



APPLEGROVE COMMUNITY COMPLEX

60 Woodfield Road, Toronto, Ontario M4L 2W6

Tel: 416-461-8143 Fax: 416-461-5513

www.ApplegroveCC.ca

“TOGETHER, BUILDING OUR COMMUNITY”

Board of Directors Meeting AGENDA – Monday, October 24, 2011

If you cannot attend, please call the office with your regrets.

A neighbourhood partnership fostering community
through social and informative programs for individuals and families.

6:15 All Board members are invited to meet with the Recreation Committee

6:45 Optional Light Supper

7:00

1. Welcome/Call to Order/Adoption of Agenda
2. Declaration of Conflicts of Interest
3. Timekeeper
4. Volunteer Hours
5. Donation Envelope

7:05

6. Minutes of the September 26 Board of Directors Meeting (*White*)
7. Finance and Fundraising
 - 7.1. Year-to-Date (September) Detailed Financial Report (*Large Green*): for information

Motion needed to discuss the next items *in camera* (without guests or staff other than the Executive Director and Program Director), as they deal with identifiable individuals or confidential information.

- 7.2. Sub Committee on Budget (*there may be a confidential report sent by e-mail*): for discussion and possible decisions
- 7.3. Recreation Committee (*Yellow Report, Goldenrod report of 2009 Planning*)
- 7.4. Program Budgets (*Green budgets, Orange program info*): for discussion and endorsement

Motion needed to return to the public meeting.

8:00

- 7.5. Fundraising Plans for 2012 (*Grey event analysis*): for discussion and direction to staff

8:35

8. Complaints Policy (*Lavender*): for review and endorsement

8:45

9. Directors' Concerns

10. Adjournment



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Board of Management Meeting AGENDA -- Monday, October 24, 2011

8:40

- A. Call to Order/Adoption of Agenda
- B. Declaration of Conflicts of Interest
- C. Minutes of September 26 Board of Management Meeting (*White*)
- D. Hiring Reports: Summer Staff (*Pale Blue*)
- E. 360 Form (*Bright Blue*): for discussion and decision

8:52

- F. Executive Director's Report (*Pink*. See also "Life in Interesting Times" *Cerise*): for decision and information.

8:55

- G. Correspondence/Information
 - G.1. Correspondence (none received by agenda close)
 - G.2. Community Service System (report by Centre for Research on Inner City Health) (*Cream*): for information.

8:59

- H. Adjournment

Next Meeting

October 24



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“TOGETHER, BUILDING OUR COMMUNITY”

Minutes of the Board of Directors Meeting September 26, 2011

A neighbourhood partnership fostering community
through social and informative programs for individuals and families.

Present: Ben Chong, Natalie Coulter, Ann McKechnie, Sydney Schultz (Chair), Neil Sinclair,
Pierre Trudel,
Regrets: Alana Honsch, Carmita Magnaye, Mary-Margaret McMahon, Throy Ross.
Staff: Susan Fletcher, Louise Maynard, May Seto (Recorder), Franki Tang

Dates of Next Meeting

Board Meeting – Monday, October 24 at 7 p.m.

Edgewood Grand Opening – October 26 (time TBD)

1. Call to Order/Adoption of Agenda/Introductions

At 7:00, as Vice-Chair, Neil called the meeting to order in the temporary absence of the Chair. Quorum of 5 Directors was achieved. By consensus, the agenda was adopted with changes to the order of the agenda items.

2. Declaration of Conflicts of Interest

None were declared.

3. Timekeeper

Assigned timekeeper for meeting – Pierre

4. Volunteer Hours

Members provided their volunteer hours.

5. Donation Envelope

The donation envelope circulated.

6. Program Presentation – Edgewood Connection

Louise provided an overview of the program and re-opening of the Edgewood Connection. She reported that the Corpus Christi Church has been very welcoming and has worked closely with her to make the transition. Louise invited all Board Members to the grand opening, scheduled for Wednesday, October 26. Time and details to follow.

7. Minutes of the June 20 Board of Directors Meeting and August 29 Special Board Meeting.

MOTION (McKechnie/Coulter)

To accept the minutes of June 20.

Carried.

MOTION (Trudel/Coulter)
To accept the minutes of August 29.
Carried.

8. Confirmation of Motions Proposed at June 20 meeting without quorum.

MOTION (McKechnie/Coulter)
To homologate the motion to accept the minutes of June 20.
Carried.

9. Finance and Fundraising

Because no guests were present, there was no need for a motion to discuss the next item *in camera*.

9.3 Year to Date (August) Financial Report

Franki provided an overview of the report and answered any questions. Members needed clarification on some items of the report. Franki will follow up.

9.1 City Budget and Core Service Reviews

Susan provided an update and overview.

MOTION (Coulter/Schultz)
To discuss item 9.2 *in camera* without Program Director.
Carried.

9.2 Confidential Report and Recommendation of the Sub Committee on Budget

The Board considered an alternative to the worksharing option in the belief that it would not be sustainable or maintain services in the community.

The sub-committee recommended exploration of the recreation option including meetings with relevant councillors.

MOTION (Sinclair/Chong)
To return to the public meeting.
Carried.

MOTION (Chong/McKechnie)
To confirm *in camera* motions regarding the 2012 budget and recreation option.
Carried.

10. Applicable

Susan provided an overview of the preliminary report. Neil recommended thanking Susan for her extra effort in Applicable to make it such a huge success. Pierre made an amendment to thank the entire staff team. Everyone agreed that it was a huge success.

11. Directors' Concerns

None were identified.

12. Adjournment

The meeting was adjourned on a motion by Ben Chong, seconded by Ann McKechnie.

Chair

Secretary

Month	January	February	March	April	May	June	July	August	September	October	November	December	Totals
Applegrove Parent/Child Drop-in													
Children	836	782	997	948	1,011	942	478	822	965	0	0	0	7,781
Parents	256	248	299	285	265	262	109	203	263	0	0	0	2,190
Caregivers	279	260	372	354	362	359	207	288	371	0	0	0	2,852
Subtotal	1,371	1,290	1,668	1,587	1,638	1,563	794	1,313	1,599	0	0	0	12,823
The Edgewood Connection													
Children	222	243	281	225	285	246	0		161	0	0	0	1,663
Parents	52	39	56	56	66	61	0		23	0	0	0	353
Caregivers	79	94	105	80	98	90	0		84	0	0	0	630
Subtotal	353	376	442	361	449	397	0	0	268	0	0	0	2,646
The HAIG													
Children	196	187	152	226	221	190	0	0	205	0	0	0	1,377
Parents	51	43	40	57	42	62	0	0	48	0	0	0	343
Caregivers	71	74	61	88	88	63	0	0	102	0	0	0	547
Subtotal	318	304	253	371	351	315	0	0	355	0	0	0	2,267
Helping Our Babies Grow													
Fathers and Children	50	42	52	49	70	71	56	73	62	0	0	0	525
Moms	43	46	57	67	80	76	51	78	89	0	0	0	587
Subtotal	93	88	109	116	150	147	107	151	151	0	0	0	1,112
Therapeutic Play													
Children	0	1	15	13	14	9	10	0	0	0	0	0	62
Adults	0	1	12	12	13	9	10	0	0	0	0	0	57
Subtotal	0	2	27	25	27	18	20	0	0	0	0	0	119
Children and Youth													
Summer Camp							796	850					1,646
After-School	292	290	299	335	298	341			264	124	0	0	2,243
Leadership							229	59					288
Teen	107	81	82	69	43	17			0	0	0	0	399
Subtotal	687	371	381	404	341	358	1,025	909	264	124	0	0	4,864
Adult Programs													
Reading Euchre)	115	84	182	134	150	115	82	158	44	0	0	0	1,064
Game/Board hours	95	77	0	88	61	35	0	0	73	0	0	0	429
Other*	50	273	173	108	35				1,500	0			2,139
Subtotal	260	434	355	330	246	150	82	158	1,617	0	0	0	3,632
Total	3,082	2,865	3,235	3,194	3,202	2,948	2,028	2,531	4,254	124	0	0	27,463

*Other includes Book Club, special events, Annual Meeting, DINE, etc. Income Tax Clinic (April) Board Hours shown in month recorded, not worked plus 2,500 calls 29,963

Cumulative 3,082 5,947 9,182 12,376 15,578 18,526 20,554 23,085 27,339 27,463 27,463 27,463 2,500 29,963

2010 Comparison Mc 3,306 2,989 3,639 3,067 2910 2,706 2,515 2,331 4,218 3,200 2,985 2,098 35,964

Cumulative 3,306 6,295 9,934 13,001 15911 18,617 21,132 23,463 27,681 30,881 33,866 35,964 2,500 38,464

Apple

		Program Size				Different Individuals 2010
		AG Staffing		Service		
Month		# FTE	# individuals	# hr/week	# hr/year	
Applegrove Parent/Child Drop-in						
	Children					
	Parents					
	Caregivers					
	Subtotal	1.98	3	20	1,000	1,525
The Edgewood Connection						
	Children					
	Parents					
	Caregivers					
	Subtotal	0.3	1	8.0	320	302
The HAIG						
	Children					
	Parents					
	Caregivers					
	Subtotal	* 0.3	1	6	240	260
Helping Our B						
Infants and Children						
	Moms					
	Subtotal	*^ 0.3	4	2	100	76
Therapeutic P						
	Children					
	Adults					
	Subtotal	0.46	3	1.0	32	33
Children and Youth						
	Summer Camp	*^ 2.2	12	40	320	125
	After-School	* 0.8	3	2.75	110	37
	Leadership	0.4	2	35	210	24
	Teen	* 0.3	2	6	240	47
	Subtotal					
Adult Program						
	Seniors (including Euchre)	*^ 0.4	1	8	360	124
	Committee/Board hours				429	15
	Other*				52	1,200
	Subtotal					
	Total	6.9	30.0	85.8	2,362.0	3,768

*Other includes Book Club, special events, Annual Meeting, DINE, etc.

Cumulative

* Does not operate year round

^ has seconded staff



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Report on Strategic Planning and Action Plan

May 20, 2009

1. Summary

Over 2 evenings in mid-February, 28 of Applegrove's stakeholders (members, partners, volunteers, board and staff) invested over 135 hours to consider the centre's strengths and challenges, and develop priorities and action steps. The center's core competencies included:

- Developing and managing a range of programs and events that welcome, support, and meet the needs of the neighbourhood as a whole and of the individuals within it, particularly families with young children, school age children, and teens.
- Recruiting, developing, retaining and valuing volunteers, staff and Board members.
- Understanding, supporting and working with the community to reduce isolation, meet needs, build connections and engage individuals, all of which contribute to a healthy neighbourhood.

The participants identified priorities for the agency including:

- * dealing with facility issues and opportunities;
- * enhancing Applegrove's identity;
- * working with partners whether these are on-site, partners in service delivery, or businesses;
- * addressing understaffing by targeted volunteer recruitment, advocacy, and funding; and,
- * making the case for funding by demonstrating the value of our services and by enhancing the center's visibility and image.

Applegrove's Board then developed an action plan for the agency, taking into account the recommended priorities, the funding climate and the agency's financial situation among other factors. Consequently, the Action Plan will:

- preserve key existing services by increasing revenues via fundraising and strengthening the agency's image,
- secure appropriate space within the Duke of Connaught School,
- ensure services are effective, and
- work to increase volunteers and update technology.

(The detailed Action Plan begins on page 8.)

2. Plan

Based on Applegrove's 2006 planning retreat, the process included a research/data gathering phase and 2 evenings of analysis and priorities, to result in an action plan developed with the Board. Principles included:

- building momentum through a quick process;
- enhancing information through a wide range of participants; and
- promoting involvement through fun and informative activities.

3. Participants at Planning Meetings

We invited about 38 participants, including on-site partners (WoodGreen, Duke of Connaught and S.H. Armstrong), local political representatives, program partners, program participants, Board members and staff.

	Invited	Anticipated	Actual
Board	6+1	6+1	6+1
Staff	10	10	10
Members	3	1	1
On-site	4	4	2
Funders, partners and political reps	13	7	5
Facilitator	1	1	1
Total	38	30	26

*The "+1" was a prospective Board member.

Twenty-three participants attended on February 11. Of the 24 people who attended the second session, several had been unable to attend the first week; some of those from the first week had not returned due to illness or competing priorities. Overall, 28 different individuals invested more than about 135 hours in the planning meetings.

4. Research/Data Collection

- a) Information about the local service network
Although social work students collected data about several local agencies, their results did not provide effective information. Consequently, this did not form part of the planning process
- b) Information about the neighbourhood
Staff analysed census data and provided a range of statistics to the Board for information. Key items were extracted and presented to the planning meetings. They included:
 - most of the census tracts in the catchment area have average household incomes below the City average of \$64,000. Overall, this area's average household income of \$57,000 is about 11% below the City average. However, one census tract has an average household income more than twice the City average. When this census tract is excluded, the average household income of the rest of the catchment area is more than 20% below the City.
 - data analysis staff of the OEYC¹ identified Applegrove's neighbourhood in the "Greenwood-Coxwell Corridor" as an area of higher than average "social

¹ Ontario Early Years Centers

risk". Similarly, in early 2009, the Toronto District School Board's Learning Opportunities Index (LOI) identified the Duke of Connaught within the 100 highest LOI scores of all its elementary schools. Together, these analyses suggest that many of the children in this neighbourhood are at risk for difficulties in school, and consequently, in their later lives. However, the OEYC analysis also found that kindergarten children's scores on the Early Development Instrument (EDI) in the Greenwood-Coxwell Corridor were higher than would be expected, i.e., children scored better than predicted on the test in senior kindergarten. Applegrove believes that these results show the positive impact of our integrated programs for families with young children.

- c) Information about Applegrove:
An outline of programs, their usage, funding, staffing, etc, and the results of user satisfaction surveys (where available) were circulated to participants or presented at the planning meetings.
- d) Information from participants
Although the proposal included a small survey or focus group meetings in programs to ask members how Applegrove benefits them and what else they would like the agency to do, time constraints prevented implementing this.

5. Process

- a) February 11
Several different activities helped participants to
 - meet each other;
 - learn about Applegrove and its catchment area;
 - identify the centre's core competencies (what we do well); and
 - generate ideas about changes and directions for the agency.
- b) February 18
The second evening began with a review of the core competencies and ideas, changes and directions. Participants then identified the agency's weaknesses, constraints and barriers, as well as ways to address these. The evening ended with a limited-resource, priority-setting exercise (dot-mocracy), a description of the next steps, and an evaluation of the sessions.

