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Program and School Services Committee

Report No. 54, June 8, 2016

TO Regular Meeting Date: June 22, 2016

MEETING A meeting of the Program and School Services Committee convened on Wednesday, June 8, 2016 from 5:04 to 8:14 p.m. in Committee Room A, 5050 Yonge Street, Toronto, Ontario, with Parthi Kandavel presiding.

ATTENDANCE The following members were present: Trustees Parthi Kandavel (Chair), Alexander Brown, Pamela Gough and Jennifer Story. Regrets were received from Trustee Manna Wong. Also present were Trustees Jennifer Arp, Sheila Cary-Meagher, Gerri Gershon, Ken Lister and Robin Pilkey. Trustees Gershon and Lister participated by electronic means. Trustee Brown participated for part of the meeting by electronic means and for part in person.

Two vacancies were created on the Program and School Services Committee following the deaths of Trustees Sheila Ward and Howard Kaplan on February 17 and April 11, 2016, respectively.

The Committee decided to report and recommend as follows:

Part A: Committee Recommendations

1. New Representative for the Brain Injury Society of Toronto on SEAC

The Committee considered a report from the Special Education Advisory Committee (see PSSC:055A, page 7) presenting a recommendation for a new representative for the Brain Injury Society of Toronto on SEAC, following the resignation of the BIST representative, Michelle McDonald .

On motion of Trustee Gough, the Program and School Services Committee **RECOMMENDS that Cynthia Sprigings be appointed to the Special Education Advisory Committee as the representative for the Brain Injury Society of Toronto for a term ending November 30, 2018.**

2. Acknowledgement of Ancestral Lands/Territories by Schools

The Committee considered a report from the Aboriginal Community Advisory Committee (see PSSC:055A, page 19) presenting a recommendation regarding the acknowledgement of ancestral lands by schools.

On motion of Trustee Gough, the Program and School Services Committee **RECOMMENDS:**

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(a) That all schools in the Toronto District School Board acknowledge the ancestral lands/territories at the beginning of each school day;

(b) That the Aboriginal Education Centre provide each school with the tools and guidelines to facilitate this protocol in a respectful manner.

3. Anti-Racism and Anti-Oppression Training

The Committee considered a report from the Equity Policy Advisory Committee (see PSSC:055A, page 25) presenting its support for the motion regarding anti-racism and anti-oppression training through an equity lens for trustees and executive staff.

On motion of Trustee Arp, the Program and School Services Committee **RECOMMENDS:**

(a) That members of the Equity Policy Advisory Committee and others be engaged in the next steps of the process;

(b) That coaches from the four learning centres begin the training as an immediate priority;

(c) That anti-racism and anti-oppression training with an equity lens for teaching staff and administrators be prioritized;

(d) That an effective transparent accountability mechanism be built into the feasibility of the training.

4. Enrolment in French Immersion/Extended French Programs 2016-17 [2837]

The Committee considered a report from staff (see PSSC:055A, page 29) presenting an update on enrolment in French Immersion and Extended French programs for 2016-17.

Committee's recommendation or action regarding the staff recommendation:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Concur | <input type="checkbox"/> Refer |
| <input type="checkbox"/> Amend | <input type="checkbox"/> Postpone consideration (defer) |
| <input type="checkbox"/> Disregard | <input type="checkbox"/> Other (refer without recommendation) |

On motion of Trustee Story, the Program and School Services Committee **RECOMMENDS that the report be received.**

5. Update on the Implementation of the Schools First: Child Care Capital Retrofit Policy [2856]

The Committee considered a report from staff (see PSSC:055A, page 43) presenting an update on the expansion and/or enhancement of child care centres in schools.

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Committee's recommendation or action regarding the staff recommendation:

- | | |
|--|---|
| <input checked="" type="checkbox"/> Concur | <input type="checkbox"/> Refer |
| <input type="checkbox"/> Amend | <input type="checkbox"/> Postpone consideration (defer) |
| <input type="checkbox"/> Disregard | <input type="checkbox"/> Other (refer without recommendation) |

On motion of Trustee Gough, the Program and School Services Committee **RECOMMENDS that the report be received.**

6. Re-establishment of the Inner City Task Force

On motion of Trustee Arp, on behalf of Trustee Cary-Meagher, as amended by Trustee Kandalvel, the Program and School Services Committee **RECOMMENDS:**

