Program and School Services Committee
Agenda

PSSC:003A
Wednesday, April 6, 2022
4:30 p.m.
Electronic Meeting

Trustee Members:

Rachel Chernos Lin (Chair), Trixie Doyle, Alexandra Lulka, Dan MacLean, Chris Moise, Patrick Nunziata

Pages

1. **Call to Order and Acknowledgement of Traditional Lands**
2. **Approval of the Agenda**
3. **Declarations of Possible Conflict of Interest**
4. **Delegations**

   To be presented

5. **Opportunity for Oral Updates From Co-Chairs of Community Advisory Committees**

   Timed Item at 5 p.m.

   5.1. Community Use of Schools Community Advisory Committee Report, February 8, 2022 — 1

   (For receipt)

   5.2. Equity Policy Community Advisory Committee Report, February 28, 2022 — 5

   1. Addressing Increase in Islamophobia, Hate Speech and Religious Discrimination

   5.3. Inner City Community Advisory Committee Report, February 17, 2022 — 7

   1. Review of Policy P067, Learning Opportunities Index

   5.4. Parent Involvement Advisory Committee Report, March 8, 2022 — 9

   1. School Year Calendar

5.5. Special Education Advisory Committee Report, March 21, 2022 11

1. Masking and Vaccinations at Congregated Sites
2. Access to Special Education Placement Review Process

6. Staff Reports

6.1. Human Rights Annual Report, 2020-2021 [4297]

To follow

6.2. Annual Report on Mathematics, 2021-2022 [4299] 17

6.3. E-Learning and Online Learning Update [4298] 51

7. Adjournment

Name of Committee: Community Use of Schools Community Advisory Committee

Meeting Date: Tuesday, February 8th, 2022

A meeting of the Community Use of Schools Community Advisory Committee convened on 8 February 2022 from 8:00 a.m. to 9:47 a.m. via Zoom with Co-Chairs James Li and Judy Gargaro presiding.

Attendance Via Zoom:	**Judy Gargaro** (Etobicoke Philharmonic Orchestra), **Patrick Rutledge** (Big League Book Club), **Alan Hrabinski** (Toronto Basketball Association), **Graham Welsh** (Toronto Sports Social Club), **Sam Glazer** (Congregation Beth Haminyan), **Jonathan Wood** (Toronto Accessible Sports Council), **Dave McNee** (Quantum Sports and Learning Association), **Heather Mitchell** (Toronto Sports Council), **Dennis Keshinro** (Belka Enrichment Centre), **Lynn Manning** (Girl Guides of Canada, Ontario Council), **Susan Fletcher** (SPACE), **Alex Viliansky** (Felix Swim School), **Zakir Patel** (Trustee), **Sara Somerset** (Jack of Sports Foundation), **Susan Orellana** (Jack of Sports Foundation). Also present were TDSB Staff: **Maia Puccetti** (Executive Officer, Facilities & Planning), **Jonathan Grove** (Senior Manager, Plant Operations), **Tina Androutsos** (Executive Assistant, Facilities & Planning), **Ugonma Ekeanyanwu** (Acting Facility Permitting Team Leader), **Ndaba Njobo** (Facility Permitting Coordinator), **Meenu Jhamb** (Administrative Assistant).
Guests:	**Craig Snider** (Interim Associate Director), **Terrance Philips** (Phillips Basketball Academy), **John Long** (Etobicoke Volleyball), **Jody Halsall** (Extreme Sports Toronto Sports Club), **Serban Genu** (Benjamin Basketball), **Doug Blair** (North Toronto Soccer Club), **Elizabeth Lukie** (Hutt Piano Class), **Sharon Beason** (Guest, Ward 11), **Josh Ray** (Scarborough Ontario Safe Free Toronto), **Monique Mitchell** (Toronto Pan Am Sports Centre), **Katrina Estey** (The Learning Enrichment Foundation).
Regrets:	**James Li** (Trustee), **Elizabeth Pounsett** (Young People's Theatre).

Part A: Recommendations

No recommendations arising from the February 2022 meeting.

Part B: For Information Only

Update on Permit Use

Staff began by providing an update that community use of school permits are set to resume on Saturday, February 12, 2002. Both weekend and weekday permits will resume, with the same safety protocols in place. Participants that are 12 years old and upwards must provide proof of vaccination and each permit group must complete the Vaccine Attestation form and submit it to the Permit Unit. Priority will be given to not-for profit permits serving children and youth as well as seniors.

Staff responded that Toronto Public Health still recommends that there be some measure of separation between groups, hence why there may be a limit to the number of permits within a school at one time. The Permit Unit has been addressing this on a case by case basis – where there can be a separation between spaces/permit groups within the building, including separate entrances, then more than one Permit can be issued for the same time (for example, swimming pool and gymnasium use). Staff also spoke about the continuing to balance the workload for caretaking staff, with the on-going enhanced cleaning requirements as well as the additional winter duties. Staff were able to share that both the TDSB and Toronto Catholic DSB are among the first school boards in the GTA to resume permits. Many of the GTA boards have deferred opening permits until March.

Another concern raised was why permits for concerts or special performances are not being issued. Staff explained that as many of these events involve financial commitments for the organizations, in terms of pre-selling tickets and renting of equipment, the Board is not in a position at this time, to commit to these permits given the changing public health and government regulations. The Permit Unit is accepting the applications for those event-type permits and hopes to issue the permits in the next few weeks as the province moves towards the next phase of Re-opening Ontario plan.

Applications for spring/summer use of fields and baseball diamonds may be submitted now.

Local Neighbourhood Support Programs (LNSP)

No updates at this time.

March Break 2022 Permits

The committee was advised that permit submissions for March Break camps are under way. Permits for the City of Toronto Parks and Recreation programs in LNSP schools are the only ones being accepted as TDSB is closed to Community Use of School permits during March Break.

Other Updates

- Pools Working Group Update – Question regarding whether additional permit may be granted, after the Parks and Recreation permits at LNSP schools. Staff reminded the committee that TDSB caretaking staff typically take the opportunity to do deep cleaning of schools during the March break.

- Baseball Working Group Update – Staff explained that they are in discussion with the City regarding block permitting and priority access. Further update is expected at the next meeting.

- Committee Goals for 2021-22 – This item is deferred till Michelle Munroe's Community Advisory Committee Report has been approved.

- Accessibility of TDSB Documents – Annual Report and Self Evaluation – Both of these were received at Last month's PSSC meeting.

- Proposal of a New Standing Item: TDSB Communication and Website (including eBase). The intent of adding this as a standing item to the committee meetings is that it will provide committee members and attendees to bring forward concerns regarding the ease of use, access to information and response timelines for permit holders using the permit software.

Trustee Update:

Trustee Li was not available for the meeting. Trustee Patel discussed the easing of restrictions from the Province and asked when TDSB anticipates allowing for more permits. As had been discussed earlier in the meeting, TDSB staff explained that both the Province and Toronto Public Health are directing school boards to work within the phased re-opening framework. The issuance of permits starting February 12 have been has been following these guidelines.

Part C: Ongoing Matters

There was a question from the SPACE committee representative regarding the recent announcement of a new TDSB school to be located as part of a condo tower, in the Lower Yonge Precinct and whether there will be community access to this school. Staff responded that project is in the early development stages and community use will be part of the

discussions with the developer. Staff also provided information that there is a City of Toronto community centre and park planned for the area, near the future school.

There were no other on-going or new business items.

Report Submitted by: Maia Puccetti

Name of Committee: Equity Policy Community Advisory Committee (EPCAC)

Meeting Date: Monday, February 28th, 2022

A meeting of the Equity Policy Community Advisory Committee convened on Monday, January 24th, 2022 from 6:30 p.m. to 8:30 p.m. via Zoom with Parent Co-Chair Aleem Punja presiding

Attendance:	Aleem Punja (Parent Co-Chair), Dennis Keshinro (Community Co-Chair), Christopher Mammoliti (Trustee Co-Chair), Sharon Beason (Parent), Catherine Maloney (Parent), Sophia Ruddock (Parent), Janina Cherkewich (Parent), Rachel Mansell (The Mosaic Institute), Shayna Sayer-Wolfe (Planned Parenthood Toronto), James D'Souza (Licensed to Learn Inc), Charlene Dunstan (Parent), Jean-Paul Ngana (Parent), michael kerr (Colour of Poverty-Colour of Change), Shahinaz Abbas Osman (Parent), Jacqueline Spence (System Superintendent), Irit Kelman (Interim Senior Manager, Human Rights Office), Ryan Eaton (Human Rights Assistant)
Presenters:	Yosra Khairy, Marium Imran, Zuha Lodhi, Musfirah Irfan, Nayani Nandakumar, Mahdiba Chowdhury (Council of Agencies Serving South Asians "CASSA"), Samya Hasan (CASSA), Eman Zahid (CASSA), Neethan Shan (Urban Alliance on Race Relations "UARR")
Guests:	Derik Chica, Raneem Azzam, Anna Penner (Planned Parenthood Toronto)
Regrets:	Tesfai Mengesha (Success Beyond Limits), Pablo Vivanco (Jane/Finch Community and Family Centre), James Li (Trustee), Hemangi Shroff (Black Canvases)

Part A: Recommendations

- During the Racial Equity in Education presentation/discussion a motion was brought forward and approved by EPCAC members:
    - EPCAC recommends that the TDSB trustees consider passing a motion at the board level to address the increase in Islamophobia, hate speech, and religious discrimination that is faced by Muslims students, staff, and educators. Five points:
        - Acknowledging that ongoing global events have impacted Muslim students, staff, and educators' physical and mental health and well-being.
        - Direct senior staff of the TDSB to comprehensively review all mechanisms that are currently supporting Muslim students, staff, and educators in order to determine their adequacy, identify the gaps, and further build upon these supports and resources

- Have the TDSB provide training to educators on how to respond to students' questions and concerns about global events in a factual, unbiased, and equitable manner
- Consider the Muslim community request that the TDSB create a clear and concise plan for educators to teach thorough anti-racist, anti-oppression frameworks and pedagogies that extend to global events beyond Turtle Island and North America
- Consider the establishment of an appropriately constituted Community Reference Group - populated with organisations and individuals with expert knowledge and lived experience with respect to Islamophobia and anti-Muslim faithism - to help guide and inform the work as detailed above

Part B: For Information Only

Trustee Co-Chair Update

Trustee Co-Chair gave an update to the committee on the:

- Special Board meeting where a capital priority submission was approved for Kapapamahchakwew – Wandering Spirit School, to build a new state-of-the-art building for Indigenous education
- Finance, Budget and Enrolment Committee – Strategic Budget Drivers, Agenda: https://pub-tdsb.escribemeetings.com/FileStream.ashx?DocumentId=10299

Anti-Asian Racism Report (linked to report)

- Executive Superintendent Jacqueline Spence shared the report

Racial Equity in Education – Presentation/Discussion

- Members of Council of Agencies Serving South Asians (CASSA) and Urban Alliance on Race Relations (UARR) presented and shared stories of Islamophobia, racism, and discrimination within school settings

Deferred Agenda Items

- Combating Hate and Racism – Open Discussion
- Discuss Future EPCAC Goals and Strategies

Part C: Ongoing Matters

No items to report

Report Submitted by: Irit Kelman

Name of Committee: Inner City Community Advisory Committee (ICCAC)

Meeting Date: 17 February 2022

A meeting of the Inner City Community Advisory Committee convened on February 17, 2022 from 9:00 a.m. to 11:15 a.m. Virtual Meeting, with Emmy Pantin and Trustee Michelle Aarts presiding.

Attendance:	Trustee Michelle Aarts, Co-Chair; Diane Banks, Toronto Public Library; Rachel Chernos Lin, Trustee Ward 11; Trixie Doyle, Trustee Ward; 14; Josette Holness, City of Toronto; michael kerr, Colour of Poverty Colour of Change; Omar Khan, Parent; Lynne LeBlanc, Guest; Dan MacLean, Trustee Ward 2; Emmy Pantin, Parent Co-Chair; Sejal Patel, Ryerson University; Robert Spencer, Parent; Crystal Stewart, Parent; Fiona Yang, Catholic Crosscultural Services
Regrets:	Anna Kay Brown, Jane Finch Education Action Group; Laurie Green, St. Michael's Hospital; Cherie Mordecai Steer, Parent; Ingrid Palmer, Parent; Aamir Sukhera, The Neighbourhood Organization

Part A: Recommendations

WHEREAS P067 Learning Opportunities Index (LOI) Policy is a crucial tool in fulfilling the TDSB's equity goals by recognizing the level of socio-demographic need within community schools, and determining funding for many equity commitments of the board, and

WHEREAS the review of P067 Learning Opportunities Index (LOI) Policy review has been delayed (as per the Policy Review Schedule) to the 2022-23 review cycle, and

WHEREAS, the introduction of specialized programs to Model Schools, such as French or Gifted, can impact LOI calculations regardless of the demographic of the home school catchment, and

WHEREAS the ICCAC has an LOI policy work group reviewing the LOI, Model Schools funding, and the impact of TDSB programs changes on the LOI assessment of community schools, with the aim to provide a report to ICCAC in the 2021-2022 academic year;

Be it resolved that, the ICCAC asks the TDSB to commit to beginning review of the P067 LOI policy before December 2022.

Part B: For Information Only

The work to reimagine ICCAC would begin at the March 2022 meeting with having an Equity and Anti-Racism training at each meeting for the rest of this year and a culminating training session at the June 2022 meeting. A Google Survey is to be created to gather ideas on changing the mandate and name of ICCAC.

Rukiya Mohammed, Coordinator, The Centre of Excellence for Black Student Achievement and MSIC provided an update on the ongoing work that is taking place in all the schools across the district.

Omar Omar, Community Support Worker – Leaning Centre 2 provided an update on the ongoing work that is taking place across the LCs regarding Parent Academies and the Ambassador Program.

Part C: Ongoing Matters

The Membership Working Group will be reviewing the membership by reaching out to members who have not been able to attend meetings regularly and will report back to ICCAC.

The LOI Working Group has met a few times and will be bringing a report to the April 2022 meeting on the work that has been taking place.

The Child Care Working Group members will attend the June meeting of EYCAC and will bring a report back to ICCAC.

Report Submitted by: Sandy Spyropoulos, Executive Superintendent, Learning Centre 4

Toronto District School Board

Statutory Committee

Name of Committee: Parent Involvement Advisory Committee (PIAC)

Meeting Date: 08 March 2022

A meeting of the Parent Involvement Advisory Committee convened on 08 March 2022 from 7:01 p.m. to 9:32 p.m. via Zoom with PIAC Co-Chairs Felicia Seto-Lau and Andrew Waters presiding

Attendance:	Sharleen Ahmed (W15), Sarah Ali (W2), Kaydeen Bankasingh (W8), Janice Barnett(W11), Shanti Chand (W19), Erin Clarke (W1), Liesha Earle (W12), Cecile Farnum (W9), Jenny Gannon (W14), Sharon Grant (W4), Anshu Grover (W8), Madelaine Hamilton(W16), Zuojun Han(W20), Lenni Jabour (W7), Nadia Judunath (W22), Felicia Lau (PIAC Co-Chair), Susan Lee(W 12) , Chris Levien(Ward 20), Nicole Marshall (W22), Towhid Noman (CLG), Abdul Azeem Mohammed (W21), Aretha Phillip (W13), Mark Ramcharan (W18),Alice Romo (W7 Rep), Jessica Ruiz (W4), Nazerah Shaikh (W14), Saira Somani (W3), Crystal Stewart (W6), Andrew Waters (PIAC Co-Chair), D.Williams (PIAC -OPICA Liaison) Ryan Bird Exec officer Exec Superintendent Shirley Chan, Latha John (Committee Assistant), Trustee Christopher Mammoliti , Michelle Munroe (Central Coordinator, PCEO), Exec Superintendent Uton Robinson
Regrets:	Frances Shawera (W2), Lauren Tedesco (W3), Denese Gascho (W10), Kate Leuschen Millar (W16), Seema Mitchell(W18), Charles Zhu(W11), Anees Munshi(W21)

Part A: Recommendations

PIAC recommends the following actions to Director of Education and the Board:

- The School Year Calendar Committee re-convene to consider the concerns raised regarding the impact of the scheduled PD Day on parents and families, and to consider viable alternatives.
- Ensure that the School Year Calendar Committee address the placement of PD Days on the calendar going forward; and
- If the PD Day on Tuesday, September 6 is to remain, that immediate, transparent, and clear communication be sent out to parents/caregivers, so they have as much time as possible to find childcare where necessary.

