



Planning and Priorities Committee Revised Agenda

PPC:004A

Wednesday, March 1, 2023

4:30 p.m.

Boardroom, Main Floor, 5050 Yonge Street, Toronto

Trustee Members

Rachel Chernos Lin (Chair), Michelle Aarts, Alexis Dawson, Matias de Dovitiis, Sara Ehrhardt, Malika Ghous, Liban Hassan, Dennis Hastings, Debbie King, Shelley Laskin, James Li, Alexandra Lulka Rotman, Dan MacLean, Patrick Nunziata, Zakir Patel, Weidong Pei, Yalini Rajakulasingam, Farzana Rajwani, Neethan Shan, Anu Sriskandarajah, Deborah Williams, 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 Update on Toronto District School Board's Anti-Hate and Anti-Racism Strategy [4492] 1
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6.4	Attendance Boundary Changes for Eglinton Junior Public School, John Fisher Junior Public School and Whitney Junior Public School [4489]	87
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7. Written Notices of Motion

7.1	Addressing Islamophobia (Trustees Hassan and Shan)	97
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8. Private Matters

Separate Document (PPC:004B)

9. Adjournment



Update on Toronto District School Board's Anti-Hate and Anti-Racism Strategy

To: Planning and Priorities Committee

Date: 1 March, 2023

Report No.: 03-23-4492

Strategic Directions

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

Recommendation

It is recommended that the report be received.

Context

Please Note: The Executive Summary of this report is attached in Appendix D.

We live in a world where hate and racism exist. The TDSB is not immune to acts of discrimination. TDSB acknowledges that in order to be effective in addressing these issues, the community has to play a central part in this work. It is especially true when it comes to achieving equitable, quality education, and fostering excellence for every student.

All Canadians have the right to equal opportunity and treatment, irrespective of their identities and experiences (Statistics Canada, [2022](#)). Despite an emphasis on social equality as public policy, many people living in Canada continue to face discrimination and are not always treated equally (Statistics Canada, [2022](#)). Acts of hate and racism target the integral parts of a person's identity and often affect the wider community (Office for Democratic Institutions and Human Rights, 2018; Perry, 2010). In fact, in

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2020, Ontarians witnessed the largest increase in the number of reported hate crimes in over a decade (Statistics Canada, 2022). Accordingly, combatting hate and racism are a focus of social concern not only at the TDSB but also in institutions across the country. The actions tied to addressing hate, racism and discrimination is an expectation informed by human rights principles as set out in the Ontario *Human Rights Code* (the *Code*).

It is crucial that the TDSB continues to take a bold stand against acts of violence and hate. TDSB understands the urgency of immediately responding to hate and racism perpetrated against students and staff on the basis of their race, religion and intersectional identities. As the TDSB works towards addressing the needs of communities, honouring their distinct voices and lived experiences, the Board remains dedicated to building equitable environments that focus on working collaboratively towards a better future for all.

TDSB recognizes that individuals hold multiple identities and that these identities help shape their experiences of discrimination. Scholars and practitioners alike have long advocated for a more contextualized approach to combating the hate and racism plaguing educational systems across the country. As such, professional learning opportunities for TDSB students, families, and staff acknowledge the complexity of how people experience discrimination, recognize that the experience of discrimination may be unique, and take into account the social and historical context of communities.

TDSB has shown a longstanding commitment to supporting educators in responding to historical and current acts of oppression and injustice as they arise in schools. Students continue to report various acts of discrimination (e.g., anti-Indigenous racism, anti-Black racism, Antisemitism, Islamophobia, anti-Asian racism, among others). Students also highlight the existence of homophobia, transphobia as well as, forms of discrimination based on physical and intellectual disabilities.

TDSB has significant learning to do to support understanding these various forms of hate and racism and this requires intersectional and systemic approaches with student success as the primary focus. How we address specific forms of hate, racism, and discrimination needs coherency, community partnership, and cross collaboration within the diverse groups impacted. This entails solidarity and a deep understanding that this is everyone's responsibility.

In addition, the work within the Board to address issues of hate and racism does not only rest within the Equity, Anti-Racism and Anti-Oppression Department but is a joint effort across departments, roles and learning centres. For example, various departments at times communicate with community partners and the Board's Heritage Committees to help inform the development of resources and professional learning that

include appropriate and differentiated training for trustees, business/operations teams, centrally assigned educators, and all school-based education staff.

This is designed to ensure TDSB’s staff are best able to develop the skill-set needed to support the system and meet the needs of the students, families, and the communities served.

Purpose of the Report

This report highlights an updated framework that will showcase a more comprehensive plan that brings together the work happening within the Equity, Anti-Racism and Anti-Oppression Department and the Combatting Hate and Racism-Student Learning Strategy (Year 1).

This framework is based on data from the Racism, Bias and Hate (RBH) portal that shows incidents of racism, bias, hate targeting racial groups identifying as: Black, Indigenous, East Asian, Latino/Latina/Latinx, Middle Eastern, Jewish, Southeast Asian, South Asian, multiracial and other related grounds. Further, this data underscores the adverse impact of incidents of racism, bias or hate targeting persons based on religion (e.g., Islamophobia) and Indigenous spirituality. This data matters greatly to TDSB’s ongoing actions and focus because it affects students’ experiences and achievement in schools.

Preliminary Findings: Racism, Bias and Hate (RBH) Portal - February 2023

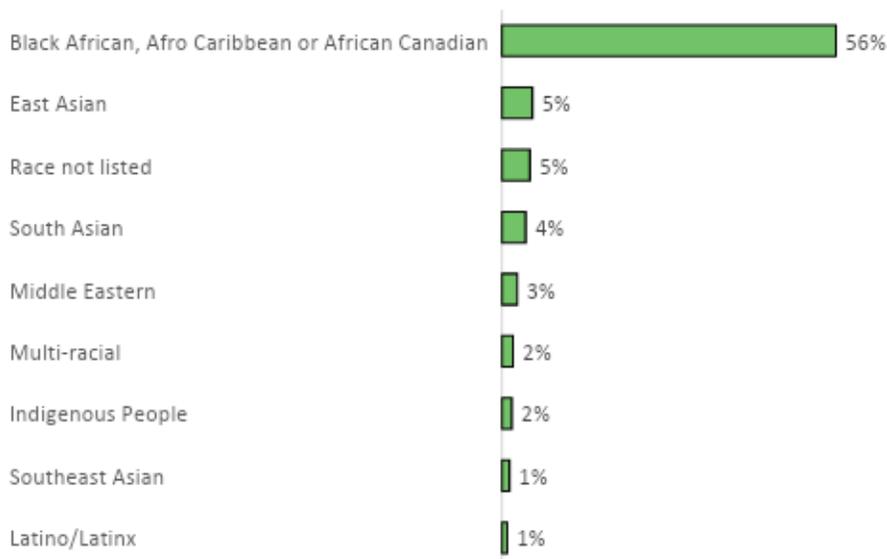


Figure 1: Incidents of Racism, Bias and Hate Targeting Racial Groups

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Data from the TDSB reported Racism, Bias, and Hate Portal shows that of the 2,248 reported incidents logged between September 1, 2021 and August 31, 2022, 56% of these incidents involved racism directed towards individuals of Black African, Afro Caribbean or African Canadian descent (see Figure 1). The next largest groups involve incidents of racism towards East Asians or other races not listed; each making up 5% of all incidents. These proportions are in line with what was found in the preliminary report.

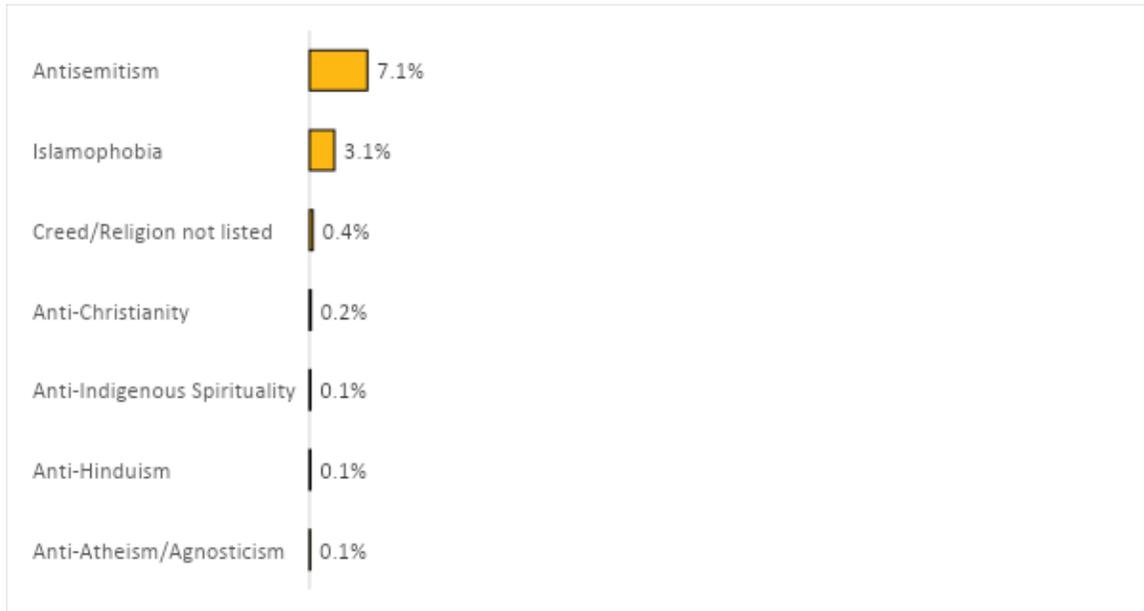


Figure 2: Incidents of racism, bias or hate targeting persons based on religion and Indigenous spirituality

Overall, hate/bias directed at people for their creed/religion accounted for 10% of all reported incidents. Antisemitism was reported the most frequently at 7% followed by Islamophobia (3%) (see Figure 2). Few incidents targeted other creeds/religions, which were under 1%. These numbers also correspond with previous findings.

It is acknowledged that for a variety of reasons the data is an indicator but not a definitive picture of incidences of racism, hate or bias in schools. The majority of the incidents reported are racial slurs or epithets (written or spoken) by students.

Actions

In March 2022, the TDSB shared a formal plan to ensure students and staff move beyond performative responses to hate and racism. The Combatting Hate and Racism-Student Learning Strategy became part of a multi-faceted approach to better understand and address the impact of hate and racism within the TDSB. This includes professional learning and the development of resources for staff on both sides of the organization (Teaching and Learning/Business Operations).

The Equity, Anti-Racism and Anti-Oppression Department is a critical driver in ensuring the implementation of the actions within this strategy and the Multi-Year Strategic Plan (MYSP). Senior leaders are also instrumental in implementing anti-racism organizational changes. These actions aim to affirm the intersecting identities of students and staff and address issues that arise, with the goal of eliminating disproportionalities and disparities.

Equity, Anti-Racism and Anti-Oppression Department

Evidence of TDSB's commitment to equity, anti-racism and anti-oppression can be found throughout the system in alignment with the Multi-Year Strategic Plan. The Multi-Year Strategic Plan Action Plans (namely the sections *Leadership Development in Equity and Anti-Oppression*, *Transforming Student Learning* and *Community Engagement*) drives the Equity, Anti-Racism and Anti-Oppression Department's work to ensure equitable and quality education for all students.

Over the past two years, professional learning, resource development, student programming and building strong partnerships with school communities have been the department's focus. A wide range of learning experiences and supports were offered to students, families, and staff that deepen cultural understandings within local and global contexts.

In 2022, relationships were also strengthened with a range of internal and external community partners. This commitment to community partnerships was bolstered by the secondment from the Centre for Israel and Jewish Affairs (CIJA) and from the National Council for Canadian Muslims (NCCM). These secondees led professional learning that centered the intersectional and multiple identities of Jewish and Muslim communities.

The department also officially launched the physical space of the Centre of Excellence for Black Student Achievement. The Centre is located within a wing of Winston Churchill Collegiate Institute. The Centre of Excellence for Black Student Achievement has been instrumental in leading the system on affirming Black students, staff and families/caregivers. Staff at the Centre are working with schools to improve the experiences and outcomes for Black students. Through the operationalization of its mandates, the Centre of Excellence for Black Student Achievement continues to collaborate with internal departments, families/caregivers, diverse Black communities and partner organizations to tackle anti-Black racism. A full update of the work of the Centre of Excellence for Black Student Achievement will be brought to the Board in May 2023.

Professional Learning

The focus on staff professional learning tied to equity, anti-racism and anti-oppression expanded beyond the teaching and learning side of the organization. There was

collaboration with various departments to ensure all staff were able to notice, name, respond and address issues of hate and racism. This includes working with staff on implicit bias and understanding their role and responsibilities in regards to the Human Rights Code.

Staff professional learning leveraged technology to include asynchronous and synchronous opportunities on virtual platforms. Also, diversified options were provided that ranged from webinars to in-person workshops that were part of a 3-4 part series. Some of the sessions include:

- Equity Leadership Competencies for system leaders (Aspiring Leaders, new administrators (Principals/Vice Principals)
- Racial Literacy and Addressing Anti-Black Racism (In collaboration with Dr. Nicole West-Burns)
- Professional Learning Opportunities for TDSB Staff on Addressing Antisemitism (In collaboration with Facing History and Ourselves)
- Say Salaam – Islamophobia and Bystander Intervention (In collaboration with the National Council of Canadian Muslims)

Business/Operations Professional Learning

In collaboration with the Urban Indigenous Education Centre, the Centre of Excellence for Black Student Achievement, and the Human Rights department, 13 three-hour professional learning modules to Executive Officers and Senior Managers were facilitated. These modules focused on *Understanding and Leading an Equitable and Inclusive Workplace Culture*. The revised Equitable Leadership Competencies document was provided to support departments in developing action plans grounded in equity, anti-racism and anti-oppression.

Professional Learning: Courses and Modlets

An intentional focus on developing Additional Qualification Courses and revising Modlets (mini-course) of professional learning to address hate and racism in schools were a priority. The courses were designed based on staff feedback and engaged participants in proactive and responsive strategies to address acts of hate and racism.

- Addressing Anti-Asian Racism— Pilot course began in July 2021, courses were delivered in Spring and Summer 2021, Spring 2022 and based on participants' feedback was restructured into a 25-hour virtual learning course. Courses will be offered in Spring 2023.
- Understanding Judaism and Jewish Cultures— Pilot course was reorganized into a 25-hour virtual learning course co-facilitated by the secondee from CIJA and TDSB staff. Courses were delivered in Spring and Summer 2021, Spring 2022 and will be offered in Spring 2023.
- Understanding Islam and Muslim Cultures— Pilot course was reorganized into a 25-hour course and facilitated by the secondee from NCCM and TDSB staff.

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Courses were delivered in Spring and Summer 2021, Spring 2022 and will be offered in Spring 2023.

- Addressing Anti-Black Racism in Pedagogy and Practice Additional Qualification course (Part 1, 2 and Specialist). Course accreditation will take place in Spring 2023 from Ontario College of Teachers and will be launched Spring/Summer 2023.

A more comprehensive menu of the professional learning offerings over the last two years from the department including the Centre of Excellence for Black Student Achievement can be found in Appendix A.

Student Programming

Students across the district engage in a variety of programming. This programming provided opportunities for different forms of student leadership. Here are some examples of programming offered to TDSB students:

Identity Loss and Formation - Lawrence Hill in Conversation with TDSB Students

- Best-selling author Lawrence Hill joined TDSB students to talk about his inspiration, themes, and process in writing his latest book, *Beatrice and Croc Harry*.

Broadcasted Learning Experiences

- The Centre of Excellence for Black Student Achievement in partnership with the UIEC, Outdoor Education and the Art Department, offered 35 daily live-streamed student learning experiences (e.g., storytelling, dance, outdoor education, etc.). These virtual learning experiences took place over the course of three months (January - March 2022). The broadcasted learning experiences complemented the curriculum and offered K-12 students' opportunities around positive identity development, joy, belonging, and well-being. Community-based educators and TDSB staff co-facilitated these rich and relevant learning opportunities.

EnVision Conference

- Last March, more than 1,000 students and educators from across the TDSB participated in the annual [EnVision Conference](#).
- The conference honours and celebrates 2SLGBTQIAP+ communities, as well as discussed issues faced across Ontario in addressing homophobia and transphobia. EnVision is a collaboration between the [Equity, Anti-Racism and Anti-Oppression](#) Team, the [Urban Indigenous Education Centre](#), the [Centre of Excellence for Black Student Achievement](#), the TDSB GSA Network, the Social Workers formerly with Gender-Based Violence Prevention, and the [Human Rights Office](#).
- Over the course of two days, students asked questions and celebrated their gender and sexual diversity.

Building Strong Relationships and Partnerships with School Communities

The department continues to centre community voices through our relationships with community educators, partners and Heritage Month Committees. These partnerships helped inform AQ development and a variety of student learning experiences.

- In My Mosque: Love and Belonging in Community Spaces— This session commemorated the National Day of Remembrance of the Quebec City Mosque Attack and Action Against Islamophobia. In partnership with TDSB’s Islamic Heritage Month Committee, M.O. Yuksel and Hatem Aly, the author and illustrator of the book, *In My Mosque*, engaged students in an interactive storytelling session focused on love and belonging in community spaces.
- Virtual Screening of *Periphery*— This virtual screening of *Periphery* explored the ethnic diversity of the Jewish community. Students engaged in a conversation with the film director Sara Yacobi-Harris, Akilah Allen-Silverstein, and Tema Smith. In partnership with TDSB’s Jewish Heritage Committee, UJA Federation of Greater Toronto and No Silence on Race, students learned about the richness of Jewish identity and cultural expression.
- The Centre of Excellence for Black Student Achievement in collaboration with STEM Science & Tech and Robotics provided a learning opportunity with Chemist and CEO of Visions of Science Network for Learning, Dr. Eugenia Duodu Addy. Dr. Duodu Addy explored questions such as: how can we create spaces where youth can see themselves and dismantle the barriers that exclude them? How can we specifically support Black women and girls in STEM?

Combatting Hate and Racism: Student Learning Strategy

The Combatting Hate and Racism-Student Learning Strategy is key in TDSB’s aim to establish equitable and quality learning spaces for all students. This action-based strategy centres student leadership, curriculum, and classroom instruction. These actions support student learning and promote positive student-to-student interactions and school climates.

This strategy centers students in developing their ability to recognize and disrupt hate and racism through the following six key components:

- Classroom Instruction
- Student Leadership
- Tools for Response- Taking Action
- Educational Partnership for Learning
- Cyber Safety and Digital Citizenship
- Caregiver Engagement and Learning

Please find in **Appendix B** the Combatting Hate and Racism poster which was distributed to schools.

The first phase of the Combatting Hate and Racism: Student Learning Strategy comprised a diverse range of opportunities for staff, as well as, experiences that were student-led and staff facilitated. Some of the actions include:

Classroom Instruction

Classroom instruction encompasses 3 sections: 1. Educators who are part of a leadership collective. 2: The Urban Indigenous Education Centre Professional Learning and Direct Supports; 3. Curriculum tied to Secondary Courses.

Educators Leadership Collectives

Over 80 educators across the four Learning Centres were selected to design curriculum on addressing hate and racism. They were involved in the following actions:

- **Professional Learning:** These elementary and secondary educators engaged in professional learning tied to building their understanding of bias, injustices, and discrimination. They also engaged in curriculum mapping and unit development focused on untold stories tied to issues such as decolonization, Black Joy, Addressing Anti-Black Racism, Intersectional Identities -2SLGBTQ+, etc.).
- **Capacity building:** From May to August 2022, the TDSB Combating Hate and Racism Steering Team representing Urban Indigenous Education Centre (UIEC), Centre of Excellence for Black Student Achievement, Equity and Human Rights provided a capacity building series to the participating educators.
- **Summer Institute August 2022:** 50 educators attended the Beginning Teachers Summer Institute and were engaged in the keynote from Dr. Duke Redbird and System Superintendent Tanya Senk.
- **Resource Development:** 50 educators worked in teams from July - August to develop themed lessons and units. At the Beginning Teachers' Summer Institute, this group reviewed lessons and units with support from Learning Network (LN) Superintendents and the CHR steering team.
- **Piloting Units:** The steering team reconvened in early Fall 2023 to develop a process to review units which will be available for piloting in classrooms in Spring 2023

The TDSB Teacher Leadership Collective is a second group of 92 educators who engage in professional learning and facilitate co-learning experiences to enhance students' learning experiences, particularly for Indigenous, Black, racialized, and 2SLGBTQ+ students. The TLC is a collaborative effort of the UIEC, the Equity, Anti-Racism and Anti-Oppression department, the Centre of Excellence of Black Student Achievement and Math and Literacy departments.

