increased community partnerships;
- ♦ More representative workforce;

**Key Performance Indicators:**

1. School Climate (sense of belonging, bullying incidents, suspensions)
2. Employee engagement (absenteeism, respectful workplace incidents, workplace injuries, satisfaction)
3. Student engagement (attendance, satisfaction, student voice)
4. Parent engagement (participation, satisfaction, parent voice, representation)



## CULTURE OF SOCIAL RESPONSIBILITY

*We will strengthen our community through ethical leadership, equitable practice, and responsible stewardship.*

**Our Goals:**

- ♦ Build the Exit Outcomes characteristics and skills in students from K-12.
- ♦ Model ethical leadership, responsibility and equitable practice in our work.
- ♦ Foster responsible stewardship of the environment, and human and financial resources.

**Strategies:**

- ♦ Support and encourage the development of our Exit Outcomes and life skills in all students;
- ♦ Build leadership capacity and succession plans;
- ♦ Build system capacity in environmental stewardship, resource allocation and risk management;
- ♦ Collect and use data to inform instructional practice, policy, and decision making;

**Desired Outcomes:****For Students**

- ♦ Improved social and emotional skills;
- ♦ Increased student voice;
- ♦ Increased learning opportunities/pathways for life skills;
- ♦ Improved student behaviour;

**For Staff**

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

**For System**

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

**Key Performance Indicators:**

1. Social Emotional Skills (OECD study data)
2. Leadership Diversity
3. Days Lost to Incidents
4. Network Efficacy (Outages)
5. Environmental Stewardship (GHG emissions rate)

**EXIT OUTCOMES — What we want for our graduates****CHARACTERISTICS****SKILLS**

Goal-oriented

Innovative/  
Creative

Collaborative

Globally Aware

Resilient

Ethical  
Decision-makers

Digitally Fluent

Academically  
DiverseEffective  
Communicators

Critical Thinkers



## Survey Results

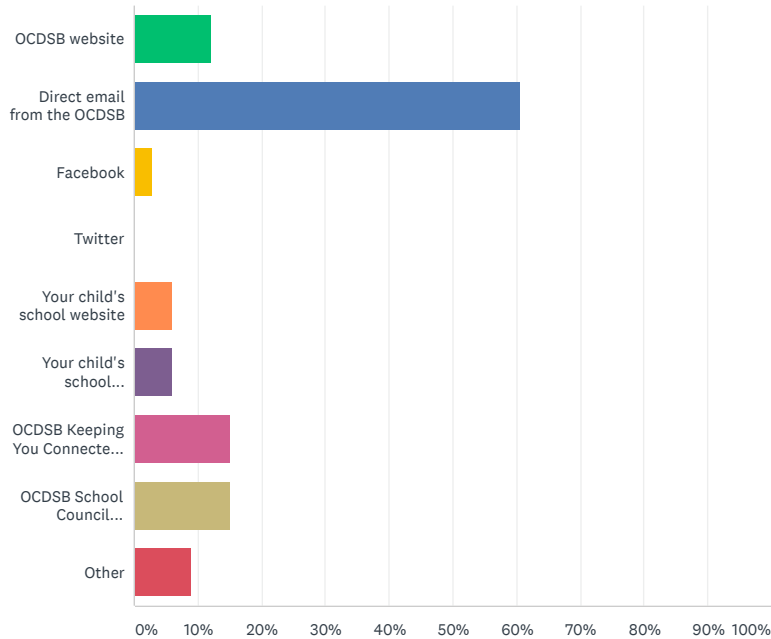
Q1



### How did you hear about the conference?

Answered: 33 Skipped: 0

Add a comment

**ANSWER CHOICES****RESPONSES**

|   |        |    |
|---|--------|----|
| OCDSB website                           | 12.12% | 4  |
| Direct email from the OCDSB             | 60.61% | 20 |
| Facebook                                | 3.03%  | 1  |
| Twitter                                 | 0.00%  | 0  |
| Your child's school website             | 6.06%  | 2  |
| Your child's school newsletter          | 6.06%  | 2  |
| OCDSB Keeping You Connected eNewsletter | 15.15% | 5  |
| OCDSB School Council Newsletter         | 15.15% | 5  |
| Other                                   | 9.09%  | 3  |

