



## Program and School Services Committee Agenda

PSSC:007A

Wednesday, October 23, 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>	
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## 9. Adjournment





# Community Advisory Committees

**Early Years Community Advisory Committee (EYCAC)  
2023-2024 ANNUAL REPORT**



# Community Advisory Committees

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# Community Advisory Committees

## Co-Chair Message

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During the 2023-2024 school year, the Early Years CAC focused on various areas of work that supported early learning and child care communities and programs in schools.

Audley Salmon, Associate Director, Learning Transformation and Equity, Lynn Strangway, Executive Superintendent, Learning Centre 3, and Cynthia Grundmann, Senior Policy Advisor/ Manager Early Years (Child Care, EarlyON, Extended Day Program) provided information and discussion opportunities to members and guests. EYCAC members participated in presentations and provided feedback on the following key topics:

- TDSB Multi Year Strategic Plan (MYSP) 2024-2028
- The Child Care Umbrella Lease Agreement revision
- TDSB Child Care and Before- and After-School Program Resource Manual and Discussion Guide
- Wi-Fi in schools for child care partners
- Community Advisory Committee (CAC) Procedures (PR741) and (PR742)
- English and French Kindergarten Registrations
- Community Cafe Principal Sessions - *Rethinking School Community*
- The Status of Child Care Board Report
- Child Care/ Before-and After-School Program (BASP) development and expansions
- BASP Service Agreement Planning
- EarlyON Child and Family Centres – Innovation Grant Programs for Black children and their families
- School Lockdown/Emergency Procedures
- Ministry of Education Kindergarten Curriculum revisions
- Developing the 2024-2025 TDSB Budget
- Public Engagement Opportunities and Meetings
- Sparking Joyful and Playful Learning Conference
- EYCAC Terms of Reference review (on hold)

EYCAC members agreed to move forward with the following three priorities for 2024-2025:

- Working and collaborating with children with exceptionalities. Practices and collaboration around inclusion and shared resources.
- Transitions to kindergarten and strengthening the work of more supported and seamless transitions for children and families.
- Collaborative Professional Learning opportunities with child care partners – exploring joint-professional learning opportunities for educators working in FDK and those working in BASP and child care.

# Community Advisory Committees

## Co-Chair Message

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The Early Years Community Advisory Committee (EYCAC) was established to advise the Toronto District School Board (TDSB) on matters related to the Ontario Early Years Policy Framework, suggest improvements to the TDSB Early Learning and Care Policy, and consider the impact of other initiatives on Early Years programs. Meetings were held virtually throughout the 2023-2024 school year, allowing for discussions on the Canada Wide Early Learning and Child Care (CWELCC) system, Wi-Fi accessibility, inclement weather communication, and other important issues affecting families in the early years.

For the 2023-2024 period, EYCAC focused on supporting early learning and child care programs within schools. The committee discussed several topics, including the TDSB Multi-Year Strategic Plan, revisions to the Child Care Umbrella Lease Agreement, Wi-Fi access for child care partners, kindergarten transitions, and professional learning opportunities. EYCAC recommended, and the Board approved, that child care centres and stakeholders situated in schools be invited to join the school Caring and Safe School Committee as members. Members also identified priorities for the upcoming 2024-2025 school year, with a focus on collaborating to support children with special needs and exceptionalities, improving transitions to kindergarten, and enhancing professional learning opportunities with childcare partners.

EYCAC's collective effort in the early years seeks to strengthen partnerships to support children and families, emphasizing ongoing collaboration and engagement with TDSB staff and members to meet goals.

Patricia Chorney Rubin and Jill Oakes, Community Co-Chairs and  
Trustee Deborah Williams (Ward 10), Trustee Co-Chair  
Early Years Community Advisory Committee (EYCAC)

## **Community Advisory Committees**

### **EYCAC Advisory Committee Mandate/ Purpose**

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- i. An Early Years Community Advisory Committee (EYCAC) will be established and maintained to provide advice to the Board on matters concerning the implementation of the Ontario Early Years Policy Framework, and to identify issues of broad community interest concerning Early Years programs, for the consideration of the Board and staff; (adopted by Board September 2005).
- ii. To suggest improvements to the TDSB Early Learning and Care Policy.
- iii. Continue to advise on Integrated Service Delivery (ISD) with an Early Years Framework.
- iv. To consider the work of other initiatives within the Board as they impact on Early Years, (e.g., Kindergarten, Special Education, and Model Schools for Inner Cities).

# Community Advisory Committees

## Advisory Committee Activities

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### Meetings

#### **Early Years Community Advisory Committee Meetings**

All EYCAC meetings were from 10:00 a.m. to 12:00 p.m. The EYCAC meetings were virtual Zoom meetings.

#### **2023- 2024 Meeting Dates:**

- October 13, 2023
- January 26, 2024
- March 22, 2024
- May 24, 2024

## Community Advisory Committees

### EYCAC Members 2023-2024

<b>MEMBER</b>	<b>ORGANIZATION</b>
Trustee Deborah Williams (Trustee Co-Chair, Ward 10)	Toronto District School Board
Patricia Chorney Rubin (Co-Chair)	George Brown College
Jill Oakes (Co-Chair)	YMCA Child Care
Michelle Dutra	Woodgreen Child Care (Alt. Rep.)
Anabela Ferreira	Woodgreen Child Care
Anh Lam	Woodgreen Child Care
Nicola Maguire	Learning Enrichment Foundation (LEF)
Pam McArthur	Runnymede Adventure Club
Stephanie Nickle	Woodgreen Child Care
Kim Rogers	Sunshine Child Care
Irena Setnik	Silver Creek Pre-School
Patrina Stathopoulos	Dandyllion Daycare
Rosemary Stiglic	PLASP Child Care Services
<b>NON-MEMBER /OBSERVER</b>	<b>ORGANIZATION</b>
Trustee Dennis Hastings (Ward 1)	Toronto District School Board
Trustee Dan MacLean (Ward 2)	Toronto District School Board
Sarah Brager	Observer/Parent
Janet Davis	Observer/Toronto Child Care Advocates
Naama Ofrath	Toronto Children’s Services
Donna Spreitzer	Executive Director, Toronto Community for Better Child Care
Amy Van Camp	Toronto Children’s Services

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# Advisory Committees

**French as a Second Language Community Advisory  
Committee (FSLCAC)**

**June 18, 2024 ANNUAL REPORT**



# Community Advisory Committees

## French as a Second Language Community Advisory Committee (FSLCAC) June 18, 2024

### ANNUAL REPORT

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# Community Advisory Committees

## Parent Co-Chair Message-Lynne Leblanc

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The FSLCAC discussed opportunities to achieve growth and excellence in Core, Extended and Immersion French programs and shared our lived experiences as parents with children in TDSB French programs with staff and our Trustee. We appreciate the support from staff and all Trustees for student achievement and parent engagement in French programs.

Congratulations to the Board on the September 2024 reopening of Bannockburn PS as a French Immersion Centre and opening of Lakeshore CI's as a new French immersion site.

In the 2023-24 school year, we focused on the Learning Opportunities Index and French Immersion. We welcomed Karen Murray, System Superintendent, Anti-Oppression and Equity at our November meeting and Dr. David Cameron at our January meeting. At our May meeting, Angela Caccamo presented the report on the Learning Opportunities Index and French Immersion that was in response to Trustee King's November 2023 motion and the finding that French immersion enrolment has limited, if any, impact on LOI status. The FSLCAC supports the continued inclusion of all students in the LOI data collection. The presence of students from all household income levels and all races in French immersion is encouraging and we will continue to challenge the barriers to equity of access and to work with staff and Trustees on encouraging participation in French immersion by under-represented groups.

We continue to follow up on these recommendations made just prior to and during COVID (2019-2021) which were referred back to staff:

- Provision of a briefing note on TDSB DELF (Diplôme d'études en langue française) capacity building and cohort results (from 2013 on).
- Results reporting on the impact of the French Review changes (JK entry, Middle Immersion, phase out of Extended) on achieving the goals set out in the FSL. Program Review staff recommendations and Trustee decisions (June 2019) and in Policy 80 FSL Programs. The last update to Board was November 2021.
- Parent-friendly revision of Special Education information in Procedure 597 French Immersion and Extended.

We continue to share concerns at our meetings about:

- Additional barriers to accessing before/after school care for French immersion students.
- TTC support for secondary French immersion students which was cut from the 2019 budget and was to continue to be offered to FI students in financial need at their FI school.
- The one-week delay of bussing for French immersion students in September that was a response to COVID but is still in place.
- Aligning the start date for registration for JK French immersion with the start date for registration for regular JK.

# Community Advisory Committees

## Mandate/Purpose

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The French as a Second Language Community Advisory Committee (FSLCAC) was created by the Board in 2005. In 2007, our mission was adopted by the Board and was reconfirmed with the adoption of our Terms of Reference in 2016:

“To consult with and advise the Board on French as a Second Language matters. As a Board community advisory committee, the FSLAC will contribute to the work of trustees and staff. This partnership of trustees, staff and parents will foster excellence and growth in FSL programs at the Board.”

NB: FSL (French as a Second Language) programs are: Core, Early and Middle French Immersion. Extended French programs are being phased out.

## Terms of Reference Update Recommendations

With the adoption of the 2024-28 Multi-Year Strategic Plan, the Community Advisory Committee Procedures (PR741, PR742, January 2024) and in advance of the upcoming review of selected Community Advisory Committees, our committee reviewed our Terms of Reference. At our Annual General Meeting in June 2024, the committee passed recommendations for consideration by the Board of Trustees to align our name and mandate with the 2024-28 Multi-Year Strategic Plan. As advised by staff, these recommendations may be submitted to the Governance and Policy Committee after the review of the FSLCAC is completed at the November 2024 Organization Board meeting.

The proposed update to our name is: “French Student Achievement Community Advisory Committee”. This name would centre our work on students and their achievement in Core and Immersion French programs. Note that “second language” has been removed, as has been done by the TDSB French department, to be inclusive of our multi-lingual students for whom French is a third or subsequent language.

The proposed update to our mandate is “To consult with and advise the Board on French program matters. As a Board community advisory committee, the French Student Achievement Community Advisory Committee will contribute to the work of Trustees and staff. This partnership of Trustees, staff, parents/caregivers/guardians and community will foster equity, excellence and growth in French programs at the Board.”

# Community Advisory Committees

## Meetings

Regular Meetings 7:00 – 9:00 pm:

- September 19, 2023 (hybrid)
- October 17, 2023 (hybrid)
- November 14, 2023 (hybrid)
- January 9, 2024 (hybrid)
- March 19, 2024 (hybrid)
- April 16, 2024 (zoom)
- May 14, 2024 (zoom)
- June 18, 2024 (hybrid)

Orientation and Informal Gatherings:

- November 26, 2023
- June 11, 2024

Executive Meetings:

The parent co-chair, vice co-chair and Canadian Parents for French met as needed throughout the year to coordinate and advance committee work and communications.

Committee Meetings:

Prior to regular meetings, the parent co-chair met with staff and Trustee co-chair to collaborate on the agenda.

In 2023-24, we improved our attendance and punctuality for regular meetings significantly compared to 2022-23. The new CAC Procedure 742 requires that we have 5 members (other than staff) present in person in order to hold a hybrid meeting. Getting firm RSVPs from parents is an added organizational task.

While participating from home via Zoom is convenient, it continues to present many challenges. This year, we have experienced faulty links that require a flurry of texting and emailing to get meetings started and at two meetings, in person participants had to gather around staff laptops because there was no technical support. Efforts to integrate and engage new parent members who have only attended via Zoom with cameras off are volunteer intensive. Parents come from across the city and do not know each other at all when they join the committee. Building lasting, productive relationships and establishing a 'new normal' while also meeting the requirements of the new CAC procedures is a work in progress that requires creative solutions and patience.

## Community Advisory Committees

### Outreach initiatives

#### Email:

FSLCAC volunteers continue to use our Gmail account: [fslactoronto@gmail.com](mailto:fslactoronto@gmail.com) for correspondence. Parents and stakeholders write to us with FSL related questions. Common enquiries are on accessing programs and special education support and for referrals to the appropriate staff member on FSL specific concerns.

#### Newsletter and E-blasts:

The FSLCAC newsletter was produced and distributed in December 2023, March 2024 and June 2024. E-blasts were sent out for time sensitive items and French immersion registration. Emails are sent out to more than 150 schools with French immersion/extended programs, Trustees, and over 900 individual parents and FSL stakeholders who have signed up. It shares information about new developments in FSL and tips for parents in supporting their children learning French. The sign-up button and past newsletters are available at [www.tdsb.on.ca/fslcac](http://www.tdsb.on.ca/fslcac). We continue to seek email addresses for Parent/School Councils to add to our distribution to fulfill our mandate as a partnership between Trustees, staff and parents.

#### Conferences, Workshops & Meetings:

In November 2023, we presented at the Elmlea PS school council meeting. Our “Intro to the FSLCAC” is available for school/ward council meetings. Power point slides are posted at [www.tdsb.on.ca/fslcac](http://www.tdsb.on.ca/fslcac). Inquiries about having this presentation done may be directed to [fslactoronto@gmail.com](mailto:fslactoronto@gmail.com).

In our continued effort to reach out to more parents directly, FSLCAC members hosted an information table at the Parents and Caregivers as Partners conference in February 2024.

# Community Advisory Committees

## Committee Members

Parent members/alternates are elected by parents/guardians/caregivers in their ward in odd numbered years to serve a two-year term on the FSLCAC. Trustees who have vacancies in their wards for members/alternates are asked to hold elections at their ward meetings. To be eligible to be an FSLCAC voting member/alternate, one must be a current TDSB parent/guardian/caregiver who wishes to further the mission of the FSLCAC and is available to attend about eight evening meetings during the school year. Trustees needing more information or assistance recruiting members to fill vacancies may contact the FSLCAC at [fslactoronto@gmail.com](mailto:fslactoronto@gmail.com).

Parent/Community Membership as of June 18, 2024:

**Trustee Co-chair Dan MacLean    Parent Co-chair Lynne LeBlanc**

### Parent Members

- Lisa McAvoy (W2 – parent vice co-chair)
- Devon Pool (W3)
- Andrew Waters (W3 Alt/9)
- Sharlene Henry (W5/6 – parent vice co-chair)
- Elizabeth Carvalho (W7)
- Lynne Leblanc (W8)
- Cheryl Batty (W8 Alt)
- Maeve Gray (W10)
- Charles Zhu (W11/8)
- Divya Chandra (W11 Alt)
- Randy Samuel (W14)
- Madelaine Hamilton (W16)
- Moosa Anwar (W19)
- Zuojun Han (W20)
- Gail Miller (W22)

**Note:** where there is more than 1 ward next to a parent/guardian’s name, it indicates that they live in one ward, but their child(ren) attend school in another ward.

## Community Advisory Committees

### Community Members

Mary Cruden (Canadian Parents for French)

Sharon Beason (CPF Alt)

Rosemary Sutherland (CPF Alt)

### Staff Members

Audley Salmon, Associate Director

Roni Felsen, Superintendent

Angela Caccamo, Principal, French programs

Kirsten Johnston, Coordinator, French programs

James Jarrett, Administrative Assistant.

## 2024-2025 Executive and Meetings

**2024-25 FSLCAC Executive:** At the June 18, 2024 Annual General Meeting, Lynne LeBlanc was elected as parent co-chair for a 1-year term. Charles Zhu, Charlene Henry and Moosa Anwar were elected as parent vice co-chairs for a 1-year term. Canadian Parents for French member/alternates are appointed to a 2-year term renewable in 2025 and serve as non-voting community members.

**Upcoming Meetings: 2024** – September 10, October 15, and November 12. When available, agendas and **2025** meeting dates will be posted at [www.tdsb.on.ca/fslcac](http://www.tdsb.on.ca/fslcac) .





## TDSB Math Achievement Action Plan: Report 1 for 2024-25

**To:** Program and School Services Committee

**Date:** October 23, 2024

**Report No.:** 10-24-4780

### Strategic Directions

- **Commit to the implementation of the Truth and Reconciliation Commission of Canada: Calls to Action**
- **Achieve** – All students reach high levels of achievement, success, and personal development.
- **Thrive** – All students graduate with the confidence, skills, and knowledge to thrive.
- **Belong** – All students belong, are engaged, and valued in an inclusive environment.
- **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 first of three Math Achievement Action Plan Updates for 2024-2025 be received.

### Context

The Toronto District School Board (TDSB) is committed to Equity and Truth and Reconciliation: Calls to Action which both serve as the foundation of the Multi-Years Strategic Plan. Our commitment to achievement is evident in the Multi-Year Strategic Plan (MYSP) strategic direction: all students achieve high levels of achievement,

success, and personal development. The work represented in this report is in line with The Better Schools and Student Outcomes Act (2023), the goals of the Ontario Ministry of Education's Student Achievement Plan, and the TDSB Multi-Year Strategic Plan (MYSP), and it underscores the TDSB's unwavering commitment to these educational goals.

In the first year of system-wide implementation of the Mathematics Achievement Action Plan, central staff worked extensively with educators at all system levels to begin the complex process of assessing the learning needs of students and staff and addressing their needs through targeted professional learning opportunities.

To effectively address the Ministry-identified Math Learning Priority Schools (MLP) schools an organizational approach was adopted in 2023-2024. The MLP schools were grouped into "Clusters" based on factors including Learning Opportunities Index (LOI) and Family of School networks (geography), providing a strategic approach to math education improvement. The clusters are organized into the following areas:

1. Etobicoke-York,
2. West Toronto,
3. North York,
4. Don Valley,
5. West Scarborough, and
6. East Scarborough.

Based on data collected in 2023-2024 and the EQAO results from 2022-23, accessed in June 2024, four new schools were added by the Ministry of Education for the 2024-2025 school year. Currently, 152 Ministry-selected target grades (Grades 3, 6, or 9) across 125 schools are distributed among the six math clusters throughout the TDSB.

Classroom educators in all TDSB schools have been provided with the opportunity to engage in high quality centralized math learning focusing on developing effective teaching of fundamental mathematical skills.

**Professional Learning Attendance data from 2023-2024:**

**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. There were 536 professional learning participants from 245 schools/departments.

**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. There were 650 participants from 238 schools/departments.

**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. Last year, 70 participants attended the sequenced coding professional learning from 40 schools or programs.

**Unlocking Fractions Understanding:** A new series based on the work of Dr. Heather Wark and Dr. Cathy Bruce was introduced in January 2024. It focused on fractions to enhance understanding and teaching methods in this critical area. There have been 109 participants from 75 schools/departments.

**TDSB Math Additional Qualifications Courses:** 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. There have been 153 staff who have taken the TDSB Math AQ courses, with 103 participants taking the Mathematics, Primary and Junior, Part 1 and 50 participants taking the Mathematics, Primary and Junior, Part 2. Staff can opt to take Math AQs with any accredited provider. A total of 273 staff received a Ministry provided subsidy to take a Math AQ in 2023-2024.

Recognizing that Principals and Vice Principals are key to setting direction and supporting instructional practices, school leaders were provided with 21 focused professional learning opportunities on effective mathematics instruction and related school improvement strategies. This training, designed to help leaders support and monitor math teaching and learning through the school improvement process, was made available to all school leaders irrespective of their designation as a Math Priority (MLP) School by the Ministry. We are pleased that 450 administrators attended the various leadership learning opportunities provided by the mathematics department.

As per the Ministry of Education's direction, the TDSB Math Team will focus much of the work and data collection on students who are currently in Grades 3, 6, and 9 in these schools. This constitutes a new cohort of students for this school year, as last year, they would have been in Grades 2, 5, and 8. The Ministry of Education expects the Board to focus on Grades 3, 6, and 9 students because these are EQAO years and are the grades in which data for the Key Performance Indicators as outlined in the Student Achievement Plan will be collected.

Last school year, three board reports were provided to Trustees as were ongoing reports to the Ministry of Education.

## Report Card and Attendance Data for Math Learning Partner Schools

### Report Card Data:

Report card data for MLP schools was collected after Term/Semester 1 in February 2024 and again in June 2024 at the conclusion of Term/Semester 2 of the 2023-24 school year.

<b>Elementary Schools</b>		
	<b>Term 1 Level 3/4 (B- and above)</b>	<b>Term 2 Level 3/4 (B- and above)</b>
All MLP Elementary and Secondary	65%	62%
MLP Elementary (Grades 3 and 6)	68%	66%
<b>Secondary Schools</b>		
	<b>Semester 1 Level 3/4 (70% and above)</b>	<b>Semester 2 Level 3/4 (70% and above)</b>
MLP Secondary (Grade 9)	48%	41%
MLP Secondary Grade 9 Math Credit Attainment	86% 1410 students of 1639	83% 1736 students of 2092

To address Grade 9 results, staff are providing high-quality professional learning opportunities, such as the Destreaming Mathematics Professional Learning sessions, which are being offered in collaboration with OISE/UT to reach all students. These four-day, in-person, job-embedded learning sessions are being offered during both

semesters of the current school year, and all Grade 9 teachers - particularly those in MLP schools - are strongly encouraged to attend.

MLPs are working with Grade 9 Math teachers to implement high-impact instructional strategies from the centralized professional learning sessions that is aligned with the Grade 9 math curriculum in all MLP schools.

Learning is also being offered in smaller in person and online sessions for Grade 9 educators with our partners in Global Competencies including:

- **High-Impact Instructional Strategies in Mathematics: An in-person session at HumberSide Collegiate Institute**
- **From Patterning to Algebra with Tiles**
- **Demonstrating Mathematical Thinking through the use of Digital Manipulatives (quick 20 minute virtual session)**

Additionally, there will be opportunity for the school-based math curriculum leaders and school administrators to engage in professional learning in the fall of 2024 to build capacity.

The sessions will be co created with our ministry partners and will include a focus on utilizing school data as part of their school improvement efforts, particularly the destreamed Grade 9 Math program. Grade 9 math achievement results will be closely monitored through the School Improvement Process, with particular attention to outcomes in MLP schools.

**Attendance Data for MLP Schools:**

The Ministry of Education has established a benchmark that students should attend school 90% of the time or more per year (approximately 10 days of absence or fewer per term/semester or 20 or fewer per year) to provide sufficient exposure to the math curriculum content and to support effective learning.

For the 2023-24 school year, the average percentage of students in Grades 3, 6, and 9 who met this attendance benchmark was 57%.

The data, broken down by panel, is as follows:

Panel	Percent attending 90% or more
Elementary (Grades 3 and 6)	58%
Secondary (Grade 9)	50%

These attendance figures highlight the need for further efforts to engage students. The use of contexts that are engaging and relevant to our students in mathematics

instruction as well as the effective use of universal design for learning strategies to provide all students an entry point to the mathematics they are learning are strategies we will utilize to improve attendance rates. Attendance rates will also be addressed through enhanced collaboration with families and support from attendance counsellors.

