



**NOTICE OF MEETING  
PARENT INVOLVEMENT COMMITTEE**

Wednesday, 15 January 2020

6:00 p.m.

Trustees' Committee Room, 133 Greenbank Road

**PARENT MEMBERS:**

Mostafizur Khan  
Diana Mills  
Gita Nurlaila

Jennnifer Hood  
Kahmaria Pingue  
Carm Janneteau

John Marshall  
Noura Ahmed

**OCASC MEMBERS:**

Malaka Hendela

Martyn Reid

**COMMUNITY REPRESENTATIVES:**

Seyi Okuribido-Malcom  
Amber Labelle (Alternate)  
Carolyn Hunter  
Melissa McGuirk McNeil (Alternate)

**NON-VOTING MEMBERS:**

Wendy Hough  
Trustee, Zone 4

Brett Reynolds  
Associate Director

Alain Brule  
Sarah Pope  
Principals

**STAFF**

Michèle Giroux, Executive Officer, Corporate Services  
Engy Abdel Masieh, Policy Analyst  
Leigh Fenton, Board Committee Coordinator

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If you would like further information on this agenda please contact: Leigh Fenton,  
Board/Committee Coordinator at 613-596-8211, extension 8641 or  
[leigh.fenton@ocdsb.ca](mailto:leigh.fenton@ocdsb.ca)

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For Trustee contact information please see [www.ocdsb.ca](http://www.ocdsb.ca)

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## PARENT INVOLVEMENT COMMITTEE

Wednesday, January 15, 2020, 6:00 pm

Trustees' Committee Room

133 Greenbank Road

Ottawa, Ontario

			Pages
1.	Call to Order	1 mins	
2.	Approval of Agenda	2 mins	
3.	Review of PIC Report 20 November 2019	5 mins	2
3.1	Business Arising from the Minutes		
4.	Action Items		
4.1	2019-2020 Workplan	30 mins	10
4.2	Report 20-008, Proposed Revisions to Parent Involvement Committee By-Laws and Standing Rules	20 mins	12
5.	Key Initiatives		
5.1	From Parent Involvement to Parent Engagement Presentation	45 mins	40
6.	Information Items		
6.1	Chair's Report	5 mins	
6.2	Director's Report	10 mins	
	a. Report 20-007, Allocation of 2019-2020 Parents Reaching Out (PRO) Grant		56
6.3	21 November 2019 Ottawa-Carleton Assembly of School Councils (OCASC) Report	5 mins	
6.4	PIC Correspondence Register	1 mins	72
7.	New Business	3 mins	
8.	Adjournment	1 mins	





## **PARENT INVOLVEMENT COMMITTEE**

**Wednesday, November 20, 2019**

**6:00 pm**

**Trustees' Committee Room**

**133 Greenbank Road**

**Ottawa, Ontario**

Members: Mostafizur Khan, Carm Janneteau (electronic communication), Gita Nurlaila, Diana Mills, Malaka Hendela (OCASC Member), Martyn Reid (OCASC Member), Seyi Okuribido Malcolm (Parents for Diversity - Community Member)

Non-Voting Members: Brett Reynolds (Associate Director), Wendy Hough (Trustee), Sarah Pope (Principal, Castlefrank Elementary School)

Staff and Guests: Lynn Scott (Trustee), Donna Blackburn (Trustee), Michele Giroux (Executive Officer, Corporate Services), Engy Abdel Masieh (Policy Analyst), Nicole Guthrie (Senior Board Coordinator)

1. Call to Order

Chair Khan called the meeting to order at 6:17 p.m.

2. Approval of Agenda

Moved by Malaka Hendela,

THAT the agenda be approved.

Ms. Hendela requested that item 6.d be revised to read 'draft'.

**Moved by Malaka Hendela,**

**THAT the agenda be approved, as amended.**

**Carried**

3. Review of PIC Report October 16 2019

**Moved by Martin Reid,**

**THAT the PIC Report of 16 October 2019 be approved.**

**Carried**

Ms. Janneteau and Mr. Khan suggested that reference to the Ontario Regulation Ontario 612/00 also include 331/10.

On a point of clarification Ms. Hendela noted that Regulation 612/00 is the standing legislation and 330/10 is the amending legislation. To only include reference to 330/10 would be incorrect.

Executive Officer Giroux advised that staff will take the recommendation under advisement.

### 3.a Business Arising from the Minutes

There was no business arising from the minutes.

#### 1. 2019-2020 Workplan

The Draft PIC 2019-2020 Workplan was provided for information. Staff advised that the workplan is separated into four themes, as discussed at the 16 October 2019 PIC meeting. The themes are as follows: Supporting Parent Engagement in Established Processes and Structures, Overcoming Barriers to Parent Involvement, Enhancing the Role and Functioning of the Committee; and Advising District on Key Initiatives.

Members noted that the draft workplan is a good first step but suggested that another meeting should be considered to discuss and approve the PIC 2019-2020 work plan.

Staff advised that both the PIC Bylaws and workplan should be finalized at the 15 January PIC meeting;

**Moved by Martyn Reid,**

**A. THAT a sub-committee be established to draft the 2019-2020 workplan and report to the 15 January 2019 PIC meeting; and**

**B. THAT Martyn Reid, Malaka Hendela, Seyi Okuribido Malcolm, Diana Mills, Wendy Hough, Carm Janneteau, Mostafizur Khan be appointed as members to the workplan sub-committee.**

**Carried**

### 4. Action Items

#### 4.a Report 19-122, Parent Involvement Committee Member Confirmation

Your committee had before it Report 19-122 to recommend parent members to the Parent Involvement Committee (PIC).

**Moved by Diana Mills, seconded by Gita Nurlaila,**

**A. THAT the following nine persons be appointed to the PIC for the term identified:**

Name	Membership	Term
Noura Ahmed	Parent Member	2019-2021
Malaka Hendela	Parent Member (OCASC Rep)	2019-2020
Jennifer Hood	Parent Member	2019-2021
Amber Labelle	Community Member (Parents for Diversity Alternate)	2019-2021
Diana Mills	Parent Member	2019-2021
Gita Nurlaila	Parent Member	2019-2020
Seyi Okuribido Malcolm	Community Member (Parents for Diversity)	2019-2021
Kahmaria Pingue	Parent Member	2019-2020
Martyn Reid	Parent Member (OCASC Rep)	2019-2020

**B. That the following persons be added to a wait list for appointment to PIC in the event of a vacancy; Michelle Reimer and Lynda Hinch.**

**Carried**

5. Discussion Items

5.a Memo, Board Improvement Plan for Student Achievement and Well-being (BIPSAW) 2019-2020

Superintendent Towaij advised that the Board Improvement Plan for Student Achievement and Well-Being (BIPSAW) for 2019-2020 is focused on mathematics, with a specific focus on students in grades 3, 6, and 9 applied classes. She noted that research shows that there is a correlation between student perceptual and attitudinal data and achievement. She noted that parental input into the factors that contribute to a student's positive perception of mathematics will help inform the work of the District.

Superintendent Towaij led the PIC in an exercise designed to elicit some ideas on the ways the District can increase student achievement and confidence in mathematics. She noted that every single child is a math

child and the role and responsibility of the District is to ensure that kids are capable and confident in their math skills and abilities.

Superintendent Towaij noted that all school improvement plans feature mathematics. School councils, parents and student voice are required to ensure the District understands inclusivity inside a math class.

Superintendent Towaij noted that students report a significantly higher level of confidence in their literacy skills. The questions will be posed in all schools and a dotmocracy will help determine the highest ranking ideas. Parents will be asked to vote on the three things the District should commit to doing to help children feel more confident in their math skills.

Supertintendent Towaij noted that it is important to note that the questions and the corresponding charts within the BIPSAW were created by EQAO and not the District. The District is therefore unable to change the questions.

#### 5.b Report 19-120, 2019-2020 Parents Reaching Out Grant

Your Committee had before it Report 19-120, outlining possible approaches for the allocation of the 2019-2020 Parents Reaching Out (PRO) Grant funding. The Ministry allocated \$40,521.00 in PRO Grant funding to the District to spend at their discretion, subject to parameters specified in the Transfer Payment Agreement.

During the discussion of possible approaches for the allocation of the 2019-2020 PRO Grant funding and in response to queries, the following points were noted:

- The District has historically received PRO Grant funding in the range of \$70,000 to \$80,000;
- To date, the province has been silent on announcements regarding changes to the program;
- Possible allocation strategies may include:
  - Distributing a fixed amount to all school councils to “top up” their \$500 Parent Involvement allocation;
  - Distributing a fixed amount to some school councils based on need;
  - Distributing the funds through a grant application program; or
  - Using the funds to create some parent engagement modules and resources for school councils.
- Chief Financial Officer Michael Carson indicated that the District would cover the cost of the Parent Conference to ensure the amount supplied from the province is available for allocation;



- The province requires that the funding be allocated and disbursed by June 2020. Any remaining funds must be returned;
- In the past, the province published a list of PRO Grant recipients and associated projects;
- The transfer payment agreement is clear that the province will provide the funds but not denote the authority for allocation;
- Ms. Hendela queried the amount allocated to special environmental projects through the 2019-2020 budget and that she has received no information on how councils may access this fund. She suggested that school projects related to the environment could be funded from the budget allocating for special environmental projects. This would make available the PRO Grant funding for other schools;
- Ms. Hendela cautioned against using the funds exclusively for a one-day event where participation may be capped;
- The spending of the PRO Grant is dependent on the dedication of the school council, some councils apply and receive funding but are unable to use it;
- An opportunity to partner with schools that need additional funding or who may not have a school council should be considered;
- The allocation does not have to be application-based. However, strategies for equitable distribution and possible areas of focus must be considered;
- Trustee Hough noted that if \$40,000 is the new level of funding, the allocation objectives should focus on the school learning plan and the board improvement plan;
- As the final report from schools that received PRO Grant funding was rarely received by the District, there is no way to assess the success or failure of the initiative;
- There is no carry forward of the PRO Grant funds;
- Typically PRO Grant funding to schools has been used for family night activities which limits its use, and many of those activities are volunteer intensive;
- Further thought and consideration of the appropriate distribution of PRO Grant funding to support specific initiatives for schools in need is required;

- The costs of the Speaker Series will be managed independently of the PRO Grant. Staff aim to attract and utilize more local speakers to help lower the cost;
- CFO Carson will attend the 21 November 2019 OCASC meeting and can provide further information on funding;
- Staff will prepare and execute a Thoughtexchange to solicit ideas on the allocation of the PRO Grant. Notice of the Thoughtexchange will be communicated in the School Council Newsletter, the District website, school websites and social media;
- OCASC will discuss the matter with their membership at 21 November 2019 meeting; and
- A report on the ThoughtExchange results and possible recommendations will be provided to the 15 January PIC 2020 meeting.

## 6. Information Items

### 6.a Chair's Report

Chair Khan thanked everyone for their contributions to the success of the Parent Conference and School Council Training Day.

Chair Khan noted that he attended the school year calendar committee meeting on behalf of PIC on 19 November 2019.

Chair Khan encouraged the members to review the upcoming speaker series events and note them in their calendars.

### 6.b Director's Report

Associate Director Reynolds noted that both the Ontario Secondary School Teachers' Federation (OSSTF) and the Elementary Teachers Federation of Ontario (ETFO) are in a legal strike position. Both unions have advised of strike action in the form of a "work to rule" or "partial withdrawal of service" beginning Tuesday, November 26, 2019. Associate Director Reynolds noted that the strike action primarily impacts administrative duties; all classroom activities, extracurricular programs, and extended day programs will continue as usual. Communication will continue to parents on all channels. Schools will remain open and ready to receive students. Should closures be required, the District will broadly announce the decision. Messages will be translated, and staff is working with principals in schools where additional communication support may be required.

Associate Director Reynolds announced that as part of a commitment to better understand the challenges students are facing and where more

support is needed, the Valuing Voices survey will launch on 26 November and continue until 13 December 2019. Parents of students in Kindergarten to Grade 6 will complete the survey, and students in grades 7 to 12 will complete the survey during class time. Staff anticipates that initial findings will be available in the spring of 2020, and the data will be used to augment other data sets, including the Annual Student Achievement Report.

Associate Director Reynolds advised that 7,000 District staff have completed and participated in the Commit to Kids Training program. The District aims to create a culture where predatory behaviours are identified, reported, and addressed. He added that a draft sexual child abuse prevention policy would be presented to the Board in December 2019.

Associate Director Reynolds advised that the District will begin its consultation on the Safe Schools Policy review. The District will seek input and feedback on policies for dress code, code of conduct, safety in schools, and other preventive/proactive policies that assist in setting the tone for school culture. The District will begin consultation after the Board approves the consultation plan. Phase 1 of the plan will commence in January 2020. The input from the community will help inform the draft. The District will host two large parent forums, and several other opportunities to provide feedback will be offered to the community before the release of the draft in June 2020.

6.c Memo on Updates to the Parent Involvement Committee By-laws and Standing Rules

A memorandum entitled "Updates to the Parent Involvement Committee By-Laws and Standing Rules" was provided for information. The memorandum outlines some issues and/or concerns that have been identified in the PIC By-Laws and Standing Rules. Staff plans to bring an action report to the 15 January 2020 meeting with recommendations to update the By-Laws. PIC were invited to review Regulation 330/10 and the PIC By-Laws and to be prepared to provide insights into possible updates to the By-Laws.

Executive Officer Giroux noted that an orientation session, outside of the PIC meeting schedule, will be held with new members. The By-Laws and other PIC related information will be shared with the new members to ensure they are prepared to provide input into the discussion at the 15 January 2019 meeting.

6.d Draft 17 October 2019 Ottawa-Carleton Assembly of School Councils (OCASC) Report

Mr. Reid noted that the draft 17 October 2019 OCASC report was provided for information. He advised that OCASC has few administrative volunteers and that they would supply the draft report when possible.

Mr. Reid invited PIC members to attend OCASC meeting.

In response to a query from Ms. Mills, Mr. Reid noted that OCASC does not have the mandate to speak to anyone other than its members. Each member school contributes \$35.00 in dues, and schools that are unable to pay are also accepted. Ms. Hendela noted that PIC has a legislative mandate to reach all school councils.

Executive Officer Giroux advised that OCASC meetings and further information on OCASC is included in the School Council Newsletter. She indicated that the District could not supply OCASC with contact information for all school and school council chairs for privacy reasons.

Mr. Reid queried the status of the migration of school council websites to the District school website and the District's outreach plan to engage schools to fill gaps. Executive Officer Giroux advised that information will be provided to schools, and staff continue to work on the migration.

