



Program and School Services Committee Agenda

PSSC:084A

Wednesday, May 6, 2020

4:30 p.m.

Electronic Meeting

Trustee Members:

**Jennifer Story (Chair), Rachel Chernos Lin, Parthi Kandavel, Dan MacLean,
Yalini Rajakulasingam, Anu Sriskandarajah, Chris Tonks**

Note: Please ensure all electronic devices are on silent mode.

Pages

1. Call to Order and Acknowledgement of Traditional Lands
2. Approval of the Agenda
3. Declarations of Possible Conflict of Interest
4. Delegations
5. Opportunity for Oral Updates From Co-Chairs of Community Advisory Committees

Timed Item at 5 p.m.

- | | | |
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| 5.1 | Black Student Achievement Community Advisory Committee Report, March 2, 2020 | 1 |
| | (For receipt) | |
| 5.2 | Community Use of Schools Community Advisory Committee Report, February 11, 2020 | 3 |
| | (For receipt) | |
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| | (For receipt) | |
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| | (For receipt) | |
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	(For receipt)	
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	3. Keep 2 SKFI Classes at Palmerston and Follow Former PR577	
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12.	Adjournment	

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Community Advisory Committees

Name of Committee: Black Student Achievement Community Advisory Committee

Meeting Date: March 2, 2020

A meeting of the Black Student Achievement Community Advisory Committee convened on March, 2020 from 7:09p.m. to 9:05 p.m. in Committee Room A at 5050 Yonge Street with Co-Chair Alexis Dawson and Trustee Chris Moise presiding

Present:	<p>Alexis Dawson Co-Chair, (Unison Community Health), Sharon Beason (Parent/ FSLAC Rep), Tina Beason (Student), Sophia Ruddock (Parent Rep), Dennis Keshinro (EPAC Rep), Trustees: Trustee Chris Moise (Co-Chair), Trustee David Smith, Mikhail Burke (University of Toronto), Raymund Guiste (Tropicana Community Services), Grace-Camille Munroe (Lifelong Leadership Institute)</p> <p>Staff Lead: Superintendent Jacqueline Spence Administrative Support: Oyin Orekoya</p> <p>Phone Participation: B. Blacksmith Ben Moodie, Cherie Mordecai-Steer (Social Service Community Rep), Yolande Davidson, Kelson Omar (TDSB Staff),</p>
Staff:	Rosalie Griffith, Thando Hyman, Yvette Blackburn, Karen Murray, Khadra Hussein, Kevin Sutton, Jamea Zuburi, Amita Hamda
Guests:	Michelle Munroe (Manager, Parent Engagement Office), Michelle Davis (Coordinator, Business Development)
Observers	Osa McGregoyor
Regrets:	Lisa-Marie Williams (Law Society of Ontario), Colleen Russell-Rawlins (Staff Lead)

Part A: Recommendations – NIL

Part B: For Information Only

Four new members were welcomed to the committee. They are

Grace-Camille Munroe – Education/Guidance,
Lisa-Marie Williams – Legal,
Mikhail Burke – Education/Guidance,
Raymund Guiste – Community

Michelle Davis' presentation and focus group on the Parent and Community Involvement Policy Review was well received.

Part C: Ongoing Matters

NIL

Report Submitted by: Colleen Russell-Rawlins



Community Advisory Committees

Name of Committee: Community Use of Schools Community Advisory Committee

Meeting Date: 11 February 2020

A meeting of the Community Use of Schools Community Advisory Committee convened on 11 February 2020 from 8:00 a.m. to 10:08 a.m. in Boardroom at 5050 Yonge Street with Co-Chairs Michelle Aarts and Judy Gargaro presiding.

Attendance: Michelle Aarts (Trustee), Judy Gargaro (Etobicoke Philharmonic Orchestra), Gerry Lang (Citizens For Life Long Learning), Dan MacLean (Trustee), Lynn Manning (Girl Guides of Canada, Ontario Council), Jonathan Wood (Toronto Accessible Sports Council), Sara Somerset (Jack of Sports) Heather Mitchell (Toronto Sports Council), Alex Viliansky (Felix Swim School), Emily Langer (Young People's Theatre), Beje Melamed (North Toronto Soccer Club), Graham Welsh (Toronto Sports Social Club)

Also present were TDSB Staff: Ugonma Ekeanyanwu (Acting Facility Permitting Team Leader), Ndaba Njobo (Facility Permitting Coordinator), Steve Shaw (Executive Officer), Tina Androutsos (Executive Assistant), Kevin Battaglia (TSAA), Michael Tenenbaum (Toronto Lands Corporation), Shirley Adderley (Manager, Facilities Issues & System Liaison)

The following participated by electronic means: Michelle Aarts (Trustee), Susan Fletcher (SPACE), Sam Glazer (Congregation Beth Haminyan), Alan Hrabinski (Toronto Basketball Association), Patrick Rutledge (Big League Book Club), Dave McNee (Quantum Sports & Learning Association)

Regrets: Dave McNee (Quantum Sports and Learning Association), Chris Ricketts (Pool Support), Susanne Burkhardt (Applegrove Community Complex), Patrick Rutledge (Big League Book Club), Dennis Keshinro (Belka Enrichment Centre), Alex Viliansky (Felix Swim School), Shirley Adderley (Manager Facility Issues & System Liaison), John Long (Senior Manager, Plant Operations & Community Use)

Part A: Recommendations

None

Part B: For Information Only

Permit Unit Frequently Asked Questions- The permit unit provided an update on the Frequently Asked Questions page on the website.

Pools Working Group Update – No report at this time due to the vacant pool coordinator position.

Baseball Working Group Update: No report at this time

Championship Fields - Staff from TLC attended the meeting to provide an update on Championship Fields, located at 3 sites across the city. The update included information on hours of use, City stipulations regarding noise and events and information about domes installation in October and removal in May of each year. Typically only 5% of the time is mandated for community use, which is usually on a first come first serve basis. Each facility has a Facilities Management Review Team (FMRT) which includes three community members, 3 TDSB staff and 3 representatives of the operators of the domes and normally meet quarterly to discuss operational issues.

The development of an onboarding package for new CUSAC members was deferred to the March meeting. It will include the Community Advisory Committee (CAC) generic handbook, the committee Terms of Reference and any other committee-specific information that is felt to be lacking.

Trustee Update:

1. Newly Developed Procedure - Reporting and Responding to Racism and Hate Incidents Involving or Impacting Students in Schools. PR728. Work also includes planned Revisions to Procedure PR515, Workplace Harassment Prevention and Human Rights
2. 2020-2021 Budget process is beginning. The Board provided the Ministry of Education with budget feedback in accordance with the Ministry request.
3. Basketball Net Pilot Program - Staff reported with recommendations and criteria for individual schools to keep basketball nets up over the warm months of the year. This report was referred back to staff for more options and feasibility suggestions to reduce noise with the goal of having as many schools as possible with nets but reducing impact on school neighbours.
4. Consultation on the Secondary Program Review - Consultation has been extended until further notice. Community members can still give input on “best practices” or optimization of secondary programming.

5. New Policy - A work plan for a new Specialized Program Application policy was approved (this is an extension of the Secondary Program Review and Optional Attendance review) - there will opportunity in coming months to consult on the new Policy.

Part C: Ongoing Matters

None

Report Submitted by: Steve Shaw

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Community Advisory Committees

Name of Committee: Community Use of Schools Community Advisory Committee

Meeting Date: 10 March 2020

A meeting of the Community Use of Schools Community Advisory Committee convened on 10 March 2020 from 8:00 a.m. to 9:11 a.m. in Boardroom at 5050 Yonge Street with Co-Chairs Michelle Aarts and Judy Gargaro presiding.

Attendance:

Michelle Aarts (Trustee), Judy Gargaro (Etobicoke Philharmonic Orchestra), Gerry Lang (Citizens For Life Long Learning), Dan MacLean (Trustee), Lynn Manning (Girl Guides of Canada, Ontario Council), Jonathan Wood (Toronto Accessible Sports Council), Sara Somerset (Jack of Sports) Heather Mitchell (Toronto Sports Council), Alex Viliansky (Felix Swim School), Graham Welsh (Toronto Sports Social Club), Patrick Rutledge (Big League Book Club), Monika Constantino (Toronto Soccer Connection), Narni Santos (The Learning Enrichment Foundation)

Also present were TDSB Staff: Ugonma Ekeanyanwu (Acting Facility Permitting Team Leader), Ndaba Njobo (Facility Permitting Coordinator), Tina Androutsos (Executive Assistant), Shirley Adderley (Manager, Facilities Issues & System Liaison), Andrew Gowdy (System Planning Officer), Denise De Paola (TSAA)

The following participated by electronic means: Susan Fletcher (SPACE), Alan Hrabinski (Toronto Basketball Association)

Regrets:

Dave McNee (Quantum Sports and Learning Association), Chris Ricketts (Pool Support), Dennis Keshinro (Belka Enrichment Centre), John Long (Senior Manager, Plant Operations & Community Use), Steve Shaw (Executive Officer), Kevin Battaglia (TSAA), Sam Glazer (Congregation Beth Haminyan)

Part A: Recommendations

None

Part B: For Information Only

Final Review of Permt Unit FAQs

The final version of the FAQs were presented on the screen with Subheadings and approval was deferred to next meeting.

Washroom Access for Permits

Washrooms are normally allocated by the caretaker, close to the permitted area. If a community permit holder requires an accessible washroom or an additional all gender washroom, they should request it from the caretaker. Ideally if a group requires an all gender or accessible washroom, the request is made ahead of time so that the permit unit can contact the caretaker to make arrangements. Committee Member asked for this question to be added to the FAQs and add to 'comments 'box if required, discussion because some won't self-identify.

Terms of Reference

The Terms of Reference require some edits as discussed at the Program and School Services Committee. This item was deferred to the next meeting.

Onboarding for New Committee Members

The Co-Chairs are working on the development of an Onboarding process for new committee members' use.

Trustee Update:

The Parents as Partners Conference has been postponed until fall 2020, due to teacher job action and concerns about low attendance due to Coronavirus.

Bell times are changing at about a quarter of TDSB schools to optimize bussing to address severe driver shortages and to design sustainable routes across the TDSB and TCDSB. These changes may impact before and after school programs but not permits occurring after 6pm.

There are currently 3 policy review consultations underway. These reviews include the Parent and Community Involvement Policy Consultation, Specialized Schools & Programs Policy Consultation and the Records & Information Management Policy Consultation. CUSCAC members were encouraged to provide feedback on these policies.

Part C: Ongoing Matters

None

Report Submitted by: Steve Shaw

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Community Advisory Committees

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

Meeting Date: 06, March, 2020

A meeting of the Early Years Community Advisory Committee convened on March 06, 2020 from 10:00am to 12:00pm in TDSB Administration Centre, Committee Room A, 5050 Yonge Street, with Trustee Co-Chair: Jennifer Story, Community Co-Chair: Pam McArthur presiding.

Attendance: Jennifer Story (Trustee), Pam McArthur (Runnymede Adventure Club), Rachel Chernos Lin (Trustee), Patricia Chorney Rubin (George Brown College), Anabela Ferreira (Woodgreen Child Care), Dan MacLean (Trustee), Coleen McGrath (Learning Enrichment Foundation LEF), Stephanie Nickle (Woodgreen Child Care), Kim Rogers (Sunshine Child Care), Irena Setnik (SilverCreek Pre-School)

Also present were TDSB Staff: David Cameron (Senior Manager, Research and Development), Joanne Davis (Manager and Policy Advisor, EarlyON Centres), Cynthia Grundmann (Senior Policy Advisor/Manager Early Years and Child Care Services), Liz Hoang (Child Care Services Manager), Amie Presley, (Research Coordinator, Research Department), Jacqueline Spence (System Superintendent Equity, Anti-Racism, Anti-Oppression & Early Years

Also present was: Lisa Arauju (Keelelmount Daycare), Janet Davis (CUPE Local 4400), Jeff deFreitas (PLASP CCS), Matthew Hilder (Toronto Children's Services), Sabrina Luongo-Silva (Macaulay Child Development Centre), Terri Preston (CUPE Local 4400), Karen Wilson (Toronto Children's Service)

Regrets: Patty Domski (Toronto Public Library), Jill Oakes (YMCA Child Care), Anastasia Poulis (Centrally Assigned Principal, Transforming Student Learning and Equity, Engagement, Well-Being & Leadership, Laurie Ruscica (Toronto Public Library), Ann Marie Schiraldi (Toronto Children's Services), Irene Sheridan (Heart Beatz Child Care – Cliffcrest), Patrina Stathopoulos (Dandylion Daycare)

Part A: Recommendation(s)

No recommendation.

Part B: For Information Only

- An update on the consultation and planning process for the Toronto Children's Services 2020-2024 Service Plan.
- An overview on the Children's Service 2020 Approved Operating Budget was provided by Toronto Children's Services.
- EYCAC members participated in a facilitated focus group and consultation session with Research and Development regarding the Parent and Community Involvement Policy (P023) review.
- An overview on the EarlyON Board Report that went to PSSC on January 16th, 2020 was provided by Jacqueline Spence, System Superintendent Equity, Anti-Racism, Anti-Oppression & Early Years.
- Child Care Services continues to send out Public Health and TDSB information/protocols regarding COVID-19 to child care operators in schools. Communication will continue to be forwarded.

Part C: Ongoing Matters

Updates from EYCAC Work Groups were received:

Best Practices in Shared Space Work Group:

Facilities Work Group:

Both working groups have not met and will be in touch with members about the need for other work groups, and to reconsider the need for existing work groups to continue.

In light of the Parent and Community Involvement Policy (P023) review, EYCAC decided to table its review of both the current Working Groups and the Terms of Reference.

Report Submitted by: Cynthia Grundmann



Community Advisory Committees

Name of Committee: Environmental Sustainability Community Advisory Committee

Meeting Date: March 3, 2020

A meeting of the Environmental and Sustainability Community Advisory Committee convened on March 3, 2020 from 6:40 p.m. to 9:12 p.m. in Central Technical School, Room 208, with Sheila Cary-Meagher and Trustee Manna Wong presiding.

Attendance: Sheila Cary-Meagher (Community Co-Chair); Manna Wong (Trustee Co-Chair); Rick Ciccarelli (Community Member); Barbara Falby (For Our Grandchildren); Anne Keary (Parent); Lisa Milne (parent); Rosa Na (Natural Curiosity); Brenda Simon (Natural Curiosity); Stefan Sommer (CUPE 4400); Bob Spencer (Parent); Andrea Stephens (Parent).

Also present were: Richard Christie (Senior Manager, Sustainability); Esther Collier (Teacher); Kristen Evers (Green Projects Team Leader); David Hawker-Budlovsky (Centrally Assigned Principal); Peyton Leung (Teacher); Amie Presley (Research Coordinator); Gigi Shanks (Teacher); Jenn Vetter (EcoSchools Certification Specialist). Linda Naccarato (Outdoor Education Specialist).

Regrets: Stephanie Donaldson (Trustee, Ward 9). Hilary Inwood (OISE); Naomi Quarcoopome (Teacher).

Part A: Recommendations

No recommendations to report.

Part B: For Information Only

The TDSB's Research Department facilitated a focus group session with ESCAC to gather member feedback on Community Advisory Committees.

Staff provided an update on the outcome of the February 19 Program and School Services Committee meeting, reporting back on ESCAC's two recommendations and the Options for Reducing Single-Use Plastics staff report.

An ESCAC member delivered a presentation on Jackman PS's green roof project.

An ESCAC member delivered a presentation on proposed strategies to educate and engage youth and the community on the climate crisis, and advocated for the TDSB to take a greater role in supporting this work.

Part C: Ongoing Matters

No ongoing matters to report.

Report Submitted by: Richard Christie



Community Advisory Committees

Name of Committee: French as a Second Language Community Advisory Committee
Meeting Date: 11 February 2020

A meeting of the French As A Second Language Community Advisory Committee convened on February 11, 2020 from 7:00 to 9:00 pm in Committee Room A at 5050 Yonge Street with Parent Co-Chair Mandy Moore presiding.

Attendance:	<p>Mandy Moore (Parent Co-Chair W7), Matt Forrest (Parent Vice-Co-Chair W9), Charles Zhu (Parent Vice-Co Chair W11), Zeynab Kazi (Parent Vice-Co-Chair W22), Rob Janes (W1/W2), Lisa McAvoy (W2 Alt), Sharlene Henry (W5/W6 Alt), Lynne LeBlanc (W8), Jennifer Tse (W8 Alt), Polina Osmerkina (W10); Wilmar Kortleever (W11 Alt), Randy Samuel (W14), Sarah Smith (W15)</p> <p>Also present were: Trustee Robin Pilkey (Trustee Co-Chair), Trustee Rachel Chernos Lin (W11), Trustee Dan MacLean (W2), Mary Cruden (Canadian Parents for French), Sharon Beason (Canadian Parents for French), Manon Gardner (Associate Director), Angela Caccamo (Centrally Assigned Principal), Doug Kwan (parent, Millwood), Diana Mockute (parent, Palmerston), Paul D. Ruzin (parent, Palmerston), Joanne Nash (parent, Palmerston), Tereza Maul (Hawthorne II Bilingual Alt), Lauren Chang MacLean (parent, Palmerston), Kate Gertner (parent, Palmerston), Ibimie Opuso-Jama (Beverley)</p> <p>The following participated by electronic means: Kathleen Meek (W15 Alt), Gail Miller (W22 Alt), Rosemary Sutherland (CPF Alt)</p>
Regrets:	<p>Nalini Singh (W2 Alt), Deloris Williamson-Braham (W5/13), Caroline Tolten-Paterson (W7 Alt), Nancy White (W16 Alt), Christie Dunbar (W16), Kirsten Johnston (Program Coordinator)</p>

Part A: Recommendations

Nil

Part B: For Information

Ward Reports

Wards 1, 2, 11 and 15 members spoke to the Thorncliff Homework Club and issues/concerns. Ward 10 member presented a letter from the Palmerston Avenue JPS parent council. Detail is available on the Feb 11 meeting minutes on the FSLCAC webpage, <https://www.tdsb.on.ca/fslac>.

Delegate Presentations - Palmerston Avenue JPS Parents

Four delegates presented regarding the redirection of some Palmerston JPS SK FI students. The impacted parents would have preferred more time to consider their options. They do not agree with the changes while understanding that the effort assists with the rebalancing of French-English access within the school.

French Review – Membership Consultation

At the June Board Meeting, Trustees approved recommendations which included the redistribution of intensive FSL programs to improve equity of access across the Board. Staff presented maps of the current FI schools, pathways and catchment areas. The Membership considered two guiding questions (as time permitted) and their own responses, in an effort to review options and consider possible solutions.

Staff presented two questions:

Question 1:

Currently, there are 71 SK French Immersion sites and 38 Grade 4 Junior Extended French sites across the TDSB. Given their current locations, and the guarantee that all on-time applicants are offered a placement in an intensive FSL program, but not a particular school, there are varying distances that students travel to access a French program. Some students may walk as the intensive FSL program is located at their neighbourhood school, while others may be transported as the local intensive FSL program is further or the number of allotted program spaces has reached capacity, and therefore they have been redirected to a nearby school with available program space.

What would be a reasonable distance to travel for students accessing an intensive FSL program?

Question 2:

Currently, every home address in TDSB is connected with an English school and all of those home addresses make-up what is called a catchment. Each English school catchment is associated with a French Immersion school defining the catchment of that French Immersion school. Presently, we have 14 French Immersion schools whose French catchment is only associated to their own English home school (e.g. Adam Beck Junior PS, Allenby Junior PS, Howard Junior PS, RH McGregor Elementary School, Runnymede Junior & Senior PS, etc.). Whereas, other French Immersion schools may have 2, 3, 4, 5, 6, 7 English school catchments. Some like Corvette Junior PS and William G. Miller PS have 15 English school catchments associated to their French Immersion school

What should be the minimum number of feeder schools to an intensive FSL program?

A vast amount of answers, ideas, and points for further consideration were discussed. Details may be found on the Feb 11 meeting minutes on the FSLCAC website, <https://www.tdsb.on.ca/fslac>. Staff offered to provide a package with map and guiding questions to the Membership to take to their School Council meetings, parent communities, if agreeable to the Membership.

Part C: Ongoing Matters

Nil

Report Submitted by: Manon Gardner



Community Advisory Committees

Name of Committee: French as a Second Language Community Advisory Committee
Meeting Date: 10 March 2020

A meeting of the French As A Second Language Community Advisory Committee convened on March 10, 2020 from 7:00 to 9:00 pm in Committee Room A at 5050 Yonge Street with Parent Co-Chair Mandy Moore presiding.

Attendance:	<p>Mandy Moore (Parent Co-Chair W7), Matt Forrest (Parent Vice-Co-Chair W9), Charles Zhu (Parent Vice-Co Chair W11), Rob Janes (W1/W2), Doug Kwan (W2), Lisa McAvoy (W2 Alt), Lynne LeBlanc (W8), Polina Osmerkina (W10); Wilmar Kortleeve (W11 Alt), Randy Samuel (W14), Sarah Smith (W15), Gail Miller (W22 Alt)</p> <p>Also present were: Trustee Robin Pilkey (Trustee Co-Chair), Trustee Rachel Chernos Lin (W11), Trustee Dan MacLean (W2), Mary Cruden (Canadian Parents for French), Sharon Beason (Canadian Parents for French), Manon Gardner (Associate Director), Angela Caccamo (Centrally Assigned Principal), Belinda Lam (Palmerston parent), Lauren Chang MacLean (Palmerston parent)</p> <p>The following participated by electronic means: Kathleen Meek (W15 Alt),</p>
Regrets:	<p>Zeynab Kazi (Parent Vice-Co-Chair W22), Nalini Singh (W2 Alt), Sharlene Henry (W5/W6 Alt), Deloris Williamson-Braham (W5/13), Caroline Tolten-Paterson (W7 Alt), Jennifer Tse (W8 Alt), Nancy White (W16 Alt), Christie Dunbar (W16), Rosemary Sutherland (CPF Alt), Kirsten Johnston (Program Coordinator)</p>

Part A: Recommendations

1. Guiding Principles for French Immersion

Whereas the TDSB has been tremendously successful in improving and increasing opportunities for TDSB students to become proficient in both Official Languages in French immersion/extended programs which provide cognitive benefits and future employment opportunities; and

Whereas this work began with the amalgamation Directional Statement on French (TDSB Minutes October 25, 2000) and moved forward significantly with the implementation of PR597 (2009); and

Whereas the scope of the changes that can flow from the June 2019 French Review Recommendations as they relate to French immersion/extended is huge; and

Whereas we want to be careful not to ‘throw out the baby with bathwater’; and

Whereas clear commitment to guiding principles will help to reassure parents and to ensure that the myriad of decisions that are going to be made have a sharp focus on continuing to improve and increase opportunities for the next generation of French immersion students;

Therefore, the FSLAC recommends that:

Implementation of the June 2019 French Review recommendations on French Immersion be guided by the TDSB's MYSP goal "to enhance students' access to learning opportunities" and its long standing commitment to growing and improving the program, the Ontario FSL Framework (2013) goal to increase student participation and achievement in FSL and by being responsive to both equity of access where programs are "inclusive and reflective of a diverse community" (TDSB P080) and the expectations of families by continuing with the following procedures:

- a. place every on-time applicant to French immersion,
- b. add spots/sites as needed to meet demand,
- c. give priority placement to siblings,
- d. annual reporting on FSL programs including enrolment.

