

Bowmore Community Advocacy Toolkit

Bowmore Rd Jr & Sr Public School

80 Bowmore Rd

(416) 393-9450

Family of Schools: 15 (**FOS 15**)

Learning Centre: 2 (**LC 2**)

TDSB Ward: **Ward 16**

Prepared on February 8, 2026

The purpose of this “toolkit” is for members of the Bowmore Community to have required resources and information for advocacy collected in one place. It has been checked, but please excuse any mistakes. This is not an official document, it has been created for the Bowmore Community by a parent.

Included in this document

Organization Structure of Education in TDSB and Ontario

Support Resources

TDSB Contacts (Bowmore Rd School)

Government Contacts (Bowmore Rd School Area)

FOS 15 Schools (Share the same Superintendent with Bowmore)

When & How to Escalate

Preparing to Escalate

Letter Writing

Office of the Ombudsman

Ontario College of Teachers (OCT)

Organizational Structure of TDSB & Ministry of Education

Premier of Ontario (Doug Ford)
↑
Minister of Education (Paul Calandra)*
↑
Provincial Supervisor (Rohit Gupta)
↑
Director of Education (Interim, Stacey Zucker)
↑
Associate Director(s)
↑
Executive Superintendent
↑
Superintendent of Education
↑
School Principal

*The Minister of Education has authority. Sitting opposite the Minister is the **Official Opposition Critic for Education aka Shadow Minister of Education** who keeps the Minister in check and holds them accountable by public scrutiny, questioning decisions, and advocating for change.

The TDSB Student and Family Support Office (SFSO), opened Monday January 19, 2026, was mandated by the Ministry and is designed for unresolved, complex, contentious, or broader community concerns after initial school-level attempts, or when the standard protocol isn't suitable. The SFSO is an intake office, they will assess and direct concerns to appropriate TDSB division. Calls and emails are tracked and entered into a system. **If escalating directly within the board, you may want to consider copying the SFSO so your concern is logged in the system.**

Support Resources: Who and When

TDSB Parent Concern Protocol - 1st action for concerns in the school -

Classroom Teacher (if applicable) - Principal - Superintendent - Student and Family Support Office (SFSO). Consider copying the SFSO when escalating to the board (Superintendent or above) so the issue is noted and tracked in the system.

Superintendent (Family of Schools)

When concerns cannot be resolved with the principal, or relate to school leadership, policy implementation, or issues within the Family of Schools.

Current (Temporary): Domenic Giorgi

Student & Family Support Office

When a concern hasn't been resolved at the school level and you want it formally documented and directed to the appropriate person within the TDSB. This office (launched January 19, 2026 as a provincial requirement) helps. They will acknowledge within 2 business days and aim to respond within 5 business days, with timelines for complex issues. (This is an updated process as of Jan 19/26)

Executive Superintendent (Learning Centre)

When concerns suggest ongoing leadership, oversight, or process issues beyond a single school or at the superintendent level. This role oversees multiple Families of Schools within a Learning Centre.

Current (Acting): Elizabeth Addo

Associate Director – Student Learning & Equitable Outcomes

When concerns relate to whether supports and expectations are being applied fairly and consistently across TDSB schools (board-wide equity and student outcomes focus). This role addresses system-wide matters and does not handle individual staff performance or leadership concerns.

Current: Louise Sirisko

Associate Director – Learning Transformation and Equity

When concerns relate to how board-wide changes, initiatives, or new approaches are being implemented across schools. This role focuses on system-wide implementation and does not address individual staff leadership or performance.

Current: Audley Salmon

Director of Education

When issues indicate a breakdown in leadership, process, or oversight requiring senior board attention, especially if ongoing or unresolved at lower levels.

Current (Interim): Stacey Zucker

Supervisor, appointed by the Ontario Minister of Education

When concerns suggest serious board-wide oversight or accountability issues that may require provincial awareness or intervention.

Current: Rohit Gupta

Ontario Minister of Education

When issues point to widespread leadership or oversight problems at the TDSB, problems keep repeating, and stronger provincial action may be needed.

Current: Paul Calandra

Official Opposition Critic for Education (Shadow Minister for Education)

When concerns extend beyond a single school or board and point to broader issues with provincial education policy, funding, or oversight - and local board and Ministry processes have not resolved the issue or similar problems are recurring. The Shadow Minister may be approached for political advocacy, public scrutiny, or pressure on the government. They do not intervene operationally but can raise issues publicly, question the Minister of Education, and advocate for policy or system change.

