



Program and School Services Committee Agenda

PSSC:087A

Thursday, October 29, 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, Alexander Brown, Trixie Doyle

	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. Alternative Schools Community Advisory Committee Report, October 19, 2020	1
(For receipt)	
5.2. Black Student Achievement Community Advisory Committee Report, October 5, 2020	3
(For receipt)	
5.3. Environmental Sustainability Community Advisory Committee Report, October 6, 2020	5
1. Solar Panel Signage	
5.4. French-as-a-Second-Language Community Advisory Committee Report, October 13, 2020	7
(For receipt)	
5.5. French-as-a-Second-Language Community Advisory Committee	9

2019-2020 Annual Report		
5.6.	Special Education Advisory Committee Report, October 5, 2020 (For receipt)	19
5.7.	Inner City Community Advisory Committee Report, October 15, 2020 (For receipt)	23
6.	Employment Equity: Addendum to Annual Report [3965]	25
7.	Written Notices of Motion for Consideration	
7.1.	Dismantling Systemic Barriers to Inclusion in Discipline Procedures (Trustee Chernos Lin and MacLean)	47
8.	Adjournment	



Community Advisory Committees

Name of Committee: Alternative Schools Community Advisory Committee (ASCAC)

Meeting Date: 19 October 2020

A meeting of the Alternative Schools Community Advisory Committee convened on October 19, 2020 from 7:00pm to 9:00pm via Virtual Meeting (Zoom) with Boriana Karan, and Liam Rodrigues (Co-Chairs) presiding.

Attendance: Boriana Karan (Elementary Parent Co-chair), Liam Rodrigues (SEED, Secondary Co-chair) - late arrival, Shelley Laskin (Trustee Ward 8, ASCAC Trustee Member), Diana Grimaldo (Parent, Mountview), Rebecca Holzman (Parent, High Park Alternative School)

Staff Lead: Peter Chang (System Superintendent, Interim)

Guests: Also present were: Chris and Ceeci Ang (Parents, DAS), Mahshad Aryafar (Parent, Horizon), Eli Bakerman (Parent, Spectrum), Katty Bidad (Parent, Avondale Alternative School), Ben Blakey (Parent, Equinox), Alexander Brown (Chair, TDSB), Lesley Bunbury (CL, City School), Cynthia Chan (Parent, Horizon), Rebecca Crombie (Parent, Delphi), Linh Dang & Norm Nasser (Parents, Horizon), Yvette Duffy (Vice Principal, Secondary Alternative Schools West), Fernanda Gontijo (Parent, DAS), Diana Grimaldo (Parent, Mountview), Michael Gurgol (Vice Principal, Secondary Alternative Schools West), Rebecca Holzman (Parent, High Park Alternative School), Denise Humphreys (Interim SOE, LN4 in LC1), Rizwana Jafri (Principals, Secondary Alternative Schools West), Twyla Kowalenko (Parent, Equinox), Rami Lama (Parent, East Alternative School Toronto and DAS), Denis Lopes (Principal, Secondary Alternative Schools East), Vicky Lubarovski (Parent, Delphi Secondary Alternative), Jana Luettmann (Parent, Equinox), Angela Matich (Parent, Equinox), Rob Rennick (Teacher, Inglenook), Rachel Rosen (Teacher, School Of Life Experience), Kimberley Roy (Parent, Delphi), Natalie Rubino (CL, North East Year Round Alternative), Shannon Salisbury (Teacher, School Of Life Experience), Ben Singer (Parent, Mountview); Courtney Statten & Cameron Malcolm (Parents, Horizon), David Stocker (Teacher, City View), Lily Szeto (Parent and TDSB Employee, Mountview), Johnny Tkach & Karen Rothfels (Parents, Spectrum), Sara Wilken (Parent, Beaches Alternative)

Regrets: Emanuel Moura (Vice Principal, Secondary Alternative Schools East), Prafulla Prabhu (Parent Co-Chair)

Part A: Recommendations

N/A

Part B: For Information Only

N/A

Part C: Ongoing Matters

Quorum was not achieved at 7:17pm

The following agenda items have been deferred to the December 14, 2020 meeting: *Chair/ Co-Chair Election, ASCAC Membership*

Report Submitted by: Peter Chang, System Superintendent; Learning Centre Central



Community Advisory Committees

Name of Committee: Black Student Achievement Community Advisory Committee

Meeting Date: October 5, 2020

A meeting of the Black Student Achievement Community Advisory Committee convened on October 5, 2020 from 7:02p.m. to 9:00 p.m. in a virtual meeting with Co-Chair Alexis Dawson and Trustee Chris Moise presiding

Present:	Alexis Dawson, Co-Chair, (Unison Community Health), Trustee Chris Moise (Trustee Co-Chair), Sharon Beason (Parent/ FSLAC Rep), Tina Beason (Student Rep), Sophia Ruddock (Parent Rep), Mikhail Burke (University of Toronto), Raymund Guiste (Tropicana Community Services), Grace-Camille Munroe (Lifelong Leadership Institute), M. Blacksmith Ben-Moodie (Police), Lisa-Marie Williams (Law Society of Ontario), Staff Lead: Executive Superintendent Curtis Ennis, Superintendent Jacqueline Spence Administrative Support: Oyin Orekoya
Staff:	Rosalie Griffith, Thando Hyman, Karen Murray, Kai Gordon, Linda Stockdale
Guests:	Trustee Alexander Brown, Mohammed Ahmed (Success Beyond Limits), Makayla Robinson (TDSB Student)
Observers	
Regrets:	

Part A: Recommendations – NIL

Part B: For Information Only

BSACAC members discussed the Director's Search Criteria document and made notes to bring forward some comments through the community co-chair at the Oct. 6 Committee of the Whole Meeting.

A presentation made by community organization Success Beyond Limits on their work with the youth in the Jane and Finch area was well received

Staff update to BSACAC included the ongoing work with the Centre of Excellence for Black Students Success and the 7-week summer program held for some students which was led by the graduation coaches.

Part C: Ongoing Matters

NIL

Report Submitted by: Curtis Ennis



Community Advisory Committees

Name of Committee: Environmental Sustainability Community Advisory Committee

Meeting Date: 6 October, 2020

A meeting of the Environmental Sustainability Community Advisory Committee convened on October 6, 2020 from 6:45 p.m. to 8:34 p.m. via Zoom Video Conferencing, with Sheila Cary-Meagher presiding

Attendance: Sheila Cary-Meagher (Community Co-Chair), Manna Wong (Trustee, Ward 20), Andrew Davies (No. 9), Val Endicott (Community Member), Barbara Falby (For our Grandchildren), Isabelle Faucher (Carton Council) of Canada); Sunday Harrison (Green Thumbs Growing Kids), Hilary Inwood (OISE), Anne Keary (Parent), Jeremy Lytle (Student, Ryerson University), Heather McDiarmid (Community Member), Linda Naccarato (Community Member), Erin Pan (SustainED), Jiri Skopek (Beach Community Energy Co-operative), Bob Spencer (Community Member), and Andrea Stephens (Parent).

Also present were: Richard Christie (TDSB), Esther Collier (TDSB), Kelly Crosthwaite (TDSB), Priyan de Silva (TDSB), Kristen Evers (TDSB), Karen Kenn (TDSB), David Keogh (TDSB), Chris Metropolis (TDSB), Naomi Quarcoopome (TDSB), and Jenn Vetter (TDSB).

Regrets: Lindsay Bunce (EcoSchools Canada)

Part A: Recommendations

ESCAC recommends that

1. Signage be developed and posted at all schools with solar panels to draw attention to the presence of solar panels on school rooftops; and
2. The amount of electricity generated by these solar panels be reported annually.

Part B: For Information Only

The Senior Manager of Sustainability provided an update on the climate action work related to building greenhouse gas emissions currently underway at the TDSB.

The Beach Community Energy Co-operative shared the culminating summer project of Ryerson University students, proposing ideas for the creation of community energy hubs.

Part C: Ongoing Matters

No ongoing matters to report.