2. TTC support for French immersion/extended Secondary Students in Need

Whereas the FSLAC supports and applauds the Board's commitment to "Provide Equity of Access to Learning Opportunities for All Students" (Multi-Year Strategic Plan); and

Whereas Toronto District School Board (TDSB) trustees decided to stop providing TTC support for ALL 1168 French immersion/extended secondary students who travel more than 4.8 km due to transportation grant shortfalls in favour of providing them only for students in financial need on a case by case basis; and

Whereas another multi-year goal -- "Allocate Human and Financial Resources Strategically to Support Student Needs" – may not be realized now that individual principals at the secondary school level are responsible for providing TTC support from their school funds and may not even be aware of it; and

Whereas the stigma of poverty may prevent French immersion/extended students from contacting their principal to ask for support, meaning that poverty may become a barrier to continued participation in the programs; and

Whereas poverty is often hidden, thereby preventing principals from realizing to whom they ought to proactively reach out; and

Whereas without TTC support French immersion/extended classes may become less "inclusive and reflective of a diverse community" (P080) and the Board's commitment to "Culture for Student and Staff Well-Being" (Multi-year Strategic Plan) may be negatively affected; and,

Whereas TDSB secondary school principals have not received criteria from their Superintendents (as a June 24, 2019 letter from the Board to parents stated they would) regarding how they ought to determine whether or not a French immersion/extended student is in financial need, guidance which would help ensure a system-wide equity for students; and

Whereas there is no publicly visible budget, even on a per-school basis, or required reporting for this proposed practice and that will make it extremely difficult, if not impossible, for administrators and the public to accurately determine as months and years pass whether needs are increasing or decreasing; and,

Therefore, the FSLAC recommends that the TDSB consider the following, as part of the review of student transportation that is currently underway:

1. Create and document standardized, system-wide criteria for determining eligibility to receive TTC transportation support for French Immersion/Extended French programs and
2. That information on the availability and criteria for receiving support be shared with all schools on an on-going basis, and
3. That principals receive sufficient equity funds to fulfill all requests that meet the criteria and distance minimums, and
4. That the Director present a report annually on the use of TTC Support for attending French Immersion/Extended French programs.

3. Keep 2 SKFI Classes at Palmerston and Follow former PR577

Whereas all TDSB students, whether in English or French programs, deserve robust and effective programs; and

Whereas there are enough on-time applicants from Palmerston's SK French Immersion (SKFI) catchment to make 2 full classes as recommended in PR597 to maintain French program viability; and

Whereas in French Immersion "a two class entry (58 students) is ideal for the sharing of resources, job-embedded professional growth and co-planning" and long term viability (French Review Staff Report June 2019); and

Whereas Palmerston has had at least 2 SKFI classes since 2005; and

Whereas the applicants include 43 students from the Palmerston English catchment and 15 from its feeder school, Essex; and

Whereas the TDSB has decided to offer only one class for SKFI for September 2020 and to redirect the 15 Essex students to Humewood and 14 Palmerston English catchment students to Dewson; and

Whereas these redirections put students who could walk to Palmerston on school busses thereby increasing TDSB expenditures; and

Whereas PR597 (French Immersion/Extended French) only allows for redirection as a last resort when there is insufficient space to accommodate all of the French Immersion applicants; and

Whereas Palmerston has empty classrooms with its 2018 utilization at 75% (Long Term Pupil Accommodation Strategy Dec 2019); and

Whereas the English SK program at Palmerston only has 4 students registered for September 2020, making it clear that viability of the English program needs to be addressed with the former appropriate tool, PR577 (Program Review of Dual Track Schools); and

Whereas given that most parents in the area clearly want French Immersion, the reduction to one SKFI class at Palmerston is unlikely to achieve the TDSB stated objective of creating a stronger English program with “no fewer than 20-25” in English (French Review Staff Report June 2019); and

Whereas Essex and Palmerston families redirected to other schools were given less than a week to accept spots and consider entirely unexpected logistical issues regarding the bus, and childcare causing great stress; and

Whereas the TDSB has not followed P068 (Accommodation and Program Review) requirements to notify the affected school councils and the FSLAC if intake classes are reduced; and

Whereas the TDSB has not used nor replaced former PR577 to review the issue of viability in a dual track school with the local community; and,

Whereas P068 and former PR577 support the TDSB in “build(ing) strong relationships and partnerships within school communities to support student learning and well-being” (Multi-Year Strategic Plan);

Therefore, the FSLAC recommends that for the school year beginning in September 2020 that

1. the TDSB keep 2 SKFI classes at Palmerston,
2. the redirected Essex and Palmerston on-time applicants be enrolled in Palmerston, and
3. the TDSB follow former PR577, convene a local feasibility team to examine the best options for all students in the Palmerston English and French Immersion catchments and proceed in accordance with that procedure including parents and school council chairs in the development of solutions.
4. that Humbercrest and Howard be considered as well.

Part B: For Information

Ward Reports

Ward Reports Wards 1, 2, 7, 8 and 9 members spoke to the Thorncliff Homework Club, resource availability and issues/concerns. Detail is available on the Mar 10 meeting minutes on the FSLAC webpage, <https://www.tdsb.on.ca/fslac>.

TTC Ticket Elimination and Guidelines for Principals

A central equity fund intended to support schools with items such as TTC ticket elimination hardship funding for students has not been setup at this time. Principals have discretion to use school discretionary funds to support this type of request. A communication to all Principals is recommended.

French Review Recommendation/Redistribution Update

In concert with Long-Term Program and Accommodation Strategy (LTPAS), staff is meeting with groups of Trustees to discuss the overview of the wards, the Secondary and French program reviews and priorities through a system perspective, pathways, and redistribution, including potential relocation of

programs. Staff will be providing Trustees with the tools to share ideas and concepts with their communities. The draft recommendations for the Secondary Review are tracking to April Committee of the Whole, with the final recommendations tracking to June Committee of the Whole. Implementation is expected to take 6-8 to 10 years. Elementary FSL redistribution, not expansion, is very challenging, and continues to track to June Committee of the Whole, with Trustee review closer to May. Many options are being reviewed and considered including repurposing underutilized secondary schools.

Part C: Ongoing Matters

Nil

Report Submitted by: Manon Gardner

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Community Advisory Committees

Name of Committee: LGBTQ2S

Meeting Date: 25th February 2020

A meeting of the LGBTQ2S convened on Tuesday February 25th, 2020 from 6:00pm to 8:00pm in 5050 Yonge Street 5th Floor Executive Meeting Room with Jim Spyropoulos presiding. A discussion with the individuals in attendance took place.

Attendance: Anne Creighton (Pflag), Cheryl Dobinson (Planned Parenthood Toronto and Co- Chair), Maya Edwards (Student), Jacq Hixson-Vulpe (The 519 and Co- Chair), Andrea Landaeta (Student), Roza Nozari (The 519) and Miguel Walker (Student)

Trustees: Trustee Alexander Brown (Co- Chair), Trustee Trixie Doyle, Trustee Chris Moise

Staff Lead: Jim Spyropoulos

Staff: Robert Durocher

Administrative Support: Melanie Pearce

Phone Participation: Dan Maclean

Guest: Shari Schwartz-Maltz (TDSB Manager, Media and Issues)

Regrets: Wayne Martino (University of Western Ontario)
Rachel Paris (Community Member)

Part A: Recommendations

N/A

Part B: For Information Only

Shari Schwartz-Maltz (TDSB Manager, Media and Issues)

- Shari discussed the International Day of Pink on April 8, 2020
- Using a webcast as a way to do PINK day despite job action

Concerns brought forward:

- Promotion of the day and the importance of encouraging principal support

Part C: Ongoing Matters

Purposed mandate for further discussion at the next meeting:

- To act as a relevant voice to guide the Board's decision- making on issues related to the safety and well-being of LGBTQ2S students, families, and staff members in order to help ensure the Board is providing supportive and LGBTQ2S positive learning and affirming supportive environments.
- Include glossary in mandate

Purposed Membership for further discussion at the next meeting:

- Trustees appointed by the Board
- Organizations/Community groups (10)
- Family members parents/guardian/caregivers (2)
- There must be one student present to vote
- You have to attend 3 consecutive meetings. If you miss 3 meetings you lose your voting rights
- Prioritize Student Co-Chair
- There are 17 possible seats
- 50% of voting members. 1 Trustee present 1 Student co-chair



Statutory Committee

Name of Committee: Parent Involvement Advisory Committee

Meeting Date: 18, February 2020

A meeting of the Parent Involvement Advisory Committee convened on 18 February 2020 from 7:05 p.m. to 9:38 p.m. in the Board Room at 5050 Yonge Street, with PIAC Co-Chair D. Williams and interim Co-Chair Andrew Waters.

Attendance Sharleen Ahmed (W15 Rep), John Bakous (W8 Alt), Kaydeen Bankasingh (W8 Rep), Janice Barnett(W11 Alt), Shanti Chand(W19 Alt), Cecile Farnum (W9 Alt), Jenny Gannon (W14 Alt), Sharon Grant (W4 Rep), Zuojun Han(W 20 Alt), Jaimala (W5 Alt), Shafoli Kapur (W2 Alt), Wilmar Kortleever(W11 Rep), Felicia Lau (W3 Rep), Abdullah Mamun(W19 Rep), Kate Leuschen Millar (W16 Rep), Christopher Levien (W20 Rep), Seema Mitchell (W18 Rep), Aretha Phillip (W13 Rep), Mark Ramcharan(W18 Alt), Vivek Rao (W2 Rep), Kajani Ravindradas(W21 Rep), Alice Romo (W7 Rep), Eva Rosenstock (W12 Alt), Patricia Seedial (W4 Alt) Nazerah Shaikh (W14 Rep), Haniya Sheikh (W12 Rep), Mirian Turcios (W6 Rep), Rebekah Quach(W16 Alt), Andrew Waters (W9 Rep), D. Williams (Co-Chair) Glenna Wellington (W17 Alt), Sylvester Witter (W10 Rep)

David Anderson (Parent W12); Trustee Rachel Chernos Lin, Trustee Trixie Doyle, Latha John (Committee Assistant), Kevin Hodgkinson(Transportation), Trustee Dan Maclean, Patrick Mohammed(Occupational Health & Safety), Michelle Munroe (Central Coordinator, PCEO),Erin Pallett (Media Staff), Associate Director Colleen Russell-Rawlins, Craig Snider (Executive Officer)

The following participated by electronic means: John Bakous (W8 Alt), Jaimala(W5 Alt), Sharon Grant (W4 Rep), Zuojun Han(W 20 Alt), Shafoli Kapur (W2 Alt), Mark Ramcharan(W18 Alt), Vivek Rao (W2 Rep), Eva Rosenstock (W12 Alt), Haniya Sheikh (W12 Rep), Patricia Seedial (W4 Alt) Sylvester Witter (W10 Rep)

Regrets Neil Faba(W15 Alt); Dean Gray (W6 Alt), Jess Hungate(W5 Rep); Kathleen Hyatt (W7 Alt), , Nicole Marshall(W22 Rep); Kabirul Mollah (CLG). Pargat Mudher (W17 Rep), Jessica Ruiz(W1Rep), Zena Shereck (PIAC Co-Chair); Saira Somani (EP W3 alt), Syed Sumar Alam (Ward 13 Alt), Faduma Qaline(W1 Alt)

Part A: Recommendations

None

Part B: For Information Only

Bell Times

- Staff presented on Bell times scheduled to commence in September 2020 for certain schools.

Lead water testing at schools

- Staff presented on the lead water testing process followed by the Board as mandated by the legislation

PIAC membership

The committee welcomed following newly elected PIAC members.

- Ward 22 Alt - Feb 2020
- Ward 19 Rep - Feb 2020
- Ward 19 Alt - Feb 2020

PIAC Vacancies

- Ward 10 Alt
- Ward 21 Alt

Upcoming Membership Expiration.

The committee noted that following PIAC members terms are expiring.

- Ward 2 Rep- Feb 2020
- Ward 2 Alt- Feb 2020
- Ward 12 Rep- Feb 2020
- Ward12 Rep- Feb 2020
- Ward 14 Rep- Feb 2020

Budget

- PIAC approves the list of expenditures for anticipated surplus of \$10K.

Principal Vice-Principal Hiring Training for Parent Volunteers

- PVP training took place on Feb 11, 2020, 61 parents had registered for the training and 18 parents had attended the training. Total of 28 parents have been secured for PVP.

Part C: Ongoing Matters

Labour Update

- Staff provided an update on the day to day operations during labour sanctions
- Staff committed to communicate efficiently to update PIAC on its operations during labour negotiations.

Policy PO23 - Parent and Community Involvement Policy Review Consultation

- PIAC and the public may visit www.tdsbengage.ca to engage in the process. Consultation be forwarded to PIAC and broadly for consultations.

Parents as Partners conference

- The planning for the conference is ongoing.
- Staffs and the planning committee continue to monitor the labour negotiation and sanctions and impact and implication it poses for the planning and delivery of the conference. We will keep the committee updated

Report Submitted by: Associate Director, Colleen Russell-Rawlins and
Michelle Munroe Central Coordinator PCEO

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Statutory Committee

Name of Committee: Parent Involvement Advisory Committee

Meeting Date: 10 March, 2020

A meeting of the Parent Involvement Advisory Committee convened on 10 March 2020 from 7:05 p.m. to 9:37 p.m. in the Board Room at 5050 Yonge Street, with PIAC Co-Chairs D. Williams and Zena Shereck.

Attendance Sharleen Ahmed (W15 Rep), Janice Barnett (W11 Alt), Shanti Chand (W19 Alt), Cecile Farnum (W9 Alt), Jenny Gannon (W14 Alt), Sharon Grant (W4 Rep),); Dean Gray (W6 Alt), Zuojun Han (W20 Alt), Jess Hungate (W5 Rep); Kathleen Hyatt (W7 Alt), Jaimala (W5 Alt), Nadia Judunath (W22 Alt), Wilmar Kortleeve (W11 Rep), Felicia Lau (W3 Rep), Kate Leuschen Millar (W16 Rep), Christopher Levien (W20 Rep), Nicole Marshall (W22 Rep); Seema Mitchell (W18 Rep), Pargat Mudher (W17 Rep), Aretha Phillip (W13 Rep), Rebekah Quach (W16 Alt), Mark Ramcharan (W18 Alt), Kajani Ravindradas (W21 Rep), Alice Romo (W7 Rep), Eva Rosenstock (W12 Alt), Patricia Seedial (W4 Alt), Nazerah Shaikh (W14 Rep), Zena Shereck (PIAC Co-Chair), Syed Sumar Alam (Ward 13 Alt), Mirian Turcios (W6 Rep), Andrew Waters (W9 Rep), D. Williams (Co-Chair), Sylvester Witter (W10 Rep)

David Anderson (Parent W12); Trustee Rachel Chernos Lin, Latha John (Committee Assistant), Angela Nardi-Addesa (Superintendent), Michelle Munroe (Central Coordinator, PCEO), Erin Pallett (Media Staff), Associate Director Colleen Russell-Rawlins, Craig Snider (Executive Officer)

The following participated by electronic means: Sharleen Ahmed (W15 Rep), Shanti Chand (W19 Alt), Jaimala (W5 Alt), Zuojun Han (W20 Alt), Jess Hungate (W5 Rep), Nicole Marshall (W22 Rep); Seema Mitchell (W18 Rep), Aretha Phillip (W13 Rep), Rebekah Quach (W16 Alt), Mark Ramcharan (W18 Alt), Kajani Ravindradas (W21 Rep), Alice Romo (W7 Rep), Syed Sumar Alam (Ward 13 Alt), Sylvester Witter (W10 Rep)

Regrets John Bakous (W8 Alt), Kaydeen Bankasingh (W8 Rep), Neil Faba (W15 Alt); Kathleen Hyatt (W7 Alt), Shafoli Kapur (W2 Alt), Abdullah Mamun (W19 Rep), Kabirul Mollah (CLG), Faduma Qaline (W1 Alt), Vivek Rao (W2 Rep), Haniya Sheikh (W12 Rep), Saira Somani (EP W3 alt), Glenna Wellington (W17 Alt),

Part A: Recommendations

None

Part B: For Information Only

Bell Times

- Staff presented a brief overview on the upcoming changes to school start and end times.

Special Education & Inclusion Presentation

- Staff presented on Special Education & Inclusion Presentation report

Specialized Schools and Program Policy Presentation

- A video and documents for discussion on the Specialized Schools and Programs Policy was presented and distributed to the committee.

PIAC membership

The committee welcomed following attending new PIAC members.

- Ward 7 Alt
- Ward 22 Alt

Current PIAC vacancies:

- Trustee Gill (W1 Rep)
- Trustee Moise (W10 Alt)
- Trustee Rajakulasingam (W21 Alt)

Parent participation in Vice-Principal Interviews Policy

- PVP policy will be up for review in 2020/2021

Part C: Ongoing Matters

Labour Update

- Staff provided a current information on the labour sanctions to the committee

Policy PO23 - Parent and Community Involvement Policy Review Consultation

- PIAC and the public may visit www.tdsbengage.ca to engage in the process.

Postponement of Parents as Partners conference

- Staff will explore a new date for fall 2020.

Report Submitted by: Associate Director, Colleen Russell-Rawlins and
Michelle Munroe Central Coordinator PCEO



Statutory Committee

Name of Committee: Special Education Advisory Committee

Meeting Date: 2 March 2020

A meeting of the Special Education Advisory Committee convened on March 2, 2020 at 7:00 pm in the TDSB Board Room (5050 Yonge Street, Toronto, ON), Chair Nora Green.

Association for Bright Children (ABC)	Melissa Rosen	
Autism Society of Ontario – Toronto	Lisa Kness	
Community Living Toronto	Tracy O’Regan (phone)	
Epilepsy Toronto	Steven Lynette	
Down Syndrome Association of Toronto	Richard Carter	
Easter Seals Ontario (pending approval)	Aliza Chagpar	
Integrated Action for Inclusion (IAI)	Tania Principe (phone)	
IEWS for the Visually Impaired	David Lepofsky (phone)	
VOICE for Hearing Impaired Children	Paul Cross	
Learning Disability Association	Regrets	
CADDAC	Juanita Beaudry	
LC1	Aline Chan	Nora Green
LC2	Jordan Glass	Jean-Paul Ngana
LC3	Olga Ingrahm	
LC4	Diane Montgomery	
TDSB Trustees	Alexander Brown	Michelle Aarts (phone)

Also present were:

Angela Nardi-Addesa, System Superintendent, Special Education and Inclusion

Wendy Terro, Superintendent, Special Education and Inclusion

Janine Small, Centrally Assigned Principal, Special Education

Jennifer Newby, Centrally Assigned Principal, Special Education LC4

Effie Stathopoulos, Centrally Assigned Principal, Special Education LC1

Susan Moulton, Centrally Assigned Principal, Special Education

Craig Snider, Executive Officer, Finance

Ron Felsen – Centrally Assigned Principal, Secondary School Review

Lianne Dixon, TDSB SEAC Liaison

Regrets: Trustee Lulka, Kirsten Doyle, Izabella Pruska-Oldenoff, Patrick Smith,

Part A: Recommendations

Nil

Part B: For Information Only

Bell Times

Craig Snider presented information about changing school start and end times (also referred to as “bell times”) at 130 schools to provide more efficient transportation services for students to get to school.

Bell times in the morning will be between 8:15 am and 9:15 am Bell times in the afternoon will be between 2:45 pm and 3:45 pm

Scheduling information sessions for parents/guardians as well as two “Scribble Live” web sessions.

Details were provided in response to SEAC member questions:

Secondary Review and Optional Attendance

Ron Felsen answered follow-up questions to his Secondary School Review presentation at the previous SEAC meeting. He also presented information to SEAC members about Optional Attendance and how it relates to special education students. A copy of the current Optional Attendance form was provided to members.

Leadership, Learning and School Improvement Department Updates:

The Parents as Partners Conference Committee passed a motion to postpone the PAP Conference until the fall of 2020,

IEP Review

There will be a review of the Individual Education Plan. This will involve analysing data and exploring the following:

- Who are the students that have IEPs?
- What is the intended purpose of the IEP? (non-identified)
- How might we improve the effectiveness of IEPs so the intended outcome is reached? How do we monitor gap closing?
- What are the equity and pedagogical considerations when creating/carrying out an IEP?
- How might we improve parent consultation practices? Student voice?
- How might we incorporate SEAC IEP feedback to improve our process?
- How might we deepen Principal and school staff understanding of effective IEP writing?

Staffing

Staffing for 2020-2021 is ongoing. We are working towards maintaining the current staffing allocation for the upcoming academic year. There may be fluctuations however at individual schools due to variables such as enrolment and the opening or closing of ISP classes. Any changes in individual school allocations were carefully deliberated between Centrally Assigned Principals of Special Education and Inclusion and the Superintendent of Education of the schools.

Special Needs Assistant allocations will be not determined until June 2020. Final staffing is completed over the summer in collaboration with Employee Services up to the beginning of the new school year. Any remaining vacancies after that point are posted.

For details on ISP classes as it relates to student caps and staff allocation please see the link below:

[Special Education Class Size and Support Staff Allocation](#)

Special Education Plan

We are listening to the concerns shared from our SEAC members and parent groups and have begun an extensive revamping of the Special Education Plan. The purpose is to make the Special Education Plan parent friendly, easy to navigate and relevant.

Once a draft copy is created, we will be seeking feedback from SEAC members.

Part C: Ongoing Matters

Nil

Report Submitted by: Lianne Dixon

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Statutory Committee

Name of Committee: Special Education Advisory Committee

Meeting Date: 6 April 2020

A meeting of the Special Education Advisory Committee convened on April 6, 2020 at 7:00 pm through electronic means, Chair Nora Green.

Association for Bright Children (ABC)	Melissa Rosen	
Autism Society of Ontario – Toronto	Lisa Kness	
Community Living Toronto	Tracy O’Regan	
Epilepsy Toronto	Steven Lynette	
Down Syndrome Association of Toronto	Richard Carter	
Easter Seals Ontario (pending approval)	Aliza Chagpar	
Integrated Action for Inclusion (IAI)	Tania Principe	
IEWS for the Visually Impaired	David Lepofsky	
VOICE for Hearing Impaired Children	Paul Cross	
Learning Disability Association	Patrick Smith	
CADDAC	Juanita Beaudry	
LC1	Aline Chan	Nora Green
LC2	Jordan Glass	Jean-Paul Ngana
LC3	Olga Ingrahm	Kirsten Doyle
LC4	Diane Montgomery	Izabella Pruska-Oldenoff,
TDSB Trustees	Alexander Brown	Michelle Aarts

Also present were:

Angela Nardi-Addesa, System Superintendent, Special Education and Inclusion

Wendy Terro, Superintendent, Special Education and Inclusion

Janine Small, Centrally Assigned Principal, Special Education

Jennifer Newby, Centrally Assigned Principal, Special Education LC4

Effie Stathopoulos, Centrally Assigned Principal, Special Education LC1

Susan Moulton, Centrally Assigned Principal, Special Education

Lianne Dixon, TDSB SEAC Liaison

Regrets: Trustee Lulka,

Part A: Recommendations

Nil

Part B: For Information Only

Leadership, Learning and School Improvement Department Updates:

Information was shared with SEAC around the following subjects

- Remote Learning
- Ministry information
- Staff professional learning and support
- Teacher/School communication to parents/guardians
- Family support and resources during remote learning (distribution of technology and materials)
- SEA equipment update
- EA/SNA/CYW update

Teacher and parent resources from the TDSB website were shared with SEAC members and SEAC member participated in a Question and Answer opportunity around remote learning and the implication for special needs students.

