

Inner City Advisory Committee Meeting Minutes

Wednesday June 5th, 2013

9:30 am – 12:30 pm

5050 Yonge St

Board room

In attendance	Trustee Sheila Cary-Meagher, Trustee Howard Kaplan, Aim Mujib, Laurie Green, Bob Spencer, Cheryl Skrovronek, Alejandra Bravo, Sharlene Bourjot, Lesley Johnston, David Clandfield, Ellie Avishai, Graham Hollings, Marjolien Winterlink, Kendra Kerr, Kwabene Yafeu, Nanci Goldman,
Regrets	Monica Etzler, Nathan Gilbert, George Martell, Donna Quan, Shayan Edalti, Jan Houston, George Martell, Alejandra Bravo
Staff	Vicky Branco, Manon Gardner, Briony Glassco, Nancy Spencer, Helen Fisher,
Guests	Vincenza Pietropaolo, Ingrid Palmer, Laura Hammon, Tevya Reid

Motions and Action Items from this meeting

Motion: The ICAC requests that the motion currently with Administration, Finance and Accountability Committee to be read and considered on June 12th be amended to include the following: That there be no further reductions, beyond those already in school-based Staffing Allocations, in the 2013-2014 budget expenditures allocated through the filtering mechanism of the Learning Opportunities Index for school budgets or other discretionary allocations that could benefit Model Schools, and of staff who serve Model Schools.

-see Appendix A-

1. Welcome and Introductions

2. Member announcements / Events /New ICAC Members

Member announcements: The Toronto Public Library is having a summer [reading club program](#).

- Free for all kids in the GTA.
- In both English and French, there is a preschool version and a magazine.
- Kids get a passport to fill with stamps as they read books.
- Each stamp links to a website that has activities and literacy games and one can exchange book reviews.
- Sign up at any Library starting from the end of June.
- The program runs whenever the libraries are open.
- Generously funded by TD Bank.

Events: George Webster funfair is on June 20th. From 5pm-7 pm.

Election of a new member:

Lesley Johnston nominates Ellie Avishai, (find biography, Appendix B.)

Ellie Avishai brings a fresh perspective from the Rotman School “I-Think program in her role as a guest teacher in some of our model schools. As a special education teacher she is passionate about our students and families in the inner city. She has already been very active on the ICAC, Governance Committee.

L. Johnston, moved. Trustee H. Kaplan, seconded. Carried.

3. Agenda Approval

Amendment to move item number 4 up to number 3

D. Clandfield, moved, L. Johnston, seconded. Carried.

4. Previous Meeting Minutes (March 8, 2013) Approval

C. Skrovronek, moved as amended. L. Johnston seconded. Carried.

5. Action Items Update and Committee Housekeeping plus discussion.

Concerning the first motion from the May meeting motion: *The ICAC requests that the two Maria Yau PowerPoint presentations, presented to ICAC in February and in May, be made available to the members of the Inner City Advisory Committee before the June 5th meeting,*

- Staff has decided that Vicky Branco and Helen Fisher will work with Maria Yau on both Power points and they will be shared in September/October.
- They feel the previous power points need to be updated.
- Sheila Cary-Meagher feels they should contain some info drawn from the most recent censuses.

Concerning the second motion presented in May: *In response to the recent report from Social Planning Toronto on the Demographic Allocation of the Learning Opportunities Grant and the ESL/ ELD Allocation of the Language Grant, we recommend that The Director provide a report showing which lines of the budget are not being fully funded by Ministry of Education grants, and that the chart submitted to the Budget Committee on June 6, 2012 concerning the 2011-2012 budget year be updated for 2013/14 and communicated to the ICAC before its next meeting on June 5th 2013.*

Report from David Clandfield for the Fairer Ways and Better Means sub-committee:

- David Clandfield and Lesley Johnston of the Fairer Ways and Better Means (FWBM) sub-committee and John Campey of Social Planning Toronto met with Acting Director of the TDSB, Donna Quan and then met with Chief Financial Officer, Craig Snider. In both cases Superintendent Vicky Branco was present.
- FWBM feels that considerable progress has been made in a very short time since the last meeting. The attached Table shows where agreement was reached and where there is still discussion to be held.
- The Learning Opportunities Grant - Demographic Allocation (LOG- DA) describes the funds designated by the Province to support students in the most need, those from poor or recent immigrant backgrounds. Historically school boards around the province have used the LOG- DA to support gaps in their budgets because the funds are not as clearly sweated (cemented to their intended purpose) as they could be. There are 5 or 6 smaller grants that have a very specific allocation; there is no flexibility on those areas. On the demographic allocation there is a suggestion of latitude in the Ministry's Technical Paper describing and the Board takes full advantage of it. ICAC believes that its use should be aligned with the needs of students whose presence in our classrooms generated the funds in the first place, and that if the government is truly following the terms of its Poverty Reduction Strategy it should be sweating these funds.

