



Program and School Services Committee Agenda

PSSC:003A

Wednesday, March 31, 2021

4:30 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 5 p.m.
- 5.1. Alternative Schools Community Advisory Committee Report, February 22, 2021 1
 1. Terms of Reference
- 5.2. Black Student Achievement Community Advisory Committee Report, March 1, 2021 11
 - (For receipt)
- 5.3. Community Use of Schools Community Advisory Committee Reports, February 8 and March 9, 2021 13
 - (For receipt)
- 5.4. Environmental Sustainability Community Advisory Committee Report, February 2, 2021 21
 - (For receipt)

5.5.	Equity Policy Community Advisory Committee Reports, January 25, and February 22, 2021	23
	(For receipt)	
5.6.	French-as-a-Second-Language Community Advisory Committee Report, February 9, 2021	27
	(For receipt)	
5.7.	Inner City Community Advisory Committee Report, February 18, 2021	29
	(For receipt)	
5.8.	Inner City Community Advisory Committee Report, March 11, 2021	31
	1. P067, Learning Opportunities Index: Policy Review	
5.9.	Parent Involvement Advisory Committee Reports, February 16 and March 9, 2021	33
	(For receipt)	
5.10.	Urban Indigenous Community Advisory Committee Reports, October 19, November 17 and December 15, 2020 and January 19, 2021	39
	(For receipt)	
6.	2020-2021 Program Priorities Funding: Parent Reaching Out Grant Allocation Update [4035]	47
7.	Indigenous Education Annual Report [4066]	53
8.	TDSB Psychological Services: Backlog Wait Lists, 2020-2021 [4055]	135
9.	Preliminary Findings on Impacts to Learning Due to the Pandemic [4065]	143
10.	Promoting Active School Travel: Update [4057]	153
11.	Use of Outdoor Spaces for Instructional Time: Update [4058]	173
12.	Written Notices of Motion	
12.1.	Access to Free Menstrual Products for Students in Ontario Schools (Trustee Doyle, for Trustee Donaldson on behalf of Student Trustees Abusaifan, Shafqat and Shallo, and Trustee Mammoliti)	179
13.	Adjournment	

Alternative Schools Community Advisory Committee



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

Meeting Date: 22 February 2021

A meeting of the Alternative Schools Community Advisory Committee convened on February 22, 2021 from 7:00pm to 8:30pm via Virtual Meeting (Zoom) with Angela Match (Chair) presiding.

Membership Attendance:	Matthew Jensen (Secondary Alternative Schools Student Representative, East York Alternative); Shelley Laskin (Trustee Ward 8, ASCAC Trustee Member); Lisa Magcale (Parent, Avondale Alternative, ASCAC Member); Angela Match (Parent, Equinox, ASCAC Chair); Celeste Robinson (Elementary Alternative Schools Student Representative, Avondale Alternative); Sara Wilken (Parent, Beaches Alternative, ASCAC Member)
Staff Lead:	Peter Chang (System Superintendent, Interim)
Guests:	Also present were: Erica Belling (Parent, City School); Caley Bell-Pasht (Parent, High Park Alternative JS); Lesley Bunbury (CL, City School); Yvette Duffy (Vice Principal, Secondary Alternative Schools West); Nadine Francis (Parent, Downtown Alternative); Diana Grimaldos (Parent, Mountview); Michael Gurgol (Vice Principal, Secondary Alternative Schools West); Rizwana Jafri (Principals, Secondary Alternative Schools West); Denis Lopes (Principal, Secondary Alternative Schools East); Rachel Rosen (Teacher, School Of Life Experience); Shannon Salisbury (Teacher, School Of Life Experience), Ben Singer (Parent, Mountview);
Regrets:	Sanjoy Mitra (Parent, Delta Alternative PS, ASCAC Member)

Part A: Recommendations

Terms of Reference

The Alternative Schools Community Advisory Committee recommends that the Terms of Reference for the ASCAC be approved (see attached, page 4).

The Chair of the Committee mentioned that the Term of Reference (ToR) was sent to all ASCAC Members for feedback/revisions. There was no feedback that was received, and the Chair confirmed with the members at the meeting if anyone had feedback or edits. All ASCAC Members agreed that no additional revisions were required for the ToR.

Alternative Schools Community Advisory Committee

The Chair moved to accept the ToR and was seconded by an ASCAC Member. ASCAC Members unanimously voted to accept the ToR.

Part B: For Information Only

Elementary/Secondary Alternative Schools Virtual Workshops: Starting a sub-committee working group; call for volunteers

The ASCAC Chair would like to create workshops, events or activities to start getting the different alternative schools to interact, communicate or share ideas with students and or parents. To do this, the Chair suggested creating a sub-committee to commence work on coming up with ideas regarding the sharing of information, etc. These ideas will be brought back to our next meeting (April 26, 2021) for discussions, etc. Trustee Laskin supported the idea of creating a sub-committee that works on sharing of ideas and information for the alternative schools. ASCAC Participants also agreed that having a sub-committee would be of benefit of having a network with the other alternative schools so information could be shared about what is happening within each alternative school, how the schools are similar and or different, etc. One of the ASCAC Participants suggested that two sub-committees be formed as ASCAC has two important concerns they need to address.

Equity Sub-Committee - This working group will discuss, explore and develop proposals to help improve equity across all 40 different TDSB elementary and secondary alternative schools. The sub-committee will be able to present motions to ASCAC for review and approval. ASCAC will formally present approved committee motions to the Board for consideration and further action.

Community Building Sub-Committee - This working group will develop ideas and proposals for ASCAC events and other initiatives to help improve and increase community building and knowledge-sharing between the 40 different TDSB elementary and secondary alternative schools. For example, co-curricular programs, webinars, field days, etc.

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.

Asymptomatic Testing - Asymptomatic testing will be made available at pop-up testing centres in schools. These school pop-ups will function as hubs that will serve the host school as well as other nearby schools. As part of the model that has been developed, both TDSB and TCDSB schools will serve as hubs, with students from either board's neighbouring schools invited to attend for testing at the hub. Once a site is confirmed, school principals (of both hub schools and nearby schools) will receive a letter from the testing partner to share with students and parents/guardians to communicate this information.

Finance, Enrolment and Budget Committee Meeting (FBEC) on February 24, 2021 - At this FBEC meeting, preliminary conversations will take place regarding the 2021-22 budget and what it will begin to look like.

Alternative Schools Community Advisory Committee

Staffing Process for 2021-22 - The staffing process is taking place based on pre-COVID projections, etc. There will be a special FBEC Staffing meeting on March 2, 2021. Staff who were redeployed (e.g., guidance counsellors, librarians, etc.) during the 2020-21 school year will go back to their positions. If there is a need for a virtual model during the 2021-22 school year, the preliminary conversation is that the virtual school will be a local model and not a central one that we now have.

Special COVID Planning and Priorities Committee Meeting on February 23, 2021 - At this meeting the results of the TDSB Student and Parent Winter Surveys (including the ThoughtExchange survey) will be presented. To view the detailed survey results, view the [staff presentation from the TDSB Planning and Priorities Committee meeting](#) or view the [TDSB Releases Results of Staff Student and Parent/Guardian Surveys webpage](#) for key findings.

Mental Health Well-Being - There are great opportunities for students to connect with professional support staff: Tuesdays between 10am and 11am; and Thursdays between 7am and 8am. Students would need a TDSB account to login. Students can also connect with a child and youth counsellor on Fridays between 12pm and 1pm.

Additional Updates -

During this past year, there were some learnings in which the TDSB was able to leverage digital opportunities and moving forward these may become best practices. Having meetings, forums, etc. virtually makes them more accessible.

Board Staff created a [Virtual Consultations](#) procedure (PR731). This formal procedure outlines the process for organizing and implementing virtual public consultations at the TDSB.

School Councils can now apply to programs for up to \$1,500.00 to be used for Equity, Anti-Racism and Anti-Oppression learning opportunities.

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

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

Alternative Schools Community Advisory Committee

1. OVERVIEW

Alternative Schools Community Advisory Committee (ASCAC) has existed in various forms since 1968. The current iteration of ASCAC was founded in 2008, consistent with Toronto District School Board (TDSB) Policy 062.

2. MANDATE

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

3. MEMBERSHIP AND COMPOSITION

The ASCAC Executive is composed of elected¹ parents/guardians and students currently enrolled in TDSB alternative schools, as well as Board approved staff. Executive members are required to attend a minimum of 50% of ASCAC formal meetings. Only Executive members may vote on matters presented at ASCAC formal meetings. The Executive should strive for the broadest possible representation from both TDSB elementary and secondary alternative school communities.

Ideally, the ASCAC Executive will include:

¹ For details on the ASCAC Election Process see Section 5.

Alternative Schools Community Advisory Committee

- One (1) elementary parent/guardian Co-Chair,
- One (1) secondary parent/guardian Co-Chair,
- One (1) elementary Student Representative,
- One (1) secondary Student Representative,
- Approximately five-seven (5-7) Members at Large who are currently parents/guardians in elementary and/or secondary alternative schools,
- One (1) Board-approved TDSB Trustee.

If this is not possible, the minimum requirement for the ASCAC Executive will be five members:

- One (1) parent/guardian Chair,
- Three (3) other members either all parent/guardians or a combination of parent/guardians and students, (with at least one other parent/guardian other than the Chair),
- One (1) Board-approved TDSB Trustee.

The best organizational practices² recommend that an Executive be no larger than 12-15 members. This number has proven to accommodate diversity of views while making reaching quorum at formal meetings more achievable (i.e. mandatory 50% of the Executive plus one additional Executive member in attendance). A lack of quorum at a formal meeting will result in all ASCAC agenda items being delayed to the next formal meeting (i.e. sometimes up to two months). ASCAC should always consider the implications of creating a larger Executive. The larger the Executive, the more challenging it may become to reach quorum at formal meetings. It could potentially inhibit ASCAC from being able to achieve its mandates.

Executive Members Are:

- Elected parents/guardians of students enrolled in TDSB elementary and secondary alternative schools
- Elected students currently enrolled in elementary and/or secondary alternative schools
- Board approved TDSB Trustee(s)

All non-elected parents/guardians and students, as well as non-Board approved staff, plus community advocacy groups, may participate in ASCAC sub-committees or through the formal meeting delegation process; however, they may not vote on matters

² Based on several decades of TDSB Community Advisory Committees past experiences.

Alternative Schools Community Advisory Committee

presented at the formal meetings.

ASCAC also includes a Board-assigned Staff Resource Person and Committee Assistant who support the Committee and liaison with the Board as required. Neither individual may vote at ASCAC formal meetings.

4. TERMS OF MEMBERSHIP

- A. The ASCAC Chair/Co-chairs will be in the role for two years with the opportunity of bi-annual renewal. Ideally, there will be a new Co-chair voted in annually. This will result in a one-year overlap between the two Co-chairs (new and existing). This process will ensure stability and a knowledge transfer for ASCAC as the Co-chairs' transition in/out of their roles.
- B. Student Representatives will be in the role for one year with the opportunity of annual renewal.
- C. Members at Large will be in the role for one year with the opportunity of annual renewal.
- D. Executive members are required to commit to participate and attend a minimum of 50% of formal ASCAC meetings dates and attend the full length of the meeting. This is to ensure quorum may be achieved at every meeting.
- E. Executive members who miss 50% of formal meetings will no longer be on the Executive due to inability to meet the Terms of Membership.

5. ELECTIONS

- A. ASCAC will hold its annual election at the first formal meeting held in October.
- B. The election will be promoted by the Staff Resource Person to all TDSB elementary and secondary alternative schools' parents/guardians and students ideally a minimum of 14 days prior.
- C. All parents/guardians and students currently enrolled in an elementary and/or secondary alternative school are welcome to nominate themselves for the ASCAC Executive. Self-nominations will be accepted right up until the elections are held. Individuals interested should submit an online/printed self-nomination form prior to the elections or they may make their self-nomination intentions known when the Chair calls for last minute self-nominations right before holding the vote.³
- D. Elections will occur at the first formal ASCAC meeting held in October. Voting may be done by any of the following methods if available: printed secret ballot,

³ Printed forms will be made available at alternative school front offices upon request only. Completed printed forms may be returned to alternative school front offices who will submit it to the ASAC Community Assistant on behalf of the individual.

Alternative Schools Community Advisory Committee

phone and/or online poll.

- E. If there is a tie vote, a new election will be held at the same meeting between the tied candidates only to determine a winner.
- F. If there are no or only a few ASCAC election nominees, appointments may be made without holding a formal election.
- G. Non-electronic votes should be counted by the Staff Resource Person and at least two other people who are not candidates and are preferably not TDSB staff.
- H. All candidates must attend the full election meeting in-person, by phone or online depending on the formats available. Candidates who do not attend the meeting, will not be eligible for election.

6. QUORUM

- A. Quorum shall be a minimum of 50% of the Executive members, plus one additional Executive member.
- B. The Chair/Co-chair(s) should convene the meeting as soon as enough ASCAC Executive members are present to achieve quorum, but not before the scheduled meeting start time.
- C. If quorum is not present within 15 minutes of the scheduled start time, the formal meeting is cancelled. The Committee may choose to discuss agenda items, but no votes, nor official minutes are recorded; however, notes of the discussion should be kept for the benefit of members who were not present.
- D. Decisions will be made by conducting an Executive vote at formal meetings on any matters presented.

7. MEETINGS

- A. At least, four (4) formal meetings will be scheduled and shared publicly each academic year.
- B. Attendance at meetings may be in person, by telephone and/or virtual.
- C. The Committee Assistant will attend meetings, help create and distribute the meeting schedule and agendas, take minutes and prepare CAC reports to the Board, as well as facilitate communications between ASCAC and TDSB elementary and secondary alternative schools' communities.
- D. During the meeting, the order of items on the agenda may be changed or new items added if the majority of Executive present at the meeting agree by vote.

Alternative Schools Community Advisory Committee

- E. Notice of meetings, meeting agendas and meeting minutes should be circulated by the Committee Assistant no later than one week in advance of the formal meeting.
- F. Individuals who wish to speak at an ASCAC formal meeting should contact the Committee Assistant to request to be added to the meeting agenda as a “delegate”. Ideally, delegate requests will be made a minimum of two business days prior to the meeting. This provides enough time for the Committee Assistant to update, redistribute and republish the meeting agenda accordingly. However, the Community Assistant will strive to accommodate last minute delegate requests when possible. If time permits, ASCAC will also try to keep the last five to 10 minutes of formal meetings for Open Floor sessions where anyone may raise any topic for discussion.
- G. Delegates listed on the meeting agenda will have up to five (5) minutes to present. The Chair/Co-Chair should inform the speaker when 30 seconds of speaking time remains and ask the speaker to conclude when their allotted time has been reached.
- H. After a delegate has finished, the ASCAC Executive may ask questions for further clarification. If the ASCAC Executive determines that a topic requires further exploration and extensive discussions, a Sub-Committee will be set up to focus on that topic. The Sub-Committee will provide a report of their findings at the next formal meeting. Anyone may volunteer to participate on any ASCAC Sub-Committee, including non-voting parents/guardians, students and TDSB staff.
- I. Sub-Committee meetings may be scheduled at any time and are open to anyone.
- J. Sub-Committees should take notes of their meetings and provide them to the Committee Assistant for future reference and to ensure transparency and accountability.

8. EXECUTIVE VOTING

All discussions must occur prior to a vote being called. There is no discussion during the taking of a vote. Conducting a vote involves five (5) basic steps.

1. The Chair/Co-Chair calls for a seconder to support the motion prior to calling a vote.
2. The Chair/Co-Chair states that a vote will be taken by saying, “We will now vote on ...” and repeats the substance of the motion.
3. A motion is carried if it receives the support of the majority of Executive members present. The Chair/Co-Chair asks for a vote for “Those in favour? vs. “Those against?” by a show of hands, online poll or phone statement depending on meeting formats available.

4. The Chair/Co-Chair announces the outcome of the vote... “The motion (or amendment) is carried”, or, “The motion is defeated.” The declaration of the Chair/Co-Chair is accepted. Votes should not be retaken.
5. If the vote is tied, then the motion does not pass.

9. REPORTING

Motions/amendments made, and the outcomes of voting will be reported to the Board through the Program and School Services Committee.

10. CODE OF CONDUCT

The Committee will abide by the [Code of Conduct](#) established by the Board.

11. NETWORKING

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

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Name of Committee: Black Student Achievement Community Advisory Committee

Meeting Date: March 1, 2021

A meeting of the Black Student Achievement Community Advisory Committee convened on March 1, 2021 from 7:10p.m. to 9:35 p.m. in a virtual meeting with Co-Chair Alexis Dawson and Trustee Chris Moise presiding

Present:	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), M. Blacksmith Ben-Moodie (Police), Lisa-Marie Williams (Amgen Canada), Cherie Mordecai-Steer (Social Service/CAS), Trustee Christopher Mammoliti, Trustee David Smith, Grace-Camille Munroe, Ph.D. (Lifelong Leadership Institute), Dennis Keshinro (EPAC Rep), Nissi Alan-Shitu (Student Rep), Zaneta Wilkinson (Student Rep), Dwayne Clarke (Student Rep.) Staff Lead: Executive Superintendent Curtis Ennis, Superintendent Jacqueline Spence Administrative Support: Oyin Orekoya
Staff:	Richardo Harvey, Rosalie Griffith, Jamea Zuberi, Mahnaz Mirkhond-Chegini, Yvette Blackburn, Jennifer Brown, Randy Samuel, Deborah Castello, Karen Murray, Thando Hyman, Khadra Hussein, Patricia London Smith
Guests:	Jim Spyropoulos (Executive Superintendent, Human Rights and Indigenous Education), Audley Salmon (Executive Superintendent, Employee Services), Ros Salvador (Senior Manager, Human Rights Office), Gilary Massa Machado (Human Rights Outreach Engagement Office), Irit Kelman (Manager, Human Rights Office)
Observers	Michelle Novlette, Trustee Dan MacLean, Dave O'Yen, Debbie King, Valarie Taitt, G Chapman, Tricia Wyles
Regrets:	Mikhail Burke (University of Toronto),

Part A: Recommendations

NIL

Part B: For Information Only

An ad-hoc group was struck to review the applications received for new memberships in the open spots on the committee. They will present their recommendations to BSACAC during the May meeting.

BSACAC passed a motion to forward a letter of support to the board of trustees with regards to the policies and procedures at PSSC and how these policies and procedures, rooted in colonialism tend to silence voices. The letter will be presented at the April PSSC meeting.

Staff update to BSACAC included:

- A recap of the activities that happened during the African Heritage Month and ongoing work by the African Heritage Month Committee.
- The switch of students between in-person and remote learning is now largely completed. New requests for switching will now be dealt with on a case by case basis.
- The Director and Associate Directors recently had interactive webcasts with the different panels in the board (Elementary, Secondary and Central Staff) to hear their concerns and offer answers to questions. The goal was to connect with staff to appreciate all the amazing work being done everyday by staff both on the frontline in schools and centrally.
- The goal of ensuring HEPA filters in all occupied classroom space is underway. The work should be completed in the next few months.
- Ongoing work with the Centre of Excellence for Black Students Success.

Staff from the Human Rights Office presented on the recently published human rights report. The information presented was well received by BSACAC followed by a rich discussion on areas of processes and policies that can be improved on.

Part C: Ongoing Matters

NIL

Report Submitted by: Curtis Ennis



Name of Committee: Community Use of Schools Community Advisory Committee

Meeting Date: 8 February 2021

A meeting of the Community Use of Schools Community Advisory Committee convened on 8 February 2021 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), **Patrick Rutledge** (Big League Book Club), **Susan Fletcher** (SPACE), **Alan Hrabinski** (Toronto Basketball Association), **Sara Somerset** (Jack of Sports), **Gerry Lang** (Citizens For Life Long Learning), **Graham Welsh** (Toronto Sports Social Club), **Dave McNee** (Quantum Sports and Learning Association).

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: **Elizabeth Lukie** (Hutt Piano Class), **Beje Melamed-Turkish** (North Toronto Soccer Club), **Sharon Beason** (Canadian Parents For French), **Doug Blair** (North Toronto Soccer Club).

Regrets: **Jonathan Wood** (Toronto Accessible Sports Council), **Alex Viliansky** (Felix Swim School), **Dennis Keshinro** (Belka Enrichment Centre), **Sam Glazer** (Congregation Beth Haminyan), **Narni Santos** (The Learning Enrichment Foundation), **Ralph Nigro** (TSAA).

Part A: Recommendations

None

Part B: For Information Only

Status of Community Use of School Permits

Reviewed the provincial public health and Toronto Public Health directives - all community use permits continue to be suspended, including City of Toronto programs. A communication update was sent to all permit holders, advising that permits will continue to be suspended pending direction from Toronto Public Health and the Board.

Staff presented a phased re-opening plan for community use of schools – starting with weekend permits and gradually adding weekdays, and starting with limiting the number of groups that can use the space within the day – with breaks between permits users to allow for sufficient time for the enhanced cleaning. In addition to cleaning between permit groups, there needs to be an allocation of sufficient time for caretaking staff to clean between school use and permit use and *vice versa*. Staff will seek guidance from Toronto Public Health and bring this information to the CUS Community Advisory Committee as it becomes available. TDSB staff will also review the City's Park, Forestry and Recreation safety protocols and seek information from the Ontario School Board Community Use of Schools advisory group.

Local Neighbourhood Support Program

The committee requested an update on the Local Neighbourhood Support Program (LNSP) at the next meeting, to help assess the impact of the pandemic on that program. Staff provided an update that LNSP has opened applications for March Break – subject to direction from Toronto Public Health for the resumption of group activities.

Other Safety Protocols

Committee also requested clarification regarding COVID screening and contact tracing for permit groups and whether the TDSB had thought about allowing permit groups to use the Board's online screening app? Staff confirmed that permit holders will be responsible for their own screening and contact tracing of participants, and that due to privacy the TDSB is not allowed to collect participant names.

Terms of Reference Update

The committee was updated that the final Terms of Reference were approved at the last Program and School Services Committee (PSSC) of January 13th, 2021. Committee members were asked to review the CUSCAC website and forward any suggestions for changes to the Co-chairs before the next meeting.

Deferral of the Annual General Meeting (AGM)

The Committee was further updated that the deferral of the AGM to November 2021 (was also approved at the January 13, 2021 PSSC meeting.

Review of two Procedures

Both PR523, *Access to School Premises* (revised) and PR 731, *Virtual Consultations Procedure* (new) were sent by email to the committee one week prior to the CUSCA meeting. The procedures are going to Governance and Policy Committee meeting on February 10, 2021. Although procedures are developed by staff, with Trustee input, feedback from the various committees is valued.

Trustee Update:

- Trustee Aarts updated the Committee regarding the return to school plans for students, scheduled for February 16, 2021.
- The Committee was informed that the search for the TDSB Director has reopened. and that it is hoped that a new Director will start July 1st, 2021.
- Trustee Aarts also informed the Committee that going forward, the Chair of the Board's Governance and Policy Committee will highlight any policies or procedures of interest to Advisory Committees, and will send notices to the Committee Leads to share discussion on draft policies and procedures with their members prior to being finalized by staff. In the past it was up to staff/trustees to share draft policies/procedures; it is hoped this revised process will be a more efficient way to facilitate discussion by committees and obtain feedback.
- The committee was informed that staff have begun to plan the budget for 2021/2022, taking into account the recent budget drivers and their impact on the current financial situation.
- In response to a question from the committee, Trustee Aarts confirmed that the Ministry is allowing flexibility this year, to reallocate any unused Community Use of Schools funds to cover costs in other programmes rather than return these funds.
- Trustee Aarts also mentioned that the revised PR523, *Access to School Premises* gives Principals more authority to issue trespass of property letters to dog owners when on school property.

Part C: Ongoing Matters

Staff will continue to develop the plan to support a phased resumption of Community Use of Schools and share this with the committee.

Report Submitted by: Maia Puccetti



Name of Committee: Community Use of Schools Community Advisory Committee

Meeting Date: 9 March 2021

A meeting of the Community Use of Schools Community Advisory Committee convened on 9 March 2021 from 8:05 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), **Christopher Mammoliti**, (Trustee), **Lynn Manning** (Girl Guides of Canada, Ontario Council), **Heather Mitchell** (Toronto Sports Council), **Patrick Rutledge** (Big League Book Club), **Susan Fletcher** (SPACE), **Alan Hrabinski** (Toronto Basketball Association), **Sara Somerset** (Jack of Sports), **Gerry Lang** (Citizens For Life Long Learning), **Graham Welsh** (Toronto Sports Social Club), **Dave McNee** (Quantum Sports and Learning Association), **Narni Santos** (The Learning Enrichment Foundation).

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

Guests: **Elizabeth Lukie** (Hutt Piano Class), **Doug Blair** (North Toronto Soccer Club), **Terrance Philips** (Phillips Basketball Academy).

Regrets: **Dennis Keshinro** (Belka Enrichment Centre), **Sam Glazer** (Congregation Beth Haminyan), **Narni Santos** (The Learning Enrichment Foundation), **Ralph Nigro** (TSAA), **Sharon Beason** (Canadian Parents for French), **Tina Androutsos** (Executive Assistant, TDSB).

Part A: Recommendations

None

Part B: For Information Only

Update on Permit Use

Staff advised that the Board is still reviewing when the indoor permits will be resumed, subject to direction from Toronto Public Health (TPH). There is a possibility that there could be a phased resumption of CUS permits by mid to late April. Permit requests for spring camps have been received. These will be reviewed and processed subject to further direction from TPH. Similarly, permit requests are also being received for summer camps and programs – these will be processed subject to direction from TPH and following the Board's direction regarding summer activities in schools.

Staff provided some clarification to the committee – given the interruption to the community use of schools due to the pandemic, staff will use 2018-19 as the year for considering renewal rights. If CUS permits can be issued in late April, permits will be issued first for weekend use, as part of a gradual return to weekends and evenings.

Local Neighbourhood Support Programs (LNSP)

As in previous years, prior to the pandemic, the Board intends to accommodate LNSP Community Permits at 44 schools. The March Break LNSP requests have been moved to the April Break. Coordination and communication with the City's Parks Forestry and Recreation (PFR) and LNSP groups is underway.

Budget Discussion

Staff clarified that funding for the Community Use of School comes through the Grant of Student Needs (GSN). The Ministry of Education typically provides Boards with the GSN in the spring. Trustee Aarts provided further information that the province has indicated that there will not be any additional pandemic-related funding. Staff confirmed that the additional funding provided to support enhanced cleaning was only for one year, to the end of August.

Terms of Reference Update

The final Terms of Reference was approved at the last Program and School Services Committee (PSSC) on January 13th, 2021 and updates to the TDSB website completed.

Onboarding for New Committee Members

The committee agreed to defer this item. Several committee members will collect historical information regarding the origins of CUSCAC and provide a link to the Community Advisory Handbook. The Co-chairs will also provide an acronym glossary used at the Board, as part of the onboarding package.

Discussion regarding Focus on Youth funding

Staff provided a brief update regarding the 2021 Focus on Youth (FOY) program. TDSB will receive \$3.08 M., same amount as received in 2019 (50% from provincial and 50% federal). Major focus for 2021 will be mental health, training and student hiring. The preliminary budget has been firmed up and sent to Ministry. Currently, there is no allocation for permits in the preliminary 2021 FOY budget. Before 2019, most of the permits for FOY were funded through Priority Schools Initiative (PSI) funding. In the past, \$2.6 M. PSI funding was received annually with a portion was used to support Focus on Youth programs. That funding was reduced to \$1.6 M in 2019 and it has since been eliminated.

Further discussion regarding whether the 2021 FOY programs will be delivered virtually or in person, in schools. Staff indicated that at this time, based on discussions with the Ministry FOY liaison, all the programs would be delivered virtually. Many Boards in the province are expecting that FOY programs will be virtual. However, if there are changes to the pandemic situation, FOY 2021 programming may be modified accordingly. Committee members expressed concern that both the delivery agencies for FOY programming and parents need some clarification and certainty in order to plan for the summer.

Arising from this discussion, the committee reviewed whether to put forward a revised recommendation to the next PSSC (March 31, 2021) regarding Priority Schools Initiative and Focus on Youth. The committee was in support of submitting a revised recommendation, if there were no changes to the motion arising from the regular Board meeting of March 10. The committee agreed to the following revised recommendation:

That the TDSB Board Chair write to the Provincial government to request the renewal of the designated funding for community use of schools for disadvantaged communities, similar to the former Priority Schools Initiative (PSI) funding or equivalent, to support free and low-cost community programming in high needs neighbourhoods including but not limited to:

- Cover the costs for free evening, weekend, March Break, and summer permits
- Cover the costs for Board-directed outreach to support community programming

To support permits for Focus on Youth programming

Trustee Update:

Trustee Aarts shared some information about the budgeting process. The Finance Committee met to review the first-round school-based staffing. The staffing numbers are based on projected enrolments and our enrolment numbers are down, partly due to pandemic. 2021 – 2022 funding does not include any additional pandemic-related funding. First round of budget is focused on staffing so it can be reported to our Union partners. The staffing numbers usually change in September. Planning work for September has already started.

Trustee Aarts provided update on public-facing resources. Board has been tasked with providing more user-friendly communication. Health and Safety website has been updated. We have started with asymptomatic COVID testing. The TDSB website provides information of locations for the asymptomatic testing at schools. Some of these locations may not be at TDSB schools but locations identified as community hubs. Local health networks are also distributing take-home tests directly to schools.

Trustee Aarts shared that education workers are now on the priority list for vaccination however, they probably won't get vaccinated until June.

Trustee Aarts also shared that the Human Rights Office produced a report for TDSB for 2018-2019, based on cases reported/new strategies that are being used to address human rights issues.

Part C: Ongoing Matters

Continued development and communication to the permit users of the phased resumption of Community Use of Schools, subject to direction from Toronto Public Health.

Report Submitted By: Maia Puccetti

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Community Advisory Committees

Name of Committee: Environmental Sustainability Community Advisory Committee

Meeting Date: 2 February 2021

A meeting of the Environment and Sustainability Community Advisory Committee convened on February 2, 2021 from 6:38 p.m. to 8:05 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), Lindsay Bunce (EcoSchools Canada), Andrew Davies (No.9); Sierra Frank (EcoSchools Canada), Barbara Falby (For our Grandchildren), Sunday Harrison (Green Thumbs Growing Kids), Haley Higdon (Natural Curiosity), Hilary Inwood (OISE), Anne Keary (Parent), Dan MacLean (Trustee, Ward 2), Debby Martin (Community Member), Erin Pan (SustainEd), Bob Spencer (Community Member), and Melanie Williams (Community Member).

Also present were: Richard Christie (TDSB), Esther Collier (TDSB), Kelly Crosthwaite (TDSB), Priyan de Silva (TDSB), Kristen Evers (TDSB), Mandeep Gill (TDSB), David Hawker-Budlovsky (TDSB), Chris Metropolis (TDSB), Linda Naccarato (TDSB), Naomi Quarcoopome (TDSB), Gigi Shanks (TDSB), and Jenn Vetter (TDSB).

Regrets: Stefanie Hall (TDSB), Brenda Simon (Natural Curiosity), Stefan Sommer (CUPE 4400) and Andrea Stephens (Parent).

Part A: Recommendations

No recommendations to report.

Part B: For Information Only

ESCAC provided feedback on an outdoor learning online portal that staff are developing in response to the *Use of Outdoor Spaces for Instructional Time* report that was presented to Board in January 2021.

At its April 2021 meeting, ESCAC will be given the opportunity to provide feedback on solar signage for schools, the development of a community climate action guide for youth and the development of a long-term plan to support outdoor learning during instructional time.

Time will be dedicated at the May 2021 ESCAC meeting for members to discuss how the committee would like to prioritize initiatives moving forward.

As a mentee of the City of Toronto's Women4Climate initiative, Melanie Williams informed ESCAC that she is working on a project that aims to increase secondary students' participation in local climate actions that support Toronto's climate action strategy.

Andrew Davies informed ESCAC that No. 9 will be participating in a public art initiative that engages professional artists, youth, and communities across the GTA in current social and environmental issues through the City's public art program ArtWorxTO. Students will have an opportunity to contribute to the program by transforming artists' work through an interactive component.

Part C: Ongoing Matters

No ongoing matters to report.

Report Submitted by: Richard Christie



Community Advisory Committees

Name of Committee: Equity Policy Community Advisory Committee

Meeting Date: Monday, January 25, 2021

A meeting of the Equity Policy Community Advisory Committee convened on Monday, January 25, 2021 from 6:35 pm to 8:30 pm via Zoom, with Community Co-Chair Dennis Keshinro presiding.

