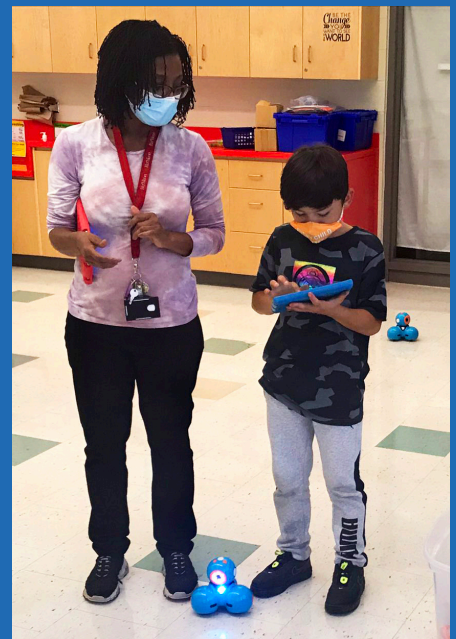




# Director's Annual Report 2021





## Message from the Director

I am proud to share with you the 2021 Director's Annual Report for the Toronto District School Board.

As COVID-19 impacts our reality for the third school year, we have made the marked and necessary shift from surviving, to thriving. Our students and staff have demonstrated tremendous resilience during the past 21 months, and as health and safety protocols have become increasingly normal, we have started to look ahead again with enthusiasm and make plans to move our system, and our students, forward.

I am encouraged by how we are using this experience as an opportunity to reflect and to act to transform education, without losing sight of our core commitments to achievement, equity and well-being. As we reflect on the past two years, we are rethinking how we approach education, create authentic human connections, and be more purposeful about ensuring students' lived experiences and identities are respected in their learning. We are considering how we improve our focus on eliminating discrimination and how we change based on evidence-based practice and community voice. And through all this, we remain steadfast in our commitment to Indigenous education and implementing the Calls to Action.

As you read through this Director's Annual Report, you will see that amazing work continued in 2021. We focused on being responsive to students' needs, particularly their well-being as the toll of the pandemic and its far-reaching impact became more evident. We worked to support, engage and connect with students and our staff remained flexible, resourceful and sensitive to our communities' needs.

I want to thank the Board of Trustees for their commitment to students throughout this time and for their continued emphasis on learning, equity and health and safety no matter what learning environment students were in. The significant investments they made – including in mental health and well-being, technology and equity – ensured our students were able to continue to be connected, engaged and supported during these uncertain times.

I also want to thank and acknowledge former Interim Director of Education Karen Falconer for her commitment, dedication and impact on our school communities during the first half of 2021. Her experience and leadership was invaluable as we continued to navigate the challenges of COVID-19.

In my new role as permanent Director of Education in the TDSB, I am energized by the potential to make positive and lasting change for our students in the Toronto District School Board, together with school staff, central staff, system leaders and trustees. Together, we will continue to support students, staff and community through the remainder of the pandemic and look forward to the coming months and years of progress.

A handwritten signature in black ink that reads "Colleen Russell-Rawlins". The signature is fluid and cursive, written in a professional style.

Colleen Russell-Rawlins

Director of Education





## TDSB Response to COVID-19

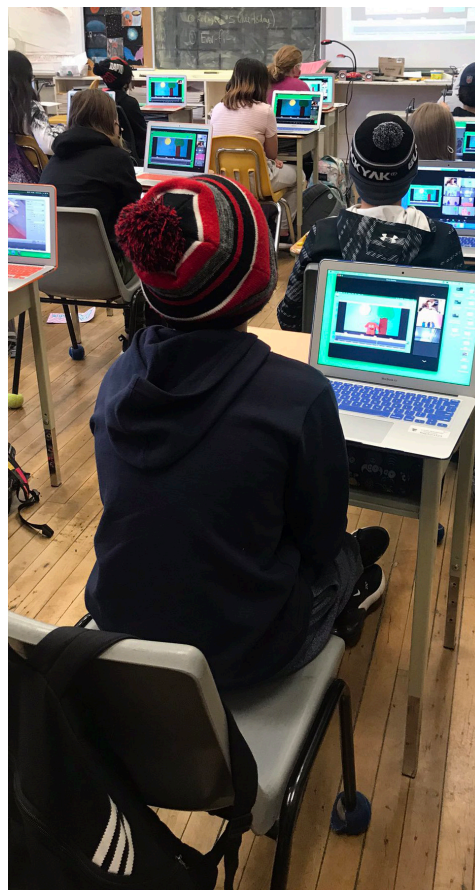
The pandemic has had a significant impact on both students and staff in the TDSB and has influenced all areas of work and learning.

