
TORONTO CATHOLIC DISTRICT SCHOOL BOARD PARENT ENGAGEMENT DEPARTMENT

John Wujek (Superintendent) - Manuela Sequeira (Coordinator)

416-222-8282, Ext. 2591

Catholic School Parent Council (CSPC)

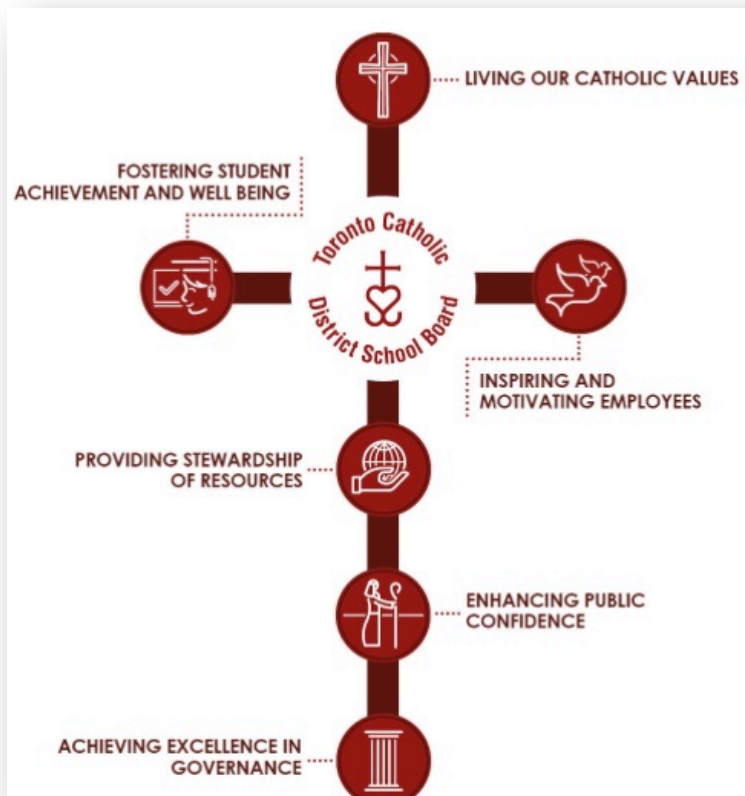
The Role of the Chair/Co-Chairs

".....from everyone who has been given much shall much be required....." Luke 12:48

(Adapted from Virtual Workshop Presentations)



LEADERSHIP AT THE TORONTO CATHOLIC DISTRICT SCHOOL BOARD (TCDSB)



TCDSB is committed to:

- an **informed leadership philosophy that inspires, empowers, and supports all stakeholders** in our Catholic community to join together to implement institutional practices and behaviours that cultivates a Catholic understanding of equity and inclusion"; and
- providing **informed and shared leadership** to improve student achievement, well-being and to close achievement gaps for students by identifying, addressing and removing all barriers and forms of discrimination in striving to achieve Ontario Catholic School Graduate Expectations.

(Catholic Equity and Inclusive Education Policy H.M. 24, Reg. 3, 4)