Members in Attendance:	Sharon Beason (Parent), michael kerr (Colour of Poverty-Colour of Change), Dennis Keshinro (Community-Co-Chair), James Li (Trustee), Dan MacLean (Trustee) Catherine Maloney (Parent), Aleem Punja (Parent), Sophia Ruddock (Parent)
Staff Present:	Irit Kelman (Manager, Human Rights Office), Precious Sidambe (Administrative Assistant)
Regrets:	Pablo Vivanco (Jane/Finch Community and Family Centre), Tesfai (Success Beyond Limits)

Part A: Recommendations

NIL

Part B: For Information Only

Trustee Co-Chair Update

Trustee Co-Chair gave an update to the committee on:

- The family check-in survey to parents and guardians
- Bell lets talk day
- Community support hub
- CCAT-7 assessment
- Covid-19 planning for schools

Parent Co-Chair Election

Aleem Punja was acclaimed Parent Co-Chair of the Equity Policy Community Advisory Committee.

Membership and Terms of Reference

The committee discussed seeking additional members and how to go about advertising. Staff will follow up with the relevant departments and report back to the committee.

The committee also discussed the Terms of Reference following concerns about the lack of engagement and ability to make an impact.

Partnership with Grassroot Organizations in the Marginalized Communities

A discussion was held around the partnership department's processes and barriers for organizations to share information with the school community.

Ward 4: Equitable Support for Children

A concern about some students not having access to devices and not knowing who to contact. Trustee MacLean advised that the Board encourages parents to speak to their local Principal as there should be a device for each student.

TDSB Policies Update

Staff provided an update to the committee with respect to the policy review process at the Board and the policies to be reviewed this year.

ThoughtExchange re Covid-19 Board Plans Debrief

The committee had a debrief about the Board ThoughtExchange. The difficulties of reaching out to students during the pandemic was discussed.

The committee discussed the feasibility of convening an inter-committee meeting with other community advisory committees to coordinate efforts and be more aligned.

Part C: Ongoing Matters

Nil

Report Submitted by: Irit Kelman



Community Advisory Committees

Name of Committee: Equity Policy Community Advisory Committee

Meeting Date: Monday, February 22, 2021

A meeting of the Equity Policy Community Advisory Committee convened on Monday, February 22, 2021 from 6:37 pm to 8:30 pm via Zoom, with Parent Co-Chair Aleem Punja presiding.

Members in Attendance:	Sharon Beason (Parent), Dennis Keshinro (Community-Co-Chair), Dan MacLean (Trustee) Catherine Maloney (Parent), Aleem Punja (Parent), Sophia Ruddock (Parent), Pablo Vivanco (Jane/Finch Community and Family Centre)
Staff Present:	Irit Kelman (Manager, Human Rights Office), Precious Sidambe (Administrative Assistant)
Regrets:	michael kerr (Colour of Poverty-Colour of Change), James Li (Trustee), Tesfai (Success Beyond Limits)

Part A: Recommendations

NIL

Part B: For Information Only

Trustee Co-Chair Update

Trustee Co-Chair gave an update to the committee on:

- The human rights report
- Covid-19 asymptomatic testing for schools
- Public consultations resuming via zoom
- Student switch between virtual and bricks & mortar school
- CAC inter-committee meeting

New Membership Process

The committee was presented with different processes for selecting new members. The committee also discussed equity issues for both in-person and remote meetings

Anti-Black Racism in Schools

The committee discussed anti-Black racism in schools following an article that was posted in the Toronto Star. The committee discussed their role in this matter and how they can intervene.

Human Rights Report: 2018-2020

The committee discussed the Human Rights Report that was discussed at the previous Program and Services Committee meeting.

Anti-Asian Racism

A discussion around the Anti-Asian Racism co-created by TDSB and ETFO resource was held. The committee requested that staff walk through the resource with the committee at the next meeting.

Human Rights Policy, P031

Staff provided an update on the draft revised human rights policy that is currently posted for public consultation.

Information: Partnership Office

The committee held a discussion around the barriers for organizations when it comes to the partnership process. A request was made to have representative from the partnership office present to the committee.

Part C: Ongoing Matters

Nil

Report Submitted by: Irit Kelman



Community Advisory Committees

Name of Committee: French as a Second Language Community Advisory Committee
Meeting Date: 9 February 2021

A meeting of the French as a Second Language Community Advisory Committee convened on February 9, 2021 from 7-9pm via virtual Zoom with Parent Co-Chair Lynne LeBlanc presiding.

Attendance:	Lynne LeBlanc (Parent Co-Chair W8), 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), Crystal Stewart (W6), Mandy Moore (W7), Geordie Sabbagh (W8 Alt), Polina Osmerkina (W10), Hans Bathija (W10 Alt), Wilmar Kortleever (W11 Alt), Randy Samuel (W14), Sarah Smith (W15), Gail Miller (W22) Also present were: Trustee Rachel Chernos Lin (Trustee Co-Chair W11), Trustee Robin Pilkey (W7), Trustee Dan MacLean (W2), Mary Cruden (Canadian Parents for French), Sharon Beason (CPF Alt), Curtis Ennis (Interim Associate Director), Angela Caccamo (Centrally Assigned Principal), Linda Edwards (Centrally Assigned Principal, Virtual French Programs), Kirsten Johnston (Program Co-ordinator)
Guests:	Trustee Sriskandarajah (W22), Shalone Hendrickson, Lorna, Sabrina, Brenda Lee, Lauren Chang McLean, Zachary, Faith
Regrets:	Lisa McAvoy (Parent Vice-Co-Chair W2), Deloris Williamson-Braham (W5/13), Caroline Tolten-Paterson (W7 Alt), Nancy White (W16 Alt), Kathleen Meek (W15 Alt), Christie Dunbar (W16 Alt), Rosemary Sutherland (CPF Alt)

Part A: Recommendations

Nil

Part B: For Information

SK FI registration numbers

Early FI applicant numbers are lower by 29% and 18% compared to those for 2020-21 and 2019-20 respectively. The applicant pool for SK FI 2021-2022 is 2865 + 194 (late applicants). Regarding the lower number of applicants, there are several mitigating factors to consider:

- Approx. 2338 difference in enrolment for beginner students from 2019 and 2020
- 2019-20 JK cohort (applicant pool) larger (17,049) than this year (14,746) – Trillium Monthly Enrolment Report.
- 2126 under projection for JK/SK enrolment suggests students have chosen to stay home/home schooling or other because of pandemic/virtual school concerns, etc.
- 2020-21 registration period was open for 5 weeks vs 4 weeks (the norm), extra week provided due to timing of transportation decision.

On-time applicants are currently being placed. Space permitting, late applicants will be offered placement. Staff are working with the Trustees, regarding getting the message out that late applicants are welcome – PARS online application portal remains open for as long as possible - Feb 26th. Staffing

timelines and requirements are established in March and the concern was shared that lower applicant numbers may result in a staffing surplus.

Members expressed concern about the decrease in registration numbers; how to reach students not in the system which will also be a challenge when JK becomes the entry point; how to keep French teachers at the TDSB if there are fewer students for the short term.

SK Waiting Lists Sept 2020

The SK FI 2020 Wait List expired in December 2020. However, given the impact of the return to French survey and consideration for exceptional circumstances due to the pandemic, the Wait List will remain active until Sept 30, 2021. Local principals will offer placements to students from this list, space permitting, after realignment in September. The waitlist students will be able to start FI in GR1, without having attended FI SK, (pandemic Right of Return, see below), if the student left by January 2021, or did not start, but had registered. Staff acknowledge that there will be varied learning experiences. In preparation for September 2021, staff will focus on PD for teachers to address student learning gaps, student learning needs, and what we need to do to support all learners including racialized students and students with special education needs.

Middle FI Registration Update

Registration closed Jan 29th, with 999 on-time applicants. PARs online portal remains open until the end of Feb. for Middle FI. Late applicants will receive an offer of placement, space permitting, after all on-time applicants are accommodated. All 40 sites have generated at least one class! Junior Extended French had 1672 on-time applicants last year. This is the first cohort where Ext. Fr. Grade 4 is not an option. This is a new program, given layered considerations due to the pandemic and travel requirement, a slower start is not surprising – may take a year or two to build it up, and generate expected numbers. This Middle FI program provides another entry point for families electing not to enroll for SK FI.

Membership celebrated news that all MFI sites will run and expressed concern that application numbers are considerably lower than the Ext. Fr. Grade 4 program.

September 2021 Right of Return to French Programs

Students who were registered in or left FI/FE programs until January 2021, will be sent a survey to find out their intent to return to French program, so that they can be re-registered at their original school of placement for Sept 2021. The survey will be sent to those that left French programming for English (794 students) and those that left French and the TDSB (786 students). These students may return to the original school where they were offered placement and will receive communication from the school once they complete the survey if they choose to come back to re-register for Sept 2021.

Ward/CPF/Parent Co-Chair Reports

W2, W11, CPF and parent co-chair shared updates.

For further detail, see Feb 9th meeting minutes at <https://www.tdsb.on.ca/fslac>.

Part C: Ongoing Matters

Nil

Report Submitted by: Curtis Ennis



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

Meeting Date: 18 February 2021

A meeting of the Inner-City Community Advisory Committee convened on Thursday, February 18 from 9:00 a.m. to 11:00 a.m. Virtual Meeting Co-Chairs Emmy Pantin and Trustee Michelle Aarts presiding.

Attendance: Trustee Michelle Aarts, Co-Chair; Diane Banks, Toronto Public Library; Sheila Cary-Meagher, Community Member; Rachel Chernos Lin; Trustee Ward 11; Trixie Doyle, Trustee Ward 14; Laurie Green, St. Michael's Hospital; Michael Kerr, Colour of Poverty Colour of Change; Omar Khan, Parent; Dan MacLean, Trustee Ward 2; Christopher Mammoliti, Trustee Ward 4; Emmy Pantin, Parent; Robert Spencer, Parent; Sejal Patel, Ryerson University; Crystal Stewart, Parent; Aamir Sukhera, The Neighbourhood Organization

Also present were Stephanie Fearon, Model Schools Co-Ordinator; David Forrester, Community Support Worker LC1; Colleen Huggins, Community Support Worker LC2; Steve Salfarlie, Community Support Worker LC3; Shameen Sandhu, System Leader, Mental Health & Professional Support Services; Duane Spencer, Community Support Worker LC4; Sandy Spyropoulos, Executive Superintendent LC4

Regrets: Anna-Kay Brown, Jane Finch Education Action Group; David Clandfield, Community Member; Josette Holness, City of Toronto; Cherie Mordecai Steer, Parent; Ingrid Palmer, Parent

Part A: Recommendations

N/A

Part B: For Information Only

Emmy Pantin was elected as Parent Co-Chair.

It was suggested that a "welcome package" of relevant and useful resource materials and webpage links be created and sent to all new members.

Shameen Sandhu, System Leader Mental Health and Professional Support Services provided a presentation to the committee on the Mental Health and Well-Being Supports available to families, students and staff of the TDSB.

Community Support Workers from the Learning Centres shared information on the "[Community Support Hub](#)" website and the work that is taking place across the LCs regarding Parent Academies, School Councils, food resources, etc.

Stephanie Fearon, MSIC Coordinator, shared information on the "[TDSB Human Library](#)" webpage.

Part C: Ongoing Matters

The Membership Working Group is looking to fill two spaces available for Organizational Membership on the Committee. Suggestions for Organizations to be approached to become members included: Ontario Council of Agencies Serving Immigrants (OCASI)/Settlement Workers in Schools (SWIS); Macaulay Child Development Centre; and Maytree Foundation.

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



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

Meeting Date: 11 March 2021

A meeting of the Inner-City Community Advisory Committee convened on Thursday, March 11 from 6:00 p.m. to 8:00 p.m. Virtual Meeting Co-Chairs Emmy Pantin and Trustee Michelle Aarts presiding.

Attendance: Trustee Michelle Aarts, Co-Chair; Diane Banks, Toronto Public Library; Rachel Chernos Lin; Trustee Ward 11; Katyn Chmielewski (guest); Elizabeth Dhuey (guest); Trixie Doyle, Trustee Ward 14; Laurie Green, St. Michael's Hospital; Omar Khan, Parent; Dan MacLean, Trustee Ward 2; Christopher Mammoliti, Trustee Ward 4; Emmy Pantin, Parent; Jennifer Peer (guest); Meaghan Phillips (guest); Isaiah Shafqat, Indigenous Student Trustee; Ethan Siller (guest); Crystal Stewart, Parent; Aamir Sukhera, The Neighbourhood Organization; Valerie (guest)

Also present were Esthela Cuenca, CSW LC2; Ian MacPherson, CSW LC4; Sandy Spyropoulos, Executive Superintendent LC4; Jennifer Zurba, Principal Blake St. PS

Regrets: Anna-Kay Brown, Jane Finch Education Action Group; Diane Banks, Toronto Public Library; Sheila Cary-Meagher, Community Member; David Clandfield, Community Member; Josette Holness, City of Toronto; Michael Kerr, Colour of Poverty – Colour of Change; Cherie Mordecai Steer, Parent; Ingrid Palmer, Parent; Sejal Patel, Ryerson University; Robert Spencer, Parent

Part A: Recommendations

It is recommended that the Board review the Policy Review schedule to push up the review of the Learning Opportunities Index Policy to the Fall 2021.

Part B: For Information Only

The Parent Council and staff from Blake St. PS attended ICCAC to speak to the Learning Opportunities Index (LOI) criteria.

The April 15 meeting was rescheduled to Thursday, April 22 at 9:00 a.m.

Angela Nardi-Addesa, System Superintendent Special Education and Inclusion and Janine Small, Centrally Assigned Principal Special Education and Inclusion, Assistive Technology,

Blind Low Vision and Deaf/Hard of Hearing, presented to the Committee the IEP Kindergarten – Grade 1 Strategy.

The LC2 Community Support Worker shared information on the current and upcoming Parent Academies.

Part C: Ongoing Matters

The MSIC update was deferred to the April 22, 2021 meeting.

The Membership Working Group is looking at filling an Organizational membership vacancy with a membership from Toronto Community Housing Corporation.

A working Group be developed to gather and review historical data on the Learning Opportunities Index.

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



Statutory Committee

Name of Committee: Parent Involvement Advisory Committee (PIAC)

Meeting Date: 16 February 2021

A meeting of the Parent Involvement Advisory Committee convened on 16 February 2021, from 7:00 p.m. to 9:57 p.m. via ZOOM platform with PIAC Co-Chairs D. Williams and Felicia Seto-Lau.

Attendance Sharleen Ahmed (W15 Rep), John Bakous (W8 Alt), Kaydeen Bankasingh (W8 Rep), Janice Barnett(W11 Alt), Shanti Chand(W19 Alt), Neil Faba (W15 Alt); Cecile Farnum (W9 Alt), Jenny Gannon (W14 Alt), Denese Gascho (W10 Rep), Sharon Grant (W4 Rep), Dean Gray (W6 Alt); Madelaine Hamilton(W 16 Alt), Zuojun Han(W 20 Alt), Jaimala (W5 Alt), Jess Hungate(W5 Rep); Nadia Judunath(W22 Alt), Wilmar Kortleeever(W11 Rep), Felicia Lau (Co-Chair), Kate Leuschen Millar (W16 Rep), Christopher Levien (W20 Rep), Abdullah Mamun(W19 Rep), Nicole Marshall (W22 Rep); Towhid Noman(CLG), Aretha Phillip (W13 Rep), Alice Romo (W7 Rep), , Patricia Seedial (W4 Alt) Nazerah Shaikh (W14 Rep), Syed Sumar Alam (Ward 13 Alt), Mirian Turcios (W6 Rep), Andrew Waters (W9 Rep), D.Williams (Co-Chair)

Trustee Trixie Doyle, Associate Director Curtis Ennis, Michelle Munroe (Central Coordinator, PCEO), Executive Superintendent Uton Robinson

Regrets Shafoli Kapur (W2 Rep), Seema Mitchell (W18 Rep), Pargat Mudher (W17) Vivek Rao (W2 Alt), Saira Somani(W3 Alt), Charlotte Schwartz (W10 Alt) Mark Ramcharan(W18 Alt), Glenna Wellington (W17 Alt)

Part A: Recommendations

None

Part B: For Information Only

Staff Update

Elementary (Jk-8) Switch Update

- 2100 students transferred to bricks and mortar schools from virtual schools.
- 2700 transfers into virtual school from bricks and mortar schools.

Virtual Parent Engagement

Superintendent Vicky Branco is the staff leading parent engagement in the virtual school setting. Staff to work closely with PIAC's Virtual Parent engagement WG for parent involvement.

PIAC Orientation.

PIAC orientation is scheduled for March 2nd and is mandatory for new PIAC members.

Parent participation in Vice principal Interview Process(PVP)

Over 100 parents and caregivers submitted their expression of interest in the PVP process.

The training took place virtually on February 9,2021 and 50 parents/ caregivers got trained in the session.

Parent Reaching Out Grant

52,500 of the grants will be allocated to supporting school councils on grant initiatives for anti-oppression, anti-bias anti- indigeneity issues.

20 applications were received thus far and the deadline for application is March 1, 2021.

Resources

Website by Community Support Workers

<https://sites.google.com/tdsb.on.ca/csww/home>

Model schools parent engagement site

<https://www.tdsb.on.ca/Community/Model-Schools-for-Inner-Cities/Parent-Engagement>

Parent academies <https://sites.google.com/tdsb.on.ca/csww/parent-academy?authuser=0>

Part C: Ongoing Matters

PIAC Co-Chairs update

PIC Chairs of Ontario school boards to form a collaborative body with objectives for more outreach among parents in school boards.

New PIAC Members

1. Denese Gashco (W10 Rep)
2. Charlotte Schwartz (W10 Alt)
3. Madelaine Hamilton (W16 Alt)

Returning PIAC members

1. Dean Gray (W6 Alt)
2. Kate Leuschen-Millar (W16 Rep)

PIAC Vacancies due to more four or more absences from PIAC meetings

1. Ward 2 Rep
2. Ward 17 Rep

Thought Exchange

PIAC's Virtual Engagement WG would like to send a Thought Exchange around a parent engagement to parents.

Strategic Work plan WG

PIAC strategic planning committee meeting is tentatively scheduled for Saturday May 15, 2021.

Report Submitted by Associate Director, Curtis Ennis and
Michelle Munroe Central Coordinator PCEO



Statutory Committee

Name of Committee: Parent Involvement Advisory Committee (PIAC)

Meeting Date: 9 March 2021

A meeting of the Parent Involvement Advisory Committee convened on 9 March 2021, from 7:00 p.m. to 10:33 p.m. via ZOOM platform with PIAC Co-Chairs D. Williams and Felicia Seto-Lau.

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), Denese Gascho (W10 Rep), Sharon Grant (W4 Rep), Dean Gray (W6 Alt); Madelaine Hamilton(W 16 Alt), Jaimala (W5 Alt), Jess Hungate(W5 Rep); Nadia Judunath(W22 Alt), Wilmar Kortleever(W11 Rep), Felicia Lau (Co-Chair), Christopher Levien (W20 Rep), Abdullah Mamun(W19 Rep), Nicole Marshall (W22 Rep); Seema Mitchell (W18 Rep), Mark Ramcharan(W18 Alt), Alice Romo (W7 Rep), Saira Somani(W3 Alt), Patricia Seedial (W4 Alt) Nazerah Shaikh (W14 Rep), Andrew Waters (W9 Rep), D.Williams (Co-Chair)

Trustee Trixie Doyle, Yvonne Martinez (Mgr. Psych Svs), Susan Moulton (CAP Sp Ed), Michelle Munroe (CTRL Coord, PCEO), System Supt Angela Nardi- Addesa, Exec Supt Uton Robinson, Janine Small (CAP Sp Ed)

Regrets Associate Director Curtis Ennis,Neil Faba (W15 Alt); Jenny Gannon (W14 Alt), Zuojun Han(W 20 Alt), Kate Leuschen Millar (W16 Rep), Towhid Noman(CLG), Aretha Phillip (W13 Rep), Vivek Rao (W2 Alt), Charlotte Schwartz (W10 Alt), Syed Sumar Alam (Ward 13 Alt), Mirian Turcios (W6 Rep), Glenna Wellington (W17 Alt)

Part A: Recommendations

None

Part B: For Information Only

PIAC EXEC

Motion #1

PIAC Co-Chairs with assistance from the PIAC Executive Committee, draft a PIAC Equity and Anti-Racism Statement which includes PIAC's commitment to equity, anti-oppression and anti-racism (including the commitment to oppose anti-Black racism, anti-Asian racism, anti-Semitism, anti-Indigenous racism,

Islamophobia and homophobia).

PRO Grants

Breakdown of the PRO Grant fund \$135,000 that the district was allocated:

- \$52,500 was allocated to the School Councils Grants
- \$20,000 was identified for additional virtual engagement tools
- 35,000 for the conversation series and
- 24,000 for the multilingual resources.

Motion # 2

Reallocation of Parent Reaching Out Grant funds \$ 24,000 from the multilingual support resources to supporting the school council grants application process (in addition to \$ 52,000).

Motion #3

PIAC provides a total of \$25,000 to support School Council requests (1 per SC and up to \$1500 each) that support initiatives/activities which engage parents/caregivers (including virtual), and builds School Councils' capacity around Human Rights, Equity, Anti-Racism, Anti-Indigenous and Anti-Black Racism for this 2020-2021 school year.

Motion #4

PIAC's consultations working group draft a formal deputation to be approved by the Co-Chairs and to be submitted by them to the trustees at the March 31 meeting of the program and school Services Committee in support of the continued funding by the province for the PRO Grants.

Virtual Parent Engagement

Motion #5

Virtual Engagement

PIAC support parents who request assistance in submitting the Police Reference Check to a maximum budget of \$2000.

Motion #6

PIAC support the engagement of a Consultant who will facilitate/assist with the Collection, Sorting, and Distribution of Class Lists, with a maximum budget of \$2500

Spring Event

Motion #7

PIAC support a virtual event to be held on Sat. May 1 and Sun. May 2 on topics of Equity, Anti-Racism and Anti Oppression in line with the TDSB's commitment to these areas AND Mental Health with a focus on social interaction for students.

Parent participation in Vice principal Interview Process(PVP)

Spring 2021 PVP session:

- Training Attendance: 49 Parents
- Parents on Interview Teams: 23 Parents
- Cancelled: 4 Parents
- No Shows: 1 Parent

- Declines/Not Available: 10 Parents

Motion #8

PIAC work with the PCEO to develop and send out a survey for all parents, guardians and caregivers who expressed interest in participating in the P/VP interview process to solicit their feedback on the experience

Staff Update

Staff provided an update on CCAT Testing

- Universal Screening - CCAT Screening tool
- Pandemic Impact on the CCAT testing
- Universal Screening Plan-
 - Phase #1 In Person -Testing done in 400 Elementary schools; rest of the schools will complete the testing in March
 - Phase #2 Virtual School -CCAT testing done virtually Susan Lee

Graduation

Graduations will be virtual this year, diplomas and certificates to be picked up by students at their local school.

School Messenger

IT Staff in working with school messenger to disable the preview list and the report generating feature by June.

Email Migration

TDSB email migration from Network to Cloud to happen in June.

Black History Month or African heritage Month

The heritage month was well participated and successful, the webcast “stronger than hate” received a great deal of interest and positive response.

Human Rights Reports

Staff focussed on hiring to build staffing capacity and working on addressing the serious racism problem within the system.

Part C: Ongoing Matters

New PIAC Members

1. Susan Lee (W12 Rep)
2. Albert Wong (W12 Alt)

Report Submitted by Associate Director, Curtis Ennis and
Michelle Munroe Central Coordinator PCEO



Community Advisory Committees

Name of Committee: Urban Indigenous Community Advisory Committee (UICAC)

Meeting Date: 19th, October, 2020

A meeting of **the Urban Indigenous Community Advisory Committee** convened on **19th, October, 2020** from **6:00 p.m. to 7:30 p.m.** on ZOOM, with **Elder Dr. Joanne Dallaire** presiding.

Attendance : Dr. Joanne Dallaire (Elder, Chair), Onika Brown (VP, TDSB), Cassandra Churm (TPH), Lisa Dilworth (Principal, TDSB), Mary Doucette (OA, TDSB), Robert Durocher (Instructional Leader, TDSB), Barbara-Ann Felschow (Retired Principal, TDSB), Natasha Gleeson (SST, TDSB), Stephen Hepburn (Vice-Principal, TDSB), Marilyn Hew (TYRMC), Melanie Laking (Parent Council), Tsitra McKay (Social Worker, TDSB), Melissa Mohammed (OA, TDSB), Ryan Neepin (Teacher, TDSB), Adrienne Plumley (Instructional Leader, TDSB), Dr. Duke Redbird (Elder), Renee Roy (Indigenous Grad Coach, TDSB), Tanya Senk (P/CAP, TDSB), Jim Spyropoulos (Executive Superintendent, TDSB), Brandie Wilson (NLC Downtown – NCFST), Darren Wilson (NCFST), Selina Young (City of Toronto).

Also present were: Alexander Brown (Trustee), Trixie Doyle (Trustee), Michelle Aarts (Trustee).

Regrets:

Dr. Susan Dion (YorkU), Kelly Hashimi (Our Children's Medicine), Dr. Bob Phillips (Community), Joe Rock (City of Toronto), Christina Saunders (CAVP, TDSB), Pauline Shirt (Elder), Jennifer Story (Trustee).

Part A: Recommendations

No recommendations to report.

Part B: For Information Only

Facility, 16 Phin – Mobility, Accessibility, Health & Safety, Renovations.

The Community Hub project is complete and there is a brand new kitchen and auditorium space at 16 Phin Avenue. Moving forward conversations will take place to begin planning the larger renovations that are needed.

Indigenous Student Trustee:

Student Trustee Clarity Smoke has stepped down from her role as Indigenous Student Trustee. She has extended appreciation for her time in this role.

Hiring practices, recruitment, retention and mobility.

The Board is in the process of searching for a Director of Education. At this time, Dr. Kathy Witherow will remain as interim Director until a replacement is hired.

Part C: Ongoing Matters

No matters to report

Report Submitted by: **Melissa Mohammed**



Community Advisory Committees

Name of Committee: Urban Indigenous Community Advisory Committee (UICAC)

Meeting Date: 17th, November, 2020

A meeting of **the Urban Indigenous Community Advisory Committee** convened on **17th, November, 2020** from **6:00 p.m. to 7:30 p.m.** on ZOOM, with **Elder Dr. Joanne Dallaire** presiding.

Attendance : Dr. Joanne Dallaire (Elder, Chair), Laureen Blu Waters (Elder, Seneca College), Cynthia Bell-Clayton (ENACBE), Saby Chandi (P, TDSB), Lisa Dilworth (Principal, TDSB), Dr. Susan Dion (YorkU), Mary Doucette (OA, TDSB), Robert Durocher (Instructional Leader, TDSB), Barbara-Ann Felschow (Retired Principal, TDSB), Natasha Gleeson (SST, TDSB), Marilyn Hew (TYRMC), Melanie Laking (Parent Council), Shannon Judge (Parent Council), Paige Kreps (Toronto Inuit Association), Melissa Mohammed (OA, TDSB), Candice O'Grady (Communications Officer, TDSB), Allan Olexson (City of Toronto), Dr. Bob Phillips (Community), Adrienne Plumley (Instructional Leader, TDSB), Dr. Duke Redbird (Elder), Joe Rock (City of Toronto), Christina Saunders (CAVP, TDSB), Tanya Senk (P/CAP, TDSB), Pauline Shirt (Elder), Jim Spyropoulos (Executive Superintendent, TDSB), Waabshka-Mkwa (2Spirits), Brandie Wilson (NLC Downtown – NCFST), Darren Wilson (NCFST), Selina Young (City of Toronto).

Also present were: Alexander Brown (Trustee), Trixie Doyle (Trustee), Jennifer Story (Trustee), Dan Maclean (Trustee).

Regrets:

Cassandra Churm (TPH), Kelly Hashimi (Our Children's Medicine), Renee Roy (Indigenous Graduation Coach, TDSB).

Part A: Recommendations

No recommendations to report.

Part B: For Information Only

Facility, 16 Phin – Mobility, Accessibility, Health & Safety, Renovations.

As Part One of the construction project has been completed at 16 Phin Avenue conversations will take place with the Elders Council before moving onto Part Two. Design team, Elders Council, Staff and Parent representation will meet shortly to plan out the vision for Part Two. Dates, timelines and scope of work will be discussed at future UICAC meetings.

Indigenous Student Trustee:

As Student Trustee Clarity Smoke has stepped down to move to her home community the position of Indigenous Student Trustee needs to be filled. It has been forwarded to the Indigenous Youth Council for the appointment of a new Student Trustee.

Hiring practices, recruitment, retention and mobility.

Dr. Susan Dion spoke to the partnership between the Urban Indigenous Education Centre (UIEC) and the Faculty of Education at York University. The Waaban program recently had 19 self-identified teachers graduate and the Masters cohort will commence in September 2021. In addition, the UIEC will be positing a .5 temporary supply position for a Cultures and Traditions Instructor and a 1.0 Community Liaison acting position.

Part C: Ongoing Matters

No matters to report

Report Submitted by: **Melissa Mohammed**



Community Advisory Committees

Name of Committee: Urban Indigenous Community Advisory Committee (UICAC)

Meeting Date: 15th, December, 2020

A meeting of **the Urban Indigenous Community Advisory Committee** convened on **15th, December, 2020** from **6:00 p.m. to 7:30 p.m.** on ZOOM, with **Elder Dr. Joanne Dallaire** presiding.

Attendance : Dr. Joanne Dallaire (Elder, Chair), Lisa Dilworth (Principal, TDSB), Mary Doucette (OA, TDSB), Robert Durocher (Instructional Leader, TDSB), Barbara-Ann Felschow (Retired Principal, TDSB), Natasha Gleeson (SST, TDSB), Marilyn Hew (TYRMC), Shannon Judge (Parent Council), Melissa Mohammed (OA, TDSB), Candice O'Grady (Communications Officer, TDSB), Dr. Bob Phillips (Community), Adrienne Plumley (Instructional Leader, TDSB), Dr. Duke Redbird (Elder), Joe Rock (City of Toronto), Christina Saunders (CAVP, TDSB), Tanya Senk (P/CAP, TDSB), Jim Spyropoulos (Executive Superintendent, TDSB), Bobbi-Jo Virtue (Community), Waabshka-Mkwa (2Spirits), Selina Young (City of Toronto).

Also present were: Alexander Brown (Trustee), Trixie Doyle (Trustee), Jennifer Story (Trustee), Dan Maclean (Trustee).

Regrets:

Part A: Recommendations

No recommendations to report.

Part B: For Information Only

Facility, 16 Phin – Mobility, Accessibility, Health & Safety, Renovations.

No updates to report.

Indigenous Student Trustee:

Conversations with the Indigenous Youth Council are taking place and a new Indigenous Student Trustee will be appointed in the new year.

Hiring practices, recruitment, retention and mobility.

Elders Council met with Employee Services, Associate Directors and Human Rights Department on December 14, 2020 to review policy changes that need to be made to ensure hiring, retention, promotion and succession practices are structured in a way that supports Indigenous communities.

Part C: Ongoing Matters

No matters to report

Report Submitted by: **Melissa Mohammed**



Community Advisory Committees

Name of Committee: Urban Indigenous Community Advisory Committee (UICAC)

Meeting Date: 19th, January, 2021

A meeting of **the Urban Indigenous Community Advisory Committee** convened on **19th, January, 2021** from **6:00 p.m. to 7:30 p.m.** on ZOOM, with **Elder Dr. Joanne Dallaire** presiding.

Attendance : Dr. Joanne Dallaire (Elder, Chair), J'net Ayayqwayaksheelth (ROM), Ixchel Bennett (VP, TDSB), Nick Bertrand (Ministry of Education), Lisa Dilworth (Principal, TDSB), Dr. Susan Dion (YorkU), Mary Doucette (OA, TDSB), Robert Durocher (Instructional Leader, TDSB), Barbara-Ann Felschow (Retired Principal, TDSB), Natasha Gleeson (SST, TDSB), Michael Griesz (Principal, TDSB), Stephen Hepburn (VP, TDSB), Marilyn Hew (TYRMC), Shannon Judge (Parent Council), Paige Kreps (Toronto Inuit Association), Melanie Laking (Parent Council, TDSB), Tracy Mackenzie (Community Liaison, TDSB), Melissa Mohammed (OA, TDSB), Ryan Neepin (Teacher, TDSB), Candice O'Grady (Communications Officer, TDSB), Dr. Bob Phillips (Community), Adrienne Plumley (Instructional Leader, TDSB), Dr. Duke Redbird (Elder), Joe Rock (City of Toronto), Christina Saunders (CAVP, TDSB), Tanya Senk (P/CAP, TDSB), Pauline Shirt (Elder), Jim Spyropoulos (Executive Superintendent, TDSB), Donnie Straker (VP, TDSB), Elise Twyford (VP, TDSB), Waabshka-Mkwa (2Spirits), Brandie Wilson (NLC, NCFST), Selina Young (City of Toronto).