**Total Respondents: 33**

Q2



### Was the registration process easy for you?

Answered: 33 Skipped: 0



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## ANSWER CHOICES

## RESPONSES

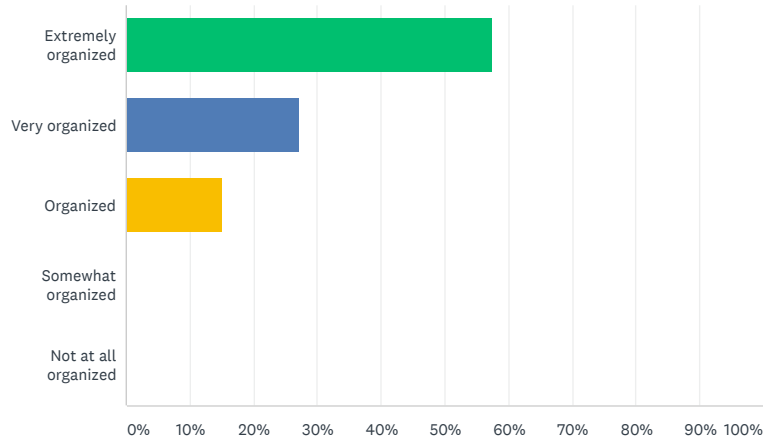
|              |        |           |
|--------------|--------|-----------|
| Yes          | 96.97% | 32        |
| No           | 3.03%  | 1         |
| <b>TOTAL</b> |        | <b>33</b> |

## Q3



## How organized was the conference?

Answered: 33 Skipped: 0



## ANSWER CHOICES

## RESPONSES

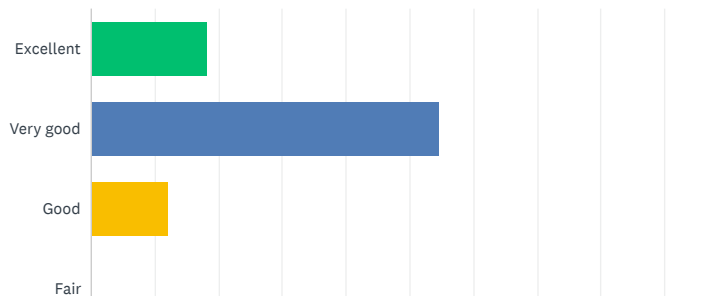
|                      |        |           |
|----------------------|--------|-----------|
| Extremely organized  | 57.58% | 19        |
| Very organized       | 27.27% | 9         |
| Organized            | 15.15% | 5         |
| Somewhat organized   | 0.00%  | 0         |
| Not at all organized | 0.00%  | 0         |
| <b>TOTAL</b>         |        | <b>33</b> |

## Q4



## How would you rate the location of the conference?

Answered: 33 Skipped: 0





## ANSWER CHOICES

## RESPONSES

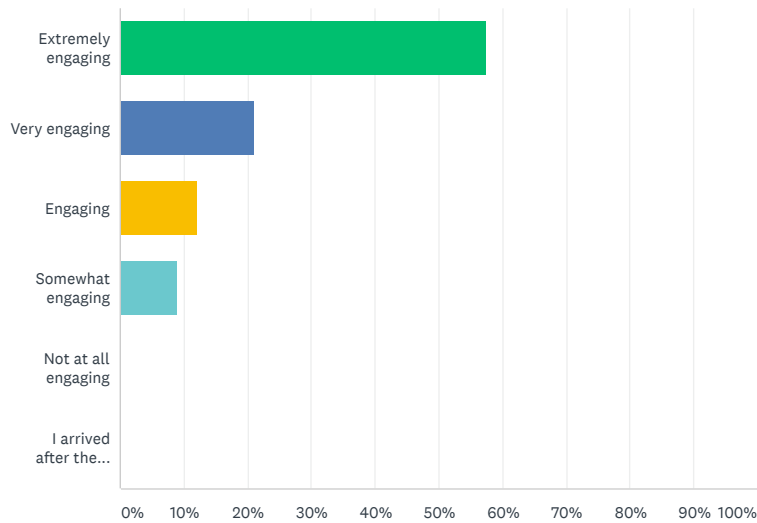
|              |        |           |
|--------------|--------|-----------|
| Excellent    | 18.18% | 6         |
| Very good    | 54.55% | 18        |
| Good         | 12.12% | 4         |
| Fair         | 0.00%  | 0         |
| Poor         | 0.00%  | 0         |
| Comments:    | 15.15% | 5         |
| <b>TOTAL</b> |        | <b>33</b> |

