



COMMON GROUND
**Schools as Community Hubs:
The Vision, The Challenge, The Opportunity**

Friday, September 24, 2010

SYMPOSIUM PROCEEDINGS

Social Planning Toronto

COMMON GROUND
Schools as Community Hubs:
The Vision, The Challenge, The Opportunity

Forum Proceedings

Report from
Social Planning Toronto

October 2010

COMMON GROUND
Schools as Community Hubs:
The Vision, The Challenge, The Opportunity

Forum Proceedings

October 2010

Social Planning Toronto
2 Carlton Street, Suite 1001
Toronto, Ontario M5B 1J3



Table of Contents:

BACKGROUND AND INTRODUCTION	2
PARTICIPANTS	2
SYMPOSIUM ACTIVITIES	3
SYMPOSIUM OPENING	4
SESSION 1: EXPLORING VISIONS: WHAT’S ON THE TABLE?	4
Speakers.....	4
Exploring Visions - Question and Answer/Discussion	7
SESSION 2: IF HUBS ARE THE SOLUTION – WHAT’S THE PROBLEM?	8
Speakers.....	8
If Hubs are the Solution – What’s the Problem?	10
Question and Answer/Discussion.....	10
SESSION 3: BARRIERS AND OPPORTUNITIES.....	11
Speakers.....	11
Barriers and Opportunities - Question and Answer/Discussion.....	13
SESSION 4: CREATING REALITIES: DISCUSSION & RECOMMENDATIONS.....	14
Facilitators	14
Discussion and Recommendations	14
Discussion Themes	15
Recommendations.....	16
BOOK LAUNCH/RECEPTION	16
APPENDIX A: ORGANIZATIONS REPRESENTED AT THE SYMPOSIUM.....	17
APPENDIX B: SPEAKERS’ BIOGRAPHIES	19
APPENDIX C: SPEAKERS’ FULL PRESENTATIONS.....	22

BACKGROUND AND INTRODUCTION

In Toronto, a variety of organizations and individuals, from Cabinet Ministers to Mayoral candidates, from Boards of Education to staunch critics of the educational status quo, have been promoting the concept of schools as community hubs. Three years ago, Social Planning Toronto hosted the Schools@theCentre conference to focus on the central role of schools in communities. On Friday, September 24, 2010 Social Planning Toronto had an opportunity to bring together a broad range of individuals and organizations to continue that conversation, exploring the diverse visions for schools in community, the barriers, which exist to progress, and the opportunities that currently exist to make progress toward a reality in which schools are at the heart of their communities.

The Symposium was held from 9:00 AM to 5:00 PM at the Ontario Bar Association Conference Centre, 20 Toronto Street in Toronto. It was open to all who are interested in the relationship between schools and their communities and provided an opportunity for discussion, sharing of ideas, networking, and planning. Based on the feedback received from the participants on the evaluation form, the Symposium was well received and thought to be timely and beneficial to the discussion of the central role of schools in the wider community.

PARTICIPANTS

Over 250 participants from a wide range of organizations and institutions from across Toronto and from other parts of Ontario attended the Symposium. The uniqueness of the Symposium lay in its success in bringing together such a wide sectoral representation of participants and focusing on a timely subject, which has been widely debated but too often in isolation of sectors. This range of sectors, organizations, institutions and individuals had seldom come together for a common concern. Represented among these were:

- Elementary, Secondary and Adult Education,
- Public and Catholic School Boards from Toronto and other parts of Ontario,
- Labour Organizations,
- Teachers' Federations,
- Parent Organizations and School Councils,
- Student Organizations,
- Public Health,
- Health Centres, Organizations & Networks from Toronto and other parts of Ontario,
- Post-Secondary Education – Colleges and Universities,
- Charitable Organizations and Foundations,
- Settlement Organizations and Immigrant Services,
- Community & Neighbourhood Centres, Organizations and Services,
- Legal Organizations,
- Social Services, including Youth Services,
- Research,
- Media,

-
- City of Toronto,
 - Municipality of Southwest Middlesex,
 - Provincial Ministry of Education and Ministry of Children and Youth Services,
 - Ethno-cultural Organizations and Networks,
 - Faith Organizations,
 - Children's Aid,
 - PublicHousing,
 - Advocacy Coalitions, Action Groups and Organizations,
 - Sports Organizations,
 - Public Office Election Campaigns.

A list of organizations represented by the registrants appears in **Appendix A** of this document.

SYMPOSIUM ACTIVITIES

Symposium Opening

Panel Presentations

The Symposium included three Panel Presentations on the following themes:

- **Exploring Visions: What's on the Table**
- **If Hubs are the Solution, What's the Problem?**
- **Barriers and Opportunities**

Thirteen speakers, whose biographical data appears in **Appendix B**, participated in the Panel Presentations. Following each panel presentations, participants were invited to comment or pose questions from the floor in an open discussion session with the panelists. The summaries of panelist's remarks documented here are made from notes taken during the presentations. Presentations that are available in full appear in the **Appendix C** of this document.

Small Group Discussion

Creating Realities: Discussion and Recommendations

In this session, participants were divided into six groups to discuss and document their ideas and formulate recommendations. The summary of these discussions and the recommendations are formulated from flip chart notes made by recorders during the sessions and also from note-takers' documentation.

Book Launch/ Reception

The editors of the newly published book, *The School as Community Hub: Beyond Education's Iron Gate*, introduced the book and invited questions and comments.

SYMPOSIUM OPENING

Celia Denov
President of the Board of Directors
Social Planning Toronto

Celia Denov introduced the Social Planning Council and its mission to address societal issues of poverty and inequality, to provide space for discussion of diverse interests, to partner with other community organizations, and to identify possible pathways forward.

John Campey
Executive Director
Social Planning Toronto, Former Trustee, Toronto Board of Education

John Campey welcomed the conference participants and spoke of the organization's commitment to linking research to action. He looked back to SPC's Schools@theCentre Forum, held 2007, which engaged with similar issues, and committed to drive the issue forward. He also thanked members of the organizing committee for their efforts.

SESSION 1: EXPLORING VISIONS: WHAT'S ON THE TABLE?

This panel discussion explored the diverse visions of schools as community hubs currently being proposed by various individuals, organizations and institutions across Ontario – where we are now and where do we want to go?

Moderator: Winston Tinglin, Director, Community Engagement, Social Planning Toronto

Speakers:

David Clandfield
Past Principal, New College, University of Toronto
Former Trustee, Toronto Board of Education

“Public education is under siege. Positioning schools as community hubs is one way we can defend and promote a progressive approach to education today,” said David Clandfield. “Using schools as community hubs means bringing education and community together in a full two-way partnership and protecting the public interest and public assets at the local level.”

David used a power point presentation that showed the school at the centre of the community, with the larger community, the city, and the region wrapping around it. A broad range of services radiated from the school, including: daycare and family services; intergenerational learning centres; adult education; settlement; culture, including performing arts and visual arts; library services; green energy solutions; sports, fitness, and recreation; public health services; and food from community gardens.

David also talked about the transformational power of the hub as it becomes:

- a flexible multi-purpose public facility,
- a way to integrate community development and organized education,
- accountable through regular interaction with communities rather than relying on impersonal test scores,
- a place where institutional and jurisdictional barriers are dismantled as municipalities and all school boards work together,
- a place where children and the community come together regularly in ongoing two-way exchanges, and
- an inalienable community asset belonging to us all.

Chris Spence
Director of Education
Toronto District School Board

Keeping to the session's theme, Chris Spence spoke of his *Vision of Hope* for the TDSB, while stressing that schools cannot overcome all barriers to learning alone. Those barriers can include student's physical and mental health, socio-economic status, and a general lack of confidence in public education. He stressed that community support is essential for success.

Chris stressed his "spirited promotion" of full-service community schools that integrate services for families under one roof. This approach is consistent with the wraparound model, where services are fitted to the needs of children rather than slotting children into programs. These schools take a multi-disciplinary approach to education, integrating health, social services, and other community supports. The TDSB is now piloting 16 full-service schools – eight elementary, two middle, and six secondary – situated in communities that have been identified as having high needs.

Chris' *Vision of Hope* includes other initiatives, such as the Boys Education Strategy, Young Women on the Move, and the Parent Engagement/Parent Academy.

Waseem Syed
Vice-President, Community Investment
United Way of Toronto

Waseem Syed spoke of his experience as a peacekeeper in Kosovo and of his commitment to community development. His presentation focused on the challenge of locating affordable and appropriate physical space for delivering programs; the integration of such programs; and the importance of engaging the community.

In many of Toronto's underserved suburban neighbourhoods, the challenges of social isolation and poverty are compounded by lack of services and community space. In partnership with the province, private funders, and key agency partners, United Way is seeding development of eight Community Hubs in priority neighbourhoods. The Hubs bring people and communities together, connect them to the health and social services they need, foster the development of resident organizations and grassroots groups, and foster volunteer leadership.

United Way is funding \$1 million of the capital costs of each Community Hub, and its

Community Fund has committed \$150,000 annually towards the operating costs of each hub, in addition to development grants that will facilitate planning and partnerships. United Way has partnered with the Ontario Ministry of Health to develop community health centre satellites in five of the eight Community Hubs.

“Placing these hubs has been a challenge,” said Waseem. “They are located in schools and in commercial spaces, such as shopping malls.” Waseem reaffirmed the United Way’s commitment to further integrating services and to opening public spaces for that purpose. “The essential debate,” he said, “is how to integrate community services and education.”

Cynthia Abel

Manager, Early Years Strategic Policy

Ministry of Children and Youth Services, Government of Ontario

Cynthia Abel pointed to the government’s Best Start initiative and full-day kindergarten programs as examples of the government’s commitment an integrated approach to early childhood education.

Best Start, launched in 2004, enhances the early learning, childcare, and healthy development of Ontario’s children. Local Best Start networks engage in local planning streamline and coordinate early years supports for all parents and children at the community level including specific populations such as those with special needs, Francophones, new Canadians and First Nations. The three Best Start demonstration communities (Timiskaming, Lambton/Chatham-Kent and Hamilton) have created 29 neighbourhood early learning and care hubs including five hubs which are culturally responsive to Aboriginal people and six respond to the needs of Francophones. Hubs are designed to be a central place in each community where early learning, screening, assessment and access to services are coordinated and accessible.

As well, the government is taking steps to further the vision of Charles Pascal’s *Best Future in Mind* report through the development an integrated system of services to provide more accessible, timely and better coordinated services that support the needs of children and their families. To support the development of Best Start Child and Family Centres, a government-wide inventory of services from pre-natal to age 12 is being compiled. Pascal’s report, which was tabled in June 2009, contains 20 recommendations. Actions taken since then include full day kindergarten for 4 and 5 year olds, and the inclusion of planning for childcare in the mandate of the Ministry of Education’s Early Learning Division.

Annie Kidder
Executive Director
People for Education

Annie Kidder stressed the importance of keeping the ultimate purpose in mind – ensuring every child has an opportunity to succeed. Education is vital, she said, and children need a broad-based, rich educational experience in school.

Annie warned of getting sidetracked by simple solutions. “Be careful of solutions that may end up separating communities rather than bringing them together,” she said. “We must determine the ramifications and complexities of every ‘solution’ proposed.”

Annie also stressed the theme of universality. Everyone must see themselves in the solution – rich, poor, north, south – everywhere. For example, things like mental health issues and early childhood education cross all lines. The provincial government also must be part of the solution and change its funding formula to include support for schools that act as hubs of communities. Without this support, heroic efforts are required of individuals to get programs up and running. “Ontario is behind other Canadian jurisdictions in terms of supporting community schools and integrated services for families and children. Working in our own communities, we must continue to advocate for change at both the local and the provincial level.”

Exploring Visions - Question and Answer/Discussion

Several questions related to the issue of use of school space at a time of declining enrolment. As well, full day kindergartens require space. This space pressure may squeeze out other programs. For example, a participant noted that half of Ontario’s childcare programs are in schools. “There may be a wave of programs being asked to move,” she said. “The Ministry of Education should mandate the preservation of this space.” Cynthia noted that Best Start helps by establishing community tables. “These conversations are important,” she said. “Nobody wants childcare removed from schools.”

Another issue raised was the disproportionate number of students from at-risk communities who fail to complete high school. Annie responded that encouraging all parents to get involved in their child’s education is an issue that crosses all socio-economic lines and has the potential to overcome the “pre-destiny” of socioeconomic. Chris said that teacher effectiveness is the key to educational equity and to decreasing dropout rates. This last point raised further questions. “There is not a simple answer to the question of whether teacher effectiveness trumps socio-economic status,” Annie said. “Both are relevant, as are many other issues.”

Other questions related to university of program delivery. For example, one questioner asked whether full service schools include identification of high-risk children from all socio-economic levels. Chris Spence replied that all children have equal access to services yet it was still important to target resources to the 16 identified high risk schools. Waseem addressed the perceived misconception that the United Way is exclusively targeting 13 priority neighbourhoods. In fact, the organization’s *Success by Six* program is spread fairly evenly across the city.