**EQAO:**

**Primary Division (Grade 3) Assessment Mathematics. TDSB Results:**

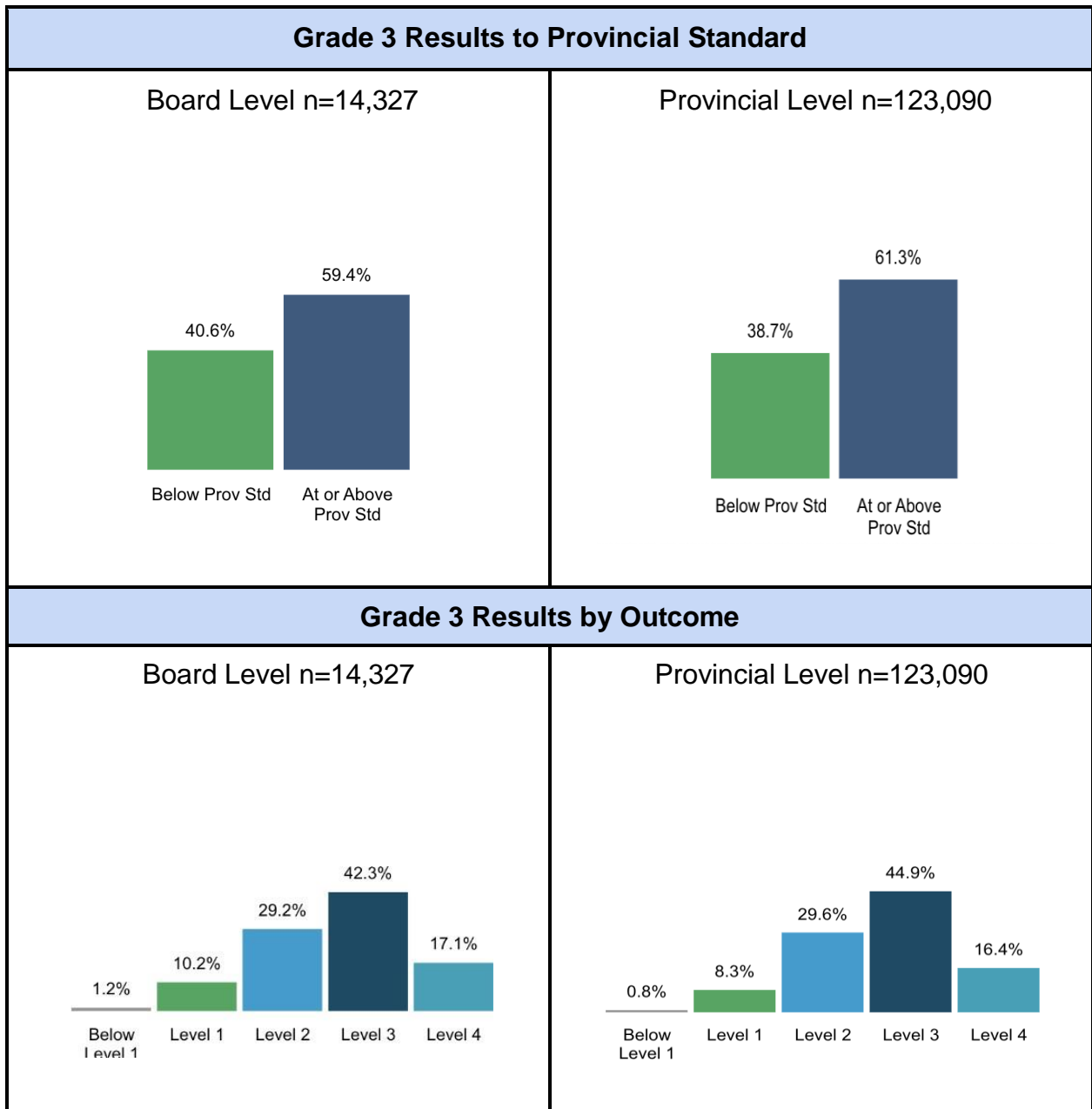


Figure 1: Primary Division (Grade 3) Assessment Mathematics, TDSB Results

Figure 1 shows that the results are hovering very close to the provincial average of students who are attaining level 3 or above on EQAO at 59.4% and 61.3% respectively. Level 3 represents the provincial standard for achievement and is equal to a B or 70-79% on a report card.

In the breakdown below one can see that we have a larger number of students at level 1 and below level 1, which accounts for the difference in the percentage of students above level 3. This is important as it provides us with a focuses our work in schools centering students who we have traditionally underserved.

Staff is aware that the pandemic could be potentially impacting Grade 3 performance as the students were in kindergarten during this time, and the development of their foundational math skills might have been affected.

To address these gaps, the TDSB Math Department will be concentrating on building teacher mathematics content knowledge through targeted professional learning sessions and work in schools with MLPs, classroom teachers and school level leaders. TDSB schools will also be engaging in cycles of tracking and monitoring student progress through ongoing in-school team meetings for students who are not meeting provincial standards and addressing their learning needs. This includes students who have been identified as having special education needs.

**Figure 2: EQAO Comparison of Grade 3 Results in MLP to Non MLP Schools**

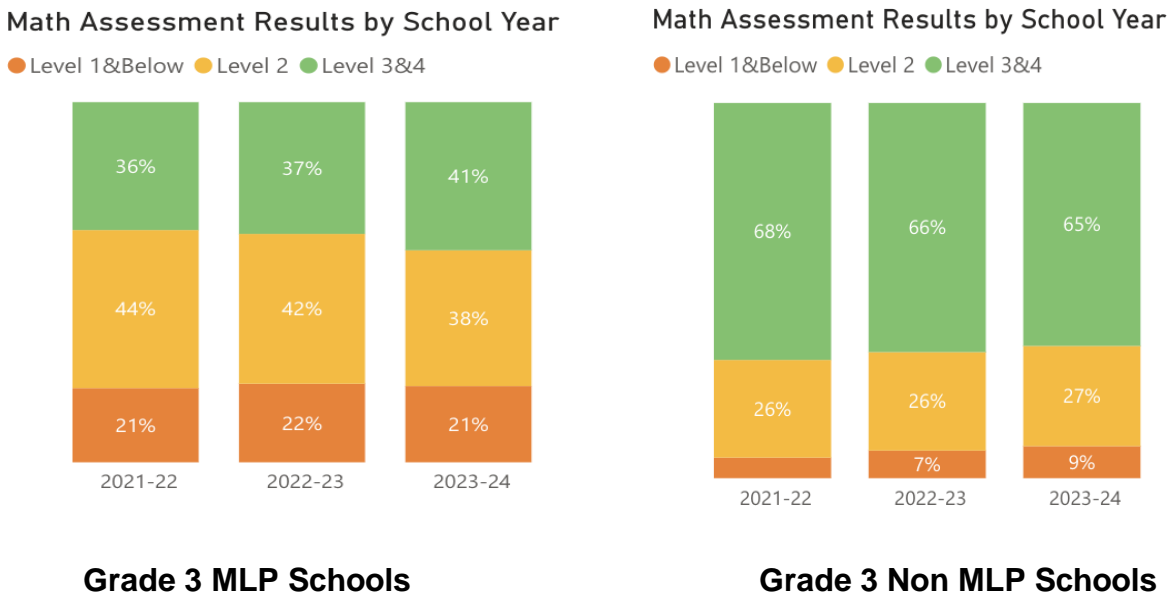


Figure 2: TDSB Internal Data

When comparing math learning partner schools (MLP) to non MLP schools we have noted a larger increase of students at level 3 and 4 (up 4%) in our MLP schools than our non MLP schools (declining by 1%) suggesting that the targeted work in our MLP

schools may be in the early stages of having an impact on student success in Grade 3 math.

### EQAO: Junior Division (Grade 6) Assessment of Mathematics, TDSB Results

Figure 3: Grade 6 EQAO Results

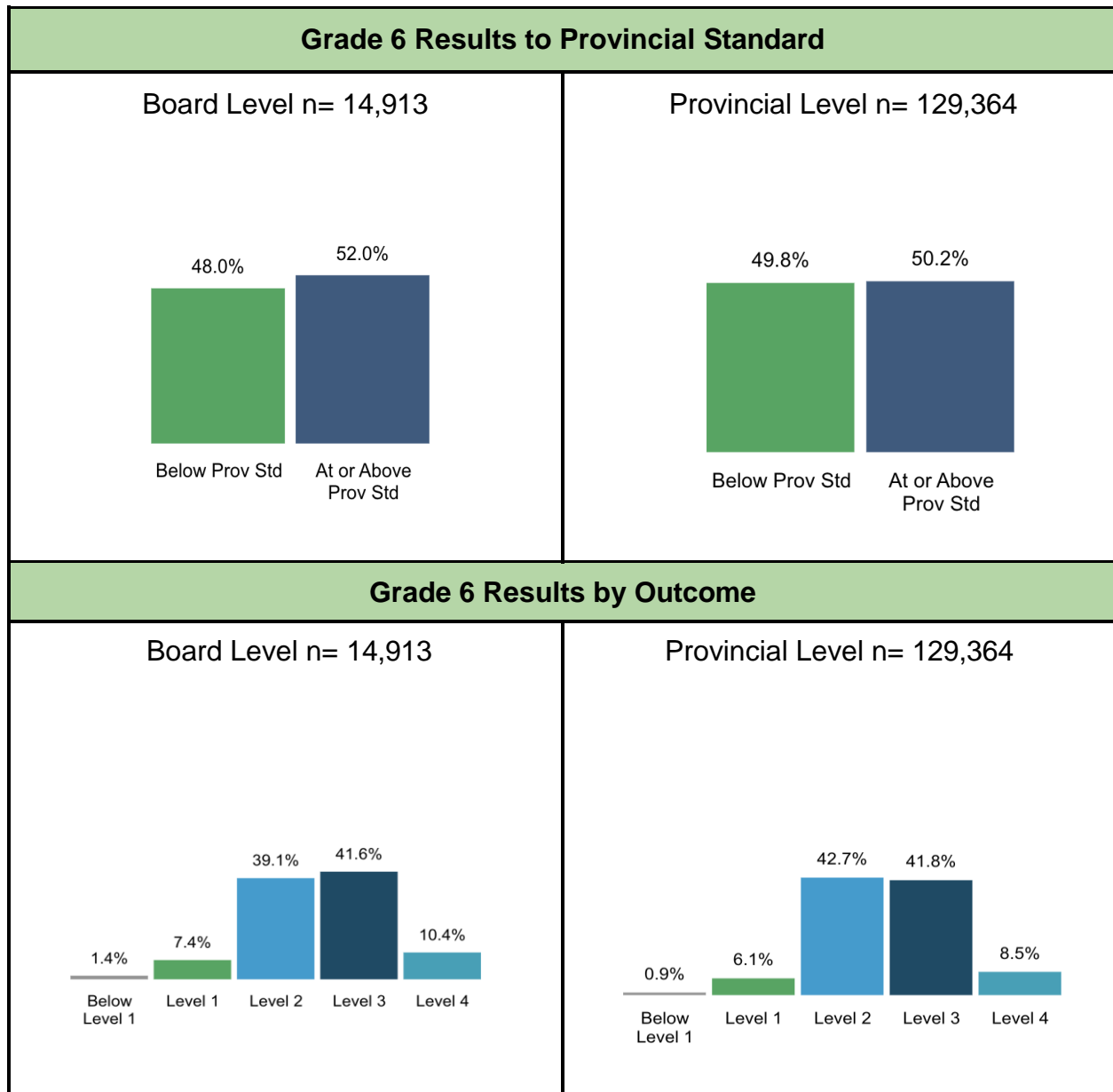


Figure 3: Junior Division (Grade 6) Assessment of Mathematics, TDSB Results

The TDSB Grade 6 results are also hovering close to the provincial averages. The percentage of students meeting the provincial standard for Grade 6 students in TDSB is 52%, with the percentage of students provincially in Grade 6 meeting the average is



slightly lower at 50.2%. Level 3 is equal to a B- and above or approximately 70-79% on a report card.

The breakdown of student achievement by level shows that TDSB has a slightly larger percentage of students at levels R and 1. This time the board has slightly fewer students at level 2 than the provincial average and again more students at level 4 than the provincial average.

Much like the approach being taken with primary teachers, in alignment with the TDSB Math Achievement Action Plan, the TDSB math department will be concentrating on building teacher mathematics content knowledge through professional learning sessions and targeted work in schools with MLPs, classroom teachers and school level leaders. TDSB schools will also be engaging in cycles of tracking and monitoring student progress through ongoing in-school team meetings for students who are not meeting provincial standards and addressing their learning needs.

**Figure 4: EQAO Comparison of Grade 6 Results in MLP to Non MLP Schools**

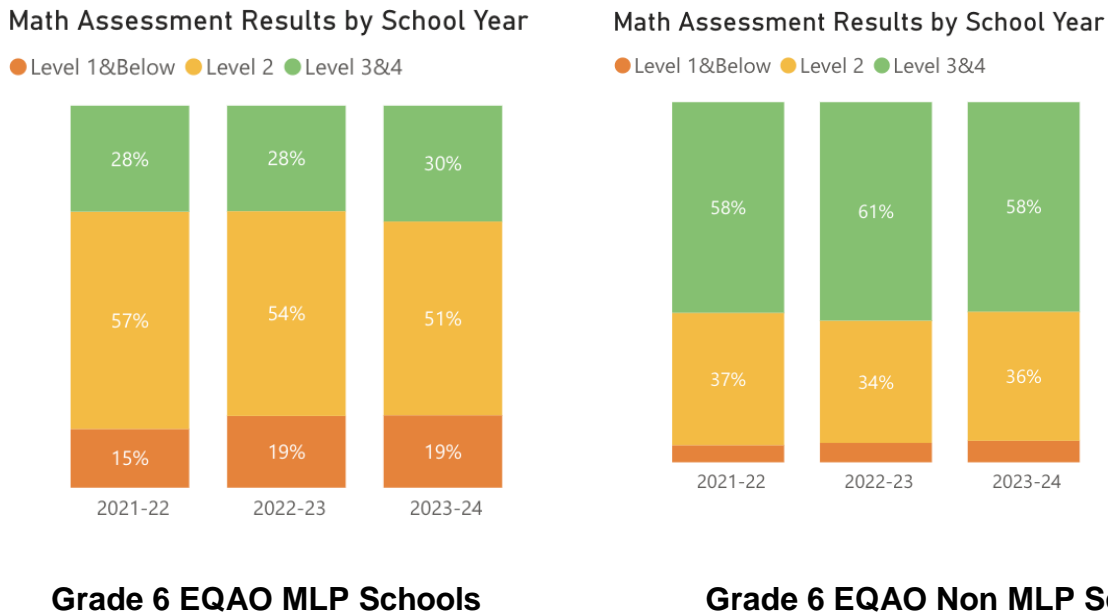


Figure 4: TDSB Internal Data

The same pattern of difference between growth in level 3 and 4 occurred in our Grade 6 classes. There was an increase in level 3 and 4 performance on the assessment in our Math Learning Partner (MLP) schools and a decline of 3% in the performance of our students on the Grade 6 assessment in our non MLP schools. This again may be indicating the impact of our work in the targeted MLP schools.

# EQAO: Grade 9 Assessment of Mathematics, TDSB Results:

Figure 5: Grade 9 EQAO Results

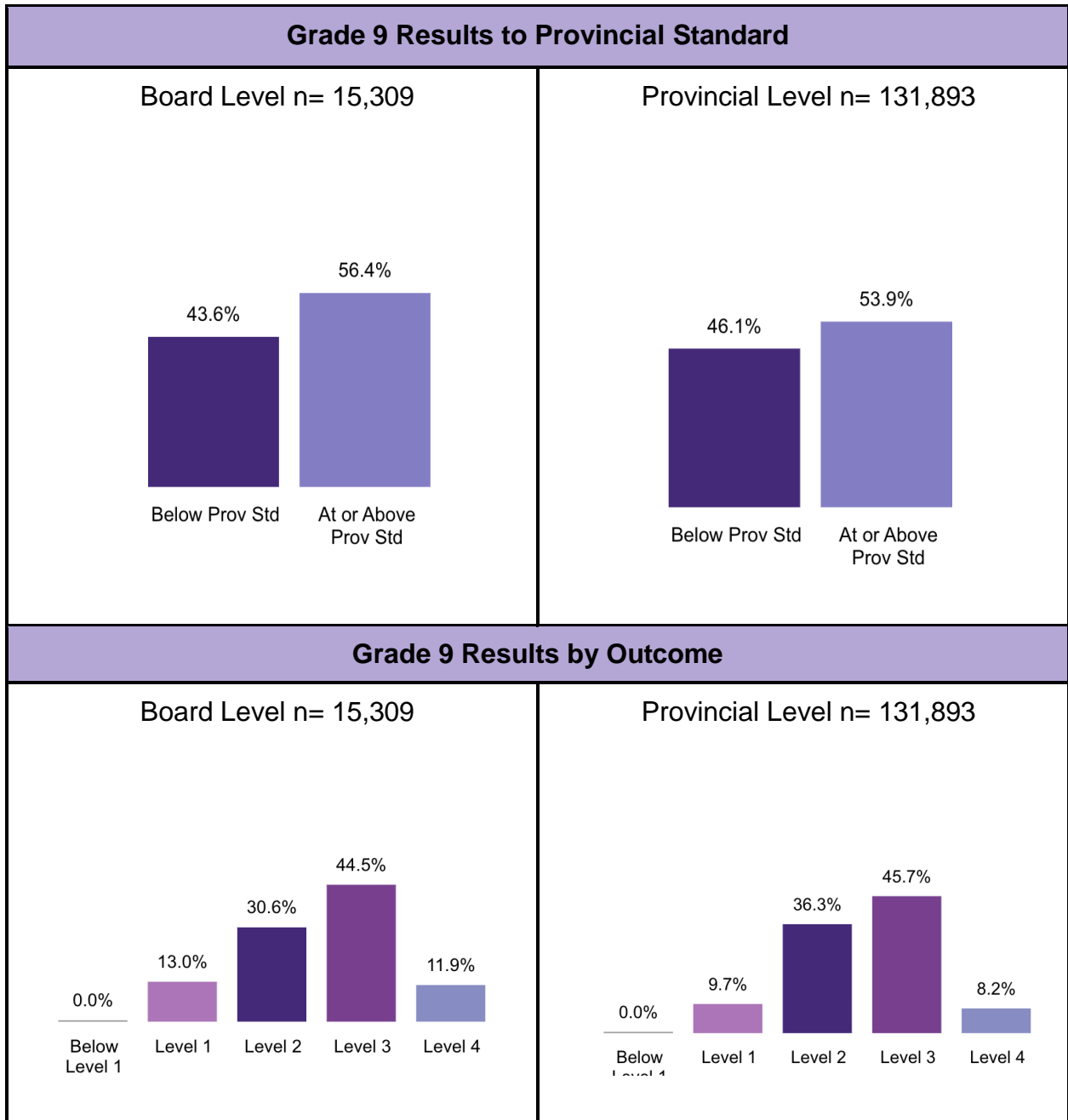


Figure 5: EQAO: Grade 9 Assessment of Mathematics, TDSB Results

The TDSB Grade 9 results are also hovering close to the provincial average. The percentage of students meeting the provincial standard for Grade 9 students in TDSB is 56.4% with the percentage of students provincially in Grade 9 meeting the average is slightly lower at 53.9%. Level 3 is equal to a B- and above or approximately 70-79% on a report card.

The breakdown below shows that TDSB has a larger percentage of students at level 1. This time TDSB has slightly fewer students at level 2 than the provincial average and again more students at level 4 than the provincial average.

The TDSB Math department is working to identify the students who are not meeting the provincial expectation and some who are struggling to attain their Grade 9 course credit and are providing professional learning to educators specifically addressing teacher practice and fidelity to the curriculum in Grade 9. This work is being done through central learning sessions, work by MLPs in MLP schools and work with educators and school level leaders to lead learning and cycles of tracking and monitoring coupled with targeted interventions to move students from level 1 to level 2 and from level 2 to level 3.

A review of the Math EQAO results from last year to this year showed a decline of 2% in Grade 3 students who attained level 3 or above on the assessment. In Grade 6 there was a decline of 1% and for students taking the Grade 9 EQAO their results declined by 1%. It is important to note that the year-to-year comparisons are comparisons of different cohorts of students (students who were in Grades 3,6, and 9 in 2023 moved on to Grades 4,7,and 10 in 2024) and were not measured. This difference alone can account for small fluctuations in results.

The Math Team is working through the strategies in the TDSB Math Achievement Action Plan with educators to provide high quality, targeted support for students who are not achieving at level 3 or above in curriculum-based assessments, with the expectation of improvement in EQAO outcomes for Multi Language Learners (MLL) and students with special education needs. This work will be monitored by the Ministry of Education's new Key Performance Indicator (KPI) focussed on the number of students who have modified IEPs for mathematics and through cycles of review of students who are achieving below expectation throughout the school year which will be monitored by school and system leaders.

## **Math Confidence and Digital Tools Surveys**

“Teachers were asked to identify the system-wide math professional learning opportunities they attended during the 2023-24 school year. Teachers were able to select any of the following options: Building Thinking Classrooms, Unlocking Fractions, Building Foundational Math Skills in the Early Years, Spiralling Coding, TDSB math AQ courses, other provider's math AQ courses, or none of the above. Half of the teachers at MLP schools (50%) and nearly three quarters of teachers at non-MLP schools (72%) indicated they did not attend any math professional learning in the 2023-2024 school year. Of respondents who had attended math professional learning, most attended Building Thinking Classrooms, Building Foundational Math in the Early Years and/or math AQ courses (see Figure 4)”. TDSB Math Digital Tools Survey Summary May 2024, Prepared by TDSB Research and Development, July 2024.

**Figure 6. Teacher Professional Learning Participation**

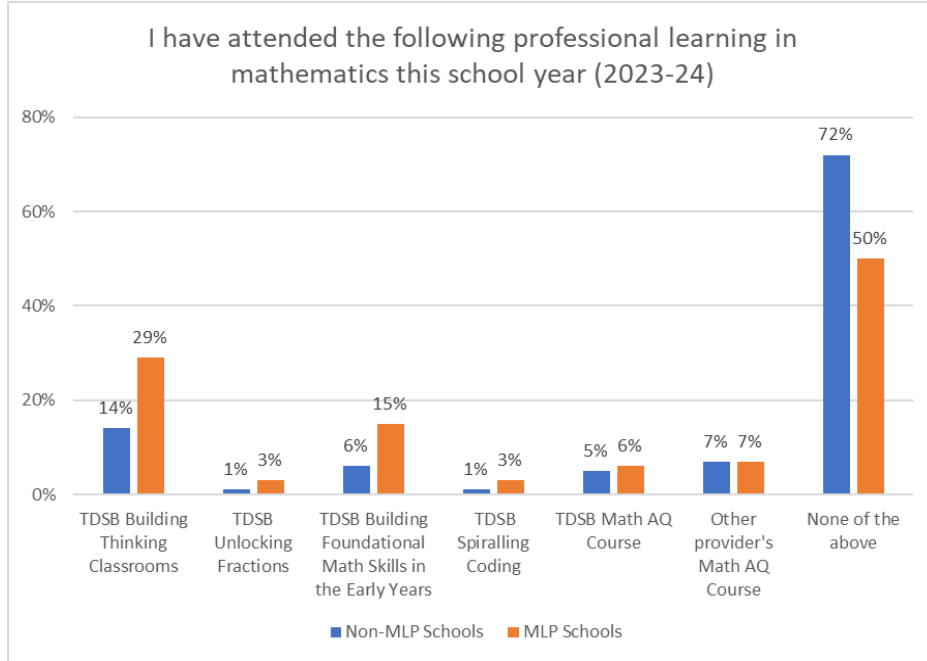


Figure 6: Prepared by TDSB Research and Development, July 2024

Several factors have contributed to lower-than-expected participation in these professional learning opportunities. Chief amongst these is the lack of availability of Occasional Teacher and the resulting number of unfilled absences. The Math Department believes that more proactive engagement with school and system leaders, alongside the expectation that MLP schools prioritize math learning in their School Improvement Plans, will lead to increased participation across the system.

For the 2024-2025 school year, the Math Department has refined some of the offerings and will provide secondary educators with learning focused on de-streaming Grade 9 mathematics. This is expected to address concerns regarding student success in Grade 9 de-streamed and Grade 10 academic mathematics courses. MLPs will work closely with educators in secondary schools to support implementation of effective practices in Grade 9 mathematics.

Math Department staff will also lead meetings with secondary Curriculum Leaders (CLs) and Assistant Curriculum Leaders (ACLs) and administrators across all schools to promote the learning opportunities, and work with CLs and ACLs and support staff to provide interventions for students struggling as they transition into Grade 9 math programs.

Of the educators who did indicate that they participated in the central learning opportunities in 2023-24, approximately 75% reported that they “strongly or somewhat agreed” that professional learning improved the mathematics instruction they provided to students (see figure 5).

