



## **Program and School Services Committee Agenda**

PSSC:006A

Wednesday, October 19, 2022

4:30 p.m.

Electronic Meeting

### **Trustee Members:**

Rachel Chernos Lin (Chair), Trixie Doyle, Alexandra Lulka, Dan MacLean, Chris Moise,  
Patrick Nunziata

### **Pages**

- 1. Call to Order and Acknowledgement of Traditional Lands**
- 2. Approval of the Agenda**
- 3. Declarations of Possible Conflict of Interest**
- 4. Delegations**

To be presented

- 5. Opportunity for Oral Updates From Co-Chairs of Community Advisory Committees**

Timed Item at 6 p.m.

- |  |    |
|--|----|
| 5.1. Urban Indigenous Community Advisory Committee Report,<br>September 20, 2022       | 1  |
| (For receipt)  |    |
| 5.2. Alternative Schools Community Advisory Committee, Annual Report<br>2021-2022      | 3  |
| (For receipt)  |    |
| 5.3. Community Use of Schools Community Advisory Committee<br>Report, June 14, 2022    | 13 |
| (For receipt)  |    |
| 5.4. Community Use of Schools Community Advisory Committee,<br>Annual Report 2021-2022 | 19 |
| (For receipt)  |    |

5.5.	Environmental Sustainability Community Advisory Committee Report, September 13, 2022	33
	(For receipt)	
5.6.	French-as-a-Second-Language Community Advisory Committee Report, June 7, 2022	35
	(For receipt)	
5.7.	French-as-a-Second Language Community Advisory Committee, Annual Report 2021-2022	37
	(For receipt)	
5.8.	Inner City Community Advisory Committee Reports, June 16 and September 22, 2022	45
	(For receipt)	
5.9.	Parent Involvement Advisory Committee Reports, June 21 and September 20, 2022	49
	(For receipt)	
5.10.	Special Education Advisory Committee Reports, June 13 and September 15, 2022	55
	(For receipt)	
<b>6.</b>	<b>Staff Reports</b>	
6.1.	Update on Kindergarten Transition Supports for Young Learners [4417]	63
6.2.	COVID-19 Pandemic Recovery Plan Update: October 2022 [4421]	69
6.3.	Audit Plan Survey	
	Oral Update	
<b>7.</b>	<b>Adjournment</b>	



**Name of Committee:** Urban Indigenous Community Advisory Committee

**Meeting Date:** Tuesday, September 20<sup>th</sup>, 2022

A meeting of the Urban Indigenous Community Advisory Committee convened on Tuesday, September 20<sup>th</sup>, 2022 from 6:30 p.m. to 8:00 p.m. via Zoom., with Elder Dr. Joanne Dallaire presiding.

<b>Attendance:</b>	<p><b>Present:</b></p> <p>Elder Dr. Joanne Dallaire, Robert Durocher (Centrally Assigned Vice-Principal, TDSB), Adrienne Plumley (VP, TDSB), Bonnie Johnston (Indigenous Social Worker, TDSB), Isaiah Shafqat (Indigenous Student Trustee, TDSB), Tracy Mackenzie (Community Liaison, TDSB), Joe Rock (City of Toronto, Early ON), Reta Red Sky (City of Toronto, Early ON), Sean Gale (Student Success Teacher, TDSB), Shannon Judge (Community), Dr. Robert Phillips (Community), Jim Spyropoulos (Executive Superintendent, Human Rights, and Indigenous Education, TDSB), Antonino Giambrone (CAP, TDSB), Lisa Dilworth (Superintendent, Learning Network 17, TDSB), Elise Twyford (Centrally Assigned Vice-Principal, TDSB), Saby Chandi, (Principal, TDSB), Michael Griesz (Principal, TDSB), Michael Sanders (Principal, TDSB), Lindsay Boag (VP, TDSB), Danielle Noel (VP, TDSB), Amy White (Language Teacher, TDSB), Trustee Michelle Aarts, Trustee Dan McLean, Indigenous Student Trustee Isaiah Shafqat, Cassandra Churn</p>
<b>Regrets:</b>	<p>Elder Pauline Shirt, Clayton Shirt, Elder Dr. Duke Redbird, Tanya Senk (System Superintendent, Indigenous Education, UIEC and Kâpapâmahchakwêw / Wandering Spirt School, TDSB), Mary Doucette (Administrative Liaison SOE), Trustee Stephanie Donaldson (Ward 9), Trustee Christopher Mammoliti (Ward 4), Trustee Alexander Brown (Ward 12), Trixie Doyle (Ward 14), Barbara-Ann Felschow (Retired Principal, TDSB), (Dr. Susan Dion (York University), Natasha Gleeson (Instructional Leader, TDSB), Selina Young (City of Toronto, Indigenous Affairs Office)</p>

Part A: Recommendations

Nothing to Report

Part B: For Information Only

**Truth and Reconciliation Commission of Canada: Calls to Action, including the United Nations Declaration on the Rights of Indigenous Peoples**

- Addressed the resolution of the Board (June 22, 2022) committing to the implementation of the Truth and Reconciliation Commission of Canada: Calls to Action, including the United Nations Declaration on the Rights of Indigenous Peoples as the governing framework for reconciliation TDSB acknowledges that Indigenous peoples are distinct with inherent rights, laws, and institutions; That the Truth and Reconciliation Commission of Canada: Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples be embedded in policies, bylaws and Board governance structures; That Truth and Reconciliation be set in the Board's strategic directions.
- Informed the committee of the Indigenous Bylaws the board undertook during the 2021-2022 school year.
- The board is commitment to the recruitment, retention, and promotion of Indigenous identifying staff.
- Work is underway with Employee Services to support Indigenous staff in taking the National Day for Truth and Reconciliation off.

Part C: Ongoing Matters

Nothing to Report

**Report Submitted by:** Tracy MacKenzie



# Advisory Committees

**Alternative Schools  
Community Advisory Committee (ASCAC)  
2021-2022 ANNUAL REPORT**



## Community Advisory Committees

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## Community Advisory Committees

### 2021-2022 Message from the Co-Chairs

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The Alternative Schools Community Advisory Committee (ASCAC) held four formal meetings this year, all meetings were well-attended with approximately 40 participants. The new Executive was formed at the first meeting: one Elementary student representative, three Elementary Members at Large, one Secondary Member at Large, the returning Elementary Co-Chair, and a Secondary Co-Chair to fill the previously vacant position. No other secondary school parents/caregivers in attendance were able to join the Executive. Given the importance of balanced representation between elementary and secondary school, ASCAC found and appointed an additional Secondary School Member at Large through outreach efforts following this meeting.

The Equity Subcommittee and Community Building Subcommittee formed in the 2020-21 school year, continued their work in relation to their respective mandates. A new Secondary Alternative School Subcommittee was formed in response to feedback that secondary and elementary school issues are very different given their student populations and needs, and secondary school participants wanted a forum to meaningfully engage on secondary school issues and concerns. The mandate of the new Secondary Alternative School Subcommittee is to develop proposals in support of Secondary Alternative Schools and students including as a pandemic-related priority and build awareness of the need for these schools in relation to equity, mental health, and student re-engagement.

ASCAC's work and proposals this year can be categorized into three main objectives:

- **Improve access to Elementary Alternative Schools**
- **Promote all alternative school options in the community, to promote growth and improve the student experience**
- **Stabilize Secondary Alternative Schools**

### Improve Access to Elementary Alternative Schools

Building on last year's proposal for a new and centralized application process, ASCAC made the following request to remove additional barriers to entry to elementary alternative schools, which have enrolment caps despite long wait lists and space capacity:

- **Enrolment Allocation: ASCAC requested that the Board provide a rationale for the allocated enrolment numbers for elementary alternative schools.**

**Status:** Information on the general methodology was provided by TDSB staff at the April meeting. An expansion process is currently being considered by the

## Community Advisory Committees

Planning Department, which would consider number of applicants in prior years and current number of applicants; space availability with no fit-up cost; while achieving class size consistent with those across the system.

### Promote Alternative Schools

ASCAC heard that parents, caregivers, and students were unaware that alternative schools were available to them and felt that they were not adequately informed of their options. Those registering for elementary school would miss the application window; and those in secondary school fell farther behind in mainstream, in some cases withdrawing from the school system. The following recommendations are intended to help fill this knowledge gap and better educate communities about all alternative school options, so that students have a better chance of finding an environment that meets their needs.

- **Equitable Marketing: a recommendation that the TDSB review its marketing practices and consider how to maximize marketing materials to promote more school and program options using similar materials, campaigns, and budgets.**

**Status:** passed at PSSC to the next stage. TDSB staff to report back to ASCAC in fall of 2022.

- **Find Your School: a request to improve the Find Your School feature on the TDSB website, so that all program and school options available to the user appear in search results, not just home schools, with more information related to each option.**

**Status:** TDSB has been planning and working on updates to the Find Your School function since 2019 to harmonize the website to ensure equity of access for all students and will take into account ASCAC's recommendation. The mapping functionality will be updated to show all system-wide offerings, including legacy technical commercial schools, student interest programs, and alternative schools. The Planning Department will be invited to a fall ASCAC meeting to provide an update.

- **Community Outreach Ambassadors: a recommendation to dedicate outreach resources to educate communities about all programs available to them within the TDSB, with a focus on reaching communities who are currently underserved through current marketing approaches.**

**Status:** referred to staff as part of budget considerations, in progress until the budget is finalized.

### Stabilize Secondary Alternative Schools



## Community Advisory Committees

Many parents, caregivers and students expressed how critical Secondary Alternative Schools are in providing a safe space for students whose needs cannot be met in mainstream colleges, for a variety of reasons. They view Secondary Alternative Schools as their only chance to graduate high school, and are very concerned about staffing reductions and loss of support.

- **Secondary Alternative Schools: in consideration of supporting students in-risk, student mental health, and the pandemic recovery re-engagement plan, ASCAC recommended that “program viability” be used as the primary driver for staffing rather than projected enrolment, until the review of secondary alternative schools is complete, and its recommendations are implemented.**

**Status:** Passed by PSSC, FBEC and the Board, resulting in additional supplemental teachers to secondary alternative schools for the 2022/23 year.

### Update on ASCAC Proposals from 2020-21:

#### **Elementary Alternative Schools Application Form and Admission Process Review**

The elementary alternative school centralized application process and procedures are being developed by staff to address equity of access for students who have been historically, and are presently, underrepresented in these schools. This new procedure should be implemented this Fall/Winter for students registering for the 2023-24 school year.

#### **Secondary Alternative Schools Review**

The Review is tentatively scheduled to start in the 2022-23 year, ASCAC would like to have meaningful consultation and involvement.

### Other Considerations & What We Heard

#### **Alternative Schools Policy P062**

TDSB staff are in the consulting phase of revising the Alternative Schools Policy P062, to be presented to the Board in the fall. When P062 is operationalized, ASCAC asks the TDSB to consider adding district created alternative schools, in addition to community-formed schools, to reduce barriers and improve access across all TDSB communities.

#### **Alternative Middle Schools**

ASCAC heard from middle school parents and students, distressed by the loss of support at their alternative schools and lack of special education resources. While they are considered elementary schools, middle school students and parents expressed that they don't identify with elementary school issues but don't fall under secondary schools, and as a result feel unsupported. They expressed frustration at the amount of time, effort, and privilege necessary to advocate for support within the system.

## Community Advisory Committees

### Advisory Committee Mandate/ Purpose

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**Terms of Reference:**

[https://www.tdsb.on.ca/Portals/0/Community/Community%20Advisory%20committees/asac/ASAC\\_Terms\\_of\\_Reference.pdf](https://www.tdsb.on.ca/Portals/0/Community/Community%20Advisory%20committees/asac/ASAC_Terms_of_Reference.pdf)

1. To facilitate effective and meaningful engagement with new, existing, and potential elementary and secondary alternative schools' parents/ guardians, students and staff.
2. To support the improvement of the well-being of elementary and secondary alternative schools' parents/guardians, students and staff while enhancing the accountability of the education system.
3. To support and advocate on behalf of each TDSB alternative school's individual pedagogy and unique community.
4. To consult, collaborate and make recommendations on any matter specifically referred to it by the Board or a standing committee.
5. To advise the Board on matters of its own choosing, within its mandate as established by the Board when it was constituted.
6. To exercise an advocacy role. It may indicate to the Board a preferred position on an educational issue under consideration by the Board with the understanding there is no obligation on the part of the Board or its staff to act on ASCAC recommendations.

*Note: The Terms of Reference is scheduled for Committee review in the 2022-2023 school year, with consideration to the new CAC Guidelines.*

# Community Advisory Committees

## Advisory Committee Activities

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### Formal Meetings & Meeting Minutes

ASCAC held four formal meetings during the 2021-2022 school year which are listed below.

1. October 18, 2021
2. December 13, 2021
3. February 7, 2022
4. April 25, 2022

Meeting minutes are available through the link.

<https://www.tdsb.on.ca/Community/How-to-Get-Involved/Advisory-Committees/Community-Advisory-Committees/Alternative-Schools-Community-Advisory-Committee>

### 2021-2022 ASCAC Board Recommendations

- **JANUARY 2022**
  - Elementary Alternative Schools Total Enrolment Allocation
  - TDSB Website - Find Your School Updates
  - TDSB Equitable Marketing
- **FEBRUARY 2022**
  - Secondary Alternative Staff Allocation
  - TDSB Community Outreach Ambassadors

### Board Directed Events/Consultations

ASCAC participated in all Board requested 2020-2021 events/consultations, including emailed surveys and Zoom meetings.

# Community Advisory Committees

## Advisory Sub-Committee Activities

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*Sub-committees are listed in alphabetical order.*

### ASCAC Community Building Sub-Committee

The Community Building Sub-Committee was tasked by ASCAC to develop recommendations, motions, projects and events to help further build community, networking, and information sharing amongst alternative school communities. Below are links to their meeting/event notes for reference.

- **November 8, 2021**  
<https://drive.google.com/file/d/1FDXaQxcDzi0nNX3J87rgmsN6ASOUiybN/view?usp=sharing>
- **January 18, 2022** [https://drive.google.com/file/d/1g6njD7NsLs8j\\_-2wcQFKqrUc5Gh5PSAk/view?usp=sharing](https://drive.google.com/file/d/1g6njD7NsLs8j_-2wcQFKqrUc5Gh5PSAk/view?usp=sharing)
- **February 1, 2022 Elementary Alt. School Council Share and Learn Workshop**  
<https://drive.google.com/file/d/1YiNR0A9vnAGU2l2tI5SKc8AOOugzgMcS/view?usp=sharing>  
[https://drive.google.com/file/d/1uMYLmyLNmzV\\_dxIXTO2vjNj2-WtzS52y/view?usp=sharing](https://drive.google.com/file/d/1uMYLmyLNmzV_dxIXTO2vjNj2-WtzS52y/view?usp=sharing)
- **May 4, 2022 Secondary Alt. Student Share & Learn Workshop ([Flyer](#))**  
 This event was cancelled due to low student participant enrolment.
- **Tentatively Scheduled for Fall 2022 – Delta and City View Middle Alternative Schools Fun Day**  
 An ASCAC Community Building Sub-Committee Event

### ASCAC Equity Sub-Committee

The Equity Sub-Committee is a volunteer working group of parents/guardians, students and staff tasked with developing equity recommendations, motions, and projects for the ASCAC Executive's consideration. Below are links to their meeting notes for reference.

