



Program and School Services Committee Agenda

PSSC:003A

Wednesday, February 22, 2023

4:30 p.m.

Boardroom, Main Floor, 5050 Yonge Street, Toronto

Trustee Members:

Deborah Williams (Chair), Alexis Dawson, Malika Ghous, Dennis Hastings, Debbie King,
Alexandra Lulka Rotman, Farzana Rajwani

	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. Community Advisory Committee Reports	
5.1 2SLGBTQ+ Community Advisory Committee Report, January 31, 2023	1
1. 2023 Student and Parent Census	
6. Staff Reports	
6.1 School Year Calendar 2023-2024 [4487]	3
6.2 Math Strategy Update [4468]	11
7. Written Notices of Motion for Consideration	
7.1 Review of the Guest Artist Program (Trustees Shan and Chernos Lin, on behalf of Trustee Nunziata)	21
8. Adjournment	

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Name of Committee: 2SLGBTQ+ Community Advisory Committee

Meeting Date: 31 January, 2023

Directed To: Program and School Services Committee

A meeting of the 2SLGBTQ+ Community Advisory Committee convened on January 31, 2023 from 5:00 p.m. to 7:00 p.m. via zoom with Trustee King presiding.

Attendance:	Trustee King, Student Trustee Isaiah Shafqat, Cheryl Dobinson (Planned Parenthood Toronto) Monika Gontarska (PFlag), Dania Niles (Pride Toronto), Jamea Zuberi (staff), Kevin Doe (staff), Laurie McAllister (parent), Moss/Leo (student)
Regrets:	Rachel Paris (Youth Link), Terrence Rodriguez (Rexdale Community Health Centre), Sharn Peters (The 519) Felicia Langdon (Lumenus), Mx. King Julez (Toby's Place), Amanda Lomas (2 Spirited People of the 1st Nations), Andrew Greaves (The 519)

Part A: Recommendations

The 2SLGBTQ+ Community Advisory Committee recommends:

Whereas, Community Advisory Committees are provided with the opportunity to provide input and give feedback to the 2023 Student and Parent Census; and

Whereas, the survey has been revised without consultation and input from Community Advisory Committees.

Therefore, be it resolved:

- a) That the 2SLGBTQ+ Community Advisory Committee be provided an opportunity to receive a presentation from Research Services at its next CAC meetings with specific emphasis on changes to the census
- b) That 2SLGBTQ+ Community Advisory Committee be provided with the opportunity to review and provide input to the latest version of the TDSB Student and Parent Census before it is distributed to parents/caregivers or guardians and students.

Note: On May 25, 2022, the [Board decided](#), inter alia, that Community Advisory Committees may “report out to any standing committee of the Board” with “recommendations only and all other information and activities are reported annually”.

For more information on the mandates of Standing and Permanent Committees of the Board, and to assist Staff Leads in directing Community Advisory Committee reports, please visit <https://www.tdsb.on.ca/Leadership/Boardroom/Committees>

- c) That other Community Advisory Committees be provided the same opportunities for presentation and review above

Part B: Staff Supplementary Information

Members of the 2SLGBTQ+ CAC would like to further examine the gender section of the survey with a critical eye and provide feedback as it relates to gender identities and intersectionality.

Report Submitted by: Jim Spyropoulos

Note: On May 25, 2022, the [Board decided](#), inter alia, that Community Advisory Committees may “report out to any standing committee of the Board” with “recommendations only and all other information and activities are reported annually”.

For more information on the mandates of Standing and Permanent Committees of the Board, and to assist Staff Leads in directing Community Advisory Committee reports, please visit <https://www.tdsb.on.ca/Leadership/Boardroom/Committees>



School Year Calendar 2023-2024

To: Program and School Services Committee

Date: 22 February, 2023

Report No.: 02-22-4487

Strategic Directions

- Transform Student Learning
- Provide Equity of Access to Learning Opportunities for All Students
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

Recommendation

It is recommended that the school year calendar for 2023-2024 for elementary, secondary and quadmestered alternative schools be approved.

