



## Program and School Services Committee Agenda

PSSC:004A

Wednesday, May 8, 2024

4:30 p.m.

Boardroom, Main Floor, 5050 Yonge Street, Toronto

### Trustee Members:

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

	<b>Pages</b>
<b>1. Call to Order and Acknowledgement of Traditional Lands</b>	
<b>2. Approval of the Agenda</b>	
<b>3. Declarations of Possible Conflict of Interest</b>	
<b>4. Delegations</b>	
To be presented	
<b>5. Community Advisory Committee Reports</b>	
5.1 Special Education Advisory Committee Report, April 8, 2024	1
1. Committee Membership	
<b>6. Staff Reports</b>	
6.1 Student Transportation - Annual Report on Safety in School Zones [4709]	3
6.2 Special Education and Inclusion, 2023-2024 [4712]	41
6.3 Math Achievement Action Plan: 2023-2024, Update 3 [4711]	101
6.4 Cultivating Arts Learning: Creating Opportunities for All, 2023-2024 [4710]	123
<b>7. Written Notice of Motion</b>	
7.1 Annual Reporting on Student Attendance (Trustees King and Shan, on behalf of Trustee Ehrhardt)	137
<b>8. Adjournment</b>	

**Blank Page**



**Statutory Committee**

**Name of Committee:** Special Education Advisory Committee (SEAC)

**Meeting Date:** April 8, 2024

**Directed To:** Program and School Services Committee

A hybrid meeting of the Toronto District School Board (TDSB) Special Education Advisory Committee (SEAC) convened on April 8, 2024 from 7: 00 p.m. to 8:51 p.m., with SEAC Chair David Lepofsky and Vice-Chair Richard Carter presiding.

<b>Attendance:</b>	<p>Leo Lagnado - Autism Society of Ontario (Toronto Chapter)                  Richard Carter- Down Syndrome Association of Toronto (DSAT)                  Aliza Chaqpar- Easter Seals Ontario                  Steven Lynette- Epilepsy Toronto                  Nora Green- Integration Action for Inclusion in Education and Community                  Diane Montgomery (Alternate)- Integration Action for Inclusion in Education and Community                  Guilia Barbuto- Learning Disabilities Association Toronto District                  Aline Chan (Alternate)- Community Living                  Dana Chapman (Alternate)- Ontario Parents of Visually Impaired Children (OPVIC)                  Bronwen Alsop- VOICE for Deaf and Hearing Impaired Children                  Stephany Ragnany- (Alternate) VOICE for Deaf and Hearing Impaired Children                  Beth Dangerfield- Centre for ADHD Awareness Canada CADDAC                  David Lepofsky- Ontario Parents of Visually Impaired Children (OPVIC)                  Nerissa Hutchinson- Sawubona Africentric Circle of Support                  Tracey O'Regan Community Living Toronto                  Trustee Aarts                  Trustee Hassan                  Trustee Patel                  Saira Chhibber- LC1 Representative                  Jean-Paul Ngana- LC2 Representative                  Jordan Glass- LC2 Representative                  Kirsten Doyle- LC3 Representative</p> <p><b>Staff</b>                  Louise Sirisko- Associate Director</p>
--------------------	---

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

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

	<p>Nandy Palmer- System Superintendent, Special Education and Inclusion                  Effie Stathopoulos- Centrally Assigned Principal, Special Education                  Andrea Roach- Centrally Assigned Principal, Special Education                  Elizabeth Chalmers- Administrative Liaison (SOE)                  Katia Palumbo- Centrally Assigned Principal, Special Education                  Alison Board - Centrally Assigned Principal, Special Education                  Elizabeth Schaeffer- Centrally Assigned Principal, Special Education                  Mun Shu Wong- (Audio/Video)                  Lianne Dixon- TDSB SEAC Liaison</p>
<b>Regrets:</b>	<p>Izabella Pruska-Oldenhoff LC4 Representative                  Saira Chhibber- LC1 Representative                  Jean-Paul Ngana- LC2 Representative</p>

**Part A: Recommendations**

**SEAC Membership Update**

It is recommended that the following be approved.

Whereas, the Special Education Advisory Committee (SEAC) has received a resignation for representative Melissa Rosen from The Association for Bright Children (ABC), effective March 18, 2024; and

Whereas, SEAC has received a nomination from The Association for Bright Children (ABC) for Alana Bell to be its new representative; and

Whereas, the candidate meets the Ministry of Education and Board criteria for eligibility;

It is recommended that Alana Bell be appointed to the Special Education Advisory Committee (SEAC) for a term ending November 14, 2026.

**From:**

Louise Sirisko, Associate Director, Instructional Innovation and Equitable Outcomes at [louise.sirisko@tdsb.on.ca](mailto:louise.sirisko@tdsb.on.ca)

Nandy Palmer, System Superintendent of Special Education and Inclusion at [nandy.palmer@tdsb.on.ca](mailto:nandy.palmer@tdsb.on.ca)

Lianne Dixon, TDSB SEAC Liaison at [lianne.dixon@tdsb.on.ca](mailto:lianne.dixon@tdsb.on.ca)

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

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

**Blank Page**



## **Student Transportation – Annual Report on Safety in School Zones**

**To:** Program and School Services Committee

**Date** May 8, 2024

**Report No.:** 05-24-4709

### **Strategic Directions**

- Revitalize - All students and staff learn and work in inclusive, safe, and modern environments.

Equity as a guiding principle: Equity is foundational to all TDSB work and will be embedded throughout the strategic directions.

### **Recommendation**

It is recommended that the Toronto Student Transportation Group “Annual Report on Safety in School Zones” be received.

### **Context**

#### **Executive Summary:**

The Annual Report on Road Safety in school zones for the Toronto District School Board (TDSB) presents an overview of initiatives, achievements, challenges, and future strategies aimed at ensuring the safety of students and pedestrians in and around school premises. The report encompasses data analysis, program evaluations, community engagement efforts, and recommendations for enhancing road safety measures.

#### **Introduction:**

Road safety in school zones is of paramount concern for the TDSB as it directly impacts the well-being of students, staff, and community members. With a commitment to fostering safe environments conducive to learning, the Board has implemented various measures to mitigate risks associated with traffic and transportation in proximity to schools.

**Key Highlights:**

1. Traffic Calming Measures: Advocating for our schools and communities to establish safe school zones to include slower speed limits, enhanced school crossing guard programs, and enforcement for parking and speeding.
2. School Zone Signage: Continuing to support prominent signage indicating school zones, speed limits, and pedestrian crossings. Also, we have supported the use of visual queues to identify parking areas for parents and those dedicated for school buses.
3. School Travel Plans: The development and implementation of school travel plans have facilitated the adoption of safe and sustainable modes of transportation, including walking, cycling, and public transit, thereby reducing reliance on private vehicles. Currently, the TDSB is working in conjunction with the TCDSB, and the City of Toronto have committed \$450,800 annually (TCDSB= \$50,000; TDSB = \$88,800 City= \$160,000) for the next three years to expand the school travel planning program. These dollars have allowed for the hiring of one Active Travel Supervisor who oversees three facilitators who are working on the ground at various schools within the city. These facilitators, in conjunction with the Supervisor, are generating travel programs that are unique for each school that identifies areas of concerns and provides recommendations to address them. An example of a school travel report from Rolph Road Elementary School is attached as *Appendix A*. Furthermore, this program was responsible for the creation of safe travel maps that allow parents to access information to best plan their route to school and to utilize the safety infrastructure available in their community. These maps are located here: <https://www.torontoschoolbus.org/activetransport/active-travel-school-maps/>
4. Vision Zero: Paramount to ensuring a successful School Board program on safe travel is working with our Municipal partners. The City of Toronto has been active in collecting data and implementing programs to support road safety. Staff access resources from their site as a means to investigate issues in our school communities. <https://www.toronto.ca/services-payments/streets-parking-transportation/road-safety/vision-zero/vision-zero-dashboard/school-safety-zones-vision-zero/>
5. Community Engagement: Engaging with local communities, parent councils, and transportation stakeholders can be instrumental in garnering support for road safety initiatives and fostering a culture of collective responsibility towards ensuring the safety of school zones. While this engagement is currently limited in scope, there are plans to more widely incorporate and

address this important aspect in year two of our expanded school travel planning process. Reports from other agencies involved in addressing pedestrian safety in general have also been helpful in providing us guidelines to investigate and incorporate our own actions.

[https://www.ccmta.ca/web/default/files/PDF/CCMTA\\_Pedestrian\\_Report\\_Eng\\_FINAL.pdf](https://www.ccmta.ca/web/default/files/PDF/CCMTA_Pedestrian_Report_Eng_FINAL.pdf)

6. Data Analysis: There is limited data to date in regard to safe travel practices for school aged children while travelling to and from school. The Toronto Police Service's (TPS) Killed and Seriously Injured (KSI) dataset contains an entry for each person involved in a collision that resulted in a death or serious injury in the City of Toronto. The KSI dataset is likely the most accurate dataset available for the purposes of this report, as the Toronto Police Service likely attends most collisions involving a death or serious injury. The most recent year for which data is available is the calendar year 2022.
7. There are issues and limitations to the KSI dataset. First, relatively few children and youth are represented. For 2022, 300 persons were killed or seriously injured, 25 were between the ages of 0 and 19. Second, there is little context provided in the dataset. For the purposes of this report, there is no way to know with certainty if a young person was travelling to or from school, which school board the school pertained to or other important considerations. Finally, a comparison between the TPS dataset and data from Toronto emergency rooms reveals a possible under-representation of serious collisions in the KSI data.
8. An analysis of the 2022 KSI data revealed the following information:

### **2022 KSI data**

- In 2022, 281 total KSI collisions occurred that resulted in 50 deaths and 250 serious injuries (see Table 1). A further 401 persons were involved in these collisions but were not killed or seriously injured. It is important to consider not only the number of persons killed and seriously injured, but also the number of persons involved in these traumatic collisions, for they may have been seriously impacted psychologically, emotionally, or otherwise.



**Table 1: 2022 KSI data for all ages compared to 10-year averages**

	2022	Average 2013-2022	Percent difference
<b>KSI collisions</b>	281	309	-9.1%
<b>Persons killed or seriously injured</b>	300	377	-20.5%
<b>Persons killed</b>	50	60	-16.7%
<b>Persons seriously injured</b>	250	317	-21.2%
<b>Persons in collision but not KSI</b>	401	507	-20.8%
<b>Total persons involved in KSI collisions</b>	701	884	-20.7%

The year 2022 saw an overall decline in several KSI metrics. Comparing the 2022 KSI data to the ten-year average values from 2013-2022 shows that 2022 had 9.1% fewer KSI collisions resulting in 16.5% fewer deaths and 21.2% fewer serious injuries.

**2022 KSI data for persons aged 0-19**

It is important to consider KSI data for young people. Table 2 shows the 2022 KSI data for persons aged 0-19. This age range was chosen because the KSI age data for children and youth is coded in five-year intervals.

In 2022 KSI collisions among persons aged 0-19 resulted in 3 deaths and 22 serious injuries.

**Table 2: 2022 KSI data for persons aged 0-19**

	Persons 0-19	Percent of total KSIs
<b>Persons 0-19 killed or seriously injured</b>	25	8.3%
<b>Persons 0-19 killed</b>	3	6%
<b>Persons 0-19 seriously injured</b>	22	8.8%
<b>Persons 0-19 involved in a KSI collision</b>	62	15.5%

**2022 KSI data for persons aged 0-19 during school day**

It is possible to consider whether a KSI collision occurred during the school day or outside school hours. The raw KSI data were filtered by date and time to show how many deaths and serious injuries occurred during the school day (see Table 3). For this analysis “school day” was defined as weekdays between 7:30 AM and 5:00 PM. This timing should capture most school-related trips: morning trips to school, mid-day trips (e.g., lunchtime for older students), and afternoon trips away from the school. KSI collisions that occurred during the school day and resulted in a person aged 0-19 killed or seriously injured (KSI but please note, there were 0 deaths during that time) *likely* involved school-related trips. However, the staff who prepared this report did not have sufficient resources to confirm the nature of each trip for each separate case. It was also not possible to determine whether the young people were TDSB students.

**Table 3: 2022 KSI data for persons aged 0-19 during school day**

	<b>Persons 0-19</b>	<b>Percent of 0-19 KSIs</b>	<b>Percent of total KSIs</b>
<b>Persons 0-19 killed or seriously injured</b>	7	28%	2.3%
<b>Persons 0-19 killed</b>	0	0%	0%
<b>Persons 0-19 seriously injured</b>	7	32%	2.8%
<b>Persons 0-19 involved in a KSI collision</b>	10	16%	2.5%

During school day hours, 0 deaths and 7 serious injuries (32%) occurred. These data account for 28% of the KSIs among persons 0-19 and 2.3% of total KSIs.

Please note that the data and calculations in Table 3 are based on very small numbers and may not be reliable.

**Challenges:**

Despite significant progress, several challenges persist, including:

- Enforcement of traffic regulations in school zones.
- Addressing traffic congestion during peak hours.
- Ensuring equitable access to safe transportation options across diverse communities.

- Resourcing and support with adequate staffing available for implementation of a larger safe travel program.
- Traffic and frustration/impatience of motor vehicle drivers.

## **Action Plan and Associated Timeline**

### **Recommendations:**

1. **Strengthen Enforcement:** Collaborate with law enforcement agencies to intensify enforcement efforts targeting speeding, illegal parking, and reckless driving in school zones.
2. **Infrastructure Improvements:** Find synergies with the City's Vision Zero strategy to prioritize infrastructure upgrades, such as improved signage, designated drop-off zones, and enhanced pedestrian infrastructure, to enhance safety and accessibility. Expand active and safe transportation programs and add safety officer to further enhance and communicate system improvements.
3. **Community Partnerships:** Foster strategic partnerships with community organizations, businesses, and advocacy groups to amplify road safety initiatives and leverage resources effectively. Continue, and expand, the City-supported active and safe travel program.
4. **Data-driven Decision Making:** Continuously monitor and analyze traffic data, pedestrian counts, and incident reports to identify high-risk areas and prioritize interventions accordingly. Also, look to centrally collect data specific to TDSB.

### **Resource Implications**

Continued support by City of Toronto for active, safe and sustainable transportation.

Work with local law enforcement to enforce parking zones.

Resources for signage to assist with enforcement.

### **Communications Considerations**

Promote opportunities to participate in active, safe and sustainable transportation to all schools through Systems Leaders Bulletin and Directline and Trustees Weekly prior to school start up and at least one more time throughout the school year.

### **Board Policy and Procedure Reference(s)**

P020 and PR504 (Transportation of Students).

## Appendices

Appendix A: Rolph Road Elementary School Travel Plan

### From

Stacey Zucker, Associate Director Modernization and Strategic Resource Alignment, at [Stacey.Zucker@tdsb.on.ca](mailto:Stacey.Zucker@tdsb.on.ca)

Craig Snider, Executive Officer Finance at [Craig.Snider@tdsb.on.ca](mailto:Craig.Snider@tdsb.on.ca)

Kevin Hodgkinson, General Manager, Toronto Student Transportation Group at [kevin.hodgkinson@tcdsb.org](mailto:kevin.hodgkinson@tcdsb.org)

Sam Perry, Active, Safe and Sustainable Transportation Supervisor at [Sam.Perry@tdsb.on.ca](mailto:Sam.Perry@tdsb.on.ca)

# Rolph Road Elementary School School Travel Plan November 2015



*Compiled by: Armi De Francia  
School Travel Planning Facilitator  
Green Communities Canada*



Funding provided by:



The views expressed herein are the views of the Recipient and do not necessarily reflect those of our funders.

© CAA and CAA logo trademarks owned by, and use is authorized by, the Canadian Automobile Association.



# *School Travel Plan*

## *Table of contents*

Table of contents	1
Introduction	1
About School Travel Planning	1
School Travel Planning Feasibility Study for Toronto	2
About the School	3
School Profile	3
Map of area covered by this School Travel Plan	5
Goals	6
Travel Challenges	7
Factors Influencing Traffic	7
Access to Walking Infrastructure	8
Resulting Issues	10
Baseline Data Collection – summary of findings	11
Student Classroom Survey findings	11
Walkbout Findings	12
Student Walkabout Findings	16
Implementation	19
Completed Action Plan Items Year 1 2015	19
Members and Endorsement	20
Annual Update	21
Appendix: Action Plan	22
Appendix	27
Infrastructure Requests	27
Idea Generating Process	28



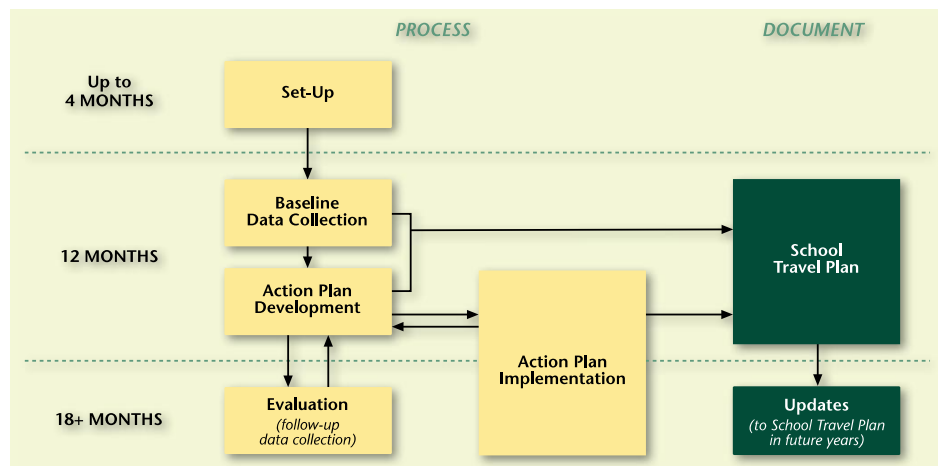
# School Travel Plan

## Introduction

### About School Travel Planning

A School Travel Plan is a living document belonging to the school. It will be revisited regularly in order to update the status of Action Plan items and to incorporate future Evaluation findings. It is part of a complete School Travel Planning process that has been successfully developed and implemented across Canada since 2007.

School Travel Planning process



The national *Children’s Health, Mobility and Happiness: A Canadian School Travel Planning Model* project completed in 2012 used Active and Safe Routes to School programming combined with Transportation Demand Management principles to encourage active and sustainable modes of school travel for students, families and staff. The project was designed to address barriers to active travel caused by attitudes and car-dominated design in school neighbourhoods in an effort to reduce the health risk to children. Even before many Action Plan items had been fully implemented, by March 2012 some provinces saw a shift towards active travel of up to 6 per cent and some individual schools saw a shift of over 20 per cent.

### National resources

School Travel Planning (STP) is presented by a coalition of organizations across Canada working together to enable more children to walk and cycle to school. Green Communities’ Canada Walks makes coordination of efforts and knowledge transfer between and among these organizations possible. This national website provides a wealth of resources with links to international and provincial/territorial organizations and their curriculum, as well as to campaigns that can benefit and complement a school’s efforts for health promotion and environmental awareness:

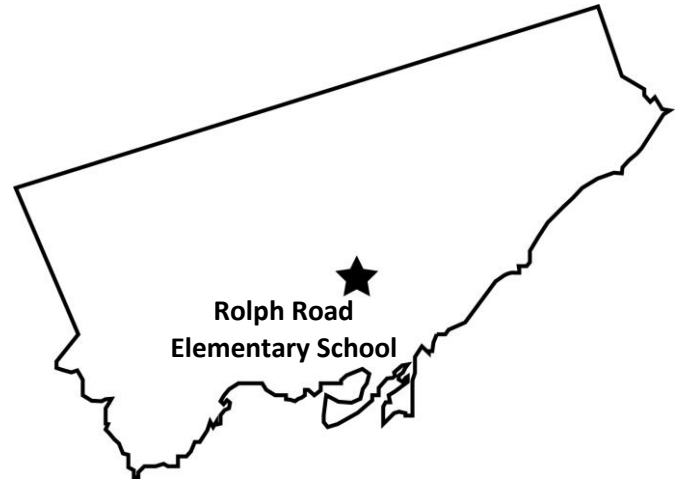
[www.saferoutestoschool.ca](http://www.saferoutestoschool.ca)

Toolkit resources and flexible templates are available to use in every phase of the STP process. Find the toolkit at:

[www.saferoutestoschool.ca/school-travel-planning](http://www.saferoutestoschool.ca/school-travel-planning)

### School Travel Planning Feasibility Study for Toronto

Rolph Road Elementary School is a participant in a larger School Travel Planning (STP) feasibility study, taking place over the 2014-15 and 2015-16 school years, in Toronto and Wellington-Dufferin -Guelph. The initiative has been supported by the Ontario Ministry of Education and the Canadian Automobile Association’s South Central Ontario region. Additional funding for Toronto was provided by the Heart and Stroke Foundation, through a donation from RioCan, and from the Toronto stakeholders (Toronto District and Toronto Catholic School Boards, City of Toronto Planning and Transportation Services).







# School Travel Plan

About the School  
Updated July 2015

## School Profile

School Name	Rolph Road PS
School Type, e.g. public, separate, private	Elementary School
Age of School / Year Opened	1939
Name of School Board	Toronto District School Board
Number of Students	408
Number of Families	
Grades, e.g. K-6, K-8	JK-6
School Bell Times	8:40 Start, 3:30 Dismissal
Number of Parking Spaces, staff/visitor	8 visitor parking spaces, 21 staff parking spaces
Description of Location, e.g. city centre/suburban/rural	Leaside: Inner suburb of the City of Toronto—East York, Ward 26
Is the school in a Neighbourhood Watch or Block Parent Community?	
% Bussed Students	None
Socio-Economic Description of Families	Upper middle income
Any local programs e.g. French immersion, fine arts, special needs, before and after-school day care etc.	<ul style="list-style-type: none"> <li>• Independent daycare facilities</li> <li>• Folkfest club</li> <li>• Well-known music program</li> </ul> <p>Other programs available at the school:</p> <ul style="list-style-type: none"> <li>• Jewelry making</li> <li>• Chess</li> <li>• Ukulele</li> <li>• video game design</li> <li>• Cooking workshops</li> <li>• basketball</li> <li>• crafts</li> <li>• cartooning</li> <li>• teamwork club</li> <li>• guitar classes</li> <li>• soccer</li> <li>• softball</li> </ul>
High-Level Description of Any Major School Travel Problems e.g. catchment size, driver behaviour, on local or connector road, traffic speed, heavy trucks, bussing wait times	<ul style="list-style-type: none"> <li>• School is adjacent to two collector streets; One of them, Sutherland Drive, is a bus route.</li> <li>• At the front of the school, numerous cars come to drop off the children.</li> <li>• There is an issue of double parking on Rolph Road. The Principal has asked the police to ticket cars for parking.</li> </ul> <p>Further details can be found in the Travel Challenges, Walkabout, and Student Walkabout sections.</p>

<p>Existing Facilities At School Site, e.g. bike rack/storage, kiss 'n ride, school bus drop-off zone, adult or student crossing guards, public transit bus stops serving school, transport arrangements to after school programs</p>	<p>At the start of STP, there was a Kiss'n ride at Hanna Road (vehicles are not allowed to drop off children on the south side of Hanna Road). This Kiss 'n Ride has been removed.</p> <p>There is a crossing guard at Southvale Drive.</p> <p>There are bicycle racks on the south side of the school near the entrance.</p>
<p>Existing Safety Policy &amp; Education, e.g. school safety policy and rules, current safety education programs</p>	<p>Safe arrival program, Safety Committee</p>
<p>Programs at this school that have goals similar to STP, e.g. environmental, physical activity, mental health</p>	<p><a href="#">iWalk program</a> (International Walk to School), Eco Schools, Eco Club, cross country running, imagination investigation, and leadership club, junior engineering using LEGO</p>
<p>Types of school/parent committee communications used/available (i.e. newsletter, website, facebook page)</p>	<p><b>Rolph Road Runner</b> (site under renovation)  <a href="http://rolphroadschool.com">http://rolphroadschool.com</a>                  Contains weekly newsletters and other information.</p> <p>Twitter: <a href="#">@RolphRoadSchool</a></p>
<p>Other Information</p>	<p>There are usually ~65 students reporting that they got to school by car for each i-Walk data collection.</p> <p>It is especially difficult for children who have early morning sports practice to walk to school. Their parents drive them to school because they have heavy sports equipment. The school now has a carpool program to meet the needs of these students.</p>

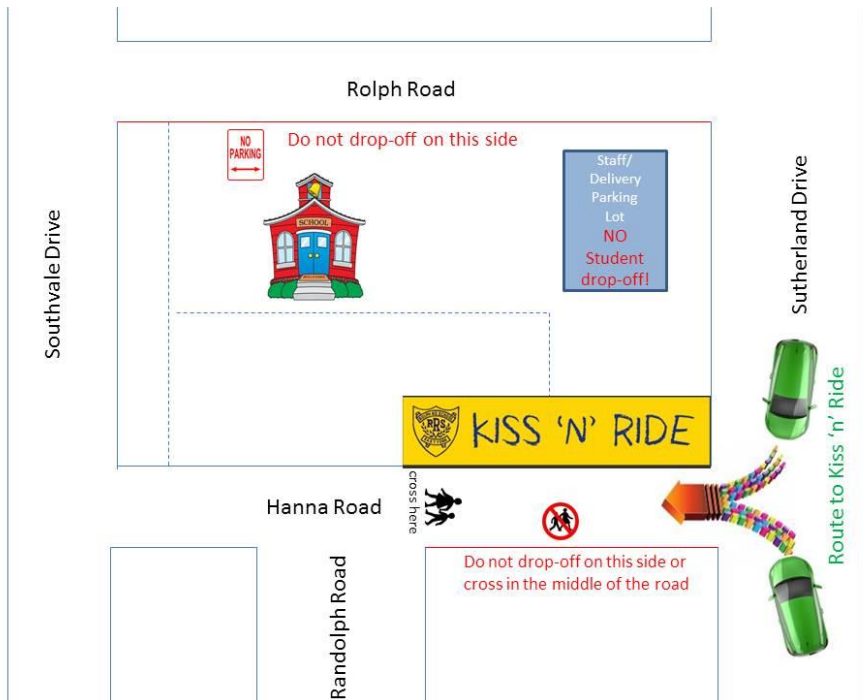


\*All photos in this report were taken by Armi De Francia unless otherwise stated and approved by School Principal Michael Kennedy.

**Map of area covered by this School Travel Plan**



**Former Kiss 'n Ride location**





# School Travel Plan

## Goals

### School Travel Planning goals

- Reduce congestion and increase safety at the school site
- Increase active school travel on the school journey

### Key goals for Rolph Road Elementary School

Based on the Walkabout and Baseline Classroom Survey findings, this school’s key goals in order to assist the health and well-being of our students and families are:

1. To decrease the number of vehicles on Rolph Road and the number of non-staff vehicles in the front parking lot during peak periods
2. To increase the number of students using active modes of transportation (walking and/or wheeling)
3. To ensure that all mode users respect traffic rules through
  - Raising awareness on traffic safety
  - Increasing enforcement
  - Working towards infrastructure improvements and/or maintenance

### Action Plan Meeting Attendees

Michael Kennedy, Principal  
 Colleen Hill, Heart & Stroke Foundation  
 Sidra Rahimzada, City Transportation Services  
 Danny Dubiner, Rolph Road i-Walk Committee  
 Aey Dubiner, Rolph Road i-Walk Committee  
 Anusha Khan, Rolph Road Eco-Club  
 Armi De Francia, Green Communities Canada STP Facilitator



# School Travel Plan

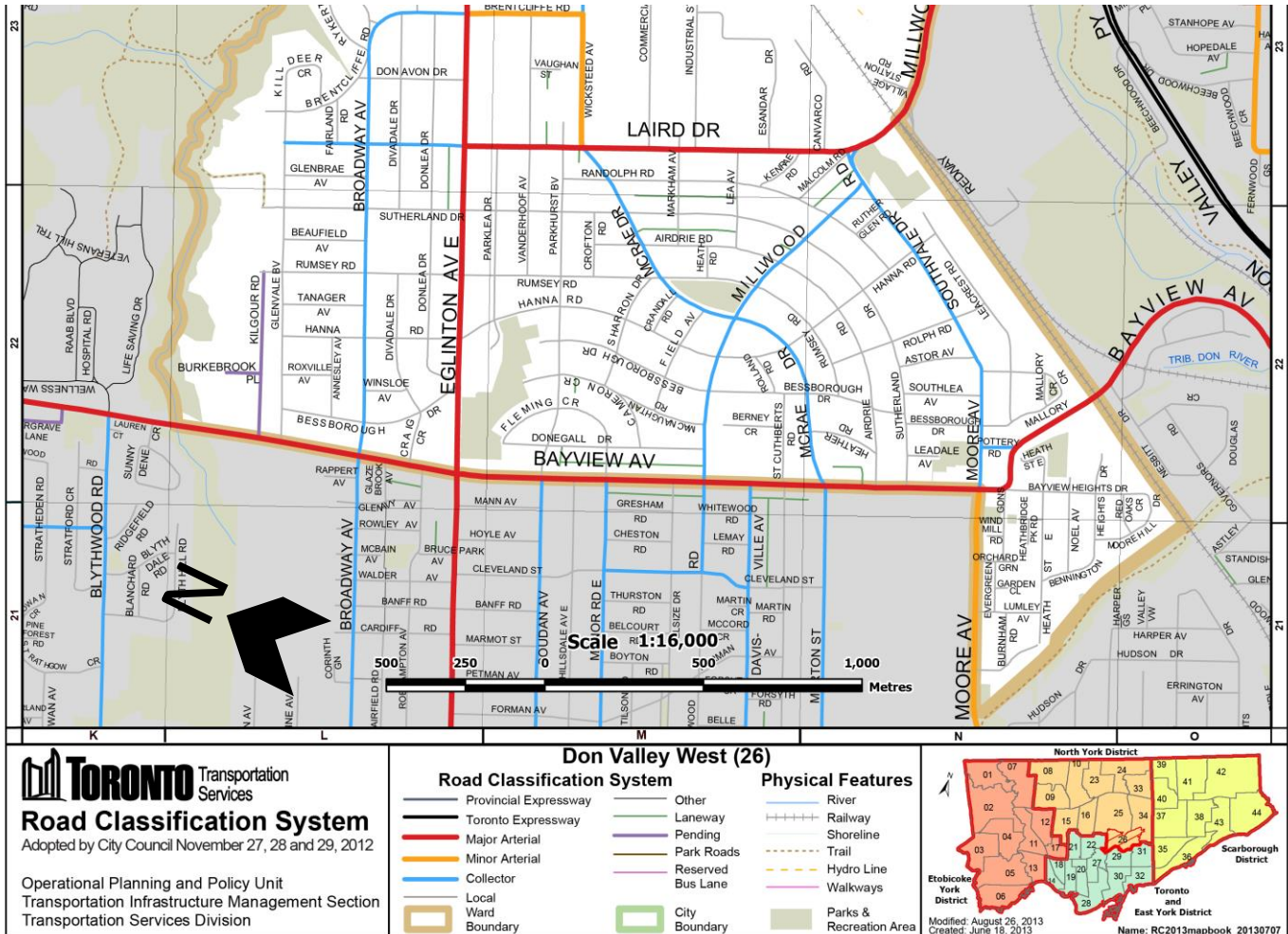
## Travel Challenges

This section summarizes the key traffic issues around Rolph Road PS based on information collected from the stakeholder walkabout, the student walkabout, discussions with stakeholders, map analyses, and the research processes involved with formulating and implementing action plan items. The full action plan, which contains strategies targeting these issues, can be found in the Appendix.

### Factors Influencing Traffic

As seen in the map below, most of the streets surrounding Rolph Road PS are local roads; roads that serve to provide access to property and that accommodate for less than 2500 vehicles daily<sup>1</sup>. The school is adjacent to two collector roads, Sutherland Drive and Southvale Drive. Collector roads carry up to 8000 vehicles per day<sup>2</sup>. These collector roads enable motorists to get to the major streets, Laird Drive and Bayview Avenue. Sutherland Drive is part of the 88 South Leaside TTC bus route.

Road Classification of Streets Surrounding Rolph Road Public School



Source: City of Toronto Transportation Services (2012). Ward 26 Don Valley West Street Indices. <http://www1.toronto.ca/City%20of%20Toronto/Transportation%20Services/Road%20Classification%20System/Files/pdf/2012/Ward%20Maps/ward26.pdf>

<sup>1</sup> City of Toronto Transportation Services (2013). About the Road Classification System. Available at <http://www1.toronto.ca/wps/portal/contentonly?vgnextoid=8a8d2118b7412410VgnVCM10000071d60f89RCRD&vgnextchannel=6f2c4074781e1410VgnVCM10000071d60f89RCRD>

<sup>2</sup> Ibid.

These collector roads bring higher traffic levels at the intersections in front of the school. The traffic can be exacerbated by parking. There are two lanes on Sutherland Drive and on Southvale Drive. Parking is allowed on parts of these streets, creating a narrow way for other vehicles (including buses and waste collection trucks) to pass through. The resulting east-west traffic along the north and south sides of school property can make it difficult for elementary school students to cross these streets.



***Access to Walking Infrastructure***

**Rolph Road PS Student Population and Distribution**

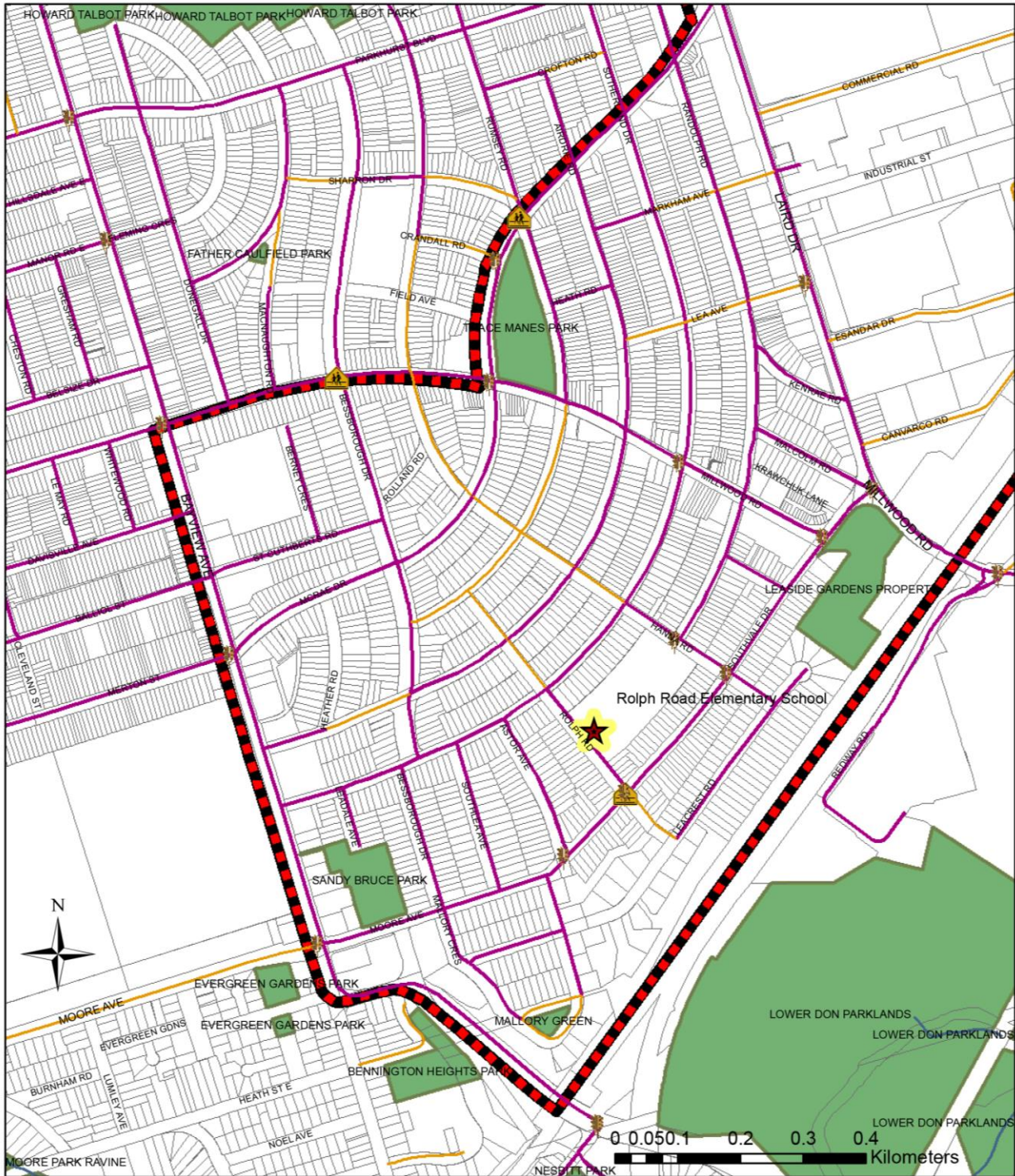
According to data provided by the Toronto Student Transportation Group, the majority of students live in various parts of the catchment area. There are higher concentrations of students living on Sutherland Drive, Bessborough Drive, Randolph Road, and Leacrest Road.

