



## Program and School Services Committee Agenda

PSSC:085A

Wednesday, June 3, 2020

4:30 p.m.

Electronic Meeting

### Trustee Members:

Jennifer Story (Chair), Rachel Chernos Lin, Parthi Kandavel, Dan MacLean,  
Yalini Rajakulasingam, Anu Sriskandarajah, Chris Tonks

Note: Please ensure all electronic devices are on silent mode.

### Pages

1. Call to Order and Acknowledgement of Traditional Lands
2. Approval of the Agenda
3. Declarations of Possible Conflict of Interest
4. Delegations  
To be presented
5. Opportunity for Oral Updates From Co-Chairs of Community Advisory Committees  
Timed Item at 5 p.m.
  - 5.1 Parent Involvement Advisory Committee Report, April 21, 2020 1  
(For receipt)
  - 5.2 Special Education Advisory Committee Report, May 04, 2020 3  
(For receipt)
6. ComKids Program: Update [3896] 7
7. Annual Report on International Students, 2019-20 [3897] 11
8. Employment Equity Annual Report 2019-2020 [3898] 61
9. Adjournment

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## Statutory Committee

**Name of Committee:** Parent Involvement Advisory Committee

**Meeting Date:** 21 April, 2020

A meeting of the Parent Involvement Advisory Committee convened on 21 April 2020 from 7:00 p.m. to 9:35 p.m. via Zoom platform with PIAC Co-Chairs D. Williams and Zena Shereck.

**Attendance** Sharleen Ahmed (W15 Rep), John Bakous (W8 Alt), Kaydeen Bankasingh (W8 Rep), Janice Barnett(W11 Alt), Shanti Chand( W19 Alt), Cecile Farnum (W9 Alt), Jenny Gannon (W14 Alt), Sharon Grant (W4 Rep), ); Zuojun Han(W 20 Alt), Jess Hungate(W5 Rep); Kathleen Hyatt (W7 Alt), Nadia Judunath(W22 Alt), Wilmar Kortleever(W11 Rep), Felicia Lau (W3 Rep), Kate Leuschen Millar (W16 Rep), Christopher Levien (W20 Rep), Abdullah Mamun( W19 Rep),Nicole Marshall(W22 Rep); Seema Mitchell (W18 Rep), Rep), Aretha Phillip (W13 Rep), Rebekah Quach(W16 Alt), Mark Ramcharan(W18 Alt), Kajani Ravindradas(W21 Rep), Alice Romo (W7 Rep), Eva Rosenstock (W12 Alt), Patricia Seedial ( W4 Alt) Nazerah Shaikh (W14 Rep), Zena Shereck (PIAC Co-Chair, Saira Somani (EP W3 alt), Mirian Turcios (W6 Rep), Andrew Waters (W9 Rep), D. Williams (Co-Chair Glenna Wellington (W17 Alt),

Trustee Rachel Chernos Lin, Latha John Committee Assistant), Michelle Munroe (Central Coordinator, PCEO), Associate Director Colleen Russell-Rawlins,

**Regrets** Neil Faba (W15 Alt); Dean Gray (W6 Alt), Jaimala (W5 Alt), Shafoli Kapur ( W2 Alt), Kabirul Mollah (CLG). Pargat Mudher (W17 Faduma Qaline(W1 Alt) Vivek Rao (W2 Rep), Haniya Sheikh (W12 Rep), Syed Sumar Alam (Ward 13 Alt), Sylvester Witter (W10 Rep)

### Part A: Recommendations

None

### Part B: For Information Only

PIC Conference call

The Ministry has reached out to all PIC Co-Chairs of all the school boards across the province for a conference call on April 23 to get feedback on the online learning and challenges.

**Staff provided the following update**

- Remote learning
- Summer School
- Distribution of devices
- Printed packages
- Technical support for parents on remote learning

### **COVID-19 Family Caregiver Concerns.**

**Members had an important conversation on the impact of school closure and distance learning. The following was highlighted:**

- Families are in crisis with their health, finances, food and children's education.
- Remote learning and the time commitments required to support remote learning needs are challenging
- Varying concerns on the online teaching methodology and inconsistency across the Board.
- Special Education, particularly children with IEPs and French students do feel supported in remote learning

### **School Council Meetings**

- Staff explored with PIAC a May or June meeting for school council meetings. Meetings need to be publicized to the school community and messaging needs to acknowledge and recognize the reality of families and equity of access
- Committee recommends that school councils meet and support be provided around virtual meeting
- Councils are seeking information/direction on work and activities
- Staff to send out communication to all school councils around meetings
- PIAC to explore ways to provide support to school councils

### **Translation and Interpretations Services**

- PCEO coordinates and ensures interpreters and translators are made available for multilingual families.

### **Community Resource Link**

- The Board's webpage has a community resource page. Students, family caregivers may access supports or call 211.

### **Part C: Ongoing Matters**

**Report Submitted by:** Associate Director, Colleen Russell-Rawlins and  
Michelle Munroe Central Coordinator PCEO



## Statutory Committee

**Name of Committee:** Special Education Advisory Committee

**Meeting Date:** 4 May 2020

A meeting of the Special Education Advisory Committee convened on May 4, 2020 at 7:00 pm through electronic means, Chair Nora Green.

Association for Bright Children (ABC)		Melissa Rosen
Autism Society of Ontario – Toronto		Lisa Kness
Community Living Toronto		Tracy O’Regan
Epilepsy Toronto		Steven Lynette
Down Syndrome Association of Toronto		Richard Carter
Easter Seals Ontario		Aliza Chagpar
Integrated Action for Inclusion (IAI)		Tania Principe
IEWS for the Visually Impaired		David Lepofsky
VOICE for Hearing Impaired Children		Paul Cross
Learning Disability Association		Regrets
CADDAC		Juanita Beaudry
LC1	Aline Chan	Nora Green
LC2	Jordan Glass	Jean-Paul Ngana
LC3	Olga Ingrahm	Kirsten Doyle
LC4	Diane Montgomery	Izabella Pruska-Oldenoff,
TDSB Trustees	Alexander Brown	Michelle Aarts

Also present were:

Angela Nardi-Addesa, System Superintendent, Special Education and Inclusion

Wendy Terro, Superintendent, Special Education and Inclusion

Janine Small, Centrally Assigned Principal, Special Education

Jennifer Newby, Centrally Assigned Principal, Special Education LC4

Effie Stathopoulos, Centrally Assigned Principal, Special Education LC1

Susan Moulton, Centrally Assigned Principal, Special Education

Lianne Dixon, TDSB SEAC Liaison

Regrets: Trustee Lulka, Patrick Smith (LDA)

## **Part A: Recommendations**

Nil

## **Part B: For Information Only**

### **Leadership, Learning and School Improvement Department Updates:**

Information was shared with SEAC around the following subjects

#### **SEA Equipment Updates**

- We had approximately 3,868 devices (Chromebooks and iPads that are internet enabled) and 165 of the 3,868 are specialized equipment. The devices have either been delivered or are in the process of being delivered. Delivery is expected to be completed between April 30th-May 8th.
- Students who require devices in order to access assistive technology (other than specialized, personalized SEA equipment) will receive devices as part of the TDSB Central Distribution Program through which families can request devices and/or internet access.

#### **Staff Role Expectations**

A link to documents that outline the remote learning and working guidelines and expectations for different employee groups at the TDSB was shared with SEAC

#### **Capacity Building for Teachers and Support Staff**

- The Special Education and Inclusion Google + Communities are being moderated by Special Education Inclusion Coordinators and Consultants. Resources are shared and teachers and support staff collaborate to address how to best meet student needs remotely

#### **Ministry Direction on IPRCs**

- IPRCs will resume remotely.
- IPRC Reviews and SEPRC will be prioritized .

#### **Ministry Direction on IEPs**

- IEPs will continue to remain in effect as continuity of learning strategies is implemented.
- Staff will work in collaboration with students and families to determine manageable solutions on a case by case basis.

#### **Non Digital Student Learning Resources**

The data for the survey that went out to schools for non-digital print packages for grade K-8 indicates that there were 12, 000 requests for print packages with greater numbers in K- Gr.3 and Gr. 7- Gr.8.

#### **Summer School**

Summer school for students with Special Education needs will continue remotely.

**Return to School Advisory Group**

SEAC members volunteered to participate in a consultation group about planning an eventual return to school and implications for students with special needs.

**Part C: Ongoing Matters**

Nil

**Report Submitted by:** Lianne Dixon

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## ComKids – Trustee Update

**To:** Program and School Services Committee

**Date:** 3 June, 2020

**Report No.:** 06-20-3896

### Strategic Directions

- Transform Student Learning
- Provide Equity of Access to Learning Opportunities for All Students
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

### Recommendation

It is recommended that this update regarding the TDSB's progress to date with The Merry Go Round Children's Foundation ComKids Program be received.

### Context

The ComKids program (formerly Kids, Cops and Computers) is a program offered by Merry Go Round Children's Foundation, a not for profit charity that has provided new computers, free of charge, to select students in the TDSB for the past 20 years.

In addition to receiving a computer students are provided *Lead and Learn Sessions* with a Police Officer from Toronto Police Service. These sessions include such topics and learnings as, Tech Literacy, Community Engagement , Online Safety , PowerPoint Creation and ComKids Give Back Fundraiser.

During the 2018 – 2019 school year, for the first time, one of the *Lead and Learn Sessions* included an assignment where students created a blog about themselves.

While students and their families signed a waiver form related to the importance of student privacy when on-line, this assignment required students to post some personal information which included their name, date of birth and other information such as the school attended.

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After a concern was raised about student privacy being breached as a result of this assignment, the TDSB took immediate steps to ensure that a similar privacy breach would not happen again. Additionally, staff worked closely with the Office of the Information and Privacy Commissioner of Ontario to address and contain any breach of privacy which may have occurred. Protecting student privacy is of utmost importance and is one way in which the TDSB ensures student safety.

Since this privacy breach Board staff has been working with the Merry Go Round Children's Foundation to ensure that appropriate measures are put in place through a formalized agreement that details the roles, responsibilities and expectations of all parties. The ComKids Program will not proceed until an agreement between the parties has been finalized and agreed upon.

While the parties are still finalizing this agreement some basic principles include, but are not limited to the following:

- That the parties will, each and every school year that the program is being implemented in the TDSB, meet prior to the start of the school year to discuss and review the previous year's program. This discussion will include the challenges and areas of improvement for the program prior to the new program year
- That the parties agree to review and approve all program material (Lead and Learn Sessions) together prior to the beginning of a new program year
- That the parties agree to reach an understanding regarding the roles, responsibilities and expectations for all staff (TDSB and outside program support persons) involved in the delivery of the program each new program year
- That any assignment required for the completion of the ComKids program be vetted by the teacher volunteer prior to being sent to Foundation. Further, these assignments will only be shared with the Foundation through a closed loop "private" method, such as direct emails to the foundation, or the posting of the assignments on a secure website; under no circumstance will any student assignment be required to be posted in a public on-line forum.
- That the TDSB will put forth a list of appropriate schools for the ComKids program

- That the program agreement be reviewed each and every year that the program is being implemented in the TDSB

## **Action Plan and Associated Timeline**

The TDSB will continue to work closely with members of the Merry Go Round Children's Foundation to finalize the agreement between the parties prior to the start of the 2020 – 2021 school year. The TDSB values the relationship with ComKids and appreciates the support offered to thousands of students over the 20 years the program has been in operation TDSB schools.

While the *Lead and Learn Sessions* occur at the lunch break of the selected schools, the program relies on the school Principal/Vice-Principal and a lead teacher at the school to ensure its success. While there is no financial cost to the school, the program relies heavily on the lead teacher who is a volunteer to assist in organizing and being present at each Lead and Learn session. Moving forward, this role for school based staff will include professional learning related understanding human rights and equity, student well-being related to technology and student privacy concerns.

## **Communications Considerations**

- To be determined once the agreement is finalized

## **Board Policy and Procedure Reference(s)**

- Educational Programming Partnerships (P.024)
- Equity (P.037)
- Freedom of Information and Protection of Privacy (P.094)

## **Appendices**

Nil

## **From**

Executive Superintendent Jim Spyropoulos, Human Rights and Indigenous Education,  
at jim.spyropoulos@tdsb.on.ca or at 416-397-3678

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## **Annual Report on TDSB International Students, 2019-20**

**To:** Program and School Services Committee

**Date:** 3 June, 2020

**Report No.:** 06-20-3897

### **Strategic Directions**

- 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

### **Recommendation**

It is recommended that the 2019-20 annual report on TDSB International Students be received for information.

### **Context**

The Toronto District School Board (TDSB) has been engaged in an internationalization strategy since prior to amalgamation in 1998. In the six former legacy boards of education, international education programs such as short term, long term, exchanges and international heritage language programs have operated in different formats. The Toronto District School Board International Students and Admissions Office formed in the 1998 amalgamation.