Other questions related to the involvement of two provincial ministries in these issues. Cynthia responded that she could not speak for the Ministry of Education but had been asked to attend the conference because of her ministry's Best Start initiative. "We wanted to show what we are working with others to develop community hubs." However, both Annie and David pointed to Pascal's recommendation that initiatives and activities related to full service schools should be under one ministry – the Ministry of Education. Such an approach minimizes turf wars and encourages communication, they said.

Questioners also raised issues around community involvement. These included cooperating with places of worship, broadening community consultation about school closures, and building support for public education and community hubs through all socio-economic levels. The process and mandate of Accommodation Review Committees (ARCs) was also raised, with several panelists agreeing major change was needed.

SESSION 2: IF HUBS ARE THE SOLUTION – WHAT'S THE PROBLEM?

Using schools as community hubs is being proposed as a response to many of society's ills. What are the existing conditions that led to the need for this solution? This panel explored problems with education funding, the dilemma of changing environment, the complex needs of individuals in communities, and the challenge of bringing services closer to students and the community.

Moderator: Miriam DiGuseppe, Board of Directors, Social Planning Toronto, Former School Principal, TDSB

Speakers:

Cathy Dandy

**Director, Parent and Youth Engagement, Kinark Child and Family Services
Trustee, Toronto District School Board**

The problem, said Cathy Dandy, is that over the last 20 years stress has increased on communities and public space has been degraded. Communities must be connected. So far, we have concentrated on reaching children to age 12, yet youth is defined as up to age 29. As well, we must also address the needs of our aging population. Our many challenges include our diverse population, food security, the environment, and our democratic institutions.

We must build holistic community solutions. There is a great need to engage children and youth, and not just for service delivery. One in five children, youth, and adults has a diagnosable mental illness. It's a significant issue. Prevention and early intervention work is important. Yet the government's narrow idea of education and the curriculum continues to focus on raising test scores.

Moving forward means engaging everyone in this discussion and is a great role for the Social Planning Council. We must act now!

Denise Campbell
Acting Director, Community Resources
City of Toronto

The City is interested in providing residents with a range of supports, including community hubs. There is a need to create accessible, affordable community space. In 2007 Council initiated the Legacy Fund, which was designed to create social infrastructure with the long-term goal of creating a range of hubs focusing on children and youth programming. The City also engages in partnership projects and encourages the development of multi-agency community hubs.

Using existing infrastructure, such as surplus schools, for community hubs, is a cost effective solution. However, a market-value approach has constrained the city's acquisition of surplus school properties. As well, the City in its role as regulator hasn't necessarily understood the idea of schools as hubs in both schools that are open and those that are no longer operational.

"Hubs should deliver what is appropriate and may look different from community to community," said Denise Campbell.

Ginelle Skerritt
Executive Director
Warden Woods Community Centre

"We study this problem over and over again," said Ginelle Skerritt. "If the problem is complex, the solution is complex and sometimes the solution is just to go ahead!"

Ginelle spoke of the challenge of developing an Africentric school within the TDSB. The Afro-Canadian community is diverse, disenfranchised and marginalized, issues which led to the idea of an Afrocentric approach to learning. While the school came together in just three months, it developed in a positive atmosphere and enjoyed a surge in enrolment while being hampered by lack of resources. Now its EQAO scores rate above the average for the TDSB, and also for the province.

Ginelle stressed that community hubs should be seen as a right and revolve around the idea of a healthy community. The spokes of the hubs must include civic participation; economic development; health and wellness; education; arts and culture; and safety. "We must create positive environments to enable all to live up to their potentials," she said.

Diane Dyson
Manager of Planning and Research
WoodGreen Community Services

Place-based interventions, such as community hubs, make sense. They do because they provide wrap-around services, and a way to get at complex and persistent problems such as poverty. Community hubs are being adopted by the provincial government, by the municipal government,

by United Way, the Youth Challenge Fund, the public school board and others as an effective way to bring services to under-served places.

Schools make sense as community hubs because they were identified through the Strong Neighbourhood Taskforce as institutions that are in every Toronto neighbourhood. The TDSB has piloted this idea through its Model Inner City Schools, through the Priority Schools, and now through the Director's Full Service Schools. The provincial government has funded some of these and is exploring other options through its Poverty Reduction Strategy. So of all this, why not more progress on the issue?

Here's a short list of the challenges:

- Parental resistance - worry over "strangers" in the school.
- System coordination - among the various orders of government and within the many Ministries involved.
- The educational Funding Formula which still funds per pupil, with an overlay of special grants, and finally,
- The complexity of developing hubs on the ground, laid, normally, at the feet of people like school principals and community agency staff who are already busy.

“This is not a debate about whether this is a good idea. It's a question of our will and capacity to implement it.”

If Hubs are the Solution – What’s the Problem? - Question and Answer/Discussion

In answer to the question about what she was doing at the TDSB, Cathy said she was working on the Full Service School Task Force. Part of that involves rewriting the ARC process, she said, stressing the importance of having everyone at the table – educators, community, social services, etc. She agreed with Ginelle’s point that healthy communities should be at the centre of the hub, not education. Residents’ physical, mental, and emotional health should be considered.

Diane added that hubs should provide local services that are networked, not competitive. Cathy said that the larger concept of healthy communities should be at the hub’s centre. Denise added that hubs should deliver what’s appropriate, which could vary from community to community.

With regard to the role of faith-based organizations in the hubs, a participant noted that it is necessary to create multi faith forums, which will enable people from diverse faiths to learn from each other.

A participant noted that our understanding of poverty needs to change in Canada. Society as a whole is becoming poorer and this will affect our ability to fund programs.

In regards to providing schools as community hubs, we should focus on universal provision. Those in poverty should not be the only people to be engaged in the hub model – it makes sense for everyone. We should, however, adopt an equitable approach to universality, making sure that people who have no access to resources receive them first.

A participant noted that there is difficulty in engaging the community health sector. It is difficult to challenge the knowledge that “experts”, such as doctors, have. Is it possible, therefore, to develop multi community centers and not schools? In answering this question, a panelist said that multi community centers should be developed in schools. Schools are the places where children are. and it is vital to bring services to where children are.

Community Hubs will differ. One hub in a different context can address different needs. For example, the Africentric School model addresses unique needs.

SESSION 3: BARRIERS AND OPPORTUNITIES

Transforming schools into community hubs requires various partners with differing agendas and accountabilities to come together. Diverse communities will have different needs. In order for hubs to best meet the needs of their neighbourhood, community consultation, flexible funding and effective partnerships will be required. What’s needed to make it all work?

Moderator: Tam Goossen, Vice-President, Board of Directors, Social Planning Toronto; Vice-President, Board of Directors, Urban Alliance on Race Relations; Former Trustee, Toronto Board of Education.

Speakers:

Lesley Johnston
Researcher
Social Planning Toronto

Lesley Johnston briefly described how the conservative government of Mike Harris imposed the education funding formula, which led to user fees and a decrease in community use of schools. The resulting funding crunch, additionally, has led to increased schools fees, fundraising, and corporate involvement in schools.

In spite of the challenges, Lesley pointed to some successes around expanding community use of schools with renewed funding after 2003 including the development of the Priority Schools Initiative, Focus on Youth, and the hiring of four community outreach coordinators in Toronto to bridge the gap between community and school. “Research shows that using schools as community hubs make good sense for all residents but they must be properly funded,” she said. Current models exist in the form of ‘Model Schools for Inner Cities’ in Toronto, amongst others, but appropriate funding is required to see an equitable approach to universal implementation of the hub concept.

While recognizing that collaboration can be messy, moving forward requires honest conversations with all stakeholders, including neighbourhood residents. “We must ensure the each neighbourhood’s needs are reflected within a provincial framework that is both flexible and appropriately funded.

Finally, Lesley pointed out that in order to adequately discuss the range of service and funding needs, the 15 government ministries that were invited to the Symposium would have to sit down together to find a solution. “Today’s Symposium is a great place engage in this conversation. Yet, why are they not here? Even the Ministry of Education is absent while we are here discussing schools as community hubs.”

Ranu Basu
Associate Professor of Geography
York University

Ranu Basu spoke of city building through the use of retrenched and multifarious spaces. Her research has focused on the social determinants of school closures, and how such closures affect neighbourhood-based social capital.

City building means understanding how space is produced and civic engagement in the process.

Retrenched spaces mean that the quality of the city is determined by the quality of its public spaces, including schools. Retrenched space, for example, deals with school closures, a contentious issue addressed by the creation of ARCs in 2001. When considering closures, ARCs should reflect on the broad categories of the school’s community use: intramural involvement (e.g. clubs, seamless day); parental involvement (ongoing, occasional, fundraising, governance); and neighbourhood/community extrinsic involvement (collaborations; political organizations). “Think about integration as being multifarious/multilingual,” she said.

Cassie Bell
Coordinator, Inner City Advisory Committee
Toronto District School Board

Cassie Bell addressed the issues of barriers, obstacles, challenges, and opportunities. The government of Mike Harris created barriers we are still struggling to overcome, she said. It defined education very narrowly and left parents, teachers, and children to pick-up the mess.

Governance is community building. Yet government ministries are hierarchical. We need to learn how to work together.

Deep community building is the strength of the fabric when it is woven together. In Saskatchewan, the process began when the government invested in a grass roots process to find out what people saw as the role of public education, a process likened to a ‘tectonic shift.’ It brought various ministries to the table and resulted in the development of multi-sectoral tables to meet identified needs. The result was SchoolsPlus, a term that positions schools as centres of learning, support and community for the children and families they serve. These supports may include health, nutrition, recreation, culture, social and justice services for children and their families, as well as advanced learning opportunities for adults.

In Ontario, the funding formula only talks about money. However, most of the money is spent on staffing. When money is cut, positions are lost. Staff provides flexibility in the system. The

Learning Opportunity Grant (LOG), meant to ensure equity, gets lost in the general pressure on funds.

Moving forward requires civic dialogue, engaged politicians and informed actions. “Think carefully, but act now,” Cassie said.

Shelley Carroll
City Councillor, Ward 33, City of Toronto
Former Trustee, Toronto District School Board

Shelley Carroll stressed the importance of civic engagement. She used the example of Adventure Place to show that small schools can be viable options. The former North York Board of Education reopened a closed school, with the City engaged in the project. This space then became a supported school with 48 full time students offering a full range of services to students, both those attending the school and others. Adventure Place became, in effect, a community hub. The advent of the education funding formula closed this pathway forward. Now the city and the school board fight over financial crumbs.

Currently, the question must be asked, “What’s good growth?” If community hubs are the answer, the question is how to fund them.

With municipal elections less than a month away, Shelley closed with a call to action. “How many of you will be out working for candidates this evening?” she challenged. “The fate of our city may depend on the results of this election.”

Barriers and Opportunities - Question and Answer/Discussion

Questions referred to possible outcomes in the upcoming civic elections. Shelley responded that a new administration could oversee cuts of 10% per annum to the community partnership investment budget every year until there was nothing left to cut.

In answering a question as to whether schools are too set in their ways, Cassie replied that the issue is a challenge, not a barrier. “Huge changes are required,” she said.

David Clandfield added that his new book, *The School as Community Hub*, proposes that Ontario adopt a new education funding formula along the lines of the SchoolsPLUS model to help fund hubs.

A question was raised whether, with all the school closures, School Boards will have public space and how we can help them make the case for hubs. A panelist responded that it is vital to get communities involved and to have leaders who understand the issues and are advocates for change.

In a request by a participant to tell us how to take reports and findings and how to use them to achieve this philosophy, a panelist responded that researchers are needed to understand civic engagement within the school; we need to keep up with research that draws attention to what happens in a community when schools close and this issue needs to be part of the city research agenda. Everyone, including councillors should be involved in discussing these issues. Another

panelist added that the research is there, but it is policy change that is needed. The idea of using school space as community hubs is needed instead of closing these schools down.

To the question of what the jurisdiction barriers are at the municipal, provincial and federal levels, a panelist responded that Bill 152 was passed and that we need to look at it and challenge it with regard to the funding formula, parent engagement and the Learning Opportunities Grant. We also need to look at federal programs, such as settlement and ESL programs to see how we can include them.

SESSION 4: CREATING REALITIES: DISCUSSION & RECOMMENDATIONS

Moderator: **John Campey**, Executive Director, Social Planning Toronto

Facilitators:

Richard Degaetano, Community Planner - Etobicoke, Social Planning Toronto

Cutty Duncan, Community Planner/ANC Project Coordinator - Weston Mt. Dennis, SPT

Graham Hollings, Adult Educator, CUPE 4400

Yasmin Haq-Khan, Community Planner - York, Social Planning Toronto

Catherine LeBlanc-Miller, Trustee, Toronto Catholic District School Board

Vanessa Parlette, Department of Geography, University of Toronto

Stephen Seaborn, Coordinator, Campaign for Public Education

Discussion and Recommendations

- What needs to happen in communities, school boards, at the City and with the Province to transform schools into hubs that support and strengthen local communities?
- During the day's presentation and discussion what are certain points of agreement that you noted? Given that we're often coming from different perspectives let's identify places where everyone is on board.
- What can we, as individuals and as community/institutions, do to move this conversation forward?
- What are some intermediate steps that we can take to move this conversation to action? What is currently possible?