Whereas, it has been ten years since the Board established the Inner City Task Force to make recommendations which led to the creation of the Model Schools for InnerCities program; and

Whereas, the Toronto District School Board receives Provincial funding through a diverse array of grants aimed at supporting marginalized children and youth in inner-city communities by mitigating against the barriers they face, including poverty and racialization, to improve their learning and well-being; and

Whereas, the Board may not be maximizing the impact of the Provincial funding it receives because these supports are delivered through various departments in a patchwork of isolated programs and initiatives that are not coordinated across the system and often have overlapping mandates; and

Whereas, in addition, the Board may not be realizing the full potential of opportunities to work jointly with Provincial ministries, other levels of government, external organizations and community groups on shared goals; and

Whereas, over the last decade a wealth of data from different levels of government, recognized community organizations and the TDSB itself, reveals the significant rise of urban poverty, which, along with precarious employment, lack of affordable housing and other marginalizing factors, increasingly oppresses our inner city children, families and communities within and across Toronto; and

Whereas, research by the TDSB and respected community organizations demonstrates that wrap-around supports provided by comprehensive programs such as Model Schools for Inner Cities are having an impressive impact on improving children's learning and well-being; and

Whereas, the Learning Centres model is predicated on re-arranging resources so that our schools are well-supported and highly responsive to the needs of their communities, and superintendents and school administrators are better

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positioned to identify teaching and learning supports needed to improve student learning outcomes;

Therefore, be it resolved:

That the Board 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 underserved 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.**

At the Committee meeting, Part (iii) was added on amendment of Trustee Kandavel.

7. Pathways in the Alternative School System

On motion of Trustee Story, on behalf of Trustee Malik, as amended by Trustee Story, the Program and School Services Committee **RECOMMENDS:**

Whereas, the Alternative Schools Advisory Committee established since the early 1990s has thrived within the Greater Toronto Area (GTA) providing invaluable programming at the elementary, middle and secondary school level; and

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Whereas, ongoing support that adds depth to programming, an expansion of resources including personnel and infrastructure is much needed to support the demand for these schools across the GTA; and

Whereas, the following is in keeping with the vision and mandate of the TDSB by addressing and providing avenues to serve students and families that need access coming from diverse segments of the population in all parts of the city; and

Whereas, current barriers include the lack of robust pathways from middle school to secondary school, limitations based on entry requirements, geography, lottery and such; and

Whereas, at the present time several Alternative programs and schools within the TDSB are facing wait lists with families and children being subjected to random selection through lottery; and

Whereas, there might be an opportunity to build capacity through formal and informal training of administrative staff with an emphasis on expanding access and pathways to students and families that could benefit the most;

Therefore, be it resolved:

That the Director:

- (i) research and plan in consultation with appropriate stakeholders including ASAC to find ways to minimize and remove barriers to access by creating pathways in the alternative school system within the TDSB. That is, the creation of additional seamless path from K-12 in the alternative system that includes the elementary, middle school and secondary school levels;**
- (ii) proactively explore the expansion and variety of alternative programs and schools including staffing (teaching, support and administration) to support enrolment demands and interest from the community through active consultation and review with ASAC on an ongoing basis;**
- (iii) plan in partnership with ASAC for future growth through research, development in teaching, learning and professional development at all levels of management within the system. That is, Executive and all levels of management (Principals, Superintendents and others);**
- (iv) provide opportunities for input by students, staff at alternative schools, trustees and alumni students and parents;**
- (v) present a report on (i) to (iv) above to the Program and School Services Committee, for action and completion within school year 2016-17.**

At the Committee meeting Part (iv) was added on amendment of Trustee Story.

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8. Student Discipline

On motion of Trustee Brown, on behalf of Trustee Chadwick, the Program and School Services Committee **RECOMMENDS:**

Whereas, one of the duties of trustees is to adjudicate appeals of suspensions and expulsion hearings; and

Whereas, it is important for trustees, the system and the public to understand what happens to a student who is expelled; and

Whereas, at present there is no reporting mechanism that provides information about the outcomes of the caring and safe schools program;

Therefore, be it resolved:

That the Director present an annual report to the Program and School Services Committee in the fall cycle of meetings on the student discipline decision-making and expulsion hearing process and the student transition experience into and out of the caring and safe school program. The type of information being sought on an annual basis to include; but not be limited to:

- (i) What professional supports and development/training are provided to administrators related to preparation for expulsion hearings;**
- (ii) Average length of a placement within the caring and safe schools program of a student who has been expelled;**
- (iii) Credit accumulation rates of students while in the caring and safe schools program;**
- (iv) Credit accumulation rates of students to the completion of their high school careers after they have transitioned out of the caring and safe schools program;**
- (v) Credit accumulation rates of students to the completion of their high school careers after they have been expelled from one school only;**
- (vi) Graduation rate of students who have been expelled from one school only;**
- (vii) Graduation rate of students who have been expelled from all schools of the board;**
- (viii) Formal discipline rate history of pupils who have completed the caring and safe schools program to the completion of their high school careers after exiting the program;**
- (ix) Formal discipline rate history of pupils who have been expelled from one school only to the completion of their high school careers after that expulsion;**

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- (x) **A summary of the resources and support; both academic and non-academic provided to students in the caring and safe schools program.**

9. Safe Environments for Active School Transportation

On motion of Trustee Gough, the Program and School Services Committee **RECOMMENDS:**

Whereas, the Board adopted an Active, Safe and Sustainable Transportation Charter in 2013; and

Whereas, Dr. Linda Rotman and her colleagues at the Hospital for Sick Children and York University have conducted extensive research on the factors involved in the safety of children who walk to school in the Toronto District School Board, involving more than 100 schools since 2011; and

Whereas, active school travel programs throughout the board should be informed as widely as possible by this valuable research;

Therefore, be it resolved:

That Dr. Linda Rotman be invited to present her research to the next meeting of the Program and School Services Committee, or at her earliest convenience.

Part B: Information Only

10. Early Years Advisory Committee Report, May 9, 2016

On motion of Trustee Story, the Committee received the Early Years Advisory Committee report, May 9, 2016 (see PSSC:055A, page 1).

11. Inner City Advisory Committee Report, May 19, 2016

On motion of Trustee Story, the Committee received the Inner City Advisory Committee report, May 19, 2016 (see PSSC:055A, page 3).

12. Special Education Advisory Committee Report, May 2, 2016

On motion of Trustee Gough, the Committee received the Special Education Advisory Committee report, May 2, 2016 (see PSSC:055A, page 7).

13. Community Use of Schools Advisory Committee Report, May 3, 2016

On motion of Trustee Story, the Committee received the Community Use of Schools Advisory

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Committee report, May 3, 2016 (see PSSC:055A, page 13).

14. Parent Involvement Advisory Committee Report, May 19, 2016

On motion of Trustee Story, the Committee received Parent Involvement Advisory Committee report, May 19, 2016 (see PSSC:055A, page 15).

15. Aboriginal Community Advisory Committee Report, May 24, 2016

On motion of Trustee Gough, the Committee received the Aboriginal Community Advisory Committee report, May 24, 2016 (see PSSC:055A, page 19).

16. French-as-a-Second-Language Advisory Committee Report, May 10, 2016

On motion of Trustee Story, the Committee received the French-as-a-Second-Language Advisory Committee report, May 10, 2016 (see PSSC:055A, page 21).

17. Equity Policy Advisory Committee Report, May 5, 2016

On motion of Trustee Arp, the Committee received the Equity Policy Advisory Committee report, May 5, 2016 (see PSSC:055A, page 25).

18. Alternative Schools Community Advisory Committee, May 17, 2016

On motion of Trustee Story, the Committee received the Alternative Schools Community Advisory Committee report, May 17, 2016 (see PSSC:054A, page 27).

19. Changes to the Ontario Curriculum Following the Premier's Response to the Truth and Reconciliation Report

On motion of Trustee Gough, the Committee received an oral update from staff on changes to the Ontario curriculum following the Premier's response to the Truth and Reconciliation report.

20. Report No. 11, Health and Mental Well-being Committee

On motion of Trustee Gough, the Committee received the report No. 11 of the Health and Mental Well-being Committee (May 31, 2016 (see PSSC:055A, page 75) including:

- Green Communities Canada: Built for Walking: Safe Environments for Active School Transportation
- Toronto Public Health: Lyme Disease
- PR537, Head Lice (Pediculosis): Update

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Part C: Ongoing Matters

21. Postponed Matters

The Committee postponed consideration of the following to the next meeting:

- Phase Two Regulatory Changes Under the Child Care and Early Years Act [2860]

SUBMITTED BY Parthi Kandavel
Chair of the Committee

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