

PARENT INVOLVEMENT COMMITTEE

Wednesday, March 31, 2021, 6:00 pm
Zoom Meeting

			Pages
1.	Call to Order	2 mins	
2.	Approval of Agenda	5 mins	
3.	Delegations		
3.1.	Sarah Young RE, Concerns with Secondary School Model for the 2021-2022 School Year		1
4.	Discussion Items		
4.1.	Barriers to Engagement	45 mins	3
4.2.	PIC Work Plan	45 mins	6
5.	Review of PIC Report, 13 January 2021	5 mins	8
6.	Information Items		
6.1.	Chair's Report		19
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6.3.	OCASC Report https://ocasc.ca/		
6.4.	PIC Correspondence		25
7.	New Business	5 mins	
8.	Adjournment	2 mins	



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(Reference: [Ottawa-Carleton District School Board By-Laws and Standing Rules](#))

Individuals or groups are welcome to appear as a delegation to express their concerns, provide comments or ask questions on any matter within the mandate of the Board or Committee. In accordance with the Board's bylaws, delegations shall be permitted up to four (4) minutes to address the Board where the delegation has provided a written submission no later than 4:00 p.m. on the Thursday prior to the meeting. Delegations registering after the cutoff shall be granted two (2) minutes. All interested delegates must complete and submit the following form.

Once you have submitted your request, a member of the Board Services team will be in touch with you to confirm the delegation and provide the necessary meeting details and instructions.

If you have any questions regarding the delegation process please contact Nicole Guthrie, Manager of Board Services at nicole.guthrie@ocdsb.ca

Also, please note that the Board and Committee of the Whole meetings are video and audio recorded.

Contact Information

First Name: *

Sarah

Last Name: *

Young

Address: *

[REDACTED]

Address 2:

City: *

Ottawa

Province or Territory: *

Ontario

Postal Code: *

[REDACTED]
[REDACTED]

Phone Number: *

[REDACTED]
(513) 888-8880

Email Address: *

[REDACTED]

Confirm Email Address: *

Please re-enter your email address.

[REDACTED]

Delegation issue information

Fields marked with an * are required

Meeting Type: *

Parent Involvement Committee

Meeting Date: *

3/31/2021

Summary of issue/concern: *

The plans for September 2021 school year as put forward by the OCDSB thus far, including in the email to parents of 27 February, fail to provide any assurance that the Board is committed to excellence in education. We find this unacceptable, particularly as there have been clear indications from students, parents and teachers over the past seven months that the current model is failing. We receive continuous reports of poor mental health in adolescents, formalising our tragic observations within our own families. Health officials cite a 60 percent rise in the number of youth reporting eating disorders, and a 30 percent increase in the need for youth counselling and addiction services. Meanwhile, a series of announcements by other Boards including the TDSB and the Ottawa Catholic School Board, as well as Provinces, make it clear that they are planning for an entirely different experience for their students, some even starting now – for example, in Quebec all students will return to the classroom full time in April and in Vancouver, any student wanting to attend full-time will be allowed to starting April 26.

Recommendation(s) for resolution of issue: *

For school year 2021-22, we'd like a guarantee from the OCDSB that they will offer all secondary age children an education that will engage them and provide the foundation for future learning that has been denied to them this year. Students who choose in-class learning should be guaranteed a full-time, structured learning experience which includes educational instruction from teachers between the hours of 9am and 3pm Monday to Friday, whether in person or online.

Date: *

3/26/2021

Personal Information as defined by the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) is collected under the authority of the Education Act and the Municipal Act, in accordance with the provisions of MFIPPA. Please be aware that your name and the summary of concern and remedies sought are subject to disclosure by way of publication of the agenda on the Board's website.



MEMORANDUM

TO: Parent Involvement Committee (PIC)

FROM: Michele Giroux, Executive Officer Corporate Services

DATE: 31 March 2021

RE: **Barriers to Engagement**

In a meeting with the newly elected committee Chair and Vice Chair, we engaged in a discussion about parent involvement and some of the research in this area. In the course of our discussion, we recognized that this might be a good topic for discussion at our next meeting as it would support the orientation of new members and lay a foundation for the discussion about the Committee's work plan.

At the meeting, staff will provide an overview presentation, but thought it might be helpful to share some background materials which committee members could review in advance of the meeting. The following is a small collection of resources which is intended to provide a overview of some key elements of the research:

1. [Epstein's Six Types of Parent Involvement](#)
2. [Doing What Matters Most: How Parents Can Help Their Children Succeed at School](#) (People for Education)
3. [The Dual Capacity Framework for Family-School Partnerships](#) (Karyn Mapp) (summary overview attached)
4. [Parent Engagement: The Learning Exchange: Capacity Building Series](#)

Understanding the research on parent involvement may be useful in identifying the opportunities and gaps in current practices and help to identify areas of focus for the work of the Committee.

We look forward to further discussion at the meeting.

Karen Mapp's Dual Capacity-Building Framework (2013)

Strong partnerships between families and education professionals have been linked to increases in literacy and educational achievement. While practices like parent workshops and curriculum nights are implemented in many schools, staff need guidance in order to turn those events into real and lasting partnerships with families. To help build and sustain these relationships, the Dual Capacity-Building Framework for Family-School Partnerships was formulated using the research on effective family engagement and home-school partnership strategies and practices, adult learning and motivation, and leadership development. The components include:

The Challenge: A description of the capacity challenges that must be addressed to support the cultivation of effective home-school partnerships;

- Lack of opportunities for School/ Program Staff to build the capacity for partnerships;
- Lack of opportunities for Families to build the capacity for partnerships.

