



Planning and Priorities Committee Agenda

PPC:013A

Wednesday, May 19, 2021

4:30 p.m.

Electronic Meeting

Trustee Members

Alexander Brown (Chair), Michelle Aarts, Rachel Chernos Lin, Stephanie Donaldson, Trixie Doyle, Harpreet Gill, Parthi Kandavel, Shelley Laskin, James Li, Alexandra Lulka, Dan MacLean, Christopher Mammoliti, Chris Moise, Patrick Nunziata, Zakir Patel, Robin Pilkey, Yalini Rajakulasingam, David Smith, Anu Sriskandarajah, Jennifer Story, Chris Tonks, Manna Wong

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. Report From Trustees Appointed to the Ontario Public School Boards' Association**
 - 5.1. OPSBA Directors' Report
- 6. Staff Reports**
 - 6.1. School Renaming Request for Queen Victoria Public School [4097] 1
 - 6.2. Boundary Change Review for Glenview Senior Public School, John Polanyi Collegiate Institute, Lawrence Park Collegiate Institute and Ledbury Park Elementary and Middle School [4093] 7
 - 6.3. 705 Progress Avenue Site: Update [4095] 15
 - 6.4. Multi-Year Strategic Plan Update [4096] 23

7. Adjournment



School Renaming Request for Queen Victoria Public School

To: Planning and Priorities Committee

Date: May 19, 2021

Report No.: 05-21-4097

Strategic Directions

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

Recommendation

It is recommended that a school renaming committee be formed at Queen Victoria Public School in accordance with Policy P047, Naming Schools and Special Purpose Areas for the purpose of recommending a change of name for Queen Victoria Public School.

Context

Queen Victoria Public School was founded in the Parkdale community in 1887. The school was rebuilt in 1999. The school serves a diverse school community and celebrates that diversity through community events, advocacy work and a commitment to anti-racism and anti-oppressive practices in curriculum and instruction, staff learning and community engagement.

The School Council and the Black Student Success Committee have expressed an interest to begin the process of changing the school name. Under our current policies, a request of this nature can be initiated from a school or local community. Approval of the Board is required before any process may be implemented to determine and propose a new name. Initial discussions occurred with the School Council first on October 21, 2020 and then again on January 27, 2021. The response from School Council has been excitement at the possibility of being able to engage in the school renaming process. The desire to have a new name is representative of a “fresh start” for the school community amongst a range of other positive changes.

As stated in communication with the Queen Victoria PS School Council and the Queen Victoria Public School Black Student Success Committee co-chairs:

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Our Queen Victoria school community, as you know, has withstood devastating challenges over the past year - feeling the unfortunate impacts of ETFO job action, ongoing experiences of anti-Black racism, and the Covid-19 pandemic.

But it is also true that the proud and hopeful spirit of Parkdale Village runs through our school community. It's a spirit that our administration has harnessed in envisioning our school as a centre of excellence that exemplifies and inspires the highest standards for literacy, equity and community-building.

We feel strongly that this is a fitting time to rebrand the school with a new name that honours and reflects these values, while stimulating renewed energy, sense of connection, and focus on a positive way forward - for our school community and neighbourhood.

It is recognized that a motion was approved by Board on April 21, 2021 [Renaming Schools Celebrating the Diversity of Toronto](#) which states:

Whereas, the Toronto District School Board has 583 schools, located in every community across Toronto; and

Whereas, school names are an opportunity to teach students about their community's history and place and their community's leaders and heroes; and

Whereas, there are few new school naming opportunities due to the small number of schools being opened each year; and

Whereas, few schools are named after celebrated Indigenous or Black Leaders or Leaders of colour; and

Whereas, some school names do not reflect the values of contemporary Toronto; and

Whereas, some schools are named after people with a racist legacy; and

Whereas, policy P047, Naming of Schools and Special Purpose Areas and procedure PR592, Naming of Schools and Special Purpose Areas create impediments to review or change school names and themselves might be characterized as systemically racist policies;

Whereas, based on the Board's policy review schedule, review of policy P047 is currently under Phase 3 of the policy review process;

Therefore, be it resolved:

- A. That a special purpose reference group comprised of students, parents, TDSB educators, community members, appropriate qualified experts and individuals involved in anti-racism work, be established:
 - a. to inform the consultation process;
 - b. to propose amendments to policy P047 and procedure PR592, Naming of Schools and Special Purpose Areas, so that school naming or renaming can be made from time-to-time to reflect the diversity of the City;

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- c. to provide a proposal for a city-wide review of all school names so that TDSB schools reflect the diversity of Toronto's success;

- B. That the reference group present a report to the Governance and Policy Committee no later than June 30, 2021.

The School Council and the Black Student Success Committee look forward to the opportunity to continue the momentum and excitement of a school renaming early in the 2021/2022 school year as a critical moment for moving beyond recent negative incidents at the school.

Given the concerns expressed by students and staff at Queen Victoria PS, it is believed that engaging in the school renaming process without delay, and in partnership with community members, will support the rebuilding of trust given what has transpired in the school community.

