

**March 1, 2022**  
**PARENT INVOLVEMENT COMMITTEE**

A meeting of the Waterloo Region District School Board **Parent Involvement Committee (PIC)** was held on Tuesday, March 1, at 6:30 pm virtually on zoom, with the following members in attendance:

Trustees: K. Meissner

Board Staff: D. Ballantyne, j. chanicka, M. Hoare, H. McKinna, S. Shadaan

Committee Members: M. Bond, C. Chugh, B. Daniel, Z. Gent, C. Laughren, S. Lehal, A. Misra, P. Shaw, N. Sheen, M. Wang

Regrets: H. Asif, R. Shaheen, C. Ugwuogo

Guests:

**Call to Order**

Committee Co-Chair B. Daniel called the meeting to order at 6:34 pm.

B. Daniel offered a Territorial Acknowledgement.

**Approval of Agenda**

1. Moved by M. Bond, seconded by Z. Gent:

**That the following motions be added to the March 1, PIC meeting agenda:**

- a. Motion: that \$5,750.00 be approved for a virtual three-hour team effectiveness workshop for PIC parent/guardian members (Humanicity Consulting proposal included in agenda package).
- b. Motion: that \$607.13 be approved to send 3 PIC parent/guardian members and 3 WRAPSC parent/guardian members to 2022 Online Children's Mental Health Conference.

**-Carried-**

**Approval of Minutes**

2. Moved by A. Misra, seconded by Z. Gent:

**That the January 25, 2022 PIC meeting minutes be approved.**

**-Carried-**

**Director's Update - Return to In-Person Learning**

Director j. chanicka

**Strategic Planning Process: Share Engagement Plan – working with Overlap Consultants**

- Stakeholder mapping
- Methods to be used
- Timeline

**Process that honours Trustee input and guidance**

Our purpose: Why are we doing this work?

- To ensure we have a system and structure that resonates and reflects staff, students, trustees and our community

- To help provide direction to the system to guide our work
- To create alignment and coherence in our work
- To respond to trustee direction

Our process: How will we do this work together?

- By using language and processes that are accessible for all
- Ensuring students voices are centred
- Using multiple methods to ensure that we provide different ways for stakeholders to engage
- Honoring the feedback that is received

Our success: What does success look like?

- A clear strategic plan that articulates big areas of focus for us
- Alignment
- A plan that reflects what we heard from stakeholders while ensuring the needs of the most marginalized students in the WRDSB are met

### Identifying Key Stakeholders

All Students: K-12, Student Groups, All Parent Caregivers, Advisory Groups, All Staff, Union Leadership, Indigenous Peoples / First Nations, Metis, Inuit Peoples, Community members/Partners

### Method descriptions

Community Leader Co-Design: Seek feedback on the process from community leaders and community members.

Interviews: Gather insights with individual stakeholders/community partners.

Online Survey: Gather insights from individual stakeholders/community partners. Paper and translated copies will be available.

Pop-up tools: Allow for different ways for respondents to express their ideas. Students and staff will be provided time during the day to complete these activities or they can be done outside of the school/work day.

1. Draw your ideal day
2. Postcard for the future

### Timeline

Phase 1 - October – February: Getting Organized

Phase 2 - February – March: Gathering Information

Phase 3 - April – May: Developing the MYSP

Phase 4 - June – ongoing: Implementing and Monitoring the MYSP

MYSP: multi-year strategic plan

Q. Will the WRDSB be re-establishing their relationship with the WRPS? A. The Board continues to have an ongoing relationship with the WRPS. If you're referring to the SRO, that was one part of the relationship.

Q. What does it mean to gather student voice? A. Seeing students as key stakeholders and centering student voice and listening to what they are thinking, their hopes and experiences, so we can ensure the system reflects them and their needs.

Q. What are the different subgroups within the parent and student groups, how will you gather a range of feedback? A. Overlap process experts and we are content experts. There is a whole variety of different groups. Parent / Caregiver groups include all parents/caregivers, advisory groups (PIC, WRAPSC, SEAC, EIAG, IEAC, BBAC, ACB, etc. and community members. We are also consulting with students through our schools and through the community co-design process. For every group of key stakeholders, there are multiple ways we are trying to reach them.