Report Submitted by: Richard Christie



Community Advisory Committees

Name of Committee: French as a Second Language Community Advisory Committee

Meeting Date: 13 October 2020

A meeting of the French As A Second Language Community Advisory Committee convened on October 13, 2020 from 7:00 to 9:00 pm via virtual Zoom with Parent Co-Chair Mandy Moore presiding.

Attendance:	Mandy Moore (Parent Co-Chair W7), Matt Forrest (Parent Vice-Co-Chair W9), Charles Zhu (Parent Vice-Co Chair W11), Lisa McAvoy (W2), Doug Kwan (W2 Alt), Sharlene Henry (W5/W6 Alt), Lynne LeBlanc (W8), Polina Osmerkina (W10); Wilmar Kortleever (W11 Alt), Randy Samuel (W14), Gail Miller (W22 Alt) Also present were: Trustee Robin Pilkey (Trustee Co-Chair), Trustee Rachel Chernos Lin (W11), Trustee Dan MacLean (W2), Mary Cruden (Canadian Parents for French), Sharon Beason (Canadian Parents for French), Manon Gardner (Associate Director), Angela Caccamo (Centrally Assigned Principal), Kirsten Johnston (Program Coordinator)
Guests:	Alexander Brown (Board Chair), Trustee Trixie Doyle (W14), Claudette Fava, Shalone Hendrix
Regrets:	Deloris Williamson-Braham (W5/13), Caroline Tolten-Paterson (W7 Alt), Jennifer Tse (W8 Alt), Sarah Smith (W15), Kathleen Meek (W15 Alt), Nancy White (W16 Alt), Christie Dunbar (W16 Alt), Rosemary Sutherland (CPF Alt)

Part A: Recommendations

Nil

Part B: For Information

The following reports (attached) were presented. Motion carried to move to PSSC.

1. FSLAC Annual Report 2019-2020
2. Member Reflection Results, Oct 20, 2020

Election of New Executive

Parent Co-chair elected: Lynne Leblanc

Parent Vice-chairs elected: Matt Forrest, Charles Zhu, Lisa McAvoy and Sharlene Henry

Status of Virtual School and FSL

Staff updated the membership with the latest information regarding in-school and Virtual School. Virtual secondary schools have 18,000 students, 164 in FI and 236 in Ext. French. Elementary virtual schools contain 63,000 students, while 106,000 are in-school. FI and Ext. French students make up 6,000 of the virtual elementary registrants. Recently, 42 French teachers moved from in-school to virtual but 48 FI or Ext. French classes remain without a French teacher. English occasional teachers are supporting these classes, to give the students a connection, and connection to classmates. As of Oct 13th, approximately 1000 students were without a French teacher. The French teacher roster is depleted. While staff tries to recruit more French teachers through a variety of means, hiring the

quantity of teachers required will take time. It continues to be a moving target, as teachers are hired and others leave through resignation, illness, leaves, etc. Virtual teaching is new to many teachers and many find it challenging. Professional Learning sessions have been offered to support the pedagogy behind learning online. The long-standing issue of French teacher shortages across Canada has only exasperated the task of placing French teachers to all in-school and virtual classrooms at the TDSB. Staff is looking at options to meet the gap including teaching multiple classes, blending classes, acquiring teachers from Faculties of Education to assist, inter-provincial hires, utilizing teachers that are not fully accredited and an option that has been used in other jurisdictions is live streaming however this has union concern. The membership raised options to staff for consideration: Smash Education, 12-month calendar, ensuring strategic teacher assignments, such that teachers land where they are needed most.

The Ministry requires students to have 600 hours, and FSL students most at risk are the late entry GR 7/8 students. With 3 years of core French, their accumulated hours are less. Also tabled with the Ministry is the concern that the FI teacher shortage will result in less funding.

With 48 FI and Extended French classes without teachers, there is a possibility that not all will get a French teacher in a timely manner. While the TDSB will honour all FI/Extended French student commitments for next year, the feasibility of virtual French programming is of great concern.

Cosburn Pathway Motion and French Review Status.

The Cosburn Motion was passed at Board so that current GR 4/5 students have the option to select GR 7 Ext. French. Please see details on the link <https://www.tdsb.on.ca/Elementary-School/School-Choices/French-Programs/Other-Programs> All consultations were paused (past 5 months). No additional work has been done regarding re-distribution of FSL programs but a revisit is likely.

Transportation

Trustee Pilkey reports that by September, all eligible students received their bussing as expected. Contributing factors: changed bell times (fewer busses), staggered start times, no courtesy seats.

Professional Learning Updates

PD is available to virtual and in-school teachers when they wish to engage in learning. Training supports teachers coming to/out of core French, into FI or Ext. French, always with a virtual lens.

JK/SK FI Registration for 2021-22

Three informational registration sessions are posted on the public website. Promotion of the program is provided through Messenger to virtual school students and information packages provided to all in-school JK students. A banner on public website, ads to public newspapers, including community papers, continued coverage in Trustee Weekly, tweeting/social media through administrators offered.

For further detail, see Oct 13th meeting minutes at <https://www.tdsb.on.ca/fslac>.

Part C: Ongoing Matters

Nil

Report Submitted by: Manon Gardner



Community Advisory Committees

**French-as-a-Second-Language
Community Advisory Committee
(FSLAC)**

2019-2020 ANNUAL REPORT





Community Advisory Committees

REVISED

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Community Advisory Committees

CAC Mandate/ Purpose

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The FSLAC was created by the Board in 2005. In 2007, our mission was adopted by the Board and was reconfirmed with the adoption of our Terms of Reference in 2016:

“To consult with and advise the Board on French as a Second Language matters. As a Board community advisory committee, the FSLAC will contribute to the work of trustees and staff. This partnership of trustees, staff and parents will foster excellence and growth in FSL programs at the Board.”

FSLAC Accomplishments: Activities, Information Sharing and Board Consultations

Meetings

The FSLAC met six times formally in the 2019-20 school year, usually on the 2nd Tuesday of the month. Regularly scheduled meetings in April, May and June 2020 were cancelled due to Covid-19. The FSLAC executive met twice and due to the continuing 2018 French Review, there were also several working group meetings. This year’s focus has been on the on-going 2018 French Review.

Meeting notices, agendas, minutes and FSL resources are posted on the FSLAC page on the TDSB website (www.tdsb.on.ca/fslac). We receive administrative support to organize meetings, for minutes and reporting to the Board from the assigned committee assistant. Additional support would be welcome, particularly for FSLAC communication with parents/guardians.

Outreach Initiative(s)

Email & Newsletter Distribution:

FSLAC volunteers continue to use our Gmail account: fslactoronto@gmail.com for correspondence. Parents and stakeholders write to us with FSL related questions. Common enquiries are on accessing programs and special education support and for referrals to the appropriate staff member on FSL specific concerns.

The FSLAC newsletter was produced in December 2019, March 2020, and June 2020. It is sent out to more than 150 schools with French immersion/extended programs, trustees, and over 900 individual parents and FSL stakeholders who have signed up. It shares information about new developments in FSL and tips for parents in supporting their children learning French. The sign-up button and past newsletters are available at www.tdsb.on.ca/fslac. We continue to seek email addresses for Parent Councils to add to our distribution to fulfill our mandate more effectively as a partnership between trustees, staff and parents.





Community Advisory Committees

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FSLAC Accomplishments: Activities, Information Sharing and Board Consult. cont'd

Engaging Parents and Community Members: Conferences, Workshops & School Councils

In our continued effort to reach out to more parents directly, FSLAC members participated in PIAC's fall parent conference. FSLAC Members and Canadian Parents for French (Ontario) greeted parents at our display table and provided information on FSL programs and how to get assistance for students who may be struggling. Our popular parent workshop "French...helping your child succeed" was scheduled for the spring conference which was cancelled. The power point slides that accompany that workshop are available at www.tdsb.on.ca/fslac.

Our "Intro to the FSLAC" is available for school council and ward meetings. Power point slides are posted at www.tdsb.on.ca/fslac. Inquiries to have this presentation done may be directed to fslactoronto@gmail.com.

