



Program and School Services Committee Agenda

PSSC:004A

Wednesday, April 12, 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

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1. Call to Order and Acknowledgement of Traditional Lands	
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Guest Artists in Schools Update

To: Program and School Services Committee

Date: 12 April, 2023

Report No.: 04-12-4505

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
- Allocate Human and Financial Resources Strategically to Support Student Needs
- Create a Culture for Student and Staff Well-Being

Recommendation

It is recommended that the Guest Artists in Schools Update be received.

Context

The Toronto District School Board believes that all forms of arts education are essential for students and provide numerous benefits, including heightened academic achievement, developing higher-level thinking skills, and teaching transferable skills. The Ontario Curriculum, The Arts, 2009, states, “Education in the arts is essential to students’ intellectual, social, physical, and emotional growth and well-being.” The Board believes that arts education is inclusive and helps all students succeed. It also believes that the arts teach self-discipline, build self-confidence, and teach empathetic responses to others. The Arts Department welcomes partnering with artists to expand arts learning opportunities for all students. Accessing guest artists would be best supported with a multi-pronged approach of utilizing various operational practices and resources. The Board expects all arts programs to follow Ontario Ministry of Education policies and to be taught by knowledgeable teachers using teaching methodologies that build positive relationships among all students and the school community. The Board is committed to ensuring that opportunities are created for every student to participate in and develop an appreciation of all the arts.

This Guest Artists in Schools Update Report is in response to the Board Resolution in March 2023: “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, and V. Implementing a process to evaluate and grow the breadth of genres and identities represented by artists, mentors and partners.

This report provides an update on the current operation of Partnerships and engagement of Artists in the Schools. The Board recognizes and encourages the educational value of learning experiences in the world beyond the classroom and acknowledges that Arts excursions, Arts partnerships, and Artists in schools should be an integral part of every student's school experiences.

Action Plan and Associated Timeline

Work with Partnerships and engaging Artists in our schools continues to support student enrichment for the 2022-2023 school year and beyond.

Resource Implications

Maintaining current processes does not have any resource implications, but if new procedures are developed, there could be additional staffing budgets associated with them.

Communications Considerations

The Guest Artists in Schools Report Update will be shared with the Program and School Services Committee.

Board Policy and Procedure Reference(s)

Policy P.005 CUR: Arts Foundation

Policy P017: Purchasing

Policy P024: Educational Programming Partnerships

Policy P033: Excursions

Policy P037: Equity

Policy P100: Student Interest Programs

Procedure PR589: Vetting External Presentations (Interim)

Procedure PR667: Educational Programming Partnerships

Procedure PR700: Educational Programming Partnership Criteria

Appendices

- Appendix A: Guest Artists in Schools Update Report, April 2023

From

Audley Salmon, Associate Director, Learning Transformation and Equity at audley.salmon@tdsb.on.ca

Mervi Salo, Centrally Assigned Principal, Learning Transformation and Equity at mervi.salo@tdsb.on.ca

Mary Moynihan, Arts Program Coordinator at mary.moynihan@tdsb.on.ca

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Guest Artists in Schools Update Report, April 2023

The Toronto District School Board is pleased to present this Guest Artists in Schools Update Report in response to the Board Resolution in March 2023. The TDSB believes that all forms of arts education are essential for students and provide numerous benefits, including heightened academic achievement, developing higher-level thinking skills, and teaching transferable skills. The Board remains committed to ensuring Arts opportunities for every student. As stated in The Ontario Curriculum, The Arts, 2009, education in the arts is crucial to students' intellectual, social, physical, and emotional growth and well-being. The TDSB partners with artists to expand arts learning opportunities for all students and this report provides an update on the current operation of Partnerships and the various ways the TDSB engages Artists in Schools. This report addresses the various questions raised in the motion, including: 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, and V. Implementing a process to evaluate and grow the breadth of genres and identities represented by artists, mentors and partners.

I. The Current Operation of the Partnership and Guest Artist Process

Partnerships:

All TDSB staff have access to the searchable Educational Partnership list to review, contact, and book partners directly. Information available on this system includes program descriptions, costs, contact information, assessor contacts and Partnership Agreement documents.

The Educational Partnership Office assesses proposed partnerships using Partnership Criteria and General Policies documents, including alignment with TDSB Mission and Values, Human Rights, Equity Foundation/Integrated Equity Framework, and Multi-Year Strategic Plan. The office identifies the academic and operational areas affected by the partnership, such as curriculum content, student population served, and program location. Representatives from affected areas complete academic assessments (e.g., Arts, Urban Indigenous Education Centre). TDSB operational aspects may require additional approvals, such as exclusive space use, media events, or single/sole source forms.

The Partnership Office and Arts Department jointly review arts-based or arts-related proposals, evaluating the material submitted by the artist or organization, including curriculum material and images. Several organizations, such as Prologue, Just B Graphic, MASC, Vibe Arts, Kick Start Arts, and Coco Collective, host rosters of available artists for various arts-based partnerships.

Casual Artist:

The Casual Artist Employee group at TDSB primarily serves a limited number of Central Student Interest Schools (e.g., Arts schools). We are currently working on a process to incorporate this employee group into other categories of service providers (vendors or partnerships).

Local Community Artists hired by schools:

Local schools can hire local community artists to meet their needs for one-time services. After three times the artists need to apply to the Partnership office.

SAP Vendor:

Some artists are vendors and are viewed as service providers rather than being involved in instruction or programming. Some possible examples could be artists who support AV equipment, lights, video production, piano accompanists for choir performances, and live visual arts models.

External Speaker Procedure:

The TDSB's Interim Procedure for vetting external speakers ensures notable speakers meet curriculum and operational expectations and promote equity, anti-racism, and human rights perspectives. This procedure applies to all schools and departments except those with established processes (e.g., Partnerships). The process involves completing an External Speaker Proposal Package and Vetting Assessment Scoresheet & Approval Form (VASAF), which must be reviewed and approved by the Vetting Committee (e.g., school staff and Principal) to ensure alignment with expectations. The Vetting Committee will assess whether the artist is appropriate for the intended audience and aligned with curriculum and operational expectations while promoting equity, anti-racism, and human rights perspectives. After the presentation, feedback may be collected to assess if the artist achieved objectives of the presentation and TDSB's expectations.

II. Streamlining the on-boarding process for guest artists, mentors and education partners.

The Arts Department, Partnerships, Employee Services-Support Staff and Purchasing are meeting as a group to standardize the process and ensure coherency in the criteria, procedures, and proper vetting in order to minimize risk when dealing with the different types of artists and services and ensure equitable access and representation.

Partnerships:

The partnership process has streamlined several aspects, including critical criteria, but balancing any potential volume increase with the system's staff capacity is crucial. The PR667 Educational Programming Partnership Procedure includes a flowchart on receiving proposals, and the Partnership Information Management System is open 24/7 to receive proposals from the community. Additionally, the Partnership office responds to phone and email inquiries and assists community members in completing the online partnership proposal form as smaller independent artists may need help accessing and participating in the TDSB partnership process. Moreover, some artist partnership proposals may only wish to be available to specific schools or communities, which may not meet the system's need to have artists available to schools across the system. Finally, a note about the assessment - the partnership process ensures that partnerships align with the TDSB's goals and may lead to a decision to proceed, decline, or redirect.

One way to increase access to artists for schools could be to partner with organizations with existing artist rosters, such as Prologue, and expand the list of available artists. Additionally, the TDSB could collaborate with more arts organizations to create a diverse roster of artist mentors from various communities. Another potential solution is to establish an alternative mentor artist evaluation process, where artists can provide mentorship-style support in classrooms under the guidance of a teacher. This process could involve instrumentalists, dancers, visual artists, actors, or other artists who could work collaboratively with the teacher to support learning. However, implementing new processes would require additional resources and funding to support central staffing. We are in the process of exploring some of these options to streamline the process.

Casual Artist List:

The Casual Artist Employee group at TDSB primarily serves a limited number of Central Student Interest School (Arts schools). We are currently working on incorporating this legacy employee group into current TDSB processes (e.g., partnerships, vendors).

SAP Vendor List:

To streamline the vendor process, one possibility is to create new categories of artist vendors that focus on artists who are service providers rather than involved in curriculum instruction or programming. Some possible examples could be artists who support AV equipment, lights, video production, piano accompanists for choir performances, and live visual arts models. We are currently working clear criteria, processes and vetting for the different types of artists. Incorporating this legacy SAP Vendor group into current TDSB processes ensures equitable access and representation for all vendors and service providers. This provides more clarity and accessibility for both artists and TDSB staff.

III. The feasibility of including outreach called for submissions, engaging with universities, colleges, specialized staff, trade unions, the private sector, notable Canadians and musicians.

Arts Convenor:

The Arts department also has an Arts Convenor, a dedicated position whose responsibilities include sustaining connections with the Toronto arts community (e.g., performing artists, arts institutions in Toronto, notable artists, private sector) to provide opportunities for TDSB students. The Arts Convenor previews, assesses, and liaises with outside agencies, professional artists, Arts organizations, and companies to present programs to TDSB students from JK to grade 12 and ensure they align with Board policies and practices. In addition, the Arts Convenor is a member of the assessment team who reviews all arts-related Educational Partnership proposals along with the Program Coordinator and Centrally Assigned Principal.

Central Student Interest Programs:

The TDSB's Central Student Interest Programs are run by specialized staff who are experts in their respective fields (e.g., Arts Schools, CyberARTS). These staff members bring a wealth of knowledge and experience to the programs, ensuring students receive a high-quality Arts education. These schools also collaborate with private sector organizations, artists, and post-secondary institutions to provide students access to current technologies, techniques, and resources. These experiences allow students to gain a unique perspective on their Arts field of interest.

Specialist High Skills Majors:

There are 17 secondary schools with Specialist High Skills Majors (SHSM) in Arts & Culture and many others in various industry sectors including but not limited to Horticulture & Landscaping, Manufacturing, and Information Communications Technology. Many of these programs engage with post-secondary partnerships, trade unions and the private sector. SHSM program allows students to focus on a specific economic sector and support their transitions to college, apprenticeship, university, and employment while completing their Ontario Secondary School Diploma (OSSD). Each SHSM program offered must have Ministry approval. Each program must include a defined bundle of credits consisting of eight to ten Grade 11 and 12 credits, including cooperative education credits, sector-recognized certifications and training courses, experiential learning and career exploration activities within the sector, learning experiences connected with the student's post-secondary plans, and sector-partnered experiences in which students engage with a sector partner to explore sector-related content, skills, and knowledge involving either ICE (innovation, creativity, and entrepreneurship), coding, or mathematical literacy. Detailed frameworks for each area of specialization are developed and approved by the Ministry.

Co-op:

Another way that TDSB students can engage with post-secondary institutions, specialized staff, trade unions, and the private sector is through experiential learning opportunities that allow students to apply their knowledge and skills through hands-on experiences. These opportunities help develop valuable knowledge, essential skills, work habits, technical literacy, and networks in business, industry, and the community. One such opportunity is Cooperative Education (Co-op), a credit course that allows students to use what they learn in the classroom and apply it in the workplace. Co-op provides a chance to try out a career and develop work habits, attitudes, and job skills necessary for a successful transition to post-secondary education, apprenticeship

or employment. Interested students can access school-based and central cooperative education programs through their school. One can take unlimited co-op credits, and up to two cooperative education credits can also count toward compulsory credits required for graduation.

TDSB offers arts-focused co-op programs for students to engage with community and industry professionals. The Arts Department runs a Co-op program, in partnership with the Urban Indigenous Education Centre, that provides Artist mentorship, connections with post-secondary institutions, and leadership development as they share their artistic learning with elementary school students through workshops and performances. Another example is The Stratagem - TDSB Creative Industries Co-op Program is an online co-op experience where high school students investigate creative industries topics with guest speakers including high-profile figures from the creative industries. This program prepares students for careers in the creative industries and provides information on further education pathways. Beginning summer of 2023, it will be available as part of the Summer Co-op Program.

IV. The feasibility of a centrally-supported strategy to activate areas of curriculum through the use of guest artists.

Local Schools:

The Toronto District School Board recognizes the importance of arts in teaching and learning, embedding it throughout the elementary and secondary education system. Every year, all students in TDSB elementary schools receive instruction in Dance, Drama, Music, and Visual Arts from Grades 1-8, while secondary school students must complete one arts credit to graduate. The 2021/2022 school year saw 46,669 course registrations in Arts curriculum subjects at the secondary level. By engaging with the arts, students can explore new ideas, express themselves, understand various cultures, communicate with others, and develop creative and innovative thinking strategies. Both core classroom teachers and specialist teachers in TDSB schools teach the Arts Curriculum and have access to professional learning through the Central Arts department from both teachers and artists. Schools can access artists through various processes (e.g., Partnerships, speakers) who can share their expertise and experiences with students. In addition, TDSB schools can also access artists and art institutions through excursions (e.g., Harbourfront Centre). These excursions allow students to experience the arts in a new and immersive way, helping to foster a deeper appreciation and understanding of various art forms.

TDSB Arts Department Artist Programs:

The TDSB Arts Department offers ongoing opportunities for teacher professional learning and student enrichment in the arts. These include artists-in-the-classroom programs, festivals, exhibitions, and centrally organized events. One such program is tdsbCREATES, a year-long project in collaboration with the Toronto Arts Council and Prologue Performing Arts that provides professional artists mentorships and residencies in Dance, Drama, Media Arts, Spoken Word, Film, Music, and Visual Arts for Grades 1-12. This year, over 100 Grade 7-12 classes and 110 Grade 1-8 classrooms participated in the tdsbCREATES program, showcasing student

work in a performance festival at Meridian Hall and an art and film exhibition at Artscape Youngplace. The Arts Department also provides the Community Music artist program, which matches Partnership Artists with 63 schools annually to give the Artist workshops in percussion instruments from diverse musical traditions (e.g., Gamelan).

Itinerant Music Instructor Program:

The Arts Department's Itinerant Music Instructor Program (IMI) assigns artist instructors to 329 elementary schools in the TDSB to provide instrumental and vocal music instruction to students in grades K-8. The IMIs work collaboratively with OCT-certified classroom teachers to enrich the music curriculum and support teachers' professional learning. Direct instruction on instruments such as Band, Strings, Steel Pan, Orff and Recorder Enrichment is offered to students in grades 5 to 8. IMIs also provide staff development to help teachers develop the skills necessary to deliver music programs using Vocal, Orff, and Recorder pedagogies.

Arts Opportunities Program:

The Arts Department's Arts Opportunities Program offers fully funded opportunities for students from mainly priority schools to access arts performances, exhibitions, and workshops both in-school or on-location at arts spaces. The Arts Department also facilitates access to hundreds of thousands of dollars of free or low-cost tickets to performances from local arts organizations and institutions such as Share the Magic, National Ballet, TO Live, Canadian Contemporary Dance Theatre and others.

V. Implementing a process to evaluate and grow the breadth of genres and identities represented by artists, mentors and partners.

The TDSB is committed to Truth and Reconciliation, and equity when working with artists in schools. The TDSB recognizes and values the contributions of all members of their diverse community and believes that equitable access to programs, services, and resources is crucial for achieving successful outcomes. The TDSB's commitment to anti-oppression, non-discrimination, and equitable and inclusive education is the foundation of its policies, programs, structures, and practices. To evaluate and expand the representation of genres and identities among artists, mentors, and partners, the TDSB already integrates this goal into its existing processes. For instance, when selecting artist workshop facilitators for the TDSB Creating Space Conference, artists for the Arts Co-op, or curriculum resources, the TDSB already considers diversity and inclusivity in its selection criteria. In addition, other procedures, such as vetting external speakers, include criteria that promote equity and inclusion.

The Educational Partnership Office is responsible for completing the Initial/Partner Assessment of the Proposed Partnership and assessing the proposed partnership using the Partnership Criteria and General Policies documents. These documents include alignment with TDSB's Mission and Values, Human Rights, Equity Foundation/Integrated Equity Framework, Multi-Year Strategic Plan, and other relevant policies. When external agencies/artists apply for partnerships, the Partnership Office consults with several departments. This consultation can include input from the Arts Department. However, if the applicant indicates Indigenous content,

the Partnership office consults with the Urban Indigenous Education Centre (UIEC). Similarly, the Partnership office consults with the Centre of Excellence for Black Student Achievement (CEBSA) for Black-identity content. Our existing processes and policies reflect the TDSB's commitment to diversity, equity, and inclusion. We continue to expand opportunities for students to work with artists from different genres representing various communities and identities.

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Annual Indigenous Education Report

To: Program and School Services Committee

Date: 5 April, 2023

Report No.: 04-12-4506

Strategic Direction

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

Recommendation

It is recommended that the *Annual Report 2022: Indigenous Education in the Toronto District School Board*, as described, be received.

Context

In March 2014, the Ministry of Education released an updated Ontario First Nation, Métis and Inuit Education Policy Framework Implementation Plan to guide the work of school boards through to 2016. In a subsequent memo to all Directors of Education in November 2017, the Ministry further directed school boards to develop plans for responding to the *Truth and Reconciliation Commission (TRC) of Canada: Calls to Action*, as they relate to education.

Aligned with the Provincial Policy Framework, the Toronto District School Board's current Indigenous Education strategy is grounded in supporting student achievement and well-being by centering Indigenous perspectives across the curriculum; building system-wide knowledge and awareness of Indigenous perspectives, contemporary realities, histories and achievements through structured staff development and direct support to schools; and providing wrap-around supports for Indigenous students and families of Toronto's extremely diverse urban Indigenous population.

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Implementation of the Board's Indigenous Education strategy is the mandate of staff at the TDSB Urban Indigenous Education Centre. Led by a System Superintendent of Indigenous Education, this team of Indigenous education professionals comprises:

Council of Elders (4)
Centrally Assigned Principal
Centrally Assigned Vice-Principals (2)
Office Assistants (2)
Child and Youth Counsellor
Social Workers (4)
Itinerant Student Success Teacher
Itinerant Cultures and Traditions Instructors (1)
Community Liaison Workers (2)
Instructional Leaders (4)

Collectively, UIEC staff develop and deliver a broad range of programs, initiatives, resources and services to students, staff and communities across the Board, covering the Seven Canopies of Indigenous Education:

- Professional Learning
- Student Well-Being and Voice
- Community Engagement
- Programming, Curriculum Development and Implementation
- Research, Development and Innovation
- Partnerships
- Truth and Reconciliation, Relationships, Governance and Policy

For a comprehensive overview of the UIEC team's current activities in each of these areas, please see the annual staff report, *Annual Report 2022: Indigenous Education in the Toronto District School Board* (Appendix A, attached).

Action Plan and Associated Timeline

UIEC staff will continue develop and implement strategies to support the achievement and well-being of Indigenous students throughout the Board, including

- culturally-relevant curriculum, enhanced learning opportunities, direct wrap-around supports (counselling, traditional healing programs, youth groups, etc.) that focus on the unique needs of urban Indigenous students, families and communities; and
- system-wide professional learning to enhance staff capacity by building understanding of Indigenous sovereignty, self-determination, perspectives, cultures, histories and current contexts, as well as trauma informed practices and cultural safety.

