



Proposed Strategic Drivers for 2022-23 Budget

To: Finance, Budget and Enrolment Committee

Date: 16 February, 2022

Report No.: 02-22-4243

Strategic Directions

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

Recommendation

It is recommended that the report regarding the proposed strategic drivers for the 2022-23 budget be approved.

Context

The 2022-23 strategic budget drivers and consultation plan report was presented to Trustees at the December 9, 2021 Special Finance, Budget and Enrolment Committee (FBEC) meeting.

Staff have since consulted with the TDSB Community Advisory Committees, SEAC and PIAC and solicited their input on these drivers. An online survey was also made available on the TDSB external website from December 8, 2021 to January 31, 2022, to gather feedback from the community.

Based on 78 survey responses received, and feedback gathered from meetings with SEAC, PIAC and some of the Community Advisory Committees, the 2022-23 proposed strategic budget drivers were updated and is presented in Appendix A for consideration and input. For reference, the 2021-22 strategic budget drivers are provided in Appendix

B. A copy of the 2022-23 survey responses is also provided in Appendix C for reference, along with the survey questions in Appendix D.

While all of the listed budget drivers are of significant importance, they are presented below based on the budget priority ranking gathered from the public consultation:

- 1) Mental health and well-being
- 2) Staff allocation to support students
- 3) Equitable access to learning opportunities, including Indigenous Education
- 4) Student success
- 5) Human rights
- 6) Modernization and accessibility
- 7) Pandemic recovery
- 8) Parent engagement and student voice
- 9) Professional development
- 10) Early years

Mental Health and Well-Being represents a key focus area in the Board's pandemic recovery plan, and members of the public and TDSB's advisory committees have consistently voiced their advocacy to include this as a high priority budget driver for 2022-23. Other budget driver feedback received through the survey, including literacy and STEM support, increasing staff allocation, reducing class sizes, and investments in Special Education, equity, diversity, and inclusion, have been incorporated into the existing nine budget drivers.

There has also been feedback received around capital infrastructure and environmental topics, such as addressing climate change, school building upgrades, playground improvements and outdoor learning. While these are of great significance, they will be captured as part of the capital budget planning process, instead of these ten budget drivers which are meant to inform the operating budget development process. Also, in response to planned investments in these areas, staff has presented an *Annual report on Climate Action* at the October 14, 2021 Planning and Priorities Committee meeting, the *Revitalizing school grounds and building exteriors* report at the December 9, 2021 Special Finance, Budget and Enrolment Committee, and the *Revitalizing School Interiors* report at the February 16, 2022 Finance, Budget and Enrolment Committee.

As discussions around the 2022-23 budget continue, these proposed strategic drivers are a first step in guiding these important discussions that will determine the Board's funding priorities for the upcoming school year.

Action Plan and Associated Timeline

Staff will update the proposed strategic budget drivers based on trustee feedback received.

Resource Implications

Not applicable.

Communications Considerations

Once approved, the strategic drivers will inform budget-related communications and consultation strategy. Communications will be developed to support discussions and meetings related to the budget.

The final strategic drivers will be posted on the TDSB budget website.

Board Policy and Procedure Reference(s)

Not applicable.

Appendices

Appendix A: Proposed 2022-23 Strategic Budget Drivers

Appendix B: 2021-22 Prior year Strategic Budget Drivers

Appendix C: Survey Feedback Received on 2022-23 Strategic Budget Drivers

Appendix D: 2022-23 Strategy Budget Drivers Survey Questions

From

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2022-23 Strategic Budget Drivers

The Strategic Budget Drivers help inform the development of the TDSB's operating budget by ensuring alignment of resource allocation with the Board's system priorities, including those reflected in the [Multi-Year Strategic Plan](#). The TDSB's budget drivers are updated and approved by the Board of Trustees on an annual basis to ensure that they reflect the most current and up-to-date priorities.

COVID-19 continues to impact TDSB operations in many ways, and the 2022-23 Budget Drivers reflect the ongoing nature of the pandemic and the additional resources needed to support students through the Board's [pandemic recovery plan](#). We are hopeful that as vaccination rates continue to climb across the city, particularly among children, we will be able to move beyond the acute needs of the pandemic; however, we will continue to be prepared to adapt, as required, based on the path of the pandemic.

Throughout the pandemic, the TDSB has remained steadfast in our commitment to providing equitable access to learning opportunities for all students. We are committed to promoting and protecting human rights and combating all forms of racism, including anti-Black racism, anti-Indigenous racism, antisemitism, Islamophobia, anti-Asian racism, sexism, homophobia, transphobia, and discrimination faced by those with disabilities. This is the foundation of everything we do and every decision we make. Our commitment to equity underpins all programming at every grade level, and is incorporated into every section of the Budget Drivers listed below.

1. Mental Health and Well-Being

- Prioritize student mental health and well-being by ensuring the appropriate supports are in place for all students.
- Consider the long-term impacts of the COVID-19 pandemic on student mental health and well-being, and ensure that effective interventions and supports are in place.
- Build positive school cultures that support the mental health and overall well-being (physical, cognitive, social, emotional and spiritual) of all students.
- Equip educators with the tools necessary to teach, assess, support, and relate to students to ensure that student mental health and well-being is at the centre of teaching and learning.

2. Staff Allocation to Support All Students

- Align staffing resources to support student and staff mental health and well-being, both in schools and centrally.

- Hire qualified staff who represent and identify with the school communities they serve.
- Align staffing resources to support the Multi-Year Strategic Plan, and to promote equity and service excellence across the system.
- Support the inclusion of students with Special Education needs.
- Support academic pathways that lead to improved post-secondary opportunities.

3. Equitable Access to Learning Opportunities to Serve Our Students, including Indigenous Education

- Actively centre Indigenous perspectives, histories and contemporary contexts into every school and every classroom and honour the Truth and Reconciliation of Canada's Call to Action.
- Continue to effectively use all resources provided by the Federal and Provincial governments to support Indigenous education.
- Using an equity lens, work to reduce the impact of poverty by understanding its impact on education and responding effectively.
- Raise achievement and improve well-being among all students and eliminate historically disproportionate low outcomes among specific groups (connected to demographic factors such as family income, race, gender, ethnicity, sexual orientation and disability).
- Improve access, opportunities and outcomes for Black students across the TDSB through initiatives and programs such as the Centre for Black Student Excellence.
- Continue to support Newcomers and English Language Learners (ELL) through specialized programming to accelerate the development of their literacy skills in English, if it is not their primary language.
- Ensure Student Nutrition Programs have the resources to support students in school.
- Ensure schools can access appropriate programs and resources based on the specialized local needs of their students, including students with Special Education needs.
- Support for alternative delivery models, such inclusive classrooms, to best support all students.
- The TDSB is committed to ensuring that all students learn in a supportive and inclusive environment where all voices are valued and heard.

4. Student Success

- Support Science, Technology, Engineering, Arts and Math (STEAM) initiatives, which promote global competencies.
- Create the conditions and programs in schools for students to personalize their programming choices to best meet their interests, strengths and long-term goals.
- Support teachers to meet the needs of their students experiencing challenges.
- Increase access to programs, such as Cooperative Education, that provide students with relevant opportunities to apply learning in real-life employment placements.
- Ensure a variety of learning opportunities and specialized programs, such as co-op placements, experiential learning opportunities, and apprenticeship placements are available.
- Advocate for smaller class sizes due to the concerns with larger class sizes and the demands that they place on teachers.
- Implement equitable practices and pedagogy to improve student success and access for students in underserved communities.

5. Human Rights

- Identify and address all forms of racism, including anti-Black racism, anti-Indigenous racism, antisemitism, Islamophobia, anti-Asian racism, sexism, homophobia, transphobia, and discrimination faced by those with disabilities.
- Enable, support and inspire the creation and preservation of a culture of human rights where schools and workplaces are safe, welcoming, equitable, inclusive and free of discrimination and harassment.
- Ensure accountability across the TDSB to uphold the human rights of all students, staff and communities.
- Identify and amplify the human rights concerns of historically marginalized and disadvantaged groups and ensure that these concerns are at the centre of every decision made within the Board.
- Create a culture where the work of the Human Rights Office moves beyond conflict management and towards a greater focus on system transformation, education and capacity building.

- Improve outreach and engagement to all staff, students and parents/guardians so that everyone is aware of their rights and responsibilities.
- Support the Human Rights action plan to identify, address, remedy and prevent racism and discrimination, especially systemic barriers, so each and every student can reach their full potential.