6. Results

- a) Core competencies
Participants identified more than 100 "things Applegrove does well", listed in an appendix. They can be summarized as:
 - Developing and managing a range of programs and events that welcome, support, and meet the needs of the neighbourhood as a whole and of the individuals within it, particularly families with young children, school age children, and teens.
 - Recruiting, developing, retaining and valuing volunteers, staff and Board members.
 - Understanding, supporting and working with the community to reduce isolation, meet needs, build connections and engage individuals, all of which contribute to a healthy neighbourhood.

Analyzing these three key competencies shows that they fulfil the agency's mission, "a neighbourhood partnership fostering community through social and informative programs for individuals and families".

- b) Constraints, barriers and ways to address them
Groups of 3 or 4 discussed "what we don't do well" (internal weaknesses), "barriers and constraints" (external limits) and ways to address them. Many of the internal and external factors were then discussed by the whole group, and became part of dot-mocracy. Please see the appendix for a complete listing of the weaknesses, barriers and constraints, and ways to address them.

Key issues included:

- i) working with partners whether these are on-site, partners in service delivery, or businesses;
- ii) dealing with facility issues and opportunities.
- iii) addressing understaffing by targeted volunteer recruitment, advocacy, and funding; and
- iv) making the case for funding by demonstrating the value of our services and by enhancing the center's visibility and image.

Specific ideas have been incorporated into action steps within priorities.

- c) Priorities for changes and directions
Participants used a limited-resource priority setting process to recommend priorities. Stickers of apples were used for short-term priorities and dots indicated long-term priorities. Each participant received 1 large apple worth 5 points, 4 red apples worth 2 points each, and 1 red/white apple worth 1 point (all for short-term priorities) plus 1 blue dot worth 5 points and 2 green dots worth 2 points for long-term priorities. Participants then attached their apples and dots to items of their choice.

The table consolidates the results, listing them in priority order.

Strategic Planning Report and Action Plan
May 2009
5

Planning Participants' Recommend Directions

Category	Description Items in bold summarize and consolidate a number of individual ideas and qualities. Yellow -highlighted items are the top priorities. Green -highlighted items are the very highest	Scores		Possible Action Steps
		Total score	Total Apples/ Dots	
<u>Facility</u>	<ul style="list-style-type: none"> secure a new location/space that has better access, a healthier environment, is more attractive and includes space for teens. This should be all in one area within the Duke of Connaught School. The space should be safe, functional, accessible, adaptable, visible and barrier-free. 	108	29	<p>Ask the school and daycare to meet to dream about an "early learning wing" (e.g., the main floor of the Woodfield wing) for the long term, and additional partnership opportunities in the short term.</p> <p>Continue to work with City Facilities and Real Estate to improve existing space (new kitchen for lounge, new kitchen and floor for PC) and finalize the lease.</p> <p>Work with the school and F&RE as needed to improve signage</p> <p>Hold a design workshop for PC participants to have input into the kitchen re-design</p>
<u>Community and Communication</u>	<ul style="list-style-type: none"> increase community engagement and enhance Applegrove's identity as connected, visible, clear and distinct through <ol style="list-style-type: none"> outreach to diverse segments of the catchment area (ethno-cultural and socio-economic, both low and high-income); stronger connections between programs; improved partnerships with the City; more partnering with TCHC, East End CHC and other local agencies especially on-site partners Duke of Connaught school, Woodfield Daycare and S.H. Armstrong; visible support in local crises; and more involvement of participants in decision?making. 	74	28	<p>Participate on Councillor Fletcher's Community Crisis Response Network</p> <p>Identify and use additional opportunities with local media</p> <p>Consider opportunities for a "virtual hub" involving the on-site partners, East End CHC, social services office, etc.</p> <p>Invite on-site partners and local agencies to a meeting to learn about each other and exchange ideas</p> <p>Add testimonials page to website and its SPA page</p> <p>Share results (including EDI results) with representatives at all levels of governments</p>
	<ul style="list-style-type: none"> liaising with and educating regular stakeholders 	14	6	
	<ul style="list-style-type: none"> political will (on all 3 levels) 	17	7	<p>Share results (including EDI results) with representatives at all levels of governments</p>

Strategic Planning Report and Action Plan
May 2009
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Category	Description Items in bold summarize and consolidate a number of individual ideas and qualities. Yellow-highlighted items are the top priorities. Green-highlighted items are the very highest	Scores		Possible Action Steps
		Total score	Total Applies/Dots	
<u>Services</u>	Ensure services continue to be impactful, collaborative, unique (within the neighbourhood), responsive and adaptable. Outreach to and partnership with TCHC, East End Community Health Centre, and other local and on-site agencies.	18	10	Consider opportunities for a "virtual hub" involving the on-site partners, East End CHC, social services office, etc.
	<u>Children and teens</u>			
	• expand programming for children and teens and have these coordinated by a full-time Child and Youth Worker	46	19	Implement March Break camp for school age in 2009 Plan and advocate for Leadership (teen) program for summer 2009
	<u>Families with young children</u>			
	• extend current range of services for families with young children by	22	10	Consider offering school readiness program via Over the R;
	a) expanding Helping Our Babies Grow	2	1	
	b) increasing hours in the family resource programs including weekends	4	3	
	c) offering parent relief outside as well as inside program hours	0	0	
	d) accommodating children and families with special needs	0	0	
	e) offering a school readiness program	0	0	
<u>Funds and Resources</u>				
	• identify and secure new sources of funding that are sustainable, creative, innovative and adequate to meet the agency's needs, including corporate/business donations and partnerships, considering current and new relationships.	39	12	Discuss potential methods at the May Board meeting, including consideration of agency restructuring Ask Councillor Bussin to help with introductions to relevant businesses, etc.
	• demonstrate the value of Applegrove's services ? to clientele ? to funders ? to donors ? to governments	29	12	Invite Chris Irwin to discuss potential methods at a Board meeting before the end of June. Use the EDI data in funding proposals and in newsletter. Consider changing "services for parents and children" to Early Development and Support
	• utilize post-secondary interns and student placements, for example from George Brown (ECE, social work) and Ryerson (social work, ECE, nursing)	10	2	Program Director will contact post-secondary institutions to understand what placement students they can offer and, as appropriate, offer placements at Applegrove

Strategic Planning Report and Action Plan
May 2009
7

Category	Description <small>Items in bold summarize and consolidate a number of individual ideas and qualities. Yellow-highlighted items are the top priorities. Green-highlighted items are the very highest</small>	Scores		Possible Action Steps
		Total score	Total Applies/Dots	
<u>Services</u>				
	<u>Older adults</u>			
	<ul style="list-style-type: none"> offer more programs for seniors, especially inter-generational programming, with a range of activities that provide ways for healthy, active seniors to be involved with the community (including volunteer opportunities) 	9	5	Submit proposal for EPC (Elderly Persons Centre) funding Program Director will identify suitable volunteer opportunities and appropriate places to post them.
	<ul style="list-style-type: none"> more individualized programs, e.g., therapy, counselling 	4	2	
	<ul style="list-style-type: none"> breakfast/lunch programs 	2	1	
<u>Administration and Organization</u>				
	<ul style="list-style-type: none"> voicemail!!! 	8	5	Put voice mail into 2010 admin budget (Sept. 2009) Check whether the City can provide appropriate technology
	<ul style="list-style-type: none"> new/upgraded equipment 	8	4	Ensure Applegrove's computers are on City's replacement list
	<ul style="list-style-type: none"> "Yes we can!" attitude missing 	8	5	Senior staff model positive attitude!
	<ul style="list-style-type: none"> internal education on all programs 	10	6	Use time at staff meetings to highlight programs starting in April/May
	<ul style="list-style-type: none"> understaffed 	10	6	Put a 1/2 time volunteer coordinator into the 2010 admin budget (Sept. 2009)
	<ul style="list-style-type: none"> keep up with technology 	10	2	Ensure Applegrove's computers are on City's replacement list

Summarized April 24, 2009

7. Action Plan

A. Preserve key existing services by increasing revenues via

- i) identifying and securing new sources of funding that are sustainable, creative, innovative and adequate to meet the agency's needs, including corporate/business donations and partnerships, considering both existing and new relationships. This will require demonstrating the value of Applegrove's services
 - o to clientele
 - o to funders
 - o to donors
 - o to governments.

Action steps include:

- a) Discuss potential methods at the May Board meeting, including consideration of agency restructuring
- b) Work with Councillor Bussin and other representatives to meet with relevant businesses, etc.
- c) Invite Chris Irwin to discuss potential methods at a Board meeting before the end of June.
- d) Use the EDI data in funding proposals and in newsletter.
- e) Consider changing "services for parents and children" to Early Development and Support

ii) strengthening Applegrove's identity and enhancing community engagement via

- o outreach to diverse segments of the catchment area (ethno-cultural and socio-economic, both low and high-income);
- o stronger connections between programs;
- o improved partnerships with the City;
- o more partnering with TCHC, East End CHC and other local agencies especially on-site partners Duke of Connaught school, Woodfield Daycare and S.H. Armstrong;
- o visible support in local crises; and
- o more involvement of participants in decision-making.

Specific actions include:

- a) Participate on Councillor Fletcher's Community Crisis Response Network
- b) Identify and make use of additional opportunities with local media
- c) Consider opportunities for a "virtual hub" involving the on-site partners, East End CHC, social services office, etc.
- d) Invite on-site partners and local agencies to a meeting to learn about each other and exchange ideas.
- e) Add testimonials pages to the website and its SPA page.

B. Secure appropriate space within the Duke of Connaught School that has better access, a healthier environment, is more attractive and includes space for teens. This should be all in one area, as well as safe, functional, accessible, adaptable, visible and barrier-free.

Actions to achieve such space include:

- i) Ask the school and daycare to meet to dream about an "early learning wing" (e.g., the main floor of the Woodfield wing) for the long term, and additional partnership opportunities in the short term.

- ii) Continue to work with City Facilities and Real Estate (F&RE) to improve existing space (new kitchen for lounge, new kitchen and floor for PC) and finalize the lease, and work with City Councillors to ensure funding for these.
- iii) Work with the school and F&RE as needed to improve signage
- iv) Hold a design workshop for PC participants to have input into the kitchen re-design, to be included in the 2010 F&RE Capital Budget.
- v) Meet with local councillors and trustees to discuss space in the school.

C. Ensure services continue to be impactful, collaborative, unique (within the neighbourhood), responsive and adaptable. Outreach to and partnership with TCHC, East End Community Health Centre, and other local and on-site agencies. Specific service recommendations involve:

- expanding programming for children and teens and have these coordinated by a full-time Child and Youth Worker
- extending the current range of services for families with young children by, for example, increasing hours in the family resource programs including weekends, expanding Helping Our Babies Grow, offering a school readiness program, etc.

Initial actions include:

- i) Implement March Break camp for school age in 2009
- ii) Plan and advocate for Leadership (teen) program for summer 2009
- iii) Consider implementing a school readiness program using Therapeutic Play funding.

D. Take relevant other actions to support the above priorities and strengthen the organization:

- i) request a Volunteer Coordinator and voice mail in the 2010 admin. budget.
- ii) identify additional opportunities for post-secondary placement students.
- iii) identify and recruit for suitable volunteer opportunities for healthy, active seniors.
- iv) ensure Applegrove technology is updated through appropriate City processes.

8. Evaluation

Participants completed an evaluation form at the end of the second session. Several participants had already left by then, and some of those at the first session did not return, so there are fewer forms than participants.

The 16 completed forms produced an overall satisfaction rate of 3.5 on a 4-point scale, indicating that they enjoyed the process. Particular strengths included:

- the range of participants;
- participants/ willingness and effectiveness in generating ideas;
- an engaging and helpful facilitator;
- delicious food.

Several respondents noted their interest in the next steps.

What Applegrove Does Well **Results of Planning Session on February 11, 2009**

Grouped into categories (some have been put into more than one group)

Welcome and connections

- create a welcoming environment in their programs
- enable families to establish connections with others in their community
- creates a place for community members to connect (a physical place for people's psyches to connect)
- connecting people: creating a meeting point for children, parents/caregivers that establishes a network outside the program
- provides a place of support for parents and caregivers
- connecting people

Volunteers

- keep loyal volunteers
- recruit volunteers
- participants grow up in the centre program to program, then work here too
- nurturing future volunteers (Raptors 50/50, summer camp)
- help volunteers develop skills
- develop voluntary leadership
- helps teens gain their community hours for high school

Effective, high quality programs

- effective programs
- quality programs
- delivering program to the community that are needed and wanted
- meeting the needs of the community
- free or affordable programs
- quality effective programs provide safe, helpful social educational place to go with neighbours
- programs for different ages
- variety of programs offered
- teach life skills
- field trips
- family programs and events (drop-in, summer camp, festival, pasta fest . . .) help building families
- foster child development
- provides the expertise to have healthy babies and moms
- provide information on a huge variety of things (i.e., health services, education, entertainment, etc., etc.) as needed
- support for lower income families
- support families in need, e.g., "meals on wheels" (informal), "Helping our Babies Grow", "Over the Rainbow", "summer camp" for working parents
- programs as connection point
- assist healthy parenting and caregiving: courses in nutrition, growing children emotionally and craft building
- parent-child programs
- provides a place for children to be safe, grow socially and make a mess
- run fabulous parent child centers

- ☑ great workshops for the parents. Applegrove provides many resources for parents wanting to improve their parenting skills
- ☑ parent relief program
- ☑ parent/child seminars/classes
- ☑ staff helping the caregivers with the children
- ☑ runs fantastic family resource centres
- ☑ children's development (children learn to meet each other, get ready to socialize so ready for school)
- ☑ helping families (parents) by providing advice, skills and guidance
- ☑ Edgewood drop-in offers a healthy atmosphere for child development and parental community
- ☑ parent/child drop-in program provides a fine and safe social and learning environment for young children
- ☑ break isolation of parents/caregivers and their children at home
- ☑ parent and child drop-in centres provide a way for parents to get to know other parents (and child caregivers) in their neighbourhood with kids of similar age, leading to friendships of both parents and children
- ☑ excellent choice of toys, games and activities for the children
- ☑ circle time
- ☑ drop-in programs provide a great place for parents to go, especially during winter months when getting out and playing can be more difficult
- ☑ preparing children for entering school (gr 1)
- ☑ children and youth programming
- ☑ after-school program
- ☑ low-cost, quality summer program (day camp)
- ☑ day camp provides a fun, social and reasonably priced program for children
- ☑ value the need/importance of teen/youth programming in the neighbourhood
- ☑ provides a place for teens
- ☑ teen program provides a place for teens to go (safe and social) keeping them off the street and out of trouble
- ☑ after school programs for teenagers
- ☑ provides helpful workshops for teens to learn and to talk about
- ☑ provides a place for teens to have a safe and active place to be
- ☑ value teaching community, socialize children and youth to create a healthy community re neighbourhood "in group"

Develop community

- ☑ understand the neighbourhood
- ☑ work with the community as a team
- ☑ support, understand and work with community
- ☑ support the community
- ☑ affect positively the surrounding neighbourhood within stroller/walking distance
- ☑ meet community needs
- ☑ support a cooperative and collaborative approach
- ☑ Applegrove does an excellent job of involving the parents in decisions that affect its programs
- ☑ create an environment of inclusivity
- ☑ reduce isolation among people in the neighbourhood

Board

- Applegrove Board is strong, committed, caring and directed as well as involved
- very committee board members contributing more than 100 hours per month
- committed board x2
- innovative strategies for Board recruitment
- Applegrove has a good Board of Directors and it functions

Staff

- quality and caring staff
- quality committed staff
- fosters/recognizes growth, strengths, skills of employees
- provides a strong administrative staff
- staff is committed, cooperative, caring, devoted and innovative, creative, welcoming, very socially aware
- recruit and retain excellent staff
- Applegrove has good devoted staff from top to bottom
- seems to recruit energized (and energetic?) staff
- excellent staff, both in the office and in the drop-in centres; knowledgeable, patient and very good at what they do

Administration

- provides a strong administrative staff
- very responsible with finances. Try to the best with what we get, try to get more, etc.