#### 6.e PIC Correspondence Register

The PIC Correspondence Register was provided for information.

### 7. New Business

Executive Officer Giroux advised that the Board has expanded the pilot program of a new attendance application. The application will be further tested in twelve schools, in an effort to resolve issues before a District-wide rollout.

In response to a query from Ms. Hendela, Executive Officer Giroux noted that the media has recently released a report on water quality in the province. The release of information included a database of Ontario schools and identified the number and percentage of tests for lead in comparison to Health Canada recommendations. She noted that the data is not current and that all District elementary schools are in compliance with the requirements of Ontario's Safe Drinking Water Act. The testing results and actions to address issues are shared with the Ontario government, Ottawa Public Health, and are also posted to the District website.

### 8. Adjournment

The meeting adjourned at 8:41 p.m.

***DRAFT – To be Updated with Information from the Sub-Committee***

## **OCDSB Parent Involvement Committee (PIC) Draft Workplan 2019-2020**

### **Issues identified for discussion/action at October 2019 Meeting**

- School council resources; identification of current practices, gaps and opportunities;
- Review of PIC by-laws; term of office, length of term, process for community member appointments
- Resources to support navigating the school system; identification of current practices, gaps and opportunities
- Inform the development of district strategic priorities; parent engagement/satisfaction survey (Key Performance Indicator)
- Develop profile of the Committee; increase awareness of the committee in the community
- Advise District on key initiatives such policy reviews, strategic actions etc; Board Improvement Plan for Student Achievement and Well-Being, Safe Schools, Child Protection,

	<b>Supporting Parent Engagement in Established Processes and Structures</b>	<b>Overcoming Barriers to Parent Involvement</b>	<b>Enhancing the Role and Functioning of the Committee</b>	<b>Advising District on Key Initiatives</b>
	<ul style="list-style-type: none"> <li>School council resources – current practices, gaps and opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Resources to support navigating the school system; identification of current practices, gaps and opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Review of PIC by-laws; term of office, length of term, process for community member appointments</li> </ul>	<ul style="list-style-type: none"> <li>Inform the development of district strategic priorities; parent engagement/satisfaction survey (Key Performance Indicator)</li> </ul>
<b>October 16, 2019</b>	<b>FACILITATED DISCUSSION</b>			

<b>Date</b>	<b>Supporting Parent Engagement in Established Processes and Structures</b>	<b>Overcoming Barriers to Parent Involvement</b>	<b>Enhancing the Role and Functioning of the Committee</b>	<b>Advising District on Key Initiatives</b>
<b>November 20, 2019</b>			<ul style="list-style-type: none"> <li>• Workplan</li> <li>• Appointment of PIC Members</li> <li>• Review of PIC by-laws (information)</li> </ul>	<ul style="list-style-type: none"> <li>• Board Improvement Plan for Student Well-Being</li> </ul>
<b>January 15, 2020</b>	<ul style="list-style-type: none"> <li>• PRO Grant funding</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion about Barriers to Engagement and resources to support</li> </ul>	<ul style="list-style-type: none"> <li>• Updating PIC by-laws (action)</li> </ul>	
<b>February 12, 2020</b>	<ul style="list-style-type: none"> <li>• Reviewing School Council Resources – Gap Analysis</li> </ul>			<ul style="list-style-type: none"> <li>• Parent Engagement/ Satisfaction Survey Discussion</li> </ul>
<b>April 15, 2020</b>	<ul style="list-style-type: none"> <li>• Fundraising across the District</li> </ul>	<ul style="list-style-type: none"> <li>• Review new/revised resources</li> </ul>		<ul style="list-style-type: none"> <li>• Identity Based Data Reporting</li> </ul>
<b>May 20, 2020</b>	<ul style="list-style-type: none"> <li>• Reviewing new/revised School Council Resources</li> </ul>		<ul style="list-style-type: none"> <li>• Develop 2020-2021 Committee Workplan</li> </ul>	



## **PARENT INVOLVEMENT COMMITTEE**

### **Report No. 20-008**

**15 January 2020**

## **Proposed Revisions to Parent Involvement Committee By-Laws and Standing Rules**

Key Contact: Michèle Giroux, Executive Officer, Corporate Services, 613-596-8211 ext. 8310

### **PURPOSE:**

1. To propose a number of revisions to the Parent Involvement Committee (PIC) By-Laws and Standing Rules in compliance with *Ontario Regulation 612/00 School Councils and Parent Involvement Committee* under the *Education Act*.

### **CONTEXT:**

2. Throughout the Parent Involvement Committee (PIC) discussions this year, a number of issues and/or concerns were raised relating to the language in the PIC By-Laws and Standing Rules, including:
  - Community Representatives; who qualifies and how they are appointed.
  - Non-voting members; who appoints them;
  - Parent Members; their term of office and their appointment process; and
  - Who counts for quorum.

At the 20 November 2019 meeting, Committee members were asked to provide input into revisions to the PIC By-Laws and Standing Rules in order to bring clarity to the language of the By-Laws and ensure compliance with *Regulation 612/00*.

### **CONSIDERATIONS:**

3. Community Representatives  
The language regarding Community Representatives currently allows for an individual or a local association to be appointed. The continuation of this practice with some modifications to the current language to enhance the clarity of the definition and the appointment process is proposed. Section 7.3 was added to clarify that when a Community Member is a local association, the association, not their representative, holds office and therefore when the representative is no longer able to attend PIC meetings, the association may appoint another individual to fill its seat for the remainder of the term.

4. Appointment of Non-voting Members

Currently, the By-Laws are silent on the mechanism for appointing the non-voting members (up to five) to the Committee, and according to Section 33 (2) of *Regulation 612/00*, the Board shall make those appointments in the absence of related PIC By-Laws.

In order to align the practice with the *Regulation*, new language is proposed for section 3.0 of the By-Laws to clarify that the Committee appoints the voting members while the District appoints the non-voting members.

5. Parent Member Term of office

*Ontario Regulation 612/00* section 37 (1) states: “*The term of office of some of the parent members of a parent involvement committee shall be one year and the term of office of some of the parent members shall be two years, as provided in the by-laws of the committee*”. The goal of this section is to promote continuity in the membership by staggering the terms of office for the Parent Members. Section 43 (b), iv of the *Regulation* requires the Committee to establish By-Laws that specify the number of Parent Members will hold office for one year and the number of Parent Members that will hold office for two years.

Currently, the Committee has Parent Members with both one-year and two-year terms, where the length of term is determined by the interest of the members and the needs of the Committee. It is proposed that the term of office of the eight Parent Members be fixed to two years (Section 5.1) to ensure some continuity in the membership of the Committee and to ensure the new members have enough transition time to acquire the knowledge of the mandate and the operation of the Committee. OCASC representatives, who are deemed Parent Members as well, will continue to hold office for one year.

6. Simplified Appointment Process

The PIC Membership Sub-Committee has recently recommended the establishment of a waiting list of candidates who could be appointed as members should a current member(s) vacate their seat(s) during their term of office. In 2018, the Committee drew from the waiting list to fill a Parent Member vacancy that arose during the year.

The new section 6.8 proposes language that would provide for this practice to enable the Committee to tap into available candidates and not be required to undergo the recruitment process with every emerging vacancy.

7. Election of Chairs and Vice Chairs

Section 6.18 is updated to confine the voters for a Chair and/or Vice Chair to Parent Members of the Committee. This change is proposed in alignment with Section 38 (2) of *Regulation 612/00* which states “*The Chair or co-chairs of a parent involvement committee must be parent members of the committee and shall be elected for a two-year term by the parent members of the committee at the first meeting of the committee in each school year that there is a vacancy in the office of chair or co-chair*”.



8. Quorum

The language in 9.4 is modified to clarify that only voting members count for quorum, in alignment with the Board By-Laws and Standing Rules.

**COMMUNICATION/CONSULTATION ISSUES:**

9. Section 14.0 of PIC By-Laws and Standing Rules requires the approval of two-thirds ( $\frac{2}{3}$ ) of all voting members present at a regular meeting of the Committee to approve changes to the By-Laws, provided that advance notice in writing has been given to all Committee members. Report 20-008 will serve as advance notice of the proposed changes at the 15 January 2020 meeting of the PIC.

**RESOURCE IMPLICATIONS:**

10. There are no resource implications associated with the revision of the PIC By-Laws and Standing Rules.

**STRATEGIC LINKS:**

11. The proposed changes to the By-Laws support sound governance structures and practices in alignment with the mandate and operations of the Committee as set by *Ontario Regulation 612/00*.

**RECOMMENDATIONS:**

THAT proposed changes to PIC By-Laws and Standing Rules, as outlined in Appendix A to Report 20-008, be approved.

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Michèle Giroux  
Executive Officer,  
Corporate Services

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Camille Williams-Taylor  
Director of Education

**APPENDICES:**

Appendix A: PIC By-Laws and Standing Rules  
Appendix B: Ontario Regulation 612/00





## By-Laws and Standing Rules Parent Involvement Committee

BEING the rules governing the establishment and composition of the Ottawa-Carleton District School Board (OCDSB) Parent Involvement Committee under *Ontario Regulation 330/10 612/00 School Councils and Parent Involvement Committees* of the *Education Act* of Ontario, which rules shall apply to the structure and proceedings of the Parent Involvement Committee (PIC), henceforth known as the Committee, from 1 October 2011, unless or until amended by resolution of the Committee.

### Interpretation

In these By-Laws and standing rules:

**Board means the Board of Trustees.**

**Community Representative Member** means ***an individual or a local association*** ~~a resident of the City of Ottawa who~~, has ***with*** an interest in supporting public education, and who has been appointed to the Committee;

**Director** means the Director of Education/Secretary of the Board and ~~Chief Executive Officer of the OCDSB~~;

**District** means the Ottawa-Carleton District School Board;

**Parent** means a parent/guardian of a pupil who is enrolled in a school of the OCDSB; and

**Parent Member** means a ~~P~~parent who is appointed to serve on the ~~e~~Committee for a specified term.

### Mandate

- 1.0 The mandate of the Committee is to support, encourage and enhance parent engagement at the District level in order to improve student achievement and well-being.

### Purpose

- 2.0 The Committee will achieve its purpose by:
  - a) providing information, advice and recommendations on parent engagement to the Board of Trustees;

- b) communicating with and supporting school councils; and
- c) undertaking activities and working with partners and agencies to help parents of pupils of the OCDSB to support their children's learning at home and at school.

2.1 The Committee shall:

- a) develop strategies and initiatives that the Board of Trustees and the Director of Education could use to effectively communicate with parents and to effectively engage parents in improving student achievement and well-being;
- b) advise the Board of Trustees and the Director of Education on the use of strategies and initiatives, as referred to above, that could support engaging parents and improve student achievement and well-being;
- c) communicate information from the Ontario Ministry of Education to school councils and parents of pupils of the District;
- d) work with school councils and parents of students of the OCDSB and may work with partner agencies and, through the Director of Education, with employees of the District to:
  - (i) share effective practices to help engage parents, especially parents who may find engagement challenging, in their children's learning;
  - (ii) identify and reduce barriers to parent engagement;
  - (iii) help ensure that OCDSB schools create a welcoming environment for parents of its pupils; and
  - (iv) develop skills and acquire knowledge that will assist the Committee and school councils of the District with their work.
- e) determine, in consultation with the Director of Education and in keeping with the OCDSB's policies, how funding, if any, provided under the *Education Act* for parent involvement, is to be used.

2.2 The Committee may solicit and take into consideration the advice of parents of pupils enrolled in schools of the District with regard to matters under consideration by the Committee.

### **Membership**

- 3.0 The Committee shall be comprised of up to 18 members, a majority of whom shall be Parent Members, including:
- a) thirteen (13) voting members ***appointed by the Committee***; and

- b) up to five (5) non-voting members ***appointed by the District.***
- 3.1 Voting members shall include:
  - a) ten (10) Parent Members; and
  - b) three (3) Community ~~Representatives~~ ***Members.***
- 3.2 Non-voting members shall include:
  - a) the Director of Education or designate; and
  - b) One (1) trustee appointed by the Board of Trustees.
- 3.3 Non-voting members may include:
  - a) One (1) elementary or secondary principal or vice-principal;
  - b) One (1) elementary or secondary teacher; and
  - c) One (1) employee of the District, other than a principal, vice principal or teacher.
- 3.4 The Director of Education of the OCDSB may:
  - a) delegate any of ~~his or her~~ ***their*** powers or duties as a member of the Committee to a supervisory officer employed by the District, and
  - b) designate a supervisory officer of the board to attend a meeting of the Committee in ~~his or her~~ ***their*** place.
- 3.5 The Trustee member may:
  - a) delegate any of his or her powers or duties as a member of the Committee to the alternate trustee member appointed by the Board of Trustees; and
  - b) if unable to attend a meeting, have the alternate trustee attend that meeting of the Committee in ~~his or her~~ ***their*** place; ***and***
  - c) ~~Notwithstanding the above, the Trustee member may~~ delegate his or her ***their*** powers or duties to another member of the Board of Trustees where the alternate trustee member is not able to attend.
- 3.6 Employees of the OCDSB are eligible for appointment to the position of Parent Member but not to the position of Community ~~Representative~~ ***Member.*** Where an employee is appointed as a Parent Member ~~he or she~~ ***they*** shall, at his or her ***their*** first Committee meeting, inform the Committee of ~~his or her~~ ***their*** employment with the OCDSB.
- 3.7 Members of the Board of Trustees are not eligible to be a Community ~~Representative~~ ***Member*** or a Parent Member of the Committee.

### **Membership Criteria**

- 4.0 All members are expected to have a strong interest in and commitment to public education, student achievement and well-being and be able to represent the views of a wide variety of parents.
- a) Eight (8) Parent Members shall be selected based on their knowledge, skills, and experiences in one or more of the following areas:
    - (i) public education;
    - (ii) community engagement;
    - (iii) equity and inclusion strategies; and
    - (iv) public policy and/or communications.
  - b) Two (2) Parent Members shall be appointed as representatives from the following groups/organizations:
    - (i) two (2) Parent Members named by the Ottawa-Carleton Assembly of School Council (OCASC); one (1) of who may be the Chair or Vice-Chair of the OCASC.
  - c) Three (3) Community ~~Representatives~~ **Members** shall be selected based on their ability to provide a broad community based perspective and should meet one or more of the following criteria:
    - (i) demonstrated connection to and/or knowledge of the OCDSB;
    - (ii) active participation in a community group, organization or business that has as part of its mandate an interest in education, community development or social service;
    - (iii) interest in and/or ability to link the OCDSB school community with external community groups or organizations;
    - (iv) ability to represent broad societal or community perspectives; and
    - (v) experience or demonstrated interest in educational issues.
- 4.1 The Committee may invite representatives of District committees, including but not limited to: Standing Committees (i.e., COW and COW Budget), Statutory Committees (e.g., SEAC, Audit and SALEP) or Advisory Committees (e.g., Arts Advisory) to attend meetings (as necessary) to provide expertise on those particular topics or issues related to the work of the Statutory, Standing or Advisory Committee.

