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| **Inner City Advisory Committee Minutes**  **Tuesday, June 03, 2014**  **9:30 am to 12:30 pm**  **5050 Yonge Street, Committee Room A** | |
| **In Attendance** | Ingrid Palmer, Trustee Sheila Cary-Meagher, Trustee Howard Kaplan, Jennifer Arp , Fiona Bowser, David Clandfield, Laurie Green, Lesley Johnston, George Martell, Bob Spencer, Nancy Goldman, Jeff Kugler, Sejal Patel, Nadira Yasmin, Nathan Gilbert, Vincenza Pietropaolo, Graham Hollings, Meredith Hayes, Jacinta Evans, Carina Bleuer |
| **Regrets** | Sharlene Bourjot, Jann Houston, Debra Payne, Bonnie McDonald, Kwabena Yafeu. |
| **Staff** | Vicky Branco, Helen Fisher, Simona Emiliani, Johanna Fernandez, Michael Griesz , Ian Macpherson, Ruth Sischy, Hilary Wollis. |
| **Guests** | Ying Ong, Mayooran Kamalanathan, Fos Ashkir, Charmaine Roye. |

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| **Welcome and Introductions**  **ICAC Co-Chairs** |

* Trustee co-chair Sheila Cary-Meagher welcomed everyone to the meeting.
* Trustee Cary-Meagher noted that the ICAC meeting portion of the morning will run until approximately 10:30am, and the balance of the morning will comprise the Consultation on an Inner City Department.
* Director Quan is expected to arrive at 10:30am.
* Community co-chair Ingrid Palmer led introductions around the room. Several [Cluster Parent Academy Committee (CPAC)](http://www.tdsb.on.ca/Community/ModelSchoolsforInnerCities/ParentInvolvement.aspx) parents are in attendance.

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| 1. **Approval of Agenda**   **ICAC Co-Chairs** |

* The draft Agenda was presented. Moved, Howard Kaplan. Seconded, Lesley Johnston. Approved without amendment.

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| 1. **Approval of Minutes: April 01, 2014 and May 08, 2014** |

* The draft Minutes of the ICAC meetings held on April 01, 2014 and May 08, 2014 were presented for approval.
* Moved, Jennifer Arp. Seconded, Howard Kaplan. Approved without amendment.

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| 1. **ICAC Sub-Committees: Motions for Approval** |

1. **International Languages Sub-Committee (Bob Spencer):**

* Presented for Approval: proposal for an integrated day language instruction program.
* Motion (moved by Bob Spencer):

*"The International Languages sub-committee recommends to the ICAC the following motions to prepare a pilot project for an integrated day international language (IL) program:*

*1. that the ICAC sub-committee on IL meet with Model Schools staff in September 2014 to design a pilot format for selected pilot locations;*

*2. that the ICAC sub-committee on IL work with Model Schools staff to develop a research plan to support this pilot project."*

* Seconded, George Martell.
* Discussion:

*Comment*: Having had some experience with the integrated day language program, I am a supporter, but I think there were many issues regarding aspects like the co-curricular issues, who taught, etc. I support the idea of a pilot, but what that looks like has to be looked at from scratch.

* Motion carried.

1. **Member George Martell:**

* Presented for Approval: Request for two staff reports.
* Moved, George Martell. Seconded, Jeff Kugler.

1. Request for a staff report in the Fall of 2014 on the current plans within TDSB for reducing the extent of social-class and racialized streaming within the system. It is a strong issue with parents.
2. Request for a staff report in the Fall of 2014 on how essential medical and dental services might best be provided for students in our Model Schools.

Discussion on Item #1:

**Q: Could you please clarify the motion? This motion could be presented to the** [**Senior Team**](http://www.tdsb.on.ca/AboutUs/DirectorofEducation.aspx)**, to be reviewed by staff who can respond with the information that TDSB already has. I would suggest that staff come back in September with the information we do have.**

A: I am looking for the current plan to reduce streaming, not the statistics to report where how and to what extent streaming exists.