FSLAC Members attended French immersion/extended information nights to meet new parents and to support the presentations of FSL staff.

FSLAC parents participated in policy consultations, including the Secondary, Optional Attendance consultation. The parent co-chair and/or vice co-chairs attended CAC meetings. Participation might be better facilitated with a draft schedule prior to each term on what meetings and consultations to expect.

FSLAC members participate in Pupil Accommodation and Program Area Reviews where recommendations might involve changes to French programs. In 2019-20, none were held. FSLAC has tracked the possible reopening of Bannockburn PS as a French Immersion Centre for several years and is very interested in the future of John Fisher Jr PS, a French Immersion Centre, in the midtown area and Lakeshore CI as a potential expansion of secondary in Etobicoke.

Current Opportunities for Growth and Excellence in TDSB FSL Programs

2018 French Review, 2019 French Review Recommendations and Implementation 2020 French Review Interim Report

The FSLAC continues to be very engaged in the 2018 French Review and the June 2019 decisions, has received staff updates and has had detailed discussions at every meeting this year. The open conversations and the expectation shared throughout the consultation phase of the process showed a strong TDSB commitment to working together to improve FSL programs for all students.

In consideration of the Trustee initiated amendment to the 2019 French Review Recommendations to have broad consultation on the implementation plan, the FSLAC took the initiative over February and March 2020, to develop 9 recommendations for Trustee consideration. The first recommendation was that existing procedures/practice for entry to French immersion (a spot for every on-time applicant, expands spots/sites to meet demand and the sibling rule) and reporting on FSL be re-adopted as guiding principles. The Board did that on May 27, 2020.

The remaining 8 draft recommendations await a future FSLAC meeting.





Community Advisory Committees

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Current Opportunities for Growth and Excellence in TDSB FSL Programs cont'd...

Core French Action Plan

Staff shared the Core French Action Plan at the October 15, 2019 FSLAC meeting and the October 16, 2019 Committee of the Whole. It was received by the Board on October 30, 2019 as part of FSL Programs Review: Update #1. It identifies opportunities for increasing and improving professional development and resources for Core French teachers to support improving the engagement and achievement of Core French students. The FSLAC asked that Core French measurable goals be tracked and made public, such as, enrolment in grade 10 Core French when it becomes an elective. Staff shared that that metric is in their Ministry FSL 3 Year Plan. Opportunities for Core French improvement identified by the FSLAC include: school level decision making on Core French à la carte in elementary schools and making secondary Core French grades 10-12 credits available to the students at the half of secondary schools who do not offer these credits.

Common European Framework of Reference (CEFR) and the DELF

Due to Covid-19, the DELF was not offered this year. We hope to revisit the FSLAC recommendation to PSSC in February 2019, that staff be asked to provide a briefing note on TDSB DELF (Diplôme d'études en langue française) Capacity Building and Cohort Results (from 2013 on).

TDSB has teachers who are trained examiners. The continued provision of this training is essential in order to increase opportunities for students to participate.

The DELF is an internationally recognized exam that tests proficiency in French and awards a credential to the student based on the benchmarks of the CEFR. This type of testing provides an external assessment of student outcomes in French immersion/extended/core that is validating and motivating for students and informs parents. The FSLAC supports providing the opportunity for all grade 12 French immersion/extended/core students to take DELF exams as is done at some other Ontario Boards. Limited funding and support is provided by the Ministry of Education. The Ministry did a study which included the TDSB students which is available here:

www.edugains.ca/resourcesFSL/PDF/Research/Synopsis_FINAL-1.pdf

Ministry research is showing that CEFR/DELF-related professional learning is positively impacting FSL classroom practice:

<https://transformingfsl.ca/en/resources/the-cefr-in-ontario-transformingclassroom-practice/>





Community Advisory Committees

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Current Challenges to Growth and Excellence in TDSB FSL Programs

2018 French Review, 2019 French Review Recommendations and Implementation-2020 French Review Interim Report

With the April, May and June FSLAC meetings cancelled by the Board due to Covid-19, the dialogue about the French Review between parents, staff and Trustees is on pause.

The June 2020 interim report was made available on the Committee of the Whole agenda on June 5, 2020 for receipt on June 11, 2020. The extremely small window to develop and deliver a response limits the FSLAC's ability to speak for parents in support of growth and excellence in FSL Programs and to have the "strong relationship and partnership" (MYSP) to support student learning in French. It is, unfortunately, a repeat of the process used to share the June 2019 French Review Recommendations.

Transportation – Cuts to Secondary French Immersion/Extended TTC support

The 2019-20 budget cut of the provision of TTC tickets to secondary French Immersion/Extended (FI/Ext) continues to be of concern. In June 2019, FI/Ext parents were advised by the TDSB that secondary students in need would be able to continue receiving support through their FI/Ext school principal. The FSLAC is concerned that those students will drop quietly out of FI/Ext rather than self-identify. On May 27, 2020, the Board forwarded the FSLAC recommendation that staff consider this equity issue in their on-going review of transportation.

Redirections of SK French Immersion for September 2020

The number of SK French Immersion (FI) intake classes is being cut from the Board recommended 2 classes to 1 class at 3 sites for September 2020 in an effort to rebalance English and French program enrolment in those schools. Families selected by the Board to be redirected to other nearby but not walkable SK FI schools asked the FSLAC for assistance. The FSLAC recommended to the Board that these decisions be held pending community input as has been done in the past. The FSLAC recommendation was declared out of order at PSSC and did not proceed. The FSLAC is concerned that limiting enrolment at sites selected by staff will reduce enrolment in French Immersion as redirected families may find the logistics involved in bussing and childcare overwhelming and will put strong, established immersion programs at risk.





Community Advisory Committees

Committee Members

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There are 23 parent/community volunteers on the FSLAC: 21 parent members/alternates from 15 wards, 1 non-voting community member and 2 alternates from Canadian Parents for French (Ontario). There are 3 Trustee members, selected at the annual TDSB organizational meeting in December. Staff members who support the work of the FSLAC are: Associate Director Manon Gardner, FSL central staff Angela Caccamo and Kirsten Johnston and administrative assistant Linda Stockdale.

Parent members/alternates are elected by parents/guardians in their ward in odd numbered years to serve a two-year term on the FSLAC. Trustees are asked to hold elections at their ward meetings during 2021. To be eligible to be an FSLAC voting member/alternate, one must be a current TDSB parent/guardian who wishes to further the mission of the FSLAC and is available to attend about eight meetings per year. Trustees needing more information or assistance recruiting members to fill vacancies may contact the FSLAC at fslactoronto@gmail.com.

FSLAC information is posted at: www.tdsb.on.ca/fslac. Members/alternates also receive electronic access to a Member Briefing Book via Google Drive which is updated annually.

Trustee Co-chair Robin Pilkey	Lynne Leblanc (W8)
Trustee Dan MacLean	Jennifer Tse (W8 Alt)
Trustee Rachel Chernos Lin	Matt Forrest (W9)
Parent Co-chair Mandy Moore (W7)	Polina Osmerkina (W10)
Parent Vice-co-chair Matt Forrest (W9)	Charles Zhu (W11/8)
Parent Vice-co-chair Charles Zhu (W11)	Wilmar Kortleeve (W11 Alt)
Parent Vice-co-chair Zeynab Kazi (W22)	Randy Samuel (W14)
Rob Janes (W1/2)	Sarah Smith (W15)
Lisa McAvoy (W2 Alt)	Nancy White (W16 Alt)
Nalini Singh (W2 Alt)	Christie Dunbar (W16 Alt)
Doug Kwan (W2 Alt)	Zeynab Kazi (W22)
Deloris Williamson-Braham (W5/13)	Gail Miller (W22 Alt)
Sharlene Henry (W5/6 Alt)	Mary Cruden (Canadian Parents for French)
Mandy Moore (W7)	Rosemary Sutherland (Canadian Parents for French Alt)
Laura Steele Gunter (W7 Alt)	Sharon Beason (Canadian Parents for French Alt)
Caroline Tolten-Paterson (W7 Alt)	

Note: Where more than 1 ward is indicated next to a parent/guardian's name, it indicates that they live in one ward but their child(ren) attend school in another ward or wards.

