

**Inner City Advisory Committee MEETING Minutes**

Thursday March 7, 2013

9:30 am – 12:30 pm

Jarvis Collegiate institute

<b>In attendance</b>	Trustee Sheila Cary-Meagher, Trustee Howard Kaplan, Shayan Edalti. Aim Mujib, George Martel, Laurie Green, Manon Gardner, Bob Spencer, Marjolien Winterlink, Sejal Patel, Cheryl Skrovronek, Monica Etzler, Alejandra Bravo, Sharlene Bourjot, Eugene James, Lesley Johnston, David Clandfield, Graham Hollings, Nathan Gilbert,
<b>Regrets</b>	Don Dippo, Kwabene Yafeu, Nancy Vogel, Jann Houston, Chris Penrose, Kendra Kerr, Elizabeth Addo, Donna Quan,
<b>Staff</b>	Vicky Branco, Manon Gardner, Briony Glassco, Monica Horber, Craig Snider,
<b>Guests</b>	Michael Kerr ( EPAC representative)

**Action Items from this meeting**

**Both new committees (Governance and Evaluation of Learning) will establish purpose and goals to be presented at the April ICAC meeting.**

**Craig Snider will send all handouts electronically to ICAC coordinator**

**Ms. Branco will send out flyers to advertise the parent conference.**

**Manon Gardner will give us a break down of the staffing in the Model School Program with some historical context. And a copy of the learning classroom teacher job posting when it comes up.**

**1. Welcome and Introductions**

## 2. Member announcements / Events /New ICAC Members

Central Coordinating Principal Vicky Branco announced that May 4<sup>th</sup> is our city wide Parent Conference all ICAC members are all invited. The Conference is being held at three separate locations, John Polanyi Secondary School in the west end, Queen Alexandra Middle school is the central site and Cedarbrae Collegiate in the east of the city. There will be bus shuttles to and from the locations and workshops for all participants. It is by parents, for parents. Plan Canada is helping to design the modules with parents. They will eventually be published across Canada so anyone can teach the workshops to their community. We will have a total about 11 topics, with some extras from Toronto Public Health. You can go on line and register. We anticipate 400 per site. And we are worried that that we won't be able to include all those who want to come. This is an extension of the Parent Academies.

The curriculum modules will be launched on May 4<sup>th</sup>, we can see them all then. Parents will be producing a resource they can use again and share with others. We partnered with Plan Canada to get a Parents Reaching Out (PRO) grant to do this.

The Roma community centre is having an event. (Michael Kerr will let us know)

Michael Kerr is hosting an event he will send information

Alejandra: The Maytree conference on March 20<sup>th</sup> on the mobilization and engagement on diverse communities, it is sold out but can be seen online and there will be a tool kit.

## 3. Welcome to Jarvis Collegiate by Vice-Principal - Monica Horber

- Jarvis has been here for many years. It is the oldest Secondary School in Ontario.
- Started as a farmhouse with 4 students.
- Its feeder schools are all model schools, Nelson Mandela, Lord Dufferin, Market lane, etc.
- Over 80% of our students speak at least one other language
- ¼ have been in Canada less than 4 years.
- Over 85% attend University.
- The school comes from having a historical standard and their teachers are demanding and have high expectations.
- 2 out of 5 of our students are Ontario Scholars.
- 1 out of 3 students win an award or scholarship at graduation and often win more than one award.
- The kids are a close knit group, there is a collaborative spirit. Their club list is very long.
- They win many awards and contests, outside of the school. They have achieved gold standards in Math and sciences and sports. The extra-curricula engage their community.