Action Plan and Associated Timeline

Timeline	Action Plan	Staff Responsible
May 31, 2021	Once approved at board, a school naming committee of trustees, staff school council representatives, and a representative of a local ratepayer or recognized umbrella community group, will be formed to consider possible names for the school.	Superintendent Debbie Donsky

Resource Implications

Changing signage at the school

Communications Considerations

- Community consultation including parents, families, local residents.
- Communications with City Councillor

Board Policy and Procedure Reference(s)

Policy P047 - Naming Schools and Special Purpose Areas

Appendices

- Appendix A: Renaming Schools Celebrating the Diversity of Toronto

From

Andrew Gold, Associate Director – Leadership, Learning and School Improvement at andrew.gold@tdsb.on.ca or at 416-397-3069

Debbie Donsky, Superintendent of Education, Learning Network 19 at debbie.donsky@tdsb.on.ca or at 416-394-2046

Written Notice of Motion for Consideration (Trustee Rajakulasingam, on behalf of Trustee Smith and Trustee Mammoliti)

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

In accordance with Board Bylaw 5.15.2, the following motion is submitted as notice at this time and for consideration at the next scheduled meeting of the Committee.

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

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

Renaming Schools Celebrating the Diversity of Toronto

Whereas, the Toronto District School Board has 583 schools, located in every community across Toronto; and

Whereas, school names are an opportunity to teach students about their community's history and place and their community's leaders and heroes; and

Whereas, there are few new school naming opportunities due to the small number of schools being opened each year; and

Whereas, few schools are named after celebrated Indigenous or Black Leaders or Leaders of colour; and

Whereas, some school names do not reflect the values of contemporary Toronto; and

Whereas, some schools are named after people with a racist legacy; and

Whereas, policy P047, Naming of Schools and Special Purpose Areas and procedure PR592, Naming of Schools and Special Purpose Areas create impediments to review or change school names and themselves might be characterized as systemically racist policies;

Whereas, based on the Board's policy review schedule, review of policy P047 is currently under Phase 3 of the policy review process;

Therefore, be it resolved:

- (a) That a special purpose reference group comprised of students, parents, TDSB educators, community members, academics and individuals involved in anti-racism work, be established:

- (i) to inform the consultation process;
 - (ii) to propose amendments to policy P047 and procedure PR592, Naming of Schools and Special Purpose Areas, so that school naming or renaming can be made from time-to-time to reflect the diversity of the City;
 - (iii) to provide a proposal for a city-wide review of all school names so that TDSB schools reflect the diversity of Toronto's success.
- (b) That the reference group present a report to the Planning and Priorities Committee no later than June 30, 2021.

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Boundary Change Review for Glenview Senior Public School, John Polanyi Collegiate Institute, Lawrence Park Collegiate Institute and Ledbury Park Elementary and Middle School

To: Planning and Priorities Committee

Date: 19 May, 2021

Report No.: 05-21-4093

Strategic Directions

- Provide Equity of Access to Learning Opportunities for All Students

Recommendation

It is recommended that:

- a) The intermediate attendance area for Glenview Senior Public School be expanded to include the small portion of the Ledbury Park Elementary and Middle School intermediate attendance area that is located south of Lawrence Avenue West and west of Avenue Road, as shown in Appendix C of this report, effective September 1, 2021;
- b) The secondary attendance area for Lawrence Park Collegiate Institute be expanded to include the small portion of the John Polanyi Collegiate Institute secondary attendance area that is located south of Lawrence Avenue West and west of Avenue Road, as shown in Appendix D of this report, effective September 1, 2021;
- c) All students who reside in the portion of Ledbury Park Elementary and Middle School's intermediate attendance area described in Part a) above and attend Ledbury Park Elementary and Middle School as of the end of the 2020-2021 school year be allowed to remain at Ledbury Park Elementary and Middle School until they graduate; and
- d) All students who reside in the portion of John Polanyi Collegiate Institute's secondary attendance area described in Part b) above and attend John Polanyi

Collegiate Institute as of the end of the 2020-2021 school year be allowed to remain at John Polanyi Collegiate Institute until they graduate.

Context

The schools involved in the Boundary Change Review are Glenview Sr. PS, John Polanyi CI, Lawrence Park CI and Ledbury Park E & MS. These schools are located in Ward 8 (Trustee Laskin).

One of the goals of the Long-Term Program and Accommodation Strategy is to have consistent attendance areas across the city where junior, intermediate, and secondary boundaries are aligned and graduating cohorts have the opportunity to stay together as they feed into the next school. In support of this goal, the Long-Term Program and Accommodation Strategy 2020-2029 identified a study to review a small portion of the John Ross Robertson Jr. PS junior attendance area that has a split intermediate pathway (subject area). Currently, graduating Grade 6 students residing in the subject area are divided from their peers and assigned to Ledbury Park E & MS, whereas the vast majority of their peers are assigned to Glenview Sr. PS. The study was further expanded to review the split secondary school pathway where these students are assigned to John Polanyi CI while the vast majority of their peers are assigned to Lawrence Park CI. Appendix A contains a map that shows the location of the subject area.

The subject area was part of the former North York municipality prior to the amalgamation that formed the current City of Toronto. The area was historically assigned to former North York Board of Education schools but is geographically very close to former Toronto Board of Education schools. As part of a Program Area Review conducted in 2013 to develop solutions for implementing full day kindergarten, the junior attendance areas were changed to balance enrolments and to rectify the historical boundary irregularities. The subject area was assigned to John Ross Robertson Jr. PS. The intermediate and secondary pathways were not addressed at that time because the review was focussed on the junior schools.

A Local Feasibility Team (LFT) was established in February 2021 which included the local trustee, local superintendents, principals of the schools involved, and Planning staff. The LFT met on several occasions to discuss and assess potential intermediate and secondary attendance area changes to address the school pathway anomalies.