2020-2021 FSLAC Executive

Lynne Leblanc (W8) was elected at the October 13, 2020 FSLAC meeting as parent co-chair. Matt Forrest (W9), Charles Zhu (W8/13), Sharlene Henry (W5 Alt) and Lisa McAvoy (W2) were elected as parent vice co-chairs.

Upcoming Meetings: 2020: Nov 10 and **2021:** Jan 12, Feb 9, Mar 9, Apr 6, May 11, Jun 8





Community Advisory Committees

Self-Evaluation

FSLAC Member Reflection Survey Report - Revised

October 13, 2020

The report reflects members responses to fourteen survey questions, asked in June of each year.
Number of respondents by year:

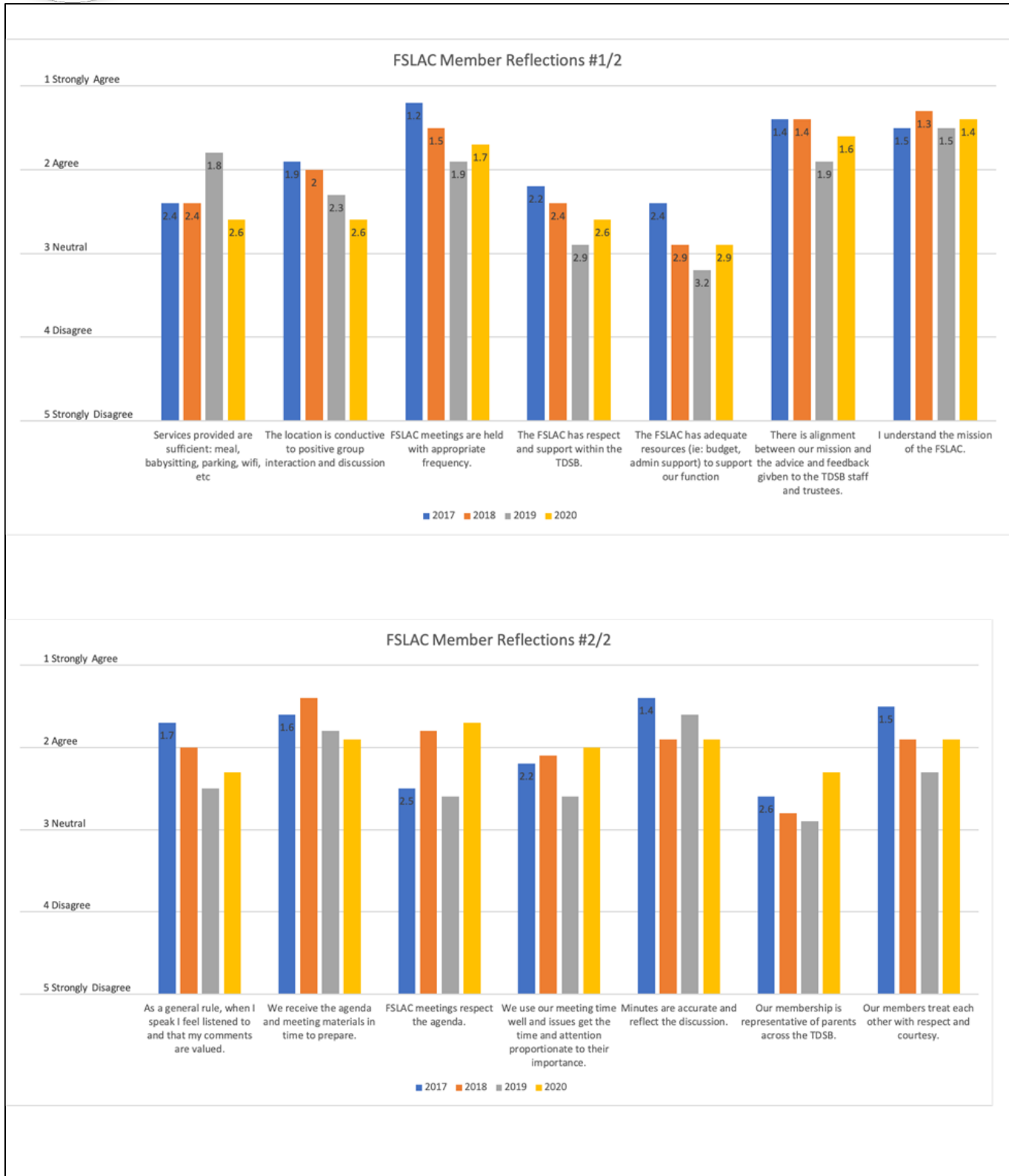
- 2016 – 2017: 13
- 2017 – 2018: 8
- 2018 – 2019: 13
- 2019 – 2020: 7

We asked respondents to rate their agreement with each statement, with 1 being “strongly agree” and 5 being “strongly disagree.” When you read the chart remember, lower reflects more agreement with the statement.





Community Advisory Committees





Community Advisory Committees

The survey also gave respondents the opportunity to leave some open-ended feedback to these questions.

Additional likes, dislikes, and suggestions on how to improve the FSLAC:

- More respectful listening to the person who has the floor
- Better adherence to admin protocols of meeting notice going out two weeks in advance and minutes a week in advance
- Better representation of parents' views in reports to the Program and School Services Committee
- Make meeting agenda creation more of a team effort
- Encourage parent reps to attend and report back from school council meetings

Suggested goals for next year:

- Better new member orientation
- Better connections between parent reps and schools in their wards beyond their own
- Rename the FSLAC as the FSL Parent (Guardian) Advisory Committee.
- Emphasize the important of parent and community involvement
- Keep the focus on FSL education without letting COVID concerns dominate
- Review of pathways given changes in transportation





Statutory Committee

Name of Committee: Special Education Advisory Committee

Meeting Date: 5 October 2020

A meeting of the Special Education Advisory Committee convened on October 5, 2020 at 7:00 pm through electronic means, Chair Steven Lynette (elected at the meeting) chaired the meeting.

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	Kara Agostino
Learning Disability Association	Nadia Persaud
CADDAC	Juanita Beaudry
LC1	Aline Chan
LC2	Jordan Glass
LC3	Olga Ingrahm
LC4	Diane Montgomery
TDSB Trustees	Alexander Brown
	Nora Green
	Jean-Paul Ngana
	Kirsten Doyle
	Izabella Pruska-Oldenoff,
	Michelle Aarts

Also present were:

Kathy Witherow, Associate Director

Craig Snider, Associate Director

Andrew Gold, Interim Associate Director

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

Steve Shaw, Executive Officer, Facility Services

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 LC2

Cindy Zwicker-Reston, Centrally Assigned Principal, Special Education LC 3

Lianne Dixon, TDSB SEAC Liaison

Part A: Recommendations

Nil

Part B: For Information Only

SEAC Chair Interim Election

Nora Green, Chair of SEAC, resigned from her post as chair. Steven Lynette was acclaimed as interim chair until December 2020 at which time SEAC will hold its annual election.

Leadership, Learning and School Improvement Department Updates:

Information was shared on the following topics:

In-school and Virtual school numbers

- Elementary
 - In-Person: 109, 060 students
 - Virtual School: 58, 526 students
 - Virtual School Teachers: 2, 266
- Secondary
 - In-Person: 52, 469 students
 - Virtual School: 17, 970 students
 - Virtual School Teachers: 770

Reorganization

- September 30, 2020 was the Transition deadline; October 13 is the new start date
- Teacher allocations will be adjusted based on actual student enrolment

- Permanent staff will be redeployed to where they are needed (VS & other schools)
- Numbers were shared for Special Education Students changing from Virtual to In-person and from in-person to Virtual

Staffing

- Teachers placed in a Virtual School ISP or HSP/Resource have Special Education Qualifications Part 1, Part 2 or Specialist
- Students have been placed in classes based on several factors such as:
 - grade
 - special education program
 - ISP classes from the in-person school

Virtual School IEP's

- Elementary - 9,186 IEPs
- Secondary - 4,502 IEPs
- Students with IEPs in the Virtual School will be supported by their OSR school principal (accommodations, modifications, reviewing and signing)
- By the end of October, full IEPs are planned to be sent to families virtually (FOI protected)

IST/SST and IPRC/SEPRC

- The OSR Principal will oversee all IST/SST and IPRC/SEPRC for their respective students in both VS and in bricks and mortar
- Meetings will be held virtually and using an AODA platform.
- VS Staff can access Regional Support

SEAC Discussion – CCAT-7

Due to the current pandemic, the September 2020-2021 school start-up has impacted CCAT7 testing that typically was administered in September.