Diversity

- welcome participants from a variety of backgrounds, social/economic groups, etc.
- celebrating cultural diversity
 - o holidays and traditions highlighted in each program
 - o theme fundraisers, e.g., spring rolls for lunar new year

Events

- run great community events
- plan terrific family fundraising events

Other

- having fun every day
- meet individual as well as group needs, i.e. parents within a group of parents
- support
- community
- volunteer/staff
- allow users to experience community centre structure
- provide opportunity for experiences (trips, activities, employment)
- Applegrove has a great reputation in the neighbourhood in our programs
- Applegrove is very aware of the importance of fundraising and involving the community in order to achieve that goal
- Applegrove operating model is great, decentralize and deliver program to needed area, City funds admin expense
- Applegrove can develop programs according to need under financial constraints

Summarizing Applegrove’s Core Competencies

Developing and managing a range of programs and events that welcome, support, and meet the needs of the neighbourhood as a whole and of the individuals within it, particularly families with young children, school age children, and teens.

Recruiting, developing, retaining and valuing volunteers, staff and Board members.

Understanding, supporting and working with the community to reduce isolation, meet needs, build connections and engage individuals, all of which contribute to a healthy neighbourhood.

**A neighbourhood partnership fostering community
through social and informative programs for individuals and families**

“TOGETHER, BUILDING COMMUNITY”

Weaknesses, Constraints and Barriers and Ways to Address Them

February 18, 2009

Groups of 3 or 4 discussed “what we don’t do well” (internal), “barriers and constraints” (external) and ways to address them. Many of the internal and external factors were then discussed by the whole group, and became part of dot-mocracy.

The items below are numbered for identification only. Notes from the various small groups have been randomized.

1. What we don’t do well (internal)

- a) advertise
- b) barriers to our collaboration – we do not network very well within the broader facility
- c) corporate funders
- d) deep level understanding of long-term organizational priorities
- e) engaging the community in the Annual General Meeting
- f) failure or reluctance to dream / loss of hope
- g) fundraising: specific resources
- h) identity differentiation (lack of)
- i) keep up with technology, e.g., voice mail, computer programs
- j) lack of teen programs in the summer
- k) marketing – image, professional look
- l) meeting needs of distressed families (on an individual basis) could be better
- m) no relief staffing to cover vacations
- n) not concentrated
- o) not visible / accessible
- p) offer more program hours
- q) outreach for specific programs
- r) outreach: community residents don’t know about the programs
- s) partner with businesses, e.g., for funds, other resources
- t) partnering
- u) perception of value of services by
 - participants
 - donors
 - funders
 - governments
- v) receive funds from families who frequently visit our programs (money or support)
- w) recruit new, specially skilled retirees to participate as volunteers (in programs and administration)
- x) utilize space

2. Barriers and constraints (external)

- a) bureaucracy
- b) City won’t fund a full-time volunteer coordinator until we have 15,000 hours of volunteer time annually
- c) competition between sectors, e.g., child care, family support, priority neighbourhoods, school boards
- d) diversity, e.g., lack of translation; language specific programs; inclusiveness of the environment, staff and participants
- e) finances

- f) funding (x 2)
- g) funding challenges, e.g., lack of subsidy
- h) lack of staffing, i.e., child/youth worker, grant officer, 9 program director (covering “9” other positions)
- i) no funding for relief staff
- j) not allowed to charge even nominal fee for participation in family resource programs and create sense of value
- k) political will and collaboration at the 3 levels
- l) prioritization of need vs available funding
- m) time for funding vs event planning vs program funding vs planning
- n) unavailable space

3. Ways to avoid and address them

- a) 3 full time (Franki, Susan, May) plus part time program staff and volunteers
- b) apply in 2010 budget for half-time volunteer co-ordinator – City policy is that need will be demonstrated when the documented number of active volunteers exceeds 50 and the annual number of volunteer hours exceeds 5,000
- c) being willing to give up ownership
- d) bring in the “expertise”, e.g., marketing, program guest speakers
- e) create a “seamless” service delivery model for families – this involves the partnership component
- f) create a committee that deals with specific issues such as “space” or “funding”
- g) good facility planning process
- h) identify clearer priorities
- i) improved signage
- j) increase participant awareness and valuing of services via communication, newsletters, signage, etc. clarifying impact of programs (both measurable/quantitative and qualitative)
- k) meetings across the agency for support agency-wide
- l) more human resources so that staff can focus on one or two areas rather than having to do multiple tasks.
- m) partner with others and build on each other’s strengths
- n) re-organize funding with professional and dedicated resources
- o) restructure program director role with extra responsibilities delegated to volunteers or Board members
- p) staff with many languages reflective of community
- q) top down support of positive idea generation – create priorities and outline parameters of “hope”

Planning Retreat Evaluation – February 11 and February 18, 2009

Participants completed an evaluation form at the end of the second session. Several participants had already left by then, and some of those at the first session did not return, so there are fewer forms than participants.

The 16 completed forms produced an overall satisfaction rate of 3.5 on a 4-point scale. Particular strengths included:





- the range of participants and their willingness and effectiveness in generating ideas;
- an engaging and helpful facilitator;
- delicious food.

Several respondents noted their interest in the next steps.

1. The best thing about the sessions was
 - to learn/discuss about the strengths and areas of improvements that Applegrove has.
 - having ideas, thoughts, meeting new faces
 - discussing the issues that we really need to focus on
 - getting together and brainstorming
 - having the leader to move the session along and keep on track. Great opportunity to brainstorm
 - opportunity to share, brainstorm. Having an external facilitator so that staff could participate.
 - brainstorming, opportunity to discuss how we can collaborate more. We are all in the same position
 - having full engagement/participation among members and other agency/organization/group discussion
 - exchanging ideas – finding common ground to move forward
 - the input of Chris to help brainstorm. The “working but casual but serious” spirit.
 - learning that many of the participants care, and knowing more about Applegrove
 - Chris – having an outside facilitator made things easier for staff and partners. Also very good at his job
 - dotmocracy, partner & stakeholder involvement
 - dotmocracy
 - meeting others connected with Applegrove who I did not know before
 - good communication and learning plus getting to know people.
2. What I liked least about the sessions was
 - nothing – except there are barriers need to be addressed positively, not looking at the negative
 - the length of the meeting
 - lack of good technology – the overheads were ineffective
 - overheads: very confusing due to the sizing; could have taken a minute to adjust to be more effective
 - technology for presentation
 - listening to things that don't apply to me because I'm only a teen
 - repetition/overlap during discussion
 - no concrete tie-in. finances? can we do it?
 - hallway exercise
 - comments by [one individual]
 - feedback by [one individual]
 - a third session “to do” what we decide for Applegrove

- time of day (night)
- having been around for a long time, many issues are the same and many roadblocks are the same

3. Overall, how satisfied are you? (please tick one box)

					Total
✓✓✓✓✓ ✓✓✓	✓✓✓✓✓ ✓✓	✓			16 responses
8 x 4 = 32	7 x 3 = 21	1 x 2.5 = 2.5			3.5

4. Why?

- (4) feeling of a real working time, learning more about Applegrove
- (4) input by all stakeholders to assess needs
- (4) creative use of time and ideas
- (4) Chris made this process easier than last time
- (4) good to touch base with all members of agency
- (4) because it was nice to know more about the program
- (4) great people, good food and facilitate results
- (4) able to share/exchange valuable information and agree with one another
- (3) I would like to see what was written into some action
- (3) it was frustrating having people not come both nights
- (3) though we would do more financial tie-in
- (3) Feel confident staff and Board will move forward with ideas
- (3) partnerships, willingness to be open. Food was great!
- (3) variety in activities. Practical approach
- (between 2 and 3) some was enjoyable but sometimes seems like the same priorities and conclusions as in the past

5. When Applegrove does this again, we should

- involve immediate stakeholders, political politicians from area => all levels
- have 2 nights in a row; not use hallway
- decrease the length of meeting/session
- have some conclusions and possible directions short-term/long-term
- provide breaks
- have even more people
- have it during the day for partners and 1 evening for staff and others who can't make it during the day
- work with a facilitator (Chris) again
- have Chris (or another facilitator if he is not available) facilitate it
- have it facilitated again
- explain the history of Applegrove, its programs so that everyone is informed.
- report back on results of actual action steps resulting from these 2 sessions
- have more fun
- in a few years

6. Other comments or concerns about the meeting, the process or the organization

- The food was fabulous! Facilitator was excellent and led the planning effectively.

- I liked the process of the meeting making everyone feel welcomed, warm and relaxed, not too serious.
- would have been more productive if all members were present, i.e., Parks and Rec rep, school principal, government reps at both meetings
- invite different business people to give different points of view, professional advice and give input
- DAYCARE on site would be great.
- onsite daycare please

Month	January	February	March	April	May	June	July	August	September	October	November	December	Totals
Applegrove Parent/Child Drop-in													
Children	836	782	997	948	1,011	942	478	822	965	0	0	0	7,781
Parents	256	248	299	285	265	262	109	203	263	0	0	0	2,190
Caregivers	279	260	372	354	362	359	207	288	371	0	0	0	2,852
Subtotal	1,371	1,290	1,668	1,587	1,638	1,563	794	1,313	1,599	0	0	0	12,823
The Edgewood Connection													
Children	222	243	281	225	285	246	0		161	0	0	0	1,663
Parents	52	39	56	56	66	61	0		23	0	0	0	353
Caregivers	79	94	105	80	98	90	0		84	0	0	0	630
Subtotal	353	376	442	361	449	397	0	0	268	0	0	0	2,646
The HAIG													
Children	196	187	152	226	221	190	0	0	205	0	0	0	1,377
Parents	51	43	40	57	42	62	0	0	48	0	0	0	343
Caregivers	71	74	61	88	88	63	0	0	102	0	0	0	547
Subtotal	318	304	253	371	351	315	0	0	355	0	0	0	2,267
Helping Our Babies Grow													
Children and Moms	50	42	52	49	70	71	56	73	62	0	0	0	525
Moms	43	46	57	67	80	76	51	78	89	0	0	0	587
Subtotal	93	88	109	116	150	147	107	151	151	0	0	0	1,112
Therapeutic Play													
Children	0	1	15	13	14	9	10	0	0	0	0	0	62
Adults	0	1	12	12	13	9	10	0	0	0	0	0	57
Subtotal	0	2	27	25	27	18	20	0	0	0	0	0	119
Children and Youth													
Summer Camp							796	850					1,646
After-School	292	290	299	335	298	341			264	124	0	0	2,243
Leadership							229	59					288
Teen	107	81	82	69	43	17			0	0	0	0	399
Subtotal	687	371	381	404	341	358	1,025	909	264	124	0	0	4,864
Adult Programs													
Including Euchre)	115	84	182	134	150	115	82	158	44	0	0	0	1,064
Volunteer/Board hours	95	77	0	88	61	35	0	0	73	0	0	0	429
Other*	50	273	173	108	35				1,500	0			2,139
Subtotal	260	434	355	330	246	150	82	158	1,617	0	0	0	3,632
Total	3,082	2,865	3,235	3,194	3,202	2,948	2,028	2,531	4,254	124	0	0	27,463

*Other includes Book Club, special events, Annual Meeting, DINE, etc. Income Tax Clinic (April) Board Hours shown in month recorded, not worked plus 2,500 calls 29,963

Cumulative 3,082 5,947 9,182 12,376 15,578 18,526 20,554 23,085 27,339 27,463 27,463 27,463 2,500 29,963

2010 Comparison Mc 3,306 2,989 3,639 3,067 2,910 2,706 2,515 2,331 4,218 3,200 2,985 2,098 35,964

Cumulative 3,306 6,295 9,934 13,001 15,911 18,617 21,132 23,463 27,681 30,881 33,866 35,964 2,500 38,464

Apple

Month	Program Size				
	AG Staffing		Service		Different Individuals 2010
	# FTE	# individuals	# hr/week	# hr/year	
Applegrove Parent/Child Drop-in					
Children					
Parents					
Caregivers					
Subtotal	1.98	3	20	1,000	1,525
The Edgewood Connection					
Children					
Parents					
Caregivers					
Subtotal	0.3	1	8.0	320	302
The HAIG					
Children					
Parents					
Caregivers					
Subtotal	* 0.3	1	6	240	260
Helping Our B					
Infants and Children					
Moms					
Subtotal	*^ 0.3	4	2	100	76
Therapeutic P					
Children					
Adults					
Subtotal	0.46	3	1.0	32	33
Children and Youth					
Summer Camp	*^ 2.2	12	40	320	125
After-School	* 0.8	3	2.75	110	37
Leadership	0.4	2	35	210	24
Teen	* 0.3	2	6	240	47
Subtotal					
Adult Program					
Seniors (including Euchre)	*^ 0.4	1	8	360	124
Committee/Board hours				429	15
Other*				52	1,200
Subtotal					
Total	6.9	30.0	85.8	2,362.0	3,768

*Other includes Book Club, special events, Annual Meeting, DINE, etc.

Cumulative * Does not operate year round

^ has seconded staff

Applegrove Community Complex
Complaints Procedure¹ – Draft 2 August 2011

1. Introduction

Applegrove Community Complex is a neighbourhood partnership fostering community through social and informative programs for individuals and families. Applegrove is committed to providing the highest quality of programs and services.

