



Toronto District School Board  
**COMMUNITY ADVISORY COMMITTEE MINUTES**

Committee Name: **Inner City Advisory Committee**

Date: **Thursday, May 14, 2015**

Time: 9:30 am to 12:30 pm

Present: Trustees Glover, Kaplan, Stiles, Arp. Ingrid Palmer (co-chair), Vicky Branco, Helen Fisher, Simona Emiliani, Alejandra Bravo, David Clandfield, Pat Gracey, Laurie Green, Graham Hollings, Shaila Krishna.

Regrets: Sharlene Bourjot, Nathan Gilbert, Claudette Holloway, Adam Iggers, Matthew Judd, Michael Kerr, George Martell, Sejal Patel, Debra Payne, Annie Peng, Ana Skinner, Cheryl Skovronek.

Guests: Trustee Story, Dr. Lee Ford-Jones, Sean Meagher, Monique Schwarz

Recorder: Hilary Wollis, Coordinator

ITEM	DISCUSSION	RECOMMENDATION/MOTION
Call to Order/Quorum Welcome and Introductions	Co-chair Ingrid Palmer called the meeting to order. Trustee Story will fill in as Trustee co-chair in the absence of Trustee Cary-Meagher.	
Approval of Agenda	David Clandfield moved that the Agenda be amended to allow Pat Gracey, representing Toronto Public Library, to share information regarding summer programs. Seconded, Alejandra Bravo. Approved.	
Welcome and Introductions	Palmer welcomed everyone to the meeting, and introduced first time guests Dr. Lee Ford-Jones from the Hospital for Sick Children, and Sean Meagher, from Public Interest. Introductions were made around the table.	
Toronto Public Library	<ul style="list-style-type: none"> <li>• Pat Gracey, Toronto Public Library, shared information about the summer opportunities for children.</li> <li>• TD Summer Reading Club <a href="http://www.tdsummerreadingclub.ca">www.tdsummerreadingclub.ca</a> begins on June 26.</li> <li>• Gracey shared posters, booklets, and stickers that are provided to participants.</li> <li>• A library card is not required to participate. There are programs for pre-school and school age kids. There are recommended reading lists for both age groups.</li> <li>• New this year, and online component allows participants to use a PIN code to log on and record readings, access links and activities.</li> </ul> <p><i>Comment:</i> Model Schools partners with TPL for summer school, with visiting librarians</p>	<p><b>ACTION:</b> Helen Fisher and Pat Gracey (TPL) will connect to make arrangements regarding Summer Reading club.</p>

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	<p>and hopefully a bookmobile visit.</p> <p><b>Q: How do kids get the booklet?</b> A: They are available in every branch.</p> <p><b>Q: Can TPL provide a short write-up to TDSB so we can promote the program through different means, like Trustee or Principal newsletters?</b> A: Yes, Absolutely.</p>	
<p>Review of LOI</p>	<ul style="list-style-type: none"> <li>• A review of the Learning Opportunity Index ( LOI) is underway. The review comprises two parts: the methodology and the uses.</li> <li>• Hilary Wollis and Laurie Green recently attended a TDSB Consultation on behalf of ICAC to provide feedback There is an opportunity for ICAC to submit comments to the review by end of day Friday, May 16th, based on input gathered today.</li> <li>• David Clandfield provided an overview of the LOI, and the report that accompanied the review consultation.</li> </ul> <p><b>Q: Does the presentation show where different specialty programs enter the system (gr 4 for example) and how they impact LOI / local attendance?</b> A: NO</p> <p><i>Comment:</i> I see an effect on the proposed Open Schools strategy. Some schools do not lend themselves to a strong community – school tie based on geographic location.</p> <p><i>Comment:</i> This is the first time I recall that the many uses of the LOI within TDSB have been detailed in one document.</p> <ul style="list-style-type: none"> <li>• Provincial funding through the Learning Opportunities Grant - Demographic Allocation (LOG- DA). This report will help us to understand how the funding is used in direct relation to the LOI, and better identify the amounts. (for example, we have previously ascertained that only 30% of the LOG-DA is spent on kids who generate the funding).</li> </ul> <p><i>Comment:</i> I suggest that when new policy goes forward, there should be financial accountability tethered to it, so the linkages between LOG-DA funding, the LOI, and expenditures is clear.</p>	<p><b>ACTION:</b> The Coordinator will draft an ICAC submission to the LOI review, and forward it to Laurie Green and David Clandfield to review on behalf of the Committee before submission on Friday.</p> <p><b>ACTION:</b> The Coordinator will send the LOI review report and the existing policy to all ICAC members..</p>

