



COMMUNITY ADVISORY COMMITTEE MINUTES

Committee Name: Inner City Advisory Committee

Date: Thursday, January 11th, 2018
5050 Yonge Street, Committee Room A

Time: 9:30 a.m. – 12:00 p.m.

Present:	Ingrid Palmer (Co-Chair), Sheila Cary-Meagher (Co-Chair), Joy Beals, Sue Bilar, Lia Christensen, Kirby Davidson, Lee Ford-Jones, Michael Kerr, Shaila Krishna, Cafeon Nembhard, Sejal Patel, Rame Rai, Peggy Thomas, Mohil Verma, Chris Yu
Staff Present:	Karen Falconer, Helen Fisher, Daniel Jeffers, Kurt McIntosh, Avtar Minhas, Omar Omar, Kim Pividor, Sheryl Robinson-Petrazzini, Alison Rutherford, Marc Sprack
Guests:	
Regrets:	Michael Griesz, Josette Holness, Nicole Seck
Recorder:	Maria Valente-De Sa

ITEM	DISCUSSION	RECOMMENDATION/MOTION
Call to Order/Quorum	<ul style="list-style-type: none"> Meeting called to order at 9:50 a.m. and everyone introduced themselves. 	
Approval of Agenda	<ul style="list-style-type: none"> There was an item added under New Business – Summer Programs/Plans at the Toronto Public Libraries 	Agenda was approved. Peggy moved to accept the agenda. Shaila seconded. All in favour. Carried
Approval of Minutes		Shaila moved to accept the minutes. Peggy seconded. All in favour. Carried
Declaration of Conflict of Interest	Nil	
Co-Chair(s) Report	Parents were thanked for attending the meeting and being present to share their input, suggestions and ideas. Having this information provides the committee the opportunity to ensure that the students have the best learning possibility.	

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<p>Enhanced Equity Task Force Report</p>	<ul style="list-style-type: none"> • Consultations were held across the city in the four learning centres. Out of those meetings came a report in which parents and community members were provided with an opportunity to submit additional information on-line; • On December 13th, the Board received an 80-page report for staff to review and see what could be done/implemented; • On January 31st, the Planning and Priorities Committee will hear delegations on the recommendations presented in the report; • Staff will present a report on the recommendations; • The Trustees will then vote at the February 7th Board Meeting; • Parents who wish to be on the listing may sign-up for the January 31st meeting; • People broke into small groups to review the recommendations and provide feedback. 	 <p>EnhancedEquity RECOMMENDATIONS</p>
<p>Group One Feedback</p>	<p>Overall:</p> <ul style="list-style-type: none"> • Nothing surprising in this...the importance is “so what” • Accountability (page 10) needs to be a recommendation • Prioritize the recommendations • For accountability – during registration cut and paste social demographic questions from the survey into the registrations forms <p>Recommendation #1:</p> <ul style="list-style-type: none"> • Equity of access to specialized programs • Communication to parents – new to the board and new to the country needs to be differentiated • Communication should be clearer for equity access to programs <p>Recommendation #2:</p> <ul style="list-style-type: none"> • Schools and the board would need to have metrics and reporting scheme in order to be effective in tracking 	

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	<p>resolutions</p> <ul style="list-style-type: none"> Effectively resource the human rights office to effectively respond to #2 <p>Recommendation #3:</p> <ul style="list-style-type: none"> Make the base amount for students higher Create an annual public report to illustrate fundraising by school <p>Recommendation #4:</p> <ul style="list-style-type: none"> How do you break cycles within the schools Pulling in a broader community to discuss how to support schools Document community safety and well-being More emphasis on the role of the community support worker <p>Recommendation #5:</p> <ul style="list-style-type: none"> Making clear and specific reference to the board's continued commitment to employment equity – what does that mean? Be specific 	
Group Two Feedback	<p>Recommendation #1: ADD</p> <ul style="list-style-type: none"> Remove systemic barriers between the schools and the communities they serve Create a welcoming environment Examine ways to include parent community and community organizations into the life of the school Communicate widely about the process for partnering with the TDSB Simplify the process for partnering with the TDSB for smaller organizations (and allow exceptions/exemptions) Provide professional learning for teachers so that they are able to differentiate instruction for all students/learners 	

