

## PARENT INVOLVEMENT COMMITTEE

Wednesday, May 12, 2021, 6:00 pm  
Zoom Meeting

			Pages
1.	Call to Order	2 mins	
2.	Approval of Agenda	5 mins	
3.	Action Items		
3.1.	Parent Involvement Committee Work Plan	20 mins	1
4.	Discussion Items		
4.1.	Presentation: Destreaming the Grade 9 Math Curriculum - What Does this Mean? What do Parent Need to Know? (N. Towaij)	45 mins	
4.2.	Report 21-044, 2019-2020 School Council Financial Reporting (M. Carson)	30 mins	3
5.	Review of PIC Report, 31 March 2021	5 mins	39
6.	Information Items		
6.1.	Chair's Report		49
6.2.	Director's Report		50
6.3.	OCASC Report <a href="https://ocasc.ca/">https://ocasc.ca/</a>		
6.4.	PIC Correspondence		52
6.5.	2021-2022 Parent Involvement Committee Meeting Schedule		53
7.	New Business	5 mins	
8.	Adjournment	2 mins	

OCDSB Parent Involvement Committee work plan  
(Draft until endorse by Committee)

Supporting parent engagement in District processes and structures	Overcoming barriers to parent involvement	Enhancing the role and functioning of the committee	Advising the District on key initiatives
<b>Removal of G9 Math streaming 2021/22 and future for changes in other streaming</b>			
What does removal of G9 streaming 2021/22 and future “de-streaming” mean for parents.	Communicating changes and how to meet Min Edu intent.	First occasion for PIC to be collaborative with District and have tangible output	Advising the District on how to communicate changes in streaming to parents
<b>PIC and communications with the parent community</b>			
Helping parents have a voice with the District. <ul style="list-style-type: none"> <li>• School Councils</li> <li>• Communities of Interest</li> <li>• Individuals</li> </ul> How can PIC help	Reaching out to all parents <ul style="list-style-type: none"> <li>• Marginalised groups</li> <li>• Giving parents a voice who might not know how to or not confident to do so.</li> </ul>	Develop PIC comms plan	Ensure PIC comms plan complimentary to District plans
<b>Helping parents be part of their children’s education</b>			
Introducing parents to the education system. Supporting parent involvement	How to reach out to non-traditional parental groups/clusters to inform and engage	Using comms plan for engagement	
<b>What does the future look like as COVID pandemic response develops</b>			
Virtual schools – parent’s thoughts on new school year (21/22). How to support parents moving from Virtual to In Person or if Virtual remains.	What does this look like going forward		Provide parents voice to help District plan for 2022/23.

OCDSB Parent Involvement Committee work plan  
(Draft until endorse by Committee)

<b>Funding / resource support for parental engagement</b>			
Reviewing new/revised Parental Engagement resources	Report on how technology can support parents' engagement	Audit / oversight of Parental Engagement spending	How can PIC support / advise on resource allocation by District
<b>Standing items and District driven requests</b>			
Pro Grant for 2022-2023. <ul style="list-style-type: none"> <li>• What does it look like? Feedback on current use.</li> <li>• How can the Pro Grant support?</li> <li>• Pro Grant distribution – looking ahead to next school year.</li> </ul>			
		Nominations and planning for Volunteer Appreciation and Community Recognition Awards	
			Human Right policy feedback
		New committee members and Chair elections	
		PIC member learning and training	



**Parent Involvement Committee  
Report No. 21-044**

**12 May 2021**

**2019-2020 School Council Financial Reporting**

**Key Contact: Mike Carson, Chief Financial Officer, 613-596-8211 ext. 8881**

**PURPOSE:**

1. To provide a summary of the financial information received from school councils for the 2019-2020 year.

**CONTEXT:**

2. In 2001, the Ministry of Education released a publication entitled School Councils: A Guide for Members. It details the history of school councils in Ontario and provides useful information about the purpose and the roles and responsibilities of school council members. The Ministry publication is available on the School Council Resources section of the District's website.

In September 2013, the Board approved policy P.133.FIN, Management of School Council Funds which established specific requirements for the management of school council funds. The policy is supported by procedure PR.580.FIN, Management of School Council Funds which identifies specific requirements relating to school council funds. The policy and procedure are also available on the website.

**KEY CONSIDERATIONS:**

3. School councils are an integral part of the school community. The volunteers who serve on the council work with the school community to broaden the educational experience of students. Examples of activities undertaken include offering milk and snack programs, fostering school spirit by organizing events such as graduation ceremonies, enhancing resources to support the school community with additional technology and play structures, and by assisting with formal charitable events. Often, these activities involve collecting money and paying for goods and services.

An important requirement established by Board Policy P.133.FIN is the need to adhere to the principles of transparency, accountability, and sound financial practice in the management of school council funds. These principles are achieved in various ways including:

- appointing a treasurer to oversee the accounting of fundraising activities;

- establishing internal controls for the effective and transparent management of funds;
- maintaining financial records to substantiate the amount of funds collected and how they are used;
- ensuring that activities, including records retention, comply with District policies and procedures, legislation and guidelines;
- regularly reporting financial activities; and
- submitting an annual financial summary to the District.

The School Council Funds Management Guide, attached as Appendix A, is available on the School Council Resources section of the District's website. District staff prepared the guide with the assistance of school council members. It complements the Board's policy and procedure and informs school council members and the broader school community about financial practices that allow funds to be managed in a consistent, transparent and appropriate manner.

One of the key requirements articulated in the guide is the reporting of financial activities, both to the school community and to the District. Reports to the school community would show the revenues, expenses and available fund balances of each activity undertaken. This information would ideally be compared to the budget established in the fundraising plan and, where appropriate, be accompanied by narrative to help explain each initiative. It is recommended that the information be presented at each school council meeting and that it is also made available to the broader school community, preferably by posting it on the school's/school council's website and by preparing a financial report for inclusion in the school council's annual report.

In addition to reporting to the school community, the school council is required to provide a report to the District's Finance department. Like all school boards, the District adheres to the mandated accounting and reporting practices established by the Ministry. The practices require the District to prepare, on an annual basis, financial statements that summarize its financial activities and account balances. They also require that the financial information of all entities over which the Board has significant influence be included with the District's information. It is for this reason that the Finance department collects summarized financial data from school councils for inclusion in the District's consolidated financial statements. Appendix B, 2019-2020 School Council Financial Summary presents the information reported for each school council. The following table shows the aggregate of revenues, expenses and fund balances:

Opening Balance August 1, 2019			Closing Balance July 31, 2020
	Revenues	Expenses	
\$1,996,971	\$3,132,288	\$2,733,053	\$2,396,206

Following the Board's approval of the previously referenced policy and procedure, and with the cooperation of school councils, the District was successful in ensuring that the financial information supporting council activities was made available for external audit purposes. This access was important and, starting in 2015-2016, it has allowed the external auditors to obtain satisfactory audit verification as to the completeness of revenues, expenses and related fund balances included in the District's consolidated financial statements.

Consequently, the qualification relating to school council funds that was shown in previous auditors' reports that accompanied the statements was removed in subsequent years. Unqualified audit opinions have since been provided.

## **RESOURCE IMPLICATIONS:**

4. Volunteers oversee school council funds. The funds raised and spent are to be used in compliance with Board policies and procedures. The school principal is a key resource in ensuring such compliance.

## **COMMUNICATION/CONSULTATION ISSUES:**

5. The Finance department prepared the report to communicate the financial information received from school councils.

## **STRATEGIC LINKS:**

6. The 2019-2023 Strategic Plan calls for the development of a culture of social responsibility with the stated goal of fostering "progressive stewardship of the environment, and human and financial resources." A school council's adherence to practices that promote the principles of transparency, accountability, and sound financial practice in the management of school council funds is an important element in fostering the achievement of this goal.

## **GUIDING QUESTIONS:**

7. The following questions are provided to support the discussion of this item:
  - Does the information received meet the mandated reporting requirements?
  - What information could be added to the School Council Funds Management Guide to assist school councils with ensuring that funds are administered in a transparent, accountable and appropriate manner?

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Mike Carson  
Chief Financial Officer

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

## **Appendices:**

Appendix A - School Council Funds Management Guide

Appendix B - 2019-2020 School Council Financial Summary



**OTTAWA-CARLETON**  
DISTRICT SCHOOL BOARD

# **School Council Funds Management Guide**

Finance Department  
10 October 2019



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## **Background**

In 2001, the Ministry of Education released a publication entitled *School Councils: A Guide for Members*. It details the history of school councils in Ontario and provides useful information on the purpose of school councils and the roles and responsibilities of council members.

In September 2013, the Board approved policy P.133.FIN which established specific requirements for the management of school council funds. The policy is supported by procedure PR.580.FIN which identifies specific requirements relating to school council funds. The policy and procedure are available on the District's website. A key requirement stated in the policy is the need to appoint a school council treasurer (referred to in this document simply as a treasurer). If possible, it would be ideal if the treasurer has knowledge of bookkeeping techniques and financial controls.

The School Council Funds Management Guide was prepared by District staff with the assistance of school council members. It complements the Board's policy and procedure and is intended to inform school council members and the broader school community about financial practices that allow funds to be managed in a consistent, transparent and appropriate manner.

The guide is by no means a comprehensive list of requirements that must be followed; rather, it is intended to show council members a possible approach to fulfilling the requirements presented in the policy and procedure. Variations of the practices presented and other practices not shown may be equally appropriate.

## **1. Fundraising Plan**

An underlying requirement of school council fundraising is that resources raised must be used for the benefit of students and align with the school's improvement plan. Fundraising activities commonly promote school spirit through involvement of the broader school community. Participation in fundraising activities is always voluntary. Fundraising is broadly interpreted and includes fees charged for milk and lunch programs organized by the school council.

A school council must develop its fundraising plan in consultation with the school community. The school principal is integral to any consultation. The principal has knowledge of the District's policies and procedures as well as the needs of the school community. As required by Ontario Regulation 612/00 and Board policy, the principal is responsible for ensuring that fundraising activities comply with Board policies and procedures and is ultimately responsible for approving the fundraising plan.

A fundraising plan establishes the activities to be undertaken during the current school year. Funds raised during the school year would normally be spent during the school year. Residual balances from fundraising activities conducted in the previous year would be carried forward for use in the new year.