CSPC CHAIR/CO-CHAIRS - QUALIFICATIONS



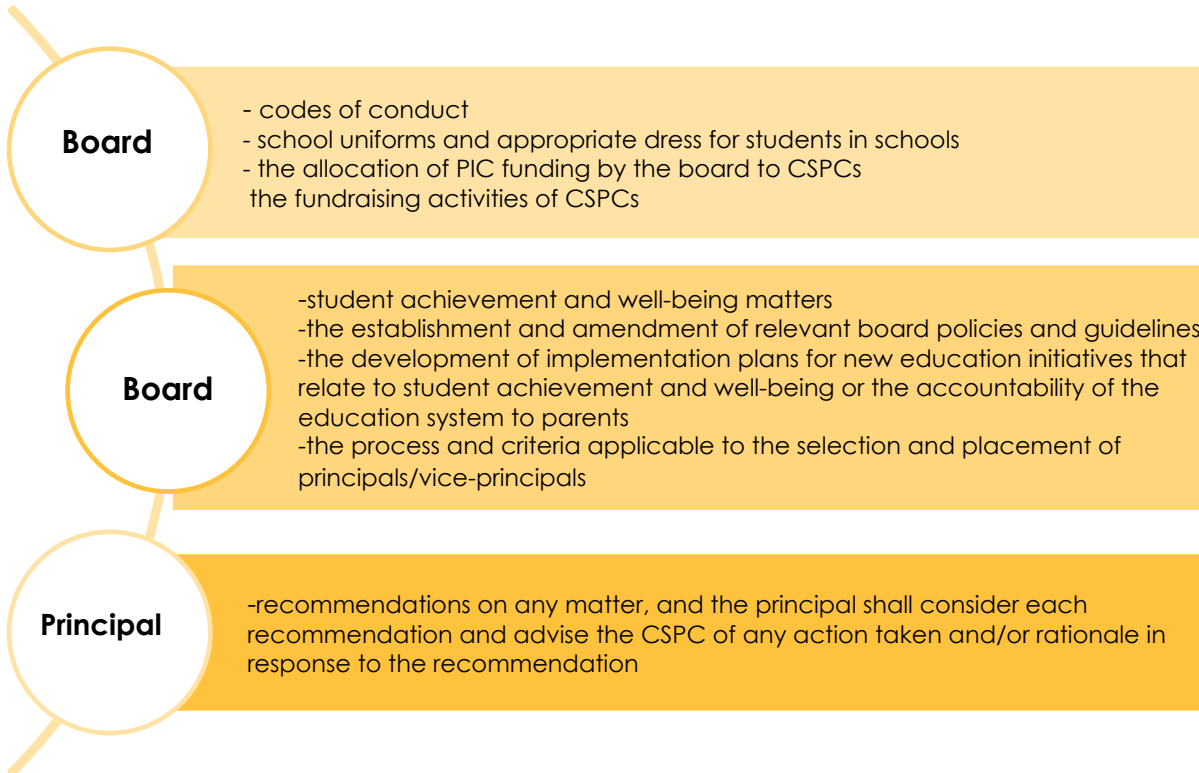
In accordance with Policy S. 10, to run for the position of CSPC chair/co-chairs, the following requirements must be met:

1. A person is qualified to be a parent member of the school council if he or she is a parent or a legal guardian of a pupil who is enrolled in the school;
2. The chair or co-chairs are to be parent/guardian members;
3. The chair or at least one of the CSPC co-chairs must be Roman Catholic; and
4. Employees of the board may not be chair/co-chairs of The Council.