Part C: Ongoing Matters

Nil

Report Submitted by: Lianne Dixon



Community Advisory Committees

Name of Committee: Urban Indigenous Community Advisory Committee (UICAC)
Meeting Date: Tuesday February 18, 2020
Room 123, 16 Phin Avenue, Toronto

Attendance: Ryan Neepin (TDSB Teacher), Tanya Senk (TDSB, Centrally Assigned Principal), Natasha Gleeson (TDSB, SST), Marilyn Hew (TYRMC), Jim Spyropoulos (TDSB, Executive Superintendent), Mary Doucette (TDSB Office Administrator), Melanie Laking (Parent), Robert Durocher (TDSB, Instructional Leader), Alexander Brown (Trustee), Neal Judge (Parent), Adrienne Plumley (TDSB Instructional Leader), Melissa Mohammed (TDSB Office Assistant), Colleen Valcheff (Toronto Public Health), Barb Felschow (TDSB, Retired Principal), Michael Griesz (TDSB, Centrally Assigned Vice Principal) and Dan MacLean (Trustee).

Regrets: Dr. Joanne Dallaire (Elder), Dr. Duke Redbird (Elder), Pauline Shirt (Elder), Bonnie Johnston (TDSB Community Liaison), Michael Cheena (Toronto Council Fire), Shannon Judge (Parent) and Ken Kirkwood (TDSB Teacher).

Part A: Recommendations

No recommendations to report.

Part B: For Information Only

Indigenous Trustee:

UIEC staff will consult with the Elders Council to receive direction on how to proceed in a good way.

Indigenous Student Trustee:

Clarity Smoke, TDSB Student Trustee attended the February 5, 2020 board meeting.

Hiring practices, recruitment, retention and mobility.

In terms of recruitment, Bonnie Johnston, Tessa Sill, Pardeep Nagra and Kelly Hashemi are currently organizing a community-based job information fair that focuses on hiring and recruiting Indigenous people. The event will occur on Saturday February 29, 2020 at 16 Phin Avenue.

Part C: Ongoing Matters

No matters to report.

Report Submitted by: **Bonnie Johnston**



Annual Report on Early Literacy: 2019-20

To: Program and School Services Committee

Date: 6 May, 2020

Report No.: 05-20-3879

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 the Annual Report on the Multi-Year Strategic Plan (MYSP) Early Literacy Action Plan for 2019-20 be received for information.

Context

The early years are periods of profound growth in children's learning and development and that all learning occurs in the context of relationships. The Early Literacy Action Plan contained in Multi-Year Strategic Plan (MYSP) commits to ensuring that all students in Grade 1, regardless of their social identity will be able to read with confidence, fluency, understanding and enjoyment. This is a key component of challenging streaming by setting high expectations and providing access and opportunities to programming and supports for all students. For the small number of students with intensive special education needs in congregated and intensive support settings, our goal is to develop confidence and functional literacy skills. This report provides an update on the commitment to early literacy.

The 2019-2020 school year has been an extraordinary for a number of reasons including school closures due to a pandemic and labour sanctions. The focus of this year's report is to:

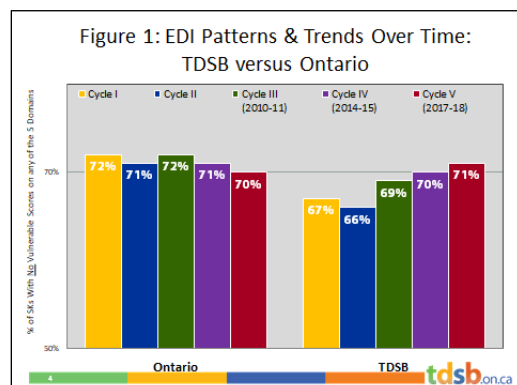
- share results of the provincial administration of the Early Development Instrument (EDI), and
- provide information on the new model of early literacy intervention that services more students than the previous model and is responsive to student and educator learning needs.

It is not possible to provide a year-over-year review of student reading results due to the implementation of labour sanctions and school closures beginning on March 20, 2020 due to the COVID-19 Pandemic school year.

Results for Early Development Instrument (EDI) – Supporting Reading by the End of Grade 1

Educators begin to engage students in meaningful literacy experiences and instruction when they enter Kindergarten with the goal of developing confident and literate students. The development of early literacy skills/behaviours in kindergarten lay the foundation for students to be reading by the end of Grade 1 and beyond. The Early Development Instrument (EDI) is a tool that assesses children’s developmental well-being in five domains: Physical Health and Well-Being, Social Competence Emotional Maturity, Language and Cognitive Development, Communication Skills and General Knowledge. The Toronto District School Board (TDSB) has been collecting EDI data for approximately 20 years. The Ministry of Education collects EDI Data every three years. Vulnerabilities in two or more of the aforementioned domains show a greater risk in later student academic development.

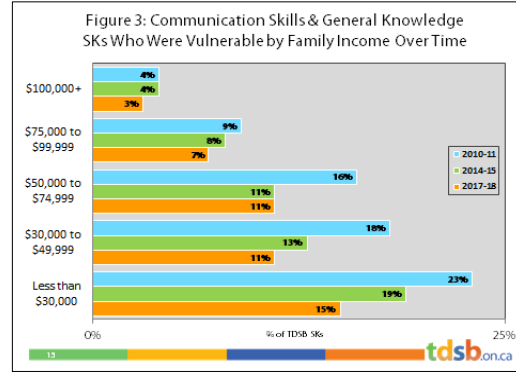
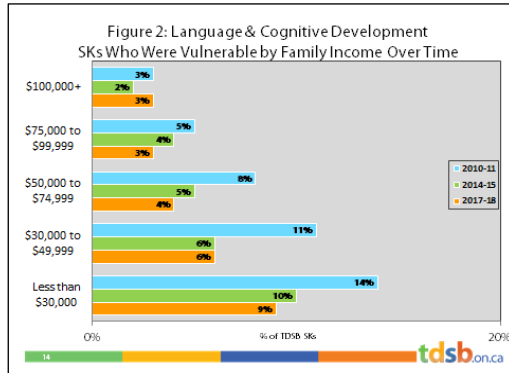
Overall, the EDI provincial trend data show that the proportions of Year Two/Senior Kindergarten (SKs) who were “on track” have dropped gradually, especially in the last three cycles from 72% to 70% (see Figure 1). On the other hand, the proportions of students who were “on track” for the TDSB, which were significantly lower than the Province in the earlier cycles, rose from 66% in Cycle 2 to 69% in Cycle 3, and then continued to grow steadily from 69% in Cycle 3 to 71% in the latest cycle (Cycle 5). In fact, in the last cycle (2017-18), the TDSB results now exceed that of the Province slightly for the first time.



The EDI’s Language and Cognitive Development domain as well as the Communication Skills and General Knowledge domains are closely related to expectations aligned with reading in Grade 1. An effective Kindergarten Program will positively influence development in the Language and Cognitive domains and the exposure to literacy experiences and opportunities at home and

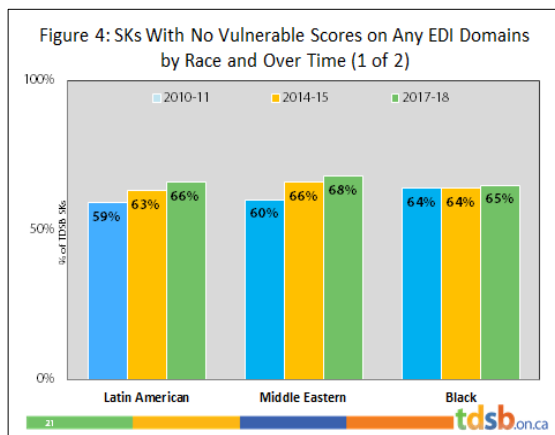
school will impact the Communication and General Knowledge domain.

Historically the Language and Cognitive as well as the Communication Skills & General Knowledge domains have had the greatest disparity among students from different income groups. However, TDSB's recent EDI results indicate that Senior Kindergarten from families in lower income brackets have made significant progress in these two



domains (see Figures 2 and 3). These results reflect the work that has been happening in early literacy in relation to Full Day Kindergarten along with the intentional focus on culturally relevant and responsive practices and those students who are most underserved as described in the MYSP's Transforming Student Learning.

In the absence of 2018-2019 Report Card data, the EDI data provides indications in our projections of sustainable growth in reading by the end of Grade 1. Although there have been gains in reading, specific groups of students continue to be underserved and



struggle to become literate at the same time as most of their peers. The historical underserved groups of students in TDSB identify as Black, Middle Eastern and Latin American students. The recent EDI data shows a gradual improvement over time (progress of 7% - 8%) in the population of Latin American and Middle Eastern students but not equally so for Black students (see Figure 4).

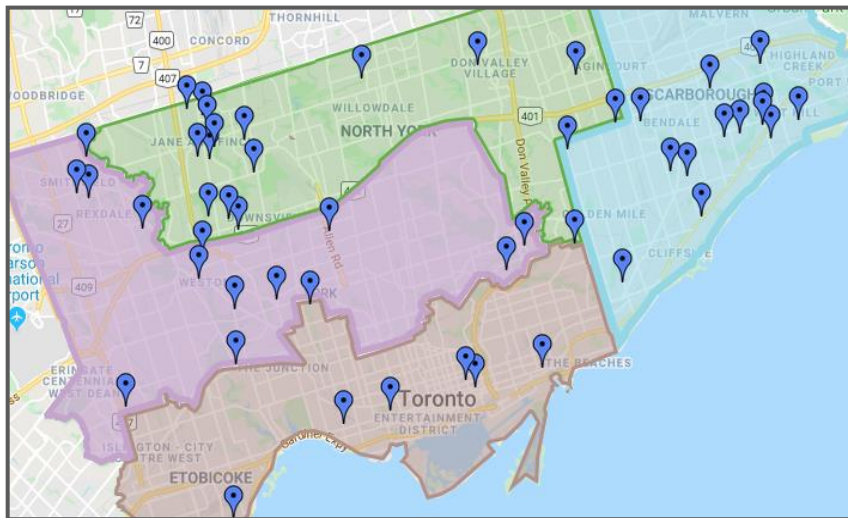
These results identify need to intervene urgently in with a more strategic and sustained focus on identifying the manifestations of anti-Black racism in early years classrooms and the importance of implementing culturally relevant and responsive pedagogy beginning in Kindergarten. Eliminating disproportional outcomes for students must begin in the early years and include dismantling systemic barriers such as suspensions and over-representation in special education programs and services. The MYSP clearly outlines these areas as priorities.

Overview of Early Reading Intervention Models

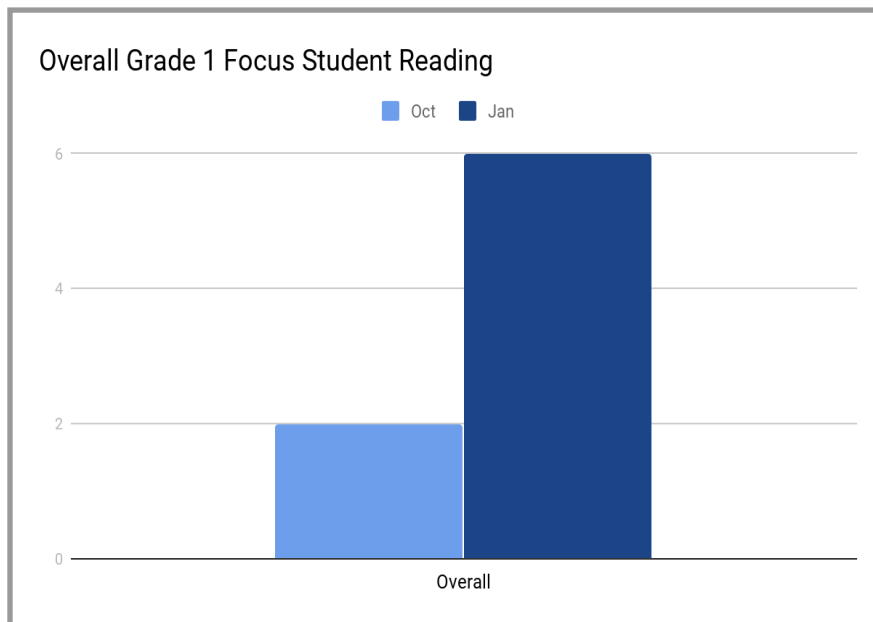
For many years TDSB offered Reading Recovery™ to approximately 600 students annually in Grade 1. This year, a new early intervention model was created to increase access to daily regular literacy support for students and in-school teacher capacity building. This model of intervention is implemented in the classroom with a shared ownership for student learning between the classroom teacher and intervention teacher. Students receive daily reading/literacy instruction in schools where there has been an identified need to improve literacy achievement by the end of grade 1 and for those students struggling to read by the end of Grade 3.

The new TDSB literacy support model includes the following support professionals:

- 4 Literacy Intervention Coaches (one per Learning Centre)
- 11 In-School Early Reading Teacher Leaders that will support 22 schools
- 27 Reading Intervention Teachers that will support up to 51 schools



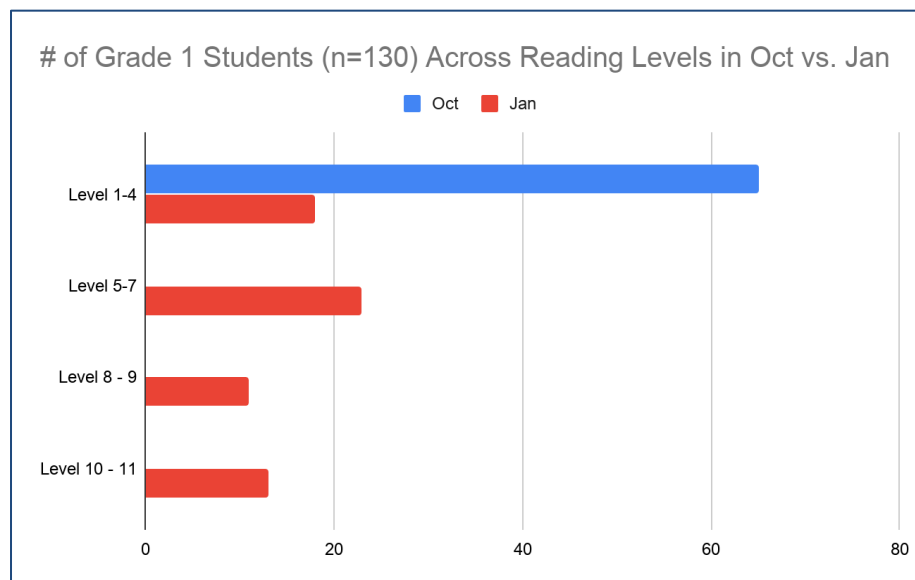
The Early Literacy Intervention Team supports students and educators in 51 schools across the system. There is at least one program in each ward. As of March 2020, 1,047 students were being served in Kindergarten to Grade 3. This is approximately 40% more students that were receiving this form of literacy support this year.



Results in 51 intervention schools indicate overall reading growth for students. This graph indicates the student average independent reading level before the intervention and the average independent reading level after three months. The targeted reading level of 3+ is what is required to

continue accelerated early literacy acquisition as students then become introduced to story elements and begin to master behaviours required for continued success and confidence in reading.

A total of 130 students were tracked continuously from October until January. The chart below indicates their comparative independent reading levels based on their entry into intervention up to January. Over time, students made continuous gains.



Formal Early Literacy Interventions for Students

There is significant research that indicates that the delivery of evidence-based interventions has been found to be effective (National Educational Psychological Service, 2012). There are three formal interventions in TDSB schools:

- Early Reading Intervention (ERI)
- Levelled Literacy Intervention (LLI)
- Empower™ Reading

Through intentional efforts each year, there is an increase in the number of schools that have access to a literacy intervention in order to assist more students to become literate.

- Since 2017, there have been 1,345 individuals trained in ERI and a total of 198 schools have had educators trained just this school year.
- Since 2017 –there are 314 educators trained in LLI in 208 schools.
- Since 2017, there have been 82 schools with 108 teachers who have received training in Empower™ Reading.

Action Plan and Associated Timeline

1. Implement a capacity building for kindergarten teams based on the tenets of evidence-based research on the success of Black students in the early years. Ensure professional learning includes examining the ways in which implicit bias influences outcomes e.g., assessment and evaluation.
2. Increased monitoring of results by all professionals including a focus on tracking outcomes for underserved groups of students, such as Black students and those with special education needs.
3. Develop and implement research frameworks to monitor the effectiveness of the newly Reading Intervention Model.
4. Monitor the impact of effective implementation of ERI, LLI and Empower™ Reading on eliminating the gaps in students' reaching achievement.
5. Develop resources and approaches to support gap closing at the beginning of the school year in light of the closure of schools due to the Covid-19 Pandemic. Consider the placement of all early literacy supports in light of the possible impacts of the school closure.
6. Collaborate with superintendents and principals to expand the number of schools using reading intervention resources and to create the conditions for these programs to be effective in accelerating literacy development.

Resource Implications

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- Staffing of early literacy programs and resources are based on the approval of the budget annually by the Board of Trustees.
- Intervention Resources cost approximately \$3000-\$5000 per grade in addition to occasional teacher costs for training. These costs are generally incurred by schools, Learning Network and/or central budgets.

Communications Considerations

Not applicable

Board Policy and Procedure Reference(s)

P022: Early Learning and Care

Appendices

Appendix A: Early Years-Literacy & Numeracy Action Plans (TDSB MYSP Action Plans)

From

Colleen Russell-Rawlins, Associate Director of Equity, Well-Being and School Improvement at colleen.russell-rawlins@tdsb.on.ca

Anastasia Poulis, Centrally Assigned Principal, Early Years at anastasia.poulis@tdsb.on.ca

Lynn Strangway, Superintendent of Education, lynn.strangway@tdsb.on.ca

Early Years – Literacy & Numeracy

What is our goal?

All students in Grade 1, regardless of their social identity, will be able to read with confidence, fluency, understanding and enjoyment.

All students in Grade 2 will have the required foundational skills and concepts in mathematics through an engaging classroom program.

Develop confidence and functional literacy skills among the small number of students with intensive special education needs and for whom the goal of reading by the end of grade 1 is not applicable.

How will we achieve it?

- Create a strategy to support expansion and/or viability of Extended Day Programs (EDP) (ongoing)
- Provide training for 50% of DECEs on mandatory PA Days focused on early years pedagogy aligned with equity, early literacy, numeracy and well-being
- Increase the number of schools (annually) that access a literacy intervention to help more students become literate (ongoing - Year 1 completed)
- Strategically allocate Early Reading Coaches and other interventions to support those schools with students in greatest need of additional literacy development and work with educators in each school to monitor progress (Year 1 completed)
- Integrate equity into all aspects of professional learning (ongoing)
- Study the factors which contribute to accelerated learning in math/literacy (June 2021)
- Develop a comprehensive, innovative and equitable strategy for offering Additional Qualification Courses in TDSB aligned with the priorities in the MYSP e.g., Reading Part 1 Additional Qualifications course to primary teachers (K-2) (January 2021)

How will we know we are successful?

- Report card data and classroom assessments will demonstrate improved fluency and comprehension and a decrease in gaps of literacy and numeracy.
- Evidence of fewer gaps in student literacy in K-3 as measured by report card and EQAO data.
- Evidence of impact of Early Reading Coaches on teacher practice and student learning.
- Gaps in achievement and well-being will decrease while the expectations remain high for all students because we are providing access to the programs, resources and opportunities that all students require.
- Research tools will demonstrate the implementation of strategies learned in the professional learning into classroom practice.



TDSB Psychological Services: Wait Lists (2018-2019)

To: Program and School Services Committee

Date: 6 May, 2020

Report No.: 05-20-3867

Strategic Directions

- Transform Student Learning
- Provide Equity of Access to Learning Opportunities for All Students
- Create a culture student and staff well-being

Recommendation

It is recommended that the report on the Psychological Services Wait List (2018-2019) be received.

Context

The goal of all staff is to complete assessments quickly and effectively to support students' well-being and learning. Psychology staff delivers a variety of services to students and staff. The majority of their time is devoted to understanding students' strengths and needs through consultation and assessment. The purpose of this report is to provide information regarding TDSB Psychological Services' wait lists and referral management processes. A wait list is defined as the total number of students waiting for assessment at any given time. It doesn't describe the length of time it took for an assessment to be completed. Historically, caseload information has been collected directly from Psychological Services staff on a monthly basis to enable the monitoring of assessment referrals and ensure accountability for work completion. This report is based on the best effort to reconcile the data from these monthly statistics, across the four Learning Centres.

Assessment referrals are continuously generated through monthly School Support Team (SST) meetings held throughout the academic year; meetings are attended by Principals, Teachers, parents/guardians and a variety of members of Professional Support Services Staff (including Psychologists, Social Workers, and Speech & Language Pathologists). Positive and clear communication between the psychology and

school staff enables a good workflow and ensures dialogue regarding the priorities of the assessment in the school.

Reasons for staying on the wait list include:

- School staff or parent/guardian request that the assessment be delayed.
- The student has made progress and the referral is no longer a priority.
- The school prioritizes new, urgent referrals.
- Parents/Guardians are reluctant to give consent for the assessment.
- Other reasons (e.g., illness, family crisis, out of country, etc.)

Wait List and Caseload Data

Depending on the circumstances, students may be seen promptly or placed on a wait list. It is noted that wait list figures do not reflect how long a student has waited for an assessment (i.e., it does not distinguish whether a student was referred on the first or last day of school). The new online database will provide information about response times which will support the identification of strategies to improve the delivery of assessments.

Appendices A and B show wait list data for 2018-19 and 2019-20, respectively, as entered on the current electronic system. The first table in Appendix A presents the cumulative information as of June 2019 and the second table updates this data to August 2019, which includes the summer assessments completed through additional funding from the Ministry of Education. It shows that in the 2018-2019 academic year, 77.4% of all assessment referrals were resolved by the end of June (67.1% completed and 10.3% removed). By the end of August 2019, psychology staff resolved 79.3% of all referrals (68.9% completed and 10.4% removed); 19.6% remained on the wait list.

Appendix B details the statistical data regarding psychological assessments for the current academic year, up to the end of February 2020. In spite of the range of adverse circumstances during the present school year, over 72% of current referrals were completed, removed, or were in progress as of end of February, 2020.

There are a number of factors which have contributed to the wait lists. They are as follows:

- Prioritization of new referrals over older referrals based on students' needs.
- Rate of new referrals received in each school.
- Variability of time taken to complete a referral. While some assessments can be completed relatively quickly, others are complex and require more time.
- Referrals received in May and June are likely to be carried over to the next school year.
- Requests to complete assessments without compelling evidence rather than seeking alternative solutions or interventions.
- There are a range of services delivered which results in the staff being extended across many responsibilities.

- Gaps in staffing due to short-term absences and inability to replace staff quickly and effectively.
- There is a limited supply of well-qualified School Psychologists leading to some staff taking on additional supervision responsibilities.
- Parents/Guardians are reluctant to give consent for the assessment.
- Other reasons (e.g., illness, change of schools, out of country, etc.)

