



BOARD DIRECTIONAL POLICY	
DIRECTIONAL POLICY TITLE	Policy Number
<b>Parent/Guardian and Community Relations</b>	<b>1000</b>

**Title of Directional Policy:**

Parent/Guardian and Community Relations

**Date Approved:**

January 21, 2025

**Projected Review Date:**

2029

**Policy:**

The Peterborough, Victoria, Northumberland and Clarington Catholic District School Board (PVNC Catholic) values parent/guardian, family, parish and community engagement in Catholic education and the positive impact it has on student achievement and well being. Parent/guardian, family, parish and community engagement is a collective responsibility.

Parents/guardians and families play an integral role in supporting student learning both in the home and by making valuable contributions to classrooms and schools. The Board welcomes and appreciates the ideas, perspectives and contributions that come from these partnerships. Their collective input informs Board policies, practices and planning processes.

Parents/guardians, families, parishes and community members are engaged with the Board in a variety of ways; these include the central Board committees, Catholic school councils, student councils, and many other working groups, agencies and community partnerships, including community experiential learning program partnerships, which are important components of the Board's operations.

The PVNC Catholic recognizes the need to be proactive, equitable, inclusive and innovative by using diverse strategies to attract input from all partners and to facilitate engagement in support of student achievement and well-being.

### **Purpose:**

The Parent/Guardian and Community Relations Directional Policy supports the [Ministry of Education's Parent Engagement Policy for Ontario Schools](#), and thereby the development of positive relationships among students, staff, parents/guardians, parish and community members by promoting engagement in Catholic education.

The goals of the Parent Engagement Policy for Ontario Schools are:

- making schools and the school system accessible and welcoming to parents and other members of the community;
- making sure the public has open access to relevant information about educational policies, programs, and services;
- encouraging meaningful opportunities for input into decision-making at the school and Board level;
- ensuring that community partnerships are nurtured in order to facilitate and coordinate the service of experiential learning opportunities for students.

### **Alignment with Multi-Year Strategic Plan:**

The Parent/Guardian and Community Relations Directional Policy supports the vision and mission to accompany our students as we strive for excellence in Catholic education under the [Strategic Plan, Vision and Mission](#). In particular, this policy most directly relates to the following priorities:

- valuing relationships through connections between the home, school, parish and community and providing outreach and seeing the face of God in each person we serve;
- ensuring equity to create a culture of belonging that promotes spiritual, emotional, mental and physical safety through advocacy and aspiring allyship;
- nurturing mental health and well-being by strengthening parent/guardian engagement in student learning.

**Responsibilities:****The Board of Trustees is responsible for:**

- defining, articulating and directing the PVNC Catholic District School Board mandate to support parent/guardian and community relations in a Catholic learning community supported by the Multi-Year Strategic Plan;
- reviewing and considering for approval the Parent/Guardian and Community Relations Directional Policy recommended for consideration by the Policy Development Committee;
- understanding and communicating with members of the community the content of the Parent/Guardian and Community Relations Directional Policy;
- assigning responsibility to the Director of Education for operationalizing and managing the Parent/Guardian and Community Relations Directional Policy;
- monitoring and holding the Director of Education accountable for the implementation and operational details of the Parent/Guardian and Community Relations Directional Policy;
- serve as a conduit for community views and ideas that support the Board's mission, vision, and values.

**The Director of Education is responsible for:**

- providing leadership regarding implementation and operational details in the Parent/Guardian and Community Relations Policy;
- providing direction to staff in the development of administrative procedures and practices to ensure implementation of the Parent/Guardian and Community Relations Policy;
- promoting parent/guardian, family, parish, staff and community engagement.

**The Superintendents are responsible for:**

- promoting parent/guardian, family, parish, staff and community engagement;
- supporting the implementation of the Parent/Guardian and Community Relations Directional Policy.

**Principals, Managers and Supervisors are responsible for:**

- providing leadership to ensure the effective implementation of the Parent/Guardian and Community Relations Directional Policy;

- supporting staff in understanding and implementing effective parent/guardian, family, parish and community engagement that supports student achievement and well-being, which includes that all parents/guardians:
  - are welcomed, respected and valued by the school community as partners in their children's learning and development;
  - have opportunities to be involved in the educational community to support student success;
  - are engaged with other educational partners through ongoing communication, dialogue and timely feedback, to support a positive learning environment at home and at school;
  - are supported with the information and tools necessary to participate in school life.
- identifying and removing barriers to parent/guardian engagement that may prevent some parents/guardians from fully participating in their children's learning;
- creating processes to seek diverse voices of our students and their communities;
- reviewing and expanding communication and outreach strategies to share information and strategies related to supporting learning at home and parent/guardian engagement in schools;
- providing specific information to parents and guardians whenever third party in-school learning opportunities occur at school-based events, at least 14 calendar days in advance of the date the learning opportunities take place. This information shall be shared via established school communication tools (e.g., school website, School Messenger) to ensure transparency in communication;
- ensuring that presentations support the board's mission, vision, strategic priorities, and are aligned with curriculum expectations and [Directional Policy 200, Catholic Education](#).

