



**NOTICE OF MEETING
PARENT INVOLVEMENT COMMITTEE**

Wednesday, 18 September 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

COMMUNITY REPRESENTATIVES:

Susan Ingram

Amber Labelle

Carolyn Hunter

Louanne Desbiens (Alternate)

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

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If you would like further information on this agenda please contact: Leigh Fenton,
Board/Committee Coordinator at 613-596-8211, extension 8641 or
leigh.fenton@ocdsb.ca

For Trustee contact information please see www.ocdsb.ca

Educating for Success - Inspiring learning and building citizenship



PARENT INVOLVEMENT COMMITTEE

Wednesday, September 18, 2019, 6:00 pm

Trustees' Committee Room

133 Greenbank Road

Ottawa, Ontario

		Pages
1.	Call to Order	
2.	Approval of Agenda	2 mins
3.	Review of PIC Report 8 May 2019	5 mins
	3.1 Business Arising from the Minutes	10 mins
4.	Chair's Report	5 mins
5.	Director's Report	15 mins
	5.1 2019-2023 Strategic Plan	14
6.	Action Items	
	6.1 Report 19-089, Confirmation of Appointees to the Committee Representative Positions	5 mins
7.	Presentation and Discussion	
	7.1 Report No. 19-085, Parent Involvement Committee 2019-2020 Draft Workplan (M. Giroux, ext. 8310)	45 mins
	7.2 Parent Conference Planning - 9 November 2019	10 mins
8.	Member Information	
	8.1 Ottawa-Carleton Assembly of School Councils (OCASC) Report	5 mins
9.	New Business	5 mins
10.	Adjournment	2 mins



PARENT INVOLVEMENT COMMITTEE

Wednesday, May 8, 2019
6:00 pm
Board Room
Administration Building
133 Greenbank Road
Ottawa, Ontario

Members: Mostafizur Khan, Carm Janneteau, Geneviève Harte , John Marshall, Diana Mills, Gita Nurlaila, Malaka Hendela (OCASC Member), Martyn Reid (OCASC Member)
Non-Voting Members: Mante Molepo (Community Representative), Wendy Hough (Trustee), Brett Reynolds (Associate Director), Melissa McGuirk McNeil (Community Representative, Alternate)
Staff and Guests: Lynn Scott (Trustee), Donna Blackburn (Trustee), Michele Giroux (Executive Officer), Engy Abdel Masieh (Policy Analyst), Nicole Guthrie (Board/Committee Coordinator)

1. Call to Order

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

2. Approval of Agenda

Moved by Martyn Reid,

THAT the agenda be approved.

Carried

3. Review of PIC 17 April 2019 Report

Moved by Martyn Reid,

THAT the PIC 17 April 2019 Report be received.

Carried

4. Chair's Report

Chair Khan noted the PIC had success this year bringing the advisory committees together to provide input into the draft 2019-2023 strategic plan.

Chair Khan conveyed his sympathies for all those affected by the flooding of the Ottawa River and praised the students, staff, and families who assisted in the flood relief efforts.

Chair Khan expressed his condolences to those families and students in the Ottawa area impacted by the tragedies in New Zealand and Sri Lanka. He expressed his frustration over the attack in New Zealand and his concern for those without religion and country.

Ms. Hendela, on a point of clarification, requested that the mention and reference to religion in the Chair Khan's message regarding those without religion be removed. She noted that the Ottawa-Carleton District School Board is public and non-denominational and provides equal opportunity for all students regardless of faith.

Chair Khan responded that he is respectful to all languages, ethnicities, and faiths.

Chair Khan advised the committee of the following upcoming events:

- The Annual Volunteer Appreciation Awards, 13 June 13, 2019;
- Presentation of the PIC Annual Report to the Committee of the Whole, 4 June 2019;
- Mental Health Week, 6 May to 12 May 2019; and
- Education Week, the first week in May 2019.

Chair Khan noted that further to the parliamentary procedure training he spoke about at the 17 April 2019 PIC meeting, he has prepared a letter to the Director of Education and the Chair of the Board requesting that the training be offered to all chairs and vice-chairs of advisory committees. In response to a question, Executive Officer Giroux clarified that the District retained the services of a registered parliamentarian to conduct the exercise with the chairs and vice-chairs. No additional training is planned at present.

5. Director's Report

Associate Director Reynolds advised that information on the website survey was distributed to all parents through "Keeping You Connected."

Associate Director Reynolds reminded members that students who are in grades four to twelve would complete the OurSCHOOL Survey online at school between 23 April and 10 May 2019. Information regarding the school climate survey was made available to parents through the School Council Newsletter and information from the school.

Associate Director Reynolds advised that the 2019-2020 budget process continues with the Committee of the Whole Budget meeting on 29 May 2019 with the presentation of the 2019-2020 staff recommended budget. This meeting will begin the public debate. Parents and others who wish to provide input are invited to delegate on 3 June 2019 and 10 June 2019.

Associate Director Reynolds noted that A Date for Diversity: Journeying from Diversity to Equity will be held at Canterbury High School on 14 May 2019 from 6:00 p.m. to 9:00 p.m.

Executive Officer Giroux advised that staff will meet with community partners the week of 6 May 2019 to gather the information that will help inform the focus group sessions aimed at gathering lived experience in anticipation of the Identity Based Data Collection planned for November of 2019.

The focus group for students are planned for 31 May 2019. Focus groups for parents and community partners are planned for 27 May and 11 June 2019.

In response to a query from Ms. Molepo, Executive Officer Giroux advised that the focus group sessions are not a town hall session and that those expressing an interest to participate may attend.

In response to a query from Ms. Hendela, Executive Officer Giroux advised that staff will provide information on the outcome of the focus groups in early September 2019 about what was learned and how the information will inform the work of the District and the next steps.

In response to a query from Ms. Molepo, Executive Officer Giroux noted that the Anti-Racism Act expressly acknowledges four groups, including Indigenous, Black, Jewish communities, and communities that are adversely impacted by Islamophobia. The District has taken a more inclusive approach and also believes that the collection of identity-based data must also address the issues and challenges of the lived experiences of other communities including 2SLGBTQ+, South East Asian, socioeconomically disadvantaged, and disabled (AODA) and newcomers.

The data will be collected from all students. Staff is working on the specificity of the questions, and the focus group sessions will help inform that work. The District will report on the findings and, through the community conversations, will determine comparison groups and data segregation. The District is reviewing the work of other Districts who are further along in their research to help guide the work.

Ms. Hendela and Mr. Reid expressed concern over the volume of data collected and the security of the data. Executive Officer Giroux noted that the data collection will be confidential but cannot be anonymous if it is to be correlated with other student achievement data. The District is currently in the process of acquiring software that will support the collection of the data. Consideration will be given to the storage of the data. There are specific guidelines for the collection and storage of data, and the District will use those to inform the reports.

Ms. Hendela expressed the view that it will be necessary for the District to identify that the ownership and control of the data resides with the District in its procurement process.

Ms. Hendela stressed that storage of school board related data must be viewed as a risk and appropriate measures and controls enacted to ensure security. She noted that information regarding the protection of the data must be communicated to parents as they may choose not to participate if specifications are not met.

Mr. Marshall echoed the statements of Ms. Hendela and Mr. Reid but shared that he could not envision a situation where the OCDSB would entertain the risk of a data leak and has faith that his children's data is protected. He added that he had not seen any sign to the contrary.