### **Enrolment/Headcount**

We currently have a headcount of approximately 2,100 international students in the Board. This headcount includes both elementary and secondary school students. In addition, the Board welcomed 100 international students to short term programs during the 2019-20 academic year. Short term programs are usually four to eight weeks long

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and often involve elementary/middle school students. Together, international students generated approximately \$30 million during the same period. There is a steady increase of international students who have selected the Toronto District School Board to pursue their education. Potential international students can apply one year before entering the following academic grade. The Toronto District School Board accepts applications from Kindergarten through Grade 12.

**Table 1: TDSB International Student Enrolment Trend**

School Year	Elementary	Secondary	TOTAL
2008-09	201	724	925
2009-10	173	810.5	1250
2010-11	161	924	1085
2011-12	140	1034	1174
2012-13*	120	1296	1416
2013-14*	170	1364	1534
2014-15*	196	1493	1689
2015-16*	150	1550	1700
2016-17*	272	1643	1915
2017-18*	296	1775	2071
2018-19	566	2016	2582
2019-20 (March 31, 2020)	403	1705	2108

\* = transition years

**Table 2: Student Enrolment by Top Five Countries for 2018-2019 and 2019-2020**

	2018-2019	2019-2020
China	48.5%	46.9%
Vietnam	24.6%	22.4%
Iran	10.1%	8.0%
Korea, South	4.0%	5.4%
Turkey	2.0%	2.0%

**Location**

Once admitted, elementary students attend their local school as per their home address. Secondary school students are asked to select three potential secondary schools to attend when they apply. Every year, the International Student and Admissions office staff and TDSB Planning staff review the list of secondary schools available for international students. Availability is based on space and enrolment capacity. A list of 29 secondary schools available to international students has been established in collaboration with the Planning department for 2019-20 (see Appendix A).

**COVID-19**

The COVID-19 pandemic impact on international education is experienced world-wide. Families have requested enrolment deferrals and tuition refunds. Also, all short term programs for the second half of the 2019-20 were cancelled. It is anticipated that further decline in student enrolment will result from multiple factors: travel restrictions, quarantine requirements, anti-Asian discrimination and hybrid/ remote learning programming. Additionally, families will be deterred from sending students to TDSB should they perceive that Toronto is unsafe from COVID-19, socialized stigma and anti-Asian sentiments. This may have a significant decrease in elementary and secondary international students choosing to continue or start schooling at the TDSB. As a result, a huge loss will be felt by our communities in terms of the artistic, athletic, cultural, linguistic and financial contributions international students make to the TDSB. Moving forward we will be exploring different learning models.

The Proposed Balanced 2019-20 Operating Budget identified two goals. One, expanding the international student program by an additional 200 students. Two, improving retention rates by increasing the number of available courses. As a result of the COVID-19 impact on enrolment the expansion goal will be delayed. Staff will continue to focus on providing English as a Second Language (ESL) programs and ESL sensitive courses to improve service excellence and to retain more international students within TDSB.

## **Selection Process**

1. Evaluation of a student's application is based on the submission of the following mandatory documents: application form, copy of passport/birth certificate, recommendation letter from current teacher or principal and most recent two- year transcripts for students applying to Grade 7 or higher. Application can be submitted online, by email, mail or in person.
2. For secondary school students generally, English language proficiency at the intermediate level or higher along with an academic average of 65% is required for admission to the Toronto District School Board as an international student. Successful applicants will then apply for student visa/study permits with the appropriate Canadian Embassies or Consulates.
3. Students are also required to submit custodian documents once they receive a conditional letter of acceptance.
4. All secondary school students are required to complete English Second Language (ESL) and Math assessments before registering at designated schools and selecting courses. These assessments take place at two Reception Centres (Georges Vanier Secondary School and Bickford Centre), typically during the last two weeks of August for September intake and last two weeks of January for February intake.

## **Custodianship**

The Toronto District School Board does not oversee the custodianship process. Elementary school international student applicants must be accompanied by one parent or living with the custodian. Secondary school international student applicants do not require parental accompaniment but require custodial arrangements to be made with a Canadian citizen or permanent resident. Toronto District School Board recruiters work with families to make custodial arrangements. The Board does not hold custodianship of any international student.

## **Recruitment Process**

The majority of international students come from families who place great value and importance on academic education. These parents generally feel that by placing their children in a school abroad they are providing them an educational advantage.

Parents often take great care in the selection of the city and school for their child, looking for a place where their child will be safe and supported. More information on the recruitment process can be found in the Toronto International Student Programs brochure (see Appendix B).



## **Target Markets**

The Toronto District School Board has diversified beyond China as a source country for international students and has been building a portfolio of countries where there is an emerging trend to send students abroad for studies. Countries with the fastest growing number of international students as reported by Immigration, Refugees and Citizenship Canada (IRCC) in 2018 are Vietnam, Iran, Turkey, Brazil, India and Mexico. We have relied on China for growth in the last few years and most Ontario school boards realize that they need to limit risk exposure by their dependence on just a few markets. Risks develop when institutions rely on limited source countries, and as incidents occur (health, financial, geopolitical), the flow of international students will most likely slow down significantly.

Given the current circumstances, the engagement strategies will need to be different when cultivating emerging markets and we will need to employ a variety of practices to ensure growth in new markets. Until now, the TDSB has a diversification strategy to recruit students from markets in South America, Mexico, Europe and other countries in Asia (Bangladesh, Thailand and Iran). For each of these regions, the Toronto District School Board has identified and promoted long term study and short term programs. Our experience has shown that it takes at least three years to cultivate strong recruitment relationships in a new market and to see a return on investment. In this pandemic situation and if international travel bans are not lifted, meaning students will not be able to arrive in Canada and TDSB will develop new recruitment/delivery strategy to continue to have a presence in these emerging markets.

The Toronto District School Board will devise a multifaceted approach and a well-coordinated marketing approach in international student recruitment. Toronto is a very attractive destination for international students and we employ both Direct Marketing Vehicles and Strategic Partnerships to grow its student numbers.

### **Direct Marketing Vehicles**

- Promotional Materials
- Education Fairs - DFAD, ICEF and Agent Sponsored International Visits
- Familiarization Visits by Agents
- Webinars: authorized recruiters, recruiter organized workshops
- Strategic Partnerships (overseas Canadian Embassies/Visa Offices)
- Agent Agreements
- International Contacts (Schools, Alumni, etc.)

### **Supports and Programming for International Student Well-Being**

International students are Toronto District School Board students. They are entitled to the same supports and services available to all TDSB students. In the summer of 2019,

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the TDSB launched its first ever Integrated Orientation and Summer School Program for incoming high school students. The program welcomed approximately 300 students to a four week, experiential learning opportunity. Students experienced daily physical activities that introduced new athletic skills and popular sports; they explored the outdoors at TDSB Hillside Education Centre and visited local attractions while enrolled in a high school credit course. Overall, students reported that this program engaged them in learning activities that assisted them in becoming more comfortable and confident with starting school in September. Furthermore, students valued the opportunity to meet new friends and classmates who were attending the same school in September and this bridged their transition to the new school.

TDSB continues to conduct focus groups with international students in order to obtain accurate and honest feedback, to enhance program quality and student retention. The purpose of focus groups is for international students to discuss their perceptions and experiences of attending TDSB schools.

To realize the support required by international students, five guidance counsellors for international students (GCIS) and a Centrally Assigned Principal (CAP) continue to provide support and services to more than 2,100 students in 29 high schools and their feeder schools.

The CAP continues to bring culturally relevant experiences and perspectives from both the elementary and secondary panels to coordinate supports, transitions and programs for international students. The CAP worked to lead the GCIS team to collaborate with school staff and community partners to provide enhanced supports for our students. Furthermore, the team provided ongoing support for short term, long term school programs and teacher professional learning. As a result, overall experience was enhanced for students.

Secondary schools with the largest population of international students have shared six English as-a-Second Language (ESL) teachers to support language acquisition. Furthermore, to better support international students and to reduce the need for switching schools, schools that receive international students have been asked to offer all levels of ESL (A, B, C, D and E).

This past year, we have continued a partnership with Across U–Hub, an organization that supports international students through activities such as excursions, weekend trips and outreach activities after school. During the physical distancing advisories Across U-Hub switched its program delivery to an online model, and was able to continue offering the following online activities: general interest workshops (baking, exercise, music, handling anti-Asian discrimination, resume writing, financial literacy), conversations to provide social support and volunteering opportunities.

## **Comparison with other Ontario Boards**

### ***Toronto District School Board***

- Headcount of 2,100 international students
- Guardianship and Homestay: Educational agencies and individuals maintain custody of international students.
- 29 high schools receive international students currently. In 2020-2021 this number will increase to 31 high schools.
- The international education department processes all international students, whether they are fee-paying or non-fee paying.

### ***Toronto Catholic District School Board***

- Enrolment of 1,300 international students
- All elementary and 29 secondary schools are eligible for international students
- Homestay and custodian services are provided through private partners
- Partner schools in China
- The international education department focuses on serving fee paying students. Non-fee paying international students (parents with study/work permits, foreign diplomats) are supported by a different department.

### ***York Region District School Board***

- Enrolment of 2,000 international students
- Financial contributions to schools: YRDSB contributes \$500 per student, per year to schools that enroll international students.
- Guardianship and Homestay: YRDSB maintains custodial rights to a significant percentage of the international students
- School placement: 21 out of 31 secondary schools are eligible for international students
- The international education department focuses on serving fee paying students. Non-fee paying international students (parents with study/work permits, foreign diplomats) are supported by a different department.

### ***Peel Region District School Board***

- Enrolment of 500 international students
- Homestay and custodian services provided through private partners

### ***Ottawa-Carleton District School Board***

- Enrolment of 1,100 international students
- All secondary schools are eligible for international students
- An arms-length division provides all services to international students

only

***Upper Canada District School Board***

- Enrolment of 300 international students
- Homestay and custodian services provided through private partners
- Partner schools in China
- All schools eligible for international students
- Arms-length division serving only international students

***Thames Valley District School Board***

- Enrolment of 300 students
- Homestay and custodian services provided through private partners
- All schools are eligible for international students

**Action Plan and Associated Timelines**

During the course of the summer months, staff will investigate and develop online learning models to support current and incoming international students. Staff will also identify financial and revenue considerations based on the current pandemic situation.

**Resource Implications**

Depending on the impact of the pandemic on international students, staff will work with our colleagues in Finance on how to support current and potential international students.

**Communications Considerations**

In consultation with the Communications team, staff will advertise and promote our programs on social media, printed brochures, and appropriate websites.

**Board Policy and Procedure Reference(s)**

PR518, Admission Eligibility Requirements

PR543, Promotion, Transfer and Retention: Grade 8 to Grade 9

P037, Equity Policy

P040, Accountability for Student Achievement

**Appendices**

- Appendix A: TDSB Secondary Schools Accepting International Students for 2019-2020
- Appendix B: Toronto International Student Programs Brochure

**From**

Manon Gardner, Associate Director, School Operations and Service Excellence at [Manon.Gardner@tdsb.on.ca](mailto:Manon.Gardner@tdsb.on.ca)

Kien Luu, Centrally Assigned Principal, International Students and Admissions at [Kien.Luu@tdsb.on.ca](mailto:Kien.Luu@tdsb.on.ca)

Fred Liu, Manager, International Students and Admissions at [Fred.Liu@tdsb.on.ca](mailto:Fred.Liu@tdsb.on.ca)

**APPENDIX A**

**TDSB Secondary Schools Accepting International Students for 2019-2020**

Albert Campbell Collegiate Institute	Kipling Collegiate Institute
Agincourt Collegiate Institute	L'Amoreaux Collegiate Institute
A Y Jackson Secondary School	Martingrove Collegiate Institute
Birchmount Park Collegiate Institute	Monarch Park Collegiate Institute
Bloor Collegiate Institute	Newtonbrook Secondary School
Central Toronto Academy	Northview Heights Secondary School
Central Technical School	Silverthorn Collegiate Institute
Don Mills Collegiate Institute	Sir John A. MacDonald Collegiate Institute
Dr. Norman Bethune Collegiate Institute	Stephen Leacock Collegiate Institute
Emery Collegiate Institute	Victoria Park Collegiate Institute
Etobicoke Collegiate Institute	West Humber Collegiate Institute
George Harvey Collegiate Institute	Western Technical-Commercial School
George S. Henry Academy	Woburn Collegiate Institute
Jarvis Collegiate Institute	York Mills Collegiate Institute
John Polanyi Collegiate Institute	

# Toronto International Student Programs



Find what inspires you.





# Message from Associate Director, School Operations and Service Excellence, Toronto District School Board

A Warm Welcome to the Toronto District School Board!

The Toronto District School Board (TDSB) is a caring, supportive and diverse community.

