Program and School Services Committee
Agenda

PSSC:002A

Wednesday, February 17, 2021

4:30 p.m.

Electronic Meeting

Trustee Members:

Rachel Chernos Lin (Chair), Trixie Doyle, Alexandra Lulka, Dan MacLean, Chris Moise, Patrick Nunziata, Chris Tonks, Alexander Brown, Christopher Mammoliti

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 **4:45 p.m.**

   5.1. Black Student Achievement Community Advisory Committee Report, February 1, 2021 — 1

   (For receipt)

   5.2. Community Use of Schools Community Advisory Committee Report, January 12, 2021 — 3

   1. Focus on Youth Advocacy

   5.3. Early Years Community Advisory Committee Report, January 8, 2021 — 7

   (For receipt)

   5.4. Environmental Sustainability Community Advisory Committee Report, January 5, 2021 — 11

   (For receipt)

5.5. French-as-a-Second-Language Community Advisory Committee Report, January 12, 2021 13

(For receipt)

5.6. Inner City Community Advisory Committee Report, January 21, 2021 15

1. Early Years Support in Model Schools

5.7. LGBTQ2S Community Advisory Committee Report, November 26, 2020 17

1. Terms of Reference

5.8. Parent Involvement Advisory Committee Report, December 15, 2020 25

(For receipt)

5.9. Parent Involvement Advisory Committee Report, January 19, 2021 27

1. Access and Visibility of PIAC Representatives on TDSB Website

5.10. Special Education Advisory Committee Reports, December 7, 2020 and January 11, 2021 31

(For receipt)

5.11. Special Education Advisory Committee Report, February 1, 2021 37

1. New Association Membership on SEAC

2. Appointment of Alternate Community Member Representatives on SEAC

6. Human Rights Annual Report, 2018-2020 [4034] 41

7. Adjournment

Toronto District School Board

Community Advisory Committees

Name of Committee: Black Student Achievement Community Advisory Committee

Meeting Date: February 1, 2021

A meeting of the Black Student Achievement Community Advisory Committee convened on February 1, 2021 from 7:10p.m. to 9:10 p.m. in a virtual meeting with Co-Chair Alexis Dawson and Trustee Chris Moise presiding

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Present:	Alexis Dawson, Co-Chair, (Community Trustee), Trustee Chris Moise (Trustee Co-Chair), Sharon Beason (Parent/ FSLAC Rep), Tina Beason (Student Rep), Sophia Ruddock (Parent Rep), M. Blacksmith Ben-Moodie (Police), Lisa-Marie Williams (Law Society of Ontario), Cherie Mordecai-Steer (Social Service/CAS), Trustee Christopher Mammoliti, Trustee David Smith, Grace-Camille Munroe, Ph.D. (Lifelong Leadership Institute), Dennis Keshinro (EPAC Rep) Staff Lead: Executive Superintendent Curtis Ennis, Superintendent Jacqueline Spence Administrative Support: Oyin Orekoya
Staff:	Rosalie Griffith, Thando Hyman, Randy Samuel, Deborah Castello, Kowthar Omar, Valarie Taitt, Khadra Hussein, Jemaine Wallace, Petal Farquharson, Karen Murray, Dexter Morris, Jamaal Fyffe, Jamea Zuberi, Saraya Elwin, Karen Johnson, Ahmed Omar, Jeff Caton, Darlene Jones, L Campbell, Patricia London Smith, Claudine Tyrell
Guests:	
Observers	Osagyefo McGregor, Mohammed Ahmed (Success Beyond Limits), Trustee Shelley Laskin, Trustee Rachel Chernos Lin, Trustee Dan MacLean, Valarie Taitt, Kidian Gifford,
Regrets:	Mikhail Burke (University of Toronto), Yolande Davidson

Part A: Recommendations

NIL

Part B: For Information Only

Two ad-hoc committees were struck. One to review the BSACAC Terms of Reference and provide recommendations to BSACAC. The second committee will research the new requirement for the health

curriculum evaluations by the Ontario Ministry of Education that involves assigning a grade to social and emotional learning. They will propose recommendations that can be presented to the board and possibly the Ministry of Education.

BSACAC Committee decided:

Whereas, the Black Student Achievement Community Advisory Committee (BSACAC) Terms of Reference allow 2 student representatives to be on the committee; and

Whereas, the Black Student Achievement Community Advisory Committee received three student membership applications for the two-year membership term beginning March 2021; and

Whereas, student voice is integral to the work of the Black Student Achievement Community Advisory Committee and the Toronto District School Board;

Therefore, be it resolved:

(a) That the BSACAC Terms of Reference be amended to allow three student members to participate on the committee.

(b) That the BSACAC accept the applications of the three students who self-nominated for the current 2-year term.

The names of the 3 student representatives are: Zaneta Wilkinson Gr. 12 (AY Jackson), Nissi Alan-Shitu- Gr. 11(AY Jackson), Dwayne Clarke Gr. 12 (Thistletown Collegiate).

A call for new members will be going out to fill the positions of members whose terms have ended on the committee. The seven open seats are:

- Corrections
- Social Services/CAS
- Communications/Media
- Black/African History
- Police
- Health/mental health
- Community

Staff update to BSACAC included

- African Heritage Month launch presentation and some of the activities planned for the month of February.
- The plan for switching students between in-person and remote learning this February.
- Ongoing work with the Centre of Excellence for Black Students Success and highlights of the report on Black Students Success and Excellence Initiative shared at the January 13th board meeting.

Part C: Ongoing Matters

NIL

Report Submitted by: Curtis Ennis

Name of Committee: Community Use of Schools Community Advisory Committee

Meeting Date: 12 January 2021

A meeting of the Community Use of Schools Community Advisory Committee convened on 12 January 2021 from 8:00 a.m. to 10:00 a.m. via Zoom with Co-Chairs Michelle Aarts and Judy Gargaro presiding.

Attendance via Zoom: **Michelle Aarts** (Trustee), **Judy Gargaro** (Etobicoke Philharmonic Orchestra), **Dan MacLean** (Trustee), **Lynn Manning** (Girl Guides of Canada, Ontario Council), **Heather Mitchell** (Toronto Sports Council), **Alex Viliansky** (Felix Swim School), **Patrick Rutledge** (Big League Book Club), **Susan Fletcher** (SPACE), **Alan Hrabinski** (Toronto Basketball Association), **Doug Blair** (North Toronto Soccer Club), **Dave McNee** (Quantum Sports and Learning Association), **Sara Somerset** (Jack of Sports).

Also present were TDSB Staff: **Maia Puccetti** (Executive Officer, Facilities & Planning), **Ugonma Ekeanyanwu** (Acting Facility Permitting Team Leader), **Ndaba Njobo** (Facility Permitting Coordinator), **Tina Androutsos** (Executive Assistant), **Shirley Adderley** (Manager, Facilities Issues & System Liaison), **Jonathan Grove** (Interim Senior Manager, Plant Operations).

Guests: **Monika Constantino** (Toronto Soccer Connection)**, Elizabeth Lukie** (Hutt Piano Class), **Terence Phillips** (Phillips Basketball Academy), **Graham Welsh** (Toronto Sports Social Club), **Beje Melamed** (North Toronto Soccer Club).

Regrets: **Dennis Keshinro** (Belka Enrichment Centre), **Kevin Battaglia** (TSAA), **Sam Glazer** (Congregation Beth Haminyan, **Gerry Lang** (Citizens For Life Long Learning), **Jonathan Wood** (Toronto Accessible Sports Council), **Narni Santos** (The Learning Enrichment Foundation).

Part A: Recommendations

The committee recommends that the Board of Trustees advocate with the Minister of Education for Focus on Youth funding for 2021 and that the Ministry provide the announcement in the spring, as early as possible to allow parents and programmes to plan.

Part B: For Information Only

Annual General Meeting
The Committee decided that the Annual General Meeting be deferred to November 2021 and that the current members be permitted to extend their terms by one year, to November 2021.

Status of Community Use of School Permits
Reviewed the provincial public health and Toronto Public Health directives - all community use permits continue to be suspended until end of January 2021. City of Toronto programs are also suspended. An update from the province was expected regarding the lock down. A communication update will be sent to all permit holders, advising that permits will continue to be suspended pending direction from provincial public health and the Board.

Terms of Reference
Terms of Reference updates were sent to the Committee Co-chairs for final review. The final version of the Terms of Reference is on the January 13, 2021 Program and School Services Committee (PSSC).

Deferral of Committee's November Annual General Meeting
The committee agreed to defer the 2020 Annual General Meeting to November of 2021. The 2020 AGM was postponed due to the pandemic. All members have agreed to extend their terms by the one year.

Trustee Update:

- The committee was reminded of the special Planning and Priorities meetings, providing Covid updates, typically scheduled for Tuesdays. The agendas and minutes of previous meeting are is posted on the TDSB website.

- The committee was informed that the Community Use of Schools procedure, PR.666 has been updated and will be presented at the 13 January Governance and Policy Committee. The Committee Co-chairs requested that in future, any relevant procedures be circulated in advance to the committee.

- Trustee Aarts advised that the board has started the 2021/2022 budget process and will present a draft to Trustees at the January 20th meeting, incorporating feedback from the community survey.

- Trustee Aarts provided an update regarding Focus on Youth (FOY) and that she will be bringing the matter to the January 13 20201 PSSC. The committee would like to recommend that the board advocate with the Minister of Education for FOY funding, and that the announcements be made as early in the year as possible to allow parents and programmes to plan.
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Part C: Ongoing Matters

Staff will begin to work on a plan to support resuming Community Use of Schools permits to be shared with the committee.

The revised Terms of Reference, subject to approval at the January 13 PSSC meeting will be updated on the Community Advisory Committee web page.

Report Submitted by: Maia Puccetti

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Toronto District School Board

Community Advisory Committees

Name of Committee: Early Years Community Advisory Committee (EYCAC)

Meeting Date: **January 08, 2021**

A meeting of the **Early Years Community Advisory Committee** convened on **January 08, 2021** from **10:00a.m.** to **11:25a.m.** in a **Virtual Zoom Meeting,** with **Trustee Co-Chair: Jennifer Story, Community Co-Chairs: Pam McArthur and Jill Oakes** presiding.

Attendance:

Jennifer Story (Trustee Co-Chair), Pam McArthur (Community Co-Chair/ Runnymede Adventure Club), Jill Oakes (Community Co-Chair/ YMCA Child Care), Patricia Chorney Rubin (George Brown College), Shiromie Ganesh (Heart Beatz Child Care), Anabela Ferreira (Woodgreen Child Care), Dan MacLean (Trustee), Stephanie Nickle (Woodgreen Child Care), Laurie Ruscica (Toronto Public Library), Ann Marie Schiraldi (Toronto Children's Services), Irena Setnik (Silver Creek Pre-School), Patrina Stathopoulos (Dandylion Daycare), and Lorrie Weddell (NYAD - Donwood)

Also present were TDSB Staff: Joanne Davis (Manager and Policy Advisor, EarlyON Centres), Cynthia Grundmann (Senior Policy Advisor/Manager Early Years and Child Care Services), Karen Guthrie (Early Years Coordinator, Child Care Services), Liz Hoang (Child Care Services Manager), Nadejda Lekosky (Early Years Coordinator, Child Care Services), and Anastasia Poulis (Centrally Assigned Principal)

Regrets:

Jeff deFreitas (PLASP Child Care Services) and Kim Rogers (Sunshine Child Care)

Part A: Recommendations

No recommendation.

Part B: For Information Only

- An update was provided by Cynthia Grundmann, Senior Policy Advisor/Manager, Early Years and Child Care Services who shared the following information:
    - All EarlyON programming continues to be offered virtually in alignment with the City of Toronto requirements. Parent workers are doing a fantastic job and feedback has been positive. Families continue to share how much they appreciate the quality of work, connections and engagement opportunities TDSB is offering through virtual EarlyON programming.
    - Extended Day Programs (EDP) enrollment is currently low with approximately 50% capacity and significant vacancies across sites. EDP did not operate the week following the holiday break and will not operate until the Provincial Government and Toronto Public Health officials allow BASP to reopen.
    - There are approximately 20 Emergency Child Care Centres (ECC) operating in TDSB buildings to help support families and front-line workers requiring care during program closures.
    - February is Kindergarten Registration month in TDSB. Families have the option of registering their child online using the Online Registration System (OLR) or via a virtual (Zoom/Google Meet) face-to-face meeting with their local school (by appointment).
- The Child Care Services team provided information on the Before- and After-School Program Survey of Interest for 2021-22. Families in 53 schools with children enrolled in grades JK to 6 will receive communication about this planning process and the online survey. The survey will be available for families between January 18th to February 28th to determine if there is sufficient interest to develop a new BASP program in schools that currently don't have one in place.
- Toronto Public Library provided links to library resources to share with the early years community.

TPL LINKS:

TPL website

TPL website for birth-5 years

TPL website for children 6-12 years

BLOG: 9 Ways to Use the Library from Home

Live & Online Programs

TPL Kids Crowdcast Channel

TPL YouTube Channel

NEW! Digital Access Card

Part C: Ongoing Matters

- Cynthia and the Child Care Services team will follow up with Peter Singh, Executive Officer, to discuss the Wi-Fi issue in emergency child care centres. The requirements for online screening and connecting with families in a virtual environment is of critical importance to child care operators, and as such so is stable Wi-Fi internet service.

Report Submitted by: Cynthia Grundmann

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Toronto District School Board

Community Advisory Committees

Name of Committee: Environmental Sustainability Community Advisory Committee

Meeting Date: 5, January, 2021

A meeting of the Environment and Sustainability Community Advisory Committee convened on January 5, 2021 from 6:30 p.m. to 8:47 p.m. via Zoom Video Conferencing, with Sheila Cary-Meagher and Manna Wong presiding.

Attendance: Sheila Cary-Meagher (Community Co-Chair), Manna Wong (Trustee, Ward 20), Michelle Aarts (Trustee, Ward 16), Lindsay Bunce (EcoSchools Canada), Andrew Davies (No.9); Patrick DeRochie (Shift); Valerie Endicott (Community Member), Barbara Falby (For our Grandchildren), Sunday Harrison (Green Thumbs Growing Kids), Haley Higdon (Natural Curiosity), Hilary Inwood (OISE), Anne Keary (Parent), Linda Naccarato (Community Member), Erin Pan (SustainEd), Brenda Simon (Natural Curiosity), Andrea Stephens (Parent), and Stefan Sommer (CUPE 4400).

Also present were: Richard Christie (TDSB), Esther Collier (TDSB), Kelly Crosthwaite (TDSB), Priyan de Silva (TDSB), Kristen Evers (TDSB), David Hawker-Budlovsky (TDSB), Gigi Shanks (TDSB), and Jenn Vetter (TDSB).

Regrets: Catherine Leighton (TRCA)

Part A: Recommendations

No recommendations to report.

Part B: For Information Only

Based on feedback from ESCAC's End-of-Year Survey, the committee has decided to shorten meetings to 90 minutes.

Since the spring of 2020, TDSB EcoSchools and the Ontario Institute for Studies in Education (OISE) have been delivering free environmental education webinars. Upcoming webinars and past recordings can be accessed via the TDSB EcoSchools website.

An overview of the EcoSchools Canada program was presented to ESCAC.

A representative from Shift Action for Pension Wealth and Planet Health delivered a presentation to ESCAC and shared details of how individuals can encourage large pension funds to take climate action by decarbonizing their holdings

Part C: Ongoing Matters

No ongoing matters to report.

Report Submitted by: Richard Christie

Name of Committee: French as a Second Language Community Advisory Committee
Meeting Date: 12 January 2021

A meeting of the French as a Second Language Community Advisory Committee convened on January 12, 2021 from 7-9pm via virtual Zoom with Parent Co-Chair Lynne LeBlanc presiding.

Attendance:	Lynne LeBlanc (Parent Co-Chair W8), Lisa McAvoy (Parent Vice-Co-Chair W2), Sharlene Henry (Parent Vice-Co-Chair W5/W6 Alt), Charles Zhu (Parent Vice-Co Chair W11), Mandy Moore (W7), Geordie Sabbagh (W8 Alt), Hans Bathija (W10 Alt), Wilmar Kortleever (W11 Alt), Randy Samuel (W14), Sarah Smith (W15), Kathleen Meek (W15 Alt), Gail Miller (W22) Also present were: Trustee Rachel Chernos Lin (Trustee Co-Chair W11), Trustee Robin Pilkey (W7), Trustee Dan MacLean (W2), Mary Cruden (Canadian Parents for French), Sharon Beason (CPF Alt), Karen Falconer (Interim Director), Angela Caccamo (Centrally Assigned Principal), Linda Edwards (Centrally Assigned Principal, Virtual French Programs), Kirsten Johnston (Program Co-ordinator)
Guests:	Trustee Trixie Doyle (Vice Chair of the Board W14), Shalone Hendrickson
Regrets:	Matt Forrest (Parent Vice-Co-Chair W9), Doug Kwan (W2 Alt), Deloris Williamson-Braham (W5/13), Caroline Tolten-Paterson (W7 Alt), Polina Osmerkina (W10), Nancy White (W16 Alt), Christie Dunbar (W16 Alt), Rosemary Sutherland (CPF Alt)

Part A: Recommendations
Nil

Part B: For Information

<u>Early Immersion Registration</u>
The number of on-time applicants received are 2865, 29% lower than the 4018 received last year at this time. Offers of placement began in December and continue until completion. An extensive digital advertising and print media campaign were conducted this year, targeting TDSB and non-TDSB families. Layered, mitigating factors to consider as to decrease in number of applicants this year: the JK feeder pool is smaller by approx. 2000 students compared to last year; need to honour the uncertainty and the various considerations parents needed to make this year during application period (i.e., transportation, programming models such as virtual school, aware of the shortage of French teachers, worried about bussing to a FI program, whereas there may be walkable English options, fear of the unknown). It may be that parents will change their minds by September, depending on the virtual vs in-school climate, and Principals may need to assist with local placement. The PARS application program remains open until the end of January. Projections go out in February, impacting staffing models and timelines.

The membership is concerned regarding a 29% decrease, the potential surge to return to FI, support of the September 2021 waitlist of families wishing to return to their original choice. Staff is reviewing the situation, its implications, including staffing and considering next steps.

The membership suggested another round of communications to JK parents, including parent to parent/school council communications, extending the PARs deadline, allow parents to change their minds later in the year.

Middle Immersion French Program

The registration period is January 4 -29th. The French Department is hosting Virtual information sessions over the next 3 weeks. To date, the registration numbers are not concerning. Revisions to PR597 are underway, regarding the new system-wide Middle Immersion program with GR 4 entry point offered at 40 schools, that replaces Jr. Extended French which is phasing out.

French Review – Core French Plan

Professional Learning tailored to the specific areas of Core French, Immersion, Extended (i.e., Inclusion & Equity, Literacy Instruction, Programs & Principles) continues. Staff have updated tools such as teacher resources for in-person and virtual schools. Teachers are focused on student engagement. Staff continue to partner with Employee Services for recruitment and retention opportunities; created new French Fluency assessment tool to be used with new Occasional Teacher candidates; created a training module for administrators on the application and use of the French fluency assessment tool during interviews, which aligns with CEFR; French Department is participating in Virtual Career Fairs at Glendon and McGill; continue to track engagement of our GR9 students taking FSF 1O as a benchmark for success of Core French Plan. Core French is now being delivered to all students in all virtual classes, as of this month. Online digital resources are available to all FI/EF and Core teachers in Virtual School.

Redistribution/Consultation Status

A consultation report is tracking to February Governance and Policy Committee (GPC). Redistribution movement is dependent on virtual consultations moving forward. Staff clarified that the consultation is not on redistribution itself, as this is operational, but rather items such as number of feeder schools, travel distance. The membership requests that time also be made for public and parent feedback on the redistribution plan that emerges from this consultation.

TTC Support for Families

As is customary, Principals will use school budget funds for student need. If a Principal requires additional funding, they may ask their local school Superintendent.

Ward/CPF/Parent Co-Chair Reports

W15-Parents/Councils sent a letter to the Trustees to express their concern that students in virtual FI G3 and 4 are receiving less French instruction than students in bricks and mortar school. Staff shared that they continue to compete for limited FI teachers and fill the teacher gaps as quickly as possible.

For further detail, see Jan 12th meeting minutes at https://www.tdsb.on.ca/fslac.

Part C: Ongoing Matters

Nil

Report Submitted by: Curtis Ennis

Toronto District School Board

Community Advisory Committees

Name of Committee: Inner City Community Advisory Committee (ICCAC)

Meeting Date: 21 January 2021

A meeting of the Inner-City Community Advisory Committee convened on Thursday, January 21 from 6:00 p.m. to 8:30 pm. Virtual Meeting Co-Chair Trustee Michelle Aarts presiding.

Attendance: Trustee Michelle Aarts, Co-Chair; Sharon B., Guest; Diane Banks, Toronto Public Library; AnnaKay Brown, Jane Finch Education Action Group; Sheila Cary-Meagher, Community Member; Rachel Chernos Lin; Trustee Ward 11; Trixie Doyle, Trustee Ward 14; Laurie Green, St. Michael's Hospital; Josette Holness, City of Toronto; Omar Khan, Parent; Dan MacLean, Trustee Ward 2; Christopher Mammoliti, Trustee Ward 4; Emmy Pantin, Parent; Robert Spencer, Parent; Crystal Stewart, Parent; Aamir Sukhera, The Neighbourhood Organization; Valerie, Guest

Also present were Stephanie Fearon, Model Schools Co-Ordinator; David Forrester, Community Support Worker LC1; Kathleen Garner, Interim Executive Superintendent, LC3; Colleen Huggins, Community Support Worker LC2; Ian MacPherson, Community Support Worker LC4; Lisa Podaras Wong, Executive Assistant, LC2 & 3; Steve Salfarlie, Community Support Worker LC3; Duane Spencer, Community Support Worker LC4

Regrets: David Clandfield, Community Member; Michael Kerr, Colour of Poverty Colour of Change; Cherie Mordecai Steer, Parent; Ingrid Palmer, Parent; Sejal Patel, Ryerson University

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Part A: Recommendations

The Inner City Community Advisory Committee recommends that:

The Board of Trustees and the Director of Education commit to returning the Early Years supports to Model Schools, which were re-assigned to classrooms during COVID, once the state of emergency has concluded. Specifically, that the K-12 Learning Coaches, the Early Reading Coaches and the Elementary Itinerant Counsellors return to their coaching/support roles.

Part B: For Information Only

Ingrid Palmer resigned as Parent Co-Chair and will remain as a Parent member.

Aarmir Sukhera, The Neighbourhood Organization, was nominated as an Organization member and confirmed as a new member.

Emmy Pantin, Parent Member, was nominated and confirmed as a new member.

Omar Khan, Parent Member, was nominated and confirmed as a new member.

Community Support Workers from the Learning Centres shared information on the "Community Support Hub" website.

Stephanie Fearon, MSIC Coordinator, shared information on "Building Critical consciousness: Support for Developing Learning Resources and Well-Being Experiences: Equity, Anti-Racism and Anti-Oppression" website.

The Committee was asked to consider alternate names to replace the current "Parent Academy", it was felt that the current name was not inclusive of all families.

Part C: Ongoing Matters

The Communications Working Group update was deferred to an upcoming meeting.

It was requested that:

- staff attend an upcoming meeting to provide information on planning for September, addressing possible learning gaps of students and how will these gaps be addressed;
- Shameen Sandhu, System Leader for Mental Health and Professional Support Services attend an upcoming meeting to present on mental health and well-being supports for students and families;
- Toronto Foundation for Student Success be invited to provide information on what is being done to support families who are negatively impacted by the lockdown;
- Angela Nardi-Addesa, System Superintendent, Leadership Learning & School Improvement, Special Education & Inclusion present on Special Education and the work that is being done on the review of IEPs at an upcoming meeting;
- a Working Group be developed to review possible recovery strategies for after COVID was deferred to the next meeting; and
- when the various Community Consultations on Policy reviews happen, the consultation be added to the applicable ICCAC agenda.
- the work that was started last year around refocusing the work of the Committee and renaming the committee resume.

Report Submitted by: Kathleen Garner, Interim Executive Superintendent, Learning Centre 3

Toronto District School Board

Community Advisory Committees

Name of Committee: LGBTQ2S

Meeting Date: 26 November 2020

A meeting of the LGBTQ2S CAC convened on Thursday 26th November 2020 from 5:00pm to 7:00pm in a virtual zoom meeting with Jim Spyropoulos presiding. A discussion with the individuals in attendance took place.

Attendance: Anne Creighton (Pflag), Cheryl Dobinson (Planned Parenthood Toronto and Co- Chair), Jacq Hixson-Vulpe (The 519 and Co-Chair), Amanda Pearse (Luminous community services), Anne Penner (Planned Parenthood Toronto) and Terrence Rodriguez (Rex Pride),

Trustees: Trustee Alexander Brown (Co- Chair), Trustee Dan Maclean and Trustee Chris Moise

Staff Lead: Jim Spyropoulos
Staff: Robert Durocher
Administrative Support: Melanie Pearce

Regrets: Trustee Trixie Doyle
Maya Edwards (Student)
Andrea Landaeta (Student)
Wayne Martino (University of Western Ontario)
Rachel Paris (Community Member)

Part A: Recommendations

It is recommended the terms of reference (see attached, page 3) be approved.

Part B: For Information Only

Election of Trustee Co-Chair

Trustee Moise was nominated and appointed as Trustee Co-Chair

Terms of Reference

- The draft Terms of Reference was reviewed and finalized
- The members present voted the Terms of Reference

- Terms of Reference will be presented to PSSC on February 17, 2021

Supporting our Students

The Committee had discussions about LGBTQ2S students and what supports are available especially for students in virtual schools. The following concerns were raised in the discussions:

- Students and staff are experiencing screen burn out;
- Students are feeling isolated from being at home and experiencing horrible sleep patterns;
- Some students are dealing with depression and anxiety;
- Drug use in students
- Students are experiencing physical and emotional abuse;
- Fear of having parents hear the students discuss sensitive topics;
- Workload for Case Workers;
- TDSB partnerships are saying distribution of resources conflicts with Canada's anti-spam legislation (CASL)
- Partnerships with the Board are a barrier to get information out to the community

Following are some supports that were suggested during the discussions:

- Setting up a time for students to meet with agency partners and teachers to connect
- There are few GSAs or Rainbow clubs in schools for students to connect; the priority is on ECO club and Student Council
- Mitigate safety plans

Part C: Ongoing Matters

Report Submitted by: J. Spyropoulos

TDSB 2SLGTBQ+ Community Advisory Committee
Terms of Reference

Mandate

To act as a relevant voice to guide the Board's decision-making on issues related to the safety and well-being of 2SLGBTQ+ students, families, and staff members, in order to help ensure the Board is providing 2SLGBTQ+ supportive and positive learning environments.

Membership

All voting and non-voting members must support the mandate of the committee, abide by all TDSB policies and procedures, and review the Terms of Reference.

General Membership:
The 2SLGBTQ+ CAC will have a central advisory body representing a wide range of representation outlined below

- Students registered with the TDSB;
- Guardians and caregivers that have a student registered in the TDSB;
- 2SLGBTQ+ community members
- TDSB staff
- Up to 10 2SLGBTQ+ supportive Community Organizations, Trustees Appointed by the Board;
- TDSB support staff (as designated by Director);

Voting Membership:

- Students
- Up to 10 2SLGBTQ+ supportive Community Organizations representative
- Up to two (2) Guardians/Caregivers that have a student registered in the TDSB;
- Up to 5 at-large seats reserved for 2SLGBTQ+ community members
- One (1) Trustee Co-Chair

Non-Voting Membership:

- The Director staff designate/resource;
- Staff federation representatives
- TDSB Staff
- Community member, organizations, parent / guardian / caregivers who are not identified on official "voting membership list" will have opportunities to participate in discussions and working groups but will not have voting privileges

Terms:
Terms of office will be as follows:

- Organizational representatives will serve a two (2) year renewable term;
- Student representatives will serve a one (1) or two (2) year term where feasible;
- Parent / guardian / caregivers will serve a one (1) or two (2) year term where feasible;
- Trustees will be determined by the Board's annual organization process;

- Staff will be assigned by the Director

To be eligible for voting membership, an individual/organizational representative must attend three (3) consecutive meetings. If an individual/organizational representative misses three (3) consecutive meetings without notice, they will not be able to vote until they are able to attend three (3) consecutive meetings again.

Student voting rights are not subject to the above.

Role and Terms of Chair(s)

- Committee will be co-chaired by at least one community representative and, when possible, priority will be given to one TDSB student
- Community representative chair will serve a two-year term
- Student co-chair will serve one or two-year term
- Committee will be chaired by at least two community members
- Co-chairs are expected to attend least 75% of meetings and notify co-chair, trustee chair, and staff if they are unable to attend
- Co-chairs are expected to work with staff and Trustee chairs to ensure effective meetings
- Should a chair resign, an interim chair will be elected
    - This person may complete the term or membership can vote to call an election
- Chairs are expected to demonstrate a basic understand of meeting facilitation through an anti-oppression lens
    - All individuals interested in running as co-chairs will be provided a half day training (to be paid for by TDSB)

Selection of Chairs

- The selection/election process for a Co-Chair (one or two) will be conducted every two (2) years at the first meeting of the school year
- A *Statement of Interest* should be provided by those interested in a position of Co-Chair
    - To ensure accessibility, individuals may also dictate their *Statement of Interest* to support staff person
- The election process will be carried out by simple majority vote

Roles and Terms of Trustee Members and Trustee Co-Chair

- The Trustee Co-Chair may participate in discussions and provide information on a matters
- Notify the Community Co-Chairs and staff if they are unable to attend a meeting

Other Trustees

- Trustees who are not members of a Community Advisory Committee have the right to attend and participate in discussions but do not have voting privileges

Meetings, Attendance & Expectations for Members (Voting and Non)

- Meetings will be held monthly (approximately eight times per year)
- Working Groups, if required, may meet more frequently
- Notice of meetings, minutes and agendas will be circulated by support staff no later than seven (7) days in advance
- If a voting member is unable to attend, where possible they must notify the staff resource person in writing 48 hours prior to the meeting
- A schedule of meetings for the committee will be established in advance and published

Role of Members

- All committee members (voting and non-voting), participants, guests, and TDSB staff are expected to participate in discussions, provide information on a matter under discussion and vote
- All committee members are expected to participate in meetings in a thoughtful manner that considers anti-oppression
- The nature and extent of the participation in these discussions is at the discretion and judgement of the individual
- Notify the Community Co-Chairs and support staff if they are unable to attend a meeting

Electronic Participation

- All members may participate by conference or video call
- The person chairing the meeting and at least one member must be present in the meeting space
- The staff resource persons and support must be present in the meeting
- Members shall notify staff no later than noon the day of the meeting if they wish to participate virtually
- The chair will conduct voting by asking every member present by electronic means to indicate their vote

Working Groups

- The committee will strike working groups and/or ad hoc committees as is seen fit
- Working Groups will operate as follows
    - Working groups may be led by voting and non-voting members
    - Non-committee members may participate but not lead
    - An lead must be identified to report back to the full committee
    - Notice of lead resignations must be made to the Community and Trustee chairs, as well as staff

Role of Support Staff

- The staff person assists the Co-Chairs as necessary with activities before, during and following Committee meetings

Quorum

- Quorum shall be 40% of sitting members (rounded down if necessary)
- Students will be encouraged to attend as often as possible, but this will not impact the ability to achieve quorum
- The Co-Chair should convene the meeting as soon as quorum of the members is present, but not before the scheduled start time
- If quorum is not present within 15 minutes of the scheduled start time, the committee may engage in an informal meeting but no decisions will be made. Minutes may be taken if decided by the committee
- The agenda will be carried over to the next meeting
- If quorum is present, and neither Community Co-Chair is present, the first item of business is to select an acting Community Co-Chair from among the voting representatives

Decision Making

- Where possible, decisions should be made by consensus

- When votes are necessary, a simple majority will be sufficient by the voting members present
- Voting members will make decisions for the community as a whole

Communication with Board or Staff

- Committee representatives will provide advice to the board in the form of formal recommendations approved by the committee and presented in a committee report, or feedback expressed in a separate document or recorded in the minutes of a meeting
- Feedback does not necessarily have to reflect a consensus viewpoint or a majority decision but may reflect the range of diverse views of the committee members
- Advice to the Board may entail; a request made for a delegation at the appropriate standing committee; or a committee report may be presented to the appropriate standing committee, or both
- Committee may direct advice to senior staff either on request or independently where such matter is appropriate for staff attention
- Any member wishing to represent the committee must have committee approval to speak on behalf of the committee

Preparing Committee Reports

- Staff support will prepare the committee's recommendations for the review of committee Co-Chairs and submission to Board Services
- Community Co-Chairs (or their designate) will present to Program and School Services Committee

Evaluation and Review

- The committee will undertake an annual self-evaluation of its performance against its mandate, strategic plan, membership, processes, number of meetings etc., using the Board's review template and provide the information to the Board
- The committee will define an annual work plan to be completed by Spring

Remuneration

- When meetings are held in person a meal will be provided
- The Board will assume transportation costs for all students and any other member attending as required

Conflict of Interest

- The committee will operate within the parameters within the TDSB Conflict of Interest policy

Conflict Resolution

- All committee members and attendees will participate in good faith and openly
- If a conflict raises, individuals should seek support from the Community Co-Chairs
- The committee functions under the recognition that debate and difference of opinion is important, but also recognizes that decisions must be made in order to achieve change

Review of Terms of Reference

- The Terms of Reference will be reviewed in October 2021 or unless 50% membership brings forward a revision
- After the initial review, all over reviews will take place every two (2) years or at the request of 50% of the membership

Budget

- Set resources are available to support committee meetings - this includes TDSB child minding (with two (2) weeks advance notice), ASL and other translation services, adequate funding for a catered dinner and to cover transportation costs for students and all members requiring it
- Funds shall be set aside to ensure capacity building of individuals who wish to co-chair and take on other leadership opportunities

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Toronto District School Board

Statutory Committee

Name of Committee: Parent Involvement Advisory Committee (PIAC)

Meeting Date: 15 December 2020

A meeting of the Parent Involvement Advisory Committee convened on 15 December 2020, from 7:05 p.m. to 9:54 p.m. via ZOOM platform with PIAC Co-Chairs D. Williams and Felicia Seto-Lau.

Attendance

Sharleen Ahmed (W15 Rep), John Bakous (W8 Alt), Kaydeen Bankasingh (W8 Rep), Janice Barnett(W11 Alt), Shanti Chand(W19 Alt), Neil Faba (W15 Alt); Cecile Farnum (W9 Alt), Jenny Gannon (W14 Alt), Sharon Grant (W4 Rep), Dean Gray (W6 Alt); Zuojun Han(W 20 Alt), Jaimala (W5 Alt), Jess Hungate(W5 Rep); Nadia Judunath(W22 Alt), Wilmar Kortleever(W11 Rep), Felicia Lau (Co-Chair), Kate Leuschen Millar (W16 Rep), Christopher Levien (W20 Rep), Abdullah Mamun(W19 Rep), Nicole Marshall (W22 Rep); Seema Mitchell (W18 Rep), Towhid Noman(CLG), Aretha Phillip (W13 Rep), Vivek Rao (W2 Alt), Mark Ramcharan(W18 Alt), Alice Romo (W7 Rep), Saira Somani(W3 Alt), Patricia Seedial (W4 Alt) Nazerah Shaikh (W14 Rep), Haniya Sheikh (W12 Rep), Syed Sumar Alam (Ward 13 Alt), Mirian Turcios (W6 Rep), Andrew Waters (W9 Rep), Glenna Wellington (W17 Alt), D.Williams (Co-Chair)

Executive Officer Marisa Chiu, Trustee Trixie Doyle, Associate Director Karen Falconer, Latha John Committee Assistant), Michelle Munroe (Central Coordinator, PCEO), Executive Superintendent Uton Robinson, Shameen Sandhu (System Leader), Associate Director Craig Snider,

Regrets

Shafoli Kapur (W2 Rep), Pargat Mudher (W17 Faduma Qaline(W1 Alt),

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Part A: Recommendations

No Recommendations

Part B: For Information Only

At the meeting the committee approved the following:

Whereas PIAC can make recommendations directly to the Director of Education, based on O.Reg. 612 (330), and;

Whereas PIAC is eager to learn more about the Engagement priorities that Parents/Guardians/Caregivers in the Virtual School have, PIAC recommends:

1. The Director of Education distributes a ThoughtExchange for PIAC among Parents/Guardians/Caregivers in the Virtual School. The Thought Exchange question would be *"What kind of Parent Engagement would you like to see strengthened in the Virtual School?"*

2. The Virtual Engagement Ad Hoc Working Group collaborate with the Director explore and organize PIAC-facilitated Conversations with Virtual School parents/guardians/caregivers.

Staff provided information on the following:

Director Designate Highlights

Mental Health Supports for Students-Shameen Sandu, Manager of Professional Services updated the committee on mental health supports and resources available to students and parents/caregivers. E.g. Virtual Students (VS) have access to Professional Support Services through their bricks-and-mortar school. Students and parents/caregivers are referred to relevant services by VS staff. Six Social Workers have been assigned to VS across all Learning Centres.

Virtual Engagement-Superintendents have reviewed the PIACs recommendations and noted that some communication concerns have been addressed e.g. social media updates, newsletters, meet and greets, etc. Parents/caregivers are being provided with information on the Parent Concern Protocol. The issue of responsiveness of VS staff remains a challenge due to the volume of students/parents/caregivers in Virtual School. Work continues to address IPRC/IEP requirements. . As for large ward sessions within Virtual Schools work to continue.

Switching Communication-Letter shared with parents/caregivers on the switching request for January 2021.

Provincial Testing in TDSB-Random testing by TPH has resulted in ten schools being closed for various factors. For system update on school, closures visit TDSBs COVID Advisory page.

Working Group Highlights

The Ready Set Engage, conference hel on November 21st and 22nd 2020 reached a large number of parents/caregivers and School Council members. A special thanks to Trustees who attended the Networking session on Sunday evening.

Part C: Ongoing Matters

Report Submitted by Associate Director, Karen Falconer and Michelle Munroe Central Coordinator PCEO

Toronto District School Board

Statutory Committee

Name of Committee: Parent Involvement Advisory Committee

Meeting Date: 19 January, 2021

A meeting of the Parent Involvement Advisory Committee convened on 19 January, 2021, from 7:00 p.m. to 9:41 p.m. via Zoom platform with PIAC Co-Chairs D. Williams and Felicia Lau.

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), Dean Gray (W6 Alt); Zuojun Han(W 20 Alt), Jess Hungate(W5 Rep); Jaimala (W5 Alt), Nadia Judunath(W22 Alt), Wilmar Kortleever(W11 Rep), Felicia Lau (PIAC Co-Chair), Kate Leuschen Millar (W16 Rep), Christopher Levien (W20 Rep), Abdullah Mamun(W19 Rep),Nicole Marshall (W22 Rep); Seema Mitchell (W18 Rep), Towhid Noman(CLG), Aretha Phillip (W13 Rep), Vivek Rao (W2 Alt), Mark Ramcharan(W18 Alt), Alice Romo (W7 Rep), Patricia Seedial (W4 Alt) Nazerah Shaikh (W14 Rep), Haniya Sheikh (W12 Rep), Syed Sumar Alam (Ward 13 Alt) Mirian Turcios (W6 Rep) Andrew Waters (W9 Rep), Glenna Wellington (W17 Alt), D. Williams (Co-Chair),

Trustee Trixie Doyle, Associate Director Curtis Ennis, Interim Director Karen Falconer, Latha John (Committee Assistant); Michelle Munroe (Central Coordinator, PCEO), Vitaliy Plotnikov (Policy Coordinator), Exec Superintendent Uton Robinson,

Regrets

Neil Faba (W15 Alt); Shafoli Kapur (W2 Rep), Pargat Mudher (W17) Faduma Qaline(W1 Alt),

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Part A: Recommendations

To increase access to, and visibility of, PIAC Representatives, PIAC requests that the names of the Ward's PIAC Representatives be added to school TDSB websites, adjacent or below the existing PIAC logo and link. For now, the names will link to the PIAC Membership list that is regularly updated on the TDSB website, which will eventually have clickable links to e-mail addresses.

Part B: For Information Only

Staff provided updates on the following:

TDSB Governance and Policy Committee update

Update on the upcoming policy review schedule and the role of parents and members of the public in the policy review and development process.

Mental Health and Well being Resources for families.

- Webinars with expert panelist
- Open forum for families and students.
- Bell Let's Talk day

Physical education for students

Staff are committed and working on providing physical education in virtual schools with consideration for safety and liability.

Switching models

A working group of staff is looking at the possibilities and proposed models for the switching models.

School Messenger Update

Staff & School council chairs will be able to send direct messages to parents using the tool.
Rollout to begin on January 25, 2021.

Vice-Principal Interview Process

150 parents have responded. The training is scheduled on February 9, 2021.

Program Priorities Funding (PPF) –Parent Reaching Out Grant (PROG)

Funds will be allocated to support the following initiatives:

School Council Anti-Black Racism, anti-Indigenous and anti-oppression application initiatives ($52,500@1,500/Council)

i. Virtual Parent/Caregiver engagement tools and supports ($20,000)
ii. Conversation Series 2.0-Going Deeper ($35,000)
iii. Enhanced Multi-lingual Supports ($24,063)

PIAC Orientation

Orientation is scheduled on February 9 2021

PIAC committee update

PIAC Co-Chair reported on the following

- Ministry of Education PIC meeting
- Ontario PIC Connection
- PIAC Post

Virtual Engagement WG

- Parents have requested to increase the parent engagement level in virtual schools.
- Thought Exchange -Parents to share ideas of community engagement ideas or share activities that have worked in their school communities

Membership WG

The role of PIAC Representative and Alternate to be clarified for parents at ward forums by Trustees

Part C: Ongoing Matters

Report Submitted by: Associate Director Curtis Ennis and
Michelle Munroe Central Coordinator PCEO

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Toronto District School Board

Statutory Committee

Name of Committee: Special Education Advisory Committee

Meeting Date: 7 December, 2020

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

Association for Bright Children (ABC)		Melissa Rosen
Autism Society of Ontario – Toronto		Lisa Kness
Community Living Toronto		Tracey 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
VIEWS for the Visually Impaired		David Lepofsky
VOICE for Hearing Impaired Children		Kara Agostino
Learning Disability Association		Nadia Persaud
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:
Andrew Gold, Associate Director
Craig Snider, Associate Director
Angela Nardi-Addesa, System 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 LC2
Cindy Zwicker-Reston, Centrally Assigned Principal, Special Education LC 3
Lianne Dixon, TDSB SEAC Liaison
Vanessa Pfaff – Accessiblity Coordinator
Amie Presley – Research Department
David Hafner – Speech and Language Pathology Manager
Sharon McWhirter - Speech and Language Pathology Manager
Wendy Roberts, Principal, Special Education – Virtual School
Ron Felsen, Principal, Special Education – Virtual School

Part A: Recommendations

Nil

Part B: For Information Only

Leadership, Learning and School Improvement Department Updates:

Budget
Strategic Drivers were shared with SEAC and feedback was requested.

DRAFT Strategic Budget Drivers 2021-2022

- Staff are in the process of presenting the draft **2021-22 Budget Strategic Drivers** at the upcoming SEAC and PIAC meetings and will be sharing a communication with all Community Advisory Committees, with instructions to submit their feedback, through this survey form: https://forms.gle/4vKhHAYsUzyA9XPB8. Feedback is required by **31 January 2021.**

Ministry of Education Consultation on 2021-22 Education Funding Guide

- On 3 December 2020 the Ministry of Education released the 2021-22 Education Funding Guide to school boards, with a submission deadline of 15 January 2021. A survey was shared with SEAC. The feedback from the survey will help inform the TDSB budget consultation submission to the Ministry.

- Feedback was requested submitted through the survey link, by 8 January 2021, so that staff can incorporate the feedback into the draft submission for review and approval at a Finance, Budget and Enrolment Committee meeting in January 2021, prior to the deadline submission.

Student Demographics for Virtual and In-Person School as of October 13, 2020

As of October 13th, 2020, there were 240,770 students actively attending TDSB schools, either in person or virtually:

- 61,835 elementary school students, or 37%, were attending the four elementary virtual schools;

- 17,717 secondary school students, or 24%, were attending the secondary virtual school;

- Overall, 79,552 students, or 33% of the TDSB student population, were attending school virtually. The other 67% were attending school in-person.

Details about demographics were provided.

Kindergarten Early Language Intervention (KELI)

- 10 sites serving 320 SK students per year since 2001
- Early Intervention for at risk students due to oral language delays/disorders
- Students less likely to require school-based resource programs, professional support services and/or special education programs during their school years.
- How do we re-imagine and modernize the KELI Program (created approx. 20 years ago)?
- How do we ensure KELI is reflective of the TDSB Multi-Years Strategic Priorities of Equity and Inclusion? (avoid withdrawal of students in their home schools)

SEAC members were asked to email any input/questions

Special Education in Virtual Secondary School (VSS)

Structure of VSS Special Education

- VSS students come from all four Learning Centres across TDSB
- There are approximately 17,400 students enrolled in VSS as of November, 2020
- Approximately 4,700 of these students are identified as students requiring an IEP
- Two groups of IEPs: Exceptional through an IPRC and Non-exceptional IEPs

Spec Ed Update- CCAT 7

PHASE 1: CCAT 7 Testing for students in OSR Schools

- The assessment will be administered between Dec 2-10th

All grade 3 students will participate in this assessment. If parents do not want their child to take this test, they will inform their OSR Principal

PHASE 2: CCAT 7 Testing for students in Virtual School

- An in-person assessment day on **January 15th, 2020** PD Day for elementary schools.
- A deep clean of the school/board site will happen before students enter the building.
- OSR school or Central location

Part C: Ongoing Matters

Nil

Report Submitted by: Lianne Dixon

Toronto District School Board

Statutory Committee

Name of Committee: Special Education Advisory Committee

Meeting Date: 11 January, 2021

A meeting of the Special Education Advisory Committee convened on January 11, 2021, at 7:00 pm through electronic means, Chair Steven Lynette chaired the meeting.

Association for Bright Children (ABC)		Melissa Rosen
Autism Society of Ontario – Toronto		Lisa Kness
Community Living Toronto		Tracey 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
VIEWS for the Visually Impaired		David Lepofsky
VOICE for Hearing Impaired Children		Shanna Lino
Learning Disability Association		Nadia Persaud
CADDAC		Juanita Beaudry
LC1	Aline Chan	Nora Green
LC2	Jordan Glass	Jean-Paul Ngana
LC3	Olga Ingrahm	
LC4	Diane Montgomery	Izabella Pruska-Oldenoff,
TDSB Trustees	Alexander Brown	Michelle Aarts

Regrets: Kirsten Doyle

Also present were:
Andrew Gold, Associate Director
Craig Snider, Associate Director
Angela Nardi-Addesa, System 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 LC2
Cindy Zwicker-Reston, Centrally Assigned Principal, Special Education LC 3
Amie Presley, Research Coordinator
Shirley Chan, System Superintendent
Ian Allison, System Superintendent
Shameen Sandhu. System Leader, Mental Health and PSS
Vanessa Pfaff, Acessibility
Wendy Terro, Centrally Assigned Principal, Special Education
Lianne Dixon, TDSB SEAC Liaison

Part A: Recommendations

Nil

Part B: For Information Only

Election for Chair and Vice Chair for 2021

- Steven Lynette was acclaimed as Chair and Diane Montgomery was acclaimed as Vice Chair

Leadership, Learning and School Improvement Department Updates:

Budget
Craig Snider presented the Summary of Actual Results for 2019-20

- Expenditures for Special Education were shared
- Projection for 2020-21 Tentative Timelines were also shared

Thought Exchange

- TDSB is reaching out to advisory committees in the new year asking:
    - *In terms of your advisory committee's focus, what are the most important issues our district needs to think about as we continue to respond to COVID-19 and plan for the rest of the school year?*

Parent Survey Information

- TDSB will be sending a Parent Winter Check-In Survey by the end of January.

Special Education Virtual School Elementary – Shirley Chan and Ian Allison

Virtual School Elementary Structure

- Virtual School Elementary has approximate 64,000 students or 2,600 classes (as of Dec 2020) coming from across TDSB
- VS is divided into Learning Centres, each with an administrative team of Centrally Assigned Principals, Principals, and Vice-Principals
- Virtual School Elementary administrators and educators work in partnership with In-Person administrators to support students and families.
- IEP completion is a collaboration between Virtual School teacher and In-Person Principal. IST, SST, IPRC processes are organized by and in partnership with In-Person and Virtual School Administrators

Special Education in Virtual School Elementary

LC1 – 2124 LC2 – 2595 LC3 – 2760 LC4 – 1848 Total 9327

Special Education Social Work Supports

Referrals (December 2020) by Learning Centre were presented.

- Adding additional Social Work support for VS in January 2021
- 5 social workers who can triage and work with teachers and special education staff to support student needs

Project Search 2021-2022 Information Session

- Project Search Toronto, in partnership with the Toronto District School Board, is holding Information sessions for Project SEARCH 2021-2022
- For additional information, please contact Centrally Assigned Principal, Wendy Terro

Universal Screening CCAT 7 Update

- Presently there are 17,621 grade 3 students in TDSB, of which 6,483 of them are in virtual schools.
- The students attending in person learning started the process in December.
- Virtual Students will be given the opportunity to complete the screening remotely in February

Part C: Ongoing Matters

The Special Education Plan Working Group shared an update from their recent meeting.

Report Submitted by: Lianne Dixon

Toronto District School Board

Statutory Committee

Name of Committee: Special Education Advisory Committee

Meeting Date: 1 February, 2021

A meeting of the Special Education Advisory Committee convened on February 1 at 7:00 pm through electronic means. Steven Lynette 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
VIEWS for the Visually Impaired		David Lepofsky
VOICE for Hearing Impaired Children		Shanna Lino
Learning Disability Association		Nadia Persaud
CADDAC		Juanita Beaudry
LC1	Aline Chan	Nora Green
LC2	Jordan Glass	Jean-Paul Ngana
LC3	Olga Ingrahm	
LC4	Diane Montgomery	Izabella Pruska-Oldenoff,
TDSB Trustees	Alexander Brown	Michelle Aarts

Regrets: Kirsten Doyle

Also present were:
Andrew Gold, Associate Director
Angela Nardi-Addesa, System 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 LC2
Cindy Zwicker-Reston, Centrally Assigned Principal, Special Education LC 3
David Cameron, Research
Vanessa Pfaff, Acessibility
Lianne Dixon, TDSB SEAC Liaison

Part A: Recommendations

SEAC Association Membership (Appendix A)

On the Toronto District School Board SEAC, there are twelve positions for SEAC Local Associations and there is currently one vacancy. The vacancy has been posted on the SEAC page of the TDSB website. An application to join TDSB SEAC was received from the Toronto Chapter of the BPSG (Black Parent Support Group), an affiliate of the parent council of the ONASBE (Ontario Alliance of Black School Educators. Sherron Grant, President of BPSG and Warren Salmon, President of ONABSE, have written letters requesting membership and nominating Tracy Burrell as Association Representative and Clovis Grant as Alternate Association Representative. Both BPSG and their nominees meet the criteria outlined by Regulation 464/97 for membership. This new association request was announced at SEAC on February 21, 2021.