Ms. Mills expressed concern with self-reporting surveys noting the data can be skewed as many may not answer truthfully.

6. Community Representative Presentations

Chair Khan welcomed new community representatives Melissa McGuirk McNeil and Mante Molepo.

6.a Ottawa Network for Education (ONFE)

Ms. McGuirk McNeil provided the members of PIC with information on the Ottawa Network for Education (ONFE).

During her presentation, the following points were noted:

- ONFE works closely with all four school boards in the Ottawa-Carleton region to support students and education;
- ONFE has three primary areas of focus: learning, health and wellbeing and career readiness;
- ONFE's Ottawa Volunteers in Education (OVIE) program brings volunteers from the community into classrooms, to help educators ensure the academic success and well-being of their students;
- ONFE places close to 1500 volunteers a year and recruits, screens and trains the volunteers based on requests from teachers;
- ONFE's OttawaReads is an early literacy program that inspires a love of reading in children in kindergarten to grade three classrooms. Volunteers read aloud to children weekly helping develop essential literacy skills;
- ONFE's Ottawa School Breakfast Program provides students in need with a nutritious breakfast. The program operates with the support of individual and corporate donors, volunteers, educators, the City of Ottawa, and the Ontario Ministry of Children, Community and Social Services;

- Classroom Gardens, a new ONFE pilot project, is available in 24 schools across Ottawa's four public boards. Classroom gardens engage students in the planting, growing and harvesting of vegetables;
- ONFE plays a facilitator role in the Substance Abuse Support Program which offers counseling, treatment and information to youth to prevent life-long addiction and support student success;
- ONFE promotes career readiness through its JA Ottawa (formerly Junior Achievement) program. The programs serve between 5000 to 7000 students a year from grades eight through twelve. JA Ottawa promotes financial literacy and entrepreneurship. JA Company supports students as they work collaboratively to build a business;
- ONFE's World of Choices brings students together with career mentors working in desired fields, industries and professions. In small sessions, students learn first-hand what it takes to be successful; and
- ONFE's Employer Connections program connects educators and employers, creates work-related learning experiences, provides opportunities for career exploration and encourages increased enrollment in STEM-related courses.

6.b Parents for Diversity

Ms. Molepo shared that she was one of the founding members of Parents For Diversity. The Ottawa based organization evolved from their children's personal experiences of racism and other forms of discrimination in their schools and the inadequate response from the schools on how to address the incidents and the absence of a sense of belonging evidenced in the school system.

Ms. Molepo noted a lack of representation in the curriculum and a lack of diversity among decision makers and educators and wanted to be a voice for students and believe that all students have the right to an education free from discrimination. She noted that most of the Parents for Diversity Directors are lawyers and view the work from a human rights lens.

Ms. Molepo advised that Parents For Diversity conduct a variety of workshops for parents, schools and educators on the various forms of discrimination and serve as advocates for change. Parents for Diversity work one on one with parents of children who have experienced discrimination in schools.

Ms. Molepo noted that Parents for Diversity is building a library of children's books that celebrate the diversity of Canada's population. She expressed the view that students need to see themselves in the books they read.

In response to a query from Ms. Mills regarding the diversity library, Ms. Molepo indicated that the Parents for Diversity website has several lists of books about race and culture. She noted that the Parents for Diversity workshops and mosaic audit she conducts with parents and educators seeks to ensure that the school includes more diverse literature in their classrooms. The workshops promote cultural competency and using the lived experiences of the students to inform the teaching practice.

Ms. Molepo indicated that she helped shape the commitments in the Ottawa Catholic School Board's (OCSB) declaration of support for the United Nations International Decade for People of African Descent. She noted that collaborative engagement is integral to achieving diversity and inclusion in schools.

Ms. Hendela welcomed Ms. Molepo and invited her to attend a meeting of the Ottawa-Carleton Assembly of School Councils (OCASC). She remarked that Ms. Molepo's addition to the committee would help provide an impactful perspective. She noted that the insight from Parents for Diversity may help PIC challenge some of the norms and practices of the District that are rooted in colonialism.

Ms. Molepo added that the collection of identity-based data is significant to the organization.

7. Presentation and Discussion

7.1 Report 19-053, Report on the 2019-2023 Draft Strategic Plan

Your committee had before it Report 19-053, Report on the 2019-2023 Draft Strategic Plan, presenting the Draft Strategic Plan 2019-2023 to the community to encourage feedback.

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

- Ms. Hendela stressed the importance of the connection between the goals of the strategic plan and the budget. She hoped that the budget and communications material for the 2019-2020 budget would reflect the goals identified in the draft strategic plan and that a clear allocation of funding towards these initiatives will be illustrated by staff. She expressed the view that the budget is the engine that drives the strategic plan and it would enliven the budget materials to acknowledge the link between the two;
- Ms. Hendela commended the staff for their effort in the preparation of the draft plan. She expressed the view that the goals, strategies and outcomes are easy for parents to understand and the overall vision of the Board is clear;

- Ms. Hendela expressed concern regarding the key performance indicators and was not sure of the measurables or how the advisory committees of the Board may influence the work;
- Ms. Hendela commented that one of the primary areas of concern in the focus group sessions was infrastructure. She highlighted the lack of a commitment to good buildings, clean classrooms, manageable class sizes and air conditioning and noted that the commitment to decision making must be holistic and that students and staff cannot be well if their environment makes them uncomfortable. She highlighted the Green Energy policies that prohibit the use of fans and air conditioning in classrooms impact the health of the classroom in support of the point;
- Trustee Scott noted the importance of the collection of feedback from the advisory committees. She advised that the trustees felt strongly that the strategic plan must speak to every school, teacher, and student across the system. She noted that the specificity of the key performance indicators would be available in the operational plans and individual school improvement plans;
- Ms. Janneteau noted that the implementation of the plan would be critical, as will its evaluation. She queried how the District will be evaluating the implementation and how targets will be established. Executive Officer Giroux advised that the previous practice will inform the implementation. The senior team will meet at the end of the school year to reflect on progress. Independent work on areas of strength and areas of weakness is then conducted, and the senior team meets again in August to set priorities and allocate resources. The Board does a similar exercise to formulate their work plan. The two will then be aligned;
- In response to a query from Ms. Janneteau regarding math strategy, Executive Officer Giroux noted that changes to mathematics would be driven by the direction set by the province. School learning plans may also include math strategy, which is informed by data on school results provided to principals. The province has indicated a focus on mathematics fundamentals, and it is anticipated that school learning plans and professional development opportunities will focus on mathematics;
- Executive Officer Giroux noted that the strategic plan connects to the PIC workplan and can be used to inform and influence the speaker series, parent conference, and parent voice survey;
- The Education Quality and Accountability Office (EQAO) is undertaking a modernization exercise and have appointed a full-time Chair to ensure that their infrastructure is modern and accessible. The language and references within the testing are also undergoing modernization to make it more culturally relevant. EQAO is also undertaking a student engagement campaign to incorporate student

voice questions, student voice and student engagement in the process and helping students normalize the process; and

- Ms. Hendela commented that the District has an opportunity to set high expectations for students, staff, and the system and encouraged the introduction of a growth mindset and design thinking in the culture of innovation area. She expressed the view that innovative risk-taking should be an element as well as stress testing measures. She added that stress testing measures on negative issues are also important elements for the dashboard and course correction.

