



P023, Parent and Caregiver Engagement Policy Review: Phase 5

To: Special Governance and Policy Committee

Date: 16 June, 2022

Report No.: 06-22-4351

Strategic Directions

- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being
- Provide Equity of Access to Learning Opportunities for All Students
- Create a Culture for Student and Staff Well-Being

Recommendation

It is recommended:

- (a) That the Parent and Caregiver Engagement Policy (P023), as presented in the report, be approved;
- (b) That volunteering be removed from P023 and developed within the proposed Public Engagement Policy.

Context

The current Parent and Community Involvement Policy (Appendix A) came into effect on November 25, 1998, and was most recently revised on February 3, 2010. The current Policy outlines a framework for building and supporting parent and community involvement in the Toronto District School Board, including the establishment of the Board's Community Advisory Committees (CACs).

The revised Parent and Caregiver Engagement Policy (P023) ("Revised Policy") (Appendix B) was prepared in accordance with the Policy Review Work Plan (Appendix C) that was approved by the Governance and Policy Committee on April 21, 2021, and subsequently by the Board of Trustees on November 10, 2021. The Board of Trustees at its meeting on May 25, 2022, also approved the creation of a Public Engagement

Policy that will include Community Advisory Committees (CACs), hence its removal from the revised Parent and Caregiver Engagement Policy (P023).

The revised Policy establishes a framework for shared responsibilities of parents, caregivers, the Board, and the trustees for the implementation of effective strategies to increase and improve parent and caregiver engagement in the Board. The primary scope of the policy review entailed:

- Exploring the definition and usage of the term parent/caregiver, guardian or family, and engagement
- Separating community engagement & parent/caregiver engagement
- Review of Community Advisory Committees (CACs)
- Parent/Caregiver and community engagement in the School Improvement Process (SIP)
- Evaluation of parent/caregiver engagement activities/programs/services
- Consideration of parent/caregiver engagement standards
- Volunteerism

The consultation process occurred over 60 days and entailed the posting of the revised policy on the Board's website and www.tdsbengage.ca. A combination of public, internal, and external stakeholders and affinity focus group sessions including CACs, the Parent Involvement, and Special Education Advisory Committee, School Councils, and the Student Senate was held. The feedback obtained through the public consultations was reviewed and is reflected in the revised policy presented for the Committee's consideration. A summary of the feedback can be found in Appendix D.

There are several proposed changes to the policy with the most significant being the name of the policy from *parent and community engagement* to *parent and caregiver engagement* and the change from the term *parent/guardian* to *parent/caregiver*. While in Ontario the term parent is used broadly and refers not only to parents but to guardians, caregivers, and other family members who help children learn both at home and school; the draft policy proposes the usage of the terms parents and caregivers to honour the intent of the Ontario Human Rights Code recommendation which "recognize and accommodate a broader range of familial relationships than those described by the grounds of marital and family status but also include the kinds of "chosen families" often adopted by 2SLGBTQ2S*persons, as well as the diverse forms of support networks developed by persons with disabilities". The development of a new public engagement policy allows for a policy that clarifies the legislative and Board commitments to parents and caregivers and enables the Board of Trustees to explore a more robust model for soliciting and receiving advice.

While the scope of the review included the exploration of including volunteerism in the revised policy, we heard clearly during the consultation that volunteerism extends

beyond the scope of the revised Parent and Caregiver Engagement Policy (P023) due to the numerous stakeholder groups that volunteer within the Board.

The revised Policy (Appendix B) is presented for the Committee's consideration and approval.

Resource Implications

Resource implications will be presented in a future report to FBEC.

Communications Considerations

Government, Public, and Community Relations will be consulted for the drafting of a communications plan. In addition, following Board approval, the revised policy will be communicated to the public in accordance with the Policy Review Work Plan. System-wide communication to all stakeholders, including staff, students, and parents, will be implemented following approval of the revised Parent and Caregiver Engagement Policy (P023).