Policy S. 10, Regulation 1, i-iii and Appendix A, S.8.2

TCDSB Policies: <https://www.tcdsb.org/board/policies/Pages/Default.aspx>

THE LEADERSHIP SCOPE OF THE COUNCIL

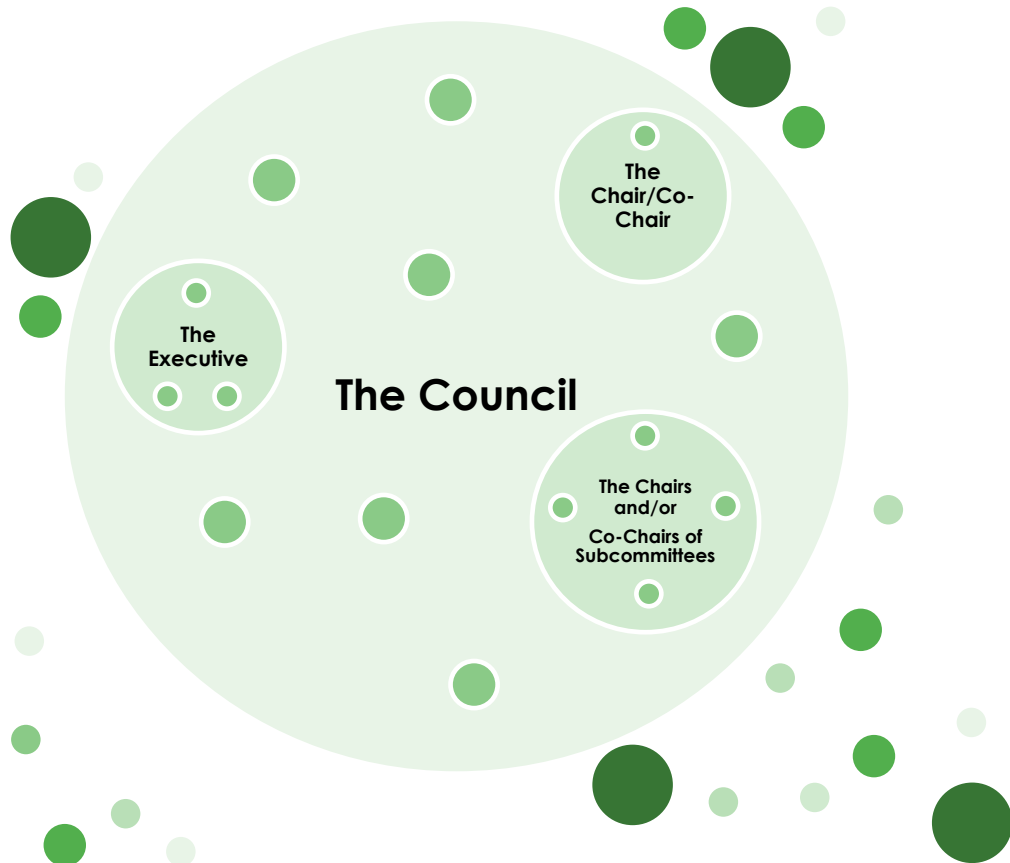


“Education is for improving the lives of others and for leaving your community and world better than you found it.”

Marian W. Elderman



THE LEADERSHIP OF THE CHAIR/CO-CHAIRS



- **In collaboration with The Council, the chair/co-chairs:**

- Represent the best interests of all students;
- Maintain ethical standards and set ground rules of respect for all meetings;
- Are informed and familiar with TCDSB policies to develop an understanding of how the policies impact the school community;
- Participate in professional learning sessions;
- Keep the school community informed of The Council's work, such as: meetings dates and minutes, committee work, news and survey results;
- Seek to involve the entire school community in an equitable manner through a variety of mediums, including for example, questionnaires, informal discussions or topic-specific meetings;
- Actively and accurately represent the views of the school community; and
- Encourage and promote parental engagement and support.

COLLABORATIVE LEADERSHIP



Principal

"The principal will act as a resource person to the CSPC and shall assist the school council in obtaining information relevant to the duties and functions of the school council." (Policy S.10, Reg.5)

Chair/Co-Chairs

As the official spokesperson(s) of The Council, the chair/co-chairs:

- Stay informed about school board policy that impacts The Council;
- Ensure that CSPC operating procedures are current and adhered to;
- Call, run and prepare the agenda for council meetings, based on input from the CSPC and in consultation with the principal;
- Communicate regularly with the school principal in an effort to improve student achievement and to enhance the accountability of the education system to parents;
- Communicate regularly with the school community; and
- Ensure that the collection of records of all meetings and financial transactions are kept for a minimum of seven years and made available at the school for examination without charge to any person.

"Unity is strength....when there is teamwork and collaboration, wonderful things can be achieved." M. Stepanek

SUPPORTIVE LEADERSHIP



Secretary

- Takes minutes and keeps records of all meetings of The Council and of the executive officers
- Collaborates with the chair/co-chairs to ensure that all minutes and records of The Council are available at the school for examination by any person