Resource Implications

Indigenous Education has been highlighted as one of the eight proposed strategic drivers that will assist the Board of Trustees in developing the operating budget. This is an important step in ensuring that budget funding decisions continue to support Indigenous Education in the TDSB. UIEC staff will continue to work collaboratively with TDSB central departments (e.g., Professional Support Services, Employee Services, etc.) and Indigenous community partners to provide supports and develop enhanced learning opportunities for Indigenous students across the system.

Appendices

- Appendix A: Annual Report 2022: Indigenous Education in the Toronto District School Board

From

Tanya Senk, System Superintendent and Board Lead, Indigenous Education

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Annual Report 2022

Indigenous Education in
the
Toronto District School
Board

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**Canopy 4: Programming, Curriculum Development
and Implementation**

Canopy 5: Research, Development and Innovation

Canopy 6: Partnerships

Canopy 7: Truth and Reconciliation, Governance and Policy

Forward

We welcomed the start of 2022 thankful that after a global pandemic, the Urban Indigenous Education Centre had weathered the storm of uncertainty and peril caused by COVID-19. Our staff heroically managed two years of homeschooling, providing direction, and leadership and support for the difficult challenges during that period. Once the pandemic had subsided to the degree that we could return to a more normal routine. We began workshopping ideas to resurrect the visions that had developed over ten years, but had been suspended for the past two years.

2022 was a very busy time for the Elders Council and the UIEC. We continued to engage in various events and opportunities to share knowledge and wisdom. This work focussed on transforming education in the TDSB, introducing Indigenous Land-Based learning, community engagement, partnerships, curriculum development, research, and truth and reconciliation through Indigenous perspectives. The Elders Council supported the UIEC as they reimagined ways to decolonize and Indigenize proficiencies throughout the TDSB.

With the support of the Elders Council, the UIEC participated in planning for Indigenous History Month and National Indigenous People's Day and a highlight for everyone was a visit by Her Excellency, the Right Honourable Governor General Mary Simon who visited the school and UIEC on April 1st, 2022.

Conversations continue to be held exploring ways of implementing Indigenous Sovereignty. The promise by Colleen Russell-Rawlins, Director of TDSB, regarding the opening of the Boyne Natural Science School as an Indigenous Land-based Learning Site, speaks to the importance of Indigenous education across the TDSB schools. The Director stated: "We remain committed to honouring the Truth and Reconciliation Commission of Canada Calls to Action and to creating additional opportunities for students to learn from Indigenous perspectives and teachings on the Land."

With this promise in mind the Elders continued advocating for a new school, and shared ideas with Indigenous architect, Brian Porter for the design and development of the Boyne land-based learning site.

The annual Creating Spaces of Belonging took place in May, I gave a Professional Development Keynote speech to the UIEC and TDSB staff. In June the UIEC launched the *O.K. K.O. O.K. Magazine* and the UIEC hosted the second annual Two Spirit and Indigiqueer Pride event.

The Ministry of Education and the Board of Directors continue to be supportive of the work of the UIEC and the Elders Council, as demonstrated by the passage of the motion that incorporated Indigenous authors and texts into Grade 11 English, with the possibility of establishing an Indigenous Trustee position in the future at the TDSB.

Elder Dr. Duke Redbird

Canopy 1: Professional Learning

Supporting Beginning Teachers in Indigenous Education, Summer and Fall 2022

Through the New Teacher Induction Program (NTIP), UIEC Staff engaged newly-contracted teachers in learning about Indigenous Education at Toronto District School Board (TDSB), the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and the Truth and Reconciliation Commission (TRC)'s Calls to Action 62 and 63. During this professional learning, teachers were introduced to TDSB's Strategic Direction of Truth and Reconciliation along with TDSB's commitment to Indigenous Education through the *MultiYear Strategic Plan*, connections to curriculum, finding resources to support K - 12 student and teacher learning, and about the work of the UIEC to support Indigenous students and their families.

Number of Participants: 250 Educations

Impact:

- Participants reported:
 - Understanding the context of Indigenous Education and teachers' roles in Truth and Reconciliation in Education
 - Knowledge of where to access resources for the classroom

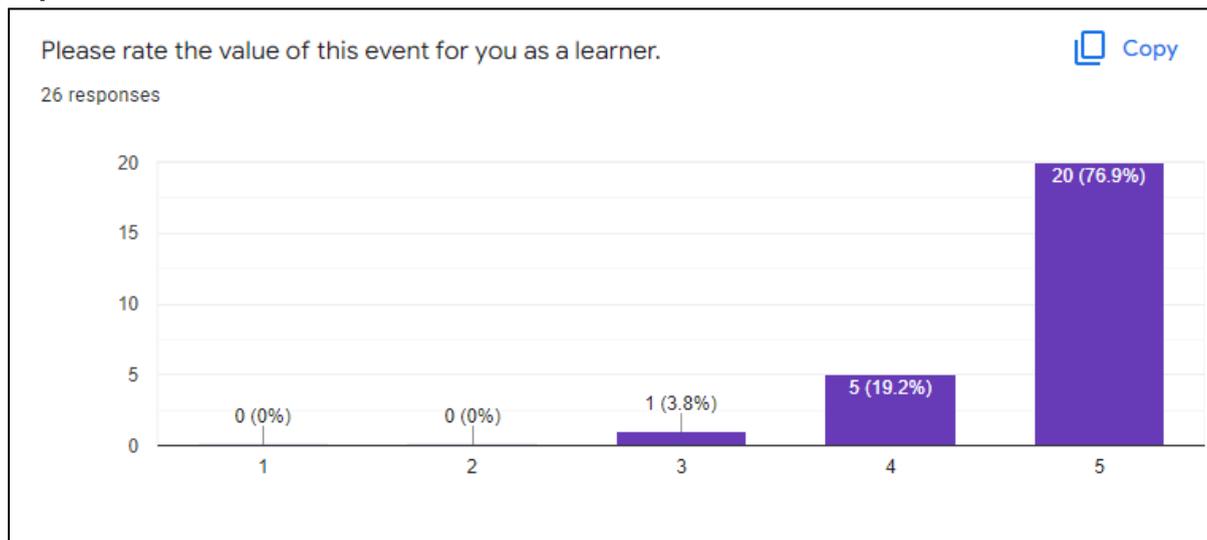
Indigenous Focused Early Years Literacy Strategy, Spring 2022

Beginning in Spring 2022, a targeted Indigenous Focused Early Literacy Strategy was designed to complement and enhance practices already in place at each of the four target schools, 3 of which are also Aanse Schools (i.e., schools with the highest numbers of First Nations, Métis and Inuit students). Using Culturally Relevant and Indigenous-focused resources to support professional learning, the goal was to increase educator knowledge and confidence in early years literacy strategies in order to increase student reading levels and interest. Through the strategy, the four pilot schools received tailored support, additional culturally relevant resources, and were invited to attend a full day Professional Learning session; *Centering First Nations, Métis, and Inuit Perspectives and Building a Framework of Culturally Relevant and Responsive Pedagogy in the Early Years*.

Audience: Staff in the Early Years (Kindergarten - Grade 3)

Number of Participants: 75

Impact:



Key Learnings Reported By Participants:

- How to engage with our students in appropriate ways and using culturally relevant and appropriate resources.
- I learned many resources that I can use, and how to use them with my students.
- I learned some valuable strategies to teach culturally appropriate lessons.
- I learned about the amazing resources that the UEIC offers! I'm excited to use the "Primary Awesome Table".
- It was great to see the different perspectives of how to try to engage our learners in our classroom. All the amazing resources to help make sure that all our students are valued and teach them in a meaningful manner. Thanks so much for all your hard work.
- More clarity about appropriation vs appreciation.
- I learned how to better approach Indigenous teaching in my classroom with my young students.
- One of the main things that stood out to me the most, was the *Potlatch as Pedagogy* resource. What stood out the most, and which led to a great/deeper discussion was how learning occurs through recognizing and encouraging strengths. This was something that I found as an educator, we need to encourage more within our classrooms.

Learning in *First Nations, Métis and Inuit in Canada* Course (Revised 2019), NAC20

2022 marked the first professional learning offering from the UIEC focused directly on the course *First Nations, Métis and Inuit in Canada*, NAC20. During the series of virtual professional learning opportunities that culminated in learning on the land at Forest Valley Outdoor Education Centre, educators engaged in learning about revisioning the teaching of history from linear to thematic and decolonizing pedagogies and assessment practices. In 2021/22, NAC20 was offered in twelve (12) secondary schools.

15 educators participated in the learning and were provided with book bundles for their and their students' ongoing learning.

Number of Participants: 15

Impact:

See:

<https://jamboard.google.com/d/1Fxt21nYpmcZXI3Wnsxg0ad-t4lU-Lh-re1BlkbWA7VY/viwer?f=0>

Supporting Contemporary First Nations, Métis and Inuit Voices Course (Revised 2019) NBE3

In 2022, there was an increase in secondary schools offering *Contemporary First Nations, Métis and Inuit Voices*, NBE3, as a compulsory English course. Guided by the Elders Council, and Indigenous protocols using Kirkness and Berhardt's [Four Rs of Indigenous Education](#) and Joanne Archibald's 7 [Indigenous Storywork Principles](#), Instructional Leaders developed and facilitated professional learning opportunities for NBE3 teachers focused on enhancing their capacity to deliver the curriculum in ways that effectively centred Indigenous voices and perspectives. NBE3 has been selected by over 1000 students in 27 secondary schools. Teachers were provided with book bundles by Indigenous writers to enhance classroom practice and student engagement.

Number of Participants: 27

Impact:

- Documented examples of teacher learning about responsibilities engaging in teaching First Nations, Métis and Inuit Studies courses, specifically *Contemporary First Nations, Métis and Inuit Voices*, NBE3.
- Pedagogical examples of student learning based on teacher shifts in practice.



Three-Part Series: Indigenous Education in the Early Years, Fall 2022

In fall, 2022, UIEC provided a three-part course to engage Early Years educators in learning to centre First Nations, Métis and Inuit perspectives in Early Years pedagogy. Participants engaged with Indigenous-centred pedagogies to enhance classroom

conditions for First Nations, Métis and Inuit students. Early Years educators were guided through resources created by Indigenous authors and engaged in hands-on opportunities to explore play-based possibilities for classroom instruction.

Number of Participants: 30 Educators

Impact:

- Increased capacity among early years educators to centre Indigenous perspectives and use Indigenous pedagogies in their everyday practice
- 100% of participants rated their experience as Highly Beneficial to their practice.
- Key Learnings identified by participants include:
 - The importance of honouring protocols, specific to art and beyond
 - How to incorporate indigenous resources in my own teachings in a respectful and appropriate manner; Better understanding of the issues that the indigenous community faces
 - Jordan's Principle
 - Different strategies and resources to approach colleagues who may be hesitant and resistant to engaging in the necessary work

Three-Part Series: Leadership in Indigenous Education (Virtual), Fall 2022

This three-part series embedded leadership in the context of land and treaties, fostering dialogue about Indigenous-settler relationships in education and what those relationships might mean for First Nations, Métis and Inuit students and families. Questions engaged included: What does it mean to lead for truth and reconciliation, and decolonization in education? How can leaders centre Indigenous perspectives, realities, resistance, brilliance, and joy in their school improvement plans? The Truth and Reconciliation Calls to Action and the United Nations Declaration on the Rights of Indigenous Education frame the conversations.

Number of Participants: 30 Principals and Vice-Principals

Impact:

- Participants reported:
 - An increase in self-efficacy with capacity building with schools staff specific to land acknowledgement
 - Improved Indigenous Education Goals based on identified student and staff learning needs in Indigenous Education
 - Increased effectiveness of planning for appropriate and responsible actions to enhance Indigenous Education in schools

Biidaaban: Truth and Reconciliation Project, Fall 2022 - ongoing to June 2023



The UIEC, guided by the Elders Council and Urban Indigenous Community Advisory Council, created a project to work alongside system and school leaders to ensure a (re)focus on Truth & Reconciliation and the Rights of Indigenous Peoples across the TDSB, including individual school improvement plans (SIP). The ***Biidaaban - Truth & Reconciliation Project*** is guided by The Truth and Reconciliation Commission of Canada: Calls to Action (TRC) and the United Nations Declaration on the Rights of

Indigenous Peoples (UNDRIP), aligning with the TDSB's spring 2022 motion to embed TRC Calls to Action and UNDRIP in all areas of board processes and planning, and is a TDSB Strategic Direction. It creates possibilities for system and school leaders to influence and confront colonial practices, beliefs, and structures that perpetuate adverse impacts of colonization on First Nations, Métis, and Inuit students, families and staff. Finally, this project leverages school improvement planning processes, including the identification of Reconciliation/Indigenous Education Goals and Action Plans in individual schools (in connection to the Board Action Plan for Indigenous Education).

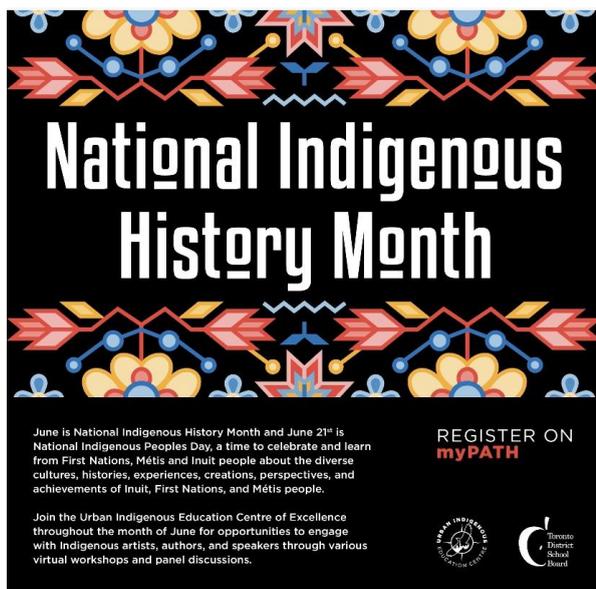
Number of Schools Participating: 52 Schools across all Learning Centres, at least 2 schools from every Learning Network

Number of Participants: 100 Teachers, 52 Principals or Vice Principals, 28 Supervisory Officers

Impact So Far:

- Direct work to enhance conditions and increase Indigenous Education learning in 52 schools across the system
- Increase in Indigenous Education learning and capacity building for over school and system leaders
- Enhanced classroom instruction and student learning in Indigenous Education in participating schools
- Enhanced school improvement goals focused on Indigenous Education with deeper consideration of the TRC Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples

June: Indigenous History Month



Throughout June 2022, the UIEC offered 11 virtual workshops/events for K-12 students and educators. These workshops/events were opportunities to listen to and learn from First Nations, Métis and Inuit Peoples. Opened by Dr. Elder Duke Redbird, some of the speakers included: Pam Palmater, David A. Robertson, Ange Loft, Vicky auf der Mauer, and others.. These learning opportunities provided participants with the opportunity to celebrate and honour First Nations, Métis and Inuit cultures, perspectives and historical and contemporary realities.

Number of participants: 500+ students and educators

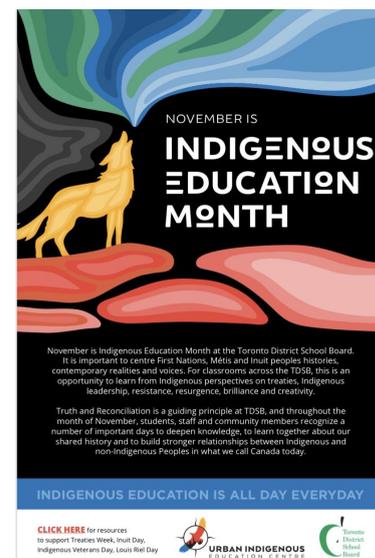
Impact:

- Feedback from some participants around their learning and application to the classroom include:
 - My class followed the DDSB situation a couple of months ago. They are deeply engaged with this series and that incident offered them (and me) an opportunity to exercise their critical consciousness. To see David A. Robertson continue to thrive and celebrate the series was a very positive experience for my students.
 - Pamela Palmater's communication of such big topics of Indigenous Sovereignty into an understandable narrative I and my students could follow so easily.
 - Learned about the Indian Act, the Royal Proclamation, Indigenous history in Canada...a lot.
 - With Ange Loft, through the movement and dance, I learned the meaning and the significance of the treaty and how that contrast to business process of the colonists
 - Becky Han - Learning that communities look different around different parts of Canada. Learning that children can have the same fears no matter if they are from the same place/same culture/same language or not. Exposure to new language, new story and new author. Learning more about Indigenous Peoples living in Canada.

November: Indigenous Education Month, 2022

November is Indigenous Education Month and is an important reminder to centre First Nations, Métis and Inuit perspectives, voices, histories, and contemporary realities in education contexts. In classrooms across the TDSB, it is an opportunity to learn about treaties, Indigenous leadership, achievements, resistance and creativity.

During November 2022, the UIEC offered 6 virtual workshops/events for K-12 students and teachers to listen to and learn from First Nations, Métis and Inuit Peoples. Opened by Dr. Elder Duke Redbird, some of our speakers included: Maurice Switzer, Clayton Shirt, Ange Loft and others. This year's learning ended with Dr. Susan Dion leading an in-person session for TDSB staff on her new book *Braided Learning*.



Number of Participants: 250+ Students and educators

Impact:

- Increase in cross-system access for students and educators to learning from Indigenous voices
- Enhanced educator capacity in engaging conversations on significant topics specific to Indigenous experiences

Overall Impact of Professional Learning

- Educators indicate increased confidence in incorporating Indigenous histories, cultures, perspectives, and contributions in the school and classroom experience of all students;
- Relevant, respectful, and appropriate Indigenous-centred practices, including more broadly incorporating Indigenous-centred courses in secondary schools, are being implemented more regularly across schools participating in UIEC professional learning, with a renewed focus on school improvement; inquiry-based professional learning among participating leadership teams; and
- Administrators share that they feel more confident in engaging in Leadership in Indigenous Education through data, shared leadership, and engaging with Indigenous Leaders.

Canopy 2: Student Well-Being and Voice

Indigenous Student Trustee

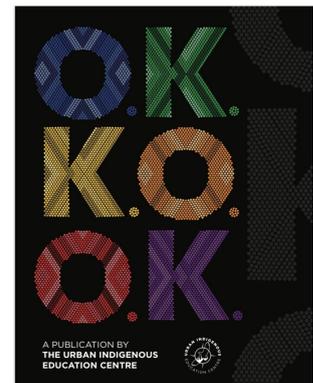


The work of the Indigenous Student Trustee is guided by the Elders Council, Truth and Reconciliation, UNDRIP and Indigenous ways of being, Knowing, and doing. One of the primary roles of the Indigenous Student Trustee at TDSB is to engage with First Nations, Métis and Inuit students across the board and represent their successes, joy, creativity, concerns and challenges. Indigenous students are underrepresented in student voice and engaging indigenous youth is of critical importance to shifting current conditions that adversely impact Indigenous student

well-being. The Toronto Indigenous Youth Council (TIYC) is an advisory body to the Indigenous Student Trustee and is composed of Indigenous youth who want to share their perspective on issues affecting them. Isaiah Shafqat has served as Indigenous Student Trustee since 2020, with his term coming to an end in 2023. Throughout his time as Indigenous Student Trustee so far, he has worked closely with the Urban Indigenous Community Advisory Council, Student Senate, UIEC, TIYC and more. He has led advocacy in various areas to advance Indigenous Education in the TDSB.