7.2 Parent Conference Planning

Executive Officer Giroux advised that the Parent Conference and School Council Training Day is funded through the Parents Reaching Out (PRO) grant provided by the Ministry. She added that based on preliminary information received from the Ministry regarding the Grants for Student Needs (GSN), she is optimistic the funding will continue for 2019-2020. She indicated that the survey results from the 2018 conference were provided for information.

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

- A tentative date of 9 November 2019 has been identified. The location has yet to be determined;
- The keynote speaker is not yet confirmed. The keynote speaker may connect to the strategic plan and the key areas that were discussed in the strategic planning process such as aggressive behaviour;
- Workshop attendance for topics that relate directly to parenting is generally higher and should be a consideration when planning the schedule, workshops and presenters;
- The PIC facilitated workshop on the Ministry consultations was successful, and the members agreed that another opportunity for collaborative dialogue and sharing should be an element of the 2019 Parent Conference;
- Improvements must be made to encourage participation in the conference survey. The members suggested offering an incentive to increase the response rate;
- The survey results and comments indicate parents appreciate the topics and the learning opportunities provided but would alter conference planning details, such as timing and classroom space;
- Local resources for the keynote and workshop presenters should be sought;
- MyLifeOnline was recommended as a potential subject for a workshop and guest speaker/presenter;

- Parents would appreciate additional time for self-reflection and opportunities for connections with other parents after the sessions;
- "Birds of a Feather" dedicated areas or times could be incorporated to permit further discussion with other parents;
- A panel discussion featuring three resource specialists could be used to save time;
- The members requested that the conference schedule be made available in advance of the conference;
- Many parents have expressed concern regarding having to choose between personal interest or parent council learning. The morning could be dedicated to parental learning and the afternoon specifically for parent council subjects. Additional fundraising sources, including OCASC, could be explored to cover the cost of lunch to ensure the conference is a day-long session and the needs of the parent council are being met; and
- Areas of focus and needs that are missed in the Parent Conference could be targeted within the Speaker Series to ensure the day is more manageable.

7.3 Speaker Series Ideas

A list of speakers was provided for information. Executive Officer Giroux advised that staff are seeking feedback on potential speakers and topics for the 2019-2020 series. She suggested that ideas and suggestions could be sent by email to the attention of Board/Committee Coordinator Guthrie.

Mr. Reid queried whether or not there should be an additional meeting of PIC in June to determine the 2019-2020 speaker series. Executive Officer Giroux advised that PIC is consulted to provide input and guidance on topics of interest for parents, PIC does not approve the speaker series. Ms. Hendela suggested that alternative brainstorming sessions be utilized in place of a meeting.

Ms. Hendela stressed the importance of having the speaker series live streamed or webcast to enable more parent participation and engagement and make it more accessible. She noted that within the speakers series list, the option for webcast or willingness to live stream should be indicated.

Executive Officer Giroux advised that the District does not utilize a request for information process to secure speakers for the series. In the past, the speakers were tied to professional development opportunities for staff, and the cost was shared with Curriculum Services as the speaker would present to staff during the day and to parents in the evening. However, with limits on teacher release time, the series has shifted to include topics that place more emphasis on supporting well-being and parenting and less about academic topics.

Ms. Hendela advised that there may be ways to offset the costs. She queried whether or not school councils could partner and combine their PRO funding or cost share with the District and work collaboratively to take the burden off the school.

Executive Officer Giroux advised that it is preferable to have the speaker series scheduled to ensure dates and related information can be marketed more effectively. Chair Khan encouraged the request for speaker series topics and speakers to be shared with parents in the School Council Newsletter and other communication channels. He urged the members to seek ideas from parents and to provide input.

7.4 PIC Workplan 2019-2020

The annual report for the PIC will be presented to the Committee of the Whole on 4 June 2019 and will provide the highlights of the committees work in 2018-2019. In preparation for the 2019-2020 school year, the members discussed possible connections to the strategic plan.

Trustee Scott noted that the alignment of the work of PIC and the strategic plan would be advisable.

Ms. Hendela noted the importance of engaging other parents in the work of the PIC and suggested that the Thoughtexchange be broadened to include parents who are engaged, e.g., parent conference attendees. She noted that principals could also be invited to participate and provide their knowledge on the types of priorities they hear from their school communities. She added that that the 2019-2020 PIC work plan include tactics and expected outcomes.

Executive Officer Giroux noted that PIC did not set a work plan in 2019-2020. However, the PIC worked on several initiatives and was engaged as advisers of work that was largely staff directed. The PIC workshop regarding the Ministry Consultation on Education held at the 2018 Parent Conference was highlighted as a success. The conversations had by the PIC informed the work of staff and helped inform the practice of the District.

Ms. Hendela noted that it is challenging to be a member of the committee representing a group without annual goals. An ability to pre-engage with OCASC members with a copy of the work plan would better support the PIC.

Executive Officer Giroux advised that PIC will be invited to participate in a Thoughtexchange to collaborate and collect the priorities for the 2019-2020 PIC Workplan. She noted that the Thoughtexchange outcomes would be used to draft a plan for presentation at the September 2019 meeting.

8. Member Information

8.1 OCASC Report

Mr. Reid noted that the presentation from MyLifeOnline at the 18 April 2019 OCASC meeting was informative and encouraged parents to be more involved with their children's online activity to ensure they are safe, smart and kind online.

Mr. Reid thanked Associate Director Reynolds for the clarification regarding field trips but shared that many parents and parent councils still have concerns with the communication they continue to receive from principals regarding the cancellation of field trips. Associate Director Reynolds advised that further outreach regarding the matter of field trips is forthcoming.

Mr. Reid noted that parents have also expressed concern over the lack of information regarding the appointment and transfer of principals and vice-principals. He suggested that parent councils are forced to share the news with parents and that parent councils are seeking more information. Associate Director Reynolds noted that the movement of principals provides for a further opportunity for engagement with the Superintendent of Instruction. The Superintendent can assist with the transition process.

Ms. Hendela noted that the OCASC Annual General Meeting will take place on 16 May 2019 at Fisher Park Public School and that the meeting was open to all.

9. New Business

There was no new business.

10. Adjournment

The meeting adjourned at 8:51 p.m.