### **Term of Office**

- 5.0 The members of the Committee shall be appointed before November 15 of each school year for a term of office beginning December 01 and ending November 30.

- 5.1 The eight (8) Parent Members of the Committee shall be appointed to serve a term of office of ~~either one (1) or two (2) years and, wherever possible, members shall be appointed for a two-year term.~~
- 5.2 The two (2) Parent Members appointed by OCASC shall be appointed for a term of office of one (1) year.
- 5.3 The term of office for Community ~~Representatives~~ **Members** shall be two (2) years.
- 5.4 The term of office for the Board member and alternate Board member shall be **one (1) year unless otherwise** determined by the Board.
- 5.5 A member of the Committee may be re-appointed to the Committee for more than one term subject to the Committee's appointment process.

### **Appointments of Members**

- 6.0 Annually the Committee shall review its membership needs and, when required, create a Membership Sub-Committee.
- 6.1 The Membership Sub-Committee shall include the Chair, Vice Chair, the Director of Education or designate, a Parent Member, and may include a Community ~~Representative~~ **Member**.

#### **Appointment of Parent Members**

- 6.2 The Membership Sub-Committee shall post a notice inviting applications for appointment to the position of Parent Member, as required.
- 6.3 The posting of notice shall be done through a variety of methods to ensure awareness of the application process by the entire jurisdiction of the District. The notice shall include:
  - a) a summary of the position, including the term of office of the appointment;
  - b) the process for making an application;
  - c) the deadline for the application; and
  - d) the name and contact information of the person(s) responsible for managing the process.
- 6.4 All applicants will be required to provide:
  - a) a written expression of interest outlining ~~his or her~~ **their** interest in public education as well as ~~his or her~~ **their** knowledge and skills in one or more of the areas noted in s. 4.0 (a) of these by-laws; and

- b) a written confirmation that he or she is a parent of a pupil enrolled in an OCDSB school;
- 6.5 The Membership Sub-Committee may choose to interview prospective candidates and/or request and check references.
- 6.6 Upon the close of the application period, the Membership Sub-Committee shall review the applications and provide the names of the recommended candidate(s) to the Committee for ratification.
- 6.7 In making the recommendation(s) the Membership Sub-Committee shall take into consideration:
  - a) the knowledge, skills and experience of the current Committee membership;
  - b) the knowledge, skills and experience of the applicants;
  - c) the balance of elementary and secondary perspectives on the Committee;
  - d) the geographic representation of urban, suburban and rural perspectives from across the District;
  - e) the unique needs to parents of special education students; and
  - f) the knowledge and ability to add the perspective of diverse communities as referenced in Policy P.098.CUR Equity and Inclusive Education.
- 6.8 ***Where practicable, the Membership Sub-Committee may create a waiting list of recommended candidates for the Committee to use when vacancies arise during the year.***

#### Appointment of OCASC Representatives

- 6.9 For the two (2) Parent Members who are representatives of OCASC, the Committee shall seek the names of appointees from the Chair of OCASC.
- 6.10 The names of the Parent Member representatives of OCASC shall be provided to the Committee for ratification.

#### Appointment of Community ~~Representatives~~ **Members**

- 6.11 As required, the Committee shall discuss possible candidates/candidate associations who could serve as Community ~~Representatives~~ **Members** in accordance with section 4.0 (c).



- 6.12 Staff shall send letters to those candidates exploring their interest to sit on PIC and appoint a representative to the Committee.
- 6.13 Where the number of the interested candidates/***candidate associations*** exceeds the number of vacancies in the Community Representatives ***Member*** position; the Membership Sub-Committee shall make a recommendation to the Committee to select ~~associations that~~ ***Community Members who*** best meet its needs.
- 6.14 Wherever possible, the ***individual*** Community Representatives ***Members*** should also be parents of a pupil enrolled in a school of the OCDSB.
- 6.15 ***Where a Community Member is an association,*** the ***Member*** Community ~~associations~~ may also appoint an alternate to replace the named representative if the representative is unable to attend a meeting. Temporary substitution of a representative by a duly authorized alternate during the course of a meeting shall be allowed.
- 6.16 The names of the Community Representatives ***Members***, and the alternates if applicable, shall be provided to the Committee for ratification.
- 6.17 An appointment to the Committee is of no effect unless the person agrees to the appointment.

#### Election of Chairs and Vice Chairs

- 6.18 ~~The Committee shall elect a Chair and a Vice Chair from amongst its Parent Members.~~ ***The Chair and Vice Chair of the Committee must be parent members and shall be elected for a two-year term by the Parent Members of the Committee.***
- 6.19 ~~The Chair and Vice Chair shall be Parent Members of the Committee who have been appointed to serve a two-year term.~~ Where a nominee to the office of Chair ***or Vice Chair*** is a member serving a one-year term, ~~his or her~~ ***their*** term may be extended for a second year and on appointment he or she shall be deemed to be a member with a two (2) year term.
- 6.20 A member may not serve more than two (2) consecutive terms as Chair.
- 6.21 An individual who has served ~~one (1) term or~~ two (2) consecutive terms as Chair of the Committee may be re-elected as Chair provided at least one two-year term has elapsed since ~~his or her~~ ***their*** last term as Chair.

#### Vacancies

- 7.0 A vacancy in the membership of the Committee does not prevent the Committee from exercising its authority.

- 7.1 A member shall lose their seat if absent from three consecutive regular meetings of the Committee without notice.
- 7.2 In the event that a Parent Member **or an individual** Community Representative appointed to the Committee vacates ~~his or her~~ **their** position during the appointed term, the Committee may appoint another individual to the position for the remainder of the term.
- 7.3 *In the event that a representative of a local association that was appointed to the Committee is no longer able to attend PIC meetings, the association may appoint another representative to fill their seat for the remainder of the term.***
- ~~7.4 Where there is a vacancy in the position of Chair or Vice Chair, the Committee shall elect from amongst the Parent Members.~~
- 7.5 Vacancies in positions may be ***filled from the waiting list, if applicable, or be*** advertised. Methods of advertising may include, but are not limited to:
- a) advertisements in newsletters of District schools or school councils;
  - b) advertisements in newspapers with general circulation in the geographic jurisdiction of the District;
  - c) advertisements on radio or television stations that broadcast in the geographic jurisdiction of the District;
  - d) notices in schools of the District; and
  - e) notices on the OCDSB's website and where possible on District schools websites.
- 7.6 Individuals appointed as a result of a vacancy shall hold the position until the original term for that position expires.

### **Roles and Responsibilities of Members**

- 8.0 All members of the Committee shall:
- a) promote and encourage parent engagement and the work of the Committee in the OCDSB;
  - b) review all relevant material prior to the Committee meetings;
  - c) attend and participate in the Committee meetings; ~~and~~

- d) participate in Committee and Sub-Committee initiatives as required;  
**and**
  - e) ~~In addition to the above, a Community Representative and/or a Parent Member who is a representative of OCASC shall act as a liaison between the Committee and~~ **their community** ~~his or her community group, organization or committee.~~
- 8.2 The Chair shall:
- a) plan the agenda in collaboration with the Director **or designate**;
  - b) chair the Committee meetings;
  - c) act as a spokesperson for the Committee in communicating with the Director of Education, the Board and the public; and
  - d) ensure that notice of each meeting is provided to all members of the Committee.
- 8.3 The Vice-Chair shall assume the duties of the Chair in the event the Chair is unavailable.

### **Meetings**

- 9.0 The Committee shall meet at least six (6) times in each school year.
- 9.1 All meetings of the Committee will be open to the public, except in accordance with s. 207 of the *Education Act*, and be held at a location that is accessible to the public.
- 9.2 The first Committee meeting of the term shall not be held until after the appointments for the term have been made.
- 9.3 Notice of each meeting shall ~~be deemed to be~~ provided to all members of the Committee at least five (5) days before the meeting. Notice may be provided to each member by e-mail or regular mail; by telephone call; and by posting to the District website. Notice by regular mail is deemed to be provided five (5) days before the meeting if it is mailed five (5) days before the meeting.
- 9.4 A meeting of the Committee cannot be held unless:
- a) a majority of **voting** members present at the meeting are Parent Members; **and**
  - b) the Director of Education, or designate, is present; and
  - c) the Trustee, or designate, is present.

- 9.5 Committee members are expected to attend all Committee meetings. A member who participates in the meeting through electronic means shall be deemed to be present.
- 9.6 Additional employees of the District, as determined on an as needed basis, may be invited to attend, participate, and act as a resource to the Committee in a non-voting capacity.
- 9.7 The rules of order for the conduct of meetings of the Committee shall follow these by-laws. In any situation for which there is no specific provision in these by-laws, the OCDSB By-Laws and Standing Rules shall apply for matters of interpretation, the Committee shall adopt as its parliamentary authority the latest edition of Procedures for Meetings and Organizations by M. K. Kerr and H. W. King, Carswell Legal Publications, Toronto.
- 9.8 Wherever possible, the Committee shall conduct its business through a collaborative decision making process.
- 9.9 When the Committee votes on a matter, only Parent Members and Community ~~Representatives~~ **Members** are entitled to vote.
- 9.10 In the event of a tie, the motion is defeated.

### **Sub-Committees**

- 10.0 The Committee may, as it deems necessary, create sub-committees to make recommendations to the Committee. The sub-committees must include at least one (1) Parent Member of the Committee, and may include non-members.

### **Professional Conduct**

- 11.0 Members of the Committee have a duty to make decisions consistent with Ministry and District policies and procedures in the best interests of students in compliance with the requirements of relevant legislation and regulations.
- 11.1 Members will not act in order to gain financial or other material benefit personally.
- 11.2 ***Where a PIC member, has any direct, indirect or a deemed pecuniary interest in any matter that is subject to consideration by the Committee, they shall disclose such interest and exclude themselves from the respective item on the agenda.***
- 11.2 Members will respect the privacy of individuals in accordance with the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*. When meeting,

members shall not discuss personal information relating to parents, students, school boards/trustees, or other personnel or council members.

- 11.3 In the event of a conflict between members, the Chair or designate will make every effort to resolve the dispute by mediation.

### **Minutes and Financial Records**

- 12.0 The Committee will keep minutes of all of its meetings and records of all of its financial transactions, if any, in accordance with the policies and procedures of the District.
- 12.1 The minutes of the Committee's meetings and the records of its financial transactions will be available for examination at the Administration Building by any person in accordance with the records retention schedule.
- 12.2 The minutes of the Committee will be posted on the OCDSB website and will be sent electronically to the chair of each school council. The minutes posted on the website will remain on the website for four years.
- 12.3 A person shall not receive any remuneration for serving as a member of the Committee with the exception of an honorarium for a member of the Board of Trustees as stipulated in section 191 of the *Education Act*.
- 12.4 Committee members may be reimbursed for incidental expenses incurred as a result of their work on the Committee. Invoices for expenses related to ~~his or her~~ **their** role shall be submitted and reimbursed in accordance with the financial policies of the OCDSB.

### **Summary of Activities**

- 13.0 The Committee will annually submit a written summary of the Committee's activities to the Board of Trustees and to the Director of Education.
- 13.1 The summary of activities shall include a report on how funding, if any, provided under the *Education Act* for parent involvement was spent.
- 13.2 The Director of Education will provide the summary of activities to the school councils and post the summary of activities on the District website.

### **Amendments to By-Laws and Standing Rules**

- 14.0 These By-Laws and Standing Rules may be amended only by approval of two-thirds (2/3) of all voting members present, at a regular or special meeting of the Committee, provided that advance notice in writing has been given to all Committee members.

Approved by the Parent Involvement Committee: ~~17 October 2018~~ **15 January 2020.**

Français

**Education Act****ONTARIO REGULATION 612/00  
SCHOOL COUNCILS AND PARENT INVOLVEMENT COMMITTEES****Consolidation Period:** From September 1, 2010 to the [e-Laws currency date](#).

Last amendment: 330/10.

Legislative History: 330/10.

*This is the English version of a bilingual regulation.***CONTENTS**

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## PART I INTERPRETATION

1. In this Regulation,

“meeting”, in respect of a school council or a parent involvement committee, does not include a training session or other event where the council or the committee does not discuss or decide matters that it has authority to decide; (“réunion”)

“parent” means,

- (a) in respect of a school council, a parent of a pupil who is enrolled in the school, and includes a guardian as defined in section 1 of the Act, and
- (b) in respect of a parent involvement committee of a board, a parent of a pupil who is enrolled in a school of the board, and includes a guardian as defined in section 1 of the Act; (“père ou mère”)

“parent member” means,

- (a) in respect of a school council, a member of the council who is elected to the council in accordance with section 4 or who fills a vacancy created by a parent member ceasing to hold office, and
- (b) in respect of a parent involvement committee, a member of the committee who is appointed or elected to the committee in accordance with section 34 or who fills a vacancy created by a parent member ceasing to hold office. (“père ou mère membre”) O. Reg. 330/10, s. 3.

1.1 In the case of a school council in a school that is established primarily for adults, a reference in this Regulation to a parent shall be read, with necessary modifications, as a reference to a pupil who is enrolled in the school. O. Reg. 330/10, s. 3.

## PART II SCHOOL COUNCILS

### PURPOSE

2. (1) The purpose of school councils is, through the active participation of parents, to improve pupil achievement and to enhance the accountability of the education system to parents. O. Reg. 612/00, s. 2 (1).

(2) A school council’s primary means of achieving its purpose is by making recommendations in accordance with this Regulation to the principal of the school and the board that established the council. O. Reg. 612/00, s. 2 (2).

### COMPOSITION

3. (1) A school council for a school shall be composed of the following people:

- 1. The number of parent members determined under subsection (2).
- 2. The principal of the school.
- 3. One teacher who is employed at the school, other than the principal or vice-principal, elected in accordance with section 5.
- 4. One person who is employed at the school, other than the principal, vice-principal or any other teacher, elected in accordance with section 5.
- 5. In the case of a school with one or more secondary school grades,
  - i. one pupil enrolled in the school who is appointed by the student council, if the school has a student council, or
  - ii. one pupil enrolled in the school who is elected in accordance with section 5, if the school does not have a student council.
- 6. In the case of a school with no secondary school grades, one pupil enrolled in the school who is appointed by the principal of the school, if the principal determines, after consulting the other members of the school council, that the council should include a pupil.
- 7. Subject to subsection (3), one community representative appointed by the other members of the council.
- 8. One person appointed by an association that is a member of the Ontario Federation of Home and School Associations, the Ontario Association of Parents in Catholic Education or Parent Partenaires en Education, if the association that is a member of the Ontario Federation of Home and School Associations, the Ontario Association of Parents in Catholic Education or Parent Partenaires en Education is established in respect of the school. O. Reg. 612/00, s. 3 (1).

