

ADVISORY COMMITTEE ON EQUITY

Thursday, May 23, 2019, 6:00 pm
Trustees' Committee Room
133 Greenbank Road
Ottawa, Ontario

			Pages
1.	Welcome		
2.	Approval of the Agenda		
3.	Community Voice (delegations)		
4.	Student Voice	45 mins	
5.	Review of Advisory Committee on Equity Report		
5.1	25 April 2019		1
5.2	Review of Long Range Agenda		11
5.3	Motion/Action Tracking Report, Business Arising		13
6.	Action/Discussion/Information Items		
6.1	Report 19-053, Report on the 2019-2023 Draft Strategic Plan	30 mins	17
	a. 2019-2023 Draft Strategic Plan		
	<i>Separate distribution.</i>		
6.2	Memo 19-072, Draft Mental Health Strategy (P. Symmonds, ext. 8254)		
	<i>To be distributed.</i>		
6.3	Launch of the ACE Membership Campaign	10 mins	
6.4	Draft ACE Annual Report	10 mins	
	<i>To be distributed.</i>		
7.	Department Update	10 mins	

8. Committee Reports
 - 8.1 Committee of the Whole
9. New Business
10. Adjournment



ADVISORY COMMITTEE ON EQUITY

April 25, 2019

6:00 pm

Trustees' Committee Room

133 Greenbank Road

Ottawa, Ontario

- Members: Elaine Hayles (Community Representative), Harvey Brown (Community Representative), Jane Fjeld (Youth Services Bureau), Raigelee Alorut (Tungasuvvingat Inuit)
- Non-Voting Members: Dorothy Baker (Superintendent of Curriculum Services), Rob Campbell (Trustee), Jacqueline Lawrence (Equity and Diversity Coordinator)
- Staff and Guests: Donna Blackburn (Trustee), Lynn Scott (Trustee), Chris Ellis (Trustee), Sonia Nadon-Campbell (Special Education Advisory Committee), Sue Cowin (Special Education Advisory Committee), David Wildman (Elementary Teacher's Federation of Ontario), Riaz Mostaghim (Spiritual Care in Secondary Schools), Jean Goulet (Spiritual Care in Secondary Schools), Johanna Jackson Kelly (Instructional Coach), Richard Fransham (Community Representative), Emhardt James (Community Representative), June Girvan (J'Nikira Dinqinesh Education Centre), Camille Williams-Taylor (Director of Education), David Sutton (OCDSB), Amanda Rock (Board/Committee Coordinator)

1. Welcome

Chair Hayles called the meeting to order at 6:12 p.m. Diversity and Equity Coordinator Lawrence acknowledged that the meeting is taking place on unceded Algonquin Territory and thanked the Algonquin Nations for hosting the meeting on their land.

Superintendent Baker noted the OCDSB's mission statement as "Educating for Success - Inspiring Learning and Building Citizenship."

2. Approval of the Agenda

Moved by Jane Fjeld,

THAT the agenda be approved.

Carried

3. Community Voice (delegations)

3.1 June Girvan, J'Nikira Dinginesh Education Centre

Ms. June Girvan delegated under item 7.1.

4. Review of Advisory Committee on Equity Report

4.1 28 March 2019

Moved by Harvey Brown,

THAT the ACE report of 28 March 2019 be received.

Carried

4.2 Review of Long Range Agenda

The long range agenda was provided for information.

In response to a query from Trustee Ellis, Equity and Diversity Coordinator Lawrence advised that ACE is preparing for next year's annual report.

4.3 Motion/Action Tracking Report, Business Arising

The Motion/Action Tracking Report was provided for information.

5. Action/Discussion/Information Items

5.1 ACE Membership Update

Equity and Diversity Coordinator Lawrence advised that the current ACE members met on 16 April 2019 to discuss the steps necessary to finalize the recruitment process for ACE members.

Ms. Lawrence noted that the following was considered:

- The importance of maintaining corporate memory;
- Whether ACE is an accountability or advocacy body; and
- The committee's influence on the community, commitments made, and the structure of its meetings.

Equity and Diversity Coordinator Lawrence advised that the new slogan for ACE will be "Together we can make a difference". She noted that the Communications team will draft the branding for ACE's slogan.

During the ensuing discussion, the following concerns were noted:

- The importance of ACE members having clarity with regard to what members should be contributing to the committee;
- Engaging millennials and younger professionals to be ACE representatives; and

- Other communication tools may be needed to reach the younger community.

