



# Special Finance, Budget and Enrolment Committee

Wednesday, 30 January 2019

## Fixed Versus Flexible Analysis of 2018-19 Budget

### Q&A #2

*(Report No. 01-19-3577)*

1. How long has the elementary library board motion been in place and when was it approved?

**Response:** The elementary library allocation has been in place since 2009-10.

2. Before the elementary library motion was approved, what was in place?

**Response:** In the year prior the elementary library allocation was based upon the total school enrolment (FTE) divided by a 730, with a base allocation of .6 for all eligible elementary schools.

3. Why is Continuing Education listed as a fixed and flexible cost?

**Response:** The portions of the Continuing Education program that are mandatory are part of the fixed costs, those include international language program, literacy and numeracy outside the school day and OFIP tutoring. The balance of programs are under flexible as they are optional for a board to offer.

4. Appendix A of the report highlights that the TDSB offers International Languages (IL) as a Continuing Education delivery model. How many program delivery models are offered by Continuing Education?

**Response:** The following IL program delivery models are offered by Continuing Education:

- a) Integrated Day
- b) Weekend
- c) After School

5. Where is the integrated day program offered?

**Response:** The integrated day program is offered at the following sites:

School	Language(s) Offered
Alexander Muir/Gladstone PS	Cantonese, Portuguese
Brock PS	Mandarin(simplified), Portuguese, Spanish
Kensington CS	Mandarin(simplified), Portuguese
King Edward PS	Mandarin(simplified), Spanish
Lord Lansdowne PS	Cantonese, Mandarin(traditional), Spanish
Ogden PS	Mandarin(simplified)
Orde Street PS	Mandarin(simplified)
Pauline PS	African Heritage, Bengali, Cantonese, Spanish
Ryerson PS	African Heritage, Arabic, Mandarin(simplified), Spanish
Shirley Street PS	Cantonese, Portuguese, Spanish

6. The Transportation Policy indicates that the distance for JK – Grade 5 is 1.6 km. How was this distance determined?

**Response:** The *Education Act* guided the policy guidelines. As per below, the *Education Act* outlines that attendance may be excused if a student is younger than 7 and lives beyond 1.6 km from their nearest school.

The Board chose to expand the 1.6 km to Grade 5 presumably through consultation at that time. Further *Education Act* guidelines are listed below:

Section 21 of the Education Act, R.S.O. 1990, c. E.2

(Compulsory Attendance):

21. When attendance is excused:

(2)

- (c) transportation is not provided by a board for the person and there is no school that he or she has a right to attend situated,
  - (i) within 1.6 kilometres from the person's residence measured by the nearest road if he or she has not attained the age of seven years on or before the first school day in September, or
  - (ii) within 3.2 kilometres from the person's residence measured by the nearest road if he or she has attained the age of seven years but not the age of 10 years on or before the first school day in September in the year in question, or
  - (iii) within 4.8 kilometres from the person's residence measured by the nearest road if he or she has attained the age of 10 years on or before the first school day in September in the year in question.

7. Provide the distances, as approved, in the current transportation policy.

**Response:** Policy P.020 (Transportation of Students, last reviewed 2005) provides the qualifying distances for student transportation. The approved distances, in the current transportation policy are as follows:

3.1. Eligibility Criteria:

- (a) Transportation is provided to students who would otherwise be excused from attendance at a school because of distance as provided by the *Education Act*, section 21. (2), based on grade level as of September 1 of the school year

Distance:

- (i) Junior Kindergarten to Grade 5: 1.6 km or more\*
- (ii) Grades 6 to 8: 3.2 km or more\*
- (iii) Secondary Students: 4.8 km or more\*+

\*Distance to be measured from closest public thoroughfare of the residence of the student to nearest public access to the school building.

+TTC tickets may be available depending on financial need.

\* Please note that TTC is the mode of transportation provided for Grade 6-Grade 12 except for courtesy seats (where an empty seat is available) or for approved special education busing or other accommodations /exceptions as approved.

8. Why is Transportation listed as a fixed and flexible cost?

**Response:** The grant amount is listed as fixed while the over expenditures is listed as flexible.

9. Is the funding for French as a Second Language (FSL) sweated?

**Response:** FSL funding is not sweated.

10. How is the FSL allocation structured and how does the EDU arrive at this funding allocation?

**Response:** Ministry funding for FSL is based on the following amounts:

**Elementary**

20 to 59 minutes	Core, Grades 4 to 8	\$300.59/pupil
60 to 149 minutes	Extended, Grades 4 to 8	\$342.46/pupil
150mins or more	Immersion JK to 8	\$383.11/pupil

**Secondary**

Grades 9 and 10	French language	\$77.32/credit
Grades 9 and 10	Other subject taught in French	\$127.19/credit
Grades 11 and 12	French language	\$102.26/credit
Grade 11 and 12	Other Subject taught in French	\$198.30/credit

11. What is the history of French Immersion at the TDSB?

**Response:** The Early French Immersion program has been in Toronto schools since the early 1970's. It began in a handful of schools and has grown over the years. At amalgamation, there were 41 Early French Immersion entry sites in the TDSB. In 2009, Procedure 597 came into effect which allowed for the accommodation of all families who apply by a deadline in an Early French Immersion or Junior Extended French program and outlined a process for program growth. Since 2009, 30 new sites have opened to accommodate growing demand in the program. Similarly, the Junior Extended French program began in 2004 in 7 schools and has since grown to 38 sites. Today, there is a French Immersion and Extended French program to serve every address in the Toronto District School Board and transportation is provided for students who meet the distance criteria. We currently have over 29,000 students combined in French Immersion and Extended French. 21,000 in French Immersion and just under 8,000 in Extended French.