### Prioritizing Health and Safety

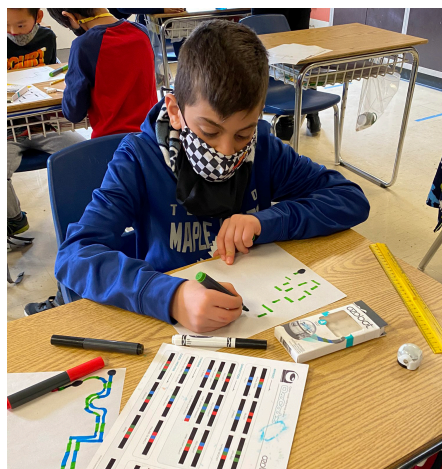
Following guidance from the Ministries of Education and Health and Toronto Public Health, the Board has prioritized health and safety within the school and administrative buildings as well as focused on the varied needs of students and staff to help support their well-being and academic success during this uncertain time.

The Board has invested more than \$85 million to address areas impacted by COVID-19, including:

- Providing technology to students who required it to participate in remote learning.
- Improving ventilation through the installation of more than 16,000 HEPA filters and addressing more than 300 local projects upgrading air handling equipment and installing new ventilation systems.
- Providing the necessary health and safety resources including PPE, hand sanitizer and signage.
- Increasing transportation to support physical distancing.
- Providing additional supports for special education and supporting students' mental health and well-being.
- Hiring additional caretakers to improve cleaning.
- Hiring additional school staff including teachers, to support virtual school and smaller class sizes in in-person classes.



### Supporting Learning and Well-Being



Beyond health and safety, the impact of COVID-19 on students has been far reaching. Listening to our staff and students and hearing their concerns and experiences directly has allowed us to target supports where necessary. Our ongoing support of students related to the pandemic is evident throughout the Director's 2021 Annual Report.

During the last two years of the pandemic, students have experienced closures and multiple transitions to online, remote learning. TDSB research has shown that early literacy and transitions to secondary school and Grade 9 success are key areas that need to be focused on not only as critical moments in relation to student trajectory success in schooling in general, but also areas that have been severely impacted by the education disruptions over the past two years.

Students have reported that mental health and social emotional learning needs are still a concern with students reporting feelings of worry or nervousness and feeling under pressure as well as struggling with relationships, conflict resolution and managing their emotions. There has also been an increase in referrals for social work support, attendance counselors and hours spent on consultations. As a result, the TDSB has invested \$5.9 million to support mental health and well-being through the hiring of 35 child and youth workers, 15 itinerant child and youth counsellors, 16 social workers and 40 additional school based safety monitors.



There have also been positive outcomes that have evolved from the pandemic challenges, such as the capacity to use learning technology to communicate and collaborate with each other.

Reports from virtual school experience in early elementary school have shown an increased connection to parents and classrooms that has resulted in some instances in development of productive early literacy development at home. And overall communication with parents and communities has been significantly enhanced using channels of communication such as online platforms, that were not used before but are now standard practice.

## Moving Forward

While closures and changes have impacted all students and families, we know that the experience has varied greatly from student to student depending on individual and family circumstances. As we continue to live through the pandemic, but also look ahead to a post-pandemic reality, the TDSB has developed a three-phase [Pandemic Recovery Plan](#) to identify which groups have been most impacted, where interventions will be put in place and initial outcomes that result from these interventions. Some of the key areas of focus include:

- Building Relationships and Enhancing Belonging
- Use of Play/Outdoor Play
- Honouring Skills/Knowledge Gained During the Pandemic
- Assessment For Learning/As Learning
- Differentiated Supports For Those Who Have Had Greater Impacts From the Pandemic
- Staff Collaboration
- Digital Tools for Engaging Students/Families
- Virtual Learning 2021-2022

This plan is fluid and adaptable and allows us to address any newly identified gaps, changing circumstances and emerging data. This plan will continue to underscore our decision-making as we go forward.