*Comment*: I can see the Board coming back to report on the special education aspect of the first request. Going forward, it would be good to hear about the teacher training aspects of request #1, and the acceptance of special needs students into French Immersion or dual track schools. This information has been requested by parents in Ward 7.

*Comment*: Over the past two years, we have added support staff to French Immersion programs, with a minimum 0.5 resource teacher per school to support literacy in French.

*Comment*: I am happy to hear that there is more support happening in French Immersion schools. I think that if one is considering French Immersion data, it can include the social class make-up and the racial makeup of classes. If French Immersion is an indirect form of streaming, the data evidence would be useful, instead of just anecdotal evidence.

Comment: [TDSB Research](http://www.tdsb.on.ca/AboutUs/Research.aspx) did produce a research report on programs of choice several years ago.

*Comment*: Any report that considers French Immersion should also examine the demographics of Gifted programs.

*Comment*: There was a research report produced on programs of choice several years ago.

Discussion on Item #2:

The Board is able to report on the medicals services. The dental care is something we are exploring for the future, and we would be able to comment on that more in September.

*Comment*: [Toronto Public Health](http://www1.toronto.ca/wps/portal/contentonly?vgnextoid=a253ba2ae8b1e310VgnVCM10000071d60f89RCRD) (TPH) can work with Model Schools on the dental item. We can offer immunization data on the medical item.

*Comment*: The hearing and vision screening program was innovative for utilizing foreign-trained professionals. It would be good to see that same innovation with a dental program.

**Q: With regard to the date for the reports, do you want to request a more specific date?**

A: No, the use of “Fall” was intentional. Anywhere between September and November will work. A report to the October 2014 ICAC meeting would be ideal.

Motion Carried.

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| 1. **Draft ICAC Meeting Schedule 2014-2015** |

* The draft meeting schedule for [ICAC](http://www.tdsb.on.ca/Community/HowtoGetInvolved/CommunityAdvisoryCommittees/InnerCityAdvisoryCommittee.aspx) for the 2014-2015 school year was presented.
* Ingrid Palmer advised that meeting dates are subject to change, as the Board meeting schedule has not been set for 2015.
* Coordinator Hilary Wollis noted that the timing of meetings has changed. Meetings will follow a rotation of morning / evening / evening CPAC (school-based) meetings. All evening meetings will include dinner and child-minding if required.
* ICAC members have expressed a strong interest in empowering more parents to participate in the committee. It is hoped that the evening meetings will encourage more parent participation.

Approval of draft meeting schedule Moved, Nathan Gilbert. Seconded Howard Kaplan. Approved.

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| 1. **Consultation on an Inner City Department** |

* Vidya Shah and Lesley Johnston introduced the Consultation portion of the meeting.
* Welcome to all of our ICAC, community partners, parents and staff to this important discussion.
* The [Years of Action](http://www.tdsb.on.ca/AboutUs/DirectorofEducation/YearsofAction.aspx) (YOA) mentions the creation of an Inner City Department. We want to get your ideas for what this looks like, and how this can happen.
* We will be sharing some important data, taken from both the TDSB and the “Three Cities” report by David Hulchanski. We will also hear about the history of the Model Schools for Inner Cities program. This will be followed by some small group discussions around guiding questions.
* Guidelines for today:
  + We are reminded of the importance of courageous conversation (by Glen Singleton).
  + Stay engaged, speak your truth, experience discomfort, expect and accept non-closure. We are mindful of the idea that today we aren’t seeking answers, but are working with questions and ideas. It is a beginning.

**The Hulchanski Report and other significant Data: Lesley Johnston**

* [David Hulchanski](http://www.urbancentre.utoronto.ca/hulchanski.html) has presented at ICAC. He has worked with census data to show how Toronto has changed over 30 years.
* In the 70s, Toronto was mainly middle class. Up until 2005 there has been a shrinking of the middle class, and a concentration of wealth in the centre of the city, with a rise in lower class populations in the outer areas.
* We see there are concentrations of large numbers of students living with either wealth or low socio-economic circumstances.
* When we consider professions by race, we see that white students are doing well as a group. They are concentrated in the centre of the city, in wealthier areas. Lower income and racialized groups of students populate the familiar U-shape around the suburban areas in greater concentrations.

