

Trustee Update for PIAC – November 10, 2016

Submitted by Shelley Laskin

November is Aboriginal Education Month

In November, we celebrate Aboriginal Education Month at the TDSB. This month provides an opportunity to centre Aboriginal perspectives, histories and contemporary realities across the curricula, and to focus on treaties and the legacy of residential schools. At the TDSB, we are proud that as of September 2016, all schools across the district are now beginning the day with an Acknowledgment of Traditional Territories and Ancestral Lands. Over the course of this month, schools and admin centres will be recognizing a number of important days to deepen knowledge and learn together about our shared history and build stronger relationships between Indigenous and non-Indigenous peoples in Canada. Learn more on the Aboriginal Education Centre [website](#) and [Facebook page](#).

Treaties Recognition Week in Ontario - November 6-12, 2016

To mark Treaties Recognition Week, Ontario has been working with Indigenous partners to offer a series of educational resources and events. A dedicated online treaties resource library will be launched on ontario.ca/treaties featuring educational guides, videos and tools developed by Indigenous organizations for teachers and students across the province. To complement the online resource library, we are also working with partners to offer a network of Indigenous speakers to share their perspectives on treaties in schools across Ontario. The Aboriginal Education Centre will bring a series of treaty learning presentations to schools throughout the TDSB. And on November 8th the TDSB is launching several important new education resources: K-12 Curriculum Connections: Treaties and Residential Schools, and TDSB Resource Guide: Respectful Engagement and Practice with Indigenous Peoples. This is part of the TDSB's commitments under the Truth and Reconciliation Commission of Canada: Calls to Action, and the December 2014 Board motion to develop curriculum resources around the history of residential schools.

Inuit Day - November 7, 2016

The Honourable Carolyn Bennett Minister of Indigenous and Northern Affairs issued the following statement of Inuit Day: "Today is also an opportunity for all Canadians to reflect on the important relationship and history we share with the Inuit of Canada as we move forward in our journey of reconciliation and a renewed relationship between Canada and Indigenous peoples." [Learn more.](#)

Remembering Aboriginal Veterans - November 11, 2016

On November 11, we will be remembering and honouring Aboriginal veterans as part of Remembrance Day ceremonies. Aboriginal peoples have a long history of defending Canada and supporting its war efforts here at home and also abroad. [Learn more.](#)

Louis Riel Day - November 16, 2016

On November 16, Louis Riel Day is held to honour the sacrifices and the work of Métis leader Louis Riel and to recognize the many contributions of the Métis to Canada and to highlight the continuing struggles that Métis continue to face. [Learn more.](#)

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Remembrance Day – November 11

On Friday, November 11, students and staff at our school and across the city will mark Remembrance Day with classroom activities and school assemblies. During Remembrance Day, our teachers make connections between global events and students' lives by promoting peace within our school community. On this solemn occasion, our staff, students, parents, and the wider community all join together in a call for peace.

Budget and Enrolment Committee - 2017-18 Education Funding Engagement Guide

On October 21, 2016 the Ministry of Education released a memo on the 2017-18 Grant for Student Needs (GSN) consultation process and the Education Funding Engagement Guide to school boards. The purpose of this document is to identify key areas of interest which the Ministry of Education would like school boards to provide feedback on, as it develops the Grant for Student Needs (GSN) for 2017-18. They are holding these Provincial Education Events at various locations across the province, with TDSB session is scheduled for November 9th and 10th. In addition, they will also accept written submissions from school boards regarding the GSN. While feedback regarding any area of the GSN is welcome, the focus of the discussions during the sessions will be on the following areas:

- Renewed Mathematics Strategy
- Highly Skilled Workforce
- Enabling Digital Education
- Special Education Grant
- Indigenous Education
- Children and Youth in Care
- Next Steps in Community Hubs
- School Board Administration and Governance Compliance
- Further Transformation of Other Transfer Payments

The draft submission will be presented to the next Budget and Enrolment committee. The finalized written submission will be sent to the Ministry in December. To read the template, [click here](#).

Special Education Survey for Parents from SEAC

The Special Education Advisory Committee (SEAC) of the Toronto District School Board (TDSB) wants to hear from you. This survey gives you a chance to give us ideas on how the TDSB can improve the education it offers to students with special education needs. It also lets you tell us what your experiences have been like for your children.