Opportunity Conditions: An articulation of the conditions integral to the success of family-school partnership initiatives and interventions;

- **Process Conditions:**
 - **Linked to learning** - Initiatives are aligned with school and district achievement goals and connect families to the teaching and learning goals for the students;
 - **Relational** - A major focus of the initiative is on building respectful and trusting relationships between home and school;
 - **Developmental** - The initiatives focus on building the intellectual, social, and human capital of stakeholders engaged in the program;
 - **Collaborative** - The initiatives focus on building the intellectual, social, and human capital of stakeholders engaged in the program;
 - **Interactive** - Participants are given opportunities to test out and apply new skills.
- **Organizational Conditions:**
 - **Systemic** - Initiatives are purposefully designed as core components of educational goals such as school readiness, student achievement, and school turnaround;
 - **Integrated** - Capacity-building efforts are embedded into structures and processes such as training and professional development, teaching and learning, curriculum, and community collaboration;
 - **Sustained** - Programs operate with adequate resources and infrastructure support.

Policy and Program Goals: An identification of the desired intermediate capacity goals that should be the focus of family engagement policies and programs at the federal, [provincial], and local level;

- To build and enhance the capacity of staff/families in the following areas:
 - **Capabilities** – Human capital, skills and knowledge, including cultural competency;
 - **Connections** – Important relationship and networks built on trust and respect;
 - **Cognition** – Assumptions, beliefs, values, and worldview;
 - **Confidence** – Individual sense of comfort and self-efficacy.

Family and Staff Capacity Outcomes: A description of the capacity-building outcomes for school and program staff as well as for families.

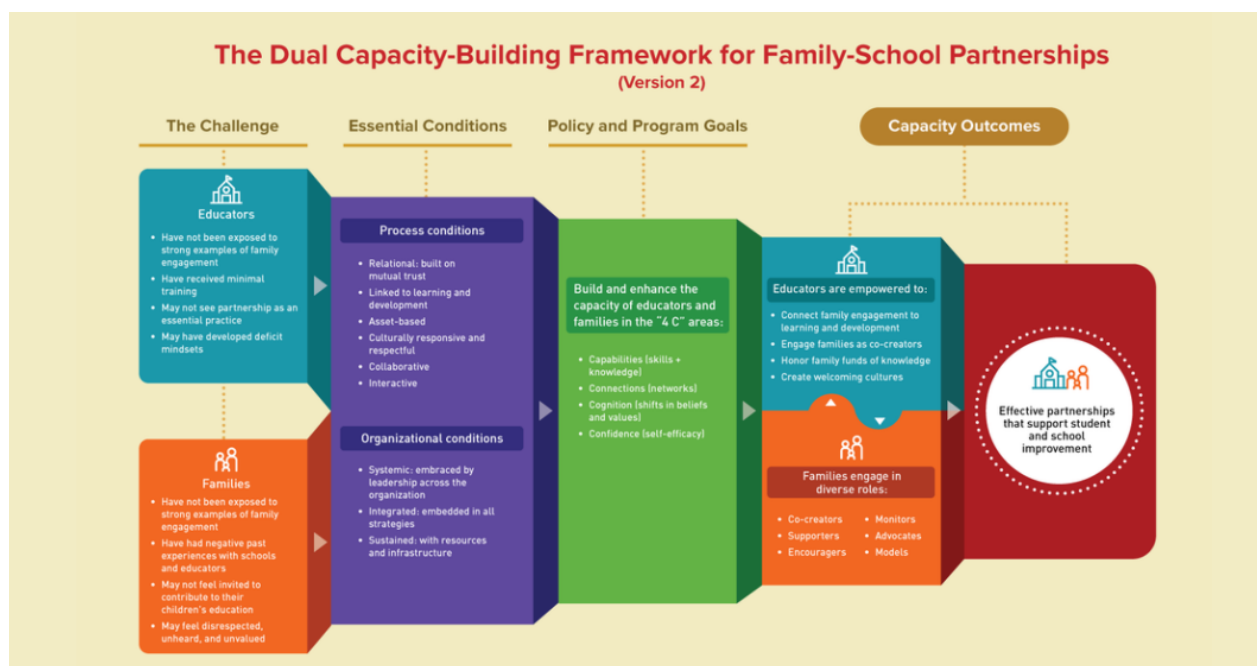
Once staff and families have built the requisite capabilities, connections, confidence, and cognition, they will be able to engage in partnerships that will support student achievement and student learning.

School and Program Staff can:

- Honor and recognize families' existing knowledge, skill, and forms of engagement;
- Create and sustain school and district cultures that welcome, invite, and promote family engagement; and
- Develop family engagement initiatives and connect them to student learning and development.

Families who, regardless of their identity, background, etc. are prepared to engage in partnerships with school and districts as:

- Supporters of their children's learning and development;
- Encouragers of an achievement identity, a positive self image, and a "can do" spirit in their children;
- Monitors of their children's time, behavior, boundaries, and resources;
- Models of lifelong learning and enthusiasm for education;
- Advocates/Activists for improved learning opportunities for their children and at their schools;
- Decision-makers/choosers of educational options for their children, the school, and their community;
- Collaborators with school staff and other members of the community on issues of school improvement and reform.



Supporting parent engagement in District processes and structures	Overcoming barriers to parent involvement	Enhancing the role and functioning of the committee	Advising the District on key initiatives
<ul style="list-style-type: none"> Report means of engagement by District to Parents 	<ul style="list-style-type: none"> Discussion on “Barriers to Engagement” 	<ul style="list-style-type: none"> How can Committee members engage with our community? 	This section is for the Board/District
<ul style="list-style-type: none"> Pro Grant for 2022-2023. What does it look like? Feedback on current use. 	<ul style="list-style-type: none"> Human Right policy development 	<ul style="list-style-type: none"> Nominations and planning for Volunteer Appreciation and Community Recognition Awards 	
<ul style="list-style-type: none"> Fundraising distribution across the District. 	<ul style="list-style-type: none"> How parents are engaged and how equity is considered 	<ul style="list-style-type: none"> Use of out of meeting discussions. 	
<ul style="list-style-type: none"> Reviewing new/revised Parental resources 	<ul style="list-style-type: none"> Did we reach out to all parents, did they feel informed and involved? 	<ul style="list-style-type: none"> Use of adhoc working groups to take PIC work forward: 	
<ul style="list-style-type: none"> Understanding parents’ concerns over the Public Health 	<ul style="list-style-type: none"> Report on how the technology plan supports parents 	<ul style="list-style-type: none"> Pro Grant distribution 	
<ul style="list-style-type: none"> Review School Council Resources – Gap analysis 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> 	

Information Exchange

- How information exchange could work with a blend of digital and physical
- Formal and informal exchanges, define processes for each
- Parent/School interface – is school councils the only way?
- School councils take time and resources. Not all parents can be as involved or may not feel they can.