Q5



How engaging was our keynote speaker - Dr. Peg Dawson?

Answered: 33 Skipped: 0



## ANSWER CHOICES

## RESPONSES

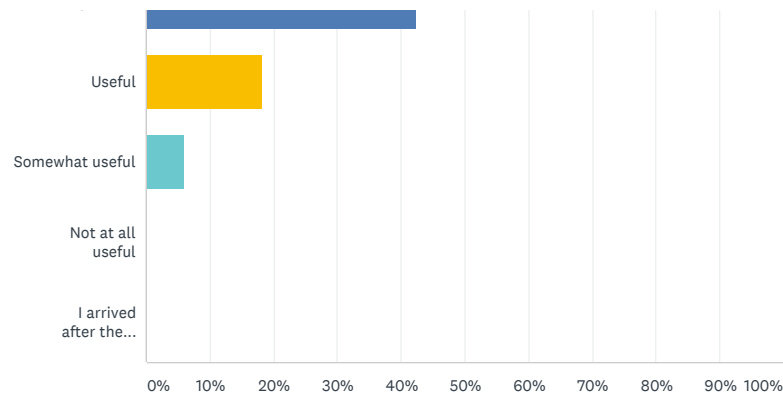
|   |        |           |
|---|--------|-----------|
| Extremely engaging                                    | 57.58% | 19        |
| Very engaging   | 21.21% | 7         |
| Engaging  | 12.12% | 4         |
| Somewhat engaging                                     | 9.09%  | 3         |
| Not at all engaging                                   | 0.00%  | 0         |
| I arrived after the Keynote Speaker so cannot comment | 0.00%  | 0         |
| <b>TOTAL</b>  |        | <b>33</b> |

Q6



How useful was the information provided by our keynote speaker - Dr. Peg Dawson?

Answered: 33 Skipped: 0



## ANSWER CHOICES

## RESPONSES

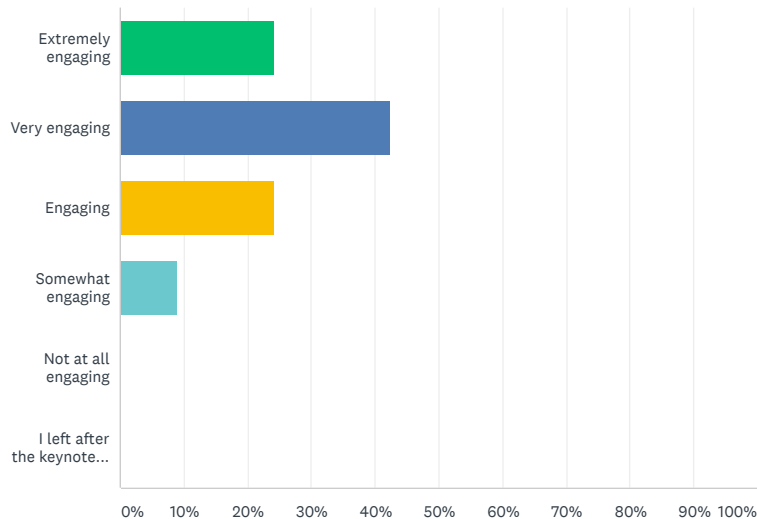
|   |        |           |
|---|--------|-----------|
| Extremely useful                                      | 33.33% | 11        |
| Very useful   | 42.42% | 14        |
| Useful  | 18.18% | 6         |
| Somewhat useful                                       | 6.06%  | 2         |
| Not at all useful                                     | 0.00%  | 0         |
| I arrived after the Keynote Speaker so cannot comment | 0.00%  | 0         |
| <b>TOTAL</b>  |        | <b>33</b> |

## Q7



How engaging were the workshop speakers at the conference?