(2) For the purposes of paragraph 1 of subsection (1), the number of parent members shall be determined as follows:

- 1. If the school council has a by-law that specifies the number of parent members, the number specified in the by-law.
- 2. If the school council does not have a by-law that specifies the number of parent members, the number specified by the board that established the council. O. Reg. 612/00, s. 3 (2).



(3) A school council may specify by by-law that the council shall include two or more community representatives, appointed by the other members of the council. O. Reg. 612/00, s. 3 (3).

(4) In specifying numbers under subsections (2) and (3), the board or the school council, as the case may be, shall ensure that parent members constitute a majority of the members of the school council. O. Reg. 612/00, s. 3 (4).

(5) A person who is employed by the board that established a school council cannot be appointed as a community representative on the council unless,

(a) he or she is not employed at the school; and

(b) the other members of the school council are informed of the person's employment before the appointment. O. Reg. 612/00, s. 3 (5).

(6) A member of a board cannot be a member of a school council established by the board. O. Reg. 612/00, s. 3 (6).

(7) Paragraphs 5 and 6 of subsection (1) do not apply in respect of a school that is established primarily for adults. O. Reg. 612/00, s. 3 (7).

#### ELECTION OF PARENT MEMBERS

**4.** (1) A person is qualified to be a parent member of a school council if he or she is a parent of a pupil who is enrolled in the school. O. Reg. 612/00, s. 4 (1).

(2) Despite subsection (1), a person is not qualified to be a parent member of a school council if,

(a) he or she is employed at the school; or

(b) he or she is not employed at the school but is employed elsewhere by the board that established the council, unless he or she takes reasonable steps to inform people qualified to vote in the election of parent members of that employment. O. Reg. 612/00, s. 4 (2).

(3) A person is qualified to vote in an election of parent members of a school council if he or she is a parent of a pupil who is enrolled in the school. O. Reg. 612/00, s. 4 (3).

(4) An election of parent members of a school council shall be held during the first 30 days of each school year, on a date that is fixed by the chair or co-chairs of the school council after consulting with the principal of the school. O. Reg. 612/00, s. 4 (4).

(5) Despite subsection (4), if a new school is established, the first election of parent members to the school council shall be held during the first 30 days of the school year, on a date that is fixed by the board that established the school council. O. Reg. 612/00, s. 4 (5).

(6) The principal of a school shall, at least 14 days before the date of the election of parent members, on behalf of the school council, give written notice of the date, time and location of the election to every parent of a pupil who, on the date the notice is given, is enrolled in the school. O. Reg. 612/00, s. 4 (6).

(7) The notice required by subsection (6) may be given by,

(a) giving the notice to the parent's child for delivery to his or her parent; and

(b) posting the notice in the school in a location that is accessible to parents. O. Reg. 612/00, s. 4 (7).

(8) The election of parent members shall be by secret ballot. O. Reg. 612/00, s. 4 (8).

#### OTHER ELECTIONS

**5.** (1) The elections of members of school councils referred to in paragraph 3, paragraph 4 and subparagraph 5 ii of subsection 3 (1) shall be held during the first 30 days of each school year. O. Reg. 612/00, s. 5 (1).

(2) A person is qualified to vote in an election of a member of a school council referred to in paragraph 3 of subsection 3 (1) if he or she is a teacher, other than the principal or vice-principal, who is employed at the school. O. Reg. 612/00, s. 5 (2).

(3) A person is qualified to vote in an election of a member of a school council referred to in paragraph 4 of subsection 3 (1) if he or she is a person, other than the principal, vice-principal or any other teacher, who is employed at the school. O. Reg. 612/00, s. 5 (3).

(4) A person is qualified to vote in an election of a member of a school council referred to in subparagraph 5 ii of subsection 3 (1) if he or she is a pupil enrolled in the school. O. Reg. 612/00, s. 5 (4).

#### TERM OF OFFICE

**6.** (1) A person elected or appointed as a member of a school council holds office from the later of,

(a) the date he or she is elected or appointed; and

(b) the date of the first meeting of the school council after the elections held under sections 4 and 5 in the school year,

until the date of the first meeting of the school council after the elections held under sections 4 and 5 in the next school year. O. Reg. 612/00, s. 6 (1).

(2) A member of a school council may be re-elected or reappointed, unless otherwise provided by the by-laws of the council. O. Reg. 612/00, s. 6 (2).

#### VACANCIES

**7.** (1) A vacancy in the membership of a school council shall be filled by election or appointment in accordance with the by-laws of the council. O. Reg. 612/00, s. 7 (1).

(2) If an election is held to fill a vacancy in the membership of a school council, section 4 or 5, as the case may be, applies, with necessary modifications, to the election. O. Reg. 612/00, s. 7 (2).

(3) A vacancy in the membership of a school council does not prevent the council from exercising its authority. O. Reg. 612/00, s. 7 (3).

#### OFFICERS

**8.** (1) A school council shall have a chair or, if the by-laws of the council so provide, two co-chairs. O. Reg. 612/00, s. 8 (1).

(2) A chair or co-chair of a school council must be a parent member of the council, and shall be elected by the members of the council. O. Reg. 612/00, s. 8 (2).

(3) A person who is employed by the board that established the council cannot be the chair or co-chair of the council. O. Reg. 612/00, s. 8 (3).

(4) A school council may have such other officers as are provided for in the by-laws of the council. O. Reg. 612/00, s. 8 (4).

(5) Subject to subsections (2) and (3), vacancies in the office of chair, co-chair or any other officer of a school council shall be filled in accordance with the by-laws of the council. O. Reg. 612/00, s. 8 (5).

**9.** REVOKED: O. Reg. 330/10, s. 5.

#### MINISTRY POWERS AND DUTIES

**10.** (1) As part of its accountability to parents, the Ministry shall report annually to members of school councils on education in the province. O. Reg. 612/00, s. 10 (1).

(2) The Ministry may,

(a) make other reports to members of school councils; and

(b) provide information to members of school councils respecting the roles and responsibilities of school councils. O. Reg. 612/00, s. 10 (2).

#### REMUNERATION

**11.** (1) A person shall not receive any remuneration for serving as a member or officer of a school council. O. Reg. 612/00, s. 11 (1).

(2) Every board shall establish policies respecting the reimbursement of members and officers of school councils established by the board. O. Reg. 612/00, s. 11 (2).

(3) The board that established a school council shall reimburse members and officers of the council, in accordance with the policies referred to in subsection (2), for expenses they incur as members or officers of the council. O. Reg. 612/00, s. 11 (3).

#### MEETINGS

**12.** (1) A school council shall meet at least four times during the school year. O. Reg. 612/00, s. 12 (1).

(2) A school council shall meet within the first 35 days of the school year, after the elections held under sections 4 and 5, on a date fixed by the principal of the school. O. Reg. 612/00, s. 12 (2).

(3) A meeting of a school council cannot be held unless,

(a) a majority of the current members of the council are present at the meeting; and

(b) a majority of the members of the council who are present at the meeting are parent members. O. Reg. 612/00, s. 12 (3).

(4) All meetings of a school council shall be open to the public. O. Reg. 612/00, s. 12 (4).

(5) A school council is entitled to hold its meetings at the school. O. Reg. 612/00, s. 12 (5).

(6) All meetings of a school council shall be held at a location that is accessible to the public. O. Reg. 612/00, s. 12 (6).

(7) The principal of a school shall, on behalf of the school council, give written notice of the dates, times and locations of the meetings of the council to every parent of a pupil who, on the date the notice is given, is enrolled in the school. O. Reg. 612/00, s. 12 (7).

(8) The notice required by subsection (7) may be given by,

(a) giving the notice to the parent's child for delivery to his or her parent; and

(b) posting the notice in the school in a location that is accessible to parents. O. Reg. 612/00, s. 12 (8).

#### COMMITTEES

**13.** (1) A school council may, in accordance with its by-laws, establish committees to make recommendations to the council. O. Reg. 612/00, s. 13 (1).

(2) Every committee of a school council must include at least one parent member of the council. O. Reg. 612/00, s. 13 (2).

(3) A committee of a school council may include persons who are not members of the council. O. Reg. 612/00, s. 13 (3).

(4) Subsections 12 (4) to (8) apply, with necessary modifications, to committees of school councils. O. Reg. 612/00, s. 13 (4).

#### VOTING

**14.** (1) Subject to subsection (3), each member of a school council is entitled to one vote in votes taken by the council. O. Reg. 612/00, s. 14 (1).

(2) Subject to subsection (3), each member of a committee of a school council is entitled to one vote in votes taken by the committee. O. Reg. 612/00, s. 14 (2).

(3) The principal of the school is not entitled to vote in votes taken by the school council or by a committee of the school council. O. Reg. 612/00, s. 14 (3).

#### BY-LAWS

**15.** (1) A school council may make by-laws governing the conduct of its affairs. O. Reg. 612/00, s. 15 (1).

(2) Every school council shall make the following by-laws:

1. A by-law that governs election procedures and the filling of vacancies in the membership of the school council.

2. A by-law that establishes rules respecting participation in school council proceedings in cases of conflict of interest.

3. A by-law that, in accordance with any applicable policies established by the board that established the council, establishes a conflict resolution process for internal school council disputes. O. Reg. 612/00, s. 15 (2).

#### MINUTES AND FINANCIAL RECORDS

**16.** (1) A school council shall keep minutes of all of its meetings and records of all of its financial transactions. O. Reg. 612/00, s. 16 (1).

(2) The minutes and records shall be available at the school for examination without charge by any person. O. Reg. 612/00, s. 16 (2).

(3) Subsections (1) and (2) do not apply to minutes and records that are more than four years old. O. Reg. 612/00, s. 16 (3).

#### INCORPORATION

**17.** A school council shall not be incorporated. O. Reg. 612/00, s. 17.

#### PRINCIPAL

**18.** (1) The principal of a school may delegate any of his or her powers or duties as a member of the school council, including any powers or duties under this Regulation, to a vice-principal of the school. O. Reg. 612/00, s. 18 (1).

(2) In addition to his or her duties under this Regulation, the principal of a school shall perform the duties relating to school councils that are imposed on the principal by Regulation 298 of the Revised Regulations of Ontario, 1990 (Operation of Schools — General). O. Reg. 612/00, s. 18 (2).

#### CONSULTATION BY BOARD

**19.** (1) In addition to its other obligations to solicit the views of school councils under the Act, every board shall solicit the views of the school councils established by the board with respect to the following matters:

1. The establishment or amendment of board policies and guidelines that relate to pupil achievement or to the accountability of the education system to parents, including,

- i. policies and guidelines established under subsection 302 (1) of the Act with respect to the conduct of persons in schools within the board's jurisdiction,
  - ii. policies and guidelines established under subsection 302 (5) of the Act respecting appropriate dress for pupils in schools within the board's jurisdiction,
  - iii. policies and guidelines respecting the allocation of funding by the board to school councils,
  - iv. policies and guidelines respecting the fundraising activities of school councils,
  - v. policies and guidelines respecting conflict resolution processes for internal school council disputes, and
  - vi. policies and guidelines respecting reimbursement by the board of expenses incurred by members and officers of school councils.
2. The development of implementation plans for new education initiatives that relate to pupil achievement or to the accountability of the education system to parents, including,
- i. implementation plans for policies and guidelines established under subsection 302 (1) of the Act with respect to the conduct of persons in schools within the board's jurisdiction, and
  - ii. implementation plans for policies and guidelines established under subsection 302 (5) of the Act respecting appropriate dress for pupils in schools within the board's jurisdiction.
3. Board action plans for improvement, based on the Education Quality and Accountability Office's reports on the results of tests of pupils, and the communication of those plans to the public.
4. The process and criteria applicable to the selection and placement of principals and vice-principals. O. Reg. 612/00, s. 19 (1).
- (2) Subsection (1) does not limit the matters on which a board may solicit the views of school councils. O. Reg. 612/00, s. 19 (2).

#### ADVISORY AUTHORITY OF SCHOOL COUNCILS

**20.** A school council may make recommendations to the principal of the school or to the board that established the council on any matter. O. Reg. 612/00, s. 20.

#### DUTY OF BOARD TO RESPOND

**21.** The board that established a school council shall consider each recommendation made to the board by the council and shall advise the council of the action taken in response to the recommendation. O. Reg. 612/00, s. 21.

#### FUNDRAISING

- 22.** (1) Subject to subsection (2), a school council may engage in fundraising activities. O. Reg. 612/00, s. 22 (1).
- (2) A school council shall not engage in fundraising activities unless,
- (a) the activities are conducted in accordance with any applicable policies established by the board; and
  - (b) the activities are to raise funds for a purpose approved by the board or authorized by any applicable policies established by the board. O. Reg. 612/00, s. 22 (2).
- (3) A school council shall ensure that the funds raised by it are used in accordance with any applicable policies established by the board. O. Reg. 612/00, s. 22 (3).

#### CONSULTATION WITH PARENTS

**23.** A school council shall consult with parents of pupils enrolled in the school about matters under consideration by the council. O. Reg. 612/00, s. 23.

#### ANNUAL REPORT

- 24.** (1) Every school council shall annually submit a written report on its activities to the principal of the school and to the board that established the council. O. Reg. 612/00, s. 24 (1).
- (2) If the school council engages in fundraising activities, the annual report shall include a report on those activities. O. Reg. 612/00, s. 24 (2).
- (3) The principal shall, on behalf of the school council, give a copy of the report to every parent of a pupil who, on the date the copy is given, is enrolled in the school. O. Reg. 612/00, s. 24 (3).
- (4) Subsection (3) may be complied with by,
- (a) giving the report to the parent's child for delivery to his or her parent; and
  - (b) posting the report in the school in a location that is accessible to parents. O. Reg. 612/00, s. 24 (4).

**25., 26.** REVOKED: O. Reg. 330/10, s. 5.

### **PART III PARENT INVOLVEMENT COMMITTEES**

#### **PURPOSE**

**27.** (1) The purpose of a parent involvement committee is to support, encourage and enhance parent engagement at the board level in order to improve student achievement and well-being. O. Reg. 330/10, s. 6.

