



Toronto District School Board
COMMUNITY ADVISORY COMMITTEE MINUTES

Committee Name: **Inner City Advisory Committee**
 Date: **Thursday, February 19, 2015**
 Time: 9:30 am to 12:00 pm
 Present: Trustee Cary-Meagher (co-chair), Ingrid Palmer (co-chair), Trustee Arp, Trustee M. Ford, Trustee Stiles, Vicky Branco, Helen Fisher, Simona Emiliani, Alejandra Bravo, David Clandfield, Nathan Gilbert, Laurie Green, Graham Hollings, Claudette Holloway, Sejal Patel, Ana Skinner, Cheryl Skovronek, Bob Spencer
 Regrets: Trustee T. Ford, Sharlene Bourjot, Annique Farrell, Adam Iggers, Matthew Judd, George Martell, Debra Payne, Annie Peng, Kwabena Yafeu, Ying Ong, Cori MacFarlene
 Guests: Monique Schwarz
 Recorder: Hilary Wollis, Coordinator

ITEM	DISCUSSION	RECOMMENDATION/MOTION
Call to Order/Quorum	Co-Chair Ingrid Palmer called the meeting to Order.	Quorum achieved
Approval of Agenda	Palmer noted that an amendment is required to strike the approval of previous meeting minutes.	Moved, Nathan Gilbert. Seconded, Trustee M. Ford. Amended.
Welcome and Introductions	Palmer welcomed all attending to the meeting, and noted that a new representative from the Laidlaw Foundation, Ana Skinner, is present. Introductions were made around the table. Parent Monique Schwarz was welcomed as a guest to ICAC.	
Model Schools for Inner Cities Update	<p>Central Coordinating Principal Helen Fisher delivered the report</p> <p>Early Development Instrument (EDI): Taking place in March, the EDI is a diagnostic questionnaire used by teacher to assess kindergarten students. All Senior Kindergarten students in Ontario will be assessed this year. Model Schools (MSIC) have used this tool with Junior Kindergarten children for several years. The results help Model Schools to connect students and their families with services in the community.</p> <p>Q: Is the EDI tool new?</p> <p>A: No, however the Province has released a clear, 3 year expectation of its use and tracking for all schools. TDSB has used it for years with Senior Kindergarten children.</p>	<p>ACTION: Helen Fisher to send Coordinator the link to the Toronto Star article on I2Q students at Anson Pk for distribution.</p> <p>ACTION: Coordinator will distribute the news clip when the CBC story on I2Q airs.</p> <p>ACTION: Coordinator will send Ana Skinner the PSSC report on the summer Pre-Kindergarten</p>

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	<p><i>Comment:</i> The EDI data helps MSIC select the sites for the pre-Kindergarten program. The data shows indications regarding school readiness in students.</p> <p><i>Comment:</i> The training for Early Childhood Educators (ECEs) is key to this pre-Kindergarten program. MSIC will run 4 programs this summer, and we would like to run more.</p> <p><i>Comment:</i> The Program and School Services Committee (PSSC) received a report from Academic Research regarding the summer kindergarten program . The results were positive. My understanding is that one year provides some data, but that the next two years will more accurately demonstrate the positive impact by the end of Grade One.</p> <p>Q: Is this the same Introduction to Kindergarten program that parents attend along with the child?</p> <p>A: No, that is the "Ready, Set, Go" program that runs in some schools. This was a month- long summer Pre-Kindergarten program that prepared children for September. It ran at 4 Model School summer school sites.</p> <p>Resiliency Survey: This survey will be completed by MSIC students in Grades 4 to 8. It considers student confidence and sense of belonging. It is linked to the "Heroes" program at MSIC, which is delivered to grades 7 and 8. There are 21 schools participating in the "Heroes" program, based on work by Dr Wayne Hammond. Model Schools modified the curriculum to better reflect the Canadian and urban lives of our students by developing supplementary tasks for the program. We have received good feedback at the teacher training sessions, and teachers are excited about it.</p> <p>Q: What is meant by describing the students as "urban"?</p> <p>A: At Model Schools, we are committed to culturally responsive pedagogy, using student experiences to guide the teaching, and having them challenge social norms through their own experiences. This might mean, for example, sampling a range of local media around gender norms and race, instead of relying on textbooks, so that students can work on asking critical questions in a way that is meaningful to them .</p>	<p>program.</p> <p>ACTION: Coordinator will help Ana Skinner and MSIC connect regarding the YAACE program founder visit to CW Jefferies.</p>