The TDSB offers a world-class education and unique opportunities to become engaging global citizens within Toronto, Canada's largest city. This will be a most rewarding time of your life. I invite you to join us on a voyage as students of the Toronto District School Board.

The TDSB is the largest and one of the most diverse school boards in Canada. We serve approximately 246,000 students in 584 schools throughout Toronto. Our mission is to enable all students to reach high levels of achievement and to acquire the knowledge, skills, and values they need to become responsible members of a democratic society.

The TDSB takes great pride in the academic excellence of our schools and students. The talented community of educators and support staff are dedicated to enriching the lives of our students and helping them achieve success. With over 40% of our graduates ranking as Ontario Scholars, more than 80% of the TDSB graduates go on to university or college.

The TDSB has one of the most robust international education programs in Canada. Our dedicated staff, teachers and guidance counsellors understand the needs of our students and know that they often require help adjusting and integrating to life in Toronto. Starting in 2019, new students will benefit from a four week Orientation and Summer School program. This program intends to support the integration of new students. Our staff speak a variety of languages and they are always willing to offer friendly guidance on academic and personal issues. Our schools offer a vast range of academic courses, extracurricular activities and student leadership opportunities that are designed to meet the diverse interests of our students from all over the world.

We give you our sincere promise that we, at the TDSB, will do everything we can to help you with your academic achievement and personal growth.

Manon Gardner  
Associate Director, TDSB





# Toronto – Canada’s Largest City

## A Place to Learn, Live & Grow

Toronto, the capital of the Province of Ontario and the largest city in Canada, is not only a vibrant, diverse and exciting place to live and learn, but also Canada’s leading centre for education, high technologies, life and medical sciences, finance and entertainment. As the home to the country’s top universities and colleges, Toronto attracts students from across Canada and around the world.

### *More Reasons to Study in Toronto:*

- Friendly and diverse communities
- Toronto is an international hub and is ranked one of the most livable cities in the world
- Opportunities to attend Canada’s best post-secondary institutions located right in the city and the surrounding region
- Home to Canada’s best-known professional sport clubs, including the Toronto Maple Leafs (ice hockey), Toronto Football Club (soccer), Toronto Blue Jays (baseball), Toronto Argonauts (football)
- Canada’s leading center for the arts (music, movies, drama, performing arts)
- Canada’s financial centre
- Hundreds of public parks and gardens across the city
- Home to thousands of Canada’s biggest companies and high-tech firms
- World’s top hospitals and Canada’s largest medical service centre
- Host to more than 100 different festivals annually
- Home to Canada’s largest museums, art centres and exhibitions
- Convenient public transit system
- A beautiful city to live in

## Getting to Toronto

Just a 20-minute train ride from Union Station in downtown, Toronto Pearson International Airport operates more than 180 non-stop flights daily to all major cities in Asia, Europe, Latin America and the United States.

## Toronto District School Board (TDSB)

As the largest and most diverse public school district in Canada, the TDSB prides itself on being a leader of public education in the Province of Ontario and across Canada.

Our students are among the highest performing in the world.

The TDSB serves approximately 246,000 students and more than 160,000 life-long learners in 584 schools throughout Toronto.

With over 40% of our graduates ranking as Ontario Scholars, more than 80% of our graduates go on to university or college. Our talented community of educators and support staff are dedicated to enriching the lives of all students and helping them achieve success.

The TDSB employs approximately 41,400 teachers and support staff who are committed to building a positive learning environment for all learners.

## Our Schools

- 584 schools in total
- 471 Elementary Schools (including 3 Junior High Schools and 18 Elementary Alternative Schools)
- 113 Secondary Schools (including 1 Elementary/Secondary Alternative School, 20 Secondary Alternative Schools, 4 Caring and Safe Schools Programs, 5 EdVance Programs, 2 Native Learning Centres, 6 Special Education Self-Contained Schools)

## Toronto International Student Programs (TISP)

The TDSB welcomes students from all over the world. International students coming to study at the TDSB can choose an educational path that best suits their personal interests and academic goals.

Attending school in Toronto is a rewarding experience. Toronto is a beautiful, clean and safe city. International students will learn about other diverse cultures, gain new perspectives and meet new friends while getting a first rate education.

Our teachers and counsellors understand the needs of our international students and know that they often require help adjusting to life in a new country. Our staff speak a variety of languages and they are always willing to offer friendly guidance on academic and personal issues.

## Elementary Schools (Kindergarten to Grade 8)

Children living in Toronto with parents or relatives may attend one of the 471 elementary schools.

School placement is based on the residential address of parent/custodian. Proof of address includes lease agreement, property tax assessment documents, utility bills, bank statements or telephone bills.

## Secondary Schools (Grade 9 to 12)

Students can complete secondary schools in Ontario and earn an Ontario Secondary School Diploma (OSSD). Students are required to complete a total of 30 credits, 40 hours of community service and pass the Ontario Secondary School Literacy Test (OSSLT). The TDSB secondary schools are among the best in Ontario, providing an enriching and innovative learning experience to all students. Our schools also enjoy a vibrant relationship with the communities.

The TDSB secondary schools offer comprehensive support to international students and a full range of academic, language and elective courses, AP courses, extra activities, clubs, and sports teams. All schools offer a wide range of art programs including Music, Drama, Fine Arts and Visual Arts.

International students are only eligible to regular-track programs.

Currently the TDSB has 27 secondary schools designated for international students:

School Name	Features
A. Y. Jackson Secondary School	AP
Albert Campbell Collegiate Institute	AP
Birchmount Park Collegiate Institute	ATH
Bloor Collegiate Institute	AP MST
Central Technical School	ART ESL
Central Toronto Academy	AP ESL
Don Mills Collegiate Institute	CYA
Dr. Norman Bethune Collegiate Institute	ESL
Emery Collegiate Institute	CYS
Etobicoke Collegiate Institute	ATH
George Harvey Collegiate Institute	CYS
Georges Vanier Secondary School	AP ART MST
Jarvis Collegiate Institute	AP
John Polanyi Collegiate Institute	MST ROB
Kipling Collegiate Institute	MST
L'Amoreaux Collegiate Institute	ESL
Martingrove Collegiate Institute	AP
Monarch Park Collegiate Institute	IB
Northview Heights Secondary School	ATH CYA MST
Silverthorn Collegiate Institute	ATH
Sir John A. Macdonald Collegiate Institute	IDC4UP
Stephen Leacock CI	MDA
Victoria Park CI	IB
West Humber CI	AP MST
Western Technical-CS	CYA ROB
Woburn CI	ROB

**Legend:**

- AP** - Advanced Placement Program: earn university or college credits
- IB** - International Baccalaureate Program: recognized internationally. Students can only apply in elementary school
- ESL** - Extended ESL Support
- IDC4UP** - Peer Leadership, Teaching and Mentoring
- ART** - Arts Focus/Programs
- CYA** - Cyber Arts Program
- CYS** - Cyber Studies Program
- ATH** - Elite Athletes/Arts Program
- MST** - Math, Science & Technology Specialized Program
- MDA** - Media Arts Program
- ROB** - Robotic Program

## Summer Programs

Summer programs are available for international students attending TDSB secondary schools. Additional fees may apply.

## Other Credit Earning Opportunities

Students can speak with the guidance counselors for international students for details on e-Learning and night school opportunities.

## English as a Second Language (ESL)

English language support is available at all the TDSB schools designated for international students. Students are assessed upon arrival and are provided appropriated levels of English language and academic courses depending on their abilities and goals. All ESL classes are taught by Ontario certified teachers with ESL training. In addition to learning English, students follow the regular academic programs at school. Students at the secondary level can earn credits for successful completion of ESL courses.

## Short-term Immersion Program for Groups

TDSB schools offer tailored short-term immersion program for school groups from different countries. For details please contact: [StudyToronto@tdsb.on.ca](mailto:StudyToronto@tdsb.on.ca)  
The short-term immersion program runs from 2 to 8 weeks.

## Integrated Orientation and Summer School Program

TDSB offers a unique Integrated Orientation and Summer School Program for all new secondary international students joining the TDSB for the September intake. Students choose one course from the following list of exciting learning opportunities:

Code	Course Name	Grade	English Level
ESL A	English as a Second Language	9 – 12	ESL A
ESL B	English as a Second Language	9 – 12	ESL B
ESL C	English as a Second Language	9 – 12	ESL C
ESL D	English as a Second Language	9 – 12	ESL D
ESL E	English as a Second Language	9 – 12	ESL E
HIF20	Exploring Family Studies	10	ESL A, ESL B
GWL30	Designing Your Future	11	ESL D, ESL E
ADA10	Drama	9 – 12	ESL B, ESL C

## Supporting International Students

TDSB secondary schools designated for international students have dedicated guidance counselors for international students to provide counselling and support, including:

- Academic counselling
- Career counselling
- Personal counselling
- University application assistance
- Language/Cultural integration support

In addition to the support services at school level, the **TDSB International Students and Admissions Office** also provides on-going support and assistance for international students:

- Admissions letters
- Renewal service
- School attendance letters



## Admissions Requirements

### Elementary

- An average of C+ (65%) or higher in the past two years of school
- Letter of recommendation from a teacher or principal
- English Ability: Although there is no English-speaking requirement for elementary students, we recommend that students have some knowledge of English that includes reading, writing, listening and speaking skills

### Secondary

- An average of C+ (65%) or higher in the past two years of school
- Letter of Recommendation form a teacher or principal
- English ability: Intermediate or higher level of English Language Proficiency

## Fee Schedules

Application Fee:

\$350.00 CAD non-refundable

Tuition Fee (medical insurance premium is included):

### Elementary Schools (JK - Grade 8)

Full Year \$16,000.00 CAD

September to June or February to January

One Semester \$ 8,000.00 CAD

September to January or February to June

### Secondary Schools (Grades 9 - 12)

Full Year \$16,000.00 CAD

September to June or February to January (max. 8 courses)

One Semester \$ 8,000.00 CAD

September to January or February to June (max. 4 courses)

## Medical Insurance Coverage

All international students in the TDSB program must have medical insurance coverage.

The TDSB has partnered with Ingle International ([www.IngleStudents.com/tdsb](http://www.IngleStudents.com/tdsb)) to provide all international students with the best in emergency health insurance:

- Comprehensive Emergency Medical Insurance Plan
- Student Health and Wellness Support Program

## Application Process

- Step 1:** Students submit applications through our online portal and pay application fee with credit card: <https://tisp.tdsb.on.ca/>
- The following mandatory documents should be uploaded during this step: application form, copy of passport /birth certificate, recent 2-year official transcripts and recommendation letter.
- In areas where online application is not available, the application documents along with the application fee (bank draft or wire transfer) should be submitted to the TDSB International Students and Admission Office for evaluation, either by mail or email.
- Step 2:** Successful applicants receive Conditional Letter of Acceptance (CLA). Student pays tuition fee and submits custodianship documents.
- Step 3:** Successful applicants receive Official Letter of Acceptance (OLA) for use when applying for a Study Permit and Visa to Canada.
- Step 4:** Students report to the TDSB with passport, study permit, newcomer profile and other missing documents. Medical insurance coverage shall be activated upon reporting.

## Application Deadline

- May 1st for the September entry
- November 1st for the February entry

## Accommodation

International students can live with their parents, relatives or custodians during their stay in Toronto. Students may also choose to live with local families. Homestay service can be arranged through TDSB partner **Canada Homestay Network** [www.CanadaHomestayNetwork.ca](http://www.CanadaHomestayNetwork.ca)

All students under 18 must have a custodian living in the Greater Toronto Area, and they must live with a family (may not live on their own).

All students at grade 8 and under must live with their custodians/parents.