- The amount of money in the total LOG in 2012-13 was roughly 142.9M. The Demographic Allocation (LOG – DA) was about 127M.
- The sweated amount was close to \$17M.
- The committee was able to calculate expenditures that could be aligned with the sweated amount and remove it from consideration of the amount in the LOG – DA. The sweated LOG is placed in column G (with blue heading).
- Consider column F (with green heading). The shaded boxes (pink in colour) are items where there is still some discussion to be had.
- FWBM took the view that the Human Rights Office (line 12) shouldn't be here, since it is for everyone in the system, and that the same is true of the Safe Schools allocation (line 11).
- As a result of interventions from ICAC members, we no longer agree that either the Equity Program or Inclusive Schools should be aligned with LOG – DA. That change has been reflected in the attached table.
- The number at the bottom, Line 19 (in green) is the amount that FWBM tentatively agree is clearly aligned with the students who should be getting those funds. Line 20 (red on green) shows our calculation that almost \$88M is being spent on unaligned items.
- That differs from the corresponding line in Column F of about \$74M. But we had never seen a figure of this magnitude from Board staff before. And so despite our challenges to the exact amount, we now have a level of transparency not achieved before. And that is to the credit of the Acting Director and the Chief Financial Officer as well as to the Inner City Advisory Committee's efforts over several years.

Q. What about inclusive schools and equity? –

A. This is not just for kids living in poverty and recent immigrants who are deemed to be at risk. Inclusion and equity matter to everybody and there should be no effort to parse out this or that element as a charge to a targeted grant. (Note: this is now reflected in the attached Table)

Q. Part of the motion was that the Board do a LOG review, to determine where in the budget the funds appear and where it is applied, and that review should have happened in 2011, and didn't. In the last survey that the Board did it was revealed that the LOG - DA, funds outdoor education because they really used the LOI to determine which children they would favour.

A. Regarding field trips, there are two cost per pupil fees, one for schools with an LOI of 150 and below and one for the schools at 150 and above, but both are subsidized. You could argue that the additional subsidy could be charged to the LOG- DA but you could also say that the one subsidizes the other.

Q. What are the next steps? The school board is doing the best that they can do, but they are underfunded, the ministry is underfunding the board.

A. What the ICAC did with this in the current round of budget discussion was advertise our hope that this pattern would be slowed and reversed over time.

Arising from the committee's report, the following motion was brought forward.

The Inner City Advisory Committee is concerned to ensure greater transparency and accountability concerning the alignment of Board expenditures with the LOG, and the LOG-DA in particular, and to engage in a process of staged increases in expenditures in ways that reflect the intents expressed in the Ministry of Education's Technical Paper and the Ontario Poverty Reduction Strategy until full alignment is attained.

Accordingly, it is moved

(1) That there be no further reductions, beyond those already adopted in School-Based Staffing Allocations, in the 2013-14 budget expenditures allocated through the filtering mechanism of the Learning Opportunities Index, including but not limited to the per-pupil amounts in the Learning Opportunities Supplement for school budgets or other discretionary allocations that could benefit Model Schools, staff who serve Model Schools (either central or Reading Recovery leads),

and

(2) That the Board establish a working group

a) to identify Board expenditures that are clearly aligned with the objectives of the Learning Opportunities Grant – Demographic Allocation as these are outlined in the Ministry of Education's Technical Paper and the Ontario Poverty Reduction Strategy, and

b) to make recommendations on the most effective and equitable way to increase allocations in alignment with those objectives until the total amount in the Learning Opportunities Grant – Demographic Allocation is aligned with matching Board expenditures at a time no later than the 2019-2020 budget year

c) including three trustees, three senior administrative officers, a representative from each of ETT, OSSTF District 12 and CUPE 4400, three non-Board members from each of the Inner City Advisory Committee and PIAC, and two students delegated by the Student SuperCouncil.

This motion will be forwarded to PSSC (which meets tonight)

The original motion, which included a request for greater transparency, coupled with part (1) above is expected to go before AF&A next week, if that committee will acknowledge or accept this new version.

Q. Would it be useful to ask the Sub Committee to look at expenditures that are not clearly aligned and then look at how those costs can be paid for if they aren't paid for out of the LOG?

A. For the ICAC sub-committee this would constitute going beyond the mandate of the ICAC. For the Board committees, there might be some difficulty in getting agreement for that, but sometimes failure to achieve what is wanted the first time can provide a stronger platform for future advocacy.