Students live within ~1km from the school yet there is a perception among parents that this may be too far for younger children to walk.

The map on the next page illustrates the available infrastructure for active school travel. Hanna Road, north of Sutherland Drive, and Rolph Road (except for the blockface in front of the school) have sidewalks only on one side.

While there are not many students living along Rolph Road or Hanna Road, it would be useful to have sidewalks on both sides of these streets since they connect students living on east-west streets (particularly on Airdrie Road and Leacrest Road) to the school. Having sidewalks on both sides of Rolph Road and Hanna Road would create safe and functional routes that lead directly to the school.

**Rolph Road PS**  
**Crossing Guards, Traffic Lights, Sidewalks**



**Legend**

- |  |   |   |  |
|--|---|---|--|
|  TDSB Schools           |  Traffic_Signals | <b>Sidewalk</b>   |  Sidewalk on south side only |
|  School Attendance Area |  Crossing_Guard  |  Sidewalk on both sides      |  Sidewalk on west side only  |
|  | <b>Sidewalk_Inventory</b>   |  Sidewalk on east side only  |  Walkway (confirmed)         |
|  |   |  Sidewalk on north side only |  |

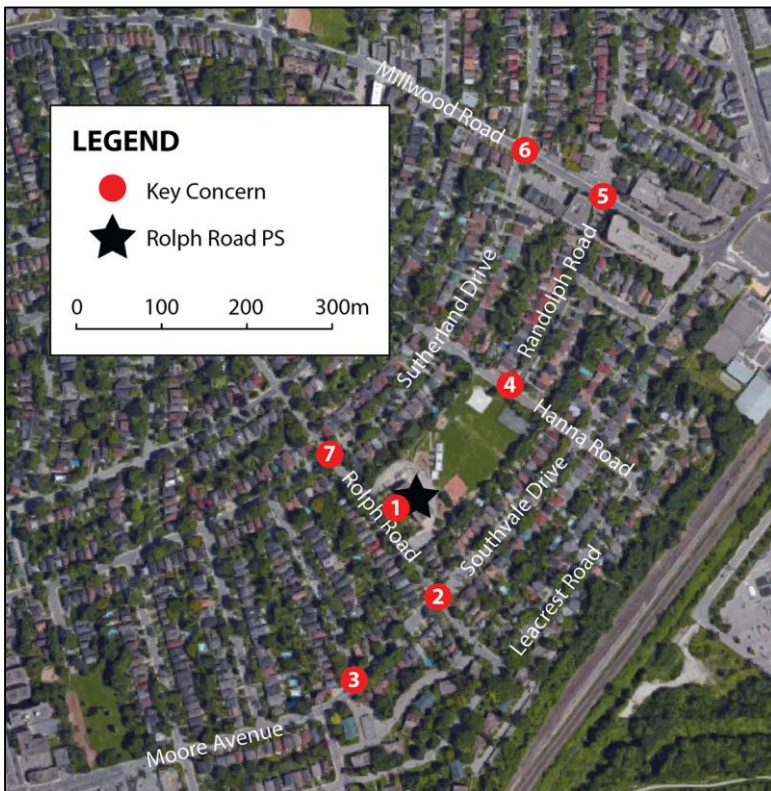
## Resulting Issues

For the students who live on streets that do not connect directly to Rolph Road PS, the location of collector roads and walking infrastructure makes it less safe for them to walk along the more efficient routes to school and less efficient for them to walk along the safer routes to school. In other words, students living on smaller streets that do not connect to the school, typically those that run east-west, are often left with two choices when using active transportation to get to school:

1. Take a faster, less safe (sometimes risky) route or
2. Take a slower, safer route and potentially be late

Both the stakeholder committee walkabout and the student walkabout revealed that the placement of four-way stops, traffic lights, and a crossing guard do not necessarily improve the safety or the convenience of walking to school (see walkabout section). Driving rules are not always respected and areas with better walking infrastructure (sidewalks on both sides, traffic lights) are out of the way for some students depending on where they live.

### KEY TRAVEL CHALLENGES



- 3 Mallory Crescent and Southvale Drive/Moore Avenue**
  - Collector road, higher speeds
  - Nowhere for pedestrians to cross
- 4 Randolph Road and Hanna Road**
  - Alternative drop-off point to Rolph Road
  - Perception that it is too far from the school even though it takes less than six minutes (see Walkabout Findings and Student Walkabout Findings)
- 5 Randolph Road and Millwood Road**
  - Lots of students go to Mac's store on the northwest side
  - No stop signs to stop traffic on Millwood Road
- 6 Sutherland Drive and Millwood Road**
  - Safer alternative to crossing Millwood Road compared to Randolph Road
  - Further away from Mac's
  - Lights controlling traffic on Millwood Road stay green for a long time and does not always change (see Student Walkabout Findings)
- 7 Sutherland Drive and Rolph Road**
  - Drivers do not always stop
  - Used by students and transit users
  - Need to make it clearer that kids walk here

- 1 Rolph Road**
  - Narrow two-way street
  - Parking allowed on west side
  - Double-parking, idling
- 2 Rolph Road and Southvale Drive**
  - Drivers do not always stop
  - Collisions occurred here (see Student Walkabout Findings for more details)





# School Travel Plan

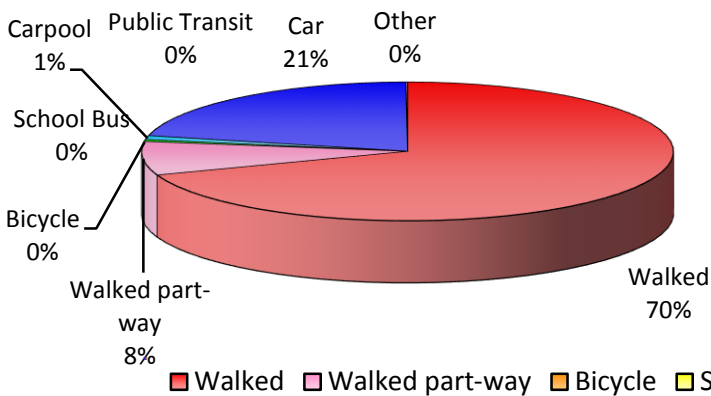
## Baseline Data Collection - summary of findings

### Student Classroom Survey findings

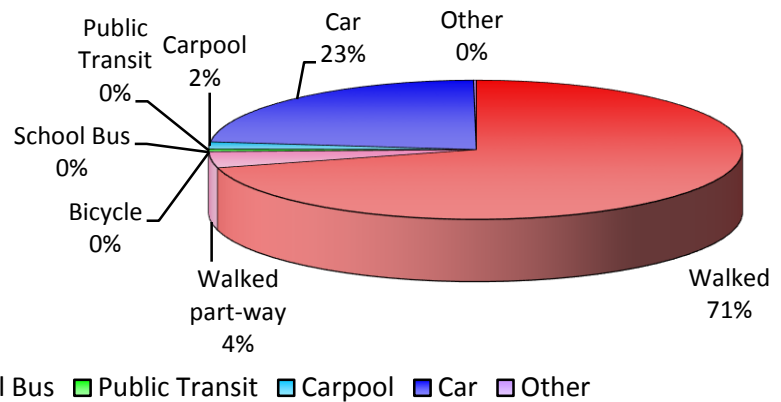
Survey Date: January 26-30, 2015

The popularity for walking illustrates that there is a demand for infrastructure adapted for pedestrians.

**Student Hands-Up Survey:  
Total Travel Mode TO School Over a Week**



**Student Hands-Up Survey:  
Total Travel Mode FROM School Over a Week**



As part of the school's [International Walk to School \(iWalk\)](#) Program, teachers collect data on the number of students walking to school every Wednesday. Since the school gives prizes to the top two classes with the highest percentage of students walking to school based on these surveys collected every Wednesday, it is no surprise that the highest number of students walking to and from school during the data collection period occurred on January 28, 2015 (see charts below and on the next page)

Given the differences in weather, it is also worth examining student mode share for each day during the data collection period. The highest number of vehicle trips to/from school occurred on Monday when the temperature was at its lowest. The lowest number of vehicle trips to school occurred on Wednesday whereas the lowest number of vehicle trips from school occurred on Friday when there was over 5 cm of snow. One student reported taking a scooter to get to and from school.

### Summary: TO School (Frequency)

	Weather (descriptive)	Walked	Walked part-way	Bicycle	School Bus	Public Transit	Carpool	Car	Other
<b>Monday, January 26</b>	Partly Cloudy, -13.5°C (-23°C with windchill)	243	29	0	0	1	3	94	2
<b>Tuesday, January 27</b>	Partly Cloudy, -6°C (-12°C with windchill)	261	35	0	0	1	1	74	0
<b>Wednesday, January 28</b>	Sunny, -12.5°C (-18°C with windchill)	279	27	0	0	1	4	70	0
<b>Thursday, January 29</b>	Cloudy, -8°C (-18°C with windchill)	250	30	0	0	4	4	75	0
<b>Friday, January 30</b>	Drifting snow, -9.1°C (-23°C with windchill)	247	23	0	0	1	5	79	0

**Summary: FROM school (Frequency)**

	Weather (descriptive)	Walked	Walked part-way	Bicycle	School Bus	Public Transit	Carpool	Car	Other
<b>Monday, January 26</b>	Partly Cloudy, -13.5°C (-23°C with windchill)	257	5	0	0	0	7	99	2
<b>Tuesday January 27</b>	Partly Cloudy, -6°C (-12°C with windchill)	256	13	0	0	1	4	95	0
<b>Wednesday January 28</b>	Sunny, -12.5°C (-18°C with windchill)	275	16	0	0	2	7	84	0
<b>Thursday January 29</b>	Cloudy, -8°C (-18°C with windchill)	259	20	0	0	5	5	78	0
<b>Friday January 30</b>	Drifting snow, -9.1°C (-23°C with windchill)	243	14	0	0	3	7	64	1

The differences in mode share for trips TO school compared for trips FROM school is also worth noting. From Monday to Wednesday, more students reported being transported by vehicle for trips FROM school compared to trips TO school. The chart illustrates that a higher percentage of students report being transported by vehicle (car, carpooling) and even by bus for trips FROM school compared to trips TO school. Fewer students incorporated walking into their trips from school compared to their trips to school. This may imply that

- It is not necessarily convenient for parents to drive their children to school during the morning rush
- A higher number of children go to extra-curricular activities/programs outside of school that are scheduled from Monday to Wednesday
- Parents do not feel safe about the possibility of their children getting home from school alone

**Walkout Findings**

**DATE:** Wednesday, January 28, 2015

**WEATHER:** -12.5°C, Windchill -18°C, Sunny

**PARTICIPANTS:**

Jon Burnside, Councillor for Ward 26  
 Michael Kennedy, Principal  
 Danny Dubiner, Rolph Road i-Walk Committee  
 Aey Dubiner, Rolph Road i-Walk Committee  
 Robin Dickie, Head of Student Council/Parent

Sidra Rahimzada, City Transportation Services  
 Colleen Hill, Heart and Stroke Foundation  
 Sheila Dove, TDSB Transportation  
 Brenda Dolenc, Toronto Police Badge 10387  
 Jamie Bernier, Toronto Police Badge 9058  
 Armi De Francia, STP Facilitator

**METHODOLOGY/PROCEDURE:**

We met in the Principal’s office where there were coffee, pens, legal sized attendance area maps, and two large maps of the school attendance area and of the current infrastructure on a bulletin board. We introduced ourselves and had an introduction to the STP project explaining that the observations and ideas discussed in the walkabout will be used in developing an action plan for Rolph Road Public School.



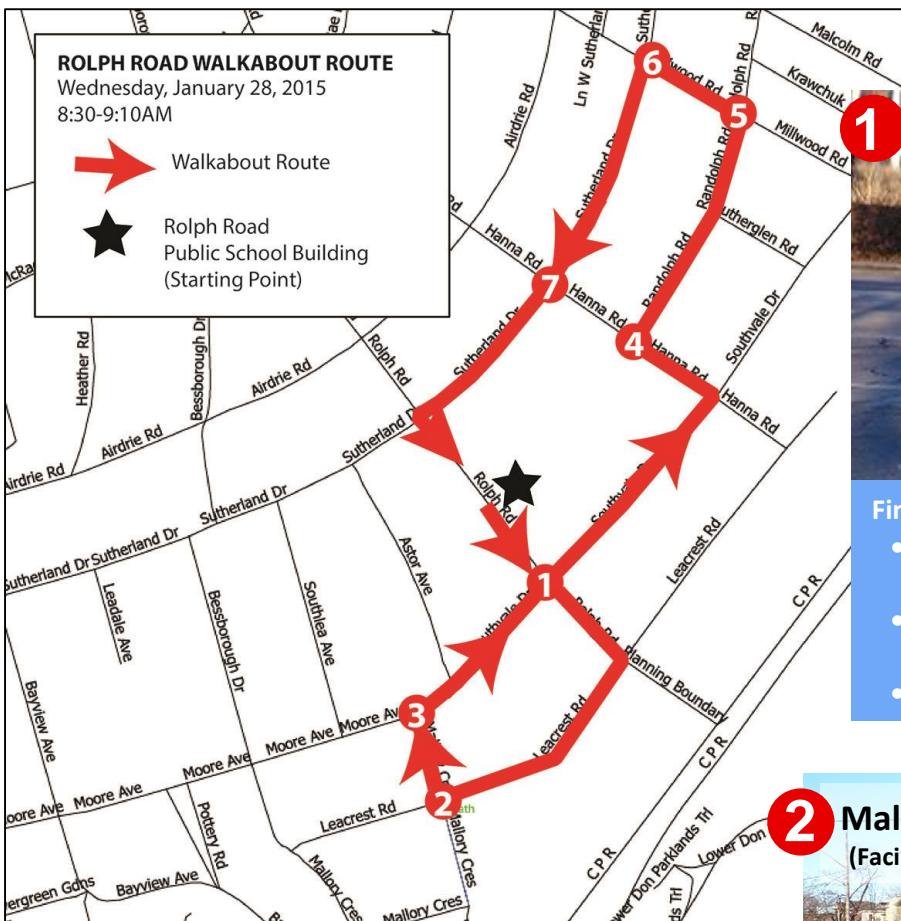
*Residents passing by sharing their experiences with the traffic along Moore Avenue/Southvale Drive near Mallory Crescent*

We then went in front of the school, discussed traffic issues in the school area, and continued along the route as one group. While walking along the route, Michael, Daniel, and Aey explained the traffic issues and neighbourhood needs and answered questions pertaining to current school initiatives, previous efforts, and travel behaviour patterns among students, families, and faculty. Along the way, there were a few other residents who passed by and told us some of their experiences walking there.

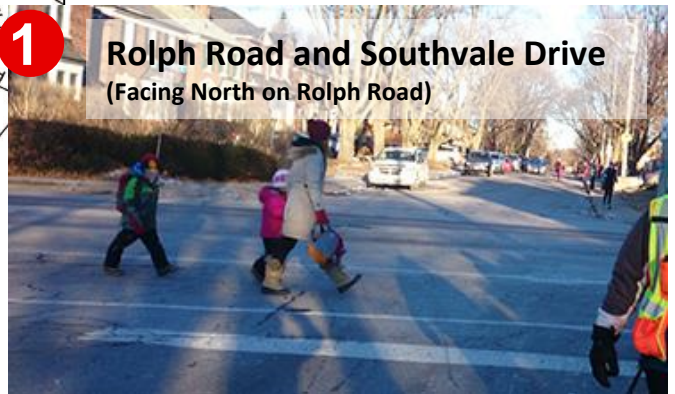
Given the attendees' availability, the group walked at a moderately fast pace and arrived at the school at 9:10AM. We returned to the office where Michael summarized the traffic issues, mainly the high traffic on Rolph Road and the underuse of Hanna Road. The attendees were pleased to see parts of the route that were good for walking aside from seeing only barriers to active travel. We then discussed potential ideas and their feasibility. We concluded that the priority areas were in education among all transport mode users and proper enforcement.

**ROUTE:**

The route was chosen based on the locations where larger numbers of students live, traffic levels, missing infrastructure, and proximity to the school. The route includes intersections with contrasting levels of safety based on the signage and markings available.



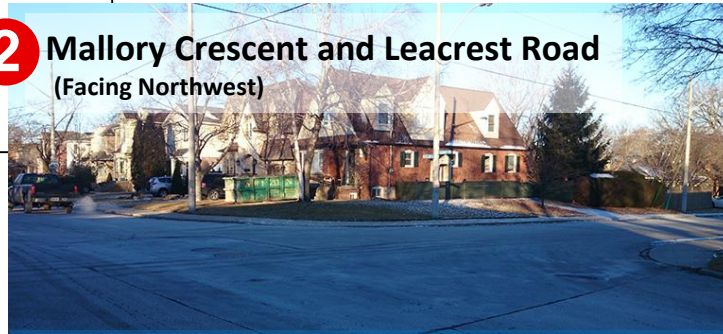
**RESULTS**



**1 Rolph Road and Southvale Drive (Facing North on Rolph Road)**

**Findings:**

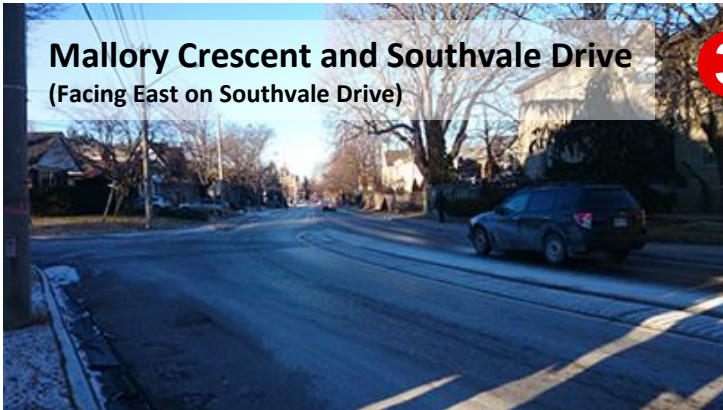
- The only intersection near the school with a crossing guard available
- Double parking and jay-walking issues along Rolph Road in front of the school
- Not enough police enforcement



**2 Mallory Crescent and Leacrest Road (Facing Northwest)**

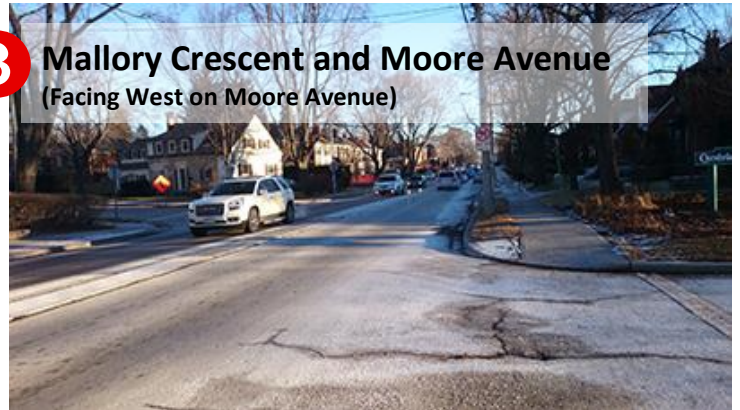
**Findings:**

- No stop-sign or pedestrian markings along Mallory Crescent



**Mallory Crescent and Southvale Drive**  
(Facing East on Southvale Drive)

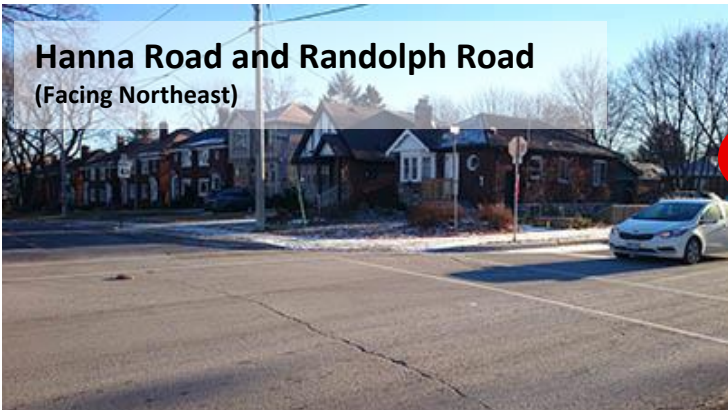
**3**



**Mallory Crescent and Moore Avenue**  
(Facing West on Moore Avenue)

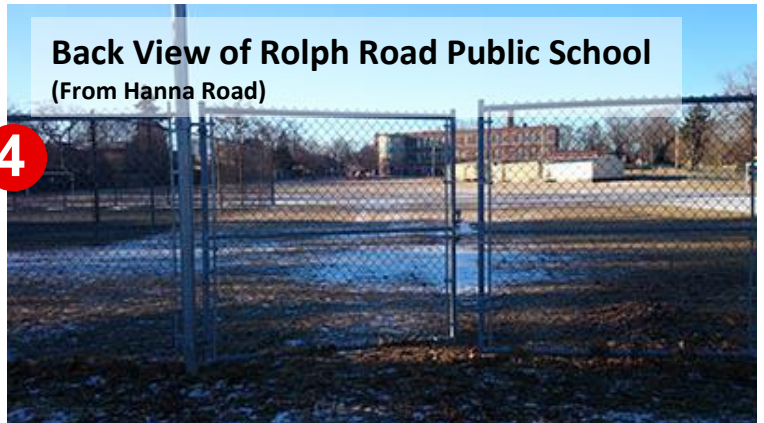
**Findings:**

- Many students live south of Southvale Drive
- Higher speeds and traffic on Southvale Drive
- Vehicles cannot turn left on Moore Avenue (left)
- This intersection is located within a 10-minute away from the school yet there is no pedestrian crossing



**Hanna Road and Randolph Road**  
(Facing Northeast)

**4**



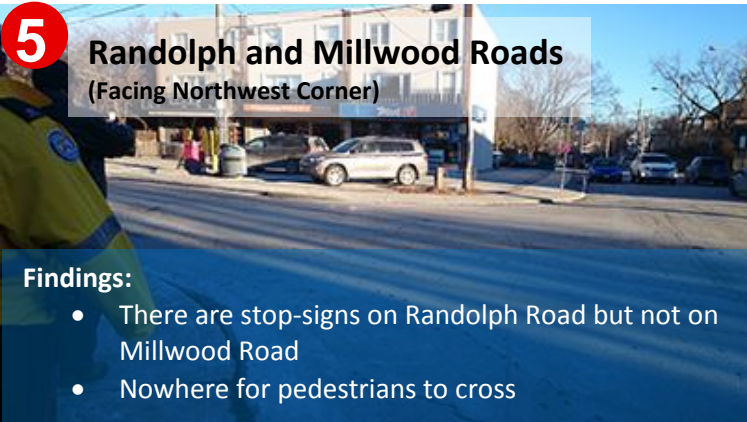
**Back View of Rolph Road Public School**  
(From Hanna Road)

**Findings:**

- Kiss 'n Ride Area at the time of the walkabout
- Underutilized drop-off point despite that there are two teacher supervisors behind the school every morning

**Findings:**

- Perception among parents that the distance between here and the school building is too far
- Parents do not feel that it is safe to drop their child here despite presence of teacher supervisors
- It took Armi 5:35 minutes to get from here to the front of the school while walking at a slow pace



**5**

**Randolph and Millwood Roads**  
(Facing Northwest Corner)

**Findings:**

- There are stop-signs on Randolph Road but not on Millwood Road
- Nowhere for pedestrians to cross



**6**

**Millwood Road and Sutherland Drive**  
(Facing Northwest Corner)

**Findings:**

- Safer intersection with visible paint
- Potential Best Route location



**OTHER FINDINGS (No photos available)**

- The school has already asked for another crossing guard at Rolph Road and Sutherland Drive over two years ago
  - Sutherland Drive is less of a concern because it is a bus route
  - Buses stop at stop-signs and are very conscientious that this is a school zone
- Issue of parents dropping off children in the staff parking area
  - Michael allows the parents with children in daycare to drop off their children in the staff parking area—these parents normally come in before school starts
  - Need to figure out which vehicles are coming in for day-care drop-off
  - Children are at risk of being hit by vehicles backing out of parking spots
- Parking is not allowed on Rolph Road in front of the school yet it is common for parents to park there, walk their child inside, and socialize in the office while leaving their car idle even though they know parking is not allowed and in spite of already being cautioned
- As soon as one car stops on Rolph Road, four cars stop behind it
- There are two people on yard duty every morning yet parents still feel the need to park on the other side of the street and walk their child to the school building
- There are always 55-65 students who always arrive to school by vehicle

**KEY PRIORITIES IDENTIFIED**

- To increase the number of students walking to school and decrease the number of vehicles in front of the school
- Education: Raising awareness on traffic safety among ALL mode users
- Enforcement

Several ideas to address these issues and reach the key priorities were brought up during the walkabout. These can be found in the Appendix.

### **Student Walkabout Findings**

As School Travel Planning fundamentally aims to promote active and sustainable modes of transportation to improve students’ health, student input in the process is extremely valuable. Student walkabouts allow students to identify which routes and spaces are used by them and their peers, how they interact and use these routes, and their perceptions on using them. Student walkabouts can also reveal factors influencing the level of convenience, comfort, safety, and overall experience of how students get to/from school.

**DATE:** Thursday, April 9, 2015

**TIME OF WALK AND DISCUSSION:** 9:20—10:20 AM

**WEATHER:** 2°C, Humidity 100, wet, muddy

**PARTICIPANTS:**

- Michael Kennedy, Principal
- Danny Dubiner, Rolph Road i-Walk Committee
- Aey Dubiner, Rolph Road i-Walk Committee
- Anusha Khan, Rolph Road Eco-Club
- Sam, Grade 6
- Jack, Grade 6
- Alex, Grade 6
- Zara, Grade 4
- Armi De Francia, STP Facilitator

**METHODOLOGY/PROCEDURE:**

We met in the school office, and distributed sheets of paper and pens to students to write their thoughts about the route along the way. The Principal explained that the purpose of the walkabout was to hear students’ perspectives and opinions on how to make it safer, easier, and more enjoyable for students to walk to school.



The students explained what they generally see on their way to/from school on a daily basis:

- Streets are busy
- Parking in front of the school blocks traffic
- Understanding that jaywalking is wrong but many students do it anyway
- Scooters are more popular than bicycles since it is easier for students to get onto them

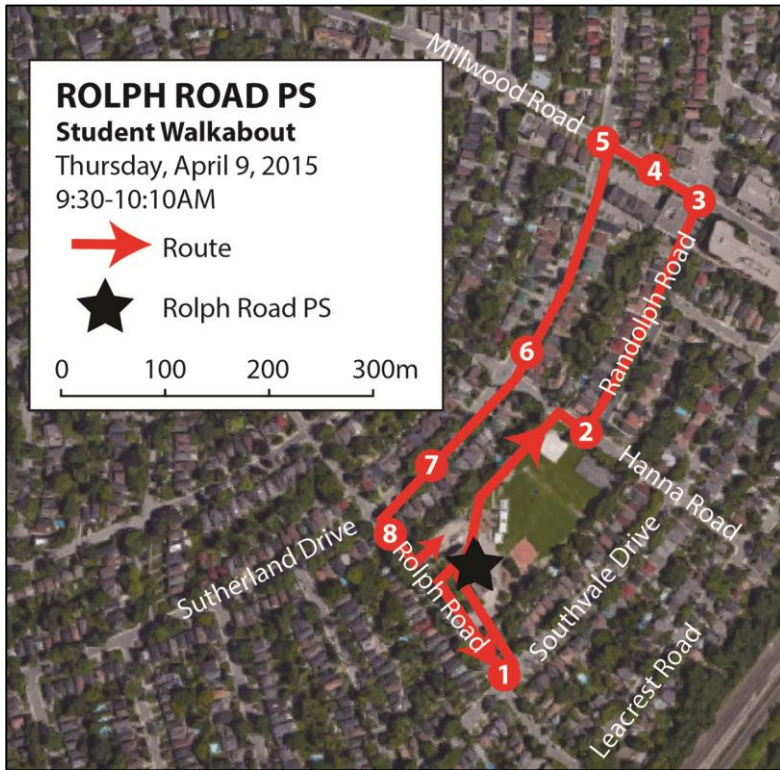
We then walked outside for 40 minutes where the students took turns taking pictures of the route using the school camera. We asked students what they liked, disliked, and found to be dangerous. Students shared stories on their observations and experiences with driver/pedestrian behaviour in the area. We then returned to the school office where students added additional feedback, then headed to class.

**STUDENT PARTICIPANTS**

The Principal chose students who walk to school on a regular basis, live near intersections of concern, and who already had permission from their parents. A shorter route was chosen to accommodate for students’ availability, age, and walking pace. Among these students, Jack (who lives north of the school) is instructed by his mother to use Sutherland Drive instead of Randolph Road because there are stop signs only on the north and south ends of Randolph and Millwood Roads.

**ROUTE:**

The route was chosen based on proximity to the school. The route includes the Macs on Millwood Road and Randolph Road to hear students' perspective on an intersection that remains a key concern among parents.



**WALKABOUT FINDINGS**



**Findings:**

- Cars do not always stop , “sometimes they just go ahead” (Alex)
- Sam once witnessed a rear-end collision occurring as he was crossing this intersection
- Michael said that was not the only time that there was a rear-end collision at this intersection



**Findings:**

- Students find this intersection safe
- Not far to walk from this point to the school building: took ~1:37 minutes to walk from the portables to this point (students were walking faster than the adults)



**Findings:**

- No stop sign on the east/west sides of the intersection
- Some students go to Mac’s and jaywalk to get there (left)
- Jack’s mom will not allow him to cross this intersection
- There is a traffic light on Southvale Drive, east of the intersection but students will not go in this direction unless they live there (right)



**Findings:**

- To avoid jaywalking, the other nearby traffic light is at Sutherland Drive, which also lengthens the route
- Empty compost bin left in the middle of the sidewalk



**Findings:**

- Safer intersection than Randolph & Millwood yet further away
- Took ~43 seconds for the lights directing east/west traffic to change from green to yellow
- The north-south lights do not always turn green after the count-down. While waiting at the intersection, Sam pointed out that lights did not change
- There is a bus stop southwest of this intersection on Sutherland Drive (further left of where photo was taken) which may indicate a demand for the lights on Millwood Road to



**Findings:**

- Bus stop at the right of the photo (northeast corner of intersection) shows that this intersection is used by more people than just Rolph Road PS students



**Findings:**

- Narrow residential street where vehicles can park on the sides for up to three hours
- Photo taken on garbage collection day
- Street is part of the TTC's 88 South Leaside bus route
- Incentive for vehicles to slow down?



**Findings:**

- Parents want to be able to put artwork on the street to show drivers that kids walk at this intersection
- Unlike Sutherland Drive, Rolph Road has stop lines instead of crosswalk markings





# School Travel Plan Implementation

## Completed Action Plan Items Year 1 2015



Student Walkabout



Informing new parents



iWalk Treat for Parents



Visit from Councillor Burnside and the Police

### Informing New Parents

At the Open House for parents of incoming Kindergartens, Principal Michael Kennedy informed parents about the rules on using Rolph Road. He raised awareness on the current traffic issues and the need to follow the rules to ensure that students can walk to school safely.

### iWalk Treat for Parents



Rolph Road held a celebration to thank parents who let their children walk and wheel to school with a coffee morning on May 20, 2015. The coffee donated by Starbucks was a pleasant welcome on the sunny but chilly 5°C morning. The iWalk Committee distributed brochures and chatted with parents about organizing a Walking School Bus. Some parents came to school with their children by bike and by scooter. Many kids walked in with their parents and as the bicycle racks filled up with scooters lined up beside them. Updates on the potential walking school bus will be coming in the next school year.

### iWalk Awards Assembly with a Visit from Councillor Burnside and Toronto Police Services



Several students came to Rolph Road PS by foot, bicycle, and scooter on June 22, 2015 where they were greeted with music and were given PanAM stickers from Toronto Public Health. Officer Brenda Dolenc and her team came to school on bicycle and made sure that students got to school safely. Councillor Burnside chatted with parents and parent volunteers. LiveGreen Toronto later provided pens, stickers and temporary tattoos. The school then had an assembly where they announced the winners of the golden and silver shoe awards—an award given to the class with the highest percentage of students walking throughout the year. At this assembly, students found out that Rolph Road was awarded with EcoSchools Platinum! Ms. Macapagal’s class won the silver shoe award while Ms. Lazar’s class received the golden shoe award. Congratulations Rolph Road!

Updates on other action plan items and a list of infrastructure requests to Councillor Burnside can be found in the Appendix.



# School Travel Plan Members and Endorsement

## Committee members

### Members of the School STP Committee

Principal: Michael Kennedy  
Teacher Representative: Laura Becher  
Parents: Aey Dubiner, Danny Dubiner, Robin Dickie, Anusha Khan

### Members of the Municipal Stakeholder Committee, and advisory persons

STP Facilitator: Armi De Francia  
Councillor Jon Burnside  
Trustee: Gerri Gershon  
Transportation Services Representative: Sidra Rahimzada  
Public Health Nurse: Natasha Grouis  
Toronto Police Services Representative:  
Toronto Student Transportation Group Representative: Kevin Hogkinson

## Endorsement

The School Travel Plan for Rolph Road Elementary School has been endorsed by Principal Michael Kennedy on behalf of the school, and by key representatives of the Municipal Stakeholder Committee.