- We need to break the barriers so that every parent feels they can become involved with their school and their children's education.
- Ideas on paths for parental engagement where none or little exists within school community
 - Stage one – awareness of parental engagement and what parents can access
 - Stage two – low key information events.
 - Principal and teachers give updates and discuss issues – helping parents understand what their children are doing and what support they can give.
 - Single event support activity. Other school councils provide mentorship and facilities – for example an information night on math
 - Single school event (say movie night or Family Scientists) with other school councils or OCASC leading the running of the event to allow parents to participate. Offer the parents the opportunity to be involved in the planning and see what a school council can offer. Show community engagement
 - Stage three – informal meeting of parents under a structure of reporting as a school council but with other SC mentors.
 - Stage four – establish school council with mentorship
 - Stage five – total assimilation to the world of school council and never to leave until children are in University. Full cake sales and desperate emails for volunteers the norm.
- Scalable involvement avoiding “PTA shame”. Push and/or Pull information
- Much of this is already available but are we doing a good job informing parents and giving them the tools to access.



PARENT INVOLVEMENT COMMITTEE

Wednesday, January 13, 2021

6:00 pm

Zoom Meeting

Members: Diana Mills, Martyn Reid (OCASC Member), Malaka Hendela (OCASC Member), Jaime Morse, Seyi Okuribido-Malcolm, Abdulnaser Atef, Kahmaria Pingue, Annette Dillon, Jacquie Samuels, Jennifer Hood, Heather Kotelniski, Kristina Price

Non-Voting Members: Wendy Hough (Trustee), Brett Reynolds (Associate Director)

Staff and Guests: Lynn Scott (Trustee), Christine Boothby (Trustee), Donna Blackburn (Trustee), Justine Bell (Trustee), Michele Giroux (Executive Officer, Corporate Services), Carolyn Tanner (Human Rights and Equity Advisor), Engy Abdel Masieh (Policy Analyst), Nicole Guthrie (Manager of Board Services), Darren Gatley (Board/Committee Coordinator), Ian Morris (SEAC)

1. Call to Order

Associate Director Reynolds called the meeting to order at 6:08 p.m. and conducted a series of round table introductions.

2. Approval of Agenda

Moved by Martyn Reid,

THAT the agenda be approved.

Carried

3. Review of PIC Report, 18 November 2020

Moved by Jennifer Hood,

THAT the PIC report of 18 November 2020 be approved.

Carried

4. Delegations

4.a Christine Moulaison, OCASC Co-Chair, Ratification of OCASC Members and Revisions to the PIC Bylaws

Ottawa Carleton Assembly of School Councils (OCASC) Co-Chair, Christine Moulaison, noted that there had been some discussion between OCASC and the Board regarding whether OCASC members can sit as Parent Involvement Committee (PIC) chair and vice-chair. She sought to clarify that OCASC appointments to committees are not voted on annually, and that if a member joins a committee, they are automatically renewed annually until that member steps down which is now reflected in the recently changed OCASC Constitution. If a member steps down, they must provide two months' notice to ensure OCASC may find a replacement volunteer member. She noted that during the 19 November 2020 OCASC meeting, OCASC members were made aware that there are both one and two year membership requirements for certain committees which is why the changes were required. She added that pages 35 and 36 of the agenda discussed the appointment of Mr. Reid and Ms. Hendela.

5. Presentation

5.a 2021 Parent Involvement Committee Orientation

Executive Officer Giroux presented the [Parent Involvement Committee \(PIC\) orientation](#) to the group.

During the presentation, the following points were noted:

- There is currently one community member position vacant;
- PIC members are ambassadors to the community;
- OCASC existed before PIC was mandated;
- Virtual meetings are currently the main method of conducting meetings. PIC members are categorized as panelists and the public are categorized as attendees;
- The chair's responsibilities outside of meetings include one monthly meeting for agenda planning and presenting the annual work-plan;
- There is a provincial ad-hoc meeting in which the chair may be invited to participate;
- The chair will be required to provide an update at each PIC meeting;
- If both the community representative and alternate representative are present, only one may vote; and
- The District is very large and complex from an operational perspective due to the geographical size, number of schools, and programs. It is important to note that there are families in many different situations and backgrounds that have many different needs which may affect how some items are represented.

6. Action Items

6.a Report 20-105, Updates to the PIC By-Laws and Standing Rules (M. Giroux)

Your committee had before it Report 20-105 seeking approval for an update to the PIC By-Laws and Standing Rules, in accordance with Ontario Regulation 612/00 School Councils and Parent Involvement Committees.

Executive Officer Giroux noted that there had been previous discussions at PIC regarding eligibility for the office of chair and vice-chair. She noted that legal counsel advised that a recommendation to clarify section 6.18 of the by-laws be included by inserting language that would clarify that the deeming language did not apply to parent members who were appointed by Ottawa Carleton Assembly of School Councils (OCASC). She added that staff met with the Chair and Vice Chair of OCASC to discuss issues regarding chair eligibility. She added that since that meeting, OCASC held another meeting in which Ms. Hendela and Mr. Reid were appointed by OCASC to be their PIC representatives for a two-year term. She noted that the language in the PIC by-laws currently states that the term of appointment of OCASC representatives on PIC is one-year.