The "Creating Realities" session saw participants break out into groups to begin to answer these questions. From the six groups a number of themes emerged. Most groups noted that fragmentation exists in services, geographically, in funding, between stakeholders. Also repeatedly emphasized was the need for a common vision for stakeholders, though this will differ at the community level and at an institutional level, especially when the province as a whole is engaged in this conversation. A commitment on the part of funders to make schools community hubs a reality is fundamental, as is the recognition that now is the time to press for a shift in understanding in how we envision schools in our communities.

Discussion Themes

- **Need for a common message:** This will include a re-definition of education. Education has been narrowly defined and has been confined to the classroom. Schools as community hubs offer us a chance to move beyond this concept and explore a holistic approach to learning. This message must recognize while there will be common ground every community is unique, for instance minorities are not a single entity. Hubs, however, can also promote social cohesion and at the same time address unique needs.
- **Grass-roots approach:** There is a need to build capacity at the grass-roots and community level (e.g. partnering and coalition building with community members, local community agencies, community centres, etc). Also needed: (1) encourage more parent engagement and (2) community staff participation in decision-making and policy discussion.
- **New culture:** Beyond even the issue of space (a physical building), we need a system that enables a ‘neighbourhood as hub’ culture to thrive – this will require an all-encompassing (physical, cultural, political) and multi-sector (community members, teachers, politicians) approach.
- **Funding:** In terms of short term funding issues, we ought to work collaboratively to see if we could pool together some of the current funding from each of our organizations; long term, we recognize that we’d need new, broad funding for sustainability (e.g. collaborate to present needs to Ministry of Education for long term funding; look for ministry guidelines that come with funding to support new initiatives, etc, and most importantly, we need to advocate for a new/restructured funding formula altogether!).
- **Need for a multi-sector conversations,** particularly at the provincial level: Key to this is that we need a forum from which all of the multiple ministries (i.e. as listed in David Clandfield’s book) could come together to hear about the initiatives being proposed and piloted; also need for each of the ministries to be willing to give small portions from their budgets to these initiatives so that the weight of funding doesn’t fall all on one ministry and so that we’re not vulnerable to the whim of just one ministry.
- **Need for Ontario-wide collaboration:** We need to broaden the discussion, unite and work collaboratively to include jurisdictions beyond Toronto. Smaller jurisdictions with less experience in this area need assistance to introduce and advance the concept of schools as community hubs. We need to “organize and energize” across the province.

Recommendations

Initial recommendations emerging from discussion groups:

1. **Community development** must be central to the process of creating schools as community hubs. Diverse, grassroots groups must be engaged and their various needs must be included.
2. **Communication is key.** Parents, youth, children, the often silenced, residents of all histories and geographies must be included in conversations and their voices must be respected by schools, school boards, municipalities, and the provincial and federal government. Community-based collaborative decision-making is key so that agendas can be united and recognized as universally common and valuable. A multi-sectoral strategy must be defined and communities need to have ownership in the process and vision and see the value of the outcome if they are to create the political pressure to make schools as hubs an issue.
3. **Relationship building** must occur and must be grounded in trust. Relationships between residents, and then schools and then into the school board need to be formed. The City needs to be a part of this conversation and must consider itself to be working to advance the same agenda. These relationships are far more powerful and can be leveraged when working with the provincial and the federal governments.
4. **Transparency and accountability** around the governance of created spaces is critical. Action can start now – we can pool the existing will and resources and showcase existing hubs as models but these entities must be flexible and respond to emerging needs.

BOOK LAUNCH/RECEPTION

David Clanfield and George Martell, editors of the recently published book, *The School as Community Hub: Beyond Education's Iron Gate*, introduced the book and invited questions from participants.

The book is published by the Canadian Centre for Policy Alternatives and is an issue of *Our Schools/Our Selves*, the third in their "Iron Cage" series.

At a time when neighbourhood schools are threatened with closure, this issue provides an invaluable and thoughtful exploration of community schools--the good, the bad, and the ugly--across various Canadian provinces and in a number of countries.

According to the editors, "The demand for Community Schools has genuine progressive support provided they stay true to their purpose. In the struggle to keep them on course, we get a chance to rethink our schools as democratic institutions, uniting 'really useful' learning and community development."

APPENDIX A: ORGANIZATIONS REPRESENTED AT THE SYMPOSIUM

United Way Toronto
Toronto Public Health
Social Planning Toronto
York Region Community & Health Services
Toronto District School Board
Ontario Trillium Foundation
York University
CUPE 4400
City of Toronto
Family Service Toronto
Toronto Community Housing
Waterloo Region District School Board
University of Toronto
Toronto Sports Council
Scouts Canada
Kinark Child and Family Services
Woodgreen Community Services
Brant Avenue PS
Joe Pantalone Campaign
Exhibit Change
Adam for Trustee Campaign
Big Brothers Big Sisters of Toronto
Applegrove Community Complex
St Albans Boys' and Girls' Club
Niagara Region Public Health
Canadian Centre on Substance Abuse
YouthLink
East York East Toronto Family Resources
Access Alliance Multicultural Health & Community Services
Girl Guides of Canada, Ontario Council
A&H BOOKS
Education Action: Toronto
Mothercraft- Robertson House
Neighbourhood Basketball Association
Children's Aid Society Toronto
Elementary Teachers of Toronto
St. Christopher House
Fieldstone Co-operative Homes
St. Michael's Hospital
YMCA
Community Development Halton
Association of Hispanic-Canadian Teachers
Public Health Canada
Breakaway Addictions
Women's Habitat
North York Community House
COSTI Immigrant Services
Save Our Schools Jane Finch
Malvern Action for Neighbourhood Change
Psychology Foundation of Canada
MicroSkills Youth Centre
Harbourfront Community Centre
Macaulay Child Development Centre
Brock Community Health Centre / NDSDC
Toronto Lands Corp.
Delisle Youth Services
Alexander-Muir Gladstone Elementary School
The Four Villages Community Health Centre
Humber Institute of Technology and Advanced Learning
York West Ontario Early Years/JFCFC
Waterloo District Catholic School Board
Ontario Teachers' Federation
Toronto Community Foundation
YMCA of Greater Toronto
Justice for Children & Youth
Jane Alliance Neighbourhood Services
Toronto Catholic District School Board
OISE, University of Toronto
Ontario Coalition for Better Child Care
Candidate for Trustee Ward 3
Delisle Youth Services
School Council - Rene Gordon ES
Durham District School Board
ETFO - Toronto Local ETT and CPE
Ontario Council, CFUW
Child Development Institute
Kawartha Pine Ridge District School Board
Durham Catholic District School Board
Toronto Public Housing
Frontier College
Family Support Institute Ontario
Atkinson Centre, OISE
Deviant Productions
Harbourfront Community Support
College-Montrose Children's Place
Warden Woods Community Centre
George Brown College
People For Education
City of Toronto, CRU
Donna Cansfield MPP Etobicoke Centre
East Metro Youth Services

NOW Magazine
Upper Grand District School Board
Warden Woods CC
Peel District School Board / Peel Poverty
Action
Canadian Mental Health Association, Ontario
Division
Ward 36 Council Candidate
Parks, Forestry, & Recreation
Speech and Language Services
Campaign to Elect Ashwin Balamohan
Toronto Public Health-Healthy Families
Middle Childhood Matters Coalition
Rocco Rossi Campaign
TPSLS
Toronto Preschool Speech and Language
York Region Community and Health Services
Candidate for City Councillor Ward 18
Davenport Perth Neighbourhood Centre

APPENDIX B: SPEAKERS' BIOGRAPHIES

Ranu Basu

Ranu Basu is Associate Professor in the Department of Geography at York University. Her research and teaching interests relate to the geographies of marginality, diversity and social justice in cities; power relations and governance of local communities; critical geographies of education; and spatial methodologies including GIS. Her projects which are funded by SSHRC, CERIS, and Infrastructure Canada, explore the impacts of neoliberalization of educational restructuring in Ontario; multiculturalism in schools through questions of 'integration'; social sustainability and the meaning of public space as it relates to diversity; and the provision of infrastructure for marginal groups in suburban regions. She serves on the executive boards of the Centre for Refugee Studies (CRS) and York Centre for Education and Community (YCEC). She is currently working on a book project exploring the landscapes of neoliberalism in the Toronto Region.

Cassie Bell

Cassie Bell is a former secondary school and ESL teacher, mother of four teens and a parent activist. She currently works with the Toronto District School Board's Inner City Advisory Committee, (or "ICAC"), a broad-based group concerned with the success of inner city students, and with the ongoing oversight of the TDSB's Model Schools for Inner Cities program. Last year she began a part-time Masters Degree in Urban Education at OISE/UT and is enjoying it immensely. Through her studies and research assignments, Cassie has also examined the concept of "integrated service delivery" through the framework of a school community hub model in various national and international jurisdictions.

Denise Campbell

Denise Campbell has been working nationally and internationally in the area of youth engagement, anti-oppression and social change since the age of 16. She helped build The Students Commission as a leader in youth engagement nationally, advised on strategy development for leading foundations like the J.W. McConnell Foundation, and worked internationally on race and gender policies in numerous United Nations forums and more recently, the African Union. Denise has received numerous awards for these efforts and has been an avid media spokesperson on social inclusion-related issues. Since 2004, when she joined the City's Social Development, Finance and Administration Division, she's worked as the Coordinator for the Toronto Youth Cabinet, a Community Development Officer, and Manager, Community Development, facilitating the implementation of Neighbourhood Action in the City's 13 priority neighbourhoods for investment.

Currently, she's acting Director, Community Resources with responsibility for Community Revitalization, Youth Employment, Community Funding Programs and Community Development.

Shelley Carroll

Shelley Carroll has been Councillor for Ward 33 (Don Valley East) since 2003. Prior to her election to City Council, she served as Trustee for Don Valley East on the Toronto District School Board. In her first term on City Council, Shelley worked as a member of the Budget Committee and the Government Management Committee, and for the past four years she has served as Toronto's Budget Chief, managing the city's \$9.2 billion budget. Prior to taking over the budget task, she served as Chair of the Public Works and Infrastructure Committee, addressing issues such as garbage, recycling, water, sewers, and roads. Shelley is committed to creating THE sustainable city. Hers is a more inclusive and equitable city - economically and fiscally sound, environmentally viable and able to provide good health and wealth to Torontonians of every generation in every corner of the city.

David Clandfield

Professor Emeritus of French (U of T, 1967-2008). Educated in England and France. Taught in English and French high schools. Came to Canada in 1967. Parent activist; helped found Toronto's first francophone public school in 1975. School Trustee at Toronto Board of Education (1980-82). Joan Kershaw Award for Services to Special Education, 1983. Co-founded magazine *Our Schools/Our Selves* 1987. Policy Assistant to Min of Ed 1990-92. Principal of New College, U of T (1996-2006). Ludwik

&Estelle Jus Memorial Human Rights Prize 2008. Numerous books, articles, lectures and workshops on schools. Latest: *The School as Community Hub* (2010).

Cathy Dandy

Cathy Dandy is the Director, Parent and Youth Engagement at Kinark Child and Family Services. She has been a passionate advocate for parent and youth voice for over 15 years. Cathy served for six years as Spokesperson and Coordinator for the Toronto Parent Network (TPN) after gaining much advocacy experience with a provincial group, People for Education. In addition to building a plan of parent and youth engagement at Kinark, Cathy was elected to the Toronto District School Board in November 2006 as Trustee for the Toronto Danforth riding.

Diane Dyson

Diane Dyson is a social activist, researcher and blogger interested in issues of neighbourhoods, schooling, and poverty. She is currently Manager of Planning and Research at WoodGreen Community Services. Prior to this, Diane worked at United Way of Greater Toronto, where she worked on the Strong Neighbourhood strategy and co-authored the report "Losing Ground." Diane, a mother of two, has been active in education politics for fifteen years, on the Steering Committee of People for Education and the Toronto Parent Network; chairing the Toronto District School Board's Community Equity Advisory Group and Inner City Advisory Committee, and most recently, participated on the review committee for the Learning Opportunity Index. Diane is a Social Planning Toronto's board member.

Lesley Johnston

Lesley Johnston is researcher and policy analyst specializing in education and human development issues at Social Planning Toronto. Her work focuses on promoting equitable access to education and community programming for Toronto's children and youth. She has experience as a youth worker, an ESL teacher and has conducted and contributed to a number of community-based research projects, both locally and globally, investigating various aspects of social and environmental determinants of health.

Annie Kidder

Annie Kidder is the mother of two children. A former theatre director, she initially became involved in education through her children's school. In February 1996 she helped found People for Education, an independent parent-led organization dedicated to the ideal of a publicly-funded education system that guarantees every student access to the education that meets his or her needs. People for Education promotes greater civic engagement in the public education system; conducts ongoing research into the effects of policy and funding changes on schools; coordinates a comprehensive communications strategy focused on education issues and brings an independent voice to government policy tables. Annie is the recipient of numerous awards for her advocacy work. She has spoken at conferences across the country and is regularly quoted in the media as an expert on education issues.