Board Policy and Procedure Reference(s)

- Community Engagement Policy (P078)
- Equity Policy (P037)
- Parent and Community Involvement Procedure (PR558)

Appendices

- Appendix A: Parent and Community Involvement Policy (P023) – Current
- Appendix B: Parent and Caregiver Engagement Policy (P023) - Revised
- Appendix C: Policy Review Workplan
- Appendix D: Summary of Feedback

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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 organization 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

Toronto District School Board

P023

Title: **PARENT AND CAREGIVER ENGAGEMENT**

Adopted: November 25, 1998

Effectuated: November 25, 1998

Revised: January 26, 2005, July 13, 2005, February 3, 2010, [New Date]

Reviewed: January 26, 2005, July 13, 2005, February 3, 2010, [New Date]

Authorization: Board of Trustees

1. RATIONALE

Regardless of family income or background, students whose parents/guardians/caregivers are involved in their schooling are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behaviour, and adapt well to school. The more comprehensive and well-planned the partnership's shared responsibilities, and communication between the school, Board, and home, the higher the student achievement.

2. OBJECTIVE

To establish a framework for shared responsibilities of parents/guardians/caregivers, the Board, and the trustees for the implementation of effective strategies to increase and improve effective parent/guardian/caregiver engagement in the Board.

3. DEFINITIONS

Board refers to the Toronto District School Board, which is also referred to as the "TDSB".

Capabilities refer to what a person has the ability or knowledge to do.

Caregiver refers to a person involved in a care and commitment relationship that may be ongoing, long-term, significant, and where responsibilities have shifted to a non-family member. (Ontario Human Rights Commission, Defining Family Status) <www.ohrc.on.ca>.

Co-construct refers to a dynamic process in which what is taught and learned (the curriculum) is negotiated between teacher, students, and

parents/guardians/caregivers rather than being solely predetermined by the teacher.

Colonialism refers to a practice of domination, which involves the subjugation of one people to another. Settler colonialism — such as in the case of Canada — is the unique process where the colonizing population does not leave the territory, asserts ongoing sovereignty over the land, actively seeks to assimilate the Indigenous populations, and extinguishes their cultures, traditions, and ties to the land.

Community Liaison Groups refer to parent/guardian/caregiver community groups with mandates to engage parents/guardians/caregivers on educational issues of specific interest and relevance to the group and hold a memorandum of understanding with the Board.

Critical actors refer to how oppressed or marginalized people learn to critically analyze their social conditions and act to change them.

Engagement refers to an equitable collaboration between the Board, school, and the home that is, anti-oppressive, culturally responsive, and focused on improving children's learning. It requires the Board and schools to reach out to engage parents/guardians/caregivers in ways that:

- enhances parent/**guardian**/caregiver knowledge and efficacy in navigating academics and the educational system in ways that foster parent agency
- foster parent-to-school and parent-to-parent relationship that enables the connection between parents/**guardians**/caregivers, particularly equity-seeking parents/**guardians**/caregivers, and designates spaces to share experiences and concerns
- build strategies and capacity for staff and parents/**guardians**/caregivers to learn and share funds of knowledge, as well as cultural and intellectual resources that can contribute to transforming instructional and institutional practices in schools
- nurture spaces and places for parents/**guardians**/caregivers to exercise leadership and influence in schools and school systems

Guardian refers to a person who has lawful custody of a child, other than the parent of a child.

Newcomer refers to new arrivals to Canada and Toronto as landed immigrants, refugee claimants, temporary residents, and undocumented persons.

Oppression refers to prolonged, systemic, abuse of power or control by one group of people (the Dominant Group) at the expense of others (the oppressed) and maintains a cultural imbalance of Power that socially supports the mistreatment and exploitation of all groups of 'less powerful' individuals. This results in unjust

advantages, status, and benefits for one group over the other and is maintained by social beliefs, economic and institutional structures, and subtle and overt cultural practices. Because oppression is institutionalized in our society, target group members often face Barriers and limitations in many aspects of social participation i.e. school, health care, social services, employment, parenting, housing, etc. Oppression actively provides unearned Privileges and protections to some members of our community, allowing them to ignore the presence of Discrimination and or Barriers to fair and equal access and opportunities such as Classism, Racism, Ableism, Sexism, Homophobia, and Transphobia.