- **November 11, 2022**  
<https://drive.google.com/file/d/1jJsvU0obIXSYVnXBddG5hNLnbodEzVD7/view?usp=sharing>

## Community Advisory Committees

- **December 1, 2022 - Community Outreach Taskforce**  
[https://drive.google.com/file/d/1Y3WNIhOHdVZAHreOkjSb\\_LkYbMiHZdB4Z/view?usp=sharing](https://drive.google.com/file/d/1Y3WNIhOHdVZAHreOkjSb_LkYbMiHZdB4Z/view?usp=sharing)
- **January 11, 2022**  
[https://drive.google.com/file/d/1C97x\\_8WOrropA3cchHjcwP33claMONjv/view?usp=sharing](https://drive.google.com/file/d/1C97x_8WOrropA3cchHjcwP33claMONjv/view?usp=sharing)
- **April 5, 2022**  
<https://drive.google.com/file/d/1Cz3gv6K3IL6opLfEr6nMfaGASQ2AWTEc/view?usp=sharing>

### Secondary Alternative Sub-Committee

The Secondary Alt. Sub-Committee was created at the December 13, 2021 ASCAC meeting. It is a volunteer working group with approximately 25 parents, caregivers, students and staff on its email list. Its purpose is to build awareness of the need for secondary alternative schools in relation to the TDSB's commitment to equity, mental health issues, and student re-engagement; and develop recommendations to be presented to the Board on an urgent basis to stabilize secondary alternative schools, including as a pandemic-related priority.

Meeting dates:

- **January 12, 2022**
- **May 9, 2022**

## Community Advisory Committees

### Committee Members

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*Listed in alphabetical order by role.*

1. **Elementary Co-Chair:**  
Angela Matich, Equinox Holistic Alternative School Parent
2. **Secondary Co-Chair:**  
Laurie McAllister, Avondale Secondary Alternative School Parent
3. **Elementary Student Representative:**  
Gaia Friedman, Spectrum Alternative Student
4. **Secondary Student Representative:**  
N/A
5. **Member at Large:**  
Ben Singer, Mountview Alternative Junior School Parent
6. **Member at Large:**  
Joanne Huber, High Park Alternative Junior School Parent
7. **Member at Large:**  
Olga Ingrahm, Alternative Scarborough Education 1 School Parent
8. **Member at Large:**  
Sarah Wilken, Beaches Alternative Junior School &  
Horizon Alternative Senior School Parent
9. **TDSB Trustee Co-Chair:**  
Shelley Laskin, Ward 8
10. **TDSB Trustee Member:**  
Dan MacLean, Ward 12
11. **TDSB Trustee Member:**  
David Smith, Ward 17



**Name of Committee:** Community Use of Schools Community Advisory Committee

**Meeting Date:** Tuesday, June 14, 2022

A meeting of the Community Use of Schools Community Advisory Committee convened on **14 June 2022** from 8:02 a.m. to 9:56 a.m. via Zoom with Chair Judy Gargaro presiding.

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**Attendance via Zoom:** **Judy Gargaro** (Etobicoke Philharmonic Orchestra), **Alan Hrabinski** (Toronto Basketball Association), **Graham Welsh** (Toronto Sports Social Club), **Sam Glazer** (Congregation Beth Haminyan), **Jonathan Wood** (Toronto Accessible Sports Council), **Heather Mitchell** (Toronto Sports Council), **Lynn Manning** (Girl Guides of Canada, Ontario Council), **Susan Fletcher** (SPACE), **Alex Viliansky** (Felix Swim School), **James Li** (Trustee), **Zakir Patel** (Trustee), **Dave McNee** (Quantum Sports and Learning Association), **Doug Blair** (North Toronto Soccer Club), **Patrick Rutledge** (Big League Book Club).

Also present were TDSB Staff: **Maia Puccetti** (Executive Officer, Facilities & Planning), **Ndaba Njobo** (Facility Permitting Coordinator), **Jonathan Grove** (Senior Manager, Plant Operations), **Ugonma Ekeanyanwu** (Facility Permitting Team Leader), **Meenu Jhamb** (Administrative Assistant).

**Guests:** **Elizabeth Lukie** (Hutt Piano Class), **John Long**, (Etobicoke Volleyball), **Elizabeth Pounsett** (Young People's Theatre).

**Regrets:** **Tina Androutsos** (Executive Assistant, Facilities & Planning), **Dennis Keshinro** (Belka Enrichment Centre), **Susan Orellana** (Jack of Sports Foundation), **Terrance Philips** (Phillips Basketball Academy), **Jody Halsall** (Extreme Sports Toronto Sports Club), **Sharon Beason** (Guest, Ward 11), **Mark Thom** (Phillips Basketball Academy), **Serban Genu** (Benjamin Basketball).

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## Part A: Recommendations

## **Part B: For Information Only**

### **Update on Ongoing Items –**

- **Data on how long enhanced cleaning is taking** – Snr. Manager J. Grove mentioned that the time required for enhanced cleaning varies from 15 minutes to an hour depending upon the size of the area that needs to be cleaned. This has resulted in not issuing the evening permits past 9 p.m. as we need to keep a window of time for Caretakers to complete enhanced cleaning.
- **Update on when permit hours will be extended past 9 p.m.** - TDSB follows recommendations from the Government of Ontario and Toronto Public Health (TPH) for providing updated requirements. Staff met with TPH last week, however, staff have not received any update on enhanced cleaning yet. If enhanced cleaning requirements revised (relaxed) for September 2022, the permit department would be able to extend the permitted time beyond 9 p.m. in the fall. Chair Gargaro asked what end time should be requested in the permit applications for the Fall? Permit Staff replied that permit holders who have already received the email for submitting their permit requests have been advised to use the 2019-20 timing. The permit department will process these submissions in July and by then updated information on enhanced cleaning from TPH or Govt. of Ontario might have been received. Staff are hoping to revert back to pre-COVID conditions, however, in the event staff are not able to accommodate 2019-20 (permit times), the Permit department will work with the permit holders who have already submitted their requests for adjustments. Committee member A. Hrabinski asked how to access permit records for 2019-20 from the permit system? Staff responded that the records can be viewed from permit history under their profile. The renewal tool is deactivated as it only pulls records from the previous year. For organizations that have multiple users, the organization administrator should be able to access all the records under the folder named “Organization”.
- **Definition of ‘spectators’** – Snr Manager J. Grove stated that several conversations have occurred with the Communication working group on this, and staff anticipate having a clear response topic in the fall. A clear definition of the term ‘Spectator’, with respect to the differences among parents/guardians, observers, and spectators, has been a key topic of these conversations. Chair Gargaro acknowledged the complexity of defining “spectator”, particularly around occupancy numbers and insurance requirements, and re-affirmed that there needs to be a resolution for this definition at the September meeting.
- **Permit and eBase Website Improvements** – Snr. Manager J. Grove mentioned that there have been improvements made on the website and additional improvement requests will be submitted to eBase. EBase completes the new interface which will



allow permit holders to easily access data, an option of extra profile updates, easy-to-read accounting information, and the ability to submit insurance documents. The Permit department will invite some Community Use of Schools Community Advisory Committee (CUSCAC) members in July to help test the new interface.

- **Items from sub-committee meeting - eBase working group** – Chair Gargaro asked the committee members to send an email to the eBase working group and staff, including the Chair, with any further suggestions on modifications/upgrades for eBase. The working group is scheduled to meet on June 28<sup>th</sup>, 2022, to discuss the list of modifications. Expression of thanks from the Committee were extended to the staff for their time and attention to these items.

### **New Business**

- **How many school sites are being permitted** - Trustee Patel requested a list of sites that are being permitted? Permit staff explained that all facilities except administrative sites and those sites leased by/shared with the city, are available for permitting. Caretaking allotments also influence which schools are currently available in the evening and weekends. Trustee Patel requested a report from Staff on the number of schools being permitted for the period 2018-2019 and 2021-22 to compare how many and how many schools are not being used. Trustee Patel requested that this information be provided before June 20, 2022 FBEC. As this was determined to be an internal request, staff were also asked to provide this report at the September CUSCAC meeting.
- Trustee Patel also asked for a comparison of TDSB permit fees with other boards. Staff provided some background on this – explaining that the board hired an external agency to conduct a review of the fee structure in 2009 which was presented to the Board and to CUSCAC. The findings of this report helped in forming the fee structure and became part of the Board's policy. The committee were reminded that the Ministry of Education does not allow community use of schools to generate revenue, except for commercial use, i.e., film shoots. Trustee Patel clarified that schools that are sitting vacant could be used by groups that are paying for use of space elsewhere and he would like them to use TDSB space, to help offset the cost of heating. The committee was also reminded that permit fees vary according to the category of user, with not-for-profits serving children/youth/seniors receiving the highest subsidies.
- **Possibility of serving Refreshments** – Committee Member S. Glazer asked whether serving refreshments in the fall is a possibility? Snr. Manager Grove will follow up with TPH. He will also follow up with TPH, regarding updates on enhanced cleaning

requirements, (and extension of permit hours) and whether performances/concerts can resume with use of TDSB technicians. Any updates that are issued by TPH over the summer will be shared with Permit holders by TDSB staff.

- **Update from Office of Parent and Community Engagement** – Chair Gargaro has requested to Michelle Munroe, Central Coordinator of Parent and Community Engagement that she attend the September CUSCAC meeting, (or send a delegate) or provide a written update. CUSCAC would like further information regarding the removal of the TDSB's Community Advisory Committees from the former Parent and Community Involvement Policy (P023), clarification on the new structure of Policy 023 and an update on the new policy/operating procedures for the Community Advisory Committees. Chair Gargaro copied the email request to both Exec. Officer Puccetti and Trustee James Li.
- There is an expectation for Community Advisory Committee (CACs) to meet with the Parent and Community Engagement office twice a year (In Spring and Fall). CUSCAC is typically represented at these meetings. The Annual report and Self Evaluation form need to be submitted to the Board through the Parent and Community Engagement office.
- **Annual Report and Self Evaluation for 2021-22** – Chair Gargaro shared the draft copy of the Annual Report and Self-Evaluation form with the committee members for their review and comments. The purpose of the report is to summarize the past year and share any concerns. There were a few comments/suggestions made by the committee members, Chair Gargaro is going to firm up the report with the changes and send a copy of the report to all community members.

The Committee also briefly discussed how to engage relevant groups to fill vacancies on the committee, and how difficult it is to obtain representation from communities that have their own advisory committees, i.e., Indigenous, BIPOC and LGBTW2S+. The Committee was reminded that the purpose of CUSCAC is to provide advice to the Board, and although the Committee's goal is to have diverse representation from the community, it is not required. The Committee noted that the current self-evaluation has no inclusion aspect and requests that the questionnaire be revised to include a point regarding inclusion. The Committee also discussed that someone from the partnership office should present an update yearly at our Annual General Meeting (AGM) as CUSCAC has historically found this information useful.

### **Outstanding Action Items**

- Pools Working Group Update – No updates currently.
- **Replacement for Community Outreach and Pool Facilitator** – Permit staff provided an update that the competition for the new Community Outreach and Pool Facilitator has been completed. Kris Samoojh is the successful candidate and started June 13th. Mr Samoojh was a permit clerk and was initially responsible for issuing permits for pools. He will be reporting to Facility Permitting Team Leader, U. Ekeanyanwu.
- **Baseball Working Group Update** – Nil report. Heather suggested changing the name of this group to the Exterior Facilities Working Group, as she is hearing more now from soccer and cricket groups.
- **Committee Goals for 2021-22:** (deferred) – Chair Gargaro mentioned that this item has been on the agenda for quite some time. The Committee expressed their concern that without clarification and directions from the Parent and Community Engagement office, they are unable to establish clear goals for this year. Chair Gargaro reiterated that she will request again that Michelle Munroe, Central Coordinator of the Parent and Community Engagement Office, present at the September CUSCAC meeting. Chair Gargaro will copy Trustee Li and Executive Officer Puccetti on the email.

**Trustee Update:**

- Trustee Li mentioned that within the upcoming year's budget there has been a rate increase in the facilities cost for all partners in response to the inflation rate. An annual cost of living increase to permit rates is typical.
- Trustee Li mentioned that within the upcoming year's budget, a provision has been kept for a facilities rate increase of 5.7% for all our partners. This has been done keeping the inflation rate in mind. The rate increase will be implemented in the next school year once the budget gets passed. The current version of the budget was not passed in the last FBEC, the next FBEC is scheduled for June 20, 2022.
- Summer Permits/Indoor Air Quality - Permits staff reminded CUSCAC that summer is the busy construction time for the TDSB to undertake renewal and building upgrade projects. Construction has been considered in terms of which schools are available for permits during the summer – however, there may be some last-minute adjustments required if there are concerns about construction activity occurring in the building, where there are permits booked. Permits may need to be canceled to accommodate any indoor air quality tests that need to be completed. Staff confirmed that ventilation protocols in response to COVID are still in place and the final distribution of all HEPA filters has been completed

### **Part C: Ongoing Matters**

- **Future Meetings** - Members of this committee discussed the forum to be used going forward for CUSCAC meetings (In-person, Online, or Hybrid). The majority voted for the hybrid option for our monthly meetings, with the AGM to be in-person. For now, the September meeting will be virtual, until the hybrid option is developed.
- **Next Meeting - 13 September 2022, 8:00 a.m. via TBD** - to join the Zoom Meeting, follow the link below:

<https://tdsb-ca.zoom.us/j/95099476028?pwd=emVodExlaW1abFJ2eXF0bEZSVFhLZz09>

**Report Submitted By:** Maia Puccetti



# Community Advisory Committees

**Community Use of Schools  
Community Advisory Committee  
(CUSCAC)**

**2021-2022 ANNUAL REPORT**



## **Community Advisory Committees**

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# Community Advisory Committees

## Co-Chair Message

Despite the challenges the COVID pandemic brought we maintained quorum at our regular monthly virtual meetings. We continue to request clear and transparent communication and data about the community use of school properties. We have appreciated the clear communication from TDSB staff regarding guidelines, timelines and protocols for community use. We formed a working group made up of CUSCAC members and TDSB staff to discuss issues relating to communication with permit holders and the eBase interface. This subgroup has met several times in 2022. This past school year the communication with Continuing Education regarding Focus on Youth planning has been much better. There was a presentation in the Fall about the summer 2021 programming and meetings in early 2022 regarding planning for summer 2022. We have scheduled future communications in the 2022-23 school year.

The high degree of collaboration this year with TDSB Facilities and Permit staff has been greatly appreciated and has helped the workings of this Committee. We appreciate the TDSB's efforts to replace the former Priority School Initiative, without dedicated funding from the government. We still have ongoing concerns that there is no funding to defray costs of permits for community groups in under-served and priority neighbourhoods.