Context

Recommendation

It is recommended that the school year calendar for 2023-2024 for elementary, secondary and quadmestered alternative schools be approved.

Context

Regulation 304 requires that there be a minimum of 194 school days between 1 September and 30 June, including a maximum of ten examination days for secondary schools and a maximum of seven Professional Activity (PA) days. It also establishes the dates for the Winter Break and the Mid-Winter Break.

Each year, the Ministry of Education provides direction to school boards in determining their calendar for the following school year. In February, a School Year Calendar committee with representative membership (Appendix A) convened to develop recommendations around the 2023-2024 School Year Calendar.

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In consultation with the School Year Calendar Committee, Toronto Catholic District School Board and other neighbouring Boards it was recommended that Winter Break will be scheduled from December 25, 2023 – January 5, 2024.

The Key Dates (Appendix B) have been reviewed by the Board's Equity team.

PA Days

PA days have been designated for curriculum and program review and development, as well as all other professional activities of teachers. Boards are required to include in their 2023-2024 calendars, three PA days in which teachers will engage in professional activities that enhance teacher capacity and maximize student learning in priority areas.

The following dates are the PA Days for elementary and secondary schools. Schools will have seven scheduled PA Days.

	Elementary	Secondary
1.	6 October 2023	6 October 2023
2.	17 November 2023	17 November 2023
3.	8 December 2023	1 February 2024
4.	19 January 2024	16 February 2024
5.	16 February 2024	19 April 2024
6.	19 April 2024	27 June 2024
7.	7 June 2024	28 June 2024

The attached calendars for the elementary and secondary panels represent recommended dates for all schools in the Board (Appendices C - F).

It should be noted that September 1 is a non-instructional day for students. Only 10-month employees start work on the first day of school and all others commence prior to school starting (with the exception of 9-month secondary aquatic staff).

Secondary School Examination Days

A maximum of ten examination days will be determined by each secondary school in consultation with the School Council, Superintendent of Education, and staff, to identify the most appropriate timeframes for the school.

Quadmestered Alternative Schools

The Board operates nine alternative secondary school programs that are quadmestered: Burnhamthorpe Secondary School, Yorkdale Secondary School, Emery Edvance, City Adult Learning Centre – Edvance, Scarborough Centre for Alternative Studies – Edvance, North West Secondary Alternative School, Etobicoke Secondary Alternative School, South East Secondary Alternative School and North East Secondary Alternative School. The classes in these schools are scheduled over four quadmasters within the school year. (Appendix E).

Consultation

In addition to each member of the School Year Calendar Committee consulting with group represented, PIAC and Student Senate have reviewed this document.

Consultation with Other Boards

Staff has consulted with the Toronto Catholic District School Board (TCDSB), as well as the Peel and York Region District School Boards, to ensure the most consistency possible with their School Year Calendar plans. It is important that the Board align the calendar as much as possible with the TCDSB because of shared student transportation services.

Implementation and Review

Students, parents and staff will have sufficient notice to make plans for the 2023-2024 school year following Ministry approval.

Appendices

- Appendix A: School Year Calendar Committee 2023-2024
- Appendix B: Key Dates – School Year Calendar 2023-2024
- Appendix C: Elementary School Year Calendar 2023-2024
- Appendix D: Secondary School Year Calendar Semestered 2023-2024
- Appendix E: Quadmestered Alternative School Year Calendar 2023-2024

From

Leola Pon, Interim Associate Director, Organizational Transformation and Accountability at leola.pon@tdsb.on.ca

Lorraine Linton, Interim Executive Superintendent, Employee Services at lorraine.linton@tdsb.on.ca