While SEAC members are appointed by the Trustees of the TDSB, we are independent of them. Our role is to provide advice and direction to TDSB Trustees. The results of this survey will be going directly to SEAC and not to staff at the TDSB. Please fill out this anonymous survey if you are a parent or guardian of student(s) with special education needs. We want to hear from you whether your child with special needs is currently enrolled or was in the past.

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We appreciate whatever time you can take to do this survey. There are a total of 18 questions. We estimate it may take up to 20 minutes to complete if you have many comments you wish to leave. Not all questions will apply to you. You can skip any questions you don't want to answer. If you have very limited time, please answer at least the first question which is a general question asking you to give us your recommendations on how the TDSB can better meet the needs of students with special needs. Thank you! Please [click here](#).

Highlights from the October 26 Board

- **Integrated Equity Framework Action Plan** - The Board decided (a) That the Integrated Equity Framework Action Plan, 2016-19, as presented in the report, be approved; (b) That the Education Programs Other equity funding be used to support the creation of a position of Central Coordinating Principal with responsibility for leading the Integrated Equity Framework Action Plan implementation process.
- **Relocation of the First Nations School of Toronto to Eastern Commerce Collegiate Institute** -The Board decided that the First Nations School of Toronto be relocated to Eastern Commerce Collegiate Institute between January 1 and March 31, 2017, and: (i) That all current users remain in the Eastern Commerce Collegiate Institute building until the First Nations School of Toronto's enrolment increases to the point where it requires additional space in the building; (ii) That over time, indigenization of the space occur subject to the availability of funds; (iii) That the First Nations School of Toronto and the Aboriginal Education Centre be permanently housed at Eastern Commerce Collegiate Institute; (iv) That the Eastern Commerce Collegiate Institute building undergo all appropriate health and safety/ building inspections to ensure that the building is age appropriate and ready for a kindergarten to Grade 12 school.
- **Review of Operational Procedure PR519, Severe Weather** - The Board decided that the Director initiate a review of operational procedure, PR519, Severe Weather: Schools and Administrative Office/Sites and that the review consider input regarding hot as well as cold weather, from the Student SuperCouncil and other directly-impacted stakeholders.

Two New Motions -

- **Implementation of Full-day Kindergarten and Before- and After-School Care Program Review** -The Board decided:
 - (a) That the Director conduct a review of the implementation of the Provincial regulations pertaining to extended day/full-day kindergarten lunch time supervision and before- and after-school programs in the TDSB to examine such areas as parental access, equity, cost for operators, parents and school boards, locations and effectiveness of the service delivery model and that the review:
 - (i) inform the ongoing implementation of the new Child Care Early Years Act regulations related to the introduction of school-age before- and after-school programs;
 - (ii) be completed by the end of the current academic year and prior to the commencement of the new school age before- and after-school program;

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- (iii) provide opportunity for parents, staff, trustees, operators and other stakeholders to provide in-put through oral and written submissions;
- (iv) solicit input from an advisory committee of stakeholders that would include trustees, employee groups, operators and the City of Toronto to provide advice both on process and content of the review;
- (v) provide recommendations to the Board, the province and the City of Toronto on how to improve on the implementation of full-day kindergarten for future cohorts of students, their families, our educators and other affected employee groups;
- (b) That the Director present a report to the Program and School Services Committee, while the re-view as outline in Part (a) is underway, outlining possible models for implementing the new regulations regarding school age care.

▪ **Addressing Systemic Racism and Implementing Meaningful Change Through the Curriculum Review Process**

Therefore, be it resolved that the Chair send a communication to the Minister of Education requesting that the Ministry undertake an ethno-racial, equity-based, comprehensive review of the curriculum beginning with Grade 1 and continuing to Grade 12 in all major subjects;

- (i) That the review be conducted with the objective of putting forward concrete recommendations that can help make the curriculum become more reflective and representative of the diverse ethno-racial communities in Ontario;
- (ii) That educators, anti-racism advocates, parents/guardians and students from the diverse racialized communities be engaged in the review process;
- (iii) That a copy of the request (above) be sent to the Minister Responsible for the Anti-Racism Directorate;
- (iv) That a copy of the Board's decision be sent to the chairs of all Ontario school boards, with a re-quest for support;
- (v) That a copy of the Board's decision be sent to the Ontario Public School Boards' Association with a request for support and advocacy of the resolution.