SEAC Community Member Representative

On the Toronto District School Board SEAC, there are currently four Community Member Alternate vacancies. Caren Watkins and George Petrovic have submitted applications for these positions. Taking into consideration the criteria outlined in the TDSB SEAC Terms of Reference and Regulation 464/97, Caren Watkins and George Petrovic are being recommended as Alternate Community Representatives. These new applications were announced at SEAC on February 1st, 2021

Part B: For Information Only

Leadership, Learning and School Improvement Department Updates:

Presentations

1. **TDSB MYSP: Equity, Anti-Oppression and Anti-Black Racism**

Superintendent Spence engaged SEAC members in a discussion of the over-representation of Black students in Special Education programs.

Goal: To create professional learning models that support inclusion and reduce the over-representation of Black students in Special Education programs (specifically Home School Programs, Intensive Support programs and other congregated programs).

Action: Invest in building the capacity of educators to successfully implement inclusion with groups of Black students by deepening their awareness of the principles of anti-racism and culturally relevant pedagogy.

2. **Kindergarten to Grade 1 Individual Education Plan (IEP) Strategy**

- The Special Education team will continue to take steps to address the overrepresentation of Black students in special education programs. Specifically,

attention will be directed at interrupting the initiation of IEPs for our early learners in Kindergarten and Grade 1.

- Before any child in JK/SK/Grade 1 is placed on an IEP, Principals will ensure conversations and agreement from their SOE before any IEP is initiated for a child in JK/SK and Grade 1.

Dr. David Cameron shared data collected over five years and answered questions from SEAC members.

An analysis of the demographics of Kindergarten and Grade 1 students in special education from the 2015-16 to 2019-20 school years suggests:

- Male students, Black students, and students from families with low socio-economic status, such as less parent education, single-parent households, and low family income, were disproportionately high in Kindergarten and Grade 1 special education.

- Additionally, more than half of the students continued to not have an identified exceptionality after three or four school years when they entered Grade 4.

Updates:

- **Universal Screening**

The process for grade 3 virtual school students is currently on hold due to the provincial emergency order. We will follow the recommendations of TPH. As such, the CCAT-7 Assessment for VS students has once again been delayed.

- **In Person Learning Data**

The numbers of students, programs, schools and staff for each LC was shared.

Congregated schools and schools with ISP's are open for in person learning.

- **February Switch**

TDSB will proceed with a final switching opportunity for parents, where space is available, in February 2021 for those families who indicated interest in the December switching survey.

- **Assessment Data**

Cumulative Statistics (completed, In-process, waiting) September 2020 – January 2021 for Assessments was shared by Learning Centre.

Part C: Ongoing Matters

Working Group Updates

The Special Education Plan working group and the Communication working group presented updates and sought input from SEAC members.

Appendix A

MOTIONS

New Association Member (BPSG)

Whereas there one Association Vacancy on the TDSB SEAC and

Whereas SEAC has received a nomination from the "The Toronto Chapter of the BPSG (Black Parent Support Group)", and

Whereas Sherron Grant, President of BPSG, has nominated Tracy Burrell as Association Representative and Clovis Grant as Association Alternate, therefore,

It is recommended that the Toronto District School Board appoint BPSG as a TDSB Member Association on the TDSB Special Education Advisory Committee for the 2018 to 2022 term, with Tracy Burrell as its Representative and Clovis Grant as its Alternate.

Learning Centre 4 Alternate Representative

Whereas there is a Community Representative Alternate vacancy on TDSB SEAC for LC4 and

Whereas George Petrovic, has submitted an application and meets the criteria for membership outlined in Regulation 464/97 therefore,

It is recommended that the Toronto District School Board appoint George Petrovic as Community Representative Alternate for Learning Centre 4 on the TDSB Special Education Advisory Committee for the 2018 to 2022 term.

Learning Centre 1 Alternate Representative

Whereas there is a Community Representative Alternate vacancy on TDSB SEAC for LC1 and

Whereas Caren Watkins, has submitted an application and meets the criteria for membership outlined in Regulation 464/97 therefore,

It is recommended that the Toronto District School Board appoint Caren Watkins as Community Representative Alternate for Learning Centre 1 on the TDSB Special Education Advisory Committee for the 2018 to 2022 term.

Report Submitted by: Lianne Dixon

Human Rights Annual Report 2018 - 2020

To: Program and School Services Committee

Date: 17 February, 2021

Report No.: 02-21-4034

Strategic Directions

- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students

Recommendation

It is recommended that the Human Rights Annual Report 2018 - 2020 be received.

Context

All students and staff have the right to learn and work in an environment free from discrimination, where they feel welcome, respected and safe. To do this, equity – built on a strong foundation of human rights – must be central to every decision we make in the Toronto District School Board.

In its Multi-Year Strategic Plan, the TDSB outlined its commitment to ensure that every student receives a great education by having equitable access to programs and resources and increased opportunities to succeed. A key action item coming out of this work was to create a culture where Human Rights moved beyond conflict management and towards a greater focus on education, understanding and system transformation.

Before effective change can happen though, we have to acknowledge the long-standing inequities and advocate for system change that centres human rights. We must also review our own data. This report connects data sets from a number of different TDSB surveys, censuses and sources to present current trends which have emerged within the Board. It also lays out a comprehensive plan to address the serious issues identified, through four specific areas: systemic accountability, capacity building within

the organization, more effective outreach and engagement, and the creation of more effective incident and resolution processes.

Through this plan, the TDSB will be in a position to more effectively identify, address, remedy and prevent racism and discrimination and move closer to becoming a school system within which each and every student can succeed and reach their full potential.

Understanding the Data

With more than 245,000 students and 40,000 staff, the TDSB is one of the most diverse school boards in Canada from the country's most multi-cultural city. Challenges experienced in the TDSB are often mirrored from societal challenges and human rights is no different.

This report is the first of its kind in the Toronto District School Board and beyond. It is critically important to note that some of the data contained within the report gives cause for deep concern. The data clearly indicates that the Board continues to have a serious racism problem. *Race or race related grounds* is the most frequent ground of complaint received by the Human Rights Office making up 54% of all complaints alleging a human rights violation. Disability is the second most frequently cited ground making up 20% of complaints.

Employees of the TDSB are required through policy to report to managerial staff any incidents of hate, bias or racism that they encounter through "hate activity reports." Incidents of racism and hate occur in TDSB schools daily and they do so in significant numbers. From September 2018 to April 2019, 15 "hate activity" reports were sent to the Human Rights Office. After identification of this issue, Board-wide communication with all system leaders was initiated, amplified and reinforced through multiple platforms. By the end of the 2018-2019 school year, 64 hate activity reports had been filed. Between June 2019 and August 31, 2020, 312 "hate incident" reports had been filed. Specifically, incidents citing anti-Black racism exceeded all other incidents reported by a wide margin. Incidents of Antisemitism have risen at an alarming rate as have incidents of homophobia.

We must be relentless in addressing each and every one of these incidents. In the TDSB, every one of these incidents is now tracked and monitored through an updated data management system. Drawing greater emphasis to these issues has brough them to the surface so that they can be dealt with in a thorough manner and tracked appropriately for follow-up. The responsibility for doing so does not rest exclusively with staff within the Human Rights Office but also with each staff member of the Board. In

fact, we must go beyond this and tap into the expertise that resides in local communities. Working through partnerships with community organizations and agencies will enable the Board to be more culturally relevant and responsive.

This report takes up data from the most recent Student and Parent Census as well as from the Staff Census and Well-Being survey in ways that have never been examined at TDSB. Through analysis of these data sets we have more evidence than ever that students who self-identify as being Black, Indigenous and Indigenous Spirituality-practicing students and gender non-conforming students are much less inclined to feel that school rules are applied to them fairly. Students that self-identify as having a "disability," Black students, Latin American students, non-binary students, LGBTQ2S students and Indigenous Spirituality-practicing students feel much lower degrees of belonging in their school.

When Grades 7-12 students were asked whether their "teachers respect my background," two groups were found to be significantly less likely to answer in the affirmative: Indigenous students and students who practice Indigenous Spirituality. Significant numbers of Grades 7-12 students also reported having lower degrees of well-being including East Asian students, students who practice Indigenous Spirituality, students who identify as disabled, agnostic and atheist students, students who practice Indigenous Spirituality, LGBTQ2S and non-binary students.

On the staff side, those who identify as being disabled, Black, Latin American of Muslim are less inclined to feel that "all backgrounds are treated fairly in our workplace." Staff who identify as disabled are much less likely to feel that "harassment, discrimination or violence are harms that the TDSB aims to prevent." 12% of strongly disagreed when they were asked if "my employer deals effectively with situations that may threaten or harm employees." Only 55% of staff who identify as disabled agreed or strongly agreed with this statement. While it is extremely concerning that 10% of all TDSB employees reported experiencing discrimination, a recent survey by the Centre for Canada's Future found that 30% of Canadians who identify with a specific diversity group reported experiencing at least one incident of discrimination at their current employer – including 41% of respondents with a disability, 40% of Indigenous respondents, 34% of respondents who identify as people of colour, 33% of LGBTQ2S respondents, and 33% of women, to put such data in some comparative perspective.

It is extremely important to note here that a disproportionate number of complaints from Black administrators involving allegations of anti-Black racism have emerged in the Board. To address this serious issue of anti-Black racism, a systemic review will be undertaken. This review will engage staff and community partners in a manner that will bring about authentic and meaningful change.

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To make the kind of systemic change necessary, a strong, effective team must drive the work. Significant hiring has occurred in the Human Rights Office of the Board of human rights experts who will proactively contribute to schools and workplaces that are safe, welcoming and free of discrimination and harassment. These experts support and advise the TDSB community with respect to system transformation. This work however will not reside only in the Human Rights Office of the Board. Eliminating discrimination and hate is the responsibility of everyone working, learning and serving within the TDSB. We must all be committed to acknowledging long-standing inequities and advocating for change and we must recognize the importance of engaging with community partners in more accessible and culturally responsive ways.

Developing Strong Policy

Creating and developing a strong policy framework is integral to this work. To that end, our recently reviewed and updated *Human Rights Policy* P031 will soon take effect. We have developed a comprehensive procedure for *Reporting and Responding to Racism and Hate Incidents Involving or Impacting Students in Schools* (PR728). This procedure makes reporting of these incidents mandatory. It is important to be clear: ALL incidents of this type are to be reported and acted upon. The new procedure clearly outlines the steps that staff must follow in response to these types of incidents. The steps include supporting those individuals impacted by these incidents, addressing the inappropriate behaviours, putting in place corrective and preventative measures and effectively communicating these incidents to school communities in a transparent and timely manner. All TDSB policies and procedures are reviewed on an ongoing basis to ensure that, to the greatest extent possible, they are free of bias. These review processes will engage experts both within and outside of the Board.

Enhancing Systemic Accountability

The TDSB must be transparent about our human rights commitments, plans, measures and progress. Everyone within our Board must know what is expected of them with respect to these commitments and be held accountable for upholding human rights. There must be consequences for poor human rights performance. The *Human Rights*

Action Plan commits to develop a human rights accountability framework to clarify roles and responsibilities for human rights across the Board.

Building System Capacity

The high expectations that we have for our staff in the area of Human Rights must be supported by meaningful and accessible learning opportunities. In order to be more successful in this work, staff within the Human Rights Office have developed and have a mandate to deliver professional learning to employees throughout the Board. This work has already begun. Staff have had the opportunity to learn through ongoing formal sessions but also by doing the work though structures like the Organizational Response Team. The hundreds of staff members that have participated in these meetings have been afforded the opportunity to learn and grow while working through difficult matters in a collaborative way.

Improving Outreach and Engagement

TDSB staff, students and parents must be aware of their rights and responsibilities and how they can enforce these. Specifically, the human rights concerns of historically marginalized and disadvantaged groups must be identified, amplified and be at the centre of every decision made within the Board. The Human Rights Office of the Board through will work through their action plan to connect with other departments in the Board to better serve and engage students and parents. Human Rights must be brought closer to schools. This is being done through the development of resources for students and staff. It will also be supported by the creation of a “Human Rights Charter” for schools. Student Voice will be the most important element in the creation of the Charter.

Resolving Incidents and Complaints

Since the Board has begun to place greater emphasis on issues of human rights, there has been a surge in the number of incidents reported to the Human Rights Office. This has added to the backlog of cases and caused significant delay in the resolution of matters. To address this issue the Board is hiring additional staff and developing an Early Resolution Strategy with a focus on conflict resolution and mediation, where possible.

Excellence cannot be achieved within any school district without equity built upon a foundation of human rights. The Board must continue to raise the bar for all students and staff while relentlessly addressing the racism and discriminations directed towards students and staff based on their identities. To support this important commitment, the Toronto District School Board is working towards creating a culture where Human

Rights means much more than a place where conflict is managed. This cultural shift is coming about through intentional work being carried out on multiple fronts.

We must enable, support and inspire the creation and preservation of a proactive, inclusive and transformational culture of Human Rights at the Toronto District School Board. In order to achieve this goal, we must make systemic changes across all areas of the Board. Strong accountability structures must be in place to ensure the monitoring of progress. Ultimately, this work must serve as a way of creating and building trust between the Board and those that we serve. In order for every one of our students and staff members to flourish, we have a duty to create schools and workplaces which are free of discrimination, harassment and hate. This is what every student and staff member at TDSB deserves. More importantly and significantly, it is their right.

Timelines

Human Rights Action Plan: 2021 is tied to the Board's Multi-Year Strategic Plan. As such, the items included in this Plan are being implemented during this school year with updates as required in the years ahead.

Resource Implications

Requests for funding to address additional staffing in the Human Rights Office will continue to be made through Business Services.

Communications Considerations

The *Human Rights Annual Report 2018 – 2020* will be shared with key stakeholders through existing TDSB communication channels and posted publicly on the TDSB's website.

Board Policy and Procedure Reference(s)

- Employment Equity (P029)
- Human Rights Policy (P031)
- Workplace Harassment Prevention Policy (P034)
- Equity Policy (P037)
- Caring and Safe Schools Policy (P051)
- Accessibility Policy (P069)
- Workplace Harassment Prevention and Human Rights Procedure (PR515)

- Reporting and Responding to Incidents of Racism and Hate Involving or Impacting Students in Schools (PR728)

Appendices

- Appendix A: Human Rights Update: Annual Report 2018-2020

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

tdsb | Human Rights Office

Annual Report 2018 - 2020

APPENDIX A

Toronto District School Board

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EXECUTIVE SUMMARY

All students and staff have the right to learn and work in an environment free from discrimination, where they feel welcome, respected and safe. To do this, equity – built on a strong foundation of human rights – must be central to every decision we make in the Toronto District School Board.

In its Multi-Year Strategic Plan, the TDSB outlined its commitment to ensure that every student receives a great education by having equitable access to programs and resources and increased opportunities to succeed. A key action item coming out of this work was to create a culture where Human Rights moved beyond conflict management and towards a greater focus on education, understanding and system transformation.

Before effective change can happen though, we have to acknowledge the long-standing inequities and advocate for system change that centres human rights. We must also review our own data. This report connects data sets from a number of different TDSB surveys, censuses and sources to present current trends which have emerged within the Board. It also lays out a comprehensive plan to address the serious issues identified, through four specific areas: systemic accountability, capacity building within the organization, more effective outreach and engagement, and the creation of more effective incident and resolution processes.

Through this plan, the TDSB will be in a position to more effectively identify, address, remedy and prevent racism and discrimination and move closer to becoming a school system within which each and every student can succeed and reach their full potential.

Understanding the Data

With more than 245,000 students and 40,000 staff, the TDSB is one of the most diverse school boards in Canada from the country's most multi-cultural city. Challenges experienced in the TDSB are often mirrored from societal challenges and human rights is no different.

This report is the first of its kind in the Toronto District School Board and beyond. It is critically important to note that some of the data contained within the report gives cause for deep concern. The data clearly indicates that the Board continues to have a serious racism problem. *Race or race related grounds* is the most frequent ground of complaint received by the Human Rights Office making up 54% of all complaints alleging a human rights violation. Disability is the second most frequently cited ground making up 20% of complaints.

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To make the kind of systemic change necessary, a strong, effective team must drive the work. Significant hiring has occurred in the Human Rights Office of the Board of human rights experts who will proactively contribute to schools and workplaces that are safe, welcoming and free of discrimination and

harassment. These experts support and advise the TDSB community with respect to system transformation. This work however will not reside only in the Human Rights Office of the Board. Eliminating discrimination and hate is the responsibility of everyone working, learning and serving within the TDSB. We must all be committed to acknowledging long-standing inequities and advocating for change and we must recognize the importance of engaging with community partners in more accessible and culturally responsive ways.

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Creating and developing a strong policy framework is integral to this work. To that end, our recently reviewed and updated *Human Rights Policy* P031 will soon take effect. We have developed a comprehensive procedure for *Reporting and Responding to Racism and Hate Incidents Involving or Impacting Students in Schools* (PR728). This procedure makes reporting of these incidents mandatory. It is important to be clear: ALL incidents of this type are to be reported and acted upon. The new procedure clearly outlines the steps that staff must follow in response to these types of incidents. The steps include supporting those individuals impacted by these incidents, addressing the inappropriate behaviours, putting in place corrective and preventative measures and effectively communicating these incidents to school communities in a transparent and timely manner. All TDSB policies and procedures are reviewed on an ongoing basis to ensure that, to the greatest extent possible, they are free of bias. These review processes will engage experts both within and outside of the Board.

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1. Context

Restructuring of the Human Rights Office & Broadening of its Mission and Mandate

The TDSB has expanded the staffing of the Board's Human Rights Office (HRO) over the past two years from four designated staff positions at the beginning of September 2018 (1 Manager, 1 Human Rights Assistant, 2 Human Rights Investigators) to ten staff currently (1 Senior Manager, 1 Manager, 1 Human Rights Assistant, 2 Senior Human Rights Policy, Education & Organizational Change Specialists; 1 Human Rights Outreach & Engagement Officer; and 4 Senior Human Rights Officers). This reorganization and transformation of the HRO was facilitated by the hiring of a new Senior Manager in October 2018 (at which time there was only 1 casual Human Rights Assistant actively on staff). A new west office location was built in 2019 to accommodate the new HRO staff, as well as to help better protect the privacy and confidentiality of HRO service users.[1]

[1]The Human Rights Office is thus currently spread across two locations: the previously existing fourth floor location at 5050 Yonge Street, which contains the offices of the Senior Manager, Human Rights Assistant, and two Policy, Education & Organizational Change Specialists, and the new office location at 1 Civic Court (3rd Floor), which contains the offices of the Manager and four Senior Human Rights Officers, whose activities are primarily focused on complaint resolution and investigation. The moving of the HRO's complaint function to the new location enabled a more discrete access point for persons wishing to file or discuss a human rights complaint in person, with the new location and spatial build better protecting parties' privacy and confidentiality interests.

This expansion in HRO staffing corresponded with a renewed and expanded vision of the Mission and Mandate of the HRO. While the HRO has historical origins as a unit within Employee Services and has for much of its history (at least known recent history)[2] focused on *workplace* discrimination and harassment issues among *employees*, the HRO's renewed Mission and Mandate, stated below, more explicitly issues among *employees*, the HRO's renewed Mission and Mandate, stated below, more explicitly encompasses human rights protection *and* promotion for *all* TDSB members in both employment *and* educational services (i.e. seeking to more actively protect the human rights of all TDSB community members, including students). The HRO continues to impartially and fairly investigate, mediate, and address human rights and workplace harassment complaints and incidents, in keeping with the historic focus of HRO activity, however, we have also shifted our focus to more intentionally include proactively and systemically advancing human rights organizational change, in an effort to prevent human rights violations from occurring in the first place.

[2] The HRO's focus on employment complaints in recent history is demonstrated in the type of complaints inherited by new HRO management in October 2011, which was all employment based, in keeping with (2017) revisions to Procedure 515. Nevertheless, a 2011-12 HRO Annual Report indicates that the Office did previously have designated positions focused on student human rights, as described in a section entitled *STUDENT SUPPORT RE HUMAN RIGHTS ISSUES* which states: "In 2005-2006, two Human Rights Student Programme Worker positions were terminated. The positions were great support to the Human Rights Office and to students who felt their human rights had been violated, and as such required the support of an advocate to have their concerns heard and addressed. The names of the Student Programme Workers were identified on the student *Know Your Rights* brochure. Since the termination of these program workers, the *Know Your Rights* brochure directs students to school staff or to the Human Rights Office if they wish to file a complaint. Students who call the HRO with human rights concerns are referred to the Students Equity Programme Advisors (SEPAs) with Equitable and Inclusive Schools, and/or the SEPAs with the Gender Based Violence Prevention Office. While there is an informal agreement that SEPAs will give support to students, there is a need for dedicated staff to support/advocate proactively and reactively on behalf of students pertaining human rights issues" (p.4-5).

HRO MISSION

To enable, support, and inspire the creation and preservation of a proactive, inclusive, and transformational culture of human rights at the TDSB in which all members of the TDSB community:

- equitably flourish with dignity and respect;
- achieve equitable outcomes in TDSB learning and working environments, free from discrimination and harassment.

HRO MANDATE

As the TDSB's centre of human rights expertise, the HRO:

- Advises the TDSB community about their human rights and obligations;
- Impartially and fairly investigates, mediates and addresses human rights complaints and incidents, including in the areas of employment and education;
- Proactively and systemically advances human rights organizational change including through:
- identification of systemic issues;
- professional development, education, and capacity building;
- policy review and development;
- outreach and engagement; and,
- research, evaluation, reporting on the TDSB's human rights record.

HRO VALUES

Transformation - We are committed to acknowledging long-standing inequities and advocating for systemic change to create environments that centre human rights.

Collaboration – We recognize the importance of engaging with stakeholders and partners in an accessible, sensitive, and meaningful way.

Fairness – We strive to conduct our work with professionalism, transparency, and integrity, ensuring due process is followed.

Key Strategic Drivers

Among the key strategic drivers and enablers of the HRO's expanded mandate and resourcing was the Ministry of Education's September 2017 release of a new three-year strategy – Ontario's Education Equity Action Plan - which had as its overall aim "to identify and eliminate systemic barriers and discriminatory institutional and instructional practices that negatively impact the achievement and well-being of students". The Education Equity Action Plan led to the creation of the Education Equity Secretariat within

the Ministry of Education, and to the "establishing [of] formal supports to promote, and ensure compliance with, principles of human rights and equity in every school board". To this end, the Ministry designated funding for the creation of new senior level Human Rights and Equity Advisor positions for some 19 Boards.[3] As part of this initiative, the Ministry funded the TDSB $426,075 per year beginning in 2018 and ongoing since, to support salary and benefits for 2.5 FTE positions within the TDSB's Human Rights Office, as governed by (2018-20) and (2020-2021) Transfer Payment Agreements setting out the terms and conditions of this funding, including "to lead transformational change to further build cultures of respect for human rights and to identify and eliminate systemic barriers".
Another key strategic driver for HRO activities in the last 2 year period has been the Multi-Year Strategic Plan (MYSP), first introduced in 2018 and updated in 2019. In addition to embedding human rights commitments throughout, the MYSP includes a separate and specific Human Rights Action Plan which aims to "identify and eliminate embedded systemic barriers and discriminatory and instructional practices that negatively impact the achievement and well-being of students and staff and lead to inequitable outcomes" (see Appendix B, Figure 1 for all mentions of human rights within the MYSP beyond the Human Rights Action Plan; see Appendix B Figure 2 for the Human Rights Action Plan).

1.3 Key Activities

1.3.1 September 1st , 2018 – August 31st, 2019

Much of the 2018-19 year was focused on rebuilding and restructuring the HRO, including revising and creating new job positions and hiring 10 new staff, including through six separate job competitions. The HRO's new staff complement over the 2018-20 period included:

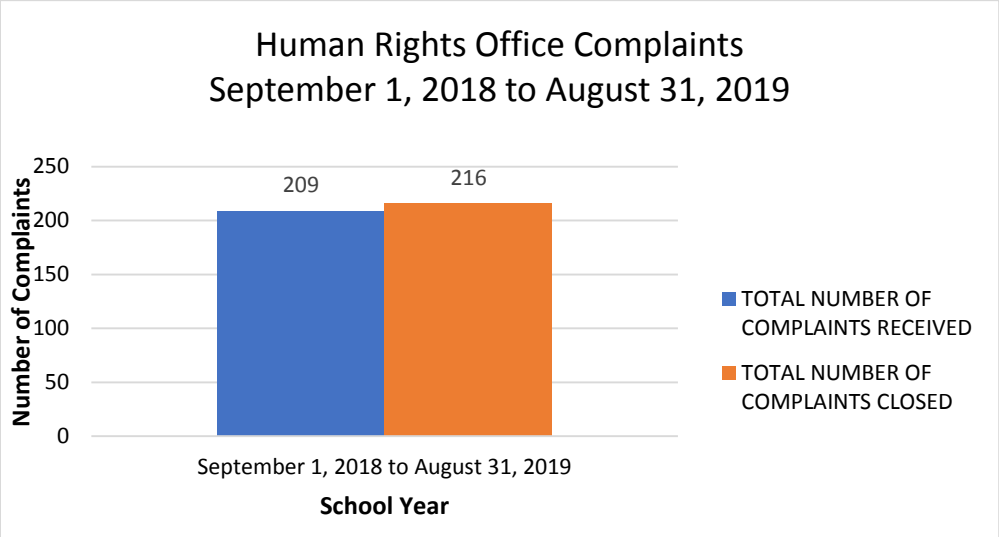
Summary of the HRO positions and staffing complement			
Position title	# of Positions	Reports to	Roles and responsibilities outlined in job posting
Senior Manager, HRO	1	Executive Superintendent, Human Rights and Indigenous Education	Oversee Human Rights Office and provides the Board system leadership promoting and advancing a culture of human rights in TDSB schools and workplaces.
Manager, HRO	1	Senior Manager	General management duties, but primary duties over 2019-2020 period involves complaint management & resolution

[3] According to the 2018-20 TPA: "The mandate of Human Rights and Equity Advisors is to, through moral suasion, work with the Director of the Board and the board's senior team in order to further foster cultures of respect for human rights and equity, and to help identify and address systemically based human rights and equity issues, and to make generally known the availability of regionally based concerns and complaints services and to, where appropriate, refer members of board communities to the service" (2018-2020 Transfer Payment Agreement, p. 21).

Senior Human Rights Officers (SHRO)	4	Manager	Senior Human Rights Officers are responsible for resolving harassment and discrimination incidents and complaints – from conducting and overseeing investigations, to providing interpretation, advice, and guidance to staff on matters related to Human Rights Code, Human Rights, and Workplace Harassment Prevention Policies and Procedures.
Senior Human Rights Policy, Education and Organizational Change Specialists (SHRP's)	2	Manager (with dotted line to Senior Manager); Reported directly to Sr Manager 19-20 period.	The Senior Human Rights Policy, Education & Organizational Change Specialists are responsible for developing and reviewing system policies, practices, procedures, and initiatives from an inclusive human rights design perspective. They are also responsible for building human rights and workplace harassment prevention skills, understanding, competency, and capacity across the system through the design and delivery of human rights education programs and other capacity-building tools and initiatives.
Human Rights Outreach and Engagement Officer	1	Manager (with dotted line to Senior Manager); Primarily reported directly to Sr Manager for 19-20 period.	The Human Rights Outreach and Engagement Officer is responsible for developing and implementing focused outreach and engagement strategies to better serve and support the realization of human rights within the school community (including among students, parents, teachers, and staff).
Human Rights Assistant	1	Senior Manager	Administratively supports and manages office inquiries and complaint intake, and provides general administrative support to the Senior Manager, Manager and entire office.

Complaints management

Between September 1, 2018 and August 31, 2019, the HRO received 209 new Human Rights and Workplace Harassment Prevention complaints and closed 216 such complaints over this same period. There were an additional 64 Hate Activity Reports (515B forms) pertaining to hate-related incidents in schools submitted by school administrators to the HRO between September 1, 2018 and August 31, 2019. A more fulsome description and evaluation of complaint trends and hate activity trends, year over year, is contained in section 2.1b.



SCHOOL YEAR	NUMBER OF COMPLAINTS RECEIVED	NUMBER OF COMPLAINTS CLOSED
September 1, 2018 to August 31, 2019	209	216

Complaint management consumed much of the fledgling office's attention, as efforts were made to address the very large backlog of inherited cases (there were 287 existing active complaints carried over into the new 18/19 school year, as of September 1, 2018), including through the hiring in July 2019 and October 2019 of two additional short term Senior Human Rights to assist with complaint backlog reduction. The HRO also partnered with the Labour Relations Department on a Mediation Pilot with Canadian Union of Public Employees (CUPE), led by the Senior Manager of Labour Relations, that led to the resolution of more than 15 CUPE Unit C complaints in October 2018.

A concerted effort was made under the leadership of the new Senior Manager to modernize the HRO's case management and incident reporting system and processes, including through the introduction of new digital case management software, and new online reporting portals, the work of which began in 2018, with support from the Information Technology (IT) Services Department that culminated in a major contract with KPMG to construct the new system builds on the Service Now platform (saving TDSB licensing and contracting costs due to economy of scale, due to pre-existing IT contracts and service agreements with KPMG and Service Now in other areas of the Board) . The new system builds beginning in 2018 included:

- a new Racism, Bias & Hate (RBH) Reporting Portal for Principals and Superintendents to report and manage responses to incidents of racism and hate involving or impacting students
- a new Inquiry Portal and Complaint Portal for HRO human rights inquiries and complaints from TDSB community members
- a new case management system for managing and tracking human rights and workplace harassment complaints.

The RBH Portal was completed by the end of the 18/19 school year, at which time initial testing began, before launching a pilot at the beginning of the 19/20 school year (see Year 2 description of activities for more in this respect).

Outreach & Engagement / Communications / Learning

Upon joining the Board in October 2018, the Senior Manager endeavoured to establish and build new relationships with the diverse members of the TDSB community. This was achieved in a variety of ways, including through the initiation of regularized formal meetings with CUPE, Elementary Teachers Federation of Ontario (ETFO , and Ontario Secondary School Teachers Federation (OSSTF) Leaders and Executives, engagements with Toronto School Administrators Association (TSAA), Toronto Supervisory Officers Association (TSOA) and Ontario Principals Council (OPC), as well as through formal meetings with Executive Superintendents and Superintendents in each of the four Learning Centres, to gain further insight into the practical human rights and workplace harassment issues arising in their respective areas, and to help identify priority issues and learning needs from their perspective, while getting feedback on proposed HRO plans and priorities.

A concerted effort was also made to better reach the school community, including through the creation of a new dedicated Outreach and Engagement Officer position (whose express mandate is to "help to further build a culture of human rights within TDSB schools"), as well as through targeted outreach and communications efforts. The Associate Director responsible for Student Voice, Parent & Community Engagement & Well-Being, for example, partnered with the Human Rights Office in the production, release and promotion (June 11, 2019) of a new *Expected Practices for Understanding, Addressing & Preventing Discrimination* Resource Guide (released June 2019; updated September 2019 and September 2020), which set out clear expectations for school administrators and staff on how to protect and promote human rights. This was accompanied by a live recorded Webinar for 500+ TDSB School Principals (June 12, 2019) explaining expectations for school-based administrators in addressing and preventing discrimination and answering related questions, as well as by supporting written and video communications by the Director of the Board, and the subsequent HRO production and release of a companion guide geared towards parents and students, *Protecting & Promoting Human Rights and Addressing Discrimination in our Schools*. The HRO also provided training on the topic of "Addressing and Preventing Discrimination and Harassment in the School and Workplace" for approximately 30 Principal candidates (July 11, 2019).

The HRO Senior Manager also engaged in Board initiatives more specifically aimed at addressing anti-Black racism and advancing student excellence and achievement among Black students, including presenting at: the Black Student Excellence Summit (February 7, 2019) on the topic of *Human Rights and (Racial) Equity: Towards a Conceptual Framework;* the York Participatory Action Research Summer

Institute on Black Student Success and Excellence to a class of TDSB student researchers (July 23, 2019) on the topic of *Identifying Discrimination: The Key Role of Research*; the Black Student Achievement Community Advisory Committee (April 1, 2019) to share key HRO developments and proposed human rights strategic priorities and plans, and invite feedback. The HRO Senior Manager also joined numerous Black Student Excellence and Success Planning meetings and joined the Black Student Excellence Research Committee. He was a panelist presenting on human rights and anti-Black racism efforts at the TDSB, at the annual *Akua Benjamin Legacy Lecture* and panel at Ryerson University – "Looking Back, Moving Forward" (October 31, 2019) – and at the February 4, 2020 *Blackness in Canada Policy Networking (BCPN) Conference: Critical Issues for Building Robust Community-Academic Alliances* ("Building a Public Policy network(s) and knowledge sharing partnership(s) aimed at influencing policy development, implementation and outcomes").

Over the course of the HRO's 2018/19 school year, the HRO furthermore provided targeted human rights professional development and learning for the Board's senior management team, including through dedicated human rights-focused learning sessions at Senior Team Council for Superintendents, Executive Superintendents, Associate Directors and the Director, including on *Human Rights and Equity: Towards a Conceptual Framework* (February 11, 2019) and *Expected Practices for Understanding and Addressing Discrimination* (June 10, 2019), which included a presentation and role based scenario group work.

The HRO also helped to identify, support and recommend remedial training and resources for TDSB employees on such topics as sexual harassment, racism/anti-Black racism, and workplace harassment following substantiated workplace harassment investigations.

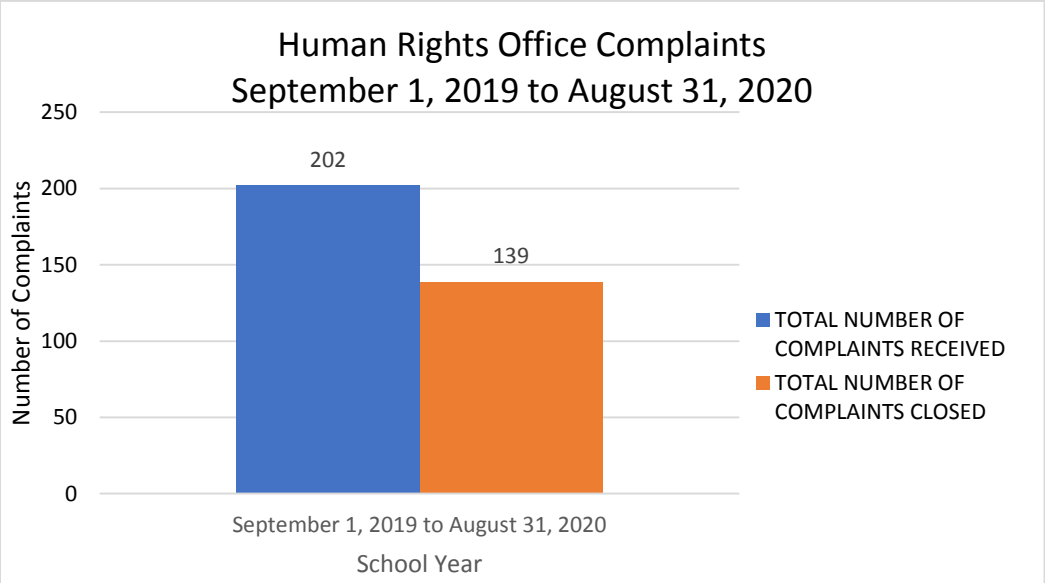
Policy /Governance/Accountability

The HRO also developed new guidance materials internally in partnership with Employee Services to help inform their implementation of "religious holy day" provisions, engaging several Employee Service management meetings to discuss developments in creed human rights policy and case law. The HRO was also engaged by Employee Services on initial work around updating and consolidating the Board's various Sexual Harassment Policies.

1.3.2 September 1st , 2019-August 31st , 2020

Complaints management

The Human Rights Office received 202 new human rights and workplace harassment complaints over the course of the September 2019/20 fiscal school year and closed 139 cases over this same period.



SCHOOL YEAR	TOTAL NUMBER OF COMPLAINTS RECEIVED	TOTAL NUMBER OF COMPLAINTS CLOSED
September 1, 2019 to August 31, 2020	202	139

Complaint management and resolution continued to be a major focus of HRO activity over this period of time, which saw some turnover in staff, a very large growth in hate activity reports (291 in total) and in HRO consultations overall over the course of the 19/20 fiscal school year, following the launch of *Expected Practices for Understanding, Addressing and Preventing Discrimination* in June 2019 and targeted executive-level communications, as well as webinars and training on the need for administrators to report and consult on racism and hate activity in schools, with renewed emphasis on human rights accountability.

The complaint resolution side of the Human Rights Office – including the Manager, Human Rights Assistant, and Senior Human Rights Officers, as well as the Outreach & Engagement Officer who has been heavily involved in issue management this past year –began tracking consultations in January 2020, and saw a significant uptick in the volume of consultation request, counting 197 consultations between January 1 and August 31st, 2020. Most of these consultations were with Principals/Vice Principals (49%) and Superintendents/Executive Superintendents (40%) seeking advice on their human rights responsibilities. A more fulsome description and evaluation of complaint and hate activity trends, as well as consultations, year over year, is contained in section 2.

The HRO brought on a new temporary casual member of staff between November 2019 and January 2020 to assist with the digitization and organization of complaint files to support more efficient administration. The HRO's contract with KPMG was also renewed on August 26, 2019 to complete the development of the Racism, Bias and Hate (RBH) Portal on the Service Now platform, as well as the new online Human Rights Inquiry Portal for TDSB staff to submit inquiries (which is nearing completion), and the HRO's new case management system for human rights and workplace harassment complaints management and reporting.

Policy/Governance/Accountability/Evaluation
HRO efforts were also heavily focused on revising Board policies and procedures in the 19/20 fiscal school year, with policy renewal being deemed a critical primary ingredient of any future systemic human rights organizational change and human rights-focused professional development and capacity building across the Board. The Senior Manager of the HRO began engaging the Director of the Board and Executive Superintendents of Employee Services and Human Rights and Indigenous Education in discussions in December 2019 about the need to re-align organizational roles and responsibilities to better enable the HRO to attend to the protection and promotion of human rights not only for employees but also for students and the school community, and to address resource pressures. Meetings began in December 2019; at which time the Director of the Board made the executive decision to support the transitioning of non-human rights-based workplace harassment complaints – which accounted for 45% of all HRO complaints in 2018/19 year - to Employee Services. The original goal of transitioning these files out of the HRO was no later than the beginning of September 2020 and Employee Services was allocated additional funds for this purpose. Due to pandemic related activities work on this transition was still in progress at the start of the school year and is currently being completed.

The TDSB's (P031) Human Rights Policy and (P034) Workplace Harassment Prevention Policy were reviewed and revised internally to help effect this transitioning of roles and responsibilities including by separating human rights policies and procedures (the proper domain of the HRO) from non-human rights-based workplace harassment policy and procedure. A revised draft version of each of these two policies was tabled for Executive Committee approval for public consultation on August 31, 2020. The approval process for both policies, however, was also put on hold, due in no small part to competing pressures and priorities in the context of Covid-19 pandemic planning, which also led to a temporary moratorium on policy consultations at the time.

Just prior to the onset of the Covid-19 pandemic, the HRO developed a critical new Procedure (PR728) *Reporting and Responding to Racism and Hate Incidents Involving or Impacting Students in Schools* which was approved by Executive Council December 17, 2019. The new procedure had its origins in a May 15, 2019 Trustee Motion ("Dealing with Incidents of Racism and Hate") that was approved by the Board on June 19, 2019.[4] The Motion followed a high-profile racist incident involving students in a TDSB school in the 18/19 school year which received extensive media coverage, and revealed some gaps and inconsistencies in how racism and hate incidents were being handled at the local school level. One of the main goals of the new procedure – and the accompanying new online reporting system (Racism, Bias and Hate Portal) developed to support its implementation - is to increase the TDSB's capacity to more effectively, consistently, appropriately and proactively identify, track, respond to and prevent incidents of racism and hate of all kinds in TDSB schools, including by helping local administrators resolve matters early, with the supports they need to do so effectively. The new procedure places a duty on all staff who witness or become apprised of a racism or hate/bias incident to report the incident to the school Principal, who must in turn report the incident through the new online portal to their Superintendent and the

[4] The Trustee Motion called for (1) tracking incidents, (2) tracking actions taken, (3) communication and follow-up with students and parents/caregivers, and (4) an annual report to Trustees, presented by the Director, detailing the above elements in addition to information about post-incident student learning.

Human Rights Office. The Superintendent, in turn, is responsible for overseeing and reporting any remedial action plans in response to the incident in the RBH portal, with advisory support from the HRO and a multi-disciplinary *Organizational Response Team* (ORT) as need be. The new procedure was received by the Governance and Policy Committee (GPC) and the Board on January 8th and February 5th, 2020, respectively, and became operationally effective for the first time – in revised form (based on Director directed revisions) - on June 24th, 2020.[5] The introduction of this new early resolution focused Procedure is a particularly significant signpost of the HRO's new and expanded mandate, as it began to position the HRO as a key player in addressing human rights issues and conflicts involving or impacting students in schools.

Another important development in the 19/20 school year was the formation of a *Human Rights, Equity & Indigenous Education Coordinating & Issue Management Committee* to provide a consultative forum for TDSB senior leaders to effectively coordinate and align human rights, equity and Indigenous rights related work across the TDSB. The first meeting of the Committee was held on March 6, 2020, chaired by the Associate Director of Equity, Well-Being and School Improvement, and was attended by the Executive Superintendent of Human Rights and Indigenous Education, the Superintendent of Equity, Anti-Oppression and Early Years, the Centrally Assigned Principal and Lead of the Black Student Excellence Initiative; Centrally Assigned Principal and Board Lead of Indigenous Education, and the Senior Manager of Human Rights.

Outreach & Engagement / Communications

The HRO continued its outreach and engagement efforts in 2019/20, partnering with the *Jean Augustine Chair in Education*, *Community and the Diaspora, and York University's Institute for Social Research* and *Ontario Tech University* to host its first inaugural annual symposium, *Advancing Human Rights in Education: A Two Day Symposium on Organizational Best Practice*. The event was hosted at York University's newly built Student Centre on November 26th and 27th, 2019. Over 85 people participated in the symposium, mainly from various boards of education from across the Greater Toronto, Hamilton, and Ottawa Area. Directors of Education, senior administrative leaders, human rights and equity practitioners and representatives from the Education Equity Secretariat and other school boards across the GTA and province participated in this event to learn about organizational best practice in the administration of human rights in school boards. The keynote speech - *Human Rights At School: Where We Are And Where We Need To Be* – was given by Shree Paradkar, and moderated by Dr. Carl James.
The event was deemed a great success and received very positive evaluations at its conclusion.

[5] PR728 was revised back closer to its original form with Executive Council approval on September 22, 2020, the revised version of which was made effective with the November 2, 2020 soft launch of the new procedure and online of the RBH Portal, the latter of which was hard-launched (i.e. made mandatory to use) on November 30th.

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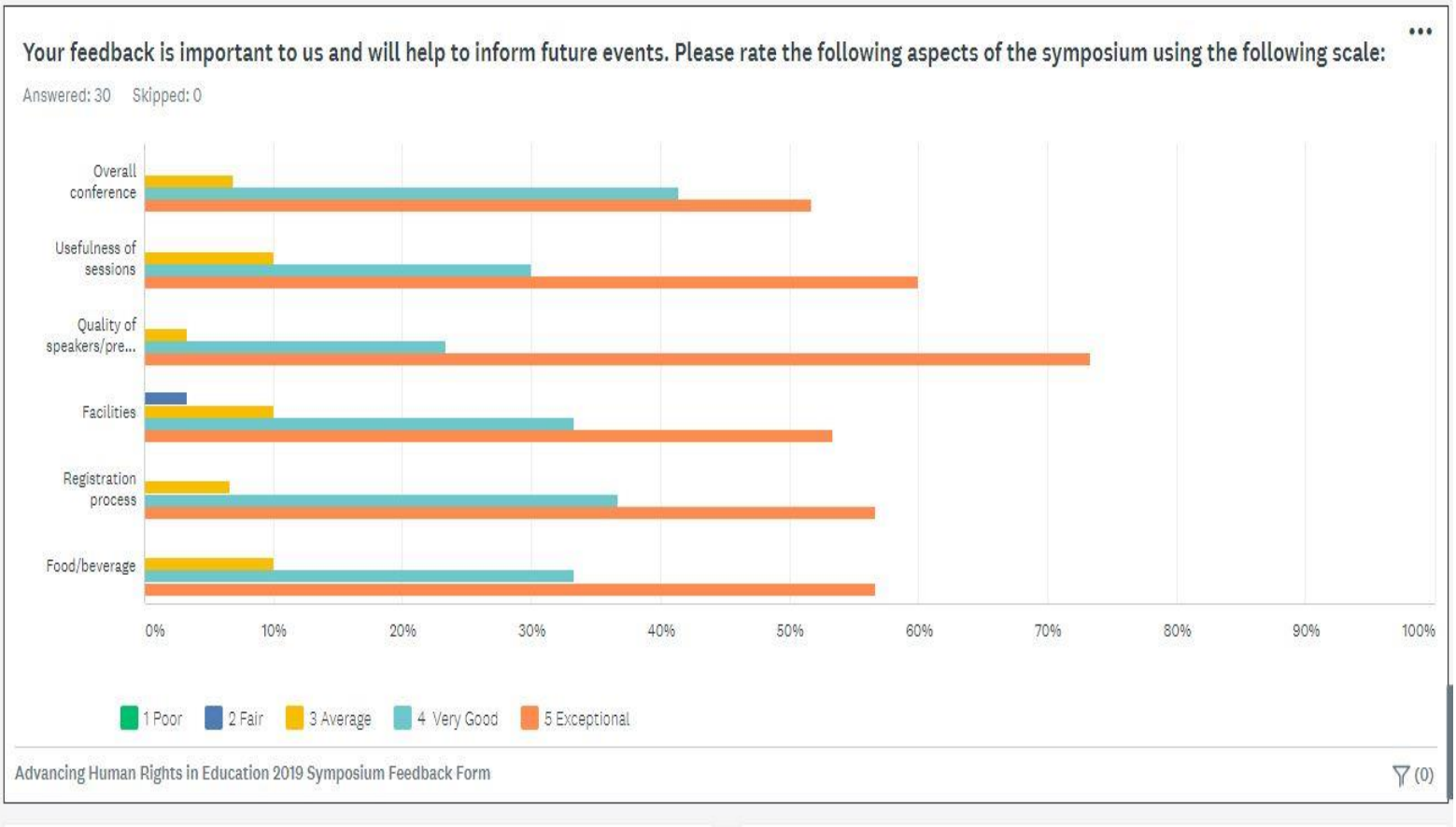
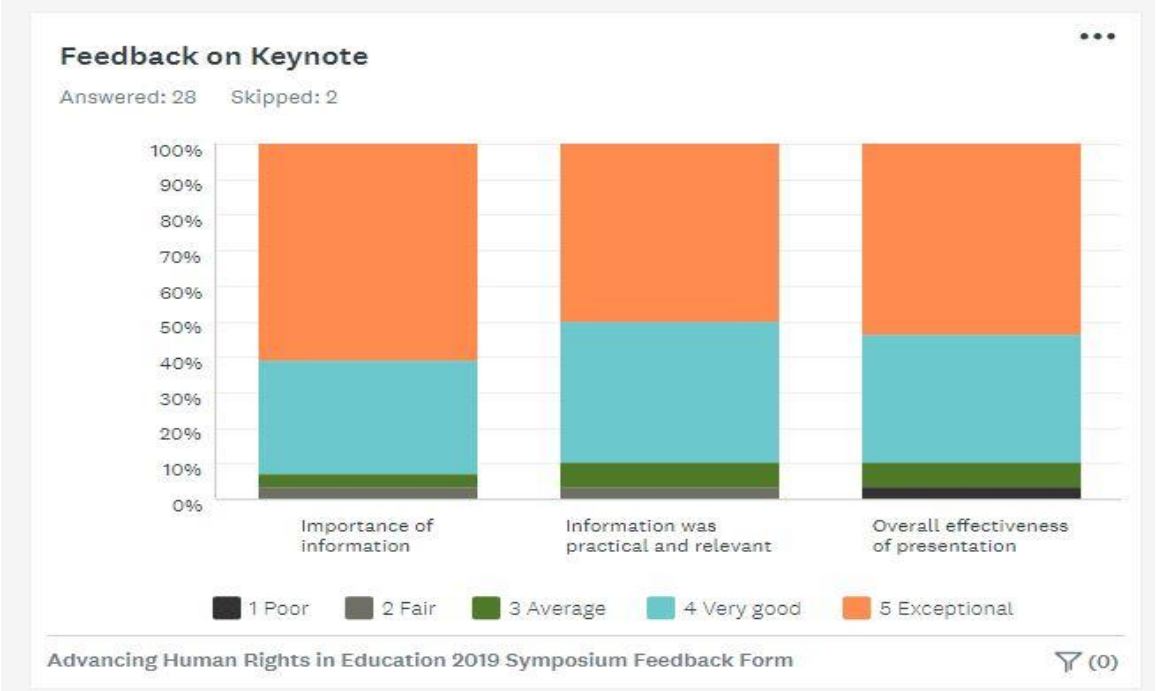
The HRO continued regularized meetings and engagements with employees, administrators, bargaining agents, partners and community members to seek meaningful input on initiatives.





For example, the HRO held regular meetings with the executive of OSSTF and CUPE; presented to the The Schedule II Network (TSTN) Executive (December 19, 2019); and developed and promoted new resource for students and parents, *Protecting & Promoting Human Rights and Addressing Discrimination in our Schools.* The HRO also presented to the Board's Equity Policy Community Advisory Committee (on January 27, 2020) on the new RBH (Racism, Bias, Hate) Portal and Procedure 728, with a focus on questions of race-based data collection (in particular the collection of Participant Observation Information to monitor potential racial bias). The HRO also participated and provided significant input on the Steering Committee of the TDSB's Gender Change Implementation Project to implement the Ministry of Education's directive to add two new genders for students in administrative data fields, in addition to female and male. The HRO also developed and released a new guideline for students and parents (October 2019) - *Protecting & Promoting Human Rights and Addressing Discrimination in our Schools* – to supplement the *Expected Practices for Understanding, Addressing and Preventing Discrimination* (for staff) guide released on the TDSB's website in June of 2019.

Learning

The HRO also continued to offer professional development and learning to other areas of the Board to support human rights compliance and capacity building, including launching the first of a planned 8-part training series on conducting human rights investigations for senior leaders. The first learning session in the series – a one-hour (Introduction to Investigations) presentation and Q & A - was delivered by the HRO Manager to Superintendents in Learning Centre 2 and Learning Centre 3 on January 10, 2020, and Learning Centre 1 and Learning Centre 4 on February 6, 2020. The series was subsequently interrupted by the pandemic.

The HRO presented the new Procedure 728 (Reporting and Responding to Incidents of Racism and Hate) to Senior Team Council on January 13, 2020, and also hosted a learning/dialogue session on the RBH (Racism, Bias, Hate) Portal, on March 2, 2020 with the Vice-Chairs of the Toronto School Administrators' Association. Other HRO training activities in the 19/20 school year included:

- Human rights, equity and anti-racism training for the Swansea school parent council (January 28, 2020);
- *Becoming an Equitable and Ethical Leader* (Part II), delivered April 21, 2020 to Business & Operation Department staff who were registered in the Leadership, Excellence and Development Program ("LEAD"), as part of the "Leading with an Equitable Lens" module. The focus of the course was to provide an introduction to thinking about rights and responsibilities under the *Ontario Human Rights Code* (OHRC), *Occupational Health and Safety Act* (OHSA), Board policies P031, P034, PR515, and the *Expected Practices for Understanding, Addressing and Preventing Discrimination* Guide;
- *An Introduction to the Human Rights Complaints Process* – HRO training on the Human Rights and Workplace Harassment Complaint Process for Schedule II TSTN Network, December 19, 2019;

- *Anti-Black Racism in the Workplace* online webinar (available here) produced and delivered by the HRO for the TSTN Network (July 31, 2020);

The HRO also updated the *Human Rights and Respect in the Workplace for Supervisors* mandatory Compliance Training e-Learning Module, which was uploaded to Key to Learn at the beginning of September 2020.

