

# Toronto District School Board

Operational Procedure PR.576 SCS

Title: **PARENTING AND FAMILY LITERACY CENTRES DISTRIBUTION**

Adopted: February 14, 2006

Revised:

Authorization: Executive Council

## 1.0 OBJECTIVE

To establish a procedure for the relocation of existing parenting and family literacy centres and the identification of locations for new parenting and family literacy centre

## 2.0 RESPONSIBILITY

Associate Director

## 3.0 PROCEDURES

The goal of this procedure is to enable distribution of Parenting and Family Literacy Centres in areas where there are high needs, where they will be well used, and where there is minimal duplication of service, with a priority of establishing one Parenting and Family Literacy centre in every Family of Schools in accordance with Board policy P.059: Early Years.

### 3.1. Criteria and process for review and distribution of sites

- (a) Criteria in identifying potential new sites should include consideration of the following factors:
- data indicating the need for a Parenting and Family Literacy Centre to enhance the learning potential of children entering JK (such as the Early Development Instrument);
  - learning Opportunity Index in the top 25<sup>th</sup> percentile;
  - high population of children (birth to six years old), reflecting possibility of high usage;
  - high population of newcomers or English-as-a-Second-Language-students;
  - lack of other school-based or nearby community parenting/resource programs to ensure equitable distribution;
  - location in elementary schools with childcare, with potential to deliver a more integrated early learning and care environment;
  - location in elementary schools implementing relevant Board initiatives such as Best Start, Toronto First Duty and the Inner City Model Schools, where possible;

- availability of exclusive or shared space, as determined in consultation with the school principal and Planning, Facility Services staff;
  - commitment and support for having a centre in the school from the trustee, superintendent of education, school principal, school staff and community.
- (b) Criteria in determining potential sites for relocation should include consideration of the following factors:
- data indicating sustained low usage, in both long term and daily attendance;
  - data indicating duplication of similar services in the area;
  - lack of space in the school;
  - few newcomer or English-as-a-Second-Language-families
  - present location not meeting the criteria due to:
    - Secondary school location;
    - Learning Opportunity Index above the 25<sup>th</sup> percentile.

### 3.2. Process

- (a) The Early Years Manager, Parenting, will maintain data regarding daily and long term use of every Parenting and Family Literacy Centre and review annually with the Early Years Steering Committee
- (b) If the data indicates that a site does not meet the criteria over a sustained period of time, the Early Years Manager, Parenting, may recommend consideration for relocation to the Early Years Steering Committee.
- (c) If the Committee supports consideration of relocation, the associate director, local superintendent of education, trustee and principal will be consulted.
- (d) Once relocation is confirmed, a site-specific closure process will be developed, with the support of the Early Years Manager, Parenting.
- (e) A list of alternate, nearby parenting supports and services will be provided for parents, prior to relocating the program.
- (f) The Early Years Team will work with Planning staff and the Early Years Steering Committee to determine a list of potential future sites which meet the criteria identified in this procedure.
- (g) The Early Years Manager, Parenting, will maintain a list of requests for new Parenting and Family Literacy Centres for additional consideration in the process.
- (h) Once the priority site is identified, the trustee, superintendent of education, and principal of the new location will be consulted to ensure their support and commitment to the program.

## **4.0 REFERENCE DOCUMENTS**

Board Policy P.059: Early Years