12. Was a motion approved to put into place a teacher supplement to support French Immersion and Extended French programs? When was this motion approved?

**Response:** No the amount of supplement is a calculation of the cost of additional teachers need in small schools to offer the program.

13. What is included in the "Other Miscellaneous Costs"?

**Response:** Primarily future employee benefits, TLC operating costs, gapping (timing difference of a position vacancy to the time it is filled) and other small items.

14. What were the 2017-18 operating costs for the Toronto Lands Corporation? With its expanded mandate, could these costs increase in 2019-20?

**Response:** Yes it is anticipated that these costs will increase, however there should be an offsetting benefit of having this additional expertise to assist in real estate transactions.

15. What is the school budget supplement breakdown that schools receive for offering the International Baccalaureate (IB) program?

**Response:** Noted below are the 2018-2019 IB allocations.

School Name	Special Programs	Panel	2018-19 IB Amount	Projected # of Exam 18-19	Projected FTE Prj # of exam/6 exam per student	Base	\$800/FTE
Cedarvale	IB Program	E	\$30,000			\$30,000	\$0
Harrison PS	IB Program	E	\$20,000			\$20,000	\$0
J.R. Wilcox	IB Program	E	\$30,000			\$30,000	\$0
Milne Valley MS	IB Program	E	\$20,000			\$20,000	\$0
Windfields JHS	IB Program	E	\$20,000			\$20,000	\$0
Monarch Park	IB Program	S	\$106,200	536	89	\$35,000	\$71,200
Parkdale SS	IB Program	S	\$125,400	680	113	\$35,000	\$90,400
Sir Wilfrid Laurier CI	IB Program	S	\$89,400	410	68	\$35,000	\$54,400
Vaughan Road Academy (closed 30 June 2017)	IB Program	S	\$0	-	0	\$0	\$0
Victoria Park SS	IB Program	S	\$131,800	724	121	\$35,000	\$96,800
Weston CI	IB Program	S	\$114,200	594	99	\$35,000	\$79,200
<b>Total</b>			\$687,000	2,944	490	\$295,000	\$392,000
<b>Total Elementary</b>			<b>\$120,000</b>				
<b>Total Secondary</b>			<b>\$567,000</b>				

16. What is the difference between a Reading Recovery Teacher and an Early Reading Coach?

**Response:** A Reading Recovery® Teacher is assigned to one school and provides short-term, intensive, early literacy intervention for eight to twelve Grade 1 students annually who are struggling to develop early literacy skills. They instruct each student for 30 minutes daily for a period of approximately 12-20 weeks. They serve as a member of the school’s early literacy team.

An Early Reading Coach's primary responsibility is to facilitate professional learning in literacy for early years educators (Kindergarten to Grade 3) as part of the goal of all children reading at level, with fluency, comprehension and enjoyment at the end of Grade 1. Early Reading Coaches also participate in co-teaching and provide daily reading instruction to a small group of students in Kindergarten and Grade 1 classrooms to model instruction for teachers. They serve up to 12 schools each per year.

17. Are ratios used in the formulas to determine the allocation for Vice-Principals?

**Response:** No. Vice-Principals are allocated in two parts, an enrolment and program driven base formula and local decisions at the Learning Centre/Learning Network level.

18. Why is the School Office Administrator employee group seen as a flexible cost?

**Response:** While there must be school office support in every school the level of that support is a decision of the board to make.

19. Is school population a factor in the formula that is utilized to generate the school office administrator allocation?

**Response:** No, every regular school, regardless of size, receives 1.0 Office Administrator. Additional school office clerical allocations are made on the basis of enrolment and program driven formula and local decisions at the Learning Centre/Learning Network level.

20. Library and lunchroom supervisors are listed as fixed costs. How are these allocations determined and were Board motions a part of the decision-making?

**Response:** Allocations are made in accordance with Board motions.

21. How are staff funded within each of the Learning Centres, is funding available through the GSNs?

**Response:** We utilize the GSN to pay for these positions, however there is no benchmark that has been established as to what central supports should be available to schools, that is an individual board decision.

a) Is there specific funding for the coaches?

**Response:** Some coaching positions are funded through grants such as the Foundational Mathematics Program or French as a Second Language Grant.

b) Do all these positions work directly with students?

**Response:** There are different positions assigned to Learning Centres. Each position has different responsibilities including working with students.

22. What is the difference between the Special Education staff listed under fixed and flexible?

**Response:** Staffing under fixed is due to the sweatering of Special Education funding, that must be spent on incremental costs of delivering Special Education. The amount in flexible represents the amount TDSB spends above the allocation according to Ministry calculations.

23. Has an analysis been conducted to determine what the transportation cost would look like if the funding was only spent on the travel distances as approved in the transportation policy?