- Discussion was held around the CCAT-7 testing of grade 3 students
 - Logistics – where to test students, particularly those in Virtual School
 - Health and Safety of students and staff
 - A subcommittee of volunteers will meet early in October to discuss this issue further

Budget (Craig Snider):

- Impact of enrolment changes
- 7,882 Students moved to virtual schools
- 2,921 Students moved to In-person schools
- If the projected enrolments of October 13 come in as planned, the financial impact to the GSN will be approximately \$40M

- Impact of changes to FSL enrolments not known at this time
- ESL enrolment in line with revised projections used for budget

Covid PPE and Safety Update (Steve Shaw)

- COVID-19 Mask Procedure (PR730) was shared

Nurses and cleaners

- TPH has hired an additional 70 nurses to support schools. Each is supporting between 10 to 15 schools. (Not employees of TDSB)
- As part of the plan to provide enhanced cleaning of high touch surfaces, the Board committed to hiring an additional 224.5 FTE caretaking staff
- To date, the Board has hired 100 additional part time cleaners

Hepa filters

- Board is currently looking to source HEPA filters for classrooms with no mechanical ventilation
- Will be allocated to Q5 schools first and then to other schools as resources allow

Other Business

This meeting was live streamed and posted on the SEAC website.

Part C: Ongoing Matters

Nil

Report Submitted by: Lianne Dixon



Community Advisory Committees

Name of Committee: Inner City Community Advisory Committee

Meeting Date: 15 October, 2020

A meeting of the Inner City Community Advisory Committee convened on Thursday, October 15, from 9:00 am to 11:00 am. Virtual ZOOM meeting Co - Chairs Ingrid Palmer and Trustee Michelle Aarts presiding.

Attendance:	<p>Ingrid Palmer Parent Co-Chair, Trustee Michelle Aarts, Co-Chair; Diane Banks Toronto Public Library; Gillian Cooper, Parent; Laurie Green, St. Michael's Hospital; Josette Holness, City of Toronto; Sejal Patel, Ryerson University; Robert Spencer, Parent; Crystal Stewart, Parent</p> <p>Also present were: Trustee Rachel Chernos Lin, Ward 11; Stephanie Fearon, Model Schools Co-Ordinator; David Forrester, Community Support Worker LC1; Ian Macpherson, Community Support Worker LC4; Karen Murray, Centrally Assigned Principal; Omar Omar, Community Support Worker LC2; Lisa Podaras Wong, Executive Assistant, LC2 & 3; Steve Salfarli, Community Support Worker LC3 Lynn Strangway, Executive Superintendent, LC3</p>
Regrets:	<p>Sheila Cary-Meagher, Community Member; David Clandfield, Community Member; Kirby Davidson, Right to Play; Sharma Queiser Social Planning Toronto; Parthi Kandavel, Trustee Ward 18; Chris Tonks, Trustee Ward 6 Michael Kerr, Colour of Poverty-Colour of Change; Shaila Krishna, Toronto Public Health, City of Toronto; Cherie Mordecai Steer, Parent;</p>

Part A: Recommendations

Nil

Part B: For Information Only

Quorum was not reached for the official meeting to proceed.

Meeting began with introductions and discussion around contacting members on the committee to confirm they will continue to be part of the ICCAC. There was also discussion about reaching out to organizations who may be interested in joining the committee.

Part C: Ongoing Matters

Defining Our Committee's Work -Committee to continue to consider its mandate in support of poverty reduction and equitable opportunities within Model Schools and beyond. Community input and voices will continue to inform the committee's ability to provide advice to the Board.



Report Submitted by: Lynn Strangway Executive Superintendent of Learning Centre 3



Employment Equity- Addendum to Annual Report 2020

To: Program and School Services Committee

Date: 29 October, 2020

Report No.: 10-20-3965

Strategic Directions

- Provide equity of access to learning opportunities for all students
- 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 Employment Equity- Addendum Annual Report 2020 be received.

Context

This report has been produced as an addendum to the Employment Equity Annual Report received by the Board on 17 June 2020.

The Employment Equity Office gathers voluntary workforce data to understand the composition of the Board's workforce, including the representation of designated groups in order to better understand patterns and trends and support future planning. Applicant diversity data is collected to help inform, evaluate and diversify employee recruitment and talent management strategies. These efforts as outlined in the Board's Multi Year strategic plan add to the ongoing work of building the most equitable and inclusive workforce possible where all staff members feel safe, welcome and can flourish.

Employment equity data sets 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.

The Employment Equity Office is working with Research Services to develop a comprehensive data plan. Currently, a couple of limitations of the workforce/staff census include the inability to provide school based, Learning Centre or department based, staff demographic data sets.

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 (during application)

Overall, consistently across a majority of employee groups, TDSB is hiring and promoting racialized staff at a progressive rate. Staff is currently engaging the Urban Indigenous Education Centre to advance the hiring of Indigenous staff across all employee groups. Furthermore, the hiring of LGBTQ2S individuals has also been progressive. The inclusive hiring of people with known disabilities has remained at a consistent level relative to other groups. However, the representation of this group in the promotion to Principal & Vice Principal positions is relatively low.

Finally, the representation of Black staff at Principal, Vice Principal and Senior Team positions has increased. Based on the most recent Board workforce/staff census from 2017, the overall representation of Black employees across the organization is approximately eight percent (8%). Black employees have a greater representation in Unit A (OSSTF Professional Student Services) at 15.3%, Unit B (CUPE Local 4400 Instructors) 12.2% and Unit C Temporary (Office, Clerical, Technical, Classroom Support Services) 17.1%. Black employees have a slighter lower representation among Elementary teachers at 7.2%, and Secondary teachers at 5%, however, advancement to Principal and Vice Principal (P & VP) levels is greater at 10.8% and even more progressive at Senior Team level at 14.3%. Furthermore, in the Spring 2020 promotions of P & VP's, the representation of successful Black applicants was 21% to the VP list and 26% to the P list. Finally with respect to new teacher hiring onto the occasional and supply teacher rosters, the representation of Black teachers was approximately nine percent (9%).

The Board is committed to the hiring, retention and promotion of staff which will result in a diverse workforce which is representative of the students and communities it serves, and will continue to pursue policies and procedures to that end.

The Minister of Education recently announced that, effective October 29, 2020, Regulation 274 will be revoked, and teacher hiring in Ontario will be dictated by merit, diversity, and the unique needs of schools and communities. To that end, Board staff have been in contact with Ministry staff to ensure compliance with the new regulation.

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.

- There shall be an ongoing commitment to the development and communication of the principles of Employment Equity throughout the Board (i.e. students, staff and community).
- Equitable hiring, employment and promotion practices shall be applied.
- Systemic barriers to equitable recruitment, selection, hiring, training and development, career counselling, transfer processes, performance assessment and promotion shall be identified and eliminated.
- Outreach activities and affirmative action strategies (e.g., encouragement, 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: Employment Equity Annual Report 2019- 2020
- Appendix B: TDSB Staff- Workforce Census 2017
- Appendix C: New Hires to TDSB
- Appendix D: Teacher Applicants to Elementary & Secondary Vice-Principal List

From

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

Pardeep Nagra, Manager, Employment Equity Office at Pardeep.Nagra@tdsb.on.ca or
at 416-397-3107



Appendix A - Employment Equity Annual Report 2019-2020

To: Program and School Services Committee

Date: 3 June, 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 can not 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.