We continue to have some concerns as we head into the 2022-23 school year series of meetings:

1. We appreciate the efforts of the Permit Unit and the TDSB to resume community use of schools, but we continue to be concerned the truncated hours available for permit users. While we appreciate the requirement for enhanced cleaning it is not clear that this cleaning takes twice the time as regular cleaning.
2. There are still some concerns about the operational definitions for the permit categories and the clarity of instructions for potential permit users. We are optimistic that these concerns can be addressed in the next school year series of meetings.
3. We continue to be very concerned with the reduction of funding for Focus on Youth, Priority School Initiatives and Community Use of Schools funding. We believe that healthy communities come from a wide range of community recreational, general learning opportunities and employment opportunities for students and that use of public properties (i.e., school buildings) is necessary.
4. We continue to work with the Permit Unit and Facilities staff to understand the permit use and the impact of any changes in funding and policy on such use. We see that it is crucial that we have access to data to fully understand the usage of school spaces by community groups.
5. We feel that advocacy efforts to support and facilitate community use of schools will need to intensify and we look to the TDSB staff and Trustees for the best way to do this. In particular we are concerned that funding is not sufficient to increase accessibility to an equitable level for both students and community use. There is a need to advocate for an increase to this funding and to make this a priority.

Judy Gargaro, Community representative Co-Chair





## **Community Advisory Committees**

### *CAC Mandate/ Purpose*

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- a) to facilitate ongoing feedback from community organizations on both the continued implementation of policy P011 (Community Use of Board Facilities) and P023 (Parent and Community Involvement);
- b) to suggest improvements to the policies stated above; to assess the impact of Community Use of Schools (CUS) funding from the Ministry of Education on use of space and to make recommendations regarding that funding;
- c) to make recommendations to the TDSB in order to:
  - i. increase the accessibility and use of school facilities by community groups;
  - ii. increase the concurrent use of school facilities by multiple community groups;
  - iii. increase revenues from the Province of Ontario to support CUS;
  - iv. improve and streamline the permit application process and reduce barriers to access;
  - v. ensure access and equity considerations regarding CUS;
- d) to collaborate with other initiatives within TDSB as they impact CUS: e.g. Model schools, Focus on Youth program, service integration, Continuing Education, access to pools, Toronto Lands Corporation regarding community use, Full day kindergarten, Priority School Initiative, Facilities Partnership Agreements, etc (not a comprehensive list). This may also involve the TDSB speaking to the City of Toronto and Province of Ontario for areas under their jurisdiction.







## Community Advisory Committees

### CAC Activities

#### *Meetings*

September 14, 2021  
October 12, 2021  
November 9, 2021  
December 14, 2021

January 11, 2022  
February 8, 2022  
March 8, 2022  
April 12, 2022  
May 10, 2022  
June 14, 2022

Delegations:  
No formal delegations

#### *Outreach initiative(s)*

1. Maintained representation from the SPACE Coalition

#### *Special Event(s)*

AGM was held on December 7, 2021

#### *Board Directed Events/Consultations*

1. We had representation at PSSC meetings
2. We attended the Community Advisory Committee Co-Chairs meetings and Equity training
3. Delegates from the committee attend a meeting for the review of P023





## Community Advisory Committees

*CAC Activities Cont'd...*





# Community Advisory Committees

## Committee Members

Co-Chairs:  
Judy Gargaro  
Trustee James Li

Category	Name	Organization
Children	Liz Pounsett	Young Peoples Theatre
Community Advocacy	Susan Fletcher	SPACE Coalition
For-Profit	Graham Welsh	Toronto Sports Social Club (JAM Group)
Persons with Disabilities	Jonathan Wood	Toronto Accessible Sports Council
Seniors	Vacant	
Parents	Vacant	
Arts and Hobbies	Judy Gargaro	Etobicoke Philharmonic Orchestra
Faith-based	Dennis Keshinro Sam Glazer (alt)	Belka Enrichment Centre/CGM Congregation Beth Haminyan
Sports and Recreation	Heather Mitchell	Toronto Sports Council
Youth	Dave McNee	Quantum Sports and Learning Association
BIPOC	Vacant	Will be elected AGM 2022
LGBTQ2+	Vacant	Will be elected AGM 2022
Members-at-large	Alan Hrabinski Doug Blair (alt)	Toronto Basketball Association North Toronto Soccer Club
	Patrick Rutledge	Big League Book Club
	Lynn Manning	Girl Guides of Canada, Ontario Council
	Susan Ortellana	Jack of Sports Foundation
	Alex Viliansky	Felix Swim School



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## Community Advisory Committees

### *Self-Evaluation Tool*

The committee self-evaluation process is a collective, introspective and comprehensive reflection by your committee members. By asking specific questions, your committee members, in collaboration with the committee chair, can find ways to enhance the effectiveness of the committee.

Your committee should conduct a self-evaluation on an annual basis. This evaluation can be done in a number of different ways. The sample questions included in this document are examples and intended to provide a starting point to evaluate the performance and effectiveness of your committee. Your committee should use the evaluation process to identify strengths and weaknesses, to flag areas for improvement, and to plan for further action as appropriate.

Before you complete the evaluation, determine how you are going to ensure the responses you receive will reflect an open and positive exchange of ideas and opinions. You should also determine how to best report or share the findings (all findings) of the self-evaluation before the evaluation.

The following pages provide a framework and suggested questions for use in evaluating your committee. Not all questions will be appropriate for your committee. Use the questions provided as a basis for your own committee evaluation. The best tool to evaluate your committee will be the one that you construct to meet your own unique needs.





# Community Advisory Committees

## Goals or Purpose of Committee

1. All committee members understand the goals and purpose of our committee.

☐ 1      ☒ 2      ☐ 3      ☐ 4      ☐ 5  
 Strongly Agree      Strongly Disagree

2. The committee members agree on the goals and purpose of the committee.

☐ 1      ☒ 2      ☐ 3      ☐ 4      ☐ 5  
 Strongly Agree      Strongly Disagree

3. There is alignment between our goals and purpose and the actions taken and/or the decisions made by the committee.

☐ 1      ☒ 2      ☐ 3      ☐ 4      ☐ 5  
 Strongly Agree      Strongly Disagree

## Support for the Committee

4. Our committee has adequate resources (for example, budget, people) to support its function.

☐ 1      ☒ 2      ☐ 3      ☐ 4      ☐ 5  
 Strongly Agree      Strongly Disagree

5. Our committee has the respect and support of key stakeholders within our organization.

☐ 1      ☐ 2      ☒ 3      ☐ 4      ☐ 5  
 Strongly Agree      Strongly Disagree





# Community Advisory Committees

## Time and Location of Meetings

1. Our meetings are held regularly and with appropriate frequency.

☒ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5  
Strongly Agree      Strongly Disagree

2. Our meetings begin and end as scheduled.

☒ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5  
Strongly Agree      Strongly Disagree

3. The length of our meetings is appropriate and respectful of the agenda.

☒ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5  
Strongly Agree      Strongly Disagree

4. We receive the meeting agenda and materials in advance of the meeting to allow for appropriate review and preparation.

☒ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5  
Strongly Agree      Strongly Disagree

5. We consistently use our meeting time well. Issues get the time and attention proportionate to their importance.

☐ 1      ☒ 2      ☐ 3      ☐ 4      ☐ 5  
Strongly Agree      Strongly Disagree

6. The location where our meetings are held is conducive to positive group interaction and discussion.

☐ 1      ☒ 2      ☐ 3      ☐ 4      ☐ 5  
Strongly Agree      Strongly Disagree





# Community Advisory Committees

## Attendance

5. Attendance at our meetings is consistent and members arrive on time.

☒ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5  
 Strongly Agree      Strongly Disagree

6. Attendance at our meetings is evaluated as a criterion for continued membership on the committee.

☒ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5  
 Strongly Agree      Strongly Disagree

## Recording/Minutes

7. The minutes of our meetings are accurate and reflect the discussion, next steps and/or action items articulated by the members.

☒ 1      ☐ 2      ☐ 3      ☐ 4      ☐ 5  
 Strongly Agree      Strongly Disagree







# Community Advisory Committees

## Membership

1. Our membership represents the talent and skill set required to fulfill the goals and purpose of the committee.

☐ 1

☒ 2

☐ 3

☐ 4

☐ 5

Strongly Agree

Strongly Disagree

2. Our members treat each other with respect and courtesy.

☒ 1

☐ 2

☐ 3

☐ 4

☐ 5

Strongly Agree

Strongly Disagree

3. Our members come to meetings prepared and ready to contribute.

☒ 1

☐ 2

☐ 3

☐ 4

☐ 5

Strongly Agree

Strongly Disagree

4. As a general rule, when I speak I feel listened to and that my comments are valued.

☒ 1

☐ 2

☐ 3

☐ 4

☐ 5

Strongly Agree

Strongly Disagree

## General Comments

5. What I like the most about our meetings?

Everyone is clearly trying to support the goal of the committee, and conversations are frank and fair. The committee members and meeting participants are acting in good faith. Staff support the committee well and provide good updates that are very valuable. Meetings are well run.

6. What I would like to see improve at our meetings?

It would be helpful to have more support from Community and Parent Engagement Office. While communication has improved about the reports going to Board, funding initiatives and policy changes and this is appreciated, there could be improved communication about the processes that reports require and that must be followed to communicate with the different Board committees.

It would be beneficial to have more engagement with the partnership office.

There is some concern that the membership of the committee is not fully reflective of the all the different types of organizations who permit school space. Even though there is an effort to fill different constituencies the committee membership and the guest



list reflects a lot of sport and youth group activities. It would be helpful to have more arts organizations and representatives of more traditionally marginalized groups involved with the hope that community use of schools could be more varied and fully representative of activities that comprise healthy communities.

It would also be helpful to consistently include reports presented at meetings with the Minutes and to use visual aids (power point, video display) to present information (statistics, reports, etc.) during meetings.



## Community Advisory Committees

**Name of Committee:** Environmental Sustainability Community Advisory Committee

**Meeting Date:** 13 September 2022

A meeting of the Environmental Sustainability Community Advisory Committee convened on September 13 from 6:35 p.m. to 8:29 p.m. virtually, with Anne Keary and Trustee Manna Wong presiding.

<b>Attendance:</b>	<p>Manna Wong (Trustee, Ward 20), Anne Keary (Community Co-Chair), Susan Bakshi (Parent), Esther Collier (Community Member), Barbara Falby (For Our Grandchildren), Valerie Endicott (Community Member), Hilary Inwood (OISE), Alysse Kennedy (Natural Curiosity), Dan Maclean (Trustee, Ward 2), Stefan Sommers (CUPE 4400)</p> <p>Also present were: Maurice Buonastella (TDSB), Richard Christie (TDSB), Kristen Evers (TDSB), David Hawker-Budlovsky (TDSB), Jenna Goldberg (TDSB), Mary Kokinakis (TDSB), Pam Miller (TDSB), Gigi Shanks (TDSB), Jenn Vetter (TDSB)</p>
<b>Regrets:</b>	Andrea Stephens (Parent); Stephanie Hall (TDSB), Peyton Leung (TDSB)

### Part A: Recommendations

No recommendations to report.

### Part B: For Information Only

Draft action items planned for the TDSB's annual climate report were reviewed with ESCAC for consultation. Members responded positively and provided feedback on draft actions, including recommendations for strengthening the report.

### Part C: Ongoing Matters

No ongoing matters to report.

**Report Submitted by:** Richard Christie

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## Community Advisory Committees

### French as a Second Language Community Advisory Committee

**Meeting Date:** June 7, 2022

A meeting of the French as a Second Language Community Advisory Committee convened on June 7, 2022, from 7:00-9:00pm via virtual Zoom, parent Co-Chair Lynne LeBlanc presiding.

Item	Invitee Name
<b>Attended:</b>	Trustee Rachel Chernos Lin (Trustee Co-Chair W11), Lynne LeBlanc (Parent Co-Chair W8), Charles Zhu (Parent Vice-Co Chair W11), Sharlene Henry (Parent Vice-Co-Chair W5/W6 Alt), Lisa McAvoy (Parent Vice-Co Chair W2 Alt), Doug Kwan (W2), Katherine Fisher-Laxa (W3), Mandy Moore (W7), Divya Chandra (W11 Alt), Randy Samuel (W14), Sarah Smith (W15) Also present were: Mary Cruden (Canadian Parents for French), Sharon Beason (CPF Alt), Rosemary Sutherland (CPF Alt), Andrew Gold (Associate Director), Sheryl Robinson Petrizzini (Executive Superintendent), Angela Caccamo (Centrally Assigned Principal), Linda Edwards (Centrally Assigned Principal, Virtual French Programs), Kirsten Johnston (Program Co-ordinator)
<b>Guests:</b>	Trustee Dan McLean (W2), Mahitab Adham
<b>Regrets:</b>	Frances Shawera (W2 Alt), Deloris Williamson-Braham (W5/13 Alt), Crystal Stewart (W6), Cheryl Batty (W8 Alt), Hans Bathija (W10), Kathleen Meek (W15 Alt), Christie Dunbar (W16), Nancy White (W16 Alt), Gail Miller (W22)

#### Part A: Recommendations

Nil

#### Part B: For Information

#### FSLAC Annual General Meeting

- i) **Election of 2022-23 Executive**  
Lynne LeBlanc is acclaimed as Parent Co-chair. Charles Zhu, Lisa McAvoy and Sharlene Henry are acclaimed as Vice-Co-chairs.
- ii) **Approval of 2021-21 FSLAC Annual Report**

## **Annual Enrolment in Early French Immersion/Middle French Immersion Programs 2022-2023 and Core French Program Report 2022-23**

The Annual Enrolment Report for French Programs was released with the June 15, 2022 PSSC agenda, with the draft presented at the June 7, 2022 FSLCAC meeting. It includes enrolment numbers for Core, Extended and Immersion French programs and the application and placement numbers for French programs. Less than 1% of applicants were redirected to the next closest school with available program space (89 of 5774 students).

### **French Review**

Staff continue to focus on the transition to JK Early French Immersion (EFI) entry, Middle French Immersion going into second year, the four new EFI sites opening September 2022: Brookhaven PS, Fraser Mustard ELA, George B. Little PS and Mason Road Jr PS , the two new middle school French Immersion pathways opening September 2022: Bloordale MS and Robert Service Sr PS and supporting DECE (designated early childhood educator)/teacher professional development. Staff sourced one-time supplementary local funding to support the transition to JK EFI Entry, which was transferred to the 74 Early French Immersion sites.

### **Virtual Learning**

A total of 4800 K-12 students are currently registered for virtual learning; for EFI (K-8): 165 students and (GR 9-12) 25 students; for MFI: 11 students, and for Ext.Fr. (G5-8): 57 students and Ext.Fr. (GR9-11) 25 students. These students will be included in letter sent to all 4800 students this week, allowing them to change their choice by this Friday, June 10th: reminding them that alternative school, specialized, and French immersion/extended French programs will only be offered in-person. Only English programming with Core French, will be offered virtually for 2022/23.

### **Ward/CPF and Chair Reports**

W2 and W11 reported. For further details, please see the June7, 2022 Meeting Minutes. Trustee Chernos Lin provided an update on the LTPAS work conducted this Spring and that Trustees have been very clear that equity of access is key, ensuring that our French programs are resourced well and nurtured to success.