Funds can also be raised for specified projects to be undertaken in future years. Common projects may include a playground structure replacement and new musical instruments for extra-curricular activities. Special consideration must be given to projects that will be undertaken in future years that may result in ongoing financial costs to the District or that may need to meet safety and accessibility specifications. For example, playground structures must comply with various health and safety requirements and are also subject to accessibility requirements. It is important that the school council, through the school principal, consults District departments to ensure the feasibility of planned spending.

### **Quick Reference**

1. The school principal is responsible for ensuring that fundraising activities comply with Board policies and procedures and is ultimately responsible for approving the school council fundraising plan.
2. The fundraising activity must not result in any person, including school board staff or volunteers, benefiting materially or financially from the activity.
3. A fundraising plan (or budget) should be established at the start of the year or, for initiatives identified during the year, once the plan to proceed with the initiative is approved.
4. The intended use of funds should be clearly defined prior to the commencement of any fundraising activity.
5. The intended use may include an amount to meet school council administrative requirements or to serve as a reasonable reserve to meet unanticipated student needs.

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6. Resources generated through fundraising activities should be used during the school year for the benefit of existing students. Deficit spending and loan financing arrangements are not permitted. Unspent funds for continuing/recurring initiatives are to be carried forward to the following year for that purpose.
  7. Funds can be raised for specified projects to be undertaken in future years. Common projects include playground structure replacement and landscaping enhancements.
  8. Prior approval may be required from various departments within the District. For example, prior to purchasing playground equipment, the principal must contact the District's Facilities Division to ensure that equipment purchased meets safety standards.
  9. Capital equipment purchased using school council generated funds becomes the property of the Board.
  10. Certain fundraising activities may result in donations of property that are eligible for an official donation receipt for income tax purposes. Refer to the Charitable Donations section in this guide.
  11. Residual balances relating to discontinued initiatives may be repurposed by the school council. Large balances should be returned to their contributors (e.g. donations received for a playground structure should be returned to the donor if the project is cancelled).

## **2. Banking Arrangements**

The District recognizes that the capacity to manage funds varies between school councils and that this capacity may change over time. The District supports school councils in their effort to enhance the school community and may be able to assist with banking arrangements.

Although school council is still responsible for preparing deposits and approving disbursements, leveraging the District's established banking arrangements alleviates some work relating to cheque issuance, bank reconciliations and source document retention. It does not eliminate the school council's need to maintain detailed financial records.

Of course, it is important to discuss with the principal the possibility of the school office taking on this role as the capacity of school offices to assume the extra workload varies from school to school.

### **Quick Reference**

1. In accordance with policy P.133.FIN, the school council will determine whether the banking arrangements for funds managed by the council will be:
  - Provided by the school office with the approval of the school principal; or
  - Administered by the school council through a recognized financial institution.
2. The policy requires that the Declaration of School Council Banking Arrangements be completed each year. This requirement recognizes that school council membership changes over time and completion of the declaration helps new members recognize the importance of school council's responsibilities to properly manage financial matters.
3. A new declaration must be completed if banking arrangements change. A change in financial institution where the school council banks or a decision to have banking arrangements provided by the school are two examples that will result in the need to complete a new form.
4. Bank arrangements provided by the school office will use the school's financial institution and District's financial management practices. Funds held for school council purposes will be accounted for separately from other funds managed by the school.
5. A school council that administers its own banking arrangements will maintain all of its funds in one bank account under the school council's name. The bank account must provide monthly statements and ensure that cleared cheques are returned in either hardcopy or electronic format.
6. The declaration is included in the Sample Forms and Templates section of this guide.

### **3. Receiving Money**

Effective controls supporting the collection of money are essential in meeting a school council's financial initiatives. Using proper controls safeguards the money collected and establishes confidence in payers and donors that their money is being handled with care.

A key concept in designing internal controls is that of segregation of duties. Application of the concept ensures that no one individual is responsible for all aspects of managing money. The more individuals involved at key steps in the process increases the likelihood that errors and omissions will be detected. Other important controls relate to storing cash and cheques.

#### **Quick Reference**

1. The school council member or other volunteer who collects funds must ensure appropriate control of funds during events. This includes using a cash box and never leaving cash unattended.
2. Obtain a change fund (cash float) for events where cash transactions will occur. The change fund should be authorized as a recoverable amount and issued using a cheque payable to the individual responsible for the change fund. Alternatively, a pre-established change fund can be assigned to the individual. Ideally, any pre-established change fund should be held in a safe located at the school. The fund should be returned to the treasurer and accounted for separately from the proceeds of an event.
3. The use of various internal control techniques is encouraged. An example of a control is the use of pre-numbered tickets which can be matched to revenues received and goods provided (e.g. movie night admission, school barbecue). Segregating functions should be considered if there are sufficient volunteers.
4. Encourage the use of cheques to pay for larger dollar and recurring amounts.
5. A register listing receipts should be maintained. The register should show the payer, cheque number or cash indicator, amount and purpose. Sometimes the deposit envelope may be used for this purpose.
6. If possible, two individuals should each count and confirm cash amounts in the presence of the other. This approach increases the accuracy and provides for immediate identification of differences. The receipts should also be reconciled with other documentation such as the lunch order listing or pre-numbered tickets.
7. The money should immediately be placed in a deposit envelope and sealed (a baggie is not a secure envelope). All individuals involved in summarizing the cash and cheque receipts should sign the envelope indicating their confirmation of the enclosed amount. Pre-numbered envelopes for tracking purposes are ideal and could be issued by the treasurer. Deposit envelopes can be obtained from the school office. (Note: For councils that bank through the school office, the deposit envelope would be given to the office staff. The details will be recorded in the school's deposit log book and the money will be stored in the school safe until deposited in the school's bank account).

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8. An entry to the receipts register must be made. Be sure to indicate the deposit envelope number in the register. The process allows receipts to be traced back to supporting documents.
  9. Promptly provide the deposit envelope to the individual responsible for depositing the funds in the bank account. If this cannot be done immediately then the funds should be stored in a safe - ideally located at the school. (Note - the school's safe must not be accessed by school council members.)
  10. Ideally, the treasurer should not be involved in the initial receipt of cash and cheques.
  11. A sample deposit envelope is included in the Sample Forms and Templates section in this guide.

## **4. Depositing Money**

It is important to deposit money received into the bank account as soon as possible. Not only is the money required to pay invoices/bills relating to the initiative, but promptly depositing cash and cheques limits the potential for loss due to theft and misplacement.

### **Quick Reference**

1. The treasurer is commonly assigned the responsibility for depositing money into the bank account; however, another individual may be asked to do this as it will enhance control by separating the responsibility of depositing funds and reconciling the bank account.
2. Money should be promptly deposited into the bank account. If this cannot be done immediately, then the money should be stored in the school safe or the school council's safe at the school. Circumstance may require that the money be held offsite but care must still be taken to reduce the risk of loss or theft.
3. A safekeeping register should be maintained by school office staff when the school safe is used to hold school council funds. Access to the school safe must be restricted at all times. A school council member should never have direct access to the school's safe.
4. Preparing a deposit is ideally completed at the school in a quiet location and away from the public. Taking money to another location exposes it to additional risk of loss and theft, but circumstances may necessitate that money be counted offsite.
5. Deposit envelopes should be gathered and, if appropriate, consolidated into one bank deposit. Completion of the bank's deposit slip or other form accepted by the bank is required.
6. A variance between the money enclosed in a deposit envelope and the amount prepared for deposit must be reconciled and discussed with those involved.
7. Identify in the deposit log the date on which the deposit envelopes were processed and sent to the bank. This will assist with ensuring that all deposit envelopes are processed and will align with the monthly bank statement (and online banking information).
8. Update the general ledger with the amount deposited. Double entry bookkeeping helps ensure that cash deposited in the bank matches the revenue recorded for specific events and purposes.
9. Be sure to isolate the return of change funds (cash floats) from event proceeds. Not doing so will overstate the actual proceeds and may result in confusion as to how much money was actually received.
10. An entry in the general ledger to record cheques returned by the bank due to non-sufficient funds (NSF) must be made. The school council should establish a policy for recovering funds from the payer or for writing-off amounts that will not be recovered. The policy should address both accountability and privacy concerns.

## **5. Paying for Goods and Services**

It is essential that internal controls relating to payments be implemented. The controls allow for the detection of errors such as a duplicate payment or a payment to an incorrect supplier or individual. They would also ensure that the payment is properly authorized by a minimum of two school council signing officers.

The manner in which payments are made depends on whether banking arrangements are administered by the school or if the school council manages the funds in its own bank account.

### **Quick Reference for School Council Administered Banking Arrangements**

1. The treasurer is commonly assigned the responsibility for paying for goods and services; however, another individual may be asked to do this as it will enhance control by separating the responsibility of preparing cheques and reconciling the bank account.
2. Expenses are ideally paid for using a cheque. Use of a cheque provides a clear audit trail showing the use of funds.
3. Cheque stock with standard security features including a pre-printed cheque number or stock control number should be used. Use of a carbon copy cheque book is recommended where cheques are completed manually.
4. Cheque stock should be used in sequential order.
5. Cheques require signatures of two authorized signing officers. Signature stamps should not be used.
6. Only one person should have control of the cheque stock at any time. This reduces the chance of duplicate payments and allows for cheques to be issued in sequence.
7. Ensure the bank account balance is sufficient to cover the cheque amount. Keep in mind that the payment is specific to the purpose for which it was raised so it is also necessary to consider the availability of funds for that specific purpose.
8. Cheques should be prepared based on invoices and other supporting documentation. Enter the cheque details into the general ledger when the cheque is issued to ensure continuous control over the account balance.
9. A cheque issued to replace a lost/damaged cheque must be tracked as a new transaction. In addition, an entry in the general ledger to record the cancellation of the original cheque is required. Consider the need to issue a stop payment for the lost cheque.
10. Cheques cancelled or returned as damaged are to be marked as "Void" and retained with the banking records. An entry in the general ledger recording every cheque, even



those cancelled because of an error in completion, is recommended. This will facilitate tracking.

11. Before signing a cheque be sure to compare the details with the supporting documentation.
12. Never sign a cheque if it has not been completed in full or if there is insufficient supporting documentation. It is better to pay late rather than to regret making a payment. (Important! Never pre-sign a cheque.)
13. Transcribe the cheque number onto the source document for easy reference.
14. A cash advance or change fund (cash float) may be necessary. If one is issued, be sure to track that it is an amount owing to school council. Receipts for goods and services purchased and unspent money must be returned and recorded in the school council's financial records.