Also present were: Trixie Doyle (Trustee), Jennifer Story (Trustee), Dan Maclean (Trustee).

Regrets:

Saby Chandi (Principal, TDSB)

Part A: Recommendations

No recommendations to report.

Part B: For Information Only

Facility, 16 Phin – Mobility, Accessibility, Health & Safety, Renovations.

No updates to report.

Indigenous Student Trustee:

There are a few candidates for Indigenous Student Trustee. The next step will be going through the processes to determine which TDSB student will be filling the role.

Hiring practices, recruitment, retention and mobility.

No updates to report.

Part C: Ongoing Matters

No matters to report

Report Submitted by: **Melissa Mohammed**



2020-2021 Program Priorities Funding – Parent Reaching Out Grant Allocation Update

To: Program and School Services Committee

Date: 31 March, 2021

Report No.: 03-21-4035

Strategic Directions

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

Recommendation

It is recommended that the following update on Program Priorities Funding (PPF) – Parent Reaching Out (PRO) Grant be received for information.

Context

Changes to the PRO Grant program were made in 2019-20 from an application-based funding model to a grant allocation model. District school boards received a predetermined funding amount for parent engagement projects. Under the allocation model, funds have been reduced by seventy-three (73%).

For the 2020-2021 school year, TDSB was allocated \$131,563.00 for projects that demonstrate a commitment to respecting the role of parents in students' educational experiences. As stipulated by the PPF, the allocation plan was presented to the Parent Involvement Advisory Committee (PIAC) at the October, December, and January meetings.

Due to COVID-19 operational and safety guidelines and school closure, in-person events and activities were postponed. Hence activities and initiatives were redirected to enhance virtual tools to support parent/caregiver engagement at schools, virtual sessions for parents and caregivers, language support for multi-lingual families, and a School Council Grant to support the work of School Councils in informing educating, and addressing anti-oppression, anti-Black and anti-Indigenous racism.

Agenda Page 48

The School Council grant application was well received by School Councils. There were 190 submissions, for over \$170,000. Applicants approved were notified the week of March 15, 2021. The Parent Involvement Advisory Committee (PIAC), at its meeting on Tuesday, March 10, 2021, approved the reallocation of \$24,063 of the PPF and additional support of \$25,000 of PIAC funds to supplement the Council grants initiative, for a total of \$101,563.

Appendix A - Chart 1 - 2020-2021 PPF-PRO Grant Allocation provides an outline of projects and activities.

In 2019-2020, TDSB was allocated \$133,405.00 for projects that demonstrate a commitment to respecting the role of parents in students' educational experiences. At its meeting on November 6, 2019, the Board approved the allocation of (\$103,000) for Learning Centres/Learning Networks (LC/LN), which was divided equally with an allocation of \$25,850.00 per LC/LN and \$30,005 for the Parents as Partners Conference.

To determine usage of the allocated funds LCs/LNs engaged in a series of consultations (survey & in-person) with Trustees, PIAC, SEAC, and school councils to identify and prioritize engagement thematic areas, school council, and ward-based activities. Both in-person and surveys highlighted an interest in Ward or LC/LN workshops/summits for family caregivers with a focus on mental health, well-being, and school council training video/webinars. Immediately following this process, schools were then closed due to COVID-19.

With approval from the Ministry of Education, PIAC, and an update to Trustees, the funds were reallocated to support virtual tools for schools and School Councils, a virtual Conversation Series, and enhanced language supports for multi-lingual parents and caregivers.

Appendix A - Chart 2 – 2019-2020 PPF-PRO Grant Allocation provides an outline of projects and activities.

Action Plan and Associated Timeline

Staff will ensure the effective rollout of the 2020-2021 initiatives by June 30, 2021.

Resource Implications

No resource implications at this time.

Communications Considerations

Communications has developed and implemented a plan for notifying schools, School Councils, and parents and caregivers of grant initiatives. Grants information can also be found on the TDSBs website.

Board Policy and Procedure Reference(s)

P023 - Parent and Community Engagement Policy

PR558 - Parent and Community Engagement Procedure

Appendices

Appendix A - PPF PRO Grant 2019-2020 & 2020-2021 Allocation

- Chart 1 - 2020-2021 PPF-PRO Grant Allocation
- Chart 2 - 2019-2020 PPF-PRO Grant Allocation

From

Curtis Ennis, Interim Associate Director at Curtis.ennis@tdsb.on.ca or 416-397-3187.

Michelle Munroe, Central Coordinator Parent Engagement at michelle.munroe@tdsb.on.ca or 416-397-3528.

Agenda Page 50
Appendix A – Program Priorities Funding (PPF) – Parent Reaching Out (PRO)
Grant 2019-2020 & 2020-2021 Allocation

Chart 1 - 2020-2021 PPF – PRO Grant Allocation

Project	Description	Status	Allocation (\$)
School Council Grant-Anti-Black, Indigenous and oppression initiatives	School Councils apply for a maximum of \$1,500.	Grant application closed March 01, 2021. One hundred and ninety (190) applications have been received. PIAC has approved a reallocation of \$25,000 of their funds and reallocation of the Enhanced Multi-lingual Supports to supplement the grant process.	\$52,500 +25,000+24,063= \$101,563
Virtual Parent/Caregiver engagement tools and supports	Enhanced virtual equipment to support the council and the Parents as Partners Conference.	Renewing agreement for ZOOM 3000 and 1000 webinars for one year.	\$20,000
Conversation Series 2.0-Going Deeper	Going Deeper with series of speakers and presentations for parents/caregivers on an array of topics (e.g. mental health, talking race, social media, etc.).	The Series was launched in January 2021. Monthly Conversations are scheduled. Visit: https://www.tdsb.on.ca/Community/How-to-Get-Involved/Conversations-Series	\$35,000

Enhanced Multi-lingual Supports	Virtual interpretation, translation, and Sign Language services for engaging and communicating with parents/ caregivers.	These resources have been reallocated to support School Council grants.	
TOTAL			\$156,563.00 (\$131,563.00 in PPF +25,000 in PIAC allocation)

Chart 2 - 2019-2020 PPF - PRO Grant Allocation

Project	Description	Allocation (\$)
School Council & Virtual Engagement Platform Purchase	Purchase of two-year 600 ZOOM meeting licenses+ 3 Webinars ranging from 1000-3000 to support schools, School Councils, and System-wide parent/caregiver engagement & ZOOM meetings.	\$79,125.00
Parents Caregivers End of Year Motivational Sessions (Conversation Series 2.0)	A delivered virtual end-of-year session(s) for family caregivers on topics such as mental health and well-being, transitions and routines, anti-racism, in collaboration with PIAC and the	\$26,119

Agenda Page 52

	Mental Health and Well-Being Team.	
Supporting Multi-lingual Students and Families (Language services)	Virtual interpretation, translation, and Sign Language services for engaging and communicating with parents.	\$18,161
Parents as Partners Conference	Support costs for the first Virtual Parents as Partners two-day Conference that had over one thousand participants.	\$10,000
TOTAL		\$133,405.00



Indigenous Education Annual Report

To: Program and School Services Committee

Date: 31 March, 2021

Report No.: 03-21-4066

Strategic Directions

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

Recommendation

It is recommended that the *Annual Report 2020: Indigenous Education in the Toronto District School Board*, as described, be received.

Context

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

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

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

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

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

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

For a comprehensive overview of the UIEC team's current activities in each of these areas, please see the annual staff report, *Annual Report 2020: Indigenous Education in the Toronto District School Board* (Appendix A, attached).

Action Plan and Associated Timeline

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

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

Resource Implications

Indigenous Education has been highlighted as one of the eight proposed strategic drivers that will assist the Board of Trustees to develop the 2021/2022 operating budget. This is an important step in ensuring that budget funding decisions support Indigenous Education in the TDSB. UIEC staff will continue to work collaboratively with TDSB central departments (e.g., Teaching & Learning, Professional Support Services, Employee Services, etc.) and Indigenous community partners to provide supports and develop enhanced learning opportunities for Indigenous students across the system.

Appendices

- Appendix A: *Annual Report 2020: Indigenous Education in the Toronto District School Board*

From

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



Annual Report 2020

Indigenous Education

Table of Contents

Canopy 1: Professional Learning	Page 5
Canopy 2: Student Well-Being and Voice	Page 10
Canopy 3: Community Engagement	Page 21
Canopy 4: Programming, Curriculum, Implementation	Page 53
Canopy 5: Research, Development and Innovation	Page 53
Canopy 6: Partnerships	Page 73
Canopy 7: Reconciliation and Relationships	Page 75

CANOPY 1:

Professional Learning

**Urban Indigenous Education
Centre and York University
Faculty of Education Office
of Professional Learning
Partnering to Provide
Additional Basic Qualifications**

Description: The **Intermediate Basic First Nations, Métis and Inuit Studies** additional basic qualification course facilitates elementary and Grade 9-10 teachers in being able to better plan, teach and assess the Revised (2018) Social Studies, History and Geography curriculum, and the Revised (2019) Grades 9 - 12 First Nations, Métis and Inuit Studies curriculum (NAC10, NAC20). Participants will engage in learning from Indigenous perspectives for their classrooms.

The **Senior Basic First Nations, Métis and Inuit Studies** additional basic qualification course facilitates secondary teachers in being able to better plan, teach and assess the Revised (2018) Social Studies, History and Geography curriculum, and the Revised (2019) Grades 9 - 12 First Nations, Métis and Inuit Studies curriculum (Grade 11 & 12 courses (NBE3). Participants will engage in learning from Indigenous perspectives for their classrooms.

Dates/Participants:

July 6 - 31, 2020

- 20 participants for Intermediate (elementary and secondary teachers NAC10)
- 20 participants for Senior (secondary teachers, NBE3U)
- August 4 - September 18, 2020
- 14 participants for Senior
- September 29 - December 11, 2020
- participants for Intermediate (elementary and secondary teachers NAC10)
- participants for Senior (secondary teachers, NBE3U)

Indigenous perspectives on Mental-Health and Trauma - Virtual Teach in Webinar

Description: Led by UIEC's Social Worker and Child and Youth Counsellor, this online discussion is designed to give support staff, administrators and teachers a "wwholistic" understanding of mental health and trauma as it pertains to Indigenous students in the TDSB. Participants have an opportunity to hear about the services offered by the Urban Indigenous Education Centre, best practices for engaging Indigenous students and considerations for working with Indigenous families remotely. UIEC Social Worker and Child and Youth Counsellor provided an overview of trauma from both a Western lens, as well as an Indigenous lens.

Impact:

Participants engaged in meaningful discussions throughout the day that enabled them to share ideas, thoughts and current practices at their schools; acquired a substantial "tool-kit" of recommendations to take to their schools when working with students and families who have been impacted by event trauma, developmental trauma and intergenerational trauma; were equipped with resources from the UIEC; were presented with best practices when working with Indigenous students/families and clear examples on how to implement these practices; gained an understanding of the impacts of trauma on behaviour and development; were encouraged to ask questions in a safe space and engage in thoughtful discussion around topics that may be challenging.

Evidence of Impact

90 school staff participated in the Webinars; Participants filled out a feedback survey for each session:

- "A terrific webinar with transferable information that can assist me in supporting all students."
- "excellent presentation- i really listened to the resources and your explanation of the different services- it can be overwhelming (to me) to figure out which service can meet what needs."
- "Many times we look at the behaviour of the child without considering the root of such behaviours. Thanks for reminding us of the length of time it takes to unlearn and learn a new habit/behaviour."
- "Our schools are not very well equipped to handle students with trauma, curriculum focus can be damaging and that we have a lot of improvements to make. Although we have resource persons available, as a whole we have major room for improvement."
- "I learned that relationships are very important and we need to understand other cultures' backgrounds."
- "I learned a lot about how to handle the survival brain issues and that we need to be better at developing safety in the classroom and that if we "teach less" and develop explicit time to make students feel welcome and supported they will be able to learn better."
- "I gained an increased knowledge of the wonderful work the UIEC is doing and how I can access support and learning for my students/schools/myself, and of community resources, among other things."



- “Thank you so much, this presentation was amazing. I wish all the Key to Learn training were like this. I also wish this was given to the whole staff with a plan that actually puts these ideas into action that we are all accountable for.”

Dates/Participants:

May 19, June 2, June 18, 2020

- 90 TDSB staff

Healthy Relationships, Human Trafficking and Trauma Informed Practice in Indigenous Communities - Teach-In

Description: This Webinar centred Indigenous Knowledge, and demonstrated the interconnectedness of Healthy Relationships, Human Trafficking and Trauma Informed Practice in Indigenous Communities. This course also made connections to pre colonial Indigenous communities, colonization, the Truth and Reconciliation Commission, United Nations Declaration on the Rights of Indigenous Peoples, Murdered Missing Indigenous Women, Girls and Two Spirited people.

Impact:

Staff gained a deeper understanding on the topics of Human Trafficking, Healthy Relationships and Trauma informed practices in Indigenous Communities and what the impact is on communities, students and families. There was also an opportunity to hear about the work of the Urban Indigenous Education Centre and participants had an opportunity to ask questions and acquire resources.

Feedback:

- “A huge take away for me is the cultural safety piece. I want to look more into this and explore the resources shared”
- “TDSB has a progressive discipline policy - I would like more information about sharing circles and building classroom communities that included wellbeing and self regulation teachings. I would also like more information on trauma informed classroom techniques for positive reinforcement”
- “More! The UIEC always hosts amazing workshops and I learn so much! I'd love to see more guest speakers and topics such as the importance of smudging and how it is used, more information about the Grandfather Teachings”
- “Thank you so much for this training. I am very interested in taking the next part. I wish this topic and information about being trauma informed was part of the mandatory compliance training”
- “Thanks so much for sharing this important information and I look forward to continuing this learning, unlearning, relearning to better be able to respond to and address issues concerning Indigenous students, families, and communities.”

Dates/Participants:

June 8, 2020

- 42 TDSB Staff

Indigenous Perspectives on Mental Health and Trauma - Virtual Teach-In

Description: This online discussion via Key to Learn was a virtual presentation that came from the UIEC's original Trauma-Informed Mental Health presentation, which is held multiple times a year at the 16 Phin Ave location. It was designed to give support staff, administrators and teachers a wwholistic understanding of mental health and trauma as it pertains to Indigenous students in the TDSB. Participants will have the opportunity to hear about the services offered by the Urban Indigenous Education Centre, best practices for engaging Indigenous students and considerations for working with Indigenous families remotely. UIEC staff provided an overview of trauma from both a Western lens, as well as an Indigenous lens. UIEC staff also provided staff with information on Indigenous services available during Covid and tips for working with families remotely. Due to the closure of schools, this presentation was offered online.

Impact:

- "It was FANTASTIC! Thank you, I will be recommending this PD to my school community." ~ TDSB staff participant
- "Thank you so much. I found this presentation both helpful and moving. I look forward to taking further sessions with you guys." ~ TDSB staff participant

- "I learned a lot, it was amazing! I loved all the real-life school examples, like the child running away from the classroom who is constantly scanning their environment. This PD would be super beneficial for a lot of people who are struggling with child behaviour." ~ TDSB staff participant
- "I learned a lot! I have learned how inter generational trauma has impacted Ingenious students and how this trauma can impact learning. I've learned things that I can do to create a safe, connected and supportive environment to best help not only my Indigenous students but all students." ~ TDSB staff participant.

Dates/Participants:

May 19, June 2, and June 18

- 30-40 TDSB staff

Healthy Relationships, Human Trafficking and Trauma Informed Practice in Indigenous Communities – Virtual Teach-In

Description: The purpose of the webinar via Key-to-Learn presented centred Indigenous Knowledge, and demonstrated the interconnectedness of Healthy Relationships, Human Trafficking and Trauma Informed Practice in Indigenous Communities. This course made connections to pre-colonial Indigenous communities, colonization, the Truth and Reconciliation Commission, United Nations Declaration on the Rights of Indigenous Peoples, Murdered Missing Indigenous Women, Girls and Two Spirited people. Participants gained a deeper understanding on the topics of cultural safety and trauma informed practices in Indigenous Communities and what the impact is on communities, students and families as well as in the classroom. There was also an opportunity to hear about the work of the Urban Indigenous Education Centre and an opportunity to ask questions and acquire resources. A pre and post knowledge questionnaire was distributed to measure the quantitative and qualitative impact of the webinar.

Impact:

- [I learned]“Lots! A few things include: cultural competency vs. cultural safety, impact of assumptions, more about MMIW and human trafficking, intergenerational trauma and PTSD in Indigenous students/families/communities, moving toward trauma informed teaching/schools”
- “An awareness of how much I took for granted the notion/understanding of Healthy relationships -The post-colonial and ongoing impact of colonialism on all types of relationships -To consider Cultural Safety as opposed to Cultural Competence -The impact of exploitation and human trafficking on Indigenous women and girls, and its connection to colonialism -A good reminder about stress behaviours in learners, not “misbehaviours’....what is the student trying to tell us with their actions?”
- “More! The UIEC always hosts amazing workshops and I learn so much! I’d love to see more guest speakers and topics such as the importance of smudging and how it is used, more information about the Grandfather Teachings”
- “Thanks so much for sharing this important information and I look forward to continuing this learning, unlearning, relearning to better be able to respond to and address issues concerning Indigenous students, families, and communities.”
- “A very informative session. I will be going through the resources. Thank you to the facilitators for the time put into today’s learning”

Dates/Participants:

June 8,2020

- 42 TDSB Staff

Canopy 2:

Student Well-Being and Voice

Aanse: Indigenous Student Well-Being and Achievement Strategy, Schools Support

Description: The Aanse initiative supports 14 schools (8 elementary and 6 secondary) based on TDSB data reflecting the highest numbers of self-identified First Nations, Métis and Inuits students. This is part of our Board Action Plan for Indigenous Education. We supported the schools in the following ways.

Remote Learning

Schools were sent Indigenous Education Remote Learning Supports which provide on-line learning support with links to Internal TDSB approved resources, along with suggested external sites. All schools were communicated with, and support was offered and given through email, phone conversations, on-line chat platforms (Google Meet, Zoom.)

Virtual Circles

Aanse Schools were directly emailed information for our weekly Virtual Circles that offered professional learning in a variety of topics including:

- Cultural appropriation vs appreciation
- Trauma-informed schools
- Decolonizing classrooms and schools
- Going beyond a land acknowledgement
- Selecting appropriate texts, and how to use them online
- Indigenizing mathematics and land-based learning
- Revitalization of Indigenous languages
- Dance and Powwow

Indigenous Education Remote Learning - Virtual Circle

The Instructional Leaders for Indigenous Education at the Urban Indigenous Education Center at TDSB will be available for all Elementary and Secondary Educators and Administrators during instructional office hours beginning Wednesday, April 29th. This will be an opportunity to engage in embedding Indigenous Education in a remote learning environment.

Virtual Circle will provide K-12 Educators and Administrators opportunities to:

- Navigate looking for appropriate and vetted resources to support remote learning;
- Co-learn on collaborating to engage in Indigenous Education with students;
- Engage in the work of Truth and Reconciliation (going beyond Calls 62 & 63 as there are 94);
- Ask questions, have conversations and provide the UIEC with feedback for future Professional Learning Opportunities through Key to Learn.

Elementary Teachers -
Kindergarten to Grade 8

Wednesdays from 11:00am - Noon
Google Meet [LINK](#)

Secondary Teachers -
Grade 9-12

Wednesdays from 1:00 - 2:00pm
Google Meet [LINK](#)



Instructional Leaders
Raven Cotnam
Robert Durocher
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Book Bundles for Elementary Schools

Each of the elementary schools that are part of the Aanse initiative received book bundles of books by Indigenous writers and vetted by Instructional Leaders.

- Kindergarten to Grade 3 - 18 titles plus Eagle Crest levelled readers for guided reading
- Grades 4-8 21 titles
- French titles - 13 titles
- Staff learning - 16 titles

Each of the secondary Aanse schools received book bundles of books by Indigenous writers and vetted by Instructional leaders. These include books to support:

- NAC10
- NBE3
- Staff learning

Impact:

Teachers and administrators reported:

- We have recently been speaking about guided reading sets and the need to diversify and expand our collections, so these sets, along with the other books you are providing, will be wonderful additions for Bowmore students.
- The French books are particularly welcomed!
- This is amazing news for our students. Thank you. I am the teacher-librarian at Bowmore. We have been working to build our collection over the last three years. We call our collection, Turtle Island Books. I am proud to say that it has grown so large that we need more space.

- So wonderful for the Duke community, it will be great to have more and new French resources.

Additional supports:

Instructional Leaders support secondary schools to form relationships with administrators, guidance counselors, teachers, and students at Danforth CI, Riverdale CI, NLC and NLC East. Activities included supporting an Indigenous student group (Danforth), speaking to a careers class and working with UIEC's SST to meet with guidance counselors (Riverdale).

Instructional Leaders support Elementary Aanse Schools have built relationships with administrators, educators, support staff, and students at Kâpapâmahchakwêw-Wandering Spirit School, Duke of Connaught Jr and Sr PS, Bowmore Road Jr and Sr PS, Grey Owl PS, Fairbank PS, Withrow PS, and Carleton Village PS. This work has been done through discussing the work each school has done in previous years, discussing the work they'd like to do moving forward, and participating in a walkthrough of each school.

Student Support:

Itinerant Child and Youth Counsellor (CYC)

The UIEC's Child and Youth Counsellor Works from an Indigenous and trauma informed perspective to promote the social and emotional growth of Indigenous students in the elementary & secondary setting. Support is wholistic, and takes into account the emotional, spiritual, mental and physical aspects of student and family well-being. The CYC also Provides support to the school community with addressing challenges that include school

avoidance, bullying, healthy relationships, healthy friendships and group or individual counselling.

The Itinerant Child and Youth Counsellor provided one on one counselling, advocacy, family work and group work with students. In the 2019/2020 school year, the CYC received 24 student referrals, ranging in grades from junior kindergarten to grade 12. Each case differed in nature, a variety of interventions were offered including weekly or bi-weekly 1 hour counselling sessions with CYC, support in transition of program/grades, addressing grief and loss, self-regulation & social skills interventions, cultural connection, addressing bullying concerns, school stress and supporting students in need of crisis support. Front line work in schools also consisted of attending IST, SEPRC and SST meetings, frequent contact with parents/guardians and in some cases connecting the student to community resources.

Impacts:

Students who were referred to counselling through the UIEC received meaningful interventions in challenging areas of their lives. Students gained skills and strategies to incorporate into their school day. Students benefited from having a caring adult in their school, where in some cases the student did not have any other socio-emotional support in place. Students and families benefited from having a support person who is knowledgeable of community resources for indigenous families. Students worked with the counsellor to address areas of need that incorporated their identities and culture

in a culturally relevant and safe space. An overview of services and impacts are:

Students participated in on-going counselling on varying schedules.

The focus on sessions were behaviour management, coping strategies, the seven grandfather teachings, medicine wheel and medicine teachings, check-ins, conflict resolution, skill building and goal setting

Students who demonstrated challenging behaviour in the classroom were supported with interventions that included self-regulation work, acknowledging feelings and emotions, coping skills and teacher support.

Multi-faceted support plans in areas of academics, advocacy, counselling, life skills, job searching, connecting to community resources, attendance, frequent check-ins and TTC tickets

During Covid-19 school closure, Google wellness slides were provided to students, these wellness slides were on the following topics: Mindfulness, Land Based Healing and Learning, Coping during Covid-19, Sleep Resources, Anxiety and Medicine Wheel Check in activities. These activities were sent out weekly to students and to parents as well. A weekly "resource letter" was also sent to parents with updated community resources, crisis support lines and ideas for at home activities. Frequent emails, phone calls, resources as requested and check-ins with both students and parents were also provided to families.



Evidence of Impact:

The evidence of impact was expressed in various ways depending on the circumstance of the student referral. In some cases the evidence was seen through changes of behaviour in the classroom or students displaying improvements in attendance, mental health, and overall wellness. Also received positive feedback from parents who feel receiving support from the UIEC has made a positive change in their lives.

CYC and SW facilitated a student wellness group that ran Bi-weekly from October 2019-March 2020.. Each group began with a sharing circle and smudge, followed with an art activity and wellness topic. These topics included: coping skills, team-work, and group activities (cupcake making); reflection activities (roots of my strength, medicine wheel check-ins); cultural (beading, circles, smudging); counselling support for individual students:

- Student Groups
- Native Learning Centre East
- Student Wellness Group
- Healthy Relationships Group: Human Trafficking - guest presentation with Jessica Solomon, resource sharing and individual emotional supports as needed.

Impacts:

15 Students had the opportunity to meet once a week in a culturally safe space, in these spaces therapeutic connections were established between students and support staff/teachers. The benefit of building these connections are building a support system for students within the school and ensuring an ongoing relationship between the UIEC

and NLC-E for future support services. Students were able to learn new skills or build on pre-existing skills surrounding the wellness topics. Students were able to participate in art activities that allowed meaningful conversations to take place as well as a form of expression.

Subway Academy One: CYC and Student Success teacher facilitated a group titled "Indigenous students and allies student group". The purpose of this student group was to bring Indigenous students and non-Indigenous students together to discuss current issues in Canada that impact Indigenous communities, learn from one another, and engage in meaningful conversations on defining allyship and what can students do to support each other. The group ran weekly from November 2019 - March 2020.

Impacts:

20 Students had the opportunity to engage in different activities, Themes of the activities included: smudging and sharing circles, Wellness activities, Dreamcatcher making with stories and teachings behind the art, guest Thunder Jack sharing his beadwork, group beading project and having a space to eat lunch together and build meaningful relationships.

Dates:

April 6-June 25, 2020

Central Directions of Indigenous Social Work at the TDSB

Provide One-One Advocacy and Individual Support to Students

Description: Ogichidaa means "Helper/ Warrior" in Anishnaabemowin. Indigenous Social Academic Cyndy Baskin references this word in her seminal Indigenous Social Work textbook, "Strong Helpers Teachings", as a guiding principle in what it means to be and do Indigenous-focused social work in the community. Our work centres on the value that our children are precious and sacred, and that it is the relationships we make that heal, stabilize and guide a child - therefore we provide one-one support to students through counseling, advocacy, guidance, groups and mentorship in order to see our children through the challenges of education. From junior kindergarten to grade 12, Indigenous social workers provide that community-based support that helps Indigenous children feel centred, valued and supported by their own community members.

Support and Assist School Community Members to Deepen and Centre their Relationships with Indigenous Families and Students

Description: "It takes a village to raise a child" - Indigenous children are members of a school community which may or may not have a full breadth of knowledge on the historical and contemporary realities that impact a child's well-being - colonialism; racism; intergenerational trauma; cultural

and community alienation; the legacy of the Residential School system and impacts of Child Welfare; Missing and Murdered Indigenous Women, Girls and Two-Spirited peoples; Indigenous over-representation in the school-to-prison pipeline; poverty, etc. Indigenous social workers seek to build capacity within school community members who play a critical role in the day-to-day lives of Indigenous students - their teachers, their administrators and their support personnel. Raising this capacity means shifting understandings of what it means for Indigenous children to succeed wholistically in education - by being centred, protected and supported, having academic assignments reflective of their lived experiences, and to be safely represented and honoured as Indigenous people within the broader school community.

Raise Critical Awareness of the Intersections of Indigeneity, Mental Health, Trauma and Education

Description: "Planting the seed" - This is the teaching that has been given to us by Joanne Dellaire, one of our Elders at the UIEC. It is a teaching that uses the example of the seed as a means to understand how the actions and care we provide to our students and staff at the TDSB now can provide growth and healing over the span of their lifetimes. In this spirit, Indigenous Social Workers (in connection with our Urban Indigenous Support Services staff) provide regular Professional Development Opportunities to TDSB frontline staff as an opportunity to meaningfully and



experientially raise critical awareness around the wholistic needs of Indigenous students. Using a two-fold approach that focuses on both an Indigenous and western lens of childhood attachment and development, UIEC support staff seek to raise a wholistic understanding on the critical needs of childhood growth and development of First Nations, Metis and Inuit children. This is done through regular Professional Development days on the subject of trauma, student fairs on Indigenous support services in the Toronto area, youth groups that promote strong, Indigenous civic engagement, and our yearly conference, titled "Creating Spaces of Belonging", in which we invite Indigenous Elders, guest speakers, community members, and students to speak on issues pertaining to Indigenous well-being and academic success.

Boost Community Presence by Creating Groups for Youth and Parents

Description: The Social Workers at the Urban Indigenous Education Centre play a critical role in acting as oshkabewis to our students - that is, to be a good helper. Indigenous Social Work assists in organizing and running the yearly Pow Wow at Kapapamachekwe Wandering Spirit First Nations School, and are present to support community-based events run by our Urban Indigenous Education Centre, such as our yearly Round Dance and Drum Socials. During Covid-19, it has been vitally important that we continue to find ways to foster community amongst our students and families. During this time of quarantine, Indigenous Social Workers have been running a weekly virtual parents group (to

support parents in their own self-care and parenting), as well as continuing to provide support to student groups at Indigenous-focused schools (or schools with significant Indigenous student populations), such as Native Learning Centre East and Riverdale.

Provide In-Depth Consultation on Best Practices for Supporting the Wholistic Well-Being of Indigenous Students

Description: Indigenous Social Workers are regularly called upon to provide community presence and consultation for Indigenous students - either by phone, through email, one-on-one, or in SST and IPRC settings. As centrally-assigned workers, this makes us available to any self-Indigenous student and family across the board. Indigenous Social Workers regularly connect with administrators, support service staff and teaching staff to provide support and direction in supporting students, providing resources and suggesting community-based services that may benefit their families.

Impact:

- "Thank-you so much Emily. You are so fierce and you made me feel supported and heard (during the IPRC). We really appreciate the support" ~ Parent
- "I knew (my child) could speak with you, but I didn't realize it was ok if I asked for support as well. Thanks, I feel a lot better after we talk. (Child) really feels connected to you too. Thanks again for all of your support" - Parent

Events and programs organized and planned by Indigenous Social Work

Indigenous Student Group at Riverdale Collegiate Institute

Description: Riverdale Collegiate was identified as having a high number of Indigenous secondary students, many of whom are graduates of Kâpapâmahchakwêw Wandering Spirit First Nations School. The purpose of this group was to foster a positive social community amongst the diverse Indigenous student population at the school; to support the needs and voices of the students, and to advocate for their social, cultural and academic successes. Indigenous Social Workers provided lunch and weekly activities designed to foster discussion on mental health and cultural well-being. Indigenous Social Workers worked closely with Riverdale administrative staff to ensure that the group was well-supported in the Riverdale community, and to check-in regarding the individual needs of the students. Indigenous Social Work staff was also made available after the group to check-in with students one-on-one and to provide referrals for case management and counselling, as needed. UIEC-SST and administration also met with Riverdale administration and guidance faculty to discuss a wrap-around approach to best practices in student success in February 2020, which included recommendations for in-depth support and professional development on the intersections of Indigenous experiences, mental health and academic success.

During the school closures, Indigenous Social Work continued to remain in contact with Riverdale school administration, provided one-one support to students within the group and provided weekly Google Slides with information around mental health and wellbeing which included self-care, sleep, mindfulness, stress, healthy relationships and land-based learning. Community resources for students during school closures and social isolation were also provided.

Dates/Participants:

Every Wednesday, from 11:30am to 1:00pm

- 15 students

Indigenous Student Group at Wandering Spirit School

Description: The purpose of this group was to foster a positive social community amongst the diverse Indigenous student population at the school; to support the needs and voices of the students, and to advocate for their social, cultural and academic successes. Indigenous Social Workers provided weekly activities designed to foster discussion on mental health and cultural well-being.

During the school closures, Indigenous Social Work continued to remain in contact with provided one-one support to students within the group and provided weekly Google Slides with information around mental health and wellbeing which included self-care, sleep, mindfulness, stress, healthy relationships and land-based learning. Community resources for students during school closures and social isolation were also provided.



Date/Participants:

Every Monday from 12:00pm-12:45pm

- 15 Grade 7/8 students

Native Learning Centre East

Description: The purpose of this group was to foster a positive social community amongst the diverse Indigenous student population at the school; to support the needs and voices of the students, and to advocate for their social, cultural and academic successes. Indigenous Social Workers provided lunch and weekly activities designed to foster discussion on mental health and cultural well-being as well as traditional arts based activities like beading. Indigenous Social Work and Child and Youth workers were also available after the group to check-in with students one-on-one and to provide referrals for case management and counselling, as needed. Facilitators also did workshops on Healthy Relationships in Indigenous Communities and invited guest speakers to present on Human Trafficking in Indigenous Communities.

