



P023, Parent and Community Involvement Policy Review: Phase 1

To: Governance and Policy Committee

Date: 29 May, 2019

Report No.: 05-19-3658

Strategic Directions

- Transform Student Learning
- 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 the Work Plan for review of the Parent and Community Involvement Policy, as presented in this report, be approved.

Context

The Parent and Community Involvement Policy (P023) (the “Policy”) (see Appendix A) was adopted on November 25, 1998 and most recently revised on February 3, 2010. The Policy outlines the framework for building and supporting parent and community involvement in the TDSB, including through establishment of the Board’s community advisory committees.

The Policy is being reviewed in accordance with the Policy Review Schedule and the policy review process approved by the Board of Trustees on February 6, 2019 and the Board’s Multi-Year Strategic Plan and its five key goals: . The scope of the review will also address the direction of the Board of Trustees of December 4, 2017 (Appendix B), requiring Director of Education to review mandates of the Board’s community advisory committees and present report with recommendations.

In preparation for the Policy review, staff conducted equity assessment of the Policy using the equity assessment tool. In addition, staff completed a scan of similar policies in several Ontario school boards (Appendix C). Information gathered through the equity assessment and the policy scan was used to identify areas in the current Policy that require consideration and revisions.

As part of the review, staff is proposing to examine the current governance model for the Board's Community Advisory Committees, establish School Improvement Process (SIP) expectations and explore and expand on other engagement considerations. The recommended areas for consideration are outlined in the Policy Review Work Plan (Appendix D).

The Policy Review Work Plan is presented for the Committee's consideration and approval.

Action Plan and Associated Timeline

Subject to the Governance and Policy Committee and Board directions, staff will implement the review of the Policy in accordance with the Policy Review Work Plan. Extensive public consultations with stakeholders, including all Community Advisory Committees, are contemplated as part of the review. The consultations are expected to take up to 60 days in order to provide an ample opportunity for school communities and the Community Advisory Committees to share their feedback and recommendations. The revised draft Policy is expected to be presented to the Governance and Policy Committee for consideration in spring 2020.

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 Procedure (PR558)

Appendices

- Appendix A: Parent and Community Involvement Policy (P023) - current
- Appendix B: Excerpt from Minutes of the Board - December 4, 2017
- Appendix C: Scan of Selected Ontario School Boards

- Appendix D: Policy Review Work Plan

From

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Toronto District School Board

Policy P023

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

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

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.

Scan of Selected Ontario School Boards: Parent/Community Involvement and Engagement

The Toronto District School Board's (TDSB) Parent and Community Involvement Policy (P023) was adopted on November 25, 1998 and last updated on July 13, 2005. It was written as a foundational policy to establish a framework for building and supporting parent and community involvement at the TDSB.

The Parent and Community Involvement Policy (P023) emphasizes the importance of facilitating two-way communication and dialogue between the Board and the full range of internal and external stakeholders (e.g., Parent Involvement Committee, School Councils, parents, Community Advisory Committees). The policy is supported by the Parent and Community Involvement Operational Procedure (PR558) which was most recently updated on October 23, 2018. In addition, both policies reiterate the Ministry of Education's Parent Engagement Policy requirements for:

- supporting, encouraging, and enhancing meaningful parental involvement within schools and across the district;
- seeking advice and ideas of school councils and other parents and partners as they plan and implement strategies to involve more parents at the regional level;
- working collaboratively with the school community;
- developing strategies for increasing parental engagement and outreach through proper communication channels, including for parents who find involvement more challenging, and;
- supporting student success.

As outlined in Ontario Regulation 612/00: School Councils and Parent Involvement Committee of the *Education Act*, the purpose of school councils and the Parent Involvement Committee (PIC) is to improve pupil achievement and enhance the accountability of the education system for all parties involved through the active participation of parents, the community, students, and staff.

This scan covers twelve (12) school boards (see list below) which have a policy on parent and community involvement. All school boards in this scan reference the Ministry of Education's Parent Engagement Policy, which requires school boards in Ontario to have a committee comprised of a of parents and community members along with the Director of Education and School Board Trustees.

Key Similarities and Differences

Similar to the TDSB, all of the school boards scanned acknowledge the positive impact of parent and community engagement on student achievement and well-being. Most of the school boards scanned support engagement by removing barriers to parent/community involvement (e.g., communications and language); allowing parents to acquire skills and knowledge they need to be engaged and involved in their child's

learning; and providing a voice at the local level such as through PICs, school councils, and community liaison groups (Kawartha DSB, Upper Grand DSB, Ottawa-Carlton DSB, Thames Valley DSB, and York Region DSB). Moreover, the school boards scanned also state that the use of PICs and school councils have led to improved academic achievement; increased positive attitudes about school from students; higher rates of graduation; and fewer behavioural problems (York Region DSB, Ottawa-Carlton DSB, Thames Valley DSB, and Upper Grand DSB).