- There shall be an ongoing commitment to the development and communication of the principles of Employment Equity throughout the Board (i.e. students, staff and community).
- Equitable hiring, employment and promotion practices shall be applied.
- Systemic barriers to equitable recruitment, selection, hiring, training and development, career counselling, transfer processes, performance assessment and promotion shall be identified and eliminated.
- Outreach activities and affirmative action strategies (e.g., encouragement, 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)

List all Board policies and procedures that relate to this matter.

Appendices

- Appendix A: Enhancing Employment Equity
- Appendix B: New Hires
- Appendix C: P & VP
- Appendix D: 2017 Workforce/Staff Census

From

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

Appendix A - 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 Indigenous people 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 self identified Indigenous. 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 problem⁴ 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 is an unreliable agent, glacially 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

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, 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 , 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 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.

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 and training through various workshops and seminars to schools, departments, and staff to foster and endorse attitudes and behaviour 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 Boards 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 our employee groups.

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 Boards 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)

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.

The Employment Equity Office is working with Research and Development to develop a comprehensive data plan. Currently, a couple of limitations of the workforce/staff census include 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 favourable 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 that ensures everyone at the TDSB has a full and enriching 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 role 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 pre-employment (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 Code. Collective agreements or other contract arrangements cannot act as a bar 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 evaluated policies and procedures to assess if they are prohibited 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.



APPENDIX B

TDSB STAFF - WORKFORCE CENSUS

Basic Comparison of TDSB with Representation Job Categories: Summary

CATEGORY	WOMEN			RACIAL MINORITIES					INDIGENOUS PEOPLE			PERSONS WITH DISABILITIES		
	2006 Percentage Women	2012 Percentage Women	2017 Percentage Women	2006 Percentage Racial Minorities	2012 Percentage Racial Minorities	2017 Percentage BLACK	2017 Percentage OTHER RACIAL MINORITIES	2017 Percentage TOTAL RACIAL MINORITIES	2006 Percentage Aboriginal People	2012 Percentage Indigenous	2017 Percentage Indigenous	2006 Percentage Persons w/ Disabilities	2012 Percentage Persons /w Disabilities	2017 Percentage Persons w/ Disabilities
Principal or Vice Principal	65.8%	63.7%	65.1%	19.3%	29.2%	10.8%	14.2%	25.0%	1.0%	1.2%	0.8%	3.4%	2.8%	4.7%
Schedule II (Levels 7-12)	44.6%	47.5%	47.2%	25.2%	34.0%	8.1%	21.6%	29.7%	<1%	<1%	0.9%	4.1%	2.3%	2.5%
Senior Team	64.7%	61.3%	65.2%	21.6%	21.9%	14.3%	14.3%	28.6%	0.0%	3.8%	0.0%	4.0%	3.2%	4.4%
Elementary Teachers	76.9%	78.7%	79.2%	21.9%	28.7%	7.2%	19.0%	26.2%	0.8%	0.8%	1.2%	4.4%	3.0%	6.4%
Secondary Teachers	58.9%	62.0%	62.6%	22.9%	28.7%	5.0%	20.6%	25.6%	1.1%	0.8%	0.8%	5.4%	4.2%	6.0%
Schedule II (Levels 1-6)	75.1%	82.5%	86.1%	25.9%	27.0%	6.1%	14.1%	20.2%	0.0%	1.2%	0.7%	5.5%	5.0%	4.3%
Unit A: OSSTF Professional Student Services	69.6%	84.7%	87.2%	27.0%	38.7%	15.3%	20.3%	35.6%	1.0%	0.5%	1.7%	6.3%	4.1%	5.6%
Unit B: CUPE Local 4400 Instructors	82.8%	85.0%	89.3%	49.9%	49.3%	12.2%	27.8%	40.0%	<1%	2.2%	2.8%	4.5%	4.6%	9.2%
Unit C: CUPE Local 4400 Office, Clerical, Technical, Classroom Support Services	85.6%	87.0%	87.4%	28.5%	32.7%	8.8%	25.4%	34.2%	1.0%	1.1%	2.2%	5.2%	3.5%	7.7%
Unit C Temporary: CUPE Local 4400 Office, Clerical, Technical, Classroom Support Services	75.2%	84.6%	85.2%	35.6%	42.4%	17.1%	34.3%	51.4%	<1%	0.0%	0.4%	5.0%	3.6%	5.3%
Unit D: CUPE Local 4400 Caretaking, Transportation, Warehousing	19.6%	14.0%	16.8%	23.9%	24.6%	6.3%	22.9%	29.2%	0.9%	1.9%	2.0%	11.2%	7.4%	11.0%
Unit E: Maintenance and Construction Skilled Trades Council	2.9%	1.9%	1.3%	13.4%	14.1%	1.4%	5.6%	7.0%	1.9%	2.3%	3.8%	10.9%	15.4%	19.7%

NEW HIRES
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PERMANENT TEACHERS - ELEMENTARY & SECONDARY*
RESPONDENTS TO CONFIDENTIAL EMPLOYMENT EQUITY SURVEY

	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	TOTAL CURRENT YEAR	
													ELEMENTARY	SECONDARY
TOTAL NUMBER OF RESPONDENTS	433	179	528	448	360	344	373	188	205	750	770	66	62	4
GENDER**														
Female	318 73.4%	129 72.1%	385 72.9%	302 67.4%	253 70.3%	258 75.0%	262 70.2%	131 69.7%	158 77.1%	513 68.4%	541 70.3%	54 81.8%	53 85.5%	1 25.0%
Male	110 25.4%	46 25.7%	133 25.2%	131 29.2%	100 27.8%	76 22.1%	96 25.7%	51 27.1%	44 21.5%	216 28.8%	215 27.9%	11 16.7%	8 12.9%	3 75.0%
Genderfluid	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 0.3%	0 0.0%	0 0.0%	0 0.0%
Genderqueer	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Nonbinary	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 0.1%	0 0.0%	0 0.0%	0 0.0%
Transgendered	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Two-spirit	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Other	5 1.2%	4 2.2%	10 1.9%	15 3.3%	7 1.9%	10 2.9%	15 4.0%	6 3.2%	3 1.5%	21 2.8%	11 1.4%	1 1.5%	1 1.6%	0 0.0%
RACE														
Indigenous	2 0.5%	5 2.8%	3 0.6%	5 1.1%	0 0.0%	1 0.3%	5 1.3%	3 1.6%	1 0.5%	9 1.2%	7 0.9%	1 1.5%	1 1.6%	0 0.0%
Persons of Colour	155 35.8%	60 33.5%	183 34.7%	162 36.2%	140 38.9%	150 43.6%	144 38.6%	73 38.8%	75 36.6%	314 41.9%	351 45.6%	23 34.8%	22 35.5%	1 25.0%
White	251 58.0%	106 59.2%	331 62.7%	268 59.8%	204 56.7%	172 50.0%	220 59.0%	98 52.1%	128 62.4%	414 55.2%	406 52.7%	41 62.1%	38 61.3%	3 75.0%
DISABILITY(S)														
Disability(s)	23 5.3%	5 2.8%	14 2.7%	10 2.2%	17 4.7%	13 3.8%	17 4.6%	4 2.1%	4 2.0%	41 5.5%	33 4.3%	4 6.1%	4 6.5%	0 0.0%
No Disability	407 94.0%	166 92.7%	512 97.0%	435 97.1%	334 92.8%	328 95.3%	351 94.1%	183 97.3%	200 97.6%	692 92.3%	729 94.7%	61 92.4%	57 91.9%	4 100.0%
SEXUAL ORIENTATION**														
ABGLPQQ2S***	23 5.3%	11 6.1%	24 4.5%	33 7.4%	13 3.6%	11 3.2%	15 4.0%	10 5.3%	14 6.8%	46 6.1%	68 8.8%	8 12.1%	8 12.9%	0 0.0%
Heterosexual	280 64.7%	117 65.4%	334 63.3%	256 57.1%	208 57.8%	179 52.0%	201 53.9%	109 58.0%	110 53.7%	403 53.7%	512 66.5%	46 69.7%	43 69.4%	3 75.0%