Answered: 33 Skipped: 0



## ANSWER CHOICES

## RESPONSES

|                    |        |    |
|--------------------|--------|----|
| Extremely engaging | 24.24% | 8  |
| Very engaging      | 42.42% | 14 |
| Engaging           | 24.24% | 8  |
| Somewhat engaging  | 9.09%  | 3  |

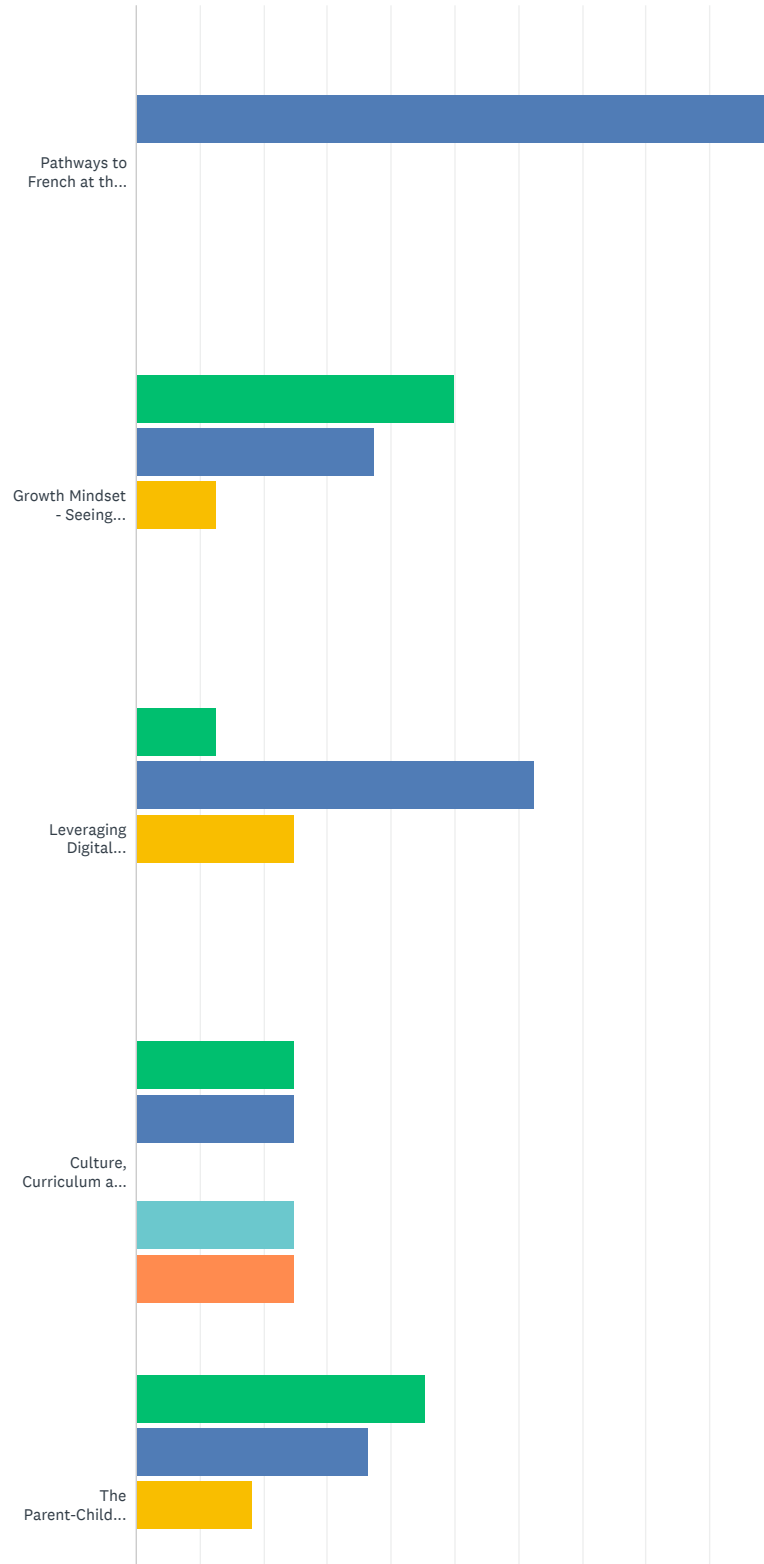


Q8



Please select the workshops you attended and let us know how useful the workshops were.