Sometimes mistakes happen. Applegrove believes that acknowledging and correcting mistakes shows strength rather than weakness. Correcting mistakes provides opportunities to identify improvements in services and systems.

2. Preface

- The following procedure applies to complaints directly related to services and processes related to the operation and management of Applegrove Community Complex.
- Some services and processes may have a separate right of appeal, statutory remedy or prescribed procedure.²
- Complaints are reviewed on receipt and complainants are advised if alternative complaint procedures apply.
- Staff are trained and are accountable for their involvement in the complaint process.

3. Guiding Principles

- It is in the interest of all parties that complaints are dealt with promptly and resolved as quickly as possible.
- Staff and Board Members shall treat complaints as confidential and protect complainants' privacy.
- Review of complaints is fair, independent, timely, impartial and respectful to parties involved.
- Complainants are advised of their further options if they are dissatisfied with treatment or outcome.
- Complainants are provided clear and understandable reasons for how decisions on the complaint were made.
- Updates are provided to complainants during review processes.
- Complaints are used to assist in improving services, policies and procedures.

4. Types of Complaint

A complaint is an expression of dissatisfaction, either written or oral, made by or on behalf of a user of a service about Applegrove's rules, policies, procedures or practices.

Complaints can relate to service, action(s), or lack of action by Applegrove Community Complex staff, volunteers or Board Members.

The subject matter of complaints may include (but is not limited to):

- The quality and types of services or programs.

¹ This procedure is longer and more complex than needed for simple complaints. See last page for the simplified version to hand out as needed.

² See the Human Rights and Anti-Harassment Policy and Procedures for complaints relating to discrimination and harassment. See the Complaints about Fundraising Ethics procedure for complaints regarding fundraising.

- The way services and programs operate.
- Policies and procedures.
- Applegrove's expectations of behaviour and community rules.
- How staff and volunteers work with and treat the public.
- How Applegrove operates within the neighbourhood.
- The impact of programs and services in the neighbourhood.
- Decisions about resources.
- Access to service.
- Timeliness of Service
- Outcomes
- Quality of service
- Standards of service
- Fees

Examples include but are not limited to:

- A perceived failure to do something agreed to do;
- A failure to observe policy or procedures;
- An error made by staff; or
- Unfair or discourteous actions/statements by staff, volunteers or Board Members.

Anyone personally affected can submit a complaint and it will be reviewed in accordance with this procedure.

5. What is NOT a Complaint

- A customer complaint is distinct from:
 - Enquiry – A general or specific request for service or request for information that is resolved at the point of service delivery.
 - Feedback – A participant's opinion, comment and expression of interest in an Applegrove program or service.
 - Compliment – An expression of approval for an Applegrove service, staff member, program, product or process.
 - Suggestion – A participant's idea with the aim of improving services, programs, products or processes.
- Some complaints are exempt from these Guidelines, including:
 - Anonymous complaints – these are difficult, if not impossible, to assess or investigate and *may will* not be dealt with through the complaint handling process.
 - Complaints by employees – there are alternative procedures available to employees to initiate complaints within the organization.
 - Complaints about other organization's services; for these, staff should try to provide the appropriate complaint process or information source, such as 311 for City services.
 - Appeals

6. How a Complaint is Made

- A complaint may be received verbally, in person or telephone.
- A complaint may be received in writing, received by hand delivery, mail, fax or email.

- An individual acting on another person's behalf on a written complaint must provide a signed authorization from that individual.

7. General Receipt and Handling of Complaints

When staff receive complaints, they should try to resolve the issue/concern whenever possible within the Centre's policies and procedures.

Staff are expected to explain the complaints process, facilitate resolutions to conflict, include participants in developing solutions, and provide referrals if necessary.

Staff are also expected to provide assistance (as requested) to help the complainant complete the Complaint/Appeal form. Assistance may include verifying what the participant wrote, completing the form accurately based on the participant's dictation, or arranging translation service for the participant.

As appropriate, staff should offer appropriate action which might include:

- apology.
- reimbursement.
- corrective action.
- involving or referring the issue to another staff or management.
- other action.

As appropriate, staff should complete an incident or serious occurrence³ form.

a. Written complaints

Written complaints received by hand delivery, mail, fax or email will be date-stamped and provided to the appropriate front-line or management staff. Within 5 days of the centre receiving the complaint, the appropriate staff, *Executive Director, delegate or Board representative* will contact the complainant to explain the process and obtain additional details if needed.

b. Anonymous complaints

Applegrove accepts anonymous complaints; however, the effectiveness of follow up and resolution may be limited.

8. Complaint Review Process

- If the Applegrove staff person is uncertain about how to interpret or handle an issue raised by the complainant, they should request the assistance of the Executive Director or designate.
- Complaints may be accelerated through the process depending on the nature of the issue and judgement of relevant staff.
- If the staff receiving the complaint decides that the matter should be dealt with by someone other than themselves, the staff person shall inform the complainant of the Executive Director's name and contact information.

³ Serious Occurrence: programs funded by Children's Services have specific definitions of Serious Occurrences and reporting processes.

~~a. First Step — Informal Review — Immediate Resolution~~

- All staff will try to solve verbal complaints immediately to the satisfaction of the complainant without need for a formal written complaint.
- When receiving a verbal complaint directly, staff will listen and understand the complaint, and should attempt to resolve it with certain exceptions.
 - Complaints about another staff member, volunteer or Board Member shall be immediately referred to the Executive Director or designate.
 - Complaints not within Applegrove's jurisdiction are *referred to the appropriate organization as noted above*, or forwarded to the Executive Director or designate for referral to the appropriate City Division or other organization. In either case, the complainant is advised.
- Staff should ask appropriate questions to understand the issues and take notes.
- Complaints resolved at this level do not need to be logged. However, if staff become aware of a pattern of related complaints or multiple complaints about the same issue from the same individual or multiple individuals, staff should advise the Executive Director or delegate.
- Staff will automatically and immediately refer the verbal complaint to the Executive Director or designate when:
 - the complainant requests the complaint to be referred to a Manager;
 - significant disciplinary action is a possible outcome;
 - the complainant is unusually upset, extremely angry or threatening;
 - the verbal complaint cannot be resolved by the staff because it is outside their specific delegation or area of expertise; or
 - it is of a serious nature such as alleged controversial conduct, illegal conduct, or there is threat of legal action.

~~b. Second Step — Executive Director Review~~

- All written complaints begin at this stage.
- All complaints about conduct of staff, volunteers and Board Members begin at this stage.
- If a complainant is not satisfied with the resolution offered for a verbal complaint or if the verbal complaint is about another staff member, volunteer or Board Member, the complaint will be referred to the Executive Director to be addressed at this stage.
- The Executive Director acknowledges receipt with the complainant within five business days.
- The Executive Director reviews the complaint, and may attempt to resolve the complaint immediately.
- If required, the Executive Director conducts an informal review of the complaint to determine its validity and explore a resolution. No later than 14 days after acknowledgement, the Executive Director will provide the complainant with a status update.
- Upon completion of the informal review, if no resolution is found, the Executive Director may conduct a formal review or may forward it to the Board of Management for a formal review.
- Where the complaint is about a Board Member, the complaint shall be referred to the Board.
- The Executive Director may request a verbal complaint be put in writing, especially if it involves a serious or complex matter. If the complainant declines to put the complaint in writing, the Executive Director should record the details as described by the complainant.

- For all verbal and written complaints requiring formal review, the Executive Director will indicate to the complainant when they will be contacted with a resolution or update (normally within fourteen days of the acknowledgement of the complaint).

c. Board Review

- Where the complainant is dissatisfied with the decision of the Executive Director, or the Executive Director decides that the matter should be referred to the Board, or when the complaint involves the Executive Director, the Executive Director refers the complaint to the Board.
- The Board can uphold the decision of the Executive Director, request that the Board Chair resolve the complaint, offer a resolution, conduct a formal review or forward the complaint to a Board committee.

d. Last Resort

- A complainant who is dissatisfied at the end of the Board Review will be advised of the opportunity for external review by the City of Toronto Ombudsman.

9. Formal Review Process

A formal review process may be conducted during the second and third steps. The formal review may include:

- Discussion(s) with the complainant to clarify the complaint, confirm common understanding, clarify outcome sought, and explain complaint procedures.
- Discussion with staff involved (with union representative if applicable).
- Review of background information such as policies and procedures, previous written communications and other documentation.
- May require obtaining and reviewing other expert opinions or perspectives.

At each step, it should be determined whether the formal review to date has been adequate.

- Once a formal review is begun, the formal review will be recorded.
- At the conclusion of the formal review(s), a copy of the formal review and any attachments sent in support of the complaint including any e-mail communications relating to the complaint, will be scanned and/or saved in a secure folder in the complaints registry.

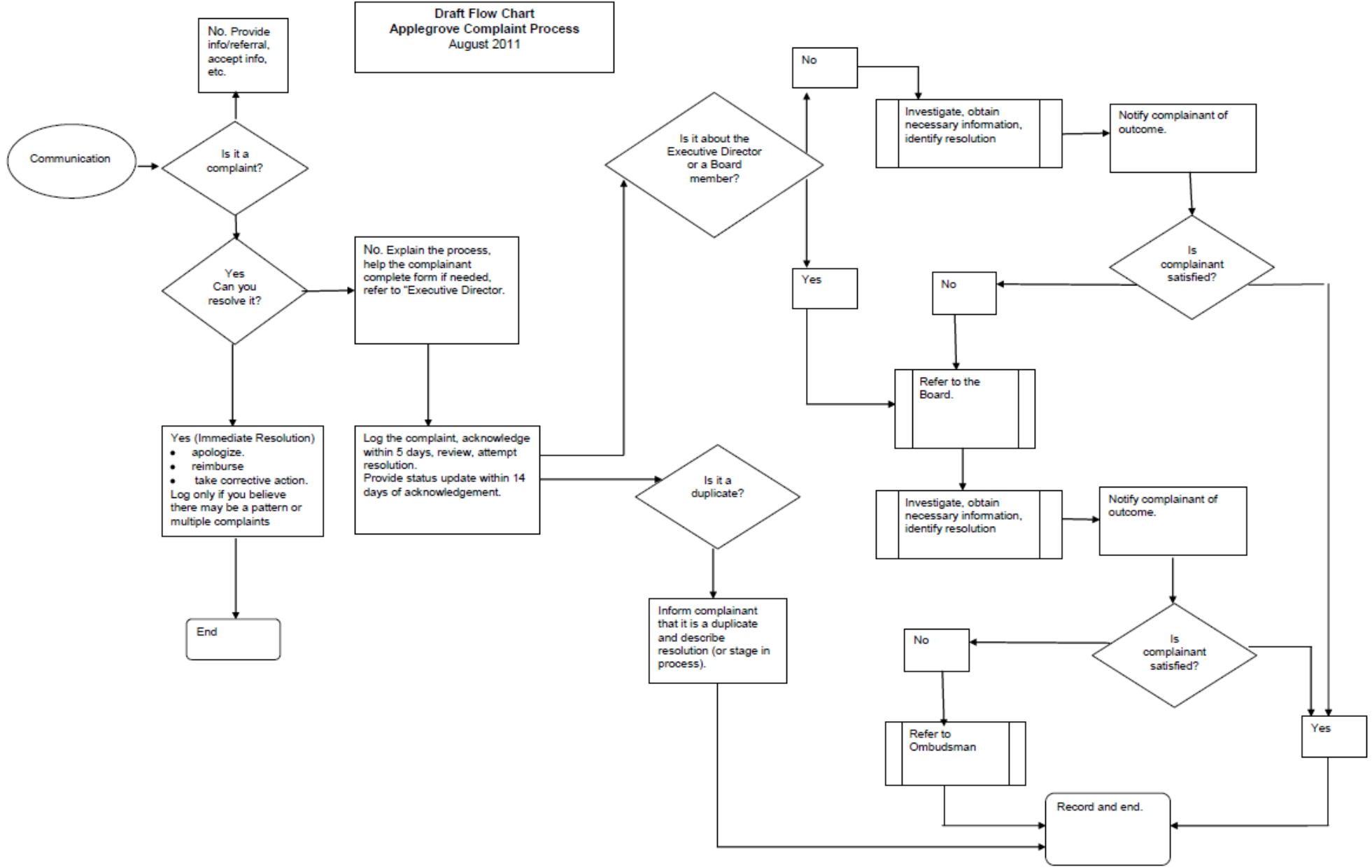
10. Notice of Decision and Resolution

- Written complaints receive a written notice of the decision unless otherwise requested by the complainant.
- Verbal complaints receive written or verbal notice at Executive Director's discretion or as requested by the complainant.
- If a formal review determines that the reasons for the complaint are not justified, and no further action is required, the complainant is notified.
- If a formal review determines that the complaint is justified, the complainant is notified of corrective action to be taken and any remedy proposed.
- A copy of all written notifications to the complainant will be saved in a secure folder in the complaints registry.

11. Flowchart

The diagram on the next page is a guide to process but does not replace the description below.

**Draft Flow Chart
Applegrove Complaint Process
August 2011**



12. Procedure and Standards for Responding to Complaints

- Where a formal review is required, complainants are contacted within 14 business days of the acknowledgment with either a final response or update.
- At that time, the complainant is advised of when the next contact will be either for a proposed resolution or for the next progress update.
- Complainants are automatically contacted when their complaint is moved to the next step.
- The adjudicator may exercise discretion and contact the complainant more frequently or sooner than the above standards.
- NOTE: From time to time, there may arise extraordinary circumstances where Applegrove may not be in a position to guarantee that these standards can be satisfied (e.g. during labour disruption, etc.)

13. Logging of the Complaint and Record

- A Complaint Registry will be maintained to ensure a central record of complaints.
- This Complaint Registry will be both a binder and electronic record and will be maintained by the Executive Director or designate. The records will be held in a manner that ensures confidentiality.
- Each file will be labelled with the complaint number beginning with the year.
- The Executive Director or designate, is responsible for ensuring the logging of the complaint in the complaints registry and assigning a complaint number.
- The Executive Director or designate scans and/or saves the complaint in a secure folder.
- All written complaints are logged with basic information relating to the complaint and stored securely.
- The City recommends the following:
 1. Tracking and resolution:

The form should include:

 - Tracking number
 - Date complaints received
 - Name and contact information of complainant
 - Contact channel (e.g., in person, phone, etc.)
 - Complaint summary
 - Complaint type
 - Complaint Staff Contact: name, program area, and contact info
 - Investigation notes
 - Outcome
 - Target date for resolution
 - Escalated investigation information
 2. Complaints log:

Categories should include:

 - Date complaints received
 - Unique tracking number
 - Contact channel
 - Complaint summary
 - Complaint type
 - Stage of complaint
 - Name, Role, and Program Area of Complaint Recipient

- Name, Role, and Program area of Complaint Owner
- Summary of Outcome
- Date Resolved

3. Reporting:

Periodic reports should include

- Total Number of Complaints
- Size of current complaint backlog
- Percentage of complaints handled within agreed response times (service standards)
- The type and number of complaints received
- The type and volume of escalated complaints

4. Customer service improvements made using complaint data.

14. Monitoring and Reporting on Complaints

- Regular monitoring and review of complaints will be conducted to identify issues, trends, areas of concern and opportunities for improvement.
- Board Members' concerns are a standing agenda item for information and discussion at Board meetings.
- Based on monitoring and review of the complaints registry, a report will be provided to the Applegrove Board for information and action at least quarterly.

