



## Program and School Services Committee Agenda

PSSC:001A

Wednesday, January 13, 2021

6:30 p.m.

Electronic Meeting

### Trustee Members:

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

### Pages

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

To be presented

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

Timed Item at 7 p.m.

- |      |   |    |
|------|---|----|
| 5.1. | Alternative Schools Community Advisory Committee Report, December 14, 2020                      | 1  |
|      | (For receipt)   |    |
| 5.2. | Black Student Achievement Community Advisory Committee Reports, November 2 and December 7, 2020 | 5  |
|      | (For receipt)   |    |
| 5.3. | Community Use of Schools Community Advisory Committee Reports, October 13 and November 10, 2020 | 9  |
|      | (For receipt)   |    |
| 5.4. | Community Use of Schools Community Advisory Committee Report, December 8, 2020                  | 15 |
1. Revised Terms of Reference

5.5.	Early Years Community Advisory Committee Report, November 13, 2020  (For receipt)	33
5.6.	Environmental Sustainability Community Advisory Committee Report, November 3, 2020  (For receipt)	35
5.7.	Environmental Sustainability Community Advisory Committee 2019-2020 Annual Report  (For receipt)	37
5.8.	Equity Policy Community Advisory Committee Reports, October 26 and November 23, 2020  (For receipt)	43
5.9.	French-as-a-Second-Language Community Advisory Committee Report, November 10, 2020  (For receipt)	47
5.10.	Inner City Community Advisory Committee Reports, November 12 and December 10, 2020  (For receipt)	51
5.11.	Parent Involvement Advisory Committee Reports, October 20 and November 17, 2020  (For receipt)	55
5.12.	Special Education Advisory Committee Report, November 2, 2020	61
	1. New Representative on VOICE for Hearing Impaired Children	
6.	Update on the Implementation of the MYSP (Multi-Year Strategic Action Plans) - Equity, Anti-Racism and Anti-Oppression, 2019-20 Including Centre of Excellence for Black Student Achievement [4010]	65
7.	Model Schools for Inner Cities Update 2019-20 [4009]	79
8.	Solar Sign Options for Schools [4007]	89
9.	Use of Outdoor Spaces for Instructional Time Implementation and Feasibility Report [4008]	93
10.	Adjournment	



## **Community Advisory Committees**

**Name of Committee:** Alternative Schools Community Advisory Committee (ASCAC)

**Meeting Date:** 14 December 2020

A meeting of the Alternative Schools Community Advisory Committee convened on December 14, 2020 from 7:00pm to 9:00pm via Virtual Meeting (Zoom) with Angela Matich (Interim Chair) presiding.

---

**Attendance:** Shelley Laskin (Trustee Ward 8, ASCAC Trustee Member), Angela Matich (Parent, Equinox, ASCAC Interim Chair)

**Staff Lead:** Peter Chang (System Superintendent, Interim)

**Guests:** Also present were: Yvette Duffy (Vice Principal, Secondary Alternative Schools West), Nadine Francis (Parent, Downtown Alternative), Michael Gurgol (Vice Principal, Secondary Alternative Schools West), Rizwana Jafri (Principals, Secondary Alternative Schools West), Matthew Jensen (TDSB Secondary School Student, East York Alternative), Denis Lopes (Principal, Secondary Alternative Schools East), Jana Luettmann (Parent, Equinox), Liza Magcale (Parent, Avondale Alternative ES), Berardo Manari (Assistant Curriculum Leader, SOLE Alternative), Angela Matich (Parent, Equinox), Sanjoy Mitra (Parent, Delta Alternative PS), Emanuel Moura (Vice-Principal, Secondary Alternative Schools East), Rob Rennick (Teacher, Inglenook), Celeste Robinson (TDSB Elementary School Student, Avondale Alternative ES), Rachel Rosen (Teacher, School Of Life Experience), Shannon Salisbury (Teacher, School Of Life Experience), Ben Singer (Parent, Mountview); Sara Wilken (Parent, Beaches Alternative)

**Regrets:** N/A

---

### **Part A: Recommendations**

N/A

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

### *Elections: Co-Chairs, Student Representatives and Members at Large*

The Interim Chair gave an overview of ASCAC and the mandate/purpose of the committee. She also gave an overview of the roles and responsibilities of the membership. The floor was opened for questions and then for the nominations/self-nominations for committee membership.

The Committee had a successful election. Those who self-nominated themselves were acclaimed into the membership and the membership includes:

- Chair (parent from the elementary school panel)
- Two Student Representatives (one from the elementary school panel and one from the secondary school panel)
- Members at Large includes three parents/ guardians from the elementary school panel

### *Terms of Reference (Draft)*

The Committee Chair spoke to the terms of reference and its purpose for the Committee. She instructed the ASCAC Members to review the terms of reference and to notify the Committee Assistant if there are any issues or suggested changes. At the next ASCAC meeting on February 22, 2021, there will be a vote amongst the members for acceptance of the terms of reference.

### *TDSB Board-Wide Updates (Trustee Shelley Laskin & System Superintendent Peter Chang)*

Trustee Shelley Laskin and System Superintendent Peter Chang provided ASCAC with some system updates. The updates included information about the budget drivers, 2021/22 budget, ventilation units, outdoor learning and the secondary program review.

*Budget Drivers* – information was shared to the participants of ASCAC. Trustee Laskin reviewed the budget drivers, purpose and who received the survey link. FBEC is seeking feedback on the drivers (e.g., the importance of the drivers/ priority order or if there are any additional comments/ feedback that have not been captured). Trustee Laskin mentioned that one of the key purposes of the Advisory Committees is to provide advice to the Board.

*2021/22 Budget* – both the government and the board are offering opportunities for providing input for the upcoming school year budget. This process will close the middle of January 2021. FBEC will be having a special meeting on Wednesday, December 16, 2020 to discuss TDSB priorities.

*Ventilation Units* – the province provided approximately six million dollars for ventilation units due to COVID-19. The TDSB used the money for HEPA Filters that have been installed in any classroom where the school did not have mechanical ventilation or limited fresh air intake.

*Outdoor Learning* – many schools have an embedded culture of outdoor school and activities. Some schools are not as experienced/comfortable with outdoor learning. The Board wants to

ensure there was a system response regarding outdoor learning so that any teacher who requires resources feels supported. The Board recently passed a motion for staff to work on supports for schools.

There were 34 schools which were designated as OPAL schools which was a British designation. The program uses found and recycled materials in order to add creativity into outdoor learning/ play. Unfortunately, this program was stopped for Canada and the TDSB is looking at how they can replicate this program. Many schools embraced the fact that fancy equipment wasn't required to have creative activities for outdoor play.

*Secondary Program Review* – at the November 11, 2020 Board meeting, the final report for the *Secondary Program Review* was accepted. The review is scheduled to start in the 2021/22 school year, dependent on the COVID-19 situation. The review will commence with small collegiate schools. Secondary alternative schools are designed as “small schools by design” and will be reviewed at a later date.

Policy reviews have been put on hold this academic school year due to concerns that it would be difficult to have deep community engagement. There is a policy review schedule, though due to COVID-19 and community spread, there may be additional delays to this schedule. An example of this delay is the Optional Attendance Policy (P013). The new policy was planned to be implemented in September 2021 but is now on hold and the current policy will be used.

*Middle French Immersion Program* – the program is for students in Grade 4 and is replacing the Grade 4 Extended French program. The application process will be opening in January 2021.

*School Closures due to COVID-19* – Trustee Laskin gave a brief overview regarding Toronto Public Health (TPH) and school closures. At the time of this meeting 10 schools were closed by TPH due to Covid outbreaks. Parents are trying to figure out why schools with a small number of positive cases are being closed while schools with a larger number of positive cases are not being closed. TPH makes the decision on which schools need to be closed and the TDSB continues to follow the advance of TPH.

*Open Floor* - Any meeting attendee may bring forth any matter they wish to discuss with ASCAC. – meeting participants were welcomed to ask questions, provide feedback and or let the Committee know of any concerns they may have.

## **Part C: Ongoing Matters**

*Elementary & Secondary Alternative Schools Virtual Workshops - Starting a sub-committee working group. Call for volunteers.* – deferred to the February 22, 2021 meeting

**Report Submitted by:** Peter Chang, System Superintendent; Learning Centre Central

Blank Page



## Community Advisory Committees

**Name of Committee:** Black Student Achievement Community Advisory Committee

**Meeting Date:** November 2, 2020

A meeting of the Black Student Achievement Community Advisory Committee was not held as quorum was not achieved.

---

<b>Present:</b>	Alexis Dawson, Co-Chair, (Community Co-Chair), Trustee Chris Moise (Trustee Co-Chair), Sharon Beason (Parent/ FSLAC Rep), Tina Beason (Student Rep), Sophia Ruddock (Parent Rep), Grace-Camille Munroe (Lifelong Leadership Institute), Lisa-Marie Williams (Law Society of Ontario),  Staff Lead: Executive Superintendent Curtis Ennis, Superintendent Jacqueline Spence Administrative Support: Oyin Orekoya
<b>Staff:</b>	Rosalie Griffith
<b>Guests:</b>	Peter Singh (Executive Officer, IT Services)
<b>Observers</b>	
<b>Regrets:</b>	Samantha Peters

**Part A: Recommendations – NIL**

**Part B: For Information Only - NIL**

**Part C: Ongoing Matters – NIL**

**Report Submitted by:** Curtis Ennis

Blank Page





## Community Advisory Committees

**Name of Committee:** Black Student Achievement Community Advisory Committee

**Meeting Date:** December 7, 2020

A meeting of the Black Student Achievement Community Advisory Committee convened on December 7, 2020 from 7:09p.m. to 9:30 p.m. in a virtual meeting with Co-Chair Alexis Dawson and Trustee Chris Moise presiding

<b>Present:</b>	Alexis Dawson, Co-Chair, (Community Trustee), Trustee Chris Moise (Trustee Co-Chair), Sharon Beason (Parent/ FSLAC Rep), Tina Beason (Student Rep), Sophia Ruddock (Parent Rep), Mikhail Burke (University of Toronto), M. Blacksmith Ben-Moodie (Police), Lisa-Marie Williams (Law Society of Ontario), Cherie Mordecai-Steer (Social Service/CAS), Trustee Christopher Mammoliti  Staff Lead: Executive Superintendent Curtis Ennis, Superintendent Jacqueline Spence Administrative Support: Oyin Orekoya
<b>Staff:</b>	Rosalie Griffith, Thando Hyman, Randy Samuel, Deborah Castello, Kowthar Omar, Tasha Tyrell, Korina Thomas-Reynolds, Valarie Taitt, Khadra Hussein, Tevya Reid, Jemaine Wallace
<b>Guests:</b>	Dr. Lance McCready (University of Toronto), Sewsen Igbu (University of Toronto), Karima Kinlock (University of Toronto), Trustee Jennifer Story, David Cameron (TDSB)
<b>Observers</b>	Melanie Carrington, Debbie King, Osagyefo McGregor, Yolande Davidson, Nessa Gin, T. Daley
<b>Regrets:</b>	

**Part A: Recommendations – NIL**

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

Newly appointed Trustee to BSACAC, Trustee Christopher Mammoliti was introduced to the committee.

The Outdoor Learning Motion was presented to the committee by Trustee Jennifer Story and Co-Chair Alexis Dawson. BSACAC moved to receive the report after discussion.

Staff update to BSACAC included

- Ongoing work with the Centre of Excellence for Black Students Success
- Bussing Update on Inclement Weather. On the rare occasion that schools are closed, there will be no remote learning option.
- Result of the mass testing conducted at Valley Park PS and the recently updated direction from Toronto Public Health on when students should stay home due to COVID.

David Cameron (Senior Manager, Research and Development) presented on Use of Big Data for Equity and Census Portrait for Black students in the TDSB. The reports were well received by the committee with feedback on some other areas the committee would like to have more data on.

Dr Lance McCready and his team from the University of Toronto presented on their ongoing project to improve black families' experience in the child welfare system. They are collaborating with the Children's Aid Society of Toronto to work with black families to improve their experience and achieve better outcomes that centres the voices of black families in the processes, decisions and resolutions that are made. They are working to partner with the TDSB to promote this project to staff, student and families as needed.

## **Part C: Ongoing Matters**

NIL

**Report Submitted by:** Curtis Ennis



## Community Advisory Committees

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

**Meeting Date:** 13 October 2020

A meeting of the Community Use of Schools Community Advisory Committee convened on 13 October 2020 from 8:00 a.m. to 9:32 a.m. via Zoom with Co-Chairs Michelle Aarts and Judy Gargaro presiding.

---

**Attendance via Zoom:** **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), **Heather Mitchell** (Toronto Sports Council), **Alex Viliansky** (Felix Swim School), **Patrick Rutledge** (Big League Book Club), **Narni Santos** (The Learning Enrichment Foundation), **Susan Fletcher** (SPACE), **Alan Hrabinski** (Toronto Basketball Association), **Graham Welsh** (Toronto Sports Social Club), **Beje Melamed** (North Toronto Soccer Club), **Doug Blair** (North Toronto Soccer Club), **Elizabeth Lukie** (Hutt Piano Class).

Also present were TDSB Staff: **Steve Shaw** (Executive Officer, Facilities & Planning), **Maia Puccetti** (Executive Officer, Facilities & Planning), **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), **Jonathan Grove** (Interim Senior Manager, Plant Operations).

**Regrets:** **Dave McNee** (Quantum Sports and Learning Association), **Dennis Keshinro** (Belka Enrichment Centre), **Kevin Battaglia** (TSAA), **Sam Glazer** (Congregation Beth Haminyan), **Sara Somerset** (Jack of Sports), **Denise De Paola** (TSAA), **Monika Constantino** (Toronto Soccer Connection).

---

### Part A: Recommendations

None

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

### Final Review of Permit 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:** Maia Puccetti



## **Community Advisory Committees**

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

**Meeting Date:** 10 November 2020

A meeting of the Community Use of Schools Community Advisory Committee convened on 10 November 2020 from 8:00 a.m. to 10:00 a.m. via Zoom with Co-Chairs Michelle Aarts and Judy Gargaro presiding.

---

**Attendance via Zoom:** **Michelle Aarts** (Trustee), **Judy Gargaro** (Etobicoke Philharmonic Orchestra), **Dan MacLean** (Trustee), **Lynn Manning** (Girl Guides of Canada, Ontario Council), **Heather Mitchell** (Toronto Sports Council), **Alex Viliansky** (Felix Swim School), **Patrick Rutledge** (Big League Book Club), **Susan Fletcher** (SPACE), **Alan Hrabinski** (Toronto Basketball Association), **Doug Blair** (North Toronto Soccer Club), **Dave McNee** (Quantum Sports and Learning Association), **Sara Somerset** (Jack of Sports).

Also present were TDSB Staff: **Maia Puccetti** (Executive Officer, Facilities & Planning), **Ugonma Ekeanyanwu** (Acting Facility Permitting Team Leader), **Ndaba Njobo** (Facility Permitting Coordinator), **Tina Androutsos** (Executive Assistant), **Shirley Adderley** (Manager, Facilities Issues & System Liaison), **Jonathan Grove** (Interim Senior Manager, Plant Operations).

**Guests:** **Monika Constantino** (Toronto Soccer Connection), **Elizabeth Lukie** (Hutt Piano Class), **Terence Phillips** (Phillips Basketball Academy), **Graham Welsh** (Toronto Sports Social Club), **Beje Melamed** (North Toronto Soccer Club).

**Regrets:** **Dennis Keshinro** (Belka Enrichment Centre), **Kevin Battaglia** (TSAA), **Sam Glazer** (Congregation Beth Haminyan), **Gerry Lang** (Citizens For Life Long Learning), **Jonathan Wood** (Toronto Accessible Sports Council), **Narni Santos** (The Learning Enrichment Foundation).

---

## **Part A: Recommendations**

None

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

### Status of Community Use of School Permits

Under the most recent provincial public health and Toronto Public Health directives, the majority of community use permits have been suspended until January. City of Toronto use of pools and some Parks and Recreation programs are continuing as these are part of a separate lease agreement.

### Approval of Permit Unit's Frequently Asked Questions (FAQ)

The final version of the FAQ, which were reviewed in October, were approved by the Committee and have been added to the TDSB Community Use of Schools web page.

### Washroom Access for Permits

Transgender/non-binary use of washrooms – information box added to the FAQ, “What to do if the group has a special request or accommodation request?”

*If your group requires any form of accommodation not listed on the application, you can add your request in the comment box (Step #4 of the Permit Application process)*

### Terms of Reference

Final revisions to the Terms of Reference to be completed and sent to the Committee Co-chairs.

### Deferral of Committee's November Annual General Meeting

Review of options to extend current committee members' terms until the next AGM can be organized as a virtual event. Decision deferred to next committee meeting.

### **Trustee Update:**

Review of Community Advisory Committees is upcoming in 2021, including a recommendation for a new Mental Health Community Advisory Committee

Update regarding the Director's Search Committee.

Links to the Presentation from Board of Health, Board of Health Report, as well as October 14, 2020 Budget Update provided.

**Part C: Ongoing Matters**

Whether community use permits will be activated for January 2021 is subject to direction from province and Toronto Public Health.

Finalization of Terms of Reference and possible extension of current committee members terms until next AGM.

**Report Submitted by:** Maia Puccetti

Blank Page





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

**Meeting Date:** 8 December 2020

A meeting of the Community Use of Schools Community Advisory Committee convened on 8 December 2020 from 8:00 a.m. to 10:00 a.m. via Zoom with Co-Chairs Michelle Aarts and Judy Gargaro presiding.