Answered: 33 Skipped: 0



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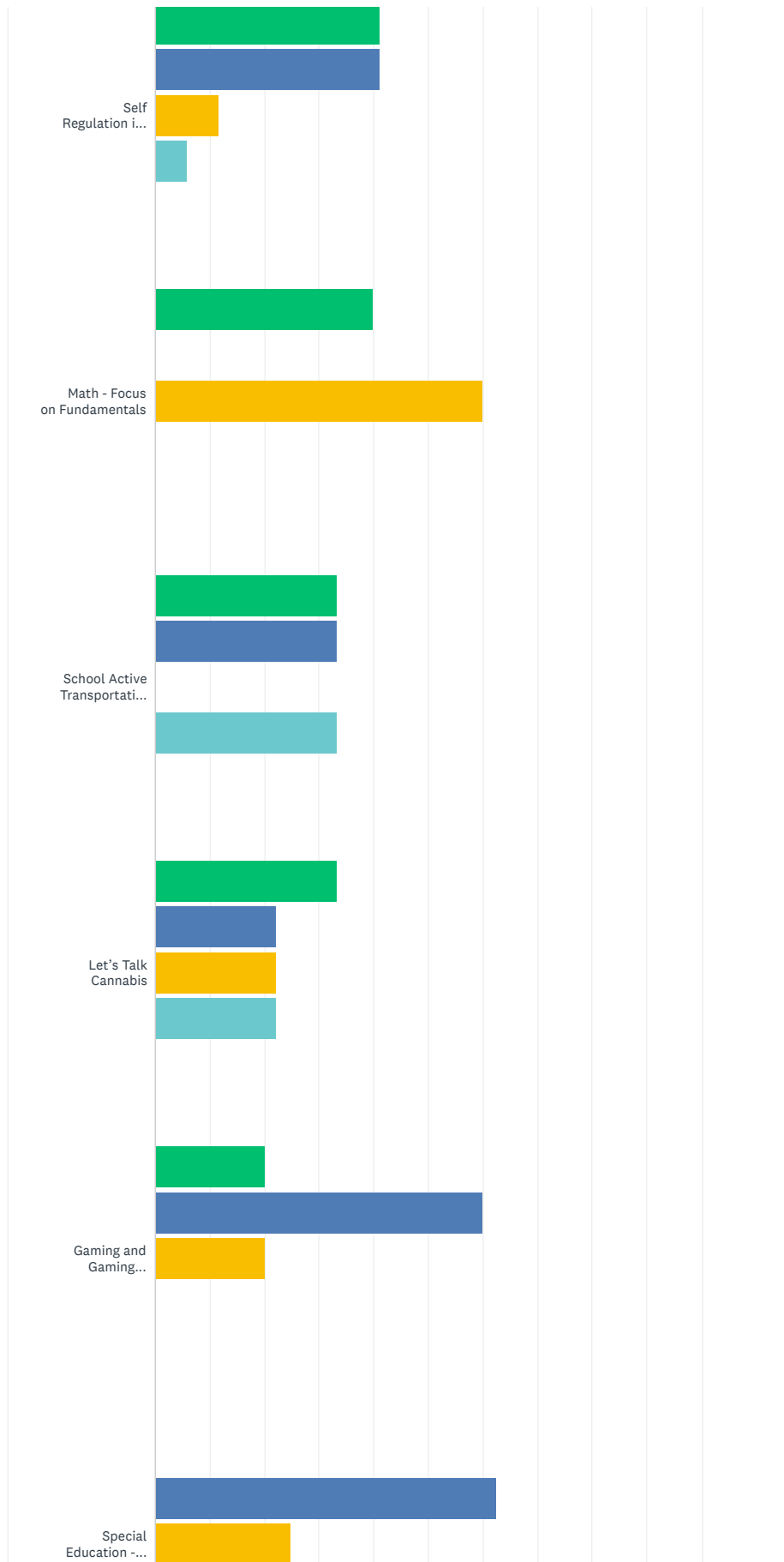
