



Director's Annual Report 2022



Message from the Director

I am proud to share with you the 2022 Director's Annual Report for the Toronto District School Board (TDSB).

Throughout 2022, TDSB students and staff continually demonstrated tremendous resilience and the 2022-23 school year began with a sense of renewed hope and enthusiasm. The pandemic reminded us that school is a place where all students urgently require relationships that nurture, and sustain their social, personal, physical and cognitive development. As the vast majority of students returned to in-person learning this school

year, I am encouraged that our commitment to keeping achievement, well-being and equity at the forefront of education never wavered.

The 2022 Director's Annual Report includes a snapshot of some of the initiatives and programs that happened across the schools and departments this past year. This includes our continued commitment to academic achievement, Indigenous education, and literacy development. As well, you will learn more about well-being, key academic achievements, and our efforts to eliminate disproportionate outcomes for students.

Our priority remains helping all students become competent, capable and engaged learners who are confident in developing new skills and understanding. Additionally, this past year and looking forward, we continue to focus on the importance of joy, engagement and belonging in our schools as a foundation for academic achievement.

I'd like to express my gratitude to the 2018-2022 Board of Trustees for their commitment to students and families and for their tireless advocacy, support, and leadership. We welcome the newly appointed Board of Trustees for 2022-2026 Term. Together, we will work every day to support the success of students, staff and the community.

Colleen Russell-Rawlins

Director of Education



Multi-Year Strategic Plan Renewal

The Toronto District School Board's Multi-Year Strategic Plan (MYSP) sets direction and identifies system goals to support more than 235,000 students and 583 schools. Our current MYSP has reached the end of its fourth year of implementation and in 2022 we began planning for the renewal of the MYSP and its priorities. This work is especially important in light of the pandemic and the ways it has impacted how TDSB students and staff learn and work. The renewal of the Board's MYSP will reflect the new realities of the current educational landscape, including:

- The Truth and Reconciliation Commission's Calls to Action and United Nations Declaration on the Rights of Indigenous Peoples
- Pandemic recovery and student, family and staff re-engagement
- The Board's current financial situation
- Recommendations in the "Results of the Self-Assessment Tool" by Charles Ungerleider



Work on the renewal of the MYSP continues into 2023 and will also involve the newly elected Board of Trustees as they begin their term and better align with the framework presented in the Ministry of Education's "Multi-Year Strategic Planning: a Guide for School Board Trustees."



Supporting Indigenous Students, Staff and Families

The Toronto District School Board is committed to supporting and expanding Indigenous Education in partnership with First Nations, Métis and Inuit students, staff, families, communities and Elders. We know that Indigenous Education is the work of the Truth & Reconciliation Commission of Canada: Calls to Action and Action #43 that upholds the United Nations Declaration on the Rights of Indigenous Peoples as the framework for reconciliation - to redress ongoing colonization and the impacts of the residential school system. Under the guidance and leadership of the Council of Elders, the Steering Committee, and the work of staff at the Urban Indigenous Education Centre, we are taking sustained actions of reparation to honour and respect the sovereignty and self-determination of First Nations, Métis and Inuit Peoples. Some highlights from 2022 included:



- Passing a Board motion in June 2021 to commit to the implementation of the Truth and Reconciliation Commission of Canada: Calls to Action (TRC Calls to Action), including the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) as the governing framework for reconciliation, acknowledge the distinct inherent rights of First Nations, Métis, and Inuit peoples, and to embed the TRC Calls to Action and UNDRIP in policies, bylaws and Board governance structures, and that TRC be set in the Board's strategic directions.
- Creating the first Indigenous Food Sovereignty Program in Ontario in three different school sites with the hiring of Indigenous Food Sovereignty Chefs who develop Indigenous focused food systems for students and community events, as well as creating learning opportunities for students, caregivers and staff to celebrate Indigenous foods, food preparation, and nutrition. The program includes research, community engagement, partnerships, curriculum development, co-op and practicum opportunities. Designating the Boyne Outdoor Education Centre as an Indigenous Land- Based and Cultural Site, guided and led by the Urban Indigenous Education Centre and the Elders Council.
- Fostering learning from and with Indigenous voices and perspectives by facilitating professional learning for over 100 teachers offering almost 300 First Nation, Métis, Inuit Studies Courses in which over 4100 students enrolled across 76 schools.
- Enhancing opportunities for First Nation, Métis and Inuit student leadership through the development of the Toronto Indigenous Youth Council as a secondary credit granting course for First Nation, Métis and Inuit student leaders from across the TDSB to make positive change in communities and provide peer support.
- Ensuring access to Indigenous-centred well-being and learning supports from Indigenous Social Workers, Indigenous Graduation Coaches, Indigenous Student Success Teacher, and an Indigenous Child and Youth Counselor for over 160 First Nation, Métis, Inuit students and families across the TDSB.
- Providing direct student and caregiver focused support alongside staff capacity building in Indigenous pedagogies and perspectives through Aanse: Indigenous Learning and Well-Being Project, focusing on 15 schools with the highest numbers of First Nations, Métis and Inuit students.