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	<p><i>Comment:</i> There needs to be a way of evaluating the success of initiatives by ways other than and in addition to the EQAO and other Provincial Standardized Tests. This would better demonstrate if the LOI does reduce barriers.</p> <p><i>Comment:</i> I suggest that ICAC consider if schools that have a large visiting population for programs like French Immersion or Gifted should use 2 LOI calculations for the two populations, so that a needy local population does not go without support.</p> <p><i>Comment:</i> It is important to know what is not happening with use of LOI? We should ask what are the measurements that go with this?</p> <p><i>Comment:</i> What about the variables that are factors in the LOI? What is it that is not making the gap show – why do schools score so close together? What can TDSB do in this index to show that #1 is very different from #300?</p> <ul style="list-style-type: none"> <li>• Laurie Green commented that during the Consultation session, TDSB Research indicated there is incomplete data around things like crime, refugee status, and mobility.</li> </ul> <p><i>Comment:</i> The Model Schools hard cut-off is an issue, because support isn't distributed across the wide spectrum, whereas the LOI supplement in school budgets is distributed along full spectrum of schools. TDSB needs to look at ways to increase the distribution formula to reflect the full scale.</p> <p>Section 4.11 : I suggest that the review period be changed to every five years from two, because it creates too much movement of resources and is very disruptive to the system.</p> <p><i>Comment:</i> The Model Schools cut-off has a focus on curriculum support, which is hard to spread out along the full spectrum because of focused resources and longer term investment in initiatives.</p>	

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	<p><i>Comment:</i> I propose a hybrid model that allows a 5-year review period for something like Model Schools, with a longer-term investment in curriculum support. But items that are distributed strictly along the continuum may benefit from a more frequent recalculation. This would build more flexibility into the system of LOI-based support.</p> <p><i>Comment:</i> A French study found that 1 in 200 poor children make it to the top tier of schools. The study found that the one student often came from a family that experienced temporary poverty.</p> <p><i>Comment:</i> We know from the work on streaming that the kids who attend the same classes with peers from different circumstances ultimately do better at school.</p> <p><i>Comment:</i> Is criminalization a variable? By this I mean a continuum stretching from discipline, suspension through to arrest, detention, etc. Is criminalization a factor that affects school success? Is it a compounded exclusion? For example, children living in multi-generational poverty, or a youth held in remand status for a long period.</p> <p><i>Comment:</i> If the most powerful factor is parents living on social assistance, is that something that TDSB Research can publish? It would align with very recent medical studies that looked at parental engagement and conduct disorders. The study got people on benefits working, and then measured the change in their parental resiliency and the educational outcomes of children. This is timely, and it is linked to mental health too.</p> <p><b>Q: The demographic profile of some schools can shift rapidly . What is the mechanism for support in that case?</b></p> <p><b>Q: Is the best mechanism an appeal or application for special consideration?</b></p> <p>A: I think that the Board can respond quickly based upon anecdotal circumstances in such cases.</p> <p><i>Comment:</i> Staff Training and a Communication plan component needs to be added to ensure that all TDSB staff understand the LOI and their role in its use within the Board to support students..</p> <p><i>Comment:</i> The review needs to consider the impact of a change in LOI ranking for a school and its community. A top 100 LOI ranked school may be a Priority School and</p>	

