

**Name of Committee: Early Years Community Advisory Committee (EYCAC)**

**Meeting Date: October 13th, 2023**

**Notes:**

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**Attendance: via Zoom:**


Jill Oakes (Community Co-Chair/ YMCA Child Care), Michelle Dutra (Woodgreen Child Care), Anabela Ferreira (Woodgreen Child Care), Nicola Maguire (LEF), Pam McArthur (Runnymede Adventure Club), Kim Rogers (Sunshine Child Care), Irena Setnik (Silver Creek Pre-School), Patrina Stathopoulos (Dandylion Daycare), Rosemary Stiglic (PLASP Child Care Services), and Amy Van Camp (Toronto Children's Services).

Also present were: Audley Salmon (Associate Director, Learning Transformation and Equity), Lynn Strangway, (Executive Superintendent, Learning Centre 3 and Early Years), Cynthia Grundmann, (Senior Policy Advisor/Manager Early Years and Child Care Services), Trustee Dennis Hastings (Ward 1), Nadejda Lekosky (Early Years Coordinator, Child Care Services), Donna Spreitzer, (Executive Director, Toronto Community For Better Child Care), Lisa Teodosio, (Centrally Assigned Principal, Early Years & K-12 English/Literacy), and Tana Turner (Consultant, Turner Consulting Group).

**Regrets:**

Elizabeth Addo, (System Superintendent - Leadership Development, Employee Engagement, and Continuous Improvement), Patricia Chorney Rubin (Community Co-Chair/ George Brown College), Trustee Malika Ghous (Trustee Co-Chair, Ward 18), Liz Hoang (Child Care Services Manager), Ronnie Lebi (Senior Manager, IT Operations), and Lorrie Weddell (NYAD-Donwood).

ITEM	DISCUSSION	RECOMMENDATION/ MOTION
Welcome/Introductions/ Acknowledgement of Traditional Lands		
Call to Order / Quorum	<ul style="list-style-type: none"> <li>• Quorum confirmed.</li> </ul>	
Approval of Agenda	<ul style="list-style-type: none"> <li>• The agenda was approved.</li> <li>• Moved: Pam McArthur</li> <li>• Seconded: Rosemary Stiglic</li> </ul>	
Approval of Minutes- May 31, 2023	<ul style="list-style-type: none"> <li>• The Minutes were approved.</li> <li>• Moved: Patrina Stathopoulos</li> <li>• Seconded: Pam McArthur</li> </ul>	
Declarations of Possible Conflict of Interests	<ul style="list-style-type: none"> <li>• Completed - No Conflicts were declared</li> </ul>	
Co-Chair Report	<p><b>Communication items (Co-Chair- Jill Oakes):</b></p> <p><b>EYCAC Annual Report 2022-2023</b></p> <p>The Co-Chairs provided an overview of the EYCAC Annual Report. The report provides an overview of the following:</p> <ul style="list-style-type: none"> <li>• Early Years Community Advisory Committee Co-Chairs' Message</li> <li>• EYCAC Mandate/Purpose</li> <li>• EYCAC Meeting Dates</li> <li>• EYCAC Committee Membership 2022-2023</li> </ul> <p>Every Community Advisory Committee is required to submit an Annual Report at the end of the year based on the Board's directives. This report reflects the work and accomplishments of</p>	

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	<p>the CAC during the prior school year. The Annual Report is co-written with the committee co-chairs.</p> <p><b>EYCAC Self-Evaluation Feedback Tool 2022-2023</b></p> <p>The 2022/2023 CAC Self-Evaluation was completed by 7 EYCAC members on May 31, 2023. The responses to each question represented (Strongly agree =1 to Strongly Disagree =5). Overall, the responses to all questions represented 1.5.</p>	
<p>Multi-Year Strategic Plan (MYSP) Discussion</p>	<p><b>Tana Turner, Consultant, Turner Consulting Group</b> provided an overview on the Multi-Year Strategic Plan (MYSP). Attached is the MYSP Renewal Engagement slide deck that was shared at the EYCAC October 13<sup>th</sup>, 2023, meeting:</p> <div style="text-align: center;">  <p>MYSP Renewal - Consultation Slide Deck</p> </div> <p><b>MYSP Renewal 2023-2027</b></p> <p>The MYSP assists school boards in setting long-term strategic priorities and goals to:</p> <ul style="list-style-type: none"> <li>• Guide student achievement and well-being</li> <li>• Address both academic and business practices</li> </ul>	