Action Plan and Associated Timeline

What is being done to reduce wait lists?

Despite staffing reductions, several strategies are being considered in order to ensure timely service and address the backlog:

- Consideration of targeted or brief assessments, when appropriate.
- Starting in September 2020, a new referral and database system for all Professional Support Services is scheduled to be implemented. This new system will allow for the tracking of time intervals between when referrals are received and when service begins, provide information about actual wait times for service, and offer detailed data on the completion time of referrals.
- Continue to implement the MYSP's Action Plans for Inclusion. Ensure all staff understand the goals in the plan and have the skills required to meet students' needs.
- Review School Support Teams and In-School Support Team processes to ensure they are effective based on their purpose.

Prior to the Emergency Closure Order by The Ministry of Education due to COVID-19 a review was initiated in conjunction with the Managers of Psychological Services. The overall purpose of this review is to address the current challenges and develop a modern, coherent and highly effective service delivery model for Psychological Services. Specifically, the review will:

- build on the clinical skills and strengths of the team,
- identify the core services required to address student needs,
- strengthen the leadership model;
- consider new and effective approaches to service delivery, and
- improve the use of limited and valuable professional resources.

Resource Implications

There are no resource implications associated with receiving this report.

Communications Considerations

NIL

Board Policy and Procedure Reference(s)

Not applicable.

Appendices

- Appendix A: Assessment Statistics from September 2018 to Late August 2019
- Appendix B: Recent Assessment Statistics

From

Associate Director Colleen Russell-Rawlins – Equity, Well-Being and Student Achievement at colleen.russell-rawlins@tdsb.on.ca or at 416-397-3187



Appendix A

Psychological Services: Assessment Statistics (2018-2019)

Cumulative Statistics for each LC from September 2018 - June 2019

	LC1	LC2	LC3	LC4	Total	Percentage*
Removed	220	256	136	230	842	10.3
Completed	1518	1387	1092	1471	5468	67.1
In Progress	11	26	13	39	89	1.1
Waiting	518	250	349	639	1756	21.5
Total Referrals	2267	1919	1590	2379	8155	

Waiting as of end of June: **1756**

Cumulative Statistics for each LC as of August 31, 2019

	LC1	LC2	LC3	LC4	Total	Percentage*
Removed	220	256	136	230	842	10.4
Completed	1550	1407	1113	1515	5585	68.9
In Progress	11	26	13	39	89	1.1
Waiting	486	230	328	551	1595	19.6
Total Referrals	2267	1919	1590	2335	8111	

* The calculations for each category were determined on the basis of total referrals

Summary:

Completed to June reporting period	5468
Removed to June 2019	842
In Progress Cases	89
Completed in July/August 2019 EPO	117

Total Completed/Removed by end August 2019	6427
Remaining end of August 2019	1595

Appendix B
Psychological Services: Recent Assessment Statistics
(As of Late February 2020)

	LC1	LC2*	LC3	LC4	Total	Percentage**
Removed	156	259	75	115	605	10.2
Completed	739	671	567	729	2706	45.5
In Progress	210	217	226	322	975	16.4
Waiting	445	286	387	545	1663	27.9
Total Referrals	1550	1433	1255	1711	5949	

* LC2 figures are incomplete as staff that is on leave or retired could not provide some necessary data.

** The calculations for each category were determined on the basis of total referral.



Annual Enrolment in Immersion/Extended French Program 2020-2021 & Core French Program 2019-2020

To: Program and School Services Committee

Date: 6 May, 2020

Report No.: 05-20-3873

Strategic Directions

- Transform Student Learning
- Provide Equity of Access to Learning Opportunities for All Students

Recommendation

It is recommended that the report regarding Annual Enrolment in Immersion/Extended French Programs 2020-21 and Core French Program 2019-20 be received for information.

Context

Aligned with the Vision for Learning, the Multi-Year Strategic Plan and the French as a Second Language Recommendations, equity of access to Intensive French programs is a key priority.

The Early French Immersion program has been in Toronto schools since the early 1970's. It began in a handful of schools and has grown over the years. At amalgamation, there were 41 Early French Immersion entry sites in the TDSB. In 2009, PR597 came into effect which allows for the accommodation of all families who apply by a deadline in an Early French Immersion or Junior Extended French program and outlined a process for program growth. Since 2009, 30 new sites have opened to accommodate growing demand in the program. Similarly, the Junior Extended French program began in 2004 in 7 schools and has since grown to 39 sites. Today, there is a French Immersion and Extended French program to serve every residential address in the Toronto District School Board. Core French is mandatory in Ontario from Grades 4 to 8 for all students in English-language elementary schools. Policy and program requirements for elementary school Core French programs dictate that students entering Grade 4 must receive French instruction in every year from Grade 4 to Grade 8, and

must have accumulated a minimum of 600 hours of French instruction by the end of Grade 8. There is one mandatory Core French credit required in Gr. 9.

ENROLMENT: The total number of JK students in 2019 was 16,923 of which 4,018 applied to SK French Immersion and 3,300 accepted (i.e. reserved) placements for September 2020. The number of students whose placement was accepted for 2020 was 20% of those in JK in 2019. For September 2020, there are 70 SK French Immersion sites, all of which are Full Day Kindergarten (FDK).

The total number of Grade 3 students in 2019 was 14,619 of which 1,669 applied to Grade 4 Junior Extended French and 1,254 accepted (i.e. reserved) placements for September 2020. The number of students whose placement was accepted for 2020 was 9% of those in Grade 3 in 2019. For September 2020, there are 39 Junior Extended French sites.

All on-time applicants (Early French Immersion and Grade 4 Junior Extended French) are offered a placement in a program. There are no system wait-lists. While every effort is made to place students in the school identified as their area Early French Immersion or Junior Extended school, this is not always possible. In cases where the number of applications in a given area is greater than the number of allotted program spaces in the school, redirection is the process by which applicants are accommodated. Guiding principles for redirection include: redirecting students as a group based on English home school and redirecting to closest Early French Immersion or Junior Extended French site with available program space. When a fraction appears in the “Redirection” column of Appendix A, the denominator indicates the number of students who were redirected to a school other than the French program school currently associated to their designated English school as per PR597 – French Immersion/Extended French. The numerator indicates the number of accepted placements through redirection.

While the tables in appendices for each of the five programs show numbers at the entry point, the last table in this report shows the total enrolment in these programs from SK to Grade 12. Please note that, in the attached charts, “*Accepted*” refers to the number of students whose parents/guardians have reserved a placement in the program.

Extended French and French Immersion are French-as-a-Second-Language (FSL) programs in which French is not only taught as a subject, but also serves as the language of instruction in other subjects.

In a *French Immersion program*, French must be the language of instruction for a minimum of 50 per cent of the total instructional time at every grade level of the program. In an *Extended French program*, French must be the language of instruction for a minimum of 25 per cent of the total instruction time at every grade level.

Action Plan and Associated Timeline

This current annual report will be shared at Program and School Services Committee on May 6 as well as with the French as a Second Language Community Advisory Committee (FSLCAC), and Board on May 27, 2020.

Over the next several years, the TDSB will phase in changes and enhancements to French as a Second Language Programs that were approved by the Board of Trustees in June 2019 which are all aimed at improving equity of access for students.

Resource Implications

Not applicable at this time.

Communications Considerations

Not applicable at this time.

Board Policy and Procedure Reference(s)

PR597: French Immersion/Extended French

P080: French as a Second Language

Appendices

- Appendix A: Enrolment Data in French Immersion/Extended French Programs 2020-2021 & Core French Programs 2019-2020

From

Manon Gardner, Associate Director, School Operations and Service Excellence at manon.gardner@tdsb.on.ca or at 416-394-2041.

Angela Caccamo, Centrally Assigned Principal, School Operations and Service Excellence at angela.caccamo@tdsb.on.ca or at 416-396-7992.

APPENDIX A

Enrolment Data

French Immersion & Extended French 2020-2021 & Core French Programs 2019-2020

Early Immersion

(SK Entry – September 2020)

School Name	Total # of Applicants	# of Sibling Applicants	# of Non-sibling Applicants	# Accepted Placements	Number of Feeder Schools	# Accepted from English Catchment	# Accepted from Feeder Schools	Number of classes	School Configuration	Redirection
Adam Beck	38	17	21	44	0	37	7	2	JK-5	
Alexander Stirling	37	7	30	25	9	3	22	1	JK-8	
Allenby	60	24	36	57	0	57	0	2	JK-6	
Beverly Glen	59	9	50	47	7	13	34	2	JK-6	
Birch Cliff	45	7	38	32	4	25	7	1	JK-8	11 to Clairlea 9/11 Oakridge
Blake Street	68	13	55	51	4	24	27	2	JK-	
Bowmore	75	23	52	59	2	55	4	2	JK-8	11 to Earl Haig 5/11 Norway 4 to Duke of Connaught 3/4 Kew Beach
Brian	76	11	65	58	6	9	49	2	JK-6	15 to Broadlands 11/15 Fenside
Brimwood	34	4	30	27	10	4	23	1	JK-6	
Broadacres	37	8	29	32	3	21	11	1	JK-5	4 to Rosethorn 3/4 Briarcrest
Broadlands	77	25	52	81	7	0	81	3	SK-5	
Brown	32	13	19	31	0	25	6	1	JK-6	

APPENDIX A

Early Immersion

(SK Entry – September 2020)

School Name	Total # of Applicants	# of Sibling Applicants	# of Non-sibling Applicants	# Accepted Placements	Number of Feeder Schools	# Accepted from English Catchment	# Accepted from Feeder Schools	Number of classes	School Configuration	Redirection
Carleton Village	51	8	43	31	8	16	15	1	JK-8	8 to Regal Road 3/8 FH Miller 8 to George Syme 3/4 Dennis 0/2 Harwood 1/1 Cordella 1/1 Keelesdale
Chief Dan George	44	5	39	31	8	3	28	1	JK-8	4 to Alexander Stirling 3/4 Burrows Hall
Clairlea	72	21	51	63	7	26	37	2	JK-8	5 to O'Connor 2/4 Victoria Park 1/1 Presteign Heights 1 to Gledhill 0/1 Parkside
Cliffwood	43	10	33	39	4	16	23	2	JK-5	
Corvette	70	12	58	55	14	20	35	2	JK-6	
Dallington	69	8	61	55	4	13	42	2	JK-6	
Davisville	111	8	103	46	9	30	16	2	JK-6	4 to Northlea 2/2 Bennington Heights 2/2 Rolph Road 41 to O'Connor 25/41 Fraser Mustard
Derrydown	36	6	30	29	5	4	25	1	JK-5	
Dewson	57	19	38	64	5	22	42	2	JK-6	
Duke of Connaught	48	13	35	51	0	42	9	2	JK-8	
Dundas	64	9	65	52	3	37	15	2	JK-5	
Dunlace	43	9	34	29	3	19	10	1	JK-6	12 to Owen 11/12 Rippleton

APPENDIX A

Early Immersion

(SK Entry – September 2020)

School Name	Total # of Applicants	# of Sibling Applicants	# of Non-sibling Applicants	# Accepted Placements	Number of Feeder Schools	# Accepted from English Catchment	# Accepted from Feeder Schools	Number of classes	School Configuration	Redirection
Earl Beatty	57	17	40	50	2	31	19	2	JK-8	
Earl Haig	29	6	23	27	0	21	6	1	JK-8	
Ellesmere Statton	57	3	54	38	8	12	26	2	JK-8	
Elmlea	60	11	49	53	8	16	37	2	JK-5	
Ernest*	14	1	13	N/A	2	N/A	N/A	0	JK-6	
Fern	40	23	17	54	0	37	17	2	JK-8	
General Crerar	37	4	33	29	7	7	22	1	JK-8	
George Syme	69	10	59	42	11	8	34	2	JK-5	
Gledhill	39	8	31	40	0	37	3	2	JK-6	
Glen Park	72	9	63	59	8	19	40	2	JK-6	
Howard	48	17	31	30	0	29	1	1	JK-6	18 to Fern 16/18 Howard
Humbercrest	45	15	30	31	0	30	1	1	JK-8	13 to George Syme 0/13 Humbercrest
Humewood	57	15	42	57	1	48	9	2	JK-8	
Islington	54	2	52	30	4	23	7	1	JK-8	14 to John English 9/14 Etienne Brule
Jackman	45	14	31	44	0	42	2	2	JK-6	

APPENDIX A

Early Immersion

(SK Entry – September 2020)

School Name	Total # of Applicants	# of Sibling Applicants	# of Non-sibling Applicants	# Accepted Placements	Number of Feeder Schools	# Accepted from English Catchment	# Accepted from Feeder Schools	Number of classes	School Configuration	Redirection
John English	48	11	37	54	2	20	34	2	JK-8	
John Fisher	78	20	58	67	4	0	67	3	SK-6	
Lester B. Pearson	77	14	63	60	6	0	60	2	SK-8	
Lord Lansdowne	98	18	80	80	11	0	80	3	SK-8	22 to Parkdale 8/22 Niagara
Melody Village	78	5	73	62	13	0	62	2	JK-5	
Millwood	55	14	41	49	3	18	31	2	JK-5	
Morse	46	16	30	44	1	25	19	2	JK-6	
North Agincourt	36	11	25	27	6	6	21	1	JK-6	
Northlea	48	21	27	53	1	38	15	2	JK-8	
O'Connor	51	4	47	53	2	3	50	2	JK-5	
Owen	43	13	30	49	1	35	14	2	JK-6	
Palmerston	54	15	39	32	1	31	1	1	JK-5	8 to Dewson 4/8 Essex 14 to Humewood 11/14 Palmerston
Parkdale	53	6	47	52	4	11	41	2	JK-8	
Pauline Johnson	41	1	40	29	11	7	22	1	JK-6	
Perth	56	22	34	52	1	50	2	2	JK-6	4 to George Syme 1/4 Indian Road Crescent

APPENDIX A

Early Immersion

(SK Entry – September 2020)

School Name	Total # of Applicants	# of Sibling Applicants	# of Non-sibling Applicants	# Accepted Placements	Number of Feeder Schools	# Accepted from English Catchment	# Accepted from Feeder Schools	Number of classes	School Configuration	Redirection
Rawlinson	74	17	57	56	4	45	11	2	JK-8	16 to Glen Park 4/6 JR Wilcox 5/9 Fairbank Memorial 1/1 Cedarvale
Regal Road	60	16	44	54	2	38	16	2	JK-6	
RH McGregor	76	24	52	58	0	57	1	2	JK-5	12 to Earl Beatty 3/12 RH McGregor
Rockford	61	2	59	51	6	19	32	2	JK-6	
Rosethorn	49	17	32	50	4	15	35	2	JK-5	
Runnymede	70	24	46	52	0	51	1	2	JK-8	16 to George Syme 2/16 Runnymede
Second Street	63	13	50	51	3	14	37	2	JK-8	
Secord	37	2	35	30	0	30	0	1	JK-5	5 to Gledhill 3/5 Secord
Sir Adam Beck	59	20	39	58	1	36	22	2	JK-5	
Topcliff	44	3	41	26	8	6	20	1	JK-5	
Tredway Woodsworth	64	8	56	49	13	4	45	2	JK-8	
Tumpane	71	11	60	64	9	20	44	2	JK-5	
William G. Miller	87	20	67	64	14	12	52	2	JK-8	7 to T Woodsworth 7/7 St Margaret's
Williamson Rd	63	31	32	51	1	44	7	2	JK-6	13 to Adam Beck 7/13 Balmy Beach
Winchester	112	18	94	68	11	0	68	3	SK-8	19 to Lord Lansdowne 12/19 Jesse Ketchum

APPENDIX A

Early Immersion

(SK Entry – September 2020)

School Name	Total # of Applicants	# of Sibling Applicants	# of Non-sibling Applicants	# Accepted Placements	Number of Feeder Schools	# Accepted from English Catchment	# Accepted from Feeder Schools	Number of classes	School Configuration	Redirection
Withrow	51	15	36	48	0	47	1	2	JK-6	
Yorkview	46	6	40	34	3	16	18	2	JK-5	
TOTAL 2020-21	4,018	882	3,146	3,300	N/A	1,579	1,721	125		
TOTAL 2019-20	3,528	912	2,616	3,085	N/A	1,547	1,538	125		

Note: * Indicates a site for French Immersion that is phasing out the program as of September 2020.

Junior Extended French

(Grade 4 Entry – September 2020)

School Name	Total # of Applicants	# of Sibling Applicants	# of Non-sibling Applicants	# Accepted Placements	Number of Feeder Schools	# Accepted from English Catchment	# Accepted from Feeder Schools	Number of classes	School Configuration	Redirection
Bedford*	0	0	0	28	0	1	27	1	JK-8	
Blaydon	32	0	32	24	12	3	21	1	JK-5	
Briarcrest	58	0	58	46	19	11	35	2	JK-5	
Cassandra	26	0	26	32	4	6	26	1	JK-5	
Cedarbrook	72	14	58	56	16	13	43	2	JK-8	4 to Highland Creek 4/4 GB Little

APPENDIX A

Junior Extended French

(Grade 4 Entry – September 2020)

School Name	Total # of Applicants	# of Sibling Applicants	# of Non-sibling Applicants	# Accepted Placements	Number of Feeder Schools	# Accepted from English Catchment	# Accepted from Feeder Schools	Number of classes	School Configuration	Redirection
Centennial Road	31	4	27	30	3	12	18	1	JK-6	
Charles H. Best	33	2	31	28	5	0	28	1	4-8	
Cherokee	31	0	31	25	6	12	13	1	JK-6	
Chester	67	0	67	32	8	32	0	1	JK-5	15 to Diefenbaker 10/15 W Burgess 8 to Bedford Park 1/2 Bennington Heights 0/3 Northlea 2/3 Rolph Road
Cliffside	66	5	61	31	10	3	28	1	JK-8	8 to John A Leslie 2/2 Birch Cliff Heights 2/2 JG Workman 3/4 Danforth Gardens 19 to Presteign Heights 2/9 Regent Heights 6/10 Crescent Town
Cresthaven	48	0	48	31	9	4	27	1	JK-5	
Denlow	50	1	49	41	7	11	30	2	JK-6	3 to Bedford Park 3/3 Armour Heights
Diefenbaker	31	1	30	41	0	31	10	2	JK-5	
Duke of Connaught	34	0	34	21	9	3	18	1	JK-8	
Dundas	44	1	43	19	11	10	9	1	JK-5	9 to Ryerson 3/4 Lord Dufferin 2/3 Church 0/2 Island School
Eglinton	26	0	26	21	0	21	0	1	JK-6	
Emily Carr	44	6	38	40	14	9	31	2	JK-8	

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Junior Extended French

(Grade 4 Entry – September 2020)

School Name	Total # of Applicants	# of Sibling Applicants	# of Non-sibling Applicants	# Accepted Placements	Number of Feeder Schools	# Accepted from English Catchment	# Accepted from Feeder Schools	Number of classes	School Configuration	Redirection
Fern	40	8	32	29	4	9	20	1	JK-8	
Forest Hill	86	5	81	26	18	15	11	1	JK-8	8 to Ryerson 5/8 Jesse Ketchum 41 to Bedford Park 4/8 Allenby 1/1 Bedford Park 0/1 Blythwood 2/5 Glen Park 1/3 John Wanless 2/6 Ledbury Park 5/6 Maurice Cody 3/7 North Prep 1/3 West Prep 1/1 Whitney
Greenholme	34	2	32	26	16	1	25	1	JK-8	
Grenoble	63	4	59	38	2	19	19	2	JK-6	13 to Cassandra 7/13 Gateway
Harwood	34	1	33	12	14	3	9	1	JK-8	
Highland Creek	24	3	21	24	8	4	20	1	JK-8	
Highland Heights	30	1	29	21	8	3	18	1	JK-6	
Hunter's Glen	62	3	59	47	16	11	36	2	JK-6	
John A. Leslie	24	1	23	29	7	13	16	1	JK-8	
Maple Leaf	20	1	19	15	10	3	12	1	JK-8	
North Agincourt	44	1	43	29	11	10	19	1	JK-6	2 to Emily Carr 1/2 Iroquois 4 to Highland Heights 1/4 Alexmuir

APPENDIX A

Junior Extended French

(Grade 4 Entry – September 2020)

School Name	Total # of Applicants	# of Sibling Applicants	# of Non-sibling Applicants	# Accepted Placements	Number of Feeder Schools	# Accepted from English Catchment	# Accepted from Feeder Schools	Number of classes	School Configuration	Redirection
Pleasant	79	5	74	55	8	21	34	2	JK-6	10 to Charles H Best 2/10 Avondale 7 to Cherokee 0/7 McKee
Poplar Road	23	0	23	22	8	7	15	1	JK-6	
Presteign Heights	34	2	32	39	6	16	23	2	JK-5	
Rawlinson	32	3	29	20	14	1	19	1	JK-8	
Renee Gordon	50	0	50	31	8	14	17	1	JK-5	
Ryerson Community	35	2	33	20	19	1	19	1	JK-8	
Second Street	52	5	47	44	12	4	40	2	JK-8	
Sir Samuel B. Steele	53	2	51	40	8	21	19	2	JK-6	
Stanley	48	0	48	41	10	11	30	2	JK-5	
Swansea	61	17	44	59	0	57	2	2	JK-8	
Wilkinson	48	0	48	41	5	17	24	2	JK-6	
TOTAL 2020-21	1,669	100	1,569	1,254	N/A	443	811	53		
TOTAL 2019-20	1,527	102	1,425	1,143	N/A	392	751	51		

Note: * Indicates a new site for Junior Extended French for September 2020.

APPENDIX A

Middle Immersion

(Grade 4 Entry - September 2020)

School Name	Total # of Applicants	# of Sibling Applicants	# of Non-sibling Applicants	Accepted	Number of classes	School Configuration	Redirection
John Ross Robertson	60	7	53	30	1	JK-6	None
Valleyfield	33	4	29	25	1	JK-6	None
TOTAL 2020-21	93	11	82	55	2		
TOTAL 2019-20	76	5	71	54	2		

Intensive Extended

(Grade 6 Entry - September 2020)

School Name	Total # of Applicants	# of Sibling Applicants	# of Non-sibling Applicants	Accepted	Number of classes	School Configuration	Redirection
Cosburn MS	36	5	31	23	1	6-8	None
TOTAL 2020-21	36	5	31	23	1		
TOTAL 2019-20	62	5	57	60	2		

APPENDIX A

Extended French

(Grade 7 Entry - September 2020)

School Name	Total # of Applicants	# of Sibling Applicants	# of Non-Sibling Applicants	Accepted	Number of classes	School Configuration	Redirection
Bowmore	68	0	68	53	2	JK-8	None
Charles Gordon	71	0	71	52	2	7-8	None
Earl Grey	51	0	51	36	2	7-8	None
Glen Ames	82	0	82	78	3	7-8	None
Glenview	60	1	59	54	2	7-8	None
Henry Hudson	56	0	56	54	2	7-8	None
JB Tyrell	90	3	87	72	3	7-8	None
JR Wilcox	14	0	14	9	1	JK-8	None
King Edward	40	3	36	25	1	JK-8	None
Queen Alexandra	58	0	58	58	2	6-8	None
Sir Alexander Mackenzie	96	0	96	94	3	7-8	None
Sir Ernest McMillan	33	3	30	25	1	7-8	None
Swansea	32	3	29	21	1	JK-8	None

APPENDIX A

Winona*	45	0	45	32	1	7-8	None
TOTAL 2020-21	796	13	783	663	26		
TOTAL 2019-20	912	12	900	696	27		

Note: * Hawthorne II Bilingual Alternative Junior School feeds into Winona in Gr. 7.

