



P023 - Parent and Community Involvement Policy Review Update

To: Governance and Policy Committee

Date: 24, March 2021

Report No.: 03-21-4048

Strategic Directions

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

Recommendation

It is recommended that the revised Critical Path and Work Plan for the Parent and Community Involvement Policy (P023), as presented in this report be approved.

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 establishment of the Board’s Community Advisory Committees (CACs).

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 CACs and present report with recommendations.

This report is to provide an update on the Critical Path and Work Plan that was received by the Board on February 05, 2020. Since the last update, COVID-19 and the Ministerial Order from the Minister of Education, ordering school boards to close from March 14 through to April 5, 2020 resulted in the postponement of all face-to-face consultation sessions.

Prior to the postponement of consultations, the P023 review was launched online at www.tdsbengage.ca on February 20, 2020 and off-line (face-to-face) on February 25, 2020. As the hub of the review, www.tdsbengage.ca features the P023 survey, schedule of consultation dates, background information on the review process, frequently asked questions (FAQ), links to other TDSB sites and an IDEAS tool that solicits recommendations on the policy from the public. Off-line consultations (face-to-face) to date have entailed four (4) ward consultations representing 10 wards, 2 CACs and two Model School for Inner City, stakeholder session.

The CAC review had commenced and trustees, staff leads, trustees and members of CACs have had an opportunity to complete an anonymous online survey. CAC members have also been invited to provide feedback on the specific focus of their CAC, and community engagement, online or at one of their meetings. The analysis of the survey results, Summary of Board Decisions and other information such as an environmental scan will inform the revision of the policy statements related to CACs.

Action Plan and Associated Timeline

Subject to the Governance and Policy Committee and Board directions, the review processes will be separated by focusing on the CAC review for completion this school year and the larger P023 review for completion April-May 2022 thereby, allowing for a more thorough review of both processes, while managing staff workload. An update of the Work Plan and Critical Path for CACs and P023 can be reviewed in the Appendix.

Resource Implications

The contract for the Bang the Table Engagement HQ platform secured through the Boards Request for Quotation (Policy 017 – Purchasing) has expired and will be renewed for another year. This tool has enabled us to create www.tdsbengage.ca an online hub for the P023 consultation. It offers an array of modern online engagement tools ranging from forums, ideas and places (geo-spatial polling) to polls that has enhanced our online capabilities for gathering insight from varying stakeholders.

Communications Considerations

Government, Public and Community Relations will be consulted for the drafting of a communications plan.

In addition, the revised Parent and Community Involvement Policy (P023) will be posted on the Board's internal and external website and communicated through the System Leaders' Bulletin.

Board Policy and Procedure Reference(s)

- Community Engagement Policy (P078)
- Parent and Community Involvement Procedure (PR558)
- Parent and Community Involvement Policy (P023)

Appendices

- Appendix A - PO23 - Critical Path
- Appendix B - P023 - Parent and Community Involvement Policy Review Work Plan

From

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P023 - CRITICAL PATH

P023 REVIEW CORE PRINCIPLES

- Centring- voices that have been institutionally marginalized,
- Acknowledging-families do not belong to just one category or social location but have identities that are complex and multiple; fluid rather than fixed,
- Tailoring-ensuring that consultation model/tools meets the needs of specific target audiences.

COMMUNITY ADVISORY COMMITTEE CRITICAL PATH

Task	Timeline
Review Data collected	March 2021
Wrap-up CAC focus group ((review and refine findings)	April 2021
Trustee focus group (review and refine findings)	
Data synthesis and analysis	May 2021
GPC Report	June 2021

P023-CRITICAL PATH

<i>Website Engagement</i> <ul style="list-style-type: none"> • Reactivation of planning committee • Renewal of www.tdsbengage.ca platform • Relaunch www.tdsbengage.ca for platform for survey and polling • Website shared with Student Senate 	April 2021
	May-June 2021

<p><i>Virtual Stakeholder Conversations</i></p> <ul style="list-style-type: none"> • Online discussion forum co-hosted by staff and PIAC • Wrap-up Ward Consultations • Wrap-up Community Advisory Committee focused sessions • Wrap-up Model School Focus Groups - LC1/2/4) • Convene stakeholder Conversations with congregated sites, Deaf/hard of hearing & Indigenous (determined by UIEC), secondary parents/caregiver & Settlement Workers • Staffing Groups & Unions (e.g. teachers, TSAA etc.) • School Councils 	<p>September - December 2021</p>
<p>Synthesis & Analysis</p> <ul style="list-style-type: none"> • Collection and review of all data • Development of Key policy directives • Vetting of policy directives with PIAC 	<p>January 2022</p>
<p>External Consultation on Policy Directives</p> <p>Public Delegations</p> <ul style="list-style-type: none"> • Two LC sessions (LC 1&3/2&4) • Posting on www.tdsbengage.ca & TDSB website 	<p>January - February 2022</p>
<p>Committee Board Approvals</p>	<p>April - May 2022</p>

POLICY REVIEW WORK PLAN

Date: March 24, 2021

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 24, 2021 \(Revised work plan being presented for approval re: P023 review and associated timelines\)](#)

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

- ☐ 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 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 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):
September – December 2021

- ☒ 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: [April – May 2022](#)

Following recommendation by the Governance and Policy Committee, the revised Policy will be presented to the Board on the following date: [April-May 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, 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 period for conducting information/training sessions to staff will be: [Fall 2022](#)

- ☒ Review of associated procedures or initiate development of new procedures: [Summer 2022](#)