

**Inner City Advisory Committee Minutes
 Tuesday, September 09, 2014
 9:30 am to 12:30 pm
 5050 Yonge Street, Committee Room A**

In Attendance	Ingrid Palmer, Trustee Sheila Cary-Meagher, Trustee Howard Kaplan , Jennifer Arp, Diane Banks, Nathan Gilbert, Nanci Goldman, Laurie Green, Claudette Holloway, Adam Iggers, Lesley Johnston (telephone), Matthew Judd, Jeff Kugler, Aim Mujib, Bob Spencer.
Regrets	Fiona Bowser, Alejandra Bravo, David Clandfield, Michael Kerr, George Martell, Cheryl Skovronek, Nancy Vogel.
Staff	Vicky Branco, Helen Fisher, Simona Emiliani, Sharlene Bourjot, Michael Griesz, Bonnie McDonald , Ruth Sischy, Hilary Wollis, Kwabena Yafeu
Guests	

**Welcome and Introductions
 ICAC Co-Chairs**

- Community Co-chair Ingrid Palmer welcomed everyone to the first meeting of the 2014 – 2015 school year.
- Palmer shared news of several member transitions at ICAC, and welcome new representatives:
 - Jann Houston, Toronto Public Health, will be represented by colleague Claudette Holloway.
 - Lesley Johnston, [Social Planning Toronto](#) (SPT) is now pursuing a PhD program. Her successor will join ICAC meetings.
 - Ellie Avishai, Rotman School, is currently on maternity leave.
- Palmer welcomed two new representatives from Right to Play, Matthew Judd, and Adam Iggers.
- Introductions were made around the table.

**1. Approval of Agenda
 ICAC Co-Chairs**

- The Agenda was approved as presented. Nathan Gilbert, moved. Howard Kaplan, seconded.

**2. Approval of Minutes
 ICAC Co-Chairs**

- The draft Minutes of the ICAC meeting held June 3, 2014 were presented for approval.
- Amendment: Ruth Sischy noted that her name should be moved to the Staff section of the attendees.
- The Minutes were approved as amended. Moved, Nathan Gilbert. Seconded, Jeff Kugler.

**3. Model Schools for Inner Cities Update
 MSIC Staff**

- Helen Fisher, Coordinating Principal for MSIC, provided the update.

a) [Model Schools for Inner Cities](#) (MSIC) Summer School:

- Over 2 500 students attended the July MSIC summer school. In partnership with Ruth Sischy, six [Parenting and Family Literacy Centres](#) (PFLC) operated for July in summer school sites.
- MSIC partnered with [Toronto Public Library](#) (TPL), thank you to Cheryl Skovronek and Diane Banks. The Bookmobile visited several schools, and every summer school student was provided with the opportunity to register for a library card on the first day of the program. Librarians visited sites and promoted the many programs available for the summer and after school.
- All students also had the opportunity to access afternoon recreational programs.
- [Science, Technology, Engineering, and Mathematics \(STEM\)](#) at summer school: MSIC Coordinator, Simona Emiliani, along with some Learning Classroom Teachers and Lead teachers, developed kits featuring STEM tasks that could be incorporated into classroom programs. These were hands-on tasks that were very successful with students. MSIC collected feedback from these tasks, and will be working to expand STEM activities.
- The First Nations Metis, and Inuit group ran three summer school programs, and Early Years ran four Kindergartens in Model Schools. The Kindergartens were extremely successful, and are something we would like to repeat.
- MSIC built data collection into the summer school program, to allow us to measure students achievement, including a brief report card that measured growth. We are awaiting the results, and expect to report in November. We are collecting both quantitative and qualitative measures, and our report will offer both sets of data.

b) MSIC iPad Program:

- MSIC has purchased twenty iPads per school. The first 150 schools as determined by the [Learning Opportunities Index](#) (LOI), will receive 20 iPads each. The next 100 schools on the LOI will receive 10 iPads each. The Early Years Lead teacher at each school will also receive one Mac book Pro. Teachers will receive training in the early reading program, and will learn how to use this technology tool, and they will be supported by the MSIC Coaches on an ongoing basis.
- Branco noted that this is an example of how MSIC is incorporating the idea of tiered need into its decisions.
- The iPad initiative is part of the Grade One early reading program, which aims to ensure that all students are reading at grade level when they leave Grade One.

Q: Will this help us to identify struggling students earlier?

A: Yes. We are helping teachers learn how to teach reading better, and to focus on reading cues, and break down reading in the classroom.

Comment: I better understand how the iPads are being used in early learning.

Q: What is the MSIC focus for inner city middle schools, in terms of technology, or boosting learning skills?

A: The STEM project that we will present next applies specifically to the intermediate years. It is important to remember that the MSIC program is no different than the entire system. We are aligned with the Years of Action (YOA), and we support and supplement the schools with additional resources and training to enhance teaching in those schools

Q: Is there a role with parents, to share the apps teachers are using in the classroom with families so they can use them at home?

