



COMMUNITY ADVISORY COMMITTEE MINUTES

Committee Name: Black Student Achievement Advisory Committee (BSAAC)

Date: Monday, June 5, 2017

Time: 7:00 p.m.

Present: Trustee Co-Chair Tiffany Ford, Trustee David Smith, Zanana Akande, Carl James, Yolande Davidson (on behalf of Adaoma Patterson), Liben Gebremikael, Thamara Mendez, Warren Salmon, Debbie Dada (Student), Ms. Lee (Student, Downsview SS)

TDSB: Executive Superintendent Jim Spyropoulos, Ted Libera, Ronell Matthews, Yvette Blackburn, Kurt Lewin, Jamea Zuberi, Randy Samuel, Amita Handa, Deborah Castello

Regrets: Co-Chair Anthony Morgan, Associate Director Christopher Usih, Trustee Chris Moise, Margaret Parsons, Michelle Munroe, Rosalie Griffith, Antoine Deroose, Sophia Ruddock, Jermaine Wallace, Sharon Beason, Dennis Keshinro, Jean Enoch, Brandon Hay, Ahmed Hussein, Bradley Morris, Julian Falconer, Destinee Brooks, Tinuola Akinwande, Ken Jeffers, Dalton Pollus, Sean Paul Salmon, Sandy Thomas, Kevin Sutton, Dalia Bateman

Guests: Lisa Gore-Duplessis - Director of Program and Community Services at the 519 and Verlia Stephen at the Sherbourne Health Centre
Sipho Kwaku and Paul Osbourne from Woodgreen Community Services

Recorder: Daniel Conforti

ITEM	DISCUSSION	RECOMMENDATION
Call to Order/Confirmation of Quorum	Trustee Co-Chair Tiffany Ford opened the meeting. Meeting called to order.	
Approval of Agenda	Agenda approved.	
Approval of Minutes	Minutes from the 2017-05-01 meeting were approved.	



Declarations of possible conflicts of interests	NIL	
Check-In (Seeking Your Input)		
Staff Presentation: Special Education	<p>Presentation to BSAAC from Special Education staff on <i>Developing an Individual Education Plan (IEP)</i>.</p> <ul style="list-style-type: none"> • The process begins with the Ministry document “Learning for All”. TDSB’s work is binded by this document. • The Special Education Plan updated annually, taking feedback from various stakeholders into consideration. • IPRC is a formalised process • For IEP students not deemed exceptional, the Ministry provides guidelines within Policy/Program Memorandum No.8 • Special Education staff work with new educators to help keep them informed of process <p>Comments from BSAAC:</p> <ul style="list-style-type: none"> • Parents are not brought into these conversations regularly. We also need to look at the deficit of the learning in classes. • How can we make learning accessible for all? Tiered approach. • Moving away from an IEP must be the conversation had in our system. How do we better improve the lives and futures of our students? • There is a disproportionate amount of black students with IEPs 	<p>Recommendation #1 That the TDSB undertake an assessment starting September 2017 of all 40,000 plus IEP's to disaggregate race, age, gender and sexual orientation of the students.</p> <p>Recommendation #2 That the process of creating/implementing 'informal' IEP's be stopped effective September 2017 pursuant to Ministry guidelines/mandate regarding the IEP's. This process has created detriment to Black students who have been arbitrarily subjugated to teacher/Administration 'labeling' that has not been substantiated through any formal medical analysis or assessment.</p> <p>Recommendation #3 That the TDSB Special Education department send a letter/notice to all parents/guardians of students on an 'informal' IEP, to establish consultations to discuss their child's 'working document' within the school environment. (The current policy stipulates that parents/guardians are to be notified but the accountability piece to ensure they have been informed and know the nature of the 'informal' IEP or if they had a noted objection to the creation and implementation does not exist).</p>