- Providing well-being and leadership capacity-building for First Nations, Métis and Inuit staff through the First Nations, Métis and Inuit Staff Network.
- Enhancing leadership capacity in Indigenous Education and school improvement through the initiation of Biidaaban: Truth and Reconciliation Project, by working with all learning network superintendents, 48 principals, and over 100 staff across 48 schools to leverage school improvement planning process to enhance the promotion of Indigenous knowledges, self-determination, strength, contributions and resistance across district school cultures.
- Created a 3-part series for Principals on Leadership in Indigenous Education focused on building capacity for school principals to understand truths to engage in enacting reconciliation through decision-making, creating Indigenous centered school improvement goals, and collaboratively developing proactive approaches to addressing anti-Indigenous racism and enhancing Indigenous Education for all.

The goal of making the TDSB a national leader in First Nations, Métis and Inuit Education is progressing. In the year ahead, we will work with intention to continue to align processes, policies and procedures with the Truth & Reconciliation Commission of Canada: Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples.



Key Academic Achievements

Below is a summary of the key achievements from 2022 in early years, early and later literacy, French language programs, the arts, mathematics, and STEM, science and robotics.

Early Years

The Early Years is a critical time for learning and development. Laying a strong foundation for learning in the early years sets the stage for academic success and well-being in the later years. The Early Years Department is committed to supporting educators in creating learning environments and experiences that foster a sense of joy, engagement and belonging. Building staff capacity continues to be a significant focus for the Early Years team.

Some highlights from throughout 2022 include:

- In partnership with Apple Education and Dr. Kerry-Ann Escayg, 182 kindergarten educators attended professional learning focused on an anti-racist framework to support family-centered partnerships and ways to leverage the use of digital tools to support building relationships with families and community.
- Created the Early Literacy family and caregiver website and the TDSB Early Reading Instruction Family and Caregiver Guide (available in 22 languages).
- Created resources to support effective Tier 1 reading instruction (K to 12) that are grounded in student identity, joy and belonging and teach foundational reading skills.
- Created Instructional Strategies to Support Teaching and Learning in Reading to support implementation of the Ministry of Education's Effective Early Reading Instruction: A teacher's guide and help system-wide professional learning sessions.
- Engaged central teams in professional learning around effective early reading instruction, classroom conditions that support early reading, assessment for, as and of learning, culturally relevant and responsive pedagogy, etc.
- Provided iPads to kindergarten classrooms as part of The Kindergarten iPad Initiative to support the use of Pedagogical Documentation in Kindergarten Classrooms.

Early and Later Literacy

- The English/Literacy Department created resources to support differentiated instruction and assessment and culturally relevant literacy practices in Grade 9 and 10 English classes. The resource, a Grade 9 Support Plan, was one focus of professional learning in secondary schools. Professional learning also focused on building secondary teachers' understanding of how reading works to support striving readers with decoding, fluency and comprehension.
- For the first time, TDSB offered Reading Part 1 Early Years focus and Reading Part 1 Adolescent Focus to support continuous professional learning. These OCT-approved courses invite educators to examine theory and practice during the 125 hour course.
- The English/Literacy Department hosts monthly after-school sessions, "Show Me Literacy Series" with a focus on Junior/Intermediate literacy practices. Sessions are co-planned with the Equity department and Centre of Excellence for Black Student Achievement.
- Differentiated supports continue to be provided to schools involved in the Early Reading Intervention and Debt in Adolescent Literacy (DIAL) school initiatives to support early and later literacy instruction to schools that have been impacted the most throughout the pandemic.
- Access to Tier 1 and 2 reading interventions and supports offered to all elementary and secondary schools, in partnership with Special Education and Inclusion and Speech and Language.