In response to a query from Trustee Campbell, Equity and Diversity Coordinator Lawrence noted that highlighting ACE's accomplishments will be a part of the recruitment process. The draft procedure focuses on the recruitment of new members. She submitted that there is a lack of understanding of the goals and function of the committee. She also noted ACE would like to ensure recruitment of parents who have children enrolled in the District with the hope that there is flexibility to include other family members to act as the parent/guardian.

Equity and Diversity Coordinator Lawrence advised that seven of the eleven members have been selected to represent the following groups:

- Cree;
- First Nations, Métis, and Inuit;
- Racialized groups;
- Disability groups; and
- LGBTQ+.

Equity and Diversity Coordinator Lawrence noted that the membership is still looking for immigrant and newcomer members.

In response to a query, Equity and Diversity Coordinator Lawrence advised that the following are the functions of ACE that align with the OCDSB's goals:

- Provide strategic policy and program advice and/or recommendations on matters of diversity which support equitable education access and outcomes, student learning and well-being, and the development of citizenship;
- Advise the Board of Trustees on the review, development, implementation, and monitoring of all policies and its equity strategy and programs;
- Advise the Board of Trustees on the identification and elimination of systemic barriers to providing bias-aware education, including power dynamics, discrimination and marginalization that may impact the lived experience of members of the school community;
- Liaise with community stakeholders by actively engaging parents and community partners to help create and sustain a safe and inclusive learning environment; and,
- Advise the Board on potential budget implications that may help or hinder its commitment to foster equitable and inclusive education.

Further discussion ensued and the following points were noted:

- The ability to participate in ACE meetings through teleconference call will be shared more vigilantly;
- The meeting's venue may need to include more community spaces as opposed to the OCDSB administration building;
- Increased communication is needed to inform the community that they are welcome to participate in the meetings;
- Indigenous and Black community groups have requested that ACE separate their specific identities;
- ACE anticipates that all eleven members will be recruited by September 2019; and
- ACE has one more meeting for the 2018-2019 school year on May 2019.

Harvey Brown noted that it is crucial that ACE receive feedback from educators with regard to the classroom experience.

Chair Hayles stressed that she would like to receive feedback on classroom stress and hiring processes from teachers without senior management present at a meeting.

The following information was provided in response:

- There are other mechanisms for teachers to provide feedback;
- Teachers are often represented by their federations;
- ACE is a space where everyone who speaks will be respected; and
- It is important for ACE to maintain a core structure.

Elementary Teachers' Federation of Ontario (ETFO) representative David Wildman informed the committee that ETFO has a diverse membership and it is difficult for the bargaining unit to get fulsome information. Teachers are often reluctant to voice their experiences and opinions for fear of the information being shared with their employer. He also noted it is difficult to schedule a meeting with many teachers at the same time as they have other commitments.

5.2 Equity Resources (D.Baker, ext.8573)

Superintendent Baker circulated resources to ACE members and shared a PowerPoint presentation.

She suggested that ACE reflect on the following:

- The role ACE can play in providing input and feedback on some of the OCDSB resources;
- Streamlining the format of the resources; and

- The role ACE can play in a cyclical review of resources.

Superintendent Baker advised that Curriculum Services has drafted a series of one-page documents for educators to reference that include the following:

- Link to Ministry resources and to the OCDSB policies and procedures;
- Professional resources;
- Lesson plans and resources to embed in an educator's regular curricular day;
- Video links; and
- Upcoming community events.

Chair Hayles expressed concern that parents have difficulty accessing resources and noted that it is important that they are able to interact with these resources. Staff advised that there is an e-newsletter that is circulated every Friday and ACE members may be added to the distribution list. The e-newsletter contains outreach information and upcoming events during that particular week and month at the OCDSB. The equity pages on the District's website are also being revamped in the near future by Diversity and Equity Coordinator Lawrence and Instructional Coach Rice.

During the ensuing discussion, the following points were noted:

- ACE may want to consider information they need to make a meaningful contribution to the 2020-2021 budget;
- Linking the budget's funding for equity initiatives to the five pillars of the current strategic plan may be an agenda item to consider for future meetings; and
- Budget presentations from staff need to be purposeful and in the context of the direct impact on equity and ACE.