Part B: For Information Only

PIAC Co-Chair Update

PIAC participation at SEAC

- PIAC member Cecile F (W9) member to represent PIAC at SEAC.

Membership status update

- 10 PIAC vacancies
- 8 PIAC members with expired terms.

Declaration of vacancy

- Ward 6 (one vacancy)

Parent participation in Vice-Principal Process (PVP)

- PIAC members expressed appreciation to staff on the PVP process and for parent participation in the process.

Staff update

Navigating the TDSB website

Staff presented on navigating the parent and community resources that are available on the TDSB website.

TDSB IT Update on PIAC recommendations

Active and inactive school council account

- 2020-2021- Elementary 104 Secondary - 19
- 2021-2022 Elementary 138 Secondary 29

Inactive accounts for 2020-2022

- Elementary -173 and Secondary -32

IT backlog issues

- Allocation of fulltime staff in IT to support school council chair with account issues.
- PCE office to continue support for community advisory committee accounts.
- IT to report back to PIAC for feedback.

Virtual Education

- Virtual learning for all grades K-12 to be offered as a model of instruction for families.

Part C: Ongoing Matters

No matters to report.

Report Submitted by: Executive Superintendent Shirley Chan, Executive Superintendent Uton Robinson and Michelle Munroe Central Coordinator PCEO

Toronto District School Board

Statutory Committee

Name of Committee: Special Education Advisory Committee

Meeting Date: March 21, 2022

A meeting of the Special Education Advisory Committee convened on March 21, 2022, from 7: 00 p.m. to 9:28 p.m. via Zoom with SEAC Chair Steven Lynette and Vice-Chair Diane Montgomery

Attendance:

Melissa Rosen (Association for Bright Children (ABC), Steven Lynette (Epilepsy Toronto), Richard Carter (Down Syndrome Association of Toronto), , Tracey O'Regan (Community Living Toronto), Aliza Chagpar (Easter Seals), Tania Principe (Integrated Action for Inclusion (IAI), David Lepofsky (VIEWS for the Visually Impaired), Juanita Beaudry (CADDAC), Shanna Lino (VOICE for Hearing Impaired Children), Nadia Persaud (Learning Disability Association), Lisa Kness (Autism Ontario), Tracey Burrell (BPSG), Aliza Chagpar (Easter Seals) , Aline Chan LC1, Nora Green LC1, Jean-Paul Ngana LC2, Jordan Glass LC2, Kirsten Doyle LC3, Olga Ingrahm LC3, Diane Montgomery LC4, Izabella Pruska-Oldenoff LC4, Trustee Michelle Aarts, Trustee Alexander Brown, Trustee Dan MacLean

Alternates attending: Julie Diamond (Autism Society), Ioanna Agelothanasis (LC2), Caren Watkins (LC1), George Petrovic (LC4). Adebukola Adenowo-Akpan (Easter Seals Ontario), Nerissa Hutchison (BPSG)

Regrets:

Staff:

Andrew Gold, Associate Director, Audley Salmon, Associate Director, Janine Small, Centrally Assigned Principal, Special Education, Andrea Roach, Centrally Assigned Principal, Special Education LC4, Effie Stathopoulos, Centrally Assigned Principal, Special Education LC1, Susan Moulton, Centrally Assigned Principal, Special Education LC2, Jennie Petko, Centrally Assigned Principal, Special Education LC 3, Wendy Terro, Centrally Assigned Principal, Special Education, Special Education, Mun Shu

Wong, Media Services, Lianne Dixon, SEAC Liaison, Shameen Sandhu, System Leader, Mental Health

Part A: Recommendations

Masking and Vaccination Motion
SEAC passed a motion regarding masking and vaccinations. (Appendix A)

Motion to affirm and require a continuation of unrestricted access to SEPRC for all families.
SEAC passed a motion regarding access to SEPRC for all families (Appendix B)

Part B: For Information Only

Leadership, Learning and School Improvement Department Reports and Updates:

Masking/Vaccination Update

- Trustees called a special Board meeting and a letter was written to the Chief Medical Officer of Health, Toronto Public Health and the Ministry of Education regarding the change in health and safety protocols, flagging congregated sites as well as all schools, and the response back was that TDSB does not have the authority to create its own policies regarding masking and vaccination requirements
- It was suggested that SEAC can write a letter to the Minister of Education regarding this issue.

Director of Education

Director Colleen Russell-Rawlins introduced herself and expressed her gratitude for the work that SEAC has done, especially in the past 24 months, as they continue to support and advocate for families of students with special needs. She offered to return to SEAC at a later time to for a more in-depth discussion.

Special Education Staffing

Changes in Special Education staffing for 2022-2023 are result of:

- Decline in enrolment
- Decrease in funding prior to the release of GSN funds:
    - Student Support Funds provided by the Ministry of Education

- Discontinuation of Education Worker Protection Funds that are part of Collective Agreements that expire on August 31, 2022

Special Education Staffing Allocation

Prior to the Release of GSN Funds:

- For Elementary teaching, the funding reductions would require a reduction of 168.5 FTE teachers. The reduction will be 66.5 FTE.
- For Secondary teaching, the funding reductions would require a reduction of 16.5 FTE.
- For Support staff, the funding reductions would require a reduction of 207.9 FTE. The reduction will be 140.5 FTE.

Overall decrease in Special Education staffing would have been 5%.

With the recent Ministry GSN announcement, there is a restoration of a portion of the following:

- Student Support Fund (SSF);
- System Priorities Fund (SPF), and
- Priorities and Partnerships Fund
- Restoration of a portion of the above funds enabled some further restoration for staffing of Elementary teachers and Support Staff
- Overall reduction in Special Education staffing is now 2%
- The reduction in Elementary teacher staffing for Special Education is now 13 FTE
- The reduction in Support staff staffing for Special Education is now 68 FTE

Special Education Program Recommendation Committee (SEPRC)

The number of SEPRC's per school year by exceptionality was shared with SEAC al9ng with the number and outcome of SEPRC of SEPRC per school year.

The largest number of students who have a Special Education Program Recommendation Committee (SEPRC) meeting enter the Diagnostic Kindergarten (DK) programs serving Junior/Senior Kindergarten students, followed by students entering Developmental Disabilities (DD) programs. In addition, since the pandemic we have also seen a decrease in the number of students moving between school Boards and entering school in Full Day Kindergarten (FDK)

Information regarding the how the SEPRC process is accessed throughout the school year and the intention of the process was also shared.

The SEPRC process can be accessed throughout the school year. However, they are typically scheduled during the Spring and early Fall, in line with Kindergarten registration and new to school registration. All SEPRC meetings require a package that includes documentation in order for the committee to make an informed decision about program recommendation.

The SEPRC was originally intended to support students with extreme complex needs (medically fragile, extreme behavioural needs, students who would typically qualify for the Developmental Disability exceptionality). SEPRCs are designed for students with profiles where their needs cannot be addressed in the home school, with special education supports, for even a short period of time.

SEAC members expressed that they would like SEPRC's to be made available to all students as a process for students new to the board to access entry to special education programs. Issues around equity were expressed, as the SEPRC could be considered a "fast track" over students currently enrolled in TDSB.

Part C: Ongoing Matters

Working Groups

SEAC agreed to form a Working Group to work collaboratively with PIAC.

Budget Working Group met with staff and will be receiving clarification on budget lines in order to present at next SEAC meeting.

Special Education Plan Working Group has been working through the feedback from staff on their recommendations from last year. They have been prioritized and divided into two groups. One is feedback that relates specifically to what is written in the plan, and the other is general concerns that may be appropriate for SEAC further discussion. Section C will be focussed on for the balance of this year.

Report Submitted by: Lianne Dixon

Appendix A

SEAC recommends that TDSB ensure that congregated schools maintain a mask and vaccination requirement to the full extent of its capacity, to protect the health and safety of vulnerable students with disabilities.

Appendix B

SEPRC Motion: Motion to affirm and require continuation of unrestricted access to SEPRC for all families

WHEREAS some families of students with special education needs, before moving their child into TDSB, seek to meet with appropriate staff, to identify these needs, make necessary accommodations and supports, and / or agree on an appropriate classroom placement for that child;

AND WHEREAS this is sought and required so that the child may be placed in an appropriate classroom with necessary supports from the first day of school in their new school board;

AND WHEREAS parents who request a SEPRC meeting any time in the year before the start of

the next school year, for their child of any grade level who is not in the TDSB, typically already have assessments, known diagnoses, and / or concerns about their child's special education needs, and might also benefit from additional assessments, or advice from TDSB staff;

AND WHEREAS parents who approach the TDSB to obtain a SEPRC meeting before their child has started in the new school board in any grade are concerned about their child receiving adequate supports and an appropriate placement starting from their first day of school;

AND WHEREAS the SEPRC (Special Education Placement Review Committee) process (herein referred to as the "SEPRC Process") is designed for parents to have an opportunity to meet with TDSB staff to discuss their child's special education needs and enable necessary supports to start on their first day of school;

AND WHEREAS the SEPRC Process has been used by TDSB for well over a decade to ensure that the child's special education needs are understood, identified and supported, and that the child may be placed in an appropriate classroom with appropriate supports from the first day of school;

AND WHEREAS the process of a SEPRC meeting is the most efficient and humane approach to supporting children's needs, and also prevents immeasurable stress, for the child, the family, their classmates, their teacher, and the entire system;

AND WHEREAS this informative, simple, effective, and efficient planning step is very important to the child's academic, social, and emotional development, and mental health;

AND WHEREAS TDSB staff have made undisclosed significant changes to drastically restrict the SEPRC Process;

AND WHEREAS these changes have been attempted without prior disclosure to and consultation with SEAC and its representatives, and consideration of their input, advice, and recommendations;

NOW THEREFORE IT IS RESOLVED THAT:

All of the preamble ("WHEREAS") statements above are included as part of this "IT IS RESOLVED" and recommendation section of this motion;

AND IT IS FURTHER RESOLVED THAT:

SEAC supports and endorses TDSB's previous successful SEPRC process, policy, and procedures (collectively herein called the "SEPRC Process") and strongly advises and recommends that the SEPRC Process continue as it previously has, to fulfill the same important need that it has for well over a decade, and so that all parents who wish to initiate and use the SEPRC Process continue to have full, unfettered access to and use of the SEPRC Process, without any predetermined bias or limitations or any restrictions on any parents' access to the SEPRC Process.

Annual Report on Mathematics, 2021-2022

To: Program and School Services Committee

Date: 6 April, 2022

Report No.: 04-22-4299

Strategic Directions

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

Recommendation

It is recommended that Annual Report on Mathematics for 2021-2022 be received.

Context

Mathematical skills, knowledge and processes play a crucial part in developing active and informed citizens in a society where data and technology continue to play greater roles. Fostering joy and developing an appreciation of mathematics helps to build students' identities as lifelong math learners. In recognition of these goals, it is important that all students' learning opportunities are mathematically rich, meaningful, and expand their understanding of the world around them. The Toronto District School Board (TDSB) is committed to ensuring that mathematics teaching and learning meets these objectives.

The Multi-Year Strategic Plan (MYSP) identifies goals and actions that guide the work of the system, schools and classrooms to support students' development of procedural fluency, conceptual understanding, problem solving skills, and productive disposition towards mathematics. The Vision for Learning illustrates that deep learning opportunities that allow students to make sense of complex mathematical ideas and develop foundational skills through experiences, are vital for learners to view mathematics as worthwhile and themselves as capable math learners.

Through the TDSB's commitment to equity, inclusion and anti-oppression, mathematics instruction should reflect the voices, identities, abilities, lived experiences and expertise of students through an inclusive approach. It is also through this commitment that systemic barriers to high-quality mathematics education are identified, addressed and eliminated.

The system goals as identified in the MYSP include:

- Increase teacher and leader capacity in mathematics knowledge for teaching and in the effective implementation of research-informed instructional and intervention practices.

- Increase teacher and leader capacity in supporting mathematics learning for students with special education needs in the most inclusive learning environment.

- Improve academic outcomes in mathematics for historically marginalized students who have faced significant barriers in the TDSB, such as Indigenous and Black students, through professional learning and the use of effective evidence-based practices.

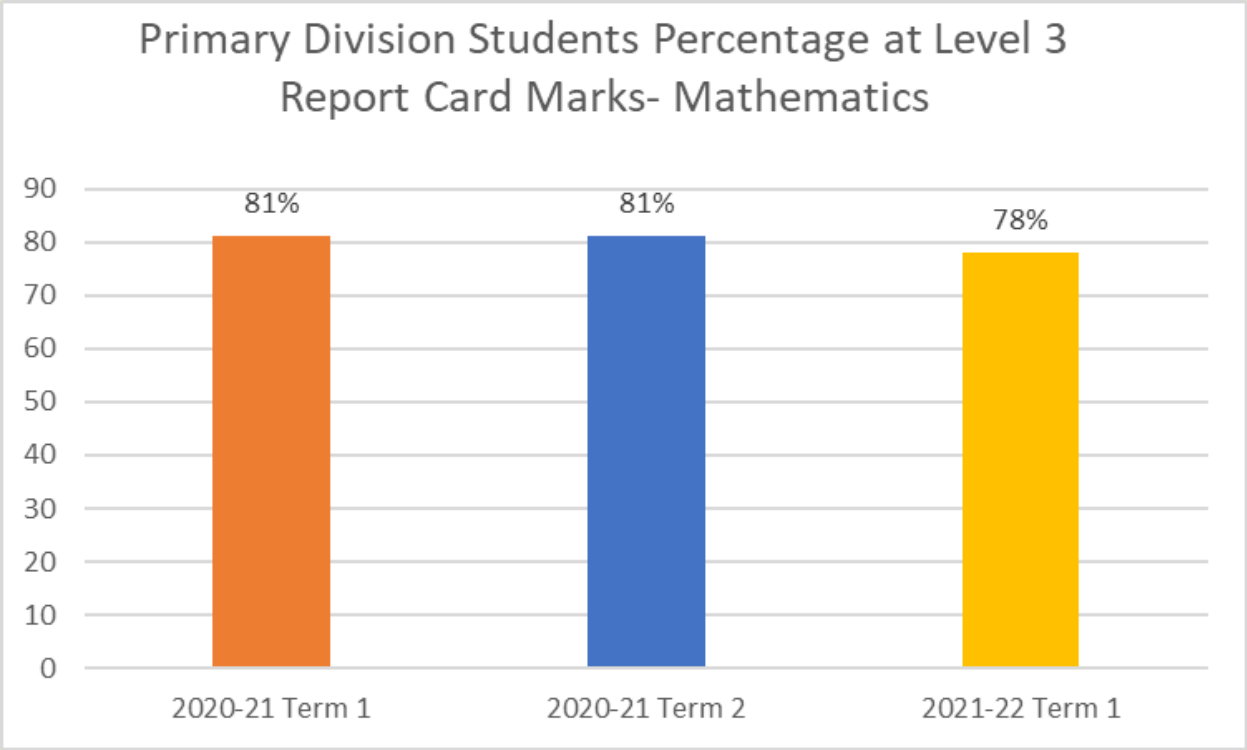
- Ensure all students in Grade 2 have the required foundational skills and concepts in mathematics through engaging classroom programs.