---

**Attendance via Zoom:** **Michelle Aarts** (Trustee), **Judy Gargaro** (Etobicoke Philharmonic Orchestra), **Dan MacLean** (Trustee), **Lynn Manning** (Girl Guides of Canada, Ontario Council), **Heather Mitchell** (Toronto Sports Council), **Alex Viliansky** (Felix Swim School), **Patrick Rutledge** (Big League Book Club), **Susan Fletcher** (SPACE), **Alan Hrabinski** (Toronto Basketball Association), **Doug Blair** (North Toronto Soccer Club), **Dave McNee** (Quantum Sports and Learning Association), **Sara Somerset** (Jack of Sports).

Also present were TDSB Staff: **Maia Puccetti** (Executive Officer, Facilities & Planning), **Ugonma Ekeanyanwu** (Acting Facility Permitting Team Leader), **Ndaba Njobo** (Facility Permitting Coordinator), **Tina Androutsos** (Executive Assistant), **Shirley Adderley** (Manager, Facilities Issues & System Liaison), **Jonathan Grove** (Interim Senior Manager, Plant Operations).

**Guests:** **Monika Constantino** (Toronto Soccer Connection), **Elizabeth Lukie** (Hutt Piano Class), **Terence Phillips** (Phillips Basketball Academy), **Graham Welsh** (Toronto Sports Social Club), **Beje Melamed** (North Toronto Soccer Club).

**Regrets:** **Dennis Keshinro** (Belka Enrichment Centre), **Kevin Battaglia** (TSAA), **Sam Glazer** (Congregation Beth Haminyan), **Gerry Lang** (Citizens For Life Long Learning), **Jonathan Wood** (Toronto Accessible Sports Council), **Narni Santos** (The Learning Enrichment Foundation).

---

## **Part A: Recommendations**

CUSCAC recommends:

That the revised Terms of Reference for the Community Use of Schools Community Advisory Committee (CUSCAC), as detailed in Appendix A, be approved.

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

### Status of Community Use of School Permits

Under the most recent provincial public health and Toronto Public Health directives, all community use permits continue to be suspended until January. City of Toronto programs are also suspended.

### Terms of Reference

CUSCAC will submit revised Terms of Reference to Program and School Services Committee for consideration. Final revisions to the Terms of Reference to be completed and will be sent to the Committee Co-chairs for final review.

Appendix B provides the previous Terms of Reference in the “tracked changes” format. The primary changes to the Terms of Reference are as follows:

- i. Board determines the number of Trustees assigned to the committee and who is the Trustee Co-Chair;
- ii. Revised list of TDSB staff who shall act as resources to the committee and should attend committee meetings;
- iii. Minutes will be recorded by the Committee Assistant, but in the absence of the Committee Assistant, may be recorded by any member appointed by the Committee;
- iv. Re-formatting of the Terms of Reference document and eliminating duplication of items.

The original Terms of Reference were approved by the Board on November 17, 2004, and subsequently revised on December 10, 2007, March 2012, June 2014, October 2014 and April 2015. The Community Use of Schools Community Advisory Committee (CUSCAC) requested updates to the Terms of Reference to simplify the document and to further align with the guidelines in the Community Advisory Committee Handbook.

Consultation to revise the Terms of Reference was initiated in 2019 with the Committee, including the Trustee representatives, and the former Executive Officer of Facility

Services and Planning. Consultation to revise the Terms of Reference was halted due to the pandemic and restarted when the Community Advisory Committee meetings were resumed in October 2020.

Extend the term of the existing Year A members, for this one time, until the next the Annual General Meeting. The November 2020 AGM was deferred due to the pandemic.

The November 2020 Annual General Meeting (AGM) was deferred because of the pandemic. The next "Year A" committee members would have been selected at the November AGM. A virtual AGM is an option, but this would require pre-planning and staff resources to facilitate. Considering this, the CUS Committee Advisory Committee recommends extending the term of the existing members, (Year A), until the next AGM is held. The other benefit of extending the terms for the current members is that this group has been involved with changes brought about by the pandemic, impacting community use of schools. The group is familiar with the health and safety concerns and as such would be in a good position to understand and adapt to further changes impacting community use of schools.

Year A (those years ending in an even number) represents the following: Children, Community Advocacy, For-Profit, Parent groups, Persons with disabilities, Seniors, plus one (1) additional member to total seven (7) members.

Appendix A, Revised Final Terms of Reference  
Appendix B, Tracked Changes Terms of Reference

#### Deferral of Committee's November Annual General Meeting

Discussion regarding the options and current Year A committee members accepted to extend their terms until the next AGM can be organized as a virtual event, subject to approval by the Board. Discussion regarding whether we could organize a virtual AGM - which TDSB staff will review.

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

As of late December, community use permits have been suspended for January 2021 – in accordance with the provincial lock down.

Terms of Reference, once finalized, to be presented at January 13 PSSC meeting as well as the recommendation to extend current Year A committee members terms until next AGM. Once approved, information will be updated. on [Community Advisory Committee](#) web page..

**Report Submitted by:** Maia Puccetti

<b>Community Use of Schools Community Advisory Committee (CUSCAC) Terms of Reference</b>	
<b>Senior Resource Person(s)</b>	Maia Puccetti - <a href="mailto:maia.puccetti@tdsb.on.ca">maia.puccetti@tdsb.on.ca</a>
<b>Admin Support</b>	Tina Androutsos – <a href="mailto:tina.androutsos@tdsb.on.ca">tina.androutsos@tdsb.on.ca</a>
<b>Trustees</b>	Dan MacLean - <a href="mailto:Dan.MacLean@tdsb.on.ca">Dan.MacLean@tdsb.on.ca</a> Michelle Aarts - <a href="mailto:Michelle.Aarts@tdsb.on.ca">Michelle.Aarts@tdsb.on.ca</a>
<b>Chairs/Co-Chairs</b>	Community Co-Chair – Judy Gargaro - <a href="mailto:jgagaro@quickmail.com">jgagaro@quickmail.com</a> ; Trustee Co-Chair – Michelle Aarts - <a href="mailto:Michelle.Aarts@tdsb.on.ca">Michelle.Aarts@tdsb.on.ca</a>
<b>Mandate of the CAC</b>	<ol style="list-style-type: none"> <li>a) to facilitate ongoing feedback from community organizations on both the continued implementation of policy P011 (Community Use of Board Facilities) and P023 (Parent and Community Involvement);</li> <li>b) to suggest improvements to the policies stated above; to assess the impact of Community Use of Schools (CUS) funding from the Ministry of Education on use of space and to make recommendations regarding that funding;</li> <li>c) to make recommendations to the TDSB in order to: <ol style="list-style-type: none"> <li>i. increase the accessibility and use of school facilities by community groups;</li> <li>ii. increase the concurrent use of school facilities by multiple community groups;</li> <li>iii. increase revenues from the Province of Ontario to support CUS;</li> <li>iv. improve and streamline the permit application process and reduce barriers to access;</li> <li>v. ensure access and equity considerations regarding CUS;</li> </ol> </li> <li>d) to collaborate with other initiatives within TDSB as they impact CUS: e.g. Model schools, Focus on Youth program, service integration, Continuing Education, access to pools, Toronto Lands Corporation regarding community use, Full day kindergarten, Priority School Initiative, Facilities Partnership Agreements, etc (not a comprehensive list). This may also involve the TDSB speaking to the City of Toronto and Province of Ontario for areas under their jurisdiction.</li> </ol>
<b>Membership &amp; Committee Structure</b>	<ol style="list-style-type: none"> <li>a) Minimum of 2 Trustees on the Committee; The Board determines the number of Trustees and the Trustee Co-Chair. The Trustee Co-chair holds one vote and if unable to attend the meeting, may assign that vote to the other Trustee on the Committee as a designate. Other Trustees who are not members of the CUSCAC have a right to attend and participate in meetings, but do not have voting privileges.</li> <li>b) Fourteen (14) community representatives with 14 votes bringing perspectives from diverse groups both from specific geographic areas of Toronto and City-wide, including groups that permit space and those that do not. These groups could include but are not limited to: <ul style="list-style-type: none"> <li>• sports and recreation</li> <li>• arts and hobbies</li> <li>• youth</li> <li>• programs for children and families</li> <li>• seniors</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• persons with disabilities</li> <li>• parent groups</li> <li>• community advocacy groups</li> <li>• faith-based</li> <li>• aboriginal</li> <li>• for-profit groups</li> </ul> <p>c) Annually, the committee should review its composition and recruit community representatives to maintain diversity. This review should include identification of potential groups, geographic areas and permit use of TDSB space.</p> <p>d) The maximum number of members eligible to vote is 15, present and in person: 14 community representatives and 1 Trustee.</p> <p>e) Representatives of other key organizations are encouraged to attend and participate in meetings, but do not have voting privileges.</p> <ul style="list-style-type: none"> <li>• City of Toronto, i.e. Councillor, Senior City Staff (Social Development and Forestry, Parks and Recreation), Toronto Community Housing;</li> <li>• Toronto Lands Corporation;</li> <li>• TDSB Parent and Community Involvement Committee representation;</li> <li>• Funders: i.e., United Way, Laidlaw</li> <li>• Representative from the Government/Staff of the Province of Ontario</li> </ul> <p>f) The following TDSB staff will act as resources to the committee and should attend and participate in the meetings as appropriate, but are not voting members.</p> <ul style="list-style-type: none"> <li>• Staff Liaison Lead- Executive Officer Facilities and Planning</li> <li>• Committee Assistant</li> <li>• Senior Manager – Plant Operations and Community Use of Schools</li> <li>• Permit Coordinator</li> <li>• Plant Operations and Community Use of Schools staff as required</li> <li>• Program Manager – Continuing Education</li> <li>• Toronto School Administrators Association representative (TSSA)</li> <li>• Other departments/staff as required</li> </ul> <p><b>Committee Structure</b></p> <p>a) Co-Chairs:</p> <ul style="list-style-type: none"> <li>• Board of Trustees appoints one Trustee as Co-Chair and the committee selects one Co-Chair from the community member representatives (annually unless otherwise decided by the CUSCAC).</li> <li>• The Trustee Co-Chair and Community Co-Chair have equal status with regard to agenda setting, meeting management, and role as</li> </ul>
--	---

	<p>the CUSCAC spokesperson. The Co-Chairs will mutually agree upon specific division of responsibilities.</p> <p>b) Alternates:</p> <ul style="list-style-type: none"> <li>• Alternates are considered replacements for voting members; therefore, alternates share the same roles and responsibilities as voting members when the voting member is not present.</li> <li>• Alternates must be proposed to and accepted by the voting members</li> <li>• Alternates can attend meetings as observers when the voting member is present.</li> <li>• Alternates can be declared candidates in the election of voting members.</li> </ul> <p>c) Attendance</p> <ul style="list-style-type: none"> <li>• Members and Alternates who miss 3 meetings in a row or more than half the meetings in a calendar year will be deemed to have resigned.</li> <li>• The Committee Assistant will track attendance and issue warnings as needed.</li> <li>• The Committee Assistant will issue a notice of resignation when needed.</li> </ul> <p>d) Observers</p> <ul style="list-style-type: none"> <li>• Observers who are interested in joining the committee can attend meetings and speak (at the Co-Chairs' discretion) but not vote.</li> <li>• Observers who have regularly attended meetings can be considered for Alternate and/or Member status when there is a vacancy within the category they represent.</li> </ul>
<p><b>Terms of Membership</b></p>	<p>Community representatives will serve for a renewable term of 2 years. Should community representatives be unable to fulfil their terms, CUSCAC can appoint a new community representative for the remainder of their 2-year term.</p> <p><b>Elections of members</b></p> <p>a) Fourteen community members will be elected for two-year terms. Terms will run from January to the December one-year later (i.e., January 2015 to December 2016).</p> <p>b) Elections will occur in November at the Annual General Meeting of CUSCAC.</p> <p>c) To ensure that there is a staggered turnover of members and maintenance of diversity, seven (7) community positions will come up for election in Year A and seven (7) will come up for election in Year B.</p> <p>i. Categories in Year A (those years ending in an even number) will be Children, Community Advocacy, For-Profit, Parent groups, Persons with disabilities, Seniors, plus one (1) additional member to total 7.</p>

	<p>ii. Categories in Year B (those years ending in an odd number) will be Aboriginal, Arts and Hobbies, Faith-based, Sports and Recreation, Youth plus two (2) additional members to total 7</p> <p>d) A general invitation will be posted on the TDSB website inviting members of the community to the Annual General Meeting. Current permit holders will be emailed a notice of the meeting by the Permit Department, where possible.</p> <p>e) Candidates will be identified by the category(ies) of permit holder (see Item “c” above) they represent and will be allowed to issue a short statement to indicate why they wish to be a voting member.</p> <p>f) Candidates must declare their candidacy in advance of the Annual General Meeting and must have attended in person a minimum of 1 entire meeting during the past year.</p> <p>g) One (1) election ballot will be issued to each active permit holder (regardless of how many permits they hold). Only permit holders with valid ballots will be allowed to vote during the election.</p> <p>h) Votes will be registered by secret ballot. All permit holders are eligible to vote for a representative from every membership category.</p> <p>i) The candidate placing second may be designated that category's Alternate; failing a second place candidate, CUSCAC voting members may appoint an Alternate.</p>
<b>Description of Quorum</b>	<p>The quorum of CUSCAC is half the total of members plus one rounded down. As the maximum number of eligible members is 15 members, quorum would be 8 members.</p> <p>a) Trustees – when there are 2 or more Trustee members of the committee, they will count as one member for quorum and for votes.</p>
<b>Meetings</b>	<p>a) Meetings will be held monthly (approximately 10 per year). Occasional meetings may be by conference call or virtually, if necessary.</p> <p>b) Sub-committees/Working groups to be established as required, with Terms of Reference or scope of work established by the CUSCAC. Workgroups, if required, may meet more frequently.</p> <p>c) Minutes of meetings and background information should be circulated by the Committee Assistant one week prior to the next meeting.</p> <p>d) Meeting schedules to be organized at times convenient to the majority of members of the CUSCAC.</p> <p>e) A schedule of CUSCAC meetings will be established at the beginning of each school year, published on the TDSB website and available via e-mail from the Co-Chairs or Committee Assistant.</p> <p>f) The Annual General Meeting will be held in November of each year. It will include a report of the activities conducted during the previous year.</p> <p>g) Notice of the Annual General Meeting will be issued one (1) month in advance, published on the TDSB website and available via e-mail from the Co-Chairs or Committee Assistant.</p> <p><b>Agendas and Minutes:</b></p>



	<ul style="list-style-type: none"> <li>a) Minutes will be recorded by the Committee Assistant, but in the absence of the Committee Assistant, may be recorded by any member appointed by the Committee.</li> <li>b) Minutes must contain same essential information as Committee Reports (e.g., date, time, place of meeting, attendance/regrets, Chair of meeting, process for motions/decisions).</li> <li>c) Minutes of the CUSCAC will be formally recorded and made available. (see the Community Advisory Committee Handbook for the format of minutes).</li> <li>d) Agendas and notice of meetings and minutes to be circulated by the Committee Assistant no later than one week in advance.</li> <li>e) Members must submit any documents to be printed or shared electronically, 48 hours prior to the meeting.</li> <li>f) A designated staff member will act as the Committee Assistant and assist Co-chairs with agenda development, minutes, coordination of meetings and committee lists, outreach, information gathering.</li> </ul> <p><b>Decision making</b></p> <ul style="list-style-type: none"> <li>a) Where possible, decisions should be made by consensus.</li> <li>b) When votes are necessary, a simple majority will be sufficient.</li> </ul>
<b>Communicating Advice to the Board</b>	<p>Advice may take the form of formal recommendations approved by a decision of the committee and presented in a committee report, or feedback as expressed in a separate Committee document or recorded in the minutes of meetings.</p> <ul style="list-style-type: none"> <li>a) There are two ways to present advice to the Board of Trustees: a request may be made for a delegation at the Program and School Services Committee (PSSC) or a committee report may be presented to PSSC.</li> <li>b) A Community Advisory Committee may direct advice to senior staff, either on request or independently, where such matter is appropriate for staff attention.</li> <li>c) All Reports go first to Board Services for routing to the next PSSC meeting.</li> <li>d) The Staff Resource Person assigned to the CUSCAC is responsible for assisting the committee in its work and providing guidance and advice on issues related to the mandate of the committee.</li> <li>e) TDSB staff will share reports or recommendations with the Community Advisory Committee, prior to submitting the report to the appropriate Board Committee.</li> </ul>
<b>Requests for Information</b>	<p>CUSCAC may request information directly from staff. The staff liaison will determine which requests for information may be accommodated and the timelines for doing so, and which requests require the approval by the Board of Trustees or Director of Education.</p>
<b>Budget</b>	<p>Set resources (reviewed annually) are available to support meeting expenses.</p>

<b>Networking</b>	The CUSCAC is free to establish its own communication network among itself and to participate in joint or collective activities relevant to its role.
<b>Code of Conduct</b>	<p>All Community Advisory Committees must abide by the principles set out on the <a href="#">Board Code of Conduct</a> established by the TDSB (Operational Procedure PR585). Key Principles as they relate to CUSCAC members are listed below:</p> <ul style="list-style-type: none"> <li>a) Members of CUSCAC will serve and be seen to serve community permit holders and community members, including school communities, in a constructive, respectful, conscientious and diligent manner;</li> <li>b) Members of CUSCAC should be committed to performing their functions with integrity and to avoiding the improper use of the influence of their position, and conflicts of interest, both apparent and real;</li> <li>c) The Integrity Commissioner should be consulted for advice by members of CUSCAC if the application of any section of this Code of Conduct is unclear.</li> </ul> <p>Conduct At Committee Meetings: Members of CUSCAC act in the service of the community. They are expected to respect the procedural rulings of the Co-Chairs. The Committee will follow the procedural rules of the TDSB Bylaws when conducting its meetings and follow the guidelines of the <a href="#">Community Advisory Committee Handbook</a>.</p> <p>Conduct Respecting Staff Members:</p> <ul style="list-style-type: none"> <li>a) No member of CUSCAC will maliciously or falsely injure the professional or ethical reputation, or the prospects or practice of staff members of the Board, and all members of CUSCAC will show respect for the professional capacities of staff members.</li> <li>b) No members of CUSCAC will compel staff members to engage in partisan political activities or be subjected to threats or discrimination for refusing to engage in such activities. No member of CUSCAC will use, or attempt to use, their authority or influence for the purpose of intimidating, threatening, coercing, commanding, or influencing any staff member with the intent of interfering with that person's duties, including the duty to disclose improper activity.</li> </ul>

**Toronto District School Board  
Community Use of Schools Community Advisory  
Committee - CUSCAC Terms of Reference<sup>1</sup> March 2019**

**1. Mandate**

- a. to facilitate ongoing feedback from community organizations on Policy P.011 (Community Use of Board Facilities) and P.023 (Parent and Community Involvement);
- b. to suggest improvements to the policy;
- c. ;
- d. to assess the impact of CUS funding from the Ministry of Education on use of space and to make recommendations regarding that funding
- e. to make recommendations to the TDSB in order to:
  - increase the accessibility and use of school facilities by community groups
  - increase the concurrent use of school facilities by multiple community groups
  - increase revenues from the Province of Ontario to support CUS
  - improve and streamline the permit application process and reduce barriers to access.
  - ensure access and equity considerations re CUS
- f. to collaborate with the work of other initiatives within TDSB as they impact on CUS: e.g. Model schools, Focus on Youth program, service integration, Continuing Education, access to pools, Toronto Lands corporation re: community use, Full Day Kindergarten, Priority School Initiative, Facilities Partnership Agreements (not a comprehensive list). This may also involve the TDSB speaking to the City of Toronto and Province for areas under their jurisdiction.