**Figure 7. Teacher Confidence in Math Instruction after Professional Learning Participation**

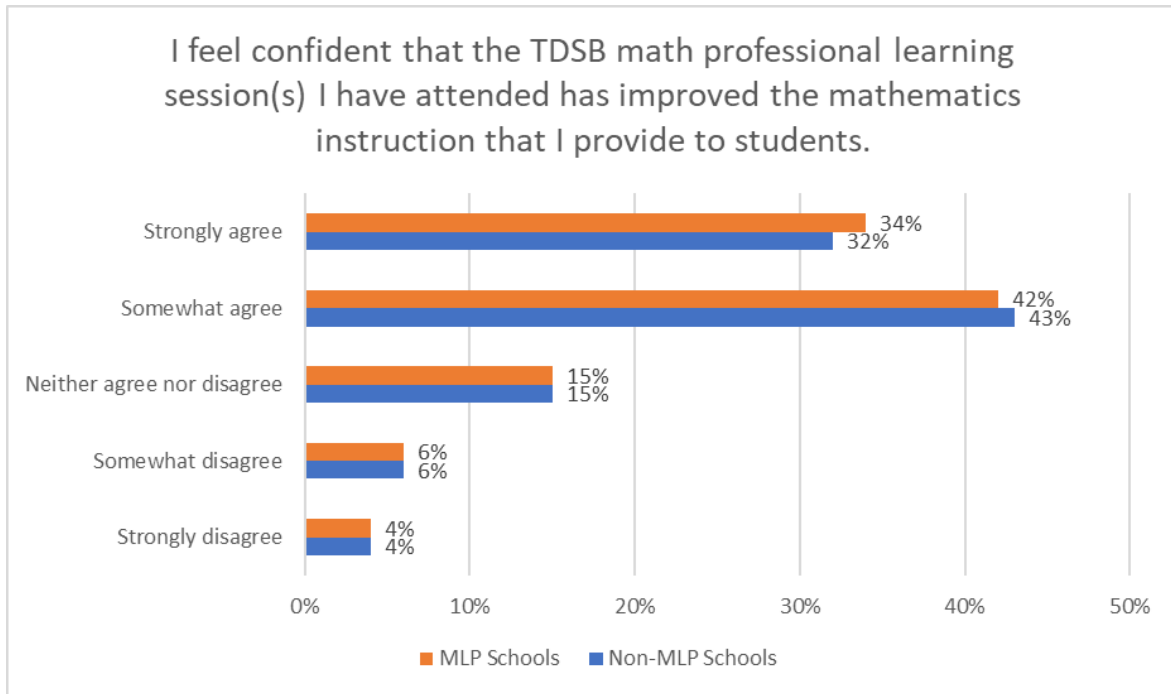


Figure 7: Prepared by TDSB Research and Development, July 2024

The data indicates that the central, job-embedded learning offerings and the support of administrators and MLPs have led to substantial implementation of the high-impact strategies learned in the sessions. The use of formative (ongoing) assessment data is key to identifying students early in the term to support their learning with direct intervention strategies. The data indicates that there is work to be done to support the implementation and ongoing use of formative assessment in mathematics in the TDSB on a regular basis. This will be an area of focus for future professional learning with teachers and administrators, such as Building Foundational Math Skills - Kindergarten to Grade 3 (K-3), developing Multiplicative Thinking, Unlocking Fractions and Shaping Algebraic Reasoning.

**Figure 8. Teacher Implementation of Math Professional Learning**

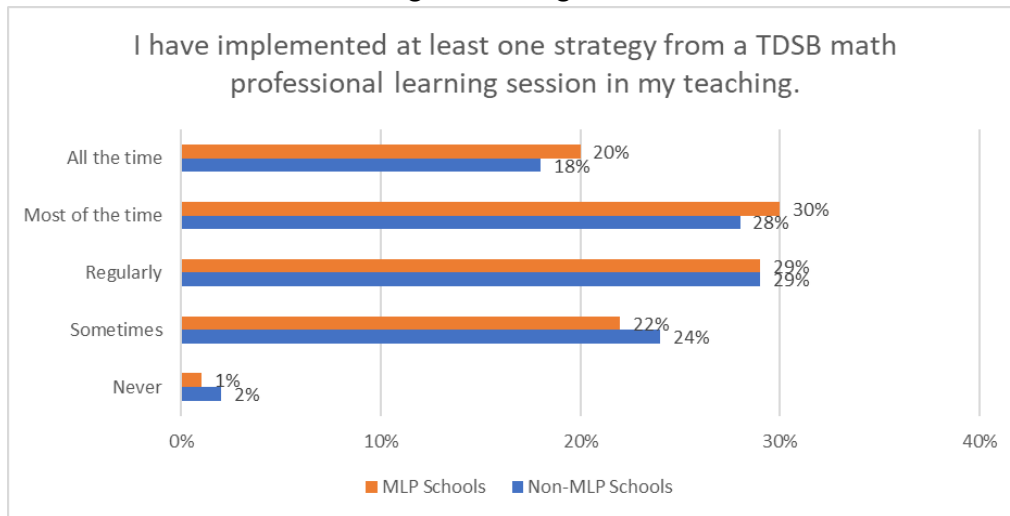


Figure 8: Prepared by TDSB Research and Development, July 2024

Principals and Superintendents are expected to use formative assessment data to guide decisions related to school improvement, particularly in the selection of resources and evidence-based teaching strategies to guide staff and student learning.

**Figure 9. Teacher Use of Tracking Tools for Formative Assessment**

I am using tracking tools, such as resources from the Lawson Continua and/or Unlocking Fractions as ongoing formative assessments.

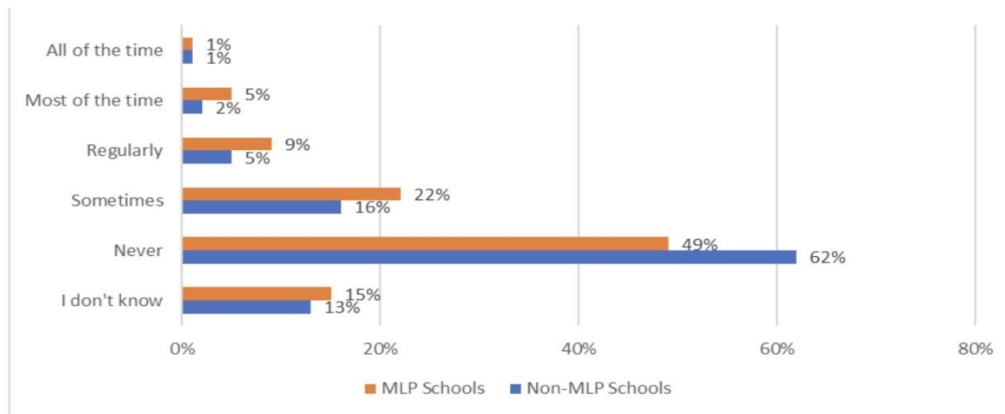


Figure 9: Prepared by TDSB Research and Development, July 2024

“When asked whether teachers use tracking tools to determine mathematics intervention strategies for students achieving at level 2 or below, only 15% of teachers at MLP schools and 12% of teachers at non-MLP schools indicated they did so “all or most of the time.” Twenty percent of teachers at MLP and non-MLP schools reported that they used math tracking tools such as the Lawson continua regularly, while just over one-third of teachers indicated they sometimes use math tracking tools (36% at MLP schools and 32% at non-MLP schools). Nearly one-third of teachers from MLP schools (29%) and just over one-third from non-MLP schools (37%) indicated they

either did not know if they used tracking tools or never used tracking tools to determine math intervention strategies (see Figure 8).” TDSB Math Digital Tools Survey Summary May 2024, Prepared by TDSB Research and Development, July 2024.

**Figure 10. Teacher Use of Tracking Tools for Mathematics Intervention Strategies**

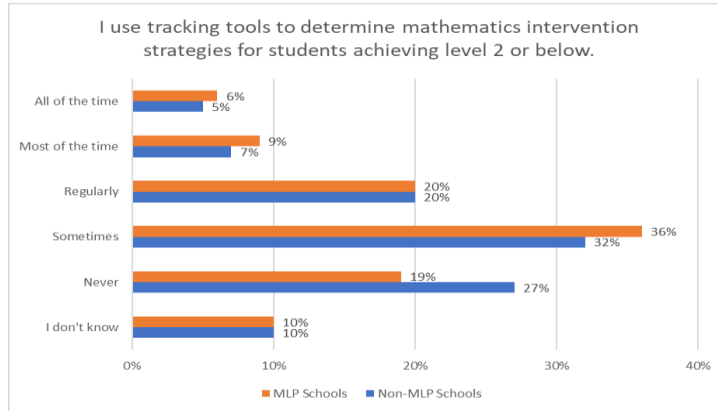


Figure 10: Prepared by TDSB Research and Development, July 2024

To address the gaps in educator’s awareness/use of Digital math tools, the math department will be strategically embedding examples of digital tool use in the professional learning provided to classroom educators. This will occur throughout sessions such as Building Foundational Math Skills in the Early Years, Developing Multiplicative Reasoning, Unlocking Fractions, Shaping Algebraic Reasoning and Destreaming Grade 9 Mathematics. The use of formative assessments to track and monitor student learning will also be a focus for school and district level leaders to support school and system improvement efforts.

**Student Math Confidence from January to June 2024:**

**Figure 11: Student Math Confidence - January 2024**

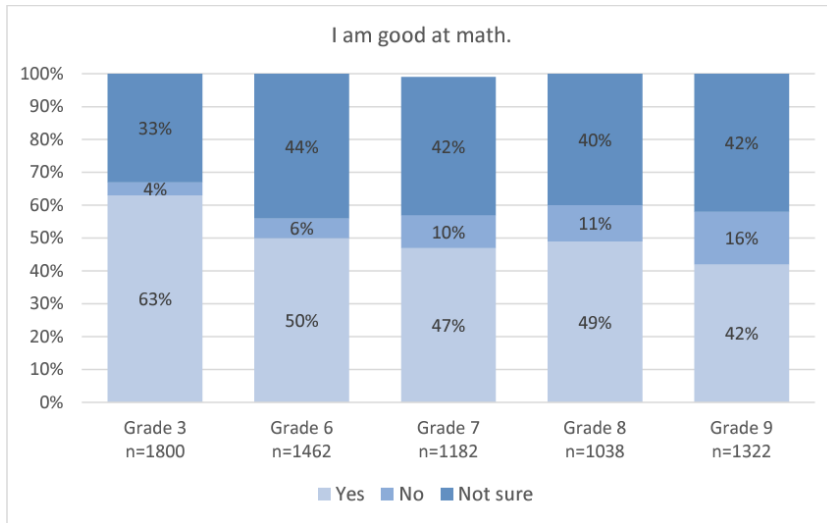


Figure 11: Prepared by TDSB Research and Development, March 2024

**Figure 12: Student Math Confidence - May 2024**

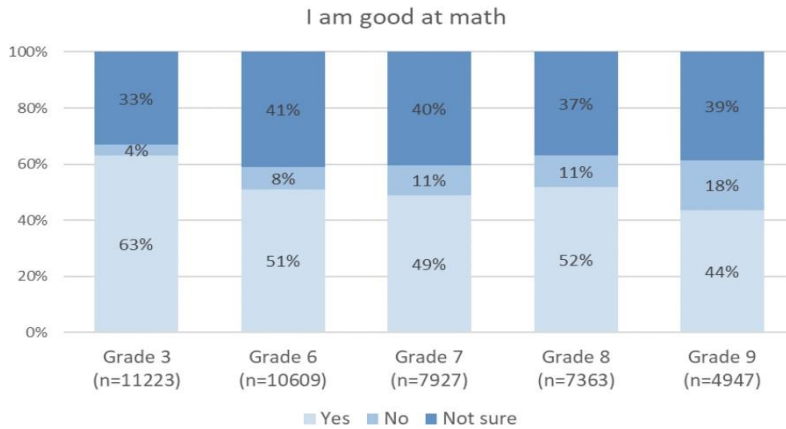


Figure 12: Prepared by TDSB Research and Development, July 2024

Students in Grades 6,7, and 8 indicated increased confidence in all grade levels from January to June as identified by agreement with the statement “I am good at math” with students in Grade 3 maintaining their expression of math confidence at 63%.

Grades:	Grade 3	Grade 6	Grade 7	Grade 8	Grade 9
<b>Term 1 (Jan 2024)</b>	63%	50%	47%	49%	42%
<b>Term 2: (May 2024)</b>	63%	51%	49%	52%	44%

The data for Grade 9 cannot be compared as they consist of different cohorts of students who took math from semester 1 and semester 2.



Figure 13. Digital Tools Use

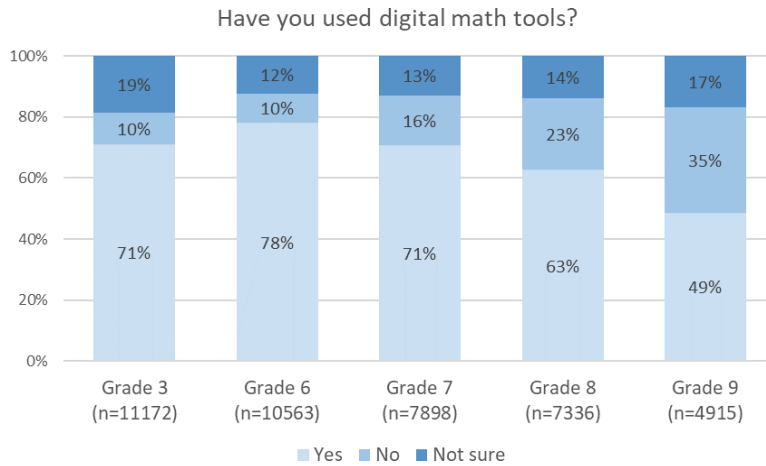


Figure 13: Prepared by TDSB Research and Development, July 2024

“Survey respondents were provided with a list of digital math tools and asked to indicate any that they use. Across all elementary grades, the most used digital math tool among students was *Knowledgehook*, followed by “other” tools not included in the list, and then *Scratch* (see Figure 10). For Grade 9 students, the top tool was *Desmos*, followed by *Knowledgehook* and then “other” tools. The least selected digital math tool was *Graspable Math*. Students were given the option to list the “other” digital math tools they used and the top ten most referenced tools in the “other” digital tool category...The most widely used “other” digital math tools were *Prodigy*, *Khan Academy*, and *IXL*. Prodigy was the most referenced “other” tool for Grade 3 and 6, while *Khan Academy* was most common for Grades 7-9. *Prodigy*, *IXL* and *Khan Academy* were also frequently referenced tools in teacher responses”. TDSB Math Digital Tools Survey Summary May 2024, Prepared by TDSB Research and Development, July 2024.

Figure 14: Which tools have you used?

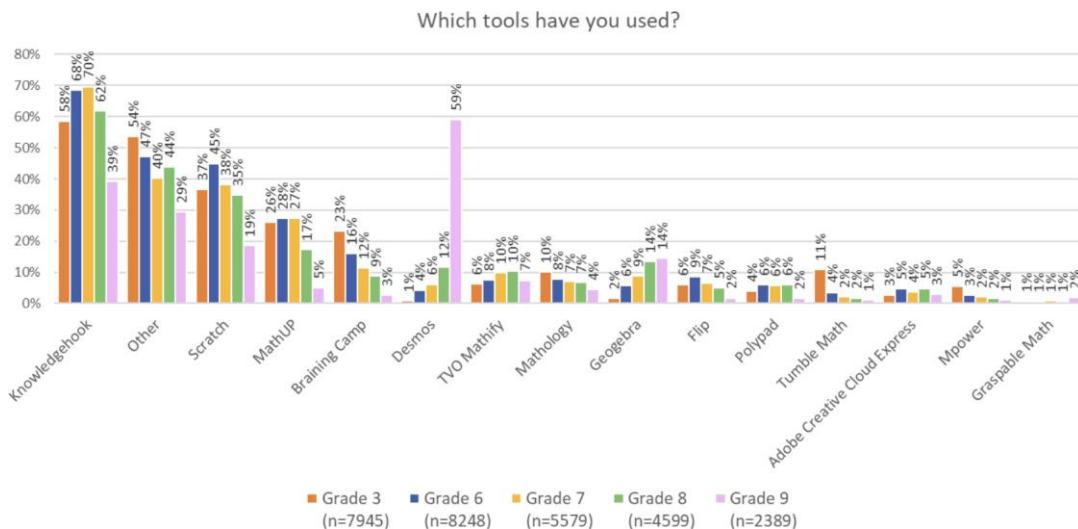


Figure 14:: Prepared by TDSB Research and Development, July 2024

While *Knowledgehook* remains widely used, there is an increased use of a diversity of tools. In particular, the uptake of Desmos in Grade 9 classrooms indicates that teachers are beginning to utilize high-impact tools that support students' conceptual understanding through the use of visual representations. Digital math tools will continue to be integrated into professional learning to support teachers in their intentional use of these resources to support instructional and assessment practices.

## Action Plan and Associated Timeline

Data has been collected throughout the 2023-24 school year and analyzed at both the board and provincial levels. This information, in conjunction with the development of the TDSB Multi Year Strategic plan, has informed the refinements to the TDSB Mathematics Action Plan for the current year (see Appendix A).

During Year 2 of the TDSB Math Achievement Action Plan in 2024-2025, the focus will remain on providing professional learning for classroom educators, as well as school and system leaders, with an emphasis on effective math instruction. This work will be differentiated to meet the specific needs of school and system leaders, aligning with their school improvement planning processes and incorporating ongoing monitoring and regular cycles of review throughout the school year.

In addition to the areas of focus identified in the updated Math Achievement Action Plan, board-wide strategies will be implemented to support gaps in math achievement observed in the previous year's data.

1. **Fidelity to the math curriculum:** Educators at all levels of the system will be expected to gain clarity on the expectations and context of the recently released math curricula. They will also be expected to plan and implement all mathematics learning based on the current mathematics curricula in order to equip students with the knowledge and skills required to be successful math learners. Collaborating with highly regarded math education researchers, including Dr. Alex Lawson and Dr. Ruth Beattie, will support this work.
2. **Skillful application of explicit instruction and play and inquiry-based learning strategies:** These strategies will be applied based on the type of curriculum expectations being taught and the educator's knowledge of their students' learning needs.

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This work will continue to be supported and implemented by the 24.5 ministry-funded MLPs (math facilitators) in the MLP schools. The MLPs will also lead centralized professional learning sessions, focussing on foundational math skills, algebraic reasoning, and effective instructional practices with particular attention to the transition from the Grade 9 de-streamed to the Grade 10 Academic Math program.

Additional math learning opportunities will be offered outside of school hours through TDSB Additional Qualifications (AQ) math courses and the provision of the Ministry of Education Math AQ subsidy which staff can utilize for the TDSB Math AOs or Math AOs offered by any AQ provider accredited by the Ontario College of Teachers (OCT). These opportunities are available system-wide.

TDSB math leads will support school and system leaders to implement tracking and monitoring of students who are not meeting expectations. TDSB MLPs and educators in MLP schools will be implementing targeted interventions to advance students' math learning. This information will inform ongoing superintendent school improvement visits and classroom walkthroughs.

Through these targeted intervention and monitoring strategies at all levels of the system, improvements in student achievement in mathematics are anticipated.

To further support these efforts, a pilot study has been initiated in 20 TDSB MLP schools to review the use of a specific math screening tool called the *Early Math Assessment* developed by a research team at Carleton University. This tool is intended to enhance responsiveness to both school and student-level needs.

The TDSB is the largest school board in Canada and is very diverse. The scale of the school board provides ongoing challenges to ensure that all students and staff receive the necessary support to improve math learning. The focus on educator learning, school improvement planning, monitoring, and the development of instructionally strong, data-driven and data literate system leaders is expected to build the capacity and momentum required to advance this large and diverse system forward.

### **Action Plan and Associated Timelines:**

Timelines	Actions
August 2024	Reorganization of clusters: Etobicoke-York, West Toronto, North York, Don Valley, West Scarborough and East Scarborough

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September 2024	Onboarding of new MLP schools. MLPs conduct initial visits to engage in data analysis, planning, and implementation of work with all designated MLP schools
September 2024	Professional Learning Cycle One begins for classroom teachers, <ul style="list-style-type: none"> <li>● Building Foundational Math Skills in the Early Years: Based on work by Dr. Alex Lawson</li> <li>● Unlocking Fractions: Based on work by Dr. Cathy Bruce, Tara Flynn, Shelley Yearly and Susan Empson, Linda Levi,</li> <li>● Destreaming Grade 9 Mathematics* A collaboration with OISE UT</li> </ul> <p style="text-align: center;">*Indicates new offerings for 2024-25</p>
September 2024 and throughout the year	Professional learning begins for principals and system leaders to support the work through instructional leadership and work on through the SIP process
September 2024	Provision and promotion of Digital Math Tools
September 2024 and monthly throughout the school year	Monthly training provided to Math Learning Partners (MLPs) throughout the school year on: <ul style="list-style-type: none"> <li>● The effective use of math tools and representations in mathematics teaching throughout Kindergarten to Grade 12 with Sandra Fraser (Former Ministry Student Achievement officer for Mathematics)</li> <li>● The development of multiplicative reasoning in Junior students with Dr. Alex Lawson</li> <li>● The development of algebraic reasoning in Junior and Intermediate students with Dr. Ruth Beattie</li> </ul>
September 2024	Provision and promotion of the Math Additional Qualifications subsidy
September - October 2024	2022-2023 data shared with a Family of Schools Superintendents and schools. School improvement action plans shared. Schools initiate school improvement process with a focus on curriculum fidelity and the intentional and meaningful use of Explicit Instruction and Play- and Inquiry-Based Learning. Principals offered sessions in school improvement planning and effective math instruction, delivered by board math leads and through Families of Schools meetings. Continuing Education begins Learning Outside the School Day offerings for Grades 7-10 for Math.
October 2024	October Math Report presented to Program and School Services Committee (PSSC)
October 2024	Ministry baseline data collected for the new cohort of students in

	Grades 3, 6, and 9.
October - December 2024	<p>Ministry of education KPI's collected in MLP schools in Grades 3,6 and 9 for the new student cohort.</p> <p>Schools integrate data into their School Improvement Plans and further refine their focus areas.</p> <p>Schools continue to engage in math learning to address their Achievement Goals.</p> <p>System leaders collect and analyse data to provide a focus for school improvement visits and professional learning at families of schools meetings.</p>
January 2025	Term 1 Ministry of Education mid point data collection begins
January 2025	<p>Professional Learning Cycle Two begins for classroom teachers. See offerings above in September. In addition, these new offerings will begin:</p> <ul style="list-style-type: none"> <li>● Developing Multiplicative Reasoning in the Junior Years* Based on work by Dr. Alex Lawson</li> <li>● Developing Algebraic Reasoning* Based on work by Dr. Ruth Beattie</li> </ul> <p>*indicates new offerings for 2025</p>
February 2025	Supplementary report presented to PSSC
January - June 2025	<p>Schools integrate ongoing data into their School Improvement Planning and further refine their focus areas.</p> <p>Schools continue to engage in math learning as a response to their Achievement Goal.</p> <p>System leaders collect and analyse data to provide a focus for school visits and the learning in their families of schools.</p>
May 2025	Final report presented to PSSC
May-June 2025	Final data collection including EQAO administration (Results in fall 2025)

## 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 (REP)
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 REP funds allocated Board directed Student Success Funding
School Resource Purchases (math tools, books, manipulatives etc.)	School Budget
Digital Math Tools	Math Achievement Action Plan - Digital Math Tools (REP)
Additional Qualifications Subsidy	Math Achievement Action Plan – Additional Qualifications Subsidy (REP)
TDSB Additional Qualifications Courses	Self-financing (no impact on TDSB budget)

***Please note: The Ministry has NOT provided any funding for release time for this learning for Math Learning Partner Schools or other schools.***

## **Communications Considerations**

Last year, outreach efforts were undertaken to engage parent and caregiver groups, and these initiatives will continue, providing additional opportunities to gather feedback and address families' thoughts and concerns about mathematics education in TDSB.

During the 2023-24 school year, the TDSB math team actively involved communities in discussions about the objectives and initiatives of the TDSB Mathematics Achievement Action Plan. In December 2023, the mathematics team presented the Action Plan at the Black Student Achievement Community Advisory Committee meeting.

Throughout the fall and winter, information was shared across various ward meetings across the TDSB, focusing on mathematics education, and key elements of the MAAP. The TDSB math team, in partnership with TDSB Community Support Workers, also highlighted the latest developments and strategies in a two-part parent engagement event titled “Building Mathematical Minds.” This event was attended by 600 parents.

Beyond these efforts, the math team collaborates with cross-departmental teams, including Special Education and the Urban Indigenous Education Centre, to implement a comprehensive and coherent approach to supporting students. The math department has also created 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: Ontario Ministry of Education Student Achievement Plan
- Appendix B: TDSB Multi Year Strategic Plan
- Appendix C: Executive Summary – TDSB Math Achievement Action Plan

## **References:**

TDSB Research and Development. July 2024. TDSB Math Digital Tools Survey Summary May 2024.

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# Student Achievement Plan

## PURPOSE:

Levelling up achievement outcomes and experiences for every student.

For each priority and indicator, school boards will use board-level data on their student populations to further refine actions.