School Principal: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Lead representative of the  
Municipal Stakeholder Committee: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_



# School Travel Plan

## Annual Update

Principal

Municipal Lead

End of **Second** Year <Insert date> \_\_\_\_\_

\_\_\_\_\_

End of **Third** Year <Insert date> \_\_\_\_\_

\_\_\_\_\_

End of **Fourth** Year <Insert date> \_\_\_\_\_

\_\_\_\_\_

End of **Fifth** Year <Insert date> \_\_\_\_\_

\_\_\_\_\_

[Note: More dates can be added]



# School Travel Plan

## Appendix: Action Plan

### Action Plan for Rolph Road Elementary School

\*\*\*Short Term ( $\leq 2$  year) or Ongoing

\*\*Long-Term (2+ years)

\*Feasibility depends on future City of Toronto decisions

To be further discussed/ revised.

Action/Initiative	Tasks	Responsibility	Start Date	Completion date	Estimated Cost and Source of Funds, or No Cost	Status
<b>Objective 1: To create clear and safe accessible routes to school for all modes of transportation</b>						
School Travel Evaluation by Students	<ul style="list-style-type: none"> <li>- Student Walkabout where students show areas of concern and high use***</li> <li>- Student Traffic study: Have students measure time it takes to go along different routes, identify jay-walking areas, count the number of different transportation mode types, and draw lines on a map indicating site usage (to be done before school hours)***</li> </ul>	<p>Principal, Armi, Gerri Gershon</p> <p>Principal will advertise this and have a sign-up sheet. TSTG can provide maps. iSchool Travel Calculator soon to be available for up to 200 Toronto schools.</p>	April 9, 2015	April 9, 2015	<p>Printing costs (~\$0.04-1.00/page depending on colour, material, and number printed) for maps. School will provide cameras.</p> <p>Can use pedometer from the library. School will cover additional costs (Clipboards, printing, etc.).</p>	Completed April 9, 2015
Improve way-finding/navigation	<ul style="list-style-type: none"> <li>- Create a Best Routes to School map for active travellers (walking/wheeling) *** (which can be created after the student walkabout)</li> </ul>	School Council Safety Committee and Students? Armi will coordinate this with the Toronto Student Transportation Group (TSTG)		Fall 2015?	Printing costs (~\$0.04-1.00/page depending on colour, material, and number printed)	

	<ul style="list-style-type: none"> <li>- Put map of alternative parking areas*** in students' agendas on or near the coverage page</li> </ul>	<p>Principal will get information on available parking from Blythwood PS. Can also get details/data from the City. Request TSTG to create the maps using this data.</p>		To be distributed in Fall 2016		In progress: Data submitted to TSTG. Awaiting maps.
Infrastructure Changes on school property	<ul style="list-style-type: none"> <li>- Fix existing signs on school property***</li> </ul>	<p>School/Daycare School</p>		2016?		
Infrastructure Changes off school property	<ul style="list-style-type: none"> <li>- Create a request form*** (potentially in collaboration with Northlea) with photos to be sent to 311 &amp; Transportation Services (see sheet after chart for details and feasibility) as requested by Traffic Operations during the Northlea walkabout.</li> <li>- Have a meeting to identify areas*** that would benefit from having traffic calming measures &amp; request*** to have these done when roads are being rebuilt→implementation* .</li> <li>- Enquire about painting symbols for drivers on roads*. City signs are covered under City bylaws so this may be a long process – this would likely be a long process that could involve many Toronto schools; however, the school could potentially hang signs on the fences around the school.</li> </ul>	<p>School Council Safety Committee, Principal, students? Safety Committee?</p> <p>Councillor Burnside, Principal</p> <p>Councillor Burnside, Live Green Toronto</p>	<p>Fall 2015</p> <p>After Student Walkabout</p> <p>Fall 2015</p>		<p>Cost paid for by the City (see sheet after chart).</p> <p>Cost paid for by the City</p>	<p>Councillor Burnside's office is currently looking into putting stop signs at Bessborough Drive and Moore Avenue and at Randolph Road and Millwood Road.</p> <p>To be discussed further with Matt.</p>

Objective 2: To ensure that transport mode users who use and pass through the neighbourhood respect traffic rules						
Road safety lessons	<ul style="list-style-type: none"> <li>- Have an Education Blitz with a presentation on pedestrian/cyclist safety*** using the Bike Safe/Walk Smart DVD and other materials on wheel safety (see resources after chart)  <a href="http://www.saferoutestoschool.ca/sites/default/files/DVD-Walk_Smart_Script-ON.pdf">http://www.saferoutestoschool.ca/sites/default/files/DVD-Walk_Smart_Script-ON.pdf</a>  <a href="http://www.saferoutestoschool.ca/sites/default/files/DVD-Bike_Safe_Script-ON.pdf">http://www.saferoutestoschool.ca/sites/default/files/DVD-Bike_Safe_Script-ON.pdf</a></li> <li>- Send pamphlets and fact sheets produced by the City, police, and other existing resources, to parents of new Kindergartens informing them of traffic rules around the school and of the dangers associated with disrespecting the rules***</li> </ul>	<p>School, Police, Public Health</p> <p>iSchool Travel Calculator soon to be available for up to 200 Toronto schools; DVD from GCC</p> <p>Two teachers can be in charge of this, Police, Public Health Department, Parachute has a Pedestrian Guide and other resources (see resources section)                      CAA and the City of Toronto have resources on these                      School can print these out.</p>	After first week of school in September 2015?		No cost.  Printing costs (~\$0.04-1.00/page depending on colour, material, and number printed)	School has DVD from ASRTS.
Improved enforcement	<ul style="list-style-type: none"> <li>- Have dashboard labels for parents of children in the daycare***</li> <li>- Have Councillor Burnside and police come to educate/chat with drivers during peak traffic</li> <li>- Liaise with Bessborough PS to determine a suitable area to have a crossing guard and send in a request. **</li> <li>- Apply to be in a Community Safety Zone (CSZ)*                      Community Safety Zones have been in place in Toronto for some time but the City's Transportation Services and Toronto Police have concerns around their effectiveness. To address this the City is currently implementing a new pilot</li> </ul>	<p>School/Daycare</p> <p>Councillor Burnside, Police</p> <p>School Safety Committee, Councillor Burnside</p> <p>School &amp; School Safety Committee, Councillor Burnside</p>	<p>Spring 2015</p> <p>June 2015</p> <p>Fall 2015?</p>	<p>Fall 2015</p> <p>Ongoing</p> <p>After student walkabout?</p> <p>Until the pilot is complete the City may not accept requests for additional safety zones.</p>	<p>Printing costs (~\$0.04-1.00/page depending on colour, material, and number printed)</p> <p>No cost to apply?</p>	Completed June 22, 2015

	<p>in a couple of communities and will be assessing their effectiveness over time.</p> <ul style="list-style-type: none"> <li>- Fake tickets with alternative parking map?*** (record license plate #s?)</li> <li>- Liaise with the other schools in this ward to coordinate a meeting with the Police Superintendent of Division 53; with the other schools prepare a list of the <b>top six priority traffic issues</b> in the area and around school zones ***. At this meeting, the school can ask if TPS can send a police officer to provide extra enforcement if the school or neighbourhood can provide the funding.</li> </ul>	<p>TDSB?</p> <p>School principals &amp; parent council reps from area schools</p>	<p>Fall 2015?</p> <p>Fall 2015?</p>		<p>Printing costs (~\$0.04-1.00/page depending on colour, material, and number printed)</p>	
<p>Incentivize drivers to drop-off children at Hanna Road</p>	<ul style="list-style-type: none"> <li>- Give stickers and potentially other prizes to students who either walk to school or who get dropped off at Hanna Road or at areas a few blocks away from Hanna Road from Rolph Road***</li> </ul>	<p>Eco-club, i-Walk Committee/School Safety Council, teachers</p>		<p>Fall 2015? 2016?</p>	<p>Stickers from GCC and Public Health?</p>	
<p><b>Objective 3: To increase the number of students using active travel to get and from school and decrease the number of vehicles</b></p>						
<p>Walking School bus &amp; social events to incentivize parents to let their children walk to school</p>	<ul style="list-style-type: none"> <li>- Organize a Walking School bus for students Grades 5 and under*** <a href="http://www.saferoutestoschool.ca/sites/default/files/WSB%20Flyer-Final%20high%20res-Nov06.pdf">http://www.saferoutestoschool.ca/sites/default/files/WSB%20Flyer-Final%20high%20res-Nov06.pdf</a></li> <li>- Morning Coffee Social/Appreciation event for parents who walk their children to school to thank them for being an important part of the school's i-Walk Wednesday events and potentially to recruit Walking School Bus leaders***</li> </ul>	<p>Volunteer recruitment: Principal or teachers can parents who walk to school if they would like to volunteer. I-Walk committee can also advertise this in their next event.</p> <p>School, i-Walk Committee</p>	<p>May 2015</p>	<p>Ongoing</p> <p>Ongoing?</p>	<p>Paper for sign-up sheets? Walking School Bus Brochures</p> <p>Partner with Starbucks to provide coffee, Walking School Bus Brochures from GCC?</p>	<p>Complete May 20, 2015</p>

Organize wheeling events during and/or leading up to Bike-to-School Week (May 25-29) and/or Bike Month (June)	<ul style="list-style-type: none"> <li>- Organize a Wheeling Rally*** <a href="http://www.saferoutestoschool.ca/sites/default/files/Bike%20Rodeo-Planning%20Tips-Ottawa.pdf">http://www.saferoutestoschool.ca/sites/default/files/Bike%20Rodeo-Planning%20Tips-Ottawa.pdf</a></li> <li>- Organize cycling groups to school***</li> </ul>	Principal will ask a teacher to lead this and will contact a cycling athlete who graduated from Rolph Road. Can reach out to Cycle 26 and the police.	Summer 2016?	Ongoing?	Depends on partnerships and types of activities.  Paper for sign-up sheets?	
<b>Objective 4: To monitor effectiveness of initiatives and revise School Travel Plan annually</b>						
Monitor transportation mode	- Conduct Follow-up Classroom Survey***	School	October 2015	Ongoing	No cost.	
Report on implementation of STP and initiatives	- Oversee the implementation of Action Plan items and track the actual versus planned timing and cost of initiatives ***	Armi, TSTG can provide maps		Ongoing	No Cost.	
Analyze and report on survey findings	- Enter data, produce result graphs***	Armi	Fall 2015		No cost.	





# School Travel Plan

## Appendix

### Infrastructure Requests

Follow-up Date		Jun-15	
Date Sent	Requests	Status	Details and other actions needed
20-May-15	Visit the school one day during peak traffic period (8:25-8:45AM) to chat with parent drivers regarding safety over convenience, when they drive to Rolph Road PS.	Completed June 22, 2015	Councillor Burnside will chat with drivers/parents regarding safety during the morning of the iWalk Awards assembly
	Discuss the use of informational signage to better inform driving parents where parking is allowed.	Rejected. Parking Map in progress.	Transportation Services has confirmed the feasibility of parking in the suggested block-faces. Awaiting parking maps to be produced by TSTG.
	Allow pavement markings, or artwork, painted onto the street at the intersection of Rolph Road and Sutherland Drive.	Pending: Depends on Design.	Toronto currently has no procedure for street art/intersection murals. LiveGreen Toronto is currently in the process of discussing a procedure and setting up pilot projects. The process for approvals can start in February while the actual painting may be possible during spring/summer 2016. Depends on Council's decision.
	Put a pedestrian crosswalk or a four-way stop so that pedestrians can cross in the north/south directions at Randolph Road and Millwood Road. Students jaywalk at this intersection to get to the Macs store and to the Millwood Melt. Crossing at Sutherland Drive to get to the north side of Millwood Road may be safer but this is a much less desirable option because: <ul style="list-style-type: none"> <li>• The intersection is not close enough</li> <li>• The timing of the traffic lights directing the east/west traffic on Millwood Road is geared to vehicles, taking 43 seconds or longer to get a green light to cross north/south. The walk signal also can be intermittent and needs attention.</li> </ul>	Pending.	Councillor Burnside's office is currently looking into this.
	Put stop signs at Mallory Crescent and Leacrest Road.	Rejected.	Not a high traffic area.
	Put pedestrian crossing or walking infrastructure at Mallory Crescent and Southvale Drive/Moore Avenue.	Pending/Revised	Councillor Burnside's office is currently looking into putting stop signs at Bessborough Drive and Moore Avenue.

## Idea Generating Process

### IDEAS BROUGHT UP DURING THE WALKABOUT EVENT

#### Awareness Raising

- Provide pamphlets and newsletters on traffic safety, outlining safe routes for children to walk with maps showing safety zones (and alternative parking?)
- Organize neighbourhood walks with parents and teachers to show students the safe routes
- Have teachers remind children about traffic safety
- Organize a Walking Schoolbus

#### Enforcement

- Give fake tickets followed by enforcement (could have this with an infographic on active travel and traffic fatalities that is currently being developed by Metrolinx)
- Turn the area into a Community Safety Zone
- Reapply for a crossing guard once the two year period is done

#### Infrastructure

- Repaint the street marking
  - City is moving to cold plastic which lasts longer
  - Normally takes a few months to repaint but might take longer due to the backlog at the City from the Pan Am games
- Have the City review the signage at the school

#### TDSB Parking Lot

- Put stickers on the dashboard to identify parents of children in the daycare

### IDEAS DISMISSED DUE TO FEASIBILITY

- Have students create street marking with chalk: the City will not maintain it
- Put stop-signs at Mallory Crescent and Southvale Drive/Moore Avenue
  - Too close to two intersections: one at Astor Avenue and another at Southlea Avenue

- Southvale Drive/Moore Avenue is intended for vehicles

### IDEAS BROUGHT UP AFTER THE WALKABOUT

- Block off staff parking area after 8:30 through:
  - Using pylons
  - Creating a barrier made by benches and using the parking lot as extra play space → i.e. PARK-ing day
  - Having a giant sign made by students telling drivers to use Hanna Road instead
- Put raised pedestrian crossings or raised intersections (more expensive) along the perimeter of the school → need to consider drainage, warnings, curb ramps
- Create texturized Pedestrian Crossings
- Organize a Bells on Rolph Road Cycling Group (inspired by Bells on Bloor) which can be done on Bike-to-school week (May 25-29) or Bike Month (June)
- Organize outdoor morning hype-up activities or games by Hanna Road or give badges, stickers, stamps, or fake currency to students who get off at Hanna Road which they can collect to get prizes
  - Take away these for each time students driven to school arrive through Rolph Road?
- Put artwork on fence behind the school to make students want to enter through Hanna Road
- Put a garden behind in front of the fence facing Hanna Road that students can help maintain?
- Obtain supplementary school signage
- Create a neighbourhood gateway (landmark)
- Paint arrows on sidewalks that are along the safest routes to school (assuming the school funds and maintains it)
- Obtain permanent signage on Hanna Road to mark the Kiss 'n Ride area
- Have grade 6 leaders/monitors who walk younger students from Hanna Road to the school building

## Special Education and Inclusion, 2023-2024

**To:** Program and School Services Committee

**Date:** May 8, 2024

**Report No.:** 05-24-4712

### Strategic Directions

- Commit to the Implementation of the Truth and Reconciliation Commission of Canada: Calls to Action
- Belong - All students belong, are engaged, and valued in an inclusive environment
- Achieve - All students reach high levels of achievement, success, and personal development
- Thrive - All students graduate with the confidence, skills, and knowledge to thrive.
- Revitalize - All students and staff learn and work in inclusive, safe, and modern environments.

Equity as a guiding principle: Equity is foundational to all TDSB work and will be embedded throughout the strategic directions.

### Recommendation

It is recommended that the 2023-2024 Special Education and Inclusion Report be received for information.

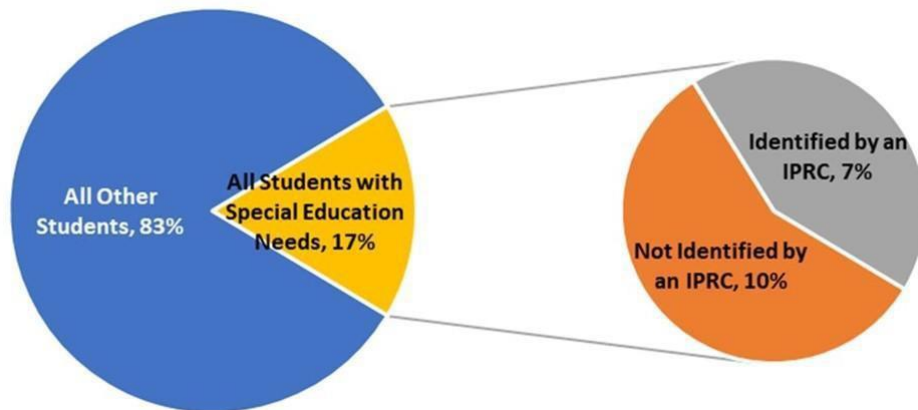
### Context

The Toronto District School Board (TDSB) is committed to providing welcoming, safe, nurturing and inclusive learning environments for students. We believe in ensuring equity of access and equity of outcome for all students, including students with disabilities and special education needs. We recognize that students develop and learn in different ways, have different strengths and needs, and require different levels of support which includes special education programs and services.

This school year (2023-24), there are 41,075 students of a total 238,106 students (17% of total TDSB student population) with special education needs (formally identified as well as having an Individual Education Plan or IEP only). Of the 41,075, 17,501 or 43% are formally identified with exceptionalities as defined by the Ontario

Ministry of Education, while 23,574 or 57% have IEPs, but no exceptionality (see Figure 1).

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



### **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 (ISPs) 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 Disabilities, Low Vision, Deaf and Hard of Hearing and Health/Medical).

### **Inclusion**

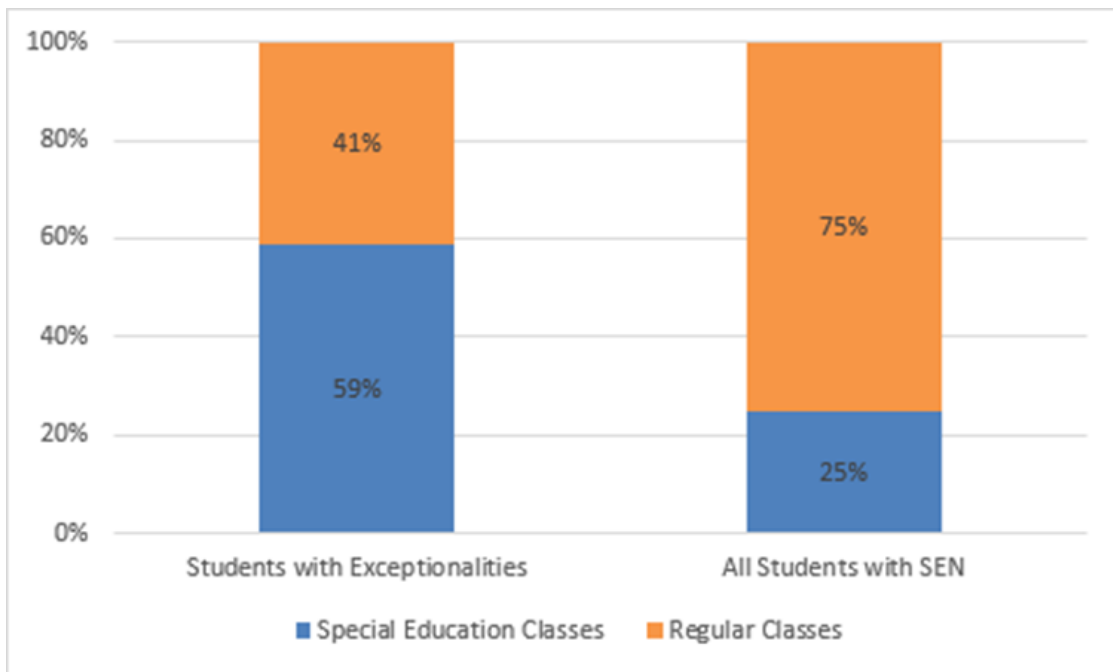
Ontario Regulation 181/98 requires school boards to consider placing students with exceptionalities into regular classes with appropriate special education supports before considering placement in special education classes. Students who are welcomed, included and supported in neighborhood schools in age-appropriate, regular classes are able to learn, contribute and participate in all aspects of school life. Other students in these classes also benefit from students with special education needs being in the regular classroom by having increased interactions with, and understanding of, students with disabilities (Gupta et al., 2014)<sup>1</sup>. In addition, research

<sup>1</sup> Gupta, S. S., Henninger IV, W. R., & Vinh, M. E. (2014). How do children benefit from inclusion? *First steps to preschool inclusion: How to jumpstart your program wide plan*, 33-57.

shows that academic achievement is the same or higher in inclusive settings for students without special education needs and better social interactions are exhibited due to this increased understanding of diverse populations of students (Salend & Garrick Duhaney, 1999)<sup>2</sup>.

In the TDSB, we continue to be responsive to the understanding that some students may require more specialized or intensive programs and services. This school year, of the 17,501 students with exceptionalities, 41% (7,193 students) are in regular classes, while 59% (10,308 students) are in special education classes. When all students with SEN are considered (i.e., including the 23,574 IEP-only students), 75% (30,767 students) are in regular programming, while 25% (10,308 students) are in special education classes (see Figure 2).

**Figure 2: Percentage of TDSB Students in Regular Class and Special Education Class Placements**



## Action Plan and Associated Timelines

This school year, the Special Education and Inclusion Department continues to expand on the work outlined in the 2022-2023 Special Education and Inclusion Annual Report.

<sup>2</sup> Salend, S. J., & Garrick Duhaney, L. M. (1999). The impact of inclusion on students with and without disabilities and their educators. *Remedial and special education, 20*(2), 114-126.

## Coherence and Alignment to Support Student Success

The Special Education and Inclusion Department has continued its focus on creating coherence and alignment of special education and inclusion practices, processes, programming and structures across the TDSB in the following areas:

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



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

### Changing Mindsets

The Special Education and Inclusion team continues to work with TDSB staff on changing mindsets with regards to beliefs, biases, assumptions and perceptions about students' abilities and capacities. Specifically, the team has been working to disrupt the following assumptions which can lead to attitudinal barriers to student success and which contribute to ableism:

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

We continue to work with staff by focusing on our legal, moral and ethical obligations to foster a culture of welcoming and belonging to ensure that students with special education needs are perceived as capable and competent learners.

### **Ableism in Education Book Study**

To support capacity building for staff in changing mindsets and supporting inclusion for students with special education needs, all staff in the Special Education and Inclusion Department have been studying *Ableism in Education: Rethinking School Practices and Policies* by Dr. Gillian Parekh (2022). Through personal examination and critical, intentional dialogue, we have moved from theory into practice when working with schools, using learnings from the book study.

As education is an ableist structure, educators have historically used ability to organize schools in ways that create a harmful relationship between ability and hierarchical ranking of students. While normalized, this establishes who is perceived as abled, disabled and unabled, and models for students how to include or exclude based on ability.

Special Education and Inclusion staff have been working to challenge perceptions of 'normal' by interrupting narratives that make biased assumptions about student ability. This includes the expectations that student voice is central to understanding learning, that development is nonlinear, particularly in the early years of development, and that a student's intersecting identities and lived experiences incorporated into curriculum programming are central to demonstration of their learning. From discussions around welcoming students with special education needs into schools, to the physical placement of Intensive Support Programs (ISPs) in buildings, to including students in ISPs in school assemblies and field trips and integrating them into regular classrooms based on their interests, to including student voice as an integral part of the Individual Learning Plan (ILP), we have started to see shifts in how students with disabilities and special education needs are viewed.

### **Early Years**

Research suggests that the majority of children who are at-risk for reading failure can learn to read if their reading difficulty and skill gaps are identified early, and they are provided with systematic, explicit, and intensive instruction in phonemic awareness, phonics, reading fluency, vocabulary, and reading comprehension strategies. 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, in line with appropriate recommendations from the Ontario Human Rights Commission's "Right to Read" Report.

Through Ministry funding to support professional assessments and systematic evidence-based reading programs and also our commitment to providing students with access to Tier 2 and Tier 3 interventions in reading, Special Education and Inclusion, in partnership with the Early Years and English/Literacy Departments, offered all schools the Wilson Reading® and Empower™ Reading training and resources which support tiered reading interventions for students. These reading intervention programs supplement existing literacy classroom instruction. Last year, 66 schools participated in the Empower™ Reading program and 156 in the Wilson Reading® program and this year, 72 schools are participating in the Empower™ Reading program and 60 in the Wilson Reading® program.

Special Education and Inclusion provided release time for Diagnostic Kindergarten (DK) staff to engage in learning with kindergarten educators in the regular program. Staff explored strategies for creating rich play-based experiences that spark a sense of wonder and joy in young learners, based on the four frames of Belonging and Contributing, Self-Regulation and Well-Being, Demonstrating Literacy and Mathematics Behaviors, and Problem Solving and Innovating, as outlined in the Kindergarten Curriculum. Learning alongside colleagues from the regular kindergarten classes emphasizes the importance of creating high expectations for students in Diagnostic Kindergarten (DK) programs by using the same principles of the kindergarten program, but differentiating as needed for individual learners. This approach also provides for a smoother transition back to the regular classroom for some students. Future sessions will focus on writing effective Individual Education Plans (IEPs), including how to modify curriculum expectations within the four frames of the Kindergarten program.

### **Students on a Modified Day Schedule**

The TDSB believes that every student is capable of success and that an inclusive learning environment fosters improved outcomes in student achievement, well-being and equity. We are committed to ensuring that each student is welcomed and included every day in TDSB schools, and also to ensuring that each student has equitable access to learning opportunities every day.

In some cases, in consultation with parents/guardians/caregivers and appropriate staff, the length of a student's school day or week is shortened for reasons that may include medical, clinical, therapy, social, environmental, and/or as part of behavioral intervention strategies (short term) focused on individual student goals. In the case of the latter, a modified school day is considered as part of a collaborative problem-solving (not disciplinary/punitive) plan which includes input from parents, staff, and when appropriate medical, clinical, behavioral and/or social work professionals, and in consultation with the school superintendent and Special Education and Inclusion staff. Staff and families collaboratively determine whether the student being on a modified day is in the best interest of the student. A modified day is not a tool to exclude students with special education needs from school.



An electronic system was created by the Special Education and Inclusion Department to track students on a modified day in TDSB schools with the goal of full-time attendance for these students (see Figure 3). Each month, Family of Schools Superintendents are able to access reports for their schools and are required to follow up with schools to ensure that students are on a path to returning to school full-time as quickly as possible. This process strengthens monitoring, accountability and review of student programming and support with the goal of increasing student access to in-school learning.

**Figure 3: Students on a Modified Day (2023-2024)**

	September	October	November	December	January	February
<b>Number of Students</b>	<b>338</b>	<b>412</b>	<b>335</b>	<b>418</b>	<b>418</b>	<b>434</b>
<b>% of students with Special Education Needs (excluding Gifted)</b>	<b>1.01%</b>	<b>1.22%</b>	<b>0.98%</b>	<b>1.21%</b>	<b>1.16%</b>	<b>1.23%</b>
<b>% of TDSB students</b>	<b>0.14%</b>	<b>0.17%</b>	<b>0.14%</b>	<b>0.18%</b>	<b>0.18%</b>	<b>0.18%</b>

**Professional Learning for Senior Team**

In March, Special Education and Inclusion led a professional learning session for superintendents on Changing Mindsets. This session made connections to the goals in the Multi-Year Strategic Plan and the areas of equity, anti-oppression and anti-ableism. Superintendents were asked to reflect on and challenge the following beliefs:

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

Superintendents collaborated to identify next steps for working with school-based staff to welcome and foster inclusion for students by challenging mindsets about ability and beliefs about students with special education needs. Following the session, 93% of superintendents reported that they felt more confident and competent in their ability to support school administrators in changing mindsets for desired outcomes for students with special education needs.

## **Challenging and Dismantling Oppressive Structures**

Improving outcomes for students with special education needs requires us to continue to examine the structures and processes we currently have in place to ensure we are identifying, challenging and dismantling oppressive mechanisms, and modifying existing ones or erecting new ones to better serve students. As educators, we must ask critical questions about how maintaining the status quo might be reinforcing inequities. A number of initiatives have been undertaken this year to ensure that we are addressing the needs of students with disabilities and special education needs in a process-strong way.

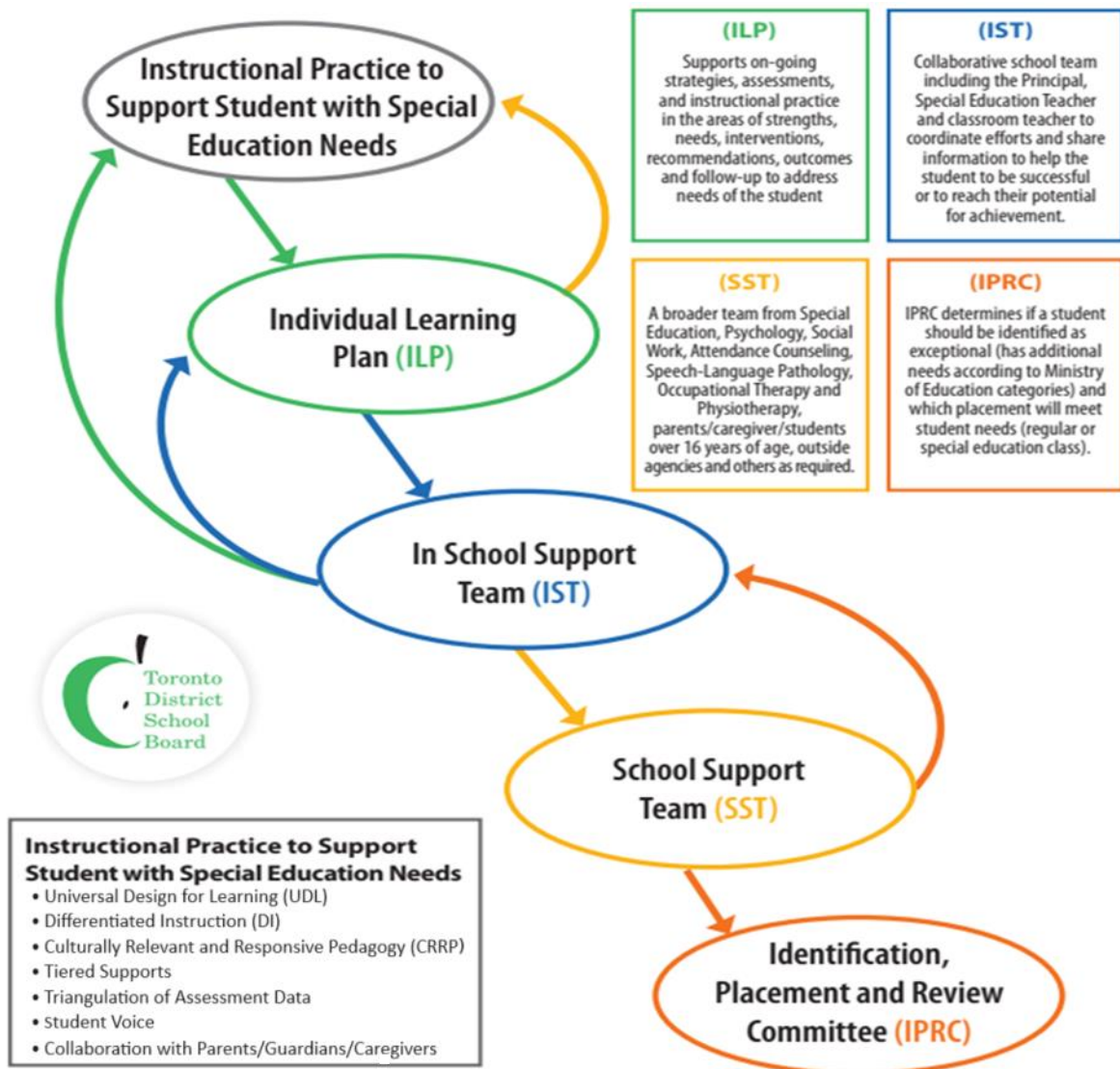
### **The Referral Process**

Historically, many students in the TDSB not meeting academic or social/emotional goals were placed on an Individual Education Plan (IEP) as the first step. Last year, in line with Ministry expectations, the revised Individual Learning Plan (ILP) was introduced as part of the broader Referral Process (see Figure 4) for supporting students who may not be meeting academic and/or social/emotional goals. This year, Special Education and Inclusion has been supporting school-based staff in understanding how to use the referral process appropriately to ensure a focus on assessment and instructional strategies to support individual students.

The referral process and the initiation of an Individual Learning Plan (ILP) is the first step in supporting students who may not be meeting their goals. Developing an ILP involves parents/guardians/caregivers and the student (as appropriate) as much as possible, to allow an opportunity for student voice and agency and also parent partnership. Support for staff has included system-level professional development as well as school-based job embedded professional learning supported by Special Education and Inclusion Consultants who work in classrooms with teachers. The focus has been on identifying and implementing student-specific teaching and learning strategies that leverage the student's strengths in order to support improved outcomes for the student.

The Referral Process is an iterative one, where the teacher implements instructional strategies geared towards the student's strengths and needs, by differentiating instruction and assessment, using principles of universal design for learning, and implementing culturally relevant and responsive pedagogy.

Figure 4: The Referral Process



### Special Education Program Recommendation Committee (SEPRC) Review

This year, Special Education and Inclusion conducted a review of the Special Education Program Recommendation Committee (SEPRC) process. The SEPRC process is a TDSB-specific operational process that supports entry to school for students with complex medical/safety/special education/disability needs who are not yet students of the TDSB.

As per recommendations in the review report, as set out in the Education Act, TDSB will continue to adhere to Regulation 181/98 which states that all students will be welcomed, registered and placed in their neighborhood school in a regular class when new to the school district, whenever possible. The TDSB will continue to fulfill its Duty to Accommodate under the Ontario Human Rights Code (OHRC) by following the SEPRC process for new students with complex disabilities and complex

medical/physical/safety needs whose needs cannot be met in a regular class for even a short period of time. Students meeting the criteria for a SEPRC may require specialized equipment and may have a combination of intellectual communication and/or behavioral needs, including persistent challenges in daily living. They may also be students in need of care, treatment or rehabilitation through Education and Community Partnership Programs (ECPPs). The process would be for students whose needs could only be immediately met in an Intensive Support Program (ISP).

The TDSB Special Education Advisory Committee (SEAC) was consulted throughout the review and the report and next steps for implementation of the SEPRC process which included feedback from SEAC, was presented to the committee in March of this year.

### **Employability Skills for Students with Special Education Needs**

TDSB continues to support students with special education needs with experiential learning opportunities both within and outside of schools and classrooms. Our central co-operative education programs provide work experiences for students in a variety of settings. While we have strong external partners, a next step is to work with TDSB departments such as the Information Technology (IT) and Legal Department to develop processes for hosting students with special education needs in central office positions.

The SPEEL (Special Education Experiential Learning) Team supports students with developmental disabilities to reach their full potential through their successful participation in experiential learning opportunities and appropriate transition planning. During the 2023-24 school year, the SPEEL team has supported more than 120 students to attend six-week blocks of placements in a wide variety of employment sectors from retail to library to recreational center work placements. Through liaisons with community networks and our work with special education teachers, we facilitate the transitions from secondary school to appropriate post-secondary opportunities.