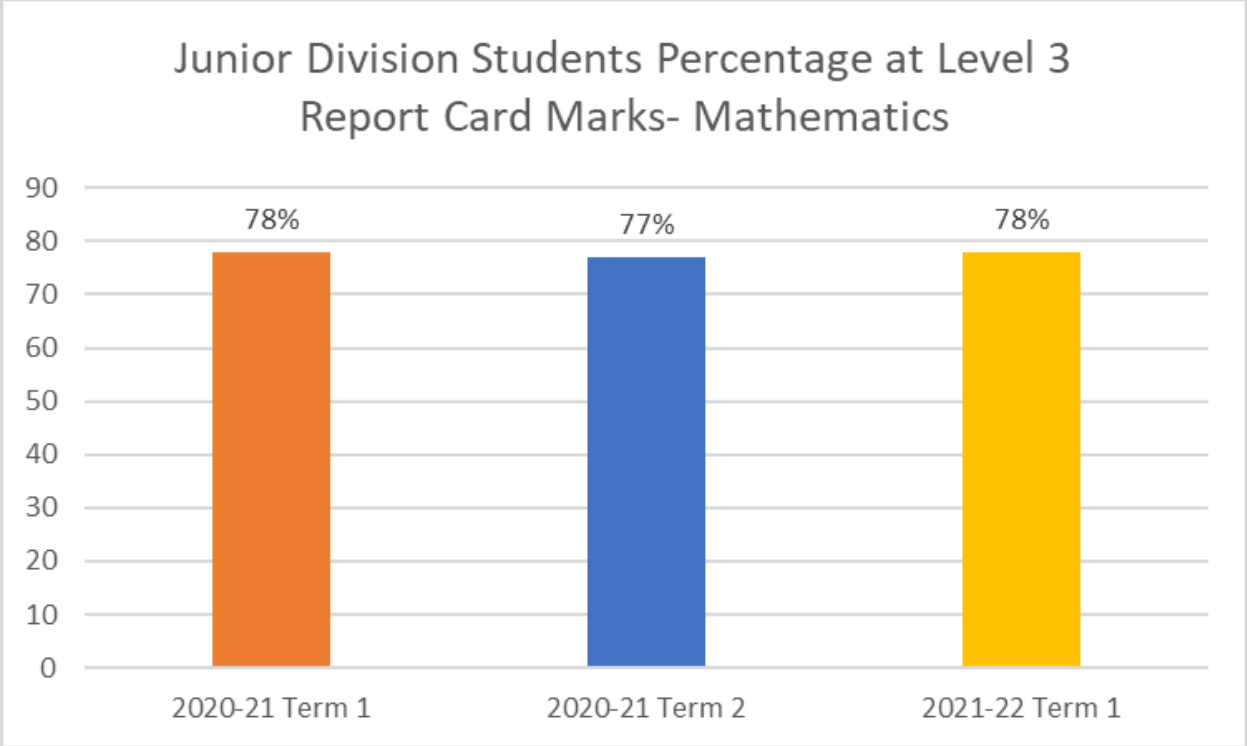
- Support the majority of students to study Grade 9 and 10 Academic mathematical courses.

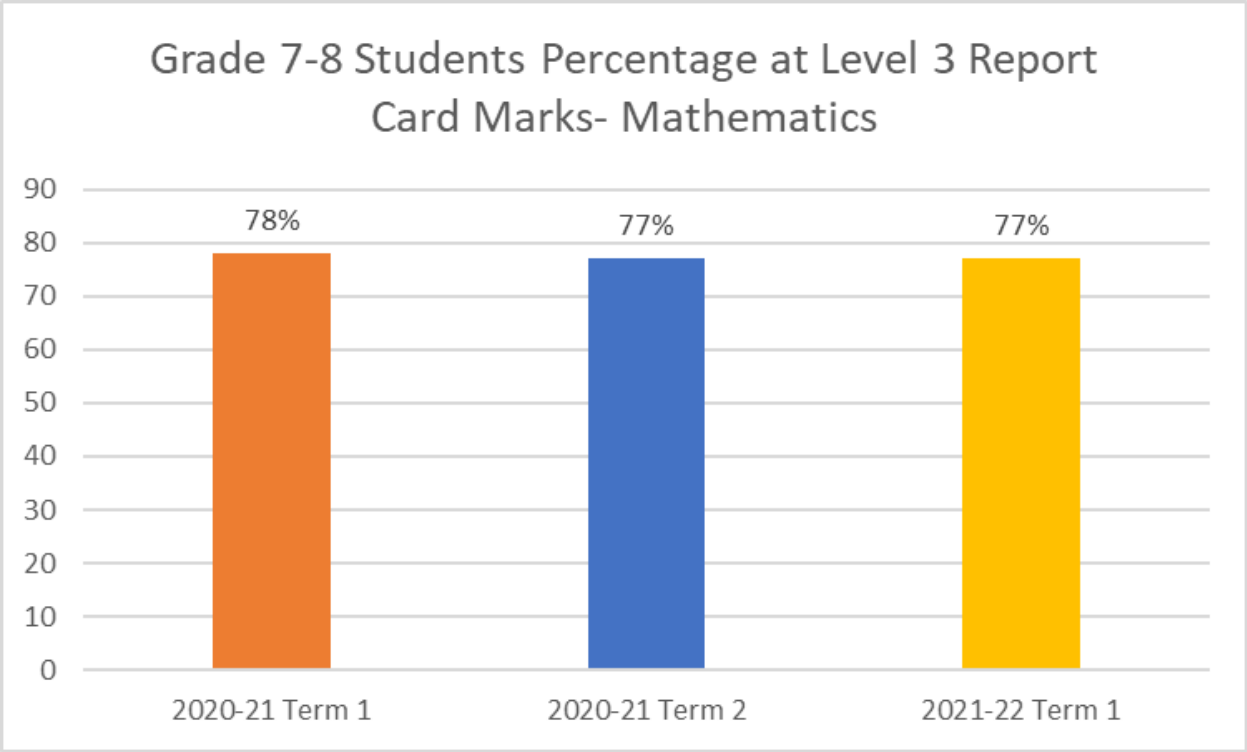
- Provide all students with deep learning opportunities, supported by technology, leading to strengthening of global competencies and improved achievement.

Elementary School Mathematics Student Outcome Data

While students continued to face challenges in their learning experiences due to the COVID-19 pandemic throughout the past year, the proportion of students who have achieved Level 3 or provincial standard consistently across the most recent three reporting periods has remained stable and high across all elementary school grades. Equally, there is strong consistency of performance across Grades 1 to 8 in relation to proportions of students receiving a Levels 1, 2, 3, and 4. This consistency suggests some reliability in ways teachers are summatively assessing students' mathematical ability throughout elementary school through report cards.

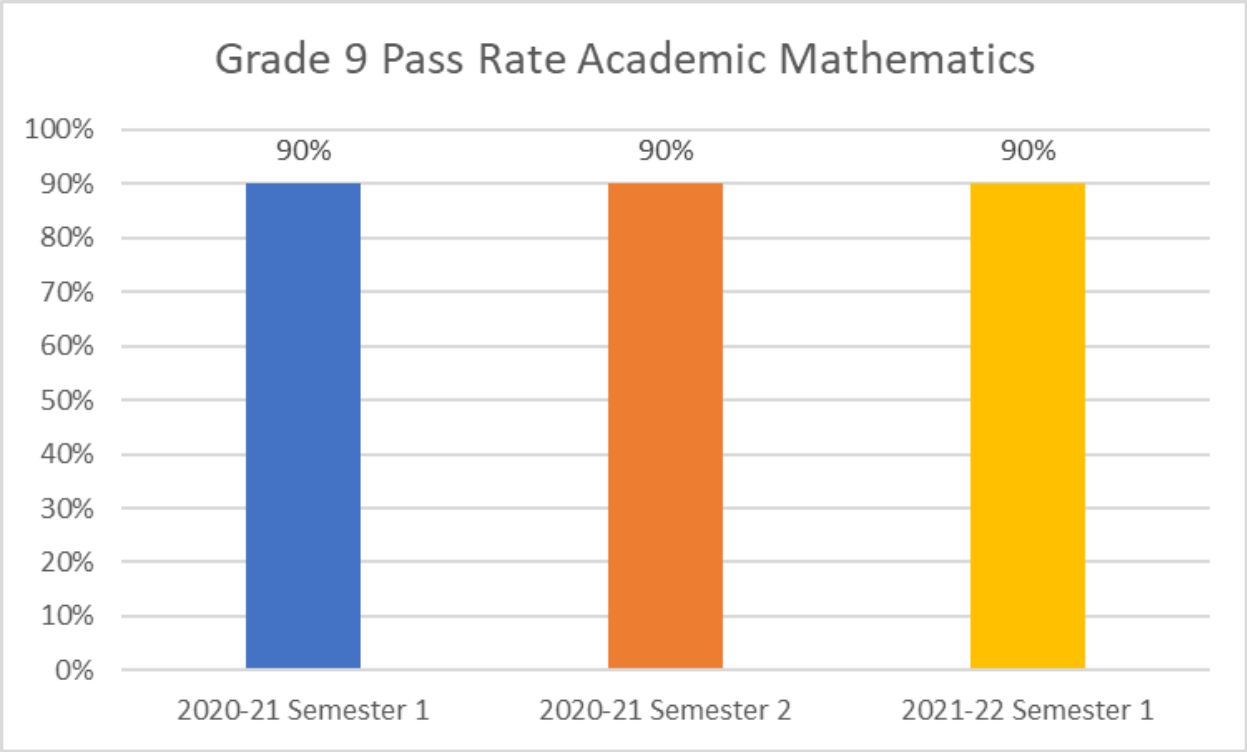

Primary Division Students Percentage at Level 3
Report Card Marks- Mathematics
90
80
70
60
50
40
30
20
10
0
81%
81%
78%
2020-21 Term 1
2020-21 Term 2
2021-22 Term 1

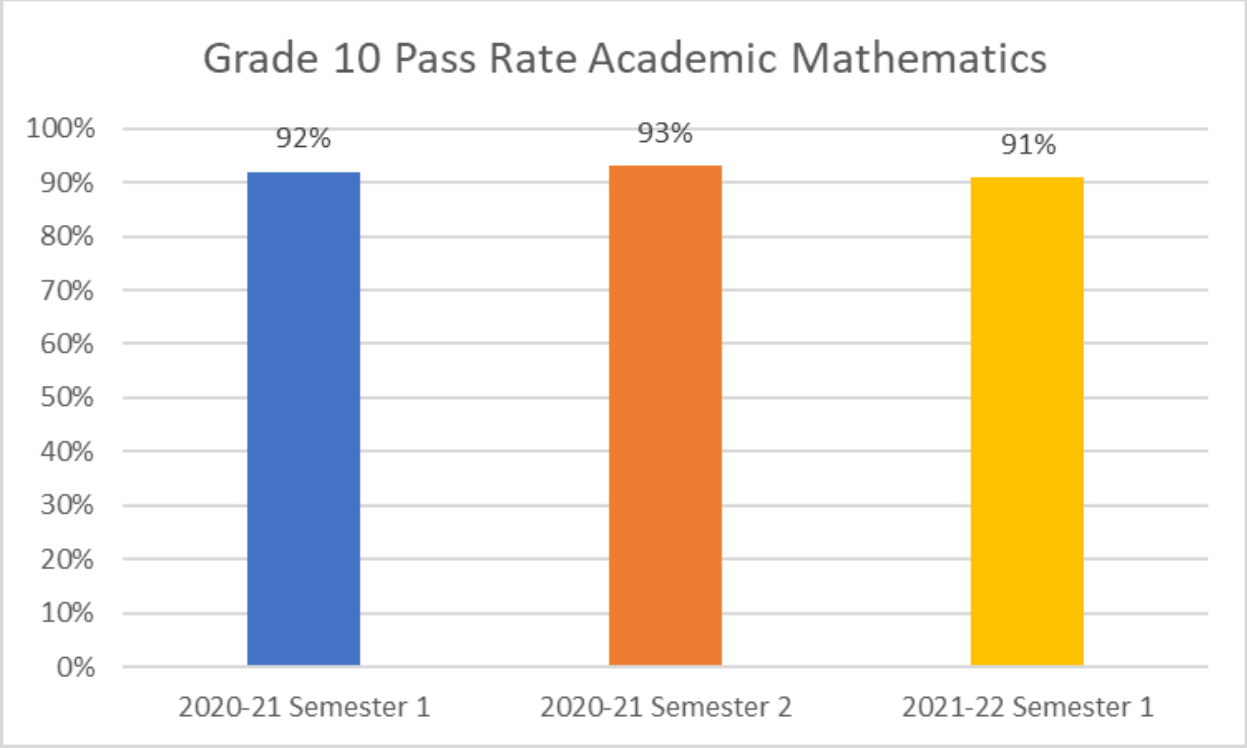

Junior Division Students Percentage at Level 3
Report Card Marks- Mathematics
90
80
70
60
50
40
30
20
10
0
78%
77%
78%
2020-21 Term 1
2020-21 Term 2
2021-22 Term 1



Secondary School Mathematics

Proportions of students who have earned a credit in either Grade 9 or Grade 10 mathematics have remained nearly the same and very high despite the significant increase in students moving from Applied mathematics or Grade 8 circumstances that would have previously resulted in their participation in Applied mathematics in Grade 9. As an example, in semester 2 in 2021 there were 601 students in the Applied mathematics course across the TDSB. The following semester, there were only 81 students. Pass rates or credits earned in Academic courses in Grades 9 and 10 are key performance indicators for post-secondary school success. High percentages of students receiving credits in a key academic course area is very encouraging for potential post-secondary school success.





Overview of System Supports for Deep Learning in Mathematics

The TDSB Mathematics Action Plan was developed in 2019 through stakeholder consultations and aligns with the TDSB's vision, mission and values. It provides directions to the system, schools and classrooms for actions and ongoing improvement efforts to develop students' mathematical skills and thinking. The Mathematics Action Plan guides educators, administrators and system leaders in supporting strong math programs.

Innovative research partnerships are being developed to capture novel math and STEM education practices within the TDSB. The system is currently engaged in five different projects with post-secondary institutions and research organizations that inform innovation and knowledge for the ongoing adaptation of the Mathematics Action Plan. These projects address key focus areas including destreaming, supporting underrepresented groups in STEM professions and implementing research-informed instructional practices.

Key system strategies and actions have been developed to support classroom educators, school leadership teams and system/Learning Centre leaders and focused within the following categories: Building Capacity and Content Knowledge; Ensuring Coherence; Differentiating Assessment and Instruction; Challenging Streaming and Promoting Inclusion; and Engaging Parents, Families and Communities. There are a number of system-level supports in place to support deep learning in mathematics and provide direct support to educators and/or students.

Building Capacity and Content Knowledge

At the centre of effective mathematics instruction is high expectations for all students, deep math content knowledge for teaching and effective instructional practices anchored in Universal Design for Learning, differentiated instruction and assessment, and culturally responsive pedagogy. Building teacher and leader capacity and content knowledge for teaching improves learning experiences and outcomes for students.

The challenges with school staffing, disruptions to schedules, and the redeployment of central coaching staff in the 2020-2021 and 2021-2022 school years caused by the COVID-19 pandemic have been a significant inhibitor of system-wide capacity building in mathematics. Despite these challenges, professional learning opportunities have adapted to take place primarily online and on an optional basis at the school, Learning Centre and system levels. These virtual learning opportunities increased accessibility and provided opportunities to deepen knowledge of the use of virtual tools, resources and instructional strategies. Sessions also illustrated ways for educators to effectively incorporate new elements of the 2020 Grades 1-8 and the 2021 Grade 9 destreamed mathematics curriculum, including coding, financial literacy, and mathematical modelling, into practice. Virtual job-embedded learning using Early Years classrooms to highlight mental math strategies was one example of the innovation used to continue engaging in professional learning. The TDSB has also provided an additional qualification (AQ) course in mathematics to over 200 teachers since 2020 and subsidized AQ tuition for almost 400 teachers to encourage them to deepen their mathematics teaching practice.

Capacity-building in mathematics has also taken place for school and system leaders. Learning opportunities have included sessions for aspiring, new and experienced administrators to learn more about the new mathematics curricula and how to lead ongoing school improvement. Staff who work directly to support classroom educators (e.g., K-12 Learning Coaches, Middle Years Student Success Counsellors) have also taken part in a series of learning sessions to deepen their understanding of inclusive

mathematics pedagogy. During the 2020-2021 academic year, capacity building opportunities highlighting effective practices in implementing equity in the mathematics classrooms were offered. As part of these experiences, pedagogical considerations for equitable and culturally relevant and responsive mathematics were developed to further assist educators in being responsive to the needs and lived experiences of students. With the support of Equity Coaches, school-based opportunities for educators to critically reflect on practices connected to selecting mathematics tasks as well as making instructional decisions to support student success and well-being were facilitated.

Furthermore, through active collaboration with the Centre of Excellence for Black Student Achievement, educators were offered an opportunity to examine the impact of racial identity within their mathematics pedagogical practices. This learning experience explored the sociopolitical and sociocultural factors that impact Black youth's mathematics experiences, and highlighted tangible ways to support racialized students to ensure greater humanistic mathematics teaching and learning.

Ensuring Coherence

The Mathematics Action Plan was developed to support coherence across our system. Aligning with the MYSP and the Pandemic Recovery Plan, connections are made between the learning taking place within the classroom, the school improvement plan and system level support for educators and leaders. A focus on the allocation of human resources, instructional practices and developing and sharing educator resources has supported coherence.

Aligning human resources includes utilizing the Math Strategy funding towards eight K-12 Math Learning Coaches. These coaches were hired to work directly with schools to collaborate with teachers to support math instruction. They also have an opportunity to collaborate across the system with the 28 K-12 Learning coaches, 20 Early Reading Coaches and 65 Middle Year Student Success Counselors allowing for alignment of best practices in Mathematics. However, the redeployment of these central staff during the 2020-2021 and 2021-2022 school years had a negative impact on the opportunity to support alignment across the system.