### **Part C: Ongoing Matters**

Nil

**Report Submitted by** Andrew Gold, Associate Director, Student Well-Being and Innovation



**French-as-a-Second Language  
Community Advisory Committee  
FSLAC**

**Annual Report 2021-2022**

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## **CAC Mandate/ Purpose**

The FSLAC was created by the Board in 2005. In 2007, our mission was adopted by the Board and was reconfirmed with the adoption of our Terms of Reference in 2016:

“To consult with and advise the Board on French as a Second Language matters. As a Board community advisory committee, the FSLAC will contribute to the work of trustees and staff. This partnership of trustees, staff and parents will foster excellence and growth in FSL programs at the Board.”

NB: FSL (French as a Second Language) programs are: core, extended and immersion. Extended French programs are being phased out.

## **CAC Activities and Outreach**

### **Meetings**

The FSLAC held 7 formal and 2 informal meetings over Zoom in the 2021-22 school year, usually on the 2nd Tuesday of the month. During the winter of 2022, parents made considerable effort to attend and continue the work of the FSLAC despite the enormous challenges due to waves of Covid. The FSLAC executive met virtually throughout the year to coordinate and advance committee work and communications. A new member welcome and orientation Zoom meeting was held in December 2021. The FSLAC Parent co-chair appeared at the Program and School Services Committee on October 6, 2021, and May 11, 2022 and the Governance and Policy Committee on March 23, 2022 and meets with the Trustee co-chair and staff lead prior to each formal committee meeting.

Meeting notices, agendas, minutes and FSL resources are posted on the FSLAC page on the TDSB website ([www.tdsb.on.ca/fslac](http://www.tdsb.on.ca/fslac)). Members/alternates also receive electronic access to a Member Briefing Book via Google Drive which is updated annually. We receive administrative support to organize meetings, for minutes and reporting to the Board from the assigned committee assistant. Additional support would be welcome, particularly for FSLAC communication with school councils and parents/caregivers.

### **P023, P078 and Community Advisory Committee (CAC) Review Participation**

In February 2022, FSLAC members became aware of the CAC Review Report which went to the Governance and Policy Committee in January 2022. Members reviewed the GPC and

subsequent Board meeting webcasts and participated in the Parent and Community Engagement Office (PCEO) pre-consultation meeting for CACs on updates to P023 Parent and Community Engagement on March 3, 2022. Ms. Munroe (PCEO) was invited to present and to hear our concerns at the March 10, 2022 FSLAC meeting.

It is unclear to the FSLAC how the separation and redrafting of P023 into a Parent Engagement Policy and a future Public Engagement Policy (P078) will recognize the FSLAC as a parent engagement and as an advisory committee at the Board level and if new procedural obligations set out in the CAC Review Report will support and improve parent engagement. As such, the FSLAC parent co-chair delegated and provided a written delegation to share these concerns with Trustees at the March 2022 GPC meeting.

### **Engaging Parents/Caregivers and Community Members: Email & Newsletter Distribution**

FSLAC volunteers continue to use our Gmail account: [fslactoronto@gmail.com](mailto:fslactoronto@gmail.com) for correspondence. Parents and stakeholders write to us with FSL related questions. Common enquiries are on accessing programs and special education support and for referrals to the appropriate staff member on FSL specific concerns.

The FSLAC newsletter was produced and distributed in December 2021, March 2022, and June 2022. It is sent out to more than 150 schools with French immersion/extended programs, Trustees, and over 900 individual parents and FSL stakeholders who have signed up. It shares information about new developments in FSL and tips for parents in supporting their children learning French. The sign-up button and past newsletters are available at [www.tdsb.on.ca/fslac](http://www.tdsb.on.ca/fslac). We continue to seek email addresses for Parent/School Councils to add to our distribution to fulfill our mandate as a partnership between Trustees, staff and parents.

### **Engaging Parents/Caregivers and Community Members: Conferences, Workshops & Meetings**

In our continued effort to reach out to more parents directly, FSLAC members presented virtually in PIAC's November parent conference 'Bridge the Gap'. The theme of the FSLAC workshop was "French...helping your child succeed". The power point slides that accompany that workshop are available at [www.tdsb.on.ca/fslac](http://www.tdsb.on.ca/fslac).

Due to Covid-19, our usual range of activities which includes meeting parents and supporting presentations by staff at FSL information nights and presenting at school/ward councils was quite limited. Our "Intro to the FSLAC" is available for school/ward council meetings. Power point slides are posted at [www.tdsb.on.ca/fslac](http://www.tdsb.on.ca/fslac). Inquiries to have this presentation done may be directed to [fslactoronto@gmail.com](mailto:fslactoronto@gmail.com).

## **Current Opportunities and Challenges to Growth and Excellence in TDSB FSL Programs**

### **Covid-19 and Student Participation in FSL**

FSL parents, like all parents, have had many challenges and numerous pivots from March 2020 on. Staff work during the pandemic to provide resources and flexibility in FSL is greatly appreciated. However, it appears that many families have found continuing in FSL programs too challenging. Data that is available on retention of students in French immersion/extended and core French (grades 10-12) is pre-Covid-19. Enrolment, with the new JK entry point and the switch to middle French immersion from Grade 4 entry Extended French, is not reaching 2019 levels as reported by staff at FSLAC meetings. FSLAC has raised the need for better, effective communication and outreach to prospective and continuing families.

### **Common European Framework of Reference (CEFR) and the DELF**

Due to Covid-19, the DELF (Diplôme d'études en langue française) was not offered in 2020, 2021 or 2022. We hope to revisit the FSLAC formal recommendation to PSSC made in February 2019, that staff be asked to provide a briefing note on TDSB DELF Capacity Building and Cohort Results (from 2013 on). TDSB has teachers who are trained examiners, and the continued provision of this training is essential to increasing opportunities for students to participate.

The DELF is an internationally recognized exam that tests proficiency in French and awards a credential to French immersion/extended/core students based on the benchmarks of the Common European Framework of Reference (CEFR). The DELF motivates and validates student achievement and informs parents. The FSLAC supports providing the opportunity for all grade 12 French immersion/extended/core students to take DELF exams as is done at some other Ontario Boards. Limited funding and support is provided by the Ministry of Education. Parent and student information: <https://destinationdelf.ca/>

### **2018 French Review**

The FSLAC continues to be very engaged in the 2018 French Review, the June 2019 decisions and implementation work. We have received staff updates and had detailed discussions on the French Review at every meeting this year. The open conversations and the expectation shared throughout the consultation phase of the process showed a strong TDSB commitment to working together to improve FSL programs for all students and as such, the FSLAC continues to provide feedback during meetings drawing on lived experience and the extensive French Review parent survey results.

### **Diversity and Inclusion Impact: 2018 French Review**

We are hopeful that the addition of new early French immersion sites in underserved areas in September 2022 and the on-going professional development for FSL educators will help achieve the objective in P080 (FSL Programs) to have FSL classrooms that “are inclusive and reflective of a diverse community”. However, the absence of results reporting means it is impossible to know if these equity initiatives and the decisions from the French Review are having a positive impact on growth and excellence in FSL programs.

At the May 2021 Board meeting, Trustees adopted the recommendation of the FSLAC to “continue annual reporting on FSL programs including enrolment”. The last publicly reported demographic data on FSL programs was used in the French Review and it is now 6 years old. The last detailed FSL annual report, with more than basic enrolment data, was done in anticipation of the French Review, in June 2017. The previous detailed FSL annual report was in 2011, in response to a similar Board decision in November 2007.

### **FSLAC Recommendation to Ensure Inclusive Practices in all FSL Programs: 2018 French Review**

At the April 2022 FSLAC meeting, Special Education Staff shared updates on actions being taken to include students with Special Education needs in FSL programs. However, in the absence of publicly available current data on students with IEPs in French immersion/extended programs, the impact of actions to date and if French immersion/extended/core programs are progressing towards being “inclusive and reflective of a diverse community” (P080 FSL Programs) is unclear.

In April 2019, the FSLAC made a formal recommendation to PSSC on improving inclusion of students with special Education needs in FSL which included making that section of PR597 more useful to parents. This was referred to Staff which committed to reviewing and revising that section of PR597 in the June 2019 French Review Staff Report. This work is still needed to support students and inclusive growth in FSL programs.

### **FSLAC Recommendations on Access to Childcare (Before and After School): 2018 French Review**

In April 2021, the FSLAC made a formal recommendation to PSSC to improve access to childcare (before and after school) for French immersion/extended Students (JK-6) which Trustees referred back to FSLAC. The FSLAC followed up by having Early Years staff present at the September 2021 FSLAC meeting and by continuing the discussion at the February 2022 informal meeting.

FSLAC members continue to be concerned that French immersion/extended parents face additional barriers in accessing childcare that most parents in English do not. These barriers include the lack of coordination with bussing, lack of access to the neighborhood school

childcare and the lack of priority access granted to students coming from on-site toddler childcare as is provided for English programs in dual track schools. Better access to childcare (Before and After School) can help achieve FSL classrooms that “are inclusive and reflective of a diverse community” (P080 FSL Programs).

### **Transportation: Secondary French Immersion/Extended TTC support**

The 2019/20 budget cut of TTC tickets to secondary French immersion/extended (FI/Ext) meeting distance criteria continues to be of concern. In June 2019, all Grade 8-11 FI/Ext parents were advised by the TDSB that secondary students in need would be able to continue receiving support through their FI/Ext school principal. The FSLAC is concerned that those students drop quietly out of FI/Ext rather than self-identify. On May 27, 2020, the Board forwarded the FSLAC recommendation that staff consider this equity issue in their on-going review of transportation. While Staff assured the FSLAC that principals may use school funds for this, it remains unclear if the availability of this support is communicated to all incoming Grade 8-11 FI/Ext families.

### **Committee Members**

There are 23 parent/community volunteers on the FSLAC: 20 parent members/alternates from 12 wards, 1 non-voting community member and 2 alternates from Canadian Parents for French (Ontario). There is 1 Trustee member, selected at the annual TDSB organizational meeting in December. Staff members who support the work of the FSLAC are: Associate Director Linda Curtis (Sept 2021-April 2022), Associate Director Andrew Gold, Executive Superintendent Sheryl Robinson Petrazzini, FSL central staff Angela Caccamo, Linda Edwards and Kirsten Johnston and administrative assistant Linda Stockdale.

Parent members/alternates are elected by parents/guardians in their ward in odd numbered years to serve a two-year term on the FSLAC. Trustees who were not able to hold elections at their ward meetings in 2021 are asked to do so at the next opportunity. To be eligible to be an FSLAC voting member/alternate, one must be a current TDSB parent/guardian who wishes to further the mission of the FSLAC and is available to attend about eight evening meetings per year. Trustees needing more information or assistance recruiting members to fill vacancies may contact the FSLAC at [fslactoronto@gmail.com](mailto:fslactoronto@gmail.com).

The membership list is as follows:

Executive and CPF Members	Ward Representatives
Trustee Co-chair Rachel Chernos Lin	Doug Kwan (W2)
Parent Co-chair Lynne LeBlanc (W8)	Lisa McAvoy (W2 Alt)
	Frances Shawera (W2 Alt)
	Katherine Fisher-Laxa (W3)
Parent Vice-co-chair Charles Zhu (W11)	Deloris Williamson-Braham (W5/13)
Parent Vice-co-chair Sharlene Henry (W5/6 Alt)	Sharlene Henry (W5/6 Alt)
Parent Vice-co-chair Lisa McAvoy (W2)	Crystal Stewart (W6)
	Mandy Moore (W7)
Mary Cruden (Canadian Parents for French)	Lynne Leblanc (W8)
Sharon Beason (CPF Alt)	Cheryl Batty (W8 Alt)
Rosemary Sutherland (CPF Alt)	Matt Forrest (W9)-resigned May 2022
	Hans Bathija (W10)
	Charles Zhu (W11/8)
	Divya Chandra (W11 Alt)
	Randy Samuel (W14)
	Sarah Smith (W15)
	Kathleen Meek (W15 Alt)
	Christie Dunbar (W16)
	Nancy White (W16 Alt)
	Gail Miller (W22)

**Note:** Where there is more than ward next to a parent/guardian's name, it indicates that they live in one ward, but their child(ren) attend school in another ward.

**2022-2023 FSLAC Executive:** Lynne LeBlanc was elected at the June 7, 2022 FSLAC meeting as parent co-chair. Lisa McAvoy, Sharlene Henry and Charles Zhu were elected as parent vice co-chairs.

**Upcoming Meetings: 2022:** Sept 13, Oct 11, Nov 8 **2023:** Jan 17, Feb 21, Mar 21, Apr 18, May 16, June 13



**Name of Committee:** Inner City Community Advisory Committee (ICCAC)

**Meeting Date:** 16 June 2022

A meeting of the Inner City Community Advisory Committee convened on June 16, 2022 from 9:00 a.m. to 11:15 a.m. Virtual Meeting, with Emmy Pantin and Trustee Michelle Aarts presiding.

<b>Attendance:</b>	Trustee Michelle Aarts, Co-Chair; Rachel Chernos Lin, Trustee Ward 11; Trixie Doyle, Trustee Ward 14; Laurie Green, St. Michael's Hospital; Josette Holness, City of Toronto; Ayan Kailie, Parent; Munira Khilji, The Neighbourhood Organization; Dan MacLean, Trustee Ward 2; Cherie Mordecai Steer, Parent; Ingrid Palmer, Parent; Emmy Pantin, Parent Co-chair; Robert Spencer, Parent; Crystal Stewart, Parent; Fiona Yang, Catholic Crosscultural Services
<b>Regrets:</b>	Diane Banks, Toronto Public Library; Anna Kay Brown, Jane Finch Education Action Group; Omar Khan, Parent; michael kerr, Colour of Poverty, Colour of Change; Sejal Patel, Toronto Metropolitan University

Part A: Recommendations

N/A

Part B: For Information Only

Karen Murray, System Superintendent, Equity, Anti-Racism, Anti-Oppression and Early Years provided the MSIC update.

A presentation on Black Student Achievement was provided by Alexis Dawson, Community Co-Chair, Black Student Achievement Community Advisory Committee.

The Membership Working Group will continue to seek members for one Organizational member vacancy and one Community/Parent member vacancy.

The Child Care Working Group will consult with the Early Years Community Advisory Committee on a recommendation related to access to Child Care in the TDSB.

Part C: Ongoing Matters

The CSW Update was deferred to the September 22, 2022 meeting.

The LOI Working Group Updates was deferred to the September 22, 2022 meeting.

**Report Submitted by:** Sandy Spyropoulos, Executive Superintendent, Learning Centre 4





**Name of Committee:** Inner City Community Advisory Committee (ICCAC)

**Meeting Date:** 22 September 2022

A meeting of the Inner City Community Advisory Committee convened on September 22, 2022 from 6:00 p.m. to 6:45 p.m. Virtual Meeting, with Trustee Michelle Aarts presiding.

<b>Attendance:</b>	Trustee Michelle Aarts, Co-Chair; Laurie Green, St. Michael's Hospital; Josette Holness, City of Toronto; Dan MacLean, Trustee Ward 2; Sejal Patel, Toronto Metropolitan University; Vicky Tourkolias, Toronto Public Library
<b>Regrets:</b>	Anna Kay Brown, Jane Finch Education Action Group; Rachel Chernos Lin, Trustee Ward 11; Trixie Doyle, Trustee Ward 14; Wendy Hernandez, The Neighbourhood Organization; Ayan Kailie, Parent; Omar Khan, Parent; michael kerr, Colour of Poverty, Colour of Change; Cherie Mordecai Steer, Parent; Ingrid Palmer, Parent; Emmy Pantin, Parent Co-Chair; Robert Spencer, Community Member; Crystal Stewart, Parent; Fiona Yang, Catholic Crosscultural Services

Part A: Recommendations

N/A

Part B: For Information Only

N/A

Part C: Ongoing Matters

Quorum was not reached.