Current: Chandra Pasma

Premier of Ontario

When concerns rise to the level of provincial governance or public accountability, such as persistent failures across the education system, loss of confidence in the Ministry's handling of the issue, or matters requiring political leadership, public scrutiny, or legislative response beyond the Minister's administrative authority.

Current: Doug Ford

Member of Provincial Parliament (MPP)

When concerns suggest the TDSB is not handling an issue properly, efforts to resolve it locally have not worked, and additional provincial attention may be needed.

Current: Mary-Margaret McMahon, MPP for Beaches-East York

City Councillor

When ongoing school issues affect the wider community, neighbourhood, or public confidence (e.g., safety, infrastructure, or local impacts)

Current: Brad Bradford, Ward 19 Councillor

Member of Parliament (MP)

For concerns with broader public impact when added visibility or advocacy beyond the province may help ensure the issue is taken seriously. Education is provincial, so MPs are typically for federal-level advocacy.

Current: Nathaniel Erskine-Smith, MP for Beaches-East York

TDSB Contacts (Bowmore Rd School)

School Principal (start date Feb 17/26)

Hager Awara

416-393-9450

hager.awara@tdsb.on.ca

The Principal leads the school and is responsible for day-to-day operations, student learning and well-being, staff supervision, and communication with families. Parents are expected to raise concerns with the Principal first, as they are responsible for resolving school-level issues and implementing board and Ministry policies within the school.

School Vice Principals (2 + 1)

The Vice-Principal supports the Principal in the day-to-day operation of the school, including student supervision, discipline, safety, and communication with families. Parents may raise concerns with the Vice-Principal, particularly when they are directly involved in an issue, though overall accountability remains with the Principal.

Andreya Padmore

416-393-9450

andreya.padmore@tdsb.on.ca

Dr. Ria Angelo

416-393-9450

ria.angelo@tdsb.on.ca

Andrew Pearson

416-393-9450

andrew.pearson@tdsb.on.ca

Superintendent for Bowmore (until June 2026)

Domenic Giorgi (FOS 04, LC 1))

416-396-9172

domenic.giorgi@tdsb.on.ca

The Superintendent sits above school principals and oversees schools within a specific Family of Schools, becoming involved when concerns relate to school leadership, policy implementation, or issues that cannot be resolved at the school level, and reporting upward to senior board leadership. Reports to the Executive Superintendent.

Executive Superintendent (LC 2)

Elizabeth Addo

416-395-8813

elizabeth.addo@tdsb.on.ca

The Executive Superintendent sits above Superintendents and oversees multiple Families of Schools within a Learning Centre; they become involved when concerns suggest broader leadership, oversight, or process issues beyond a single school and focus on consistency, accountability, and effective supervision of Superintendents.

Associate Director, TDSB, Student Learning & Equitable Outcomes

Louise Sirisko

416-397-3069

louise.sirisko@tdsb.on.ca

The Associate Director, Student Learning & Equitable Outcomes sits at the senior board level and provides system-wide leadership on student learning and equity. This role looks at whether supports and expectations are being applied fairly and consistently across TDSB schools, including areas like safety practices, accessibility, special education, and family engagement.

Associate Director, TDSB, Learning Transformation and Equity

Audley Salmon

416-397-3187

audley.salmon@tdsb.on.ca

The Associate Director, Learning Transformation and Equity sits at the senior board level and provides board-wide leadership on learning improvement and equity. This role focuses on how changes and improvement efforts are introduced and carried out across all TDSB schools, and whether those changes are being applied clearly and consistently.

Interim Director of Education

Stacey Zucker

director'soffice@tdsb.on.ca

The Director of Education is the senior leader of the TDSB and sits above all Superintendents and Associate Directors. While this role is not involved in day-to-day school matters, they may become involved in relation to a specific school when issues indicate a breakdown in leadership, process, or oversight that requires senior board attention—especially where patterns, unresolved issues, or loss of trust are evident—and focus on restoring clear oversight and accountability by directing senior staff to address the issue rather than stepping into the school themselves

Supervisor, appointed by the Ontario Minister of Education

Rohit Gupta

416-395-8787

supervisor@tdsb.on.ca

rohit.gupta@tdsb.on.ca

The Supervisor is a senior role appointed by the province to oversee how the school board is functioning overall, reporting directly to the Ministry of Education rather than to board leadership, and not involved in the day-to-day management of individual schools.

TDSB Student & Family Support Office *NEW opened Jan 19/26

The Student and Family Support Office provides a central point of contact for families when concerns have not been resolved through the school or when it is unclear where to turn. They listen to concerns, help clarify next steps, and route issues to the appropriate department or level within the TDSB, but do not investigate or make decisions themselves.