6. Modernization and Accessibility

- Use technology to diversify instruction, assessment and improve accessibility.
- Ensure equity of access, accessibility and affordability of tools, devices and infrastructure.
- Enhance quality of teaching through technology with professional development.
- 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 barriers that prevent students and staff with disabilities from accessing services and ensure all new applications are accessibility compliant.
- Focus on improving operational efficiencies by minimizing the use of printed material and textbooks and identifying opportunities for digitization and automation in schools and departments.
- Increase access to data to improve organizational decision-making, reduce administrative costs, and provide better access to information and services.
- Continue to modernize and improve the 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.
- Work towards a 1:1 ratio of student to device, and to ensure equitable access to learning opportunities for all students.
- Continue to enhance the virtual learning environment with access to digital resources.

7. Pandemic Recovery

- Consider the long-term impacts of the pandemic on student learning for all ages and grade levels, as well as the impacts on mental health and well-being, and implement recovery strategies, interventions and supports.

- Focus resources on supporting students who may have been impacted in the most significant ways, such as those from lower socio-economic households, Indigenous, Black, racialized and 2SLGBTQI+ students.
- Ensure that learning environments are healthy and safe for all students and staff during the pandemic and moving forward.

8. Parent Engagement and Student Voice

- Continue to promote parent involvement in the School Improvement Process.
- Support the work underway in the area of parent and community engagement.
- Engage newcomer parents, and parents from marginalized or racialized groups.
- Acknowledge the needs of the surrounding communities to authentically engage parents.
- Recognize that different cultural groups may require different engagement strategies, and families may have different levels of engagement possibilities.
- Improve support and relationships with parents of students with Special Education Needs.
- Implement equity-centered strategies to eliminate communication barriers with parents and caregivers.

9. Professional Development

- Ensure professional development is accessible for all staff members.
- Support system-wide staff professional development, especially in the areas of Equity, Human Rights, anti-oppression and anti-racism.
- Create opportunities for 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, and student success strategies.
- Create professional development opportunities and resources to support the implementation of the TDSB's new Flexible Work Policy, as well as additional virtual professional development opportunities.
- Facilitate parent and community engagement and leadership opportunities (e.g. Parent Conferences, workshops, training sessions, interpretation and translation

services, etc.).

- Support Community Advisory Committees, school councils and community partnerships.
- Provide support to parents/guardians of students with Special Education needs as valued partners in public education.
- Support staff training on strengthening relationships and creating environments where diverse identities are valued, and all voices are heard and can make a difference.
- Ensure that staff have access to the appropriate Health & Safety training, supports and resources.

10. Early Years

- Ensure early intervention supports, including early reading for students, child and family centres and early years programming.
- Support reading by the end of Grade 1 and the development of foundational math skills by the end of Grade 2.
- Provide early literacy interventions and math programs aimed at improving student achievement in reading, writing and mathematics.
- Support Pre-Kindergarten Summer Learning and transition-to-school programs.
- Provide professional development for teachers and early childhood educators.
- Maintain inclusive early learning environments to support equitable, accessible and meaningful learning opportunities for students.

APPENDIX B: Prior Year 2021-22 Strategic Budget Drivers

The Strategic Budget Drivers help inform the development of the TDSB's operating budget by ensuring alignment of resource allocation with the Board's system priorities, including those reflected in the [Multi-Year Strategic Plan](#). The TDSB's budget drivers are updated and approved by the Board of Trustees on an annual basis to ensure that they reflect the most current and up-to-date priorities.

The COVID-19 pandemic has changed the way the TDSB operates in many ways, and the 2021-22 Budget Drivers reflect this new reality. In particular, areas such as mental health and well-being supports for students, access to technology, and Early Years supports will continue to adapt as the situation evolves.

Despite all the unknowns facing the TDSB next year, we remain committed to providing equitable access to learning opportunities for all students. This includes our ongoing commitment to human rights, equity and combating all forms of racism, including anti-Black racism, anti-Indigenous racism, antisemitism, Islamophobia, anti-Asian racism, and discrimination faced by those with disabilities, sexism, homophobia and transphobia. This is the foundation of everything we do and every decision we make, underpins all programming at every grade level, and is incorporated into the Budget Drivers listed below, as well as in the Human Rights section.

Please note that the 2021-22 Budget Drivers listed below are of equal importance and are not listed in any priority order.

Early Years

- Ensure early intervention supports, including early reading for students, child and family centres and early years programming.
- Support reading by the end of Grade 1 and the development of foundational math skills by the end of Grade 2.
- Provide early literacy interventions and math programs aimed at improving student achievement in reading, writing and mathematics.
- Support Pre-Kindergarten Summer Learning and transition-to-school programs.
- Provide professional development for teachers and early childhood educators.
- Maintain inclusive early learning environments to support equitable, accessible and meaningful learning opportunities for students.

Equitable Access to Learning Opportunities to Serve Our Students, including Indigenous Education

- Actively center indigenous perspectives, histories and contemporary contexts into every school and every classroom and honour the Truth and Reconciliation of Canada's Call to Action.
- Continue to effectively use all resources provided by the Federal and Provincial governments to support Indigenous education.
- Using an equity lens, work to reduce the impact of poverty by understanding its impact on education and responding effectively.

- Raise achievement and improve well-being among all students and eliminate historically disproportionate low outcomes among specific groups (connected to demographic factors such as family income, race, gender, ethnicity, sexual orientation and disability).
- Improve access, opportunities and outcomes for Black students across TDSB through initiatives and programs such as the new Centre for Black Student Excellence.
- Continue to support Newcomers and English Language Learners (ELL) through specialized programming to accelerate the development of their literacy skills in English, if it is not their primary language.
- Ensure Student Nutrition Programs have the resources to support students in school and at home.
- Ensure schools, both in-person and virtual, 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.
- Prioritize student mental health and well-being by ensuring the appropriate supports are in place to support all students.

Human Rights

- Identify and address all forms of racism, including anti-Black racism, anti-Indigenous racism, antisemitism, Islamophobia, anti-Asian racism, and discrimination faced by those with disabilities, sexism, homophobia and transphobia.
- Enable, support and inspire the creation and preservation of a culture of Human Rights where schools and workplaces are safe, welcoming, equitable, inclusive and free of discrimination and harassment.
- Ensure accountability across the TDSB to uphold the human rights of all students, staff and communities.
- Identify and amplify the human rights concerns of historically marginalized and disadvantaged groups and ensure that these concerns are at the centre of every decision made within the Board.
- Create a culture where the work of the Human Rights Office moves beyond conflict management and towards a greater focus on system transformation, education and capacity building.
- Improve outreach and engagement to all staff, students and parents/guardians so that everyone is aware of their rights and responsibilities.
- Support the Human Rights action plan to identify, address, remedy and prevent racism and discrimination, especially systemic barriers, so each and every student can reach their full potential.

Student Success

- Support Science, Technology, Engineering, Arts and Math (STEAM) initiatives, which promote global competencies.
- Create the conditions and programs in schools for students to personalize their programming choices to best meet their interests, strengths, and long-term goals.

- Support teachers to meet the needs of their students experiencing challenges.
- Increase access to programs such as Cooperative Education that provide students with relevant opportunities to apply learning in real-life employment placements.
- Ensure a variety of learning opportunities and specialized programs, such as co-op placements, experiential learning opportunities, and apprenticeship placements are available.
- Advocate for smaller class sizes due to the concerns with larger class sizes and the demands that they place on teachers.
- Implement equitable practices and pedagogy to improve student success and access for students in underserved communities.

Staff Allocation to Support All Students

- Align staffing resources to support student and staff mental health and well-being.
- Hire qualified staff who represent and identify with the school communities they serve.
- Align staffing resources to support the Multi-Year Strategic Plan, and to promote equity and service excellence across the system.
- Support the inclusion of students with Special Education needs.
- Support academic pathways that lead to improved post-secondary opportunities.

Modernization and Accessibility

- Use technology to diversify instruction, assessment, and improve accessibility.
- To ensure equity of access to tools, devices and infrastructure.
- Focus on the accessibility and affordability of tools, devices, and infrastructure.
- Enhance quality of teaching through technology with professional development.
- 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.
- Continue 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.
- Work towards a 1:1 ratio of student to device, and to ensure equitable access to learning opportunities for all students as the Board works towards implementation.
- Continue to enhance the virtual learning environment with access to digital resources.

