



Director's Annual Report

2023



Mission & Goals

Mission

To enable all students to reach high levels of achievement and Well-Being and to acquire the knowledge, skills and values they need to become responsible, contributing members of a democratic and sustainable society.

Goals

- Transform Student Learning
- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

This report describes our accomplishments over the past year, and the progress we have made toward our goals. The report is divided into the three following priorities established by the Ministry of Education in June 2023, and re-affirms our focus on student achievement and academic success by promoting joy, engagement, and belonging in our schools.

- Achievement of Learning Outcomes in Core Academic Skills
- Preparation of Students for Future Success
- Student Engagement and Well-Being

Finally, we conclude with a final section on Staff and Operations, demonstrating how we have continued to build an organizational culture and practices that support the success of our learners.

Table of Contents

Message from the Director	3
Achievement of Learning Outcomes in Core Academic Skills	4
Student Achievement.....	4
Literacy.....	4
Highlights of TDSB Support in Improving K-12 Literacy Outcomes	4
Numeracy	5
Highlights of TDSB Support in Improving K-12 Numeracy Outcomes	5
Beyond Literacy and Numeracy	6
The Arts: Dance, Drama, Media, Music and Visual Arts.....	7
Virtual Learning.....	8
Tutoring	8
Preparation for Future Success of Students	9
STEM and Robotics	9
Experiential Learning and Apprenticeship Successes	10
Student Engagement and Well-Being	11
Highlights of TDSB Support for Student Well-Being and Engagement.....	11
Mental Health through Artistic Pieces.....	12
Combatting Hate and Racism.....	12
Student Equity Collective	12
Urban Indigenous Education Centre.....	14
TRC Calls to Action	16
Centre of Excellence for Black Student Achievement	17
Staff & Operations	18
Staff Census	18
<i>Forbes</i> Recognizes TDSB as one of Canada's Best Employers for Diversity	18
Toronto Lands Corporation Review and Renewal	18



Message from the Director

In many ways, 2023 brought with it a renewed sense of purpose and optimism for the students, families, staff, and partners who are part of Toronto District School Board (TDSB). Over the past 12 months, we have found new ways to centre joy, engagement, and belonging as the foundation upon which we reach toward high levels of achievement and success for every student while eliminating disproportionate outcomes. We also recognize

that there are challenges to overcome and new opportunities that continue to inspire learning, equity, and improved services. The 2023 Annual Report aligns with the Ministry of Education's Student Achievement Plan and highlights the ways we are continuing to address students' needs, including those that arose from the Pandemic.

The TDSB's current Multi-Year Strategic Plan – A Vision for Learning – was first established in 2018. The Board began the renewal process in 2022, and it will conclude with a new strategic plan in the coming months. We are incredibly grateful for the input we have received from more than 8,000 students, staff, community members, and families who contributed to the development of the new plan in 2023. Stay tuned for the final plan upon approval by the Board of Trustees.

As we reflect on the past year, I am pleased to share our collective achievement and growth. From academic milestones to community engagement, your support has been instrumental at every stage. Let's continue to co-create and invest in a culture of dignity, collaboration, and excellence where every student, staff member, Trustee, and parent/guardian/caregiver feels respected.

Each day, there are new accomplishments that take place across the TDSB's 600 schools and sites. I am proud of what we are able to accomplish and for all that is ahead as we transform public education and positively contribute to the future of a healthy, inclusive, and prosperous Toronto – together.

Colleen Russell-Rawlings

Director of Education



Achievement of Learning Outcomes in Core Academic Skills

Student Achievement

Improving student achievement is the core mandate of education for all students. Both the demonstration of skills and outcomes, as well as the ongoing successful experiences within the day-to-day classroom interactions across the system are critical for student achievement. The sections that follow will provide a descriptive statistical overview of core broad outcomes and a more in-depth overview of areas of support for literacy and numeracy.

Literacy

We continue to focus our efforts to build foundational literacy skills for all students and to support educators in their growth through meaningful professional development and the implementation of intervention models, which serve students directly.

- The percentage of all TDSB students 'at or above' reading level benchmarks in Grade 1 increased by 10 percentage points in 2022-23.

Compared to the province and last year's TDSB results, the percentage of fully participating Grade 3 and 6 TDSB students achieving at or above the provincial standard (Levels 3 and 4) in 2022-23 is:

- 2 percentage points higher at Grade 3 than the province in Writing (67% compared to 65%)
- 1 percentage point higher at Grade 6 than the province in Writing (85% compared to 84%) and the same compared to the 2021-22 TDSB results (85%).
- 1 percentage point higher for First Time Eligible (FTE) students in the Ontario Secondary School Literacy Test (OSSLT) at secondary school when compared to the 2021-22 TDSB results (85% compared to 84%)



Highlights of TDSB Support in Improving K-12 Literacy Outcomes

From September to December 2023, we implemented a rollout of Professional Learning for the Ontario Curriculum, Grades 1-8: Language, 2023 and the Grade 9 English (ENL1W), for school-based and central staff. When surveyed following the professional learning, many cited feeling more confident in teaching the Early Reading Framework, administration of inventories, explicit small group instruction, and cross-curricular connections.