A: MSIC is working with Apple Canada on supporting families by blending these apps into the home learning environment.

Q: Recently, the media reported that [full-day kindergarten \(FDK\) is changing how young students learn](#) when they move into the more structured program in grade one. Technology like the iPad is influencing students in grade one. How is MSIC responding?

A: MSIC has been working with Early Years Learning and Care on this topic. Together, we have created kits that will help Model Schools teachers blend the play-based program into grades one and two. The first step towards boosting

technology capabilities was to equip all Model Schools with wi-fi. Now, in a next step, we have identified that most Model Schools did not have any iPads, and this represents a gap. We realize that tablet technology is an essential tool in schools.

c) Science, Technology, Engineering and Mathematics (STEM):

- This project began in 60 pilot schools last year. We are working on including all MSIC schools by the end of October.
- Last year MSIC staff worked to provide content to our Learning Classroom Teachers (LCTs) in our schools. We ran modules, held a showcase, and incorporated STEM tasks into summer schools.
- Now, the Teaching and Literacy Coaches will be working with LCTs in small groups to further the project.
- The Board has hired Antonio Santos as Central Coordinating Principal. His team will be working with MSIC to develop hands - on STEM kits. We are aiming to have one kit per school for all MSIC schools .
- MSIC Fall Classic: On September 19, all Model Schools Vice-Principals and Principals are invited to an event with Director Quan and Associate Director Gen Ling Chang. This professional development for leaders in MSIC buildings will help them to better support the complex issues in our Inner City schools.

d) Model Schools Year at a Glance: This booklet shows the progress of the MSIC program. It provides a comprehensive view that includes the five essential components of MSIC.

e) Innovation Intelligence Project I2Q :

This is a pilot program in 11 Model Schools, focused on grades 5 to 7 teachers. This pilot builds on our sessions with Claude Legrande from [Ideaction](#) last spring.

A summer institute was held in August to introduce the unit being developed to build student's innovation skills. Innovation in the classroom is about being better questioners and problem solvers. Within the pilot, we have built in a research component to see where students and teachers are.

f) [Video: Parent Academy Conference 2014:](#)

- MSIC staff shared a video created at the Parent Academy Conference held last April at Thistleton and Cedarbrae Collegiate. Approximately 400 parents attended at each site. This conference is unique because it is created by parents for parents. They create the topics, presentations and are the presenters. There will be a 3rd Conference next spring.
- MSIC staff thanked Erin Pallet in TDSB Media Services for creating this video.

ACTION: Hilary Wollis will forward a link to the video to the ICAC membership.

4. Sub-Committee Reports

a) International Languages sub-committee:

- The report was provided by group lead Bob Spencer.
- Spencer recognized Vicky Branco, [Professor Jim Cummins](#), and David Clandfield for their efforts to spearhead the current pilot proposal for an integrated day language program in Model Schools.
- A brief description of how heritage / [international language](#) classes are currently delivered at TDSB was provided, as an after school or weekend class.
- A business case will be developed for a program that takes the existing “Identities” program (the focus is culture and identity) that Cummins is currently running at two Model Schools and expand it to incorporate language instruction. The program will be taught within the classroom literacy block, in a co-teaching environment with the classroom teacher and a language instructor.
- This pilot proposal requires that existing Heritage language funding provided by the Ministry in an innovative and different way.

- There is interest from both the Director and the Ministry of Education to explore this idea further.
- Once the pilot is approved, the MSIC team will work on writing some curriculum for the pilot classrooms, which will blend Cummins’ work with Language learning.

Comment: I am hoping that this pilot program will not preclude students from also enrolling in a traditional Heritage Language after-school or Saturday course.

b) Fairer Ways and Greater Means (FWGM):

- Lesley Johnston provided the report.
- Most of the committee’s work was organized around the budget, and Board accountability around the spending of [Learning Opportunities Grant – Demographic Allocation](#) (LOG-DA).
- We are looking forward to the development of the Inner City Department, and we will consider how FWGM can support that.
- David Clandfield has been analyzing the budget data provided by CFO Craig Snider, and he is hoping to move forward with unpacking that data.
- Lesley’s successor at SPT is intended to join FWGM.

c) Special Education:

- Laurie Green provided the report.
- Some questions are awaiting answers from the Board, and are delayed pending reorganization. We are looking for information around behavior classes.
- Attending [Cluster Parent Academy Committee](#) (CPAC) meetings at schools provided a lot of input from parents and students.
- We are still working on a more firm ICAC connection at the [Special Education Advisory Committee](#) (SEAC).
- \$3 million in Special Education Ministry funding to TDSB was cut. What is the impact for students? This is an advocacy piece. When we consider the integration initiative contained in the Years of Action, it requires funding for teacher education and ongoing support. This is something we haven’t discussed at this table.