Project SEARCH Toronto is a school-to-work transition program for youth who have developmental or intellectual disabilities. The program takes place entirely at a workplace. In their final year of high school, Project SEARCH Toronto students are immersed at Holland Bloorview Kids Rehabilitation Hospital and Toronto Rehab-UHN. Topics focus on career exploration and life skills that will help make students successful in the workplace, such as time management and building professional communication skills. Students are supported at their co-op placements by a teacher and an educational assistant from TDSB, and job and skills developers from Community Living Toronto. After graduation, Community Living Toronto provides personalized employment support so students secure quality jobs. In 2022-23, there were 10 students in the year-long program, with 60% of them being successful in attaining paid employment for at least 20 hours per week. Over the

past four years, 84% of Project SEARCH graduates who were searching for work were able to find employment.

### **Capacity Building**

Special Education and Inclusion continues to prioritize capacity building for staff at all levels to ensure coherence and alignment of special education and inclusion processes and practices across the district in order to better serve students with special education needs.

### **Teaching and Learning**

This year, in addition to engaging staff to gain a deeper understanding of policies, procedures and practices related to special education and inclusion, the department has been focusing on improving classroom assessment and instructional practices through the use of the Tiered Approach, Universal Design for Learning (UDL), Differentiated Instruction (DI), and Culturally Relevant and Responsive Pedagogy (CRRP). This focus will allow for high quality learning experiences and consequently positive outcomes for students with special education needs. Some of the professional learning offered to staff across the district since the start of the 2023-2024 school year include:

- Special Education and Inclusion: Everything You Need to Know
- Embedding Special Education and Inclusion into School Improvement Plans
- Using Assistive Technology to Design Your Classroom Around Universal Design for Learning (UDL)
- Strategies to Support Students Who Have an Alternative and Augmentative Communication (AAC) Device
- Read & Write for Google Chrome
- Structuring Unstructured Time
- De-escalation Strategies, Including Zones of Regulation

### **Mathematics**

As part of the Ministry's math strategy, the TDSB is focusing additional efforts on ensuring students develop strong math skills. Implementing the initiatives below further support goals of the math strategy, as well as goals outlined in the Multi-Year Strategic Plan (MYSP).

Ongoing professional learning with elementary and secondary schools on modifications and accommodations using the Supporting Inclusion in Mathematics through Individual Education Plans and the 2020 Ontario Mathematics Curriculum, Grades 1-8 and Supporting Inclusion in Mathematics through Individual Education Plans and the 2021 Grade 9 Destreamed Mathematics Curriculum resource continue to be offered this school year.

The Special Education and Inclusion Department provided resources and professional development on Equals Math, a multi-sensory program, to Primary Autism Intensive Support Programs (ASD ISPs) and Primary Mild Intellectual Disability Intensive Support Programs (MID ISPs). The program is based on a foundation of essential math skills which students build upon to develop useful and functional math knowledge and understanding. To date, Equals Math Kits have been provided to a total of 82 ASD and MID ISPs.

Special Education and Inclusion also implemented the Debug'd Coding Curriculum in 89 Primary and Junior Intensive Support Programs (ISPs). Schools were provided with a Debug'd kit and release time for each classroom teacher to attend training. Debug'd Dash and Dot: Inclusive Coding Curriculum supports coding instruction for all students, regardless of literacy and communication skills, physical disability and other complex learning needs. Debug'd's Universal Design for Learning (UDL) approach provides explicit instruction, differentiated strategies, visual materials and real-world connections, focusing on daily living skills and activities, communication, collaboration, sequencing, problem solving and perseverance. Debug'd includes every student in meaningful participation through coding lessons using Dash and Dot robots (by Wonder Workshop™).

### **Drop-In Learning Sessions**

Based on the challenges of releasing school-based staff to attend job-embedded learning sessions due to high rates of staff absenteeism, the Special Education and Inclusion Department expanded its virtual "drop-in" approach to professional learning this year.

As school leaders have responsibility for Special Education and Inclusion under the *Education Act*, it is imperative that principals engage in ongoing professional learning with regards to special education, including disability and ableism, in order to increase their efficacy, competence and confidence in building the capacity of their staff. In addition to learning provided to administrators at monthly Family of Schools meetings, Special Education and Inclusion staff offer monthly after school drop-in sessions for administrators on a variety of time-sensitive and administrator-selected topics, including writing effective Individual Education Plans (IEPs), addressing safety concerns, managing in a unionized environment, and creating support staff timetables.

The overarching objective of each session is to nurture collaborative support, providing administrators with the opportunity to deepen their understanding of inclusive practices and procedures, and empowering them with the tools to lead their staff in establishing more inclusive and supportive learning environments for all students.

Special Education and Inclusion staff also offer monthly meetings for elementary Methods and Resource Teachers (MARTs) and secondary Assistant/Curriculum Leaders (A/CLs), covering topics such as supporting students with multiple disabilities/exceptionalities, using the Individual Learning Plan (ILP), strategies for working with students diagnosed with ADHD, and writing effective Individual Education Plans (IEPs). Time is also provided for participants to engage in discussions and sharing of best practices. Feedback provided through 'exit tickets' at each session indicates that teachers feel the sessions have had a positive impact on their capacity to implement inclusive practices more effectively, and also on their ability to lead and support colleagues in their schools.

The Behaviour Prevention Intervention (BPI) Team offers weekly drop-in sessions to educators to respond to specific questions they may have and to also build staff self-efficacy in the areas of understanding behavior as communication, collecting data, using Tier 1 and 2 strategies to support inclusion, developing social skills, and creating positive classroom environments through the use of instructional strategies.

The Autism Services Team offers daily drop-in sessions for staff to ask general questions about supporting students with autism. Participants ask questions focusing on the needs of individual students (without identifying the student), and on strategy and programming recommendations for the classroom. Participants are usually looking for immediately-accessible strategies and recommendations. Over the past two years, there has been a consistent increase in attendance month over month from Fall 2022 to Fall 2023, with an overall increase in visits of 37%. This increase in the number of staff accessing support is reflective of an increase in the number of students with autism in the TDSB over the past two years.

### **Attention Deficit Hyperactivity Disorder (ADHD)**

Special Education and Inclusion staff, in collaboration with staff from Professional Support Services (PSS), have been working to build educator awareness and capacity to support students with Attention Deficit Hyperactivity Disorder (ADHD). Members of the TDSB Special Education Advisory Committee (SEAC) created an ad hoc working group to gather information and give recommendations to TDSB, which were incorporated into the resources developed by staff. An ADHD Fact Sheet was created and shared with school-based staff which highlights key facts about ADHD, including how it is diagnosed, strategies to support students, truths and myths, points of consideration for families, student reflections, and a list of helpful resources. The fact sheet is accessible to families on the Special Education and Inclusion website. Additionally, in December 2023, Psychology Associates, along with Special Education and Inclusion Consultants and Coordinators, facilitated presentations on effective strategies for supporting students diagnosed with ADHD. Special Education and Inclusion staff continue to share strategies for supporting students with ADHD through newsletters, professional learning sessions and case-specific conversations with school-based staff.

### **Partnership with Apple Canada**

Special Education and Inclusion Centrally Assigned Principals, Coordinators, Consultants, and Behaviour Prevention and Intervention (BPI) and Autism Services (ASD) team members have been working with Apple Canada to develop their skills as coaches who support school-based staff in critical thinking and problem-solving, and to learn how to leverage technology to access the abilities and interests of all learners.

Department staff continue to explore built-in accessibility features on the iPad that can have an impact on students with executive functioning needs. One such tool is Reader View, which allows students to view a page without ads, navigation menus, or other distracting items. Reader View formats a webpage to show only the relevant text and images. It also works with Speak Selection and Voice Over, so students can also get auditory feedback while viewing a webpage with less visual distractions. Tools such as this can help students who may require support with maintaining focus and reducing visual clutter.

### **Additional Qualification (AQ) Subsidy**

In an effort to increase capacity for teachers to support students with special education needs, the Ministry granted TDSB \$66, 042 for each year for 22-23, 23-24, and 24-25 for a total of \$198,126 for 3 years to subsidize the cost for teachers who take a Special Education Additional Qualification (AQ) course. Last year, 99 teachers, 73% of whom were elementary, received the subsidy. To date, for this school year, 99 teachers, 80% of whom are elementary, have received the subsidy. When asked if the AQ increased their skills to instruct students with special education needs, 92% of respondents answered in the affirmative which demonstrates a need for teachers to be able to support students with special education needs. As of March 2024, 62.1% of elementary teachers and 38.5% of TDSB secondary teachers were certified with Special Education Part 1, Part 2 and/or Part 3.

### **Communication and Engagement**

The TDSB believes that partnership with parents/guardians/caregivers is essential to ensuring that students with disabilities and special education needs realize their full potential in school. A number of initiatives were undertaken this year to increase communication and engagement with families around special education processes and practices in the TDSB.

### **Fact Sheets**

This year, in collaboration with the Research Department, Special Education and Inclusion created a number of "[Fact Sheets](#)" that provide information on students with Special Education Needs (SEN) in the Toronto District School Board (TDSB). These fact sheets include insights on:



- processes and criteria for identifying students as exceptional;
- the demographics of students with special education needs within the overall TDSB student population;
- exceptionalities and placements; and
- the academic achievements and post-secondary trajectories for students with special education needs.

By offering a detailed snapshot of our current landscape, the documents serve as a valuable resource for all stakeholders as we work together to support students with special education needs.

### **Parent/Guardian/Caregiver Webinar Sessions**

The Special Education and Inclusion Department has offered two of three engagement sessions for parents/guardians/caregivers to date this school year. Almost 200 parents/guardians/caregivers attended the sessions which were offered in November 2023 and February 2024. The first session provided an overview of Special Education and Inclusion supports, programs and services available in the TDSB, while the second session focused on transitions for students with an Individual Education Plan (IEP), elementary to secondary transitions, and post-secondary transitions including supports from community partners and agencies. The third engagement session will be offered in late May 2024 and will look at strategies that families can use to support their children over the summer months, as well as summer programs offered by the TDSB for students with special education needs. The recorded sessions are housed on the TDSB Special Education website for families to access at any time.

### **Parents and Caregivers as Partners Conference**

The Parent and Caregivers as Partner Conference: Joy in the Journey of Learning was held in October 2023. The conference provided an opportunity to highlight innovation and high-impact strategies for partnering, collaborating, and nurturing parents' partnerships with staff. Special Education and Inclusion staff presented a number of workshops which were recorded and uploaded to the Parents and Caregivers as Partners website. Some sessions included:

- Understanding Special Education in the TDSB
- Overview of Available TDSB Assistive Technology Tools
- Pre-Employment Skills for Students with Autism
- Supporting the Transition from Kindergarten to Grade 1 for Students with ASD
- Bringing Joy into the Classroom through Universal Design for Learning (UDL)
- Generalization of School Skills into the Home Environment

### **Grade 8-9 Transition Information Session**

In November 2023, Special Education and Inclusion joined the Guidance Department to provide information to families on Grade 8-9 Transition and on the annual Identification, Placement, Review Committee (IPRC) review that takes place

in January for students with exceptionalities. Families were provided with information about supports offered in high school for their children with disabilities and special education needs, as well as the process to ensure a seamless and supportive transition for their children to the secondary panel.

### **Guides for Parents/Guardians/Caregivers**

In the 2022-2023 school year, Special Education and Inclusion created four guides for parents/guardians/caregivers: Guide to Special Education and Inclusion, Guide to the Referral Process, Guide to Identification, Placement and Review Committees (IPRCs), and Guide to Individual Education Plans (IEPs). This year, the department is working on translating these guides and also creating short videos for each of the guides. These videos will have accessible language and subtitles, and will be stored on the TDSB Youtube channel and linked on the public facing website before the end of June 2024.

### **Autism Spectrum Disorder (ASD) After School Skills Development Program**

The ASD After School Skills Development Program is offered by Special Education and Inclusion in the Winter, Spring and Summer, and has two main goals:

- To provide an opportunity for students to develop, build and enhance their social-communication and social interaction skills while engaging in leisure/recreation-type activities; and
- To provide an opportunity for students to learn appropriate strategies to regulate their feelings and behaviors using Zones of Regulation.

A key component of the program is the requirement that parents/guardians/caregivers join their children during the sessions so that they can use the strategies modeled at home with their children.

During the sessions, students engage in a variety of cooperative activities that focus on developing and improving skills in the areas of turn-taking, communicating thoughts and feelings, engaging with others, and building empathy for others. Staff also support students with transitions by using social stories, scenarios and modeling. Greater emphasis is placed on transition discussions during the Spring and Summer sessions as students prepare for a new placement, a new grade or a new school. At the end of each session, strategies used and a list of activities that students engaged in are shared with the sending schools' principals and teachers. Information on observed strengths and areas for improvement for each student is also included in the end-of-session overview.

For both the Winter and Spring sessions, virtual and in-person sessions are offered once a week: virtual on Tuesday evenings and in-person on Thursday evenings at five locations that can each serve a large geographic area across the TDSB. The program is staffed by Special Needs Assistants (SNAs) and teachers with Special Education qualifications who are knowledgeable in Applied Behavior Analyst (ABA) strategies and in the use of Zones of Regulation.

This winter, we received 221 registrations from 135 TDSB schools: 127 applications for the virtual program and 94 for the in-person program. 51% were from applicants in Grades 4 to 6, and 49 % were from applicants in Grades 7 to 10.

### **Special Education Advisory Committee (SEAC) K-12 Working Group**

Special Education and Inclusion, along with the Communications Department, has been working with members of the Special Education Advisory Committee (SEAC) Kindergarten-Grade 12 Working Group to review and implement recommendations for more effective communication with families for the department, but also TDSB as a whole.

A number of revisions have been made to the content and layout of the Special Education and Inclusion landing page and subpages, including consolidated landing page text content and new landing page navigation buttons, which allow for clarity and conciseness. Additionally, a button was added with Frequently Asked Questions (FAQs) related to special education in the TDSB. Staff will continue to review the content based on suggestions submitted by SEAC and questions frequently received by the Special Education and Inclusion Department.

### **Conclusion**

The Toronto District School Board (TDSB) continues to focus on ensuring that students with special education needs are served 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 welcoming, inclusive and accepting environments.

The information found in this report suggests TDSB practices are dissimilar to other school districts. The TDSB Special Education Advisory Committee (SEAC) seeks to better understand resource allocation and placement trends for students with disabilities and special education needs. Additional support for students and professional learning is often sought. These reflections and others indicate that a review of the special education model within the TDSB may lead to recommendations to strengthen programs, supports and services. A Review of Special Education Programs, Supports and Services will be initiated in the 2024-2025 school year.

### **Resource Implications**

Resource allocation is subject to funding through the Ministry of Education, and is based on the approval of the budget annually by the Board of Trustees.

## Board Policy and Procedure References

- [TDSB Special Education Plan 2023-2024](#)
- [TDSB Vision for Learning](#)
- [TDSB Multi-Year Strategic Plan](#)
- [TDSB Equity Policy](#)

## Appendices

- Appendix A: [Tam, G. and Armson, S. \(2023\) An In-Depth Analysis of Students with Special Education Needs in the TDSB](#)
- Appendix B: [Executive Summary](#)

## From

- Louise Sirisko, Associate Director of Instructional Innovation and Equitable Outcomes at [louise.sirisko@tdsb.on.ca](mailto:louise.sirisko@tdsb.on.ca)
- Nandy Palmer, System Superintendent of Special Education and Inclusion at [nandy.palmer@tdsb.on.ca](mailto:nandy.palmer@tdsb.on.ca)



## AN IN-DEPTH ANALYSIS OF STUDENTS WITH SPECIAL EDUCATION NEEDS IN THE TDSB

### PART ONE: AN OVERVIEW OF STUDENTS WITH SPECIAL EDUCATION NEEDS

The first part of this appendix provides an introductory overview of a range of topics impacting students with special education needs (SEN) within the Toronto District School Board (TDSB) using data from TDSB students with SEN during the 2023-24 school year.

#### How are Students with SEN Identified?

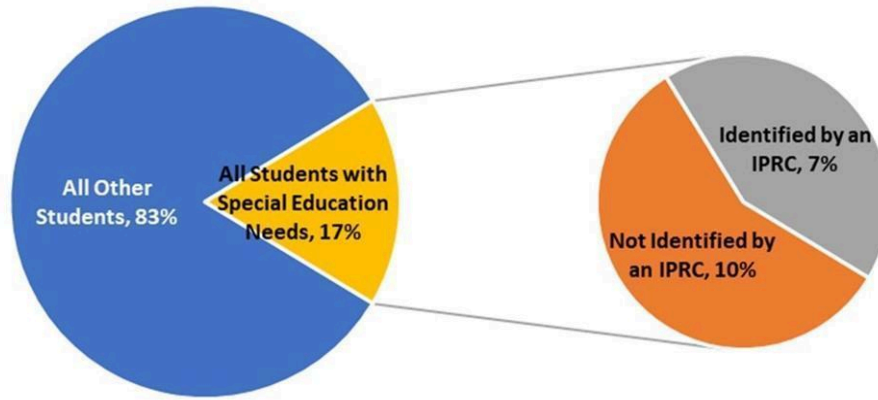
- Through a formal Identification, Placement and Review Committee (IPRC), a student is identified as an “exceptional pupil” who has one or more of the 5 [exceptionalities](#) outlined by the Education Act (behavioural, communicational, intellectual, physical, and multiple).
- An Individual Education Plan (IEP) is developed for a student identified with one or more exceptionalities at an IPRC.
- In the TDSB, an IEP may be created for a student who has not been identified with one or more exceptionalities at an IPRC if the student requires special education programs or services to access the Ontario curriculum.

#### How many Students with SEN are in the TDSB?

- In 2023-24, 41,075 students out of 238,106 (17% of the TDSB student population) were classified as Students with Special Education Needs (SEN).
- Of those 41,075 students, 17,501 or 43% are formally identified with exceptionalities, while 23,574 or 57% have IEPs with no formally identified exceptionalities (see Figure 1).



**Figure 1: Percentage of TDSB Students with SEN (Formally Identified with Exceptionalities and IEP-Only)**



FACT SHEET

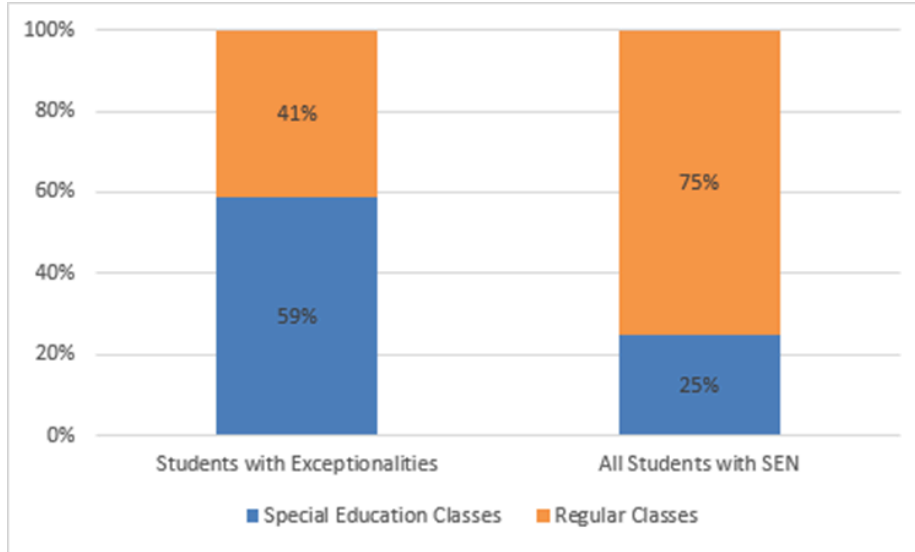
**Inclusion**

- Students with SEN have unique strengths and needs that may require them to have special education programs or services. However, in line with Ontario Regulation 181/98 and in consultation with families and students (where appropriate), the TDSB strives to meet the needs of students with SEN within regular classroom settings with support.
- When looking at all students with special education needs (including the 23,574 with an IEP-only), 75% (30,767 students) are in regular classes, while 25% (10,308 students) are in special education classes.
- However, of the 17,501 students formally identified with exceptionalities, 41% (7,193 students) are in regular classes, while 59% (10,308 students) are in special education classes (see Figure 2).





**Figure 2: Special Education Classroom Settings**



FACT SHEET

**Select Key Findings**

- There are 11 subcategories of exceptionalities within the 5 main categories of exceptionalities. The majority of formally-identified TDSB students with SEN are in five categories: Learning Disability (LD), Giftedness, Mild Intellectual Disability (MID), Autism, and Developmental Disability (DD).
- According to the 2022-23 Student Census, the overall TDSB student population is closely split between boys/men (49%) and girls/women (47%), with 3% identifying outside the gender binary<sup>1</sup>. However, 60% of students with SEN excluding gifted are boys/men, over 10% higher than the overall TDSB student population. Gifted students also have a higher representation of boys/men (56%).
- The 2022-23 Student Census also reveals disproportionalities by racial groups in students with SEN excluding gifted and the overall TDSB student population. Students who identified as Black represent 10% of the overall TDSB student population, but are 16% of students with SEN excluding gifted. Conversely, gifted students are more likely to identify as

<sup>1</sup> Percentages do not add up to 100% due to rounding.





White (34% compared to 26% overall) and East Asian (26% compared to 13% overall).

- Students with SEN excluding gifted are more highly represented in families with low income (39%), whereas gifted students are much more represented in high income families (54%).
- Looking at a variety of achievement results, gifted students achieve at a much higher level than the TDSB average. On the other hand, all students with SEN excluding gifted (exceptionalities without gifted, non-identified/IEP-only) achieve at a much lower level than the TDSB average.
- While graduation rates have been increasing since at least 2000, there has always been a gap in graduation rates between the overall TDSB student population and students with SEN excluding gifted. However, the size of the gap has been declining since 2007-08 and as of the Grade 9 cohort of 2016-17, approximately 74% of students with SEN excluding gifted graduated compared with approximately 88% of students overall (a gap of ~14%).
- Post-secondary confirmations have been increasing since 2007-08. However, a gap between students with SEN excluding gifted and TDSB overall has remained fairly stable. In the Grade 9 cohort of 2016-17, approximately 67% of TDSB students confirmed a post-secondary offer compared to 46% of students with SEN excluding gifted (a gap of ~21%).
- Overall, the vast majority of post-secondary confirmations at TDSB are to universities. However, as of the 2016-17 Grade 9 cohort, post-secondary confirmations for students with SEN excluding gifted were more evenly split between colleges and universities.

### Looking Ahead

Subsequent parts of this appendix will focus on the following areas:

- Identification (exceptionalities)
- Placement (ISPs or regular classes)
- Outcomes (achievement, pathways and post-secondary trajectories)





## PART TWO: EXCEPTIONALITIES

FACT SHEET

This section will explore comparisons between students with SEN in the TDSB, Greater Toronto Area (GTA) school boards and the province of Ontario, as well as the intersections between special education needs and demographic variables such as race, income, and gender. Intersectional analyses will be conducted for the 6 exceptionality categories which account for the majority (97%) of students identified with exceptionalities in TDSB. These categories are: autism, gifted, developmental disability, learning disability, mild intellectual disability, and behaviour.

### Comparisons between TDSB and the Province

The following section explores comparisons between TDSB students with SEN and the province using special education data from the Ministry of Education. These comparisons were done using the most recent data available, which is from the 2021-22 school year.

**Figure 1: Distribution of TDSB Students with SEN Compared to the Province, 2021-22**

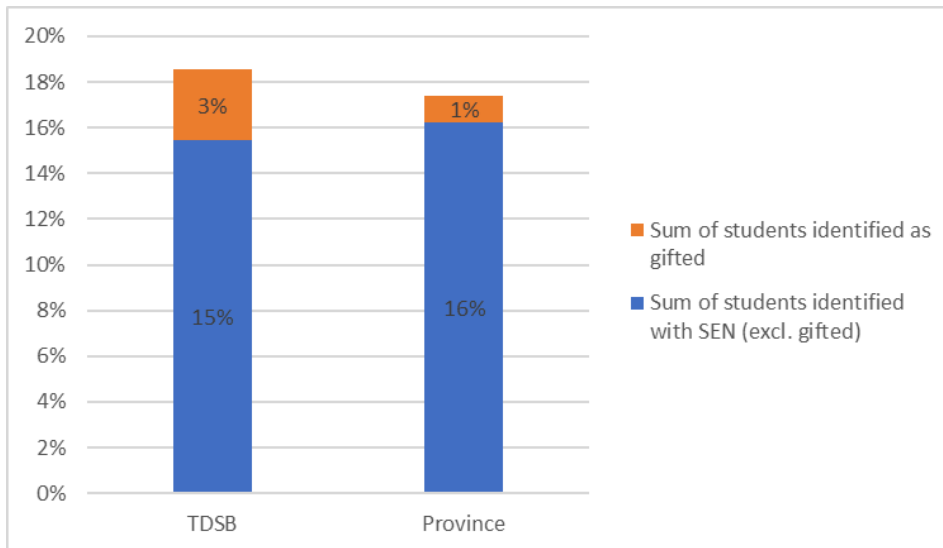


Figure 1 demonstrates that while the proportion of students identified with SEN within the TDSB is very similar to the province, the TDSB has three times more students identified as gifted.

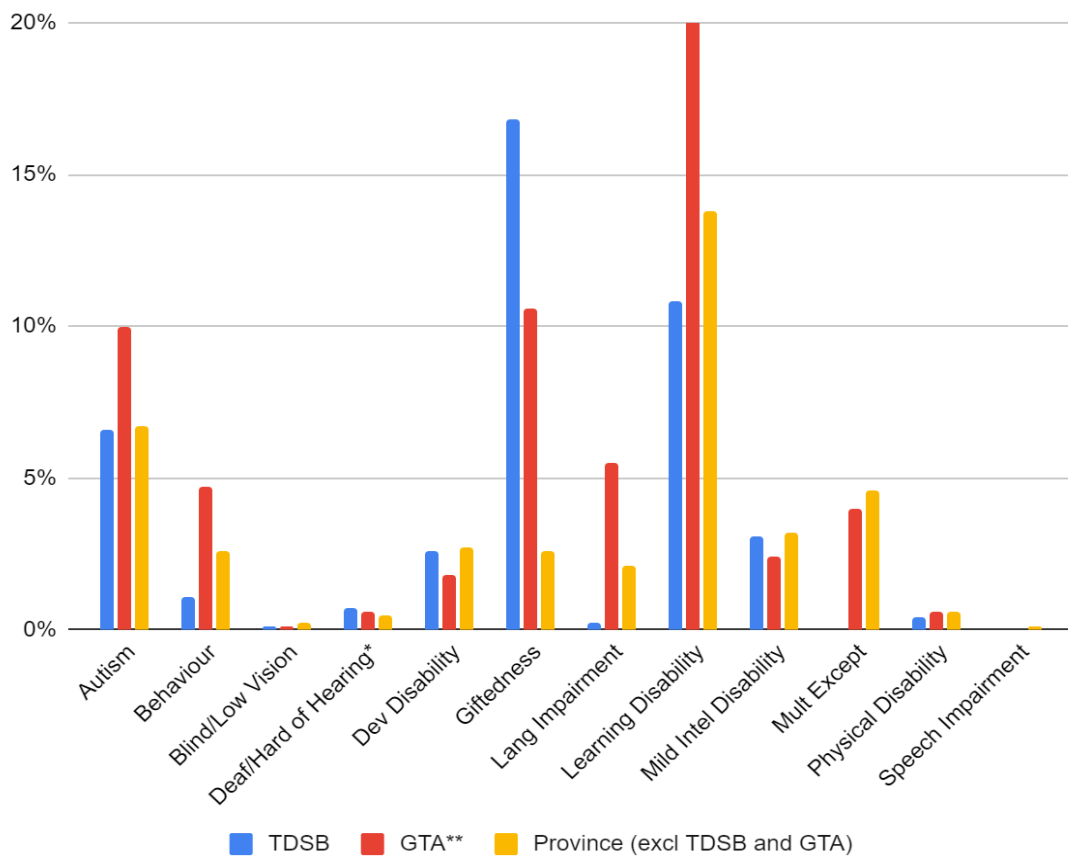


FACT SHEET

### Exceptionalities: TDSB, GTA Boards, Province

The figures below show comparisons between the percentage of students at the TDSB within each category of exceptionality, as well as GTA boards and the rest of the province. For more detailed information, please see Table 1.

**Figure 2: Distribution of Exceptionalities between TDSB, GTA and Province, 2021-22**



\*\*GTA (excl. TDSB) includes the following school boards: Dufferin-Peel CDSB, Durham CDSB, Durham DSB, Halton CDSB, Halton DSB, Peel DSB, Toronto CDSB, York CSDB, York Region DSB.

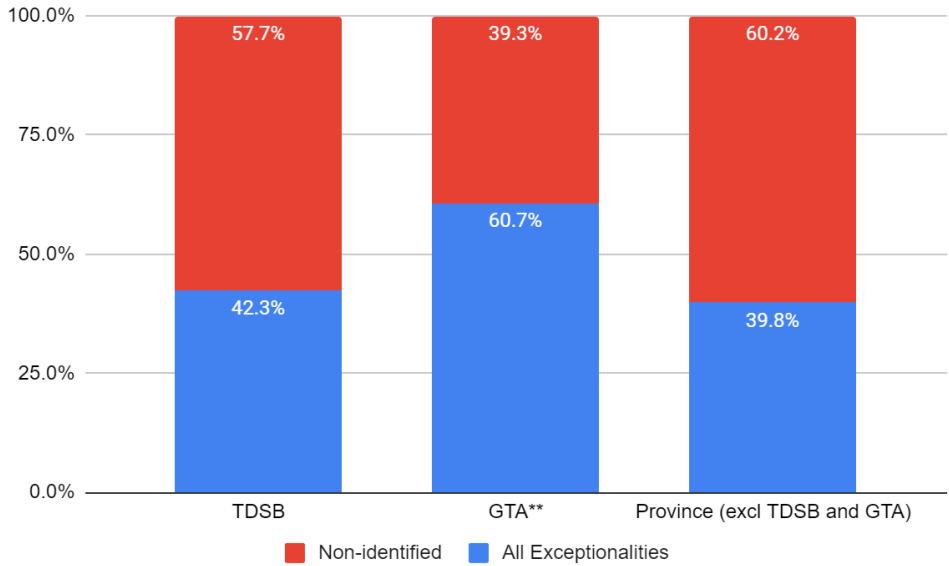
- When compared with GTA boards and the rest of the province, the TDSB has a lower proportion of students with a behavioural exceptionality or learning disability.



- Of students with exceptionalities, the TDSB also has a large proportion with a gifted exceptionalities (40% compared to 18% in GTA boards and 7% in the province).

FACT SHEET

**Figure 3: Distribution Comparisons between TDSB, GTA and Province for Students with SEN, 2021-22**



\*\*GTA (excl. TDSB) includes the following school boards: Dufferin-Peel CDSB, Durham CDSB, Durham DSB, Halton CDSB, Halton DSB, Peel DSB, Toronto CDSB, York CSDB, York Region DSB.

- Figure 3 shows that while the TDSB proportions of students with SEN are similar with the province, the GTA boards have a higher ratio of students with exceptionalities versus non-identified.



**Table 1: Exceptionalities Within TDSB, GTA\*\* and the Province (2021-22)**

Exceptionality	TDSB			GTA** (excl. TDSB)			Province (excl. TDSB and GTA)		
	Number of Students	Percent of All Students with an Exceptionality	Percent of All Students Receiving Special Education	Number of Students	Percent of All Students with an Exceptionality	Percent of All Students Receiving Special Education	Number of Students	Percent of All Students with an Exceptionality	Percent of All Students Receiving Special Education
Autism	2,861	15.6%	6.6%	10,657	16.4%	10.0%	13,576	16.8%	6.7%
Behaviour	476	2.6%	1.1%	5,005	7.7%	4.7%	5,306	6.6%	2.6%
Blind/Low Vision	34	0.2%	0.1%	113	0.2%	0.1%	321	0.4%	0.2%
Deaf/Hard of Hearing*	279	1.5%	0.7%	636	1.0%	0.6%	1,045	1.3%	0.5%
Dev Disability	1,104	6.0%	2.6%	1,922	3.0%	1.8%	5,536	6.9%	2.7%
Giftedness	7,260	39.7%	16.8%	11,312	17.5%	10.6%	5,349	6.6%	2.6%
Lang Impairment	76	0.4%	0.2%	5,854	9.0%	5.5%	4,306	5.3%	2.1%
Learning Disability	4,650	25.4%	10.8%	21,841	33.7%	20.4%	28,055	34.8%	13.8%
Mild Intellectual Disability	1,358	7.4%	3.1%	2,542	3.9%	2.4%	6,465	8.0%	3.2%
Mult Except	<10	<0.1%	<0.1%	4,315	6.7%	4.0%	9,280	11.5%	4.6%
Physical Disability	188	1.0%	0.4%	597	0.9%	0.6%	1,193	1.5%	0.6%
Speech Impairment	<10	<0.1%	<0.1%	25	0.0%	0.0%	273	0.3%	0.1%
<b>Total for All Exceptionalities</b>	<b>18,288</b>	100%	42.3%	<b>64,819</b>	100%	60.7%	<b>80,705</b>	100%	39.8%
Non-Identified	24,919		57.7%	42,023		39.3%	122,105		60.2%
<b>Total for All SEN Students</b>	<b>43,207</b>		100%	<b>106,842</b>		100%	<b>202,810</b>		100%

\* Includes pre-school data for TDSB

\*\*GTA (excl. TDSB) includes the following school boards: Dufferin-Peel CDSB, Durham CDSB, Durham DSB, Halton CDSB, Halton DSB, Peel DSB, Toronto CDSB, York CSDB, York Region DSB.



FACT SHEET

### Intersectionality of Race, Income and Gender with SEN

Using preliminary data from the 2022-23 Student Census, the following section provides information on the demographic characteristics of students within the six largest exceptionality categories (autism, gifted, developmental disability, learning disability, mild intellectual disability, and behaviour). These categories were chosen for analysis because they represent the majority (97%) of students with exceptionalities at the TDSB. Additionally, the small number of students in the other exceptionality categories would not allow for an intersectional analysis due to suppression rules. While data for comparisons outside of TDSB was not available beyond 2021-22, for the analyses in this section we were able to use exceptionality data from October 2023 using the TDSB’s Student Information System.