## Multi-Year Strategic Plan

Our work continues to be guided by the Board's [Multi-Year Strategic Plan](#) which sets direction and identifies system goals to support more than 240,000 students in 583 schools. Its focus is to ensure that each and every student receives a great education by having equitable access to programs and resources and increased opportunities to lead to success.

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

Over the past year, we have had to adjust and modify some of our planned initiatives and actions to support more urgent and emerging needs in a time of the pandemic to better serve our students, staff and families. Using the guiding principles of the Multi-Year Strategic Plan, TDSB staff pivoted and refocused support where needed to ensure that all students were supported, provided consistent learning opportunities and that well-being and student achievement remained a priority.

Read specific updates from the Multi-Year Strategic Plan June 2021, [here](#). And, all work throughout this report is guided by the Board's MYSP

## Equity, Anti-Racism and Anti-Oppression

The TDSB is committed to equity, anti-racism and anti-oppression and supporting a safe, inclusive and welcoming environment for all staff and students. This work is not done alone by a single Equity Department, but in partnership with all staff across all teams, including Early Years, Special Education, Business and Operations, just to name a few, as well as all school staff. This collaboration and communication is critical to ensure that everything we do is guided by this commitment and that all staff are able to apply these practices into their daily work and classrooms.

Some highlights of work done over the past year to support this commitment included:

- Reviewing and revising the Equity as a Leadership Competency tool that acknowledges the organization's obligation and accountability to building equitable leadership. This tool is grounded in literature that connects Equity and Anti-Oppressive frameworks to pedagogies centering on transformative leadership.
- Developing an Addressing Anti-Asian Racism curriculum resources to address the issue of anti-Asian racism and provide strategies to support educators in working with families and communities of Asian descent. The resource was part of a series aimed at addressing injustices and discrimination directed towards other racialized and historically marginalized identity groups.
- Focusing on a number of areas to address antisemitism and anti-Muslim hate, in addition to other forms of discrimination, including:
  - o Developing a professional learning plan, in collaboration with the Human Rights Office addressing antisemitism.
  - o Seconding staff members from Jewish and Muslim organizations to help develop classroom resources to address antisemitism, Islamophobia, and anti-Palestinian and anti-Israel sentiments.
  - o Initiating professional learning in Jewish, Palestinian and Muslim identities.
  - o Seeking guidance from external bodies, including the Ontario Human Rights Commission.



- Providing professional learning to approximately 1,000 staff to enhance their instruction, assessment and understanding of Academic Pathways in the core subject areas and supported the new Grade 9 curriculum focused on the anti-oppressive nature of the course and culturally responsive mathematics education.
- Launching the podcast, the *TDSB Human Library: Conversations around Equitable, Anti-Racist and Anti-Oppressive Practice*, to push educators to critically reflect on their pedagogy, as well as reimagine meaningful ways to deepen student engagement and community partnerships.
- Continued to engage in capacity building and professional training to deepen cultural understanding, practice and leadership from equitable and anti-oppressive approaches with ongoing partnerships with various service excellence departments and school communities.
- Hosting the Envision Conference for students with a focus on Black and Indigenous 2SLGBTQI+ activism and wellness and recognizing eight Gender Sexuality Alliances through the Director's GSA Awards to honour alliances that have centred voices and created accessible, inclusive spaces.
- Engaging in the review process of learning resources and well-being experiences to support the development of a deeper understanding of how to challenge the conditions that create inequities within diverse school communities.
- Launching the Student Equity Collective where 24 student leaders from across the TDSB will work collectively to build awareness and introduce change at a systemic level.

## Centre of Excellence for Black Student Achievement

The Centre of Excellence for Black Student Achievement launched in June with a virtual event to celebrate this monumental achievement. Since “officially” opening, the Centre has done a tremendous amount of work to support Black students, including:

- Implementing the recommendations of the Black Student Success and Excellence initiative including: engaging in capacity building with more than 150 educators; implementing critically conscious practitioner inquiries; and in-class/in-school co-teaching and curriculum design with educators and administrators.
- Engaging families, communities and educators with sessions facilitated by Dr. Carl James, titled *How to Navigate the School System for Black Student Success, K-12*.
- Providing ongoing professional learning to approximately 300 administrators through a three-part series focused on building the critical consciousness of administrators to address, interrupt and disrupt issues of anti-Black racism at their schools and sites of practice.
- Launching a 7/8 Math Action Research project with the aim of collectively supporting the TDSB's vision of ending academic streaming in mathematics and ensuring high levels of achievement for all students.
- Collaborating with the Ivey Business School, Schulich School of Business and Smith School of Business to host the Black Students in Business Collective. The two virtual sessions provided 28 self-identified Black students the opportunity to connect with other students interested in business, and current students and alumni enrolled in one of the three partner schools.
- Launching the Black Girls' Book Club to support our commitment to the teaching and learning experiences of Black students by establishing identity-affirming spaces for Black girls.



## 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 Elders, students, staff, families and communities. We know that Indigenous Education is the work of the Truth & Reconciliation Commission of Canada: Calls to Action—to redress the legacy of colonization and the impact of the Residential School System. We are taking sustained actions of reparation to honour and respect the sovereignty and self-determination of First Nations, Métis and Inuit Peoples.

In April 2021, the first Indigenous System Superintendent of Education was appointed and is currently responsible for the Indigenous Education Department, Urban Indigenous Education Centre and LN32 - Kapapamahchakwew - Wandering Spirit School.

Trustees continued to prioritize Indigenous Education as part of the Board's annual budget process. Building on our work in 2020, we have a sustainable funding model to support First Nations, Métis and Inuit education initiatives.

Under the guidance and leadership of the Council of Elders and the Steering Committee, and focusing on the 7 Canopies - Professional Learning; Student Well-Being and Voice; Community Engagement; Programming, Curriculum Development and Implementation; Research, Development and Innovation; Partnerships; Reconciliation and Relationship.

The staff team at the Urban Indigenous Education Centre (UIEC) developed and delivered professional learning to staff and developed new curriculum-based learning resources to deepen understanding of Indigenous perspectives. The UIEC team runs an internal network of First Nations, Métis and Inuit staff which builds Indigenous leadership capacities across the TDSB. The Urban Indigenous Education Centre has expanded. These new positions now include, two additional Indigenous Social Workers, two additional Indigenous Graduation Coaches, two additional Child and Youth Counsellors, one additional Food Sovereignty Chef, and one Administrative Liaison to System Superintendent of Indigenous Education. The Urban Indigenous Community Advisory Committee (UICAC) continues to meet regularly and is a meaningful forum of discussion and collaboration.

Kapapamahchakwew - Wandering Spirit School is a Kindergarten to Grade 12 Indigenous-focused school in the TDSB. In 2021, enrolment at Kapapamahchakwew continued to increase. Reclaiming and Indigenizing the school space will support the work to centre First Nations, Métis and Inuit ways of knowing and being. The two Native Learning Centres continue to engage Indigenous secondary school students.

A motion in 2021, a motion was passed for the Boyne River (Outdoor Education Centre) to be an Indigenous Land Based Education Site.



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 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.



## Special Education

The TDSB's vision is that students with special education needs are welcomed, included and supported within well-resourced neighborhood schools. TDSB also recognizes that some students with unique strengths and needs may require more specialized or intensive programs and supports. It is our goal that these intensive support programs will be available in sites that are equitably located throughout the Board. We are committed to make, where possible, facilities fully accessible to students, families, staff and community members.



The Special Education department -- guided by feedback from the Special Education Advisory Council, staff, parents/guardians and community members -- reviewed and revised the [Special Education Plan](#) for the Board. The comprehensive document provides the Ministry and the public with information on the Board's philosophy and service-delivery model for the provision of Special Education programs, supports and services.

This year, in collaboration with the Early Years team, the Special Education department developed the [K-1 IEP Strategy](#) to lead to better academic outcomes and improved well-being for students through inclusionary practices coupled with strong pedagogical approaches. One area of focus is interrupting the automatic initiation of IEPs for early learners given the disproportionality with which racialized students were streamed into self-contained programs beginning with IEP development in the early years. High expectations for learning lead to better academic outcomes and improved well-being for students. In line with this, the French Department also continues to work closely with the Special Education department to interrupt the regularity of implementing an IEP in certain cases, challenging instructional practices, informing the practice, and supporting what sets students up for success.