Classroom educators were also surveyed about the impacts of the Empower Reading and Wilson Language Training Tier 2 and Tier 3 Early Years Reading Interventions on their classroom practices and student learning. Results showed a strong consensus that the training improved their understanding and ability to instruct, model, and scaffold reading strategies, assess and intervene with students, nurture effective reading behaviours, and foster positive reading experiences and attitudes.

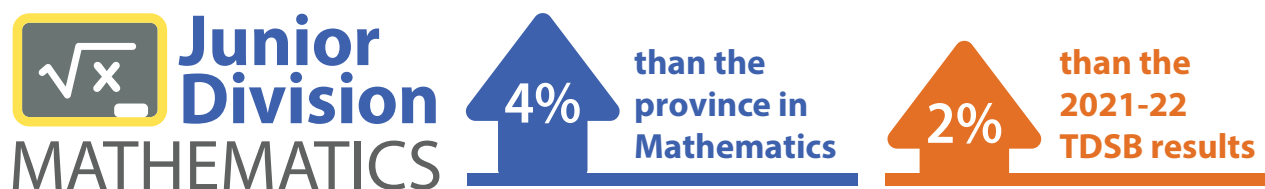
In the June 2023 data collection cycle, we achieved a 94% participation rate in the English stream and 96% participation rate in the French Immersion stream for the Grade 1 Reading Assessment (this is up from 80% in October 2022).

Numeracy

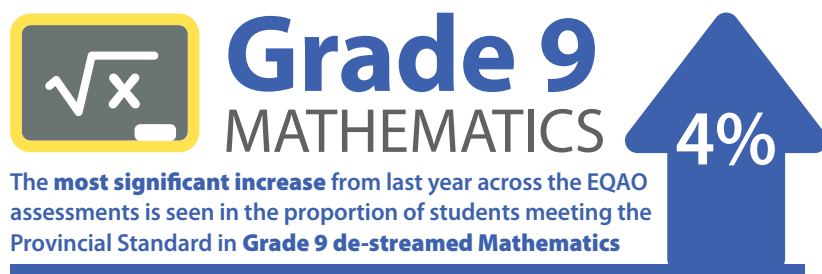
Compared to the province and last year's TDSB results, the percentage of fully participating Grade 3, 6, and 9 TDSB students achieving in Mathematics at or above the provincial standard (Levels 3 and 4) in 2022-23 is as follows:

In the Primary Division, results were the same as the province in Mathematics (60%).

- In the Junior Division (Grades 4 - 6), results were 4 percentage points higher than the province in Mathematics (54% compared to 50%) and 2 percentage points higher than the 2021-22 TDSB results (54% compared to 52%).



- Compared to the province in 2022-23, the percentage of fully participating Grade 9 TDSB students achieving at or above the provincial standard (Levels 3 and 4) in 2022-23 is 3 percentage points higher than the province (57% compared to 54%).



Highlights of TDSB Support in Improving K-12 Numeracy Outcomes

The 2023-24 school year marked the introduction of a new system-wide mathematics strategy called the Math Achievement Action Plan (MAAP). The MAAP operates both intentionally, in a select group of priority schools called Math Learning Partner Schools, which have the support of educators with math expertise and coaching skills called Math Learning Partners, and at scale across the entire TDSB in elementary and secondary schools.

The strategy is based on three core priorities required by the Ministry of Education:

1. Ensuring fidelity of curriculum implementation including the intentional use of proven strategies that support academic math achievement;
2. Engaging in ongoing learning on mathematics content knowledge for teaching;
3. Knowing the mathematics learner, and ensuring mathematical tasks, interventions, and supports are relevant and responsive.

Each priority is informed by key performance indicators across three levels of the system— board, school, and classroom. The strategy combines school-level data and evaluation with professional development opportunities, and core actions within school improvement processes to build on the positive results system-wide in EQAO, as well as to dig more deeply into the groups of students, classrooms, and schools

that have not been as successful in their numeracy learning and outcomes.

Some of the key supports within the Math Strategy are as follows:

- Math Learning Partner School Profiles

This year, we began the process of developing profiles for math learning partner schools, including through mathematics data from EQAO assessments, CAT4 assessments (for any schools that are also model schools), and report card data. The intention is to use these profiles in conversations with principals and learning network superintendents so that they can make evidence-based, data-driven decisions about what their school and learning -network-level mathematics goals and priorities should be, and how they can align resources and supports to achieve them.

- Math Learning Partners

Math Learning Partners (MLPs) are a dedicated group of educators who are working with Grades 3, 6, and 9 classrooms within our 130+ Priority Schools.