Ginelle Skerritt

Ginelle Skerritt has been the Executive Director at Warden Woods for 5 years. Prior to that, she worked for various local and international charitable organizations and is strongly committed to community development with a particular interest in building strong, interconnected systems that create options and promote the positive contributions for community members across a broad spectrum of involvement. Ginelle has led the agency to refocus on making connections and strengthening networks with existing clients and emerging new communities in southwest Scarborough. She is the outgoing co-chair of the School Council at the TDSB's first African Centred Alternative school and will share some of her perspectives on connecting community and school over the past year.

Chris Spence

Dr. Chris Spence is a renowned educator and dedicated community advocate. He took on his most recent role as the Director of Education for the Toronto District School Board on July 1, 2009. He has been widely recognized for his leadership work within the broader educational community to manage issues, develop policy and promote causes that benefit students. Dr. Spence has more than 15 years senior

administration and teaching experience and has authored several books, one of which is titled 'The Joys of Teaching Boys'.

Waseem Syed

Waseem Syed joined United Way Toronto in February 2007 as Vice President of Community Investment. He leads the development and oversight of UWT's fund distribution process, including funding to member agencies and special grant programs, the volunteer review, and developing investment opportunities for major individual donors. As a newcomer to Canada, Waseem brings a wealth of international and local experience. Prior to moving to Canada in 2005, he was head of Operations for the United Nations Development Program in Geneva, Switzerland. From 2001 to 2003, Waseem was head of Administration and Finance for the United Nations Mission in Kosovo, where he oversaw the Kosovo education budget and the reconstruction of educational infrastructure.

APPENDIX C: SPEAKERS' FULL PRESENTATIONS

Social Planning Toronto

September 24, 2010

Schools as Community Hubs: An Idea whose Time has Come... Again!

Presentation by David Clandfield

Schools as Community Hubs September 24, 2010

1. From pillar to hub : evolution of a metaphor
2. The community school spectrum
3. What's in the hub?
4. The transformational power of the community hub

- **Community schools from pillar to hub:
Evolution of a metaphor**

The school as

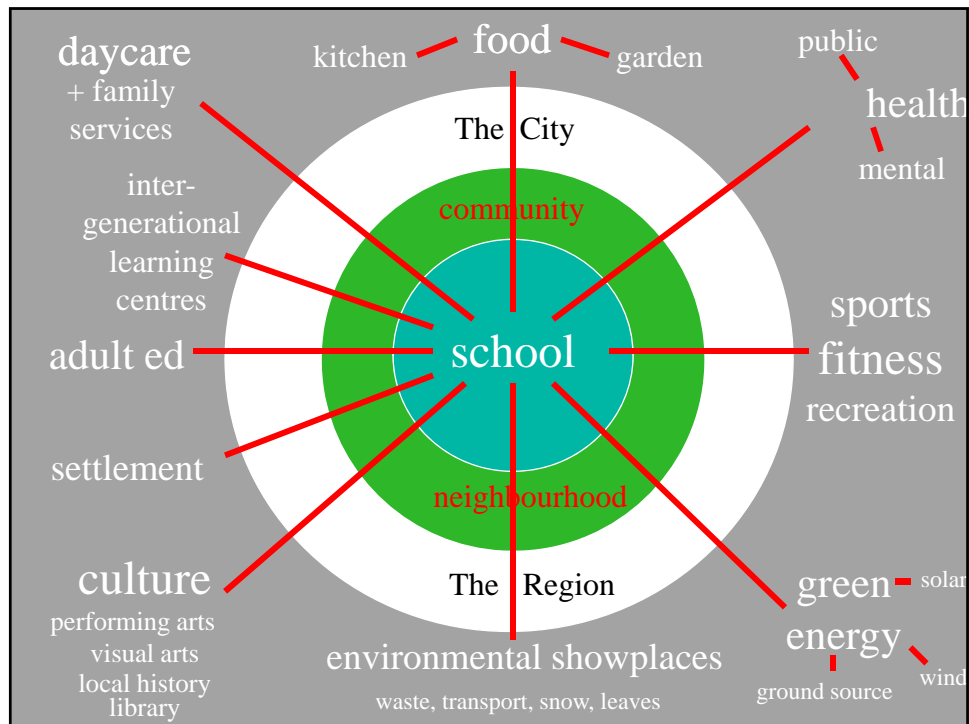
- a. National building-block or pillar (especially 19c)
- b. Community emancipator (the Progressives; 1900 on)
- c. Community resource (Flint, MI; 1930s on) - parallel activities
- d. Community service provider (late 1980s on) - the dispensary
- e. Community focal point - the hub

2. The community school spectrum

- a. School facilities in the community market place
 - Community Use of Schools
 - Parallel use / Shared use
- b. Schools as extended service providers
 - Co-location
 - Full-service schools
- c. Integration of school and community
 - Full two-way relationship in the hub

3. What's in the Hub?

school



4. The Transformational Power of the Hub

The school is no longer viewed only as

- A sole-purpose public facility
- A one-way trainer of transferable skills of economic value
- A compiler of statistically manipulable results for accountability
- An exclusive responsibility of school boards
- A safe refuge for the community's children
- A commercial opportunity or a disposable asset

4. The Transformational Power of the Hub

But also and more importantly,
the school becomes:

- A flexible multi-purpose public facility
- A way to integrate community development and organized education
- Accountable through regular interaction with communities
- A place where institutional and jurisdictional barriers are dismantled
- A place where children and the community come together regularly
- An inalienable community asset belonging to us all

4. The Transformational Power of the Hub

Full community hub embodies a 2-way process

Hubs facilitate , integrate and strengthen community development

Hubs facilitate, integrate and strengthen Learning for All

In the full community hub (Hub 2.0)

The school curriculum contributes to community development

Community development contributes to the school curriculum

And as an institution operating in civil society

It has a strong measure of local initiative and decision-making

Schools as Community Hubs
September 24, 2010

**Bringing education and community
together in a full two-way partnership
and protecting the public interest
and public assets at the local level**



*City Building through
'Retrenched' and 'Multifarious'
Spaces of Engagement in Schools*

Ranu Basu
Department of Geography
York University

September 24th, 2010
Social Planning Toronto

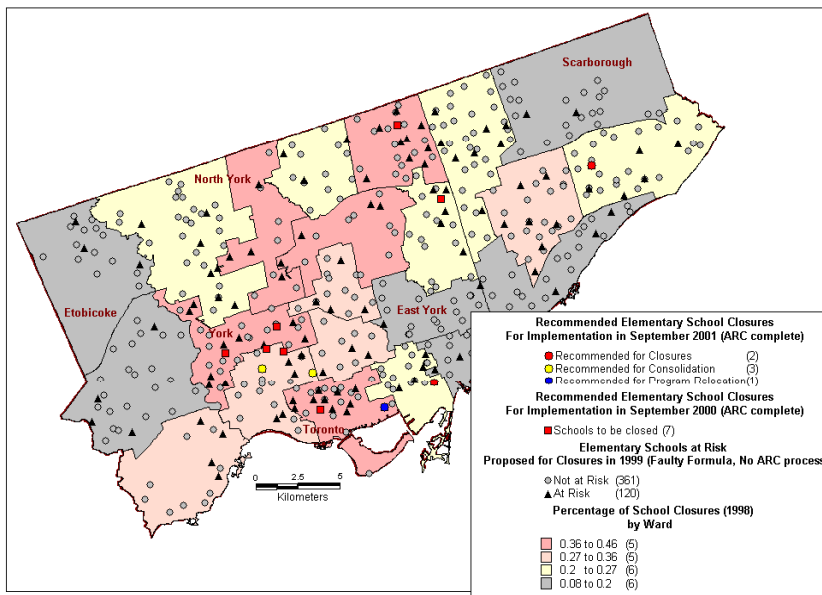
RENTRENCHED SPACES:

Basu, R. (2004) 'A Flyvbjergian perspective of Public Elementary School Closures in Toronto: A Question of 'Rationality' or 'Power'? *in Environment and Planning: C, Government and Policy*, Volume 22: 423-251.

MULTIFARIOUS SPACES:

Basu, R. (forthcoming) 'Multiculturalism through Multilingualism in Schools: Emerging Places of 'Integration' in Toronto', in the *Annals of the Association of American Geographers*.

Retrenched Spaces: School Closures



“A lack of provincial funding is forcing the Board to close schools which are currently providing viable programs. These closures are fiscally driven, not pedagogically driven. Staff has serious reservations about the impact of such cuts on the students, the school system and the communities in the City of Toronto.”

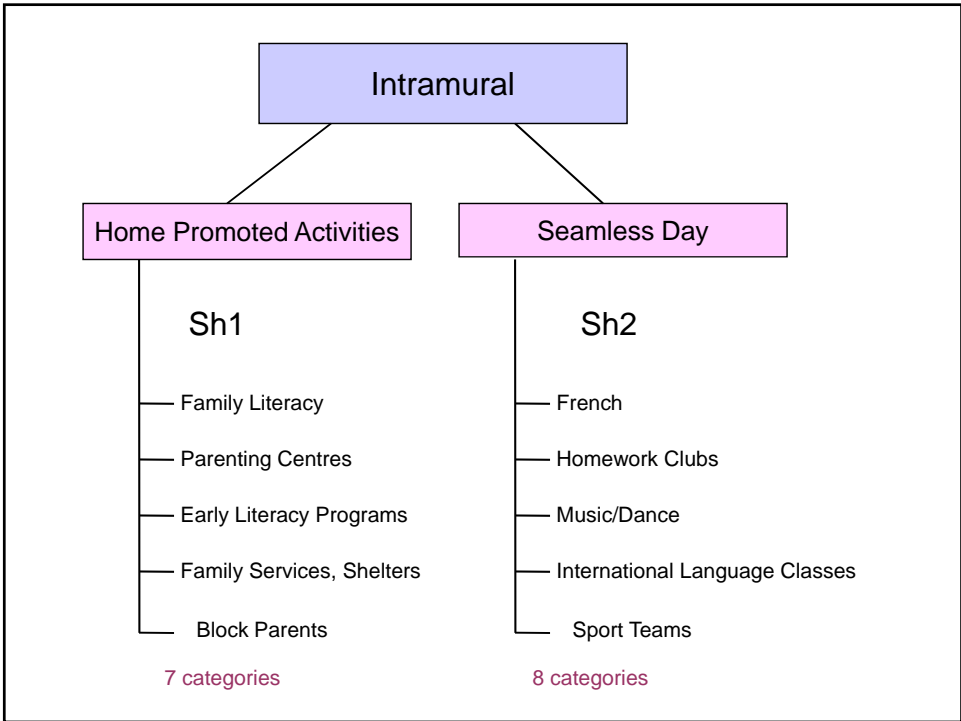
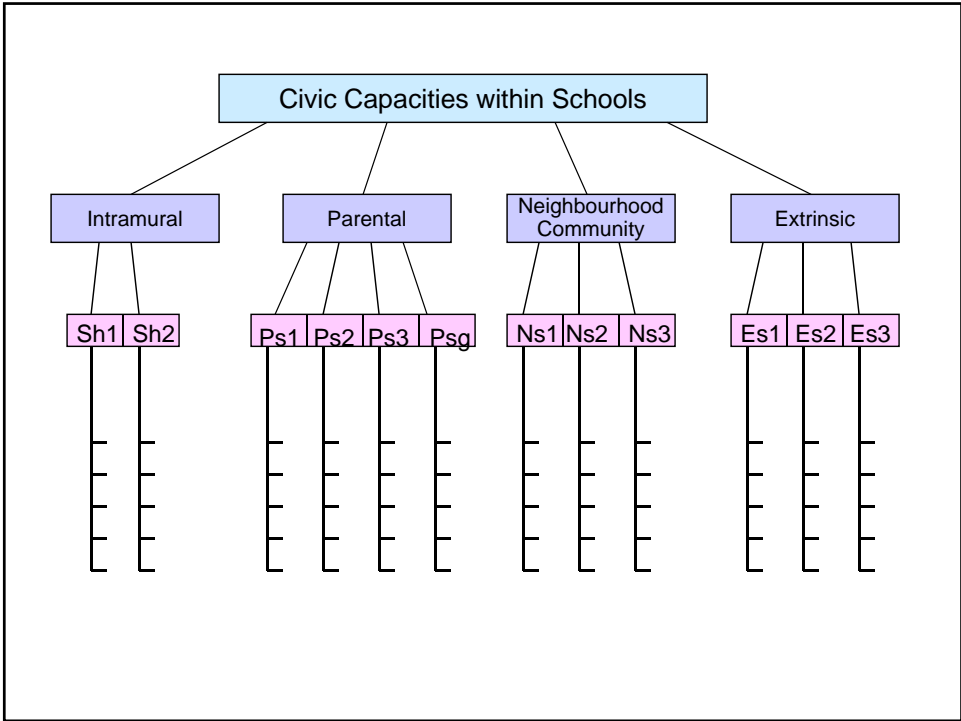
School Closures: A Response to the Provincial Government’s Student-Focused Funding Model (1998)- TDSB