Across the TDSB Mathematics and Numeracy Department, Learning Centers and other TDSB departments, instructional and assessment best practices are aligned with the Ontario mathematics curriculum, related Ministry of Education policy documents, and current research. System-wide professional learning is offered for educators, administrators and coaches. Digital and non-digital resources and tools are available to the system via the Virtual Library to support access to some common tools and resources across the system (e.g., Knowledgehook and Brainingcamp digital manipulatives).

Differentiating Assessment and Instruction

In order to meet the learning needs of all students, educators must recognize their differences in readiness, interests, and learning profiles and differentiate learning experiences accordingly. Such is true for adult learning and to support educators to obtain a better understanding of math content knowledge and pedagogical practices, various learning opportunities have been created for educators to engage in and with.

To support educators with differentiating their instruction and assessments, staff were provided with asynchronous learning opportunities, including teacher leaders in mathematics through a Math Symposium for secondary math curriculum leaders. The various workshops offered can be found in Appendix B. Working to shift the paradigm of assessment within the education system is challenging. Assessment practices should support and advance student learning. It has been realized that traditional paper-pen tests and exams are a very limited way of learning about what students know. Rather, allowing students various modes and opportunities of showing their understanding of mathematical concepts. This requires educators to utilize varied assessment practices, allowing educators a better sense of student learning and understanding of the material, while also providing educators the feedback they need to modify instruction or re-teach concepts, and support students in gaining a better understanding of mathematics.

Challenging Streaming and Promoting Inclusion

The ongoing system focus on Academic Pathways, culminating with the Ontario Ministry of Education's development of the 2021 Grade 9 destreamed mathematics curriculum, has encouraged secondary math teachers to learn and implement culturally responsive teaching practices that promote inclusion of students from a wide range of readiness, interests and learning profiles. That learning was supported by a series of system-wide virtual sessions by the Mathematics and Numeracy Department from January to May 2021 that involved educators from almost all of TDSB's 105 secondary schools, focusing on inclusive classroom instruction and assessment in mathematics. Hybrid Teacher-Coaches in Mathematics and K-12 Math Learning Coaches facilitated additional hands-on workshops on differentiated instruction. To support the implementation of the 2021 Grade 9 destreamed mathematics curriculum, teachers and administrators attended sessions to unpack the new curriculum and take part in classroom activities that illustrated several of the new expectations. Also, a team of centrally-assigned teachers developed classroom resources, including course plans, lessons, and assessments, for teachers to use with students. This past fall, students participated in the new Grade 9 destreamed mathematics course (MTH1W) and achieved a pass rate of 90%, which is consistent with the previous years' Grade 9 Academic math pass rates. This is promising evidence that a destreamed learning environment of students with a wide range of readiness, interests and learning profiles, supported by inclusive instructional strategies, can lead to academic success for students that would have previously been streamed into Applied level mathematics.

Efforts to effectively address and eliminate academic streaming in mathematics must also involve elementary schools and staff, as streaming begins as early as kindergarten

through structures such as special education, educator biases and learning environments that are not inclusive for all students. To provide guidance to elementary school staff about their role in supporting destreaming, the central Mathematics and Numeracy Department released *Supporting Inclusion in Mathematics through Individual Education Plans and the 2020 Ontario Mathematics Curriculum, Grades 1-8* to provide guidance to staff when developing an IEP for a student and to promote grade-level learning as much as possible. Special Education Inclusion Consultants also took part in a series of sessions to deepen their understanding of inclusive mathematics practices and better support school teams with servicing students with special education needs. Also, the use of 389 MathUP Classroom licences by teachers for lesson resources and professional learning videos have supported more effective implementation of differentiated instructional practices to better meet students' varied learning needs.

Critical to the inclusion of classroom-based learning and school improvement plans, are intentional opportunities for students to explore areas of interest and academic pathways aligned with their passions. The commitment of the Centre of Excellence to improve the academic outcomes and experiences of belonging for Black students, has led to the development of diverse student programming opportunities for Black-identifying students. As part of their mandates, student programs, initiatives and opportunities are co-developed with community partners focused on honouring Black students' experiences and strengths. Some of these numeracy-focused student programming opportunities offered by the Centre of Excellence for Black Student Achievement include:

- *Black Students in Business Collective:* In collaboration with Ivey Business School at Western University, Schulich School of Business at York University, and Smith School of Business at Queen's University, Gr. 10 Black students who have expressed an interest and passion within business are able to explore different career pathways in business, postsecondary programs and receive guidance throughout their business journey.
- *Interac Partnership:* This quarterly program offers participating students opportunities to engage in learning experiences and experiential opportunities situated within informational technology and coding.
- *Music Industry Discovery Program:* In collaboration with ADVANCE Canada's Black Music Business Collective, participating students explore pathways into the Music Industry (e.g. data analyst, royalty administrator, marketing manager, etc.) during this 9-week program. It features high profile guest speakers and mentors from a variety of areas in the business supporting student understanding and pathway exploration.
- *Intuit Partnership:* In school-teams, Black-identifying students in conjunction with families and community engaged in a challenge to develop a community-based plan to address barriers connected to financial literacy and digital equity.

Engaging Parents, Families and Communities

Educating students is a collaborative effort which requires support from all stakeholders: students, teachers, parents/caregivers, and the community. The pandemic highlighted the need to support all stakeholders, as such, the central Mathematics department, in collaboration with Parent Involvement Advisory Committee (PIAC), middle year student success coaches (MYSSC), K-12 math learning coaches and schools, have supported schools' family math nights and developed learning opportunities for parents/caregivers and the community. During the Parents as Partners Conference, the department provided sessions for 46 parents and caregivers on supporting math learning at home. Furthermore, in collaboration with the Centre of Excellence for Black Student Achievement, families and communities were offered an opportunity to engage in STEM-equity learning with Dr. Eugenia Duodu Addy. This session focused explicitly on creating nurturing spaces and meaningful engagement opportunities for Black women and girls in STEM.

Alongside family engagement sessions, the Centre of Excellence for Black Student Achievement offered weekly student broadcast experiences within the STEM fields in collaboration with community partners from January to March 2022. This partnership sought to ensure students and their families remained connected to their school community during transitional periods of in-person and remote learning. Key foci of these experiences include honouring and affirming Blackness and embedding African-centred practices in STEM pedagogy. Some of the learning experiences included: African Women in STEM, examining the mathematical contributions and legacies of people of African descent, and Black Space Innovators.

As a central resource for parents, caregivers and the wider TDSB community, the TDSB Mathematics for Families & Caregivers website was created to support math learning at home in partnership with teachers at the child's school. The site includes virtual math resources, support to engage in math talks with children and additional resources to support mathematics at home.

To support the TDSB educator community, the central Mathematics department has designed a Mathematics for Educators website to support K-12 mathematics. The site is updated with resources as they are procured and as needs arise. In addition to the curricular support, virtual teaching resources are housed there as well as professional learning resources, to support school-staff engaging in professional learning with respect to mathematics. The site was intentionally designed to support various needs within the systems, from the classroom teacher, to a K-12 Learning coach or administrator supporting math professional learning at local schools.

Action Plan and Associated Timeline

The Action Plan for Deep Learning in Mathematics has identified goals to build teacher and leader capacity in mathematics through the School Improvement Process and to use research-informed instructional and assessment practices to help all students develop strong math skills.

Resource Implications

The 2021-22 school year is the third year of the Ministry of Education's four-year Math Strategy, which provides funding to all school boards in Ontario to support their focus on fundamental math concepts and skills, ensuring teachers are confident and capable in teaching math, and increasing parent engagement in math learning. The TDSB allocated funding through this initiative to meet the Ministry of Education goals to support implementation of the 2020 elementary math curriculum and Grade 9 destreamed math course, strengthen educator math content knowledge and pedagogy on the fundamentals of math, build awareness for parents and ensure students, parents, teacher and leaders have the support, tools and resources they need to improve student learning and confidence in math.

To support the implementation of the math strategy, the allocated funds are distributed to schools to support educator release for professional learning and purchasing math related resources (e.g., digital tools, manipulatives, math teaching and learning resources) based on the local needs of the school. The funding allocation also supports the staffing of board math leads as well as eight K-12 math learning coaches.

The COVID-19 pandemic has continued to highlight the need to increase supports available for learning resources and enhance access to digital tools that support student learning in mathematics. Resources have been allocated to support board-wide access to digital math tools and resources which are available to students and educators.

The TDSB also received subsidy funding for elementary and secondary educators who complete mathematics Additional Qualification courses. Since the funding began in 2020, we have provided almost 400 subsidies.

Next Steps

- Ongoing analysis of achievement data and other system indicators to support improvement efforts and focus of professional learning.
- Support the continued system implementation of Grades 1-8 Mathematics Curriculum, Grade 9 destreamed Math course MTH1W and the new Grade 10 Principles of Mathematics addendum through professional learning (e.g., September PA Day Choice Board Elementary and Secondary, Passport to School Leadership).
- Ongoing professional learning for teachers and administrators to meet the goal set out in the MYSP to build teacher and leader capacity in mathematics through the School Improvement Process, and to use research-informed instructional and assessment practices to help all students develop strong math skills. Continue to offer TSDB led Mathematics, Primary and Junior, Parts 1, 2 and 3 in the TDSB.
- Sharing effective practices and working collaboratively with Learning Centres and centrally assigned staff to continue to challenge streaming and close gaps in student learning in mathematics.

- Development of a toolkit for school leaders and educators that highlights best practices in mathematics across the TDSB. This toolkit may be used to facilitate local professional learning through an inquiry lens.
- Monitoring student learning and achievement in mathematics through the School Improvement Process.
- Use research partnerships with scholarship to evolve and adapt Math and STEM strategy with cutting edge knowledge in relation to K-12 pedagogical approaches to mathematics teaching and learning.

Communications Considerations

N/A

Board Policy and Procedure Reference(s)

- Policy P038 - Transforming Student Learning in Literacy and Mathematics

Appendices

- Appendix A: TDSB Mathematics Action Plan
- Appendix B: Key Actions and Impact
- Appendix C: Annual Math Report 2020-21 PDF

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APPENDIX A

TDSB MATHEMATICS ACTION PLAN

SETTING THE CONTEXT

Mathematical skills, knowledge and processes play a crucial part in developing active and informed citizens in a society where data and technology continue to play greater roles. In recognition of this, it is important that all students' learning opportunities are mathematically rich, meaningful to students, and serve to expand their understanding of the world around them. The Toronto District School Board is committed to ensuring that mathematics teaching and learning meets this objective.

The Multi-Year Strategic Plan identifies goals and actions that guide the work of the system, schools and classrooms to support students' development of mathematical thinking, procedural fluency and conceptual understanding. The Vision for Learning illustrates that deep learning practices, supported by technology, are vital for modern learners to view mathematics as worthwhile and themselves as effective math learners and doers. Through the TDSB's commitment to equity, inclusion and anti-oppression, mathematics instruction should reflect the voices, identities, abilities, lived experiences and expertise of students through an Inclusive Design approach. It is also through this commitment that systemic barriers to high-quality mathematics education are identified, addressed and eliminated.

The TDSB Mathematics Plan has been created through consultations with various stakeholders and in alignment with the board's vision, mission and values. It provides more specific directions to the system, schools, and classrooms for actions and ongoing improvement efforts in the service of developing students' mathematical skills and thinking.

DRIVING QUESTIONS

The seven questions below guided the discourse amongst various stakeholders across the TDSB and the eventual development of the TDSB Mathematics Plan. School teams are invited to use the following questions to begin local discourse on improving mathematics teaching and learning within the context of this system plan:

- What barriers might be preventing our underserved students from achieving the expected outcomes in mathematics?
- How might we differentiate assessment and instruction to support learners with special education needs in mathematics classrooms?
- What's working/not working with respect to capacity building in mathematics?
- How do we know we are building educator content knowledge and pedagogy in mathematics?
- What evidence will indicate impact?
- What does the evidence indicate about the actual impact? How do we know?
- How do we build coherence and embed differentiation in professional learning to improve achievement?

SYSTEM GOALS

Based on the Multi Year Strategic Plan, which reflects the TDSB's commitments to equity, achievement and well-being, the following system goals in mathematics have been identified:

- Increasing teacher and leader capacity in mathematics knowledge for teaching and the effective implementation of research-informed instructional and intervention practices.
- Increasing teacher and leader capacity in supporting mathematics learning for students with special education needs in the most inclusive learning environment
- Improving academic outcomes in mathematics for Black and Indigenous students through professional learning and the use of effective evidence-based practices
- Ensuring all students in Grade 2 will have the required foundational skills and concepts in mathematics through an engaging classroom program
- Supporting the majority of our students to study Grade 9 and 10 Academic mathematics courses
- Providing all students with deep learning opportunities, supported by technology, leading to the strengthening of global competencies and improved achievement

SHARED BELIEFS AND BARRIERS

Some Shared Beliefs:

- All students are capable of high levels of achievement in mathematics.
- All students are entitled to the most enabling learning environments possible.
- Transforming student learning in mathematics is a shared responsibility.
- The most effective professional learning builds educator capacity, provides opportunity for job-embedded learning, results in permanent changes to practice and supports student achievement.

Some Barriers:

- Deficit views of underserved students lead to some students not held to high expectations of success, which further exacerbates and perpetuates a cycle of marginalization.
- Disproportionately high numbers of underserved students are streamed to Applied and Locally Developed courses in Grade 9 and continue to experience high rates of underachievement and poorer educational outcomes.
- The disconnect between understanding different ways of knowing and doing mathematics across cultures and reflecting this math diversity in classrooms and professional practice.
- Some professional learning foci do not yet enhance teachers' content knowledge, math teaching skills, and student engagement.

KEY MONITORING ACTIONS

- Superintendent of Education (SOE) and school administrator observations regarding mathematics knowledge for teaching in schools and classrooms.
- Utilize a SOE monitoring tool to monitor school-based practices in relation to Inclusive Design.
- Utilize math developmental continua to determine the progress of student learning, particularly with Grade 2 students and foundational math skills.
- Utilize the process of collaborative analysis of student math thinking to assess students' and educators' learning over time.
- Develop measurements to assess the effectiveness of digital tools and the quality of their implementation.
- Gather educator reflections on self-efficacy in math knowledge for teaching and leading.
- Assess participants' reactions to and learning from professional development sessions.
- Monitor the enrollment of TDSB mathematics AQ courses and their impact on educators' math knowledge for teaching.
- Monitor the number of students underachieving in numeracy receiving accommodations and/or modifications in their math curriculum as identified by students' Individual Education Plan.
- Monitor the percentage of students enrolled in academic, applied and locally developed math courses in secondary schools.
- Gather student feedback (e.g., focus groups) on mathematics learning and the changes they are experiencing over the implementation of this plan.
- Gather classroom educator, school leader, family and community feedback on the content and implementation of this plan

INDICATORS OF SUCCESS

- Students will experience a greater sense of belonging to school, as well as the joy of mathematics. Students will come to understand and appreciate the relevance of mathematics in their lives and see themselves as effective mathematics practitioners, leading to enhanced self-efficacy.
- Effective professional learning will enhance teacher capacity in terms of content knowledge and pedagogical practices, including the use of accommodations and modifications, and achievement scores will improve for all learners, including students from historically marginalized groups.
- All students will experience deep learning opportunities, supported by technology, leading to improved achievement.
- EQAO assessments will indicate an improvement in Mathematics (Grade 3, 6, and 9 Applied and Academic).
- A greater proportion of students will access post-secondary programs.
- Teacher and Principal/Vice-Principal participation rates will increase in mathematics AQ courses.
- Improvements would be observed through - student achievement data including report cards and EQAO, classroom observations, Superintendent of Education school visits, web analysis, surveys (AQ courses), focus groups, professional learning feedback.
- Ministry of Education funds for mathematics will be used to support the building of content knowledge and instructional capacity.

KEY SYSTEM STRATEGIES AND ACTIONS

BUILDING CAPACITY AND CONTENT KNOWLEDGE

CLASSROOM EDUCATORS

- Apply professional learning to program planning, instruction, and assessment practices to enhance mathematics teaching and learning.
- Implement, through professional inquiry, the use of tools and representations to support the development of students' conceptual understanding and procedural fluency.
- Engage in system, school- and self-directed professional learning grounded in research.

SCHOOL LEADERSHIP TEAMS

- Develop data-informed school improvement plans and professional learning needs as a staff focusing on enhancing mathematics teaching and learning for underachieving and underserved students.
- Engage in job-embedded collaborative inquiry as teams of educators, including support staff and administrators with the strategic support of learning coaches, to build capacity and collective efficacy.
- Provide ongoing opportunities for educators to collaborate in job-embedded professional learning (e.g. observations, co-planning, co-teaching, and debriefing).
- Align resources to support school improvement efforts related to mathematics.
- Engage in research-based mathematics resources, such as the Guides to Effective Instruction, Paying Attention to Mathematics Education, and Ministry monographs.