MLPs collaborate with teachers and students to elevate math content knowledge and implement high-impact instructional practices. MLPs also facilitate ongoing professional learning sessions and work with classroom teacher participants in target grades between professional learning sessions. Professional learning sessions are rooted in research-informed practices, including concepts such as Building Thinking Classrooms, foundational math skills in the early years, and spiralling coding across strands in the destreamed Grade 9 curriculum.

In addition to the larger Math Strategy, the TDSB continually partners with research experts and scholars to explore and pilot learning strategies and programs from a wide array of faculties and organizations. An example of one such partnership in mathematics is work being done in some of our schools with Dr. Alex Lawson around math learning continua as students build their numeracy skills.



Beyond Literacy and Numeracy

In addition to highlights of achievement and supports in Literacy and Numeracy, the TDSB recognizes the importance of successful learning across all subjects. In fact, in a trend analysis of the connection between Grade 9 success in academic core subjects and application/confirmation to post-secondary school education opportunities, the TDSB Research Department found a very strong relationship between Grade 9 academic success and subsequent post-secondary school opportunities three to four years later. However, there were also no significant differences in the importance of this relationship when comparing success in different subjects, such as English, Mathematics, Geography, and Science. They were all equally important to subsequent post-secondary opportunities.

One interesting indicator of student academic success across the TDSB can be found in evaluating the Learning Skills in areas such as student collaboration, goal setting, or resilience that educators assess for all students in Grades 1-12. The averages of Learning Skills marks across elementary and secondary school are very high.

- Over **80%** of all elementary students received an average of good or excellent in Learning Skills from their classroom teachers.
- 75% of all secondary school students received an average of good or excellent. This is especially

significant as each student works with many more teachers in a diverse array of classrooms and learning domains.

In addition to Learning Skills outcomes, report card marks show high levels of success across all subjects elementary school and secondary school. The vast majority of elementary school students are achieving at or above provincial standard (Level 3 and 4) across all core subjects on their report cards as follows:

- For Grades 1-3, the average percentage of students achieving at L3/4 in Math, Science, Reading, and Writing is **75%**.
- For Grades 4-6, the average percentage of students achieving at L3/4 in Math, Science, Reading, and Writing is **79%**.
- For Grades 7-8, the average percentage of students achieving at L3/4 in Math, Science, Reading, and Writing is **78%**.



Equally, in secondary schools the vast majority of students are now participating in destreamed academic programs of study in both Grade 9 and 10 with almost all students passing these classes:

- In 2022-23 for Grade 9, the pass rate across Geography, Science, English, and Mathematics is **91%** and;
- In 2022-23 for Grade 10, the average pass rate across History, Science, English, and Mathematics is **90%**.

The Arts: Dance, Drama, Media, Music and Visual Arts

The Arts serve as a powerful tool in education, not only bolstering academic achievement but also centering joy, engagement, and belonging among students. In the TDSB, several system-wide opportunities exemplify this approach:

- Over 7,800 students participated in the tdsbCREATES program, a board-wide Arts initiative that includes the Artist in Residency project for 109 elementary schools in underserved communities and the Arts Mentorship project for Grades 7-12 in over 60 schools, providing more than 100 artist mentors to classrooms in 2023. This program led to system-wide student events such as Performing Arts Festivals and the Visual Arts and Film Exhibitions, where students showcased their talents in various art forms.
- The TDSB's Itinerant Music Instructor Program (IMI) enhances music education in areas such as steel pan, band, strings, Orff, recorder, vocal, and music enrichment, supporting 430 programs in 274 elementary schools.
- In May 2023, we celebrated the return of Panfest with more than 2,500 students performing steel pan music from over 40 schools from all four learning centers. We also launched the first annual Panfest Vybz community event celebrating Caribbean carnival arts and culture in partnership with the Centre of Excellence for Black Student Achievement.
- The TDSB Community Music Program also works in 63 schools annually to provide culturally responsive opportunities in diverse percussion traditions such as Indonesian Gamelan and percussion from Ghana, Korea, Cuba and Brazil.

- TDSB Arts also provides unique Arts Co-Op opportunities aimed at eliminating disproportionate outcomes for students with Indigenous and non-Indigenous students working with artists toward reconciliation while earning five credits in co-op and dual college credits.

These are part of a more comprehensive range of initiatives offered by the TDSB Arts Department, nurturing a broad spectrum of skills in Dance, Drama, Media Arts, Music, and Visual Arts. This also includes year-round professional learning opportunities, system-wide Arts events, artists in the classroom, and an annual Secondary Arts Conference, among other initiatives.

Together, these efforts significantly contribute to students' holistic development.



Virtual Learning

Virtual Learning continued to be a choice for elementary and secondary students in 2023. From the survey conducted at the end of 2022, we know that the majority of students (<80%) have at some point been engaged in virtual learning since the 2020-2021 school year. We have used feedback from the Virtual Learning Student and Parent Winter 2023 Check-in to inform our practice this year and plan for the upcoming school year.