Chair Hayles noted that the following question would be addressed at the ACE meeting of 23 May 2019:

In what ways does the budget impact equity initiatives in the District?

Trustee Campbell encouraged ACE to schedule a priority-setting session. Equity and Diversity Coordinator Lawrence responded by stating that strategic planning is discussed at ACE.

6. Department Update

Superintendent Baker advised that a memo to trustees on identity-based data collection will be distributed in the near future and will include the following:

- Three key phases of the identity-based data collection;
- The first two phases are qualitative and will be completed by the end of the 2018-2019 school year; and
- The third phase is quantitative data collection slated to start in November 2019.

Superintendent Baker advised that the data collection is to gain a better understanding of the lived experiences of students who have been historically marginalized. She noted that this will inform the District's practice and identify priorities. She shared the logo with ACE and the following feedback was noted:

- The colours brown and black could be included in the logo;
- The logo could have people in a circle formation;
- The font of the logo should not have shadowing to accommodate people with disabilities; and
- The logo could be translated into different languages.

In response to a query, Director Williams-Taylor advised that the community feedback sessions will be in May and June and be open to individuals who want to participate and who are not associated with an organization. Community members' shared lived experiences will be valued by the District. She highlighted that feedback on how the data should be used will be a part of those discussions.

In response to a query, Superintendent Baker advised that senior staff are aware of the community's questions and will be looking for feedback to finalize the identity-based data collection process.

In response to a query, Director Williams-Taylor advised that the District will have answers to the community's questions in Fall 2019. This will allow time for the community to process the information before the quantitative data collection begins in November 2019. She noted that the District wants the community to be fully informed. The process is not intended to be anonymous but information will be kept confidential. She added that the District is currently having discussions with other school boards and the Ministry to analyze the valuable lessons learned from previous identity-based collection initiatives.

Equity and Diversity Coordinator Lawrence advised that the Black Youth Forum was held on 25 March 2019. Approximately 200 black students and educators attended the event which was planned by students for students. This event was intended to share students' lived experiences. The following were areas of focus at the forum:

- Black excellence;
- Mental health and self-care; and
- Systemic racism.

Equity and Diversity Coordinator Lawrence highlighted the following:

- Students conducted research to develop the sessions;
- Students created an open-space experiential dialogue; and
- "Dear Educator" letters were written and shared by students.

Equity and Diversity Coordinator Lawrence shared that the Black Youth Forum will be an annual event. She highlighted that since the Black Youth Forum, four students from the District were chosen to attend the Black Child and Youth Studies Conference in Toronto. The students were well-received and are invited to other events to share their "Dear Educator" letters.

Superintendent Baker advised that the District is awaiting technical documents that will be shared with ACE when they become available.

Staff and trustees shared their recent professional development (PD) experiences.

Diversity and Equity Coordinator Lawrence noted that she attended two equity conferences. She highlighted that Robin DiAngelo and Tina Lopez were in attendance and reflected that race needs to be addressed when an organization is spearheading equity initiatives.

Trustee Blackburn noted that she attended the OSSTF equity session and there were many staff members in attendance.

Trustee Scott advised that she attended the American Education Research Conference in Toronto noting that a number of sessions focused on equity. Student voices that were quoted in the research are similar to what was heard by the District's students at the Black Youth Forum. She expressed confidence that there is hope for the OCDSB to move in a positive direction and noted there is still a lot to be learned.

In response to a query, Superintendent Baker shared that information from conferences is forwarded to senior staff who forward it to their principals for information to be permeated throughout the system.

7. Committee Reports

7.1 Committee of the Whole

Harvey Brown recalled the motion from ACE that was presented to the Committee of the Whole on 16 April 2019 motion.

Moved by Jane Fjeld,

* THAT the Board explore funding to support mental health through an equity lens especially for students who self identify as First Nations, Inuit and Métis and for male students of African descent.

The motion was amended at the Committee of the Whole 16 April 2019 meeting:

Moved by Trustee Ellis,

A. THAT the Board direct staff to explore and report on funding to support mental health through an equity lens, with initial focus on students who self-identify as First Nations, Métis, Inuit and for male students of African descent.

B. THAT the Board direct staff to evaluate, through an equity lens, barriers to access mental health services within the OCDSB, especially for students who self identify as First Nations, Métis, Inuit and for male students of African descent.