Professional Development

- Ensure professional development is accessible for all staff members.
- Support system-wide staff professional development, especially in the areas of Equity, human rights, anti-oppression and anti-racism.
- Create opportunities for 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.
- Continue to develop professional development opportunities and resources to support staff in working in a remote environment.
- Facilitate parent and community engagement and leadership opportunities (e.g. Parent Conferences, workshops, training sessions, interpretation and translation services, etc.)
- Support Community Advisory Committees, school councils and community partnerships.
- Support parents of students with Special Education needs to ensure they are valued partners.
- Support 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.
- Ensure that staff have access to the appropriate Health & Safety training, supports and resources.

Parent Engagement and Student Voice

- Continue to promote parent involvement in the School Improvement Process.
- Support the work underway in the area of parent and community engagement.
- Engage newcomers and parents from marginalized or racialized groups.
- Acknowledge the needs of the surrounding communities to authentically engage parents.
- Recognize that different cultural groups may require different engagement strategies, and families may have different levels of engagement possibilities.
- Improve support and relationships with parents with students with Special Education Needs.
- Implement equity-centered strategies to eliminate communication barriers with parents and caregivers.

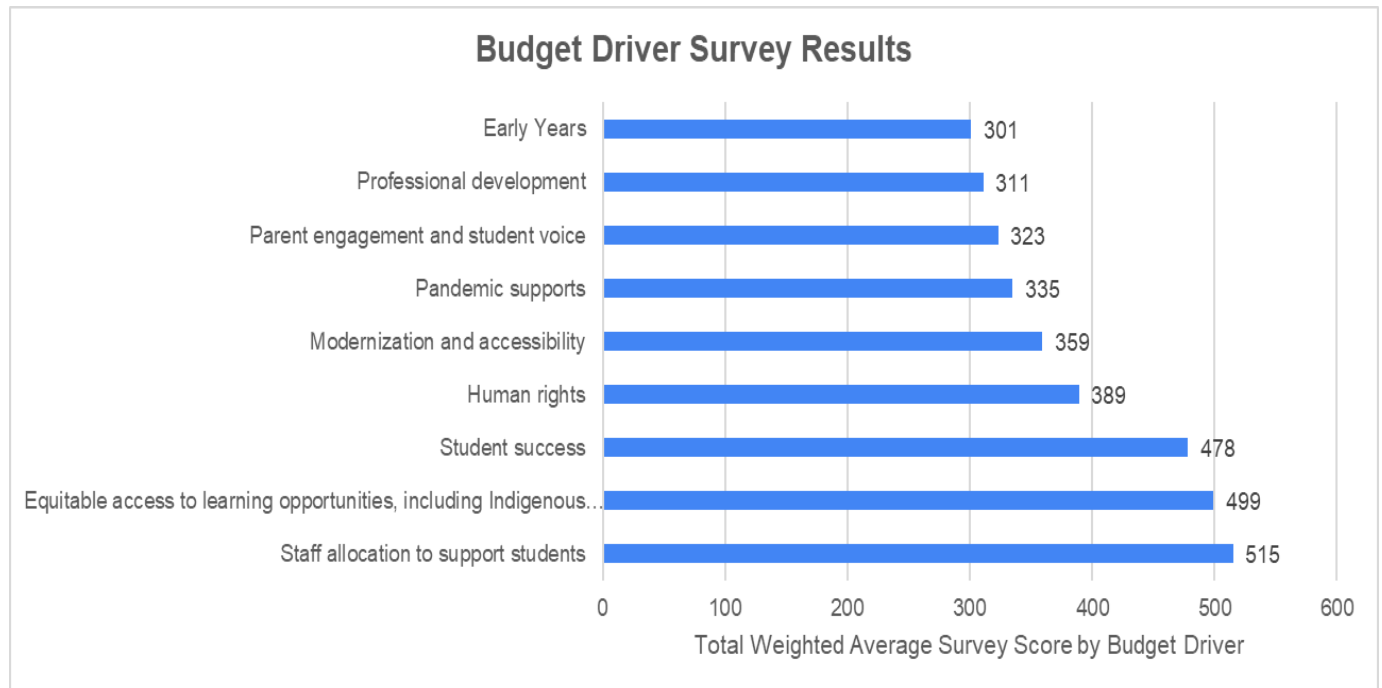
Pandemic Support

- Ensure that learning environments are healthy and safe for all students and staff throughout the pandemic.
- Maintain an adequate supply of personal protective equipment.
- Develop program delivery models that support student learning during the pandemic.
- Provide continual support to both in-class and virtual learners, and schools and communities in COVID-19 hotspot neighbourhoods.
- Support the mental health and well-being of staff and students during the pandemic and into the future.

- Consider and plan for the support needed at the conclusion of the pandemic to transition back to a normal learning environment.
- Support the technology needs of all students throughout the pandemic.
- Ensure that all health protocols from provincial and local public health authorities are followed.

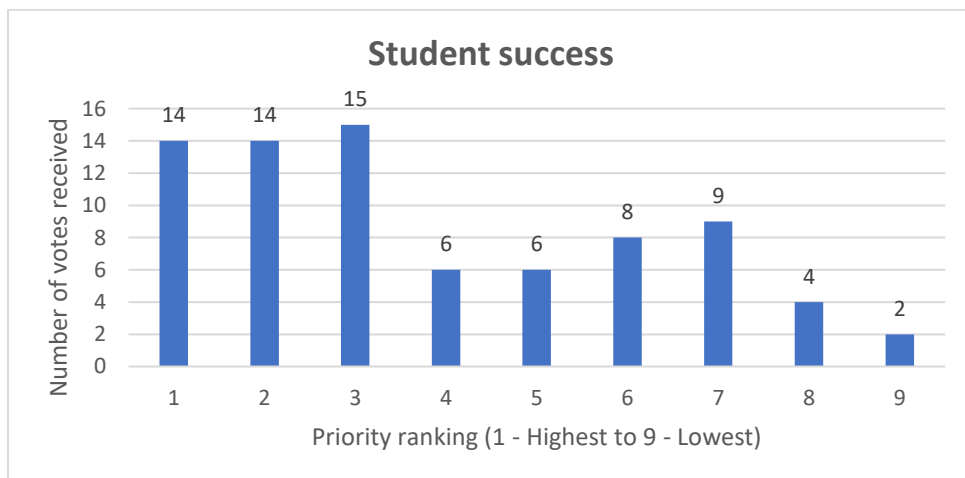
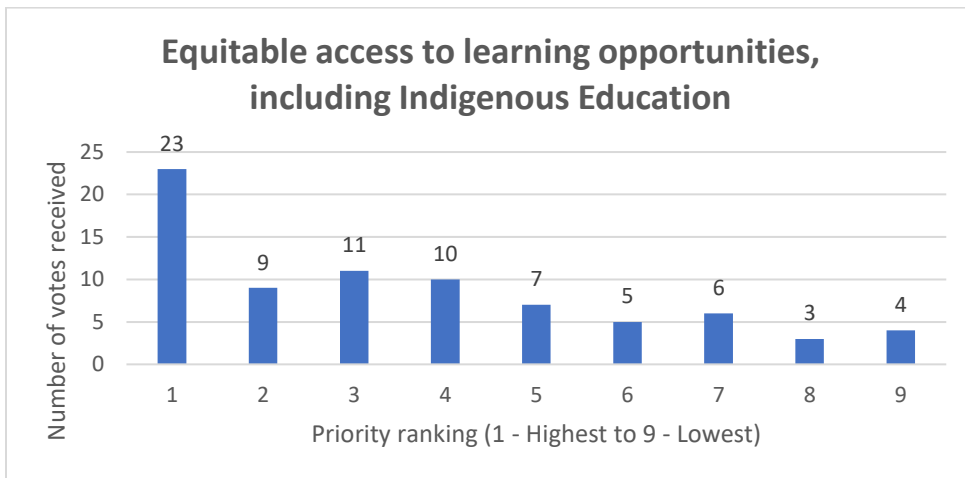
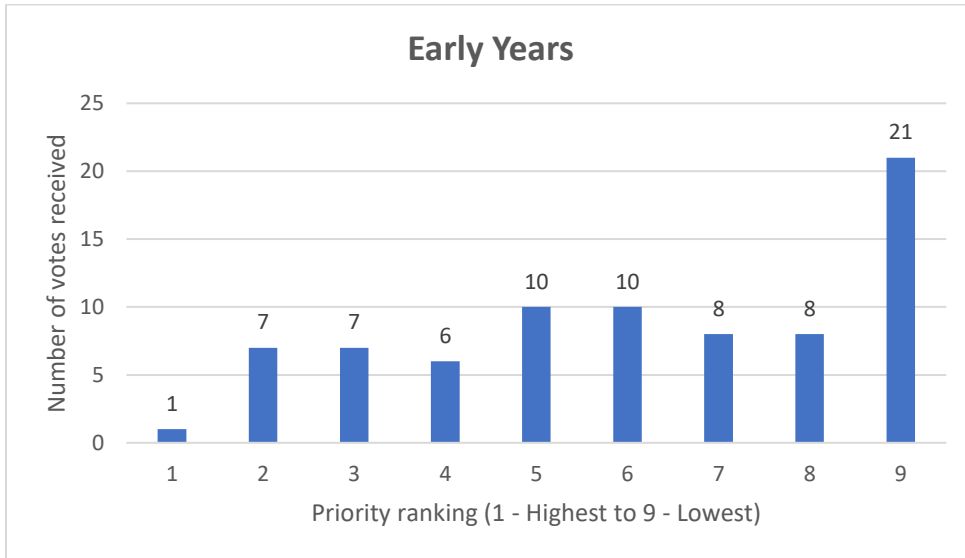
Appendix C: 2022-23 Strategic Budget Driver Survey Feedback