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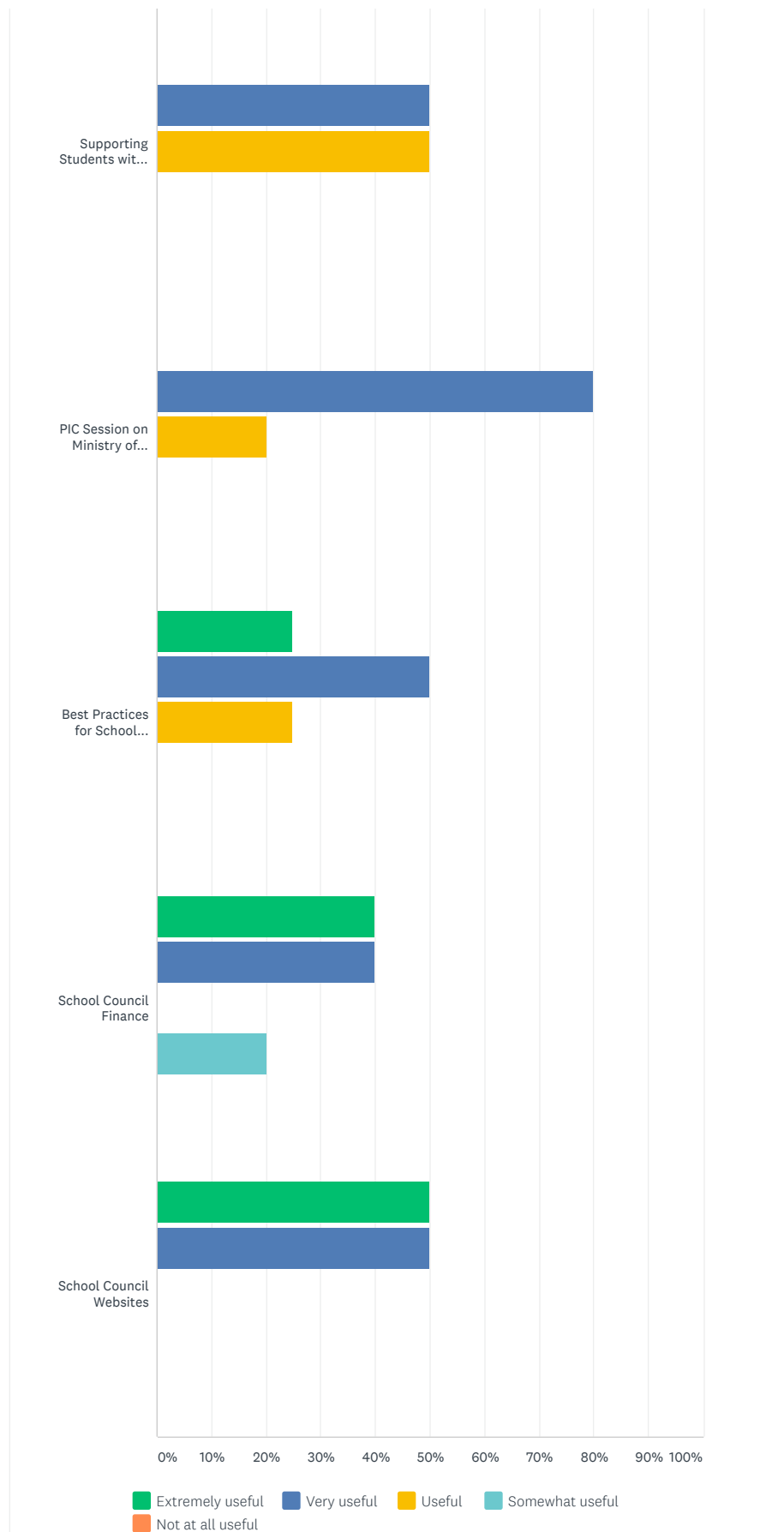
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## OCDSB