416-397-3100

SupportOffice@tdsb.on.ca

Government Contacts (Bowmore Rd School Area)

Provincial Offices

MPP

Mary-Margaret McMahon

416-690-1032

mmcmahon.mpp.co@liberal.ola.org

Ontario Liberal Party, Beaches-East York

They may become involved when there are concerns that education policies or oversight are not working as intended and may advocate with the Ministry of Education when local board processes have not resolved those concerns.

Ontario Minister of Education

Paul Calandra

Ministry Office: 416-325-2600

paul.calandra@pc.ola.org

Progressive Conservative Party of Ontario

The Minister of Education oversees school boards across Ontario and may step in when there are widespread leadership or oversight problems, repeated failures to respond, or policy and process concerns that have not been resolved within the board.

Official Opposition Critic for Education (Shadow Minister for Education)

Chandra Pasma

Toronto Office: 416-325-3001

Ottawa Office: 613-721-8075

CPasma-QP@ndp.on.ca

Ontario NDP

The Shadow Minister of Education monitors the government's education policies and the actions of the Minister of Education, raises concerns and questions on behalf of the opposition, and advocates for changes when policies, funding, or oversight are not working as intended. The role focuses on political accountability and public advocacy, not operational control of school boards or individual cases.

Premier of Ontario

Doug Ford

Office of the Premier: (416) 325-1941

premier@ontario.ca or doug.ford@pc.ola.org

Progressive Conservative Party of Ontario

The Premier is not involved in day-to-day education matters but may become engaged when issues reflect significant provincial governance concerns, sustained failures within a ministry or school board, or matters requiring political leadership, public accountability, or direction beyond the Minister of Education's authority.

Municipal

City Councillor

Brad Bradford

416-338-2755

councillor_bradford@toronto.ca

Ward 19, Beaches-East York

Toronto City Council does not govern the TDSB, however they may become involved when issues at a TDSB school affect the surrounding community and require attention related to neighbourhood impact or public confidence.

Federal

Member of Parliament (federal riding)

Nathaniel Erskine-Smith

[\(416\) 467-0860](tel:(416)467-0860)

Nathaniel.Erskine-Smith@parl.gc.ca

Liberal Party, Beaches-East York

While the federal government does not oversee education, they may advocate by raising concerns with provincial counterparts and increasing public visibility, helping ensure issues are acknowledged and not quietly dismissed.

FYI: Nathaniel Erskine-Smith attended Bowmore and then continued at Malvern. His mother Sara Erskine was a teacher at Bowmore before retiring.

FOS 15 Schools (Share Superintendent with Bowmore)

Elementary

Blake St Jr Public School
Bowmore Rd Jr & Sr Public School
Bruce Public School
Duke of Connaught Jr & Sr Public School
Dundas Jr Public School
Earl Beatty Jr & Sr Public School
Earl Grey Sr Public School
Earl Haig Public School
East Alternative School of Toronto
Equinox Holistic Alternative School
Frankland Community School
Jackman Avenue Jr Public School
Kew Beach Jr Public School
Leslieville Jr Public School
Morse Street Public School
Norway Jr Public School
Pape Avenue Jr Public School
Queen Alexandra Middle School
Quest Alternative Sr School
Roden Public School
Wilkinson Jr Public School
Withrow Ave Jr Public School

Secondary

Danforth Collegiate and Technical Institute
Eastdale Collegiate Institute
Greenwood Secondary School
Monarch Park Collegiate Institute
Riverdale Collegiate Institute
School of Life Experience

When to Escalate

If you feel that the concerns you have raised through the Parent Concern Protocol remain unresolved, or you believe the response does not address the impact on students, families, or the school community, you may want to escalate.

Situations that may warrant escalation include:

- Concerns that continue over time despite repeated attempts to resolve them
- Responses that are unclear, inconsistent, delayed, or lack follow-through
- Issues that extend beyond an individual classroom or affect the broader school community
- Patterns of leadership, process, or oversight concerns rather than isolated incidents
- Gaps in safety, accessibility, or required supports that are not being addressed
- Ongoing erosion of trust or stability within the school community

How to Escalate Concerns related to School Issues

When your concerns are related to issues or incidents within the school, you must follow the TDSB Parent Concern Protocol (Teacher/Principal, Superintendent and/or SFSO).

How to Escalate Concerns related to School Leadership

When your concerns are related to leadership of the school Principal or Superintendent, you do not follow the Parent Concern Protocol. For leadership concerns, the process is to escalate to their immediate supervisor and cc the SFSO, or email/call the SFSO.