**2. Membership**

- a. The committee will have a minimum of 2 trustees; the trustees will hold one vote. The Board determines the number of Trustees assigned to the committee and those trustees will determine who is the Trustee Co-Chair. Other trustees who are not members of the CUSCAC have a right to attend and participate in meetings, but do not have voting privileges.
- b. Fourteen community representatives with 14 votes bringing perspectives from diverse groups both from specific geographic areas of Toronto and City-wide, including groups that permit space and those that do not. These groups could include
  - sports and recreation
  - arts and hobbies
  - youth
  - programs for children and families
  - seniors

---

<sup>1</sup> Original Terms of Reference approved by the Board Nov 17, 2004, revised December 10<sup>th</sup> 2007, March 2012, June 2014, October 2014, April 2015

Board Policy P.023 SCS: Parent and Community Involvement

G02(\tdsbexeshr\Exec\_silo\Secretariat\Staff\g02\project\webpol\P023 SCS.doc)sec.1530

- persons with disabilities
  - parent groups
  - community advocacy groups
  - faith-based
  - aboriginal
  - for-profit groups
- c. Annually, the committee should review its composition and recruit community representatives to maintain diversity. This review should include identification of potential groups, geographic areas and permit use of TDSB space.
- d. The maximum number of members eligible to vote is 15, present and in person: 14 community representatives and 1 Trustee.
- e. Representatives of other key organizations are encouraged to attend and participate in meetings, but do not have voting privileges.
- City of Toronto, i.e. Councillor, Senior City Staff (Social Development and Parks, Forestry and Recreation), Toronto Community Housing
  - Toronto Lands Corporation
  - TDSB Parent and Community Involvement Committee representation
  - Funders: i.e., United Way, Laidlaw
  - Representative from the Government/Staff of the Province of Ontario
- f. The following TDSB staff shall act as resources to the committee and should attend and participate in the meetings as appropriate but are not voting members.
- i. Staff Liaison Lead- Executive Officer Facilities and Planning
  - ii. Committee Assistant
  - iii. Senior Manager – Plant Operations and Community Use of Schools
  - iv. Permit Coordinator
  - v. Plant Operations and Community Use of Schools staff as required
  - vi. Program Manager – Continuing Education
  - vii. Toronto School Administrators Association representative (TSSA)
  - viii. Other departments/staff as required

### **3. Terms**

- a. Community representatives will serve for a renewable term of 2 years.
- b. Should community representatives be unable to fulfil their terms, CUSCAC can appoint a new community representative for the remainder of their 2-year term.

## 4. **Committee Structure**

### a. Co-Chairs:

- The Board will appoint minimum of two Trustees with one Trustee as Co-Chair and the committee selects one Co-Chair from the community member representatives (annually unless otherwise decided by the CUSCAC).
- The Trustee Co-Chair and Community Co-Chair have equal status with regard to agenda setting, meeting management, and role as the CUSCAC spokesperson. The Co-Chairs will mutually agree upon specific division of responsibilities.

### • Alternates must be proposed to and accepted by the voting members

- Alternates are considered replacements for voting members; therefore, alternates share the same roles and responsibilities as voting members when the voting member is not present.
- Alternates can attend meetings as observers when the voting member is present.
- Alternates can be declared candidates in the election of voting members.

### c. Attendance

- Members who miss 3 meetings in a row or more than half the meetings in a calendar year will be deemed to have resigned.
- The Committee Assistant will track attendance and issue warnings as needed.
- The Committee Assistant will issue a notice of resignation when needed.

### d. Observers

- Observers who are interested in joining the committee can attend meetings and speak (at the Chair's discretion) but not vote.
- Observers who have regularly attended meetings can be considered for Alternate and/or Member status when there is a vacancy within the category they represent.

## 5. **Elections of members**

a. Fourteen community members will be elected for two-year terms. Terms will run from January to the December. b. Elections will occur at the Annual General Meeting of CUSCAC.

c. To ensure that there is a staggered turnover of members and maintenance of diversity, seven (7) community positions will come up for election in Year A and seven (7) will come up for election in Year B.

i. Categories in Year A (those years ending in an even number) will be Children, Community Advocacy, For-Profit, Parent groups, Persons with disabilities, Seniors, plus one (1) additional member to total 7.

ii. Categories in Year B (those years ending in an odd number) will be Aboriginal, Arts and Hobbies, Faith-based, Sports and Recreation, Youth plus two (2) additional members to total 7.

d. A general invitation will be posted on the TDSB website inviting members of the community to the Annual General Meeting. Current permit holders will be emailed a notice of the meeting by the Permit Department, where possible.

e. Candidates will be identified by the category(ies) of permit holder (see 2b) they represent and will be allowed to issue a short statement to indicate why they wish to be a voting member.

f. Candidates must declare their candidacy in advance of the Annual General Meeting and must have attended in person a minimum of 1 entire meeting during the past year.

- g. One (1) election ballot will be issued to each active permit holder (regardless of how many permits they hold). Only permit holders with valid ballots will be allowed to vote during the election.
- h. Votes will be registered by secret ballot. All permit holders are eligible to vote for a representative from every membership category.
- i. The candidate placing second may be designated that category's Alternate; failing a second place candidate CUSCAC voting members may appoint an Alternate.

## 6. **Quorum**

The quorum of CUSAC is half the total of members plus one rounded down. As the maximum number of eligible members identified in item 2 is 15, quorum would be 8 members

- a. Trustees  
when there are 2 or more trustee members of the committee, they will count as one member for quorum and for votes.

## 7. **Meetings**

- a. Meetings will be held monthly (approximately 10 per year). Occasional meetings may be by conference call, if necessary.
- b. Workgroups, if required, may meet more frequently.
- c. Minutes of meetings and background information should be circulated by Committee Assistant one week prior to the next meeting.
- d. Meeting schedules to be organized at times convenient to the majority of members of the CUSCAC.
- e. A schedule of CUSCAC meetings will be established at the beginning of each school year, published on the TDSB website and available via e-mail from the Co-Chairs or Committee Assistant.
- f. Permit holders may submit a request to the Co-Chairs no later than one week in advance to make a delegation at a meeting. Complete details of the delegation procedure can be found at <https://www.tdsb.on.ca/About-Us/Detail/docId/2007>
- g. The Annual General Meeting will be held in November. It will include a report of the activities conducted during the previous year.
- h. Notice of the Annual General Meeting will be issued one (1) month in advance, published on the TDSB website and available via e-mail from the Co-Chairs or Committee Assistant.

## 8. **Minutes**

- a. Minutes will be recorded by the Committee Assistant, but in the absence of the Committee Assistant, may be recorded by any member appointed by the Committee
- a.
- b. Minutes of the CUSCAC will be formally recorded and made available
- c. Agendas and notice of meetings and minutes to be circulated by Committee Assistant no later than one week in advance.

## 9. **Administration**

- a. A designated staff member will act as the Committee Assistant and assist Co-chairs with Agenda development, minutes, coordination of meetings and committee lists, outreach, information gathering.

- c. **Sub-committees/Working groups** to be established as required, with Terms of Reference or scope of work established by the CUSCAC.
- d. Members must submit any documents to be printed 48 hours prior to the meeting.

**10. Decision making**

Where possible, decisions should be made by consensus.

When votes are necessary, a simple majority will be sufficient.

(

**11. Communicating Advice to the Board or Staff**

- a. Advice may take the form of formal recommendations approved by a decision of the committee and presented in a committee report, or feedback as expressed in a separate Committee document or recorded in the minutes of meetings.

There are two ways to present advice to the Board: a request may be made for a delegation at the Program and School Services Committee (PSSC) or a committee report may be presented to PSSC.

- b. A Community Advisory Committee may direct advice to senior staff, either on request or independently, where such matter is appropriate for staff attention.
- c.. All Reports go first to Board Services for routing to the next PSSC meeting.
- e. The Staff liaison to the CUSCAC is responsible for assisting the committee in its work and providing guidance and advice on issues related to the mandate of the committee.
- f. If TDSB staff change reports or recommendations without the agreement of the Community Advisory Committee, there will be an opportunity for the Community Advisory Committee to submit an independent report that will be presented at the same time to the appropriate Board Committee.

**12. Requests for Information**

CUSCAC may request information directly from Staff. The Staff liaison will determine which requests for information may be accommodated and the timelines for doing so, and which requests require the approval by the Board or Director of Education.

**13. Budget**

Set resources (reviewed annually) are available to support meeting expenses.

**14. Networking:**

The CUSCAC is free to establish its own communication network among itself and to participate in joint or collective activities relevant to its role.

**15. Code of Conduct:**

- a. All Community Advisory Committees must abide by the principles set out on the [Code of Conduct](#) established by the TDSB (Operational Procedure PR585). Key Principles as they relate to CUSCAC members are listed below:
  - i. Members of CUSCAC shall serve and be seen to serve community permit holders and community members, including school communities, in a constructive, respectful, conscientious and diligent manner;
  - ii. Members of CUSCAC should be committed to performing their functions with integrity and to avoiding the improper use of the influence of their position, and conflicts of interest, both apparent and real;
  - iii. The Integrity Commissioner should be consulted for advice by members of CUSCAC if the application of any section of this Code of Conduct is unclear.
- b. Conduct At Committee Meetings:

Members of CUSCAC act in the service of the community. They are expected to respect the procedural rulings of the Chair. They are expected to refrain from verbally attacking or belittling those who complain or do not agree with them. It is vital that members of CUSCAC conduct themselves with decorum at committee meetings and in accordance with the provisions of the TDSB's Bylaw concerning meeting procedures.
- c. Conduct Respecting Staff Members:
  - i. No member of CUSCAC shall maliciously or falsely injure the professional or ethical reputation, or the prospects or practice of staff members of the Board, and all members of CUSCAC shall show respect for the professional capacities of staff members.
  - ii. No members of CUSCAC shall compel staff members to engage in partisan political activities or be subjected to threats or discrimination for refusing to engage in such activities. No member of CUSCAC shall use, or attempt to use, their authority or influence for the purpose of intimidating, threatening, coercing, commanding, or influencing any staff member with the intent of interfering with that person's duties, including the duty to disclose improper activity.





**Blank Page**



## Community Advisory Committees

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

Meeting Date: 13, November 2020

A meeting of the **Early Years Community Advisory Committee** convened on **November 13, 2020** from **10:00a.m. to 12:00p.m.** in a **Virtual Zoom Meeting**, with **Trustee Co-Chair: Jennifer Story, Community Co-Chairs: Jill Oakes, Pam McArthur** presiding.

---

### Attendance:

Jennifer Story (Trustee Co-Chair), Jill Oakes (Community Co-Chair/ YMCA Child Care), Pam McArthur (Community Co-Chair/ 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), Laurie Ruscica (Toronto Public Library), Irena Setnik (Silver Creek Pre-School), and Patrina Stathopoulos (Dandylion Daycare)

Also present were TDSB Staff: Joanne Davis (Manager and Policy Advisor, EarlyON Centres), Cynthia Grundmann (Senior Policy Advisor/Manager Early Years and Child Care Services), Sharon Hack (Child Care Services Manager), Liz Hoang (Child Care Services Manager), Nadejda Lekosky (Early Years Coordinator, Child Care Services)

Also present were: Alexander Brown (Chair /Trustee - Ward 12), Jeff deFreitas (PLASP Child Care Services), Shiromie Ganes (Heart Beatz Child Care - Cliffcrest) and Lorrie Weddell (NYAD - Donwood)

### Regrets:

Patty Donski (Toronto Public Library), Anastasia Poulis (Centrally Assigned Principal) and Ann Marie Schiraldi (Toronto Children's Services)

---

### Part A: Recommendations

No recommendation.

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

- An update on EYCAC membership was provided by Community Co-Chairs'- Jill Oakes and Pam McArthur. The following representatives are new members who have replaced past members: Jeff de Freitas (PLASP Child Care Services), Shiromie Ganesh (Heart Beatz Child Care), and Lorrie Weddell (NYAD - Donwood).
- An update and overview on the weekly meetings that took place over the summer was provided by Community Co-Chairs'- Jill Oakes and Pam McArthur who shared key areas discussed and addressed to support the planning and preparation for the successful reopening of child care programs in schools.
- Chair/Trustee Alexander Brown brought greetings to EYCAC and gave thanks on behalf of the Board for everyone's continued volunteer efforts.
- An update was provided by Cynthia Grundmann, Senior Policy Advisor/Manager, Early Years and Child Care Services who recognized that capacity and enrollment is a challenge for many before- and after-school programs. Cynthia shared the following information:
  - As of November 13, 2020: 60,321 students between JK to Gr. 8 have opted to attend virtual school and approximately 100,880 students between JK to Gr. 8 attending bricks and mortar schools.
  - Extended Day Programs have reopened all 18 programs. There are a significant number of vacancies however across these sites.
- An update was provided by Cynthia Grundmann regarding the COVID-19 Resilience Infrastructure Stream funding opportunity through the Provincial and Federal Government. Cynthia shared that child care operators were invited to submit their requests for additional hand washing stations in alignment with eligibility criteria, which TDSB will submit as part of their application for COVID-related funding.
- Cynthia Grundmann shared the response that the City of Toronto, Children's Services submitted to its Economic and Community Development Committee regarding the regulatory changes being proposed and considered by the Ministry of Education under the Child Care and Early Years Act, 2014 (CCEYA). TDSB also submitted a response to the proposed regulatory changes, and key areas of response and discussion were shared with members.

## **Part C: Ongoing Matters**

No ongoing matters to report.

Report Submitted by: Cynthia Grundmann



## Community Advisory Committees

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

**Meeting Date:** 3, November, 2020

A meeting of the Environmental Sustainability Community Advisory Committee convened on November 3, 2020 from 6:33 p.m. to 8:30 p.m. via Zoom Video Conferencing, with Sheila Cary-Meagher and Manna Wong presiding.

---

**Attendance:** Sheila Cary-Meagher (Community Co-Chair), Manna Wong (Trustee, Ward 20), Michelle Aarts (Trustee, Ward 16), Valerie Endicott (Community Member), Barbara Falby (For our Grandchildren), Sunday Harrison (Green Thumbs Growing Kids), Haley Higdon (Natural Curiosity), Hilary Inwood (OISE), Anne Keary (Parent), Michele Martin (Community Member), Linda Naccarato (Community Member), Bob Spencer (Community Member), Steve Shallhorn (Labour Education Centre), and Andrea Stephens (Parent).

Also present were: Richard Christie (TDSB), Esther Collier (TDSB), Priyan de Silva (TDSB), Kristen Evers (TDSB), Stefanie Hall (TDSB), David Hawker-Budlovsky (TDSB), Hongliang Hu (TDSB), Chris Metropolis (TDSB), Naomi Quarcoopome (TDSB) and Gigi Shanks (TDSB).

**Regrets:**

---

### Part A: Recommendations

No recommendations to report.

### Part B: For Information Only

ESCAC was asked to provide input on potential options for solar signage.

ESCAC provided feedback on the draft content and structure of a community climate action guidebook, planned to be developed in collaboration with the City of Toronto.

ESCAC's 2019/20 annual report and end of year survey results are attached.

**Part C: Ongoing Matters**

No ongoing matters to report.

**Report Submitted by:** Richard Christie



# Community Advisory Committees

**Environment and Sustainability  
Community Advisory Committee  
2019-2020 Annual Report**





# **Community Advisory Committees**

## **Table of Contents**

Co-Chair Message .....	1
CAC Mandate/Purpose.....	1
CAC Activities .....	2
Committee Members .....	3







# Community Advisory Committees

## Co-Chair Message

Greetings,

Despite the challenges that were faced on both a local and global level, 2019/20 was a productive school year for the TDSB's Environmental Sustainability Community Advisory Committee (ESCAC).

The committee heard from community partners about environmental projects underway at schools and made recommendations to the Board of Trustees to advocate for both a national school food program and initiatives to help reduce the TDSB's greenhouse gas emissions.

As we look ahead to the start of a new school year, while still navigating a global pandemic, it is ever more important that we find ways to bring hope and optimism to issues of environmental sustainability. In 2020/21, ESCAC will continue to focus its work on advocating for climate action at the TDSB, with an emphasis on reducing building-related greenhouse gas emissions and engaging communities.