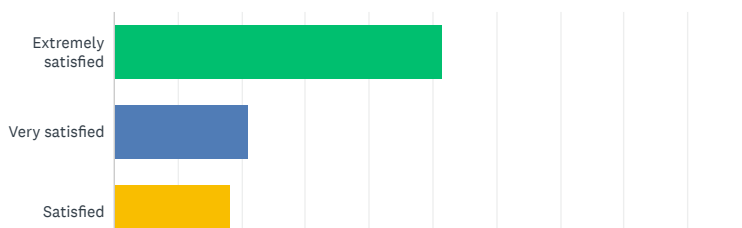
|   |             |             |             |             |             |    |      |
|---|-------------|-------------|-------------|-------------|-------------|----|------|
| Growth Mindset - Seeing Possibilities in People                       | 50.00%<br>4 | 37.50%<br>3 | 12.50%<br>1 | 0.00%<br>0  | 0.00%<br>0  | 8  | 1.63 |
| Leveraging Digital Technology in the Classroom                        | 12.50%<br>1 | 62.50%<br>5 | 25.00%<br>2 | 0.00%<br>0  | 0.00%<br>0  | 8  | 2.13 |
| Culture, Curriculum and Identity                                      | 25.00%<br>1 | 25.00%<br>1 | 0.00%<br>0  | 25.00%<br>1 | 25.00%<br>1 | 4  | 3.00 |
| The Parent-Child Connection   | 45.45%<br>5 | 36.36%<br>4 | 18.18%<br>2 | 0.00%<br>0  | 0.00%<br>0  | 11 | 1.73 |
| Self Regulation in Children and Adolescence                           | 41.18%<br>7 | 41.18%<br>7 | 11.76%<br>2 | 5.88%<br>1  | 0.00%<br>0  | 17 | 1.82 |
| Math - Focus on Fundamentals  | 40.00%<br>2 | 0.00%<br>0  | 60.00%<br>3 | 0.00%<br>0  | 0.00%<br>0  | 5  | 2.20 |
| School Active Transportation: Engaging Parent Champions               | 33.33%<br>1 | 33.33%<br>1 | 0.00%<br>0  | 33.33%<br>1 | 0.00%<br>0  | 3  | 2.33 |
| Let's Talk Cannabis   | 33.33%<br>3 | 22.22%<br>2 | 22.22%<br>2 | 22.22%<br>2 | 0.00%<br>0  | 9  | 2.33 |
| Gaming and Gaming Addiction   | 20.00%<br>1 | 60.00%<br>3 | 20.00%<br>1 | 0.00%<br>0  | 0.00%<br>0  | 5  | 2.00 |
| Special Education - Supports for my Child                             | 0.00%<br>0  | 62.50%<br>5 | 25.00%<br>2 | 12.50%<br>1 | 0.00%<br>0  | 8  | 2.50 |
| Supporting Students with Autism                                       | 0.00%<br>0  | 50.00%<br>1 | 50.00%<br>1 | 0.00%<br>0  | 0.00%<br>0  | 2  | 2.50 |
| PIC Session on Ministry of Education Consultation on Education Reform | 0.00%<br>0  | 80.00%<br>4 | 20.00%<br>1 | 0.00%<br>0  | 0.00%<br>0  | 5  | 2.20 |
| Best Practices for School Councils                                    | 25.00%<br>1 | 50.00%<br>2 | 25.00%<br>1 | 0.00%<br>0  | 0.00%<br>0  | 4  | 2.00 |
| School Council Finance  | 40.00%<br>2 | 40.00%<br>2 | 0.00%<br>0  | 20.00%<br>1 | 0.00%<br>0  | 5  | 2.00 |
| School Council Websites   | 50.00%<br>2 | 50.00%<br>2 | 0.00%<br>0  | 0.00%<br>0  | 0.00%<br>0  | 4  | 1.50 |

Q9



How satisfied were you with the refreshments and food provided at the conference?