Mostafizur Khan, Chair, Parent Involvement Committee

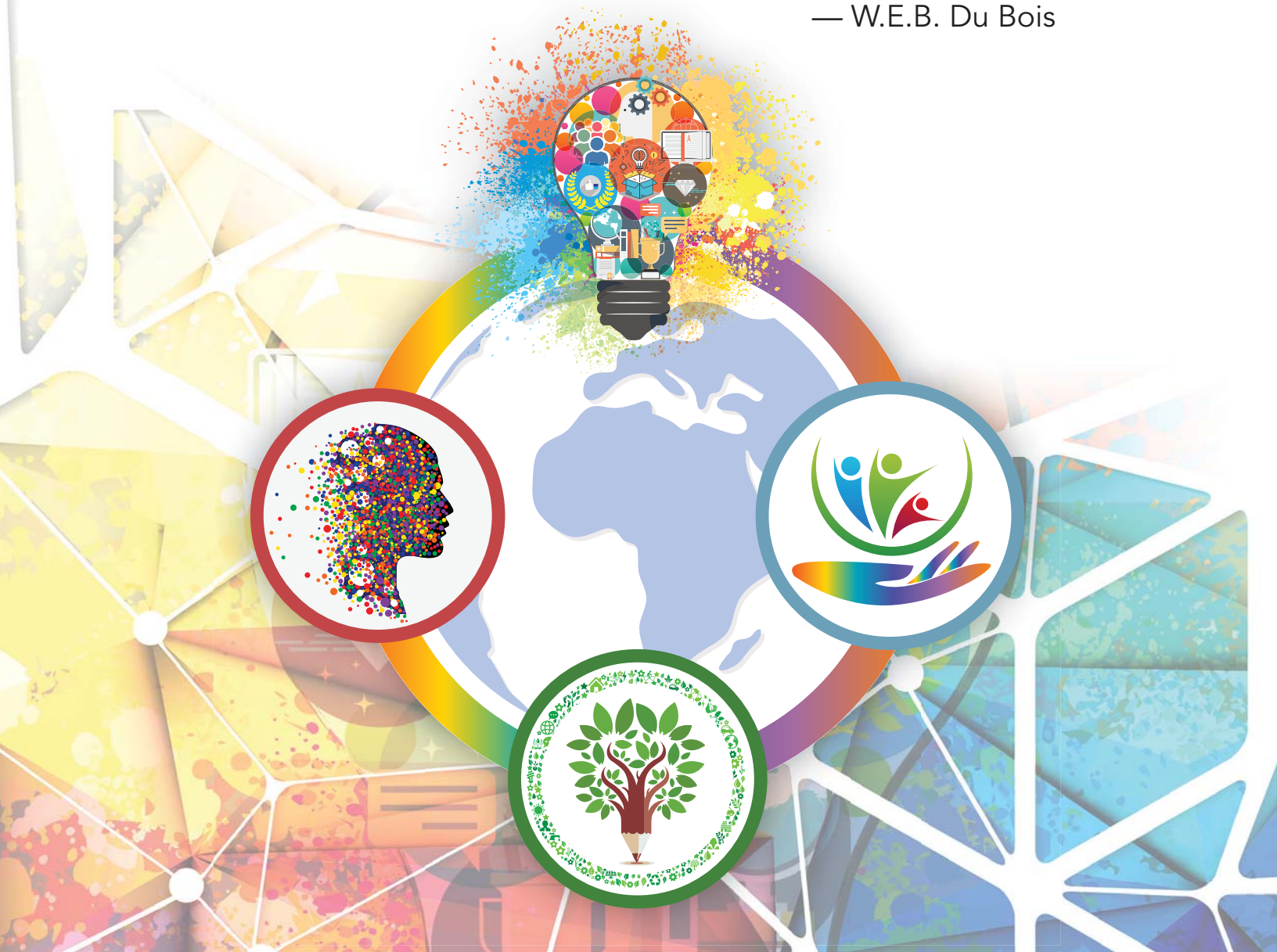


BUILDING BRIGHTER FUTURES TOGETHER

2019 – 2023 STRATEGIC PLAN

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

— W.E.B. Du Bois



We acknowledge that our District is on unceded and unsundered Algonquin Territory, and we thank the Algonquin Nation for hosting us and recognize their enduring presence on this land.

Strategic Plan 2019–2023

Creating a culture of Innovation, Caring and Social Responsibility...

means ensuring our schools are welcoming places for all students and staff to engage, belong, learn, grow, explore and discover. From Kindergarten to Grade 12, our focus is to support student learning and well-being so that all students can develop the characteristics and skills they need to find success in the world. Our Exit Outcomes describe what we want for all of our learners.

With this in mind, our new strategic plan seeks to develop these characteristics and skills.

CHARACTERISTICS GOAL-ORIENTED Students who are goal-oriented have self-motivation, diligence, initiative and a sense of responsibility.	CRITICAL THINKERS Students who are critical thinkers engage in reflective and independent thinking. They identify the relevance, validity and importance of ideas using rational and intuitive processes. They understand the logical connections between ideas. They construct and evaluate arguments using criteria. They generate solutions and create new ways of thinking.
RESILIENT Students who are resilient face and overcome adversity and challenging situations. They take risks, learn from mistakes, persevere, and move forward confidently.	ACADEMICALLY DIVERSE Students who are academically diverse have strong literacy and numeracy skills; they will also have acquired a full spectrum of skills through exposure to a wide range of subjects including the arts, sciences, financial literacy, physical education, the trades and technology. In keeping with student needs.
COLLABORATIVE Students who are collaborative understand the importance of working cooperatively in a team setting. Collaboration values diverse perspectives and effectively utilizes each person's contributions.	DIGITALLY FLUENT Students who are digitally fluent know how to engage with technology to enhance their learning; this includes interacting with, creating and sharing information (individually or collaboratively) in a responsible and ethical way to support their learning.
GLOBALLY AWARE Students who are globally aware are empathetic and responsive in their contributions to the local and global community. They demonstrate cultural proficiency and act in a respectful, inclusive manner.	EFFECTIVE COMMUNICATORS Students who are effective communicators are skilled at listening, speaking, questioning, and writing; they connect with people and know their audience.
INNOVATIVE/CREATIVE Students who are innovative and creative have original thoughts and ideas that are of value and are acted upon. They understand that creativity is essential not only for solving problems, but also for improving where strengths already exist.	ETHICAL DECISION-MAKERS Students who are ethical decision makers model principles that govern their decisions through their actions. They embody honesty, respect and responsibility.

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

Our goal was to create a simple, measurable and impactful plan that is meaningful to 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. This is achieved by ensuring our schools are safe, caring and respectful. We need to look forward and think about how our world is changing and ensure we are ready to respond to 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 this 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 describe the change we want to 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:**
- Champion high learning expectations for all students in all programs.
 - Promote collaborative environments which foster innovation and creativity.
 - Modernize instruction and administrative processes.



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.
 - Champion and nurture a safe, caring and respectful workplace.
 - Build authentic engagement with and among our communities.



Culture of Social Responsibility

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

- Our Goals:**
- Remove barriers to equity of access, opportunity, and outcomes.
 - Model responsible and ethical leadership and accountability.
 - Foster progressive stewardship of the environment, and human and financial resources.



Culture of Innovation

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



Culture of Caring

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

OUR GOALS:

- Champion high learning expectations for all students in all programs;
- Promote collaborative environments which foster innovation and creativity; and
- Modernize instruction and administrative 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; and

For System

- Improved business processes and efficiency.

STRATEGIES:

- Establish targets for student achievement;
- 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 experience; and
- Optimize resources and technology to modernize business processes.

OUR GOALS:

- Prioritize the dignity and well-being of students in inclusive and caring classrooms;
- Champion and nurture a safe, caring and respectful workplace; and
- Build authentic engagement with and among our communities.

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; and
- More representative workforce.

STRATEGIES:

- Build system capacity in equity and inclusive practices 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; and
- Build system capacity to support parent and family engagement at the classroom, school and district levels.



Culture of Social Responsibility

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

OUR GOALS:

- Remove barriers to equity of access, opportunity, and outcomes;
- Model responsive and ethical leadership and accountability; and
- Foster progressive stewardship of the environment, and human and financial resources.

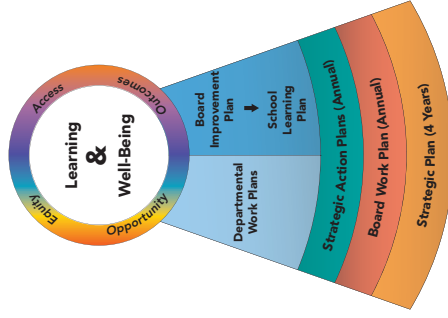
DESIRED OUTCOMES:

- For Students**
- Improved social and emotional skills;
 - Increased student voice;
 - Improved student behaviour;
 - Reduced disproportionate representation;
- For Staff**
- Improved leadership capacity;
 - Improved employee engagement and recognition;
- For System**
- Improved decision-making;
 - Improved governance practices; and
 - Improved environmental practice and reduction in greenhouse gas emissions.