French Language Programs

In the TDSB, all students are welcome in French Language Programs, are capable of learning an additional language, and all can benefit from the positive effects on literacy and learning. An additional language enhances overall skills in learning, expands career opportunities, promotes understanding among cultures, and creates plurilingual world citizens. Research confirms that knowledge of an additional language strengthens first-language skills and that the ability to speak two or more languages generally enhances reasoning and problem-solving skills, as well as creative thinking skills. The French Department is committed to supporting educators in the intentional planning and implementing of effective additional language classroom strategies through Professional Learning and capacity building. Some highlights for 2022 include:



- As part of the continued focus to improve geographical accessibility to Early French Immersion (EFI) programs, staff identified areas of the city where access gaps currently exist. The following new EFI sites have been identified to prioritize currently and historically underserved areas, reducing commute times and catchment size to improve distribution of programs across the system.
September 2022: Brookhaven PS, Fraser Mustard Early Learning Academy, George B Little PS, and Mason Road JPS.
September 2023: Kingsview Village JPS, Gracedale PS, and White Haven PS.
- Engaging in system professional learning around effective early reading instruction, layered assessment tools and culturally relevant and responsive pedagogy for beginning readers in French Immersion Programs.
- Developing comprehensive resources to support educators in French Immersion Programs with early reading instruction.
- Providing professional learning to support the continued phase-in implementation of the Middle Immersion program in the areas of math and science, and the phase-in implementation of the Junior Kindergarten entry point to Early French Immersion.
- Creating blended learning modlets for Beginning Teachers of French Language Programs (Core, Immersion, Extended) with an equity focus.
- Supporting Academic Pathways in Core French through rich collaborative inquiry on the Action-Oriented Approach to learning an additional language.

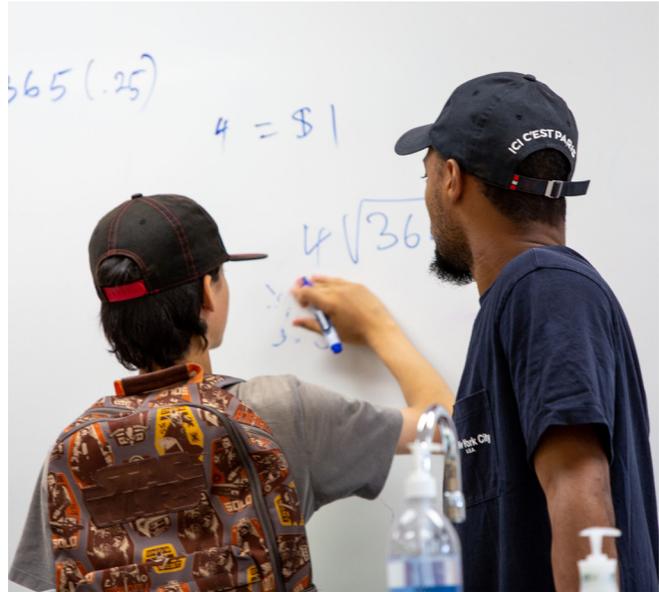
The Arts

- The board-wide Arts initiative, tdsbCREATES Arts Festival, presented with the Toronto Arts Council, connects 60+ local artists with 125 schools and 4500+ students across the board through Artist Mentorship and Residency Programs to help foster creativity while exploring visual arts, dance, drama, spoken word, film, music and multidisciplinary arts around the theme of: Ignite! Ignite your Passion. Ignite your Creativity. Ignite your Inner Spark!
- In December, 500 Grade 7-12 students from 25 schools shared their drama, dance, music, and spoken word creations at the tdsbCREATES Performing Arts Festival at the Meridian Arts Centre. A culminating student visual arts and film showcase is planned for February 2023 at Artscape Youngplace. Artist residencies in Gr. 1-6 classrooms run March to June 2023.



Mathematics

- In 2022, over 270 educators from 57 elementary and secondary schools took part in professional learning focused on Dr. Peter Liljedahl's research-based framework of Building Thinking Classrooms in mathematics through an anti-oppressive lens to support the goals of the Multi-Year Strategic Plan related to Academic Pathways K-12 and deep learning in mathematics. Through interactive workshops, teachers are implementing tasks that truly challenge students to think, while making sure all students have access to participation. This work has been so successful, another 150 educators from over 40 schools will take part in a second round of professional learning in 2023 to build more thinking classrooms.



- A group of over 60 educators from 20 secondary schools continue to participate in professional learning to support the implementation of the Grade 9 Destreaming Math curriculum, in partnership between the central Mathematics and Numeracy Department and the Ontario Institute for Studies in Education of the University of Toronto. The sessions are focusing on areas identified in the 2021-2022 Grade 9 Destreaming Mathematics Research Project between OISE and TDSB.
- Finally, the pandemic highlighted the value of digital tools to support mathematics learning for all students. TDSB has invested in ensuring access for all students, staff, and families to the highest quality virtual manipulatives through Brainiaccamp, as well as online, game-based assessment tools like Knowledgehook that assist teachers and families with finding out more about what their students know and can do in mathematics.