#### **Quick Reference for School Office Administered Banking Arrangements**

1. Ensure the bank account balance is sufficient to cover the cheque amount. Keep in mind that the payment is specific to the purpose for which it was raised so it is also necessary to consider the availability of funds for that specific purpose.
2. An invoice/cheque request signed by two school council signing officers must be provided to the school administrator.
3. The signing officer's signature will be verified against the school council list of authorized signing officers.
4. A cheque will be issued in accordance with procedures established by the District for the management of school generated funds. Cheques issued on behalf of school council will be signed by the signing officers established for school generated funds administered by the school.
5. The treasurer will record payment requests in the disbursements register to ensure tracking of costs and cross-referencing to reports provided by the school office.
6. The treasurer must approve the cancellation of cheques including those that are stale-dated and advise the school office administrator. Cheques cancelled must be recorded in the disbursements register as an offset to the original entry.
7. To ensure accurate tracking of funds within the school's accounting system, all transfers of funds from the school council to the school must be supported by a written request that is signed by two council signing officers.

## **6. Bank Reconciliations**

Bank reconciliations are fundamental to protecting a school council's cash assets. The bank reconciliation compares the cash balance shown on the bank statement with the information recorded in the school council's financial records. A completed reconciliation identifies differences that inevitably occur due to the timing of bank deposits and encashment of issued cheques. The reconciliation also identifies adjustments that must be recorded in the school council records (e.g. bank fees) and identifies errors that may affect either the bank's records or those of school council.

### **Quick Reference**

1. The treasurer is commonly assigned responsibility for preparing the bank reconciliation. Ideally, the person who prepares the bank reconciliation is not responsible for deposits or payments.
2. Complete the bank reconciliation immediately after receiving the bank statement. This will ensure that cash balances are accurate and provides for timely follow-up of anomalies.
3. Use a standard bank reconciliation template and provide detailed explanations of reconciling adjustments.
4. Be sure to record adjustments resulting from the bank reconciliation in the school council's financial records and to follow-up on any errors that have been identified.
5. The following information is normally presented to support the bank reconciliation:
  - School council general ledger report for the bank account;
  - Bank statement;
  - List of outstanding cheques; and
  - Cashed cheques (originals or bank generated image file printout and carbon copy register).
  - Deposit book/slips
6. Both the treasurer and school council chair must review, sign and date the bank reconciliation.
7. Other school council members are encouraged to confirm that bank reconciliations have been regularly completed and are current.
8. Where banking is administered by the school, the office staff will prepare the monthly bank account reconciliation. The school council will be provided with reports showing transactions that have been processed using school council funds as well as the fund balance. Council will use the information to verify that all requested cheques, deposits and transfers have been accurately recorded.

## **7. Financial Reporting**

A school council will summarize its financial activities in a financial report which is also referred to as a financial statement. The report will show the school council's revenues and expenses as well as assets, liabilities and net financial position. The sources and use of funds as well as net financial position should be analyzed to show how the money was, or will be, used. The nature of school council activities allows for a highly simplified yet informative report format.

Discussing financial information at each meeting of the school council helps ensure that fundraising initiatives remain on track.

### **Quick Reference**

1. The treasurer must prepare and present a financial report at each meeting of school council.
2. The report should be in summary form and not present personal information that should be held in confidence.
3. The report should summarize the opening balances, receipts, expenses, and closing balances for each fundraising activity undertaken by school council.
4. Opening balances must match the closing balance shown on the previous report. The opening balance plus receipts minus expense must equal the closing balance.
5. The report should be posted on the school's bulletin board (and ideally its website) to inform the broader school community of school council activities.
6. In addition to regular reporting to school council, the treasurer must prepare a year end financial report for inclusion in the school council's annual report of activities for the year. The requirement for an annual report is established by Ontario Regulation 612/00.
7. A copy of the year end financial report must be provided to the Finance Department's School Support Unit. A memorandum will be sent to school councils near the end of each school year to remind them of the requirement.
8. A sample financial report is provided in the Sample Forms and Templates section of this guide.

## **8. Records Retention**

Care must be taken to ensure that financial records are retained in a manner that allows for ease of access and review. They are essential and support the information presented in the financial statements and may be referred to by current or future members of school council. Effective record keeping is an important step in demonstrating accountability to the school community and transparency of activities.

### **Quick Reference**

1. Canada Revenue Agency (CRA) provides guidance on how long records must be kept. The fiscal year for a school council may coincide with that of the District (August 31) or it may end one month earlier (July 31). In either case, school councils must keep their financial records for six years following the end of the District's current fiscal year.
2. A 'record' includes an account, an agreement, a book, a chart or table, a diagram, a form, an image, an invoice, a letter, a map, a memorandum, a plan, a return, a statement, a telegram, a voucher, and any other thing containing information, whether written or in any other form. Source: CRA Information Circular IC78-10R5
3. A source document includes items such as sales invoices, purchase invoices, cash register receipts, formal contracts, credit card receipts, delivery slips, deposit slips, work orders, dockets, cheques, bank statements, tax returns, and general correspondence whether written or in any other form. Source: CRA Information Circular IC78-10R5
4. The manner in which records are retained may vary by school council. For example, documents may be kept in file folders, binding cases, or binders. In any case, they should be organized and indexed. The list shown below presents some suggested file groupings and assumes each is stored in chronological order.
  - Deposit envelopes
  - Payment vouchers and invoices (supporting documentation)
  - Deposit forms
  - Cashed cheques
  - Voided/cancelled/stopped cheques
  - Duplicate cheques (carbon copy register)
  - Deposit and disbursement registers
  - Bank reconciliations
  - Monthly financial reports
  - Annual financial statement
  - Declaration of annual banking arrangements
  - Signing authority form
  - Electronic records (protected/secured)

5. Records, whether electronic or hardcopy, must be retained and transferred to the incoming treasurer.
6. Records for the year ended should be transferred to the school administrator for retention with the school's own financial records. The transfer should be completed by September 30 following the year ended.

## **9. Audits and Access to Information**

A school council is accountable to the school community. Accountability requires that records held by or on behalf of school councils be accessible for review by District staff or for audit by internal and external auditors. External auditors include the District's external audit firm which reports on the District's financial statements and government auditors including those from Canada Revenue Agency (CRA).

The records of the Board, and by extension school councils, are also subject to Ontario's *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA). The *Act* provides for public access to records including financial records and also requires that processes be established to protect personal information.

### **Quick Reference**

1. Records and source documents are subject to review and audit by District staff, internal auditors and external auditors.
2. A written request for access to school council records will be sent by the District's Chief Financial Officer or Manager of Financial Services. The request will be sent to the school council treasurer and a copy will be provided to the chair.
3. The treasurer will within two weeks of receipt of the request transfer the records to the custody of the school principal.
4. Records will be accessed only by staff authorized by Financial Services. The records may be reviewed or audited either at the school office or at another Board office.
5. The records will be returned intact to the school office and subsequently returned to the treasurer or returned to storage, as applicable.
6. Requests for information received pursuant to MFIPPA will be initiated through the District's Freedom of Information (FOI) Coordinator and managed in accordance with legislation and District policies and procedures.
7. The treasurer will be required to respond to FOI requests in accordance within legislated timelines and following required processes.
8. If necessary, authorized individuals will assist or otherwise access the records to ensure compliance with legislated requirements.

## **10. Charitable Donations**

The District is a registered charity and may issue an official donation receipt for income tax purposes providing that the donation is sufficiently large and offsets the administrative costs of issuing the tax receipt. There are limited instances where an official donation receipt would be issued and the school principal must first obtain written confirmation from Financial Services that the fundraising activity qualifies. Generally, cash donations of at least \$25 qualify for an official donation receipt.

### **Quick Reference**

1. The school principal must seek written approval from Financial Services that the fundraising activity qualifies for charitable donation status.
2. Donations must be made voluntarily and can be directed for a specific use (e.g. breakfast program, playground structure replacement) but cannot be targeted to benefit a specific individual. The donor must not receive a direct or indirect benefit as a result of the donation.
3. A receipt will generally not be issued when the donation is deemed a fee for admission to an event or is intended to cover the cost of a meal and/or entertainment.
4. Non-cash donations of property such as land, buildings, equipment, artwork and marketable securities may qualify for an official donation receipt; however, such transactions are more complex and may require further research by Financial Services. Costs relating to valuations of non-cash donations will generally be borne by the school council, the donor or the school.
5. A gift card is eligible for an official donation receipt provided that the donor purchased the card using money and subsequently donated it in a manner similar to a cash donation. The donation is equal to the cash value of the gift card. A receipt evidencing the purchase of the gift card is required as proof of purchase (see item 8).
6. Gift cards issued by a vendor qualify for an official donation receipt when redeemed in which case the receipt must be supported by transaction receipts.
7. Gifts of services are not considered to be property and do not qualify for an official donation receipt. (Gift cards for services are not eligible for an official donation receipt.)
8. Official donation receipts are issued by Financial Services. Schools and school councils are not permitted to issue official donation receipts. The school principal must confirm the receipt of donation and provide the following information to allow for the issuance of a tax receipt:
  - Name of donor and mailing address
  - Date donation received
  - Cash value (or fair market value with appraisal letter)
  - Purpose of donation
  - Copy of the cheque (preferred) and evidence of bank deposit

## **11. School Council Oversight**

One of the best financial controls is an informed school community. The treasurer should proactively share financial information with the school council and be ready to respond to questions from council members. The importance of maintaining timely and detailed financial records is reinforced by the school council's desire to review its financial position.

### **Quick Reference**

School council members are encouraged to ask questions and review the financial information. Some questions to ask are:

1. Are those responsible for presenting financial information or managing financial transactions attending school council meetings?
2. Is a financial report and bank reconciliation presented at each meeting of school council?
3. Are bank reconciliations completed each month and approved by the council chair?
4. Are there unexplained or excessive adjustments on bank reconciliations?
5. Is the supporting information presented with the bank reconciliation? Supporting information includes the bank statement, a list of banking transactions from the school council records, a list of outstanding cheques and actual cleared cheques (or bank provided images (front and back)).
6. Are all cheques issued by the school council accounted for, including those that are cancelled after issuance?
7. Are stop payments being issued on stale-dated cheques and supported by a reversing entry in the register?
8. Are cheques ever signed without being fully completed and supported by backup documentation?
9. Are deposits envelopes entered into the register in a timely manner? Do the entries correspond with the entries shown on the bank statement?
10. Are suppliers calling regarding unpaid invoices or commenting about invoices that are paid after they are due?
11. Are refunds of overpayments supported by detailed information from suppliers (e.g. credit note)?
12. Are refunds being issued to the same individual/company on a regular basis?
13. Are excessive amounts of supplies purchased relative to needs?