	<p>Q & A: Q: What are the check and balances to ensure that the informal process is correctly assessed? A: IEPs are reviewed and updated each reporting term (i.e. beginning of the school year and mid-year). Every IEP has a June review where schools discuss if changes should be made. Parents are informed. Q: Do we track loss of instructional time for students with IEPs? A: This information can be made available at the school level.</p>	<p>Recommendation #4 That Supervisory Officers be mandated to ensure accountability by tracking students being brought up for IPRC's and those being brought to team (IST/SST) and bridled with an 'informal' IEP within the school. Superintendents to review their schools every two weeks and Executive Superintendents once a month.</p> <p><i>Note: With all students being integrated into classrooms next year, it is important to put the mechanisms in place that assures accountability and eliminate the entrenched behaviours of biases and discrimination leveled against Black students through this detrimental arbitrary process.</i></p>
<p>Black LGBTQ Student Achievement</p>	<p>Guest Speakers: Lisa Gore-Duplessis - Director of Program and Community Services at the 519and Verlia Stephen at the Sherbourne Health Centre</p> <p>Lisa Gore-Duplessis:</p> <ul style="list-style-type: none"> • The 519 is a city of Toronto agency. Provides services to the LGBTIQ community (from the age of 0) • Also offer trans programs (i.e. meals) • Trans-family programs, addiction and chronic homelessness. • Assist newcomer parents integrate into their community. • Robust volunteer program including fundraisers. • Housing support for youth. • Largest program of its kind in all of Canada. Funded by the federal government, the provincial government and United Way. • Most students of colour they assist are seeking a safe space. • Most highlight some sort of bullying 	<p>Recommendation #1: Designate GBVP department staff specifically assigned to support Black LGBTQ students.</p> <p>Recommendation #2: Gender Based Violence Prevention department to work in schools where there is a high population of Black students to change the culture of the schools, and create a sense of safety which will foster students to self-identify as Black LGBTQ.</p> <p>Recommendation # 3: External support for Black LGBTQ students by engaging and outreach to agencies/service providers who work with Black LGBTQ young people.</p> <p>Recommendation #4: TDSB organize and host a symposium for Black LGBTQ</p>



	<ul style="list-style-type: none"> • More programs are being developed to engage these students • Most are trans youth of colour and have dropped out of school • We approach, support these youths by normalizing their identities in schools and communities. • Question posed to the BSAAC: • Ask yourself, what prevents you from creating a normalization of students in your schools? <p>Verlia Stevens:</p> <ul style="list-style-type: none"> • Runs youth program out of Sherbourne Health Centre • LGBTIQ youth/marginalized youth • They are a Human Rights group going through the process of learning anti-black racism/oppression as it relates to queer/trans youth. • There does not seem to be a visible representation of black LGBTIQ mentors/teachers. Students must see themselves reflected in schools. • "Unstable communities" require additional support. 60-70% of trans-youth are black. 	<p>students for the purpose of gathering first-hand accounts of their experiences.</p> <p>Recommendation #5: TDSB Research department to work with universities to look at the academic achievement of Black LGBTQ students.</p> <p>Recommendation #6: TDSB work with schools to create a culture shift among straight students, which will allow better inclusion of Black LGBTQ students. This can include curriculum development, and forming a working group to aid schools in shifting mind-sets towards LGBTQ people.</p>
<p>Update:</p> <ul style="list-style-type: none"> a) Woodgreen Community Services on the Rites of Passage b) TDSB's African Heritage Month Committee 	<p>Woodgreen Community Services on the Rites of Passage</p> <ul style="list-style-type: none"> • The Woodgreen Rites of Passage is the journey of an individual and a community change process which has a formalized process that assists youth of African descent (ages 12-29) in improving their ability to make a healthy transition into adulthood and increased social capital. • Cultural empowerment is an ingredient for student success • They ask youth to answer <i>Four life questions for full transition into adulthood</i>: 	



	<ol style="list-style-type: none"> 1. Who am I? 2. How did I come to be who I am? 3. Am I really who I think I am? 4. What is my life purpose? <p>Outcomes:</p> <ul style="list-style-type: none"> • Increased sense of self-identity and education attainment • Out of 170 young people, 60 are in post-secondary institutions, 21 graduated, 10 in transition programs. <p>Follow Up: Consider inviting Woodgreen to return for a more fulsome presentation at a Fall BSAAC meeting.</p> <p>TDSB's African Heritage Month Committee</p> <ul style="list-style-type: none"> • The TDSB has formed an African Heritage Month Committee and are working on fostering relationships with community organizations. • Think about how a collaborative relationship can be built with BSAAC. 	
Next Meeting Date	Monday, September 18, 2017, 7pm, Cafeteria.	
Adjournment		