Total Enrolment in French Immersion & Extended French Programs

(SK to Grade 12)

Year	Elementary French Immersion	Elementary Extended French	Secondary French Immersion	Secondary Extended French	Total
2000-1	11,242	1,667	1,645	856	15,410
2001-2	11,206	1,584	2,606	801	16,197
2002-3	10,921	1,412	2,576	760	15,669
2003-4	11,047	1,660	2,176	1,147	16,030
2004-5	11,171	1,746	2,335	1,245	16,497
2005-6	11,331	2,098	2,406	1,319	17,154
2006-7	11,483	2,670	2,427	1,314	17,894
2007-8	11,865	3,394	2,428	1,352	19,039
2008-9	12,307	3,706	2,430	1,293	19,736
2009-10	12,810	3,954	2,408	1,291	20,463
2010-11	13,415	4,180	2,482	1,371	21,448
2011-12	14,285	4,246	2,506	1,525	22,562
2012-13	14,956	4,381	2,628	1,803	23,768
2013-14	15,724	4,546	2,728	1,845	24,843
2014-15	16,556	4,830	2,776	1,994	26,156

APPENDIX A

2015-16	17,476	4,848	2,855	1,970	27,149
2016-17	18,067	5,224	2,852	1,870	28,013
2017-18	18,631	5,376	2,899	1,915	28,821
2018-19	18,961	5,606	3,061	1,861	29,489
2019-20	18,991	5,647	3,183	2,001	29,822

Total Enrolment in Core French (Gr. 4 to12)

Enrolment as of October 2019

Grade Level	Total # of Students CORE French
Grade 4	14,544
Grade 5	14,459
Grade 6	14,673
Grade 7	14,245
Grade 8	13,904
Grade 9	14,801
Grade10	5,051
Grade 11	2,106
Grade 12	1,183
TOTAL 2019-20	94,966
TOTAL 2018-19	90,998

APPENDIX A

System Total at Program Entry Points

Program	Accepted April 2020	No. of Classes	System Waitlists 2019-20	System Waitlists 2018-19	System Waitlists 2017-18
Early Immersion (SK Entry)	3,300	125	0	0	0
Junior Extended (Grade 4 Entry)	1,254	53	0	0	0
Middle Immersion (Grade 4 Entry)	55	2	0	0	0
Intensive Extended (Grade 6 Entry)	23	1	0	0	0
Grade 7 Extended (Grade 7 Entry)	663	26	0	0	0
TOTAL 2020-21	5,295	207	0	0	0
TOTAL 2019-20	5,038	207	0	0	0

Transportation

French Immersion & Extended (SK to 12)

Grade Level	Total # of Students Transported by Bus	Grade Level	Total # of Students Provided TTC Tickets	Empty Seat Riders on School Bus
SK	510	Grade 6	0	129
Grade 1	577	Grade 7	27	44
Grade 2	561	Grade 8	278	32
Grade 3	550	Grade 9	0	
Grade 4	820	Grade 10	0	
Grade 5	919	Grade 11	0	
Grade 6 (2+ trsf req.)	80	Grade 12	0	
TOTAL 2019-20	4,096	TOTAL 2019-20	305	205

APPENDIX A

TOTAL 2018-19	4,587	TOTAL 2018-19	1,653	165
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Annual Indigenous Education Report

To: Program and School Services Committee

Date: 28 April, 2020

Report No.: 05-20-3874

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 *Annual Report 2019: Indigenous Education in the Toronto District School Board*, as described, be received.

Context

In March 2014, the Ministry of Education released an updated Ontario First Nation, Métis and Inuit Education Policy Framework Implementation Plan to guide the work of school boards through to 2016. In a subsequent memo to all Directors of Education in November 2017, the Ministry further directed school boards to develop plans for responding to the *Truth and Reconciliation Commission (TRC) of Canada: Calls to Action*, as they relate to education.

Aligned with the Provincial Policy Framework, the Toronto District School Board's current Indigenous Education strategy is grounded in supporting student achievement and well-being by centering Indigenous perspectives across the curriculum; building system-wide knowledge and awareness of Indigenous cultures, histories and ways of knowing through structured staff development and direct support to schools; and providing wrap-around supports for Indigenous students and families of Toronto's extremely diverse urban Indigenous population.

Implementation of the Board's Indigenous Education strategy is the mandate of staff at the TDSB Urban Indigenous Education Centre. Led by a Centrally Assigned Principal, this team of Indigenous education professionals comprises:

- Centrally Assigned Vice-Principals (2)
- Office Assistants (2)
- Itinerant Student Success Teacher
- Child and Youth Counsellor
- Social Workers (2)
- Itinerant Cultures and Traditions Instructors (1.5)
- Community Liaison Workers (2)
- Council of Elders (4)
- Instructional Leaders (4)

Collectively, UIEC staff develop and deliver a broad range of programs, initiatives, resources and services to students, staff and communities across the Board, covering the Seven Canopies of Indigenous Education:

- Professional Learning
- Student Well-Being and Voice
- Community Engagement
- Programming, Curriculum Development and Implementation
- Research, Development and Innovation
- Partnerships
- Reconciliation, Relationships, and Governance

For a comprehensive overview of the UIEC team's current activities in each of these areas, please see the annual staff report, *Annual Report 2019: Indigenous Education in the Toronto District School Board* (Appendix A, attached).

Action Plan and Associated Timeline

UIEC staff will continue develop and implement strategies to support the achievement and well-being of Indigenous students throughout the Board, including

- culturally-relevant curriculum, enhanced learning opportunities, direct wrap-around supports (counselling, traditional healing programs, youth empowerment, etc.) that focus on the unique needs of urban Indigenous students, families and communities; and
- system-wide professional learning to enhance staff capacity by building understanding of Indigenous sovereignty, cultures, histories and current contexts, as well as trauma informed practices and cultural safety.

Resource Implications

Indigenous Education has been highlighted as one of the eight proposed strategic drivers that will assist the Board of Trustees to develop the 2020/21 operating budget. This is an important step in ensuring that budget funding decisions support Indigenous Education in the TDSB. UIEC staff will continue to work collaboratively with TDSB central departments (e.g., Teaching & Learning, Professional Support Services, Employee Services, etc.) and Indigenous community partners to provide supports and develop enhanced learning opportunities for Indigenous students across the system.

Appendices

- Appendix A: *Annual Report 2019: Indigenous Education in the Toronto District School Board*

From

Executive Superintendent Jim Spyropoulos, Human Rights and Indigenous Education,
at Jim.Spyropoulos@tdsb.on.ca or at 416 397 3678.



Annual Report 2019

Indigenous Education in the Toronto District School Board



2019 | INTERNATIONAL YEAR OF
Indigenous Languages

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Forward

Food Forest

Excerpt from a speech by Elder Dr. Duke Redbird, **We Are All Treaty People**, presented At Young Peoples Theatre, February 13, 2019

Mother Earth taught us, among other lessons that there are seven principles of good conduct. They are called the Seven Ancestral Teachings and were imparted to us from the seven canopies of food that are found in the Food Forest.

The first canopy are the oldest trees that grow the tallest in the forest and protect all the other plants. Among these tall trees are the walnut, the chestnut, the beechnut, and the maple trees.

From them we learn **wisdom**. For example, the meat of the walnut is shaped like the human brain and modern science tells us what our ancestors already knew: that walnuts provide nutrition for the mind along with the sap from the maple tree. Therefore, we call the tallest trees in the food forest the canopy of wisdom.

The second canopy of food that is available in the food forest are the fruit trees: represented amongst many others by the plum, the cherry, the apple, and the pear trees. Fruit trees are challenged by harsh winters, storms, hurricanes and droughts. And still, as fragile as they appear to be, give their fruit which represents **courage** to us.

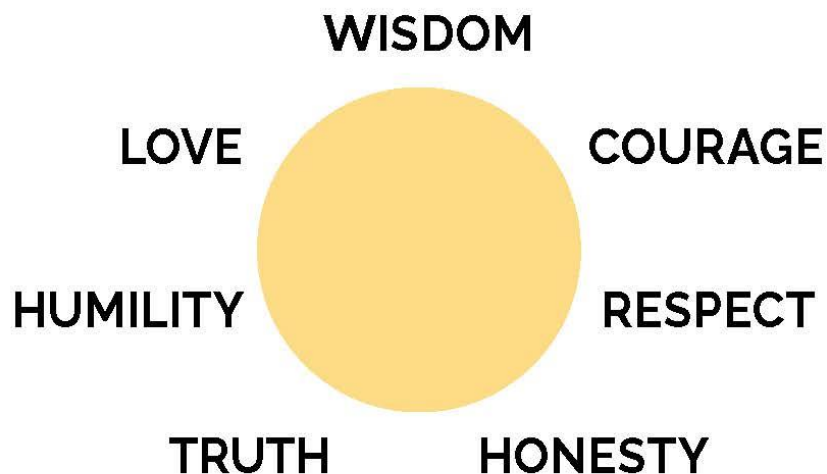
The third canopy of food available in the Food Forest are all the berry bushes. Raspberry, blueberry, thimbleberry, gooseberry, bearberry. The berry bushes are self-fertilizing and self-propagating and grow together amongst each other. They come in different colours, and shapes and tastes and textures yet they exist and thrive in harmony with one another. We learn **respect** from these berry bushes.

The next canopy of food that lives in the food forest is the food that grows right above the ground such as squash, pumpkin, cucumbers, cabbages and lettuce. There's an honesty about these foods - the fact that they are trusted and are evidently good for you - shows in their very existence. They are never counterfeit. They teach us **honesty**.

The fifth canopy in the food forest is the food found on the surface of the ground. Here we find our medicines, we sort the poison ivys from the good ivys, the poison oaks from the good oaks, the mushrooms from the toadstools. **Truth** is always in accord with fact and reality, and it is up to us to separate fact from fiction. That is what we learn from this canopy, which also includes the strawberry which represents the earth itself. Unlike every other fruit, the seeds of the strawberries are on the surface of the fruit, just as we the humans occupy the surface of the earth. The

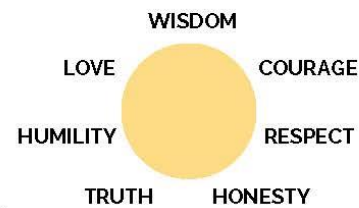
strawberry is also shaped like a heart, and strawberries are good for your heart. In fact, the Anishinaabe word 'Debwewin' is synonymous with both 'Truth' and 'heartbeat'. Beneath the canopy of truth in the forest we find, potatoes, carrots, turnips and other vegetables which are buried under the ground. They are not necessarily evident on the surface, we must dig and search for them often on our knees. In the process we learn about **humility** from these foods.

The seventh canopy are the creepers and vines that go through the woods and embrace the other plants. From them we learn about **love**. Wisdom, courage, respect, honesty, truth, humility, and love. These Seven Ancestral Teachings have been guided and been practiced by Indigenous peoples since time immemorial.



CANOPY 1:

Professional Learning



Supporting Contextualization of Indigeneity

Event: Living Library - Treaty Recognition Week

Dates: November 7-8, 2019

Stakeholders: UIEC, Ministry of Indigenous Affairs

Impact/Reach: Over 900 TDSB students in grades 4-12, and 30 educators

In collaboration with the Ministry for Indigenous Affairs, the Urban Indigenous Education Centre (UIEC) organized four school visits for Treaty Recognition Week. The speakers, John Hupfield and Brianna Olsen, shared their knowledge of Indigenous ways of knowing and being, current perspectives, and Treaties with over 900 students in grades 4-12 over two days. As a result of the school visits, the students and Educators in attendance were able to deepen their own knowledge and were inspired to continue to do meaningful work in the future. Several educators are continuing the inquiry around how they might further their own learning on treaties and how they might share that knowledge with their students in a constructive way.

Supporting Beginning Teachers in Indigenous Education

Through the New Teacher Induction Program (NTIP), Instructional Leaders engaged newly-contracted teachers into learning about Indigenous Education at Toronto District School Board (TDSB), and the Truth and Reconciliation Commission (TRC)'s Calls to Action 62 and 63. During this professional learning, teachers were introduced to TDSB's commitment to Indigenous Education through the *MultiYear Strategic Plan*, connections to curriculum, finding resources to support both student and teacher learning, and about the work of the UIEC to support Indigenous students and their families.



Supporting Expressions of First Nations, Métis and Inuit Cultures Course (Revised 2019), NAC10

For schools that numbered among their courses NAC10 - *Expressions of First Nations, Métis and Inuit Cultures*, the UIEC provided various professional learning opportunities. These opportunities included learning from Indigenous perspectives, from artists, speakers, Elders, and a partnership with the Art Gallery of Ontario (AGO). NAC10 had been selected by over

4000 students, across 64 TDSB secondary schools. As part of the revised curriculum, UIEC, in collaboration with the AGO, launched newly-developed professional learning for the revised course, and UIEC offered five professional learning days for NAC10 teachers to further their learning about Indigenous art and artists.



Indigenous Education Month - Métis Rights and Modern Day Treaties

Through Métis-specific professional learning, sixty participants assembled their knowledge and understanding of contemporary and historical contexts around Métis rights and modern-day treaties. The learning started with a keynote opening by Métis Lawyer and

Métis Nation of Ontario President, Margaret Froh. Participants also deepened their understanding of centering Indigenous perspectives by working with new Ministry of Education curriculum documents and UIEC Library resources.

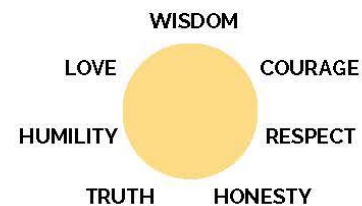


Impact of Professional Learning

- Educators indicate increased confidence in incorporating Indigenous histories, cultures, perspectives, and contributions in the school and classroom experience of all students;
- Relevant, respectful, and appropriate Indigenous-centred practices, including more broadly incorporating Indigenous-centred courses in secondary schools, are being implemented more regularly across schools participating in UIEC professional learning, with a renewed focus on school improvement; inquiry-based professional learning among participating leadership teams; and
- Teachers have reported that, based on their learning of new strategies that centre Indigenous knowledges and voices, gaps in Indigenous student achievement are beginning to close and students are experiencing enhanced well-being.

Canopy 2:

Student Well-Being and Voice



Aanse

Through Aanse, Instructional Leaders and School Support Teams worked with staff and students at schools with a high population of self-identifying Indigenous students. This work included supporting initiatives like Kâpapâmahchakwêw-Wandering Spirit's new Media Arts - Film, Audio, Video, Broadcasting, and Journalism program.

Student Success Team

The Student Success Team was focused on the social and emotional well-being of Indigenous students throughout the TDSB, and specifically with Aanse schools. The Student Success Team receives approximately four referrals per week to support Indigenous students from across the TDSB. The referrals range from advocacy, counseling, student success, cultural support, social work, school re-engagement, food insecurity, housing, sex trafficking, attendance, accessing mental health supports, navigating the school system, consultation with other non-Indigenous support service staff, and much more.

The Student Success Team planned a series of professional development days for all frontline staff members, focusing on the unique intersections of Indigenous histories,

current realities, mental health, trauma, and education. These were planned to be delivered by both the Indigenous itinerant social workers and the Indigenous itinerant Child and Youth Counselor. This entailed full-day training to seek to develop meaningful and experiential ways of understanding the complexities of Indigeneity and mental health. Staff who attended these PD sessions had the opportunity to receive the teachings of both Elders and Residential School Survivors, as well as a full-day of practical training on trauma from both an Indigenous and Western lens.

The Student Success Team has an Itinerant Cultures and Traditions Instructor who works across the TDSB on a referral basis. The Itinerant Cultures and Traditions Instructor supports students through providing cultural support, to address students isolated in schools with lower Indigenous populations. Students participate in a range of ways, including cultural teachings (e.g., wampum) and in arts-based Indigenous activities that are holistic and centred on student well-being. Students also receive cultural support in their academics, and families receive support accessing cultural events, community organizations, and agencies in Toronto.



Indigenous Social Work

As the TDSB recognizes and supports the rising need for critical mental health needs, Indigenous social work has sought to meet the unique needs of Indigenous students. Indigenous students face a disproportionate amount of mental health challenges and systemic barriers that impacts achievement and emotional well-being. Intergenerational trauma, poverty, racism (both direct and systemic) and the over-representation of Indigenous children in the legal system and Children's Aid are just some of the factors that contribute to the unique challenges that Indigenous students face.

Indigenous students drop out three times more than the national average, and have overwhelmingly identified experiencing a lack of support and safety in the school setting (noted in the 2018/2019 Aanse report, as well as the 2017 TDSB Parent Census Report).

Therefore, advocacy and capacity building in schools remain at the forefront of Indigenous social work in the TDSB. This is achieved through providing professional development and education for staff, providing life-altering one-to-one counseling, facilitating student groups, advocacy for families, and outreach to the broader Indigenous community across the GTA.

Examples of how this has been achieved in 2019/2020:

- Indigenous Social Workers have facilitated five year-long student groups, with the goal of fostering positive peer relationships, developing social skills, gaining new experiences and knowledge, and amplifying student voice. Social Workers also delivered workshops on the impacts of colonization on healthy relationships, human trafficking, and missing and murdered indigenous women.
- Indigenous Social Work has facilitated the Toronto Indigenous Youth Leadership Council. Amongst a variety of initiatives, this group of students coordinated the Decolonizing Our Schools Conference.
- Facilitating the third-annual Youth Gala, in partnership with WE.ORG, and connecting students to employers from Employment Ontario and the City of Toronto. As well as, coordinating events and providing student volunteer opportunities.
- The facilitation of a west-end parent's council, to amplify student and parent voices in the Toronto west-end schools.
- Responding to student crises (including suicidal ideations, homelessness, community violence and self-harm).

- Providing in-class student circles, to raise awareness amongst classroom communities about Indigenous cultures and teachings, in order to foster better peer-to-peer relations between Indigenous and non-Indigenous students.

Impact of Student Well-Being and Voice

- Increased engagement, understanding and self-confidence of Indigenous students;
- Increased connection to culture and community, and making connections to students' personal lives;
- Safe spaces are created where students can explore their Indigineity;
- Increased student and family re-engagement with school;
- Increased understanding of the supports needed to address the social determinants of health and wellness (e.g. food security, housing, health supports) of First Nation, Métis, and Inuit students.

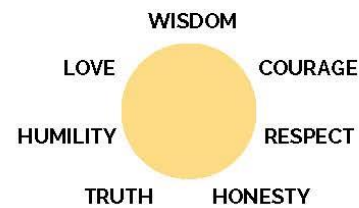
Canopy 3:

Community Engagement

Engaging Indigenous Artists Working in School

UIEC staff worked with Indigenous artists on a partnerships list to support them in connecting to curricula, navigating policies and procedures, and sharing their work

with schools. UIEC developed protocols for teachers and schools to facilitate engagement of artists in ways that are welcoming and respectful.

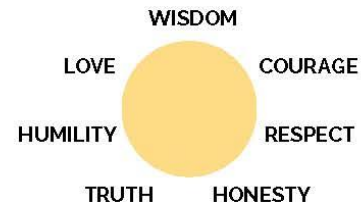


Impact of Community Engagement

- Increase in role models and mentors who can offer advice and guidance from and with an Indigenous perspective;
- Increase in community attendance at Indigenous socials, feasts, Speaker Series and learning opportunities;
- Increase community attendance at the UICAC meetings;
- Increase interest in community members engaging in partnerships.

Canopy 4:

Programming, Curriculum Development and Implementation



The UIEC Instructional Leadership team built system-wide knowledge and awareness of Indigenous cultures, histories and ways of knowing through structured staff development and direct support to schools:

- building capacity system-wide among staff to enhance conditions in schools for Indigenous students;
- developing and implementing curriculum units, courses of study, and professional learning modules;
- vetting resources and helping classroom teachers and teacher-librarians identify accurate, authentic materials and resources for classrooms and school libraries;
- establishing partnerships and learning initiatives in collaboration with various Indigenous organizations;
- delivering professional development at all levels to all staff (e.g., New Teachers Induction Program, Outdoor Education staff, The Arts, French, etc.).

Instructional Leaders also met with Principals and teacher leader teams to support the development and implementation of 'Indigenous Education learning plans'. This included support with understanding Indigenous pedagogy, Indigenous knowledge and perspectives, cultures, languages and ways of knowing. To align with TDSB's Multi-Year Strategic Plan, Instructional Leaders also facilitate schools developing specific Indigenous Education goals in their SIP.

Urban Indigenous Education Centre Library

The UIEC Library Collection has grown with the addition of several hundred new books purchased from Goodminds. The new additions to the collection represent First Nations, Métis, and Inuit perspectives and include selections appropriate for readers from Kindergarten to Graduate-level learning. We have also added four additional copies of Indigenous Peoples Giant Floor Map to the collection.



Promising Practices Resource

Instructional Leaders updated the Promising Practices Resource to support teachers, Learning Coaches, and other school initiatives. The document is a reference for how to engage in Indigenous Education in responsible and respectful ways.

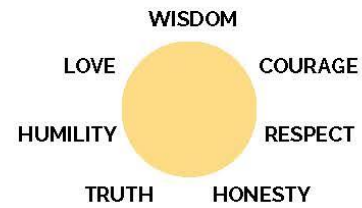
Ojibwe Language

Ojibwe is offered in grades K - 12 at eight schools within TDSB. Elementary schools that offer Ojibwe in grades K - 8 are Eastview PS, Humewood CS, Bala CS, and Wandering Spirit School. Secondary schools that offer Ojibwe in grades 9 -12 are Riverdale CI, Sir Wilfrid Laurier CI, Native Learning Centre Downtown at Jarvis CI, Native Learning Centre East at Sir Wilfrid Laurier CI, and Kâpapâmahchakwêw - Wandering Spirit School. Currently, there are seven Ojibwe language teachers within TDSB. With student population growth and demand, we are looking to include within our Indigenous language programs: Mohawk, Cree, and Inuktitut. There are currently 374 students currently enrolled in Ojibwe language class in the TDSB.

Online Resources

The UIEC provides resources to the system (e.g., Direct Line, System Leaders' Bulletin, Trustees' Weekly, etc.) throughout the school year by co-producing resources on various topics and Indigenous Days of Significance including: Indigenous Education Month, Treaty Recognition Week, Aboriginal Veterans' Day, Louis Riel Day, Inuit Day, National Indigenous Peoples Day, etc.. The Urban Indigenous Education Centre also has a Google Site (<https://sites.google.com/tdsb.on.ca/uiiec-resources-draft/home?authuser=0&pli=1>) which includes our online curriculum resource, the Awesome Table; a Facebook site (<https://www.facebook.com/UrbanIndigenousEducationCentre/>); and a Twitter account @UIEC_TDSB.

Canopy 5: Research, Development and Innovation



Kâpapâmahchakwêw - Wandering Spirit Nutrition Program Research and Support

Elders, administrators, and Instructional Leaders from the UIEC are working with researchers, Elders and community workers from Waakebiness-Bryce to analyse the effectiveness of the Indigenous

Nutrition Program at Kâpapâmahchakwêw-Wandering Spirit School and to offer Indigenous Food Sovereignty workshops for members of the school community.



