



## **Multi-Year Strategic Plan Review of Parent and Community Involvement Policy**

**To:** Committee of the Whole

**Date:** 27 February, 2019

**Report No.:** 02-19-3595

### **Strategic Directions**

- Transform Student Learning
- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

### **Recommendation**

It is recommended that:

1. the review of the mandate of the Board's Community Advisory Committees, as outlined in the Board resolution (Appendix A), be referred to the Governance and Policy Committee for consideration during its review of the Parent and Community Involvement Policy (P023);
2. during the review of P023, the Board provide policy directions to inform the development of a comprehensive framework governing Community Advisory Committees that aligns their work with the Board's Multi-Year Strategic Plan;
3. the Board direct staff to begin discussions with Community Advisory Committees regarding alignment of their current mandates and terms of reference with the Multi-Year Strategic Plan;
4. the mandates and terms of reference of Community Advisory Committees be reviewed and updated accordingly upon completion of the Parent and Community Involvement Policy (P023) review process.

## **Context**

The Board approved its Multi-Year Strategic Plan (MYSP) (Appendix B) in June of 2018. The plan is a high level statement of intent, owned by the governing body, which sets direction for the entire system. The plan promotes a culture of equity, inclusion and diversity and strives to provide equity of access to learning opportunities for all students.

In order to fulfill the goals in the MYSP, the Board committed to strengthening its parent and community engagement strategy and to review and revise related Board policy. More specifically, the Board has also committed to developing a strategic, meaningful and sustainable approach to community engagement through Community Advisory Committees that is consistent with effective governance and aligned with the MYSP.

On December 4, 2017 the Board passed a resolution requesting that the Director review the mandates of the Board's Community Advisory Committees and present a recommendation to the Board for consideration.

Community Advisory Committees are established in accordance with the Parent and Community Involvement Policy (P023) (Appendix C) which was adopted by the Board on November 25, 1998 and most recently revised on February 3, 2010. This policy is currently scheduled for review at the April 24, 2019 Governance and Policy Committee meeting, in accordance with the Board's approved Policy Review Schedule.

As part of the review, Community Advisory Committees and other stakeholders will have opportunities to provide insights on how to strengthen the work of CAC's and provide feedback about different forms of community engagement. CAC's will continue to meet and provide strategic advice to the Board of Trustees throughout the policy review process. Their work can be strengthened by making direct connections between their mandate and the Board's MYSP. Staff resource persons and the Parent and Community Engagement Office will provide assistance to CAC's in this process, where requested.

## **Action Plan and Associated Timelines**

Subject to the Governance and Policy Committee and Board directions, staff will implement the review of the Policy in accordance with the Policy Review Process (Appendix D). Public consultations with stakeholders, including all Community Advisory Committees, are included in the review process. The consultations are expected to take between 90 and 120 days in order to provide an ample opportunity for school communities and the Community Advisory Committees to share their feedback and recommendations.

## **Resource Implications**

No additional resources will be required for implementation of this Policy.

## **Communications Considerations**

Following Board approval, the Policy will be broadly communicated to the TDSB stakeholders, shared with staff through System Leaders' Bulletin, and posted on the Board's public website.

## **Board Policy and Procedure Reference(s)**

- Parent and Community Involvement Policy (P023)
- Parent and Community Involvement Procedure (PR558)

## **Appendices**

- Appendix A: Excerpt from Minutes of the Board, December 4, 2017
- Appendix B: Multi-Year Strategic Plan
- Appendix C: Parent and Community Involvement (P023)
- Appendix D: Policy Review Process

## **From**

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Lori Barnes, Executive Officer, Governance and Board Services, at [lori.barnes@tdsb.on.ca](mailto:lori.barnes@tdsb.on.ca) or at 416-397-3516

**EXCERPT FROM MINUTES OF THE BOARD**

December 4, 2017

**10. Community Advisory Committees: Review of Mandates**

Trustee Pilkey, seconded by Trustee Moise, moved:

Whereas, Policy P023, Parent and Community Involvement, determines the mandate of the community advisory committees as follows:

Mandate of community advisory committees

Community advisory committees shall be established where necessary to provide the Board with ongoing community advice on specified areas of Board policy or program, as well as on educational issues of broad community interest; in addition, ad hoc advisory committees, task forces, or working groups with community representation shall be established where required, on the understanding that the input from all such advisory groups does not preclude the input of other stakeholders across the system;

and

Whereas, several of the community advisory committees mandates, previously approved by the Board, do not reflect the mandates that the advisory committees have developed themselves;

Therefore, be it resolved:

That the Director review the mandates of the Board's community advisory committees and present a report in the fall 2018 cycle of meetings including a recommendation for their mandates for the Board's consideration.

The motion was carried.