**Response:** No, not yet.

24. How does the TDSB define leadership?

**Response:** To obtain additional information about shared leadership, click on the following link or refer Appendix C:

<https://www.tdsb.on.ca/Portals/research/docs/reports/Shared%20Leadership%20Fact%20Sheet%2016Nov16.pdf>



25. Is it possible to provide a breakdown for Business Services, Employee Services, Facility Services, Permits, International Students, Information Technology, Leadership, Learning and School Improvement and Equity, Well-Being and School Improvement by role/department, FTE and total funding allocation?

**Response:** Please refer to the Fixed vs Flexible revised charts included in Trustee's Weekly Update of 22 February 2019.

26. Is there a legislative requirement to provide an internal audit process at the TDSB?

**Response:** No, there is not.

27. What is Service Excellence?

**Response:** The TDSB's Service Excellence program for Business and School Operations is designed to improve our work culture and in turn how we serve schools and one another. Service excellence rests on relationships. When we are responsive to one another - as leadership and unit teams - we foster a culture that acknowledges our interdependency and ensures the success of the Service Excellence Guiding Principles: to be client-focused, responsive and efficient.

Departments participating in the Service Excellence program include:

- Business Services
- Continuing Education, Partnerships and International Delegations
- Employee Services
- Facility Services
- Governance and Board Services
- Human Rights and Indigenous Education
- Government, Public, and Community Relations
- Information Technology Services
- Legal Services
- Research

For more information, please visit the TDSB website at <http://tdsbweb/site/ViewItem.asp?siteid=10665&menuid=43898&pageid=36837>

28. For the classifications listed as fixed vs flexible in Appendix A and B, is it possible to list which were implemented by motion or staff recommendation?

**Response:** In Appendix A, under the column headed Rationale, the allocations that are directed by Board Motion are indicated. All others are requirements directed by Ministry Regulation or Collective Agreements.

All items in Appendix B are implemented by staff in accordance with the broad direction (but not specific motion) established by the Board of Trustees. Every item receives Board approval via the School-Based Staff Allocation report or through the budget approval process.

29. Which service area do the Pediculosis Advisors align to?

**Response:** The Pediculosis Advisors align to Occupational Health and Safety Department under the Executive Officer, Facilities and Planning.

30. Is the support delivered by the TDSB's Professional Support Services area, provided by TDSB staff or does the TDSB draw from other resources?

**Response:** Professional Support Services are provided by TDSB employees. On a limited basis, such as term absences, external service providers may be hired to fill a gap.

31. What is the TDSB's International Students marketing strategy?

**Response:** For additional information, please refer to Appendix A.

32. What services are offered to international students by the TDSB?

**Response:** TDSB international students have access to the same supports that non international students receive. For example: social work and psychology.

Two additional supports are available for international students; they are the orientation and guidance counsellors for international students. Prior to starting school, international students attend a mandatory one-day orientation. This event offers an overview of the education system, supports and strategies to integrate into the TDSB. During the school year, guidance counsellor for international students provide academic, social and guidance support to address some of the needs of our international students.

33. What is the Focus on Youth Program?

**Response:** For additional information, please refer to Appendix B.

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## Annual Report on TDSB International Students

**To:** Programs and School Services Committee

**Date:** 6 June 2018

**Report No.:** 06-18-3409

### Strategic Directions

- Make every school an effective school
- Build leadership within a culture of adaptability, openness and resilience
- Identify disadvantage and intervene effectively

### Recommendation

It is recommended that the report regarding Annual Report on TDSB International Students be received.

### Context

The Toronto District School Board has been engaged in an internationalization strategy prior to amalgamation. In the six former legacy boards of education, international education programs such as short term, long term, exchanges and international heritage language programs have operated in different formats. The Toronto District School Board International Students and Admissions Office formed in the 1998 amalgamation.

### Enrolment/Headcount

We currently have a headcount of 2300 international students in the Board. This headcount includes both elementary and secondary students. In addition, the Board welcomed 120 international students to short term programs during the current academic year. Short term programs are usually four to eight weeks long and often involve elementary/middle school students. Together, international students generated

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approximately \$30 million during the same period. There is a steady increase of international students who have selected the Toronto District School Board to pursue their education. Potential international students can apply one year before entering the following academic grade. The Toronto District School Board accepts applications from Kindergarten through Grade 12.

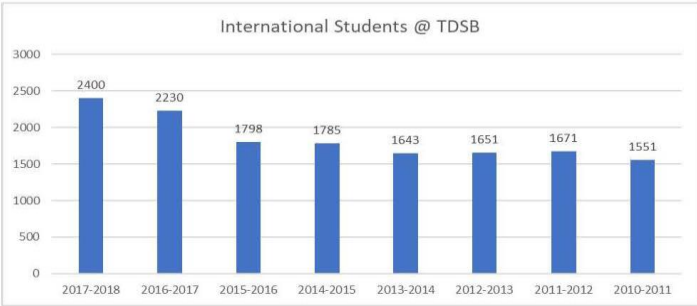


Table 1: TDSB International Student Enrollment Trend

**Student Enrollment by Top Five Countries for 2017-2018**

China	50.16%
Vietnam	18.09%
Iran	8.82%
Korea, South	3.16%
Turkey	2.70%

**Location**

Once admitted, elementary students attend their local school as per their home address. Secondary students are asked to select four potential secondary schools to attend when they apply. Every year, the Student Admissions office staff and Planning staff review the list of secondary schools available for international students. Availability is based on space and enrollment capacity. A list of 30 secondary schools available to international students has been established in collaboration with the Planning Department for 2018-19. (Appendix A).