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	<p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• Relevancy of current pillars</li> <li>• Are there any priorities that are missing?</li> <li>• What else should be considered in the renewed Multi-Year Strategic Plan?</li> </ul> <p><b>Members discussed:</b></p> <p><b>PILLAR 1: Transform Student Learning</b></p> <p>A member shared what does deep learning look like in the global competencies, math, and literacy? What specifically is being done to transform student learning in inclusion and special education?</p> <p>Lynn shared that transforming student learning is a priority. However, the goal needs to be tight/focused.</p> <p>Cynthia shared this pillar could engage everyone’s sense of belonging and competency especially in early years. From the transition to kindergarten and FDK to reflect something that isn't purely academic and speaks to how does learning happen.</p> <p>A member asked if the restorative practices component is in relation to suspensions and expulsions? Or is it skill building on restorative practices for the individual students?</p> <p>Lynn stated how to use restorative practices as a proactive strategy to not have to engage in so many suspensions and</p>	

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	<p>expulsions, but if engaged in the suspension or expulsion process, how can restorative practices be part of that process to help with making sure behaviours don't repeat.</p> <p>A member shared within the inclusion and special education, looking at trends post COVID to ensure preschool children with behaviour issues are being equipped and supported in a school system.</p> <p><b>PILLAR 2: Create a culture for student and staff well-being</b></p> <p>Lynn shared this is an important priority where the belonging piece needs to sit because you can't have well-being without a sense of belonging.</p> <p>Cynthia shared the importance of stakeholders and partners around this table and certainly in the broader early years community who work in our schools should be considered and included in the language that reflects culture. EYCAC has had discussions and reflections of the commitments around working in shared space and the sense of community. There's an opportunity to make a more consistent effort to include those who access and use space in school, who work with students, and who are not necessarily TDSB staff or students.</p> <p>A member shared that parents need to be included when thinking about a culture of inclusion and well-being, parents are very much</p>	

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	<p>a part of students, staff, and community partners.</p> <p>A member shared instead of “effectively support” change to “effectively equipped”.</p> <p>A member shared if restorative practices could go into this pillar instead of the first one.</p> <p>Lynn/ Cynthia stated that some of the language in the current MYSP heavily lands on teachers and it doesn't include other stakeholders or other staff groups. The next version needs to make sure the language is more inclusive with variety of stakeholders that are part of TDSB.</p> <p><b>PILLAR 3: Provide equity of access to learning opportunities for all students</b></p> <p>Lynn shared that this pillar is equity neutral. All students need to have opportunities, but it’s not mentioning students who have historically and currently face disproportionate outcomes. Lynn sees tasks given to students where everybody's doing the same thing at the same time. Since the pandemic low-quality tasks are being given to students that don't reflect their identities.</p> <p>Cynthia agrees with Lynn that the language needs to be looked at. The language needs to be very intentional and forward thinking. The policies, procedures, practices need to be critically analyzed to ensure commitments when it comes to equity. TDSB needs to be</p>	

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	<p>very intentional with words they choose and what they are committing to and stating. Reviewing policies isn't enough. The important careful selection and intentionality for every word that is put in policy is critical and even more important for this kind of work.</p> <p><b>PILLAR 4: Allocate human and financial resources strategically to support student needs</b></p> <p>A member shared allocating more support staff in schools.</p> <p>Cynthia shared the learning opportunities index data is used but, in the description, there is nothing mentioned about using data to support. It needs to be more explicit as there are other sources of data and hopefully will enhance what data is used to make decisions and allocations. Also, the word equity or the understanding of equity might be missing because strategically is important. What about equity or equitably?</p> <p>A member shared to think about the language and processes around critical evaluation of facility resources.</p> <p><b>PILLAR 5: Build strong relationships and partnerships within school communities to support student learning and well-being</b></p> <p>Cynthia highlighted there is no mention of early years partners, (capital projects, EarlyON programs, 0 to 3.8 licensed programs,</p>	