- 519 community center and Greenwood community center are very involved with the school.
- Very active student council.
- Very hard working guidance counselors,
- Their Special education program is very busy, the number of students in need increase each year.
- At Jarvis Collegiate they have (Individual Education Plan) IEP passports for Students. Each student creates their passport themselves with the support of their Special Education teacher. They carry it with them and present it to all their other teachers. The passports are written in simple, clear language and let teachers know what the student needs to succeed. This has proven to be much more effective than asking teachers to read through and remember the details of hundreds of IEP's
- They have a tutoring relationship with U of T. Grade 12 students work one on one with grades 9 and 10 in the cafeteria creates social bonds for new students. They also use private tutoring, online tutoring and the pathways support team. They have their own office and use it to work directly with students.
- They are a traditional collegiate and they would like to have more tech and computer programs. They are rolling out an Advance Placement ( AP) program in September.
- They also have a strong student success program for struggling students, for kids who are missing assignments, need breakfast, they are small classes but very effective. Sometimes there is crossover, an AP chemistry student might be struggling in English.
- They have a large music program and they play for the Police Board.
- They have a lot of student activism. The auditorium features group of 7 artwork.
- They love to host special guests.
- Drake came to commencement last year.
- All their feeder schools are model schools, they are at the top 20 of the LOI. If you threw in the immigration piece back into the LOI they would be in the single digits. The average family income is 29,000 a year.
- There are school reunions and there are those who keep the history of the school alive. The alumnae keep this school alive they come to commencement, events.
- And....ICAC Member, David Clandfield's son met his future wife here and they named their son Jarvice. True.

Their enrollment used to sit at about 850, but they are up to 964 now. It is anticipated that they will lose staff with the budget cuts. They have a French program, Latin, Mandarin, and they have to keep these teachers to maintain the programs. They will lose guidance and special education teachers but they won't know for sure until after March Break. Last year's projections were not too far off. Last year's was 960, reducing to 947 actual. The school's demographic has profoundly changed in the last decades and the reason the students do so well is because there are high expectations from the school and from parents.

I.e. An Independent Study Unit (ISU) that the students put together in a classics class was performed as a musical.

Running against many stereotypes we might have of new Canadians, many of the immigrants at Jarvis come from very educated parents.

#### **4. Agenda Approval**

N. Gilbert, moved, G. Martell, seconded, all in favour- Approved

#### **5. Previous Meeting Minutes (Feb 7, 2013 ) Approval**

N. Gilbert, moved, B. Spencer seconded, all in favour, Approved.

#### **6. Action Items Update ICAC Coordinator**

George Martel wants to establish a new subcommittee, The evaluation of learning in Model Schools. He feels concerns about the interrelationship between testing and curriculum delivery might be better served in a sub-committee. Bob Spencer, David Clandfield, Shayan Edalti . Michael Kerr. Volunteer to also be on the committee.

There is also a need to establish a governance committee to look after the successions, membership and overall governance of the committee itself. Alejandra Bravo and Lesley Johnston will be on Governance subcommittee along with the ICAC Coordinator.

**Action item: Both new committees will establish purpose and goals to be presented at the April ICAC meeting.**

Ellie Avishai can be nominated at the next meeting but be included in communications.

#### **7. Presentation: Craig Snider answering funding questions from Dec, 2012 meeting**

#### **Presentation: Craig Snider answering funding questions from Dec, 2012 meeting**

Craig brought handouts and will speak to the questions he was asked.

*Action Item: Craig will send all handouts electronically to the ICAC coordinator.*

### **1. Can you create a graph showing funds across the Learning Opportunity Index (LOI)?**

(Page 1 of handouts) The first chart shows how fundraising happens,

It graphs out the Learning Opportunity Index (LOI) and the money in non-public funds.

(Collected by the school, not by the school council). As to private company funding, this is being looked at, there is policy being developed around this

### **2. Can you create a graph showing Individual school fundraising?**

(Page 2 of handout)

### **3. Can you create a graph showing Non Public funds by school?**

(Page 3 of handout)

There are a few ways money comes into schools

- School Budget (grants)
- Fundraising initiated by the school – Terry Fox Run, school trips, school activity fees for year books, special art class materials or gym uniforms, agenda fees also rebates from sales of school uniforms and photography companies, etc.
- School council fundraising, bake sales for library books, field trips, computers, playground equipment.
- Home and Schools Associations
- From a charity that the school council has formed (i.e. Friends of Rosedale school)

### **4. Which School councils have their own bank account?**

Craig could not provide a listing of schools that have their own accounts as it is not a piece of information that is kept up to date in a database. Some school councils don't have their own accounting and bank accounts, they ask the office to bank it and those funds then come under the office raised funds.