STRATEGIES:

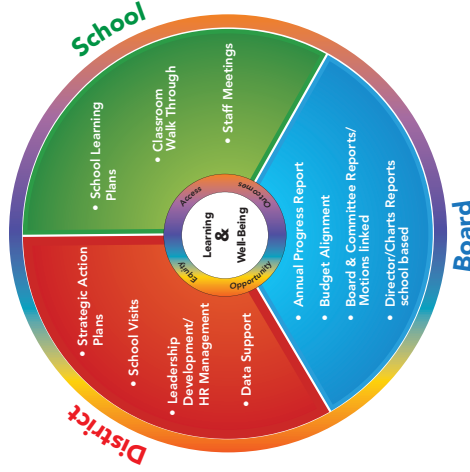
- Support and encourage the development of our Exit Outcomes and life skills in all students;
- Build leadership capacity and succession plans;
- Build system capacity in environmental stewardship, resource allocation and risk management; and
- Collect and use data to inform instructional practice, policy,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

How are we going to move this work forward?



The Strategic Plan sets a course for the next four (4) years. Annually, the Board adopts a workplan which establishes key dates for monitoring fiduciary responsibilities and progress on strategic priorities. The Director generates annual strategic action plans which lay out the key work, deliverables, timelines and anticipated progress on the strategic objectives. Expectations for student achievement are established in the Board Improvement Plan and schools set their annual goals based on these expectations in the School Learning Plan. The Departmental work-plans are companion pieces to the Strategic Action Plan and are developed to reflect how departmental initiatives, programs and the operational activities will be directed by the Strategic Plan objectives.

How will we monitor progress?



As a system, we have to monitor progress in the classroom, at the school level, at the District level and in the Boardroom. This creates a cycle of accountability. Some sample questions to guide our monitoring include:

1. Is there evidence of these priorities in schools, classrooms, and workplaces?
2. Is decision-making guided by the strategic priorities?
3. Are we creating conditions to promote a change in culture?
4. Do we see a disproportionate representation of students in programs, classrooms, and success/recognition activities?
5. How does the data/evidence inform our work?

Key Performance Indicators (KPIs)

Key Performance Indicators are used to measure change. The following KPIs include a mix of current data sources as well as some new data sources. For example, measuring student, staff, and parent experiences will require the collection of perceptual data. This type of data is an essential element of any strategy which seeks to effect change in culture.

The District currently collects and reports on student achievement data. Our capacity to differentiate data by group will expand with the collection of identity-based data. This includes the ability to generate disproportionality indices as a measure of progress in removing barriers and improving equity of access, opportunity, and outcome.

The KPI's will be reported on annually in a series of reports — one report on each of the three strategic objectives and in the Annual Student Achievement Report. This data provides the strategic overview necessary to support the Board's accountability.



Culture of Innovation

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

Key Performance Indicators:

- Graduation Rate
- Annual Certification Rate
- EQAO Results
- Achievement Gaps
- Parent, Student, Staff Experience (Annual survey data)



Culture of Caring

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

Key Performance Indicators:

- School climate (sense of belonging, bullying incidents, suspensions & exclusions)
- Employee engagement (absenteeism, respectful workplace incidents, workplace injuries, satisfaction)
- Student engagement (attendance, student voice)
- Parent engagement (participation, parent voice, representation)



Culture of Social Responsibility

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

Key Performance Indicators:

- Social Emotional Skills (OECD study data)
- Leadership Diversity
- Disproportionality indices
- Environmental Stewardship (GHG emissions rate)



PARENT INVOLVEMENT COMMITTEE

18 September 2019

REPORT No. 19-089

CONFIRMATION OF APPOINTEES TO THE COMMUNITY REPRESENTATIVE POSITIONS AT THE PARENT INVOLVEMENT COMMITTEE

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

PURPOSE:

1. To ratify the names of new appointees to the community representative positions at the Parent Involvement Committee (PIC).

CONTEXT:

2. The PIC By-Laws and Standing Rules provides for eighteen members; thirteen of which are voting members including ten parent members and three community representatives. The By-Laws afford member organizations the freedom to appoint an alternate to replace the named representative, if the representative is unable to attend a meeting. The Committee is required to ratify the names of the community representatives and their alternates.

KEY CONSIDERATIONS:

3. In 2018-2019, the Committee operated with the following organizations represented at the table:
 - Big Brothers Big Sisters;
 - Parents for Diversity (P4D); and
 - Ottawa Network for Education.

Big Brothers Big Sisters has established an alternate; Louanne Desbiens, who will attend when the representative is not present.

Parents for Diversity has put forward Amber Labelle as their representative replacing Mante Molepo who can no longer serve as the organization's representative. P4D currently does not have an alternate.

Pursuant to the PIC By-Laws, the Committee is required to ratify the new alternate for Big Brothers Big Sisters and the new representative of P4D (S.

6.15). Both members will hold office for the remainder of their organizations' terms at the PIC (S. 7.2).

FINANCIAL CONSIDERATIONS:

4. There are no costs associated with the appointment of new members to the community representative positions at the PIC.

COMMUNICATION/CONSULTATION ISSUES:

5. There is no consultation required to appoint new members to the current community representative positions at the PIC.

STRATEGIC LINKS:

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

RECOMMENDATION:

THAT the following persons be appointed to the PIC as alternates to the current community representatives for the remainder of the term ending 30 November 2019:

Name	Position	Organization	Term Ending
1. Louanne Desbiens	Alternate to Community Representative	Big Brothers Big Sisters	30 November 2019
2. Amber Labelle	Community Representative	Parents for Diversity	30 November 2019

Michele Giroux
Executive Officer, Corporate Services
(ext. 8310)

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



PARENT INVOLVEMENT COMMITTEE

18 September 2019

Report No. 19-085

Parent Involvement Committee 2019-2020 Draft Workplan

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

PURPOSE:

1. To discuss the Parent Involvement Committee (PIC) 2019-2020 draft workplan (Appendix A).

CONTEXT:

2. Throughout school year 2018-2019, PIC members expressed their interest in operating from a structured workplan to guide the Committee's discussions towards meaningful impact on parent involvement in the OCDSB. It is recommended that the workplan be based on the PIC By-Laws and Standing Rules and the Board's 2019-2023 Strategic Plan, and structured in terms of what could be achieved in the number of meetings within a school year.

KEY CONSIDERATIONS:

3. PIC Mission and Mandate
 PIC supports, encourages and enhances parent engagement across the District in order to improve student achievement and well-being. PIC serves an integral role within the District by providing parents with the opportunity to voice their concerns, ideas and challenges. The duties of PIC include:
 - Outreach to parents, recognizing the barriers of time, language, recent immigration, socio-economic status, newness to the system, or other factors;
 - Working collaboratively with the Board to ensure linkages between parents, the Director of Education and trustees;
 - Developing strategies to enhance parental engagement and outreach;
 - Encouraging inter-school communications; and
 - Participating in the promotion, development, and implementation of projects addressing barriers to parent engagement.
4. Thoughtexchange Results
 In response to the members' request, staff initiated a Thoughtexchange to elicit members' feedback on what was important to them, other parents, school

communities, and the organizations they represented. Members were given two weeks to submit their thoughts on the following question:

“What are your thoughts about the priorities for the PIC workplan for next year?”