Finally, the HRO also launched its own internal HRO staff "Lunch and Learn" and "Think Tank" series to support HRO human rights professional development, problem-solving, information sharing, and team building. The first session was hosted by Natasha Prasad on December 13, 2019, on *Activating Indigenous Voices: The Role of Human Rights Education in Reconciliation*.

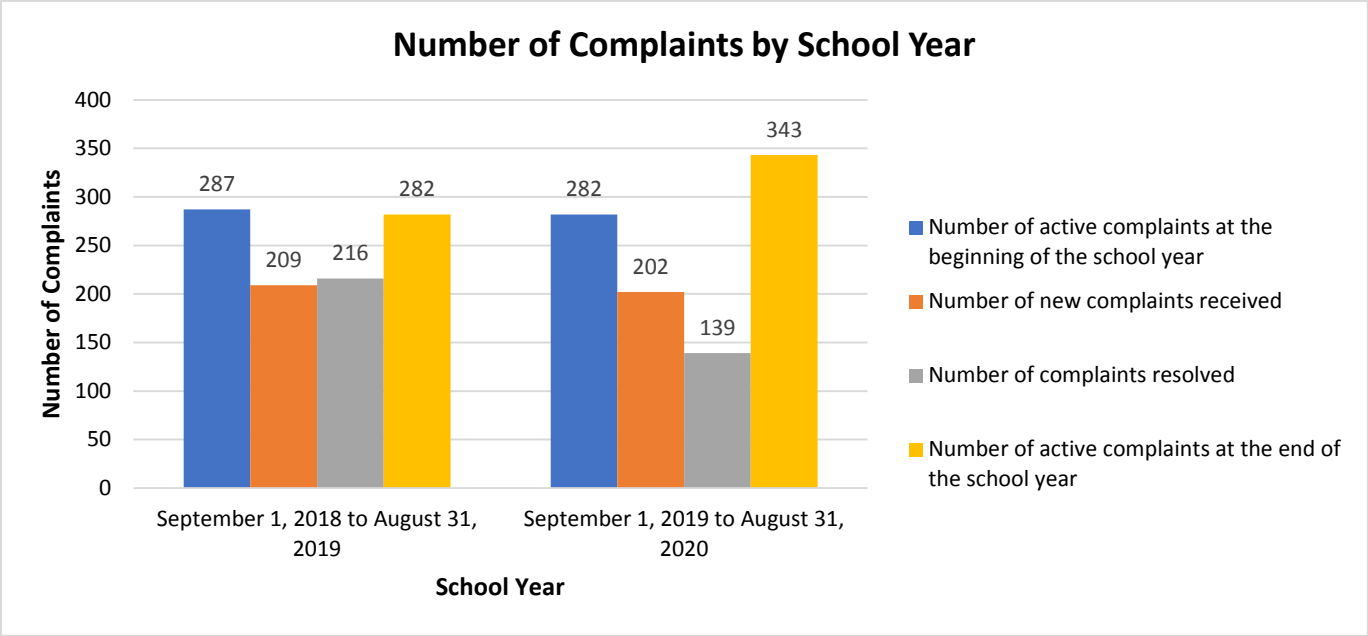
Current Trends

The following section provides and discusses notable current trends, as revealed by HRO complaint data and other relevant HRO data. All of the data cited below is contained in fuller detail and form, including accessible table form, in the Appendices (for full data sets, see Appendix B for Complaint Data, Appendix D for HRTO Data, Appendix E for Hate Activity Report Data, and Appendix F for Consult Data).

2.1 Complaints

Number of complaints

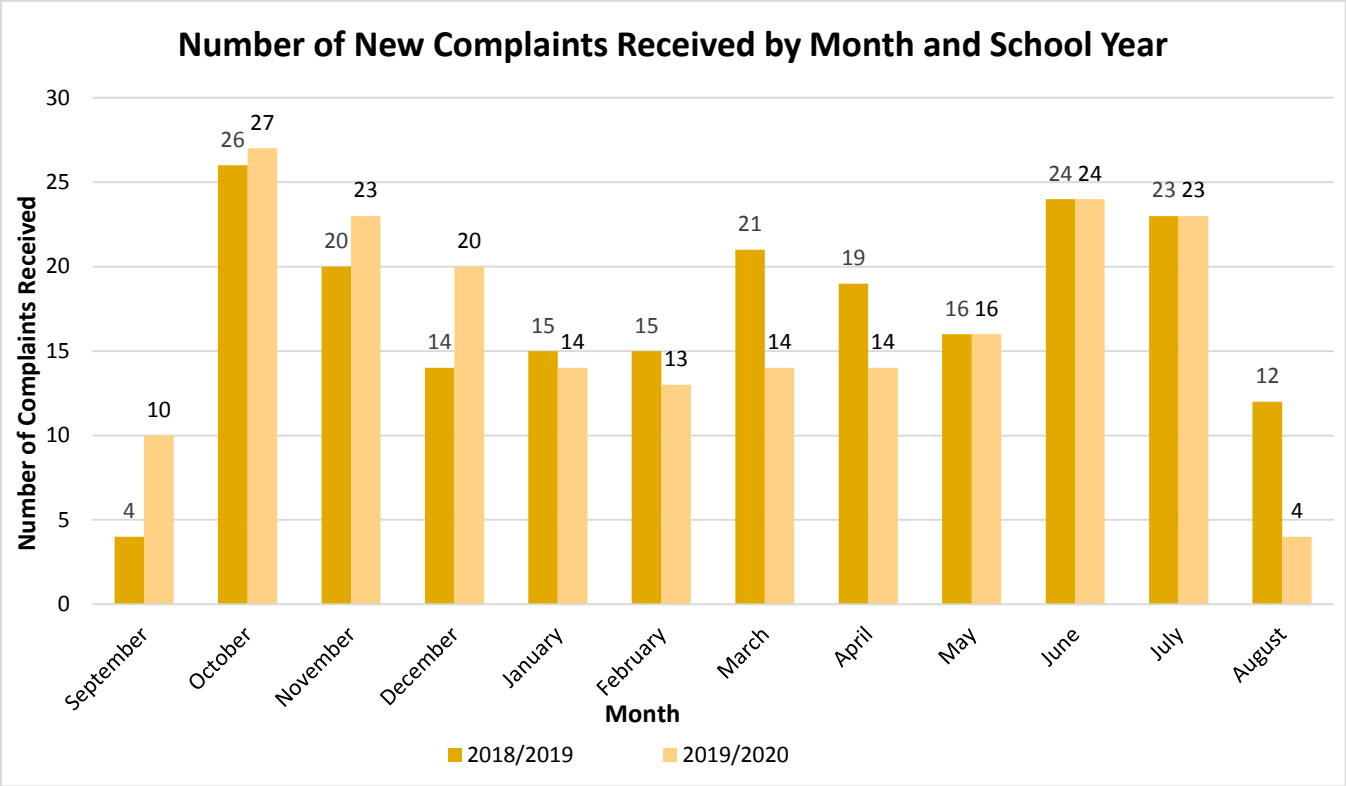
The HRO began 2018 with 287 complaints (as of Sept. 1, 2018) and received another 209 complaints the same 2018/2019 school year ("school year" defined as September 1st to August 31st). By the end of the school year, the HRO had resolved and closed 216 complaints, and was left with 282 active complaints remaining (i.e. six less than what it began with). In the 2019/2020 school year, the HRO began with 282 complaints (as of Sept. 1, 2019) and received another 202 complaints that same year. By the end of the year (Aug. 31, 2020), the HRO had resolved 139 complaints, and was left with a total of 343 active cases. Reasons for the growing caseload and persisting backlog, including associated challenges, are discussed in sections 3.2.2. and 3.4.1 below).



Number of Human Rights Office Discrimination and Harassment Complaints by School Year

SCHOOL YEAR	NUMBER OF ACTIVE COMPLAINTS AT THE START OF THE SCHOOL YEAR (September 1)	NUMBER OF COMPLAINTS RECEIVED	NUMBER OF COMPLAINTS RESOLVED	NUMBER OF ACTIVE COMPLAINTS AT THE END OF THE SCHOOL YEAR (August 31)
September 1, 2018 to August 31, 2019	287	209	216	282
September 1, 2019 to August 31, 2020	282	202	139	343

While TDSB school closures after March 14, 2019 due to the COVID-19 pandemic led to less people physically interacting overall in schools and workplaces, the number of complaints remained fairly steady over time, albeit decreasing slightly relative to preceding months when the HRO was on pace for a record number of complaints had the preceding average monthly rate of complaints been sustained over time.

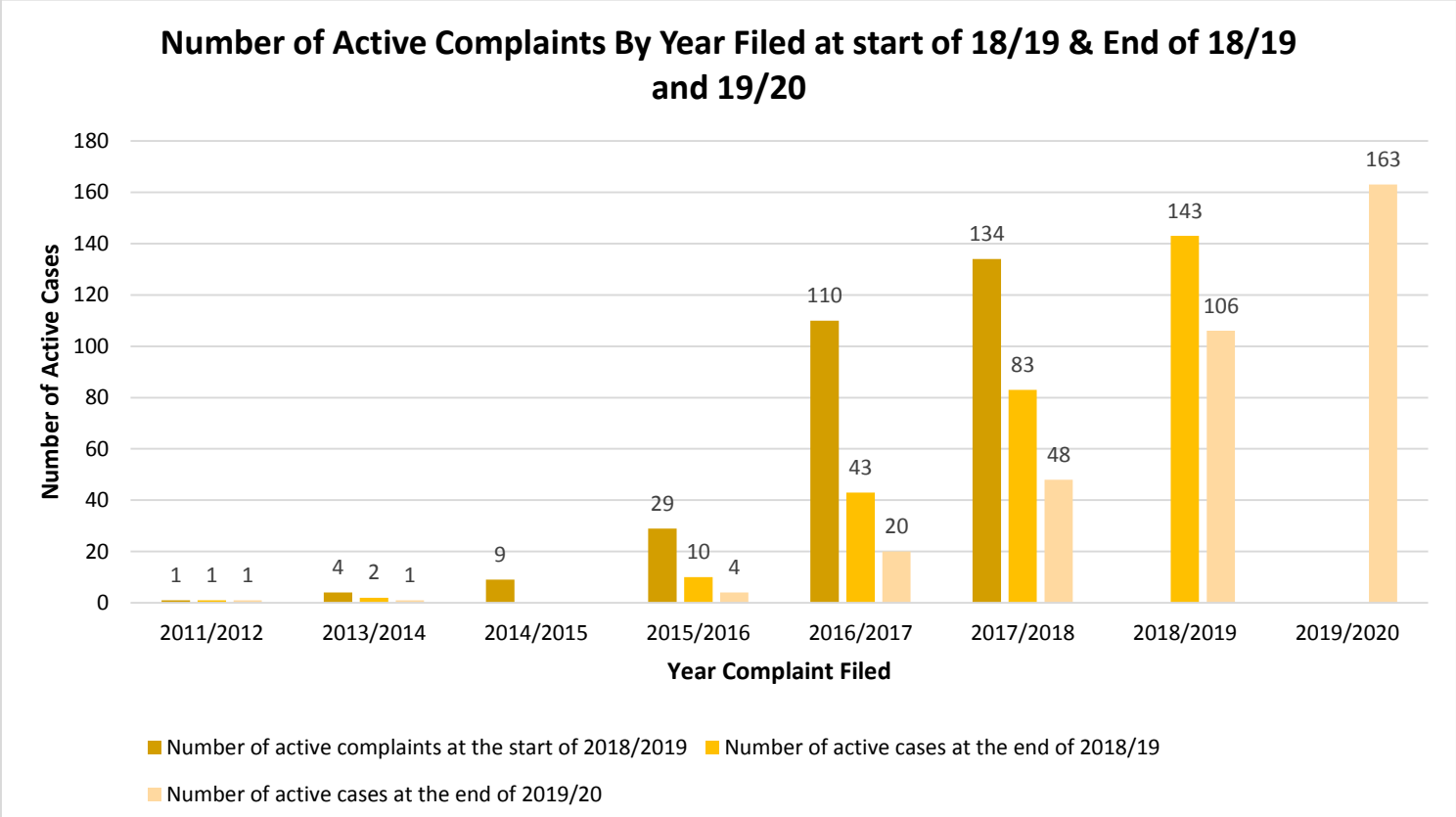


Number of New Complaints Received by Month and School Year

Month	Number of Complaints Received in the 2018/2019 School Year	Number of Complaints Received in the 2019/2020 School Year
September	4	10
October	26	27
November	20	23
December	14	20
January	15	14
February	15	13
March	21	14
April	19	14
May	16	16
June	24	24
July	23	23
August	12	4
TOTAL	209	202

Age of complaints

The HRO inherited a significant backlog of cases at the start of the 2018 school year – including many old cases dating years back – the oldest of which have been gradually reduced over time through targeted backlog reduction efforts (including with the hiring of temporary staff to address backlog in 2019), as demonstrated in the graph below.



However, the backlog of cases continues to grow, for reasons discussed in section 3.4.1, as revealed by the total average age of active cases which decreased from 446.7 at the start of the 2018/19 school year to 438.8 days by the end of the 2018/19 school year but then increased to 478.3 days in 2019/20. Defining backlog as any case that is older than 270 days,[6] there was a backlog of 177 cases at the beginning of 2018/19 (constituting 62% of the total 287 cases), which was reduced to 171 cases (61% of all

[6] For the purposes of this Report, backlog is defined as any case that is older than 270 days (i.e. approximately 9+ months). While cases should ideally be resolved much earlier than 9 months –anything older than this becomes increasingly difficult to justify, even accounting for the fairly lengthy PR515 process from the point of acknowledgement of a complaint, to the threshold assessment phase (where the HRO or management may need to do further early information gathering), to the communication of next steps (where an investigator may be assigned), and factoring in the iterative process providing for consideration of party feedback at the report drafting stage where a formal investigation is conducted, and other such potential contingencies unique to the school board environment (e.g. the need in some cases for union/association representation at each phase, and availability of parties and representatives as such, including at the conclusion to communicate the results of the investigation and any corrective actions to be taken).

282 active cases) by the end of 2018/19, but increased to a backlog of 228 cases (66% of all 343 active cases) by the end of the 2019/20.

MONTHS	DAYS	NUMBER OF COMPLAINTS AT BEGINNING OF 2018/2019	NUMBER OF COMPLAINTS AT THE END OF 2018/2019	NUMBER OF COMPLAINTS AT THE END OF 2019/2020
1 – 3	90 days or less	26	51	46
4 – 6	91 – 180	39	38	39
7 – 9	181 – 270	45	22	30
10 – 12	271 – 360	23	32	47
13 – 18	361 – 540	67	33	66
19 – 24	541 – 720	42	50	41
25 or older	721 and older	45	56	74
TOTAL		287	282	343
AVERAGE Age (days)		446.7	438.8	478.3

Reasons for the backlog and consequent delays in complaint processing are discussed in further detail in section 3.4.1

On somewhat positive note, the average age of cases that have been closed has reduced over time, from 576 to 539 days old (a reduction of 37 days), as discussed in section 3.2.2. Nevertheless, this is not an acceptable standard, and concerted efforts will need to be made to reduce this significantly over the coming months and years.

Number of Closed Cases by Age (Days and Months from Open to Close), 18/19 and 19/20

Months	Days	Number of complaints closed in 2018/2019	Number of complaints closed in 2019/2020
1 – 3	90 days or less	30	21
4 – 6	91 - 180	32	18
7 – 9	181 - 270	14	12
10 – 12	271 - 360	18	8
13 – 18	361 – 540	20	15
19 – 24	541 – 720	17	16
25 or older	721 and older	85	49
TOTAL		216	139
AVERAGE AGE (days)		576.19	538.99

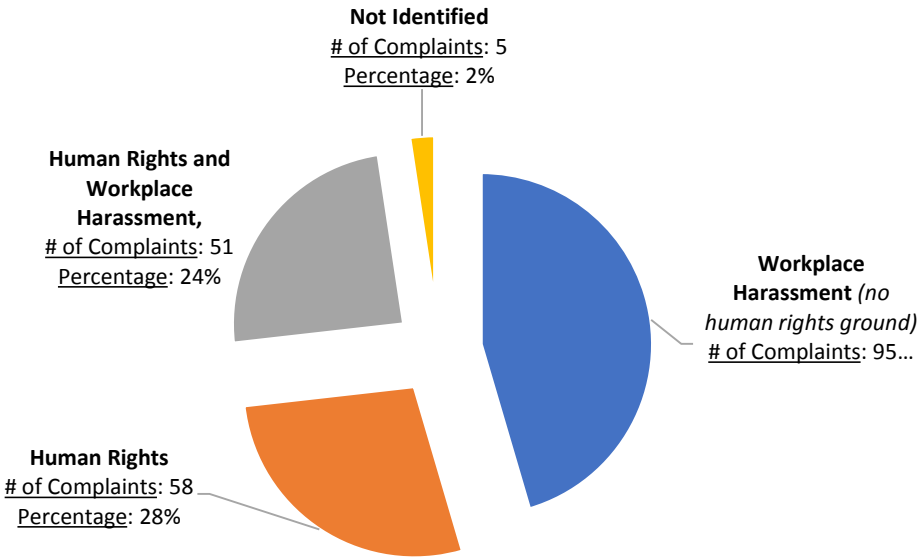
Type of complaints: human rights versus (non-*Code*) workplace harassment

In 2018/19, 52% (109) of all cases (209) filed with the HRO in the 18/19 year cited human rights as a basis for the complaint. A further 45% (95) of all cases filed with the HRO in the 18/19 year cited workplace

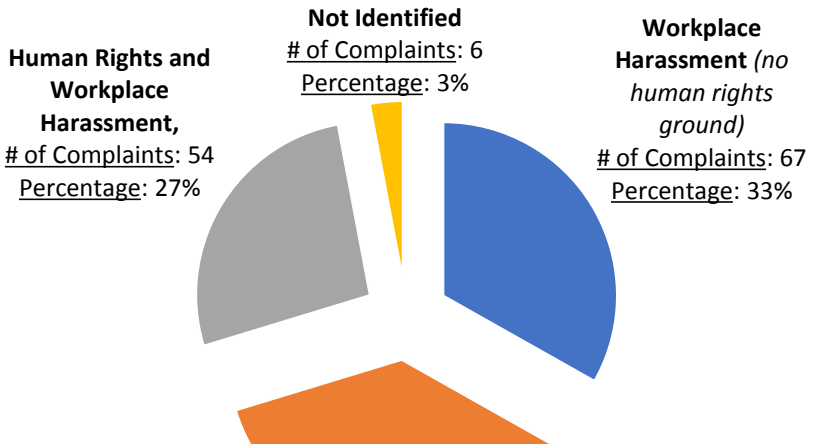
harassment as the basis for the complaint, with no human rights ground cited. In the 2019/20 school year, a growing proportion of cases filed with the HRO – some 64% (or 129 of 202) – cited human rights as the basis for the complaint, as compared to 33% (67) of all cases which cited workplace harassment in the absence of any human rights basis for the complaint.

TYPE OF COMPLAINT	2018/2019 NUMBER OF COMPLAINTS	2018/2019 PERCENTAGE	2019/2020 NUMBER OF COMPLAINTS	2019/2020 PERCENTAGE
Workplace Harassment *(no human rights ground)*	95	45%	67	33%
Human Rights	58	28%	75	37%
Human Rights and Workplace Harassment	51	24%	54	27%
Not Identified	5	2%	6	3%
TOTALS	209	100%	202	100%

Number and Percentage of Human Rights Office Complaints Received by Type
2018/2019



Number and Percentage of Human Rights Office Complaints Received by Type
2019/2020



Grounds

Of the complaints alleging a human rights violation, a large majority of cases in both 2018/19 and 2019/20 cited a race or race related ground (race, colour, ethnic origin, ancestry, place of origin, citizenship), including 49% (or 53 of 109 total) in 18/19 and 54% (70 of 129 total) in 19/20.[7] The next most frequently cited ground of complaints in 18/19 after race and race related, in descending order, was disability (20% or 22), not identified (17% or 19), sex (15% or 16) and age (11% or 12).

In the 2019/2020 school year, the most frequently cited ground after race or a race related ground was disability (22% or 28), age (21% or 27), not identified (14% or 18) and sex (9% or 12). See Appendix B, Figure 7 for all individual grounds cited, and accompanying tables, which show a particularly sharp increase in the number and percentage of 19/20 school year complaints based on ancestry as compared to the year before (increasing from 3 or 3% in 18/19 to 14 or 11% in 19/20) and age (increasing from 12 or 11% in 18/19 to 27 or 21% in 19/20).

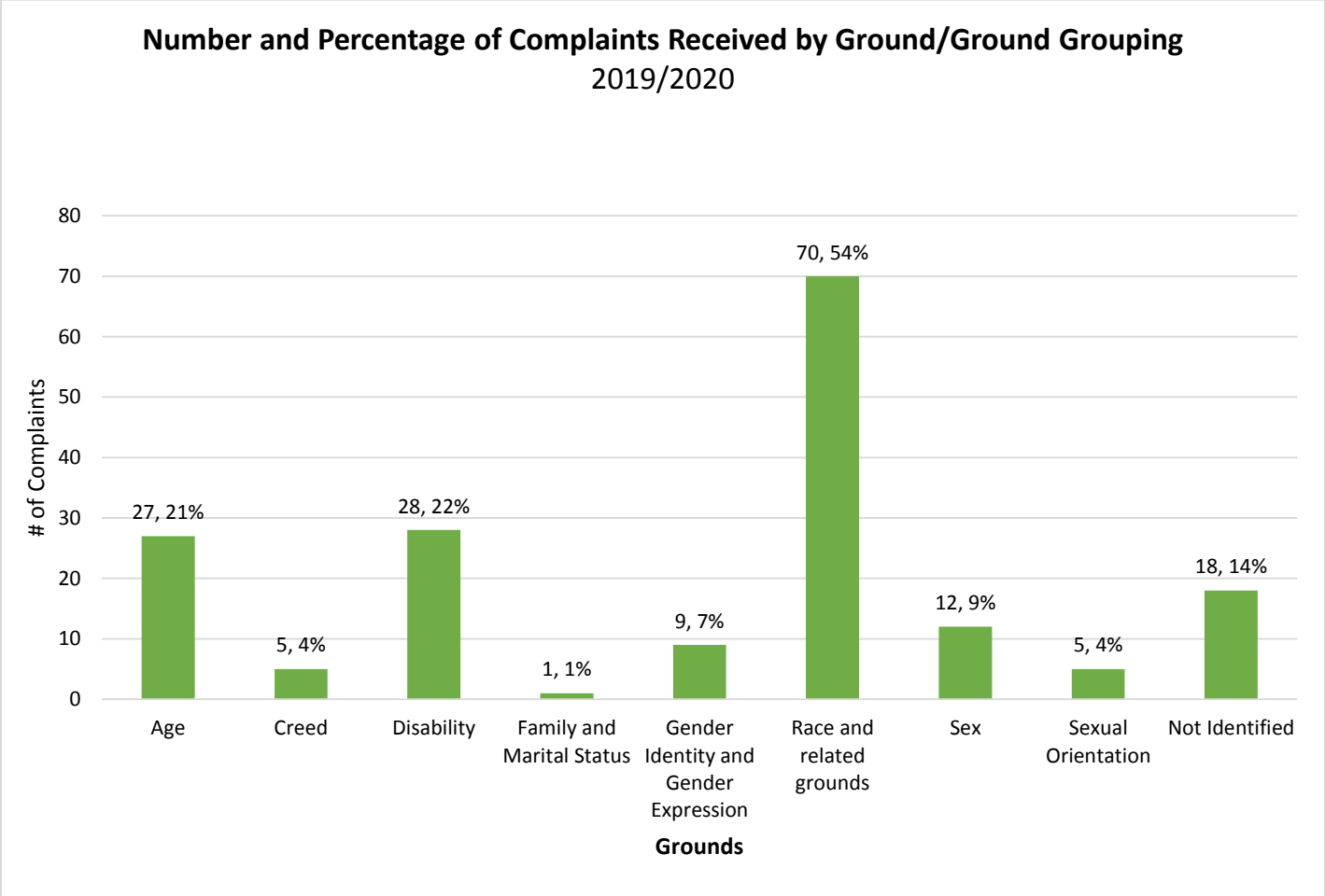
Number and Percentage of Human Rights Complaints by Ground Groupings and Year

GROUNDS	2018/2019 NUMBER OF COMPLAINTS	2018/2019 PERCENTAGE	2019/2020 NUMBER OF COMPLAINTS	2019/2020 PERCENTAGE
Age	12	11%	27	21%
Creed	6	6%	5	4%
Disability	22	20%	28	22%
Family and Marital Status	10	9%	1	1%
Gender Identity and Gender Expression	8	7%	9	7%
Race and related grounds	53	49%	70	54%
Sex	16	15%	12	9%
Sexual Orientation	3	3%	5	4%

[7] The number of race related cases could be higher, among other reasons, because persons filing complaints based on religion or creed (for example due to an experience of Islamophobia or Antisemitism) could also be experiencing forms of racism. Some 6% or 6 cases cited creed in 18/19, and 4% or 5 cases in 19/20.

Not Identified	19	17%	18	14%
Total Number of Complaints Involving Human Rights	109		129	

*Some complaints claim more than one ground, so the totals exceed 100%.
* Data only shows those complainants that selected human rights as the type of complaint
* If a case cited more than one race related ground, this was counted only once as one complaint citing a race or race related ground, irrespective of how many (as the denominator is total complaints, not total grounds).



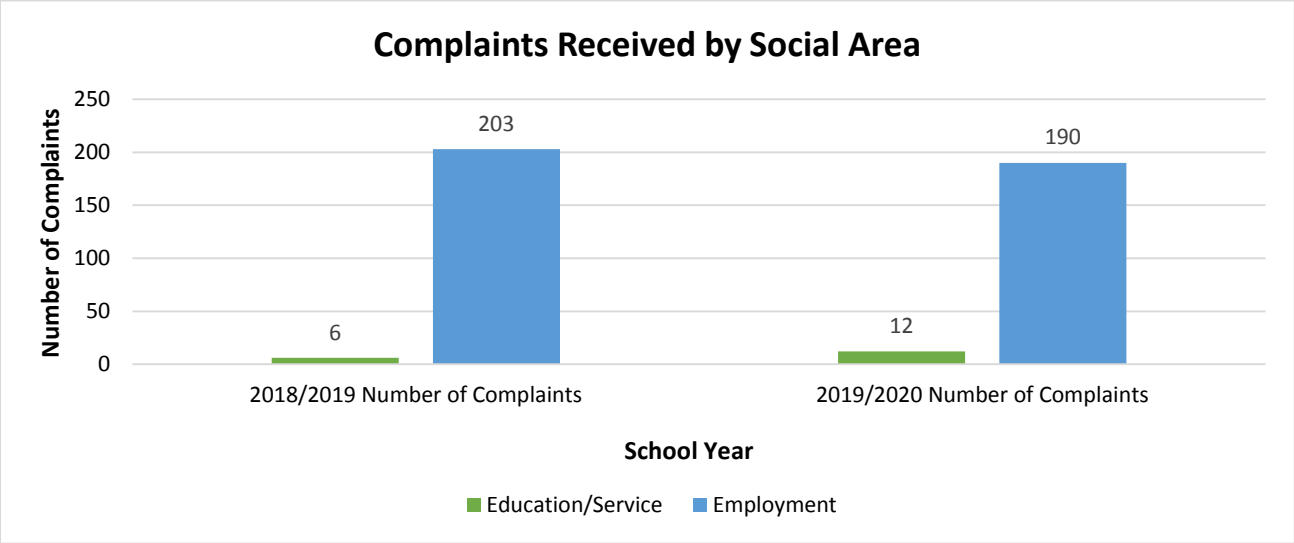
Social Area

Almost all complaints filed with the HRO over the last two years have been workplace related, in keeping with the (2017) revised scope of the Workplace Harassment Prevention and Human Rights Procedure

(PR515) governing the complaint process, which only applied to employees.[8] As a result, 97% of all cases (203 of 209) in 2018/19 and 94% (190 of 202) in 2019/20 pertained to issues and conflicts in the context of employment. Very few (6 in 18/19 and 12 in 19/20) related to the provision of educational services to TDSB students and community members – a trend that the HRO is actively seeking to rectify.

Number of Complaints Received by Social Area, 18/19 and 19/20

SOCIAL AREA	2018/2019 NUMBER OF COMPLAINTS	2018/2019 PERCENTAGE	2019/2020 NUMBER OF COMPLAINTS	2019/2020 PERCENTAGE
Education/Service	6	3%	12	6%
Employment	203	97%	190	94%
TOTALS	209	100%	202	100%



[8] According to the Manager at the time, this was necessitated due to the capacity constraints of the Human Rights Office at the time. No doubt this was also impacted by the growing demands on the HRO with the passing of Bill 132 in 2017 which led to the update of PR515 and, among other things, revised the *Occupational Health & Safety Act* to place greater expectations and requirements on employers, for instance to investigate all workplace harassment complaints as appropriate in the circumstances, which reduced the scope for early resolution and alternative dispute resolution (in the absence of investigation), and led to much higher levels of investigation overall. According to some sources, in years past the HRO was able to mediate and this early resolve a much higher percentage of cases. The change in law has impacted many workplaces in a similar manner, increasing reliance on investigation, and with this, increasing complaint backlog.

Complainant Affiliation[9]

In 2018/19, the largest number of complaints were filed by members of Ontario (ETFO) (27% or 57 of 209 total complaints in 18/19, as compared to ETFO's comprising 37% of all TDSB Full Time Equivalent (FTE) staff as of Oct. 31, 2018), followed by) OSSTF (23% or 49, as compared to OSSTF's comprising 17% of all TDSB FTEs as of Oct. 31, 2018), CUPE Unit C (18% or 37) and CUPE Unit D (10% or 20) (as compared to all of CUPE members comprising 26% of all TDSB FTEs as of Oct. 31, 2018).[10] In the 2019/20 fiscal school year, these employee groups remained the top four complainant groupings, in the same order. The relative TDSB FTE staff composition by employee groups also remained proportionally the same. Notably, however, ETFO complaints grew considerably - the most among any complainant grouping in 19/20 (comprising 38% or 77 of a 202 total complaints filed that year, as compared to 27% in 18/19 and their comprising 37% of all full-time TDSB staff as of October 31, 2019) while OSSTF complainant numbers dropped significantly (12% or 25, as compared to 23% the previous year, and their comprising 17% of all full-time TDSB employees as of Oct. 31, 2019), with Unit C (16% or 32) and Unit D (7% or 14) numbers decreasing moderately (as compared to all CUPE units comprising 36% of all TDSB FTEs as of Oct. 31, 2019).

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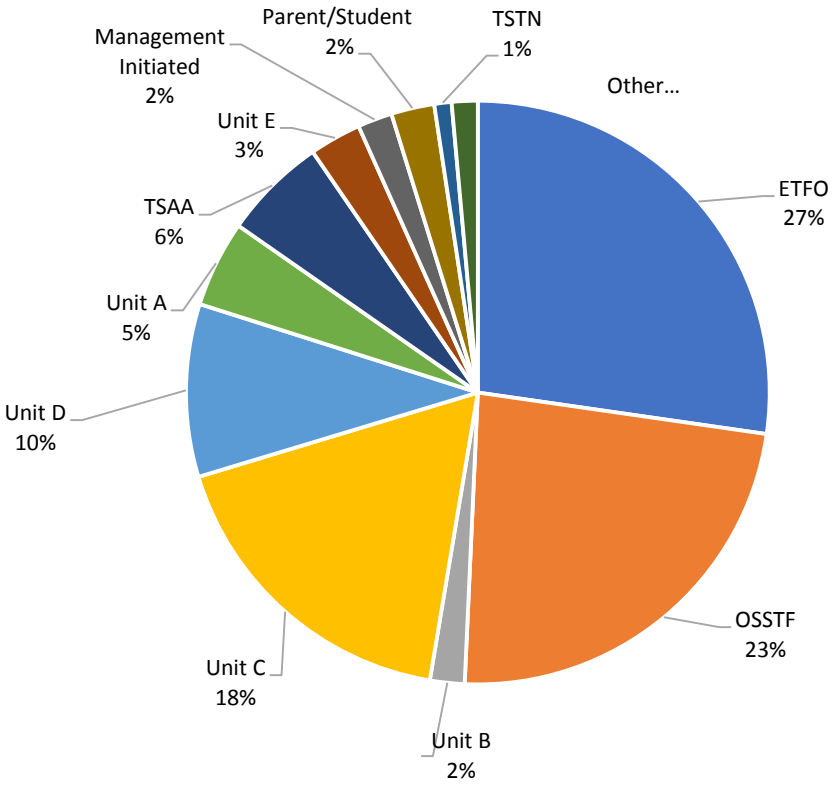
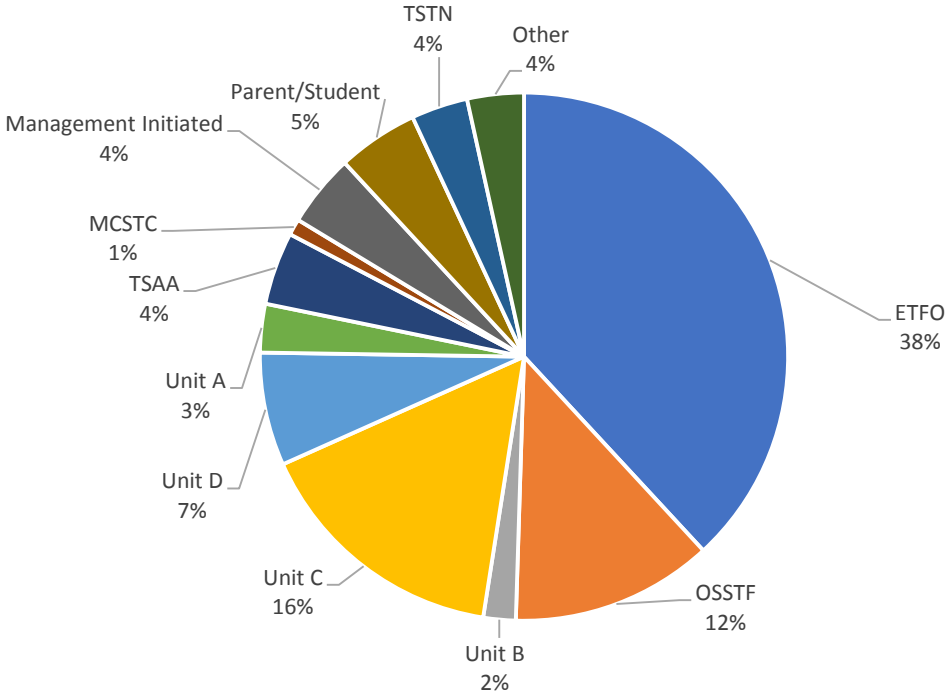
[9] Complainant refers to a person who makes a complaint under the Board's Human Rights and Workplace Harassment Policies or Procedure.

[10] TDSB staffing data by FTE employee groups leaves out significant numbers of TDSB employees employed on a part-time or occasional or casual basis, and thus is not entirely accurate as a benchmark, since complaint data covers all such employee groupings.

Percentage of Complaints Received by Complainants Affiliation
September 1, 2018 to August 31, 2019



Percentage of Complaints Received by Complainants Affiliation
September 1, 2019 - August 31, 2020



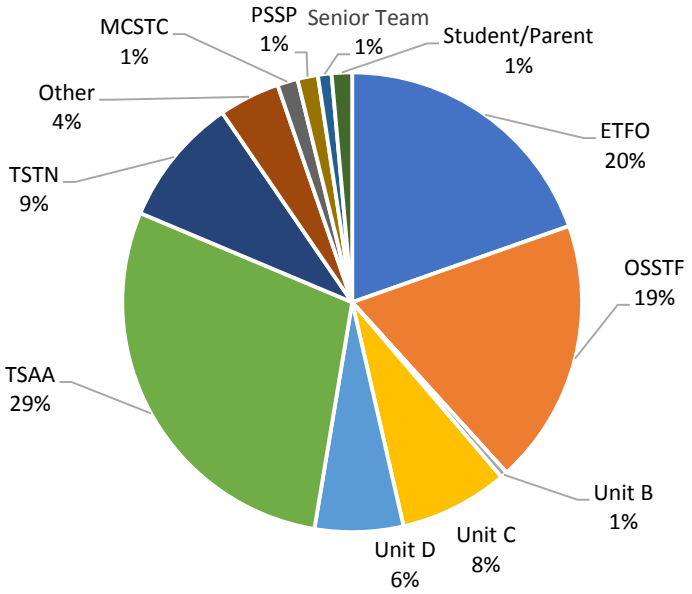
The greatest number of cases resolved in 18/19 were among CUPE Unit C affiliates (74 or 34%), followed by ETFO affiliates (50 or 23% of 216 cases closed), OSSTF (32 or 15%) affiliates and CUPE Unit D members (19 or 9%). The large number of CUPE cases resolved in 18/19 was partially impacted by a successful mediation pilot initiated that year in partnership with Labour Relations that resolved more than 15 such cases. In 19/20, the largest number of HRO cases resolved involved, in descending orders, complainants affiliated with ETFO (48 or 35% of total 139 cases resolved), OSSTF (22 or 16%), Unit C (39 or 25% of 139 cases closed), TSAA (9 or 6%), and Unit D (7 or 5%). See Appendix B Figure 10 for the above graphs in table form, as well as for a further breakdown of how many cases were closed in 18/19 and 19/20 school year by complainant affiliation.

Respondent Affiliation[11]

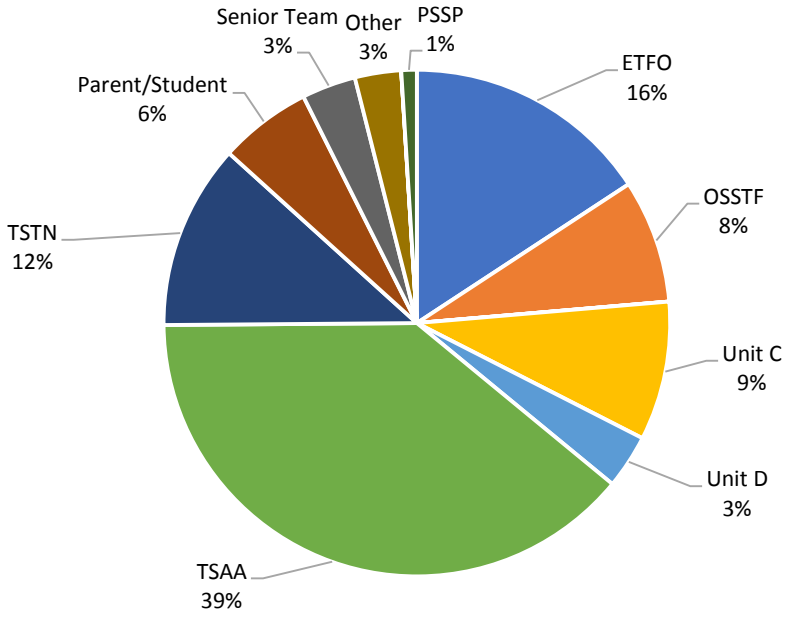
In 2018/19, most complaints were filed against Principals and Vice Principals (Toronto School Administrator Association members), with TSAA affiliates accounting for a disproportionate 29% (60 of 209) of all complaint respondents, despite TSAA members only accounting for 3% of all TDSB FTE Employees.[12] The second largest respondent grouping were ETFO members (20% or 41, with ETFO FTEs accounting for 37% of all TDSB employees as of Oct. 31, 2019), OSSTF members (19% or 39, with members comprising 17% of all TDSB FTEs), Schedule Two Network members (TSTN, 19 or 9%, with TSTN members constituting less than 3% of all TDSB FTEs)[13] or CUPE Unit C (8% or 16) and Unit B (6% or 13) – with all CUPE units comprising 36% of all TDSB FTEs as of Oct. 31, 2019. This trend continued in 2019/20, for the most part, with Principals and Vice Principals accounting for an even greater share (39%) of all complaint respondents (202) in 19/20 (as compared to 29% or 60 in 18/19), followed by ETFO (16% or 32), TSTN (12% or 24) and CUPE Unit C (9% or 18), and OSTTF (8% or 16). Relative proportions of staff by employee groupings remained constant in 19/20 for baseline comparison purposes. (See Appendix B, Figure 11 for a table version of the data presented below, as well as for more on cases resolved each year by Respondent Affiliation).

[11] *Respondent* refers to a person, or other entity, against whom a complaint is made, whether an individual or an organization.
[12] TDSB staffing data by Full Term Equivalent employee groups leaves out significant numbers of TDSB employees employed on a part-time or occasional or casual basis, and thus is not entirely accurate as a benchmark, since complaint data covers all such employee groupings.
[13] All "Other Non-Union" employees, which includes TSTN members, but also numerous other employee groups (e.g. Superintendents and Senior Team members), accounted for 3% of all TDSB FTEs as of October 31, 2019.

Percentage of Complaints Received by Respondent Affiliation
September 1, 2018 to August 31, 2019



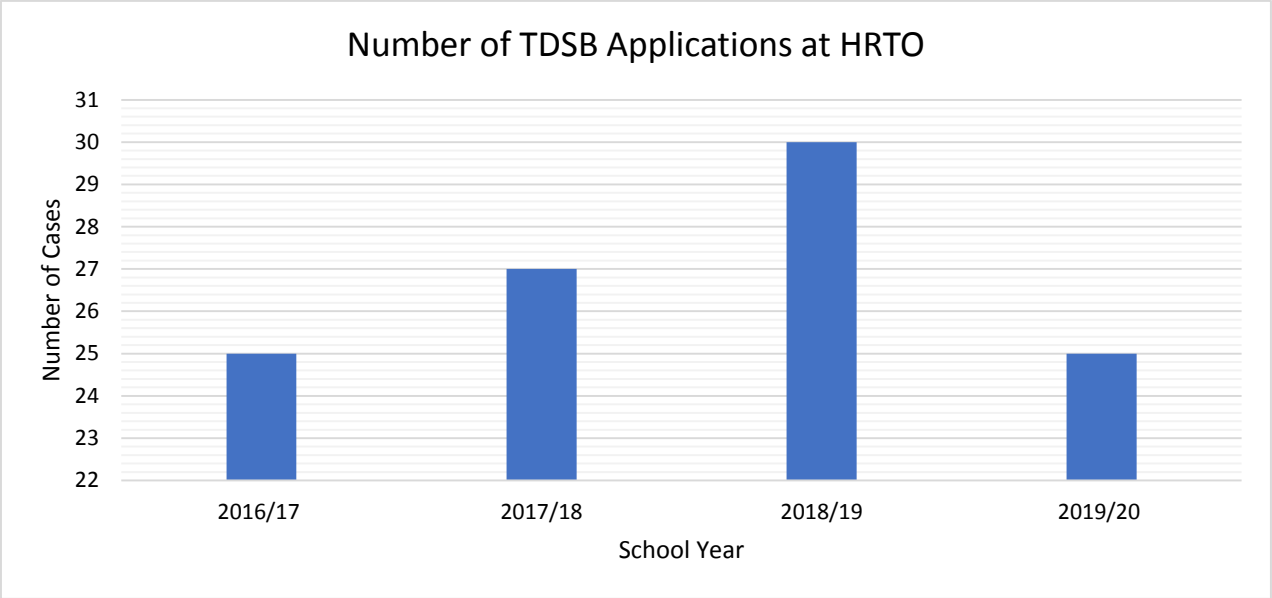
Percentage of Complaints Received by Respondent Affiliation
September 1, 2019 - August 31, 2020



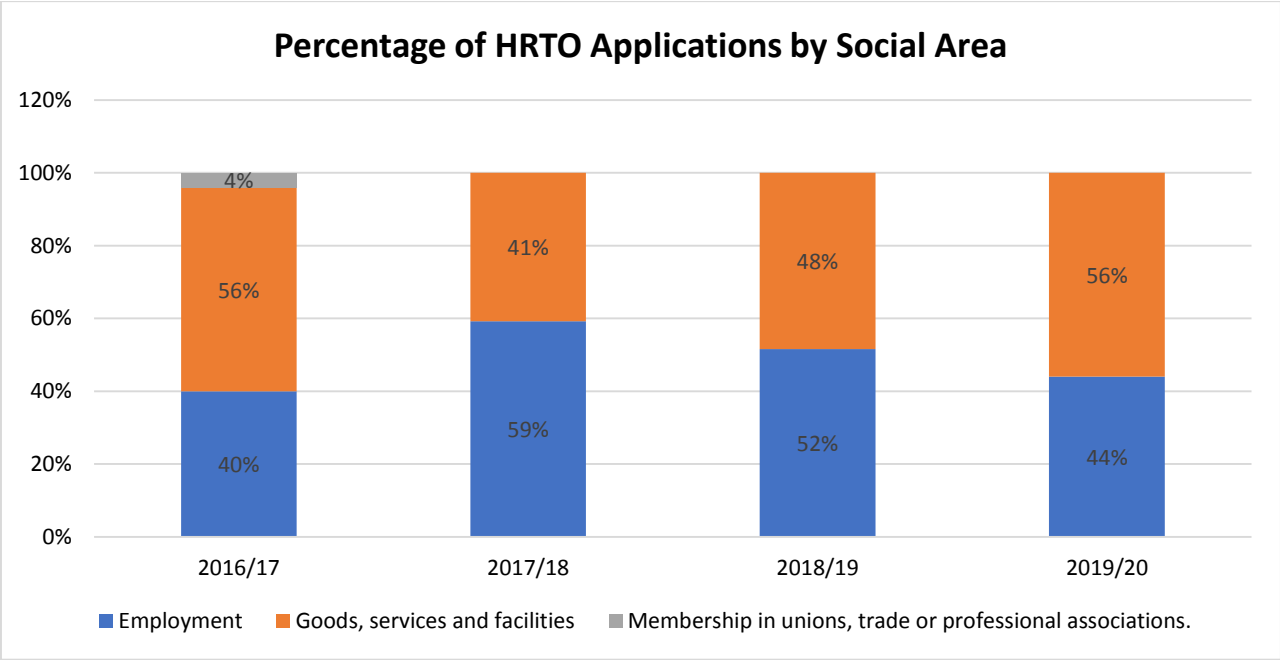
2.2 HRTO Applications

Data relating to HRTO "applications" (complaints) involving the TDSB can be instructive of the kinds of human rights issues prevailing at the Board, even if based on self-reports and perception. The data in this Report is derived from TDSB Legal Services, based on internal information.

The number of HRTO complaints involving a TDSB party has somewhat decreased in the 2019/20 year from 30 in 18/19 to 25 in 19/20.



An increasing number of complaints filed with the Human Rights Tribunal of Ontario involving the TDSB are in the realm of educational service provision (56% in 19/20 school year, with employment related cases constituting 44% of all HRTO complaints that year).



By a large margin, the top two grounds of human rights complaints at the HRTO involving the TDSB in the 19/20 school year were disability (60%) followed closely by race (56%) with the next most frequently cited ground being sex (16%). This is not too dissimilar from HRO internal complaint data trends, though race complaints are significantly more frequent than disability or any other complaint grounds within the TDSB's internal complaint process.

Number and Percentage of TDSB Applications at HRTO by Grounds Cited

2019/2020		
GROUNDS	NUMBER OF HRTO APPLICATIONS	PERCENTAGE
Creed	3	12%
Disability	15	60%
Family and Marital Status	3	12%
Gender Identity and Gender Expression	2	8%
Race and related grounds	14	56%
Sex	4	16%
Sexual Orientation	2	8%
Reprisal	5	20%
Association	2	8%
Total Number of HRTO Applications Involving Human Rights	25	

2.3 Hate activity

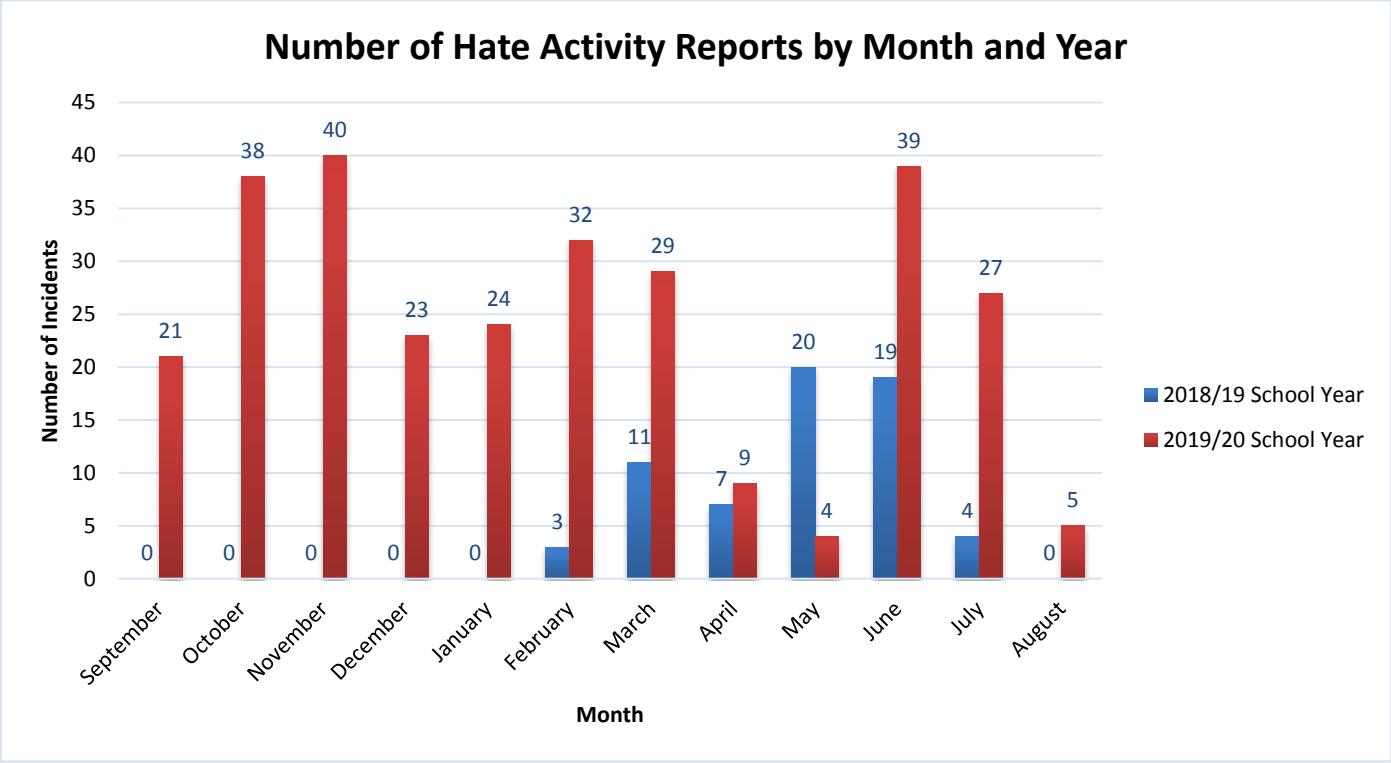
Number of Hate Activity Reports

Under section 6.8 ("Hate Motivated Activity") of Procedure 515 *Workplace Harassment Prevention and Human Rights* (the October 24, 2017 revised version),[14] employees were obliged to report to managerial staff "any hate-motivated violence or any incitement to hate-motivated violence" that they witnessed or encountered, including "any symbols displayed or other representations clearly identified with groups which promote hate and violence". Managerial staff were in turn instructed to report this to their Superintendent and the HRO using a "515B Form".