STEM, Science and Robotics

- In 2022, the STEM, Science, and Robotics central department has worked to support educators to unpack both the new 2022 Grade 1-8 Science and Technology and Grade 9 Destreamed Science curricula. Unboxing the New Elementary Science Curriculum Series took place over five weeks allowing participants to get a better look at the various updates to strands and resources to support them in the classroom with students. The Power Tools Safety Course has been offered for teachers to refresh their knowledge and skills on using tools safely with students.
- In supporting the destreamed science, Grant Hutchison, president of the Association of Computer Studies Educators (ACSE) and TDSB teacher, leads educators through a session of "Getting Comfortable with Coding in Science". The k2i academy unpacked the resources that they have created to support the new grade 9 science curriculum which educators can use with their students to support the new elements such as the engineering design. In collaboration with the Outdoor Education department, secondary educators are learning how school yards can be utilized as an extension of science classrooms.



Academic Pathways

Since 2014, the Toronto District School Board has been dismantling the institutional process of academic streaming from kindergarten to Grade 12. Shifting special education programming and practices to promote greater inclusion and including all students in Grades 9 and 10 to Academic and destreamed programming are significant structural changes that must be complemented with inclusive pedagogy. The following are just a few highlights of this ongoing work:

- Collaboration between Academic Pathways K-12 and the Mathematics and Numeracy Departments, with over 250 educators across 58 elementary and secondary schools learning together about Building Thinking Classrooms. This high-impact, research-based approach to math teaching is yielding significant gains in student thinking and engagement. This work has been so successful, more schools will be invited to take part.
- Creation of local tutoring programs in Math Target schools that hired senior students to tutor and mentor Grade 9 math students.
- Creation of a guiding document supporting Academic Pathways K-12 that will clearly outline the effective instructional practices needed to enhance meaningful inclusion in all classrooms. It will assist teachers with implementing inclusive teaching and support principals and superintendents with school improvement efforts.

Learning Recovery

In 2022, educators continued to address unfinished learning in classrooms. Unfinished learning refers to concepts and skills that students were learning and still need to develop because of disruptions due to the pandemic. This year, educators will continue to use strategies such as acceleration and renewal to build foundational learning by focusing on critical skills and concepts that students need to be successful in their learning this year. Building resilience is vital for students as they continue to build proficiency in their content knowledge and global competency skills that they can use in the future.



Tutoring

The Ministry of Education announced funding for tutoring as a part of its Learning Recovery Response to the pandemic. Tutoring helps students with unfinished learning in all schools, and we are prioritizing underserved students with additional early reading and numeracy supports. The TDSB Tutoring Program delivery options include: school-based, system-based, and community-based tutoring. This three-pronged approach allows students to access and engage in tutoring at times and locations that work best for them.

Mental Health and Well-Being

The mental health and well-being of students is a priority at the TDSB. We recognize the ongoing impact of the pandemic and continue to provide supports to meet the needs of students, families, parents/guardians/caregivers, and school communities throughout 2022. Supports and resources are centred in equity which are identity affirming, culturally responsive and include community partnerships.

Professional Support Services (PSS) staff continued to offer support in sustaining mentally healthy school communities, supporting mental health and wellness through identity affirming, socio-emotionally centred groups and providing one-on-one counseling, and bridging to community supports for students and parents/guardians/caregivers.

Initiatives supported by PSS staff and community partners in 2022 included:

- Hosting system-wide webinars related to stress management, coping, substance use/abuse and mental health and continuing the Let's Connect About Mental Health and Well-Being webinar series to engage thousands of parents/guardians/caregivers.
- Continuing weekly Virtual Office Drop-Ins for parents/guardians/caregivers, including support and information for parents/guardians/caregivers of students with special education/complex needs.
- Providing professional learning to all PSS staff and new/aspiring leaders on Trauma Informed and Healing Engagement Practices from an equity, anti-racist and anti-oppressive lens.
- Providing ongoing training to educators and school communities, including parents/guardians/caregivers and students, on TDSB's Suicide Protocol and Anti-Sex Trafficking Policy.
- Supporting over 200 student identity affirming socio-emotional student groups to build mental health and well-being capacity, coping skills and community.
- Curating more than 1000 culturally responsive daily well-being activities for all students, including students with special education/complex needs.
- Developing a comprehensive, culturally responsive resource guide for services and supports for communities.
- Continuing to support student needs and working with families to support issues related to anxiety, stress management, and connections to community partners.
- Collaborating with community agencies to support ongoing wellness of students in school spaces and continuing to partner with identity affirming community partners to support emerging student, family and parent/guardian/caregiver needs.