A total of 15 participants, representing all members of the Committee including the alternates to community representatives, submitted their thoughts and made over a total of forty ratings of the submissions (Appendix B). The feedback from the Thoughtexchange reflects much of the Committee’s discussions over the past year.

In conducting content analysis of the submissions, staff gave equal consideration to all thoughts aligned with the parameters of PIC mandate and purpose according to *Ontario Regulation 330/10 School Councils and Parent Involvement Committee* and PIC By-Laws and Standing Rules (Appendix C). Content analysis revealed the following dominant themes:

- enhanced support for minorities and the diversity of parents who find engagement challenging;
- enhanced partnerships to leverage available resources in support of parent engagement; and
- improved communications, within and among schools, and between the PIC and the Board of Trustees.

5. OCDSB 2019-2023 Strategic Plan

Recognizing that the OCDSB has a new strategic plan and the value of the alignment between the Committee’s work and the District’s strategic priorities, it may be helpful to consider the key work the District will be undertaking this year which connects to the PIC mandate. Some examples include:

- development of a parent engagement/satisfaction survey;
- strategies to encourage participation in the collection of identity-based data;
- input into Safe Schools and District Code of Conduct policy reviews;
- development of the Parent Portal;
- implementation of Safe arrivals/attendance reporting program;
- review of the English language program; and
- Parent Conference and Speaker Series (Appendix D).

With this in mind, the attached Appendix A includes a draft workplan with all meeting dates, fiduciary responsibilities, and possible discussion topics for the first three meetings of the Committee.

FINANCIAL CONSIDERATIONS:

6. The costs associated with administering the Thoughtexchange were covered within the existing budgets. PIC activities planned for this year will be covered through the parent involvement budget (PINV) provided by the Ministry of Education.

COMMUNICATION/CONSULTATION ISSUES:

7. It is anticipated that the responses to the Thoughtexchange are based on PIC members' discussion and consultations with their school communities and respective organizations. No further consultation is required for the Committee to draft and endorse its 2019-2020 workplan.

STRATEGIC LINKS:

8. Adopting a PIC workplan closely ties into the Culture of Innovation of the 2019-2023 Strategic Plan. In seeking a new way of conducting its business, PIC has a goal of optimizing its time and resources to better serve the parents of the District in support of children's education and well-being.

DISCUSSION QUESTIONS:

The following questions are to guide the Committee's discussion of the draft workplan:

- Is the draft workplan inclusive of all PIC priorities? What are the gaps?
- What additional resources could the Committee use to reach its objectives?

Michele Giroux
Executive Officer, Corporate Services
(ext. 8607)

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

APPENDICES:

Appendix A: Parent Involvement Committee 2019-2020 Draft Workplan
Appendix B: Thoughtexchange Summary Report
Appendix C: PIC By-Laws and Standing Rules
Appendix D: 2019-2020 Speakers Draft Plan

Appendix A to Report 19-085

OCDSB Parent Involvement Committee (PIC) Draft Workplan 2019-2020

	Fiduciary Responsibility	Culture of Innovation	Culture of Caring	Culture of Social Responsibility
September 18, 2019		2019-2020 Workplan Draft Version for Discussion	<ul style="list-style-type: none"> ● November 9th Parent Conference Planning ● Speaker Series Draft Schedule 	
October 16, 2019	Striking Membership Sub-Committee (if required)	2019-2020 Workplan Final Version	November 9th Parent Conference Finalization	Student Identity-Based Data Collection Update
November 20, 2019	Renewal of PIC Membership		<ul style="list-style-type: none"> ● Parent Engagement Survey Development ● Post Parent Conference Survey Summary 	Student Identity-Based Data Collection Update
January 15, 2019				
February 12, 2019				
April 15, 2019				
May 20, 2019				

Appendix A to Report 19-085

WORKSHEET - OCDSB Parent Involvement Committee (PIC) Draft Workplan 2019-2020

	Fiduciary Responsibility	Culture of Innovation	Culture of Caring	Culture of Social Responsibility
September 18, 2019				
October 16, 2019				
November 20, 2019				
January 15, 2019				
February 12, 2019				
April 15, 2019				
May 20, 2019				

TOP THOUGHTS - NEW SUMMARY REPORT 2019-07-25 10:35


RESULTS

Ottawa-Carleton District School Board

 Search


What are your thoughts about the priorities for the PIC workplan for next year?

Creating a more inclusive PIC workplan The PIC needs to respond to and represent the diversity of the families who are part of the OCDSB.

3.4  (3 people)
Not enough ratings to rank


- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

Emphasis to be given to communities/people with various forms of disabilities, First Nations, Inuit and Métis, Low income, New immigrants etc. Because of under privileged and socially disadvantaged.

3.2  (4 people)
Not enough ratings to rank


- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

Ensure comprehensive tools and resources with adequate opportunities to build capacities in Science, Technology, Engineering & Math (STEM). 21st century requisite knowledge, characteristics and skills that enable our children to be contributory citizens.

3.3  (4 people)
Not enough ratings to rank


- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

Establish mechanisms to support effective partnership and functional collaboration in the arena of public education. With a view to creating more opportunities and possibilities that ensure equity, diversity and inclusion.

2.6  (4 people)
Not enough ratings to rank


- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

Focused on Student Centered Learning Approach where students are being active, responsible learners with their own pace of learning. Students choose what they will learn, how they will learn, and how they will assess their own learning outcomes.

2.8  (4 people)
Not enough ratings to rank


- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

Holding the board to account. As parents the PIC is the only mandated means to ask and get answers on education priorities.

3.3  (1 person)
Not enough ratings to rank

- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

I would like to see climate change mitigation plans and measures for the Board's schools. Maybe start with a consultative process leading to a strateg Many of our aging schools don't have A/C or something is proposed for the extreme weather that CC is

3.4  (4 people)
Not enough ratings to rank

- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

Improving analytics and data collection to better target resources Resources are tight, we need to get best bang for a buck

3.3 ★★★★★ (1 person)
Not enough ratings to rank

- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

Leverage community resources/initiatives that directly contribute to children's learning and well-being e.g. Homework Club, Breakfast Club Narrowing down the achievement gap

among the students due to economic barrier and relevant constraints.

3.6 ★★★★★ (4 people)
Not enough ratings to rank

- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

PIC should develop a set of resources to allow parents to communicate within schools and between schools This fosters a broader sense of community and community involvement

3.4 ★★★★★ (2 people)
Not enough ratings to rank

- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

PIC should focus on engaging all families in their children's education and ways to ensure we can reach all families Not all families feel equally welcomed or valued by PIC, and PIC has a responsibility to engage with all families

3.4 ★★★★★ (2 people)
Not enough ratings to rank

- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

PIC should focus on giving feedback to the board and trustees that inform board policy Ensuring parents have easy access to policy, its implications, and a mechanism of feedback is critical to success of those policies

3.6 ★★★★★ (2 people)
Not enough ratings to rank

- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

PIC should plan the parent conference and invite Navjot Kaur, an author, teacher, parent, and advocate to be the keynote speaker Navjot speaks to the importance of representation and inclusion in educational materials from her first-person experience as a racialized mother.