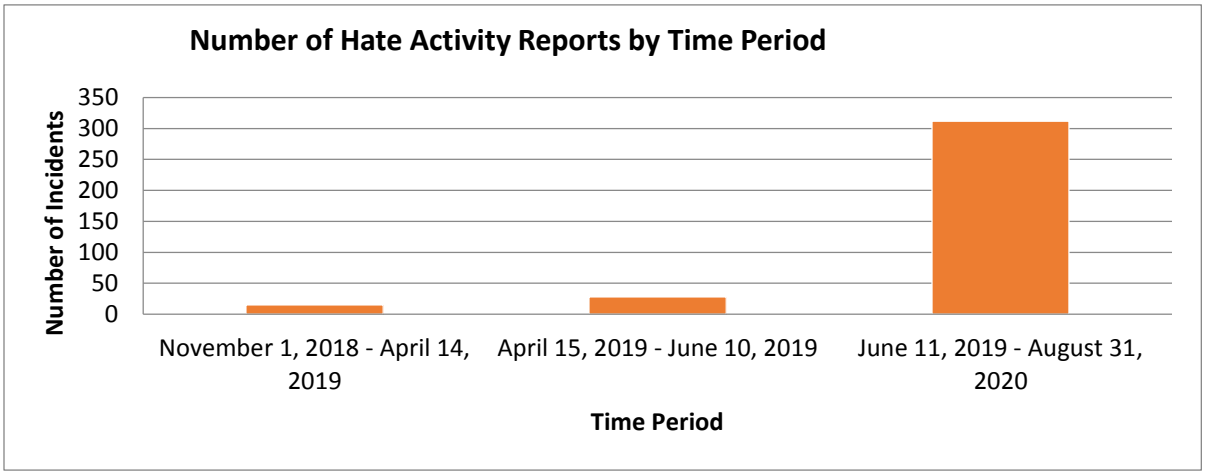
There were no hate activity reports reported to the HRO in 2018. However, by the end of the 18/19 school year, there were 64 Hate Activity Reports (515B Forms) submitted to the Human Rights Office, largely due to a communications push that began with an April 15, 2020 Memo from the Executive Superintendent of Human Rights and Indigenous Education to all Senior Team members (following

[14] The 2017 version of PR515 containing section 6.8 ("Hate Motivated Activity") was operative over the 18/19 and 19/20 school years before being updated June 24th, 2020 when an entire new Procedure (728) *Reporting and Responding to Incidents of Racism and Hate Involving or Impacting Students* was first made operational, solely dedicated to addressing racism and hate activity, which led to the rescinding of section 6.8 in PR515. TDSB administrators, however, continued to use the old 515B forms for reporting purposes as an interim measure up until the end of October 2020, when new interim forms and then a Racism, Bias & Hate Online Portal was introduced and subsequently made mandatory in replacement of 515B forms on November 30, 2020 for reporting and tracking purposes. The definition of hate activity also evolved with the introduction of PR515 to include hate/bias incidents that are not a criminal offence. However, even prior to the introduction of PR728, at least since the June 2019 launch of, and concerted communications around, the *Expected Practices* Guide, administrators were being encouraged to interpret "hate activity" broadly and liberally, in a way that also covered incidents of hate/bias short of a criminal threshold.

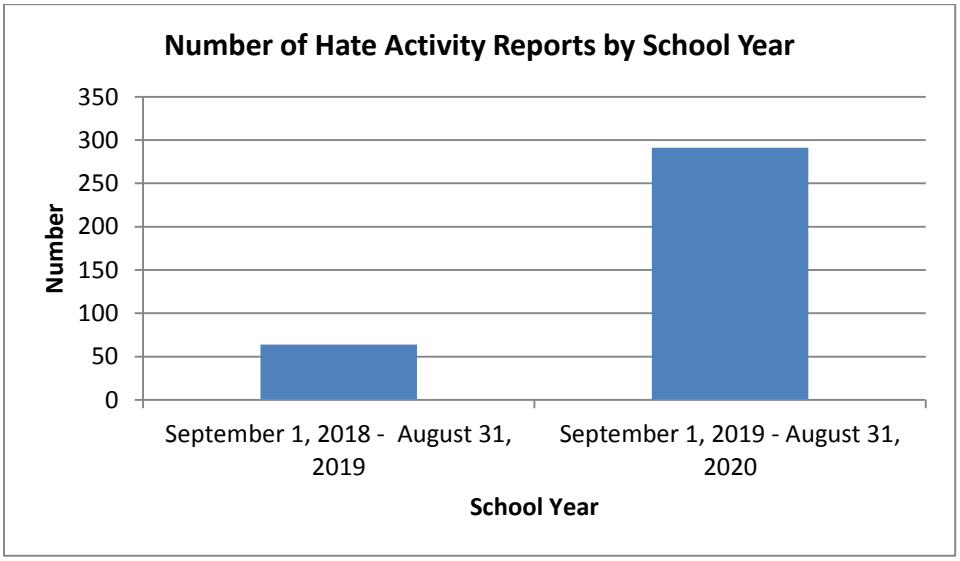
changes to the 515B form in March 2019),[15] which was in turn amplified and reinforced by concerted Director messaging and Board training for Administrators and Senior Team Council members following the release in June 2019 of the *Expected Practices for Understanding, Addressing and Preventing Discrimination* guide. The data verifies the impact of such communications as there were only 15 hate activity reports submitted from the beginning of 2018 school year to April 14, 2019, and this number nearly doubled to 28 between April 15th and June 10th, 2019, and shot up to 312 in the period June 11, 2019 to Aug. 31, 2020.



[15] The change made to 515B made by Executive Council in March 2019 was that references to "hate group activity" were changed to "hate activity" in PR515 and the 515B form. This change was communicated to all Senior Team members on April 15, 2019, including with a memo for distribution to Administrators which stated:
The purpose of this memo is to highlight the Toronto District School Board's expectation that school administrators **report all cases of hate-motivated activity** to their Superintendent of Education by submitting a completed ***Hate Activity Interim Report* (Form 515B)** (attached), along with a copy to the Senior Manager of Human Rights. This requirement is detailed under Section 6.8(d), *Hate Motivated Activity*, in TDSB Operational Procedure PR515, *Workplace Harassment Prevention and Human Rights* (attached, please see pages 20-21).
Context:
The Board is committed to ensuring that every TDSB school is a welcoming, respectful learning environment, free of hate, where all students, staff and school community members can feel safe and respected. At the individual school level, school administrators have primary responsibility for addressing any hate-motivated activity that threatens the safety and well-being of students and staff. School administrators depend on supports—advice, training, tools and programs—provided by a number of central staff including those in Caring and Safe Schools, Student Support Services, Communications, Human Rights, and others.



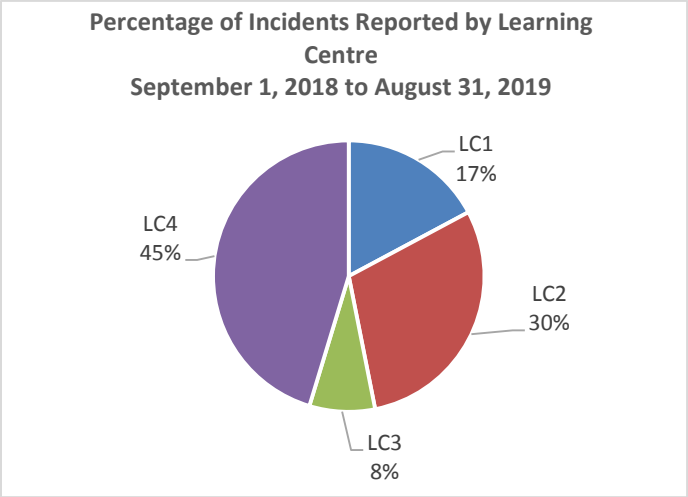
There was a total of 291 hate activity reports submitted in the 19/20 school year, representing more than a quadrupling of the 64 hate activity incidents reported the previous school year.

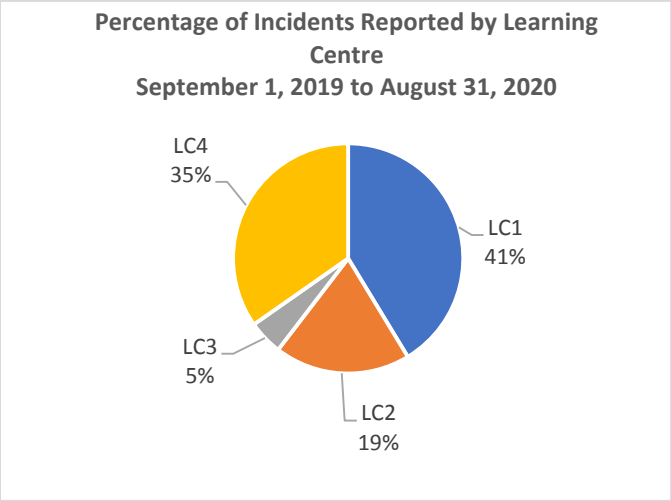


The data presented above also appears in table format in Appendix C, Figure 3.

Hate Activity Reports by Learning Centre and Learning Network

In the 18/19 year, most hate activity reports came from administrators in Learning Centre 4 (29), followed by Learning Centre 2 (19), Learning Centre 1 (11) and Learning Centre 3 (5), which submitted the fewest. The highest number of hate activity reports were submitted from Learning Network (LN) 24 (9), followed by LN 10 (8), LN 5 (7) LN 20 (7) and LN 23 (6). There were no hate activity reports submitted by LNs 2, 4, 9, 13, 15 and 18, and only one or two hate activity reports submitted from LNs 3 (1), LN 6 (1), LN 12 (1), LN 16 (1), LN 1 (2), (14), LN 17 (2) LN 19 (2) and LN 21 (2) in 18/19.





In the 19/20 school year, most hate activity reports were submitted by administrators in Learning Centre 1 (119), and Learning Centre 4 (100), with fewer being submitted in Learning Centre 2 (55) and Learning Centre 3 (14). The highest number of hate activity reports in 19/20 came from LN 5 (46), LN 23 (24), LN 6 (20) and LN 4 and 19 (with 18 each). The fewest hate activity reports came from LN 18 (0 in both years), LN 7 (1), LN 13 (2), LN 14 (2), LN 15 (2), LN 11 (3), and LN 16 (3).

It is important to note here that numbers of hate activity reports do not necessarily reflect the actual number of hate related incidents and low numbers may be equally or even more a cause for concern, to the extent they reflect reporting patterns rather than actual incident patterns, which is difficult to assess. The fact that many Learning Networks exponentially increased their hate activity reports year over year is but one indication of the potential impact of reporting patterns on the data.

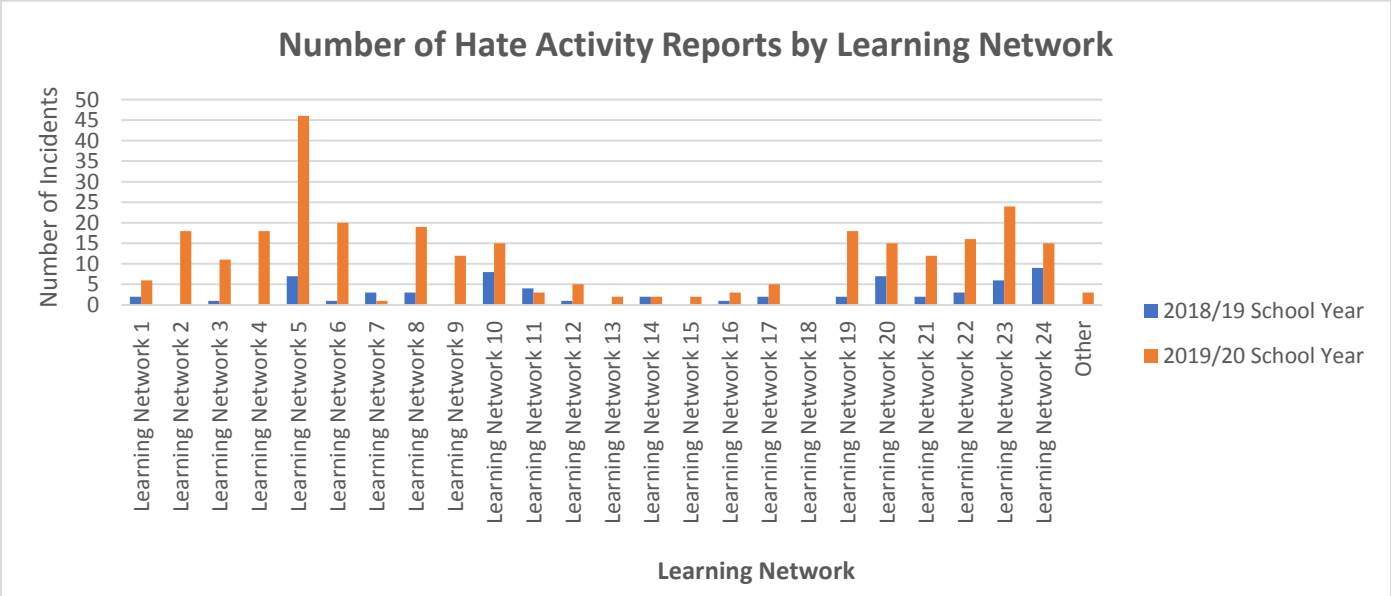


Figure 14: Number of Hate Activity Incidents Reported by Learning Network and Learning Centre and School Year

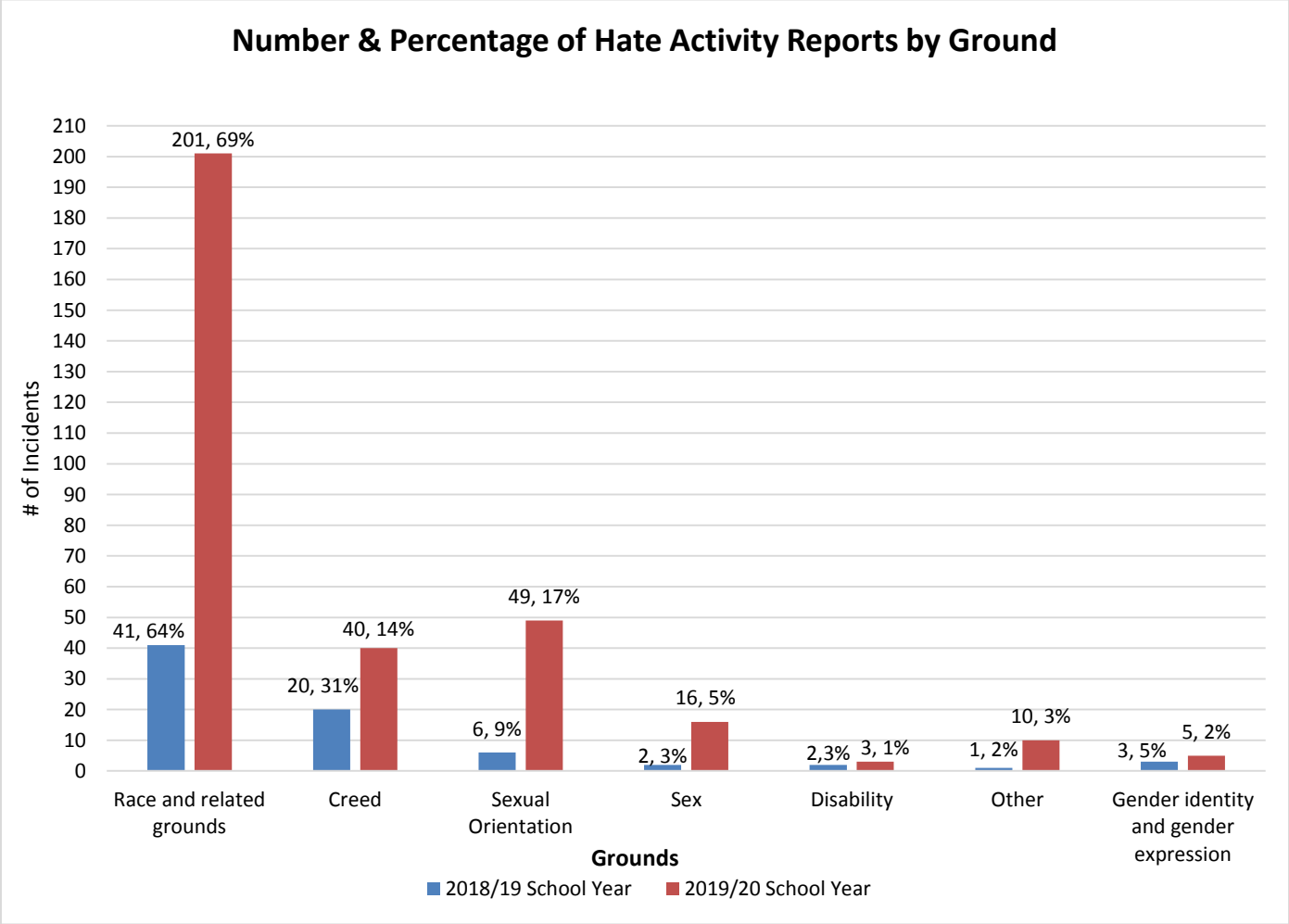
LOCATION	2018/19 SCHOOL YEAR *September 1, 2018 - August 31, 2019*	2019/20 SCHOOL YEAR *September 1, 2019 - August 31, 2020*
Learning Network 1	2	6
Learning Network 2	0	18
Learning Network 3	1	11
Learning Network 4	0	18
Learning Network 5	7	46
Learning Network 6	1	20
Learning Centre 1 Total	*11*	*119*
Learning Network 7	3	1
Learning Network 8	3	19
Learning Network 9	0	12
Learning Network 10	8	15
Learning Network 11	4	3
Learning Network 12	1	5
Learning Centre 2 Total	*19*	*55*
Learning Network 13	0	2
Learning Network 14	2	2
Learning Network 15	0	2
Learning Network 16	1	3
Learning Network 17	2	5
Learning Network 18	0	0
Learning Centre 3 Total	*5*	*14*
Learning Network 19	2	18
Learning Network 20	7	15
Learning Network 21	2	12
Learning Network 22	3	16
Learning Network 23	6	24
Learning Network 24	9	15
Learning Centre 4 Total	*29*	*100*
Other	*0*	*3*
OVERALL TOTAL	64	291

Grounds

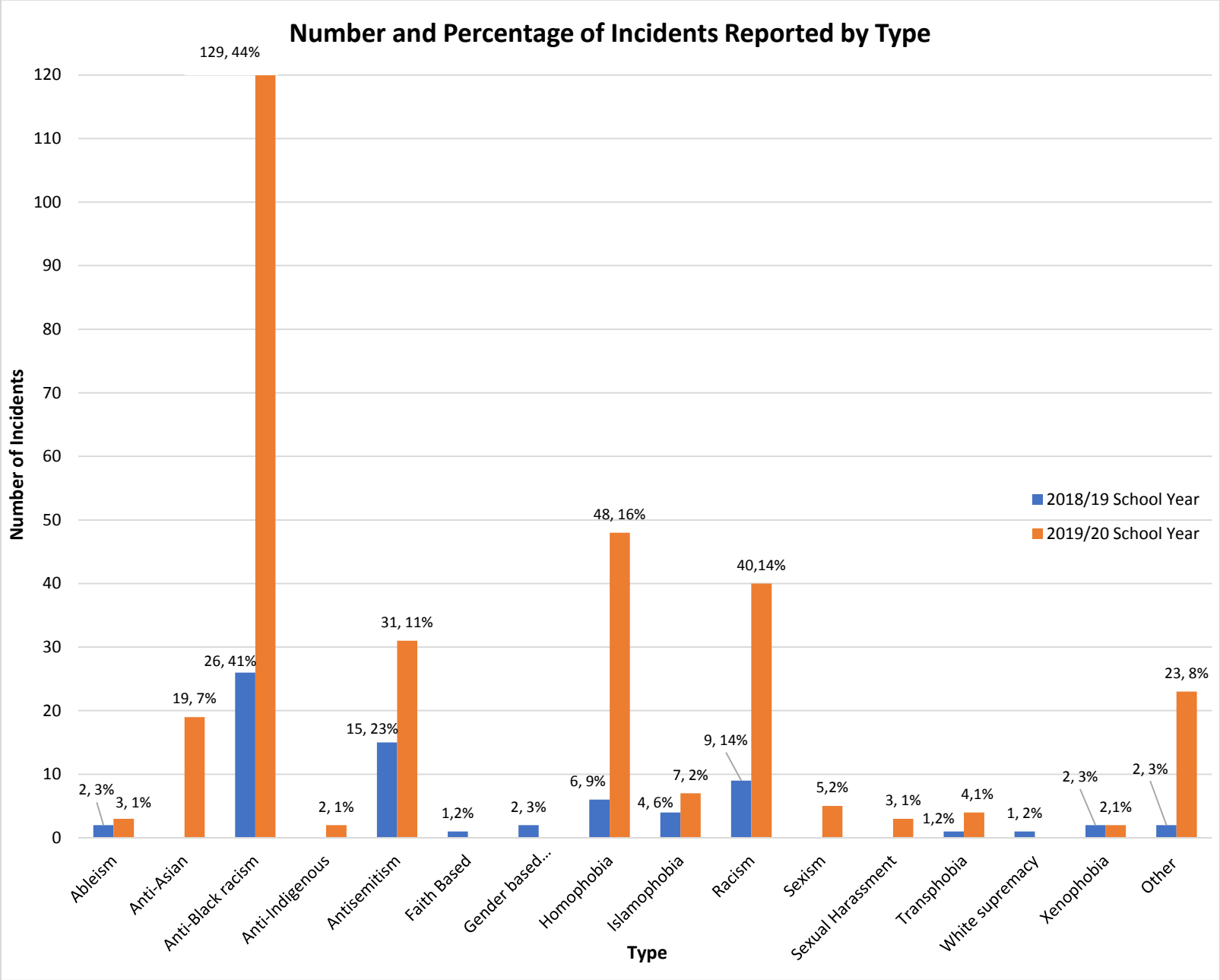
Hate activity reports - 515B forms - contain very little information and do not require the submitter to identify the grounds of hate involved, unlike human rights complaint forms which allow for self-identification of grounds. Each 515B form thus had to be coded to discern the grounds involved, which were most often contained in the general description field, or through further consultation. This descriptive coding process also enabled a closer, more disaggregated window into the types of hate

activity being reported, than allowed for by aggregate grounds like race, and thus provide a unique fine-grained window into the type of racism and hate predominant in schools.

The review of hate activity incident reports found that the overwhelming majority of hate activity reported related to race or a race related ground (64% or 41 of 64 cases in 18/19 and 69% or 201 out of a total 291 cases in 19/20). This was followed by religion/creed (31% or 20 of 64) in 18/19 and sexual orientation (17% or 49 of 291) in 19/20, at which time religion/creed switched places with sexual orientation to become the third most common ground (14% or 40 of 291) of hate activity.



Breaking down these categories of hate activity even further revealed that the overwhelming majority of hate incidents involved anti-Black racism, which accounted for 39% (or 25 of 64) of all hate activity reported in 2018/19, and 41% (119 of 291) of all hate activity reported in all schools in the 2019/20 school year, followed by antisemitism (23% or 15), other forms of racism (17% or 11), and homophobia (9% or 6) and Islamophobia (6% or 4) in 18/19. In 19/20 the second most common form of hate activity reported after anti-Black racism was other forms of racism (21% or 62), followed by homophobia (16% or 48) and antisemitism (11% or 31 of 291 total cases).

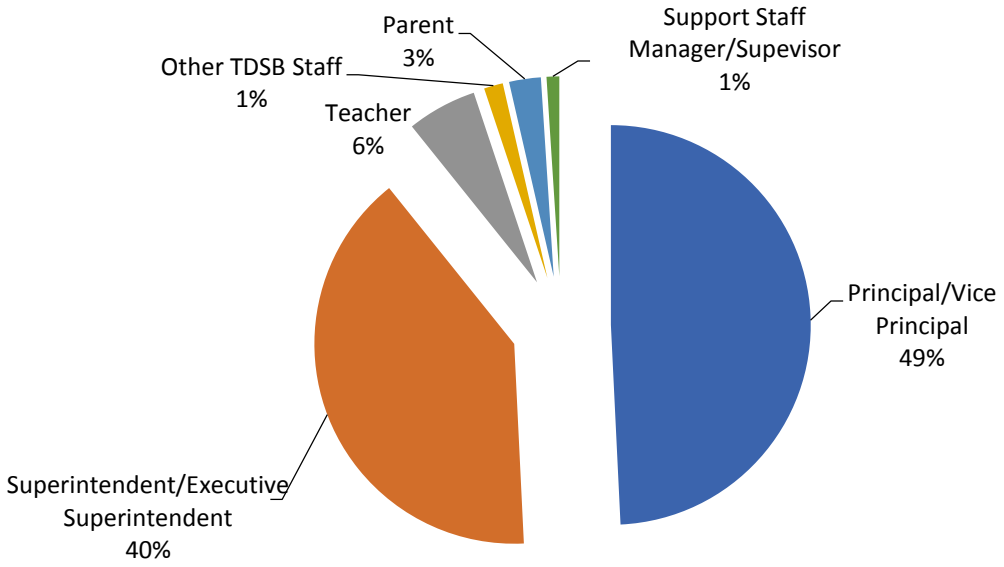


The data moreover reveals that there has been a relatively significant growth in the number of hate activity incidents reported involving anti-Asian racism (from 0 in 18/19 to 19 or 7% in 19/20), as well as in anti-Black racism (especially in absolute terms, from 26 or 41% in 18/19 to 129 or 44% 19/20), homophobia (from 6 or 9% in 18/19 to 48 or 16% in 19/20), other forms of racism (11 or 17% in 18/19 to 62 or 21% in 19/20) and antisemitism (at least in absolute terms, growing from 15 in 18/19 to 31 incidents in 19/20, albeit at reduced relative share of 11% versus 23% in 18/19).

2.4 Consults

The following consults data began to be systematically compiled by HRO staff working on human rights complaint resolution – including the Manager, Human Rights Assistant, and four Senior Human Rights Officers, and Outreach and Engagement Officer - in January 2020 (by which time it became apparent that our new Inquiry Portal would not be ready for use this year). They counted 197 consultations over an 8-month period between January 1, 2020 and August 31st, 2020 – which anecdotally was found to be a significant increase in the number of consults from the previous year.[16] Most of these consultations were with Principals/Vice Principals (49% or 96 of 197) and Superintendents/Executive Superintendents (40% or 78 of 197) seeking advice on their human rights responsibilities, primarily with respect to human rights issues in the context of the provision of educational services to students.

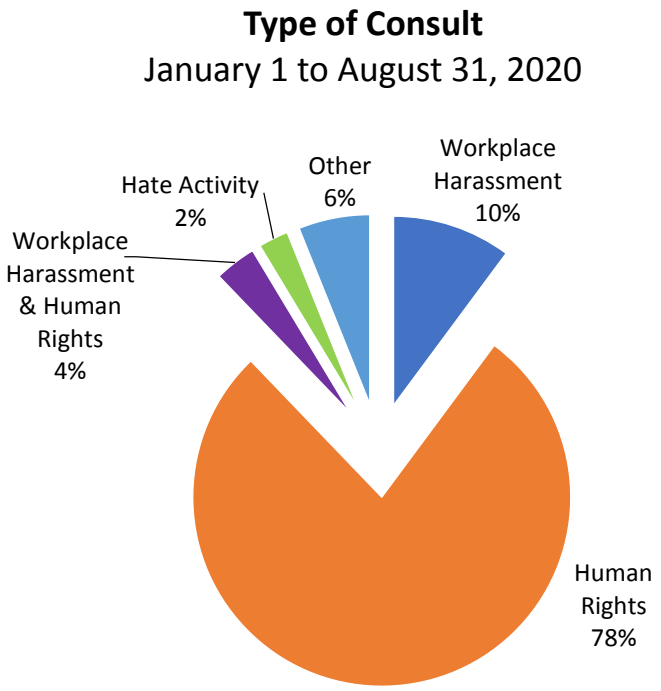
Number of Consults by Position of Person Consulting HRO
January 1 to August 31, 2020

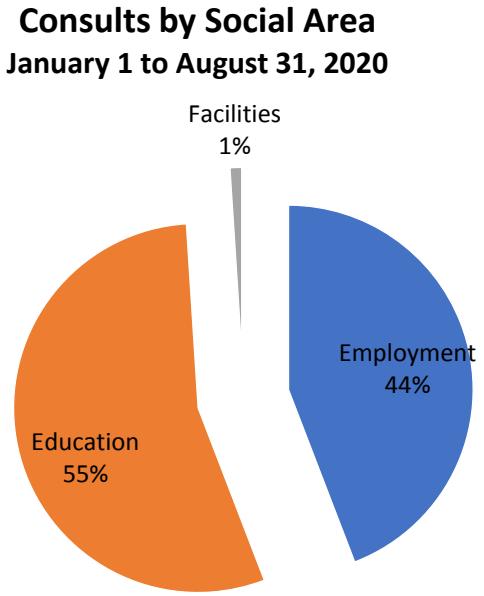


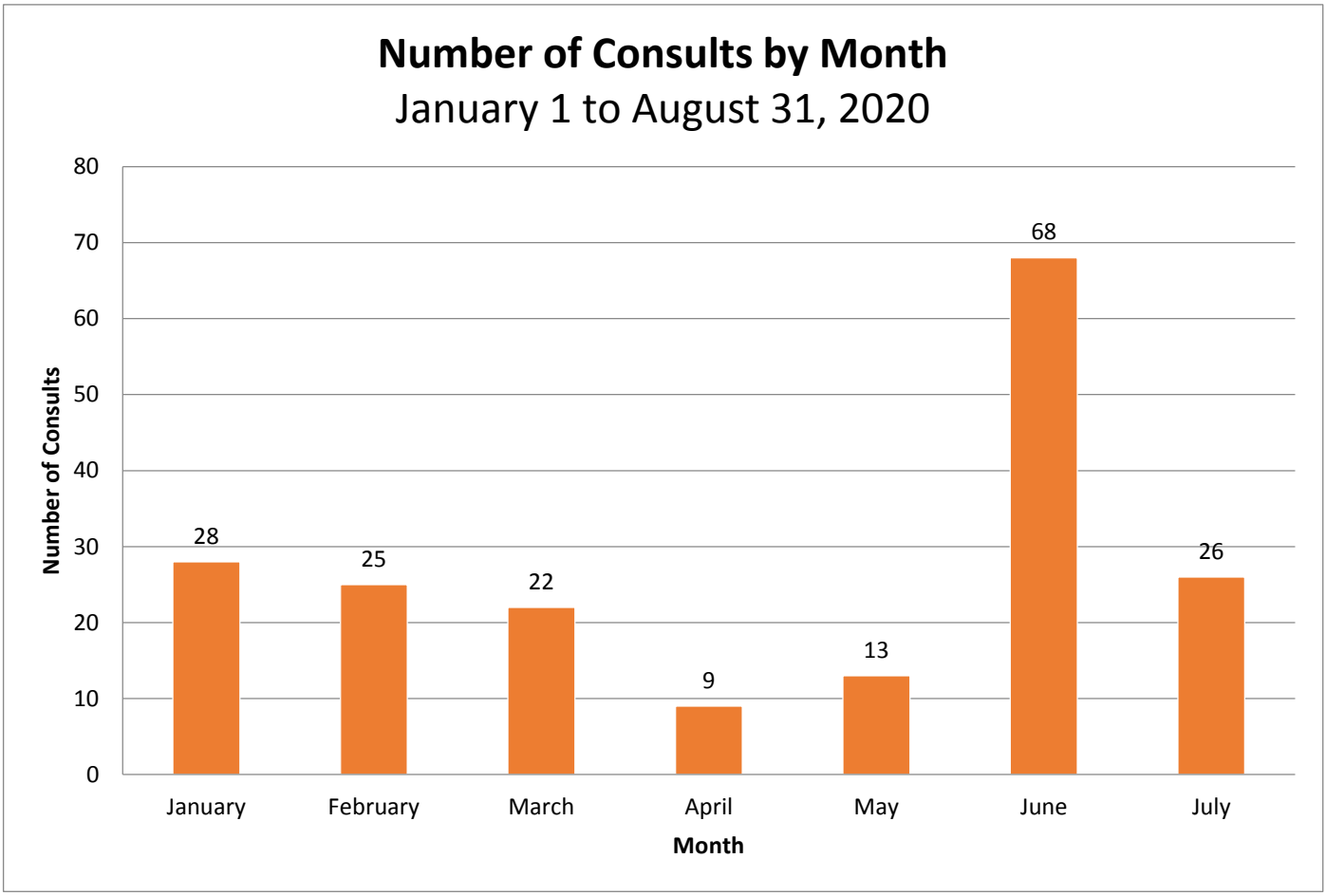
This is affirmed in the consult data that shows that advice was the most common type of HRO assistance requested (86% or 170), followed by assistance with investigation (12% or 23 inquiries). Most consults, moreover, related to human rights matters (78%), with a majority of consults pertaining to rights and responsibilities in the context of educational services (55% or 108), followed by matters in the employment context (44% or 87). Such data – together with the HRO's growing involvement in helping to advise on the resolution of hate activity incidents in schools involving or impacting students - suggests that the HRO is beginning to succeed in apportioning a more balanced share of its time and resources to human rights issues in education, as this impacts on students. The number of HRO consults rose particularly after the introduction and operationalization of PR728 in June 2020, at which time

[16] Besides only representing one half of the school year, this number does not reflect the many consults routinely engaged in by the Senior Manager, Executive Superintendent of Human Rights and Indigenous Education, as well as somewhat less frequently, the Senior Policy, Education & Organizational Change Specialists.

Organizational Response Team meetings began to occur and account for many HRO consultations. (See Appendix F for further details on consultations, including very large spike in June 2020 following the operationalization of PR728 and its associated Organizational Response Team meetings at the end of the last school year).





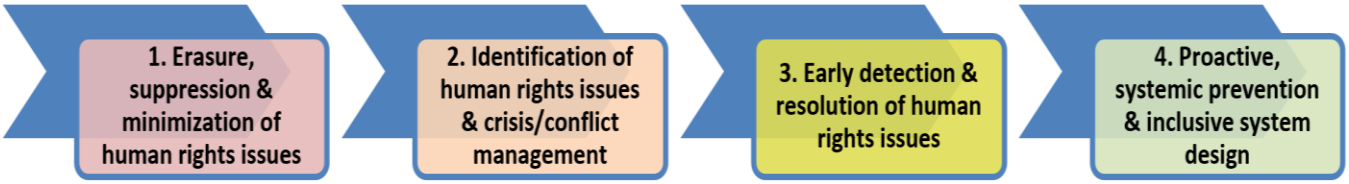

Number of Consults by Month
January 1 to August 31, 2020
Number of Consults
80
70
60
50
40
30
20
10
0
28
25
22
9
13
68
26
January
February
March
April
May
June
July
Month

3. Evaluating the state of human rights at the TDSB

3.1 Continuum of Human Rights Organizational Change – A Systemic Perspective of Where We Are At

In order to assess the state of human rights at the TDSB, and HRO efforts to date, it is necessary to have an orienting framework within which to situate where the TDSB is at on the human rights organizational change journey. The model below provides such an orienting overall evaluative framework, and may also be used to interrogate existing measures, and inform the further development of Key Performance Indicators (KPIs) in the future.

Continuum of Human Rights Organizational Change: [17]



While the stages of human rights organizational change enumerated above are not necessarily traversed in a perfectly linear or sequential manner, the data in this Report suggests that the TDSB is predominantly at Stage 2 of this continuum (issue/complaint/crisis management), though in some respects the Board (e.g. lack of a formalized student/parent human rights complaint process and ongoing complaint backlog and delays in processing) the Board is in effect at Stage 1, and in others (e.g. the kind of proactive reporting of racism and hate activity in schools and monitoring of incidents and responses with the passing of PR728.) The Board is beginning to move towards Stage 3. In yet other respects still, for example, when the updated P031 Human Rights Policy becomes active in spring 2021 it will impose and embed new proactive "positive human rights duties" on system leaders and staff, so that the burden of upholding rights and maintaining discrimination free workplaces is placed more up front on the shoulders of "directing minds" and those with power, rather than on the victims of discrimination "after the fact" (the current complaint driven and focused model) - then there are some signs of hope and foundations that are being, and have been, laid which could enable the TDSB to become a true human rights leader in the future, if the Board stays the course. In this respect, the ongoing modernization of data collection, monitoring and reporting tools, begun over the last two years, will be a particularly essential precondition for a much more strategic, proactive and systemic approach to human rights enforcement. If put to proper and meaningful use, the increasing availability of more finely tuned diagnostic tools and more and more granular data should not only enable more targeted and proactive remedial and preventative interventions over time, but may also become increasingly operationalized and embedded into personnel and system performance evaluation and performance management systems and processes, in such a manner, ideally, as increasingly holds management and staff accountable for upholding human rights in their areas of supervision, in ways that have real and tangible consequence for their career trajectories at

[17] **Towards a Global Evaluative Framework** This simple model of the stages and characteristics of human rights organization change was developed by the HRO's Senior Manager, Remi Warner, based on over a decade of experience working with mostly large public sector organizations on human rights organizational development, and as informed by the Ontario Human Rights Commission's organizational change guide, *Human Rights and Policing: Creating and Sustaining Organizational Change* which provides a valuable resource for organizations beyond the policing sector.

the Board, including hiring and promotion decisions. Once these conditions begin to be met - and the journey has begun (albeit with some resistance in places) - the days of leaving human rights issues to boil over and fester (as "not our core business") only to pass on to the Human Rights Office to come in and clean up at the last hour (at the most difficult to resolve endemic stage of conflict years in the making), those days, hopefully, will be numbered.

3.2 Multi- year Strategic Plan Key Performance Indicators

The Multi-Year Strategic Plan sets out four Key Performance Indicators (KPIs) to gauge the success of the Human Rights Action Plan (see Appendix A). These include:

- Student, staff and parent census data
- The number of human rights complaints
- The number of human rights complaints resolved through "early resolution" and investigations
- The length of time needed to resolve human rights cases

The first KPI is discussed in section 3.2. and the last three indices are discussed in section 3.2.2 as well as 3.3 and 3.4. Future iterations of the Human Rights Action Plan will need to provide for a more well-rounded set of measures of the state of human rights protection and promotion at that Board, beyond merely complaint data, as this is as a minimal baseline indicator of performance.[18]

3.2.1 Census survey data

What students, staff and parents are telling us through perception survey data, including as concerns the fulfillment of their human rights, their equitable and respectful treatment, and overall well-being, inclusion and belonging at the TDSB (among other indices) are an important indicator of success for the Board's human rights efforts.

Given the depth and breadth of TDSB Staff, Student and Parent Census survey data supplied to the HRO from TDSB Research and Development, notable findings are presented in the tables below with a particular focus on segments of the population whose experiences and perceptions significantly depart from those of their peers. In this regard, survey findings of "significance" have been operationalized on the basis of a 9/10ths standard[19] – with a 9/10th of a difference in responses among survey respondent

[18] As the Board strives to move beyond Stages 1 and 2 of human rights organizational change, it will become increasingly necessary and important to gauge the nature and depth of systemic level change, which may not be captured by complaint data alone (insofar as it is conceivable to have a low number of complaints, or high rate of their early resolution, and yet still be lacking any meaningful or substantial transformation in relations of power, inequality and inequitable outcomes at the Board).

[19] The 9/10ths standard is an adaptation of the 4/5ths rule used by US government agencies to determine potential "adverse impact" and disparate treatment in the context of employment. The Uniform Guidelines on Employee Selection Procedures (1978) elaborates this rule, as used by America's Federal Equal Employment Opportunity Commission: **Adverse impact and the "four-fifths rule."** A selection rate for any race, sex, or ethnic group which is less than four-fifths (4/5) (or eighty percent) of the rate for the group with the highest rate will generally be regarded by the Federal enforcement agencies as evidence of adverse impact, while a greater than four-fifths rate will generally not be regarded by Federal enforcement agencies as evidence of adverse impact. (https://www.govinfo.gov/content/pkg/CFR-2011-title29-vol4/xml/CFR-2011-title29-vol4-part1607.xml; Accessed Dec 6, 2020).

sub-groups[20] – deemed to be substantial enough as to warrant, at minimum, highlighting as a potential concern for further scrutiny from a human rights perspective.

3.2.1.1 Staff Census and Well-Being Survey (2017)

The 2017 Staff Census and Well-Being Survey, administered in the Fall of 2017, provides a high-quality baseline snapshot of the state of staff well-being overall – as indicated by more than 11,000 respondents. It also enables a disaggregated picture of the degree to which various subgroups perceive and report experiencing discrimination, consistent with the MYSP Human Rights Action Plan goal of identifying, addressing and removing "discriminatory institutional…practices" that "negatively impact staff" and "lead to inequitable outcomes".

By way of summary, most (85%) TDSB staff agreed or strongly agreed that "people from all backgrounds are treated fairly in our workplace". However, those who identify as disabled, Black, Latin American or Muslim diverged significantly with this consensus, being significantly less inclined to answer as affirmatively (applying the abovementioned 9/10ths rule of substantial significance). Moreover, while 3 out of 4 TDSB employees (76%) strongly or somewhat agreed that harassment, discrimination or violence are harms that the TDSB aims to prevent, one subgroup was significantly and substantially less inclined to agree with this finding: staff who identify as disabled (only 58% of whom agreed with this assessment). When asked if "My employer deals effectively with situations that may threaten or harm employees (e.g. harassment, discrimination, violence)", 7 out of 10 (71%) strongly or somewhat agree that the TDSB effectively deals with such situations. Nevertheless, the fact that 1 in 8 (12%) employees strongly disagree with this statement is concerning, as is the fact that only 55% of staff who identify as disabled agreed or strongly agreed with the statement, standing out among demographic groupings.

The Commission's "Questions and Answers to Clarify and Provide a Common Interpretation of the Uniform Guidelines on Employee Selection Procedures" provides further information on this standard, and clarifies: "This '80%' or '4/5ths' rule of thumb is not intended as a legal definition, but is a practical means of keeping the attention of the enforcement agencies on serious discrepancies in rates of hiring, promotion and other selection decisions" (ibid.). The 4/5ths rule has also been cited in Canadian discrimination case law. For the purposes of this Report, a lower threshold than 9/10ths (say, 8/10ths) would have resulted in very few significant findings, while, on the other hand, a higher threshold would result in an overabundance of significant findings to the point of virtual meaninglessness. Consequently, the 9/10ths standard was decided upon, by the HRO, as a reasonable middle ground. Aside from the 9/10ths standard, the HRO survey analysis findings have also been narrowed down by excluding significant findings that pertain to non-cognizable groups. For example, the category of disability features three sub-categories: student who identify as disabled, those who do not, and those who are "not sure." Although students in the "not sure" sub-category (10.6% of all grade 7-12 respondents) have significantly lower feelings of belonging and well-being than other students, they are a non-cognizable group in the sense that agglomerations of individuals who are "not sure" if they have a disability do not constitute a Code protected group.

[20] The 9/10th standard of "substantial finding" has been operationalized as follows, by way of example:

- 78% of students in grades 7-12 report that school rules are applied to them fairly (all the time or often)
- 69% of students who identify with race XYZ report that school rules are applied to them fairly (all the time or often)
- 9/10ths of 78% is 70% (rounded down) and since 69% falls below this threshold, the findings pertaining to XYZ students would be flagged as significant.

In response to the question of whether or not staff are experiencing discrimination, a concerning 10% of respondents (N=1,185) answered "yes", with the most frequently cited grounds of discrimination being identified, in descending order, as: race (33% or 386); Culture or Ethnicity (28% or 335); Age (27% or 321); Gender Identity (15% or 172) and Religion, Creed or System of Belief (11% or 136). Among those within the 10% of TDSB staff who reported experiencing discrimination, 25% (N=182) were disabled, 19% (N=29) were Latin American, 19% were (N=29) Muslim, 17% (N=119) were Black, 17% (N=130) were South Asian, 17% were Hindu (N=55), 15% identified as Mixed Racial Identity (N=75) and 15% identified as bisexual (N=15%).

While it is concerning that 10% of all TDSB employees reported experiencing discrimination, a recent (November 2019) survey by the Centre for Canada's Future found that 30% of Canadians who identify with a specific diversity group reported experiencing at least one incident of discrimination at their current employer – including 41% of respondents with a disability, 40% of Indigenous respondents, 34% of respondents who identify as people of colour, 33% of LGBTQ+ respondents, and 33% of women, to put such data in some comparative perspective.

Fair treatment of people from all backgrounds

Table 1 demonstrates that, overall, TDSB staff are inclined to agree with the proposition that people from all backgrounds are treated fairly; fully 85% of staff somewhat agree or strongly agree.

TABLE 1: PEOPLE FROM ALL BACKGROUNDS ARE TREATED FAIRLY IN OUR WORKPLACE		
	Percent	Count
Strongly Disagree	6%	681
Somewhat Disagree	10%	1,123
Somewhat Agree	37%	4,205
Strongly Agree	48%	5,486
Total	100%	11,495

However, based on the 9/10th significance standard, by which agreement of 77% or lower (85% x 0.9) qualifies as significant, there are four subgroups that have a more critical view of how fairly people of all backgrounds are treated. Specifically, as Table 2 shows, those who identify as disabled, Black, Latin American or Muslim stand out in this regard.[21]

TABLE 2: PEOPLE FROM ALL BACKGROUNDS ARE TREATED FAIRLY IN OUR WORKPLACE (Significant Findings for Somewhat Agree or Strongly Agree)

[21] For Table 2, and the significant findings tables that follow, we have excluded the responses of non-cognizable groups, as well as groups with very low respondent counts. So, for example, responses from survey takers who selected "prefer not to answer" (non-cognizable) for gender were excluded, and the same applied to those who listed two-spirited (11 respondents in total) as their sexual orientation.

	Percent	Count[22]
Disabled – Yes	74%	542
Race – Black	74%	512
Race – Latin American	75%	115
Religion – Islam	74%	261

Employer efforts to prevent harm from harassment, discrimination and violence
Generally speaking, staff hold the view that the TDSB makes efforts to prevent harm to employees. Three out of four employees (76%) agree, strongly or somewhat, that harassment, discrimination or violence are harms that the TDSB aims to prevent (Table 3).

TABLE 3: MY EMPLOYER MAKES EFFORTS TO PREVENT HARM TO EMPLOYEES FROM HARASSMENT, DISCRIMINATION OR VIOLENCE		
	Percent	Count
Strongly Disagree	10%	1,158
Somewhat Disagree	15%	1,687
Somewhat Agree	41%	4,662
Strongly Agree	35%	3,967
Total	100%	11,474

Rather strikingly, only one subgroup had a significantly lower than average assessment of how the TDSB performs such preventative functions. Specifically, 58% of staff who identify as disabled (N = 421) said the TDSB makes efforts to prevent the aforementioned harms, a figure below the overall agreement percentage that this finding highlights a need for dedicated engagements with employees who identify as disabled.

Employer efforts to deal with potential threats and harms
Shifting to the related subject of how the TSDB deals with situations that may threaten or harm employees, seven out of ten (71%) employees strongly agree or somewhat agree that the TDSB effectively deals with such situations (Table 4). Still, it is rather concerning that a non-negligible fraction of respondents, one of eight (12%), strongly disagree.

TABLE 4: MY EMPLOYER DEALS EFFECTIVELY WITH SITUATIONS THAT MAY THREATEN OR HARM EMPLOYEES (E.G., HARASSMENT, DISCRIMINATION, VIOLENCE)		
	Percent	Count
Strongly Disagree	12%	1.395
Somewhat Disagree	17%	1,949
Somewhat Agree	40%	4,542
Strongly Agree	31%	3,498
Total	100%	11,384

[22] These counts represent the numbers of respondents from each demographic grouping who selected the given response.

Among staff who had significantly lower agreement levels (on this measure, 64% or less), three subgroups have been identified, as shown in Table 5.

TABLE 5: MY EMPLOYER DEALS EFFECTIVELY WITH SITUATIONS THAT MAY THREATEN OR HARM EMPLOYEES (E.G. HARASSMENT, DISCRIMINATION, VIOLENCE) (Significant Findings for Somewhat Agree or Strongly Agree)		
	Percent	Count
Disabled - Yes	55%	397
Sexual Orientation – Bisexual	64%	94
Religion – Atheism	64%	335

It should be noted that staff who identify as disabled have, *yet again*, expressed views that are critical of the TDSB on these measures, all of which signals problems in need of serious exploration and, where possible, rectification.

Experiencing Discrimination

In response to the matter of whether they are experiencing discrimination, 10% of respondents (N = 1,185) answered "yes." In accord with HRO complaint data, Table 6 shows that race is the main ground upon which staff experience discrimination, followed by, in descending order, culture, age, gender identity and religion.

Table 6: Experiencing Discrimination – Main Grounds		
	Percent	Count
Race	33%	386
Culture or Ethnicity	28%	335
Age	27%	321
Gender Identity	15%	172
Religion, Creed or System of Belief	11%	136

With respect to the percentage of staff *within each subgroup* who report experiencing discrimination, 25% of staff who identify as disabled (N = 182) were experiencing discrimination. Other notable subgroups in this regard (bearing in mind that, overall, 10% of staff experienced discrimination) were staff who are Latin American (19%, N = 29), Muslim (18%, N = 62), Black (17%, N = 119) South Asian (17%, N = 130), Hindu (17%, N = 55), mixed racial identity (15%, N = 75) and bisexual (15%, N = 23).

Moving forward, as more staff surveys are conducted in the coming years, the HRO working closely with other departments in the Board will be paying particular attention to how the concerns of these subgroups are addressed within the TDSB.

3.2.1.2 Student and Parent Census (2017)

The TDSB's 2016-17 Student and Parent Census,[23] based on 46,070 responses from grade 4-6 students and 86,593 responses from grade 7-12 students, constitutes a valuable source of information on student experiences with matters such as fair (or unfair) application of school rules, degrees of belonging, senses of well-being, perceptions of respect and related concerns. Usefully, from a human rights standpoint, the response data is broken down by variables such as religion, sexual orientation, race, dis/ability, gender identity, etc., all of which facilitates analyses of differentiated and/or convergent school experiences. Although the material which follows cannot be regarded as definitively indicative of the state of human rights at the TDSB, it is nonetheless reasonable to surmise that when multiple experiential and perceptual measures of fairness, well-being, respect, etc., are pointing in similar directions, positively or negatively, such findings can be regarded as a bellwether of what is occurring in schools week in and week out.

By way of high level synopsis, the data shows that Black and gender non-conforming students from grades 4 all the way through to grade 12 are significantly less inclined to feel that the rules are applied to them fairly, in addition to Indigenous students and Indigenous Spirituality-practicing students in grades 7-12. A substantial number of *Code* protected student groups in grades 7-12, moreover, feel lower degrees of belonging in school, including those who self-identify as having a "disability", Black students, Latin American students, non-binary students, LGBTQ+ students, and Indigenous Spirituality practicing students. When grades 7-12 students were asked whether "My teachers respect my background", two groups were found significantly less likely to answer in the affirmative: Indigenous students and students who practice Indigenous Spirituality. Significant subsets of the grades 7-12 student population also reported having relatively lower degrees of well-being, including: East Asian students, students who identify as disabled, agnostic and atheist students, students who practice Indigenous Spirituality, LGBTQ+ students and nonbinary students. The data informing this synopsis is presented in further detail, as well as in Appendix H.