### PRIORITY:

**Achievement of Learning Outcomes in Core Academic Skills**



### PRIORITY:

**Preparation of Students for Future Success**



### PRIORITY:

**Student Engagement & Well-being**

### Goal: Improve students' literacy learning and achievement.

#### Indicators:

1. % of students who meet or exceed the provincial standard on:
  - Grade 3 EQAO Reading
  - Grade 3 EQAO Writing
  - Grade 6 EQAO Reading
  - Grade 6 EQAO Writing
2. % of fully participating, first-time eligible students who are successful on the OSSLT/TPCL

### Goal: Improve students' math learning and achievement.

#### Indicators:

3. % of students who meet or exceed the provincial standard on:
  - Grade 3 EQAO Math
  - Grade 6 EQAO Math
  - Grade 9 EQAO Math

### Goal: Improve students' graduation rates and preparedness for future success.

#### Indicators:

4. % of students who earn 16 or more credits by the end of Grade 10
5. % of students participating in at least one job skills program (Specialist High Skills Major, Dual Credits or Ontario Youth Apprenticeship Program)
6. % of students graduating with an OSSD within five years of starting Grade 9
7. % of students enrolled in at least one Grade 12 math or Grade 11 or 12 science courses
8. % of students who believe their learning has prepared them for the next step in their learning experience (i.e. next grade, post secondary, etc)

### Goal: Improve students' participation in class time and learning.

#### Indicators:

9. % of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90 percent
10. % of students in Grades 4-12 who were suspended at least once

### Goal: Improve student well-being.

#### Indicators:

11. % of Grade 6, 9 and 10 students who report being aware of mental health supports and services in order to seek supports for mental health

# Plan pour la réussite des élèves

## Objectif :

Améliorer les résultats en matière de rendement et les expériences de chaque élève.

Pour chaque priorité et indicateur, les conseils scolaires utiliseront les données de leur conseil sur leurs populations d'élèves afin de mieux guider les démarches.



### PRIORITÉ :

**Atteinte des résultats d'apprentissage dans les compétences académiques de base**



### PRIORITÉ :

**Préparation des élèves pour les succès de l'avenir**



### PRIORITÉ :

**Engagement et bien-être des élèves**

## Objectif : Améliorer l'apprentissage et le succès des élèves en littérature

### Indicateurs :

1. Pourcentage d'élèves qui atteignent ou dépassent la norme provinciale en :
  - lecture aux évaluations de l'OQRE de la 3<sup>e</sup> année
  - écriture aux évaluations de l'OQRE de la 3<sup>e</sup> année
  - lecture aux évaluations de l'OQRE de la 6<sup>e</sup> année
  - écriture aux évaluations de l'OQRE de la 6<sup>e</sup> année
2. Pourcentage d'élèves admissibles pour la première fois qui participent pleinement et qui réussissent le Test provincial de compétences linguistiques (TPCL/OSSLT)

## Objectif : Améliorer l'apprentissage et le succès des élèves en mathématiques.

### Indicateurs :

3. Pourcentage d'élèves qui atteignent ou dépassent la norme provinciale en :
  - mathématiques aux évaluations de l'OQRE de la 3<sup>e</sup> année
  - mathématiques aux évaluations de l'OQRE de la 6<sup>e</sup> année
  - mathématiques aux évaluations de l'OQRE de la 9<sup>e</sup> année

## Objectif : Améliorer les taux d'obtention de diplôme des élèves et les préparer pour les succès de l'avenir

### Indicateurs :

4. Pourcentage d'élèves ayant obtenu 16 crédits ou plus à la fin de la 10<sup>e</sup> année
5. Pourcentage d'élèves qui participent à au moins un programme lié aux métiers spécialisés (Majeure Haute Spécialisation, double reconnaissance de crédit ou Programme d'apprentissage pour les jeunes de l'Ontario)
6. Pourcentage d'élèves qui obtiennent un Diplôme d'études secondaires de l'Ontario (DESO) dans les cinq années qui suivent le début de la 9<sup>e</sup> année
7. Pourcentage d'élèves inscrits à au moins un cours de mathématiques de 12<sup>e</sup> année ou de sciences de la 11<sup>e</sup> ou de la 12<sup>e</sup> année
8. Pourcentage d'élèves qui croient que leur apprentissage les a préparés pour la prochaine étape de leur expérience d'apprentissage (par exemple, la prochaine année d'études, les études postsecondaires, etc.)

## Objectif : Améliorer l'engagement des élèves aux activités en classe et à l'apprentissage

### Indicateurs :

9. Pourcentage d'élèves de la 1<sup>e</sup> à la 8<sup>e</sup> année dont le taux d'assiduité individuel est égal ou supérieur à 90 %
10. Pourcentage d'élèves de la 4<sup>e</sup> à la 12<sup>e</sup> année ayant été suspendus au moins une fois

## Objectif : Améliorer le bien-être des élèves.

### Indicateurs :

11. Pourcentage d'élèves de la 6<sup>e</sup>, de la 9<sup>e</sup> et de la 10<sup>e</sup> année qui déclarent connaître les soutiens et les services en santé mentale offerts



# INSPIRING MINDS & SHAPING FUTURES:

## Our Multi-Year Commitment to Student Success 2024-2028



APRIL 2024





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## MESSAGE FROM THE DIRECTOR



Education is critical to creating a thriving city, province, and country. At the TDSB, our core mission is 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. The MYSP serves as our blueprint for bringing this mission to life.

There is no single story about the TDSB – there are thousands of successes. The programs and services we offer are as diverse as the needs of the 238,000 students we serve. When we embarked on the renewal process for the MYSP, we knew it was critical that we received input from as many students, parents/guardians/caregivers, staff, and partners as possible. We were overwhelmed by the willingness of the community to share input and guidance, allowing us to craft a plan that truly addresses the needs and aspirations of the TDSB community.

I want to express my gratitude to everyone who participated in the MYSP engagement process to provide feedback. We received input from more than 8,000 community members through a variety of channels, including written submissions in the MYSP online survey and group discussions – both virtual and in-person. The document you are reading now is a reflection of the rich perspectives, ideas, and goals of TDSB communities that we identified during the engagement process.

We heard a variety of ideas: from innovating the curriculum with artificial intelligence and the continued importance of STEM and the Arts, to recognizing the importance of student and staff mental health and strengthening engagement with students' families. However, there was also a very clear theme: a unified commitment to prioritizing learning and high levels of academic and personal achievement for all students. We collectively believe in ensuring students have opportunities in public education that allow them to build successful, happy lives, as well as sustainable, equitable, and compassionate communities – in Toronto and beyond.

The strategic directions have been synthesized into four important concepts: achieve, belong, thrive, and revitalize. These concepts are grounded in our commitment to Equity and Truth and Reconciliation. During the engagement process, most stakeholders recognized the importance of continuing to focus on upholding the dignity and human rights of all students in our schools. We must continue to build coalitions of hope, resilience, and action across school communities, as well as act and sustain progress toward achieving the Truth and Reconciliation Commission's Calls to Action and toward equity for our students and staff.

The MYSP 2024-2028 is a plan and set of strategic guiding principles that will allow us to realize the TDSB's vision. You will note the use of plain, accessible language that has been used throughout the new Multi-Year Strategic Plan. We have created a document that gives anyone reading it an opportunity to understand our collective vision for the next four years and to freely imagine what their role in it could be – whether you are a student, parent/guardian/caregiver, educator, staff member, or community partner.

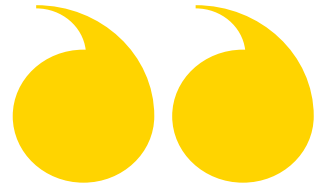
The MYSP is in many ways a living document, so I encourage you to bring forward your ideas for how we can continue to work together to grow the excellence of public education in Toronto. I look forward to continuing to collaborate with the TDSB community to bring the MYSP to life and to sharing our progress in the months and years ahead.

Colleen Russell-Rawlins  
Director of Education





## MESSAGE FROM THE CHAIR



---

I am pleased to share our renewed Multi-Year Strategic Plan (MYSP) for 2024-2028, a significant milestone in our commitment to student achievement, well-being, and success district-wide.

Through extensive collaboration, the MYSP has been streamlined to focus on our core objectives. We have emphasized high achievement, student well-being, and clear accountability structures, ensuring Trustees and staff can effectively measure progress.

This revised MYSP is more specific and outcome-oriented, integrating key performance indicators to gauge our progress and uphold accountability.

At its core, the TDSB's MYSP reflects our unwavering commitment to excellence, prioritizing individual student needs, recognizing the importance of engaging parent/caregivers/guardians, and fostering community partnerships.

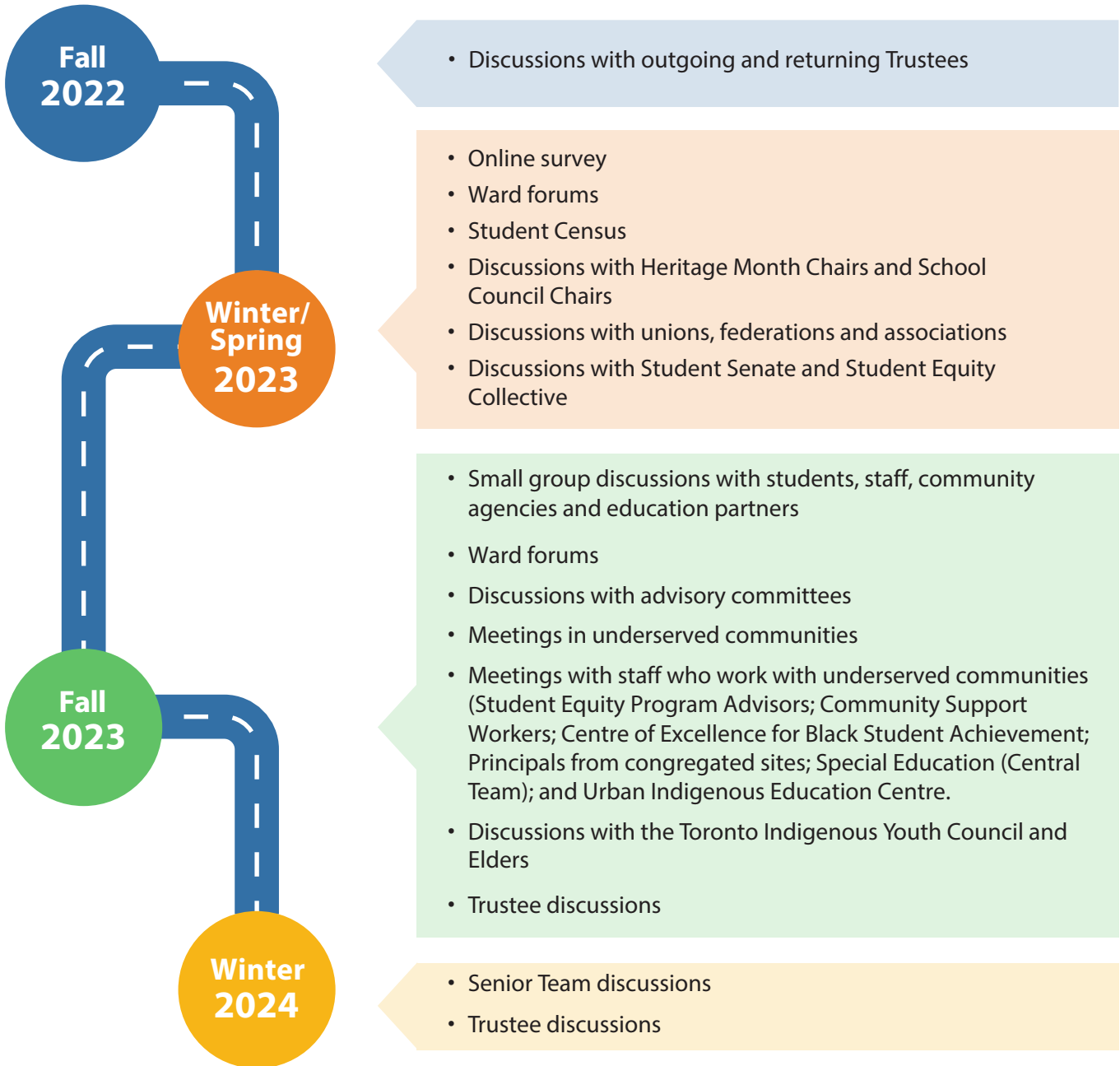
Recognizing the importance of various success conditions, we remain dedicated to creating an environment where every student can thrive and reach their full potential – inside and outside the classroom.

Rachel Chernos Lin  
Chair, Toronto District School Board



# MYSP RENEWAL ENGAGEMENT

In May 2022, the Board of Trustees agreed to begin the process of renewing the TDSB's Multi-Year Strategic Plan (MYSP) as the current plan was coming to an end.



**In total, over 8,000 people provided input into the renewed MYSP.**

# WHAT WE HEARD

The input we received through the Multi-Year Strategic Plan engagement process can be summarized to the following six themes:

**The Multi-Year Strategic Plan should be more focused, with increased transparency, accountability and measurement**

**Effective teaching and learning continue to be important**

**Increase our focus on student and staff mental health and well-being**

**Continue to focus on equity, including the provision of equitable services and supports to students with disabilities and students with special education needs**

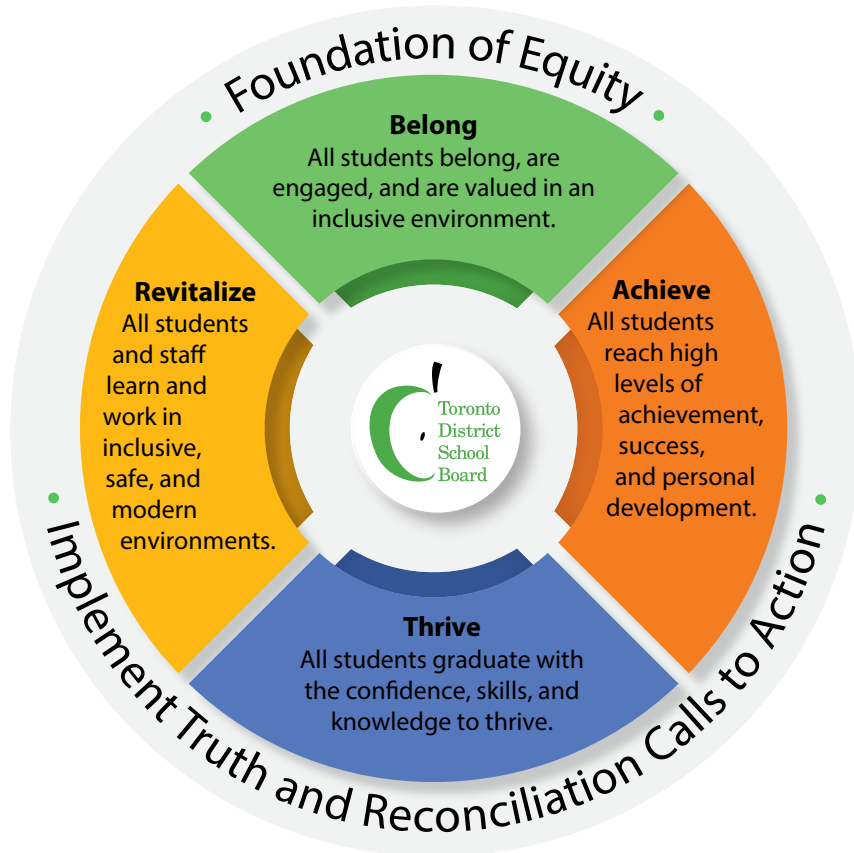
**Increase parent/guardian/caregiver and community engagement**

**Continue to address operational considerations, including stable staffing, improved facilities and modernizing processes**





# INSPIRING MINDS AND SHAPING FUTURES: OUR MULTI-YEAR COMMITMENT TO STUDENT SUCCESS (2024-2028)



## We Value

- Each and every student's interests, strengths, passions, identities and perspectives on their education
- Partnerships with students, parents/guardians/caregivers, staff, community partners, and education partners
- A strong public education system that promotes full participation by identifying, removing, and preventing accessibility barriers so that all students, including students with disabilities/special education needs and intersecting identities, are provided with opportunities to realize their full potential
- The diversity of students, parents/guardians/caregivers, staff, community partners, and education partners
- Shared leadership and respectful working relationships
- Accountability and innovation
- The contributions of a highly skilled and diverse staff
- Digital citizenship and environmental stewardship

## Conditions for Success

The conditions for success are factors that contribute to the successful implementation of the Multi-Year Strategic Plan, 2024-2028.



Partnering with Parents /  
Caregivers / Guardians and  
Community



Culture of Human  
Rights and Respect



Accessibility and  
Inclusion



Strategic, Agile and  
Equitable Leadership



Effective  
Communication

# MISSION AND VALUES

## 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.

## Values

*We value:*

- Each and every student’s interests, strengths, passions, identities and perspectives on their education
- A strong public education system where every student, including students with disabilities/special education needs and intersecting identities, can reach their full potential
- A strong public education system that identifies, removes, and prevents barriers so that students, including students with disabilities/special education needs and intersecting identities, are provided with opportunities to realize their full potential
- Partnerships with students, parents/guardians/caregivers, staff, community partners, and education partners
- The diversity of students, parents/guardians/caregivers, staff, community partners, and education partners
- Shared leadership and respectful working relationships
- Accountability and innovation
- The contributions of a highly skilled and diverse staff
- Digital citizenship and environmental stewardship



# EQUITY AS A GUIDING PRINCIPLE

*Equity is a principle that will continue to guide the TDSB in all that it does. **Equity** will be foundational to all TDSB work and will be embedded throughout the strategic directions.*

The TDSB is committed to identifying, removing, and preventing barriers that create disproportionate outcomes for underserved students. The TDSB's goal is to provide an equitable, accessible, and inclusive education experience for all students according to their unique needs\*.



## **We will do this by:**

- Holding high expectations for all students and providing them with the support they need to reach their full potential
- Implementing effective school and classroom pedagogy, including culturally relevant and responsive instructional practices
- Providing students with increased choice and building relationships to support a sense of belonging and connectedness
- Creating inclusive learning environments for students with disabilities/special education needs and intersecting identities
- Identifying, removing, and preventing systemic, procedural, and attitudinal barriers that stand in the way of equity of access and outcomes in education
- Implementing employment policies, practices, and procedures that contribute to a workforce that understands the unique needs of a diverse and changing student population, and is adaptable to changing socio-political conditions
- Building the capacity of staff to serve students with disabilities/special education needs and intersecting identities

\* Consistent with the [Canadian Charter of Rights and Freedoms](#).





## STRATEGIC DIRECTIONS

**TRUTH AND RECONCILIATION:** We commit to the implementation of the [Truth and Reconciliation Commission of Canada: Calls to Action](#).

*We will do this by:*

- Embedding the Truth and Reconciliation Commission of Canada: Calls to Action into the delivery of all education services
- Improving educational achievement outcomes for all First Nations, Métis, and Inuit students
- Creating learning and working environments that are welcoming for First Nations, Métis, and Inuit students and staff
- Educating all students about Indigenous histories, contemporary contexts, cultures, and perspectives
- Providing all students with opportunities to experience learning through listening to, learning from, and working with Indigenous peoples and perspectives



# BELONG

**BELONG:** All students belong, are engaged, and are valued in an inclusive environment.

*We will do this by:*

- Establishing inclusive and welcoming learning environments in which every student feels valued and feels a sense of joy, engagement, and belonging
- Providing professional learning, resources, and opportunities dedicated to prioritizing and nurturing student mental health and well-being
- Expanding platforms for student voice and leadership, helping them to shape their educational experiences and contribute meaningfully to the school community
- Embracing restorative practices where appropriate to foster understanding and empathy and to cultivate strong, supportive relationships among all members of the school community
- Increasing inclusivity and support for all students, including students with disabilities/ special education needs, in recognition and celebration of their unique abilities and contributions
- Actively engaging parents/guardians/caregivers and diverse community agencies to foster collaborative relationships that promote the holistic development and well-being of TDSB students





**ACHIEVE:** All students reach high levels of achievement, success, and personal development.

*We will do this by:*

- Developing a strong foundation of literacy and numeracy skills beginning in kindergarten
- Creating culturally responsive, identity-affirming resources and learning environments that reflect the diverse backgrounds and experiences of TDSB students
- Increasing equity of access to programs, extracurricular opportunities and other enrichment opportunities
- Strengthening instructional practices to reflect evidence-based approaches, and more fully include [Universal Design for Learning](#) and differentiated instruction



- Welcoming, respecting, and valuing parents/guardians/caregivers as partners in their children’s learning and development
- Holding high expectations for students and finding ways to set goals and monitor progress with them, to enable students to master skills that will help them to be successful in their chosen pathway



# THRIVE

**THRIVE:** All students graduate with the confidence, skills, and knowledge to thrive.

*We will do this by:*

- Using evidence-based interventions to close gaps in learning
- Supporting effective transitions for all students with the aim to maximize their career options after graduation
- Providing a range of support for students to be successful in their chosen academic pathways



- Increasing students' access to courses and programs that reflect their interests and that they find engaging and relevant
- Welcoming, respecting, and valuing parents/guardians/caregivers as partners in their children's learning and development
- Continuing to innovate and offer new and meaningful experiential learning opportunities for students in collaboration with a diversity of community partners





# REVITALIZE

**REVITALIZE:** All students and staff learn and work in inclusive, safe, and modern environments.

*We will do this by:*

- Effectively recruiting, retaining, developing, and engaging employees
- Hiring and developing leaders with the skills and expertise to meet organizational needs
- Building and renovating existing schools to utilize space more effectively, be environmentally sustainable, and create modern and accessible learning spaces
- Distributing resources to effectively support student learning and the professional responsibilities of staff
- Continually assessing the benefits and feasibility of adopting new technologies and processes to optimize business functions, student learning, and teaching practices





# INDICATORS OF PROGRESS

Indicators of progress in the MYSP provide insights into the success or effectiveness of initiatives and identify areas of improvement. The following indicators have been identified as compulsory by the Ministry of Education and also align with the TDSB priorities of Belong, Achieve and Thrive. Furthermore, these indicators serve as a baseline, and beginning in 2025/2026, the TDSB may add additional indicators as it progresses with the implementation of the MYSP.

- 1) Percentage of students who meet or exceed the provincial standard on:
  - Grade 3 EQAO Reading and Writing
  - Grade 6 EQAO Reading and Writing
- 2) Percentage of students who meet or exceed the provincial standard on:
  - Grade 3 EQAO Mathematics
  - Grade 6 EQAO Mathematics
  - Grade 9 EQAO Mathematics
- 3) Percentage of fully participating, first-time eligible students who are successful on the Ontario Secondary School Literacy Test/le Test provincial de compétences linguistiques.
- 4) Percentage of students who earn 16 or more credits by the end of Grade 10.
- 5) Percentage of students participating in at least one job skills program.
- 6) Percentage of students graduating with an Ontario Secondary School Diploma within five years of beginning Grade 9.
- 7) Percentage of students enrolled in at least one Grade 12 mathematics, or Grade 11 or 12 science course.
- 8) Percentage of students who believe their learning has prepared them for the next step in their learning experience.
- 9) Percentage of students in Grades 1-8 whose individual attendance rate is equal to or greater than 90%.
- 10) Percentage of students in Grades 4-12 who have been suspended at least once.
- 11) Percentage of students in Grades 6, 9 and 10 who report being aware of mental health supports and services.



# CONDITIONS FOR SUCCESS

The conditions for success, listed below, are factors that contribute to the successful implementation of the Multi-Year Strategic Plan, 2024-2028.

**Partnering with parents/guardians/caregivers and community.**

We partner with parents/guardians/caregivers and the community as essential partners in our shared efforts to improve outcomes for all students.

**Culture of human rights and respect.**

We foster a culture of human rights and respect that enables all learning and working environments to be safe, welcoming, and inclusive.

**Accessibility and inclusion.**

We increase the ability of all students to access education in a way that reflects their needs and removes structural, procedural, and attitudinal barriers to inclusion.

**Strategic, agile, and equitable leadership.**

We develop and support leaders who can allocate resources, delegate responsibilities, and empower staff to effectively implement the TDSB's strategic directions. These leaders are also dynamic and responsive to current conditions and unanticipated challenges.

**Effective communication.**

We regularly engage in two-way communication with our internal and external educational partners.