### **5. Which schools do not have fundraising?**

Not sure, would have to review files to track the number.

### **6. How much of that money infiltrates the school budget?**

In the case of a school trip, the school council would hold a fundraiser to raise money, the school would then pay for the trip (busses, entrance fees) and then the school office would be refunded by the school council. The money would be recorded as being raised by the council, the impact on the school would be zero.

### **7. Could you graph school generated funds excluding charitable donation? We want to see the real fundraising dollars as totals. When that went forward to PSSC it was implied that some fundraised money was considered charitable monies. What does that mean?**

Financial donations to a school can be directed (i.e. books for the library) or undirected.

The Board will issue a tax receipt. The school then has to honour a directed donation (Library books) or make a decision about how to spend the undirected funds.

There are also donations towards specific scholarships or trusts. But those funds are held centrally and administered by the board.

The principal and school community tends to identify which students will get a scholarship but it depends on the rules of the fund of the original donor.

Currently at the TDSB there are over 700 scholarships.

Information about the different scholarships is available on the TDSB website

### **8. What is the difference between total revenue and total expense?**

(Page 4 of handout) They tend to balance out from year to year. There is a slight difference between revenue and expenses, but overall year over year they are usually very close in amount to each other.

### **9. Why is it useful to keep a balance? (Some school councils keep a bank balance in the thousands of dollars)**

The intention of a school council keeping a balance in their bank account is for it to act as a float to cover expenses for the school council. The balances tend to stay pretty constant.

We try to talk to school councils about keeping their balances responsibly low. This money was raised for the current students and therefore should be used to support those students. Sometimes they are saving up for a major investment that might take a number of years to build towards.

### **10. Can we see what types of field trips the top ten LOI schools attend vs. the Lowest LOI?**

I don't have access to that info. I can tell you how much they spent but not what they did.

### **11. Is the Toronto Foundation for Student Success (TFSS) fundraising part of these numbers? Who calculates this funding?**

TFSS fundraising is not part of these numbers. They are their own charity. They fund their own work of running breakfast and lunch programs in schools. They aren't consolidated in our books at all. We also don't factor in Home and Schools Associations or the Toronto Educational Opportunity Fund.

### **12. How much does the TDSB get for Learning Opportunities Grants? (based on Estimates 12-13)**

- Table amount by ministry regulations , \$126.9M
- Student success \$10.9M
- OFIP (Ontario Focused Intervention Program) \$1.0M
- Literacy and numeracy outside the school day \$3.3M
- School Effectiveness and Specialist High Skills Major \$1.7M

*Craig will send us figures to show us the last 5 years and break it all down for us.*

### **13. How much fundraising is for external charities?**

The fundraising at the school level for such things as Terry Fox Runs would be recorded as part of either the school non-public fundraising or the school council.

The major fundraising for such things as earthquakes that the Board did centrally would not be included in the school amounts.

### **14. Does that include education charities such as friends of Rosedale School?**

DRAFT

If a charity or a foundation were to donate to the school board cash funds then it would show up in the school donations amount. However if they gave gifts in kind or provide services to the school community then the amount, depending on the exact nature of the donation may not show in the donation amounts. (page 3 of handout)

**15. Is there a way this could be more equitable?**

This is a question that the Board of Trustee would have to consider.

**Local improvement funds, a levy from the city?**

**When people give gifts in kind how is that recorded?**

Most of our donations are done by small businesses. If they ask for a tax receipt then we have to have the items valued and it is recorded, if they don't request a receipt then it goes unrecorded. Donations in kind are not listed in this figure; they are in school budget (if they want a tax receipt)

**We are curious what the donation numbers are according to school, rather than a graph.**

Craig: I will take the request back; I do not have that information with me today.