15. Time Limits

The time limit for the filing of complaints under this policy is six months from the time of the incident. Consideration will be given on a case by case basis as to whether the time limit should be waived in extenuating circumstances.

16. Frivolous, Vexatious or Persistent Complaints

- A frivolous complaint is one found upon investigation to have no reasonable grounds or to make no sense or to be not serious.
- A vexatious complaint is one made only to annoy others.
- Because all complaints are treated seriously, frivolous and vexatious complaints and inappropriate use of the escalation process use resources that could be put to better use. Applegrove will not conduct additional follow-up on or investigate frivolous or vexatious complaints.
- Persistent complainants are those who tend to have an obsessive and excessive preoccupation with the complaint. Strategies when dealing with these types of complaints may include involving the Executive Director to assist throughout the resolution process.
- When dealing with individuals who frequently contact the centre, it is important that their complaint is not dismissed and that the process is followed.
- If Applegrove receives a complaint it has already dealt with, the complainant will be informed verbally and/or in writing that Applegrove will not conduct further follow up on the issue unless the complainant provides new information.

17. Other Complaint Processes

- a. Applegrove Conflict Mediation Process (see Appendix A)
- b. Applegrove's Complaint Process regarding Fundraising Ethics (see Appendix B)
- c. Grievance Procedure under the Collective Agreement.

- d. Human Rights and Anti-Harassment Complaint Procedure for issues of discrimination and harassment.
- e. City of Toronto Integrity Commissioner for complaints about the Board of Management
- f. City of Toronto Ombuds Office when other processes have not resolved the issue.
<http://ombudstoronto.ca/>

Appendix A – Applegrove Conflict Resolution Policy

Every person has a right to equal treatment with respect to Applegrove services and facilities, without discrimination or harassment because of race, ancestry, place or origin, colour, ethnic origin, citizenship, creed, sexual orientation, gender identity, age, marital status, family status, income level, receipt of public assistance, political affiliation, disability or level of literacy.

1) Stage 1

In the event of any dispute, complaint, question or disagreement, the persons involved will use their best efforts to settle the dispute, question or disagreement. They shall consult and negotiate with each other in good faith and, recognizing their mutual interest, attempt to reach a fair and equitable solution satisfactory to both persons.

2) Stage 2

If the parties in a dispute, question or disagreement are unable to reach a mutually satisfactory compromise, the following process is available.

a) A meeting between both parties and the Program Director will be arranged. At least one week prior to the meeting, both parties will provide, in writing, an outline of their issues and concerns.

b) Each party may meet separately with the Program Director prior to the mediation meeting.

c) During the mediation meeting the following will occur:

- i) All members present will be given a chance to verbally describe the nature of the conflict in an opening statement that focuses on positive ends. During the discussion all parties will:
 - refrain from any stereotyping or name-calling;
 - get to the heart of the matter and avoid discussing side issues;
 - respect the other member's need and values;
 - describe the proposed and desired outcome;
 - clear up misconceptions and answer questions politely.
- ii) Program Director will:
 - (1) act as mediator, set the ground rules and keep the discussion focused on relevant issues.
 - (2) assist parties in identifying common interests, needs, goals and motivations;
 - (3) assist parties in identifying and defining those issues which cannot be altered or compromised in relation to the program
 - (4) assist the parties in identifying and discussing options for a positive outcome
 - (5) assist the parties in making a mutually beneficial agreement that creates a lasting solution to the conflict.

d) Potential Outcomes

- i) Satisfaction – this is the ideal end state of the mediation where both parties reach a state of acceptance and the dispute ends.
- ii) Compromise – this is the typical goal of mediation. It is generally a “give and take” or synthesis of the two positions that both parties can abide.

- iii) Resolution – outcome is clearly more acceptable to one side than the other. This is not the normal goal of mediation. However, in some cases where the existing laws, contracts, policies or rules govern the situation, this may be the outcome of mediation.
 - e) In cases where the conflict is unresolved, the Program Director will render a decision to settle the conflict issue. A written decision will be presented to all parties involved, as well as the Executive Director and, in some cases the Board.
- 3) Stage 3 -- Appeal Process
- a) In a case where the final decision is unsatisfactory, the matter can be taken to the Executive Director.
 - b) If the outcome is still unsatisfactory, the matter can be taken to the Board. The final decision will be made at this level.

Appendix B – Complaints about Fundraising Ethics

Endorsed by Board on May 31, 2010

1. Introduction

At a Board meeting on April 26, 2010, Applegrove adopted Imagine Canada's Ethical Fundraising and Financial Accountability Code as its policy. In so doing, members of the board made commitments to be responsible custodians of donated funds, to exercise due care concerning the governance of fundraising and financial reporting, and to ensure to the best of their ability that the organization adheres to the provisions of the Code.

The code's requirements include having a mechanism in place to deal with complaints relating to matters covered by the Ethical Code. This policy outlines that mechanism.

2. If you think Applegrove is not following the Ethical Code

- a. If appropriate, discuss your concern in private with the person(s) involved.
- b. If unresolved or if it is inappropriate or irrelevant to discuss the concern with the person involved, contact the Executive Director to discuss the problem.
- c. If the concern involves the Executive Director, send an e-mail to the Board of Directors' confidential e-mail at www.ApplegroveBoard@hotmail.com.
- d. If these processes do not resolve the complaint, or if the concern involves the Board, the City of Toronto's accountability mechanisms may be relevant. These include:
 - i) The Auditor General: responsible for assisting City Council in holding itself and its administration accountable for the quality of stewardship over public funds and for the achievement of value for money in City operations.
 - ii) The Integrity Commissioner: responsible for providing advice, complaint resolution and education to Members of City Council and Members of local boards on the application of the City's Codes of Conduct, and other by-laws, policies and legislation governing ethical behaviour.
 - iii) The Ombudsman: responsible for addressing concerns about City services and investigating complaints about administrative unfairness.
 - iv) www.Toronto.ca/city_council/accountability.htm
- e. Imagine Canada's Ethical Code Committee (ECC) can adjudicate complaints that arise under the Code. In general, complaints should go through the internal process first. In exceptional circumstances, the ECC may deal with complaints before an internal process is completed, however, this will only be done where the complaint is very serious and a quick response is crucial.
- f. If Applegrove's mechanisms cannot resolve a complaint, Applegrove will refer the issue to the ECC.

3. Timing

- a. The code's requirements include ensuring that complaints are addressed in a timely manner.
- b. Applegrove's interpretation suggests that people who complain should receive a response within 4 weeks, to allow time for investigation and analysis.
- c. If a complaint is not addressed within 8 weeks, the complainant can send an e-mail to the Board of Directors' confidential e-mail at www.ApplegroveBoard@hotmail.com.

4. For information about the Ethical Code

- a. Visit www.imaginecanada.ca/en/ethicalcode
- b. Ask Applegrove's Office for a copy of the Ethical Code handbook.

Complaint Form – Applegrove Community Complex

Tracking Number _____

Name of staff making report:	Do you think that this is a "serious occurrence"? If so, report it to the designated person immediately; do <u>not</u> complete this report first.	
Location of incident:		
Date and time of incident:		
Program (if relevant):		
Date and time of this report:		
Complainant Contact Data		
Name:		
Address including Postal Code		
Phone (day)	(evening)	
E-mail		
What happened? Describe the incident, using the given name and last initial of anyone injured or involved, the details of any complaint, etc. Continue on the back or a separate sheet if there is not enough room.		
Other persons involved		
Given name and full surname:	Age:	Address:
Reason for the incident (if known):		
Attachments, documentation, etc.		
Resolution Requested:		
Action recommended:		
Complete this section only if you reported the incident externally, e.g. to a funder, police, maintenance, etc. Do not complete it if you reported the incident to the Executive Director or Program Coordinator.		
Reported to (name):	Reported to (position):	Date and time of notification:
<i>For Executive Director/designated person only: Was "Serious Occurrence Preliminary Report" completed?</i>		

Please familiarize yourself with the Ministry of Child and Youth Services and Toronto Children's Services "Serious Occurrence Reporting Procedures" to be used for all programs funded by Children's Services.

Applegrove Complaints Process

Applegrove Community Complex is a neighbourhood partnership fostering community through social and informative programs for individuals and families. Applegrove is committed to providing the highest quality of programs and services.

Sometimes mistakes happen. Applegrove believes that acknowledging and correcting mistakes shows strength rather than weakness. Correcting mistakes provides opportunities to identify improvements in services and systems.

A complaint might be

- failure to do something;
- failure to follow policy or procedures;
- error; or
- unfair or discourteous treatment.

A complaint is different from an inquiry, feedback, compliment or a suggestion.

When staff receive complaints, they should try to resolve the issue/concern whenever possible within the Centre's policies and procedures.

All staff should explain the complaints process, help resolve conflict, include participants in developing solutions, and provide referrals if necessary.

When necessary, the Executive Director or the Board will investigate or undertake a formal review.

Applegrove tracks complaints to identify issues, trends, areas of concern and opportunities for improvement.

For more details, please refer to the Applegrove Complaints Procedure.

For complaints about other City of Toronto services or agencies, please call 311.



APPLEGROVE COMMUNITY COMPLEX

60 Woodfield Road, Toronto, Ontario M4L 2W6

Tel: 416 461-8143 Fax: 416 461-5513

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Minutes of the Board of Management Meeting September 26, 2011

A neighbourhood partnership fostering community through social and informative programs for individuals and families.

Present: Ben Chong, Natalie Coulter, Ann McKechnie, Sydney Schultz (Chair), Neil Sinclair, Pierre Trudel
Regrets: Alana Honsch, Carmita Magnaye, Throy Ross.
Absent: Sheila Cary-Meagher, Mary Margaret McMahon.
Staff: Susan Fletcher, May Seto (Recorder)

A. Call to Order/Adoption of Agenda

Neil called the meeting to order. Quorum of 5 members was achieved. The agenda was adopted as circulated by consensus.

B. Declaration of Conflicts of Interest

None were declared.

C. Minutes of the June 20 Board of Management Meeting

MOTION (McKechnie/Trudel)

To accept the minutes of June 20.

Carried.

D. Confirmation of Motions Proposed at June 20 meeting without quorum

MOTION (McKechnie/Chong)

To homologate the motions of June 20.

Carried.

E. Executive Director's Report

MOTION (Trudel/Coulter)

To accept the Executive Director's Report.

Carried.

F. Correspondence/Information

Information was distributed.

G. Adjournment

The meeting was adjourned on a motion by Ben Chong, seconded by Ann McKechnie.

Chair

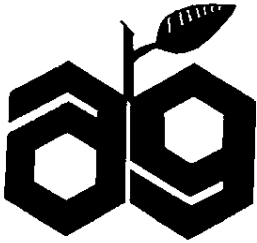
Secretary

Next Meetings:

Monday, October 24 – Board Meeting at 7:00 p.m.

Wednesday, October 26 - Edgewood Grand Opening (time TBA)

Charitable Number: 10671 8943 RR0001



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Hiring Report – 2011 Summer Staff
October 11, 2011
Submitted by May Seto – Program Director

Goal

- To hire 5 staff with experience working with children ages 6 – 12 years in a camp setting.
- To hire 2 staff with experience working with youth ages 12 – 15 years in camp setting.
- To hire a Camp Director
- To hire an Assistant Camp Director
- To fill the following positions at Applegrove: a Camp Director, a Assistant Camp Director, 4 Senior Counsellors, 1 Junior Counsellor, and 2 Leadership Counsellors for summer day and leadership camps.

Advertising

- job postings for Camp Director, Assistant Camp Director and Counsellor positions advertised for 2 ½ weeks on:
 - Applegrove bulletin boards
 - Applegrove website
 - Job postings sent to other AOCC centres
 - Job postings sent to other network committees
- Job posting deadline was set for March 7, 2011

Response

- Resumes were received by email, fax, and mail to Applegrove
- Response was average with 13 applications for all available positions (Camp Director, Assistant Director, Junior, Senior, and Leadership Counsellor positions); Two resumes were handed in late.
- Most resumes were from returning staff with the exception of 2 applicants

Selection

- For the Camp Director there was only 1 applicant, who held the position last year; Applegrove appointed Abby DeGuzman as the 2011 Camp Director .
- Applications were reviewed by the Program Director and all applicants were granted an interview with the exception of one applicant.
- Other factors that were considered for interviews were community members and previous and current staff from Applegrove.

Interviews

- Interviews were conducted by May and Abby for most positions. For the Junior Counsellor position, the Program Director conducted the interview on her own due to scheduling conflicts.
- Interviews held between Tuesday, March 29 and Tuesday, April 5
- 11 interviews were granted for the Junior, Senior, and Leadership Counsellor positions;
- 4 interviews were granted for the Assistant Director position.

- Some candidates applied for multiple positions.
- Interview process included verbal questions/scenarios, as well as a written question for the Junior, Senior, and Leadership Counsellors
- All interviews conducted were returning staff or student placements who have worked at Applegrove in the previous year.

Selection of Staff

- Consultation for selection of staff was done with Abby DeGuzman. References as needed were done prior to notifying successful candidates. Selection of the following staff were made the week of April 11th and offers were made to 9 candidates during the week of April 18, 2011 with the understanding that all positions were based on successful funding:

Summer Camp Staff Hiring Challenges

- Challenges for staffing were numerous this summer. At the beginning of June, a staff who was offered a Senior Counsellor position informed May that he would not be able to attend summer camp training due to a planned vacation. After consulting with the Camp Director and Susan, I informed the staff that being away for camp training would not be acceptable and it was up to him to make a decision to take the position he was offered or not. The staff decided to decline the Senior Counsellor position. I reviewed the other candidates we interviewed and no-one was able to handle a Senior Counsellor role. We were fortunate that another candidate was available for summer employment and appointed her in the position of Senior Counsellor.
- This summer we were not successful in funding for the Leadership Program and had to limit our hiring to 1 Applegrove staff, instead of the 2 that we intended to hire. I informed one of the Leadership candidate at the beginning of June that we would not be able to hire him for the summer due to funding.
- During training, we discovered that the staff who was in the Leadership Counsellor position did not qualify for the funding we had received and had to switch her to a Senior Counsellor position.
- Midway through the first week of camp, the leadership counsellor's grandmother got very sick and she resigned from her position. A previous teen worker and senior counsellor job shared for the remainder of the summer.