(2) A parent involvement committee of a board shall achieve its purpose by,

- (a) providing information and advice on parent engagement to the board;
- (b) communicating with and supporting school councils of schools of the board; and
- (c) undertaking activities to help parents of pupils of the board support their children's learning at home and at school. O. Reg. 330/10, s. 6.

**28.** A parent involvement committee of a board shall,

- (a) develop strategies and initiatives that the board and the board's director of education could use to effectively communicate with parents and to effectively engage parents in improving student achievement and well-being;
- (b) advise the board and the board's director of education on ways to use the strategies and initiatives referred to in clause (a);
- (c) communicate information from the Ministry to school councils of schools of the board and to parents of pupils of the board;
- (d) work with school councils of schools of the board and, through the board's director of education, with employees of the board to,
  - (i) share effective practices to help engage parents, especially parents who may find engagement challenging, in their children's learning,
  - (ii) identify and reduce barriers to parent engagement,
  - (iii) help ensure that schools of the board create a welcoming environment for parents of its pupils, and
  - (iv) develop skills and acquire knowledge that will assist the parent involvement committee and school councils of the board with their work; and
- (e) determine, in consultation with the board's director of education and in keeping with the board's policies, how funding, if any, provided under the *Education Act* for parent involvement as described in section 27 and clauses (a) to (d), is to be used. O. Reg. 330/10, s. 6.

#### **CONTINUATION AND ESTABLISHMENT OF COMMITTEES**

**29.** (1) A parent involvement committee established by a board before September 1, 2010 is continued. O. Reg. 330/10, s. 6.

(2) A board established before September 1, 2010 that has not established a parent involvement committee before September 1, 2010 shall, before January 31, 2011, establish a parent involvement committee in accordance with section 32. O. Reg. 330/10, s. 6.

(3) A board established on or after September 1, 2010 shall, before October 1 of the school year following the calendar year in which the board's members are first elected, establish a parent involvement committee in accordance with section 32. O. Reg. 330/10, s. 6.

(4) Despite the definition of "parent member" in section 1,

- (a) parent member in respect of a parent involvement committee established before September 1, 2010, before the committee meets its obligations under section 30, means a parent who is a member of the committee or who fills a vacancy created by a parent member ceasing to hold office; and
- (b) parent member in respect of a parent involvement committee established on or after September 1, 2010, before the committee meets its obligations under section 31, means a parent who is appointed as a parent member to the committee by the board in accordance with section 32 or who fills a vacancy created by a parent member ceasing to hold office. O. Reg. 330/10, s. 6.

#### **COMPOSITION OF COMMITTEES, TRANSITION**

**30.** (1) A parent involvement committee established or continued under subsection 29 (1) or (2) shall, before October 1, 2011, establish the by-laws required by clause 43 (b). O. Reg. 330/10, s. 6.

(2) A parent involvement committee established or continued under subsection 29 (1) or (2) shall, before November 15, 2011, and after it complies with subsection (1),

- (a) appoint or elect its members in accordance with section 33; and
- (b) establish terms of office in accordance with section 37. O. Reg. 330/10, s. 6.

**31.** (1) A parent involvement committee established by a board under subsection 29 (3) shall, before October 1 of the second school year following the calendar year in which the board's members are first elected, establish the by-laws required by clause 43 (b). O. Reg. 330/10, s. 6.

(2) A parent involvement committee established by a board under subsection 29 (3) shall, before November 15 of the second school year following the calendar year in which the board's members are first elected, and after it complies with subsection (1),

- (a) appoint or elect its members in accordance with section 33; and
- (b) establish terms of office in accordance with section 37. O. Reg. 330/10, s. 6.

**32.** (1) This section applies with respect to a parent involvement committee established by a board under subsection 29 (2) or (3), until the day the committee meets its obligations under section 30 or 31, as the case may be. O. Reg. 330/10, s. 6.

(2) Until a parent involvement committee established under subsection 29 (2) or (3) meets its obligations under section 30 or 31, as the case may be, sections 33, 34, 35, 37, 38 and 43 do not apply to the committee. O. Reg. 330/10, s. 6.

(3) The board shall appoint the following people to the committee:

- 1. The number of parent members the board determines appropriate.
- 2. The director of education of the board.
- 3. One member of the board.
- 4. The number of community representatives, up to three, the board determines appropriate. O. Reg. 330/10, s. 6.

(4) A person is qualified to be appointed by the board as a parent member of the committee if he or she is a parent. O. Reg. 330/10, s. 6.

(5) A parent who is employed by the board is qualified to be appointed by the board to the committee. O. Reg. 330/10, s. 6.

(6) A parent referred to in subsection (5) shall, at his or her first committee meeting, inform the committee of his or her employment with the board. O. Reg. 330/10, s. 6.

(7) The parent members appointed by the board shall elect a parent member to serve as chair or parent members to serve as co-chairs of the committee. O. Reg. 330/10, s. 6.

(8) The chair or co-chairs shall act as spokespersons for the committee in communicating with the director of education of the board and the board. O. Reg. 330/10, s. 6.

(9) Community representatives appointed by the board to the committee shall not be members or employees of the board. O. Reg. 330/10, s. 6.

(10) The board may appoint one or more of the individuals listed in subsection 33 (2) to the committee. O. Reg. 330/10, s. 6.

(11) An appointment of an individual listed in subsection 33 (2) is of no effect unless the individual agrees to the appointment. O. Reg. 330/10, s. 6.

(12) In appointing members to the committee, the board shall ensure that parent members constitute a majority of the members of the committee. O. Reg. 330/10, s. 6.

(13) In the event that an individual appointed to a parent involvement committee under subsection (3) vacates his or her position on the committee, the board shall appoint another individual to the position. O. Reg. 330/10, s. 6.

(14) In the event that an individual appointed to a parent involvement committee under subsection (10) vacates his or her position on the committee, the board may appoint another individual to the position. O. Reg. 330/10, s. 6.

#### COMPOSITION OF COMMITTEES, GENERAL

**33.** (1) A parent involvement committee of a board shall include the following:

- 1. The number of parent members specified in the by-laws of the committee.
- 2. The director of education of the board.
- 3. One member of the board, appointed by the board.
- 4. The number of community representatives specified in the by-laws of the committee. O. Reg. 330/10, s. 6.

(2) Subject to the by-laws of the parent involvement committee, a board may appoint one or more of the following individuals to the parent involvement committee:

1. One principal of an elementary school of the board.
2. One principal of a secondary school of the board.
3. One teacher employed, other than a principal or vice-principal, in an elementary school of the board.
4. One teacher employed, other than a principal or vice-principal, in a secondary school of the board.
5. One person employed by the board, other than a principal, vice-principal or teacher. O. Reg. 330/10, s. 6.

(3) A parent involvement committee shall appoint or elect members to the committee before November 15 of the school year and before the first meeting of the committee in the school year. O. Reg. 330/10, s. 6.

(4) In specifying the number of parent members to be appointed or elected to a parent involvement committee in its by-laws, the committee shall ensure that parent members constitute a majority of the members of the committee. O. Reg. 330/10, s. 6.

(5) The term of office of the member of the board appointed under paragraph 3 of subsection (1) shall be determined by the board. O. Reg. 330/10, s. 6.

(6) Community representatives appointed to a parent involvement committee shall not be members or employees of the board. O. Reg. 330/10, s. 6.

(7) The board shall make any appointments under subsection (2) before November 15 of the school year and before the first meeting of the parent involvement committee in the school year. O. Reg. 330/10, s. 6.

(8) An appointment to a parent involvement committee under subsection (2) is of no effect unless the person agrees to the appointment. O. Reg. 330/10, s. 6.

#### PARENT MEMBERS

**34.** (1) Parent members shall be appointed or elected to a parent involvement committee under section 33, in accordance with the by-laws of the committee. O. Reg. 330/10, s. 6.

(2) A person is qualified to be appointed or elected under section 33 as a parent member of a parent involvement committee if he or she is a parent. O. Reg. 330/10, s. 6.

(3) A person is qualified to be appointed or elected under section 33 as a parent member of a parent involvement committee of a board if he or she is employed by the board. O. Reg. 330/10, s. 6.

(4) A parent member referred to in subsection (3) shall, at his or her first committee meeting, inform the committee of his or her employment with the board. O. Reg. 330/10, s. 6.

#### VACANCIES

**35.** (1) A board shall ensure that vacancies in parent member positions on its parent involvement committee are advertised through a variety of methods. O. Reg. 330/10, s. 6.

(2) Methods of advertising vacancies in parent member positions on a parent involvement committee include,

- (a) advertisements in newsletters of schools or school councils of schools of the board;
- (b) advertisements in newspapers with general circulation in the geographic jurisdiction of the board;
- (c) advertisements on radio or television stations that broadcast in the geographic jurisdiction of the board;
- (d) notices in schools of the board; and
- (e) notices on the board's website and on the websites of the board's schools. O. Reg. 330/10, s. 6.

**36.** A vacancy in the membership of a parent involvement committee does not prevent the committee from exercising its authority. O. Reg. 330/10, s. 6.

#### TERM OF OFFICE

**37.** (1) The term of office of some of the parent members of a parent involvement committee shall be one year and the term of office of some of the parent members shall be two years, as provided in the by-laws of the committee. O. Reg. 330/10, s. 6.

(2) A member of a parent involvement committee may be reappointed or re-elected to the committee for more than one term unless otherwise provided in the by-laws of the committee. O. Reg. 330/10, s. 6.

#### OFFICERS

**38.** (1) A parent involvement committee shall have a chair or, if the by-laws of the committee so provide, co-chairs. O. Reg. 330/10, s. 6.

(2) The chair or co-chairs of a parent involvement committee must be parent members of the committee and shall be elected for a two-year term by the parent members of the committee at the first meeting of the committee in each school year that there is a vacancy in the office of chair or co-chair. O. Reg. 330/10, s. 6.

(3) Only parent members with a two-year term are eligible to be elected to the position of chair or co-chair. O. Reg. 330/10, s. 6.

(4) An individual may not serve more than two consecutive terms as chair or co-chair of a parent involvement committee. O. Reg. 330/10, s. 6.

(5) An individual who has served one term or two consecutive terms as chair or co-chair of a parent involvement committee may be re-elected as chair or co-chair of the committee provided at least one two-year term has elapsed since his or her last term as chair or co-chair. O. Reg. 330/10, s. 6.

(6) The chair or co-chairs of a parent involvement committee shall act as spokespersons for the committee in communicating with the director of education of the board and the board. O. Reg. 330/10, s. 6.

(7) A parent involvement committee may have such other officers as are provided for in the by-laws of the committee. O. Reg. 330/10, s. 6.

(8) A vacancy in the office of chair, co-chair or any office provided for in the by-laws of a parent involvement committee, shall be filled in accordance with the by-laws of the committee. O. Reg. 330/10, s. 6.

#### REMUNERATION

**39.** (1) A person shall not receive any remuneration for serving as a member of a parent involvement committee. O. Reg. 330/10, s. 6.

(2) Subsection (1) does not preclude payment of an honorarium under section 191 of the Act that takes into account the attendance of a board member at a parent involvement committee meeting. O. Reg. 330/10, s. 6.

(3) A board shall establish policies respecting the reimbursement of members of its parent involvement committee for expenses incurred as members of the committee. O. Reg. 330/10, s. 6.

(4) A board shall reimburse members of its parent involvement committee for expenses incurred as members of the committee in accordance with the policies referred to in subsection (3). O. Reg. 330/10, s. 6.

#### MEETINGS

**40.** (1) A parent involvement committee shall meet at least four times in each school year. O. Reg. 330/10, s. 6.

(2) A meeting of a parent involvement committee cannot be held unless,

- (a) a majority of the members present at the meeting are parent members;
- (b) the director of education, or the person designated under subsection 46 (1), is present; and
- (c) the member of the board who sits on the committee, or the person designated under subsection 46 (2), is present. O. Reg. 330/10, s. 6.

(3) The board shall make available to its parent involvement committee the facilities that the board considers necessary for the proper functioning of the committee, and shall make reasonable efforts to enable members to participate fully in meetings of the committee by electronic means. O. Reg. 330/10, s. 6.

(4) A member of a parent involvement committee who participates in a meeting through electronic means shall be deemed to be present at the meeting. O. Reg. 330/10, s. 6.

(5) All meetings of a parent involvement committee shall be open to the public and shall be held at a location that is accessible to the public. O. Reg. 330/10, s. 6.

(6) The chair or co-chairs of a parent involvement committee shall ensure that notice of each meeting is provided to all members of the committee at least five days before the meeting by,

- (a) delivering a notice to each member by e-mail or regular mail; and
- (b) posting a notice on the board's website. O. Reg. 330/10, s. 6.

(7) For the purposes of subsection (6), notice by regular mail is provided five days before the meeting if it is mailed five days before the meeting. O. Reg. 330/10, s. 6.

#### SUBCOMMITTEES

**41.** (1) A parent involvement committee may establish subcommittees to make recommendations to the parent involvement committee. O. Reg. 330/10, s. 6.

(2) A subcommittee of a parent involvement committee must include at least one parent member of the parent involvement committee. O. Reg. 330/10, s. 6.



(3) A subcommittee of a parent involvement committee may include persons who are not members of the parent involvement committee. O. Reg. 330/10, s. 6.

(4) Subsections 40 (3) to (7) apply, with necessary modifications, to subcommittees of a parent involvement committee. O. Reg. 330/10, s. 6.

#### VOTING

**42.** When a parent involvement committee votes on a matter, only parent members and community representative members are entitled to vote. O. Reg. 330/10, s. 6.

#### BY-LAWS

**43.** A parent involvement committee,

- (a) may make by-laws governing the conduct of the committee's affairs; and
- (b) shall make by-laws,
  - (i) specifying the number of parent members to be appointed or elected to the committee, governing the process of appointment or election of parent members and governing the filling of vacancies in parent membership,
  - (ii) specifying the number of community representatives, up to three, to be appointed to the committee, governing the process of appointment of community representatives and governing the filling of vacancies in community representative membership,
  - (iii) governing the election of members of the committee to the offices of chair or co-chair, and any offices provided for in the by-laws, and governing the filling of vacancies in the offices of the committee,
  - (iv) specifying the number of parent members of the parent involvement committee that will hold office for one year and the number of parent members that will hold office for two years,
  - (v) specifying how many, if any, of the persons listed in subsection 33 (2) may be appointed by the board to the parent involvement committee,
  - (vi) specifying the length of the term of office for the community representative members of the parent involvement committee and the members appointed by the board, if any, under subsection 33 (2),
  - (vii) establishing rules respecting conflicts of interest of the members of the parent involvement committee, and
  - (viii) establishing a process for resolving conflicts internal to the committee, consistent with any conflict resolution policies of the board. O. Reg. 330/10, s. 6.