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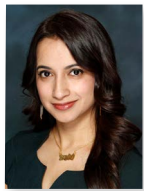
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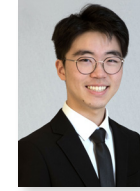
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**Yi Kai Zhou**  
Student Trustee



**Ozaawaamukwaikwe Secord**  
Indigenous Student Trustee

Contact your local Trustee at **416-395-8787**

\* Chair \*\* Vice-Chair  
Accurate at time of printing.

**tdsb.on.ca**





# 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.

## Strategic Directions

**Equity:** Equity is a principle that will continue to guide the TDSB in all that it does. Equity will be foundational to all TDSB work and will be embedded throughout the strategic directions.

**Truth and Reconciliation:** We 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.

## We Value

- Each and every student's interests, strengths, passions, identities and perspectives on their education
- Partnerships with students, parents/caregivers/guardians, staff, community partners, and education partners
- A strong public education system that promotes full participation by identifying, removing, and preventing accessibility barriers so that all students, including students with disabilities/special education needs and intersecting identities, are provided with opportunities to realize their full potential
- The diversity of students, parents/caregivers/guardians, staff, community partners, and education partners
- Shared leadership and respectful working relationships
- Accountability and innovation
- The contributions of a highly skilled and diverse staff
- Digital citizenship and environmental stewardship



**TDSB Math Achievement Action Plan Board Report #1 2024-2025  
Executive Summary**

This executive summary outlines the math team’s work in developing and responding to the system needs in mathematics last year (2023-24) and the plans for this year (2024-25).

**Math Learning Partner Schools (MLPs) (2023-24)**

- 148 Math Learning Partner (MLP) grades in 123 schools
- 24.5 Math Learning partners supporting MLP schools

**Professional Learning Focus 2023-24:**

- Early Years Math Skills (Dr. Alex Lawson's research)
- Unlocking Fractions (Focus by Dr. Heather Wark and Dr. Cathy Bruce)
- Building Thinking Classrooms (Dr. Peter Liljedahl)
- Grade 9 Coding (Collaboration with OISE UT)
- AQ course offerings including the provision of full subsidies for educators after completion

**EQAO Progress Data 2023-2024**

**Provincial Comparison to all TDSB Schools**

	TDSB (% scored at or above provincial standard of 70%)	Province (% scored at or above provincial standard of 70%)
Grade 3	59.4%	61.3%
Grade 6	52%	50.2%
Grade 9	57%	54%

**MLP Schools**

From 2022-2023 to 2023-2024, 123 MLP schools saw a:

- 4% points increase in Grade 3 EQAO (at or above provincial standard of 70%)
- 2% points increase in Grade 6 EQAO (at or above provincial standard of 70%)
- 4% points decrease in Grade 9 EQAO (at or above provincial standard of 70%)

**Non-MLP Schools**

Schools not identified through the Ministry’s MLP initiative have seen a:

- 1% point decrease in Grade 3 EQAO
- 3% point decrease in Grade 6 EQAO
- 1% point decrease in Grade 9 EQAO

### Attendance and Engagement

- **Grade 3, 6, and 9 student attendance**
  - 57% of students meet the benchmark of school attendance 90%+ of the time
- **Educator Attendance at Professional Learning**
  - 1365 teachers attended professional learning
  - 273 completed Math AQ course
  - 450 school and system leaders attended system learning on math leadership

### Ongoing Studies

- Assessment In Mathematics (AIM): Math Screening tool - 20 Schools - Grade 3 (Pilot)
- Destreaming Mathematics (Grade 9): OISE UT
- Elementary Specialist Math Teachers: Two schools - Grades 4-6 (Pilot)
- U of T Tutoring Program: 50 Elementary and Middle Schools

### Challenges and Focus Areas for 2023-3024

- **Math Professional Learning attendance was impacted by** supply teacher shortages and the lack of funding specific for math release time impacting small schools disproportionately
- **Improving Instructional leadership** at the school and system level combined with a focus on School and System Improvement

### Action Plan for 2024-25

- **Enhanced Professional Learning:**
  - Early Years Math Skills (Dr. Alex Lawson)
  - Developing Multiplicative Reasoning in Junior Years:\* (Dr. Alex Lawson)
  - Unlocking Fractions (Dr. Heather Wark and Dr. Cathy Bruce)
  - Developing Algebraic Reasoning:\* (Dr. Ruth Beattie)
  - Grade 9 Destreaming\* (Partnership with OISE/UT)
  - Secondary Mathematics Leadership Symposium
  - Aanse Math Professional Learning in collaboration with the UIEC\*
  - High-Impact Instructional Strategies in Mathematics\*
  - From Patterning to Algebra with Tiles\*
  - Demonstrating Mathematical Thinking through the use of Digital Manipulatives\* .
  - Expanded Additional Qualification (AQ) math courses with Ministry subsidies
- \* Indicates new offerings for 2024-25 school year.
- **Monitoring and Support:** Close monitoring of math progress, particularly in MLP schools, with superintendent visits and regular cycles of review aligned with system and school improvement cycles.

**Conclusion:** The TDSB's Math Achievement Action Plan is enabling equitable math outcomes, improving engagement, and supporting the development of exemplary educator practice in mathematics.



## **Annual Enrolment in Early and Middle French Immersion Programs 2024/2025 and Core French Programs 2023/2024**

**To:** Program and School Services Committee

**Date:** 23 October, 2024

**Report No.:** 10-24-4781

### **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.
- 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 Annual Enrolment in Early and Middle French Immersion Programs 2024/2025 and Core French Programs 2023/2024 be received.

### **Context**

In line with the Multi-Year Strategic Plan and the French-as-a-Second Language Review Recommendations, ensuring equitable access to Intensive French programs remains a top priority. The Early French Immersion program has been a part of Toronto schools since the early 1970s, starting in a few schools and expanding significantly over the years. At the time of amalgamation, the Toronto District School Board (TDSB) had 41 Early French Immersion entry sites. In 2009, Operational Procedure PR597 was implemented, allowing all families who apply by a specified deadline to enroll in Early French Immersion or Junior Extended French programs, while also establishing

## Agenda Page 64

guidelines for program expansion. Since then, 38 new sites have opened to meet the increasing demand. Meanwhile, the Junior Extended French program launched in 2004 with seven schools and has since grown to 39 sites. In September 2021, following recommendations from the French Review, the Middle French Immersion program (beginning in Grade 4) was introduced in 40 locations, coinciding with the gradual phase-out of the Junior Extended French program. Currently, both Early French Immersion and Middle French Immersion programs are available to serve every residential address within the TDSB.

Both Early French Immersion and Middle French Immersion are designed as French-as-a-Second Language (FSL) programs, where French is not only taught as a subject but also serves as the language of instruction for other subjects. In these programs, French must be the language of instruction for at least 50% of the total instructional time at every grade level. Presently, this represents 10% of students in the TDSB.

In Ontario, Core French is mandatory for all students in English-language elementary schools from Grades 4 to 8. Policy requirements specify that students entering Grade 4 must receive French instruction each year through Grade 8, accumulating at least 600 hours of French by the end of Grade 8. Additionally, one mandatory Core French credit is required in Grade 9.

However, over the last several years, the shortage of French teachers has posed a significant challenge for school boards across the province, and Canada, impacting language acquisition and cultural exposure for students. This gap not only affects classroom dynamics but also limits opportunities for students to become proficient in an additional language. To effectively address staffing shortages, it is essential to implement a multifaceted approach that includes many diverse initiatives (e.g., enhanced recruitment strategies, improved employee retention programs, collaborative partnerships with universities, changes in Operational Procedure PR597, etc.).

**ENROLMENT:** In 2024, there are 14,599 Junior Kindergarten (JK) students, of whom, 2,967 pre-JK applied for the Early French Immersion program, with 2,462 accepting placements (i.e., reserved) for September 2024. This represents 20% of the JK cohort in 2024. For September 2024, there are 79 Early French Immersion sites. To enhance geographical accessibility, and to address accommodation pressures in the mid-town area of the City, one new Early French Immersion site, Bannockburn PS, has been opened, which helps reduce catchment areas while improving access and distributing programs more evenly across the system.

In 2023, there were 14,353 Grade 3 students, of whom 1,133 applied for Grade 4 Middle French Immersion, with 750 accepting placements (i.e., reserving) for September 2024. This represents 5% of the Grade 3 cohort in 2023. By comparison, in 2022, there were 14,699 Grade 3 students, with 1,223 applying and 776 accepting placements for September 2023, also amounting to 5%. For September 2024, there are 40 Middle French Immersion sites.



All on-time applicants for Early French Immersion (JK entry for 2024) and Grade 4 Middle French Immersion (for 2024) are offered placements in the respective programs, and there are currently no waitlists across the system. While every effort is made to place students in their designated Early French Immersion or Middle French Immersion schools, this is not always possible. In cases where the number of applications in a given area is greater than the number of allotted program spaces in the school, redirection is the process by which applicants are accommodated. The guiding principles for redirection include grouping students by their designated English school and directing them to the nearest Early or Middle French Immersion site with available program space. In Appendix A, if a fraction appears in the “Redirection” column, the denominator shows the number of students redirected to a school different from their assigned French program school according to Operational Procedure PR597. The numerator indicates the number of accepted placements resulting from redirection. For September 2024, less than 10% of applicants were redirected to another nearby Early French Immersion site; no redirections occurred in Middle French Immersion.

While the tables in the appendix provide enrolment numbers at the entry level, the final table in this report details the total enrolment in these programs from JK to Grade 12. Please note that in the attached charts, “Accepted” refers to the number of students whose parents/guardians/caregivers have reserved a placement in the program. This figure may fluctuate between the application deadline and September enrolment.

## **Action Plan and Associated Timeline**

The staff is committed to implementing the action items for French Immersion as part of the Long-Term Planning and Accommodation Strategy.

## **Resource Implications**

No resource implications identified at this time.

## **Communications Considerations**

This current annual report was shared with the French-as-a-Second Language Community Advisory Committee (FSLCAC) in draft on October 15, 2024.

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

[PR597: French Immersion/Extended French](#)

[P080: French-as-a-Second Language](#)

## **Appendices**

- Appendix A: Enrolment Data in Early/Middle French Immersion 2024/2025 and Core French Programs 2023/2024

**From**

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**Enrolment Data  
Early/Middle French Immersion 2024-2025 and  
Core French Programs 2023-2024**

**Early French Immersion**

**(Junior Kindergarten Entry – September 2024)**

School Name	Total # of Applicants	# Sibling Applicants	# Accepted Placements	# Accepted from English Catchment	# Accepted from Feeder Schools	Number of Projected JK/SK Classes	School Configuration	Redirection
Adam Beck Jr PS	32	12	27	25	2	2	JK-5	None
Alexander Stirling PS	17	2	15	2	13	1	JK-8	None
Allenby Jr PS	40	12	46	38	8	2.5	JK-6	None
Bannockburn PS*	27	0	24	0	24	1	JK-6	None
Beverly Glen Jr PS	26	5	23	5	18	1.5	JK-6	None
Birch Cliff PS	36	8	26	16	10	2	JK-8	<b>8 to Clairlea</b> 6/8 Taylor Creek
Blake Street Jr PS	63	9	25	23	2	2	JK-6	<b>11 to Earl Beatty</b> 3/11 Roden <b>16 to RH McGregor</b> 2/10 Wilkinson 4/6 William Burgess <b>9 Withrow</b> 7/9 Franklin
Bowmore Road Jr & Sr PS	56	11	41	38	3	3	JK-8	<b>14 to Duke of Connaught</b> 2/4 Kew Beach 5/10 Norway
Brian PS	47	12	40	11	29	3	JK-5	None

**Enrolment Data  
Early/Middle French Immersion 2024-2025 and  
Core French Programs 2023-2024**

Brimwood Blvd Jr PS	13	2	11	0	11	1	JK-6	None
Broadacres JS	24	7	21	5	16	1	JK-5	None
Broadlands PS	38	6	33	0	33	2	JK-5	None
Brookhaven PS	30	5	30	6	24	1	JK-5	None
Brown Jr PS	25	6	32	22	10	2	JK-6	None
Carleton Village Jr & Sr SW Academy	66	15	33	22	11	2	JK-8	<b>32 to George Syme</b> 5/5 Dennis 2/2 Cordella 2/2 Harwood 2/5 Silverthorn 3/18 General Mercer
Chief Dan George PS	17	2	14	2	12	1	JK-8	None
Clairlea PS	35	6	32	8	24	1.5	JK-8	None
Cliffwood PS	28	6	25	10	15	2	JK-5	None
Corvette Jr PS	33	7	30	5	25	1.5	JK-6	None
Dallington PS	55	10	53	10	43	2.5	JK-5	None
Davisville Jr PS	74	12	51	27	24	2.5	JK-6	<b>12 to Allenby</b> 2/5 Maurice Cody 5/7 Oriole Park
Derrydown PS	26	4	29	9	20	1	JK-5	None
Dewson Jr PS	37	12	39	5	34	2	JK-6	None
Duke of Connaught Jr & Sr PS	32	12	38	28	10	2	JK-8	None
Dundas Jr PS	61	7	74	28	46	3	JK-5	None
Dunlace PS	26	3	23	6	17	1.5	JK-6	None
Earl Beatty Jr & Sr PS	40	10	37	16	21	2	JK-8	None
Earl Haig PS	30	7	23	23	0	2	JK-8	<b>6 to Earl Beatty</b>

**Enrolment Data  
Early/Middle French Immersion 2024-2025 and  
Core French Programs 2023-2024**

								3/6 Earl Haig
Ellesmere Statton PS	29	6	26	5	21	1.5	JK-8	None
Elmlea JS	34	9	28	3	25	2	JK-5	None
Fern Ave Jr & Sr PS	28	16	27	25	2	2	JK-8	None
Fraser Mustard Early Learning Academy	27	0	25	25	0	2	JK-SK	None
General Crerar PS	14	2	11	1	10	1	JK-8	None
George B Little PS	24	3	16	3	13	1	JK-8	None
George Syme CS	51	6	38	3	35	1.5	JK-8	None
Gledhill Jr PS	27	5	26	26	0	2	JK-6	None
Glen Park PS	43	6	48	10	38	2.5	JK-6	None
Gracedale PS	11	0	8	4	4	1	JK-5	None
Howard Jr PS	37	14	27	26	1	2	JK-6	<b>10 to George Syme</b> 0/10 Howard
Humbercrest PS	25	10	25	25	0	2	JK-8	None
Humewood CS	49	14	45	36	9	3	JK-8	None
Islington JMS	38	5	27	14	13	2	JK-8	
Jackman Ave Jr PS	32	13	32	32	0	2	JK-6	None
John English JMS	51	9	45	13	32	3	JK-8	None
John Fisher Jr PS	47	10	46	15	31	3	JK-6	None
Kingsview Village Jr PS	23	1	13	4	9	1	JK-5	None
Lester B. Pearson ES	64	16	40	0	40	3	JK-8	<b>8 to Dallington</b> 6/8 Elkhorn <b>13 to Owen</b> 11/13 Avondale
Lord Lansdowne Jr PS	69	12	70	0	70	3.5	JK-6	None

**Enrolment Data  
Early/Middle French Immersion 2024-2025 and  
Core French Programs 2023-2024**

Mason Road Jr PS	13	1	11	4	7	1	JK-6	None
Melody Village JS	34	6	32	0	32	2	JK-8	None
Millwood JS	43	16	37	12	25	2.5	JK-5	None
Morse St Jr PS	34	4	33	17	16	2	JK-6	None
North Agincourt JPS	25	11	23	6	17	1.5	JK-6	None
Northlea EMS	35	12	32	28	4	2	JK-8	None
O'Connor PS	18	4	15	2	13	1	JK-5	None
Owen PS	30	9	38	23	15	2	JK-6	None
Palmerston Ave Jr PS	37	8	27	26	1	2	JK-6	<b>10 to Dewson</b> 7/10 to Essex
Parkdale Jr & Sr Ps	52	9	40	16	24	2	JK-8	None
Pauline Johnson Jr PS	34	2	21	4	17	1.5	JK-6	None
Perth Ave Jr PS	41	5	30	30	0	2	JK-6	<b>10 to Regal Road</b> 2/10 Indian Road
Rawlinson CS	101	23	56	41	15	4	JK-8	<b>31 to Brookhaven</b> 6/18 Fairbank Memorial 12/13 JR Wilcox <b>8 to Glen Park</b> 2/8 Cedarvale
Regal Road Jr PS	50	12	41	22	19	2.5	JK-6	None
RH McGregor ES	45	17	45	41	4	3	JK-5	None
Rockford PS	52	9	34	25	9	2	JK-6	<b>11 to Glen Park</b> 3/6 Wilmington 5/5 Faywood
Rosethorn JS	37	6	33	18	15	2	JK-5	None
Runnymede Jr & Sr PS	56	17	50	46	4	4	JK-8	None

**Enrolment Data  
Early/Middle French Immersion 2024-2025 and  
Core French Programs 2023-2024**

Second Street JMS	47	13	33	16	17	2	JK-8	None
Secord ES	35	13	29	29	0	2	JK-5	<b>6 to Earl Beatty</b> 2/6 Secord
Sir Adam Beck JS	41	15	51	23	28	3	JK-5	None
Topcliff PS	16	4	15	3	12	1	JK-5	None
Tredway Woodsworth PS	20	1	13	3	10	1	JK-8	None
Tumpane PS	35	5	25	7	18	1.5	JK-5	None
White Haven PS	17	0	14	4	10	1	JK-8	None
William G. Miller PS	34	8	26	5	21	2	JK-8	None
Williamson Rd Jr PS	60	17	54	49	5	3	JK-6	None
Winchester Jr & Sr PS	105	13	27	0	27	4	JK-8	<b>13 to Brown</b> 9/13 Jesse Ketchum <b>22 to Lord Lansdowne</b> 9/15 Curch 5/6 Waterfront 1/1 Island <b>32 to Dundas</b> 12/13 Neslon Mandela 13/19 Market Lane
Withrow Ave Jr PS	26	9	28	20	8	2	JK-6	None
Yorkview PS	37	8	31	11	20	2	JK-5	None
<b>TOTAL 2024-2025 (JK only)</b>	<b>2,967</b>	<b>644</b>	<b>2,462</b>	<b>1,191</b>	<b>1,271</b>	<b>156**</b>	<b>N/A</b>	<b>158/282</b>
<b>TOTAL 2023-2024 (JK only)</b>	<b>3,048</b>	<b>713</b>	<b>2,565</b>	<b>1,234</b>	<b>1,331</b>	<b>102</b>	<b>N/A</b>	<b>59/112</b>
<b>TOTAL 2022-2023*** (JK/SK)</b>	<b>5,774</b>	<b>1,531</b>	<b>4,858</b>	<b>2,343</b>	<b>2,515</b>	<b>160</b>	<b>N/A</b>	<b>40/89</b>
<b>TOTAL 2021-2022 (SK only)</b>	<b>2,865</b>	<b>787</b>	<b>2,619</b>	<b>1,350</b>	<b>1,269</b>	<b>111</b>	<b>N/A</b>	<b>75/148</b>

**Enrolment Data  
Early/Middle French Immersion 2024-2025 and  
Core French Programs 2023-2024**

**\*Note:** Denotes a new Early French Immersion site for September 2024-2025 school year.

**\*\*Note:** Denotes projected number of combined entry classes for French Immersion (i.e., JK/SK).

**\*\*\*Note:** Denotes a double cohort entry (i.e., JK/SK) for Early French Immersion for September 2022-2023 school year only.

**Middle French Immersion**

**(Grade 4 Entry – September 2023)**

School Name	Total # of Applicants	# Sibling Applicants	# Accepted Placements	# Accepted from English Catchment	# Accepted from Feeder Schools	Number of Projected Classes	School Configuration	Redirection
Bedford Park PS	43	4	29	10	19	1	JK-8	None
Blaydon PS	29	0	11	0	11	1	JK-5	None
Briarcrest JS	30	0	17	4	13	1	JK-5	None
Cassandra PS	30	0	27	14	13	1	JK-5	None
Cedarbrook PS	35	2	19	3	16	1	JK-8	None
Centennial Road Jr PS	19	0	16	12	4	1	JK-6	None
Charles H. Best JMS	22	0	15	0	15	1	4-8	None
Cherokee PS	17	0	11	3	8	1	JK-5	None
Chester ES	40	0	27	20	7	1	JK-5	None
Cliffside PS	24	2	18	2	16	1	JK-8	None
Cresthaven PS	21	0	14	2	12	1	JK-5	None
Denlow PS	22	0	18	5	13	1	JK-5	None
Diefenbaker ES	16	0	16	16	0	1	JK-5	None
Duke of Connaught Jr & Sr PS	21	0	12	4	8	1	JK-8	None



**Enrolment Data  
Early/Middle French Immersion 2024-2025 and  
Core French Programs 2023-2024**

School Name	Total # of Applicants	# Sibling Applicants	# Accepted Placements	# Accepted from English Catchment	# Accepted from Feeder Schools	Number of Projected Classes	School Configuration	Redirection
Dundas Jr PS	26	0	20	3	17	1	JK-5	None
Emily Carr PS	31	0	19	6	13	1	JK-8	None
Fern Ave Jr & Sr PS	31	1	23	8	15	1	JK-8	None
Forest Hill Jr & Sr PS	42	1	32	9	23	1	JK-8	None
Greenholme JMS	36	0	15	1	14	1	JK-8	None
Grenoble PS	41	1	31	5	26	1	JK-6	None
Harwood PS	27	1	10	4	6	1	JK-8	None
Highland Creek PS	15	2	8	4	4	1	JK-8	None
Highland Heights Jr PS	19	0	9	1	8	1	JK-6	None
Hunter's Glen Jr PS	43	2	33	10	23	1	JK-6	None
John A. Leslie PS	19	1	11	6	5	1	JK-8	None
John Ross Robertson Jr PS	36	0	27	12	15	1	JK-6	None
Maple Leaf PS	21	1	16	1	15	1	JK-8	None
North Agincourt Jr PS	34	2	23	1	22	1	JK-6	None
Pleasant PS	42	1	24	8	16	1	JK-6	None
Poplar Road Jr PS	31	5	26	11	15	1	JK-6	None
Presteign Heights ES	16	1	12	2	10	1	JK-5	None

**Enrolment Data  
Early/Middle French Immersion 2024-2025 and  
Core French Programs 2023-2024**

School Name	Total # of Applicants	# Sibling Applicants	# Accepted Placements	# Accepted from English Catchment	# Accepted from Feeder Schools	Number of Projected Classes	School Configuration	Redirection
Rawlinson CS	24	0	11	5	6	1	JK-8	None
Renee Gordon HW Academy	40	1	26	4	22	1	JK-5	None
Ryerson CS	33	1	11	0	11	1	JK-8	None
Second Street JMS	24	1	15	0	15	1	JK-8	None
Sir Samuel B. Steele Jr PS	9	0	3	2	1	1	JK-6	None
Stanley PS	22	0	10	4	6	1	JK-5	None
Swansea Jr & Sr PS	42	8	37	35	2	2	JK-8	None
Valleyfield JS	34	1	30	10	20	1	JK-6	None
Wilkinson Jr PS	26	2	18	13	5	1	JK-6	None
<b>TOTAL 2024-2025</b>	<b>1,133</b>	<b>41</b>	<b>750</b>	<b>260</b>	<b>490</b>	<b>41</b>	<b>N/A</b>	<b>None</b>
<b>TOTAL 2023-2024</b>	<b>1,223</b>	<b>69</b>	<b>776</b>	<b>294</b>	<b>482</b>	<b>43</b>	<b>N/A</b>	<b>None</b>
<b>TOTAL 2022-2023</b>	<b>837</b>	<b>61</b>	<b>653</b>	<b>264</b>	<b>389</b>	<b>41</b>	<b>N/A</b>	<b>None</b>
<b>TOTAL 2021-2022</b>	<b>982</b>	<b>77</b>	<b>834</b>	<b>265</b>	<b>569</b>	<b>48</b>	<b>N/A</b>	<b>None</b>

**Total Enrolment in French Immersion & Extended French Programs (JK to Grade 12)**

Year	Elementary French Immersion	Elementary Extended French	Secondary French Immersion	Secondary Extended French	Total
2000-1	11,242	1,667	1,645	856	15,410
2001-2	11,206	1,584	2,606	801	16,197

**Enrolment Data**  
**Early/Middle French Immersion 2024-2025 and**  
**Core French Programs 2023-2024**

2002-3	10,921	1,412	2,576	760	15,669
2003-4	11,047	1,660	2,176	1,147	16,030
2004-5	11,171	1,746	2,335	1,245	16,497
2005-6	11,331	2,098	2,406	1,319	17,154
2006-7	11,483	2,670	2,427	1,314	17,894
2007-8	11,865	3,394	2,428	1,352	19,039
2008-9	12,307	3,706	2,430	1,293	19,736
2009-10	12,810	3,954	2,408	1,291	20,463
2010-11	13,415	4,180	2,482	1,371	21,448
2011-12	14,285	4,246	2,506	1,525	22,562
2012-13	14,956	4,381	2,628	1,803	23,768
2013-14	15,724	4,546	2,728	1,845	24,843
2014-15	16,556	4,830	2,776	1,994	26,156
2015-16	17,476	4,848	2,855	1,970	27,149
2016-17	18,067	5,224	2,852	1,870	28,013
2017-18	18,631	5,376	2,899	1,915	28,821
2018-19	18,961	5,606	3,061	1,861	29,489
2019-20	18,991	5,647	3,183	2,001	29,822
2020-21	18,485	5,570	3,365	2,084	29,504
2021-22	18,020	3,866	3,457	2,130	27,473

**Enrolment Data  
Early/Middle French Immersion 2024-2025 and  
Core French Programs 2023-2024**

2022-23*	19,566	2,591	3,367	1,956	27,480
<b>2023-24</b>	<b>19,472</b>	<b>1,498</b>	<b>3,362</b>	<b>1,758</b>	<b>26,090</b>

\*Note: Denotes the year of transition to JK entry point in Early French Immersion.