Other Information:

- We applied to the TDSB for Focus on Youth funding that will provide additional staff to support the summer camp
- We also applied to Tropicana Youth Services for additional staffing.

Final Summer Camp Hiring

- Abby DeGuzman – Camp Director
- Vai Yee Law- Assistant Director
- David Hoang - Senior Counsellor
- Julie Hoang – Senior Counsellor
- Josh Grainger – Senior Counsellor
- Janina DeGuzman – Senior Counsellor
- Ashley Perry – Junior Counsellor
- Bronson Chavez and Vai Teng Law – Leadership Counsellor



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Review of 360° Input Tools for Management

October 14, 2011

Sydney, Carmi, Throy and Susan met to resolve a number of issues with the 360° form that Applegrove designed some years ago.

This evaluation form is used for staff and Board members to provide input into the Executive Director's Performance Review. The same form is used for staff to provide input into the performance reviews of the Program Director and Office Manager.

After reviewing a number of other evaluation forms, members agreed to modify the existing form, change the format somewhat, and revise the rating system. These changes have been incorporated into the attached draft form. The draft reduces the number of items from 46 to 34 and provides space for comments beside each area.

It will be circulated to staff for comments and suggestions when the Board package is mailed.



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Draft 2 Revision of Applegrove 360° Input Tool

Oct. 14, 2011



The questions are phrased so that the grading scale remains consistent; if the question contains the phrase “does not”, the highest number would still be the most positive response.

Evaluation of:

Evaluation Period:

Deadline:

Please rate performance during this period on a 4 point scale from Strongly Agree (4 points) to Strongly Disagree (1 point). You can also note

NA Not Applicable to this position (this item does not apply to the specific position)

NS Not Seen (you did not have an opportunity to see the individual demonstrate this)

Note that scores of 2.5 will be rounded up to 3.

Numbered for identification only	Score (✓ in one column per item)				N/A or N/S	Comments
	4	3	2	1		
1. Relationships and Communication – Internal						
1.a)	Treats all staff, volunteers, members and visitors with respect in a professional, open and helpful manner, and recognizes the importance of their suggestions, ideas and contributions.					
1.b)	Asks the appropriate questions to ensure his/her own understanding.					
1.c)	Listens and responds effectively to staff, volunteer, member and/or community concerns and requests.					
1.d)	Ensures timely and appropriate follow-up.					
1.e)	Deals with staff, volunteers and members in a professional, open and helpful manner without showing favouritism.					
1.f)	Supports a professional and welcoming physical environment.					

Numbered for identification only		Score (✓ in one column per item)				N/A or N/S	Comments
		4	3	2	1		
1.g)	Provides staff and volunteers with relevant oral and written information clearly and concisely.						
1.h)	Ensures effective 2-way information flow between Board and staff.						
1.i)	Nurtures creative thinking and effectively manages continuity, change and transition						
1.j)	Encourages cooperative approaches toward the accomplishment of organizational goals.						
1.k)	Actively works to ensure diversity and respects the differences of others.						
2. Leadership							
2.a)	Demonstrates initiative and creativity in identifying and addressing strategic issues facing the organization.						
2.b)	Sets and achieves clear and measurable goals and reasonable deadlines.						
2.c)	Deals effectively with demanding situations and designs and implements effective interventions						
2.d)	Consistently displays integrity and models the organization's values.						
2.e)	Creates a feeling of shared and mutual accountability and reinforces teamwork.						
2.f)	Actively contributes to the vision of the organization (e.g., objectives, services, initiatives).						
3. Effectiveness							
3.a)	Prioritizes own workload effectively to achieve key tasks on time.						
3.b)	Provides and/or ensures prompt, efficient and effective service.						

Numbered for identification only		Score (✓ in one column per item)				N/A or N/S	Comments
		4	3	2	1		
3.c)	Demonstrates fiscal responsibility for the agency's financial performance.						
3.d)	Ensures all funds, physical assets and other property are properly safeguarded and administered.						
3.e)	Ensures security and efficient management of paper and electronic information (e.g., policies, legal and historical documents, membership lists, etc.).						
4. Planning, Development and Evaluation							
4.a)	Anticipates issues, challenges and outcomes and develops effective strategies to achieve organizational goals						
4.b)	Plans and manages budgets and identifies new sources of revenue.						
4.c)	Keeps informed of business and operational plans, practices, and directives of the organization and City.						
5. Delegation							
5.a)	Assigns reasonable and appropriate tasks, given my skills, interests and responsibilities.						
5.b)	Provides clear instructions regarding expectations and assignments to be completed.						
5.c)	Provides appropriate assistance in completing assignments, does not interfere with my ability to complete assignments or provide too much direction or guidance..						
6. Relationships and Communication – External							
6.a)	Understands external issues and cultures that impact on the organization.						
6.b)	Speaks and writes with persuasion (e.g., in dealing with other organizations, stakeholders, the public).						

Numbered for identification only		Score (✓ in one column per item)				N/A or N/S	Comments
		4	3	2	1		
6.c)	Effectively uses formal and informal channels, including networking, for acquiring information and assistance and accomplishing agency goals.						
6.d)	Develops and maintains mutually beneficial contacts with other groups and individuals (e.g., associations, industry, government, public service organizations)						

Sometimes comments are unclear or additional information is needed. Consequently, it could be helpful for you to put your name below. All information will be confidential.

Name



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Executive Director’s Report October 13, 2011

Pasta Fest

I am writing this report on Oct. 13, after sending the Pasta Fest update, and before knowing the outcome. Consequently, the report assumes Pasta Fest will take place as in prior years.

Thinking Ahead

In January/February of 2006 and again in 2009, Applegrove’s Board and staff worked with key volunteers, on-site partners and other stakeholders to consider the agency’s strengths and challenges, determining priorities and defining action steps.¹ This pattern would suggest repeating these processes this winter.

But given the other review and budget processes underway, in the absence of new census information about the catchment area and with a renovation of the P/C room imminent, I recommend that Applegrove postpone strategic planning for at least a year.

Our prior processes were designed to promote involvement in and engagement with the organization. It is still important to spend some time thinking together with other staff, volunteers and members. But the potential changes coming out of the AOCC Program Review and 2012 Budget make it inappropriate to consider agency issues until we know what the changes will be.

Consequently, I would like to suggest a Special Meeting instead of the regular February Board meeting. We need a Board meeting in January to consider issues for the Annual Meeting and endorse several proposals. Plus, the 2012 Operating Budget is to go to City Council on January 17-19, and the Board may need to discuss agency impacts after the budget passes.

A Special February meeting would allow potential Board nominees to meet Board members and understand some of the issues facing the agency. By the end of February, we should have a reasonable idea of what the 2012 Budget will mean, as well as some of the other possible changes. It also allows time to prepare for the Annual Meeting at the end of March, should the Board need to present information or recommendations coming out of the special meeting.

Board Workplan

As indicated by the timeline extract below, the AOCC program review should have produced preliminary recommendations that the Board could review at the October meeting. However, the review process has been delayed. Consequently, I have moved this issue to November on the Board workplan.

Preliminary findings and validation	Ongoing	September 30, 2011
Validation of findings		
AOCC Executive Director feedback		
Approval of findings by Sponsor		

¹ Otherwise known as Strategic Planning but without the negative connotations!

Draft Recommendations		October 7, 2011
Preliminary recommendations		
Review by AOCC Executive Directors		
Draft Report		October 14, 2011
Review of recommendations by stakeholders		
Adjustments to recommendations		
Endorsement of Draft Report by Sponsor		
Initiation of Phase Two		October 17, 2011

The Board workplan also shows my belief that the Board would need to review the Admin budget in October. As of Oct. 13, I am still waiting for further information from the City. In anticipation of receiving that information before the Board meeting, I have left time on the agenda to discuss the Admin budget.

Annual General Meeting

Applegrove's AGM is at the end of March. For many years, SH Armstrong has allowed us to use their Multi-Purpose Room and kitchen for a dinner and the meeting. The rec. centre has agreed to this for March 2012; Applegrove just needs to decide which night. Their staff suggested Monday or Tuesday when I asked which night might minimize the noise overhead from the gymnasium. With our regular Board meetings on Mondays, I recommend the AGM be held on Monday, March 26.

Related to the AGM, I have included "Life in Interesting Times" in the Board package. Its information suggests that we should insert additional criteria to the current Board Nomination/Membership form. The current form includes the following:

Since Directors are also members of the Board of Management, they must meet eligibility criteria for the Board of Management which are:

- a) at least eighteen (18) years of age;
- b) residing in the City of Toronto;
- c) not an employee of the City of Toronto nor of any of its Agencies, Boards, Commissions or Corporations;
- d) not the spouse, child or parent of a Member of Council;
- e) not serving on another City Agency, Board, Commission or Corporation, except a member of a Business Improvement Area (BIA).

The Corporations Act states, "No undischarged bankrupt shall be a director, and, if a director becomes a bankrupt, he or she thereupon ceases to be a director."

Recreation Committee

The Recreation Committee met twice since the last Board meeting. As the agenda and confidential report indicate, all Board members are invited to a special Recreation meeting at 6:15 before the Board meeting. Background information for this meeting includes the Applegrove Fact Sheet and the results of the 2009 Planning session, particularly Applegrove's core competencies, internal weaknesses and barriers and constraints.

Program Plans 2012

The Board package includes program budgets. These are confidential as they contain information about individuals' wages and benefits. The Program Budget package includes detailed budgets for each program, plus a summary sheet showing all the programs plus agency fundraising. The program budget planning process includes a review with relevant staff of expense levels for program supplies. Please note that our thrifty and effective family resource staff have not increased program supply amounts for many years, even with the GST impact and increases in program participation.

The program planning process also includes a review of the prior year's program goals and objectives and setting them for the coming year. The Program Director will meet with relevant staff for these discussions over the next month.

To enhance Board members' understanding of programs, I have included a summary of program attendance statistics for the current year (prior years' attendance stats are in the 2010 Annual Report) plus an outline of staffing levels, program hours, etc.

In the past, the Board has endorsed the program budgets as the basis for funding submissions, thus both authorizing the spending and authorizing staff to prepare and submit proposals to funders. The first of these proposals is to Children's Services to fund the Applegrove and Edgewood family resource programs. It is due on November 15.

In addition to endorsing the program budgets, I recommend that the Board put \$3,000 of Edgewood's fundraising in a restricted reserve for 2012 January to June rent. This past spring, Edgewoodians raised \$5,000 for the September to June rent for Edgewood's new location. Only \$2,000 is needed for September to December 2011, with the remainder needed in 2012. The donors clearly directed their funds to rent, and putting \$3,000 in a restricted reserve complies with their intent.

Fundraising

The discussion of program budgets leads naturally to a discussion of fundraising plans for 2012. Issues to consider may include:

- whether to hold the 6th Annual YogaThon.
- whether to repeat Applicious.
- whether to hold a spring fundraising event to replace our SPA Night which used to be right after Mothers Day, and if so, what.
- the non-financial benefits of special events and whether these sufficiently help the organization for each event.
- other fundraising methods/approaches, special events, etc.

To support this discussion, I have included an updated Event Analysis, noting some of the main events, their goals/objectives, staff time, and dollars per administrative hour.

Complaints

Between August 2010 and January 2011, the Board and staff worked on a Complaints Policy for the centre. This arose from a City expectation that all divisions and agencies have complaints policies and procedures. However, in January, it became clear that significant additional work was needed. Over the summer and early fall, I revised the draft, and in early October,

circulated it to staff for comments, noting that silence would indicate assent! With no comments received, it now comes to the Board for review and endorsement².

360 Input

As noted in my August report, Applegrove is changing its "360" form. For some years, one component of performance review for management has included input from Board and all staff members for the Executive Director or all staff members for the other managers. Several Board members have revised and simplified the form. The latest draft is included in this package and will be circulated to staff for comment before finalizing at the Board meeting. This will give plenty of time to use the form and complete Performance Reviews before the end of the year.

Respectfully submitted,

Susan Fletcher.

Revised Board Workplan for 2011/12

Meeting	Main Issue	Additional Issues	Program Presentation	Results
August 29	Review Risk Management	City Service Reviews / 2012 budget		Set up Budget and Performance Review Committees
September 26	Results of City Service Review	Review Applicious	Edgewood	
October 24	Program Budgets Revised Admin Budget AOCC Program Review Phase 1	Fundraising Plans		
November 28	AOCC Program Review Phase 1	Review Pasta Fest	Seniors (new worker)	
December 19?				
January 30		Endorse Recreation, Festival, other grant proposals	Helping Our Babies Grow	
February 27	Special Meeting?			
March 20 (if needed)				
March (date to be determined)	AGM			
April	Select Officers and Committees		Summer Programs	
May	Membership			
June			Therapeutic Play	

² This may look familiar. An earlier draft was included in the background materials for Risk Management in the August Board package.



Life in Interesting Times By: Adam Aptowitzer

There is a curse of unknown origin to the effect of "may you live in interesting times" and there is no question that the past few years have been interesting ones for charities. From the Voluntary Sector Initiative a little over ten years ago, the imposition of the intermediate sanctions, amendments to the disbursement quota and receipting rules, art flips, tax shelters, new corporate regimes and a ferocious interest in regulation of the sector - charities have been kept busy over the years. However, rather than look at each new change individually, there are times when changes in two different areas of charity operations should be looked at together.

The relatively expansive changes to the new federal (and Ontario) corporate law should promote some intensive soul searching on the part of charities reviewing their bylaws. Part of this review should look at how the organization's bylaws can be reconstructed to facilitate compliance with new regulations in other areas. This is particularly true as the new federal corporate law makes it arguably more difficult to amend bylaws where the organization has multiple membership classes, so it may very well be easier to amend the bylaws before the organization continues under the new act rather than afterwards.