The Kindergarten Early Language Intervention program, known as KELI, was reimagined this year to provide a more equitable distribution of oral language intervention to three times more students.

Special Education also completed a number of modernization initiatives in collaboration with IT, including a SEA Equipment Tracker, online safety plan and SAP CRM and Trillium enhancements to allow for full electronic transfer of IEPs and other student documents to staff and parents.

Staff engaged in the Numeracy Curriculum Writing Project and Pilot to support essential math skills for students with Developmental Disabilities and support the transition to work. An interdisciplinary writing team created a curriculum using a backward design from industry [employability skills](#) lens. The document supports an integrated, multimodal set of math and numeracy diagnostic, teaching, assessment, and evaluation materials for TDSB students who have intellectual (MID) and/or developmental (DD) disabilities.

The TDSB is participating in the Discover Ability Pilot through Experiential Learning to address opportunity gaps for students with multiple exceptionalities with a focus on employability skills and transitions to post-secondary employment. Through professional learning, educators are introduced to several transition resources and programs available in the TDSB now how schools can partner with Discover Ability, supported by Experiential Learning to start the transition process to work during the school year. The partnership will be piloted this year to monitor outcomes.

## Mental Health and Well-Being

Mental health and well-being of students continues to be a priority in the TDSB, especially recognizing the anxiety and uncertainty that has come with learning during the pandemic. We have found new and innovative ways to reach out proactively to our communities to offer culturally responsive supports, connection, information and resources. Professional Support Services and Mental Health and Well-Being staff harnessed new ways of engaging through virtual platforms, and in-person work continued to support engagement and connection with students and staff when possible.

A number of initiatives included:

- Hosting a number of system-wide webinars and ward forums related to coping with COVID, led by Professional Support Services staff.
- Launching the Let's Connect About Mental Health and Well-Being webinar series, engaging thousands of parents/caregivers in a variety of topics, including a spotlight on students, transitions and returning to school.
- Leading sessions for ward forums and staff on mental health, well-being and equity and discussing stigma, anxiety, stress, coping, providing resources and strategies to support positive wellness.
- Launching virtual drop-in office hours for parents and caregivers, for parents/caregivers of students with special needs and for students, making one-on-one support available to those who need it. More than 300 parents/caregivers accessed these resources, supported by Mental Health and Well-Being leads.
- Supporting more than 2,100 students and 710 families across the TDSB through the summer by facilitating 22 virtual, socio-emotional groups that were ethno-racial and culturally responsive for Black, Indigenous and racialized students.
- Providing professional learning on Mental Health and Well-Being through an Anti-Oppression and Equity Lens; addressing mental health and equity considering the social determinants of health for students and staff; and co-facilitating the Suicide Protocol from an equity lens.
- Curating more than 200 culturally responsive daily well-being activities for students in Grades K-3, 4-8, 9-12 and students with special educational needs/complex needs to support back to school engagement and school climates of well-being.
- Developing a comprehensive, culturally-responsive resource guide for services and supports for communities.





## Virtual School 2020-2021

The TDSB's Virtual Schools launched in September 2020 with 72,000 elementary students and 18,000 secondary students. It was a tremendous undertaking to get off the ground, but staff's commitment to this new learning model ensured that students were connected, engaged and successful.

### Elementary

Staff and students in the Elementary Virtual School adapted to a new way of learning. Using virtual instructional resources provided by the TDSB, staff provided meaningful classroom instruction and assessment. Additional programming in areas such as The Arts, virtual Outdoor Education and virtual field trips enriched students' experiences throughout the school year. Staff participated in professional learning on a range of topics.

For the 2021-22 school year, instead of offering standalone virtual schools, virtual learning classes were established in local neighbourhood schools to better support relationships and increase students' sense of belonging. In September 2021, approximately 18,000 students in Kindergarten to Grade 8 started in Virtual Learning Classes either in a class at their home school or in another local school. Students in Special Education Intensive Support Programs continue to stay connected to their school through simultaneous learning.



### Secondary

In the 2020-21 school year, approximately 18,000 students enrolled in the TDSB's Virtual Secondary School (VSS) which built connections between students and staff across the Board. Data shows there were many similarities between the ratio of credits granted and the distribution of grades when comparing course achievements at the Virtual Secondary School with all other secondary schools in the TDSB. Overall, over 105,000 courses were taken at VSS, with a 90% success rate.