NBE3 - Contemporary First Nations, Métis, and Inuit Voices

Instructional Leaders are supporting a Board-wide initiative to offer NBE3 as a substitute for compulsory grade 11 English (ENG3C/U) starting in Sept. 2020. This work includes working with administrators, guidance counsellors, and English departments to promote this course with students and to develop curriculum materials and practices that are responsible from an Indigenous Education perspective, like using Kirkness and Berhardt's Four Rs of Indigenous Education or Joanne Archibald's 7 Indigenous Storywork Principals.

Media Arts - Film, Audio, Video, Broadcasting and Journalism Program

Instructional Leaders are working with staff and administrators of Kâpapâmahchakwêw to develop the four year secondary Media Arts - Film, Audio, Video, Broadcasting and Journalism program.

Impact of Research

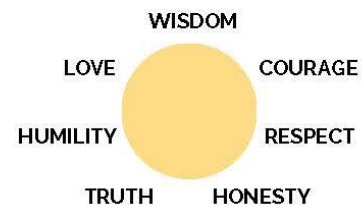
There has been an increasing demand for Indigenous communities to engage with Indigenous research methodologies in education which include participatory and decolonizing research processes led by Indigenous peoples. The research provides implications for future research based on what we have learned from Indigenous communities. Continued action is needed for implementing Indigenous methodologies which supports Indigenous student well-being and achievement.

Decolonizing research is a process for conducting research with Indigenous communities that places Indigenous students' voices and perspectives at the centre of the research process. This privileges and promotes Indigenous knowledges and methods. We continue to learn that data needs to be gathered and analyzed through processes recognized and valued by the communities in which and with we are working.

Canopy 6: Partnerships

Relationship Development and Maintenance

Instructional Leaders, working with UIEC administrators and members of the SST and Cultural Liaison Team, develop relationships with new Indigenous partners and maintain relationships with Indigenous Elders, Knowledge Keepers, artists and community members.



Art Gallery of Ontario

The AGO and UIEC collaborated to offer field trips for all NAC 10 classes across the Board. This year, the collaboration has focused on professional learning for teachers and the hiring of Indigenous artists to work as Education Officers at the Gallery.

Impact of Partnerships

UIEC partnerships are contributing to improving First Nation, Métis, and Inuit student achievement and well-being and increasing all staff and students' awareness and knowledge of Indigenous histories, cultures, perspectives and contributions.

Wüléelham



York University Indigenous-Focused Courses, Cohorts and Programs

Wüléelham: is a Lenape word that means "make good tracks"

Rooted in Indigenous knowledge and pedagogies, the *Wüléelham* courses, cohorts and programs engage participants in learning from Indigenous peoples' experiences and perspectives.

Wüléelham options were developed to highlight the specific strengths of urban Indigenous communities. They are not intended to be taken in a linear sequence; instead, students make their own tracks, choosing to participate based on their timelines and interests. Our ultimate goal is to provide students with the knowledge and understanding to contribute to community well-being through their chosen career paths.

Developed in collaboration with Indigenous scholars and communities, *Wüléelham* prepares students for a wide variety of careers including, teaching, journalism, public administration, law enforcement, court work, policy work, or research on Indigenous experiences.

Bachelor of Education (BEd) - WAABAN Indigenous Teacher Education

In response to the Truth and Reconciliation Report, the Faculty in collaboration with the Toronto District School Board Indigenous Education Centre offers admission to a **special cohort** of students who will complete the Bachelor of Education (BEd) degree with a focus on Indigenous worldviews. **Waaban Indigenous Teacher Education** will educate a new generation of teachers prepared to address the needs of First Nation, Métis and Inuit students, families and communities. *Waaban* will be grounded in Indigenous Knowledge and Pedagogy and will include teachings from Indigenous Elders, educators, and community leaders.

Waaban is an Anishinabe (Ojibwa) word meaning *it is tomorrow*. It signifies commitment to a holistic program of teaching and learning that acknowledges

the impacts of colonialism, and draws on the wisdom of ancestral teachings and contemporary leaders to put Indigenous futures into Indigenous hands. *Waaban* Indigenous Teacher Education will include attention to contemporary urban, rural and reserve perspectives and teachings from a diversity of nations. Students will be introduced to cultural and community resources and have opportunities to learn from and with Indigenous educators.

Some features of the program are:

- **Community-centred**
Held in Toronto for a special cohort of teachers who will take most classes together. Students will work with faculty members, guest speakers and others from the community to gain knowledge, insight and skills for teaching and learning in Ontario schools
- **Condensed schedule**
 - Complete a full two-year degree in four consecutive semesters (16 months)
 - Classes will take place in a continuous schedule of terms (Summer-Fall-Winter-Summer)
 - Click here for a full list of required courses
- **Location**
Students will take courses at the Urban Indigenous Education Centre - 16 Phin Avenue accessible by TTC (Donlands subway station). They will also participate in community practicum placements and school practicum placements in order to gain practical skills and experiences to qualify for the BEd degree.

- **Focused curriculum**
Courses and experiences infused with a focus on Indigenous education.
Note: Special elective courses will be available to students in this cohort

Graduates will be certified to teach in Ontario in one of the following teaching panels:

- Primary-Junior (JK to Grade 6)
- Junior-Intermediate (Grade 4 to Grade 10)

Master of Education (MEd) - Urban Indigenous Education Cohort

Developed in collaboration with the Toronto District School Board (TDSB) Urban Indigenous Education Centre, the Faculty of Education at York University is offering a Master of Education (MEd) Cohort with a focus on Urban Indigenous Issues to a **special cohort** of part-time students. This cohort in the MEd is in response to the need for knowledge and understanding of First Nations, Métis, and Inuit cultures, histories and perspectives. Admission to this program is generally completed every two years. **The next cohort will likely start in September 2021.**

Indigenous people are often rendered invisible in a bustling multicultural cityscape. The impact for Indigenous children, youth and their families is frequently one of alienation. Students in urban settings confront particular challenges including: not being recognized as Indigenous students; not seeing themselves represented in the teaching population; and not seeing themselves represented in the curriculum. They attend school despite a long, negative and hurtful relationship between Indigenous people and schooling.

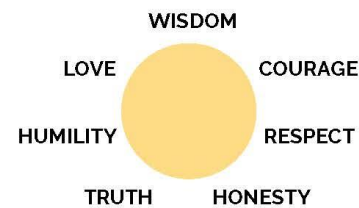
In urban settings, school board administrators, teachers, employees and other service providers for Indigenous people may confront challenges, including: identification of Indigenous students; delivery of programs; and a lack of knowledge and understanding of urban indigeneity, Indigenous students' experiences, and the complexities of teaching Indigenous subject material. This program takes these challenges seriously. This special cohort in the MEd program, focuses on Urban Indigenous Education as an area of study. Admission to this program is completed every two years.

Classes will be held at the TDSB Indigenous Education Centre (IEC) located in downtown Toronto at 16 Phin Ave (Donlands & Danforth) and is easily accessible by subway.



Canopy 7: Reconciliation and Relationships

Instructional Leaders collaborated with Elder Dr. Duke Redbird to support teachers to be learners and to be nurtured as whole people. "In Conversation with Elder Dr. Duke Redbird" and "2020 Vision with Elder Dr. Duke Redbird" Sessions allowed staff to develop new relationships with an Elder, make connections with the staff at the Centre, and to deepen their understanding of many truths of Indigenous people in Canada as a part of the reconciliation process for the Board. For example, in anticipation of the 350th anniversary of the Hudson's Bay Company, Duke shared stories and a film about Indigenous resistance to the 300th anniversary celebrations in 1970. To achieve The Truth and Reconciliation Commission's Call To Action 62, "We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: i. Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students," Duke encouraged attending educators to develop curriculum telling Indigenous stories about "the Company."



All UIEC

work at the Centre is informed by the TRC's Calls to Action 62 and 63.

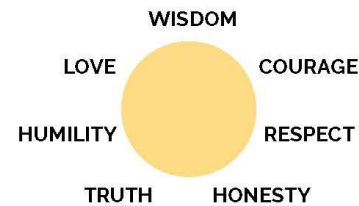
Part of UIEC work with partners and other community members is supporting people from the Board to work with them "in a good way," so that the Centre can nurture healthier relationships between staff throughout the TDSB and Indigenous people who learn in the TDSB and support the learning of staff and students in the Board. For example, the ongoing work of collaborating with partners to develop protocols for staff engaging with them supports stronger relationships.

Ceremonies

This is a purification sweat lodge ceremony with a minimum of 28 Grandfathers joining UIEC staff in the lodge. The purpose of this type of lodge is to be reborn again and cleansed with a good heart, good mind, and overall good spirit, sometimes we forget to take the time to take care of ourselves and this is a great opportunity for us to connect with the Creator in a good way. The UIEC Team gets the opportunity to celebrate with our Creator and Ancestors two times a year, off site in Southern Ontario.



Creating spaces of belonging



The Role of School Staff: Effective Practices and Safe Spaces for Indigenous Students

Executive Summary

For educators, staff, and community members, concerned about the mental health and well-being of Indigenous and non-Indigenous students, the work begins by examining the structures, assumptions, and history upon which the school system is based. The legacy of the residential school system continues to tear Indigenous families apart, disconnect people from their language and culture, and contribute to a lived reality of schooling that lies far outside that of mainstream students. Decolonizing the schools would mean, among other things, eliminating practices that prioritize performance over relationships and adopting a non-hierarchical approach to people and knowledge. Students from marginalized and oppressed populations face barriers to school success that stretch far beyond individual behaviours or learning styles. Creating spaces of belonging means committing to the idea that all students deserve to have their whole being acknowledged and their needs met; indeed, it takes no less for them to succeed.

The Indigenous perspective on mental health and well-being begins with the holistic understanding of the four aspects of a person: mental/cognitive; spiritual; emotional; physical. Conceived of as a personal medicine wheel, each of these four parts must be acknowledged and nourished for a person to develop. Kevin Lamoureux, among others, share their experiences growing up within the school system.

For Indigenous students to succeed in TDSB schools, they need to have their identities acknowledged and reflected back to them. As research into stereotype threat shows, when people are in settings where their identity may be seen to cast a negative light on a group to which they belong, their performance will decline measurably. Teachers should make their classrooms inviting places for students of all backgrounds and their expectations should be as transparent as possible. Educators may feel tentative about teaching the Indigenous content in the curriculum—

and certainly non-Indigenous teachers should not attempt to lead any activities that would be disrespectful to ceremonies of any given people—but if they have done the work to educate themselves about the issues, they should feel empowered to teach the material.

Allies, or helpers, of Indigenous students should acquaint themselves with plentiful online resources, as well as seeking guidance from other, more experienced allies, and Indigenous teachers when necessary, to understand the history of Canada's relations with Indigenous people and to uphold their responsibilities as parties to the many treaties in effect with First Nations, Inuit and Métis people (see also, "The Ally Bill of Responsibilities").

Recommendations (2017)

- An Indigenous paradigm for mental health looks at the values and tools students have at their disposal.
- Counsellors should set aside their clinical training and share their stories and beliefs with Indigenous students.
- Counsellors need to recognize the expertise that each person has of themselves and to help them feel good about themselves.
- Social workers can work in tandem with elders and traditional teachers to emphasize the importance of students' cultural practices.
- Helpers should be clear about their intentions and their background as a way to find commonalities with the people they are there to help.
- Non-Indigenous helpers need to understand the cultural differences that exist around ideas of sickness and health.
- Helpers should refrain from diagnosing Indigenous students because, from an Indigenous perspective, a diagnosis can have the effect of a naming ceremony, that is, it can become that person's identity.
- A helper's relationship with an Indigenous student should be the central focus in any discussion of the student's education and wellness.
- Helpers need to view the people they are helping as the experts of their own lives and avoid judging their behaviour.
- Care and compassion from helpers can open doors to students who may be experiencing difficulties.
- Educators should promote policies and practices that increase the level of self-governance for Indigenous students, since research shows that this leads to lower suicide rates among youth.
- When someone is engaging in self-harm, helpers need to listen sympathetically and avoid pathologizing them.
- Self-harm comes from deep pain, so helpers must work with it in a deep way.
- Educators should strive to increase and improve Indigenous students' connection to the land.
- As a helper, you can only help someone along as far as you



- yourself have gone.
- Let people cry.
 - Helpers must be a part of undoing the effects of decolonization by being honest about who they are and where they come from.
 - Educators need to stop ghettoizing Indigenous knowledges in the classroom—stop doing “stick, stone, feather” activities.
 - Helpers should ask those they are working with to explain what helps them when they are feeling down.
 - It is time to emulate the many educators and social leaders who are seeking to heal the world through spirituality.
 - Teachers can easily incorporate Indigenous spirituality into the classroom by seating students in a circle, teaching about the seven values every person ought to live by, and doing outdoor education activities.
 - Helpers can disrupt colonial practices by not enforcing a gender binary in which people are expected to be either male or female.
 - Policy makers should continue the commitment of infusing Indigenous knowledge into the entire school board and curriculum.
 - The school board should perform regular reviews of how the Indigenous knowledge infusion is going.
 - Staff at all schools should be educated on, and implement, the importance of emotional competence for a healthy and safe environment in which to learn and teach.
 - Educators should continue moving away from a punitive style of communication for all.
 - Educators should teach students about stereotype threat, instill in them a growth mindset, reframe tasks so that social identities are not highlighted, deemphasize threatened social identities, and encourage self-affirmation.
 - To be an effective ally to Indigenous students, helpers should commit to making a difference and learning more about Indigenous people.
 - Non-Indigenous helpers need to understand the power they hold and to have humility about that power.

Recommendations (2018)

- Speaking in one's Indigenous language and celebrating one's own culture within an educational environment.
- Providing a safe space at school that may not be available to students at home.
- Being aware of PTSD that a student may possess and assessing the appropriate needs of the student—understanding that trauma is a range of experiences.

- Thinking about how routine practices in the school system causes traumatized students to experience further injury.
- Allowing a child/student to maintain their own independence by not exerting strict practices within the education system.
- Reminding school staff that they have the ability to change a child/student's life- they can make a huge difference in a child's life through appropriate and considerate teaching practices.

Opening

Bonnie Johnston, Community Liason, Urban Indigenous Education Centre
Elder/Joanne Dellaire

Panel

Bonnie Johnston, Moderator
Elder/Dr. Joanne Dallaire
Kevin Lamoureux, Keynote Speaker

Youth:

Edward Cyr
Makwa Baskin
Tanis Desjarlais
Ella Laforme
Sarah Staniforth

Bonnie Johnston began with thanking all educators, communicators, and especially the students who brought everyone together for this event. She then thanked Elder Dr. Joanne Dellaire who was present and especially thanked Emily Blackmoon for coordinating the event and making it possible.

Elder Dr. Dallaire began the day with a song and prayer, "to remind each of us of our responsibility to ourselves, each other, the community and our culture". A smudge was distributed throughout the room. Elder Dr. Dellaire reminded everyone in the room of the loss of rights and passages that would be taught to so many Indigenous children. She explained that "children are so full and fresh with the spirit and so we have to treat them gently. Our youth are people in our communities that bring the new knowledge, kids take care of us- innovative, strong, and forward thinking. The education system holds a philosophy that renders us incompetent, thinking of us as wrong and flawed and something to correct". Elder Dr. Dellaire mentioned the pain of residential schools. She explained that "science proves DNA carries painful memories, but also ones of healing and success - ways to be". She then challenged guests to "look inside, find a quiet moment and focus on the breathing and find something that percolates inside of you to help you when you are feeling down rather than going to a stranger to write us a prescription." Elder Dr. Dellaire argued that "today are the voices of our future. We need to listen to them today and the innate teachings that they bring to us". She explained that "everyone is an instructor or teacher some way, some how. People do not learn from

what you say but what you do. Our children are always watching us. We need to teach them how to recover from mistakes; we need to learn how to recover from our own mistakes. There is always room for growth and change."

Elder Dr. Dellaire finished speaking and Bonnie Johnston opened with the land acknowledgement: "We are situated upon the ancestral territory of the Wendat Nation, the Anishnawbek Nation, and the Haudenosaunee Confederacy, and we acknowledge the enduring presence of Indigenous peoples on this land." She then welcomed the Fourth Annual Creating Spaces of Belonging conference. Ms. Johnston works at the Urban Indigenous Education Centre as a Community Liaison. She then acknowledged those that could not be present at the event today: friends and community members, those out there struggling, those in institutions, hospitalized, recognized them and asked the creator to look out for those individuals and give them strength.

Keynote Speaker

Keynote Speaker, **Kevin Lamoureux**, began with a welcome, and introducing himself. He thanked the organizers and Joanne and for including him in the event. For him he explains, "school was a protective factor, teachers in his corner helped, I did not have family to rely on for the messages I received from teachers." He comes from a world of education and stated that "they do not get enough thanks." He expressed his appreciation that there is a safe place in the city for Indigenous youth and was thankful for all of the expertise in the room and to be a part of the conference.

Lamoureux shared a story: he explained that one of the challenges he carries in his life is suffering from depression. He encouraged everyone to share their challenges too and ensured that others should not feel uncomfortable. He stated that if he asks something of youth, he should also be doing it himself. He did not grow up to be open and possessed a colonial mindset from the men who raised him which discouraged expressing emotion including being open or crying. He shared that he still feels embarrassed crying sometimes and described his experience of having depression as "being like a campfire slowly growing dimmer" and the fears and anxieties associated with that.

He also shared his "happy story" he explained as being "one of the best days of his life," which was the release of the Truth and Reconciliation Commission (TRC)'s final report. He knew it would be historically significant, but was unsure of the emotional impacts it would have

on him; he remembered clearly that he was in a hotel, gathered in public space when it happened with just as many non-Indigenous people there as Indigenous people but he explained, "all that matters is Canadians came together wanting to leave something better for their children than what we inherited." Lamoureux spoke in his language and celebrated that it meant that colonialists who tried to kill their languages had failed. He desperately hopes that this will be the last generation of children who have to heal from their childhood.

Lamoureux stated that the TRC is like the "burning fire" in which we take it's teachings seriously. He argued that the committee represents a spirit of reconciliation and that it teaches us to think about what we are bringing to the fire to contribute to its light. He said, "some days it may just be a twig, or on other days it may be a bundle of logs". He explained that there are many Canadians sitting with their back to the fire that resent that money is being spent on nurturing that fire. He says, "we shouldn't be angry but we should pity them." He continues, "The circle surrounding the fire is supposed to be an invitation. There are only two sides to a circle, either inside or outside; if we want to create belonging for kids, we want them to recognize that their place is inside the circle".

Lamoureux examined that there is a growing body of literature that says, "our collective health and well-being is about the environment in which we live." His counselling background is reflective of being bound up in the environment- who



we live with, circumstances in which we live including social determinants of health and well-being. He states, "we are social creatures and are completely bound to each other, hence our well-being is bound up in the quality of our relationships with others". He argued that

In regards to trauma, Lamoureux discussed that one should talk openly about wellness - the first symptom of trauma for people who go through it, is silence. He stated, "we can all relate to overcoming hardship. We don't talk about it, we don't think about it. Leave it as far in the past as you can." He said on the day of the release of the Truth and Reconciliation final report, people were wearing shirts that said "survivor and sense of optimism, hope and leaving something better behind for our children than what we inherited". He argued that food security and insecurity can be a predictor of our health and well-being. He explained that the social determinants for learning, whether we will be successful in school, are also predictors of academic success. He adds that this is why so many of our children underperform on standardized tests. The tests fail however, this does not reflect the brightness of the children, it is a "failing of the instruments." He asserts, "these kids are resilient and adaptive and these tests do not capture that. Our ability to navigate successfully in school has to do with the ways in which we live."

Lamoureux theorizes that "health and social problems are more and more in unequal countries." He presented a UNESCO scatter plot that showed a collection of nations in the world including "first world" or "developed" countries. The X axis reflecting a measure of equality and a gap between

wealthy and poor (the higher the gap, the more unequal the country) and the Y axis reflecting a measure of social problems/ challenges, symptoms of inequality ie. health outcomes, addiction, mental wellness, infant mortality, criminality, trust, incarceration, early pregnancy rates, etc. The diagram represented that there was a correlation between inequality and social problems. Lamoureux raised a number of questions: "Why would a country that is more unequal be more likely to experience crime? Or be more likely to experience mental health or addiction? Why is there less trust from unequal countries? He argues, "the United States of America is by far the most unequal country, Canada is right in the middle and Japan is the most equal". He believes that we are absolutely sensitive to matters of fairness and justness.

Lamoureux affirmed the idea that everyone is prone to feelings of unfairness for example "sibling activity". He explains, "When you're the kid and every day you come to school and watch other kids having everything you don't like cool clothes, good grades, a family, etc. how long is it before that kid says "forget it" out of anger at this system." He argued that "Canada should provide for the needs of all of its kids. Everyone in this system is affected, regardless of where you are in the hierarchy- there is always someone ahead of you that has something that you don't have". He used the example of people buying things they do not need with money they no not have to maintain a certain appearance. He adds, "Houses keep getting bigger, fashion changes every year, etc. as a reminder of what you do not have." In a hierarchy he explains, "there's

always someone beneath you too. The symptoms of the idea "I don't want my tax dollars going to them, why don't they just work like I do?" creates a divide and broken relationships that end up affecting impoverished communities". He adds, "Countries that are fundamentally unequal makes healing more difficult because of the wreckage of this relationship."