# Albert Campbell CI

1550 Sandhurst Circle, Toronto, ON M1V 1S6

Grades 9-12

<b>Vision</b>	Ne obliviscaris (Do not forget.)
<b>Total Number of Students</b>	1400
<b>Highlights</b>	Albert Campbell is proud to be a school that supports a variety of learners according to their interests and needs. We are a school of choice for many students and parents because of our commitment to academic success, and also because of commitment to co-curricular involvement through sports, the arts and leadership opportunities. Our course roster engages students with a wide range of interests and future destinations. We have a team of caring and effective teachers who work to educate students to be well-rounded, critical thinkers through exposure to a variety of learning experiences that occur in and out of the classroom. Our goal is to prepare our students for the life they will enjoy as responsible adults who work to influence and shape their communities.
<b>ESL Support</b>	Yes
<b>Support for International Students</b>	School Student Services and TDSB Centrally Assigned Guidance Counsellors will help students with all academic or personal needs.
<b>Specialized Programs</b>	Enriched core subjects; Advance Placement classes in Advance Functions and Calculus
<b>Clubs and Activities</b>	DECA; Model UN; Music Club; Robotics; Chess; Student Governance; Yoga; Yearbook Club; University Math Competitions and many other engaging opportunities for involvement.
<b>Sports</b>	Basketball; Volleyball; Indoor Soccer; Swimming; Wrestling; Rugby; Field Hockey and other exciting sports
<b>Academic Year</b>	Two semesters with intake in September and February
<b>School Website</b>	For more information, visit: <a href="http://schoolweb.tdsb.on.ca/albertcampbell">schoolweb.tdsb.on.ca/albertcampbell</a>
<b>Features Compared to Other Schools</b>	<ul style="list-style-type: none"> <li>✓ Night School Site</li> <li>✓ Advanced Placement Program</li> </ul>

# AY Jackson SS

50 Francine Drive, Toronto, ON M2H 2G6

Grades 9-12



<b>Vision</b>	"Balance"
<b>Total Number of Students</b>	1200+
<b>Highlights</b>	AY Jackson has maintained its reputation for delivering excellent programs to a diverse population. It has also established a tradition of academic excellence, arts participation, and community service. Students contribute to the total life of the school through involvement in school teams, clubs, community service projects, and extensive arts programs.
<b>ESL Support</b>	Yes
<b>Support for International Students</b>	School Student Services and TDSB Centrally Assigned Guidance Counsellors will help students with all academic or personal problems.
<b>Specialized Programs</b>	Advanced Placement courses are offered in Grade 12 Economics, Calculus & Vectors, and Physics. Enriched programs in Visual Arts, Mathematics, Computer Studies, and Physics.
<b>Clubs and Activities</b>	Animé club, art club, Chinese brush painting, French club, yearbook club, library club, computer club, robotic club, chess club, website club, Enigma (school magazine), physics club and more clubs for a variety of other interests
<b>Sports</b>	Badminton, basketball, volleyball, flag football team, soccer, swimming, ultimate frisbee, and waterpolo
<b>Academic Year</b>	Two semesters with intake in September and February
<b>School Website</b>	For more information, visit: <a href="http://www.ayjackson.ca">www.ayjackson.ca</a>
<b>Features Compared to Other Schools</b>	✓ Advanced Placement Program



# Birchmount Park CI

3663 Danforth Avenue, Toronto, ON M1N 2G2

Grades 9-12

<b>Vision</b>	“Veritas Omnia Vincit” means “Truth Conquers All”
<b>Total Number of Students</b>	1000+
<b>Highlights</b>	Birchmount Park CI, which provides the full spectrum of academic levels and courses, is known across Toronto for its strong athletic program, as well as its vibrant Arts program, and environmental activities. The staff, students, and community are committed to a safe school environment where young people can develop as independent, lifelong learners. The school strives to achieve good citizenship through the personal success of each individual and through the demonstration of social responsibility including respect for self, others and the environment.
<b>ESL Support</b>	Yes
<b>Support for International Students</b>	School Student Services and TDSB Centrally Assigned Guidance Counsellors will help students with all academic or personal problems.
<b>Specialized Programs</b>	Athletics, The Arts in music, drama, dance and visual arts, Environmental Action and Technology
<b>Clubs and Activities</b>	Art club, band & cabaret, breakfast club, chess club, choir, dances, drama club, math contests, multicultural assembly, national biology competition, peer tutoring, photography club, recycling club, Sudoku club, talent show and many more
<b>Sports</b>	Football, basketball, volleyball, cricket, hockey, soccer, swimming, badminton, track and field and cross country running, curling, tennis, etc.
<b>Academic Year</b>	Two semesters with intake in September and February
<b>School Website</b>	For more information, visit: <a href="http://schoolweb.tdsb.on.ca/birchmountpark">schoolweb.tdsb.on.ca/birchmountpark</a>
<b>Features Compared to Other Schools</b>	✓ Elite Athletes Program



# Bloor CI

1141 Bloor Street West Toronto, ON M6H 1M9  
 Grades 9-12

<b>Vision</b>	"Quod Incepimus, Conficiemus" means "What we have begun, we shall finish"
<b>Total Number of Students</b>	700+
<b>Highlights</b>	Bloor Collegiate Institute, established in 1925, has a long tradition of scholarship and post-secondary success for our many graduates. We are a small, safe and caring school community, committed to the growth and development of all our students. While small enough to be comfortable, Bloor C.I. offers the full range of courses, clubs, and athletics found in large collegiate. We offer a variety of enrichment opportunities: AP programming, Specialist High Skills Majors in Health & Wellness and ICT, our partnership with the Perimeter institute for Theoretical Physics brings cutting edge modern physics in to our science classrooms. Opportunities for senior students include an in-school University of Toronto course (Sociology 101) and mathematics lectures at the University of Toronto
<b>ESL Support</b>	ESLBO8,ESLCO8, ESLDO8 and ESLEO8
<b>Support for International Students</b>	A Bloor CI Guidance Counsellor is specially assigned to support the needs of international students in our community. Special events and gatherings are planned for this group, supporting their success in our school.
<b>Specialized Programs</b>	Advanced Placement: Biology, Chemistry, Physics 1, Physics B, Calculus, European History, Studio Art 2D Design Specialist High Skills Major (SHSM): Health & Wellness Specialist High Skills Major (SHSM): Information & Communication Technology
<b>Clubs and Activities</b>	DECA, Yearbook, HOSA, Robotics, BAC, SAC (Activities Council), Model UN, Debate, Chess, Guitar, Women's Empowerment, Social Justice, Arts & Crafts, K-Pop, Spectrum, Mental Health Committee, BPAC (Performing Arts Council), Stage Crew, History Club, Dungeons & Dragons
<b>Sports</b>	Basketball, Volleyball, Ultimate Frisbee, Baseball, Softball, Cross country, Track & Field, Badminton, Table Tennis and More.
<b>Academic Year</b>	Non-Semester school with intake in September only
<b>School Website</b>	For more information, visit: <a href="http://schoolweb.tdsb.on.ca/bloorci">http://schoolweb.tdsb.on.ca/bloorci</a>
<b>Features Compared to Other Schools</b>	<ul style="list-style-type: none"> <li>✓ Advanced Placement Program</li> <li>✓ Math, Science &amp; Technology Specialized Programs</li> </ul>



# Central Technical School

725 Bathurst Street, Toronto, ON M5S 2R5  
 Grades 9-12

<b>Vision</b>	“To strive, to seek, to find, and not to yield”
<b>Total Number of Students</b>	1800
<b>Highlights</b>	We pride ourselves on serving a diverse student population of almost 2,000 students! The world is welcome at CTS! We boast outstanding technical programs and a visual arts center second to none. CTS staff, in partnership with families, employers and community agencies is committed to the cultural and moral development of our students. By choosing Central Technical School, you have an opportunity to become part of this exciting community. Our goal is to produce thoughtful citizens -who are sensitive to the needs of others and to their environment; who are respectful of the law and the rights of others; and who are able to adapt to change and to grow with challenge.
<b>ESL Support</b>	Yes
<b>Support for International Students</b>	School Student Services and TDSB Centrally Assigned Guidance Counsellors will help students with all academic or personal problems.
<b>Specialized Programs</b>	Specialist High Skills Majors, Law in Action Within Schools program, Ontario Youth Apprenticeship program, Art Centre and technological majors
<b>Clubs and Activities</b>	A variety of clubs and activities to meet the interests and diversity of Central Technical students.
<b>Sports</b>	A variety of sports including volleyball, hockey, basketball, football, soccer, and baseball.
<b>Academic Year</b>	Two semesters with intake in September and February
<b>School Website</b>	For more information, visit: <a href="http://schools.tdsb.on.ca/centraltech">schools.tdsb.on.ca/centraltech</a>
<b>Features Compared to Other Schools</b>	<ul style="list-style-type: none"> <li>✓ Night School Site</li> <li>✓ Summer School Site</li> <li>✓ Arts Program</li> <li>✓ Extended ESL Support</li> </ul>



# Central Toronto Academy

570 Shaw Street., Toronto, ON M6G 3L6

<b>Vision</b>	Central Toronto Academy is a TDSB leader in digital innovation and delivery. Our vision is to empower students to reach their full potential through our enriched academic programming, leadership opportunities and supportive and caring environment. We are a culturally responsive and environmentally aware school, focused on nurturing global citizens.
<b>Total Number of Students</b>	450
<b>Highlights</b>	<p>Central Toronto Academy (CTA) is a diverse learning community that promotes mutual respect among students and staff built on empathy and equity. Some highlights of student academic accomplishments include:</p> <ul style="list-style-type: none"> <li>• Scores in the top 5% worldwide for the prestigious Euclid Math Contest</li> <li>• Lincoln M. Alexander award winners (two students)</li> <li>• Numerous acceptances to competitive university programs such as: Rotman Commerce, McMaster Health Sciences, Waterloo Computer Science, U of T and Queen's Engineering, and Ontario Academy of Art and Design (OCAD), McGill Desautels Commerce</li> </ul>
<b>ESL Support</b>	<ul style="list-style-type: none"> <li>• ESL A/B/C/D/E with ESL Companion Courses</li> <li>• Dedicated Guidance Counsellor for English Language Learners and International Students (fluent in Cantonese and Mandarin)</li> </ul>
<b>Support for International Students</b>	<ul style="list-style-type: none"> <li>• CTA Student Services</li> <li>• Settlement Worker, CYC and Social Worker on site</li> <li>• Newcomer Mentor Program</li> <li>• U of T Graduate Student Mentoring Program</li> <li>• NOW (Newcomer Orientation Week) Program</li> </ul>
<b>Specialized Programs</b>	<p>Pre-Advanced Placement (Grade 9 to 11)</p> <ul style="list-style-type: none"> <li>• Advanced Placement                         <ul style="list-style-type: none"> <li>◦ Calculus, Psychology, Chemistry, English, Computer Science and Studio Art</li> </ul> </li> <li>• Specialist High Skills Major (SHSM in Not-for-profit)</li> </ul>
<b>Clubs and Activities</b>	Bike Club, Book Club, Business Club, Chess Club, Concert Band, Dance Club, DJ Club, Drama Club , Eco-Club, Film Club, French Club, Glee Club, History Club, Homework Club, Morning Radio
<b>Sports</b>	<b>Fall</b> – Boys Soccer, Girls Volleyball, Girls Basketball, <b>Winter</b> – Boys Basketball, Co-ed Badminton, <b>Spring</b> – Co-ed Volleyball, Track & Field, Ultimate Frisbee
<b>Academic Year</b>	Two semesters with Intake in September and February
<b>School Website</b>	For more information, visit: <a href="https://schools.tdsb.on.ca/centraltorontoacademy">schools.tdsb.on.ca/centraltorontoacademy</a> International student website: <a href="https://sites.google.com/tdsb.on.ca/cta-international-study">sites.google.com/tdsb.on.ca/cta-international-study</a> Student Services Website: <a href="https://sites.google.com/tdsb.on.ca/ctaguidance">sites.google.com/tdsb.on.ca/ctaguidance</a> Math Website: <a href="https://sites.google.com/tdsb.on.ca/ctamath">sites.google.com/tdsb.on.ca/ctamath</a>
<b>Features Compared to Other Schools</b>	<ul style="list-style-type: none"> <li>✓ Night School Site</li> <li>✓ Summer School Site</li> </ul>



# Don Mills CI

15 The Donway E, Toronto, ON M3C 1X6

Grades 9-12



<b>Vision</b>	"All things through knowledge"
<b>Total Number of Students</b>	1000+
<b>Highlights</b>	DMCI's student body is a thriving, energetic community of over 1000 students from various countries around the world. Committed to high standards in classroom, on the playing field, in the arts and in IT, DMCI students excel in regional, provincial, and international math, science and technological competitions. DMCI's learning environment is further enhanced by specialized programs focussing on gifted learner, cyberARTS, technological studies and the exploration of environmental issues.
<b>ESL Support</b>	Yes
<b>Support for International Students</b>	School Student Services and TDSB Centrally Assigned Guidance Counsellors will help students with all academic or personal problems.
<b>Specialized Programs</b>	CyberARTs, Gifted, Specialist High Skills Major and Dual-Credit programs.
<b>Clubs and Activities</b>	Show Choir, Band, String Ensemble, String Orchestra, Drama Club, English as a Second Language Conversation Club, Physics Club, Chemistry Club, Math Club, Environmental Club, Anime Club, Art Club, Improv Club, Student newspaper and a variety of other clubs.
<b>Sports</b>	Hockey, swimming, baseball, basketball, skiing, soccer, track, badminton, volleyball, rugby and other exciting sports
<b>Academic Year</b>	Two semesters with intake in September and February
<b>School Website</b>	For more information, visit: <a href="http://schools.tdsb.on.ca/donmillsci">schools.tdsb.on.ca/donmillsci</a>
<b>Features Compared to Other Schools</b>	✓ Cyber Arts Program