During the school closures, Indigenous Social Work continued to remain in contact with Riverdale school administration, provided one-one support to students within the group and provided weekly Google Slides with information around mental health and wellbeing which included self-care, sleep, mindfulness, stress, healthy relationships and land-based learning. Community resources for students during school closures and social isolation were also provided.

Dates/Participants:

Every Tuesday 11:15am-1:00am

- NLCE Staff and Students average 10-15 participants

Outreach to Native Learning Centre Downtown

Description: In late 2019, Indigenous Social Work Services reached out to the teaching and administrative staff at Native Learning Centre Downtown for the purposes of coordinating support services for Indigenous students attending Native Learning Centre downtown. While school administration acknowledged that students were actively being supported by local Indigenous social service organizations, it was important to ensure that Indigenous students within the TDSB community knew about the support services that are made available to them in the board, and that students could feel supported and comfortable in accessing those support services if needed. Social Workers organized a "Meet and Greet" with NLC students in mid-February, to introduce students to the NLC and discuss what supports could be made available to them. Lunch and activities were provided, and several faculty members of the NLC also attended.

During school closures, Indigenous Social Work provided on-going resource support to NLC faculty and administration; worked one-one with NLC students who required focused support, and discussed upcoming plans to follow through on student engagement and support services for the fall. Social Work continued to outreach and follow up with the staff and student community at the NLCE.

Dates/Participants:

February 12, 2020

- 10 Students

Toronto Indigenous Youth Leadership Council (TIYC)

Description: The goal of the TIYC is to offer a safe space where the students can explore the joys and challenges of being a youth today as well as offer leadership opportunities for employment, classes and community involvement. The TIYC's message is "Be ambitious, make change, take pride". In particular, this student-lead group focused on developing positive peer relations, strong self-images, and other topics as determined by the participants in attendance. Facilitators provided dinner and ttc tickets weekly. Employment Ontario facilitated a paid training and employment course for 6 weeks, which provided youth with a resume, linked in account and links to employment opportunities. Youth also had professional headshots done to add to their portfolio.

Participants also held an election and voted for a group member to act as an Indigenous Youth Trustee which will be continuing into

the next school year. Some participants also attended a UN summit in New York City as representatives of the TIYLC. Participants were in the process of facilitating the 2nd Annual Conference A Place to Exist and Resist for students in the TDSB to learn more about decolonizing the classroom from an Indigenous perspective. TIYLC has continued online this school year, with interests explored including: International Outreach/ Cross cultural exchange with other students to share Indigenous Perspectives, Supporting Protests, Mental Health and Wellbeing, land based learning activities, Mural redesign with Indigenous Artists (NAC10).

During the school closures, Indigenous Social Work and Facilitators continued to remain in contact with TIYLC through weekly online meetings, provided one-one support to students within the group and provided weekly Google Slides with information around mental health and wellbeing which included self-care, sleep, mindfulness, stress, healthy relationships and land-based learning. Community resources for students during school closures and social isolation were also provided.

Impact:

"I hope to see and work with you more in the future, you have sparked a light within me to start getting involved in my community and I found so many opportunities through you. Thank you so much for that."

Dates/Participants:

September-March 2020, Every Monday
4:30-6:00pm at Kâpapâmahchakwêw
March 2020-January 2021, online
• 4-23 students

**Kâpapâmahchakwêw
Student Council**

Description: To provide a safe space for students to express concerns and develop goals for the school. Facilitator provided snacks for meetings. Students met and discussed safety, security of the building, the lunch program, student involvement in hiring of new teachers, racism, construction, bullying and a proposal to create a mural or individually paint the lockers.

Date/Participants:

School Year 2020-2021
• 7 students, Grades 7-10

**Itinerant Student Success
Teacher Support**

Description: The Indigenous Student Success Teacher provides support to Indigenous students (K-12+) across the TDSB on a referral basis to the Student Success Team. The Student Success Teacher provides assistance with resources and opportunities to engage in promising practices for Indigenous education through in-class presentations, collaborating on student assessments, assignments and events that better reflect the learning needs of Indigenous students. The Indigenous Student Success Teacher provides Indigenous students with academic and cultural support, by fostering meaningful relationships and (re)engaging students in an effort to increase overall achievement and well-being (including, but not limited to, attendance and credit accumulation). There is a focus on building capacity by creating positive student engagement and learning opportunities by encouraging the inclusion of Indigenous perspectives, histories and stories within classrooms and schools.

Key areas:

January-March Break

- Bowmore Nest Lunch Group (weekly), students attending, 12 participants (Indigenous)
- Subway Nest Lunch Group (weekly), students/staff, 20 participants (Indigenous and non-Indigenous)
- Regular classroom/school correspondence, collaboration with caregivers, staff; attending IST/SST meeting re: IEP/Special Education needs; curriculum resource support re: Indigenous content, lesson planning March-June
- Ongoing close contact by phone/email with students and caregivers providing guidance and advocacy re: remote learning; coaching re: course work; wellness checks, providing information re: community resources and supports
- Attended and participated in staff meetings and student virtual groups re: financial support to families in need (grocery gift cards-Bowmore) and remote learning navigation and distribution. Bowmore staff meetings, Tues./Thurs.; and Subway IST Tues., Wed.- Town Hall with students (wellness check ins, school announcements), Fri.-Fun Fridays (virtual games, cooking, themes such as 'wear your favourite hat' etc.)
- Reviewed and Updated Inuit Community Resource information with Tauni Sheldon
- Participated in weekly virtual Inuit cultural workshops featuring: language and music classes, storytelling, celebrating National Seal Fur Day, jewelry making (ulu earrings, seal bracelets)
- Connected weekly with Toronto Inuit Association re: community wellness, new youth group, and more
- Attended board level meetings for Guidance and Student Success (Peter and Katie) re:available supports and elearning summer school and more

Dates/Participants:

January to June 2020

- Number of students referrals: 30+
- Number of schools: 10+



Canopy 3:

Community Engagement



November 2020: Indigenous Education Month

In November, we honour Indigenous Education Month at the TDSB. This month reminds us to centre First Nations, Métis and Inuit perspectives, voices, histories and contemporary realities. In classrooms across the TDSB, it is an opportunity to learn about treaties, Indigenous leadership, achievements, resistance and creativity.

Throughout the month of November, students, staff and community members recognize a number of important days to deepen knowledge, to learn together about our shared history and to build stronger relationships between Indigenous and non-Indigenous peoples in Canada.

NOVEMBER IS
**INDIGENOUS
EDUCATION
MONTH**

Some of our virtual speakers include:



- Elder Dr. Duke Redbird
- Tanya Talaga
- Phyllis Webstad
- Waubgeshig Rice
- Jean Teillet
- Jason Madden
- Serapio Ittusardjuat

In November, we honour Indigenous Education Month at the Toronto District School Board.

This month reminds us to centre First Nations, Métis and Inuit perspectives, voices, histories and contemporary realities. In classrooms across the TDSB, it is an opportunity to learn about treaties, Indigenous leadership, achievements, resistance and creativity.

Throughout the month of November, students, staff and community members recognize a number of important days to deepen knowledge, to learn together about our shared history and to build stronger relationships between Indigenous and non-Indigenous peoples in what we call Canada today.

INDIGENOUS EDUCATION IS ALL DAY EVERYDAY

  [CLICK HERE](#) for our calendar for dates and links

[CLICK HERE](#) for resources to support Treaties Week, Inuit Day, National Aboriginal Veterans Day, Louis Riel Day

Monday, November 2, 2020

Event: A Dish With One Spoon with Elder Dr. Duke Redbird

Description

To open Indigenous Education Month at the Toronto District School Board, Elder Dr. Duke Redbird discussed the idea of A Dish With One Spoon as a way to describe Indigenous relationships to the human and other-than-human world in contrast to the Euro-Western world views that have dominated discourse in the Americas for the past 500 years.

Number of Participants (Adult): 67

Number of Participants (Student): 100

Comments/Feedback

- Perhaps visual aids to accompany the talk?
- Continue offering amazing sessions and resources, and ways to connect and learn. Some students struggled to follow along with Elder Duke Redbirds thought path, as the language was above what they are used to hearing without being able to ask questions, but it was an amazing starting point. I appreciate that you separated the Treaty Week Meets into elementary and secondary. Thank you!
- Plan more sessions
- I had some classes watching with their teachers too. Was Duke's talk recorded? As Principal, I had it open on my computer, and an issue came up just as Duke was saying "can you hear me" and I got back to my office just in time for the sharing of the feedback link... I got to hear some of the Q and A.
- None
- It is already the best.
- More First Nations, Metis and Inuit Artist Talks, Film makers and Documentarians
- more advanced notice for events, especially if they happen at the beginning of the month
- If I was at school today, it would be nice to have them learn "dish with one spoon" but this presentation might have been a little difficult for their understanding. Great for me, though!
- Is this recorded so that we may share this with more of our students?

Key Learnings

- What the pandemic has unveiled about Indigenous ways of knowing
- Myself:
- A good way forward might be to technology as a way to help people and lead a more sustainable existence on Earth.
- We are at the chrysalis stage in which we are changing into a new, more sustainable future.
- Students: Settlers are/were seen as W.E.I.R.D. by Indigenous people. Mother Earth is important and we are connected to her. We need to use more natural-based energy.
- The Acronyms Human and Weird
- Nourish the best of what a human being is when they are born and we will turn into the best of human beings as an adult.
- How to maintain the important symbiotic relationship Indigenous people have always had with Earth, in order to sustain life.
- Great way to share treaty teachings during COVID!
- In order to help save the Earth, the younger generation and everyone need to return to Indigenous viewpoints about sharing and respecting the Earth as Indigenous Peoples did pre-contact.
- This session taught me some ways of living a peaceful and healthy life
- Confirmation of our knowledge and new learning.
- The First Nations Societies were sustainable and fair
- Wholistic thinking about living things -- people are not at the top of the hierarchy if we are discussing progress
- H.U.M.A.N.; I'm always learning and growing, maternal side originally from Sheshegwaning FN, Manitoulin Island (Odawa). Miigwetch for this session and to Elder Redbird for his teachings!

What word, words or short phrase would you use to best describe the session?

- Enlightening
- love for Mother Earth; Sustainable Indigenous worldview; Building a better way forward
- Informative and Inspiring
- It's up to humans to push back!
- eye-opening, educational, inducing critical thinking
-
- One of my staff said, "His use of imagery to describe ideas was incredible. The comparison to how a butterfly grows and the relationship between people and the state of nature, leaves a lasting impression."
- Informative, Thoughtful, Important, Helpful (students' voices)
- Captivating
- Thoughtful
- Humble
- impactful
- inspiring
- Duke's words inspire our actions for a better way of teaching and learning with the earth and its children

Date: Tuesday, November 3 (Secondary)
Wednesday, November 4 (Grades 5 - 8)
Event: Rita Dagenais: Treaty Making in Canada

Description

Every treaty tells a story. The presentation focused on WHY treaties were signed, with an emphasis on the perspectives of the Indigenous signatories. These sessions provided a brief over-view of the history of treaty making, beginning with the Peace and Friendship Treaties signed during the Seven Years War. This was followed by a question and answer period.

Number of Participants (Adult): 100

Number of Participants (Student): 873

Comments/Feedback

Key Learnings

- A lot about Indigenous people and treaty.
- Indigenous people and their lives
- the fact that the indigenous were forced to give away their land
- I appreciated the focus on significant leaders, a couple of which I had only known by name but did not know much else about their impact.
- How there was different war and battle with different people like France, The Whites and First Nations.
- The after effects of the treaties.
- How treaties were formed in Canada, how they affected Indigenous people
- The truth behind treaties
- “-Details about the Royal Proclamation of 1763, the Peace and Friendship Treaties along the East Coast, and the Numbered Treaties out West.
- Also how the different motivations of the government led to different Treaties-need for allies vs need for the land for European settlers
- A greater understanding of the motivation of the Crown for the treaties as well as a greater understanding for the situation the Indigenous Peoples were in that essentially forced them to sign the treaties. The sharing of anecdotes about the various Chiefs involved in the signing of the treaties really helped to bring their stories alive for us.
- Treaty 8 is a large area, it is larger than France.

- "Treaties serve white Canadians/ Canadian Government far more than they ever served Indigenous Peoples.
- Every Treaty was initiated to have greater access to land and resources.
- Treaties are complicated and were formed because the British wanted Land and resources. Sometimes treaties were made in good faith. Often they were NOT. Treaties are ongoing obligations and responsibilities between Indigenous Peoples and the Canadian government.
- Grade 6 class enjoyed learning about the history and treaties
- Why treaties were made from an Indigenous perspective
- Creation of a timeline with critical events that led to the signing of Treaties by various First Nations communities. Reaffirming for my students that our First Nations communities have been lied to and let down from the moment the first ship of white settlers touched shore.
- characterize and describe
- treaty making in Canada
- treaties tell stories, and are indicative of relationships
- the learning I am taking away is that it is cool there are so many treaties.
- A way into more information. Links to resources. (I was a bit late) But also the history is so interesting when told, when I get to listen to it spoken.
- The Europeans brought diseases, depleted the Indigenous People's buffalo, leaving them in a very vulnerable and weak state, so that they would sign the treaties. The Europeans wanted the natural resources for profit and presented treaties that were not fair, but greedy to their profits.

What word, words or short phrase would you use to best describe the session?

- History
- very informative
- interesting
- Empowering
- exciting enjoyable
- The word is Amazing. .
- Shocking, informative, and insightful
- it is a fun and education for me and the other students
- it is fun and educational for me and for the other students
- Informative and long.
- Very detailed and informative.
- Very informative and insightful.
- The session was amazing. There were so many things to learn.
- interesting, thorough, indepth
- Informative; Detailed
- From grade 6 class: interesting, informative,
- A lot of information
- Informative
- I will describe the Comprehension of the session
- valuable

Date: Friday, Nov. 6, 2020

Event: Inuit Day Readings

Description

Co-hosted with the Toronto Inuit Association, each of these three reading sessions will be for different age groups. The first session of the day will be for secondary students. Story and reader are to be determined. The second session of the day will be with Serapio and Monica Ittusardjuat. Serapio will read "4 Nights on the Ice" and, if time allows, they will share their film "Giant Bear: Nanurluk." The final session, from 11-11:45, will feature Nadia Mike reading "The Muskox and The Caribou."

Number of Participants (Adult): 32

Number of Participants (Student): 404

Comments/Feedback

- Thank-you for providing the link to the story and the questions. I will be passing these resources on to my teachers and encouraging them to share with their classes next week.
- Have all participants turn off video and mute mics. It was challenging to hear as time went on and more participants spoke over the main speakers. While you want people to engage it is hard in a larger group like this today. I was sharing my screen with my class via Google Meet and they were asked to type their questions into our class meet so I could then share with the big group. It kind of worked for us ;) Would you consider doing shorter individual class visits? I think it would be great for all students to have the opportunity to ask their questions directly to a speaker. Thank you for organizing!
- less light to see better the pages
- Have digital copies of the book to present screen for better visuals from the story, to better follow along while the story was being read
- Make resources readily available via the Internet.
- I have been curious about having Indigenous educators pop into virtual classes personally. Or perhaps smaller group sessions so my students could ask more questions/interact. I'm sure they would love it. But this event was wonderful. Miigwech!
- Increased opportunities to listen to stories, oral storytelling; If we had a copy of the book ahead of time, we could have projected the images while Serapio and Monica were speaking and translating. I also projected Nunavut on Google Earth and we zoomed in on a few areas to give the students an opportunity to see the current landscape; Virtual Q and A related to stories and artifacts, perhaps.

- The presenter's audio was low and it was difficult to see the whole book.
- Having the teachers login and present to their own classes to stop some of the kids from unmuting themselves when they shouldn't be!
- The pace was a bit slow but we talked about being mindful of the speed that other cultures move at because it might be different from what we are used to.
- More opportunities to interact with First Nations, Metis, and Inuit elders and storytellers
- Audience participation
- It was wonderful!
- NA

Key Learnings

- The Inuit world view's connection to the land, environment and the natural elements.
- Connection to and respect for the animals of the land.
- Inuit people have amazing art and amazing animals
- Life experiences of Inuit people, very cool to hear a story in a different language
- Perseverance and creativity are key to success.
- We learned about Inuit culture/traditions, we deepened our understanding of treating everyone equally, we learned what a Muskox is, and we learned what a Qulliq is/what it looks like for the first time!
- 1. The importance of Indigenous languages... it would have been a different experience hearing Serapio's story in English (only).
- 2. The importance of share one's stories (with others). Understanding that Serapio's story would have been orally shared with members of his family and community so that others would learn from his experiences.
- 3. The importance of respectful listening, and the value of learning from Elders, Knowledge Keepers, and Indigenous Peoples. Humbling to be mindful of the many ways that we have learned from our Indigenous communities, both historically and presently. **I find that we (TDSB classrooms) do not often have the opportunity to learn about Inuit teachings and communities from Inuit community members.
- The harshness of the area. Historical and present identity of the Inuit People.
- We learned a lot about Indigenous Culture . We loved the story
- The flow of the language and the perseverance shown by the author.
- The perseverance needed to survive the Arctic
- Culture, survival skills, strength and determination
- Types of animals in Toronto vs the story

- How Inuit People understand the land in which they live and how the stories and teachings from knowledge keepers help them survive the most treacherous of conditions
- Childrens' responses:
 - -How difficult life would be if you lived in the North
 - -Serapio was very brave and very smart to be able to keep himself alive in those conditions
 - -the skills that Serapio was taught were very important and connected to the environment/lifestyle; unfair that Residential Schools tried to take those traditions away from Inuit children (student not sure if Serapio attended a Residential School, so they clarified this could be a general statement)
- -all students really enjoyed hearing the book being read in both languages

What word, words or short phrase would you use to best describe the session?

- | | |
|---|--|
| • Thoughtful | • Encouraging guided inquiry through primary sources. |
| • Engaging, relevant, important. | • Well done |
| • informative and engaging | • Calm |
| • a privilege to hear that story! | • Engaging, Inspiring |
| • Interesting and informative | • They were talking about the natives and they were reading a book |
| • Informative, open, educational, engaging for young ones. They loved the book and were commenting throughout - "I like this book" :) | • Informative and entertaining |

**Date: Tuesday, Nov. 10, 2020 and
Thursday, Nov. 12, 2020**

Event: Waubgeshig Rice Reading and Talk

Description

Author Waubgeshig Rice will do a talk and reading of *Moon of the Crusted Snow*, then do a question and answer session. These sessions are intended for students and staff involved in the roll out of the Grade 11 English course NBE3.

Number of Participants (Adult): 13

Number of Participants (Student): 62

Comments/Feedback

- Are recordings made of the webinars with guest speakers? If it could be done in a way that respects privacy (maybe by just having an audio feed), that'd be great to share with kids, especially those in our online classes or who had to leave early.
- I know Waub talked about the challenges of Zoom meetings, but honestly if it wasn't for Zoom we wouldn't have had the opportunity to hear from him in this intimate way. I would love to participate in more sessions like this with Indigenous voices - writers, activists, artists, etc.
- keep up the efforts with presenting marquee names as well as new people we should know about
- I think everything worked very well. Thank you so much for organizing this opportunity. This was our first virtual 'field trip.' The students liked it, but did feel it was a bit long -- They are not used to listening and watching a presentation like this. We managed just fine though! Thank you!!
- allow more time for questions to make it more engaging

Key Learnings

- We had a poetry project in our NBE class, and one of the recurring themes was the history of the individual as tied into the community. Waub spoke about both, also reflecting it in the excerpt of Moon of the Crusted Snow that he read for us.
- It was great to hear about the experiences that led him to where he is today, like the conversations with German students and stereotypes based on points of pop-culture reference, and his road to getting published / the choosing (for now) between journalism and writing as a literary pursuit.
- how surviving on the land is like as indigenous people.
- Waub's discussion of the German "Indianer" phenomenon, his main inspirations/ motivations in writing the novel, and the idea that apocalypse has already come to Indigenous communities via displacement from traditional lands.
- representation matters!
- Honestly, there is so much I could write here. This was a perfect way to tie up the big ideas we have been learning about this quadmester. Many students have just finished reading Moon on the Crested Snow and really enjoyed it. Hearing and seeing the author speak about his life experiences, writing processes and Indigenous identity was so valuable to their learning. Many students voiced that they really liked hearing about Waub's experiences in high school (particularly not seeing himself represented in the texts they read in English), and his year spent in Germany, and re-learning Ojibwe as an adult. I personally like how he spoke about the importance of language revitalization as a key part of the reconciliation process.

Date: Monday, November 16, 2020

Event: Stomp the Floor: Métis Cultural Workshops

Description

Alyssa Delbaere-Sawchuk and her brother Conlin hosted an engaging workshop for Elementary students. Participants learned the basics of Métis identity, culture and history through music with fiddle, songs, interactive activities, and storytelling. This was followed by a question and answer period

Number of Participants (Adult): 120

Number of Participants (Student): 100+

Key Learnings

- Celebrating Métis history and culture, even when this requires difficult conversations about racism and oppression.
- That Indigenous learning is full of great storytelling and music.
- A glimpse into the contemporary musical culture of Metis.
- The history of the Metis people and their unique place within Canadian and Indigenous histories.
- The sing along greeting phrases were wonderful..
- misunderstood nature of Louis Riel within Ontario education systems
- The need to share our stories in order to maintain our roots. The love for our land just like the Indigenous People had. The celebration and story of Louis Riel.
- "-Student Responses:- learned about Metis music (they loved the experience- feet were tapping and hands were clapping)
- Learned more about how the Canadian government lied and stole the land from the Metis
- Learned about Louis Riel and how he was just trying to protect his land and people, but the government told Canadian citizens he was a bad person when he really wasn't"
- The timeline information was provided between songs for the history of the Metis.
- History of Louis Riel, important person in Canadian history, recognition of different cultures within Canada
- The traditional Métis music was memorable for my students, we had trouble hearing the explanations in between.
- Metis Culture

- Learning about Louis Riel from a Metis perspective
- The beauty of learning through music
- Metis culture is rich, diverse and fascinating - and lots of fun to be involved in.
- my students learned new songs and about other cultural music
- Some history of Louis Riel
- We learned to appreciate other types of music.
- Louis Riel was the founder of Manitoba; he discriminated against
- Helped with Land claims in the Red River Settlement, but had to surrender and was tried and hanged."

What word, words or short phrase would you use to best describe the session?

- | | |
|--|---|
| • Lived history and resilience through music | • informative and joyful! |
| • Musical, story telling | • loved the music |
| • engaging, informative | • Spirited |
| • valuable, remarkable, beautiful, engaging | • Louis Riel - The Musical |
| • Engaging | • beautiful, entertaining, informative |
| • Amazing, entertaining, and engaging way for the students to learn about Metis culture/history. Fabulous Job! | • toe-tapping, enjoyable, a good mix of music and stories |
| | • Amazing; Enjoyable; different; fun; beautiful |

Date: Monday, November 16, 2020

- **1:00 - 2:30 PM (Secondary)**
- **6:30 - 8:00 PM (TDSB Staff)**

**Event: Jean Teillet: The North-West is Our Mother:
The Story of Louis Riel's People**

Description

On Louis Riel Day, Jean Teillet, Métis lawyer and author, talked about the historical and contemporary realities of the Métis. She will also talk about her book "The North-West is Our Mother: The Story of Louis Riel's People." This was followed by questions and answers.

Number of Participants (Adult): 50

Number of Participants (Student): 100

Key Learnings

- I have a lot to re-learn with respect to the history of Louis Riel; so enlightening to hear directly from another voice with their perspective and knowledge.
- A richer understanding of the Metis perspective on the Riel resistance and on the modern Metis Nation.
- The importance of learning about alternative perspectives on history and current day issues (particularly from those of an Indigenous lense)
- Metis People have their own story and experience that are different from what an indigenous person may have. The Red river location was also interesting to learn about.
- Deeper understanding of Metis and Canadian history. Deeper understanding of how the trauma and oppression of the past is continuing in the present.
- History of Canada and the relationship with the Metis people.
- All levels of Government and Institutions need to correct the wrongs from the past.
- "I am learning in more detail that the Canadian Government did not consider First Nations People as equal. They were considered an ""inconvenience"" that needed to be silenced and/or eliminated.
- Systemic racism is a part of our past and present and should inform our perspective.
- That history will never again repeat itself in such wicked manner
- It was good to receive a new REAL history of Metis people in Canada

- “First of all, I came to educate myself and learned more than I knew. I am actually becoming very emotional when I remember how Louis Riel was killed. I ask my students to do biographies and I usually add Louis Riel to the list. I will add others now. I will ask my school to buy your book if possible.
- I will share your book with my colleagues. “
- The direct involvement of John A. MacDonald in the sentencing of Louis Riel.
- very different representation compared with what is in textbooks
- I knew the press in Ontario and Quebec were heavily biased against Riel, and I knew the militia wasn't exactly honourable, but I had NO idea about the Indignation Meetings or the lengths the Orangemen went to in instigating the militia or how extremely violent and immoral the military became
- Our grade 9 student in the house attended Horizon Alt. for grades 7-8 where they did a mock trial of Louis Riel. They took on the role of the prosecutor, so this night was particularly engaging for our family. I think the key take away was about the nuances of history and perspective and the importance of who tells our stories.

What word, words or short phrase would you use to best describe the session?

- | | |
|--|---|
| • Informative, enlightening | • Enlightening |
| • Engaging, rich, informative. | • Touching and tear flowing |
| • Informative and Insightful | • Gratitude for the details of the straight story |
| • Amazing | • Informative, straight to the point for Jean Teillet's part. |
| • Intimate view of Canada and Metis People | • Informative and engaging |
| • Informative | • informative clear concise |
| • It is time for First Nations People to reclaim consideration, dignity and livelihoods consideration, dignity. Now is the time for the whole truth to emerge, so the descendance can recover. | • Left me wanting more. |
| | • Bringing us forward as we investigate the past |

Date : November 18, 2020

Event: Phyllis Webstad: Orange Shirt Story

Description

Residential school survivor Phyllis Webstad shares her story about the origins of Orange Shirt Day and Every Child Matters.

Number of Participants (Adult): 49

Number of Participants (Student): 664

Comments/Feedback

- making future sessions a Zoom Webinar format, where it's a view-only platform?
- Perhaps some smaller/shorter sessions could provide an opportunity for interaction between the presenters and the audience.
- Ms. Webstad knew her audience. Her storytelling was engaging and she tried to have some form of audience participation. I think you should continue to have speakers that have experience engaging elementary aged students.
- Continue to provide sessions for staff and students throughout the year.
- more opportunities like this with presenters
- More Indigenous stories for kids

Key Learnings

- The importance of empathy and respect. Awareness of residential schools, the meaning of Orange Shirt Day, and learning about firsthand experiences. Being motivated and inspired by Phyllis's strength and courage to tell her story and to create a movement for change.
- Helping students make connections to "Orange Shirt Day" by hearing the stories of survivors. Gaining a better understanding of the past and the challenges that many Indigenous people went through.
- The importance of sharing our stories so that history is not repeated. Making connections to self, community and the world after hearing the real story of a residential survivor.
- A "fleshed-out" understanding of Phyllis' story, Phyllis' desire for students to learn from her experience and to share so that a similar situation never happens again
- Phyllis Webstad is a brave and courageous Residential School survivor who inspires children and adults everywhere about the importance of Indigenous education.
- Experiences in residential school and the lifelong impact it has left. That it is important for us (as a society) to learn and understand these experiences.

- Putting a face to Phyllis Webstad to help solidify earlier learning around Orange Shirt Day and the history of residential schools in Canada.
- Our grade 4 class was honoured to have heard Phyllis Webstad's story. Hearing her perspective was invaluable to our learning.
- getting a real insight to understand the depths the trauma of what residential schools had on Phyllis and her family
- This was a story of resilience and listening to Phyllis Webstad was a highlight for my students and myself.
- The importance of continuing to share the truth and the stories that residential survivors have shared.
- Hearing the message from Phyllis was much more impactful than reading her story
- we must carry Phyllis' story forward and all work to support reconciliation.
- Sharing of knowledge and understanding about TRC from a personal perspective
- Connecting Residential School with the present and not a relic of the past.
- It was powerful to hear Phyllis share her stories and lived experiences.

What word, words or short phrase would you use to best describe the session?

- | | |
|---|--|
| • Inspiring | • Worthwhile |
| • Powerful | • Very powerful and courageous moving story of an elder sharing their wisdom |
| • Moving | • to quote students "sad" "important" |
| • Life changing | • Wonderful, enlightening, appreciated |
| • Healing through knowledge and sharing. | • Heartbreaking |
| • Emotionally provocative | • Humbling |
| • Insightful, touching, heart-breaking, hopeful | • Enlightening |
| • Meaningful | • Insightful |
| • Emotional | |

Date: Wednesday, November 25, 2020

Event: Michael Belmore: Artist Talk

Description

Anishinaabe artist Michael Belmore talked about his work and current exhibit at the Art Gallery of Ontario. He talked about the process and cultural teachings in his art works. This was followed by questions and answers.

Number of Participants (Adult): 55

Number of Participants (Student): 750+

Comments/Feedback

Key Learnings

- My students learned how important the process is and how each material is connected to the artist and the overall work/message..
- Our class discussion was geared mostly to the consideration given to his choice of materials, their history and connections. Students were excited to see and hear from an artist exploring concepts and techniques and how that has led to new ideas and techniques. We also discussed his bringing his passion for science and his jewelry making background into his art.
- The students were asked to focus on two questions prior to the sessions: 1 What tools did the artist use? 2. What stories were told by the artists work? These questions were the focus of our conversation afterwards. Our main take away was to be a critical thinker and see if there is a message beyond the surface when looking at art.
- The Indigenous perspective of land, resources and creation.
- Make art and connect with nature.
- The artist process, use of materials, transdisciplinary connections
- How Belmore makes choices of which materials to use and how they connect to natural resources and the land.
- the land, resources, the relationship to land
- Because we are talking a lot about our connection to the land, the students really enjoyed how Michael uses the objects of the land to translate the story and language of 'code'. Energy, physics and spirituality was nicely put together in this presentation. Some of the students went on his website and were inspired. .
- Our environment/nature speaks to us. How industrial development changes things.
- artist's process, materials choice

- Our land provides us with so many beautiful resources that we should learn to respect more. It was very inspiring all the work Michael did and my students really enjoyed it.
- The joy of sharing ideas/concepts in a positive respectful way
- I really appreciated hearing Michael Belmore talk about his work. His ability to connect digital and analog ways of knowing is so amazing. The way wampums are in themselves almost digital in nature was something I had never considered. His descriptions about his dialogue with the land, and his art as a moral act especially resonated with me, and I will be sharing what I learned with my students
- The building of knowledge is done through communal experience and it manifests in many ways including visual art. Learning is personal and public.
- "It was a grade 10 Civics class that I watched. We considered the following three questions: 1. How does Michael Belmore's work connect to Land and Water? 2. List three definitions of the word "settlement" were considered during the talk ? 3. How is Michael Belmore's work about "how we exist and where we are"(his words)?
- Students are exploring their connection to the Land as we begin to learn about the various political relationships/accords of this Land, Turtle Island, between Indigenous peoples; both historical and enduring practices. Belmore's work provides a connection to the Land and Water, both in terms of materials and concepts, which provides an entry point to this subject. "
- Art is a moral decision !
- Michael Belmore uses many different materials in his art, and materials communicate. His art has many and deep connections to the Land and his experience being Anishinaabe and being from a Northern community. It is not easy to work with copper and stone.
- Process, Reasons for expression (Cultural context or Interpretation), Connecting with the medium (Artist and Viewer)
- Michael Belmore's ideas and views on art and our responsibility to the land, and what it takes to become a professional artist.
- It is important to have patience and to be prepared to work hard and to do things that others reuse to do to be successful in a chosen career.
- Giving students the opportunity to reflect on the stories and challenges artists might face and overcome to be successful. Encourage students to make connections to self, community and the world through art.



What word, words or short phrase would you use to best describe the session?

- Inspirational
- Great to hear the stories behind the art.
- Informative, engaging
- Michael was eloquent and very skilled.
- He combined knowledge with art in a way that made students excited to create.
- Inspiring
- engaging, interesting
- thoughtful
- The art pieces/sculptures and the process of taking something to create something with such meaning. Also listening from his lens of an Indigenous artist. Best part is when he called it a career!
- Amazing sculptures. Would love to try some of his art techniques, maybe with aluminum and a hammer.
- Grade 8's said: incredible, connected,
- changed my mind about art, informative, unique
- excellent
- real and relatable
- Today's session was thought provoking and inspiring.
- I felt gratitude and I felt inspired.
- An invaluable contribution to our consideration of our connection to Land and Water.
- An inside look into the thinking and the craft of Michael's art
- connective, illuminating
- Informative and a great conversation starter for our class.
- "I think that making art is a moral choice." -Michael Belmore (re: the theme and materials you use in your art)
- enlightening

Date: Thursday, Nov. 26, 2020

Event: Inuit Teachings with Naulaq LeDrew--JK to Grade 6

Description

Supported by the Urban Indigenous Education Centre and the Toronto Inuit Association, Elder Naulaq LeDrew will share Inuit teachings with students from JK-Grade 6. Elder Naulaq LeDrew will share stories about her experiences as an Inuk around Iqaluit and in Toronto as well as teachings connected to different Inuit cultural items.