***"Virtual Learning is what really helped me in my learning overall. Ever since I began learning virtually it's been so much easier on my mental health and I have been way happier ever since. So far in my learning experience at Virtual Secondary School this year, it's been amazing and I feel very supported with all my amazing teachers."** – Secondary Student*

Virtual Secondary School (VSS) experienced an influx of students at the beginning of the 2023-2024 school year. There are currently over 1,400 students enrolled at the VSS. In the elementary grades, there are currently almost 1,100 students in 44 classes.

Tutoring

Ministry of Education funding for tutoring was extended to the end of June 2023, which allowed TDSB to offer support for students in a variety of formats. Our approach saw students from Kindergarten to Grade 12 accessing tutoring:

- At school (Before and After): from teachers who knew them well
- In the community: in culturally appropriate spaces where their lived experiences and identities were understood and respected
- Online: Unlimited access, 24 hours a day, 7 days a week

In addition, TDSB partnered with HOOT Reading to provide intensive, targeted reading interventions for students from Kindergarten through Grade 8. Almost 2,000 students in 175 schools received an average of 15 hours of 1:1 tutoring for a total of almost 30,000 hours of live reading sessions. These students were identified by staff at the schools, and families were able to select sessions which suited their schedule. Students made notable gains as measured by the pre- and post-assessments.

Our families reported that they loved it and the convenience as well. Many of them don't know how to support reading at home and this was important for them. - Feedback from Staff Member of Guildwood Jr. Public School

Preparation for Future Success of Students

In the spring of 2023, TDSB launched the fourth cycle of the Student Census. Overall results reflect positively on feeling prepared or somewhat prepared for high school. Going forward, generating rich learning experiences for elementary and secondary school students will remain a priority to prepare students for future success.

- 80% of Grade 11 and 12 students took one or more university level courses.
- Nearly 80% of Grade 10 students received 16 credits and 80% of Grade 11 students received 23 credits.
- 55% of all year 4 plus students confirmed an Ontario university or college placement

** These numbers reflect the latest available data from June 2022.*

STEM and Robotics

In TDSB's ongoing commitment to enhancing educational outcomes, we actively focus on supporting STEM Achievement Trajectories, particularly from Grade 4 to Grade 9. These initiatives are designed to strengthen the foundation and continuity of STEM education, ensuring that students are equipped with the essential skills and knowledge needed to excel in these critical areas of learning as they transition from elementary to secondary education and beyond. Teachers participating in professional learning opportunities provided by the Science & Technology, STEM and Robotics Department report an increased understanding of the curriculum revisions and a greater comfort in implementing hands-on learning experiences in their classrooms.

Bringing STEM to Life Program

Students from over 50 schools participated in various aspects of the Bringing STEM to Life program. Last summer, the Work-Integrated Learning Experience summer program (part of Bringing STEM to Life) offered 64 students from 29 schools opportunities for research-based lab work experiences, focusing on encouraging girls, Indigenous youth, and Black youth in STEM careers. During 2023, the Bringing STEM to Life in-school program worked with a dozen schools in underserved areas enhancing student learning in STEM through collaborations with the TDSB's Science/STEM department and the Kindergarten to Industry (k2i) Institute at Lassonde School of Engineering with mentoring and equipment kits (like micro:bits and sensors). Additionally, this fall, 300 students in Grades 5-10 had hands-on experiences at York University in STEM. Students who participated in the Work-Integrated Learning Experience had a 100% course completion rate and an average course grade of 86%.

STEM/Science Kits

As of December 2023, the TDSB Science and Technology Resource Centre has loaned out 3,126 STEM/Science Kits to schools across TDSB. These kits provide a wide range of STEM curriculum resources for grades K-10. These include building materials, robotics for coding, microscopes, and hand tools. The resource kits have received high ratings from teachers for their hands-on activities and usefulness in teaching the curriculum. These resource kits are instrumental in ensuring equitable access to STEM tools and technology, particularly in schools with limited resources.

Canadian Space Resource Centre

In 2023, 8,199 students engaged with programming from the TDSB Canadian Space Resource Centre (CSRC). Notably, the CSRC conducted 337 space presentations using the Digital Star Lab to 5,903 students in 2023. The Digital Star Lab (DSL) is a portable planetarium which facilitates learning about orbits, rotation, and astronomical phenomena. Additionally, the CSRC provided 89 virtual presentations on space to 2,296 students.

Robotics Subsidies

TDSB also provides robotics subsidies to approximately 75 schools annually to support new STEM opportunities for thousands of students a year, focusing on integrating robotics into classrooms, especially in underserved communities. The initiative emphasizes hands-on STEM and coding experiences, with a strong commitment to schools new to robotics and those serving marginalized students. These subsidies have notably enhanced teachers' proficiency in coding and fostered student engagement in collaborative projects like building robots and circuits. Schools receiving the subsidy develop a two-year plan and submit reports, with evidence indicating significant positive impacts on both teachers' and students' learning experiences.