OK, KO, OK Student Publication, Spring and Fall 2022

The premier issue of the Urban Indigenous Education Centre's student publication *OK, KO, OK* was launched June 1, 2022, the first day of National Indigenous History Month. The second issue launched November 1, 2022 as a way to launch TDSB Indigenous Education month. Each issue features work produced by secondary students in classes from *the Ontario Curriculum, Grade 9 to 12, First Nations, Metis, and Inuit Studies (2019)*. Educators were encouraged to learn and work with students for students to share creative work that is:



- personally authentic, respectful, insightful
- inspires increasingly responsible relationships between settlers and First Nations, Métis and Inuit Peoples now and into the future
- challenges and disrupts past and present colonial narratives

The launch of the magazine culminated in an event hosted by a student and featured talks by Dr. Elder Duke Redbird spoke, along with Tanya Senk (System Superintendent, Indigenous Education), Lee Sheppard (Instructional Leader, magazine lead), Robert

Durocher (Centrally Assigned Vice-Principal, Indigenous Education). The audience consisted of community members, students, families, staff and trustees.

See: CityTV News Coverage [TDSB students launch Indigenous education magazine - YouTube](#)

Toronto Indigenous Youth Council

The Toronto Indigenous Youth Council (TIYC) brings together Indigenous Youth from across Toronto that come together to make positive change in their schools and communities, and to support one another in the process. The students meet weekly both in-persona and virtually. The founding members of the collective saw a need for space to be created where peers could meet and talk about political action, business, post-secondary, Indigenous arts, and other engaging topics that come up in a culturally safe environment.



In collaboration with the TDSB's Continuing Education School as well as the continued support of the Urban Indigenous Education Centre, the TIYC launched its first credited course offerings to TIYC students. As of January 1, 2023, a total of 19 students were enrolled in courses and an additional 5 students were attending regularly in a volunteer capacity. The two courses offered through the TIYC are:

- NDA3M1 - Contemporary First Nations, Métis, and Inuit Issues and Perspectives
- NDW4M1 - Contemporary Indigenous Issues and Perspectives in a Global Context

Impact:

- 288 - Stronger connections among Indigenous youth
- 108 - Native plants planted in garden boxes around the school
- 87% - Youth reporting a “stronger sense of community with their peers”
- 42 - Individual students who attended TIYC during the year
- 19 - Students on track to achieve a high school credit
- 7 - Students receiving volunteer hours for supporting the collective
- 6 - Inspirational field trips to sites across Toronto

- Quotes from students about the program:
 - The program “made me feel like I was not the only native person in the TDSB”.
 - “I feel more comfortable around my fellow classmates and have a new sense of belonging”.
 - “This course is the main source for me to learn more about my history and where I come from”.

- “I think I’m still learning what to look out for and look for in relationships (platonically). A lot of the folks I’ve been able to know are genuine people even if not apparent - I have more patience for others now”.
- “I have a reaffirmed understanding of how I connect with people on a personal level. It’s helped me reevaluate how I can grow socially and be more willing to create a community with others”.
- “It’s not normal in today’s education system that we have this type of realistic & progressive environment”.

UIEC Student Success Team

The UIEC Student Success Team centres the social and emotional well-being of Indigenous students throughout the TDSB. Through the Access to Services Referral Process, the team receives three-six referrals per week to support Indigenous students from across the TDSB. The referrals include requests for advocacy, counselling, academic supports, cultural access, social work, school re-engagement, addressing food insecurity, housing, sex trafficking, attendance, and accessing mental health supports, navigating the school system. The Student Success Team consists of an Indigenous Child and Youth Counsellor, Indigenous Social Workers, and a Student Success Teacher. Alongside their student-focused supports, the Student Success Team planned and delivered a series of professional learning sessions for all frontline staff members, focusing on the unique intersections of Indigenous histories, current realities, mental health, trauma, and education. These were delivered by both the Indigenous itinerant social workers and the Indigenous itinerant Child and Youth Counsellor. This professional learning aimed to develop meaningful and experiential ways of understanding the complexities of Indigeneity and mental health. Staff who attended these sessions had the opportunity to receive the teachings from both Elders and Residential School Survivors, as well as practical training on trauma from both an Indigenous and Western lens. The Student Success Team also planned and facilitated a series of workshops on Cultural Safety from an Indigenous perspective.

Total Number of Student Referrals: 150 across 80 schools

Indigenous Social Work

As the TDSB recognized and supported the rising need for critical mental health needs, particularly during the Covid-19 pandemic, Indigenous social work has sought to meet the unique needs of Indigenous students. Indigenous students face a disproportionate amount of mental health challenges and systemic barriers that impact achievement and emotional well-being. Intergenerational trauma, poverty, racism (both direct and systemic) and the over-representation of Indigenous children in the legal system and Children’s Aid are just some of the factors that contribute to the unique challenges that Indigenous students face.

Indigenous students are three times more likely to withdraw from their education than the national average. Indigenous students have overwhelmingly identified that they are

experiencing a lack of support and safety in the school setting (noted in the 2018/2019 Aanse report, as well as the 2017 TDSB Parent Census Report).

Therefore, advocacy and capacity building in schools remain at the forefront of Indigenous social work in the TDSB. This is achieved through providing professional development and education for staff, providing life-altering one-to-one counselling, facilitating student groups, advocacy for families, and outreach to the broader Indigenous community across the GTA.

Impacts:

- Facilitated year-long student groups, with the goal of fostering positive peer relationships, developing social skills, gaining new experiences and knowledge, and amplifying student voice. Social Workers also delivered workshops on the impacts of colonization on healthy relationships, human trafficking, and missing and murdered indigenous women.
- Facilitated the Toronto Indigenous Youth Leadership Council.
- Respond to student crises (including suicidal ideations, homelessness, community violence and self-harm).
- Provide in-class student circles, to raise awareness amongst classroom communities about Indigenous cultures and teachings, in order to foster better peer-to-peer relations between Indigenous and non-Indigenous students.

Cultures and Traditions Instructors

First Nations, Métis and Inuit students have opportunities to engage in cultural teachings through Cultures and Traditions Instructors. The UIEC has an Itinerant Cultures and Traditions Instructor who works in Aanse schools. Kâpapâmahchakwêw/ Wandering Spirit School and Eastview Public School also have Cultures and Traditions Instructors. These instructors support students through providing cultural support, to address students isolated in schools with lower Indigenous populations. Students participate in a range of ways, including cultural teachings (e.g., wampum, drum workshops and fire teachings) and in arts-based Indigenous activities that are holistic and centred on student well-being. Students also receive cultural support in their academics, and families receive support accessing cultural events, community organisations, and agencies in Toronto.

Impacts:

- Increase in access to cultural resources and teachings for Indigenous students in 3 schools with the highest numbers of First Nations, Métis and Inuit students
- First Drum Social at Bowmore Public School bringing together over 100 community members in December 2022
- Coordination of Winter Solstice gatherings at Kâpapâmahchakwêw Wandering Spirit School. Native Learning Centres East and Downtown, Eastview and Bowmore (December, 2022)

Creating Spaces of Belonging Conference, Spring 2022



The Urban Indigenous Education Centre’s Student Success Team offered a virtual conference 6th annual *Creating Spaces of Belonging*. This year’s conference theme was inspired by keynote speaker Elder Dr. Duke Redbird that shared Indigenous perspectives with connections to humour, art, and music, and well-being and mental health. Workshops included an Indigenous educator panel, and Indigenous student panel, Indigenous artist panel, and others. These virtual workshops engaged the audience in learning from and alongside Indigenous people around well-being, and offered opportunities for questions and conversation.



Number of Participants: 150 staff

Impact: Efforts to improve education for First Nations, Metis, and Inuit students and families include learning about enhanced school conditions, access to cultural and well-being services, improved engagement, and a focus on Indigenous education.

UIEC and TDSB Arts Department Student Arts Co-Op

In collaboration with the UIEC, the TDSB Arts Co-op Education offered two, 2 credit co-operative education opportunities for secondary students with an interest in social justice and a passion for an interdisciplinary approach to the arts. This program aims to build cross-cultural understandings between students through storytelling, playwriting, acting, spoken word, dance, visual, media and digital arts production. Students collectively explore themes of truth, identity, and relationships in response to the Truth and Reconciliation Commission of Canada: Calls to Action. Indigenous perspectives and worldviews are an integral part of this program. Students learn from Indigenous artists, as they draw upon their diverse backgrounds to share original stories through virtual performances. This program culminates with a virtual tour showcasing their original performances to Grades 7 and 8 students throughout the TDSB. This year’s Arts Co-op was supported by UIEC Instructional Leaders and led by Indigenous digital and performance artist Archer Pechawis. Students collaborated in the creative process to co-create and share their voices and stories about their relationships to water. As this year’s program was all done virtually, students also gained a number of digital tools and skills.

TDSB Arts Co-op:

- Run, Quad 4
- Grades 11 & 12

Program Location:

- Fully Virtual

Important Dates:

- Applications Due
 - April 20
- Interviews
 - April 27 - 28
- Confirmations Sent
 - April 29
- Placement Starts
 - May 3

Students will be working virtually with Indigenous artists from multiple disciplines including theatre, film, storytelling, dance, visual art, spoken word and digital production. Working both individually and collaboratively, students will be creating interdisciplinary performances and recordings in response to the current times. These works will then be presented virtually to elementary and middle schools. Indigenous worldviews and perspectives are an integral part of this program.

Number of Participants: 40 students in Arts Co-op, and 300+ students, educators

Aanse: Student Well-Being and Achievement Strategy

Aanse, the Anishnaabemowin word for “transformation”, is the inspiration for the Ananse: Student Well-Being and Achievement Strategy. This strategy involves structures for teams of UIEC staff to provide direct wrap-around support for 5 focus schools with the highest numbers of First Nations, Métis, and Inuit students in the TDSB. Supports include leadership in Indigenous Education coaching for Principals and Vice-Principals (Centrally Assigned Principal and Vice Principal), collaborating with teachers to enhance classroom instruction and student learning (Instructional Leaders), providing one-on-one academic supports (Student Success Counsellors), mentorship and access to diverse secondary and post-secondary resources and programs (Graduation Coaches), family/caregiver forums and circles (Community Liaisons), and one-on-one counselling and bi-weekly sharing/healing circles (Social Workers and Child and Youth Counsellors). Further, ensuring access to Indigenous culture and languages in these schools is a key priority.

Number of Schools: January to June, 2022 - 8 elementary schools & 8 secondary schools
September to December, 2022 - 6 schools (3 elementary, 3 secondary)

Impacts:

- Enhanced classroom and school conditions for First Nations, Metis, and Inuit students and families
- Increased access to cultural, language, and well-being supports and services for First Nations, Metis, and Inuit students and families
- Increases in literacy engagement for students and enhance capacity in Indigenous pedagogies for educators
- Increase in wholistic approaches to school improvement with a focus on Indigenous Education

Overall Impacts on Student Well-Being and Voice

- Increased engagement, understanding and self-confidence of Indigenous students;
- Increased connection to culture and community, and making connections to students’ personal lives;
- Safe spaces are created where students can explore their Indigeneity;
- Increased student and family re-engagement with school;
- Increased understanding of the supports needed to address the social determinants of health and wellness (e.g. food security, housing, health supports) of First Nation, Métis, and Inuit students.

Canopy 3: Community Engagement

Urban Indigenous Community Advisory Committee (UICAC)

The Urban Indigenous Community Advisory Committee (UICAC) meets on a monthly basis to engage the voice, experiences, expertise and concerns of local community groups, organizations and supports to inform our work at UIEC to better support First Nations, Métis and Inuit students, caregivers and communities. The following community agencies have been part of the UICAC:

- Two-Spirited People of the First Nations
- Council Fire
- Indigenous Affairs Office, City of Toronto
- ENAGB
- City of Toronto, Early ON
- Seneca College
- York University
- Toronto & York Region Métis Council

Two-Spirit Indigiqueer Pride and PowWow



The second Two-Spirit, Indigiqueer Pride at UIEC and TDSB in June 2022, with support from Indigenous Student Trustee Isaiah Shafqat. This event provided K-12 students and staff with the opportunity to listen to and learn from Two-Spirit and Indigiqueer students, Elders, writers and artists about their experiences, lives and perspectives. It was also an opportunity to engage in decolonizing conversations around gender and sexual diversity. Some of the guests included Elder Blu Water, artists Patrick Hunter and TJ Cuthand, poet T'áncháy Redvers, academic Marie Laing, and others. This event was a partial collaboration with 2-Spirited People of the 1st Nations, and in June 2022 the UIEC participated in the Two-Spirit Pow Wow at Downsview park with the support of the Community Liaison team.

REGISTER ON [myPATH](#)



Number of Participants: 500+ (Both virtual events and Pow Wow)

Impact:

- Based on some of the workshops, participants responded:
 - I learned that there is a real spectrum to experiences/interpretations of Two-Spirit but that what is most important is that it applies only to Indigenous folks and comes from ceremony. I also learned how important it is to connect Two-Spirit folks to their community (and ensure those connections are safe and positive).

- What I learned from this event is to support, uplift and help someone who needs help, be a voice, and also be there to listen. Elder Blu Water said, "everyone is a beautiful gift from the creator."
- I was previously unaware of how the term 2spirit came about. I had also forgotten to consider 2spirit experiences in the context of residential schools before now thanks to Teddy Syrette sharing this.

Covid-19 Vaccination Clinics

In collaboration with [Anishnawbe Health Toronto](#) the Community Liaison Team organized several Covid-19 vaccination clinics for UIEC staff, Kâpapâmahchakwêw/ Wandering Spirit School students, staff and caregivers, and community.

Impact of Community Engagement

- Increase in role models and mentors who can offer advice and guidance from and with an Indigenous perspective;
- Facilitated conversations about Covid-19 vaccination in culturally safe ways;
- Increase community attendance at the UICAC meetings.

Canopy 4: Programming, Curriculum Development and Implementation

The UIEC Instructional Leadership team built system-wide knowledge and awareness of Indigenous cultures, histories and ways of knowing through structured staff development and direct support to schools. Some key activities included:

- Building capacity system-wide among staff to enhance conditions in schools for Indigenous students;
- Developing and implementing curriculum units, lessons and provocations for learning at the primary level, and professional learning modules;
- Vetting resources and helping classroom teachers and teacher-librarians identify accurate, authentic materials and resources for classrooms and school libraries;
- Establishing partnerships and learning initiatives in collaboration with various Indigenous organizations;
- Delivering professional development at all levels to all staff (e.g., New Teachers Induction Program, Outdoor Education staff, The Arts, French, etc.).

This work aligns with the TDSB's Multi-Year Strategic Plan, Curriculum documents, the [First Nations, Metis, and Inuit Education Policy Framework](#), United Nations Declaration on the Rights of Indigenous Peoples, and Truth and Reconciliation Calls to Action.

Urban Indigenous Education Centre Library

The UIEC Library Collection has grown with the addition of several hundred new books purchased from Goodminds, an Indigenous run supplier. The new additions to the collection represent First Nations, Métis, and Inuit perspectives and include selections appropriate for readers from Kindergarten to Graduate-level learning. We have also added four additional copies of Indigenous Peoples Giant Floor Map to the collection.

Online Resources

The UIEC provides resources to the system (e.g., Direct Line, System Leaders' Bulletin, Trustees' Weekly, etc.) throughout the school year by co-producing resources on various topics and Indigenous Days of Significance including: Indigenous Education Month, Treaty Recognition Week, Aboriginal Veterans' Day, Louis Riel Day, Inuit Day, National Indigenous Peoples Day, etc.. The Urban Indigenous Education Centre also has a Google Site (<https://sites.google.com/tdsb.on.ca/uiiec-resources-draft/home?authuser=0&pli=1>) which includes our online curriculum resource, *the Awesome Table*; a Facebook site (<https://www.facebook.com/UrbanIndigenousEducationCentre/>); and a Twitter account @UIEC_TDSB.

Anishinaabemowin Language Learning

Anishinaabemowin is offered in Kindergarten to Grade 12 at eight schools within TDSB. Elementary schools that offer it include Eastview PS, Humewood CS, Bala CS, Kâpapâmahchakwêw/Wandering Spirit School and this year, Bomwore PS started offering it for the first time. Secondary schools that offer Anishinaabemowin in grades 9 -12 are Riverdale CI, Native Learning Centre Downtown, Native Learning Centre East, and Kâpapâmahchakwêw/Wandering Spirit School. Currently, there are seven Ojibwe language teachers within TDSB. With student population growth and demand, we are looking to recruit Indigenous language teachers, and to include within our Indigenous language programs: Mohawk, Cree, and Inuktitut. There are currently 328 elementary students and 80 secondary students currently enrolled in Ojibwe Anishinaabemowin classes in the TDSB.

Combating Hate and Racism Strategy

The Student Learning Strategy for Combating Hate and Racism is a proactive and student-centred approach to creating respectful and culturally safe learning environments for all students. The Urban Indigenous Education Centre, in collaboration with the Centre of Excellence for Black Student Achievement and the Equity, Anti-Oppression and Anti-Racism Department, has supported classroom educators to develop curriculum to support classroom instruction that builds understanding, develops critical consciousness, and implement strategies that centre truth and reconciliation and challenge anti-Indigenous and other forms of hate and racism. The development and review of the curriculum resources occurred from summer to winter, 2022, with plans to pilot lessons and units in 2023.

Impact of Programming, Curriculum Development and Implementation

- K-12 educators and vice-principals/principals have access to relevant lessons, resources and learning opportunities to support the work of Truth and Reconciliation and Indigenous Education in K-12 classrooms;
- On-line resources now has robust K-3 lessons and provocations for learning along with modules for NAC10 and NBE3;
- The Indigenous Food Sovereignty Program is providing fresh food to 3 sites on a daily basis;
- The Indigenous Food Sovereignty Program facilitated secondary school students in earning credits in co-operative education while gaining skills and work-place experience;
- The UIEC Twitter handle has grown by followers and is a vehicle that some TDSB staff access to learn about learning opportunities offered by UIEC.