Three primary ways to escalate, depending on your concern:

1. TDSB Parent Concern Protocol
2. Letter writing
3. Filing a complaint with the Office of the Ombudsman of Ontario
4. Submitting a complaint to the Ontario College of Teachers (OCT)

Escalating to Senior Board for Oversight

You may choose to write to TDSB senior board leadership, such as the Director of Education, Executive Superintendent, Associate Directors, and/or the Provincial Supervisor, when concerns suggest broader leadership or oversight issues, including:

- Ongoing lack of clear or timely communication
- Limited transparency around decisions or rationale
- Repeated failure to engage meaningfully with families
- Responses that escalate conflict rather than resolve concerns
- Ongoing instability affecting students, staff, or the school community
- Erosion of trust in leadership or decision-making

When escalating to any level of TDSB leadership, it is recommended that you copy the Student and Family Support Office (SFSO) so concerns are formally documented.

Preparing to Escalate

Before escalating or writing, the checklist below may help organize your thoughts and determine next steps.

Consider your concerns

- What have you observed or experienced?
- When did it begin and is it ongoing?
- Who is affected (child, family, class, group, broader community)?
- Why do you feel it is an important issue to raise (safety, wellbeing, access to learning, stability)?

Impact

- How has the situation affected you, your child, family or the community?
- How has it affected your sense of safety, belonging, or trust?
- Is the impact isolated or part of a larger pattern?
- What are you most concerned about if nothing changes?

Efforts made

- Have you raised concerns at the classroom or school level (if applicable)?
- Have you requested or attended meetings?
- Have you submitted written concerns?
- Have you attempted to seek clarification or resolution?
- Have you made efforts to follow the parent concern process?

Ask yourself

- Does the concern remain unresolved?
- Have responses been unclear, delayed, or inconsistent?
- Is the impact ongoing or growing?
- Are leadership, oversight, or process issues involved?
- Are trust and stability continuing to erode?

Keep in mind

- Stick to lived experience and observable facts
- Avoid speculation or assumptions
- Keep copies of all correspondence
- Advocate firmly, calmly, and respectfully
- Copy the TDSB Student & Family Support Office when emailing TDSB
- Follow up if you have not received an acknowledgement or response within a reasonable amount of time. Request a timeframe and continue to follow up if necessary.
- It's OK to be a "squeaky wheel", just be calm and polite while doing it.

Letter Writing

This section is meant as a resource for anyone who wants help getting started. It's optional, and it's meant to support clear, effective letters that focus on process, communication, and accountability.

- Letters are strongest when they reflect individual experiences, or a child's experience (where applicable) and the impact on your child, family and the community. You should include how things made you or your child feel and/or your own personal perceptions. Do not speculate.
- Frame concerns around how decisions were made and communicated (not only the outcome), because clear process and communication are where decision-making is most easily evaluated.
- Be specific about what is being requested. Keep requests reasonable and focused on repair, oversight, and clear next steps.
- Close firmly but constructively by requesting a response, timelines where appropriate, and emphasizing student well-being and stability.
- Tone of letter: Serious and expectant, yet collaborative and respectful. (Try to avoid sounding hostile or overly emotional).

Letter Writing - Suggested Outlines and Examples

This section includes outlines of what to include and where in your letter. The examples are meant to be thought starters, they are optional and will not apply to every situation. The priority is for your letter to be personal and speak to your own experiences.

Open with a Concise Statement.

Include who you are (ie, relationship to the school, school name), the reason you are writing and why it must be addressed. Briefly include the escalation and the issue/impact.

Examples of what to include:

- Formally escalating concerns
- Area(s) of concern
- The issues exceed what is reasonable
- The impact is school-wide and ongoing

Provide a chronological summary.

Focus on facts (dates, actions, communications, and observed impacts). Do not speculate, only speak to what you know to be facts.

Examples of what to include:

- Sudden leadership or staffing actions
- Lack of notice, consultation, or explanation
- Immediate impact on you, your family, students and the community

Speak to Your Area of Concern (below are just a few top level categories)

Leadership

Focus on what you have observed and include examples if relevant.

Speak to how it has affected your family and community, how it has made you or your child feel as a community member, and your concerns around what may happen if there is no change.

Examples of what to include:

- Limited sincere engagement with community, as a whole or individuals
- Lack of transparency
- Decisions made without regard for school community or school climate
- Not prioritizing students

Student Safety and Wellbeing

Keep the focus on the school's duty of care to the students - their responsibility to take reasonable steps to keep students safe, supported, and able to learn - your concerns as a community member and include examples to illustrate your concerns if relevant.