Application of School Rules

Among student respondents in grades 7-12, the vast majority report that school rules are applied to them in a fair manner. As shown in Table 1, 78% of students state that rules are applied fairly either all the time or often.

Table 1: SCHOOL RULES ARE APPLIED TO ME IN A FAIR WAY (Grades 7 -12)		
	Percent	Count
All the time	41%	34,484
Often	37%	31,072
Sometimes	16%	13,678
Rarely	4%	3,613

[23] For the 2016-17 census cycle, the Student Census was administered from Grades 4-12 and Parent Census was administered to parents/guardians of students in JK to Grade 6 (there was overlap to examine feasibility and compare data/accuracy for Grades 4-6 students). In cycles prior to 2016-17, the Student Census was administered from Grades 7-12 and Parent Census was administered to parents/guardians of students in JK to Grade 6. See TDSB website for more on this regular periodic survey: https://www.tdsb.on.ca/research/Research/Parent-and-Student-Census.

Never	2%	1,793
Total	100%	84,640

Nonetheless, there are subsets of the overall grade 7-12 student body who report significantly different experiences:

- Under the category "race," 64% of Black students (N = 6,604),[24] and 67% of Indigenous students (N = 135), say school rules are applied to them in a fair way all the time or often.
- Under the category "gender identity," 64% of non-binary students (N = 561) say school rules are applied to them in a fair way all the time or often.
- Under the category "religion," 66% of students who practice Indigenous Spirituality (N = 73) say school rules are applied to them in a fair way all the time or often.

Like their counterparts at higher grade levels, respondents in grades 4-6 tend to positively assess rule-related matters at the TDSB. Responding to a somewhat different question – whether rules are fair, rather than whether rules are fairly applied to them – 75% of these students regard rules as being fair all the time or often, as illustrated in Table 2.

Table 2: SCHOOL RULES ARE FAIR (Grades 4-6)		
	Percent	Count
All the time	45%	20,306
Often	30%	13,555
Sometimes	17%	7,784
Rarely	5%	2,129
Never	3%	1,140
Total	100%	44,914

Notably, however, two categories of grades 4-6 students are fair less inclined to see school rules are fair:

- Under the category "race," 65% of Black students (N = 3,506) see rules as fair all of the time or often.[25]
- Under the category "gender identity," 55% of non-binary students (N = 58) see rules as fair all of the time or often.[26]

These results demonstrate that Black students, from grade 4 all the way to grade 12, are less likely (based on the 9/10ths standard) to assess TDSB schools as environments in which rule-related matters are fair all

[24] Total number of Black respondents who selected all the time/often = 6604.
[25] Total number of Black respondents who selected all the time/often = 3506
[26] Total number of non-binary respondents who selected this = 58

of the time or often. The same applies to non-binary students, a finding that is worthy of closer examination, even though the numbers of non-binary respondents, in both grades 4-6 and grades 7-12, are very small.

Sense of Belonging

The Multi-Year Strategic Plan states that "students…feel a greater sense of well-being when they are engaged and feel that they belong, and feel safe and included."[27] The grade 7-12 Student Census enables ascertainment of the degree to which students feel like they belong in their schools, and, as shown in Table 3, nearly two-thirds of students – 64% - feel like they belong in their schools all the time or often.

Table 3: I FEEL I BELONG IN THIS SCHOOL (Grades 7-12)		
	Percent	Count
All the time	28%	23,937
Often	36%	30,713
Sometimes	24%	20,094
Rarely	8%	7,020
Never	4%	3,467
Total	100%	85,231

On the basis of the 9/10^{ths} significance standard (equal to or less than 58% for this survey question) there are a striking number of subsets of the student population who feel lower degrees of belonging:

- Under the category "disability," 56% of students who identify as disabled (N = 4,366) feel a sense of belonging all of the time or some of the time.[28]
- Under the category "race," 56% of Black students (N = 5,819), 55% of Indigenous students (N = 112), and 58% of Latin American students (N = 920) feel a sense of belonging all of the time or some of the time.
- Under the category "gender identity," 44% of non-binary students (N = 398) feel a sense of belonging all of the time or some of the time.
- Under the category "sexual orientation," 50% of LGBTQ+ students (N = 2,202) feel a sense of belonging all of the time or some of the time.
- Under the category "religion," 52% of students who practice Indigenous Spirituality (N = 57) and 52% of students who practice Spirituality (N = 434) feel a sense of belonging all of the time or some of the time.

[27] Pg. 4 – Multi-Year Strategic Plan
[28] Total number of respondents who identify as disabled = 7,760

The fact that this many students, all of whom fall under the ambit of *Code* protected groups, report relatively low levels of belonging at their schools is a finding of concern and should be further explored through a human rights lens.

Respect for Background

Whereas the sense of belonging question was pitched at a general level, with no specification of actors within school environments who positively or negatively shape experiences of belongingness, another question asks grade 7-12 students to report the degree to which teachers, specifically, have respect for their backgrounds. Here, the overall findings (presented in Table 4) are encouraging given that 92% of students indicate that all or most of their teachers respect their backgrounds.

Table 4: MY TEACHERS RESPECT MY BACKGROUND Grades 7-12		
	Percent	Count
All of them	76%	31,763
Most of them	16%	6,868
Some of them	5%	2,107
One or two of them	2%	861
None of them	1%	439
Total	100%	42,038

There are, however, two interrelated exceptions to this overall picture:

- Under the category "race," 82% of Indigenous students (N = 82) report that all or most of their teachers respect their background.
- Under the category "religion," 83% of students who practice Indigenous Spirituality (N = 43) report that all or most of their teachers respect their background.

Well-being

All of the aforementioned survey findings – pertaining to rules and rule application, sense of belonging, and respect for backgrounds – bear upon a critical consideration, namely, student self-assessments of their well-being. On this measure, as shown in Table 5, 75% of students rate their well-being as middle or high on the survey's well-being index.

Table 5: WELL-BEING INDEX (Grades 7-12)		
	Percent	Count
Low	25%	30,775
Middle/High	75%	94,339
Total	100%	125,114

One-quarter of students rate their well-being as low, which is concerning, as are a series of findings showing that numerous segments of the grade 7-12 student body are not middle or high on the well-being index:

- Under the category "disability," 55% of students who identify as disabled (N = 4,087) report their well-being as middle or high.
- Under the category "race," 68% of East Asian students (N = 11,792) report their well-being as middle or high.
- Under the category "religion," 50% of Agnostic students (N = 1,110),56% of students who are Atheists (N = 2,666),[29]54% of students who practice Indigenous Spirituality (N = 59), [30] 54% of students who practice Spirituality (N = 433) and 53% of students who practice another religion (N = 255) report their well-being as middle or high.
- Under the category "sexual orientation," 36% of LGBTQ+ students (N = 1,546) report their well-being as middle or high.
- Under the category "gender identity," 32% of non-binary students (N = 309) report their well-being as middle or high.

3.2.2 Number of complaints, time to resolve, and early resolution

The Multi-Year Strategic Plan also includes the following complaint related performance measures for the Board's Human Rights Action Plan.

- The number of human rights complaints (success being defined as their reduction).
- The length of time needed to resolve human rights cases (the less time the better).
- The number of human rights complaints resolved through "early resolution" and investigations (the more resolved the better).

Complaint numbers

The complaint data described in section 2.1 shows that the total number of active complaints has increased from 287 on September 1, 2018 to 343 complaints by August 31, 2020 (see section 3.3. for discussion of reasons for this trend). Reasons for the growth in human rights and workplace harassment complaint numbers are discussed in section 3.3.1. The total number of hate activity reports has also more than quadrupled from 64 hate incident reports in the 18/19 school year to 291 in the 19/20 school year.

From the perspective of the organizational change continuum discussed in section 3.1, an increase in the reporting of incidents of discrimination, harassment and hate may not necessarily be a negative phenomenon insofar as this can sometimes indicate that issues are increasingly being surfaced rather than suppressed – representing progress along the organizational change continuum from Stage 1 to Stage 2. It is a known phenomenon in the human rights world and literature for complaints to grow when organizations begin building up their internal human rights infrastructure and as they expand their

[29] Total number of atheist respondents = 4,763.
[30] Total number of respondents who practice Indigenous Spirituality = 109.

outreach and promotion efforts. A growing number of complaints and incident reports can also be indicative of the emergence of a more human rights friendly culture (at least relative to what preceded) where people feel safe to come forward, and have sufficient confidence in the internal process, to file complaints.[31] That said, while the increase in racism and hate activity reporting is more a result of new procedural accountabilities being imposed on administrators (which is a positive development), the growth in the number of active complaints at the HRO is more likely a function of the HRO's strained capacity to resolve incoming complaints while dealing with a growing backlog (as discussed in section 3.4.1).

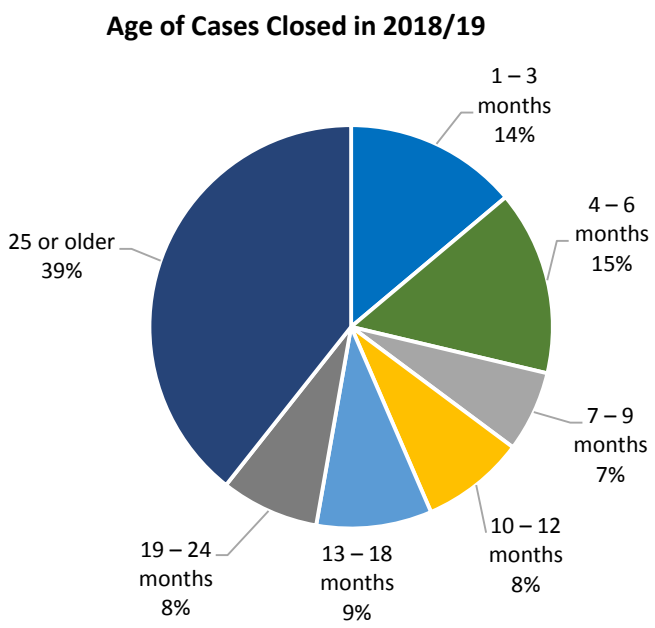
Length of time to close cases

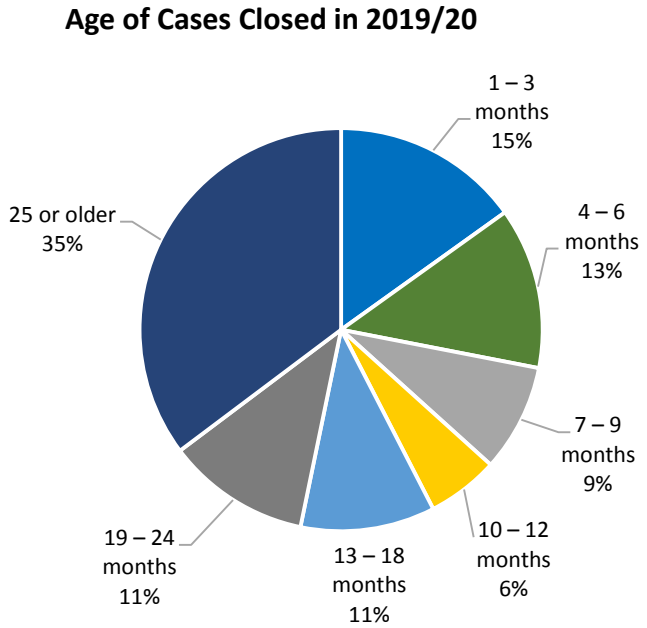
The total average age (in calendar days) of cases closed has decreased by 37.2 days year over year, from an average of age of 576 days for complaints closed in 18/19 to 539 days in 2019/20. These numbers are significantly skewed by the HRO's inheritance of a large backlog of cases at the beginning of 2018, as demonstrated, for instance, in the number of cases filed in previous years on file with the HRO, and number of backlog cases (defined as more than 270 days old) inherited as of September 1, 2018.

Age of Closed Cases

Months	Days	Number of complaints closed in 2018/19	Number of complaints closed in 2019/20
1 – 3	90 days or less	30	21
4 – 6	91 - 180	32	18
7 – 9	181 - 270	14	12
10 – 12	271 - 360	18	8
13 – 18	361 – 540	20	15
19 – 24	541 – 720	17	16
25 or older	721 and older	85	49
TOTAL		216	139
AVERAGE DURATION		576.19	538.99 days

[31] Although HRO complaint numbers have remained fairly stable over the last two years, had trends continued in the direction they were moving just prior to the pandemic, the HRO was on track to have a record number of new cases submitted by the end of the 19/20 year. The fact that complaint numbers have remained stable over the pandemic – when there is significantly less interaction of workers in the workplace, as well as less students and parents in schools – suggests that overall complaint numbers may well continue to rise significantly once the Board is back to pre-pandemic school and working.





The HRO has been closing many of these older cases over time but has not been able to keep up with all of the incoming files, a challenge discussed in 3.3.1.

It should be noted, furthermore, that closing cases earlier than later is not always an indicator of success, as the ultimate goal is to serve justice, make victimized parties whole, and restore relationships appropriate, wherever possible, and sometimes this means taking more time with cases, rather than prematurely closing or redirecting them. Anecdotally, for instance, the HRO in recent times has been spending more time on the threshold assessment phase than previously, out of vigilance and a concern to ensure we have sufficient information to dispose of the case appropriately (even though the prima facie standard technically puts the onus on the complainant). This is a positive development from an ends perspective, but could mean some cases take longer to close.

Early resolution

The HRO has yet to operationalize an official measure of "early resolution". Any such future measure would need to include cases that are resolved without ever making it to the complaint stage, which could require tracking the outcomes of consultations among other things (not always an easy undertaking). Early resolution as a measure may also include complaints that are resolved within 3 months of their filing (and in this respect there has been a very marginal increase in the numbers of complaints closed within 3 months from 14% of closed cases in 18/19 to 15% of closed cases in 19/20). On a positive note, though not fully quantifiable as yet (because what may appear to be a resolved "incident" could subsequently turn into a complaint within a year's horizon, and because student complaints are not currently centrally tracked or handled by the HRO), there has been a very large increase in the number of reported incidents of racism and hate involving or impacting students that are being addressed and resolved early - and likely more appropriately with increasing HRO and central system support - as a result of the introduction of the new early resolution-focused Procedure 728 (Reporting and Responding to Incidents of Racism and Hate Involving or Impacting Students). PR728, for instance, requires (among other things) the reporting of any racism or hate/bias incident within 24 hours, immediately addressing any safety needs of impacted parties as soon as possible, and consulting with an Organizational Response Team wherever guidance on

an appropriate response is required, and this no later than 3 working days after the incident report (with any extension of such timelines requiring Executive approval).

One small indication of the scale of current TDSB efforts to resolve racism and hate incidents early (*before* the complaint stage) is the fact the HRO has been involved in more than 62 Organizational Response Team meetings between May 29, 2020 and August 31st, 2020 alone (with the summer months traditionally being a down time) – and this trend has continued to increase in the new 20/21 school year. Plans are also underway (as discussed in section 4) at the HRO to increase the use of Alternative Dispute Resolution through a concerted HRO-led, board-wide strategy.

3.3. Overall Successes

3.3.1 Increased overall Board capacity

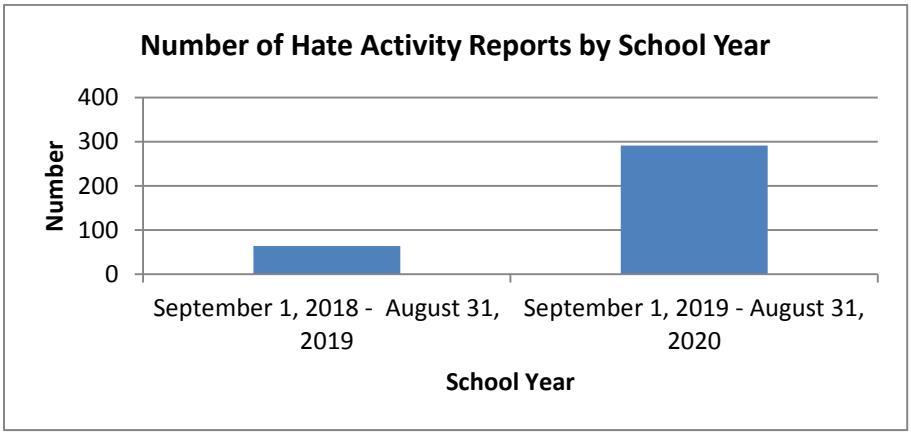
The HRO has gone from an office of one Executive Superintendent and then one Senior Manager with one casual Assistant and no staff (September/October 2018) – with over 200 cases to manage – to becoming a fully staffed office of ten FTEs, spread out over two offices (including a newly constructed west-end satellite office), with modernized case management and online reporting systems either built (e.g. RBH Portal) or well on their way to completion (e.g. forthcoming Human Rights Inquiry Portal and Complaint Portal, and case management system), and a significantly and proactively and systemically expanded and reoriented transformational mandate (extending the reach of the office beyond transactional complaint processing). The HRO got off the ground, drawing on the best practices and thinking of human rights and equity practitioners from around the GTA and province, as concerns the administration of human rights in K-12 educational settings. This was done through the hosting of a premier meeting of human rights minds at the HRO's inaugural Human Rights and Education Symposium, in partnership with York University in November of 2019.

The investment of time, resources and labour renewing the HRO has incontrovertibly increased the capacity of the Board to protect and advance the human rights of all TDSB members, though this will take some time to fully bear fruit, as with all meaningful change (as much of this restructuring work beneath the scenes is low on the visibility horizon of initiatives but high in long term impact).

3.3.2 Increased HRO and Board capacity to effectively address student human rights issues

Another positive development has been the growth of the HRO's mandate and service offerings beyond the employment setting, which previously predominantly pre-occupied the HRO (at least in recent history), in order to better serve, protect and promote the human rights of students and parents, on the critical and essential service side of the Board's mandate. While we are only at the outset of this critical transition, and our ability to effectively engage and address student and parent human rights issues and concerns will be largely dependent on resourcing going forward, this growth in HRO service offerings and involvement is revealed in the following indicators through the following indicators:

a) exponential growth in the numbers of hate activity incidents in schools being reported to the HRO and directly involving the HRO in a consultative capacity included through the newly introduced Organizational Response Team.

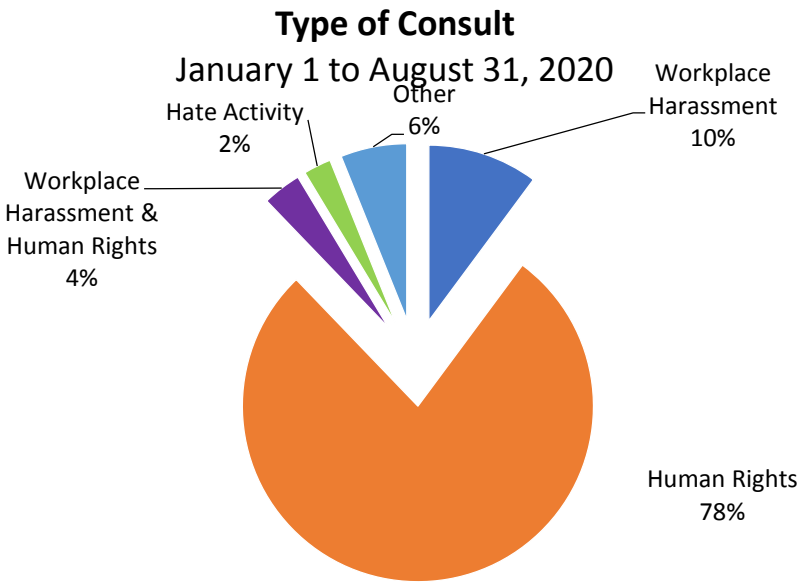


b) the growing number and proportion of complaints at the HRO involving human rights, including human rights in educational services year over year, demonstrating the HRO's increased focus on human rights in schools, rather than its previous disproportionate focus on non-human rights related workplace bullying and harassment (down from 45 % in 18/19 to 33% of the HRO's complaint portfolio in 19/20).

TYPE OF COMPLAINT	2018/2019 NUMBER OF COMPLAINTS	2018/2019 PERCENTAGE	2019/2020 NUMBER OF COMPLAINTS	2019/2020 PERCENTAGE
Workplace Harassment *(no human rights ground)*	95	45%	67	33%
Human Rights	58	28%	75	37%
Human Rights and Workplace Harassment	51	24%	54	27%
Not Identified	5	2%	6	3%
TOTALS	209	100%	67	100%

SOCIAL AREA	2018/2019 NUMBER OF COMPLAINTS	2018/2019 PERCENTAGE	2019/2020 NUMBER OF COMPLAINTS	2019/2020 PERCENTAGE
Education/Service	6	3%	12	6%
Employment	203	97%	190	94%
TOTALS	209	100%	202	100%

c) the growing proportion of HRO consultations involving student and parent human rights issues.



The above sampling of consultation subjects is consistent with what HRO staff anecdotally have noted (since we don't have consultation data from 18/19) as a significant transformation – since the 18/19 school year - in the subject matter of consultations among Human Rights Office staff, which increasingly concern human rights issues among students in schools.

3.3.3 Growing confidence and Trust in the HRO

While the HRO still has a long way to go to earn the full trust of the larger TDSB community, there is growing confidence and trust in the office, as shared anecdotally, but also as demonstrated concretely in the growing demand for HRO consultation services, including increasingly in relation to matters beyond and before the complaint stage (as most recently demonstrated by the HRO's substantial role in supporting the development of, and providing, guidelines and advice around COVID -19 accommodation issues, mask exemptions in particular). The extent of HRO consultation (mostly on rights and responsibilities) by administrators and senior team members in particular (see section 2.4) is further demonstrative of this, though greater attention will need to be paid to other TDSB community members in the future, to build relationships across, and more equitably serve, the entire TDSB community.

The fact that HRO complaint numbers have been on an upward trajectory – at least until the pandemic, when complaint numbers returned to 18/19 levels despite the significant reduction in close interpersonal interaction – is another potential indicator of ongoing confidence in the Board's internal human rights and workplace harassment complaint process by those whom it covers, namely employees. In this respect, there has been a particularly substantial growth in the numbers of complaints being filed by ETFO members year over year, though, conversely, also a significant decrease in complaints from OSSTF members (as discussed in section 2.1). Continued trust and confidence in the office moving forward will depend in significant measure on the HRO's capacity to reduce overall case backlog and delays in complaint processing through a concerted backlog reduction effort.

3.3.4 Increased human rights monitoring and data collection capacity

Another key positive development is the growing capacity of the HRO and Board to monitor the state of human rights at the TDSB, including through the collection and analysis of aggregate data trends, to better assess where we are at and inform where we need to be, to achieve the HRO's mission of creating

a thriving culture of human rights at the TDSB. The extent of human rights data presented in this Report is but one indication of this enhanced human rights monitoring capacity, as is the growing number of racism and hate incidents being reported by TDSB Administrators, and the extent of detail captured in the new online RBH reporting portal.

This has been enabled by the HRO's growing resourcing and very intentional focusing of efforts on expanding our monitoring tools, functions and mandate, given the centrality of such data as a linchpin for more strategic, proactive and systemic human rights enforcement, in keeping with desired future goals and directions, to advance along the human rights organizational change continuum (Stage 4, as discussed in section 3.1). The modernization of data collection and reporting tools – including the introduction of an RBH (Racism, Bias & Hate) Portal, and forthcoming Inquiry and Complaint Portals and new case management system - are among the additional critical enablers of this transformation (thanks in part to ongoing internal support provided by IT Services), as are current policy and procedural transformations, which are placing an increasing onus on system leaders to proactively monitor and report human rights violations.

The HRO and Board, nevertheless, are only at the beginning of this proactive monitoring journey, with a lot of work still to do – including updating complaint forms and tracking to better enable a more finely grained, disaggregated and intersectional analysis, with increasing traceability and locational accuracy to connect the dots between decision points, outcomes and responsible agents. The HRO, furthermore, recognizes the need to develop a more holistic and global framework of human rights evaluation that expands measures significantly beyond complaint data, and perceived differential treatment (as revealed in survey data), to turn a greater eye towards and spotlight on the monitoring of inequitable outcomes in education and employment, for which no non-discriminatory explanation or justification may exist (an initiative included in our future action plans, per section 4).

3.3.5 Increasing accountability for and mainstreaming of human rights responsibilities and increasing proactive focus of activity

The growing monitoring, analysis and reporting of human rights outcomes and related data, together with the increasingly clarified nature and specification of roles and responsibilities in updated policies and procedures (including P031/P034/PR728/PR515), has begun to lead to a perceptible growth in accountability among TDSB members for upholding human rights. Regular, unfiltered, transparent reporting of such data publicly and internally, and incorporating this into performance evaluation and planning, will be critical to continuing to enhance accountability in the future.

Looking back, the concerted efforts of senior leaders to communicate human rights obligations, and perhaps even more impactfully, to enforce such obligations in a few high profile cases, has also played a key role in enhancing accountability and increasing vigilance around human rights obligations across the Board.

Among the most impactful and promising developments over the past year has been the increasing integration and embedding of human rights responsibilities into the day to day roles and activities of supervisory staff – most significantly through PR728 – which has significantly increased accountability for such matters among appropriate "directing minds", and helped to ensure that issues do not disappear into oblivion before being properly resolved. The mainstreaming of human rights responsibilities and

proactive positive duties in new and forthcoming TDSB human rights policies and procedures - which merely more explicitly articulate duties that already exist for supervisory staff in law (in which ignorance is no defence) – is the only sustainable model for ensuring a culture of human rights is created and sustained, especially in an organization as large as the TDSB (where human rights could never and should never be the sole preserve of a few human rights specialists).

The growing proactive focus and locus of human rights activity is a welcome departure from the recent past, though there remains much room for improvement on the ground in such respects.

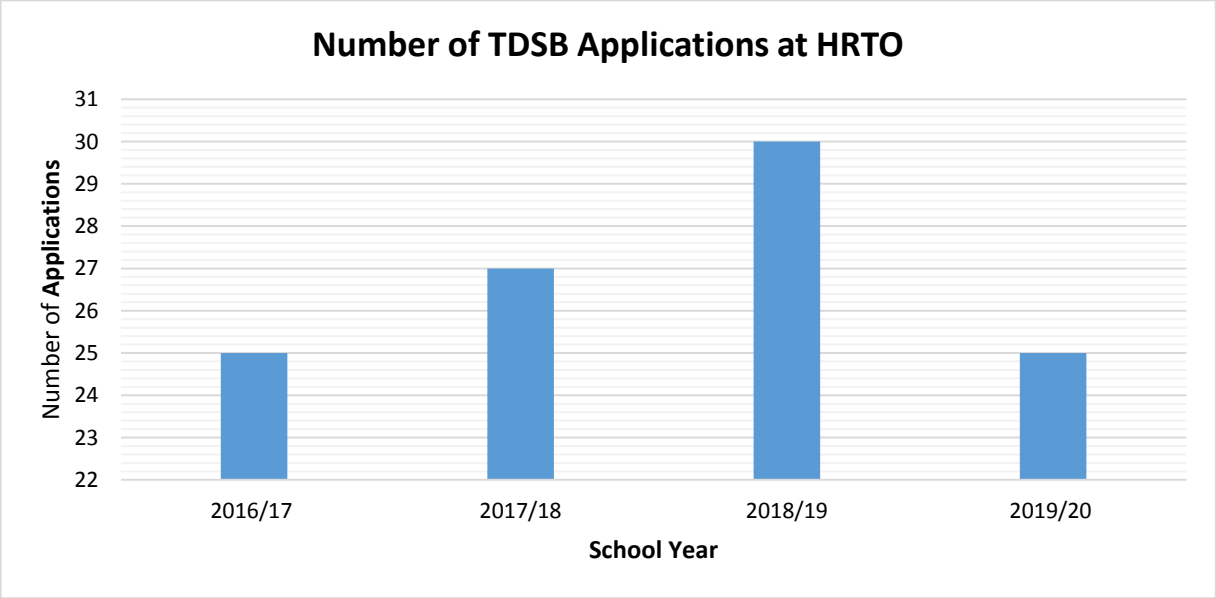
3.3.6 Human Rights Learning and Growth

There has also been significant learning and growth in human rights competencies among some segments of staff. While the HRO has done some targeted professional development and training, focusing mostly on senior team and administrators, most of the richest and lasting learning has happened more organically, through staff working through issues together - on the job, in real time - with HRO staff support and consultation, as exemplified through the Organizational Response Team process. Numerous staff have shared "eureka" moments, occasioned or inspired by HRO staff members, and this has been very encouraging to see take hold.

That said, the HRO has yet to fully launch its training program, with the exception of some online training modules and in-person sessions on PR728, and with major human rights policies and procedures recently revised and/or in process on the near horizon, there will be need for a significant expansion and institutionalization of human rights learning and capacity building in the near future (as discussed in future plans in section 4).

3.3.7 HRTO complaints and HRO investigation costs

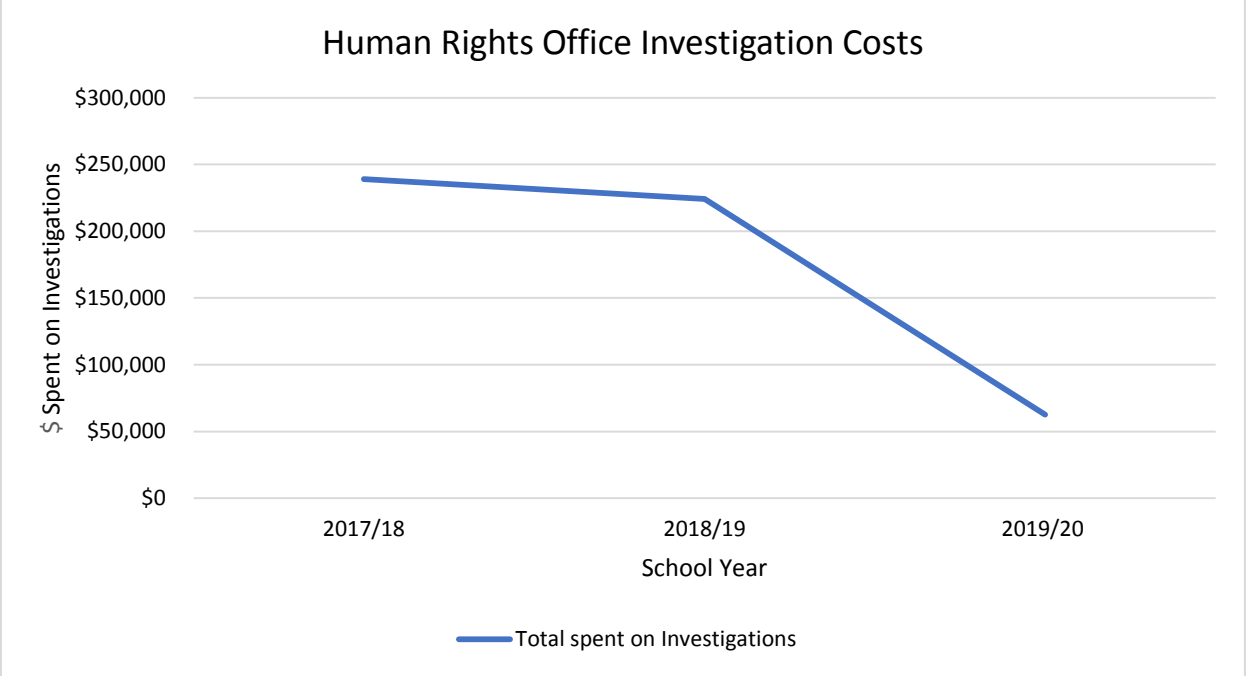
The expanded resourcing of the HRO has coincided with a moderate decrease in the number of HRTO applications filed in the 19/20 year, per graph below.



It is nevertheless difficult to establish anything more than co-relation, and certainly not causation, between such developments, given the large number of variables that could account for persons initiating

external human rights legal proceedings against the Board within any single year. Over the long term, nevertheless, one would hope to see a decline in the need for members of the TDSB community to have to pursue external legal proceeding in search of recourse, provided the internal systems and processes are optimized in a manner providing for just recourse, reparation, and prevention which is the higher goal of human rights, rather than any instrumental cost savings.

Another result of the hiring of new staff to help investigate and resolve complaints has been the significant costs savings in external investigator costs, which have decreased 74% since the end of 2017/2018 school year. The future feasibility of the HRO staffing model for complaint handling, nevertheless, may have to be reviewed against other models deployed in other very large organizations (such as the Ontario Public Service), where human rights officers supervise rather than directly conduct investigations, due to the volume of complaints and time it takes for staff to conduct investigations, which is time away from offering other critical advisory services. Needless to say, external investigator costs on a per diem basis are significantly higher than day to day internal staff investigator costs.



3.4 Overall Challenges (including mitigation strategies) and concerns

3.4.1. Persisting Backlog, Delays and Capacity issues

The greatest ongoing challenge facing the Human Rights Office is its capacity to keep pace with the more than 200+ newly incoming complaints each year, while simultaneously striving to reduce the large backlog of cases inherited in 2018, in no small part as a result of the office's previous under-resourcing, relative to the size of the Board and incoming complaints, as well as due to staff turnover challenges in recent history. These issues have been discussed in more detail in section 2 of the report under current trends.

Besides staff turnover, other key factors accounting for growing case load in 19/20 was the significant increase in demand for consultations with the HRO that same year (discussed above in section 3.3.3), and fairly dramatic expansion of the HRO's role and mandate beyond employment to addressing racism and hate incidents in schools, with the number of racism and hate incidents reported to the HRTO rising

dramatically over the 19/20 year, along with HRO's involvement in Organizational Response Team meetings.[32]

It should be noted here that the HRO's decision to expand its services to engage human rights issues (racism and hate in particular) impacting or involving students in schools with the introduction of Procedure 728 was premised on an agreement made in December of 2019 to transition the large number of non-human rights cases of workplace harassment/conflict - which accounted for almost half (45%) of all HRO complaints in 18/19 - to Employee Services. As noted earlier in the report that transition has not materialized to date, which has led to a challenging situation whereby the HRO had opened up a brand-new door of service provision, without ever closing the existing door of non-human rights service provision. Some of the reasons for this delay may be attributable to the pandemic in March 2020, which undoubtedly became a priority focus of attention, and which also led to all policy development being put on hold, including HRO revisions to P031 (Human Rights Policy) and P034 (Workplace Harassment Prevention Policy) to effect such changes in mandate among others. Despite HRO efforts, there was no transitional plan put in place. The consequent volume of activity within the HRO currently, thus, remains cause for concern, including from a staff retention perspective (as there are lots of opportunities for human rights professionals to work elsewhere, under less trying circumstances, in what is a growing field of employment).

Another significant factor contributing to the decrease in numbers of cases closed in the 2019/20 school year, over and above staff turnover and growing demands on service, was the fact that an increasing proportion of complaints filed in the 19/20 school year involved human rights grounds (as opposed to non-human rights workplace harassment issues).

Human rights cases are generally more complex and time-consuming to address, and more often than not involve direct HRO management and investigation, unlike workplace harassment complaints where no human rights grounds are involved (which, according to the terms of PR515, are generally redirected back to management to handle in the first instance, with the HRO supporting in an advisory versus lead managing role).

There has been a general increase in Human Rights complaints everywhere with increasing with increasing levels of social justice advocacy in the wake of the Black Lives Matter and Me Too movements among others. A final protection factor leading to longer case handling times has to do with changes in law since 2017, which found expression in changes that same year to the Board's Workplace Harassment and Human Rights Procedure (PR515) governing complaint handling. Among the statutory changes that took effect in 2017 as a result of Bill 132, Sexual Violence and Harassment Action Plan Act, 2016, was a new requirement for employers to ensure investigations "appropriate in the circumstances" are conducted into every incident and complaint of workplace harassment. This led to a large growth in the

[32] Compounding this challenge further, in terms of HRO capacity constraints, was a decision in June 2020 to revise PR728 to require the convening of an Organizational Response Team for every single incident of racism, bias or hate in every school, all the time, which became unsustainable for the HRO, and which was subsequently revised back to the originally proposed version assented to by the Board of Trustees, which called for proportionate response and the convening of an ORT based on objective escalation criteria. This change was intended in part also to enable Board leaders and staff to spend more time on capacity building and prevention, against the reactive grain of so much work in this area.

numbers of investigations initiated across the entire sector, which corresponded with a relative decline in the use of alternative dispute resolution methods that were historically used, in the absence of an investigation, to close many cases early.[33] The Ministry of Labour, moreover, may now conduct third party inspections to ensure compliance with such provisions, and complaints may now also be filed with the Ministry of Labour, including to request the review of files closed by the HRO, something that has also begun to take up time for HRO staff (though we have yet to be found in contravention of the Occupational Health and Safety Act).

Whatever the reason for the growing backlog of cases and delays in complaint processing, the HRO will need to pursue very intentional and concerted measures to mitigate and reverse this trend going forward, including by, for instance, hiring more staff (even if on a temporary basis) to deal with the backlog, streamlining PR515 to enable more timely and expedited investigation options, moving non-human rights cases out of the HRO (a top priority which would immediately alleviate some pressure), and/or, in the event that all this still falls short, considering moving to a new and different case management model (for example, whereby HRO Senior Human Rights Officers contract out all investigations and merely supervise them, as is the case in the Ontario Public Service, due to the volume of complaints and time/labour intensiveness of directly conducting human rights investigations). The HRO will also need to look at ways to expand early resolution options including by resolving matters before they become a complaint (akin to PR728 but as applies on the employment side), using ADR methods increasingly before and where there is a complaint, while doing so in a manner that meets all legal requirements. Finally, it will be critical and essential to build human rights capacity and mainstream accountability for human rights (through performance management, hiring and promotion etc.) among all Board staff in an effort to prevent human rights violations from occurring in the first place. The new HRO roles dedicated to this proactive preventative organizational change work and education, thus, must be maintained, if not expanded, to help facilitate this.

3.4.2 Management human rights competency

Leaders in TDSB with supervisory responsibilities must engage in additional learning with respect to human rights and equity in order to increase expertise and competencies in these areas.
TDSB Principals and Vice Principals are the number one group in terms of being named as respondents in complaints brought forward to the HRO. Especially, relative to the proportion of their numbers within the TDSB, see Appendix C.

To mitigate against trend this future hiring, promotion and staff performance management will need to better integrate human rights and equity competencies so that TDSB leaders are best equipped to lead schools in one of the world's most diverse cities.

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[33] For more on these changes in law, see for example https://www.labourandemploymentlaw.com/2016/09/employers-take-note-ohsa-amendments-under-bill-132-are-now-in-force/ and https://www.mondaq.com/canada/discrimination-disability-sexual-harassment/582644/bill-132-significant-changes-to-the-laws-in-ontario-that-employers-need-to-know-regarding-sexual-violence-and-harassment-in-the-workplace.

The idea that managing such issues as equity, inclusion, respect in the workplace and learning environment is not a core part of the job of teachers, administrators, supervisors, superintendent and senior leaders – and that one can do well in the organization notwithstanding competencies in such respects - is an idea and practice that must change, alongside the idea that human rights is the job of the HRO and not everyone's job (directing minds even more so, as an existing fact of law). All the training in the world will not remedy this situation if the practical reality on the ground remains that one can do just fine in the organization without such (erroneously conceived as "nice to have") skills.

3.4.3 Lack of awareness of HRO expanded mandate and downstream positioning and engagement
Due to the HRO's recent historical focus on the handling of human rights and workplace harassment complaints in the workplace, many leaders in the TDSB continue to treat the HRO as a "complaint shop" that is only engaged downstream in the emergency room so to speak.
The HRO must be present at the table when the most impactful decisions on human rights outcomes among TDSB members are being discussed. All TDSB members – including senior management – stand to benefit from engaging the HRO more proactively upstream so that impactful decisions are considered through a human right lens up front, rather than downstream, after a crisis. The HRO will also need to do its part in amplifying its new and expanded mandate and role across the organization to facilitate this future transformation.

3.4.4 Substantive human rights issues, challenges and concerns at the Board: Anti-Black Racism, Indigenous issues, Disability Accommodation, Gender non-conforming students
The data indicates that racism is a serious problem – anti-Black racism in particular.
The HRO is in the process of building a new complaint portal to enable a more precise disaggregated analysis of race related grounds among other things. Existing probing of the data for trends, however, has already revealed, for example, a disproportionate number of complaints from Black administrators involving allegations of anti-Black racism, that is suggestive of a potential systemic problem that will requiring further systemic inquiry (see upcoming initiatives in section 4). Staff census data also reveals that racialized employees are less likely to view the TDSB as a fair and non-discriminatory workplace (see Section 3.2.1.1)

HRO complaint data, which is almost entirely employment related, also reveals that there may well be a need for future targeted focus on disability related issues going forward. As disability was the second most frequent ground of complaints with the HRO internally after race. The (2017) Staff Census and Survey Data is particularly concerning as concerns the number of persons identifying as having a disability as perceiving the TDSB to be deficient in its human rights track record, with this grouping being the most likely to perceive problems in this respect among all equity seeking groups (see section 3.2.1.1).

Student data
Existing HRO data concerning racism and hate activity shows that anti-Black racism is by far the most frequent form of discriminatory conduct reported in schools. The data is quite alarming in this respect, as demands ongoing targeted attention to remedying and preventing anti-Black racism in schools.

Student survey data furthermore underlines a concerning pattern, with students identifying as Black, Indigenous, Latin American, gender-non-conforming, LGBTQ+ students generally reporting lower levels of belonging and fairness of treatment in schools etc. (see section 3.2.1.2). Such realities will need to be

considered in human rights efforts going forward, including efforts to better integrate tenets, principles and aspirations of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRP) and recommendations of the Truth and Reconciliation Commission in future human rights efforts.

3.4.5 Human rights complaint process for students

While the HRO's growing involvement monitoring and advising on the early resolution of incidents of racism or hate involving or impact students in schools under PR728 (see 3.3.2) is a positive development, existing policy and procedure still places the handling of human rights complaints by students or parents beyond the purview of the HRO and the Board's Procedure 515 (Workplace Harassment Prevention and Human Rights Procedure) which governs the human rights complaint process.

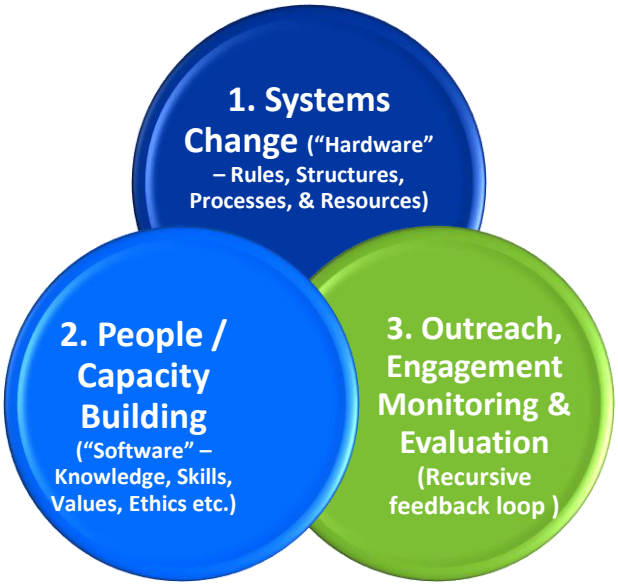
Beyond PR728 (which governs incident reporting and not complaints), which sets out some general high level expectations for the handling of discrimination in schools, there is therefore little by way of concrete, detailed and required steps governing how complaints from students and parents must be handled, beyond a general reference in PR515 to other Board policies and the parent concern protocol, none of which lay out in any detail a human rights complaint process for students and parents, other than a conventional management escalation process (per the parent concern protocol). This absence of specific direction and guidance in procedure leaves students and parents overly reliant on management discretion as to how their human rights concerns will be handled.

This procedural gap will need to be rectified in upcoming procedural revisions to PR515. Bringing student and parent complaints within the jurisdiction of PR515 or a specified procedure detailing how student/parent human rights complaints will be handled will increase accountability for the proper handling of such complaints, as well as provide administrators greater clarity and guidance on what is expected of them. It will also require ensuring there is adequate capacity and resources to implement any future student/parent complaint procedure, particularly if it will require a new expanded role for the Human Rights Office, given existing capacity constraints.

Action Plan and Associated Timeline

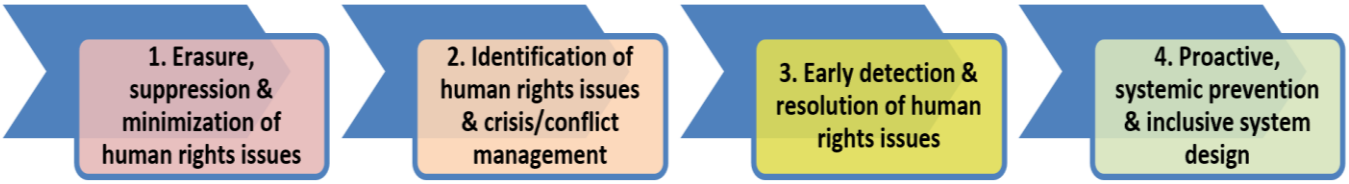
The Human Rights Action Plan, as implemented by the HRO, centers systemic change as a foundation for human rights organizational change to effectively identify, address, remedy and prevent discrimination. This sequencing of work, though not perfectly linear, is reflected in the diagram below.

Sequencing of human rights organisational change



Concretely, this means for example that other areas of HRO activity such as professional development and learning or outreach and engagement are grounded in helping TDSB members understand their systemically enforced rights and responsibilities in their particular contexts and roles (rather than discussing human rights in the abstract, as people need to have this translated for them concretely on the ground in the context of systemic accountabilities). This approach and prioritization – aimed at building a culture of human rights on a systemic bedrock of human rights enforcement - explains why the HRO has expended so much of our energies over the past two years on renovating our policies and procedures and embedding new system monitoring tools to provide a meaningful foundation for long term human rights organizational change.

Continuum of Human Rights Organizational Change



These systemic monitoring and policy development efforts, moreover, aim to advance the TDSB further along the above continuum of human rights organizational development, for example, by moving the Board beyond a reactively enforced individual-focused model of human rights compliance (human rights as "non-discrimination" as enforced through individual complaints) towards a more proactive and systemic approach that seeks to enforce human rights at more systemic levels, focusing equally on systemic monitoring, prevention and inclusive system design. Examples of this ("systems change") priority area of work include the new and enhanced positive duties upon system leaders to report, monitor, analyse data trends, and develop prevention plans in the new PR728 and forthcoming Human Rights Policy, a draft of which has already been prepared and approved for consultation in 2021, which furthermore proposes the creation of a new Human Rights Program of "positive duties", including

training, performance management, data collection, analysis and public reporting, among other new positive requirements for system leaders.

Human Rights Action Plan: 2021 and Beyond

The HRO currently has four main priority areas of work: 1. System Accountability; 2. Capacity Building; 3. Outreach & Engagement; & 4. Incident/Complaint Resolution. Each of these are discussed in turn below, including work scheduled for completion this year and beyond, and the desired outcomes of work in each of these activity areas.

This HRO Operational Plan is consistent with the Human Rights Action Plan in the TDSB's Multi-year Strategic Plan (see Appendix B Figure 2), however it provides further details of how this Plan is being operationalized on a practical level.

While the overall goal of the Human Rights Action Plan (HRAP) in the MYSP is to "identify and eliminate embedded systemic barriers and discriminatory institutional and instructional practices that negatively impact the achievement and well-being of students and staff and lead to inequitable outcomes", Phase I of this work, per Operational Plan below, is focused on building a strong, firm foundation for lasting systemic human rights organizational change. The Operational Plan described below, thus, *is* the human rights organizational change strategy to infuse human rights principles into the work of the Board, in every school, and in every workplace, including through professional learning, education and inclusive system design, monitoring and barrier review (i.e. the first of 5 action plan commitments in HRAP).

1. Systemic Accountability

The Human Rights Action Plan commits to "develop and implement a human rights accountability framework to clarify roles and responsibilities and integrate and mainstream accountability for human rights across the Board, including through policy, procedure, and performance management and evaluation" (i.e. the third of five action plan commitments in HRAP). It also calls for "integrating principles of human rights in the Leadership Capacity Plan" (second of five action plan commitments in HRAP). These are integrated in the schedule of initiatives below.
The desired outcome of scheduled activity in this area of work is:

- All TDSB members are held accountable for upholding human rights with meaningful consequences for poor human rights performance.
- The TDSB is transparent about its human rights commitments, plans, measures and progress

Initiatives scheduled for competition 20/21 include:

- Finalize updates and revisions to PO34 (Human Rights Policy), PO31 (Workplace Harassment Prevention Policy), PR515 (Workplace Harassment Prevention and Human Rights Procedure) and hard launch of the new PR 728 (Reporting and Responding to Racism & Hate Incidents Involving or Impacting Students) and Racism, Bias & Hate Portal (completed November 30, 2020);
- Finalize updates in collaboration with Employee Services to policy directives and guidelines and related promotional materials governing PAID Miscellaneous Days for Religious Holy Days;

- Support Indigenous Urban Education Centre with human rights positioning as need be regarding special program hiring and bona fide occupational requirements in support of targeted hiring measures
- Support TDSB Centre of Excellence for Black Student Achievement in the goal of dismantling anti-Black racism within the school board, including improving the experiences of Black students and staff.
- Support update of TDSB Guidelines for the Accommodation of Transgender and Gender Non-Conforming Students and Staff in collaboration with Gender-Base Violence team members

Further work the HRO aim to at least begin in the 20/21 school year and carry on moving forward includes:

- Update of new integrated Sexual Harassment Policy (in collaboration with Employee Services)
- Update TDSB's Guidelines and Procedures for Religious Accommodations
- Development of a more holistic and global TDSB and HRO Human Rights Performance Evaluation Framework and Scorecard including broader Key Performance Indicators
- Development of a Human Rights Organizational Change Program, including (but not necessarily limited to):
- A process to identify, remove and prevent potential systemic forms of discrimination in TDSB policies, procedures or practices, whether by virtue of acts of commission or omission (including development of a Human Rights Impact Assessment Framework and Tool);
- A performance management framework to integrate and embed accountability for human rights across the organisation, including in human resource hiring and promotion decisions and performance management;
- Data collection, analysis and reporting to measure and evaluate the TDSB's progress in protecting and advancing human rights, and to inform appropriate remedial and preventive systemic interventions; and
- Information, learning and awareness to ensure TDSB members are aware of their rights and responsibilities under this Policy and have the necessary knowledge, skills and competencies to fulfill these.

2. Capacity Building

Capacity building initiatives scheduled for completion or starting this year relate primarily to professional development and learning, but also the development of tools and resources, and alignment and integration of governance structures and bodies to help coordinate, steer and inform overlapping areas of human rights related work at the TDSB (including which extends beyond the HRO Operational Plan and requires cooperation across functional work areas).

The desired outcomes of such work include:

1. TDSB leaders & staff (including within the HRO) have the requisite knowledge, skills & resources to effectively fulfill their human rights duties;
2. Governance structures & processes support the integration of human rights perspectives into decision-making at all levels.