# Dr. Norman Bethune CI

200 Fundy Bay Blvd., Toronto, ON M1W 3G1  
 Grades 9-12

<b>Vision</b>	Bethune has a reputation for academic excellence. Students are offered the opportunity to excel in Math, Science, the Arts, Business, Computer Science and Technology. Courses in the Social Sciences and English give students a solid background in the liberal arts and prepare them for post-secondary education. Newcomers are supported in ESL classes and in programs outside the classroom that ensure they are involved in the school community. Bethune maintains close relationships with elementary schools through mentoring programs in Music, Robotics, Drama, Visual Art, Technology and Bethune's Eco-club. Bethune also offers enrichment (Stellar) and Advanced Placement courses in Math and Science.
<b>Total Number of Students</b>	1000+
<b>Highlights</b>	Strong reputation in Math/Science and Music; variety of opportunities for extra-curricular and athletics; exceptional staff that is supportive of newcomers and students with language needs.
<b>ESL Support</b>	<ul style="list-style-type: none"> <li>• ESL A/B, C/D, E</li> <li>• ESL Mentors</li> <li>• ESL Speech Competition</li> <li>• ESL Sensitive Courses</li> <li>• NOW Program (Newcomer Orientation Week)</li> <li>• Trips that promote Canadian culture and experiential learning</li> <li>• Bilingual classroom helpers, settlement workers, peer mentor programs</li> </ul>
<b>Support for International Students</b>	<ul style="list-style-type: none"> <li>• Newcomer Mentorship Program, Peer Tutoring</li> <li>• Settlement Workers on site</li> <li>• Leadership Camp for Newcomers</li> <li>• NOW Program (Newcomer Orientation Week)</li> </ul>
<b>Specialized Programs</b>	NA
<b>Clubs and Activities</b>	Exceptional Music program, Math & Science Competitions, Art club, Anime, Chess, Chinese Association, DECA, Robotics, Environment Club
<b>Sports</b>	Track & Field, Rugby, Badminton, Golf, Baseball, Wrestling, Archery, Soccer, Volleyball, Basketball, Frisbee, Cross-Country
<b>Academic Year</b>	Non-Semester school with intake in September only.
<b>School Website</b>	For more information, visit: <a href="http://www.bethuneci.com">www.bethuneci.com</a>
<b>Features Compared to Other Schools</b>	✓ Extended ESL Support



<b>Vision</b>	“Enisus Caelum Inveniat” means “one who strives can reach the sky”
<b>Total Number of Students</b>	950+
<b>Highlights</b>	Emery C.I. strives to provide innovative and relevant programs in a safe and nurturing environment. Staff, students, parents, and community partners play a pivotal role in common pursuit of excellence. Students are challenged by the school to excel through active participation, incorporating both leadership and scholarship. The school also strives to encourage personal growth in its students, assisting them in becoming confident, independent thinkers who are aware of their strengths in a competitive and dynamic society.
<b>ESL Support</b>	Yes
<b>Support for International Students</b>	School Student Services and TDSB Centrally Assigned Guidance Counsellors will help students with all academic or personal problems.
<b>Specialized Programs</b>	CyberScience and Robotics, STEPS to University, Specialist High Skills Major (SHSM) in Transportation Technology and Media Production
<b>Clubs and Activities</b>	Art, Band, Computer, Chess, Garden, Girl’s Group, Homework, Robotics, Sports and Youth Speak
<b>Sports</b>	Football, basketball, volleyball, cricket, hockey, soccer, swimming, badminton, track and field and cross country running
<b>Academic Year</b>	Two semesters with intake in September and February
<b>School Website</b>	For more information, visit: <a href="http://schoolweb.tdsb.on.ca/emeryci">schoolweb.tdsb.on.ca/emeryci</a>
<b>Features Compared to Other Schools</b>	✓ Cyber Studies Program

# Etobicoke CI

86 Montgomery Road, Toronto, ON M9A 3N5

Grades 9-12



<b>Vision</b>	“Semper Ad Meliora” means “Always Towards the Better.”
<b>Total Number of Students</b>	1100+
<b>Highlights</b>	<p>Academics, Athletics, Arts, Leadership.</p> <p>Etobicoke Collegiate Institute (ECI) was founded in 1928 on the principles of high academic standards. As a full service secondary school we strive to reach the needs of individual students to prepare them for post-secondary success. If you are motivated to excel in both your academic and personal achievements then our school community is for you!</p> <p>Renowned for our strong leadership programs, incoming students may choose to be part of our Leadership Development stream. As a moderately sized school of 1000 students, we are able to offer our students a wide array of courses, opportunities and activities both inside and outside the classroom. Check out our school website to get a more personal look at who we are.</p>
<b>ESL Support</b>	Yes
<b>Support for International Students</b>	Excellent Guidance support. Access to a Child and Youth Worker, Social Worker and Newcomer/Settlement Worker
<b>Specialized Programs</b>	Enriched Grade 9 and 10 available in English, Science and Math at the discretion of the school. Full complement of Academic Program. Leaders of Tomorrow Program (LoFT) for those students in Grade 9.
<b>Clubs and Activities</b>	A wide variety of clubs and activities including CN Tower Stair Climb, Free the Children, Debate Club, Athletic Council, Music and Art Council, Student Council
<b>Sports</b>	Full range of sports each season as well as lunch time intramural program.
<b>Academic Year</b>	Two semesters with intake in September and February
<b>School Website</b>	For more information, visit: <a href="http://etobicokeci.ca">etobicokeci.ca</a>
<b>Features Compared to Other Schools</b>	<ul style="list-style-type: none"> <li>✓ Summer School Site</li> <li>✓ Elite Athletes Program</li> </ul>

# George Harvey CI

1700 Keele Street, Toronto, ON M6M 3W5

Grades 9-12



<b>Vision</b>	"Learning anytime, anyplace"
<b>Total Number of Students</b>	800+
<b>Highlights</b>	Harvey C.I. strives to prepare students for academic and career success after high school. It is a learning community of all its members: students, parents, and staff working together to pursue educational success for all students. Staffs works closely with students to ensure that high expectations are met. All students have options to pursue their skills and passion. The interwoven leadership expectation for all members of our school encourages active participation in school life, resulting in everyone making positive contributions.
<b>ESL Support</b>	Yes
<b>Support for International Students</b>	School Student Services and TDSB Centrally Assigned Guidance Counsellors will help students with all academic or personal problems.
<b>Specialized Programs</b>	STEPS to University, STEPS to College, and dual-credit courses
<b>Clubs and Activities</b>	Unlimited clubs available in areas such as drama, mathematics, chess, science, yearbook, Student Council, newspaper, automotive, choir, band, steel pans, debating, fitness, adventure, Peer Mediation, stage crew, French and computer club.
<b>Sports</b>	Football, basketball, volleyball, cricket, hockey, soccer, swimming, badminton, track and field and cross country running
<b>Academic Year</b>	Two semesters with intake in September and February
<b>School Website</b>	For more information, visit: <a href="http://georgeharveyci.ca">georgeharveyci.ca</a>
<b>Features Compared to Other Schools</b>	✓ Cyber Studies Program

# Georges Vanier SS

3000 Don Mills Road, Toronto, ON M2J 3B6

Grades 10-12



<b>Vision</b>	"Scholarship, Spirit and Social Responsibility. We Believe it! We live it!"
<b>Total Number of Students</b>	900+
<b>Highlights</b>	Georges Vanier challenges students to analyze, reason, and communicate their ideas effectively. The excellent academic programs prepare students for post-secondary education. Emphasis is placed on critical life-skills education; personal development; career education; leadership and school-to-work transitions. The school is equipped with 20 fully networked computer labs. Georges Vanier is a school where students come first.
<b>ESL Support</b>	Yes
<b>Support for International Students</b>	School Student Services and TDSB Centrally Assigned Guidance Counsellors will help students with all academic or personal issues.
<b>Specialized Programs</b>	Information Technology Support Associate Program, Program2Art, CISCO Networking Program.
<b>Clubs and Activities</b>	Animé club, arts and crafts club, band, choir, student newspaper/yearbook club, ESL club, robotics club, business club, environmental club, and recycling club
<b>Sports</b>	Badminton, baseball, basketball, cricket, cross country, indoor soccer, soccer, and volleyball
<b>Academic Year</b>	Two semesters with intake in September and February
<b>School Website</b>	For more information, visit: <a href="http://schoolweb.tdsb.on.ca/georgesvanier">schoolweb.tdsb.on.ca/georgesvanier</a>
<b>Features Compared to Other Schools</b>	<ul style="list-style-type: none"> <li>✓ Advanced Placement Program</li> <li>✓ Arts Program</li> <li>✓ Math, Science &amp; Technology Specialized Program</li> </ul>



# Jarvis CI

495 Jarvis Street, Toronto, ON M4Y 2G8

Grades 9-12

<b>Vision</b>	“Nil Decet Invita Minerva” means “Nothing is proper without Minerva’s approval”
<b>Total Number of Students</b>	1000+
<b>Highlights</b>	Jarvis CI is the first public high school in Toronto, founded in 1807. At Jarvis, students will make friends from over 80 countries of origin, all integrated into one unified community. As a school situated in the heart of the city, students will find it easily accessible by bus and subway, and the reasons to stay for extra-curricular activities after school are plentiful. During high school extra-curricular provide enriching opportunities for students to learn new skills, meet friends, pursue interests and help to balance the demands of academics.
<b>ESL Support</b>	Yes
<b>Support for International Students</b>	School Student Services and TDSB Centrally Assigned Guidance Counsellors will help students with all academic or personal problems.
<b>Specialized Programs</b>	We offer strong academic programs in English, Business, International Languages including Latin, Mandarin and Spanish, Math, Science and Social Science, etc.
<b>Clubs and Activities</b>	Art club, biology club and competition, badminton, business, Canadian Math Olympiad, chess, computer, concert band, debating, fashion show, jazz band, martial arts, math club, multicultural club, orchestra, peer tutoring, senior string ensemble, student council, web design, and many more
<b>Sports</b>	Badminton, baseball, basketball, cricket, cross country hockey, soccer, softball, swimming, tennis, ultimate Frisbee, volleyball, etc.
<b>Academic Year</b>	Non-semestered with intake in September not suitable for senior students
<b>School Website</b>	For more information, visit: <a href="http://schools.tdsb.on.ca/jarvisci">schools.tdsb.on.ca/jarvisci</a>
<b>Features Compared to Other Schools</b>	✓ Advanced Placement Program



# John Polanyi CI

640 Lawrence Avenue W, Toronto, ON M6A 1B1

Grades 9-12

<b>Vision</b>	"To build skills in character"
<b>Total Number of Students</b>	550+
<b>Highlights</b>	John Polanyi CI encompasses large classrooms and workspaces ideal for effectively delivering all the programs in science biotechnology, computer-technology, professional lecture hall presentations, arts and cosmetology labs, and arts and sports performances. JPCI is committed to bringing out excellence in every student.
<b>ESL Support</b>	Yes
<b>Support for International Students</b>	School Student Services and TDSB Centrally Assigned Guidance Counsellors will help students with all academic or personal problems.
<b>Specialized Programs</b>	Rotman School of Management – U of T partnership, Specialist High Skills Major program, SMaRT (Science, Math and Robotics Tech) program, Eco-schools program, and community apprenticeship opportunities
<b>Clubs and Activities</b>	Free the Children, Go Local, environment club, film club, dance club, Radio Fleming, peer mediators, volunteer ambassadors, band, weight lifting, snowboarding/skiing, Student Council
<b>Sports</b>	Football, basketball, volleyball, cricket, hockey, soccer, indoor soccer, swimming, badminton, and wrestling
<b>Academic Year</b>	Two semesters with intake in September and February
<b>School Website</b>	For more information, visit: <a href="http://jpci.ca">jpci.ca</a>
<b>Features Compared to Other Schools</b>	<ul style="list-style-type: none"> <li>✓ Math, Science &amp; Technology Specialized Program</li> <li>✓ Robotic Program</li> </ul>