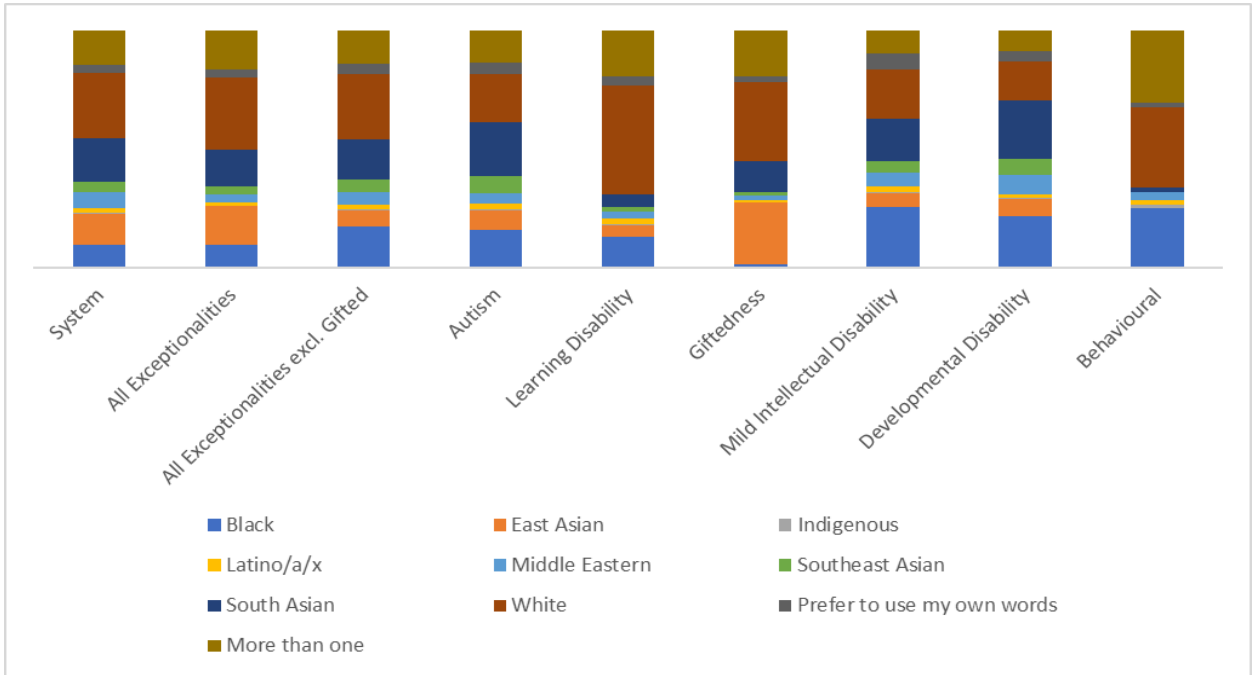
**Table 2: TDSB Exceptionality Categories (October 2023)**

Exceptionality	Number	Percentage
Giftedness	7266	41.5%
Learning Disability	3662	20.9%
Autism	3393	19.4%
Mild Intellectual Disability	1251	7.1%
Developmental Disability	1107	6.3%
Behavioural	325	1.9%
Deaf/Hard of Hearing incl. Preschool	248	1.4%
Physical Disability	167	1.0%
Language Impairment	47	0.3%
Blind/Low Vision	34	0.2%
Blind/Low Vision and Deaf/Hard of Hearing	<10	<0.1%





**Figure 4: Exceptionality Intersected with Race\*, October 2023**



\*The 2022-23 Student Census typology for race differed from previous Censuses by including the *Prefer to use my own words* category and replacing *Mixed* with the *More than one* racial category.

- Comparing all students with exceptionalities to the entire TDSB system, proportions across racial categories are similar. However, excluding gifted increases the proportion of Black students with exceptionalities and lowers the proportion of East Asian students with exceptionalities. While the overall proportions in each racial category of all exceptionalities combined are similar to the system, there are differences within each exceptionality.
- There are proportionally more White students in learning disability, gifted, and behaviour exceptionalities, while Black students are overrepresented in autism, mild intellectual disability, developmental disability and behaviour and are underrepresented in gifted.
- East Asian students make up a significant proportion of the students with a gifted exceptionality, but are less prevalent in other exceptionality categories.
- Students selecting more than one racial category make up a large proportion of students with learning disability, gifted, and behaviour exceptionalities.
- The largest proportions of South and Southeast Asian students with exceptionalities were in autism and developmental disability.
- With the exception of gifted, the proportions of Latino/a/x and Middle Eastern students with exceptionalities were generally consistent with the proportions found in the system overall.
- Relative to the system, Indigenous students are underrepresented in gifted and overrepresented in behaviour.

FACT SHEET



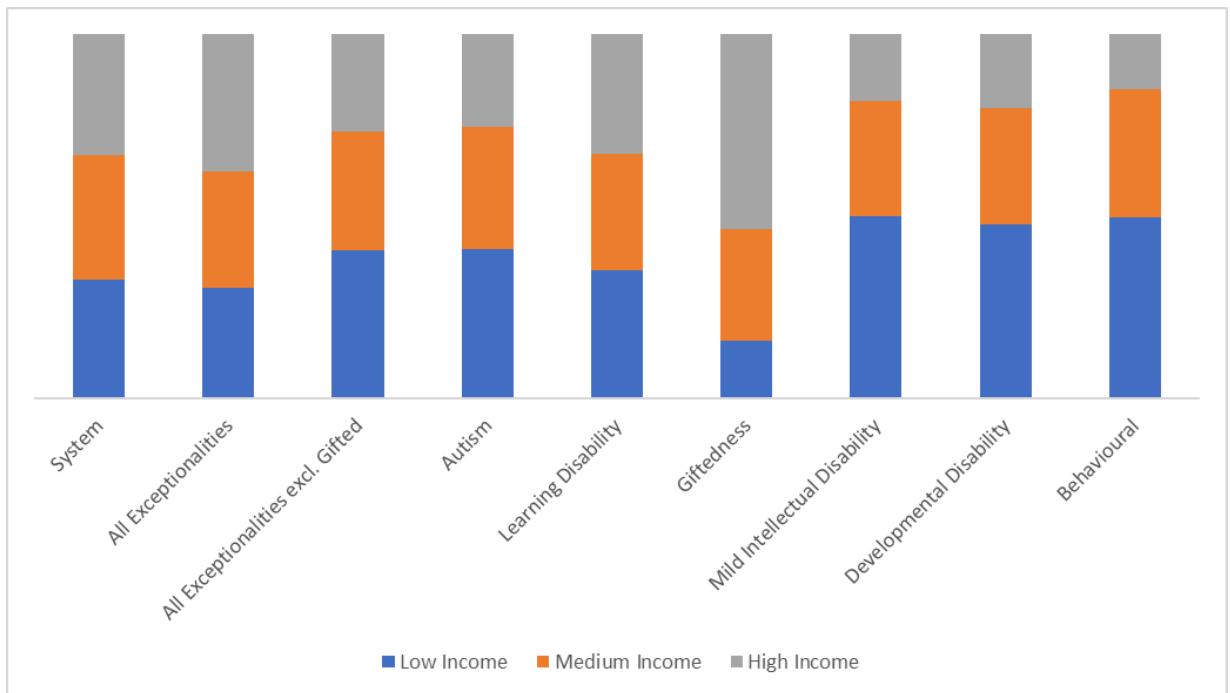


**Table 3: Income Comparison Between System and Exceptionalities, October 2023**

	Low Income	Medium Income	High Income
System (N=236,253)	32%	34%	33%
All Exceptionalities (N=17,449)	30%	32%	38%
All Exceptionalities excluding Gifted (N=10,199)	41%	33%	27%

- By dividing the TDSB into 3 income levels (low, medium and high), we can analyse how the income distribution differs across exceptionalities.
- Looking at all exceptionalities, the high income proportion is greater than medium or low incomes.
- Excluding gifted, the proportion of higher income students decreases and the proportion of lower income students increases.

**Figure 5: Exceptionality Intersected with Income, October 2023**



- Over half of students with a gifted exceptionalty came from the high income category, while fewer students came from the low income category.
- The exceptionalities of mild intellectual disability, developmental disability and behaviour all had higher proportions of students in the low income

FACT SHEET



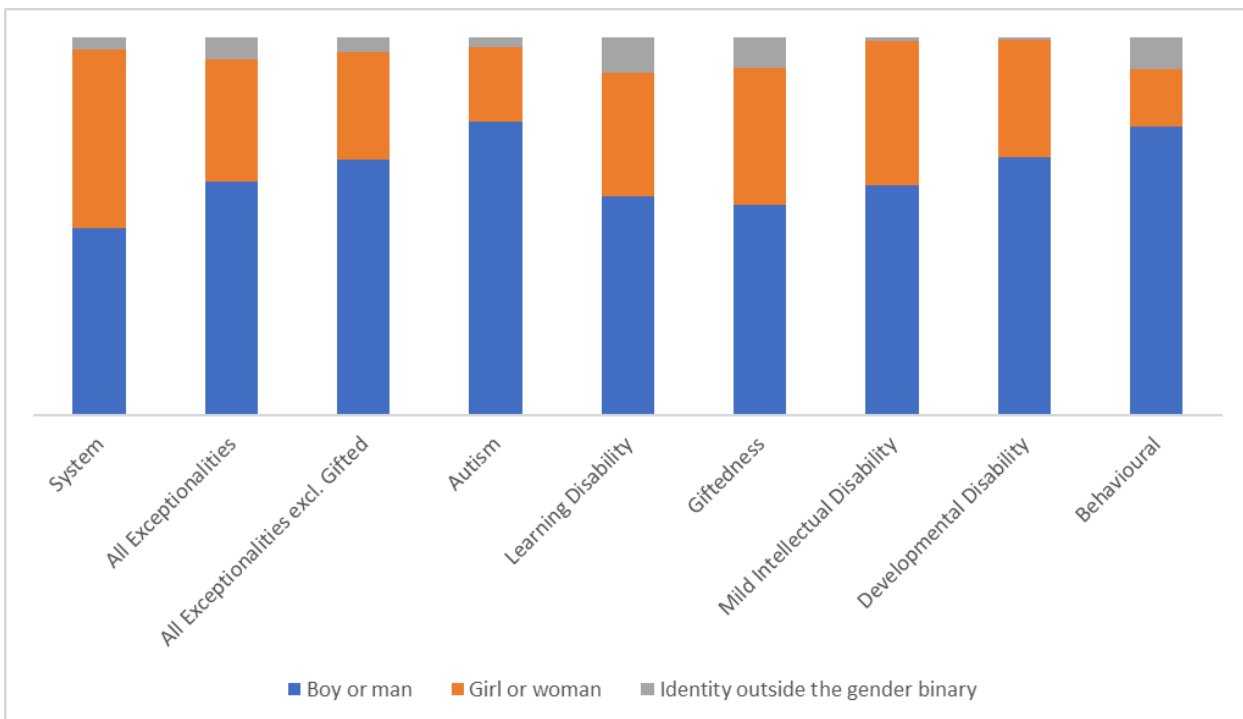


category (approximately half) and lower proportions of students in the high income category.

- All exceptionalities had similar proportions of medium income students compared to the system.

FACT SHEET

**Figure 6: Exceptionality Intersected with Gender\*, October 2023**



\*The 2022-23 Student Census typology for gender identity differed from previous Censuses by including many more gender identities for students to select (or write-in) and were grouped here as *Identity outside the gender binary*.

- Comparing all exceptionalities to the distribution of gender identities within the system, students identifying as boys/men are overrepresented across all exceptionality categories.
- Over three-quarters of students with an autism or behaviour exceptionality identified as boys/men.
- There were higher proportions of students who selected an identity outside of the gender binary within learning disability, gifted and behaviour exceptionalities.
- Due to the overrepresentation of boys/men, the proportion of girls/women was lower than the overall system in all exceptionality categories, particularly autism and behaviour.







## Summary

The TDSB proportion of students with SEN is fairly consistent with the province of Ontario, with a few notable differences. When looking at the distribution of exceptionalities across the TDSB, GTA boards and the province, the differences that can be seen are:

- The TDSB has a lower proportion of students with a behavioural exceptionality or learning disability.
- Of students with exceptionalities, the TDSB also has a large proportion of students with a gifted exceptionality (more than 2 times the GTA boards and nearly 6 times more than the rest of the province).
- While the TDSB proportion of non-identified students (IEP-only) is similar to the rest of the province, the GTA boards have a comparatively lower proportion.

It is important to consider students with SEN through an intersectional lens that takes into account other aspects of their identity. By analysing race, income and gender, significant differences are apparent across all exceptionality categories.

- Comparing all students with exceptionalities to the entire TDSB system, proportions across racial categories are similar. However, excluding gifted increases the proportion of Black students with exceptionalities and lowers the proportion of East Asian students with exceptionalities. While the overall proportions in each racial category of all exceptionalities combined are similar to the system, there are differences within each exceptionality.
- Looking at all exceptionalities, the high income proportion is greater than medium or low incomes. Excluding gifted, the proportion of higher income students decreases and the proportion of lower income students increases.
- Comparing all exceptionalities to the distribution of gender identities within the system, students identifying as boys/men are overrepresented across all exceptionality categories.

## Looking Ahead

The next parts of the appendix will focus on the following areas:

- Placement (ISPs or regular classes)
- Outcomes (achievement, pathways and post-secondary trajectories)



## PART THREE: PLACEMENT

This part will examine placement in relation to TDSB students with special education needs (SEN) (i.e., whether students are in regular classes or Intensive Support Programs (ISPs)).

### Comparisons between TDSB and the Province

The following section explores comparisons between TDSB students with SEN and the province using special education data from the Ministry of Education. These comparisons were done using the most recent data available, which is from the 2021-22 school year.

**Figure 1: Distribution of TDSB’s Students with SEN in ISPs Compared to the GTA and the Province, 2021-22**

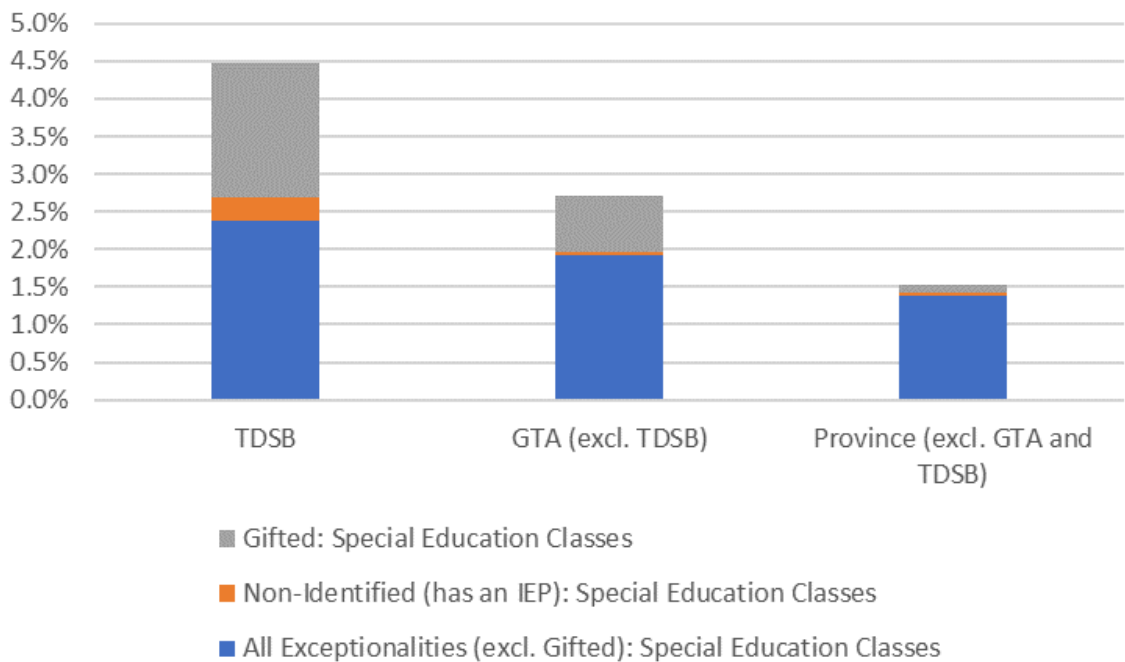


Figure 1 demonstrates the higher proportion of enrolment for students in ISPs in the TDSB compared to the province and the surrounding GTA. The bar on the left shows the distribution of students with SEN in ISPs at the TDSB between gifted, exceptionalities excluding gifted, and non-identified/IEP-only students. The centre bar shows the distribution in GTA school boards (excluding TDSB), and the bar on the right shows the Ontario distribution, excluding the TDSB and GTA because they make up such a large portion of the provincial numbers (see Table 1 for more detail.)

FACT SHEET



**Table 1: Special Education Categories (Exceptionalities and Placement Types) Within TDSB, GTA\*\* and the Province (2021-22)**

Exceptionality and Placement Category	TDSB		GTA** (excl. TDSB)		Province (excl. TDSB and GTA)	
	Number of Students	Percent of Enrolled Students	Number of Students	Percent of Enrolled Students	Number of Students	Percent of Enrolled Students
All Exceptionalities (excl. Gifted): Regular Classes	5,495	2.4%	40,349	5.9%	59,900	5.4%
All Exceptionalities (excl. Gifted): Special Education Classes	5,533	2.4%	13,158	1.9%	15,456	1.4%
Gifted: Regular Classes	3,119	1.3%	6,123	0.9%	4,259	0.4%
Gifted: Special Education Classes	4,141	1.8%	5,099	0.7%	1,054	0.1%
Non-Identified (IEP-Only): Regular Classes	24,174	10.4%	33,693	4.9%	116,035	10.5%
Non-Identified (IEP-Only): Special Education Classes	744	0.3%	300	0.0%	431	0.0%
Non-Identified/No-IEP: Regular and Special Education Classes	<10	<0.1%	8,030	1.2%	5,639	0.5%
Students Not Receiving Special Education	189,509	81.4%	578,751	84.4%	907,572	81.7%
<b>Total Enrolment</b>	<b>232,716</b>	<b>100%</b>	<b>685,593</b>	<b>100%</b>	<b>1,110,382</b>	<b>100%</b>

\*\*GTA (excl. TDSB) includes the following school boards: Dufferin-Peel CDSB, Durham CDSB, Durham DSB, Halton CDSB, Halton DSB, Peel DSB, Toronto CDSB, York CSDB, York Region DSB



FACT SHEET

**Overview of TDSB Exceptionality and Placement Categories, October 2023**

While data for comparisons outside of TDSB was not available beyond 2021-22, in this section we were able to use exceptionality and placement data from October 2023 using the TDSB’s Student Information System.

There were 41,075 students with SEN in the 2023-24 school year (17% of the overall TDSB student population). Below you will find the breakdown of placements within each exceptionality category.

Exceptionalities excluding Gifted – ISPs: 6,034 students (2.5%) – IPRC’d as one of the 10 exceptionalities excluding gifted and taking 50% or more of their classes in special education settings.

Exceptionalities excluding Gifted – Regular Classes: 4,201 students (1.8%) – IPRC’d as one of the 10 exceptionalities excluding gifted and taking 50% or more of their classes in regular classroom settings.

Gifted – ISPs: 4,274 students (1.8%) – taking 50% or more of their classes in special education settings.

Gifted – Regular Classes: 2,992 students (1.3%) – taking 50% or more of their classes in regular classroom settings.

Non-identified/IEP-Only- ISPs: 819 students (0.4%) – no IPRC but were receiving special education programming as of October 2023, or had an IEP and were receiving direct assistance in special education settings.

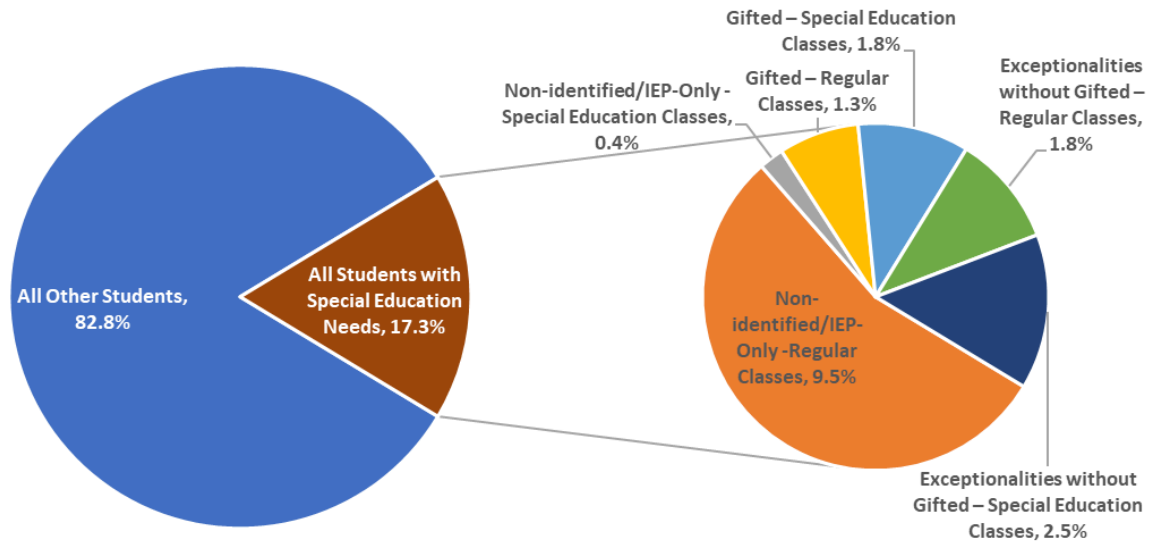
Non-identified/IEP-Only- Regular Classes: 22,755 students (9.5%) – no IPRC but receiving special education programming as of October 2023, or had an IEP and were receiving direct assistance in the classroom.

Non-identified/IEP-only students account for 57% of all TDSB students with SEN.





**Figure 2: Placement Information for TDSB Students with SEN, October 2023**



FACT SHEET

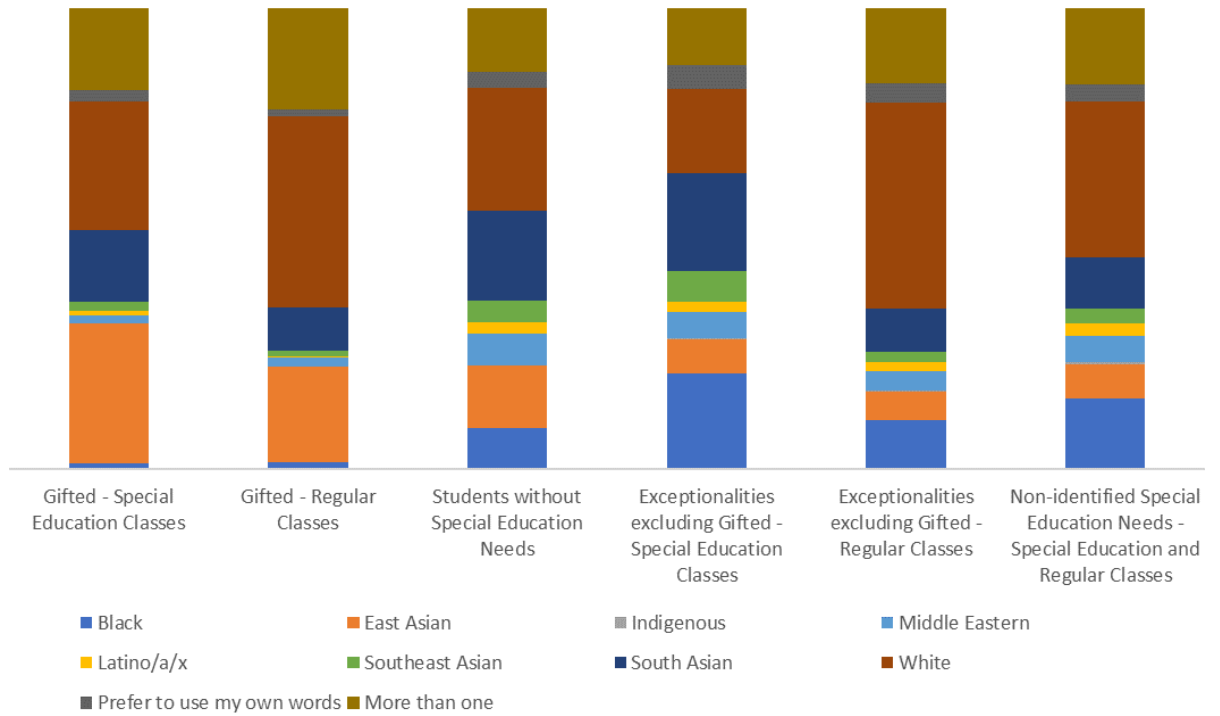
**Intersectionality of Race, Income and Gender with SEN**

Using preliminary data from the 2022-23 Student Census, the following section provides information on the demographic characteristics of students within different placement categories (exceptionalities (excl. gifted) in regular classes or ISPs, gifted in regular or ISPs and all IEP-only students (regular and ISPs)).





**Figure 3: Exceptionality and Placement Intersected with Race\*, October 2023**



\*The 2022-23 Student Census typology for race differed from previous Censuses by including the *Prefer to use my own words* category and replacing *Mixed* with the *More than one* racial category.

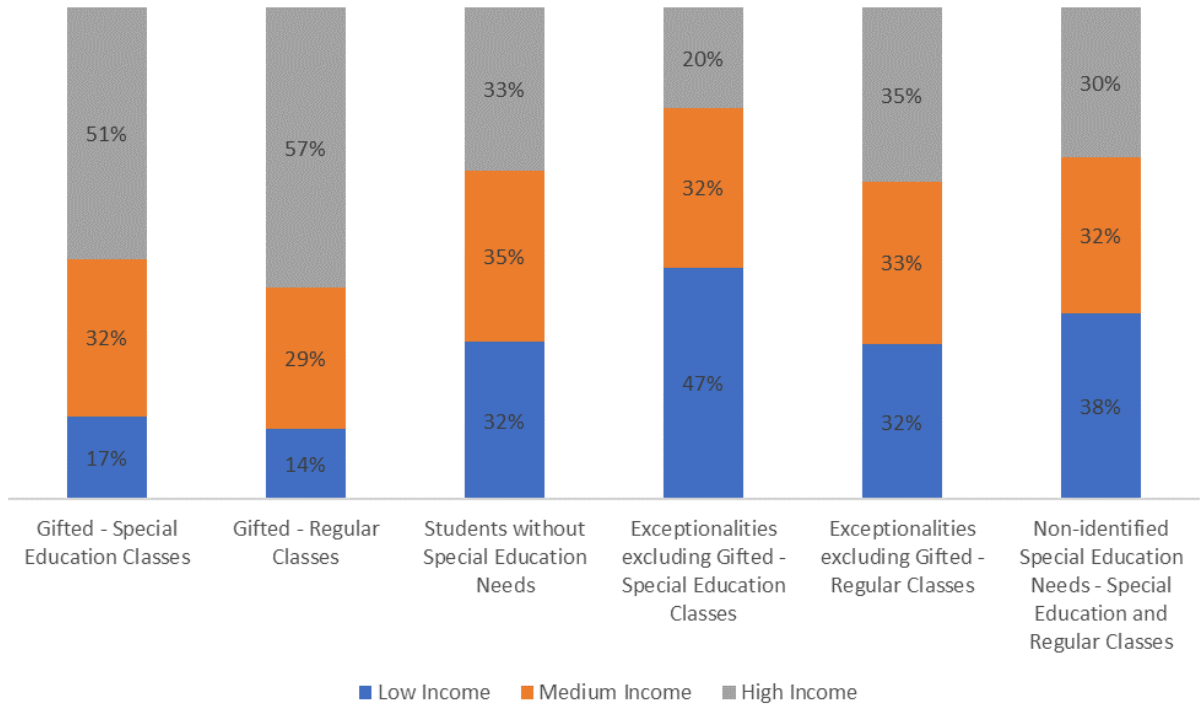
**Placement and Race:**

- Black, South Asian, Middle Eastern, and Southeast Asian students with an exceptionality (excluding gifted) are more likely to be in ISPs than regular classes.
- Students with special education needs (gifted and other exceptionalities) identifying as White or with more than one racial category are more likely to be in regular classes than ISPs.
- Gifted students identifying as Latino/a/x, East Asian, Southeast Asian, or South Asian are more likely to be in gifted ISPs than in regular classes.
- Similar proportions of Black and Middle Eastern students with a gifted exceptionality can be seen in regular classes and ISPs.





**Figure 4: Exceptionality and Placement Intersected with Income, October 2023**



FACT SHEET

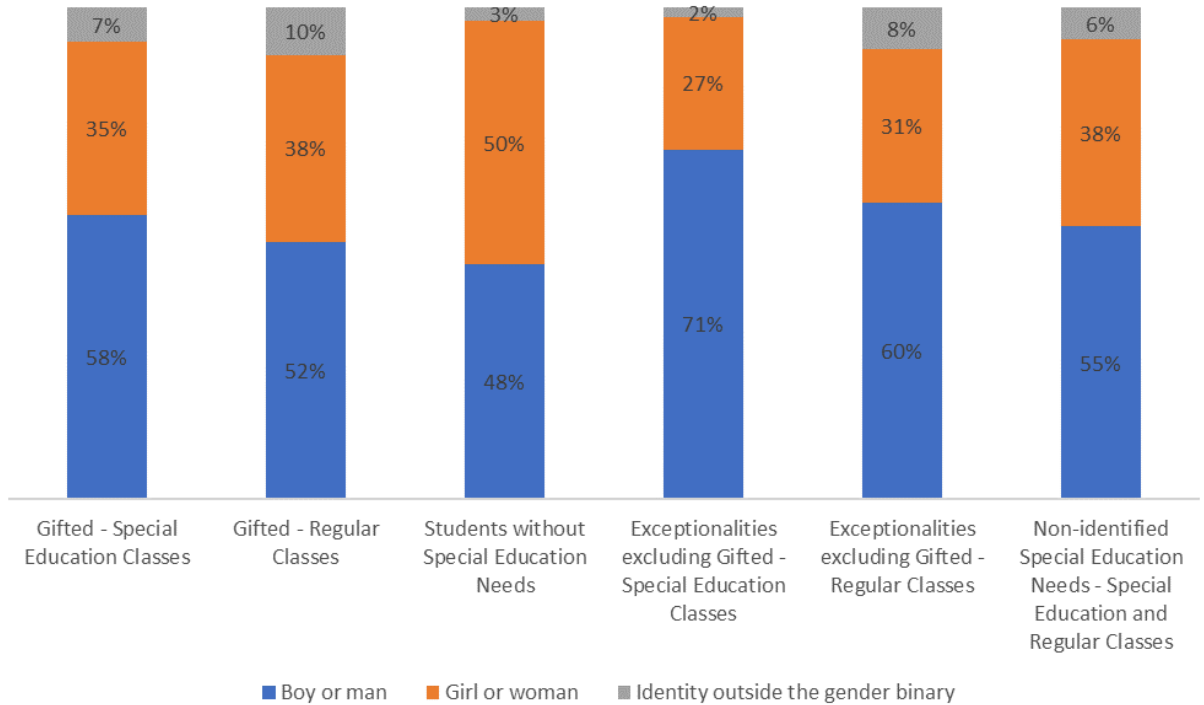
**Placement and Income:**

- Over half of students with a gifted exceptionalty, regardless of placement, came from high income families, however, a higher proportion of gifted students in regular classes (57%) came from high income families than gifted students in ISPs (51%).
- Nearly half of students with exceptionalities (excluding gifted) in special education classes were from low income families.
- The income distribution for students with exceptionalities (excluding gifted) in regular classes was closest to the distribution of students without SEN.





**Figure 5: Exceptionality and Placement Intersected with Gender\*, October 2023**



\*The 2022-23 Student Census typology for gender identity differed from previous Censuses by including many more gender identities for students to select (or write-in) and were grouped here as *Identity outside the gender binary*.

**Placement and Gender:**

- Boys/men are overrepresented across all special education placements, with gifted-regular classes having the smallest degree of overrepresentation.
- Identities outside the gender binary are also more highly represented in gifted (up to three times more) compared with students without SEN.
- Boys/men are highly overrepresented in students with exceptionalities (excluding gifted) (both regular and special education classes), particularly in ISPs where boys/men represent nearly three-quarters of the group.
- The proportion of students with an exceptionality (excluding gifted) identifying outside the gender binary in ISPs is comparable with the proportion in students without SEN whereas the proportion in regular classes is nearly three times higher.

FACT SHEET







**Summary**

Compared to the GTA Boards and the province, the TDSB has higher proportions of students in ISPs (both gifted and other exceptionalities) relative to the TDSB’s proportion of the total provincial enrolment.

When special education placement is examined with intersections of race, income and gender, significant differences are apparent between ISPs and regular classes:

- Black and South Asian students with an exceptionality (excl. gifted) are more likely to be in ISPs rather than regular classes, whereas White students and those who identify with more than one racial category are more likely to be in regular classes rather than ISPs.
- Over half of students with a gifted exceptionality, regardless of setting, came from high income families and nearly half of students with exceptionalities (excluding gifted) in ISPs were from low income families.
- Boys/men are overrepresented in all special education programming (gifted and other exceptionalities both in regular classes and ISPs), but the highest disproportionalities can be seen in ISPs for exceptionalities (excluding gifted) - boys/men represent nearly three-quarters of this group.

**Looking Ahead**

The final part will focus on the following areas:

- Outcomes (achievement, pathways and post-secondary trajectories)

FACT SHEET





## PART FOUR: OUTCOMES- ACHIEVEMENT, PATHWAYS AND POST-SECONDARY

FACT SHEET

This final section examines academic outcomes for students with SEN as they move through the TDSB, as well as access to post-secondary education. This includes comparisons between students with SEN and students without SEN on Education Quality and Accountability Office (EQAO) assessments, as well as an analysis of pathways, graduation and post-secondary confirmations using Grade 9 cohort data.

### EQAO Achievement and SEN

The table below demonstrates considerable differences in achievement on EQAO assessments for students with SEN (excluding gifted), gifted students and students without SEN. Table 1 outlines 2022-23 EQAO results in mathematics for Grades 3, 6 and 9 students. Gifted students achieved at a much higher level than the TDSB average. On the other hand, all students with SEN excluding gifted and non-identified/IEP-only achieved at a much lower level than the TDSB average.