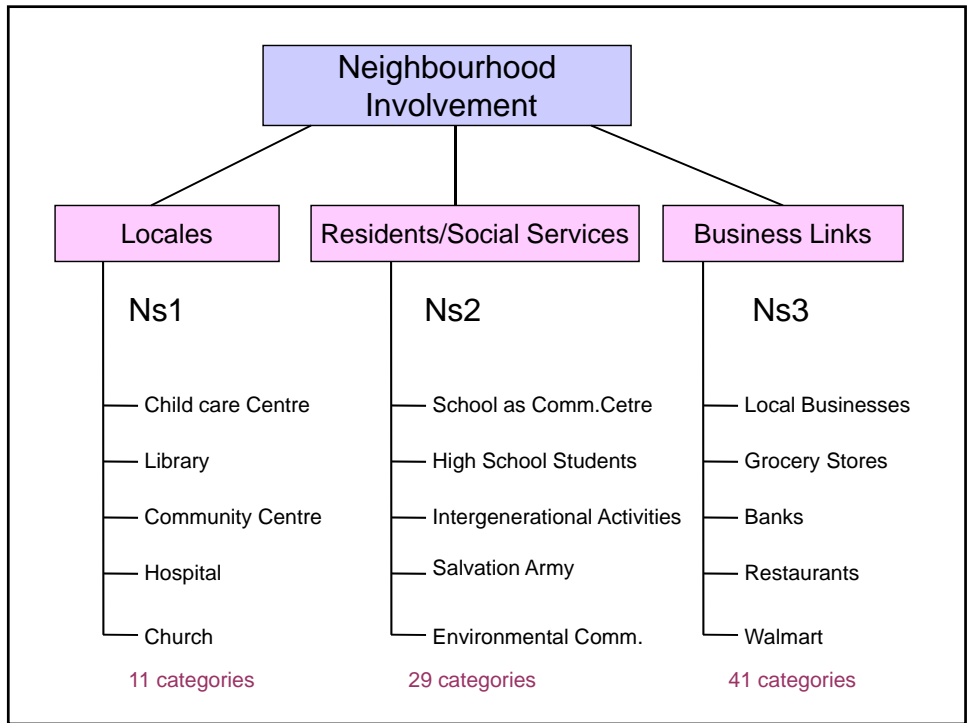
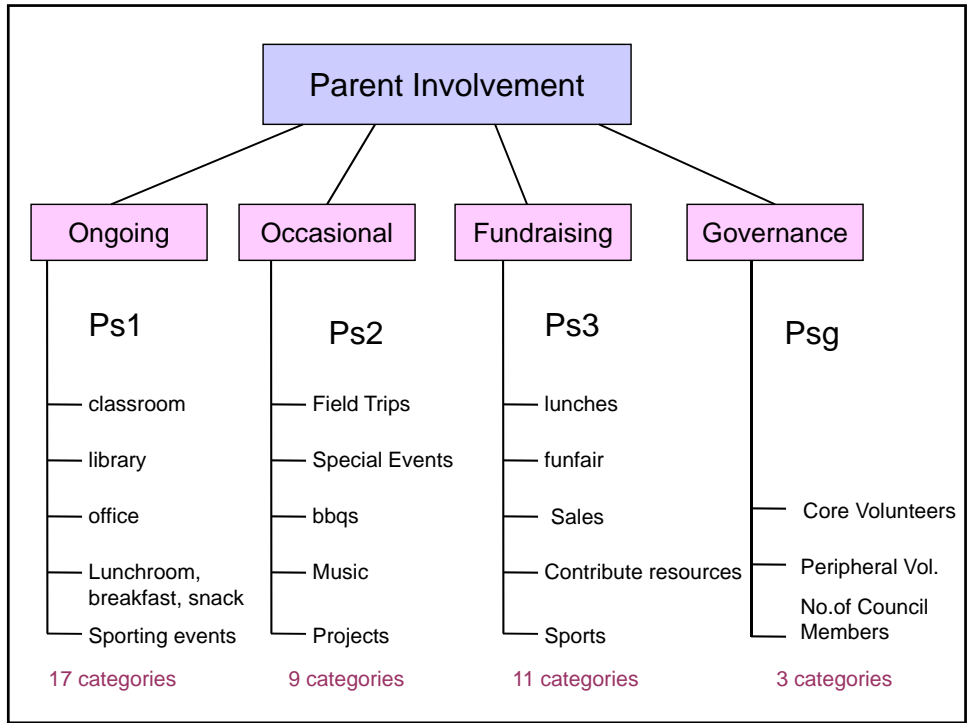
"You have allowed staff to paint a scarlet letter under the name of this school. It is too old, too small, too working class for you to respect its value to its own neighborhood. You behave as though schools belonged to elected officials and not to the community."

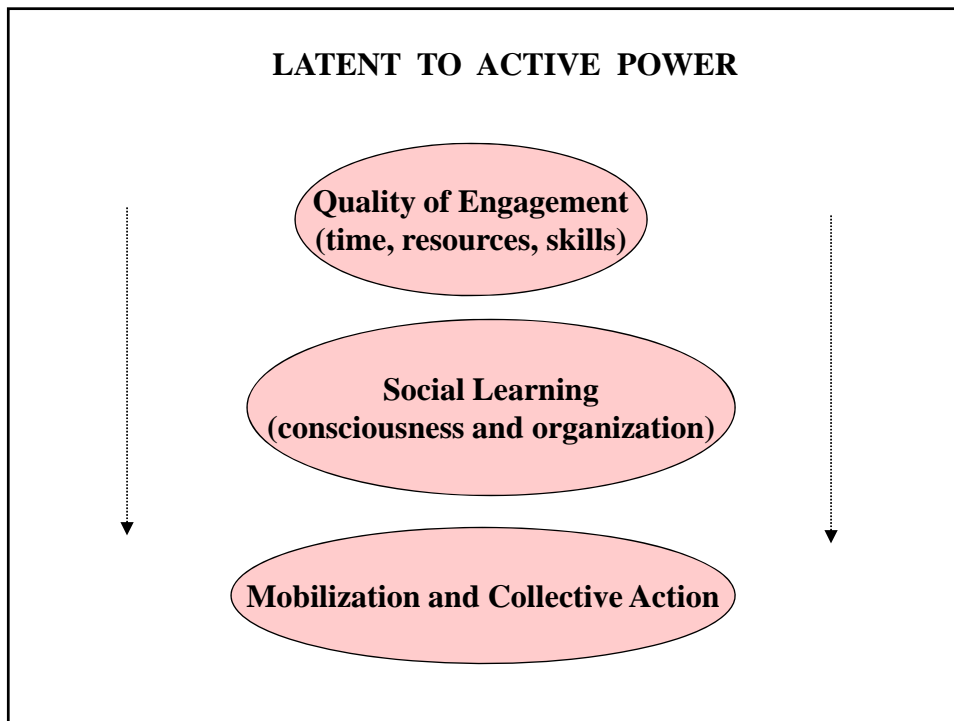
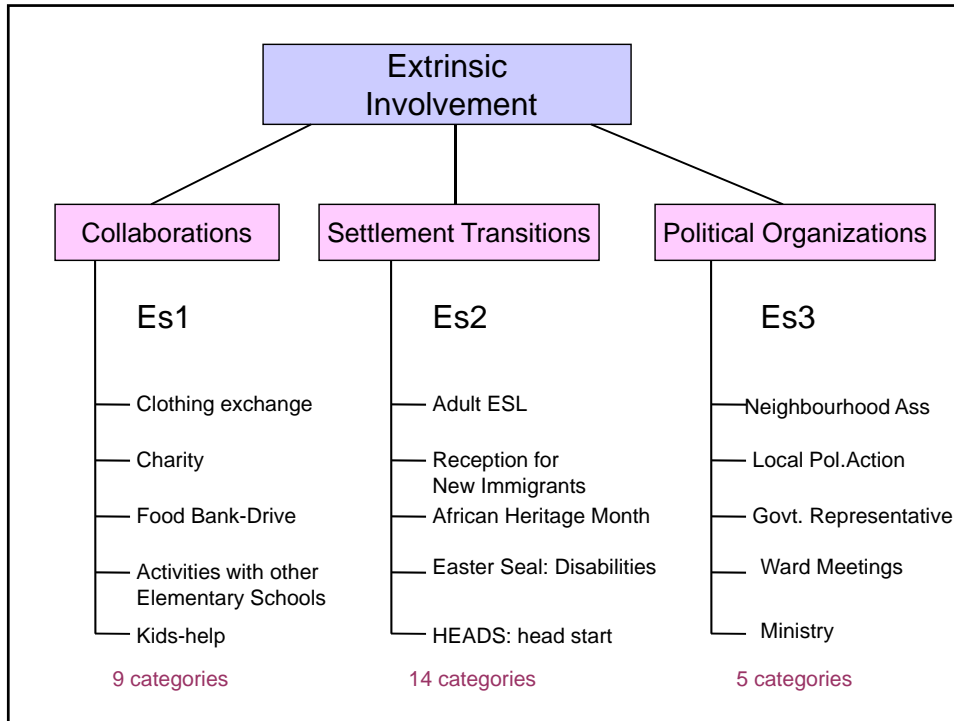
Parent at a TDSB Board Meeting.

Objectives

- **Provide a conceptual framework to measure conditions conducive for social capital formation within neighbourhood schools**
(power of civic agency)
- **Examine how social capital varies by the underlying neighbourhood structure**
(structural dimensions of power)
- **Note its relationship with school closure decisions**
(rationality or power)







RESULTS

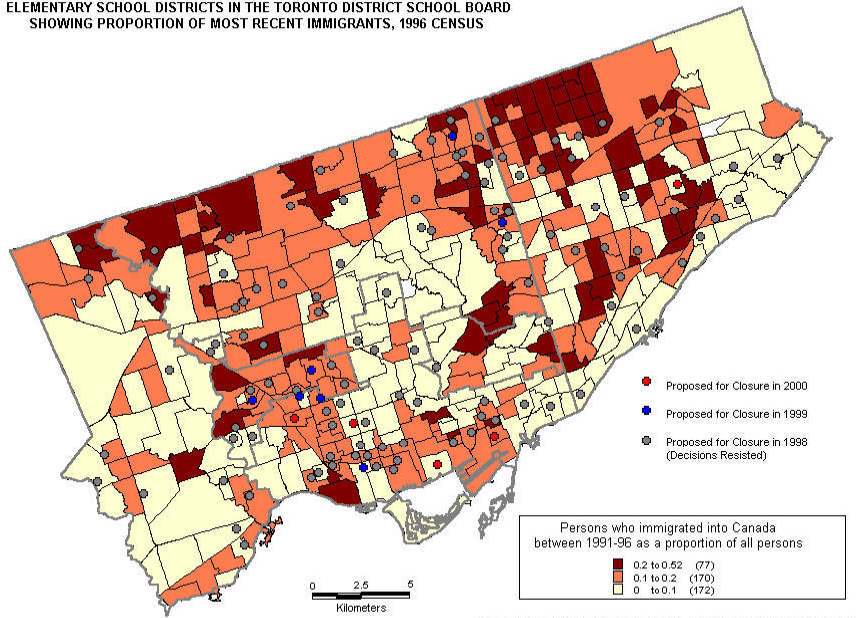
- **Descriptive :**
 - Forms of Social Capital in the TDSB
- **Empirical I :**
 - Multiple Regressions:
 - 11 independent variables (Ps1....Sh2) examining 22 Neighbourhood Effects (Inc, Edu, Ethn..)
- **Empirical II:**
 - Logistic Regression Examining:
 - Sch_CI98 = f (Rationality and Power)

TOTPOP	Total Population
PROPAPT	Total Apartments/Total number of Dwellings
PROPSD	Total Single Detached Homes/Total number of Dwellings
PROPLP	Total Number of Lone Parents/Total number of Dwellings
PROPSEN	Total Seniors (over 65 years of age)/Total Population
PRRECIMM	Total number of Recent Immigrants (1991-1996)/Total Population
PRNCNCIT	Total Non Canadian Citizens/Total Population
PRVISMIN.	Total Visible Minorities/Total Population
PROV25UN.	Unemployed Population 25 years and over/Population 25 years and over
PR15CHUN.	Unemployed Population 15 years and over with children/ Total population over 15
PRTIMECC.	Population spending over 30 hours on unpaid childcare/Total population over 15
PRTIMEESC.	Population spending 5-10 hours a week on unpaid senior care/Total population over 15
PRLOWEDU.	Population without Secondary School Certificate/Total population over 15
HIGHEDU.	Total Population with a Bachelor's Degree or Higher/Total population over 15
PRMOVERS.	Total Movers/Total Population
PREXTMIG.	External Migrants/Total Migrants
INHHLWGT	Average Household Income
AVDWVLWG	Average Value of Dwelling
PROPRENT	Total Renters/Total Dwellings
RNTOV30P	Population paying over 30% of Income in Rent Payments
OWNOV30P	Population paying over 30% of Income in Mortgage Payments
PRDWMJRP	Dwellings in need of Major Repairs/Total Dwellings