Sincerely,

Sheila Cary-Meagher and Trustee Manna Wong

## CAC Mandate/ Purpose

- a. To identify and discuss issues of environmental sustainability and climate change as they relate to the TDSB, by facilitating ongoing feedback from the community through the engagement of students, parents, and parent groups, community advocacy groups, non-profit organizations, members of the general public, TDSB staff, etc.
- b. To make recommendations to the TDSB regarding environmental concerns.





# Community Advisory Committees

## CAC Activities

1. An energy sub-committee was struck to discuss energy generation at the TDSB.
2. ESCAC members were invited to attend an evening session in October 2019 facilitated by Elin Kelsey, Ph.D., focused on finding ways bring hope and optimism to climate action.
3. The committee received a presentation on school garden projects that are underway at the TDSB through a partnership with Green Thumbs Growing Kids.
4. ESCAC discussed federal funding to support a national food program, and recommended to the Program and School Services Committee that:
  - The Board of Trustees adopt a version of a letter drafted by ESCAC to encourage the Canadian federal government to follow through with its intention to work with provinces and territories to invest in a national school food program; and
  - Trustees be encouraged to meet with local Members of Parliament to discuss the importance of a national school food program.
5. ESCAC recommended to the Program and School Services Committee that:
  - Opportunities to work with the partners in the Green Will initiative to reduce greenhouse gas emissions be explored; and
  - that in the report to the trustees in March 2020 the Director report on the update of the current 2019 Energy Conservation and Demand Management Plan to include an action plan that requires the Board to develop interim targets to reduce GHGs with the goal of becoming net-zero by 2050. Further, that this report address not only the progress but also the gaps or lack of progress toward reducing emissions.
6. The committee received a presentation on Jackman PS's green roof project.
7. The committee received a presentation on proposed strategies to educate and engage youth and the community on the climate crisis, that included advocacy for the TDSB to take a greater role in supporting this work.





## **Community Advisory Committees**

### *Committee Members*

---

**Community Co-Chair(s):** Sheila Cary-Meagher

**Trustee Co-Chair(s):** Jennifer Story (up until December 2019) and Manna Wong

Michelle Aarts (Trustee)  
Alexander Brown (Trustee)  
Richard Christie (Staff)  
Esther Collier (Staff)  
Stephanie Donaldson (Trustee)  
Trixie Doyle (Trustee)  
Kristen Evers (Staff)  
Sunday Harrison (Green Thumbs Growing Kids)  
David Hawker-Budlovsky (Staff)  
Hongliang Hu (Staff)  
Hilary Inwood (OISE)  
Anne Keary (Parent)  
Lisa Milne (Parent)  
Rosa Na (Natural Curiosity)  
Linda Naccarato (Earth Day Canada)  
Peter Odle (Parent)  
Naomi Qarcoopome (Staff)  
Jessie Sawyers (Community Member)  
Gigi Shanks (Staff)  
Brenda Simon (Natural Curiosity)  
Stefan Sommer (CUPE 4400)  
Bob Spencer (Parent)  
Andrea Stephens (Parent)  
Jenn Vetter (Staff)



Agenda Page 42

2019/20 ESCAC Self-Evaluation



General Comments

Membership Question # 15: Breakout Groups may help with better understanding what makes up this group. We are no longer sharing a meal together prior to the meetings, this was an important part of understanding each other's level of ability, skill and time.

The advisory committee has a great track record. However, it needs two more groups to be represented to improve its deliberations. First, TDSB Students must be included and actively encouraged to come to the meetings and participate in any subcommittees. Second, the Transform TO team should be asked to send a representative to each meeting to strengthen our cooperation with the city.

It would be beneficial if the Committee's Draft Terms of Reference were widely known by all committee members. The mandate of ESCAC is "To identify and discuss issues of environmental sustainability and climate change as they relate to the TDSB, by facilitating ongoing feedback from the community through the engagement of students, parents and parent groups, community advocacy groups, nonprofit organizations, members of the general public, TDSB staff etc." At present I would say that efforts to engage students, parent groups, or community advocacy groups etc. and facilitate feedback from them are limited.

Great ESCAC!

Perhaps we could consider an adjustment of the length of the meetings now that they are on Zoom - for many, being on Zoom all day and another 2 hours in the evening is overwhelming. Could we consider moving to 90 min. online meetings during the pandemic (rather than 2 hours)?

I feel that there could have been a broader vision for ESCAC, although the presentations on community, and roof gardens were extremely good. The work of this committee could have been an opportunity to stress the importance of carbon audits at different schools, and the potential for carbon mitigation across the school board. Until very recently, there has been almost no mention of the climate emergency, a fact which I have found particularly worrisome.

I don't recollect seeing a report on COVID readiness, and how certain boards are coping. What are the costs associated with more hygienic practices? Reports on the climate emergency, and COVID could be anecdotal, and informal, as well as more heavily researched.

Finally, I think that there needs to be more acknowledgment of our connection to the outside world, perhaps by sending messages of hope, good cheer, and gratitude to teachers and staff, who are working with tremendously heavy work loads?



## Community Advisory Committees

**Name of Committee:** Equity Policy Community Advisory Committee

**Meeting Date:** Monday, October 26, 2020

A meeting of the Equity Policy Community Advisory Committee convened on Monday, October 26, 2020 from 6:39 pm to 8:30 pm via Zoom, with Parent Co-Chair Catherine Maloney presiding.

---

<b>Members in Attendance:</b>	Alexander Brown (Trustee), Kris Guthri (Parent), michael kerr (Colour of Poverty-Colour of Change), Catherine Maloney (Parent Co-Chair), Aleem Punja (Parent), Sue Winton (Parent)
<b>Staff Present:</b>	Remi Warner (Senior Manager, Human Rights Office), Precious Sidambe (Administrative Assistant),
<b>Regrets:</b>	Harpreet Gill (Trustee), Yalini Rajakulasingam (Trustee), Tesfai Mengesha (Success Beyond Limits), Sharon Beason (Parent), Dennis Keshinro (Belka Enrichment Center, Sophia Ruddock (Parent), Pablo Vivanco (Jane/Finch Community and Family Centre)

---

### Part A: Recommendations

NIL

### Part B: For Information Only

#### Chair of the Board, Alexander Brown

Chair of the Board, Alexander Brown provided an update to the committee on the Director's search process and also discussed how equity is being infused in the way the Board governs and operates.

#### Co-Chair Updates

The Parent Co-Chair shared updates on the CAC annual reports and the Parents as Partners Conference with the committee.

Community Co-Chair Vacancies: Notice

A notice of election was given to the members following vacancies in both the Parent and Community Co-Chair positions.

EPCAC Community Membership

The committee had a discussion around membership and if there would be a call out for new membership. The committee was advised that the current membership includes four community members and five parent members.

Policy Updates

A brief update was provided regarding the policy schedule, including the halting of any new consultation on Board policies due to covid-19, until directed otherwise.

Other Matters

A discussion was held about the committee's role and its direction. There was a discussion of the committee's role and mandate, and some concern expressed about the lack of meaningful engagement up front around substantive equity issues at the Board (e.g. Back to School Plan in context of covid-19). The possibility of amending the Terms of Reference was brought up as a potential solution, for future consideration.

**Part C: Ongoing Matters**

Nil

**Report Submitted by:** Remi Warner



## Community Advisory Committees

**Name of Committee:** Equity Policy Community Advisory Committee

**Meeting Date:** Monday, November 23, 2020

A meeting of the Equity Policy Community Advisory Committee convened on Monday, November 23, 2020 from 6:39 pm to 8:30 pm via Zoom, with Community Co-Chair Dennis Keshinro presiding.

---

**Members in Attendance:** Mohammed Ahmed (Success Beyond Limits), Sharon Beason (Parent), James Li (Trustee), Dennis Keshinro (Community-Co-Chair), Catherine Maloney (Parent), Aleem Punja (Parent), Sophia Ruddock (Parent)

**Staff Present:** Karen Falconer (Associate Director, Equity, Well-Being and School Improvement), Jacqueline Spence (System Superintendent, Equity Anti-Oppression and Early Years), Pardeep Nagra (Manager, Employment Equity), Remi Warner (Senior Manager, Human Rights Office), Precious Sidambe (Administrative Assistant)

**Regrets:** Kris Guthri (Parent), michael kerr (Colour of Poverty-Colour of Change), Dan MacLean (Trustee), Pablo Vivanco (Jane/Finch Community and Family Centre)

---

### Part A: Recommendations

NIL

### Part B: For Information Only

#### Back to School Plans: Equity Considerations

Associate Director, Karen Falconer shared information on the Board's equity considerations for the back to school plans. Discussions included the student demographics, the organizational structure and student supports.

#### New Centre of Excellence for Black Student Achievement Update

System Superintendent, Jacqueline Spence provided an update on the New Centre of Excellence for Black Student Achievement, including the mandate, staffing and the current work of the centre.

#### Employment Equity

Manager, Pardeep Nagra shared some information on the work being done by the Employment Equity Office, particularly in the area of data collection.

Parent and Community Co-Chair Election

Dennis Keshniro from Belka Enrichment Centre was acclaimed community co-chair of the Equity Policy Community Advisory Committee.

The election for Parent Co-Chair was postponed to the next meeting.

**Part C: Ongoing Matters**

Nil

**Report Submitted by:** Remi Warner





## Community Advisory Committees

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

A meeting of the French as a Second Language Community Advisory Committee convened on November 10, 2020 from 7-9pm via virtual Zoom with Parent Co-Chair Lynne LeBlanc presiding.

<b>Attendance:</b>	Lynne LeBlanc (Parent Co-Chair W8), Lisa McAvoy (Parent Vice-Co-Chair W2), Sharlene Henry (Parent Vice-Co-Chair W5/W6 Alt), Matt Forrest (Parent Vice-Co-Chair W9), Charles Zhu (Parent Vice-Co Chair W11), Doug Kwan (W2 Alt), Polina Osmerkina (W10); Wilmar Kortleeve (W11 Alt), Randy Samuel (W14), Sarah Smith (W15), Kathleen Meek (W15 Alt), Gail Miller (W22) Also present were: Trustee Robin Pilkey (Trustee Co-Chair W7), Trustee Rachel Chernos Lin (W11), Trustee Dan MacLean (W2), Mary Cruden (Canadian Parents for French), Manon Gardner (Associate Director), Kirsten Johnston (Program Coordinator)
<b>Guests:</b>	Trustee Trixie Doyle (Vice Chair of the Board W14), Andrew Gowdy (System Planning Officer), Nechama Hirschberg (Educational Planning Officer), Pamela Wilansky, Lisa Lebeer, Aysha Campbell, Geordie Sabbagh, Mays Abusaifan
<b>Regrets:</b>	Deloris Williamson-Braham (W5/13), Mandy Moore (W7), Caroline Tolten-Paterson (W7 Alt), Nancy White (W16 Alt), Christie Dunbar (W16 Alt), Rosemary Sutherland (CPF Alt), Sharon Beason (CPF Alt), Angela Caccamo (Centrally Assigned Principal)

### Part A: Recommendations

Nil

### Part B: For Information

#### Status of Virtual School and FSL

The shortage of French language teachers in the province has greatly impacted the TDSB Elementary Virtual School. Staff continues to explore options and take action to meet the needs of all French Immersion and Extended French classes and support the need for occasional teachers.

The Virtual School still had 48 French Immersion and Extended French classrooms without a French teacher at the end of October. To resolve this, some French teachers were partnered with English teachers allowing for those 48 classes to receive French instruction. Staff's goal was to maximize the use of French teachers.

The model for Grades 4-8 Extended French and Grades 5-8 French Immersion remains unchanged at 50% French and 50% English. The model for Grades 3 and 4 French Immersion in virtual school will change to 50% French and 50% English for 20 Grade 3 French Immersion classes and 10 Grade 4 French Immersion classes. English is usually introduced in grade 4; English will now be introduced in grade 3 for 50% of the time.

In total, ninety-two classes were impacted by this reorganization. Though not ideal, this new

scheduling allows for Grades 3 to 8 classes to now have French instruction on a more consistent basis, particularly for those who had none at all prior to the reorganization. This model allows all students to receive the necessary instruction in both languages to meet Ministry minimum requirements and to also remain with their existing classmates.

### **Staffing Update**

Interim Associate Director Karen Falconer will be replacing Associate Director Manon Gardner (retiring) as staff lead for the FSLAC portfolio, the French Review and Virtual School, commencing November 23, 2020.

### **June FSL Interim Report - Redistribution**

As approved at Board in June 2019, one of the French Review recommendations was to increase equity of access to French Immersion programs throughout TDSB/Wards, by relocating or redistributing current programs. At the February 2020 FSLAC meeting, staff consulted on criteria for redistribution of French Immersion programs and at the November meeting, staff asked for further feedback in advance of a broader parent and community consultation. Some of the feedback included:

- Legacy programs should not dictate catchment area. Parents want to go to the closest FSL offering. Some long standing well supported schools may not be viable anymore, but because of tradition/legacy, this will be challenging.
- Parents want their FI program at the school closest to their house, walkable. Distance and complexity of trip (multiple subways/buses) is important.
- French Centres are likely efficient but have challenges as they are not necessarily community supported.

The Secondary Program Review will be looking at programs and buildings, where the option to repurpose an empty building for a French Centre may be viable.

### **June FSL Interim Report – Planning/Projections/LTPAS**

Andrew Gowdy and Nechama Hirschberg presented the FSL Interim Report June 2020 and explained the appendices provided from Planning with maps, enrolment information and projections for FI/Ext Fr. programs.

### **French Immersion Registration for 2021-22**

SK Registration is progressing well on PARs and is open Nov 2-27<sup>th</sup>. Middle French Immersion will commence in January. We're honouring all accepted 2020-21 FSL registrants for next year, whether or not they showed up or left virtual/in-school FSL programming. Placement concerns highlighted: determining student plans for next year; wait-list management; re-directed families wishing to move from the waitlist which is kept until December; the learning gap. A survey requesting student program decisions for 2021-22, with a February deadline will be sent to registered FI/Ext Fr. students that didn't show up this year or left mid-year.

### **Ward/CPF/Parent Co-Chair Reports**

Parents thanked Board staff for their extraordinary efforts during the pandemic. Parents are concerned about the teacher reorganizations, lack of FSL supply teachers, reduced switching dates when parents are suddenly required to return to work and the breadth of secondary FI credits. Canadian Parents for French is invited to the Ministry consultation regarding secondary mandatory e-learning credits. The membership is working with Trustees to build the membership. An FSLAC eblast went out with

information about SK FI registration, Ext 7 and Cosburn decision, virtual elementary FI/Ext. French and upcoming Middle FI registration period.

For further detail, see Nov 10<sup>th</sup> meeting minutes at <https://www.tdsb.on.ca/fslac>.

**Part C: Ongoing Matters**

**Nil**

**Report Submitted by:** Manon Gardner

Blank Page



## Community Advisory Committees

**Name of Committee:** Inner City Community Advisory Committee

**Meeting Date:** Thursday, 12 November, 2020

A meeting of the Inner City Community Advisory Committee convened on Thursday, November 12, 2020 6pm – 8pm. Virtual ZOOM meeting Co - Chairs Ingrid Palmer and Trustee Michelle Aarts presiding.

---

**Attendance:** Ingrid Palmer Parent Co-Chair, Trustee Michelle Aarts, Co-Chair; Diane Banks Toronto Public Library; AnnaKay Brown, JFEAG; Sheila Cary-Meagher, Community Member; Gillian Cooper; David Clandfield, Community Member; Parent; Laurie Green, St. Michael's Hospital; Cherie Mordecai Steer, Parent; Sadaf Shallwani, Parent, Robert Spencer, Parent; Crystal Stewart, Parent

Also present were: Trustee Rachel Chernos Lin, Ward 11; Stephanie Fearon, Model Schools Co-Ordinator; David Forrester, Community Support Worker LC1; Trustee Christopher Mammoliti Ward 4, Omar Omar, Community Support Worker LC2; Lisa Podaras Wong, Executive Assistant, LC2 & 3; Steve Salfarli, Community Support Worker LC3; Jacquelin Spence System Superintendent Equity and Anti Racism; Duane Spencer, Community Support Worker LC4; Lynn Strangway, Executive Superintendent, LC3

**Regrets:** Sejal Patel, Ryerson University;

---

### Part A: Recommendations

Nil.

### Part B: For Information Only

Quorum was reached.

The meeting began with a review of the membership list. Discussion continued regarding the current members who have not attended and the out reach needed to confirm they will continue to be part of the ICCAC.

It was recommended that the ICCAC committee vote in new Member Anna Kay – Jane Finch Education Action Group.



## **Community Advisory Committees**

ICCAC committee to bring pertinent information to the board of what is happening in our communities. This group will bring the information to be presented at the next PSSC meeting in January. Details will be worked out.

Community Support Works from all 4 Learning Centres spoke to the work they are doing to keep parents engaged in their communities. They continue to work with school council to bring resources to parents to help keep them connected to their schools.

MSIC report was presented. It outlines how MSIC supported parents with their children's learning through the school closure and pandemic. There was also an overview of events organized by the Model Schools group which supported student engagement.

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

Defining Our Committee's Work - Committee to continue to consider its mandate in support of poverty reduction and equitable opportunities within Model Schools and beyond. Community input and voices will continue to inform the committee's ability to provide advice to the Board.

**Report Submitted by:** Lynn Strangway Executive Superintendent of Learning Centre 3



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

**Meeting Date:** 10 December 2020

A meeting of the Inner City Community Advisory Committee (ICAC) convened on December 10, 2020 from 9:00 a.m. to 11:30 a.m. Virtual ZOOM meeting, Trustee Rachel Chernos Lin presiding.