Historical and current enrolment data indicate there is an existing trend where a majority of intermediate and secondary students living within the subject area are attending Glenview Sr. PS and Lawrence Park CI when compared to attendance at Ledbury Park E & MS and John Polanyi CI. It is the LFT's opinion that there would be minimal to no impact on enrolment at Ledbury Park E & MS and John Polanyi CI as a result of the

proposed changes. Appendix B shows the number of students residing in the subject area and the schools they attend.

To support the goal of ensuring all students attending John Ross Robertson Jr. PS have a consistent school pathway through to Grade 12, the LFT is recommending that a small portion of the intermediate and secondary attendance boundaries be changed to align with the existing John Ross Robertson Jr. PS junior attendance area, effective September 1, 2021. Appendices C and D show the proposed boundary changes.

A virtual public meeting was held on April 27, 2021 to present the context and proposed recommendations. Attendees were provided an opportunity to ask questions and offer feedback. Parents, guardians and community members demonstrated a high level of support of the proposed boundary changes.

Action Plan and Associated Timeline

If approved, the boundary change would be effective September 1, 2021. Beginning in the 2021-2022 school year, new Grade 7 and 8 students residing in the proposed boundary change area will now be assigned to Glenview Sr. PS for the Regular program. New Grade 9 to 12 students residing in the proposed boundary change area will be assigned to Lawrence Park CI for the Regular program.

Resource Implications

No capital improvements are required because of this boundary change. Staffing requirements at Glenview Sr. PS, John Polanyi CI, Lawrence Park CI and Ledbury Park E & MS are subject to annual enrolment projections and staffing cycles.

Communications Considerations

Details about the outcome of the review will be posted on the TDSB's Accommodation Reviews website. Information and notice of the Board decision will also be provided through the school websites, the profile pages on the TDSB website and will be emailed to all attendees of the public meeting who provided an email address.

Notation will be added to the street guide notifying anyone using the 'Find Your School' search function of the Board-approved changes and directing them to the latest information about the outcome of this review.

Board Policy and Procedure Reference(s)

Accommodation and Program Review Policy P068, Section 6E.

Appendices

- Appendix A: Map of the Subject Area
- Appendix B: Students Residing in the Subject Area and Enrolment and Utilization Data for the Schools Involved
- Appendix C: Map of Current and Proposed Intermediate Attendance Areas
- Appendix D: Map of Current and Proposed Secondary Attendance Areas

From

Maia Puccetti, Executive Officer, Facilities and Planning, at maia.puccetti@tdsb.on.ca or at 416-393-8780

Andrew Gowdy, System Planning Officer, Strategy and Planning, at Andrew.gowdy@tdsb.on.ca or at 416-394-3917

Dan Castaldo, Senior Manager, Strategy and Planning, at Daniel.castaldo@tdsb.on.ca or at 416-338-4471



Toronto District School Board

Map of Proposed Boundary Change Subject Area for Glenview Sr PS, John Polanyi CI, Lawrence Park CI and Ledbury Park E&MS



Please note:
The lines on this map representing the Attendance Areas are approximate. For specific information on designated schools to serve individual addresses, please consult the TDSB Street Guide.

0 0.05 0.1 0.2 0.3 0.4 0.5 km

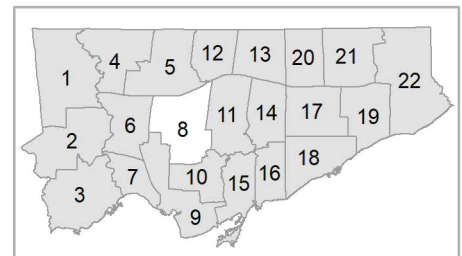
Produced by:
Planning Division, TDSB
March 2021
Source:
Base Map- Geospatial Competency Centre
Facility - Planning Division, TDSB
Data- City of Toronto



Legend:

- Elementary School
- Elementary and Secondary School
- Secondary School
- Other TDSB Facility
- Site

- Railway
- Road
- Waterway
- Utility Line
- Junior Attendance Area
- Intermediate Attendance Area
- Ward Boundary