SCHOOL YEAR CALENDAR COMMITTEE – 2023-2024

CUPE 4400
Child Care Services
Communications & Public Affairs
Continuing Education
Early Years Program
Employee Services
Equity
ETT
ETFO – Toronto Occasional Teachers Local
Facility Services
Information Technology Services/Student Information Services
OSSTF D12
OSSTF - Secondary Occasional
Parent Involvement Advisory Committee
Professional Learning & Leadership Development
Secondary Alternative & Year Round Schools
Strategy & Planning
Secondary Review
Student Trustee
Superintendents of Education (2) -- West/East
Toronto School Administrators' Association
Transportation (Business Services)
Trustee
Unit A, OSSTF - District 12, PSSP
Urban Indigenous Education Centre

KEY DATES - SCHOOL YEAR CALENDAR 2023-2024

The official school year calendar for the Toronto District School Board runs from
September 1, 2023 to June 30, 2024, inclusive.

Professional Activity Days	October	November	December	January	February	April	June
Elementary Schools	6	17	8	19	16	19	7
Secondary Schools	6	17			1, 16	19	27, 28

Designation of Professional Activity Days	
Elementary	Secondary
1. October 6, 2023 – Professional Development 2. November 17, 2023 – Parent Teacher Conferences 3. December 8, 2023 – Assessment 4. January 19, 2024 – Assessment and Reporting 5. February 16, 2024 – Parent Teacher Conferences 6. April 19, 2024 - Professional Development 7. June 7, 2024 – Assessment and Reporting	1. October 6, 2023 – Professional Development 2. November 17, 2023 - Professional Development 3. February 1, 2024 - Professional Development 4. February 16, 2024 - Professional Development 5. April 19, 2024 - Professional Development 6. June 27, 2024 - Professional Development 7. June 28, 2024 - Professional Development

EQAO: - The following dates have been established:

Gr. 9 Math: TBD
Gr. 9 Math: TBD

OSSLT: TBD
Primary/Junior EQAO: TBD

Dates to Remember - School Year Holidays (as per Ministry of Education)	
Labour Day:	September 4, 2023
Thanksgiving:	October 9, 2023
Winter Break:	December 25, 2023 – January 5, 2024
Family Day:	February 19, 2024
Mid-Winter Break:	March 11 - 15, 2024
Good Friday:	March 29, 2024
Easter Monday:	April 1, 2024
Victoria Day:	May 20, 2024



Ministry of Education

School Year Calendar 2023 - 2024

ELEMENTARY

Legend ▶ **H** - Statutory Holiday **F** - First Day of School **P** - Professional Activity Day **B** - Board Designated Holiday **L** - Last Day of School

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2023					1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
September 2023	19							1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
October 2023	20	1		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
November 2023	21	1			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		
December 2023	15	1					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	
January 2024	17	1		1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
February 2024	19	1				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29		
March 2024	15					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29		
April 2024	20	1		1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
May 2024	22				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	
June 2024	19	1		3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
July 2024				1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
TOTAL	187	7		<p>Note: The 2023-2024 calendar provides for 194 possible school days between September 1, 2023 and June 30, 2024. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days</p>																								



Ministry of Education

School Year Calendar 2023 - 2024

Legend ▶ **H-** Statutory Holiday **E-** Scheduled Examination Day **P-** Professional Activity Day **B-** Board Designated Holiday Half Day

SEMESTERED

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week										
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F						
August 2023					1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31							
September 2023	19							1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29						
October 2023	20	1		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31									
November 2023	21	1				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30							
December 2023	16							1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29						
January 2024	13		5	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31								
February 2024	18	2					1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29							
March 2024	15							1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29						
April 2024	20	1		1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30									
May 2024	22					1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31						
June 2024	13	2	5	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28											
July 2024				1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31								
TOTAL	177	7	10	<p>Note: The 2023-2024 calendar provides for 194 possible school days between September 1, 2023 and June 30, 2024. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days</p>																														



Ministry of Education

Alternative School Year Calendar 2023 - 2024

Legend ▶ **H-** Statutory Holiday **E-** Scheduled Examination Day **P-** Professional Activity Day **B-** Board Designated Holiday Half Day