---

**Attendance:** Trustee Rachel Chernos Lin; Trustee Christopher Mammoliti; Sheila Cary-Meagher, Community Member; Laurie Green, St. Michael's Hospital; Omar Khan, Parent (guest); Emmy Pantin, Parent (guest); Sejal Patel, Ryerson University; Crystal Stewart, Parent; Aamir Sukhera, Community Member (guest)

Also present were Patrick Boland, Community Support Worker, LC2; Stephanie Fearon, Program Coordinator, MSIC; David Forrester, Community Support Worker, LC1; Steve Salfarlie, Community Support Worker, LC3; Sandy Spyropoulos; Executive Superintendent

**Regrets:** Trustee Michelle Aarts, Co-Chair; Diane Banks, Toronto Public Library; AnnaKay Brown, Jane and Finch Education Action Group; David Clanfield, Community Member; Kirby Davidson, Right to Play; Trustee Trixie Doyle; Josette Holness, City of Toronto; Michael Kerr, Colour of Poverty; Shaila Krishna, Toronto Public Health; Cherie Mordecai Steer, Parent; Robert Spencer, Parent; Ingrid Palmer, Parent Co-Chair

---

**Part A: Recommendations**

N/A

**Part B: For Information Only**

N/A

**Part C: Ongoing Matters**

Quorum was not reached.

The following agenda items have been deferred to the next meeting: Business Arising from November 12 Meeting (Motions/Recommendations); Co-Chairs' Report; CSW Update (Supporting families and schools during the pandemic); MSIC Update; and Working Group Updates (Communications; Membership).

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

**Blank Page**





## Statutory Committee

**Name of Committee:** Parent Involvement Advisory Committee

**Meeting Date:** 20 October, 2020

A meeting of the Parent Involvement Advisory Committee convened on 20 October, 2020, from 7:00 p.m. to 10:05 p.m. via Zoom platform with PIAC Co-Chairs D. Williams and Zena Shereck.

---

**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), Jess Hungate(W5 Rep); Nadia Judunath(W22 Alt), Wilmar Kortleeever(W11 Rep), Felicia Lau (W3 Rep), Kate Leuschen Millar (W16 Rep), Christopher Levien (W20 Rep), Abdullah Mamun( W19 Rep),Nicole Marshall (W22 Rep); Seema Mitchell (W18 Rep), Towhid Noman(CLG), Aretha Phillip (W13 Rep), Vivek Rao (W2 Alt), Mark Ramcharan(W18 Alt), Alice Romo (W7 Rep), Patricia Seedial ( W4 Alt) Nazerah Shaikh (W14 Rep), Zena Shereck (PIAC Co-Chair), Andrew Waters (W9 Rep), D. Williams (Co-Chair), Sylvester Witter (W10 Rep)

Trustee Rachel Chernos Lin, Associate Director Karen Falconer, Latha John Committee Assistant), Michelle Munroe (Central Coordinator, PCEO), Executive Officer Ross Parry;Executive Superintendent Uton Robinson

**Regrets** Syed Sumar Alam (Ward 13 Alt)Jaimala (W5 Alt), Dean Gray (W6 Alt), Neil Faba (W15 Alt);Shafoli Kapur ( W2 Rep),Pargat Mudher (W17 Faduma Qaline(W1 Alt) Haniya Sheikh (W12 Rep), Mirian Turcios (W6 Rep), Glenna Wellington (W17 Alt)

---

### Part A: Recommendations

None

### Part B: For Information Only

#### Staff provided the following updates

##### Reorganisation

##### Staff Leadership Updates

- Associate director Manon Gardner is leaving in November 26<sup>th</sup>.
- Superintendents Jane Phillips-Long who leads virtual schools will retire in end of November.

### **Demographics of student representations in Virtual School.**

- Black students are evenly divided between in person and virtual schools.
- South Asian and East Asian communities are overwhelmingly represented in virtual schools.
- Most students in virtual schools are from families whose second language is English or newcomer families and families with moderate income level.

### **HEPA units**

The Ministry of Education are providing monies for HEPA units. Staff will be receiving a list of the schools that are getting the heavy units and the Board is looking to purchase approximately 6000 units to support all classrooms with no operable windows.

### **Communication Strategy of the Board**

Staff provided PIAC a briefing on the Board's communication strategies, followed by feedback, discussion and Q&A with the committee.

### **Parents as Partners conference**

The first virtual conference is scheduled for Saturday October the 24th and Sunday October the 25th.

### **PIAC committee update**

#### **PIAC November conference**

PIAC's virtual conference is scheduled for Saturday, November 21 and Sunday, November 22, 2020.

### **Nomination WG**

Election for the PIAC Co-Chair to be held at the November 17<sup>th</sup> PIAC meeting, the PIAC voting structure is one vote for each ward, each ward to indicate if the REP or ALT would vote

### **Virtual WG**

Virtual School WG was struck by the committee for Parent Engagement in the virtual school, the committee discussed the need for an ADHOC WG. The WG recommendations can be shared with staff and the ministry.

## **Part C: Ongoing Matters**

**Report Submitted by:** Associate Director, Karen Falconer and  
Michelle Munroe Central Coordinator PCEO



## Statutory Committee

**Name of Committee:** Parent Involvement Advisory Committee

**Meeting Date:** 17 November, 2020

A meeting of the Parent Involvement Advisory Committee convened on 17 November, 2020, from 7:00 p.m. to 10:28 p.m. via Zoom platform with PIAC Co-Chairs D. Williams and Felicia Lau.

---

<b>Attendance</b>	<p>Sharleen Ahmed (W15 Rep), John Bakous (W8 Alt), Kaydeen Bankasingh (W8 Rep) Janice Barnett (W11 Alt), Neil Faba (W15 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); Nadia Judunath (W22 Alt), Shafoli Kapur (W2 Rep), Wilmar Kortleeve (W11 Rep), Felicia Lau (PIAC Co-Chair), Kate Leuschen Millar (W16 Rep), Christopher Levien (W20 Rep), Abdullah Mamun (W19 Rep), Nicole Marshall (W22 Rep); Seema Mitchell (W18 Rep), Towhid Noman (CLG), Aretha Phillip (W13 Rep), Vivek Rao (W2 Alt), Mark Ramcharan (W18 Alt), Alice Romo (W7 Rep), Patricia Seedial (W4 Alt), Nazerah Shaikh (W14 Rep), Haniya Sheikh (W12 Rep), Zena Shereck (PIAC Co-Chair), Mirian Turcios (W6 Rep), Andrew Waters (W9 Rep), D. Williams (Co-Chair),</p> <p>Trustee Trixie Doyle, Associate Director Karen Falconer, Latha John (Committee Assistant), Michelle Munroe (Central Coordinator, PCEO), Executive Superintendent Uton Robinson</p>
<b>Regrets</b>	<p>Syed Sumar Alam (Ward 13 Alt), Shanti Chand (W19 Alt), Jaimala (W5 Alt), Pargat Mudher (W17), Faduma Qaline (W1 Alt), Glenna Wellington (W17 Alt), Sylvester Witter (W10 Rep)</p>

---

### Part A: Recommendations

NIL

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

### **Staff provided information on the following:**

#### **-Virtual School Update:**

- Superintendent Ian Allison and Shirley Chan have been assigned to Virtual Schools, along with 41 elementary vice-principals and ten principals who will also be connected to their home schools.
- About 2% of students in Virtual Schools have applied for exemptions from the ministry requirements of synchronous learning. In total 1,529 exemption requests.
- 8500 students have requested to switch from in-person to Virtual. Students will be instructed from their local school to avoid reorganization.

#### **COVID update**

- TDSB has 356 confirmed cases of COVID-19 (288 among students and 68 among staff)

#### **School statement of needs (SSON)**

- Staff emphasized the importance of completion of the SSON in all schools by the School Council. The deadline for SSON has been extended to December 05<sup>th</sup>

#### **School Council E-mail Accounts**

- There has been a security breach impacting school council accounts, PIAC accounts and community advisory committee accounts. Staff will be contacting all schools about the breach.

#### **PPF-Parent Reaching Out Grant 2020/2021**

A proposed allocation plan for the PRO Grant fund 2020-2021 was shared with the Committee. The proposed plan will be shared with Trustees.

#### **PIAC Committee Update**

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

- Felicia Lau was acclaimed as the new PIAC Co-Chair for a two-year term (2020-2022)

#### **PIAC's Strategic Plan**

- The committee approved and adopted the Strategic work plan for the year 2020-2021.

#### **PIAC November conference**

- PIAC's virtual conference is scheduled for Saturday, November 21 and Sunday, November 22, 2020.

**PIAC Recommendation to the Director for Support for Parent/Guardian and Caregiver Engagement in Elementary and Secondary Virtual Schools**

At the Committee meeting, the Parent Involvement Advisory Committee decided to send the following recommendations to the Director of Education.

IT IS RECOMMENDED that:

1. TDSB supports parent/guardian and caregiver engagement in the Elementary Virtual School and Secondary Virtual School.

1.1. Communication

- 1.1.1. Enable communication between classroom parents by facilitating and supporting tools and processes including but not limited to class lists or directories, so that parents/guardians can opt-in to communicate with each other.
- 1.1.2. Enable regular communication to parents/guardians from Virtual School administration including but not limited to e-newsletters and video messages.
- 1.1.3. Facilitate and support teachers to regularly (e.g. weekly or bi-weekly) communicate with classroom parents/guardians.
- 1.1.4. Facilitate and support teachers to hold class “meet-and-greet” sessions which include participation by parents/guardians at least once each term to communicate classroom expectations and information to parents/guardians as a classroom community.
- 1.1.5. Create and communicate a “parent concern protocol” with a reasonable standard of response time to parent/guardian communications, including phone calls and emails to teachers, administrative staff, principals, vice-principals, superintendents and trustees.
- 1.1.6. Facilitate interactive meetings such as ward forums or town halls which can be organized geographically, by grade, by division, etc.
- 1.1.7. Create and maintain a TDSB webpage for posting frequently asked questions (FAQ) and also questions and answers (Q&A) relating to the Virtual Schools.
- 1.1.8. Improve the TDSB website to make it more user friendly to parents/guardians and caregivers.
- 1.1.9. Provide a “311” type phone service with clearly communicated and posted hours of operation to assist parents/guardians and caregivers in navigating the services, programs and information at TDSB with translation available in identified languages.

1.2. Responsiveness

- 1.2.1. Dedicated phone numbers for all administration and administrative staff in all Virtual Schools.
- 1.2.2. Business hours (and extended hours) for the Virtual School (phones answered live).
- 1.2.3. Maximum response time for voicemails left (both in general and for response from (Vice) Principals).

- 1.2.4. Maximum response time for emails sent (both in general and for response from principals and vice-principals).
- 1.2.5. Maximum times to schedule meetings with school administration.
- 1.2.6. Clarity around firm timelines and deadlines for Special Needs accommodations (IEP, ICRP, other).
- 1.2.7. 311 type service to help navigating the system (multilingual).
- 1.2.8. If staffing remains an issue increase administration and administrative staffing to at minimum home (brick and mortar) school levels.

### 1.3. Virtual School Survey

- 1.3.1. Collaborate with PIAC to survey virtual school parents/guardians (with identified translations).

### 1.4. Accountability

- 1.4.1. Facilitate consultation with prior notice in reasonable timeframes on all major policy and operational changes, including but not limited to French language instruction hours and classroom changes.
- 1.4.2. Provide clarification to parents/guardians of the Parent Concern Protocol in the Virtual School.
- 1.4.3. Provide clarification to parents/guardians of curriculum expectations, including but not limited to the required resources to support their child's learning (e.g. devices, printing, art supplies, etc.)
- 1.4.4. Provide clarification to parents/guardians of curriculum expectations regarding subject areas (e.g. health and physical education, music, etc.).
- 1.4.5. Provide clarification to parents/guardians around timelines and deadlines for Special Needs accommodations (e.g. IEP, ICRP, etc.).
- 1.4.6. Provide clarification to parents/guardians of curriculum expectations with regard to the School Improvement Plan (SIP).
- 1.4.7. Provide clarification regarding the funding available to support parent engagement in Virtual Schools

## Part C: Ongoing Matters

**Report Submitted by:** Associate Director, Karen Falconer and  
Michelle Munroe Central Coordinator PCEO



## Statutory Committee

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

**Meeting Date:** 2 November, 2020

A meeting of the Special Education Advisory Committee convened on November 2, 2020 at 7:00 pm through electronic means, Chair Steven Lynette chaired the meeting.

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	Aliza Chagpar
Integrated Action for Inclusion (IAI)	Tania Principe
IEWS for the Visually Impaired	David Lepofsky
VOICE for Hearing Impaired Children	Kara Agostino
Learning Disability Association	Nadia Persaud
CADDAC	uanita Beaudry
LC1	Aline Chan
LC2	Jordan Glass
LC3	Olga Ingrahm
LC4	Diane Montgomery
TDSB Trustees	Alexander Brown
	Nora Green
	Jean-Paul Ngana
	Kirsten Doyle
	Izabella Pruska-Oldenoff,
	Michelle Aarts

Also present were:

Andrew Gold, Associate Director

Craig Snider, Associate Director

Angela Nardi-Addesa, System 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 LC2

Cindy Zwicker-Reston, Centrally Assigned Principal, Special Education LC 3

Shameen Sandu, System Leader, Mental Health and PSS

Laura Shepherd, Manager, Social Work and Attendance Svs

Carolyn Lennox, Manager, Psychological Service

David Schwarzbein, Manager, Psychological Service

Yvonne Martinez, Manager, Psychological Services

Laura Mahoney, Manager, Psychological Services

Lianne Dixon, TDSB SEAC Liaison

### **Part A: Recommendations**

Whereas, there is a vacancy for the representative for VOICE for Deaf and Hard of Hearing Children on the Toronto District School Board Special Education Advisory Committee (SEAC), and

Whereas, SEAC has received a nomination from the executive director of VOICE for Deaf and Hard of Hearing Children for Shanna Lino to become the Representative, and

Whereas, the named applicant meets the Ministry of Education and board criteria for eligibility,

Therefore, be it resolved, that the board appoint Shanna Lino as the Representative for VOICE for the remainder of the 2018 to 2022 term.

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

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

##### **Budget**

Craig Snider (Associate Director) provided a month by month outline of budget process as well as information on the Impact of Projected Enrolment

- Based on the updated projected enrolment the impact is forecasted to be approximately \$41.8M
- He outlined Federal and Provincial Funding targeted to address school boards' staffing and operating needs as a result of COVID-19 health & safety requirements (\$58.4 M) and how this funding is being spent in TDSB.

##### **Social Work and Mental Health/Wellbeing**

Shameen Sandu and Laura Shepherd outlined services their department is providing.



- Social work (SW) services are available for families and students in brick & mortar and virtual school (*counseling, group work, classroom groups, consultations, case management, community resource links*).
- Students in virtual school are connected to their home school to maintain continuity and connection to their home school communities.
- Virtual groups/in-person are available/are being created to enhance student/caregivers' engagement to school and increase socialization; maintain healthy relationships; decrease isolation; enhance resilience and COVID coping skills.

### **Psychological Services Activities 2020**

Carolyn Lennox and David Schwarzbein

- shared Assessment Statistics for September and October 2020
- Provided information about Hearts and Minds newsletter <https://www.tdsb.on.ca/About-Us/Professional-Support-Services/Psychological-Services>
- discussed services that their department is providing to students and staff, including
  - Direct individual counselling and group interventions (anxiety, depression, resilience)
  - Assisting the transition back to school for September 2020
  - Hearts and Mind newsletters for parents
  - Presentations for parents and school staff
  - Mental Health PD
  - Consultations with teachers during COVID-19

### **Virtual School Update**

- Over 61, 000 students in Elementary Virtual School
  - 9, 000 students with Individual Education Plan
- Over 17, 000 students in Secondary Virtual School
  - 5, 000 students with Individual Education Plan

### **Other Business**

- A new parent support group: Black Parents of Children with Disabilities was introduced. <https://hollandbloorview.ca/stories-news-events/BLOOM-Blog/disability-and-mental-health-are-not-things-we-talk-about-black>
- This meeting was live streamed and posted on the SEAC website.

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

Nil

**Report Submitted by:** Lianne Dixon



## **Update on the Implementation of the MYSP (Multi-Year Strategic Action Plans) - Equity, Anti-Racism & Anti-Oppression 2019-20 including Centre of Excellence for Black Student Achievement**

**To:** Program and School Services Committee

**Date:** 13 January, 2021

**Report No.:** 01-21-4010

### **Strategic Directions**

- Transform Student Learning
- Provide Equity of Access to Learning Opportunities for All Students
- Create a Culture for Student and Staff Well-Being

### **Recommendation**

It is recommended that the *Update on the Implementation of the MYSP (Multi-Year Strategic Action Plans) - Equity, Anti-Racism & Anti-Oppression 2019-20 including Centre of Excellence for Black Student Achievement Report* be received for information.

### **Context**

On March 14th, the Ministry of Education officially closed Ontario schools for a three-week period and then reopened as a 100% remote learning system. On May 25th George Floyd was murdered by police in Minneapolis. This event triggered an international struggle over race and anti-Black racism that along with the pandemic influenced short- and long-term work on equity and anti-Black racism within the TDSB.

This report summarizes key areas of work that were done in relation to equity as well as core areas that changed or shifted as a result of both the pandemic and the increased energy and focus on addressing anti-Black racism within the TDSB. The TDSB has had a longstanding commitment to equity. The formalization of this commitment over the past four years-- the naming equity, anti-racism and anti-oppression as a priority to the Board in this time-- was coupled by the larger shifts in our society due to the pandemic and the racial tension across North America to create a number of different key initiatives or actions within existing initiatives. The most important of which is the creation of the Centre of Excellence for Black Student Achievement, which will serve as a central hub for promising approaches to addressing anti-Black racism and equity such as:

## Agenda Page 66

- Youth Participatory Action Research and emergent school-based policy in addressing school belonging and engagement of Black youth.
- Critical Conscious Practitioner Inquiry- Teacher and student school-based network using forms of practitioner inquiry, team-based collaboration, and pedagogic documentation to build capacity in developing a critical consciousness towards race and racism in society.
- Graduation Coaches for Black student success in secondary schools
- Kindergarten Summer Learning Program
- Equity Competency Development within School Principalship
- Issues of **scale and knowledge mobilization** across the system-- pulling on initiative evaluations to broaden and deepen reach of the Centre's work across the TDSB

Throughout the approach to equity supports the same general core purposes:

- setting high expectations, increasing access,
- eliminating barriers, and
- confronting and eliminating patterns of streaming

These have become shared system principles that underscore everything from our teaching practice to relationships to leadership decision-making.