Include how it has affected your family and the community, how it has made you or your child feel as community members, and your personal concerns around what may happen if there is no change.

Examples of what to include:

- "Regardless of intent, the outcome has been..."
- Safety concerns that have been raised and not addressed
- Increased anxiety, instability, or fear in your family and in school
- Lack of required support at the school
- Impact on vulnerable students (IEPs, students experiencing bullying, harassment, or peer targeting, racialized students, etc.)

Accessibility, Inclusion, and Student Supports

Focus on whether students are able to access learning and participate fully and safely in the school. This includes how required supports are identified, provided, and maintained, and the impact when they are not.

Include how gaps or inconsistencies have affected your child, your family, and the broader school community, and your concerns about what may happen if these needs continue to go unmet.

Examples of what to include:

- Lack of required accommodations or supports
- Inconsistent or delayed implementation of IEPs
- Insufficient classroom or school-based supports
- Impact on students who rely on consistency, structure, or accommodations to feel safe and able to learn

Impact on Trust and the School Climate

Focus on patterns and ongoing impact rather than isolated incidents. Show harm to the system. Explain how you have observed trust, stability, or collaboration be affected over time. Speak to what you see as the consequences to the school climate and community confidence.

Examples of what to include:

- Loss of confidence in leadership
- Breakdown in family/community and school partnership

- Community instability
- Erosion of trust

Reference your effort to follow proper process

Briefly and factually note the steps you have taken to raise concerns and seek resolution, showing a good-faith effort to follow appropriate channels before escalating.

Examples of what to include:

- Followed parent concern protocol
- Attended group meetings
- Wrote letters
- Requested a meeting
- Accepted one-on-one meetings

Conclusion

Briefly bring the letter together by restating why the concerns matter, what is being requested, and why change is needed. Include a request for review, clear communication about next steps, and a timeframe for a response.

Letter Writing Checklist:

- Focus on what was experienced and observed
- Describe the impact on yourself, child, family, or the school community
- Keep the tone serious, respectful, and clear
- Be specific about what is being requested
- Ask for next steps and follow-up

Response Time

The TDSB Parent Concern Protocol does not set a specific timeline for principals or superintendents to respond.

It is generally expected that concerns be acknowledged and followed up on within a reasonable amount of time, depending on the issue.

If you have not received an acknowledgement within a week, consider following up and asking for a timeframe to expect a response.

Office of the Ombudsman

<https://www.ombudsman.on.ca/en>

The Office of the Ombudsman takes complaints about government and public sector organizations. They are independent and impartial and exist to make sure everyone in Ontario is treated fairly by government and public services.

They will review or investigate your complaint, and if something is unfair, they will work to make it right. Their services are free and confidential.

It is important that we file individually because they are interested in personal experiences and the impacts that it has had on you (or child) personally. Before filing you must have followed the TDSB parent concern protocol and been unhappy with the way it was resolved.

Filing a complaint online is simple:

Fill in your contact info and then just describe your problem in 3 to 5 sentences. Include the name of the organization you are complaining about and what happened. (5000 characters).

<https://www.ombudsman.on.ca/en/make-complaint/file-your-complaint>

Once they review your complaint, they may be in touch to arrange a phone call to gather more information. If you have a call try to gather any information you have on: Names and titles of people you spoke to or emailed, When you contacted them (dates), What they told you (notes or copies of emails)

Ontario College of Teachers (OCT)

<https://www.oct.ca/en-ca>

The Ontario College of Teachers (OCT) regulates certified teachers in Ontario to protect students and the public interest and investigates complaints related to professional conduct or competence.

Some TDSB administrators, including superintendents, are OCT members if they hold teaching certification; in those cases, the College may review concerns related to professional conduct, but it does not oversee board governance or administrative decision-making.

Complaints are screened to confirm they fall within the College's authority and must include the complainant's contact information, the member's name, a description of the concern, and any supporting information. Information provided is not anonymous and may be shared with the member as part of procedural fairness.

Filing a complaint online:

<https://sc.oct.ca/public/complaints-and-discipline/online-complaint/Form-1>

- Describe the incident that prompted you to submit this expression of concern.
- Where did the event/incident occur? (dates, time period, location)
- Who was involved in the event/incident? If the incident involves a student, please give the student's age, grade, and relationship to you.
- Describe the conduct and explain what impact this conduct has had on the affected person.
- Indicate how this matter could be resolved to your satisfaction.
- You may also attach supporting documentation or evidence to support your concern(s)