**Staff Members are responsible for:**

- knowing and understanding the Parent/Guardian and Community Relations Directional Policy;
- fostering a commitment to parent/guardian, family, parish and community engagement; and
- supporting and implementing strategies that enhance engagement by

parents/guardians, family, parishes and the community to support student achievement and well-being, including:

- fostering and sustaining a positive, welcoming school climate in which all parent/guardian perspectives are encouraged, valued and heard;
- identifying and removing barriers to parent/guardian engagement that may prevent some parents/guardians from fully participating in their children's learning and reflecting the diversity of our students and communities;
- providing parents/guardians with the knowledge, skills and tools they need to support student learning at home and at school;
- ensuring that presentations support the board's mission, vision, strategic priorities, and are aligned with curriculum expectations and [Directional Policy 200, Catholic Education](#).

**Students are responsible for:**

- fostering a commitment to parent/guardian, family, parish and community engagement; and
- supporting the engagement of their families and community in their achievement and well-being.

**Parent(s)/Guardian(s) are responsible for:**

- supporting parent/guardian, family, parish and community engagement; and understanding that they have an important role in fostering parent/guardian, family, parish and community engagement;
- fostering and developing relationships and partnerships with the PVNC Catholic District School Board to support student achievement and well-being, including:
  - having productive conversations with teachers so that there is clear communication between the school and the home;
  - becoming involved in school activities and, where possible, volunteering to help with school events, trips and other activities;
  - supporting what students are learning in school and to make learning an important part of the day.

**Progress Indicators:**

- Catholic School Community Profiles reflect parent/guardian and community

relations as strengths of the school communities;

- Bi-annual School Climate Surveys reflect the voices of parents/guardians in each school community;
- Student census.

According to Ontario's Vision for Parent Engagement, students are supported and inspired to learn in a culture of high expectations in which parents:

- are respected, welcomed and valued by the school community as partners in their children's learning and development;
- have opportunities to be involved, and also a full range of choice about how to be involved, in the educational community to support student success;
- are engaged through ongoing communication and dialogue with other educational partners to support a positive learning environment at home and at school;
- are supported with the information and the tools necessary to participate in school life.

## **Definitions:**

### *Parent/Guardian, Family and Community Engagement*

Parent/Guardian, Family and Community Engagement refers to the interdependent relationships and partnerships established to support student achievement and well-being in alignment with the Ministry of Education's Parent Involvement Policy. Parent/guardian, family, and community engagement also refers to engaging people at various levels within the organization and the community. This can occur in a variety of contexts; at home, in the community, in the classroom, at school, within families of schools, and at the Board. This engagement also supports the development of strategic, cooperative, collaborative partnerships with parents/guardians, communities, agencies, businesses, and others.

### *Guest Speaker*

A guest speaker in the context of schools refers to an individual who is invited to present or speak to students, staff, or the school community on a specific topic or area of expertise. Guest speakers are not regular staff or clergy associated with the school, nor are they professionals (e.g., public health nurses) acting under their mandated role within the education or public health system. Guest speakers typically represent

external organizations, provide supplemental insights connected to the curriculum or school programs, or deliver specialized presentations designed to enrich the educational experience.

### **References:**

[Good Governance: A Guide for Trustees, School Boards, Directors of Education and Communities. Ontario Education Services Corporation, 2022-2026](#)

[Parents in Partnership: A Parent Engagement Policy for Ontario Schools](#)

[Ontario's code of conduct for the education sector: parent's guide Policy/Program Memorandum 170](#)

### **Related Directional Policies and Administrative Procedures:**

[AP 1001 - Addressing Parental and Public Concerns](#)

[AP 1003 - Catholic School Council](#)

[AP 1004 - Catholic Parent Engagement Committee](#)

[AP 1005 - Volunteers in Our Schools](#)

[DP 200 - Catholic Education](#)

[DP 700 - Equity and Inclusive Education](#)