Source Data: Ongoing.dbf
Report: Rteach.frx
Programmer: peter.langford@tdsb.on.ca

* Values and Percentages are calculated using only those records where question was answered
** Expansion of Gender & Sexual Orientation Categories as of 01 July 2018
*** Asexual, Bisexual, Gay, Lesbian, Pansexual, Queer, Questioning, Two-spirit

Date Printed: 21 October 2020

OCCASIONAL TEACHER SUBMISSIONS
TOTAL RECORDS: 294

FROM: 01 July 2019

TO: 30 June 2020

JOB CLASSIFICATION

ELEMENTARY OCCASIONAL TEACHERS	179	60.9 %
SECONDARY OCCASIONAL TEACHERS	115	39.1 %

TOTAL - JOB CLASSIFICATION 294
YEARS EXPERIENCE

0 - 2 YEARS	207	70.4 %
3 - 5 YEARS	31	10.5 %
6 - 10 YEARS	27	9.2 %
11 - 15 YEARS	10	3.4 %
16+ YEARS	17	5.8 %
DID NOT ANSWER	2	0.7 %

TOTAL - YEARS EXPERIENCE 294
GENDER IDENTIFICATION

FEMALE	225	76.5 %
MALE	59	20.1 %
GENDERFLUID	1	0.3 %
GENDERQUEER	2	0.7 %
NONBINARY	2	0.7 %
TRANSGENDER	0	0.0 %
TWO-SPIRIT	0	0.0 %
DID NOT ANSWER	5	1.7 %

TOTAL - GENDER IDENTIFICATION 294
RACE

INDIGENOUS PERSONS	3	1.0 %
PERSONS OF COLOUR	125	42.5 %
WHITE	163	55.4 %
DID NOT ANSWER	3	1.0 %

TOTAL - RACE 294
DISABILITY

WITH DISABILITY	15	5.1 %
WITHOUT DISABILITY	278	94.6 %
DID NOT ANSWER	1	0.3 %

TOTAL - DISABILITY 294
SEXUAL ORIENTATION

ASEXUAL	10	3.4 %
BISEXUAL	17	5.8 %
GAY	6	2.0 %
HETEROSEXUAL	198	67.3 %
LESBIAN	5	1.7 %
PANSEXUAL	6	2.0 %
QUEER	4	1.4 %
QUESTIONING	0	0.0 %
TWO-SPIRIT	0	0.0 %
DID NOT ANSWER	48	16.3 %

TOTAL - SEXUAL ORIENTATION 294

REPORT TO BOARD OF TRUSTEES
PERMANENT SUPPORT STAFF UNITS A TO E*
RESPONDENTS TO CONFIDENTIAL EMPLOYMENT EQUITY SURVEY

	2008- 2009	2009- 2010	2010- 2011	2011- 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016	2016- 2017	2017- 2018	2018- 2019	2019- 2020	TOTAL CURRENT YEAR				
													UNIT A	UNIT B	UNIT C	UNIT D	UNIT E
TOTAL NO. OF RESPONDENTS	217	129	135	162	219	308	354	229	201	216	183	111	34	71	6	0	0
GENDER**																	
Female	117 53.9%	80 62.0%	99 73.3%	94 58.0%	109 49.8%	152 49.4%	142 40.1%	78 34.1%	114 56.7%	79 36.6%	144 78.7%	83 74.8%	25 73.5%	52 73.2%	6 100.0%	0 0.0%	0 0.0%
Male	93 42.9%	47 36.4%	32 23.7%	63 38.9%	105 47.9%	146 47.4%	192 54.2%	148 64.6%	85 42.3%	130 60.2%	39 21.3%	27 24.3%	8 23.5%	19 26.8%	0 0.0%	0 0.0%	0 0.0%
Genderfluid	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Genderqueer	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Nonbinary	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Transgendered	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Two-spirit	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Other	7 3.2%	2 1.6%	4 3.0%	5 3.1%	5 2.3%	10 3.2%	20 5.6%	3 1.3%	2 1.0%	7 3.2%	0 0.0%	1 0.9%	1 2.9%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
RACE																	
Indigenous	3 1.4%	1 0.8%	1 0.7%	2 1.2%	2 0.9%	1 0.3%	3 0.8%	2 0.9%	3 1.5%	2 0.9%	1 0.5%	1 0.9%	1 2.9%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Persons of Colour	91 41.9%	52 40.3%	66 48.9%	84 51.9%	119 54.3%	134 43.5%	166 46.9%	96 41.9%	97 48.3%	111 51.4%	106 57.9%	72 64.9%	20 58.8%	46 64.8%	6 100.0%	0 0.0%	0 0.0%
White	119 54.8%	71 55.0%	67 49.6%	74 45.7%	94 42.9%	165 53.6%	179 50.6%	130 56.8%	99 49.3%	101 46.8%	73 39.9%	36 32.4%	12 35.3%	24 33.8%	0 0.0%	0 0.0%	0 0.0%
DISABILITY(S)																	
Disability(s)	10 4.6%	4 3.1%	9 6.7%	3 1.9%	5 2.3%	16 5.2%	13 3.7%	8 3.5%	10 5.0%	14 6.5%	10 5.5%	4 3.6%	0 0.0%	4 5.6%	0 0.0%	0 0.0%	0 0.0%
No Disability	205 94.5%	124 96.1%	123 91.1%	159 98.1%	207 94.5%	286 92.9%	336 94.9%	219 95.6%	187 93.0%	195 90.3%	172 94.0%	104 93.7%	32 94.1%	66 93.0%	6 100.0%	0 0.0%	0 0.0%
SEXUAL ORIENTATION**																	
ABGLPQQ2S***	5 2.3%	4 3.1%	5 3.7%	5 3.1%	7 3.2%	12 3.9%	12 3.4%	14 6.1%	12 6.0%	10 4.6%	17 9.3%	14 12.6%	2 5.9%	12 16.9%	0 0.0%	0 0.0%	0 0.0%
Heterosexual	138 63.6%	93 72.1%	78 57.8%	100 61.7%	134 61.2%	207 67.2%	206 58.2%	133 58.1%	112 55.7%	118 54.6%	106 57.9%	68 61.3%	22 64.7%	44 62.0%	2 33.3%	0 0.0%	0 0.0%

Source Data: Ongoing.dbf
Report: Rsupport.frx
Programmer: peter.langford@tdsb.on.ca

* Values and Percentages are calculated using only those records where question was answered
** Expansion of Gender & Sexual Orientation Categories as of 01 July 2018
*** Asexual, Bisexual, Gay, Lesbian, Pansexual, Queer, Questioning, Two-spirit

Date Printed: 21 October 2020

SCHEDULE II (NON UNION) - LEVELS (1-6) & (7 - 12)
TOTAL RECORDS:
14
FROM: 01 July 2019

TO: 30 June 2020

JOB CLASSIFICATION

SCHEDULE II (1 - 6)	0	0.0 %
SCHEDULE II (7-12)	14	100.0 %

TOTAL - JOB CLASSIFICATION
14
YEARS EXPERIENCE

0 - 2 YEARS	1	7.1 %
3 - 5 YEARS	1	7.1 %
6 - 10 YEARS	4	28.6 %
11 - 15 YEARS	2	14.3 %
16+ YEARS	5	35.7 %
DID NOT ANSWER	1	7.1 %

TOTAL - YEARS EXPERIENCE
14
GENDER IDENTIFICATION

FEMALE	7	50.0 %
MALE	7	50.0 %
GENDERFLUID	0	0.0 %
GENDERQUEER	0	0.0 %
NONBINARY	0	0.0 %
TRANSGENDER	0	0.0 %
TWO-SPIRIT	0	0.0 %
DID NOT ANSWER	0	0.0 %