Appendix B

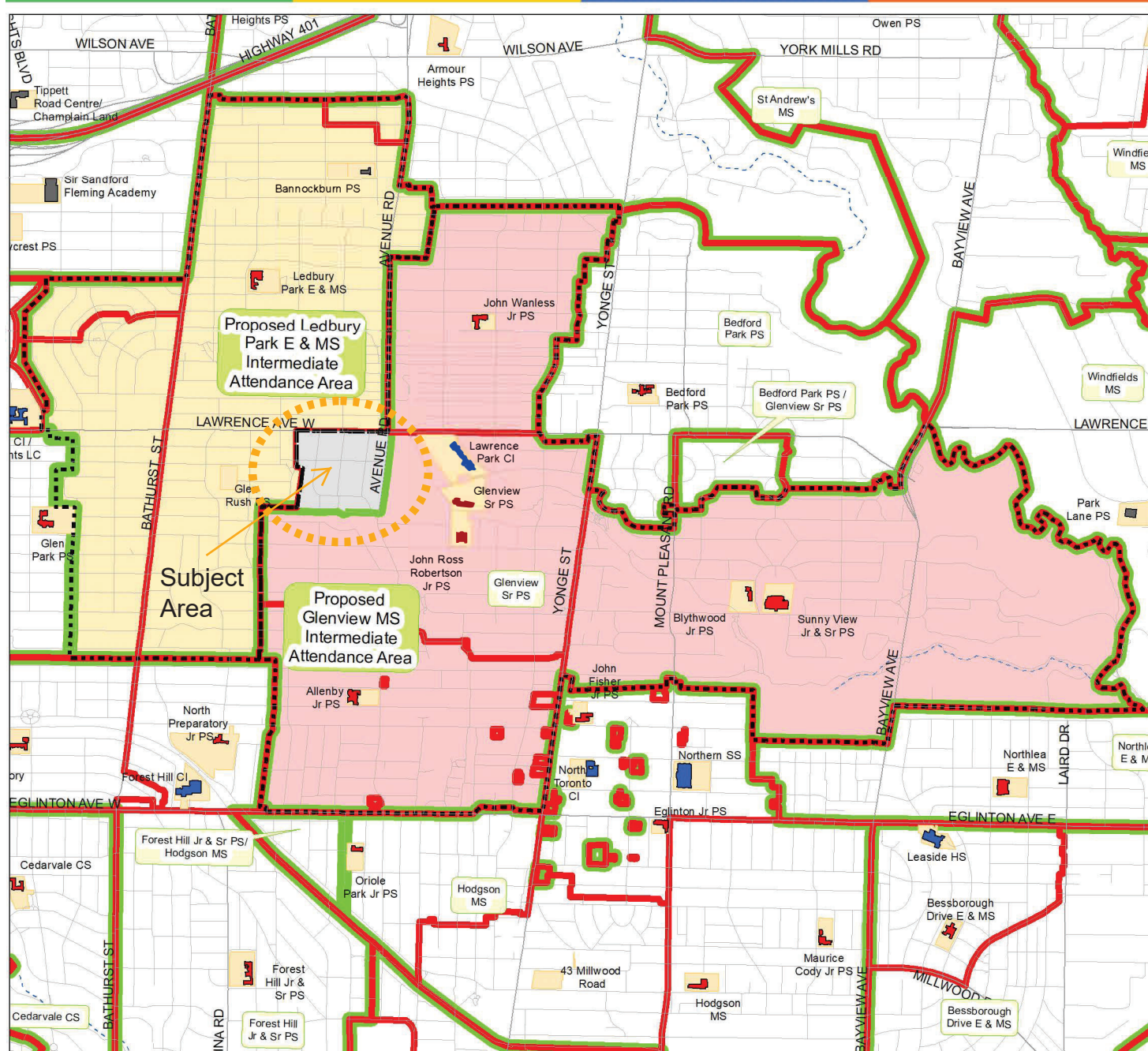
Students Residing in the Subject Area by School Attending

School	2018-19	2019-20	2020-21
Ledbury Park E&MS	1	1	1
Glenview Sr PS	3	5	6
Total Elementary	4	6	7
John Polanyi CI	1	1	1
Lawrence Park CI	4	6	5
Total Secondary	5	7	6

Enrolment and Utilization Data of Schools Involved

School	Capacity	Portables	Enrolment		Utilization Rate	
			Actual 2020	Projected 2030	Actual 2020	Projected 2030
Ledbury Park E&MS	554	0	501	530	90%	96%
Glenview Sr PS	619	0	681	599	110%	97%
John Polanyi CI	1,032	0	649	665	63%	64%
Lawrence Park CI	882	3	1,273	1,171	144%	133%

Map of Current and Proposed Intermediate Attendance Area








Please note:
The lines on this map representing the Attendance Areas are approximate. For specific information on designated schools to serve individual addresses, please consult the TDSB Street Guide.






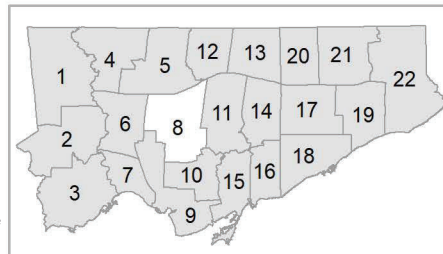
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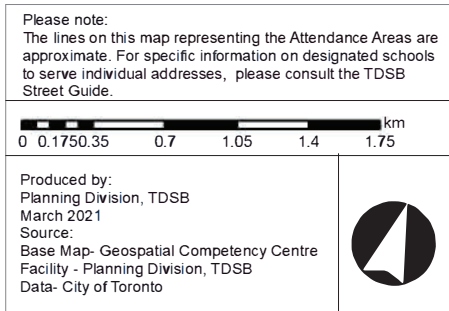







Legend:




-  Elementary School
 Elementary and Secondary School
 Secondary School
 Other TDSB Facility
 Site

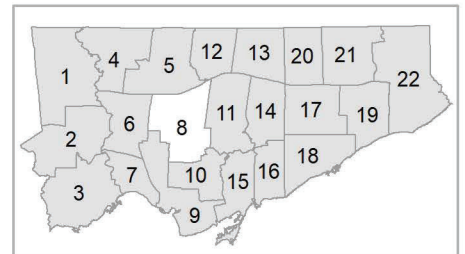
- | | |
|-------------------------------------------------------------------------------------|---------------------------------------|
|  | Railway |
|  | Road |
|  | Waterway |
|  | Utility Line |
|  | Junior Attendance Area |
|  | Intermediate Attendance Area |
|  | Proposed Intermediate Attendance Area |
|  | Ward Boundary |





 Elementary School
 Elementary and Secondary School
 Secondary School
 Other TDSB Facility
 Site

	Railway
	Road
	Waterway
	Utility Line
	Junior
	Attendance Area
	Secondary
	Attendance Area
	Proposed Secondary
	Attendance Area
	Ward Boundary





705 Progress Avenue Site: Update

To: Planning and Priorities Committee

Date: 19 May, 2021

Report No.: 05-21-4095

Strategic Directions

- Provide Equity of Access to Learning Opportunities for All Students

Recommendation

It is recommended that the update on the 705 Progress Avenue site be received.