QUADMESTERED

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week										
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F						
August 2023					1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31							
September 2023	19							1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29						
October 2023	20	1		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31									
November 2023	18.5	1	2.5			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30							
December 2023	16							1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29						
January 2024	15.5		2.5	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31								
February 2024	18	2					1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29							
March 2024	15							1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29						
April 2024	17.5	1	2.5	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30									
May 2024	22					1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31						
June 2024	15.5	2	2.5	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28											
July 2024				1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31								
TOTAL	177	7	10	<p>Note: The 2023-2024 calendar provides for 194 possible school days between September 1, 2023 and June 30, 2024. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days</p>																														



Math Strategy Update

To: Program and School Services Committee

Date: 22 February, 2023

Report No.: 02-23-4468

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 the Math Strategy Update for 2022-23 be received.

Context

The Toronto District School Board (TDSB) is committed to providing mathematically rich, meaningful and inclusive learning opportunities for students to foster an appreciation of mathematics and develop students' identities as lifelong math learners. The TDSB Mathematics Action Plan (2019) achieves this goal by building capacity and content knowledge, ensuring coherence, differentiating assessment and instruction, challenging streaming and promoting inclusion, and engaging parents, families, and communities. The math strategy supports high-quality mathematics pedagogy through the TDSB's commitment to equity, inclusion and anti-oppression. It engages all students as math learners, including students with special education needs and students facing systemic barriers in their math learning, thus building a culture in schools where there is a high expectation that all students are capable math learners.

Action Plan and Associated Timeline

The TDSB's Multi-Year Strategic Plan (MYSP) identifies goals and actions that guide the system's work. Deep Learning in Mathematics aims to improve math education by building teacher and leader capacity through the School Improvement Process and using research-informed instructional and assessment practices. The plan aligns with the Ministry of Education's four-year Math Strategy by providing professional learning

opportunities for teachers implementing evidence-based instruction to develop the knowledge and pedagogy for better equipping students to succeed in math, applying high-impact instructional and assessment practices and Culturally Relevant and Responsive Pedagogy, digital math tools ensure opportunities for high-quality math supports are not limited to the classroom, subsidies for additional qualifications (AQ) math courses for teachers to further build confidence and skills in their mathematics teaching practice, school-based math coaches, and access to digital math tools and resources for educators and students, supporting professional learning in destreaming math courses (e.g., grade 9). These measures work towards improving student math performance and increasing students' capacity to solve everyday math problems and build skills to improve future employability. In addition, the TDSB has supported the implementation of the revised elementary math curriculum (2020), the Grade 9 de-streamed Math curriculum (2021), strengthened educator math content knowledge and pedagogy, increased awareness for parents, and provided students, parents, teachers, and leaders with the necessary support, tools, and resources to improve student learning and confidence in math. This report highlights a few of the system projects supporting rich learning taking place within schools.

Building Thinking Classrooms in Mathematics Through an Anti-Oppressive Lens: A System-Wide Collaborative Inquiry

Overview: Building Thinking Classrooms is a research-based framework developed by Dr. Peter Liljedahl (Simon Fraser University) that supports deep learning in mathematics. Thinking Classrooms involves students engaging in problem-solving tasks in small group math conversations at vertical non-permanent surfaces. The Ontario Ministry of Education has highlighted Thinking Classrooms as a [high-impact instructional practice in mathematics](#). This supports the math strategy by engaging teachers in using evidence-based and high impact strategies to develop the knowledge and pedagogy for better equipping students to succeed in math.

Participation and Timeline: From September 2022 to January 2023, Phase one included 59 elementary and secondary schools involving 280 classroom teachers, administrators, Middle Years Student Success Counselors, and K-12 Learning Coaches in a system-wide inquiry into Building Thinking Classrooms in mathematics through an anti-oppressive lens.

Next Steps: Approximately 350 additional teachers, administrators, and central staff from 110 elementary and secondary schools will participate in phase 2 from January

to May 2023.