June Girvan noted that her concern was raised when the female students at the Black Students Forum vocalized their concern for their male peers' mental health. She noted that the full dialogue can be referenced in the 28 March 2019 ACE meeting minutes.

Ms. Girvan clarified that her intent for presenting the motion was based on her observations and what she felt was needed based on those observations. She noted that the OCDSB adopted the Declaration of the International Decade of People of African Descent on 18 May 2019 and that the motion is complex in nature. She requested that the motion be deferred to a later date.

Trustee Ellis advised that the motion has been referred back to staff for further discussion and will be presented to the Board in September 2019. He suggested that ACE may want to provide clarity to staff with regard to the motion's intent and actions that need to be taken. He queried whether Ms. Girvan's intent was about awareness rather than funding to support mental health. Diversity and Equity Coordinator Lawrence advised that she will be working with the mental health lead to support students' access to mental health through an equity lens.

Trustee Scott noted that that the OCDSB mental health strategy will need to be reviewed in the near future.

Director Williams-Taylor advised that staff plan to re-frame the OCDSB mental health strategy through Learning Support Services (LSS). She noted the following:

- The role of identity informs and is implicated in the mental health experience;
- There needs to be an understanding of the roles and responsibilities that the school system plays in contributing to positive mental health for its students; and
- The District may need to improve the conditions for positive mental health of Black and Indigenous students.

Jane Fjeld added that the District may want to consider their role to include early identification for and referrals of at-risk students. She expressed the view that the District can make a positive impact by playing this role.

Ms. Girvan emphasized that she trusts staff will honour the adoption of the Declaration of the International Decade of People of African Descent.

David Sutton queried whether the District will address the issue of environmental conditions as the cause of mental health issues or whether a student simply needs emotional support. Chair Hayles noted this item as a topic of discussion for the ACE meeting of 23 May 2019.

8. New Business

Mr. Sutton advised that there was a Black youth presentation at Gloucester High School on 25 April 2019.

Raiglee Alorut advised that she attended an Inuit elders conference in Ottawa. The conference shared values of the Inuit people and how they lived prior to colonization.

David Wildman shared that OSSTF presented the movie "14 and Muslim" at one of their professional development events. Diversity and Equity Coordinator Lawrence noted that she is working to have that movie available to the OCDSB in the fall. She also highlighted that the Date for Diversity event will take place from 6:00-9:00 p.m. on 14 May 2019 at Canterbury High School.

9. Adjournment

The meeting adjourned at 8:42 p.m.

Elaine Hayles, Chair, Advisory Committee on Equity



ADVISORY COMMITTEE ON EQUITY

Long Range Agenda 2018-2019

1. Review and ACE Annual Report (May)
2. Appointment of representative and alternate to Committee of the Whole (September)
3. ACE proposed 2019-20 priorities (September)
4. Location of Meetings (September)
5. 2019-2023 Draft Strategic Plan Consultation (May)
6. Equity Action Plan (October/November)
7. Identity Based Data Collection (Ongoing)
8. Equity Professional Development (Ongoing)
9. ACE input into the 2019-2020 Budget (February 2019)
10. Summary of Resources (April)
11. Equity Lens on Consultation (TBD)
12. OCDSB process to address suspension with antidotal evidence (TBD)



Motion and Action Tracker

Meeting Date	Motion/Actions	Responsibility	Follow up/Action	Status	Completed
March 2019	<p>Original Motion: THAT the Board explore funding to support mental health through an equity lens especially for students who self identify as First Nations, Inuit and Metis and for male students of African descent.</p> <p>COW 16 Aril – Revised Motion</p> <p>A. THAT the Board direct staff to explore and report on funding to support mental health through an equity lens, especially for students who self-identify as First Nations, Métis, Inuit and for male students of African descent, as amended.</p> <p>B. THAT the Board direct staff to evaluate, through an equity lens, barriers to access mental health services within the</p>	D. Baker			