Survey responses received from:	Submissions Received
Statutory and Community Advisory Committees:	
Black Student Achievement Community Advisory Committee	2
Community Use of Schools Community Advisory Committee	1
Early Years Community Advisory Committee	1
Environmental Sustainability Community Advisory Committee	6
French as a Second Language Advisory Committee	1
Inner City Community Advisory Committee	1
Parent Involvement Advisory Committee	6
Special Education Advisory Committee	4
Subtotal	22
Other:	
TDSB Staff members	32
Members of the public	22
Staff of other school boards	2
Subtotal	56
Total	78



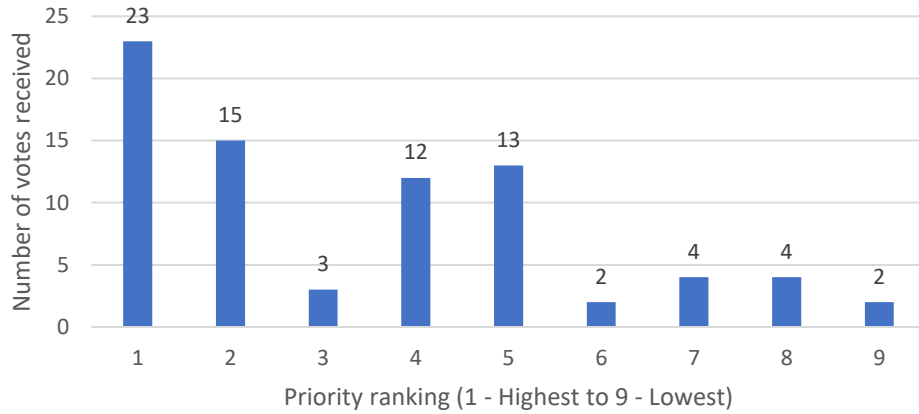
*Total scores are calculated based on the sum of survey priority rankings received. A score of 9 is provided to a driver ranked as #1, a score of 8 provided to a driver ranked as #2, a score of 7 provided to a driver ranked as #3, on declining scale, up to score of 1 provided to driver ranked as #9.

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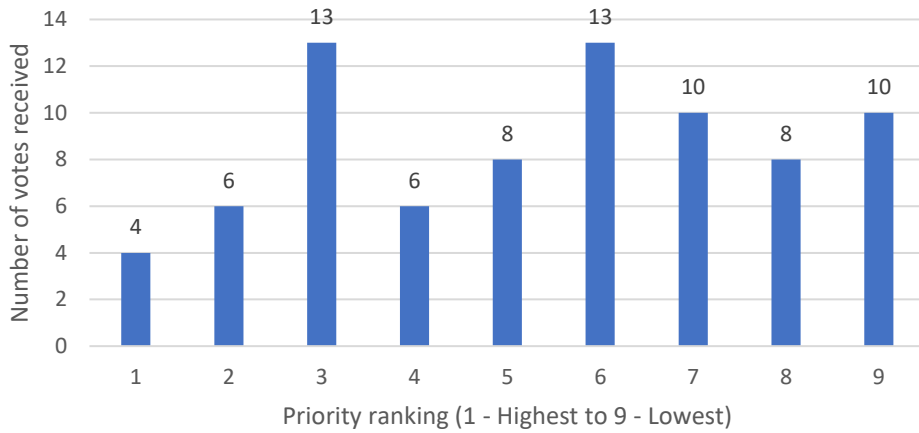


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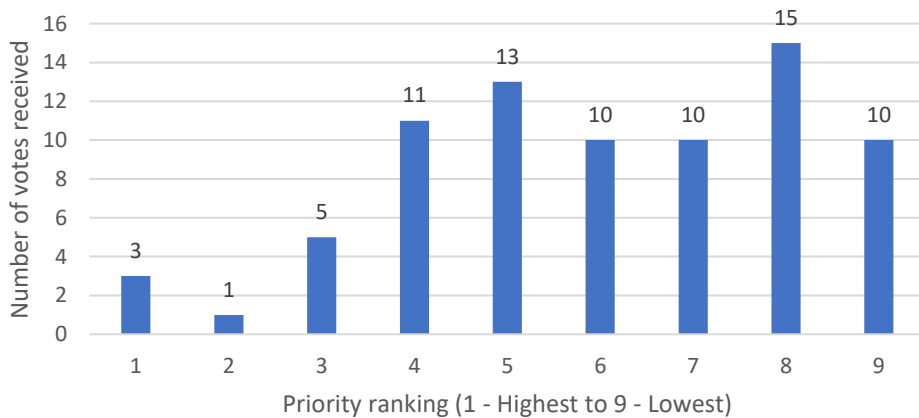
Staff allocation to support students