Evidence of Impact: Participating teachers implemented the practices illustrated in professional learning (PL) sessions through an inquiry stance in their classrooms. A midpoint survey to participants showed that over **91% of respondents** reported that they were “sometimes to always” implementing the three core practices of Building Thinking Classrooms (providing thinking tasks, using vertical non-permanent surfaces, and creating visibly random groups). Participants and central staff have documented these promising student engagement practices and learning results.

Digital Math Tools

Overview: The Mathematics Department continues to implement district-wide access to various math tools to improve student math performance. The tools align with the Ontario math curriculum and support students in building foundational math skills and proficiency. These digital tools support the math strategy by ensuring opportunities for high-quality math support is available within and outside of the classroom.

- **Brainingcamp** (available system-wide): Brainingcamp is a suite of 17 powerful virtual math manipulatives for K-12 students and staff. Through Brainingcamp, users can annotate their manipulatives using a whiteboard interface, students and teachers can share ideas between devices in real-time, and teachers can access dozens of pre-designed activities to strengthen students’ conceptual understanding.
- **Knowledgehook** (available system-wide): Knowledgehook is a digital math tool available for teachers to engage students in grades 3-10 in learning mathematical concepts, checks for understanding, and provides educators with instant insights into students’ understanding of concepts. Additional tools include misconception charts and intervention materials for students.
- **MathUP** (459 English and 20 French *MathUP Classroom K-8* licences and 195 *MathUP Grade 9* licences): MathUP is a professional learning resource that contains comprehensive student materials that are fully aligned to the Grades 1-8 (2020) and Grade 9 destreamed (2021) math curricula and supports differentiated instructional practices to promote greater inclusion in math

classrooms.

Next Steps: Professional learning to support using these digital math tools will continue, including onboarding, sharing ready-made resources, and classroom implementation.

Evidence of Impact:

- **Brainingcamp:** As of December 2022, Brainingcamp was accessed approximately 104,000 times by TDSB students and staff.
- **Knowledgehook:** As of January 2023, 2255 TDSB teachers across 480 schools are using it to support the learning of 56 933 students from Kindergarten to Grade 10.
- **MathUP Classroom:** As of January 2023, approximately 340 teachers have used MathUP Classroom with 155 teachers using the program extensively.

Grade 9 Destreamed Math Project

Overview: OISE and TDSB have had a decade-long relationship to support research and improvement in mathematics education. Currently, the partnership involves exploring Grade 9 destreamed math classes and practices that work to support all students in this environment. This research into equitable structures in destreamed math classes directly informed the development of a Destreamed grade 9 Math PL series supporting professional learning in destreaming math courses (e.g., grade 9), an identified objective of the math strategy.

Participation and Timeline: Approximately 100 Grade 9 math teachers and school

administrators from over 30 TDSB secondary schools from November 2022 to April 2023.

Next Steps: Sessions will continue until the end of April, with additional data to inform the research and next steps (e.g., differentiating instruction and assessment for an academically diverse classroom, implementation of new elements of the Grade 9 destreamed math curriculum, including coding and mathematical modelling).

Evidence of Impact: Development and implementation of promising practices. After the first session, 75% of participants stated that they intend to apply their learning through a stance of professional inquiry, and 80% of participants stated that the session was worthwhile.

Building Foundational Math Skills in the Early Years: a System-Wide Collaborative Inquiry

Overview: Ensuring that all students from Kindergarten to Grade 2 have the required foundational skills and concepts in mathematics is a key component of the TDSB's Mathematics Action Plan and the Multi-Year Strategic Plan. These foundational skills and concepts include understanding quantity to trust the count and number relationships to build math facts. This project builds on previous work to further develop capacity within the system to engage in research-informed practice through a lens of equity and anti-oppression and supports the math strategy by strengthening the quality of math instruction.