However, some differences exist as school boards vary in how their policies are organized and the types of provisions that are included. The similarities and differences are categorized below.

Parent Involvement Committee (PIC)

Some school boards explicitly outline the structure and composition of PICs (e.g., term, quorum rules, declaring of conflict of interest) within their respective policies, as stated in O. Reg 612/00 of the *Education Act* (Hamilton-Wentworth DSB, Ottawa-Carleton DSB, Simcoe County DSB, and Thames Valley DSB).

All of the school boards scanned use PICs to raise common parental issues of concerns with the Board; respond to requests for consultation on various policies/programs/strategies; and represent broad parent interest in school board activities. Similar to the TDSB, most school boards outline that PIC's assist in developing and advising the board on ways to use strategies and initiatives to effectively communicate and engage parents/guardians in improving student achievement and well-being (York Region DSB, Kawartha Pine Ridge DSB, Simcoe County DSB).

Role of School Councils

Many school boards scanned explicitly state that school councils play a large part in supporting student welfare through fundraising activities; promoting meaningful parent/community involvement from diverse groups; setting school priorities (from an advisory capacity); and keeping the local community informed about board policies and procedures (Ottawa-Carleton DSB, Hamilton-Wentworth DSB, Kawartha DSB, Thames Valley DSB).

Similarly to the TDSB and in accordance with O. Reg. 612/00 of the *Education Act*, all boards scanned have a school council in every school. This allows the community to be involved in the discussion of education issues and helps the school identify and respond to the educational needs of particular local communities. In addition, as per the regulation, funding for PICs and school councils expenses are paid through the Ministry of Education.

Community Liaison Groups/Community Advisory Committees

Various school boards scanned have community liaison groups that bring together school council representatives from across a school board to share ideas and work

together to improve the effectiveness of school councils (Waterloo Region DSB, York Region DSB, Simcoe County DSB, and Halton DSB). Every school council is encouraged to appoint a member to the community liaison groups to provide information to and from their school community; community liaison groups have a cooperative and supportive relationship with PICs.

Similar to the TDSB's Community Advisory Committees (CACs), community liaison groups assist parents of students by providing a single voice for school councils on matters of significant importance impacting all schools. In addition, community liaison groups establishes a forum for the exchange of ideas, concerns and best practices for school councils, and it provides the Director of Education, staff and trustees, as well as PIC, with an effective means to share information and consult with school councils on current issues and future plans (Source: Waterloo Region DSB, York Region DSB, Simcoe County DSB, and Halton DSB).

Other than outlining that CACs report to Standing Committees and the Board through minutes, none of the school boards scanned outline how frequently the CACs are to report back to Standing Committees or the Board.

Role of Board of Trustees and Volunteers

In all of school boards scanned, trustees assist in seeking and considering meaningful input from community partners; serving as a liaison between community views and the school board. Trustees also report back to community advisory committees on the actions taken with the appropriate rationale.

Most of the school boards scanned have provisions within their community and parent engagement policies that outline protocols related to the role of volunteers in extra-curricular and other related school activities (Ottawa-Carleton DSB, Kawartha DSB, Thames Valley DSB, Peel Region DSB). The TDSB's Parent and Community Involvement Operational Procedure (PR558) consists of similar provisions; however the Parent and Community Involvement Policy (P023) does not have governing provisions on volunteers and their engagement within the school community.

Intentional Efforts to Include Marginalized Communities

All school boards scanned support the development of positive, inclusive, diverse and respectful relationships among students, staff, parents/guardians and community members by encouraging a form of collective responsibility to achieve better student well-being and success (York Region DSB, Thames Valley DSB, Ottawa-Carleton DSB,). Moreover, the school boards scanned welcome the ideas, perspectives and contributions that come from the diverse set of parent and community partnerships. This type of collective input informs board policies, procedures, and planning while ensuring that school board actions and decisions accurately reflect the needs and concerns of the communities the school board serves (York Region DSB, Thames Valley DSB, and Ottawa-Carleton DSB).

All of the school boards scanned have provisions within their respective policies to reflect the values of the diverse communities it serves. School boards achieve this largely by having Ontario Human Rights Code (OHRC) embedded provisions that identify and remove discriminatory barriers (e.g., race, colour, creed, sexual orientation and ethnicity) when it comes to parent and community engagement and establishing an inclusive and respectful environment where input from diverse backgrounds are encouraged.