Q. I am worried about a task force being made up of a random group rather than using our experts on our ICAC.

A. Establishing a task force doesn't commit the board to do anything, but if it eventually brings forward recommendations, the decisions will be made by a larger group.

Q. We need the School Board staff to understand that this newer motion is not threatening or painful and will ultimately be very useful. Until this is actually passed by the board, the staff has no mandate to act on this.

Comment: Keep part one of the motion for now and keep the second part for the Fall, once the budget is resolved, they are not in the right frame of mind to look at it right now.

**This will be added to the motion currently with AF&A.
Someone will talk to the four voting Trustees on the Committee.**

David Moved the Motion, Lesley Seconded it. Motion carried.

Briony will send out a summary of our survey for you to see.

6. Model Schools for Inner Cities information and Update, Learning classrooms

Manon Gardner and her team presented a report on The Parent Academy Conference to the Ministry of Education who were incredibly impressed.

- They wanted to talk more about The Model School's successful parent engagement.
- The new supervising Principal in charge of Model schools, Helen Fisher was introduced and welcomed

Summer school update

- Summer school has been extended through grades 1-8
- There are over 3000 registrations, at 10 sites,

- This is part of a bigger program run through continuing education and adding in the [Focus on Youth](#) students, a total of 10,000 students will be involved.

Coaches Update

- Originally when Model schools was required to offer up staffing cuts in April it was suggested we repurpose our 18 Teaching coaches into Learning Classroom teachers in 18 model school.
- Those 18 Coaches had each covered a cluster of schools
- After many meetings we have instead decided it would be more effective to promote some of our outstanding teachers to that role and provide 150 of our model schools with Learning Classrooms.
- The 18 teaching coaches will be encouraged to apply for those positions as well as teachers in each of the model schools.
- The 150 teachers promoted to Learning Classroom teachers will receive no extra pay but will receive added Professional Development and supports and acclaim.
- They receive release time to understand the model school curriculum.
- The only additional cost is in release time.
- Present Coaches have been working with the team to design the summer institute to train the new Learning Classroom teachers.
- The Coaches will continue to be used as experts and advisors.

Q. What is a Learning Classroom? Weren't we talking about demonstration classrooms. ?

A. These are not called Demonstration Classrooms but Model Schools for Inner Cities Learning Classrooms. This person's role will be to reinforce The Model School methods and message. We didn't have that before, we had a coach who covered many schools. The Principals of each school will decide which grade in their school will be the learning classroom and other teachers and administrators will be invited in to observe.

Q. Can you bring in expert teachers to a school to act as Learning Classroom teachers if there is no in-house expertise?

A. We feel confident that we can get a teacher from each school. If they aren't immediately apparent at the start, we want to be able to work teachers up to that level rather than bring in new teachers. That is an even more powerful tool. It won't be smooth, this is the first year but we have the infrastructure in place to support.

Q. What a fabulous model of teaching and learning, what a shame you had to sacrifice 18 experienced coaches to get there. I worry that you have now many overworked teachers.

A. Of the 18 coaches, many of them are excited to be settled in their own classroom and they will stay connected to their clusters. The role of lead teacher remains. And that is a good piece of infrastructure for the teaching staff. But we recognize that we have lost something by repositioning these 18 coaches.

Q. How does this affect all your resources? The social determinants for health?

A. The Social Determinants for Health package should be launched in September in our schools and they will be designed to support individual communities and individual schools.

Q. I would hope that there would be some clear and direct feedback on how the Learning Classrooms play out. We might find out that some schools really do need more help than previously thought.

A. This is a two-year term and it has a vigorous research component to it. We can give you feedback at each ICAC meeting and bring some teachers to ICAC to talk to you. The first 6 months will be what's working, what isn't. We have to give it two years to really iron out any wrinkles. We will provide an in-depth update in May of 2014.

7. ICAC planning session

What have we done this year and where do we want to go next?

We handed out the ICAC backgrounder and discussed how we could make more of our intentions and expectations for the ICAC more explicit.

In three separate groups we slapped down ideas on Post-its to answer the grand question "How will the ICAC create change in 5 years" everyone generated many, many ideas on individual post-it and then each group clustered the post-its into different themes and reported them back to the larger group.

8. Motion to adjourn

Trustee H. Kaplan moved, E. Avishai Seconded. Carried.

