



Program and School Services Committee Agenda

PSSC:002A

Wednesday, January 18, 2023

4:30 p.m.

Boardroom, Main Floor, 5050 Yonge Street, Toronto

Trustee Members:

Deborah Williams (Chair), Alexis Dawson, Malika Ghous, Dennis Hastings, Debbie King,
Alexandra Lulka Rotman, Farzana Rajwani

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. **Community Advisory Committee Reports**
 - 5.1 Inner City Community Advisory Committee Report, December 15, 2022 1
 1. National School Food Program
6. **Staff Reports**
 - 6.1 2022 Summer Programs [4453] 5
7. **Adjournment**

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Name of Committee: Inner City Community Advisory Committee

Meeting Date: 15 December 2022

Directed To: Program and School Services Committee

A meeting of the Inner City Community Advisory Committee convened on December 15, 2022, from 9:15 a.m. to 11:02 a.m. virtually via [zoom/teams/webex/etc], with Trustee Co-Chair Alexis Dawson and Community Member Co-Chair Omar Khan presiding.

Attendance:	Trustee Alexis Dawson, Ward 9; Trustee Matias De Dovitiis, Ward 4; Cherie Mordecai Steer, Community Member; Robert Spencer, Community Member; Crystal Stewart, Community Member; Ingrid Palmer, Community Member; Omar Khan, Community Member; Wendy Hernandez, The Neighbourhood Organization; Laurie Green, St. Michael's Hospital; Michael Lacey, Toronto Public Health
Regrets:	Ayan Kailie, Community Member; michael kerr, Colour of Poverty, Colour of Change; Anna Kay Brown, Jane Finch Education Action Group; Josette Holness, City of Toronto; Sejal Patel, Toronto Metropolitan University; Vicky Tourkolias, Toronto Public Library; Farhana Jogiat, Catholic Crosscultural Services

Part A: Recommendations

The Inner City Community Advisory Committee recommends:

Whereas in 2020 the Board resolved that 'the Chair send a letter to the federal government to urge the government to follow through with its intention to invest in a national school food program' (1), (without response); and

Whereas in 2022 the City of Toronto increased its funding for student nutrition programs, and the Board of Health called on the provincial government to increase funding for school nutrition programs and reiterated its call for the Federal government to establish a national school food program (2); and

Note: On May 25, 2022, the [Board decided](#), inter alia, that Community Advisory Committees may "report out to any standing committee of the Board" with "recommendations only and all other information and activities are reported annually".

For more information on the mandates of Standing and Permanent Committees of the Board, and to assist Staff Leads in directing Community Advisory Committee reports, please visit <https://www.tdsb.on.ca/Leadership/Boardroom/Committees>

Whereas the pandemic and inflation have deepened economic disparities and food insecurity, significantly increasing reliance on food banks and jeopardizing existing school food programs through significantly increased costs (3); and

Whereas the Federal government is consulting on a possible national school food policy (link) but has not indicated when they might implement a program or when funding might be available, nor indicated how they might address broader issues of food insecurity (4);

Therefore, be it resolved that:

- (a) The Chair write to the appropriate Ministries within the provincial and federal governments to highlight the immediate need for support for student nutrition and request increased funding, and reiterate calls for a fully funded, national school food program and programs that address food insecurity;
- (b) The letter in Part (a) be shared with MPs, MPPs, and other relevant organizations.

- (1) <https://www.tdsb.on.ca//Leadership//Boardroom//AgendaMinutes.aspx?Type=M&Year=2020&Filename=200311.pdf>
- (2) <https://www.toronto.ca/legdocs/mmis/2022/hl/bgrd/backgroundfile-225247.pdf>
- (3) https://hungercount.foodbankscanada.ca/assets/docs/FoodBanks_HungerCount_EN_2022.pdf
- (4) Federal consultation on a National School Food Policy - <https://www.canada.ca/en/employment-social-development/programs/school-food/consultation-school-food.html>

Part B: Staff Supplementary Information

A presentation on Food Sovereignty was provided by Michelle Munroe, Central Coordinator, Parent and Community Engagement.

Part C: Ongoing Matters

The LOI Working Group Updates was deferred to the January 19, 2023, meeting.

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Report Submitted by: Lynn Strangway, Executive Superintendent, Learning Centre 3
Jack Nigro, Executive Superintendent, Learning Centre 4

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2022 Summer Programs

To: Program and School Services Committee

Date: 18 January, 2023

Report No.: 01-23-4453

Strategic Directions

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

Recommendation

It is recommended that the report be received.

Context

This past summer, the TDSB offered a variety of enriching programs supporting more than 31,000 children, youth, and adult students and learners from across the city. Through secondary credit programming, nearly 16,000 credits were earned by students. With both online and in-person options available, inclusive learning environments were created to meet the needs of all students to support their education and well-being outside of the regular school year.