#### MINUTES AND FINANCIAL RECORDS

**44.** (1) A parent involvement committee shall keep minutes of all of its meetings and records of all of its financial transactions. O. Reg. 330/10, s. 6.

(2) A parent involvement committee shall retain the minutes of its meetings and the records of its financial transactions in accordance with the policies of the board, if any, respecting the retention of documents by committees of the board. O. Reg. 330/10, s. 6.

(3) The minutes of a parent involvement committee of a board shall be,

- (a) posted on the website of the board that established the committee; and
- (b) sent electronically to the chair or co-chairs of the school council of each school of the board that established the committee. O. Reg. 330/10, s. 6.

(4) The minutes of a committee's meetings and the records of its financial transactions shall be available for examination at the board's office by any person without charge for four years. O. Reg. 330/10, s. 6.

(5) Minutes posted on the website of the board shall remain on the website for four years. O. Reg. 330/10, s. 6.

#### INCORPORATION

**45.** A parent involvement committee shall not be incorporated. O. Reg. 330/10, s. 6.

#### DELEGATION BY THE DIRECTOR OF EDUCATION AND THE BOARD MEMBER

**46.** (1) The director of education of a board may,

- (a) delegate any of his or her powers or duties as a member of the parent involvement committee to a supervisory officer employed by the board; and
- (b) designate a supervisory officer of the board to attend a meeting of the parent involvement committee in his or her place. O. Reg. 330/10, s. 6.

- (2) The member of a board who sits on a parent involvement committee may,
    - (a) delegate any of his or her powers or duties as a member of the parent involvement committee to another member of the board; and
    - (b) designate a member of the board to attend the meetings of the parent involvement committee in his or her place.
- O. Reg. 330/10, s. 6.

#### CONSULTATION BY BOARD

**47.** (1) A board may solicit and take into consideration the advice of its parent involvement committee with regard to matters that relate to improving student achievement and well-being. O. Reg. 330/10, s. 6.

(2) The board shall inform the parent involvement committee of its response to advice provided to it by the committee. O. Reg. 330/10, s. 6.

#### CONSULTATION BY MINISTRY

**48.** The Ministry may solicit and take into consideration the advice of parent involvement committees with regard to matters that relate to improving student achievement and well-being. O. Reg. 330/10, s. 6.

#### CONSULTATION BY PARENT INVOLVEMENT COMMITTEE

**49.** A parent involvement committee may solicit and take into consideration the advice of parents of pupils enrolled in schools of the board with regard to matters under consideration by the committee. O. Reg. 330/10, s. 6.

#### SUMMARY OF ACTIVITIES

**50.** (1) A parent involvement committee of a board shall annually submit a written summary of the committee's activities to the chair of the board and to the board's director of education. O. Reg. 330/10, s. 6.

(2) The summary of activities shall include a report on how funding, if any, provided under the *Education Act* for parent involvement described in section 27 and clauses 28 (a) to (d), was spent. O. Reg. 330/10, s. 6.

(3) The director of education shall,

- (a) provide the summary of activities to the school councils of the schools of the board; and
- (b) post the summary of activities on the website of the board. O. Reg. 330/10, s. 6.

Français

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# From Parent Involvement to Parent Engagement

Michele Giroux

Parent Involvement Committee

15 January 2020

# Shifting the Focus

*From “how to get more parents into the school to how we can support them at home...”*

Ken Leithwood, Webcasts for Educators, 2012

*From “...parent involvement (merely being present) to parent engagement”*

School Community Journal, 2016



# Evolving Role of Parents in Education

50's, 60's, 70's, 80's

90's

21st Century

## The Traditional Role

Volunteering/Fundraising  
School Events  
Major Issues

## Advisory Role

Providing input and  
advice to the school

## Partnerships

School / Families  
and communities  
engaged in helpful  
ways to help  
students succeed

*Learning  
Struggling  
Change*

*Learning  
Struggling  
Change*

**Volunteering,  
Fundraising,  
Attending  
school events**

**Narrowly  
defined  
advisory  
role**

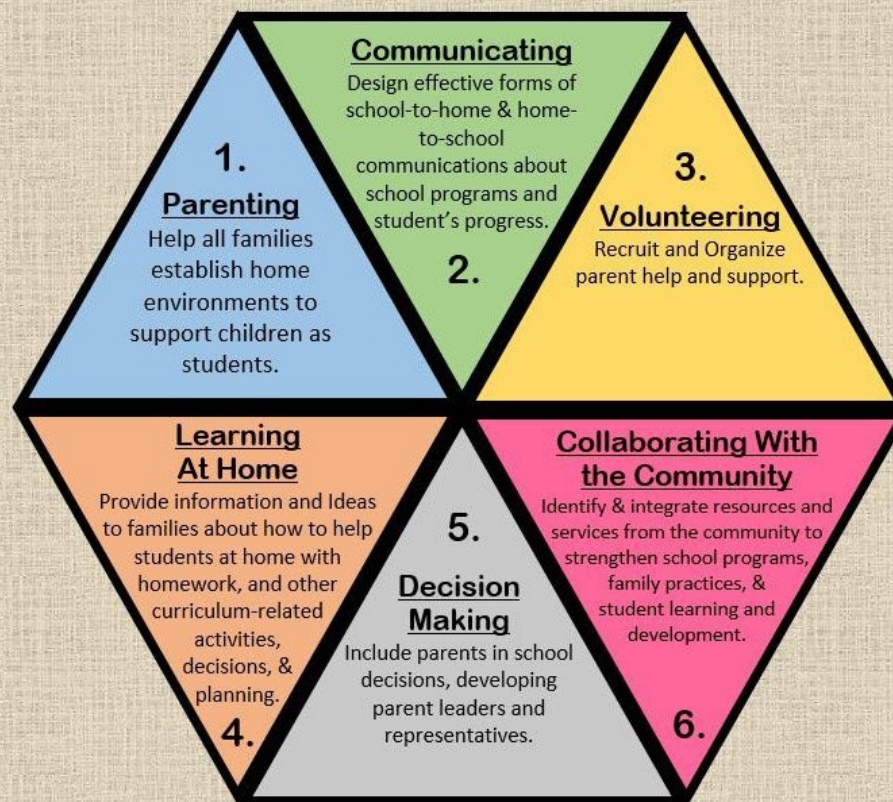
**Recognizes all  
forms of helpful  
Involvement,  
Joint efforts of  
educators and  
parents**

Kerr & Thurston, 2001



# How do parents engage?

Joyce Epstein's Framework of 6 Types of Involvement for School-Family-Community Partnerships

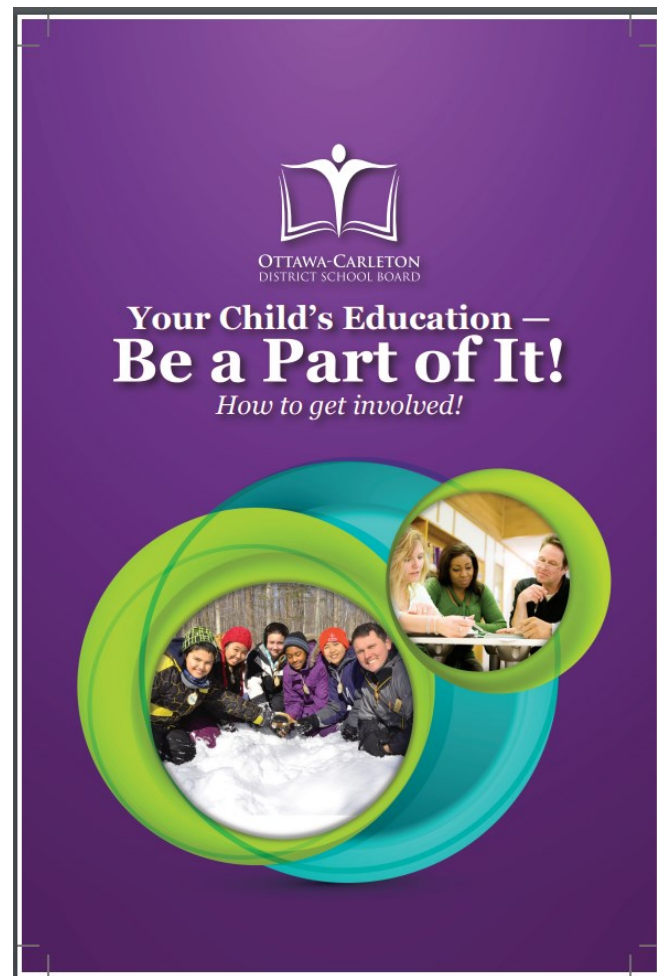




# Your Child's Education – Be a Part of It!

Translated into:

- Arabic
- Chinese
- Chinese Simplified
- English
- Farsi
- French
- Russian
- Somali
- Spanish
- Urdu
- Vietnamese



*“..removing barriers to involvement may become a course of action to parent engagement”*

School Community Journal, 2016





# Barriers to Involvement

1. Time
2. Newness to Canada
3. Language
4. Not Feeling Welcome
5. Personal Experience with School
6. Family Responsibility



# Group Activity

Identify strategies/ tools to overcome barriers to parent involvement.

What's in place/ what's needed



# Barrier #1 - Time

Strategies to address barrier #1:

- Afford parents flexibility to get involved at their convenience

Tools:

- Speaker Series in evenings
- Parent Conference on weekends
- OCDSB app providing parents with instant access to calendars, busing information, etc.



# Barrier #2 – Newness to Canada

Strategies to address barrier #2:

- Facilitate the integration of the newcomers into the school system
- Familiarize newcomers with available supports

Tools:

- Family Reception Center support for newcomers
- Workshops in the Parent Conference to acquaint parents with processes taking place at school



# Barrier #3 – Language

Strategies to address barrier #3:

- Develop tools to support non-English speakers

Tools:

- Translation support through MLOs and Family Reception Center
- ThoughtExchange in a number of languages



# Barrier #4 – Not Feeling Welcome

Strategies to address barrier #4:

- Engage in discussions with groups that may experience systemic bias and barriers
- Engage parents through a variety of venues

Tools:

- Focus groups on lived experiences
- Community Use of Schools



# Barrier #5

## Personal Experience with School

Strategies to address barrier #5:

- Build staff capacity in conflict resolution
- Engage parents through community partners

Tools:

- Professional Development for staff
- Extracurricular activities involving parents



# Barrier #6 – Family Responsibility

Strategies to address barrier #6:

- Acknowledge the various ways parents are involved in their child's education and wellbeing
- Offer tools to allow parents meet other family commitments

Tools:

- Provide daycare/food during events
- Allow participation in meetings through electronic means





# Next Steps

How does this inform our  
workplan?







## PARENT INVOLVEMENT COMMITTEE

15 January 2020

### Report No. 20-007

### Allocation of 2019-2020 Parents Reaching Out (PRO) Grant

Key Contact: Michèle Giroux, Executive Officer, Corporate Services, 613-596-8211 ext. 8310

#### PURPOSE:

1. To recommend an allocation strategy for the 2019-2020 Parents Reaching Out (PRO) Grant funding.

#### CONTEXT:

2. The Ministry of Ontario Parents Reaching Out (PRO) Grants are designed to support parents in identifying barriers to parent engagement in their own community and to find local solutions to involve more parents in support of student achievement, human rights and equity, and well-being. The Parent Involvement Committee (PIC) discussed Report 19-120 *2019-2020 PRO Grants* at its 20 November 2019 meeting, which explained the changes to the 2019-2020 PRO grant funding and sought feedback from the Committee members on possible allocation strategies for the \$40,521.00 PRO funding.

Staff reported that the District would cover the cost of the Parent Conference and the Speaker Series, which have historically been funded by the PRO grant, to ensure the whole PRO funding is available for allocation. Staff indicated that the disbursement of the funds and the final report have to follow certain parameters stipulated in the Ontario PRO Transfer Payment Agreement. By the end of June 2020, any unspent funds are to be returned to the Ministry.

#### KEY CONSIDERATIONS:

3. ThoughtExchange Results  
To solicit input of parents and school councils into possible allocation strategies of PRO funding, staff launched a ThoughtExchange survey between 22 November and 02 December 2019. The ThoughtExchange was included in two issues of the weekly School Council Newsletter (i.e. Update #12 and 13), and a separate OCDSB webpage was created for the purpose of explaining the survey initiative.

Parents were asked to submit their thoughts on the following question: "What are your thoughts on the best strategy to allocate the OCDSB 2019-2020 PRO

grant?" A total of 20 thoughts were shared on the ThoughtExchange; many of which are a reflection of the feedback that was received from the PIC November meeting and the feedback staff heard at the Ottawa-Carleton Assembly of School Councils (OCASC) 21 November meeting.

#### 4. What We Heard

The thoughts shared on the ThoughtExchange could be grouped into three categories:

- a) Allocation to individual school councils: 11 out of a total of 20 thoughts encouraged the allocation of PRO funding to individual school councils. Out of the 11 thoughts, 5 suggested the allocation to be based on the Resource Allocation Index based on Socioeconomics (RAISE), 2 suggested allocation based on student numbers, and 4 suggested equal allocation to all schools.
- b) Board-run projects for families of schools: 5 thoughts encouraged spending PRO funding on workshops or events that would be delivered to groups of schools and tailored to the needs of their respective communities.
- c) Developing electronic resources: 3 thoughts recommended the development of sustainable resources for school councils/parents, which would be easily accessible at the convenience of the parents.

The feedback heard at OCASC is aligned with the abovementioned thoughts. OCASC members suggested that if school councils were to receive PRO funds, evaluation support from the District would be sought. School councils felt they do not possess the resources required to conduct an evaluation within the parameters dictated by the Ministry in the Ontario PRO Transfer Payment Agreement.

Staff also approached school and system principals to discuss which types of tools/resources/supports could be most effectively used in the school to support parent involvement in education. There was a keen interest in resources or toolkits which schools could use to host family nights which help to engage parents and students in activities which support student learning and well-being. Available resources for these type of activities should include translation of materials and wherever possible, funds to support hospitality costs associated with these events.

#### 5. Next steps

With all of this feedback in mind, it is recommended that the PRO grant funds be used to make available toolkits which will facilitate schools offering "Family Nights" in the areas of math, science and student readiness to learn. These toolkits will be developed with a view to building engagement between home and school, building knowledge and skills in the content area, creating opportunities for school staff and school councils to support the delivery. The toolkits will include tip sheets for planning, promotional materials about the event, resource materials for the event, and feedback instruments which will help with reporting requirements.