## **12. School Closures and Program/Boundary Changes**

District staff regularly re-assesses the need to add or close school space in response to changing community demographics and to improve learning programs. Decisions that impact both are commonly the result of capital priority initiatives that result in the construction of new schools, consultation processes performed under the Pupil Accommodation Review Guideline that may lead to school consolidations and closures, or studies such as the Secondary School Review completed in 2016 that influence learning program delivery options.

Opening new schools, optimizing existing school space and changing where and how a learning program is delivered may result in the need for students to relocate from one school to another. Schools that are impacted by the change are required to transfer certain physical and financial assets. Similarly, a school council is also required to consider the need to flow money to other schools taking into account the purpose of the fundraising that resulted in the collection of money. For instance, a school council holding funds specifically for intermediate students moving to a combined high school is expected to flow the related cash balance to the receiving school. Alternatively, funds raised specifically for school initiatives (playground, landscaping) should remain with the sending school. Discretionary cumulative cash balances greater than \$3,000 should be allocated based on student transfers.

The treasurer, in consultation with the school principal, performs a vital role in managing the review and the transfer of cash balances. The treasurer is tasked with guiding the process in a transparent manner and in the spirit of fairness. Some key steps involved in the process are provided to assist school councils and treasurers with the transition.

### **Quick Reference**

1. The treasurer will share with school council/broader school community the expectation that some school funds may be transferred to a school receiving a group of students.
2. The school council may designate some discretionary funds for use in closing ceremonies or when there is a significant movement of students.
3. A review of anticipated year-end balances should be prepared for review by school council. The results of the review should align with the school council's fundraising plan and clearly identify how the funds were to be or will be used.
4. The treasurer, in consultation with the principal and school council, would develop a recommendation for transferring funds.
5. For schools that are not closing, the first \$3,000 of the cumulative balance of discretionary funds is not subject to transfer. Only the amount in excess of \$3,000 is subject to apportionment.
6. Funds designated to benefit a group of students transferring to a new school should follow the students on a proportionate basis. The receiving school council is expected to use the funds for the students for which they were raised.

7. Funds are supposed to be used for the purpose for which they were collected. If this is no longer possible because of a pending closure, the school council must discuss and determine how the money may be used for other purposes. Large balances should be returned to their contributors (e.g. donations received for a playground structure should be returned to the donor if the project is cancelled and a charitable tax receipt had not been issued ). Decisions about spending or redirecting funds should be made by motion, documented in the minutes, and clearly accounted for in financial records.
8. If a school council does not exist at the receiving school, then funds can be transferred to the school directly. The school council's expectations regarding use of the money should be provided to the principal. The principal will deposit the money into the school's bank account and track the funds based on the direction received.
9. Funds raised for a specific purpose for the benefit of the school as a whole would not be transferred. Examples include money raised for a playground, landscaping, and gym equipment. A cheque payable to the OCDSB should be sent to the Finance department. The money will be held until used for the designated purpose.
10. The principals of the sending and receiving schools will review and agree to the plan.
11. The transfer of amounts should be completed only after all other expenses have been settled and all revenues (cash/cheques) have been deposited. It is important to monitor your purchases to ensure that all bills have been paid. Also confirm that any cash floats have been returned and deposited to the bank account. This will ensure the accurate distribution of funds.
12. Issue cheques to receiving school councils/schools and ask that the funds be deposited immediately. This will ensure that the bank account can be closed as soon as all cheques clear. A bank draft payable to the receiving school can be issued to clear any residual balance.
13. Obtain a final bank statement from the bank. Confirm in writing on the statement that the account has been closed. Be sure to sign and date the bank statement. Complete a final bank reconciliation up to account closing.
14. Complete the financial reporting requirements. The school community will be interested in knowing how the funds were distributed. The year-end financial report should also be sent to the Finance department.
15. The District will retain the school council's financial records in accordance with Canada Revenue Agency requirements. When a school has closed, the records are to be submitted to the Finance department, School Support unit, 133 Greenbank Road.

## **13. School Council Transition**

The membership of school councils will change over time. A challenge for every council will be the continuity of operations as incumbent members leave and new ones join. Councils are encouraged to discuss and prepare for transition as part of an ongoing planning process.

The treasurer performs a key role on school council. The procedure for the management of school council funds requires that the outgoing treasurer facilitate the transfer of responsibilities to the incoming treasurer. Some key steps involved in the process are provided to assist councils and treasurers with the transition.

### **Quick Reference**

1. The outgoing treasurer will facilitate the transfer of responsibilities to an incoming treasurer. A transfer includes the transfer of cash and cheques not yet deposited, physical and electronic records, software and equipment used to maintain electronic records and, as necessary, knowledge regarding past transactions.
2. The transfer is preferably made directly to the incoming treasurer and formalized in writing. If this is not possible, the transfer should be made to the school council chair or school principal.
3. If possible, the outgoing treasurer would be available to respond to questions from the incoming treasurer for several months following the transfer of responsibilities.
4. The incoming treasurer should:
  - Review the banking arrangements and update the bank account signing officers on file at the financial institution. It is good practice to revoke all authorizations on file at the bank and to establish new ones for the current signing officers.
  - Ensure that the list of authorized signing officers for school council transactions is updated by school council. The list can be used to verify approval signatures.
  - Update access and passwords to systems, email accounts and other accounts.
  - Review physical records to familiarize oneself with the type of transactions encountered and to get a sense of the internal controls that have been used to manage financial activities.
  - Prepare a general ledger trial balance as at the date of transfer. Doing so ensures that all debit balances equal all credit balances. Accounting software often has a report that readily generates this list.
  - Confirm that the bank account balance as at the date of transfer agrees with the balance shown in the school council's financial records.
  - Review bank reconciliations to identify items that may affect future bank reconciliations.
  - Count and document money that has not yet been deposited into the bank or money that is used as petty cash. Both the outgoing and incoming treasurer should sign for the accuracy of money transferred.
  - Review cheque sequence numbers to ensure that there are no missing cheques.
  - Inquire and verify where records for prior years are located. The practice of storing records at the school is a recent recommendation.
  - Advise suppliers of changes in contacts (name, address, phone number).

## **14. Dispute Resolution**

At times, there may be differences of opinion between a principal and the school council on the use and management of school council funds. In such circumstances, both parties are encouraged to review the original intent of its fundraising activities as this may help resolve the issue. In addition, the school's superintendent of instruction (SOI) may be able to assist in resolving the issue.

The District's Chief Financial Officer (CFO) can, either directly or through other District staff, provide guidance to resolve issues. Provision is also included in the policy to allow the CFO to temporarily assume control of a school council's funds when an investigation of alleged financial irregularity indicates that such action is warranted. The intent of temporary control is simply to safeguard the school council's money for ultimate release back to the school council. The majority of comments shown below are stated in Board policy P.133.FIN.

### **Quick Reference**

1. A school council and the principal are encouraged to work collaboratively to resolve disagreements as to the appropriate use or management of school council funds.
2. Issues which cannot be resolved through discussion and consultation with the principal can be referred to the SOI who will provide guidance. The SOI may request other District staff to assist in resolving the issue.
3. Where any individual has reason to believe that the management of school council funds is not in accordance with the policy or may be subject to an irregularity, he or she shall bring his or her concern to the attention of the treasurer, the school council chair, the school principal, the SOI or the CFO, as appropriate. Discretion must be exercised in determining to whom the issue should be escalated and is based on circumstances and dollar values.
4. The CFO of the District is authorized to initiate an investigation where there is reason to believe there has been financial irregularity.
5. When the results of an investigation warrant, the CFO of the District may temporarily assume control of the school council's funds. The assumption of control is solely focused on safeguarding the school council's money and to ensure the continued operations of the school council.
6. The Director of Education will inform the Board of the assumption of control at the first available opportunity.
7. The CFO will present to the Board a plan aimed at restoring control to the school council within 90 days of assuming control of school council funds.

## **15. Sample Forms and Templates**

A number of sample forms and templates have been included in this guide for reference. The banking declaration form is a standard form that should not be altered.

The other forms and the templates can be adapted for your school council's use. Spreadsheet applications are commonly used when preparing deposit information, bank reconciliations and financial summaries. The advantage of spreadsheets is the ability to incorporate formulae that automatically extend and total dollar amounts.

**Declaration of School Council Banking Arrangements**

To:	School Support Unit-Finance Dept. Ottawa-Carleton District School Board	From:	Chair  School Council
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The school council confirms that its banking activities will be administered as indicated below.

☐ By the school office (with approval of the school principal)

or

☐ By the school council using a chequing account at \_\_\_\_\_  
Name of Financial Institution

Transit		Institution		Account	
---------	--	-------------	--	---------	--

- The school council will maintain in prescribed format a list of individuals designated as authorized signing officers. A copy of the completed form, as well as any updates to the form necessitated by changes in members of school council or in responsibilities of school council members, will be provided to the Principal for reference.
- Expenditure and/or transfer of school council funds require that two authorized signing officers approve each invoice/cheque request prior to preparation of a cheque.
- Financial transactions will be managed in accordance with procedures established by the District for the management of school generated funds where school council has arranged for the school office to administer its banking activities. Cheques issued on behalf of school council will be signed by the signing officers established for school generated funds administered by the school.
- Where banking activities are administered by the school council, the school council through the Council Chair and/or Treasurer, will:
  - establish a chequing account that requires two of the school council's authorized signing officers to sign each cheque or otherwise authorize a financial transaction;
  - ensure that information required by the financial institution, including additions and deletions of authorized signing officers, is provided to the financial institution in a timely manner;
  - maintain records and implement procedures in accordance with District guidelines;
  - make records available for review by individuals authorized by the District;
  - submit to an internal review and/or an external audit upon request;
  - prepare regular financial summaries for presentation to school council;
  - prepare annual financial statements for the school council year ending July 31 by September 30 of the following school year; and
  - provide a copy of the annual financial statements to the District's Chief Financial Officer.
- The School Council Treasurer will maintain detailed records of all financial transactions regardless of the manner in which the school council administers its banking activities.
- The Declaration of School Council Banking Arrangements must be completed by September 30 in each year and whenever there are changes in banking arrangements which includes a change in financial institution.