# Kipling CI

380 The Westway, Etobicoke, ON, M9R 1H4

Grades 9-12



<b>Vision</b>	“Portas Ad Futura Aperimus” means “We open the doors to the future”
<b>Total Number of Students</b>	500+
<b>Highlights</b>	<p>As a Math, Science and Technology (MST) Focus school, we believe in nurturing the whole learner and offer an academic program integrated with modern technology, active community service and a range of clubs and activities. We are a small, multicultural community school prioritizing respect, dignity and understanding for each individual and the community as a whole. New and innovative programs in September 2019 include:</p> <ul style="list-style-type: none"> <li>• The new library/learning commons features a computer lab, multi-faith room, new laptops, and collaborative work tables.</li> <li>• Fully accessible, two level fitness room with exercise equipment, a dance/ cardio space, and connected by an elevator.</li> <li>• Upgrades to grass playing field and the addition of a six-lane, asphalt running track.</li> <li>• New, high-tech robotics lab supports Robotics and Video Design Program.</li> </ul>
<b>ESL Support</b>	Yes, including LEAP Program/NOW Program (Newcomer Orientation Week)
<b>Support for International Students</b>	School Student Services, Student Success Teacher, Child and Youth Worker, Settlement Worker, Educational Assistant and TDSB Centrally Assigned Guidance Counsellors will help students with all academic or personal problems.
<b>Specialized Programs</b>	<p>MST (Enriched/Accelerated)                      Prep Soccer Program (High Performance/Elite Boys/Girls)                      Specialist High Skills Major (Information Communication Technology – Robotics, Video Game Design, Video Broadcasting, Hospitality and Tourism – Culinary)</p>
<b>Clubs and Activities</b>	After School Literacy and Numeracy Program, Animation, Audio, Arts & Multicultural Night, Bike Club, Certificated Leadership Program, Chess Club, Coding Club Competitive Theatre Program, Drama Club, Dance, Duke of Edinburgh Leadership Program Band, Fitness Room, Intramural Sports, KAA (Kipling Athletic Association), Language Support Lighting, Orchestral Band, Pathway To Education, Robotics Stage Technology, SAC (Student Activity Council), Stem Olympics, Theatre Technology Visual Effects, Video Game Club, Visual Arts Dance
<b>Sports</b>	Baseball, basketball, cross country running, volleyball, cricket, ball hockey, soccer, badminton, pickle ball, track and field, ultimate frisbee, wrestling, etc.
<b>Academic Year</b>	Two semesters with intake in September and February
<b>School Website</b>	For more information, visit: <a href="http://schoolweb.tdsb.on.ca/kiplingci">schoolweb.tdsb.on.ca/kiplingci</a>
<b>Features Compared to Other Schools</b>	✓ Math, Science & Technology Specialized Program

# L'Amoreaux CI

2501 Bridletowne Circle Toronto, ON M1W 2K1

Grades 9-12



<b>Vision</b>	“Freedom with responsibility”
<b>Total Number of Students</b>	500+
<b>Highlights</b>	L'Amoreaux is committed to student achievement and engagement. We are ranked as the top school by the University of Waterloo Engineering program. Partnerships with community groups provide a wide range of experiences for student engagement through activities like robotics, homework help, athletic contests and mentoring opportunities, which help to prepare them for University, College, Apprenticeship or work. Our goal is to produce thoughtful citizens – who are sensitive to the needs of others and to their environment; who are able to adapt to change and to grow with challenge.
<b>ESL Support</b>	Yes
<b>Support for International Students</b>	School Student Services and TDSB Centrally Assigned Guidance Counsellors will help students with all academic or personal problems.
<b>Specialized Programs</b>	Extended French, Communications Technology, Specialist High Skills Major in Finance, Health & Wellness, Information Communication Technology, Co-op programs, E-learning, and Dual Credit programs
<b>Clubs and Activities</b>	Unlimited clubs available in areas such as robotics, drama, music, library, yearbook, art, chess, computers, media arts and photography
<b>Sports</b>	Basketball, dragon boat, rugby, soccer, swimming, track and field, volleyball and other exciting sports
<b>Academic Year</b>	Two semesters with intake in September and February
<b>School Website</b>	For more information, visit: <a href="http://schools.tdsb.on.ca/lamoreaux">schools.tdsb.on.ca/lamoreaux</a>
<b>Features Compared to Other Schools</b>	<ul style="list-style-type: none"> <li>✓ Summer School Site</li> <li>✓ Extended ESL Support</li> </ul>



# Martingrove CI

50 Winterton Drive, Toronto, ON M9B 3G7  
 Grades 9-12

<b>Vision</b>	"The light is within you"
<b>Total Number of Students</b>	1300+
<b>Highlights</b>	Martingrove Collegiate Institute offers a longstanding tradition of academic excellence, co-curricular activity, and community involvement. MCI is a composite school with comprehensive programs to prepare students for work, apprenticeship, college and university. Challenging program areas are available in traditional academic subject areas, Co-Operative Education, Music, Drama, Visual Arts and a variety of areas of Technological Studies.
<b>ESL Support</b>	Yes
<b>Support for International Students</b>	School Student Services and TDSB Centrally Assigned Guidance Counsellors will help students with all academic or personal problems.
<b>Specialized Programs</b>	Unique student leadership opportunities, Advanced Placement courses, technological studies, co-operative education and music programs
<b>Clubs and Activities</b>	Lots of clubs and activities in areas such as dance, drama, visual arts, photography, fashion, film/video, ceramics, animation, printmaking, language, poetry, robotics, chess business, science, social justice, and the environment
<b>Sports</b>	Archery, badminton, baseball, basketball, cheerleading, cricket, cross country, football, golf, ice hockey, lacrosse, rugby, soccer, softball, swimming, tennis, and volleyball
<b>Academic Year</b>	Non-semestered with intake in September. Not suitable for senior students.
<b>School Website</b>	For more information, visit: <a href="http://schoolweb.tdsb.on.ca/martingrov">schoolweb.tdsb.on.ca/martingrov</a>
<b>Features Compared to Other Schools</b>	✓ Advanced Placement Program



# Monarch Park CI

1 Hanson Street, Toronto, ON M4J 1G6

Grades 9-12

<b>Vision</b>	"Go global"
<b>Total Number of Students</b>	950+
<b>Highlights</b>	Monarch Park Collegiate is a 'Global School'; with this philosophy, we focus on Human Rights Education, Peace Education, International Development, Environmental Education and Multiculturalism. This philosophy is supported by the fact that our students and staff represent the world; we come from over 70 different countries and speak almost as many languages. Our multicultural community is encouraged to pursue excellence and lifelong learning; we are proud of our friendly, safe and supportive environment.
<b>ESL Support</b>	Yes
<b>Support for International Students</b>	School Student Services and TDSB Centrally Assigned Guidance Counsellors will help students with all academic or personal problems.
<b>Specialized Programs</b>	International Baccalaureate Program, International Development Program, Human Rights Education, Environmental Education, and community partnership programs
<b>Clubs and Activities</b>	Lots of clubs and activities in areas such as dance, drama, music, art, ceramics/pottery, computers, math, science, yearbook, environment, recycling, chess, and film
<b>Sports</b>	Archery, badminton, baseball, basketball, cricket, football, golf, ice hockey, rugby, soccer, swimming, table tennis, tennis, track and field, and volleyball
<b>Academic Year</b>	Two semesters with intake in September and February
<b>School Website</b>	For more information, visit: <a href="http://schools.tdsb.on.ca/monarch">schools.tdsb.on.ca/monarch</a>
<b>Features Compared to Other Schools</b>	✓ International Baccalaureate Program



# Newtonbrook SS

155 Hilda Avenue, Toronto, ON M2M 1V6

Grades 9-12

<b>Vision</b>	“To each according to his/her own talent”
<b>Total Number of Students</b>	1000+
<b>Highlights</b>	Newtonbrook strives to promote the achievement of our students through an engaging and supportive environment which fosters academic excellence, responsibility and mutual respect. We encourage students to develop life skills through diligent study, exploration of personal talents and a commitment to life-long learning in order to become active contributors in a rapidly changing world. Newtonbrook has a strong tradition of excellence in academics, athletics, and the arts.
<b>ESL Support</b>	Yes
<b>Support for International Students</b>	School Student Services and TDSB Centrally Assigned Guidance Counsellors will help students with all academic or personal problems. Settlement workers are also available and speak many languages; Russian, Korean Tagalog, Mandarin/Cantonese.
<b>Specialized Programs</b>	Enriched courses are offered in mathematics and science as well as participation in the various university contests. High skilled specialist majoring in health and wellness.
<b>Clubs and Activities</b>	Media club, robotics club, science club, chess club, gardening club, weight training club, debating club, environmental club, mathematics and science competitions, and other clubs for a variety of other interests
<b>Sports</b>	Badminton, baseball, basketball, cheerleading, cricket, rugby, cross country, golf, ice hockey, soccer, softball, swimming, tennis, track and field, ultimate Frisbee, volleyball, water polo, dance team.
<b>Academic Year</b>	Two semesters with intake in September and February
<b>School Website</b>	For more information, visit: <a href="http://schools.tdsb.on.ca/newtonbrook">schools.tdsb.on.ca/newtonbrook</a>
<b>Features Compared to Other Schools</b>	✓ Summer School Site



# Northview Heights SS

550 Finch Avenue W, Toronto, ON M2R 1N6  
 Grades 9-12

<b>Vision</b>	"Tree of Knowledge and Life"
<b>Total Number of Students</b>	1200+
<b>Highlights</b>	Northview is a caring and supportive school where all students have the opportunity to achieve their highest level of success in academics, social and interpersonal skills while learning to become responsible, global citizens. We are proud to embrace the notion that our students and staff reflect the demographics of the city of Toronto.
<b>ESL Support</b>	Yes
<b>Support for International Students</b>	School Student Services and TDSB Centrally Assigned Guidance Counsellors will help students with all academic or personal problems.
<b>Specialized Programs</b>	CyberARTS, Academic Program for Gifted Athletes, Honours Mathematics, Science & Technology, Focus on IT, Construction Trades Coop and Culinary Arts
<b>Clubs and Activities</b>	Animé club, French club, sound, light and stage crew, student newspaper and yearbook, chess club, Scrabble club, weight-lifting club, kickboxing club, math club, computer club, debating club, prom committee and many others as well.
<b>Sports</b>	Badminton, baseball, basketball, cheerleading, cricket, cross country, golf, ice hockey, soccer, softball, swimming, tennis, track and field, ultimate Frisbee, volleyball, water polo
<b>Academic Year</b>	Two semesters with intake in September and February
<b>School Website</b>	For more information, visit: <a href="http://www.northviewheights.ca">www.northviewheights.ca</a>
<b>Features Compared to Other Schools</b>	<ul style="list-style-type: none"> <li>✓ Elite Athletes Program</li> <li>✓ Cyber Arts Program</li> <li>✓ Math, Science &amp; Technology Specialized Program</li> </ul>

# Silverthorn CI

291 Mill Road, Toronto, ON M9C 1Y5

Grades 9-12



<b>Vision</b>	"The truth fears nothing"
<b>Total Number of Students</b>	1200
<b>Highlights</b>	Silverthorn's mission is to create a school environment dedicated to excellence and love of learning. Our goal is to challenge each learner to reach their full potential and become a positive, responsible contributor to society. Silverthorn is a friendly, safe learning community committed to relevant and innovative programs. Silverthorn is committed to a strong tradition of excellence where students learn core values such as mutual respect and equality; values that encompass all aspects of school life & are reflective of the world beyond.
<b>ESL Support</b>	Yes
<b>Support for International Students</b>	School Student Services and TDSB Centrally Assigned Guidance Counsellors will help students with all academic or personal problems.
<b>Specialized Programs</b>	High Performer program for elite athletes, Eco-school program, accredited dance program, and an assortment of computer technology programs
<b>Clubs and Activities</b>	Unlimited clubs available in areas such as drama, music, computer graphics, art, languages, science, chess, weight training and the environment
<b>Sports</b>	Badminton, baseball, basketball, cricket, cross country, curling, flag football, gold, ice hockey, soccer, tennis, track and field and other exciting sports
<b>Academic Year</b>	Two semesters with intake in September and February
<b>School Website</b>	For more information, visit: <a href="http://silverthornci.com">silverthornci.com</a>
<b>Features Compared to Other Schools</b>	<ul style="list-style-type: none"> <li>✓ SAT Test Site</li> <li>✓ Elite Athletes Program</li> </ul>



# Sir John A MacDonald CI

2300 Pharmacy Avenue, Toronto, ON M1W 1H8  
 Grades 9-12

<b>Vision</b>	"Vision and Knowledge"
<b>Total Number of Students</b>	1300+
<b>Highlights</b>	The school maintains high expectations for its students, assisted by a highly dedicated staff. Students experience a learning environment where academics, athletic and artistic excellence, and student safety are a priority. We are confident that when our students leave Macdonald, they are well prepared for any future directions they may choose.
<b>ESL Support</b>	Yes
<b>Support for International Students</b>	School Student Services and TDSB Centrally Assigned Guidance Counsellors will help students with all academic or personal problems.
<b>Specialized Programs</b>	Enrichment opportunities are provided for high achieving students through our Medallion Program
<b>Clubs and Activities</b>	Animé club, art council, athletic council, computer science club, dance club, drama club, fashion club, math club, music council, ping-pong club, robotics club, science club, yearbook committee and other clubs for a variety of other interests
<b>Sports</b>	Curling, hockey, basketball, volleyball, football, baseball, and soccer
<b>Academic Year</b>	Non-semester school with September intake only. Not suitable for senior students.
<b>School Website</b>	For more information, visit: <a href="http://schoolweb.tdsb.on.ca/johnamacdonald">schoolweb.tdsb.on.ca/johnamacdonald</a>
<b>Features Compared to Other Schools</b>	✓ Pear Leadership, Teaching and Mentoring