Initiatives within this operational pillar of action include:

- Development and delivery of a comprehensive Human Rights Education Program for TDSB members. Program to include education to support implementation of new policies and procedures.
- Development of interpretive guides and educational resources in support of effective implementation of new and updated policies and procedures (e.g. PO31, PR728, PR515 etc.)
- Backlog Reduction Plan aiming to ensure adequate resources and capacity within HRO, and appropriate policy/governance design, to enable elimination of backlog and timely resolution of complaints. Ongoing plan to include continual optimization of policies and procedures and review of resources and capacity to ensure these enable backlog reduction and timely complaint resolution (per Section 3.4.1)
- Creation of Human Rights/Equity/Indigenous Urban Education Committee to help better align and integrate work across our overlapping program areas

3. Outreach & Engagement

The desired outcomes of the Outreach and Engagement pillar of the HRO's work include:

1. TDSB staff, students & parents are aware of their rights & responsibilities & mechanisms to enforce these; and
2. The human rights concerns of historically marginalized & disadvantaged groups are identified & amplified, and shape decisions impacting them.

Some upcoming work in fulfillment of this ongoing strategic area of HRO work include:

- Development and launch of new internal and external facing website with regular updated HRO communications to the TDSB community
- Development of Student/Parent Outreach & Engagement Plan, to inform HRO efforts to better serve and engage student and parent members of the TDSB community, including in ways that will inform further future operational planning in other action pillar areas
- Initial development and piloting of a "Human Rights Charter for Schools" project whereby the HRO will partner with select schools in an effort to support human rights organizational development at the school level.

4. Incident/Complaint Resolution

The existing Human Rights Action Plan speaks to the need to "address and resolve disputes effectively and expediently when they arise through conflict resolution and mediation facilitated by the Human Rights Office (ongoing)"; and to investigate human rights cases brought to the Human Rights Office in a timely and effective manner consistent with Board policies and procedures (ongoing)".
Activity areas in this work primarily relate to (1) ongoing human rights and workplace harassment complaint management and resolution service provision; and further program development to support effective implementation of incident/complaint resolution procedures.
Upcoming initiatives in this respect include:

- Launch and optimization of Racism, Bias and Hate Online Portal for reporting and responding to incidents under the new Procedure 728 (Reporting and Responding to Racism and Hate Incidents Involving or Impacting Students in Schools);
- Finalization and launch of new online Human Rights Inquiry Portal for fielding inquiries and receiving advisory HRO support for members of the TDSB community on issues of human rights concern;
- Launch of new online Human Rights Complaint Portal for filing human rights complaints with the Human Rights Office
- Development of Early Resolution Promotion Strategy to enhance early resolution of human rights incidents before the complaint stage wherever possible and appropriate.

APPENDIX A: Strategic Documents

FIGURE A1: Multi-Year Strategic Plan: Embedded Human Rights Commitments

LEADERSHIP	
Leadership Development	Support the journey from informal to formal leadership through the Leadership Capacity Plan, ensuring aspiring, new and experienced leaders have knowledge and skills in human rights, anti-oppression and equitable practices and how issues of privilege, power and oppression result in

	inequitable outcomes. Leaders will also develop content knowledge and pedagogical knowledge for leading (ongoing)
	Structural barriers will be removed that may exist because of our commitment to human rights, equity, anti-racism and anti-oppression
Leadership Development in Equity & Anti-Oppression	Build capacity among groups of educators who possess the facilitation skills and understanding to effectively co-lead learning in human rights, equity and anti-oppression (November 2018 and ongoing)
	Combat various forms of discrimination (e.g., anti-Black racism, anti-Indigenous racism, anti-Semitism, Islamophobia, anti-Asian racism, homophobia, transphobia, and the discrimination faced by those with physical and intellectual disabilities) through human rights training (to be determined)
	Use the principles of human rights, equity and anti-oppression as the foundation for delivering service excellence to students, staff, parents/guardians, and communities (ongoing)
	Provide professional learning to all managers/supervisors involved in hiring processes, to ensure that competency in equity and human rights is embedded in hiring practices and barriers to fair hiring are eliminated (Spring 2019)
International Partnerships	Review and ensure our guiding principles are in line with our beliefs and practices in human rights, equity, anti-oppression, and anti-racism as well as system priorities in deep learning and service excellence for consistency in planning, recruitment, and staff professional learning protocols (Fall 2018)
Board Policy and Procedure	Review and revise all Board policies and related procedures to ensure alignment with the Board's Mission, Vision and Values and MYSP, with emphasis placed on equitable access to learning opportunities and outcomes, human rights, accessibility, equity, inclusion, anti-racism and anti-oppression.
	The TDSB will have more effective processes, outlined clearly in Board policy and procedure, to meet its commitments to students, staff and the community regarding human rights, accessibility, equity, inclusion, anti-oppression and anti-racism.
TRANSFORM STUDENT LEARNING	
Deep Learning: Mathematics	Form working groups to gather input from a variety of stakeholders (students, parents, teachers, coaches, administrators) to co-develop a system math plan that supports our school improvement process and is aligned with our commitment to human rights, equity, inclusion and anti-oppression in mathematics (Fall/Winter 2019)
Inclusion/Special Education	Study the recommendations in the Ontario Human Rights Commission Policy "Accessible Education for Students with Disabilities" in order to incorporate these recommendations into practice
Suspensions, Expulsions and Restorative Practices	Support school administrators in the application of human rights, anti-racism and anti-oppression principles in student discipline (ongoing)

Toward Excellence in the Education of Black Students: Transforming Learning, Achievement and Well-being – Leadership Development	Support leaders in evaluating curriculum resources and co-curricular programs focused on improving well-being based on criteria such as: developmental and cultural relevance, principles of equity and human rights, student interest and evidence of impact (ongoing)
	Monitor the focus of equity goals in schools for next steps in staff learning about anti-Black racism, human rights and anti-oppression
CREATE A CULTURE FOR STUDENT AND STAFF WELL-BEING	
Student Well-Being and Mental Health	Support leaders in evaluating curriculum resources and co-curricular programs focused on improving well-being based on criteria such as: developmental and cultural relevance, principles of equity and human rights, student interest and evidence of impact (ongoing)
PROVIDE EQUITY OF ACCESS TO LEARNING OPPORTUNITIES FOR ALL STUDENTS	
Long Term Program and Accommodation Strategy (LTPAS)	To reflect our commitment to human rights, equity, accessibility and inclusion in the accommodation drivers of the Long-Term Program and Accommodation Strategy (LTPAS).
Accessibility	Develop a new set of accessibility principles and standards that are aligned with the Board's Equity Policy and Ontario Human Rights Commission (OHRC) disability rights objectives (e.g. OHRC policy for Accessible Education for Students with Disabilities) (December 2018)
	Create a five-year Multi-Year Accessibility Plan (MYAP) 2018-2022 (December 2018)
Employment Equity: Equitable Recruitment, Hiring, Promotion and Placement Processes Aligned with Principles of Human Rights	
BUILD STRONG RELATIONSHIPS AND PARTNERSHIPS WITHIN SCHOOL COMMUNITIES	
Issues Management for School and System Leaders	Support effective communication for all leaders in TDSB as well as the ability to communicate complex issues in community meetings and to facilitate difficult discussions with their staff, especially those discussions related to human rights.

FIGURE A2: Human Rights Action Plan (Updated October 2019)

Provide Equity of Access to Learning Opportunities for All

Human Rights

HUMAN RIGHTS UPDATE: ANNUAL REPORT 2018-2020

What is our goal?

Identify and eliminate embedded systemic barriers and discriminatory institutional and instructional practices that negatively impact the achievement and well-being of students and staff and lead to inequitable outcomes.

How will we achieve it?

- Develop and implement a human rights organizational change strategy to infuse human rights principles into the work of the Board, in every school, and in every workplace, including through professional learning, education and inclusive system design, monitoring and barrier review (ongoing)
- Integrate principles of human rights in the Leadership Capacity Plan
- Develop and implement a human rights accountability framework to clarify roles and responsibilities and integrate and mainstream accountability for human rights across the Board, including through policy, procedure, and performance management and evaluation (ongoing)
- Address and resolve disputes effectively and expediently when they arise through conflict resolution and mediation facilitated by the Human Rights Office (ongoing)
- Investigate human rights cases brought to the Human Rights Office in a timely and effective manner consistent with Board policies and procedures (ongoing)

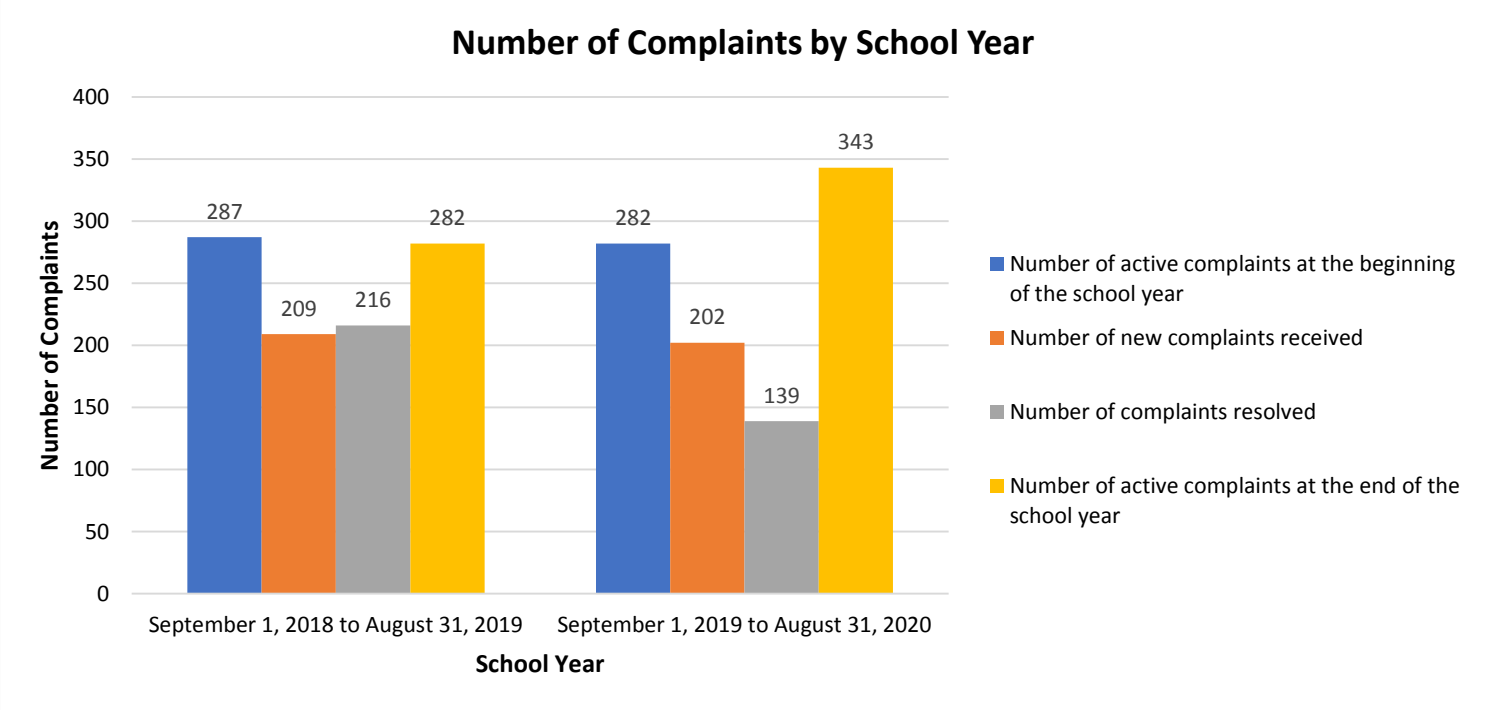
How will we know we are successful?

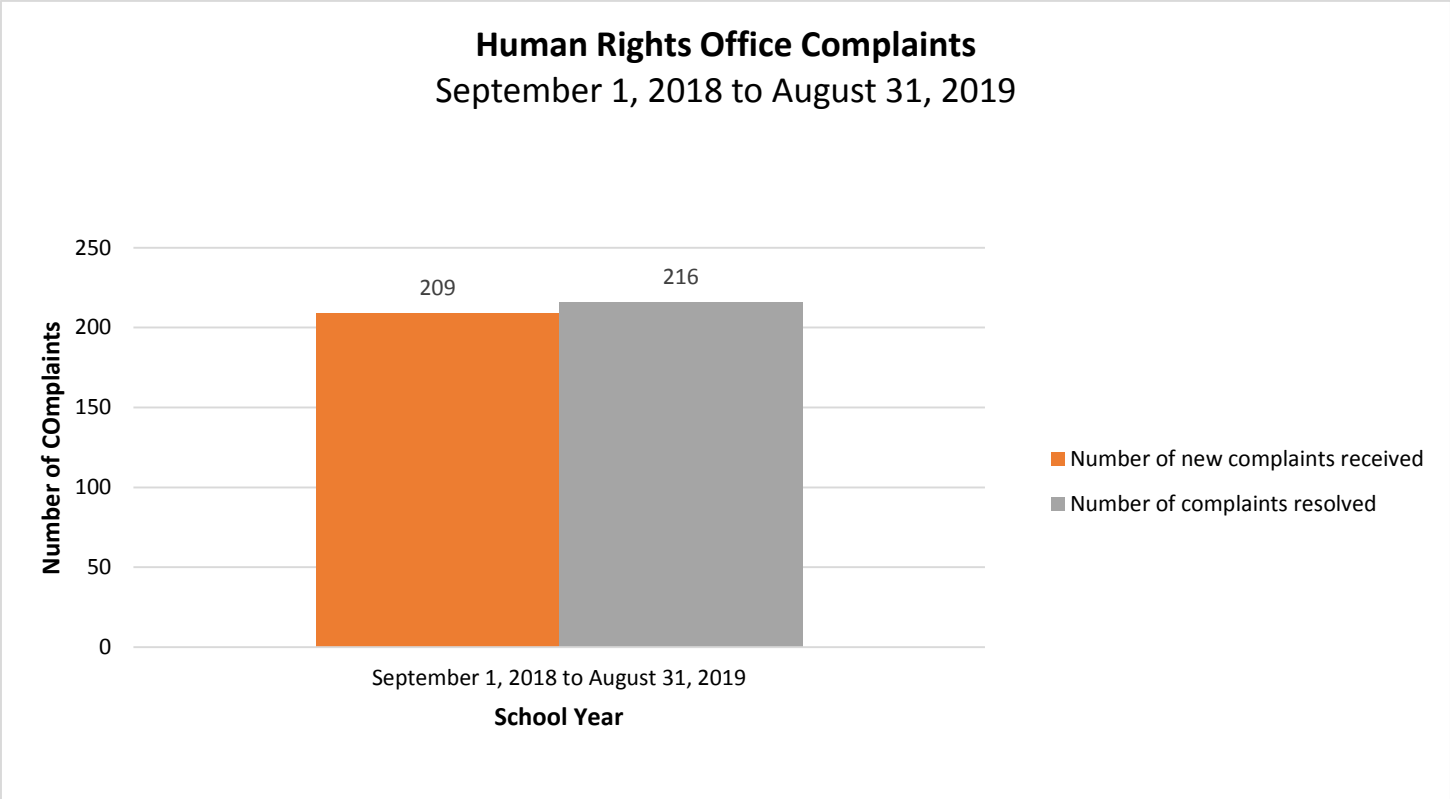
- Reviewing the number of human rights complaints resolved through "early resolution" and investigations.
- Monitor the length of time needed to resolve human rights cases.
- Decreasing the number of human rights complaints because of our professional learning efforts.
- Student, staff and parent census data.

APPENDIX B: HRO Complaint Data

Figure B1: Number of Human Rights Office Discrimination and Harassment Complaints by School Year Received

SCHOOL YEAR	NUMBER OF ACTIVE COMPLAINTS AT THE START OF THE SCHOOL YEAR (September 1)	NUMBER OF COMPLAINTS RECEIVED	NUMBER OF COMPLAINTS RESOLVED	NUMBER OF ACTIVE COMPLAINTS AT THE END OF THE SCHOOL YEAR (August 31)
September 1, 2018 to August 31, 2019	287	209	216	282
September 1, 2019 to August 31, 2020	282	202	139	343




Human Rights Office Complaints
September 1, 2018 to August 31, 2019
250
200
150
100
50
0
Number of COmplaints
209
216
September 1, 2018 to August 31, 2019
School Year
Number of new complaints received
Number of complaints resolved

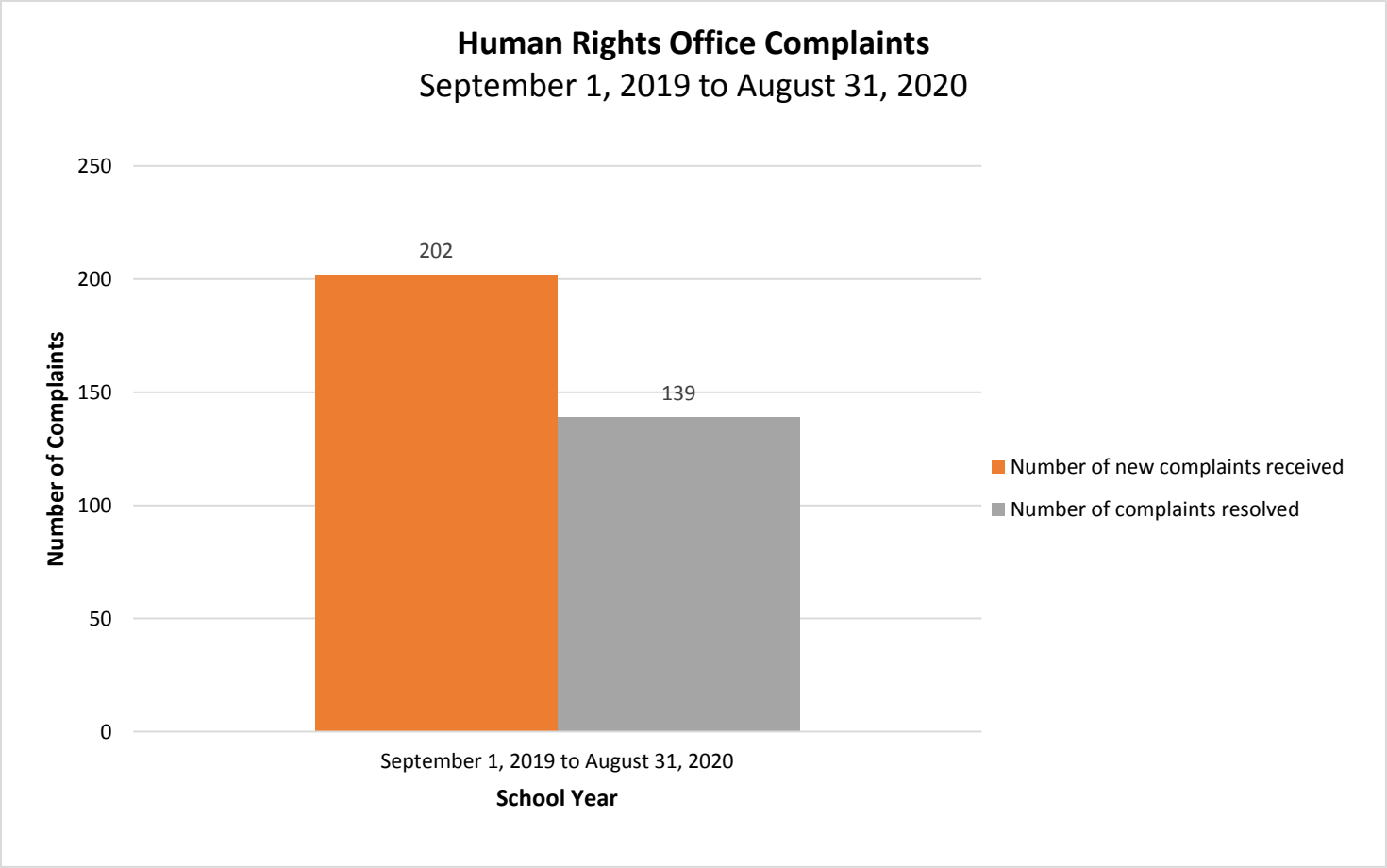

Human Rights Office Complaints
September 1, 2019 to August 31, 2020
250
200
150
100
50
0
Number of Complaints
202
139
September 1, 2019 to August 31, 2020
School Year
Number of new complaints received
Number of complaints resolved

Figure B2: Number of New Complaints Received by Month

Month	Number of Complaints Received in the 2018/2019 School Year	Number of Complaints Received in the 2019/2020 School Year
September	4	10
October	26	27
November	20	23
December	14	20
January	15	14
February	15	13
March	21	14
April	19	14
May	16	16
June	24	24
July	23	23
August	12	4
TOTAL	209	202

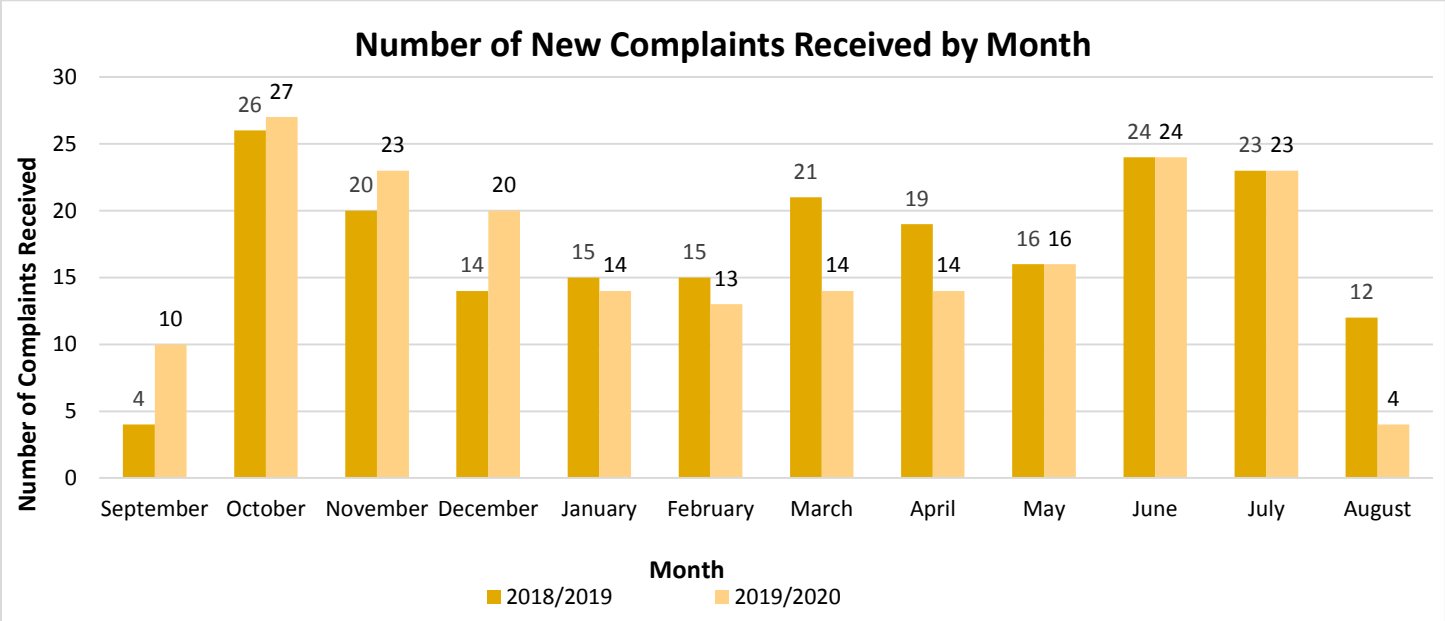


Figure B3: Number of Active Complaints by Year Filed in 18/19 and 19/20

Year Complaint Filed	Number of active complaints at the start of 2018/2019	Number of active cases at the end of 2018/19	Number of active cases at the end of 2019/20
2011/2012	1	1	1
2013/2014	4	2	1
2014/2015	9	0	0
2015/2016	29	10	4
2016/2017	110	43	20
2017/2018	134	83	48
2018/2019		143	106
2019/2020			163
TOTAL	287	282	343

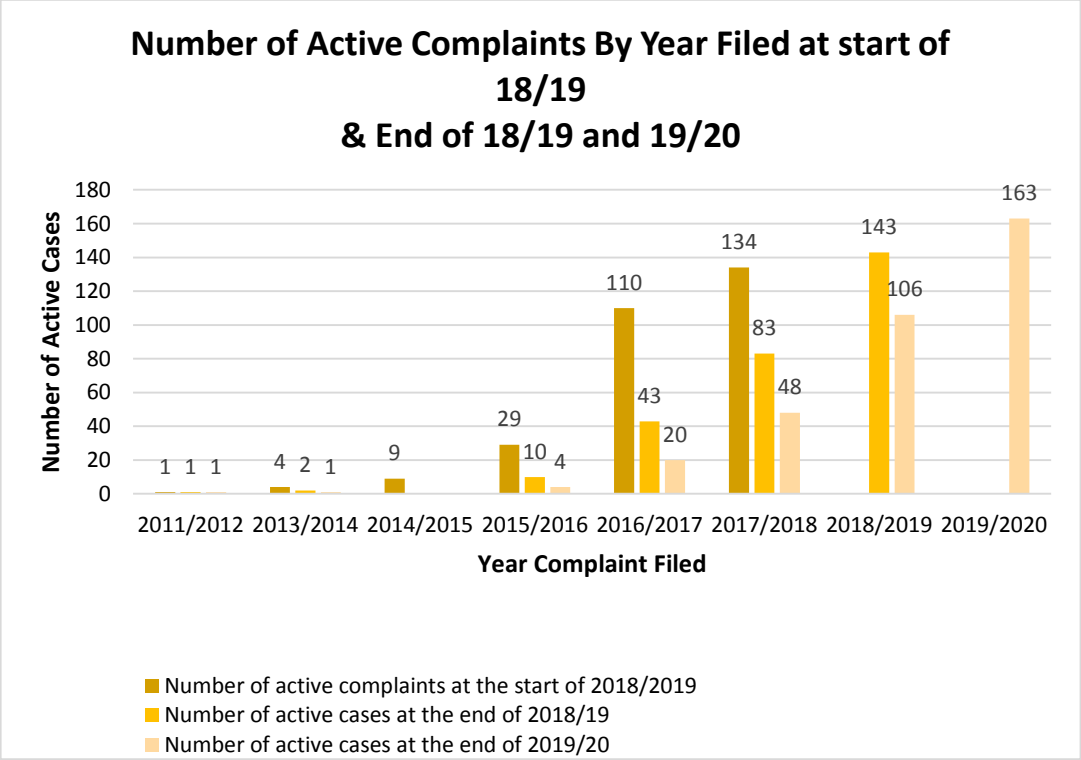
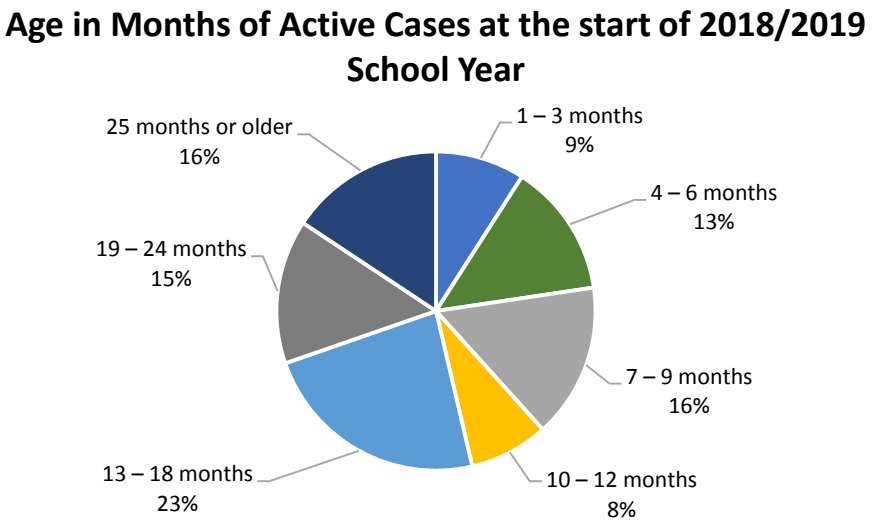
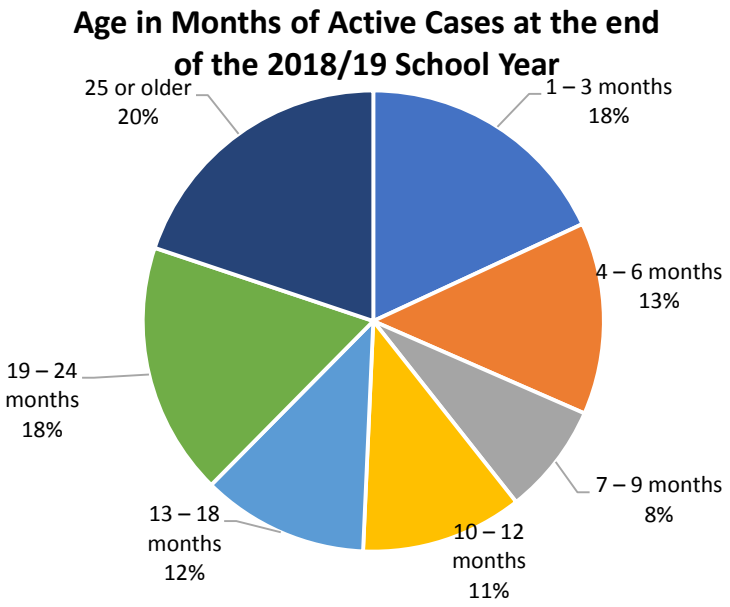


Figure B4: Number of 2018/19 Active Complaints by Age Range (Days and Months)

MONTHS	DAYS	NUMBER OF COMPLAINTS AT BEGINNING OF 2018/2019	NUMBER OF COMPLAINTS AT THE END OF 2018/2019	NUMBER OF COMPLAINTS AT THE END OF 2019/2020
1 – 3	90 days or less	26	51	46
4 – 6	91 – 180	39	38	39
7 – 9	181 – 270	45	22	30
10 – 12	271 – 360	23	32	47
13 – 18	361 – 540	67	33	66
19 – 24	541 – 720	42	50	41
25 or older	721 and older	45	56	74
TOTAL		287	282	343
AVERAGE Age (days)			438.8	478.3

Note: Months are calculated in 30-day intervals




Age in Months of Active Cases at the end of the 2018/19 School Year
1 – 3 months 18%
4 – 6 months 13%
7 – 9 months 8%
10 – 12 months 11%
13 – 18 months 12%
19 – 24 months 18%
25 or older 20%

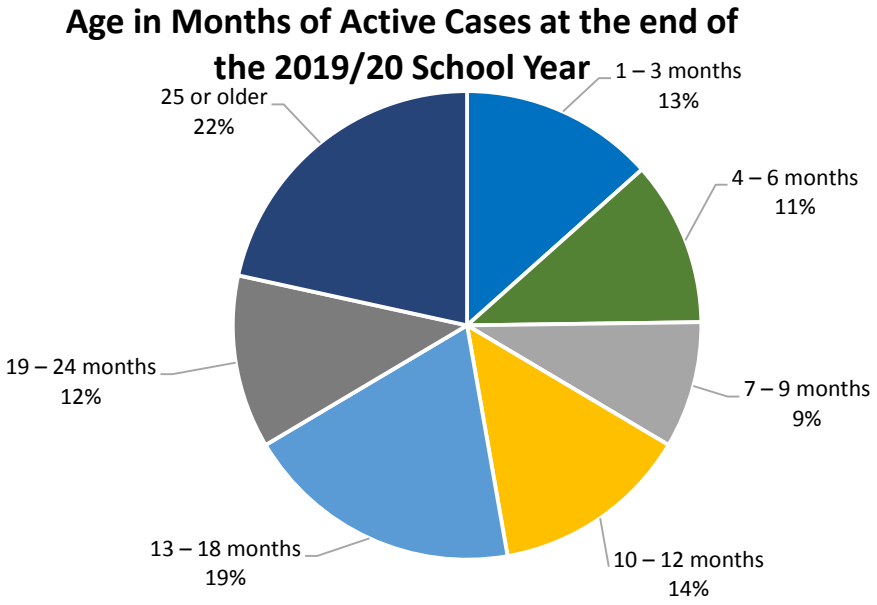
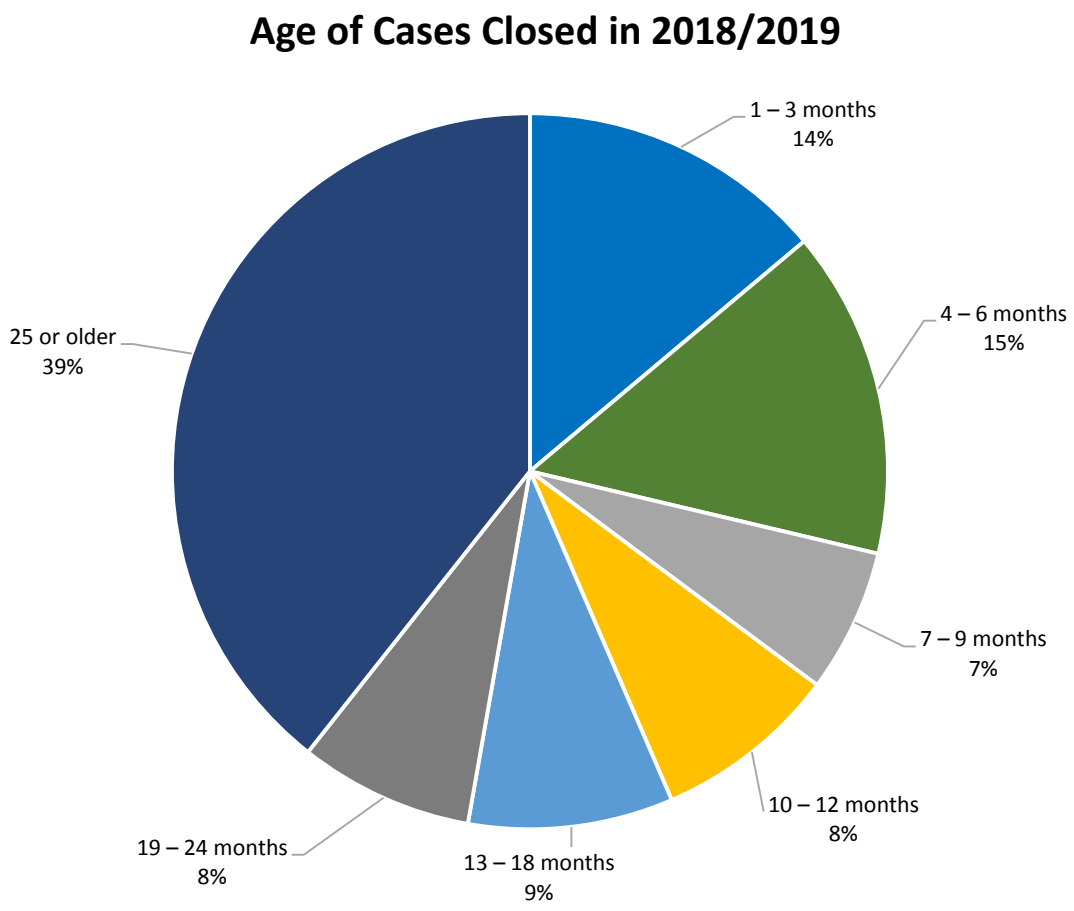

Age in Months of Active Cases at the end of the 2019/20 School Year
1 – 3 months 13%
4 – 6 months 11%
7 – 9 months 9%
10 – 12 months 14%
13 – 18 months 19%
19 – 24 months 12%
25 or older 22%

Figure B5: Number of Closed Cases by Age (Days and Months to Close), 18/19 and 19/20

Months	Days	Number of complaints closed in 2018/2019	Number of complaints closed in 2019/2020
1 – 3	90 days or less	30	21
4 – 6	91 - 180	32	18
7 – 9	181 - 270	14	12
10 – 12	271 - 360	18	8
13 – 18	361 – 540	20	15
19 – 24	541 – 720	17	16
25 or older	721 and older	85	49
TOTAL		216	139
AVERAGE DURATION (days)		576.19	538.99



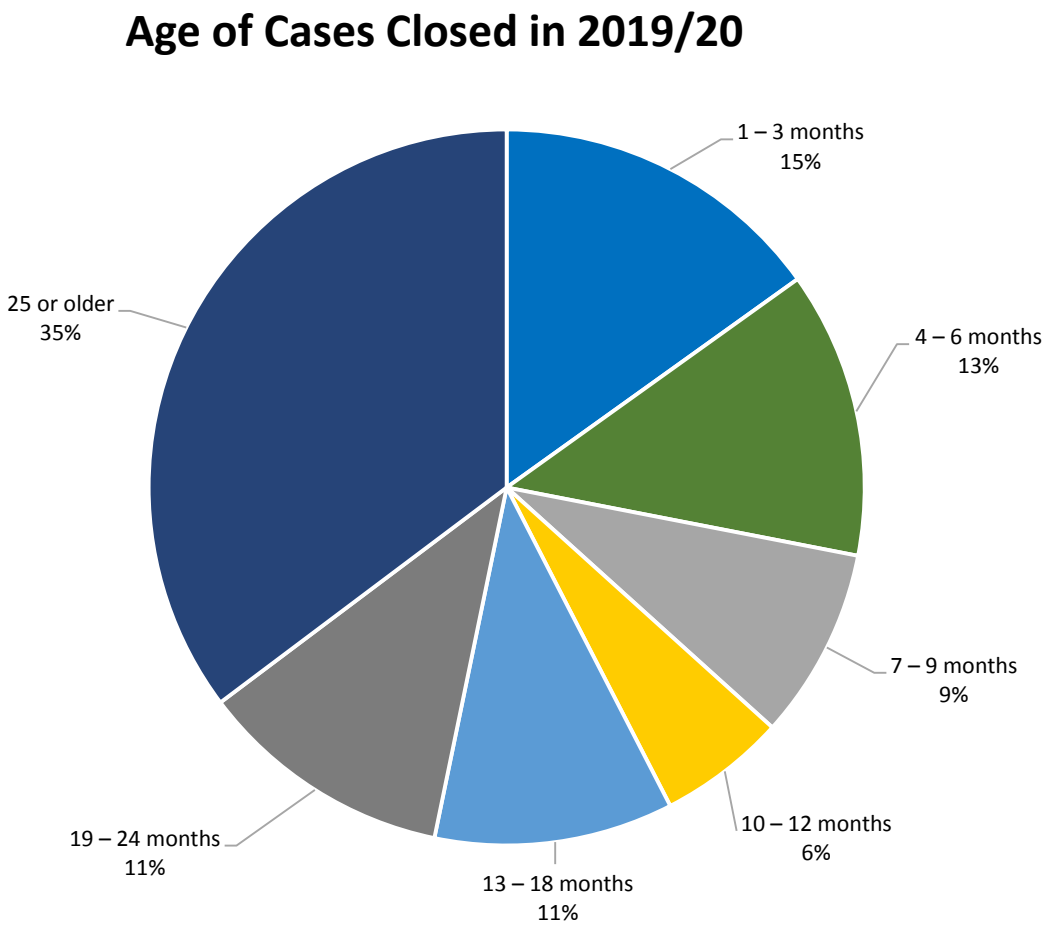
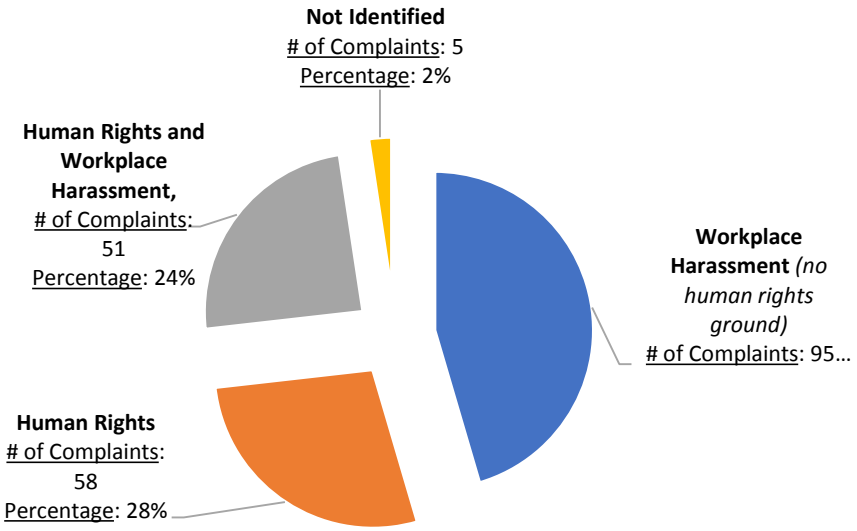


Figure B6: Number and Percentage of Human Rights Office Complaints Received by Type, 18/19 and 19/20

TYPE OF COMPLAINT	2018/2019 NUMBER OF COMPLAINTS	2018/2019 PERCENTAGE	2019/2020 NUMBER OF COMPLAINTS	2019/2020 PERCENTAGE
Workplace Harassment *(no human rights ground)*	95	45%	67	33%
Human Rights	58	28%	75	37%
Human Rights and Workplace Harassment	51	24%	54	27%
Not Identified	5	2%	6	3%
TOTALS	209	100%	67	100%

Number and Percentage of Human Rights Office Complaints Received by Type
2018/2019



Number and Percentage of Human Rights Office Complaints Received by Type
2019/2020

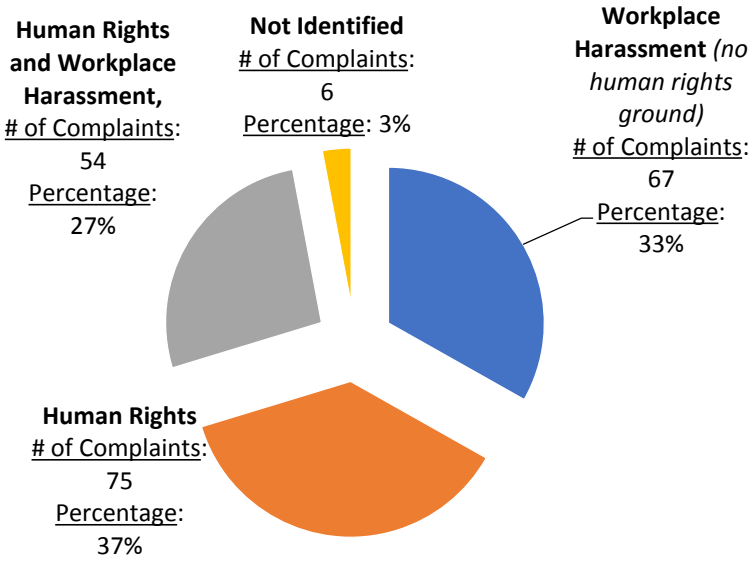
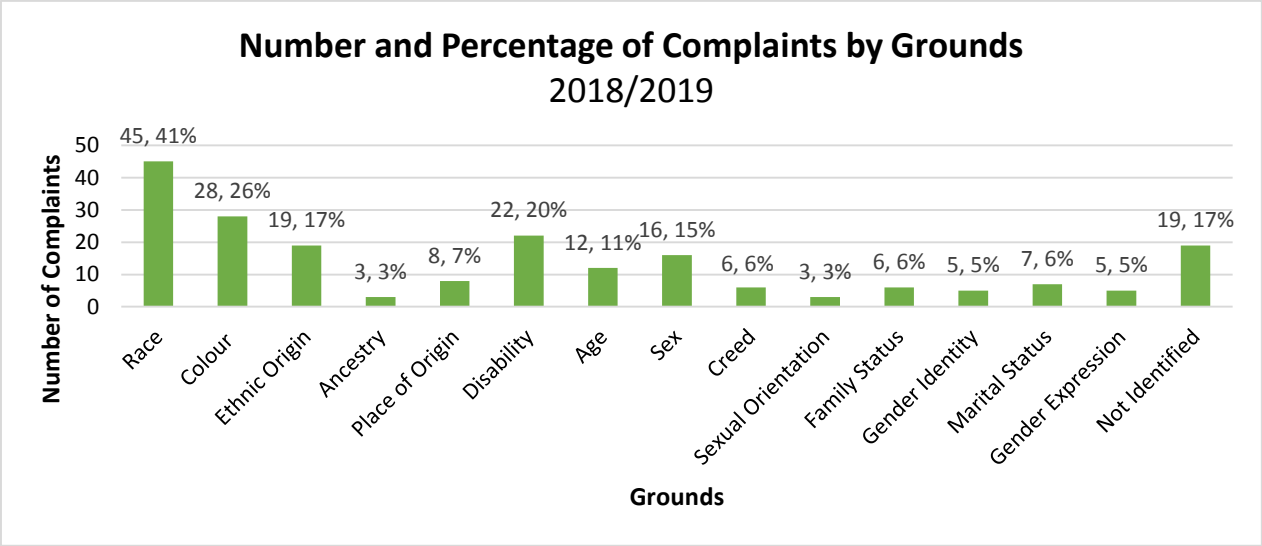


Figure B7: Number and Percentage of Human Rights Complaints by Ground, 18/19 and 19/20

GROUNDS	2018/2019 NUMBER OF COMPLAINTS	2018/2019 PERCENTAGE	2019/2020 NUMBER OF COMPLAINTS	2019/2020 PERCENTAGE
Race	45	41%	46	36%
Colour	28	26%	38	29%
Ethnic Origin	19	17%	27	21%
Ancestry	3	3%	14	11%
Place of Origin	8	7%	13	10%
Disability	22	20%	28	22%
Age	12	11%	27	21%
Sex	16	15%	12	9%
Creed	6	6%	5	4%
Sexual Orientation	3	3%	5	4%
Family Status	6	6%	1	1%
Gender Identity	5	5%	9	7%
Marital Status	7	6%	1	1%
Gender Expression	5	5%	5	4%
Not Identified	19	17%	18	14%
Total Number of Complaints Involving Human Rights	109		129	

*Some complaints claim more than one ground, so the totals exceed 100%.
* Data only shows those complainants that selected human rights as the type of complaint

Figure B8: Number and Percentage of Human Rights Complaints by Ground Groupings



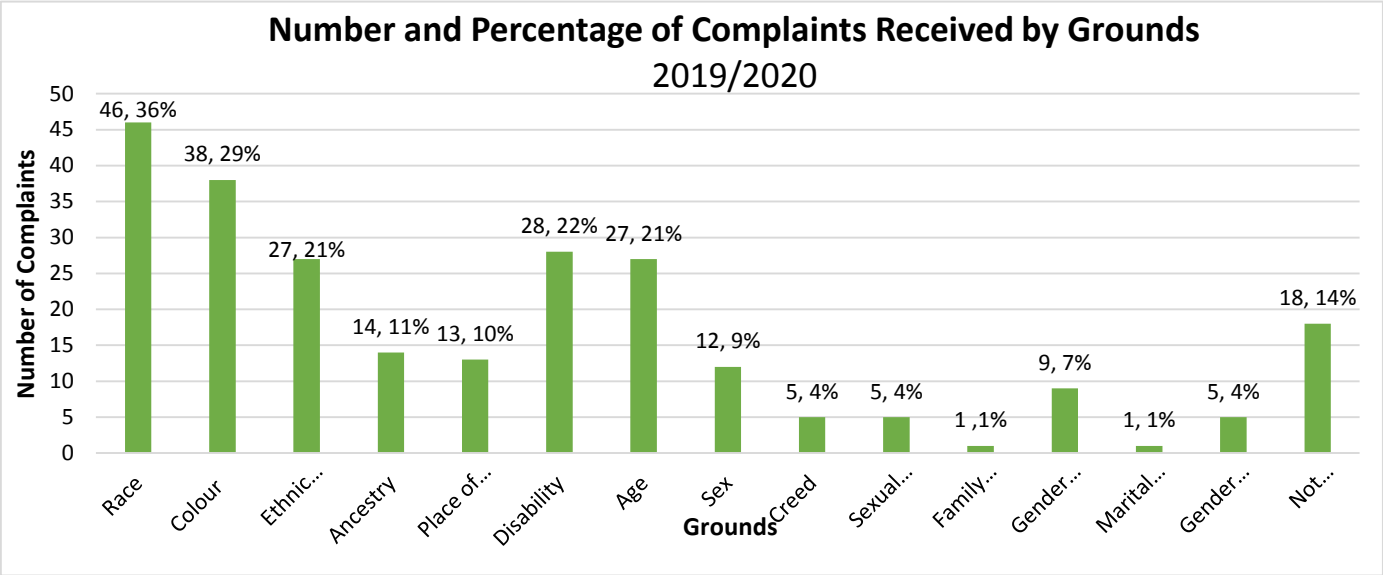


Figure B9: Number and Percentage of Complaints Received by Social Area, 18/19 and 19/20

SOCIAL AREA	2018/2019 NUMBER OF COMPLAINTS	2018/2019 PERCENTAGE	2019/2020 NUMBER OF COMPLAINTS	2019/2020 PERCENTAGE
Education/Service	6	3%	12	6%
Employment	203	97%	190	94%
TOTALS	209	100%	202	100%

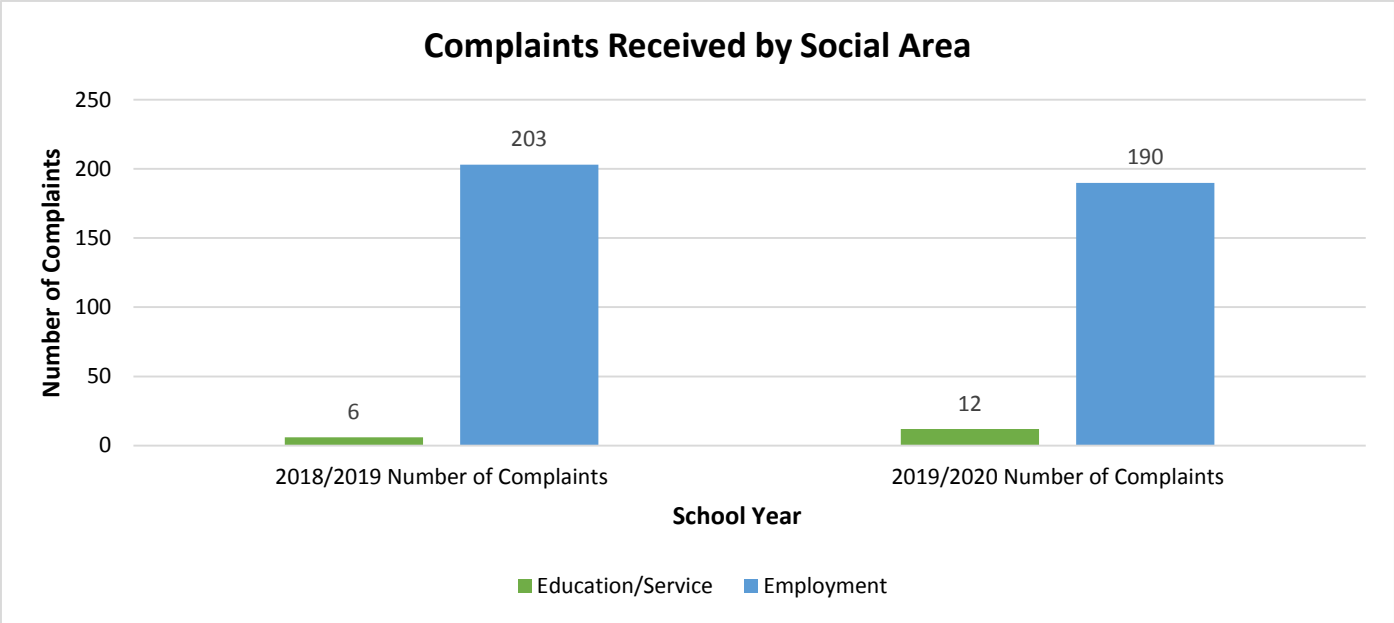


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Figure B10: Number of Active & Closed Cases by Complainant Affiliation, 18/19 and 19/20