On behalf of school council    Chair: \_\_\_\_\_    Date: \_\_\_\_\_



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**Authorization to Open a Bank Account (to be printed on school/district letterhead)**

Date

Bank Name and Address

Attention: Branch Manager

**Subject: Authorization to Open a Bank Account**

Please accept this letter as the official authorization for *school council name* to operate a business account for administering school council funds. The following individuals are the signing authorities for the account (with any two to sign):

Name\_\_\_\_\_ Title\_\_\_\_\_

Name\_\_\_\_\_ Title\_\_\_\_\_

Name\_\_\_\_\_ Title\_\_\_\_\_

If you require any further information please do not hesitate to contact me.

Sincerely,

Name  
Principal, School Name



## Deposit Envelope

Log # \_\_\_\_\_

Date	Name of Account	Fundraising Activity/Purpose

Bills (a)	\$	Rolled Coin (b)	\$	Loose Coin ©	\$
\$ 5.00 x _____ = _____		\$ 0.01 x _____ = _____		\$ 0.01 x _____ = _____	
\$ 10.00 x _____ = _____		\$ 0.05 x _____ = _____		\$ 0.05 x _____ = _____	
\$ 20.00 x _____ = _____		\$ 0.10 x _____ = _____		\$ 0.10 x _____ = _____	
\$ 50.00 x _____ = _____		\$ 0.25 x _____ = _____		\$ 0.25 x _____ = _____	
\$ 100.00 x _____ = _____		\$ 1.00 x _____ = _____		\$ 1.00 x _____ = _____	
\$ _____ x _____ = _____		\$ 2.00 x _____ = _____		\$ 2.00 x _____ = _____	

Prepared by: \_\_\_\_\_

Verified by: \_\_\_\_\_

\$	Total Cash (a+b+c)
	Total Cheques
	Total Deposit Envelope

## Itemized Receipts

Payer	\$ Amount	Reference	Purpose	Comments
Items Total				

## Bank Reconciliation

for the period ended March 31, 2014

	\$
Balance shown on bank statement	1,254.00
add:	
deposits in transit – deposit dated 2014.03.28	65.00
bank error-cheque 123 issued at \$308.00 cleared at \$380.00	72.00
	137.00
deduct:	
outstanding cheques per cheque register	(250.00)
bank error	0.00
	(250.00)
Adjusted bank statement balance	1,141.00

	\$
Balance shown in school council records	1,199.00
add:	
bank interest	2.00
school council error-2014.03.27-chq 43 from John deposited but not recorded	25.00
	27.00
deduct:	
NSF cheques-2014.03.28-NSF register folio 13	(75.00)
bank service fee	(10.00)
school council error	0.00
	(85.00)
Adjusted school council balance	1,141.00

1. The adjusted bank statement balance must equal the adjusted school council balance.
2. Provide detailed explanation for adjustments and be sure to record the school council reconciling items in the school council records.
3. Attach for review:
  - Bank statement;
  - List of outstanding cheques;
  - Cheques cashed during the month or printed bank-generated image file (front & back);
  - Printout of school council records showing banking transactions; and
  - Other details supporting reconciling items.
  - Deposit book/slips

Prepared by: \_\_\_\_\_ Date: \_\_\_\_\_

Reviewed by: \_\_\_\_\_ Date: \_\_\_\_\_

## School Council Funds Management Guide

### Receipts Register

SCHOOL COUNCIL NAME							
Receipts Register							
entry number	receipt envelope number	receipt envelope date	payer (or enter various if the information is maintained in a sub-ledger)	cheque number or cash	sub-account/category	amount received	date deposited to bank account
1	1	2014.03.17	Jane	653	1-General Operating Fund	\$ 75.00	2014.03.20
2	1	2014.03.22	Spot	546	3-Breakfast Program	\$ 25.00	2014.03.27
3	2	2014.03.22	John	43	4-Beautification Program	\$ 25.00	2014.03.27
4	3	2014.03.26	Shannon	451	1-General Operating Fund	\$ 65.00	2014.03.28
5							
6							
7							

### Disbursements Register

SCHOOL COUNCIL NAME							
Disbursements Register							
entry number	school council cheque	issue date	payee	sub-account/category	description	amount	cashed/ voided indicator cashed/ voided date
1	894	2014.03.25	General Dairy Ltd	3-Breakfast Program	Invoice 75135-Milk Charges	\$ 75.00	C 2013.03.25
2	895	2014.03.25	Your Local Grocery Store	3-Breakfast Program	Invoice 66123-Fruit Delivery	\$ 25.00	C 2013.03.26
3	896	2014.03.25	The Incorrect Supplier	1-General Operating Fund	Invoice 4512-Office Supplies	\$ 25.00	V 2013.03.27
4	897	2014.03.26	Office Supply Warehouse	1-General Operating Fund	Invoice 896-Paper	\$ 65.00	
5	898	2014.03.27	The Correct Supplier	1-General Operating Fund	Invoice 4512-Office Supplies	\$ 25.00	C 2013.03.28
6							
7							

### Financial Report

School Council Name					
Financial Report					
for the school year ending August 31, 2014					
Sub-Account/Category	In Year				
	Opening Balance	Receipts	Disbursements	Net	Closing Balance
1-General Operating Fund	356.00	140.00	- 80.00	60.00	416.00
2-Playground Structure	5,654.00	1,000.00	-	1,000.00	6,654.00
3-Breakfast Program	303.00	6,654.00	- 6,700.00	- 46.00	257.00
4-Beautification Program	500.00	300.00	-	300.00	800.00
5-Classroom Supplies	66.00	-	-	-	66.00
				-	-
Balance of All Initiatives	6,879.00	8,094.00	- 6,780.00	1,314.00	8,193.00
Prepared by: _____ Date: _____					
Reviewed by: _____ Date: _____					

The information shown above was prepared using MS Excel. Most accounting software packages will produce similar reports.

**2019-2020 School Council Financial Summary**

School Name	Banking Status	Opening Balance August 1, 2019	Revenue	Expenses	Closing Balance July 31, 2020
		\$	\$	\$	\$
<b>Elementary Schools</b>					
A. Lorne Cassidy Elementary School	Self-managed	18,615.33	95,772.36	90,037.22	24,350.47
Adrienne Clarkson Elementary School	Self-managed	4,101.64	43,714.42	27,280.28	20,535.78
Agincourt Road Public School	Self-managed	14,139.92	40,773.36	18,168.16	36,745.12
Alta Vista Public School	Self-managed	61,635.81	61,736.66	67,409.57	55,962.90
Arch Street Public School	School Office	337.90	500.00	-	837.90
Avalon Public School	Self-managed	22,382.68	23,000.59	22,583.80	22,799.47
Barrhaven Public School	Self-managed	5,227.48	58,544.52	52,934.51	10,837.49
Bayshore Public School	School Office	4,180.53	28,387.43	15,333.45	17,234.51
Bayview Public School	Self-managed	8,765.49	20,235.69	12,323.89	16,677.29
Bells Corners Public School	Self-managed	17,088.94	15,649.61	8,970.86	23,767.69
Berrigan Elementary School	Self-managed	18,694.34	52,022.37	48,993.31	21,723.40
Blossom Park Public School	Self-managed	1,956.72	6,786.69	2,433.99	6,309.42
Briargreen Public School	Self-managed	6,967.24	7,425.25	12,606.56	1,785.93
Bridlewood Community Elementary School	Self-managed	18,657.84	19,026.19	11,953.05	25,730.98
Broadview Avenue Public School	Self-managed	120,908.24	98,084.76	83,582.00	135,411.00
Cambridge Street Community Public School	Self-managed	13,859.87	5,179.36	2,904.24	16,134.99
Carleton Heights Public School	School Office	10,806.94	62,295.40	63,977.51	9,124.83
Carson Grove Elementary School	School Office	4,824.76	1,500.00	-	6,324.76
Castlefrank Elementary School	Self-managed	6,532.71	40,357.78	38,710.19	8,180.30
Castor Valley Elementary School	Self-managed	23,995.58	35,869.57	37,547.72	22,317.43
Cedarview Middle School	School Office	13,813.86	46,162.45	37,084.62	22,891.69
Centennial Public School	School Office	6,205.63	1,405.60	671.00	6,940.23
Chapman Mills Public School *	School Office	8,371.74	65,590.79	40,472.54	33,489.99
Charles H. Hulse Public School	School Office	1,216.28	500.00	131.95	1,584.33
Churchill Alternative School	Self-managed	16,313.65	9,269.68	4,762.54	20,820.79
Clifford Bowey Public School	Self-managed	40,919.75	1,134.58	3,335.49	38,718.84
Connaught Public School	Self-managed	26,392.75	9,273.79	19,302.80	16,363.74
Convent Glen Elementary School	School Office	1,405.21	2,658.70	2,774.18	1,289.73
Crystal Bay Centre for Special Education	Self-managed	1,416.96	9,186.23	2,691.73	7,911.46
D. Roy Kennedy Public School	School Office	3,301.74	3,069.80	3,268.43	3,103.11
Devonshire Community Public School	Self-managed	14,661.87	31,013.31	24,825.86	20,849.32
Dunlop Public School	School Office	6,318.56	8,893.35	4,085.88	11,126.03
Dunning-Foubert Elementary School	Self-managed	10,146.23	51,092.75	42,635.99	18,602.99
Elgin Street Public School	Self-managed	23,289.88	9,795.99	13,188.86	19,897.01
Elmdale Public School	Self-managed	95,768.56	97,104.71	72,342.09	120,531.18
Emily Carr Middle School	Self-managed	13,055.09	10,150.76	9,710.90	13,494.95
Fallingbrook Community Elementary School	Self-managed	14,227.31	12,511.91	14,427.75	12,311.47