Context

The purpose of this report is to provide an update on the 705 Progress Avenue site as requested by the Trustees at the Board meeting on April 21, 2021. The update includes an estimated timeline on when a new elementary school could be constructed on the site.

Description of the Site and Buildings

The 705 Progress Avenue site is located in central Scarborough immediately to the east of the Scarborough Town Centre at Progress Avenue and Bellamy Road North in Ward 19 (Trustee Patel). The site was jointly purchased in 1996 by the former City of Scarborough and the former Scarborough Board of Education to provide a future elementary school and municipal park. Each party holds a 50/50 undivided interest in the property.

The site is 10.89 acres in area. There are six industrial buildings on the site with a total gross floor area of 155,658 square feet. The buildings are divided into 63 industrial units and nine offices. Appendix A contains a map showing the location of the site. Appendix B contains a floor plan showing the layout of the buildings and the units.

Operating Agreement and Tenants

The City of Toronto and the TDSB have an operating agreement defining the partnership and management of the site. As agreed, the site is managed by an independent property manager, Compass Realty, under the direction of the City of Toronto in consultation with the TDSB through the Toronto Lands Corporation (TLC). All costs are shared 50/50 between both owners on an annual reconciliation basis.

Each lease agreement is co-signed by the City and the TLC. Each tenant is responsible for maintenance and caretaking of their respective unit. All industrial units are metered separately. Each tenant is invoiced directly by the utility companies (gas and hydro) for their consumption. The leases contain an early termination clause where the owners can provide six months written notice to the tenant.

Currently, the units are leased out to 33 different tenants. Most leases expire within the next two years. The longest lease expires in June 2025.

Temporary Homeless Shelter

In 2019, the City converted units 47 to 62 into a temporary homeless shelter. The temporary shelter is necessary to accommodate residents displaced by the George Street Revitalization project. In this project, Seaton House is being replaced and expanded. The City has implemented two other temporary shelters to use as transition sites while Seaton House is being rebuilt: Scarborough Village Residence located at 3306 Kingston Road; and Junction Place located at 731 Runnymede Road.

The Memorandum of Understanding for the temporary homeless shelter specifies that the shelter can occupy the space until December 31, 2023. The agreement contains a renewal option for five years.

Residential Development

The 705 Progress Avenue site is located within a mixed-use and employment area bound by McCowan Road, Ellesmere Avenue, Bellamy Road North and Highway 401. As per the City's Official Plan, the mixed-use lands allow for a broad range of commercial, residential, and institutional uses, in single-use or mixed-use buildings, as well as parks. The employment lands are places of business and economic activities vital to Toronto's economy and include core employment uses, such as manufacturing and processing, and general employment uses, such as restaurants, retail and service uses.

Residential uses started being introduced in this area more than a decade ago. Currently there are 343 elementary students and 75 secondary students living here.

Many of the industrial and commercial properties are being proposed for residential buildings. There are over 8,000 high-density residential units in the City's development approval process. These units have the potential to yield approximately 700 elementary students and 140 secondary students (note: not all of these students will choose to attend the local designated schools – approximately 15% of the elementary students and 50% of the secondary students will choose to attend other schools on optional attendance or to access programs like French). Some of these units could be constructed in the next five to ten years, but most are likely to be completed beyond ten years.

Holding Schools

It is the practice in Ontario for school boards to use holding schools to accommodate students while a new neighbourhood is emerging. Holding schools are utilized until a new school is built in the neighbourhood. The construction of a new school requires the school board to apply to the Ministry of Education for funding. The funding is secured through the Capital Priorities process in which a business case is submitted to the Ministry that presents the rationale for a new school. Holding schools play an important role in the rationale: they demonstrate that a sufficient number of actual students reside in the new neighbourhood to sustain a viable standalone school; they provide evidence of actual trends of families residing in the neighbourhood to support the projected enrolment; and they allow time for the full build out of the area to be known which is important for establishing the capacity of the new school.

The holding schools for the residential buildings in the 705 Progress Avenue area are Bendale Jr PS for JK-6 students and Tredway Woodsworth PS for Grade 7-8 students. A holding school is not being used for secondary students because there is already a local designated secondary school serving this area – David and Mary Thomson CI.

The junior students are provided with transportation to Bendale Jr PS because they are outside of 1.6 km to the school (approximately 3 km away). No transportation is required for the intermediate students attending Tredway Woodsworth PS because the school is within 3.2 km (approximately 2.7 km away). Of the 343 elementary students living in the 705 Progress Avenue area, 250 students are attending Bendale Jr PS and 50 are attending Tredway Woodsworth PS (37 for the Regular Program and 13 for French Immersion). The remaining 43 students are attending other schools for program or optional attendance reasons.

Bendale Jr PS has a current enrolment of 395 students, a building capacity of 376 students, and a utilization rate of 105%. The enrolment is projected to grow as the

proposed developments are approved, built, and occupied. The site is large at 6 acres and can accommodate multiple portables.

Tredway Woodsworth PS has a current enrolment of 777 students, a building capacity of 883 pupil places, and a utilization rate of 88%. The enrolment is projected to grow as the proposed developments are occupied. The site is large at 7 acres and can accommodate portables.

Enrolments of these schools will be carefully monitored. Additional holding schools may be identified in the future to limit the number of portables on the Bendale and Tredway Woodsworth sites. There are other schools nearby that have space available that could serve as holding schools: Heather Heights Jr PS is 77% utilized and Henry Hudson Sr PS is 63% utilized.