When reviewing their bylaws charities may want to take another look at the so called 'good governance' provisions proposed in the 2011 budget. As we have written before ([see here](#) for our budget summary article) these provisions allow the CRA to revoke a charity's status if one of the director's of the charity is ineligible to serve as such. The criteria for ineligibility are effectively the following:

- a) Conviction of a financial offence;
- b) Conviction of an offence related to the charity's operation;
- c) Previous involvement in a tax shelter operation; or
- d) Previously serving as a director of a charity when it is revoked for 'serious non compliance'.

While the Charities Directorate has publicly stated their position to use these rules in a relatively gentle manner, the fact remains that the sheer existence of these rules gives the CRA great power. Unfortunately, the Directorate's resources in discovering the past history of directors is far greater than that of the charity, and it very well may be that it is the Directorate that alerts the charity that an ineligible individual is serving as a director.

However, the term 'ineligible' individual is a term of art and should not lead the charity to believe that the individual is automatically disqualified from serving as a director. In fact, the charity may be forced to take steps to remove that person as a director. Provisions for such removal are included in the new federal corporate law. For example, the new Canada Not for Profit

<http://www.drache.ca/articles/charities/life-in-interesting-times>

Corporations Act (the "Act") allows for the removal of a director upon simple majority vote by the members, except where a director is elected by a particular class of members when only that class of members may vote to remove the director. While this may sound simple, in practice, removing a director can be extremely divisive and practically impossible if the membership is limited and the director him or herself forms a significant voting bloc.

Fortunately, the solution is rather simple. While the Act dictates certain requirements for directors, the list is not exhaustive and corporate bylaws could include additional criteria to serve in the position. So in this circumstance, one would imagine that the bylaws be amended to include mention of, for example, a lack of past convictions in the criteria for serving as a director.

Over the years, we have consistently advised that charities undertake bylaw review prior to continuing under the Act. In the past, we have cited the Act's general framework of speaking where the bylaws are silent as one good reason to do so, but the 'good governance' provisions though put the need into an entirely new context. Whatever the reason, a comprehensive bylaw review is clearly the prudent course of action for charities regardless of whether or not they are happy with their current state of affairs and whether they plan to continue under one of the new corporate regimes.

***Community Service System* in Toronto neighbourhoods: What should the City pay attention to?**

A summary of consultations with Torontonians

Who should read this report?

Community organizations, community funders and other Torontonians who care about a strong *Community Service System*.

What is the Community Service System?

The collection of the non-profit and voluntary community organizations in neighbourhoods, the connections between them, and the programs and services they deliver to neighbourhood residents.

Prepared September 2011

Download an electronic version of this report at:
stmichaelshospital.com/crich/cssreport.php

Key Messages

- **Torontonians in this consultation had very similar views about what the City of Toronto should pay attention to, so that it knows whether the *Community Service System* is working well in a neighbourhood.**

- **Torontonians think that the City should pay attention to 8 things:**

- **Are programs and services available and accessible to residents?**
- **Is funding for the *Community Service System* sufficient and stable?**
- **Are residents involved in planning programs and services?**
- **Are accountability and collaboration high priorities in the *Community Service System*?**
- **Are staff and volunteers well-managed?**
- **Are socio-economic outcomes improving for residents?**
- **Is civic and social engagement encouraged through the *Community Service System*?**
- **Are residents' needs being met by the *Community Service System*?**

- **Our findings suggest:**

- **Torontonians want the *Community Service System* to offer programs that are accessible, available and well funded.**

Almost everyone told us that “Accessible & Available Programs” and “Sufficient & Stable Funding” were the most important things for the City to pay attention to, to know if the *Community Service System* is working well in a neighbourhood.

- **Youth and people with up to a high school education have additional priorities - they want the *Community Service System* to help them to get jobs and become financially stable.**

“Improving Social and Economic Outcomes” was a higher priority for youth (aged 18-24) and high school graduates than it was for other participants (i.e. adults aged 25-64 and people who had attended university).

About this consultation

Background

This consultation is part of a larger City of Toronto initiative called the Community Partnership Strategy. This Strategy helps the City, community organizations and residents better understand how well the *Community Service System* is working in neighbourhoods.

The *Community Service System* includes non-profit and voluntary community organizations and the programs and services they provide to Torontonians (such as recreation, youth mentoring, community kitchens, arts programs and help finding employment). It also includes all the people working in the organizations, the places where programs run, the funds that are used, the connections between organizations and relationships with local businesses and government.

What we did

The Centre for Research on Inner City Health conducted this consultation to find out what Torontonians think the Community Partnership Strategy should pay attention to, to know if the *Community Service System* is working well in a neighbourhood.

Between December 2010 and July 2011, we used a method called Concept Mapping to gather information. Concept Mapping is a way of asking people, step-by-step, to brainstorm ideas in response to a big question, rate the importance of all of the different ideas and describe how the ideas are connected to each other. It can be used for planning, program evaluation and needs assessments. In Concept Mapping, participants create the ideas, not the consultants. People can generate ideas together and everyone's voice counts.

Who participated

More than 280 Torontonians participated in this consultation. They included youth, adults and older adults who lived or worked in neighbourhoods all across the City of Toronto. We talked to men and women from Etobicoke, York, North York, the old City of Toronto, East York and Scarborough.

The participants represented a range of ethnicities, language groups and educational backgrounds. Some were staff at community organizations or were funders of the *Community Service System*. Many were neighbourhood residents who used the *Community Service System*. We also talked to residents who did not use the *Community Service System* at all.

More participant information is available in our online report at stmichaelshospital.com/crich/cssreport.php.

51 important ideas

Brainstorming was the first step of our consultation. In December 2010, we asked Torontonians to brainstorm as many ideas as possible to complete the following statement:

“If the City of Toronto wants to know if the *Community Service System* is working well in a neighbourhood, one thing it should pay attention to is...”

Participants came up with 51 unique ideas (see right).

For this step, neighbourhood residents, community organization staff and funding staff participated online or in-person at community centres in Scarborough and Etobicoke.

Rating was the next step. Between February and March 2011, participants rated the importance of each of the 51 ideas on a scale of 1 to 5 (1 meant “unimportant” and 5 meant “extremely important”).

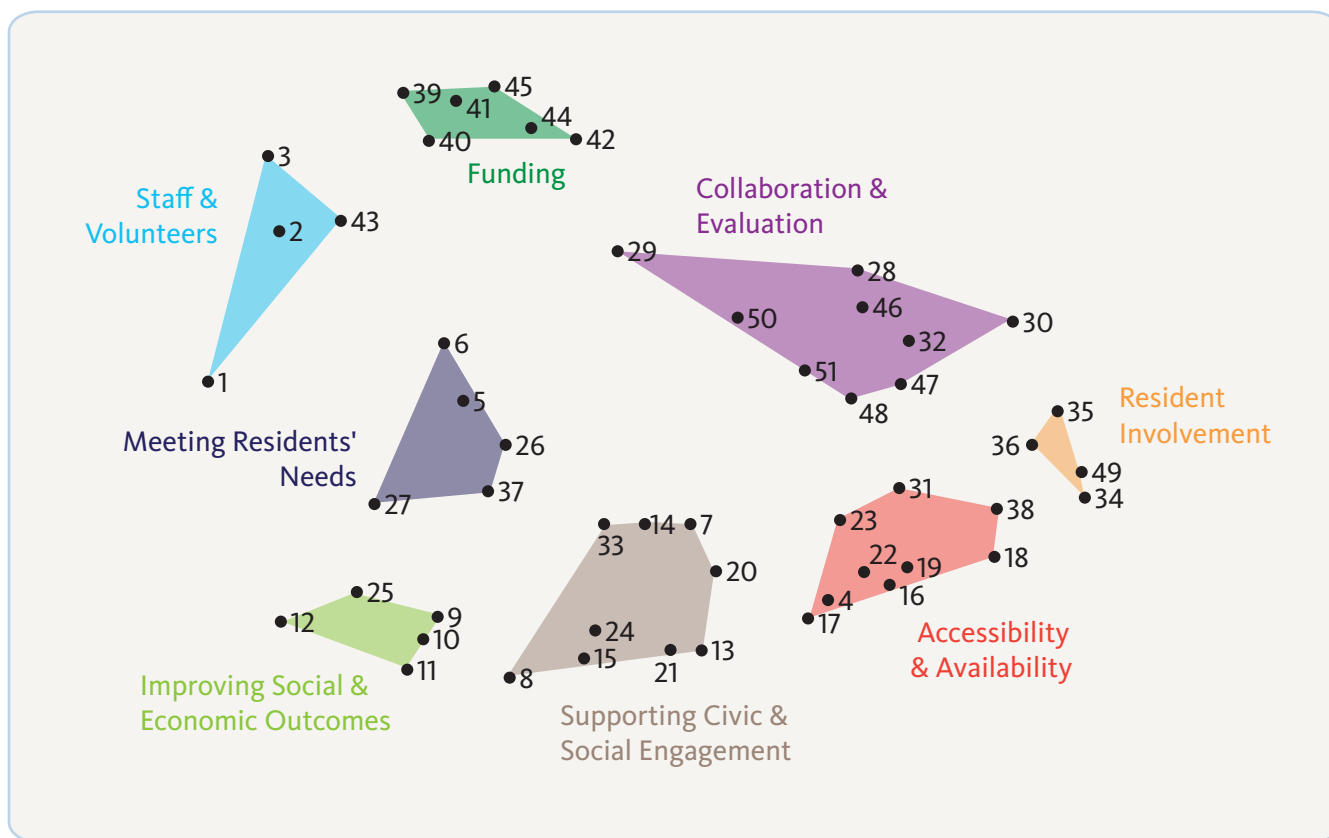
Almost all participants said that all the ideas were important (3 or higher, on a scale of 1-5).

For this step, 284 people participated, either online or in group sessions held downtown, in Etobicoke, in North York and in Scarborough.

- 1 Community organizations have staff who reflect the cultural, racial or ethnic makeup of the neighbourhood.
- 2 Community organizations have long-serving staff and volunteers.
- 3 Community organizations can pay for trained, qualified staff.
- 4 Community organizations tailor services/programs for the unique needs of the neighbourhood (e.g. social, cultural, economic).
- 5 Community organizations have time to do outreach.
- 6 Community organizations spend more time on services/ programs and less time on administration.
- 7 Community service/program users are satisfied.
- 8 Community organizations help make a neighbourhood safe and with a low crime rate.
- 9 Community organizations improve the health of vulnerable groups.
- 10 Community organizations help reduce unemployment in a neighbourhood.
- 11 Community organizations help neighbourhood residents achieve a good education.
- 12 Community organizations help neighbourhood residents have a secure income.
- 13 Community organizations support neighbourhood festivals and other events.
- 14 Community services/programs are frequently used.
- 15 Community organizations help residents participate in civic life.
- 16 Community services/ programs are offered at convenient times for the users.
- 17 The neighbourhood has welcoming spaces for residents and community organizations to use.
- 18 The neighbourhood residents know about the community services/programs that are available.
- 19 Community services/programs are offered in convenient locations for neighbourhood residents (e.g. close by, near TTC, in a safe area).
- 20 Community organizations create a welcoming environment (e.g. friendly staff, inviting spaces).
- 21 Community organizations help neighbourhood residents connect with one another.
- 22 Community organizations take extra steps to reach out to residents who are isolated, so they can use services/programs.
- 23 Community organizations adapt to changing needs and priorities of neighbourhood residents.
- 24 Community services/ programs are available to link residents to the arts.
- 25 Community services/ programs are available to link residents to jobs.
- 26 The neighbourhood residents have a lot of services/ programs to choose from.
- 27 The neighbourhood residents don't have to leave the neighbourhood for services/ programs.
- 28 Community organizations collaborate with decision makers.
- 29 Community organizations have opportunities to grow and improve.
- 30 Community organizations communicate well with one another.
- 31 Community organizations communicate well with neighbourhood residents.
- 32 Community organizations in one sector (e.g. childcare/ HIV/ anti-poverty/ environmental) collaborate with community organizations in other sectors.
- 33 Community organizations can connect residents to other services/programs.
- 34 The neighbourhood residents are involved in decisions about community organizations.
- 35 Community organizations ask service/program users for feedback.
- 36 Community organizations ask for input from vulnerable groups who don't use services.
- 37 Community organizations do outreach well.
- 38 Community organizations recognize the local knowledge and expertise of neighbourhood residents.
- 39 Community organizations have stable funding.
- 40 Community organizations are well-resourced.
- 41 Community organizations don't have to interrupt services/programs because they run out of money.
- 42 Community organizations have funds to coordinate services/programs with each other.
- 43 Community organizations staff and volunteers are satisfied with their workplaces.
- 44 Community organizations have multiple sources of funding.
- 45 Community organizations do not have to compete with one another for funding.
- 46 Community organizations have clear goals that are monitored and evaluated.
- 47 Community service/program evaluations are available to neighbourhood residents.
- 48 Community organizations use multiple sources of information to keep track of how the neighbourhood is changing.
- 49 Neighbourhood residents identify neighbourhood needs and barriers to services/programs.
- 50 Community organizations implement, monitor and evaluate their strategic plans.
- 51 Community organizations make the best use of the assets and resources in the neighbourhood to provide services and programs.

8 things to pay attention to in the *Community Service System*

The next step was **clustering**. Between February and March 2011, 60 Torontonians clustered the 51 ideas in ways that made sense to them. Then we used Concept Mapping software to create the “cluster map” below, based on participants’ responses. Finally, we brought participants back together to make sure the results felt right to them.



How to read this cluster map:

Each number on the cluster map represents one of the 51 important ideas (as numbered on the facing page - for example, “12” represents “Community organizations help neighbourhood residents have a secure income.”). The cluster map shows:

(a) **The ideas that were clustered together most frequently** (shown close together on the map). For example, “12” was often clustered with “25” (“Community services/programs are available to link residents to jobs”).

(b) **The ideas that were rarely clustered together** (shown far apart on the map). For example, “12” was rarely clustered with “30” (“Community organizations communicate well with one another”).

(c) **The names of the 8 things to pay attention to**, based on participants’ suggestions. For example, “Improving Social & Economic Outcomes” and “Supporting Civic & Social Engagement”.

Comparing participants' priorities

For the last step, we used Concept Mapping software to compare how different groups of participants rated and ranked the ideas.

The software produced a set of pattern matches, which show whether two groups ranked things in the same order or not.

We've included some pattern matches below and to the right. A horizontal (i.e. flat) bar means that the two groups rated something the same way. A sloped bar shows how much their ratings differed. The number at the bottom (the "correlation coefficient", e.g. "r = .87") is a measure of similarity. It ranges from "0" to "1.0". ".7" or higher means very strong similarity.