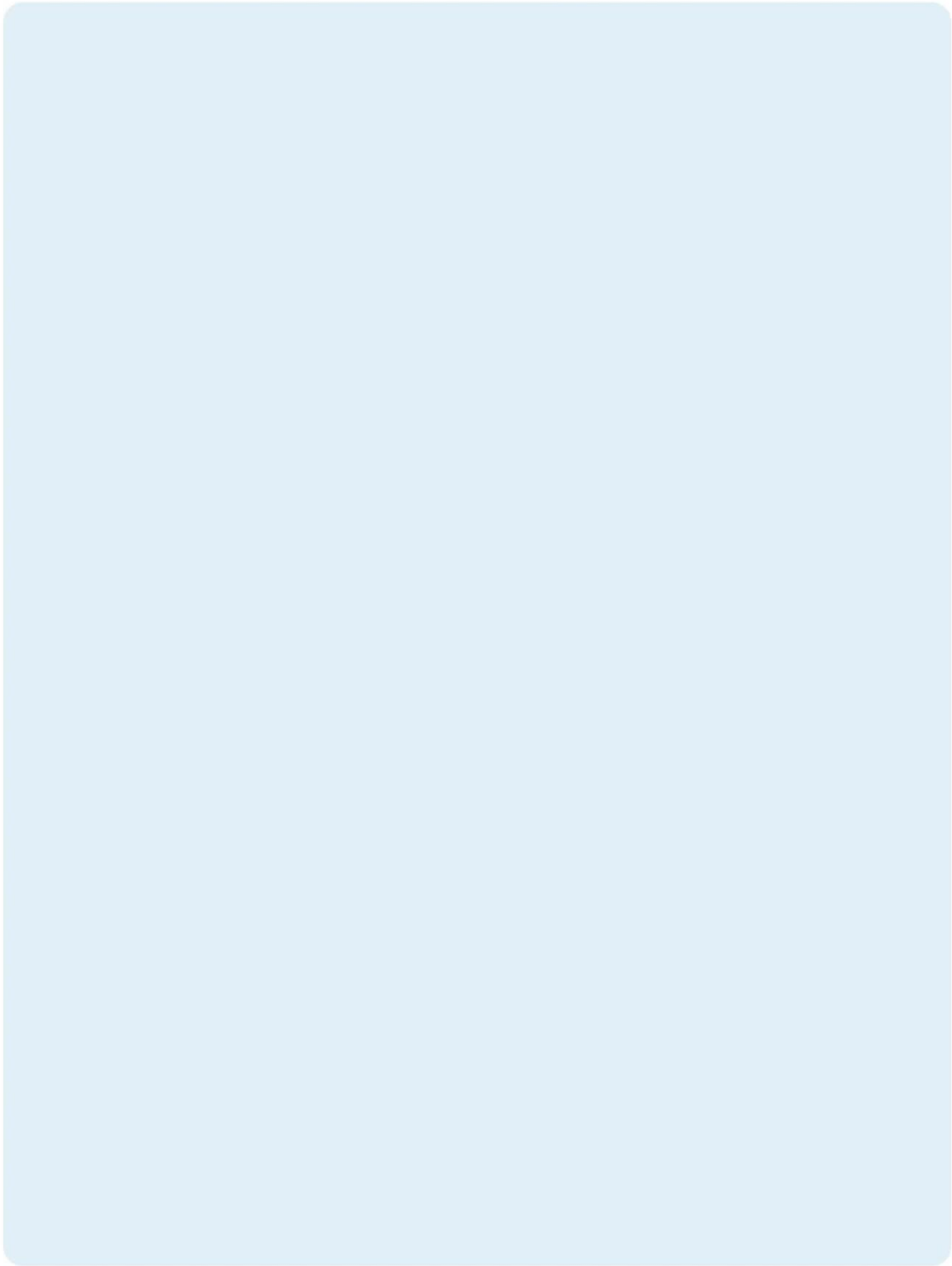
Lamoureux argues, "This is what we have inherited as a nation. The Truth and Reconciliation Commission Committee offered 94 Calls to Action which are our roadmaps home." He urged everyone in the room to read them all and to email him if they would like him to send them a copy. In relation to the Calls to Action, he explains that the first question we might have is "why is this being asked of us?" He explained, "for many it will expose us to a story of Canada that we didn't grow up knowing." He added that we should not blame ourselves if we did not hear these truths. He said, "it's something that was done to you, not something that you did." He asked everyone if Canada would be better off if the Calls to Action were fulfilled.

Lamoureux mentioned The TRC's Call to Action 1.3 which includes "Ensuring that social workers and others who conduct child welfare investigations are properly educated and trained about the history and impacts of residential schools". He emphasized trauma training as a necessary tool that these workers should possess. He talked about the buffalo and if the community senses danger, before leading the stampede, the adults will create a protective circle around the children because they understand there is nothing

more sacred and precious than their children. He explained that as people who love and care about kids, it is empowering if we can create an opportunity to understand trauma.

In terms of trauma-informed healing, Lamoureux shares that trauma entails a range of experiences. The most basic examples and easiest care of trauma to be aware of is PTSD; he explained that this is the most accessible example of trauma. The symptoms he states are usually dissociation, flashbacks, etc. He empathized and shared that if people are suffering from PTSD, that "it's not their fault, it can sneak up on you anytime. It can cause isolation and withdrawal, nightmares, depression, not giving a shit, feeling incompetent, waiting for the other shoe to drop, feelings of inadequacy or not feeling like you are enough- all making you feel like its really hard to dig yourself out of that hole." Elder Dr. Dellaire chimed in and added that she believes depression is a natural response to abnormal circumstances."





Aanse: Indigenous Student Well-Being and Achievement Strategy

2018/2019

Urban Indigenous Education Centre



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The purpose of this report is to document the first year of the Urban Indigenous Education Centre's work in Aanse: Indigenous Student Well Being and Achievement Strategy. The goal is to outline the professional learning approach, centre First Nations, Métis and Inuit student voice to inform educator practices, and identify the resulting impact on educators' learning and practice. Overall, Aanse aims to contribute to a decolonization of current practices and schools which impede Indigenous student well being and learning. With this report, the Urban Indigenous Education Centre hopes to learn how to best to support educators to enhance conditions in schools so that First Nations, Métis and Inuit students and families can be better served.

Project Participants

Participating schools were selected based on data reflecting the highest numbers of self-identified Indigenous (First Nations, Métis and Inuit) students in the Toronto District School Board. 1 Administrator and a minimum of 3 Teachers from the following Schools participated in the project:

Phase 1	Phase 2:
<ul style="list-style-type: none"> • Wandering Spirit School (Elementary) • Eastview Public School • Bowmore Road Junior and Middle School • Native Learning Centre East • Wandering Spirit School (Secondary) 	<ul style="list-style-type: none"> • Duke of Connaught Junior and Senior Public School • Withrow Avenue Junior Public School • Grey Owl Junior Public School • Carleton Village Junior and Senior Public School • Fairbank Public School • Danforth Collegiate Institute • Sir Wilfred Laurier Collegiate Institute • Riverdale Collegiate Institute • Western Technical-Commercial School
Central Staff:	
<ul style="list-style-type: none"> • 6-8 Learning Coaches, Student Success Transitions Counselors, Community Support Workers, and Centrally Assigned Principals from Learning Centres 1, 2, 3 and 4 who supported the above schools 	

Overall Inquiry Question

Participants were asked to engage in a professional learning process aimed at enhancing and decolonizing conditions in schools for First Nations, Métis and Inuit students. The staff of the Urban Indigenous Education Centre worked collaboratively with Elders to develop professional learning experiences focused on creating collective responses to the following question:

In what ways can we effectively and appropriately engage Indigenous ways of knowing to decolonize and Indigenize teaching practice and enhance well-being and learning for Indigenous students?

Overall Goals

- Share and Investigate ways to build respectful and reciprocal relationships with Indigenous students, families, and community members
- Learn about trauma-informed practices in Indigenous contexts

- Enhance the promotion of Indigenous knowledges, self-determination, strength, contributions and resistance across school culture
- Enact the Truth and Reconciliation Commission of Canada: Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples

Context

United Nations Declaration on the Rights of Indigenous Peoples

Article 4: Indigenous peoples, in exercising their right to self-determination, have the right to autonomy or self-government in matters relating to their internal and local affairs, as well as ways and means for financing their autonomous functions

Truth and Reconciliation Commission of Canada: Calls to Action

Call to Action #62

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- Make age-appropriate curriculum on residential schools, Treaties, and Aboriginal peoples' historical and contemporary contributions to Canada a mandatory education requirement for Kindergarten to Grade Twelve students.
- Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.
- Provide the necessary funding to Aboriginal schools to utilize Indigenous knowledge and teaching methods in classrooms.
- Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

Call to Action #63

We call upon the Council of Ministers of Education, Canada to maintain an annual commitment to Aboriginal education issues, including:

- Developing and implementing Kindergarten to Grade Twelve curriculum and learning resources on Aboriginal peoples in Canadian history, and the history and legacy of residential schools.
- Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.
- Building student capacity for intercultural understanding, empathy, and mutual respect.
- Identifying teacher-training needs relating to the above.

TDSB Multi-Year Strategic Plan

Indigenous Education Goal: To work together with Indigenous communities to address the knowledge gap that exists amongst staff with respect to:

- Histories, cultures and contemporary realities of Indigenous peoples in Canada with regards to the impact of ongoing colonization and systems of public schooling within Indigenous

communities

- Indigenous ways of knowing and being
- Creating culturally-safe and trauma-informed schools so that staff are better able to support the achievement and well-being of all students through a change of practice

Frameworks

Decolonizing Education

The work of Aanse is framed by the concept of “decolonization” as influenced by the work of Linda Smith (1999), Susan Dion (2010) and Eve Tuck and K. Wayne Yang (2012). For the purposes of engaging in professional learning within the context of a public district school board, use decolonization to refer to a process of critiquing colonizer settler worldviews and challenging oppressive colonial structure they maintain and perpetuate (Dion, 2010). Specifically, decolonizing education refers to the long-term process of acknowledgement, desire to, and action toward, divesting colonial power over knowledge, language, governance, and land (Smith, 1999; Tuck & Yang, 2012). Following Dion’s work in her Decolonizing Our Schools report (2010), the UIEC undertook to facilitate opportunities for educators to decolonize schools through:

- Investigating and learning from the history of the relationship between Indigenous and non-Indigenous peoples, including ongoing colonization
- Identifying ways in which oppression and colonization currently manifests in education and beyond
- Understanding Indigenous people’s activism and assertions of human and Indigenous rights
- Coming to know, understand, and experience Indigenous informed teaching and learning practices
- Participating in collective actions with the goal of transforming relationships between Indigenous and non-Indigenous peoples from one premised on colonization to one of reciprocity and justice

(Dion, 2010, p. 12-13)

The Four Rs: Respect, Reciprocity, Relevance, Responsibility

The work of Aanse is also framed by Kirkness and Barnhardt’s (2001) work focused on the Four R’s – Respect, Relevance, Reciprocity, and Responsibility. Kirkness and Barnhardt developed this framework in relation to Indigenous students in the university context, although the framework has been very useful within the context of creating professional learning for educators in a k-12 context. We employ the Four R’s as a way to guide what needs to happen in schools in order to enhance the experiences of First Nations, Métis and Inuit elementary and secondary school students.

Respect: Increasing schools’ (and educators’) domains of knowledge to include and respect Indigenous cultural values, languages, and traditions.

Relevance: Creating opportunities to help Indigenous students “appreciate and build upon their customary forms of consciousness and representation as they expand their understanding of the world in which they live” (p. 9). Schools must meaningfully incorporate Indigenous perspectives in their everyday functioning in order to become more relevant to the Indigenous students’ perspectives and experiences.

Reciprocal Relationships: Challenging notions that schools are dispensers of knowledge and students are the receivers of that knowledge, thus valuing vulnerability among educators in schools. Reciprocal Relationships means making teaching and learning a two-way process in which a sharing and respect for knowledge between both educators and students “opens up new levels of understanding for everyone (p. 11).

Responsibility (Through Participation): Taking responsibility for working with Indigenous students, families and communities to create conditions where Indigenous identity, experiences and history is affirmed while ensuring opportunities to critically examine colonizing structures.

Project Design:

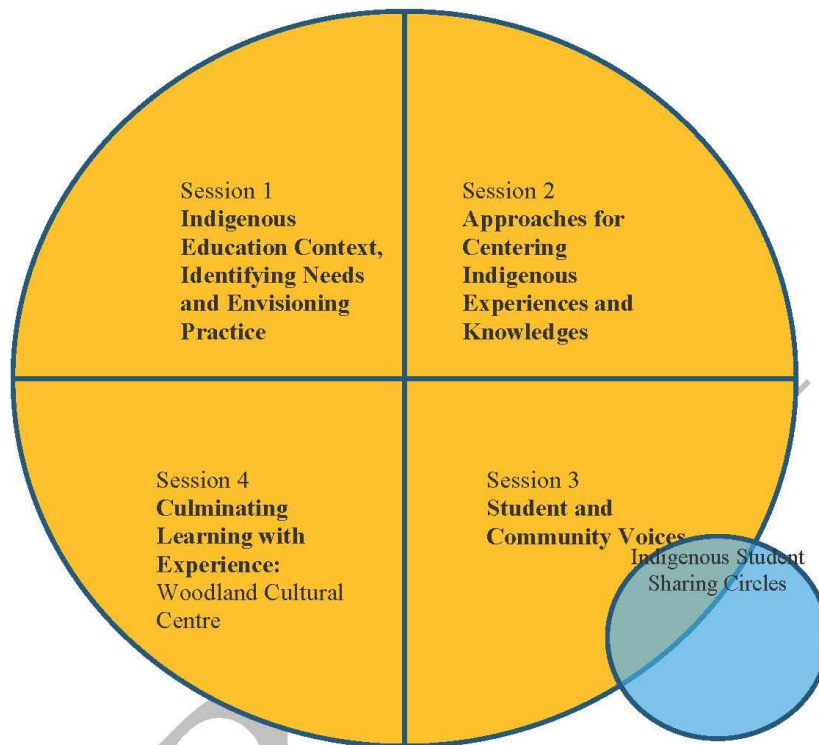
The professional learning design for Aanse was based on an Indigenized version of a collaborative inquiry structure, influenced directly by the above Indigenous education frameworks as well as concepts and teachings underlying the Medicine Wheel. The UIEC staff worked to plan and facilitate multiple layers of professional learning sessions and adapted accordingly for project participants. Schools in Phase 1 of the project receiving more direct UIEC Student Success Team, Community Liaison, and Instructional Leader support in between sessions.

Session 1 focused on building relationships with participants, focusing on current understandings of Indigenous Education, identity and power, raising awareness of Indigenous cultural and colonial contexts, asking participants to identify their students’ needs and strengths, and to identify their own learning needs.

Session 2 focused on sharing approaches and strategies for centering Indigenous knowledges and experiences. For example, members of the Student Success Team shared information and strategies on Trauma Informed Practices. Elders shared important teachings on treaties and nation to nation relationships historically and today, and Instructional Leaders shared content based resources available through the UIEC.

In Session 3, for Phase 1, Phase 2 and Central Staff sessions focused on centering First Nations, Métis and Inuit (FNMI) identified students’ voices. 3 different groups of students from various schools across the TDSB were invited to speak and share their stories and experiences in schools. These were opportunities for students to share with educators what needed to be built upon, changed and disrupted in their practices in order to enhance conditions for Indigenous students in their respective schools.

Session 4 involved participants in attending a learning experience at Woodland Cultural Centre. At the centre, participants had the opportunity to hear the stories of Residential School Survivors, be guided through the Woodland Cultural Centre’s museum, and access resources from the Goodminds Bookstore. Participants were also asked to share their key learnings from participating in Aanse, name strategies they implemented and monitored for impact on students in their classes who identified as First Nations, Métis and Inuit, and identify next steps.



Indigenous Student Sharing Circles: Key Themes

As part of the Aanse project and alongside professional learning sessions for participating educators, staff from the Urban Indigenous Education Centre organized and facilitated Sharing Circles with groups of self-identified First Nations, Métis, and Inuit students from Phase 1 schools. UIEC staff collaboratively developed key questions as prompts that could be used in each of the circles. Some questions include:

- How do you describe yourself?
- What do you see as your strengths and challenges in school?
- What can adults do to help you learn?
- What makes you feel safe and supported at school?
- What lets you know an adult cares about you?
- What helps you or keeps you from doing your best at school?

The following themes emerged from what students discussed during the Sharing Circles. Some examples of what students said (verbatim) are provided below each theme.

Focus on Self

Emotional Well-Being

"My anxiety weighs me down"

"I don't feel accepted and safe"

"What helps me do my best in school are the people who motivate and push me to do better, like my friends."

"Stress related stuff keeps me from doing my best. My work schedule is a huge factor. I don't get home until late. Balancing work and school family stuff stresses me out."

Self-Determination

"Kids, if they don't want help they feel they don't need it and kids will wander around the halls and interrupt others."

"What helps me do my best is surrounding myself with good people."

"If a student doesn't like it they won't do it."

"I feel tired and don't want to attend, or depending what is going on in life. Also, depending on some classmates I don't get along with, I bite my tongue but it is hard."

"Lessons are repetitive and boring. It is boring sitting at a desk, there should be more choice."

Self-Perception (Identity and Efficacy)

"Kids make poor decisions, which represents us in a bad way."

"I feel accepted to be Native at the school."

"Saying to myself, 'I can't do it', holds me back."

"When I am at school I feel comfortable in [this school] cuz we are all Native. But when I go into [another] school I become aware that I am Native and I don't feel comfortable. I get tired for having to explain that I'm Native to non-Native people."

"My challenge is that I am free spirited but my strengths is that I put my own effort into it and when it comes to pressure I step up to the challenge."

Focus on Teachers

Relationships and Teacher Perceptions/Beliefs about Student

"My teacher is challenging to work with, doesn't ask me what is wrong."

"People will take time to ask me how i am feeling ad provide space."

"I would like teachers to understand my anxiety disorder to help me be successful. I need extra time and understanding of what's difficult in my life."

"[The Vice Principal] makes me feel safe and is understanding of me and my past."

"Teachers to be more respectful and not kiss their teeth at us 'cuz I know it's rude."

"I would like to be taken more seriously."

"I don't feel safe in my classroom I feel like my teacher hates me."

"I think my teachers thinks I don't know how to do stuff, she thinks I'm stupid. I don't think she likes me and doesn't want me to learn. I don't enjoy anything in the class."

"Support [me] by being there helping out and treating others with respect."

"[It's helped me learn when the] teacher responded to students and expressed themselves."

"It's nice to know when teachers know what you are going through."

"Teachers should engage with students more. Teachers like [] care about what they do."

"When teachers are absent it pisses me off."

"In grade 9 this high school on the reserve near Moosonee, most of the community is full of Cree and Ojibway and Inuit families and more diverse cultures, but in grade 9 I feel like the teachers that taught their really know what it is like to deal with families that have trauma and know how to handle the students if they had outburst and it was amazing. I felt safe and comfortable there. The teachers were understanding, they gave students space, used great strategies."

"I like when [teachers] share their own experiences to a lesson. Cuz usually it is a funny one...shared experiences. It gives us a chance to relate to the situation or to the teacher when they do something silly, it makes me feel safe and helps in the classroom. It helps me a lot. I would say, 'Hey! That is a funny teacher.' I will go back but when they are quiet or uptight I don't feel comfortable and not a good learning atmosphere."

"[I feel supported]... When [teachers] are able to sit down and listen to the things I have to say."

"[I feel supported]... When [teacher] gives us flyers or opportunities that she knows we like and are interesting, she doesn't have to do that."

Expectations of Behaviour and Cultural Safety

"I feel like some students use racist words like savages and I don't like it and the teacher doesn't say anything."

"A challenge is the kids fooling around in the halls being loud when I am trying to work."

"A challenge for me are students because it is hard to get along with them. It is hard for me to talk to the teacher about that. I think they listen but they don't do anything about it."

"The school could work on the environment being more controlled because it is annoying."

"...noises take me off task and I lose concentration."

"An ideal school is a place where I can be less nervous, I need less noise or yelling in the hallway, or slamming of doors, I would prefer tables and chairs, I would like more art time"

"Some students and teachers don't respect my culture"

"I think my culture is representing well. I like that I can learn the language. I would like more culture classes."

"Teachers need to discipline disruptive kids that distract them from learning"

"[What makes me feel safe is] a teacher that upholds the rules and safety regulations for example, if someone was doing something bad in school they would stop the behaviour."

"Teachers need to be serious and stop behaviours and make sure there is a consequence."

"I feel safe and supported but too often people get away with stuff. Also there should be no such thing as group punishment! It should only be the person that did something wrong that gets punished."

"Collective punishment does not make me feel supported. Complaints need to be taken more seriously. Teachers also need to check in more with students."

Pedagogies

"An adult can help me learn by listening to my concerns, they help me calm down."

"I think our culture is being represented well. Some of the teachers are showing it in the classes."

"A teacher looking at [issues] from a different perspective."

"I prefer when teachers are more open minded to multiple ways of teaching."

"Teachers should have a wide variety of teaching, routine is boring. I don't want come to class when it is boring. More creativity in lesson plan. Teachers should be on the student to complete work and engage them and remind them as well as check in often."

"Varied lessons in class and teachers should engage with students more."

"There is too much stuff to do. There should be more hands-on activities."

"Teachers need to work together and communicate assignments."

"I think one on one time with a teacher is how I learn best."

"Lessons are repetitive and boring. It is boring sitting at a desk, there should be more choice."

"Sometimes in certain subjects, teachers move quickly and I find it difficult to keep up."

"Things that help me are incentives. Sometimes the teachers...would bring us coffee or bonus marks to get us to do our work."

"I like when [teachers] use humour to get us to do work. That helped motivate me a lot."

Focus on Access

Cultural Knowledge

"I would like to have more cultures classes, it is always cancelled."

"Field needs a lot of plants and a big park with swings. No boundaries."

"Teachers, friends, plants and the ground outside makes me feel safe."

"We should spend more time outside."

"I had a culture lodge room in my old school which was helpful and made me feel comfortable.... "In the lodge I had access to resources. My fav person in the whole school worked there - the Aboriginal liaison. [This school] is chill, quiet, I feel supported by my current teachers."

"[I know an adult cares about me] When teachers think about what else they could do for their students, like bringing in elders, workshops, field trips, planning for us, going above and beyond."

"I feel like my culture is represented in the morning announcements with the land acknowledgement, I feel a sense of pride, when some of my classrooms have medicine wheels or the colours displayed in the classrooms."

"[Indigenous culture] is mostly represented in the classroom. It makes me feel proud to get the opportunity and chance to learn my language. I do not see it represented in [other schools]."

Food and Space

"[The Principal] makes me feel safe when stuff is happening outside."

"I can go to [an alternative space] and have a quiet space away from my teacher."

"Not eating food makes me not do my best."

"Offer more kids with food breakfast program"

"[My ideal classroom would be] an organized classroom with contributions from the students to make it more personalized."

"More personalized artwork on the walls and more spaces to feel relaxed."

"Organized teachers that help the students. Better food, no greasy chicken or burnt food. The school needs to be cleaner less graffiti and snack should be on time."

"The food needs to be better. I understand why it is bad because [the cook] is cooking for a lot of people but there needs to be bigger food portions."

Staff Perceptions

Through a collaborative inquiry process of professional learning, participating staff were asked to document what they perceived to be Indigenous student learning needs, what they understood as corresponding staff needs to address student learning needs, and then to develop a team inquiry question based on those identified needs. Staff perceptions and understandings shifted over the course of the professional learning journey. While UIEC staff supported participants to create inquiry

questions that corresponded with perceived Indigenous student and staff learning needs, the ever-shifting nature of participants' work over the course of the project did not always allow for a direct connection.

Indigenous Student Needs (perceived by participating staff)

Themes of Academic Achievement, Student Well-Being, and Identity and Cultural Representation emerged from how staff perceived Indigenous student needs. Specific perceived needs identified by educators are listed below each theme.

Academic Achievement

- Developing reading strategies that allow students to critically access complex texts.
- Seeing themselves as having the ability to have academic success based on high expectations.
- Critical thinking, reading fluency and stamina.
- Developing reading strategies that allow students to critically access complex texts.
- Seeing themselves as having the ability to have academic success based on high expectations.
- Critical thinking, reading fluency and stamina.
- Completion of literacy component for graduation.

Well Being

- Feeling that they are part of their learning community and appreciated and respected for who they are.
- Mental well-being.
- Intergeneration and chronic trauma.
- Attendance, disruptive behaviours, and self-efficacy.
- School engagement.
- Sense of belonging and connection with the school.

Identity and Cultural Representation

- Having a deep understanding of the Seven Sacred Teachings of the Anishnabek.
- ...have a greater understanding of and embrace their personal stories and heritage within the context of Canada today.
- ...to help young people learn about their cultures, histories and languages.
- Seeing themselves reflected within the school.
- The most urgent learning needs for our Indigenous students is to have a greater understanding of and embrace their personal stories and heritage within the context of Canada today.
- Becoming aware that there are other Indigenous students in the school.

School Staff Team Learning Needs

Indigenous Pedagogy for Student Well-Being

- How to address and assist Indigenous students who are experiencing trauma in their lives.