The following agenda items have been deferred to the next meeting: Review and Approval of the Notes from the June 16 Meeting; Business Arising from June 16 Meeting (Motions/ Recommendations); Co-Chairs' Report; CSW Update; MSIC Update; and Working Group Updates (Membership; LOI; and Child Care).

**Report Submitted by:** Sandy Spyropoulos, Interim Executive Superintendent, Learning Centre 4

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## Statutory Committee

**Name of Committee:** Parent Involvement Advisory Committee (PIAC)

**Meeting Date:** 21 June 2022

A meeting of the Parent Involvement Advisory Committee convened on 21 June 2022 from 7:00 p.m. to 9:41 p.m. via Zoom with PIAC Co-Chairs Felicia Seto-Lau and Andrew Waters presiding

<b>Attendance:</b>	Kaydeen Bankasingh (W8), Janice Barnett(W11 ), Shanti Chand (W19), Erin Clarke (W1), Cecile Farnum (W9), Jenny Gannon (W14), Sharon Grant (W4), Madelaine Hamilton(W16), Zuojun Han(W20), Nadia Judunath(W22), Felicia Lau (PIAC Co-Chair), Chris Levien(W20), Kate Leuschen Millar (W16 ), Nicole Marshall (W22), Seema Mitchell(W18), Abdul Azeem Mohammed (W21), Anees Munshi(W21), Aretha Phillip (W13), Mark Ramcharan (W18), Nazerah Shaikh (W14), Crystal Stewart (W6)Andrew Waters (PIAC Co-Chair), D.Williams (PIAC -OPICA Liaison),  Exec Superintendent Shirley Chan, Associate Director Andrew Gold, Latha John (Committee Assistant), Michelle Munroe (Central Coordinator, PCEO), Trustee Christopher Mammoliti, Exec Superintendent Uton Robinson, Director of Education Colleen Russell Rawlins
<b>Regrets:</b>	Sarah Ali (W2), Denese Gascho (W10), Liesha Earle (W12), Lenni Jabour (W7), ), Anshu Grover (W8), Susan Lee(W12 ), Towhid Noman (CLG), Alice Romo (W7), Jessica Ruiz (W4), Frances Shawera (W2), Saira Somani (W3), Lauren Tedesco (W3), Charles Zhu(W11),

### Part A: Recommendations

None

### Part B: For Information Only

#### Staff Update

##### Director Of Education Update

- Boyne Natural Science School -Indigenous Land-based learning site.
- Improvements to Students Mental Health data.
- Opening Pathways in Mathematics
- Early Years Literacy-data show oral communication skills have developed in 2021-2022 school year
- TDSB's Centre of Excellence for Black Students Achievement

- TDSB Excellence award
- Students Equity Collective

### **IT Support in Summer**

IT Support will be available in summer and will be operating during the month of July and August, they will be available between 8am and 4pm Monday July 18 until Friday August, the 19th

### **PIAC Co- Chair update**

**PIAC Social to be held on June 29, 2022.**

### **2022- 2023 Meeting Dates**

Meeting dates were approved as presented, March and December are set aside to have informal meetings for professional development and social meeting.

## **Part C: Ongoing Matters**

### **PIAC Budget:**

- Total budget 2021-22 allotted - \$46,295
- Actual paid expenses to date is \$18,711
- Commitments not paid - \$1,225.
- Budget requested from PIAC working groups - \$16,000
- Remaining budget estimate -\$10,357
- The committee discussed allotting \$5500 to upgrade zoom account for events.

A motion was passed by the committee if funds remain after all PIAC budget items are implemented. PIAC will transfer the remaining funds to the PCEO to support translation services and or any other parent or caregiver engagement work of the PCEO.

### **Membership status**

12 vacancies and 7 expired terms were reported by the WG.

Vacancies

Ward 1	One Vacancy
Ward 5	Two Vacancies
Ward 6	One Vacancy
Ward 9	Two Vacancies
Ward 10	One Vacancy
Ward 13	Two Vacancies
Ward 15	Two Vacancies
Ward 17	Two Vacancies
Ward 18	Two Vacancies
Ward 19	Two Vacancies
Ward 22	Two Vacancies

**Report Submitted by:** Executive Superintendent Shirley Chan, Executive Superintendent Uton Robinson and Michelle Munroe Central Coordinator PCEO



## Statutory Committee

**Name of Committee:** Parent Involvement Advisory Committee (PIAC)

**Meeting Date:** 20 September 2022

A meeting of the Parent Involvement Advisory Committee convened on 20 September 2022 from 7:00 p.m. to 8:36 p.m. via Zoom with PIAC Co-Chairs Felicia Lau and Andrew Waters presiding

<b>Attendance:</b>	Kaydeen Bankasingh (W8), Shanti Chand (W19), Erin Clarke (W1), Liesha Earle (W12), Cecile Farnum (W9), Jenny Gannon (W14), Denese Gascho (W10), Sharon Grant (W4), Anshu Grover (W8), Madelaine Hamilton(W16), Zuojun Han(W20), Felicia Lau (PIAC Co-Chair), Susan Lee(W12 ), Chris Levien(W20), Nicole Marshall (W22), Seema Mitchell(W18), Abdul Azeem Mohammed (W21), Towhid Noman (CLG), Aretha Phillip (W13), Mark Ramcharan (W18), Jessica Ruiz (W4), Nazerah Shaikh (W14), Crystal Stewart (W6), Frances Shawera (W2), Saira Somani (W3), Andrew Waters (PIAC Co-Chair), Charles Zhu(W11), Exec Superintendent Shirley Chan, Associate Director Andrew Gold, Latha John (Committee Assistant), Michelle Munroe (Central Coordinator, PCEO), Trustee Christopher Mammoliti, Exec Superintendent Uton Robinson, Peter Singh (Exec Officer IT)
<b>Regrets:</b>	Sarah Ali (W2), Janice Barnett(W11 ), Nadia Judunath(W22), Anees Munshi(W21), Alice Romo (W7), Lauren Tedesco (W3), D.Williams (PIAC -OPICA Liaison), Director of Education Colleen Russell Rawlins

### Part A: Recommendations

None

### Part B: For Information Only

#### Staff Update

##### Reorganization- Staffing update

The allocation of additional staff will be done on October 3<sup>rd</sup> in some elementary schools.

Qualified teachers are in place and the roster for occasional teachers are available for schools.

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##### Tutoring Program

Ministry of Education announced support and funding for tutoring programs for students K to12 as part of

learning recovery response to the pandemic until December 2022.

### **School Council Email Accounts Update**

- IT support staff to continue working with PCEO on supporting PIAC/CAC
- Updating internal and external documentation and instructions
- Creating a new request form to help improve the current account creation process for PIAC and CAC accounts.
- TDSB Parent Phone Support Line info: <https://www.tdsb.on.ca/School-Year-2022-2023/Student-Virtual-Learning-IT-Support>

### **PCEO Update**

#### **PO23-Parent/Caregiver Engagement Policy**

The policy is approved by the Board and PCEO is working on the updating procedures that are linked to the policy.

### **School Council Virtual Town Hall**

A Town hall will be held on September 29 @ 6pm

### **School Council By-Laws Template**

The template will be live on September 30 for school councils.

### **Programs Priorities Funding (PPF)**

The ministry has allotted \$264,000 for parent caregiver engagement.

PCEO will consult with PIAC, SEAC & UICAC on allocating of the funds for school councils.

### **Election Activities and Use of Board Resources by TDSB Advisory Committees**

<https://www.tdsb.on.ca/About-Us/Detail/docId/257>.

### **National Day for Truth and Reconciliation 2022**

This [September 30](#) will be the second [National Day for Truth and Reconciliation](#), in addition to being the 8th annual [Orange Shirt Day](#).

Parents/caregivers resources - <https://www.cbc.ca/parents/learning/view/sharing-the-message-of-truth-and-reconciliation-with-your-kids>

### **PIAC Co- Chair update**

#### **PIAC Website**

The new redesigned PIAC website has been launched. <https://www.torontopiac.com>

#### **PIAC Working Groups**

Members to sign up for Working groups for the school year 2022-2023- <https://bit.ly/PIACWG2022>

#### **Parents as Partners Conference**

Conference dates - October 22 & 23, 2022

## **Part C: Ongoing Matters**

### **PIAC Membership status**

14 vacancies and 7 expired terms were reported by the WG.

**PIAC Vacancies**

Ward 1	One Vacancy
Ward 5	Two Vacancies
Ward 6	One Vacancy
Ward 7	One Vacancy
Ward 9	One Vacancy
Ward 10	One Vacancy
Ward 13	One Vacancy
Ward 15	Two Vacancies
Ward 16	One Vacancy
Ward 17	Two Vacancies
Ward 19	One Vacancy

**Expired terms - PIAC Co-Representatives whose two year term have expired**

Ward 9	One Co-Rep
Ward 13	One Co-Rep
Ward 18	Two Co- Reps
Ward 19	One Co -Rep
Ward 22	Two Co-Rep

**Report Submitted by:** Executive Superintendent Shirley Chan, Executive Superintendent Uton Robinson and Michelle Munroe Central Coordinator PCEO

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## Statutory Committee

Name of Committee: Special Education Advisory Committee

Meeting Date: June 13, 2022

A meeting of the Special Education Advisory Committee convened on June 13, 2022, from 7: 00 p.m. to 9:02 p.m. via Zoom with SEAC Chair Steven Lynette and Vice-Chair Diane Montgomery

### Attendance:

Melissa Rosen (Association for Bright Children (ABC), Steven Lynette (Epilepsy Toronto), Richard Carter (Down Syndrome Association of Toronto), Tracey O'Regan (Community Living Toronto), Aliza Chagpar (Easter Seals), Tania Principe (Integrated Action for Inclusion (IAI), David Lepofsky (VIEWS for the Visually Impaired), Juanita Beaudry (CADDAC), Shanna Lino (VOICE for Hearing Impaired Children), Nadia Persaud (Learning Disability Association), Julie Diamond (Autism Ontario), Tracey Burrell (BPSG), Aline Chan LC1, Nora Green LC1, Jean-Paul Ngana LC2, Jordan Glass LC2, Kirsten Doyle LC3, Olga Ingrahm LC3, Diane Montgomery LC4, Izabella Pruska-Oldenoff LC4, Trustee Michelle Aarts, Trustee Alexander Brown, Trustee Dan MacLean

Alternates attending: Ioanna Agelothanasis (LC2), Caren Watkins (LC1), George Petrovic (LC4). Adebukola Adenowo-Akpan (Easter Seals Ontario), Nerissa Hutchison (BPSG)

### Regrets:

### Staff:

Audley Salmon, Associate Director, Janine Small, Centrally Assigned Principal, Special Education, Andrea Roach, Centrally Assigned Principal, Special Education LC4, Effie Stathopoulos, Centrally Assigned Principal, Special Education LC1, Susan Moulton, Centrally Assigned Principal, Special Education LC2, Jennie Petko, Centrally Assigned Principal, Special Education LC 3, Wendy Terro, Centrally Assigned Principal, Special Education, Special Education, Mun Shu Wong, Media Services, Lianne Dixon, SEAC Liaison, Shameen Sandhu, System Leader, Mental Health

## **Part A: Recommendations**

Nil

## **Part B: For Information Only**

### **Leadership, Learning and School Improvement Department Reports and Updates:**

#### **Project Search**

[Project Search Toronto](#) is a transition-to-work program for TDSB students with intellectual and developmental disabilities. Students in their final year of high school will gain marketable skills needed for employment. Students in a typical year complete approximately 700 hours of hands-on work experience across three interconnected co-op placements with one or both of the host businesses, Toronto Rehab-UHN and Holland Bloorview.

Placements have included: Environmental Management, Maintenance, Materials Management, Nutrition Food Services, Reception & Clerical Support, Client Registration & Billing, Sodexo Environmental Services, Sodexo Food Services, Kindercircle Day Care.

The Project SEARCH team has worked hard to develop opportunities for students who are progressing well to do their third co-op placement off site with a potential employer. Two students started this in April 2022.

#### **SEAC ADHD Motion (ongoing)**

Staff have been working to develop a professional learning plan through a committee that includes central Special Education and Inclusion staff, Professional Support Services Staff (e.g., psychologist, Social Worker) and school administrators focusing on building awareness, capacity and understanding of how to support students with Attention Deficit Disorder/Attention Deficit Hyperactivity Disorder (ADD/ADHD). The plan includes components to:

- identify how the work of equity, inclusion and anti-oppression disrupts and challenges unconscious biases and understanding about supporting students with ADD/ADHD;
- build deeper awareness and understanding about ADD/ADHD and the impact on student learning through discussions of the possible presence of LD and/or other exceptionalities (e.g., during IST/SST process, triangulation of data);
- provide professional learning, gather and develop resources that support students, teachers, support staff and families that are also culturally relevant and responsive and supports how to build accessible learning environments that are necessary for an inclusive experience for students with ADD/ADHD (e.g., concrete strategies); and
- identify community organizations and partnerships that can support a better understanding and delivery of programs for students with ADD/ADHD.

### **SEAC K-12 Working Group and Staff Response (ongoing)**

Staff have initiated a committee that is currently working through a plan focused on addressing the SEAC K-12 Working Group's motions. The committee includes staff from the communications department, the web team, central special education staff, and AODA. The plan will include components to:

- provide families with effective information resources on services for students with special education needs through an updated special education website and through publications to families (e.g., Parent Concern Protocol, Guide to Special Education and Appeal Process, Special education Programs and Services offered in TDSB); and
- ensure accessibility to special education web resources aligned with AODA standards.

### **Psychological Assessment and IPRC Statistics**

Data for May 2022, as well as cumulative data for assessments and IPRC's was shared with SEAC.

#### **IPRCs**

Completed – 179

Scheduled – 576

Cumulative since August 2021 – 1867

#### **Psychological Assessment Data**

May	LC1	LC2	LC3	LC4	Total
Completed	102	119	90	162	473
Referrals	63	55	45	167	330
Completed	961	1133	743	1165	4002
In Progress	145	130	170	214	659
Waiting*	190	166	201	334	891

<b>Removed</b>	147	205	133	275	<b>760</b>
<b>Total Referrals**</b>	<b>1443</b>	<b>1634</b>	<b>1247</b>	<b>1988</b>	<b>6312</b>

\*\*From September 2021 to May 31<sup>st</sup>, 2022, the total number of referrals is **5552** (6312-760 which were removed).