Urban Indigenous Education Centre (Actions) -Professional Learning and Direct School Supports:

Senior Team

- Senior Team Academic Learning Sessions - Indigenous Education and School Improvement Plans - Biidaaban: Truth and Reconciliation (5-part series)
- The Path Professional Learning (Nvision) (online)

System and School Leaders (Supervisory Officers, Principals, Vice-Principals, Teacher and other Educator Leaders)

- *Aanse: Indigenous Student Well-Being and Achievement Project (September 2022 - June 2023)*
 - Wrap around supports for supporting classroom instruction and student learning for 5 focus schools with the highest numbers of First Nations, Métis, and Inuit students in the TDSB
 - Three session Collaborative Inquiry focused on enhancing conditions for Indigenous student well-being and achievement for 24 elementary and secondary schools with the highest numbers of First Nations, Métis, and Inuit students in the TDSB
- *Biidaaban: Truth and Reconciliation Project (November, 2022 - June 2023)*
 - Leadership Inquiry - Four professional learning sessions over the course of the year across all Learning Centres to support classroom instruction and student learning in Indigenous Education
 - Between-session school improvement coaching in Leadership in Indigenous Education
- *Leadership in Indigenous Education: A Focus on School Transformation (October to December, 2022 and January - February, 2023)*
 - Three-session Collaborative Inquiry on enhancing leadership in Indigenous Education as a way to enhance classroom instruction and student learning that centres Indigenous experiences and perspectives

Teachers/Educators

- First Nations, Métis, and Inuit Studies Professional Learning
 - NBE3 Teacher Professional Learning Series (4-parts, November, 2022 - May, 2023)
 - NAC10 and NAC20 Teacher Professional Learning Series (4-parts, November, 2022 - May, 2023)
- Indigenous-Centered Approaches to Teaching in the Early Years (3-part Course, November - December, 2022)
- *Confronting Anti-Indigenous Racism* (3-part Course, February - March, 2023)
- Indigenous STEAMMD/Paddling on Both Sides of the Canoe (4-Part Course, February - May, 2023)
- Creating Safer Spaces: Trauma Informed Practices and Cultural Safety in Schools (3-part Course, April, 2023)
- Indigenous Food Sovereignty Across Turtle Island (2-part Course, April 2023)
- Revisioning History: Indigenous Futurisms (3-part Course, April - May, 2023)
- Two-Spirit and Indigqueer Identities (4-part Course, April - June, 2023)

Curriculum tied to Secondary Courses

In Fall 2022 (Semester 1) the following secondary courses were offered and aligned with The Ontario Curriculum:

- 22 secondary schools offered IDC4U (Deconstructing Anti-Black Racism in the Canadian and North American Context) supporting 451 students.
- 14 secondary schools offered CHG381 (Genocide and Crimes against Humanity) supporting 385 students.
- 44 secondary schools offered HSE4M1 (Equity and Social Justice: From Theory to Practice) supporting 1190 students.

Professional Learning

Professional Learning sessions were also offered to all secondary teachers, Assistant Curriculum Leaders and secondary Principals and Vice Principals whose schools implemented or planned to provide the aforementioned courses. The sessions consist of:

- September 13 & 14, 2022 - Plenary Overview of the Strategy and Context for Creating Conditions for Affirming Classroom Instruction. For example, breakout sessions focused on Social and World Studies and the Humanities (SWSH) and Deconstructing Anti-Black Racism
- October 13, 2022 - Equity and Human Rights Plenary
- November 15, 2022 - Equitable Evaluations and Assessments Plenary
- December 13, 2022 - Social and World Studies (SWSH) - Micro-sessions shared readily implemented teacher and student resources.
- December 15, 2022 - Trauma-Informed and Healing Approach Plenary
- February 17, 2023 - TDSB Social and World Studies and the Humanities Conference (Sessions include Deconstructing Anti-Black Racism)

Student Leadership and Learning

Student Leadership

The Student Equity Leadership Collective is composed of 24 students representing all 4 Learning Centres. They gather monthly to participate in workshops and collaborative leadership planning, each focusing on the varying equity issues impacting the lives of students. They work with their peers to address and tackle racism, hate and discrimination within their school environments.

From April 2022, the Student Equity Leadership Collective have participated in the following learning:

- Utilized Resource - *This Book is AntiRacist* by Tiffany Jewel
- Collaborated with Randell Adjei, Ontario's first Poet Laureate

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- Attended retreat in August: Focusing on Strengthening Community & Preparing for work in 2022-23
- Deepened their understanding of issues of hate and racism: In September 2022, attended the opening celebration of *Shadows of Racism, Voices Unheard* project, a collaboration with Alpha Education, Toronto District School Board and Toronto Catholic District School Board
- Met monthly with community based artists to develop educational resources for use with students across the TDSB

The Student Equity Collective has been tasked with documenting their experiences and recommendations for addressing issues of race, racism, and hate within the education system. Students have been divided into four groups working with local artists to refine their messaging through creative art expressions. Students are linking their ideas and recommendations to various TDSB policies. Students from the Collective have also started their own podcasts. Please visit the [Combatting Hate and Racism- Student Learning Strategy](#) website.

Student Learning Experiences

The TDSB provided numerous opportunities for student learning in collaboration with community educators, agencies and organizations.

The National Council of Canadian Muslims (NCCM) provided workshops which focused on practical ways to disrupt Islamophobia and to create spaces of belonging for Muslim students, staff, and families. In 2022 over 30 TDSB schools and 5000 students were engaged in NCCM learning sessions. This includes:

- Storytelling: Reclaiming our Narratives - students explored how storytelling shapes our understanding of diverse communities and more specifically, the narrative of Islam and Muslims living in Canada.

Additionally, NCCM collaborated with The Centre of Excellence for Black Student Achievement as part of ongoing work to build understanding and showcase the intersectionality found within Muslim communities. This collaboration involved deliberate support and learning that highlights the lived experiences of Black Muslim students, their families and communities and combatting Anti-Black Islamophobia within educational spaces and beyond. 10 curated workshops were offered to staff, students and families.

The Friends of Simon Wiesenthal Center for Holocaust Studies (FSWC) have supported learning around the Holocaust and human rights in schools. This year, 120 TDSB classes participated in FSWC online sessions including:

- Lessons & Legacies of the Holocaust: These workshops explored how “the Holocaust is not just a Jewish story, but a human story.”

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- **Roots of Hate & Intolerance:** These sessions created awareness and promoted dialogue and positive action within schools and communities.
- On September 20, 2022, FSWC sponsored *Freedom Day*, a commemoration of the atrocities of the Holocaust and made connections to other human rights abuses across the world (e.g., The experience of Sadako Sasaki and the Hiroshima Bombing). This event live streamed from Northern SS to over 100 TDSB classes across the district with approximately, 5000 TDSB students participated.

Carrying Holocaust Testimony from Generation to Generation also provided sessions within many schools in the district. Children and grandchildren of Holocaust survivors shared their families' histories through their own voice, video footage of the survivor, photos and artifacts.

Parent/Caregiver /Guardian Engagement and Learning

The Parent and Caregiver Office provided a wide range of opportunities, which consists of:

- **Parents/Caregivers as Partners Conference**
 - A 2-day **hybrid** system-wide conference featuring over 60 workshops for parents/caregivers, staff and community on the themes of Affirming, Belonging, and Connecting.
- **Raising Anti-racist Children/Talking Race School/Council Sessions**
 - Parents/Caregivers and Councils are provided with resources and tools to have conversations about race within their homes and commence critical reflections on issues of race and racism in raising anti-racist children.
- **2023-Conversation Series**
 - In collaboration with the Centre of Excellence for Black Student Achievement and Model Schools for Inner Cities (MSIC), parents/caregivers will be in dialogue with leading experts about anti-oppression, intersectionality and Colonial Africa to commemorate the International Decade for People of African Descent (February - June 2023)
- **Affinity Space Creation**
 - An Affinity Space process for parents/caregivers and School Councils is being developed.

Next Steps: Expansion of the TDSB's Anti-Hate and Anti-Racism Strategy

The TDSB reaffirms its commitment to developing and implementing an Anti-Hate and Anti-Racism strategy. This strategy outlines the actions TDSB will lead to create the conditions required to eliminate disproportionate outcomes for students, centre joy and prioritise family and community relationships. The analysis of the preliminary findings in the RBH data is what drove the creation of an overarching strategy to combat hate and racism and to bring future work together.

The actions tied to the Anti-Hate and Anti-Racism strategy will be created with communities under the umbrella of the following pillars:

- Affirmation of Identities
- Student Learning Strategy
- Professional Learning
- School-Community Relationship
- Employment Equity
- School Culture and Climate



The Anti-Hate and Anti-Racism Strategy is a community led and TDSB staff facilitated initiative. The TDSB will establish a comprehensive two-year strategy and action plan.

The TDSB's plan will include:

- Specific objectives tied to actions, measurable outcomes, and timelines for meeting those objectives;
- Actions and measurable outcomes to reduce the incidences of bias, hate, racism and discrimination in classrooms, schools and work environments that affect students and staff;
- Actions and measurable outcomes tied to the Combatting Hate and Racism- Student Learning Strategy and staff job embedded learning;
- Identifying an employee or employees who would have responsibility for working to achieve the objectives laid out in the plan;
- Strategies for supporting employment equity to achieve a diverse, respected, and engaged team of TDSB employees;
- Specific strategies for engaging families/caregivers and community as contributors and partners which include internal (e.g., Heritage committees) and external (e.g., agencies, organizations, etc.);
- Building, developing understanding and planning, processes/purpose of affinity spaces in school communities;
- Continue to advance student learning through the Student Learning Strategy for Combatting Hate and Racism

Addressing hate, racism, and discrimination requires bold actions, commitment and collaboration. Strategies tied to this work necessitate partnerships within and across diverse community groups.

The TDSB is committed to ensuring a distinct plan is developed that addresses the incidents of hate and racism that continues to take place within the district. This plan will allow communities to see themselves in the actions. It also requires ongoing collaboration and support of families, communities and partner organizations.

The TDSB aims to be responsive to the voices of communities by developing tailored action plans each based on the pillars of the Anti-Hate and Anti-Racism Strategy. Each plan will be developed to distinctively honour the issue of injustice being addressed. For example:

- Anti-Indigenous Racism
- Anti-Black Racism
- Antisemitism
- Islamophobia
- Ableism
- Anti-Asian Racism
- Homophobia & Transphobia

The aforementioned list is only a small example. The important direction of this strategy is the commitment for diverse communities to have an opportunity to collaborate with the district. These collaborations will ensure specific community engagement, initiatives and educational partnerships included. Therefore, each plan developed can and will look different.

We recognize that accountability and measurable indicators are required to ensure consistency in fulfilling the actions in each plan and will be defined as the distinct plans are being developed.

It is our aim as the strategy evolves further a more detailed plan will be shared.

An update of the actions of the Anti-Hate and Anti-Racism Strategy is planned for October /November 2023.

Resource Implications

Link to various resources ***Addressing Hate and Racism in Schools*** on internal Equity, Anti-Racism & Anti-Oppression website

External Websites:

Combatting Hate and Racism -Student Learning Strategy

<https://www.tdsb.on.ca/About-Us/Equity-Anti-Racism-and-Anti-Oppression/Student-Learning-Strategy>

Urban Indigenous Education Centre <https://www.tdsb.on.ca/Community/Indigenous-Education>

Equity, Anti-Racism and Anti-Oppression

<https://www.tdsb.on.ca/About-Us/Equity-Anti-Racism-and-Anti-Oppression>

Addressing Hate

<https://www.tdsb.on.ca/About-Us/Equity-Anti-Racism-and-Anti-Oppression/Addressing-Hate>

Centre of Excellence for Black Student Achievement <https://www.tdsb.on.ca/CEBSA>

Articles Reference

Office for Democratic Institutions and Human Rights (2018). Prosecuting Hate Crimes: A Practical Guide.

Perry, B. 2010. "Policing hate crime in a Multicultural society observations from Canada." International Journal of Law, Crime and Justice. Vol. 38. p. 120 to 140.

Wang, Jing Hui, and Greg Moreau (2022). Police-reported hate crime in Canada, 2020. Statistic Canada. <https://www150.statcan.gc.ca/n1/pub/85-002-x/2022001/article/00005-eng.htm>

Funding

Allocation to support this strategy will be determined by the budget development process.

Communications Considerations

Communications will be done in collaboration with the TDSB Communications Department.

Board Policy and Procedure Reference(s)

P037 Equity

P031 Human Rights

PR515 Workplace Harassment Prevention and Human Rights

PR728 Reporting and Responding to Racism and Hate Incidents Involving or Impacting Students in School

Appendices

- Appendix A: Equity, Anti-Racism and Anti-Oppression Professional Learning Menu
- Appendix B: Combatting Hate and Racism Strategy Poster
- Appendix C: Equity Leadership Competencies Document
- Appendix D: Executive Summary - Toronto District School Board's Anti-Hate and Anti-Racism Strategy

From

Karen Murray, System Superintendent Equity, Anti-Racism and Anti-Oppression at karen.murray@tdsb.on.ca

Audley Salmon, Associate Director, Learning Transformation & Equity at Audley.Salmon@tdsb.on.ca

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PROFESSIONAL LEARNING MENU

 **IN CONVERSATION SERIES**

Featuring various experts and community advocates, including some with lived experience, these conversations offer insight to respond to and address diverse issues tied to discrimination and promoting human rights.

WORKSHOP - ADDRESSING ANTISEMITISM

JANUARY 10, 2022

This session will share historical and current contexts of noticing, naming, and responding to antisemitism. Participants will have opportunities to explore practical school-based case studies. Additional sessions will be made available for classroom educators and System Leaders on [myPath](#).

Facilitators: Len Rudner and Bernie Farber

Audience: Senior Team Council

PANEL - ADDRESSING ISLAMOPHOBIA/ANTI-MUSLIM RACISM

JANUARY 25, 2022

This panel will include diverse members of Muslim communities discussing cultural, racial, and faith-based identifications of what it means to be Muslim within educational spaces. Learning opportunities centring Muslim identities and experiences will be made available for classroom educators and System Leaders on [myPath](#).

Audience: Executive Council

EVENT - DR. JILL ANDREW WELCOME MESSAGE: ENVISION 2021

MARCH 2021

Dr. Jill Andrew (MPP) provides a Welcoming Address to students and staff at the TDSB's 2021 EnVision Conference, focused on 2SLGBTQI+ Black and Indigenous Activism and Wellness.

Audience: Students and Staff

EVENT - LAUNCH OF THE CENTRE OF EXCELLENCE FOR BLACK STUDENT ACHIEVEMENT

JUNE 2021

This experience highlights critical conversations on the importance of focusing on Black identities by leading scholars: Dr. George Dei, Dr. Njoki Wane, Dr. Carl James, Dr. Nicole West-Burns, moderated by award-winning storyteller Itah Sadu. This event also spotlights the voices and experiences of current students, TDSB alumni and community leaders and features a performance by Randell Adjei, Ontario's 1st Poet Laureate.

Audience: All Staff, Students, Families/Communities

KEYNOTE - ON PEDAGOGY, LIBERATION AND HIGH EXPECTATIONS: PURSUING PASSION, PURPOSE AND POSSIBILITY

AUGUST 2021

PROFESSIONAL LEARNING MENU

The Teachers Learning and Leading Department provided staff a learning opportunity exploring the conditions necessary to support Black student success and reimagine curricular programming. This experience by Dr. Christopher Emdin, highlights how educators can provide spaces for students to display their academic brilliance without sacrificing their identities.

Audience: All Staff

SEASON 1 - TDSB HUMAN LIBRARY: CONVERSATIONS AROUND EQUITABLE, ANTI-RACIST, AND ANTI-OPPRESSIVE PRACTICES

ONGOING

This Podcast Series comprises a collection of audio episodes on topics related to Equity, Anti-Racism, and Anti-Oppression in education. Each episode is guided by critical questions where audience members are provoked to re-envision their practice. Some of the topics include:

- Understanding and Addressing Anti-Asian Racism
- Centring Black 2SLGBTQI+ Students in the Classroom
- Understanding Judaism and Jewish Cultures
- Understanding Islam and Muslim Cultures

Audience: All Staff

SEASON 2 - TDSB HUMAN LIBRARY: CONVERSATIONS AROUND BLACK STUDENT SUCCESS AND EXCELLENCE

ONGOING

Season 2 introduces leading scholars, emerging thinkers, and fellow educators passionate about creating learning spaces dedicated to Black student success, well-being, and positive racial identity. This edition highlights strategies that support meaningful engagement and advocacy of caregivers and communities and offers guidance with navigating the education system. Some of the topics include:

- Loving Blackness: Supporting Positive Racial Identity in the Early Years
- Teaching & Learning: The Archeology of Self Unpacking of Self in Anti-Oppression Work
- Community Recommendations from the Centre of Excellence for Black Student Achievement Consultations

Audience: All Staff

PROFESSIONAL LEARNING MENU



PROFESSIONAL LEARNING

Through synchronous and asynchronous learning opportunities, TDSB personnel will develop their equitable leadership competencies and engage in critical conversations that promote student achievement and well-being.

WEBINAR SERIES - ANTI-BLACK RACISM: FACILITATING, INTERRUPTING AND DISRUPTING

JAN. 27, FEB. 24 & APRIL 7, 2022

This three-part professional learning series focuses on developing a leader's capacity in facilitating, interrupting, and disrupting anti-Black racism within school communities. Through this experience, educators build their understanding of key terminology encompassing anti-racist work and engage in critical self-reflection as you build your facilitation skills in engaging in conversations about anti-Black racism. Sessions will be made available for Administrators, Aspiring Leaders and System Leaders on [myPath](#).

Facilitators: Dr. Nicole West-Burns and Karen Murray

Audience: Administrators, Aspiring Leaders and System Leaders

LEADERSHIP SERIES - THE LEADERSHIP PASSPORT

JANUARY - MARCH 2022

Aspiring, New and Experienced Administrators will have opportunities to build and extend their capacity in equitable leadership. These sessions are compulsory for aspiring and new administrators as part of the Leadership Passport:

- Key Terms in Equity, Anti-Racism and Anti-Oppression
- Equitable Leadership Situated Within the Equity Goal

Sessions will be made available for Administrators and Aspiring Leaders on [myPath](#).

Audience: Administrators and Aspiring Leaders

WEBINAR SERIES - BUILDING POSITIVE RACIAL IDENTITY IN STUDENTS

FEBRUARY- APRIL 2022

The Centre of Excellence for Black Student Achievement will be continuing the conversation on the importance of building positive racial identity for students K-12 through the voice of stories within learning experiences. These sessions will support the system in thinking through the conditions necessary to support Black student achievement and reimagine curricular programming.

Facilitators: Dr. Kerry-Ann Escayg, Lawrence Hill (Novelist), Itah Sadu (Author), Dr. Molade Osibodu (Assistant Professor Mathematics) and Dr. George Dei (African Indigenous Scholar)

Audience: Early Years Educators, K-12 Educators, Students, Staff, Families & Caregivers

PROFESSIONAL LEARNING MENU

ENVISION CONFERENCE 2022

MARCH 2022

The focus of this year's conference is 2SLGBTQI+ Indigenous and Black healing spaces and activism and invites 2SLGBTQI+ elementary and secondary students and their allies/co-conspirators to honour and celebrate 2SLGBTQI+ communities, as well as discuss issues faced across Ontario in addressing homophobia and transphobia. Students will use various virtual platforms to ask questions and explore ways to celebrate gender and sexual diversity in schools and beyond.

Audience: Elementary and Secondary Students

ASYNCHRONOUS SESSION - BLACK STUDIES COURSES

ONGOING

The Centre of Excellence for Black Student Achievement provided Administrators a learning opportunity highlighting the necessity of Black Studies learning experiences from K-12. This experience examined various school-developed courses focused on Black Studies to build positive racial identity development and reimagine curricular programming.

Facilitator: Natasha Henry, President of the Ontario Black History Society

Audience: All Staff

ASYNCHRONOUS WORKSHOP SERIES - SHOW ME LITERACY (2020-2021)

ONGOING

The five-part "Show Me" Literacy series models best literacy practice with a Culturally Relevant and Responsive Pedagogy focus for remote learning. Through these opportunities, teachers walk away with one (or more) practical activities to implement in their virtual and on-site classroom spaces.

Facilitators: Jennifer Watt and Rukiya Mohamed

Audience: Grade 4-8 Educators

SYNCHRONOUS WORKSHOP SERIES - SHOW ME LITERACY (2021-2022)

ONGOING

The "Show Me" Literacy series continues with new sessions focusing on Culturally and Relevant Responsive Pedagogy and teaching practices that affirm the racial identity of Black students.