This is a collaboration with the Toronto Inuit Association.

Number of Participants (Adult): 17

Number of Participants (Student): 215

Comments/Feedback

- I would have loved it to be recorded so students that have poor internet connections or technical difficulties could still view
- Maybe more time for questions.
- a longer question and answer period, everyone had a lot of questions
- Need for resources
- I appreciate the positive learning experiences being provided and would love to have more of these great learning opportunities be offered and be seen by more people. I wonder if reaching out to principals and other curriculum leaders would have the 'word out' there more.
- Thanks again for offering this presentation!
- Tell the audience to leave questions to the end as it was distracting at times to see it pop up when the flow of narration was engaging.
- maybe think about subdividing divisions? The needs of K-1 are very different from 4-6.
- A brief outline of possible topics to be covered. It would make it easier for note taking (and correct spelling).
- We would love to have further opportunities like this one!
- Please consider using Google Meet for non-Zoom users.
- The slideshow with pictures was excellent and a great way to keep student engagement and made it easier for me to build a post-lesson assignment. A suggestion would be to make a zoom link where the participants are only able to type so there aren't other noises and videos as distraction. (this wasn't a big issue in this



session but it has been). A short bio on the speaker or pre-questions to be sent out ahead of time would be great to prep students for the learning. Thanks so much!

- More presentations like these. Students really enjoyed it, especially interacting and saying hello at the end.
- This was an informative session with a beautiful blend of storytelling and visuals, with a loving moderator and warm presenter. Thank you for helping to bring these experiences into the classroom. Continuing with Elder visits throughout the year, especially with COVID, would help facilitate our learning.

Key Learnings

- The we need to see Inuits and also a lot about their day to day life then and now
- Inuit culture is a beautiful way of life.
- Inuit are here, they are not going anywhere.
- About our history and our First Nations belongings
- As I feel, live and know, we all deserve to be respected, valued and be heard. I cheered (on my side of the computer screen :-)) when Naulaq LeDrew said, the Inuit people are here to stay. I am grateful for that. I love the line about treating Inuit (and all people) like you would your mother.
- My students and I really enjoyed learning about the Inuit culture from Elder LeDrew.
- The art of keeping traditional ways of life intact despite modernity. Also dispelled stereotypes and audience connection for many about losing one's identity living in a 'White Man's World' and celebrating it once we come back to our authentic selves.
- real Inuit life
- My students need more exposure to Indigenous cultures. also, that elder is a wicked smart and funny lady. students were particularly impressed with the fish spear and the coat that you can put the baby inside.
- A better understanding of Inuit culture and lives
- Inuit Culture Teachings and the Inuk people are sacred and special and must be heard and seen by all.
- Learning the language. The different Inukshuks' purposes, and the importance of community and working together to survive.
- The Inuit EXIST and have a rich and vibrant culture with deep connections to survival in the Arctic.

Date: Thursday, Nov. 26, 2020

Event: Inuit Teachings with Naulaq LeDrew--Grades 7 to 12

Description

Supported by the Urban Indigenous Education Centre and the Toronto Inuit Association, Elder Naulaq LeDrew will share Inuit teachings with students from grades 7-12. Elder Naulaq LeDrew will share stories about her experiences as an Inuk around Iqaluit and in Toronto as well as teachings connected to different Inuit cultural items.

This is a collaboration with the Toronto Inuit Association

Number of Participants (Adult): 2

Number of Participants (Student): 33

Comments/Feedback

- The language and daily life of the Inuit peoples.
- variety of technologies and problem solving skills they have

Key Learnings

- The language and daily life of the Inuit peoples.
- variety of technologies and problem solving skills they have

What word, words or short phrase would you use to best describe the session?

- students enjoy less dense topics than those that are are complex and more difficult for them to understand

Date: Thursday, Nov. 26, 2020

Event: An Evening with Tanya Talaga

Description

Ojibwe journalist and author Tanya Talaga presented her award-winning book *Seven Fallen Feathers*. The session was introduced by Elder Dr. Duke Redbird and Tanya Talaga did a question and answer period afterwards.

Number of Participants (Adult): 63

Number of Participants (Student): N/A

Comments/Feedback

Key Learnings

- Great insight into the systemic racism in policy and policing. Good suggestions for books and other resources to look into for the classroom and my own learning.
- How much work still needs to be done to make things right, especially equitable access to education, amongst other things. Still a long way to go to ensure the Calls to Action are addressed.
- I am trying to have a better understanding of the continuing struggles of the Indigenous people.
- The importance of incorporating Indigenous Art, Music, and Stories into my teaching practice to celebrate the people who were here before me.
- It was awesome
- continue to promote Indigenous education across all subject areas
- That I need to read her book!!!
- Continue learning, continue bringing what I learn to my students.
- The legacy of residential schools is still active; it looks different, but the situation of leaving home for school is eerily familiar.
- The ongoing failures of the education system, and the lack of access to safe and local education for First Nations students in northern Ontario. A reminder of how much we need to fight to get more Indigenous content (e.g. writers) into each curricular area, and more collaboration with curriculum writing.
- Indigenous people are treated like trash under our noses by our government and other institutions. Knowledge is power.
- Take the time to learn more.

- "Things are changing, but they are not changing enough"
- key learnings: understanding just how marginalized indigenous students continue to be in Ontario schools, especially in our Northern communities. As well as how much work needs to be done in the area of indigenous education across the various levels of government and society in Canada.
- The importance of telling Indigenous history - the truth
- The necessity of change, long overdue, so that these systems and attitudes which sadly still exist in our environment do not continue.
- Bringing about change is a slow process
- how many communities are in treaty #9, open my ears and started listening," learn about out people, school will be a kinder, peaceful place"
- I would buy her novel for my school's NBE3U. It's an important text.
- The need to understand the actual conditions that Indigenous children are experiencing outside of the Toronto bubble. The gaps in education are still ongoing, and the right to protection is still woefully inadequate. I grew up in that region of Northern Ontario in the 1970s. 45 years later nothing has changed.
- The lack of knowledge/understanding around the connection of contemporary Indigenous issues to residential schooling.
- As Ms. Talaga spoke, I couldn't help but think how Native Americans/Canadians are revered in pop culture; particularly, cinema; yet so seemingly reviled, maltreated, disrespected and disregarded.
- I am not a teacher, but I wholeheartedly believe that Indigenous Studies should be part of the curriculum.
- Someone asked a question about getting to know better or include Indigenous students (I'm paraphrasing - sorry). The response was to ask them where they are from. It underscored why the Indigenous presenters and TDSB Staff participating spoke of their heritage/nation. Ms. Talaga said that was a great starting point but also cautioned that when we ask this question of students to be mindful that they may not know various socio-economic and political factors, which may have impacted the student's own family. I would encourage any teacher wanting to do that to not do it spur of the moment, but to take the student aside and ask if they are willing to speak to it and give them some time to look into their family roots if necessary and speak on in.
- I have to uncondition my own thinking to accept the information Indigenous Canadians
- A close-up view of the seven feathers individual stories;
- Spotlight on the continued lack of police follow-up on missing Indigenous children, justice for families, and systemic racism in the police, legal and judiciary systems;



- Cases of missing and murdered Indigenous children continues in Thunder Bay and across Canada;
- The behaviour of Indigenous teens is not different than any other teen and should not be treated as such;
- We need to push for the inclusion of First Nations, Metis, and Inuit studies in the curriculum at all levels and disciplines in education;
- Tanya Talaga's book, *Seven Fallen Feathers* should be included as a resource for grades 11 and 12 courses;
- Tanya Talaga is an amazing speaker and ambassador for Indigenous communities in Thunder Bay and across Canada;
- Elder Dr. Duke Redbird continues to be a source of wisdom and inspiration.
- History of indigenous peoples and the adversities that they face even in this present day.
- The key learning that was taken away from this session is to educate myself and others regarding the seven fallen feathers.
- That change must be grassroots. And that I have the responsibility to continue unlearning and learning.
- The importance of knowing and turning towards such issues ourselves and with our students.
- The stories we choose to engage with are important. We are never too young to act on issues.
- that little has been done to solve these tragic cases, the fact that it still continues, hopeful that changes are coming and happy that I had the opportunity to listen to such remarkable people... Thank you
- I learned that First Nations communities don't have high schools and that Indigenous children have less funding than other Canadian children.
- Canada has failed Indigenous youth. Racism, individual and institutional, colonialism, and chronic underfunding has led to a situation where young people are dying because they're separated from their homes, communities, and supports.
- That my/our learning and unlearning is ongoing and all children & youth in ON & CAN need and deserve to be taught and informed of the truth of our history including the recent history. A disgraceful reminder that Indigenous students are still not receiving the same educational funding as other students across ON & CAN and they are facing ongoing access to education.
- Social and political interest in Aboriginal issues
- The weight that these stories of trauma cause Indigenous people to bear and that the settler world is not yet doing its part.

- The importance of integrating Indigenous history and knowledge systems into everyday teaching. Change is most likely to happen through a grassroots approach.
- I had read the book prior to the session. Listening to Tanya helped me by witnessing the stories distilled into a more condensed package. Modelled how the book itself could be introduced as a text of study.
- The education that our students are receiving about Indigenous issues is vastly different from ours; we still have a lot to do to ensure that students receive a full picture of what is happening in Canada.
- The conversation regarding which curriculum docs were affected when MOE halted work with Indigenous leaders and the lack of progress/change regarding what is happening to Indigenous youth. I have read 7 Fallen Feathers and All my relations; attended 4 presentations by Ms Talaga including her Massey lecture which was very good- there was not that much new that she added. She is a very engaging storyteller and it saddens me that we still don't seem to be progressing as a settler society regarding reconciliation
- The need to show my students the current racism and injustice faced by Indigenous peoples in Canada, not only "historical" injustice and racism
- "It takes more than a village to let young people die, ... and die, ... and die, ... and die, ... and die, ... and die, ... and die -- alone. But just one determined person to bring this to light."
- We need to do so much more moving forward for reconciliation
- Unfortunately, I couldn't attend because of home duties, and another school meeting. I would have loved to attend, since we have a class set of her novel already and I would have wanted to get some background from Tanya to take back to my teachers. If there is a recording of the meeting, I would be delighted to see it and then delete the link.
- The 7 Feathers artwork and how indigenous children are affected by not having high schools nearby
- Having heard the author speak has allowed me to consider more ways that I might incorporate this very important book into my classroom teaching.
- There is NOT equity in Indigenous education, and we, as educators and citizens, need to continually, diligently push for better representation of Indigenous lives in the curriculum and better conditions for education for Indigenous youth.
- We need to engage in political action if we want to further reach our students through education. The cancellation of the Indigenous curriculum writing by the Ford government was a travesty.
- The stories are powerful and my son learned about the reality that Indigenous youth are removed from their communities and the dangers that come with that.



- The session has added a lot to my understanding of the challenges and concerns of Indigenous peoples, and how I might improve the learning opportunities in my classroom, so children (even those in FDK) can learn about history, fairness, social justice and advocacy.
- Importance of family involvement in education (can not happen 600km away). There's a need for high schools in Northern Ontario communities. First Nations people had no choice to live their history. We should have no choice but to learn history.

What word, words or short phrase would you use to best describe the session?

- | | |
|---|---|
| <ul style="list-style-type: none"> • Emotional. Connected and interconnected. Purposeful. • Hopeful • Extremely informative, heartbreaking, enlightening • Truthful and Inspiring • Perfect • humbling • Moving, informative, inspirational to incorporate MUCH MORE indigenous ways of knowing in my grade 1 class • Important, educational, unforgettable. • Powerful; insightful • Illuminating • shattering • Very Engaging, left us wanting to learn a lot more. Thank you. • grounding, inspiring • Fantastic and informative • powerful • Informative, caring, necessary, thought provoking, change inspiring • Many are committed to the process of healing • it made me think, reflect and be inspired | <ul style="list-style-type: none"> with ideas for the LLC • Moving • Anger, but hopeful(?) • Riveting. Moving. • Heartrending. The stories of the Seven Fallen Feathers and that there were deaths still. So young and many more years to live. I was struck and I was extremely saddened. • Heart-breaking, inspiring, and wonderfully connective - a great sense of community and responsibility. • Speaking your truth is impactful. • Empowering • a call to action • Truth sharing in the first person; powerful, intimate, generous. • Compels • informative, disturbing, sad, hopeful • What's wrong with the Canadian government? I thought that the Canadian government believes that ALL children matter. It doesn't look like it. I thought Why this discrimination? According to what I learned • Scathing, insightful, transformative. |
|---|---|

- Inspiring and informative
- Very informative and most importantly coming from an Aboriginal journalist herself
- Dignity in the face of trauma
- Powerful
- Powerful call to action; community building
- vital
- Saddening
- Beautiful and humane discussion about terrible and inhumane attitudes, treatment, and (in)actions by settlers and police that still plague FNMI children and communities, and the role educators MUST take in shining a light on it so that young Canadians can continue the work of exposing truth and making meaningful reconciliation with FNMI peoples
- Informative re: Cultural Pride; Familial Devastation; Anti-Indigenous Racism; Societal Apathy?
- Emotional. Thought provoking
- Chi Megwetch
- Helpful, necessary, but worrisome for Indigenous youth
- intimate, important, sobering
- Captivating
- Moving, provoking, horrifying...
- Informative, powerful, inspiring
- Informative and knowledgeable speaker.

Date: November 30, 2020

Event: Phyllis Webstad: Orange Shirt Story

Description

Residential school survivor Phyllis Webstad shares her story about the origins of Orange Shirt Day and Every Child Matters.

Number of Participants (Adult): 68+

Number of Participants (Student): N/A

Comments/Feedback

- I would really appreciate more opportunities for hearing personal stories and for knowledge to be shared about the various uses of different plants as well as to learn about the different traditional spiritual practices and beliefs. Thank you so very much! I am extremely grateful for the learning experiences so far.
- These are difficult stories to tell and hear. I am so grateful that you are able to provide these opportunities and so grateful that Phyllis is willing to share.
- Keep up making learning opportunities available to the public, regarding the mistreatments the Indigenous People have endured and continue to endure
- please include all staff always not just teaching staff, we can all learn more, I always ask permission to take part in professional learning
- If possible, more throughout the year. Personal talks I find best. I connect and then I bring that back to my class.
- It was wonderfully done, please continue the important work!
- More Educational Learning about Indigenous People

Key Learnings

- Sending/ going to residential school 'became the thing to do'. Has me thinking about what gets internalized and normalized. Has me thinking about in what ways does success and failure in school today repeat the same patterns.
- It was so painful to learn that the children weren't buried in the cemeteries and good to learn that there will be action to return the remains to their families.
- A better understanding of Phyllis and her life. A better understanding of the deep trauma of residential schools of Indigenous people, their families and all of us as a country.

- A better understanding of the profound impact Residential School had from generation to generation in Phyllis Webstads Family and so many others lives.
- First Nations people need to regain the dignity that was forcefully taken away from them. Dignity of any person is a birth rite.
- I appreciated hearing the real experiences of a residential school survivor.
- Resiliency, the ability to recover and overcome the wrongs of the past.
- The image of Indigenous children being collected in a cattle truck
- enhances my personal quest to learn more about indigenous Issues
- courage, resiliency, injustice, and ongoing fairness
- I enjoyed listening to Phyllis speak about her life.

What word, words or short phrase would you use to best describe the session?

- Awesome presentation !
- very informative and heartbreaking
- Informative
- High importance, change needs to happen now, stories like Phyllis' need to be heard so that we do not repeat the past.
- They were children!
- Excellent and very informative!
- Moving
- It was very informative and the story was captivating.
- rich in information
- INFORMATIVE...CULTURAL GENOCIDE
- Very impactful.
- Open. Informative. Personal.

Canopy 4:

Programming, Curriculum Development and Implementation

Canopy 5:

Research, Development, and Innovation

2020 Vision with Elder Dr. Duke Redbird

Description: “Elder Dr. Duke Redbird is a poet, an artist, an Indigenous polymath, a scholar, an actor, a broadcaster, a politician, a filmmaker, and many other things besides. Time spent with Duke is always time well spent as he covers a range of engaging topics. This is intended to support teachers and administrators in a variety of ways that they will find both practical and transformative. Part of the day will be spent with Lee Sheppard, Instructional Leader, considering how to bring Duke's teachings into our classrooms.”

Duke discussed the Land acknowledgement, his poetry, Indigenous people and the 350th anniversary of the Hudson's Bay Company, and how technology can and should be taught in the classroom.

Impact: (Feedback sheets are in Lee's desk at the UIEC. Responses will be added when staff are back working at the Centre.)

Date: Tuesday, Jan. 14, 2020

Participants: 18

NBE Rollout Meetings

Title: NBE Rollout Introduction.

Description: Principals and Vice-Principals met with Instructional Leaders from the Urban Indigenous Education Centre to learn about our "NBE3U, English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11 University Preparation" Pilot project for the 2020-2021 school year. NBE3U is a substitution for students' compulsory Grade 11 English credit. Staff shared:

- The roles of the UIEC in the TDSB
- The value of the course
- Our plan for the roll out
- Suggestions for how to get started
- Suggestions for ideal candidates to teach the course

Impact: "I look forward to having this excellent course run next year."

"Thanks for the info session yesterday! We, here at Riverdale, are really excited for NBE3U1."

Date: January 7, 2020

Participants: 30 Administrators

Title: NBE Rollout for Teachers

Description: This meeting was for teachers and administrators. Duke shared a poem and the seven sacred teachings as a framework. Tanya discussed UNDRIP, the TRC, Ontario First Nation, Métis, and Inuit Education Policy Framework, Decolonizing Our Schools, and the Multi-Year Strategic Plan. Lee discussed a variety of texts; the 2019 First Nations, Métis, and Inuit Studies Curriculum; the English Curriculum; Wampum; and the planned professional learning for 2020-2021.

Impact: "thank you for hosting this necessary work!"

"Thanks for yesterday's meeting. It got me excited about this project again."

Date: June 10, 2020

Participants: 32

**Expressions of First Nations, Métis and Inuit Cultures (NAC10)
Teacher Professional Learning**

Robert Durocher and Lee Sheppard (Instructional Leaders)

UIEC and AGO Collaboration NAC10 Tours

Description: In collaboration with the Art Gallery of Ontario, Instructional Leaders at UIEC supported the development of lessons by the AGO's newly hired Indigenous Education Officers. The specific hiring of self-identified Indigenous Education Officers is to facilitate NAC10 students and teachers learning about Indigenous art in the AGO collection from an Indigenous artist, then engage in creating works guided by the Education Officer. One example of the creative part of a lesson led by one of the Indigenous Education Officers is quilling guided by Rebecca Baird, this artwork is by IL Robert Durocher.



Impact:

In conversations with NAC10 teachers that brought their students to the AGO for this experience, they responded:

- They liked the focus on Indigenous artworks coming from Indigenous artists.
- They enjoyed the new format of meeting directly with the artist in the morning and not in Jackman hall.
- The art-making supported the curriculum of NAC10.

NAC10 Virtual Sharing Circles

Description: To support NAC10 teachers and students during remote learning, we hosted bi-weekly NAC10 Virtual Sharing Circles to engage in professional learning. We also moderated a NAC10 Teachers Google Classroom to share ideas, events and to communicate. Details of each session are listed below.

Date: Thursday, April 16

Description: Welcoming Circle. During this first session, participants shared their experiences of on-line learning with the NAC10 course, and what they may be helpful during this session. Shared a lesson idea based on the artwork of Annie Pootoogook.

Participants: 25

Date: Thursday, April 30

Description: Looking at Contemporary Indigenous Artists in the NAC10 Classroom. Teachers looked at, and engaged in conversation about the art of Kent Monkman and Rosalee Favell. We looked at the ways in which some Indigenous artists use multiple media and modes to create their works. Look at the ways in which the artists engage in 'revisioning history' and engaging in anti-Indigenous racism.

Participants: 25

Date: Thursday, May 14

Description: Dance and Powwow. Teachers engaged in learning from Raven Cotnam (IL) about some forms of dance along with their origins: Potato Dance, Jingle Dance, Fancy Shawl Dance, Grass Dance, Hoop Dance, Smoke Dance, etc. Teachers also learned about regalia and the role of dance at powwows. Teachers also learned about Hip Hop dance in Indigenous youth cultures.

Participants: 15

Date: Thursday, May 28

Description: Contemporary Métis Artists. CAP Tanya Senk led teachers through learning about Métis culture and artists such as Christie Belcourt, David Garneau, Rosalee Favell, Lori Blondeau. Connections made to UNDRIP.

Participants: 25

Date: Thursday, June 11

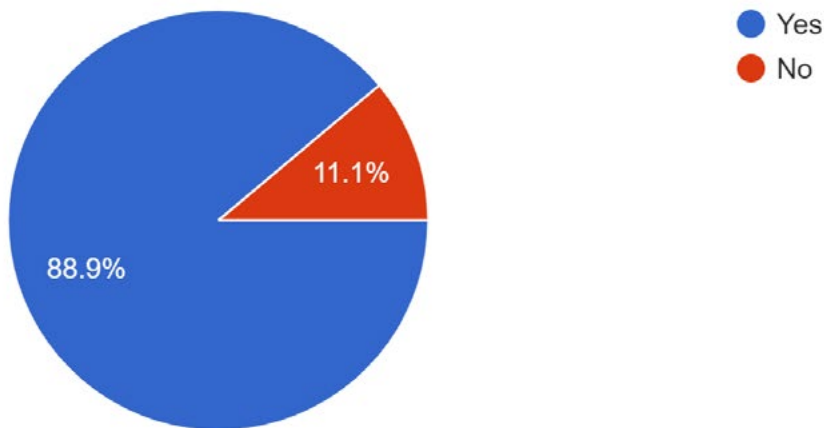
Description: Year-End Sharing Circle. Elder Duke Redbird shared his poem "Dish With One Spoon." Teachers shared some of their student work from NAC10 courses, and we were able to reflect upon the creations and learning.

Participants: 30

Impact

Of the teachers that responded a Google Form, here are some replies:

Were you able to attend any of the NAC10 Teacher's Virtual Sharing Circles?
18 responses



If you answered yes to the above question, what were some highlights for you of these sessions?

- Every session was a highlight, but learning about the various artists was amazing and broadened my knowledge and the final slide share was so inspirational.
- Connecting with others, seeing the assignments/work that students complete in other schools. Continuing the teachings from elders and others of issues and developments that are important for us to know and understand.

- The highlights for me were being introduced to Indigenous artists and their works (i.e. viewing and discussing slide decks of artworks) or going through an activity such as the one we did with Mahlikah. Basically, anything involving learning/discovery.
- I appreciated the discussions of specific artists' work from the perspectives of the ILs, this inspired the development of a project for online learning.
- Raven's dance talk was so enlightening and brought about discussions of different styles of dance of Indigenous Peoples. In addition, I felt Tanya's presentation of Metis artists and stories was helpful understanding.
- I really appreciated the interactive workshop opportunity with Mahlikah Awe:ri, Water is Life. It would be great to invite her into the classroom.
- Honestly, the opportunities presented online during this time of isolation have been the most helpful means of anchoring my ability to develop new ways of teaching from home. Thank you all.
- I loved learning about artists from Lee and Robert, and gained so many project ideas from other teachers....
- Tanya Senk's presentation was educational and revealing and happily coincided with a Metis unit.
- Always an honour to have Dr. Redbird present in a session.

Lastly, please finish the following sentence. Teaching NAC10 is:

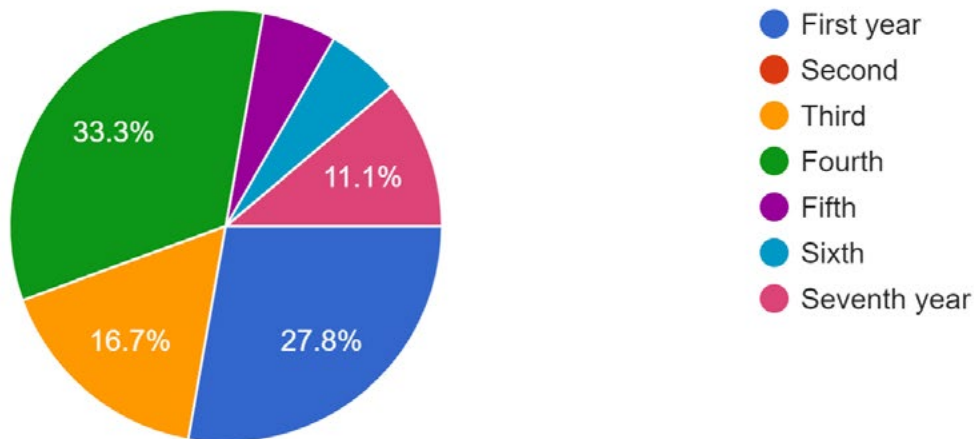
- the highlight of my day. The content forces me to reflect on my settler world view and challenges me to use visual art to respond to human/environmental issues surrounding us all. The content is so emotionally connecting that most visual art students leaving the school respond that their favourite year of visual arts was their first year with this course.
- very exciting but also very challenging. It's so necessary to have the continual support through PDs to help add to our knowledge base and keep us current; the professional and social networking is necessary, as many of us are often alone on the frontlines.
- It is a big responsibility (and honour!) to teach this course, so the more our knowledge base is replenished, the better. These turbulent days where racism and inequity have come to the forefront, additional support and resources in dealing with these issues as they arise are critical.
- There is no other course more important in the system that I am aware of right now. It covers cultural empathy, systemic injustice, paternalism, police violence, environmentalism, reclaiming spaces and social justice. Need I say more in June of 2020?



- Paramount!
- the only course I would teach if I had the opportunity, along with visual arts. Indigenous knowledge is what we need to heal this planet. This course along with the PDs has brought meaning and focus on my teaching career. We need to make the NAC10 mandatory for all grade 9 students; When will that happen? There is an ever-present colonial mindset in schools (and entire society) and a rigid hierarchy. I'm so sick of it. We need this course mandated for grade 9s now. Thank you.
- Transformative for myself, and I hope for my students. It is a weighty responsibility and honour, and it is some of the most important (and fulfilling) work I will ever do as a Canadian secondary teacher.
- ...changing the way that I approach learning, teaching and leading visual art in a way that means working towards doing things in a better way.
- very eye-opening, enlightening, soul-searching and an essential perspective for education in the future.
- Humbling

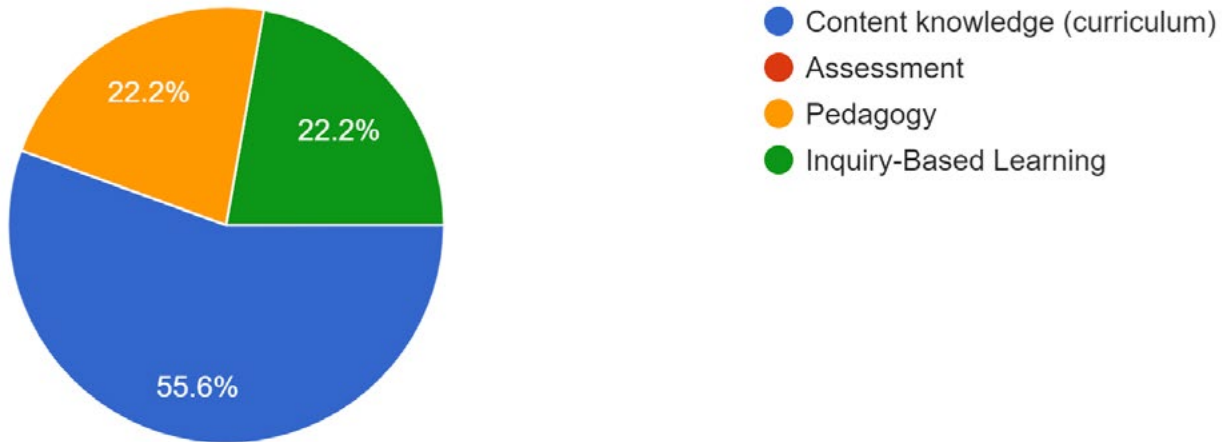
Next Steps:

How many years have you been part of the NAC10 teaching cohort?
18 responses



Thinking about your own growth, which would be an area you would like to further learn about?

18 responses



Dates/Participants

April 16 - June 11, 2020

OTPA, NAC10

Virtual Circle will provide K-12 Educators and Administrators opportunities to:

- Navigate looking for appropriate and vetted resources to support remote learning;
- Co-learn on collaborating to engage in Indigenous Education with students;
- Engage in the work of Truth and Reconciliation (going beyond Calls 62 & 63 as there are 94);
- Ask questions, have conversations and provide the UIEC with feedback for future Professional Learning Opportunities through Key to Learn.

Date: May 6, 2020

Division: Elementary

Description of Learning during Virtual Circle:

Going beyond a Land Acknowledgement and Accessing UIEC Resources. Using ETFO's Starting From the Heart: Going Beyond a Land Acknowledgement document participants were encouraged to self-reflect on their own relationship to the land. Participants learned about accessing professional readings, and activities to do with students from Kindergarten to Grade 8 centring Indigenous perspectives, and personalizing land acknowledgements.

Participants were also guided through accessing vetted resources through UIEC's Awesome Tables.

Participants: 32

Date: May 13, 2020

Division: Elementary

Description of Learning during Virtual Circle:

Cultural Appropriation vs Appreciation and using Google Meet to share Indigenous Stories. Participants were introduced to ETFO's Cultural Appropriation vs Appreciation and learned about accessing professional readings, and activities to do with students from Kindergarten to Grade 8 that are not appropriative. Participants learned about Kirkness and Bernhardt's 4Rs Framework, 7 Grandparent Teachings, and UIEC's Promising Practices to help guide them in picking resources and activities. Participants were also guided through using GoogleMeet to record a read-aloud focusing on Indigenous stories and authors,

Participants: 32

Date: May 13, 2020

Division: Secondary

Description of Learning during Virtual Circle:

Trauma-Informed Schools. Participants were engaged in learning about the two-row wampum, the concept of "The Perfect Stranger" and the impact of residential schools and on-going intergenerational trauma on Indigenous students, families and communities. Participants were guided through the Ontario Federation of Indigenous Friend Centre's Trauma-Informed Schools report, and how to engage in this work in classrooms.

Participants: 14

Date: May 20, 2020

Division: Elementary

Description of Learning during Virtual Circle:

Decolonizing Classrooms and Schools. During this workshop participants were walked through activities to reflect upon their own understanding and processes of decolonization. Participants were introduced to TDSB Decolonizing Our Schools Report and the roles of teachers and schools in this work. Participants learned about Survivance, Cultural Safety, and picking appropriate resources for professional reading and for the classroom.

Participants: 39

Date: May 20, 2020

Division: Secondary

Description of Learning during Virtual Circle:

Land-based Pedagogies. During this presentation participants were introduced to Indigenous land-based pedagogies and teaching practices. Indigenous relationships with land are not limited to rural landscapes, but are present in urban landscapes as well. It was shared how math, language, geography, science and Indigenous language curriculums connect to land-based pedagogies. Contemporary issues were also shared: water walkers, Manoomin (wild rice) harvesting, environmental racism, etc.

Participants: 12

Date: May 27, 2020

Division: Elementary

Description of Learning during Virtual Circle:

Trauma-Informed Schools. Participants were engaged in learning about the two-row wampum, the concept of "The Perfect Stranger" and the impact of residential schools and on-going intergenerational trauma on Indigenous students, families and communities. Participants were guided through the Ontario Federation of Indigenous Friend Centre's Trauma-Informed Schools report, and how to engage in this work in classrooms.

Participants: 40

Date: May 27, 2020

Division: Secondary

Description of Learning during Virtual Circle:

Cultural Appropriation vs Appreciation and using Google Meet to share Indigenous stories. Participants were introduced to ETFO's Cultural Appropriation vs Appreciation and learned about accessing professional readings, and activities to do with students from Kindergarten to Grade 8 that are not appropriative. Participants learned about Kirkness and Bernhardt's 4Rs Framework, 7 Grandparent Teachings, and UIEC's Promising Practices, and specifically addressing secondary dance, drama, music and visual/media arts classrooms.