## We Value

- Each and every student's interests, strengths, passions, identities and needs
- A strong public education system
- A partnership of students, staff, family and community
- Shared leadership that builds trust, supports effective practices and enhances high expectations
- The diversity of our students, staff and our community
- The commitment and skills of our staff
- Equity, innovation, accountability and accessibility
- Learning and working spaces that are inclusive, caring, safe, respectful and environmentally sustainable

## Our Goals

### **Transform Student Learning**

We will have high expectations for all students and provide positive, supportive learning environments. On a foundation of literacy and math, students will deal with issues such as environmental sustainability, poverty and social justice to develop compassion, empathy and problem solving skills. Students will develop an understanding of technology and the ability to build healthy relationships.

### **Create a Culture for Student and Staff Well-Being**

We will build positive school cultures and workplaces where mental health and well-being is a priority for all staff and students. Teachers will be provided with professional learning opportunities and the tools necessary to effectively support students, schools and communities.

### **Provide Equity of Access to Learning Opportunities for All Students**

We will ensure that all schools offer a wide range of programming that reflects the voices, choices, abilities, identities and experiences of students. We will continually review policies, procedures and practices to ensure that they promote equity, inclusion and human rights practices and enhance learning opportunities for all students.

### **Allocate Human and Financial Resources Strategically to Support Student Needs**

We will allocate resources, renew schools, improve services and remove barriers and biases to support student achievement and accommodate the different needs of students, staff and the community.

### **Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being**

We will strengthen relationships and continue to build partnerships among students, staff, families and communities that support student needs and improve learning and well-being. We will continue to create an environment where every voice is welcomed and has influence.

# Toronto District School Board

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Policy P023

Title: **PARENT AND COMMUNITY INVOLVEMENT**  
Adopted: November 25, 1998  
Revised: January 26, 2005, July 13, 2005, **February 3, 2010**  
Review:

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## 1.0 OBJECTIVE

To establish a framework for building and supporting parent and community involvement in the Toronto District School Board

## 2.0 DEFINITIONS

*Parent* Includes parent, guardian or any other caregiver legally recognized as acting in place of the parent.

## 3.0 RESPONSIBILITY

Associate Director

## 4.0 POLICY

- 4.1. The TDSB believes that education is a shared responsibility among parents, the community, students, staff and the Board. By working together we all contribute to the improvement of our schools and to the success of our students. The Board shall provide parents with the information they need to support their children's education and shall involve them in decisions, which affect their children and their schools. The Board is committed to ensuring that all parents and members of our diverse communities have opportunities to participate in the school system, and shall provide the support necessary to achieve that goal.
- 4.2. A variety of communication procedures shall be developed and maintained at the school and system levels to ensure access to educational information needed by diverse parents and communities, and to facilitate two-way communication between parents and schools, and among parent groups.
- 4.3. Support for community outreach programs shall be provided to school communities, which experience significant challenges in promoting and sustaining the involvement of parents in their children's education and in their schools.
- 4.4. In accordance with O. Reg. 612/00 of the Education Act, every school shall establish a school council that shall be recognized as the official school community organiza-

tion representing the interests of the parents and students of the school, and that shall be provided with the information and support necessary for fulfilling its role.

- 4.5. Opportunities shall be made available to school council chairs and other local parent leaders to assist them in developing their school community leadership skills and to school administrators to assist them in enhancing their skills in building positive school community relations.
- 4.6. All funds allocated by the Board or provided by the Ministry of Education for school-based parent involvement shall be made available to school councils for the council's decision with regard to how the funds will be spent;
- 4.7. Parent forums at a ward, quadrant or regional level shall be supported in order to promote parent consultation and input on matters related to policy, program or operations of the school system.
- 4.8. Community advisory committees shall be established where necessary to provide the Board with ongoing community advice on specified areas of Board policy or program, as well as on educational issues of broad community interest; in addition, ad hoc advisory committees, task forces, or working groups with community representation shall be established where required, on the understanding that the input from all such advisory groups does not preclude the input of other stakeholders across the system.
- 4.9. Working relationships shall be supported with Community Liaison Groups who wish to work with the Board to address educational issues of concern to these groups, and who are formed in accordance with the criteria and procedures established for these groups.

## **5.0 SPECIFIC DIRECTIVES**

The Director is authorized to issue operational procedures to implement this policy.