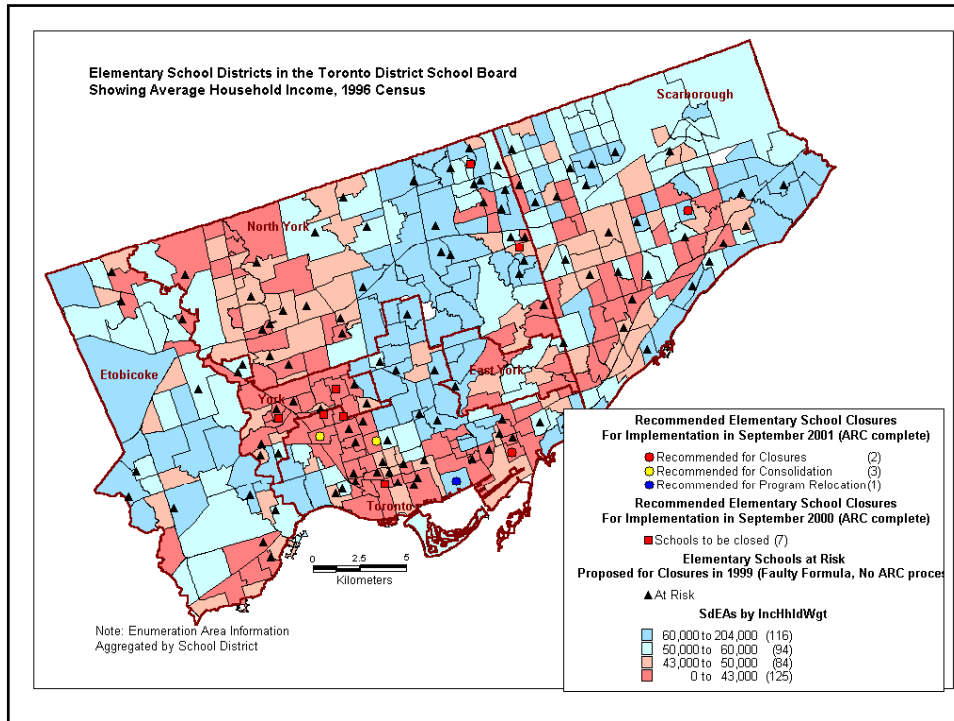
Aggregating EA data to the School District Level



ELEMENTARY SCHOOL DISTRICTS IN THE TORONTO DISTRICT SCHOOL BOARD
SHOWING PROPORTION OF MOST RECENT IMMIGRANTS, 1996 CENSUS



Note: Enumeration Area Information Aggregated by School District



Empirical I

MULTIPLE REGRESSIONS (11) : Civic Agency (*f*) Neighbourhood Structure

Ps1 *f* (totpop, precimm, prlowedu.....)

Ps2 *f*..... (totpop, precimm, prlowedu.....)

Ps3 *f*..... (totpop, precimm, prlowedu.....)

Sh1 *f*..... (totpop, precimm, prlowedu.....)

Sh2 *f*..... (totpop, precimm, prlowedu.....)

Ns1 *f*..... (totpop, precimm, prlowedu.....)

Es1 *f*..... (totpop, precimm, prlowedu.....)

Es2 *f*..... (totpop, precimm, prlowedu.....)

Variations in Civic Participation by Neighbourhood Structure

- Neighbourhood **Density** does matter- in general, higher densities less likely to be involved (\$- costlier to operate; also free rider problem-Olson); with the exception of fundraising activities (\$\$)
- **Parental activities in schools more likely to attract those with high education levels and deterred those with low education levels and low income** (e.g. dwellings in need of major repair used as proxy)- Bondi, Rose, Delhi and Ianuario.
- Low income renters (**renters with affordability problems**) are well rooted in their local places. In Toronto, due to shortage of affordable housing, renters are less likely to move. Transaction cost = Owners.
- **Extrinsic activities and School Based Activities well used by many marginal groups** (e.g.unemployed with children; renters with affordability problems; visible minorities; non Canadian Citizens).
- **Most vulnerable groups- recent immigrants and neighbourhoods with low education levels.**

Empirical II

Logistic Regression Examining:

$$\text{SchC198} = f(\text{Rationality and Power})$$

Efficiency Variables used to Rationalize School Closures

AGE	Age of the school
COUNTALL	Presence of other schools in the school district
COUNTELM	Presence of other elementary schools
ENRO	Enrolment levels
CAP	Capacity relative to enrolment

Underlying Latent Power and Organization Structure

PS1	Sum of activities related to regular parental involvement
Ps2	Sum of activities related to occasional parental involvement
Ps3	Sum of all fundraising activities
Ns1	Sum of all links to 'locales'
Ns2	Sum of all the presence of outside/community involvement
Ns3	Sum of all presence of business involvement
Es1	Sum of all collaboration with other schools
Es2	Sum of all settlement transitions
Es3	Sum of all links to political organizations
Sh1	Sum of all activities at home promoted by schools
Sh2	Sum of all seamless day programs

Impact of School Closures on Neighbourhood Based Social Capital

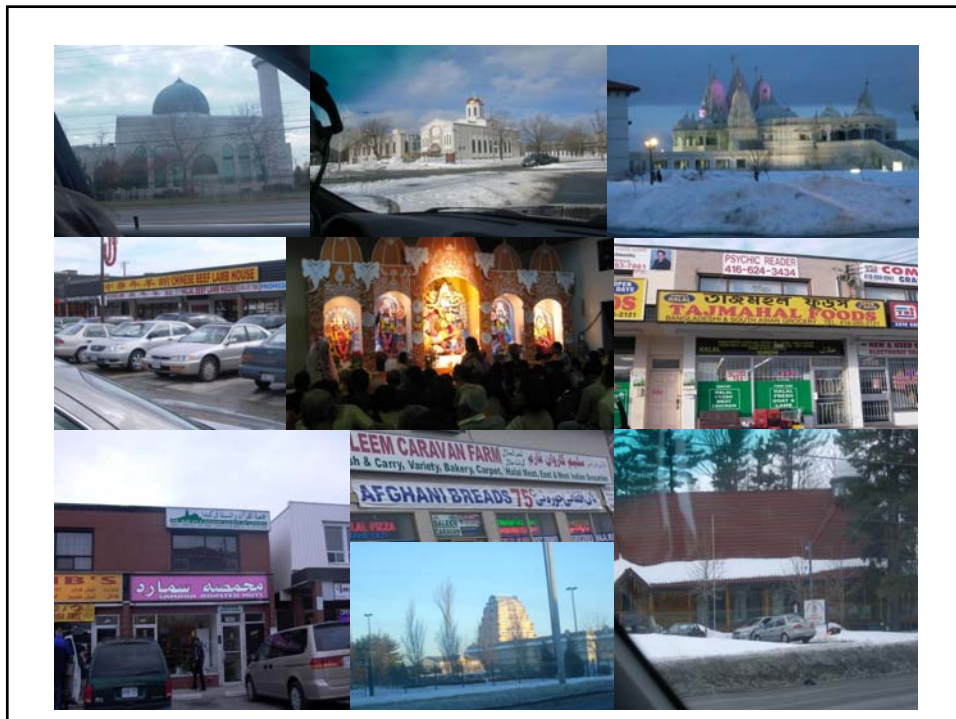
- | | |
|--|--|
| <ul style="list-style-type: none"> • <u>Less Likely to Close</u> • Ps1: Ongoing Involvement** • Ps3: Fundraising Act. • Ns2: Links with Comm. Organizations • Ns3: Links with Business | <ul style="list-style-type: none"> • <u>More Likely to Close</u> • Es2: Settlement ** • Ps2: Occasional Inv. • Ns1: Locales Present • Sh1: At Home Support • Sh2: Seamless Day Prg • Es1: Collaborations • Es3: Political Orgs. |
|--|--|

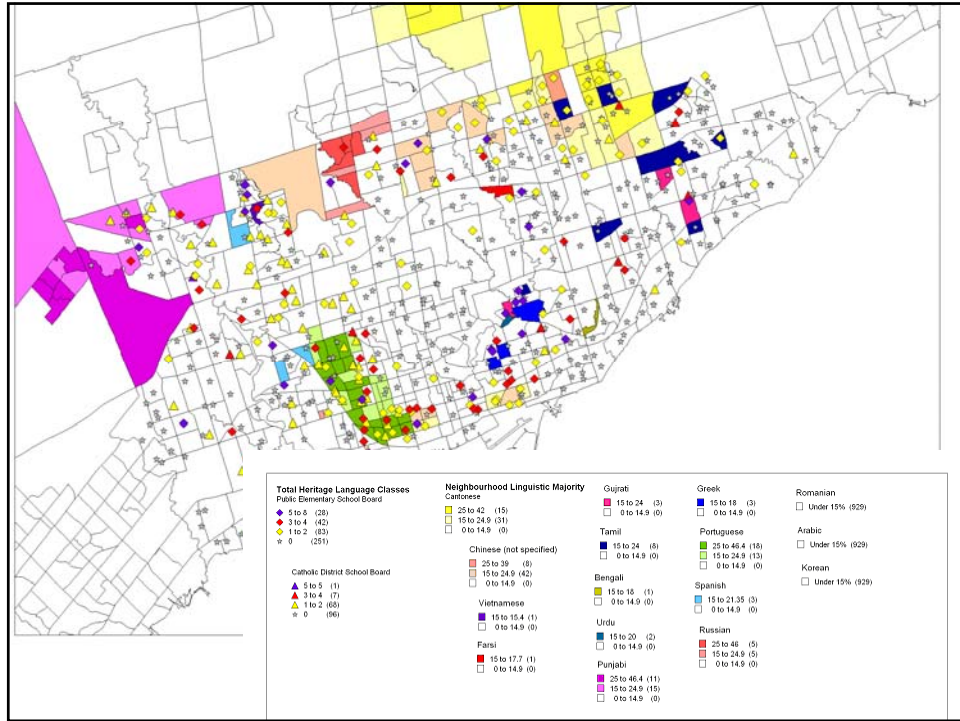
RENTRENCHED SPACES:

Basu, R. (2004) 'A Flybjergian perspective of Public Elementary School Closures in Toronto: A Question of 'Rationality' or 'Power'? in *Environment and Planning: C, Government and Policy*, Volume 22: 423-251.

MULTIFARIOUS SPACES:

Basu, R. (forthcoming) 'Multiculturalism through Multilingualism in Schools: Emerging Places of 'Integration' in Toronto', in the *Annals of the Association of American Geographers*.





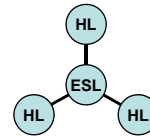
Unidirectional: Traditional Integration Model

Dominance of one language



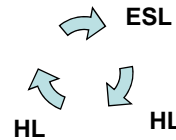
Reciprocal: Inclusive Integration Model

Dominance of one language, acceptance of another



Multifarious: Multilingual Integration Model

Absence of dominance of any language



Rank	Language	Both_sum	TDSB	TCDSB	Rank	Language	Both_sum	TDSB	TCDSB
1	CANTONESE	79	73	6	30	PERSIAN	3	3	0
2	SPANISH	54	40	14	31	FARSI	3	3	0
3	MANDARIN	48	43	5		AMHARIC –			
4	ITALIAN	48	4	44	32	Eth	3	3	0
5	TAMIL	46	43	3	33	TWI (Ghana)	2	1	1
6	PORTUGUESE	30	12	18	34	JAPANESE	2	2	0
7	VIETNAMESE	23	20	3	35	TIBETAN	1	1	0
8	ARABIC	22	19	3	36	SWEDISH	1	1	0
9	URDU	17	17	0	37	SWAHILI	1	1	0
10	GREEK	16	16	0	38	SINHALESE	1	1	0
11	KOREAN	13	13	0		PASHUTO –			
12	POLISH	11	2	9	39	Rus	1	1	0
13	BENGALI	11	11	0	40	OJIBWE	1	1	0
14	BLACK_CULT	10	10	0	41	NEPALESE	1	1	0
15	PUNJABI	9	9	0	42	MARATHI	1	1	0
16	SOMALI	8	8	0	43	MALTESE	1	0	1
17	DARI –Afghani	8	8	0	44	MALAYALAM	1	0	1
18	SERBIAN	7	7	0	45	MACEDONIAN	1	1	0
19	GUJARATI	6	6	0	46	LITHUANIAN	1	0	1
20	TURKISH	5	5	0	47	LAO –Thai	1	1	0
21	RUSSIAN	5	5	0	48	GREEK_CYPR	1	1	0
22	PILIPINO	5	0	5	49	FINNISH	1	1	0
23	ALBANIAN	5	5	0	50	EWI- Niger	1	1	0
24	UKRAINIAN	4	1	3	51	EGYPTIAN	1	0	1
25	ROMANIAN	4	4	0	52	CZECH	1	1	0
26	HINDI	4	4	0	53	CROATIAN	1	0	1
27	GERMAN	4	4	0	54	ARMENEAN	1	0	1
28	BULGARIAN	4	4	0	55	YIDDISH	0	0	church
29	HEBREW	3	3	0	56	HUNGARIAN	0	0	church
					57	CHALDEAN	0	0	church