SYSTEM/LEARNING CENTRE LEADERS

- provide professional learning opportunities that build on existing mathematical ideas as a resource for learning math content, and inclusive instructional and assessment practices (e.g., Universal Design for Learning, differentiated instruction).
- Provide professional learning on early numeracy development for system leaders and school teams.
- Use an Inclusive Design approach to professional learning with a focus on leadership capacity and critical practice.
- Consult with external mathematics educators and researchers.
- Establish strategic school clusters to engage staff in relevant job-embedded professional learning.
- Support the use of digital tools to develop students' mathematical thinking and enhance engagement.
- Support Learning Coaches as they work collaboratively with Student Success Transitions Counsellors, and classroom teachers to close learning gaps for all students.
- Enrol school teams in TDSB mathematics Additional Qualifications courses.
- Engage as system leaders in Ministry of Education learning sessions.
- Monitor the effectiveness and impact of professional learning on teacher practice and well-being, student achievement and well-being, and equitable outcomes.

ENSURING COHERENCE

CLASSROOM EDUCATORS

- Apply professional learning and implement initiatives aimed at addressing the goals of the school improvement plan.
- Utilize math tools, resources, and instructional approaches that are supported by the system and grounded in research.
- Ensure assessment practices and instruction are aligned with the Ontario mathematics curriculum and related Ministry of Education policy documents.

SCHOOL LEADERSHIP TEAMS

- Ensure goals within the school improvement plan are aligned with Learning Centre and system math plans.
- Explore as a staff the TDSB Mathematics/Numeracy K-12 Expected Practices.
- Provide feedback regarding the direction and implementation of system and Learning Centre math plans to the Leadership, Learning and School Improvement department and Learning Centre leadership.

SYSTEM/LEARNING CENTRE LEADERS

- Develop a TDSB math team representing a diversity of roles and voices to co-develop and monitor a system-wide mathematics plan.
- Align math plans and professional learning amongst TDSB Mathematics and Numeracy Department, Learning Centers and other TDSB departments to transform student learning.
- Identify students who are underserved, their strengths and areas of improvement to inform professional learning.
- Establish exploration classrooms in each learning centre to support consistent adoption of evidence-based instructional strategies and math digital tools.
- Organize system-wide conferences (e.g. Eureka!, STEM Equity) that mobilize knowledge and expertise across schools and learning centres.
- Discuss and examine math improvement efforts in schools during Learning Network meetings.
- Update resources on internal and external TDSB math websites.
- Create a monthly Mathematics Communication that goes out to the system to share system messages, math research, links to articles, resources, and links back to our math webpage.

DIFFERENTIATING ASSESSMENT AND INSTRUCTION

CLASSROOM EDUCATORS

- Develop teaching that uses students' existing mathematical ideas as a resource for learning.
- Differentiate assessment (observations, conversations, products) to inform program development, and instruction (e.g. guided group, parallel tasks, math centres) to respond.
- Use math tools, beyond paper, pencil and calculator (e.g. digital tools, concrete and virtual manipulatives) to deepen students' conceptual understanding, enhance learning experiences and improve performance.
- Develop students' learning profiles by identifying strengths and areas of growth, and utilize profiles to inform instruction.
- Provide students with opportunities to engage in deep learning opportunities supported by technology.

SCHOOL LEADERSHIP TEAMS

- Track students over time at the school level so that effective instructional strategies are passed on from year to year and educators can build a network of supports.
- Support educators with the development of learner profiles to inform differentiated instruction and assessment planning.
- Ensure that throughout the school year, students are provided with the accommodations they need to demonstrate the full extent of their understanding.
- Ensure students are accommodated during EQAO assessments in a manner that aligns with the EQAO's revised assessment and accommodations policies and their Individual Education Plan, if applicable.
- Recognize opportunities to support student learning of mathematics that exist outside of the math classroom - including technological education and other experiential learning opportunities

SYSTEM/LEARNING CENTRE LEADERS

- Review existing mathematics assessment tools and provide professional learning on their effective use.
- Provide ongoing professional learning opportunities on developing effective learner profiles with respect to mathematics and effective teaching strategies in response to students' strengths and areas of growth.
- Support teachers in developing an understanding of which tools, models and representations to select and when to use them in order to reveal, push and or develop mathematical thinking.
- Model effective differentiation during professional learning sessions in authentic contexts (e.g. demonstration classrooms, job-embedded learning opportunities).
- Promote the Technological Education curriculum for all students to support deep learning and the hands-on application of mathematical thinking.

CHALLENGING STREAMING AND PROMOTING INCLUSION

CLASSROOM EDUCATORS

- Review the effective use of Universal Design for Learning.
- Ensure that teaching practices reflect high expectations, students' identities and lived realities while honoring and developing students' voice and expertise.
- Implement mathematics lessons that are culturally relevant and responsive, as well as regularly incorporate issues of social justice in mathematics learning.
- Build positive relationships and learning spaces that focus on inclusive instruction tied to high expectations, in an environment that develops their identity as mathematical thinkers and increases student confidence in math.

SCHOOL LEADERSHIP TEAMS

- Welcome all students, while providing open, inclusive and enabling learning spaces.
- Encourage and support the inclusion of students with special education needs in regular classes.
- Engage in ongoing examination of mathematics curriculum and courses of study through the critical integrative approach to inclusive schools, including integrating multiple centres of knowledge.
- Monitor disproportionate representation of underserved student identities in non-academic math programming and in-risk situations regarding mathematics achievement.

SYSTEM/LEARNING CENTRE LEADERS

- Provide support and professional learning necessary to effectively challenge streaming and promote inclusion from K-12, in areas including but not limited to:
  - Students' acquisition of required foundational math skills and concepts by Grade 2, designed with the Early Years Department.
  - Universal Design for Learning and differentiated instruction, designed in collaboration with special education consultants.
  - Supporting students with learning disabilities in math, with a focus on Junior and Intermediate grades.
  - An Academic Math Strategy that outlines professional learning for ACLs and secondary math teachers, supports for students and parents/caregivers and cross-panel collaboration, developed with Learning Centre math teams.
  - A network of excellence in inclusive mathematics whereby school teams can visit classrooms where inclusion is effectively closing achievement gaps for students with special education needs.
- Examine critically the mathematical needs of students with special education needs (e.g. how can assistive technology and manipulatives be used to enhance students' math experiences?).
- Collaborate with the Urban Indigenous Education Centre to develop professional learning on mathematics through Indigenous perspectives and ways of knowing.
- Provide system-wide professional learning on teaching mathematics for social justice and using culturally responsive and relevant pedagogy in mathematics.
- Monitor and report on rates of special education needs identifications, student achievement and credit accumulation in academic mathematics courses, student choice in math for Grades 11 and 12, and post-secondary enrollment by demographic groups.

ENGAGING PARENTS, FAMILIES AND COMMUNITIES

CLASSROOM EDUCATORS

- Honour student and parent voice by acting on explicit information/feedback gathered about mathematics programming.
- Utilize community resources to learn about different cultural ways of knowing and doing mathematics and provide opportunities for experiential and transdisciplinary learning opportunities with mathematics that enhance students' development of global competencies.
- Plan responsive instruction that honours students' identities, abilities, lived experiences and expertise by building collaborative partnerships with families and the wider community.

SCHOOL LEADERSHIP TEAMS

- Host school-wide math-focused learning opportunities that engage parents and caregivers as partners.
- Increase awareness of multiple post-secondary pathways in mathematics to parents/caregivers and students.
- Facilitate sessions to enhance parents' and caregivers' understanding of Ontario Ministry curriculum and Focus on the Fundamentals of Math documents.

SYSTEM/LEARNING CENTRE LEADERS

- Implement Learning Centre-based math-focused parent symposia that enhance capacity and lead to increased parental engagement.
- Partner with community and social agencies to create expanded opportunities for innovation and external support.
- Promote resources, including provincial parent resources and online support, on the TDSB external webpage to support parents and staff.
- Seek ongoing feedback from various stakeholders regarding elements of the TDSB Mathematics Plan.
- Provide math updates through communications at all levels (system, Learning Centre, school and classroom).

TDSB Math Annual Report 2021-2022

Appendix B: Key Actions and Impact

Building Capacity and Content Knowledge **Focus Areas:** ● **Professional learning to support the effective implementation of the 2020 Grades 1-8 mathematics and the 2021 Grade 9 destreamed mathematics curricula** ● **Build math content knowledge for teaching and leading to support effective instruction in mathematics classrooms**
Key Actions and Impact
Facilitation of sessions by Centrally Assigned Principals, Coordinators and Coaches for classroom teachers and administrators to learn: ● more about the background and rationale for the new Grades 1-8 or Grade 9 math curriculum ● how to effectively implement new curriculum expectations, including social-emotional learning, coding, financial literacy, mathematical modelling and mental math. ● how to use virtual tools to support students' learning of mathematics, including Brainingcamp, Desmos, GeoGebra, MathUP Classroom, TVO mPower, and TVO Mathify. **Measure of impact**: 1503 educators attended 1 or more sessions.
Facilitation of sessions for school leaders to build their capacity in mathematics content knowledge, including the Principal Development Course Leadership in Mathematics, administrator sessions on leading the new Grades 1-8 math and Grade 9 destreamed math curricula, and Learning Centre and Learning Network-focused co-learning opportunities.
Centre of Excellence for Black Student Achievement: Facilitation of the session *Impact of Racial Identity in Mathematics Learning* by Dr. Molade Osibodu to build understanding of concrete strategies to support positive racial identity development within mathematics classrooms.
Equity, Anti-Racism, Anti-Oppression: Facilitation of professional development focused on equitable practices within mathematics teaching and learning. These sessions were complemented by modelling and scaffolding usage of the Mathematics Toolkit, which was also supported through in-class co-planning and co-teaching opportunities.
Direct instructional coaching support for classroom teachers by K-12 Learning Coaches and K-12 Math Learning Coaches **Measure of impact:** K-12 Math Learning Coaches, K-12 Learning Coaches and Middle Years Student Success Counselor supported schools and teachers to engage in professional learning as determined by each school's improvement professional learning plan. Each Learning Centre analyzed various system data points to implement a differentiated plan for support.

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140 schools provided direct support from October to December 2021
Facilitation of *Mathematics, Primary & Junior, Part 1* additional qualification courses for TDSB staff. **Measures of impact:** ● 147 educators received an additional qualification in mathematics through the TDSB from 2020-2022. ● 98% of participants stated that it is likely that the course will result in permanent changes to their teaching practice, with 64% stating it is highly likely.
Subsidization of tuition for additional qualification courses in mathematics for elementary and secondary teachers **Measure of impact:** 385 educators received a subsidy to cover the tuition of their additional qualification courses in mathematics from September 2020 to March 2022.

Ensuring Coherence **Focus Areas:** ● **Connection between professional learning and school improvement across schools and Learning Centres, and between classroom, school, and system levels** ● **Alignment between classroom practice and board/Ministry policies** ● **Effective communication between the TDSB Mathematics and Numeracy Department and all schools.**
Key Actions and Impact
Developed and implemented system Math Action Plan to support school improvement process aligned with our commitment to human rights, equity, inclusion and anti-oppression in mathematics.
Update of the Approved Diagnostic Assessments (Tier 1) and Intervention Tools (Tiers 2 and 3) in Mathematics, as per PPM 155.
Bi-weekly system newsletter, *Math Matters!* provides news, professional learning opportunities and teacher resources to improve classroom practice. **Measures of impact:** 1946 educators have subscribed to receive the newsletter, with an average readership of 530 staff. The newsletter is also shared through TDSB Direct Line.

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Differentiating Assessment and Instruction

Focus Areas:

- **Review existing mathematics assessment tools and provide professional learning on their effective use.**
- **Provide ongoing professional learning opportunities on developing effective learner profiles with respect to mathematics and effective teaching strategies in response to students' strengths and areas of growth.**
- **Support teachers in developing an understanding of which tools, models and representations to select and when to use them in order to reveal, push and or develop mathematical thinking.**
- **Model effective differentiation during professional learning sessions in authentic contexts (e.g. demonstration classrooms, job-embedded learning opportunities).**

Key Actions

Professional learning from Hybrid Teacher-Coaches in Mathematics and the central Mathematics and Numeracy Department (e.g. learning sessions for math department heads, virtual book club).

Supported educators to build their capacity in mathematics knowledge and practice through professional learning opportunities in:

- Coding in the new K-8 Math Curriculum
- Humane Assessment for Academic Pathways
- Computer Algebra System for Academic Pathways
- Open Questions for Academic Pathways
- Parallel Tasks for Academic Pathways
- Thinking Classroom for Academic Pathways
- Coding (Scratch) in Math Secondary
- Technology (Desmos) in Math Secondary
- Engagement through the 3 part lesson framework in Math Secondary
- Humane Assessment for Destreamed Math Program
- Building Assessments with Multiple Entry Points
- Creating Desmos Assessments
- Introduction to Coding in Grade 9 Math Series (Part 1, Part 2 and Part 3)
- Grade 9 Sandbox Collaborative Workspace (433 teachers)
- Exploration classrooms (virtual and in person 2-5 teachers per session)
- Resource: Coding in the secondary grades website
- One-to-one support with engagement, assessments and use of technology in math

- Creation of the Supporting Inclusion in Mathematics through Individual Education Plans and the 2021 Grade 9 Destreamed Mathematics Curriculum document that will support math instruction.
- Reviewed and updated the Approved Diagnostic Assessments (Tier 1) and Intervention Tools (Tiers 2 and 3) in Mathematics document

- 389 centrally-provided licences for MathUP Classroom have been provided to Math Strategy Focus Schools to support educators in implementing differentiated

instruction and assessment

- Professional Learning facilitated by Centrally Assigned Principals and Student Achievement Officers to build capacity of K-12 Coaches, K-12 Math Coaches and Middle Years Student Success Counsellors

Measures of Impact: 28 K-12 & Math Coaches and 65 Middle Years Student Success Counsellors engaged in four professional learning sessions

Challenging Streaming and Promoting Inclusion

Focus Areas:

- **Promote and support grade-level learning in elementary mathematics for students with special education needs**
- **Support secondary teachers with professional learning and instructional resources to effectively implement Grade 9 destreamed and Grade 10 Academic-only mathematics programs**
- **Develop curriculum to better transition students from school to the workplace for students with intellectual or developmental disabilities**

Key Actions

Facilitation of sessions by Centrally Assigned Principals, Coordinators and Coaches for classroom teachers and administrators to learn:

- more about the background and rationale for the new Grade 9 math curriculum
- about inclusive, differentiated, and culturally responsive mathematics teaching at the secondary level
- how to effectively implement new curriculum expectations, including coding, financial literacy, mathematical modelling.
- how to use virtual tools to support students' learning of mathematics, including Desmos and GeoGebra.

Measure of impact: 338 educators attended 1 or more sessions.

Funding of TDSB K-12 staff by the Mathematics and Numeracy Department to attend the Ontario Association of Mathematics Educators provincial mathematics conference: *Equity Counts*.

Measure of impact: 727 educators attended.

Development of course plans, lessons, and activities for the Grade 9 destreamed math class by Central Lead Teachers of Secondary Mathematics and Academic Pathways

Measure of impact: 2 course plans and 34 lessons and assessments have been used by TDSB staff and are readily available on the internal TDSB Math for Educators website.

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Creation of the documents, *Supporting Inclusion in Mathematics through Individual Education Plans and the 2020 Ontario Mathematics Curriculum, Grades 1-8* to promote grade-level learning and *Supporting Inclusion in Mathematics through Individual Education Plans and the 2021 Grade 9 Destreamed Mathematics Curriculum* to guide educators in destreamed classrooms.
Essential Math Skills for the Workplace Resource integrates a multimodal set of math and numeracy diagnostic, teaching, assessment, and evaluation materials for TDSB students who have intellectual (MID) and/or developmental (DD) disabilities.
Facilitation of full-day professional learning for secondary Curriculum Leaders of mathematics in the Fall 2021 to support Indigenous mathematics and game-based learning in the Grade 9 destreamed mathematics curriculum. **Measures of impact:** ● 170 educators attended ● 83% of feedback respondents indicated the session deepened their understanding of Indigenous education, 75% deepened their understanding of culturally responsive pedagogy in mathematics, and 72% felt the session deepened their understanding of the Grade 9 destreamed math curriculum
Facilitation of system-wide book clubs using the *Catalyzing Change* series published by the National Council of Teachers of Mathematics. **Measure of impact:** 92 elementary educators (teachers and administrators) and 52 secondary teachers took part.