One of the many highlights included a new, one-of-a-kind learning hub at David and Mary Thomson Collegiate Institute which combined elementary and secondary summer schools, credit programs, Focus on Youth program, nutrition program, urban gardening, woodworking, sports, women's mentorship program, and more.

Elementary Opportunities

Early Years (Inspired to Excel Program)

Stationed at nine different Board sites across the city and supporting 157 students, the Inspired to Excel program had another phenomenal summer. This program cultivates a

sense of self-awareness, positive identity development and belonging for students in Pre-Kindergarten and Kindergarten. In addition, students and families engaged in rich and culturally relevant learning experiences with community-based arts educators. These experiences included African drumming, storytelling, spoken word, visual arts and/or reggaecise activities. Through these sessions, students learned about Africentricity and were able to extend their understanding of self by exploring methods of creative expression.

Special Education and Inclusion

The TDSB provided students with special education needs in Developmental Disability, Physical Disability and Deaf & Hard of Hearing programs to develop and improve on functional academics, communication, and daily living skills as identified by their Individual Education Plans (IEPs). This year, the program supported 446 students in six congregated sites, and seven programs integrated within the elementary literacy and numeracy sites. This one-month summer program facilitated transitions and strategies for success in the following school year to students currently supported by an Intensive Support program with an exceptionality of developmental disability, physical disability or deaf and hard of hearing. Access to the program was via an application through the students' home school and transportation was provided by the TDSB Transportation Department. Weekly newsletters included educational resources, links to community agencies, TDSB Virtual Library and technology support. Synchronous and asynchronous teaching and learning opportunities were embedded throughout the program, for elementary and secondary school students. A predictable weekly schedule was created and implemented at each site whereby each day included a variety of activities such as a morning circle, drop-in activities, target teaching, self-directed learning, a movement break, and goodbye circle. Child and Youth Workers (CYWs) offered support focusing on social skills and self-regulation. Some virtual field trips and in-person presenters enhanced the programs to support the equity, anti-racism, and anti-oppression focus of the TDSB.

The summer program was crucial in building bridges and meeting gaps in learning through a multi-sensory, and multi-disciplinary approach to learning including the use of manipulatives and technology. Students benefited from a smaller student to staff ratio and the opportunity to interact with professionals trained in child and youth social skills and integrated special education and universal design strategies to teach basic skills. The program also provided opportunities for students in an inclusive environment celebrating the diversity of the student population, with equity as the driving focus.

Elementary Literacy and Numeracy

This year, 7,173 students participated in the Elementary Summer School program offered to students in grades Kindergarten to 8 both in-person and remotely. Programs were locally developed to best respond to the needs and interests of each school community. This summer, through the tutoring support funding, lower teacher to student

ratios allowed our educators to work closely with each individual student and allowed for individualized lessons that directly supported student needs in areas such as literacy, numeracy, and other foundational skills.

Students had the opportunity to engage in rich and relevant learning with community-based arts educators through storytelling, visual arts, African drumming, and reggae/socasize. All these experiences were grounded in an equitable, culturally relevant and Africentric standpoint. Another key highlight was an Indigenous Education program run at Eastview Public School which focused on land-based education and Indigenous ways of knowing.

International Languages Elementary and African Heritage

The summer International Languages Elementary & African Heritage programs offered half-day instruction in person to 1,389 students from across the city. Languages offered included Bengali, Cantonese, Hindi, Korean, Mandarin Simplified, Mandarin Traditional, Romanian, Sanskrit, Spanish and Urdu. Additionally, an African Heritage program was offered which highlighted the history, culture, traditions, and the contributions of people of African descent to Canada and the world.

Summer Music & Art Camps

The Toronto District School Board offered three, in-person music and art camps this summer supporting 166 students. The camps combined an exciting arts program that provided participants with diverse and valuable social and cultural experiences. Students explored new opportunities, made new friends, explored their creativity, and played music all in a fun and educational setting!

Outdoor Education Summer Camp

The Island Natural Science School hosted a three-week overnight camp with 85 campers from across the TDSB and beyond. During this unique overnight experience, campers engaged in team building activities, biking, art, visits to culturally significant landmarks on the Toronto Island including the William Meany Maze, Gibraltar Point Lighthouse, and explored the Ward's Island and Algonquin Island communities.

Once the overnight camp finished, the staff hosted day trips for 138 students from four TDSB elementary summer schools (Gracedale, Flemington, Parkdale, and Yorkwoods Public Schools). It was a wonderful way for these students to finish their summer school program.

Camp Kearney also returned this summer at the Scarborough Outdoor Education School. Over seven weeks, 12 different programs were offered to campers aged 8 to 18. Experiences at this overnight camp included: overnight camping trips, challenge courses, hiking, swimming, canoeing, and some wilderness trips to Temagami and

Algonquin Park. Over 150 campers attended these programs. In addition to these camps, Camp Kearney ran a successful Family Camp for 87 participants from 21 families who engaged in family friendly activities.