**Total Enrolment in Core French (Grades 4 to12)**

**Enrolment as of October 2023**

Grade Level	Total # of Students Core French
Grade 4	14,174
Grade 5	14,273
Grade 6	14,448
Grade 7	13,491
Grade 8	13,930
Grade 9	15,742
Grade10	3,421
Grade 11	1,886
Grade 12	1,284
<b>TOTAL 2023-2024</b>	<b>92,649</b>
<b>TOTAL 2022-2023</b>	<b>92,316</b>
<b>TOTAL 2021-2022</b>	<b>90,554</b>
<b>TOTAL 2020-2021</b>	<b>91,390</b>

**System Total at Program Entry Points**

Program	Accepted February 2024	No. of Classes	System Waitlists 2023-24	System Waitlists 2022-23
Early Immersion (JK Entry) i.e., JK/SK	2,462	156	0	0
Middle Immersion (Grade 4 Entry)	750	41	0	0

**Enrolment Data  
Early/Middle French Immersion 2024-2025 and  
Core French Programs 2023-2024**

<b>TOTAL 2024-2025</b>	<b>3,212</b>	<b>197</b>	<b>0</b>	<b>0</b>
<b>TOTAL 2023-2024</b>	<b>3,341</b>	<b>145</b>	<b>0</b>	<b>0</b>
<b>TOTAL 2022-2023**</b>	<b>5,911</b>	<b>219</b>	<b>0</b>	<b>0</b>
<b>TOTAL 2021-2022*</b>	<b>3,889</b>	<b>182</b>	<b>0</b>	<b>0</b>

\***Note:** Totals include SK Early Immersion entry and Intensive Extended Grade 6 Program.

\*\***Note:** Totals include the double cohort entry (i.e., JK/SK) for Early French Immersion for September 2022-2023 school year only.

**Transportation**

**French Immersion & Extended (JK to 12)**

<b>Grade Level</b>	<b>Total # of Students Transported by Bus</b>	<b>Empty Seat Riders on School Bus</b>	<b>Grade Level</b>	<b>Total # of Students Provided TTC Tickets</b>
JK	395	4	N/A	N/A
SK	362	9	Grade 6	0
Grade 1	393	6	Grade 7	9
Grade 2	390	2	Grade 8	63
Grade 3	378	5	Grade 9	7
Grade 4	531	4	Grade 10	12
Grade 5	515	8	Grade 11	19
Grade 6 (2+ trsf req.)	6	81	Grade 12	28
Grade 7	20	16		
Grade 8	69	5		
<b>TOTAL 2023-2024</b>	<b>3,059</b>	<b>140</b>	<b>TOTAL 2023-2024</b>	<b>138</b>
<b>TOTAL 2022-2023</b>	<b>3,163</b>	<b>157</b>	<b>TOTAL 2022-2023</b>	<b>149</b>
<b>TOTAL 2021-2022</b>	<b>2,575</b>	<b>N/A</b>	<b>TOTAL 2021-2022</b>	<b>138</b>
<b>TOTAL 2020-2021</b>	<b>2,260</b>	<b>N/A</b>	<b>TOTAL 2020-2021</b>	<b>89</b>

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## 2024 Summer Programs

**To:** Program and School Services Committee

**Date:** 23 October, 2024

**Report No.:** 10-24-4782

### Strategic Directions

- Commit to the implementation of the Truth and Reconciliation Commission of Canada: Calls to Action.
- Achieve - All students reach high levels of achievement, success, and personal development.
- Thrive - All students graduate with the confidence, skills, and knowledge to thrive.
- Belong - All students belong, are engaged, and valued in an inclusive environment.
- 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 2024 Summer Programs Report be received.

### Context

During Summer 2024, the Toronto District School Board (TDSB) offered a variety of enriching programs supporting 39,000 children, youth, and adult students and learners from across the city. Through secondary credit programming, 22,100 credits were earned by students. With both online and in-person options available, inclusive learning environments were created to meet the needs of all students to support their education and well-being outside of the regular school year. Appendix A is a map of the 2024 elementary and secondary summer program locations.

## ELEMENTARY OPPORTUNITIES

### ***Inspired to Excel, Africentric and Culturally Relevant Pre-Kindergarten and Kindergarten***

***Number of School Sites:*** 9

***Number of Students Served:*** 184

The *Inspired to Excel, Africentric and Culturally Relevant Pre-Kindergarten and Kindergarten* programs celebrated their 10th year anniversary honouring the legacy of creativity, brilliance, and innovation across TDSB communities in service of our youngest learners. This year, the program was held in nine locations across the city within 12 classrooms and engaged 184 early learners and their families in rich learning experiences anchored in enhancing their sense of belonging and building positive identity development. Through rich and culturally relevant learning opportunities, students were affirmed in the curriculum and developed greater self-awareness. Families and learners in the *Inspired to Excel* program were also provided with community educators that included African drumming, spoken word, visual arts, and Reggaecise. Through creative expression, students and their families learned about Afrocentricity, Culturally Relevant Pedagogy, and the importance of honouring students' lived experiences as they learn within the TDSB. As an added celebratory experience, students, families, and educators will be invited to the 10th year anniversary *Inspired to Excel, Africentric and Culturally Relevant Pre-Kindergarten and Kindergarten* event, which will be hosted in the fall of 2024.

## **Special Education and Inclusion**

### **Summer Transition for Students with High Special Education Needs**

***Number of School Sites:*** 128 (elementary and secondary)

***Number of Students Served:*** 1,408 (elementary and secondary school students)

Students with high special education needs have a range of physical, emotional, social, health, safety, and academic needs that should be considered as they transition back to school. For these students, structure and routine are often critical components to learning. Through Ministry of Education funding, 128 elementary and secondary schools offered a program for students with high special education needs to facilitate a smooth



transition back to school. Programs focused on building relationships, establishing familiarity with school and reviewing/practicing routines.

## **Special Education and Inclusion Summer School**

***Number of School Sites:*** 12

***Number of Students Served:*** 647

The TDSB once again offered summer school for students with special education needs. This year, 647 students with physical disabilities, students with developmental disabilities, and students with deaf and hard of hearing needs, participated in programs at 11 school sites across the TDSB. Of the various sites, six were congregated schools, and seven were schools running additional programs and providing an integrated learning experience. Students were supported in working towards the goals in their Individual Education Plans (IEPs), such as independence through programming in the areas of functional literacy and numeracy skills, and activities of daily living, communication, and social skills. Creative curriculum planning included the use of technology, physical fitness, art, music, and drama.

## **Education and Community Partnership Program (ECP) Summer Program**

***Number of School Sites:*** 9

***Number of Students Served:*** 93

The *Education and Community Partnership Program (ECP)* provided summer programming for 93 students in care, treatment and rehabilitation programs at SickKids Hospital, Humber River Hospital, Youthdale Treatment Centre, Lumenus Community Services, Turning Point Youth Services, Springboard Youth Services, Central Toronto Youth Services, Abiona Centre For Young Women and Jessie and June Callwood Centre for Young Women. Teachers worked alongside agency staff to provide academic programming and school readiness while students received care and treatment. Credits were earned by 70 students in English, Math, Family Studies, and Physical and Health Education.

## **Summer Skills Development Leisure Program for Students with Autism Spectrum Disorder (ASD)**

***Number of School Sites:*** 8

***Number of Students Served:*** 100

This summer, 100 students participated in the *Summer Skills Development Leisure Program* for Students with ASD. Students were able to develop and enhance their social and communication skills through leisure activities that included board games, physical education and outdoor activities, arts and crafts, neighbourhood excursions, and cooking activities during the Summer Skills Development Leisure Program. Many parents attended the program with their children and were able to observe strategies that help students be more successful in regulating their emotions and behaviour modelled by staff (e.g., first / then, visual schedules, timers, 5-minute countdowns, Zones of Regulation, social stories, breathing techniques, etc.). At many sites, parents were able to network and form new friendships providing an opportunity to share experiences and information about community resources. All students were thoroughly engaged and greatly enjoyed the program. Some older students, especially those who have been with the program before, were able to develop leadership skills by leading activities and or helping younger peers.

The program also focused on transitioning back to school in September. Through discussions, social stories, role play and modelling, students learned to identify small and big problems, how to initiate conversations with peers and teachers and how to ask for help when needed. They also learned the skills of turn-taking and listening attentively to each other.

## **Elementary Literacy and Numeracy**

***Number of School Sites:*** 32

***Number of Students Served:*** 7,700

This year, 7,700 students participated in the *Elementary Summer School Program* offered to students in Kindergarten to Grade 8, both in-person and online. Tailored to the specific needs and interests of each school community, the programs prioritized literacy and numeracy, infused with outdoor education, STEM/STEAM, coding, and arts-based programming.

To support teachers, the Continuing Education department provided professional development opportunities and access to a variety of resources. Library resources, diverse robotics equipment, and science kits were available to all sites. Digital resources included Scholastic literacy texts, *Math Up!*, and *Wonder Dash*. More than

500 students participated in the fourth annual *goIT* culmination event, where students problem solved and designed digital solutions to problems in their community. Some sites invited the TDSB Digital Star Lab for their classes.

As in previous years, Continuing Education partnered with the *Jays Care Foundation* to provide afternoon programming in July. This year, the number of Jays Care locations increased from 8 to 14, through the expansion of summer programming with SafeTO. Through the SafeTO partnership, the TDSB supported 2,321 youth participants from 1,645 households. Activities in the afternoon program included baseball training, arts and crafts, and team-building exercises. Additionally this programming provided 554 youth staff employment opportunities where the youth worked a combined 101,389 hours of paid employment. Each site also had inclusion staff specifically employed to enable up to 15 children with physical disabilities to participate at each site. The summer RBI program was an important part of our district-wide efforts to provide enhanced recreation, mentoring and employment opportunities for youth to promote community safety and well-being.

As well, in collaboration with Newcomer Services, close to 40 refugee students were enrolled and transported from their temporary shelter to Silverthorn CS to attend a full-day program combining literacy and numeracy in the morning and athletics and recreational activities in the afternoon through Jays Care.

## **International Languages Elementary and African Heritage**

***Number of School Sites:*** 8

***Number of Students Served:*** 1,633

The *Summer International Languages Elementary and African Heritage Programs* offered in-person instruction to 1,633 students from across the city. Languages offered included Amharic, Arabic, Cantonese, Farsi, Hindi, Korean, Mandarin (Simplified and Traditional), Punjabi, Romanian, Sanskrit, Somali, and Tamil. Language classes were designed to strengthen literacy skills in reading and writing to support success in students' regular day school activities. The African Heritage program explored the history, culture, traditions, and contributions of people of African descent, highlighting their impact on both Canada and the world.

## **Summer Music and Art Camps**

***Number of School Sites:*** 3

***Number of Students Served:*** 223

The TDSB hosted four in-person music and art camps, welcoming 223 students. These camps featured an exciting arts program that immersed participants in enriching social and cultural experiences. Students had the opportunity to explore their creativity, make new friends, and engage with music in a dynamic, educational environment, fostering both personal growth and artistic expression.

## **Outdoor Education Summer Camps**

***Number of School Sites:*** 2

***Number of Students Served:*** 530

***Number of Families Served:*** 32

After a very positive experience last summer, the Island Natural Science School extended its programming from 3 to 6 weeks. This one-week overnight camp hosted 200 campers from across the TDSB and beyond. During this unique overnight experience, campers engaged in team building activities, biking, art, visits to culturally significant landmarks on Toronto Island including the William Meany Maze and Gibraltar Point Lighthouse and explored the Ward's Island and Algonquin Island communities.

In addition to this camp, Camp Kearney also returned this summer to the Scarborough Outdoor Education School. Over 7 weeks, nine different programs were offered to campers aged 8 to 18, and two Family Camps were also offered. Experiences at this overnight camp included: overnight camping trips, challenge courses, hiking, swimming, canoeing, and some wilderness trips to Temagami and Algonquin Park. Over 330 campers attended these programs. In addition to these camps, Camp Kearney ran successful Family Camp weekends for 130 participants from 32 family groups who engaged in family friendly activities.

## **Extended Day Summer Camp Program**

**Number of School Sites:** 12

**Number of Students Served:** 400

The *Extended Day Program (EDP) Summer Program* operated at 12 schools providing summer programming for 400 students. The *EDP Summer Program* was staffed by Designated Early Childhood Educators, Early Childhood Assistants, and 35 Focus on Youth students in a seven-week program from July 2 to August 16. This year, new operating hours (8:30 a.m. to 4:30 p.m.) allowed for more programming opportunities, like community outings and field trips.

Students in the *EDP Summer Program* engaged in fun activities that promoted social skills and offered many leadership opportunities. Each week, students explored a variety of experiences and activities that included cultural celebrations, sports, science, and visual arts. This year, some students were able to attend the Blue Jays Camp Day and other outings, including weekly visits to local splash pads, libraries, and parks. Students shared that they especially enjoyed enrichment activities, which provided hands-on experiences including drumming, coding, sports-related activities, and visits from the Toronto Public Library and local fire departments.

## **Black Mandated EarlyON Child and Family Summer Program**

**Number of Sites:** 2

**Number of visits from Black Families:** 333 children and 263 parents/caregivers

This summer, TDSB staff in partnership with the Early Childhood Development Initiative (ECDI) (a Black-mandated organization) provided EarlyON Child and Family programming specifically for Black families with young children between the ages of birth and 6 years. This pilot project, now in its second year, was made possible through a funding grant provided by Toronto Children's Services (City of Toronto) under the EarlyON Innovation Grant: Reimagining Early Years Programming for Black Children. These EarlyON Child and Family Centres located at Glen Ravine Junior Public School and Oakridge Junior Public School are jointly staffed by Black identifying RECEs from ECDI and TDSB. Culturally responsive and inclusive programming this summer supported early learning and literacy development and celebrated and affirmed Black families and their identity.

## **SECONDARY OPPORTUNITIES**

### **Black Student Summer Leadership Program (BSSLP)**

***Number of Students Served:*** 96

In 2024, the Centre of Excellence for Black Student Achievement commenced its sixth year of the *Black Student Summer Leadership Program (BSSLP)*. The program brought together 96 Black TDSB student leaders in Grades 10 to 12 to engage in mentorship, skill development opportunities, and paid work placements.

The program's core activities were led by the Graduation Coaches for Black Students who worked alongside a multidisciplinary team of researchers and social workers, supported by the Continuing Education department and Focus on Youth Toronto program.

During the summer, students were matched with one of 26 experiential learning agencies, representing a variety of employment sectors and educational training opportunities. The aim was to support the development of Black students' interests in a variety of career pathways and increase their awareness of industries and professions where there is an underrepresentation of Black professionals.

As a requirement of the program, students engaged in *Youth Participatory Action Research (YPAR)* grounded in Afrocentric principles. Guided by an all-Black research team, they developed their research, critical thinking, analysis, and presentation skills. Each year, students participate in YPAR training sessions in two phases: Spring (April-June) and Summer (July-August). Students researched and explored societal and educational issues facing Black students in their schools and communities. In August, students skillfully presented their findings and recommendations to their peers, educational leaders and community members.

As part of the continued engagement with their research projects, Black students will have the opportunity to participate in the Centre of Excellence for Black Student Achievement annual YPAR Conference. The third annual student-led and student organized *Youth Participatory Action Research (YPAR) Conference* will take place on Saturday, October 26, 2024.

For more information on the Black Student Summer Leadership Program (BSSLP) and Youth Participatory Action Research (YPAR), see Appendix B.

## **Indigenous Student Summer Leadership Program and Nimkii-Kwe Akiing (Thunder Women On The Land) Summer Cultural Camp**

***Number of Students Served:*** 38

The *Indigenous Students Summer Leadership* program offered leadership opportunities, credits, and paid work experiences for First Nations, Métis, and Inuit secondary school students across the TDSB. This past summer, the program supported 38 students (including 21 students in the Focus on Youth Toronto program) with accessing leadership experiences in a variety of Indigenous and non-Indigenous owned agencies and companies, as well as opportunities to gain a cooperative education credit.

The *Nimkii-Kwe Akiing (Thunder Women On The Land) Summer Cultural Camp* welcomed seven First Nations, Métis, and Inuit secondary school students from across the TDSB to learn from Indigenous Elders and Knowledge Keepers, engage in ceremony and celebrations, and learn from the land. While attending a two week overnight camp at Albion Hills Conservation Park, students completed a cooperative education credit. *Nimkii-Kwe Akiing* was led by Elder Clayton Shirt and the Urban Indigenous Education Centre in honour and in the name of the late Elder Pauline Shirt, in partnership with TDSB Outdoor Education and The Toronto Regional Conservation Authority (TRCA).

## **International Education - Integrated Orientation and Summer School**

***Number of Students Served:*** 218

The TDSB offered an orientation and summer school for 218 new international high school students joining the TDSB for the 2024-2025 school year. Academic programming included courses in English as a Second Language, Drama, Family Studies, and Designing Your Future. Engagement programming was also offered.

## **Secondary e-Summer School July and August**

***Number of Students Served:*** 15,000

*The Secondary e-Summer School Program* continues to experience significant growth. This year, over 15,000 students fully participated in the e-Summer program throughout July and August. There was a renewed focus on student success and with a dedicated team of 26 administrators, over 300 teachers and support staff, students were able to successfully complete a necessary course requirement or stay academically engaged throughout the summer. Courses were offered in a variety of subject areas, including French, a course designed for Grade 8 students entering high school and, for the first time, English as a Second Language. The hard work of all staff in each of the July and August sessions resulted in improved achievement and lower attrition rates, with students earning over 13,000 credits. To support students in achieving their best results, Special Education, Guidance, Student Success, English Language Learning (ELL) Support teachers, and Child and Youth Workers worked collaboratively with the e-Summer teaching and administrative team. Through surveys conducted with students and parents/guardians/caregivers, 83% of students reported they would recommend e-Summer to a friend. Planning has already begun for e-Summer 2025.

## **Secondary Credit Summer School**

***Number of Students Served:*** about 9,000

The Secondary Credit Summer School Program at TDSB supported students with diverse learning opportunities. The program included Remote Full Credit courses and Remote Credit Recovery programs, offering flexibility, and helping students with credit accumulation. Additionally, three in-person full credit sites at David & Mary Thomson CI, Dr. Norman Bethune CI, and Westview Centennial SS addressed local needs and provided in-person Credit Recovery options.

Continuing Education also partnered with universities to deliver specialized programs, including the Lassonde School of Engineering at York University, which enrolled 50 students, and the STEAM and Student Mentoring Program at the University of Toronto, where over 60 students from across the city participated. Additionally, through our collaboration with York University, 100 Grade 8 students from Brookview MS and Oakdale Park MS earned a reach-ahead credit before entering high school by attending in-person sessions daily and experiencing life on a university campus.

The *Continuing Education Summer Co-op Program* provided students with a unique opportunity to gain practical work experience while earning credits toward their high



school diploma. Designed to bridge academic learning with real-world applications, the program enrolled over 300 students to explore career interests, develop job-related skills, and build professional networks. By participating, students not only met graduation requirements but also gained meaningful insights into their future career options.

Summer supports across all our credit programs included subject-specific specialist teachers, guidance counselors, and Student Success teachers who assisted with pathway planning, university applications, and provided additional care for students needing extra social-emotional support. These resources played a crucial role in the success of our summer programs. Summer secondary school students earned 7,414 credits in 2024.

## **Focus on Youth**

### ***Number of Students Served: 552***

The *Focus on Youth Toronto* (FOYT) summer program supported 552 students through paid work opportunities. Placements were developed in collaboration with 31 external not-for-profit community agencies, as well as the following internal TDSB departments: Urban Indigenous Education Centre, Centre of Excellence for Black Student Achievement, People and Culture, Community Services, Facilities (Permits and Caretaking), Educational Partnerships, Special Education, Extended Day Programs, Elementary Literacy/Numeracy and Occupational Therapy and Physiotherapy Services. Students were engaged in diverse work environments including recreational, cultural, academic, mentoring and business experiences.

Throughout the summer, students were provided with a broad range of professional development opportunities, including first aid, financial literacy, leadership, communication, entrepreneurship and innovation and public speaking. Compliance training included Health and Safety training (e.g., Accessibility for Ontarians with Disabilities for Customer Service), Human Rights training with a focus on discrimination and harassment prevention, and Workplace Hazardous Materials Information System (WHMIS).

To culminate a successful summer program, students were invited to a celebratory day filled with engaging activities, including informative presentations. Representatives from

local universities, colleges, parks and recreation departments, Youth Employment Services, and the Ontario Youth Apprenticeship Program were present in order to provide guidance and insights on available post-secondary options. To assist students' academic endeavours, the program offered a range of support to aid in their back-to-school preparations.

## **Occupational Therapy and Physiotherapy Services FOYT Students**

### ***Number of Students Served: 19***

TDSB's *Occupational Therapy and Physiotherapy (OT/PT) Services* supported students with intellectual, developmental, and/or physical disabilities (along with other intersectional identities criteria) to benefit from the FOYT funding opportunity to ensure smooth transitions and accommodations in the employment setting. The funding encouraged participation and equitable inclusion in traditional high-school co-op experiences, provided a sense of belonging, responsibility, and assimilation into the workforce, and revealed opportunities to solidify work skills to increase future employment opportunities. Some students were able to earn credits to contribute to their high school diploma while also developing positive relationships with employers who were interested in their return as paid employees in the future.

This program supported TDSB high school students with job readiness skills through on-the-job work experiences including the development of:

- basic social skills (e.g., recognizing non-verbal body language cues, engaging in self-advocacy, etc.);
- executive functioning skills (e.g., organization, managing stress, adapting to change, etc.);
- self-care skills (e.g., maintaining regular hygiene, dressing to prepare for work, preparing meals for the work day, etc.);
- orientation/community navigation skills (e.g., independently travelling to and from work, taking the TTC, engaging in safe pedestrian skills, etc.); and
- accountability and time management (e.g., completing tasks within an appropriate time frame).

OT/PT staff provided students with coaching, modelling, check-ins, resources, and strategies to ensure their success.

This FOYT program was invaluable in bolstering the impact of a rich learning experience for students with intellectual, developmental, and/or physical disabilities

(along with other intersectional identities criteria). Some students who had withdrawn from the traditional school experience demonstrated re-engagement with their school community through participating in these experiences. This funding opportunity provided a concrete pathway for students with disabilities to gain valuable experience and meaningfully integrate into the workforce, while also stimulating inclusive hiring practices and anti-ableist shifts in perspectives for community employers.

## **ADULT OPPORTUNITIES**

### **Summer Adult High School**

***Number of Students Served:*** about 1,800

Remote credit courses were offered to adult students across the GTA. The Summer Adult High School offered courses to adult students working towards their Ontario Secondary School Diploma requirements to continue their learning through the summer. Students earned a total of 1,344 credits.