Professional learning is at the core of this work and emphasis has been placed on building the knowledge and cultivating both equitable and critical mindsets that are necessary for more responsive teaching and leadership practice. Meaningful progress will only occur when all school and department staff engage in relevant learning in equity, anti-racism and anti-oppression and are held accountable for addressing discrimination and the removal of structural barriers that contribute to unequal outcomes and marginalization.

Each school is on a continuum related to implementing this practice throughout their community. Some schools are much further along in their understanding, effort and ability to make changes and embed these principles in their daily work.

One area where we as a system have made progress is using more respectful language related to equity, anti-racism and anti-oppression. Words matter and changes such as this play a significant role in the evolution of how we think, act and support. We have also seen progress in the increased awareness of the role that identity and lived experiences play in the classroom and are seeing positive changes in both staff and students as a result.

This work, as always, is complex, challenging and intense. It is not easy to address long-standing systems and beliefs and while there has been some resistance and opposition to challenging the status quo, we remain committed, persistent, optimistic and proud of the work that has been accomplished over the past year related to equity, anti-racism and anti-oppression in the TDSB.

## Action Plan and Associated Timeline

Evidence of our commitment to equity, anti-racism and anti-oppression can be found throughout the system in alignment with the Multi-Year Strategic Plan (MYSP). The Multi-Year Strategic Plan Action Plans -- specifically *Leadership Development in Equity and Anti-Oppression* and *Toward Excellence in the Education of Black Students*:

*Transforming Learning, Achievement and Well-Being* -- have provided direction and guidance for the intentional work of equity leaders to transform student learning and create a culture of staff and student well-being.

This report is a snapshot of the progress related to the MYSP Action Plans in three key areas:

- Leadership, School Improvement and Professional Learning in Equity
- Student Voice
- Black Student Success and Excellence Initiative

### **Multi-Year Strategic Plan**

#### **Transform Excellence in Education of Black Students**

##### ***Professional Development (Black Student Success and Excellence Initiative)***

In collaboration with the Anti-Racism Directorate and the TDSB Research Department, the Black Student Success and Excellence initiative focuses on improving the achievement of self-identifying Black students across the system. This professional learning and student engagement initiative engages secondary schools and their elementary feeder schools serving high populations of Black students.

In October 2019, 17 schools with a multi-disciplinary team of educators gathered to build their understanding of key themes within the literature supporting successful educational outcomes for Black students. After an examination of the preliminary findings from the first year of its implementation, school teams reviewed and began the process to design their site-specific work plans. Key components of these work plans included professional learning and pedagogy, student leadership, and parent/community engagement. Through a collaborative inquiry process, school teams deepened their capacity around identity-affirming pedagogical practices to advance greater educational outcomes for Black students. With support from community partnerships and central staff members connected to the identified schools, educators engaged in strategies to establish the necessary conditions to build agency and leadership within students, along with exploring opportunities to leverage community and caregiver relationships to promote the success and excellence of Black students.

As the year progressed, which included labour disruptions along with the COVID-19 pandemic, schools experienced varying levels of success in executing their implementation plans.

##### ***Early Years Mobilization Strategy***

In collaboration with the Early Years Department, Early Reading Coaches engaged in professional learning to broaden their understanding of anti-bias education. As part of the MYSP goal to improve the overall experience of Black students in the Early Years specifically focusing on entry experiences and academic achievement in literacy and numeracy, Early Reading Coaches examined problems of practice within their identified schools of service. Through the deconstruction of these areas of need, the anti-bias framework served as a tool to lead into critical consciousness practitioner inquiries. These inquiries further supported the work of Early Reading Coaches with educators in designing and developing classroom learning opportunities that deepened children's

positive racial identity, and conditions where families saw themselves as active contributors within the school community.

During the remote learning environment, this partnership further developed into the co-construction of offline learning packages.

### ***2020 Pre-Kindergarten/Kindergarten to Grade 2 Summer Learning Program***

In collaboration with the Early Years Department and Model Schools for Inner Cities Schools (MSIC), a new summer learning experience for pre-kindergarten, kindergarten and grade 2 students was offered. Over 300 students ages 3 to 7 participated in the remote Journey to Success Early Years Pre-Kindergarten/Kindergarten Summer Learning Program across ten TDSB sites. Eight of these sites were MSIC schools. Journey to Success connects play and learning to children's identity and interests, while affirming families and their communities as partners within the learning journey. This summer learning experience focused on embedding strong literacy and numeracy practices for student development through Africentric and Culturally Relevant and Responsive frameworks.

A special component of this remote learning program was a resource package that each participating family received centred around their child(ren)'s unique lived experiences, identity and culture. This resource package included a variety of picture books and materials to support literacy and numeracy development through play and inquiry. Alongside the curricular experiences, Journey to Success students and families had the opportunity to engage in rich and relevant learning with community-based arts educators. Each site participated in virtual African Drumming, Storytelling, Visual Arts and Reggaecise sessions where children were able to extend their understanding of self and explore methods of creative expression. Throughout the summer learning, capacity-building sessions were provided to educators to deepen their understanding of Culturally Relevant and Responsive Pedagogy (CRRP), principles of Africentricity, teaching and learning using online platforms, and establishing responsive relationships through remote learning environments.

## **Transform Student Learning**

### ***Equity, Anti-Oppression, Anti-Racism Remote Learning Opportunities***

Toronto District School Board is committed to providing students rich and relevant learning experiences. To further support this endeavour, educators participated in collaborative learning opportunities that elicit critical reflection and practice when engaging students in remote learning. In June 2020, educators continued to participate in a number of interdisciplinary learning experiences to further ground their pedagogy in Equity and Anti-Oppression. These learning experiences brought educators together to deepen their curricular understanding, practice, and leadership from a culturally relevant and responsive stance within a remote learning environment. A menu of professional learning opportunities for classroom-based educators, centrally assigned educators and educators interested in summer learning were offered. Some examples of these professional learning experiences included: Introduction to Culturally Relevant Pedagogy, Equitable and Inclusive Teaching and Learning Practice (Part 1 and Part 2) and Toolkit for Equity and Culturally Relevant and Responsive Resources.

In partnership with the English/Literacy, French As a Second Language and Mathematics central departments, asynchronous learning opportunities were also provided through video vignettes. These vignettes examined strategies to ensure every student has equitable access to learning experiences that are responsive to the current remote learning conditions and reflective of their identities and lived experiences.

### ***Non-Digital Learning Packages***

School communities were impacted in many different ways by the COVID-19 pandemic and school closures. In order to support many families across the TDSB that were affected by virtual schools and programming, non-digital learning packages were developed and provided to over 20,000 families in need.

In collaboration with various central departments, offline learning packages for students in kindergarten to grade 8 were developed, reviewed and delivered to students' homes. The learning materials were designed for students who were not able or chose not to participate in online learning. The package contained approximately 4 weeks worth of learning tasks based on curriculum and expectations from the Ministry of Education. The resources helped support students and families stay connected and engaged during those exceptional times.

### ***Critical Reviews of System Resources***

The pandemic required the system to ensure educators had equitable access to a plethora of virtual resources to support teaching and learning. As such, the Equity, Anti-Racism, Anti-Oppression team, in collaboration with various central departments, engaged in the review process of learning resources and well-being experiences. These critical reviews supported the development of a deeper understanding of how to challenge the conditions that create inequities within diverse school communities.

To further support educators in developing their critical consciousness when selecting resources and planning for student learning experiences, Toolkits for selecting Equitable and Culturally Relevant and Responsive resources were created. With the aim to promote student success, this framework supported the development and selection of learning, instructional and well-being resources from an equitable and culturally relevant and responsive stance. All of the toolkits were applicable for K-12.

### ***Equity Leadership***

#### ***Equity as a Leadership Competency for New Vice Principals & Principals and Aspiring Leaders***

Leaders at all levels must possess equity as a foundational leadership competency in order to successfully implement TDSB's Equity Policy. Professional development opportunities for new teachers, Vice Principals and Principals identified the capabilities and skills of leaders who are able to effectively promote and sustain equitable learning and working environments.

#### ***New Teacher Induction Program Orientation***

In November 2019, over 150 newly contracted elementary and secondary teachers attended the New Teacher Orientation. Throughout the day, beginning teachers had the

opportunity to explore culturally relevant texts and engage in rich conversations in a wide variety of areas.

In partnership with the Teachers Leading and Learning Department, the Equity, Anti-Racism, Anti-Oppression team supported beginning teachers in deepening their understanding of equitable leadership within the TDSB. This professional development opportunity enabled new teachers to explore and develop strategies to embed equitable practices within their instructional programming.

### ***Professional Development for System Leaders***

In collaboration with the equity consultancy firm KOJO Institute, consultant Kike Ojo Thompson lead a series of four workshops on racism and anti-Black racism for Vice-Principals, Principals and Superintendents. Upon completion of the series, participants were presented with a certificate to acknowledge their commitment to this important learning. This comprehensive professional development training will be offered during three separate times in this school year: October, January and April

### ***Beginning Teacher Summer Institute 2020***

Toronto District School Board is committed to providing new teachers with professional learning experiences and ongoing mentorship. In support of these goals, beginning teachers and their mentors participated in collaborative sessions aimed at deepening their practice around establishing inclusive learning settings with high expectations for all students. In August 2019, over 400 beginning teachers and their mentors participated in the Beginning Teacher Summer Institute 2020 - *Remixing Pedagogies and Relationships*. This virtual conference provided a selection of sessions that highlight the importance of centring the voices of students and their communities in teaching and learning. Some workshops explored Indigenous ways of knowing, race and racism, critical pedagogies, and anti-bias education. Educators also engaged in a panel conversation with the Urban Indigenous Education Centre, Equity and Human Rights. Participants received complimentary resources to continue their learning.

### ***Equity Referral Form***

The Equity, Anti-Racism, Anti-Oppression Team continued to offer central support to school communities throughout the year. To facilitate the process of connecting with the Team, a referral process was developed to further serve students and families. Once a school completed the referral form, it was then analyzed to identify areas of need. Upon review, coaches within the Equity, Anti-Racism, Anti-Oppression Team arranged an initial conversation with the school administrator and school team for further planning. The school team might consist of the administrator(s), lead teacher(s) and central team (if applicable). Throughout the school year, over 60 schools completed the referral requesting varied levels of support alongside system requests to engage in professional development.

### ***Equity in Remote Learning Settings***

The pandemic required the Equity, Anti-Racism, Anti-Oppression Team to engage educators in remote professional learning experiences in partnership with the Model



Schools for Inner Cities (MSIC) program, the Equity, Anti-Racism, Anti-Oppression Team offered over 375 educators professional learning experiences. Some of these professional learning opportunities included:

- Building Relationships and Maintaining High Expectations while working Remotely
- Toolkit for Equity and Culturally Relevant and Responsive Resources
- Deepening our Understanding of Critical Consciousness
- Taking the Neutrality Out of Mathematics Education
- Equitable and Inclusive Teaching Practice

## **Build Strong Relationships and Partnerships with School Communities**

### ***Equity in School Councils***

The TDSB is committed to strengthening the processes by which all parents and caregivers have opportunities to contribute to their local school's improvement planning efforts. To support the engagement of parents and caregivers to implement equitable change within school councils, the Equity, Anti-Racism, Anti-Oppression Team facilitated learning experiences that critically address issues of equity within school councils. Parents and caregivers had an opportunity to deepen their understanding of the skills and behaviours of effective school councils to reimagine the ways in which they operate.

### ***Newcomers Services Podcast***

In partnership with the Business Operations department, the Equity, Anti-Racism, Anti-Oppression Team supported in the review of a mini-podcast series for TDSB families experiencing diverse challenges throughout the COVID-19 pandemic. Examples of these series include:

- Observing Ramadan in a Time of Social Distancing
- Daily Life in a Shelter for Refugee Families
- Students Helping Others During Social Distancing

### ***Reading Partnership for Black Parents***

The Reading Partnership for Black Parents (RPBP) program at Driftwood P.S. collaborated with Black caregivers and community members to further enhance Black caregivers' knowledge, confidence and leadership in supporting their children's literacy development. At Driftwood P.S., the RPBP program built upon the strengths of children and their caregivers to facilitate literacy learning through play. The program partnered with caregivers who faced institutional oppressions, such as anti-Black racism, employment insecurities, and sexism.

In the RPBP program, Black caregivers established peer-relationships and shared their diverse experiences, skills, and perspectives. Participating caregivers worked with one another and their children to further support their children's literacy development, strengthen culturally relevant knowledge, and enhance their own and their children's wellbeing.

The RPBP program was co-designed with Black caregivers, educators, school administrators, and community partners to ensure that programming was culturally relevant to the Driftwood school community and honoured the leadership of Black caregivers.

### ***Community Parent Engagement Sessions with Dr. Carl James***

Dr. Carl James facilitated sessions in select schools entitled, “*How to Navigate the School System for Black Student Success, K-12*” across the Learning Centres. These sessions served as a way to further engage families, community and educators in discussions on improving the experiences and opportunities of Black students. Participating families received York University's resource, *The Engaged Parent: Navigating School Systems for Black Student Success*. This resource supports partnerships between parents of Black children, their teachers and the school system. The bilingual information sheets provide parents of Black children with tips to help ensure their child's success and wellbeing. Co-written by Dr. Carl James and Tana Turner, the information sheets were created in response to ongoing research around the experiences of Black parents and their children in schools across the Greater Toronto Area. Although developed for parents, the information sheets provide school administrators with insights on working with families and community members for Black student success and excellence, as outlined in TDSB's Multi-Year Strategic Plan.

Due to labour and pandemic disruptions, the face-to-face sessions were halted and postponed. School communities continued to have online access to *The Engaged Parent: Navigating School Systems for Black Student Success* resource and in the 2020-21 school year, Dr. James will continue to provide access to this session for the schools that were affected.

### ***Black Community Organization Partnerships***

The Multi-Year Strategic Plan addresses the importance of identifying, curating, and co-developing community partnerships to ensure students are able to see themselves reflected and have a voice within the curriculum. Community educators are valuable contributors to this educational process. The Equity, Anti-Racism and Anti-Oppression Team in partnership with the Educational Partnership Office, hosted two community partnerships events, one in the West and the second in the East. These events were geared towards leveraging the strengths of Black community organizations that offer educational programming. Through these partnerships, the TDSB continues to promote a system culture that provides students with dynamic culturally relevant and responsive learning opportunities that support equity, achievement and well-being.

## **Create a Culture for Student and Staff Well-Being**

### ***Student-led Engagement Initiatives***

The TDSB is committed to increasing the influence of students' individual and collective insights on decision-making. To improve engagement, academic achievement, equity, well-being and school climate, the Equity, Anti-Racism, Anti-Oppression Team in partnership with Student Equity Program Advisors, Gender Based Violence Prevention Team and other central departments, launched Black Brilliance West and EnVision Conferences.

Black Brilliance West is an annual student-led conference that acknowledges and affirms the experiences and achievements, as well as the challenges unique to Black students. This year's theme entitled "*Powerful in Our Own Skin*" run by students at Downsview Secondary School, hosted students from 21 TDSB secondary schools as well as students from Shelbourne Ontario's Upper Grand District School Board and Auburn High in Nova Scotia. Unfortunately, due to the COVID-19 pandemic, the Black Brilliance East Conference was unable to proceed as planned.

Over 500 middle and high school LGBTQI2S+ students and allies across the TDSB came together over two days to connect with one another, celebrate their identities and explore issues LGBTQI2S+ communities are experiencing. With this year's theme being Mental Health and Well-being, students had the opportunity to participate in over 10 different workshops led by community organizations and students that examined gender and sexual diversity, healthy relationships and mental health. Students throughout the day connected with adults in the interfaith panels and had access to a quiet space with support from TDSB social workers.

### ***Black Student Summer Leadership Program***

The TDSB has 5 Graduation Coaches for Black students working since March of 2020 in the following 7 Secondary schools across the system: Albert Campbell Collegiate, AY Jackson, Forest Hill CI, Central Technical School, Westview Centennial SS, Kipling CI and Thistletown Collegiate. The Black Student Summer Leadership Program, led by Graduation Coaches for Black Students, was a 7-week research initiative that engaged 31 Black students from 7 TDSB Secondary Schools. In collaboration with the Jean Augustine Chair in Education, Community and Diaspora in the Faculty of Education at York University, this program had 4 key principles: citizenship, agency, activism and mentorship (See Appendix A).

At the heart of the TDSB Black Student Summer Leadership Program was the goal of training students through a Youth Participatory Action Research (YPAR) framework to develop their competencies as leaders in community-based research projects and agents of social change. Through this youth-centred research model, student voice was amplified and honoured in conversations about schooling experiences and community development. Furthermore, the recommendations from this program have led to two newly designed credit courses focusing on positive racial identity development, taking place from November to June 2021.

### **Centre of Excellence for Black Student Achievement**

In June 2020, TDSB's trustee's approved funding to create the first K-12 Centre of Excellence for Black Student Achievement. Advocated by Black community voice, this Centre will be the first of its kind in public education in Canada. It was developed as one of the board's responses to dismantle anti-Black racism and improve the life experiences and educational outcomes for Black students.

Proposed from the Enhancing Equity Task Force, the recommendation of the Centre ties to numerous action plans in the Board's Multi-Year Strategic Plan focussed on specific ways to support Black students.