First Nations, Métis and Inuit Studies (Revised 2019) Professional Learning Series

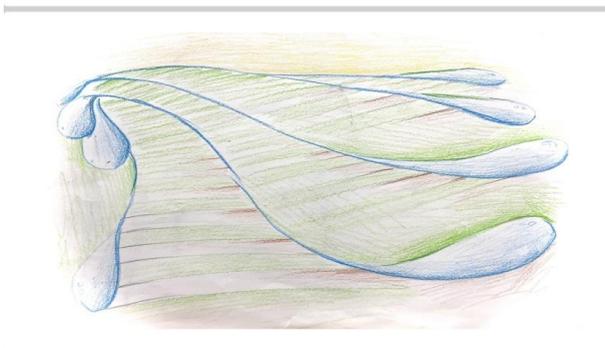
Learning in *Expressions of First Nations, Métis and Inuit Cultures Course (Revised 2019)*, NAC10

The UIEC provided various professional learning opportunities for teachers of the course *NAC10 - Expressions of First Nations, Métis and Inuit Cultures*. These opportunities included four (4) full professional learning days that included listening to and learning from and alongside Indigenous artists, speakers, Elders, and UIEC Instructional Leaders to engage in enhancing practices in curriculum, pedagogy and assessment. These days were themed around Truth, Reconciliation and Decolonizing Art Practices. In 2021/22, over 3000 students in 48 secondary schools were enrolled in NAC10. The UIEC also worked in collaboration with the Art Gallery of Ontario to provide virtual tours and creative tasks for NAC10 students and teachers to further their learning about Indigenous art and artists. Teachers were provided with book bundles focused on Indigenous art and artists to support classroom learning. Starting this year, teachers were encouraged to keep journals and sketchbooks, and to then make an artefact to represent their learning.

Number of Participants: 48

Impact:

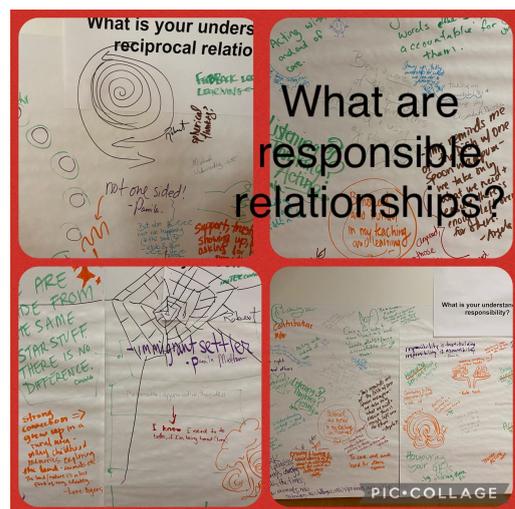
Examples of teacher reflections and learning about responsibilities engaging in teaching First Nations, Métis and Inuit Studies courses.



This was a wampum bracelet that I made during a workshop with Rebecca. It reminds me of the importance of Treaties and my role as a treaty person, how I want to



focus on Treaty work at the start of the course next year, and how lucky I am to get to work with Rebecca and receive support from the UIEC.



Canopy 5: Research, Development and Innovation

Indigenous Language Coach

To strategize supporting and recruiting Indigenous Languages teachers and instructors, the Urban Indigenous Education Centre developed TDSB's first learning coach role to support mentoring and professional learning for Indigenous Language teachers and Instructors.

Indigenous Graduation Coaches

A team of three (3) Indigenous Graduation Coaches at The Urban Indigenous Education Centre provide system-wide supports to First Nations, Métis and Inuit students in academic pathways, and looking to remove barriers to graduation. The team also provides workshops throughout the year to support Indigenous youth with resume writing, job opportunities, dual credit learning, co-operative education positions, and looking at post-secondary options.

Impact:

- Grade 8 Students:
 - Built relationships in 7 schools, servicing, 38 and probably more, Grade 8 students;
 - Facilitated transitions processes for students leaving Grade 8 and entering Grade 9 (10 schools)
- Secondary School Students:
 - Built relationships at 21 High Schools, getting to know teachers, guidance counsellors and administrators
 - Served 72 non-graduating students to access employment, housing, and vaccines
 - Enhanced student capacity to advocate for themselves and their needs to teachers to make sure they are getting the level of education they deserve
- Graduating Students:
 - Served 36 Graduating Indigenous Students across TDSB
 - 14% of those graduates are returning to High School to upgrade their marks - with that, the Graduation Coaches advocated to the Dual Credit team to make Indigenous Graduates able to take Dual Credits to support students to build positive relationships with post-secondary education
 - 25% of the graduates have work lined up, apprenticeships, trades work, and other full-time employment opportunities
 - 17% of graduates are attending college, and most, if not all, have full-funding set up for next year
 - 33% of the graduates are attending University with full-funding

Indigenous Food Sovereignty Program

The Indigenous Food Sovereignty program is a multifaceted program that:

- provides First Nations, Metis and Inuit students at 3 sites (Kâpapâmahchakwêw/Wandering Spirit School, Native Learning Centre East, Native Learning Centre Downtown) with healthy, local, Indigenous-based food throughout the school day;
- engages in building capacity through holistic teaching and learning about Indigenous Food Sovereignty systems;
- provides opportunities for First Nations, Métis and Inuit students to engage in co-operative education learning to gain skills, credits and experiences;
- engages community in learning about Indigenous Food Sovereignty.

Canopy 6: Partnerships

Relationship Development and Maintenance

The Community Liaison Team, guided by the Elders Council facilitates working with Cultures and Traditions Instructors, UIEC Instructional Leaders, the Student Support Team, and UIEC Administrators to build and nurture relationships with new Indigenous partners and maintain relationships with Indigenous Elders, Knowledge Keepers, artists and community members.

Engaging Indigenous Artists and Educational Partners Working in Schools

UIEC staff supported Indigenous artists, speakers, authors and other partners on the TDSB Educational Partnerships list by connecting to curricula, navigating policies and procedures, and sharing their work with schools. The UIEC developed protocols for teachers and schools to facilitate engagement of artists and partners in ways that are welcoming and respectful. The partnership list continues to grow to support school-based programming.

Urban Indigenous Education Centre and York University Faculty of Education Office of Professional Learning Partnering to Provide Additional Basic Qualifications

Descriptions: The Intermediate Basic First Nations, Métis and Inuit Studies additional basic qualification course facilitates elementary and Grade 9-10 teachers in being able to better plan, teach and assess the Revised (2018) Social Studies, History and Geography curriculum, and the Revised (2019) Grades 9 - 12 First Nations, Métis and Inuit Studies curriculum (NAC10, NAC20). Participants will engage in learning from Indigenous perspectives for their classrooms.

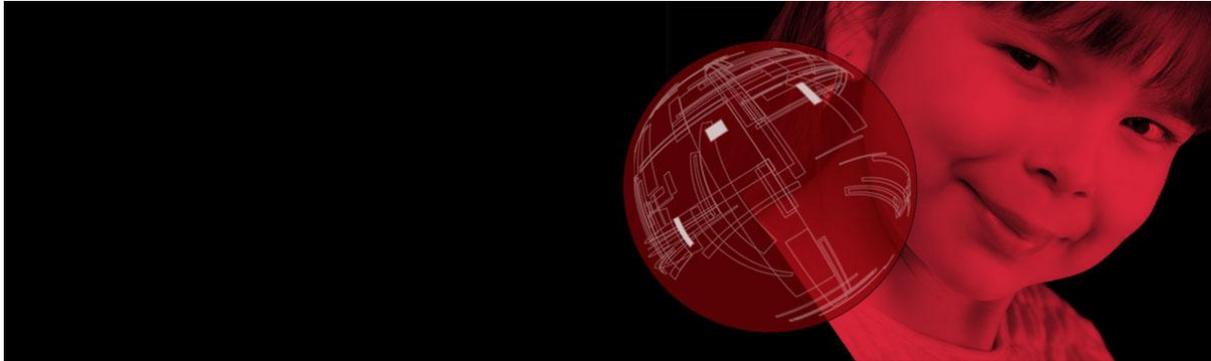
The Senior Basic First Nations, Métis and Inuit Studies additional basic qualification course facilitates secondary teachers in being able to better plan, teach and assess the Revised (2019) Grades 9 - 12 First Nations, Métis and Inuit Studies curriculum (Grade 11 & 12 courses (NBE3). Participants will engage in learning about First Nations, Métis and Inuit historical and contemporary realities from Indigenous perspectives for their classrooms.

Number of Participants: 130 educators

Toronto Aboriginal Social Services Association

Working in collaboration with TASSC, UIEC was able to continue offering Indigenous families with COVID-19 Relief.

York University: Wüléelham



York University Indigenous-Focused Courses, Cohorts and Programs

Wüléelham: is a Lenape word that means "make good tracks"

Rooted in Indigenous knowledge and pedagogies, the *Wüléelham* courses, cohorts and programs engage participants in learning from Indigenous peoples' experiences and perspectives.

Wüléelham options were developed to highlight the specific strengths of urban Indigenous communities. They are not intended to be taken in a linear sequence; instead, students make their own tracks, choosing to participate based on their timelines and interests. Our ultimate goal is to provide students with the knowledge and understanding to contribute to community well-being through their chosen career paths.

Developed in collaboration with Indigenous scholars and communities, *Wüléelham* prepares students for a wide variety of careers including, teaching, journalism, public administration, law enforcement, court work, policy work, or research on Indigenous experiences.

Bachelor of Education (BEd) - WAABAN Indigenous Teacher Education

In response to the Truth and Reconciliation Report, the Faculty in collaboration with the Toronto District School Board Indigenous Education Centre offers admission to a **special cohort** of students who will complete the Bachelor of Education (BEd) degree with a focus on Indigenous worldviews. **Waaban Indigenous Teacher Education** will educate a new generation of teachers prepared to address the needs of First Nation, Métis and Inuit students, families and communities. *Waaban* will be grounded in Indigenous Knowledge and Pedagogy and will include teachings from Indigenous Elders, educators, and community leaders.

Waaban is an Anishinabe (Ojibwa) word meaning *it is tomorrow*. It signifies commitment to a holistic program of teaching and learning that acknowledges the impacts of colonialism, and draws on the wisdom of ancestral teachings and contemporary leaders to put Indigenous futures into Indigenous hands. *Waaban* Indigenous Teacher Education

will include attention to contemporary urban, rural and reserve perspectives and teachings from a diversity of nations. Students will be introduced to cultural and community resources and have opportunities to learn from and with Indigenous educators.

Some features of the program are:

- **Community-centred**
Held in Toronto for a special cohort of teachers who will take most classes together. Students will work with faculty members, guest speakers and others from the community to gain knowledge, insight and skills for teaching and learning in Ontario schools
- **Condensed schedule**
 - Complete a full two-year degree in four consecutive semesters (16 months)
 - Classes will take place in a [continuous schedule of terms](#) (Summer-Fall-Winter-Summer)
 - Click [here](#) for a full list of required courses
- **Location**
Due to Covid-19 restrictions and protocols, courses were offered through on-line learning platforms. Teacher candidates also participate in [community practicum placements](#) and [school practicum placements](#) in order to gain practical skills and experiences to qualify for the BEd degree.
- **Focused curriculum**
Courses and experiences infused with a focus on Indigenous education.
Note: Special elective courses will be available to students in this cohort

Graduates will be certified to teach in Ontario in one of the following teaching panels:

- **Primary-Junior** (JK to Grade 6)
- **Junior-Intermediate** (Grade 4 to Grade 10)

Master of Education (MEd) - Urban Indigenous Education Cohort

Developed in collaboration with the Toronto District School Board (TDSB) Urban Indigenous Education Centre, the Faculty of Education at York University is offering a Master of Education (MEd) Cohort with a focus on Urban Indigenous Issues to a **special cohort** of part-time students. This cohort in the MEd is in response to the need for knowledge and understanding of First Nations, Métis, and Inuit cultures, histories and perspectives. Admission to this program is generally completed every two years. **A new cohort started September 2021.**

Indigenous people are often rendered invisible in a bustling multicultural cityscape. The impact for Indigenous children, youth and their families is frequently one of alienation. Students in urban settings confront particular challenges including: not being recognized as Indigenous students; not seeing themselves represented in the teaching population; and not seeing themselves represented in the curriculum. They

attend school despite a long, negative and hurtful relationship between Indigenous people and schooling.

In urban settings, school board administrators, teachers, employees and other service providers for Indigenous people may confront challenges, including: identification of Indigenous students; delivery of programs; and a lack of knowledge and understanding of urban indigeneity, Indigenous students' experiences, and the complexities of teaching Indigenous subject material. This program takes these challenges seriously. This special cohort in the MEd program, focuses on Urban Indigenous Education as an area of study. Admission to this program is completed every two years.

Impact of Partnerships

- UIEC partnerships are contributing to improving First Nation, Métis, and Inuit student achievement and well-being and increasing all staff and students' awareness and knowledge of Indigenous histories, cultures, perspectives and contributions.
- Increase interest in community members engaging in partnerships. 16
- As a result of York's Waaban Teacher Education Program, there is an increase of self-identified First Nations, Métis and Inuit teachers working in TDSB classrooms.

Canopy 7: Truth and Reconciliation, Governance, and Policy

Toronto District School Board Motion, June 2022

In June 2022, the Toronto District School Board passed the following Motion:

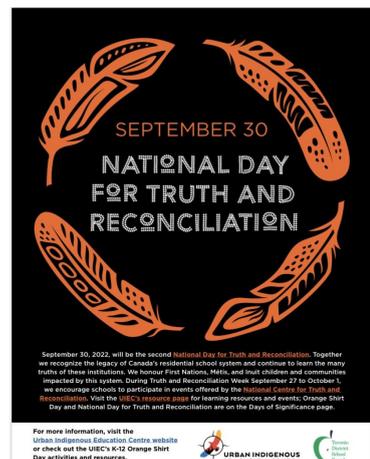
Whereas, the Elders Council passed a motion that was unanimously supported by the representatives of the Indigenous communities of Toronto (UICAC); and
 Whereas, ***it is the stated goal of the Toronto District School Board to ensure that Indigenous staff and students are not deprived of their rights and are provided with a learning and working environment that is free from racism and discrimination of any kind;***
 Therefore, be it resolved:
 (a) That the Toronto District School Board ***commit by resolution to the implementation of the Truth and Reconciliation Commission of Canada: Calls to Action, including the United Nations Declaration on the Rights of Indigenous Peoples as the governing framework for reconciliation;***
 (b) That the TDSB ***acknowledge that Indigenous peoples (First Nations, Métis, and Inuit) are distinct with inherent rights, laws, and institutions;***
 (c) ***That the Truth and Reconciliation Commission of Canada: Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples be embedded in policies, bylaws and Board governance structures;***
 (d) That ***Truth and Reconciliation be set in the Board's strategic directions.***

This motion has had an impact on various policies, procedures and processes in the TDSB, including:

- Inclusion of an Indigenous Education Goal in all School Improvement Plans
- Out of Area Admissions Policy (Policy P013, Section 6.5.7)
- School Naming Policy (Policy P047)

September 30 - National Day of Truth and Reconciliation

September 30, 2022 marked the second *National Day for Truth and Reconciliation*, a national statutory holiday that “honours the lost children and Survivors of residential schools, their families and communities. Public commemoration of the tragic and painful history and ongoing impacts of residential schools is a vital component of the reconciliation process”¹ On this day we recognize the legacy of Canada’s residential school system and continue to learn about the many truths of these institutions. We honour First Nations, Métis, and Inuit children and communities impacted by this system. This was through the amendment of Bill C-5. During the National Week for Truth and Reconciliation the Urban Indigenous Education Centre shared resources with K-12 educators. The UIEC shared the National Centre for Truth and Reconciliation website, <https://nctr.ca/>, through Direct Line, System Weekly and Twitter for staff to engage in the events taking place across the country.



¹ From Government of Canada, National Day for Truth and Reconciliation <https://www.canada.ca/en/canadian-heritage/campaigns/national-day-truth-reconciliation.html> accessed Tuesday, March 29, 2022

Orange Shirt Day



Established in 2013, Orange Shirt Day was inspired by Phyllis Webstad, who was excited to wear her new orange shirt to her first day of school in 1973.

However, when she arrived at St. Joseph Mission Residential School, her shirt was taken and never returned. From that day forward, the colour orange, for Phyllis, reminded her of that moment, how her feelings didn't matter, how she felt like she wasn't worth anything and that no one cared for the children who were crying about it that day.

Now, on this day, we recognize the legacy of the residential school system for First Nations, Métis and Inuit families and communities.

We acknowledge the legacy of residential schools in Canada by wearing orange and we honour the survivors. We

remember the thousands of children who were murdered and buried in unmarked graves.

On Friday, September 30, 2022 students and staff were encouraged to wear orange to participate in Orange Shirt Day. UIEC supported K-12 students and teachers through access to lessons and resources to facilitate learning in classrooms. This year, UIEC collaborated with Indigenous designer Peter Jensen ([Jensen Group](#)) to specifically design shirts for TDSB students, staff and community to wear.

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Special Education and Inclusion Annual Report 2022-2023

To: Program and School Services Committee

Date: 12 April, 2023

Report No.: 04-12-4507

Strategic Directions

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

Recommendation

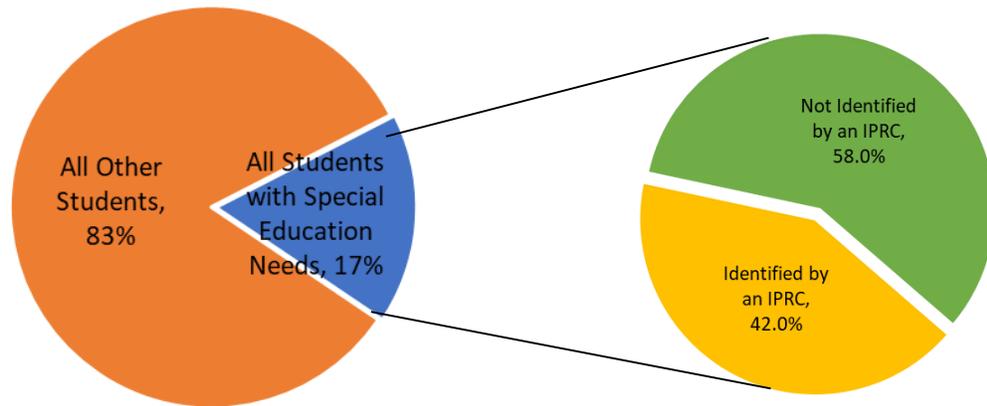
It is recommended that the Special Education and Inclusion Annual Report 2022-2023 be received.

Context

Please see Appendix E for the Executive Summary of this report.

The Toronto District School Board (TDSB) is committed to student achievement and well-being. We recognize that students develop and learn in different ways, have different strengths and needs, and require different levels of support. Some students require special education programs and services to meet their needs and they may receive support in Intensive Support Programs (ISPs) in integrated or congregated sites. This school year (2022-23), there are 40,577 students (17% of total TDSB student population) with special education needs (formally identified as well as IEP-only). Of the 40,577 or 17%, 17,205 or 42% are formally identified with exceptionalities as defined by the Ontario Ministry of Education (see Appendix A), while 23,372 or 58% only have IEPs (see Figure 1).

