



Multi-Year Strategic Plan

January 2020 – May 2021

Completed Actions

The TDSB's Multi-Year Strategic Plan sets direction and identifies system goals to support more than 240,000 students in 583 schools. Its focus is to ensure that each and every student receives a great education by having equitable access to programs and resources and increased opportunities to lead to success.

The plan, which includes 38 action plans, identifies how we will transform student learning, create a culture of well-being, provide access to learning opportunities, allocate resources strategically and build strong partnerships, all with the foundation of supporting leadership development across the Board.

This report provides an update for completed actions between January 2020 and May 2021. During this time, the TDSB and its communities were deeply impacted by the COVID-19 pandemic, however, significant work continued in support of student success and well-being. While we have had to adjust and modify some of our planned initiatives and actions, we did so to support more urgent and emerging needs in a time of the pandemic to better serve our students, staff and families. Using the guiding principles of the Multi-Year Strategic Plan, TDSB staff pivoted and refocused support where needed to ensure that all students were supported, provided consistent learning opportunities and that well-being and student achievement remained a priority.

Leadership

Leadership Development

- Introduced the Leadership Capacity Plan, which identifies goals to support Aspiring, New, and Experienced Administrators, Managers and Staff, to various stakeholders, including the Senior Team.
- Continued to develop professional learning for Aspiring, New, & Experienced Leaders and offered through various partnerships and programs including: Schulich Leadership Program for Aspiring Superintendents and System Leads, Passport to School Leadership, Managers Leadership Series for new and experienced managers, Leadership Excellence and Development Program for aspiring managers and Ontario Principals' Council's (OPC) Emerging Leadership Program for aspiring administrators and Principal Development Course for experienced principals.
- Started to develop an equity professional learning strategy, specifically for Business and Operations Managers to develop skills, knowledge and build capacity in various areas with a focus on human rights, anti-oppression, and dismantling anti-Indigenous racism and anti-Black racism.
- Established a virtual leadership and learning model for Business and Operations staff to expand access to professional learning opportunities.
- Developed an induction program for Aspiring, New & Experienced administrators through the Passport to School Leadership program with a focus on skill and knowledge development in various areas utilizing a strong anti-oppressive, anti-Indigenous racism anti-Black racism and human rights lens.

- Continued to provide mandatory learning through the Orientation and Leadership Institute for newly appointed Schedule II Staff and Business Managers with a focus on leadership, equity and human rights to support staff's successful transition into new roles.
- Developed and offered sessions to all TDSB staff to support the development of facilitation skills and a deeper understanding of human rights, equity and anti-oppression.
- Collaborated with partners, including Ontario Principals' Council and Facing History, to offer subsidized professional learning sessions for Aspiring, New & Experienced administrators with a clear focus on discrimination, anti-racism, human rights and Indigenous education.
- Developed sessions for Aspiring, New & Experienced administrators to support and build capacity to accelerate learning for underserved students by integrating culturally responsive pedagogy and global competencies such as critical thinking to develop content skills.
- Established a mentor-coaching initiative to match newly appointed managers and administrators with experienced managers and administrators.

Leadership Development in Equity and Anti-Oppression

- Developed asynchronous capacity building resources for all TDSB Staff September PA Day 2020: Anti-Racism, Anti-Indigenous Racism & Embedded School Improvement.
- Developed *Addressing Anti-Asian Racism: A Resource for Educators* in collaboration with the Elementary Teachers' Federation of Ontario (ETFO), to empower educators to take action against anti-Asian racism.
- Engaged all new Vice Principals and Principals in professional development focused on enhancing their equity leadership competencies and skills to effectively promote and sustain equitable learning and working environments.
- Launched a new internal Equity, Anti-Racism and Anti-Oppression website to support schools, communities and system leaders in creating a more equitable school system that fosters equity and inclusiveness in the development and implementation of programs and services.

School Improvement Planning: Collect Evidence and Communicate

- Used multiple sources of school and classroom data to monitor student achievement goals in every school, with a focus on challenging streaming at all grade levels.
- Used multiple sources of data, including our Student Census Data, to monitor well-being goals in every school.
- Analyzed data to pursue equity goals focused on the adult learning required to examine our own biases and privilege to overcome the barriers to student success in every school.

- Implemented staff learning plan to allow critical thinking about how we challenge and change outcomes, and close gaps so that improvement may happen in every school.