Some of the school boards scanned have annual parent conferences that promote parent/guardian input on matters related to policy, program or operations of the school system (York Region DSB, Thames Valley DSB, Ottawa-Carleton DSB, and Grand Erie DSB). The TDSB currently has the “Parents as Partners Conference” which is a conference organized by school parents for parents, guardians and caregivers. Participants of the conference participate in workshops, network with parents and community agencies and learn new strategies to support student success and well-being.

Community Partnerships Incentive Plan

Some school boards scanned have provisions within its parent and community engagement policies that outline their Community Partnerships Incentive Plan (CPIP) (Thames Valley DSB, Ottawa-Carleton DSB, and Grand Erie DSB). For example, Grand Erie DSB’s CPIP program supports school-based projects by matching funds raised in the community (e.g., fundraising and donations) through its own internal budget making decisions (Grand Erie DSB).

The Parent and Community Involvement Policy (P023) does not consist of provisions related to CPIP.

Enhancing Skills for Shared Participation

Some school boards have developed a checklist to review and measure current parental engagement activities and the overall effectiveness (Grand Erie DSB, Thames Valley DSB, and Ottawa-Carleton DSB). This has also led to ideas for future activities and events through using surveys and other information-gathering tools to assess what parents/community members need and want. Moreover, such tools have assisted in determining the barriers which may impede some parents from participating in order to ensure that parent/community groups (from varying backgrounds) have a voice in school decisions (Grand Erie DSB, Thames Valley DSB, and Ottawa-Carleton DSB).

Some of the school boards have provisions within their policies that outline the importance of sustaining parent engagement by addressing the common challenges to getting and keeping parents engaged. This may include: managing schedule conflicts, transportation, making parents feel welcome in the school and supporting teachers in building relationships with families (Halton DSB, Hamilton-Wentworth DSB, and Kawartha DSB).

The TDSB within its Parent and Community Involvement Policy (P023) provides opportunities that are available to school council chairs and local parent leaders through assisting them with the development of school community leadership skills and school administrators by focusing on skill enhancement and building positive school community relations.

School Boards Scanned

School Boards Scanned (12): Grand Erie DSB, Peel Region DSB, York Region DSB, Halton DSB, Hamilton-Wentworth DSB, Ottawa-Carleton DSB, Simcoe County DSB, Thames Valley DSB, Toronto DSB, Upper Grand DSB, Waterloo Region DSB, and Kawartha DSB

POLICY REVIEW WORK PLAN

Date: [May 15, 2019](#)

All policies will be reviewed to ensure consistency with the TDSB's Mission, Values and Goals Policy (P002), the Equity Policy (P037) and the Board's Multi-Year Strategic Plan.

POLICY INFORMATIONPolicy Title and Policy Number: [Parent and Community Involvement Policy \(P023\)](#)Review during fiscal year: [2018/19](#)Last reviewed: [July 13, 2005](#)Director's Council member responsible for this Policy review: [Associate Director, Equity, Well-Being and School Improvement](#)**Phase I. PLANNING AND OBTAINING TRUSTEES' DIRECTIONS**

This Policy Review Plan has been discussed with the Policy Coordinator:

- Yes
 No

This Policy Review Plan will be discussed at the Governance and Policy Committee meeting held on: [May 29, 2019](#)**Phase II. REVISIONS****Formatting Changes**

The Policy will be reformatted to ensure alignment with the current Policy Template (Operational Procedure PR501, Policy Development and Management):

- Yes
 No

Content Changes

The Policy requires content revisions:

- Yes
 No

The content changes are due to the following reason(s):

- Legislation
- Government directives/policies
- Board decisions
- Multi-Year Strategic Plan requirements
- Operational requirements
- Simplify and/or update using plain language
- Alignment with Equity Policy

Detailed information on the proposed content changes, including findings of the policy equity assessment:

Review the scope of the revised Policy, to enhance and explore:

Evaluation of Parental Engagement Activities

Evaluating current parental engagement activities and developing measures to improve their overall effectiveness

Parent and Community Engagement in the School Improvement Process (SIP)

- At its meeting on November 28, 2018 the Board approved that policy and procedures be developed to create the way by which parents, students, community and trustees are informed and involved in the School Improvement Process.

Consideration of Parent Engagement Standards

- Embed the MYSP-Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being by exploring engagement standards for the system.