Experiential Learning and Apprenticeship Successes

TDSB has continued to grow its Experiential Learning and Apprenticeship footprint in 2023. We have seen a major expansion in our partnerships with trade unions and Colleges which will open more opportunities for students to pursue their passion in a trade. In addition to these new opportunities, we saw TDSB students represent themselves, their schools, and the TDSB with distinction in a variety of skills competitions.

New partnerships and initiatives:

IBEW 353 & TDSB OYAP Partnership: We established a new Ontario Youth Apprenticeship Program (OYAP) partnership with the Electrician Union and Central Technical School.

Accelerated OYAP Programs: We introduced new accelerated OYAP programs for Auto Body and Heavy Duty Equipment Technicians in collaboration with Centennial College.

Brick and Allied Crafts Union Partnership: We established a partnership with Westview Centennial SS and Brick & Allied Crafts Union, resulting in a significant donation of tooling and materials. A new Construction Technology teacher, also a Brick & Stone Mason, joined the initiative.

Innovative Boot Camps: We expanded the innovative boot camps, a TDSB-only delivery model funded by Community-Connected Experiential Learning, designed to bridge the skills gap and meet employer needs.

New program expansions and offerings

Carpenters Local 27 Partnership: A partnership between Carpenters Local 27 and Central Technical School was formed to open a second accelerated OYAP Carpentry program starting March 2024.

Brick and Concrete Restoration Association Partnership: We established a new partnership with Brick and Concrete Restoration Association for the Quick Start to Construction program starting February 2024.

George Brown College Collaborations: We expanded Accelerated OYAP program offerings to include downtown and Scarborough students in Cook and Baker programs at George Brown College starting February 2024.

Competitions and Recognitions for 2023

TDSB Secondary Technological Skills Competitions: The 2023 TDSB Secondary Technological Skills Competitions ran, with 192 students participating in 35 contests, along with dozens of teachers who supported those students by either chairing a contest or supporting students in training and on competition day.

Skills Ontario Competitions: Approximately 100 students represented the TDSB at this provincial contest. Results were strong, with 22 students placing in the top three; in their respective categories. Of that group eight were awarded Gold Medals enabling them to compete at the Skills Canada National Competition.

Skills Canada National Competition: TDSB sent eight students and their teachers to the National competition, where we came away with more medals – four in total (three Silvers, one Bronze).

New industry collaborations and funding

Canadian Tooling & Manufacturing Association CTMA Phase 3 with TDSB: We secured \$85,000 worth of new computer numerical control machinery and tooling for Agincourt CI and Birchmount Park CI to support their Manufacturing Specialist High Skills Major programs through the CTMA.

TTC “Front of The Line” Employment Opportunity: We facilitated 15 student applications to the TTC program, resulting in the hiring of 4+ TDSB graduates as full-time permanent employees to begin their apprenticeships in various fields.

In summary, 2023 marked a year of significant growth and success for the TDSB in experiential learning and apprenticeship initiatives, showcasing new partnerships, expanded programs, competition achievements, and industry collaborations. These accomplishments reflect the commitment to providing students with valuable hands-on experiences and preparing them for successful futures in various trades and industries.

Student Engagement and Well-Being

Highlights of TDSB Support for Student Well-Being and Engagement

Exercise to Success

Exercise to Success is a dynamic community building, mental health and leadership program that centres student voice, student identities and connectivity to school staff and community agencies to support mental health and physical fitness. This program is now running in 20 secondary schools and is co-led by students. The program centres student strengths and builds community engagement.

Virtual Community Fair For Parents/Guardians of Children, Youth and Young Adults with Special Education and Complex Needs

Since 2021, the TDSB Social Workers have been facilitating the Virtual Community Fair For Parents/Guardians of Children, Youth and Young Adults with Special Education and Complex Needs six times within a school year. Over 15 community agencies have presented to families on topics related to respite, behaviour support, transition planning, healthy relationships, student safety, Post-21 services, social skills, camps, funding, legal and financial planning as well as parent and TDSB support services. Over 2300 parents/guardians have attended the Fairs since 2021.

Students for Well-Being - S4W Mental Health Mentorship and Leadership Program

The program centers student leaders and voices as they co-facilitate, with the Mental Health Leads, coping, stress management, trauma and mental health, and stigma learnings for peers.

Mental Health reflective artistic work has been created by over 300 secondary students and was showcased in the Mental Health Virtual Art Museum and Booklet of Mental Health through Artistic Pieces.

Combatting Hate and Racism

TDSB continues developing and implementing a distinct plan that addresses the incidents of hate and racism that continue to take place within the district. TDSB aims to be responsive to the voices of communities by developing tailored action plans each based on the pillars of the strategy. These plans will allow communities to see themselves in the actions and will require ongoing collaboration and support of families, communities and partner organizations.