The priority for the delivery of these Family Nights will be at schools with higher levels of need on the RAISE index. Materials for the Family Nights will be translated and wherever possible, Multi-Cultural Liaison Officers will be engaged in the planning and delivery.

This approach will allow schools to collect feedback on the events which will be shared with central staff. All Ministry reporting will be managed centrally.

## **RESOURCE IMPLICATIONS:**

6. The suggested allocation strategy will require the full allocation of \$40,521.00 in PRO funding. The funding would be allocated in accordance with the grant provisions. The specific allocation in relation to each of the three subject areas may vary, based on the relative costs of developing and/or delivery the activity. For example, in the case of the math night, there will be staff costs associated with the development of the math night, but these costs would not be charged to the grant. This would allow the grant funding to be used for translation, communication and hospitality costs related to the event.

## **COMMUNICATION/CONSULTATION ISSUES:**

7. The District sought parents' input into possible allocation strategies of PRO funding through its PIC and a ThoughtExchange survey in the School Council Newsletter. This report also considers feedback heard at the OCASC meeting of 21 November 2019. No further consultation is required at this time.

Recognizing the priority for allocation is RAISE schools, communication will be focused on those who are eligible to participate. It is anticipated that this approach may result in the creation of some sustainable resources which could be used more broadly. As we work through the development, regular updates will be provided to the committee.

## **STRATEGIC LINKS:**

8. The allocation of PRO grant-funded projects in this way reflects the District's commitment to building parent engagement, removing barriers to access opportunities and supporting engagement with and in our community.

## **RECOMMENDATIONS:**

- A. THAT the 2019-2020 PRO Grant funding be used to develop toolkits which will facilitate schools offering "Family Nights" in the areas of math, science and student readiness to learn, with a priority given to offering these opportunities to school with a RAISE value of 1.0 and above.

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Michele Giroux  
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(ext. 8607)

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Camille Williams-Taylor  
Director of Education and  
Secretary of the Board

## **APPENDICES**

Appendix A – Supplementary Information: Report 17-048 Updates to the Resource Allocation Index based on Socioeconomics (RAISE)



**COMMITTEE OF THE WHOLE (PUBLIC)**  
**Report No. 17-048**

**20 June 2017**

**Update to the Resource Allocation Index based on Socioeconomics (RAISE)**

**Key Contact: Michele Giroux, Executive Officer, Corporate Services,  
613-596-8211 ext. 8310**

**PURPOSE:**

1. To provide an updated version of RAISE based on 2016-2017 data, including the identification of schools that have been prioritized to receive additional supports to help mitigate the effects of socioeconomic or demographic barriers to learning.

**CONTEXT:**

2. The OCDSB has a long history of identifying schools that could benefit from additional funding to help reduce the impact of socioeconomic/demographic barriers to student achievement and well-being. While the indicators themselves are based on data that is as close to the individual student as possible, the purpose of the index was to develop a “school-based measure” that captures relative need within the district to assist with the allocation of resources that would help mitigate barriers to learning.

The index that was developed in 1998 (at the time of school board amalgamation) was done so with guidance from a steering committee comprised of internal and external stakeholders and included data from several sources of data that captured information across five key themes – poverty, family/community, mobility, cultural/linguistic diversity, and readiness to learn. While these overarching themes have not changed over the past 20 years, with each recalculation of the index staff has undertaken a review and update of the data sources and methodology utilized to ensure that the best available data was used to inform decisions.

3. RAISE was last updated in 2010-2011. At that time, an external consultant was hired to undertake a review of practices in other schools districts. Details of this review can be found in *Report No. 11-150: Review and Update of the Beacon Index, 2010-2011* (Education Committee, 20 September 2011).

## KEY CONSIDERATIONS:

### 4. Distinction Between RAISE and SES-Identified Group of Students

RAISE is comprised of a set of indicators that research has shown to be associated with barriers to student learning. While data is gathered at the individual student level, statistical methods are used to combine the indicators into a single index-value for each school that identifies the level of need (in terms of barriers to learning) relative to other schools in the district. Indices for the elementary panel (JK to grade 8) and the secondary panel (grades 9 to 12) are generated separately. Allocation of additional resources to elementary and/or secondary schools is based on these relative needs.

In addition to RAISE, the District has been monitoring student achievement for a number of identified groups of students for the purpose of determining areas of particular strength or need when it comes to learning outcomes for students. SES is the most recent group identified for monitoring purposes and is comprised of those students who reside in low income neighbourhoods. While the methodology used to identify these students relies on the same data source as the poverty measures used in RAISE, the calculation is somewhat different to allow for the linking of income data to individual student achievement data while adhering to privacy legislation. Based on the analytic approach taken for this purpose, students are identified as belonging to the “SES” group if the postal code of their primary residence belongs to a group of postal codes where the proportion of families living below the low income measure is higher than that for the City of Ottawa as a whole. More information about this methodology can be found in *Report No. 14-058: Proposed Plan to Monitor Outcomes for Students based on Socioeconomic Status* (Committee of the Whole, 15 April 2014).

### 5. Data Sources

The data sources are the same as those used in the 2010-2011 RAISE; however, the following changes were made to the final selection of indicators:

- (i) For the elementary index, the proportion of students rather than the number was used for students who were new to the school (mobility) and for the first language being something other than English or French (cultural/linguistic diversity), whereas new immigrants (cultural/linguistic diversity) was based on the number of students rather than proportion.
- (ii) For the secondary index, entries and withdrawals and new students (mobility) were based on the proportions of students rather than the number, whereas new immigrants (cultural/linguistic diversity) was based on the number of students rather than the proportion.

Details about the specific sources of data for each indicator and how they map onto each of the five index themes can be found in Appendix A.



## 6. Methodology

It continues to be the case that although the index value is generated at a school level, it is done so based on students enrolled at the school rather than on the geographic boundary of the school. For consistency purposes, the same statistical methods as those used in 2010-2011 (i.e., summing of standardized scores across the indicators) have been applied to the 2016-2017 data. More information can be found in Appendix B.

Staff has compared the index-values generated for RAISE to the Education Opportunities Index (EOI) recently developed by the Ontario Ministry of Education<sup>1</sup>. Similar to RAISE, the EOI is comprised of a set of indicators that have been found to influence student achievement. Four of the five indicators (lone parent family, parental education, family income, and income source) are derived from data collected by Statistics Canada through a combination of the 2011 Census, 2011 National Household Survey, and 2014 Taxfiler data by matching student postal codes. The fifth indicator reflects recent immigration to Canada that is submitted by school districts to the Ministry of Education through OnSIS. Correlations between the EOI and RAISE were 0.89 for elementary and 0.90 for secondary panels, suggesting that both measures are tapping into the same general construct.

## 7. Impact of Changes Resulting from Student Learning and Accommodation Reviews

In light of the decisions made as a result of the School Learning and Accommodation Reviews in the eastern and western areas of the jurisdiction, adjustments have been made for the following schools to reflect the instances where there will be significant changes in student population effective September 2017:

<b>School</b>	<b>RAISE Adjustment</b>
Briargreen PS	Includes all Briargreen and Leslie Park students
Regina Street PS	Includes all Regina Street and Grant Alternative students
Carleton Heights PS	Includes K-6 Carleton Heights students, and all Century students
Sir Winston Churchill PS	Includes K- 6 Sir Winston Churchill students
Merivale (7-8)	Includes Grade 7 and 8 students from both Carleton Heights and Sir Winston Churchill
Sir Robert Borden (7-8)	Includes all Greenbank students
D. Roy Kennedy PS	Includes all D. Roy Kennedy and Severn Avenue students <sup>2</sup>
Pinecrest PS	Includes all Pinecrest and Severn Avenue <sup>2</sup> students
Bell (7-8)	Includes all D.A. Moodie Intermediate students
Gloucester HS	Includes all Gloucester and Rideau students
Severn Avenue PS <sup>2</sup>	Includes all Woodroffe Avenue PS students

<sup>1</sup> At present, EOI values are not available for the following schools: Earl of March (7-8), Half Moon Bay, Kanata Highlands, Summerside, and Vimy Ridge Public School.

<sup>2</sup> Due to the nature of the restructuring at Severn Avenue PS it is difficult to predict the impact on student populations. As a result, the entire Severn Ave PS student population has been merged with both D. Roy Kennedy PS and Pinecrest PS, and Severn Ave PS has adopted the same values for all student-level indicators as Woodroffe Avenue PS to take into account the incoming EFI program.

While additional schools were impacted by these accommodation reviews, the RAISE index values generated based on 2016-2017 student-level data have been maintained, as the changes being implemented (e.g., minor adjustments to program offerings, boundaries, or the grade levels; or changes that will take effect are pending other decisions/renovations) are not expected to have a significant impact on their overall RAISE index-value.

#### 8. Adjusted RAISE 2016-2017

The 2016-2017 Adjusted RAISE is a recalculation of school-level indicator values based on actual student data, taking into account the redirection of students to other schools due to school closures and/or changes in grade offerings as described above. The adjustment also makes use of the projected 2017-2018 ESL/ELD enrolments across all schools (i.e., “Needs ESL Support” indicator), rather than those provided for the 2016-2017 school year.

Although it is recognized that all schools have some level of need within their community to close opportunity gaps for students, schools that meet a certain threshold on the index (i.e., an index-value greater than 1.0) have historically been targeted to receive additional funding allocations/supports. Based on the 2016-2017 Adjusted RAISE, twenty-one (21) Elementary schools and five (5) Secondary schools meet this criteria, as compared to nineteen (19) Elementary schools and six (6) Secondary schools who met this criteria in 2010-2011. This list of schools can be found in Appendix C. Appendix D provides an alphabetical listing of schools within each of four groupings based on their RAISE index-value.

#### 9. Next Steps

The revised RAISE will be communicated to schools prior to the end of this school year for implementation in September 2017. In light of the School Learning and Accommodation Reviews taking place over the course of the next few years, it may be necessary to update RAISE on a more regular basis to reflect changes that have substantial impacts on school populations. As staff undertakes this work, it will be important to continue to monitor emerging research and trends across the province to ensure that the index continues to serve its intended purpose.

#### 10. Intended and Potential Uses of RAISE

RAISE was developed for the purpose of identifying schools that may benefit from additional funding and/or resources (material and human) to help mitigate the effects of socioeconomic and demographic barriers to learning.

RAISE is used by the Finance Department to allocate additional funds to school operating budgets that may be used to provide supports and services (e.g., breakfast programs, student fees associated with extracurricular activities/field trips/events, etc.). In addition to school operating budgets, RAISE is also used to offset costs associated with field trip transportation, provision of enrichment opportunities, guest speakers/student workshops, etc. for priority funding schools. Details of these expenditures are communicated through an annual memo to Trustees in June.

The Human Resources Department uses RAISE in determining school staffing allocations where additional supports may be helpful in meeting the needs of English language learners, in particular.

Individual components of RAISE (e.g., single parent families, entries/withdrawals, income level categories, first language other than English or French) can be used by schools in the development of grant applications. This information is currently made available to schools upon request; however, staff is looking into developing a template that could be produced and made available to all schools moving forward.

Finally, RAISE was used as a means of measuring progress towards the equity objective in the 2015-2019 OCDSB Strategic Plan (Report No. 17-006 presented to COW on 7 February 2017) for data that cannot be disaggregated to an individual student level. For example, specific measures from the Our SCHOOL parent survey were presented for priority funding schools compared to non-priority funding schools.

RAISE serves as a useful tool for resource allocation and to gain insight into specific challenges schools may face as a result of the relative socioeconomic/demographic needs of their student population. It is important to acknowledge that the identification of schools in this way may result in unintended consequences such as difficulty attracting and maintaining students and staff, and not setting high enough expectations for students.

## **RESOURCE IMPLICATIONS:**

11. Two sets of custom tabulations were purchased from Statistics Canada at a cost of approximately \$5,600. These funds were absorbed through the Quality Assurance operating budget for 2016-2017. One of these custom tabulations will also serve to provide updated data for the SES-identified group of students for the monitoring of student achievement. Based on analyses undertaken during the current review and update, moving forward staff is confident that the purchase of a single custom tabulation at approximately half the cost can be used for both purposes.
12. Compiling the data and preparing a data file for the analysis and computation for RAISE requires a significant amount of staff time and relies on support from staff in other departments, most notably Business & Learning Technologies to provide the data extracts from Trillium. In light of the development of the EOI by the Ministry of Education that is highly correlated with our own RAISE, it may be worth considering adopting use of the EOI as a replacement to RAISE moving forward.
13. In addition to costs associated with the actual review and update of RAISE, funds are allocated to schools that meet a certain threshold on the index to help close the “opportunity gap” for students. For the past several years, a per-pupil budget allocation in the amount of \$9.35 has been incorporated into school operating budgets – in 2015-2016, this amounted to \$55,216. During the same school year, an additional \$252,515 was allocated through the budget process to support a wide range of initiatives at identified schools. For example, enrichment

resources, guest speakers/student workshops, arts educational programming, field trip transportation, healthy schools/character education, community outreach, tutoring, and temporary staffing assistance. More details can be found in *Memo No. 16-131: 2015-2016 Support Funding for RAISE Index Identified Schools*.

## **COMMUNICATION/CONSULTATION ISSUES:**

14. There was no formal consultation process associated with the current review and update of RAISE, staff has connected with other school districts to verify that the approaches described in Report No. 11-150 continue to be used throughout the province.

## **STRATEGIC LINKS:**

15. RAISE directly supports both the Equity and Stewardship pillars of the OCDSB's 2015-2019 Strategic Plan by serving as a means of allocating financial and human resources to schools that serve student populations that may face substantial barriers to learning as a result of poverty, mobility, family/community, cultural/linguistic diversity, and/or readiness to learn.

## **GUIDING QUESTIONS:**

16. The following questions are provided to support the discussion of this item by the Committee:
  - Does RAISE continue to serve its intended purpose?
  - What are the merits of continuing to undertake the work associated with RAISE in light of the availability of the EOI?
  - How could RAISE be used to serve other priorities of the Board?

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Michèle Giroux  
Executive Officer, Corporate Services

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Jennifer Adams  
Director of Education and  
Secretary of the Board

## **APPENDICES**

- Appendix A Themes, Indicators, and Sources of Data Used in the 2016-2017 RAISE
- Appendix B Methodology Used to Calculate RAISE
- Appendix C Historical Overview of OCDSB Schools Identified as 'Beacon' (1999-2006) and Those Identified as Having the Greatest Need According to the RAISE (2010-2017)
- Appendix D Alphabetical School Listing by 2016-2017 RAISE Value Ranges

### Themes, Indicators, and Sources of Data Used in the 2016-2017 RAISE

The following twelve (12) indicators were included in both the Elementary and Secondary RAISE.