School Improvement Planning: Shared Leadership

- Continued to offer professional learning focused on engaging students and parents to connect with different voices in the School Improvement Process work with staff.
- Established professional learning sessions and mentor-coaches for all new Superintendents.

School Improvement Planning: Leadership Capacity

- Continued to develop and provide professional learning opportunities for Aspiring, New & Experienced leaders through various partnerships and programs including Schulich Leadership Program for aspiring Superintendents and Business Managers, Passport to School Leadership, Ontario Principals' Council Emerging Leadership Program for aspiring administrators and Principal Development Course for experienced Principals.
- Offered Passport professional learning sessions to Aspiring, New, & Experienced Leaders focussed on the data dashboard.
- Continued to support Superintendents to work within their Learning Network meetings to focus on staff determining evidence and monitoring to show improvement.
- Continued to build capacity in Learning, Leadership and School Improvement Teams by setting learning goals around content and pedagogical knowledge and developing leadership skills.

Service Excellence

- Launched a new business coaching model where each team has a dedicated Service Excellence coach to support their efforts, provide targeted learning and prepare them for certification.
- Presented leadership insights and best practice team stories to the Executive Council using Cycle 1 and 2 data.
- Offered teams an informal check-in option during the spring certification period to respond to the impact of the pandemic on their work and almost 50% of teams still chose the Certification option, which is currently underway.
- Selected to present Service Excellence framework at the American Society of Quality World Conference.

International Partnerships

- Continued building a partnership with the Canadian International School in Vietnam (CIS).
- Supported partnerships with over 200 International Student recruitment agencies globally.
- Participated in the International Education events sponsored by the Canadian Trade Commissioners Office globally.
- Offered the first international summer program: 2020 International Tech Program.
- Completed the Memorandum of Understanding with York University for the delivery of International Accredited Program and registered 90 students.
- Registered a total of 60 new students, 15 who are currently enrolled in adult high schools.
- Maintained TDSB International Adult Student Recruitment present through regular meetings, seminars, social media, and info sessions with trade commissioners, consulates, and recruitment agencies in (Vietnam, Mexico, Taiwan, China, Colombia and India).

Effective Governance

- Established a Bylaws Review Ad Hoc Committee.
- Conducted a Trustee orientation program in partnership with Rotman School of Business and developed a comprehensive electronic Trustee manual.
- Conducted new Chair/Vice-Chair professional development annually and one-on-one training sessions on bringing matters to the Board.
- Held monthly information sessions for Trustees on topics of interest including workshops with the Integrity Commissioner and professional development and user guides on virtual meetings.
- Improved transparency and accountability through providing Trustees viewer access to the Pending Items List worksheet, which includes matters staff is tracking to Committee and Board for the current year.
- Offered professional development for new Superintendents on working with Trustees and effective report writing.
- Adapted to a virtual environment for meeting management with the conduct of electronic Board and committee meetings, including the introduction of improved webcast visuals to include both agenda items and speaker videos during Zoom meetings.

Board Policy and Procedure

- Completed reviews and development of seven policies and 16 operational and governance procedures, including new Teacher Hiring Policy (P098), Records and Information Management Policy (P097), and the revised Advertising and Distribution of Materials Policy (P006).
- Prioritized the policy development and reviews, developed the 2020/21 – 2023/24 Policy Review Schedule.
- Developed Virtual Consultations Procedure, allowing public consultations to resume during the COVID-19 pandemic.
- Developed Information Flow Protocol reviewed and approved by the Governance and Policy Committee.
- Developed Remote Working Procedure to be used by the TDSB after COVID-19 pandemic.
- Supported work of the Governance and Policy Committee and the Bylaws Review Committee.
- Supported establishment of a multi-departmental Working Group for review of the Code of Online Conduct.
- Supported establishment of the Working Group for the Communications Policy development.
- Supported establishment of multi-departmental Working Group for the Allegations of Sexual Harassment and Misconduct Policy development.
- Adopted the Records Information Management Policy (P097) to support the effective, efficient and secure management of recorded information at TDSB.
- Launched the Excursions Management Application to provide improved oversight and management of school/classroom excursions and support student safety.

Transform Student Learning

Deep Learning: Global Competencies

- Supported all schools having a Brightspace School Homepage, designed to be a hub of school communication and collaboration.
- Offered more than 1,560 learning sessions during the pandemic to educators and administrators focused on digital learning tools, content and strategies.