School Safety

As part of the board's continued focus on student and staff safety and well-being, we took a number of steps in 2022 to better support students, staff and schools through key investments in additional staff. Building on a \$5.9 million investment at the end of 2021 that resulted in the hiring of additional School-Based Safety Monitors, Social Workers, and Child and Youth Counsellors/Workers, staff is proposing additional strategies. These include creating a Safe Schools Audit Team to work with schools, ensuring every secondary school has a student engagement/safety team, expanding an initiative that works with community groups to offer during and after school programs, working with Toronto Police to update the existing Police-School Board Protocol, and continuing to be an active participant in the City of Toronto's SafeTO community safety plan. We look forward to recommendations from the expert reference group on student safety and well-being.



Equity, Anti-Racism, and Anti-Oppression

The Equity, Anti-Racism, and Anti-Oppression department believes every student is capable of success. Its focus is ensuring that all students can succeed by having access – the same access – to opportunities, learning, resources and tools, with the goal of improving the outcomes of the most marginalized students.

This work is done in partnership with all staff across all teams and with educators in schools and other departments to support co-planning with equity leadership teams to ensure that school improvement equity goals reflect the TDSB’s commitments. This collaboration and communication is critical to ensure that everything we do is guided by our commitment to equity and that all staff are able to apply these practices into their daily work and classrooms.

Some highlights of work done in 2022 to support this commitment included:

Professional Learning for System Leaders

Executive Council and system leaders engaged in a number of important professional learning sessions this year. Among these sessions were Understanding Antisemitism, Past and Present and Centring the Multiplicities of Muslim Identities and Experiences in Education.

Professional Learning for Principals and Vice-Principals

Collaborated with the Urban Indigenous Education Centre, Centre of Excellence for Black Student Achievement and the Human Rights Office, to provide Operationalizing the Equity Goal for New Vice Principals & Principals and Aspiring Leaders.

These professional learning opportunities consisted of a three-part series that included: reviewing the foundation of the equity goal; building critical consciousness in the development of the equity goal for school improvement planning; making connections to lagging and leading data; analysing implementation, accountability and next steps in the operationalizing of the equity goal; and, creating professional learning networks to continue capacity building.

25-Hour Modlets for TDSB Staff

TDSB staff participated in collaborative learning opportunities that elicit critical reflection and practice within learning experiences to further ground their understandings of Judaism and Jewish Cultures, Islam and Muslim Cultures, and addressing Anti-Asian Racism.

EnVision Conference

The EnVision Conference was a collaboration between multiple departments and focused on honouring and celebrating 2SLGBTQIAP+ communities as well as issues faced across Ontario in relation to addressing homophobia and transphobia.

Equity Referral Form

The Equity, Anti-Racism, Anti-Oppression Team continued to offer central support to school communities and a referral process was developed to further serve students and families.

Combating Hate & Racism: Student Learning Strategy

The Student Learning Strategy for Combatting Hate and Racism is a proactive and student-centred approach to creating respectful and culturally safe learning environments. This plan is informed by our own TDSB data, through the Racism, Bias and Hate (RBH) reporting portal which shows us that prejudice and implicit bias are learned at a young age.

The student learning strategy is focused on student education and engagement in preventing and responding to hate and racism as a direct intervention, which responds to the data found through the use of the RBH Portal. The strategy includes five streams in which students and staff can respond to and educate regarding hate and racism (see diagram). For more information, please view the full report and action plan.



Centre of Excellence for Black Student Achievement

The Toronto District School Board launched the physical location of the Centre of Excellence for Black Student Achievement with an in-person event in June 2022.

Over the 2021-2022 school year, the Centre of Excellence for Black Student Achievement facilitated learning experiences guided by our inquiry question: In what ways might we cultivate the necessary conditions to support building positive racial identity within instructional programming to promote the achievement and well-being of Black students and disrupt deficit narratives rooted within anti-Black racism? As part of this inquiry, the Centre of Excellence engaged in a multi-faceted strategy of professional learning opportunities to support educators in cultivating school



and classroom environments focusing on enhancing joy, building positive racial identity development, and affirming students' experiences and identities. This inquiry also informed student programming and caregiver and community engagement experiences.

