



Neighbourhood Action: What Works Locally

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Vision

“Imagine what you desire; will what you imagine; and at last create what you will.”

George Bernard Shaw



Our Students

- approximately 280,000 elementary and secondary students
- over 150 nationalities and 80 languages
- 25% of elementary students were born outside of Canada
- 43% of secondary students were born outside of Canada
- approximately 50% ESL



The TDSB is a Board that . . .

- Values the community as the hub of learning where the school has a critical role, but not the sole role, in supporting families and children
- Actively supports partnerships that benefit students - including parents and sector councils, post secondary institutions, community services and businesses
- supports the use of public space and facilities, parks, pools and community centres to provide continuous learning and experiences



Successful Inner City Students Grow Up With Choices



A Complete Start



Successful Inner City Students Grow Up With Choices



Healthcare



The Trades



The Arts



Successful Inner City Students Grow Up With Choices



The Sciences



Teaching



Why Support Neighbourhood Action Teams?

100% increase between 1999 to 2001 reveals a disturbing trend in our city

- More than 160,590 children are growing up in higher poverty neighbourhoods

400% increase in immigrant families living in poverty between 1981 to 2001 presents a challenge to the TDSB schools

- More than 311,500 immigrant families are living in higher poverty neighbourhoods

Poverty by Postal Code

The United Way of Greater Toronto and the
Canadian Council on Social Development





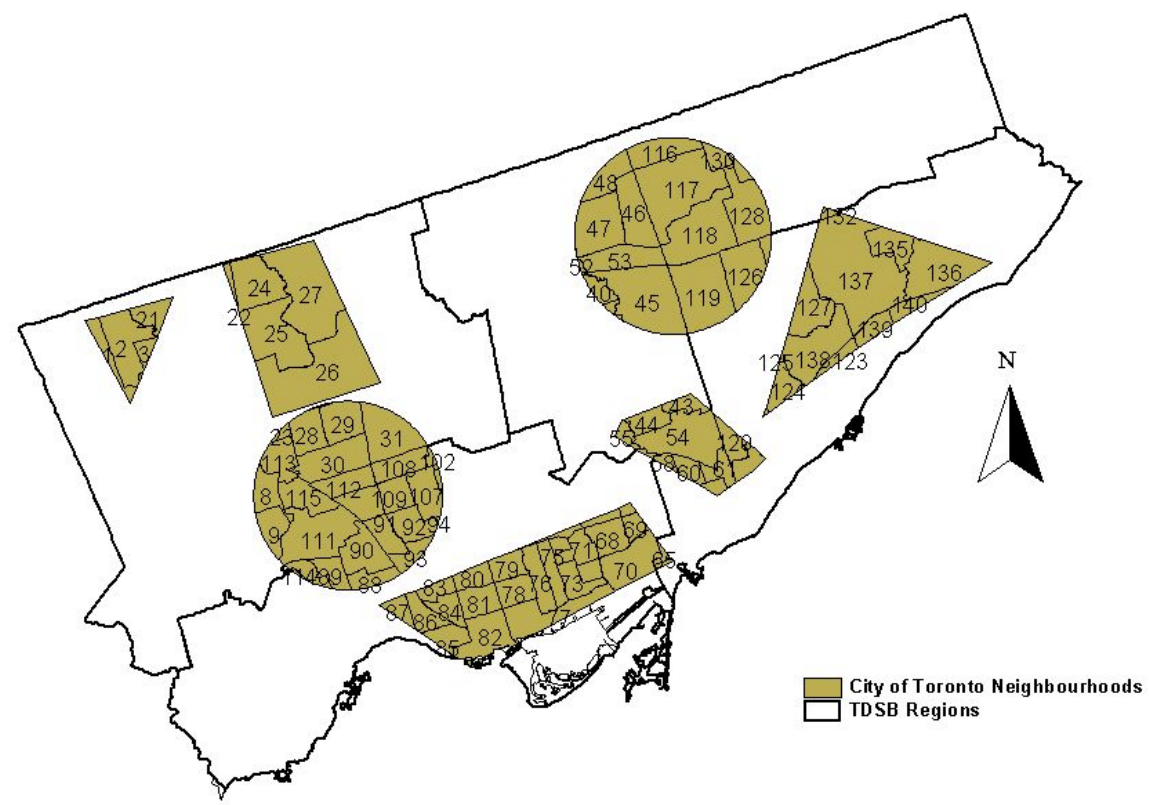
The Importance of Priority Focus . . .

- Our disadvantaged students need our help
- 109 TDSB schools fall within the 13 City of Toronto Priority areas
- Students in low-income neighbourhoods are less likely to achieve provincial standards in reading and writing
- Students in low-income neighbourhoods are less likely to receive the extra curricular, nutritional, cultural supports students in more advantaged communities do = marginalization

“Clearly, poverty has an impact on school achievement.”



Map A: IC Clusters and City of Toronto Neighbourhoods



Sources: TDSB, City of Toronto. Base Map: DMTI, Land Information Toronto
 (see http://www.city.toronto.on.ca/demographics/neighbourhood_profiles.htm)



Model Schools Focus

- All Model Schools will focus on the five essential components highlighted in the Model Schools Task Force Report:
 1. Innovation in teaching/learning practice and in school structure
 2. Support services to meet the social, emotional and physical well-being of students
 3. School as the heart of the community
 4. Research, review and evaluation of students and programs
 5. Commitment to share successful practice



Our Partners Are Our Future

Some Areas of Collaboration

- **Recreation and Community Programs**
- **School Age Child Care**
- **Early Years Programming**
- **Nutrition**
- **Adult Education**
- **Research and Evaluation**
- **Pre service Training and Professional Development**
- **Volunteer and Staff Training**
- **Library Services**
- **Health Screenings and Referrals**
- **Settlement Services**
- **Student Support , Mentoring and Tutoring**
- **The Arts**



Key City/TDSB partnerships . . .

- Best Start expansion underway, child care centres
 - 326 city funded child care centres in TDSB schools; in excess of 17,000 spaces
- Community Centres - 36 city run community centres in TDSB space
- Consultation on Children's Services, Safety, Planning and Approvals, Joint Program Opportunities



Voices Heard

Community Advisory Structures

Community Advisory Committees exist to provide the Board with on-going community advice on specified areas of Board policy or program as well as on educational issues of broad community interest

- Parent Involvement Advisory Committee
- Equity Policy Advisory Committee
- Inner City Advisory Committee
- Early Years Advisory Committee
- French as a Second Language Advisory Committee
- Alternative Schools Advisory Committee (Liaison Status)



Together we must . . .

“Believe that the best answers to the hardest questions are found in actions rather than words.”