Extended Day Summer Camp Program

The Extended Day Summer Camp program operated at 14 TDSB school locations and provided summer programming for 450 students. The summer camp, staffed by Designated Early Childhood Educators and Early Childhood Assistants, operated for seven weeks throughout the summer, and offered full-day programming from 7:15 a.m. to 6:00 p.m. Students engaged in fun activities that promoted social skills and offered many leadership opportunities. Each week incorporated a different focus such as construction and building, sports, science, visual arts, and nature. The summer camp provided opportunities to engage in exploring the outdoors, as well as having weekly fun visits to the splash pad, pizza, and ice cream days. Students especially enjoyed our visitors, who provided experiences for mental health through exercise, as well as author Yolanda Marshall, who explored literacy and dance through an equity lens.

Secondary Opportunities

Black Student Summer Leadership Program

This summer, the Centre of Excellence for Black Student Achievement led the fourth year of the Black Student Summer Leadership program. Nearly 100 students from Grades 10 to 12 received mentorship, skill development opportunities, and paid work placements.

During the program, students were matched with a for-profit or not-for-profit organization, representing a variety of employment sectors, and relevant to the students' field of interest. In addition, for the first time in the history of the program, a co-operative education stream was offered and there was a 100% success rate as all 42 co-op enrolled students were awarded two high school credits.

As part of the Black Student Summer Leadership program all registrants participated in Youth Participatory Action Research (YPAR). Students researched and explored societal issues facing Black communities and delivered a presentation to their peers. In preparation for YPAR, students participated in an eight-week virtual training program from April to June. Throughout the program students received guidance and support from graduation coaches for Black students, social workers, and TDSB educators. The Black Student Summer Leadership program was made possible through collaboration with TDSB Research, Continuing Education, and Focus on Youth.

International Education - Integrated Orientation and Summer School

The TDSB offered online orientation and summer school for new international students joining the TDSB for the 2022-2023 school year. One hundred and ninety (190) new international high school students completed this online program. Academic programming included courses in English as a Second Language, Drama, Family Studies, and Designing Your Future through BrightSpace. Engagement programming was also part of the program through the online platform. A total of 187 credits was earned.

Secondary Credit e-Learning

Enrolment in the Secondary Credit e-Learning Summer School program remained strong in both July and August with 11,222 students from across Ontario enrolling in high school courses. There was strong interest on the part of students and teachers in being part of the e-Summer program and their experience in July and August prepared them well for engaging in future online learning opportunities. Areas of study of our courses included Business, English, Career Studies, Civics, Computer Science, Canadian Studies, Family Studies, French, Mathematics, Physical Education, Social Sciences, and Sciences. Many of the Grade 11 and 12 courses were offered at three levels to meet a wide variety of learning needs. Our program delivered a tailor-made course for students in Grade 8 about to enter Grade 9. This popular course gave 223 students a positive introduction to high school while adding an e-Learning credit to their transcript before high school begins for them. Overall, the success rate of courses completed in July or August was 95% leading to an accumulated credit value of 8,591.5 credits. With our unwavering focus on student success and well-being, we continued to see improvement in both retention and achievement.

Secondary Credit Summer School

The Secondary Credit Continuing Education Department will never forget summer 2022. We provided seven in-person summer school locations for staff and students to return to the classroom after two years of no in-person programming due to the pandemic. More than 5,400 students across the city attended the secondary credit summer programs. Students were able to increase their overall credit accumulation, change pathways, reach ahead, experience a career pathway of choice, or receive credits not available to them in their day schools. Ten secondary school programs offered in-person and remote credit courses to the system including reach-ahead credits to incoming Grade 9 students. Our reach ahead program supported incoming Grade 9 students to the TDSB while providing them with a month of learning, focusing on mental health and well-being, navigating high school, enhancing literacy and numeracy skills, and building positive relationships with peers and staff. Opportunities for students also included experiential learning through summer co-op, and partnerships with York University, University of Toronto, Humber College, Seneca College, George Brown

College, and Centennial College. Students successfully earned a total of 4,719.5 credits.

Secondary Credit Recovery Summer School

Nearly 2,100 students participated in the TDSB's Secondary Credit Recovery Summer School program. The summer Credit Recovery program was implemented to support students during the pandemic. The intent of this program was to support students in credit accumulation. Students who earned credits in this program were not successful in one or more courses over the last two school years. Students were provided individual 1:1 teacher curriculum support, check-ins, crisis support, advocacy and student-teacher mediation by Child and Youth Counsellors. A total of 1,867.5 credits were recovered.