Facilitators: Various

Audience: Grade 4-8 Educators

DIAL ENGLISH/LITERACY - ADDRESSING EDUCATIONAL DEBT IN ADOLESCENT LITERACY

ONGOING

TDSB's Adolescent Literacy Plan outlines key strategies and actions in classroom and school practices to support addressing educational debt in literacy for adolescent learners. This professional learning series developed in partnership with the English/Literacy Department and the Equity, Anti-Racism and Anti-Oppression helps support culturally relevant teacher pedagogy where students are active partners in their literacy development. Topics for this year will include:

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PROFESSIONAL LEARNING MENU

- A Culturally Relevant and Responsive Approach in Action
- A Transformative Power of Collaborative Inquiry
- Nurturing Criticality in Action

Facilitators: Various

Audience: K-12 Educators

ASYNCHRONOUS LEARNING SESSIONS - EQUITY, ANTI-RACISM, ANTI-OPPRESSION

ONGOING

The Equity, Anti-Racism, Anti-Oppression team offers a menu of professional learning opportunities for classroom-based educators and centrally assigned educators. Some examples of these professional learning experiences include:

- Toolkit for Selecting Equitable and Culturally Relevant and Responsive Resources
- Equity and Anti-Oppressive Leadership Situated within the Equity Goal
- Creating the Conditions for Building Positive Relationships with Students
- Equity in the Mathematics Classroom
- Equity in the French as a Second Language Classroom

Please visit the Equity, Anti-Racism, Anti-Oppression website for a fulsome description and access to the asynchronous learning opportunities.

Audience: K-12 Educators

PROFESSIONAL LEARNING MENU



COURSES

TDSB staff are offered diverse professional development courses ranging from 8-hour opportunities to 125-hour accredited additional qualifications. These courses support instructional programming, increase experiences of belonging for students and build relationships and partnerships with families, caregivers, and communities.

MODLET: ADDRESSING ANTI-ASIAN RACISM PART 1 AND 2

WINTER 2022

This online module will provide you with the opportunity to understand anti-Asian racism as a form of oppression; uncover and unpack the history and present-day realities of Asian people in Canada, including the model minority myth and perpetual stranger stereotype; recognize the impact and cost of anti-Asian racism on mental health and wellbeing; and apply an anti-oppressive framework to build culturally relevant and responsive inclusive learning environments and school communities.

Hours: 25

Audience: All staff

MODLET: UNDERSTANDING ISLAM AND MUSLIM CULTURES PART 1 AND 2

WINTER 2022

The aim of this module is to promote an enhanced understanding and cultural responsiveness of Islam and Muslim Cultures within diverse educational spaces and to transform professional practice to improve access, opportunities, and outcomes for Muslim-identifying students. This modlet also responds to the recommendations put forth by the National Summit on Islamophobia.

Hours: 25

Audience: All Staff

MODLET: CREATING AN UNDERSTANDING TO ADDRESS ANTISEMITISM

WINTER 2022

The aim of this module is to promote an enhanced understanding and cultural responsiveness of Judaism and Jewish Cultures within diverse educational spaces and to transform professional practice to create conditions to address hate speech. This modlet also responds to the recommendations put forth by the National Summit on antisemitism.

Hours: 25

Audience: All Staff

MODLET: INTRODUCTION TO CULTURALLY RELEVANT PEDAGOGY

SPRING 2022

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This introductory modlet is designed to support educators as they familiarize themselves with the theoretical foundations of Culturally Relevant Pedagogy. The goals are to provide educators opportunities to: unpack and understand multiple aspects of their identity and to recognize how educator identity coexists with students’ identities in their classroom; familiarize and deepen understanding of the key conditions needed to embed Culturally Relevant classroom practices; see themselves as responsible for and capable of bringing about change to make schools more equitable; and develop strategies for designing instruction that builds on students’ prior knowledge and cultural legacies.

Hours: 8

Audience: All Staff

ADDITIONAL QUALIFICATION COURSE: ADDRESSING ANTI-BLACK RACISM IN PEDAGOGY AND PRACTICE

**SPRING & SUMMER
2022**

This Additional Qualification course, Addressing Anti-Black Racism to Change Pedagogy and Practice, Part 1 is created to disrupt and to provide opportunities for educators to self-reflect, deepen knowledge, and build competencies as leaders.

Hours: 125

Audience: All Staff

ADDITIONAL QUALIFICATION COURSE: TEACHER LEADERSHIP

SUMMER 2022

The Teacher Leadership additional qualifications three-part course provides teacher leaders opportunities to explore their equity practice in practical, action-oriented ways connected to classroom pedagogy.

Hours: 125

Audience: Teacher Leaders

2022-2023
**PROFESSIONAL
LEARNING
MENU**

Combating Hate and Racism

PROFESSIONAL LEARNING

Through synchronous and asynchronous learning opportunities, TDSB personnel will develop their equitable leadership competencies and engage in critical conversations that promote student achievement and well-being.

ADDRESSING THE SMOG: WHITE SUPREMACY IN EDUCATION

October 22 & October 23, 2022

This synchronous workshop is offered to caregivers and community at the Parents and Caregivers as Partners 2022 Conference by the Equity, Anti-Racism & Anti-Oppression Team. In this workshop, participants examined and identified the role of power and white supremacy while exploring ways to identify, challenge, and change white supremacy within the education system.

Audience: Caregivers and Community

MATH IS NOT NEUTRAL (MINE): EXPLORING MATHEMATICS THROUGH ANTI-OPPRESSIVE PEDAGOGY

TBD

In partnership with the Mathematics/Academic Pathways Team, the Equity, Anti-Racism & Anti-Oppression Team will engage educator teams in a three-part professional learning series centring the following topics:

- Understanding and addressing white supremacy in mathematics
- How to increase access and shift learning opportunities
- Maintaining high expectations while positioning students and communities as knowledge holders
- Shift towards teaching mathematics, centering anti-oppressive pedagogy

Audience: Staff (Grades 7-10 in select schools)

ASYNCHRONOUS LEARNING SESSIONS - EQUITY, ANTI-RACISM, ANTI-OPPRESSION

Ongoing

The Equity, Anti-Racism & Anti-Oppression team offers ongoing asynchronous learning opportunities for educators. These include:

- Toolkit for Selecting Equitable and Culturally Relevant and Responsive Resources
- Equity and Anti-Oppressive Leadership Situated within the Equity Goal
- Creating the Conditions for Building Positive Relationships with Students
- Equity in the Mathematics Classroom
- Equity in the French as a Second Language Classroom
- Equity in Outdoor Education
- Equity in Science

Please visit the Equity, Anti-Racism & Anti-Oppression website for a fulsome description and access to the asynchronous learning opportunities.

LEADERSHIP SERIES - THE LEADERSHIP LEARNING AND JOURNEY TO THRIVE

September 2022 - June 2023

New and experienced Administrators will have opportunities to build and extend their capacity in equitable leadership. These sessions are compulsory for aspiring and new administrators as part of system leadership capacity building. Topics on the agenda include:

- Facilitating Conversations Addressing Hate and Racism
- Operationalizing Equity Learning within the Achievement and
- Belonging/Well-Being Goals: 3-Part Series
- Meet-ups with Aspiring and New Leaders

Sessions will be made available for Administrators and Aspiring Leaders on myPath.

Audience: Administrators and Aspiring Leaders

July 2022 - July 2023

LEADERSHIP SERIES - BUSINESS AND OPERATIONS

TDSB Managers will have opportunities to deepen and extend their equity leadership capacity. These sessions are compulsory for TDSB managers:

- Understanding & Leading an Equitable and Inclusive Workplace Culture

Audience: Business and Operations Managers**REVISION OF CONTROVERSIAL AND SENSITIVE ISSUES CURRICULUM RESOURCE**

Summer 2022 - Winter 2023

In collaboration with the Equity, Anti-Racism & Anti-Oppression team, which includes the Centre of Excellence for Black Student Achievement, a team of TDSB educators are revising the 2003 curriculum document to better reflect policies and conditions to support critical conversations in K-12 classrooms.

COURSES

TDSB staff are offered diverse professional development courses ranging from 8-hour opportunities to 125-hour accredited additional qualifications. These courses support instructional programming, increase experiences of belonging for students and build relationships and partnerships with families, caregivers, and communities.

Fall, Winter, Spring

MODLETS: TEACHING LEARNING AND LEADING

These modlets support new teachers and mentors in 8-10 hour professional learning, combined BrightSpace asynchronous and two 90 minute face-to-face meetings.

- Meaningful Mentoring
- Creating Caring and Culturally Relevant Classrooms
- Equitable and Inclusive Teaching Practice
- Assessment FOR/AS Learning
- Teaching French as a Second Language in collaboration with FSL department

Hours: 8 | Audience: Year 1 & 2 New Teachers

2022-2023

PROFESSIONAL LEARNING

MENU





PROFESSIONAL LEARNING MENU

ADDRESSING ANTI-BLACK RACISM

IN CONVERSATION SERIES

Featuring various experts and community advocates, including some with lived experience, these conversations offer insight to respond to and address diverse issues tied to discrimination and promoting human rights.

ACKNOWLEDGING INTERNATIONAL DECADE FOR PEOPLE OF AFRICAN DESCENT

January 2022 - June 2023

In collaboration with Model Schools for Inner City and the Parent and Community Engagement Office, this initiative within the Centre of Excellence for Black Student Achievement recognizes the history of people of African Descent critically exploring key areas including, but not limited to:

- Pre-colonial Africa - Celebration of African history, culture, and the arts
- Legacy of Enslavement and Genocide
- African Canadian History within Curriculum
- Centring the Arts (Afrofuturism and Healing)

Facilitators: Various

Audience: All Staff, Students, Caregivers and Community

FILM AND TEXT SERIES

February 2023 - June 2023

In collaboration with the Jean Augustine Chair in Education, Community & Diaspora, English/Literacy, and the Equity, Anti-Racism & Anti-Oppression team, this series within the Centre of Excellence for Black Student Achievement uses film and text to explore the experiences of Black and racialized communities in Canada. This series includes a virtual screening of the film along with a conversation with the director/producer and/or author. Key texts include:

- February 2, 2023: The Book of Negroes, Lawrence Hill
- March 7, 2023: Scarborough, Catherine Hernandez
- Brother, David Chariandy
- Black Ice: The Lost History of the Coloured Hockey League of the Maritimes, 1895-1925

Facilitators: Various

Audience: All Staff, Students, Caregivers and Community

EXPLORING INTERSECTIONS OF RACE AND CREED

August 2022 - August 2023

In collaboration with community partners such as the National Council for Canadian Muslims (NCCM), Facing History and Ourselves, and No Silence On Race, the Centre of Excellence for Black Student Achievement and the Equity, Anti-Racism, and Anti-Oppression Teams offer diverse professional learning experiences for TDSB staff, students and caregivers. Sessions include:

- NCCM - providing a broader understanding of Islam and Muslim communities to promote anti-Islamophobia pedagogical practices with a focus on Black Muslim communities.
- No Silence On Race & Facing History - examining the ethnic diversity within Jewish communities through the film Periphery.

Facilitators: Various

Audience: All Staff, Students, Caregivers and Community



February - June 2023

HEALING-CENTRED ENGAGEMENT SERIES

In collaboration with various community partners and service providers offering African Indigenous healing-centred experiences, the Centre of Excellence for Black Student Achievement offers a variety of experiences to build an understanding of the diverse areas encompassing Black Mental Health and Wellness. This series focuses exclusively on the 2022-2023 collaborative inquiry of the Centre of Excellence for Black Student Achievement: In what ways might we identify, develop and facilitate culturally responsive and relevant healing practices for Black students, families and communities? Some of the areas of focus include:

- Examining the Impact of Racial Trauma
- Black Mental Health for Caregivers
- Transformative Care Approaches
- African Proverbs, Indigenous Folktales and Cultural Stories
- Panel Conversation: African Indigenous Spirituality and Healing with Dr. Dei, Dr. Wane and Dr. Mazama

Facilitators: Various

Audience: All Staff, Students, Caregivers and Community

TDSB HUMAN LIBRARY PODCAST: CONVERSATIONS AROUND BLACK STUDENT SUCCESS AND EXCELLENCE

Asynchronous

Season 2 introduces leading scholars, emerging thinkers, and fellow educators passionate about creating learning spaces dedicated to Black student success, well-being, and positive racial identity. This edition by the Centre of Excellence for Black Student Achievement highlights strategies that support meaningful engagement and advocacy of caregivers and communities and offers guidance with navigating the education system. Some of the topics include:

- Research Consultations: Honouring the Voices of Community
- In Conversation with Karen Murray: Building a Better Future for Black Students

Facilitators: Various

Audience: All Staff, Caregivers and Community

LET'S TALK ABOUT THE N-WORD: PROFESSIONAL LEARNING VIDEOS

Asynchronous

The Human Rights Office in collaboration with the Centre of Excellence for Black Student Achievement created a series of professional learning videos and resources for staff to learn more about the N-Word. This video series educates staff about the N-Word, its historical context and impact on the Black community and educational spaces, as well as provide guidance on the TDSB's official stance on the N-Word. This series further equips staff with resources and information needed to make informed and educated decisions when it comes to addressing and discussing the N-Word with staff and students when it arises.

Facilitators: Various

Audience: All Staff



PROFESSIONAL LEARNING

Through synchronous and asynchronous learning opportunities, TDSB Staff develop their equitable leadership competencies and engage in critical conversations that promote Black student achievement and wellbeing.

September 2022 - April 2023

RACIAL LITERACY AND ADDRESSING ANTI-BLACK RACISM

This three-part professional learning series hosted by the Centre of Excellence for Black Student Achievement focuses on developing a leader's capacity in addressing anti-Black racism within school communities. Through this experience, educators build their understanding of key terminology encompassing anti-racist work and engage in critical self-reflection as you build your facilitation skills in engaging in conversations about anti-Black racism. Session dates led by Dr. Nicole West-Burns include:

- Fall 2022 Sessions: September 29, October 13 and November 10, 2022
- Winter/Spring 2023 Sessions: February 8, March 8 and April 20, 2023

Facilitators: Dr. Nicole West-Burns

Audience: All Staff

November 2022 - June 2023

BLACK STUDENT SUCCESS AND EXCELLENCE INITIATIVE AND FOUNDATIONAL LEARNING SERIES

Black Student Success and Excellence (BSSE) Initiative: In its fifth year, the Black Students Success and Excellence initiative is an integral component of the Toronto District School Board's ongoing commitment to the teaching and learning experiences of Black students. BSSE continues to go deeper with its collaboration with elementary and secondary school communities in 23 schools across the TDSB. Collaborative learning sessions include:

- November 17: Launch of the 5th year of Black Student Success and Excellence
- December 6 and 7, 2022: Specific Learning Centre conversation focused on collaborative inquiry and workplan implementation

Foundational Learning Series: This three-part continuous series hosted by the Centre of Excellence for Black Student Achievement is for educators within the Black Student Success and Excellence initiative and for educators interested in deepening their capacity to disrupt and dismantle anti-Black racism. This learning opportunity seeks to support foundational understandings and inquiry work tied to Black Student Success and Excellence.

- Session dates include: January 19, February 9 and March 9, 2023

Facilitators: Karen Murray

Audience: All Staff



[October 27, 2022](#)

STUDENT RESEARCH CONFERENCE

The Centre of Excellence for Black Student Achievement in collaboration with the TDSB's Research and Development Department and Continuing Education - Focus on Youth Toronto Program (FOYT) hosted its first virtual student-led Youth Participatory Action Research (YPAR) Conference: Using Student Voice to Inform School Policies and Practices. Thirteen exciting presentations across five panels focused on themes including Pathways and Transitions, the Black identity in K-12 education and equitable learning opportunities for Black students.

Facilitators: TDSB Students

Audience: All Staff, Students, Caregivers and Community

[October 22, 2022](#)

CENTRING BLACK STUDENTS, FAMILIES AND COMMUNITIES

In collaboration with the Parents and Caregivers Engagement Office during the Parents and Caregivers as Partners 2022 Conference provided families, caregivers and community members an opportunity to engage in an intimate conversation with the Centre of Excellence for Black Student Achievement. This session discussed innovative programming and strategies rooted in Black Joy and Excellence, highlighted opportunities for ongoing collaboration and partnership. Participants also receive a guided tour of the Centre of Excellence for Black Student Achievement.

Facilitators: Centre of Excellence for Black Student Achievement Staff

Audience: TDSB Caregivers and Community

[November 2022 - April 2023](#)

WEBINAR WEDNESDAYS

This series seeks to support Black caregivers, along with caregivers raising Black children with meaningful engagement and advocacy for their children in TDSB schools and programs. Through collaborations with various TDSB Departments, Webinar Wednesdays aims to support system navigation processes for Black families and caregivers, alongside communication about Black student success. Topics include:

- November 16, 2022: Connecting with Graduation Coaches for Black Students
- January 18, 2023: Exploring Pathways and Transitions
- March 8, 2023: Deepening Understanding of Special Education Processes (Part 1)
- April 12, 2023: Deepening Understanding of Special Education Processes (Part 2)

Facilitators: Graduation Coaches for Black Students

Audience: TDSB Caregivers and Community

[December 2022 - February 2023](#)

SHOW ME LITERACY SERIES

In collaboration with English/Literacy, the "Show Me" Literacy series continues with new sessions focusing on teaching practices that affirm the identities of Black and racialized students and promote evidence-based literacy pedagogy. Through these opportunities, teachers walk away with one (or more) practical activities to implement in their virtual and on-site classroom spaces. Topics include:

- December 13, 2022: Using Dr. Gholdy Muhammad's Framework and the 5 Pursuits across Cross-Curricular Lessons - Early Civilizations of Africa
- February 28, 2023: Black Boys' Literacy in Elementary Grades

Facilitators: Various

Audience: Grades 3-8 TDSB Educators



DEEPENING INSTRUCTIONAL PROGRAMMING SERIES

Ongoing

To support ongoing educator capacity, the Centre of Excellence for Black Student Achievement will explore with the system learning experiences that centre Black-affirming pedagogical practices.

Topics include:

- Black-Affirming Practices (offered to and in collaboration with various TDSB Departments)
- Synchronous Student Learning Experiences
- January 25, 2023: Subjects of Desire Film Screening and Conversation with Producer
- March 2023: Transformative Justice & Facilitating Transformative Justice Circles

Facilitators: Various

Audience: All Staff

ASYNCHRONOUS LEARNING SESSIONS - CENTRE OF EXCELLENCE FOR BLACK STUDENT ACHIEVEMENT

Ongoing

The Centre of Excellence for Black Student Achievement team offers a menu of professional learning opportunities for TDSB staff, caregivers and community members. Some examples of these professional learning experiences include:

- Author Lawrence Hill - Identity Loss and Formation with TDSB Educators
- Dr. George Dei - African Elders and Eldership
- Show Me Literacy - Sankofa Black Heritage Collection Teacher's Guide (Episode 1)
- Show Me Literacy - Black Girls' Book Club: Creating Courageous Spaces for Black Sisterhood (Episode 3)

Please visit the Centre of Excellence for Black Student Achievement [website](#) for a fulsome description and access to the asynchronous learning opportunities.

Facilitators: Various

Audience: All Staff



COURSES

TDSB staff are offered diverse professional development courses ranging from 8-hour opportunities to 125-hour accredited additional qualifications. These courses support instructional programming, increase experiences of belonging for students and build relationships and partnerships with families, caregivers, and communities.

ADDITIONAL QUALIFICATION COURSE: ADDRESSING ANTI-BLACK RACISM IN PEDAGOGY AND PRACTICE

Spring & Summer 2023

These Additional Qualification courses, Addressing Anti-Black Racism to Change Pedagogy and Practice, Part 1 and Part 2 are created to disrupt and to provide opportunities for educators to self-reflect, deepen knowledge, and build competencies as leaders.

Hours: 125
Audience: All Staff

MODLET: CENTRING BLACK STUDENTS IN PROGRAMMING & INSTRUCTION THROUGH CULTURALLY RELEVANT AND RESPONSIVE PEDAGOGY

Asynchronous

This asynchronous self-directed learning opportunity seeks to deepen knowledge around how to intentionally design programming that is culturally responsive and relevant, with a specific focus on disrupting anti-Black Racism.

Hours: 6
Audience: All Staff

MODLET: DEEPENING UNDERSTANDING OF ANTI-BLACK RACISM

Asynchronous

This asynchronous self-directed learning opportunity seeks to develop understanding about key terms pertaining to race, racism and anti-Black racism, along with how they manifest within educational environments. This session also seeks to build staff capacity to identify, address and dismantle anti-Black racism within various sites of practice.

Hours: 6
Audience: All Staff

2022-2023

PROFESSIONAL LEARNING MENU

Understanding Muslim Identities & Islamophobia

IN CONVERSATION SERIES

This series features various experts and community advocates, including some with lived experiences, which offer insight into responding to and addressing diverse issues tied to discrimination and promoting human rights.

Asynchronous
July 2022 - August 2022

CENTRING THE MULTIPLICITIES OF MUSLIM IDENTITIES AND EXPERIENCES IN EDUCATION

In this session, a panel comprising diverse members of Muslim communities discuss cultural, racial and faith-based identifications of what it means to be Muslim within educational spaces.

