

Ward 9 Forum – Agenda

6:00 – Welcome, Land Acknowledgement, and Introductions

6:10 – Community Announcements + Bloor CI update

6:15 – New Jean Lumb Public School

6:20 – Overview of TDSB Strategic Plan and School Improvement Planning

6:30 – Ward level planning discussion – small groups

7:15 – PIAC Elections

7:30 – FSLAC Elections

7:45 – Ask Me Anything

8:00 - Adjourn



Community Announcements

New Bloor CI / ALPHA II Building

- Capacity of the new building will be 924 pupil places.
- Site is being planned to accommodate expansion up to 1,200 pupil places if required in the future.
- Estimated cost is \$34 million – funded by a Ministry of Education grant and TDSB proceeds of disposition (pending approval from EDU).
- New building is being designed by Snyder Architects.



Source: Snyder Architects

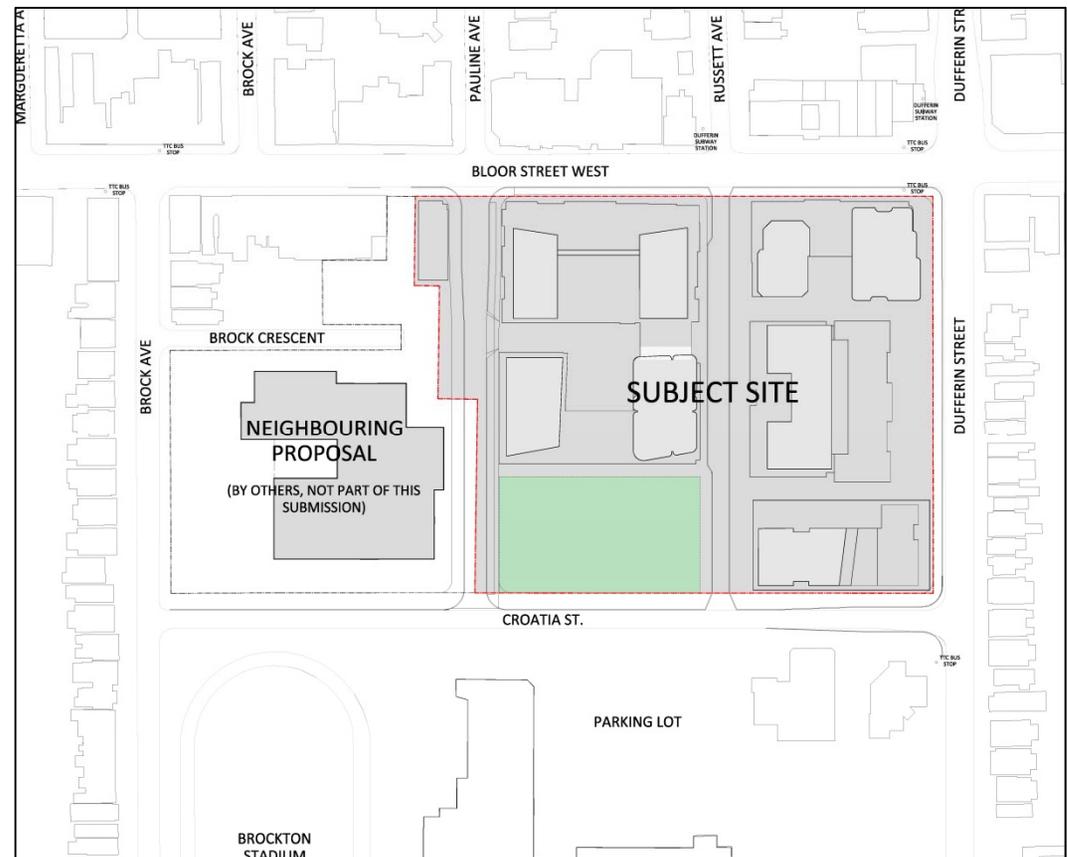
New Bloor CI / ALPHA II Building

- Demolition of Brockton building started on January 10, 2019 – interior demolition is underway.
- A general contractor will be hired in spring 2019 to construct the new building.
- Construction is anticipated to begin in spring 2019.
- New building is planned to open for September 2021.
- As of October 31, 2018, the enrolment of Bloor CI was 846 and ALPHA II was 23 (total of 869 students).



Bloor Dufferin Redevelopment

- 7.326 acres conditional sales agreement to Capital Developments, Metropia and Timbercreek Asset Management.
- Proposed mixed-use development to include housing, retail/commercial and office space, a park, a 30,000 sq. ft. community hub, and re-envisioned heritage space (former Kent Sr PS).
- Ministry of Education is contributing \$7 million towards a licensed child care, which would be located in the community hub.



Source: Hariri Pontarini Architects

Overview



Source: GoogleMaps



Next Steps

- Trustee, Superintendent, Bloor CI School Council, and Principal to continue to work together on consistent communication about the new school.
- TDSB to host a community meeting specifically about the new Bloor CI school building. (Date TBD)



Community Announcements



Jean Lumb Public School



TDSB Multi Year Strategic Plan,
School Improvement Planning,
and everything in between.