Engaging Parents, Families and Communities **Focus Areas:** ● **learning opportunities and resources for parents, caregivers and the wider TDSB community to support our students.** ● **school and home connections** ● **Partner with community and social agencies to create expanded opportunities for innovation and external support.** ● **Promote resources, including provincial parent resources and online support, on the TDSB external webpage to support parents and staff.**
Key Actions
Developed Mathematics for Families website to engage families to support math learning at home and includes family mental math at home, links to resources and digital tools.
Centre of Excellence for Black Student Achievement: To promote students and their families remaining connected to their school community during transitional periods of in-person and remote learning, diverse learning experiences focusing on enhancing joy,

building positive racial identity development and affirming Black students' experiences and identities in STEM were offered: ● Feb. 3 - African Canadian Inventors and Innovators ● Feb. 10 - African Women in STEM ● Feb. 24 - A Day in the life of a Forensic Scientist ● Feb. 24 - Black Space Innovators ● Mar. 3 - Want to be an Archaeologist? ● Mar. 10 - Extracting DNA - Experimentation!
Centre of Excellence for Black Student Achievement: Facilitation of the session *Advancing STEM Equity: Opportunities for supporting meaningful inclusion and belonging in STEM* by Dr. Eugenia Duodu Addy. This session supported families and communities in thinking through creating nurturing spaces and meaningful engagement opportunities for Black women and girls in STEM.
Presentations to parents and caregivers at Parents as Partners and PIAC Conferences on Supporting Math Learning At Home. **Measure of impact:** 46 parents attended sessions in the 2021 PIAC Conference

APPENDIX C

Math Annual Report 2021-2022

Program and School Services Committee

April 6, 2022

Andrew Gold, Associate Director, Student Well-Being and Innovation
Dr. David Cameron, Senior Manager, Research and Development
Wendy Terro, Centrally Assigned Principal, Learning Transformation and Equity
Jason To, Coordinator, Secondary Mathematics and Academic Pathways
Mahfuza Rahman, Coordinator, Mathematics, Science/STEM and Robotics

Multi-Year Strategic Plan System Goals In Mathematics

Research-informed instruction

Foundational skills by Grade 2

Inclusion

Grade 9 and 10 Academic

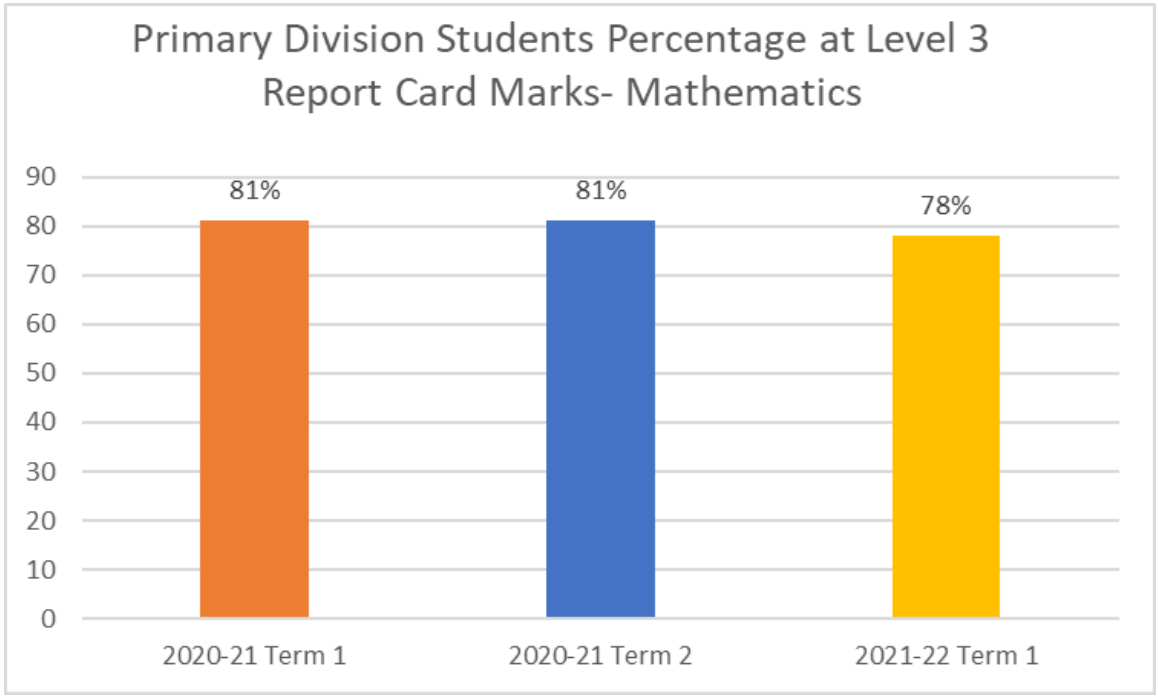
Removing barriers

Deep learning supported by technology

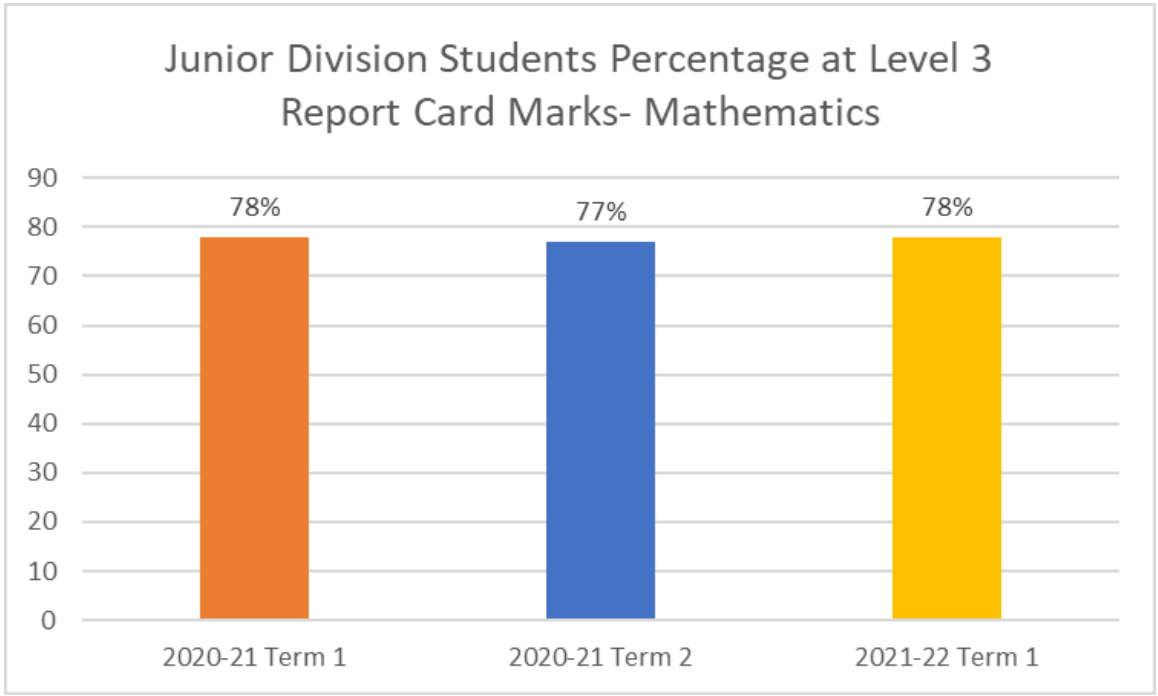
System Overview for Deep Learning in Mathematics

- P038: Transforming Student Learning in Literacy & Mathematics
- Mathematics Action Plan & Pandemic Recovery Plan
- Ministry of Education Math Strategy
- New math curricula for Grades 1-8 and Grade 9
- Innovative research partnerships

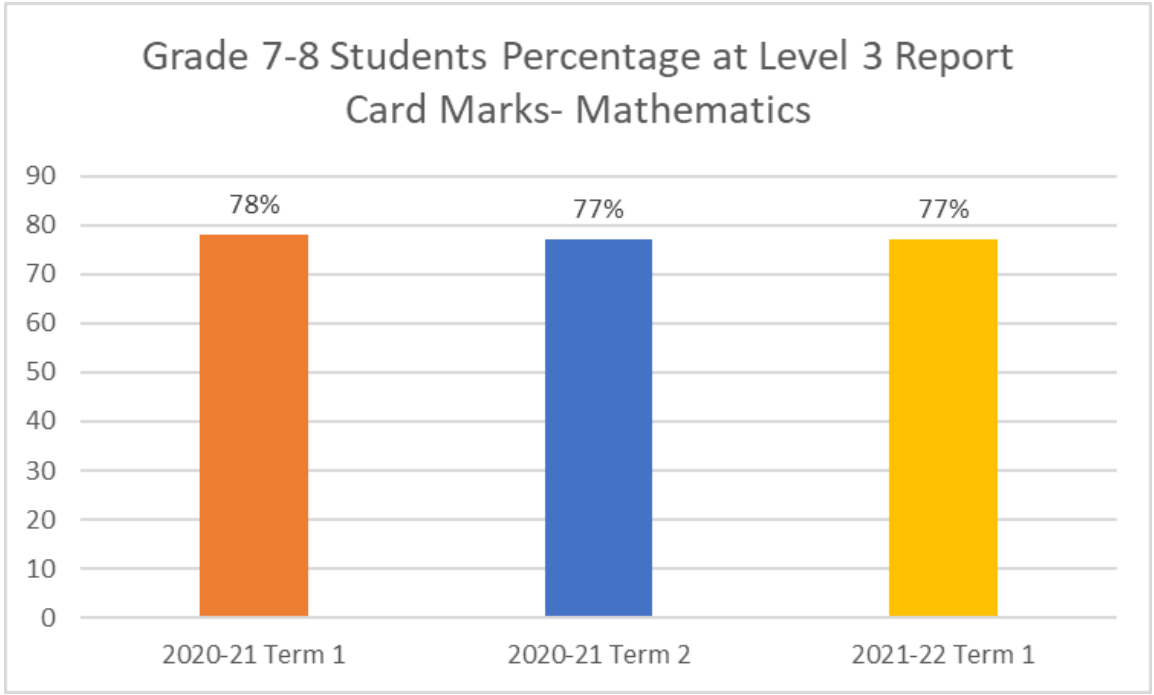
Elementary School Mathematics Student Outcome Data



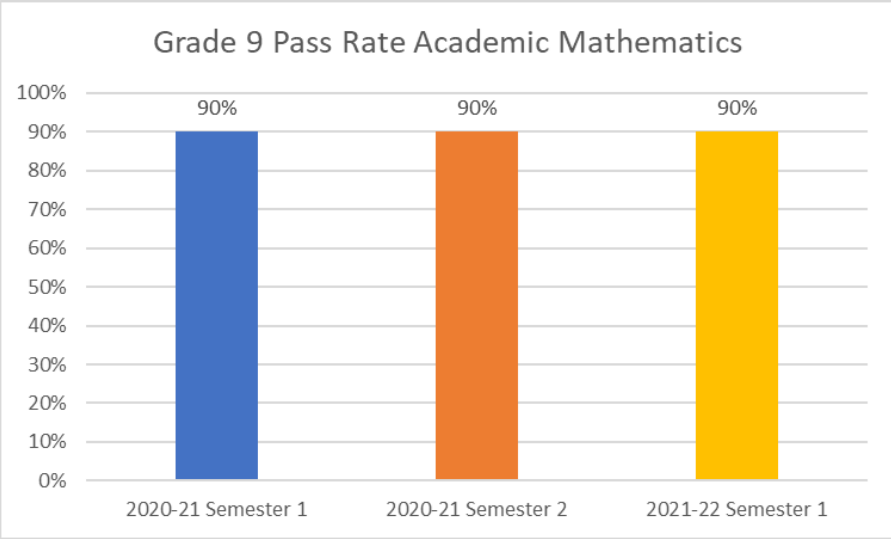
Elementary School Mathematics Student Outcome Data

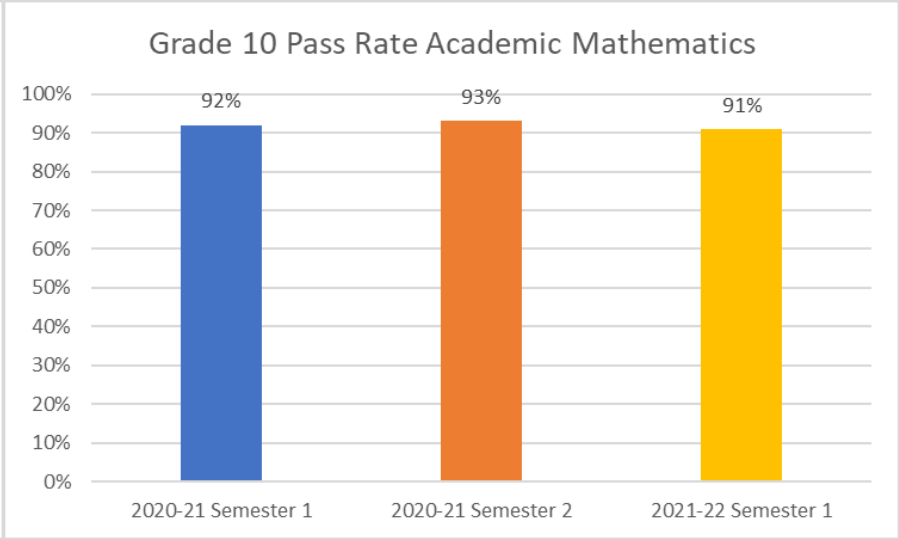


Elementary School Mathematics Student Outcome Data



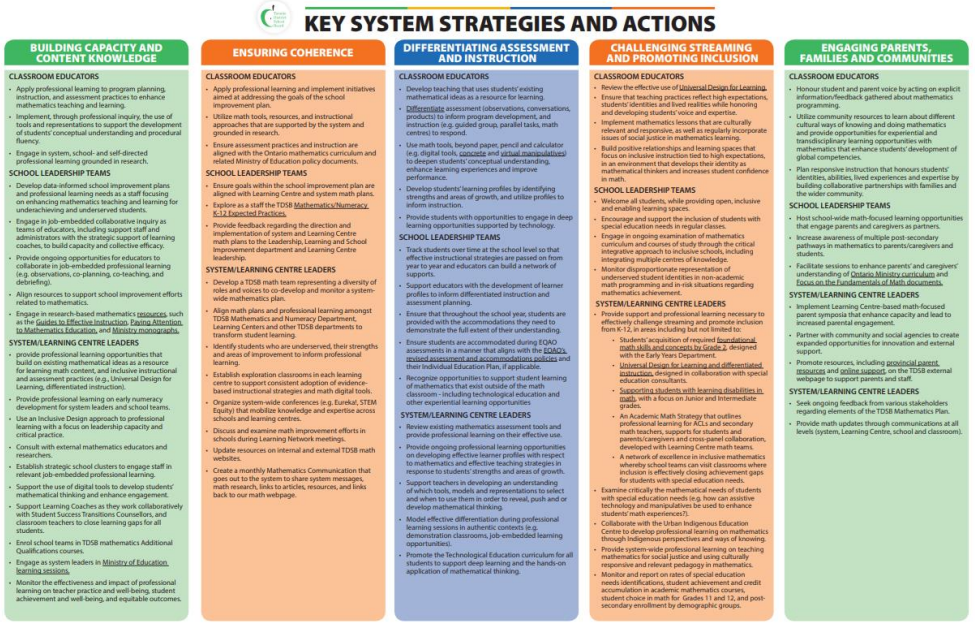
Secondary School Mathematics Student Outcome Data





TDSB Mathematics Action Plan

- Building Capacity and Content Knowledge
- Ensuring Coherence
- Differentiating Assessment and Instruction
- Challenging Streaming and Promoting Inclusion
- Engaging Parents, Families, and Communities



KEY SYSTEM STRATEGIES AND ACTIONS

BUILDING CAPACITY AND CONTENT KNOWLEDGE

CLASSROOM EDUCATORS

- Apply professional learning to program planning, instruction, and assessment practices to enhance mathematics teaching and learning.
- Implement, through professional inquiry, the use of tools and representations to support the development of students' conceptual understanding and procedural fluency.
- Engage in system, school- and self-directed professional learning grounded in research.