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	<p>other family support programs that happen in schools). The pillar cannot speak about strong relationships and student learning without recognizing, intentionally, that early years partners are critical partners in schools and communities. Cynthia is advocating to include early years partners and offered to help with the language.</p> <p>A member shared that in the blue section of the title to include everybody not just students as everyone is learning and everyone in the building's well-being is important. There's a lot of people who work in the building and whose lives are dedicated to supporting the students, and if they are not supported, then the students will suffer.</p> <p>A member shared when discussing improving the learning environment for children and fostering well-being what comes to mind is the environment, the physical environment that they're in and the caretaking and cleaning that happens in schools both inside and out. Would this be part of issues management? Or would that be something under pillar four? Also, the first two points about internal and external communications, is this regarding improving the communications or introducing different communications or increasing it? What is the intent?</p> <p>Lynn stated the expectations around internal and external communications is the time frame in which staff are supposed to respond and communicate with our stakeholders and partners, and</p>	



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	<p>the same around the external communications and making sure there are clear, timely, proactive, and reactive communications.</p> <p>Cynthia shared that the language needs to be more explicit with the intent and transparent.</p> <p>A member shared that TDSB communications need to be improved with child care partners for the safety of the children, particularly in an emergency situation.</p> <ul style="list-style-type: none"> <li>• A brief summary of the <b>current MYSP pillars</b> can be found here: <a href="https://www.tdsb.on.ca/leadership/boardroom/multi-year-strategic-plan">https://www.tdsb.on.ca/leadership/boardroom/multi-year-strategic-plan</a></li> <li>• Additional details on the MYSP Renewal process can be found: <a href="https://www.tdsb.on.ca/Leadership/Boardroom/Multi-Year-Strategic-Plan/MYSP-Renewal">https://www.tdsb.on.ca/Leadership/Boardroom/Multi-Year-Strategic-Plan/MYSP-Renewal</a></li> <li>• Send comments by November 3<sup>rd</sup> to Elizabeth Addo, <a href="mailto:Elizabeth.Addo@tdsb.on.ca">Elizabeth.Addo@tdsb.on.ca</a></li> </ul>	
<p>TDSB Staff Updates (Senior Resource Person)</p>	<p><b>Audley Salmon, Associate Director, Learning Transformation and Equity shared the following updates:</b></p> <p><b>The Umbrella Agreement</b></p> <p>Audley shared that TDSB is still in negotiations with the Ministry regarding lease rates and cost per square foot for programs with Umbrella Lease agreements for child care. Audley and Craig Snider, Executive Officer, Business Services will continue to follow</p>	

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	<p>up and share more details soon.</p> <p>Cynthia shared that TDSB staff know that there's an impact on child care partners, especially with regards to City budget submission timelines, and reiterated staff are keeping that at the front of conversations.</p> <p>Amy Van Camp, TCS encouraged operators to put their expected or anticipated rent increases in their budgets for 2024. Although there isn't a cost worked out yet, when submitting the budget, child care operators can find an estimated cost that they can use for calculation. There are also budget overview sessions that are being held online and in person at Metro Hall to help support any questions. TCS encourage child care operators to put all anticipated expenses due to projected cost increases within their budgets.</p> <p>A member shared that there are child care operators that have centers that don't fall under the umbrella agreement. Audley shared this issue of different rental rates for different types of leases is still being discussed internally and more information will be provided.</p>	

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	<p><b>Nadejda Lekosky, Early Years Coordinator, Child Care Services shared the following updates:</b></p> <ul style="list-style-type: none"> <li>• The revised TDSB Child Care and Before- and After-School Program Resource Manual and newly developed Discussion Guide have officially been launched to support Principals, Vice Principals and Child Care Supervisors.</li> <li>• These resources are available on the Child Care Services <a href="#">website</a>.</li> <li>• The Child Care Services team facilitated info sessions to introduce these documents to schools Principals and to the Child Care community.</li> <li>• The team also provided an overview of the Program Resources page on the CCS website.</li> <li>• These are living documents and welcome feedback.</li> <li>• When updates are made to the document's notifications will be made to the child care partners.</li> </ul> <p>Should you have any questions, please contact Child Care Services Early Years Coordinators:</p> <p>Nadie Lekosky for Learning Centres 1 &amp; 4 at <a href="mailto:Nadejda.Lekosky@tdsb.on.ca">Nadejda.Lekosky@tdsb.on.ca</a>  Leslie Murray for Learning Centres 2 &amp; 3 at <a href="mailto:Leslie.Murray@tdsb.on.ca">Leslie.Murray@tdsb.on.ca</a></p> <p><b>Members discussed:</b></p> <p>A member shared classrooms keys need to be shared with child care operators. Nadie stated that the CCS team will engage with</p>	