There is money that comes in that doesn't get accounted for, (Unicef boxes in the school office get collected by Unicef)

Approximately 2.4% of the \$40 million school generated fundraising done in 11-12 was to support external charities.

**Is there board policy to do with fundraising and donations?**

Yes there are policies and procedures.

We thanked Craig so much for coming back to help us figure this out.

**8. Model Schools for Inner Cities Update – Manon Gardner**

Last night's board meeting focused on the budget and went until 12:15 am.

The meeting started at 7.

A number of motions were put forward, discussed and put down and at 11:45 it was approved as staff presented with a vote of 10:6.

The other budget items will be discussed in June. We had to do all school based staffing decisions because of collective agreements.

We are all being effective. We will lose hundreds of teachers. Over 200 Secondary School teachers. This is because of both declining enrollment and the change in the ratio formula. There were a number of employee groups that were effected, Model Schools, Teaching and Learning Coaches.

The Model Schools budget will be realigned by 1.7 million. We have a 8.95 m budget, the cuts will come from staffing. That means 18 teachers. We are very fortunate not to have been cut in the last years. We will mitigate this by creating learning classrooms, we will re-purpose the coaches and spread them between 18 schools and once they are settled in they would be used to

invite teachers and administrators, as there are no learning classrooms that are currently in Model Schools. We are also looking at a different pattern, when we met with Cluster Administration Responsible for Steering (CARS, the lead principals from each cluster who make up the steering committee) three principals who are the head of their clusters had concerns about one classroom per school and maybe wanted two per school. We are still working out the wrinkles and need to decide what will produce the greatest positive impact for the students. We will be talking about this between now and June. We are following the stipulations in the collective agreements. We need to follow the guidelines.

Those coaches will now be returned to their home school. Then we will create 18 positions for learning classrooms, and people will be able to apply. The coaches can apply as can any other teacher. But we will be putting 18 coaches back to their home schools and 18 positions will open up.

There will not be a loss of any teachers. The coaches are actually happy with this possibility. They can settle in one place and model what they do best.

This is still a resource loss. A coach who now has their own duties and responsibilities (students) will have less time to coach other teachers,

We have realigned the 2 Secondary School coaches to Elementary coaches because the Secondary School initiative (SSI) and Urban Priority High Schools Initiatives (UPS) are now in all Secondary Schools and they provide coaches and funding. The Model School Secondary Schools will still have funds; just not model school coaches.

**Q- What is the Learning Opportunity Grant? In Secondary Schools is it adjusted because of the dip in enrollment?**

A- The grants go into the schools ranked highly on the Learning Opportunity Index (LOI) so that the principals can use funding to get support to help teachers. Depending on where you are on the LOI, and your enrollment you get a bit of a teacher. It is up to a principal how to use that teacher. Because the projections are down the number of teachers that go with high LOI are down. The 22:1 student to teacher ratio change is the benchmark from the ministry and we have shifted the ratio closer to the benchmark this year to 21.7:1.

The lead teacher role will continue through the next year. Right now we have 7 lead teachers as well as one central lead.

**Q- Who would be in charge of the hiring process?**

A- It will be done centrally, it will be posted promotion and timelines, and model schools will be involved in their selection.

**Q- Can you explain why we currently give \$10,000 to Secondary Schools for discretionary funds?**

A-To support their parent engagement and student engagement opportunities like experiential learning.

**Q-We've gone from 60 teachers down to 30 and yet half the students haven't disappeared. The population rolls every 15-20 years and yet it always comes as a surprise. The non-planning drives people nuts.**

**Q This is a pretty complex for most of us to grasp, could we ask for a little outline so we can better discuss this in the future. How does the staffing work in the model schools?**



*Manon Gardner will give us a break down with some historical context. And a copy of the Learning classroom teacher job posting when it comes up.*

**New York City spends 120% more per child than we do.**

**We need to get this information out to parents and kids on a single page to understand the school system.**

**Q Was there anything offered to the board around employment equity?**

A. There was no discussion on that coming from staff. The HR committee met; there was a private trustee summit last week.