Audience: TDSB Managers, Principals and Vice-Principals

August 2022 - August 2023

EXPLORING MUSLIM IDENTITIES & EXPERIENCES

In collaboration with National Council for Canadian Muslims (NCCM), the Centre of Excellence for Black Student Achievement and the Equity, Anti-Racism & Anti-Oppression Team co-develop and co-facilitate professional learning experiences. These sessions focus on the multiplicities of experiences and identities of Muslims, promoting anti-Islamophobia/anti-Muslim racism education and exploring concrete strategies within school communities and environments. Some sessions will be made available for Administrators and Aspiring Leaders on myPath.

Audience: All Staff, Students and Community

December 2022- May 2023

FILM & TEXT SERIES: SCARBOROUGH

In collaboration with the Jean Augustine Chair in Education, Community & Diaspora, English/Literacy, the Equity, Anti-Racism & Anti-Oppression Department, including the Centre of Excellence for Black Student Achievement, this series uses film and text to explore the experiences of Black and racialized communities in Canada. This series includes a virtual screening of the film along with a conversation with the director/producer and/or author. Key texts include:

- Scarborough by Catherine Hernandez

Audience: Staff, Students, Caregivers and Community

Asynchronous

TDSB HUMAN LIBRARY PODCAST: CONVERSATIONS AROUND EQUITABLE, ANTI-RACIST, AND ANTI-OPPRESSIVE PRACTICE

Season 1 of the podcast is comprised of a collection of audio episodes on topics related to Equity, Anti-Racism & Anti-Oppression in education. This podcast invites listeners to critically reflect on their pedagogy, reimagine engagement, and partner with the community to improve student well-being and achievement. One of the topics covered in this season was Understanding Islam and Muslim Cultures

Audience: All Staff, Caregivers, and Community

January 2023

LOVE AND BELONGING IN COMMUNITY SPACES- COMMEMORATING THE NATIONAL DAY OF REMEMBRANCE AND ACTION AGAINST ISLAMOPHOBIA

This session commemorates the National Day of Remembrance of the Quebec City Mosque Attack and Action Against Islamophobia. M.O. Yuksel and Hatem Aly, the author and illustrator of the book *In My Mosque*, will engage TDSB students and staff in an interactive storytelling session focused on love and belonging in community spaces. It is designed for classrooms from Kindergarten to Grade 6.

- Session A: TDSB Staff and Students
- Session B: TDSB Parents/Caregivers and Community Members

Audience: Staff, Students, Caregivers and Community

PROFESSIONAL LEARNING

Through synchronous and asynchronous learning opportunities, TDSB personnel will develop their equitable leadership competencies and engage in critical conversations that promote student achievement and well-being.

April 18, 2023

SYNCHRONOUS WORKSHOP SERIES - SHOW ME LITERACY

In collaboration with English/Literacy, the "Show Me" Literacy series continues with new sessions focusing on teaching practices that affirm the identities of Black and racialized students and promote evidence-based literacy pedagogy. Through these opportunities, teachers walk away with one (or more) practical activities to implement in their virtual and on-site classroom spaces. Topics included:

- Culturally Relevant Texts: Focus on Muslim Identities

Audience: Grade 4-12 Educators

COURSES

TDSB staff are offered diverse professional development courses ranging from 8-hour opportunities to 125-hour accredited additional qualifications. These courses support instructional programming, increase experiences of belonging for students and build relationships and partnerships with families, caregivers, and communities.

Winter & Spring 2023

**MODLET: UNDERSTANDING ISLAM AND MUSLIM
CULTURES PART 1 AND 2**

The aim of this module is to promote an enhanced understanding and cultural responsiveness of Islam and Muslim Cultures within diverse educational spaces. As well as to transform professional practice to improve access, opportunities, and outcomes for Muslim-identifying students. This modlet also responds to the recommendations put forth by the National Summit on Islamophobia.

Hours: 25 | Audience: All Staff

PROFESSIONAL LEARNING MENU

Understanding Jewish Identities & Antisemitism

IN CONVERSATION SERIES

Featuring various experts and community advocates, including some with lived experience, these conversations offer insight to respond to and address diverse issues tied to discrimination and promoting human rights.

November 2022 - May 2023

ADDRESSING ANTISEMITISM WEBINAR

In collaboration with Facing History and Ourselves, the Equity, Anti-Racism & Anti-Oppression Team will engage TDSB staff in an Antisemitism Webinar. This interactive, synchronous webinar fosters awareness of the impact that anti-Jewish hate has on the lives and learning experiences of Jewish students, and the impact that hate has on all members of a school community. Participants will explore and acknowledge the diversity and complexity of Jewish identities and voices in Canada today, and examine the historical roots of Antisemitism, some of their contemporary manifestations and the consequences of labels, myths and hate when these go unchecked. As well as, equip participants to recognize and address Antisemitism through a case study approach.

Course Dates: December 1, March 7, and May 4 (4:30-6:00 PM)

Audience: TDSB Staff

May 18, 2022

UNDERSTANDING ANTISEMITISM: PAST AND PRESENT

Synchronously led by Bernie Farber and Len Rudner on Wednesday, May 18th, this professional learning supports administrators and managers in recognizing and addressing Antisemitism.

Audience: TDSB Managers, Principals and Vice-Principals

November 2022

PERIPHERY FILM SCREENING

The Equity, Anti-Racism and Anti-Oppression Department in collaboration with Periphery, No Silence on Race, the Ontario Jewish Archives, and the TDSB Jewish Heritage Committee is providing TDSB students, staff and community with two screenings of Periphery. Periphery is an evocative film about ethnic diversity in the Jewish community in Toronto, Canada. Periphery explores the richness of Jewish identity and cultural expression while illustrating the feeling of grappling to belong. Periphery Screenings occurred in two sessions::

- TDSB Staff and Students - November 22 9:45AM - 11:15AM
- TDSB Caregivers and Community Members - November 22 6:30PM - 8:00PM

Asynchronous

**TDSB HUMAN LIBRARY PODCAST: CONVERSATIONS
AROUND EQUITABLE, ANTI-RACIST, AND ANTI-
OPPRESSIVE PRACTICE**

Season 1 of the podcast is comprised of a collection of audio episodes on topics related to Equity, Anti-Racism & Anti-Oppression in education. This podcast invites listeners to critically reflect on their pedagogy, reimagine engagement, and partner with the community to improve student well-being and achievement. One of the topics covered this season was :

- Understanding Judaism and Jewish Cultures,

Audience: All Staff, Caregivers, and Community

February 2023 - May 2023

**Building Staff Capacity for Transformative Culturally
Relevant and Responsive Pedagogy: Honouring the
Multiplicities of Jewish Identities**

The Equity, Anti-Racism & Anti-Oppression Team will engage TDSB staff and students in the curricular learning series Honouring the Multiplicities of Jewish Identities. Participants will develop historical literacy and build appropriate context to engage and centre students in a culturally relevant and responsive inquiry. This learning series is rooted in texts that feature intersectional Jewish identities, in order to provide education in face of rising Antisemitism.

- 3-Part Learning Series

Audience: TDSB Staff

PROFESSIONAL LEARNING

Through synchronous and asynchronous learning opportunities, TDSB personnel will develop their equitable leadership competencies and engage in critical conversations that promote student achievement and well-being.

May 9, 2023

SYNCHRONOUS WORKSHOP SERIES - SHOW ME LITERACY

In collaboration with English/Literacy, the "Show Me" Literacy series continues with new sessions focusing on teaching practices that affirm the identities of Black and racialized students and promote evidence-based literacy pedagogy. Through these opportunities, teachers walk away with one (or more) practical activities to implement in their virtual and on-site classroom spaces. Topics include:

- Culturally Relevant Texts: Focus on Jewish Identities

Audience: Grade 4-12 Educators

COURSES

TDSB staff are offered diverse professional development courses ranging from 8-hour opportunities to 125-hour accredited additional qualifications. These courses support instructional programming, increase experiences of belonging for students and build relationships and partnerships with families, caregivers, and communities.

**MODLET: UNDERSTANDING JUDAISM AND JEWISH
CULTURES PART 1 AND 2**

Winter & Spring 2023

This course supports educators as they become familiar with various aspects of Jewish history, culture, traditions and values. The course aims to help educators recognize and address Antisemitism and various forms of anti-Jewish hate.

Hours: 25 | Audience: All Staff

PROFESSIONAL LEARNING MENU

Understanding Palestinian Identities and Anti-Palestinian Racism

IN CONVERSATION SERIES

Featuring various experts and community advocates, including some with lived experience, these conversations offer insight to respond to and address diverse issues tied to discrimination and promoting human rights.

June 2022 - May 2023

CURRICULUM RESOURCE: ROOTED

In collaboration with NCCM and various Palestinian and Arab community organizations, the Equity, Anti-Racism & Anti-Oppression Team is co-developing a curriculum resource for TDSB Educators for Grades 3-12 . This resource will provide support and opportunities for transformation within classrooms and school communities in meaningful ways by incorporating Palestine into classroom learning and exploring dynamic approaches to affirm Palestinian identities and to disrupt anti-Palestinian racism (APR).

Audience: TDSB Educators

Winter 2022 - Winter 2023

CURATION OF LIBRARY RESOURCES

In collaboration with Library Learning Services, the Equity, Anti-Racism & Anti-Oppression Team is reviewing the TDSB catalogue of resources for students and educators to affirm Palestinian identities within TDSB libraries.

Audience: Students & Educators

PROFESSIONAL LEARNING MENU

Understanding Asian Identities and Anti-Asian Racism

IN CONVERSATION SERIES

Featuring various experts and community advocates, including some with lived experience, these conversations offer insight to respond to and address diverse issues tied to discrimination and promoting human rights.

Asynchronous

AROUND EQUITABLE, ANTI-RACIST, AND ANTI-OPPRESSIVE PRACTICE

Season 1 of the podcast is comprised a collection of audio episodes on topics related to Equity, Anti-Racism & Anti-Oppression in education. This podcast invites listeners to critically reflect on their pedagogy, reimagine engagement, and partner with the community to improve student well-being and achievement. One of the topics discussed this season was Understanding and Addressing Anti-Asian Racism

Audience: All Staff, Caregivers, and Community

December 2022- May 2023

FILM & TEXT SERIES: SCARBOROUGH

In collaboration with the Jean Augustine Chair in Education, Community & Diaspora, English/Literacy, the Equity, Anti-Racism & Anti-Oppression Department, including the Centre of Excellence for Black Student Achievement, this series uses Im and text to explore the experiences of Black and racialized communities in Canada. This series includes a virtual screening of the film along with a conversation with the director/producer and/or author. Key texts include:

Scarborough by Catherine Hernandez

Audience: Staff, Students, Caregivers and Community

PROFESSIONAL LEARNING

Through synchronous and asynchronous learning opportunities, TDSB personnel will develop their equitable leadership competencies and engage in critical conversations that promote student achievement and well-being.

CURRICULUM RESOURCE: AFFIRMING SOUTH ASIAN AND BROWN DIASPORIC IDENTITIES

Spring 2023

In collaboration with the Canadian Race Relations Foundation, the Equity, Anti-Racism & Anti-Oppression team is co-developing a curriculum resource for TDSB K-12 educators. This resource builds on the Addressing Anti-Asian Racism curriculum resource co-developed with ETFO, to further understand how anti-Asian racism impacts South Asian and Brown diasporic identities.

Audience: TDSB Staff

COURSES

TDSB staff are offered diverse professional development courses ranging from 8-hour opportunities to 125-hour accredited additional qualifications. These courses support instructional programming, increase experiences of belonging for students and build relationships and partnerships with families, caregivers, and communities.

Winter & Spring 2023

MODLET: ADDRESSING ANTI-ASIAN RACISM PART 1 AND 2

This online module will provide staff with the opportunity to understand anti-Asian racism as a form of oppression; uncover and unpack the history and present-day realities of Asian people in Canada, including the model minority myth and perpetual stranger stereotype; recognize the impact and cost of anti-Asian racism on mental health and well-being; and apply an anti-oppressive framework to build culturally relevant and responsive inclusive learning environments and school communities.

Hours: 25 | Audience: All Staff

2022-2023
**PROFESSIONAL
LEARNING
MENU**

Addressing 2SLGBTQ+ Identities and Bi/Homo/Transphobia

IN CONVERSATION SERIES

Featuring various experts and community advocates, including some with lived experience, these conversations offer insight to respond to and address diverse issues tied to discrimination and promoting human rights.

December 2022- May 2023

FILM & TEXT SERIES: SCARBOROUGH

In collaboration with the Jean Augustine Chair in Education, Community & Diaspora, English/Literacy, the Equity, Anti-Racism & Anti-Oppression Department, including the Centre of Excellence for Black Student Achievement, this series uses Im and text to explore the experiences of Black and racialized communities in Canada. This series includes a virtual screening of the film along with a conversation with the director/producer and/or author. Key texts include:

- Scarborough by by Catherine Hernandez

Audience: Staff, Students, Caregivers and Community

February 28 & March 1, 2023

ENVISION CONFERENCE

The focus of the 2023 conference is 2SLGBTQIAP+ Indigenous, Black and Racialized Joy, Intersections and Futurity. The EnVision Conference invites 2SLGBTQIAP+ elementary and secondary students, as well as their allies/co-conspirators, to honour and celebrate belonging, and come together in collective care to address biphobia, homophobia and transphobia. Students will have opportunities to come as a class, with their GSA, or other student action group. Along with keynote speakers, there will be workshops on a continuum for those beginning their journey in allyship and those who would like more support in student action. The entire conference will be an opportunity for students to share the multiple ways gender and sexual diversity can be celebrated within the Toronto District School Board.

Audience: Students and Staff

**TDSB HUMAN LIBRARY PODCAST: CONVERSATIONS
AROUND EQUITABLE, ANTI-RACIST, AND ANTI-
OPPRESSIVE PRACTICE**

Asynchronous

Season 1 is a collection of audio episodes on topics related to Equity, Anti-Racism & Anti-Oppression in education. This podcast invites listeners to critically reflect on their pedagogy, reimagine engagement, and partner with the community to improve student well-being and achievement. One of the topics discussed in the season was Centering Black LGBTQ+ Students in the Classroom

Audience: All Staff, Caregivers, and Community

PROFESSIONAL LEARNING

Through synchronous and asynchronous learning opportunities, TDSB personnel will develop their equitable leadership competencies and engage in critical conversations that promote student achievement and well-being.

REVISION OF CHALLENGING HOMOPHOBIA AND HETEROSEXISM CURRICULUM RESOURCE

Summer 2022 - Winter 2023

Centre of Excellence for Black Student Achievement, a team of TDSB educators are revising the 2011 curriculum document Challenging Homophobia and Heterosexism Resource to better reflect understandings and policies affirming 2SLGBTQ+ students, staff and families.

ENVISION 2022

Asynchronous

These asynchronous sessions provide educators opportunities to learn with keynote speakers, Dr. Andrew B. Campbell and Student Tru Wilson. The keynote speakers for the EnVision 2022 conference discussed 2SLGBTQI+ Indigenous, Black and racialized youth's collective acts of care and activism.

2022-2023
**PROFESSIONAL
LEARNING
MENU**

Combating Hate and Racism

PROFESSIONAL LEARNING

Through synchronous and asynchronous learning opportunities, TDSB personnel will develop their equitable leadership competencies and engage in critical conversations that promote student achievement and well-being.

ADDRESSING THE SMOG: WHITE SUPREMACY IN EDUCATION

October 22 & October 23, 2022

This synchronous workshop is offered to caregivers and community at the Parents and Caregivers as Partners 2022 Conference by the Equity, Anti-Racism & Anti-Oppression Team. In this workshop, participants examined and identified the role of power and white supremacy while exploring ways to identify, challenge, and change white supremacy within the education system.

Audience: Caregivers and Community

TBD

MATH IS NOT NEUTRAL (MINE): EXPLORING MATHEMATICS THROUGH ANTI-OPPRESSIVE PEDAGOGY

In partnership with the Mathematics/Academic Pathways Team, the Equity, Anti-Racism & Anti-Oppression Team will engage educator teams in a three-part professional learning series centring the following topics:

- Understanding and addressing white supremacy in mathematics
- How to increase access and shift learning opportunities
- Maintaining high expectations while positioning students and communities as knowledge holders
- Shift towards teaching mathematics, centering anti-oppressive pedagogy

Audience: Sta (Grades 7-10 in select schools)

ASYNCHRONOUS LEARNING SESSIONS - EQUITY, ANTI-RACISM, ANTI-OPPRESSION

Ongoing

The Equity, Anti-Racism & Anti-Oppression team offers ongoing asynchronous learning opportunities for educators. These include:

- Toolkit for Selecting Equitable and Culturally Relevant and Responsive Resources
- Equity and Anti-Oppressive Leadership Situated within the Equity Goal
- Creating the Conditions for Building Positive Relationships with Students
- Equity in the Mathematics Classroom
- Equity in the French as a Second Language Classroom
- Equity in Outdoor Education
- Equity in Science

Please visit the Equity, Anti-Racism & Anti-Oppression website for a fulsome description and access to the asynchronous learning opportunities.

LEADERSHIP SERIES - THE LEADERSHIP LEARNING AND JOURNEY TO THRIVE

September 2022 - June 2023

New and experienced Administrators will have opportunities to build and extend their capacity in equitable leadership. These sessions are compulsory for aspiring and new administrators as part of system leadership capacity building. Topics on the agenda include:

- Facilitating Conversations Addressing Hate and Racism
- Operationalizing Equity Learning within the Achievement and
- Belonging/Well-Being Goals: 3-Part Series
- Meet-ups with Aspiring and New Leaders

Sessions will be made available for Administrators and Aspiring Leaders on myPath.

Audience: Administrators and Aspiring Leaders

July 2022 - July 2023

LEADERSHIP SERIES - BUSINESS AND OPERATIONS

TDSB Managers will have opportunities to deepen and extend their equity leadership capacity. These sessions are compulsory for TDSB managers:

- Understanding & Leading an Equitable and Inclusive Workplace Culture

Audience: Business and Operations Managers

REVISION OF CONTROVERSIAL AND SENSITIVE ISSUES CURRICULUM RESOURCE

Summer 2022 - Winter 2023

In collaboration with the Equity, Anti-Racism & Anti-Oppression team, which includes the Centre of Excellence for Black Student Achievement, a team of TDSB educators are revising the 2003 curriculum document to better reflect policies and conditions to support critical conversations in K-12 classrooms.

COURSES

TDSB staff are offered diverse professional development courses ranging from 8-hour opportunities to 125-hour accredited additional qualifications. These courses support instructional programming, increase experiences of belonging for students and build relationships and partnerships with families, caregivers, and communities.

Fall, Winter, Spring

MODLETS: TEACHING LEARNING AND LEADING

These modlets support new teachers and mentors in 8-10 hour professional learning, combined BrightSpace asynchronous and two 90 minute face-to-face meetings.

- Meaningful Mentoring
- Creating Caring and Culturally Relevant Classrooms
- Equitable and Inclusive Teaching Practice
- Assessment FOR/AS Learning
- Teaching French as a Second Language in collaboration with FSL department

Hours: 8 | Audience: Year 1 & 2 New Teachers

2022-2023
**PROFESSIONAL
LEARNING
MENU**

Addressing 2SLGBTQ+ Identities and Bi/Homo/Transphobia

IN CONVERSATION SERIES

Featuring various experts and community advocates, including some with lived experience, these conversations offer insight to respond to and address diverse issues tied to discrimination and promoting human rights.

December 2022- May 2023

FILM & TEXT SERIES: SCARBOROUGH

In collaboration with the Jean Augustine Chair in Education, Community & Diaspora, English/Literacy, the Equity, Anti-Racism & Anti-Oppression Department, including the Centre of Excellence for Black Student Achievement, this series uses film and text to explore the experiences of Black and racialized communities in Canada. This series includes a virtual screening of the film along with a conversation with the director/producer and/or author. Key texts include:

- Scarborough by Catherine Hernandez

Audience: Staff, Students, Caregivers and Community

February 28 & March 1, 2023

ENVISION CONFERENCE

The focus of the 2023 conference is 2SLGBTQIAP+ Indigenous, Black and Racialized Joy, Intersections and Futurity. The EnVision Conference invites 2SLGBTQIAP+ elementary and secondary students, as well as their allies/co-conspirators, to honour and celebrate belonging, and come together in collective care to address biphobia, homophobia and transphobia. Students will have opportunities to come as a class, with their GSA, or other student action group. Along with keynote speakers, there will be workshops on a continuum for those beginning their journey in allyship and those who would like more support in student action. The entire conference will be an opportunity for students to share the multiple ways gender and sexual diversity can be celebrated within the Toronto District School Board.