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	<p>the facility services team and share information with child care operators.</p> <p>A member shared communications between Principal and child care operators need to be reviewed as sometimes child care operators are not part of the communication in an emergency situation. Audley shared that in a critical situation informing all is what normally should happen. Either the principal, vice principal or office assistant is responsible to inform individuals that are in the building.</p>	
Other Business:	<p><b>EYCAC Wi-Fi Working Group – Update:</b></p> <ul style="list-style-type: none"> <li>• Jill, Patricia, Pam, and Patrina met with Audley, Liz, and Ronnie Lebi (Senior Manager, IT Operations) on October 2<sup>nd</sup>.</li> <li>• Ronnie Lebi reviewed some of the coverage maps, and overall coverage appears good for all shared spaced classrooms. Coverage doesn't always mean good connectivity.</li> <li>• Exclusive space does not have school coverage, so operators are often opting for their own Wi-Fi solutions.</li> <li>• TDSB is close to being ready to share a solution for operators who want to secure Wi-Fi through TDSB. TDSB staff are reviewing threshold options, which don't seem to be an issue anymore, as was the case in the past.</li> <li>• Pam shared fees will continue to be evaluated on a yearly basis. Potential additional cost for a hardware drop are likely.</li> <li>• A fulsome update for members will be provided at the next EYCAC meeting in January from Audley, Cynthia, Ronnie, and team.</li> </ul>	

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	<p><b>Shared Space Working Group – Update:</b></p> <ul style="list-style-type: none"> <li>• Rosemary, Nicola, Leslie, and Nadie met over the summer.</li> <li>• Rosemary and Nicola connected with supervisors at their sites and asked for feedback on top issues and successes.</li> <li>• Recommendations have been made - both specific and general. The group has recommended additional resources.</li> <li>• CCS team will begin working on some of these suggestions and the group will meet again on November 15th.</li> </ul> <p><b>Cynthia Grundmann, Senior Policy Advisor/Manager Early Years and Child Care Services shared the following update:</b></p> <p><b>23rd Annual Child Care Worker &amp; Early Childhood Educator Appreciation Day</b></p> <p>On October 17th, 2023, the Toronto District School Board will celebrate the commitment, professionalism and educational contributions of Child Care Workers &amp; Early Childhood Educators who work with young children and their families within our school communities.</p> <p>Cynthia shared that TDSB is extremely grateful to have incredible CCWs and ECEs leading and learning our youngest learners through various programs from our school-based Child Care partners, Parent Workers supporting our EarlyON Child and Family Centres, Designated Early Childhood Educators who support our</p>	

## Community Advisory Committees

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	<p>Kindergarten and Extended Day Programs, and our ECE’s who work centrally in our Early Years Department. With excitement TDSB celebrates you on October 17th. There will be messages in TDSB System Leaders Weekly Bulletin and Trustees Weekly on TDSB internal website and external website.</p> <p>Members watched a <a href="#">video of appreciation</a> that will be posted.</p>	
<p>TDBS Community Advisory Committees Web page:</p> <p>EYCAC Web page:</p>	<p><a href="https://www.tdsb.on.ca/Community/How-to-Get-Involved/Advisory-Committees/Community-Advisory-Committees">https://www.tdsb.on.ca/Community/How-to-Get-Involved/Advisory-Committees/Community-Advisory-Committees</a></p> <p><a href="https://www.tdsb.on.ca/Community/How-to-Get-Involved/Advisory-Committees/Community-Advisory-Committees/Early-Years-Community-Advisory-Committee">https://www.tdsb.on.ca/Community/How-to-Get-Involved/Advisory-Committees/Community-Advisory-Committees/Early-Years-Community-Advisory-Committee</a></p>	
<p>Next Meeting Date</p>	<p><b>January 26, 2024</b>, from 10:00 a.m. to 12:00 p.m. via Zoom</p>	
<p><b>Adjournment</b></p>	<p>October 13, 2023, at 11:45 a.m. Moved by Jill Oakes</p>	