



Draft 2021-22 Budget Strategic Drivers and Consultation Plan

To: Special Finance, Budget and Enrolment Committee

Date: 25 November, 2020

Report No.: 11-20-3995

Strategic Directions

- Allocate Human and Financial Resources Strategically to Support Student Needs

Recommendation

It is recommended that the Draft 2021-22 Budget Strategic Drivers and Consultation Plan report be approved.

Context

The purpose of this report is to solicit Trustees' feedback, guidance and suggested amendments to last year's Budget Strategic Drivers. Information gathered will be used to finalize the 2021-22 Budget Strategic Drivers. In order to allow time for consultation with the Parent Involvement Advisory Committee (PIAC), the Special Education Advisory Committee (SEAC) and the Community Advisory Committees (CACs), staff are recommending final approval of the Budget Strategic Drivers in February 2021.

Staff will present the current Budget Strategic Drivers to SEAC and PIAC for discussion and feedback. In order to allow both Statutory Advisory Committees the opportunity to provide feedback, staff will request they submit their feedback by the end of January, to inform the discussion at the February 2021 Finance, Budget and Enrolment Committee (FBEC) meeting.

Staff will also communicate with all CACs about the current Budget Strategic Drivers and the opportunity to provide feedback to FBEC. They will be asked to submit their feedback by 31 January 2021, so that it can be included in the February report.

Action Plan and Associated Timeline

Once the consultation plan outlined in this report is approved, staff will arrange to present at the next PIAC and SEAC meetings and send out a communication to all CACs, with instructions to submit their feedback through this survey form:

<https://forms.gle/By6Ew7St5n4K9zFy9>, by 31 January 2021.

Staff will then present a summary of feedback received at the February FBEC meeting for consideration for the 2021-22 Budget Strategic Drivers.

Resource Implications

The Board is required under the Education Act to submit a balanced budget by 30 June 2021 to the Ministry of Education.

Communications Considerations

Once finalized, the 2021-22 Budget Strategic Drivers will be posted to the TDSB public website.

Board Policy and Procedure Reference(s)

Not applicable.

Appendices

- Appendix A: 2020-21 Budget Strategic Drivers
- Appendix B: 2021-22 Budget Strategic Drivers Feedback Form

From

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2020-21 Budget Strategic Drivers

At the Board meeting on 17 April 2019, Trustees approved the following Budget Strategic Drivers (in priority sequence) to be used to inform the development of the operating budget. Subsections within each priority blend together key objectives and outcomes of the driver.

Early Years

- Early intervention supports, including early reading for students and child and family centres and early years programming.
- Reading by the end of Grade 1 and the development of foundational math skills by the end of Grade 2.
- Providing early literacy interventions and math programs aimed at improving student achievement in reading, writing and mathematics.
- Pre-Kindergarten Summer Learning and transition-to-school programs.
- Professional development for teachers and early childhood educators.

Differentiated Approaches to Serve Our Students including Indigenous Education

- Reduce the impact of poverty.
- Understand the impact of low income/poverty on education and respond effectively to our students' well-being and academic needs so all students have the opportunity to succeed.
- Raise achievement and well-being among all students and eliminate historically disproportionate low outcomes among specific groups. Achievement gaps can be connected to demographic factors such as family income, race, gender, ethnicity, sexual orientation and disability, among others.
- Equitable access to interventions that promote student wellbeing and student success.
- Newcomers and English Language Learners (ELL) should continue to be supported.
- Nutrition programs are an important component within schools.
- Equitable distribution of these opportunities to all students in all TDSB schools.

- Providing additional resources to specific schools through programs that fund interventions for students experiencing personal and academic challenges.
- Programs that provide equitable access to interventions that promote the well-being of students to ensure they have access to the opportunities that will contribute to their success.
- Importance of teaching Indigenous history and honouring the Truth and Reconciliation Commission's recommendations.
- Providing support to Toronto newcomers such as specialized programming to accelerate the development of their literacy skills in English, if it is not their primary language.
- Ensuring schools can access appropriate programs and resources based on the specialized local needs of their students, including students with Special Education needs.
- Support for the inclusion model provided alternate delivery models continue where they best suit student needs.