Participants: 20

Date: June 3, 2020

Division: Elementary

Description of Learning during Virtual Circle:

Indigenizing Math and Land-Based Pedagogy. Participants engaged in learning about Indigenous Math through Dr. Edward Doolittle's 8 Aspects of Indigenous Math. Participants were also introduced to Sara Florence Davidson and Robert Davidson's Potluck at Pedagogy as a means of Indigenizing math classroom pedagogies. Connections were made to STEAM and land-based pedagogy through videos, examples of classroom practices and professional resources.

Participants: 35

Date: June 3, 2020

Division: Secondary

Description of Learning during Virtual Circle:

Indigenous Languages Revitalization. Participants were introduced to a discussion focusing on the global context for language revitalization and its importance. Examples were shared with participants on how to help keep Indigenous languages alive in schools and their own communities within the GTA. Words important to this particular area of land in Anishinaabemowin (Ojibwe) were shared. Articles from UNDRIP and TRC were included, as well as, online resources available for both teachers and students.

Participants: 12

Data Collect Through GoogleForm

IMPACT

What is a key learning you're taking away from Virtual Circle(s)?

- Unlearning and rethinking a number of my practices to better serve all of my students
- I really like the many resources that were shared. I feel like I am better equipped for my own professional reading/learning.
- The importance of land-based pedagogies. Overall, the importance of listening and learning and reflecting on my learning journey.
- My key learning is that I need to be more intentional in sharing with my staff the resources created by and available through the UIEC.
- I appreciated the distinction between cultural appreciation vs appropriation. Also, confronting my comfort as a Perfect Stranger. Thank you.
- Working to meaningfully de-colonizing classrooms takes time, reflection, and intentionality and there are many resources (land, human, print, digital) to help with the necessary transformation.
- - listen - reach to community members to come in and share their learning in schools
- read the many good resources that were shared during the sessions -my main takeaway is that I have a lot that I need to unlearn in order to relearn.
- -consider a wholistic approach to embedding curriculum, driven by interests and inquiries of the students -keeping in mind time and scheduling ->how can we be more fluid and responsive to the learners with this to allow for deep meaningful engagement and learning -"Math is in us. Math is a part of who we are" -> implications for practice
- I was so happy to attend these sessions and would like to attend more in the future. I thought the Cultural Appreciation VC was really clear and relevant. I like how you

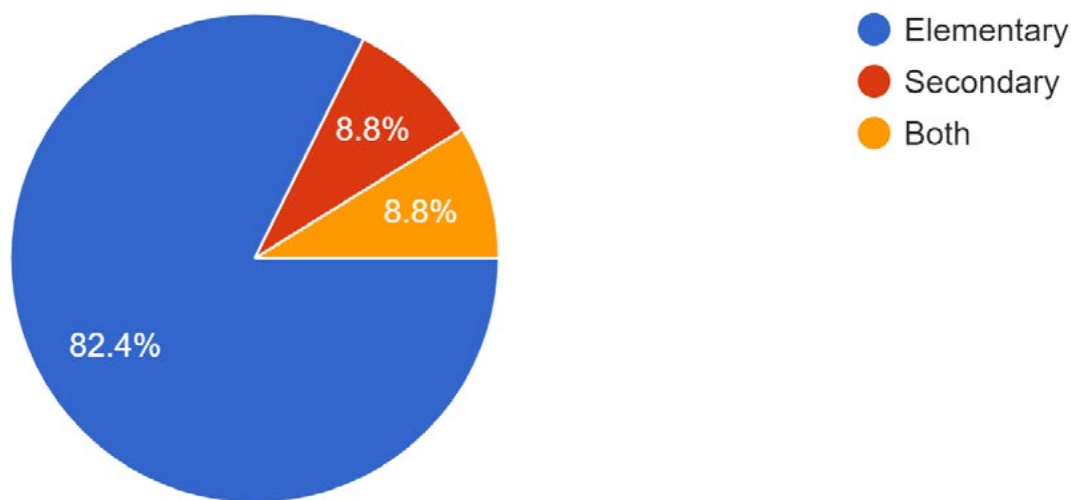


pieced together a complex topic into something so succinct. I think that I will be able to take away a lot and use it in the NBE3U next year. The Indigenous Language VC was eye-opening and loved hearing Ojibway spoken. I loved learning about the 13 Moons too. Beautiful and I really want to learn more.

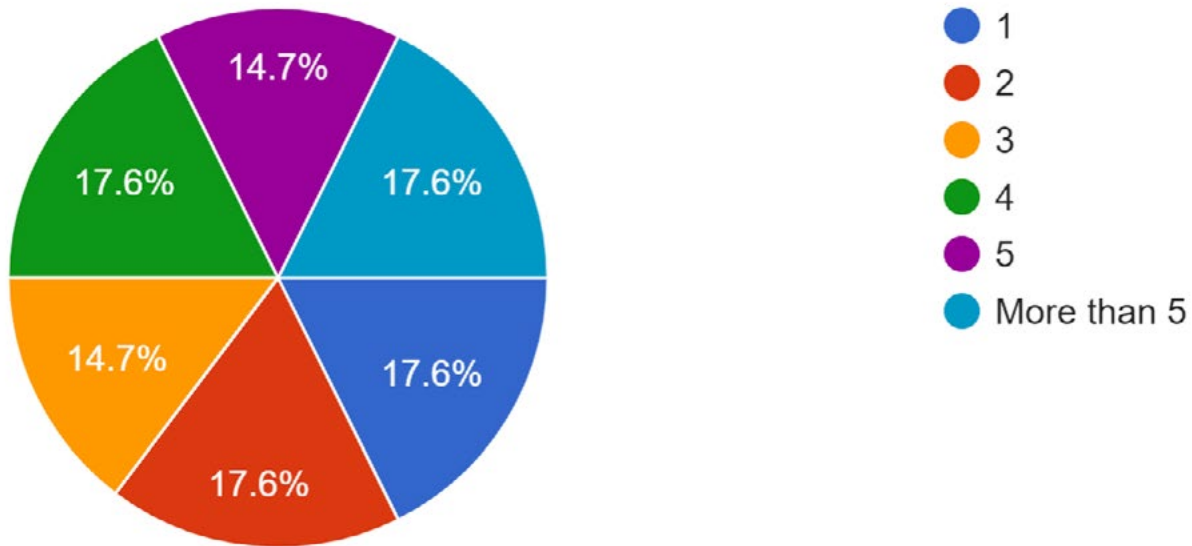
- A key learning that I will take away is that when wishing a class to learn about the culture or story of a people, it is so important to respect that people and allow them to tell their story. It is great to have heard many of your opinions and suggestions with regards to introducing Indigenous topics of study. I am happy to have learned about the many partnerships and organizations I could call upon to help teach a class of mine about a part of Indigenous culture and its teachings. Truth and reconciliation will take a long time and hard work and that as educators we have a responsibility to help with this. The work starts with awareness of our own self, biases and possible role.

Which Virtual Circle(s) did you attend?

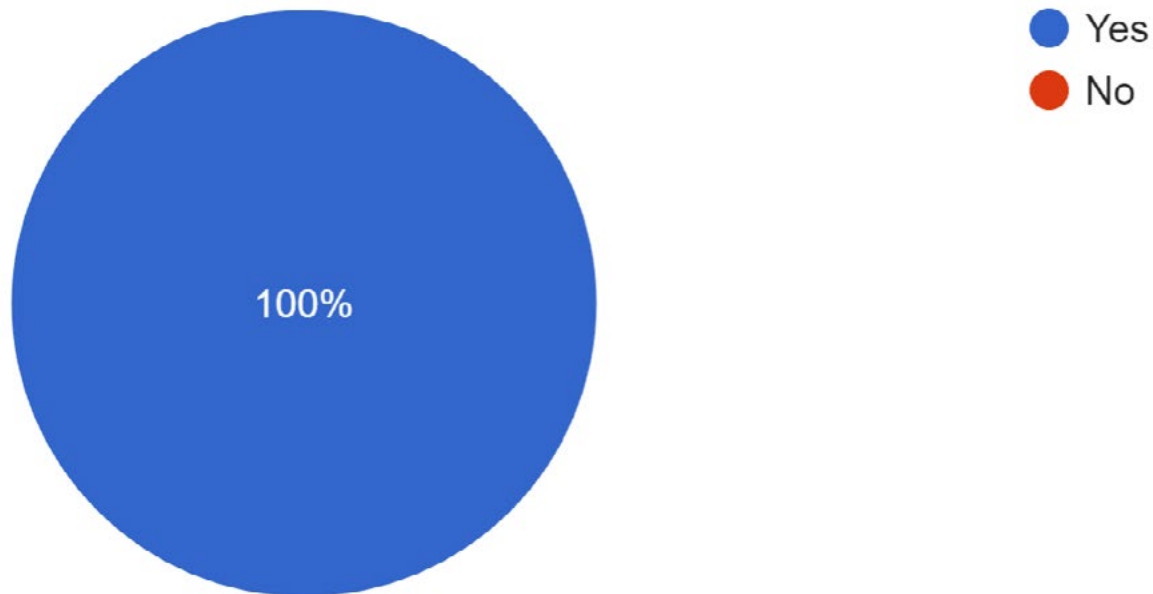
34 responses



Which Virtual Circles were you able to attend?
34 responses



Would you like to see Virtual Circles continue next year?
34 responses



Next Steps/Going Forward

What other topics would you like to see covered?

- To do the same topics, but let's continue to go deeper with them
- I make visual art. I am interested in learning more about different Indigenous arts (e.g., beading, sculpture, printing, painting, dance..) and how to access educators and workshops for a class.
- I teach French Immersion Kindergarten and I am interested in history and would love to learn what Immersion teachers could do to help educate their young primary students about Indigenous culture, history, stories.
- Wish I had the time/opportunity to attend all sessions. It might be beneficial to cover them again in the fall when online is maybe not as intense.
- I'd like to see Social Studies units deconstructed from the Settler/Colonist point of view and taught how to share the units from an Indigenous perspective
- Suggestions for challenging systems; Continued work with Decolonizing Classrooms
- Access to simplified resources that are vetted and applicable to present curriculum and how to access funding to invite indigenous guests into classroom/school
- Anything on play-based learning, more on trauma informed practices, land based learning
- cultural practices (smudging, drumming, circles, medicine, etc); art of storytelling;
- addressing current issues in the indigenous community
- Topics around Early Years, in particular trauma-informed practices for Early Years.
- In the Early Years session today, Adrienne mentioned co-regulation and opposed self-regulation. I would like to explore that a little more.
- Exploring current reading practices...how can we ensure that we are taking an anti-oppressive stance with our literacy assessments, guided reading structures, other school literacy practices etc. (Perhaps it's better to frame it as exploring current "best" literacy practice, the biases around that, and how we make it look to embed a more anti-oppressive approach.)

Dates

April 29 - June 3, 2020

Water is Life workshops by Mahlikah Awe:ri with UIEC Staff

Water Is Life - Ohne:kanos Tionnhéhkwen

Learn about our roles and responsibilities in relationship to water from Kanien'kehà and Mi'kmaw poet, educator and eco-influencer Mahlikah Awe:ri. This two-part virtual session is designed to support you to do Indigenous education work with your classes in a good way.

Part One: Awe:ri will engage participants with teachings from the frontlines of the Water Is Life Movement, and introduce a co-creation activity, which attendees will develop in the days leading up to the second session.

Part Two: Awe:ri will hold space for participants to share their creations, and part-take in reflections and Q&A.

Impact

Thinking about the Water is Life workshop, what was a key learning, or 'aha' moment for you?

- The power of the process of creating a creative product to centre learning and focus ideas, emotions, and understanding was really significant for me. I heard Mahlikah talk about using an Indigenous approach to explore our own identity, position, and experience and have thought a lot about that.
- I also loved Mahlikah's discussion about the wholistic Indigenous worldview and creativity at the centre of all disciplines. I have long thought that we do such a disservice to understanding and purpose by carving up content the way we do in school - so that really spoke to me.
- The entire workshop process and participation was an aha moment for me. This also reminded me of the vulnerability we often ask of students when we ask for work and sharing. Especially about identity. I realized again the significance of the trust and respect that needs to be created and to exist in order to do this type of vulnerability with people.
- Personal inquiries are emotional - need to support students throughout the process.
- The personal work that is needed to engage in learning.
- It made me more mindful of my connection with the Earth. Spending all day in front of a screen has disconnected me in a way, and this was a strong reminder of our human connection to water and the responsibility we have to take care of the Earth.
- The 'aha' moment was the journey of self-identity and the importance of undergoing that journey in our understanding of our own identity, joining in the journey we ask our students to do. Undergoing in the journey to understand our own relationship with the land and water.



- How deeply connected we are to water not only in our daily lives but in our histories. This session really made me reflect on the lack of my own activism to protect and honour water far more than I do at present. I also found I needed to research my history of immigration, but also acknowledge that I am a settler on this land. Mahlikah is so incredible in creating a safe space to go deep within ourselves but also to share important teachings and knowledge to help us understand decolonization.
- I feel that I really need to include art and art forms more in the teaching I do in History, Civics, and English. This approach can be incorporated into other courses, other than the NAC course.
- While I was thinking about how difficult it is to take risks and feel vulnerable among professional colleagues, I realized how often we ask that of our students. That thought led to thinking about how brave our students are and how important it is to create an environment that is safe and supportive.
- I sat a lot with the realization that so much of my relationship with water and with the land is what it provides me, what it makes possible for me. I would like to start doing the work of reciprocity and explore what that looks like with entities other than people.
- Listening and learning from others. The interconnectedness of the stories shared was very impactful.

How does this impact your work as an educator?

- It inspires me to create these experiences for students. I keep coming back in my mind to the workshop because it moved me deeply as a human and educator. I want to create space for artists in my classroom as much as possible. And I want to invite students to explore their creativity in response to their thinking. An essay could be an artist's statement about their work. Mahlikah also challenges me to be a stronger activist as a teacher.
- Re-thinking the way I begin a topic in class and the importance of connections and honouring/respecting the earth, air, water
- Tremendously. This made me realize how true it is that I am always learning and changing. This work is so important because reflecting on my identity in relation to the water helps me to better understand how I have come to know and understand myself and others. This extends to students and colleagues. I also really appreciated the opportunity as an adult learner to consider how the facilitators of this learning constructed it to create conditions that made it feel worth risking the vulnerability to learn together.
- It made me mindful of the connections between our mandated curriculum and the indigenous ways of knowing. Highlighted the importance of bringing in indigenous leaders who can share their perspectives with our students. Knowing that workshops like this exist for students, I will recommend them to teachers/administrators as much as I can.

- Inspires me to continue my learning journey by listening and learning from others.
- It provides a perspective that I can reflect on while considering my own responsibilities.
- It makes me want to learn more about land-based pedagogy.
- I love the experience of feeling as vulnerable as my students feel in my classroom when I ask them to take risks everyday. I am reminded of my empathy for the adolescent learner. Mostly, I am reminded of the significant movement and change that we can allow our students by teaching this course. (NAC10)
- Relationships are key for me as an educator and this helps me understand that it is not only the relationship with people but also with land, water, our surroundings and everything in it. Making this explicit in my teaching.
- This experience reinforced the power of visual literacy, the positive impact connecting to one's own lived experiences, and the power of writing and spoken word. I saw how the learning and tasks threaded Indigenous ways of knowing and at the same time created community and connection with the very thoughtful tasks. I would definitely invite Mahlikah to a workshop with my students.
- It inspires me to keep learning and expanding my comfort zone. It reminds me to be humble and open. I was just telling a co-worker about the session this morning and how I wanted to reach out to Mahlikah to find out if she could support us to bring this activity to our NBE class next year. I would love for my students to get to learn from her as I did.
- As an educator, I have always been a proponent of using prompts, whether teaching Visual Arts or Writer's Craft-however, this particular process gives the student a greater range and autonomy on what they are creating since they are able to explore multiple layers of meaning on their own.

What word(s) would you use to describe the experience?



Dates/Participants:

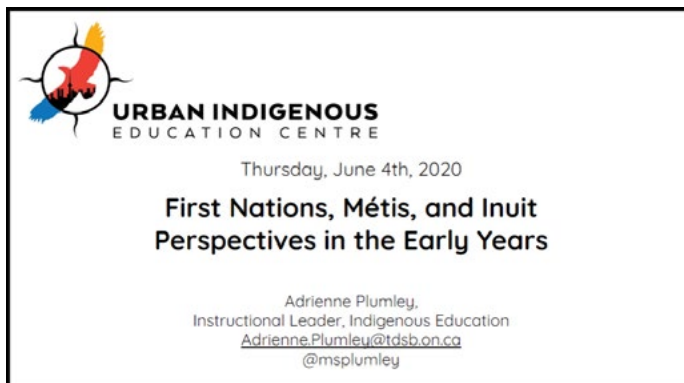
May 4 and 7, 2020 (NAC10 Teachers - 20 participants - OTPA)

May 11 and 14, 2020 (Elementary Teachers,s - 20 participants, BAP Aanse)

May 20 and 25, 2020 (NBE3 Teachers - 20 participants, OTPA)

First Nations, Métis, and Inuit Perspectives in the Early Years

Slide Deck:



Description:

This online professional learning session covered centering Indigenous Perspectives in the Early Years. We worked to build foundational knowledge as we worked with participants to build a framework of Culturally Responsive Pedagogy and shared ways that Indigenous Perspectives can be brought into an Early Years Program.

Topics covered included:

- Terminology;
- Appreciation vs Appropriation;
- Trauma Informed Schools;
- Student Success;
- What does the Curriculum/Framework say?;
- What might this look like in an Early Years Program?;
- Resource Sharing

Impact:

- Hi Adrienne and Robert, I just want to thank you for an excellent webinar! I really loved the book *When We are Kind*, by Monique Gray Smith - Merci bien, Lisa J
- Adrienne, Very well presented, clear, concise and easy to understand with so many tangible examples. Robert, Thanks for facilitating, answering all our questions and sharing. - Anil
- Hi Adrienne, Thank you so much for your presentation today, I really appreciated the Early Years focus and the sharing of resources at the end. Looking forward to checking a few of them out! Thanks, Amanda
- Hi Adrienne, Thank you for the great session! I left with lots to think about! Many thanks, Tara
- Hello Adrienne, I really enjoyed the workshop today and have learned a lot regarding Indigenous perspectives. - Lily Cabral
- Hi, Adrienne, Thank you for the very valuable and informative presentation. Thanks, Tiho
- Hi Adrienne, Thank you so much for today's workshop. It was so informative and I can't wait to incorporate my new learnings into my teaching. Thank you for your work! Thank you! Leanna Bornstein

Date: June 4, 2020

Canopy 6:

Partnerships

Indigenous West-End Parents Night – Initial Outreach

Description: In the fall of 2019, it was determined by UIEC Support Staff and Community Liaison workers that there was a need to increase Indigenous community presence in the Toronto west-end (specifically within the central-west, Weston Community and Mt.Dennis area). In January 2020, Social Work reached out to administration at George Harvey Institute to inquire about the potential to use their facilities for the purpose of gauging interest in a West-End Indigenous Parents Council. The purpose of this council would be to create and foster Indigenous communities within the Toronto west-end; to support the needs of Indigenous families, and to potentially gauge interest in further community events that could be hosted within the west-end, such as a Drum Social or a Pow Wow.

On February 25, Social Work, alongside Cultures and Traditions Teacher Thunder Jack, hosted an initial parents night at George Harvey, which was attended by 3 parents. Parents identified a desire to have a visible Indigenous community presence within the west end; interest in potential cultural events in the community and a desire to assist in organizing such events; and more intensive academic support and advocacy for their children.

Due to Covid-19, Social Work was unable to further host any Indigenous parents groups for the remainder of the year. However, Social Workers were able to establish a relationship and community presence at George Harvey Collegiate Institute, and will follow up with the school to establish a west-end parents council for the 2020-2021 school year.

Date/Participants:

February 25, 2020

3 families (childcare was provided)

Community Resource List

Description: Created a resource list of support services available during COVID 19 for families, students, tdsb staff, support workers and Indigenous organizations. Resources included: Mental Health, Hospital, Police, Academic, Foodbanks, Community Organizations, online resources, activities, Legal and Financial Aid.

Date/Participants:

March 2020

Distributed Board-wide, all families at Kâpapâmahchakwêw and to all SST referrals, SST Parents Groups, and Student Groups

Opportunity Fair 2020

Description: The Community Liaison team organized and facilitated the Opportunity Fair on February 28, 2020 at the UIEC. Over 130 people attended the fair. There were over 20 vendors set up from various TDSB departments and community organizations and businesses to share information, employment and volunteer opportunities. This included: Our Children's Medicine; Toronto Police Services/Aboriginal Police Keeping Unit; Scotia Bank; Enagbe; NCFST; Ojibikaan; BMO; Seventh Generations Midwives; Centre for Indigenous Theatre; Canadian Armed Forces-48th Highlanders; OCM; TDSB; Toronto Public Health; Healthy Communities; O'Connor Community Centre; Furniture Bank; Toronto York Region Métis Council; Rogers. Bonnie Johnston was MC, Pardeep Nagra, Employment Equity Manager, TDSB offered two workshops – one on resume writing and the other on preparing for an interview. Indigenous Knowledge Keepers Terry Swan and Lance Logan-Keye had been invited and provided traditional teachings. Child minding was available and refreshments and a nutritious lunch was provided to all attendees.

Canopy 7:

Reconciliation and Relationships

Celebrate National Indigenous History Month with the Urban Indigenous Education Centre

Description

In recognition of National Indigenous History Month and National Indigenous Peoples Day (June 21) UIEC organized and hosted an on-line celebration via Google Meet. During this event, we engaged participants in learning about:

- Land acknowledgement with a particular focus on the treaties for Toronto;
- Elder Pauline Shirt offered Summer Solstice teachings;
- Alyssa and Conlin Delbaere-Sawchuk (two members of Métis Fiddler Quartet) played several songs and explained their significance, as well they offered teachings about some of the history of Métis people and some of symbolism of Métis culture,
- Truth and Reconciliation Commission of Canada, Calls to Action 62, 63 (education) and United Nations Declaration of Rights of Indigenous Peoples Article 11 (education) and Article 14 (arts); and
- The history of June 21 as National Indigenous Peoples Day,

Impact:

Statements from participants through GoogleMeet chat feature:

- This was fantastic and a well done opportunity to learn.
- Thanks for breaking down the single narrative and offering Indigenous perspectives to history.
- Love the connections and the explanations you are making, and learning important parts of Métis culture and the fiddle.
- Thank you for this session, it was the highlight of my week.
- It would be great to invite the Métis fiddlers to French Immersion and FSL classrooms for students to learn about Métis culture and history.
- Your resources and guidance have been so valuable and appreciated.
- Thank you for introducing me, a music teacher, to authentic music originating in Canada. I am always looking to introduce my students to music that is native to Canada. I really appreciate all of you for sharing teachings, knowledge and music.

Decolonizing and Indigenizing Education Participant Feedback

Prompt: Please share one key learning for you

- Informative and gave confidence about teaching about indigenous topics.
- Get to know in class about Indigenous peoples in Canada
- Deepening understanding of land acknowledgements
- The UIEC is available to support teachers! I didn't know they existed or what they did before this session.
- Very empowering
- To teach students about the lives of indigenous people we have to start at the root of the problem (the land), eliminate any biases and change our mindset to better help students understand the purpose and goal of reconciliation.
- The importance of making indigenous education a priority year round.
- I learned more about the Urban Indigenous Education Centre and some various services/opportunities. I also learned about the importance Wampum Belts
- Indigenous education needs to be all year round, not just on Orange Shirt Day!
- I learned that it is our duty to teach students about Indigenous perspectives, Indigenous culture, Indigenous traditions and Indigenous history because it is written in the Truth and Reconciliation Act. We have a civic duty to incorporate Indigenous Education in our classroom and it all starts with me. Bringing awareness to the Land Agreements is a starting point.
- There are resources about FNMI.



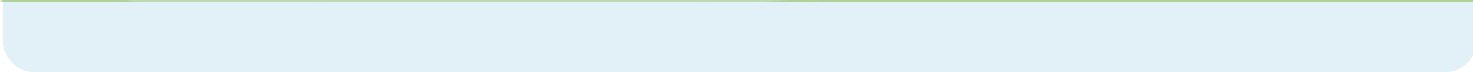
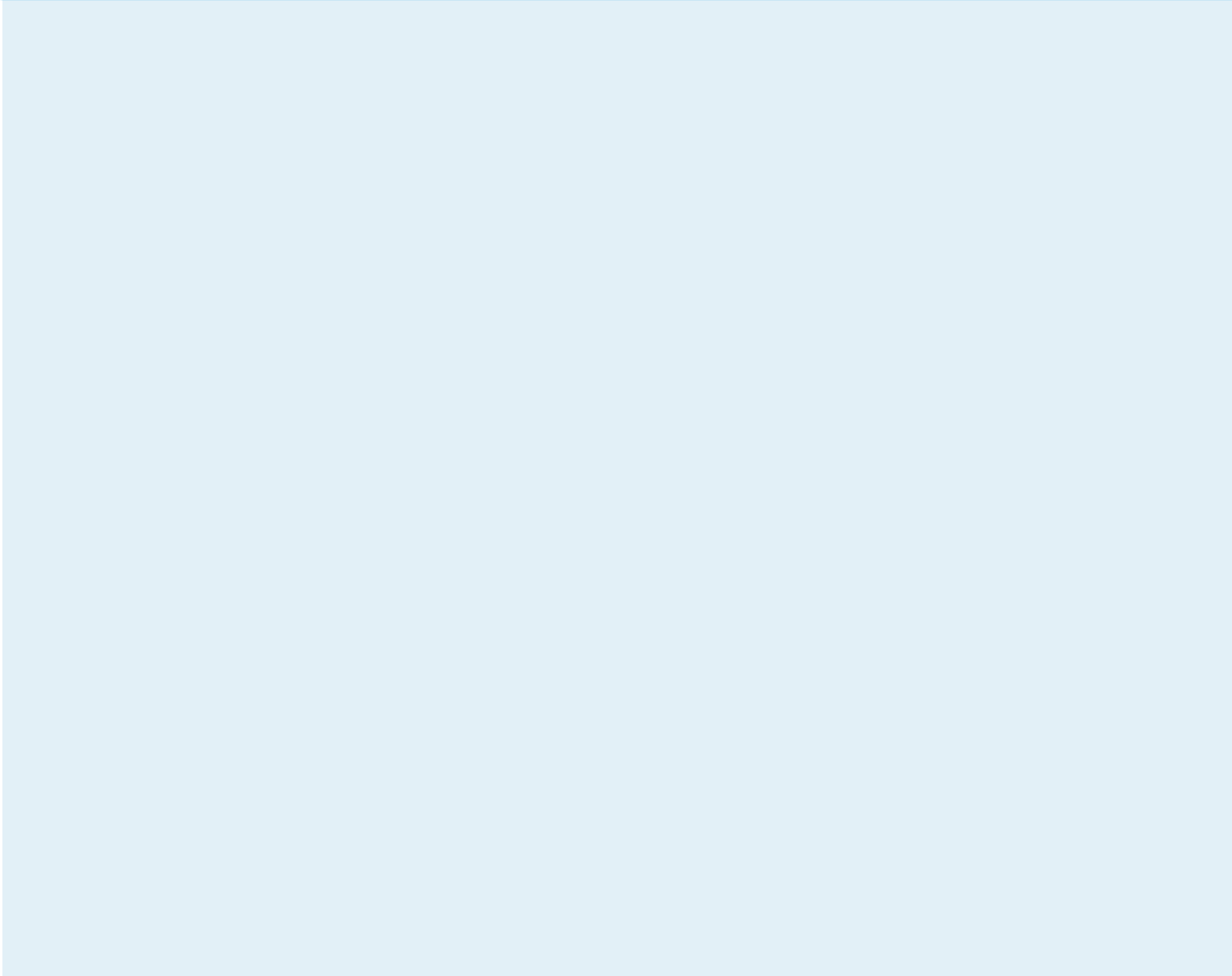
- Map shared
- Soooo much learning, it was overwhelming, but I learned about the 94 calls to action in the TRCC and how I can begin to learn more with my students. I also learned about contacts in the UIEC that I can use to get help and assistance, ask questions, etc.
- That the reconciliation call to actions state that we explicitly teach about residential schools, teach history and contemporary contributions, and teach empathy and mutual respect. Through ETFO resources we can talk safely about Indigenous Education without partaking in cultural appropriation.
- That Canada voted against the UNDRIP! and that reconciliation doesn't happen alone if you only teach the truths
- There is so much we don't know about Indigenous Education because of systemic oppression. Helping our kids to learn more about Indigenous history starts with our own learning as educators.
- I liked the websites shared to explore maps of the lands on which we find ourselves. I think it will be a good inquiry resource for my students to investigate the meaning of and make connections with our land acknowledgement.
- We need to educate. Not focus solely on learning but incorporate unlearning too. Fact check our resources and reach out to the supports that are in place.
- I was surprised to find out about the TRCC Call to Arms document that was created in 2015. This should be something that all admin needs to introduce during professional learning in order to make all educators aware of this document and implement it in their teaching.
- I found it hard to take much away from this. Unless you had zero prior knowledge of indigenous peoples and what has happened in north America then it was quite novice.

Date/Participants:

Friday, June 19, 2020

65 Participants (elementary and secondary teaching staff, administrators)

OTPA (NAC10, NBE3), BAP (Aanse)



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TDSB Psychological Services: Backlog Wait Lists (2020-2021)

To: Program and School Services Committee

Date: 31 March, 2021

Report No.: 03-21-4055

Strategic Directions

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

Recommendation

It is recommended that the report on the Psychological Services backlog of wait list be received.

Context

The goal of all psychological staff is to complete assessments quickly and effectively to support students' well-being and learning. Psychology staff deliver a variety of services to students and staff. The majority of their time is devoted to understanding students' strengths and needs through consultations and assessments. The purpose of this report is to provide information regarding TDSB Psychological Services' back log of psychological referrals wait lists.

A wait list is defined as the total number of students waiting for assessment at any given time. It does not describe the length of time needed to complete an assessment. Caseload information is collected directly from psychological services staff on a monthly basis to enable the monitoring of assessment referrals and ensure accountability for work completion.

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

Aligned with TDSB's Multi-year Strategic Plan with the continued focus on anti-oppressive practices psychological staff have provided a variety of supports to meet the learning needs of students, families and staff members during the school closures such as:

- Professional development for staff and parents on learning strategies;
- Academic guidance and interventions for students - both in person and in virtual classrooms and the provision of relevant resources;
- Psychological Services staff have worked collaboratively with Special Education staff by participating on IPRC committees;
- Have engaged in initiatives with Special Education staff and PSS staff to support new and inclusive models that provide learning strategies for all students.

Wait List and Caseload Data

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

The following are some considerations a psychological referral would stay on the wait list:

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

Appendices A, B and C chart the wait list data for school years of 2018-2019, 2019-2020 and for the current school year from September 2020-February 2021.

- Appendix A presents the cumulative information as of June 2019 and the second table updates this data to August 2019. The second table includes the summer assessments completed through the additional funding from the Ministry of Education. The first table indicates that in the 2018-2019 academic year, 77.4% of all assessment referrals were resolved by the end of June (67.1% completed and 10.3% removed). The second table, end of August 2019, psychology staff resolved 79.3% of all referrals (68.9% completed and 10.4% removed); 19.6% remained on the wait list.
- Appendix B presents the cumulative information as of June 2020 and the second table updates this data to August 2020. The second table includes the summer assessments completed through additional funding from the Ministry of Education. The 2019-2020 school year was interrupted by the school lockdown in March 2020 as a result of the pandemic. The data reflects the impact the school lockdown from March to June 2020 had on the completion of psychological assessments. The data indicates, regardless of the school

lockdown, 74.8% of all referrals were resolved (62.7% completed and 12.1% removed) and 25.5% remained on the wait list.

- The wait list was 5% more than the previous year which is a direct result of the school lockdown from March 2020 to June 2020;
 - Re-aligning confidentiality and consent in a virtual platform took additional training and information gathering during the sudden school lockdown in March 2020;
 - Some psychological assessments cannot be completed virtually as a result of varying abilities of the child; consistent use of the technology/technological equity and barriers to assessments such as observation of body language, non-verbal cues that cannot be accurately assessed virtually.
- Appendix C details the statistical data regarding psychological assessments for the current academic year, up to the end of February 2021. Over 62% of current referrals were completed, removed, or were in progress as of end of February, 2021. When compared to data collected at the same time period in the 2019-2020 school year, 10.5% fewer assessments were completed during this current school year. This decrease in assessments is related to challenges experienced as a result of the pandemic and include:
- Late start to the 2020-2021 school year in September 2020;
 - School closures from January 4, 2021 to February 16, 2021. Resulting in a 10% increase in the wait list at the end of February 2021 versus prior to the pandemic in February 2020;
 - Staff being unable to safely assess students with high needs who could not wear face masks;
 - Remote assessment methods were not possible for students who required tactile testing materials or students who did not have access to the necessary technology;
 - Some families have chosen to wait until their child can be assessed safely at school;
 - Challenges in trying to complete assessments when student cohorts were quarantined or students were absent from school.