Executive Officer Giroux explained that staff had reviewed the draft OCASC minutes, the PIC by-laws and looked at options to move this matter forward. She drew attention to the five possible options, outlined in the [Supplementary Information Memorandum to Report 20-105](#), as follows:

1. Adopt the original recommendation clarifying that section 6.18 does not apply to OCASC members which means that a parent appointed as an OCASC rep could not be the Chair of PIC - this is consistent with the legal advice provided;
2. Defeat the original recommendation - this is possible but still leaves the committee with uncertainty about the applicability of the deeming provision to the OCASC representatives and could result in a challenge now or in the future;
3. Amend section 6.18 to clarify that the deeming provision applies to parent members appointed under section 5.2 (OCASC appointments);
4. Delete the deeming provision in section 6.18 - the deeming provision (second sentence) is the source of the confusion and if removed would align the by-laws with the regulation and would mean that only members appointed to a two year term were eligible to be the Chair;
or

5. Amend section 5.2 of the PIC by-laws to allow OCASC representatives to be appointed for a one or two year term and thereby making the two year term appointees eligible to be elected to the role of Chair.

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

- If members did not select an option to change the PIC by-laws, OCASC members would continue to have a one-year term on PIC according to the PIC by-laws and would therefore be ineligible for the position of chair;
- The Supplementary Information Memorandum to Report 20-105 was not reviewed by OCASC prior to the 13 January 2021 PIC meeting;
- All parent members should have equal opportunity to participate and be eligible for the position of chair;
- Ms. Hendela noted that OCASC parent members choose to act as a liaison between PIC and OCASC;
- Ms. Hendela noted that members of OCASC are school councils who join annually and the councils send representatives; OCASC has an executive consisting of officer positions that are elected from the membership for a one year period; however, OCASC also has legacy delegate positions as representatives on several OCDSB committees, such as Committee of the Whole and PIC, and these positions are filled with volunteers appointed to the roles and do not require those representatives to be part of a school council who is an OCASC member, but rather are individuals undertaking the representation work and reporting to OCASC membership. Therefore, these volunteer representative positions would not be limited by a one year term. The term is set by the terms of appointment, for example the recent appointment for PIC representatives has been set for a two year minimum term to ensure it would not have a barrier if an OCASC parent member were to run for the position of chair. The only limitation of representation would be by the committee terms themselves, for example a parent representative nominated to PIC via OCASC would no longer be eligible to sit on PIC if the child of the representative graduates or leaves the District;
- Historically, school councils appointed representatives to attend OCASC on their behalf. The representatives acted as a liaison between a school council and OCASC. School councils would hold annual elections or to retain members as OCASC representatives for several years;

- Discussions and agenda items regarding governance delay the work that members would like to accomplish;
- Ms. Hood noted that OCASC parent members often dominate the conversations at PIC meetings and the discussion focuses on governance and regulation issues rather than parent involvement and this has a direct impact on the ability of other members to participate;
- OCASC parent members made a commitment that PIC items would be heard first and that OCASC matters would be reserved for the agenda item “OCASC Report”;
- Members suggested deleting section 5.2 of the PIC by-laws outlining the term suggested by OCASC members. Section 5.1 could be amended to say “10” parent members, and section 6.18 could be amended to say “The Chair and Vice Chair of the Committee must be parent members and shall be elected for a two-year term by the parent members of the Committee” in order to remove the deeming provision. This would allow OCASC parent members to be the same in terms of appointment and only members in a two-year position would be eligible for chair;
- With the suggested changes, OCASC would be required to indicate to PIC if their members were being appointed for one or two years;
- In response to a question, Executive Officer Giroux explained that the OCASC appointments must be ratified by PIC and the ratification process is outlined in sections 6.8 and 6.9 of the PIC by-laws;
- Although PIC attempts to have as many two-year term members as possible, the provincial regulation requires there to be some members with a one-year term. There is currently one parent member with a one-year term;
- If section 5.2 is deleted, it would remove the reference that 2 of the 10 parent members be appointed by OCASC;
- Section 4.0 b. outlines that 2 of the 10 parent members be appointed by OCASC;
- Mr. Atef raised concern that deleting a section of the PIC by-laws may have impact on the other sections in the future;
- Section 5.5 outlines the reappointment process for members. There are no term limits for members; only the position of chair has a consecutive two-year term limit;
- By-law changes could be brought to a sub-committee in the future in order to reduce time spent at PIC meetings;

- Ms. Okuribido-Malcolm suggested that section 5.1 be amended so that it reads as “eight parent members plus two OCASC members” to ensure clarity.

Moved by Martyn Reid, seconded by Kahmaria Pingue,

THAT section 5.2 of the PIC by-laws be amended to allow OCASC representatives to be appointed for a one or two-year term allowing the two year term appointees eligible to be elected to the role of Chair.

Defeated

Moved by Martyn Reid, seconded by Seyi Okuribido-Malcolm,

THAT “eight parent members plus two parent members appointed by OCASC” be added to the beginning of section 5.1 of the PIC by-laws;

THAT section 5.2 of the PIC by-laws be deleted; and

THAT section 6.18 will have the content deleted after the first sentence.

Carried

1. Supplemental Information: Information Related to Report 20-105, Updates to the PIC By-laws and Standing Rules

Supplementary Information Related to Report 20-105, Updates to the PIC By-laws and Standing Rules was provided for information.

- 6.b Ratification of OCASC Members

Moved by Diana Mills, seconded by Seyi Okuribido-Malcolm,

THAT Martyn Reid and Malaka Hendela be appointed as the Ottawa-Carleton Assembly of School Councils (OCASC) representatives for a term ending 30 November 2022.

Carried

- 6.c Election of Chair and Vice-Chair

Associate Director Reynolds reviewed the rules for the election process and called for the first nomination for the position of chair.

Martyn Reid, seconded by Diana Mills, nominated himself for the position of chair.

Mr. Reid, in speaking to why he should be elected as chair, informed members that he had extensive experience in managing meetings through his time in working with the military. He has both international and cultural meeting experience and has the proven ability to be very efficient in governing meetings and achieving meeting goals. He noted that he is very

active in the community with the school council and OCASC. He informed members that he would like PIC to embrace a goal driven model, with the PIC work-plan driving its work. He noted that he was an immigrant to Canada and found it difficult to navigate the North-American education system and that he would like to aid the parents that do not have the same cultural advantages to be actively involved in their children's education.