Focus on Youth

The Focus on Youth Toronto (FOYT) program supported over 660 students through paid work and co-op placements, and paid training opportunities. Placements were developed in collaboration with 35 external not-for-profit community agencies, and the following internal TDSB departments: Centre of Excellence for Black Student Achievement, Caring and Safe Schools, Legal, Human Rights, Permits, Community Services, Facilities, and Special Education. These placements exposed students to recreational, cultural, academic enrichment, and business experiences. In addition, students had the opportunity to earn a co-op credit through the Continuing Education Secondary Credit Summer program. A total of 42 students completed the two-credit course this summer, earning 84 credits. At the end of the program, students received a backpack with school supplies and a bursary to support them with back-to-school needs.

Elementary and Secondary Opportunities

Tutoring Support Program

The TDSB supported students in Continuing Education Elementary summer school and Secondary credit-granting classes and other summer offerings through a tutoring program. The Tutoring Support Program provided students the opportunity to address their individual academic needs in smaller groups, specifically in literacy, numeracy and foundational skills.

Ministry funds allowed TDSB students to continue their learning through tutoring in the following ways over the summer:

- Summer Camps (full day and half day)
- Summer tutoring (1 to 2 hours per day)
- Secondary Summer School - Credit Course tutoring support
- Elementary Summer School - Program tutoring support

In addition, TDSB students were supported by community organizations who received funds through TDSB from the Ministry of Education. These organizations offered tutoring programs during the day and on weekends.

Caring and Safe Schools

TDSB Continuing Education in partnership with TDSB Caring & Safe Schools successfully hosted a Literacy, Numeracy and Leadership program at David & Mary Thomson CI during the month of July 2022. This program provided TDSB students in Grades 4 to Grade 8 with opportunities to engage in daily activities that support and further enhance skills in literacy, numeracy, student leadership and well-being. This program was available to students at no cost and served over 150 students aged 9 to 14 years old. The program was facilitated by TDSB staff and supported by 30 student mentors from various Scarborough secondary schools. Each student mentor received a Cooperative Education credit and was employed through Focus on Youth Toronto.

This type of innovative programming is being considered for expansion into other areas of the City for the summer of 2022-23.

Adult Opportunities

Adult High School

Remote credit courses were offered to 941 adult students across the GTA. Our summer Adult High School program enabled adult students working towards their Ontario Secondary School Diploma requirements to continue their learning through the summer. A total of 579 credits were earned.

Adult ESL

More than 1,450 adult learners attended the four-week Adult English as a Second Language (ESL) program in July. Classes were both in-person and remote to better meet the needs of all adult learners. We were happy to provide a welcoming experience for many newly arrived Ukrainians. A variety of topics were covered according to the learner's needs and goals and learners also completed two Portfolio-Based Assessment tasks for their language learning portfolios.

Community Programs - General Interest

Nearly 200 learners registered and participated in a variety of online and in-person courses which included Gentle Yoga, Birdwatching, and Ballroom Dancing. Learners were excited to keep mentally and physically active and engaged, as they learned new hobbies and skills through the summer month..

Action Plan and Associated Timeline

N/A

Resource Implications

N/A

Communications Considerations

N/A

Board Policy and Procedure Reference(s)

- P019, Continuing Education

Appendices

N/A

From

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

Peter Chang, System Superintendent – Continuing Education, Secondary Alternative Schools, Education Partnerships, Delegations and Heritage Months at peter.chang@tdsb.on.ca or at 416-393-8937.



Our Mission

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

We Value

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

Our Goals

Transform Student Learning

We will have high expectations for all students and provide positive, supportive learning environments. On a foundation of literacy and math, students will deal with issues such as environmental sustainability, poverty and social justice to develop compassion, empathy and problem solving skills. Students will develop an understanding of technology and the ability to build healthy relationships.

Create a Culture for Student and Staff Well-Being

We will build positive school cultures and workplaces where mental health and well-being is a priority for all staff and students. Teachers will be provided with professional learning opportunities and the tools necessary to effectively support students, schools and communities.

Provide Equity of Access to Learning Opportunities for All Students

We will ensure that all schools offer a wide range of programming that reflects the voices, choices, abilities, identities and experiences of students. We will continually review policies, procedures and practices to ensure that they promote equity, inclusion and human rights practices and enhance learning opportunities for all students.

Allocate Human and Financial Resources Strategically to Support Student Needs

We will allocate resources, renew schools, improve services and remove barriers and biases to support student achievement and accommodate the different needs of students, staff and the community.

Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

We will strengthen relationships and continue to build partnerships among students, staff, families and communities that support student needs and improve learning and well-being. We will continue to create an environment where every voice is welcomed and has influence.

Acknowledgement of Traditional Lands

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

Reconnaissance des terres traditionnelles

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

Funding Information Requirement

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

[1]Closing of certain committee meetings

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

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

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