Informed by community members' lived experiences and supported by staff, work is currently underway to develop and implement system-wide TDSB Anti-Hate and Anti-Racism Strategy, including but not limited to initiatives to address Islamophobia, antisemitism and anti-Asian racism.

Student Equity Collective

The Student Equity Leadership Collective was developed to make positive changes within the TDSB. These students aim to collaborate with their peers to address and tackle racism, hate and discrimination within their school environments. The first Student Equity Collective gathered monthly to participate in workshops and collaborative leadership planning, each focusing on the varying equity issues impacting the lives of students.



COMBATTING HATE AND RACISM

STUDENT LEARNING STRATEGY



The Student Learning Strategy for Combatting Hate and Racism is a proactive and student-centred approach to creating respectful and culturally safe learning environments for all students. Students and staff deserve to learn and work in an environment that is safe, inclusive and welcoming and we as a collective community must do everything in our ability to ensure that happens.



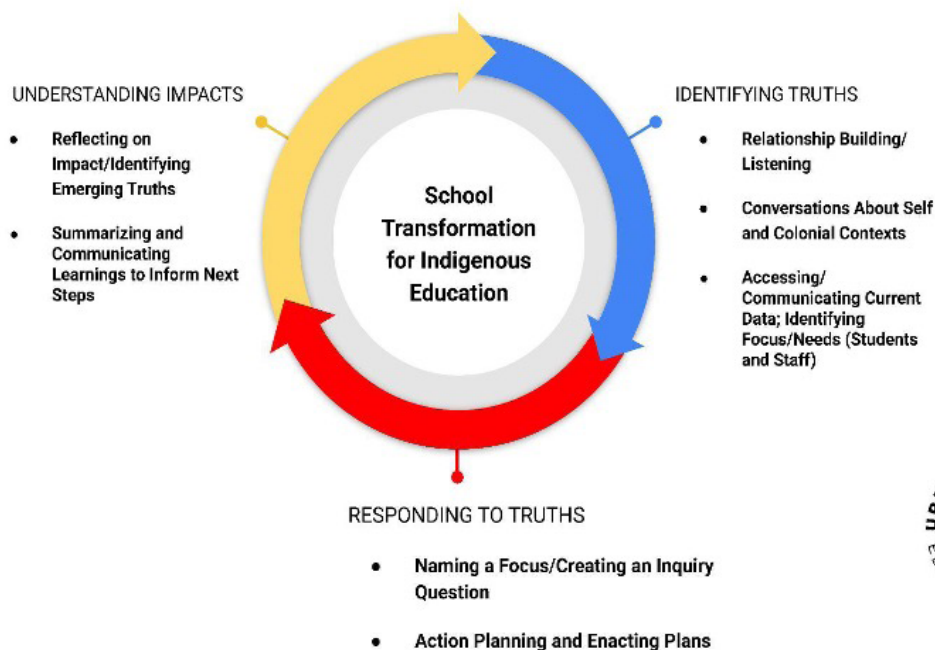
Additional TDSB Resources

[Combatting Hate and Racism](#)
[Student Learning Strategy & Action Plan](#)
[Urban Indigenous Education Centre](#)
[Centre of Excellence for Black Student Achievement](#)
[Equity, Anti-Racism, Anti-Oppression](#)
[Human Rights Office](#)

Urban Indigenous Education Centre

TDSB is committed to supporting and expanding Indigenous Education in partnership with First Nations, Métis and Inuit students, staff, families, communities, Elders and the Urban Indigenous Community Advisory Committee. We know that Indigenous Education is the work of the Truth & Reconciliation Commission of Canada: Calls to Action and Action #43 which upholds the United Nations Declaration on the Rights of Indigenous Peoples as the framework for reconciliation. With the guidance and leadership of the Elders Council and the work of staff at the Urban Indigenous Education Centre, we are taking substantive actions to honour and respect the sovereignty and self-determination of First Nations, Métis and Inuit Peoples.

Indigenous Education for School Transformation



TRC Calls to Action

We are transforming student learning by embedding the Truth and Reconciliation Commission of Canada: Calls to Action (TRC Calls to Action), including the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) as a distinct goal for all school improvement plans across the TDSB. To help guide school improvement planning connected to Indigenous Education, the UIEC has developed an Indigenous Education for School Transformation model that informs



work with leaders across the system. Ongoing system wide initiatives, such as the Biidaaban: Truth and Reconciliation Project (year 2) and Aanse: Indigenous Student Well-Being and Achievement Project (year 5) continue to engage professional learning for system and school leaders to enhance leadership capacity in Indigenous Education, alongside ongoing Indigenous Education Learning Coach supports. The focus of professional learning is to find ways to leverage school improvement planning processes to enhance the promotion of Indigenous knowledges, self-determination, strength, contributions and resistance across district school cultures. This was accomplished through centering the voices of Indigenous students, Elders, scholars, and community leaders.