Audience: Students and Staff

**TDSB HUMAN LIBRARY PODCAST: CONVERSATIONS
AROUND EQUITABLE, ANTI-RACIST, AND ANTI-
OPPRESSIVE PRACTICE**

Asynchronous

Season 1 is a collection of audio episodes on topics related to Equity, Anti-Racism & Anti-Oppression in education. This podcast invites listeners to critically reflect on their pedagogy, reimagine engagement, and partner with the community to improve student well-being and achievement. One of the topics discussed in the season was Centering Black LGBTQ+ Students in the Classroom

Audience: All Staff, Caregivers, and Community

PROFESSIONAL LEARNING

Through synchronous and asynchronous learning opportunities, TDSB personnel will develop their equitable leadership competencies and engage in critical conversations that promote student achievement and well-being.

REVISION OF CHALLENGING HOMOPHOBIA AND HETEROSEXISM CURRICULUM RESOURCE

Summer 2022 - Winter 2023

Centre of Excellence for Black Student Achievement, a team of TDSB educators are revising the 2011 curriculum document Challenging Homophobia and Heterosexism Resource to better reflect understandings and policies affirming 2SLGBTQ+ students, staff and families.

ENVISION 2022

Asynchronous

These asynchronous sessions provide educators opportunities to learn with keynote speakers, Dr. Andrew B. Campbell and Student Tru Wilson. The keynote speakers for the EnVision 2022 conference discussed 2SLGBTQI+ Indigenous, Black and racialized youth's collective acts of care and activism.

PROFESSIONAL LEARNING MENU

Understanding Asian Identities and Anti-Asian Racism

IN CONVERSATION SERIES

Featuring various experts and community advocates, including some with lived experience, these conversations offer insight to respond to and address diverse issues tied to discrimination and promoting human rights.

Asynchronous

AROUND EQUITABLE, ANTI-RACIST, AND ANTI-OPPRESSIVE PRACTICE

Season 1 of the podcast is comprised a collection of audio episodes on topics related to Equity, Anti-Racism & Anti-Oppression in education. This podcast invites listeners to critically reflect on their pedagogy, reimagine engagement, and partner with the community to improve student well-being and achievement. One of the topics discussed this season was Understanding and Addressing Anti-Asian Racism

Audience: All Staff, Caregivers, and Community

December 2022- May 2023

FILM & TEXT SERIES: SCARBOROUGH

In collaboration with the Jean Augustine Chair in Education, Community & Diaspora, English/Literacy, the Equity, Anti-Racism & Anti-Oppression Department, including the Centre of Excellence for Black Student Achievement, this series uses Im and text to explore the experiences of Black and racialized communities in Canada. This series includes a virtual screening of the film along with a conversation with the director/producer and/or author. Key texts include:

Scarborough by Catherine Hernandez

Audience: Staff, Students, Caregivers and Community

PROFESSIONAL LEARNING

Through synchronous and asynchronous learning opportunities, TDSB personnel will develop their equitable leadership competencies and engage in critical conversations that promote student achievement and well-being.

CURRICULUM RESOURCE: AFFIRMING SOUTH ASIAN AND BROWN DIASPORIC IDENTITIES

Spring 2023

In collaboration with the Canadian Race Relations Foundation, the Equity, Anti-Racism & Anti-Oppression team is co-developing a curriculum resource for TDSB K-12 educators. This resource builds on the Addressing Anti-Asian Racism curriculum resource co-developed with ETFO, to further understand how anti-Asian racism impacts South Asian and Brown diasporic identities.

Audience: TDSB Staff

COURSES

TDSB staff are offered diverse professional development courses ranging from 8-hour opportunities to 125-hour accredited additional qualifications. These courses support instructional programming, increase experiences of belonging for students and build relationships and partnerships with families, caregivers, and communities.

Winter & Spring 2023

MODLET: ADDRESSING ANTI-ASIAN RACISM PART 1 AND 2

This online module will provide staff with the opportunity to understand anti-Asian racism as a form of oppression; uncover and unpack the history and present-day realities of Asian people in Canada, including the model minority myth and perpetual stranger stereotype; recognize the impact and cost of anti-Asian racism on mental health and well-being; and apply an anti-oppressive framework to build culturally relevant and responsive inclusive learning environments and school communities.

Hours: 25 | Audience: All Staff

PROFESSIONAL LEARNING MENU

Understanding Palestinian Identities and Anti-Palestinian Racism

IN CONVERSATION SERIES

Featuring various experts and community advocates, including some with lived experience, these conversations offer insight to respond to and address diverse issues tied to discrimination and promoting human rights.

June 2022 - May 2023

CURRICULUM RESOURCE: ROOTED

In collaboration with NCCM and various Palestinian and Arab community organizations, the Equity, Anti-Racism & Anti-Oppression Team is co-developing a curriculum resource for TDSB Educators for Grades 3-12 . This resource will provide support and opportunities for transformation within classrooms and school communities in meaningful ways by incorporating Palestine into classroom learning and exploring dynamic approaches to affirm Palestinian identities and to disrupt anti-Palestinian racism (APR).

Audience: TDSB Educators

Winter 2022 - Winter 2023

CURATION OF LIBRARY RESOURCES

In collaboration with Library Learning Services, the Equity, Anti-Racism & Anti-Oppression Team is reviewing the TDSB catalogue of resources for students and educators to affirm Palestinian identities within TDSB libraries.

Audience: Students & Educators



PROFESSIONAL LEARNING MENU

ADDRESSING ANTI-BLACK RACISM

IN CONVERSATION SERIES

Featuring various experts and community advocates, including some with lived experience, these conversations offer insight to respond to and address diverse issues tied to discrimination and promoting human rights.

ACKNOWLEDGING INTERNATIONAL DECADE FOR PEOPLE OF AFRICAN DESCENT

January 2022 - June 2023

In collaboration with Model Schools for Inner City and the Parent and Community Engagement Office, this initiative within the Centre of Excellence for Black Student Achievement recognizes the history of people of African Descent critically exploring key areas including, but not limited to:

- Pre-colonial Africa - Celebration of African history, culture, and the arts
- Legacy of Enslavement and Genocide
- African Canadian History within Curriculum
- Centring the Arts (Afrofuturism and Healing)

Facilitators: Various

Audience: All Staff, Students, Caregivers and Community

FILM AND TEXT SERIES

February 2023 - June 2023

In collaboration with the Jean Augustine Chair in Education, Community & Diaspora, English/Literacy, and the Equity, Anti-Racism & Anti-Oppression team, this series within the Centre of Excellence for Black Student Achievement uses film and text to explore the experiences of Black and racialized communities in Canada. This series includes a virtual screening of the film along with a conversation with the director/producer and/or author. Key texts include:

- February 2, 2023: The Book of Negroes, Lawrence Hill
- March 7, 2023: Scarborough, Catherine Hernandez
- Brother, David Chariandy
- Black Ice: The Lost History of the Coloured Hockey League of the Maritimes, 1895-1925

Facilitators: Various

Audience: All Staff, Students, Caregivers and Community

EXPLORING INTERSECTIONS OF RACE AND CREED

August 2022 - August 2023

In collaboration with community partners such as the National Council for Canadian Muslims (NCCM), Facing History and Ourselves, and No Silence On Race, the Centre of Excellence for Black Student Achievement and the Equity, Anti-Racism, and Anti-Oppression Teams offer diverse professional learning experiences for TDSB staff, students and caregivers. Sessions include:

- NCCM - providing a broader understanding of Islam and Muslim communities to promote anti-Islamophobia pedagogical practices with a focus on Black Muslim communities.
- No Silence On Race & Facing History - examining the ethnic diversity within Jewish communities through the film Periphery.

Facilitators: Various

Audience: All Staff, Students, Caregivers and Community



February - June 2023

HEALING-CENTRED ENGAGEMENT SERIES

In collaboration with various community partners and service providers offering African Indigenous healing-centred experiences, the Centre of Excellence for Black Student Achievement offers a variety of experiences to build an understanding of the diverse areas encompassing Black Mental Health and Wellness. This series focuses exclusively on the 2022-2023 collaborative inquiry of the Centre of Excellence for Black Student Achievement: In what ways might we identify, develop and facilitate culturally responsive and relevant healing practices for Black students, families and communities? Some of the areas of focus include:

- Examining the Impact of Racial Trauma
- Black Mental Health for Caregivers
- Transformative Care Approaches
- African Proverbs, Indigenous Folktales and Cultural Stories
- Panel Conversation: African Indigenous Spirituality and Healing with Dr. Dei, Dr. Wane and Dr. Mazama

Facilitators: Various

Audience: All Staff, Students, Caregivers and Community

TDSB HUMAN LIBRARY PODCAST: CONVERSATIONS AROUND BLACK STUDENT SUCCESS AND EXCELLENCE

Asynchronous

Season 2 introduces leading scholars, emerging thinkers, and fellow educators passionate about creating learning spaces dedicated to Black student success, well-being, and positive racial identity. This edition by the Centre of Excellence for Black Student Achievement highlights strategies that support meaningful engagement and advocacy of caregivers and communities and offers guidance with navigating the education system. Some of the topics include:

- Research Consultations: Honouring the Voices of Community
- In Conversation with Karen Murray: Building a Better Future for Black Students

Facilitators: Various

Audience: All Staff, Caregivers and Community

LET'S TALK ABOUT THE N-WORD: PROFESSIONAL LEARNING VIDEOS

Asynchronous

The Human Rights Office in collaboration with the Centre of Excellence for Black Student Achievement created a series of professional learning videos and resources for staff to learn more about the N-Word. This video series educates staff about the N-Word, its historical context and impact on the Black community and educational spaces, as well as provide guidance on the TDSB's official stance on the N-Word. This series further equips staff with resources and information needed to make informed and educated decisions when it comes to addressing and discussing the N-Word with staff and students when it arises.

Facilitators: Various

Audience: All Staff



PROFESSIONAL LEARNING

Through synchronous and asynchronous learning opportunities, TDSB Staff develop their equitable leadership competencies and engage in critical conversations that promote Black student achievement and wellbeing.

September 2022 - April 2023

RACIAL LITERACY AND ADDRESSING ANTI-BLACK RACISM

This three-part professional learning series hosted by the Centre of Excellence for Black Student Achievement focuses on developing a leader's capacity in addressing anti-Black racism within school communities. Through this experience, educators build their understanding of key terminology encompassing anti-racist work and engage in critical self-reflection as you build your facilitation skills in engaging in conversations about anti-Black racism. Session dates led by Dr. Nicole West-Burns include:

- Fall 2022 Sessions: September 29, October 13 and November 10, 2022
- Winter/Spring 2023 Sessions: February 8, March 8 and April 20, 2023

Facilitators: Dr. Nicole West-Burns

Audience: All Staff

November 2022 - June 2023

BLACK STUDENT SUCCESS AND EXCELLENCE INITIATIVE AND FOUNDATIONAL LEARNING SERIES

Black Student Success and Excellence (BSSE) Initiative: In its fifth year, the Black Students Success and Excellence initiative is an integral component of the Toronto District School Board's ongoing commitment to the teaching and learning experiences of Black students. BSSE continues to go deeper with its collaboration with elementary and secondary school communities in 23 schools across the TDSB. Collaborative learning sessions include:

- November 17: Launch of the 5th year of Black Student Success and Excellence
- December 6 and 7, 2022: Specific Learning Centre conversation focused on collaborative inquiry and workplan implementation

Foundational Learning Series: This three-part continuous series hosted by the Centre of Excellence for Black Student Achievement is for educators within the Black Student Success and Excellence initiative and for educators interested in deepening their capacity to disrupt and dismantle anti-Black racism. This learning opportunity seeks to support foundational understandings and inquiry work tied to Black Student Success and Excellence.

- Session dates include: January 19, February 9 and March 9, 2023

Facilitators: Karen Murray

Audience: All Staff



[October 27, 2022](#)

STUDENT RESEARCH CONFERENCE

The Centre of Excellence for Black Student Achievement in collaboration with the TDSB’s Research and Development Department and Continuing Education - Focus on Youth Toronto Program (FOYT) hosted its first virtual student-led Youth Participatory Action Research (YPAR) Conference: Using Student Voice to Inform School Policies and Practices. Thirteen exciting presentations across five panels focused on themes including Pathways and Transitions, the Black identity in K-12 education and equitable learning opportunities for Black students.

Facilitators: TDSB Students

Audience: All Staff, Students, Caregivers and Community

[October 22, 2022](#)

CENTRING BLACK STUDENTS, FAMILIES AND COMMUNITIES

In collaboration with the Parents and Caregivers Engagement Office during the Parents and Caregivers as Partners 2022 Conference provided families, caregivers and community members an opportunity to engage in an intimate conversation with the Centre of Excellence for Black Student Achievement. This session discussed innovative programming and strategies rooted in Black Joy and Excellence, highlighted opportunities for ongoing collaboration and partnership. Participants also receive a guided tour of the Centre of Excellence for Black Student Achievement.

Facilitators: Centre of Excellence for Black Student Achievement Staff

Audience: TDSB Caregivers and Community

[November 2022 - April 2023](#)

WEBINAR WEDNESDAYS

This series seeks to support Black caregivers, along with caregivers raising Black children with meaningful engagement and advocacy for their children in TDSB schools and programs. Through collaborations with various TDSB Departments, Webinar Wednesdays aims to support system navigation processes for Black families and caregivers, alongside communication about Black student success. Topics include:

- November 16, 2022: Connecting with Graduation Coaches for Black Students
- January 18, 2023: Exploring Pathways and Transitions
- March 8, 2023: Deepening Understanding of Special Education Processes (Part 1)
- April 12, 2023: Deepening Understanding of Special Education Processes (Part 2)

Facilitators: Graduation Coaches for Black Students

Audience: TDSB Caregivers and Community

[December 2022 - February 2023](#)

SHOW ME LITERACY SERIES

In collaboration with English/Literacy, the “Show Me” Literacy series continues with new sessions focusing on teaching practices that affirm the identities of Black and racialized students and promote evidence-based literacy pedagogy. Through these opportunities, teachers walk away with one (or more) practical activities to implement in their virtual and on-site classroom spaces. Topics include:

- December 13, 2022: Using Dr. Gholdy Muhammad’s Framework and the 5 Pursuits across Cross-Curricular Lessons - Early Civilizations of Africa
- February 28, 2023: Black Boys’ Literacy in Elementary Grades

Facilitators: Various

Audience: Grades 3-8 TDSB Educators



DEEPENING INSTRUCTIONAL PROGRAMMING SERIES

Ongoing

To support ongoing educator capacity, the Centre of Excellence for Black Student Achievement will explore with the system learning experiences that centre Black-affirming pedagogical practices.

Topics include:

- Black-Affirming Practices (offered to and in collaboration with various TDSB Departments)
- Synchronous Student Learning Experiences
- January 25, 2023: Subjects of Desire Film Screening and Conversation with Producer
- March 2023: Transformative Justice & Facilitating Transformative Justice Circles

Facilitators: Various

Audience: All Staff

ASYNCHRONOUS LEARNING SESSIONS - CENTRE OF EXCELLENCE FOR BLACK STUDENT ACHIEVEMENT

Ongoing

The Centre of Excellence for Black Student Achievement team offers a menu of professional learning opportunities for TDSB staff, caregivers and community members. Some examples of these professional learning experiences include:

- Author Lawrence Hill - Identity Loss and Formation with TDSB Educators
- Dr. George Dei - African Elders and Eldership
- Show Me Literacy - Sankofa Black Heritage Collection Teacher's Guide (Episode 1)
- Show Me Literacy - Black Girls' Book Club: Creating Courageous Spaces for Black Sisterhood (Episode 3)

Please visit the Centre of Excellence for Black Student Achievement [website](#) for a fulsome description and access to the asynchronous learning opportunities.

Facilitators: Various

Audience: All Staff



COURSES

TDSB staff are offered diverse professional development courses ranging from 8-hour opportunities to 125-hour accredited additional qualifications. These courses support instructional programming, increase experiences of belonging for students and build relationships and partnerships with families, caregivers, and communities.

ADDITIONAL QUALIFICATION COURSE: ADDRESSING ANTI-BLACK RACISM IN PEDAGOGY AND PRACTICE

Spring & Summer 2023

These Additional Qualification courses, Addressing Anti-Black Racism to Change Pedagogy and Practice, Part 1 and Part 2 are created to disrupt and to provide opportunities for educators to self-reflect, deepen knowledge, and build competencies as leaders.

Hours: 125
Audience: All Staff

MODLET: CENTRING BLACK STUDENTS IN PROGRAMMING & INSTRUCTION THROUGH CULTURALLY RELEVANT AND RESPONSIVE PEDAGOGY

Asynchronous

This asynchronous self-directed learning opportunity seeks to deepen knowledge around how to intentionally design programming that is culturally responsive and relevant, with a specific focus on disrupting anti-Black Racism.

Hours: 6
Audience: All Staff

MODLET: DEEPENING UNDERSTANDING OF ANTI-BLACK RACISM

Asynchronous

This asynchronous self-directed learning opportunity seeks to develop understanding about key terms pertaining to race, racism and anti-Black racism, along with how they manifest within educational environments. This session also seeks to build staff capacity to identify, address and dismantle anti-Black racism within various sites of practice.

Hours: 6
Audience: All Staff

PROFESSIONAL LEARNING MENU

Understanding Jewish Identities & Antisemitism

IN CONVERSATION SERIES

Featuring various experts and community advocates, including some with lived experience, these conversations offer insight to respond to and address diverse issues tied to discrimination and promoting human rights.

November 2022 - May 2023

ADDRESSING ANTISEMITISM WEBINAR

In collaboration with Facing History and Ourselves, the Equity, Anti-Racism & Anti-Oppression Team will engage TDSB staff in an Antisemitism Webinar. This interactive, synchronous webinar fosters awareness of the impact that anti-Jewish hate has on the lives and learning experiences of Jewish students, and the impact that hate has on all members of a school community. Participants will explore and acknowledge the diversity and complexity of Jewish identities and voices in Canada today, and examine the historical roots of Antisemitism, some of their contemporary manifestations and the consequences of labels, myths and hate when these go unchecked. As well as, equip participants to recognize and address Antisemitism through a case study approach.

Course Dates: December 1, March 7, and May 4 (4:30-6:00 PM)

Audience: TDSB Staff

May 18, 2022

UNDERSTANDING ANTISEMITISM: PAST AND PRESENT

Synchronously led by Bernie Farber and Len Rudner on Wednesday, May 18th, this professional learning supports administrators and managers in recognizing and addressing Antisemitism.

Audience: TDSB Managers, Principals and Vice-Principals

November 2022

PERIPHERY FILM SCREENING

The Equity, Anti-Racism and Anti-Oppression Department in collaboration with Periphery, No Silence on Race, the Ontario Jewish Archives, and the TDSB Jewish Heritage Committee is providing TDSB students, staff and community with two screenings of Periphery. Periphery is an evocative film about ethnic diversity in the Jewish community in Toronto, Canada. Periphery explores the richness of Jewish identity and cultural expression while illustrating the feeling of grappling to belong. Periphery Screenings occurred in two sessions::

- TDSB Staff and Students - November 22 9:45AM - 11:15AM
- TDSB Caregivers and Community Members - November 22 6:30PM - 8:00PM

**TDSB HUMAN LIBRARY PODCAST: CONVERSATIONS
AROUND EQUITABLE, ANTI-RACIST, AND ANTI-
OPPRESSIVE PRACTICE**

Asynchronous

Season 1 of the podcast is comprised of a collection of audio episodes on topics related to Equity, Anti-Racism & Anti-Oppression in education. This podcast invites listeners to critically reflect on their pedagogy, reimagine engagement, and partner with the community to improve student well-being and achievement. One of the topics covered this season was :

- Understanding Judaism and Jewish Cultures,

Audience: All Staff, Caregivers, and Community

**Building Staff Capacity for Transformative Culturally
Relevant and Responsive Pedagogy: Honouring the
Multiplicities of Jewish Identities**

February 2023 - May 2023

The Equity, Anti-Racism & Anti-Oppression Team will engage TDSB staff and students in the curricular learning series Honouring the Multiplicities of Jewish Identities. Participants will develop historical literacy and build appropriate context to engage and centre students in a culturally relevant and responsive inquiry. This learning series is rooted in texts that feature intersectional Jewish identities, in order to provide education in face of rising Antisemitism.

- 3-Part Learning Series

Audience: TDSB Staff

PROFESSIONAL LEARNING

Through synchronous and asynchronous learning opportunities, TDSB personnel will develop their equitable leadership competencies and engage in critical conversations that promote student achievement and well-being.

SYNCHRONOUS WORKSHOP SERIES - SHOW ME LITERACY

May 9, 2023

In collaboration with English/Literacy, the "Show Me" Literacy series continues with new sessions focusing on teaching practices that affirm the identities of Black and racialized students and promote evidence-based literacy pedagogy. Through these opportunities, teachers walk away with one (or more) practical activities to implement in their virtual and on-site classroom spaces. Topics include:

- Culturally Relevant Texts: Focus on Jewish Identities

Audience: Grade 4-12 Educators

COURSES

TDSB staff are offered diverse professional development courses ranging from 8-hour opportunities to 125-hour accredited additional qualifications. These courses support instructional programming, increase experiences of belonging for students and build relationships and partnerships with families, caregivers, and communities.