Pupil Accommodation Review

The Ministry of Education expects all space to be used in schools in a region before they fund the construction of new space. When submitting a business case to the Ministry through the Capital Priorities process to build a new school, it is important that it contain a plan that shows that all the schools in the area will be fully utilized after the new school is constructed. To achieve this, a Pupil Accommodation Review has been identified in the Long-Term Program Accommodation Strategy to study the elementary schools in central Scarborough and develop a plan that ensures that they will all be well utilized after a new school is constructed on the 705 Progress site.

One of the issues that will be addressed in the Pupil Accommodation Review is Bendale Jr PS. If a new school is constructed on the 705 Progress site and Bendale is no longer used as a holding school, Bendale's enrolment will plummet to 145 students and 39% utilization. The Pupil Accommodation Review will explore ways to resolve this such as consolidating North Bendale Jr PS and Bendale Jr PS.

The timing of this Pupil Accommodation Review has not been established due to the current provincial moratorium on school closures. However, once the moratorium is lifted, the review of the elementary schools in central Scarborough will be a high priority.

Capital Priority

The new elementary school for the 705 Progress Avenue site has been identified as one of the TDSB's top ten capital priorities. The Ministry will not consider funding the new school until the Pupil Accommodation Review has concluded, but by identifying it as a top ten capital priority the Ministry will be made aware of the TDSB's intentions.

Estimated Timeline to Build a New Elementary School on the 705 Progress Avenue Site

As described above, a Pupil Accommodation Review needs to be completed first before the business case for a new elementary school on the 705 Progress Avenue site will be approved by the Ministry. While it is not known when the Pupil Accommodation Review could begin because of the current provincial moratorium, the timeline outlined below is based on the premise that the moratorium is lifted in the summer of 2021 which provides the earliest timeline for constructing a school on the site.

Step	Task	Estimated Timeline
1	Conduct the Pupil Accommodation Review and receive Board approval of a student accommodation plan	Start in fall of 2021 and end in June 2022 (1 school year)
2	Work with the City to develop a plan for the 705 Progress Avenue site showing where the school and park will be located	Summer 2022
3	Submit a business case to the Ministry for funds to build the new school on the 705 Progress Avenue site through the next round of Capital Priorities funding	Unknown but estimated to be summer or fall of 2022
4	Receive funds from the Ministry for the new school	Early 2023
5	Give notice to the City that the lease for the temporary homeless shelter cannot be extended past spring of 2025	Early 2023
6	Give notice to the other tenants in the industrial units that the leases will be terminated by spring 2025	Early 2023
7	Design the new school and receive all municipal and Ministry approvals	Start in spring 2023 and end in spring 2025 (2 years)
8	Construct the new school	Start in spring 2025 and end in spring 2027 (2 years)
9	Open the new school on the 705 Progress Avenue site	September 2027

Action Plan and Associated Timeline

NA

Resource Implications

NA

Communications Considerations

NA

Board Policy and Procedure Reference(s)

NA

Appendices

- Appendix A: Map – Location of the 705 Progress Avenue Site and Holding Schools
- Appendix B: Site Plan for 705 Progress Avenue

From

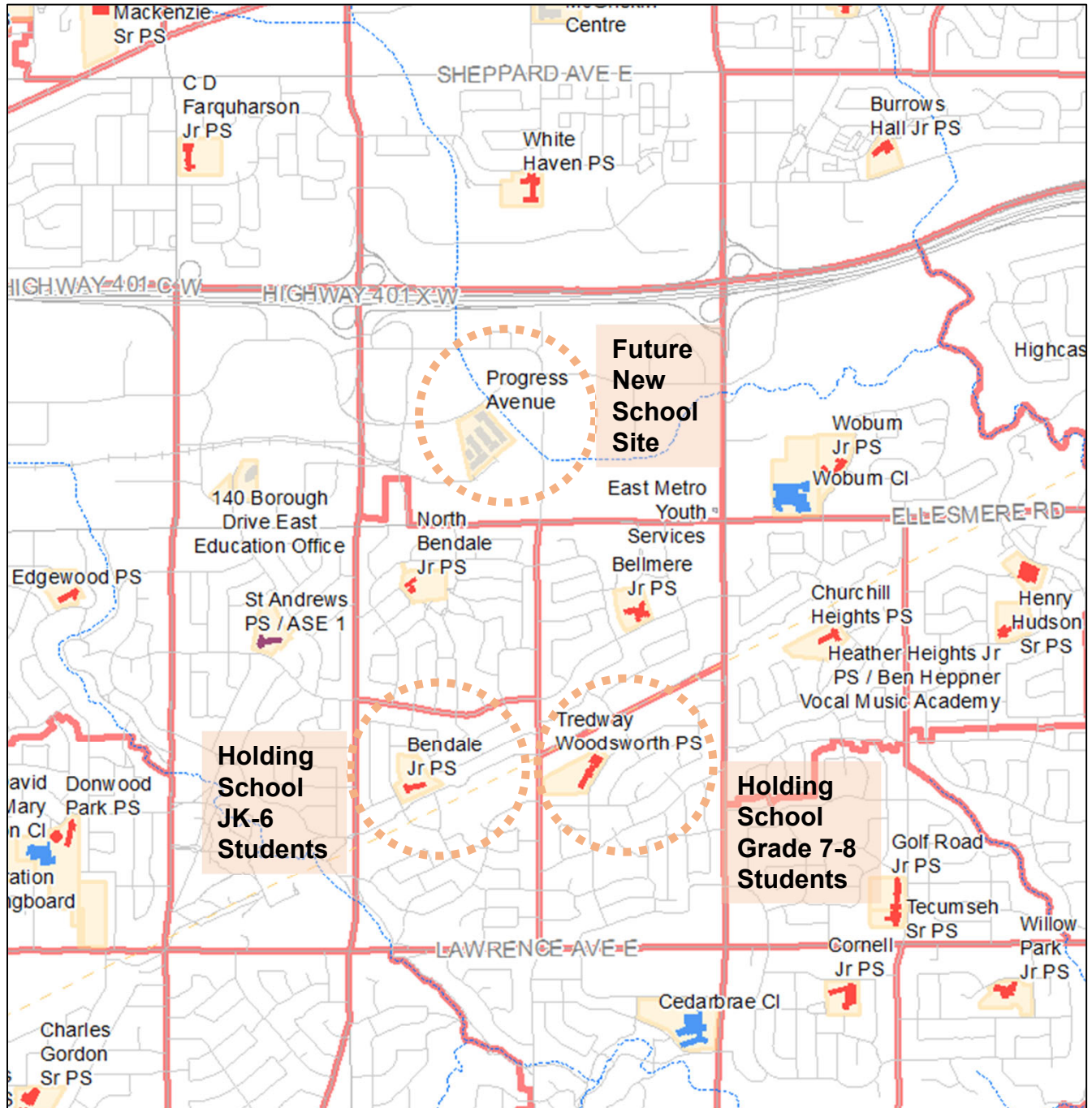
Maia Puccetti, Executive Officer, Facilities and Planning, at maia.puccetti@tdsb.on.ca or at 416-393-8780