-
- How to incorporate contemporary Indigenous issues into the curriculum”.
 - Indigenous trauma informed practices.
 - Centering Indigenous Education into our daily learning.
 - Restorative practices.
 - Sharing ideas and encouraging student voice.
 - Changing staff mindset from sympathy toward sense of empathy.
 - How to centre Indigenous education into our daily learning and how we approach curriculum (including resources and classroom management strategies).
 - Knowledge and cross-cultural awareness with staff and community.
 - Learning more about details of Truth and Reconciliation findings.
 - Finding further ways to promote and celebrate Indigenous peoples and knowledges within the school as a whole.

Allyship and Knowledge of Indigenous Perspectives

- We need to understand what good allyship looks like. My understanding was that I was supposed to be learning how to advocate and speak in ways we now understand might not be appropriate.
- How to become learners, building relationships when cultural safety has not been the reality in the past, knowledge to centering Indigenous ways of knowing.
- Having the right language and cultural understandings to do this work authentically.
- Awareness and planning about how to build a more welcoming environment for Indigenous students.
- Better understanding of connections between 7 Ancestral Teachings and Character Education.
- How to bring authentic Indigenous voices into the classroom curriculum.
- Increasing staff knowledge about values and ways of knowing for Indigenous students in the schools in ways that are accurate.

Staff Inquiry Questions

-
- *What happens to student-well-being, engagement and attendance when we better facilitate intentional and meaningful dialogue with specific Indigenous students who are disengaged?*
 - *In what ways can we increase staff awareness of Indigenous teachings and make a more inviting space for Indigenous students?*
 - *What happens to Indigenous students' attendance, engagement, and willingness to self-identify if we intentionally create a culturally responsive environment and curriculum?*
 - *How do we effectively support indigenous student well-being through staff understanding of trauma informed and restorative practices?*
 - *How do we as a school incorporate Indigenous experience into the curriculum without cultural appropriation?*
 - *How can we support indigenous student well-being through staff engagement and understanding?*
 - *How might Indigenizing and decolonizing our classroom design and set-up empower student voice and increase student engagement so that we can create a more culturally relevant and responsive learning environment.*
 - *What will happen to student engagement and feelings of inclusion if we centered Indigenous Ways of Knowing and being in the classroom?*
 - *What decolonizing and indigenizing actions can we apply at the school level in order to create a safe environment for students to feel belonging and to self-identify?*
 - *What happens to the school's Indigenous students and community's sense of belonging if we increase the staffs awareness of Indigenous teachings and make a more inviting space in the school?*
 - *How can we better facilitate meaningful dialogue with specific students about their experiences in and out of school?*

Key Learnings (School Teams)

High Impact Indigenous Education Actions

During the ongoing professional learning, participating staff teams reported that they learned the following classroom and whole school actions made an observed difference in Indigenous students' well-being and achievement:

Classroom Actions:

- Indigenous-focused field trips
 - E.g., Crawford Lake, IRSS Legacy Celebration
- Consistent use of Sharing Circles in classrooms
- Use of Trauma Informed Practices (OFIFC) resource in classrooms
- Explicit teaching of Indigenous content, including resistance
- Intentional and regular access to a caring adult
- Connections to Indigenous Elders and Knowledge Keepers
- Connections to Indigenous Community Agencies

Whole School Actions:

- Indigenizing the School's Main Entrance
 - Creation of inclusive space for all students

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- Positive and calming space to engage with students and share Indigenous teachings
 - Indigenous Student Club
 - Weekly meetings with self-identified Indigenous students, in collaboration with UIEC Student Success Teacher
 - Water Walker Focus
 - All classes read the Water Walker
 - School wide water walk, led by Indigenous student
 - Restorative Practices Initiative
 - Professional Learning Community process in Restorative practices
 - Inclusion of Trauma-Informed practices lens
 - Whole-School Circles Modelling
 - Teachers signed up for guided restorative circle sessions led by Indigenous staff members
 - Student and Teacher Access to Indigenous Knowledge Keeper

Families and Community

- Family and Community Sharing Circles
 - Regular opportunities for parents, guardians and community members to engage in sharing circles about family engagement, in the community
- Initiation of community Indigenous mural
- Regularly scheduled staff meeting conversations about centering Indigenous knowledges in classroom practices and how to best support Indigenous student well-being and achievement

Planned Actions for 2019/2020

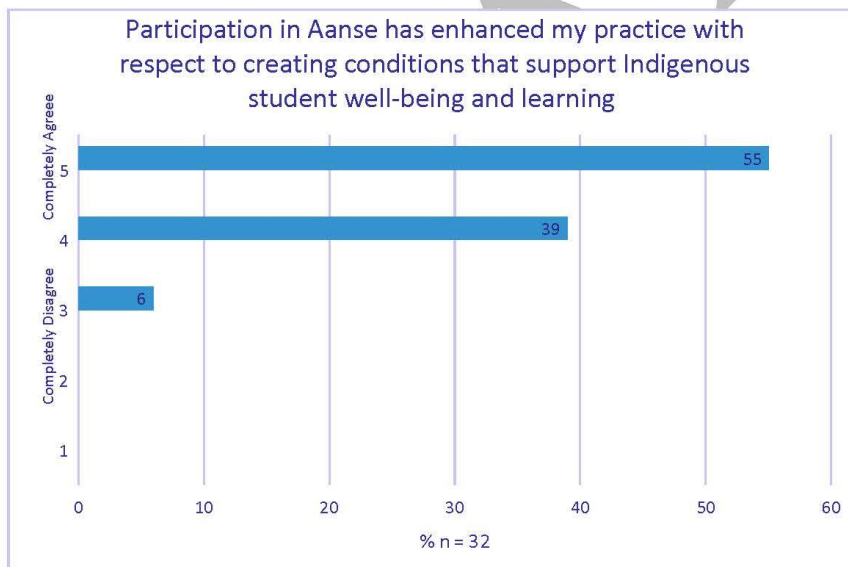
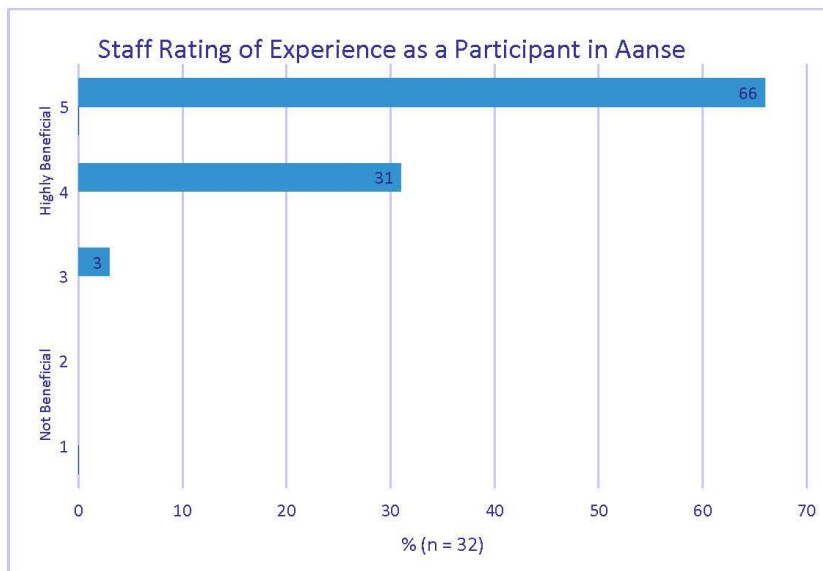
- Sourcing Indigenous classroom resources
- Partnerships with Indigenous artists to create lasting artistic contributions to school community
- Implement Indigenous Education Best Practices Walkthrough to decolonize practices and Indigenize classroom design
- Indigenizing Sports and Wellness Days
- Orange Shirt Day for ongoing Indigenous Education Practices in classrooms
- Indigenize Eco-Club actions
- Indigenizing the School Space initiative
- Aligning French and English Indigenous Education Resources to allow for access across programs of study

Key Learnings (Individual Participants)

- Importance of intentionally building relationships with Indigenous students, families, and community (engage in the *labour of reciprocal relationship* building)
- Increased awareness of Indigenous knowledges
- Importance of collaboration among colleagues in order to push each other's thinking about Indigenous education
- Increased understanding of what it might mean to decolonize education

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- Ongoing understanding of the difference between equity work and decolonization work
 - Increased knowledge of resistance and sovereignty narratives as a challenge to damage-centred narratives
 - Understanding that relationships with Indigenous students, families, and community members are key to engaging Indigenous education
 - Increased awareness of presence of Indigenous students in the schools
 - Importance of ensuring all voices are acknowledged and heard
 - The impacts of intergeneration trauma on Indigenous students and families
 - Understanding of the Seven Ancestral Teachings
 - How to create an Indigenous space within the classroom
 - Better understanding of the unique experiences and needs of Indigenous students
 - Survivance should be the focus, as opposed to a deficit-based, “one-story” approach
 - Protocol for engaging with Indigenous community, including Elders and Knowledge Keepers
 - Shifting approaches from trauma-informed to healing-centred
 - Current approaches and beliefs about Indigenous students need to be challenged
 - How to build relationships with students and colleagues in an intentional way
 - How to build collaborative inquiry into my everyday practices rather than seeing professional learning as an add on
 - Importance of feelings as means of communicating
 - Strategies for working with individuals and groups who have experienced trauma
 - Everyone has gifts
 - Increased awareness of the impact of the Indian Act on the experiences of Indigenous students and families
 - Awareness of the number of resources available through the Urban Indigenous Education Centre
 - Importance of learning from the voices of Indigenous students

Perceived Impacts of Professional Learning on Staff Learning and Practice



Participant Comments on the Professional Learning Experience

"Thank you for organizing this wonderful learning opportunity. I have learned a lot and will continue to find ways to enrich my understanding of Indigenous perspectives so I can share them with others in the spaces I support."

"I began these workshops with a bit of hesitation, but from the first meeting date the feeling of belonging was so profound and my lack of proper information was highlighted. I truly felt after our sessions that it is our duty to make everyone feel belonging in our schools and that indigenous students see themselves on our walls, in our stories and in our teaching."

"This professional learning series has been so valuable. Thank you so much for all your work on putting this together and for the content and books you provided us. It has really helped me to ask myself some hard questions, learn, listen and reflect on my practice."

"I would like to continue to take more actions but need more support in this area and so I hope this kind of learning extends further and that this is not the last time I am part of these kinds of workshops."

"Very powerful professional learning and a safe environment to explore knowledge and to cultivate a deeper understanding with how I position myself in an indigenous space."

"Thank you for the opportunity. These sessions have opened my eyes to thinking about the way I approach teaching. I definitely see that there is work I still have to do in my attempt to decolonize my own class and to assist doing so in the spaces that I currently support."

"Thank you to everyone who made this all happen. This has been my best professional learning in a long time. Going forward, I will be looking at how I can continue to engage with this learning formally. I want to acknowledge how much I appreciated the vulnerability of so many of the facilitators and I learned so much through your willingness to share openly and meet me where I am/was in my own learning. That in and of itself was really powerful modelling in terms of mentorship, facilitation, teaching, coaching."

"I always appreciated listening to the Elders speak, Gave lots of perspectives on what I still don't know and on how to move forward in taking action. I also enjoyed the smudging at the beginning, gave me a sense of calm. This opportunity has made a deep impact on myself personally and professionally. It is a lens I want to bring into more in my work with schools and with administrations. I am deeply humbled by having this opportunity and again hope to engage in more of this kind of learning in the future."

"This has been an incomparable and spiritual process. I deeply value the insights, knowledge and perceptions I've gained through this series and will bring my learning to whatever I pursue across the rest of my career."

Recommendations

- Develop UIEC involvement in directly supporting School Improvement Planning and implementation in all Phase 1 and Phase 2 schools alongside school leadership teams
- Identify explicit processes for Phase 1 and Phase 2 schools to leverage UIEC support consistently throughout the year
- Access and triangulate data from Academic Dashboard (in connection to Teacher classroom assessment), UIEC Student Success Team Referrals, and classroom assessments to identify most urgent needs among, Indigenous students, increase focus on responding to student needs and mobilizing student strengths
- Continue with an explicit focus on educator beliefs about Indigenous students and Indigenous student earning and well-being
- Focus more directly on decolonizing practices in consideration of resources currently available and with opportunities to create new resources for staff

- Create opportunities for Principals and Vice-Principals of Phase 1 and Phase 2 schools to form a Collaborative Inquiry group aimed at enhancing their own leadership capacity in Indigenous Education
- Integrate professional learning about anti-Indigenous racism, trauma informed approaches, concepts of sovereignty and cultural safety into all leadership development opportunities
- Initiate and lead Indigenous Education Administrator Collaborative Inquiry to support the enhancement of Indigenous Education in schools as well as provide support to tracking well-being and learning among First Nations, Métis and Inuit learning and well-being in order to inform School Improvement efforts
- Create professional learning opportunities for Senior Team on anti-Indigenous racism and decolonization the implications for schools and the system
- Create and maintain system wide Indigenous Student Mentoring Network that connects Indigenous TDSB staff with Indigenous students – for First Nations, Métis and Inuit students currently experiencing academic engagement as well as for those experiencing challenges with academic engagement and overall well-being in school
- Begin formal capacity building development in schools with highest numbers of Access to Service referrals to the Urban Indigenous Education Centre

Implications

Participating staff communicated learnings that reflect a need for pedagogies of truth and sovereignty and a constant probing of what these pedagogies might mean for Indigenous student well-being and learning. The work of Aanse must continue to move away from defining issues with solutions that re-entrench settler colonial power (Simpson, 2017) and further toward (re)imagining decolonized learning processes for educators and Indigenous students - processes that focus on respectful, wholistic, and multifaceted ways of affecting conditions in education. The work of Aanse emphasizes the need to support mostly non-Indigenous educators to build respectful, reciprocal relationships with Indigenous students, families and community members in order to highlight resurgence and redress, alongside truth and reconciliation. Such work must necessarily disrupt damage-centred narratives of Indigenous experiences. These deficit-based narratives often become the manifestation of 'awareness' for settler educators.

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Written Notice of Motion for Consideration (Trustees Story and Chernos Lin)

From: Denise Joseph-Dowers, Manager, Board Services, Governance and Board Services

In accordance with Board Bylaw 5.15.2, notice of the following motion was provided at the regular meeting of the Program and School Services Committee on February 19, 2020 and is therefore submitted for consideration at this time.

5.15.2 A notice of motion will be introduced by a member who is present as an advance notification of a matter to be considered at a subsequent Board or Committee meeting. A notice of motion will not be debated at the meeting at which it is introduced...

5.15.2 (c) A notice of motion submitted prior to, or at a committee meeting, will be considered at a subsequent committee meeting...

September as Fetal Alcohol Spectrum Disorder Awareness Month

Whereas, there is no safe amount, no safe time, or no safe kind of alcohol that an individual can drink during pregnancy; and

Whereas, the term Fetal Alcohol Spectrum Disorder (FASD) describes the range of disabilities that may affect an individual who was exposed to alcohol in utero/uterus during pregnancy; and

Whereas, prenatal alcohol exposure is the leading preventable cause of birth defects, such as physical and mental disability and behavioural, executive functioning and/or learning challenges; and

Whereas, the exact number of people affected by FASD is unknown, but it is estimated that two to three (four to five) percent of the population are born annually with the effects of prenatal alcohol exposure; and

Whereas, the estimated cost of FASD in Canada is \$4 billion per year covering education, health, mental health, social services and justice costs; and

Whereas, about half of all pregnancies are unplanned meaning developing fetuses are inadvertently exposed to alcohol; and

Whereas, people around the world began observing International FASD Awareness Day on September 9 each year beginning in 1999, in order that on the ninth day of the ninth month of the year, the world will remember that during the nine months of pregnancy it is important to abstain from alcohol; and

Whereas, the Government of Ontario officially recognizes September as FASD Awareness Month; and

Whereas, with Bill 44, *An Act to amend the Education Act in relation to Fetal Alcohol Spectrum Disorder (FASD)*, the Province of Ontario provided for board activities to promote awareness and understanding of Fetal Alcohol Spectrum Disorder, including best practices to support pupils who may have FASD; and

Whereas, with Bill 172 2020, *An Act in relation to Fetal Alcohol Spectrum Disorder (FASD)*, if given Royal Assent, the Province of Ontario will require school boards to develop policies and guidelines respecting FASD, provide training in the signs and symptoms of FASD, as well as provide strategies to accommodate the needs of children who have diagnosed or suspected FASD;

Whereas, the Toronto Catholic District School Board decided that it would annually recognize September as FASD Awareness Month and September 9th as Fetal Alcohol Spectrum Disorder Awareness Day (FASD); and

Whereas, the health and well-being of students are enhanced by the support of a broad effort to educate about and prevent FASD;

Therefore, be it resolved that the Toronto District School Board annually recognize September as Fetal Alcohol Spectrum Disorder (FASD) Awareness Month and September 9 as Fetal Alcohol Spectrum Disorder (FASD) Awareness Day to:

- (i) increase acceptance, accommodation and support for those individuals so affected,
- (ii) minimize further effects,
- (iii) maximize academic success for FASD affected students,
- (iv) ensure healthier communities in the future.

Written Notice of Motion for Consideration as Emergency Business (Trustees Chernos Lin and Sriskandarajah)

From: Denise Joseph-Dowers, Manager, Board Services, Governance and Board Services

In accordance with the Board's bylaws, emergency business is defined as:

a situation, or the threat of a situation, adversely affecting health, safety and/or well-being, or resulting in significant legal risk or financial damage or loss, which by its nature and seriousness requires an immediate response...

Further,

5.12.7 A matter not on the agenda or directly related to matters arising from discussion cannot be introduced by a trustee at a Board or Committee meeting, or after the notice of agenda has been circulated to members, unless the item qualifies as emergency business and is confirmed by a two-thirds majority vote of the members present.

Transition Funding Supports

Trustees Chernos Lin and Sriskandarajah have submitted the following as a matter of urgency and for consideration as emergency business.

Therefore, be it resolved:

A. That the following matter be deemed as emergency business;

and, if approved (requires a two-thirds majority vote of the members present to be considered);

B. That the following be considered:

Whereas, the Government of Ontario announced that, due to the continued spread of COVID-19, all publicly-funded schools in Ontario, including those at the Toronto District School Board, remain closed to students as of March 13, 2019; and

Whereas, although emergency remote learning opportunities are being provided, we know many students are not able to fully participate in the learning for a variety of reasons; and

Whereas, we know emergency remote learning does not replace in-class, teacher-led learning; and

Whereas, research shows that over the summer break, students experience summer learning loss or, what is known more colloquially as "the summer slide"; and, that research also indicates that summer learning loss tends to be more pronounced among students from lower socio-economic groups or who have less opportunity for summer learning opportunities; and

Whereas, the closure of schools and emergency remote learning, when combined with the upcoming summer break from school will likely create an even more pronounced summer slide; and

Whereas, a trauma-informed approach would have our educators and system leaders modify approaches to teaching and learning that help students overcome the barriers to learning that arise from the stress created by negative psychological, social, financial and health impacts of COVID-19 and the global pandemic response; and

Whereas, until there is a vaccine Boards and schools will most likely need to create and implement new procedures for hygiene and distancing that interfere with and/or slow down existing school procedures and may also need to continue some degree of remote learning should further waves of COVID-19 occur; and

Whereas, the current Provincial funding structure through the existing Grants for Student Needs (GSNs) does not provide for funds to address the unprecedented crisis surrounding Covid-19 and the effects listed above; and

Whereas, all of these challenges pose significant threats to the delivery of a strong public education system; and

Whereas, an excellent public education system is the backbone of a healthy, flourishing society, and must be able to deliver under any and all circumstances; and

Whereas, in times of challenge, it is paramount that everyone work collaboratively to adapt to new circumstances, rise to new challenges and provide excellence in education for all students;

Therefore, be it resolved:

- (a) The Chair send a letter to the Minister of Education requesting that recovery funding be provided to school boards through the Grants for Student Needs to ensure students' successful return to the classroom as a result of the COVID-19 pandemic, including funding for:
 - (i) mental health and well-being supports;
 - (ii) additional staffing and resources to address literacy and numeracy gaps;
 - (iii) transitional staffing resources including additional special education funding;
 - (iv) transitional staffing resources for children with special needs, many of whom will have been without therapy or respite care for an extended period;
 - (v) additional student success teachers to aid students in the transition from elementary to secondary schools;
 - (vi) addressing the substantial information technology gaps in the system, including replacing budgets that boards used to purchase IT and Internet service during the course of this pandemic; provide on-going support to continue supports for IT and Internet; and begin funding IT devices for students at a 1:1 ratio without requiring boards to reallocate funds to purchase IT;

- (b) That the Ontario Public School Boards' Association be encouraged to advocate for the six points at Part (a) above;
- (c) That the member boards of OPSBA be copied on the letter from the Chair.

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Written Notice of Motion for Consideration as Emergency Business (Trustees Chernos Lin and Kandavel)

From: Denise Joseph-Dowers, Manager, Board Services, Governance and Board Services

In accordance with the Board's bylaws, emergency business is defined as:

a situation, or the threat of a situation, adversely affecting health, safety and/or well-being, or resulting in significant legal risk or financial damage or loss, which by its nature and seriousness requires an immediate response...

Further,

5.12.7 A matter not on the agenda or directly related to matters arising from discussion cannot be introduced by a trustee at a Board or Committee meeting, or after the notice of agenda has been circulated to members, unless the item qualifies as emergency business and is confirmed by a two-thirds majority vote of the members present.

Remote Learning: Importance of Connecting With Students

Trustees Chernos Lin and Kandavel have submitted the following as a matter of urgency and for consideration as emergency business.

Therefore, be it resolved:

A. That the following matter be deemed as emergency business;

and, if approved (requires a two-thirds majority vote of the members present to be considered);

B. That the following be considered:

Whereas, all publicly-funded schools in Ontario, including those at the TDSB, remain closed to students until at least May 31, 2020; and

Whereas, the City of Toronto is in a state of emergency due to the pandemic of Covid-19; and

Whereas, Covid-19 has created unprecedented and widespread changes for students, resulting in emotional, social, psychological and financial stress; and

Whereas, physical distancing and other safety measures put in place to protect students, families and staff have led to enormous changes in how children experience school; and

Whereas, the longer the pandemic continues and schools remain closed, the risk of gaps in student learning, progress and achievement grows; and

Whereas, currently it is the decision of individual educators how best to engage students and families, but one that would take into consideration student and family circumstances; and

Whereas, while the Ministry of Education sets the hours of work expected per week, in light of the extended closure families have expressed concerns surrounding how there might be more consistent understanding/expectations regarding the connections between teachers and students across grades, schools and the board; and

Whereas, support for excellence in public education is crucial to the health and strength of our society; and

Whereas, research indicates that strong student/teacher connections are at the heart of good learning, leading to better student engagement, greater student success and improved mental health and well-being;

Therefore, be it resolved that the Director:

- (i) facilitate discussions with all employee groups and seek feedback from parents and students to determine best practices for ensuring meaningful, consistent, interactive remote engagement and learning between educators and students, among students, and between parents/caregivers and teachers;
- (ii) provide necessary supports for educators to help implement any changes going forward, if required;
- (iii) present a report to the Board at the earliest opportunity, on next steps with regard to the initiatives at parts (i) and (ii) above.



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."

Committee Mandate

The Program and School Services Committee's mandate will be to consider and make recommendations to the Board on education matters referred to it for consideration, including matters presented by the Board's Community Advisory Committees.