Deep Learning: Mathematics

- Developed and implemented a system-wide Math Action Plan to support the school improvement process aligned with our commitment to human rights, equity, inclusion and anti-oppression in mathematics.
- Supported school leaders to build their capacity in mathematics content knowledge professional learning through professional learning opportunities in:
 - o Principal Development Course Leadership in Mathematics.
 - o Administrator sessions on leading the new Grade 1-8 math curriculum and the new de-streamed Grade 9 math course.
 - o Academic Pathway Professional Learning with Superintendents, Principals and Vice Principals.
 - o Learning Centre and Learning Network focused co-learning opportunities with math Administrator leads.
- Developed Mathematics for Educators website to support educators in accessing teaching materials, digital tools and professional learning resources.
- Developed Mathematics for Families website to engage families to support math learning at home and includes family mental math at home, links to resources and digital tools.
- Enhanced communication with educators twice monthly through Math Matters! Newsletter for educators.
- Developed TDSB's first fully online Primary and Junior Mathematics Part 1 course with over 110 educators participating since July 2020.
- Supported leadership capacity building in mathematics by inviting TDSB teachers and administrators to facilitate the Advanced Qualifications courses.
- Supported learning and implementation of the new Grade 1-8 math curriculum (mental math, coding, social-emotional learning, mathematical modelling, financial literacy) to teachers and central staff through flexible scheduled professional learning opportunities.
- Offered system-wide professional learning on inclusive secondary mathematics teaching to all math department heads and lead teachers support Academic Pathways.
- Offered an after-school program to support students to enhance literacy and math skills for both in-person and virtual learners.

Deep Learning: Literacy

- Engaged staff in professional learning through a variety of models including collaborative inquiry.
- Provided professional learning opportunities aligned with School Improvement Process that include collaborative dialogue and opportunities for inquiry and reflection so educators can improve their knowledge and skills and strengthen classroom instructional practices through:
 - o Strategically allocated resources (i.e. professional learning sessions, webinars, texts, English/Literacy Google site) to support Year 1 implementation of Addressing Debt in Adolescent Literacy Collaborative Inquiry (DIAL) to build educator capacity in culture-centered literacy practices Board-wide.
 - o Sessions for Principals and Superintendents on DIAL goals and implementation.
 - o Expanded Grade 4-12 Culturally Responsive resources based on evidence-based strategies with a focus on reading in collaboration with the Equity department.
 - o Consulting with educators and administrators to consider the impact and potential next steps of the DIAL initiative in collaboration with TDSB research.
 - o Gathering information from a variety of sources including research partners to identify next steps in DIAL implementation.
 - o Building capacity with secondary educators on the 2021-22 implementation of Academic Pathways.
 - o Selecting educators board-wide for the new Teacher Leadership Collective in collaboration with Equity, Urban Indigenous Education Department and Pathways department.
- Developed and reviewed K-8 offline, curriculum-based learning packages to support students and families who were not able to participate in online learning due to the COVID-19 pandemic.
- Offered an after-school program to support students to enhance literacy and math skills for both in-person and virtual learners.
- Continued to serve more than 15,000 learners online in the International Languages Elementary and African Heritage program and doubled number of students taking African Heritage classes.

Early Years – Literacy & Numeracy

- Aligned resources to support remote learning through the purchase of math digital resources and tools and provided professional learning opportunities to support educators.
- Differentiated funding support for schools so they can meet the unique learning needs of staff to support school based professional learning, aligned with the School Improvement Plan.
- Supported Hybrid Teacher Coach, Math Learning Coaches, K-12 Coaches and Student Success Transition Counsellor (SSTC) to provide mathematical content and general instructional support to build teacher capacity and school leadership teams on inclusive mathematics.
- Offered asynchronous professional learning resources on coding and digital tools on TDSB Math for Educators website.

- Registered 730 educators from K-12 for the Equity Counts conference with the Ontario Association of Mathematics Educators.
- Supported the implementation of Mathology, a K-3 resource for teaching mathematics, including a series of professional learning sessions for 59 schools about effective instruction and assessment practices in K-2 classrooms.
- Provided a six-week course for more than 90 K-2 educators that focused on transforming practices for teaching and learning mathematics.
- Piloted a program to provide specially-trained Speech and Language Pathologists to work with K-2 students and educators to develop a range of oral language skills both in virtual and community schools.
- Optimize professional learning that promotes inclusive models of education and that deepens awareness of anti-Black racism, critical disabilities and culturally relevant teaching practices in the Early Years.
- Co-developed and delivered a 10-week professional learning opportunity for 85 Grade 1 virtual educators in LC2 – Intentional Literacy Instruction in Virtual Classroom through an Equity Lens – which consisted of synchronous as well as job embedded learning to maximize educators’ learning and experiences.
- Offered professional learning from Speech-Language Pathologists and developed supporting resources to provide strategies to support students’ ability to decoding and story comprehension.