### **Adult English as a Second Language (ESL)**

***Number of Learners Served:*** More than 1,000

During the month of July 2024, the Adult ESL Program offered a summer session for Asylum Seekers/Refugee Claimants with special project funding allocated from the Ministry of Labour, Immigration, Training, and Skills Development (MLITSD).

More than 1,000 learners were served in programs offered across the city. Topics addressed were related to the learners' goals and needs, such as job search strategies as one example. Learners also had the opportunity to add one to two assessment tasks to their Portfolio Based Language Assessment (PBLA) portfolios.

### **Community Programs - General Interest**

***Number of Learners Served:*** 429

This summer 429 learners participated in a variety of online and in-person courses, ranging from Abstract Painting and Line Dancing to Nutrition for Energy and Wellness, and Sewing. Throughout the month of July, learners gained new skills and connected

with community members who shared similar interests, making the experience enjoyable and meaningful.

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

- P019, Continuing Education.

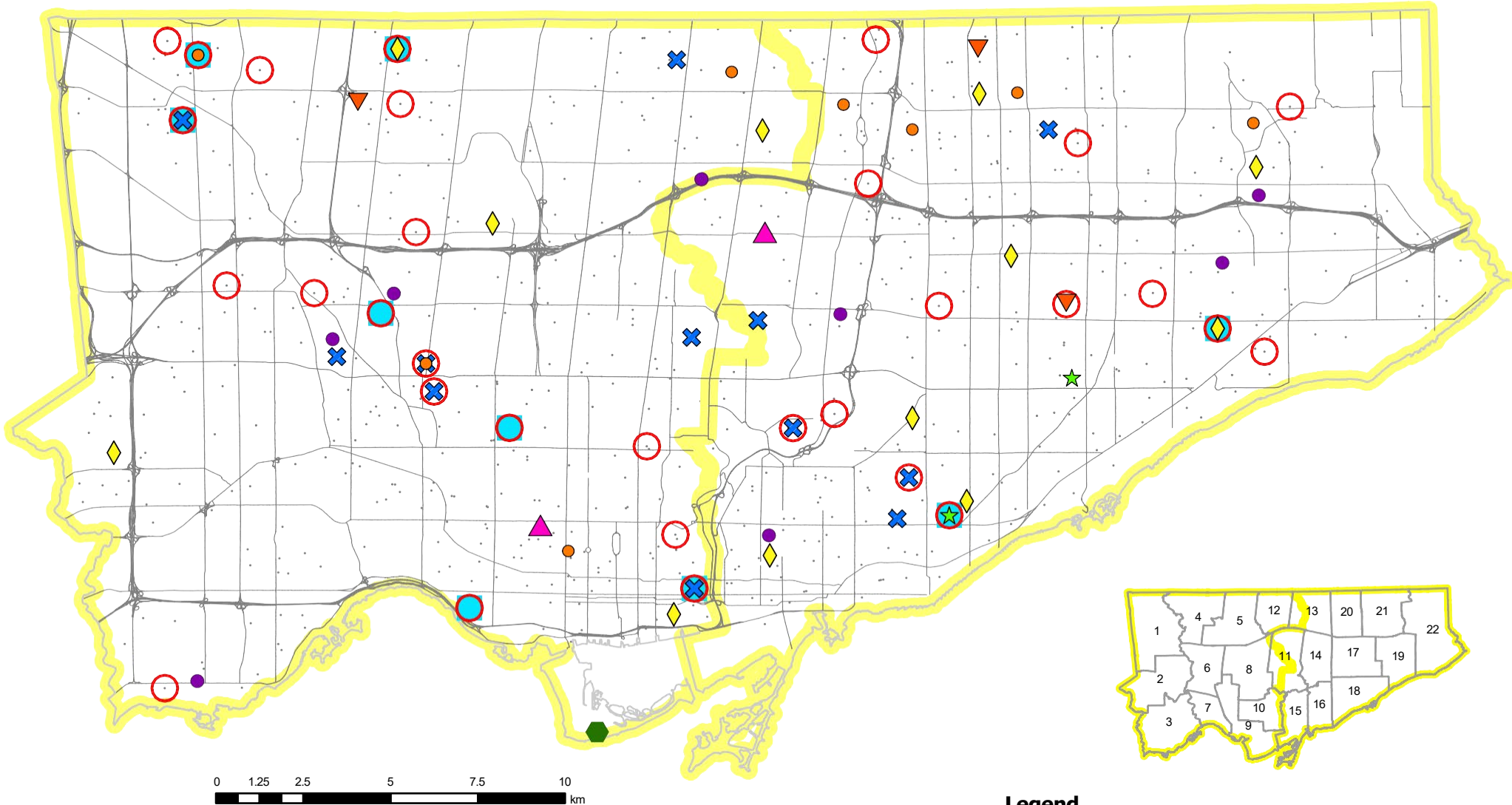
### **Appendices**

- Appendix A: 2024 Summer Programs Map
- Appendix B: Additional Information on the Black Student Summer Leadership Program and Youth Participatory Action Research

### **From**

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Produced by:  
Strategy and Planning, TDSB  
October 2024  
Source:

Base Map- Geospatial Competency Centre  
Facility - Strategy and Planning, TDSB  
Data- City of Toronto

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| Inspired to Excel, Africentric and Culturally Relevant Pre-Kindergarten and Kindergarten | Summer Skills Development Leisure Program for Students | International Languages Elementary and African Heritage | Extended Day Summer Camp Program Black Mandated | Secondary Credit Summer School Learning Centre |
| Special Education and Inclusion Summer School  | Elementary Literacy and Numeracy                       | Summer Music and Art Camps                              | EarlyON Child and Family Summer Program         | TDSB Facility Major Roads                      |
| Outdoor Education Summer Camps   |  |   |   |  |

**Legend**

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# Appendix B



## 2024 BLACK STUDENT SUMMER LEADERSHIP PROGRAM

Black Student Summer Leadership Program (BSSLP) is a 7-week full-time paid summer experiential learning opportunity. Students hired will explore a range of academic and career placements including but not limited to: Business, Community Development, Information Technology, Public Health and Youth Justice.

**APPLY TODAY!**  
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**INFORMATION SESSION**  
**JANUARY 16, 2024 | 6 - 7:30 P.M.**

**APPLICATION DEADLINE**  
**JANUARY 19, 2024**



### REQUIREMENTS:

- Black TDSB student (current, graduating or returning)
- Must be available for Youth Participatory Action Research (YPAR) paid training (April 9 – May 28)
- Must be available for full-time summer employment (July 2 - Aug 16, 2024)
- Must be available for interview from February 15 - 23, 2024
- Currently in Gr. 10-12 and must be 16 years of old as of July 1, 2024

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## Black Student Summer Leadership Program brings student closer to his dreams

*By: Amanda Burnett, Communications Officer*



**Caption: From left to right: Nathaniel Cato-Simms and Naiima Farah, Social Worker, Centre of Excellence for Black Student Achievement**

Nathaniel Cato-Simms is one step closer to his dream as an auto mechanic through the Black Student Summer Leadership Program.

The Black Student Summer Leadership Program offered by the [Centre of Excellence for Black Student Achievement](#) provides registrants with paid summer learning opportunities, mentorship and training. During the program, students are matched with a for-profit or not-for-profit organization, representing a variety of employment sectors, and relevant to the students' field of interest. Students also receive guidance and skill development experiences from Graduation Coaches for Black Students, social workers and TDSB educators, and through their involvement in Youth Participatory Action Research.



TDSB student Nathaniel Cato-Simms was placed with JR Auto Care in Toronto. Through this experience, Nathaniel learned how to:

- | Do an oil change;
- | Full break job;
- | Change the exhaust pipes;
- | Patch and change tires;
- | Change the alternator;
- | Change the fan inside the car;
- | Change light bulbs;
- | Change break lines.

Nathaniel describes his work placement as a dream come true. First and foremost, he credits his mother for "all the hard work she put in when I told her I was interested in cars and that I one day wanted to join the automotive industry. She invested the time to make sure I was exposed to what I like," says Nathaniel. He also credits his colleagues for his success and hands-on learning experiences. "My co-workers helped me out a lot. I learned from them, and they supported me. I was shy when I first started, and then I warmed up and they showed me steps for everything and now I am almost at 100%."

Nathaniel just completed Grade 11 and is about to enter Grade 12. After he finishes high school, he plans to go to college and enroll in an auto mechanic program and then hopes to come back and do his apprenticeship at JR Auto Care. He believes this placement is perfect for him.

"You get the work experience to prepare you for the future and learn how to balance your life," says Nathaniel. Some of the great things about the Black Student Summer Leadership Program are "being able to talk to different leaders and mentors and learning about the work they do and how they got to where they are."

Nathaniel explains that he first heard about the program last year when he was in Gr. 10 through his Careers teacher. He enrolled right away and at that time due to the pandemic the program was virtual, and he was placed with the Toronto Community Benefit Network. Through his first placement, he learned a lot about the skilled trades, the apprenticeship process and getting ready for his final test at the end. He feels that these experiences helped prepare him and set the groundwork for where he is now.

Nathaniel's message for others who want to pursue this career path is to follow your dreams and that with great support anything is possible. In the past, people tried to place him in other trades such as electrical as they felt automotive would be too difficult to get in. But here he is. Nathaniel says, "Choose your own path and follow through."

The Black Student Summer Leadership Program runs annually through the Centre of Excellence for Black Student Achievement and is led by the Graduation Coaches for Black Students. Each spring, students apply for the program and go through an application and interview process and then are mentored, trained and placed with a range of organizations representing different career fields. Students are paid for their participation with funding provided by Focus on Youth. Self-identifying Black TDSB students from Gr. 10 to 12 are eligible to apply.

For more information about the Centre of Excellence for Black Student Achievement, connect with us:

[Email: cebsa@tdsb.on.ca](mailto:cebsa@tdsb.on.ca)

[Instagram: @tdsb\\_cebsa](https://www.instagram.com/tdsb_cebsa)

TDSB makes history with first student-led Youth Participatory Action Research Conference

By Hilary Caton, Communications Officer



The first ever Youth Participatory Action Research (YPAR) Conference is all about its students. It’s student-led, student-organized, and student focused. It’s also student moderated and its organizers wouldn’t have it any other way.

“Planning this conference took a lot of teamwork. It was an amazing opportunity to network with other amazing Black students who have common interests and goals as myself,” said Aria Brown, one of the student leaders who organized the conference.

“It’s really amazing to see all the things that we as young Black students can accomplish despite there being negative and harmful stereotypes against us. It feels so great to have a platform where we can be acknowledged for our skills and talent while also having our Blackness highlighted.”

The YPAR Conference, *Using Student Voice to Inform School Policies and Practices* is the first of its kind in the country. It allowed what 13 Black-identifying students have researched and transformed it into an exciting opportunity for them to present their research and findings to TDSB staff and education partners. Throughout the conference they were able to share their experiences, perspectives and realities with attendees surrounding Pathways and Transitions, the Black identity in K-12 education, and equitable learning opportunities for Black students.

“Students can see their lived experiences acknowledged as critical components of the learning process, strengthening their personal identity and outlook,” said Tanitia Munroe, Research Coordinator for the Centre of Excellence and the Research and Development Department.



"Elevating student voice means involving young people in conversations that directly impact their learning, while ensuring that they are prepared to grapple with issues and participate in conversations related to the broader education system."

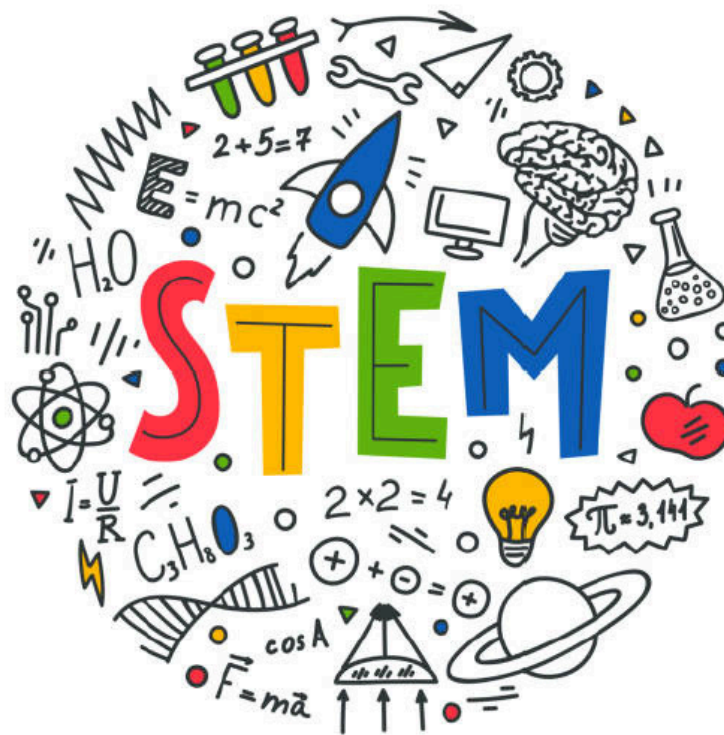
The presentations were split across five panels which were developed during their participation in [the Centre of Excellence for Black Student Achievement's - Black Student Summer Leadership Program \(BSSLP\)](#).

Melanie Bennett was the moderator for the conference and is a former YPAR participant and graduate from Newtonbrook Secondary. She said she was honoured to return and collaborate with YPAR students, work with guest speaker Dr S. Nombuso Dlamini, Associate Professor of Education York University, and of course provide "unwavering support and encouragement" to this year's participants. She admits, coming back felt like a mentorship and shows the community "how necessary it is to uplift and empower our youth."

"Most importantly, it reveals how our youth flourish when they are given an enriching space. We all learned from and were inspired by every participant in the program," she added.

## **STEM and Race: Understanding Black Students Representation in Technology in 9-12 Education**

Idris Hersi



One of those participants and presenters at the conference was Grade 12 student Idris Hersi. He presented, STEM and Race: Understanding Black Student Representation in Technology in 9-12 Education, which discusses the factors that contribute to the continued lack of Black representation in STEM careers and education. Hersi said he chose this topic because he realizes that the lack of representation is a deterrent to many students, himself included.

"Not seeing people who look like me discourages me from entering the field and makes me feel uncomfortable knowing that there's so many Black students in (Grades) 9-12 education who are being discouraged from entering STEM based courses," he said.

For him, getting to be a part of the YPAR conference was a great experience and further emboldened him to pursue a career as a developer or as a cybersecurity analyst.

"Ever since I completed the BSSLP, I found it really interesting to dive into how research is conducted, talk about big issues that are really important to me and how I can put all of the skills I learned to create an excellent project," explained Hersi, adding that that working with YPAR and BSSLP gave him the self-confidence and skills he needed. Bennett echoes that sentiment.

She said the research, communication and networking skills she learned and continues to use to this day are "not only essential for future professional opportunities but vital for personal development."

“My advice to Black-Identifying students thinking about joining YPAR is to join YPAR!” said Bennett.

“I never imagined that completing this program would unleash abundant and pivotal opportunities for me... you may be a few new choices and commitments away from one of the most transformational seasons of your life.”



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# Black students shone brightly at youth conference

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**🐦** ([http://twitter.com/home?status=Black students shone brightly at youth conference](http://twitter.com/home?status=Black%20students%20shone%20brightly%20at%20youth%20conference) => <https://thecaribbeancamera.com/black-students-shone-brightly-at-youth-conference/>)

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## **Black students shone brightly at youth conference**

**by Tanitia Munroe**

*Research Coordinator – TDSB*

### **Angelika Bell**

*Student Trustee TDSB*

*“For Black students to feel safe and welcomed to advocate for themselves, educators and the school board need to reflect on what is being said and asked as well as listen.”* Perri- Lee Doubusz-Bailey, Malvern Collegiate Institute.



***Angelika Bell ( Student Trustee), Alexis Dawson( Trustee) , D Williams ( Trustee) , Rachel Acheron’s-Lin ( Chair) , Karen Murray, Superintendent , Tanitia Munroe, Research Coordinator and Awwal Abas***

Last Saturday, Black students from the Toronto District School Board (TDSB) gathered at York University for the 2nd Annual Youth Participatory Action Research (YPAR) Conference. Creating Possibilities for Black Students in K-12 Education and Leadership.

The conference was held by the Centre of Excellence for Black Student Achievement, in collaboration with The Jean

Augustine Chair at York University and TDSB Research and Development Department.

Following the tenets of YPAR that centers the wisdom and experience of students, the conference was curated and led by student leaders while attendees engaged in learning from 23 student researchers.

At the Centre of Excellence's Black Student Summer Leadership Program (BSSLP), Black youth acquire new competencies through research in public speaking, teamwork, leadership, writing, community engagement and critical thinking. The focus inspires these young people to become more actively engaged in the governance of their schools and communities.

Paying particular attention to the generative possibilities in education, their research and recommendations focused on mental health and well-being, the newcomer experience, persistence in STEM and special education.

TDSB's Student Trustee Angelika Bell, who was tasked to be the Ambassador for the Day, shares that she witnessed "incredible change."

"Student leaders highlighted issues like the impact of sports culture on mental health and the need to preserve Black and African culture in TDSB's resources. Emphasis was on decolonized teaching methods to connect students with their backgrounds, advocacy for financial literacy, supporting newcomers in language curriculum, combating brain drain, and fostering mentorship," Bell explains.

"The diversity of creativity was astounding – from spoken word performances to powerful presentations, podcasts, and insightful video essays. Beyond the presentations, there was warmth and laughter, fostering deep conversations and intellectual engagement."

Overall, the goals of YPAR include demonstrable transformation in the thinking and material conditions of the participants. Paulo Friere, philosopher and educator asks an important question that embodies the root of YPAR and that is, "why not establish an intimate connection between knowledge considered basic to any school curriculum and knowledge that is the fruit of the lived experience of these students as individuals?"

Much can be learned from this statement. Adults that attended the conference took the time to better understand the lived experiences of Black students. The conference closed with a call for educators and schools to provide opportunities to amplify and centre Black students' voices and see the possibilities in them to transform their education experience.

*Photo by: Matthew Blyden student photographer*



*Black students shone brightly at youth conference added by **The Caribbean Camera Inc.** (<https://thecaribbeancamera.com/author/admin/>) on November 2, 2023*

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2024 BLACK STUDENT SUMMER LEADERSHIP PROGRAM

# AMPLIFYING BLACK VOICES

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# INTRODUCTION

## WELCOME TO ORIENTATION WEEK WITH THE BSSLP!

Orientation week has been a refreshing experience for the Junior Leaders participating in the 2024 TDSB's Black Student Summer Leadership Program (BSSLP). Since 2019, the BSSLP has been providing a space where Black students in Grades 10 to 12 can feel empowered in their Black identity and learn more about possible graduation and career pathways. In addition, Black students gain leadership experience and build relationships with their peers and staff mentors. They get the opportunity to engage in Youth Participatory Action Research (YPAR). [Click here to learn more about Black students involvement in YPAR!](#)

Eighty-eight students gathered at the Centre of Excellence for Black Student Achievement from July 2nd to 5th to learn from various community members. This experience has been invaluable in providing opportunities to learn about mental health, financial literacy, cybersecurity, public speaking, and human rights. These workshops have not only increased their knowledge but also brought Junior Leaders closer together through various activities and exercises. The smaller discussions helped them gain a deeper understanding of themselves and the subjects presented.



# PROFESSIONAL DEVELOPMENT

## WORKSHOP HIGHLIGHTS FROM ORIENTATION WEEK!

### EMPLOYEE WELLNESS IN THE WORKSPACE

Mrs. Patricia Bailey-Brown was the first guest speaker at the Black Student Summer Leadership Program (BSSLP). As a registered Social Worker and Psychotherapist, she is currently undertaking her Doctoral Studies in Health Policy and Equity at York University. Mrs. Bailey-Brown facilitated a mental health and wellness workshop with Junior Leaders to discuss the importance of wellness in the workplace. Throughout this workshop, she highlighted several excellent points. For example, the group learned about the impact mental health has on their quality of life by participating in an interactive grounding exercise where they did stretching and breathing exercises. When asked about the workshop, some of our Junior Leaders said they felt empowered to see a Black female psychiatrist with her own practice. Other Junior Leaders shared that they learned about the interconnectedness of physical and mental health. Mrs. Bailey-Brown's thoughtful presentation left a lasting impression on many of the Junior Leaders. One Junior Leader said, "I loved this workshop. I really liked when she had us stop and do guided breathing exercises, it was a great reminder to take time and breathe and maintain a healthy work-life balance." The workshop gave both Junior Leaders and BSSLP staff insights on how critical mental health and wellness is to improve our wellbeing and productivity.

### THE ART OF PUBLIC SPEAKING

For most people, public speaking trumps the fear of death. Canute Lawrence, an educator for nearly 40 years, workshop focused on The Art of Public Speaking. He taught about the types of public speaking, which are informative, persuasive, and entertaining while explaining the benefits of effective communication. Junior Leaders learned that public speaking is valuable in all career paths. For example, a doctor would need to master public speaking to explain the cure for cancer, or an automotive engineer would need it to explain why flying cars are the vehicles of tomorrow. Canute also shared his personal story of overcoming personal shyness and glossophobia, as well as the fear of public speaking, through practice, perseverance, and creativity.





## THE ART OF PUBLIC SPEAKING CONT'D

Canute ended his presentation by sharing practical steps to help the Junior Leaders prepare for their end-of-summer YPAR presentations. He encouraged them to be prepared, know their message, understand their audience and practice diligently. These steps provide a solid foundation for any aspiring speaker. By the end of the workshop, Junior Leaders were better equipped to tackle their Youth Participatory Action Research (YPAR) presentations. Inspired by Canute's message "that anyone can become a skilled public speaker with dedication and practice"- we will be fine-tuning our verbal and nonverbal communication skills to help us deliver our recommendations and findings!

## HUMAN AND EMPLOYEE RIGHTS IN THE WORKPLACE

On day two of orientation week, Junior Leaders got the opportunity to learn about their rights in the workplace from TDSB Senior Legal Council, Krish Chakraborty. Junior Leaders learned about different employment relationships, the difference between employees and independent contractors, and about their rights as employees under various provincial and federal legislations. Through case studies, Junior Leaders were able to assess and analyze various scenarios that grounded their understanding of employees rights and responsibilities in the workplace. Junior Leaders also learned about workplace discrimination and gained valuable insight into how to navigate the workplace as Black professionals.

Throughout the workshop, many insightful discussions and thoughtful questions were posed to stump Krish. Thanks to Krish, the Junior Leaders will be able to apply their newfound understanding of their rights and responsibilities as they navigate their experiential learning placements over the next few weeks.



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## ➤➤➤ FINANCIAL LITERACY

This year the BSSLP was happy to welcome back Craig Brown and Dean Chambers, the cofounders of Checks over Strikes. The program Checks over Strikes was created to equip adults and youth with key tools to ensure financial success, and raise awareness about financial literacy within Black communities. Junior Leaders were introduced to the building blocks of financial literacy, and participated in meaningful discussions surrounding budgeting, credit, and investing. The duo also engaged Junior Leaders in group activities relating to finances. This allowed the participants to collaborate and explore the elements of budgeting in an interactive way.

Craig and Dean highlighted the value in “separating our needs from our wants” mastering delayed gratification, as well as understanding the benefits of saving. In addition to this, Junior Leaders were provided with a Savings Challenge worksheet to assist with their individual financial goals. As Craig states, “If you save money now, it will save you later.” Overall, it was an honor reconnecting with Craig and Dean for another impactful workshop on financial literacy.

For more information on the workshop facilitators [please visit their website here](#)



*“You don’t become rich by increasing how much you make, but by reducing how much you spend.”*

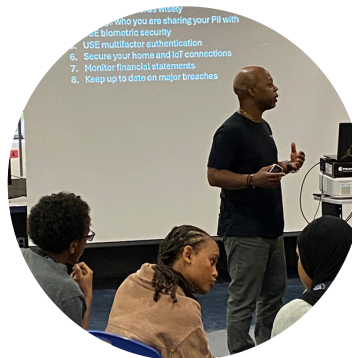
*-Craig Brown*



## MARKETING YOURSELF

On Thursday July 4th, Junior Leaders had the opportunity to learn more about what it means to show up in a space and market ourselves. Led by Angela Henry, the leader of Communication and Engagement at the Lifelong Leadership Institute, Junior Leaders were able to develop their personal brands, core values, and leadership skills. They got to participate in fun think-pair-share activities, including picking a car model to represent their core values and individuality.