Educators and administrators at Virtual Secondary School worked to ensure that all virtual students received opportunities similar to their in-person peers. VSS welcomed a wide array of speakers and presentations for students, as well as opportunities for students to showcase their learning in a virtual environment such as online art galleries, concerts, and performances. In addition, there were over 30 student clubs giving students further opportunities to pursue their passions, build their leadership skills and network with peers.

In the first half of the 2021-2022 school year, students who chose virtual learning accessed the courses through their home school rather than through a Virtual School. Virtual learning is offered simultaneously and in dedicated virtual classes. This model maximizes the ability to honour student voice in terms of program/course selection, maintains connection with students' school and community and enables students to remain in their chosen specialized programs as much as possible.

## Outdoor Education

As the pandemic continues, outdoor education has become more important than ever. To support this, the Toronto Outdoor Education Schools created a “Learn From Home Resource” to support educators and families to access outdoor opportunities whether through a screen, window, balcony, backyard or local greenspace. The TDSB also launched the [Outdoor Learning](#) portal with the Sustainability and Outdoor Education departments.

Outdoor Education staff ensured access to outdoor programming has continued. While students weren't able to travel to locations away from schools during the system closure, Outdoor Education staff provided opportunities in school yards and local green spaces. As students moved online, virtual programming was also offered, providing opportunities to more than 135,000 students.

In May 2021, the Board of Trustees approved the [Long-Term Plan for Outdoor Learning](#) which included guiding principles and priorities for investments in school ground infrastructure as well as direct support to 24 elementary schools and secondary programming.

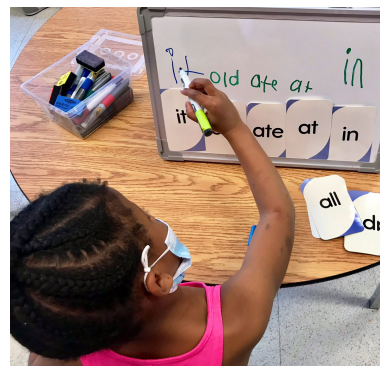
## Early Years

The early years of a child's life are critical for building a strong foundation for future success. Investing in early learning and development has a long-term, positive impact on achievement. At the TDSB, we work to provide a safe, challenging and engaging environment where children learn and grow.

This year, an iPads in the Early Years initiative rolled out to kindergarten classrooms in the 52 intervention schools. Each school was provided five iPads to help capture student thinking and learning, make learning more accessible and support the pedagogical documentation process. The iPad rollout is a phased approach and additional schools will receive iPads and access to professional learning in Phase 2.

Building staff capacity is a significant focus for the Early Years team. Some highlights from this year's professional learning include:

- The Early Literacy Intervention Team engaged in regular 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.
- Early Reading Coaches attended monthly professional learning sessions focusing on effective early reading instruction, classroom conditions that support early reading, assessment for, as and of learning, and culturally relevant, responsive pedagogy, etc.
- Foundational Math Skills in K-2 Classroom sessions offered two types of learning: a 20 min live stream that educators can access and view with students, plus a 35-minute conversation that focuses on unpacking the teaching actions and mathematical ideas that occurred during the live stream.
- Resources and recordings of webinars related to literacy instruction and assessments were available online for TDSB educators and administrators to access.



The Early Years team has also been incredibly responsive to support the needs of students and families during the pandemic. TDSB Early Years facilitated the delivery of 23 Emergency Child Care programs in TDSB schools with its licensed child care partners. They also planned and supported the successful reopening of summer camps and Before- and After-School Programs in schools. And, 75 TDSB EarlyON Child and Family Centres successfully reopened for face-to-face programming in September.



## Parent and Community Engagement

As students engaged in learning more through digital tools, so did parents and caregivers through a variety of virtual platforms which opened doors to great learning and opportunities for engagement in classrooms, schools and within Advisory Committees. The transition enabled us to step outside of our comfort zones of what we have always done to explore new tools and resources for supporting schools, School Councils, Advisory Committees of the Board and parents/caregivers engagement and participation in the school, Board and classrooms.