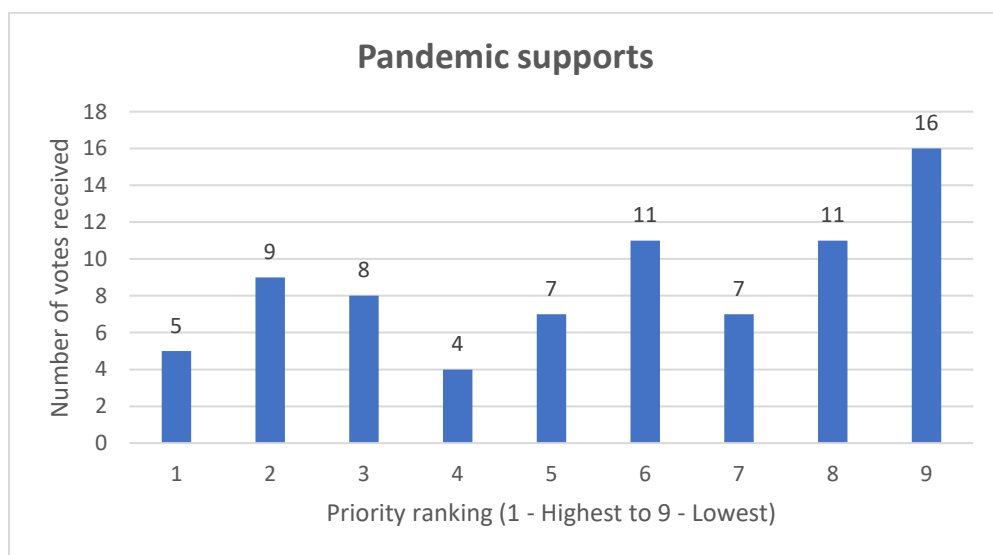
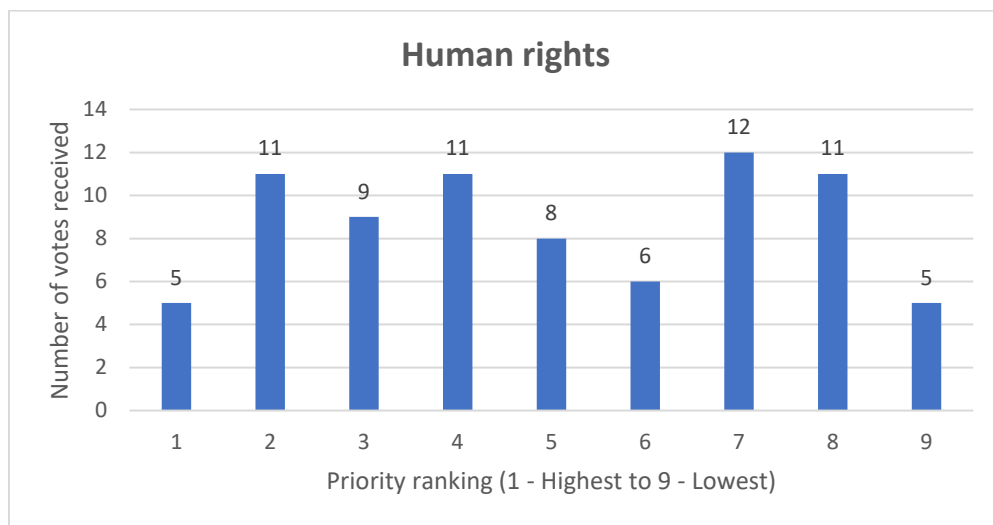
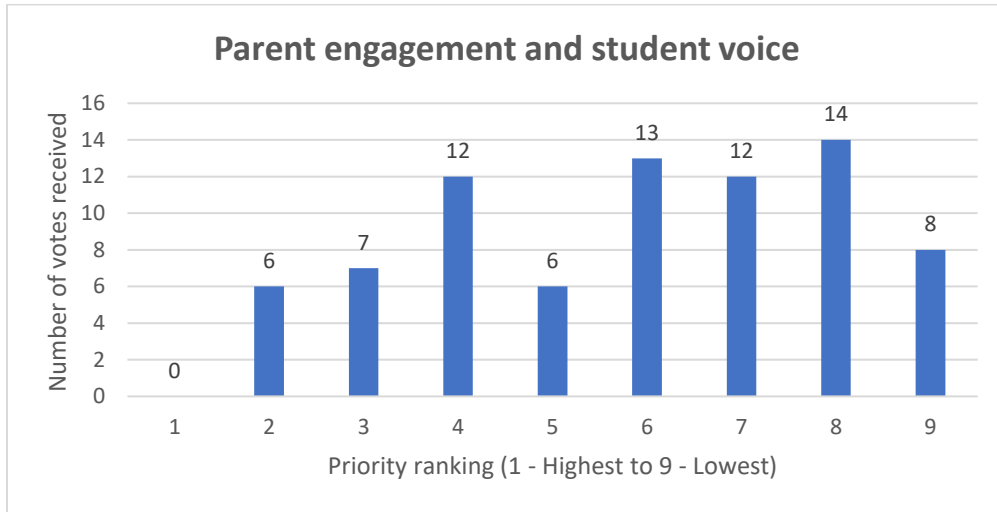
Modernization and accessibility



Professional development



Appendix C: 2022-23 Strategic Budget Driver Survey Feedback



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Submitter	Name of TDSB Advisory Committee (if Applicable)	Question #6: For areas selected as of higher importance above, please explain why they are considered high priority for the 2022-23 school year. (Responses are presented as submitted)	Question #7 Please list any "other" high priority budget drivers not listed in Question #5 above, and why they should be considered as part of the 2022-23 budget process. (Responses are presented as submitted)
TDSB Advisory Committee	ICCAC	I am very concerned about inequities for Indigenous and afro-descendant student.	
TDSB Advisory Committee	Early Years	The importance and lasting impact of quality early years education is well researched and documented. Prioritizing this as a high importance budget item is essential and reflects a commitment to lifelong success for every child.	1. Access to cooling - via air conditioning indoors, sunshade outdoors; 2. Naturalized playgrounds - less heat-retaining concrete and more grass, trees, space for natural learning; 3. Secure access to support safe schools initiative - access buzzers for all entrances, including child care centres located in schools
TDSB Advisory Committee	CUSCAC	Equitable access to learning opportunities to serve our students, including Indigenous Education works towards building stronger communities. Without strong communities and understanding everything else really won't happen or be as effective. If safety is always at risk all other things won't be as effective as well.	
TDSB Advisory Committee	Black Student Achievement Advisory Committee	I believe adjusting to the pandemic and the systemic inequities it can aggravate is crucial to consider. It will play a large role in student success and the quality of education delivered.	
Member of the public		Success should always be #1	
Environmental Sustainability Community Advisory Committee	Environmental Sustainability Community Advisory Committee	Schools that are linked well with their communities and students in positive ways are important, giving teachers time will mean that they do a MUCH better job - so allocate more teachers per child. Environmental rights are completely missing here - why? Environmental issues will affect children in the future more than anything else.	Environmental issues!!! Climate change. This will be the biggest issue our students will face and we are in the situation we are in today because we have paid very little attention to it in the past. Even the pandemic is because of many sustainability issues globally. Budget needs to be applied to improving how schools work on environmental issues.

Appendix C: 2022-23 Strategic Budget Driver Survey Feedback

Submitter	Name of TDSB Advisory Committee (if Applicable)	Question #6: For areas selected as of higher importance above, please explain why they are considered high priority for the 2022-23 school year. <i>(Responses are presented as submitted)</i>	Question #7 Please list any "other" high priority budget drivers not listed in Question #5 above, and why they should be considered as part of the 2022-23 budget process. <i>(Responses are presented as submitted)</i>
Member of the public		Covid is never leaving, ensuring safe learning environment is paramount so staff and children can remain in the building. For some families school is stability, meals and safety, they are integral parts of communities and must remain open in a safe way. Our particular school, needs greater budget to assist with student success. We have students who have been here 7 years and never once played a team sport, been in a real club, our PE program is below average. Our students are missing out in a well rounded education which is impacting their academic success. I ranked equitable lower because we have a new teacher to our school that is working on this with us directly and we are pleased with the progress and commitment.	
TDSB staff member		The board completely slashed the professional development budget years ago moving from an instructional leader model to a coach model saying "the knowledge is in the building". Well, considering all of human knowledge doubles every 13 months, the knowledge is no longer in the building. We need a variety of rich, three part, specialist professional development at the central level.	CLIMATE CHANGE AND ENVIRONMENT. There are nine years left for us to completely alter our entire society approaches our relationship with the earth before climate disaster is unavoidable. Lead the way with staff and students to internally and externally lead the charge for climate issues!
TDSB Advisory Committee	Environmental Sustainability Community Advisory Committee (ESCAC)	Equity, access and human rights are interwoven, and need to be at the core of the purposes of public education. However these are inextricably connected to and affected by the climate crisis, and will be increasingly so moving forward. Why doesn't this set of budget drivers mention the climate crisis?	The climate crisis should be a central budget driver for the TDSB, as it should be for Canadian society as a whole; it is closely linked to societal inequity, oppression, and human rights. Education is one of the most critical ways we can address this crisis, and this should be reflected in the budgetary priorities for the TDSB.

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TDSB Advisory Committee	ESCAC	Student Success is what we do. Everything else noted helps drive it, but contains secondary focus whereas Student Success should be the clear driver of everything we do.	SUSTAINABILITY EDUCATION AND REACHING CARBON NEUTRAL IN 2050 ALONG WITH CITY OF TORONTO GREEN PLANS. Building retrofits for LED Lighting, more solar, fundamental change in how waste is diverted/collected. Better building energy plans. Constant effort to update Energy Conservation and Demand Management Plans more than just every few years. Listen to the people working in Sustainability Office. They're don't raise false alarms and they're shouting that these matters require more attention.
TDSB staff member		To ensure student success.	Climate Education
TDSB staff member	Environmental Advisory Committee	Human Rights for me encompasses anti-racism, equity and overcoming the barriers that students and staff face in accessing and achieving education goals.	Climate change- how can we prepare students for a climate changed world- Our climate crisis demands that we prepare student for a future of work that is sustainable and inclusive rather than oppressive and exclusive. How do we address the high levels of eco-anxiety - and youth's understanding that it is absurd to attend school when the planet is headed for ecological collapse- especially when they see adults doing nothing. As educators we have a moral imperative to root our education in fairness, equity and justice, and rejects human exceptionalism, patriarchal oppression, extractive capitalism and unfettered economic growth. Teachers lack the systemic support to become change agents for sustainability- and without budget support- teachers and youth are left on their own if they want to take action on the climate crisis.