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### **Selection process**

1. **Evaluation of a student's application is based on the submission of the following mandatory documents:** application form, copy of passport/birth certificate, recommendation letter from current teacher or principal, and most recent two-year transcripts for students applying to Grade 7 or higher. Application can be submitted online, by email, mail or in person.
2. For secondary students generally, English language proficiency at the intermediate level or higher along with an academic average of 65% is required for admission to the Toronto District School Board as an international student. Successful applicants will then apply for student visa/study permits with the appropriate Canadian Embassies or Consulates.
3. Students are also required to submit custodian documents once they receive a conditional letter of acceptance.
4. All secondary students are required to complete English Second Language (ESL) and Math assessments before registering at designated schools and selecting courses. These assessments take place at two Reception Centres (Georges Vanier Secondary School and Bickford Centre), typically during the last two weeks of August for September intake and last two weeks of January for February Intake.

### **Guardianship**

The Toronto District School Board does not oversee the guardianship process. Elementary international student applicants must be accompanied by one parent or living with the custodian. Secondary school international student applicants do not require parental accompaniment but require custodial arrangements to be made with a Canadian citizen or permanent resident. Toronto District School Board recruiters work with families to make custodial arrangements. The Board has a Memorandum of Understanding (MOU) with Canada Homestay Networks in order to provide guardianship to students who require referrals. The Board does not hold guardianship of any international students.

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### **Recruitment Process**

The majority of international students come from families who place great value and importance on academic education. These parents generally feel that by placing their children in a school abroad they are giving their children an educational advantage. Parents often take great care in the selection of the city and school for their child, looking for a place where their child will be safe and supported. A link to the Toronto International Student Programs brochure can be found [here](#) for more information on the recruitment process.

### **Target Markets**

The Toronto District School Board is diversifying beyond China as a source country for international students and is building a portfolio of countries where there is an emerging trend to send students abroad for studies. Countries with the fastest growing number of international students as reported by Immigration, Refugees and Citizenship Canada (IRCC) in 2017 are Vietnam, India, Iran, Brazil and Mexico. We have relied on China for growth in the last few years and most Ontario school boards realize that they need to limit risk exposure by their dependence on just a few markets. Risks develop when institutions rely on limited source countries, and should incidents occur (health, financial, geopolitical), the flow of international students could slow down significantly. The engagement strategies may be different when cultivating emerging markets and we need to employ a variety of practices to ensure growth in these markets.

Moving forward, the diversification strategy will involve markets in South America, Mexico, Europe and other countries in Asia (India, Bangkok and Iran). For each of these regions, the Toronto District School Board is in the process of identifying and promoting long term study and short term programs. It takes at least three years to cultivate strong recruitment relationships in a new market and to see a return on investment. The Toronto District School Board hopes to continue to have a presence in these emerging markets by attending recruitment fairs and meeting with agents on an annual basis.

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The Toronto District School Board uses a multifaceted approach and well-coordinated marketing approach in international student recruitment. Toronto is a very attractive destination for international student and we employ both Direct Marketing Vehicles and Strategic Partnerships to grow its student numbers.

**Direct Marketing Vehicles**

- Promotional Materials
- Education Fairs - DFAD, ICEF and Agent Sponsored
- International Visits
- Paid Advertising
- Web Marketing
- Familiarization Visits by Agents

**Strategic Partnerships (overseas)**

- Canadian Embassies/Visa Offices
- Agent Agreements
- International Contacts (Schools, Alumni, etc.)
- Education Bureau's (eg. India, Hong Kong and Bangkok)

**Supports and Programming**

International students are Toronto District School Board students. They are entitled to the same supports and services available to students who do not come from abroad. Beginning in the 2018 – 2019 school year, five guidance counsellors dedicated to international students will be deployed to serve 2300+ students in 30 high schools and their feeder schools. High schools with the largest population of international students will continue to share six English as a Second Language teachers to support language acquisition.

To better support international students and to reduce the need for switching schools, schools that receive international students are asked to offer all levels of ESL (A, B, C, D and E).

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This year, we have concluded a partnership with Across U–Hub, an organization that supports international students through activities such as summer camp, weekend trips and regular meetings after school.

In the 2017 - 2018 school year, we have used the services and expertise of an experienced school principal on a part-time basis to support the international education team and bring a perspective from both the elementary and secondary panels. The principal has been dedicated to support short term, long term, school programs and teacher professional learning. As a result, service excellence was enhanced and inroads in teacher professional learning to better support international students were made.

**Well-being**

In partnership with our TDSB Research department just concluded a survey with international students in the fall of 2017-2018 with approximately 150 students. Details of the survey will be shared with the schools participating and recommendations will follow. The results of the survey will be made available later in June. Generally, students expressed satisfaction with their overall experiences at the TDSB.

**Comparison with other Ontario boards**

Toronto District School Board:

- Headcount of 2300 international students
- Guardianship and Homestay: Educational agencies and individuals maintain custody of international students.
- 28 high schools receive international students currently. In 2018 - 2019 this number will increase to 30 high schools.
- The international education department processes all international students, whether they are fee-paying or non-fee paying.