3.0 ★★★★★ (2 people)
Not enough ratings to rank

- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

The PIC needs to develop programs/policies to support racialized and Indigenous students and their families Racialized and Indigenous students and families are under-represented in PIC activities, and specific measures need to be adopted to support them.

3.5 ★★★★★ (3 people)
Not enough ratings to rank

- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★

We need to have a better understanding of the Provincial educational changes and the effects on how the board will deliver education. As parent I care about my child's education and ensuring they get the best start in life

3.3 ★★★★★ (1 person)
Not enough ratings to rank

- 5 ★
- 4 ★
- 3 ★
- 2 ★
- 1 ★



By-Laws and Standing Rules Parent Involvement Committee

BEING the rules governing the establishment and composition of the Ottawa-Carleton District School Board (OCDSB) Parent Involvement Committee under *Ontario Regulation 330/10 School Councils and Parent Involvement Committee of the Education Act of Ontario*, which rules shall apply to the structure and proceedings of the Parent Involvement Committee (PIC), henceforth known as the Committee, from 1 October 2011, unless or until amended by resolution of the Committee.

Interpretation

In these By-Laws and standing rules:

Community Representative means a resident of the City of Ottawa who has an interest in supporting public education who has been appointed to the Committee;

Director means the Director of Education/Secretary of the Board and Chief Executive Officer of the OCDSB;

District means the Ottawa-Carleton District School Board;

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

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

Mandate

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

Purpose

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

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

Membership

- 3.0 The Committee shall be comprised of up to 18 members, a majority of whom shall be Parent Members, including:

- a) thirteen (13) voting members; and
 - b) up to five (5) non-voting members.
- 3.1 Voting members shall include:
- a) ten (10) Parent Members; and
 - b) three (3) Community Representatives.
- 3.2 Non-voting members shall include:
- a) the Director of Education or designate; and
 - b) One (1) trustee appointed by the Board of Trustees.
- 3.3 Non-voting members may include:
- a) One (1) elementary or secondary principal or vice-principal;
 - b) One (1) elementary or secondary teacher; and
 - c) One (1) employee of the District, other than a principal, vice principal or teacher.
- 3.4 The Director of Education of the OCDSB may:
- a) delegate any of his or her powers or duties as a member of the Committee to a supervisory officer employed by the District, and
 - b) designate a supervisory officer of the board to attend a meeting of the Committee in his or her place.
- 3.5 The Trustee member may:
- a) delegate any of his or her powers or duties as a member of the Committee to the alternate trustee member appointed by the Board of Trustees; and
 - b) if unable to attend a meeting, have the alternate trustee attend that meeting of the Committee in his or her place.

Notwithstanding the above, the Trustee member may delegate his or her powers or duties to another member of the Board of Trustees where the alternate trustee member is not able to attend.

- 3.6 Employees of the OCDSB are eligible for appointment to the position of Parent Member but not to the position of Community Representative. Where an employee is appointed as a Parent Member he or she shall at his or her first Committee meeting, inform the Committee of his or her employment with the OCDSB.

- 3.7 Members of the Board of Trustees are not eligible to be a Community Representative or a Parent Member of the Committee.

Membership Criteria

- 4.0 All members are expected to have a strong interest in and commitment to public education, student achievement and well-being and be able to represent the views of a wide variety of parents.
- a) Eight (8) Parent Members shall be selected based on their knowledge, skills, and experiences in one or more of the following areas:
 - (i) public education;
 - (ii) community engagement;
 - (iii) equity and inclusion strategies; and
 - (iv) public policy and/or communications.

 - b) Two (2) Parent Members shall be appointed as representatives from the following groups/organizations:
 - (i) two (2) Parent Members named by the Ottawa Carleton Assembly of School Council (OCASC); one (1) of who may be the Chair or Vice-Chair of the OCASC.

 - c) Three (3) Community Representatives shall be selected based on their ability to provide a broad community based perspective and should meet one or more of the following criteria:
 - (i) demonstrated connection to and/or knowledge of the OCDSB;
 - (ii) active participation in a community group, organization or business that has as part of its mandate an interest in education, community development or social service;
 - (iii) interest in and/or ability to link the OCDSB school community with external community groups or organizations;
 - (iv) ability to represent broad societal or community perspectives; and
 - (v) experience or demonstrated interest in educational issues.
- 4.1 The Committee may invite representatives of District committees, including but not limited to: Standing Committees (i.e., COW and COW Budget), Statutory Committees (e.g., SEAC, Audit and SALEP) or Advisory Committees (e.g., Arts Advisory) to attend meetings (as necessary) to provide expertise on those particular topics or issues related to the work of the Statutory, Standing or Advisory Committee.

Term of Office

- 5.0 The members of the Committee shall be appointed before November 15 of each school year for a term of office beginning December 01 and ending November 30.
- 5.1 The eight (8) Parent Members of the Committee shall be appointed to serve a term of office of either one (1) or two (2) years and, wherever possible, members shall be appointed for a two-year term.
- 5.2 The two (2) Parent Members appointed by OCASC shall be appointed for a term of office of one (1) year.
- 5.3 The term of office for Community Representatives shall be two (2) years.
- 5.4 The term of office for the Board member and alternate Board member shall be determined by the Board.
- 5.5 A member of the Committee may be re-appointed to the Committee for more than one term subject to the Committee's appointment process.

Appointments of Members

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

Appointment of Parent Members

- 6.2 The Membership Sub-Committee shall post a notice inviting applications for appointment to the position of Parent Member, as required.
- 6.3 The posting of notice shall be done through a variety of methods to ensure awareness of the application process by the entire jurisdiction of the District. The notice shall include:
 - a) a summary of the position, including the term of office of the appointment;
 - b) the process for making an application;
 - c) the deadline for the application; and

- d) the name and contact information of the person(s) responsible for managing the process.
- 6.4 All applicants will be required to provide:
- a) a written expression of interest outlining his or her interest in public education as well as his or her knowledge and skills in one or more of the areas noted in s. 4.0 (a) of these by-laws; and
 - b) a written confirmation that he or she is a parent of a pupil enrolled in an OCDSB school;
- 6.5 The Membership Sub-Committee may choose to interview prospective candidates and/or request and check references.
- 6.6 Upon the close of the application period, the Membership Sub-Committee shall review the applications and provide the names of the recommended candidate(s) to the Committee for ratification.
- 6.7 In making the recommendation(s) the Membership Sub-Committee shall take into consideration:
- a) the knowledge, skills and experience of the current Committee membership;
 - b) the knowledge, skills and experience of the applicants;
 - c) the balance of elementary and secondary perspectives on the Committee;
 - d) the geographic representation of urban, suburban and rural perspectives from across the District;
 - e) the unique needs to parents of special education students; and
 - f) the knowledge and ability to add the perspective of diverse communities as referenced in Policy P.098.CUR Equity and Inclusive Education.

Appointment of OCASC Representatives

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

Appointment of Community Representatives

- 6.10 As required, the Committee shall discuss possible candidates/candidate associations who could serve as Community Representatives in accordance with section 4.0 (c).
- 6.11 Staff shall send letters to those candidates exploring their interest to sit on PIC and appoint a representative to the Committee.
- 6.12 Where the number of the interested candidates exceeds the number of vacancies in the Community Representative position; the Membership Sub-Committee shall make a recommendation to the Committee to select associations that best meet its needs.
- 6.13 Wherever possible, the Community Representatives should also be parents of a pupil enrolled in a school of the OCDSB.
- 6.14 Community Associations may also appoint an alternate to replace the named representative if the representative is unable to attend a meeting. Temporary substitution of a representative by a duly authorized alternate during the course of a meeting shall be allowed.
- 6.15 The names of the Community Representatives, and the alternates if applicable, shall be provided to the Committee for ratification.
- 6.16 An appointment to the Committee is of no effect unless the person agrees to the appointment.