COMPLAINANT AFFILLIATION	2018/2019 NUMBER OF COMPLAINTS	2018/2019 CLOSED CASES	2019/2020 NUMBER OF COMPLAINTS	2019/2020 CLOSED CASES
TEACHING				
Elementary Teachers' Federation of Ontario (ETFO)	57	50	77	48
Ontario Secondary School Teachers' Federation (OSSTF)	49	32	25	22
TOTAL TEACHING	106	82	102	70
CUPE Local 4400				
Unit B	4	2	4	1
Unit B Positions include: Literacy Basic Skills Instructors, English as a Second Language/LINC Instructors, International Language Instructors, Concurrent Program Instructors, Black Cultural Program Instructors, Seniors' Day-time Instructors, Native Language Instructors and Parenting Workers, etc.				
Unit C	37	74	32	39
Unit C Positions include: Designated Early Childhood Educators, Educational Assistants, Special Needs Assistants, Aquatics Instructors, Food Services Staff in Instructional Programs, Lunchroom Supervisors, Noon Hour Assistants, and School Based Safety Monitors, Office Clerical and Technical Staff in Central Departments and in Schools etc.				
Unit D	20	19	14	7
Unit D Positions include: Head Caretaker, Shift Leaders, Caretakers, Part-Time Cleaners, Woodspersons, Security Guards, Stockkeeping, Warehousing, Courier Drivers, Bus Drivers, Auto Mechanics, etc.				
TOTAL CUPE Local 4400	61	95	50	47
OTHER				
Unit A: Professional Student Services Personnel (PSSP)	10	10	6	3
Unit A Positions Include: Child and Youth Workers, Child and Youth Counsellors, Attendance Counsellors, Audiologists, Multilingual Team Leaders, Occupational Therapists, Physiotherapists, Psychologists, Psycho-Educational Consultants, Social Workers, Speech and Language Pathologists, Student Equity Program Advisors, Child and Youth Counsellors, etc.				
Toronto School Administrators' Association (TSAA)	12	7	9	9
TSAA Positions include: Principals and Vice-Principals				
Unit E: Maintenance & Construction Skilled Trades Council (MCSTC)	6	10	2	2
Unit E Positions Include: Carpenters, , Locksmiths, Glaziers, , Bricklayers, Fire Equipment Mechanics, Iron Workers, Millwrights, Roofers, Sheetmetal Workers, Painters, Plasterers,HVAC Mechanics, Plumber/Steamfitters, Pneumatic Control Technicians, Boiler Makers, Sprinkler Fitter, Electricians, General Maintenance Workers, Estimator, etc.				
Management Initiated	4	1	9	2
Management Initiated are those complaints initiated by management on behalf of TDSB rather than on an individual basis				
Parent/Student	6	5	10	3

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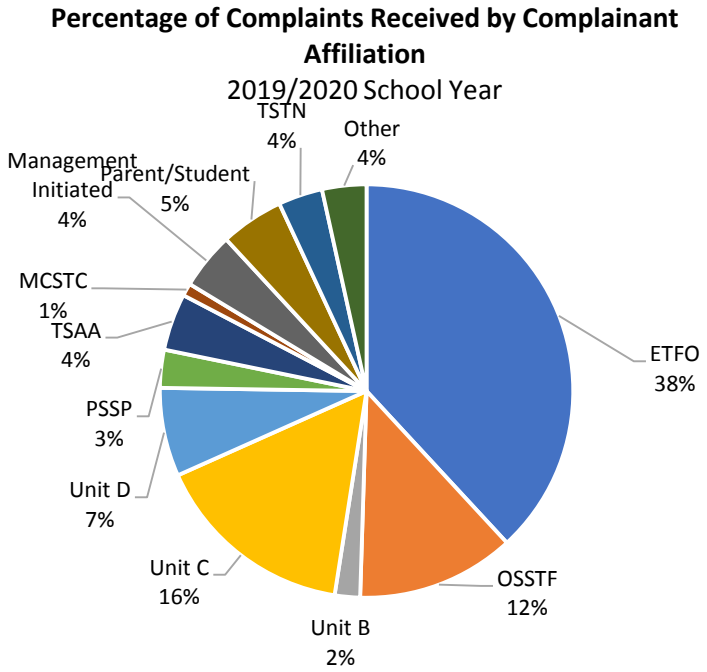
COMPLAINANT AFFILLIATION	2018/2019 NUMBER OF COMPLAINTS	2018/2019 CLOSED CASES	2019/2020 NUMBER OF COMPLAINTS	2019/2020 CLOSED CASES
The Schedule Two Network (TSTN)	2	4	7	0
TSTN are those staff who have been specifically excluded from belonging to a bargaining unit because of the scope of their duties or who are in management positions.				
Other	2	2	7	3
TOTAL OTHER	42	39	50	22
OVERALL TOTAL	209	216	202	139



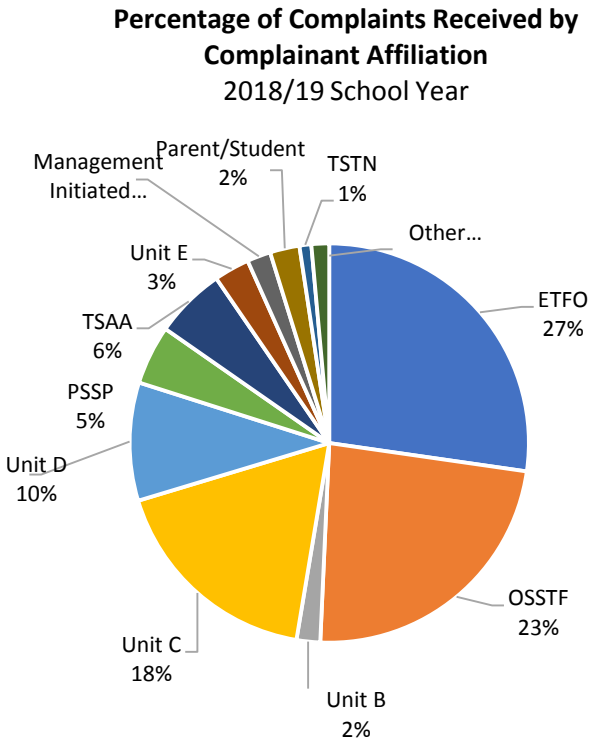
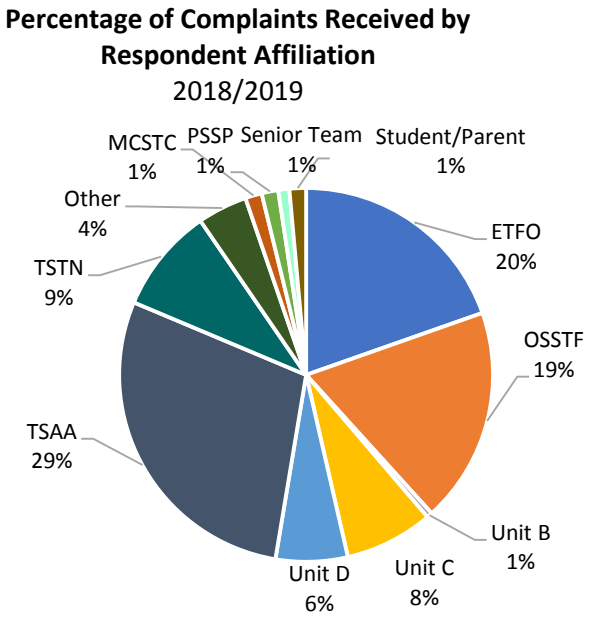


Figure B11: Number of Active & Closed Cases by Respondent Affiliation, 18/19 and 19/20

AFFILIATION	2018/19 NUMBER OF COMPLAINTS	2018/19 CLOSED CASES	2019/20 NUMBER OF COMPLAINTS	2019/20 CLOSED CASES
TEACHING				
Elementary Teachers' Federation of Ontario (ETFO)	41	35	32	21
Ontario Secondary School Teachers' Federation (OSSTF)	39	29	16	10
TOTAL TEACHING	80	64	48	31
CUPE LOCAL 4400				

Unit B	1	1	0	0
Unit C	16	27	18	17
Unit D	13	20	7	9
TOTAL CUPE LOCAL 4400	30	48	25	26
OTHER				
Toronto School Administrators' Association (TSAA)	60	66	79	50
The Schedule Two Network (TSTN)	19	10	24	3
Other	9	12	6	18
Maintenance & Construction Skilled Trades Council (MCSTC)	3	7	0	0
Professional Student Services Personnel (PSSP)	3	3	1	2
Senior Team	2	1	7	2
Student/Parent	3	5	12	8
TOTAL OTHER	99	104	129	82
OVERALL TOTAL	209	216	202	139



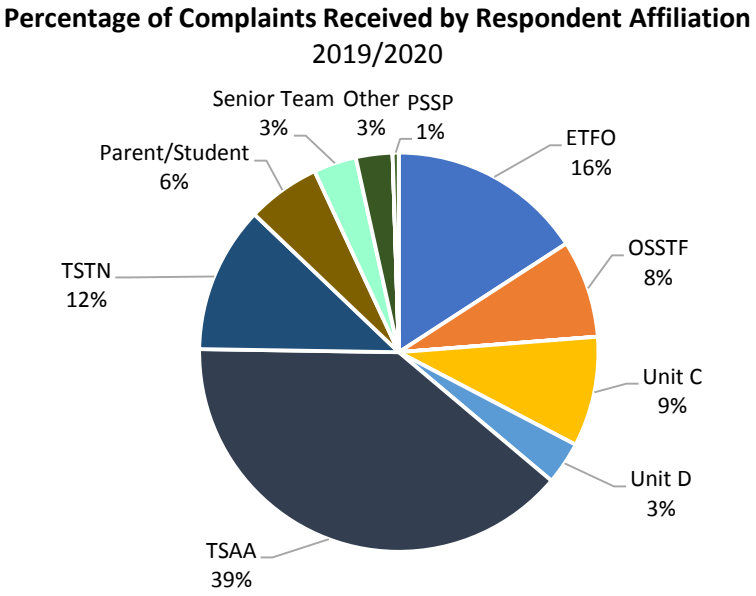
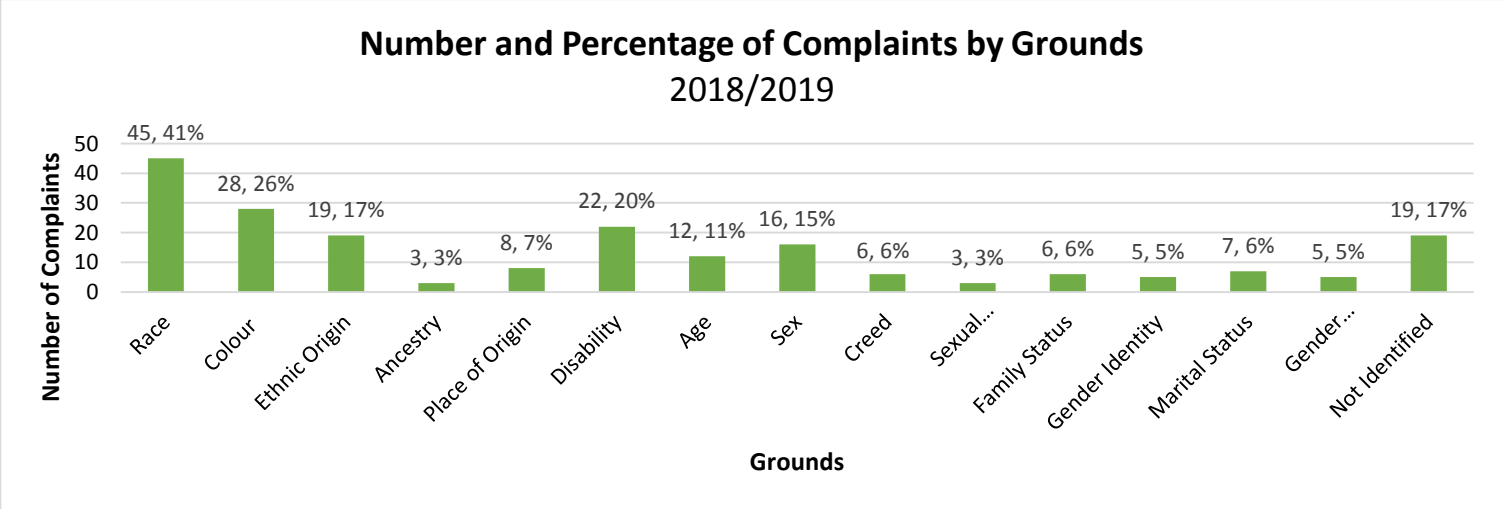


Figure B12: Number and Percentage of Human Rights Complaints by Ground, 18/19 and 19/20

GROUNDS	2018/2019 NUMBER OF COMPLAINTS	2018/2019 PERCENTAGE	2019/2020 NUMBER OF COMPLAINTS	2019/2020 PERCENTAGE
Race	45	41%	46	36%

Colour	28	26%	38	29%
Ethnic Origin	19	17%	27	21%
Ancestry	3	3%	14	11%
Place of Origin	8	7%	13	10%
Disability	22	20%	28	22%
Age	12	11%	27	21%
Sex	16	15%	12	9%
Creed	6	6%	5	4%
Sexual Orientation	3	3%	5	4%
Family Status	6	6%	1	1%
Gender Identity	5	5%	9	7%
Marital Status	7	6%	1	1%
Gender Expression	5	5%	5	4%
Not Identified	19	17%	18	14%
Total Number of Complaints Involving Human Rights	109		129	

**Some complaints claim more than one ground, so the totals exceed 100%.*
**Data only shows those complainants that selected human rights as the type of complaint*



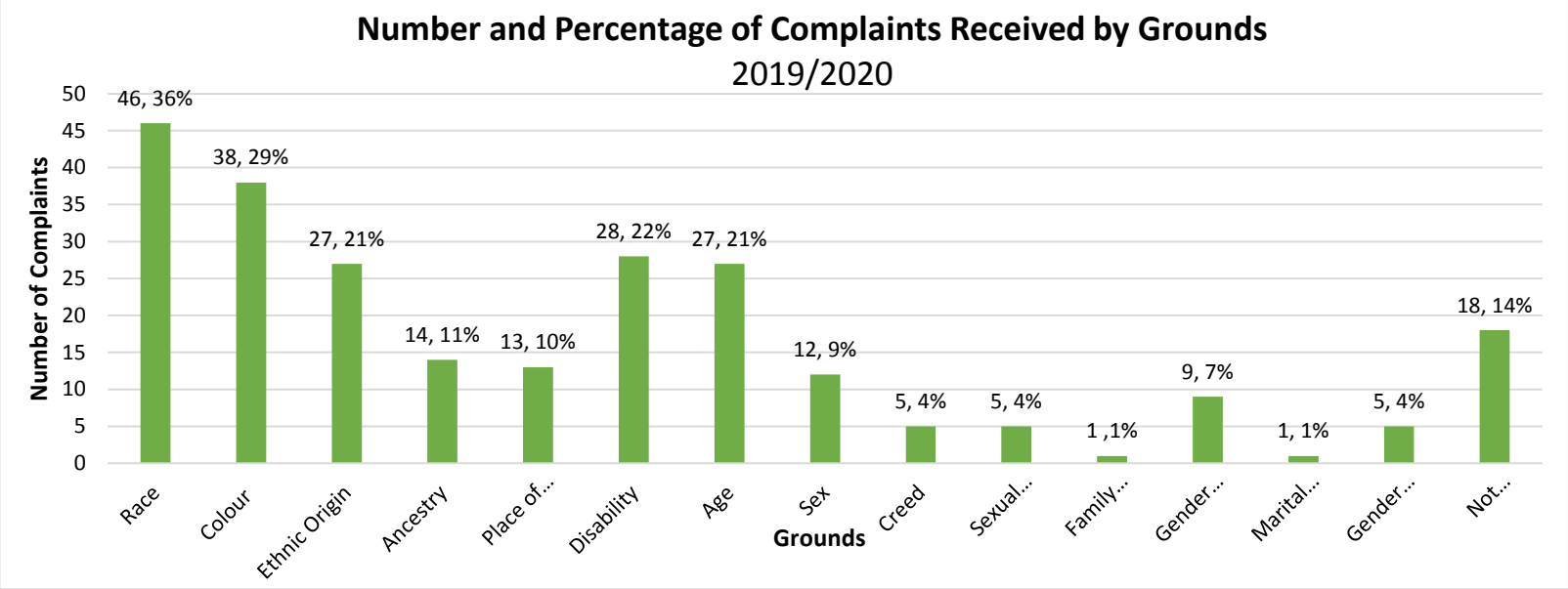
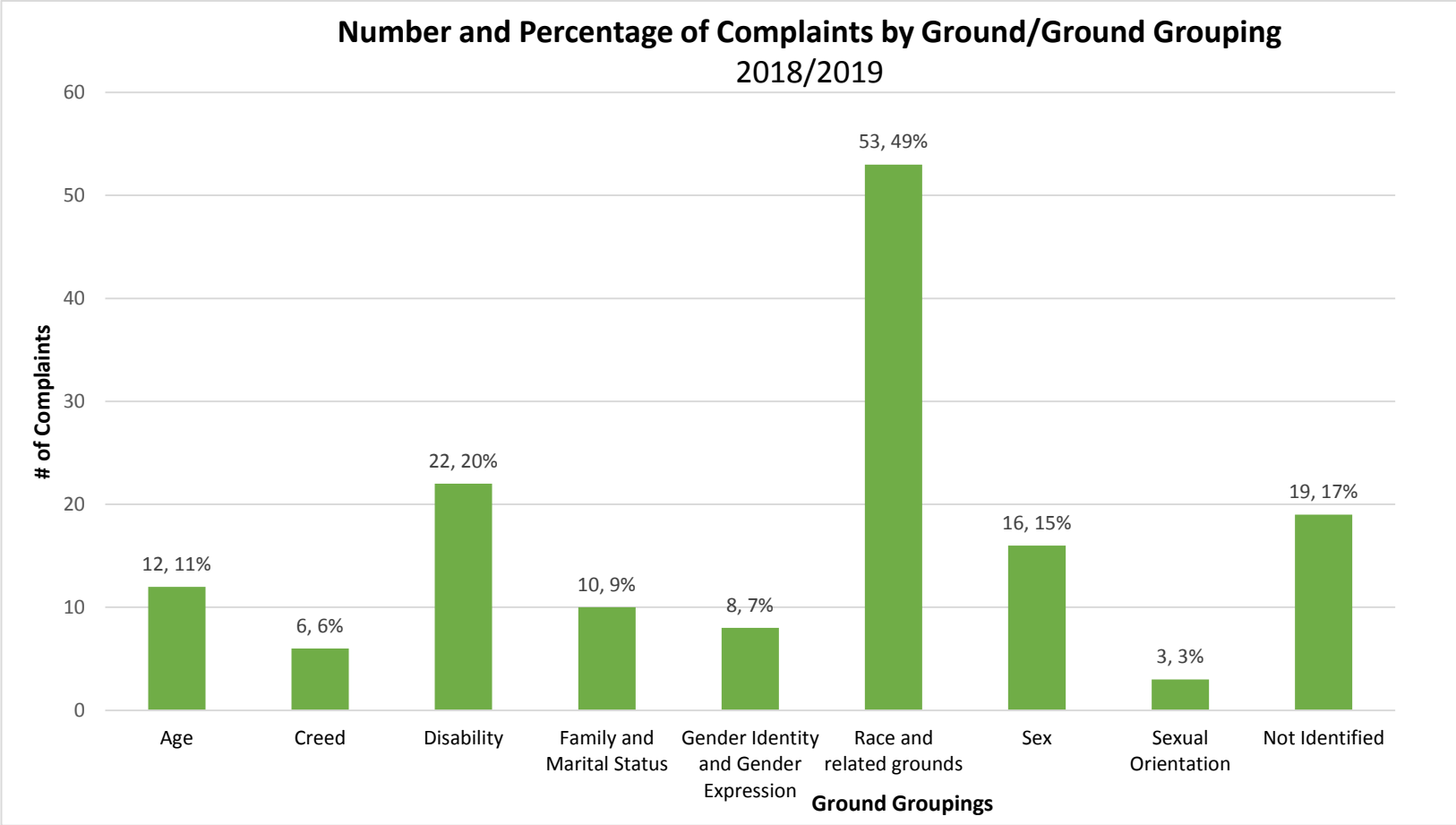


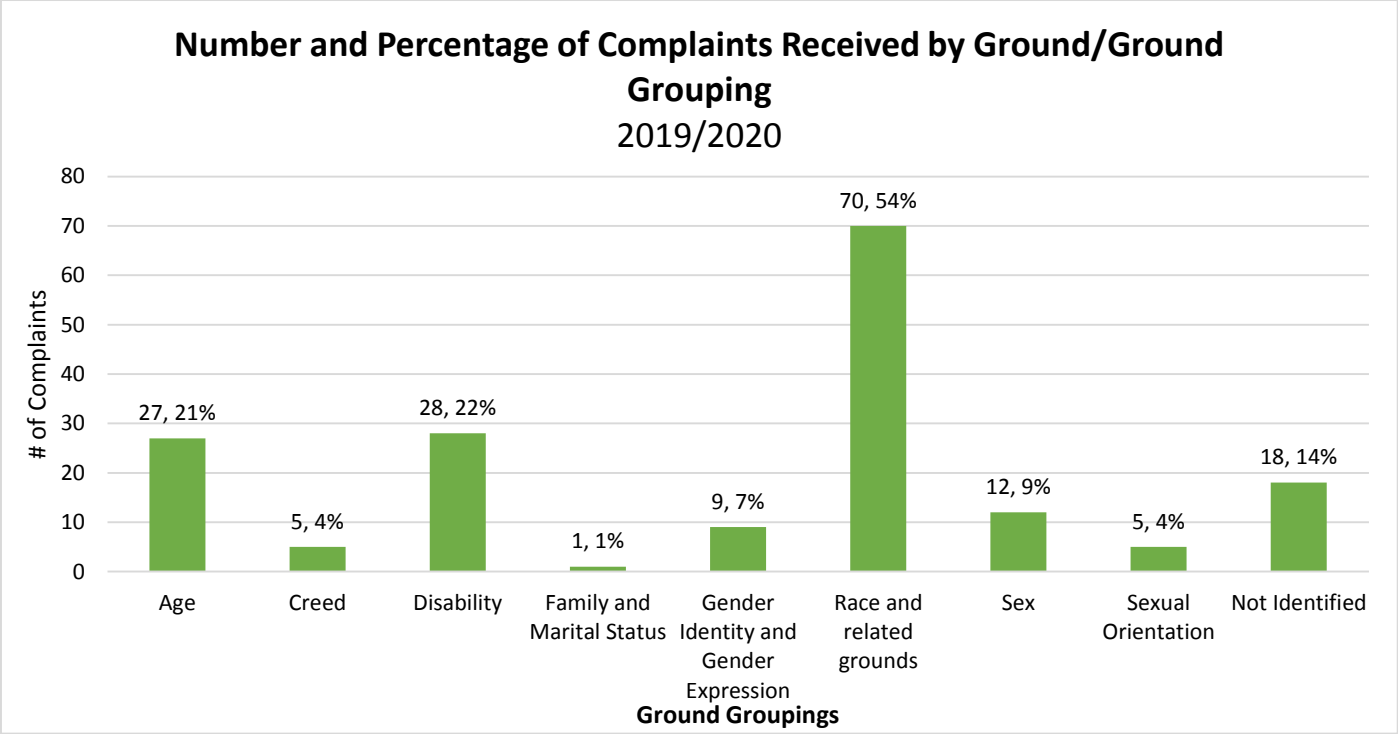
Figure B13: Number and Percentage of Human Rights Complaints by Ground Groupings

GROUNDS	2018/2019 NUMBER OF COMPLAINTS	2018/2019 PERCENTAGE	2019/2020 NUMBER OF COMPLAINTS	2019/2020 PERCENTAGE
Age	12	11%	27	21%
Creed	6	6%	5	4%
Disability	22	20%	28	22%
Family and Marital Status	10	9%	1	1%
Gender Identity and Gender Expression	8	7%	9	7%
Race and related grounds	53	49%	70	54%
Sex	16	15%	12	9%
Sexual Orientation	3	3%	5	4%
Not Identified	19	17%	18	14%
Total Number of Complaints Involving Human Rights	109		129	

*Some complaints claim more than one ground, so the totals exceed 100%.

* Data only shows those complainants that selected human rights as the type of complaint


Number and Percentage of Complaints by Ground/Ground Grouping
2018/2019
# of Complaints
60
50
40
30
20
10
0
12, 11%
6, 6%
22, 20%
10, 9%
8, 7%
53, 49%
16, 15%
3, 3%
19, 17%
Age
Creed
Disability
Family and Marital Status
Gender Identity and Gender Expression
Race and related grounds
Sex
Sexual Orientation
Not Identified
Ground Groupings

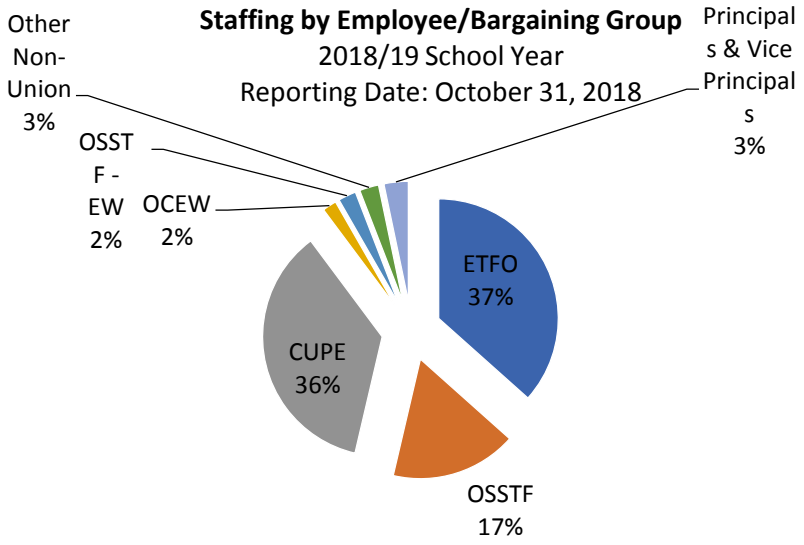

Number and Percentage of Complaints Received by Ground/Ground Grouping
2019/2020
# of Complaints
80
70
60
50
40
30
20
10
0
27, 21%
5, 4%
28, 22%
1, 1%
9, 7%
70, 54%
12, 9%
5, 4%
18, 14%
Age
Creed
Disability
Family and Marital Status
Gender Identity and Gender Expression
Race and related grounds
Sex
Sexual Orientation
Not Identified
Ground Groupings

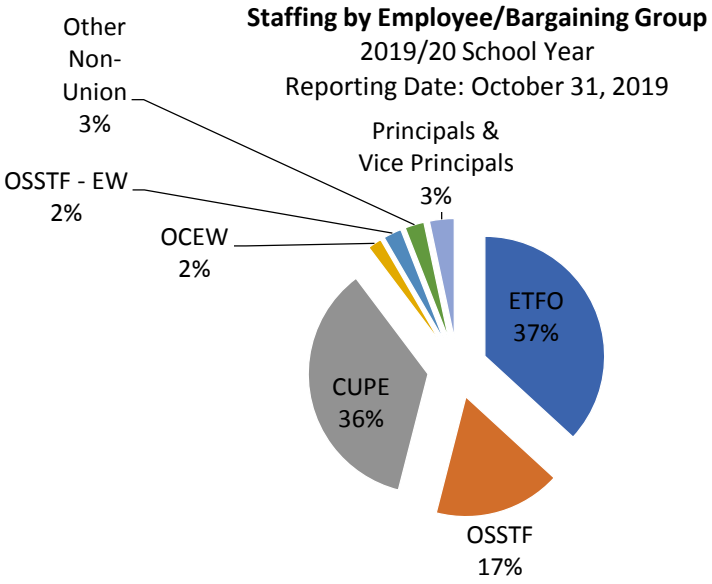
APPENDIX C: TDSB STAFF ALLOCATION BY EMPLOYEE BARGAINING GROUP

Figure C1: TDSB Staff Allocation by Employee Bargaining Group

2018/2019 School Year - Reporting Date: March 31, 2019	
Employee/Bargaining Group	FTE
ETFO	11091.2
OSSTF	4990
CUPE	10915
OCEW	566
OSSTF - EW	728.6
Other Non-Union	791
Principals & Vice Principals	996
Staffing Total	30077.8

2019/20 School Year: Reporting Date: October 31, 2019	
Employee/Bargaining Group	FTE
ETFO	10918.7
OSSTF	5090.8
CUPE	10596
OCEW	560
OSSTF - EW	727.6
Other Non-Union	768
Principals & Vice Principals	990.6
Staffing Total	29651.7





APPENDIX D: HRTO Data

Figure D1: Number of TDSB Applications at the HRTO by School Year

Year	# of TDSB Applications at HRTO
2016/17	25
2017/18	27
2018/19	31
2019/20	25

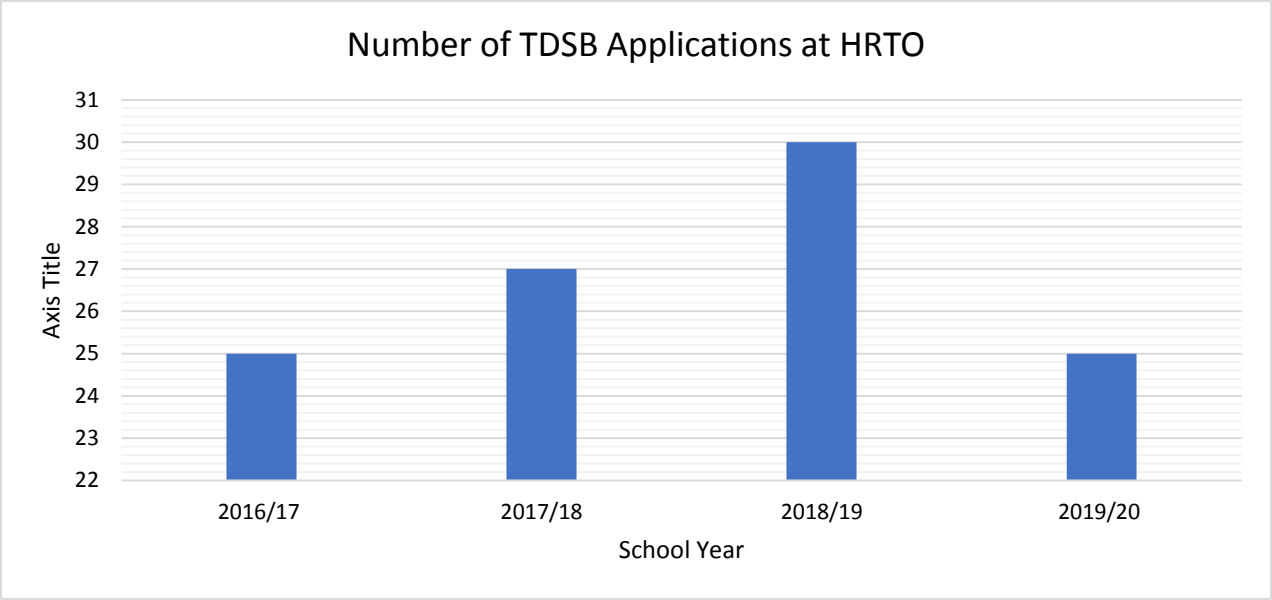
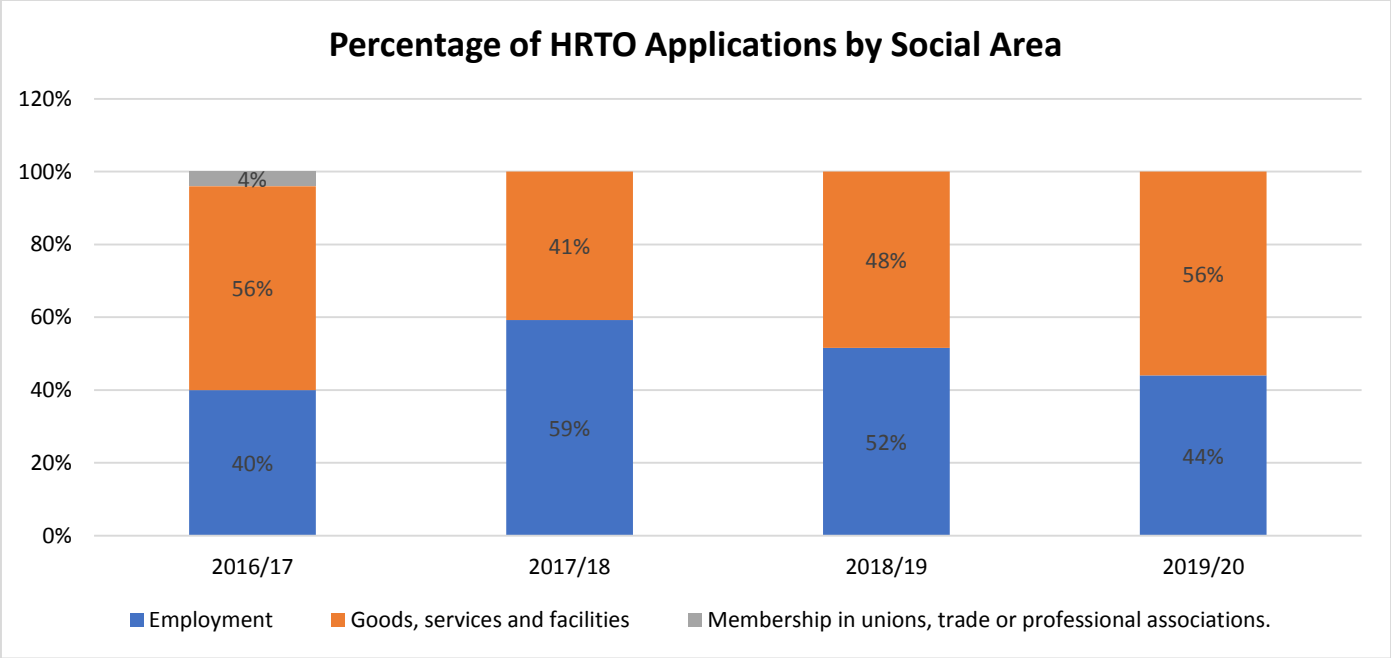


Figure D2: TDSB HRTO Applications by Social Area

Social Area	2016/17	2017/18	2018/19	2019/20
Employment	10	16	16	11
Goods, services and facilities	14	11	15	14
Membership in unions, trade or professional associations.	1	0	0	0
TOTAL	25	27	31	25



APPENDIX E: Hate Activity Report Data

Figure E1: Number of Hate Activity Incidents Reported by Time Period

TIME PERIOD	NUMBER OF INCIDENTS REPORTED
September 1, 2018 - August 31, 2019	64
September 1, 2019 – August 31, 2020	291
Total	355

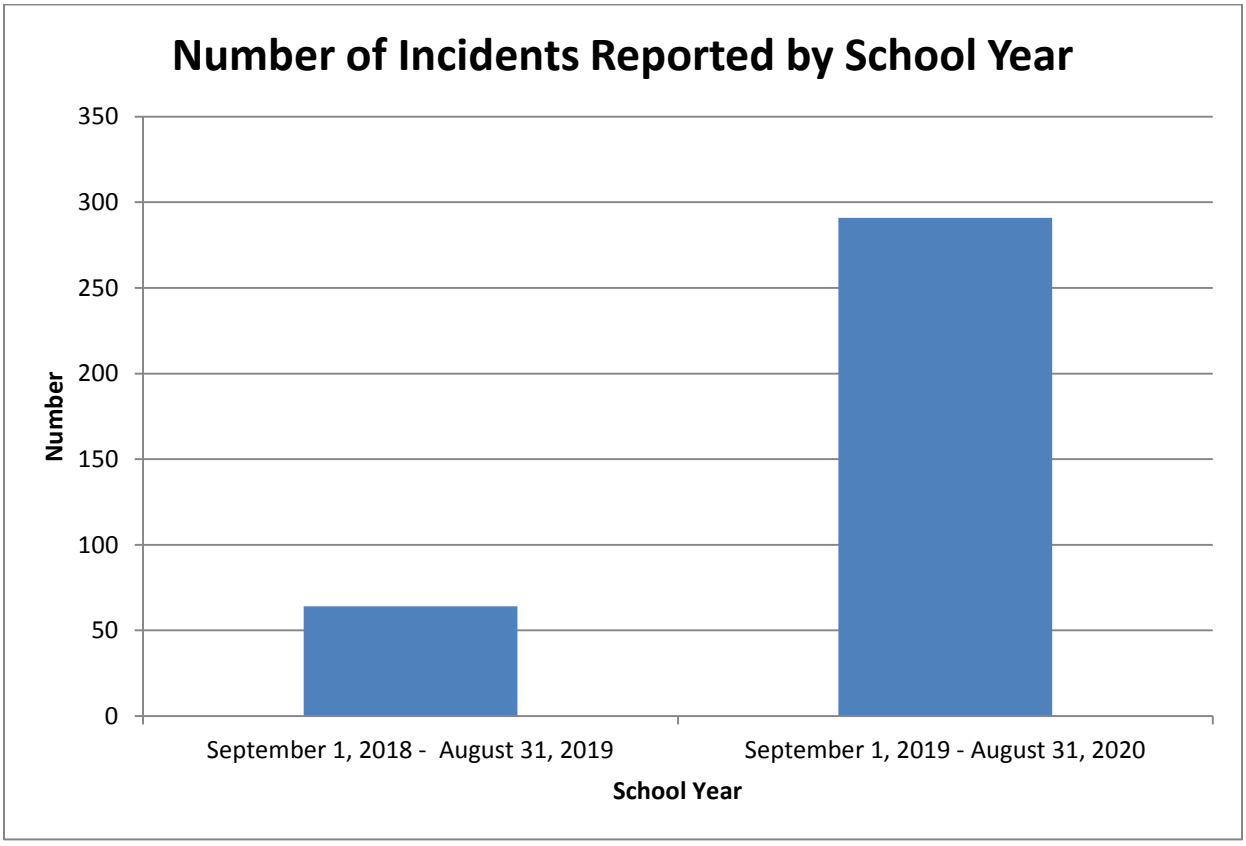


Figure E2: Number of Hate Activity Incidents Reported by Month

Month	2018/19 Number of Incidents Reported	2019/20 Number of Incidents Reported
September	0	21
October	0	38
November	0	40
December	0	23
January	0	24
February	3	32
March	11	29

April	7	9
May	20	4
June	19	39
July	4	27
August	0	5
TOTAL	64	291
AVERAGE *(Sept-18 to Aug-19)*	5	24

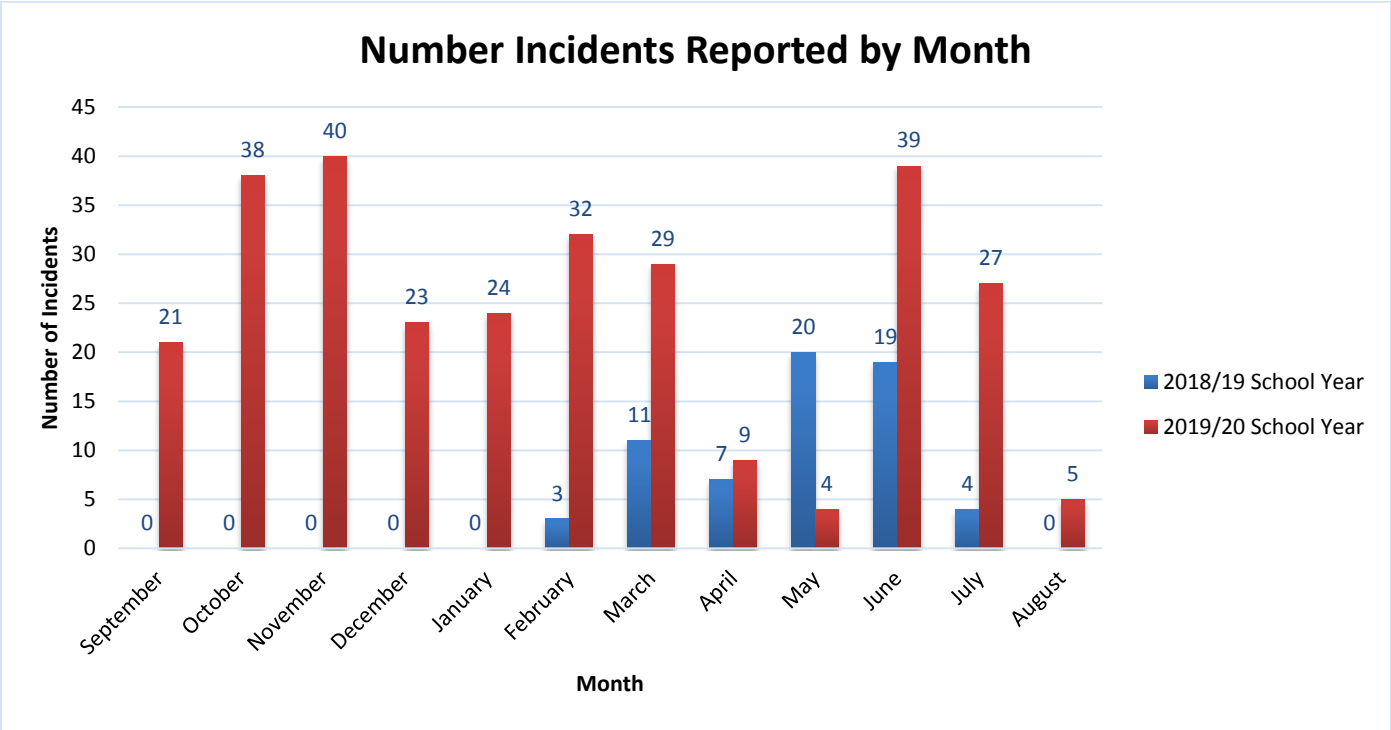


Figure E3: Number of Hate Activity Incidents Reported by Time Period

TIME PERIOD	NUMBER OF INCIDENTS REPORTED
November 1, 2018 – April 14, 2019	15
April 15, 2019 - June 10, 2019	28
June 11, 2019 - August 31, 2020	312
TOTAL	355

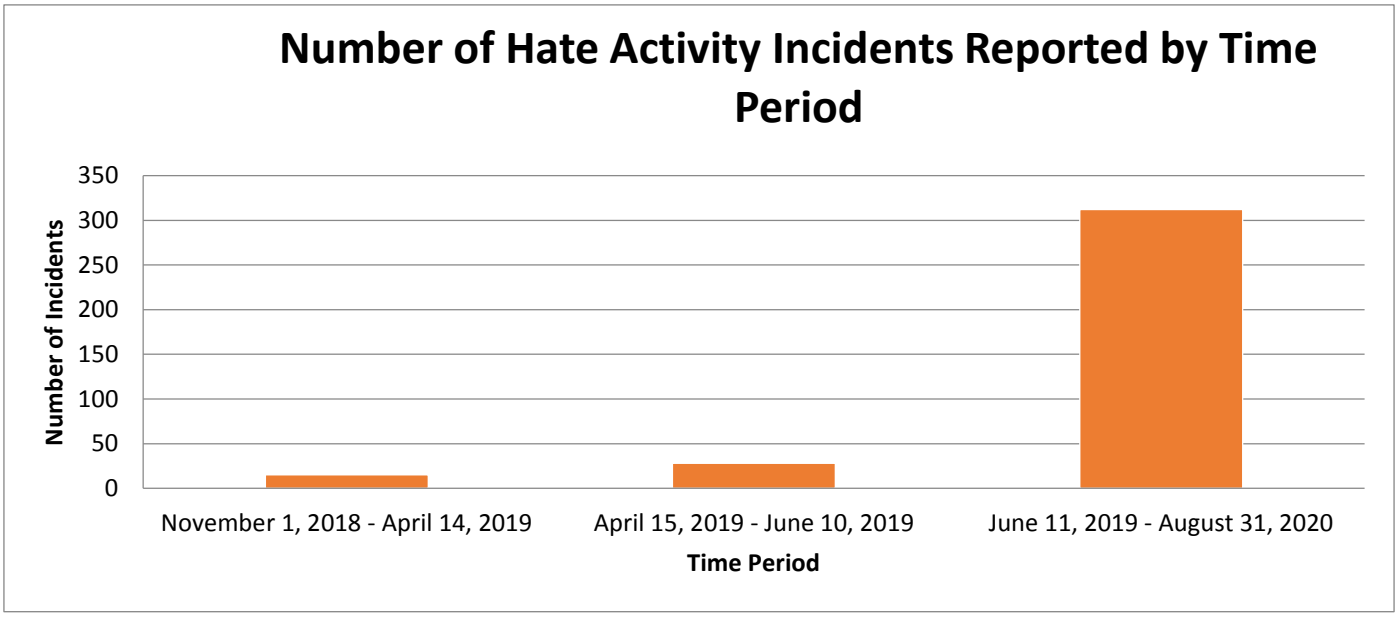
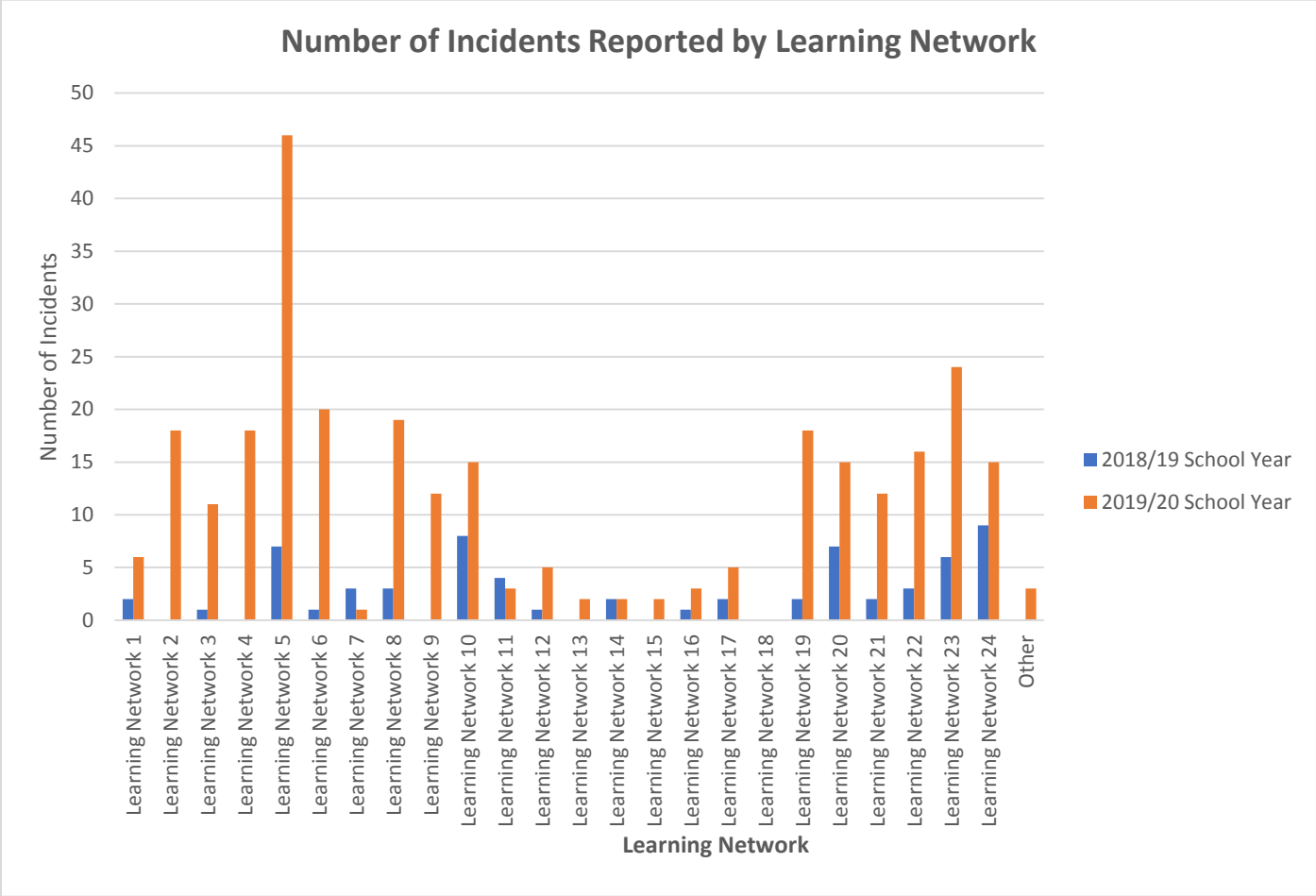


Figure E4: Number of Hate Activity Incidents Reported by Learning Network and Learning Centre

LOCATION	2018/19 SCHOOL YEAR *September 1, 2018 - August 31, 2019*	2019/20 SCHOOL YEAR *September 1, 2019 - August 31, 2020*
Learning Network 1	2	6
Learning Network 2	0	18
Learning Network 3	1	11
Learning Network 4	0	18
Learning Network 5	7	46
Learning Network 6	1	20
Learning Centre 1 Total	*11*	*119*
Learning Network 7	3	1
Learning Network 8	3	19
Learning Network 9	0	12
Learning Network 10	8	15
Learning Network 11	4	3
Learning Network 12	1	5
Learning Centre 2 Total	*19*	*55*
Learning Network 13	0	2
Learning Network 14	2	2
Learning Network 15	0	2
Learning Network 16	1	3
Learning Network 17	2	5
Learning Network 18	0	0
Learning Centre 3 Total	*5*	*14*
Learning Network 19	2	18

Learning Network 20	7	15
Learning Network 21	2	12
Learning Network 22	3	16
Learning Network 23	6	24
Learning Network 24	9	15
Learning Centre 4 Total	*29*	*100*
Other	*0*	*3*
OVERALL TOTAL	64	291



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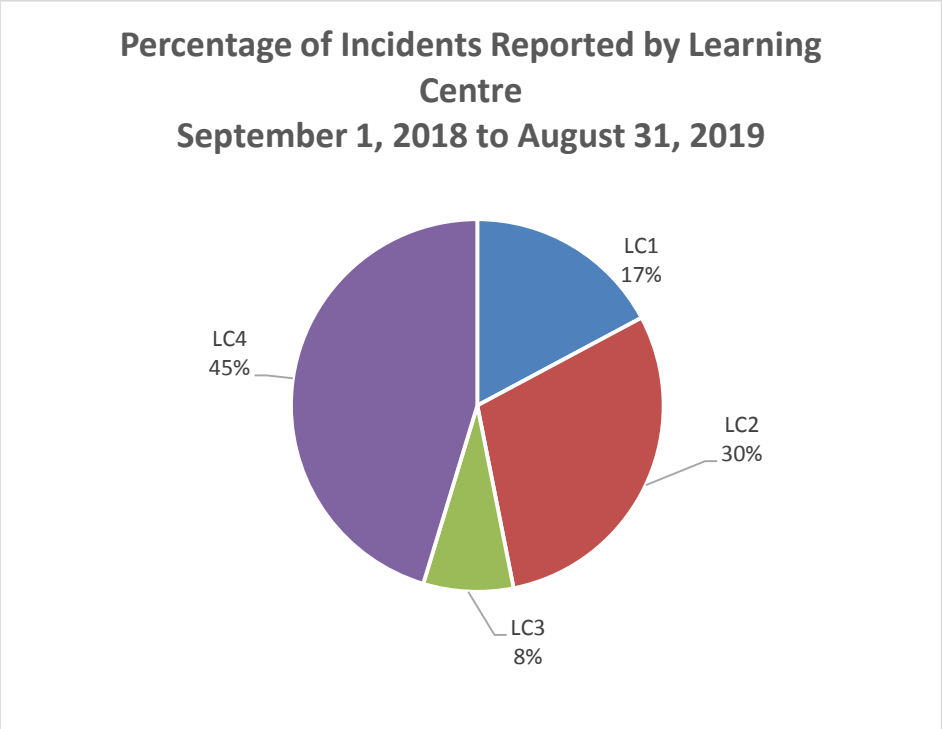