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Member of the public		These pandemic years have been anything but equitable and we need to ensure that all kids are set up for future success, have the chance to make up what they have lost and have enough/more teachers to be able to do that.	
TDSB staff member		We allocate staff inefficiently. Students need more support in guidance and special Ed. This is an issue of human rights, student success and sustainability.	How about sustainability and reducing our carbon footprint? This pandemic is a symptom of our shortsightedness.
TDSB Advisory Committee	ESCAC	The school system needs to adequately address the inequities that exist in the education system (and beyond) and how colonialism harms and traumatizes racialized groups. If we want to have a future citizenry that has a strong moral compass, then students need to understand human rights Human responsibilities and the rights of other sentient beings.	Climate justice is an equity issue that affects racialized groups disproportionately. If we do not address the climate emergency there will be no future for students tomorrow. Already there is research showing that students' mental health is adversely affected by the anxiety caused by climate change. There are 8 years left to turn things around to avoid the worst of what is to come.
TDSB staff member		the students HAVE lost a great deal of "learning", not because it wasn't offered but because online is terrible. Next year we need double the teachers and smaller # of Students in a class. We need to be able to sit with those students who are so far behind (at least in my school) and help them focus and learn in order to succeed. (they don't have to be teachers, EA's or ECEs , a person , any body, can help.	
TDSB Advisory Committee	ESCAC Environmental Sustainability Community Action Committee	Student success is why we are doing this. It's about the clients.	Addressing the climate crisis is addressing everything on this list; especially the well being and mental health of students. The time for action is now with a well-informed public and student body knowing and understanding every robust step we are taking as a system.

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TDSB staff member		The pandemic has highlighted the gap in equitable access to learning supports - by focusing on this driver we can help support students as they continue to deal with pandemic impacts.	Climate action and sustainability: it is shocking to me that in the middle of global environmental crisis that has been recognized by the TDSB, the city and nation, we are not using sustainability as a key budget driver. The impacts of climate change will directly impact social justice, equity, mental and physical health and long term success.
Member of the public		A priority of the education system is to prepare our students for life after school, so student success is of high importance to me. I also chose human rights and equitable access to learning because we need to do better at addressing equity issues and racism/intolerance. Along with racism involving people of colour, I'm including antisemitism (a major ongoing issue), LGBTQ rights, and anti-Asian hatred. All students and staff should have a voice and feel safe, seen and included. Obviously, pandemic supports are of high importance because everyone should be safe at school and the pandemic has caused a huge increase in mental health issues among children.	I think this is included in modernization and accessibility, but many of our schools are old and need upgrades to improve fresh air flow and natural light..and generally make them look better (old, crumbling, dirty buildings are not that appealing). It goes without saying that structural issues need to be addressed. Before COVID, I volunteered often in my daughter's school (built in 1915). Even when situated in the main foyer area that's open with high ceilings, I would get headaches after about 3 hours. Air flow has always been an issue.
TDSB staff member		Human Rights should include Climate justice. There is no mention of action towards climate change initiatives and education	Climate crisis should be an important budget driver for the entire board as it affects all our students in all walks of life and the Board must work on providing greater resources and forms of education towards this area.
TDSB staff member		Teachers need to be supported in the changes to the curriculum and effective teaching practices in our changing environment.	Climate Crisis is linked to the existing drivers of equity, accessibility and human rights and should play an important driver to our budget.

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TDSB staff member		All the students do not have equal access to learning at the moment.	climate change
TDSB staff member		It is important to have students back in school, and in order to do so we need to have enough PPE supports to allow for students to be in the classroom. Students succeed when they are in school. Additionally, more money needs to be allocated specifically to the building and/or creating resources that staff can use to culturally relevant materials in the school, along with access to PD sessions and presentations. If staff is to embed Indigenous Education and Anti-Black Racist material in their pedagogy, staff require the resources-where they themselves are not responsible for purchasing resources from their own pocket. That in itself is not equitable or just.	
TDSB staff member		Equitable access to provide student success - it's the only way we will thrive. Climate crisis would be top if it was there...	The Climate Crisis!
PDSB staff member		modernization and accessibility will allow instructional to better meet the needs of all students. supporting them in their individual and specific ways	modernization of a school is not just with technologies but by also looking at the Eurocentric teaching environments. I hope that the natural environment is part of the consideration when allocating budget. such as to creat functional out door learning environments for ALL schools.
TDSB staff member		Equitable access to learning opportunities is a top priority to serve our students, including Indigenous Education. Education is an important means to achieve truth and reconciliation.	The climate crisis should be an important budget driver and an important program priority. Students and their families need to be educated about the causes and solutions to the climate crisis.

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Member of the public		Because I think children, families and teachers were among the most overlooked groups in terms of pandemic response across the board, but especially by the provincial govt. Prioritizing human rights is likely the most important way to work towards making the systemic changes required to ensure equity. More staff is needed to ensure each student receives the support they need, in a way they need it, to ensure their success. And class sizes are WAY to big.	Indigenous education should be prioritized, to ensure today's generations have the information and tools they need to be part of the solution and steer our society towards true reconciliation with indigenous peoples, and demand more from all governments to protect the land we live on and all its people
I'm an external participant/teacher		While focus on the environment is missing and WOULD be my number two, reciprocity with the Indigenous community must always be number one. If we can't show respect in these two areas, nothing else matters.	The Environment and Climate Change; this is an existential threat that we and our students need to face and be prepared for. We cannot change what we ignore. There is so much to be done, and the critical steps are required NOW.
TDSB staff member		Student success is an umbrella for equity, accessibility, achievement, and wellness.	Environmental Education/Climate Change
TDSB staff member		To best serve all our students, we need to be properly staffed and equipped to be able to provide equitable access. It should not be that the communities who are more in need receive less learning opportunities than others. Student success can also no longer be simply teaching them what's in the curriculum. It should include addressing real world issues that will affect them like the climate crisis (which is not included in this list).	The current climate crisis should be an important budget driver and by association, an important program priority.

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TDSB staff member		Human Rights is critical and we must find a way to balance the needs of different groups in our communities. Rather than creating more tension between various communities, we need to find a way to bring these groups together for dialogue and supporting each others needs.	Climate Change needs to be a focal point for education in the coming years.
Member of the public		Inclusive classrooms are essential for students to experience learning with classmates with different learning styles abilities and needs, which reflects the diverse environments that exist in the greater community.	In a recent meeting of the TDSB's Environmental Sustainability Community Advisory Committee (ESCAC), they were asked to provide input on the 'budget drivers' for this coming year for the TDSB (see the attached doc.) ESCAC members were shocked to see that there was NO mention of the climate crisis as a driver, even though it is inextricably linked to the existing drivers of equity, accessibility and human rights. The climate crisis should be an important budget driver (and by association, an important program priority.), ranking in the top three most important budget drivers.
TDSB Advisory Committee	SEAC	Every student should have equitable access to learn, i believe the TDSB needs to focus on the student needs.	

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TDSB Advisory Committee	SEAC	Despite federal and provincial legislation that requires that accessibility and accommodations be provided to people (including public-school students) with disabilities (including invisible disabilities such as hearing loss), the TDSB has made incrementally detrimental procedural changes and budgetary cuts to its supports for students with disabilities, including the reduction of specialized staffing, specialized programs, and technological supports. Not only should these supports not be eroded, they should be increased and modernized in order to provide students with disabilities in the TDSB an equitable opportunity for success.	
TDSB staff member	SEAC	Every person deserves equitable and, inclusive access	A driver specifically focused and dedicated to systemically integrating and fostering a culture of Equity, Diversity, and Inclusion (EDI)
TDSB Advisory Committee	TDSB SEAC	The mental health impact since the pandemic triggers	Mental Health
Member of Peel DSB		For me, a top priority is addressing systemic racism to ensure the success of all learners and to help build a just, equitable society. Hence I prioritized equitable access to learning opportunities and human rights as well as early years education.	I strongly believe that climate change education should be included as a priority. The climate crisis is having drastic impacts across the globe and we must focus on changing societal attitudes towards climate action so we can accelerate the implementation of meaningful climate initiatives. Addressing climate change also supports equity and human rights as it is the vulnerable members of our global community that are overwhelmingly impacted by the negative effects of climate change. Effective climate change education is key to climate action.