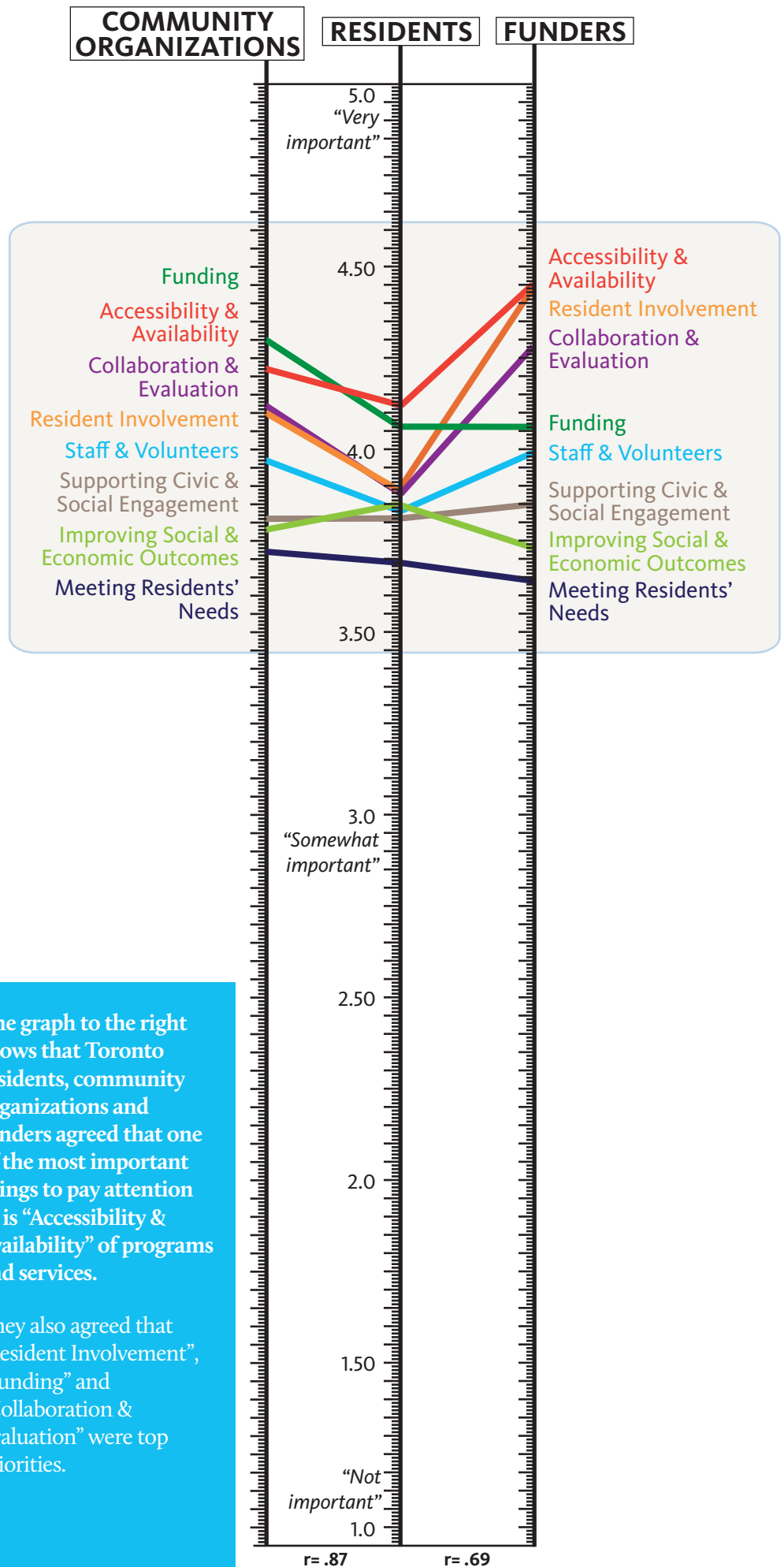
Most participants ranked the "main things to pay attention to" in the same way.

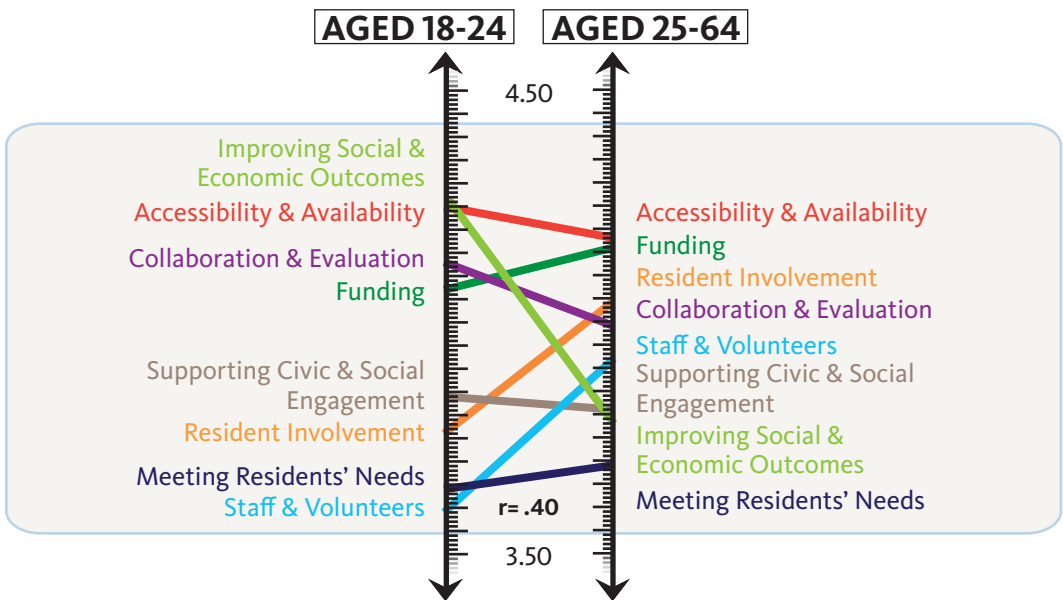
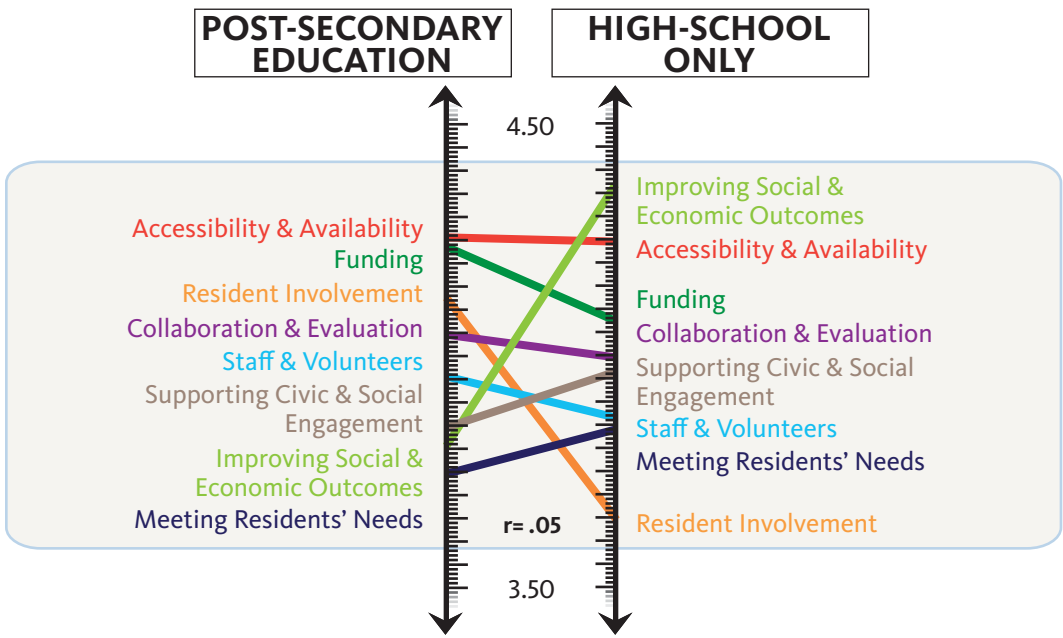
There was strong agreement between:

- Men and women (r=.87)
- Residents who use/ do not use community services (r=.70)
- People whose primary language is and is not English (r=.94)
- Residents and community organization staff (r=.87)
- Residents and funders (r=.69)

The graph to the right shows that Toronto residents, community organizations and funders agreed that one of the most important things to pay attention to is "Accessibility & Availability" of programs and services.

They also agreed that "Resident Involvement", "Funding" and "Collaboration & Evaluation" were top priorities.





ETOBICOKE & YORK	SCARBOROUGH	OLD TORONTO & EAST YORK	NORTH YORK	HIGHER PRIORITY
Accessibility & Availability	Funding	Funding	Funding	↑
Improving Social & Economic Outcomes	Collaboration & Evaluation	Accessibility & Availability	Collaboration & Evaluation	
Supporting Civic & Social Engagement	Accessibility & Availability	Resident Involvement	Accessibility & Availability	
Collaboration & Evaluation	Resident Involvement	Staff & Volunteers	Staff & Volunteers	
Resident Involvement	Meeting Residents' Needs	Supporting Civic & Social Engagement	Resident Involvement	
Funding	Improving Social & Economic Outcomes	Improving Social & Economic Outcomes	Improving Social & Economic Outcomes	
Meeting Residents' Needs	Staff & Volunteers	Collaboration & Evaluation	Supporting Civic & Social Engagement	
Staff & Volunteers	Supporting Civic & Social Engagement	Meeting Residents' Needs	Meeting Residents' Needs	

Youth and people with up to a high school education had additional priorities - they want programs that will help them to get jobs and become financially stable.

- Educational background made a big difference in how people ranked the “main things” (see top left graph). “Improving Social & Economic Outcomes” was the top priority for high school graduates, and one of the lowest priorities for post-secondary graduates.
- People of different ages had different priorities (see middle left graph). “Improving Social & Economic Outcomes” was the top priority for youth aged 18-24, and one of the lowest priorities for adults aged 25-64.

Residents from all across Toronto had similar priorities.

“Funding” was ranked number one by residents of Scarborough, the old City of Toronto & East York, and North York. “Accessibility & Availability” was most important to residents of Etobicoke & York, number two for residents of old Toronto & East York, and number three for residents of Scarborough and North York.

FOR MORE INFORMATION

- Download appendices to this report, featuring more findings from this study, at crich.ca
- Toronto's 140 Social Planning Neighbourhoods:
toronto.ca/demographics/neighbourhoods.htm
- Reports to Toronto City Council on the Community Partnership Strategy:
toronto.ca/legdocs/mmis/2008/cd/bgrd/backgroundfile-17230.pdf (November 2008)
toronto.ca/legdocs/mmis/2010/cd/bgrd/backgroundfile-26583.pdf (February 2010)
- Concept Mapping:
conceptsystems.com
- Community Partnership Strategy:
Sarah Rix, Policy Development Officer, srix@toronto.ca, 416-392-8944

CENTRE FOR RESEARCH ON INNER CITY HEALTH

The **Centre for Research on Inner City Health** (CRICH) is dedicated to reducing health inequities through innovative research that supports social change. We conduct research to better understand the linkages between poverty, social exclusion, and poor health. And we work in partnership with community agencies and decision-makers to evaluate population health interventions to improve health outcomes for inner city populations. CRICH is part of the Keenan Research Centre in the Li Ka Shing Knowledge Institute of St. Michael's Hospital. We receive annual core funding from the Government of Ontario.

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THIS RESEARCH WAS CONDUCTED BY:

Sara Allin
Simon Corneau
Nihaya Daoud
Jelani Kerr
Rebecca Lobb
Kelly Murphy
Patricia O'Campo
Sejal Patel
Emily van der Meulen

CENTRE FOR RESEARCH ON INNER CITY HEALTH

30 Bond Street
Toronto, Ontario M5B 1W8
Tel: (416) 864-5486
Fax: (416) 864-5485

crich.ca

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Applegrove Events and Board / Committee Meetings – October 17, 2011
Office Phone 416-461-8143

Please note that Board meetings are on Monday evenings, usually the last Monday of the month.

October Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
16 <u>Applegrove @ Leslieville Market</u>	17	18	19	20 [100 th Anniversary Planning Committee]	21	22
23	24 Board	25 [Duke of Connaught School Council]	26 Edgewood Grand Opening	27	28	29
30	31 Hallowe'en!					

November Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		1	2	3	4	5 Pasta Fest
6	7	8	9	10	11 Applegrove Closed for Remembrance Day	12
13	14	15	16	17	18 [PA Day]	19
20	21	22	23	24	25	26
27	28 Board	29 [Duke of Connaught School Council]	30 Kick-off for Duke of Connaught's 100 th Anniversary			

December Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9 [PA Day]	10
11	12	13	14	15	16	17
18	19 Board?	20	21	22	23	24
25	26	27	28	29	30	31

Applegrove Closed for Holidays

Bold = community event. *Italics* = an important change. Underline = an Applegrove special event.
 [Brackets] = another group's meeting or event that may affect you.

Applegrove Events and Board / Committee Meetings – October 17, 2011
Office Phone 416-461-8143

January 1	January 2 Applegrove Closed for New Year's Day					
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January Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2 Applegrove Closed for New Year's Day	3	4	5	6	7
School Break						
8	9 School Resumes	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27 [PA Day]	28
29	30 Board	31 [Duke of Connaught School Council]				

February Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			<u>1</u>	2	3	4 Yoga-Thon?
5	6	7	8	9	10	11
12	13	14	15	16	17 [PA Day] Seniors Wellness Fair	18
19	20 Applegrove Closed for Family Day	21	22	23	24	25
26	27 Board	28 [Duke of Connaught School Council]	29			

March Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3

Bold = community event. *Italics* = an important change. Underline = an Applegrove special event.
 [Brackets] = another group's meeting or event that may affect you.

Applegrove Events and Board / Committee Meetings – October 17, 2011
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
March Break						
18	19	20	21	22	23	24
25	26	27 [Duke of Connaught School Council]	28	29	30	31

April	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1		2	3	4	5	6 Applegrove Closed for Good Friday	7
8 Hoppy Easter!		9 Applegrove Closed for Easter Monday	10	11	12	13	14
15		16	17	18	19	20	21
22		23	24 [Duke of Connaught School Council]	27	26	27	28
29		30 Board					

May	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1	2	3	4	5
6	7	8	9	10	11	12	13
13	14	15	16	17	18	19	20
20	21 Applegrove Closed for Victoria Day	22	23	24	25	26	27
27	28 Board	29 [Duke of Connaught School Council]	30	31			

Bold = community event. *Italics* = an important change. Underline = an Applegrove special event.
 [Brackets] = another group's meeting or event that may affect you.