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

- Prioritization of new referrals over older referrals based on students' needs;
- Rate of new referrals received in each school;
- Variability of time taken to complete a referral. While some assessments can be completed relatively quickly, others are complex and require more time;
- a. Referrals received in May and June are likely to be carried over to the next school year. There were 1589 referrals carried over to the 2020-2021 school year;
- b. Requests to complete assessments without compelling evidence rather than seeking alternative solutions or interventions;

- Gaps in staffing due to short-term absences and inability to replace staff quickly and effectively;
- Parents/Guardians are reluctant to give consent for the assessment;
- Other reasons (e.g., illness, change of schools, out of country, etc.).

Action Plan and Associated Timeline

What is being done to reduce wait lists?

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

- Intentional checking of wait lists and priority to complete assessments until June 2020 (beginning and time managing a few assessments at the same time);
- Finding time management strategies for report writing and completions;
- Consideration of targeted or brief assessments, when appropriate;
- Use staff consultation and intervention skills to address referral concerns without an assessment (American Psychological Association (APA), National Association of School Psychologists (NASP), Canadian Psychological Association (CPA) recommendations);
- Discussion with Special Education about assessment deadlines for DK and gifted;
- Emphasis on prevention; evidence-based practice in early years to screen, support and intervene potentially preventing an assessment in the future reducing wait lists;
- Board considerations for on-call short term supply psychologists to replace leaves;
- Beginning in September 2020, a new referral and database system for all Professional Support Services has been implemented. This new system will allow for the tracking of time intervals between when referrals are received and when service begins; provide information about actual wait times for service, and offer detailed data on the completion time of referrals;
- Continue to implement the Action Plans in the TDSB MYSP for Inclusion. Ensure all staff understand the goals in the plan and have the skills required to meet students' needs;
- Review School Support Teams (SST) and In-School Support Teams (IST) processes to ensure they are utilizing consultative supports from psychological services prior to referrals to assessments.

Resource Implications

There are no resource implications associated with receiving this report.

Communications Considerations

NIL

Board Policy and Procedure Reference(s)

Not applicable.

Appendices

- Appendix A: Assessment Statistics from September 2018 to Late August 2019
- Appendix B: Assessment Statistics from September 2019 to Late August 2019
- Appendix C: Assessment Statistics from September 2020 to February 2021 and Assessment Statistics from September 2019 to February 2020 as a comparison.

From

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System Leader Mental Health and Professional Support Services, Shameen Sandhu at
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Appendix A
Psychological Services: Assessment Statistics
(2018-2019)

Cumulative Statistics from September 2018 - June 2019

	Total	Percentage*
Completed/ ¹ Removed	6310	77.4
In Progress	89	1.1
Waiting	1756	21.5
Total Referrals	8155	100

Cumulative Statistics from August 31, 2019

	Total	Percentage*
Completed/ ² Removed	6427	79.3
In Progress	89	1.1
Waiting	1595	19.6
Total Referrals	8111	100

¹ ¹*Referrals Completed*: Assessment cases that have been completed or closed (e.g., parents refused assessment, moved out of board, etc.)

² Ibid.

Appendix B
Psychological Services: Assessment Statistics
(2019-2020)

Cumulative Statistics from September 2019-June 2020

	Total	Percentage*
Completed/ ³ Removed	4257	68.4
In Progress	224	3.6
Waiting	1747	28.0
Total Referrals	6228	100

Cumulative Statistics from August 31, 2020

	Total	Percentage*
Completed/ ⁴ Removed	4639	74.5
In Progress	0	0
Waiting	1589	25.5
Total Referrals	6228	100

³ ¹*Referrals Completed*: Assessment cases that have been completed or closed (e.g., parents refused assessment, moved out of board, etc.)

⁴ Ibid.



Appendix C
Psychological Services: Recent Assessment Statistics
(As of February 2021 vs. February 2020)

As of February 2021

	Total	Percentage
Completed/ ⁵ Removed	1501	39.2
In Progress	858	22.44
Waiting	1472	38.4
Total Referrals	3831	100

As of February 2020

	Total	Percentage
Completed/ ⁶ Removed	3311	55.7
In Progress	975	16.4
Waiting	1663	27.9
Total Referrals	5949	100

¹ *Referrals Completed*: Assessment cases that have been completed or closed (e.g., parents refused assessment, moved out of board, etc.)

⁶ Ibid.



Preliminary Findings on the Impact to Learning Due to the Pandemic

To: Program and School Services Committee

Date: 31 March, 2021

Report No.: 03-21-4065

Strategic Directions

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

Recommendation

It is recommended that this report be received.

Context

This report focuses on potential impacts on learning outcomes in Kindergarten to Grade 12 that have occurred as a result of the disruption to public education in the Toronto District School Board (TDSB) and many parts of the world due to COVID-19. This report represents a preliminary discussion on the impacts on learning using two important data sets:

1. Grade 1 reading data; and
2. Secondary school report card data.

The purpose of this report is to provide the Board with a preliminary analysis to inform direction, resources, and strategy in relation to learning in 2021-22, and to ensure that the TDSB benefits from any new capacity and practices gained through working digitally over the course of this year. This preliminary analysis comes ahead of a more complete evaluation that will consider a variety of indicators from Kindergarten through Grade 12 as well as integrate perceptions from students, parents, and staff planned for June 2021.

Jurisdictional comparisons and factors contributing to the impact on learning:

While far from certain, there are some patterns that are emerging in relation to learning impact due to COVID-19 that are worth considering in this discussion. Grade averages, credits, and marks are varied across jurisdictions in both Canada and the United States. Jurisdictions have set different policies during the pandemic that may have affected how teachers approach summative assessments and grading in general. Many jurisdictions are experiencing an increase in failure rates (Alphonso & Perreux, 2021; Strauss, 2020) while others are reporting an increase in proportions reaching higher grade averages. New York, Los Angeles, and the TDSB established policies and communications with direction for schools to balance feedback on learning with concern for student mental health during the pandemic (Goldstein, 2020).

Some higher education institutions are also reporting higher Grade Point Averages (GPAs) than pre-COVID. This may be due to extensions of deadlines for assignments, abandoning penalties for late work and lessening the amount of assignments due at the end of term as a result of students struggling with unemployment, extra caregiving, poor or no internet service at home, no access to libraries or tutoring services, etc. (Flaherty, 2020).

In addition, assessment and learning in the virtual environment is different than in person. While there are less available social inputs in virtual learning, there are also a variety of different virtual platforms and opportunities to demonstrate learning. However, it is important to note that student perception data from a recent survey of 36,000 TDSB students, indicates that 84% of Grade 6 to 12 students felt that they learn more in person than virtually, suggesting that a clear understanding of the impacts on learning as a result of the pandemic is complex (TDSB, 2021).

In secondary schools, culminating activities designed to provide opportunities for students to demonstrate understanding of course content now include a broader range of possibilities. While also, in the TDSB, final exams have been reduced to very few or none during the pandemic. These differences may have influenced the shifts in marks and grade percentages that have occurred since the pandemic began.

Equally, much of these results are impacted by inequities in economic and social circumstances amongst TDSB students due to both differentiated access to resources and opportunities. An analysis of demographic circumstances of students in relation to relative potential impacts to learning are not a part of this report but will be a critical part of the larger analysis in the summer.

Considerations for the shift in classroom and learning context:

The jurisdictional contexts just discussed in this report highlights some of the negative impacts that have occurred due to the pandemic and disruptions to public education service. Like the TDSB, the impacts on learning are not straightforward. Important to this discussion is a brief consideration of what is lost in a virtual learning environment in relation to learning and assessment. Statistics on failure rates and grade percentage shifts do not, in isolation, provide for a contextual consideration of the qualities of assessment that are available in person and that which are more difficult to access in a virtual learning environment.

Over the past 40 years, it has been well documented that students' feelings about themselves as learners, their enjoyment of learning, and their willingness to engage in learning are closely associated with their teachers' professional skills—both in differentiating instruction and assessment, and in helping students understand how they can improve (e.g., Black and Wiliam, 2001).

Growing Success (2010) articulates the role of the teacher in student assessment in the following way:

Teachers create environments in which all students feel valued and confident and have the courage to take risks and make mistakes. In their important professional role, teachers show students that they care about them, and model a love of learning that can deeply influence their lives. Teachers' professional judgements are at the heart of effective assessment, evaluation, and reporting of student achievement. (Growing Success, 2010, p. 8)

While teachers play this role regardless of whether they are working in a remote environment or face-to-face in a classroom, teachers in remote learning environments have access to a much more limited set of social inputs than they would were they teaching in person. These inputs are arguably a critical part of learning and assessment for students and teachers. The suddenness and vastness of the change to learning experiences that occurred at the outset of the pandemic has created effects in relation to learning impact that is complex and varied.

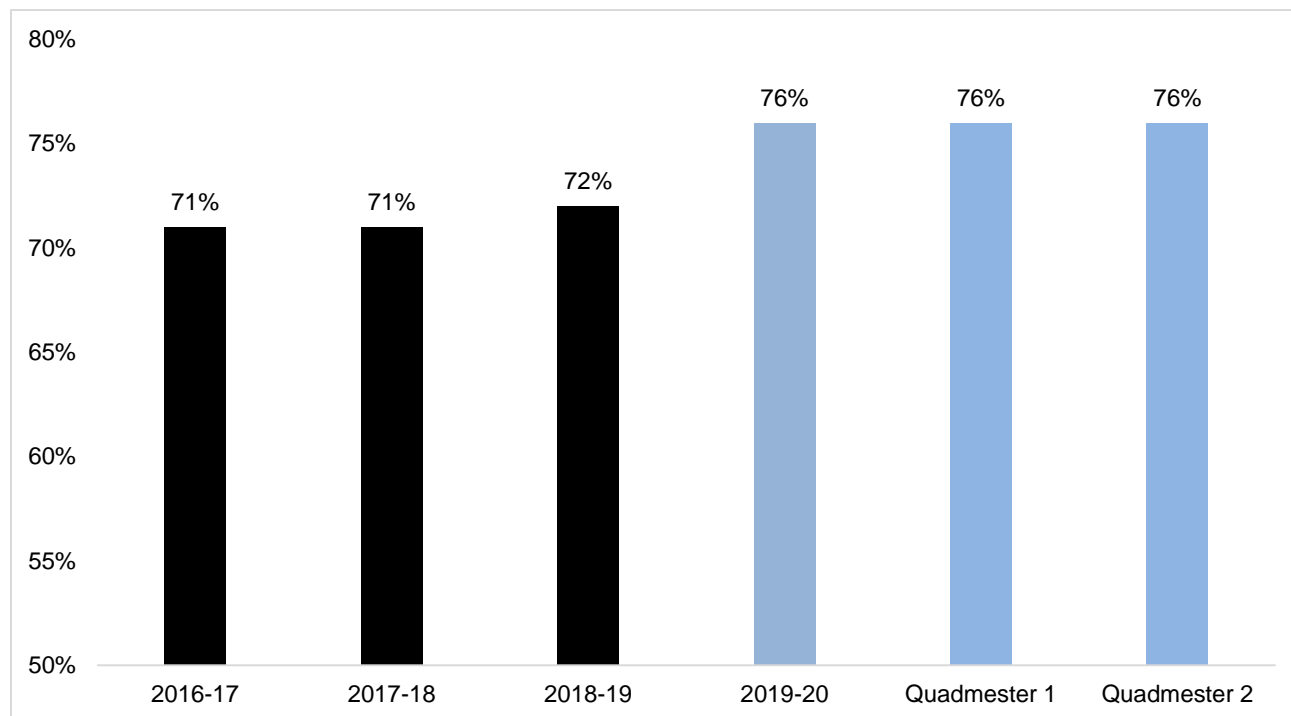
Anastasia Poulis (personal conversation, February 8, 2021), a Centrally Assigned Principal and key lead in early reading for the TDSB, recognizes the challenge in teaching reading remotely, but is also emphatic as to the quality of innovation and success that teachers exhibited across Kindergarten to Grade 8. Alongside the challenge of learning and assessment in the virtual environment just detailed, it seems also critical for the TDSB to understand what virtual learning can offer a bricks and mortar system. Both flexibility and responsiveness in digital environments are areas worth understanding more carefully. This too, should be an important part of considering

what impact to learning means and what practices emerge that we want to bring forward into a future in which all schools are bricks and mortar schools.

Secondary School Quadmester 1 and 2 Marks

Differing from some jurisdictions reported at the outset, TDSB secondary school report card marks have gone up by four percentage points since the pandemic began. Additionally, this average rise in marks has been sustained throughout Quadmester 1 and 2.

Figure 1. Average Marks of All Grade 9 to 12 Credit Courses Taken by TDSB Students



But, when breaking this information down by mark ranges, this rise in averages has not been even across all mark ranges. Table 1 provides a percentage breakdown within specific mark ranges.

Table 1. Report Card Mark Range of All Grade 9 to 12 TDSB Students

Mark Range	2016-17	2017-18	2018-19	2019-20	Quad 1 2020-21	Quad 2 2020-21
0-49	10%	9%	9%	6%	7%	7%
50-59	13%	13%	13%	11%	10%	10%
60-69	14%	14%	13%	11%	10%	9%
70-79	21%	20%	20%	18%	16%	15%
80-100	43%	44%	45%	54%	57%	59%
70-100	64%	64%	65%	72%	73%	74%

In considering the percentages of students in specific mark ranges before and during the pandemic (bold line marks separation), failure rate has gone down slightly (2 percentage points), and subsequent ranges 50-59 through to 70-79, have also seen a moderate percentage point decrease from 2 to 4 percent. While, the percentage of students who received marks in the 80-100 range has gone up significantly when comparing before and during the pandemic (9 to 16 percentage points). Considering the relative stability of this indicator in relation to secondary school success (both Figure 1 and Table 1), these shifts in percentages are significant in relation to secondary school learning during the past year.

As will be detailed in looking at Grade 1 reading marks in the next section, there is evidence here that report card marks may be reflecting a different set of learning impacts than they did before in person learning was disrupted. While still early in the analysis of these differences there may be several factors that contribute to the rise in average marks as follows:

- The TDSB set specific assessment policies at the outset as well as during the pandemic that may have affected how teachers approach summative assessments and grading in general.
- Seventy-five percent of in person learning occurs virtually in the TDSB at the secondary level. Assessment and learning in the virtual environment are different than in person. While there are less available social inputs in virtual learning, there are also a variety of different virtual platforms and opportunities to demonstrate learning.
- It may be more challenging for students to engage in virtual classroom spaces. Students across Grades 6 to 12 in the TDSB report significantly lower levels of classroom engagement in the virtual space compared to pre-pandemic questions on classroom engagement.
- In TDSB secondary schools, culminating activities designed to provide opportunities for students to demonstrate understanding of course content now include a broader range of possibilities. Final exams traditionally worth 30% of a course mark have been reduced to very few or none during the pandemic.

While more evaluation and information are needed, these factors all may have contributed in some way to the 4% rise in the achievement average for credit courses. Following from this, it also may be important to consider what the differences in understanding for students across Kindergarten to Grade 12 might mean for content, curriculum, and learning in September as the TDSB re-establishes itself in a bricks and mortar learning environment.

Grade 1 Reading

Figure 2. Percentage of Students Meeting Grade Level Expectations in Grade 1 Reading Assessments in a Quarter of the Schools

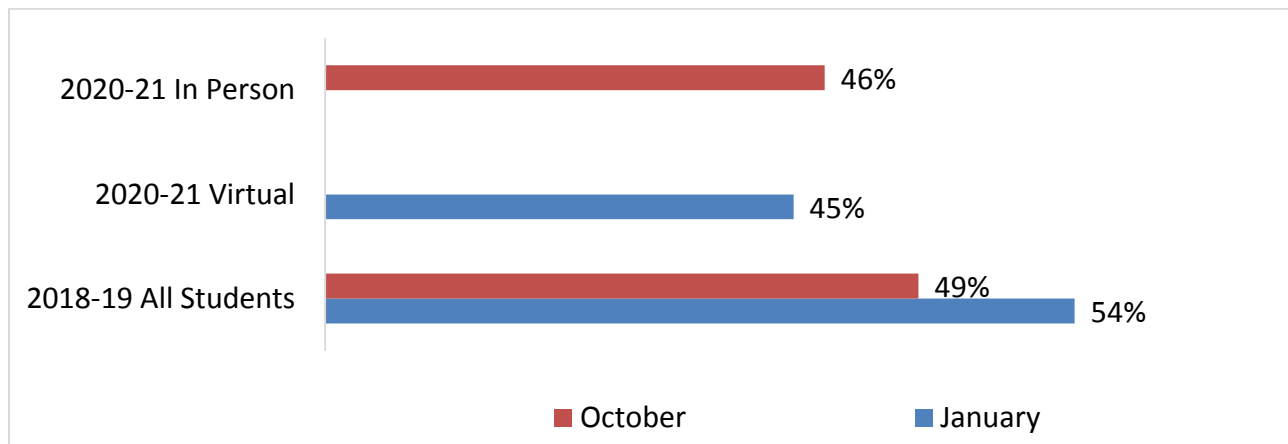


Figure 2 describes the percentage of students meeting grade level expectations through a two different assessment tools, the Developmental Reading Assessment (DRA) and Prince Milburn (PM) Benchmarks. The figure outlines the grade level expectations at two different times of the year, October and January, for the same sample of a quarter of TDSB schools. The reading data drawn from 2018-19 for these schools serves two purposes in this analysis:

1. It provides a pre-pandemic comparison at two different instances a half school year apart.
2. It provides an example of a percentage point change in proportions of students meeting grade level expectations before and during the pandemic in order to consider a preliminary system growth rate in reading achievement for Grade 1 students.

While only preliminary analysis and cautions need to be placed on any inferences due to the degrees of disruption in learning environments and the demographic differences in comparing virtual learning environments with in person learning in schools (TDSB, 2020), the following points may have relevance:

- In October 2020, the proportion of students attending school in person that are meeting grade level expectations in a quarter of all TDSB schools is three percentage points lower than students prior to the pandemic in October 2018 (46% vs. 49%).
- There is nearly a ten percentage point difference in the proportions of students meeting grade level reading expectations in virtual schools in January 2021 (45%) when compared to pre-pandemic percentages (54%) in January of 2019.
- From October 2018 to January 2019, the number of students meeting grade level expectations in reading increased by five percentage points from 49% to 54%.
- Overall, in considering the percentage point shifts and differences, the pandemic seems to have disrupted literacy learning for many early elementary students to large degrees. Given the importance that literacy capacity has on future

academic success throughout elementary and secondary schooling, these data are concerning.

Figure 3. Percentage of Students Meeting Grade 1 Reading Expectations

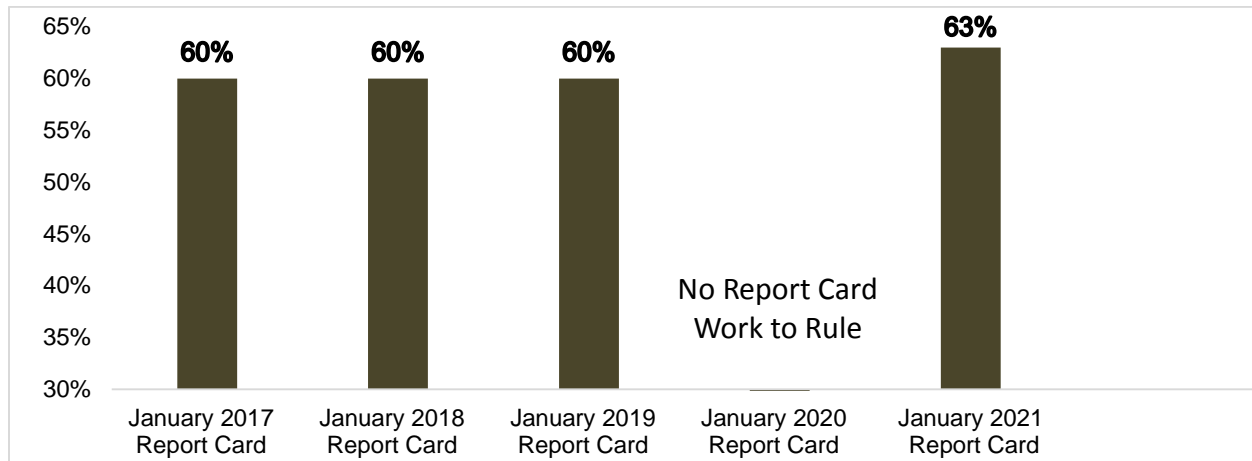


Figure 3 shows relatively stable percentages of students meeting grade level expectations at level 3 and above for three years from 2017 to 2019. The 2021 report card percentages for January show a three percentage point increase in meeting this level in reading.

This percentage point rise seems comparable or in-line with the previous discussion in relation to secondary school mark increases. More careful work needs to be done to disaggregate these proportion shifts by demographics as well as to use different data and approaches, including perceptions of educators working in this context in order to further understand the percentage point increases in grades across the TDSB.

However, two things seem relevant overall in relation to early elementary reading in general:

1. The nine-percentage point decline in reading level scores from 2019 to 2021 (Figure 2) indicates that the TDSB may have a significant difference in reading skills for early elementary school moving forward that will need to be a key area to target in fall. Put more directly, early years literacy has suffered for many students during the pandemic due to the periodic or continual absence of in person classroom opportunities for students to learn how to read.
2. The discrepancy between reading marks and reading assessments in 2021 needs a more in-depth analysis, which is currently in process with an early summer completion date. The degrees to which teachers may have needed to shift their assessment processes to accommodate the differences occurring within the learning environments in schools, especially in the virtual learning environments, was a considerable challenge for educators and schools. As referenced at the outset, classroom assessment draws from a variety of sources simultaneously (Ontario Ministry of Education, 2010). The inability to access many of these sources challenges the capacity for educators to assess students or access the same range through which a student might demonstrate

conceptual understanding of curriculum, including reading skills at Grade 1. This point is important to note across all assessments from Kindergarten to Grade 12 and will be especially relevant in looking at secondary school marks over this past year.

The decline in proportions of students at Grade 1 reading expectations as measured in the reading scores and the importance in general of early elementary reading for student success across Kindergarten to Grade 12, makes continued monitoring and further evaluation of early literacy outcomes a key part of the remote learning evaluation currently in progress.

While students report, amongst other things, that virtual learning environments have had a negative impact on their learning, the report card mark averages have risen during the pandemic. This discrepancy needs a more careful analysis, however several factors detailed earlier may have influenced this rise in report card mark averages. A larger evaluation of learning impacts for this past year is forthcoming with a planned completion date of early summer 2021.

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Action Plan and Associated Timeline

A large remote learning evaluation—Summer 2021.

Resource Implications

N/A

Communications Considerations

Plan TBD

Board Policy and Procedure Reference(s)

N/A

Appendices

None

From

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Promoting Active School Travel: Update

To: Program and School Services Committee

Date: 31 March, 2021

Report No.: 03-21-4057

Strategic Directions

- Create a Culture for Student and Staff Well-Being
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

Recommendation

It is recommended that the progress report on promoting active school travel be received for information.

Context

At its August 26, 2020 meeting, the Board of Trustees decided that the Director:

- i. promote active school travel (AST; walking, cycling, rolling) as the preferred option for all students not travelling by school bus or public transit, for the fall of 2020 and beyond;
- ii. encourage families to practise their school walking and cycling routes before school begins this fall, and throughout the year;
- iii. participate in, collaborate with, or support future AST initiatives by the City and community agencies, and remove impediments to AST, such as allowing students to chain bikes to fences, and present a report on options like providing spaces to store scooters;
- iv. re-examine the TDSB transportation safety projects, such as, “kiss n rides”, and promote safety by encouraging AST, discouraging driving, encouraging parking farther away from school zones, if families must drive, and exploring ways to support City initiatives such as partial street closures, education campaigns, etc.;

- v. present a report to the Board on progress in the March 2021 cycle of meetings

The following report will provide an update on the Toronto District School Board's (TDSB) progress in supporting and promoting active school travel.

Background

In 2013, the TDSB adopted a Charter for Active, Safe and Sustainable Transportation (ASST). Refer to Appendix A for the details of this charter.

Since that time, the Board of Trustees has continued to demonstrate support for education and encouragement activities that promote ASST through the following decisions:

April 15, 2015	International Walk to School Day added to the Days of Significance in the TDSB calendar.
February 10, 2016	The week beginning on the last Monday of May declared as Bike to School Week in the TDSB.
October 18, 2017	The month of October declared as Walk to School Month in the TDSB.
February 7, 2018	The first Wednesday in February declared as Winter Walk to School Day and recognized as an official day of significance in the TDSB.

Celebrated annually, these campaigns encourage active school travel (i.e. travel by walking, cycling or other personal mobility devices) throughout the year for students and families with the ability to do so.

To further support families in travelling actively, in advance of the 2020/21 school year Routes to School Planner maps were created for all TDSB schools with students in kindergarten to grade 8 (refer to Appendix B). These maps, hosted on the Toronto Student Transportation Group's website and designed specifically for each school neighbourhood, aim to help families plan an active route to school. Each map identifies approximate walking/wheeling distances from the school site and includes the locations of crossing guards, crosswalks and traffic signals, drawn from City of Toronto Transportation Services data.

Investments in infrastructure

Since the Charter for ASST was first adopted in 2013, significant investments in bicycle parking at TDSB schools have been made. In addition to bike rack procurement and installation funded by the TDSB, external funding sources have also been leveraged to expand bike parking at schools:

1. City of Toronto

Between 2015 and 2019, the City donated bike racks to the TDSB. The TDSB then funded the installation of these bike racks, using in-house trades.

More recently, the Ontario Municipal Commuter Cycling (OMCC) Fund was established by the Province of Ontario to support municipalities in building infrastructure that increases bicycle commuting. In December 2019, the TDSB entered into an agreement with the City of Toronto for the provision of funding by the City of up to \$350,000 of its OMCC funding to the TDSB for bicycle parking infrastructure.

2. Toronto Hydro

During the 2014/15 school year, the TDSB participated in Toronto Hydro's "Team Up for Green" campaign, which encouraged Toronto Hydro customers to sign up for green programs (e.g., e-bills). The TDSB's participation in this campaign resulted in a donation of \$83,667 to use towards the purchase and installation of bike racks at TDSB schools.

Annually, site selection for bike rack installations are determined through a variety of channels including school-based requests, needs identified by staff and opportunities to expand bike parking as part of larger design projects.

Recognizing that students, particularly at the elementary level, are increasingly using scooters to travel actively to school, staff are continuing to explore options for providing scooter parking.

Collaborating with Partners

The City of Toronto's Vision Zero Road Safety Plan was implemented in 2017 and aims to reduce traffic-related fatalities and serious injuries on Toronto's streets. School children are one of six emphasis areas targeted under this plan, and City and TDSB staff have worked closely over the last several years to better align traffic safety initiatives within the City of Toronto.

In the same year, the TDSB launched its Traffic Safety Program, modeled after School Travel Planning, through an educational partnership with Green Communities Canada. With the support of a facilitator, the Traffic Safety Program attempts to identify barriers to ASST and develop workable solutions in collaboration with the school community, TDSB staff and City partners. City and school board staff have leveraged this program to more effectively coordinate public investments into road safety around Toronto schools. For a summary of School Travel Planning programs in Toronto from 2017 – 2020, refer to appendix C.

Though the TDSB has invested in School Travel Planning Programs since 2014, the Board's ability to expand the program has been limited by internal resources. While many schools in the system experience road safety concerns every day, only approximately 15 schools have been receiving support from the Traffic Safety Program annually.

Recognizing this need, following a written request from the Chairs and Directors of both the TDSB and TCDSB, in September 2020 Toronto City Council authorized the General Manager, Transportation Services to enter into an agreement with the two school boards to provide funding of \$320,000 per year in total to both school boards for the next three years (2021-2023) for the expansion of existing school travel planning programs.

City and school board staff are now in the process of establishing terms and conditions of this agreement. With the additional financial support from the City, the TDSB and TCDSB will be better positioned to reimagine a sustainable model for School Travel Planning in the City of Toronto in coordination with the Toronto Student Transportation Group and municipal partners.

Action Plan and Associated Timeline

September 2021 – School Travel Planning expected to be expanded at both the TDSB and TCDSB through City of Toronto funding.

December 2021 – All bike parking funded through the City of Toronto's donation of up to \$350,000 to be installed.

Resource Implications

Up to \$350,000 from the City of Toronto will be dedicated to bicycle parking infrastructure at TDSB schools.

\$320,000 annually for the next three years (2021-2023) will be shared between the TDSB and TCDSB for the expansion of existing school travel planning programs.

Communications Considerations

N/A

Board Policy and Procedure Reference(s)

N/A

Appendices

- Appendix A: Charter for Active, Safe and Sustainable Transportation
- Appendix B: Routes to School Planner Map
- Appendix C: School Travel Planning in Toronto: Summary of Programs, 2017 – 2020

From

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Appendix A

Charter for Active, Safe and Sustainable Transportation

(https://www.tdsb.on.ca/Portals/0/Community/docs/Active_Transportation%20Charter_FINAL.pdf)

TDSB Charter

for Active, Safe and Sustainable Transportation

The TDSB will:

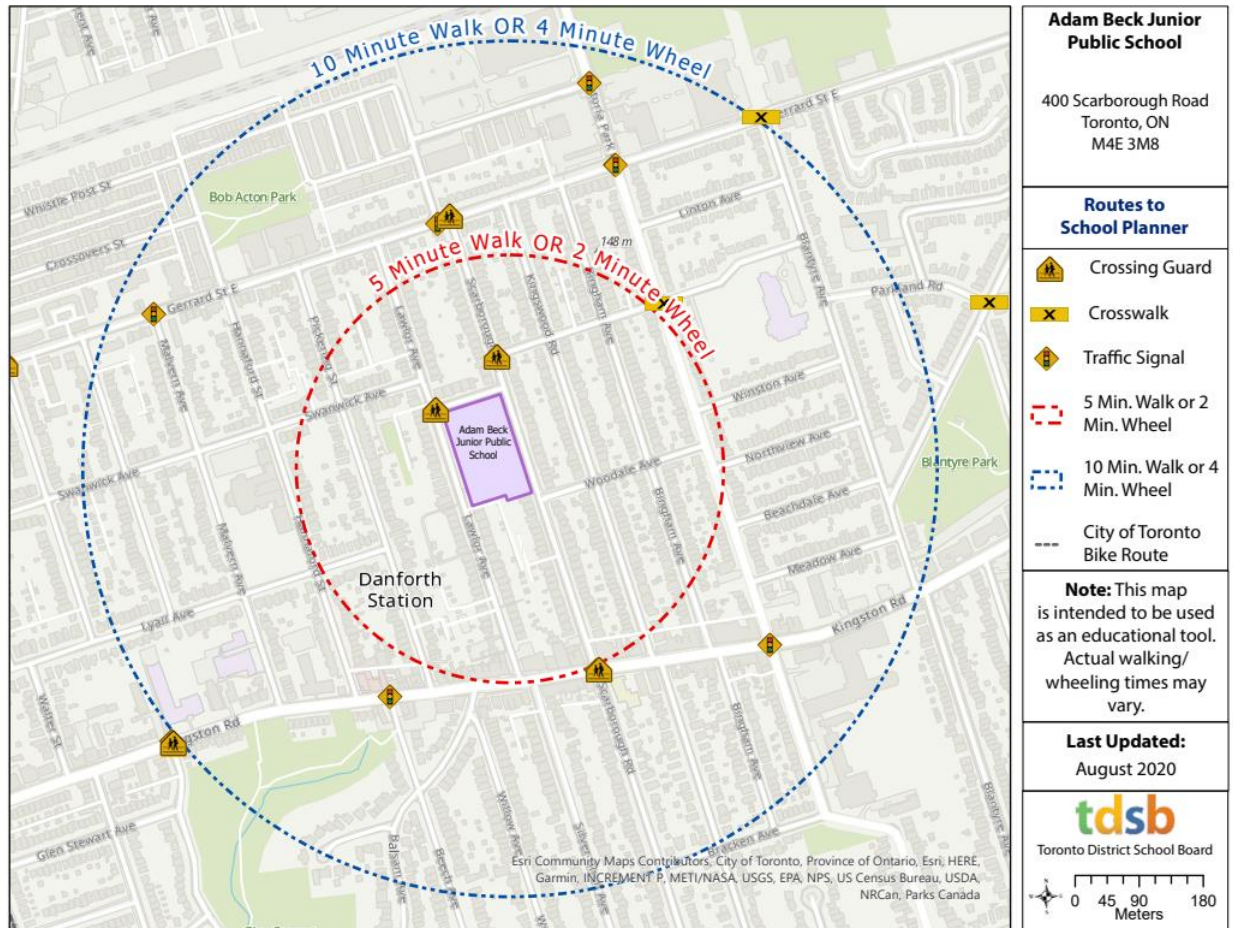
- invest resources to support active, safe and sustainable transportation to and from school, including efforts made within the school itself;
- identify and remove barriers to getting to and from school actively by partnering with stakeholders to work as a coordinated team;
- connect students' active transportation to and from school to their learning in health, environmental, technological, and physical education, and other curriculum areas;
- collaborate with internal and external partners to facilitate the implementation of school travel plans and road safety education along with other measures to expand on existing programs within schools and;
- increase students' overall physical activity and mental health through positive interactions with peers, parents, and staff.