The Centre of Excellence for Black Student Achievement will build on these actions plans and recommendations through its mandate. The Equity, Anti-Racism and Anti-

## Agenda Page 74

Oppression team will collaborate with the staff at the Centre to support a more coordinated and well-resourced approach through the various initiatives and work generated within the Centre of Excellence for Black Student Achievement.

The mandate of the Centre is to:

- Provide support to Black students in TDSB schools to combat racism, navigate complaint processes, identify barriers to success and access appropriate resources (e.g., scholarships, networking, mentoring)
- Use evidence to highlight promising practices and engage in meaningful research on topics relevant to Black students that are then integrated across schools and at the system level within the TDSB
- Create professional learning in anti-Black racism and collaborate with other staff in facilitating learning in decolonization, Anti-Racism, Anti-Oppression & human rights recognizing the similarities and intersections of various forms of oppression
- Identify, develop and facilitate culturally responsive and relevant healing practices for groups of students
- Inform changes to policies and procedures so that all students may benefit from the learning and innovative practices developed by the Centre
- Establish effective mechanisms for monitoring improvement in the achievement of Black students
- Provide annual accountability reports and recommendations to the Board of Trustees and staff
- Support meaningful engagement and advocacy of caregivers for their children in TDSB schools and programs and improve communication to them about Black student success, system navigation and complaint processes; and
- Engage in strategic community partnerships related to education within the annually identified approved budget for this purpose

### **Update - Centre of Excellence for Black Student Achievement**

The Centre of Excellence for Black Student Achievement has recently appointed the Centrally Assigned Principal, who is working in collaboration with the System Superintendent of Equity, Anti-Racism and Anti-Oppression to finalize the site location, staffing and the critical path for the phases for implementation.

#### ***Site Location***

- Working with Planning department and local feasibility team to explore potential sites for the Centre of Excellence for Black Student Achievement; currently proposed geographically East of the DVP
- Engaging in discussion with school teams re: location and space within identified sites

#### ***Staffing***

- Process of hiring the full complement of staff associated with the allotment of 20.5 staff
- Postings and interview timelines created

#### ***Phase I Actions***

- Centre of Excellence for Black Student Achievement: Community Conversations

## Agenda Page 75

- Collaborating with Research department to identify and develop focus groups with stakeholders to identify key deliverables of each mandate in Phase I, II and III
- stakeholders:
  - students
  - staff
  - community educators/agencies
  - academic/researchers
- Development of website and communication materials (e.g., logo)
- Establish new partnerships and maintain on-going partnerships to identify key initiatives that support Black students success, well-being and belonging, including:
  - Parent Engagement - Dr. Carl James
  - Youth Participatory Action Research with York University & TDSB Graduation Coaches for Black Students
  - University partnerships for Black students
- Extend the learning from the Black Student Success and Excellence Initiative's collaborative inquiries to inform actions of the Centre of Excellence for Black Students.

## Communications Considerations

BSACAC (Black Student Achievement Community Advisory Committee) and EPCAC (Equity Policy Community Advisory Committee) are updated.

## Board Policy and Procedure Reference(s)

Multi-Year Strategic Plan – Action Plans

[Policy P037 – Equity](#)

[Policy P031 – Human Rights](#)

[Policy P069 – Accessibility](#)

[Policy P073 – Respectful Learning and Working Environment](#)

[Protecting and Promoting Human Rights and Addressing Discrimination in Schools for students, parents and families](#)

[Expected Practices for Understanding, Addressing and Preventing Discrimination brochure for school staff \(accessible version\)](#)

[TDSB Guidelines for the Accommodation of Transgender and Gender Independent Non-Conforming Students and Staff](#)

## Appendices

Appendix A: TDSB Black Student Summer Leadership Program 2020

## From

Karen Falconer, Interim Director of Education at [karen.falconer@tdsb.on.ca](mailto:karen.falconer@tdsb.on.ca)

## Agenda Page 76

Jacqueline Spence, System Superintendent of Equity, Anti-Racism, Anti-Oppression & Early Years at [jacqueline.spence@tdsb.on.ca](mailto:jacqueline.spence@tdsb.on.ca)

Karen Murray, Centrally Assigned Principal, Centre of Excellence for Black Student Achievement, Equity, Well-Being and School Improvement at [karen.murray@tdsb.on.ca](mailto:karen.murray@tdsb.on.ca)

## TDSB BLACK STUDENT SUMMER LEADERSHIP PROGRAM 2020

The TDSB Black Student Summer Leadership Program, led by Graduation Coaches for Black Students, is a 7-week research initiative that engages 31 Black students from 7 TDSB Secondary Schools<sup>1</sup>. In collaboration with the Jean Augustine Chair in Education, Community and Diaspora in the Faculty of Education at York University, this program has 4 key principles: citizenship, agency, activism and mentorship. At the heart of the TDSB Black Student Summer Leadership Program is the goal of training students through a Youth Participatory Action Research (YPAR) framework to develop their competencies as leaders in community-based research projects and agents of social change.

Through this youth-centered research model, student voice is amplified and honoured in conversations about schooling experiences and community development. Furthermore, as students engage in this summer leadership program, they gain the skills necessary to understand and confront issues of anti-Black racism and social justice within the education system.

### Principles of the TDSB Black Student Summer Leadership Program



**In the upcoming school year, students will leverage YPAR to conduct systemic research and design resources that influence school-based policies and embed recommendations to support transformative change.**

<sup>1</sup>The 7 TDSB secondary schools are: Albert Campbell Collegiate Institute, A.Y. Jackson Secondary School, Central Technical School, Forest Hill Collegiate Institute, Kipling Collegiate Institute, Thistletown Collegiate Institute and Westview Secondary School

**Blank Page**





## **Model Schools for Inner Cities Update 2019-20**

**To:** Program and School Services Committee

**Date:** 13 January, 2021

**Report No.:** 01-21-4009

### **Strategic Directions**

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

### **Recommendation**

It is recommended that the Model Schools for Inner Cities (MSIC) Update 2019-20 Report be received for information.

### **Context**

#### **Update of MSIC:**

Please note this is only an update for the MSIC program. This report is not an evaluation of what occurred in schools in the program as MSIC based work was significantly disrupted for all 150 schools in the program during the 2019-20 school year.

The 2019-20 school year saw extreme disruptions in relation to the work usually done within the MSIC program for schools. In the fall through to early winter, TDSB teachers were on Work to Rule which inhibited work done in schools with students and amongst faculty beside the core time spent in classroom lessons. As all five essential practices involve work drawn from a variety of areas and integrated into classrooms as well as across schools, engaging the robust form of programming was affected. Therefore, the MSIC program in the 2019-20, focused more on community-centred programming.

Starting in March, Toronto along with the rest of Canada faced a pandemic which shut all schools in the TDSB. While schools re-opened on April 6th for remote learning, the remote learning platform took an enormous amount of focus and attention, which again inhibited the capacity for the MSIC program to provide the same level of support as previous years.

Due to this crisis, MSIC funds were re-allocated to critical areas to support communities and students through innovation and an initial focus towards equity of access.

**MSIC 2019-20 Budget Description and Temporary Reallocation:**

Funds from the MSIC program were used differently this past year.

Schools received MSIC budget allocations in October 2019. \$2.8 million were allocated to schools using a formula that includes a base allocation by size of school (small, medium or large), as well as the placement of the school on the Learning Opportunities Index (1-50, 51-100, 101-150).

As in previous years, the MSIC budget breakdown consisted of the following:

Part 1: Base Amount Allocation (week 3 student enrolment)

Small School	0-300 students	\$11 000
Medium School	301-500 students	\$13 000
Large School	500+ students	\$15 000

Part 2: Weighted allocation

Schools by LOI	% of Funds Per Pupil & Total	Per Pupil \$ Allocation
1-50	50% = \$470 500	\$29.97
51-100	30% = \$282 300	\$17.16
101-150	20% = \$188 200	\$10.13

Funds from central and school-based budgets, approximately \$480,000, were reallocated to support the following:

- Community-based parent engagement sessions
- Virtual summer school
- Non-digital remote learning packages
- Literacy, numeracy and technology resources for MSIC students
- School-based professional learning opportunities in anti-oppression and anti-racism

In addition, central MSIC budget supported the following key programs:

- Research \$400,000
- Summer Programs \$450,000

### **Key Components of the MSIC Program**

- **Innovation in teaching and learning practice and school structure**

Support improved academic performance through enriched experiential learning opportunities, creativity and critical thinking emphasis, social justice curriculum, and culturally relevant and responsive pedagogies.

- **Support services to meet students' physical, social, and emotional needs**

Improve the physical and mental health and well-being of students by creating learning environments that are equitable, safe, engaging and inclusive. Partner with internal and external stakeholders to enhance students' sense of belonging. Ensure students' identities are represented positively in schools by partnering with students, families and community stakeholders.

- **School as the heart of the community**

Establish active partnerships with parents, community members, and community organizations. Engage and implement practices that strengthen and impact students, families and community relationships.

- **Research, review, and evaluation of students and programs**

Engage in data collection, summative evaluation and reporting to drive continuous school improvement, and support priorities as outlined in the Multi-Year Strategic Plan.

- **Commitment to share successful practices**

Share successful innovative strategies, initiatives, and structures as a way to mobilize educators at the classroom, Learning Centre and system levels, and external stakeholders for student achievement, well-being and equity.

During 2019-2020 academic year, the MSIC program engaged in the following actions to support the five essential components:

### **1. Innovative Teaching and Learning Practices**

#### ***Non-Digital Learning Packages***

MSIC school communities were impacted in many different ways by the COVID-19 pandemic and school closures. In order to support many families across the TDSB that were affected by virtual schools and programming, the MSIC budget was used to offset some of the costs for the over 20,000 non-digital learning packages that were provided to families in need.

As COVID-19 affected MSIC schools in a more definitive way, the MSIC program played a pivotal role in partnering with various Centrally assigned departmental teams in developing, reviewing and delivering offline learning packages for students in kindergarten to grade 8. The learning materials were designed for students who may

not be able, or want to, participate in online learning. The package contained approximately 4 weeks worth of learning tasks based on curriculum and expectations from the Ministry of Education. Non-digital learning resources were developed and delivered to students' homes. The resources helped support students and families stay connected and engaged during those exceptional times.

### ***Equity in Remote Learning Settings (Professional Learning)***

The pandemic required the MSIC program to engage educators in remote professional learning experiences. The MSIC program partnered with the Equity, Anti-Racism, Anti-Oppression Team to offer 377 educators professional learning experiences. Some of these professional learning opportunities included:

- Building Relationships and Maintaining High Expectations while working Remotely
- Toolkit for Equity and Culturally Relevant and Responsive Resources: "I found this great resource, but wait, have I checked it for..."
- Deepening our Understanding of Critical Consciousness
- Taking the Neutrality Out of Mathematics Education
- Equitable and Inclusive Teaching Practice

### ***2020 Summer Learning Program (Grades 3-8)***

In collaboration with Continuing Education, summer learning experiences for students in grades 3 to 8 were offered virtually in 24 MSIC sites. Nearly 5,000 students engaged in this virtual learning opportunity. To further support the curricular experiences, students and families had the opportunity to engage in rich and relevant learning with community-based arts educators. Each site participated in virtual African Drumming, Storytelling, Visual Arts and Reggaecise sessions where children were able to extend their understanding of self and explore methods of creative expression. The MSIC program partnered with the Toronto Public Library (TPL) to provide MSIC students with a virtual classroom visit. The visits were hosted by a TPL Children's librarian and deepened community-school connections and literacy skill

### ***2020 Pre-Kindergarten/Kindergarten to grade 2 Summer Learning Program***

In collaboration with the Early Years Department and the Equity, Anti-Racism and Anti-Oppression team, a new summer learning experience for pre-kindergarten, kindergarten and grade 2 students were offered. Over 300 students ages 3 to 7 participated in the remote Journey to Success Early Years Pre-Kindergarten/Kindergarten Summer Learning Program across ten TDSB sites. Eight of these sites were MSIC schools. Journey to Success connects play and learning to children's identity and interests, while affirming families and their communities as partners within the learning journey. This summer learning experience focused on embedding strong literacy and numeracy practices for student development through Africentric and Culturally Relevant and Responsive frameworks.

A special component of this remote learning program was a resource package that each participating family received centred around their child(ren)'s unique lived experiences, identity and culture. This resource package included a variety of picture books and materials to support literacy and numeracy development through play and inquiry. Alongside the curricular experiences, Journey to Success students and families had the opportunity to engage in rich and relevant learning with community-based arts

educators. Each site participated in virtual African Drumming, Storytelling, Visual Arts and Reggaecise sessions where children were able to extend their understanding of self and explore methods of creative expression. Throughout the summer learning, capacity-building sessions were provided to educators to deepen their understanding of Culturally Relevant and Responsive Pedagogy (CRRP), principles of Africentricity, teaching and learning using online platforms, and establishing responsive relationships through remote learning environments.

### ***Literacy, Numeracy and Technology Resources for MSIC Schools***

The MSIC program recognized that it was an exceptional year with schools facing barriers to effectively spending their MSIC budget. The MSIC program honoured the needs of the school communities by centrally purchasing for schools a choice or combination of the following resources:

- technology (i.e., chromebooks, iPads, etc.)
- leveled literacy resources
- numeracy resources

These resources were purchased centrally and continue to be delivered to schools in support of student learning and academic achievement.

### ***Leadership Professional Learning for administrators on anti-Oppression and anti-Black racism***

The pandemic resulted in virtual professional learning opportunities being offered to MSIC school-based leaders. The MSIC program subsidized MSIC administrators' participation in the *4 Big Questions on Racial Justice in Education: A 4-Part Interactive Webinar*. This webinar was facilitated by Kike Ojo-Thompson, Pamala Agawa, Dr. Debbie Donsky and Paul Gorski.

In the four-part, interactive, dialogue-based webinar series, educators deepened their thinking around racial justice in the Canadian education system. The following are questions that guided the webinar:

- What are the biggest barriers to racial justice in education?
- What can we, as individuals, do to disrupt racism within education? What does action look like?
- What does accountability with respect to racial justice look like in education?
- What is the role of relationship, community, and partnership in racial justice work?

The session facilitated dialogue among the session facilitators and participants.

## **2. Support Services for Students' Emotional, Social and Physical Well-Being**

### ***Pediatric Clinics***

Four MSIC schools currently host Pediatric Health Initiative Clinics. These clinics allow for timely and informed access to health care. MSIC actively promotes and engages in community outreach to support this health initiative. In partnership with community health partners and hospitals, current clinics are hosted in the following schools: George Webster ES, Sprucecourt PS, Willow Park Jr. PS and Nelson Mandela Park PS.

Model Schools' Pediatric Health Initiative Clinics offer a range of services. For example, with an appointment, some primary care providers offer the following services:

- general physicals,
- immunizations,
- seasonal flu clinics,
- referral for hearing assessments,
- referral for vision screening and eye exams,
- access to dental services,
- developmental supports, and
- any health issues.

Upon the onset of the pandemic, the Pediatric Health Initiative Clinics, like those hosted at Nelson Mandela Park PS and Sprucecourt PS, continued to serve MSIC students and families remotely and with a modified schedule.

### ***Partnership with the Royal Ontario Museum (ROM)***

In partnership with the Royal Ontario Museum, the MSIC program offered free guided visits to 2 classes from each MSIC school. 103 schools took up this opportunity. Starting in Fall 2020, students and educators participated in the following learning experiences:

- two 90-minute guided visits led by a museum educator, topic of your choice;
- self-guided exploration time in the permanent galleries (special exhibits are not included); and
- travel subsidies (subject to school need).

The pandemic resulted in the halt of all face-to-face school visits to the ROM. As a result, students and educators had opportunities to access the ROM's online exhibitions.

### ***Partnership with the Meridian Arts Centre (Nelson Mandela Exhibition)***

The MSIC program partnered with the Meridian Arts Centre and TOLive to offer select MSIC schools (LOI 1-50) travel and admission subsidies to the Nelson Mandela Exhibition. The exhibition supported students and educators critically exploring the apartheid system in South Africa and the colonial and racist treatment of Indigenous peoples in Canada. To support such critical learning, students and educators engaged in interactive elements of the exhibit:

- Audio stations/Short films with headphone
- Replica of Mandela's prison cell students could touch and enter
- Replica of living room set and camera where Mandela filmed a video in hiding
- Various artifact replicas students could touch (i.e., Mandela's passport)
- Make-Your-Own-Protest-Poster – activity on a touch screen
- Letter writing station

This opportunity was offered between November and January 2019.

### ***Hearing and Vision***

The Model Schools program partnered with McMaster University, SickKids and Toronto Foundation for Student Success, to provide students in Model Schools with vision and

hearing screenings, as well as eye exams. In partnership with the *Gift of Sight and Sound Program*, MSIC students undergo vision and hearing screenings. MSIC worked with McMaster University and SickKids to provide grade 2 students in identified MSIC schools. The pandemic required a halt to all vision and hearing screening, as well as eye exams in March 2020. Despite the pandemic, through the Gift of Sight and Sound Program, MSIC students received the following services:

### **Vision Screening**

- Number of students screened: 11,911
- Number of referrals: 2,995

### **Optometry Clinics**

- Number of students who attended the optometry clinic: 1,565
- Number of students who received glasses: 1,132
- Number of prescription upgrades: 553
- Number of first-time wearers: 579

### **Hearing Screening**

- Number of students screened: 349
- Number of students referred: 50

## **3. School as the Heart of the Community**

### ***Community Sessions with Dr. Carl James***

Dr. Carl James facilitated sessions in MSIC schools across the Learning Centres as a way to further engage families, community and educators in discussions on improving the experiences and opportunities of Black students. This session entitled, “***How to Navigate the School System for Black Student Success, K-12***”.