Inclusive/Special Education

- Engaged staff in identifying, naming and interrupting patterns of oppression for underserved students by building capacity in both awareness and understanding of the intersections of special education and equity, inclusion, anti-oppression and anti-Black racism.
- Reimagined the KELI (Kindergarten Early Language Intervention) program to provide equitable distribution of oral language intervention to three times more students.
- Phased out Home School Program one year early and supported schools through professional learning on inclusionary practices within classrooms.
- Rolled out phase one of the Kindergarten to Grade 1 IEP (Independent Education Plan) Strategy to the system and presented it to the Community Advisory Committees (PIAC, SEAC, ICCAC) and Ministry of Education.
- Offered Special Education 2020 Virtual Summer School and ASD After School Development Programs; Planned and implemented the August Transition of Students with Special Education back to in-person learning September 2020.

- Administered the Grade 3 CCAT-7 for both in-person and virtual school students.
- Supported over 10,000 vaccination letters for Special Education staff.
- Submitted staff and student in-person daily attendance reports to the Ministry during January to February 2021 lockdown.
- Completed modernization initiatives in collaboration with IT on SEA Equipment Tracker, Online Safety Plan, and SAP CRM and Trillium enhancements to allow for full electronic transfer of IEPs and other student documents.
- Used student achievement data to inform planning and instruction to support collaboration with other departments such as Early Years, Research, Mathematics, SIS and SAP on anti-oppressive work related to Special Education and in providing system capacity building on: IEPs; IPRCs, Universal Design for Learning and Differentiated Instruction, new Superintendent workshop on Special Education Policies and Procedures, IPRC Appeals, and in Education and Community Partnership Program (ECP) to support effective transitions for all students into academic pathways and using teacher collaborative inquiries to effectively utilize triangulated assessment data.
- Presented monthly leadership reports to SEAC about ongoing work for discussion and feedback including annual the Special Education Plan updates.
- Supported school leaders and liaised with community partners to explore creative ways of increasing the number of students served through the Special Education Experiential Learning Program; Partnered with Project SEARCH Toronto, a transition to work program where students with students with Low Incidence Exceptionalities in their final year of high school acquire competitive and transferable/marketable skills and employment opportunities.
- Increased Global Competency-based learning opportunities with the Education and Community Partnership Program to K – 12 students (e.g., inquiry-based projects, project/problem-based learning/design thinking focused on the development of creative and innovative ideas/products).

Suspensions, Expulsions and Restorative Practices

- Removed the automaticity of practice related to school discipline matters by providing one-on-one guidance through the analysis of situations/issue by using an anti-oppressive stance.
- Created Restorative Practice teams in each Learning Centre in the TDSB.
- Established an understanding of Restorative Practices as 80% community building and 20% issue resolution.
- Improved understanding of systemic racism, resolving conflict through more cooperative ways and removing barriers for students.

- Supported school administrators in the application of anti- Indigenous racism, human rights, anti-racism and anti-oppression principles to student discipline, through, for example, Organizational Response Teams (ORT).

Grade 9 and 10 Academic

- Delivered system-wide professional learning sessions on instruction, assessment, and the moral imperative for Academic-only classes to Secondary Administrators, Curriculum Leaders and lead teachers in English, French, Geography, Mathematics, Science, Guidance, Student Success, Special Education and Teacher Librarians.
- Created an Academic Pathways website to share professional learning materials, internal and external reports on academic streaming, and instructional resources for secondary teachers.
- Hired Central Lead Teachers of Secondary Mathematics and Academic Pathways who are developing teacher resources to support the effective implementation of the new Grade 9 de-streamed mathematics curriculum.
- Supported the TDSB de-streaming team, composed of leaders from across the system, to develop a readiness assessment tool to help Learning Network Superintendents and secondary school administrators prepare for the implementation of Grade 9 Academic-only courses for September 2021 and to identify areas of strength and growth to inform the development of school improvement plans.
- Developed the Locally Developed Compulsory Courses (LDCC) Strategy to review placement of students in Grade 9 LDCC.