Figure 1: Percentage of TDSB Students with Special Education Needs (Formally Identified with Exceptionalities and IEP-Only)



The Multi-Year Strategic Plan (MYSP)

The work of the Special Education and Inclusion Department is guided by the goals outlined in the Multi-Year Strategic Plan (MYSP), which specifically focus on improving learning experiences for students with special education needs:

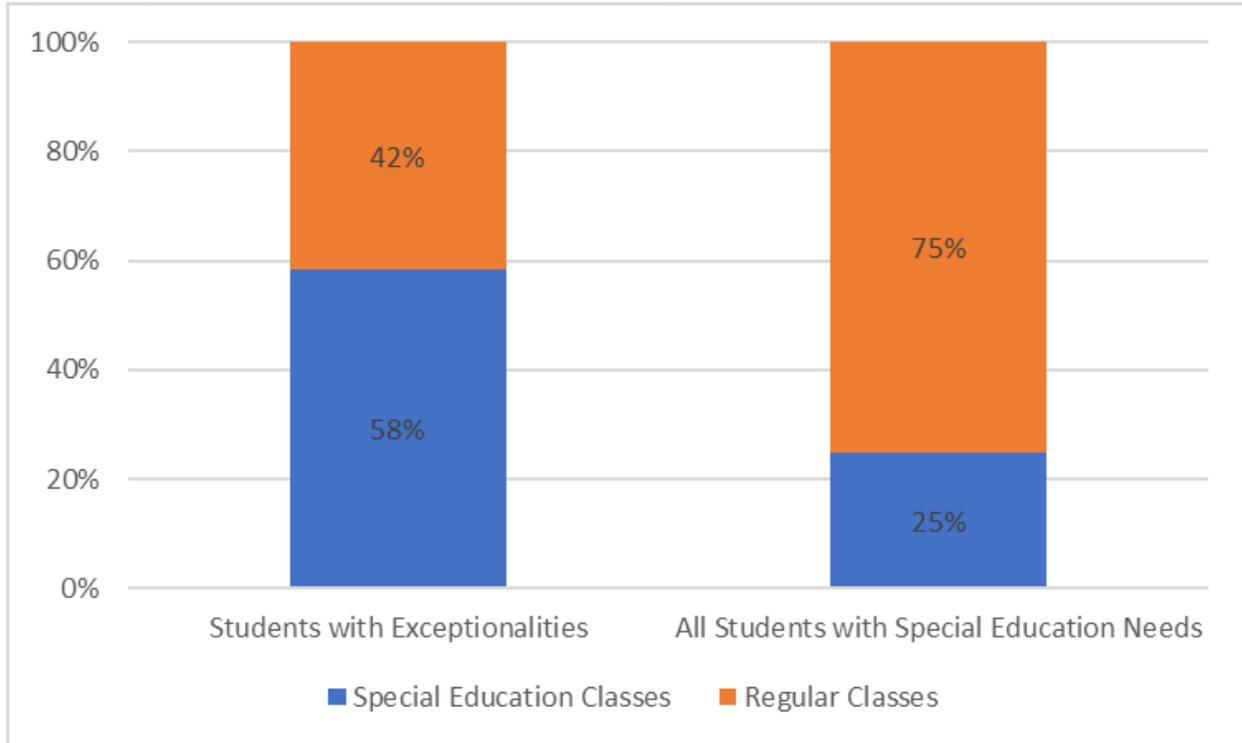
- We will welcome all students to an open and inclusive learning environment that recognizes that most students can be served effectively within their community school, and will also continue to provide intensive support programs for students with more specialized learning needs;
- We will continue to strengthen collaboration with parents/guardians/caregivers and engage effectively in the decision-making process regarding their child’s program, placement, and well-being; and
- We will increase employment opportunities and outcomes for all students with Low Incidence Exceptionalities (e.g., Intellectual Disabilities, Physical Disability, Low Vision, Deaf and Hard of Hearing and Health/Medical).

Inclusion

Ontario Regulation 181/98 requires school boards to consider placing students with exceptionalities into regular classes with appropriate special education services before considering placement in special education classes (see Appendix B). In the TDSB, we continue to be responsive to the understanding that as students learn, they develop skills and so their special education service and program needs change over time. In 2022-23, of the 17,205 students with exceptionalities (formally identified), 42% are in regular classes. Looking at all students with special education needs (including the 23,372 with an IEP only), 75% are in regular classes (see Figure 2). Students being welcomed, included and supported in well-resourced neighbourhood schools in age-appropriate, regular classes are able to learn, contribute and participate in all aspects of school life. This allows for valuable learning opportunities for groups which have been historically excluded, such as students with disabilities and intersecting identities. Some students with unique strengths and needs (behaviour, communication, intellectual and physical) may require more specialized or intensive programs and supports and, in collaboration with parents/guardians/caregivers and students as appropriate, we provide the necessary

placements. In 2022-2023, of the 17,205 students formally identified, 58% are in special education classes. In line with this shift towards inclusionary practices, TDSB phased out the Home School Program (HSP) (see Appendix C), which went from roughly 5,000 students in 2016-17 to 0 students in 2022-23.

Figure 2: Special Education Needs Classroom Setting



Anti-Oppression, Human Rights, Equity, Anti-Racism and Anti-Ableism

The Special Education and Inclusion Department, in collaboration with all staff, is committed to providing equitable access to learning opportunities for all students. This includes our ongoing commitment to anti-oppression, human rights, equity, anti-racism including anti-Indigenous and anti-Black racism, and anti-ableism. This commitment aligns with the TDSB Vision for Learning and the TDSB Equity Policy, and underpins all programming across all grade levels. It is through this commitment that systemic barriers to high-quality education for historically underserved students, including students with special education needs, are identified, addressed and eliminated. This helps us create a more equitable school system where the achievement and well-being of every student is fostered in inclusive and accepting environments in which all students feel a sense of belonging, where every voice is heard, and where students’ intersecting identities and lived experiences are honoured.

Action Plan and Associated Timeline

The strategies outlined in this section will continue to be implemented for the remainder of the 2022-2023 school year and into the 2023-2024 school year, and will be monitored and reviewed throughout this two-year cycle to determine next steps.

CREATING COHERENCE AND ALIGNMENT TO SUPPORT STUDENT SUCCESS

In an effort to create coherence and alignment of special education and inclusion practices, programs and structures across the TDSB to foster more inclusive environments for students with special education needs, the Special Education and Inclusion Department has been focusing on the following areas:

- Challenging and Dismantling Oppressive Structures;
- Capacity Building;
- Changing Mindsets; and
- Communication and Engagement.

These focus areas are interconnected and reflect the need for shared responsibility and shared accountability in serving students with special education needs, and indeed all students.



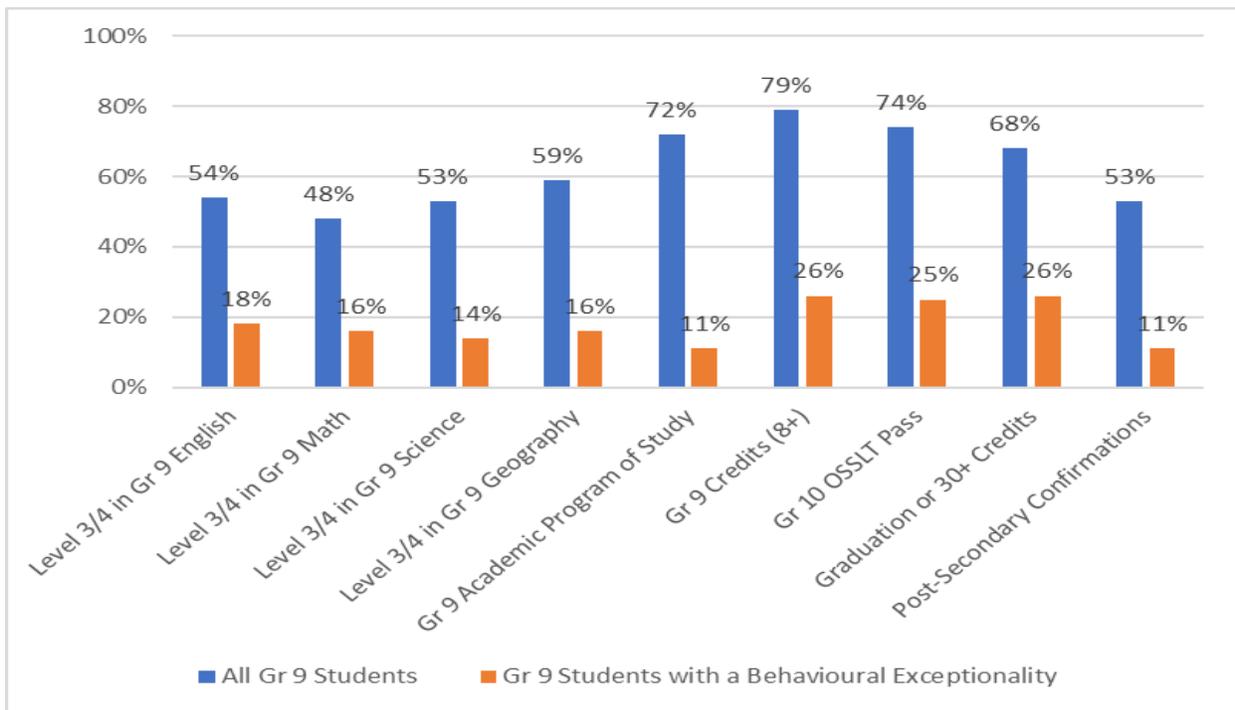
Challenging and Dismantling Oppressive Structures and Practices

Improving outcomes for students with special education needs requires us to continue to examine the mechanisms we currently have in place to ensure we are identifying, challenging and dismantling oppressive structures and practices.

Reviewing Behaviour Intensive Support Programs (ISPs)

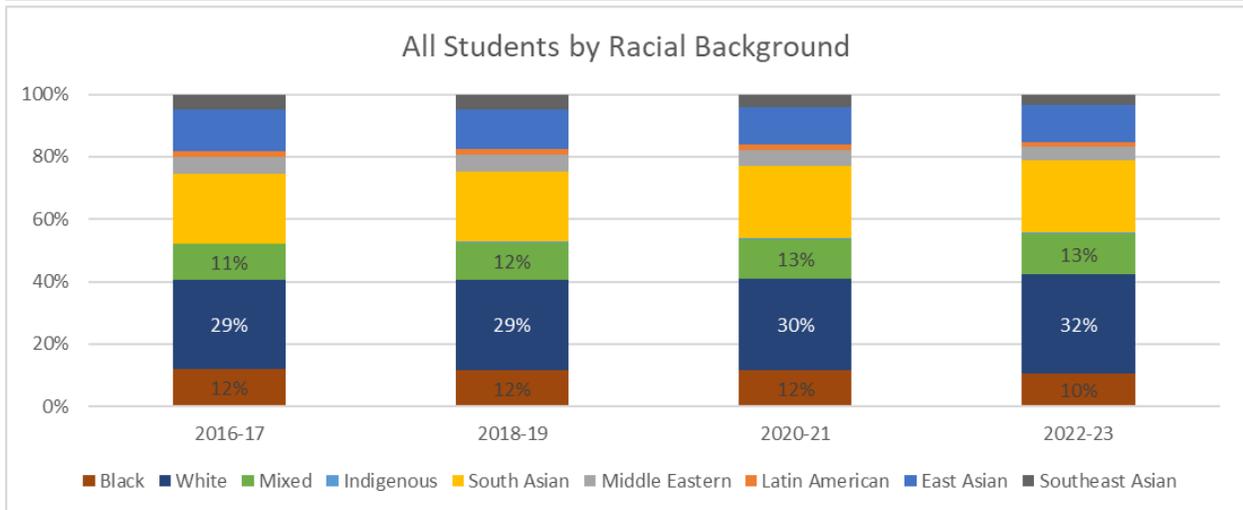
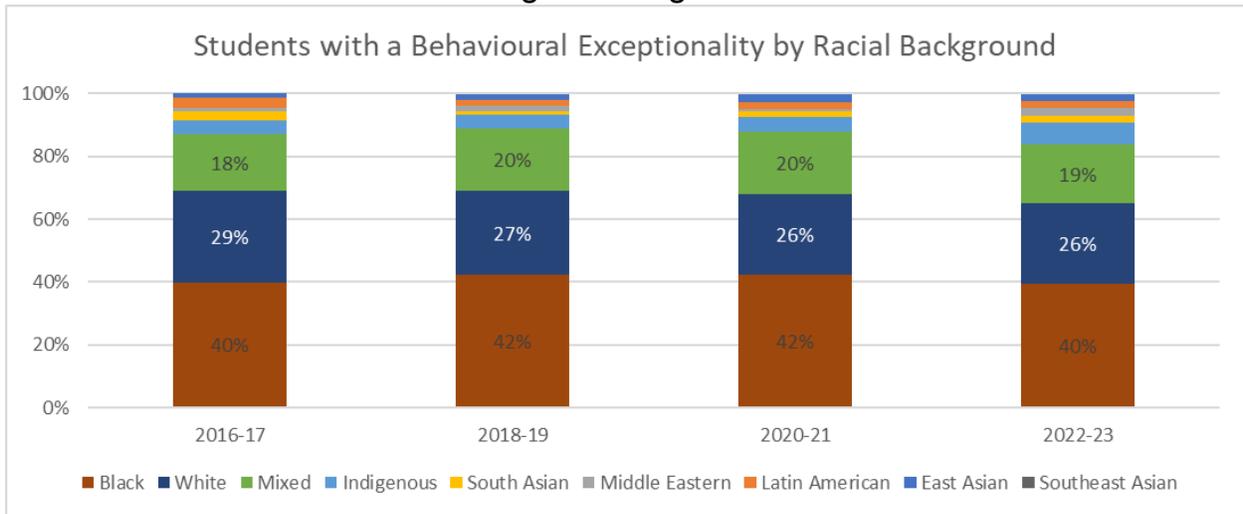
As an example of the importance of examining current practices in order to improve student outcomes, an analysis of secondary outcomes for students with a behavioural exceptionalality was completed to examine whether there were any differences in outcomes for these students (see Appendix D). Looking at aggregated data from the Grade 9 cohorts between 2000-2015, students with a Behavioural exceptionalality had significantly lower academic performance than the overall Grade 9 student population on secondary indicators including EQAO scores, credit accumulation, academic program of study, OSSLT pass rate, graduation and post-secondary confirmations (see Figure 3).

Figure 3: Student Performance on Secondary Indicators With and Without a Behaviour Exceptionality (taken from Grade 9 Cohort data from 2000-2015)



Equally problematic is the overrepresentation of Black students with a behavioural exceptionalality. An examination of which students received a behavioural exceptionalality by race showed that Black students are the largest group of students with behavioural exceptionalities despite the demographic makeup of the TDSB student population remaining fairly consistent across student census periods - approximately 12% Black and 30% White (see Figure 4).

Figure 4: Behavioural Exceptionality and Racial Background



Special Education and Inclusion staff have been working intentionally with all Professional Support Services teams, including Psychological Services, Learning Network superintendents and school administrators to critically examine the strategies and supports that can be put in place for students demonstrating externalized behaviours before placing them in Behavioural Intensive Support Programs (ISPs).

While the overall number of students who receive a behavioural exceptionality has declined to 402 students in 2022-23 from 730 in 2016-17 (a decrease of 328 students), the breakdown above suggests there is still a need to examine the process of how and why behavioural exceptionalities are given and to identify how students' needs can be met in a more inclusive setting in order to address the inequitable outcomes experienced by students who receive a behavioural exceptionality.

Providing Precision and Personalization Through the Individual Learning Plan (ILP)

All students learn best when assessment and instruction, resources, and the learning environment are suited to their particular strengths, interests, needs, and readiness. The revised Individual Learning Plan (ILP) is a tool used by the classroom teacher in consultation with school-based staff to plan for and provide assessment and instruction that take into account the student's particular needs while centering their strengths. Through the intentional use of Universal Design for Learning (UDL), Differentiated

Instruction (DI), and Culturally Relevant and Responsive Pedagogy (CRRP), the teacher is able to personalize strategies for success for the individual student. The information gathered on the ILP is critical when having continued discussions about students who require additional support and particularly students for whom an Individual Education Plan (IEP) is being considered.

Another important revision to the ILP is the addition of a page to the plan that encourages student agency and voice by asking students to reflect on their strengths and needs. This is particularly important given that the ILP is about the student (see Figure 5). There will be ongoing opportunities for teachers and administrators to focus on using the ILP as a tool to personalize learning and support for students.

Figure 5: Samples of Student Voice from Individual Learning Plans (ILP)

<p>Where is your ideal space to learn and what does it look like? I like working in a quiet area with someone to talk and confirm to.</p> <p>What strategies do you use if you are having difficulty? I normally take a break and read one of my favourite books.</p> <p>When are you able to learn best? I'm able to learn best when people love and accept me.</p>	<p>How do you learn best? I learn best from visuals - they help me learn better.</p> <p>Where is your ideal space to learn and what does it look like? I prefer to learn with a partner or more. I like a normal classroom.</p>
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Implementing the TDSB K-1 Individual Education Plan (IEP) Strategy and Grade 2-12 Individual Education Plan (IEP) Review

The TDSB K-1 IEP Strategy and Grade 2-12 IEP Review support interrupting the automaticity in IEP creation for early learners as well as the automaticity of rolling over the need for an IEP from year to year for learners in Grades 2-12. Given the disproportionate number of racialized students on IEPs in the early years, key professional learning sessions continue to focus on viewing the child as competent and capable, understanding the whole child, and implementing evidence-based pedagogical approaches that support early learning development. Learning around the Grade 2-12 IEP Review continues to focus on the concept of ‘necessary for some, but good for all’ - accommodations needed by some students benefit all students. By annually reviewing each student who has an IEP, we operate from the stance that ability is not fixed; students are continually changing and developing as they are not static learners.

Changing Mindsets

As education is an ableist system, a cultural shift continues to be required and work needs to continue to be done with regards to assumptions or perceptions about students’

abilities and future capacities, and even more so when ability intersects with gender, race, class, etc. Specifically, we need to disrupt the following assumptions which are harmful to students:

- early years students who demonstrate learning challenges have special education needs;
- students are better served elsewhere; and
- students with special education needs are best served by special education teachers.

Reducing Disproportionate Outcomes by Enhancing Academic Pathways

As we work towards reducing disproportionate outcomes and fostering engagement and belonging, we continue to examine how beliefs and mindsets on ability impact student trajectories and post secondary outcomes. With the implementation of academic pathways, course expectations are more inclusive of students' personal and academic backgrounds and broaden the purpose of learning at the secondary level. Expanding access to the highest level of subjects through a de-streamed curriculum must be paired with inclusive instructional practice and targeted support to ensure the success for all students, particularly those with special education needs. Accommodations for students based on assessment data and learning plans should also be provided for those who require them to succeed. Promoting meaningful inclusion in mathematics classes for students with special education needs and supporting them to achieve grade-level learning whenever possible is a key component to TDSB's ongoing commitment to challenging academic streaming. In collaboration with central departments, professional learning opportunities have focused on modifications in secondary courses to support all students in accessing de-streamed programs.