## 2019-2020 School Council Financial Summary

School Name	Banking Status	Opening Balance August 1, 2019	Revenue	Expenses	Closing Balance July 31, 2020
		\$	\$	\$	\$
Farley Mowat Public School	School Office	3,532.61	32,232.05	20,125.79	15,638.87
Featherston Drive Public School	Self-managed	14,807.57	1,488.95	20.00	16,276.52
Fielding Drive Public School	Self-managed	2,646.25	1,524.35	2,824.94	1,345.66
First Avenue Public School	Self-managed	27,940.46	13,333.36	12,351.02	28,922.80
Fisher Park Public School	Self-managed	7,819.04	29,547.88	22,188.94	15,177.98
Forest Valley Elementary School	Self-managed	13,048.30	12,650.12	10,444.81	15,253.61
General Vanier Public School	Self-managed	9,685.50	7,022.30	5,539.04	11,168.76
Glashan Public School	Self-managed	18,666.92	11,332.69	14,409.08	15,590.53
Glen Cairn Public School	School Office	1,215.93	530.31	30.31	1,715.93
Glen Ogilvie Public School	Self-managed	25,385.09	30,983.11	30,605.49	25,762.71
Goulbourn Middle School	Self-managed	18,834.93	29,587.15	23,075.03	25,347.05
Greely Elementary School	Self-managed	3,639.99	15,923.65	6,547.95	13,015.69
Half Moon Bay Public School	Self-managed	35,157.39	95,404.36	96,582.87	33,978.88
Hawthorne Public School	Self-managed	4,153.29	858.72	2,525.80	2,486.21
Henry Larsen Elementary School	Self-managed	2,615.78	3,580.70	1,994.44	4,202.04
Henry Munro Middle School	Self-managed	5,736.71	18,649.66	14,385.53	10,000.84
Heritage Public School	Self-managed	6,911.79	2,859.11	4,846.07	4,924.83
Hilson Avenue Public School	Self-managed	14,486.31	8,982.86	6,278.57	17,190.60
Hopewell Avenue Public School	Self-managed	17,360.01	83,928.63	27,209.98	74,078.66
Huntley Centennial Public School	Self-managed	65,973.28	76,643.95	54,267.43	88,349.80
Jack Donohue Public School	Self-managed	43,613.00	21,027.00	52,928.00	11,712.00
Jockvale Elementary School	Self-managed	14,678.13	34,510.13	26,609.81	22,578.45
John Young Elementary School	Self-managed	4,235.00	113,369.00	92,059.00	25,545.00
Kanata Highlands Public School	Self-managed	61,846.10	26,440.97	6,018.37	82,268.70
Kars on the Rideau PS	Self-managed	8,065.07	105,363.44	105,540.31	7,888.20
Katimavik Elementary School	Self-managed	8,659.53	8,987.01	5,673.39	11,973.15
Knoxdale Public School	Self-managed	19,798.40	11,845.14	14,651.91	16,991.63
Lady Evelyn Alternative School	Self-managed	7,766.58	11,152.68	7,890.22	11,029.04
Lakeview Public School	Self-managed	12,142.00	9,600.78	6,419.91	15,322.87
Le Phare Elementary School	Self-managed	18,000.00	11,369.00	13,547.00	15,822.00
Manor Park Public School	Self-managed	65,806.00	28,024.00	38,237.00	55,593.00
Manordale Public School	Self-managed	12,145.93	32,599.25	19,779.11	24,966.07
Manotick Public School	School Office	23,377.12	41,381.89	28,403.13	36,355.88
Maple Ridge Elementary School	Self-managed	10,078.00	20,490.00	19,590.00	10,978.00
Mary Honeywell Elementary School	Self-managed	7,051.64	32,681.55	21,490.58	18,242.61
Meadowlands Public School	School Office	1,958.79	25,527.85	21,737.02	5,749.62
Metcalfe Public School	Self-managed	9,375.78	26,982.35	20,165.44	16,192.69
Mutchmor Public School	Self-managed	119,689.28	55,322.33	47,201.12	127,810.49
North Gower/Marlborough Public School	Self-managed	2,877.76	15,289.64	10,141.98	8,025.42
Orleans Woods Elementary School	Self-managed	11,984.46	22,586.67	29,345.26	5,225.87

## 2019-2020 School Council Financial Summary

School Name	Banking Status	Opening Balance August 1, 2019	Revenue	Expenses	Closing Balance July 31, 2020
		\$	\$	\$	\$
Osgoode Public School	Self-managed	15,056.51	22,931.59	18,775.36	19,212.74
Pinecrest Public School	School Office	4,792.56	1,193.78	889.02	5,097.32
Pleasant Park Public School	Self-managed	13,465.20	29,432.90	24,892.23	18,005.87
Queen Elizabeth Public School	Self-managed	2,222.77	1,451.25	1,409.68	2,264.34
Queen Mary Street Public School	School Office	-	500.00	-	500.00
Regina Street Public School	Self-managed	21,283.71	2,357.12	1,068.99	22,571.84
Richmond Public School	Self-managed	17,114.11	49,450.40	38,550.68	28,013.83
Riverview Alternative School	Self-managed	13,749.82	7,850.50	9,733.20	11,867.12
Robert Bateman Public School	Self-managed	7,600.22	30,649.67	30,200.49	8,049.40
Robert E. Wilson Public School	School Office	6,135.33	4,326.02	4,863.99	5,597.36
Robert Hopkins Public School	School Office	15,661.04	16,615.59	27,398.33	4,878.30
Roberta Bondar Public School	Self-managed	40,607.68	60,838.92	73,198.80	28,247.80
Roch Carrier Elementary School	Self-managed	16,919.23	39,175.10	40,060.89	16,033.44
Rockcliffe Park Public School	Self-managed	12,973.63	109,359.69	93,883.30	28,450.02
Roland Michener Public School	School Office	6,557.30	7,588.68	7,751.75	6,394.23
Sawmill Creek Elementary School	Self-managed	12,414.44	9,581.60	3,758.88	18,237.16
Severn Avenue Public School	Self-managed	3,842.48	8,079.90	6,740.44	5,181.94
Sir Winston Churchill Public School	Self-managed	18,555.70	26,088.30	29,034.28	15,609.72
South March Public School	Self-managed	28,525.36	1,579.40	19,818.36	10,286.40
Stephen Leacock Public School	Self-managed	22,966.94	56,171.17	46,940.47	32,197.64
Steve Maclean Public School	Self-managed	13,347.49	8,831.70	7,397.68	14,781.51
Stittsville Public School	Self-managed	13,968.00	43,548.00	39,523.00	17,993.00
Stonecrest Elementary School	School Office	40,905.64	31,330.11	60,548.57	11,687.18
Summerside Public School	Self-managed	13,041.52	32,956.06	26,163.18	19,834.40
Summitt School Council (Fisher Park PS )	Self-managed	6,102.52	16,482.90	9,832.29	12,753.13
Terry Fox Elementary School	Self-managed	6,785.35	5,081.89	5,286.45	6,580.79
Trillium Elementary School	Self-managed	4,513.08	22,739.74	18,623.64	8,629.18
Vimy Ridge Public School	Self-managed	20,929.15	50,499.88	44,729.68	26,699.35
Vincent Massey Public School	Self-managed	1,939.49	3,676.08	363.11	5,252.46
Viscount Alexander Public School	Self-managed	9,753.13	3,040.39	1,049.69	11,743.83
W.E.Gowling Public School	Self-managed	16,128.13	17,588.98	11,737.33	21,979.78
W.Erskine Johnston Public School	Self-managed	2,148.85	62,521.43	53,911.64	10,758.64
W.O.Mitchell Elementary School	Self-managed	16,668.59	41,085.15	47,953.80	9,799.94
Westwind Public School	Self-managed	15,824.55	13,515.74	15,440.07	13,900.22
Woodroffe Avenue Public School	Self-managed	20,601.24	6,237.70	8,295.61	18,543.33
York Street Public School	School Office	6,824.25	578.65	1,192.53	6,210.37
<b>Total Elementary Schools</b>		<b>1,933,195.76</b>	<b>3,062,226.98</b>	<b>2,688,161.98</b>	<b>2,307,260.76</b>

## 2019-2020 School Council Financial Summary

School Name	Banking Status	Opening Balance August 1, 2019	Revenue	Expenses	Closing Balance July 31, 2020
		\$	\$	\$	\$
<b>Secondary Schools</b>					
A.Y. Jackson Secondary School	School Office	-	500.00	-	500.00
Adult High School	School Office	391.57	500.00	-	891.57
Bell High School	School Office	6,806.21	1,000.00	-	7,806.21
Brookfield High School	School Office	630.96	500.00	-	1,130.96
Cairine Wilson Secondary School	Self-managed	8,530.97	1,220.00	5,242.34	4,508.63
Canterbury High School	School Office	2,451.57	500.00	(7.54)	2,959.11
Colonel By Secondary School	Self-managed	350.34	3,913.23	3,049.22	1,214.35
Earl of March Secondary School	School Office	202.94	2,290.00	1,290.00	1,202.94
Glebe Collegiate Institute	Self-managed	5,125.20	1,505.20	991.95	5,638.45
Gloucester High School	School Office	2,333.39	500.00	1,461.24	1,372.15
Hillcrest High School	Self-managed	2,860.90	500.00	500.00	2,860.90
John McCrae Secondary School	School Office	1,785.80	500.00	35.00	2,250.80
Lisgar Collegiate Institute	School Office	1,853.72	6,846.60	7,460.77	1,239.55
Longfields-Davidson Heights Secondary School	Self-managed	2,379.02	1,638.35	230.38	3,786.99
Merivale High School	School Office	2,169.67	3,000.00	1,535.00	3,634.67
Nepean High School	Self-managed	-	27,315.00	9,545.00	17,770.00
Osgoode Township High School	School Office	714.89	500.00	525.00	689.89
Ottawa Technical Secondary School	School Office	577.08	500.00	-	1,077.08
Ridgemont High School	School Office	1,595.74	1,105.00	35.43	2,665.31
Sir Guy Carleton Secondary School	School Office	6,480.23	3,245.50	7,860.33	1,865.40
Sir Robert Borden High School	School Office	980.17	1,000.00	35.00	1,945.17
Sir Wilfrid Laurier Secondary School	School Office	3,682.82	4,789.34	214.10	8,258.06
South Carleton High School	School Office	4,523.90	1,668.00	1,570.15	4,621.75
West Carleton Secondary School	Self-managed	1,030.72	2,428.40	1,922.65	1,536.47
Woodroffe High School	School Office	6,317.40	2,596.30	1,394.72	7,518.98
<b>Total Secondary Schools</b>		<b>63,775.21</b>	<b>70,060.92</b>	<b>44,890.74</b>	<b>88,945.39</b>
<b>Alternate Programs</b>					
Elizabeth Wyn Wood Secondary Alternate Program	Inactive	-	-	-	-
Frederick Banting Secondary Alternate Program	Inactive	-	-	-	-
Norman Johnston Alternate Program	Inactive	-	-	-	-
Richard Pfaff Secondary Alternate Program	Inactive	-	-	-	-
<b>Total Alternate Programs</b>		<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Grand Total School Councils</b>		<b>1,996,970.97</b>	<b>3,132,287.90</b>	<b>2,733,052.72</b>	<b>2,396,206.15</b>

\*Includes the funds administered by the school office and the school council's Paypal account not yet transferred.