Appendix B

Routes to School Planner Map

(<https://www.torontoschoolbus.org/activetransport/active-travel-school-maps/>)



Appendix C

School Travel Planning in Toronto: Summary of Programs, 2017 – 2020



SCHOOL TRAVEL PLANNING IN TORONTO

**SUMMARY OF PROGRAMS:
2017-2020**

Prepared by



For



ACKNOWLEDGMENTS

Thank you to all of the project partners across the City of Toronto who have been part of the School Travel Planning Committees at individual schools, and also to those who have supported the School Travel Planning program work in Toronto more broadly. These project partners include:

- Toronto District School Board (TDSB)
- Toronto Catholic District School Board (TCDSB)
- Staff, students and families of participating TDSB and TCDSB schools
- City of Toronto
 - Toronto Public Health
 - Transportation Services
 - School Crossing Guard Program
- Toronto Police Service
- Toronto Transit Commission (TTC)
- City Councillors
- School Trustees
- Toronto Student Transportation Group
- Not-for-profit organizations, including CultureLink

Between 2017-2020, School Travel Planning in Toronto has been delivered by Green Communities Canada. The funding for this work has been provided by the Toronto District School Board (TDSB) and Toronto Catholic District School Board (TCDSB).

Report Title:

School Travel Planning in Toronto. Summary of Programs: 2017-2020

Green Communities Canada, February 2021

Authors: Isooda Niroomand and Laura Zeglen

Mailing Address:

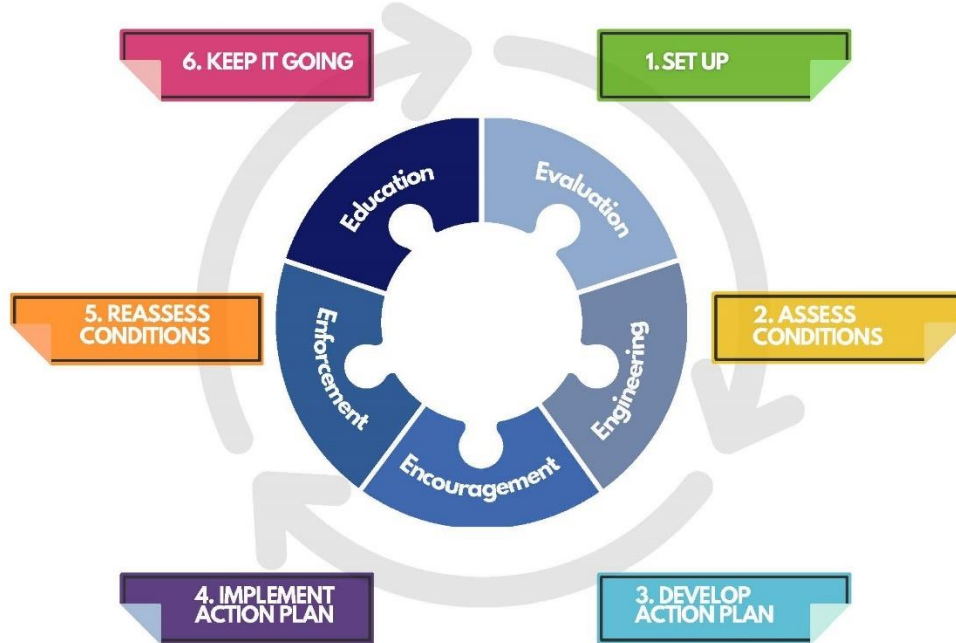
Green Communities Canada
1545 Monaghan Road Peterborough, ON K9J 5N3
Tel: (705) 745.7479

Websites:

greencommunitiescanada.org
ontarioactiveschooltravel.ca



TORONTO SCHOOL TRAVEL PLANNING PROCESS



A School Travel Planning (STP) Facilitator leads the STP process at individual schools, including organizing and leading meetings, conducting a range of data collection activities, and coordinating the process of action planning and implementation. They connect schools with the people who can help them achieve items in their action plan.

VISION

- Students and families at all schools will be able to travel by active, safe and sustainable modes, contributing to creating healthier and safer communities for all.

GOALS

- To increase the rates of walking or wheeling to school for students living within the "walk zone" (i.e. within walking distance of the school, as determined by each school board).
- To increase the rates of taking the school bus for students living within the "bus zone" (i.e. those eligible for transportation by school bus).
- To reduce traffic congestion and safety hazards at the school and along routes to school.

SET UP

School Travel Planning in the TDSB and TCDSB

School Travel Planning (STP) has been implemented in Toronto since 2011 and delivered by Green Communities Canada through partnerships with the TDSB and TCDSB.

TDSB	TCDSB
Name of Program: Traffic Safety Program	Name of Program: School Travel Planning
Number of new schools per year: Up to 15	Number of new schools per year: 8
Length of program: 1 Year, with option of extension into Year 2	Length of program: 3 Years
Total number of participating schools: 43 schools between 2017-2020	Total number of participating schools: 11 schools between 2017-2020

In the TDSB, STP is delivered through the Traffic Safety Program. Up to 15 new schools per year are supported in a one-year program, with the possibility of extended support into a second year. In the TCDSB, the School Travel Planning (STP) program supports up to 8 schools in total per year, with each school participating in the program for three years. In both boards, the goal for each school is to develop a comprehensive action plan and to achieve positive changes in travel behaviours. At the time of this report, discussions are in progress about how to align the two programs.

In addition to providing financial support for STP, both school boards have formally demonstrated their commitment to supporting active transportation more fully in schools through Charters: The TDSB Charter for Active, Safe and Sustainable Transportation, and the TCDSB Active Transportation Travel Charter.

>27,000 students

Number of students in Toronto reached and impacted by STP program outcomes, plus their families and surrounding communities.



54 Schools

Number of TDSB and TCDSB schools that participated in an STP Program [2017-2020]



Multiple Partnerships

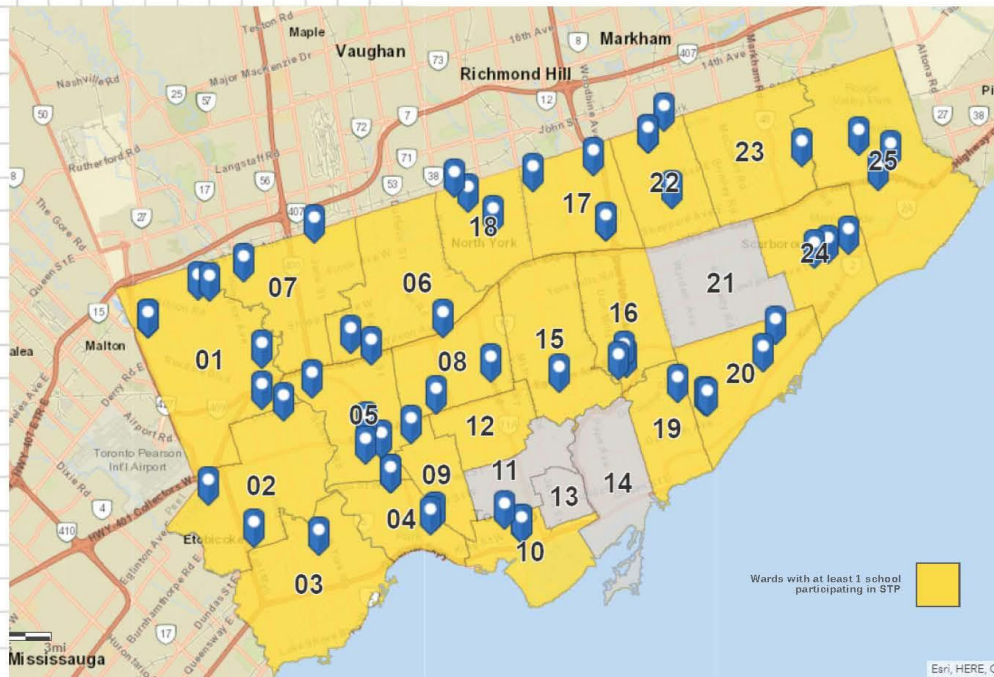
Each school's STP Committee includes collaboration with a number of partners across the City.



1.8 FTE investment/Year

The financial investment to achieve these impacts has been 1 Full-time equivalent from the TDSB and a 0.8 FTE from the TCDSB- 1 Facilitator per board.

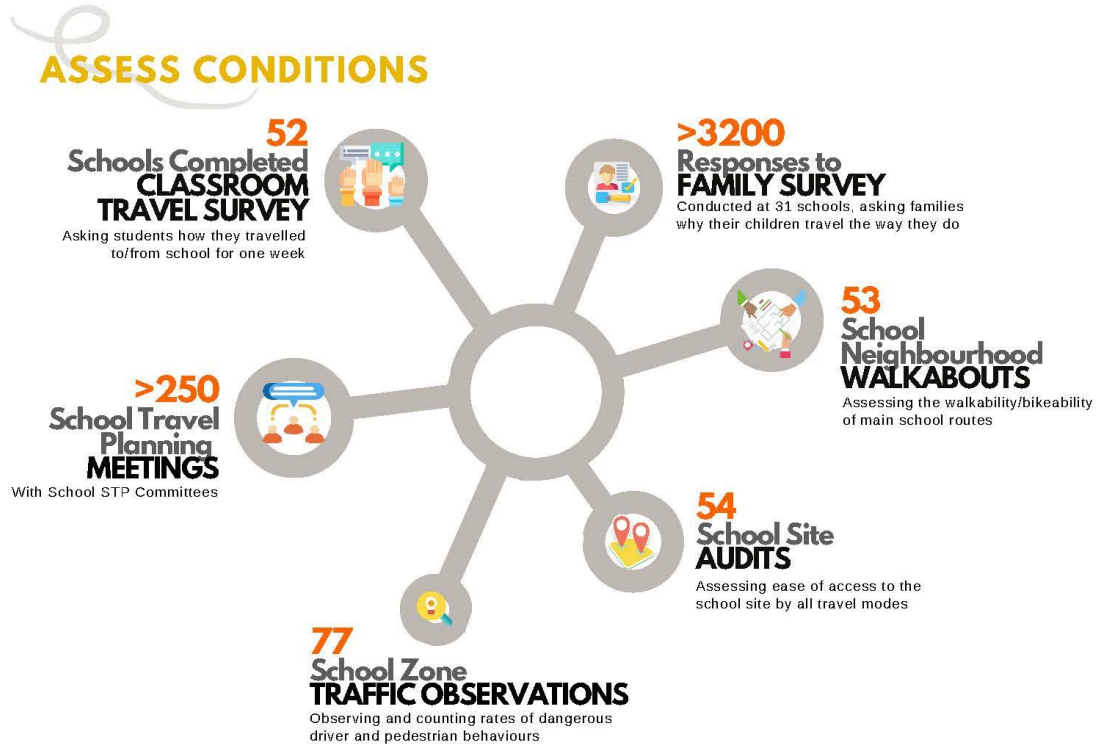
GEOGRAPHIC DISTRIBUTION OF SCHOOLS PARTICIPATING IN STP PROGRAMS, 2017-2020



Schools participating in the STP program from both boards in the city of Toronto.
Map prepared by Green Communities Canada

With STP programs running in schools in 21 out of 25 city wards, this program has a broad geographic reach across the City of Toronto.

The TDSB and TCDSB use both quantitative data (e.g. statistics such as the City of Toronto's Vision Zero School Safety Zone prioritization, and indicators of community need) and qualitative data (e.g. known traffic safety concerns at specific school sites) to select schools for their STP programs. The process for school selection is continuously being refined to best address considerations of equity across the city.



At each school, the Facilitator forms an STP Committee. It generally includes school principals or vice-principals, teachers, parents, and sometimes students. It also includes the school's public health nurse, a representative from Traffic Operations, the City Councillor, school board staff and the school board Trustee. The committee may also include other community stakeholders. This committee meets several times over the course of an STP program, with an average of 5 meetings in the first year of the program while the School Travel Planning Action Plan is being developed.

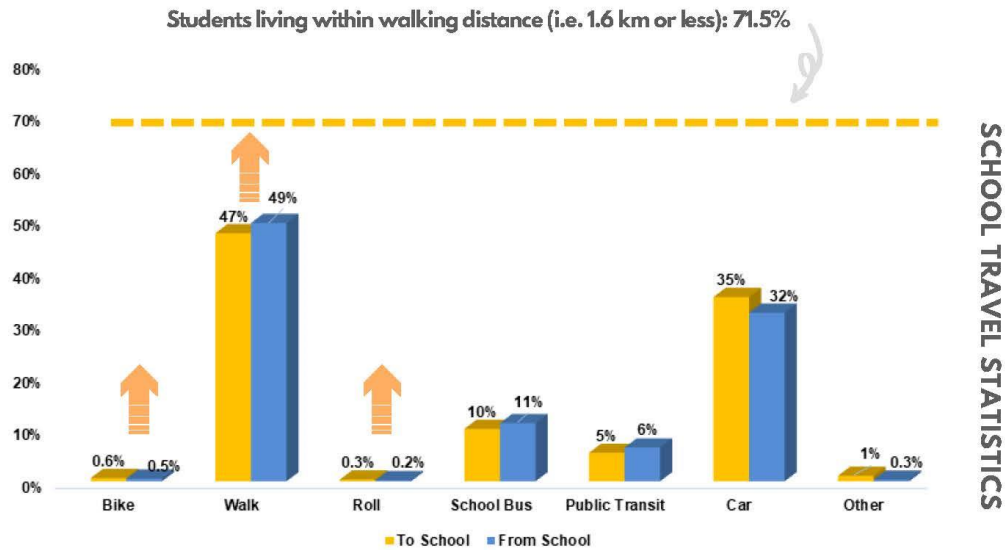
As part of the STP process, a large amount of data is collected. At every school, the STP Facilitator conducts an audit of the school site and the immediate surrounding neighbourhood to review access points to the school site, quality of infrastructure for active transportation, and mapping out the intended traffic flow for school drop-off and pick-up.

Traffic observations are conducted at each school; sometimes, two observations are conducted at a single site to account for differences in before/after school travel periods.

A Walkabout is conducted with members of the school's STP Committee, with a dual purpose to review the findings of the initial site audit and also to invite community members to explain concerns that might not be immediately obvious to someone not familiar with the area.

Schools also have the option of participating in a classroom travel survey to determine students' reported mode share at that school over a full week, as well as a family survey that asks more detailed questions of parents and guardians about why children travel the way they do. All of the data collected is used to inform the School Travel Planning Action Plan.

STUDENT TRAVEL MODES IN TORONTO 2017-2020



Average of All STP Schools: Baseline Data

Note: Of those not within walking distance of the school, many are eligible for transport by school bus.

Across all schools, we found that walking and being driven to school were the two most common modes, with travel by school bus and public transit also comprising a significant proportion of overall mode share. These numbers varied widely across schools. For example, walking rates were as low as 8% at a location in the city suburbs, and as high as 94% at a downtown area school.

Using data from the Toronto Student Transportation Group, we found that for STP program schools, the average percentage of students living within walking distance of their school was found to be 71.5%, which means there is an opportunity gap between those living within walking distance and those who report travelling by active modes.

TRAVEL SAFETY CONCERNS

WHAT WE HEARD: SURVEYS AND MEETINGS

Top concerns:

- Dangerous driver behaviours at drop-off and pick-up on the school street and the school parking lot
- Aging or damaged pedestrian infrastructure
- Speeding and volume of through traffic on school streets and along routes to school
- Busy intersections along walking/cycling routes feel unsafe to cross
- Poor or inconsistent winter maintenance of walking and cycling routes to school

Less common but noteworthy concerns:

- Construction and large truck traffic in the vicinity of school routes
- Concerns about personal safety, including fear of bullying and encountering violence
- Low levels of local TTC service and/or service times not well-aligned with school entry and dismissals. This results in:

- Middle school and high school students race to catch the bus to avoid a long wait for the next one, often crossing dangerously through busy parking lots and across streets.
- Travel by public transit is not a feasible option to other destinations after the school drop-off, so parents and other caregivers drive their children to school.



WHAT WE SAW: SITE AUDITS, WALKABOUTS AND TRAFFIC OBSERVATIONS

Top concerns:

- Vehicular congestion was observed at nearly 80% of schools during school drop-off and pick-up periods.
- Dangerous river behaviours observed at 100% of schools. The most common behaviours include:
 - ➔ Double parking.
 - ➔ Drop off or pick-up on the opposite side of the street where children must cross midblock.
 - ➔ Vehicles stopping where it blocks the vision of other motorists and pedestrians.
 - ➔ Not following traffic controls, e.g. rolling stops.
 - ➔ U-turns in a busy area and/or with compromised sightlines.
- Speeding was also a concern, although it was observed much less often than the concerns outlined above. This is due in part to the traffic congestion often associated with school drop-off and pick-up.
 - ➔ Vision Zero School Zone Safety Gateway features may also have played a role in speed reduction, as a number of STP program schools had these installed at the time of observation
- Dangerous pedestrian behaviours were also very common. The most common behaviours, observed at 80% or more of schools, include:
 - ➔ Crossing unsafely, i.e. "jaywalking"
 - ➔ Crossing between stopped cars

Other noteworthy concerns:

- Not enough safe mid-block crossings in general: Unsafe pedestrian behaviours could be reduced with the addition of crossings that follow desired paths of pedestrians.
- TTC Stop locations near schools but without crossings: This results in students crossing midblock, even when sight lines are compromised.



Walkabout in Toronto, Winter 2019. Photo taken for Isocodia Niroomand .



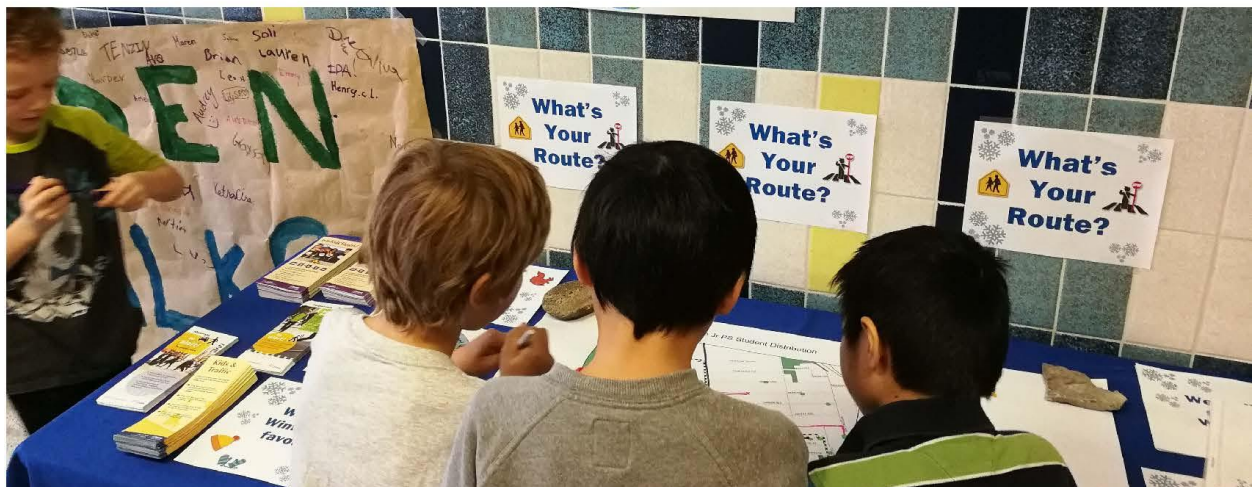
Walkabout in Toronto, Winter 2020. Photo taken for Laura Zeglen.

DEVELOP ACTION PLAN

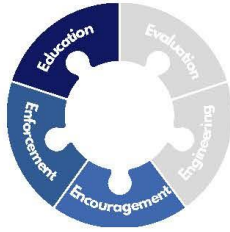
At each school participating in School Travel Planning, a detailed plan of action is developed based on the issues and barriers to active school travel that have been identified specific to that school, and also according to what has been discussed as the best way to reach members of that school community. All action plans contain actions related to the following focus areas:



The Green Communities Canada School Travel Planning model is currently under review, with the aim to more purposefully utilize Engagement and Equity as the lenses through which the program is delivered. Under the new model, Enforcement will become an optional area of emphasis within the action plan, based on feedback from the school community.



IMPLEMENT ACTION PLAN



>120 **Community Events coordinated**

- International Walk to School Day (October), Winter Walk Day (February), Bike to School Week (May/June)
- "Bike Rodeos" led by Culturelink and Toronto Police Service
- "Students Stop Speeders" events with Toronto Police Service



>125 **School Zone Safety Improvements**

- Parking lot redesigns
- Changes to City bylaws and street signage
- Improved crossings
- Bike racks
- School Crossing Guards



>265 **Assessment Activities**

- Family surveys
- Classroom travel surveys
- School neighbourhood walkabouts
- School site audits
- School zone traffic observations



Resources Developed in Partnership

- Communications materials
- Classroom resources
- Materials for City of Toronto Vision Zero projects

REASSESS CONDITIONS





SUSTAINABILITY PLAN FOR SCHOOL TRAVEL PLANNING IN TORONTO

What's already underway:

- **Identifying champions.** "Champions" have been identified at each school to continue with follow-up on ongoing projects, and schools are encouraged to continue with education and encouragement events on an annual basis.
- **Developing community resources.** Green Communities Canada is continuing to develop active school travel resources for schools that can be used beyond the time that schools are participating in STP.
- **Maintaining funding.** Both school boards have extended their funding for STP programs, allowing the programs to continue at their current capacity.
- **Keeping the conversation going.** While Toronto Public Health is redeployed to respond to COVID-19, Green Communities Canada is taking over the Toronto Active and Safe School Travel Hub, to continue to plan for programs in the City that complements and support STP.
- **Continually reflecting and improving upon existing approaches.** Green Communities Canada is currently updating its STP process to prioritize considerations of equity and engagement.

Recommendations to improve sustainability of STP program outcomes:

- **Use data from STP programs to inform policy.** STP programs are an effective way to collect data from communities, including valuable qualitative data to complement quantitative data collected by the City and other stakeholders. There is a huge untapped potential of data and insights collected through the STP process to be used in more targeted and meaningful ways.
- **Align related programs with STP.** The work of STP facilitators requires them to be knowledgeable about many different fields related to active school travel, from how to improve the safety of the built environment to effective community engagement. Thus, they are effective liaisons who can connect the dots between different stakeholders with common goals. Members of groups such as Vision Zero Delivery Partners Network and Toronto Active and Safe School Travel Hub can work together with STP facilitators to identify policy and program gaps in related fields and to minimize overlap between programs.
- **Invest in STP.** Funding for additional STP facilitators will enable more schools to benefit from this work and provide additional valuable data for informing policy. Financial support for education and encouragement initiatives led by other partners, including school-based events like Active School Travel Rodeos or classroom learning activities, should also be an area for future investment.



Use of Outdoor Spaces for Instructional Time: Progress Report

To: Program and School Services Committee

Date: 31 March, 2021

Report No.: 03-21-4058

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 progress report on the use of outdoor spaces for instructional time be received for information.

Context

On February 3, 2021, staff presented a report to the Board of Trustees that outlined a plan to support the use of outdoor spaces during instructional time. The following report serves to provide an update on the progress made to date.

Outdoor Learning Web Portal

Recognizing the need to coordinate messaging and support learning in the outdoors for all TDSB schools, staff have developed a web portal to house outdoor learning resources for school-based staff and families.

In developing the Taking Learning Outdoors web portal (see Appendix A) both the Environmental Sustainability Community Advisory Committee and the TDSB's Joint Management-Labour Environment Committee were invited to provide input.

This web portal provides current information for educators, including research, resources and best practices, to help them take teaching and learning outdoors. Staff

are also encouraged to share their outdoor learning in action with #TDSBoutdoors on social media to inspire other educators interested in trying new learning opportunities outside.

Families play an important role in getting students outdoors and moving. The Family Resources section of the Taking Learning Outdoors web portal encourages and supports families in spending time outdoors together by providing tips for preparing for the weather, resources for why and how to get started as well as a comprehensive list of activities for families to enjoy in the city.

The outdoor learning web portal is intended to be a living site and will continue to be developed and refined as gaps in information are identified and feedback is generated.

All-season outdoor learning spaces

To support all-season outdoor learning at TDSB schools, new outdoor spaces are planned for implementation in 2021. Further information regarding the selected schools will be provided in the May cycle of meetings. The types of projects that are in development include the following:

1. Armour stone and accessible pathways at elementary schools

- Schools in need of outdoor seating in the highest-risk neighbourhoods for COVID-19 identified by Toronto Public Health and with high external challenges based on the Learning Opportunity Index (LOI) have been prioritized for these projects.
- Provision of new armour stone seating and AODA-compliant accessible pathways to enhance outdoor learning spaces.
- Principals will be given the option to choose between three outdoor classroom layouts (see Appendix B for layout options).

2. Large-scale outdoor learning projects

- In-house construction projects already in the design queue were prioritized. The majority of selected schools have high external challenges based on the LOI.
- Provision of new AODA-compliant kindergarten and junior outdoor areas with all-season learning features.

3. Log seating projects at elementary schools

- Schools in need of outdoor seating with high external challenges based on the LOI have been prioritized for these projects.
- Provision of log seating to enhance outdoor learning spaces.
- Through an in-kind donation the City provides quality logs to the TDSB, which are then milled on-site at 1 Civic Centre Court administration site.

Long-term plan for supporting the use of outdoor spaces

In the May cycle of meetings, staff will present a report to Board outlining a long-term plan for encouraging and supporting all schools to use outdoor spaces for instructional time throughout the day. More details on the planned all-season outdoor learning projects described above will be included in this report.

Action Plan and Associated Timeline

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

December 2021 – All-season outdoor learning spaces to be installed at all selected schools.

Resource Implications

N/A

Communications Considerations

To promote the use of the Taking Learning Outdoors web portal and encourage its use by various audiences, a communications plan has been developed. Beginning in March 2021, a variety of TDSB communication channels will be used to promote the web portal to Trustees, school-based staff and parents/guardians.

Board Policy and Procedure Reference(s)

P033 – Excursions

P028 – The Environment

PR511 – Excursions

Appendices

- Appendix A: Taking Learning Outdoor web portal
- Appendix B: Outdoor classroom layout options

From

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Agenda Page 176

David Hawker-Budlovsky, Centrally Assigned Principal, Outdoor Education at
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Appendix A

Outdoor Learning Web Portal (<https://www.tdsb.on.ca/learningoutdoors>)




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LEARN OUTSIDE

tdsb.on.ca

TDSB Learn Outside

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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 \(TOES\)](#). Learn more about how you can promote outdoor learning as an educator, caregiver or member of the school community.



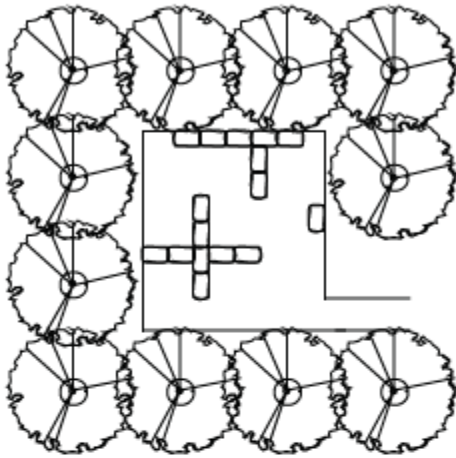
Appendix B

Outdoor classroom layout options

TDSB OUTDOOR CLASSROOM OPTIONS

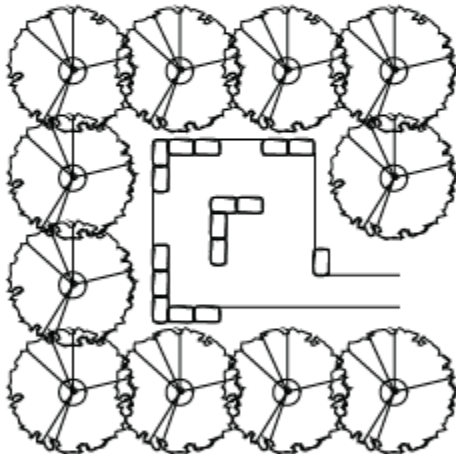
Preliminary Concepts

March 2021



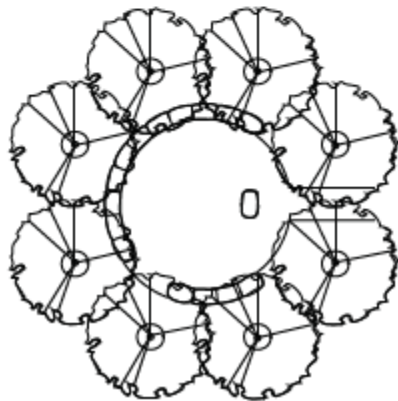
1.0 BREAK OUT CONCEPT

- Asphalt pathway (AODA compliant)
- Approximately 16 armoustones (seating)
- Barrier-free wheelchair seating areas
- All armoustones are to be a minimum of 2.00m apart unless connected
- Deciduous trees shown for illustration only and may be installed following classroom construction (southern exposure priority)



2.0 TRADITIONAL CONCEPT

- Asphalt pathway (AODA compliant)
- Approximately 16 armoustones (seating)
- Barrier-free wheelchair seating areas
- All armoustones are to be a minimum of 2.00m apart unless connected
- Deciduous trees shown for illustration only and may be installed following classroom construction (southern exposure priority)



3.0 CIRCLE CONCEPT

- Asphalt pathway (AODA compliant)
- Approximately 16 armoustones (seating)
- Barrier-free wheelchair seating areas
- All armoustones are to be a minimum of 2.00m apart unless connected
- Deciduous trees shown for illustration only and may be installed following classroom construction (southern exposure priority)

Written Notice of Motion (Trustee Doyle, for Trustee Donaldson, on behalf of Student Trustees Abusaifan, Shafqat and Shallo, and Trustee Mammoliti)

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

In accordance with Board Bylaw 5.15.2, the following motion is submitted as notice at this time and for consideration at the Planning and Priorities Committee meeting on April 6, 2021.

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

5.15.2 (b) A notice of motion submitted prior to, or at a Board meeting, will be referred to the appropriate committee...

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

Access to Free Menstrual Products for Students in Ontario Schools

Whereas, lack of access due to economic factors - often referred to as “period poverty” - impacts people who menstruate around the world and can be especially damaging at puberty, when school interactions are crucial to a student’s development; and

Whereas, one-third of people who menstruate under the age of 25 in Canada struggle to afford menstrual products, and 70 per cent of people who menstruate say they have missed work or school due to their period¹; and

Whereas, menstrual hygiene products are not a luxury product, and are necessary and essential to menstrual health, comfort and participation in work, school and society; and

Whereas, on August 28, 2019 the Board authorized the Director to enter into a partnership with the charitable organization Brands Canada to secure access to menstrual products at no cost to the Board, and decided that free menstrual products be provided in all elementary and secondary schools beginning in the 2019-20 school year; and

Whereas, the TDSB provides free menstrual products to students only at a student’s request, which invades student privacy; and

Whereas, the products currently provided in TDSB schools are funded by charitable organizations, and not guaranteed as a right to students; and

¹ <https://globalnews.ca/news/4239800/canada-cost-of-menstrual-products/>

Whereas, the Toronto Youth Cabinet has issued a Joint Statement on Promoting Menstrual Equity in Ontario Schools¹ and has invited all 72 Ontario school boards to advocate for access to free menstrual products;

Therefore, be it resolved:

- (a) That the Chair write to the provincial Minister of Education requesting that the Government of Ontario provide funding for free menstrual products in schools;
- (b) That the Ontario School Boards' Association be copied on the correspondence noted in Part (a);
- (c) That the Director work with schools to ensure students have equitable access to menstrual products in a way that protects student privacy.

¹ <https://www.thetyc.ca/post/tyc-joint-statement-on-promoting-menstrual-equity-in-ontario-schools>



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.