Some offerings of the Centre of Excellence for Black Student Achievement in 2021-2022 included:

Black Student Success and Excellence Initiative

The Black Student Success and Excellence (BSSE) initiative entered Year 4 within the 2021-2022 school year. This year sought to implement the recommendations from previous iterations which included engaging in capacity building with over 150 educators; implementation of critically conscious practitioner inquiries; and in-class/in-school co-teaching and curriculum design with educators and administrators.



Inspired to Excel Early Years Pre-Kindergarten/ Kindergarten Summer Learning Program

In collaboration with Model Schools for Inner Cities and the Early Years Department, over 150 students participated in Inspired to Excel, which connects play and learning to children's identities, lived experiences, and interests while affirming the cultural capital of families and their communities as partners within the learning journey. This learning experience focused on play and inquiry-based learning and developed early literacy and mathematical behaviours through Africentric and Culturally Relevant and Responsive frameworks.

Community Partnerships

The Centre of Excellence for Black Student Achievement actively developed a new community-based process grounded in principles of reciprocity and relationality with educational partners. This process leveraged the expertise and brilliance of community organizations and service providers. As of 2021-2022, we had 72 community organizations and service providers affiliated with the Centre of Excellence for Black Student Achievement focused on African Heritage educational programming.

Professional Development

Throughout the 2021-2022 school year, diverse capacity-building learning experiences were offered to educators, caregivers, and community members to build on research-based understanding of the topics presented. We also sought to explore concrete strategies for building children's positive racial identity focused on African-centred practices. As part of their capacity-building, educators had opportunities to reflect on their practice within their educator teams, in collaboration with central staff.

Student Programming

The Centre of Excellence for Black Student Achievement in collaboration with diverse external partners developed focussed programming tied to pathways where Black professionals are systematically underrepresented. These pathways were grounded in the recommendations provided by students during community consultations. In 2021-2022, our community collaborations led to the co-development of 13 multiple week-long student programming opportunities and three scholarship and internship-based experiences.

Research

The Centre of Excellence's research team, with the support of Graduation Coaches for Black Students, continued to develop the research and advocacy skills of Black high school students through student Participatory Action Research. Youth Participatory Action Research (YPAR) empowers young people to explore pressing issues impacting their communities/schools and respond by implementing sustainable change. Key components of this initiative were the Black Student Leadership Program (BSLP) and the Black Student Summer Leadership Program (BSSLP). The BSLP offered Black-identifying students two courses (CPC30 Politics in Action: Making Change and HSE4M: Equity and Social Justice- From Theory to Practice) weekly from October 2021 to June 2022. Similarly, students who participated in the Black Student Summer Leadership Program (BSSLP) utilised YPAR to identify issues and discover solutions that impact their community experiences during their experiential learning placements.



Special Education

The Toronto District School Board's (TDSB) Vision of Learning is that students with special education needs are welcomed, included and supported in well-resourced neighbourhood schools. TDSB also recognizes that some students with unique needs may require more specialized or intensive programs and/or supports. It is our goal that these intensive support programs will be available in sites that are equitably located throughout the district. We are committed to making, where possible, facilities fully accessible to students, families, staff and community members.



The Special Education Department, in collaboration with all staff, is committed to providing equitable access to learning opportunities for all students. This includes our ongoing commitment to human rights, anti-oppression, equity, anti-ableism, and anti-racism. This commitment is aligned with the foundation of the TDSB Equity Policy and underpins programming across all grade levels.

Some of the work underway in 2022 and continuing into 2023 included:

Joy, Engagement and Belonging

Belonging and Mattering

- Creating conditions and allocating resources to support the Ministry's and TDSB's vision for inclusion (Be the Change initiative for students in Intensive Support Programs with students promoting anti-ableism within the school community; Curriculum Leaders in secondary schools supporting students with special education needs within the destreamed classroom through Tier 1 strategies; Assistive Technology/SEA team working with the Science Department to explore digital tools in STEM to increase accessibility to engaging learning experiences; Project Search partnerships providing experiential learning experiences for students with low incidence exceptionalities gain valuable work skills and support for the transition beyond high school)



Ensuring Coherence and Alignment of Special Education and Inclusion Practices

- Prioritizing capacity building for staff at all levels to ensure consistency of special education and inclusion practices (mandatory professional learning for superintendents and principals, training for teachers, support staff and central staff)

Parent/Guardian/Caregiver Engagement

- Engaging parents/guardians/caregivers and providing opportunities for feedback and input through webinars (e.g. Supporting Grade 8-9 Transitions, Introduction to Special Education and Inclusion Trustee Ward Forums, Referral Process Sessions for Families) and resources (e.g. Special Education Plan, Guide to the Individual Education Plan).



