**COMMUNITY ADVISORY COMMITTEE MINUTES**

Committee Name: Inner City Advisory Committee

Date: Thursday, September 15, 2016

Time: 6:00 – 8:30 p.m.

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| Present: | Sheila Cary-Meagher, Karen Falconer, Helen Fisher, Michael Griesz , Shams Mehdi, Chris Moise, Ingrid Palmer, Sharma Queiser, Zokiya Tafari, Saad Wazirm, Nadira Yasmin |
| Regrets: | Jennifer Arp |
| Recorder: | Maria Valente-De Sa |

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| **ITEM** | **DISCUSSION** | **RECOMMENDATION/MOTION** |
| Call to Order/Quorum | * the meeting was called to order at 6:18 p.m. * everyone introduced themselves |  |
| Approval of Agenda | * a draft agenda was presented for approval | Motion to approve the agenda by Sharma.  Seconded by Michael Griesz.  All in favour. |
| Approval of Minutes | * a draft copy of the June minutes was presented for approval | Motion to approve the minutes by Michael Griesz.  Seconded by Shams Mehdi.  All in favour. |
| Declaration of Conflict of Interest | Nil |  |
| Mandate of the Task Force on Inner City | * the Task Force has not commenced as yet; it is the Director’s Task Force. * the Task Force will take items forward to the advisory committee. * looking at supporting marginalized students in communities by mitigating against the barriers that they may face, ie. poverty, equity . * there was a report done in 2005. We would need to look at the report to see what has happened since then, what needs to change to go forward. * looking at the community aspect in relation to the schools. How do you understand a more engaged perspective?   QUESTIONS & ANSWERS:  Q: *How does the Task Force differentiate from the Black Achievement committee that was formed?*  A: That is unknown at this time. Would think that it would feed into the Task Force. We will be looking at staffing and funding.  Q: *Are people from the City going to be invited?*  A: Yes that is the plan.  Q: *Doesn’t the administration have to report to the Board on the Task Force?*  A: Yes to the Board.  Q: *Was it not changed to the Director:*  A: Yes  Karen Falconer read a section from the June 22nd Board meeting minutes with regards to the Task Force.  Therefore, be it resolved:  (a) That the Director establish a task force, to include representatives from community agencies, universities,  government and individuals noted for their contributions to equity; appropriate staff as  designated by the Director; a minimum of five trustees; and representatives from relevant Community  Advisory Committees, to:  (i) carry out a comprehensive audit of all current TDSB initiatives and programs intended to improve  outcomes for marginalized and under-served students living in urban poverty. This to include  structure, funding and delivery of said programs;  (ii) examine relevant data and research from both the TDSB and external organizations to identify  exemplary programs and initiatives that support student learning and well-being, both directly  and through the effective engagement of parents and community;  (iii) use student achievement data to provide a quantitative and comprehensive report that speaks to  changes in achievement through ten years of model schools;  (iv) make recommendations to the Board in early April 2017 regarding:  - Modifications, and/or consolidation/rationalization and/or coordination of TDSB policies,  programs, practices, procedures and processes so as to deliver and enhance supports for students  living with the effects of poverty;  - Development of engagement principles for anchoring the school in the community and the  community in the school, as well as practices to guide school administrators and staff in  learning about and building deep relationships with the community they serve.  (b) That Trustees Arp, Brown, Cary-Meagher, Ford, Gough, Malik, Moise, Shan, Stiles and Story, be  appointed to serve on the Inner City Task Force for a term ending November 30, 2016.  Q: *What is the differentiation of the Board and the Director?*  A: Don’t know why it was changed.  When it is in the Director’s hand, it is operational and when it is the Trustees, it is policies and how they would affect; difference in Governance. In the end policies will need to come out of this Task Force.  We have to wait for the Director to call it together.  Q: *How will the selection for the committee take place?*  A: The names of 60 different organizations had been included, not sure what the Director has in mind. The organizations are waiting to hear as well. To find out where we are, the Trustees that are on this committee should probably set a meeting with the Director.  Q: *Do we have student representation from SuperCouncil on this committee?*  A: SuperCouncil will be taking it forward to the next meeting this weekend. |  |
| Hiring of a Coordinator | * tradition is to have a parent who has experience and has a sense of the school system in the coordinator position. * the primary responsibility would be to the committee and therefore a staff board member could not hold the position. * for parents that would be interested, they are to apply to Trustee Services for the Coordinator position and they must have criteria. They then become employees of the Board, but they cannot apply for other jobs within the Board. * If anyone is aware of parents that would be interested, please let Sheila and Ingrid know. They would need to have knowledge and commitment to the system and to the committee that they are serving. * the previous coordinator, would research different articles that deal with Inner City and share them; professional development/conferences, facilitate sub-committees for parents; anticipate the needs of the parents   Questions & Answers:  *Q: Is there a job description for the Coordinator position that can be shared?*  A: Yes, Helen will share it.  *Q: Is this a paid position?*  A: Yes. |  |