Diana Mills, seconded by Seyi Okuribido-Malcolm, self-nominated for the position of chair.

Ms. Mills, in speaking to why she should be elected as chair, informed members that she enjoys reaching out and communicating with members of the community and completing goals. She noted that all members have a role in making education attainable, equitable, sustainable, and enjoyable. As chair she would ask PIC members for their commitment to support change and to personally address and be proactive to the issues members identify as part of a solution. She noted that PIC should reach out to the communities that the committee serves. She added that she would like PIC meetings to end in a timely manner, not including extenuating circumstances, to achieve work life balance. As chair, she would conduct meetings in a civil, respectful, and professional manner, where all members have an opportunity to express themselves. She noted that she would bring representation to PIC as a woman of colour, which would encourage members from all communities to engage with PIC. She noted that encouraging minoritized communities to be more engaged often starts with seeing representation in leadership positions, and that "deeds not words bring everyone to the table".

Moved by Annette Dillon, seconded by Seyi Okuribido-Malcolm,

THAT nominations be closed.

Carried

Following an election, Associate Director Reynolds declared Martyn Reid the chair of the Parent Involvement Committee.

Mr. Reid thanked members for the opportunity.

Martyn Reid, seconded by Malaka Hendela, nominated Diana Mills for the position of vice-chair.

Moved by Ms. Hendela, seconded by Ms. Okuribido-Malcolm,

THAT nominations be closed.

Carried

By acclamation, Associate Director Reynolds declared Ms. Mills vice-chair of the Parent Involvement Committee.

Mr. Reid assumed position of chair for the remainder of the meeting

6.d Report 21-001, Approval of the Allocation of 2020-2021 Parents Reaching Out (PRO) Grant (M. Giroux)

Your committee had before it Report 21-001 seeking approval for the proposed allocation of the 2020-2021 Parents Reaching Out (PRO) grant funding.

During the discussion period, the following points were noted:

- Parents Reaching Out (PRO) grants are provincially funded directly to the Board, whereas, in the past, each school council that applied to the PRO grant would receive \$750-\$1,000 for parent engagement;
- Funding amounts are less than what was previously available and decisions should consider obtaining more value for spending choices;
- Themed speaker nights could engage a wider audience;
- Speaker nights in languages other than the official languages (English and French) should be considered as a way of being more inclusive of the broader school communities and perhaps could be done in coordination with multicultural liaison officers (MLO);
- Ms. Dillon noted that topics regarding “financing your education” would be useful for grades 11 and 12 students that would be entering post-secondary education as many families struggle to cover tuition costs and with few student employment opportunities. Speaker Janet McDonald, who attended the November career fair, was recommended;
- Ms. Hood drew attention to a speaker series on self and emotional regulation that was previously provided and could be brought back as it is an important and relevant topic during the pandemic;
- Ms. Hendela suggested that the \$39,986 in PRO grant funding be categorized and discussed separately from the Board-allocated funding of \$150,000 to ensure different accountability structures;
- A District-wide speaker series could be implemented;
- The speaker events should include interactive elements to encourage engagement such as having smaller sessions to allow for breakout groups and to allow for a speaker question and answer period;
- Schools without councils could be included by working with the principals of those schools. The few schools without councils could partner with other schools in order to help offset any costs;

- Interactive sessions could involve having attendees prepare by gathering simple household objects in order to further increase participation and interactivity with some speakers; and
- Mr. Reid drew attention to the urgency of organizing the proposed speaker nights and suggested that the PRO Grant funding be used immediately and to discuss possible options for use of the Board-allocated funding at the next PIC meeting.

Moved by Ms. Okuribido-Malcolm,

THAT the 2020-2021 Parents Reaching Out (PRO) grant be used to facilitate school council speaker nights as outlined in Report 21-001.

Carried

Executive Officer Giroux noted that additional speaker series ideas and speakers should be emailed to her directly.

7. Discussion Items

7.a Report 20-084, Development of a Human Rights Policy (C. Tanner)

Human Rights and Equity Advisor (HREA) Tanner provided a presentation to the committee.

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

- HREA Tanner asked that PIC and OCASC share parent feedback from school councils;
- Mr. Reid noted that they were glad to see the socio-economic aspect was included;
- HREA Tanner noted that she has been working developing the policy, although she has organized a working group consisting of many subject matter experts from various departments within the Board to develop the consultation phase;
- The working group consisted of representatives from the Indigenous Education and Equity Teams, Human Resources, and Learning Support Services departments; Ms. Tanner also met with Indigenous Education Advisory Council (IEAC), Special Education Advisory Committee (SEAC), and Advisory Committee on Equity (ACE);
- The consultation plan was approved at the 8 December 2020 Board meeting and will now go back to all committees for additional input and approval;

- The consultation plan will be presented to students and will look for ways to engage a variety of student groups including the Black Youth Forum, the Original Voices Forum for Indigenous Peoples, the Muslim Student network, and various students with disability groups for input on accessibility and priorities from their perspective;
- Ms. Mills noted that a whistleblower protection policy or another form of protection equivalent could be added to the policy;
- PIC members offered their service and experiences for HREA Tanner to consult on any ideas or to add a voice outside of the Board for policy wording or for any other considerations;
- Rights-based policies and programs should be funded to ensure that they are actualized;
- The policy could consider expanding protected grounds to include socioeconomic status; however, any expansion would require further funding;
- The policy does not detail specific issues, but rather creates a mechanism that can allow people to raise issues and concerns to address both systemic and individual cases of discrimination;
- Members inquired if staff will distribute the information regarding a consultation forum to each school council to ensure parent feedback;
- Certain community groups may feel uncomfortable in addressing concerns in an institutional setting due to past trauma. A reporting mechanism away from the traditional school setting could have a positive impact on these communities;
- A process that allows students, staff, and families to bring a trusted friend or adult could allow those with concerns to feel more comfortable in raising issues and may also allow those that have difficulty speaking either of the official languages to still have a voice and to aid in learning their entitled rights; and
- Ms. Hood suggested that the policy could be put into layman's terms in order for the wider community to better understand the content.