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Dan Castaldo, Senior Manager, Strategy and Planning, at Daniel.castaldo@tdsb.on.ca or at 416-338-4471

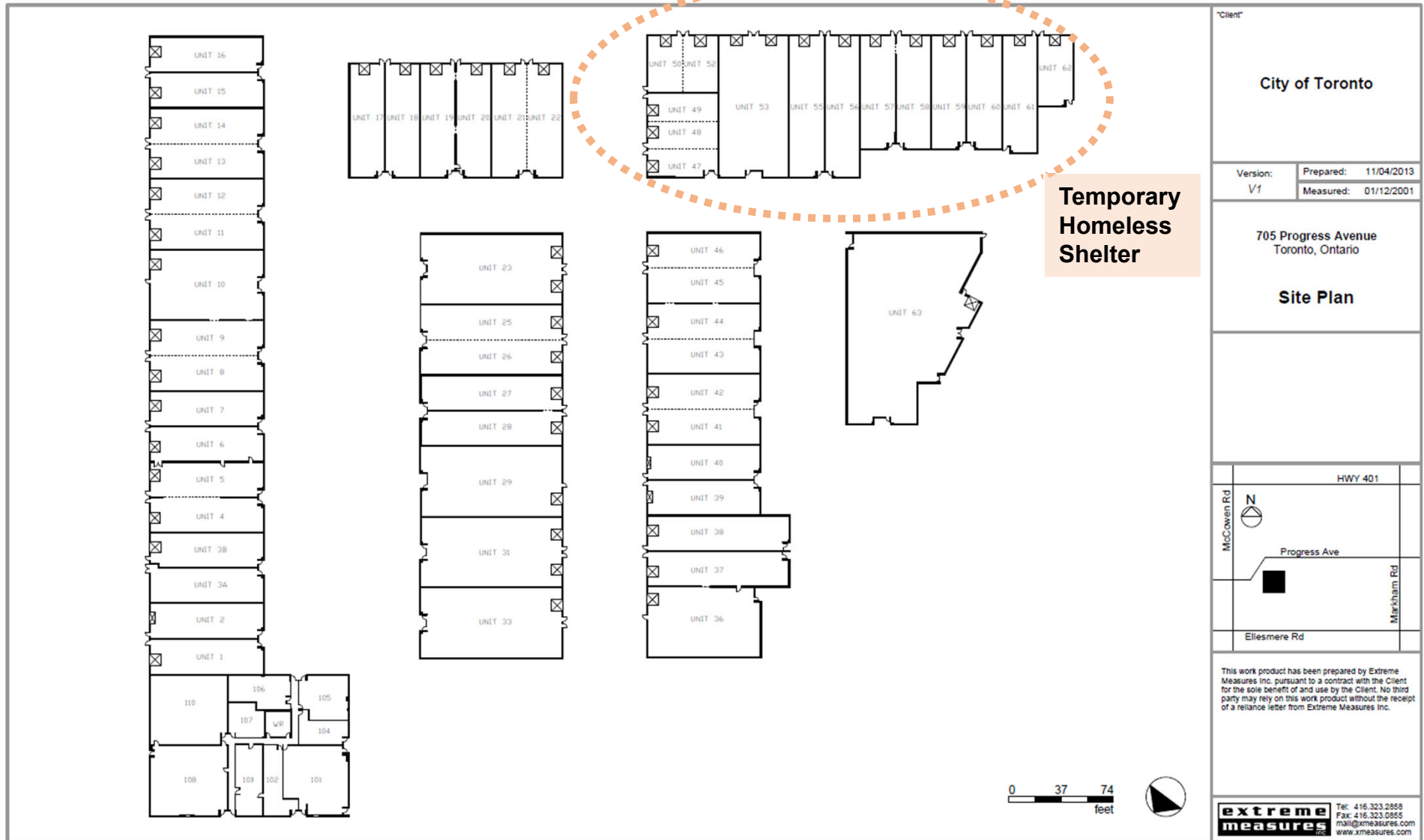
Appendix A

Location of 705 Progress Avenue Site and Holding Schools



Appendix B

Site Plan for 705 Progress Avenue





Multi-Year Strategic Plan Update

To: Planning and Priorities Committee

Date: 19 May, 2021

Report No.: 05-21-4096

Strategic Directions

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

Recommendation

It is recommended that the Multi-Year Strategic Plan Update be received.