# Stephen Leacock C.I

2450 Birchmount Road, Toronto, ON M1T 2M5

Grades 9-12

<b>Vision</b>	Academic excellence and student leadership is at the heart of our school
<b>Total Number of Students</b>	650+
<b>Highlights</b>	Stephen Leacock C. I. is proud of its tradition of programming for academic success. We have high expectations of student achievement and engagement. Our professional and caring staff is committed to meet the academic needs of all students. Our school is easily accessible by public transportation. There is a bus stop right in front of the school on Birchmount Road. The school also has excellent facility including multiple gymnasiums, a swimming pool and a good size auditorium.
<b>ESL Support</b>	Yes with a wide variety of ESL sensitive courses for international students to support their academic success
<b>Support for International Students</b>	Experienced and caring Guidance Counsellors to support academic needs and adjustment in Canada. New Maple Association to help international students adjust and engage in the school community.
<b>Specialized Programs</b>	We are the Centre of Innovations for Skills and Technologies for the East Region of the Toronto District School Board. With the support of the Ministry of Education, we offer 2 Specialist High School Major Programs namely Information Communications Technology (ICT) and Hospitality and Tourism. Our ICT program has a Robotics component and a Television Media Production component. Our Robotics Team has recently won a Championship in Canada First Robotics Fall Fiesta Competition. Our Digital Media TV program is conducted in a one-of-a-kind television studio facility.
<b>Clubs and Activities</b>	Math Club, Robotics Team, Stage Crew, Yearbook Club, Music Council, Athletic Association, Student Council, New Maple Leaf Association, Chess Club, Girls' Group, DECA (Distributive Education Clubs of America) and numerous sports teams.
<b>Sports</b>	Soccer, Indoor Soccer, Volley Ball, Basket Ball, Swimming, Ping Pong Ball, Badminton and Track and Field
<b>Academic Year</b>	Two semesters with intake in September and February
<b>School Website</b>	For more information, visit: <a href="http://stephenleacock.ca">stephenleacock.ca</a>
<b>Features Compared to Other Schools</b>	✓ Media Arts Program



# Victoria Park CI

15 Wallingford Road, Toronto, ON M3A 2V1  
 Grades 9-12

<b>Vision</b>	“Take action and pursue goals with enthusiasm”
<b>Total Number of Students</b>	1300+
<b>Highlights</b>	Victoria Park is truly a community school; our supportive and the dynamic staff provides students with a wide range of academic and co-curricular opportunities. The school offers a diverse range of programs in mathematics, science and technology, the arts, languages, the humanities, social sciences and business education. Victoria Park gives students an edge in achieving the necessary skills and knowledge for a well-rounded education.
<b>ESL Support</b>	Yes
<b>Support for International Students</b>	School Student Services and TDSB Centrally Assigned Guidance Counsellors will help students with all academic or personal problems.
<b>Specialized Programs</b>	International Baccalaureate Program, Biotechnology Program Co-operative Education, and White Pine Book Club
<b>Clubs and Activities</b>	Computer club, Robotics club, Math competitions, French Club, Band, Hip-hop dance, Dramatic Arts Festival, Improv Club, Yearbook Club, United Nations Club as well as many other clubs covering a variety of interests.
<b>Sports</b>	Archery, badminton, baseball, rugby, basketball, cricket, cross country team, field hockey, ice hockey, soccer, swimming, tennis, track and field, volley ball and water polo
<b>Academic Year</b>	Two semesters with intake in September and February
<b>School Website</b>	For more information, visit: <a href="http://victoriaparkci.ca">victoriaparkci.ca</a>
<b>Features Compared to Other Schools</b>	✓ International Baccalaureate Program (Student can only apply in elementary school)



# West Humber C.I.

1675 Martin Grove Road, Toronto, ON M9V 3S32M5

Grades 9-12

<b>Vision</b>	Achievement through effort.
<b>Total Number of Students</b>	850
<b>Highlights</b>	West Humber is a dynamic secondary school that fosters active learning through interaction and involvement. Students and staff are most proud of the school culture. The focus is on treating each other with respect and dignity. The caring and supportive environment allows students to feel at home while at school and do their best as they prepare for the world ahead. The school has a well-established, positive and active partnership with the community. Our mission statement is: "WE CARE". Our goal is to equip every student with the academic and social skills needed to be successful, to understand the value of lifelong learning, to develop healthy interpersonal relationships and to be prepared for a rapidly changing workplace.
<b>ESL Support</b>	Yes
<b>Support for International Students</b>	Experienced and caring Guidance Counsellors to support academic needs and adjustment in Canada.
<b>Specialized Programs</b>	Our full year program allows for the flexible development of academic skills with curricular pathways leading to student success through university, college, apprenticeship and employment. Our comprehensive curricula prepares students for a changing world by developing skills in problem solving, leadership, critical and creative thinking, using new technologies constructively, while adapting to social change and promoting a healthy lifestyle. High level academic programming has led our graduates to succeed at university and college in Math, science, business, technology, world studies, humanities, the arts and international language.
<b>Clubs and Activities</b>	Robotics Club, Stage Crew, Science Club, Drama Club, Student Leadership Council Yearbook Club, Music Council, Motown-Jazz Band, Athletic Association, Student Council, and numerous sports teams
<b>Sports</b>	Athletic Program, Soccer, Volley Ball, Basket Ball, Swimming, Badminton and Track and Field
<b>Academic Year</b>	Two semesters with intake in September and February
<b>School Website</b>	For more information, visit: <a href="http://westhumber.com">westhumber.com</a>
<b>Features Compared to Other Schools</b>	<ul style="list-style-type: none"> <li>✓ Summer School Site</li> <li>✓ Advanced Placement Program</li> <li>✓ Math, Science &amp; Technology Specialized Program</li> </ul>



# Western Technical-CS

125 Evelyn Crescent, Toronto, ON M6P 3E3  
 Grades 9-12

<b>Vision</b>	“Innovation, creativity, collaboration, ingenuity”
<b>Total Number of Students</b>	1000
<b>Highlights</b>	For over 80 years, Western Tech, situated in picturesque Bloor West Village, has provided students with an exceptional Academic program coupled with state-of-the-art computer, classroom and technological facilities. Our students develop their interests and direction through an exploration of our diverse course offerings in English, Social Sciences, Science, Mathematics, Art, Physical and Health Education, Technology and specialized programs.
<b>ESL Support</b>	Yes
<b>Support for International Students</b>	School Student Services and TDSB Centrally Assigned Guidance Counsellors will help students with all academic or personal problems.
<b>Specialized Programs</b>	CyberARTS, Engineering/Robotics, Digital Media, Computer Studies, Hospitality/Tourism, Manufacturing, and Transportation
<b>Clubs and Activities</b>	Lots of clubs and activities in areas such as dance, drama, music, Animé, photography, robotics, computers, math, chess, fitness, knitting, weight lifting, social justice and the environment
<b>Sports</b>	Badminton, baseball, basketball, cricket, football, ice hockey, rugby, soccer, softball, swimming, table tennis, track and field, ultimate frisbee, and volleyball
<b>Academic Year</b>	Two semesters with intake in September and February
<b>School Website</b>	For more information, visit: <a href="http://wtcs.ca">wtcs.ca</a>
<b>Features Compared to Other Schools</b>	<ul style="list-style-type: none"> <li>✓ Cyber Arts Program</li> <li>✓ Robotic Program</li> </ul>



# Woburn CI

2222 Ellesmere Road, Toronto, ON M1G 3M3

Grades 9-12

<b>Vision</b>	Let the zeal for learning flourish
<b>Total Number of Students</b>	1530
<b>Highlights</b>	Our School is committed to academic excellence, responsible citizenship, individual student growth and achievement. We provide a demanding curriculum for a variety of academic levels, and many co-curricular and extra curricular activities. Our clubs and teams excel in athletics, mathematics, technology, computers, music and drama. Our student council is active in the leadership of Woburn community providing school wide activities, events and assemblies throughout the year. The enthusiasm and initiative demonstrated by our students create a safe and enriched learning environment.
<b>ESL Support</b>	Yes
<b>Support for International Students</b>	Experienced and caring Guidance Counsellors to support academic needs and adjustment in Canada.
<b>Specialized Programs</b>	The Woburn Robotics Program Team 188 is a multi award-winning team. Woburn is the first Canadian team to compete in the FIRST (For Inspirational and Recognition for Science and Technology) Robotics competition. FIRST is a multinational engineering contest I which the community works together to brainstorm, design, problem-solve, construct and test their robot prior to any competition. Woburn continues its robotics legacy through the mentorship of new students by graduates. Woburn also offers Gifted Program and Special Education Program.
<b>Clubs and Activities</b>	Robotics Team, Drama, Dance and Art Showcases, Award-winning sports teams, Peer Tutors, Yearbook Club, Music Council, ESP and Me to We, Reading Circle, Debate Team, STEP, Student Council
<b>Sports</b>	Athletic teams, Soccer, Volley Ball, Basket Ball, Swimming, Badminton and Track and Field
<b>Academic Year</b>	Non-semester school with intake in September only
<b>School Website</b>	For more information, visit: <a href="http://woburnci.ca">woburnci.ca</a>
<b>Features Compared to Other Schools</b>	<ul style="list-style-type: none"> <li>✓ Summer School Site</li> <li>✓ Robotic Program</li> </ul>

# Contact Information

## International Students and Admissions Office

### Toronto District School Board

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## **Employment Equity Annual Report 2019-2020**

**To:** Program and School Services Committee

**Date:** 27 May, 2020

**Report No.:** 06-20-3898

### **Strategic Directions**

- Provide Equity of Access to Learning Opportunities for All Students

### **Recommendation**

That the report be received.

### **Context**

In June 2004, the Board approved an Employment Equity Policy. In February 2005, the Board approved the establishment of an Employment Equity Office and administration of a Self-Identification Census to be completed by all employees. In June 2006, the initial Workforce Census took place. It was followed-up with a workforce census in February, 2012. Recently, in November 2017, a staff wellbeing survey combined with demographic information took place.

Currently the four primary areas for data collection within the Board include:

- Workforce/Staff Census (Every 5-6 years)
- Point of Application (New Applicants to Teaching and Support Staff)
- Point of Hire (During Documentation)
- Principal/Vice Principal Promotion (Application Process)

Please note, due to the current lockdown, demographic data reports cannot be processed, as a result, various data reports are not available. These reports will be shared through Employee Services to Senior Team and Executive Leadership.

The Employment Equity Office carries out a number of initiatives, programs and services to enhance and support employment equity in TDSB and build organizational capacity.

## **Action Plan and Associated Timeline**

The Employment Equity office continues to establish a commitment to the development, implementation and maintenance of employment and promotion policies, practices and procedures that result in and sustain a workforce that, at all levels, reflects, understands and responds to our diverse population. As outlined in the Board's Multi-Year Strategic Plan, the Employment Equity Office of the Board is committed to:

- The ongoing development and communication of the principles of Employment Equity throughout the Board (i.e. students, staff and community).
- The application of equitable hiring, employment and promotion practices.
- Identifying and eliminating systemic barriers to equitable recruitment, selection, hiring, training and development, career counselling, transfer processes, performance assessment and promotion.
- Outreach activities and affirmative action strategies (e.g. identification of candidate groups, mentoring, training and staff development) shall focus on designated groups in order to ensure that all levels of occupational groups within the Board achieve equitable representation.

## **Resource Implications**

Funding will be provided through current existing budget allocations.

## **Communications Considerations**

The Employment Equity report will be shared with key stakeholders through existing TDSB communication channels.

## **Board Policy and Procedure Reference(s)**

Employment Equity Policy (P.029)

Human Rights Policy (P.031)

Equity Policy (P.037)

Accessibility Policy (P.069)

## **Appendices**

- Appendix A: Enhancing Employment Equity



**From**

Executive Superintendent Jim Spyropoulos, Human Rights and Indigenous Education,  
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# Enhancing Employment Equity in TDSB

2019-2020 Report

Pardeep Singh Nagra, Manager, Employment Equity Office

## **Employment Equity in Canada**

The Abella Royal Commission was struck in June 1983 at a time when Canadian society and politics were embroiled in struggles surrounding social justice and inequality. The era of the 1970s through the mid-1980s was marked by activism by advocates for women, racialized groups, persons with disabilities, and Aboriginal peoples who were organizing politically and raising demands that the inequality they experienced be addressed. In 1982, Canada's Charter of Rights and Freedoms was adopted, influenced by a remarkable grass roots campaign by women across Canada to ensure that gender equality rights would be protected.