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	<p>Recommendation #2:</p> <ul style="list-style-type: none"> CHANGE the wording of nugget #4 TO: <i>Review the handling and overseeing of student complaints; Support all students so that they are equipped with the necessary skills to resolve disputes at the school level</i> ADD to nugget #5: <i>Develop or acquire a system to gather and track reports of incidents and complaints related to bullying harassment, exclusion discrimination, racism and hate</i> <p>Recommendation #3:</p> <ul style="list-style-type: none"> ADD that the board create a process whereby schools may fundraise to a maximum amount, after which a portion would be allocated to other schools across the board to address equity and poverty CHANGE in nugget #2 (top of page 8) <i>“inequality to inequity”</i> ADD an additional nugget to read: <i>Based on the aforementioned review, create a plan for action that reflects the community it serves</i> 	
Group Three Feedback	<p>Parents have children who are not getting the support they need due to the teaching practice of the teachers. One of the children is gifted and the other has special education needs and neither of them are getting the support they need.</p> <ul style="list-style-type: none"> Students should not have to travel so far to attend a specialized program. When these opportunities are presented, you need to be an engaged parent to get all the information Teachers need professional development to ensure they are meeting the needs of all students The physical spaces of classroom and schools need to be updated and the spaces need to be kept up to the same standard as other schools. Facilities and maintenance need 	

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	<p>to be up to a particular standard</p> <ul style="list-style-type: none"> • We need more opportunities for parents to gather and share stories. In this way parents, can also support one another. How can we increase parental involvement? • Face to face communication is important. The CSW is a good facilitator for this kind of communication. Also work with the settlement worker • Many new families do not know how to access information which is available on the computer using technology • How do we support all children in an inclusive manner? Can we not place all children in the same class and ensure that we differentiate the instruction to meet the needs of all children? 	
<p>Group Four Feedback</p>	<p>Recommendation #1:</p> <ul style="list-style-type: none"> • In the second nugget, examine ways to improve access... • Schools that have a lot – students are accessing outside of school already – they have an “invisible” net supporting the students outside of school; • Model School – more supports and resources – continue to develop – addressing the “invisible” that exists; • Within non MSIC – still have families that do not have access; <p>Family anecdote: (Outside programs, parents interested – LEF in school – unable to host a homework club as well)</p> <p>Can we have:</p> <ul style="list-style-type: none"> • Able to run multiple programs at the same time • Parent voice involved in programs at schools • Clear descriptions of programs running in schools • Schools – varied needs that different programs offer <p>Special Education – can we look to have:</p>	

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	<ul style="list-style-type: none"> • Improved communication process with families • Mainstream families having understanding processes and terms • Within the process – understanding of next steps, length of time, planning in the meantime • Parent involvement – multiple access points for meetings (call in) • Follow up – check in with families – parents know they can call • Parent education on the current special education process – outline parent responsibilities, teachers, administration <p>Recommendation #2: School Incidents and Complaints:</p> <ul style="list-style-type: none"> • Clarity on the complaint process at the beginning of each year <p>Recommendation #3:</p> <ul style="list-style-type: none"> • Survey went out, Enhancing – small group too small – not diverse voices <p>Recommendation #4:</p> <ul style="list-style-type: none"> • Continue support for student voice • Continue peer support 	
Other Business	<p>Summer Programs/Plans at Toronto Public Libraries:</p> <ul style="list-style-type: none"> • Toronto Public Library is in the beginning planning stages for summer programming. If there are any suggestions that parents have as to the types of programs to run this summer, parents were encouraged to reach out to Peggy Thomas; • Suggestions provided: young novelist, graphic novelist, media/videography; designing apps, Shakespeare, Indigenous, immigrants and native people, yoga and/or 	

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	<p>mediation camps.</p> <ul style="list-style-type: none"> • Children in Nature is a program that will be running during the day and throughout the year. The program will commence for preschoolers. • A listing of all Public Library locations that will be hosting program(s) this summer will be shared with the committee at the next meeting. <p>QUESTION: Are there opportunities for Middle School age (ages 11-13) to do volunteer work during the summer and/or throughout the year?</p> <p>ANSWER: Parents are encouraged to reach out to the Community Support Worker who have connections with the community centres, clubs, etc....</p> <p>Municipal Rates of Poverty in Ontario for Select Groups:</p> <ul style="list-style-type: none"> • Michael shared with everyone a graph showing the rates of poverty in Ontario. He will be working on the 2016 data soon and will share once ready. 	 <p>MunicipalRates.pdf</p>
Adjournment	<ul style="list-style-type: none"> • The meeting adjourned at 11:55 am. 	<p>Peggy moved to adjourn the meeting. Shaila seconded. All in favour. Carried</p>