Transform Student Learning

- We will have high expectations for all students and provide positive, supportive learning environments. On a foundation of literacy and math, students will deal with issues such as environmental sustainability, poverty and social justice to develop compassion, empathy and problem solving skills. Students will develop an understanding of technology and the ability to build healthy relationships.

Create a Culture for Student and Staff Well-Being

- We will build positive school cultures and workplaces where mental health and well-being is a priority for all staff and students. Teachers will be provided with professional learning opportunities and the tools necessary to effectively support students, schools and communities.

Provide Equity of Access to Learning Opportunities for All Students

- We will ensure that all schools offer a wide range of programming that reflects the voices, choices, abilities, identities and experiences of students. We will continually review policies, procedures and practices to ensure that they promote equity, inclusion and human rights practices and enhance learning opportunities for all students.

Allocate Human and Financial Resources Strategically to Support Student Needs

- We will allocate resources, renew schools, improve services and remove barriers and biases to support student achievement and accommodate the different needs of students, staff and the community.

Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

- We will strengthen relationships and continue to build partnerships among students, staff, families and communities that support student needs and improve learning and well-being. We will continue to create an environment where every voice is welcomed and has influence.

School Improvement Expectations

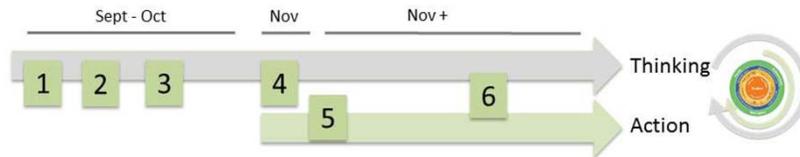
Achievement and **Well-Being** goals that have clear identifiable outcomes measured by student data

Equity goal focussed and described in terms of educators' learning

Students and Parents will be part of the planning process

Six Key Conversations & Six Threads of Inclusive Design

6 Key Conversations for Building Shared Leadership



Together, superintendents and principals, will have 6 key conversations to develop a strategy that supports the school's goals of equity, well-being and achievement:

- | | |
|---|--|
| <p>1 Where are we now?
We start by examining data. By analyzing qualitative, quantitative and perceptual data, we determine: Where are we now?</p> | <p>4 How do we know?
What gets measured, gets done. We leverage evidence, data and success criteria to identify the key indicators to understand the impact of our actions.</p> |
| <p>2 Where are we going?
Reflecting on the data we begin to focus our thinking to develop three foci - one each for equity, well-being, and achievement for the school.</p> | <p>5 Act!
Moving beyond thinking, we take action to achieve the results that our school is working on together.</p> |
| <p>3 What do we need to learn?
In order to achieve our goals we need to identify the capabilities our learning community : What do we need to learn together?</p> | <p>6 What change will we make to our thinking and behaviour?
At this stage, we reflect on what has been accomplished to re-focus our efforts and determine if our thinking or actions might need to shift.</p> |

Responding to Student Voice...

How do we encourage and support student voice?

How do we draw on the voices and realities of our students to make responsive programming decisions?

How do we ensure that the curriculum is inclusive and includes a variety of worldviews/knowledge as the basis for instruction?

How do we ensure students have input into decisions?

Designing Instruction...

How can we ensure that programming is authentic and reflects the lived experiences and abilities of students?

What are we teaching?

Whose voices are missing and how do we change that?

How do we ensure students acquire the skills and knowledge that enable them to challenge unjust practices, and to build positive and healthy human relationships among their fellow students, and among all members of society?

Engaging Parents, Families and Community...

How do our classrooms and schools honour the voices and lived realities of parents, families and community members in local and global contexts?

How do we ensure families have input into codes, decisions and direction?

How do we ensure that the school environment is welcoming for all?

Establishing Environment as Third Teacher...

What does the environment of our school say about how we value our learners, communities and the process of learning?

What are the physical barriers to access?

Are there social barriers to access?

How do we support student engagement opportunities?

Do students see diversity and equity represented widely?

Analyzing Data...

How well do you know who your students are and how they are experiencing school? Do you know the patterns of success? Who and where are students being underserved? What questions are you not asking? How do we ensure that we have included all our students in our data?

How do we engage in conversations about bias and who is achieving/not achieving?

Do we employ a variety of assessment strategies as well as instruments used to inform short and long-term planning to reduce gaps in student achievement and improve student learning and well-being?

Building Leadership Capacity...

How are we planning in our classrooms and schools in a way that builds the collective capacity and leadership of our students, staff and community?

Who are the leaders in our schools?

Reflecting on the Six Threads of Inclusive Design...

a) Think about your role... and/or your context....

b) Record how I.D. as an approach and a process for planning can support you in your work in your schools

Goals

A well-crafted goal...

- directs our attention
 - mobilizes our efforts
 - increases our persistence
 - leads us to think about new strategies
- ... and removes barriers*



PIAC and FSLAC Elections



Ask me anything



Thank you!

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