York Region District School Board:

- Enrolment of 2000 international students
- Financial contributions to schools: YRDSB contributes \$500 per student, per year to schools that enroll international students.
- Guardianship and Homestay: YRDSB maintains custodial rights to a significant percentage of the international students

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- School placement: 21 out of 31 secondary schools are eligible for international students
- The international education department focuses on serving fee paying students. Non-fee paying international students (parents with study/work permits, foreign diplomats) are supported by a different department.

Toronto Catholic District School Board:

- Enrolment of 1300 international students
- All elementary and 31 secondary schools are eligible for international students
- Homestay and custodian services are provided through private partners
- Partner schools in China
- The international education department focuses on serving fee paying students. Non-fee paying international students (parents with study/work permits, foreign diplomats) are supported by a different department.

Peel Region District School Board:

- Enrolment of 500 international students
- Homestay and custodian services provided through private partners

Ottawa-Carleton District School Board

- Enrolment of 1100 international students
- All secondary schools are eligible for international students
- An arms-length division provides all services to international students only

Upper Canada District School Board

- Enrolment of 300 international students
- Homestay and custodian services provided through private partners
- Partner schools in China
- All schools eligible for international students
- Arms-length division serving only international students

Thames Valley District School Board

- Enrolment of 300 students
- Homestay and custodian services provided through private partners
- All schools are eligible for international students

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

PR518 Admission Eligibility Requirements

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PR543 Promotion, Transfer and Retention: Grade 8 to Grade 9  
P037 Equity Policy  
P040 Accountability for Student Achievement

### Appendices

Appendix A: List of TDSB secondary schools accepting International students for 2018-2019

### From

Manon Gardner, Executive Superintendent, Teaching and Learning, Alternative and International Education at [Manon.Gardner@tdsb.on.ca](mailto:Manon.Gardner@tdsb.on.ca)

Smita Sengupta, Senior Manager, International Admissions, at [Smita.sengupta@tdsb.on.ca](mailto:Smita.sengupta@tdsb.on.ca)

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Appendix A

TDSB secondary schools accepting International students for 2018-2019

Albert Campbell Collegiate Institute	John Polanyi Collegiate Institute
Agincourt Collegiate Institute	<b>L'Amoreaux Collegiate Institute</b>
A Y Jackson Secondary School	Martingrove Collegiate Institute
Birchmount Park Collegiate Institute	Monarch Park Collegiate Institute
Bloor Collegiate Institute	Newtonbrook Secondary School
Central Toronto Academy	Northview Heights Secondary School
Central Technical School	Silverthorn Collegiate Institute
Danforth Collegiate Institute	Sir John A. MacDonald Collegiate Institute
Greenwood Secondary School	Stephen Leacock Collegiate Institute
Don Mills Collegiate Institute	Victoria Park Collegiate Institute
Dr. Norman Bethune Collegiate Institute	West Humber Collegiate Institute
Emery Collegiate Institute	Western Technical-Commercial School
Etobicoke Collegiate Institute	Woburn Collegiate Institute
George Harvey Collegiate Institute	York Mills Collegiate Institute
Jarvis Collegiate Institute	

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## FOCUS ON YOUTH TORONTO PROGRAM

### Overview

The objective of Focus on Youth Toronto (FOYT) is to support high quality programs for children and youth in Toronto's priority areas. Focus on Youth Toronto provides employment and leadership opportunities for the youth in these communities and offers use of school space at no cost for organized community-based programs. Programs promote learning through play, healthy lifestyle and positive self-image. The FOYT initiative is funded by a grant from the Ministry of Education.

Precipitated by the May 2007 shooting death of a Toronto secondary student at school, the Focus on Youth initiative grew out of an emerging consensus that the increase in youth violence was linked to growing poverty, income disparity and lack of opportunities for youth in areas of the city's increasingly polarized urban landscape. A 2014 report by the Greater Toronto Civic Action Alliance identified certain groups of youth (including youth who are racialized, aboriginal, LGBTQ, newcomers, youth living in poverty or in conflict with the law, youth in and leaving care, and youth with disabilities or special needs<sup>1</sup>) as being statistically over-represented among the unemployed. Youth in these groups were found to face four common systemic barriers to employment:

- lack of connections to positive mentors and role models;
- lack of opportunities to gain meaningful work-related experience;
- lack of accessible and affordable transportation; and
- racism and structural discrimination.

The employment component of Focus on Youth aims to provide an opportunity for these youth to gain employment experience in a supportive environment which enables them to gain self-confidence, valuable life skills and a path to future economic opportunities to break the cycle of living in poverty.

In January 2018, The City of Toronto committed to developing a Youth Violence Prevention strategy to reduce youth violence. The Youth Violence Prevention plan identified youth employment as one of the five areas of focus to help decrease the occurrences of youth violence. Youth that are unemployed are most vulnerable to involvement in serious crime.<sup>2</sup>

Focus on Youth employment helps to lessen some of the barriers that impact youth populations and contribute to the prevalence of youth violence, as the economic and social benefits of youth being employed are substantial.

<sup>1</sup> Greater Toronto Civic Action Alliance, *Escalator: Jobs for Youth Facing Barriers*, 2014.

### TDSB FOYT Facts – Summer 2018

- 585 students were hired for the 2018 Summer Focus on Youth program.
- Placements were made in collaboration with 51 community agencies and TDSB programs in 110 locations.
- Community agency placements ran for 6 weeks from July 3 to August 10.
- 11,123 participants attended camps and programs where FOYT students were placed.