Early Reading Interventions

The Ontario Human Rights Commission (OHRC) Right to Read Inquiry Report provided recommendations to support reading instruction, early intervention and assessment. The earlier effective interventions for students with reading difficulties, the more likely they are to fully catch up with their peers in the foundational reading skills that are essential for making continued yearly gains in reading. This focus on early intervention challenges the assumption that students who are experiencing reading difficulties require special education placements. The TDSB Early Reading Framework provides consistency of expectations in early reading instruction for all students and recognizes the importance of a structured literacy approach where foundational reading skills are explicitly taught within authentic and meaningful contexts. Tiered reading intervention instruction and support continues to be a focus for schools. Special Education and Inclusion, in partnership with the Early Years and English/Literacy departments, have offered all schools the Wilson Reading training resources which support tiered interventions in reading for students. This includes Wilson Reading System Gr. 2-12 (Tier 3), Just Words Gr. 4-12 (Tier 2) and Foundations: Kindergarten OR Level 1-Gr. 1-3 (Tier 2). Another resource, Lexia, a digital reading program (Tier 3) has reached 5,400 students. Lexia provides adaptive, individualized reading instruction to students at their own reading level and provides educators with information to provide focused intervention.

Employability Skills for Students with Special Education Needs

It is critical that staff, like families of students with special education needs, hold high expectations and aspirations for students as they transition out of the TDSB. Educators in Developmental Disability (DD) and Mild Intellectual Disability (MID) Intensive Support Programs (ISPs) from congregated sites engaged in a three-part series focused on developing intentional workplace pathways by building on the numeracy and literacy skills necessary for post-secondary employment. Opportunities like these help to disrupt the life trajectory of students, and reinforce the belief that students with special education needs can make positive and necessary contributions to society.

Capacity Building

Special Education and Inclusion has prioritized capacity building for staff at all levels to ensure coherence and alignment of special education and inclusion practices across the district to better serve students with special education needs. As we continue to build leadership capacity, we have engaged staff to gain a deeper understanding of the policies, procedures and practices related to special education and inclusion in order to provide high quality learning experiences and positive outcomes for students with special education needs.

Mandatory Professional Learning for Senior Team

Special Education and Inclusion staff facilitated two half-day mandatory learning sessions for the senior team. The comprehensive sessions made connections to the goals outlined in the Multi-Year Strategic Plan and also to principles of human rights, equity, anti-oppression and anti-ableism, and focused on working collaboratively with parents/guardians/caregivers and other partners to support students with special education needs. Senior team participated in case studies to identify effective strategies for responding to concerns related to students with special education needs. Senior leaders now have increased competence and confidence to guide school-based staff in addressing concerns as they arise, with the support of Special Education and Inclusion staff.

Professional Learning for Administrators

To support newly-appointed and experienced principals and vice-principals to deepen understanding of their legal and moral responsibilities in serving students with special education needs and also in connecting this to school improvement planning and professional learning for their staff, the following sessions were held:

- Special Education for Newly Appointed Administrators Summer Institute;
- New Administrator Meet-Up Sessions;
- Special Education for Administrators (two-part series);
- Demystifying Special Education for Administrators; and
- Developing an Individual Learning Plan (ILP).

Effective Instructional Practices to Support Students with Special Education Needs

At the centre of inclusive classrooms and schools are effective assessment and

instructional practices. Classroom-based staff have participated in professional learning in the areas of Universal Design for Learning (UDL), Differentiated Instruction (DI), a Tiered Approach to Learning, and Culturally Relevant and Responsive Pedagogy (CRRP). The following are a sample of some of the additional professional learning opportunities that have been offered to staff across the system since the start of the 2022-2023 school year:

- Supporting students with special education needs within the destreamed classroom through the use of Tier 1 strategies;
- Using assistive technology tools to support students to access the curriculum and exploring digital tools in STEM to increase accessibility to engaging learning experiences;
- Developing Individual Learning Plans (ILPs);
- Implementing Applied Behaviour Analysis (ABA) strategies;
- Tier 1 Strategies in the Kindergarten Classroom; and
- Pre-Employment Skills for Students with Autism Spectrum Disorder.

Professional Learning for Intensive Support Program (ISP) Staff

As we continue to provide Intensive Support Programs (ISPs) in integrated and congregated sites for students with more specialized learning needs, we have engaged staff in professional learning sessions focused on learning more about specific exceptionalities. Educators and support staff explored inclusionary practices specific to the exceptionality, deepened their understanding of the intersection of anti-ableism, anti-oppression and anti-racism, and discussed ways in which students can effectively be integrated into regular classrooms. Educators also explored assistive technology tools available to assist students with their daily learning.

To support accessibility, inclusion, and awareness in school communities, Special Education and Inclusion and Occupational Therapy and Physiotherapy Services are working with 24 schools (20 elementary and 4 secondary) with Intensive Support Programs (ISPs) for students with developmental and/or physical disabilities to engage in a learning series for students and staff. The "Be the Change" initiative supports school communities, including parents/guardians/caregivers, with training on promoting and encouraging equity, diversity, inclusion, anti-ableism, anti-racism, and anti-oppression across the school. The learning series concludes with each school site engaging in an initiative that will focus on opportunities to amplify student voice and increase visibility of students enrolled in ISPs.

Professional Learning for Special Education and Inclusion Department Staff

Special Education and Inclusion Coordinators, Consultants and Regional Services teams engage in ongoing professional learning in order to be better able to support school-based staff to serve students with special education needs. This year, the entire department is participating in a book study focused on Zaretta Hammond's book entitled *Culturally Responsive Teaching and The Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. We have been looking at how to access culture as a way to activate learning pathways in the brain.

Professional learning opportunities for all staff members will be ongoing and will be developed proactively and also in response to student, staff and system learning needs. A priority next step will be mandatory professional learning for all administrators to increase competence and confidence to lead school-based staff in supporting students with special education needs.

Communication with and Engagement of Parents/Guardians/Caregivers

Parents/guardians/caregivers and TDSB staff alike want what is best for each student. Parents/guardians/caregivers of students with special education needs have a unique understanding of their children and want them to become as independent as possible in a safe and nurturing learning environment. In continuing to partner with families, we are focusing on communication, engagement, and collaborative decision-making. We deeply value the insights and input that parents/guardians/caregivers have with regards to their children, and believe that we are better able to serve students when their parents/guardians/caregivers are well-informed of our services and processes.

The Special Education and Inclusion department has developed a multi-pronged approach to enhance communication with and engagement of parents/guardians/caregivers. Engaging in a frequent feedback loop with a number of stakeholders, including the Special Education Advisory Committee (SEAC), parent advocacy groups, staff, students, trustees, and unions, allows us to improve in this area.

Resource Development

To support parents/guardians/caregivers with accessing information on special education supports, programs and services, a number of parent guides have been developed. These guides provide clear and concise information on The Referral Process, the Individual Education Plan (IEP), and the Identification, Placement and Review Committee (IPRC). These guides are available on the main special education website in a number of formats, including audio summaries and accessible Microsoft Word documents. Schools have also been asked to share these guides with parents as needed. We will be translating these documents as we move forward which will further enhance accessibility to information for families.

Sessions for Parents/Guardians/Caregivers

Special Education and Inclusion staff continue to create and deliver a number of sessions to support families in navigating special education services in the TDSB. The following are some examples of parent/guardian/caregiver sessions that were offered/will be offered this year:

- Special Education and Inclusion Information Sessions (Special Education and Inclusion in the TDSB, IPRC Reviews and Transitions, Supporting Your Child's Learning During the Summer Break);
- Grade 8-9 Transition Information Session (in collaboration with the Guidance Department);
- Parent and Caregivers as Partners Conference:

Agenda Page 58

- Special Education Practices Based on the Principles of Equity, Inclusion, Anti-Oppression and Anti-Racism
- Supporting the Successful Transition to Kindergarten for Students with Autism
- Supporting Students with Developmental Disabilities and their Transition beyond High School
- Trustee Ward Forum Presentations; and
- Presentations to specialized daycares, children's hospital programs and universities.

Website

The TDSB Special Education and Inclusion website provides families and the public with pertinent information on special education and inclusion supports, services and resources offered by the TDSB. In collaboration with Web Services, links to content are being updated and content is being organized so that information is easier to access. This year, we have prioritized posting recorded parent/guardian/caregiver engagement sessions so they can be accessed at any time. We continue to work to ensure that the site is compliant with Accessibility for Ontarians with Disabilities Act (AODA) standards.

Experiential Learning

The intersectionality of identity and ability greatly impacts opportunities and outcomes for students with disabilities. Experiential learning and co-op placements directly address rich experiential learning opportunities for students who face additional barriers (systemic, institutional and societal) by providing training and opportunities that will directly improve outcomes for meaningful employment. The TDSB has engaged in career pathway and employability skills development programming in various formats through collaboration among the Special Education and Inclusion Department, Experiential Learning (Cooperative Education), and Occupational Therapy and Physiotherapy Services. Our current Special Education Experiential Learning (SPEEL) and Project SEARCH programs focus on providing job training and skills development opportunities to students with disabilities with the goal of transitioning to employment. In both programs, we have been able to improve student outcomes with regards to employability post-graduation and increase our network of community agency and industry sector partners willing to work in collaboration with program staff. Although students with a Developmental Disability (DD) exceptionality remain the priority group, the SPEEL team continues to expand its reach and is beginning to serve students enrolled in Mild Intellectual Disability (MID) ISPs. We will continue to work with supervisors and employers to support successful placements for students with special education needs so they may continue to gain employability skills necessary for the workplace.

Resource Implications

Continuous supports and resources are based on the approval of the budget annually by the Board of Trustees and subject to funding through the Ministry of Education.

Board Policy and Procedure Reference(s)

- [TDSB Special Education Plan 2022-2023](#)
- [TDSB Vision for Learning](#)
- [TDSB Multi-Year Strategic Plan](#)
- [TDSB Equity Policy](#)

Appendices

- Appendix A: [Categories of Ontario Ministry of Education Exceptionalities](#)
- Appendix B: [TDSB Placement Options](#)
- Appendix C: [Home School Program \(HSP\)](#)
- Appendix D: [Tam, G. and Armson, S. \(2022\) Trends in Toronto District School Board Special Education Data: 2016-2022](#)
- Appendix E: [Executive Summary](#)

From

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Special Education and Inclusion: 2022-2023 Annual Report
Categories of Ontario Ministry of Education Exceptionalities

The following chart highlights information on each of the Ontario Ministry of Education’s category of exceptionality.

Category and Definition of Exceptionality	
Physical	
Blind and Low Vision	A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.
Physical Disability	A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of students without exceptionalities who are of the same age or development level.
Communication	
Autism	A severe learning disorder that is characterized by: <ul style="list-style-type: none"> ● disturbances in rate of educational development; ability to relate to the environment; mobility; perception, speech, and language; ● lack of the representational symbolic behaviour that precedes language.
Deaf & Hard of Hearing	An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

<p>Learning Disability</p>	<p>One of a number of neurodevelopmental disorders that persistently and significantly has an impact on the ability to learn and use academic and other skills and that affects the ability to perceive or process verbal or non-verbal information in an effective and accurate manner in students who have assessed intellectual abilities that are at least in the average range and results in:</p> <ul style="list-style-type: none"> ● academic underachievement that is inconsistent with the intellectual abilities of the student (which are at least in the average range), and/or ● academic achievement that can be maintained by the student only with extremely high levels of effort and/or with additional support.
<p>Language Impairment</p>	<p>A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:</p> <ul style="list-style-type: none"> ● involve one or more of the form, content, and function of language in communication; and ● include one or more of: language delay; dysfluency; voice and articulation development, which may or may not be organically or functionally based.
<p>Speech Impairment</p>	<p>A disorder in language formulation that may be associated with neurological, psychological, physical, or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.</p>
<p>Intellectual</p>	
<p>Developmental Disability</p>	<p>A severe learning disorder characterized by:</p> <ul style="list-style-type: none"> ● an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development; ● an ability to profit from a special education program that is designed to accommodate slow intellectual development; ● a limited potential for academic learning, independent social adjustment, and economic self-support.

Giftedness	An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.
Mild Intellectual Disability	A learning disorder characterized by: <ul style="list-style-type: none"> ● an ability to profit educationally within a regular class with the aid of considerable curriculum modification and support services; ● an inability to profit educationally within a regular class because of slow intellectual development; ● a potential for academic learning, independent social adjustment, and economic self-support.
Behaviour	
Behaviour	A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree, and of such a nature, as to adversely affect educational performance and that may be accompanied by one or more of the following: <ul style="list-style-type: none"> ● an inability to build or to maintain interpersonal relationships; ● excessive fears or anxieties; ● a tendency to compulsive reaction; ● an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination.
Multiple Exceptionalities	
Multiple Exceptionalities	A combination of learning or other disorders, impairments, or physical disabilities that is of such a nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

Retrieved from [Ministry of Education Categories of Exceptionality](#).

Special Education and Inclusion: 2022-2023 Annual Report

TDSB Placement Options

The following chart outlines the range of placement options offered by the Toronto District School Board (TDSB) for students with special education needs.

Placement	Definition
Regular Classroom with Indirect Service	The student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
Regular Classroom with Resource Assistance <i>(Kindergarten to Grade 8)</i>	The student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
Regular Classroom with Withdrawal Assistance	The student is placed in a regular class and receives instruction outside the regular classroom for part of the school day from a special education teacher.
Partially Integrated Class	The student is placed in a special education class and integrated within a regular class for part of the school day (a minimum of one instructional period daily) based on readiness.
Fully Self-Contained Special Education Class (Congregated Sites)	The student is in a self-contained special education class for the entire school day.

Special Education and Inclusion: 2022-2023 Annual Report Home School Program (HSP)

As part of our commitment to Special Education and Inclusion in the Multi-Year Strategic Plan, we continue to explore ways to promote greater inclusion for all students, particularly students with special education needs.

Over the past number of years, the TDSB has been transforming our Special Education structures to ensure students are supported in the most appropriate, inclusive learning environment possible. Beginning in 2017, the TDSB began to phase out placement of students in a Home School Program (HSP). The HSP focused on withdrawal of students to self-contained settings within the home school for 50% of the school day. In the 2021-2022 school year, we completely phased out HSP placements in all grades.

As part of this transition, the TDSB reviewed the HSP model of support and moved toward supporting students with special education needs through an inclusionary model of Resource support beginning in the 2017-2018 school year by initially phasing out primary grade placements in HSP and then encompassing all junior and intermediate grade placements by 2021-2022.

Since the phasing out of the HSP, the Leadership, Learning & School Improvement team has been providing on-going professional learning and job-embedded support to classroom teachers and support staff. This includes mentorship and coaching in schools as well as learning opportunities focusing on specific profiles of learners, different divisions (junior/intermediate/secondary) as well as more general sessions on Universal Design for Learning, Differentiated Instruction and Applied Behaviour Analysis.

Through this process of phasing out HSP we understand that inclusion is not just about keeping students in the regular classroom. It is about meeting the needs of all students in a class. Collaboration between regular classroom teachers and special education staff is critical to finding the most effective ways to meet the needs of every student. Providing students with special education needs with the instructional support and services they need within the regular program in neighbourhood schools, will improve achievement and well-being for all students.

[Inclusion in the TDSB Facts Sheet June 2017.pdf](#)



Toronto District School Board

Trends in Toronto District School Board Special Education Data: 2016-2022

Research & Development
Toronto District School Board



TITLE: Trends in Toronto District School Board Special Education Data: 2016-2022

AUTHOR: George Tam and Sarah Armson

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INTRODUCTION

This report provides information on trends in the Toronto District School Board (TDSB)'s special education data from the 2016-17 school year through to preliminary data from the 2022-23 school year. It provides an update to a previous report by Brown, R.S., Parekh, G., & Marmurneau, C. (2016). Similar to the previous report, the sections below examine recent trends regarding special education identifications and placements across the TDSB.

Part 1 of this report examines changes in special education identifications and placements between the 2016-17 and 2022-23 school years, according to information available in the TDSB Student Information System (SIS).

Part 2 focuses on the number of students educated in integrated or congregated¹ classes in the TDSB from the 2016-17 school year up to the 2022-23 school year. Both the Intensive Support Program (ISP), in which students spend up to 100% of their day in congregated classrooms, and the Home School Program (HSP), in which students spend up to 50% of their day, are explored.

Part 3 looks specifically at students with a behavioural exceptionality. This section draws information from the Grade 9 cohorts between Fall 2000- Fall 2015. A cohort tracking study follows a group of students (in this case, Grade 9 students) over a period of four or five years in which most students would complete their secondary schooling. It includes information on the number of students who received a behavioural exceptionality and were in Grade 9 from Fall 2000- Fall 2015, the composition of these students by race, as well as outcome variables including Grade 9 credit accumulation, Ontario Secondary School Literacy Test (OSSLT) pass rate, Education Quality and Accountability Office (EQAO) levels 3 or 4 in mathematics, English, science and geography, graduation rate, Grade 9 academic program of study, and post-secondary confirmations.

¹The term 'congregated' is employed to describe placements for which students spend between 50% to 100% of their day in a separate, special education class/program.

PART 1

CHANGES IN SPECIAL EDUCATION NEEDS, 2016-17 TO 2022-23

Part 1 of this report examines changes in special education identifications and placements between the 2016-17 and 2022-23 school years. **Note: the information for the 2022-23 school year is preliminary draft and therefore may change as the data is finalized at a later date.**

In Tables 1a (numbers) and 1b (percentages), all students in the Toronto District School Board (TDSB) are listed in one of the following categories:

- Students identified as having a gifted exceptionality with placements in both special education and regular classes;
- Students identified as having other exceptionalities (excluding gifted) with placements in both special education and regular classes;
- Students informally identified as having a special education need and who have an Individual Education Plan (IEP); and
- Students who have not been identified as having special education needs (SEN).

Students placed in congregated special education classes receive substantive programming outside the regular class, between 50% to 100% of their school day.

Table 1a shows changes in identification and placement patterns over the 2016-17, 2018-19, 2020-21 and 2022-23 school years (based on the October 31 enrolment data):

- TDSB's enrolment declined by 9,486 students between 2016-17 and 2022-23.
- Over the same time period, the number of students identified with special education needs (SEN) decreased from 46,350 to 40,577 or by 5,773 students. This resulted in a decrease from 19% to 17% of all TDSB students being identified as having SEN.
- At the same time, the number of students who have not been identified as having a special education need declined from 199,209 to 195,496 (a decrease of 3,713 students). Taken together with declining enrolment, this was an increase from 81% to 83% of all TDSB students.
- A more detailed examination of Tables 1a and 1b shows that while students identified with SEN declined, one special education category increased in enrolment: the number of students identified as gifted placed in regular classes. By 2022-23, there were 294 more gifted students in regular classes – an increase from 1.0% to 1.2% of all TDSB students.