Context

The TDSB's Multi-Year Strategic Plan was first approved in October 2018 and it sets direction and identifies system goals to support more than 240,000 students in 583 schools. Its focus is to ensure that every student received a great education by having equitable access to programs and resources and increased opportunities to lead to success.

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

This Multi-Year Strategic Plan Update report is in response to the Board motion in July 2020: "The Director review the 38 action plans in the Multi-Year Strategic Plan and present a report to Board at an appropriate time between October 1, 2020 and December 31, 2020, and before the establishment of the annual goals for the new permanent Director, noting the progress and accomplishments towards the 38 action

items, and re-evaluating the remaining work in light of the new post COVID-19 realities, budget implications, and system priorities for discussion and board approval.”

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

Action Plan and Associated Timeline

Work on the Multi-Year Strategic Plan continues to drive our work and using its coordinated and strategic approach, we will continue to support students and make system change for the 2021-2022 school year and beyond.

Resource Implications

Resources will be aligned with the work outlined in the Multi-Year Strategic Plan.

Communications Considerations

The Multi-Year Strategic Report Update will be posted online and shared with stakeholders through a variety of communication channels.

Board Policy and Procedure Reference(s)

N/A

Appendices

- Appendix A: Multi-Year Strategic Plan Update, January 2020 – May 2021

From

Karen Falconer, Interim Director of Education at Karen.Falconer@tdsb.on.ca or at 416-397-3190.



Multi-Year Strategic Plan

January 2020 – May 2021

Completed Actions

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

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

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

Leadership

Leadership Development

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



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

Leadership Development in Equity and Anti-Oppression

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

School Improvement Planning: Collect Evidence and Communicate

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



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

School Improvement Planning: Shared Leadership

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

School Improvement Planning: Leadership Capacity

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

Service Excellence

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



International Partnerships

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

Effective Governance

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



Board Policy and Procedure

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

Transform Student LearningDeep Learning: Global Competencies

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



Deep Learning: Mathematics

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

Deep Learning: Literacy

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

Early Years – Literacy & Numeracy

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



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

Inclusive/Special Education

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



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

Suspensions, Expulsions and Restorative Practices

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



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

Grade 9 and 10 Academic

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

Indigenous Education: Leadership Development

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

Indigenous Education: Pathways and Transitions

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



Indigenous Education: Special Education

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

Indigenous Education: Suspension and Expulsion

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

Indigenous Education: Early Years

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

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

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



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

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

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

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

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

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

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

Create a Culture for Student and Staff Well-Being

Student Well-Being and Mental Health

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



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



Staff Well-Being

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

Physical Well-Being

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

Student Voice

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



Provide Equity of Access to Learning Opportunities for All Students

Long-Term Program and Accommodation Strategy (LTPAS)

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

Policy and Procedure Related to Access

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

Secondary Program

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



Accessibility

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

Human Rights

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

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

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



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

Allocate Human and Financial Resources Strategically to Support Student Needs

Budget Resource Allocation

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

Learning Opportunities Index (LOI)

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

School Budgets and Fundraising

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

Equitable Distribution of Facility Resources

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



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

Staffing Allocation

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

Build Strong Relationships and Partnerships within School Communities

Community Engagement

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



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

Internal Communications

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

External Communications

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



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

Open Access to TDSB Data

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

Issues Management for School and System Leaders

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

Government Relations and City of Toronto Public Education Advocacy

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





Our Mission

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

We Value

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

Our Goals

Transform Student Learning

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

Create a Culture for Student and Staff Well-Being

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

Provide Equity of Access to Learning Opportunities for All Students

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

Allocate Human and Financial Resources Strategically to Support Student Needs

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

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

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

Acknowledgement of Traditional Lands

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

Planning and Priorities Committee Mandate

The Planning and Priorities Committee shall make recommendations to the Board on:

- (a) the development and coordination of a strategic plan for the Board, in consultation with the Director and the standing Committees;
- (b) the Board's inter-governmental relations;
- (c) matters relating to meetings of the Board and the standing Committees;
- (d) the Board's Bylaws and procedures;
- (e) professional development for members of the Board;
- (f) planning and other related matters; and,
- (g) facility and property matters, including property disposition, major capital projects, boundary changes; and,
- (h) other issues referred time to time by the Board or the Chair of the Board or Committee.

Funding Information Requirement

At the special meeting held on March 7, 2007, the Board decided that to be in order any trustee motion or staff recommendation that would require the Board to expend funds for a new initiative include the following information: the projected cost of implementing the proposal; the recommended source of the required funds, including any required amendments to the Board's approved budget; an analysis of the financial implications prepared by staff; and a framework to explain the expected benefit and outcome as a result of the expenditure.

[1]Closing of certain committee meetings

(2) A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,

- (a) the security of the property of the board;
- (b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;
- (c) the acquisition or disposal of a school site;
- (d) decisions in respect of negotiations with employees of the board; or
- (e) litigation affecting the board. R.S.O. 1990, c. E.2, s. 207 (2).

(2.1) Closing of meetings re certain investigations – A meeting of a board or a committee of a board, including a committee of the whole board shall be closed to the public when the subject-matter under considerations involves an ongoing investigation under the Ombudsman Act respecting the board