Q: Why is TDSB receiving \$3 million less in funding?

A: The Ministry made changes to the High Needs funding. This resulted in a funding reduction.

Q: When the government allocates funding, do they also give a suggested model for spending?

A: That question would perhaps be better answered by Superintendent Uton Robinson.

d) Governance:

- This committee is in transition, as several members are no longer active with ICAC.
- Lesley Johnston’s successor at SPT will sit on this committee.
- Ingrid Palmer, Claudette Holloway, and Michael Griesz will join the committee.
- Cluster Parent Academy Committee (CPAC) Meetings: the dates of meetings will not be determined until mid-October. At that point, members will plan to attend meetings to talk about ICAC with parents.

5. Update on the Consultation on an Inner City Department

- Jeff Kugler and Nanci Goldman provided the report.
- Library copies of the draft report were distributed and must be returned to Hilary Wollis after the presentation.
- The presenters reviewed current TDSB data showing the growing diversity of students. This data shows that one-half of TDSB families belong to low or very low income groups.
- They reviewed the findings of the Hulchanski “Three Cities” report. It shows who lives where, the widening gaps, and polarization of groups within Toronto. By 2025, Hulchanski projects that visible minorities will form the majority of residents, but will be disproportionately represented in low and very low income groups.

- Every action within The [Years of Action](#) (YOA) is equity action based.
- From this data, and our consultation held at our June meeting, ICAC has deduced that an equity response is required.

Q: Do TDSB demographics match the diversity of city as a whole?

A: The TDSB data would be aligned with the data for the City. It may reflect the future diversity, as it is focused on today's children.

Q: Does the data reflect the immigrant population, and is not necessarily race-based?

A: Most schools don't reflect this overall diversity evenly. Some schools are largely populated by one group, while some are extremely diverse.

- Data shows that while 73% of TDSB students are born in Canada, 67% of their parents were born elsewhere. This means that ¾ of TDSB students are living with the struggles that are inherent in the immigrant experience.
- Special Education trends: We see that some groups are overrepresented in some programs. Why is this happening?

Q: When we talk about special education in this data, are we talking only about students who are identified with exceptionalism?

A: No, [Individual Education Plan](#) (IEP)-only is represented in this data as well.

Q: Can you explain the acronyms?

A: Yes, IEP is an Individual Education Plan, and a student will receive an accommodated or modified curriculum based on that plan.

Q: Did you consider Special Education by income?

A: No, we worked with the data that was available from TDSB. The chart before you links race and income, which lets you infer.

ACTION: Hilary Wollis will email Kwabena Yafeu, Matthew Judd, and Adam Iggers the June ICAC power point presentation that shows the Hulchanski report data.

- Based on data, and the feedback gathered at the June consultation, the ICAC is recommending the establishment of an Equity / Inner City Department.
- This report is in support of all the recommendations of the YOA, and proposes a model and structure for an Inner City Department that will be reviewed next.
- The presenters noted that Director Quan stated about an Inner City Department that *"This department ensures a lasting legacy of chances for inner city students."*

Q: What is the name of the Advocacy committee that is proposed?

A: It is the staff-trustee Equity Inner City Advocacy Funding committee.

Q: We are looking at this, talking about the YOA, why are we calling for a department? I see the work of the TDSB here. Why a department? Don't these goals represent the work of TDSB as whole?

A; I think "why a department" is because many of these initiatives exist in isolation of one another. A department allows planning, coordination, integration, and a greater impact across the city. When the TDSB says we are building a new structure, that says to the world that it is a priority.

Q: I get it, but looking at 5th largest school board, I'm looking at the power and influence of this department on the board.

A: An Inner City department has been a stated priority, but no to date there has been no institutional focus, no tool that owns Inner Cities and forces the focus. This is the tool that is needed now, and a department is the way this Board makes it happen.

Comment; I loved the way you talked about breaking down the silos, but I don't see Special Education in the action plan or proposal part of this. Did it drop out? Is this where it belongs? And how is Support for special education students from our inner cities different?

The ICAC endorses the following interim recommendations provided at the end of this report.