Parent refers to a guardian as defined in section 1 of the Education Act; (“père ou mère”).

Relational refers to people’s connections that engage others from a place of worthiness that cultivates courage, compassion, and connection.

TDSB refers to the Toronto District School Board, which is also referred to as the “Board”.

Whiteness refers to a White identity that has become the ideal and is viewed as the norm, whereby other identities such as Black, Indigenous, Asian, etc. are viewed as multicultural subcultures within a society. It's a critical step in creating anti-racist schools/classrooms.

4. RESPONSIBILITY

The Director of Education holds primary responsibility for the implementation of this Policy. Within the Director’s Office, the responsibility for the implementation, and day-to-day management of the Policy is assigned to the Central Coordinator of Parent and Community Engagement.

5. APPLICATION AND SCOPE

This Policy applies to all parents/guardians/caregivers, and employees of the TDSB, including supervisors, business unit leads, senior and executive managers, and trustees.

6. POLICY

6.1. TThe Board will ensure that parent/guardian/caregiver engagement is integrated into all programs, sustained with resources and infrastructure. It will be intentional, relational, linked to achievement and well-being, and build staff, parent/**guardian**/caregiver capabilities and confidence (self-efficacy).

6.2. Parents/guardians/caregivers engagement practices will work to disrupt and dismantle systems of whiteness and oppression and center around the

cultural knowledge and practices of parents/guardians/caregivers, particularly Black, Indigenous, racialized people, people with disabilities, women, 2-Spirit, Lesbian, Gay, Bi-Sexual, Trans, Queer and (2SLGBTQ2S*), newcomers and other equity deserving parents/**guardians**/caregivers, as per TDSB Equity Policy (P037). All parents/guardians/caregivers will be positioned as critical actors in student achievement and well-being.

- 6.3. Indigenous Peoples are self-determining nations with distinct and inherent rights and laws. These inherent rights and laws govern the relationship between Indigenous people and institutions. Guided by the Truth and Reconciliation Commission, the Board will work to dismantle TDSB's colonial structures, practices, and impacts of colonization by actively engaging in alliance with Indigenous Elders, students, parents/guardians/caregivers, and the community in developing a governance model that honors Indigenous knowledge, sovereignty, and self-determination.
- 6.4. The Board will ensure that parent/guardian/caregiver engagement is a partnership that is equitable and relational in which goals that support student achievement, well-being, and healthy development at home, school, and in the community are co-constructed with parents/guardians/caregivers and allow for active participation in decision-making or an ability to influence decisions related to their child(ren).
- 6.5. School leadership will facilitate equitable collaboration between parents/guardians/caregivers and the school that:
 - ensures the engagement of parents/guardians/caregivers and equity deserving parents/guardians/caregivers into the school and the School Improvement Process (SIP) ensures language and other related settlement supports are provided for newcomer parents/guardians/caregivers' engagement; and
 - establish clear engagement goals and create spaces for staff and parent/guardian/caregiver dialogue that upholds principles of equity, as per the Equity Policy (P037).
- 6.6. The Board will ensure TDSB staff, parents/guardians/caregivers, and students, as appropriate, collaborate with local school community partners to assist in reaching school improvement goals. This will connect students, parents/guardians/caregivers, and staff to expanded learning opportunities, community services, and civic participation.
- 6.7. The Board will support community outreach programs and organize parent/guardian/caregiver forums at school, ward, and regional levels that experience significant challenges in promoting and sustaining parent/guardian/caregiver involvement in their children's education. This will

also be done to promote parent/guardian/caregiver consultation and input on matters related to policy, program, or operations of the TDSB school system.