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TDSB Advisory Committee	PIAC	Pandemic supports to help students left behind during the pandemic should be the priority	
PIAC	PIAC	More work needs to be done to help staff and students gain understanding/education and more programs	Mental Health post pandemic
TDSB staff member		Even with pandemic supports in place, it is difficult to actually support students with adequate staffing of teachers, ECEs, caretakers, admin and other valuable school community members. Of these options, "Staff Allocation to Support Students" should be the #1 priority as this has the potential to help students most directly while also potentially supporting all other areas. However, there is one important priority missing - discussed in Q7.	It is alarming that there is NO mention of the climate crisis as a driver, even though it is inextricably linked to the existing drivers of equity, accessibility and human rights. Addressing the climate crisis via climate action, environmental & sustainability education and ecojustice should be an important budget driver and an important program priority.
Member of the public		Class sizes are too large to support students. With smaller class sizes, students can get the support they need in class and those that don't get as noticed won't get lost in the shuffle. It's incredibly important students have the tools and resources in school to be successful, to be safe and that all schools have access, not just schools that can fundraise. Programs like FI need more staff support, as it is, so many now need tutoring which is inaccessible for many. With so much school missed over the last few years, students need support to catch up.	Students remaining in class safely, this means appropriate masks, small class sizes, more staff, etc. Students need more access to technology and to be learning how to use technology in the modern world, they need a lot more support with literacy, in particular in French. STEM should be a focus.

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Parent		Student success should be the priority of any school board - I see that as the reason for the school board to exist.	
Member of the public		The pandemic has really brought to light the inequities of access for students in low income/education areas so I would like to see more focus on it.	Environmental/infrastructure impacts - the pandemic really highlighted the need for modernization to many of the TDSB schools. For parents to confidently send their children to school, it's important to know that they are in a safe environment. The building should be well circulating air, clean tap water and modern building structure. I am very concerned with the aging infrastructure, especially the safety of students when they are not even able to open a window.
Member of the public		Teachers need support to do their job!	
Member of the public		A lower student to staff ratio means the teachers can effectively support for all of these high priority issues. Teachers stretched too thin with large class sizes, has challenges supporting students with any of the issues above. Our teachers are the heart of every school, we need to support and lower our class sizes. Pandemic support for students would be more accessibility to more teachers. Students have had a very unpredictable two years and more teachers and stability in their learning is what is needed.	Supports for special education, more teachers are needed to support students.
Member of the public		There is no better way to spend than on human resource. Staff provide academic and mh/w supports in a responsive way.	

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TDSB staff member		Staff allocation and smaller classes to ensure that all students could have one-on-one access to a consistent teacher and learning environment. By having more adults in the building, students will be more supported and could tackle more of the other concerns. Less staff, and the other items are not sustainable.	Devices - each student should really have their own devices . Teachers also need to have more tech to support the different modes that are being currently offered (not using their own).
TDSB staff member		Classes of 30 + students with ranges of abilities from several grades below standard to grades beyond current status make it extremely difficult for both students and educators	Current individual school budgets have declined over the last several years. Example : for an individual school to go from \$115,000/ yr for a school of 450 students to \$90,000 is a huge funding drop. Something the general public is most likely unaware of. Why not try to restore previous funding amounts vs a continual decline?
TDSB staff member		Reality is that all of these areas are interdependent, and saying one is more important than the other is truly not possible. As a teacher, I find it more and more difficult to teach with new initiatives and for the most part no resources, combined with trying to ensure we meet the social-emotional needs of our students. Education requires a massive investment now for tangible results much later.	
Member of the public		Class sizes are too large. Teachers are asked to do more and more with less and less, and our students are suffering as a result.	Building maintenance needs to be more efficient. The TDSB installs one projector at a time, paints one wall at a time, fixes one laptop at a time, instead of doing a whole building at once. This is ludicrous and a huge waste of money.
TDSB staff member		Gtreater staffing for the safety of our student, teachers and their families.	

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TDSB staff member		There is a multiplicity of student needs right now- academic, social and emotional. It is impossible to address these needs adequately and equitably without the funds for increase in staff, smaller classes and student success supports, no matter how well meaning and hard educators work. The TDSB preaches equity but this requires a financial commitment so that equitable practices can be achieved.	
TDSB staff member		The only way to achieve student success and parent engagement is to have smaller ratio of teacher to students. It takes more teachers, more programs for special education.	Increase special education. STOP cutting these programs.
TDSB staff member		COVID safety and staff mental well being. Also smaller classes to aid in Student curriculum catch us.	
Member of the public		Student success, staffing allocations and pandemic supports are top priorities to be able to support students and teachers to be able to bounce back from the pandemic. The other issues are still important for long term success but students need to rebuild learning skills lost during pandemic. Similarly, teachers need better supports to avoid burn out and mental health issues	

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Member of the public		These past 2 years have shown the need to modernize, and support all children to be successful. Teachers need to make this happen and in order to do that - the money needs to flow in the direction of making that happen. It is necessary to prepare for the future. Teachers have ample opportunity for development - in no other field do people get as many days as teachers to improve their skills. Their skills are still lacking. As a member of the public I would like to know why my child still doesn't opportunity to learn from teacher who are able to use modern technology. Support our children. All of them.	
TDSB staff member		They will open more opportunities for more students than ever before.	Not a budget item, but the TDSB needs to move to a 360 evaluation system. Teachers evaluate students, principals evaluate teachers but none of it goes the other way.
Member of the public		Teachers and students need more support to keep schools safe during this pandemic.	
Member of the public	PIAC	Genuine family engagement has been shown to improve student success. Schools need to embrace this key as a means to many ends around inclusion, equity, successful academic outcomes, and fulsome community voice. The board needs to educate principals and teachers to bring them on board with implementing this essential tool to help them do their jobs better for improved student success.	

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Member of the public		It's important that there's enough staff to support the kids, especially in the current climate of in person/online schooling.	Adequate staff allocations for alternative middle schools please! Our alternative schools are vibrant and important, an have been neglected and short-staffed in recent years. More staff and more funding please!
Member of the public		If you had more staff and smaller class sizes you'd be giving students more support, and creating safer environments for pandemics. Small class sizes will create equitable classrooms where teachers aren't burned out. If small class sizes and more staff were supplied to schools it would cover off many of the equity issues as well.	More teachers and staff and smaller class sizes should be number 1.
Member of the public		Alternative middle schools are suffering greatly from a reduction in staff from 4 to 2.5. This has had a profound equity issues compromising special education, mental health and anti-oppression related supports for students. Middle school years are very important developmental years that are getting overlooked here. Staffing needs to be increased at a bare minimum to 3 staff.	
TDSB staff member		Student success is at the center of everything we do and staff should allocated appropriately to support equitable practices in teaching and learning.	
Member of the public		If priority isn't given to the equitable well being of the student, none of the rest can be beneficial.	The arts and mental health priorities. The arts reaches students in a unique way.

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TDSB Advisory Committee	PIAC	<p>Student success (as broad as that category is) is always the first priority in a school board. Because we have been in a pandemic touching 3 school years, it has become increasingly evident that parents/caregivers play a greater role in student success than ever before - and that academic recovery for many students will depend on how parents/caregivers can assist in those efforts. I would separate parent engagement from student voice as they play distinctly different roles. I would also consider parent engagement and student voice the best way to invest in 'pandemic supports' outside capital/consumable expenses.</p> <p>Equitable access and human rights are fundamentally the same driver under the TDSB's current MYSP. I would consider these also directly linked to the ability to engage parents/caregivers in processes that are accountable through meaningful engagement.</p>	<p>I don't understand why 'staff allocation to support students' is here. I think it really disrupts a legitimate consultation with non-TDSB stakeholders. The vast majority of staff allocation is not negotiable because it is either controlled by the province or collective agreement - so influencing that aspect of the budget is near impossible. If you want to consider the allocation to support families, I would consider the needs of students and families via funding School Advisory Councils, the Advisory Committees and PCEO. I would even consider increased funding for other departments - such as IT and Business Services that assist students and non-staff in using TDSB technology and facilities. The lack of organization and efficiency in IT alone wastes huge time resources for the board and families that can be used elsewhere.</p>
TDSB Advisory Committee	PIAC	<p>In my ward there are many families that are struggling just to have meals and clothing - technology needs and extras that students are now expected to have are just not financially attainable. All students require a teachers support, teachers are stretched thin as it is and are not seeing the signs of students who need 'more'.</p>	
TDSB staff member	Black Student Achievement Community Advisory Committee	<p>Equitable access and staff allocation to ensure that access will have the greatest impact on the quality of education for students, particularly those that are underserved.</p>	