Answered: 33 Skipped: 0



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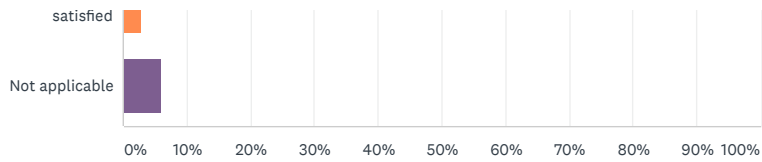
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## ANSWER CHOICES

## RESPONSES

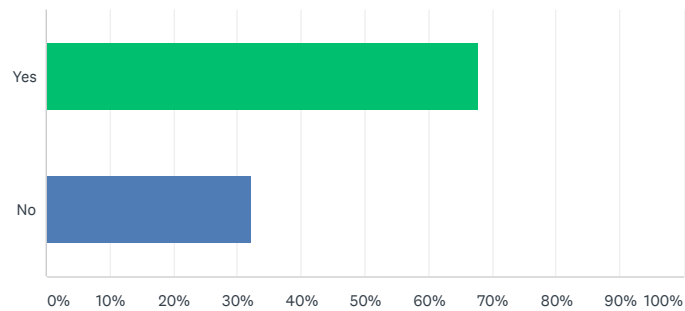
|                      |        |           |
|----------------------|--------|-----------|
| Extremely satisfied  | 51.52% | 17        |
| Very satisfied       | 21.21% | 7         |
| Satisfied            | 18.18% | 6         |
| Somewhat satisfied   | 0.00%  | 0         |
| Not at all satisfied | 3.03%  | 1         |
| Not applicable       | 6.06%  | 2         |
| <b>TOTAL</b>         |        | <b>33</b> |

## Q10



Did you find the information booths useful?

Answered: 28 Skipped: 5



## ANSWER CHOICES

## RESPONSES

|              |        |           |
|--------------|--------|-----------|
| Yes          | 67.86% | 19        |
| No           | 32.14% | 9         |
| <b>TOTAL</b> |        | <b>28</b> |

## Q11



What did you like most about the conference?

Answered: 26 Skipped: 7



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Q12



What did you like least about the conference?

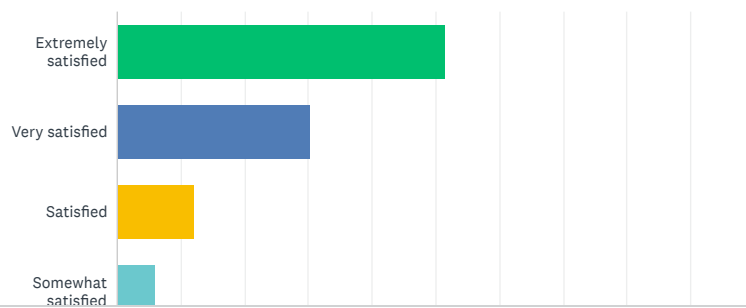
Answered: 21   Skipped: 12

Q13



Overall, how satisfied were you with the conference?

Answered: 33   Skipped: 0



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| ANSWER CHOICES       | RESPONSES |           |
|----------------------|-----------|-----------|
| Extremely satisfied  | 51.52%    | 17        |
| Very satisfied       | 30.30%    | 10        |
| Satisfied            | 12.12%    | 4         |
| Somewhat satisfied   | 6.06%     | 2         |
| Not satisfied at all | 0.00%     | 0         |
| <b>TOTAL</b>         |           | <b>33</b> |

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