**MODLET: UNDERSTANDING JUDAISM AND JEWISH
CULTURES PART 1 AND 2**

Winter & Spring 2023

This course supports educators as they become familiar with various aspects of Jewish history, culture, traditions and values. The course aims to help educators recognize and address Antisemitism and various forms of anti-Jewish hate.

Hours: 25 | Audience: All Staff



2022-2023
**PROFESSIONAL
LEARNING
MENU**

Understanding Muslim Identities & Islamophobia

IN CONVERSATION SERIES

This series features various experts and community advocates, including some with lived experiences, which offer insight into responding to and addressing diverse issues tied to discrimination and promoting human rights.

Asynchronous
July 2022 - August 2022

CENTRING THE MULTIPLICITIES OF MUSLIM IDENTITIES AND EXPERIENCES IN EDUCATION

In this session, a panel comprising diverse members of Muslim communities discuss cultural, racial and faith-based identifications of what it means to be Muslim within educational spaces.

Audience: TDSB Managers, Principals and Vice-Principals

August 2022 - August 2023

EXPLORING MUSLIM IDENTITIES & EXPERIENCES

In collaboration with National Council for Canadian Muslims (NCCM), the Centre of Excellence for Black Student Achievement and the Equity, Anti-Racism & Anti-Oppression Team co-develop and co-facilitate professional learning experiences. These sessions focus on the multiplicities of experiences and identities of Muslims, promoting anti-Islamophobia/anti-Muslim racism education and exploring concrete strategies within school communities and environments. Some sessions will be made available for Administrators and Aspiring Leaders on myPath.

Audience: All Staff, Students and Community

December 2022- May 2023

FILM & TEXT SERIES: SCARBOROUGH

In collaboration with the Jean Augustine Chair in Education, Community & Diaspora, English/Literacy, the Equity, Anti-Racism & Anti-Oppression Department, including the Centre of Excellence for Black Student Achievement, this series uses film and text to explore the experiences of Black and racialized communities in Canada. This series includes a virtual screening of the film along with a conversation with the director/producer and/or author. Key texts include:

- Scarborough by Catherine Hernandez

Audience: Staff, Students, Caregivers and Community

**TDSB HUMAN LIBRARY PODCAST: CONVERSATIONS
AROUND EQUITABLE, ANTI-RACIST, AND ANTI-
OPPRESSIVE PRACTICE**

Asynchronous

Season 1 of the podcast is comprised of a collection of audio episodes on topics related to Equity, Anti-Racism & Anti-Oppression in education. This podcast invites listeners to critically reflect on their pedagogy, reimagine engagement, and partner with the community to improve student well-being and achievement. One of the topics covered in this season was Understanding Islam and Muslim Cultures

Audience: All Staff, Caregivers, and Community

January 2023

**LOVE AND BELONGING IN COMMUNITY SPACES-
COMMEMORATING THE NATIONAL DAY OF REMEMBRANCE
AND ACTION AGAINST ISLAMOPHOBIA**

This session commemorates the National Day of Remembrance of the Quebec City Mosque Attack and Action Against Islamophobia. M.O. Yuksel and Hatem Aly, the author and illustrator of the book *In My Mosque*, will engage TDSB students and staff in an interactive storytelling session focused on love and belonging in community spaces. It is designed for classrooms from Kindergarten to Grade 6.

- Session A: TDSB Staff and Students
- Session B: TDSB Parents/Caregivers and Community Members

Audience: Staff, Students, Caregivers and Community

PROFESSIONAL LEARNING

Through synchronous and asynchronous learning opportunities, TDSB personnel will develop their equitable leadership competencies and engage in critical conversations that promote student achievement and well-being.

SYNCHRONOUS WORKSHOP SERIES - SHOW ME LITERACY

April 18, 2023

In collaboration with English/Literacy, the "Show Me" Literacy series continues with new sessions focusing on teaching practices that arm the identities of Black and racialized students and promote evidence-based literacy pedagogy. Through these opportunities, teachers walk away with one (or more) practical activities to implement in their virtual and on-site classroom spaces. Topics included:

- Culturally Relevant Texts: Focus on Muslim Identities

Audience: Grade 4-12 Educators

COURSES

TDSB staff are offered diverse professional development courses ranging from 8-hour opportunities to 125-hour accredited additional qualifications. These courses support instructional programming, increase experiences of belonging for students and build relationships and partnerships with families, caregivers, and communities.

Winter & Spring 2023

**MODLET: UNDERSTANDING ISLAM AND MUSLIM
CULTURES PART 1 AND 2**

The aim of this module is to promote an enhanced understanding and cultural responsiveness of Islam and Muslim Cultures within diverse educational spaces. As well as to transform professional practice to improve access, opportunities, and outcomes for Muslim-identifying students. This modlet also responds to the recommendations put forth by the National Summit on Islamophobia.

Hours: 25 | Audience: All Staff

COMBATting HATE AND RACISM: STUDENT LEARNING STRATEGY

Appendix B

The Student Learning Strategy for Combatting Hate and Racism is a proactive and student-centred approach to creating respectful and culturally safe learning environments for all students. Students and staff deserve to learn and work in an environment that is safe, inclusive and centres Truth and Reconciliation, Anti-Oppression, and Anti-Racism. We are a collective community that must do everything in our ability to ensure all students, staff, families, and communities feel respected and welcomed.

CLASSROOM INSTRUCTION

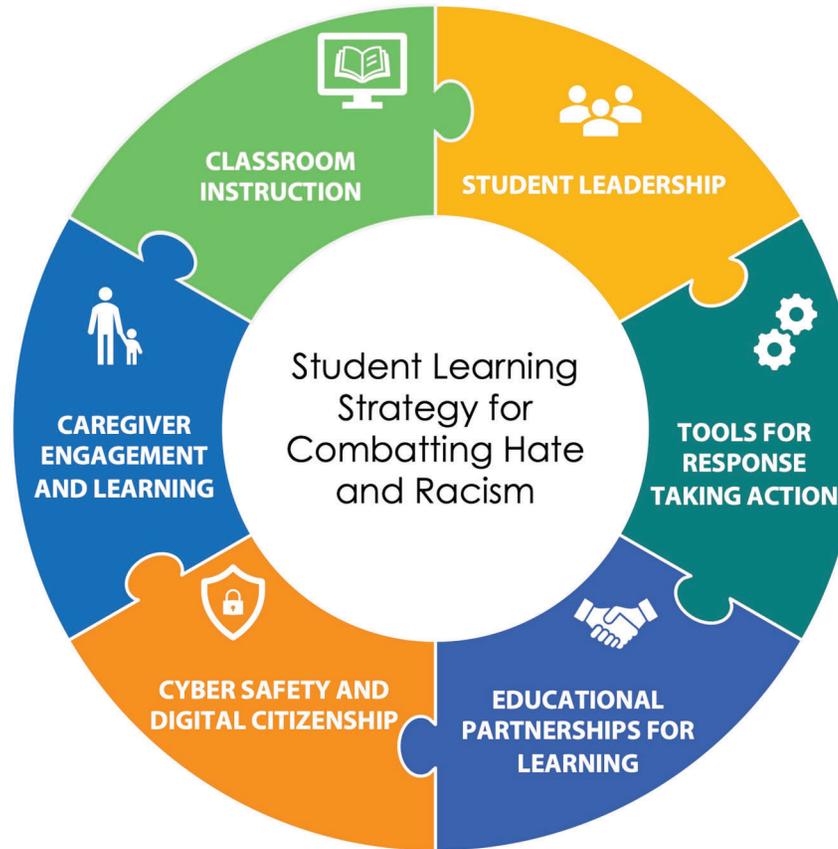
Engage in ongoing professional learning with staff to build understanding, develop critical consciousness, and implement strategies through curriculum. This will better support students and families in confronting hate, racism, and discrimination.

CAREGIVER ENGAGEMENT AND LEARNING

Establish a district and local school learning plan to support combatting hate and racism with parent/caregiver communities utilizing system and school based data.

CYBER SAFETY AND DIGITAL CITIZENSHIP

Cultivate strategies that support cyber safety, digital citizenship and critical awareness of hate and racism in social media and other online environments.



STUDENT LEADERSHIP

The development of a student equity leadership collective that will make positive changes system wide and at the school level to address racism, hate and discrimination in the TDSB.

TOOLS FOR RESPONSE TAKING ACTION

The creation of student equity collectives in each school committed to addressing and combatting hate and racism.

EDUCATIONAL PARTNERSHIPS FOR LEARNING

Building partnerships with community agencies and educators whose voices are often not heard to support extending learning opportunities in dismantling hate and racism.



EQUITY AS A LEADERSHIP COMPETENCY

Equity¹ is a necessary competency to achieve high quality education for all children regardless of identity. Within the Toronto District School Board (TDSB) equity is an expected core competency of all leaders. Being an equitable leader involves being able to understand, notice, name, and act, when injustices and acts of discrimination occur. It requires having the skills and competencies to address issues of oppression within the context of school-based interactions, decision-making processes and responses to students, families, staff, and communities. Engaging in equitable leadership requires an intentional focus on creating conditions for the success of students and staff, both within and outside of the organization.

In alignment with the Ontario Human Rights Commission, Ministry of Education directives, and to build on TDSB's ongoing commitment to Equity leadership, the Equity as a Leadership Competency tool was developed to explicitly acknowledge the organization's obligation and accountability to building equitable leaders. This tool is grounded in literature that connects Equity and Anti-Oppressive frameworks to pedagogies centering on transformative leadership. It aims to reimagine leadership for newly hired teachers to managers and system leaders as they create conditions within their working environments that foster equitable experiences and outcomes for ALL stakeholders.

The Urban Indigenous Education Centre, guided by the Elders Council and the Urban Indigenous Community Advisory Committee is developing a document that will inform leadership roles and responsibilities in Decolonizing Education and Indigenous Education.

Equity as a Leadership Competency covers six areas of equitable leadership practice:

- i. Equity and Anti Oppressive Leadership,
- ii. Setting Directions,
- iii. Building Productive Relationships and Developing People,
- iv. Improving the Instructional Program,
- v. Developing the Organization to Support Desired Practices, and
- vi. Securing Accountability.

This tool was developed to maintain consistency with the provincial Ontario Leadership Framework (OLF) and aligns to the same core competencies (ii-vi). In order to support the work within the TDSB of repaying "educational debt", the competency of "Equity and Anti-Oppression Leadership" was included.

These six areas ask key questions and identify specific competencies to provoke self-reflection and personal growth. Each question and competency is designed to provide guidance for leadership actions moving forward. This tool was designed recognizing that it does not cover all areas of equitable and anti-oppressive leadership, however, it provides entries into identifying specific actions tied to creating conditions and identifying areas for improvement for leaders within the organization.

ENGAGING IN SELF-ASSESSMENT AND REFLECTION

Equity as a Leadership Competency is designed for leaders to monitor their progress overtime. Equity leaders should identify one or two areas of focus, on an ongoing basis, exploring strengths and areas of improvement as they identify specific areas for growth.

¹Equity: Ensures Equality of opportunities and outcomes for all by responding fair and proportionality to the needs of individuals. Equity is not the same as equal treatment because it recognizes a social-cultural Power Imbalance that unfairly Privilege some while oppressing others and therefore focuses on redressing Disparity - meeting individual needs to ensure fair access, outcomes and participation that results in Equality, acknowledging historical and present Systemic Discrimination against identified groups and removing Barriers, eliminating Discrimination and remedying the impact of past Discrimination and current Oppression. Equity practices ensure fair, inclusive and respectful treatment of all people, with consideration of individual and group diversities and Intersectionality of multiple social identities, access to Privileges and impacts of Oppression. Equity honours and accommodates the specific needs of individuals/ groups. (TDSB. (2018). P037 Equity Policy. Toronto, ON: Author)

EQUITY AND ANTI-OPPRESSIVE LEADERSHIP

Equitable and anti-oppressive leaders advocate for and implement structural, curricular and procedural evidence-based actions through the school improvement process or department goals to provide high-quality education for all students, including those historically underserved by the school system.

Questions

- i. In what ways, do you model vulnerability, self-awareness, and self-reflection to improve anti-oppressive and anti-racist leadership practices?
- ii. In what ways, do you unlearn informal and formal oppressive practices and act on this knowledge in your daily leadership decision making?

SCHOOL IMPROVEMENT/TEACHING & LEARNING

- Holds ongoing space for brave conversations about identity, bias, power, privilege, barriers and marginalization with students, staff, and families and understands when these conversations are required.
- Uses brave conversations to remove barriers for students, staff and families.
- Demonstrates self-awareness to learn about anti-oppressive education and demonstrates application regarding how they are applying their learning in service of underserved students and school communities.
- Continues to probe and ask questions (e.g., “Who is missing from the conversation? How do we learn what we don’t yet know?”) and uses the answers to these questions to inform school improvement planning and instruction.
- Unpacks/understands the impact of power and privilege and uses professional learning structures to form strong partnerships with staff.
- Continuously challenges power and privilege in efforts to reduce the harm and trauma that underserved students experience within school and beyond.
- Supports staff, school leaders, and the community to ask questions to determine the actions which need to be taken to improve conditions for underserved students.
- Engages community members (e.g., mentors, community support workers, family members) on an ongoing basis to contribute to school improvement planning
- Identifies and immediately responds to hate, bias, and racism (as per PR728), directed towards underserved groups; works to identify strategies to disrupt inequitable school/department practices.
- Ensures that school funding/project priorities are aligned with the TDSB commitment to equity and anti-oppressive systems.

BUSINESS AND OPERATIONS/MANAGEMENT

- Holds brave conversations about identity, bias, power, privilege, barriers, and marginalization.
- Creates initiatives, structures, policies, and processes to remove barriers for underserved students, staff, and community.
- Supports ongoing mentorship for diverse future leaders.
- Demonstrates self-awareness, continues to learn about anti-oppressive and anti-racist education.
- Continues to probe and ask questions e.g., “Who is missing from the conversation? How do we learn what we don’t yet know?” To determine which actions, need to be taken.
- Supports the creation and implementation of board-wide professional learning to help all staff continuously challenge power and privilege and respond appropriately.
- Identifies hate, bias, and racism and creates innovative policies, and practices based on input from key stakeholders to improve outcomes for all.
- Develops a network with diverse perspectives and consults diverse resources to better understand complex equity issues that negatively impact staff and the stakeholders we serve.
- Identifies hate, bias, and racism incidents and works towards disrupting inequitable practices.
- Develop support systems for staff who have been harmed by hate, bias, or racism.
- Ensures that the current funding is aligned with the TDSB’s commitment to equity and anti-oppressive systems by regularly advocating for re-assessment of funding to re-distribute, allocate and/or increase funding to improve the well-being of all.

SETTING DIRECTION

Equitable and anti-oppressive leaders identify and address issues of oppression in all interactions, decision-making processes, and responses to students, families, staff, and communities through the school improvement process or development of department goals.

Questions

- i. Who are the most vulnerable populations that you serve? How do you know?
- ii. In what ways do you centre the voices of historically marginalized and racialized individuals in the curriculum or in your work?
- iii. What does your staff/team need to learn to better understand and address systemic oppression?

SCHOOL IMPROVEMENT/TEACHING & LEARNING

- Anchors the school's vision in a deep understanding of anti-oppression discourse to inform classroom practices, school culture and system direction.
- Understands the school improvement process as well as collaborative inquiry, and how it works to challenge teacher practice.
- Knowledgeable of current assessment data to ensure that assessment drives instruction.
- Regularly monitors achievement goals to determine the impact on underserved populations.
- Demonstrates a clear understanding of the purpose and impact of anti-oppressive leadership directions and its ability to influence the classroom practices, school culture and system direction.
- Views system, provincial and political direction with a critical equity lens.
- Understands and utilizes a variety of data effectively to determine most underserved populations in classrooms, school and the broader system.
- Creates school improvement goals, school learning plans and professional learning opportunities to challenge the underachievement data of the identified underserved population(s).
- Demonstrates a clear understanding of issues related to social identities and power dynamics.
- Demonstrates awareness of and uses culturally relevant leadership approaches to support students, staff and families.
- Understands the importance of engaging and affirming social identities in classroom practices, school culture and the broader system.
- Intentionally addresses the following: power and privilege, race and oppression, biases and systemic barriers through school improvement, classroom practices, school culture and the broader system
- Aligns budget and resources with a focus on addressing marginalization and underserved students and communities
- Develops strategic directions aligned with the Multi-Year Strategic Plan that centers student and parent voice and agency.

BUSINESS AND OPERATIONS/MANAGEMENT

- Develops a team culture that values service excellence and continuous improvement by working with various employee groups to better understand their needs.
- Demonstrates a good understanding of anti-oppression to inform the development of department procedures and practices.
- Regularly monitors department goals to determine the impact on underserved staff and students.
- Demonstrates a clear understanding of the purpose and impact of anti-oppressive leadership directions and its ability to close the persistent underachievement of particular populations.
- Views system, provincial and political direction with a critical equity lens.
- Understands and utilizes a variety of data effectively to determine the most underserved student populations.
- Creates departmental workplans aligned with the Multi-Year Strategic Plan that centre diverse voices.
- Considers social identities and power dynamics in all forms of communication.
- Aligns budget and resources with a focus on addressing marginalization and underserved students and communities.
- Demonstrates awareness of and uses culturally-relevant leadership approaches to support staff.

BUILDING PRODUCTIVE RELATIONSHIPS AND DEVELOPING PEOPLE

Equitable and anti-oppressive leaders use an asset-based lens to cultivate sustainable, strong and authentic relationships with diverse stakeholders in an effort to support and develop people.

Questions

- i. Who will you build relationships with to cultivate and enhance equitable and inclusive learning and leadership opportunities for staff? Which staff do you select for leadership opportunities and why?
- ii. Do key relationships inside and outside of the TDSB support, reflect and model your commitment to equitable and anti-oppressive learning environments?
- iii. How do you build trust with individuals and what informs your abilities to build trust?

SCHOOL IMPROVEMENT/ TEACHING & LEARNING

- Builds authentic relationships and partnerships with diverse community organizations, advocates, families, student leaders and staff representing historically underserved communities to improve the learning and well-being of students.
- Communicates effectively and meaningfully with students' parents/guardians/elders, and team members as valued stakeholders.
- Builds a deeper understanding of language to dismantle anti-oppression and provide spaces for students and staff to discuss issues injustice.
- Names and interrupts barriers faced by students, staff and families.
- Engages the stakeholders within and beyond already established organizations (e.g., School Advisory Council, Student Council, staff meetings etc.) in order to include voices for school improvement planning.
- Utilizes culturally responsive professional development structures to develop school/ department improvement plans and divisional actions to address barriers.
- Ensures all stakeholders understand departmental action plans with ongoing opportunities to provide feedback.

BUSINESS AND OPERATIONS/MANAGEMENT

- Builds equitable and trusting relationships with staff, students, and stakeholders to hear diverse voices and accepts constructive feedback to inform change.
- Recognizes systems of oppression within TDSB and takes corrective action within one's own team or department and advocates for organizational change.
- Demonstrates an understanding of how power and privilege can create specific barriers for various social identities within our organization and develops anti-oppressive actions and practices.
- Engages students, staff, and parents as partners using multiple strategies such as already-established channels e.g., Ward Meetings, School Advisory Council, Student Council, staff meetings etc., in order to hear from diverse voices.

IMPROVING THE INSTRUCTIONAL PROGRAM

Equitable and anti-oppressive leaders think deeply about what is required to improve the instructional program of all learners using high yield strategies, culturally relevant pedagogy, critical literacy, and other critical pedagogies.

Questions

- i. How can we ensure that programming is authentic, self-affirming, critical and reflects the lived experiences and abilities of students?
- ii. How can the learning that occurs in classrooms and schools build the collective capacity and leadership of our students, staff, and community?
- iii. How do we respectfully draw on the voices and realities of our students to make responsive programming decisions?

SCHOOL IMPROVEMENT/ TEACHING & LEARNING

- Possesses a strong knowledge of educational pedagogies (e.g., Anti-Oppressive and Anti-Racist Pedagogies, Critical Consciousness, dis/ability discourse and other Critical Theories) and is able to apply these pedagogies in daily interactions, decision making and practice.
- Understands Culturally Relevant and Responsive Pedagogy and how it is tied to curriculum, school culture, system leadership and service excellence.
- Understands and engages student identities, abilities, lived experiences, individual learning styles and modes of learning in classroom instruction; utilizes this learning to create equitable and inclusive learning spaces.
- Leverages knowledge of social identities to shape instruction extra-curricular programming, learning and working environments that upholds the Human Rights codes.
- Builds staff capacity to create authentic learning tasks through inquiry, reflective of students' identities.
- Identifies and purchases resources which support authentic learning opportunities that are reflective of students' identities and communities.
- Regularly engages in school walkthroughs to determine the school climate, culture and teaching practices as data to support staff.
- Utilizes student culture, through classroom instruction anchored in culturally relevant pedagogy, to support engagement and success for all students.
- Affirms student social identities in classroom practices, hallways, school culture and data.