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TDSB staff member		Staffing is a huge consideration. The class sizes, especially in a pandemic are stressful and difficult to manage, causing students to miss out on the attention they need for success. There is not enough support staff to accommodate all learning needs. There is a crisis int in OT shortage. This needs to get more funding and attention for next year. There have also been a lot of cuts done under the cover of the pandemic and this needs to be addressed (ex.guidance counsellors, staffing supports, student engagement, technology, etc.)	
Member of the public		Student success should ALWAYS be the highest priority in education and that requires enough staff to support students.	
TDSB staff member		If you focus on your most underserved students, all students do well and succeed. They need our support in society, especially given our current provincial government. Student success also depends on #1, and #3 is intertwined too - when students have voice, and families are engaged, you better reach your underserved and students achieve.	I am not sure where the environment and sustainability fall, but climate change is a world crisis and TDSB needs to respond.
TDSB Advisory Committee	French as a Second Language Advisory Committee	The pandemic has had a profound impact on our students and staff. We need to dedicate the next two years to support their mental health and bring them back up to speed. Also the pandemic has had a disproportionate impact on racialized and low income families. We need to recognize that and focus on that group as well.	We will need more French teachers now that the new entry point is in JK. Can we incentivize teachers to teach those classes and to support retention?

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Member of the public		At City View Alternative, staffing has been cut from 4 to 2.5 teachers. We can see how the teachers are over-taxed and students are missing out on learning opportunities that are integral to the school's values.	Mental health in schools. The pandemic and the Ford government's systematic undermining of public education has taken a major toll on students and teachers and parents and will have long-term reverberations, including school refusal, suicide and complex mental health challenges. More than ever, social and emotional aspects of learning are a priority and alternative schools can be exemplary in delivering a holistic curriculum when properly staffed.
Member of the public		They are key to student success	Arts and other foci which help students less academically inclined gain confidence
Member of the public		Everyone should feel included and have access to the best tools for success.	Building repairs and safety.
TDSB staff member		The Google budget driver survey attached has no consideration to sustainability. The TDSB is one of the largest property owners in Toronto and is part of the city's climate action plan. If The board is to meet its targets as part of the city's climate emergency plans the budget will need to reflect this.	The Google budget driver survey attached has no consideration to sustainability. The TDSB is one of the largest property owners in Toronto and is part of the city's climate action plan. If The board is to meet its targets as part of the city's climate emergency plans the budget will need to reflect this.
TDSB Advisory Committee	PIAC	Parent Engagement is very important and key contributor to student success. Barriers to parent engagement needs to be minimized. TDSB has mandated that parents/caregivers use TDSB email address to access tools (school messenger, zoom, grant access (PRO grant, etc), School Council email) yet the resources are not in place to support and maintain consistent access to the tools. Those resources need to be funded in the 2022-2023 budget.	

Appendix C: 2022-23 Strategic Budget Driver Survey Feedback

Submitter	Name of TDSB Advisory Committee (if Applicable)	Question #6: For areas selected as of higher importance above, please explain why they are considered high priority for the 2022-23 school year. <i>(Responses are presented as submitted)</i>	Question #7 Please list any "other" high priority budget drivers not listed in Question #5 above, and why they should be considered as part of the 2022-23 budget process. <i>(Responses are presented as submitted)</i>
Member of the public		<p>Items 1 (Student Success), 2 (Early Years) and 3 (Modernization) are significantly more important and fundamental than any of the other items, because these are what will contribute to student academic success, achievement which builds self-esteem, confidence that career advancement is realizable, and thus also good mental health.</p> <p>"Professional Development" should rank as #4, but your description of what teachers need to learn to help students succeed is severely over-weighted with "anti-racism, etc." training, when what teachers actually need is more pedagogically-focused training and research-based tools on how to effectively teach a broad range of learning profiles and meet very different educational student needs.</p> <p>All of the other categories are too infused with an obsession of viewing everything primarily through an equity / racism lens, which grossly over-weights and misdiagnoses the problem, and thus robs students of more important focus on core education requirements and achievement. Blaming all teachers, students, parents, and the system as being 'racist' is an overly narrow and misdiagnosed excuse for pedagogical non-performance and a failure to simply better educate and meet all students' needs. A 'one size fits all learning profiles' model of course will be inadequate or even disastrous for many students, and is the major pedagogical failure for a range of all students – not 'systemic racism' (in significantly multi-cultural, tolerant, integrated, mixed-marriage, etc. cosmopolitan Toronto).</p>	<p>Almost all of your budget driver items are operational / staff / non-core items, with little actual focus, stated goals, and accountability on a school board's fundamental, core purpose and mandate, which is to EDUCATE EVERY CHILD TO ACHIEVE THEIR UNIQUE POTENTIAL, so that every child can become financially independent, self-supporting, healthy, and successfully employed adults. The excessive focus on 'equity' (anti-racism, human rights, etc.) looks like virtue-signalling as a distraction or excuse for non-performance on the board's core mandate to simply educate each child to the best of their ability.</p> <p>There should be a much greater focus on raising standards and expectations in core subjects such as English, Math, Science, Technology, (and to a lesser degree in History, Geography, and the Arts). Additional focus on financial literacy and career planning should be included in high school. Most important is to let all students 'find their best fit' in very diverse high school programs, whether that involves STEM, arts, co-op, technical, commercial, gifted, or general high school programs. Students should NOT be limited by only being able to attend their "local school", which protects under-performing (and non-accountable) teachers and administrators, but unfairly punishes students "who don't live in the right neighbourhood" or who don't "fit" with what their local school offers.</p>

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Summary of Other High Priority Budget Drivers from Survey Feedback (Question #7):
Climate change and Environment (Building retrofits, energy conservation, waste reduction and reducing carbon footprint)
Mental Health and well-being
School building upgrades and improvements, better ventilation, repairs & maintenance
Student Education, focusing on Arts, Literacy support and STEM
School based staffing and reducing class sizes
School playground improvements and outdoor learning
Special Education
Technology and devices for staff and students
Air Conditioning in schools
Safety and security in schools
Indigenous Education
Fostering a culture of equity, diversity, inclusion
Increasing school budget allocation
Investment in staff evaluation system
Increasing central department staffing
Increasing French teachers

2022-23 Budget Strategic Drivers Feedback Form

The TDSB is required, under the Education Act, to submit a balanced budget by June 30, 2022 for the 2022-23 school year. The purpose of this form is to gather feedback from members of TDSB Advisory Committees on the 2022-23 strategic drivers that will guide and impact budget decisions. The deadline for feedback submission is January 31, 2022. If you have any questions regarding this process, please contact Marisa Chiu, Interim Executive Officer of Finance at Marisa.Chiu@tdsb.on.ca.

*** Required**

1. 1) Please select from the options below. If you are responding as a member of a TDSB Advisory Committee please indicate the name of your TDSB advisory committee. *

Mark only one oval.

- ☐ Member of the public
- ☐ Trustee member
- ☐ TDSB Advisory Committee
- ☐ TDSB staff member
- ☐ Other: _____

2. If you are a member of a TDSB Advisory Committee, please specify the name of the Committee below.

3. 2) First Name *

4. 3) Last Name *

5. 4) Telephone number or email address where we could reach you if there are questions regarding your submission. (Optional)

6. 5) Please rank the 9 budget drivers below based on priority and importance: (Select 1 for the budget driver that is considered most important, and section 9 for the least important, based on the 1 to 9 scale. You will not be allowed to select a rank number more than once.) *

Mark only one oval per row.

	1- Top ranking (Most important)	2	3	4	5	6	7	8
Early Years	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Equitable access to learning opportunities to serve our students, including Indigenous Education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Success	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Staff Allocation to Support Students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Modernization and Accessibility	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent Engagement and Student Voice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Human Rights	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pandemic Supports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. 6) For areas selected as of higher importance above, please explain why they are considered high priority for the 2022-23 school year. *

8. 7) Please list any "other" high priority budget drivers not listed in Question #5 above, and why they should be considered as part of the 2022-23 budget process.

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