Justice Rosalie Silberman Abella was the sole commissioner on the Royal Commission on Equality in Employment, whose report was released in 1984. Equality in Employment: A Royal Commission Report (Abella 1984, often called the Abella Report) was a landmark that fundamentally influenced the fields of employment and human rights law, jurisprudence, and public policy. It created the concept of employment equity, a distinctly Canadian policy to address inequality in employment on the basis of gender, visible minority status, disability, and Aboriginal identity. Today, addressing inequality in employment has been extended to on the basis of sexual orientation and other demographics.

## **Purpose of Employment Equity**

Much legislative attention has been paid to eradicating and remedying discriminatory behaviour. Human rights acts, labour codes, and the Charter of Rights and Freedoms contain provisions to address the problem. By and large these provisions have been limited in two respects: they are restricted to individual allegations of discrimination; and they are potentially restricted, except under the Ontario Human Rights Code and the Canadian Human Rights Act, to cases of intentional discrimination.

This approach to the enforcement of human rights, based as it is on individual rather than group remedies, and perhaps confined to allegations of intentional discrimination, cannot deal with the pervasiveness and subtlety of discrimination.

Neither, by itself, can education. Education has been the classic crutch upon which we lean in the hopes of coaxing change in prejudicial attitudes. But education, in the eyes of many, is an unreliable agent, slow in movement and impact, and often completely ineffective in the face of intractable views. It promises no immediate relief despite the immediacy of the injustice.

## **Employment Equity Toronto District School Board**

**Appendix A**

Prior to amalgamation, some of the legacy Boards did engage in Employment Equity.

In June 2004, the Board approved an Employment Equity Policy. In February 2005, the Board approved the establishment of an Employment Equity Office and administration of a Self-Identification Census to be completed by all employees. In June 2006, the initial Workforce Census took place and since then, two additional staff censuses have been conducted.

The Employment Equity Office continues to establish a commitment to the development, implementation and maintenance of employment and promotion policies, practices and procedures that result in and sustain a workforce that, at all levels, reflects, understands and responds to our diverse population.

The Employment Equity Office works collaboratively and in partnership across the system and with various departments to further employment equity in the Board. This includes working with the Human Rights Department for creed based employee accommodation and , the Urban Indigenous Education Centre for hiring and recruitment Employee Services for accommodations and promotions, Elementary/Secondary and Occasional Teaching for outreach, recruitment and hiring, Professional Learning, Training and Leadership for staff development and organizational capacity building, and Research and Development for demographic data enhancement.

**Multi-Year Strategic Plan**

The Employment Equity Office supports the Multi-Year Strategic Plan through the goal of providing Equity of access to learning opportunities for all students.

Specifically, the Employment Equity Office has been reviewing and enhancing recruitment practices to enable the hiring of Indigenous staff and teachers. This has included but is not limited to working with the Urban Indigenous Education Centre (UIEC) to initiate a *special programs* provision to assist in enhancing and enabling the hiring of Indigenous staff, as well as hosting a specific opportunity fair at the UIEC. Further, the Employment Equity Office is working directly with the Bachelor of Education (BEd) – WAABAN Indigenous Teacher Education program to recruit teachers with priority for interview given to Waaban teacher candidates.

In addition, the Employment Equity Office has completed a review and refresh of demographic questionnaires from point of application - to point of hire -to point of promotion in order to provide a consistency of language and demographic data.

The Employment Equity Office has also provided various professional learning opportunities to those who hire staff in TDSB so that our hiring processes are fair, equitable and inclusive.

Further, the Employment Equity Office has engaged staff to create equitable opportunities for advancement, and supported staff in their professional development including through the leadership and mentoring program for racialized and Indigenous teachers and staff.

**Appendix A**

Finally, the Employment Equity Office will be initiating a review of the Position of Responsibility (POR) positions and processes for hiring and promotion so that our commitment to equity is embedded in all processes.

The work of the Employment Equity Office for the past year can be summarized through the following six main areas of focus. They include Organizational Capacity Building, Case Management, Data Management, Workplace Inclusion, Accommodations, and Policies and Procedures.

**1. Organizational Capacity Building**

One of the cornerstones of the work of the Employment Equity Office is to engage the current compliment of staff within certain demographic and employee groups to develop and strengthen their skills, instincts, abilities, processes and resources that are required to support, survive, advance and thrive.

These initiatives will both increase the pool of candidates highly qualified for Board employment and ensure recognition and development of the abilities of current employees. They include but are not limited to the following:

- Leadership and Mentoring Program for Racialized and Indigenous Teachers and Support Staff

The Employment Equity Office offered a six session leadership and mentoring programs for Racialized and Indigenous Teachers. In addition, a five session leadership and mentoring program was available for Racialized and Indigenous staff.

- Staff Development and Training Programs

The Employment Equity Office conducted various professional development opportunities and training through various workshops and seminars to schools, departments, and staff to foster and endorse attitudes and behaviors that advance employment equity.

- Career Coaching and Development

The Employment Equity Office supported employees in career development and of career opportunities within the Board and related requirements.

**2. Case Management**

The Employment Equity Office (EEO) provides consultation to employees which includes expert advice, guidance and information about the policy and procedures, as well as on harassment and discrimination. The EEO also engages in case management of complaint procedures which may differentiate between “formal” and “informal” processes. Further the EEO facilitates mediation and dispute resolution. The following are some of the steps in managing complaints and issues related to employment equity:

- Screening

- Assessing
  - Stratifying Risk
  - Planning
  - Implementing
  - Following-Up
3. Data Management

The Employment Equity Office gathered voluntary workforce data to understand the composition of our workforce, including the representation of designated groups, and to foster employment equity, in keeping with the Board's commitment to Employment Equity. We collect applicant diversity data to help inform, evaluate and diversify our employee recruitment and talent management strategies. These efforts add to our ongoing work to build an equitable and inclusive community where all members flourish, and to advance employment equity across the Board.

Further, the Employment Equity Office collects, analyzes and reports on workforce data to track progress in achieving representation of designated group members in the spirit of the Board's Employment Equity policy.

Currently the four primary areas for data collection within the Board include:

- Workforce/Staff Census (Every 5-6 years)
- Point of Application (New Applicants to Teaching and Support Staff)
- Point of Hire (During Documentation)
- Principal/Vice Principal Promotion (Application Process)

The Board collects applicant diversity data to help inform, evaluate and diversify our employee recruitment and talent management strategies. These efforts add to our ongoing work to build an equitable and inclusive community where all members flourish, and to advance employment equity across our employee groups.

Employee and applicant data on designated group status are also used for monitoring participation rates, measuring and identifying outcomes, identifying outreach priorities and for responding to Human Rights Commission complaints.

Due to the current lockdown, demographic data reports cannot be processed, and as a result, various data reports are not available. These reports will be shared through Employee Services to Senior Team and Executive Leadership.

The Employment Equity Office is working with Research and Development to develop a comprehensive data plan. Currently, work is being done to address a number of the limitations of the workforce/staff census including the inability to provide school based, Learning Centre or department based, staff demographic data sets

#### 4. Workplace Inclusion

The Employment Equity Office seeks to create a healthy and favorable climate in the work environment. The Toronto District School Board is committed to a workplace free of discrimination that is supportive and respectful of employees with diverse

backgrounds and one that ensures everyone at the TDSB has a full and enriching work experience. A diverse workplace is not necessarily an inclusive one. In this sense, inclusion is the pre-requisite for the functioning of a diverse workforce and involves the full and successful integration of diverse people into a workplace.

The Employment Equity Office supports and cultivates diversity and inclusion in the workplace through the following:

- Representation- the presence of people across a range of employee roles and leadership positions
- Receptivity – Respect for differences in working styles, and flexibility in tailoring positions to the strengths and abilities of employees.
- Fairness – Equitable access to all resources, opportunities, and networks, and decision making processes.

#### 5. Accommodations

The duty to accommodate recognizes that people have different needs and require different solutions to gain equal access to employment. The Employment Equity Office provides guidance and support for accommodations including at the pre-employment stage (for job applicants, including interviews and testing), on boarding and during employment. The duty to accommodate can arise in different situations as a result of a person’s disability, age, religion, marital status, immigration status, ethnic or racial identity or family obligations or other factors listed in the Ontario Human Rights Code. Collective agreements or other contract arrangements cannot act as a barrier to providing accommodation. The courts have determined that collective agreements and contracts must give way to the requirements of human rights law. If an employer and a union cannot agree on how to solve an accommodation issue, the employer must make the accommodation in spite of the collective agreement

Accommodation is a fundamental and integral part of the right to equal treatment. When facilitating accommodations, in addition to “good faith” (accept the employee’s request for accommodation in good faith, unless there are legitimate reasons for acting otherwise) the Employment Equity Office involves three factors: dignity, individualization and inclusion.

- Dignity: Persons must be accommodated in a way that most respects their dignity, including their privacy, confidentiality, comfort and autonomy.
- Individualization: There is no set formula for accommodation. Each person's needs are unique and must be considered afresh when an accommodation request is made. A solution may meet one person's requirements but not another's, although many accommodations will benefit many other people with similar needs.
- Inclusion: Achieving integration and full participation requires barrier-free and inclusive design and removing existing barriers. Preventing and removing barriers means all persons should have access to their environment and face the same duties and requirements with dignity and without impediment.

## 6. Policies and Procedures

Policies and procedures can act as a barrier or a resolution in employment equity. The Employment Equity Office regularly reviews and evaluates policies and procedures to assess if they are prohibitive or have a negative impact on an employee or designated group. Currently, the Employment Equity Office is pursuing the following policies and procedures:

Employment Equity Policy (P029) – The Policy is being reviewed in accordance with the *Policy Review Schedule* and the policy review process.

Special Programs Provisions – Adapting specific programs that help disadvantaged groups improve their situation. It is not discrimination to put in place a 'special' program if it is designed to improve equality of opportunity and help eliminate discrimination for such groups. These can include outreach and consultation with experts and representatives of designated groups or special training programs during the recruitment process, or specific hiring or promotion. Special Programs are protected by the Ontario Human Rights Code and the Canadian Charter of Rights and Freedom.

Positions of Responsibility (POR) – Pursuing initiatives to address ongoing systemic and structural gaps as identified by Executive Staff in the selection and appointment of teachers to positions of responsibility. For example, develop employment equity resources, guidelines for hiring.

The Employment Equity Office is comprised of two employees, a Manager and a clerical support staff member. The Office faces significant challenges associated with impacting a system as large as TDSB with such a small complement of employees. The keys to ongoing success will be working effectively with other departments to leverage expertise and expand influence and to effectively collect and analyze data. Both of these will be pursued and reported on vigorously in the year ahead, as part of the larger accountability framework of the Board.



# Our 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.

## We Value

- Each and every student's interests, strengths, passions, identities and needs
- A strong public education system
- A partnership of students, staff, family and community
- Shared leadership that builds trust, supports effective practices and enhances high expectations
- The diversity of our students, staff and our community
- The commitment and skills of our staff
- Equity, innovation, accountability and accessibility
- Learning and working spaces that are inclusive, caring, safe, respectful and environmentally sustainable

## Our Goals

### **Transform Student Learning**

We will have high expectations for all students and provide positive, supportive learning environments. On a foundation of literacy and math, students will deal with issues such as environmental sustainability, poverty and social justice to develop compassion, empathy and problem solving skills. Students will develop an understanding of technology and the ability to build healthy relationships.

### **Create a Culture for Student and Staff Well-Being**

We will build positive school cultures and workplaces where mental health and well-being is a priority for all staff and students. Teachers will be provided with professional learning opportunities and the tools necessary to effectively support students, schools and communities.

### **Provide Equity of Access to Learning Opportunities for All Students**

We will ensure that all schools offer a wide range of programming that reflects the voices, choices, abilities, identities and experiences of students. We will continually review policies, procedures and practices to ensure that they promote equity, inclusion and human rights practices and enhance learning opportunities for all students.

### **Allocate Human and Financial Resources Strategically to Support Student Needs**

We will allocate resources, renew schools, improve services and remove barriers and biases to support student achievement and accommodate the different needs of students, staff and the community.

### **Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being**

We will strengthen relationships and continue to build partnerships among students, staff, families and communities that support student needs and improve learning and well-being. We will continue to create an environment where every voice is welcomed and has influence.



### **Acknowledgement of Traditional Lands**

We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe (A NISH NA BEE), the Haudenosaunee (HOE DENA SHOW NEE) Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Métis and Inuit peoples.

### **Reconnaissance des terres traditionnelles**

Nous reconnaissons que nous sommes accueillis sur les terres des Mississaugas des Anichinabés (A NISH NA BAY), de la Confédération Haudenosaunee (HOE DENA SHOW NEE) et du Wendat. Nous voulons également reconnaître la pérennité de la présence des Premières Nations, des Métis et des Inuit."

### **Committee Mandate**

The Program and School Services Committee's mandate will be to consider and make recommendations to the Board on education matters referred to it for consideration, including matters presented by the Board's Community Advisory Committees.