Participating families received York University's resource, *The Engaged Parent: Navigating School Systems for Black Student Success*. This resource supports partnerships between parents of Black children, their teachers and the school system. The bilingual information sheets provide parents of Black children with tips to help ensure their child's success and wellbeing. Co-written by Dr. Carl James and Tana Turner, the information sheets were created in response to ongoing research around the experiences of Black parents and their children in schools across the Greater Toronto Area. Although developed for parents, the information sheets provide school administrators with insights on working with families and community members for Black student success and excellence, as outlined in TDSB's Multi-Year Strategic Plan.

Due to labour and pandemic disruptions, the face-to-face sessions were halted and postponed. MSIC school communities continued to have online access to *The Engaged Parent: Navigating School Systems for Black Student Success* resource and for the 2020-21 school year, Dr. James will continue to provide access to this session for the schools that were affected.

### ***Family Adventure Passports***

Families across the Model Schools Program have the opportunity to engage in community experiences across the city. The Model Schools Program partnered with

local institutions, such as the Bata Shoe Museum, the Rouge Valley Conservation Centre, Toronto History Museums and Ripley's Aquarium of Canada, to offer discounted opportunities for families to rich community experiences.

The pandemic resulted in MSIC families being unable to participate in the many community learning opportunities offered in the Family Adventure Passports.

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

The MSIC program helps to support TDSB's annual Parents as Partners conference. The conference offers sessions on special education, mental health and well-being, anti-Black racism and engagement. Due to the pandemic the *Parents as Partners* was postponed to this academic year, October 2020 and redesigned as a virtual conference.

## **4. Research, Review and Evaluation of Students and Programs**

### ***CAT4 assessment results from October 2019***

The annual Canadian Assessment Test 4, given to grades 2-8 (excluding grade 3) shows that at the outset of this past year students across grades performed at no significant difference than the previous two years in the literacy and numeracy skills that are assessed by the CAT4.

	<b><i>Fall 2017</i></b>			<b><i>Fall 2018</i></b>			<b><i>Fall 2019</i></b>		
	<b><i>Reading</i></b>	<b><i>Writing</i></b>	<b><i>Math</i></b>	<b><i>Reading</i></b>	<b><i>Writing</i></b>	<b><i>Math</i></b>	<b><i>Reading</i></b>	<b><i>Writing</i></b>	<b><i>Math</i></b>
<b><i>Gr. 2</i></b>	<b><i>58%</i></b>	<b><i>N/A</i></b>	<b><i>48%</i></b>	<b><i>54%</i></b>	<b><i>N/A</i></b>	<b><i>47%</i></b>	<b><i>54%</i></b>	<b><i>N/A</i></b>	<b><i>46%</i></b>
<b><i>Gr. 4</i></b>	<b><i>56%</i></b>	<b><i>56%</i></b>	<b><i>75%</i></b>	<b><i>53%</i></b>	<b><i>54%</i></b>	<b><i>75%</i></b>	<b><i>54%</i></b>	<b><i>52%</i></b>	<b><i>75%</i></b>
<b><i>Gr. 5</i></b>	<b><i>65%</i></b>	<b><i>71%</i></b>	<b><i>82%</i></b>	<b><i>64%</i></b>	<b><i>69%</i></b>	<b><i>79%</i></b>	<b><i>63%</i></b>	<b><i>68%</i></b>	<b><i>78%</i></b>
<b><i>Gr. 6</i></b>	<b><i>67%</i></b>	<b><i>69%</i></b>	<b><i>75%</i></b>	<b><i>69%</i></b>	<b><i>70%</i></b>	<b><i>75%</i></b>	<b><i>68%</i></b>	<b><i>67%</i></b>	<b><i>74%</i></b>
<b><i>Gr. 7</i></b>	<b><i>74%</i></b>	<b><i>63%</i></b>	<b><i>79%</i></b>	<b><i>73%</i></b>	<b><i>63%</i></b>	<b><i>78%</i></b>	<b><i>73%</i></b>	<b><i>61%</i></b>	<b><i>78%</i></b>
<b><i>Gr. 8</i></b>	<b><i>70%</i></b>	<b><i>70%</i></b>	<b><i>78%</i></b>	<b><i>70%</i></b>	<b><i>68%</i></b>	<b><i>77%</i></b>	<b><i>69%</i></b>	<b><i>67%</i></b>	<b><i>77%</i></b>



## **5. Commitment to Share Successful Practice**

### ***Touching Base with MSIC Schools Around Remote Learning Experiences***

The MSIC program provided consistent communication to share resources, program ideas, and opportunities for students and staff.

In response to the COVID-19 pandemic and school closures, in April 2019, the MSIC program organized and facilitated meetings in each of the Learning Centres with MSIC principals, vice-principals and superintendents. At these meetings, MSIC administrators discussed the impact of COVID-19 on MSIC school communities. MSIC administrators also collaborated around ways to deepen relationships with families and strengthen student engagement during the pandemic. The information from these meetings helped shape the 2020 MSIC Summer programming.

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

As we move forward, the actions and programs within the MSIC program will continue to be responsive to the five essential components, with the aim to address the goals within the Multi-year Strategic Plan. Actions for the 2020-21 School Year include:

- Align school-based actions with School Improvement Planning (SIP) goals
- Continue to support the actions related to student physical and socio-emotional well-being, which includes the pediatric clinics and work done alongside external health partners such as SickKids, UofT, McMaster University and TFSS
- Monitor and document the learning of MSIC schools that are part of larger system initiatives:
  - Centre of Excellence for Black Student Achievement
  - Academic Pathway
  - Special Education Inclusion
  - Black Students Success & Excellence
  - Math Strategy Schools
  - Engage in an internal review with Research Department on the program to identify best practices, leverage learning and review the research

### **Resource Implications**

Schools will continue to use their school MSIC budgets in support of the Five Essential Components of the MSIC program:

- Innovation in teaching and learning practice and school structure
- Support services to meet students' physical, social, and emotional needs
- School as the heart of the community
- Research, review, and evaluation of students and programs
- Commitment to share successful practices

### **Communications Considerations**

BSACAC (Black Student Achievement Community Advisory Committee) and EPCAC (Equity Policy Community Advisory Committee) are updated.

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

Multi-Year Strategic Plan – Action Plans

[Protecting and Promoting Human Rights and Addressing Discrimination in Schools for Students, Parents and Families](#)

[Policy P037 – Equity](#)

## **Appendices**

N/A

## **From**

Jacqueline Spence, System Superintendent of Equity, Anti-Oppression, Anti-Racism, Early Years at [jacqueline.spence@tdsb.on.ca](mailto:jacqueline.spence@tdsb.on.ca)

Karen Murray, Centrally Assigned Principal, Centre of Excellence for Black Student Achievement at [karen.murray@tdsb.on.ca](mailto:karen.murray@tdsb.on.ca)

Stephanie Fearon, Program Co-ordinator, Equity, Model Schools at [stephanie.fearon@tdsb.on.ca](mailto:stephanie.fearon@tdsb.on.ca)



## **Solar Sign Options for Schools**

**To:** Program and School Services Committee

**Date:** 13 January, 2021

**Report No.:** 01-21-4007

### **Strategic Directions**

- Allocate Human and Financial Resources Strategically to Support Student Needs
- Transform Student Learning

### **Recommendation**

It is recommended that the report on solar sign options for schools be received.

### **Context**

At its October 6, 2020 meeting, the Environmental Sustainability Community Advisory Committee (ESCAC) made a recommendation to the Program and School Services Committee (PSSC) that signage be developed and posted at all schools with solar panels to draw attention to the presence of solar panels on school rooftops.

On November 11, 2020, the Board decided that the following be referred to staff for options on the cost of implementation of Part (a) below, to be presented at the next meeting of the Program and School Services Committee:

- a. That signage be developed and posted at all schools with solar panels to draw attention to the presence of solar panels on school rooftops;
- b. That the amount of electricity generated by the solar panels be reported annually;
- c. That the Director present a report in the spring of 2021, as part of the annual sustainability report.

The following report provides a cost estimate to implement signs regarding solar arrays at TDSB sites.

### Solar Array Display Options

Currently, 352 TDSB facilities are equipped with rooftop solar arrays. Of these facilities, two are administration sites, one is an outdoor education school and the remaining 349 are elementary and secondary schools.

Through its Multi-Year Strategic Plan, the TDSB has committed to transforming student learning by dealing with issues such as environmental sustainability. Given their location on rooftops, solar arrays are typically inconspicuous from the street or within a facility, and the addition of signage would assist in drawing attention to the presence of these community assets, providing students with an opportunity to make real-world connections to their learning.

The table below captures display options and estimated costs for communicating the presence of solar arrays at TDSB facilities.

Display Option	Medium	Cost			
		Per unit	352 units	Estimated Installation Cost	Total
Building exterior	Existing outdoor electronic message board* * An estimated 29 schools	n/a	n/a	n/a	n/a
	Aluminum sign 12" x 60"	\$68	\$24,000	\$140,000	<b>\$164,000</b>
	Aluminum sign 24" x 60"	\$119	\$42,000	\$140,000	<b>\$182,000</b>
Building interior	Poster 24" x 36"	\$3.95	\$1,390	n/a	<b>\$1,390</b>
Online	School websites	n/a	n/a	n/a	<b>n/a</b>
	Central webpage	n/a	n/a	n/a	<b>n/a</b>

When determining potential display options, consideration was given to the environmental impact of materials. Plastic-based displays, including vinyl, were eliminated from consideration for this reason. The exterior sign option presented above is comprised of aluminum, a recyclable material, and includes UV Eco-solvent-free ink.

A visual display of either 12" x 60" or 24" x 60" in size were selected as the best balance between visibility and overall cost for an aluminum sign.

Websites and posters for the interior of buildings are both relatively inexpensive options to communicate the presence of solar arrays and could be deployed relatively quickly. The same is true of outdoor electronic message boards, however only an estimated 29 of the 349 schools with solar arrays currently have this infrastructure in place.

## Action Plan and Associated Timeline

Not applicable.

## Resource Implications

Resource Implications will be dependant on the solar sign options selected:

Display Option	Medium	Total Cost
Building exterior	Aluminum sign 12" x 60"	<b>\$164,000</b>
	Aluminum sign 24" x 60"	<b>\$182,000</b>
Building interior	Poster 24" x 36"	<b>\$1,390</b>

## Communications Considerations

Not applicable.

## Board Policy and Procedure Reference(s)

Policy P028 – The Environment

## Appendices

Appendix A: Draft Content for Solar Signs

### From

Maia Puccetti, Executive Officer, Facility Services at [Maia.Puccetti@tdsb.on.ca](mailto:Maia.Puccetti@tdsb.on.ca) or at 416-393-8780.

Richard Christie, Senior Manager, Sustainability at [Richard.Christie@tdsb.on.ca](mailto:Richard.Christie@tdsb.on.ca) or at 416-396-8554.

## Appendix A - Draft Content for Solar Signs

The following content for each of the solar signage options listed below is a draft and subject to change upon further consultation with the Environmental Sustainability Community Advisory Committee (ESCAC) and the Joint Management Labour Environment Committee (JMLEC).

Display option	Medium	Content
Building Exterior	Outdoor electronic message board	<ul style="list-style-type: none"> <li>- Brief text that draws attention to the presence of rooftop solar panels (e.g., Go Solar – We Did!)</li> </ul>
	Aluminum sign	<p>Brief text that draws attention to the presence of rooftop solar panels (e.g., Go Solar – We Did!)</p> <ul style="list-style-type: none"> <li>- QR (Quick Response) code linking to the TDSB <i>Solar Schools</i> webpage.</li> </ul>
Building interior	Poster	<ul style="list-style-type: none"> <li>- Generic poster that indicates that the school is equipped with rooftop solar panels.</li> <li>- “Did you know?” facts about solar energy.</li> <li>- QR (Quick Response) code linking to the TDSB <i>Solar Schools Project</i> webpage.</li> </ul>
Online	School website	<ul style="list-style-type: none"> <li>- Standard button to be added to the school website of each school with a solar array system that links to a TDSB Solar Schools webpage.</li> <li>- Each school will be provided with an electronic fact sheet specific to the school’s solar array, to be posted on the school website.</li> </ul>
	Public website	<ul style="list-style-type: none"> <li>- Develop a TDSB Solar Schools webpage to include the following <ul style="list-style-type: none"> <li>• List of TDSB sites with solar arrays, including, size (kWh) energy generation potential, differentiating between sites that are managed by the TDSB and sites that are managed by a third-party operator.</li> <li>• Hyperlinked electronic fact sheet for each school site.</li> <li>• Environmental impact of the TDSB’S rooftop solar arrays on the Ontario energy grid.</li> </ul> </li> </ul>



## **Use of Outdoor Spaces for Instructional Time**

**To:** Program and School Services Committee

**Date:** 13 January, 2021

**Report No.:** 01-21-4008

### **Strategic Directions**

- Transform Student Learning
- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students

### **Recommendation**

It is recommended that the report on the use of outdoor spaces for instructional time be received.

### **Context**

On December 9, 2020, the Board decided that the following be referred to staff:

- a. Present a report to the Program and School Services Committee in the January 2021 cycle of meetings, on the feasibility and implementation plan of the following:
  - i. In the short term, provide consistent and clear messaging, protocols, and program resources to all schools, in-person and especially virtual schools, elementary and secondary, that support use of the outdoors in day-to-day learning and support timely approaches to the use of outdoor spaces for learning, and include messaging and healthy living resources for families that highlights the importance of outdoor activities.
- b. Present a report to the Program and School Services Committee and the Finance, Budget and Enrolment Committee outlining a long-term plan for encouraging and supporting all schools, both elementary and secondary, to use outdoor spaces for instructional time throughout the day and that the plan:

- i. be based on approaches used in the Outdoor Play and Learning (OPAL) program successfully piloted at TDSB schools;
  - ii. consider the use of pilots distributed across learning centres for an initial group of up to 24 schools (six per Learning Centre) as soon as possible, using an equity lens, including the use of disaggregated, race-based data, to determine which schools will be eligible, and depending on the timing of implementation include an outdoor learning program for virtual schools;
  - iii. include collaboration between the Sustainability Office and Outdoor Education in supporting schools with this work;
  - iv. include concrete steps for how outdoor learning can be encouraged at the secondary level as well;
  - v. include costs and funding source for implementation;
- c. Ensure that the concerns raised by employee groups in written delegation to Planning and Priorities meeting of December 8, 2020 are addressed in the development and execution of parts (a) and (b).
- d. Provide an update in the February – March 2021 cycle of meetings.

The following report will address Part (a) from the above motion, outlining a plan to support the use of outdoor spaces during instructional time.

Parts (b) and (c) will be addressed through a subsequent report to be presented in the May cycle of meetings, after the Environmental Sustainability Community Advisory Committee (ESCAC) and the TDSB's Joint Management-Labour Environment Committee (JMLEC) have been invited to provide input.

An update on progress will be presented to the Program and School Services Committee (PSSC) in the March cycle of meetings.

### **Learning in the Outdoors**

Through the Multi-Year Strategic Plan, the TDSB has committed to transforming student learning by providing positive and supportive learning environments and creating school and workplace cultures that support mental health and well-being. Encouraging the use of outdoor spaces during instructional time provides an opportunity to put these commitments into practice during the COVID-19 pandemic and beyond. Outdoor spaces, including the schoolground, can foster authentic learning and should be considered an extension of the classroom.

The TDSB has a long history of supporting outdoor learning, both through its EcoSchools program and Toronto Outdoor Education Schools (TOES). Recognizing the



need to adjust the way in which resources were made available to TDSB communities during the COVID-19 pandemic, staff modified program delivery. In collaboration with OISE, EcoSchools developed and delivered 25 webinars targeted at educators, reaching approximately 2,100 participants, to help strengthen the quality of environmental education in TDSB schools. Since September 2020, TOES staff have delivered outdoor education programs to 7,246 staff and students in-person and 9,656 staff and students virtually.

While resources related to using outdoor spaces during instructional time are currently available, it is clear that a more coordinated effort is needed to ensure all schools are supported and consistent messaging is conveyed to the system. To achieve this, Sustainability and TOES staff will develop an online portal for learning in the outdoors aimed at providing the following:

- i. Consistent messaging regarding the TDSB's position on the use of outdoor spaces for instructional time, including protocols;
- ii. Resources to support teaching and learning in the outdoors;
- iii. Healthy living resources for families that highlight the importance of outdoor activities;
- iv. Information on how to access infrastructural resources, such as picnic tables, to enhance outdoor spaces; and
- v. Examples of projects/initiatives undertaken at TDSB schools that support learning in the outdoors.

Once existing materials and content have been compiled and the online portal has been launched, staff will begin to work on identifying and closing any gaps in information that would assist in supporting outdoor learning. This will include conducting an environmental scan of resources from other school boards to identify best practices to support outdoor learning.

The Environmental Sustainability Community Advisory Committee and the TDSB's Joint Management-Labour Environment Committee will be invited to provide input into the portal.

## **Action Plan and Associated Timeline**

**February 2021** – Launch online portal.

**March 2021** – Present an update to PSSC.

**May 2021** – Present long-term plan, including associated costs, to PSSC and FBEC.

## **Resource Implications**

As the long-term project plan is developed, associated costs will be identified. Estimates of these costs will be reported in the May cycle of meetings.

## **Communications Considerations**

Support from Communications will be required to disseminate information regarding the launch of an online outdoor learning portal.

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

P033 – Excursions

P028 – The Environment

PR511 – Excursions

## **From**

Maia Puccetti, Executive Officer, Facility Services at [Maia.Puccetti@tdsb.on.ca](mailto:Maia.Puccetti@tdsb.on.ca) or at 416-393-8780.

Richard Christie, Senior Manager, Sustainability at [Richard.Christie@tdsb.on.ca](mailto:Richard.Christie@tdsb.on.ca) or at 416-396-8554.

David Hawker-Budlovsky, Centrally Assigned Principal, Outdoor Education at [David.Hawker-Budlovsky@tdsb.on.ca](mailto:David.Hawker-Budlovsky@tdsb.on.ca) or at 416-396-3408.



# 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.