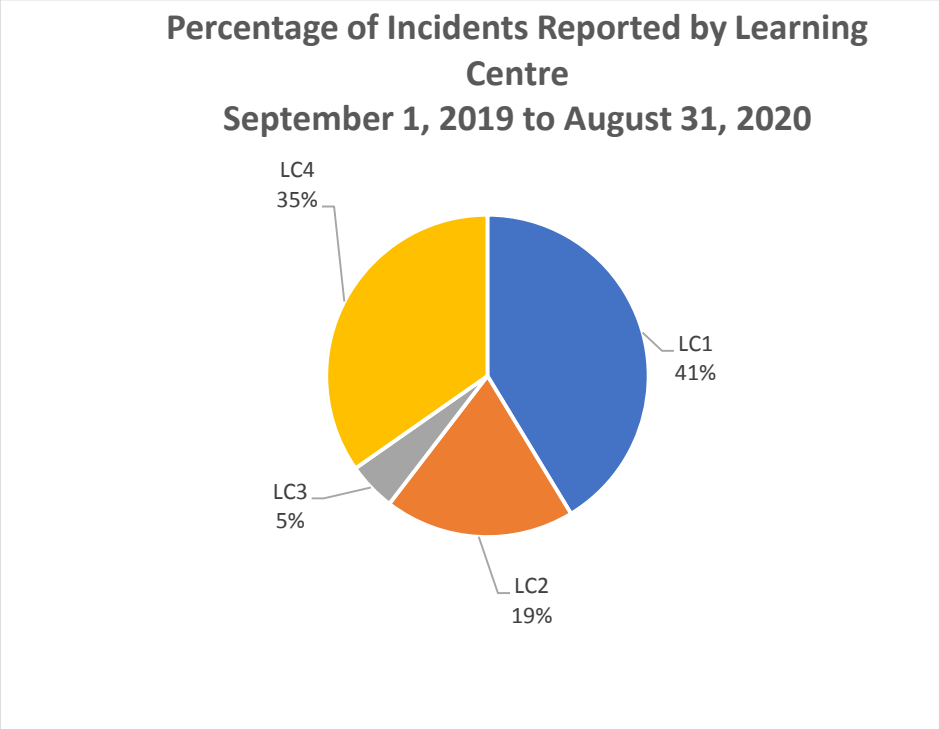

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Figure E5: Number of Hate Activity Incidents Reported by Ground

GROUNDS	2018/19 NUMBER OF INCIDENTS	2019/20 PERCENTAGE	2018/19 NUMBER OF INCIDENTS	2019/20 PERCENTAGE
Race and related grounds	41	64%	201	69%
Creed	20	31%	40	14%
Sexual Orientation	6	9%	49	17%
Sex	2	3%	16	5%
Disability	2	3%	3	1%
Other	1	2%	10	3%
Gender identity and gender expression	3	5%	5	2%
Total Number of Hate Activity Incidents Reported	64		291	

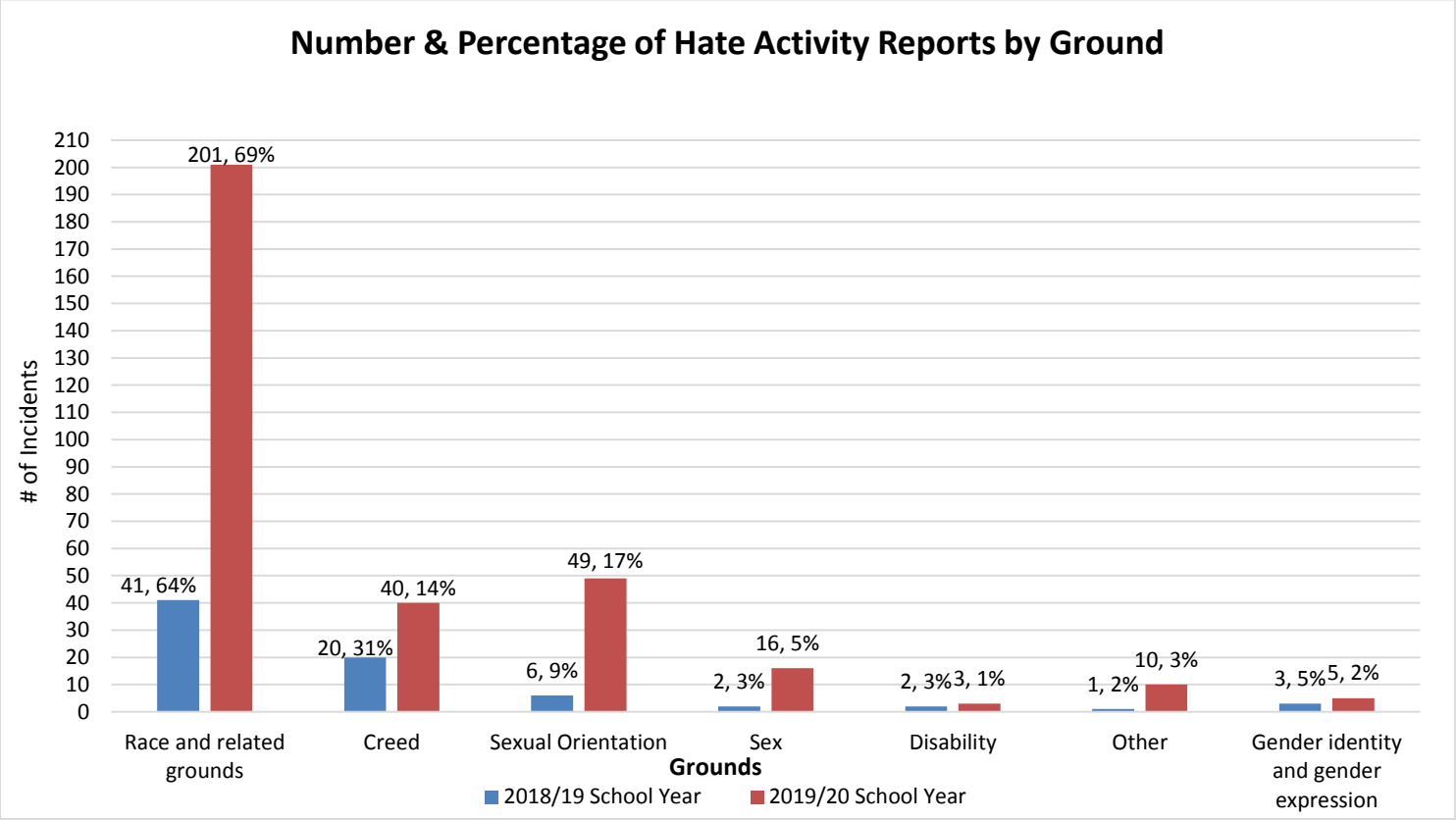

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Figure E6: Number and Percentage of Hate Activity Incidents Reported by Type

TYPE OF INCIDENT	2018/19 NUMBER OF INCIDENTS	2018/19 PERCENTAGE	2019/20 NUMBER OF INCIDENT	2019/20 PERCENTAGE
Ableism	2	3%	3	1%
Anti-Asian	0	0%	19	4 7%
Anti-Black racism	26	41%	129	44%
Anti-Indigenous	0	0%	2	1%
Antisemitism	15	23%	31	11%
Faith Based	1	2%	0	0%
Gender based violence	2	3%	0	0%
Homophobia	6	9%	48	16%
Islamophobia	4	6%	7	2%
Racism	9	-14%	-40	14%
Sexism	0	0%	5	2%
Sexual Harassment	0	0%	3	1%
Transphobia	1	2%	4	1%
White supremacy	1	2%	0	0%
Xenophobia	2	3%	2	1%
Other	2	3%	23	8%
Total Number of Incidents Reported	**64**	**108%**	**291**	

Notes:

- "Racism" incidents are those incidents where there was a general attack on race but we do not have enough information to determine which race was specifically targeted.
- "Other" incidents are those incidents that do not involve a prohibited ground as outlined in the *Human Rights Code*

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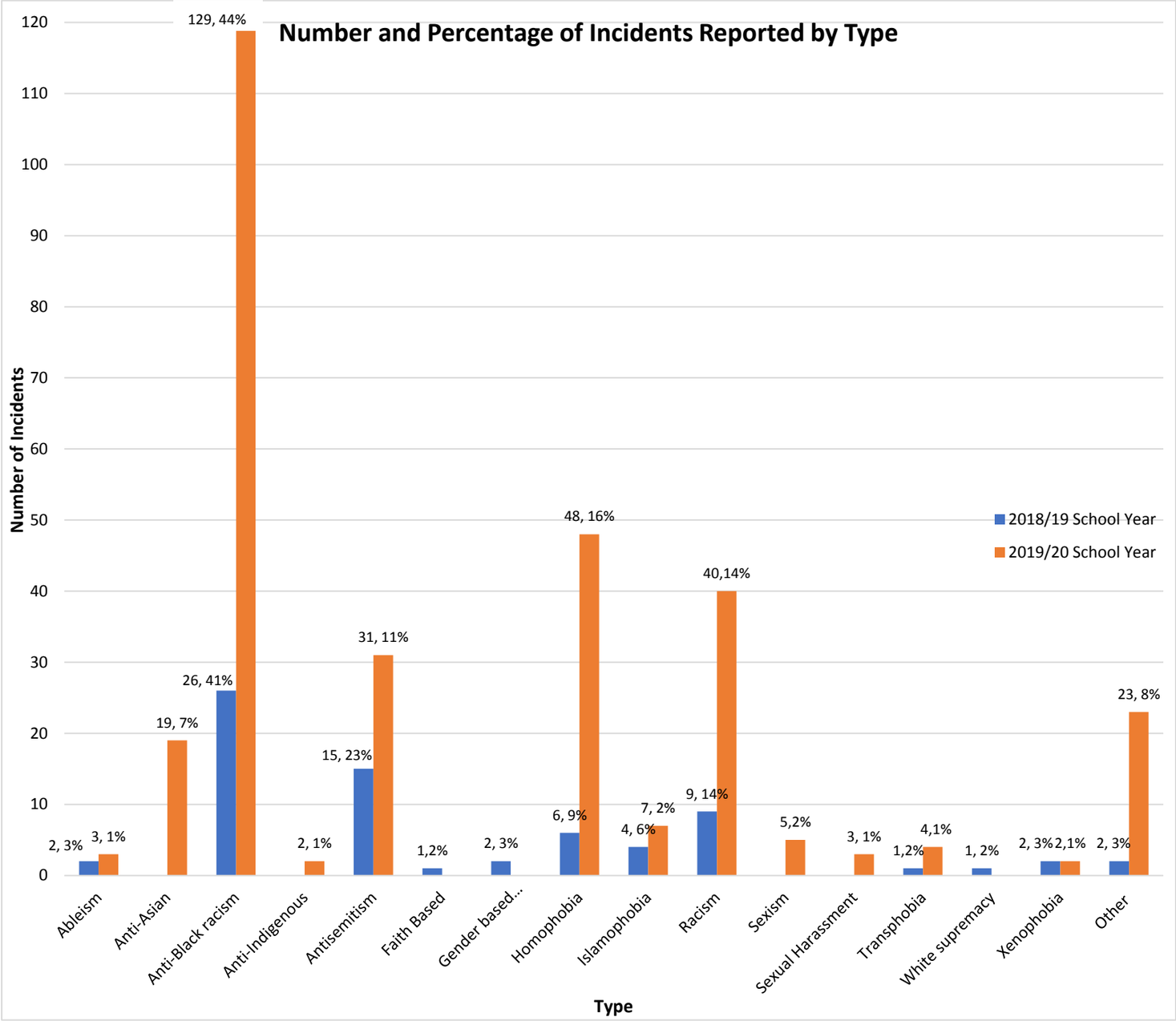

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APPENDIX F: HRO Consults Data

Figure F1: Consults by Position January 1 to August 31, 2020

POSITION	NUMBER OF CONSULTS	PERCENTAGE
Principal/Vice Principal	96	49%
Superintendent/Executive Superintendent	78	40%
Teacher	11	6%
Other TDSB Staff	3	2%
Parent	5	3%
Support Staff Manager/Supervisor	2	1%
Other	2	1%
TOTAL	197	100%

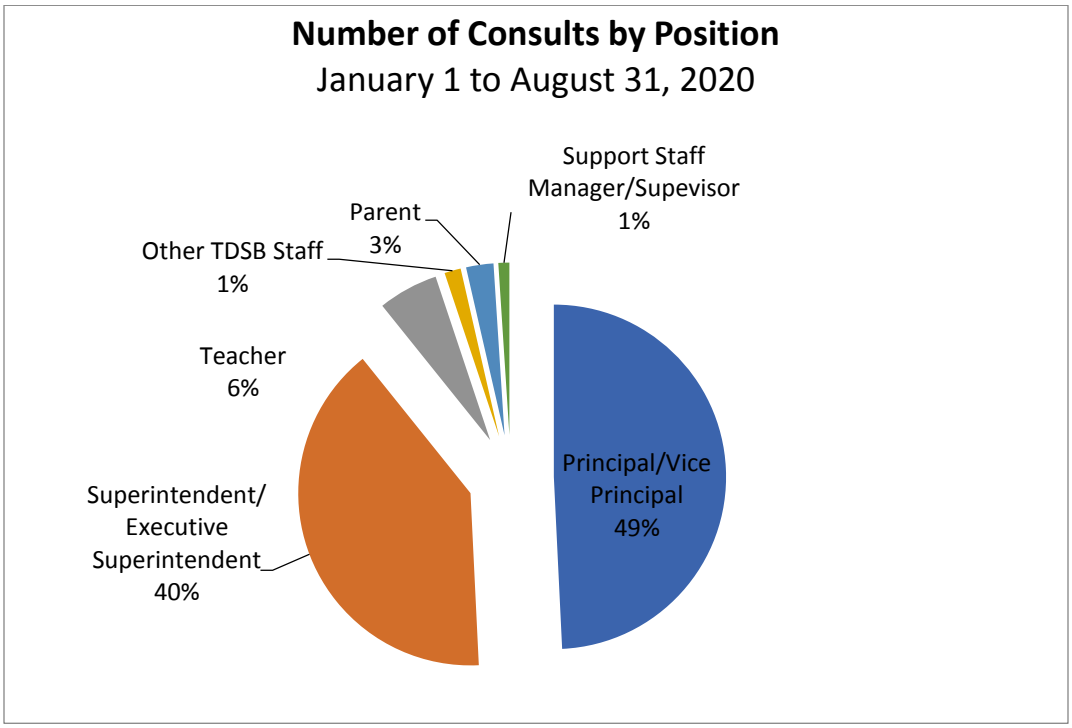

Figure F2: Consults by Type of Service

TYPE OF SERVICE	NUMBER OF CONSULTS	PERCENTAGE
Advice	170	86%
Assistance with Investigation	23	12%
Other	4	2%

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TOTAL	197	100%

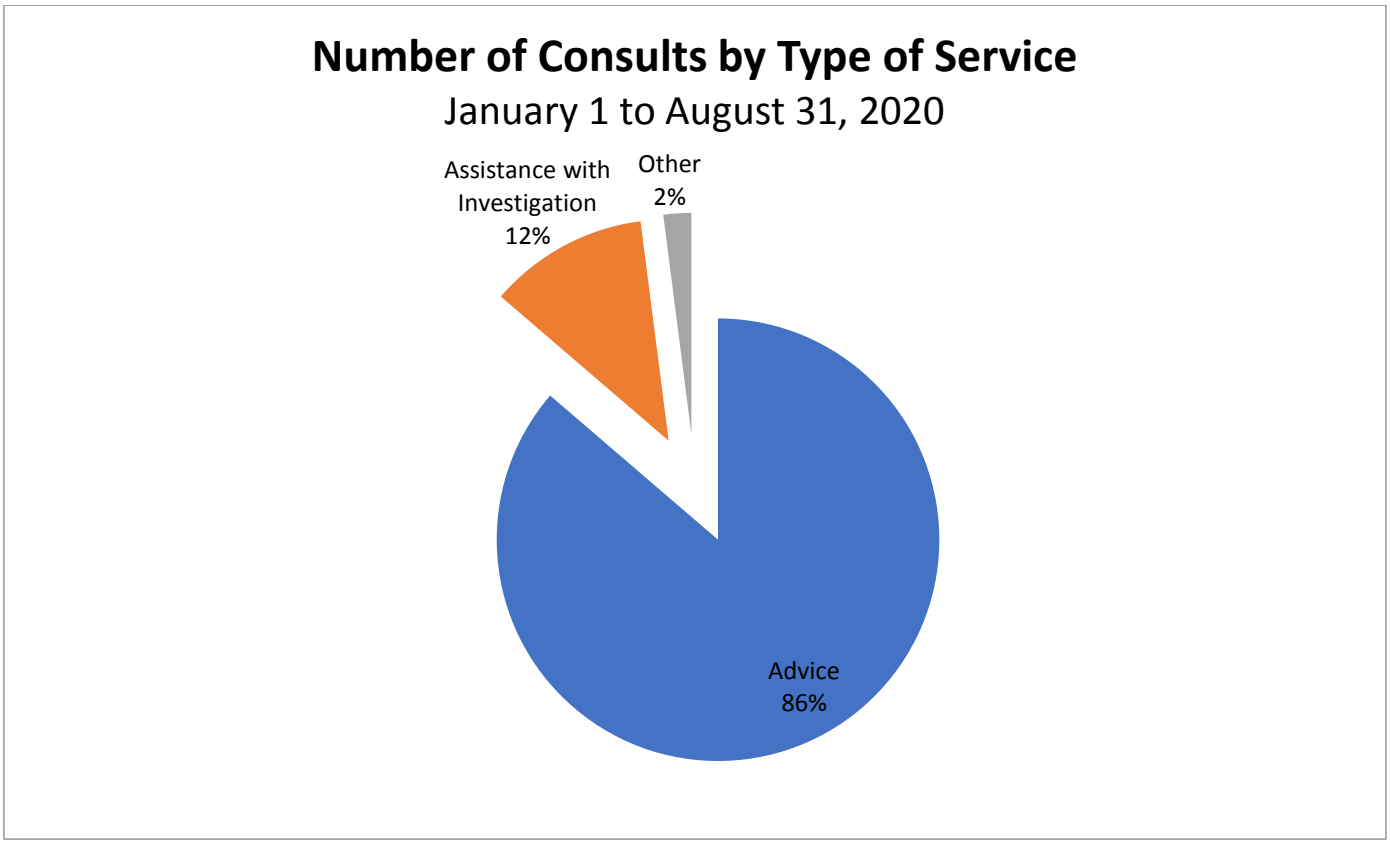

Figure F3: Consults by Type of Incident

TYPE OF INCIDENT	NUMBER OF CONSULTS	PERCENTAGE
Workplace Harassment	20	10%
Human Rights	153	78%
Workplace Harassment & Human Rights	7	4%
Hate Activity	5	3%
Other	12	6%
TOTAL	197	100%

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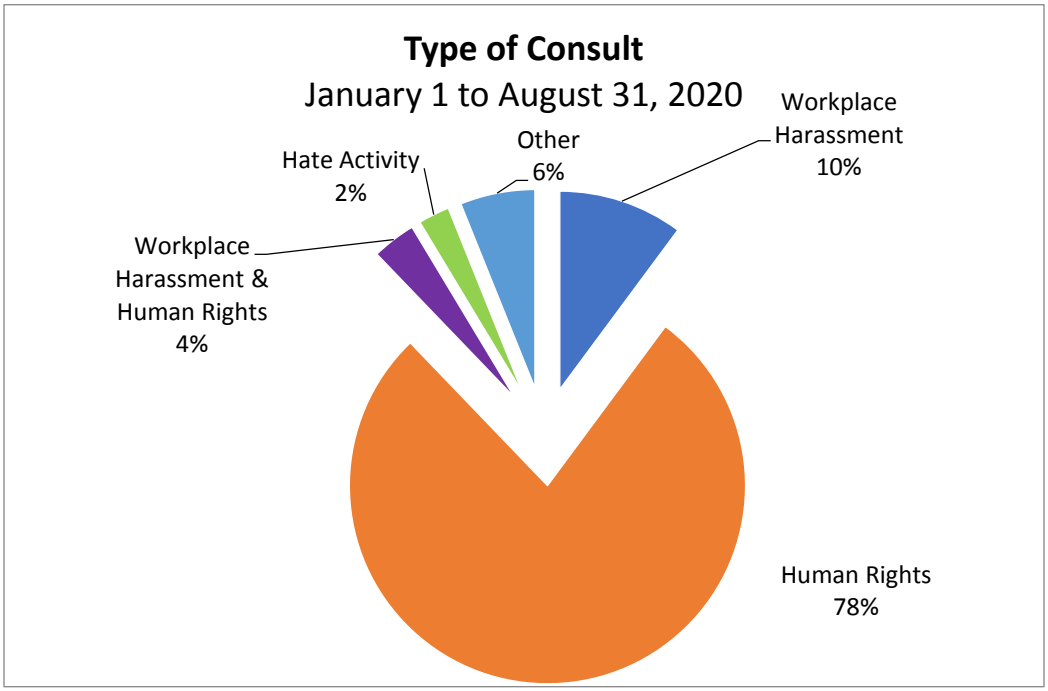

Figure F4: Consults by Social Area

SOCIAL AREA	NUMBER OF CONSULTS	PERCENTAGE
Employment	87	44%
Education	108	55%
Facilities	2	1%
TOTAL	197	100%

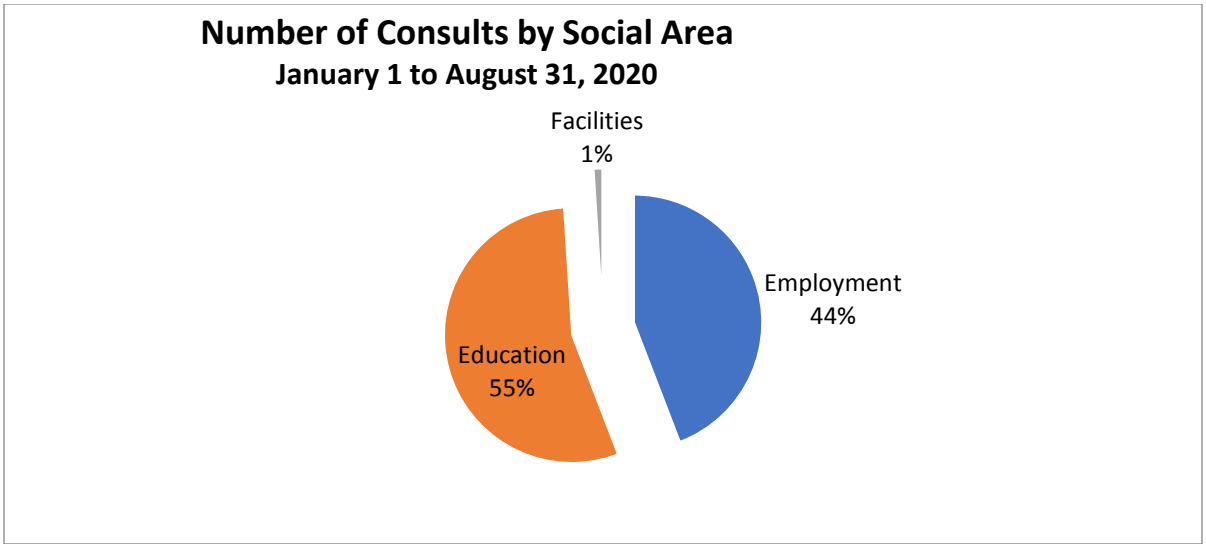

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Figure F5: Number of Consults by Month

MONTH	NUMBER OF CONSULTS
January	28
February	25
March	22
April	9
May	13
June	68
July	26
August	6
TOTAL	197

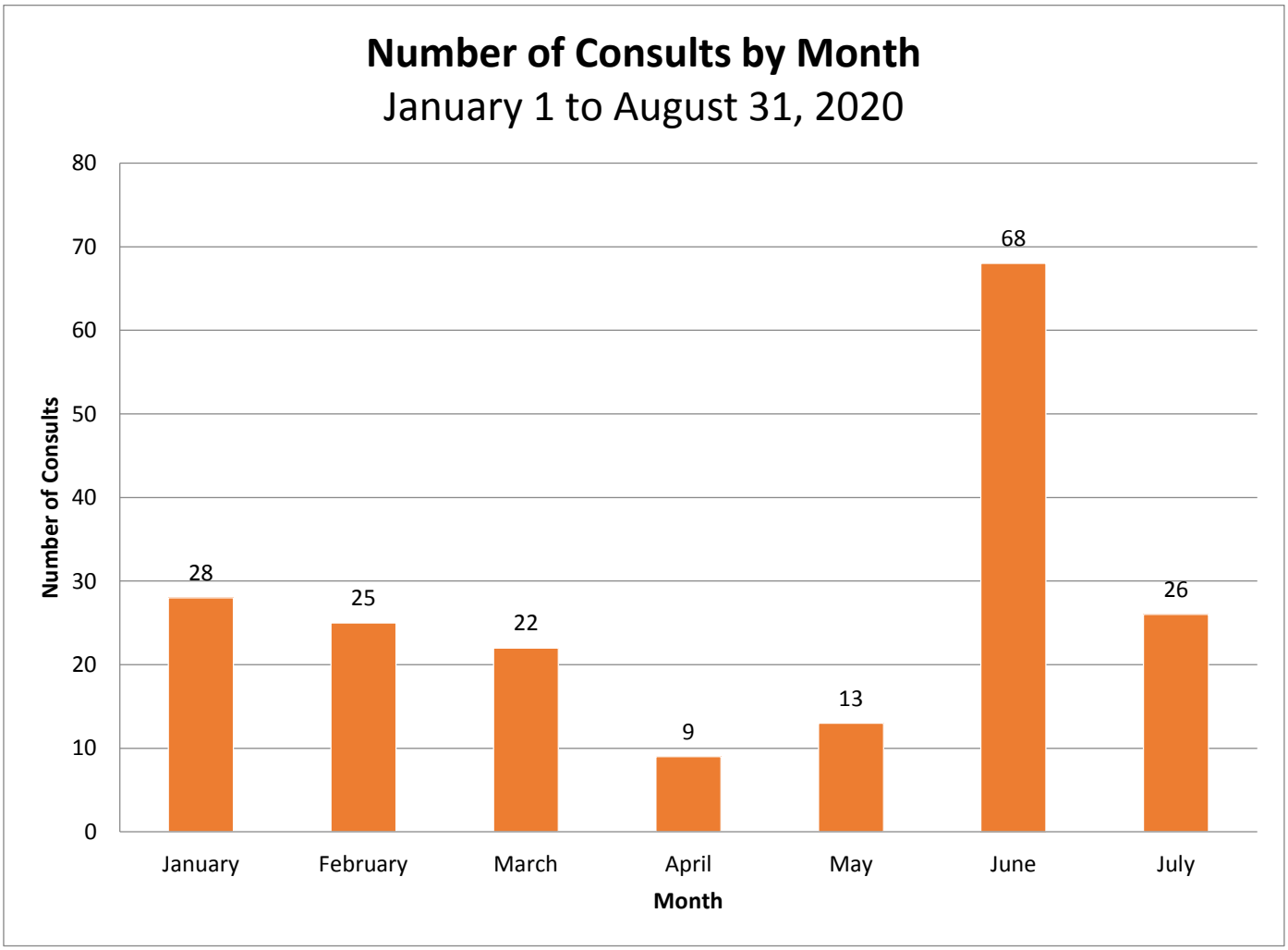

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Figure F6: Organizational Response Team Meetings by Social Area

Organizational Response Team Meetings *First ORT convened on May 29, 2020*	
TYPE	NUMBER OF ORTs
Employment	23
Education	38
Facilities	1
TOTAL	62

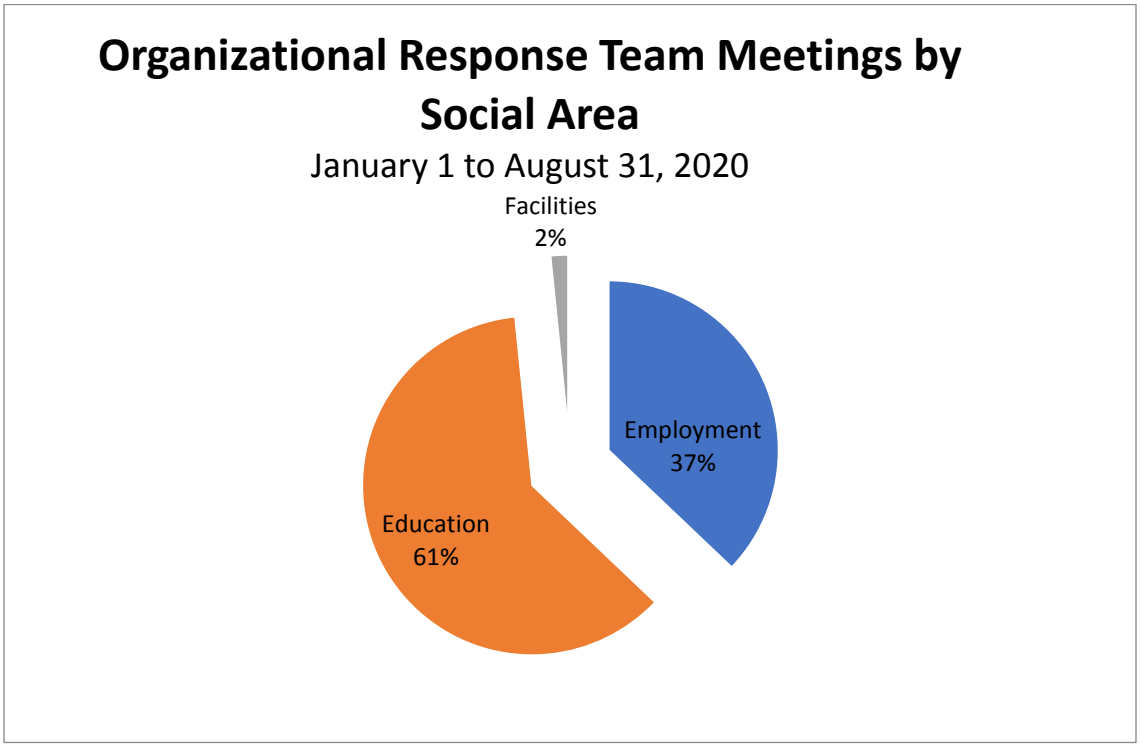

Figure F7: Organizational Response Team Meetings by Type

Organizational Response Team Meetings	
TYPE	NUMBER OF ORTs
Human Rights	60
Human Rights & Workplace Harassment	2
TOTAL	62

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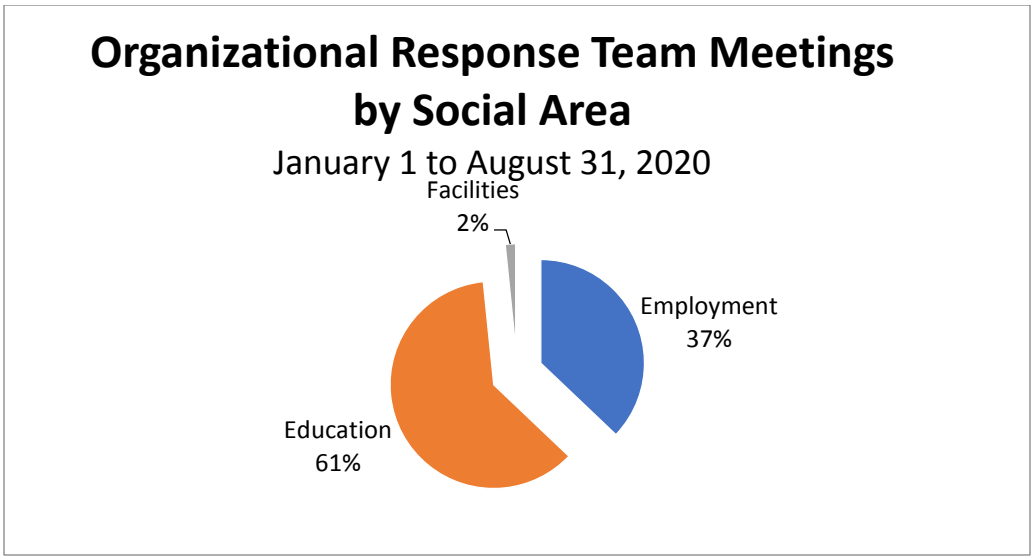
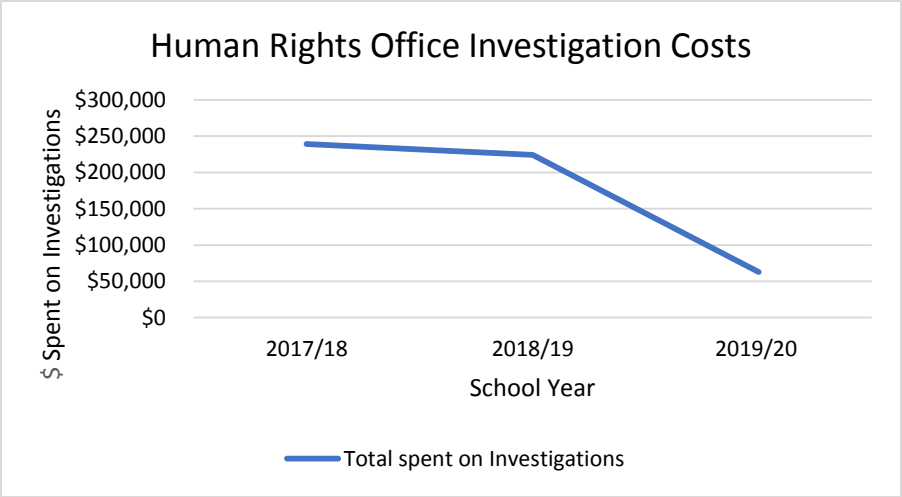


APPENDIX G: Human Rights Office Investigation Costs

Year	Total spent on Investigations
2017/18	$239,110
2018/19	$224,248
2019/20	$62,738



HUMAN RIGHTS UPDATE: ANNUAL REPORT 2018-2020

APPENDIX H: 2017 Student Census Data Tables

Note: entries highlighted in red met the 9/10ths rule of (non-statistical) substantial significance as discussed in Appendix A, section 3.2.1.

Application of Rules

Student Census Grades 7 - 12

All Respondents

SCHOOL RULES ARE APPLIED TO ME IN A FAIR WAY		
	Percent	Count
All the time	41%	34,484
Often	37%	31,072
Sometimes	16%	13,678
Rarely	4%	3,613
Never	2%	1,793
Total	100%	84,640

Disability

SCHOOL RULES ARE APPLIED TO ME IN A FAIR WAY								
	All the time/Often		Sometimes		Rarely/Never		Total	
	Percent	Count	Percent	Count	Percent	Count	Percent	Count
Yes	73%	5,591	18%	1,409	9%	691	100%	7,691
No	79%	52,701	15%	9,998	5%	3,606	100%	66,305
Not sure	68%	6,100	22%	1,936	10%	928	100%	8,964
Total	78%	64,392	16%	13,343	6%	5,225	100%	82,960

Race

SCHOOL RULES ARE APPLIED TO ME IN A FAIR WAY								
	All the time/Often		Sometimes		Rarely/Never		Total	
	Percent	Count	Percent	Count	Percent	Count	Percent	Count
Black	64%	6,604	24%	2,417	12%	1,254	100%	10,275
East Asian	82%	10,179	14%	1,707	4%	468	100%	12,354
Indigenous	67%	135	21%	43	11%	23	100%	201
Latin American	74%	1,173	19%	300	7%	115	100%	1,588
Middle Eastern	76%	3,948	16%	822	8%	435	100%	5,205

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Mixed	73%	6,900	18%	1,723	8%	795	100%	9,418
South Asian	83%	15,049	13%	2,344	5%	835	100%	18,228
Southeast Asian	79%	3,618	17%	799	4%	181	100%	4,598
White	79%	17,856	15%	3,494	6%	1,283	100%	22,633
Total	77%	65,462	16%	13,649	6%	5,389	100%	84,500

Gender Identity

SCHOOL RULES ARE APPLIED TO ME IN A FAIR WAY								
	All the time/Often		Sometimes		Rarely/Never		Total	
	Percent	Count	Percent	Count	Percent	Count	Percent	Count
Female	80%	32,714	15%	6,304	5%	2,123	100%	41,141
Male	76%	32,278	17%	7,173	7%	3,161	100%	42,612
Non-binary	64%	561	23%	200	14%	121	100%	882
Total	77%	65,553	16%	13,677	6%	5,405	100%	84,635

Sexual Orientation

SCHOOL RULES ARE APPLIED TO ME IN A FAIR WAY								
	All the time/Often		Sometimes		Rarely/Never		Total	
	Percent	Count	Percent	Count	Percent	Count	Percent	Count
Straight	78%	53,097	16%	10,972	6%	4,250	100%	68,319
LGBTQ+	73%	3,221	19%	820	8%	354	100%	4,395
Questioning	74%	1,128	18%	283	8%	120	100%	1,531
Total	77%	57,446	16%	12,075	6%	4,724	100%	74,245

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Religion

SCHOOL RULES ARE APPLIED TO ME IN A FAIR WAY								
	All the time/Often		Sometimes		Rarely/Never		Total	
	Percent	Count	Percent	Count	Percent	Count	Percent	Count
Agnosticism	78%	1,785	16%	370	6%	129	100%	2,284
Atheism	77%	3,721	16%	790	7%	328	100%	4,839
Buddhism	81%	2,658	15%	476	4%	133	100%	3,267
Christianity	75%	20,104	18%	4,799	7%	1,933	100%	26,836
Hinduism	85%	5,949	11%	794	3%	235	100%	6,978
Indigenous Spirituality	66%	73	20%	22	14%	15	100%	110
Islam	78%	12,296	15%	2,426	7%	1,103	100%	15,825
Judaism	79%	1,553	16%	318	5%	94	100%	1,965
Sikhism	84%	746	11%	97	5%	46	100%	889
Spiritual	72%	593	20%	168	8%	66	100%	827
More than one faith/religion	72%	917	20%	257	8%	108	100%	1,282
No religion	79%	13,221	16%	2,666	6%	954	100%	16,841
Other	68%	333	18%	88	14%	69	100%	490
Total	78%	63,949	16%	13,271	6%	5,213	100%	82,433

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Grade 4 – 6 Student Census

2017 Student Census Data Table

SCHOOL RULES ARE FAIR [GRADE 4-6 ONLY		
	Percent	Count
All the time	45%	20,306
Often	30%	13,555
Sometimes	17%	7,784
Rarely	5%	2,129
Never	3%	1,140
Total	100%	44,914

Race

SCHOOL RULES ARE FAIR [GRADE 4-6 ONLY]								
	All the time/Often		Sometimes		Rarely/Never		Total	
	Percent	Count	Percent	Count	Percent	Count	Percent	Count
Black	65%	3,506	22%	1,194	13%	716	100%	5,416
East Asian	80%	4,296	15%	829	5%	251	100%	5,376
Indigenous	73%	86	14%	16	14%	16	100%	118
Latin American	75%	611	20%	160	6%	47	100%	818
Middle Eastern	77%	2,099	16%	427	7%	193	100%	2,719
Mixed	70%	3,900	21%	1,172	9%	493	100%	5,565
South Asian	84%	8,260	12%	1,145	4%	397	100%	9,802
Southeast Asian	77%	1,274	17%	286	6%	104	100%	1,664
White	73%	9,644	19%	2,489	8%	1,012	100%	13,145
Total	75%	33,676	17%	7,718	7%	3,229	100%	44,623

HUMAN RIGHTS UPDATE: ANNUAL REPORT 2018-2020

Gender Identity

SCHOOL RULES ARE FAIR [GRADE 4-6 ONLY]								
	All the time/Often		Sometimes		Rarely/Never		Total	
	Percent	Count	Percent	Count	Percent	Count	Percent	Count
Female	79%	17,455	16%	3,450	5%	1,088	100%	21,993
Male	72%	16,340	19%	4,303	9%	2,160	100%	22,803
Non-binary	55%	58	26%	28	19%	20	100%	106
Total	75%	33,853	17%	7,781	7%	3,268	100%	44,902

Sense of Belonging – Student Census Grades 7 – 12

2017 Student Census Data Tables

I FEEL I BELONG IN THIS SCHOOL		
	Percent	Count
All the time	28%	23,937
Often	36%	30,713
Sometimes	24%	20,094
Rarely	8%	7,020
Never	4%	3,467
Total	100%	85,231

Disability

I FEEL I BELONG IN THIS SCHOOL								
	All the time/Often		Sometimes		Rarely/Never		Total	
	Percent	Count	Percent	Count	Percent	Count	Percent	Count
Yes	56%	4,366	26%	1,994	18%	1,400	100%	7,760
No	67%	44,891	22%	14,890	10%	6,913	100%	66,694
Not sure	49%	4,458	30%	2,747	20%	1,855	100%	9,060
	64%	53,715	24%	19,631	12%	10,168	100%	83,514

HUMAN RIGHTS UPDATE: ANNUAL REPORT 2018-2020

Race

I FEEL I BELONG IN THIS SCHOOL								
	All the time/Often		Sometimes		Rarely/Never		Total	
	Percen	Count	Percent	Count	Percent	Count	Percent	Count
Black	56%	5,819	26%	2,715	18%	1,855	100%	10,389
East Asian	64%	7,904	26%	3,292	10%	1,235	100%	12,431
Indigenous	55%	112	25%	52	20%	40	100%	204
Latin American	58%	920	28%	440	15%	233	100%	1,593
Middle Eastern	64%	3,351	22%	1,163	14%	740	100%	5,254
Mixed	59%	5,583	25%	2,386	16%	1,511	100%	9,480
South Asian	69%	12,618	21%	3,905	10%	1,830	100%	18,353
Southeast Asian	60%	2,769	29%	1,333	12%	539	100%	4,641
White	68%	15,499	21%	4,772	11%	2,474	100%	22,745
Total	64%	54,575	24%	20,058	12%	10,457	100%	85,090

Gender Identity

I FEEL I BELONG IN THIS SCHOOL								
	All the time/Often		Sometimes		Rarely/Never		Total	
	Percent	Count	Percent	Count	Percent	Count	Percent	Count
Female	62%	25,621	25%	10,415	13%	5,440	100%	41,476
Male	67%	28,630	22%	9,427	11%	4,790	100%	42,847
Non-binary	44%	398	28%	249	28%	256	100%	903
Total	64%	54,649	24%	20,091	12%	10,486	100%	85,226

Sexual Orientation

I FEEL I BELONG IN THIS SCHOOL								
	All the time/Often		Sometimes		Rarely/Never		Total	
	Percent	Count	Percent	Count	Percent	Count	Percent	Count
Straight	66%	45,177	23%	15,779	11%	7,789	100%	68,745
LGBTQ+	50%	2,202	28%	1,260	22%	969	100%	4,431
Questioning	49%	760	31%	480	20%	313	100%	1,553
Total	64%	48,139	23%	17,519	12%	9,071	100%	74,729

Religion

I FEEL I BELONG IN THIS SCHOOL								
	All the time/Often		Sometimes		Rarely/Never		Total	
	Percent	Count	Percent	Count	Percent	Count	Percent	Count
Agnosticism	59%	1,349	26%	594	16%	359	100%	2,302
Atheism	62%	3,039	23%	1,136	14%	701	100%	4,876

Buddhism	63%	2,064	28%	909	10%	323	100%	3,296
Christianity	63%	17,107	24%	6,471	13%	3,432	100%	27,010
Hinduism	73%	5,131	19%	1,346	8%	542	100%	7,019
Indigenous Spirituality	52%	57	27%	30	21%	23	100%	110
Islam	66%	10,462	22%	3,518	12%	1,970	100%	15,950
Judaism	73%	1,431	19%	366	9%	174	100%	1,971
Sikhism	72%	639	20%	179	8%	72	100%	890
Spiritual	52%	434	26%	213	23%	188	100%	835
More than one faith/religion	59%	758	26%	332	15%	197	100%	1,287
No religion	62%	10,574	25%	4,300	12%	2,061	100%	16,935
Other	55%	273	25%	123	20%	100	100%	496
Total	64%	53,318	24%	19,517	12%	10,142	100%	82,977

Respect – Student Census Grades 7 – 12

2017 Student Census Data Tables

MY TEACHERS RESPECT MY BACKGROUND		
	Percent	Count
All of them	76%	31,763
Most of them	16%	6,868
Some of them	5%	2,107
One or two of them	2%	861
None of them	1%	439
Total	100%	42,038

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Disability

MY TEACHERS RESPECT MY BACKGROUND								
	All of them/Most of them		Some of them		One or two of them/None of them		Total	
	Percent	Count	Percent	Count	Percent	Count	Percent	Count
Yes	90%	3,387	5%	195	4%	168	100%	3,750
No	93%	30,492	5%	1,544	3%	875	100%	32,911
Not sure	89%	4,018	7%	300	5%	206	100%	4,524
Total	92%	37,897	5%	2,039	3%	1,249	100%	41,185

Race

MY TEACHERS RESPECT MY BACKGROUND								
	All of them/Most of them		Some of them		One or two of them/None of them		Total	
	Percent	Count	Percent	Count	Percent	Count	Percent	Count
Black	85%	4,294	8%	428	7%	358	100%	5,080
East Asian	93%	5,683	5%	331	2%	129	100%	6,143
Indigenous	82%	82	9%	9	9%	9	100%	100
Latin American	90%	722	5%	42	4%	35	100%	799
Middle Eastern	91%	2,302	6%	143	4%	98	100%	2,543
Mixed	91%	4,257	5%	248	4%	186	100%	4,691
South Asian	93%	8,457	5%	432	2%	200	100%	9,089
Southeast Asian	93%	2,157	5%	118	2%	47	100%	2,322
White	95%	10,634	3%	352	2%	234	100%	11,220
Total	92%	38,588	5%	2,103	3%	1,296	100%	41,987

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Gender Identity

MY TEACHERS RESPECT MY BACKGROUND								
	All of them/Most of them		Some of them		One or two of them/None of them		Total	
	Percent	Count	Percent	Count	Percent	Count	Percent	Count
Female	93%	18,991	5%	948	3%	555	100%	20,494
Male	91%	19,267	5%	1,140	3%	716	100%	21,123
Non-binary	89%	372	5%	19	7%	29	100%	420
Total	92%	38,630	5%	2,107	3%	1,300	100%	42,037

Sexual Orientation

MY TEACHERS RESPECT MY BACKGROUND								
	All of them/Most of them		Some of them		One or two of them/None of them		Total	
	Percent	Count	Percent	Count	Percent	Count	Percent	Count
Straight	92%	31,507	5%	1,671	3%	965	100%	34,143
LGBTQ+	90%	1,876	5%	100	5%	109	100%	2,085
Questioning	91%	680	6%	48	3%	23	100%	751
Total	92%	34,063	5%	1,819	3%	1,097	100%	36,979

Religion

MY TEACHERS RESPECT MY BACKGROUND								
	All of them/Most of them		Some of them		One or two of them/None of them		Total	
	Percent	Count	Percent	Count	Percent	Count	Percent	Count
Agnosticism	94%	1,035	4%	41	3%	28	100%	1,104
Atheism	94%	2,262	3%	83	2%	53	100%	2,398
Buddhism	93%	1,508	5%	81	2%	36	100%	1,625

Christianity	91%	12,160	6%	750	3%	449	100%	13,359
Hinduism	94%	3,239	4%	147	2%	63	100%	3,449
Indigenous Spirituality	83%	43	8%	4	10%	5	100%	52
Islam	91%	7,161	6%	441	4%	282	100%	7,884
Judaism	95%	913	3%	24	2%	22	100%	959
Sikhism	94%	412	3%	12	3%	13	100%	437
Spiritual	86%	373	9%	37	6%	24	100%	434
More than one faith/religion	89%	573	6%	40	5%	34	100%	647
No religion	93%	7,782	4%	363	3%	218	100%	8,363
Other	84%	201	8%	18	8%	20	100%	239
Total	92%	37,662	5%	2,041	3%	1,247	100%	40,950

Well-Being – Student Census Grades 7 – 12

2017 Student Census Data Tables

WELL-BEING		
	Percent	Count
Low	25%	30,775
Middle/High	75%	94,339
Total	100%	125,114

Disability

WELL-BEING						
	Low		Middle/High		Total	
	Percent	Count	Percent	Count	Percent	Count
Yes	45%	3,318	55%	4,087	100%	7,405
No	27%	17,372	73%	47,005	100%	64,377
Not sure	51%	4,383	49%	4,275	100%	8,658
Total	31%	25,073	69%	55,367	100%	80,440

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Race

WELL-BEING						
	Low		Middle/High		Total	
	Percent	Count	Percent	Count	Percent	Count
Black	19%	2,789	81%	12,004	100%	14,793
East Asian	32%	5,493	68%	11,792	100%	17,285
Indigenous	29%	91	71%	221	100%	312
Latin American	26%	589	74%	1,716	100%	2,305
Middle Eastern	22%	1,655	78%	5,866	100%	7,521
Mixed	28%	4,052	72%	10,437	100%	14,489
South Asian	21%	5,845	79%	21,355	100%	27,200
Southeast Asian	29%	1,738	71%	4,360	100%	6,098
White	24%	8,430	76%	26,287	100%	34,717
Total	25%	30,682	75%	94,038	100%	124,720

Gender Identity

WELL-BEING						
	Low		Middle/High		Total	
	Percen	Count	Percent	Count	Percent	Count
Female	30%	18,538	70%	42,641	100%	61,179
Male	18%	11,574	82%	51,376	100%	62,950
Non-binary	68%	657	32%	309	100%	966
Total	25%	30,769	75%	94,326	100%	125,095

Sexual Orientation

WELL-BEING						
	Low		Middle/High		Total	
	Percent	Count	Percent	Count	Percent	Count
Straight	29%	19,149	71%	47,172	100%	66,321
LGBTQ+	64%	2,746	36%	1,546	100%	4,292
Questioning	62%	928	38%	577	100%	1,505
Total	32%	22,823	68%	49,295	100%	72,118

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Religion

WELL-BEING						
	Low		Middle/High		Total	
	Percent	Count	Percent	Count	Percent	Count
Agnosticism	50%	1,122	50%	1,110	100%	2,232
Atheism	44%	2,097	56%	2,666	100%	4,763
Buddhism	37%	1,181	63%	2,039	100%	3,220
Christianity	28%	7,274	72%	18,724	100%	25,998
Hinduism	24%	1,646	76%	5,176	100%	6,822
Indigenous Spirituality	46%	50	54%	59	100%	109
Islam	26%	3,921	74%	11,176	100%	15,097
Judaism	30%	582	70%	1,332	100%	1,914
Sikhism	22%	190	78%	677	100%	867
Spiritual	46%	371	54%	433	100%	804
More than one faith/religion	37%	456	63%	792	100%	1,248
No religion	36%	5,855	64%	10,555	100%	16,410
Other	47%	225	53%	255	100%	480
Total	31%	24,97	69%	54,994	100%	79,964

Toronto District School 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.

To read the full Multi-Year Strategic Plan, visit **www.tdsb.on.ca/mysp**

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.