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	<p>have access to low cost and free permits. A change in LOI rank means some community groups lose this access to permits, to the detriment of the community. This is a conversation for Permits as well, that they are mindful of vulnerable groups and that access is protected.</p> <p><i>Comment:</i> There is a motion at the Planning and Priorities committee, asking that the LOI be used in the PARC and school closings process. There is great concern that many schools that close are located in communities where parents lack social capital.</p> <p><i>Comment:</i> Low enrollment schools are often some of the most needy. For example, in the last round of closures, 25% were near the top of LOI rankings.</p> <p><i>Comment:</i> The recent City of Toronto Neighbourhood Improvement Areas (NIA) report showed that a large number (31%) of under-enrolled schools are in NIA areas.</p> <p><i>Comment:</i> Some schools really need re-branding, to get local children attending their local high schools.</p>	
<p>Community Investment Strategy</p>	<ul style="list-style-type: none"> <li>• Alejandra Bravo presented this item.</li> <li>• This initial Community Investment Strategy report was created by an outside team with ICAC representation, consulting on the role of schools in communities. A large community conversation was held on March 6th, and this report was distilled from the input gathered that day from the over 100 attendees.</li> <li>• This process asked: What place can TDSB schools have in reducing poverty, and what partnerships can support those goals?</li> <li>• ICAC sought a diversity of perspectives, and went outside the Board to talk to partners and potential partners around what role schools can play. This is a very proactive document.</li> <li>• The political context of this strategy is that there are four other processes taking place concurrently on the same topic. Now is the time to move forward on this.</li> <li>• Bravo reviewed the four key areas and their actions for the group.</li> </ul> <p><i>Comment:</i> So many communities feel they are on the outside of the school system, that they don't belong. And they have so much to contribute.</p>	<p><b>Motion:</b> ICAC directs staff to reconvene the Design Team to explore the seven key next steps, prioritizing the establishment of the Guiding Principles of Open Schools, including convening a local planning table, with the hope of launching one Open School as a first stage in September.</p> <p>The framework for the local planning table will be reported at the June ICAC meeting.</p> <p>Moved, Alejandra Bravo. Seconded, Trustee Stiles. Approved.</p> <p><b>ACTIONS:</b></p>

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	<ul style="list-style-type: none"> <li>Local Planning Table: This is a team of that includes the trustee, community, staff, parents. This table will guide the definition of their Open School. It may be defined differently in different communities, working within guiding principles. That process is hand in hand with the review of permits. Stage one of the permit review has been good, but it is still limiting access through the Principal as gatekeeper. Open School: has to be open enough to allow for local decisions to be made collectively, and allow for spaces that are not currently schools. What is that process? Does a Trustee Chair the planning table?</li> </ul> <p><i>Comment:</i> The conversations around this idea are accelerating with community hubs on one end and school closings at the other. This process sits in the middle, where a hub is intertwined with an enlivened school. It is not simply a building with some separate services in it..</p> <p><i>Comment:</i> I think we need to bring Trustees along on this journey. There is still a need to get up to speed.</p> <p><i>Comment:</i> There is a need to insert this experience into the Community Hub Advisory Committee table, where no school boards are currently represented.</p> <p><i>Comment:</i> One of the pieces needed in the process is to identify barriers. This process is a way of identifying where the barriers are.</p> <p><i>Comment:</i> A local / community planning table that does set priorities that are responsive to the community works to address marginalization through purposeful engagement .</p> <p><i>Comment:</i> We want to be able to work with this concept, and create a gap analysis to show how it is working.</p> <p><b>Q: Where do schools that are currently leased for other uses fit into this conversation? They are offering services that are needed in the community, but</b></p>	<p>Add to the Design Team: Trustees Jennifer Arp and Marit Stiles.</p> <p>David Clandfield requested to be included in the distribution of drafts and documents.</p>