Some highlights from the Community Support Workers, Settlement Workers in School, Interpretation and Translation and School Council support services and programs within the Parent and Community Engagement Office:

- Secured more than 700 ZOOM licenses (meetings/webinars) to support School Council, schools, and Community Advisory Committee online meetings and events.
- Engaged with more than 48,000 parents/caregivers, students, and staff in online events, such as mental health and well-being sessions, outdoor education courses, Career Expo for Grade 8 Students, Open Houses, Grade 8 - 9 Transition, PLAR, Ward Meetings and Course Selection Information Nights.
- Launched [virtual hub](#) for information and connection with parents/caregivers and the school community.
- Launched the TDSB's first Virtual Parents/Caregivers as Partners Conference featuring keynotes, more than 40 workshops, and attendance of over 5,600 parents/caregivers.
- Launched the virtual [Conversation Series](#) featuring a series of engagement and parenting specialists who facilitated conversations with over 3,500 parents/caregivers over four months.
- Initiated the School Council Anti-Oppression, Anti-Black and Anti-Indigenous Racism Grants that allocated over \$101,563 to support over 80 schools with projects that focused on building parents/caregivers and School Councils capacity to better understand and address oppression, racism, anti-Black and anti-Indigenous racism support and address inequities schools.
- Provided virtual newcomer and settlement supports to over 173 schools, 16,000 students and 12,000 parents/caregivers.
- Responded to more than 14,000 requests for interpretation services for 74 languages across 449 schools.



## Service Excellence

In our service departments, central business and operations teams are building a client-focused, continuous improvement culture. Teams continue to conduct service improvements and adopt business best practices focused on delivering high-quality, responsive service to students, schools, staff, and communities.

Half of our 60 teams were certified through our Service Excellence program and the other half continued to connect, collaborate and work towards their service goals.

The Service Excellence team also provided strategic support for system-level initiatives, such as the Administrative Site Review, Flexible Work policy and Facility Services' department values and pillars development.

Read the full [Service Excellence annual report](#).

## Climate Action

In October 2021, the Board of Trustees approved the [Annual Report 2021: Climate Action](#) which outlines 22 key actions, including education, building, transportation, urban forest, communications and the Environmental Legacy Fund, the TDSB will undertake in response to the climate crisis. This report specifically targets strategies to lower the TDSB's greenhouse gas emissions and move the TDSB closer to a net-zero future.

Additional details on climate action and environmental initiatives at the TDSB are on our [Environment, Energy and Climate Action website](#).

## Long-Term Program and Accommodation Strategy

The Board's Long-Term Program and Accommodation Strategy (LTPAS) for 2021-2030, approved by Trustees, is aligned with the Board's Multi-Year Strategic Plan (MYSP) and outlines program and student accommodation studies to be conducted over the next 10 years. It identifies areas of growth where capital projects are required and areas of sustained under-utilization where school consolidation may be the appropriate solution. It allows the TDSB to develop plans to balance enrolment and increase access to programs and opportunities for all students.

The Secondary Program Review has been integrated into the LTPAS. As part of the first phase of implementation, eight Pupil Accommodation Reviews have been identified to address small secondary schools with declining enrolment. The goal is to establish a system of strong neighbourhood secondary schools that provide rich programming and increased access to courses that support all pathways.

The French-as-a-Second Language Review has also been included in the LTPAS. Over the next several years, the TDSB will continue to phase in changes and enhancements to French programs, which are all aimed at improving accessibility to French Programs for students. The phase out of Extended French and phase in of Middle French Immersion will help support the establishment of a single program model with two entry points: Junior Kindergarten French Immersion beginning September 2022 and Grade 4 Middle French Immersion, which began in September 2021.

## Financial Update

In June 2021, the TDSB approved a balanced budget of \$3.49B to support a safe and effective 2021-22 school year. The budget included additional investments in the following areas: mental health, special education, student re-engagement, reading assessments, health and safety, and school operations and ventilation.

- Instruction - 76.0%
- Administration - 2.3%
- Transportation - 1.9%
- School Operation - 9.9%
- Amortization - 6.7%
- Renewal - 0.9%
- School Fundraising - 1.1%
- Debt and Other - 1.2%
- TOTAL - 100%





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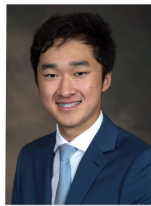
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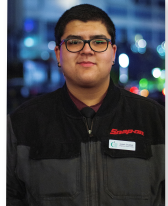
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