System School Transformation Focused Project Participation		
Biidaaban 2023/24	Biidaaban 22/23	Aanse 2022/23
25 Learning Network Superintendents	25 Learning Network Superintendents	20 School Administrators
90 School Administrators	48 School Administrators	40 Teacher Leaders
140 Teacher Leaders	110 Teacher Leaders	

“I have gained a deep understanding of the importance of valuing and integrating Indigenous knowledge and perspectives into my lessons. I recognize the need to decolonize my content, assessment, and evaluation methods, as well as the physical setup of my classroom. It prompts me to reflect on whether I am mindful of all the students in my classroom, particularly those with Indigenous lived experiences.” – Biidaaban Teacher Participant

In 2022, the Board passed a motion put forth by Indigenous Student Trustee Isaiah Shafqat to make English: Contemporary First Nations, Métis, and Inuit Voices (NBE3U/C/E) the compulsory Grade 11 English course for all TDSB students. To support this motion, the UIEC has continued to offer opportunities for capacity building in leadership and teaching that centres Indigenous resurgence, and the historical and contemporary experiences of First Nations, Métis and Inuit peoples for teachers in 29 schools that offered the NBE3U/C/E, as well as for over 100 teachers new to the course. During this professional learning, over 98% of participants indicated that they felt their participation supported the planning and capacity for teaching NBE3U/C/E.

We are increasing the number of Indigenous students obtaining an Ontario Secondary School Diploma and successfully transitioning into post-secondary education, training, or labour market opportunities by creating a culture of Well-Being and providing access to learning opportunities, mentorship and guidance from Indigenous Graduation Coaches. Indigenous Graduation Coaches acted as mentors, advisors, and advocates to over 200 First Nation, Métis, and Inuit students from

Grades 7 - 12 (individually and in groups) in 2023, facilitating access and referrals to academic support and community resources to enhance Indigenous student achievement and Well-Being. In December 2023, an Indigenous Student Opportunities Fair created access for over 100 First Nations, Métis, and Inuit students from across the TDSB to 30 universities, trades organizations, colleges, and employment opportunities.

Centre of Excellence for Black Student Achievement

In 2023, the Centre of Excellence for Black Student Achievement has continued to dedicate itself to improving the experiences and outcomes of Black students and aims to be responsive to the voices of Black communities who continue to advocate for systemic change within educational institutions and for dismantling anti-Black racism at the TDSB.

Life Education Program

The Life Education Program is a Well-Being initiative that provides culturally relevant and responsive healing spaces for Black boys and offers social-emotional support through group counselling. Group counselling therapy sessions address communal and individual healing to promote a sense of belonging, identity affirmation and Well-Being within schools. There are four central topics covered within the program through a preventative strength-based approach to address anti-Black racism and its adverse impact on mental health and Well-Being: academic achievement, mentorship, emotional intelligence, and mental health. The program first launched in October 2022 and is attached to some of our Graduation Coach and BSSE Schools.



Youth Participatory Action Research (YPAR) Conference: Creating Possibilities for Black Students in K-12 Education and Leadership

In October, the second annual student-led and student-hosted Youth Participatory Action Research (YPAR) Conference: Creating Possibilities for Black Students in K-12 Education and Leadership was a remarkable opportunity for Black students to present their research developed during the Centre of Excellence's Black Student Summer Leadership Program (BSSLP). Created and moderated by Black TDSB student leaders, participants heard from student researchers as they discussed the key themes and recommendations in creating a successful learning environment for Black students in K-12 education. More than 285 people registered and attended the conference. In addition, a Community Cafe featuring 18 Black-serving and Black-led organizations and post-secondary institutions shared with students and families.

Healing-Centered Engagement Launch, Navigating the System and Mental Health and Wellness for Black Parents/Caregivers

The first edition of our Healing-Centered Engagement hosted by the Social Workers and the Child & Youth Counsellors at the Centre of Excellence for Black Student Achievement featured a community-based panel conversation with Black professionals and Black-serving organizations on supporting the mental health and Well-Being of Black students and their families. In this session, parents/caregivers explored the impact of anti-Black racism on mental health, built tools for nurturing joy and wellness, learned strategies on how to support their child's Well-Being and engaged in knowledge sharing of Black-affirming community-based mental health programs and services.

Staff & Operations

Staff Census

In May 2022, the TDSB conducted its fourth Staff Census, which resulted in an extraordinary system-wide response rate of 83.1% (over 31,000 employees participated) - the highest participation rate on any system-wide staff survey in recent times. The TDSB was the first school board in Ontario to conduct a workforce census in 2006 and has continued to conduct a Staff Census approximately every five years. As an organization that employs a diverse community of approximately 42,000 educators and support staff, it is essential to gain a deeper understanding of the staff we serve to make informed decisions about employment practices and ensure continuous improvement.