8. Information Items

8.a Chair's Report

Chair Reid welcomed new members to the committee and encouraged all members to engage with parents and be ambassadors in the District.

8.b Director's Report

On behalf of Associate Director Reynolds, Executive Officer Giroux reported that remote learning will be in place until 22 January 2021. The Province has indicated that they will advise by 20 January 2021 whether remote learning will continue beyond 22 January 2021. The District continues to work with Ottawa Public Health (OPH) to ensure students, staff, and families ready for a safe return to school when possible. The District is providing in-person instruction to approximately 800 elementary and 250 secondary students in special education classes whose needs cannot be met remotely. The District is working with OPH to conduct visits to these classes/sites to confirm safety practices. Staff will also be reaching out to those families to ensure they wish to continue in-person learning during the stay at home period. When schools return there will be additional requirements for masking for grades 1-3 and for masking outdoors in certain circumstances. Associate Director Reynolds added that there will also be changes to the daily self-assessments and some new opportunities for in-school testing. Details will be shared with families as more information is available.

8.c OCASC Report

Mr. Reid encouraged PIC members to attend OCASC meetings and to visit their website for more information.

8.d PIC Correspondence

The PIC correspondence registry was provided for information.

9. New Business

There was no new business.

10. Adjournment

The meeting adjourned at 9:25 p.m.

Martyn Reid, Chair, Parent
Involvement Committee

OCDSB PIC Chair report

25 March 2021

Welcome to my first chair report. In order to reduce the time spent in the actual meeting on standing reports the intent is to provide as much pre-reading as we can deliver.

I am looking forward to the next two years and hoping we can do some real good for our students.

The PIC website has been revamped and I would recommend you bookmark it - [Parent Involvement Committee \(PIC\) - Ottawa-Carleton District School Board \(ocdsb.ca\)](https://ocdsb.ca/parent-involvement-committee)

Also the Ministry of Education (MoE) website has useful information on PICs as well as other resources - [Parent Involvement Committees \(gov.on.ca\)](https://www.gov.on.ca/parent-involvement-committees)

Finally is the regulations that govern both school councils and PICs - [O. Reg. 612/00: SCHOOL COUNCILS AND PARENT INVOLVEMENT COMMITTEES \(ontario.ca\)](https://www.ontario.ca/laws/reg612/00/612_00_schcouncils_and_parent_involvement_committees)

Those links have helped me navigate all sorts of questions raised to me in my time on the committee.

On that I wanted to talk about our role. From the regulations (Part III PIC) our purpose is to support, encourage and enhance parent engagement at the board level in order to improve student achievement and well-being. A simple statement but in the past, we have sometime strayed from this. Additionally, we are directed to communicate and support school councils and undertake activities to help parents of pupils of the board in their children's learning at home and in school.

My intention is reach out to school councils chairs and make a linkage there. However, it is not all about school councils and we need to be thinking about other parents and how we support them. We will talk more about that in the meeting but if anyone thinks of a group, cohort, collection or gathering they would like to act as a liaison I'm all ears.

As I said I am really looking forward to our time together and I am sure we are going to do good things. Please reach out to me anytime. Also, I'm an old (according to my teenage daughter) white male who has a very different lived experience from most (26 years in the Navy, you get to see the world and realise how different/alike we all are). I never mean to cause offence and if you feel I have please let me know. Even at 50 I have plenty of learning left to do.

Since we last met Diana and I joined other PIC Chairs from across the Province to for a chance to discuss the Pro Grants and have a presentation by the Province on Skilled Trades and how they want to promote the skill trades as a career option.

Some notes from the meeting.

Context – Ministry Response to Parent Concerns

As of February 1st, the province announced additional measures for the 520,000 students who returned to in-person learning that included:

- Provincewide access to targeted asymptomatic testing for students and staff;
- Mandatory masking for students in Grades 1-3;
- Enhanced screening of secondary students and staff;
- Temporary certification of eligible teacher candidates to support staff levels and well-being.

In 2021, Ontario has supported increased safety in schools through:

- Hiring of an additional 3400 teachers and 500 administrators;
- Hiring of 650 education assistants and mental health workers;
- Purchasing of over 23,000 HEPA filters and 20,000 portable HEPA units.

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Context – Ministry Response to Parent Concerns

In February, EDU announced additional supports through the \$381M Federal Safe Return to Class Fund. The funding will further support students, parents, and teachers through:

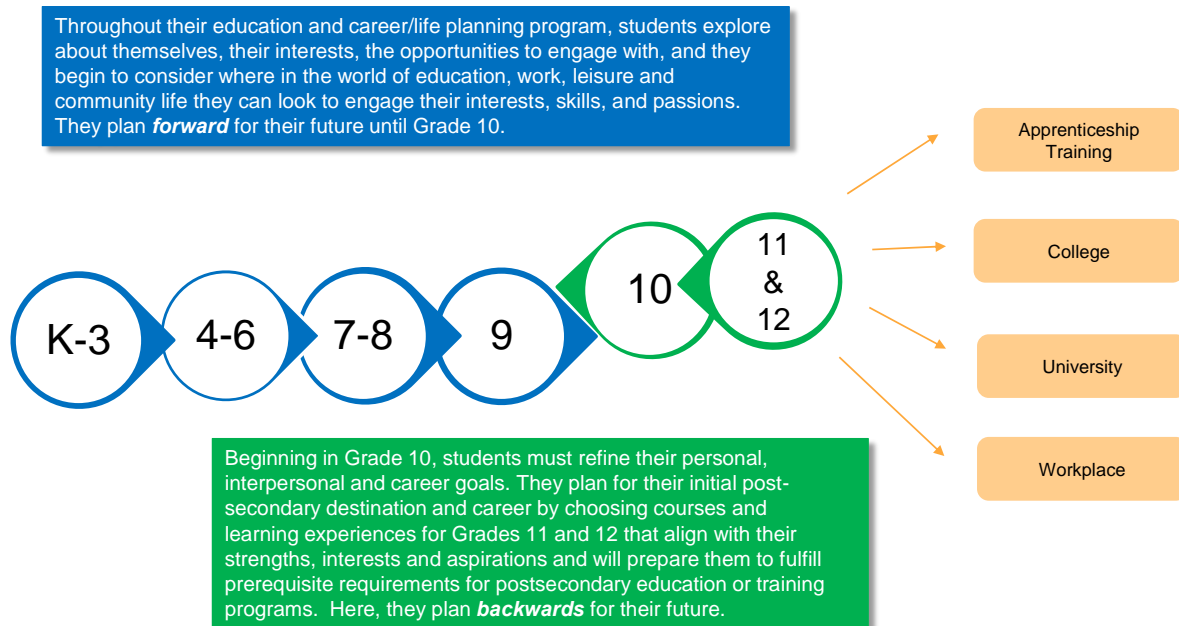
- Improve air quality and ventilation in schools;
- Support online learning;
- Promote student mental health;
- Hiring additional staff (Education Assistants, Mental Health Workers, and Professionals to provide special education and mental health supports).

Since the start of the pandemic, Ontario has invested \$52.5M in student mental health and a total of \$1.6B to better protect students, staff, and families.

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The skilled trades pieces was interesting. We discussed the challenges each board has, from rural communities that lack coop opportunities to convincing parents that a trade is a valid career path. The main thrust was that skilled trades should be as important a career path as going to Uni. Additionally, Jennifer Green (one of the Youth Advisors) who is an engineer

discussed how academics are as important for some trades as those taking the more tradition university or college route.



A good meeting, lots of exchanges and a chance to hear how other PICs operate.

Diana and I also had a very productive conversation with the Director of Education and look forward to working with her and her staff.

Thank you for your time and I look forward to seeing you all at the next meeting

Martyn Reid

Chair OCDSB PIC

stittsvilleps.ocasc@gmail.com

DIRECTOR's UPDATE - PARENT INVOLVEMENT COMMITTEE

COVID-19

The number of confirmed COVID-19 cases is rising in the community and in schools. The current school case numbers are at the highest levels we have seen all year. With the number of cases increasing, there is an increase in the number of high-risk contacts who must self-isolate. This is compounding staff shortages which are regularly experienced.

Over the last week, several OCDSB schools have had to pivot to remote learning due to staff absences. We have sent messaging to parents to emphasize the importance of completing [the daily self-assessment](#) and following public health guidelines.

Managing VOC cases - Variants of Concern or VOCs as they are commonly referred to require additional public health restrictions. We know this has created some confusion for families and for schools. We are working with Ottawa Public Health to bring more clarity and consistency to our practice in this area.

COVID Testing in Schools -The OCDSB is continuing to partner with Ottawa Public Health, CHEO and the coterminous school districts to provide COVID-19 testing for school staff, students and families. The purpose of the testing clinics is to improve access to testing and identify any students, staff or family members with COVID-19 infections. People who are symptomatic, asymptomatic, or high-risk contacts with connections to the invited schools are eligible for this targeted testing. In Ottawa, the testing strategy is broader than some other areas and includes testing for asymptomatic and symptomatic individuals. The testing locations are established by community and schools in that community are invited to attend. OPH releases a report on the testing each week. You can learn more [here](#).

Winter Mid-Year Check-in Survey

We recently requested feedback from OCDSB students, parents/guardians, and staff about how things are going this year. This was the second survey of this type. Feedback was collected using a thoughtexchange survey, which had two parts:

1. Multiple choice questions about topics such as learning, engagement, well-being, safety, and access to resources; and
2. An open-ended question asking participants to tell us (in their own words) about their current experience. Participants also had the opportunity to see the thoughts of others and assign stars to thoughts they felt were important.

Between February 16-26, we had 12,365 participants share 17,052 thoughts. Survey results are available using the following links:

- [Students in OCV](#)
- [Students Learning in Person](#)
- [Parents of Students in OCV](#)

- [Parents of Students Learning in Person](#)
- [OCV and In-Person Educators](#) (teachers, P/VPs, EAs and ECEs)
- [All Other Staff](#) (Central Educators, Administrative, Professional Support Staff, and other Support Staff; including office staff, technicians, central departments, custodial, maintenance, lunch time monitors, ELAs, etc.)

Secondary Student Success Day - April 9

In the recent survey, secondary students and parents asked us to reduce workload stressors in support of student well-being. In response to those concerns, the OCDSB is establishing a Secondary Student Success Day on April 9th. This will be a dedicated asynchronous learning day for students to catch up and complete any outstanding work before the April Break (12-16). There will be no secondary in-person or remote learning classes and no new material taught on this day; secondary students will not attend school. Secondary students will be reminded to take any learning materials home with them on April 7th or 8th. Elementary students (grades 7&8) in 7-12 schools will attend school on this day.

Planning for September 2021

The OCDSB announced plans for the return to in-person learning in September 2021 with enhanced safety precautions in place. Our goal is to resume regular operations incrementally and as it is safe to do so, based on provincial direction and public health guidance.

At the elementary level, in-person learning for K - 8 will be modelled on our current practice. At the secondary level, the school year will be organized into quadesters except for the International Baccalaureate Program schools which follow octomesters. At this time, we expect that students will continue to be grouped into cohorts, A and B with only one cohort attending each day. The specific daily schedule cannot be confirmed at this time. We hope to start the year and/or move to two classes a day and a lunch break between classes as soon as possible. Once provincial and health advice supports the removal of cohorting, daily attendance, and/or a return to the regular semester format, we will look to implement those changes as quickly as possible.