## **6.0 REFERENCE DOCUMENTS**

Operational Procedure PR.558 SCS: Parent and Community Involvement

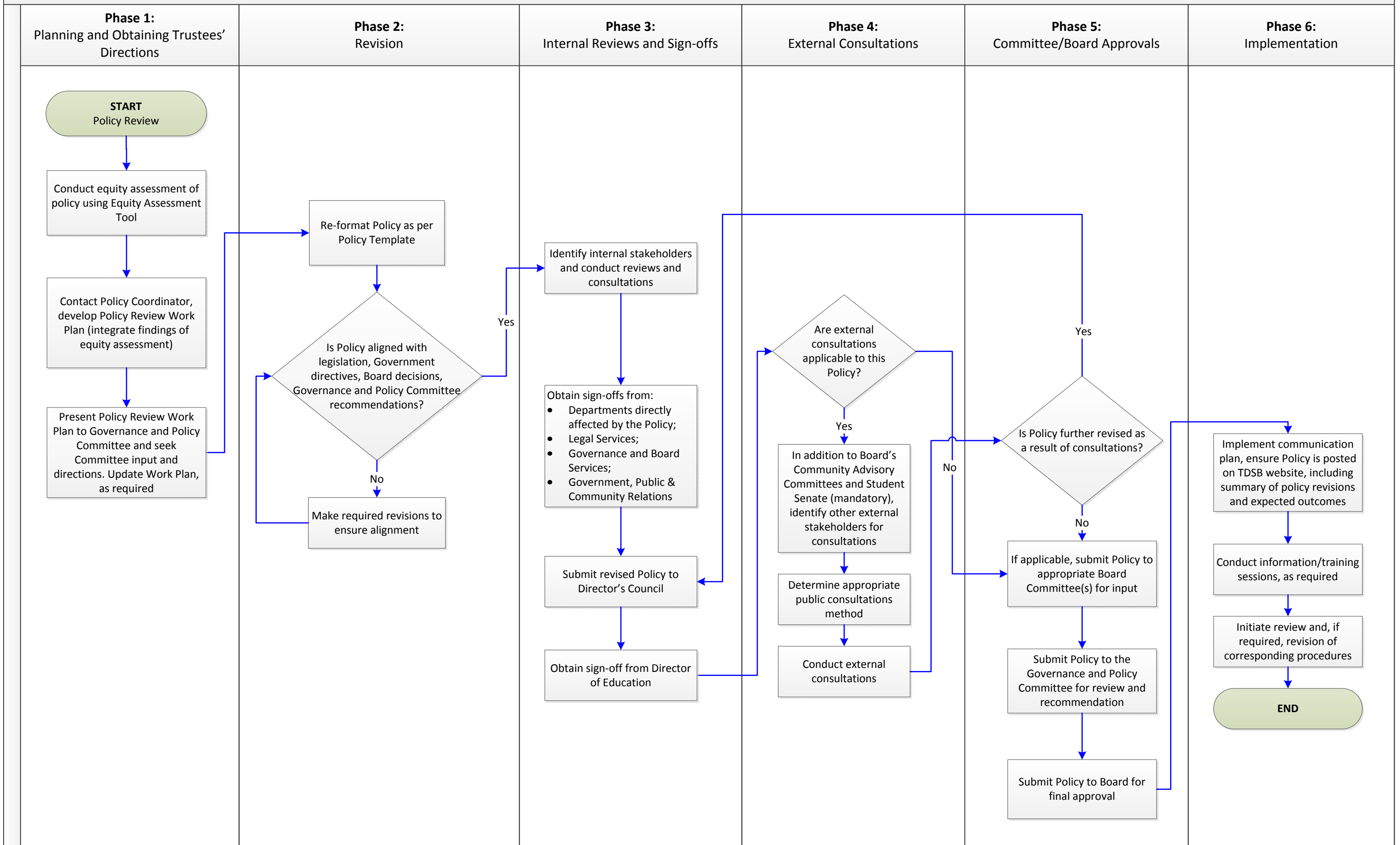
O. Reg. 612/00, School Councils

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**POLICY REVIEW PROCESS**

**APPENDIX D**



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### **Acknowledgement of Traditional Lands**

We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe (A NISH NA BEE), the Haudenosaunee (HOE DENA SHOW NEE) Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Métis and Inuit peoples.

### **Reconnaissance des terres traditionnelles**

Nous reconnaissons que nous sommes accueillis sur les terres des Mississaugas des Anichinabés (A NISH NA BAY), de la Confédération Haudenosaunee (HOE DENA SHOW NEE) et du Wendat. Nous voulons également reconnaître la pérennité de la présence des Premières Nations, des Métis et des Inuit."

### **Committee Mandate**

Committee of the Whole's mandate will be to make recommendations to the Board on:

- a) The development and annual review of the Board's Multi-Year Strategic Plan for the Board, in consultation with the Director or designate;
- b) The Board's inter-governmental relations;
- c) The development and management of plans for senior leadership succession;
- d) Professional development for members of the Board;
- e) Facility and property matters, including property disposition, major capital projects, boundary changes;
- f) Matters related to Trustees and Trustee Services; and
- g) Other issues referred to it from time to time by the Board or the Chair of the Board.



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