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	<p>The original "Heroes" unit profiled historical American heroes like Abraham Lincoln, which while admirable, is not relevant to the lives of our students, and does not connect to their lived experiences. As a result, Model Schools added Canadian contemporary figures that would resonate with students, and we also build in the idea that one can have a hero in their own life, someone like a parent or another caring adult.</p> <p>I2Q: Model Schools developed this Innovative Intelligence program with Claude Legrand. It involved translating his business strategies and thinking to education. MSIC staff re-worked the strategies in ways that teachers can deliver in the classroom. There are currently 11 Model Schools piloting the unit in grades 5 to 7. The Model Schools Coaches are supporting the program in the classroom. The CBC has filmed an 8 minute story on the program that will highlight a classroom, a family, and the professional development.</p> <p>Academic Research is supporting us by surveying teachers who run the program, including using a control group to measure the results. We are hoping to offer another summer institute for teachers to expand the program, and to expand the curriculum into grades 2 to 5.</p> <p>Model Schools is considering hosting 3 weekend institutes for other School Boards to come for the Professional Development on this original program. This aspect will be created between Legrand and MSIC, working with business development. There is a partnership agreement with Legrand and TDSB to receive 50% of any royalties arising from the sale of materials like curriculum units.</p> <p>Last week, the Toronto Star ran an article on students from Anson Pk Public School, who approached The Learning Partnership for an opportunity after learning how to use these skills.</p> <p><i>Comment:</i> Model Schools could approach Claude Legrand about making a visit to a future ICAC meeting to share some of the strategies.</p> <p>Q: Could you provide an example of how this is used?</p> <p>A: Let's consider a typical classroom task of deconstructing or breaking down a problem. How do we break it down to get to the right solution? The traditional premise in schools is adaptive thinking: following a linear path to a solution. Non-</p>	

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	<p>linear thinkers may struggle at school because their style of thinking is not present in the classroom. Innovative thinking strategies are inclusive of divergent thinkers, and draw out different approaches to a solution, supporting a range of thinkers in learning. It is not a "unit" - it is a strategy that flows through all units.</p> <p><i>Comment:</i> MSIC presented I2Q to eight Secondary schools who loved it. One school has used the strategy with their staff, which led to a reorganization of the entire school and its leadership team. TDSB is very lucky to have this gift.</p> <p>Parent Academy Conferences: The Conferences are quickly approaching on April 18 in the East and on April 25 in the West. Parents are working hard on their topics for this year, and we are working with many of our partners. The Conference and Parent Academy are about supporting parents, about presenting opportunities to build skills, and increase job readiness.</p> <p>We are rethinking how we provide transportation for families , and are considering giving a TTC family pass to parents instead of using school busses.</p> <p>Community Support Workers (CSWs) are trying to gather parents for bussing, so we can use it strategically at locations where there are large numbers of attendees.</p> <p>Q: Does TDSB Special Education have a role to play in being there to provide information to families?</p> <p>A: Yes they could for sure, we can explore that with them.</p> <p>Adventure Passport: MSIC works hard with City attractions to provide this passport. It went out in the February report cards, and it is valid until the following March. All of the partners in the Passport program track the usage of the coupons. There is a very high uptake rate with families.</p> <p>MSIC Summer School will grow to 13 sites this summer. Applications went out to parents during Parent - Teacher interviews. This year's program includes many active STEM tasks. The activity level ensures attendance stays high</p>	