Theme	Indicator	Source
<b>Poverty</b>	Income	Statistics Canada: postal codes were matched against 2014 Revenue Canada tax file data for families with school-aged children. A median income was calculated for each postal code and assigned to each student having that postal code. An average was then calculated for each school, based on the number of students with available data. This indicator was reverse-coded for inclusion in the mean composite score.
	Social Assistance	Statistics Canada: the percentage of families with school-aged children receiving social assistance was calculated for each postal code and assigned to each student having that postal code. An average was then calculated for each school, based on the number of students with available data.
	Low Income Measure (After-Tax)	Statistics Canada: the percentage of families with school-aged children identified as living below the Low Income Measure (after-tax) for their family type and size was calculated for each postal code and assigned to each student having that postal code. An average was then calculated for each school, based on the number of students with available data.
<b>Family/Community</b>	Single Parent Families	Trillium: the number of students living with only one parent (i.e., mother OR father OR stepmother OR stepfather) as of 31 October 2016.
	Students Living in Foster Care/Group Homes	Trillium: the number of students identified as living in foster care or group homes as of 31 October 2016.
<b>Mobility</b>	Absenteeism	Trillium: the average number of instructional days missed by active students in a school as of 31 January 2017, based on 31 October 2016 enrollment.
	Entries/ Withdrawals (Transience)	Trillium: the number of student entries and withdrawals between 1 October 2016 and 31 January 2017, reflected as a percentage of 31 October 2016 enrollment.
	New Students (Transitions)	Trillium: the percentage of students actively enrolled in an elementary/secondary school on 31 October 2016 who were not enrolled in that school on 31 October 2015.
<b>Cultural/Linguistic</b>	Needs ESL Support	Enrollment & Staffing Data Unit: the Funding Factor applied by Human Resources for the purpose of allocating ESL/ELD overlay staff to schools.
	New Immigrants	Trillium: the number of students identified as not having Canadian Citizenship or Landed Immigrant status, based on 31 October 2016 enrolment.
	First Language Other than English or French	Trillium: the percentage of elementary students who have indicated their mother tongue is not English or French, based on 31 October 2016 enrolment.
<b>Readiness to Learn</b>	Learning Skills and Work Habits	Trillium: a score was computed for each student based on the six Learning Skills and Work Habits identified on the report card, as of 31 January 2017. At the secondary level, scores were calculated for English and Math courses separately, and treated as two indicators. An average was then calculated for each school, based on the number of students with available data. This indicator was reverse-coded for inclusion in the mean composite score.

## Methodology Used to Calculate RAISE

**Note: The numbers used in the calculations below are for demonstration purposes only. They do not represent actual data used to calculate RAISE.**

- Descriptive statistics (e.g., mean, median, mode, standard deviation) were computed for all potential indicators within each panel:
  - median & average income
  - median & average proportion of families receiving social assistance
  - median & average proportion of families below the low income measure ( “after-tax income”)
  - number & proportion of single parent families
  - number & proportion of students living in foster care/group homes
  - average number of student absences
  - number & proportion of entries and withdrawals
  - number & proportion of students new to the school
  - funding factor applied by Human Resources to allocate ESL/ELD overlay staffing
  - number & proportion of students who are not Canadian Citizens nor Landed Immigrants
  - number & proportion of students whose first language is something other than English or French
  - average learning skills and work habits (one overall score was computed for elementary; two scores were used for secondary – one for English and one for Math)
- A correlation matrix was produced to assist with the final selection of indicators (i.e., 12 for elementary, 13 for secondary). Standard scores (z-scores) were then calculated for each indicator.

*Example:*

To compute a standard score for “number of students living in single parent families” –

$$Z = \frac{X - \mu}{\sigma} \qquad Z = \frac{100 - 80}{25} = 0.8$$

Where X is the number of students living with only one parent for a specific school  
 $\mu$  is the average number of students living with only one parent across all schools  
 $\sigma$  is the standard deviation of the number of students living with only one parent across all schools

The same method was used to convert the remaining indicators into standard scores. Where appropriate, standard scores were reverse-coded to ensure a consistent scale directionality (i.e., higher score = higher risk). This was done for both Income and Learning Skills.

- A composite score (i.e., sum of the 12, or 13, indicators) was produced.

*Example:*

$$\text{Composite Score} = Z_1 + \dots + Z_{12} = 15.25$$

- The composite score was then converted to a mean composite.

*Example:*

$$\text{Mean Composite Score} = \frac{Z_1 + \dots + Z_{12}}{12 \text{ (or 13)}} = \frac{15.25}{12 \text{ (or 13)}} = 1.27$$

- This score was then transformed to a final standard score, having an average of 0 with a standard deviation of 1. Statistically speaking, you would expect to have approximately 16% of scores falling above 1 standard deviation of the mean (i.e., you would expect that 19 of 118

elementary and 5 of 30 secondary schools would fall above this score). A cut-off score of 1 standard deviation above the mean continues to be used to identify the list of elementary and secondary schools with priority needs in terms of sociodemographic barriers to learning.

*Example:*

$$Z = \frac{X - \mu}{\sigma} \qquad Z = \frac{1.27 - 0.31}{0.85} = 1.13$$

**Historical Overview of OCDSB Schools Identified as 'Beacon' (1999-2006) and Those Identified as Having the Greatest Need According to the RAISE (2010-2017)**

<b>2016-2017<sup>3</sup></b>	<b>2010-2011<sup>4</sup></b>	<b>2005-2006<sup>5</sup></b>	<b>2004-2005<sup>5</sup></b>	<b>2002-2003<sup>6</sup></b>	<b>1999-2000<sup>6</sup></b>
<u>Elementary:</u> Arch Street Bayshore Blossom Park Carleton Heights Carson Grove Centennial Charles H. Hulse D. Roy Kennedy Featherston Drive Hawthorne Henry Munro Pinecrest Queen Elizabeth Queen Mary Robert E. Wilson Roberta Bondar Sawmill Creek Vincent Massey Viscount Alexander W.E. Gowling York Street	<u>Elementary:</u> Arch Street Bayshore Blossom Park Cambridge Carson Grove Century Charles H. Hulse Farley Mowat General Vanier Hawthorne Pinecrest Queen Elizabeth Queen Mary Robert E. Wilson Roberta Bondar Severn Vincent Massey W. E. Gowling York Street	<u>Elementary:</u> Arch Bayshore Blossom Park Cambridge Carson Grove Centennial Century Charles H. Hulse Christie Connaught Featherston General Vanier Hawthorne McGregor Easson Pinecrest Queen Elizabeth Queen Mary R E Wilson Riverview Alt Roberta Bondar Severn Vincent Massey Viscount Alexander W E Gowling York Street	<u>Elementary:</u> Arch Bayshore Blossom Park Cambridge Carson Grove Centennial Century Charles Hulse Christie Connaught Featherston Hawthorne McGregor Easson Pinecrest Queen Elizabeth Queen Mary Robert E. Wilson Severn Vincent Massey Viscount Alexander W. E. Gowling York Street	<u>Elementary:</u> Bayshore Blossom Park Centennial Charles Hulse Connaught Hawthorne Manor Park Pinecrest Queen Elizabeth Riverview Alternative Robert E. Wilson Severn Vincent Massey W. E. Gowling York Street	<u>Elementary:</u> Bayshore Blossom Park Cambridge Carson Grove Centennial Charles Hulse Connaught Hawthorne Pinecrest Queen Elizabeth Queen Mary Robert E. Wilson Vincent Massey W. E. Gowling York Street
<u>Secondary:</u> Gloucester Ottawa Technical Richard Pfaff Ridgemont Woodroffe	<u>Secondary:</u> Elizabeth Wyn Wood Glebe Richard Pfaff Rideau Ridgemont Woodroffe	<u>Secondary:</u> Brookfield Glebe Ottawa Technical Rideau Ridgemont Woodroffe	<u>Secondary:</u> Laurentian Ottawa Technical Richard Pfaff Rideau Ridgemont	<u>Secondary:</u> Gloucester Laurentian Ottawa Technical Rideau Ridgemont	<u>Secondary:</u> Gloucester Laurentian Rideau Ridgemont Woodroffe

<sup>3</sup> The list of schools for 2016-2017 reflects the adjustments described in part 7 of this report.

<sup>4</sup> The list of schools for 2010-2011 reflects those identified using the methodology described in Report No. 11-150 presented to Education Committee on 20 September 2011.

<sup>5</sup> The list of schools from 2004-2005 to 2005-2006 shown here reflects those identified using the methodology described in Report #05-070 presented to Education Committee on 21 March 2005 and approved on 13 June 2005.

<sup>6</sup> The methodology used to calculate Beacon Index in 1999-2000 and 2002-2003 was substantially different from that used in 2004-2005 and 2005-2006, in that schools were ranked on the various indicators and an overall average ranking computed.



## Alphabetical Listing of Elementary Schools by RAISE Value Ranges for 2016-2017

### RAISE values of -1.0 and lower (i.e., lowest priority funding schools)

A. Lorne Cassidy ES  
Castor Valley ES  
Elmdale PS  
First Avenue PS

Huntley Centennial PS  
Kars on the Rideau PS  
Manotick PS  
Mutchmor PS

Osgoode PS  
Richmond PS  
Stittsville PS  
Westwind PS

### RAISE values between -0.99 and 0

Adrienne Clarkson ES  
Alta Vista PS  
Avalon PS  
Barrhaven PS  
Bayview PS  
Bridlewood Community ES  
Broadview PS  
Castlefrank ES  
Cedarview MS  
Churchill Alternative School  
Connaught PS  
Convent Glen ES  
Devonshire Community PS  
Dunning-Foubert ES  
Earl of March (7-8)  
Elgin Street PS  
Emily Carr MS  
Fallingbrook Community ES  
Farley Mowat PS  
Forest Valley ES

Glen Cairn PS  
Glen Ogilvie PS  
Goulbourn MS  
Greely ES  
Henry Larsen ES  
Heritage PS  
Hilson Avenue PS  
Hopewell Avenue PS  
J.H. Putman PS  
Jack Donohue PS  
Jockvale ES  
John Young ES  
Kanata Highlands PS  
Katimavik ES  
Knoxdale PS  
Lakeview PS  
LePhare ES  
Longfields-Davidson Heights  
(7-8)  
Maple Ridge ES

Mary Honeywell ES  
Metcalfe PS  
North Gower/Marlborough PS  
Orleans Wood ES  
Pleasant Park PS  
Roch Carrier ES  
Rockcliffe Park PS  
Roland Michener PS  
Severn Avenue PS  
Sir Robert Borden (7-8)  
South March PS  
Stephen Leacock PS  
Steve MacLean PS  
Stonecrest ES  
Summerside PS  
Terry Fox ES  
Trillium ES  
W.O. Mitchell ES  
Woodroffe Avenue PS

### RAISE values between 0 and 0.99

Agincourt Road PS  
Bell (7-8)  
Bells Corners PS  
Berrigan ES  
Briargreen PS  
Cambridge Street Community  
PS  
Chapman Mills PS  
Dunlop PS  
Elizabeth Park PS

Fielding Drive PS  
Fisher Park PS/Summit  
Alternative School  
General Vanier PS  
Glashan PS  
Half Moon Bay PS  
Lady Evelyn Alternative  
School  
Manor Park PS  
Manordale PS

Meadowlands PS  
Merivale (7-8)  
Regina Street PS  
Riverview Alternative School  
Robert Bateman PS  
Robert Hopkins PS  
Sir Winston Churchill PS  
W. Erskine Johnston PS

### RAISE values of 1.0 and above (priority funding schools)

Arch Street PS  
Bayshore PS  
Blossom Park PS  
Carleton Heights PS  
Carson Grove ES  
Centennial PS  
Charles H. Hulse PS

D. Roy Kennedy PS  
Featherston Drive PS  
Hawthorne PS  
Henry Munro MS  
Pinecrest PS  
Queen Elizabeth PS  
Queen Mary Street PS

Robert E. Wilson PS  
Roberta Bondar PS  
Sawmill Creek ES  
Vincent Massey PS  
Viscount Alexander PS  
W.E. Gowling PS  
York Street PS

## Alphabetical Listing of Secondary schools by RAISE Value Ranges for 2016-2017

**RAISE values of -1.0 and lower**

A.Y. Jackson SS  
Osgoode Township SS  
South Carleton HS  
West Carleton SS

**RAISE values between -0.99 and 0**

Cairine Wilson SS  
Canterbury HS  
Colonel By SS  
Earl of March SS  
Frederick Banting Secondary Alternate  
John McCrae SS  
Lisgar CI  
Longfields-Davidson Heights SS  
Merivale HS  
Nepean HS  
Sir Robert Borden HS  
Sir Wilfrid Laurier SS

**RAISE values between 0 and 0.99**

Bell HS  
Brookfield HS  
Elizabeth Wyn Wood Alternate  
Glebe CI  
Hillcrest HS  
Norman Johnston Alternate  
Sir Guy Carleton SS  
Urban Aboriginal Alternate Program

**RAISE values of 1.0 and above (priority funding schools)**

Gloucester HS  
Ottawa Technical SS  
Richard Pfaff Alternate  
Ridgemont HS  
Woodroffe HS

## PIC Correspondence Register

This update includes e-mails received between 15 November 2019 and 06 January 2020. Emails received from subscriptions; OCDSB School Council Newsletter and Cyber-Senior Connections, are not included in this registry.

Date of Email	Name of Sender	Summary	Follow-up
18 November	Superintendent Nadia Towaij	A reminder for November 19 School Year Calendar Committee meeting	
15 December	Kim Alcock	Ms. Alcock is interested in attending PIC meetings	Staff welcomed Ms. Alcock and forwarded them PIC calendar.
16 December	Nancy Akehurst, the District President of the Ontario Secondary Schools Teacher Federation	The president asked to share information with parents to support OSSTF in their negotiations with the government	Staff did not follow-up in order to maintain impartiality.
18 December	The Churchill Alternative School Council	Parents advised the Board to support the collective bargaining rights of school employees, and oppose the proposed changes to the education system in Ontario.	This email was sent to the Director of Education and the zone Trustee among a number of other stakeholders. No further follow-up is required.
20 December	Superintendent Nadia Towaij	Updates on the School Year Calendar Committee work	PIC chair is a member of the Committee. No follow-up is required.
06 January 2020	Superintendent Nadia Towaij	The last meeting minutes were shared with the School Year Calendar Committee members, who received a reminder of the upcoming meeting scheduled for January 27.	Information on the survey seeking feedback on the options for next year's school year calendar was provided. Closing date is January 26, 2020.