Treasurer

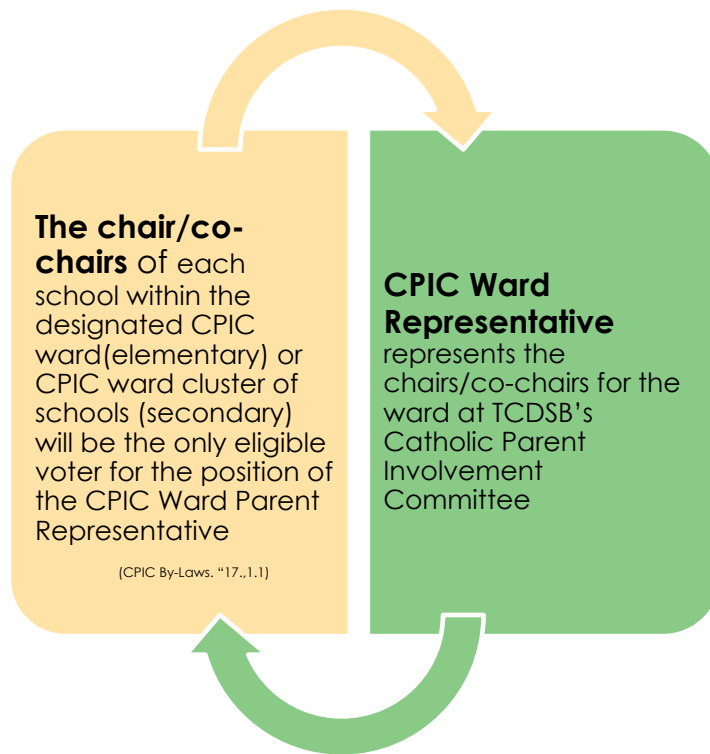
- Ensures that all funds collected by CSPCs are retained at the school for preparation and deposit to a CSPC bank account/subledger
- Keeps full and accurate accounts for all receipts and disbursements
- Provides an updated account of all transactions, including the current financial balance, at all scheduled council meetings
- Prepares full financial statements for the annual *CSPC Activity and Financial Report*
- Continues to prepare full financial records from June 1st to the AGM, in order to provide full and complete financial records to the newly elected CSPC

Chair/Co-Chairs

- Set and ensure that a yearly budget is presented and voted upon
- Ensure meeting minutes are recorded, approved, posted and properly maintained
- Share approved minutes and financial statements with the school community
- Report all funds raised to the school community
- Share a budget report with the school community, at least **3 times per year** (November, April, June)
- Prepare and submit the annual *CSPC Activity and Financial Report*, that summarizes the council's activities, including a financial statement, as of May 31st (**from June 1st to May 31st**), via the link sent by the Parent Engagement Department, and provide a copy to the principal (Reg. 612 and Policy S.10)
- Present the annual *CSPC Activity and Financial Report*, including all approved CSPC minutes and financial records, including activities and financial transactions that occurred from June 1st to the AGM

"Only a group of people who share a body of knowledge and continually learn together can stay vital and viable." M. De Pree

PARTNERSHIP – CSPC & CPIC

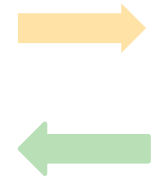


Chair/Co-Chairs

- On behalf of The Council, the chair/co-chairs may make recommendations to CPIC on matters relating to:
 - strategies for parent engagement;
 - strategies to ensure CSPCs are reflective of the diversity within local school communities;
 - identifying and reducing barriers to parent engagement;
 - creating a welcoming environment for parents; or
 - strategies for parents to support their child(ren)'s learning at home and at school.
- (Policy S. 10, Reg. 4)