Ombudsman Releases 2015-16 Report Including School Board

Ontario Ombudsman Paul Dubé released the 2015-16 Annual Report this week. It is the first report from this office to include complaints against the province's school boards. [You can view the report, and the Ombudsman's webcast, online.](#) From the report – *“Between September 1, 2015 and March 31, 2016, we received 398 cases about 54 school boards. Some 289 of these cases were closed by the end of the fiscal year, most through informal resolution or referral to existing mechanisms at the boards...*

- *We received 68 complaints about school board staff and another 43 about employment related issues.*
- *We received 6 complaints related to the conduct of elected school trustees – most focusing on how their code of conduct applies to their interactions with the public.*
- *We received 62 complaints related to special education, many involving decisions of Identification, Placement and Review Committees, which determine a student's eligibility for special education services and the nature of those services.*

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- *Some 30 of the 36 complaints we received about safety and security were from parents concerned that their board's response to incidents of bullying was inadequate.*
- *School board decisions that restrict enrolment in a school or affect attendance boundaries can often be contentious. We received 43 complaints about enrolment and boundary issues, many related to board decisions to move students from one school to another*
- *We received 15 complaints about school closures during the fiscal year.*
- *We received 50 complaints about transportation – most about school busing arrangements at the beginning of the 2015-2016 school year.*
- *We received 25 complaints about student discipline, suspensions and expulsions during the fiscal year.*

We did not launch any formal investigations related to school boards in fiscal 2015-2016, but the Ombudsman has since launched one systemic investigation – school bussing issues in Toronto.”

2015-2016 School Condition Improvement (SCI) Funded Projects

In March 2015, the Ministry of Education (EDU) allocated \$112M of School Condition Improvement (SCI) funding to the TDSB for fiscal year 2015-2016. This was a substantial increase compared to the \$29M allocated for fiscal year 2014-2015. This funding was allocated to 590 projects which we undertook last fiscal year. Subsequently in July 2016, EDU increased the SCI funding for 2015-2016 from \$112M to \$225M. Although design work started immediately after the announcement, the majority of the construction had to be scheduled during fiscal year 2016-2017. The additional funding has allowed us to increase the total number of projects from 590 to 1,215 projects. The bulk of the funding is to major building components to keep our schools safe and functional. In addition, this increased funding has provided us with the opportunity to address other building components which we could not address effectively in previous years such as painting, fascia, field restoration, etc. It is important to note that the EDU requirement is that this funding has to be spent on items identified in the *Facility Condition Assessment Backlog*. Although the additional funding was the highest compared to previous years, it will not have a major impact on reducing the \$3.5B school renewal backlog.

Policy Reviews

At the recent Policy Review Committee, workplans were approved for the following – they will come to Planning and Priorities and then to Board – watch for consultations over the next few months.

- Policy P047, Naming of Schools and Special Purpose Areas
- Policy P021, Fundraising

For a calendar of the schedule of policy reviews, visit –

<http://www.tdsb.on.ca/Leadership/Boardroom/AgendaMinutes.aspx?Type=A&Folder=Agenda%2f20161103&Filename=161103+Pol+Schedule+Rev+2939.pdf>

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Reporting of Suspected Wrongdoing (Whistleblowing)

The TDSB has a number of policies and procedures in place to identify and prevent improper professional activities. To complement these policies and procedures and ensure protection against reprisals related to the reporting of suspected wrongdoing, the TDSB has introduced a reporting system that can be used by anyone to raise concerns about suspected wrongdoing by an employee of the TDSB. For more information, please visit

<http://www.tdsb.on.ca/contactus/whistleblowing.aspx>.

2016-17 Prime Minister's Awards Competition Now Open

Do you know a terrific teacher or early childhood educator? Consider nominating them for a 2016-17 Prime Minister's Award. This program honours innovative and outstanding elementary and secondary school teachers and early childhood educators who are helping prepare Canadian youth for the challenges of tomorrow. Nomination packages are now available at www.pma.gc.ca. The nomination deadline is Jan. 9, 2017.

Continuing Education - Adult High School

Quadmester 2 begins November 14 and 15. Find a career path and meet your academic goals. Tuition is free. Earn credits faster and gain Canadian work experience. Explore programs in business & technology, social science, mathematics and specialty programs such as accounting, office administration, personal support worker, and more. Visit www.adultschooltoronto.ca for more information.