Indigenous Education: Leadership Development

- Appointed the first Indigenous System Superintendent of Indigenous Education with the guidance and endorsement of the Elders Council.
- Offered 37 educational programming partnerships with the Urban Indigenous Education Centre as their TDSB Contact department.
- Provided training on The Truth and Reconciliation Commission of Canada: Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples to all formal leaders.
- Integrated professional learning about anti-Indigenous racism, trauma informed approaches and cultural safety into all leadership development opportunities and Improvement Plans.

Indigenous Education: Pathways and Transitions

- Created and provided ongoing access for First Nations, Métis and Inuit students to Indigenous Student Leadership Groups.



Indigenous Education: Special Education

- Created communication processes to ensure an Indigenous advocate (e.g., UIEC Student Success Team member) is present at all IPRC meetings that involve First Nations, Métis and Inuit students and families.
- Worked with the Urban Indigenous Education Centre and the Urban Indigenous Community Advisory Committee to identify barriers and develop strategies to remove systemic processes that impede First Nations, Métis and Inuit well-being and learning.

Indigenous Education: Suspension and Expulsion

- Removed the automaticity of practice related to school discipline matters by providing one-on-one guidance through the analysis of situations/issues by using an anti-oppressive stance.
- Made substantial positive change through our improved understanding of systemic racism, resolving conflict through more cooperative ways and removing barriers for students.
- Supported school administrators in the application of anti-Indigenous racism, human rights, anti-racism and anti-oppression principles to student discipline, through, for example, ORTs.
- Guided and supported by the wisdom of the Elders Council.

Indigenous Education: Early Years

- Support mobilization of Indigenous community members and Indigenous early years educators with expertise in Indigenous approaches to early years education to create and implement professional learning for all early years educators.
- Provided culturally relevant resources and access to the Council of Elders, Knowledge Keepers and Indigenous language speakers.
- Provided all early years practitioners (school-based teams – DECEs, Kindergarten teachers, administrators) with professional learning on how to engage with and support Indigenous students and their families/caregivers with reference to an anti-Indigenous racism framework.

Toward Excellence in the Education of Black Students: Transforming Learning, Achievement and Well-Being – Leadership Development

- Launched the Human Library Podcast series, collection of audio episodes on topics related to Equity, Anti-Racism, and Anti-Oppression in education. Specific episodes are tied directly to Black students' success and excellence and positive racial identity development.
- Supported beginning teachers in deepening their understanding of equitable leadership within the TDSB, enabling new teachers to explore and develop strategies to embed equitable practices within their instructional programming.



- Developed and facilitated a three-part professional learning series entitled Anti-Black Racism: Facilitating, Interrupting and Disrupting, which focused on building the critical consciousness of administrators to address, interrupt and disrupt issues of anti-Black racism at their schools and sites of practice.
- Offered a wide variety of remote professional learning experiences including: Building Relationships and Maintaining High Expectations while working Remotely; Toolkit for Equity and Culturally Relevant and Responsive Resources; Taking the Neutrality Out of Mathematics Education; Equitable and Inclusive Teaching Practice; and Equitable French as a Second Language Practices.

Toward Excellence in the Education of Black Students: Transforming Learning, Achievement and Well-Being – Pathways and Transitions

- Expanded the Black Student Success and Excellence (BSSE) Initiative to 21 schools; co-development of work plan to guide actions (professional learning, student voice and family/caregiver).
- Hired five Graduation Coaches who supported Academic Pathways through a focus on Black Student Leadership.
- Engaged in research design to operationalize the Centre of Excellence for Black Student Achievement mandates through Black focussed conversations with key stakeholders (e.g., students, families/caregivers, community).

Toward Excellence in the Education of Black Students: Transforming Learning, Achievement and Well-Being – Special Education

- Supported the critical review of the Kindergarten IEP development and implementation process in collaboration with the Early Years department.

Toward Excellence in the Education of Black Students: Transforming Learning, Achievement and Well-Being – Early Years

- Expanded Africentric and Culturally Relevant Pre-Kindergarten summer program to include 13 school locations and four remote learning sites.

Create a Culture for Student and Staff Well-Being

Student Well-Being and Mental Health

- Developed Return to School Mental Health professional development for all staff in the fall.
- Acknowledged Black Mental Health Day on March 1 and provided staff, students and families with resources.