| Learning Centre Strategy and What This Year Will Look Like | * Learning Centres built on the Director’s vision that passed at a Board meeting; being responsive to the public. * there were 2 public reports about the responsiveness, supporting student achievement, creating good working environments and to be effective in school in a differentiated fashion. * a small clusters of schools assigned to Superintendents so that we may be more responsive to the students and families. * Helen Fisher is the Central Coordinating Principal for Learning Centre 2 to help us identify model schools. The four Learning Centres all have almost the same number of model schools, except for Scarborough that has a few more. * every school should be a model school. We want to make sure that we build capacity across the City. Helen will be working with the 3 other Central Coordinating Principals so that they are aware of everything about model schools. * building capacity across the system is vital. * there are many families that don’t live in a high needs area but still need the supports. * each Learning Centre has twenty five K-12 Coaches. These coaches are intended to be well versed in model schools and have capacity in teaching and learning. Helen will be working with her colleagues to build that expertise. * Student attended a model school for six years (grades K-3 at Forest Manor PS). This community was looked down upon and the school had a change when they became a model school. They now have much more development and had an impact on the community - there is hope in the community. * The mitigation of poverty – our funds goes towards food and clothes. The other schools that fundraise, their funds go towards a playground. There were parents that wanted to fundraise by selling caps and they wanted to place a cost. The parents asked if the funds could be lowered so that all the parents may be able to purchase. They were not accommodating in lower the cost, their mindset was narrow. * every school has to identify 3 goals and these goals are to be on Achievement, Equity and Well-being. * the coaches attended a 2-day workshop. On the first day they looked at school data and the exceptionalities, where there are barriers and why are the students not achieving? * they had a pd session on “Circle of Ourselves”. They had a rectangular diagram with three different areas (no control, control and influence). They were given barriers that students face and they had to place it in one of the 3 areas. Most of the items started with no control and then it shifted to influence and lastly control. It challenged the coaches to have critical conversations, they were able to build their learning. We want them to be able to facilitate these activities with the schools. * there is a differentiated model for those schools that are not achieving. Some schools needs more support than others. * some Coaches only have 4 schools, these schools will require more intensive support. While other Coaches have 10 schools and do not require that same intensive support. * we have Community Support Workers to look at how they can support the needs in the community equitable but not equal. * we will be looking at Equity within the Board and next steps. Looking at who is not achieving and why? Who are the staff members and shift practices. This is a process and we need to start at one place. * the role of the Community Support Worker, there are twenty four of them that work across the models schools. They are the liaison person. They do the assessments of the communities needs and develop evening sessions for parents so that they may learn to navigate the school system and ensure that they have a voice in the community, having the barriers removed. * Funding – this is separate from the Ministry. This is taken from the LOG (Learning Opportunities Grant).   Questions & Answers:  *Q: Isn’t the funding something that the government should be focussing on? How do we get them involved?*  A: Members of the Province have said that this is a need but they don’t do anything. They talk about reducing poverty, but don’t as long as the people with the children is less than 19%. The government does site their LOG in their work but they don’t sweater it. All the school boards can spend the money on anything.  *Q: Are the Community Support Workers a reflection of the people in those communities?*  A: Yes they are.  *Q: How will the province involvement be when they give us the money already?*  A: they need to sweater the money, force the province.  *Q: Can this be part of the mandate of the Task Force?*  A: Yes. Education is only 20% of the vote. Trustee Brown would support placing this on the agenda.   * funding for student nutrition programs comes from the province and city. Nadira works with the City and they are trying to open 39 more programs but the principals are saying that they have million dollar homes in their community and they need the funding. This group is working TFSS, Catherine Parsonage to try and get the principals involved. Helen will be meeting with Angela from Nutrition Services, she will bring this up. * Nadira also provides other funding to the schools. The issue is that these are non-funded educated dollars and should be that the students are fed from the education dollars. Education Act said that we cannot spend money on food that is not correct. We would need a parent to work the programme. Thorncliffe Park is working with the community. Our goal is to have all the schools on board. We need to get the principal on board first. |  |
| Model Schools Summer Programme | * this past summer, we ran the programme at eleven sites. Our enrolment numbers came in lower than anticipated, 2300 students attended. The thought in the decrease was due to the religious holy week in the first week of July. We were tied to the dates for summer school. Next summer Eid will be the last week of June 2017. * there was a coach at each site this year. * overall, the TDSB served over 30,000 learners this summer and research shows that they are on the bottom 3 of the social economic grouping. This is larger than some school boards that served students this past July and August, which included Focus on Youth with at-risk communities. |  |
| Learning Opportunities Index & Learning Opportunities Grants Update | * the sub-committee is looking into this and David has been working on it. He will provide an update at the next meeting. |  |
| Other Business:   * Open School * Proposed Meeting Dates | * what is being done this year? Liz will be working on the Task Force. It will continue at Nelson Mandela School and then we will be looking at next steps. * the committee last met in June. * the principal has identified the space in the school. * Open School is looking at the community use of the school and they had an open model. They had a committee that looked at the school building (ie. 4 classrooms were not being used, how can we use that space) having a parallel use. A decision was made collectively on how the space would be used ie. Clubs, etc… * A listing of proposed meeting dates for the Inner City Committee was presented. * the proposed next meeting date was October 20th, but since there is a Religious Holy Day that day, the committee will need to pick a new date. * it was also suggested that we not schedule any dates past December as the Board will be reorganizing. * The following dates and times were proposed: * October 19th from 9:30 – 12:00 was the proposed next meeting date. Location to be determined * November 24th from 6:00 – 8:30 p.m.at a MSIC location | Motion to approve the meeting dates by Alexander.  Seconded by Chris.  All in favour |
| Adjournment | * meeting adjourned at 7:58 p.m. | Motion to adjourn the meeting by Chris.  Seconded by Nadira.  All in favour. |