**Table 1: EQAO 2022-23 Math Results for Students with and without SEN**

Subgroups	Levels 3-4 EQAO Grade 3 Mathematics	Levels 3-4 EQAO Grade 6 Mathematics	Levels 3-4 EQAO Grade 9 Mathematics
Gifted	* (N=<10)	98% (N=774)	99% (N=758)
Students with SEN excluding Gifted	25% (N= 1,605)	22% (N=2,580)	26% (N=2,807)
Students without SEN	64% (N=13,109)	60% (N=11,793)	64% (N=12,734)
Overall TDSB	64% (N=14,714)	54% (N=14,373)	57% (N=15,541)

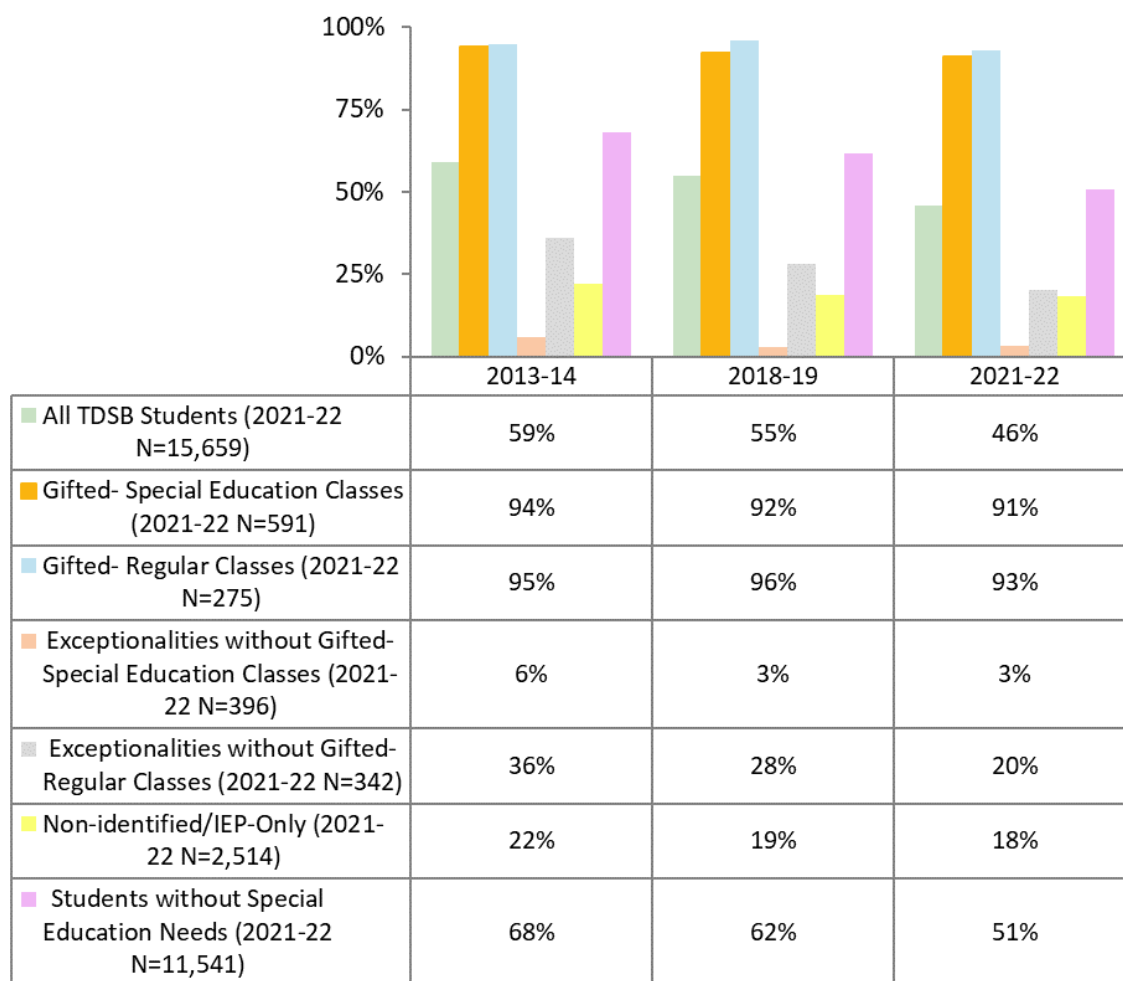




FACT SHEET

In addition to looking at the most recent EQAO scores across the system, an analysis of EQAO scores over time was also completed using Grade 6 mathematics results at three time points: 2013-14, 2018-19 and 2021-22. Clear differences in achievement again emerge between groups of students (see Figure 1). While the same overall pattern of gifted students achieving at a much higher level than the TDSB average and students with SEN excluding gifted achieving at a much lower level than the TDSB average can be seen in this data, student placement also had an impact. Students in ISPs (particularly students with SEN excluding gifted) achieved at lower levels than students in regular classes.

**Figure 1: EQAO Grade 6 Mathematics Results for Students at Level 3 or 4 from 2013-14, 2018-19, and 2021-22\***



\*Please note the EQAO assessment was changed to an online format in 2021-22 and therefore comparability with past years may be limited.



FACT SHEET

## Pathways and Post-Secondary Access: Grade 9 Cohort Tracking

In order to examine pathways and post-secondary access for students with SEN, Grade 9 students who started in Fall 2016 were traced back to when they were in Kindergarten (2006-07 and 2007-08 school years) and then from Grade 6 (Fall 2013) through to 5 years of secondary school (June 2021).

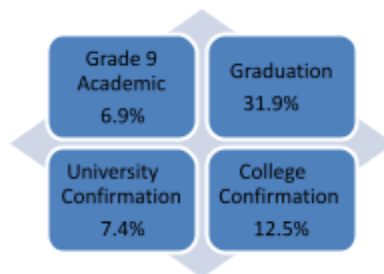
### Diagnostic Kindergarten Program

One of the Intensive Support Programs (ISPs) that the TDSB provides is the Diagnostic Kindergarten Program. This program serves Kindergarten students who have complex and/or medical needs in intellectual, communication, and fine/gross motor skills, including persistent challenges in daily living. Prior to Grade 1, students go through the Identification, Placement and Review Committee (IPRC) process to determine if the student is an exceptional learner and what supports will be required for the upcoming school year.

Within the 2016-21 Grade 9 cohort, we were able to identify 216 students who were in the Diagnostic Kindergarten Program in Junior or Senior Kindergarten.

- Virtually all of these students would later be identified as having SEN excluding gifted or non-identified/IEP-only.
  - 90% of students were in special education ISPs and 3% were non-identified or had an IEP-only in Grade 6.
- Nearly all of these students (94%) would go on to have a reported exceptionality by Grade 6 - the most frequent being autism (36%), followed by developmental disability (23%), and mild intellectual disability (20%).
- Academic trajectories and outcomes for these students were generally lower than students without SEN. The graduation rate was lower than other students in ISPs (-11.0%), however, despite a lower graduation rate, university confirmations were slightly higher (+3.8%) (see Figure 2).

**Figure 2: Academic Trajectories and Outcomes for Students in the Diagnostic Kindergarten Program (2016-21 Grade 9 cohort)**





## Secondary School Outcomes by Exceptionality Category

Out of 15,699 students in the Grade 9 cohort of 2016-2021, 13,023 or 83% could be matched to Grade 6. The other 2,676 students or 17% entered the TDSB after Grade 6 and are therefore excluded from this analysis. From those 13,023 students, outcomes were examined for the six exceptionality categories which account for 97% (as of the 2023-24 school year) of students with SEN at TDSB (developmental disability, mild intellectual disability, autism, learning disability, gifted, and behaviour).

Within the 2016-21 Grade 9 cohort, we were able to identify 134 students with autism, 45 students with developmental disability, 138 students with mild intellectual disability, 614 students with learning disability, 601 gifted students and 71 students with a behaviour exceptionality.

Table 2 highlights key differences in pathways and post-secondary access for students.

- Nearly all students with a gifted exceptionality achieved Levels 3/4 in EQAO testing, took academic programming in Grade 9, and graduated within 5 years. The vast majority also confirmed post-secondary with over three-quarters confirming university.
- Around half of students within the four largest exceptionality categories outside of gifted and developmental disability (learning disability, mild intellectual disability, autism and behavioural) achieved Levels 3/4 in EQAO testing, while far fewer took academic programming in Grade 9.
- Graduation rates varied greatly, from 34% for students with mild intellectual disability to 77% for students with a learning disability. Less than half of students with exceptionalities (excluding gifted) confirmed post-secondary.

FACT SHEET

**Table 2: The Grade 9 Cohort 2016-2021 - Outcomes for Students with a Gifted, Autism, Developmental Disability, Mild Intellectual Disability, Learning Disability or Behaviour Exceptionality**

<b>Exceptionality (Grade 6 Status)</b>	<b>Gr 6 EQAO Math level 3/4</b>	<b>Gr 6 EQAO Writing level 3/4</b>	<b>Gr 6 EQAO Reading level 3/4</b>	<b>Grade 9 Academic</b>	<b>Graduated</b>	<b>Confirmed University</b>	<b>Confirmed College</b>	<b>Confirmed Post-Secondary</b>
Gifted (N=601)	98.5%	95.9%	95.4%	99.5%	96.0%	77.3%	3.5%	80.8%
Autism (N=134)	64.4%	54.9%	62.7%	24.6%	55.6%	16.1%	17.7%	33.9%
Developmental Disability (N=45)	0.0%	0.0%	25.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Mild Intellectual Disability (N=138)	67.9%	55.9%	59.0%	2.2%	34.4%	1.6%	15.6%	17.2%
Learning Disability (N=614)	62.4%	51.4%	61.1%	30.8%	76.8%	21.6%	25.1%	46.7%
Behaviour (N=71)	52.2%	45.1%	43.6%	15.5%	46.3%	7.5%	9.0%	16.4%
Students without SEN (N=9,561)	81.7%	77.8%	80.5%	91.0%	92.9%	65.3%	14.3%	79.6%



## Secondary School Outcomes by Exceptionality and Placement

Table 3 highlights key differences in pathways and post-secondary access for students in regular classes versus special education classes:

- Nearly all students with a gifted exceptionality took academic courses in Grade 9, as did a majority (53%) of students with SEN in regular classes. In contrast, only one in twenty students in ISP and one in five students in Home School Program (HSP) took academic Grade 9 courses.
- Almost all students with a gifted exceptionality (96%) graduated, as did most students with SEN in regular classrooms (79%) and HSP (73%). Conversely, less than half (43%) of those in ISP had graduated by 2021, although many were still in the TDSB in secondary Year 6.
- Most students with a gifted exceptionality transitioned to university (65%). Over half (58%) of students with SEN in regular programming in Grade 6 also went directly to post-secondary, but their pathways were split between college (27%) and university (31%).
- Post-secondary was not the direct pathway for most students in ISPs in Grade 6: only 16% of those in ISP and 44% of those in HSP made the transition, generally into the Ontario community college system. We also know from previous research<sup>2</sup> that for students with SEN, those who do transition to college are generally from higher-income neighbourhoods.

FACT SHEET

<sup>2</sup> Robson, K. L., Anisef, P., Brown, R. S., & Parekh, G. (2014). The Intersectionality of Postsecondary Pathways: The Case of High School Students with Special Education Needs. *Canadian Review of Sociology/Revue canadienne de sociologie*, 51: 193–215. doi:10.1111/cars.12044



FACT SHEET

**Table 3: The Grade 9 Cohort 2016-2021 - Students with SEN in Grade 6 (2013-14) and Status up to Grade 12 (2020-21)**

Subgroups (Grade 6 Status)	Grade 9 Academic	Graduated	Confirmed University	Confirmed College	Confirmed Post-Secondary
Gifted - regular and special education classes (N=601)	99.5%	96.0%	77.3%	3.5%	80.8%
Students without SEN (N=9,561)	91.0%	92.9%	65.3%	14.3%	79.6%
ISP excluding Gifted (N=460)	5.4%	42.9%	3.6%	12.6%	16.2%
HSP* excluding Gifted (N=488)	19.3%	73.3%	11.8%	31.7%	43.5%
Students with SEN in regular classrooms excluding Gifted (N=1,913)	53.4%	79.4%	31.2%	27.0%	58.1%

\*Given the unfavourable outcomes stemming from HSP, the TDSB has phased out HSP as of 2022-23 in a shift towards more inclusionary practices<sup>3</sup>.

<sup>3</sup> Special Education Plan 2020 (2020). Toronto, Ontario, Canada: Toronto District School Board.







**Summary**

The intersections between gender, race, SES, and SEN highlighted earlier in this appendix, combined with these findings regarding academic pathways and outcomes illustrates how some groups of TDSB students are disproportionately and negatively impacted relative to other groups of students.

EQAO mathematics results demonstrated marked differences in achievement between gifted students, students with SEN excluding gifted and students without SEN. Students in ISPs (particularly students with SEN excluding gifted) achieved at lower levels than students in regular classes.

Data from the 2016-21 Grade 9 cohort revealed that students in the Diagnostic Kindergarten Program and/or ISP were far less likely to take academic courses in Grade 9, to have graduated after 5 years of secondary education, or to confirm an offer from a post-secondary institution. Outcomes for students in HSP were also generally negative. These students were overwhelmingly male, racialized, and from lower SES backgrounds, which led to the TDSB phasing out HSP as of 2022-23.

F  
A  
C  
T  
S  
H  
E  
E  
T



## **Special Education and Inclusion 2023-2024 Annual Report Executive Summary**

### **Introduction**

The Toronto District School Board (TDSB) is committed to providing welcoming, safe, nurturing and inclusive learning environments for students. We believe in ensuring equity of access and equity of outcome for all students, including students with disabilities and special education needs. We recognize that students develop and learn in different ways, have different strengths and needs, and require different levels of support which includes special education programs and services.

The work of the Special Education and Inclusion Department, as outlined in the report, 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.

This school year (2023-24), there are 41,075 students of a total 238,106 students (17% of total TDSB student population) with special education needs (formally identified as well as having an Individual Education Plan or IEP only). Of the 41,075, 17,501 or 43% are formally identified with exceptionalities as defined by the Ontario Ministry of Education, while 23,574 or 57% have IEPs, but no exceptionality.

Ontario Regulation 181/98 requires school boards to consider placing students with exceptionalities into regular classes with appropriate special education supports before considering placement in special education classes. Students who are welcomed, included and supported in neighborhood schools in age-appropriate, regular classes are able to learn, contribute and participate in all aspects of school life. Other students in these classes also benefit from students with special education needs being in the regular classroom by having increased interactions with, and understanding of, students with disabilities (Gupta et al., 2014)<sup>1</sup>. In addition, research shows that academic achievement is the same or higher in inclusive settings for students without special education needs and better social interactions are exhibited due to this increased understanding of diverse populations of students (Salend & Garrick Duhaney, 1999)<sup>2</sup>.

In the TDSB, we continue to be responsive to the understanding that some students may require more specialized or intensive programs and services. This school year, of the 17,501 students with exceptionalities, 41% (7,193 students) are in regular

---

<sup>1</sup> Gupta, S. S., Henninger IV, W. R., & Vinh, M. E. (2014). How do children benefit from inclusion? *First steps to preschool inclusion: How to jumpstart your program wide plan*, 33-57.

<sup>2</sup> Salend, S. J., & Garrick Duhaney, L. M. (1999). The impact of inclusion on students with and without disabilities and their educators. *Remedial and special education*, 20(2), 114-126.

classes, while 59% (10,308 students) are in special education classes. When all students with SEN are considered (i.e., including the 23,574 IEP-only students), 75% (30,767 students) are in regular programming, while 25% (10,308 students) are in special education classes

## **Outline of Report**

The Special Education and Inclusion Department has continued to expand on the work outlined in the 2022-2023 Special Education and Inclusion Annual Report by creating coherence and alignment of special education and inclusion practices, programs and structures across the TDSB. The 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 of staff at all levels in serving students with special education needs, and all students.

Furthermore, the team has been working to disrupt the following assumptions which can lead to attitudinal barriers to student success and which contribute to ableism:

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

This report outlines these areas:

### **Context**

- Introduction
- Multi-Year Strategic Plan
- Inclusion

### **Action Plans and Associated Timelines**

#### **Creating Coherence and Alignment to Support Student Success**

- Changing Mindsets:
  - Ableism in Education Book Study
  - Early Years
  - Students on a Modified Day Schedule

- Challenging and Dismantling Oppressive Structures:
  - The Referral Process
  - Special Education Program Recommendation Committee (SEPRC) Review
  - Employability Skills for Students with Special Education Needs
  
- Capacity Building:
  - Teaching and Learning
  - Mathematics
  - Drop-In Learning Sessions
  - Attention Deficit Hyperactivity Disorder (ADHD)
  - Partnership with Apple Canada
  - Additional Qualification (AQ) Subsidy
  -
  
- Communication and Engagement:
  - Fact Sheets
  - Parent/Guardian/Caregiver Webinar Sessions
  - Parents and Caregivers as Partners Conference
  - Grade 8-9 Transition Information Session
  - Guides for Parents/Guardians/Caregivers
  - Autism Spectrum Disorder (ASD) After School Skills Development Program
  - Special Education Advisory Committee (SEAC) K-12 Working Group

## **Conclusion**

The Toronto District School Board (TDSB) continues to focus on ensuring that students with special education needs are served 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 welcoming, inclusive and accepting environments.

## **Special Education and Inclusion 2023-2024 Annual Report Executive Summary**

### **Introduction**

The Toronto District School Board (TDSB) is committed to providing welcoming, safe, nurturing and inclusive learning environments for students. We believe in ensuring equity of access and equity of outcome for all students, including students with disabilities and special education needs. We recognize that students develop and learn in different ways, have different strengths and needs, and require different levels of support which includes special education programs and services.

The work of the Special Education and Inclusion Department, as outlined in the report, 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.

This school year (2023-24), there are 41,075 students of a total 238,106 students (17% of total TDSB student population) with special education needs (formally identified as well as having an Individual Education Plan or IEP only). Of the 41,075, 17,501 or 43% are formally identified with exceptionalities as defined by the Ontario Ministry of Education, while 23,574 or 57% have IEPs, but no exceptionality.

Ontario Regulation 181/98 requires school boards to consider placing students with exceptionalities into regular classes with appropriate special education supports before considering placement in special education classes. Students who are welcomed, included and supported in neighborhood schools in age-appropriate, regular classes are able to learn, contribute and participate in all aspects of school life. Other students in these classes also benefit from students with special education needs being in the regular classroom by having increased interactions with, and understanding of, students with disabilities (Gupta et al., 2014)<sup>1</sup>. In addition, research shows that academic achievement is the same or higher in inclusive settings for students without special education needs and better social interactions are exhibited due to this increased understanding of diverse populations of students (Salend & Garrick Duhaney, 1999)<sup>2</sup>.

In the TDSB, we continue to be responsive to the understanding that some students may require more specialized or intensive programs and services. This school year, of the 17,501 students with exceptionalities, 41% (7,193 students) are in regular

---

<sup>1</sup> Gupta, S. S., Henninger IV, W. R., & Vinh, M. E. (2014). How do children benefit from inclusion? *First steps to preschool inclusion: How to jumpstart your program wide plan*, 33-57.

<sup>2</sup> Salend, S. J., & Garrick Duhaney, L. M. (1999). The impact of inclusion on students with and without disabilities and their educators. *Remedial and special education*, 20(2), 114-126.

classes, while 59% (10,308 students) are in special education classes. When all students with SEN are considered (i.e., including the 23,574 IEP-only students), 75% (30,767 students) are in regular programming, while 25% (10,308 students) are in special education classes

## Outline of Report

The Special Education and Inclusion Department has continued to expand on the work outlined in the 2022-2023 Special Education and Inclusion Annual Report by creating coherence and alignment of special education and inclusion practices, programs and structures across the TDSB. The 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 of staff at all levels in serving students with special education needs, and all students.

Furthermore, the team has been working to disrupt the following assumptions which can lead to attitudinal barriers to student success and which contribute to ableism:

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

This report outlines these areas:

## Context

- Introduction
- Multi-Year Strategic Plan
- Inclusion

## Action Plans and Associated Timelines

### Creating Coherence and Alignment to Support Student Success

- Changing Mindsets:
  - Ableism in Education Book Study
  - Early Years
  - Students on a Modified Day Schedule

- Challenging and Dismantling Oppressive Structures:
  - The Referral Process
  - Special Education Program Recommendation Committee (SEPRC) Review
  - Employability Skills for Students with Special Education Needs
  
- Capacity Building:
  - Teaching and Learning
  - Mathematics
  - Drop-In Learning Sessions
  - Attention Deficit Hyperactivity Disorder (ADHD)
  - Partnership with Apple Canada
  - Additional Qualification (AQ) Subsidy
  -
  
- Communication and Engagement:
  - Fact Sheets
  - Parent/Guardian/Caregiver Webinar Sessions
  - Parents and Caregivers as Partners Conference
  - Grade 8-9 Transition Information Session
  - Guides for Parents/Guardians/Caregivers
  - Autism Spectrum Disorder (ASD) After School Skills Development Program
  - Special Education Advisory Committee (SEAC) K-12 Working Group

## Conclusion

The Toronto District School Board (TDSB) continues to focus on ensuring that students with special education needs are served 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 welcoming, inclusive and accepting environments.

The information found in this report suggests TDSB practices are dissimilar to other school districts. The TDSB Special Education Advisory Committee (SEAC) seeks to better understand resource allocation and placement trends for students with disabilities and special education needs. Additional support for students and professional learning is often sought. These reflections and others indicate that a review of the special education model within the TDSB may lead to recommendations to strengthen programs, supports and services. A Review of Special Education Programs, Supports and Services will be initiated in the 2024-2025 school year.

## **Special Education and Inclusion 2023-2024 Annual Report Executive Summary**

### **Introduction**

The Toronto District School Board (TDSB) is committed to providing welcoming, safe, nurturing and inclusive learning environments for students. We believe in ensuring equity of access and equity of outcome for all students, including students with disabilities and special education needs. We recognize that students develop and learn in different ways, have different strengths and needs, and require different levels of support which includes special education programs and services.

The work of the Special Education and Inclusion Department, as outlined in the report, 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.

This school year (2023-24), there are 41,075 students of a total 238,106 students (17% of total TDSB student population) with special education needs (formally identified as well as having an Individual Education Plan or IEP only). Of the 41,075, 17,501 or 43% are formally identified with exceptionalities as defined by the Ontario Ministry of Education, while 23,574 or 57% have IEPs, but no exceptionality.

Ontario Regulation 181/98 requires school boards to consider placing students with exceptionalities into regular classes with appropriate special education supports before considering placement in special education classes. Students who are welcomed, included and supported in neighborhood schools in age-appropriate, regular classes are able to learn, contribute and participate in all aspects of school life. Other students in these classes also benefit from students with special education needs being in the regular classroom by having increased interactions with, and understanding of, students with disabilities (Gupta et al., 2014)<sup>1</sup>. In addition, research shows that academic achievement is the same or higher in inclusive settings for students without special education needs and better social interactions are exhibited due to this increased understanding of diverse populations of students (Salend & Garrick Duhaney, 1999)<sup>2</sup>.

In the TDSB, we continue to be responsive to the understanding that some students may require more specialized or intensive programs and services. This school year, of the 17,501 students with exceptionalities, 41% (7,193 students) are in regular

---

<sup>1</sup> Gupta, S. S., Henninger IV, W. R., & Vinh, M. E. (2014). How do children benefit from inclusion? *First steps to preschool inclusion: How to jumpstart your program wide plan*, 33-57.

<sup>2</sup> Salend, S. J., & Garrick Duhaney, L. M. (1999). The impact of inclusion on students with and without disabilities and their educators. *Remedial and special education*, 20(2), 114-126.



classes, while 59% (10,308 students) are in special education classes. When all students with SEN are considered (i.e., including the 23,574 IEP-only students), 75% (30,767 students) are in regular programming, while 25% (10,308 students) are in special education classes

## Outline of Report

The Special Education and Inclusion Department has continued to expand on the work outlined in the 2022-2023 Special Education and Inclusion Annual Report by creating coherence and alignment of special education and inclusion practices, programs and structures across the TDSB. The 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 of staff at all levels in serving students with special education needs, and all students.

Furthermore, the team has been working to disrupt the following assumptions which can lead to attitudinal barriers to student success and which contribute to ableism:

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

This report outlines these areas:

## Context

- Introduction
- Multi-Year Strategic Plan
- Inclusion

## Action Plans and Associated Timelines

### Creating Coherence and Alignment to Support Student Success

- Changing Mindsets:
  - Ableism in Education Book Study
  - Early Years
  - Students on a Modified Day Schedule

- Challenging and Dismantling Oppressive Structures:
  - The Referral Process
  - Special Education Program Recommendation Committee (SEPRC) Review
  - Employability Skills for Students with Special Education Needs
  
- Capacity Building:
  - Teaching and Learning
  - Mathematics
  - Drop-In Learning Sessions
  - Attention Deficit Hyperactivity Disorder (ADHD)
  - Partnership with Apple Canada
  - Additional Qualification (AQ) Subsidy
  -
  
- Communication and Engagement:
  - Fact Sheets
  - Parent/Guardian/Caregiver Webinar Sessions
  - Parents and Caregivers as Partners Conference
  - Grade 8-9 Transition Information Session
  - Guides for Parents/Guardians/Caregivers
  - Autism Spectrum Disorder (ASD) After School Skills Development Program
  - Special Education Advisory Committee (SEAC) K-12 Working Group

## **Conclusion**

The Toronto District School Board (TDSB) continues to focus on ensuring that students with special education needs are served 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 welcoming, inclusive and accepting environments.

## **Special Education and Inclusion 2023-2024 Annual Report Executive Summary**

### **Introduction**

The Toronto District School Board (TDSB) is committed to providing welcoming, safe, nurturing and inclusive learning environments for students. We believe in ensuring equity of access and equity of outcome for all students, including students with disabilities and special education needs. We recognize that students develop and learn in different ways, have different strengths and needs, and require different levels of support which includes special education programs and services.

The work of the Special Education and Inclusion Department, as outlined in the report, 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.

This school year (2023-24), there are 41,075 students of a total 238,106 students (17% of total TDSB student population) with special education needs (formally identified as well as having an Individual Education Plan or IEP only). Of the 41,075, 17,501 or 43% are formally identified with exceptionalities as defined by the Ontario Ministry of Education, while 23,574 or 57% have IEPs, but no exceptionality.

Ontario Regulation 181/98 requires school boards to consider placing students with exceptionalities into regular classes with appropriate special education supports before considering placement in special education classes. Students who are welcomed, included and supported in neighborhood schools in age-appropriate, regular classes are able to learn, contribute and participate in all aspects of school life. Other students in these classes also benefit from students with special education needs being in the regular classroom by having increased interactions with, and understanding of, students with disabilities (Gupta et al., 2014)<sup>1</sup>. In addition, research shows that academic achievement is the same or higher in inclusive settings for students without special education needs and better social interactions are exhibited due to this increased understanding of diverse populations of students (Salend & Garrick Duhaney, 1999)<sup>2</sup>.

In the TDSB, we continue to be responsive to the understanding that some students may require more specialized or intensive programs and services. This school year, of the 17,501 students with exceptionalities, 41% (7,193 students) are in regular

---

<sup>1</sup> Gupta, S. S., Henninger IV, W. R., & Vinh, M. E. (2014). How do children benefit from inclusion? *First steps to preschool inclusion: How to jumpstart your program wide plan*, 33-57.

<sup>2</sup> Salend, S. J., & Garrick Duhaney, L. M. (1999). The impact of inclusion on students with and without disabilities and their educators. *Remedial and special education*, 20(2), 114-126.

classes, while 59% (10,308 students) are in special education classes. When all students with SEN are considered (i.e., including the 23,574 IEP-only students), 75% (30,767 students) are in regular programming, while 25% (10,308 students) are in special education classes

## Outline of Report

The Special Education and Inclusion Department has continued to expand on the work outlined in the 2022-2023 Special Education and Inclusion Annual Report by creating coherence and alignment of special education and inclusion practices, programs and structures across the TDSB. The 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 of staff at all levels in serving students with special education needs, and all students.

Furthermore, the team has been working to disrupt the following assumptions which can lead to attitudinal barriers to student success and which contribute to ableism:

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

This report outlines these areas:

### Context

- Introduction
- Multi-Year Strategic Plan
- Inclusion

### Action Plans and Associated Timelines

#### Creating Coherence and Alignment to Support Student Success

- Changing Mindsets:
  - Ableism in Education Book Study
  - Early Years
  - Students on a Modified Day Schedule

- Challenging and Dismantling Oppressive Structures:
  - The Referral Process
  - Special Education Program Recommendation Committee (SEPRC) Review
  - Employability Skills for Students with Special Education Needs
  
- Capacity Building:
  - Teaching and Learning
  - Mathematics
  - Drop-In Learning Sessions
  - Attention Deficit Hyperactivity Disorder (ADHD)
  - Partnership with Apple Canada
  - Additional Qualification (AQ) Subsidy
  -
  
- Communication and Engagement:
  - Fact Sheets
  - Parent/Guardian/Caregiver Webinar Sessions
  - Parents and Caregivers as Partners Conference
  - Grade 8-9 Transition Information Session
  - Guides for Parents/Guardians/Caregivers
  - Autism Spectrum Disorder (ASD) After School Skills Development Program
  - Special Education Advisory Committee (SEAC) K-12 Working Group

## Conclusion

The Toronto District School Board (TDSB) continues to focus on ensuring that students with special education needs are served 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 welcoming, inclusive and accepting environments.

The information found in this report suggests TDSB practices are dissimilar to other school districts. The TDSB Special Education Advisory Committee (SEAC) seeks to better understand resource allocation and placement trends for students with disabilities and special education needs. Additional support for students and professional learning is often sought. These reflections and others indicate that a review of the special education model within the TDSB may lead to recommendations to strengthen programs, supports and services. A Review of Special Education Programs, Supports and Services will be initiated in the 2024-2025 school year.

**Blank Page**



# Math Achievement Action Plan: 2023-2024, Update 3

**To:** Program and School Services Committee

**Date:** 8 May, 2024

**Report No.:** 05-24-4711

## Strategic Directions

- Commit to the implementation of the Truth and Reconciliation Commission of Canada: Calls to Action.
- Belong - All students belong, are engaged, and valued in an inclusive environment.
- Achieve - All students reach high levels of achievement, success, and personal development.
- Thrive - All students graduate with the confidence, skills, and knowledge to thrive.
- Revitalize - All students and staff learn and work in inclusive, safe, and modern environments.

Equity as a guiding principle: Equity is foundational to all TDSB work and will be embedded throughout the strategic directions.

## Recommendation

It is recommended that the third of three Math Achievement Action Plan Updates for 2023-24 be received.

## Context

Building on the foundational work outlined in the first two math reports in 2023-2024, the Toronto District School Board (TDSB) continues to advance its vision for delivering inclusive and culturally responsive mathematics education as evidenced in the Math Achievement Action Plan, which aligns with the Better Schools and Student Outcomes Act of 2023. Since the last update, the Mathematics Department has deepened engagement with the curriculum, expanded professional learning (PL) opportunities for educators, and refined the approach to understanding and supporting the diverse needs

of mathematics learners. This report will share progress in key areas such as curriculum implementation, educator support, and student engagement. The report also highlights the work of the Math Learning Partner Schools and insights gained from surveys and assessments of implementing our Key Performance Indicators (KPIs). Through a collaborative effort, strategic planning, and a focus on student success, TDSB's Math Achievement Action Plan is making strides toward a future where every student can excel in mathematics.

## Professional Learning Update

This year the TDSB Mathematics department has engaged over 1324 staff in professional learning opportunities in Mathematics.

**Unlocking Fractions Understanding:** A new series based on the work of Dr. Heather Wark and Dr. Cathy Bruce was introduced, which focused on fractions to enhance understanding and teaching methods in this critical area. Teachers of students in grades 4-10 have been attending these sessions. An initial pilot series supported 78 participants.

In the exit surveys, teachers praised the interactive and practical approach, highlighting the use of folding activities to understand mixed numbers and the importance of specific vocabulary.

- 88% of participants responded that the learning series provided them with new learning that they could implement immediately in their classrooms.
- 85% of participants responded that the learning series deepened their content knowledge in fractions.
- One secondary teacher stated that they have found the learning helpful in terms of developing their understanding of "how fraction concepts can be built upon and scaffolded for grade 9 and 10 students struggling."

The 'Unlocking Fractions Understanding' series has markedly enhanced fractions teaching and understanding among teachers in grades 4-10, particularly in scaffolding complex fraction concepts for students.

**Building Foundational Math Skills in the Early Years:** This professional learning is based on the work of Dr. Alex Lawson and aimed at enhancing foundational math skills among younger students. As of April 2024, over 530 participants have attended.

In the exit surveys, teachers said it helped them understand and apply specific teaching strategies, gave them insights into lesson planning and progression, and provided engaging activities for their students.

- 89% of participants responded that the learning series provided them with new learning that they could implement immediately in their classrooms.
- One participant commented, "It's great to see all the different ways we can teach math concepts. It really makes math feel more open and accessible to everyone."

The 'Building Foundational Math Skills in the Early Years' series provided strategies to foster early math skills, laying a solid foundation for future academic success.



**Building Thinking Classrooms:** Based on Dr. Peter Liljedahl's work, this professional learning focused on creating classrooms that promote critical thinking and problem-solving in mathematics. As of April 2024, over 650 participants have attended.

In the exit surveys, teachers indicated that the strategies they attempted first included using vertical, non-permanent surfaces, giving thinking tasks, and forming visibly random groups.

- 82% of participants responded that the thinking classroom framework has positively impacted students' engagement in math class.
- 80% of participants responded that their inquiry into the thinking classroom framework has positively impacted students' sense of joy, belonging, and inclusion in math class.
- Some participants' comments included, "These types of tasks have increased their motivation, and they seem to enjoy math more," and "Students are more willing to try new questions and are less afraid of making mistakes."

The 'Building Thinking Classrooms' series fosters problem-solving environments that bolster mathematical curiosity and transforms learning experiences into one of enjoyment and active participation.

**Spiraling Coding in Destreamed Grade Nine Classrooms:** In partnership with the Ontario Institute for Studies in Education of the University of Toronto (OISE/UT), this program supported secondary math teachers in effectively implementing the 2021 Grade 9 destreamed math curriculum. As of April 2024, over 72 secondary school participants attended from over 100 secondary schools across the TDSB.

In the exit surveys, teachers shared that they plan on having students try coding through various topics, emphasizing the practical use of code (Python) in different units and making learning more interactive. Many teachers mention a desire to encourage problem-solving by giving students coding problems to explore, using loops and other constructs they've learned.

- 93% of participants responded that the learning series provided them with new learning that they could implement immediately in their classrooms.
- 76% of participants responded that participating in the session improved their knowledge and comfort with coding in mathematics.
- Teachers' comments included that they felt "All the tasks can be directly applied in Grade 9 math."

The Spiraling Coding in Destreamed Grade Nine series initiative has empowered secondary school teachers to integrate coding across the curriculum.

**Principal and Vice Principal learning sessions:** Sessions for school administrators continued with Building Foundational Math Skills in the Early Years, Building Thinking Classrooms, and a new session supporting the Unlocking Fractions. In this new offering, math learning is integrated into leadership moves and School Improvement Planning.

Exit surveys of participants indicated that administrators would like more sessions next year to connect data collection, monitoring strategies, and professional learning plans for their staff. Participants' comments included, "I really appreciate being able to participate in educator learning and having a separate opportunity to speak about instructional leadership and supporting teachers"...with administrator colleagues (sic). Another commented "I always feel empowered with resources and more understanding after visiting your sessions."

## **Math Additional Qualifications**

We continue to provide subsidies to Ontario College of Teachers (OCT) certified staff for completing Additional Qualification (AQ) courses in math. The subsidy funding is from a Ministry grant that the TDSB successfully obtained. As of April over 160 teachers have received a Math AQ subsidy. Staff can take the Math Aqs with any accredited provider, but the TDSB has offered several sessions of the Math Primary/Junior Part 1 and Math Primary/Junior Part 2 at a lower cost than external providers and connects the content of the courses to TDSB resources and priorities. In the Fall and Winter terms, 120 teachers have taken to TDSB Math Aqs so far this year.

- 93% of AQ participants responded that learning they experienced in the Math AQ course will result in permanent changes to their practice.
- 89% of AQ participants responded that their math content knowledge for teaching grew significantly from this course.
- 85% of AQ participants responded that the professional learning experiences in this course significantly influenced their practice to be more inclusive (e.g. diversity of learners).

A few participant comments include that they "loved the multiplication Module. It's not something I'd focused on before in such detail, and it really opened my eyes to new methods." The equity questions were impactful for "giving students feedback on their work in a way that promotes growth and understanding." Exploring resources was helpful "because it's something I can directly apply in my classroom. It was very practical." Teachers also liked "creating math word problems, using brain teasers, and finding real-world connections."

## **Assessment Focused Pilot Studies**

Two small scale pilot studies being conducted, involving students participating in pre-tests and mid-point assessment activities as part of their math learning. The student responses will be submitted to the central math team for assessment and analysis. The insights gathered will form the foundation for discussions with school teams with the focus of providing specific professional learning strategies. These strategies will support educators' addressing the needs of students struggling with their math understanding prior to the end of the math unit or math semester.