- 6.8. The Board will ensure that parents/guardians/caregivers and TDSB staff are provided with anti-oppression engagement training opportunities. This training will aim to strengthen the knowledge and skills of parents/guardians/caregivers and TDSB staff to build trusting relationships and work as equitable partners in co-constructing student learning, achievement, and well-being.
- 6.9. The Board will provide an effective and operational communication system(s) and multilingual service that will enable effective, frequent, and two-way communication between TDSB staff, parents/guardians/caregivers, and Trustees.
- 6.10. In accordance with O. Regulation 612/00 of the *Education Act*, the Board will ensure that every TDSB school establishes a school council that will advise the school and the Board. The Board will develop School Council procedures that outline the operations of School Councils.
- 6.11. The Board will engage in strategic relationships with Community Liaison Groups who wish to work with the TDSB to address educational issues of concern, and who are formed in accordance with criteria established for these groups.
- 6.12. The Board will develop parent/guardian/caregiver engagement standards that address the engagement of parents/guardians/caregivers in the SIP, co-constructing learning, well-being, and achievement goals, and the operation of School Councils.
- 6.13. The Board will use disaggregated race-based data to track, monitor, and report on parent/guardian/caregiver engagement across the Board.

7. SPECIFIC DIRECTIVES

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

8. EVALUATION

This Policy will be reviewed at a minimum every four (4) years after the effective date.

9. APPENDICES

Not applicable

10. REFERENCE DOCUMENTS

Legislation and Other Documents

- *Education Act*
- O. Regulation. 612/00, School Councils and Parent Involvement Committees
- O. Regulation. 613/00, Operations of Schools-General
- Parents in Partnership: A Parent Engagement Policy for Ontario Schools

Policies

- Community Engagement Policy (P078)
- Equity Policy (P037)
- Selection, Promotion, and Placement of School Principals and Vice-Principals Policy (P052)

Procedures

- Translation and Interpretation Procedure (PR503)
- Parent Concern Protocol (PR505)
- Parent and Community Involvement Procedure (PR558)
- Selection, Promotion, and Placement Process for School Principals and Vice-principals Procedure (PR705)

POLICY REVIEW WORK PLAN

Date: March 23, 2022

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 Work Plan has been discussed with the Policy Coordinator:

- Yes
 No

This Policy Review Work Plan will be discussed at the Governance and Policy Committee meeting held on: [March 23, 2022 \(Revised work plan being presented for information re: P023 review and associated timelines\)](#)

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, Appendix A):

- 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 (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 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: [\[select applicable\]](#)

- Business Operations and Service Excellence
- Equity, Well-Being, and School Improvement
- Human Rights and Indigenous Education
- Leadership, 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
- Policy 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 the TDSB website for public feedback (45 days minimum): 245 days-In addition to the 60+ consultation days implemented to develop Policy statements.
2. Extending invitations for a 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): [March-May 2022](#)

- 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
- LGBTQ2S Community Advisory Committee (new CAC)
- Parent Involvement Advisory Committee (PIAC)
- Special Education Advisory Committee (SEAC)

- Urban Indigenous Community Advisory Committee (CAC was renamed)

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

- School Councils
- Professional Associations and Unions
- Other:

The following methods will be applied in the external consultations:

- Public meeting
- 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: [June – September 2022](#)

Following a recommendation by the Governance and Policy Committee, the revised policy will be presented to the Board on the following date: [September-October 2022](#)

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 includes a summary of policy revisions and expected outcomes

Policy implementation will include:

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

The projected timeframe for conducting information/training sessions for staff will be [January 2023](#)

- ☒ Review of associated procedures or initiate development of new procedures
[Winter/Spring 2023](#)

P023 Review: Draft Policy Feedback Summary

Introduction

As per Board procedure, a draft policy for the proposed Parent and Caregiver Engagement Policy (P023) was posted online for public consultation in April and May 2022. To gather feedback, the draft policy was accompanied by a ThoughtExchange where the public, staff, and students could share comments. Feedback was also gathered at multiple focussed conversations throughout May and April. Please see Appendix A for this list.

Please note, that before this round of consultations, focus groups and a survey were conducted with the public in 2020. These data collection efforts were untimely cut short due to the COVID-19 pandemic. All information collected during the initial phase of the P023 consultation in 2020 was used to generate the revised draft policy that was posted for feedback in 2022. Please see Appendix B for respondent details.

This document is a summary of the feedback received via the (1) ThoughtExchange and (2) focussed conversations.