### Summer 2018 Financial Summary

Expenditure Category	Amount
Student Employment	\$1,906,810
Community Agency Support	\$556,540
Community Agency TDSB Permits	\$324,444
Supervision and Coordination	\$186,126
<b>Total*</b>	<b>\$2,973,920</b>

\*Ministry allocation for summer 2018 was \$3,080,000. Per past practice, the expectation was that unspent funds could be carried over to support the after school 2018-19 program. The newly elected government has cancelled the After School Focus on Youth 2018-19 Program.

Appendix B

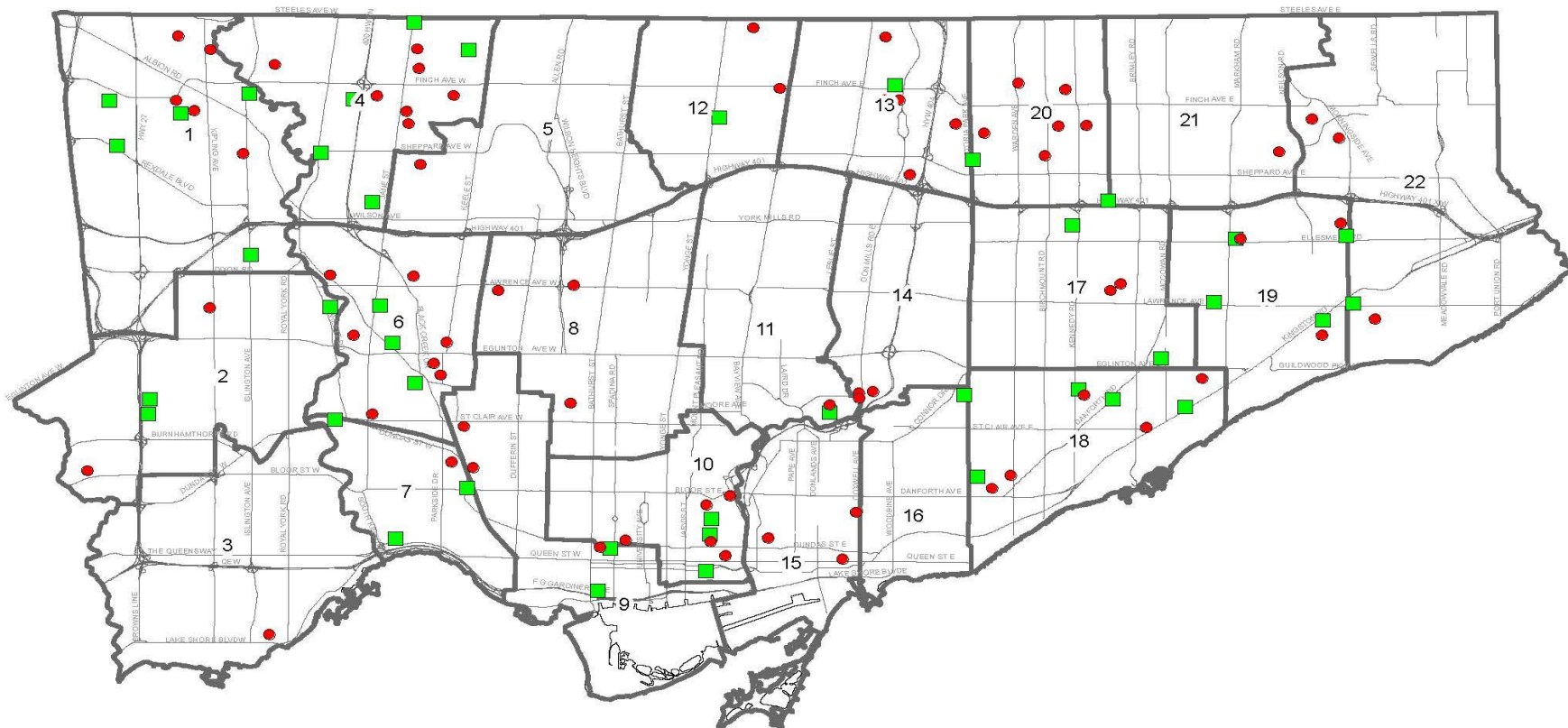
Focus on Youth Toronto Summer 2018 Sites with Student Employees	Ward
Elmbank JMS	1
Greenholme JMS	1
John D. Parker	1
North Kipling JMS	1
Thistletown CI	1
Toronto Community Housing - 10 Humberline Place	1
Toronto Community Housing - 2063 Islington Avenue	1
Toronto Community Housing - 232 Jamestown	1
Toronto Community Housing - 2765 Islington Avenue	1
Toronto Community Housing - 920 Queens Plate Drive	1
Dixon Grove PS	2
Millwood JS	2
Rexdale Community Health Centre - 7 Capri Road	2
Toronto Community Housing - 58 Waterton Road	2
Toronto Community Housing - 609 The East Mall	2
Second Street JMS	3
Believe to Achieve - 160 Chalkfarm Drive	4
Black Creek Community Farm - 4929 Jane Street	4
Brookview MS	4
C.W. Jefferys CI	4
Driftwood PS	4
Gracedale PS	4
Jamaican Canadian Association - 995 Arrow Road	4
Oakdale Park MS	4
Success Beyond Limits - 88 The Pond Road	4
Toronto Community Housing - 3101 Weston Road	4
Westview Centennial SS	4
Yorkwoods PS	4
Calico PS	5
Amesbury MS	6
Charles E. Webster	6
George Harvey CI	6
George Syme CS	6
HJ Alexander CS	6
Keeleisdale JPS	6
St Albans Boys & Girls Club of Mount Dennis - 99 Humber Blvd. South	6
Toronto Community Housing - 30 Denarda Street	6
Toronto Community Housing - 720 Trethewey Drive	6
York Humber HS	6
Culturelink - 2340 Dundas Street West	7
Indian Road Crescent JPS	7
Toronto Community Housing - 21 Windermere Avenue	7