Student Success

- Supporting Science, Technology, Engineering, Arts and Math (STEAM) initiatives, which promote global competencies.
- Creating the conditions and programs in schools for students to personalize their programming choices to best meet their interests, strengths, and long term goals.
- Supporting teachers to meet the needs of their students experiencing challenges.
- Increasing access to programs such as Cooperative Education that provide students with relevant opportunities to apply learning in real-life employment placements.
- Variety of learning opportunities and specialized programs are critical components of students' learning. Including co-op placements, experiential learning opportunities, and apprenticeship placements.
- Concerns with larger class sizes and the demands that places on teachers.

Staff Allocation to Support All Students

- School based vs central supports for student and staff mental health and wellbeing supports.

- Hiring qualified staff, but also staff who represent and identify with the school communities they serve.
- Where flexibility exists, align resources with the Multi-Year Strategic Plan.
- Student mental health and well-being.
- Inclusion of students with Special Education needs.
- Academic pathways leading to improved post-secondary opportunities.
- Staff who support professional development.
- Equity, human rights, anti-oppression and anti-racism.

Modernization and Accessibility

- Use technology to diversify instruction, assessment, and improve accessibility.
- Accessibility and affordability of tools, devices, and infrastructure.
- Technology is used as a tool to enhance quality teaching.
- Develop modern learning spaces leading to more inclusive environments where educators and students have access to a wide range of digital learning tools, resources and mobile devices.
- Improve access for all by working to remove physical and attitudinal barriers that prevent students and staff with disabilities from accessing services by ensuring all new applications are accessibility compliant.
- Focus on improving operational efficiencies by minimizing the usage of printed material and textbooks and identifying opportunities for automation and digitization in schools and departments.
- Increase access to data to improve organizational decision-making, reduce administrative costs, and provide better access to information and services.
- Continuing to modernize and improve TDSB's IT infrastructure by expanding wireless access in our schools, increasing network capacity, and providing a robust, stable, secure, and highly available computing environment.

Professional Development

- PD needs to be more accessible for all members of staff.
- Importance of system-wide training related to equity, anti-racism, anti-oppression.
- More in-depth training in specific areas including Special Education Needs, behaviour management, early years, technology integration, STEAM

integration, new educational insights, practical classroom applications, student success strategies.

- Facilitate parent and community engagement and leadership opportunities, i.e., Parent Conferences, workshops, training sessions, and interpretation and translation services.
- Support Community Advisory Committees, school councils and community partnerships.
- Support parents of students with Special Education needs to ensure they are valued partners.
- Staff training on strengthening relationships and creating environments where diverse identities are valued and all voices are heard and can influence education in the TDSB.

Parent Engagement and Student Voice

- Improving parent involvement in school improvement process.
- Significant work underway now at TDSB in the area of parent and community engagement.
- Important work is needed to engage newcomers and parents from marginalized or racialized groups.
- Acknowledge the needs of the surrounding communities to authentically engage parents; different cultural groups may require different engagement strategies; and, understand that there are different levels of engagement possibilities for different families.
- Improve supports and relationships with parents with students with Special Education Needs.
- Improve school to parent communications.

2021-22 Budget Strategic Drivers

Feedback Form

The TDSB is required, under the Education Act, to submit a balanced budget by June 30, 2021 for the 2021-22 school year. The purpose of this form is to gather feedback from members of TDSB Advisory Committees on the 2021-22 strategic drivers that will guide and impact budget decisions. The deadline for feedback submission is January 31, 2021. If you have any questions regarding this process, please contact Marisa Chiu, Interim Executive Officer of Finance at Marisa.Chiu@tdsb.on.ca.

Your email address (marisa.chiu@tdsb.on.ca) will be recorded when you submit this form. Not you? [Switch account](#)

* Required

1) Please indicate your TDSB Advisory Committee. If you are not part of an Advisory Committee, please put N/A. *

Your answer

2) First Name *

Your answer

3) Last Name *

Your answer

4) Email Address *

Your answer

5) Telephone Number *

Your answer



6) Please select a rating from 1 to 3 in terms of level of importance. *

	1- Not Important	2 - Moderately Important	3- Very Important
Early Years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Differentiated Approaches to Service Our Students including Indigenous Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff Allocation to Support Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modernization and Accessibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent Engagement and Student Voice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7) Please select the areas that you would like to provide additional written feedback on: (Check all that apply)

- Early Years
- Differentiated Approaches to Service Our Students including Indigenous Education
- Student Success
- Staff Allocation to Support Students
- Modernization and Accessibility
- Professional Development
- Parent Engagement and Student Voice
- Other: _____



8) Please provide your feedback on the selected budget drivers.

Your answer

Send me a copy of my responses.

Submit

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