## PARENT INVOLVEMENT COMMITTEE

**Wednesday, March 31, 2021**

**6:00 pm**

**Zoom Meeting**

- Members:** Diana Mills, Martyn Reid (OCASC Member), Malaka Hendela (OCASC Member), Seyi Okuribido-Malcolm, Abdulnaser Atef, Kristina Price, Annette Dillon, Jacquie Samuels, Jennifer Hood
- Non-Voting Members:** Brett Reynolds (Associate Director), Wendy Hough (Trustee), Justine Bell (Trustee), Alain Brule (Principal, Cedarview Middle School), Sarah Pope (Principal, Castlefrank Elementary School), Ian Morris (SEAC)
- Staff and Guests:** Michele Giroux (Executive Officer, Corporate Services), Lynn Scott (Trustee), Donna Blackburn (Trustee), Diane Pernari-Hergert (Manager of Communications & Information Services), Engy Abdel Masieh (Policy Analyst), Nicole Guthrie (Manager of Board Services), Emily Addison (OCASC Rep.), Nancy Solange Dean (AAC), Darren Gatley (Board/Committee Coordinator)

1. Call to Order

Chair Reid called the meeting to order at 6:03 p.m.

2. Approval of Agenda

**Moved by Diana Mills, seconded by Annette Dillon,**

**THAT the agenda be approved**

**Carried**

3. Delegations

3.a Sarah Young RE, Concerns with Secondary School Model for the 2021-2022 School Year

Ms. Young noted that she is a parent of two children of Glebe Collegiate and raised concerns about the secondary quadmester model. She noted that her daughter was required to learn the full grade 9 math curriculum in 9 weeks, and the quadmester model could result in a gap of 1.5 years between grade 9 and 10 math classes. She added that teachers have had to amend parts of the curriculum in order to maintain the reduced course timelines which does not allow students to feel that they retained the



material or are prepared for the next grade. She also noted that her son, who is in grade 12 and planning to attend post-secondary school, was on track for scholarships and is now experiencing some challenges as a result of the quadmester model, placing potential scholarships at risk. She expressed concern about student mental health and her daughter's general lack of engagement which may be a risk to the successful completion of her grade 9 year.

Chair Reid noted that three parents had provided similar concerns and requested that Ms. Young delegate on their behalf.

In response to queries from members, the following clarifications were made:

- Ms. Dillon expressed her support to have children back in school full time, but also recognized the complexity of the Board's planning for full-time return for students. She queried what role parents could play to support the Board with the return plan;
- Ms. Young noted that teachers have been providing support to her children, including resource teachers who reach out on a daily basis and guidance counselors who have been providing academic planning; however, Ms. Young noted that she has not received any information regarding mental health supports available within the District;
- Associate Director Reynolds noted that districts across the province are using an adaptive model in response to Ministry guidelines which outline safety measures for COVID-19. Significant changes are not expected for September 2021 as cases are increasing. At the first prudent opportunity, the District plans to gradually resume in-person class models. Mental health training for staff has increased and additional resource workers have been deployed to schools to provide support and resources, where possible. Parents should reach out to their school for information;
- Ms. Young expressed the view that students need structure for the entire school day; and
- Chair Reid noted that parents feel they are not receiving sufficient information on the District plans for the return to school in September 2021 and would welcome additional information to better understand the rationale for some decisions.

#### 4. Discussion Items

##### 4.a Barriers to Engagement

Executive Officer Giroux noted that understanding the research on parent involvement is useful in identifying the opportunities and gaps in current

practices which can help identify areas of focus for the work of the Parent Involvement Committee (PIC).

Executive Officer Giroux presented an overview regarding barriers to engagement for parent involvement and provided a collection of resources and key elements of the research as outlined in the Barriers to Engagement Memorandum.

Executive Officer Giroux also shared a video outlining Karen Mapp's Dual Capacity- Building Framework which explains the importance of building and enhancing the capacity of staff/families in the following areas:

- Capabilities – Human capital, skills and knowledge, including cultural competency;
- Connections – Important relationship and networks built on trust and respect;
- Cognition – Assumptions, beliefs, values, and worldview; and
- Confidence – Individual sense of comfort and self-efficacy

Executive Officer Giroux highlighted that Karen Mapp's framework research looks at transitioning from individual initiatives and can be connected to the District and PIC work plans through the 2019-2023 Strategic Plan and the Indigenous, Equity, and Human Rights Roadmap. She noted that at the school level, this could include a school improvement plan to achieve parent engagement goals. She added that barriers within school communities vary greatly.

During the discussion and in response to questions, the following points were noted:

- Ms. Hendela expressed the view that the research appears to be more oriented for operating a school board and is disconnected from parents. Instead, she suggested the use of individual lived experiences as guidance for the discussion;
- Ms. Dillon pointed out that any action PIC undertakes needs to be sustained by resources, and queried how is this concept of parent involvement would work with insufficient resources;
- Ms. Mills noted that there have been updates to the research documents that were provided to the members and highlighted the importance of collaboration with teachers, students, parents and the community.
- Ms. Mills questioned how to get individuals involved in the initiatives that focus on building the intellectual, social, and human capital of stakeholders engaged in education, and what real life experiences

students would learn from this. She added that students would benefit from understanding real world applications for the material they are learning. She suggested that education can be made more enjoyable and insightful by involving members of the community who can mentor and provide access to materials and other educational opportunities;

- Ms. Hood pointed out that a focus on building an early positive relationship between parents and schools could augment and increase parental engagement. She noted that this would further support parents of children with special education needs entering the school system for the first time. She added that this idea will not only improve the experiences of parents who are struggling in their first interactions with school, it could also increase capacity for the classroom teacher and remove some of the challenges that can occur in the early years. She suggested that PIC members brainstorm ways to identify and address issues between parents and schools;
- Ms. Price noted that in working with the Ottawa Network for Education (ONFE) , she seeks to have volunteers in the classrooms to assist with programming. She noted that many of the volunteers that support programs could employ better methods of engaging interested parents. She suggested that parents could also be engaged by bringing topics home for discussion to foster parental engagement;
- Ms. Samuels drew attention to the OCDSB Remote Learning Ottawa Carleton Virtual (OCV) Public Group. She noted that this group of parents have students in the virtual classroom and actively participate in their daily school activities. This group provides resources for parents in how to better support their children in the classroom, access extra supports, and has a list of pooled resources; and
- She highlighted the many benefits of this collaborative community-based approach.

#### 4.b PIC Work Plan

During the discussion and in response to questions regarding the draft PIC work plan, the following points were noted:

- Ms. Hood suggested the introduction of an onboarding strategy for parents as a way to address expectations. A process that assists parents in navigating the school system would provide a clearer understanding in an effort to address their concerns with teachers and schools, which would help to build early positive relationships. This standardized process could also be applied for parents in understanding the Ontario education system, any special education needs concerns, language barriers, or any other matters to make the “path” easier for families;

- A survey could be used to gather information from families on their experiences in entering the education system;
- Mr. Atef expressed concern that Ottawa Public Health (OPH) and the Ministry have great control over the school system and that the District should have its own say in the matter of closing schools. He noted that closing schools has implications and issues for families;
- Ms. Mills informed members that they can bring forward items to be addressed for inclusion on the agenda. She added that in discussions with Director Williams-Taylor, she indicated the lack of PIC representation on Committee of the Whole (COW) and hoped to see PIC representation in the future;
- Ms. Dillon submitted that, based on her experience, parents of primary and middle-school children are more engaged than those with students in secondary schools. She suggested that the work plan include elements to engage secondary school parents;
- Ms. Hendela noted that parents engage for either fear, fun, or frustration and that a user-centred approach is required to identify specific community needs. An ambassador program could be implemented to engage parents when a matter arises. She added that PIC could focus on specific audiences, needs, and community building pieces to fill gaps. She drew attention to the lack of communication between PIC and other statutory committees with parent members, and that opening communication with them would allow PIC to connect with other parent communities which could be a work plan goal;
- Ms. Hendela noted that parents also engage in personal advocacy through trustees, teachers, school community, superintendents or delegations which can be a barrier as the process can be intimidating to many in the Ottawa community. She suggested that communication through social media or other means could create awareness for families to know that PIC is available for support and engagement;
- Chair Reid suggested the addition of a work plan item entitled “parental guidance into the school system”. He explained that this would focus on kindergarten to grade 1 and the transition from grades 7 to 9 would allow for families to understand what engagements are available. Parents could also be approached to ask about their experiences and what processes could be improved to ensure an easier introduction and transition into the education system;
- The importance of parental involvement and navigating pathways for secondary schools will be included in the work plan;

- Exit interviews with parents could be conducted before the school year ends to gain insight on any engagement needs and how their needs changed before and during the pandemic through a community-centred approach. The input could be gathered by PIC members, community members, school councils, trustees, principals, and other individuals to ensure a breadth of engagement and feedback;
- Chair Reid suggested that PIC members discuss ideas on how to ease parents into the education system at the 12 May 2021 PIC meeting. He suggested data could be collected from parents who are exiting the system to obtain their observations. These could then be reviewed and the recommendations provided to staff;
- Ms. Hood noted that data collection may have fluctuations due to the pandemic;
- The pandemic has provided a learning opportunity for parental engagement. For example, conducting school council meetings using Zoom allows families to easily join meetings without having to make arrangements or overcome other barriers to appear in person;
- Ms. Hood suggested that a parent-to-parent website that is associated with the District could help remove barriers for parental engagement. She added that the proposed website could be more welcoming as it would not feel as “corporate” with intimidating acronyms and would be more user friendly for families;
- Not all families may be aware of the parent portal and PIC could use other non-traditional means of engagement through the various popular social media platforms, such as Twitter or Facebook, to create awareness and direct families to information and engagement opportunities;
- Members pointed out the importance of a place for more meaningful discussions and engagement. Engaging with a variety of families in soccer fields, places of worship, at the store, community events, parks, and other locations promote inclusivity, discussion, and helps remove barriers;
- Trustee Hough noted that her primary engagement mechanism is being present in the schools. She added that zone meetings and virtual community meetings are effective methods to open channels of communications and allows for easier participation for different families and communities;
- Trustee Bell noted that Carleton University communication and journalism students approached her to study how to effectively outreach to parents and communities. The study indicated that a

regular newsletter supports engagement. She added that she maintains a social media presence, regularly writes a segment for the local newspaper, and that wearing OCDSB senate clothing can engage community members in public. She suggested that whichever method of engagement is used, to first reach out Executive Officer Giroux as there may be certain rules or guidelines for engagement;