SCHOOL LEADERSHIP TEAMS

- Develop data-informed school improvement plans and professional learning needs as a staff focusing on enhancing mathematics teaching and learning for underachieving and underserved students.
- Engage in job-embedded collaborative inquiry as teams of educators, including support staff and administrators with the strategic support of learning coaches, to build capacity and collective efficacy.
- Provide ongoing opportunities for educators to collaborate in job-embedded professional learning (e.g. observations, co-planning, co-teaching, and debriefing).
- Align resources to support school improvement efforts related to mathematics.
- Engage in research-based mathematics resources, such as the Guides to Effective Instruction, Paying Attention to Mathematics Education, and Ministry monographs.

SYSTEM/LEARNING CENTRE LEADERS

- provide professional learning opportunities that build on existing mathematical ideas as a resource for learning math content, and inclusive instructional and assessment practices (e.g., Universal Design for Learning, differentiated instruction).
- Provide professional learning on early numeracy development for system leaders and school teams.
- Use an Inclusive Design approach to professional learning with a focus on leadership capacity and critical practice.
- Consult with external mathematics educators and researchers.
- Establish strategic school clusters to engage staff in relevant job-embedded professional learning.
- Support the use of digital tools to develop students' mathematical thinking and enhance engagement.
- Support Learning Coaches as they work collaboratively with Student Success Transitions Counsellors, and classroom teachers to close learning gaps for all students.
- Enrol school teams in TDSB mathematics Additional Qualifications courses.
- Engage as system leaders in Ministry of Education learning sessions.
- Monitor the effectiveness and impact of professional learning on teacher practice and well-being, student achievement and well-being, and equitable outcomes.

ENSURING COHERENCE

CLASSROOM EDUCATORS

- Apply professional learning and implement initiatives aimed at addressing the goals of the school improvement plan.
- Utilize math tools, resources, and instructional approaches that are supported by the system and grounded in research.
- Ensure assessment practices and instruction are aligned with the Ontario mathematics curriculum and related Ministry of Education policy documents.

SCHOOL LEADERSHIP TEAMS

- Ensure goals within the school improvement plan are aligned with Learning Centre and system math plans.
- Explore as a staff the TDSB Mathematics/Numeracy K-12 Expected Practices.
- Provide feedback regarding the direction and implementation of system and Learning Centre math plans to the Leadership, Learning and School Improvement department and Learning Centre leadership.

SYSTEM/LEARNING CENTRE LEADERS

- Develop a TDSB math team representing a diversity of roles and voices to co-develop and monitor a system-wide mathematics plan.
- Align math plans and professional learning amongst TDSB Mathematics and Numeracy Department, Learning Centers and other TDSB departments to transform student learning.
- Identify students who are underserved, their strengths and areas of improvement to inform professional learning.
- Establish exploration classrooms in each learning centre to support consistent adoption of evidence-based instructional strategies and math digital tools.
- Organize system-wide conferences (e.g. Eureka!, STEM Equity) that mobilize knowledge and expertise across schools and learning centres.
- Discuss and examine math improvement efforts in schools during Learning Network meetings.
- Update resources on internal and external TDSB math websites.
- Create a monthly Mathematics Communication that goes out to the system to share system messages, math research, links to articles, resources, and links back to our math webpage.

DIFFERENTIATING ASSESSMENT AND INSTRUCTION

CLASSROOM EDUCATORS

- Develop teaching that uses students' existing mathematical ideas as a resource for learning.
- Differentiate assessment (observations, conversations, products) to inform program development, and instruction (e.g. guided group, parallel tasks, math centres) to respond.
- Use math tools, beyond paper, pencil and calculator (e.g. digital tools, concrete and virtual manipulatives) to deepen students' conceptual understanding, enhance learning experiences and improve performance.
- Develop students' learning profiles by identifying strengths and areas of growth, and utilize profiles to inform instruction.
- Provide students with opportunities to engage in deep learning opportunities supported by technology.

SCHOOL LEADERSHIP TEAMS

- Track students over time at the school level so that effective instructional strategies are passed on from year to year and educators can build a network of supports.
- Support educators with the development of learner profiles to inform differentiated instruction and assessment planning.
- Ensure that throughout the school year, students are provided with the accommodations they need to demonstrate the full extent of their understanding.
- Ensure students are accommodated during EQAO assessments in a manner that aligns with the EQAO's revised assessment and accommodations policies and their Individual Education Plan, if applicable.
- Recognize opportunities to support student learning of mathematics that exist outside of the math classroom - including technological education and other experiential learning opportunities

SYSTEM/LEARNING CENTRE LEADERS

- Review existing mathematics assessment tools and provide professional learning on their effective use.
- Provide ongoing professional learning opportunities on developing effective learner profiles with respect to mathematics and effective teaching strategies in response to students' strengths and areas of growth.
- Support teachers in developing an understanding of which tools, models and representations to select and when to use them in order to reveal, push and or develop mathematical thinking.
- Model effective differentiation during professional learning sessions in authentic contexts (e.g. demonstration classrooms, job-embedded learning opportunities).
- Promote the Technological Education curriculum for all students to support deep learning and the hands-on application of mathematical thinking.

CHALLENGING STREAMING AND PROMOTING INCLUSION

CLASSROOM EDUCATORS

- Review the effective use of Universal Design for Learning.
- Ensure that teaching practices reflect high expectations, students' identities and lived realities while honoring and developing students' voice and expertise.
- Implement mathematics lessons that are culturally relevant and responsive, as well as regularly incorporate issues of social justice in mathematics learning.
- Build positive relationships and learning spaces that focus on inclusive instruction tied to high expectations, in an environment that develops their identity as mathematical thinkers and increases student confidence in math.

SCHOOL LEADERSHIP TEAMS

- Welcome all students, while providing open, inclusive and enabling learning spaces.
- Encourage and support the inclusion of students with special education needs in regular classes.
- Engage in ongoing examination of mathematics curriculum and courses of study through the critical integrative approach to inclusive schools, including integrating multiple centres of knowledge.
- Monitor disproportionate representation of underserved student identities in non-academic math programming and in-risk situations regarding mathematics achievement.

SYSTEM/LEARNING CENTRE LEADERS

- Provide support and professional learning necessary to effectively challenge streaming and promote inclusion from K-12, in areas including but not limited to:
  - Students' acquisition of required foundational math skills and concepts by Grade 2 designed with the Early Years Department.
  - Universal Design for Learning and differentiated instruction, designed in collaboration with special education consultants.
  - Supporting students with learning disabilities in math, with a focus on Junior and Intermediate grades.
  - An Academic Math Strategy that outlines professional learning for ACLs and secondary math teachers, supports for students and parents/caregivers and cross-panel collaboration, developed with Learning Centre math teams.
  - A network of excellence in inclusive mathematics whereby school teams can visit classrooms where inclusion is effectively closing achievement gaps for students with special education needs.
- Examine critically the mathematical needs of students with special education needs (e.g. how can assistive technology and manipulatives be used to enhance students' math experiences?).
- Collaborate with the Urban Indigenous Education Centre to develop professional learning on mathematics through Indigenous perspectives and ways of knowing.
- Provide system-wide professional learning on teaching mathematics for social justice and using culturally responsive and relevant pedagogy in mathematics.
- Monitor and report on rates of special education needs identifications, student achievement and credit accumulation in academic mathematics courses, student choice in math for Grades 11 and 12, and post-secondary enrollment by demographic groups.

ENGAGING PARENTS, FAMILIES AND COMMUNITIES

CLASSROOM EDUCATORS

- Honour student and parent voice by acting on explicit information/feedback gathered about mathematics programming.
- Utilize community resources to learn about different cultural ways of knowing and doing mathematics and provide opportunities for experiential and transdisciplinary learning opportunities with mathematics that enhance students' development of global competencies.
- Plan responsive instruction that honours students' identities, abilities, lived experiences and expertise by building collaborative partnerships with families and the wider community.

SCHOOL LEADERSHIP TEAMS

- Host school-wide math-focused learning opportunities that engage parents and caregivers as partners.
- Increase awareness of multiple post-secondary pathways in mathematics to parents/caregivers and students.
- Facilitate sessions to enhance parents' and caregivers' understanding of Ontario Ministry curriculum and Focus on the Fundamentals of Math documents.

SYSTEM/LEARNING CENTRE LEADERS

- Implement Learning Centre-based math-focused parent symposia that enhance capacity and lead to increased parental engagement.
- Partner with community and social agencies to create expanded opportunities for innovation and external support.
- Promote resources, including provincial parent resources and online support, on the TDSB external webpage to support parents and staff.

SYSTEM/LEARNING CENTRE LEADERS

- Seek ongoing feedback from various stakeholders regarding elements of the TDSB Mathematics Plan.
- Provide math updates through communications at all levels (system, Learning Centre, school and classroom).

Building Capacity and Content Knowledge

- Pandemic impact on capacity building
- Innovative professional learning opportunities
- Resource development to support student success, well-being, and engagement
- Use of evidence-based practices through professional learning to improve academic outcomes in mathematics for students from historically marginalized populations, including Indigenous and Black students
- TDSB math additional qualification (AQ) course

Ensuring Coherence

- TDSB Mathematics Action Plan
- Aligning human resources
- Instructional and assessment best practices
- System-wide professional learning
- Digital and non-digital resources and tools
- Communications (websites, newsletters, system messaging)

Differentiating Assessment and Instruction

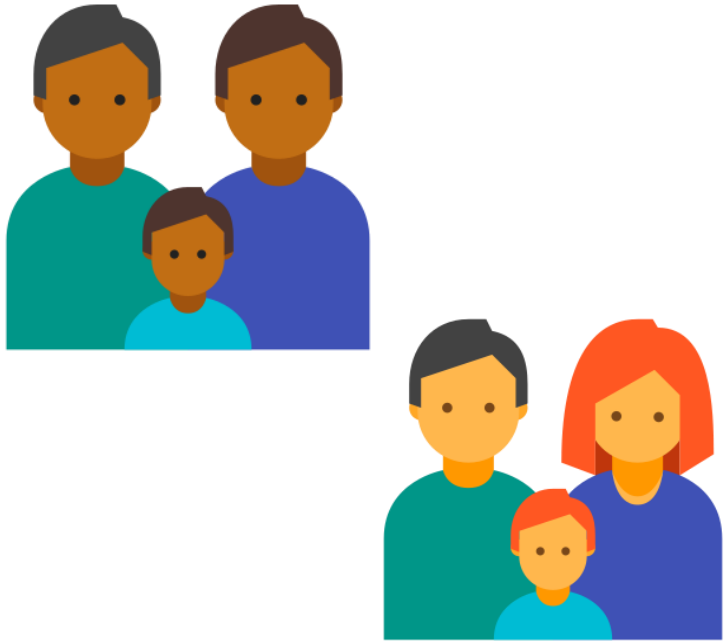
- Knowing your students
- Differentiating instruction and assessment practices
- Strategies to support students with Special Education needs and English Language Learners
- Leveraging professional learning resources

Challenging Streaming and Promoting Inclusion

- System direction on supporting inclusion through IEPs in math classes to promote grade-level learning
- Equity-focused provincial math conference
- Professional learning opportunities on inclusive and culturally responsive pedagogy
- Resources developed specifically to implement Grades 1-8 and Grade 9 math curricula

Engaging Parents, Families and Communities

- Partnerships between home and school
- Sessions at *Parents and Caregivers as Partners Conference*
- Student broadcast experiences in STEM with the Center of Excellence for Black Student Achievement
- TDSB Mathematics for Families & Caregivers website



Next Steps

- Ongoing analysis of achievement data and other system indicators to support improvement efforts and focus of professional learning.
- Continued system implementation of Grades 1-8 and Grade 9 math curricula and the new Grade 10 Principles of Mathematics addendum.
- Ongoing professional learning for teachers and administrators to meet the goal set out in the MYSP to build teacher and leader capacity in mathematics.
- Sharing effective practices and working collaboratively with Learning Centres and centrally assigned staff to continue to challenge streaming and close gaps in student learning in mathematics.
- Development of a toolkit for school leaders and educators that highlights best practices in mathematics across the TDSB. This may be used to facilitate local professional learning through an inquiry lens.
- Monitor student learning and achievement in mathematics through the School Improvement Process.
- Use research partnerships with scholarship to evolve and adapt Math and STEM strategy with cutting edge knowledge in relation to K-12 pedagogic approaches to mathematics teaching and learning.

E-Learning and Online Learning Update

To: Program and School Services Committee

Date: 6 April, 2022

Report No.: 04-22-4298

Strategic Directions

- Transform Student Learning
- Provide Equity of Access to Learning Opportunities for All Students

Recommendation

It is recommended that New e-Learning Graduation Requirement Plan be received.

Context

New Online/e-Learning Graduation Requirement: Context and Expectations of School Boards

In 2019 the Ministry of Education introduced a new graduation requirement that states that two e-Learning credits be completed as part of the 30 credits needed to earn an Ontario Secondary School Diploma (OSSD). This is designed to support students to enrol in e-Learning courses as part of their secondary school program, in order to support the development of digital literacy and other important transferable skills that will help prepare them for success after graduation and in all aspects of life. The Ministry of Education provided PPM 167 – Online Learning Graduation Requirement on February 1, 2022 which applies to students who entered Grade 9 in the 2020-2021 school year or later.

This also applies to adult learners entering the Ontario secondary school system in 2023-24 or later.

Students working towards an Ontario Secondary School Certificate (OSSC) or a Certificate of Accomplishment (CoA) are **not** required to complete this new requirement. Students who are completing an OSSC or CoA may choose to enrol in e-Learning courses

The Ministry has provided for an opt-out/withdrawal process. School boards must provide parents/guardians or students (18 years of age or older or 16 or 17 years of age and withdrawn from parental control) the opportunity to determine whether e-Learning is appropriate and beneficial for their child, with the choice to opt out/withdraw from the requirement.

Eligible credits are defined as e-Learning credit courses, which are delivered online using an asynchronous model and include digital content such as readings, videos, blogs, commentaries, and online discussion boards. Students complete the assigned work independently and teachers provide ongoing support for student learning through exemplars, rubrics, tutorials and individual conferences. Evaluation is continuous throughout the course with the teacher providing descriptive feedback. All e-Learning credits earned at a school authorised to offer credits towards an OSSD count towards the two e-Learning credits.

In recognition of extraordinary measures during the COVID-19 pandemic, the Ministry of Education has stated that up to **one** secondary school credit completed by Grade 9 students in the 2020-21 school year during the province-wide school closures (from April to June 2021) may be counted towards the new graduation requirement.

School boards are responsible for having a selection of e-Learning courses available and students can register for these courses through their local school during the course selection period.

TDSB Opt-Out/Withdrawal Process

The TDSB Opt-out/withdrawal process aligns with the requirements outlined in PPM 167. Students and families will be provided with the following detailed information about the opt-out process:

- Students may opt out at any time in their secondary school career
- Students who opt out may still graduate with their OSSD upon completion of all other OSSD requirements
- No justification for opting out is required
- There is no penalty of any kind for opting out
- Students who opt out may still register for e-Learning courses
- Students who opt out of the e-Learning requirement may opt back into the e-Learning requirement at any time in their secondary school career

The **TDSB form to opt-out/withdraw from the e-learning requirement** (Appendix A) will be provided to students and families both digitally and in print. Students and families will have multiple opportunities to complete and submit the opt-out/withdrawal form throughout their secondary school career.

A copy of the opt-out/withdrawal form, once submitted, will be placed in the student's OSR and a record of opting out will be indicated on the student's school records.

Historical TDSB e-Learning Programs

e-Learning credits are currently available to TDSB students through Central e-Learning Day School, e-Credit Adult Continuing Education, and e-Summer programs. The Day School program offers a range of Grade 11 and 12 e-Learning courses to students in all schools across the district. The e-Summer program is available to TDSB students and students across Ontario. Course offerings in e-Summer span almost all program areas in the secondary curriculum. e-Credit focuses on adult students who are completing their OSSD or preparing for additional life pathways.

Students register for e-Learning programs using the TDSB e-Reg system which connects with the Trillium Student Information System. Day School students may request a course each semester. Approval is required by their home school. The

request for courses is significantly greater than spaces available. Waitlists are established and students are admitted to courses if spaces become available.

Enrolment in the e-Summer program has increased significantly in recent years. The program adds classes as needed to meet student requests. Most students enrol in e-Summer courses for reach-ahead opportunities.

The e-Credit program is designed for students 18+ who are not attending a day school. The delivery model allows adult students the flexibility to work on their course at times that fit their unique schedules.

Ontario e-Learning Consortium (OeLC)

The OeLC (Ontario eLearning Consortium) is a partnership of 38 Ontario School Boards, Public and Catholic, each of which opens their eLearning courses to all students throughout member boards without a course fee.

OeLC membership provides for collaboration across school boards, professional learning for staff, and the potential for increased e-Learning opportunities for students in member Boards.