Community Advisory Committees (CACs)

- Consider revision of the governance model for Board's (CACs) through alignment with the:
 - Equity Policy;
 - mandate of CACs as per Board directions from December 4, 2017 (please see appendix B for reference).
 - Board's Multi-Year Strategic Plan and its five key goals:
 - (1) Transform Student Learning;
 - (2) Create a Culture for Student and Staff Well-Being;
 - (3) Provide Equity of Access to Learning Opportunities for All Students;

(4) Allocate Human and Financial Resources Strategically to Support Student Needs;

(5) Build Strong Relationships and Partnerships within School Communities to Support Student Learning and Well-Being;

- ensuring that the CACs role, membership and reporting relationship with the Board are clearly defined;
- adopting a common CAC governance model;
- ensuring that that CAC mandates and terms of reference are consistent with the Board's Bylaws, policies and procedures.

Definition and Usage of the term Parent or Family

- Align with the Boards Equity Policy, Ontario Human Rights Family Status Code grounds, the Ontario Humans Rights Commission directives and the Truth and Reconciliation Recommendations.

Separating Community Engagement & Family Engagement

- Consider parent engagement as outlined within the *Parent Engagement Policy for Ontario Schools*.

Volunteers

- Define the role of volunteers
- Explore guidelines for volunteering that aligns with TDSB's best practices.

A review of leading practices for similar policies across jurisdictions has been completed and is included with this Work Plan.

Phase III. INTERNAL REVIEWS AND SIGN-OFFS

The Policy review will include TDSB divisions affected by the Policy:

- Business Operations and Service Excellence
- Equity, Well-Being and School Improvement
- Human Rights and Indigenous Education
- Learning and School Improvement
- School Operations and Service Excellence

In addition, the following departments will be required to sign-off on the proposed Draft Policy:

- Legal Services
- Governance and Board Services

Government, Public and Community Relations

A sign-off from the Director of Education will be obtained before proceeding with external consultations and/or Committee/Board approval.

Director of Education

Phase IV. EXTERNAL CONSULTATIONS

Are external consultations applicable to this Policy?

Yes

No (*Ministry of Education mandated policy or corporate policy without external stakeholders*)

Mandatory external consultations will include, at a minimum:

1. Posting of the working draft Policy on TDSB website for public feedback (45 days minimum): [60 Days](#)
2. Extending invitations for consultation to:

Student Senate

and

all Community Advisory Committees of the Board and conducting consultations with the Community Advisory Committees that expressed interest (either individually with each interested committee or collectively with representatives of all interested committees): [November 2019 – March 2020](#)

- Aboriginal Community Advisory Committee
- Alternative Schools Community Advisory Committee
- Black Student Achievement Community Advisory Committee
- Community Use of Schools Community Advisory Committee
- Early Years Community Advisory Committee
- Environmental Sustainability Community Advisory Committee
- Equity Policy Community Advisory Committee
- French-as-a-Second-Language Community Advisory Committee

- Inner City Community Advisory Committee
- Parent Involvement Advisory Committee (PIAC)
- Special Education Advisory Committee (SEAC)
- Urban Indigenous Community Advisory Committee

In addition to mandatory consultations, other external participants and projected dates of consultation(s) include:

- School Councils
- Professional Associations and Unions
- Other: [\[provide details\]](#)

The following methods will be applied in the external consultations: [\[at least two or more methods must be selected\]](#)

- Public meeting ([ward forums](#))
- Facilitated focus group
- Call for public delegations
- Expert panel discussion
- Survey
- Posting on the TDSB website
- Other:

Phase V. COMMITTEE/BOARD APPROVALS

Following external consultations and revisions, the working draft Policy will be presented to the Governance and Policy Committee on the following date: [April-May 2020](#)

Following recommendation by the Governance and Policy Committee, the revised Policy will be presented to the Board on the following date: [May-June 2020](#)

Once approved, the revised Policy will replace the existing policy on the TDSB website.

Phase VI. IMPLEMENTATION

Following Board approval, the final revised Policy will be communicated through:

- Posting of the revised Policy on the TDSB website through the Policy Coordinator
- Sharing with staff through the System Leaders' Bulletin

- Informing departments at staff meetings and channeling information to the school principals through respective superintendents
- Implementation of a broad communication plan for internal and external audiences, include summary of policy revisions and expected outcomes

Policy implementation will include:

- Conducting information/training sessions to TDSB staff affected by the Policy

The projected time for conducting information/training sessions to staff will be:
[Fall 2020](#)

- Review of associated procedures: [Summer 2020](#)

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

The Governance and Policy Committee's mandate will be to consider and make recommendations to the Board on governance and policy matters referred to it for consideration, including review of Board governance practices and the ongoing development and review of the Board's policies.



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.