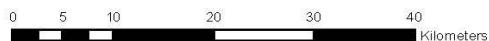
<b>Focus on Youth Toronto Summer 2018 Sites with Student Employees</b>	<b>Ward</b>
Alexander Park - 105 Grange Court	9
Carleton Village JSPS	9
Perth Avenue JS	9
Ryerson CS	9
Toronto Community Housing - 150 Dan Leckie Way	9
Cabbagetown Youth Centre - Clubhouse - 2 Lancaster Avenue	10
Heydon Park SS	10
Lord Dufferin JSPS	10
Nelson Mandela Park	10
Rose Avenue	10
Rosedale Heights	10
Toronto Community Housing - 501 Adelaide Street East	10
Yonge Street Mission - summer camp - 270 Gerrard Street East	10
Marc Garneau CI	11
Thornccliffe Park PS	11
Thornccliffe Park Women's Committee -48 Thornccliffe Park Drive	11
Finch PS	12
Lillian PS	12
Trinity Theatre Toronto - 34 Parkview Avenue	12
A.Y. Jackson SS	13
Crestview PS	13
Don Valley JHS	13
Forest Manor PS	13
Pleasant View MS	13
Toronto Community Housing - 5 Brahms Avenue	13
Gateway PS	14
Valley Park MS	14
Duke of Connaught JSPS	15
Eastdale CI	15
Monarch Park CI	15
Toronto Community Housing - 90 Parma Court	16
Bendale CI	17
Highbrook Learning Centre	17
Toronto Community Housing - 400 McCowan Road	17
Toronto Community Housing - 6 Glamorgan Avenue	17
Corvette Jr. PS	18
Mason Road JPS	18
Oakridge Jr PS	18
R.H. King	18
Taylor Creek PS	18
Toronto Community Housing - 20 Gordonridge Place	18
Toronto Community Housing - 30 Teesdale Place	18

<b>Focus on Youth Toronto Summer 2018 Sites with Student Employees</b>	<b>Ward</b>
Eastview JPS	19
Military Trail PS	19
Toronto Community Housing - 2190 Ellesmere Road	19
Toronto Community Housing - 4301 Kingston Road	19
Toronto Community Housing - 55 Greenbrae Circuit	19
Woburn CI	19
Centre for Immigrant & Community Services - 2330 Midland Avenue	20
Highland Heights JPS	20
L'Amoreaux CI	20
Lynnwood Heights JPS	20
Silver Springs PS	20
Sir John A MacDonald CI	20
Stephen Leacock CI	20
Toronto Community Housing - 2743 Victoria Park Avenue	20
Lester B. Pearson CI (Mobile camp)	21
Alexander Stirling PS	22
Boys & Girls Club of East Scarborough - Early Years - 4218 Lawrence Avenue East	22
Joseph Brant SPS	22
Mary Shadd P.S.	22

## Focus on Youth Toronto Summer 2018 Sites with Student Employees



Produced by:  
Strategy & Planning, TDSB  
January 2019  
Source:  
Base Map- Geospatial Competency Centre  
Facility- Strategy & Planning, TDSB  
Data- Early Years, TDSB  
L:GIS/project/SIM/2018-2019



Legend

- TDSB School
- Non TDSB Site
- Major Road
- Ward



**SHARED LEADERSHIP FACT SHEET**

ISSUE 1, November 2016

TORONTO DISTRICT SCHOOL BOARD'S VISION FOR LEARNING: SHARED LEADERSHIP

**Shared Leadership (SL) Definitions**

*The move toward community norms, values, and expectations depends on building (or rebuilding) trusting relationships at the local school and department level based on authentically shared and deeply held commitments about students' futures. (Leithwood, 2016, p. 136)*

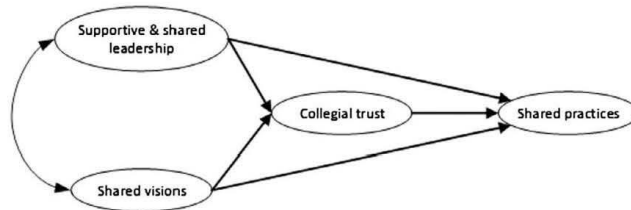


Source: Missional Mike, Launch Team (Shared Leadership), 2016

Shared Leadership (SL) is a feature of modern leadership based on trust, collective decision making, inspired communal acceptance of responsibilities, and increased performance of participants (Alanezi, 2016; Leithwood & Azah, 2016) which results in high morale (Hmieleski et al., 2012; Askar, 2012) and a culture of high expectations for improvement (Carpenter, 2015; Leithwood, 2016).