The most recent Staff Census was guided by consultations with education partners, community advisory committees, staff affinity groups, internal departments; provincial policies, standards, and legislation, as well as a jurisdictional scan of staff census efforts across Ontario school boards. All TDSB staff were invited to complete the voluntary and anonymous survey, which consisted of 29 questions in the areas of organizational demographics, workforce demographics, and workplace experiences.

Staff Census results provide a representative snapshot of the TDSB workforce and have continued to help guide the Board's employment equity and human rights plans and actions and to inform overall recruitment, retention, and promotion practices within the TDSB. Employment equity continues to be a priority and will result in a TDSB workforce that, at all levels, reflects, understands, and responds to the communities we serve.

Forbes Recognizes TDSB as one of Canada's Best Employers for Diversity

TDSB was recognized by Forbes as one of Canada's Best Employers for Diversity 2023. The recognition was based on surveys of employees, and an analysis of TDSB's diversity related best practices.

These best practices included: the presence of employee resource groups; efforts to recruit diverse staff; the publication of diversity data; providing an accessible environment to people with disabilities; and the percentage of women in board and executive positions. Ultimately, all of these factors were scored, combined and ranked to create a list of the top 150 companies.



Toronto Lands Corporation Review and Renewal

Following a review of TLC, TLC and TDSB appointed four new citizen directors and appointed an interim CEO. TDSB and TLC have made tremendous progress with their renewed mandate supported by a stronger working relationship between the two organizations. Updates to the Shareholder's Direction have been completed. Staff in both organizations are committed to working together to rebuild, and the results to date show strong momentum toward a stronger partnership.

Financials

In June 2023, the TDSB approved a budget of \$3.6 billion with a focus on supporting student and staff safety, mental health and Well-Being for the 2023-24 school year. The budget included additional investments in a number of key areas staff allocation to support students, student success and engagement, equitable access to learning opportunities, Indigenous Education, human rights, and modernization and accessibility

The following table shows Estimated Expenditures:

Budget Allocation	Percentage of Budget
Instruction	74.0%
Administration	2.4%
Transportation	2.0%
School Operation	9.7%
Amortization	8.7%
Renewal	0.9%
School Fundraising	0.8%
Debt and Other	1.6%
Total	100.0%



Toronto District School Board Trustees



Dennis Hastings
Ward 1
Etobicoke North
Dennis.Hastings@tdsb.on.ca



Dan MacLean
Ward 2
Etobicoke Centre
Dan.MacLean@tdsb.on.ca



Patrick Nunziata
Ward 3
Etobicoke-Lakeshore
Patrick.Nunziata@tdsb.on.ca



Matias de Dovitiis
Ward 4
Humber River-Black Creek
Matias.DeDovitiis@tdsb.on.ca



Alexandra Lulka Rotman
Ward 5
York Centre
Alexandra.LulkaRotman@tdsb.on.ca



Liban Hassan
Ward 6
York South-Weston
Liban.Hassan@tdsb.on.ca



Debbie King
Ward 7
Parkdale-High Park
Debbie.King@tdsb.on.ca



Shelley Laskin
Ward 8
Eglinton-Lawrence and Toronto-St. Paul's
Shelley.Laskin@tdsb.on.ca



Alexis Dawson
Ward 9
Davenport and Spadina-Fort York
Alexis.Dawson@tdsb.on.ca



Deborah Williams
Ward 10
University-Rosedale
and Toronto Centre
Deborah.Williams@tdsb.on.ca



Rachel Chernos Lin *
Ward 11
Don Valley West
Rachel.ChernosLin@tdsb.on.ca



Weidong Pei
Ward 12
Willowdale
Weidong.Pei@tdsb.on.ca



James Li
Ward 13
Don Valley North
James.Li@tdsb.on.ca



Farzana Rajwani
Ward 14
Don Valley East
Farzana.Rajwani@tdsb.on.ca



Sara Ehrhardt
Ward 15
Don Valley East
Sara.Ehrhardt@tdsb.on.ca



Michelle Aarts
Ward 16
Beaches-East York
Michelle.Aarts@tdsb.on.ca



Neethan Shan **
Ward 17
Scarborough Centre
Neethan.Shan@tdsb.on.ca



Malika Ghous
Ward 18
Scarborough Southwest
Malika.Ghous@tdsb.on.ca



Zakir Patel
Ward 19
Scarborough-Guildwood
Zakir.Patel@tdsb.on.ca



Manna Wong
Ward 20
Scarborough-Agincourt
Manna.Wong@tdsb.on.ca



Yalini Rajakulasingham
Ward 21
Scarborough North
Yalini.Rajakulasingham@tdsb.on.ca



Anu Sriskandarajah
Ward 22
Scarborough-Rouge Park
Anu.Sriskandarajah@tdsb.on.ca



Angelika Bell
Student Trustee



Yi Kai Zhou
Student Trustee



Ozaawaamukwaikwe Secord
Indigenous Student Trustee

Contact your local Trustee at **416-395-8787**

* Chair ** Vice-Chair
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