Election of Chairs and Vice Chairs

- 6.17 The Committee shall elect a Chair and a Vice Chair from amongst its Parent Members.
- 6.18 The Chair and Vice Chair shall be Parent Members of the Committee who have been appointed to serve a two-year term. Where a nominee to the office of Chair is a member serving a one-year term, his or her term may be extended for a second year and on appointment he or she shall be deemed to be a member with a two (2) year term.
- 6.19 A member may not serve more than two (2) consecutive terms as Chair.
- 6.20 An individual who has served one (1) term or two (2) consecutive terms as Chair of the Committee may be re-elected as Chair provided at least one two-year term has elapsed since his or her last term as Chair.

Vacancies

- 7.0 A vacancy in the membership of the Committee does not prevent the Committee from exercising its authority.

- 7.1 A member shall lose their seat if absent from three consecutive regular meetings of the Committee without notice.
- 7.2 In the event that a Parent Member or Community Representative appointed to the Committee vacates his or her position during the appointed term, the Committee may appoint another individual to the position for the remainder of the term.
- 7.3 Vacancies in positions may be advertised. Methods of advertising may include, but are not limited to:
- a) advertisements in newsletters of District schools or school councils;
 - b) advertisements in newspapers with general circulation in the geographic jurisdiction of the District;
 - c) advertisements on radio or television stations that broadcast in the geographic jurisdiction of the District;
 - d) notices in schools of the District; and
 - e) notices on the OCDSB's website and where possible on District schools websites.
- 7.4 Where there is a vacancy in the position of Chair or Vice Chair, the Committee shall elect from amongst the Parent Members.
- 7.5 Individuals appointed as a result of a vacancy shall hold the position until the original term for that position expires.

Roles and Responsibilities of Members

- 8.0 All members of the Committee shall:
- a) promote and encourage parent engagement and the work of the Committee in the OCDSB;
 - b) review all relevant material prior to the Committee meetings;
 - c) attend and participate in the Committee meetings; and
 - d) participate in Committee and Sub-Committee initiatives as required.
- 8.1 In addition to the above, a Community Representative and/or a Parent Member who is a representative of OCASC shall act as a liaison between

the Committee and his or her community group, organization or committee.

- 8.2 The Chair shall:
- a) plan the agenda in collaboration with the Director;
 - b) chair the Committee meetings;
 - c) act as a spokesperson for the Committee in communicating with the Director of Education, the Board and the public; and
 - d) ensure that notice of each meeting is provided to all members of the Committee.
- 8.3 The Vice-Chair shall assume the duties of the Chair in the event the Chair is unavailable.

Meetings

- 9.0 The Committee shall meet at least six (6) times in each school year.
- 9.1 All meetings of the Committee will be open to the public, except in accordance with s. 207 of the *Education Act*, and be held at a location that is accessible to the public.
- 9.2 The first Committee meeting of the term shall not be held until after the appointments for the term have been made.
- 9.3 Notice of each meeting shall be deemed to be provided to all members of the Committee at least five (5) days before the meeting. Notice may be provided to each member by e-mail or regular mail; by telephone call; and by posting to the District website. Notice by regular mail is deemed to be provided five (5) days before the meeting if it is mailed five (5) days before the meeting.
- 9.4 A meeting of the Committee cannot be held unless:
- a) a majority of the members present at the meeting are Parent Members;
 - b) the Director of Education, or designate, is present; and
 - c) the Trustee, or designate, is present.
- 9.5 Committee members are expected to attend all Committee meetings. A member who participates in the meeting through electronic means shall be deemed to be present.

- 9.6 Additional employees of the District, as determined on an as needed basis, may be invited to attend, participate, and act as a resource to the Committee in a non-voting capacity.
- 9.7 The rules of order for the conduct of meetings of the Committee shall follow these by-laws. In any situation for which there is no specific provision in these by-laws, the OCDSB By-Laws and Standing Rules shall apply for matters of interpretation, the Committee shall adopt as its parliamentary authority the latest edition of Procedures for Meetings and Organizations by M. K. Kerr and H. W. King, Carswell Legal Publications, Toronto.
- 9.8 Wherever possible, the Committee shall conduct its business through a collaborative decision making process.
- 9.9 When the Committee votes on a matter, only Parent Members and Community Representatives are entitled to vote.
- 9.10 In the event of a tie, the motion is defeated.

Sub-Committees

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

Professional Conduct

- 11.0 Members of the Committee have a duty to make decisions consistent with Ministry and District policies and procedures in the best interests of students in compliance with the requirements of relevant legislation and regulations.
- 11.1 Members will not act in order to gain financial or other material benefit personally.
- 11.2 Members will respect the privacy of individuals in accordance with the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*. When meeting, members shall not discuss personal information relating to parents, students, school boards/trustees, or other personnel or council members.
- 11.3 In the event of a conflict between members, the Chair or designate will make every effort to resolve the dispute by mediation.

Minutes and Financial Records

- 12.0 The Committee will keep minutes of all of its meetings and records of all of its financial transactions, if any, in accordance with the policies and procedures of the District.
- 12.1 The minutes of the Committee's meetings and the records of its financial transactions will be available for examination at the Administration Building by any person in accordance with the records retention schedule.
- 12.2 The minutes of the Committee will be posted on the OCDSB website and will be sent electronically to the chair of each school council. The minutes posted on the website will remain on the website for four years.
- 12.3 A person shall not receive any remuneration for serving as a member of the Committee with the exception of an honorarium for a member of the Board of Trustees as stipulated in section 191 of the *Education Act*.
- 12.4 Committee members may be reimbursed for incidental expenses incurred as a result of their work on the Committee. Invoices for expenses related to his or her role shall be submitted and reimbursed in accordance with the financial policies of the OCDSB.

Summary of Activities

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

Amendments to By-Laws and Standing Rules

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

Approved by the Parent Involvement Committee: 17 October 2018

2019-2020 Speakers Draft Plan

Date	Event	Topic	Speaker	Status
25 September	Speaker Series Rowan's Law Day	Concussion	CHEO – Dr. Andree- Anne Ledoux	Confirmed
10 October	Speaker Series	Child Protection	Canadian Center for Child Protection - Karyn Kibsey	Confirmed
09 November	Parent Conference	Parenting	Dr. Laura Markham	Confirmed
XX February	Speaker Series	Vaping	OPH	
05 March	Speaker Series	Motivational	Unstoppable Tracy	Confirmed
XX April	Speaker Series Autism Month	Autism	?	

Keys to School, Family, and Community Partnerships

EPSTEIN'S FRAMEWORK OF SIX TYPES OF INVOLVEMENT



PARENTING
Understand child development. Educators know families.



COMMUNICATING
Two-way. On school programmes and children's progress.



VOLUNTEERING
At school, in class, at home, and as audiences.



LEARNING AT HOME
Connections on homework, course choices, other talents.



DECISION MAKING
All major groups represented on school committees.



COLLABORATING WITH COMMUNITY
Resources and volunteers from many groups, agencies.