Voluntary cooperation, sincere interaction, and assumed responsibility imbue SL (Goksoy, 2016). Shared Leadership is fluid and reflects a culture of working in unity (Bakir, 2013). Shared Leadership and distributed leadership are separate leadership approaches, yet they share many common elements (Goksoy, 2016). Exploring supportive SL structures at schools as a function of school culture policies and procedures, Carpenter (2015) realized that SL was a form of professional collaborative action “that goes beyond formal positions and specific roles with a pedagogical purpose, shared leadership is broadly defined as teacher participation in schoolwide and instructional decision making” (Chen, Lee, Lin, & Zhang, 2016, p. 253) (see Figure 1).

**Figure 1: Shared Leadership**



Source: The structural model of relationships among Professional Learning Communities (PLC) factors (Chen, Lee, Lin, & Zhang, 2016, p. 254).

## Shared Leadership Enablers

Shared Leadership includes shared values and vision that influences “teacher initiative and collaboration through interdependence and trust-building of school members” (Chen et al., 2016, p. 261). Shared Leadership enablers include the development of a positive school culture and effective PLCs that influence school improvement (Leithwood, 2016; Grille, Schulte, & Kauffeld, 2015). Leaders work with everyone to “create policies and procedures that provide teachers the leadership structure to directly impact school improvement through professional learning community collaborative efforts” (Carpenter, 2015, p. 682) (see Figure 2).

Figure 2: Shared Leadership Enablers



Source: ProjectManagement.com (Project Management 2016, p.1)

Essential school “policies, procedures and professional learning communities include, shared purpose, shared values, shared leadership, a collaborative culture, collective inquiry, and a focus on continuous improvement” (Carpenter, 2015, p. 682-683). Professional Learning Communities include supportive and SL, purpose and values, a cooperative problem solving culture, and collective focus upon continuous improvement of teaching and learning (Feger & Arruda, 2008; Leithwood, 2016). This “shared purpose is a collective and mutual agreement on how educators will work to improve the school” (Carpenter, 2015, p. 686) as collegiality leads to shared understandings and cultures of professional collaboration which improve instruction (Leithwood, 2016). The continuous improvement cycle means there is an “active collaborative culture, and a well-trained collective inquiry process” (Carpenter, 2015, p. 688).

The leader is also a “learner attending professional development, is friendly and facilitative in sharing leadership, power and authority through giving staff decision making input” (Carpenter, 2015, p. 688). The leader can “share responsibility for improvement with teachers by providing a structure where collaboration is well-defined” (Carpenter, 2015, p. 688). However, “direction-setting practices have more influence on some path variables such as achieving a shared goal” (Sun & Leithwood, 2015, p. 516). Indeed, “ensuring each member of a group of collaborators focusses on common outcomes of the continuous improvement cycle requires commonality in what and how the group functions” (Carpenter, 2015, p. 689). School organizations with a “shared vision motivates teachers to commit to and make extra efforts” (Sun & Leithwood, 2015, p. 509) and leaders must ensure they provide “supportive and

shared leadership structures that promote effective collaboration and therefore teacher doing real work in schools” (Carpenter, 2015, p. 689). Shared Leadership does require,

consistent year-long training and follow up [that] will provide common purpose and values, help promote a collaborative culture, provide the tools teachers need for collective inquiry about their practice while also promoting continuous improvement of the school at meeting the needs of the students they serve. (Carpenter, 2015, p. 681)

### Shared Leadership in the Toronto District School Board

Within the Toronto District School Board (TDSB) “we share leadership to enhance the learning culture that supports improvement for all students” (Toronto District School Board, 2016, p. 1). Figure 3 displays the SL characteristics in the TDSB as highlighted in the TDSB’s Vision for Learning. “Shared leadership is the creation of conditions in every school, department and across the system that” (Toronto District School Board, 2016, p.1).

Figure 3: Shared Leadership in the Toronto District School Board



Source: (Toronto District School Board, 2016, p.1)

- Honours the experience and expertise of all
- Creates processes so that everyone has appropriate influence aligned with their expertise
- Understands the importance of Professional Capital-Social, Human and Decisional (Hargreaves & Fullan, 2012; as cited in, TDSB, 2016, p.1).

- Social - the wisdom that emerges from the group
- Human - the personal talents each member of the group brings
- Decisional - the positive impact when everyone is included and can “own” the decision because we cultivate expert judgement in all staff members, informed by evidence
- Realizes that decisions are not always healthy when they are made at the “top” but may lack important direction if they are only made from the “ground”
- Recognizes that formal leaders, such as principals or superintendents, play a significant role so that optimal conditions for learning exist and that efforts are coordinated. (Toronto District School Board, 2016, p. 1)

Sharing leadership with all staff in coordinated ways is pivotal to our work. In order for this shared leadership model to be effective, all staff are committed to learning and continuous improvement. By collaborating together, the staff at each school will be able to meet the needs of each student. By leading together, the staff will be able to persevere in the face of any challenges, leading to improved outcomes for students. (Toronto District School Board, 2016, p. 3)

Staff well-being is also an integral part of student well-being. Staff well-being is enhanced when input is valued and when staff understand how they are contributing to student success. Good communication, shared leadership, and a trusting learning environment are critical. We have a collective responsibility to create healthy learning and work environments that contribute to lifelong learning. (Toronto District School Board, 2016, p. 9)

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