Respondent Summary

Learnings from Stakeholders

There was no single or uniform view of the draft policy. Each stakeholder group provided feedback based on their perspective and lived experience. Nonetheless, participants did provide some overarching recommended policy changes.

- **Positive Feedback.** Many participants shared positive feedback that the draft policy places more responsibility on the Board and staff to strengthen engagement. Positive comments were made that the policy is being updated to include a focus on decolonization, inclusion, and anti-oppression. Positive feedback was also received regarding the effort to create a “culture of engagement at the school level” and connect parents, caregivers, and staff in TDSB buildings. Participants noted the change in the parental engagement framework or lens behind the policy - meaning, an engagement that is not

only focused on school-centered activities but holistic in acknowledging the role of the family and community in learning.

- **Clarity in Language and Terminology.** Regarding language, participants noted that the policy should be written in clear, plain language, ensuring it is understood by parents of all educational backgrounds and is readily available in multiple languages. Some statements and terms in the policy need to be more clearly defined; specifically, participants felt that engagement should be more clearly defined as well as newcomers. Some suggested that the policy should include the wider school community when considering engagement (e.g., leveraging connections with local community organizations as a way to engage parents).
- **Parent/Caregiver and the Legal Responsibilities.** Some participants noted the importance of re-examining the definition of the term 'parent/caregiver' in the policy. It was noted that this draft policy does not address the difference between someone who has the legal authority to engage with the school and someone who does not.
- **Specificity Around Experiences of Racism and Oppression.** It was suggested that the policy use more direct language around the discrimination and oppression faced by First Nations, Inuit, and Métis communities and racialized communities. As an example, from the consultations, there were comments related to the inequitable treatment, perception, reception, and engagement of Black parents at schools and on the Board. Participants called for adding the words "white privilege" and "white fragility" to the policy. Suggestions were also made to use more terminology such as underprivileged, underdeveloped, and lack of opportunity.
- Some comments were made that the policy needs to include, or make reference to, additional social identities - for example, single and low-income parents, parental age, newcomer families, and religion. The feedback provided suggests the benefits of defining and understanding parental engagement through an intersectional lens, given that parents have multiple social identities that can impact their experiences within the school system.

- Participants commented that a component of family engagement - on the part of the school - is understanding students' religious backgrounds, religious attire, holidays, and prayer accommodations.
- Participants requested details around increasing support for newcomer families and consideration for newcomers as an equity-seeking group.
- Participants questioned whether all staff truly know the communities they work in. Can community members educate staff on schools' surrounding communities?
- **Link to Human Rights Policy.** Participants noted that specific statements in the policy need to point back to relevant procedures and policies, such as the Human Rights Policy and TDSB's Equity Policy to ensure accountability; specifically, when discussing racism and discrimination. Participants noted that communication around the partner policies and procedures related to parent and caregiver engagement would support clear expectations and accountability.
- **Link to the Climate Action Plan.** Some participant groups noted that the challenge of tackling the climate crisis in TDSB schools should be acknowledged in the policy, emphasizing that parent, caregiver, and community engagement is essential to the success of any school-based climate action initiatives.
- **Monitoring and Evaluation.** Participants noted that to successfully track, monitor, and evaluate the Board's and schools' engagement efforts, especially in affinity spaces, the Board needs to continue to collect and disaggregate student and family data by race, ethnicity, and nationality. Participants shared that understanding the importance of engaging with multiple communities and honouring the diverse lived experiences at the TDSB is important when moving forward.
- **Home-school Communication.** Participants questioned how or if this policy relates to home-school communication, language support, and the larger ongoing relationships between school-based staff and families/students.
- **Clarity Around Omissions of School Council and Community Advisory Committees from P023.** Some participants wondered where details around School Councils and Advisory Committees would be situated. It was noted by

some that the proposed policy attempts to cover too much ground, which will make it difficult to hold the procedures accountable. A suggestion was made that there be two separate policies - for school councils and volunteering.

