

PIAC Trustee Report

6/21/2022

Congratulations to all our graduates!

Public Consultations- <https://www.tdsb.on.ca/About-Us/Policies-Procedures-Forms/Policy-Consultations>

Teacher Hiring Policy (P098)

Communications (New Policy)

Alternative Schools (P062)

P023, Parent and Caregiver Engagement Policy Review- <https://pub-tdsb.escrimemeetings.com/filestream.ashx?DocumentId=13997>

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.

P085, Student Attendance and Safe Arrival Policy- <https://pub-tdsb.escribemeetings.com/filestream.ashx?DocumentId=13992>

Action Plan and Associated Timeline

The Working Committee continues to work on the review and development of the associated Procedures to accompany this revised Policy. New sections are being developed to support:

- Safe Departure;
- Continuing Education programs;
- Safe Arrival in virtual classes;
- Student Attendance, Safe Arrival and Departure procedures for non-school educational locations (e.g., Cooperative Education, Dual Credits, School within a College (SWAC)).

Subject to the Governance and Policy Committee's approval, the Policy will be presented to the Board of Trustees on June 29, 2022, for final approval. Pending approval, the associated Operational Procedures will be finalized and brought to the Governance and Policy Committee in September 2022 for information and implementation.

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

Annual Report on Early Literacy: 2021-22- <https://pub-tdsb.escribemeetings.com/filestream.ashx?DocumentId=14081>

Action Plan and Associated Timeline

- Collaborate with Speech and Language to provide system capacity learning around the importance of oral language in early reading development and how to access this strand to support the development of reading
- Establish and support a Literacy Lead Learner position in all schools across the system.
- Work collaboratively with School Improvement Centrally Assigned Principals in the distribution and coordination of support of the Early Reading Coaches and differentiate supports as necessary
- Monitor the impact of effective implementation of literacy intervention (e.g., decodable texts in small group instruction, Empower™ Reading) in eliminating the gaps in students' reading achievement.
- Engage in a collaborative approach between the Urban Indigenous Education Centre and Early Years focusing on an Early Years Literacy Strategy
- Continue partnerships with the Centre of Excellence for Black Student Success to create capacity building plans for early years teams based on the tenets of evidence-based research on the success of Black students in the early years
- Deepen collaborative partnerships with the Special Education and Inclusion in order to codevelop an Early Years, inclusive model of Tiered Intervention.
- Collaborate with the Multidisciplinary team to implement a plan to support the implementation of the Ontario Human Rights Commission's "Right to Read" inquiry report recommendations supported by the Ministry of Education to service students with specific reading disabilities including dyslexia.

Annual Enrolment in Early and Middle French Immersion Programs 2022/2023 and Core French Program 2021/2022- <https://pub-tdsb.escribemeetings.com/filestream.ashx?DocumentId=14079>

Action Plan and Associated Timeline

Staff is committed to increased equity of access to Early French Immersion and will provide a report in Fall 2022 regarding next steps to accomplish this goal.

Budget (Final decision 6/29/2022 Board)- <https://pub-tdsb.escribemeetings.com/FileStream.ashx?DocumentId=14090>