- Connected families/students to community resources to support basic needs (e.g. food, housing, social assistance etc.) during the pandemic.
- Increased usability of mental health resources (Mental Health Toolkits) for students, staff and parents/caregivers.
- Shared evidence-based strategies for improving well-being with schools through a central webpage.
- Provided presentations on the impact of the pandemic on student engagement, mental health and well-being to staff to encourage reflection, awareness of anti-racism and anti-oppression.
- Created resources and positive mental health coping strategies and activities for Children's Mental Health Week for staff, students and families.
- Hosted a system-wide webinar on Coping During COVID-19 – Mental Health Strategies for Students and Caregivers/Parents.
- Developed Virtual Caregivers/Parents Drop-in Hours, including specific hours for those supporting students with special education/complex needs, with our Professional Support Services staff.
- Hired additional six social work staff to support and build positive mental health capacity and engagement for Virtual School students.
- Facilitated and supported the Student Senate Conference and Student4Wellness group symposium to more than 1,000 students.
- Provided training and updates on suicide prevention to employees.
- Strategically aligned all services to strengthen collaboration and build capacity among various staff supporting mental health and well-being by coordinating service for students at the Learning Centre level and providing joint professional learning.
- Created Mental Health and Well-Being You Tube videos by PSS staff for parents, students and staff on various topics related strategies of wellness.
- Acknowledged the anniversary of the pandemic by supporting the communication and preparation of resources and positive mental health activities and coping for students, staff and families.
- Engaged with the Parents4Wellbeing committee monthly to hear their voices, concerns and what the needs for mental wellness and equity are.
- Continued to support students through the Focus on Youth program to help students gain credits through paid co-op placements.

Staff Well-Being

- Continued to provide professional development to Virtual and Brick and Mortar Schools to support their well-being and provide mental health resources to classes for student well-being support.
- Supported staff well-being groups to meet needs that build mental wellness capacity.

Physical Well-Being

- Offered a variety of live workouts for staff, including fitness, Zumba, dance and yoga, daily at 6:30 a.m. and 5:30 p.m., and available anytime online, to help support them in taking care of their own physical wellness.
- Partnered with Loblaws to offer professional learning sessions for staff with registered dietitians and chefs to walk through meal preparation, cooking and nutritional advice.
- Launched "Learning Outdoors" web portal to encourage authentic learning experiences as an extension of the classroom and provide resources and tools to support outdoor learning to staff and parents and caregivers.
- Pivoted to support programming by Outdoor Education Schools staff for students in both virtual and in-person school, including using school yards and local green spaces.
- Prepared a month full of activities to celebrate Get Outside Month in May so that staff and students can participate, no matter their physical setting.

Student Voice

- Supported and participated in student-led mental health initiatives through the TDSB wide Student4MentalHealth Committee and Student Senate.
- Met with students from the Student4Wellness committee and supported a two-day virtual Mental Health Conference to more than 500 secondary students.
- Collaborated with York University to develop a Youth Participatory Action Research initiative tied to over 40 Black student leaders representing seven high schools across all four areas within the TDSB.
- Hosted the 3-day annual gathering of 2SLGBTQI+ students and allies at the EnVision Conference, which, this year, focused on 2SLGBTQI+ Black and Indigenous Activism and Wellness.
- Supported and participated in student-led mental health initiatives through the TDSB wide Student4MentalHealth Committee and Student Senate.
- Supported online voting in Student Senate Election which substantially increased the number of students participating and improved student engagement and belonging.

Provide Equity of Access to Learning Opportunities for All Students

Long-Term Program and Accommodation Strategy (LTPAS)

- Revised the Guiding Principles used in long-term planning to reflect our commitment to equity, accessibility and inclusion.
- Used the revised Guiding Principles in the annual process to update the Long-Term Program and Accommodation Strategy in 2019-20 and 2020-21 to identify gaps, issues and needs to be addressed through a student accommodation study.
- Used the revised Guiding Principles in completing student accommodation studies to develop and evaluate solutions to program and accommodation issues.

Policy and Procedure Related to Access

- Continued public consultations, both in-person and via survey, engaging a variety of stakeholders to gather valuable feedback on edits to Optional Attendance Policy and to inform the drafting of a new Specialized Schools and Program Policy.
- Identified Program Type in Trillium SIS, enabling schools to identify students specifically based on enrolment in specialized programs.
- Presented policies (Optional Attendance and Specialized Schools & Programs) at standing committees in various stages of drafting and finalization per the policy review and development framework.