Continuing Education - Community Programs

Register for Winter Learn4Life beginning November 16. Take up a new hobby, learn a language, and meet people in your community. Put your hands to work and decorate and glaze your own pottery or sculpture. Take up a sport and stay active this winter. Register at www.learn4life.ca. Learn more at [Facebook.com/TDSBLearn4Life](https://www.facebook.com/TDSBLearn4Life). Classes begin Saturday, January 14, 2017.

School Lockdowns and Hold and Secures

From time to time, police activity and/or incidents in and around schools and their communities may result in a school being put into a “Hold & Secure” or “Lockdown.” These are procedures that are designed to keep students and staff safe. Below is a brief explanation of each. Hold & Secure is a response to a threat and/or incident in the general vicinity of a school, but not on or very near to school property. School life continues as normal inside the school. However, as a precautionary measure, outer doors are locked and no one enters or leaves the building. Note: As a result of Secure Access Systems that are installed at TDSB elementary schools, outer doors are typically locked during the learning day.

Lockdown is used in a serious emergency situation where the threat is inside a school, on or very near to school property. A Lockdown minimizes access and visibility in an effort to shelter students, staff and visitors in secure locations. Similar to a Hold & Secure, all outer doors are locked. However, a Lockdown requires that all students be kept in classrooms or other

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designated locations and that inner doors also be locked where possible. Entry to, and exit from, the building is restricted to emergency services personnel only.

During a Lockdown, lights are turned off in the classroom/office, curtains/blinds are closed where possible, cell phone use is restricted and all people inside the building should remain quiet. During a Lockdown, school phones will not be answered as the administration is tending to the ongoing situation. As cell phone use is restricted, students are asked not to use phones until cleared to do so.

It's important to note that our school, like every school across the Toronto District School Board, is required to practice two Lockdown drills per year to ensure students and staff know what to do in case of an emergency.

Reminders

French Programs Application Deadline

For families interested in the Toronto District School Board's French Immersion or Extended French programs, we offer an online process for applying to:

- Early French Immersion (EFI) which begins in Senior Kindergarten;
- Junior Extended French (JEF) which begins in Grade 4

We guarantee an offer of placement in the program (not a specific school) to all on-time applicants. Transportation is provided as per the Board's Transportation policy.

The timelines for applying for these programs for September 2017 are:

- Applications for Early French Immersion (for a Junior Kindergarten aged child), must be completed online between November 1, 2016 and December 1, 2016.
- Applications for Junior Extended French must be completed online between January 9, 2017 and February 2, 2017.

Offers of placement within your chosen program will be made to all on-time applicants in the weeks following the close of the application window.

Please note: families with an older sibling currently in a French program are still required to complete an online application for the new student. Further information on French as a Second Language programs and the application process is available online at www.tdsb.on.ca/french.

High School Information Nights

To help you make an informed decision when choosing a high school, TDSB schools host information nights for parents and grade 8 students each year between October and January. Learn everything you need to know about our incredible variety of schools, programs and courses. The dates and times for all High School Information Nights are available online at www.tdsb.on.ca/HighSchool/GoingtoHighSchool.aspx.

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TDSB Organizational Meeting – December 1, 2016

At the Board's annual organizational meeting, the Trustees choose the Chair and Vice-Chair, and membership on committees for the coming year. There has also been a Notice of Bylaw Revisions Regarding Committees Structure -

Excerpts from current bylaws

10. Standing Committees

10.1 There shall be three Standing Committees of the Board:

- (a) Finance and Accountability Committee;
- (b) Program and School Services Committee; and
- (c) Human Resources and Professional Learning Committee.

The By-Law Notice has the following changes –

- (a) That Clause 10.1 (c) be amended by deleting "Human Resources and Professional Learning Committee" and adding "**Governance and Policy Committee**";
- (b) That Clause 10.4 be replaced with "The Governance and Policy Committee shall consider and make recommendations to the Board on governance and policy matters referred to it for consideration";
- (c) That the Budget and Enrolment Committee be discharged;
- (d) That Clause 10.2, mandate of the Finance and Accountability Committee, be amended by adding: (i) To review the impact of enrolment and policy change on the Board's budget, including reviewing the impact of enrolment trends, and marketing strategies to bolster enrolment in declining areas of the city;
(ii) To consider strategies to balance the capital and operating budget over a multi-year period, and to make recommendations to the Board to balance the annual capital and operating budget;
- (e) That the Director establish a schedule for monthly meetings of the Board's community advisory committees, determining on a consistent day of the month and time for each committee.