### **9. ICAC Fundraising Committee Update- Lesley Johnson**

The fees and fundraising subcommittee, is being renamed to Overall Funding for Equity, or Ways and Means. We have a group that has come together and some directly related items to do with our work at this table so our motion might be a little redundant now that we have done the staffing. We are still waiting for our motion to be heard. The last two meetings were cancelled. We have also tried to have a delegation speak but that was rejected. (Lesley is writing a letter of protest about this.) But they will try again under a different group name and with some new people. PIAC should pick up this issue and help us to address the difficulty we have been having in simply being heard at the board level. SEAC has a deputation rule that is constantly flaunted.

### **10. ICAC Special Education Update- David Clandfield and Laurie Green**

Changes are occurring in Special Education as we speak. There is a lot of discussion happening on the issue south of the border, and there will be a new special education super document coming out. We are planning to engage in discussions about Behavioral Exceptionalities in the committee.

We want to know about the impacts of the 44 staffing cuts and the lack of transparency is concerning. What is the transparency around that?

### **11. ICAC International Languages committee report – Bob Spencer.**

There is nothing to report as Jim Cummins is on Sabbatical at the moment.

### **12. Review of Community Advisory Committee process update - Laurie Green**

There is a survey coming out before the March break for all members and staff and Trustees that are currently sitting on CAC's. We are also developing one for all the other Trustees and that second survey should be going out just after the March break. They are hoping to have a report to the Board to consider by the end of May

### **13. Trustee Update - ICAC Trustee Co-chair - Trustee Cary-Meagher**

The reason we had for cutting staff at the High School level and the change in the formula, there is declining enrollment but a 1/3 of the cuts are due to the increase in class size to bring them more in line with Ministry expectations.

There will be more kids in each and every class next year.

The Ministry is under-funding full day kindergarten and only contributing 96.8% of their commitment. Our funding comes clearly in for half of the student and then there is a complicated set of formula that make up the almost other half of the kindergarten student. Was this designed to make us confused? The other big item is our mortgage has been called in. The ministry has called it in, they guarantee it, the bank owns it. We are paying it off from the rental income that we get on our buildings so we have a confirmed payment source. They want 27M dollars.

**Q- Last time the Ministry took over supervision of the Board they recognized that they had been underfunding us?**

Yes, but they couldn't solve the budget either.

**Q- When is the capitol budget passed?**

A- End of this month.

**Q-Will it come to board or where will it go?**

A -It goes to Planning and Priorities standing committee and then to the Board.

### **14. Adjourn**

N. Gilbert moved, S. Edalti seconded, all in favour- Approved

**ICAC Sub-committees:**

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**Special Education:** David Clandfield, Laurie Green, Nathan Gilbert, Marjolien Winterlink, Sharlene Bourjot, Bob spencer, Janis Jaffe-White,

**International Languages:** Bob Spencer, David Clandfield, Jim Cummins,

**Overall Funding for Equity/Ways and Means:** Lesley Johnston, Bob Spencer, David Clandfield, Chris Penrose, Alejandra Bravo, Chris Glover, Sheila Cary-Maegher, Laurie Green, Michael Greisz, Paul Martin, Nadia Heyd, Diane Dyson, Max Wallace, Kate Wallis, George Martell, Tam Goossen, Cutty Duncan, Sharma Queiser, John Campey

**Evaluation of Learning:** George Martel, Bob Spencer, David Clandfield, Shayan Edalti , Michael Kerr

**Governance:** Briony Glassco, Alejandra Bravo, Lesley Johnston, Ellie Avishai

Next Meeting –  
Thursday April 11, 2013  
6:30 pm –8:30 pm  
Parkdale Jr. & Sr. P.S  
78 Seaforth Avenue, M6K 3L2