BUSINESS AND OPERATIONS/MANAGEMENT

- Please revise the competencies in order to make it relevant for the work within your department or sphere of influence.

DEVELOPING THE ORGANIZATION TO SUPPORT DESIRED PRACTICES

Equitable and anti-oppressive leaders are reflective about School/ Board structures, policies and operational procedures through mutual respect, trust, understanding, collaboration and distributive leadership.

Questions

- i. In what ways do you ensure staff representation and equitable service to all stakeholders?
- ii. In what ways do you ensure equity through the implementation of policies and procedures?
- iii. How are you able to identify and have brave conversations about equity-focused structures that support ALL students and reflect commitments outlined in the Multi-Year Strategic Plan?

SCHOOL IMPROVEMENT/ TEACHING & LEARNING

- Addresses equity of access to technology and other school resources in classrooms and/ or school.
- Able to identify and address biases and systemic barriers while managing their own emotional responses and guiding others to do the same.
- Able to diversify resources to ensure inclusive and equitable programming.
- Instructional facilitators are reflective of the diversity of staff and engages in co-construction of the learning experience.
- Develops and establishes transparent communication plans to share best practices and next steps.
- Upholds a commitment to Human Rights.
- Creates a culture of learning and leadership.
- Fosters a school culture that centres the success of underserved students and staff.
- Operationalizes board commitments by demonstrating the ability to create conditions for student achievement and well-being.

BUSINESS AND OPERATIONS/MANAGEMENT

- Recognizes inequities of access and designs solutions to address them.
- Ensures inclusion and diversity when choosing resources, providers, and partnership.
- Ensures professional learning is delivered in an Equitable, Anti-Oppressive and Anti-Racist ways that explicitly addresses power, privilege, issues of racism, anti-Indigenous and anti-Black racism, and all forms of oppression.
- Identifies and addresses biases and systemic barriers while managing one's own emotional responses and guiding others to do the same.
- Ensures new hires are reflective of the diverse community we serve and intentionally considers peoples' social identities and leadership styles as an asset.
- Develops and establishes transparent communication plans.
- Upholds a commitment to stakeholders and engages in organizational transformation necessary to uphold Human Rights for all.
- Creates a culture of learning and leadership where staff are able to be vulnerable and accountable.
- Ensures that issues of power and privilege are explicitly addressed through learning opportunities and approaches
- Models leadership that demonstrates vulnerability (e.g., models their own learning from mistakes) as a way to become a better leader.
- Operationalizes board commitments by demonstrating the ability to set optimal conditions for student achievement and staff well-being.

SECURING ACCOUNTABILITY

Equitable and anti-oppressive leaders intentionally focus on creating conditions for the success of all students and staff, both within and outside of the organization.

Questions

- i. How intentional are you in identifying bias, power and privilege when considering the development of accountability benchmarks in the learning environment? Are your processes focused on inclusivity, diversity and anti-oppressive practices?
- ii. How are you ensuring that your School Improvement or Service Improvement processes are transparent, understood, and accessible to all community stakeholders?

SCHOOL IMPROVEMENT/ TEACHING & LEARNING

- Centres the most underserved when developing the School Improvement Plan while ensuring all stakeholder voices are captured in the process.
- Holds and engages conversations about race, grounded in student achievement and well-being and works with staff and community to develop best practices.
- Utilizes research-based practices to support school improvement planning and deep learning for educators and students.
- Analyzes data through an anti-oppressive stance to ensure transparency and equitable distribution of resources.
- Engages in informed decision-making practices based on building understanding, engaging in critical questions, and utilizing demographic data.
- Identifies patterns of success and/or failure, acknowledges responsibilities and interprets findings in a transparent manner.
- Actively engages partners and system supports in a transparent manner to ensure that the needs of underserved students are met.
- Creates a system involving the school community to inform decision-making processes.
- Actively and transparently monitors and measures student achievement and well-being

BUSINESS AND OPERATIONS/MANAGEMENT

- Identifies and addresses biases and systemic barriers while recognizing and addressing one's own emotional responses and guiding others to do the same.
- Demonstrates an ability to articulate personal privilege and how it may shape or influence decisions.
- Centres the most underserved when developing department plans, while ensuring all stakeholder voices are captured in the process
- Seeks to understand and critically questions inequity.
- Looks for patterns of success and/or failure among marginalized groups, interprets findings in a transparent manner, and commits to improvements.

Developers: Karen Murray, Alison Gaymes San Vicente, Sara Gogani, Cherilyn Scobie, Matthew Webbe, Bruno Berto and Jeffrey Caton



Executive Summary- Toronto District School Board's Anti-Hate and Anti-Racism Strategy

Introduction

We live in a world where hate and racism exist. The Toronto District School Board (TDSB) is not immune to these acts of discrimination. TDSB acknowledges that in order to be effective in addressing these issues, the community has to play a central part in this work. This is especially true when it comes to achieving equitable, quality education, and fostering excellence for every student.

All Canadians have the right to equal opportunity and treatment, irrespective of their identities and experiences (Statistics Canada, 2022). Despite an emphasis on social equality as public policy, many people living in Canada continue to face discrimination and are not always treated equally (Statistics Canada, 2022). Acts of hate and racism target the integral parts of a person's identity and often affect the wider community (Office for Democratic Institutions and Human Rights, 2018; Perry, 2010). In fact, in 2020, Ontarians witnessed the largest increase in the number of reported hate crimes in over a decade (Statistics Canada, 2022). Accordingly, combatting hate and racism are a focus of social concern not only at the TDSB but also in institutions across the country. The actions tied to addressing hate, racism and discrimination is an expectation informed by human rights principles as set out in the Ontario *Human Rights Code* (the *Code*).

TDSB has significant learning to do to support understanding the various forms of hate and racism. This requires intersectional and systemic approaches with student success as the primary focus. How we address specific forms of hate, racism, and discrimination needs coherency, community partnership, and cross collaboration within the diverse groups impacted. This entails solidarity and a deep understanding that this is everyone's responsibility.

Outline of this report

This report highlights an updated framework which showcases a more comprehensive plan bringing together the work happening within the Equity, Anti-Racism and Anti-Oppression Department and the Combatting Hate and Racism-Student Learning Strategy (Year 1). It also introduces an umbrella strategy "TDSB's Anti-Hate and Anti-Racism Strategy", which outlines 6 pillars for future actions.

This strategy, "TDSB's Anti-Hate and Anti-Racism Strategy", is based on data from the Racism, Bias and Hate (RBH) portal that shows incidents of racism, bias, hate targeting racial groups. The preliminary findings show that of the 2,248 reported incidents logged between September 1, 2021 and August 31, 2022, 56% of these

incidents involved racism directed towards individuals of Black African, Afro Caribbean or African Canadian descent. Further, this data underscores the adverse impact of incidents of racism, bias or hate targeting persons based on religion and spirituality. The preliminary findings show the overall hate/bias directed at people for their creed/religion accounted for 10% of all reported incidents. Antisemitism was reported the most frequently at 7% followed by Islamophobia (3%).

This report outlines the following:

- Context
- Purpose of the Report
- Preliminary Findings: Racism, Bias and Hate (RBH) Portal -February 2023
- Actions
 - Equity, Anti-Racism and Anti-Oppression Department
 - Professional Learning
 - Business/Operations Professional Learning
 - Professional Learning: Courses and Modlets
 - Student Programming
 - Build Strong Relationships and Partnerships with School Communities
 - Combatting Hate and Racism: Student Learning Strategy
 - Classroom Instruction
 - Educators Leadership Collective
 - The Urban Indigenous Education Centre Professional Learning and Direct Supports
 - Curriculum tied to Secondary Courses
 - Student Leadership and Learning
 - Parent/Caregiver /Guardian Engagement and Learning
- Next Steps: Expansion of the TDSB's Anti-Hate and Anti-Racism Strategy

Conclusion

TDSB continues to take a stance in addressing hate, racism, and discrimination. This requires bold actions, commitment and collaboration. Strategies tied to this work necessitate partnerships within and across diverse community groups.

The TDSB's Anti-Hate and Anti-Racism Strategy encompasses 6 pillars to ensure distinct plans are developed to address the incidents of hate and racism that continues to take place within the district. These plans will allow communities to see themselves in the actions.

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Establishment of Local Safety Tables

To: Planning and Priorities Committee

Date: 1 March, 2023

Report No.: 03-23-4490

Strategic Directions

- Transform Student Learning
- Create a Culture for Student and Staff Well-Being
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being
- Allocate Human and Financial Resources Strategically to Support Student Needs

Recommendation

It is recommended that Student Safety: Local Safety Tables report be received.

Context

At the Program and Priorities Committee (PPC) on December 5th and Special PPC on December 7th, 2022 a motion was passed for staff to report on the establishment of local safety tables in priority areas.

Therefore, be it resolved:

(a) That the Director present a report to the Planning and Priorities Committee in the February 2023 cycle of meetings:

i. on the establishment of local safety councils/tables in each of the identified priority areas, as presented in the report, A Collaborative Approach to School and Community Safety, with the following mandate:

To build a safe learning environment with the support of the students, staff and parents/guardians along with stakeholders in the community including but not limited to community agencies, faith groups, police services,

recreational services, cultural groups and representatives from all forms of government;

ii. on appropriate mechanisms to increase direct investment and to allocate more youth support resources to the identified areas

(b) That the report at Part (a) above includes timelines and a process to develop and implement an evaluation framework, including the collection of disaggregated data.

Action Plan and Associated Timeline

Integrated Approach to Implementation of Local Community Safety Tables

The intention is to make the process of developing local community safety tables accessible to all schools through clustering and a phased in approach which takes into account the following real-time data considerations:

- Student discipline data
- SafeTO - City of Toronto data
- Toronto Police Services data
- Qualitative and quantitative data collected by Caring and Schools and other staff

These tables will emphasize a public health and community-based approach to addressing school and community violence and as such public health partners will be represented at every table. Local Trustees will inform membership of local community agencies, and engage voices that have not historically been heard. In the initial phase there will be tables that cross Learning Centres. Local community tables will meet 3-4 times per year.

Resource Implications

Existing resources will be leveraged during the initial phases of the work including Ministry tutoring funding. Staff will bring forward any emerging needs as identified through the local community tables.

Communications Considerations

This report will be posted on the TDSB website and shared with key stakeholders through existing TDSB communication channels.

Board Policy and Procedure Reference(s)

Policy 051- Caring and Safe Schools

PR697 - Promoting a Positive School Climate

Policy 037 - Equity Policy

Policy 023 - Parent and Community Involvement Policy

Policy 031 – Human Rights Policy

From

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Surplus Declaration of a Portion of the Mimico Adult Learning Centre Site and Easement Agreement

To: Planning and Priorities Committee

Date: 1 March, 2023

Report No.: 03-23-4488

Strategic Directions

- 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:

- a) The Toronto Lands Corporation be authorized to establish new property lines for the Mimico Adult Learning Centre site, 255 Royal York Road, to create three parcels as shown in Appendix B of this report;
- b) The parcels created through recommendation a) shown as Parts 1 and 2 in Appendix B, be declared surplus to the needs of the Toronto District School Board and referred to the Toronto Lands Corporation for sale and granting of a surface easement to the Toronto Catholic District School Board;
- c) If the Toronto Catholic District School Board purchases Part 1, the Toronto Lands Corporation be authorized to enter into a surface easement agreement with the Toronto Catholic District School Board over Part 2 to permit the construction of a laneway for the purpose of providing vehicular access and garbage pickup and access to approximately 24 parking spots for use by the Toronto Catholic District School Board to support St. Leo Catholic School, and that the Toronto Catholic District School Board pay for the relocation of the child care centre's outdoor play area and the reconfiguration of the parking lot on the north side of the Mimico Adult Learning Centre; and
- d) If Part 1 is not sold to the Toronto Catholic District School Board at fair market value, then Parts 1 and 2 be returned to the Toronto District School Board.

Context

On June 29, 2022, the Toronto Lands Corporation brought an information report to the Board of Trustees regarding a request from the Toronto Catholic District School Board to acquire a parking lot and easement at the Mimico Adult Learning Centre located at 255 Royal York Road in Ward 3 (Trustee Nunziata). This report presents the outcome of the review.

Request from the Toronto Catholic District School Board (TCDSB)

St. Leo Catholic School is a TCDSB elementary school located directly to the north of the Mimico Adult Learning Centre in southeast Etobicoke at Royal York Road and Mimico Avenue. The TCDSB has received approval and funding from the Ministry of Education to expand St. Leo CS. The St. Leo site is small at 1.96 acres. The TCDSB needs more land to expand the school. The TCDSB has requested to acquire the northwest parking lot at the Mimico site and an easement along the north edge of the Mimico property.

The northwest parking lot is already under a long-term lease to the TCDSB to provide St. Leo CS with sufficient staff parking. The lease started in 2011 and extends for 49 years until 2060. The TCDSB would like to purchase the parking lot and convert it into a playfield for the expanded school to address a shortage of exterior play space.

To offset the loss of parking, the TCDSB would like to acquire a surface easement on the Mimico property for a laneway and approximately 24 parking spots. The laneway would be one-way from Elizabeth Street to Royal York Road. The laneway would provide access to staff parking spots and allow for garbage pickup.

Appendix A contains an aerial photo that shows the location of St. Leo CS, the Mimico Adult Learning Centre, the northwest parking lot, the proposed easement, and the existing property lines.

Impact on the Mimico Adult Learning Centre of the Proposed Sale of the Parking Lot and the Easement

The Mimico Adult Learning Centre is a fully utilized multi-purpose centre. It accommodates a child care centre and several adult programs: English as a Second Language, Literacy and Basic Skills, and General Interest.

The northwest parking lot is small at 0.27 acres with 26 parking spots. The Mimico site has sufficient parking to support the users of the building without the use of the northwest lot. If the northwest lot is sold, the Mimico site size will decrease from 4.5 acres to 4.23 acres. This will have no impact on current operations. It will not impact the ability of the site to accommodate future changes to programming, nor will it impact the

expansion or replacement of the building or the addition of portables to the site. The integrity of the site is maintained; it will continue to be able to function as a multi-purpose centre and accommodate changes over time.

The proposed surface easement for the laneway and 24 parking spots runs along the north edge of the Mimico site through the north parking lot and the child care centre's outdoor play area. The easement will displace parking spots used by the Mimico user groups and impact the outdoor play area. To address these impacts, the TCDSB will pay to relocate the outdoor play area to another location on the Mimico site and reconfigure the north parking lot to receive all the displaced parking spots. There will be no loss of parking spots for the Mimico site. The laneway will be shared by the TCDSB staff and the users of the Mimico building.

Based on consultation with the child care operator and key representatives of the user groups in the Mimico building, the outdoor play area will be relocated to the east side of the Mimico building along Elizabeth Street. There is sufficient open space in this location to meet the licensing standards for the child care centre. This location also allows safe access for the children – the children will not need to cross a parking lot.

The TCDSB will pay for the relocation of the child care centre's outdoor play area, the construction of the shared laneway, and the reconfiguration of the north parking lot.

Severance Process

To provide the northwest parking lot and the surface easement to the TCDSB, the Mimico site must be severed into three separate parcels. To do this, a consent to sever application must be submitted to the City of Toronto's Committee of Adjustment. Appendix B shows the three proposed parcels. Part 1 is the northwest parking lot to be sold to the TCDSB. Part 2 is the easement area owned by the TDSB but allowing access to the TCDSB for the shared laneway. Part 3 is the remainder of the Mimico site exclusively owned by the TDSB.

The Toronto Lands Corporation implements consent application submissions on behalf of the TDSB.

Sale Process

When selling a property, school boards in Ontario must follow the process outlined in Ontario Regulation 444/98. This process requires that the property be offered to a ranked list of public agencies for them to consider for purchase. The list includes the coterminous school boards, local colleges and universities, the Local Health Integration Networks, several Indigenous organizations, the local municipal government, the provincial government, and the federal government.

The public agencies have 90 days to express interest in purchasing the property and a further 90 days to make an offer. If no expression of interest is received or sale achieved, then the property can be offered to the private sector.

At the top of the ranked list of public agencies is any school board that holds a lease for the property.

The northwest parking lot will be circulated to the list of public agencies. Since the TCDSB holds a lease for the northwest parking lot, the TCDSB has first right to purchase it. It is highly unlikely that any other public agency will express interest in the northwest parking lot because it is encumbered by a long-term lease.

The surface easement does not require circulation to the list of public agencies and may be granted directly to the TCDSB.

All disposition of property must occur at fair market value. The Toronto Lands Corporation implements the disposition process on behalf of the TDSB.

Community Consultation

A notice describing the proposed sale of the northwest parking lot and the establishment of the easement on the Mimico site was sent to the user groups in the Mimico building for posting and distribution. The notice was also delivered to the addresses within 500 metres of the Mimico building.

A virtual public meeting was held on February 16, 2023, to share information and gather community feedback. The meeting was attended by eleven people. The participants had questions for clarification on matters such as the impact of the laneway on trees and the relocation of the child care centre's outdoor play area. No concerns were expressed for selling the northwest parking lot and granting the easement.

An online survey was available for members of the public to submit comments and questions. Three survey responses were received. All three responses were supportive of the proposed sale of northwest parking lot. Two responses were concerned about the impact of the proposed laneway on the outdoor space for the child care centre and the existing mature tree in that area.

Two members of the public submitted comments by email. One member was opposed to the sale of TDSB property in general, even to other public agencies. The other was supportive of the proposal provided the child care centre's outdoor play area was relocated.

The low participation during the consultation process is most likely due to the lack of concern about the proposed disposition to the TCDSB. The parking lot is already used

by the TCDSB. The sale of the parking lot does not change the use of the surrounding lands (i.e., St. Leo CS and the Mimico Adult Learning Centre will continue to operate).

Staff have concluded that there is general support for the sale of the northwest parking lot and the granting of the surface easement to the TCDSB.

Action Plan and Associated Timeline

If approved, the Toronto Lands Corporation will submit a consent to sever application to the Committee of Adjustment to create new property lines for the Mimico site.

Concurrently, the Toronto Lands Corporation will circulate the northwest parking lot for sale to public agencies as per Ontario Regulation 444/98. The public agencies will have 90 days to express interest in purchasing the property and a further 90 days to make an offer. It is anticipated that the TCDSB will promptly respond to the offer since the acquisition of the property has been approved by the TCDSB Board of Trustees.

The Toronto Lands Corporation will also execute the surface easement agreement with the TCDSB.

The TCDSB will relocate and construct the child care centre's outdoor play in June 2023. Then the TCDSB will construct the laneway and reconfigure the north parking lot in July and August 2023.

It is anticipated that the severance and purchase and sale agreement will be finalized in spring 2024.

Resource Implications

The TCDSB will pay all costs associated with this project: the costs for the relocation and construction of the outdoor play area for the child care centre; the costs for the construction of the laneway and the reconfiguration of the north parking lot; and all administrative, consulting and legal fees to implement the transaction.

Communications Considerations

Information about the review and the Board decision will be posted on the TDSB's Accommodation Reviews website.

Board Policy and Procedure Reference(s)

Not applicable.

Appendices

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- Appendix A: Aerial Photo Showing the Location of St. Leo Catholic School, Mimico Adult Learning Centre, the Northwest Parking Lot, the Proposed Easement, and the Existing Property Lines
- Appendix B: Registered Plan Showing the Proposed Severance of the Mimico Adult Learning Centre Site into Three Parcels

From

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Aerial Photo Showing the Location of St. Leo Catholic School, Mimico Adult Learning Centre, the Northwest Parking Lot, the Proposed Easement, and the Existing Property Lines





Attendance Boundary Changes for Eglinton Junior Public School, John Fisher Junior Public School and Whitney Junior Public School

To: Planning and Priorities Committee

Date: 1 March, 2023

Report No.: 03-23-4489

Strategic Directions

- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs

Recommendation

It is recommended that:

- a) The residential developments at 101 Erskine Avenue and 18 Erskine Avenue be returned to their local school, John Fisher Junior Public School, effective September 1, 2023;
- b) The residential developments at 125 Redpath Avenue, 161 Roehampton Avenue, 33 Dunfield Avenue / 44 Lillian Street, 11 Lillian Street, 99 Broadway Avenue / 195 Redpath Avenue, and 8 Eglinton Avenue East / 15 Roehampton Avenue be returned to their local school, Eglinton Junior Public School, effective September 1, 2023;
- c) Students who reside in the residential developments identified in recommendations a) and b) and who attend Whitney Junior Public School as of the end of the 2022-23 school year, be allowed to remain at Whitney Junior Public School until they graduate; and
- d) Siblings of students described in recommendation c) be allowed to attend Whitney Junior Public School provided their older sibling is attending Whitney Junior Public School at the time that they enter the school.