Q. Are you planning to consult with any recent graduates? A. Yes, we are trying to consult with them through the community. Q. What about students who left the system but did not graduate? A. Yes, through Alternative Education sites. Q. Regarding community members that are being consulted are colleges and universities being consulted? A. Yes.

Q. Could you connect with former graduates through their former high school? A. We will take that feedback back to Overlap.

Q. How do you assess the interests of the different groups? Which stakeholder will have the largest voice? A. The feedback is not weighted. It is all considered feedback, which creates a comprehensive list, it doesn't matter if it's said 20 times or 2 times. We take the feedback from the consultation and then figure out how to address it. The feedback is taken back to the Trustees and we will be meeting with them for a "sense-making" exercise to make sense of all of the data. A report will be developed with findings from feedback will help to provide the strategic direction. Operational plans will be developed in the coming years.

Q. Are you using any experts? A. Overlap has been hired as process experts on strategic planning, they have expertise in this area both locally and internationally.

### **Trustee Report, Trustee Meissner**

The Trustee Report is included in the agenda package.

Trustee Meissner provided an update of the most recent Committee of the Whole and Board Meetings.

Q. Do parents sit on the Discipline Committee? A. Parents do not sit on that committee.

Q. Suspension and expulsions have increased compared to last year, why is this?

A. We can't compare discipline information from this year to last year, due to COVID-19/online learning the past two years have been atypical. To do a proper comparison we need to look back 3-4 years and when comparing that information, the numbers are dropping.

Q. Does STSWR provide support when a bus route is recommended to be canceled?

A. STSWR has a department called Active School Travel. They work with schools to support the active transportation component and work with parents/staff to support the school community.

### **Treasurer's Report**

Treasurer C. Laughren shared the Treasurer's Report which is included in the agenda package.

No change in the PIC budget or spending from the last meeting. There were no questions.

Motion: that \$5,750.00 be approved for a virtual three-hour team effectiveness workshop for PIC

parent/guardian members (Humanicity Consulting proposal included in agenda package).

The motion is deferred until next year.

3. B. Daniel called for a vote on the following motion:

**That \$607.13 be approved to send 3 PIC parent/guardian members and 3 WRAPSC parent/guardian members with single day pass to April 2022 Online Children's Mental Health Conference.**

**-Carried-**

A. Misra shared that they attended the conference a few months ago and is still looking for ways to share the knowledge they gained with PIC.

M. Bond shared that advertising funds may be needed to recruit township members for PIC.

4. B. Daniel called for a vote on the following motion:

**That the Membership Committee be allocated \$2000-\$2500 from the PIC budget to advertise in local community newspapers and online on Facebook to recruit new PIC Parent members from the four townships in the Region of Waterloo.**

**-Carried-**

5. B. Daniel called for a vote on the following motion:

**That \$800 in funds be approved to be spent on promotional materials to be developed this year (2021-22) by the PIC Newcomer Subcommittee for use in September (2022-23) to promote a new program.**

**-Carried-**

There is a recommendation in the Treasurer's Report that spending guidelines be added to the PIC Terms of Reference to facilitate spending of the PIC Budget for the committee and Treasurer. A PIC member suggested this information be added to a PIC Handbook, which would be a good memory bank for new members. The idea of a PIC Handbook is noted in the Membership Report.

### **Co-Chairs Report**

Co-Chair B. Daniel shared the Co-Chair Report which is included in the agenda package. There were no questions.

Ministry of Education has requested feedback on graduation requirements and modernizing learning opportunities. Here is a link to the [Ministry presentation](#) and to a [google doc](#) for comments.

### **Consent Agenda**

Membership Report, PRO Grant Report and Governance Report are both available in the agenda package.

### **Membership Report**

- 11 PIC Parent Member terms are ending this year. Please let M. Bond and H. Asif know by the end of March if you are planning to return or sooner if possible.

PRO Grant Report – PRO Grant Event: Connect, Relearn, Reboot, April 2022, hosted over 3 days.

- Confirming speakers, dates April 6, 7, 9<sup>th</sup>. The next step is to develop poster communication and marketing materials for the website and social media.
- C. Laughren requested the opportunity to connect with the PRO Grant Committee regarding event spending.