Gifted referrals begin in late October after students have completed the CCAT. The total percentage of **Gifted Referrals vs. Comprehensive Referrals at the end of May 2022 continues to be in the proportion of 34% and 66% respectively.**

- End of May 2022, **891 Comprehensive & Gifted Assessments are on the waitlist.**
  - Of the 891 Total Waitlist: **851 and 40 are Comprehensive & Gifted Assessments respectively.**
  - This is a total reduction of 12.3 % of the waitlist from April 2022.
- **4002 Referrals (Comprehensive & Gifted) have been completed since September 2021**
  - This is a **12% increase of completed assessments** since April 2022.
- **659 Referrals (Comprehensive & Gifted) are in progress**
- **760 have been removed for some of the following reasons:**
  1. *The parent/guardian has not consented to the assessment*
  2. *The student has left the board*
  3. *The student moved out of the country*

### **Part C: Ongoing Matters**

#### **Working Groups**

K-12 Working Group requested a follow up meeting with staff during the summer months. It was suggested that this meeting would have to take place in the fall, as many members are not available in the summer.

Report Submitted by: Lianne Dixon



## Statutory Committee

**Name of Committee: Special Education Advisory Committee**

**Meeting Date: September 15, 2022**

A meeting of the Special Education Advisory Committee convened on September 15, 2022, from 7: 00 p.m. to 9:02 p.m. via Zoom with SEAC Chair Steven Lynette and Vice-Chair Diane Montgomery

Attendance:

Melissa Rosen (Association for Bright Children (ABC), Steven Lynette (Epilepsy Toronto), Richard Carter (Down Syndrome Association of Toronto), Nora Green (Integrated Action for Inclusion (IAI),), Julie Diamond (Autism Ontario), Beth Dangerfield (CADDAC), Nerissa Hutchison (BPSG)., Jean-Paul Ngana LC2, Jordan Glass LC2, Kirsten Doyle LC3, Diane Montgomery LC4, Izabella Pruska-Oldenoff LC4, Trustee Michelle Aarts, Trustee Dan MacLean

Alternates attending:

Regrets: Tracey O'Regan (Community Living Toronto), Aliza Chagpar (Easter Seals), David Lepofsky (VIEWS for the Visually Impaired,) Shanna Lino (VOICE for Hearing Impaired Children), Nadia Persaud (Learning Disability Association), Tracey Burrell (BPSG), Aline Chan LC1, Olga Ingrahm LC3. Trustee Alexander Brown

Staff:

Audley Salmon, Associate Director, Janine Small, Centrally Assigned Principal, Special Education, Andrea Roach, Centrally Assigned Principal, Special Education, Effie Stathopoulos, Centrally Assigned Principal, Special Education, Susan Moulton, Centrally Assigned Principal, Special Education, Alison Board, Centrally Assigned Principal, Special Education, Wendy Terro, Centrally Assigned Principal, Special Education, Special Education, Karen Murray, System Superintendent Equity, Anti-Racism, Anti-Oppression and Early Years, Mun Shu Wong, Media Services, Lianne Dixon, SEAC Liaison

## **Part A: Recommendations**

Nil

## **Part B: For Information Only**

SEAC has been meeting virtually throughout Covid-19 and are very anxious to resume In Person meetings with a virtual or phone in component.

A motion requesting a return as soon as possible to In Person meeting was presented to SEAC members and the motion (Appendix A) passed.

Based on discussions with the SEAC Co-Chairs and staff it was determined that the Oct 17, 2022 meeting would be held virtually to allow time to address logistics related to hosting a hybrid meeting. Subsequent SEAC meetings will follow the hybrid model.

## **Leadership, Learning and School Improvement Department Reports and Updates:**

### **Special Education Plan**

Thanks were given to staff and SEAC members for their hard work on the Special Education Plan. The Plan is now on the public webpage. Some key points in this years plan include:

- Part of the Plan focused on lived experiences and intersectionality and how we support learners in our system
- Included culturally relevant and responsive assessment and instruction focused on student identity
- Transition around IPRC process – moving IPRC meeting process to local schools to ensure families have access to meetings and reduce barriers

### **Summer Programs**

- Wide range of very successful summer programs
- 96 students were able to achieve credits
- Many students participated in a variety of special education summer programs and after school leisure program for ASD students

**Ableism as part of Equity Work Presentation** by Karen Murray, System Superintendent Equity, Anti-Racism, Anti-Oppression and Early Years

Key points of the discussion included:

- Ableism is a set of stereotypes that devalue and discriminate against people with disabilities.
- It privileges ability

- Students are discriminated against when they are perceived as disabled or unable
- Disproportionate representation of racialized students in special education students
- Systemic barriers exist in education and in the work that has to happen
- We have to understand that these stereotypes exist in order to dismantle them
- Need to deepen awareness of principles of anti-racism and culturally relevant pedagogy

**Part C: Ongoing Matters**

Nil

Report Submitted by: Lianne Dixon

Appendix A

SEAC - Motion for In Person meetings - Sept 15, 2022

WHEREAS TDSB's SEAC has been meeting virtually for almost two and a half years, since the shutdown of in person meetings due to the COVID 19 pandemic;

AND WHEREAS all schools across TDSB are now offering more historically usual in-person learning to all students across TDSB;

AND WHEREAS there are very well-recognized important social, emotional, relationship, and productivity benefits to meeting and connecting in person, for everyone, including SEAC, its representatives, and SEAC's business;

AND WHEREAS Trustees have resumed in person meetings by a model of combined "hybrid" meetings, in which those who would like to attend in person may, and those who would still like to meet virtually can also simultaneously participate in those meetings virtually (herein referred to as "In Person – Hybrid Meetings");

AND WHEREAS SEAC is a legislatively-constituted body, that sometimes operates similarly to TDSB's "Community Advisory Committees" ("CACs), but also operates differently from CACs in that it is a body that every board must have and support, pursuant to provincial legislation;

AND WHEREAS SEAC desires and requests that SEAC resume In Person – Hybrid Meetings for SEAC as soon as possible, and ideally for SEAC's October 2022 meeting;

AND WHEREAS SEAC is bringing this motion in order to elevate this request and consensus to the attention of TDSB and its administrators, although it may not actually be necessary to action this item to have it processed through Trustee committees;

BE IT RESOLVED THAT the above recital statements are incorporated as part of this resolution;

AND BE IT RESOLVED THAT SEAC requests that SEAC resume meeting in person as soon as possible, by holding In Person – Hybrid Meetings, starting ideally for SEAC's October 2022 meeting, and if not in October, then no later than for SEAC's November 2022 meeting.





## **Update on Kindergarten Transition Supports for Young Learners**

**To:** Program and School Services Committee

**Date:** 19 October, 2022

**Report No.:** 10-22-4417

### **Strategic Directions**

- Allocate Human and Financial Resources Strategically to Support Student Needs
- Transform Student Learning
- Provide Equity of Access to Learning Opportunities for All Students

### **Recommendation**

It is recommended that update on Kindergarten Transition Supports for Young Learners report be received.

### **Context**

The early years are a profoundly important period during which experiences and environments strongly influence childhood development. Relationships are critical in the early years as it is through these relationships that young children make sense of their world.

Whether virtually or in person, the return to school after a break or starting school for the very first time is a significant transition for young children. Every child is unique and comes to school with different experiences, interests and needs. With that in mind, early years educators strive to create a school experience that honours the gifts that each child brings to school, removes barriers and considers the use of intentional strategies to ensure that every child experiences a seamless transition as they enter school.

In Kindergarten, young learners learn through exploration, play and inquiry. Active learning experiences help children develop skills and behaviours that support continuous growth in innovation, creativity and problem-solving skills. Optimal programming for young learners is through relationships that create opportunities for

such exploration, play and inquiry experiences. These core areas of early childhood are the focus of the system supports provided for educators, families and students to prepare for a new school year.

Outlined below are supports that were in place to assist new kindergarten children to transition to school in September 2022.

### ***Welcome to Kindergarten Sessions (Spring 2022)***

Welcome to Kindergarten events typically take place in the Spring each year. These events, held across all elementary schools in the system, welcome families and children to the school, and outline experiences and procedures that will support transitions. Welcome to Kindergarten sessions were planned with the recognition that our current young learners had fewer outside-of-the home experiences than previous groups of children entering school. As such, participation in many schools included community partners (e.g., EarlyON, Child Care partners) residing in schools that coordinated transition support. Welcome to Kindergarten begins to build child, family and community partnerships that support successful transitions to school and encourage ongoing communication between home and school.

### ***Oral Language and Family Caregiver Site***

The Early Years Department, in partnership with Speech-Language, has created the [TDSB Family/Caregiver site](#) which includes information related to the TDSB Framework for Early Reading and strategies to support students' oral language and literacy skills as they talk, read, play and write at home. Students' use of their oral language to demonstrate their learning is key to the work involved in early reading enjoyment and fluency. This focus on oral language as a key aspect of literacy learning builds on children's existing strengths as they transition to school and to reading and writing experiences.

### ***Ongoing Supports for Educators***

#### ***Transitions Documents***

The Early Years Department has created transition support documents for both educators and administrators with suggestions to support the transition to school. Both sets of documents can be accessed through the TDSB Early Years Website.

#### ***Early Years Google Site for Educators***

The Early Years Google Site has been created as a central space for educators to access information, resources and support connected to all areas of the kindergarten program (both in-person and virtual). This site is updated regularly with ongoing professional learning and key research highlights that focus on promoting the joy in learning in kindergarten as a focus in sustaining relationships and promoting successful transitions.

### ***New to Kindergarten***

Sparkling Joyful and Playful Learning in Kindergarten was a professional learning session held at the end of the 2021-22 school year and focused on supporting

educators new to kindergarten with creating engaging learning experiences for students while also considering strategies for supporting the transition to school. Educators reflected on how our youngest learners have experienced their earliest experiences through a pandemic and lockdown and how to create a sense of belonging and engagement as they consider the flow of the day, the learning environment and partnering with families and communities.

### ***Kindergarten iPad Initiative***

To honour the skills and knowledge gained during the pandemic and to bridge learning experiences and opportunities gained in different learning environments, all kindergarten spaces were provided with a set of iPads. The use of iPads enhance early literacy behaviours and support local and global literacy connections. Professional learning for educators accompanied the iPads to enrich their understanding of how digital play and connections with families are vital for students to make sense of their experiences, reconnect with peers, and promote their own well-being.

### ***Summer Learning Experiences:***

#### *Inspired to Excel Pre-Kindergarten Summer Learning Program*

In partnership with the Centre of Excellence for Black Student Achievement, the "Inspired to Excel" Pre-Kindergarten and Kindergarten Summer Learning program was stationed at nine different Board sites across the city, supporting 157 students. This program cultivates a sense of self-awareness, positive identity development and belonging in Pre-Kindergarten and Kindergarten students. In addition, students and families engaged in rich and culturally relevant learning experiences with community-based arts educators. Through these sessions, students learned about Africentricity and were able to extend their understanding of self by exploring methods of creative expression. Although these summer programs have been important since their inception, they have taken on extra value in supporting the transition of children who were pre-schoolers during the pandemic into school.

#### *Summer Learning Experiences (backpacks)*

Approximately 2050 Year 2 (Senior Kindergarten/SK) and 1773 Year 1 (Junior Kindergarten/JK) students, across 52 early intervention schools were provided with backpacks full of rich and intentional early years resources for students and their families that centred children's unique identities and lived experiences. Providing fun, engaging, meaningful learning opportunities where children and families have opportunities to talk and support literate play and experience joy is essential. Play is the best way for children to explore, learn and engage with literacy. The Summer Learning Backpacks supported children transitioning from home during the pandemic to school.

#### *Summer Kindergarten Academy*

This summer, over 182 kindergarten educators participated in a summer Kindergarten Institute that focused on building family-centred partnerships in order to better support the transition from home to school for children and their families.

Through the support of Apple Learning Specialists, participants engaged in using the iPad to curate stories of identity and culture and amplify the voice of their learners and honour family and community relationships. This focus on family partnerships is key to successful school transitions.

### ***Capturing Joy in Learning in Kindergarten***

The Early Literacy Intervention Team (ELIT) supported the transition to kindergarten in 52 Early Intervention Schools for the first two weeks of school. Educators were asked to use digital tools (e.g., iPads) to document moments of joy in learning in kindergarten. Noticing and naming joy in kindergarten classrooms supported transitions, promoted self-regulation and helped to sustain engagement in all aspects of kindergarten. The learning documented by the ELIT educators will be used to support the development of resources to support all kindergarten educators.

### ***Partnerships***

Intentional cross-department and inter-professional partnerships continue to be a focus for supporting transitions in kindergarten. These partnerships provide coherence of expectations and alignment of practices to support all learners. Partnerships with Professional Support Staff, French Immersion, Settlement and Community Support Workers are just some departments that will work together to ease transitions and welcome all students and families in early years classrooms.

Priorities for the current school year included classrooms focusing on learning through relationships and play and inquiry-based learning to support young learners as they transition to formal school experiences. Providing opportunities for social interaction where students can experience joy in their learning and honouring time for students to process these experiences is critical in mitigating the impacts of the pandemic on our youngest learners.

### **Action Plan and Associated Timeline**

Support of young children's learning is on-going through the school year.

### **Resource Implications**

Continuous supports and resources are based on the approval of the budget annually by the Board of Trustees.

### **Communications Considerations**

N/A

## **Board Policy and Procedure Reference(s)**

PO22: Early Learning and Care

PR 696: Kindergarten Registration Procedure

### **From**

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## **COVID-19 Pandemic Recovery Plan Update: October 2022**

**To:** Program and School Services Committee

**Date:** 19 October, 2022

**Report No.:** 10-22-4421

### **Strategic Directions**

- Transform Student Learning
- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

### **Recommendation**

It is recommended that the COVID-19 Pandemic Recovery Plan Update: October 2022 be received.

### **Context**

As per a Board motion from the Regular Meeting on April 13, 2021, this is the second in a series of updates to be provided on the TDSB's COVID-19 Pandemic Recovery Plan.

### **Action Plan and Associated Timeline**

The Toronto District School Board's [COVID-19 Pandemic Recovery Plan](#) is a three-phase plan that identifies which groups have been most impacted, interventions put in place, and initial outcomes. The plan included a commitment to report back in 2021-22 and 2022-23 and the first update report was completed in March 2022.

This document, *Pandemic Recovery Plan Update: October 2022*, is the first report back to the Planning and Priorities Committee for the 2022-23 school year. The final update will be shared in Spring 2023.

## **Resource Implications**

Resources will be aligned with the work outlined in the COVID-19 Pandemic Recovery Plan.

## **Communications Considerations**

The COVID-19 Pandemic Recovery Plan will be posted online and shared with stakeholders through a variety of communication channels.