Meeting Date	Motion/Actions	Responsibility	Follow up/Action	Status	Completed
	OCDSB, especially for students who self identify as First Nations, Métis, Inuit and for male students of African descent, as amended.				
September 2018	Equity Lens on Consultation	J. Lawrence	TBC		
	Follow up regarding how the Board can investigate antidotal evidence that indicate high suspension rates of black students	D. Baker J. Oracheski	TBC		
	Community stories	ACE members			
	Organizational Chart	D. Baker			
May 2018	Listening and building capacity	Jacqueline Lawrence	Long range planning		
	Panel discussion with teachers to share their lived experiences	Jacqueline Lawrence	Long range planning		
April 2018	OCDSB Hiring Practices to build a representative workforce	Jacqueline Lawrence	Invitation to Human Resources Superintendent for 2018-2019 meeting		
September 2017	Update on Report 17-074, Eastern Area Accommodation Review: Proposed Plan to Monitor Impact on Student Achievement and Well-being	Superintendent Baker	We can follow up to see which principal may wish to join us to share the experiences of the students to date		
	Indigenous Education Advisory Council	Superintendent Baker	Updated information provided in October meeting and Policy came to ACE for consultation in May 2018		Completed

Meeting Date	Motion/Actions	Responsibility	Follow up/Action	Status	Completed
	OCDSB hiring page missing OCDSB's commitment to building a representative workforce	Jacqueline Lawrence	Discussed with Superintendent of Human Resources and worked with HR team and communications to include equity statement in addition to tag line on job notices		Completed
April 2017	That the Ottawa Carleton District School Board (OCDSB), undertake a qualitative study to collect data on students, parents, staff and other stakeholders' experiences of racism in the OCDSB, which will become part of the evidence-base for addressing racism.	Superintendent Baker	Shared information with senior team	<p>Student voice shared in May 2018 Date with Diversity</p> <p>OCDSB hosted its 1st Black Youth Conference in May 2018 to provide spaces for black youth to share their lived experiences. Collation of stories will be shared in the coming months.</p> <p>Data collection process will include community voice to gather qualitative information.</p>	
March 2017	Educators' DEI Knowledge capacity to address world issues in classrooms	Jacqueline Lawrence	Long range planning		

Meeting Date	Motion/Actions	Responsibility	Follow up/Action	Status	Completed
September 2016	Equity Lens on Data Collection to support Graduation rates	Jacqueline Lawrence	Shared information with Research Team who then attended ACE meeting to discuss Achievement Report results	On-going	
May 2016	Motion for Expanded Disaggregated Data ACE recommends that data be collected and disaggregated to include racialized backgrounds to better understand and to ensure the supports are in place for students who could potentially disengage and subsequently leave school early, be suspended or expelled	D. Baker	Discuss with Senior Team	Superintendent Baker provided update on forthcoming Ministry report which would help to inform Ministry directions in respond to given the conversations taking place across the province.	
		Harvey Brown	Shared with Trustees in Ace's annual report	On-going	
September 2015	Equity Lens on Data Collection to understand demographics of early school leavers	J. Lawrence	Research team invited to meet with ACE's Research Committee	On-going	



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.

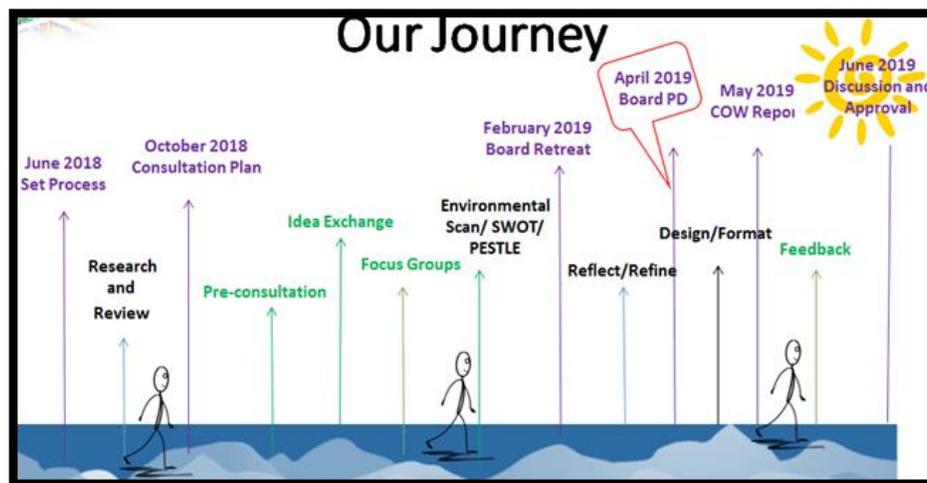
KEY CONSIDERATIONS:

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

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

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?

Michele Giroux
Executive Officer
(ext. 8607)

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

APPENDIX A: Draft Strategic Plan 2019-2023