Participation and Timeline: Approximately 60 elementary schools across the TDSB (10-15 schools in each Learning Centre) are part of a hands-on learning series to deepen educators' math content knowledge for teaching early concepts of addition, subtraction, multiplication, and division from February to May 2023. This builds on the PL done with K-12 Learning Coaches in the fall of 2022 to assist them with effectively engaging in local collaborative inquiries with early years teachers in the area of early numeracy development.

Next Steps: This is the second phase of research started last year and sessions will

continue until the end of May through a deep analysis of developmental continua and strategies for moving students towards math automaticity based on the research of Dr. Lawson (*What to Look For: Understanding and Developing Student Thinking in Early Numeracy*).

Evidence of Impact: Participating teachers will implement practices illustrated in PL sessions through an inquiry stance in their classrooms. Participants and central staff document these promising results for student engagement and learning.

Resource Implications

The 2022-23 school year is the fourth and final year of the Ministry of Education’s 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 towards these above-noted initiatives and digital tools to support the Ministry of Education goals to support the 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.

Project and Staffing	Source of Funding
Building Thinking Classrooms in Mathematics Through an Anti-Oppressive Lens	Mathematics Department Funds, Math Strategy Funds and Ministry De-streaming Implementation Supports
Digital Tools	<ul style="list-style-type: none"> • Brainiaccamp: Math Strategy Funds • Knowledgehook: Ministry Digital Math Tools • MathUp: Math Strategy Funds and Ministry De-streaming Implementation Supports
Building Foundational Math Skills in the Early Years	Mathematics Department Funds Math Strategy Funds
Grade 9 Destreamed Math Project	Math Strategy Funds

Communications Considerations

A New Communications plan is being developed for the Math department to formalize processes around the department's internal reporting in addition to system and public engagement (e.g., Twitter, Instagram, Direct Line, Newsletters, and websites) and cohesion and alignment of practices.

Board Policy and Procedure Reference(s)

[Policy P038 - Transforming Student Learning in Literacy and Mathematics](#)

Appendices

Appendix A: [TDSB Mathematics Action Plan](#)

From

Audley Salmon, Associate Director, Learning Transformation and Equity at audley.salmon@tdsb.on.ca or at 416-397-3187

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Mahfuza Rahman, Acting Coordinator, Mathematics, Science, STEM & Robotics at mahfuza.rahman@tdsb.on.ca or at 416-396-9167

Jason To, Coordinator, Secondary Mathematics and Academic Pathways at jason.to@tdsb.on.ca or at 416-395-2198

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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.
- ### 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).

Written Notice of Motion for Consideration (Trustees Shan and Chernos Lin, on behalf of Trustee Nunziata)

From: Denise Joseph-Dowers, Senior Manager, Governance and Board Services

In accordance with Board Bylaws 5.15.45 notice of the following motion was provided at the regular meeting of the Board on February 1, 2023 and is therefore submitted for consideration at this time.

5.15.45 Motions must first be introduced as a Notice of Motion to provide advance notification of a matter, ...

5.15.51 A Notice of Motion submitted to a Committee, will be considered at a subsequent Committee meeting.

Review of the Guest Artist Program

Whereas, more school-wide activation of the guest artist program may bring the school communities together, as well as provide more opportunities for students to be inspired in their own areas of study; and

Whereas, exposing secondary students to areas that they are passionate about and to mentors and opportunities in the field, may improve school climate and the well-being of school communities;

Whereas, guest artists can elevate areas of the curriculum for students and teachers;

Therefore, be it resolved:

That the Director present a report to the Program and School Services Committee in the spring 2023 cycle of meetings on:

- i. the current operation of the partnership and guest artist process;
- ii. streamlining the on-boarding process for guest artists, mentors and education partners;
- iii. the feasibility of including outreach calls for submissions, engaging with universities, colleges, specialized staff, trade unions, the private sector, notable Canadians and musicians;
- iv. the feasibility of a centrally-supported strategy to activate areas of curriculum through the use of guest artists.



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.

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