



## **Parent and Community Involvement Policy (P023) Review – Update**

**To:** Governance and Policy Committee

**Date:** 08 January, 2020

**Report No.:** 01-20-3810

### **Strategic Directions**

1. Transform Student Learning
2. Create a Culture for Student and Staff Well-Being
3. Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

### **Recommendation**

It is recommended that the Critical Path for review of the Parent and Community Involvement Policy, as presented in this report, be received.

### **Context**

The Parent and Community Involvement Policy (P023) (the “Policy”) 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. The scope of the review will also address the direction of the Board of Trustees of December 4, 2017, requiring Director of Education to review mandates of the Board’s community advisory committees and present report with recommendations. The scope of the review along with the approved policy work plan approved by the Board at its meeting on June 19, 2019 can be reviewed in Appendix A-Policy Review Work Plan.

This report is to inform Trustees of the critical path to undertake the review. P023 is a critical policy that will not only define the way all families and other key stakeholders of

the Board engages with the Board but it will also begin the work of clarifying the goal of engagement for Trustees and the tools and medium used by the Board of Trustees and Trustees to engages with families, constituents and the public.

During the design process of the review conversations were held with the Parent Involvement Advisory Committee (PIAC) to identify opportunities for their engagement in the implementation of the policy review. There were three areas identified as appropriate opportunities for PIAC:

- i. Co-facilitation of ward consultations with Trustees, where feasible
- ii. Review/provide feedback on drafted policy statements, and;
- iii. Co-host online forums

While co-facilitation of ward consultations with PIAC and Trustees provides an ideal opportunity for collaboration challenges of scheduling and resources needs to be considered.

As part of the review, staff will also consult with Community Advisory Committees, Student Senate and the Special Education Advisory Committee (SEAC) of the Board as stipulated in Governance Procedure PR501.

The Critical Path is outlined in APPENDIX B- P023-Policy Review Critical Path and is presented for the Committee's information.

## **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 Critical Path and the Policy Review Work Plan. With a focus on operationalizing the Boards equity commitments into the review, there will be extensive public consultations utilizing online and offline mediums that will provide opportunities for wide stakeholder participation, while ensuring the engagement of families identified within the Multi-year Strategic Plan.

The consultations are expected to take up to 60 days in order to provide an ample opportunity for school communities and all Community Advisory Committees of the Board 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**

To enhance our online capabilities and gather insight from varying stakeholder utilizing modern tools we have utilized the Boards Request for Quotation (Policy 017 – Purchasing) process to retain strategic guidance and services of Bang the Table an organization that features a tool called Engagement HQ a platform that will enable

online engagement that goes beyond surveys to include an array of engagement tools ranging from forums, ideas and places (geo-spatial polling) to polls. While this medium is new to the Board it is a worldwide tool being used widely by Municipalities for engaging the public. We will also be supported by groundswell a consulting group with a specialty and expertise in applying Design Thinking in community/public engagement.

## **Communications Considerations**

Following Board approval, Policy Review Critical Path 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)**

- Community Engagement Policy (P078)
- Parent and Community Involvement Procedure (PR558)

## **Appendices**

- Appendix A: Policy Review Work Plan
- Appendix B: Policy Review Critical Path

## **From**

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## **Routing**

Governance and Policy Committee  
Board of Trustees

01/08/20  
TBD

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 INFORMATION**

Policy 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

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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](#)

<b>P023: PARENT &amp; COMMUNITY ENGAGEMENT POLICY REVIEW</b> <b>CRITICAL PATH</b>		
<b>ACTION</b>	<b>AUDIENCE</b>	<b>ANTICIPATED TIMELINE</b>
<b>Online Engagement Strategies</b> <ul style="list-style-type: none"> <li>• Online Survey</li> <li>• Online Discussion Forum Co-Hosted by Staff and PIAC Members</li> </ul>	All families, school council chairs	January – February 2020
	All families, school councils (to be determined)	To be determined
<b>In-Person Engagement Strategies</b> <ul style="list-style-type: none"> <li>• Focus Groups</li> <li>• Focus Groups led by Community Support Workers in Learning Centres</li> <li>• Ward Meetings (at the request of Trustees)</li> <li>• Open House – Charest-Style Session (Central)</li> <li>• Staff Survey and/or Charest-Style (or Open Space)</li> </ul>	Community Advisory Committee Members, PIAC & SEAC Model Schools, Parents/Guardians of Children with Special Education Needs (e.g., Deaf & Hard of Hearing Programs, Congregated Sites)	January 2020 – March 2020
	Families and community members, school councils	
	Community members	
	Representatives from staff groups	
Indigenous Community Engagement	As determined by the Urban Indigenous Community Advisory Committee & Principal Tanya Senk	Ongoing
Development of Draft Policy & Presentation at Governance & Policy Committee	Governance & Policy Committee	April 2020
Policy Consultation – as per June 19, 2019 Report to the Board of Trustees	Not applicable	May 2020 – June 2020

COMMUNITY ENGAGEMENT & COMMUNITY ADVISORY COMMITTEE REVIEW CRITICAL PATH		
ACTION	AUDIENCE	ANTICIPATED TIMELINE
Online Survey	Trustees Members of CACs Staff Leads & Clerical Support	January 2020
CAC Focus Group Feedback	Members of CACs	January 2020 - February 2020
Background Data Collection <ul style="list-style-type: none"> <li>• Scan of <i>Governance Models</i> for Community Advisory Committees</li> <li>• Analysis of <i>Organizational Documentation</i></li> </ul>	Not applicable	December 2019 – February 2020
Presentation of the Draft at Governance & Policy Committee	Governance & Policy Committee	April 2020
Policy Consultation – as described in June 19, 2019 Report to the Board of Trustees	Not applicable	May 2020 – June 2020

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