This work will be further supported by the exploration of technology solutions that facilitate a model of continuous formative assessment in a centralized manner. This approach will provide central staff with continuous data, enabling them to meet the educational needs of schools throughout the year. The ultimate goal is to achieve district-wide agility in addressing both student and teacher learning needs in real time.

## Math Learning Partners (MLPs)

The Ministry provided targeted Priorities and Partnerships Funding (PPF) to hire Math Learning Partner staff (MLP). The MLPs have been working closely with teachers within MLP Schools. Their role includes supporting academic achievement and providing in-class facilitation. MLPs have significantly contributed to math teaching effectiveness through classroom-based support, which accounts for 85% of their schedules, and professional learning facilitation, representing approximately 15% of their schedules. Their work targets grades 3, 6, and 9 in MLP schools, and the Math Learning Partners emphasize high-impact instructional practices, curriculum fidelity, and deepening teachers' content knowledge. MLP classroom visits consist primarily of full-day sessions (43%) and half-day sessions (38%), with shorter visits (lasting between 30 to 80 minutes) comprising the smallest fraction of the total visits. The two areas of focus that are both frequently addressed in the same visits include high-impact instructional practices in math (71%) and fidelity to the curriculum (70%). Other significant areas that are included in many visits also include math content knowledge (50%), understanding math learners (31%), and math assessment strategies (31%). The MLPs have directly supported over 6000 students through co-teaching, co-planning and working in classrooms with students. Observations of educator confidence increasing when applying effective math practices are notably high, with an average observed increase in math confidence rated at 4 out of 5. In addition, MLPs provide instructional resources and family engagement activities alongside strategies for student engagement, assessment and math teaching methods.

## Updates on Key Performance Indicators (KPIs)

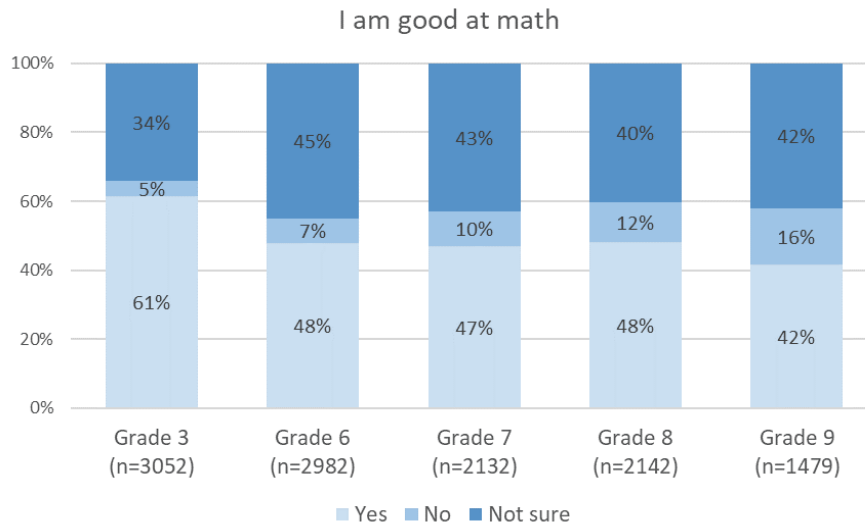
In response to a Ministry of Education mandate that all Ontario students in grades 3, 6, 7, 8 and 9 have access to math digital tools and that the Board collect data on student attitudes towards mathematics, the Toronto District School Board (TDSB) conducted system-wide surveys for students in grades 3, 6, 7, 8, and 9, as well as math teachers, school administrators, and system leaders in late Fall 2023 to Spring 2024. Below is a summary of those surveys' findings, including respondents who answered at least the first question beyond the demographic section of their respective surveys.

## Student Surveys

A total of 45,376 students in grade 3, and grades 6-9 participated in the survey on Math Digital Tools. While there was a similar proportion of students represented in each grade, the highest proportions were in Grade 3 (25%) and Grade 6 (24%). Of the 589 schools listed, at least 1 student responded from 540 of them (91% of schools).

**Math confidence:** Students in grades 3, 6, and 9 in MLP schools (formerly called Math Priority Schools) were asked to indicate if they believe they are good at math. Results show that confidence in math declined with each increase in grade level, partly due to a greater proportion of students indicating “I don’t know” (see Figure 4). Math confidence is highest in grade 3 (61% indicating yes) and lowest in grade 9 (42%).

**Figure 4. Math Confidence of Students in MLP Schools**



Prepared by TDSB Research and Development, April 2024

Note: Only Grade 9 students enrolled in a math course during the Fall 2023 semester (September 2023-February 2024) were asked the question about whether or not they believe they are good at math.

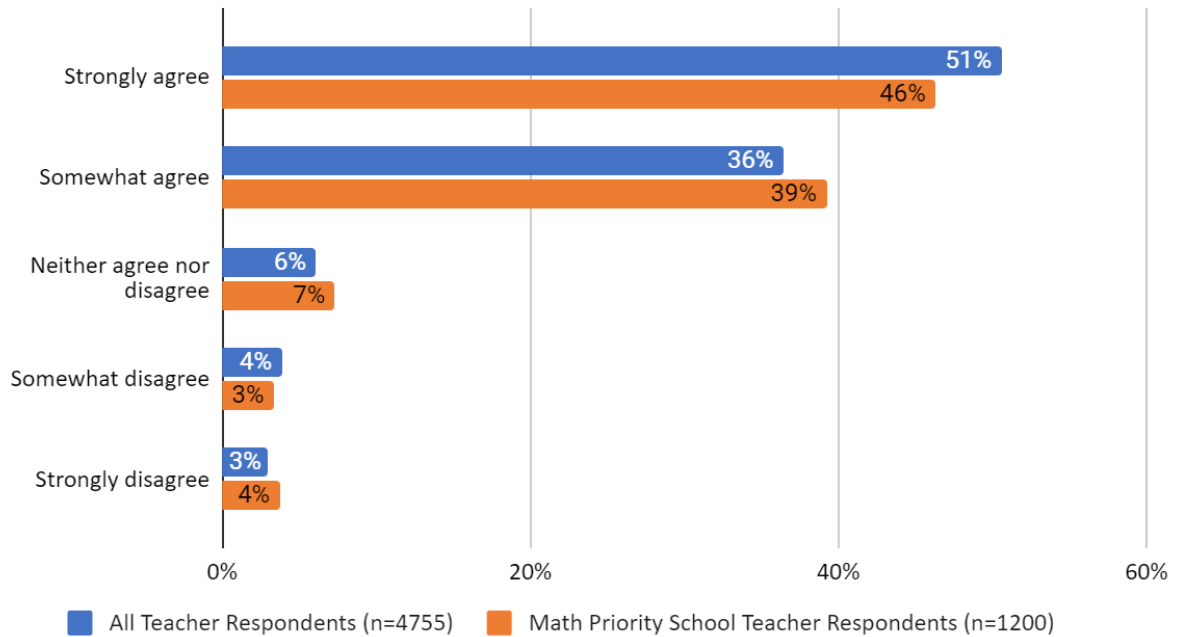
## Teacher Surveys

A total of 10,047 teachers participated in the survey. Of these, 2,156 taught at Math Learning Partner (MLP) schools. More respondents taught math in the elementary panel (K-6) than middle and secondary (7-12), with 72% of all teachers and 57% of MLP school teachers teaching math between Kindergarten to grade 6. Of the 589 schools listed, at least 1 teacher responded from 502 of the schools (85% of schools). Of the 126 MLP Schools, at least 1 teacher responded from 121 of the schools (96% of schools).

Teachers were asked the degree to which they felt confident in their ability to teach math effectively to their students. Most teachers (87%) either strongly agreed (51%) or somewhat agreed (36%). Results are similar for teachers in all schools and MLP schools (see Figure 5).

**Figure 5. Teacher Confidence in Teaching Math Effectively to Their Students**

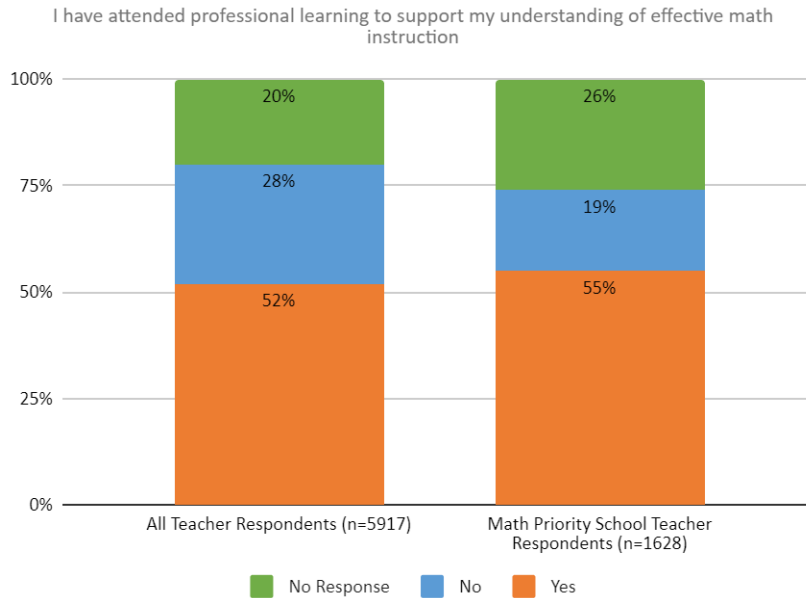
I feel confident in my ability to teach math effectively to my students.



Prepared by TDSB Research and Development, April 2024

When asked about professional learning participation, just over half of teachers (52% of teachers at all schools and 55% of teachers at MLP schools) indicated that they have attended professional learning to support their understanding of effective math instruction (see Figure 6). The top three most referenced types of professional learning for teachers at all schools are AQ courses (15%), school board learning sessions (14%), and 12% who did not specify the type of math PL. For teachers in math priority schools, Building Thinking Classrooms was referenced the most at 23%, followed by school board learning sessions (13%) and AQ courses (11%). Other frequently mentioned PL were Building Foundational Math Skills in The Early Years, destreaming, OAME (Ontario Association of Math Educators) conferences, 3-part lesson, and Digital Tools Training (e.g., Knowledgehook, Brainingcamp, MathUP, Mathology).

**Figure 6. Teacher Professional Learning Participation**



Prepared by TDSB Research and Development, April 2024

## School Administrator and System Leader Surveys

Of the 885 administrators who participated in the survey and indicated their role, 70% indicated they were principals and 30% indicated they were Vice Principals. When asked if their school was a MLP school, 68% indicated no, 28% indicated yes, and 4% indicated they didn't know. When asked which grades their respective school serves, most administrators indicated that their school serves K- grade 8 (31%), followed by K-grade 6 (24%), and grades 9-12 (18%). Of the system leaders who participated in the survey (n=25), most held roles within a Learning Network.

**Confidence:** When asked about the degree to which they felt confident in their ability to support teachers in effectively teaching math to students, the majority of administrators (71%) and system leaders (60%) selected either 'somewhat agree' or 'strongly agree' with this statement.

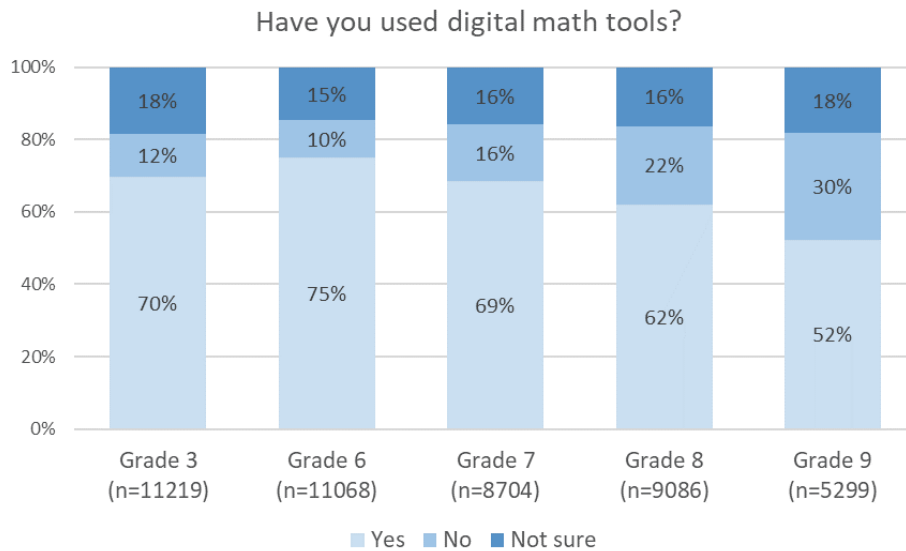
**Professional learning:** All of these respondents also selected 'yes' when asked if teachers in their math priority school are attending professional learning. When asked about professional learning participation, 63% of school administrators and 87% of system leaders indicated that they have attended professional learning to understand their role in supporting effective math instruction. The most referenced types of professional learning amongst administrators were Building Thinking Classrooms (32%), Early Years math (11%), and Mathematics Instructional Leadership for Administrators (8%). The most referenced professional learning among system leaders was math instruction at senior team meetings (38%).

## Digital Math Tool Usage

The Ministry has established an ambitious goal, aiming for 100% of students in grades 3, 6, 7, 8, and 9 to utilize digital math tools. In support of this objective, the Ministry has allocated targeted Projected Pupil Foundation (PPF) funding specifically for digital math tools. Some tools, including Knowledgehook and Brainingcamp, are available across the entire system. Math Learning Partner Schools have also been granted access to additional centrally-provided licenses for specific tools like MathUP and Mathology. In addition, the TDSB Math website provides staff with a list of district-supported math tools that have completed a cyber-risk assessment, such as Adobe Creative Cloud, Desmos, Geogebra, Graspable Math, Mathies, Minecraft for Education, Scratch, Scratch Jr., Tumblemath, TVO Mathify, and TVO mPower.

**Students:** In the system survey, across all grades, more than half of students indicated that they have used digital math tools. The grade with the greatest proportion of digital math tool users was grade 6 (75%), followed by grade 3 (70%) and grade 7 (69%) (see Figure 10). The grade with the lowest proportion of digital math tool users was grade 9 (52%), due to a greater proportion of students who indicated that they have not used digital math tools (30%).

**Figure 10. Use of Digital Math Tools**



Prepared by TDSB Research and Development, April 2024

Respondents were provided with a list of digital math tools and asked to indicate any that they use. Across all grades, the most used digital math tool among students was Knowledgehook, followed by “other,” and then MathUp. Other technologies listed included Prodigy, IXL, Khan Academy, Mathletics and Desmos.

**Teachers:** When asked which digital tools their students use regularly, teacher responses were similar to student responses. Knowledgehook was the most referenced tool (21%). A high proportion of teachers also selected “other,” meaning they use tools

not listed in the question. Among teachers who selected “other,” the most referenced tools were Prodigy and MathUp; similarly to the students, they referenced Khan Academy, IXL, Mathletics and Desmos, but teachers also referenced many other tools, including Mathology, Brainiaccamp, Scratch, Geogebra, TVO Mathify and Graspable Math. Additionally, 90% of teachers answered “yes” to “I would like to learn more about Digital Math Tools for my students.”

When asked if they are familiar with the digital math tools available to their students, 60% of teachers at ‘all schools’ and 68% of MLP school teachers responded that they were aware. When asked if digital math tools are used as part of the math program, roughly half of teachers (52-53%) indicated ‘sometimes’. Conversely, 20% of teachers at ‘all schools’ and 15% of teachers in MLP schools indicated ‘not at all’. These responses suggest that while math digital tools are being used in many classrooms, they may not be used consistently or frequently.

**Administrators and System Leaders:** From the survey, 74% of Administrators and 81% of System Leaders indicated that they were familiar with the Digital Math Tools available to students. Nearly all system leaders and administrators stated digital tools are ‘all the time’ or ‘sometimes’ used by students as part of the math program (96% for administrators and 100% for system leaders). When selecting which digital tools they believe students use regularly, most administrators indicated Knowledgehook (66%), followed by Scratch and a number of other tools. When system leaders were asked if they believe that school principals are aware that the Ministry has set a target of 100% of students in Grades 3, 6, 7, 8, and 9 using digital math tools, 44% indicated ‘yes’ while 56% indicated ‘no.’ When asked if they would like to learn more about math digital tools for their students and staff, most administrators (94%) and system leaders (87%) indicated ‘yes.’

## Mid-Year Report Card Trends

There was a 2% increase in the proportion of students passing math, which is defined as achieving level 1 and above. This trend indicates an improvement, with fewer students failing math from the end of the previous school year to the midway point of the current school year.

However, there was a modest decrease of approximately 2% of students achieving higher proficiency levels (levels 3 and 4) when comparing Semester 1 (February 2024) to the end of the previous school year (June 2023). In grades 3 and 6, there were no notable increases or decreases. Although the largest decrease was evident among grade 9 students (15%), this shift should be contextualized with the understanding that we are only at the midpoint of the academic year. Students, particularly in the elementary grades, will consolidate their learning during term 2. Additionally, a considerable number of Grade 9 students are not included in the current average since they will be taking math in Semester 2. These students will contribute to these statistics by the end of the year.

## Student Attendance Improvement

The Ministry of Education expects us to provide updated information about student attendance in the target grades of MLP schools. The baseline data was their attendance by the end of last year (June 2023). Looking at attendance in the same cohort for semester one, it has improved by an average of 12%, most notably in Grade 3, which saw a 15% increase.



## Next Steps

In response to data analysis completed this year, the Math department is planning several strategic next steps to address math needs in the system for implementation during the 2024/2025 school year. The Math department plans to introduce new data collection tools that will allow the system to be more responsive to student and educator learning needs. The data indicates that educators would benefit in learning about intentional use of math tools and representations to deepen student learning. Additionally, to support secondary students, professional learning will include algebraic reasoning and the effective implementation of the destreamed grade 9 and 10 curriculum.

## Associated Timeline

Timelines	Actions
June 2023	Cluster Organization: Etobicoke-York, West Toronto, North York, Don Valley, West Scarborough and East Scarborough
September 2023	Onboarding and training with their designated MLP Schools
September 2023	Professional Learning Cycle One begins
September 2023	Provision and promotion of Digital Math Tools
September 2023	Provision and promotion of the Math Additional Qualifications subsidy
October 2023	Board Math Leads (System Superintendents) begin
November 2023	Interim report received by PPC
December 2023	Receipt by Board
November 2023	Ministry baseline data collected, board level data collection plan developed, and baseline collected
January 2024	Professional Learning Cycle Two begins
February 2024	Supplementary report delivered to Board Committee

May 2024	Final report delivered to Board Committee
May-June 2024	Final data collection including EQAO administration (Results in fall 2024)

## Resource Implications

Project and Staffing	Source of Funding
Staffing of School Math Facilitators and Board Math Superintendents	Ministry Funding Math Achievement Action Plan - School Math Facilitators and Board Math Leads (PPF)
Professional Learning	Mathematics and Numeracy Department Funds Board directed Student Success Funding
Professional Learning Release Time for school-based educators	School Budget: there are <u>no</u> Ministry Math PPF funds allocated Board directed Student Success Funding
School Resource Purchases (math tools, books, manipulatives etc.)	School Budget: there are <u>no</u> Ministry Math PPF funds allocated
Digital Math Tools	Math Achievement Action Plan - Digital Math Tools (PPF)
Additional Qualifications Subsidy	Math Achievement Action Plan – Additional Qualifications Subsidy (PPF)
TDSB Additional Qualifications Courses	Self-financing (no impact on TDSB budget)

## Communications Considerations

The department has continued working with departments, and schools across the system to support families including participating in Ward Forums. The department has also created a Family Math Night Kit to support schools in fostering a community engaged in mathematics learning and to extend math education beyond the classroom. Several schools have already utilized this kit to host Family Math Nights, offering children and their parents/caregivers enjoyable activities that enhance mathematical thinking and provide insights into the school's math curriculum. The Family Math Night Kit includes an introductory document outlining activities and materials, a customizable slideshow presentation, a "passport" template for exploring different stations, and an event feedback form. Schools can tailor these resources to meet the specific objectives

of their Family Math Night and the needs of their community. Staff can access the Family Math Night Kit on the TDSB Math for Educators website. The math department also has a TDSB Mathematics for Parents and Caregivers website which features a number of resources to support math learning at home.

## **Board Policy and Procedure Reference(s)**

Policy P038 - Transforming Student Learning in Literacy and Mathematics

## **Appendices**

- Appendix A: [TDSB Math Achievement Action Plan](#)

## **From**

Louise Sirisko, Associate Director, Instructional Innovation and Equitable Outcomes at [louise.sirisko@tdsb.on.ca](mailto:louise.sirisko@tdsb.on.ca)

Lisa Dilworth, System Superintendent, Mathematics Board Lead at [lisa.dilworth@tdsb.on.ca](mailto:lisa.dilworth@tdsb.on.ca)

Denise Humphreys, System Superintendent, Mathematics Board Lead at [denise.humphreys@tdsb.on.ca](mailto:denise.humphreys@tdsb.on.ca)

Mervi Salo, Centrally Assigned Principal, Instructional Innovation and Equitable Outcomes, Math, Science, STEM, Robotics and The Arts at [mervi.salo@tdsb.on.ca](mailto:mervi.salo@tdsb.on.ca)

Jason To, Coordinator, Secondary Mathematics and Academic Pathways at [jason.to@tdsb.on.ca](mailto:jason.to@tdsb.on.ca)

**Blank Page**

**Appendix A**

**Priority 1: Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement**

Math Priority Schools	All Schools
<b>Targeted Areas of Need</b>	
<p>The targeted areas of need for Math Priority Schools include improving educators' implementation of effective high-impact instructional practices, and teaching new expectations from the 2020 elementary curriculum. and 2021 Grade 9 curriculums, providing curriculum-aligned resources for home learning (e.g., digital), expanding professional learning opportunities.</p>	<p>The TDSB's areas of need include: improving educators' familiarity with effective high-impact instructional practices, teaching new curriculum expectations from the 2020 elementary and 2021 Grade 9 curriculums, providing curriculum-aligned resources for home learning (e.g., digital), expanding professional learning opportunities.</p>
<b>TDSB System Goal</b>	
<p>We will prioritize understanding of the curriculum and the continuum of learning across grades.</p>	<p>We will prioritize understanding of the curriculum and the continuum of learning across grades.</p>
<b>Board Actions</b> (What are we doing?)	
<ol style="list-style-type: none"> <li>1) Math Learning Partners (MLPs) will facilitate system-wide professional learning to staff from Math Priority Schools in the areas of evidence-based pedagogical approaches including: Building Thinking Classrooms, Building Foundational Math Skills in the Early Years, Unlocking Fractions Understanding, and Spiralling Coding in the Grade 9 Curriculum. MLPs then support job-embedded learning and implementation with staff in classrooms through co-planning and co-teaching, as well as school-wide capacity building in partnership with local influencers.</li> <li>2) MLPs and classroom teachers will engage in pedagogical documentation to identify learning strategies/instructional practices they are implementing in classrooms. The pedagogical documentation will outline the strategy, and changes in educator confidence and student math confidence. Pedagogical documentation should be connected to school improvement planning processes and the expectation will be that principals, educators and supervisory officers are all involved in analysis and discussion.</li> <li>3) Sessions will be hosted to support supervisory officers and principals focused on co-creating expectations and indicators of pedagogical excellence and implementation methodology.</li> <li>4) A Math Priority School Profile is being created by the Research and Assessment department to create a visual and interactive dashboard including evidence, quantitative and qualitative data about each Math Priority School and key performance indicators (KPIs).</li> <li>5) A monitoring meeting structure is being established, including supervisory leaders to review each Math Priority School profile individually and collectively to support the advancement of positive outcomes.</li> <li>6) Additional Qualifications (AQ) - To improve educators' math content knowledge and instructional practices, the TDSB is providing Math AQ subsidies. These additional qualifications in mathematics boost teachers' confidence and efficacy in teaching math (e.g., high-impact practices, content knowledge, understanding the revised curriculum).</li> </ol>	<ol style="list-style-type: none"> <li>1) Math Learning Partners (MLPs) will facilitate system-wide professional learning to Learning Network School Improvement Planning (LN SIP) coaches at the priority schools sessions in the areas of evidence-based pedagogical approaches including: Building Thinking Classrooms, Building Foundational Math Skills in the Early Years, Unlocking Fractions Understanding, and Spiralling Coding in the Grade 9 Curriculum. LN SIP coaches then support job-embedded learning and implementation for teachers, school administrators and Superintendents of Education (SOEs) through Learning Network (LN) math hubs.</li> <li>2) Superintendents of Education, school administrators and classroom teachers will engage in pedagogical documentation to identify learning strategies/instructional practices they are implementing in classrooms. The pedagogical documentation will outline the strategy, and changes in educator confidence and student math confidence. Pedagogical documentation should be connected to school improvement planning processes and the expectation will be that principals, educators and supervisory officers are all involved in analysis and discussion.</li> <li>3) Professional learning will be geared to administrators' understanding and implementation of the curriculum connected to school improvement planning.</li> <li>4) Sessions will be created and led by Board Math Leads to support supervisory officers and principals focused on co-creating expectations and indicators of pedagogical excellence and implementation methodology.</li> <li>5) Additional Qualifications (AQ) - To improve educators' math content knowledge and instructional practices, the TDSB is providing Math AQ subsidies. These additional qualifications in mathematics boost teachers' confidence and efficacy in teaching math (e.g., high-impact practices, content knowledge, understanding the revised curriculum).</li> </ol>
<b>What is changing as a result?</b>	
<ul style="list-style-type: none"> <li>• There will be increased expectations and support for supervisory officers and administrators for accountability, monitoring, and ongoing support resulting in increased data literacy and change management skills.</li> <li>• There will be the increased use of pedagogical documentation by MLPs and principals using a newly established Google repository that will identify and document changes in teaching practices and the implementation of effective math strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• There will be increased expectations and support for supervisory officers and administrators for accountability, monitoring, and ongoing support, resulting in increased data literacy and change management skills.</li> <li>• There will be the increased use of pedagogical documentation by SOEs and principals using a newly established Google repository that will identify and document changes in teaching practices and the implementation of effective math strategies.</li> <li>• There will be an Increased use of formative assessment</li> </ul>

<ul style="list-style-type: none"> <li>There will be an increased use of formative assessment tools as documented in pedagogical documentation.</li> </ul>	<p>tools as documented in pedagogical documentation.</p>
<p><b>Monitoring and Data Collection</b> (Who is better off?)</p>	
<ul style="list-style-type: none"> <li>An increase in 1% of students will self-report greater confidence and a love for mathematics as measured through the two question survey for all students in grades 3, 6, 7, 8, 9.</li> <li>An increased 1% of staff in all Priority schools will self-report greater confidence in teaching math content as measured through staff surveys and qualitative data.</li> <li>An increased 1 % of schools and educators will improve across all Key Performance Indicators (KPIs) as measured in Math Priority Schools Profiles.</li> </ul>	<ul style="list-style-type: none"> <li>An increased percentage of students in math-focused schools will self-report greater confidence and a love for mathematics as measured through the two question survey for all students in grades 3, 6, 7, 8, 9.</li> <li>An increased percentage of staff in math-focused schools will self-report greater confidence in teaching math content as measured through staff surveys and qualitative data.</li> <li>An increased percentage of principals and SOEs in math-focused schools will self-report greater confidence in implementing and monitoring the work in their schools.</li> </ul>
<p style="text-align: center;"><b>School-level Goal</b></p>	
<p>Priority schools will engage in ongoing professional learning (e.g., in grade/division/ department meetings, learning teams, classroom visits) on the math curriculum, including making connections across strands and high impact practices.</p>	<p>Math-focused schools (a subset of “all schools”) will engage in ongoing professional learning (e.g., in grade/division/ department meetings, learning teams, classroom visits) on the curriculum, including making connections across strands.</p>
<p><b>School-level Actions</b> (what are we doing?)</p>	
<ol style="list-style-type: none"> <li>Math priority schools have, as the achievement goal in their school improvement plan, a math focus.</li> <li>Principals will send school-based learning teams (e.g., minimum of 2 teachers) to the professional learning on high-impact strategies for curriculum integration and interdisciplinary connections (ie., Building Thinking Classrooms, Building Foundational Math Skills in the Early Years, Unlocking Fractions and/or Spiralling Coding in the Grade 9 Class.</li> <li>School administrators will participate in professional learning and support regarding their role in instructional leadership and monitoring the math learning at their school.</li> </ol>	<ol style="list-style-type: none"> <li>Math-focused schools have, as the achievement goal in their school improvement plan, a math focus.</li> <li>Key leaders in math-focused schools will engage in system-level learning (e.g. system-wide PD sessions, LN hubs) and continue the professional learning (e.g., in grade/division/department meetings, learning teams, classroom visits) on the curriculum, including making connections across strands and high-impact instructional practices at the school.</li> <li>This learning will include job-embedded work with students and the ongoing collection of assessment data to bring back to future LN Hub sessions and monitor their work.</li> </ol>
<p><b>What is changing as a result?</b></p>	
<p>Principals who attend the Professional Learning (PL) with their staff will have a stronger understanding of high-yield strategies. Principals who attend can co-facilitate and co-learn with their staff. Increased understanding of “look fors” for walk throughs. Principals will give descriptive feedback to teachers to improve classroom instructional practices. Administrators will increase their ability to give descriptive feedback to teachers to improve classroom instructional practices. Supporting teacher efficacy and improvement through Annual Learning Plans (ALPs), and Teacher Performance Appraisal (TPA) processes.</p>	<p>Principals who attend math professional learning with their staff will have a stronger understanding of high-yield strategies. Principals who attend can co-facilitate and co-learn with their staff. Increased understanding of “look fors” for walk throughs. Administrators will increase their ability to give descriptive feedback to teachers to improve classroom instructional practices. They will support teacher efficacy and improvement through ALPs, and TPA processes. School administrators will be more effective in aligning structures and budgets to support the math work in their schools. SOEs and school administrators will be able to engage in deeper discussion and mentoring regarding the School Improvement Plan (SIP) and the math work happening in schools.</p>
<p><b>What is changing as a result?</b></p>	
<ul style="list-style-type: none"> <li>School-based staff have increased capacity for teaching math (principal survey based on walkthrough observations and locally specific actions to support their SIP)</li> <li>Students have increased achievement and attitudes in math (captured through surveys).</li> </ul>	<ul style="list-style-type: none"> <li>School-based staff have increased capacity for teaching and monitoring for effective math practice (principal survey based on walkthrough observations and local specific actions to support their SIP)</li> <li>Students have increased achievement and attitudes in math (captured through surveys).</li> </ul>
<p><b>Monitoring and Collecting Data</b> (Who is better off?)</p>	
<p>Educators in priority schools will draw explicit connections to and between mathematical processes and in lesson planning and use proven instructional and assessment practices (e.g., High-Impact Instructional Practices).</p>	<p>Educators in math focused schools will draw explicit connections to and between mathematical processes and in lesson planning and use proven instructional and assessment practices (e.g., high-impact instructional practices)</p>
<p style="text-align: center;"><b>Classroom-level Actions</b> (What are we doing?)</p>	
<ol style="list-style-type: none"> <li>Teachers are learning about and using instructional strategies and practices from their professional learning sessions to co-plan and co-teach with our Math Learning Partners.</li> </ol>	<ol style="list-style-type: none"> <li>Teachers are using instructional strategies and practices from their professional learning sessions to plan and teach lessons that are directly connected to the curriculum and that feature high impact instructional strategies. They will be collecting student data and using the data to inform their next steps and their future LN hub learning.</li> </ol>

<b>What is changing as a result?</b>	
Classroom learning experiences incorporate more high-impact instructional practices, resulting in more student critical thinking, deeper learning, and higher achievement in math.	Classroom learning experiences incorporate more high-impact instructional and assessment practices, resulting in instruction aligned with the curriculum and precisely targeted to meet student needs. As a result, students will demonstrate higher levels of engagement, critical thinking, deeper learning, and achievement in math.
<b>Monitoring and Collecting Data (Who is better off?)</b>	
<ul style="list-style-type: none"> <li>• School-based staff have increased capacity for teaching math (principal survey based on walkthrough observations and locally specific actions to support their SIP)</li> <li>• Students have increased achievement and attitudes in math (captured through surveys).</li> </ul>	<ul style="list-style-type: none"> <li>• School-based staff have increased capacity for teaching and monitoring for effective math practice (principal survey based on walkthrough observations and locally specific actions to support their SIP)</li> <li>• Students have increased achievement and attitudes in math (captured through surveys).</li> </ul>