ICAC SUB-COMMITTEES:

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,
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

September 10, 9:30 am – 12:30 pm
5050 Yonge Street, Committee Room A

Appendix A

ICAC Revised Recommendation of Motion for AFA June 12, 2013

The Ministry of Education Technical Paper states that the Demographic Allocation of the Learning Opportunities Grant (LOG) “provides funding based on social and economic indicators that are associated with a higher risk of academic difficulties” and “supports boards in offering a wide range of programs to improve the educational achievement of these students. Examples of programs include breakfast programs, homework clubs, reading recovery, and withdrawal for individualized support”; and

The Ministry of Education Technical Paper states that the English as a Second Language/English Literacy Development (ESL/ELD) Allocation of the Language Grant was created with the knowledge that “the cultural and linguistic diversity of Ontario’s population means that many students require extra help to develop proficiency in their language of instruction” and expects Boards “to use resources provided by the Language Grants to provide language services and support” children who are recent immigrants; and

While recognizing the chronic underfunding of the education system, the Inner City Advisory Committee believes that the TDSB must nevertheless align its expenditures with the stated intent of the relevant sections of the Ministry's Technical Paper by directing an amount equivalent to the Demographic Allocation of LOG to programs that overcome the adverse educational effects

of social and economic disparities and an amount equivalent to the ESL/ELD Allocation of the Language Grant to English programs for our linguistically diverse school population ; and

The ICAC believes that a multi-year phase-in of the redirection of the LOG and ESL/ELD allocations to their original purpose is a practical way to move the Board into closer alignment with these two parts of the Ministry of Education's Grants for Student Needs in a timely fashion,

The Inner City Advisory Committee recommends that:

1. the Toronto District School Board begin to increase the expenditure of the Demographic Allocation of the LOG and the ESL/ELD Allocation of the Language Grant on programs that specifically support the students whose need has generated these funds, until such time as the full amount is allocated within a period of no more than five years; and that
2. the Toronto District School Board begin the process of increasing the alignment of its LOG and ESL/ELD expenditures by reinstating key staff positions and increasing key program budgets that support these students in need; and that
3. the upcoming annual budget exercise include, for the purpose of transparency, line items that show how the full amount of the LOG and Language Grants will be spent; and that
4. in accordance with section 4.5 of the Learning Opportunities Index Operational Procedure PR526ⁱ adopted by the Board on March 24, 2009, the information about and analysis of the impact of allocations using the LOI, promised every two years, "be provided to the Board and shared with the Inner City Advisory Committee and other community advisory committees."

ⁱ From "The Learning Opportunities Index Operational Procedure, PR526"
<http://www.tdsb.on.ca/ppf/uploads/files/live/88/1726.pdf>

4.5 Measuring the Impact of Allocations Using the Learning Opportunities Index

The impact of allocations received by schools will be assessed by gathering information from a random sample of schools chosen based on their placement on the index. Schools will be representative of different levels of external challenge.

Specific information collected will include details about type of resources schools are receiving based on the Learning Opportunities Index; the value of these resources, how they are used, and the benefit to student learning. Resources received through the regular school budget allocation process will not be included in the analysis.

Information will also be collected about the use of resources allocated to Families of Schools for distribution by superintendents of education.

The information will be collected and analyzed every two years. The results of the research will be provided to the Board and shared with the Inner City Advisory Committee and other community advisory committees.

Appendix B:

Bio

Ellie Avishai
Director, I-Think Initiative
Desautels Centre for Integrative Thinking
Rotman School of Management, University of Toronto

Ellie Avishai is the Founder and Director of I-Think, a unique initiative at the Rotman School of Management at the University of Toronto. I-Think adapts Rotman's pioneering curriculum, which aims to engender self-reflective thinking and problem-solving in MBA students, to the K-12 world.

In the span of two years, I-Think has grown from a pilot program to a key initiative at over a dozen schools in Toronto and a partner of the Toronto District School Board. I-Think has drawn considerable media attention from newspapers such as the Globe and Mail, the Toronto Star and the Financial Times of London, and has been listed as one of the 50 Reasons to Love Toronto in Toronto Life Magazine.

Ellie has taught for over a decade in both public schools and education-focused NGOs. She was a 2005 recipient of the Bealight Fellowship for Social Entrepreneurs.

ICAC Statement

I'd be delighted to join the ICAC as an external partner of the Toronto District School Board. I have a rather unique point-of-view, having taught in the TDSB in Special Education, but also seeing through the lens of an MBA. While we work extensively with the Board, we also have relationships with a variety of other education partners and I can bring the learning from those experiences to our dialogue together. I think sitting on the committee would improve my work with the Board as it would help me gain a broader perspective about the key issues our target student-group is facing. Ultimately, I am here to learn how we can best serve students, so I am eager to hear the variety of perspectives around this table.