The OeLC operates on the principle of reciprocity: the number of students taking courses *outside* their School Board A matches the number of students from *other boards* taking courses with their School Board A.

The size of TDSB and the increasing interest in e-Learning Day School courses has precluded TDSB from being able to meet the reciprocity requirement. For this reason, TDSB has not previously sought membership in the OeLC and staff will be reviewing this as a possibility going forward.

TVO Independent Learning Centre (ILC)

The TVO Independent Learning Centre (ILC) is the online learning partner of the Ontario Ministry of Education. TVO ILC provides students the opportunity to earn a high school diploma online. TVO ILC courses are delivered through the e-Learning format.

TDSB PR506, “Independent Learning Centre Courses,” outlines the conditions and circumstances under which an active TDSB student may enrol in an ILC course. The ILC course fee for an active TDSB student, approved by their school for an ILC course, must be paid for by the home school.

Currently there is no information about the role ILC is to play in the delivery of e-Learning courses to Ontario day school students in relation to the new graduation requirement. Staff are not expecting to see an increased use of this option as part of the TDSB e-Learning program going forward.

Action Plan and Associated Timeline

Plan for Implementation of e-Learning Graduation Requirement (PPM 167)

The focus for Spring 2022 is to provide students and families with information about the e-Learning graduation requirement, and to provide schools with information, guidance and support on the implementation of the new requirement.

Phase 1: Spring 2022

Communication to Secondary School administrators and administrators of elementary schools with Grade 8 programs regarding the new e-Learning graduation requirement: what the requirement is, to whom it applies, what courses can count, how students/parents/guardians can opt out.

Communication to Students/Parents/Guardians regarding the new e-Learning graduation requirement: what the requirement is, to whom it applies, what courses can count, how students/parents/guardians can opt out using the TDSB opt-out form provided.

Support schools in the implementation of the requirement: local determination of courses, enrolment of students, and training for staff with a focus on students currently in Grades 9 and 10.

Phase 2: 2022-2023 School Year

Review the implementation of the e-Learning requirement, Opt-out process and expansion of course offerings.

Include the e-Learning course offerings and Opt-out process in the course selection process for 2023-2024 which takes place in February 2023.

Develop a process for ongoing monitoring and review for the successful implementation of the e-Learning graduation requirement.

Resource Implications

There is an expectation that professional learning opportunities are provided by the TDSB to support teachers of e-Learning courses in the continued development of their teaching practice.

Communications Considerations

Communication to all students and their parents/guardians/caregivers is important for the effective implementation of this requirement.

A detailed document with Questions & Answers about the e-Learning graduation requirement has been developed and has been shared with students and families. More information will also be posted on the public TDSB website. This will support students and families to understand the e-Learning graduation requirement and assist in making an informed decision about the option to opt-out of the e-Learning graduation requirement.

This information and the TDSB Opt-out form will be made available to families digitally and on paper providing translation of material where appropriate.

As schools make determinations about available courses, they share the information with their school communities.

Board Policy and Procedure Reference(s)

- PPM 167: Online Learning Graduation Requirement
- Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016 (OS), e-Learning Pg. 89-90.
- Procedure PR506 - Independent Learning Centre (ILC) Courses

Appendices

- Appendix A: TDSB Opt-Out Form
- Appendix B: PR506 - Independent Learning Centre (ILC) Courses
- Appendix C: Online Graduation Requirement PPT

From

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APPENDIX A

TDSB Form for Opting Out of e-Learning Graduation Requirement

Part 1: The New e-Learning Graduation Requirement
Students are required to earn two e-Learning credits to graduate from secondary school, beginning with students who entered Grade 9 in the 2020-21 school year. Adult learners entering the Ontario secondary school system in 2023-24 or later will be required to meet this graduation requirement.

The graduation requirement is intended to support students in developing familiarity and comfort with working and learning in a fully online environment, as well as developing digital literacy and other important transferable skills that will help prepare them for success after graduation and in all aspects of their lives.

Meeting the e-Learning graduation requirement should not pose a barrier to graduation for students. As with all learning, students taking e-Learning courses will have access to the supports they need through their school including guidance and services for English Language Learners. If the student has an Individual Education Plan, the plan will be shared, when appropriate, with an educator instructing an online course delivered by another publicly funded school board, with the necessary consent.

Parents/guardians may choose to opt their child out of the mandatory e-Learning courses required for graduation. Students 18 years of age or older or students who are 16 or 17 years of age and have withdrawn from parental control may also opt out of the graduation requirement. Students and parents/guardians may choose to opt back into the e-Learning graduation requirement should their decision change.

If you have decided now to opt your child or yourself (18 years of age or older or student who is 16 or 17 years of age and has withdrawn from parental control), please complete and submit this form at this time.

Part 2: Confirmation
I agree with the following statements:

- Having reviewed the e-Learning graduation requirement and the availability of supports for e-Learning through this school, I would like to opt my child/myself out of this requirement.
- The benefits of e-Learning have been shared with me by the school, including how the development of digital literacy and other important transferable skills are intended to help prepare students for success after graduation and in all aspects of their lives.

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I understand the following statements:

- Upon receipt of this form by my child's school/my school, my child/I will not be required to earn two e-Learning credits to earn an Ontario Secondary School Diploma.
- My child/I will face no academic penalties for opting out of this graduation requirement.
- My child/I will continue to complete all other applicable graduation requirements.
- My child/I has/have the opportunity to opt back into the e-Learning graduation requirement.
- This will be recorded on my child's/my transcript as "Online Learning Graduation Requirement - Non-Applicable."

Part 3: Student/Parent/Guardian Confirmation of Opting Out of e-Learning Graduation Requirement

_____	_____
Student's Last Name, First Name	TDSB Student Number
_____	_____
Parent/Guardian Last Name, First Name (if applicable)	Date (YYYY/MM/DD)

_____

Signature of Parent/Guardian or Student Age 18 or older, or Student who is 16 or 17 and has withdrawn from parental control

Please note: When you return this form, it will be included in your child's/your Ontario Student Record.

For additional information about the opt-out process, please contact your school.

Notice of Collection

The information on this form is collected under the authority of the *Education Act* R.S.O. 1990, c E.2, s.8.1, and will be used by the TDSB for the general administration of its schools. All personal information collected on this form will be maintained in accordance with the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O., 1990, c. M.56, s. 29. Questions or concerns about this collection should be directed to TDSB Legal Services at LegalServices@tdsb.on.ca.

APPENDIX B

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Operational Procedure PR.506 SCH

Title: **INDEPENDENT LEARNING CENTRE (ILC) COURSES**

Date: Revised **September 11, 2003**
March 7, 2003

Authorization: School Services Team

1. OBJECTIVE

To provide guidelines for schools to permit students to take ILC courses. Since these courses result in additional central charges to TDSB, it is desirable to minimize the access to the courses.

2. DEFINITIONS

Independent Learning Centre (ILC) A distance education program provided by TVOntario for Ontario residents who want to earn secondary school diploma credits or upgrade basic skills

3. RESPONSIBILITY

Executive Superintendent, School Services - Central

4. PROCEDURES

4.1. The student must be:

(a) currently enrolled in a Toronto District School Board secondary school;

(b) in the graduation year of secondary school, or

(c) applying for an ILC course that is not available at summer school, night school or the virtual school.

4.2. One of the following applies:

(a) The student requires the ILC credit in order to graduate in the current school year, or to apply for admission to a specific post-secondary program for the following year, and the school is unable to schedule the requested course in the student's day school program, or

(b) the student's unique circumstances are such that an ILC course would be necessary or beneficial (e.g. extensive travel, serious medical need, exceptional athlete).

4.3. The student should register for the ILC course, through the school Guidance office, at least eight months prior to graduation for a day school course, or by mid-June for a summer school course.

4.4. The student and parent/guardian must agree in writing (Form PR.506A) that the student will complete all ILC course requirements within the school year, return all borrowed materials (texts, videos, etc) to the school, submit a cheque for $50. as a fee and deposit, $40. of which will be returned when materials are returned to the school.

4.5. If a school registers a student for an ILC course, the school's budget will incur the full costs of the course.

5. REFERENCE DOCUMENTS

Form PR.506A: Memorandum Agreement With the Toronto District School Board for Enrolling in an Independent Learning Centre (ILC) Course

PPM 167: Online Learning Graduation Requirement

Program and School Services Committee

April 6, 2022

Andrew Gold, Associate Director, Student Well-Being and Innovation
Diana Panagiotopoulos, System Superintendent, Virtual Learning and Re-Engagement
Denise De Paola, Centrally Assigned Principal, Student Well-Being and Innovation
Peggy Aitchison, Centrally Assigned Principal, E-Learning

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Online Graduation Requirements

- In 2019, the Ministry of Education added a new OSSD graduation requirement which stated that students who entered Grade 9 in 2020-2021 and adult students who enter in 2023-2024 must complete **2** “online” courses.
- Students working towards an Ontario Secondary School Certificate (OSSC) or a Certificate of Accomplishment (CoA) are **not** required to complete this new requirement. Students who are completing an OSSC or CoA may take e-Learning courses
- February 1, 2022, the Ministry of Education released PPM 167 which explains the implementation of the policy.
- The Ministry has offered an **Opt – out/withdrawal** process.
- Eligible online learning courses are known as **e-Learning** courses.

E-Learning Credits

E-learning Credit Courses are:

- delivered online using an **asynchronous model** which includes digital content such as readings, videos, blogs , commentaries, and online discussion boards

Students:

- complete the assigned work independently

Teachers:

- provide ongoing support for student learning through videos, examples, rubrics, tutorials and individual conferences
- provide ongoing assessment for and as learning, including descriptive feedback as well as assessment of learning

For 2020-2021 ONLY:
The Ministry of Education has stated that up to **one** secondary school credit that was successfully completed by students who were in Grade 9 during the province-wide school closures (April to June 2021) may be counted towards the requirement, in recognition of the extraordinary circumstances of the COVID-19 pandemic.

Opt-out/Withdrawal Process

The TDSB Opt-out/withdrawal process aligns with the requirements outlined in PPM 167.

Students and parents/caregivers/guardians will be provided with the following information about the opt-out/withdrawal process:

- Students may opt out/withdraw at any time during high school
- Students who opt out/withdraw will graduate with their OSSD when they have completed all other OSSD requirements
- No explanation/reason for opting out/withdrawing is required
- Students who opt out/withdraw may still register for e-Learning courses
- Students who opt out/withdraw may opt back in at any time while attending high school.

The TDSB form to opt-out/withdraw will be available to students and parents/caregivers/guardians both digitally and in print and can be submitted at any time.

Historical TDSB e-Learning Program

- e-Learning credits are currently available to all TDSB students through Central e-Learning Day School, e-Credit Adult Continuing Education, and e-Summer programs. The Day School program offers a range of Grade 11 and 12 e-Learning courses
- The e-Summer program is available to TDSB students and students across Ontario.
- Students register for e-Learning using the TDSB e-Reg system which connects with Trillium
- Day School students may request **one** e-Learning course each semester and require approval from their home school. The request for courses is significantly greater than spaces available. Waitlists are established and students are admitted if/when space is available.
- Enrolment in the e-Summer program has increased significantly in recent years. Classes are added to meet student requests.
- The e-Credit Adult program is designed for students 18+ who are not attending a day school. The delivery model allows adult students the flexibility to work on their course at times that fit their unique schedule as they complete their OSSD and/or prepare for life pathways

Ontario e-Learning Consortium (OeLC)

- The OeLC (Ontario eLearning Consortium) is a partnership of 38 Ontario School Boards, each of which opens their e-Learning courses to all students throughout member boards.

- OeLC membership provides for collaboration, staff professional learning, and the potential for increased e-Learning opportunities for students across member school boards.

- The OeLC operates on the principle of reciprocity: the number of students taking courses outside their School Board matches the number of students from *other boards* taking courses with their School Board.

- The size of TDSB and the increasing interest in e-Learning Day School courses has precluded TDSB from being able to meet the reciprocity requirement. For this reason, TDSB has not previously sought membership in the OeLC. Staff will review joining OeLC going forward.

TVO Independent Learning Centre (ILC)

- The TVO Independent Learning Centre (ILC) is the online learning partner of the Ontario Ministry of Education.
- TVO ILC provides students the opportunity to earn a high school diploma online through the e-Learning format.
- TDSB PR506, “Independent Learning Centre Courses,” outlines the conditions and circumstances under which TDSB students may enrol in an ILC course.
- Currently there is no information about the role ILC is to play in the delivery of e-Learning courses to Ontario day school students in relation to the new graduation requirement. Staff are not expecting to see an increased use of this option as part of the TDSB e-Learning program moving forward.

Implementation Plan of e-Learning Graduation Requirement (PPM167)

Phase 1: Spring 2022

- Communication to Secondary School administrators and administrators of elementary schools with Grade 8 programs regarding the new e-Learning graduation requirement.
- Communication to Students and Parents/Caregivers/Guardians regarding the new e-Learning graduation requirement.
- Support schools in the implementation of PPM167: local determination of courses, enrolment of students, and training for staff with a focus on students currently in Grades 9 and 10.

Phase 2: 2022-2023 School Year

- Review the implementation of the e-Learning requirement, Opt-out/withdrawal process and expansion of course offerings.
- Include the e-Learning course offerings and Opt-out/withdrawal process in the course selection process for 2023-2024 which takes place in February 2023

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Questions?

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Our Mission

To enable all students to reach high levels of achievement and well-being and to acquire the knowledge, skills and values they need to become responsible, contributing members of a democratic and sustainable society.

We Value

- Each and every student's interests, strengths, passions, identities and needs
- A strong public education system
- A partnership of students, staff, family and community
- Shared leadership that builds trust, supports effective practices and enhances high expectations
- The diversity of our students, staff and our community
- The commitment and skills of our staff
- Equity, innovation, accountability and accessibility
- Learning and working spaces that are inclusive, caring, safe, respectful and environmentally sustainable

Our Goals

Transform Student Learning

We will have high expectations for all students and provide positive, supportive learning environments. On a foundation of literacy and math, students will deal with issues such as environmental sustainability, poverty and social justice to develop compassion, empathy and problem solving skills. Students will develop an understanding of technology and the ability to build healthy relationships.

Create a Culture for Student and Staff Well-Being

We will build positive school cultures and workplaces where mental health and well-being is a priority for all staff and students. Teachers will be provided with professional learning opportunities and the tools necessary to effectively support students, schools and communities.

Provide Equity of Access to Learning Opportunities for All Students

We will ensure that all schools offer a wide range of programming that reflects the voices, choices, abilities, identities and experiences of students. We will continually review policies, procedures and practices to ensure that they promote equity, inclusion and human rights practices and enhance learning opportunities for all students.

Allocate Human and Financial Resources Strategically to Support Student Needs

We will allocate resources, renew schools, improve services and remove barriers and biases to support student achievement and accommodate the different needs of students, staff and the community.

Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

We will strengthen relationships and continue to build partnerships among students, staff, families and communities that support student needs and improve learning and well-being. We will continue to create an environment where every voice is welcomed and has influence.

To read the full Multi-Year Strategic Plan, visit **www.tdsb.on.ca/mysp**

Acknowledgement of Traditional Lands

We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe (A NISH NA BEE), the Haudenosaunee (HOE DENA SHOW NEE) Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Métis and Inuit peoples.

Reconnaissance des terres traditionnelles

Nous reconnaissons que nous sommes accueillis sur les terres des Mississaugas des Anichinabés (A NISH NA BAY), de la Confédération Haudenosaunee (HOE DENA SHOW NEE) et du Wendat. Nous voulons également reconnaître la pérennité de la présence des Premières Nations, des Métis et des Inuit."

Funding Information Requirement

At the special meeting held on March 7, 2007, the Board decided that to be in order any trustee motion or staff recommendation that would require the Board to expend funds for a new initiative include the following information: the projected cost of implementing the proposal; the recommended source of the required funds, including any required amendments to the Board's approved budget; an analysis of the financial implications prepared by staff; and a framework to explain the expected benefit and outcome as a result of the expenditure.

[1]Closing of certain committee meetings

(2) A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves,

(a) the security of the property of the board;

(b) the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or his or her parent or guardian;

(c) the acquisition or disposal of a school site;

(d) decisions in respect of negotiations with employees of the board; or

(e) litigation affecting the board. R.S.O. 1990, c. E.2, s. 207 (2).

(2.1) Closing of meetings re certain investigations – A meeting of a board or a committee of a board, including a committee of the whole board shall be closed to the public when the subject-matter under considerations involves an ongoing investigation under the Ombudsman Act respecting the board