The OCDSB will offer virtual elementary and secondary OCV schools for students who wish to learn in this model. With more students returning to in-person classes, and no provincial funding for virtual schools, there will be fewer OCV campuses and some limitations on program offerings.

Human Rights and Police Involvement in Schools

The OCDSB is undertaking two major policy reviews - the development of a human rights policy and a review of police involvement in schools. Starting on Monday, March 22 there are a number of opportunities for students and families to participate in the [police involvement in schools](#) consultation and the consultation to develop a [human rights policy](#) for the district. We will be holding consultations in Arabic, Somali, Nepali, Mandarin/Cantonese and English and also holding discussion groups for students and families of different social identities. More information is available on the website using these links - [police involvement in schools](#) consultation page and the [human rights consultation](#) page.

2021-2022 School Year Calendar, Additional Changes Coming

The 2021-2022 school year calendar was posted. However, as a result of some updates from the Ministry of Education and feedback received, we will be revising this calendar. An updated version will be shared shortly.

OCDSB Community Recognition Awards

Annually, the OCDSB recognizes the valuable contributions of our community members, parents, and businesses through the OCDSB Community Recognition Awards. We encourage committee members to consider nominating a volunteer who has shown outstanding commitment to supporting students. The nomination deadline is 11:00 p.m. on Friday, April 16, 2021. The categories for awards are:

- Community Award
- Community Partnership Award
- Distinguished School Council Service Award
- Excellence in Equity Community Award
- Volunteer of the Year Award

The awards presentation will be virtual this year. For more information please [Visit our website](#) :

PRO Grants Virtual Speaker Nights

As of Friday, March 26, 58 schools have secured a spot in a total of 72 Virtual Speaker Nights offered by the OCDSB. Schools still have ample opportunity to sign up with the following speakers:

- [Media Smarts Virtual Speaker Night](#)
- [Paul Davis Virtual Speaker Night: Social Networking Safety](#)
- [Rideauwood Addiction and Family Services Virtual Speaker Night: Mental Health and Addiction](#)
- [School Council Choice of a Virtual Speaker Night](#)

Each date is offered twice in order to pair schools up in a single night to accommodate more schools. Where low participation rates are anticipated, three or more schools have been grouped together. School councils hosting their own nights are not obligated to pair up with another school. Up to \$650 will be reimbursed to cover the fees of a speaker of your choice.

PIC Correspondence Register

This update includes e-mails received between 11 January and 25 March 2021. Emails received from subscriptions; OCDSB School Council Newsletter, Cyber-Senior Connections, Let's Talk Science, and OCASC Communications are not included in this registry.

Date of Email	Name of Sender	Summary	Follow-up
11 January	Communications Advisor, Department of National Defence	The sender is looking into arranging a virtual speaking engagement with a scientist working at the Defence Research and Development Canada research center in Ottawa with a goal of encouraging girls to pursue careers in STEM.	The email was forwarded to the Communications section and the office of the Associate Director for follow-up.
21 January	Mars Translation	A discount offer for translation services.	The email was forwarded to the Communications section for follow-up.
22 January	Nadia Towaij, Superintendent of Program and Learning k-12	Choices of meeting dates were sent to all members to choose a convenient time slot.	OCASC Representative and PIC Chair are CC'd on these communications.
03 February	Canadian Foundation for Economic Education	My Money My Future Challenge for high schoolers.	The email was sent to the office of the Associate Director and the Communications department to communicate with schools.
05 February	Huntley Centennial Public School Parent Council	An inquiry about the use of the \$500 PINV funding	The Policy Analyst followed up with the school council.
06 February	Jennie Siushansian, a journalism student at Carleton University	Siushansian requested an interview with a staff member to address the push for free sanitary products in the OCDSB, and how the Board is trying to make these products available by September 2022.	The email was forwarded to the office of the Superintendent of Facilities and the CFO for follow up.
09 February	Canadian Foundation for Economic Education	the Canadian Foundation for Economic Education (CFEE) hosting the "Talk with our Kids about Money" (TWO KAM) campaign for 2020-2021. A Money Fair competition for Youth.	The email was forwarded to the Communications Department and the office of the Associate Director for follow-up.
22 February	Ana Lopes	Mrs. Lopes had concerns about the direction Ontario has been adopting regarding encouraging kids to work online versus using	Mrs. Lopes was encouraged to delegate to the Board using a link

		papers. Mrs. Lopes had health concerns for the overuse of technology in our schools.	provided with instructions on how to delegate.
26 February	OPICC Co Chairs	OPICC Contact List	
03 March	Staff Reporter, Toronto Star	The reporter was requesting some of the Chair's time to comment on returning back to schools in 2021-2022.	The Chair was CCed on this email.
10 March	Colonel By school council co-chairs	The School Council inquired about the contacts of Dr. Michael Cheng in order to contract him for a speaker night.	Dr. Cheng contacts were shared and the school has already secured a spot in the PRO Speaker Nights.
11 March	Roots of Empathy	Roots of Empathy - COVID -19 Resources for Parents/Educators - now available in 18 languages	The email was forwarded to the Chair and Vice Chair, and the Communications Department for information.
11 March	Liz Pearson, RD	Mrs. Pearson promoted for her talk on "Eating to Optimize Brain Health, Gut Health, & Mental Health"	The Speaker was added to our Speakers Inventory
13 March	PIC Co-Chair, Limestone District School Board	A request for input to discuss the role of PICs within the structure of the public education system to become officially recognized as stakeholders, providing (valued) input (policies, funding, etc).	The request was sent to the PIC Chair and Vice-Chair
13 March	Nancy Dean OCASC Communications	A request to update the links in the Newsletter with the most recent newsletters.	The Communications department updated the links with the most recent Newsletters.
18 March	Donna Yau	Donna requested including her in the PIC email list and inquired about the upcoming meeting date and time.	The information was provided as requested.
18 March	Canadian Foundation for Economic Education	An invitation to Women as Career Coaches conference on March 25th. This event provides opportunities for young people to access adult role models and talk about career pathways.	The email was forwarded to the office of the Associate Director for follow-up.