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	<p><b>the building may be sold. They are key community assets.</b></p> <p><i>Comment:</i> One piece that is missing from the report is the place of adult learners, who are not counted as learners by the Ministry and the space in which they learn is counted as empty. Adult learners are the first students kicked out of space. The same is true of seniors programs. The report must explicitly include adult and senior learners or they disappear.</p> <p><i>Comment:</i> Also missing: is a discussion about integrated language programs, since it is a strong inroad with communities. It should be more explicit.</p> <p><i>Comment:</i> A review of the School Utilization rate methodology is key to this process.</p> <p><i>Comment:</i> It is hard to drop the word "hub" when everyone is using it. I realize that a narrowly defined hub is not useful because sometimes we are describing a gathering of buildings in proximity to one another, with complementary uses.</p> <p><i>Comment:</i> Community involvement in decision making is good, but we must remember that the school and all of the services offered within it will become integrated with the system. They cannot sit apart.</p> <p><i>Comment:</i> An overwhelming issue here is the need for some kind of joint governance and finance model for this, or we risk that every time something comes up, it will be mired in bureaucratic negotiation. Some sort of collaborative governance needs to be established to get a long term commitment to this concept of a coordinating function of a joint governance and funding body.</p> <p><i>Comment:</i> It is important that this is not seen as a TDSB function. This is an opportunity to capitalize on the political moment and build on the learning of the Model Schools for Inner Cities program to create a community entity.</p> <p><b>Q: Is there a priority list for community groups to use school space? Do parents / students come first?</b></p> <p>A: That is part of establishing the guiding principles . There is a lot of work to be done so that there are decision making framework.</p> <ul style="list-style-type: none"> <li>• Alejandra Bravo will make revisions / additions to the report:</li> </ul>	

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	<p>Under "Challenges": add policy as a challenge.            Add: the strategy is inclusive of adult learners            Add: the strategy includes all existing assets, not only operating schools.            Add: Clarification – to explore the joint governance aspect to work towards long term growth, and to move away from the current piece-meal model .</p> <p><i>Comment:</i> With regard to joint governance, when the Toronto Poverty Reduction Strategy report is unveiled in June, they will need to address this from their side.</p> <p><i>Comment:</i> This table needs to express some agreement on the next steps, so that staff feel that they can proceed with this strategy, to continue with the Design Team and start to develop the principles.</p> <ul style="list-style-type: none"> <li>• Model Schools is prepared to open a first stage Open School in September, to start the conversation with a community.</li> </ul> <p><b>Motion:</b> ICAC directs staff to reconvene the Design Team to explore the seven key next steps, prioritizing the establishment of the Guiding Principles of Open Schools, including convening a local planning table, with the hope of launching one Open School as a first stage in September.</p> <p>The framework for the local planning table will be reported at the June ICAC meeting.</p> <p>Moved, Alejandra Bravo. Seconded, Trustee Stiles. Approved.</p> <ul style="list-style-type: none"> <li>• Add to the Design Team: Trustees Jennifer Arp and Marit Stiles.</li> <li>• David Clandfield requested to be included in the distribution of drafts and documents.</li> </ul>	



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Whistleblower Policy	<ul style="list-style-type: none"> <li>• TDSB is currently developing a Whistleblower Policy at the initiative of the Board of Trustees.</li> <li>• This policy will allow staff to report misconduct without fear of reprisal or threat of reprisal.</li> <li>• There is a consultation currently ongoing. ICAC has an opportunity to submit comments by end of day on May 19, 2015.</li> <li>• Comment: One aspect that will be significant with this policy is education and communication. It is important that everyone knows what this policy is, and is not.</li> </ul> <p><b>Q: Is there currently an Ombudsman at TDSB?</b>  A: No. Last evening the Board discussed the hiring on an integrity Commissioner.</p> <p><b>Q: Is there a role for the Integrity Commissioner in this policy?</b>  A: Yes, Trustees agree there is.</p> <p>.</p>	<p><b>ACTION:</b> The Coordinator will distribute all of the Whistleblower Policy information along with due date for comments.</p> <p>Members are to submit comments to the Coordinator who will make the submission on behalf of ICAC.</p>
Next Meeting	Tuesday, June 9th, 9:30 am to 12:30 pm at 5050 Yonge Street, Committee Room A	
Adjournment	Chris Glover, moved, David Clandfield seconded. Adjourned.	