## **Board Policy and Procedure Reference(s)**

N/A

## **Appendices**

- Appendix A: Pandemic Recovery Plan Update - October 2022

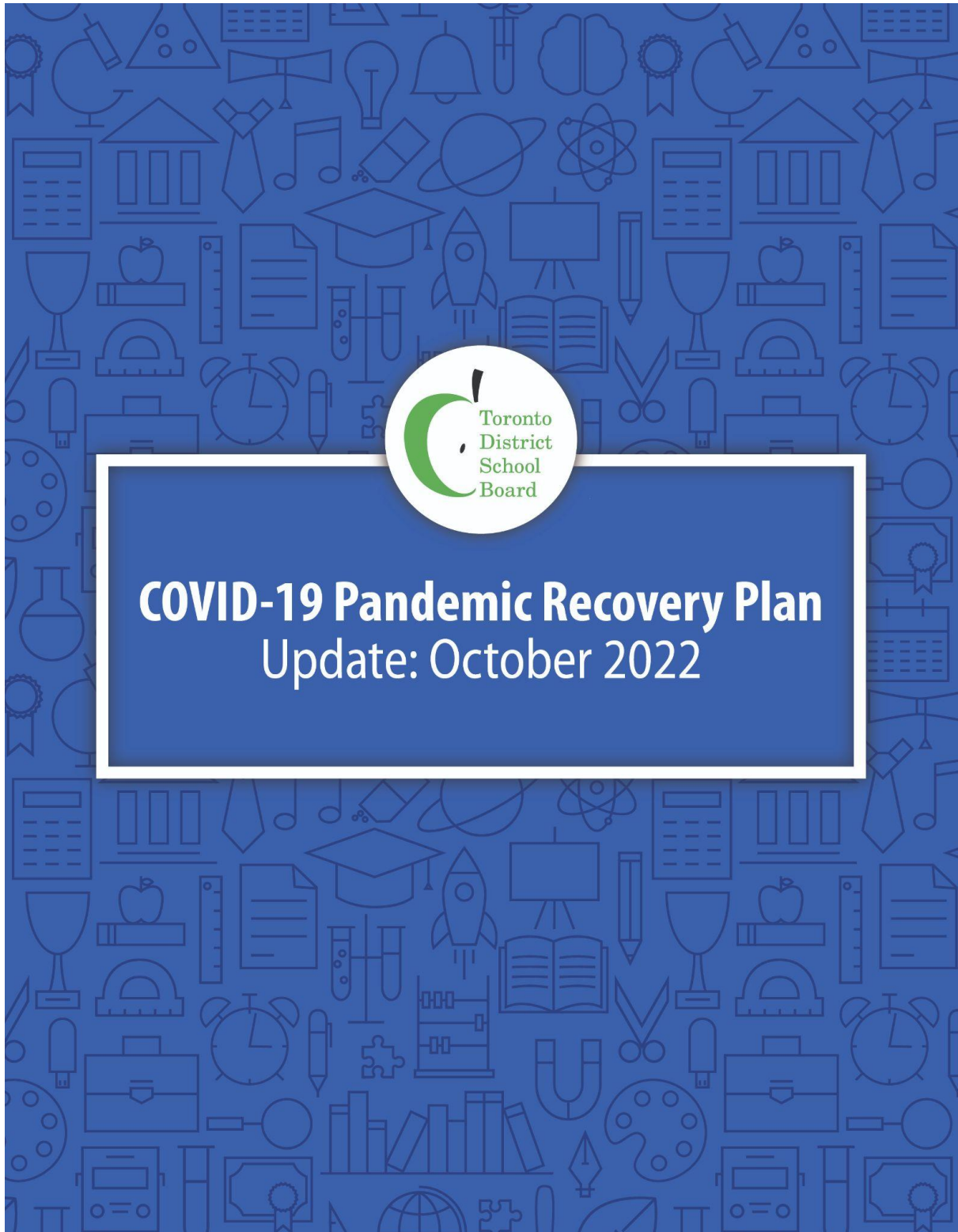
## **From**

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The Toronto District School Board's COVID-19 Pandemic Recovery Plan is a three phase plan that identifies which groups have been most impacted, interventions put in place, and initial outcomes. The plan included a commitment to report back in 2021-22 and 2022-23 and the first update report was completed in March 2022. This document, *Pandemic Recovery Plan Update: October 2022*, is the first report back to the Planning and Priorities Committee for the 2022-23 school year. The final update will be shared in Spring 2023.

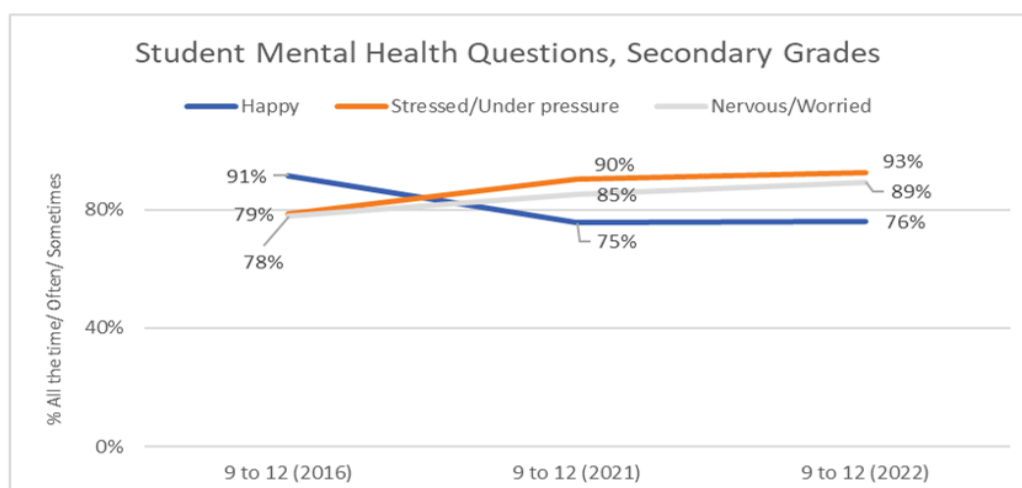
As we continue to move forward from the pandemic and the disruptions of the past few years, this report speaks to the ongoing, critical work underway across the TDSB. As a system, our work is centred around two overarching priorities: developing a sense of joy, engagement and belonging in every student and eliminating disproportionate outcomes for students. To do so, our own system data tells us that we must focus on the following:

- Student Mental Health and Well-Being
- Early Reading Enjoyment and Fluency
- STEM Achievement Trajectories from Grade 4 to Grade 9
- Pathways to Post Secondary Education
- Learning Recovery

## Student Mental Health & Well-Being

### Student Mental Health and Well-being

*"I hated online learning in fact it destroyed my mental health. The pandemic destroyed my social life and it made me super depressed."* - Grade 12 Student



Building and sustaining mentally healthy school climates is central for the inclusion, belonging and mattering of all students. Enhancing joy within school communities is accomplished through relationship and trust building and intentionality, on the part of staff, in co-creating school climates that honour and reflect student identities. In comparison to our mental health and well being data in 2016, students report a decline in feelings of happiness especially throughout the pandemic. Additionally, they report increases in feeling of nervousness, worries, stress and pressure during this time period. To increase student wellness, mental health and well being need to be connected to knowledge from within school communities to create more equitable, caring and engaging spaces for all students. With such connections, learning, academic achievement and overall student success is strengthened which reduces stress, worries, nervousness and increases feelings of joy and belonging.

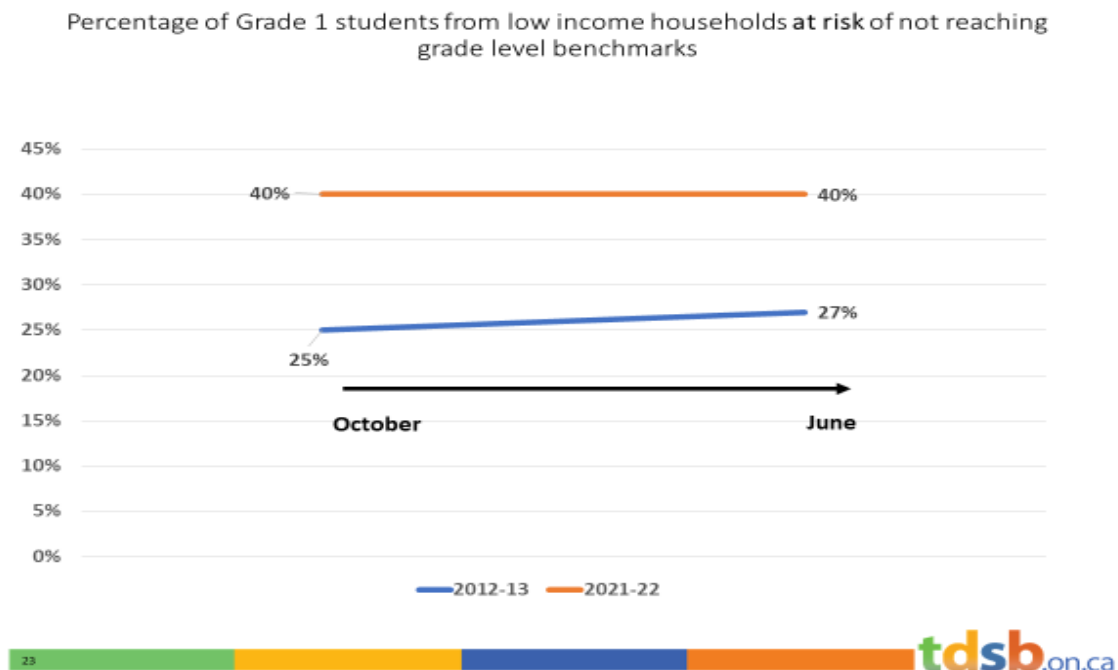
Focusing on early reading enjoyment and fluency, STEM achievement, pathways to post-secondary education and learning recovery will be greatly supported by centering daily mental wellness in school spaces. Creating conditions for positive mental health includes recognizing and nurturing the brilliance and self-love of students, families and communities. School staff co-creating mentally healthy school spaces with students requires centering mental health in equity. By centering equity, we learn the ongoing impacts of harm, racism and oppression on the mental health and well being of students. This allows understanding of how trauma and various oppressions can continue to impact student wellness and school engagement. Unfinished learning can induce anxiety and stress for students as well as for parents/guardians. Having access to various mental health and well being resources for students, staff and parents/guardians can support positive coping and stress management skills. Acknowledging the assets and the growth students have experienced throughout the pandemic will support success in unfinished learning. From a mental health and asset-based foundation, students will strengthen their confidence and esteem as they continue within their schooling journeys. Promoting school spaces that centres student voice and prioritises mental health and well-being helps to build circles of care for students and provide positive coping and stress management skills All of which supports a movement towards the elimination of disproportionate outcomes for students.

Prioritizing and supporting mental health and well-being in schools has been ongoing throughout the pandemic. Professional Support Services (PSS) Departments, such as Social Work, Child and Youth Services, Occupational/Physical Therapy, Speech-Language Pathology and Psychology staff continue to provide culturally responsive supports (brief counselling, conflict resolution, transitional supports, school consultations, community bridging, crisis supports, assessments and transformative socio-emotional learning. etc.) to students, staff, parents/guardians by centring equity, student/parent/guardian identities and voice, providing support to students with special education/complex needs and honouring lived experiences. In collaboration with school staff, PSS staff will continue to centre mental health and well being to support ongoing student achievement and success with unfinished learning.

View [Appendix A](#) to learn more about culturally responsive resources that support the creation of mentally healthy school spaces.



## Early Reading Enjoyment and Fluency



Reading fluency and early reading behaviours are critical to student success throughout a student's learning experience with the TDSB and in life. System data on reading fluency comparing pre-pandemic Grade 1 students from 2012-13 to last year (2021-22) show:

- Lower percentage change or movement towards reaching - 'at or above' -grade level benchmarks for all Grade 1 students.
- Disproportionate numbers of students in the pre-pandemic year who start closer to grade level reading benchmarks in reading as well as achieving grade level reading benchmarks in June compared to the 2021-22 school year.

As previously reported, diverse data across TDSB show that the environmental stress of learning in a pandemic for students has amplified learning impacts in the classroom in many ways. Our youngest learners have experienced their earliest formal schooling through a pandemic, which caused disruptions in student early learning, including reading development. However, it is imperative to also acknowledge the strengths and skills gained, both by young learners and early years educators. Whether virtual or in-person, early years educators worked diligently to emulate the integrity of the pedagogical approaches and learning conditions that all early learners require to learn and grow, despite the challenges presented. It is paramount to centre the Pandemic Recovery Plan and School Improvement Process at the core of continuous reflection, growth and improvement.

Students' use of their oral language to demonstrate their learning is key to the work involved in early reading enjoyment and fluency. It is important to acknowledge that oral language development in the target language is at the core of reading development in the Early French Immersion program. Therefore, intentional communication and oral language (and consistent exposure to the target language) introduce the child to rich and varied social interactions and experiences which in turn continue to shape and develop the child's oral language skills throughout his or

her life and support all learning. The continued growth and development of spoken language in the early years is key to the development of knowledge, symbolic thought, self-regulation, cultural identity, literacy, self-advocacy, life-long-learning, and reflection. Understanding the scope and sequence of oral language development and the intentional teaching of this becomes the foundation for early literacy development and reading fluency. It is this oral language strength that has been determined in early literacy data that educators must leverage, continue to develop, and build upon to help launch all students into reading and writing.

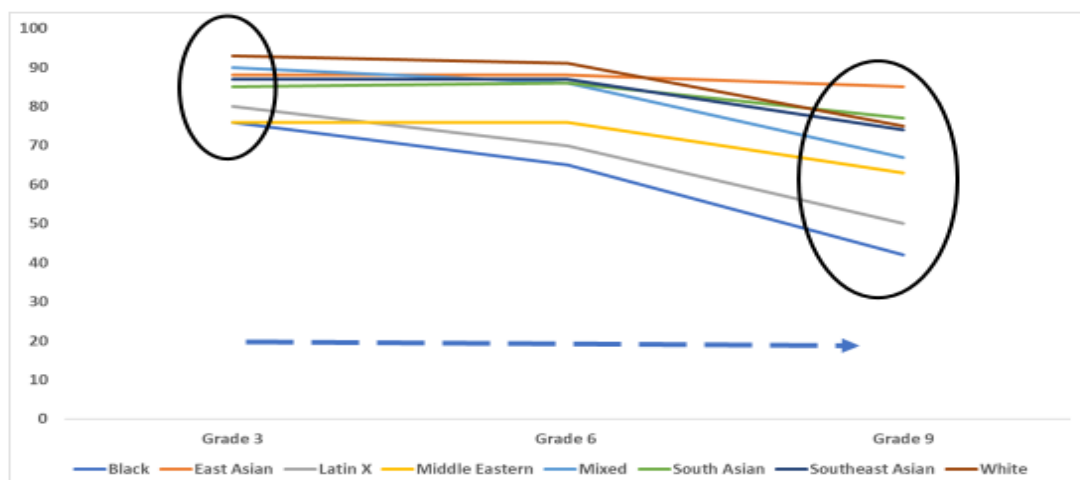
In addition, as reported in previous Pandemic Recovery Reports, the disruption to learning in reading fluency in the early years also allowed for some positive learning experiences to occur for many Black early years students. Parents of Black students indicated they appreciated access to the learning that was occurring online as it allowed for a more cohesive experience between home and school for their children. Equally, access to the books that their children connected most closely to in the home was referenced as positive in reading engagement and development for their children. Families felt that they had better access to the learning and were able to extend the learning at home through culturally relevant resources.

**Enjoyment** is an essential element for actively engaging children in the reading process. As children engage in reading experiences, they should feel a sense of joy and excitement. Visit [Appendix A](#) to learn more about how enjoyment is created in the reading process.

**Fluency:** The ability to read words accurately, quickly and with appropriate expression. Fluency develops through *accurate decoding* of words and repeated and *frequent reading practice* of varied texts. As word reading (decoding) becomes automatic, reading fluency develops. Visit [Appendix A](#) to read more about the actions taken to date.