CPIC

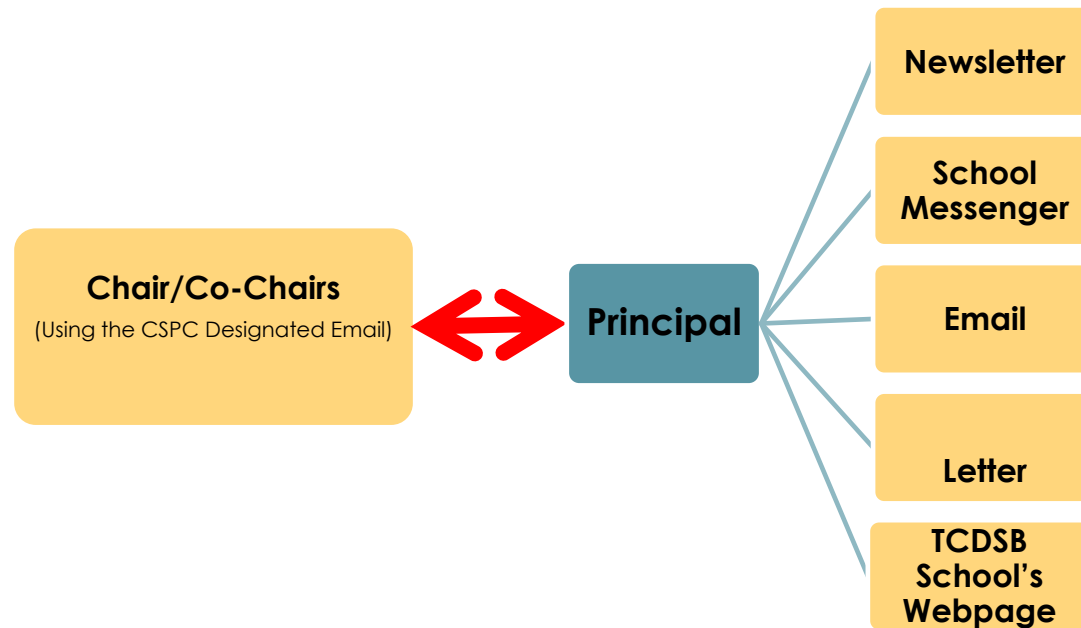
- In turn the CPIC ward representative represents and supports the chair/co-chair of the ward schools by:
 - providing advice on parent engagement to the board;
 - communicating with and supporting school councils; or by
 - undertaking activities to help parents support their children's learning at home and at school.
- (CPIC By-Laws, 2019)



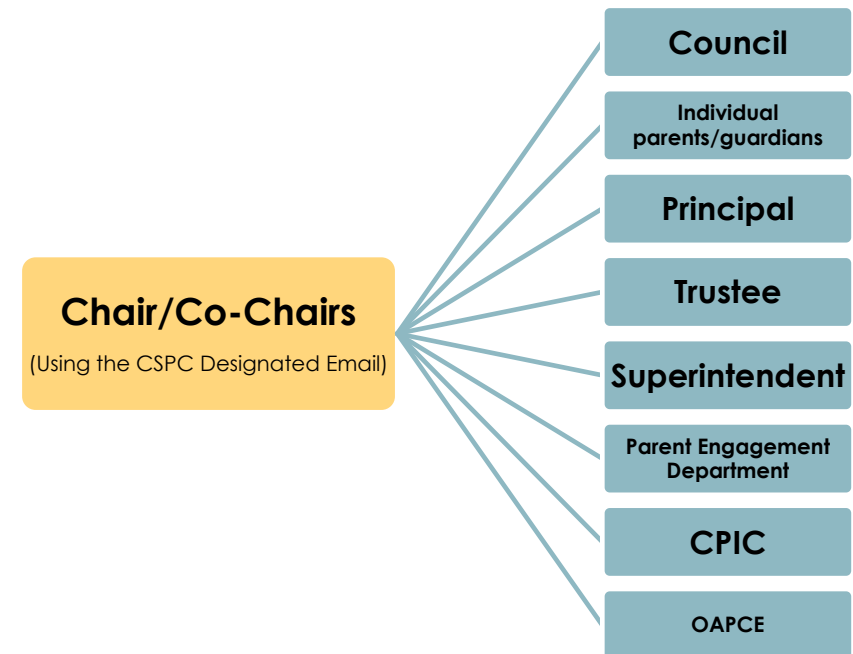
THE ROLE OF COMMUNICATION IN A LEADERSHIP ROLE



Communication with the School Community



One-on-one Communication



"All communications from CSPC intended for distribution **to all parents of children in the school**, will be approved by the principal prior to the communication being sent to the intended recipients." (Policy S. 10, Reg. 26)

THE LEADER'S IDENTIFIER (CSPC-OURLADYOFGOODCOUNSEL@TCDSB.ORG)