Table 1a: Changes in Key Special Education Categories 2016-17 to 2022-23: Numbers					
	2016-17	2018-19	2020-21	2022-23*	Difference
Gifted: Special Education Classes	4,423	4,526	4,226	4,283	-140
Gifted: Regular Classes	2,464	2,641	3,150	2,758	294
Exceptionalities without Gifted: Special Education Classes	7,945	6,952	6,109	5,753	-2,192
Exceptionalities without Gifted: Regular Classes	6,571	6,044	5,457	4,411	-2,160
IEP Only	24,947	26,233	26,686	23,372	-1,575
Students without Special Education Needs	199,209	200,229	195,605	195,496	-3,713
Total	245,559	246,625	241,233	236,073	-9,486

Table 1b: Changes in Key Special Education Categories 2016-17 to 2022-23: Percentages					
	2016-17	2018-19	2020-21	2022-23*	Difference
GIFTED: Special Education Classes	1.8%	1.8%	1.8%	1.8%	0.0%
GIFTED: Regular Classes	1.0%	1.1%	1.3%	1.2%	0.2%
Exceptionalities without Gifted: Special Education Classes	3.2%	2.8%	2.5%	2.4%	-0.8%
Exceptionalities without Gifted: Regular Classes	2.7%	2.5%	2.3%	1.9%	-0.8%
IEP Only	10.2%	10.6%	11.1%	9.9%	-0.3%
Students without Special Education Needs	81.1%	81.2%	81.1%	82.8%	1.7%
Total	100%	100%	100%	100%	

Note: IEP Only includes students who have not been formally identified as well as those who have an IEP, but no special education programming. Only students who are recorded as 'Non-identified' are reported to the Ministry.

*2022-23 data is preliminary draft

EXCEPTIONALITIES AND IEP ONLY, 2016-17 TO 2022-23

Table 2 shows changes to the number of students formally identified with an exceptionality² as well as students who only have an IEP between 2016-17 and 2022-23. Key findings:

- Nine of the 11 exceptionality categories declined in number; most noticeable were students identified as having a learning disability (a decline of 3,824 students), students who were informally identified and only had an IEP (a decline of 1,369 students) and students with a mild intellectual disability (a decline of 582 students). The decreases of these 9 categories resulted in an overall decrease of students with Special Education Needs, as seen in Tables 1a and 1b.
- Conversely, two of the 11 exceptionality categories increased: autism (an increase of 674 students) and giftedness (an increase of 154 students).
- While the number of students with an IEP Only has decreased, they still make up an increasing proportion of the student population due to declining enrolment. Students who only had an IEP now account for 57.6% of all students identified with special education needs, compared to 53.6% in 2016-17 (a 4% increase).

²Only exceptionality categories with 100 or more students were included.

Table 2: Exceptionalities and IEP Only, 2016-17 to 2022-23

	N (2016-17)	% of Students with SEN (2016-17)	N (2018-19)	% of Students with SEN (2018- 19)	N (2020-21)	% of Students with SEN (2020- 21)	N (2022-23)	% of Students with SEN (2022- 23)	N Change	% Change
Learning Disability	7,784	16.9%	6,423	13.8%	5,083	11.1%	3,960	9.8%	-3,824	-7.1%
Giftedness	6,887	14.9%	7,167	15.4%	7,376	16.2%	7,041	17.4%	154	2.5%
Mild Intellectual Disability	1,810	3.9%	1,596	3.4%	1,419	3.1%	1,228	3.0%	-582	-0.9%
Behavioural	730	1.6%	649	1.4%	573	1.3%	402	1.0%	-328	-0.6%
Autism	2,336	5.1%	2,562	5.5%	2,781	6.1%	3,010	7.4%	674	2.3%
Developmental Disability	1,102	2.4%	1,097	2.4%	1,110	2.4%	993	2.4%	-109	0.0%
Physical Disability	276	0.6%	251	0.5%	207	0.5%	205	0.5%	-71	-0.1%
Language Impairment	139	0.3%	108	0.2%	87	0.2%	62	0.2%	-77	-0.1%
Deaf and Hard of Hearing	279	0.6%	267	0.6%	271	0.6%	252	0.6%	-27	0.0%
OTHER	60	0.1%	43	0.1%	35	0.1%	52	0.1%	-8	0.0%
Total Exceptionalities	21,403	46.4%	20,163	43.3%	18,942	41.5%	17,205	42.4%	-4,198	-4.0%
IEP only	24,741	53.6%	26,394	56.7%	26,686	58.5%	23,372	57.6%	-1,369	4.0%
Total	46,144	100.0%	46,557	100.0%	45,628	100.0%	40,577	100.0%	-5,567	

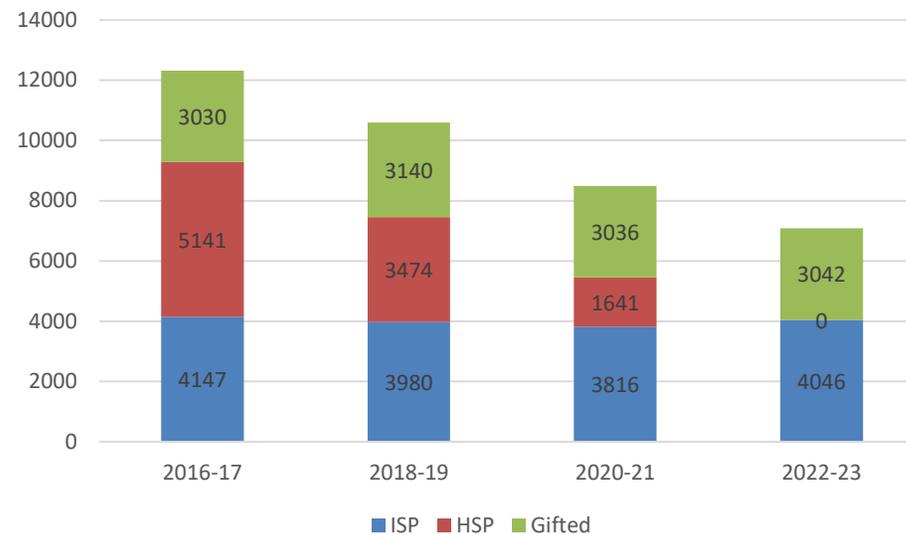
PART 2

COMPOSITION OF ELEMENTARY SCHOOL STUDENTS IDENTIFIED WITH SPECIAL EDUCATION NEEDS AND PLACED IN CONGREGATED CLASSES

The TDSB enrolment data has school-level programming including HSP, gifted, and other special education congregated programs (e.g., programs dedicated to students identified with learning disabilities, developmental disabilities, and autism) which are collectively called Intensive Support Programs or ISPs. This data is not reported to the Ministry, but we can use it to show program patterns over time.

Figure 1 and Table 3 show the number of students in these programs from Fall 2016 to Fall 2022. In Fall 2016, HSP had an enrolment of over 5,000 students. As part of a shift towards more inclusionary practices, the TDSB has phased out of HSP as of 2022-23 (Special Education Plan, 2020, p. 85). As a result, by Fall of 2022, there were no more students in HSP. Excluding HSP, since 2016-17 the number of students in gifted programs and ISPs has remained fairly stable, with a slight increase in gifted and a slight decrease in ISPs.

Figure 1: Composition of Elementary School Students with Special Education Needs in Congregated Classrooms³



³ Source: TDSB Student Information System

Table 3: Composition of Elementary School Students with Special Needs in Congregated Classrooms⁴				
	2016	2018	2020	2022*
Gifted	3,030	3,140	3,036	3,042
HSP	5,141	3,474	1,641	0
ISP	4,147	3,980	3,816	4,046
Students in Spec Education	12,318	10,594	8,493	7,088
Total TDSB Population	171,689	173,614	169,467	163,700

*2022-23 data is preliminary draft

⁴Source: TDSB Student Information Systems

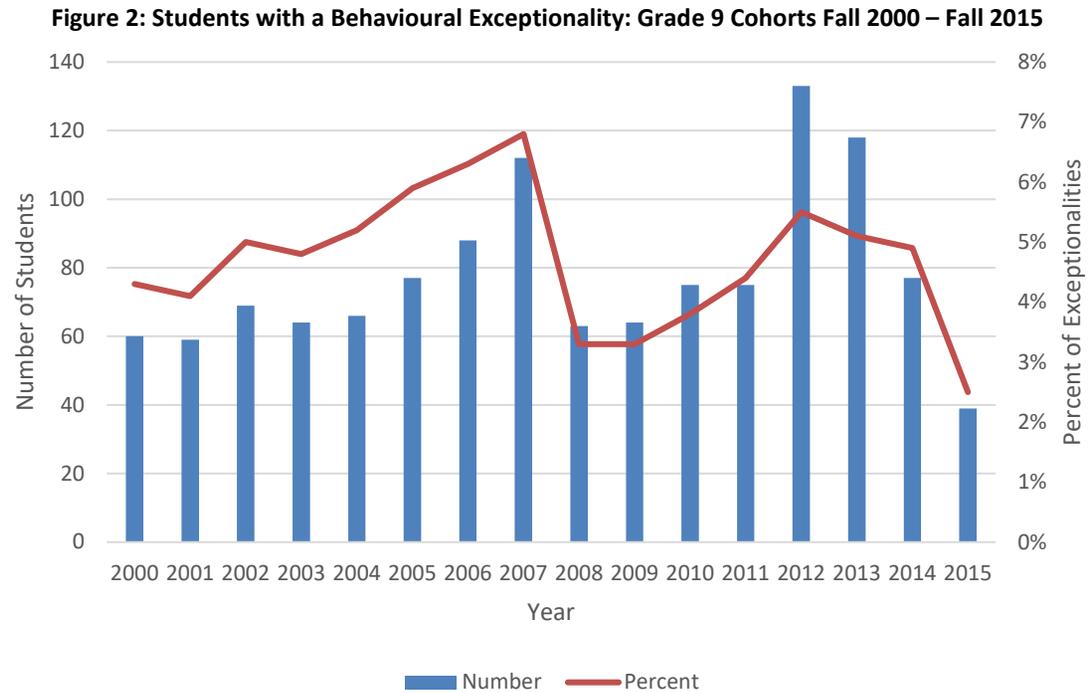
PART 3

STUDENTS WITH A BEHAVIOURAL EXCEPTIONALITY: GRADE 9 COHORTS FALL 2000-FALL 2015

In Parts 1 and 2, the evolving trends within special education across the TDSB between October 31, 2016 and October 31, 2022 were examined. In Part 3, we look specifically at the behavioural exceptionalities and secondary outcomes. In order to look at performance on secondary indicators, data from the Grade 9 cohorts between 2000- 2015 was used. A cohort tracking study follows a group of students (in this case, Grade 9 students) over a period of four or five years in which most students would complete their secondary schooling. This section examines the overall number of Grade 9 students with a behavioural exceptionalities, the number of Grade 9 students with a behavioural exceptionalities by race, and by outcome measures including Grade 9 credit accumulation, EQAO level 3 or 4 in English, mathematics, science and geography, Grade 9 academic program of study, OSSLT pass rate, graduation rate, and post-secondary confirmations.

Figure 2 shows the number of Grade 9 students from Fall 2000–Fall 2015 who received a behavioural exceptionalities. Key findings:

- From 2000 to 2007, there was an increasing number and proportion of Grade 9 students who received a behavioural exceptionalities.
- After a significant decline in the number and proportion of Grade 9 students with a behavioural exceptionalities for 4 successive cohorts (2008-2011), there was a large increase in students with a behavioural exceptionalities in the 2012 Grade 9 cohort.
 - While the 2012 Grade 9 cohort had the largest overall number of students with a behavioural exceptionalities since the 2000 cohort, the proportion of behavioural compared to other exceptionalities was lower than the high seen in the 2007 Grade 9 cohort.
- The most recent Grade 9 cohort (Fall 2015) had the lowest number and proportion of students with a behavioural exceptionalities.



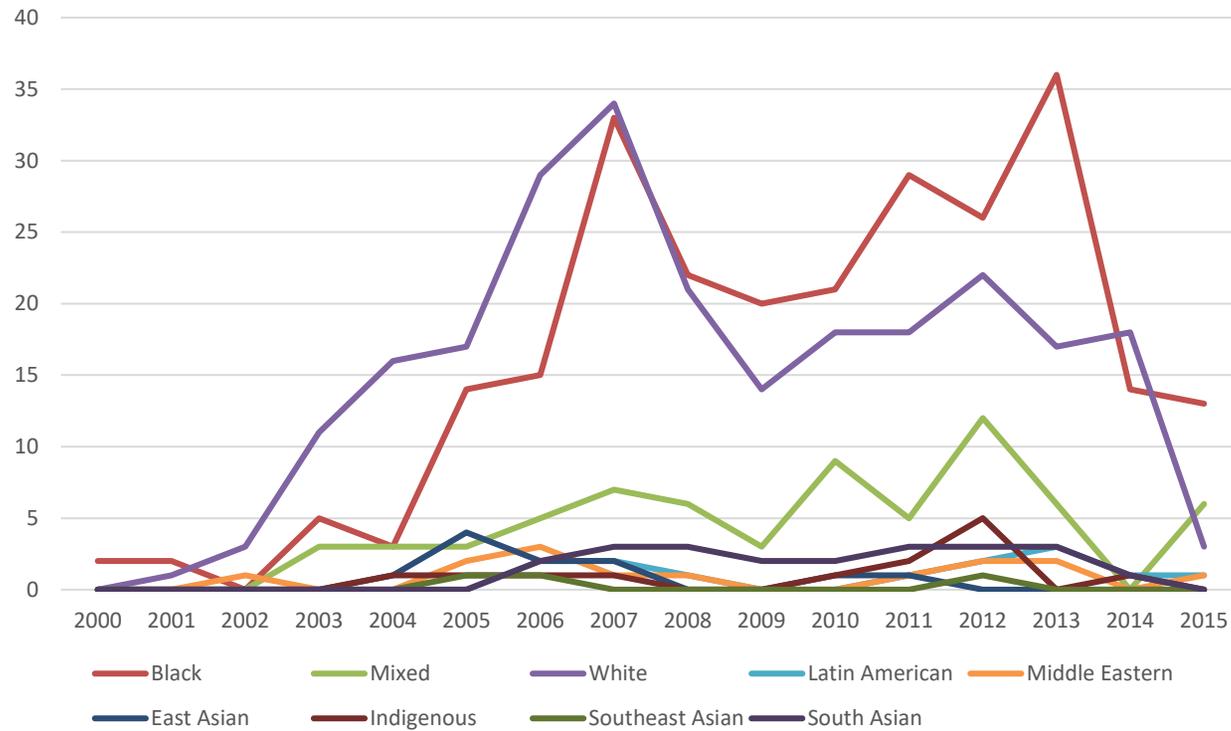
NUMBER OF GRADE 9 STUDENTS WITH A BEHAVIOURAL EXCEPTIONALITY BY RACE

Figure 3 shows the number of Grade 9 students who received a behavioural exceptionality by race. Note that for many of the years of analysis, there were fewer than 100 Grade 9 students with a behavioural exceptionality in a single year. In addition, there were some students who did not write the Student Census which provides the race data information for this analysis. The Grade 9 cohorts from 2006 to 2011 have the least amount of missing student race data due to 2006 and 2011 being Student Census administration years.

Key findings:

- Black and White students made up the majority of students with a behavioural exceptionality.
- Prior to 2008, White students were primarily the largest group with the behavioural exceptionality; from 2008 onwards, Black students have primarily been the largest group.

Figure 3: Number of Grade 9 Students with a Behavioural Exceptionality by Race



SECONDARY INDICATORS FOR STUDENTS WITH A BEHAVIOURAL EXCEPTIONALITY

Table 4 shows levels of achievement in secondary indicators for students with a behavioural exceptionality aggregated from Fall 2000 – Fall 2015 using Grade 9 cohort data. The data was aggregated due to low student populations for each individual year. Overall, the table shows that students with a behavioural exceptionality had lower levels of achievement across all indicators.

Table 4: Secondary Indicators for Students with a Behavioural Exceptionality

Levels 3/4 in Grade 9 English		Grade 9 Academic Program of Study		Graduation or 30+ Credits	
All Grade 9 Students (N=283,940)	Grade 9 Students with a Behavioral Exceptionality (N=1,148)	All Grade 9 Students (N=283,987)	Grade 9 Students with a Behavioral Exceptionality (N=1,148)	All Grade 9 Students (N=304,234)	Grade 9 Students with a Behavioral Exceptionality (N=1,195)
54%	18%	72%	11%	68%	26%
Levels 3/4 in Grade 9 Mathematics		Grade 9 Credits (8+)		Post-secondary Confirmations	
All Grade 9 Students (N=283,925)	Grade 9 Students with a Behavioral Exceptionality (N=1,148)	All Grade 9 Students (N=279,097)	Grade 9 Students with a Behavioral Exceptionality (N=1,114)	All Grade 9 Students (N=315,001)	Grade 9 Students with a Behavioral Exceptionality (N=1,239)
48%	16%	79%	26%	53%	11%
Levels 3/4 in Grade 9 Science		Grade 10 OSSLT (Pass)			
All Grade 9 Students (N=265,144)	Grade 9 Students with a Behavioral Exceptionality (N=1,087)	All Grade 9 Students (N=259,641)	Grade 9 Students with a Behavioral Exceptionality (N=895)		
53%	14%	74%	25%		
Levels 3/4 in Grade 9 Geography					
All Grade 9 Students (N=228,962)	Grade 9 Students with a Behavioral Exceptionality (N=960)				
59%	16%				

SUMMARY - DISCUSSION

THE CURRENT PICTURE

The data presented in this report reveal some positive trends within special education across the TDSB, as well as areas where challenges persist. The overall number of students identified with special education needs (SEN) has declined since 2016-17. A decrease in the number of students in most special education identification categories is responsible for this decline. On the other hand, the giftedness and autism exceptionalities increased in number and proportion, while the proportion of students with an IEP Only also increased.

An overview of the number of students in congregated special education classes shows that, in line with the Board's decision to phase out HSP (Special Education Plan, 2020), the number of students in HSP has decreased from over 5,000 in 2016-17 to 0 in 2022-23. Conversely, the number of students in ISP and gifted classrooms has remained fairly stable.

Overall, the number of students in the TDSB that receive a behavioural exceptionality is decreasing. However, data examining the behavioural exceptionality by race shows that since 2008, Black students have primarily been the largest demographic group to receive this exceptionality. This shift has occurred despite the demographic makeup of the overall student population within the TDSB remaining consistent across multiple student census periods- approximately 12% Black and 30% White. An exploration of secondary indicators for students with a behavioural exceptionality also shows that these students experience significantly lower outcomes than the overall Grade 9 student population. Students with behavioural exceptionalities were less likely to achieve 8+ Grade 9 credits, to pass the OSSLT, to have a Grade 9 academic program of study, to achieve a level 3 or 4 in Grade 9 English, mathematics, science and geography, to accumulate 30+ credits for graduation, or to confirm an application to post-secondary. Taken together, these lower secondary indicators suggest inequitable outcomes for students with behavioural exceptionalities. The Board should further examine the behavioural exceptionality to better align with the goals of the TDSB's Multi-Year Strategic Plan (2018) and Special Education Plan 2022-2023 (2022).