- PIC members agreed that they should be more publicly engaged;
- In response to a query regarding the available supports that PIC could use to promote engagement, Executive Officer Giroux noted that there is a PIC page on the OCDSB website that could be expanded upon, and that the District has active accounts on a variety of social media platforms. She noted that to build the presence of PIC, it is important to determine the purpose and approach to build awareness as an advisory committee to the Board. She suggested that PIC develop messaging for incorporation into existing platforms. PIC meetings are public and there are opportunities for additional reach through virtual meetings;
- Personal social media accounts do not allow for sustainability as these accounts cannot be passed to future members. It may be more effective to have a centralized approach;
- PIC members may consider having their photograph posted on the PIC portion of the OCDSB website so that they can be more more easily identified to members of the public;
- A mechanism such as an email for parents to reach directly out to PIC could be considered;
- Ms. Hood suggested that a sub-committee be formed to discuss a strategy and messaging for public PIC communications. She suggested that a degree of separation from the District take place so that PIC communications can operate freely;
- Executive Officer Giroux noted that if a sub-committee is formed, it will be important to clarify and establish a mandate. She added that the mandate of the sub-committee should be in the context of PIC's role to advise the Board on parent engagement strategies and to have consistent messaging;
- Ms. Hendela noted that the role of the PIC is more than advisory. PIC's full role is outlined under section 28 of *O. Reg. 612/00*.

**Moved by Martyn Reid, seconded by Jacquie Samuels,**

**THAT a sub-committee for PIC public communication be formed, headed by Jennifer Hood.**

**Carried**

- Executive Officer Giroux noted that there is limited time to complete initiatives before the 12 May 2021 PIC meeting. She noted that the Board is limited in its resources and capacity; however, this discussion has provided feedback for staff to enhance their own practices and communication to PIC. She added that parental engagement in formal settings, social media, emails, and meetings are good engagement strategies for those interested in that engagement. She pointed out that another important element of parental engagement is to support families at home, parents with children with special education needs, and those that cannot attend meetings but need support in finding resources to build capacity to understand how to address their concerns;
- Chair Reid noted that the discussion on parental onboarding and establishing the sub-committee for a communication strategy for parental engagement will continue at the 12 May 2021 PIC meeting. He suggested that the May meeting be used to capture PIC members' experiences and community feedback to make parent introduction into the education system successful;
- Chair Reid noted that discussion on the Parents Reaching Out (PRO) grant could occur in September 2021 to allow adequate planning time for staff; and
- Ms. Hendela noted that she sits as the Ottawa-Carleton Assembly of School Councils (OCASC) representative for COW Budget, and that the budget process has not been shared with PIC. She suggested that the committee may benefit from an explanation at the 12 May 2021 meeting on funding for PIC as it does not resonate with the parent community and could enable members to provide input to the budget process regarding engagement funds.

**Moved by Malaka Hendela, seconded by Diana Mills,**

**THAT a presentation from staff to explain the budget process for PIC be presented at the 12 May 2021 PIC meeting.**

**Carried**

5. Review of PIC Report, 13 January 2021

Moved by Diana Mills, seconded Jacquie Samuels,

THAT the Parent involvement Committee report, dated 13 January 2021, be approved.

Ms. Mills noted that information regarding her experience is missing on page 7 and she will provide the information to be included to board services.

**Moved by Diana Mills, seconded Jacquie Samuels,**

**THAT the Parent involvement Committee report, dated 13 January 2021, be approved, as amended.**

**Carried**

6. Information Items

6.a Chair's Report

Provided for information.

6.b Director's Report

Provided for information.

6.c OCASC Report

Ms. Hendela suggested that communication between PIC and OCASC could be improved. She encouraged PIC members to attend OCASC meetings and to review their minutes. She added that PIC and OCASC concerns could be raised at each other's meetings.

Executive Officer Giroux noted that there is a defined liaison role from the OCASC representative between PIC and OCASC as the founding of PIC recognized the importance of OCASC as a partner in parental engagement in the community.

Ms. Hendela expressed the view that OCASC will continue the liaison between organizations; however, the previous OCASC reporting mechanism as a standing item was not effective.

6.d PIC Correspondence

The PIC correspondence registry was provided for information.

7. New Business

Ms. Hendela noted that the use of the chat function in Zoom can only be seen by panelists and use of the chat should be re-considered.

In response to a concern from Ms. Hendela, Chair Reid noted that delegations could be asked more effective questions or suggest motions to advance delegations concerns.

8. Adjournment

The meeting adjourned at 8:32 p.m.



Martyn Reid, Chair, Parent  
Involvement Committee

# Parent Involvement Committee



**12 May 2021**

## **Chair's Report**

A busy month with Easter and Spring Break leading to remote learning has seen parents tested to their limits of supporting their children outside of the “normal, whatever that is anymore” school setting. In addition, parents have been making difficult choices over next year's school (in person or not and for Kinder maybe delaying a year). I've been keeping a close eye on the PRO Grant events and some initial problems have, thanks to staff and event providers, been resolved.

Being vocal. As I mentioned in our last meeting, I see us as the parents' voice to the Trustees and Staff. I am hoping we can get a small working group together to help us develop the means to reach out to as many parents as we can. I believe we should be more engaged where we can. As I mention below other PICs are very forward leaning in that engagement bit. For me I will be taking forward the responsibility to reach out to all School Council Chairs to make sure they know who we are and they have a means to speak to the PIC. It would be nice going forward if committee members feel comfortable to seek out groups of parents and give them a voice as well. Again, the working group can help us better realize this.

Diana and I attended an online meeting of Ontario PIC chairs which was useful, again highlighting some excellent best practices that other PICs have. I have reached out to a number to get some liaison going and to see how they operate. One thing that did catch my eye was Peel PIC using the [www.self-reg.ca](http://www.self-reg.ca) program and helping fund it for parents who could not normally afford it.

From the meeting I have gleaned some more useful information portals.

Facebook: [Ontario PIC Connection](https://www.facebook.com/groups/685334115484057)<sup>1</sup>. This is a closed group for PIC members

Facebook: [Ontario PIC](https://www.facebook.com/OntarioPIC/)<sup>2</sup> This is a public facing web page

Internet: [Min of Ed webpage](http://edu.gov.on.ca/eng/parents/PIC.html#~:text=%20Parent%20Involvement%20Committees%20build%20parent%20engagement%20by%3A,of%2C%20school%20councils%20within%20the%20boards.%20More%20)<sup>3</sup>

Martyn

<sup>1</sup> <https://www.facebook.com/groups/685334115484057>

<sup>2</sup> <https://www.facebook.com/OntarioPIC/>

<sup>3</sup> <http://edu.gov.on.ca/eng/parents/PIC.html#~:text=%20Parent%20Involvement%20Committees%20build%20parent%20engagement%20by%3A,of%2C%20school%20councils%20within%20the%20boards.%20More%20>

# Parent Involvement Committee



**12 May 2021**

## **Director's Report**

As you know, since our last meeting, Ontario schools have been directed to pivot to remote learning, except for those students with complex special education needs who need to learn in person. At this time there is no indication when schools may be permitted to return to in person learning. In the meantime we continue to work closely with OPH to ensure that those sites with students learning in person are operating safely, and to prepare for a return to in person learning by supporting staff vaccination efforts.

Last week the Ministry made a series of announcements pertaining to what schools will look like in September. We all want to return to regular operations, but we do have to plan with safety in mind. While we plan for more students to return in person, parents, students and staff should expect that in September, many of the COVID safety protocols such as cohorting of students and efforts to limit the number of contacts will continue to be in place. We hope to resume regular activities incrementally as the health guidelines and provincial directives allow. The Ministry indicated that more specific guidelines pertaining to safety will be released in the summer.

Secondary report cards were released in a new way through an email with a link sent to parents. Initial reports suggest that parents found this system for distributing report cards more easily accessible and the intention is to continue with this method for the remainder of the year for both elementary and secondary schools.

Commencement planning continues for June 2021. Given the current stay at home order and the uncertainty around when a return to in person

# Parent Involvement Committee



learning may occur or what it may look like, we are prioritizing the planning of a virtual ceremony that captures many of the elements that we have heard from students and parents are most important to them. More information to come in the coming weeks.

### PIC Correspondence Register

This update includes e-mails received between 26 March and 04 May 2021. Emails received from subscriptions; OCDSB School Council Newsletter, Cyber-Senior Connections, Let's Talk Science, and OCASC Communications are not included in this registry. Correspondence with Ontario PIC connection (PIC, PEAC & PIAC Co-Chairs) is reported through the Chair report.

Date of Email	Name of Sender	Summary	Follow-up
04 April	A parent	The sender inquired about the upcoming PIC meeting	Information on the upcoming meeting sent to the sender.
06 May	Noura Ahmed, PIC Parent Member	Mrs. Ahmed submitted a letter of resignation from her Parent Member position effective 06 May 2021.	letter of Resignation forwarded to Committee members.

# Parent Involvement Committee



## 2021-2022 Parent Involvement Committee Meeting Schedule

Date	Location	Time	PIC Agenda Planning
Wednesday, September 22, 2021	Zoom Meeting	6:00-8:30 p.m.	Week of September 6-10
Wednesday, October 13, 2021	Zoom Meeting	6:00-8:30 p.m.	Week of September 7-October 1
Wednesday, November 17, 2021	Zoom Meeting	6:00-8:30 p.m.	Week of November 1-5
Wednesday, January 12, 2022	Zoom Meeting	6:00-8:30 p.m.	Week of January 3-7
Wednesday, April 13, 2022	Zoom Meeting	6:00-8:30 p.m.	Week of March 28-April 1
Wednesday, May 11, 2021	Zoom Meeting	6:00-8:30 p.m.	Week of April 25-29