Context

The purpose of this report is to address the enrolment pressure at Whitney Junior Public School by returning the residential developments that were redirected to the school to their local schools, Eglinton Junior Public School and John Fisher Junior Public School.

Whitney Jr PS is located in Ward 10 (Trustee Williams), Eglinton Jr PS is located in Ward 8 (Trustee Laskin), and John Fisher Jr PS is located in Ward 11 (Trustee Chernos Lin).

The Long-Term Program and Accommodation Strategy contains a study to explore returning these redirected residential developments to local schools, scheduled for 2024-25. This study was moved forward to this school year because of the enrolment pressure at Whitney Jr PS.

Accommodating Growth in the Yonge-Eglinton Area

The Yonge-Eglinton area is identified as a Centre in the City of Toronto's Official Plan, and an Urban Growth Centre in the Province of Ontario's Growth Plan for the Greater Golden Horseshoe. As such, the area is planned for high-density, mixed-use intensification including residential uses. It is already one of the densest communities in the country. The population is forecast to double over the long term. It has experienced significant residential intensification over the past ten years and will continue to experience significant intensification for the next 20 years.

Over the past decade, numerous accommodation solutions have been implemented for the schools in the Yonge-Eglinton area to ensure that students have the space they need in which to learn. The solutions include: reducing the grade range of the junior schools from JK-6 to JK-5; expanding the grade range of the middle school from 7-8 to 6-8; changing the attendance boundaries between Eglinton Jr PS, Maurice Cody Jr PS, Northlea EMS, and John Fisher Jr PS; relocating programs such as the Extended French program out of Eglinton Jr PS; converting John Fisher Jr PS from a single track French Immersion Centre to a dual track school (English and French Immersion tracks); rebuilding Davisville Jr PS / Spectrum Alternative Sr School as a larger facility; renovating and building an addition onto Hodgson MS (about to begin construction); and reopening the closed school, Bannockburn PS, as a new single track French Immersion Centre (to open in September 2024).

A further solution that has been implemented is the redirection of residential developments occurring in the Eglinton Jr PS attendance boundary to schools outside the area that have space available. To date, ten developments have been assigned to Whitney Jr PS and seven developments have been assigned to Rippleton PS. The students living in the redirected developments are bussed to the receiving schools

because of distance – Whitney Jr PS is located approximately 3 kilometres away and Rippleton PS is located approximately 7 kilometres away.

The redirections are intended as an interim solution until space becomes available at the local schools at which time the developments will be returned. As reflected in the guiding principles of the Long-Term Program and Accommodation Strategy under equity of access, the goal is to have students attend a neighbourhood school that they can make their own way to.

Neighbourhood schools are an essential component of providing equity of access. Through neighbourhood schools, children who live near to each other can attend the same school, students can participate in before-and-after school activities, and parents have easier access to the school. Neighbourhood schools support active student transportation – students can make their own way to school by walking, cycling, or using public transit. Bussing is not required which supports the TDSB's commitment to environmental sustainability.

Enrolment Pressure at Whitney Junior Public School

Since the implementation of the redirections, the enrolment of Whitney Jr PS has increased. The school's enrolment was above projection this school year and is currently operating above capacity. As of October 31, 2022, Whitney Jr PS had an enrolment of 455 students (112% utilization rate). The school had a shortage of two classrooms requiring the use of the staff room and computer lab to accommodate the overflow of students. The growth at Whitney Jr PS mainly comes from the ten redirected residential developments. If these residential developments continue to be redirected to Whitney Jr PS, the school's enrolment is projected to increase to 471 students (116% utilization rate) in September 2023 and continue growing to 501 students (123% utilization rate) by 2027.

Recommended Accommodation Solution

A team composed of the Principals, Superintendents and Trustees of Eglinton Jr PS, John Fisher Jr PS and Whitney Jr PS and central staff including Planning and Facility Services staff was formed to explore options to the overcrowding at Whitney Jr PS. To address the pressure the school is currently experiencing and the forecasted continued growth, the TDSB needs to develop a solution for implementation as early as September 2023.

The team determined that portables were not a preferred solution for Whitney Jr PS because the site is small at 2.89 acres and portables would have to be placed on the school's play field.

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The team also determined that the current space usage at Whitney Jr PS should continue. To improve the conditions, the computer lab will be fit up as a regular classroom and two rooms in the basement will receive improved ventilation.

To manage continued growth, the team focused on the redirected residential developments because there has been a change in the enrolments of the local schools, Eglinton Jr PS and John Fisher Jr PS. In September 2022, an English track was opened at John Fisher Jr PS and the northern portion of the Eglinton Jr PS attendance boundary was assigned to John Fisher Jr PS. These changes decreased the enrolment at Eglinton Jr PS.

As of October 31, 2022, Eglinton Jr PS had an enrolment of 449 students (82% utilization rate) and John Fisher Jr PS had an enrolment of 357 students (68% utilization rate). The English track at John Fisher Jr PS is being phased in, starting with Junior Kindergarten this school year and expanding by a grade each year up to Grade 5. As the English track is phased in, the enrolment at Eglinton Jr PS will decrease each year.

To balance enrolment across the three schools, the team is recommending that six of the redirected residential developments be returned to Eglinton Jr PS, two redirected developments be returned to John Fisher Jr PS, and two redirected developments remain assigned to Whitney Jr PS. Two residential developments need to remain assigned to Whitney Jr PS to avoid overcrowding at Eglinton Jr PS.

The table below identifies the redirected developments by address.

Redirected Residential Development	Recommended School
<ul style="list-style-type: none"> • 125 Redpath Avenue • 161 Roehampton Avenue • 33 Dunfield Avenue / 44 Lillian Street • 11 Lillian Street • 99 Broadway Avenue / 195 Redpath Avenue • 8 Eglinton Avenue East / 15 Roehampton Avenue 	<ul style="list-style-type: none"> • Return to local school – Eglinton Jr PS
<ul style="list-style-type: none"> • 101 Erskine Avenue • 18 Erskine Avenue 	<ul style="list-style-type: none"> • Return to local school – John Fisher Jr PS
<ul style="list-style-type: none"> • 2221 Yonge Street • 5 Soudan Avenue / 8 Hillside Avenue East 	<ul style="list-style-type: none"> • Remain assigned to Whitney Jr PS (until more space becomes available at local schools)

The eight residential developments proposed to be returned to local schools consist of approximately 4,300 new rental and condominium units in mid and high-rise buildings.

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These buildings began occupancy in 2020 and yielded 55 students in JK to Grade 6 in 2020, 77 students in JK to Grade 6 in 2021, and 150 students in JK to Grade 6 in 2022.

It is recommended that the reassignment of the eight residential developments to their local schools take effect for September 1, 2023 for new students who have not entered the TDSB yet. Existing students residing in these buildings will have the choice to attend their local school or continue to attend Whitney Jr PS until they graduate. Also, the younger siblings of these students will be allowed to attend Whitney Jr PS if their older sibling is attending the school when they enter.

Because John Fisher Jr PS is phasing in the English track one grade at a time (the school only has Junior Kindergarten this school year), older students living in the two residential developments to be returned to the school will not have the choice to attend John Fisher Jr PS because their grade will not be available at the school yet. These students will need to continue to attend Whitney Jr PS.

Transportation will continue to be provided to the students who choose to attend Whitney Jr PS.

Appendix A contains a map that shows the redirected residential developments, the affected schools, and the junior attendance boundaries.

Appendix B shows the impact of these recommendations under two scenarios. Table 1 shows the status quo, if the students living at the impacted addresses continue to be accommodated at Whitney Jr PS. Table 2 shows the impact of the recommended changes which return these redirected developments back to their local schools, Eglinton Jr PS and John Fisher Jr PS.

Community Consultation and Feedback

A notice describing the proposal to return the eight redirected developments to their local schools was sent to the impacted school communities through School Messenger on January 24, 2023. That same week Canada Post delivered notices to the impacted residential developments.

A virtual public meeting was held on February 13, 2023, to share information and gather community feedback. 125 people attended the meeting. During the meeting, 15 attendees provided verbal comments and questions. 70 attendees provided written comments and questions through the chat feature. The feedback was mixed. There were attendees in support of the recommendations, attendees not in support, and attendees who proposed that the implementation of the recommendations be deferred until September 2024.

Through the duration of the review process, staff received numerous comments and questions through email and phone. Questions were answered, compiled, and placed

into a Questions and Answers document. The document was posted to the TDSB's public website for the public to access. It was periodically updated with new questions brought forth by the public and staff.

An online survey was available for members of the public to submit comments and questions. 74 responses were received. 63 responses (85%) were supportive of the proposed recommendations. 11 responses (15%) were not in support of the recommendations.

A letter signed by 31 parents was received that expressed disapproval of the proposed recommendations and requested that the proposal be rescinded or modified. The modification proposed is to allow all existing and future parents of the affected addresses to freely choose between Whitney Jr PS and Eglinton Jr PS (or John Fisher Jr PS). The letter is posted on the Accommodation Reviews website for this study.

In response, staff is supportive of existing parents of students attending Whitney Jr PS who live in the affected addresses freely choosing between Whitney Jr PS and their local schools. However, staff is not supportive of this choice being extended to future parents. Based on the feedback received, most parents living in the impacted addresses are interested in their children attending Whitney Jr PS; staff are concerned that the enrolment at the school will not decrease if choice is offered indefinitely to future parents.

A second letter was received from the same group of parents expressing concern that if future students were to attend Eglinton Jr PS, they would be part of the relocation of the school to a holding site, 529 Vaughan Road, during the proposed reconstruction and expansion of Eglinton Jr PS, estimated to begin in 2026.

In response, this project is at a preliminary stage and timelines are very approximate. The relocation of the school will impact every address in the Eglinton attendance boundary. During the relocation, the school will stay intact with the staffing at that time and the programming – relationships between parents, staff and students will continue uninterrupted. Holding sites are a necessary tool in the construction of replacement schools. They have been used successfully for decades by the TDSB as well as other school boards in Ontario. Most recently, 529 Vaughan Road was used during the replacement of Davisville Jr PS / Spectrum Alternative Sr School and will be used for the expansion of Hodgson MS.

This group of parents has also submitted a request to the Ontario Human Rights Commission for intervention. The parents contend that the affected addresses have a significantly larger proportion of people of colour, new immigrants, families that do not speak English as their first (or second) language, and lower-income families. They believe staff's recommendations will disproportionately affect the most vulnerable and

disadvantaged part of the Whitney Jr PS community, leading to greater education and wealth disparity and racial inequality that can span multiple generations.

In response, none of the existing students residing at the affected addresses and attending Whitney Jr PS will be impacted – they and their younger siblings can remain part of the Whitney Jr PS community. In addition, by returning the affected addresses to a local school, the families will gain the benefits of a neighbourhood school including increased accessibility.

Long-Term Solution for the Yonge-Eglinton Area

Intense growth will continue for the Yonge-Eglinton area for the next couple of decades. The long-term goal is to establish neighbourhood schools that students and families can make their own way to that have sufficient space to accommodate all local students so that no residential developments are redirected to schools outside of the area.

To that end, staff are exploring rebuilding Eglinton Jr PS as a larger building, adding an addition to Davisville Jr PS, and constructing additional pupil places on the west side of Yonge Street.

There are 27 known additional residential developments to be built. The redirection of residential developments will continue to be used as an interim solution. When space becomes available locally, the redirected developments will be returned to the neighbourhood schools.

Action Plan and Associated Timeline

If approved, implementation of staff's recommendation will be effective for September 1, 2023.

Resource Implications

Over time, as the number of students from the redirected developments graduate from Whitney Jr PS, the number of busses required to transport the students will decrease. It could result in a reduction of one bus and savings of approximately \$55,000 per year.

Facility upgrades at Whitney Jr PS will be covered by existing budgets such as School Condition Improvement. The estimated cost is \$700,000.

Communications Considerations

Information about the attendance boundary review is posted on the TDSB's Accommodation Reviews website. Information about the Board of Trustee decision will be added there and posted on the impacted schools' websites and the schools' profile pages on the TDSB website.

Notice will be sent to the parents and staff of the impacted schools through School Messenger and will be emailed to all attendees of the public meeting who provided email addresses.

Board Policy and Procedure Reference(s)

Policy P068 Accommodation and Program Review, Section 6E

Appendices

- Appendix A: Map – Redirected Residential Developments and Impacted Schools
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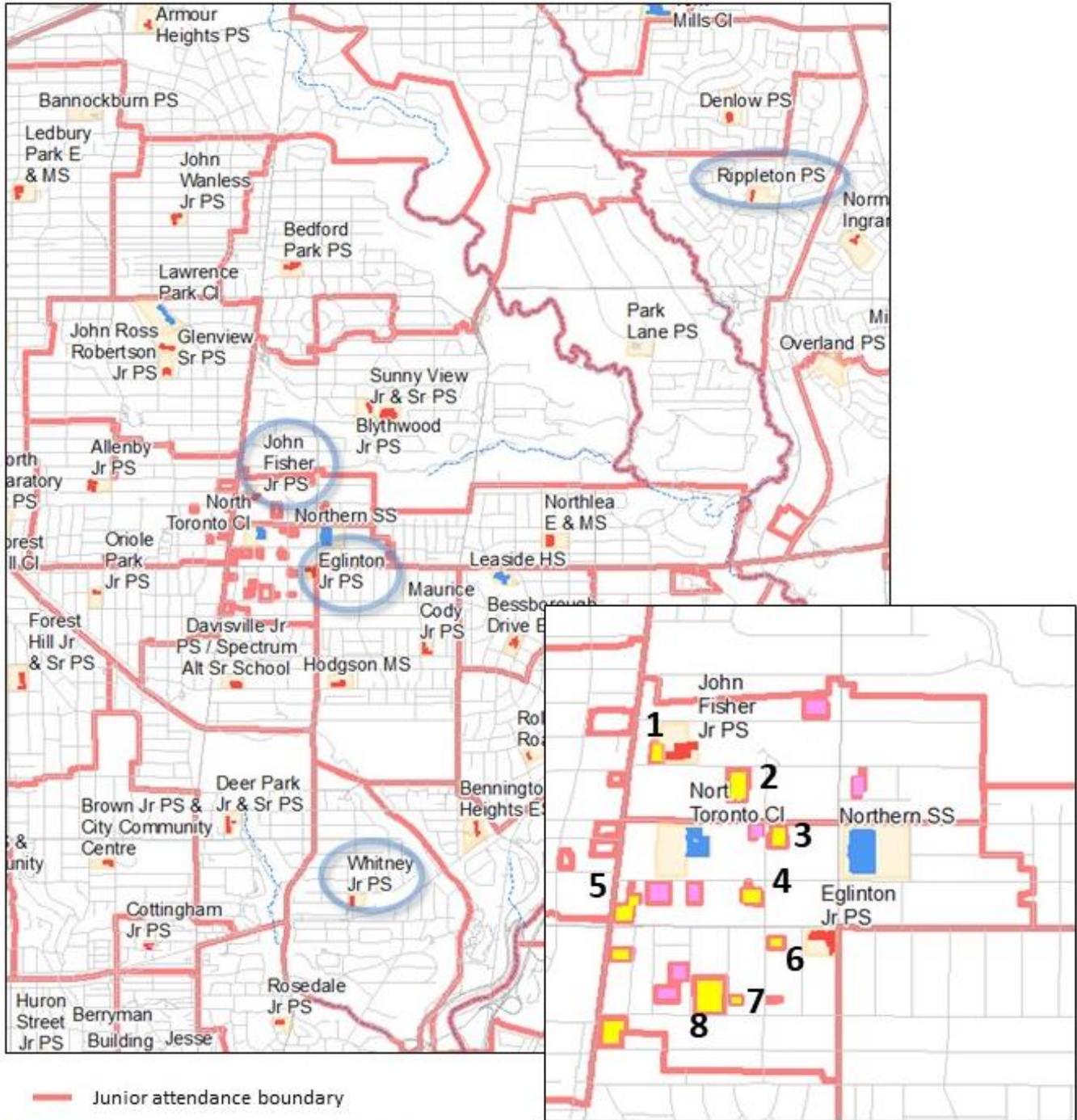
From

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Redirected Residential Developments and Impacted Schools



- Junior attendance boundary
- Residential development redirected to Whitney Jr PS
- Residential development redirected to Rippleton PS

Redirected Developments Proposed to be Returned:

- 1 18 Erskine Ave
- 2 101 Erskine Ave
- 3 99 Broadway Ave / 195 Redpath Ave
- 4 161 Roehampton Ave
- 5 8 Eglinton Ave E / 15 Roehampton Ave
- 6 125 Redpath Ave
- 7 11 Lillian St
- 8 33 Dunfield Ave / 44 Lillian St

Planning and Enrolment Data

Table 1: Status Quo

Eglinton Jr PS

Capacity: 548	Actual	Projected							
School Year:	2022	2023	2024	2025	2026	2027	2028	2029	2030
Total Enrolment:	449	398	376	353	339	331	327	331	319
Utilization Rate:	82%	73%	69%	64%	62%	60%	60%	60%	58%

John Fisher Jr PS

Capacity: 524	Actual	Projected							
School Year:	2022	2023	2024	2025	2026	2027	2028	2029	2030
Enrolment:	357	384	328	348	386	391	430	430	437
Utilization Rate:	68%	73%	63%	66%	74%	75%	82%	82%	83%

Whitney Jr PS

Capacity: 406	Actual	Projected							
School Year:	2022	2023	2024	2025	2026	2027	2028	2029	2030
Total Enrolment:	455	471	490	486	495	501	499	500	493
Utilization Rate:	112%	116%	121%	120%	122%	123%	123%	123%	121%

Table 2: Recommended Changes

- return six redirected developments to Eglinton Jr PS (phased in)
- return two redirected developments to John Fisher Jr PS (phased in)
- maintain two redirected developments assigned to Whitney Jr PS

Eglinton Jr PS

Capacity: 548	Actual	Projected							
School Year:	2022	2023	2024	2025	2026	2027	2028	2029	2030
Total Enrolment:	449	414	415	417	420	432	447	461	451
Utilization Rate:	82%	76%	76%	76%	77%	79%	82%	84%	82%

John Fisher Jr PS

Capacity: 524	Actual	Projected							
School Year:	2022	2023	2024	2025	2026	2027	2028	2029	2030
Enrolment:	357	387	334	357	398	406	448	451	458
Utilization Rate:	68%	74%	64%	68%	76%	77%	85%	86%	87%

Whitney Jr PS

Capacity: 406	Actual	Projected							
School Year:	2022	2023	2024	2025	2026	2027	2028	2029	2030
Total Enrolment:	455	450	448	423	411	396	373	352	323
Utilization Rate:	112%	111%	110%	104%	101%	98%	92%	87%	80%

Written Notice of Motion (Trustees Hassan and Shan)

In accordance with Board Bylaws 5.15.45, the following motion is submitted as notice at this time and for consideration at the next regular meeting of the Planning and Priorities Committee.

5.15.45 Motions must first be introduced as a Notice of Motion to provide advance notification of a matter, ...

5.15.51 A Notice of Motion submitted to a Committee, will be considered at a subsequent Committee meeting.

Addressing Islamophobia

Whereas, hate crimes against members of the Muslim community have been on the rise in Canada; and

Whereas, attacks against Muslims including the one that took place in Quebec mosque and in London, Ontario, have resulted in the loss of precious lives and have had a significant impact on Muslim identifying students in the Toronto District School Board and the broader community in Toronto; and

Whereas, the Toronto District School Board is committed to equity, inclusion and combating systemic discrimination; and

Whereas, many trustees, parents, students, community organizations and advocates have raised their concerns around incidents of Islamophobia in the past;

Whereas, a recent Islamophobic event at Dr Rita Cox – Kina Minagok Public School where a newsletter containing an ISIS flag was sent out to parents, caregivers, and students for Islamic and Somali Heritage Month has had a significant impact on TDSB students, and the broader community in the City of Toronto;

Therefore, be it resolved:

- (a) That the Toronto District School Board commit to developing and implementing a system-wide comprehensive strategy to address Islamophobia;
- (b) That the Director present a report to the Planning and Priorities Committee by the June cycle of meetings on the development of a system-wide strategy to address Islamophobia;
- (c) That the report at part (a) include information on:
 - i. any actionable items and accountability measures currently in place;
 - ii. plans for meaningful engagement;
 - iii. human resources, professional development, mental health supports, curriculum reflection, community engagement and student leadership;
- (d) That a steering committee be established as follows:

Mandate

To develop a system-wide strategy to address Islamophobia

Membership

Staff and community members



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 (ANISH 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 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