**Q: Does that mean that in most schools there is a concentration of groups of students, as opposed to an even mix of groups?**

* Hulchanski’s projections of “three cities” in 2025 consider what will Toronto look like? Today, we are planning for the future.
* We see the disappearance of the middle class. Very few middle class areas remain. By 2025 large concentrations of wealth are in centre, near the lake shore, and near transit. We can also see that the southern end of the “U” has disappeared. Wealth pushes out from the centre of the city.
* We see the change in neighbourhood income distribution in the city. The Low and very low income ranges will comprise more than 50% of the city by 2025.

Primary school utilization 2012 to 2032:

**Q: What are the criteria for determining the school utilization rate?**

A: It is an MOE standard. It only counts students in seats.

* Secondary Utilization:
* By 2032, we see a hollowing out of schools in the North-West area of Toronto especially and in the East and south-east areas. The map shows a concentration of students attending schools in the core, up the centre of the City.
* The maps are confusing when we consider that Toronto is projected to grow by 1 million people during this projected period.
* It is important to remember what this means for TDSB in terms of MOE funding, top up grants, maintenance, pressure for closures, etc. and service delivery.
* Of course this is one scenario based on current trends and it assumes government policies that remain unchanged over 20 years. To overcome the projection, we need to overcome inequality, and housing and space challenges.
* Other Considerations:
  + -Streaming / race
  + -Special education
  + -Opportunity and achievement gaps
  + -MSIC research

**Q: Utilization for secondary: what does it mean to take schools out of struggling communities?**

*Comment*: We know that within communities there is talent and potential, and that we need to draw on strengths to give opportunities.

*Comment*: looking at the Secondary slide: is it possible that this data arises from students choosing programs in different schools and why they are choosing? That would provide another layer to this picture.

*Comment*: If people are choosing to attend schools in wealthy center, is it because they are perceived as better because of wealth?

*Comment*: Over this same time, the population of the centre of the city has grown significantly. Families are choosing the core for their family. How much of the map is representative of that shift?

*Comment*: The annual Fraser report on school rankings benefits real estate agents. Parents take it as truth as guide to where to send their kids to school.

**The History of** [**Model Schools for Inner Cities**](http://www.tdsb.on.ca/Community/ModelSchoolsforInnerCities.aspx) **(Nanci Goldman and Jeff Kugler)**

* How many people were here as part of MSIC original task force? Not many.
* The former Toronto Board of Education was committed to equitable and inclusive school programs for inner cities. Jeff Kugler was Principal of what is now Nelson Mandela school . Nanci Golman was the Coordinator of the Inner City Department.
* That department was dedicated to meeting the needs of families and students that were living in disadvantage. The Board provided funding for primary, secondary, parenting, health, nutrition, after school and summer programs. All of this was funded through the local levy, a tax that was curtailed in the 1990s by the Harris government.
* The Toronto Board of Education ranked all schools from 1.A. to 4. As a Principal working in the number One school in the #A category, Kugler’s school had access to the resources of the Inner City department. This school had full-day Kindergarten (FDK), and neighbourhood professionals from the community within the classroom. We had a teacher assigned as a project officer, and 3 other project teachers who led large amounts of Professional Development around equity and other initiatives. We had a school community worker, social worker, and psychologist assigned to our school. We had translators assigned and first language tutors on hand. We had extra caretakers, Office Assistants, Vice Principals, and more.
* Our communities lost 20% of their incomes when the Local Levy was removed. Project schools ended completely.
* In 2004, Trustee Sheila Cary-Meagher brought together Jeff Kugler, Nanci Goldman and Cassie Bell to brainstorm about forming a consultative committee that could bring in research, experts, and partners from the Universities. This committee created the proposal for the Model Schools for Inner Cities program.
* In 2005 the Model Schools proposal from ICAC passed at the Board.
* In September, schools with a [Learning Opportunities Index](http://www.tdsb.on.ca/AboutUs/Research/LearningOpportunitiesIndex.aspx) (LOI) of 50 or below were invited to apply for the pilot project. There would be 7 schools in 7 geographic areas. We were looking for schools with the best opportunities for success.
* Now, we are again considering an Inner City Department. Model schools will be only one aspect of that department.
* The difference today is that this work is no longer happening from the outside pushing in. In 2004, there was some support from TDSB, but Model Schools was seen as something that was apart from the system.
* We are in a new place in 2014. The Director is someone who sees the need for an Inner City Department as part of her vision.
* When we were in the Toronto Board of Education, it wasn’t perfect, and we were fighting all the time for more equitable schools. The fight continues today.