Integration through Multilingual Heterogeneity

HIGH INTEGRATION	MEDIUM INTEGRATION		LOWER INTEGRATION		
≥ 10	5 ≥ x < 10		< 5		
TAMIL	24	HINDI	9	CROATIAN	4
URDU	22	PUNJABI	9	FARSI	4
KOREAN	21	RUSSIAN	9	HEBREW	3
ARABIC	20	SOMALI	9	UKRAINIAN	3
SPANISH	20	ITALIAN	8	LAO	2
VIETNAMESE	19	TWI	8	MALAYALAM	2
CANTONESE	17	FINNISH	7	NEPALESE	2
GREEK	17	MARATHI	7	ARMENIAN	1
BENGALI	16	SWEDISH	7	EWI	1
TURKISH	16	CZECH	6	MALTESE	1
MANDARIN	15	FARSI_PERS	6	EGYPTIAN	0
DARI	13	JAPANESE	6	LITHUANIAN	0
SERBIAN	13	SWAHILI	6	OJIBWE	0
GERMAN	12	AMHARIC	5	PASHUTO	0
GUJARATI	12	GREEK_CYPR	5		
BLACK_CULT	11	MACEDONIAN	5		
ROMANIAN	11	PILIPINO	5		
ALBANIAN	10	PORTUGUESE	5		
BULGARIAN	10	SINHALESE	5		
POLISH	10	TIBETAN	5		



Type	ESL	Heritage/international	Frequency	Percent	Form of Integration	Integration Type
4	Medium	None	325	56.42	Focus on settling first	Unidirectional
5	Medium	Medium	142	24.65	Settle & maintain links	Multifarious
6	Medium	High	68	11.81	Settle & maintain links	Multifarious
7	High	None	14	2.43	Focus on settling first	Unidirectional
9	High	High	10	1.74	Settle & maintain links	High Multifarious
1	None	None	8	1.39	No multilingualism	None
8	High	Medium	7	1.22	Settle & maintain links	Multifarious
2	None	Medium	2	0.35	Maintain ties /links	reciprocal
3	None	High	0	0.00	Maintain ties /links	reciprocal

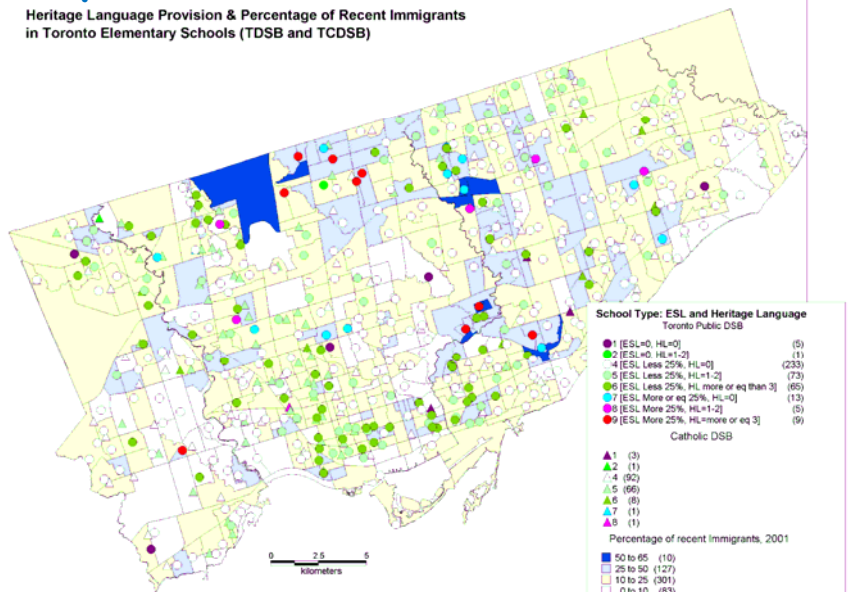
Spaces of Integrative-Multiplicity

Some brief conclusions.....

- Some schools serve as *hubs of language integration*, offering three or more languages and creating rich spaces of heterogeneity and new meanings of integration.
- The two Toronto boards not only serve different religious communities but also cater to particular ethno-linguistic communities. Overlap in 11 heritage/international language classes provided by both the boards
- Some communities groups are more successful than others in marshalling heritage/international language resources – a proxy of community organization and strength.
- Many of the languages offered correspond to the top 20 linguistic group of **refugee intake countries**
- Vary by neighbourhood context....WHICH ARE THESE????
Integrative spaces increasingly more likely to occur in marginal neighbourhoods....

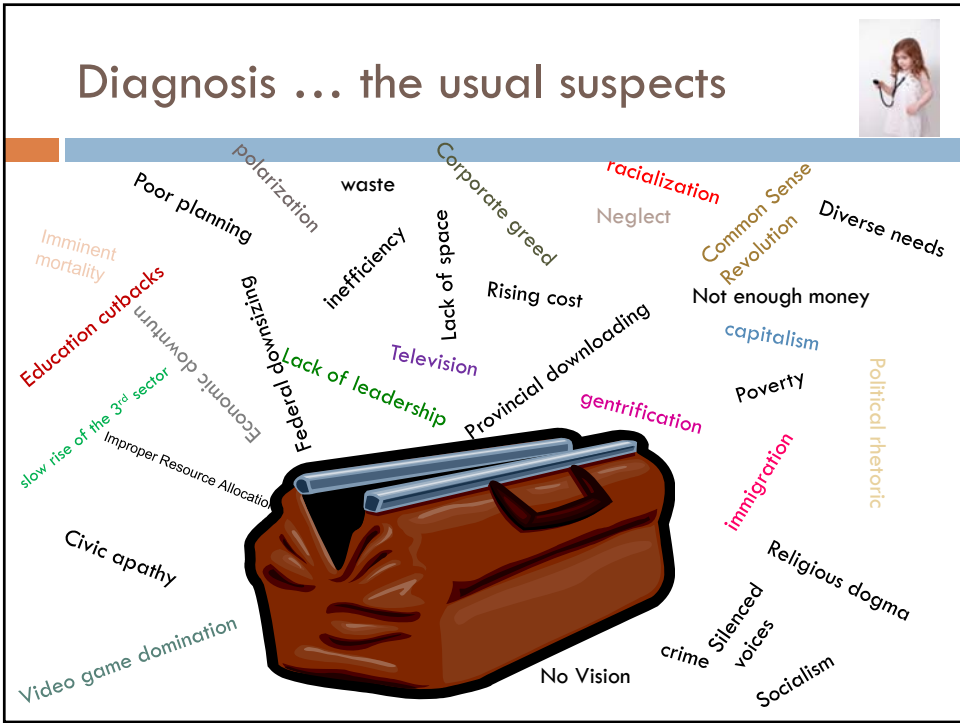
Multifarious Spaces: Re-imagining Spaces of Diversity.....

Heritage Language Provision & Percentage of Recent Immigrants in Toronto Elementary Schools (TDSB and TCDSB)

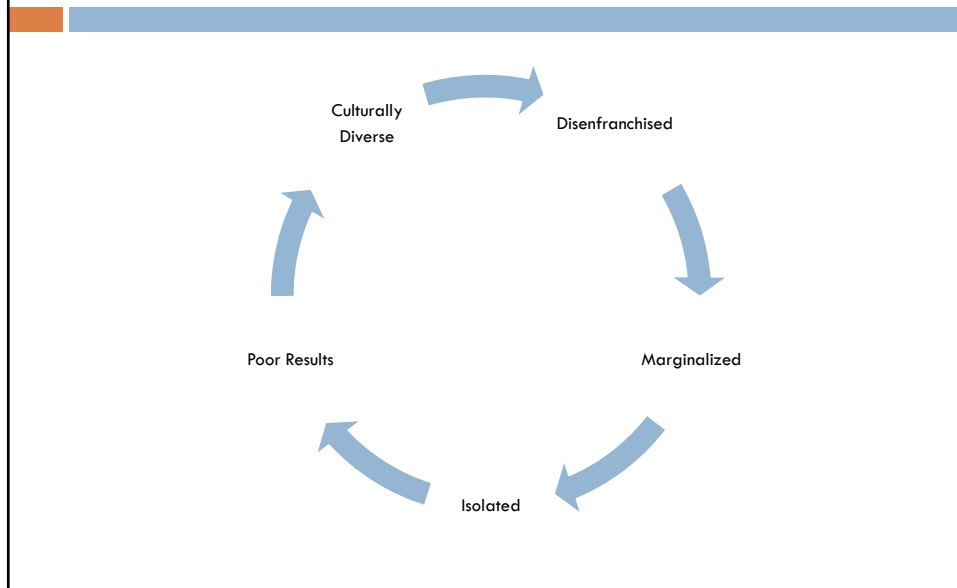


If Hubs are the Solution

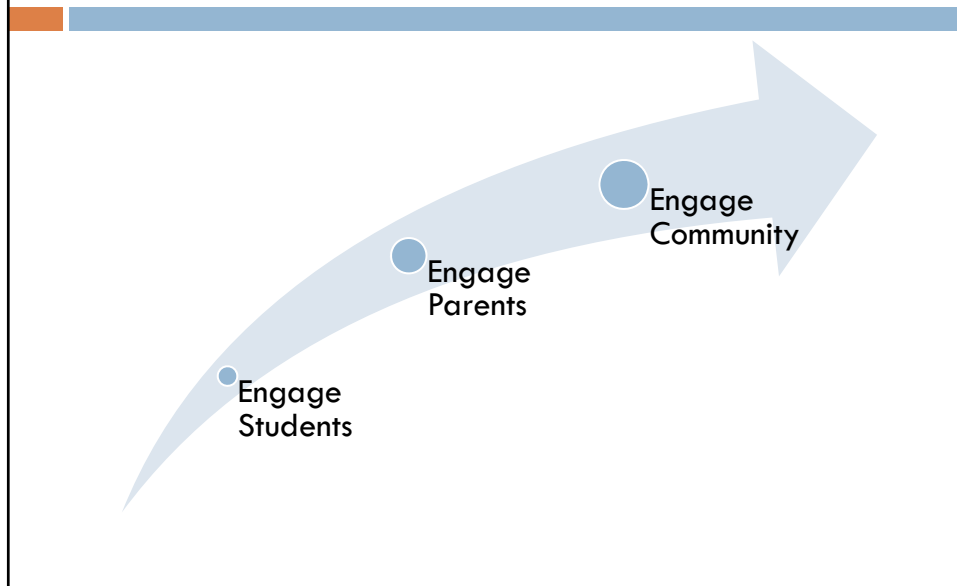
What's the Problem?



The Africentric School Context



The Opportunity at AAS

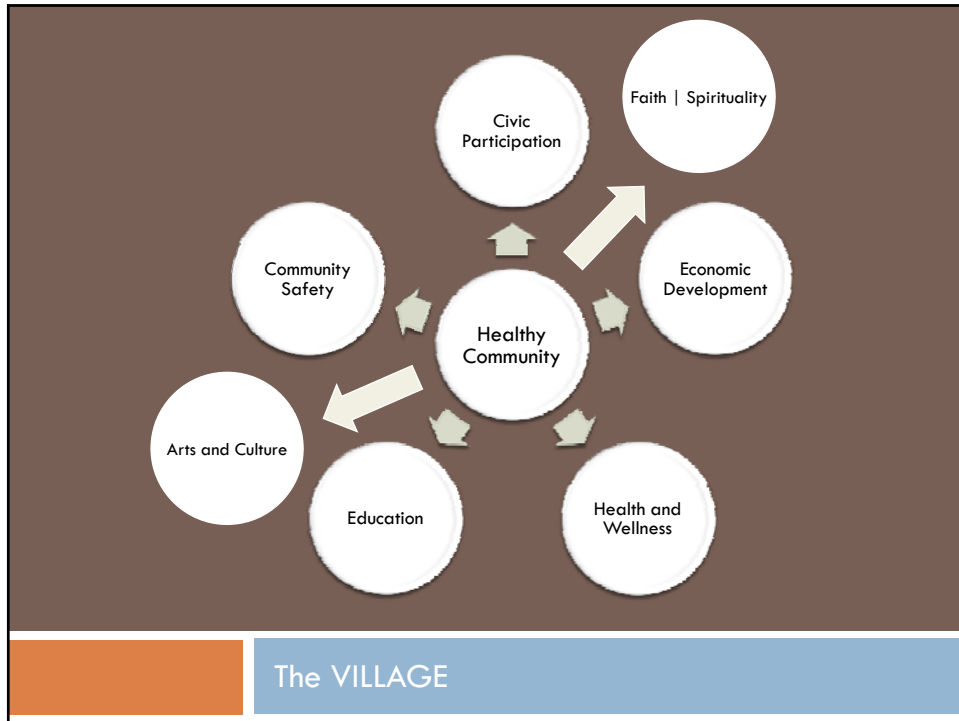


Challenges

- Time Pressure
- Media and Community Scrutiny
- Sudden surge in enrolment, under-resourcing
- Different definitions of community – and of Africentric in particular
- New initiative

Success Factors

- Rights based Approach
- Unity of purpose - Agreement on the direction
- Balance – fairness, collaboration, partnerships
- Possibility – encouraging creativity and innovation, building on past experiences, remaining open to listening
- Action – Actually do it.



Dianne Dyson's Comments

We know the research. Concentrated disadvantage, growing inequality, all shown in reports like *Poverty by Postal Code*, *the Three Cities*, and Social Planning's own work, the ten year social demographic retrospective, authored by Beth Wilson, this past summer.