Secondary Program

- Completed an environmental scan of all secondary schools and identified issues and gaps.
- Presented a report to the Board that defined a vision for secondary program and access.
- Presented the Final Report on the Secondary Program Review which identified preliminary concepts to be developed into future studies within the Long-Term Program and Accommodation Strategy 2021-2030, to the Board.
- Prioritized small collegiates during the first phase of studies to align with the vision for secondary program and access, as outlined in the Final Report.
- Offered an evening Credit Recovery program for secondary credit night school to support more than 700 students, as well as a virtual program to support more than 4,000 students.
- Continued to offer 12 secondary International Language Courses weekly to support more than 500 students.

Accessibility

- Updated the five-year Multi-Year Accessibility Plan (MYAP) 2020-2025.
- Created a TDSB Accessibility Web Portal.
- Implemented a web document remediation process for existing TDSB wide documents.
- Hired and trained three Waterloo Co-op Students on document accessibility to help support remediation efforts.
- Remediated more than 2,200 documents that were posted to the TDSB public website.
- Trained and supported Digital Media and Design Specialist in InDesign and document accessibility.

Human Rights

- Launched new PR 728 (Reporting and Responding to Racism & Hate Incidents Involving or Impacting Students) and Racism, Bias & Hate Portal including training and resource materials.
- Initiated information, learning and awareness to ensure TDSB members are aware of their rights and responsibilities under this Policy and have the required knowledge, skills and competencies to fulfill these.
- Launched an external website with a link from the main TDSB website.
- Launched an internal website.
- Developed a framework for a human rights learning program.
- Released an inaugural human rights annual report.
- Created and posted a human rights complaint form for students to the website.
- Implemented interim revisions to the complaint procedures to introduce an expedited investigation process to be used as appropriate.
- Focused on addressing outstanding human rights complaints by December 2021.

Employment Equity: Equitable Recruitment, Hiring, Promotion and Placement Processes Aligned with the Principles of Human Rights

- Coordinated an Indigenous Opportunity Fair with the Urban Indigenous Education Centre to facilitate community capacity, provide employment opportunities, and provide information through vendors as well as workshops on resume writing and interviews.



- Coordinated with the Urban Indigenous Education Centre and The Waaban Teacher Education Program at York University to engage Indigenous Teacher Candidate Applicants to TDSB to enhance new Indigenous Recruits.

Allocate Human and Financial Resources Strategically to Support Student Needs

Budget Resource Allocation

- Prioritized budget and COVID-19 funding resources to meet student and school community needs arising from the pandemic, while ensuring equitable allocation of resources across system priorities.
- Updated and received Board approval on the 2021-22 strategic budget drivers, which will help guide the 2021-22 budgeting process.

Learning Opportunities Index (LOI)

- Conducted review of the LOI methodology and determined the method is sound from both a Canadian and international perspective.
- Recalculated the LOI using updated data with the existing method and variables.

School Budgets and Fundraising

- Analyzed and reported on trends around school budget and school generated funds, and their correlation with the Learning Opportunity Index (LOI) at the prior years' FBEC meetings.
- Continued to review the school budget allocation methodology and the central equity fund to help address issues around fundraising inequities.

Equitable Distribution of Facility Resources

- Allocated \$8.5M from the 30% Discretionary Portion of the School Condition Improvement grant, to "Student Success Projects," which are projects at schools high on the LOI list and have "high" and "urgent" priorities identified from VFA (the Ministry's Facility Condition Survey) for flooring, painting, ceiling, outdoor playscapes, etc.
- Used LOI as one of the key factors for selection of outdoor classroom projects funded under the recent Federal Covid-19 Resilience Infrastructure funding (CVRIS).
- Designed 17 new childcare additions for underserved areas of the City, without sufficient childcare.

- Provided a HEPA filter unit for every occupied classroom, in both the elementary and secondary panel.
- Developed a TDSB Property Map Solution (ITS) to manage and view floor and site plans for all TDSB sites.

Staffing Allocation

- Provided for class size changes to address Quintile 5 schools by decreasing class size targets for schools located in high COVID areas of the TDSB.
- Allowed schools in high COVID-19 areas to share DECEs between two classrooms when the number of students in both classes did not reach the prescribed allocation of 16 students, allowing for a more equitable distribution of staff resources to meet the needs of historically underserved school communities.
- Committed to ensuring that equity is a key parameter in bargaining with union partners.
- Established a Teacher Hiring Policy that uses the principles of equity and inclusion as a foundation in our hiring practices and process.