Interim Recommendations:

1. Set up the system structure for the new Inner City Department, creating both new and aligning all existing departments that fall within the current portfolio of the Associate Director, Student Achievement, Well-Being, and Academics.
2. Ensure adequate staff to implement the work of the new Department.
3. Revisit and evaluate the Model Schools for Inner Cities (MSIC) program. Advocate for the return of full staffing to the MSIC program.
4. Develop and implement a new grouping of all schools aligned to the Learning Opportunities Index (LOI). These groupings would be used for a differentiated allocation of resources.
5. Advocate and ensure that the appropriate existing funding from the Learning Opportunities Grant - Demographic Allocation (LOG-DA) and English Language Learners (ELL) Grant is aligned with the work of this new Department.
6. Advocate and collaborate with Employee Services to ensure that the hiring of all staff is reflective of the students served by the TDSB, and includes staff with experience working with racialized and marginalized students.
7. Advocate and collaborate with Employee Services to ensure that proven equity experience and understanding is the number one criteria for promotion in all areas. The promotion to leadership should include input from parents, community and teachers at each school.
8. Advocate and ensure that this new Department has a direct connection to all of the current Departments within the Office of the Associate Director, Student Achievement, Well-Being, and Academics, including, but not limited to, Equity and Inclusive Schools, Special Education and Section Programs, Student Support Services and Care, Student Success / Learning to 18 / School Support Initiative, Teaching and Learning, and Early Years Learning and Care. This new Department will actively liaise with all TDSB departments as necessary on issues relating to the new Department and meeting the complex needs of Inner City students and schools, as well as the serious issues of disproportionality within existing programs.
9. Advocate and ensure that this new Department maintains an ongoing liaison with all internal and external partnership programs in order to best serve the needs of Inner City students and families.
10. Advocate and ensure that as this department develops, there are opportunities for meaningful consultation among parents, youth, and partners, both internal and external.

Vicky Branco thanked Nanci Goldman and Jeff Kugler for their significant work in creating this package.

Additional Feedback:

An explanation of the LOI (learning opportunities index) was provided.

Comment: Director Quan has committed to developing an Inner City Department, and a new organizational chart is expected in November or December. Today, we are looking for final feedback to inform this final re-organization.

Q: I am surprised that your highest level of management for this department is an Executive Superintendent. Shouldn't it be the explicit role of an Associate Director if it is a priority?

A: That is an interesting thought that we will consider.

Comment: Should behavioural Special Education classes move from Special Education over to an Equity function, because in many cases it is about mental health and other stressors?

Q: My understanding that this proposal would include consultation with parents and communities?

A: We will try, but the CPAC meetings do not begin until October, and the timelines on this are tight.

Q: Should this department be Inner City / Equity? There is already a large [Equity department](#).

A: The Director would have to agree that yes, we want the Inner City department fused with Equity.

- *Comment:* Having special education as a distinct piece in this department is important, so that it liaises with the special education department on the complex needs of inner city populations. Consultation is a huge piece of the success of the new department.

Q: Is there anywhere for forums for youth to give input into what this could look like?

A: Yes, it would be a positive thing to have that opportunity to talk with secondary schools.

- In the past, there was an Inner City Department. A department can do so much more than a program like Model Schools for Inner Cities (MSIC), because it works closely with Employee Services, with partnerships, with Secondary schools, and beyond. MSIC provides a structure from which to lift off, and we can determine a phase one, and beyond, with this new department.
- Once an Inner City Department is in place, ICAC will have a large advocacy role to make sure that the budget is in place so that it is well resourced. ICAC needs to get together into sub-committees to do the work once the announcement is made. For example, Parent and Family Literacy will be involved in the new department.
- This new department must be blended into the organization to work, it cannot develop in isolation. This will require a strategic approach.

Q: Should Equity be one of the first principles of the new department, instead of calling for an Inner City / Equity department?

A: Yes, but we feel we have to honour the existing Equity department.

Comment: I agree with the suggestion about the Associate Director – I think there needs to be explicit ownership.

Comment: It is important to include Mental Health, and also is important to remember the huge stigma that accompanies it on all sides.

Comment: These should be presented as interim recommendations based on feedback to date.

ACTION: Add to the Interim Recommendations:

- As this department develops, there must be opportunities for consultation with parents, youth, and community partners.
- As the Director rolls this out, the ICAC would like to be involved to advise on the ongoing development in the structure, roles, of the department.
- An Inner City / Equity Department must be included in the Directors new organizational structure.

6. Coordinator's Report

- Hilary Wollis reminded members that the meeting schedule is printed on the reverse side of today's Agenda. Please remember that next month, we will meet in the evening, in this location.
- Wollis reviewed the media articles of interest that are included in today's meeting package.
- Diane Banks, Toronto Public Library, updated the group on two current initiatives:
 - TPL Librarians visit all kindergarten classrooms. This program is well supported by TDSB.
 - There is a new Grade 4 program, "Super Sleuths". Students receive a package that includes information for kids and parents, and the Super Sleuth mysteries invite older children to re-engage with the library, using collector cards, a wallet for library card, and enticing them to solve the mysteries and come to the library to collect their prizes. This program could benefit from support from TDSB teachers.
- Laurie Green thanked The Toronto Public Library for supporting a program at St. Michaels Hospital, that provides a book to all children visiting the family practice at their well baby visits at ages one through five.

7. Adjournment

- Motion to Adjourn, Howard, Seconded Nathan. Adjourned.