TOTAL - GENDER IDENTIFICATION
14
RACE

INDIGENOUS PERSONS	0	0.0 %
PERSONS OF COLOUR	7	50.0 %
WHITE	7	50.0 %
DID NOT ANSWER	0	0.0 %

TOTAL - RACE
14
DISABILITY

WITH DISABILITY	1	7.1 %
WITHOUT DISABILITY	13	92.9 %
DID NOT ANSWER	0	0.0 %

TOTAL - DISABILITY
14
SEXUAL ORIENTATION

ASEXUAL	1	7.1 %
BISEXUAL	0	0.0 %
GAY	0	0.0 %
HETEROSEXUAL	12	85.7 %
LESBIAN	0	0.0 %
PANSEXUAL	0	0.0 %
QUEER	0	0.0 %
QUESTIONING	0	0.0 %
TWO-SPIRIT	0	0.0 %
DID NOT ANSWER	1	7.1 %

TOTAL - SEXUAL ORIENTATION
14



APPENDIX D

**Teacher Applicants to Elementary & Secondary Vice-Principal List
Spring 2020**

JOB CATEGORY	195	
Elementary VP	122	63%
Secondary VP	73	37%
GENDER I.D.	105	
Female	65	62%
Male	39	37%
Genderfluid	0	0%
Genderqueer	1	1%
Nonbinary	0	0%
Transgender	0	0%
Two-Spirit	0	0%
RACE	96	
Indigenous Persons	1	1%
Persons of Colour	52	54%
Black	24	25%
Other Persons of Colour	28	29%
White	43	45%
DISABILITY	100	
Disability - Yes	4	4%
Disability - No	96	96%
SEXUAL ORIENTATION	92	
Asexual	0	0%
Bisexual	2	2%
Gay	6	7%
Heterosexual	79	86%
Lesbian	1	1%
Pansexual	0	0%
Queer	4	4%
Questioning	0	0%
Two-Spirit	0	0%



APPENDIX D

**Accepted Teacher Applicants to Elementary & Secondary Vice-Principal List
Spring 2020**

JOB CATEGORY	71	
Elementary VP	41	58%
Secondary VP	30	42%
GENDER I.D.	49	
Female	30	61%
Male	19	39%
Genderfluid	0	0%
Genderqueer	0	0%
Nonbinary	0	0%
Transgender	0	0%
Two-Spirit	0	0%
RACE	48	
Indigenous Persons	1	2%
Persons of Colour	31	65%
Black	10	21%
Other Persons of Colour	21	44%
White	16	33%
DISABILITY	57	
Disability - Yes	2	4%
Disability - No	55	96%
SEXUAL ORIENTATION	43	
Asexual	0	0%
Bisexual	2	5%
Gay	3	7%
Heterosexual	36	84%
Lesbian	0	0%
Pansexual	0	0%
Queer	2	5%
Questioning	0	0%
Two-Spirit	0	0%



APPENDIX D

**VP Applicants to Elementary & Secondary Principal List
2019-2020**

JOB CATEGORY	121	
Elementary P	83	69%
Secondary P	38	31%
GENDER I.D.	55	
Female	30	55%
Male	24	44%
Genderfluid	1	2%
Genderqueer	0	0%
Nonbinary	0	0%
Transgender	0	0%
Two-Spirit	0	0%
RACE	54	
Indigenous Persons	0	0%
Persons of Colour	28	52%
Black	14	26%
Other Persons of Colour	14	26%
White	26	48%
DISABILITY	51	
Disability - Yes	1	2%
Disability - No	50	98%
SEXUAL ORIENTATION	51	
Asexual	0	0%
Bisexual	0	0%
Gay	4	8%
Heterosexual	47	92%
Lesbian	0	0%
Pansexual	0	0%
Queer	0	0%
Questioning	0	0%
Two-Spirit	0	0%



APPENDIX D

**Accepted VP Applicants to Elementary & Secondary Principal List
2019-2020**

JOB CATEGORY	45	
Elementary P	35	78%
Secondary P	10	22%
GENDER I.D.	25	
Female	16	64%
Male	9	36%
Genderfluid	0	0%
Genderqueer	0	0%
Nonbinary	0	0%
Transgender	0	0%
Two-Spirit	0	0%
RACE	24	
Indigenous Persons	0	0%
Persons of Colour	14	58%
Black	6	25%
Other Persons of Colour	8	33%
White	10	42%
DISABILITY	24	
Disability - Yes	0	0%
Disability - No	24	100%
SEXUAL ORIENTATION	23	
Asexual	0	0%
Bisexual	0	0%
Gay	1	4%
Heterosexual	22	96%
Lesbian	0	0%
Pansexual	0	0%
Queer	0	0%
Questioning	0	0%
Two-Spirit	0	0%

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Written Notice of Motion for Consideration (Trustees Chernos Lin and MacLean)

From: Denise Joseph-Dowers, Manager, Board Services, Governance and Board Services

In accordance with Board Bylaw 5.15.2, notice of the following motion was provided at the regular meeting of the Program and School Services Committee on October 7, 2020 and is therefore submitted for consideration at this time.

5.15.2 A notice of motion will be introduced by a member who is present as an advance notification of a matter to be considered at a subsequent Board or Committee meeting. A notice of motion will not be debated at the meeting at which it is introduced...

5.15.2 (c) A notice of motion submitted prior to, or at a committee meeting, will be considered at a subsequent committee meeting...

Dismantling Systemic Barriers to Inclusion in Discipline Procedures

Whereas, the Ontario Government recently amended Ontario Regulation 440/20 of the *Education Act* to remove the discretion of the principal to suspend students in junior kindergarten to Grade 3 for activities listed in [subsection 306\(1\)](#) of the *Education Act*, beginning in the 2020-2021 school year; and

Whereas, positive school experiences in the early years are critical in building a strong foundation for future success; and

Whereas, suspension records that remain on a student's Ontario Student Record (OSR) have the potential to create bias towards children and inhibit their future success; and

Whereas, the 2018-19 Safe and Caring Schools Report outlines the work of this department as being guided by the Board's Multi-Year Strategic Plan and being focused on the following key actions:

- Identifying trends, patterns and opportunities in past suspension and expulsion data for improvement especially with respect to Black, Indigenous and other student groups overrepresented in student discipline data including those students with Special Education needs;
- Supporting the Caring and Safe Schools team to examine bias, power and privilege as they relate to student discipline process;
- Supporting school administrators in the application of human rights, anti-racism, anti-Black racism, anti-Indigenous racism and anti-oppression principles to student discipline;
- Reviewing Caring and Safe Schools practices to ensure consistency with principles of human rights, anti-racism, anti-Black racism anti-Indigenous racism and anti-oppression; and,

- Providing learning opportunities for more staff to be trained in restorative practices;

And,

Whereas, the work on these goals is yielding significant, positive results. For example, in the last two years, the number of suspensions and expulsions has dropped to the lowest level ever in the TDSB (suspensions have dropped by 24%; expulsions have dropped by 53%); for the first time ever, the rate at which Black students are suspended relative to other students in the Board has decreased. However, there still remains much work to be done to create the safest, fairest and most equitable student discipline process possible;

Therefore, be it resolved:

- a) That all suspensions on student records that would now be in violation of the newly-amended Ontario Regulation 440/20 regarding suspension of children up to and including when children were in grade 3 be expunged from their OSR and the Caring and Safe Schools database;
- b) That staff identify systemic work that can be done to continue the Board's commitment to addressing and interrupting bias and discrimination which may place certain groups of students at a disadvantage based on student discipline records in student Ontario Student Records, including, but not limited to:
 - i. creating a retention schedule for the expiration of suspensions/expulsions on Ontario Student Records,
 - ii. generating a reminder email to principals and to the TDSB Registrar for Student Discipline Hearings for all approaching appeal hearing recommendations by trustees regarding removal of suspensions from OSRs pending positive behaviour, as well as a data-entry column on outcome of recommendations, thereby encouraging follow-through, transparency and data collection of appeal hearing recommendation outcomes;
- c) That staff work in collaboration with the newly-established Centre of Excellence for Black Student Achievement on this systemic work;
- d) That staff report back through the annual Caring and Safe Schools annual report.



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.