Build Strong Relationships and Partnerships within School Communities

Community Engagement

- Engaged families, community and educators across learning centres in discussions on improving the experiences and opportunities of Black students through sessions entitled, How to Navigate the School System for Black Student Success, K-12 facilitated by Dr. Carl James. Participating families received York University's resource, The Engaged Parent: Navigating School Systems for Black Student Success, which provides parents of Black children with tips to help ensure their child's success and well-being.
- Collaborated with Black caregivers and community members to support their children's literacy development and strengthen culturally relevant knowledge through The Reading Partnership for Black Parents (RPBP) program at Driftwood Public School.
- Provided support for Community Advisory Committee (CAC) meetings and developed a CAC communication plan to encourage and promote CACs.
- Collaborated with the Parent Involvement Advisory Committee (PIAC) to reallocate Pro Grant funds to support school and School Council virtual engagement, launch TDSB's first Virtual Conversation Series and enhance Sign Language, interpretation and translation services for multilingual parents and caregivers.

- Supported school councils through delivery of virtual School Council training, presentation and one-on-one support on understanding council, developing bylaws and council effectiveness across all LCs; offering virtual engagement tools and virtual Council voting guidelines; and establishing a YouTube page of video resources for parents/caregivers and School Council.
- Developed a community resource and service page for parents/caregivers that featured food access and health services during the pandemic.
- Pivoted the annual Parents as Partners conference to a virtual conference, featuring a two-day event with over 60 workshops for more than 5,000 parents/caregivers and staff on an array of engagement topics.
- Delivered settlement services to newly arrived families and secondary school students in schools' satellite and reception centres to help ensure a successful transition into the education system and accelerate the settlement process to over 200 schools.
- Launched Parents/Caregiving Talking Race series for schools, school councils and parents/caregivers on leading and facilitating conversations on race and racism with children.
- Provided professional development for Principals on supporting School Councils, leading caregiver engagement and engaging parent/caregivers of African-Descent and sessions for teachers on virtual parent/caregiver engagement and engaging parents/caregivers into curriculum.
- Offered, for the first time ever, online courses through Learn4Life to serve more than 8,400 learners.
- Continued to serve more than 8,500 adult ESL learners in approximately 300 classes online.

Internal Communications

- Introduced and implemented Qualtrics and Thought Exchange software to gather input from parents/guardians, staff and students on managing through COVID-19, health and safety measures, communications, in-person and remote learning and mental health.
- Created rapid response information sharing model with Superintendents, Principals and Trustees of outgoing information to parents/guardians and incoming information from the Ministry and Toronto Public Health.
- Launched a COVID-19 Staff News e-newsletter with health and safety focus as well as an opportunity to gather employee feedback.

External Communications

- Created and populated a parent portal on the TDSB website following consultation with PIAC. In the process of creating a similar portal for students.



- Widened communications to include telephone messages and increased use of translation services when communicating to parents/guardians on key matters.
- Launched Virtual School newsletters, including translated versions, for elementary and secondary VS families.
- Started sharing communications with students through email, where applicable.
- Expanded Trustee support to include sample social media narratives in tandem with TDSB media releases.
- Refocused Communications Officer position to include expertise in equity, anti-Black racism and anti-oppression and hired a team member to have responsibility for these areas of strategic importance.
- Upgraded Boardroom audio-visual system to integrate ZOOM conferencing and live closed captioning to improve accessibility, user experience, and engagement.

Open Access to TDSB Data

- Reported publicly on safe drinking water test results for 583 schools for 2020, including contextual data to help parents/guardians and staff understand and interpret the information.

Issues Management for School and System Leaders

- Assigned communications/issues management support for all Organizational Response Teams, dealing with complaints and incidents relating to anti-Black racism or other incidents of racism and discrimination in schools or among students, staff and parents connected to schools.

Government Relations and City of Toronto Public Education Advocacy

- Prepared and offered a presentation on Board actions to promote Black students' achievement to Toronto MPPs.
- Participated in OPSBA's annual Advocacy Day and supported those representing the TDSB with briefing notes covering a variety of topics for engagement with their local MPPs.
- Supported the Chair and Director of Education also participate in on-going Chair-Minister Meetings. The last meeting was held in January 2021.
- Continued to encourage and support staff to staff advocacy and dialogue between the TDSB and the Minister on a regular basis and on a number of issues.