- Each CSPC chair/co-chairs is assigned a TCDSB designated CSPC email that is tied to the role and acts as the identifier of the school's chair/co-chairs
- As The Council's official spokesperson lead, the chair/co-chairs must use the designed email when communicating on behalf of The Council
- The designated email is used as the method of communication between the board and CSPC chair/co-chairs; the Parent Engagement Department and CSPC chair/co-chairs, and between CPIC and the CSPC chair/co-chairs, and vice-versa
- Although the email/credentials are reset yearly, emails are not purged from year to year, to assist with transition and leadership from council to council

CSPC Email & Credentials (i.e., Username & Password)

Access to TCDSB, CSPC SharePoint (Resources)

<https://tcdsbceec.sharepoint.com/teams/Parents-CSPC>

Access to Grant\$ 4 You

Access to the link sent by the Parent Engagement Department to electronically submit the annual CSPC Activity and Financial Report

Access to TCDSB registration links: board consultation surveys; workshops; events; etc..

TIPS FOR PROFESSIONAL USE OF CSPC DESIGNATED EMAIL



When using TCDSB email to communicate in the role of the CSPC chair/co-chairs, consider the following:

- User must abide by applicable privacy legislation as well as Board privacy policies, procedures, and codes of conduct (Acceptable Use of Technology, Policy A. 29);
- User must not engage in inappropriate behaviours including, but not limited to cyberbullying, personal attacks, threats, harassment, hate motivated, and discriminatory behaviours (Acceptable Use of Technology, Policy A. 29);
- Only discuss public matters;
- Maintain privacy (i.e., If you're sending a message to a group of people and you need to protect the privacy of your list, you should always use "Bcc." Additionally, avoid giving out e-mail addresses to a third party, such as an Evite);
- Write a clear subject line that is descriptive of the content of the email;
- Keep the email short and to the point;
- Respond in a timely fashion (i.e., responding within 24 to 48 hours is acceptable);
- Beware of the "reply all"; and
- Discern if it is more effective to pick up the phone versus sending an email (i.e., *When a topic has lots of parameters that need to be explained or negotiated and will generate too many questions and confusion, an e-mail may not be the appropriate method of communication*).

CSPC GOAL SETTING



1. Learn about the expectations and priorities of the school community:

Do we know the focus of the school's learning improvement plan?

How can The Council support the plan?

2. Decide on the priorities of The Council for the school year:

Where are we?
Where do we want to go?
How will we get there?
Who will assist?
How will we know if we have successful?

3. Plan and set achievable goals:

Is this a plan that is in line with the scope, roles and responsibilities of The Council?

Is this a plan that we can fulfill in in one year?

Is this a plan that can continue with the leadership of the incoming council?

Do we have the resources (human/material) needed to execute the plan?

4. Communicate the plan:

Can all members of our Council communicate the plan?

Is the school community aware of the plan?

How can we engage the community to support and to assist in meeting the goals of the plan?

5. Monitor and celebrate progress:

Where are we in relation to the set goals?

Are we celebrating progress and milestones?

Are we recognizing and celebrating everyone's work and efforts, regardless of CSOC membership?

"Don't measure yourself by what you have accomplished, but by what you should have accomplished with your ability." J. Wooden

SUPPORTING PARENT ENGAGEMENT ACTIVITIES (PIC & PRO GRANTS)