### Governance Report

- Bylaw Revision Document highlights changes to PIC Bylaws is available in the agenda package.
- Draft Bylaws 2022 document highlights the PIC Bylaw revisions being put forward.

6. B. Daniel called for a vote on the following motion:

**That PIC Parent members approve revisions to PIC Bylaws presented in Governance Subcommittee Report dated February 24, 2022 and specifically outlined in the document titled Bylaws of Parent Involvement Committee, revision draft February 2022, except for the Other Member section 2.2, which will be reviewed in the future.**

**-Carried-**

Director Chanicka confirmed to the best of his understanding the Trustees do not vote on PIC Bylaw changes made by PIC.

Regarding the Other Member section 2.2, PIC can request the revised representation but position titles may change depending on the outcome of MYSP, so titles may not align. Suggestion to keep Other Members section 2.2 status quo, until MYSP is completed which may clarify titles and at that point can be correctly reflected section 2.2. PIC can inform the board that the representation outlined in the Other Members section 2.2 revisions is the will of PIC moving forward.

Q. Does PIC want to capture in the bylaws that PIC funding is provided by the board.

A. It is not specifically noted in the current or revised PIC bylaws. This information would likely not be captured in PIC bylaws because PIC is governed under Ministry guidelines and not sure it would fall under the purview of PIC bylaws. Staff will confirm PIC funding information.

### Policy Review

[Policy Review Guide Presentation](#) by E. Wainaina, Human Rights Officer

Purpose: Provides a Human Rights and Equity focus in the development and review of Board documents

- Focuses on the Ontario Human Rights Code, 17 protected grounds. Lobbying is ongoing for other cultural and economic factors to be included. There are 5 social areas that would draw the boundaries of where this code applies.
- Ontario Education Equity Action Plan- classroom practices, leadership, governance, administrative practices, data collection, etc.
- Develop WRDSB specific Human Rights Code for which our policy review process is anchored.

Background: Ontario Human Rights Code, Education Act, WRDSB Human Rights Policy

Commitments:

- Freedom from discrimination or harassment
- Sovereignty of Indigenous peoples

- Innovation and transformation
- Environmental sustainability and stewardship

### Equity Framework:

Reconciliation > Recognition > Response > Redistribution > Restoration

### Action Areas for Policy Review Process:

Five action areas, drawing from the Principle of the Policy Review Guide facilitate the conscious review based on a Human Rights focus.

**Implicit Bias** – What steps have been taken to uncover and understand personal and unconscious biases? How often is the document reviewed by diverse perspectives as referenced in the Human Rights Code? Do you hear other voices as you read through the document? Do you hear diverse age groups, is there space for different beliefs in terms of creed?

**Inclusivity** – Does the document reference all impacted stakeholders? Who are the most vulnerable and have their needs been addressed? How do the impacted and most vulnerable access the document?

**Dialogue** – Have there been opportunities for community engagement and feedback during the research and review process of the document and are they explicit? What steps have been taken to incorporate feedback from impacted groups?

**Language** – This is closely related to dialogue but specific to clarity, and ease of understanding. What steps have been taken to ensure that the language used is clear, easy to understand, and accessible to all stakeholders? If there are more complex words is there a description or definition of the words within the document? Does the language imply or convey negative views about identified groups? Does the language highlight a commitment to human rights and equity?

**Legislative references** – Has the document considered relevant human rights and equity legislation (e.g. Labour laws, Accessibility for Ontarians with Disabilities Act, Education Act, Ontario Human Rights Code and the Canadian Charter of Rights and Freedom)?

- [P5001 Appointment of Principals and Vice-Principals – Elementary and Secondary](#)
  - PIC feedback/questions derived from using Policy Review Guide:
    - No clear criteria in the policy, certification, or commitment.
    - Given the policy is so short how do you know if its objective is being met?
    - How is it working? Is it implemented as intended? What is the desired effect of this policy?
    - What is the assumption of this policy? Who would be reading or understanding this policy?
    - Inclusivity, has it referenced all impacted stakeholders, as a parent group you are saying no, it is not in a language you understand, please give definitions? What are the process and steps for appointing Principals and Vice Principals?

### Next Meeting

To be held virtually, Tuesday, May 17, 2022, at 6:30 pm.

### Adjournment

The Parent Involvement Committee Meeting adjourned at 9:22 pm.