**Consultation on an Inner City Department** (Vidya Shah):

* Today Model Schools (MSIC) enjoys structural support within the system. It has a Superintendent of Education, and a Central Coordinating Principal, along with 21 steering Administrators (CARS), who are Principals acting as a liaison between what is happening centrally and what happens in schools. We have a Program Coordinator, lead teachers, Learning Classroom Teachers, Community Support Workers, and next year there will be 14 teaching and learning coaches.
* Today, our conversation will include taking this structure that is in place, going deeper, and developing it into an Inner City Department.

**4 questions for today:**

1. What are the strengths challenges, opportunities and threats to students, families, and communities?
2. How could an Inner City Department support these?
3. How can TDSB address inequalities on a large scale?
4. Where does an Inner City Department fit within the TDSB structure?

**Wrap Up Following Group Discussions:**

* The group discussions have suggested that the informal structure that already exists within the Model Schools MSIC program needs to be structuralized within and Inner City Department, and spread around across other departments.
* We have discussed that a bigger structure would include Inner City and Model Schools, and would have an equity focus. That is a bigger department than either Inner City or Model Schools alone. The group suggestions strongly indicate that additional organizational silos are not the answer.
* *Comment*: With regard to de-streaming, it is critical that teacher education continue to emphasize that streaming is not acceptable.

[**Director Donna Quan**](http://www.tdsb.on.ca/AboutUs/DirectorofEducation.aspx):

* Thank you for your feedback, I feel it is truly insightful.
* I heard the groups ask: Will creating an Inner City department change the influence of the ICAC? No. Community Advisory Committees are the main counsel for the board on a wide range of factors that affect student achievement.
* Currently, our system is compartmentalized, and it needs to be brought together.
* I want to note that this past September, 18,000 Junior Kindergarten students started school. They will move through our system as that 60% of Toronto’s population who can be influenced by socio-economic circumstances. They will grow up in an environment of increasing poverty. They are not the future of TDSB. They are our students now.
* We need to build in more nutrition, and we need to move beyond providing food into higher level aspects like diabetes management. We must teach that valuing active living is a key part of life, not just exercise.
* We are focusing on affective skills, which are part of employability. Sometimes the conditions of poverty affect those skills, and create obstacles to employability.
* We need a department that will leave us with a lasting legacy of change.
* Part of our mandate has to be how people move around the city. We need to work with City Planners and advocate for our communities and transportation.
* We need to ask: How do you measure change? Who models success?
* We will champion a direction that will be there with this group, only stronger. We need ICAC to champion the health aspects – at the City, with Healthcare, and to champion transportation by getting to the City on this topic.

**Closing:**

* Thank you for coming together to work together on a common vision as a group of parents, staff, and partners. It is exciting to be part of a group like this.
* Superintendent Branco thanked Lesley Johnston, Vidya Shah, Michael Griesz, Nanci Goldman and Jeff Kugler for all of their work on this event. Branco also thanked the Steering Group for putting the work into the planning of the day. Branco also thanked the Model Schools team of Simona Emiliani, Johanna Fernandez, Ian Macpherson and Hilary Wollis for supporting the ICAC today.
* These are the first steps towards moving forward, and into a new era of ICAC.

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| 1. **Adjournment** |