Reducing Disproportionate Outcomes

Early Reading Intervention

- Using professional assessments and systematic evidence-based reading programs, along with professional learning, to provide students with access to Tier 2 and 3 interventions in reading (Wilson Reading System, Lexia Learning and Empower)

The Individual Learning Plan

- Focusing on staff use and implementation of Universal Design for Learning (UDL), Differentiated Instruction (DI), and Culturally Relevant and Responsive Pedagogy (CRRP) to intentionally plan assessment and instruction for learners with areas for growth before deciding to put a student on an IEP

K-1 IEP Strategy and Grades 2-12 IEP Review

- Interrupting the automaticity in IEP creation for early/all learners given the disproportionate number of racialized students on IEPs in the early years, and focusing on accommodations for students as part of effective assessment and instructional practices for students in Grades 2-12

Continuing Education

Continuing Education programs provide equity of access to learning opportunities for all students and build strong relationships and partnerships within school communities. With over 100,000 learners, the Continuing Education department provides programs for people of all ages to learn, grow, and develop skills. Through a diverse range of programming (General Interest, International Languages Elementary/African Heritage, Literacy and Math Outside of School Day, Secondary Credit, Summer Programs, Adult ESL), the department supports student achievement and well-being for elementary, secondary, adult, and international learners. Some highlights from 2022 included:



- Supported more than 31,000 children, youth, and adult students and learners in Summer 2022. With the focus on re-engaging students, music and art camps and outdoor education opportunities were highlighted for student mental health. The Early Years program cultivated a sense of positive identity development and belonging for students in pre-Kindergarten and Kindergarten. A program for students with special education needs in low incidence programs facilitated strategies for success for students with an exceptionality of developmental disability, physical disability or deaf and hard of hearing. Through secondary credit programming, nearly 16,000 credits were earned by students. Another highlight included a new, one-of-a-kind learning hub at David and Mary Thomson CI which combined elementary summer school, secondary summer credit, Focus on Youth, women's mentorship program, and more.



- Supported schools with the Tutoring Program, with 214 schools participating and 840 classes offered.
- Worked with the Centre of Excellence for Black Student Achievement to support Black student achievement and well being. For example, the Black Student Summer Leadership Program supported student leadership through Focus on Youth and academic success with co-op credit opportunities.
- Continued to partner with the Urban Indigenous Education Centre and will support credit opportunities for students participating in the Toronto Indigenous Youth Council program.

Leadership Development

Leadership development work continues to be guided by the Leadership Capacity Plan, which outlines the guiding principles, structures, goals and supports available for all staff to become equitable and inclusive leaders. This work is implemented across the system to support the ongoing leadership growth and development of all staff, with the goal that TDSB leaders develop the leadership competencies, skills and practices to:

- Contribute to the elimination of discrimination and hate, and the development of a culture of understanding and respect for Truth and Reconciliation, the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), equity and human rights.
- Build a workforce culture that is responsive and adaptive to changing organizational needs and contributes to strategic planning and system thinking as we adapt to changes in the ways we collaborate, learn and work based on lessons learned through the pandemic.
- Cultivate organizational talent by identifying, attracting and retaining leaders.



Some highlights of work done in 2022 to deliver on the leadership commitments include:

- Developed an Equity focused professional learning plan for Business and Operations Managers and Supervisors, in collaboration with the the Equity, Anti-Racism and Anti-Oppression team, Centre of Excellence for Black Student Achievement, Human Rights Office and the Urban Indigenous Education Centre. More than 350 staff have engaged in learning on Leading an Equitable and Inclusive Workplace Culture focused on human rights, anti-oppression, anti-Indigenous racism and anti-Black racism.
- Collaborated with central departments to develop the 2022-2023 PA Day Guide that includes curated resources based on Ministry priority areas.
- Provided ongoing professional learning for senior team focused on strategic executive problem solving and proactive leadership
- Provided professional learning for academic Superintendents focused on effective School Improvement planning.
- Offered Human Rights for Education Professionals as a baseline course for all members of senior team, to be completed through Osgoode at York University.
- Supported senior team learning about Indigenous Education, Truth and Reconciliation Commission (TRC) Calls To Action and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) by providing The Path - Your Journey Through Indigenous Canada.
- Onboarded newly hired Vice-Principals, Principals and Managers to support the transition to new leadership roles.
- Initiated weekly Meet-Ups for Aspiring Leaders, Vice-Principals and Principals, providing opportunities to engage in knowledge/capacity building about instruction and operation.