- Specific to School Councils, participants felt it was important to provide specific training opportunities for parents and principals around leadership and school councils. Some participants noted there should be mandatory training for all school principals on building positive community relations.
- **Procedural and Policy Implementation.** Questions and concerns were raised regarding the implementation of the policy and the procedures. Participants asked, how will the policy be implemented, who is responsible for the implementation; how will schools be accountable for implementing the policy; what training is needed for staff and families? Participants noted concerns about a potential gap between the policy and practice at the school level.
- There was some concern that the policy is moving away from engagement in the classroom between parents/caregivers and teachers. With the policy's larger focus, some participants indicated that the policy is lacking explicit responsibilities for staff, parents/caregivers, and Trustees. Staff is not defined and there is no direct mention of educators or teachers.
- Participants that disagreed with this revised parent engagement framework requested resources to support the direction. Perhaps a consideration during policy and procedure implementation.

List of 2022 Public Consultation Opportunities

Group	Facilitated Opportunity
Public Sessions	<ul style="list-style-type: none"> • 2 public sessions in April
Community Advisory Committees	<ul style="list-style-type: none"> • 1 large group meeting • Agenda item at individual CAC meeting (did not attend FSLCAC, 2SLGBTQ+, EYCAC, and ESCAC)
TDSB Spaces	<ul style="list-style-type: none"> • Student Senate • School Councils • 4 Learning Centre Model School Sessions • CSW Parent Ambassadors
Affinity Spaces	<ul style="list-style-type: none"> • Black Student Success Committee • Parents of Black Children • Congregated Sites
Group	Self-Directed Opportunity
Newcomer Families	<ul style="list-style-type: none"> • The Neighbourhood Organisation • Catholic Crosscultural Services • North York Community House
Affinity Spaces	<ul style="list-style-type: none"> • An Affinity Group for Somali Parents and Caregivers • Affinity space for Eritrean parents and caregivers
Union Partners	<ul style="list-style-type: none"> • TSAA (Toronto Student Administration Association) • OSSTF (Ontario Secondary School Teachers' Federation) • ETFO (Elementary Teachers' Federation of Ontario)
Staff Committees	<ul style="list-style-type: none"> • Superintendent & Senior Staff • Student Equity Advisors

*Self-directed groups were directed to engage in the P023 related ThoughtExchange

List of ThoughtExchange Participants

Group	Number of Participants
Current Parent/Caregiver	48
Future Parent/Caregiver	1
Family Member/Caring Adult	1
Student	4
TDSB Staff Member	7
Community Member	5
Other	4

Participant Details from P023, Phase 1 2020

I am a:

Response	Frequency
Parent	97
Parent, TDSB Staff Member	6
Parent, Community Stakeholder	2
Parent & Other	1
Community Stakeholder	2
TDSB Staff Member	2
Caregiver	1
Elder	1
Sibling, Guardian, Community Stakeholder	1
Other	1
Total	114

I have a child(ren) in Grade(s):

Response	Frequency
Primary (JK-grade 3)	39
Junior (Grades 4-6)	10
Senior (Grades 7-8)	4

Mixed Elementary Grade Levels	18
High School (Grades 9-12)	21
Elementary and Secondary	13
Not applicable	9
Total	114

Who is your School Board Trustee / What Ward do you live in?

Response	Frequency
Alexandra Lulka Ward 5	3
Anu Sriskandarajah Ward 22	2
Jennifer Story Ward 15	5
Trixie Doyle Ward 14	2
Zakir Patel Ward 19	5
Alexander Brown Ward 12	5
Chris Moise Ward 10	6
Chris Tonks Ward 6	4
Christopher Mammoliti Ward 4	3
Dan MacLean Ward 2	3
Harpreet Gill Ward 1	2
James Li Ward 13	2
Manna Wong Ward 20	6

Michelle Aarts Ward 16	11
Parthi Kandavel Ward 18	2
Patrick Nunziata Ward 3	3
Rachel Chernos Lin Ward 11	5
Robin Pilkey Ward 7	6
Shelley Laskin Ward 8	6
Stephanie Donaldson Ward 9	7
Yalini Rajakulasingam Ward 21	2
Not Applicable	4
Not Sure	19
Did not answer question	1
Total	114