## STEM Achievement Trajectories from Grade 4 to Grade 9

Percentage of students from Grade 3 to Grade 9 achieving at or above a B - in Science by race





***Purpose and Focus of STEM Education***

Trajectory report card data for student achievement in mathematics and science across late elementary and early secondary school show disparities in student achievement:

- There is a significant drop in percentages of students reaching the same level of achievement in STEM subjects moving from Grade 3 through Grade 6 and entering high school.
- This discrepancy is most concerning with TDSB Black and Latina, Latino, Latin X students.
- Late elementary through to Grade 9 achievement and success in these areas of learning have a significant influence on students' access to post secondary education opportunities

STEM learning experiences for students have been taking place across the district for many years, however as of September 2022, STEM is now a required expectation of the Grades 1- 8 Science Curriculum and Grade 9 De-streamed Science Course. STEM education is the integration of subjects across Science, Technology, Engineering and Mathematics where students are provided opportunities to think, reason and transfer knowledge and skills from one subject area to another. As we engage in STEM learning across the district, resources have been shared to support educators and administrators in developing an understanding of STEM and how it can be implemented within their school.

As we return to hands-on, experiential learning opportunities, access to resources and experiences such as science kits, power tools training, skills competitions, digital tools and partnerships with STEM industry/sector partners will play an important role in building educator capacity.

***Engaging in STEM Learning***

As students engage in STEM learning experiences they develop transferable skills that will help them navigate the world of work and prepare them for jobs of the future. These skills include: critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy. Students begin to make connections to the world around them through the exploration of the “how” and “why” of concepts being presented. Participation in experiential learning/hands-on tasks, virtually or in-person, that challenge students to create, build, explore and make connections to the environment and nature, the arts and humanities, technology and skilled trades, and science and mathematics supports students to explore and enhance their understanding of the many ways to know and understand the world. Digital Tools and resources continue to support STEM learning experiences for students and provide opportunities to engage in real-world learning.

In order to reduce disproportionate outcomes for Black and Latinx students, as highlighted in the data above, and maintain high levels of STEM achievement reported in Grade 3 through to Grade 9 and beyond for all students, we must continue to create opportunities and foster engagement in STEM skills, which are the gateway to a multitude of career paths. Providing students with mentors who represent their identities and provide experiences that are identity affirming and support developing strong transferable skills is critical to students' post secondary opportunity and life chances moving into high school and proceeding out to their



post-secondary experiences. These areas of STEM learning require special attention in relation to securing interest and academic success in late elementary and transitions into high school.

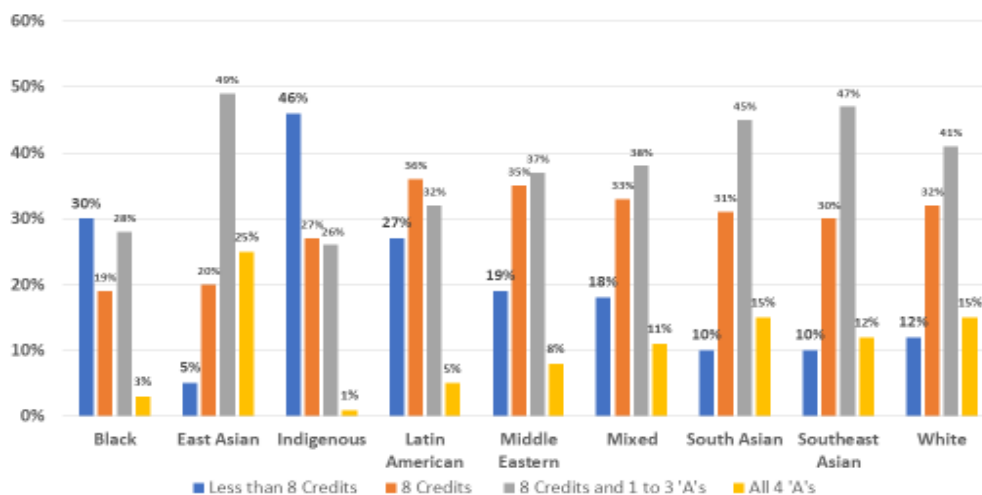
Learner-centred experiences that are grounded in high expectations, nurture natural curiosity, and include relatable and representative role models through industry and educational partners are necessary to sustain enjoyment and excitement for STEM learning as students transition from elementary to secondary school. Connecting with nature through outdoor learning and engaging through art experiences provides students with an opportunity to engage in inquiry and experimentation while keeping joy, belonging and engagement within the learning experience.

Collaborating across departments (e.g., Science, Math, Technological Education, Experiential Learning, Global Competencies, Computer Studies and the Arts), central teams provide STEM support and resources to schools to ensure all students, in particular those who have been historically marginalized from STEM programming and careers, receive a rigorous and engaging learning experience.

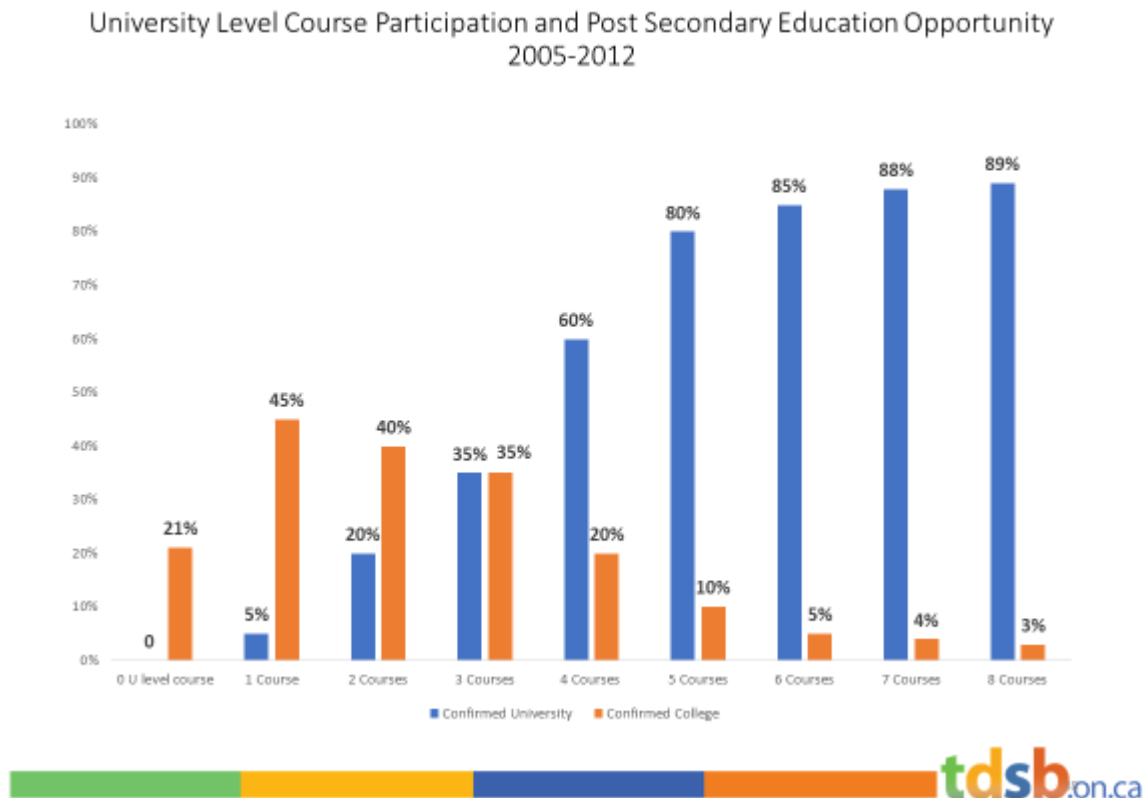
Visit [Appendix A](#) to read more about the actions taken to date.

## Pathways to Post Secondary Education

### Grade 9 Academic Performance



## Connections between University Level Course Participation and Post-Secondary Education



The data shown above indicates a number of key areas of concern in relation to students' pathways to post secondary education opportunities:

- Achievement beyond receiving a passing credit in the Academic Program of Study at Grade 9 has a significant co-relationship with participating in University Level Courses, which in turn is associated with confirmation of both college and/or university attendance.
- Achievement varies considerably when broken down by various demographic factors of students. As an example, Black, Indigenous, and Latina, Latino, Latin X students have disproportionately lower representation in higher levels of Grade 9 achievement regardless of course type. This in turn leads to disproportionately lower representation of these groups of students in University Level course participation, and subsequent opportunities in post secondary education.
- While representing only a small population of secondary school students, learning opportunities within centralised secondary school programming are disproportionately represented by various demographic groups depending on type of program.

Since 2014, the Toronto District School Board has been dismantling the institutional process of streaming from kindergarten to Grade 12. Shifting special education programming and practices to promote greater inclusion and including all students in Grades 9 and 10 to Academic and destreamed programming are significant



structural changes that must be complemented with inclusive pedagogy. The document, Expected Practices - Academic Pathways, is being developed to provide guidance for effective and engaging practices in the classroom and school as a whole. These comprehensive guidelines will lead to students having more opportunities to choose from upon graduation. For some students this will mean opportunities that will lead to generational change.

Through a variety of strategies used in classroom and school environments the priorities of the board can be achieved. We recognize the importance of the feelings of connectedness that students have with their school as it gives a sense of belonging. Building relationships with students, affirming student identities through curriculum delivery and the use of these strategies will lead to engagement, belonging and joy. The goal of academic programming is to reduce disproportionate outcomes for students in all grades so that all students will have a full range of post secondary educational opportunities based on their interests and goals. The board focuses on engaging student voice and family choice in programming and placement. This has led to an increase in student environment in their homeschool and to support their choice in pursuing university courses in grade 11 and 12.

Visit [Appendix A](#) to read more about the actions taken to date and next steps.

## **Learning Recovery**

Throughout the pandemic, much has been written internationally about the skills that students may not have developed because of disruptions during the pandemic and this has been referred to as learning loss, learning recovery or sometimes unfinished learning.

Unfinished learning refers to concepts or skills in any subject that students were in the process of learning but were unable to master, or never had the opportunity to learn due to disruptions in their learning. Compared to learning loss, unfinished learning takes a growth mindset approach which sends a positive message to students and families because it states that while student learning is incomplete, it will continue if it hasn't already. In other words, the process of learning and mastering new concepts is a continual process throughout education opportunities.

As a system, we are focussed on reducing disproportionate outcomes and increasing joy, engagement and belonging within the classroom and across the school. Unfinished learning offers the opportunity to build upon gains the student has made and accelerate learning. Centering this growth mindset approach means moving away from the idea of remediation to one of acceleration. Students prior knowledge is reactivated and upgraded in the context of the students current grade level learning. This approach centres student's positive self identity, inclusion, mental health and well being within the context of high expectations. Responding to unfinished learning begins prior to the start of the school year as schools and students prepare to transition back to a new grade, division or school through summer programming opportunities and experiences.

Despite the concerns expressed in the data shared throughout this report there are important signs of progress and success:



- TDSB is sending proportionally more students to post secondary opportunities than any other time in the past five years with 55% of all TDSB students who have 4 plus years in secondary school confirming placements in universities, colleges, and apprenticeship programs.
- This represents a 4 percentage point increase for TDSB Black students, a 7 percentage point increase for Indigenous students, and a 9 percentage point increase for Latina, Latino, and Latin X students over that period.
- Almost all, 86%, of students with 4 plus years successfully graduated high school in 2021-22, this is also the highest percentage achieved over the past five years.

Building relationships between the educator and student supports a sense of belonging in the classroom. As educators learn the identities and experiences of their students, they are better equipped to identify the learning strengths and needs of each student. In doing so, educators are able to shift the narrative of remediation to one of acceleration. Using assessment “for and as” learning to reactivate students’ prior knowledge allows them to accelerate their learning as part of the renewal process in virtual and in-person classroom settings. Assessment practices must be grounded in anti-oppressive and decolonizing approaches while celebrating student identity, voice and wellbeing. Students are more engaged in learning and assessment, when they are included.

Addressing unfinished learning requires educators to balance the commitment to academic achievement and student success with an equal commitment to joy, wellbeing and engagement. To build a community of learners, students need to feel a sense of belonging. To experience success, students need support with their individual academic needs.

Tutoring allows students to continue their classroom instruction and addresses their individual academic needs, often in smaller groups. Given the unique situation of the pandemic, the Ministry offered funding for tutoring which began in Spring 2022 and is scheduled to end December 2022.

In the Spring and Summer, TDSB students had tutoring opportunities as part of the Learning Recovery Response. Some examples included:

- Continuing Education tutoring (Literacy and Math)
- Summer Camps (full day and half day)
- Summer tutoring (1-2 hours per day)
- Summer School Credit Course tutoring support
- Summer School – Elementary Program tutoring support
- Community organization tutoring programs (i.e., Beyond 3:30, YAACE, TAIBU)

This fall, students from K-12 will have continued opportunities for tutoring support (school, community and system-based) to strengthen literacy, math and foundational skills. These supports will be available in-person and virtually.

The tutoring program delivery models at schools may include but are not limited to:



- Tutors in the classroom with the teacher present to work with a group of students
- Peer Tutoring
- Before, at lunch, or after school tutoring
- Collaboration with community organizations who have been engaged to provide tutoring programs and have signed agreements with the TDSB outside of class time
- Virtual Tutoring

Visit [Appendix A](#) to read more about the actions taken to date.





# Our Mission

To enable all students to reach high levels of achievement and well-being and to acquire the knowledge, skills and values they need to become responsible, contributing members of a democratic and sustainable society.

## We Value

- Each and every student's interests, strengths, passions, identities and needs
- A strong public education system
- A partnership of students, staff, family and community
- Shared leadership that builds trust, supports effective practices and enhances high expectations
- The diversity of our students, staff and our community
- The commitment and skills of our staff
- Equity, innovation, accountability and accessibility
- Learning and working spaces that are inclusive, caring, safe, respectful and environmentally sustainable

## Our Goals

### **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.

### **Acknowledgement of Traditional Lands**

We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe (A NISH NA BEE), the Haudenosaunee (HOE DENA SHOW NEE) Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Métis and Inuit peoples.

### **Reconnaissance des terres traditionnelles**

Nous reconnaissons que nous sommes accueillis sur les terres des Mississaugas des Anichinabés (A NISH NA BAY), de la Confédération Haudenosaunee (HOE DENA SHOW NEE) et du Wendat. Nous voulons également reconnaître la pérennité de la présence des Premières Nations, des Métis et des Inuit."

### **Funding Information Requirement**

At the special meeting held on March 7, 2007, the Board decided that to be in order any trustee motion or staff recommendation that would require the Board to expend funds for a new initiative include the following information: the projected cost of implementing the proposal; the recommended source of the required funds, including any required amendments to the Board's approved budget; an analysis of the financial implications prepared by staff; and a framework to explain the expected benefit and outcome as a result of the expenditure.

### **[1]Closing of certain committee meetings**

(2) A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,

- (a) the security of the property of the board;
- (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
- (c) the acquisition or disposal of a school site;
- (d) decisions in respect of negotiations with employees of the board; or
- (e) litigation affecting the board. R.S.O. 1990, c. E.2, s. 207 (2).

(2.1) Closing of meetings re certain investigations – A meeting of a board or a committee of a board, including a committee of the whole board shall be closed to the public when the subject-matter under considerations involves an ongoing investigation under the Ombudsman Act respecting the board