These are entrenched problems, ones seemingly intractable. In his book, [The Persistence of Poverty](#), philosopher Charles Karelis uses the metaphor of bee stings to explain how poverty cannot be cured through a singly-targeted effort. If one has many bee stings and only a little balm, it's not worth trying to soothe just one of the stings. Each of the stings of poverty, the lack of a job, the lack of childcare, the lack of housing, the lack of a safety net, has to be treated at the same time.

This is why place-based interventions, like community hubs, make sense.

It's startling to see what passes for common sense these days:

Hubs — Co-locating services so people don't have to travel? Neighbourhood centres have been doing this for over 100 years.

Full-day kindergarten — Offering learning opportunities and childcare in the same space? Who knew this, but a parent?

Because funding structure and legislation have focused on populations and singular, simple problems, we have not made the traction we want on issues of poverty, things that are true to the common good and our civic values.

So, in response to the first part of this session which posits "If Hubs are the Solution....," what problems are community hubs supposed to solve?

Using a place-based lens, hubs offer the ability to address complexity and entrenched problems. (Place-based solutions can rightly be critiqued for their own drawbacks — that many issues are beyond the scope of the local — but that's another panel session.)

Hubs are one form of other institutions that use a place-based, wrap-around model; others are such as neighbourhood centres, settlement houses, multi-service agencies, community health centres, and even, once, community schools. (My children's school was built in the 1960s so that the school library could be used as a public library, with a separate entrance build into the structure. That failed and now the library is down the block.)

The "system" has now adopted hubs as an answer that makes sense. Within Toronto, that means bringing community space to the inner suburbs where infrastructure supports, like meeting space and community programs, is too scarce.

The Strong Neighbourhood Taskforce and the resultant Strong Neighbourhoods strategies at the City government level and at United Way Toronto promoted hubs as one strand of the solution.

The POL funds, major donor gifts, and funding through the Youth Challenge Fund helped to realize these new resources.

When the Strong Neighbourhoods Taskforce examined service levels across the city, in comparison with the needs of the local population, the one map that showed coverage, washed calm blue instead of fiery red, was the map of access to local schools. Schools are in every Toronto neighbourhood.

That's why the concept of *schools* as community hubs makes such sense.

The Toronto District School Board has grown this idea, through initiatives such as Sheila Cary-Meagher and Cassie Bell's *Model Schools for Inner City* initiative. (Note these schools do not rigidly fall within the Priority Neighbourhood Areas – poor kids are more widely dispersed in the city). And, more recently, Director Spence began to open *Full Use Schools*. Both these programs open schools to the community and the community to schools.

The Ontario Ministry of Education has also recognized the sense of this. They have funded the *Community Use of Schools* program, which opens up school space to community agencies in the summer and after school, and, more recently, launched the *Priority Schools Initiative*, which provides support to grassroots groups to do the same.

“Schools as hubs” is on the radar.

In the midst of this municipal election, we hear candidates talking about schools as community hubs. The City has still to figure out how to work with the school board – the Community Partnership Strategy, for instance, is skirting this boundary issue as it maps out the resources and assets in Toronto's neighbourhoods.

So if there is all this wisdom, what's the problem? Why are there not more hubs?

This summer I had the chance to work on a report on community hubs for the ICE committee, and that will soon be forthcoming.

But here's a short list of some of the challenges:

Parental resistance – we still have to figure out how to work through the “stranger in the school” problem

System coordination – The multiple orders of government and even the silos within them make an integrated take, like this, challenging. Competing deadlines and funding criteria don't make this easy.

The Funding Formula still funds school boards on a per pupil basis with targeted special grants laid on top. When school boards lost their taxing authority, they lost much of their flexibility to be innovative about local issues.

The burden of moving all this forward falls upon on two already burdened, under-funded sectors (education and community service agencies).

Listen to this semi-facetious “To Do” list for anyone developing a hub. Here’s what they have to develop:

- Visioning
- Partnership-building
- Capital dollars fundraising
- Operating dollars
- Location identification
- Community consultations
- Resident engagement
- Needs assessments
- Zoning/permits, Design & space allocation
- Service planning
- Governance model
- Administrative model
- Feasibility studies
- Lease agreements
- Cost-projections
- Cost-sharing ratio
- Program space design and allocation
- Operating hours
- Outreach and communication strategy
- Itinerant partnering protocol development
- Staffing models
- Job descriptions
- Source funding
- Emergency preparedness plan....

And we wonder why it can’t get done.

My job today was to provide evidence of why hubs are a good idea.

But we know they are. That’s why we’re all, three hundred, here.

This is less a rational debate where we need to convince each other of the merits of a good idea, but much more a discussion about our civic will and priorities and the administrative structures and resources required for this “good idea” to be realized.

Thank you.

Cassie Bell Presentation Notes

Integrated Service Delivery (ISD) Quotes

Ontario/Canada:

1. *United Way of Greater Toronto*

"For several years now, the government and non-profit sector have put significant resources toward programs to better serve the needs of youth, especially youth at-risk in our community, but despite this, cracks remain and many of our young people continue to lose their way. As the Province awaits the findings of the Roots of Youth Violence Review, United Way Toronto, joined by United Ways across the province, urges the provincial government to consider developing a coordinated outcomes framework for youth." Frances Lankin, CEO, United Way of Greater Toronto

http://www.unitedwaytoronto.com/media/mediaReleases/2008/pr_20080623.php

2. *Toronto First Duty (TFD) Integrated Early Learning Program*

"This study explored the impact of integrated services consisting of kindergarten, child care and family support programs on the daily lives of parents and their kindergarten aged children. Overall, the findings of this study support the conclusion that integrated delivery of early childhood services is associated with lower levels of daily parenting hassles and the inclusion of the school community as a source of support for parents. Children may benefit from these improvements in family life and from greater levels of continuity in their experience of care and learning."

Toronto First Duty Phase 2 Research Progress Report: December 2007

http://www.toronto.ca/firstduty/tfd_research_progress_report_dec07.pdf

2. *MCYS Ontario*

"The Ministry of Children and Youth Services envisions an Ontario where all children and youth have the best opportunity to succeed and reach their full potential....In establishing the ministry, the government committed to improving how we provide services to Ontario's young people and their families."

Realizing Potential: Our Children, Our Youth, Our Future Ontario Ministry of Children and Youth Services Strategic Framework 2008-12

<http://www.gov.on.ca/children/graphics/244264.pdf>

3. SchoolPlus Saskatchewan

School^{Plus} is a province-wide initiative led by Ministry of Education and the provincial education system that promotes learning success and well-being for every child and young person. It envisions a province where every school is actively improving student outcomes through the delivery of a strong learning program and serving as a centre for social, health and other services for children and their families.

School^{PLUS} is a broad-based, long-term change based on principles of shared responsibility, holistic approaches, equity and excellence, accountability, and continuous improvement and sustainability. It is built on a foundation of effective practices.

School^{PLUS} schools:

- *are welcoming, caring and respectful;*
- *actively engage youth, families and communities;*
- *focus on providing every student with access to high quality learning opportunities, reaching out to those who have left the school system;*
- *are centres of integrated supports for children, youth and families to strengthen both educational success and well-being;*
- *support effective transitions into and through the education system, and to post-secondary education and the labour market; and,*
- *use resources available to them such as enhanced technology and e-learning*

“SchoolPlus will be a completely new organizational environment for meeting the needs of children and youth, not just school as we know it with more added on. It will be a matrix organization that draws all of its resources from existing governmental and non-governmental agencies and coordinates and integrates those resources in relation to the needs of children and youth.” (The Story of School Plus, page 15)

<http://www.education.gov.sk.ca/schoolplus>

4. “Out of The Shadows At Last” (Senate Standing Committee Report on Mental Health) Ottawa, Ontario

“Many of the Committee’s witnesses spoke of the need to ensure that schools are better equipped to handle children’s mental health issues than they are now. Dr. Richard Goldbloom, Professor of Pediatrics, went so far as to remark that; “I see the school as the most underdeveloped site for effective health care of any in the country.” He went on to suggest that:

...we need a major move of mental health services from their present locations in most communities into the schools. The school is children's natural habitat. For six or eight hours a day, it is where they are, it is where their parents often come and it is where you can deal with the problems in collaboration with the teachers.” (6.2.2 The School Age Years)

Out of the Shadows At Last Transforming Mental Health, Mental Illness and Addiction Services in Canada; final report of The Standing Senate Committee on Social Affairs, Science and Technology, The Honourable Michael J.L. Kirby, Chair; May 2006

<http://www.parl.gc.ca/39/1/parlbus/commbus/senate/com-e/soci-e/rep-e/pdf/rep02may06part1-e.pdf>

5. *Alternative Approaches to Promoting the Health and Well-Being of Children: Accessing Community Resources to Support Resilience (Newfoundland)*

“...services to children who are coping with risk factors demand a collaborative approach on the part of many stakeholders. Schools, mental health clinics, child protection authorities, and correctional services are public child welfare systems. They are all financed by the public purse and are mandated to serve children in accordance with legislation. However, within these various organizations there is a perception that each is responsible for their respective mandates independent of the other. Yes, there are examples of co-ordination of services and communication across systems, however, examples of collaboration are less clear. Collaboration is distinct in that it requires a commitment to mutual goals; a common values orientation; a sharing of power, risks, and resources; mutual investment in end results; and a willingness to embrace change and to conduct business differently. These distinctive qualities are necessary dimensions in realizing the determinants of health for children and their families.”

Barter, K. (2003, Spring). Strengthening community capacity: Expanding the vision. Relational Child and Youth Care Journal, 16,(2), 24-32. Ken Barter, Memorial University, Newfoundland <http://www.canadian-universities.net/News/Press-Releases/November 10 2006 School of Social Work professor to give presentati.html>

United States/ North America

6. *National Clearinghouse on Educational Facilities (www.edfacilities.org)*

Co-Location and Shared Use of School Facilities

When appropriate, co-location or shared use of a school with a public library, fine arts center, senior center, health clinic, community college branch, sports stadium, public park, or museum, is wise for budgetary reasons as this places public services together providing cost savings for all agencies involved. Also, co-location increases public use of some of the most underused public facilities, public schools, during evenings and weekends. An example of a community recreation center that is used by the public when school is in session is Berwyn Heights Elementary School in Prince George’s County. Shared use of schools should be fully explored throughout Maryland. If done correctly, co-location/shared use can be an effective utilization of public funding and can offset some public school construction costs through cost sharing by

different public agencies. Incentives that reward flexible school configurations that meet a variety of community needs should be considered. In many situations, it makes fiscal sense for community resources such as libraries, community centers, day care, parks and athletic facilities and other amenities to be co-located with public school facilities.”

Managing Maryland’s Growth Smart Growth, Community Planning and Public School Construction

(National Clearinghouse on Educational Facilities)

<http://www.mdp.state.md.us/pdf/MG27.pdf>

7. Harvard Family Research Project

" A continuum of integrated family, school, and comprehensive community services.

While multi-agency efforts to build continua of the preventive and early intervention services from early childhood through high school are difficult to implement and especially difficult to sustain, a number of well-established efforts are beginning to show evidence of preventing negative behaviors and effectively promoting learning and enhanced educational achievement. Partnership for Results, in Auburn, New York, exemplifies this. A collaboration among health, mental health, human services, and law enforcement, the Partnership has implemented a continuum of evidence-based programs with integrated service planning, assessment, and databases for performance management and tracking of results. Services include enhanced school and out-of-school programs. Their results show better outcomes for all of the partners, including schools, with less violent behavior and marked improvements in academic outcomes. "

<http://www.hfrp.org/hfrp-news/news-announcements/help-us-learn-more-about-complementary-learning%21> *Harvard Family Research Project (Complementary Learning)*

International – New Zealand, UK,

8. Integrated service delivery in the literature (New Zealand)

“The subject of integration is approached from many different angles: case studies of integration; speculations on the future of electronic integration; advice on how organizations should manage themselves in a federal way; integrating for better policy coordination; integrating to cut costs by sharing corporate services; integrating to better meet client demand. The following quotes demonstrate some of these varied perspectives on integration:

“I think it [ISD] means basically organizing services around the needs that our patients and communities demonstrate, rather than traditionally expecting them to find their way around the institutions that Government has set up”.

And,

“ If the needs of all adolescents are to be addressed effectively, then an integrated approach involving inter-sectoral collaboration and inter-agency co-operation is required”

James Cumming, “Catering for the needs of all young adolescents: Towards an integrated approach”, *Unicorn*, vol. 20, no 2, June 1994, pp.12–20, p.12.

from Occasional Paper No. 12, Integrated Service Delivery, New Zealand,
http://www.ssc.govt.nz/upload/downloadable_files/Occ_Paper_12.pdf

9. Every Child Matters (UK)

“The [Children's Plan: Building Brighter Futures \(December 2007\)](#) describes the Government's vision of a system-wide reform to the way services for children and young people work together. It describes how, by putting the needs of children and families first, we will provide a service that makes more sense to the parents, children and young people using them, for whom professional boundaries can appear arbitrary and frustrating. By locating services under one roof in the places people visit frequently, they are more likely to find the help they need. And by investing in all of those who work with children, and by building capacity to work across professional boundaries, we can ensure that joining up services is not just about providing a safety net for the vulnerable it is about unlocking the potential of every child.”

<http://www.everychildmatters.gov.uk/>