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	<p>through entire program.</p> <p>Q: Is this a half day program?</p> <p>A: Yes, it is, but we work with the City to provide an afternoon program. We are talking about the factors that affect utilization of the programs. We are working with City to provide more universal programming at our sites.</p> <p>Q: The Academic Research report presented on the summer program was not especially positive regarding limiting summer learning loss. Can you comment?</p> <p>A: This is an issue regarding methodology. When MSIC compares the start to the finish of the program, considering what was taught, the data can show growth by comparing similar curriculum. MSIC also includes a longitudinal consideration: What about tracking a child who attends summer school for three years? Does the gap close?</p> <p>CODE (Council of Directors of Education) granted \$400,000 for our study, including a post-assessment in September, and use of a control group that writes a test in June and in September. This methodology showed that MSIC kids do not lose learning, in fact they grow.</p> <p><i>Comment:</i> Laidlaw Foundation works with group called “YAACE” at CW Jeffries. It is a K-8 program. The person behind this program is a teacher at Brookview, Devon Jones. This program includes a lot of STEM and social connectivity, along with continued opportunities. Is there any intersection here? The founder is coming to Toronto from the US for a speaking engagement soon.</p> <p>Superintendent Branco indicated that yes, MSIC would be interested.</p> <p>Q: Is the MSIC summer program funded through the Learning Opportunities Grant- Demographic Allocation (LOG-DA) allotment for grades 7-12?</p> <p>A: The grades 7 and 8 program does receive this funding. MSIC submits the student names for that funding. We aim for 400 students to access the funding. Programs for grades 1 to 6 are funded by CODE and other sources.</p> <p>Q: Summer school is an opt-in program for families, and is accessed by families who are motivated to see their children succeed. Is this another</p>	

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	<p>variable in the success of the program? Could it be that harder to reach students are not attending because it is optional?</p> <p>A: MSIC continues to work with Academic Research regarding the need to glean these factors out through the research.</p>	
<p>ICAC Draft Terms of Reference</p>	<p>The draft Terms of Reference was developed by the Governance sub-committee.</p> <p>Historically ICAC has used several documents to define the Terms of Reference (TOR). The Parent and Community Engagement Office (PCEO) has asked all Advisory Committees to develop a formal TOR.</p> <p>Alejandra reviewed the draft provided to the Committee.</p> <p><i>Comment:</i> The mandate has some awkward phrasing. It is important that the opportunity gap isn't closed by lowering the ceiling for all. Instead, the goal is to raise the bottom.</p> <p>Suggested new wording: "close the opportunity gap <i>and raise the achievement for all students facing barriers</i> within the TDSB"</p> <p>Suggestion: Align the Mandate to the Board's Strategic Directions.</p> <p><i>Comment: Membership:</i> add back in representatives from unions / employee groups.</p> <p><i>Comment:</i> Section 8: Add "or other appropriate committee" to accommodate future change.</p> <p><i>Comment:</i> Section 4: Add "subsequent terms".</p>	<p>ACTION: The Coordinator will circulate the draft TOR electronically for comment from members, and revision by the sub-committee.</p> <p>MOTION: The Committee returns the draft Terms of Reference back to the Governance sub-committee for further review and approval in April 2015.Moved, Nathan Gilbert. Seconded, Cheryl Skovronek. Approved.</p>
<p>ICAC Coordinator</p>	<p>Special Education Conference: Saturday, March 28th at Earl Haig SS, presented by PIAC and SEAC. This is a networking and information forum for parents and students. Transportation is not provided.</p> <p><i>Comment;</i> MSIC and CSWs can consider how to help parents register, and support them with transportation.</p> <p>Community Investment Strategy event: On Friday, March 6th, ICAC will come together with representatives from community agencies, programs and</p>	<p>ACTION: The Coordinator will distribute the Conference link to ICAC..</p> <p>ACTION: The Coordinator will register David Clanfield for the March 6th Community Investment event.</p> <p>ACTION: The Coordinator will</p>