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Special Education and Inclusion: 2022-2023 Annual Report Executive Summary

Introduction

The Toronto District School Board (TDSB) is committed to student achievement and well-being. We recognize that students develop and learn in different ways, have different strengths and needs, and require different levels of support. Some students require special education programs and services to meet their needs. This school year (2022-23), there are 40,577 students (17% of total TDSB student population) with special education needs.

The work of the Special Education and Inclusion Department is guided by the goals outlined in the Multi-Year Strategic Plan (MYSP) which specifically focus on improving learning experiences for students with special education needs.

Ontario Regulation 181/98 requires school boards to consider placing students with exceptionalities into regular classes with appropriate special education services before considering placement in special education classes. Some students with unique strengths and needs may require more specialized or intensive programs and supports and, in collaboration with parents/guardians/caregivers and students as appropriate, we provide the necessary placements.

In the TDSB, we continue to be responsive to the understanding that as students learn, they develop skills and so their special education service and program needs change over time. Students being welcomed, included and supported in well-resourced neighbourhood schools in age-appropriate, regular classes are able to learn, contribute and participate in all aspects of school life. This allows for valuable learning opportunities for groups which have been historically excluded, such as students with disabilities and intersecting identities.

The Special Education and Inclusion Department, in collaboration with all staff, is committed to providing equitable access to learning opportunities for all students. This includes our ongoing commitment to anti-oppression, human rights, equity, anti-racism including anti-Indigenous and anti-Black racism, and anti-ableism. This commitment aligns with the TDSB Vision for Learning and the TDSB Equity Policy, and underpins all programming.

Outline of this Report

In an effort to create coherence and alignment of special education and inclusion practices, programs and structures across the TDSB to foster more inclusive environments for students with special education needs, the Special Education and Inclusion Department has been focusing on the following areas:

- Challenging and Dismantling Oppressive Structures;
- Capacity Building;
- Changing Mindsets; and
- Communication and Engagement.

These focus areas are interconnected and reflect the need for shared responsibility and shared accountability in serving students with special education needs, and indeed all students.

This report outlines the following:

Context

Purpose of the Report

- Multi-Year Strategic Plan
- Inclusion
- Anti-Oppression, Human Rights, Equity, Anti-Racism and Anti-Ableism

Action Plans and Associated Timelines:

Creating Coherence and Alignment to Support Student Success

- Challenging and Dismantling Oppressive Structures:
 - Reviewing Behaviour Intensive Support Programs (ISPs)
 - Providing Precision and Personalization Through the Individual Learning Plan
 - Implementing the TDSB K-1 Individual Education Plan (IEP) Strategy and Grade 2-12 Individual Education Plan (IEP) Review
- Capacity Building:
 - Reducing Disproportionate Outcomes by Enhancing Academic Pathways
 - Early Reading Interventions
 - Employability Skills for Students with Special Education Needs
- Changing Mindsets:
 - Mandatory Professional Learning for Senior Team
 - Professional Learning for Administrators
 - Effective Instructional Practices to Support Students with Special Education Needs
 - Professional Learning for Intensive Support Program (ISP) Staff
 - Professional Learning for Special Education and Inclusion Department Staff
- Communication and Engagement:
 - Resource Development
 - Sessions for Parents/Guardians/Caregivers
 - Website
 - Experiential Learning

Conclusion

The Toronto District School Board (TDSB) continues to focus on ensuring that the needs of students with special education needs are met through our commitment to challenging and dismantling oppressive structures, capacity building, changing mindsets and communication and engagement. Through shared responsibility and shared accountability, we will create a more equitable school system where the achievement and well-being of each and every student with special education needs is fostered in inclusive and accepting environments.



Science/STEM and Robotics Update

To: Program and School Services Committee

Date: 12 April, 2023

Report No.: 04-12-4508

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 Science/STEM and Robotics Update for 2022-23 be received..

Context

The Toronto District School Board (TDSB) Science, STEM and Robotics Department supports teachers and schools in developing key skills outlined in the new Ontario Science curriculum (2022), including scientific research, experiment design, engineering, and critical thinking. The department provides professional learning, STEM support, safety training sessions, and robotics programs using culturally relevant and responsive pedagogical principles. Additionally, the department's Science Resource Centres provide enriching learning opportunities to the entire Board.

Action Plan and Associated Timeline

The TDSB's Multi-Year Strategic Plan (MYSP) guides the system's work towards identified goals and actions. The TDSB offers various professional learning opportunities in Science, STEM, and Robotics education, such as the revised 2022 Science and Technology Curriculum for Grades 1-8, the new 2022 de-streamed Grade 9 Science course (e.g., coding, engineering design process), safety courses (e.g., Secondary Science, Power Tools), robotics, STEM conferences (e.g., Eureka) and Skills Ontario Challenges. The Science/STEM and Robotics department partners with

other departments on projects such as Your Voice is Power (e.g., Indigenous music and coding), assistive technology and science (e.g., Mindomo), Outdoor Education and Science, Coding (e.g., Unity, Minecraft), Indigenous STEAMMD (with the UIEC), and Beginning Teachers and robotics, and supporting Math Science Technology (MST) student interest programs. TDSB also has access to resources through the Space Resource Centre (e.g., Star Lab) and the Science and Technology Resource Centre (e.g., Science Kits).

Bringing STEM to Life

Overview: The Science/STEM department partnered with Kindergarten to Industry (k2i) Institute at Lassonde School of Engineering (York University) on *Bringing STEM to Life*. The *In-School program* loans participating schools equipment kits (e.g. micro:bits, breadboard, motors, sensors) to enhance student learning. In the *Bringing STEM to Life: Work-Integrated Learning Experience/Helen Carswell program* offers students the chance to work in a research laboratory and focuses on encouraging girls, Indigenous youth, and Black youth to pursue STEM careers.

Participation and Timeline: Six to eight schools in underserved areas of the city are selected annually to participate in the project (3-8 teachers per school teaching 5-18 class sections per school). The first-semester cohort for 2022-2023 completed professional learning, while cohort two began in March 2023. The program includes professional learning for grade 9 and 10 Science classes, focusing on coding and using the loaned technology resources. In addition, 94 students from 29 schools participated in the *Work-integrated Learning Experience* in summer 2022.

Next Steps: The 2022-2023 *Bringing STEM to Life: In-School program* runs until May 2023. Students can apply for the *Bringing STEM to Life: Work-integrated Learning Experience* for summer 2023 to obtain secondary school credits (e.g., grade 11 university prep and physics).

Evidence of Impact: The *Bringing STEM to Life: In School program* has positively impacted teachers' STEM skills, resulting in engaging and hands-on learning experiences for students (e.g., coding and Micro:bits). Many schools have continued their learning by purchasing technology after the program. The summer *Work-Integrated Learning and Helen Carswell Program* has also been successful, with a 99% completion rate with a course average of 86% (e.g., grade 11 physics credit while working on a project with a professor as lab assistants). Students expressed

gratitude for the new skills and work experience in a post-secondary setting. One TDSB student even described the opportunity as “life-changing.”

Robotics Subsidies

Overview: The TDSB Science, STEM, and Robotics department provides \$2,500 subsidies to elementary and secondary schools to integrate robotics into the classroom. This subsidy supports competitive robotics (e.g., including social and environmental justice challenges), but the more significant focus is on offering hands-on experience in STEM and coding, particularly in underserved communities (e.g., new robotics users, marginalized students).

Participation and Timeline: The TDSB Science, STEM, and Robotics department prioritizes subsidies for schools new to robotics and LOI. Each year, the department supports 75 schools with robotics subsidies, and schools that receive the subsidy create a two-year plan and submit annual reports (e.g., May).

Next Steps: Professional learning opportunities to support the implementation of robotics are also available in spring 2023.

Evidence of Impact: Evidence shows that the robotics subsidies have positively impacted teachers' familiarity and comfort with coding, collaboration, and student engagement. Schools appreciated offering students hands-on coding experiences, such as building robots, circuits, and games. Students new to these technologies expressed interest in coding. Social learning was also evident from group work (e.g., group work to debug code). One elementary school engaged all homeroom classrooms by creating sharable in-school robotics kits, and one secondary school engaged over half its student population in coding across Life Skills and Academic pathways.

New Science Curricula

Overview: The Science, STEM, and Robotics department organized a professional learning series introducing teachers to the new elementary Science and Technology curriculum. In 2022, the Ministry of Education released a revised Science and

Technology curriculum for grades 1 to 8, as well as a new de-streamed Grade 9 Science course. The department provided webinars to support educators in understanding these changes and to offer guidance on implementing new areas of focus, such as coding, Engineering, and Design.

Participation and Timeline: The webinars were designed to cover different curriculum strands, such as Life Systems, Matter and Energy, Structures and Mechanisms, and Earth and Space Systems. About 48 teachers and administrators from 24 elementary and secondary schools participated in the six-week series from October to November 2022. Central staff, including K-12 Learning Coaches, were also provided STEM learning experiences. In addition, teachers participated in the *"Get your Hands ON" the NEW Science & Technology Curriculum* professional learning session during the January PA Day.

Next Steps: The Science, STEM, and Robotics department will continue to provide ongoing professional learning opportunities to support the implementation of the Revised Science and Technology Curriculum for Grades 1 to 8 (2022) and the new de-streamed Grade 9 Science course (2022). The next series of sessions will focus on unpacking each strand of the new curriculum. Additionally, Grade 9 teachers have requested support in coding and engineering design, and the department will continue to share resources and plan to provide sessions to meet their needs.

Evidence of Impact: Participating teachers implemented the revised curriculum in their classrooms in 2022-2023, and reported increased understanding of the focus of the revisions. In addition, the hands-on professional learning gave teachers greater comfort with hand tools for hands-on "makers" experiences.

TDSB Science Resource Centres

Overview: The TDSB Science, STEM, and Robotics department supports schools through Science resource centers such as the Canadian Space Resource Center (CSRC), which provides space education resources like space images and videos, as well as 25 unique and grade-specific space presentations including a portable planetarium called the Digital Star Lab (DSL) to explore concepts like orbits, rotation, day and night, galaxies, and nebulae. Additionally, the department operates a Science and Technology Resource Center that loans hands-on STEM curriculum resource kits (K-10), including building materials, robotics for coding, hands-on materials, French resources, microscopes, and hand tools.

Participation and Timeline: By March 2023, the Canadian Space Resource Centre (CSRC) had conducted 116 virtual presentations for TDSB students and staff. The Digital Star Lab (DSL) presentations resumed in-person at the TDSB Eureka Conference. Before the pandemic, approximately 300 in-person DSL presentations were given each school year. In addition, as of March 2023, the Science and Technology Resource Centre had loaned out 3551 STEM resources to 3191 classrooms.

Next Steps: The TDSB Science, STEM, and Robotics department continues to accept bookings at the Canadian Space Resource Centre (CSRC) and Science and Technology Resource Centre by schools throughout the system. The department also collaborates with other departments to explore knowledge systems (e.g., UIEC regarding Indigenous constellation systems). In addition, the department will launch a summer writing project to update the Science resource kits to address the new Science curriculum.

Evidence of Impact: Participants reported positive impacts from the Canadian Space Resource Centre's interactive and educational space presentations, which covered curriculum expectations, facilitated growth in teaching astronomy, and provided enrichment in current space topics. In addition, the Science and Technology Resource Kits received excellent ratings from most teachers, with many indicating they would recommend them to colleagues. Teachers particularly appreciated the hands-on activities and consumables included in the kits.

Resource Implications

The TDSB provided funding for the initiatives mentioned above to support the implementation of the new 2022 science curriculum and Grade 9 destreamed science course, as well as to strengthen educators' content knowledge in Science, STEM, and robotics (e.g., coding) and provide them with the necessary tools and resources to improve student learning and confidence in these areas.

Project and Staffing	Source of Funding
Bringing STEM for Life	TDSB Science/STEM Funds
Robotics Subsidies	TDSB Robotics Funds
New Science Curricula	TDSB Science/STEM Funds

TDSB Science Resource Centres

TDSB Science/STEM Funds

Communications Considerations

The Science, STEM, and Robotics department is developing a new communications plan to establish formal processes for internal reporting, system and public engagement. The plan includes social media platforms such as Twitter, Instagram, and Brightspace, Direct Line, websites, newsletters (e.g., STEM Files) and STEM educator networks (e.g., ACLs, CLs, Lead Educators).

Board Policy and Procedure Reference(s)

Procedure PR601 - Safe Use of Power Tools

Policy P088 - Acceptable Use of Information Technology Resources.

Appendices

NIL

From

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Written Notice of Motion (Trustees Dawson and King, on behalf of Student Trustees Musa, Osaro and Student Trustee Shafqat)

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

In accordance with Board Bylaws 5.15.45, the following motion is submitted as notice at this time and for consideration at the next regular meeting of the Program and School Services Committee

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.

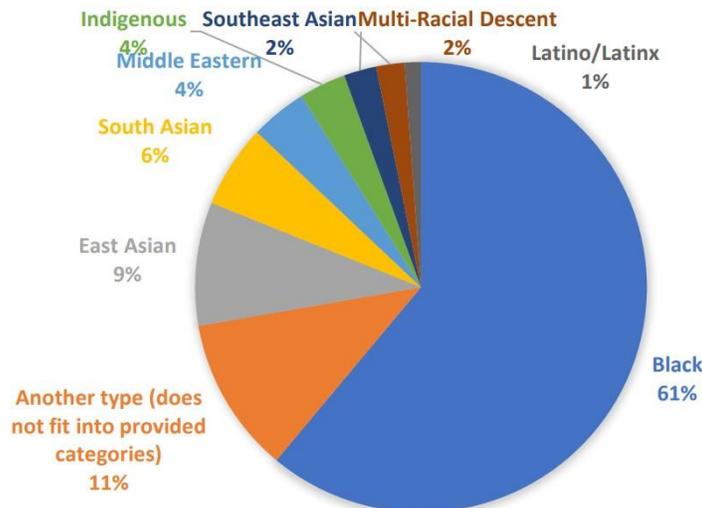
Incorporating *Deconstructing Anti-Black Racism*, a Grade 12U Interdisciplinary Course in the TDSB, as Provincially Accredited Coursework

Whereas, racism in all forms threaten the common good, and as the largest public education system in the country, the Toronto District School Board has the responsibility to educate against hate; and

Whereas, the 2020/21 TDSB Human Rights Office (HRO) Annual Report notes that reported racism, bias, and hate incidents (RBH) have surged/tripled over past three years, with an overwhelming majority of 61 percent of race-related incidents continuing to involve anti-Black racism and hate; and

<https://www.tdsb.on.ca/Portals/0/aboutus/HumanRights/2020->

Figure 5: RBH Race Related Incidents by Identity



[2021%20HRO%20Report%20April%204%202022%20\(%20FINAL\)%20ACCESSIBLE.pdf](#)

Whereas, in accordance with the TDSB Multi-Year Strategic Plan, providing mandatory training for principals/ vice-principals in anti-oppression and anti-Black racism connected to school improvement, and building capacity among groups of educators who possess the facilitation skills and understanding to effectively co-lead learning in human rights, equity and anti-oppression is ongoing; and

Whereas, the TDSB Multi -Year Strategic Plan acknowledges that "in order to meet the different interests and learning styles of our students, the TDSB must keep updating course offerings and delivery methods and ... The Board will conduct a review of existing programming offering in secondary schools and scan for gaps based on feedback obtained through student surveys, and explore the expansion of new delivery models..."; and

Whereas, the TDSB approved mandatory Indigenous Education in Grade 11 in February 2023; an exemplar in the Board's commitment to a culturally relevant and responsive, multicentric approach to education; and

Whereas, In 2017, Ontario's Anti-Racism Directorate (ARD) launched the Anti-Black Racism Strategy, noting that Anti-Black racism has a long/ troubling history in Canada, that many Black people continue to experience systemic racism and hate on a regular basis, and that the province required a vision to eliminate disparaging outcomes for Black Ontarians in the child welfare, education and justice sectors by 2024 to align with the close of the United Nations International Decade for People of African Descent; and

Whereas, Objective 5 of Ontario's Anti-Black Racism Strategy acknowledges that Anti-Black racism affects us all, and that public education will help create a society where Ontarians are aware of, and are better prepared to identify and challenge anti-Black racism; and

Whereas the province's Anti-Racism Directorate (ARD) provided \$200,000 to the Toronto District School Board to address the historical and persistent inequities in the outcomes and experiences of Black students, leading to the creation of the Centre of Excellence for Black Student Achievement; and

Whereas, the IDC4U/Deconstructing Anti-Black Racism course was created in collaboration with, and is currently housed by, the Centre of Excellence for Black Student Achievement; and

Whereas, the IDC4U/Deconstructing Anti-Black Racism course uses existing overall and specific objectives from course curriculums already approved by the Ministry of Education; and

Whereas, the IDC4U/Deconstructing Anti-Black Racism course is already part of the TDSB's Anti-Hate Anti Racism Strategy, tasked with ensuring coursework to help affirm students intersecting identities, and better understand racism, hate, intolerance and oppression, is present in every secondary school in the system, by Sept 2023; and

Whereas, in June 2020, the board passed a motion to appeal to the province for the Genocide: Historical and Contemporary Implications (CHG381), Grade 11, Locally Developed Course to become an accredited course in the Ontario curriculum, and was successful; and

Whereas, the Genocide: Historical and Contemporary Implications (CHG381), Grade 11, Locally Developed Course, previously passed through this same process, moving to become an accredited as part of the Ontario Curriculum, with the support of this board; and

Whereas, the DABR course's current designation as an Interdisciplinary course creates multiple institutional and systemic barriers, which actively prevent many students from taking this course and engaging in this critical, multicentric learning opportunity; and

Whereas, the matter was discussed at the Black Student Achievement Community Advisory Committee (BSACAC) on April 3, 2023; and

Whereas, BSACAC fully endorses the recommendation presented herein;

Therefore, be it resolved:

- (a) That the Chair write to the Minister of Education recommending that the course, 'Deconstructing Anti-Black Racism' (DABR), IDC4U1, a 12U, locally developed, interdisciplinary course, care-taken by the Centre of Excellence for Black Student Achievement, be accredited as part of the Ontario Curriculum offerings, as a University pathway course with its own dedicated course code;
- (b) That within the letter at Part (a), the TDSB Board of Trustees recommend that the Minister of Education convene a working group of experts, whose work and experience with Black student excellence and achievement will ensure the spirit of the 'Deconstructing anti-Black Racism' course retains in-tact as it moves from being a locally developed interdisciplinary course, to a provincial accredited course.



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