**Priority 2 Engaging in ongoing learning to strengthen mathematics content knowledge for teaching**

Math Priority Schools	All Schools
<b>Targeted Areas of Need</b>	
<p>In Priority Schools, the TDSB's areas of need involve using student achievement data to inform professional learning and formulate strategies for advancing student learning. Additionally, there is a focus on enhancing teachers' comprehension of mathematics content, particularly in the areas of number sense and operations, to boost their confidence and teaching proficiency in math.</p>	<p>The TDSB's areas of need involve using student achievement data to inform professional learning and formulate strategies for advancing student learning. Additionally, there is a focus on enhancing teachers' comprehension of mathematics content, particularly in the areas of number sense and operations, to boost their confidence and teaching proficiency in math.</p>
<b>TDSB System Goal</b>	
<p>We will utilize student achievement data and student work to establish focus areas for mathematics professional learning.</p>	<p>We will utilize student achievement data and student work to establish focus areas for mathematics professional learning.</p>
<b>Board Actions</b> (What are we doing?)	
<ol style="list-style-type: none"> <li>1) Utilize Big Data at system levels in relation to both perceptual information from students about engagement and learning in mathematics and student achievement data from EQAO and report cards to establish broad areas of focus. School-based hubs will initiate a qualitative granular review of student experience in mathematics to establish core focus and pedagogic approaches. Align data collection and analysis strategies at the school Learning Network, Learning Centre and Board Level to enhance system coherence.</li> <li>2) Leader Learning: Superintendents will be learning about their role as instructional leaders in their learning networks in order to support the learning of principals focusing on their role as instructional leaders in their buildings. LN funding will be utilized strategically to support leader participation in the priority schools' professional learning offerings.</li> <li>3) Collaboration between the math team and other central departments in the TDSB to ensure that the professional learning includes learning regarding Indigenous Education, Anti-Oppressive pedagogies and Equity that is responsive to our students' lived experiences.</li> <li>4) Professional learning will be developed to deepen content understanding in priority schools through Building Foundational Skills in the Early Years, Rethinking Fractions and Spiralling Coding.</li> <li>5) AQs: TDSB utilized data to develop AQ courses that are responsive to the students in the specific TDSB context. The AQ is also aligned to system math priorities of numeracy.</li> </ol>	<ol style="list-style-type: none"> <li>1) Utilize Big Data at system levels in relation to both perceptual information from students about engagement and learning in mathematics and student achievement data from EQAO and report cards to establish broad areas of focus. LN-based hubs will initiate a qualitative granular review of student experience in mathematics with school leaders and educators to establish core focus and pedagogic approaches. Align data collection and analysis strategies at the school Learning Network, Learning Centre and Board Level to enhance system coherence.</li> <li>2) Leader Learning: Superintendents will be learning about their role as instructional leaders in their learning networks in order to support the learning of principals focusing on their role as instructional leaders in their buildings.</li> <li>3) Collaboration between the math team and other central departments in the TDSB to ensure that the professional learning includes learning regarding Indigenous Education, Anti-Oppressive pedagogies and Equity that is responsive to our students' lived experiences.</li> <li>4) Professional learning will be developed to deepen content understanding in priority schools through Building Foundational Skills in the Early Years, Rethinking Fractions and Spiralling Coding.</li> <li>5) AQs: TDSB utilized data to develop AQ courses that are responsive to the students in the specific TDSB context. The AQ is also aligned to system math priorities of numeracy.</li> </ol>
<b>What is changing as a result?</b>	
<p>Greater coherence between system professional learning offerings and school needs. Deepened system leader understanding of data collection and analysis and alignment with learning to support effective practice. Data reported from the schools to system level teams will become a more accurate measure of educator (SOE, School Administrators and Teachers) confidence with Math Knowledge for leading and teaching.</p>	<p>Greater coherence between system professional learning offerings and school needs. Deepened system leader understanding of data collection and analysis and alignment with learning to support effective practice. Data reported from the math focussed schools to system level teams will become a more accurate measure of educator (SOE, School Administrators and Teachers) confidence with Math Knowledge for leading and teaching.</p>
<b>Monitoring and Data Collection</b> (Who is better off?)	
<ul style="list-style-type: none"> <li>• System leaders are aligning resources and learning with the data in their schools. School board funds are being allocated effectively to directly support student math learning.</li> <li>• System and School leaders can articulate a rationale based on their knowledge of effective math content instruction for the decisions they are making in support of student learning in math priority schools.</li> </ul>	<ul style="list-style-type: none"> <li>• System leaders are aligning resources and learning with the data in their schools. School board funds are being allocated effectively to directly support student math learning.</li> <li>• System and School leaders can articulate a rationale based on their knowledge of effective math content instruction for the decisions they are making in support of student learning in math-focussed schools.</li> </ul>
<b>School-level Goal</b>	
<p>Priority schools will collaborate with the Board Math Leads to identify school/division/grade mathematics content knowledge</p>	<p>Schools will collaborate with the Board Math Leads to identify school/division/grade mathematics content knowledge focus</p>



focus areas, including planning and monitoring associated professional learning.	areas, including planning and monitoring associated professional learning.
<b>School-level Actions</b> (what are we doing?)	
1) Schools will send educators (teachers and administrators) to professional learning and participate fully in the learning both at the session and the job-embedded work back at the school with the MLP and in the classroom.	1) Schools will send educators (teachers and administrators) to professional learning and participate fully in the learning both at the session and the job-embedded work back at the school both through the SIP and their work with teachers in the classroom. Data will be collected between sessions to take back to the hub for further analysis and to indicate the next steps in both education and student learning.
<b>What is changing as a result?</b>	
Alignment of the student data and the selected professional learning. Administrator presence as an instructional leader co-learning and co-facilitating math learning. The Principal is collecting data with the classroom teacher to use to inform future work at the school level (i.e., PL, resources etc.). Principals can clearly articulate the direction of the mathematics program in their school to various stakeholders such as families, educators and their superintendent.	Alignment of the student data and the selected professional learning. Administrator presence as an instructional leader co learning and co facilitating math learning. The Principal is collecting data with the classroom teacher to use to inform future work at the school level (i.e., PL, resources etc.). Principals can clearly articulate the direction of the mathematics program in their school to various stakeholders such as families, educators and their superintendent.
<b>Classroom-level Goal</b>	
Educators in Math Priority Schools will access resources (e.g., teacher supports on the Curriculum and Resources website), experts (e.g., curriculum consultant, school math facilitator), and professional learning to continuously develop their content knowledge for teaching.	Educators in Math focused schools will access resources (e.g., teacher supports on the Curriculum and Resources website), experts (e.g., curriculum consultant, school math facilitator), and professional learning to continuously develop their content knowledge for teaching.
<b>Classroom-level Actions</b> (What are we doing?)	
1) Teachers are learning about math content and the development of student math thinking through professional learning offerings such as Building Foundational Skills in the Early Years and Unlocking Fractions (term 2).	1) Teachers are learning about math content and the development of student math thinking through professional learning offerings such as Building Foundational Skills in the Early Years and Unlocking Fractions (term 2).
<b>What is changing as a result?</b>	
Student learning is more accurately paired to their developmental stage of mathematical thinking, resulting in more precise and personalized learning based on formative math data.	Student learning is more accurately paired to their developmental stage of mathematical thinking, resulting in more precise and personalized learning based on formative math data.
<b>Monitoring and Collecting Data</b> (Who is better off?)	
<ul style="list-style-type: none"> <li>School leaders will report greater efficacy in both data management and coherence with school improvement plans. School leaders will utilize formative student data to inform decisions at the school level regarding resource allocation and educator professional learning.</li> <li>Students will be moving forward in their math thinking development as a result of the learning being deeper and more targeted to their current learning needs.</li> </ul>	<ul style="list-style-type: none"> <li>School leaders will report greater efficacy in both data management and coherence with school improvement plans. School leaders will utilize formative student data to inform decisions at the school level regarding resource allocation and educator professional learning.</li> <li>Students will be moving forward in their math thinking development as a result of the learning being deeper and more targeted to their current learning needs.</li> </ul>

**Priority #3: Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive**

Math Priority Schools	All Schools
<b>Targeted Areas of Need</b>	
<p>The Math Priority Schools' areas of focus include improving data analysis skills to inform interventions and planning, utilizing observations and student conversations to understand their mathematical strengths, interests, and areas for growth, and addressing student needs through diverse approaches such as differentiated instruction, universal design for learning, and culturally relevant and responsive real-world problems.</p>	<p>The TDSB's areas of need include enhancing data analysis skills, expanding culturally responsive resources, and addressing student needs through diverse approaches like differentiated instruction, universal design for learning, and real-world problems that are culturally relevant and responsive.</p>
<b>TDSB System Goal</b>	
<p>Build capacity in data analysis resources to understand mathematics achievement from a variety of sources, including alignment between EQAO, report cards, and locally-developed assessment tools/tasks.</p>	<p>Align the Math Improvement Action Plan with board improvement planning, including using student assessment and demographic data to identify areas of focus.</p>
<b>Board Actions</b> (What are we doing?)	
<ol style="list-style-type: none"> <li>1) Data: Alignment of strategies of data collection and analysis at the School, Learning Network, Learning Centre and Board Level to enhance system coherence.</li> <li>2) Leader Learning: Work with system leaders to enrich their understanding of the effective selection, collection, analysis and interpretation of a variety of data sets in service of mathematics learning at every level of the system. (ie. Street Data)</li> <li>3) Leader Learning: Superintendents working with school leaders (e.g., Principals) to use data to identify key teachers in schools to participate in Math collaborative inquiries and professional learning that will improve their use of data to ensure that the math learning occurs in a rich context that is relevant and responsive to their needs.</li> <li>4) Leader Learning: Leaders will participate in learning about mathematical pedagogy that is culturally responsive and relevant, honouring of students' lived experience and relevant to their lives (i.e., Building Thinking Classrooms and Choosing to See).</li> </ol>	<ol style="list-style-type: none"> <li>1) Data: Alignment of strategies of data collection and analysis at the School, Learning Network, Learning Centre and Board Level to enhance system coherence.</li> <li>2) Leader Learning: Work with system leaders to enrich their understanding of the effective selection, collection, analysis and interpretation of a variety of data sets in service of mathematics learning at every level of the system. (ie. Street Data)</li> <li>3) Leader Learning: Superintendents working with school leaders (e.g., Principals) to use data to identify key teachers in schools to participate in LN professional learning through hubs that will improve their use of data to ensure that the math learning occurs in a rich context that is relevant and responsive to their needs.</li> <li>4) Leader Learning: Leaders will participate in learning about mathematical pedagogy that is culturally responsive and relevant, honouring of students' lived experience and relevant to their lives (i.e., Building Thinking Classrooms and Choosing to See).</li> <li>5) Developing tools to determine increases in the sense of efficacy in utilizing data to make decisions by members of the senior team, school administrators, and central staff (e.g., report regarding math foci for professional learning in their Learning Networks).</li> </ol>
<b>What is changing as a result?</b>	
<p>Greater coherence in the utilization of data at all levels of the system to support math improvement system-wide. System leaders are effectively using data to inform their decisions around professional learning and in the selection of the participants in the learning. Professional learning is impacting teacher practice and teachers at the sessions are participating more fully in the sessions and are implementing the work back at the schools. Math performance board-wide will improve.</p>	<p>Greater coherence in the utilization of data at all levels of the system to support math improvement system-wide. System leaders are effectively using data to inform their decisions around professional learning and in the selection of the participants in the learning. Professional learning will improve school and system leaders' understanding of effective instructional practice that engages all students through culturally responsive and relevant practices. Professional learning is impacting teacher practice and teachers at the sessions are participating more fully in the sessions and are implementing the work back at the schools. Math performance and student engagement will improve.</p>
<b>Monitoring and Data Collection</b> (Who is better off?)	
<ul style="list-style-type: none"> <li>• System leaders are aligning resources and learning with the data in their schools. School board funds are being allocated effectively to directly support student math learning.</li> </ul>	<ul style="list-style-type: none"> <li>• System leaders will be better positioned to make decisions and to be able to articulate why they have made decisions to support specific strategies in support of the math learning in their learning centres/learning networks. Their staff participation in professional learning will increase because it is meeting their learning needs.</li> </ul>
<b>School-level Goal</b>	
<p>Priority schools will develop processes to identify and monitor achievement of students achieving below Level 2 in mathematics and provide ongoing supports so that students can access grade-level curriculum.</p>	<p>Math focused schools will develop processes to identify and monitor achievement of students achieving below Level 2 in mathematics and provide ongoing supports so that students can access grade-level curriculum.</p>

<b>School-level Actions</b> (what are we doing?)	
<p>1) Professional learning for and implementation of assessment tools at the school level to support school improvement planning and effective math instruction in classrooms (e.g. Lawson continuum, Knowledgehook, MathUP assessments, student interviews).</p> <p>2) Align resources and utilize assessment data to provide targeted intervention to support both teachers and students.</p>	<p>1) Professional learning for and implementation of assessment tools at the school level to support school improvement planning and effective math instruction in classrooms (e.g. Lawson continuum, Knowledgehook, MathUP assessments, student and staff interviews).</p> <p>2) Administrators will align resources and utilize assessment data to provide targeted interventions to support both teachers and students.</p>
<b>What is changing as a result?</b>	
<p>Principals and teachers are expressing efficacy in identifying students who are below Level 2 and providing targeted interventions that are successfully moving students to Level 3 or above.</p> <p>Principals express efficacy in articulating the rationale behind school-level decisions that support mathematics instruction in classrooms.</p>	<p>Principals and teachers are expressing confidence in identifying students who are below Level 2 and providing targeted interventions that are successfully moving students to Level 3 or above.</p> <p>Principals express confidence in articulating the rationale behind school-level decisions that support mathematics instruction in classrooms.</p>
<b>Monitoring and Collecting Data</b> (Who is better off?)	
<ul style="list-style-type: none"> <li>School administrators, teachers, and all students, particularly those achieving below Level 2</li> <li>Principals will report feelings of efficacy in collecting, analyzing and utilizing student and staff data to align resources and make decisions that support educator and student learning in math. Principals will be able to articulate their decision making process and provide rationale for the decisions they make in support of mathematics programming.</li> <li>Educators will express feelings of efficacy in collecting, analyzing and utilizing student assessment data to inform their instructional decisions.</li> <li>Students will experience success in mathematics. Students will report feeling positive about themselves as math learners.</li> </ul>	<ul style="list-style-type: none"> <li>School administrators, teachers, and all students, particularly those achieving below Level 2.</li> <li>Principals will report feelings of efficacy in collecting, analyzing and utilizing student and staff data to align resources and make decisions that support educator and student learning in math. Principals will be able to articulate their decision making process and provide rationale for the decisions they make in support of mathematics programming.</li> <li>Educators will express feelings of efficacy in collecting, analyzing and utilizing student assessment data to inform their instructional decisions.</li> <li>Students will experience success in mathematics. Students will report feeling positive about themselves as math learners and feeling engaged in math learning.</li> </ul>
<b>Classroom-level Goal</b>	
<p>Educators in Math Priority Schools will adapt lesson planning in response to data collected from multiple, frequent assessment opportunities (e.g., interviews, conversations, student agendas, exit tickets, portfolios, surveys).</p>	<p>Educators in math focused schools will adapt lesson planning in response to data collected from multiple, frequent assessment opportunities (e.g., interviews, conversations, student agendas, exit tickets, portfolios, surveys)</p>
<b>Classroom-level Actions</b> (What are we doing?)	
<p>1) Teachers will be learning with MLPs and principals how to collect both perceptual and achievement data throughout the teaching and learning cycle to guide their instructional decisions. Principals will be learning how to utilize this data to align resources and provide supports for teacher learning that will support student learning.</p>	<p>1) Teachers will be learning with LN SIP coaches and principals how to collect both perceptual and achievement data throughout the teaching and learning cycle to guide their instructional decisions. Principals will be learning how to utilize this data to align resources and provide supports for teacher learning that will support student learning.</p>
<b>What is changing as a result?</b>	
<p>Students will be taught in a manner that is responsive to their strengths and needs. Educators and principals will report feeling efficacious in utilizing student data to make decisions in support of student math learning that improves outcomes for all learners.</p>	<p>Students will be taught in a manner that is responsive to their strengths and needs. Educators and principals will report feeling efficacious in utilizing student data to make decisions in support of student math learning that improves outcomes for all learners.</p>
<b>Monitoring and Collecting Data</b> (Who is better off?)	
<ul style="list-style-type: none"> <li>School administrators, teachers, and all students, particularly those achieving below Level 2</li> <li>Principals will report feelings of efficacy in collecting, analyzing and utilizing student and staff data to align resources and make decisions that support educator and student learning in math. Principals will be able to articulate their decision making process and provide rationale for the decisions they make in support of mathematics programming.</li> <li>Educators will express feelings of efficacy in collecting, analyzing and utilizing student assessment data to inform their instructional decisions</li> </ul>	<ul style="list-style-type: none"> <li>School administrators, teachers, and all students, particularly those achieving below Level 2.</li> <li>Principals will report feelings of efficacy in collecting, analyzing and utilizing student and staff data to align resources and make decisions that support educator and student learning in math. Principals will be able to articulate their decision making process and provide rationale for the decisions they make in support of mathematics programming.</li> <li>Educators will express feelings of efficacy in collecting, analyzing and utilizing student assessment data to inform their instructional decisions.</li> <li>Students will experience success in mathematics.</li> </ul>

- Students will experience success in mathematics.  
Students will report feeling positive about themselves as math learners.

Students will report feeling positive about themselves as math learners and feeling engaged in math learning.



## **Cultivating Arts Learning: Creating Opportunities for All, 2023-2024**

**To:** Program and School Services Committee

**Date:** May 8, 2024

**Report No.:** 05-24-4710

### **Strategic Directions**

- Commit to the implementation of the Truth and Reconciliation Commission of Canada: Calls to Action.
- Belong - All students belong, are engaged, and valued in an inclusive environment.
- Achieve - All students reach high levels of achievement, success, and personal development.
- Thrive - All students graduate with the confidence, skills, and knowledge to thrive.
- Revitalize - All students and staff learn and work in inclusive, safe, and modern environments.

Equity as a guiding principle: Equity is foundational to all TDSB work and will be embedded throughout the strategic directions.

### **Recommendation**

It is recommended that the Arts Report for 2023-24 be received.

### **Context**

The TDSB Arts Department supports teachers and schools in developing Dance, Drama, Media Arts, Music, and Visual Arts skills as outlined in the Ontario Arts Curriculum. 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 at least one arts credit to graduate. The 2022-2023 school year saw 48,097 course registrations in Arts curriculum subjects at the secondary level. This does not include the over 3000 students registered in the arts-focussed Expressions of First Nations, Métis, and Inuit Cultures course from the First Nations, Métis and Inuit Studies curriculum document. This commitment to arts education includes developing arts curriculum concepts such as creativity, communicating ideas, deepening cultural understanding, making meaningful connections, promoting critical analysis, and using the creative process. This commitment extends to providing comprehensive professional learning across arts disciplines, organizing system-wide arts festivals, and implementing innovative programs such as artist-in-the-classroom and Itinerant Music Instructor allocations. These efforts are not just about skill development; they embody the department's commitment to culturally relevant pedagogy, aiming to elevate students' personal development and academic achievement while fostering a sense of joy, engagement, and belonging within arts education.

## **Action Plan and Associated Timeline**

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's Multi-Year Strategic Plan (MYSP) guides the TDSB Arts Department's work in achieving the MYSP goals through various initiatives. Programs like tdsbCREATES offer artist mentorships, residencies, professional learning, performance festivals and visual arts and film exhibitions. The Arts Department supports resources such as the Community Music Program and various professional development opportunities, such as the Secondary Creating Space Secondary Arts Conference and launched the Arts Mentor Network (K-12). These initiatives are further amplified by the department's collaborative efforts with other TDSB departments and external partners, including the Toronto Arts Council, showcasing a commitment to creating a rich, inclusive arts culture within TDSB schools. Central to these endeavours is the feedback from students and teachers, who report a transformative impact on confidence, creativity, professional practice, and overall well-being. This encapsulates the department's dedication to enhancing the educational experience and fostering an environment where every student can thrive through the power of the arts.

## **Resource Implications**

The TDSB allocates funding to support the delivery of the Arts curriculum, provide educator professional development, and promote student engagement and creativity within the Arts. This allocation of funds is distributed across the board and facilitates development of critical thinking and creative problem-solving skills and supports their overall well-being. This strategic investment in the arts underscores the board's commitment to providing a holistic education that values the integral role of the arts in student growth and learning.

Project and Staffing	Source of Funding
tdsbCREATES	TDSB Funds and Toronto Arts Council Funds
All other Arts Project and Staffing	TDSB Funds

## Communications Considerations

The TDSB Arts Department leverages a multifaceted communications strategy to connect with the broader system. This includes direct emails to opt-in mailing lists, the publication of an Arts Department Newsletter, and digital platforms such as Google Classrooms and an Arts-specific Google Site. Additional channels include Direct Line and the System Leaders Weekly for more targeted communications. The department also maintains a presence on social media platforms to reach a wider audience. This approach ensures dissemination of information and promotes interaction with educators, students, and the arts community.

## Board Policy and Procedure Reference(s)

P.005 CUR - Arts Foundation Policy Statement

## Appendices

Appendix A: Cultivating Arts Learning: Creating Opportunities for All

## From

Louise Sirisko, Associate Director, Instructional Innovation and Equitable Outcomes at [Louise.Sirisko@tdsb.on.ca](mailto:Louise.Sirisko@tdsb.on.ca)

Mervi Salo, Centrally Assigned Principal, Instructional Innovation and Equitable Outcomes at [mervi.salo@tdsb.on.ca](mailto:mervi.salo@tdsb.on.ca)

Mary Moynihan, Program Coordinator, The Arts - Dance, Drama, Media Arts, Music, Visual Arts at [mary.moynihan@tdsb.on.ca](mailto:mary.moynihan@tdsb.on.ca)



## Appendix: A



# Cultivating Arts Learning: Creating Opportunities for All

The Arts are a powerful educational tool, bolstering academic achievement and centring joy, engagement, and belonging among students. In the TDSB, several systemwide opportunities exemplify this approach. These are part of a more comprehensive range of initiatives offered by the TDSB Arts Department, nurturing a broad spectrum of skills supporting the Dance, Drama, Media Arts, Music, and Visual Arts curriculum. These initiatives also include year-round arts curriculum-focussed professional learning opportunities, systemwide Arts events, artists in the classroom, and an annual Secondary Arts Conference, among other initiatives. Together, these efforts significantly contribute to students' holistic development.

## tdsbCREATES: System-Wide Arts Program



This board-wide Arts program, tdsbCREATES connects local artists with classrooms, representing art forms from diverse communities such as Toronto's Afro-Caribbean and South Asian communities, fostering creativity in visual arts, dance, drama, spoken word, film, music, and multidisciplinary arts curriculum areas. It is funded by the TDSB Arts Department and the Toronto Arts Council with administrative support from Prologue Performing Arts. The tdsbCREATES program has two main components: the Artist Residency project for grades 1 to 8 and the Artist Mentorship project for grades 7 to 12.



**Artist Residency:** In the fall of 2023, 56 elementary schools (2-3 in each Learning Network) were chosen for the tdsbCREATES Residency Project, with priority given to underserved communities. Each school received five full days of artist residency focused on the theme of “Curiosity” with two grade 1-8 classes. These experiences create curriculum-rich opportunities for arts engagement for students and arts professional learning for teachers.

**Artist Mentorship:** From February to May 2024, the tdsbCREATES Mentorship program provides more individualized artist support for student-generated ideas in class and extracurricular settings. Mentorships are allocated to schools based upon teacher application. This year 82 mentorships were allocated to Gr. 7-12 classes or groups in 67 elementary and secondary schools across the board. The mentor artists assist staff and students with developing specific arts techniques or skills, helping the students clarify the message of their artwork and find connections to the theme, and support them as they realize their artistic goals. All work and performances reflect the students' authentic voice, choice, abilities, and identities.

### Exhibition and Celebration



The tdsbCREATES mentorship program culminates in a Performing Arts Festival in April followed by an Art and Film Exhibition in May, both hosted at Daniels Spectrum in Regent Park. Hundreds of students showcase their original dance, drama, music, spoken word, art, and film creations in these events that highlight student voice and the power of creativity.

Teacher and student feedback from tdsbCREATES has been overwhelmingly positive, with teachers reporting that the experience shifted their teaching practice toward "creativity," "taking risks," and the arts curriculum focus of "process over product." Students reported that the experience helped them find "courage" and explore their "curiosities" and feelings. Teachers reported that students working directly with professional artists opened students to new possibilities for "following their passion." One teacher reported that "tdsbCREATES goes beyond helping students achieve some of their creative goals; it has changed a few of my students' life goals."

### Professional Learning

This year, the Arts Department's professional learning has reached over 1200 educators with a dynamic offering of projects that blend arts with technology, culture, and pedagogical strategies.

Emphasizing joy, innovation, and cultural relevance, our efforts underscore the transformative power of integrating arts into the educational tapestry, paving the way for a more inclusive, engaged, and creatively inspired learning environment. Below are a few examples of professional learning opportunities the TDSB Arts Department provided this year. Data collected from TDSB Arts professional learning participants consistently shows that teachers feel better equipped to teach Arts subjects after professional learning activities. Teachers report excitement about new ideas and curriculum resources and an eagerness to experiment with new strategies in their classrooms after participating in TDSB Arts professional learning activities. These initiatives have enhanced teacher confidence and classroom practices and fostered significant collaborative ventures across educational disciplines.

### Creating Space Secondary Conference



During the February Professional Activity Day, the Arts department hosted the Creating Space Secondary Conference. Over 200 educators explored the impact of Artificial Intelligence (AI) on creativity at Hot Docs Cinema and participated in workshops facilitated by TDSB teachers and community partners at Central Technical School. Workshops explored strategies for delivering the Dance, Drama, Media Arts, Music and Visual Arts curriculum expectations through art forms such as ceramics, vocal music, painting, steel pan and digital design. The workshops focused on innovation, Culturally Relevant and Responsive Pedagogy (CRRP), and reconnecting with joy in Arts education.

### Drama and Music Toolkits



Over three sessions, 45 elementary educators new to teaching drama and music explored high-impact strategies for delivering the drama and music curriculum centred on CRRP and student voice in a series of three-part “Building Your Toolkit” professional learning series. Both specialist

and classroom teachers reported increased comfort and understanding of instructional and long-term planning strategies in the Arts and opportunities for teaching drama and music with a literacy focus.

### Exploring Land and Water Through Dance and Visual Arts



Now in its second year, the Exploring Land and Water Through Dance and Visual Arts program offered integrated arts professional learning to 45 elementary educators on how dance and visual arts curriculum expectations can be connected to the literacy and science curriculum with teachings about nature, water, and Indigenous knowledge. Learning from a secondary Arts leader and a Partner artist, classroom and specialist Arts teachers implemented dance and visual arts strategies in their classrooms and reported increased student engagement through Arts integrated lessons in Physical Health and Education, Science and Technology, and Social Studies.

### Arts-Focused Central Student Interest Programs (CSIP)



Coming together from across the board, 50 teachers and administrators from Arts-Focused Central Student Interest Programs in 15 secondary and elementary schools spent three full days learning about decolonizing our schools, meeting changing student needs, and delivering the Dance, Drama, Music, Visual Arts and Media Arts curriculum (grades 4 to 12) using Culturally Relevant and Responsive Pedagogy.

## Arts Mentor Network



The Arts Mentor Network was launched in April 2024, following an enthusiastic response to the initial invitation to system educators. Over 40 educators from Kindergarten to Grade 12 joined the network, which was designed in collaboration with the Teachers Leading and Learning Department. The purpose of this network is to provide support for new and seasoned teachers seeking mentorship in the Arts through innovative instructional strategies. Support will take the form of Exploration Classrooms, one-to-one, online, and collaborative mentoring and the development of communities of mentorship support within all four Learning Centres.

## Collaborations

Arts integration is a dynamic force that bridges disciplines, cultures, and communities to enrich learning experiences and foster holistic development. The Arts Department's collaborative projects demonstrate how the integration of arts can illuminate new paths of understanding, engagement, and expression across the curriculum. In the 2023/2024 school year, the Arts Department developed several new collaborative projects with central teams across the board, including:



**Your Voice is Power:** In collaboration with Mathematics, Global Competencies, Library and Learning Resources, the Urban Indigenous Education Centre, and the Educational Partner "Taking it Global," a group of 90 educators were taught how to integrate coding, contemporary Indigenous music, and Indigenous ways of knowing with the guidance of Elder Dr. Duke Redbird. The Your Voice is Power initiative introduced teachers to an integrated, inclusive, and culturally responsive approach to music curriculum and coding, broadening the educational horizon for students.



**Science & Technology Resource Program:** In collaboration with the Science, STEM and Robotics department, "Forest Magic," Science and Arts Integration Kits have been developed to explore the natural world (e.g., collecting specimens, Arts integration lessons). These kits establish links between the Primary Arts and

Science/Technology curriculum through hands-on activities. The kits, designed to spark curiosity and enhance students' learning experience across both disciplines, are piloted with teachers before being added to the lending catalogue.



**Library Learning Resources (LLR):** In collaboration with Library Learning Resources, the Arts Department has introduced new Ukulele Kits for loan, providing Grade 4-12 classrooms with instruments and educational materials to support delivery of the music curriculum through the central professional library. In partnership with the Centre of Excellence for Black Student Achievement, TDSB Arts and LLR developed a Library Resource Guide of print books, ebooks, and media around Panfest and Caribbean Carnival Traditions.



**Integrated Arts and Literacy:** In collaboration with the Literacy Department, the Arts Department led professional learning for 430 teachers; these sessions centred on integrating Arts instructional strategies into the new Literacy Curriculum to elevate student engagement and deeper understanding. This initiative has significantly improved teaching methodologies, empowering educators with innovative tools in Integrated Arts, thereby enriching students' learning experiences.

## System-wide Arts Engagement and Arts Supports

### Itinerant Music Instructors



The TDSB's Itinerant Music Instructor (IMI) Program enhances music education by offering specialized instruction in Orff, band, recorder, steel pan, strings, and vocal music disciplines. Spread across 430 programs in 274 elementary schools, Itinerant Music Instructors bring their musical knowledge directly into K-8 classrooms. Furthermore, these instructors offer guidance in primary/junior music instruction methodologies. IMIs support system goals by reinforcing the integral role of music in fostering creative

expression and providing multiple opportunities for cultural appreciation for TDSB students and communities.

## Panfest



**Panfest:** Panfest is an annual vibrant celebration of Steelpan music and Afro-Caribbean culture, marking its 33rd anniversary in 2024. More than 20 schools participate in this non-competitive event, which showcases TDSB steelpan programs, musical expression, collaboration and the sheer joy of musical expression. The event attracts over 4,200 attendees, including students, staff, and community members. Panfest reflects TDSB's commitment to excellence in arts education and celebrates the rich cultural heritage of Steelpan music.

**Panfest Vybz:** Panfest Vybz is a community celebration of Afro-Caribbean carnival arts and culture in its second year. It features interactive workshops for families and performances from school ensembles and professional steel bands. Hosted in collaboration with the Centre of Excellence for Black Student Achievement, it provides a unique space for families to come together during the week of Panfest and fosters family involvement and cultural education.



## Musical Instrument Inventory and Instrument Repair Support

**Instrument Repair Funding:** Instrument Repair Funding plays a pivotal role in maintaining the vibrancy and functionality of music programs across nearly every TDSB school. The Instrument Repair Budget is allocated to 570 schools each year based on their online Musical Instrument Inventory and their expressed needs. This commitment ensures the longevity of musical instruments through ongoing maintenance and upgrade, significantly supporting music education across the TDSB.

**Musical Instrument Inventory:** Each year, schools update the instruments in their schools in a central Musical Instrument Inventory database. Additional funding for instrument repairs and maintenance is allocated based on the data in this inventory. To streamline this process, the Arts Department has been working closely with the TDSB Mobile and Web Development Team

to upgrade the user experience of the online Musical Instrument Inventory interface. This upgrade is in its early stages, with feedback being collected from end-users. This data will guide discussions on improving the efficiency and user experience of the database.

## Digital Resources



The Arts Department provides schools access to cutting-edge digital resources, including Soundtrap, a web-based Digital Audio Workspace designed for music composition and podcasting, available to 5000 users - equivalent to approximately 165 classrooms simultaneously. In addition, the department coordinates the SOCAN/Entandem licensing for music performance rights at TDSB sites via the Society of Composers, Authors and Music Publishers of

Canada. This licensing arrangement ensures that music played in schools is legally compliant, supports intellectual property rights holders, and educates TDSB staff and students about their responsibilities when using content by providing licensing for many student public performances, sound recordings and live performances of musical works.

## Arts Opportunities

The Arts Department collaborates with local arts sector partners to provide schools with free or subsidized access to various arts performances, exhibitions, and workshops both in-school and off-site, further enriching the educational landscape for students. The Arts Department also facilitates access to thousands of dollars of free or low-cost tickets to performances for students from mainly priority schools for local arts organizations and institutions. The Arts Department 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 the arts curriculum, board policies and practices. This year, opportunities included dance performances with the Canadian Contemporary Dance Theatre and the National Ballet and theatre workshops with Young People's Theatre and Studio 180. The Arts Department and the Partnership Office jointly review arts-based or arts-related proposals, evaluating the material submitted by the artist or organization, including curriculum material and images. The partnership process ensures that partnerships align with the TDSB's goals including expanding the representation of genres and identities among artists, mentors, and partners. In addition to an ongoing role as Assessors for Arts Educational Partners, the Arts Department provides a connection between schools and Arts sector opportunities, helping staff find experiences that meet the curricular needs of their students, such as meeting expectations in the Exploring Forms and Cultural Contexts strand of the arts curriculum.





**Arts Opportunity Subsidy:** The Arts Opportunities Subsidy offers funding support of up to \$1000 to 30 schools representing approximately 4300 students in 2023-2024. The subsidies supported workshops, performances, and excursions in collaboration with community partners and arts organizations. The allocation of this funding is application-based, prioritizing schools identified through the Learning Opportunities Index (LOI) and ensuring equitable access to arts education. This resulted in increased opportunities for students to participate in experiential and hands-on opportunities that enrich the Arts curriculum with professional artists and arts organizations.

## Community Music Programs



**Community Music Program:** The TDSB Community Music Program annually enriches 63 schools by offering culturally responsive musical opportunities across diverse percussion traditions including India, Indonesia, Ghana, Korea, Cuba and Brazil. By providing schools with authentic instruments and funded visits from skilled artists versed in these traditions, the program ensures rich, immersive learning experiences. Students have the unique opportunity to engage in hands-on musical traditions relevant to their communities.

**Orff Musical Instruments:** The Arts Department also enhances music education by providing kits of Orff and percussion instruments (e.g., xylophones, shakers, hand drums) for classroom instruction in Primary/Junior classrooms in 42 schools each year. These kits, designed to enhance classroom instruction, offer students hands-on music-making experiences, fostering their musical development and creativity from an early age. This initiative ensures that a broad spectrum of schools benefits from music resources.

Educators have reported positive outcomes when students have access to this “hands-on, experiential learning” program, that it is “engaging and effective and helps the students really appreciate and respect other cultures,” and that, through the program, students “see and celebrate themselves as part of our curriculum.”

## Arts Co-op



TDSB Arts Co-op is a full-day, 5-credit opportunity with a visual & media arts focus. Participating grade 11 and 12 students can earn three co-op credits and two dual credits. The program is centred on Truth & Reconciliation Call to Action # 83, with Indigenous & non-Indigenous students & artists undertaking collaborative projects and producing works contributing to the reconciliation process. Hosted in partnership with the Urban Indigenous Education Centre (UIEC) at the Kâpapâmahchakwêw / UIEC site and TDSB Dual Credit at the Seneca Polytechnic site, the Arts Co-op program fosters re-engagement through art and Indigenous knowledge building. This year's collaboration with the Toronto Biennale of Art further enriches the program by providing artist mentorship and showcasing opportunities.

The impact of the Arts Co-op program extends beyond academic and artistic achievement; it profoundly influences students' personal growth and professional aspirations. Students have reported transformative learning experiences, stating they have gained a deeper appreciation of art and invaluable insights into their identities and capabilities. One student shared, "It's the best learning experience I could ever have." Another student said, "I find myself actually enjoying school. Having a learning disability made regular school really difficult for me, but now I'm doing things that I'm good at, so I actually enjoy learning and engaging in my classes."



**Written Notice of Motion (Trustees King and Shan, on behalf of  
Trustee Ehrhardt)**

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, ...

5.15.49. A Notice of Motion will not be debated at the meeting at which it is introduced.

5.15.50 A Notice of Motion submitted to the Board, will be referred to the appropriate Committee for consideration.

\*\*\*\*\*

**Annual Reporting on Student Attendance**

Whereas, student attendance at school is a contributing factor to achievement and well-being, and

Whereas, students across Canada are reportedly missing more school in recent years, with illness, mental health and lack of supports in schools being cited as potential reasons [reference: [Kids missing more school since pandemic, CBC analysis finds | CBC News](#)]; and

Whereas, student attendance is a key performance indicator in the 2024-2028 multi-year strategic plan, as directed by the Ministry of Education; and

Whereas, additional data may help identify areas for resource allocation to improve attendance and thereby, achievement and well-being;

Therefore, be it resolved:

- a) That the Director report annually to the Program and School Services Committee on school attendance, either as a part of existing reporting, or as a standalone annual report;
- b) That the report at Part (a) include information on:
  - i. summary of reasons for absences based on safe arrival attendance reporting;
  - ii. any discernible trends over time;
  - iii. categorical information on chronic absences;

- iv. any insights about challenges or barriers to school attendance gleaned from students, staff, and community;
- v. any current actions and recommendations, to support improved school attendance;
- vi. any current or potential work with partners to support information-sharing or actions to improve school attendance.



# 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