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	<p>institutions at Spirale banquet hall to explore the framework for a Community Investment strategy for our schools. The event is free, registration is online. The Coordinator can register ICAC members if they are unable.</p> <p>Following this event, ICAC will collate and refine the input, and create a proposal to take forward to the Board.</p> <p>Trustees have already received an invitation. ICAC is the other TDSB group at the table. Otherwise, it will be mostly community agencies.</p> <p>Q: Can we invite the Toronto Youth Cabinet? A: Yes, please invite your contacts to attend.</p> <p>Q: Is PIAC invited? A: We are trying not to overload the event with TDSB groups. This is a forum to bring external voices into the conversation.</p> <p>Q: Can ICAC members invite any Agency? A: This is an open and inclusive event, but attendance is limited to 175. We want to ensure that the Agencies attending are those that want to be involved with TDSB, who are working in communities, with youth and families, etc. Please forward a list of the contacts you invite to the Coordinator.</p> <p><i>Comment:</i> This conversation is about “what is a school for” in our community. The best mix will be a very diverse group. This event will build momentum.</p>	<p>distribute the invitation to the Community Investment strategy event as soon as possible to allow members to register.</p>
Sub-Committees	<p>Fairer Ways & Greater Means:</p> <p>David Clandfield provided a report supported by 3 handouts.</p> <p>Clandfield presented information on his analysis of the funding provided to TDSB through the Learning Opportunities Grant-Demographic Allocation (LOG-DA).</p> <p>Clandfield met with Craig Snider recently, left Snider with a list of questions.</p> <p>Clandfield discussed how the LOG is distributed throughout the system.</p> <p>The LOG is a collection of 8 grants from the Ministry of Education (MOE) to school boards. The Demographic Allocation (DA) is the big portion, 80%, and</p>	<p>ACTION: Small group meeting will take place between ICAC Trustees and David Clandfield. Who is interested? Trustee Cary-Meagher will organize. The Coordinator will gather Ward numbers from interested trustees so Clandfield can work up a ward snapshot for them.</p>

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	<p>there are also 8 smaller program-specific grants.</p> <p>Clandfield noted a Technical Paper stating that the DA provides funding based on social and economic indicators that put students at risk of academic failure.</p> <p style="padding-left: 40px;">This year, the DA factors are: 50% low income, 25% recent immigration, 12.5% low parent education, and 12/5% lone parent status. (derived from 2006 census data).</p> <p>The LOG is framed in the language of the 2009 provincial Poverty Reduction Strategy.</p> <p>For the year 2012-2013, TDSB chose to spend more on Principals, Vice Principals, Education Assistants, and librarians than allowed by the funding.</p> <p>At its Jan 20, 2014 meeting, the Budget Committee presented a letter to the Ministry of Education (MOE) stating that “social and economic factors represent the proxy that is used to determine funding. They do not determine the students served by the LOG programs.”</p> <p>TDSB defines student need very specifically by neighbourhood income, lone parent status and parent income. Recent immigration has been shown to not be as strongly predictive of risk.</p> <p>2013-14: TDSB received about 30% of the total LOG grant. This amount has remained stable for many years. The issue is that the MOE continues to add more grants to the envelope, and the DA is not keeping pace.</p> <p>The DA funding should be aligned to distributions made according to the Learning Opportunities Index (LOI). An example is the LOI supplement in each school budget.</p> <p>There are two issues: (1) being underfunded, (2) choices to be made regarding distribution of money within that envelope. Is the Board using it for its intended purpose?</p> <p>Clandfield reviewed the handouts he has provided.</p> <p><i>Comment:</i> Do we have a table that matches the foundation grant amount for teachers, for example, and shows the gap with what is actually required. Is that another way to demonstrate the underfunding issue?</p>	

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	<p><i>Comment:</i> The MSIC budget has been reduced by \$4 million this year.</p> <p>Clandfield reported that his view is that MSIC is not as well off, and may be getting worse. But, there is a lack of awareness that this has happened because it is very difficult to understand.</p> <p><i>Comment:</i> It is very difficult for Trustees to see small items like MSIC funding is actually decreasing within this massive budget. How can we simplify the language?</p> <p><i>Comment:</i> Can ICAC provide a list to the Trustees on ICAC showing the underfunded item.</p> <p>Trustees need to ensure MSIC funding remains uncut. For example, it was originally recommended to cut 8 of the MSIC Coaches. That proposed cut was reversed.</p> <p>Clandfield noted that he cannot proceed with further analysis until he has the responses to the questions he left with Snider. Then he will proceed to a school by school and per pupil analysis.</p> <p><i>Next Steps:</i> Clanfield will distribute his report to ICAC. He will wait for the response from Craig Snyder. ICAC should invite Craig Snider to share information at a future meeting once his responses are ready.</p>	
Trustee Report	None	
New Business	None	
Next Meeting Date	Tuesday, March 10th, 6:00pm to 8:00 pm Nelson Mandela Park PS 440 Shuter St.	
Adjournment	Moved, Nathan Gilbert, Seconded, Bob Spencer. Adjourned..	

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