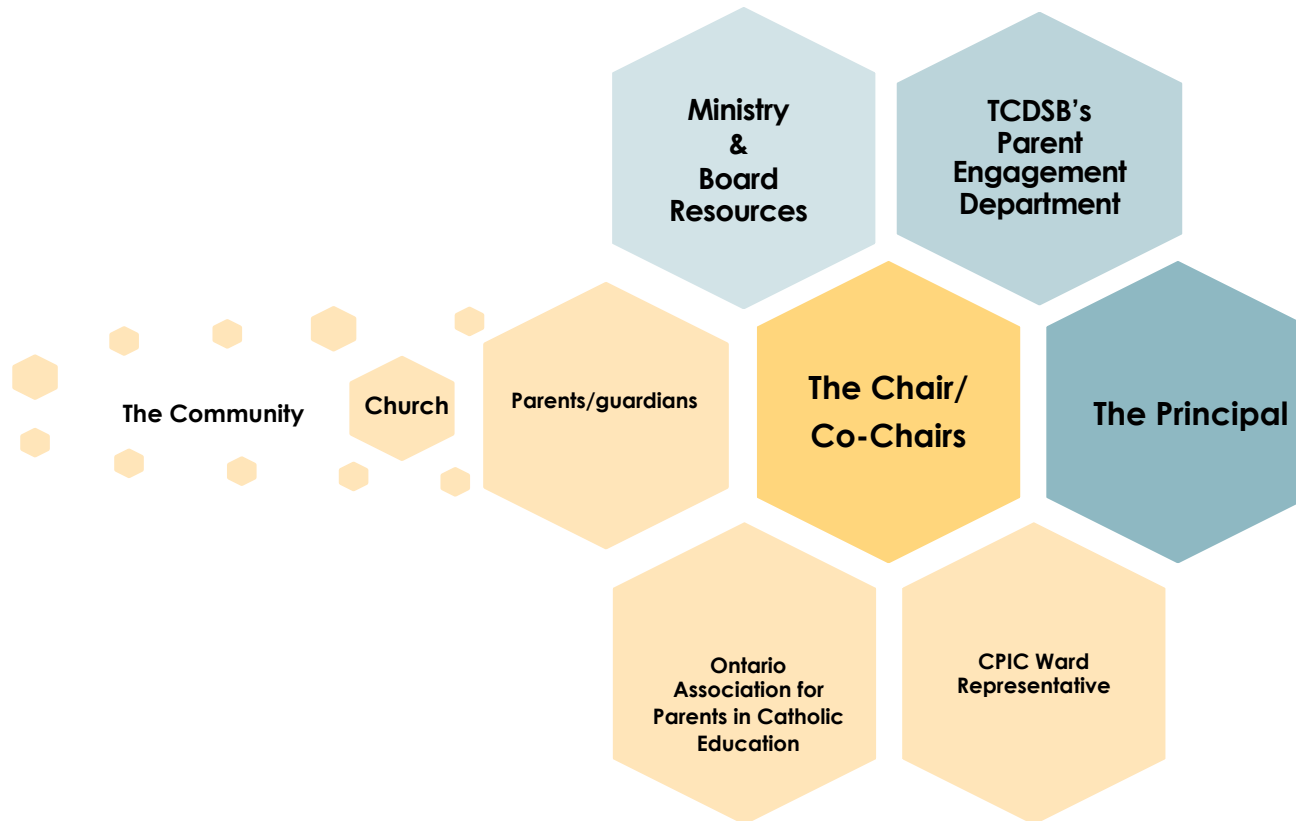
"Parental **communication of high expectations**, good work habits, the need to work hard and persevere had greater influence on student achievement than parenting style'. Bryan Goodwin

The most powerful means of parental support is **stage-setting**...the degree to which parents **convey the importance of education** to their children, and create and maintain an environment in which learning can flourish." Harris & Robinson

When selecting parent/guardian engagement/learning events, consider:

- Surveying parents/guardians in order to plan activities that are meaningful and relevant to most parents/guardians, so that they may consider them worthy of their time to attend;
- Making every effort to ensure that the outreach to the community is inclusive, especially to parents/guardians that may not feel included in the life of the school and those whose children may be feeling excluded;
- Planning with the principal to align activities/events with school plans, so that the activities/events meet the needs of all local parents;
- Designing activities/events with different parenting styles, circumstances and work schedules in mind;
- Place and accessibility of activities/events?
- Maintaining ongoing and open communication to support the importance of the role parents play in their child's education;
- Building positive relationships with all families and creating a school climate that welcomes all; and
- Creating a parent/guardian bank of resources (e.g., books; articles; websites) for parents that may not be able to attend the event or prefer an alternative learning model.

RESOURCES – The Learning Leader



*Never forget
the three powerful
resources
you always have
available to you:
love,
prayer,
and
forgiveness.”*

H. Brown Jr.