- Delivered the Leadership Excellence and Development (LEAD) program, in collaboration with the Schulich School of Business, to address the emerging needs of business and operations aspiring leaders.
- Collaborated with central departments to develop a professional learning plan that includes professional sessions for all educators with the goal of building capacity around student and staff success, learning, and well-being.
- Consulted with representatives from central departments and conducted a Thought Exchange and feedback session to gather input/insights to guide the focus for the revised Leadership Capacity Plan.
- Partnered with The Ontario Principals' Council to offer courses from their Emerging Leader Development Program (ELDP) and Principal Development Courses (PDC).
- Implemented a Mentoring/Coaching for Equity Program for over 150 newly promoted Vice-Principals and Principals to experience one-on-one mentoring/coaching opportunities with a focus on TDSB Equity Leadership Competencies.
- Supported the Transfer and Promotion Process through a series of Information and Professional Learning Sessions for Aspiring Leaders (Teachers and Vice-Principals).
- Coordinated weekly meetings with administrators and representatives from central departments to support operational effectiveness and anti-oppression practices as they relate to transitioning and supporting newcomer families.
- Collaborated with York University and University of Toronto OISE to facilitate a series of professional learning opportunities for educators to explore Language Expansive Teaching and Learning for Multilingual Classrooms.

Teachers Learning and Leading

New teachers bring energy, enthusiasm and extensive knowledge to the TDSB. New Teacher Induction Program teachers (first year contract hires), newly hired LTOs, and teachers in their first four years of teaching, as well as mentors and teacher leadership are supported in many ways.

Some of the work undertaken in 2022 included:

Beginning Teachers Summer Institute

An annual summer conference held in late August for mentors and new teachers. The 2022 conference, *Centring Truth and Reconciliation in Classrooms*, featured guest speakers Elder Dr. Duke Redbird and System Superintendent Tanya Senk. Breakout sessions were co-facilitated by Urban Indigenous Education Instructional Learners, Equity, Anti-Racism & Anti-Oppression Department K-12 Learning Coaches and Academic Department staff.



New Teacher Induction Program Board Orientation

In October 2022, Elementary and Secondary new hires explored key messages for new teachers on human rights, educator responsibilities, Indigenous education, and equity leadership with Employee Services staff, Urban Indigenous Education Centre Instructional Leaders and Equity, Anti-Racism & Anti-Oppression Department K-12 Learning Coaches. Strategies and resources were provided to connect back to classroom practice.

Voluntary Professional Learning Opportunities for Year 1 and Year 2 New Teacher Induction Program (NTIP) Teachers

From January 2021 to December 2022, teams within various departments shared information on professional learning opportunities connected to the Multi-Year Strategic Plan. NTIP supported teachers are encouraged to co-learn with their mentor.

Teachers Learning and Leading Modlets

Modlets support new teachers and mentors in 8-10 hour professional learning, combined BrightSpace asynchronous and two 90-minute face-to-face meetings, including:

- 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

Beginning Teacher Meet-Ups

These weekly meetings with New Teacher Induction Program supported teachers focus on Multi-Year Strategic Plan supports offered to new teachers by central departments (Special Education, Math, Digital Learning, Early Years, French, Guidance, etc.).



Service Excellence

Central business and operations teams are building a client-focused, continuous improvement culture through the Service Excellence framework. Teams continuously strengthen their services through the adoption of business best practices focused on delivering high-quality, responsive and equitable services to students, schools, staff, and communities.

For the 2021/2022 school year, approximately 60 teams were certified through the Service Excellence framework, including the first cohort of teams achieving the highest level of service excellence demonstration - Level 4 Expert.

Engagement in Service Excellence was enhanced for all teams through the creation of an online planning and assessment tool which simplified and modernized how teams adopt best practices that drive the Board's strategic priorities. Since the launch of Service Excellence in 2018, almost 800 Recognizing Acts of Service Excellence (RASE) stories have been submitted by staff.

The Service Excellence team also provided strategic support for system-level initiatives, including the Administrative Site Review, Flexible Work Policy, Facility Services' Town Halls, Excellence Awards, and change management for Employee Services' new HR platform.

Financial Update

In June 2022, the TDSB approved a budget of \$3.4B to support student learning and well-being. The budget included additional investments in a number of key areas, including mental health, special education, student re-engagement, reading assessments, health and safety, and school operations and ventilation.

- Instruction – 75.5%
- Administration - 2.4%
- Transportation - 1.9%
- School Operation – 10.2%
- Amortization – 7.4%
- Renewal – 1.1%
- School Fundraising – 0.3%
- Debt and Other - 1.2%
- TOTAL - 100%



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**Director's Annual Report
2022**