Oftentimes, Black students and professionals are forced to change their own personal brands depending on the room they're in. Junior Leaders shared their own experiences of managing their own personal brands while Black, and explored the world of marketing. The group discussed issues important to racial identity, including code-switching and imposter syndrome. This workshop experience adequately prepared Junior Leaders for their experiential learning placements next week in fields where Black professionals are typically underrepresented. It's no secret that being a Black professional or student navigating education or this world can be challenging. However, with good networking skills, balanced mental health and wellbeing and community support, Junior Leaders will be seen and heard. The takeaway? Don't undervalue yourselves and be proud of your Black/African intersectional identity!



## CYBERSECURITY

The Junior Leaders wrapped up orientation week by learning about Cyber Security with Shawn Ifill. Shawn's engaging and practical approach made complex topics accessible, ensuring that we left feeling empowered to protect themselves online. He educated the group on cyber attacks and explained that 95% of cyber attacks are because of human error. However, with the correct cyber security measures, these attacks can be prevented. Being informed about the many applications available to protect us from various types of cyber attacks, such as AVG, Bird Defender, and Malwarebytes, was eye-opening. In today's society, where technology is an integral part of all of our lives, the information given to Junior Leaders during the presentation is priceless! Shawn's insights into the various forms of cyber attacks and how to avoid falling victim to them were enlightening. This knowledge not only enhances their awareness of digital safety but also fosters a culture of vigilance among young people. Having preventative measures in place to remain safe is beneficial for both current and future generations.

# THANK YOU!

The Black Student Summer Leadership Program (BSSLP) has created a space for transformative change and impact to occur amongst Junior Leaders. By providing an environment for Black youth to come together and build skills while celebrating their racial identities, the Black Student Summer Leadership Program (BSSLP) is impacting TDSB students in profound ways. We wish our Junior Leaders a wonderful time as they transition to their experiential learning placements in the following weeks.

A special thanks to the multidisciplinary team facilitating this remarkable program. Your commitment to empowering Black students and amplifying their voices is greatly appreciated each year by the Junior Leaders. Stay tuned to hear more about their incredible work behind the scenes!



## **GRATITUDE TO OUR 2024 NEWSLETTER WRITING TEAM!**

Jasmine, Oyinkansola, Janae, Meron, Reuben, Shakur and Amontaye





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## WORK PLACEMENT BEGINS! CAREER DEVELOPMENT AND GRADUATION PATHWAYS



*Junior Leaders during a Professional Development session.*

Part of the design of the TDSB's Black Student Summer Leadership Program (BSSLP), is the paid experiential learning (internship) opportunities provided to Junior Leaders with hands-on experience for future employment and career pathways. These placements allow Junior Leaders to build transferable skills, network, and learn more about the industries they want to pursue in the future. This year, the BSSLP has partnered with 27 Experiential Learning Agencies (ELA's) across Toronto. This includes, but are not limited to: TVO, Interac, York University, YouthLink, Peacebuilders, The Neighbourhood Group, Blackhurst Cultural Centre, Black Creek Community Farm, and Michael London Design.

The BSSLP specializes in connecting Junior Leaders with partners in career fields where Black professionals are underrepresented (BSSLP Junior Leaders Information Manual, 2024, p.4). The motivation behind this design is to incorporate experiential learning into career development opportunities, while recognizing how transformative this approach might be for Black students as they transition from high school into career or postsecondary (BSSLP Junior Leaders Information Manual, 2024, p.4).



*Junior Leaders receiving BSSLP merch.*



## THE IMPORTANCE OF INTERNSHIP OPPORTUNITIES FOR BLACK YOUTH

Internship opportunities help Black students gain valuable skills and the ability to network with professionals in various fields. This, in turn, provides Black students with the access to mentors and creates rich work-related experiences that give them a space to grow. These students become equipped with a better understanding of themselves and their career path, allowing them to be competitive candidates in the job market (Rodriguez, 2019).

In addition to the benefits mentioned above, paid internship opportunities offered through the BSSLP provide Black students with better financial stability. More importantly, they help to combat the disproportionalities for student internships that particularly affect Black students. The BSSLP team focuses on gaps in career and internship opportunities and applies an equity lens to their outreach efforts. Additionally, the team utilizes a community engagement approach to fulfill the needs of Junior Leaders hired in the program.



*The BSSLP 2023 "Beautiful in Every Shade" shirt continues to be worn proudly by our youth, embodying its powerful message of inclusivity and self-love.*

## THE VALUE OF NETWORKING IN THE BSSLP

Networking can positively influence the academic and professional lives of underserved racialized students. It is an essential tool for Black students because it aids in career development and can open the door to many different experiences and opportunities. As shared in a [LinkedIn article](#), "connecting with other professionals gets you into their network, giving you an entire list of contacts to seek guidance from."

Through experiential learning placements, Junior Leaders get the opportunity to build their network and connect with experienced professionals who can help them along their career pathway. They get the chance to explore their passions while building skills and connections that will enhance their future employability (2024 BSSLP Junior Leader Information Manual). Networking serves as an avenue to create long-term relationships with mutual benefits. Having an avenue to get noticed and exchange ideas and information makes the BSSLP an invaluable space where Junior Leaders form a strong support system with staff mentors and the Experiential Learning Agencies where they are provided internship opportunities.

## EXPERIENTIAL LEARNING: FEATURING OUR JUNIOR LEADERS

Let us chat with some of the Junior Leaders about their Experiential Learning Placements!

Adura Adeyemi, who is a Grade 11 student at Cedarbrae Collegiate Institute, described her time at TVO as “being amazing.” During her first week of placement, she got the opportunity to meet with TVO executives. One of her first tasks at TVO was to create a presentation to executives on how they could better market their organization to Gen Z consumers. She stated that this experience made her “feel seen and heard.” Along with the presentations, she got to learn more about the background work within the TVO organization. She learnt that TVO is more than a kids media organization, with various branches like TVO Kids, TVO Learn, and TVO ILC that enable students the opportunity to earn their Ontario Secondary School Diploma online. Adura wrapped up the interview by explaining how enjoyable her time at TVO has been because of the connections she has made with executives, the activities she participated in, and the learning opportunities she had.



From left to right: Lily McClean, Ugo Njoku, Adura Adeyemi, Daniel Awodumila, Azaria Williams, Saffiyah Hassan, and Sydney McGowan



Hailey-Kaye at VetStrategy, playing with a furry friend

This week, Hailey-Kaye, a recent graduate from R.H. King Collegiate Institute, shared her experience about her placement at VetStrategy, a company that networks with animal hospitals across Canada. In her placement, our returning Junior Leader spends her days at Royal York Animal Hospital. As an aspiring veterinarian, Hailey-Kaye not only enjoys the work she’s doing, but also uses the opportunity to further explore her career path. She also felt that the work she’s doing is very important because “we should always take care of our animals.” We look forward to seeing what is in store for this aspiring vet!



## PEER MENTORS VISIT THE 519

On July 25th, the Peer Mentors took a tour of The 519 Community Center located at Church and Wellesley. The 519 has been serving 2SLGBTQIA+, unhoused, BIPOC, and refugee communities for nearly 50 years. It offers different services and programs to community members in need. Some of their services include subsidized child care and the *Meal Trans Program*. The *Meal Trans Program* offers meals and support for Two-Spirited, Transgender, and non-binary people. Ocean Ruel, a Grade 12 student at Bloor Collegiate Institute, is placed at The 519. At the community centre, he is currently working on numerous projects, including a program that aims to provide youth ages 14-18 an opportunity to learn about health justice.



*Ocean Ruel and BSSLP Peer Mentors sit for an interview*



*Ocean and the Peer Mentors inside The 519*



*Ocean leading the Peer Mentors on a tour of The 519*

Overall, our visit was extremely positive and gave a unique insight into the role that community centres play in uplifting underprivileged individuals. A huge thank you to the frontline workers and leadership team at The 519 for all the work they do to support the 2SLGBTQ+ communities. Their work is not only inspiring, but also is an important part of community health models.



As the visit came to an end, Ocean was asked about his personal experience at The 519 and how The 519 embraces community care and well-being:

**AMONTAYE:** *How do you feel being at a placement that embraces you as a queer youth?*

**OCEAN:** *You know it feels really great! I go to a lot of different meetings with people who are like me which makes me feel really welcome and safe.*

**AMONTAYE:** *What does the program you are creating here look like?*

**OCEAN:** *My program specifically creates a space for people of colour who are part of the 2SLBTQIA+ community. It provides a space for them to learn about their rights, different health aspects, and the role the community plays in the circle of care. So, really teaching them that medicine doesn't just end at hospitals and that community centres play a huge role in care. My program aims to teach all of that and gives participants an opportunity to participate and pitch care plans that are community-based. They are getting paid, and also a certificate that says they completed the program.*

**AMONTAYE:** *What would you say to a young Black person that's in transition or at the beginning of their journey?*

**OCEAN:** *Seek others like you - Come to The 519! They have gone through the same thing, and have people who will always be there for you, no matter what you're going through.*



*Ocean and the Mentors in front of the AIDS memorial in the park located behind The 519*



*Donielle Francis, Intern with Proof Strategies*

Donielle Francis is a Grade 12 student at Delphi Secondary Alternative School and an intern at Proof Strategies, a public relations and marketing firm. While interning there, Donielle collaborates with journalists to research stories about the company's clients. She shared with the newsletter team that she has gained valuable research and journalistic skills. Donielle believes this will help improve her critical thinking and how to gather information effectively. According to Donielle, she finds the work she does both “engaging and important” to her professional development.

Angel Walker is a Grade 12 student at Riverdale Collegiate Institute. She shared that her internship at Omnicon Media Group (OMG) has been great. She attributes this experience to the supportive and collaborative work environment at OMG. OMG does media marketing campaigns with brands like Apple, Uber, and McDonald's. Angel describes the work environment and the staff as “welcoming, friendly, and an environment where productivity flourishes.” Angel wrapped up the conversation by sharing that OMG has deepened her understanding of media marketing, especially as she continues to explore different options for post-secondary education.



*Angel Walker, Intern with Omnicon Media Group*



## THANK YOU!

The Junior Leaders must be commended for the diligent work they are doing within their placements and their commitment to career development and graduation pathways. They are now recognizing the importance of these opportunities as a crucial element to their future success. Since 2019, the BSSLP has provided Junior Leaders with invaluable networking, connections, and insights into their desired career fields. It has become part of the social capital that supports the passions and interests of all of the students in the program.



*Karen Murray, System Superintendent and Norbert Costa, from BOLT*

Immense gratitude and appreciation goes out to our Experiential Learning Agencies (ELAs) and the BSSLP Staff Mentors who recognize the need to create these spaces to develop Black students' sense of community, belonging, identity, career development, and advancement. Your support has been critical in organizing and facilitating this program. Stay tuned for our next newsletter exploring community engagement, featuring reflections from the 2024 cohort of BSSLP Peer Mentors!



*BSSLP Junior Leaders*



*Front row from left to right: Cameshia Wynter, Anne-Marie Thomas, and Precious Myers  
Back row from left to right: Kai Gordon and Adrianna Christie*





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# BLACK YOUTH IDENTITY AND CONNECTION TO COMMUNITY



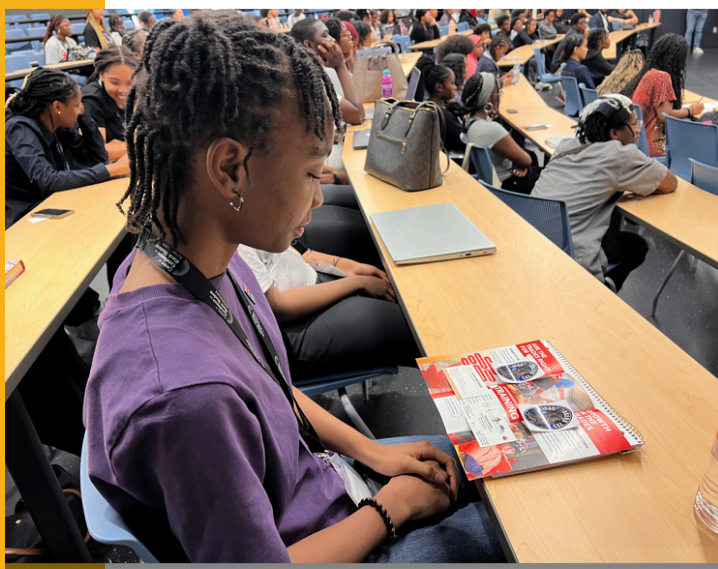
## IMPORTANCE OF COMMUNITY ENGAGEMENT

Community engagement aims to shift the focus from one individual to a collective whole. The definition may differ depending on who you may ask, but at the heart, it speaks to participation, collaboration, and the voice of community members for more effective results. To help to foster belonging, inclusion, equity, equality, and accessibility – community engagement must be transformational. Community engagement is integral to the functions of democracy and growth. Beyond including people to be in service of and creating space for dialogue, effective community engagement requires building relationships and reciprocity in communities.

### A COLLABORATIVE APPROACH







As junior leaders, it is important to centre community engagement as we build social cohesion, unity, self-efficacy, and advocacy. It is also essential in helping to grow our network, seek out opportunities, and build our capacity as we engage with adults and community members in both formal and informal ways.

## **WHAT DOES “COMMUNITY” MEAN TO JUNIOR LEADERS AT THE BLACK STUDENT SUMMER LEADERSHIP PROGRAM (BSSLP)?**

As the adage goes, “it takes a village to raise a child.” This idea is attributed to the various African proverbs that have roots in numerous tribes across the African continent. For example, in Uganda, “Omwana takulila nju emoi” means, “A child does not grow up only in a single home.” Here, in Canada, within our Black/African diasporic communities, we still maintain that village concept to support and care for each other's well-being. These supports include neighbours, family members, friends, barbers, hairdressers, church members, and educators.

For the junior leaders in the Black Student Summer Leadership Program (BSSLP), having a community among peers, staff, and other adults across Toronto has become an integral part of their network. These members have demonstrated shared responsibility for all of us. They have imparted their knowledge and time and provided us with opportunities to enhance our learning and development during the BSSLP. Our village is growing and is teaching us to lean into it for love, joy, affirmation, and protection.

## TORONTO METROPOLITAN UNIVERSITY (TMU) WELCOMES BSSLP TO THEIR COMMUNITY

Week four of the BSSLP started off with a change of scenery as junior leaders transitioned to working at Toronto Metropolitan University (TMU). On July 22, 2024, the staff at TMU welcomed us to their campus. The junior leaders took the transition in strides. For many of them, this was their first exposure to life on a university campus. The staff mentors and junior leaders are extremely grateful to Anamika Baijnath, Angeline Cheung, Dr. Grace-Camille Munroe, Sarah Bukhari, and Kiaras Gharabhagi for offering this space and welcoming them into the TMU community.



### Peer Mentors Explore the TMU Image Centre

On July 30th, the Peer Mentors got the unique opportunity of taking a private guided tour of the TMU Image Centre. They were led through the two current exhibits, a showcase of *Ken Lum's* career work, and a tour on *Hypervisibility* through photography. Throughout the tour, the guide asked questions challenging the Peer Mentors and taught them about the varied uses of photography. For example, some were used to put out wanted ads while others were used as war memorabilia. They were shown how photography was used and how it developed and transitioned from the 1800s to present. This is extremely beneficial to the Peer Mentors as they embark on the creation of their own photography for their photovoice presentation on the implementation of the TDSB cell phone policy.





## LEARNING ABOUT THE TRADES WITH BOLT!

Junior leaders learned about the skilled trades in a conversation that was facilitated by Blessed Martells, a BSSLP junior leader placed at the [BOLT Charitable Foundation](#). The BOLT Charitable Foundation aims to equip under-resourced young people aspiring to pursue a career in the construction industry with access to training, education, and employment in the field. During this discussion, junior leaders learned about the value of the trade industry, its many sectors, and the extensive support systems available to those who choose this path. The presentations covered the different fields within the construction trades, such as carpentry, drywall, and steelwork. The presenters also emphasized the importance of unions, highlighting their role in providing retirement funds, ensuring safe working conditions, and advocating for fair treatment and compensation, ongoing training and development, healthcare benefits, and job security. Junior leaders were encouraged to explore trade careers, supported by the knowledge that unions play a crucial role in supporting and protecting workers.



## LET'S TALK UNIVERSITY PATHWAYS AND CAMPUS LIFE



### Peer Mentors Visit To The University of Toronto Campus

For many students, switching from high school to post-secondary education may be extremely difficult, but this transition can be made much easier with the right assistance. On July 23rd, the Peer Mentors had the chance to participate in educational conversations on methods to improve achievement in higher education. This conversation was guided by Leah Robertson - Recruitment Officer, Equity, Outreach and Support - at the University of Toronto. Learning about the wealth of communities and support that Black students can access was very beneficial and enlightening. It will be especially helpful for those attending U of T in the Fall 2024. During the discussion, Leah invited graduate students to participate in the conversation by providing further insight into their post-secondary journeys. The graduate students also offered helpful advice on graduate school, course selection, and MCAT preparation.

## Discussing Student Life With Leah and Lydia from U of T



Leah Robertson visited the BSSLP at TMU with Lydia Gill - Assistant Director, University Student Recruitment, Equity & Outreach - to provide information to junior leaders. Their conversation focused on course selection and requirements for U of T programs, allowing junior leaders to ask insightful questions about post-secondary education and the best pathways to achieve their goals.

Many junior leaders wanted to know the differences in the admissions process and program offerings at the three U of T campuses: St. George, Mississauga, and Scarborough. Lydia shared a historical timeline about Black student community building and advocacy in Canada, encouraging junior leaders to engage with community on the post-secondary campus they attend.

Thank you, Lydia and Leah, for such an informative and engaging session!





## Toronto Metropolitan University (TMU) Welcome New and Future Students



Twenty-eight junior leaders who were attending TMU or considering the institution recently had the opportunity to engage in a dynamic session with Anamika Baijnath – Director of Experiential Learning – Quality Assurance and Strategic Initiatives, and TMU Student Navigators, Jama Bineward and Annabella De Jesus. During this interactive discussion, the students participated in an activity called the 'wheel of success,' where they reflected on their key priorities and goals. They explored various programs, supports, scholarships, and campus life details, including jobs available for students. Additionally, they were introduced to numerous campus services and resources such as Accessibility and Accommodations, Health and Wellbeing, and learned about the importance of student associations and the Race Forward Initiative – a Black Student Mentorship Group.

For further questions and/or comments regarding resource and service navigation at TMU, students can contact [studentsuccess@torontomu.ca](mailto:studentsuccess@torontomu.ca) and check out their website <https://www.torontomu.ca/navigate-tmu/>



The conversation also highlighted TMU's Black-affirming student spaces, including the newly created Black Scholarship Institute (BSI), dedicated to “advancing scholarship and research within the Black community.” Students coming to the Faculty of Community Services (FCS) had the chance to connect directly with Anamika to discuss their specific needs and programs, offering them a friendly point of contact and valuable advice. The session also covered how TMU accommodates students of all ages and stages in their careers, including those partaking in TMU-Zones learning, obtaining micro-credentials, and mature students returning to complete their degrees.

As shared by one BSSLP junior leader, Bethel Tekie, “Knowing that there is lots of support in place means a lot as I enter the School of Social Work at TMU. I have learned that there is no stigma or shame to ask for help to be successful in post-secondary spaces. I am happy we met with the campus representatives!”

Staff mentors like Courtney shared their educational journey to illustrate that the pathway to success is not always linear. He also discussed the value of 'minoring' as an opportunity to explore other disciplines to strengthen and expand one's knowledge and career pathways. This meeting not only informed but also inspired our new students, showing them that an exciting future awaits at TMU across various faculties.



## CELEBRATING EMANCIPATION DAY WITH BLACKHURST CULTURAL CENTRE

Emancipation Day is commemorated on the first of August of each year to acknowledge the abolition of chattel slavery in the British Empire. Although the Slavery Abolition Act freed over 800,000 enslaved Africans across the diaspora, it only partially liberated enslaved people (British Columbia Black History Awareness Society, n.d.). This pivotal moment in history is not only to be celebrated, but is also a reminder of the work that still needs to be done in empowering and liberating oppressed Black people across the diaspora. Emancipation Day represents triumph, struggle, hope, and resilience to the African, Black and Caribbean diasporic communities here in Canada.







Locally in Toronto, part of this celebration is led each year by Dr. Itah Sadu, an acclaimed storyteller and children’s author. As an active community historian and advocate, Itah strives for the betterment of all Black people, especially those living in Toronto.

Itah is the co-owner of [A Different Booklist](#), a bookstore located at Bathurst and Bloor specializing in African and Caribbean Canadian literature. Itah is also the Managing Director of the [Blackhurst Cultural Centre - The People’s Residence](#), a non-profit hub that provides opportunities for community members to experience African and Caribbean Canadians' abundant culture and history. Through literature and the arts, the Blackhurst Cultural Centre engages with the public to preserve the rich legacy of Canadians of African and Caribbean ancestry. For more information about Blackhurst Cultural Centre’s involvement in Emancipation Day Celebrations, [please click here](#).



## TORONTO YOUTH CABINET

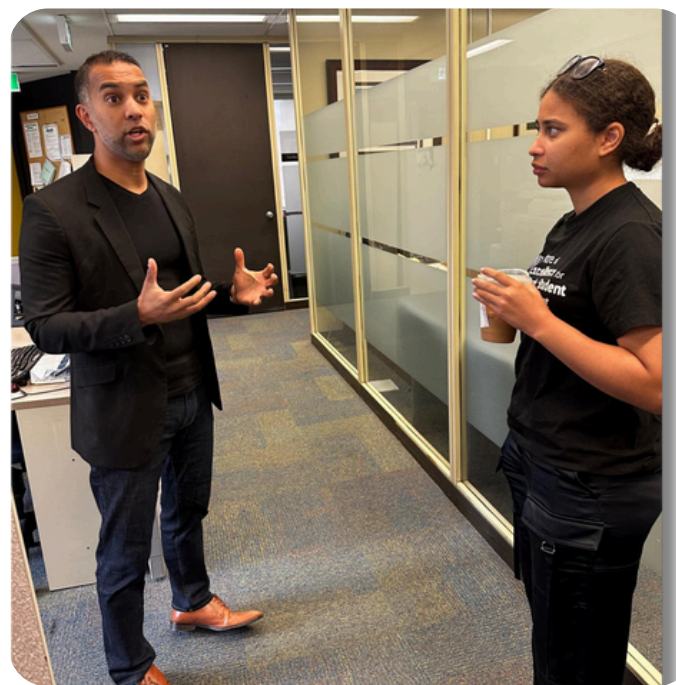


The Peer Mentors got the opportunity to attend the Toronto Youth Cabinet's Employment Summit to share their ideas and experiences with youth unemployment within the city of Toronto. The event's emcee, Ebone, shared his experience about how community organizations, like the [CEE Centre For Young Black Professionals](#), changed his life. Youth participants got opportunities to network and gain insights from professionals in their desired career fields. According to the [Toronto Youth Cabinet](#) website, the Toronto Youth Cabinet was established in 1998 by the Toronto City Council, where youth between 13 and 24 years could engage in policy development. The Toronto Youth Cabinet announced its plans to create 10,000 jobs for Toronto youth in the summer of 2025. Topics around mental health support and employment opportunities were discussed as a part of the employment summit.



## EXPLORING LAW & POLICY AT TDSB'S HEAD OFFICE - KRISH CHAKRABORTY

On August 8th, the Peer Mentors visited the Toronto District School Board (TDSB) head office at 5050 Yonge St. Upon their arrival, they were warmly welcomed by Krish Chakraborty, a respected member of the TDSB's People and Culture Department. Before assuming his current position as Senior Legal Counsel at the TDSB, we learned that Krish was a secondary school teacher at TDSB. Krish practices in various areas of law, including labour and employment law, human rights law, education law, civil litigation, and construction law.



The Peer Mentors made this visit to the TDSB to explore policy-making within the TDSB and to get a better understanding of law and policy with the experience and insights that Krish had to offer. During their visit, the Peer Mentors gained valuable insight into the critical work that takes place behind the scenes at the TDSB, learning that policy is the glue that keeps an organization together. [Policy helps an organization communicate its values, culture and philosophy](#) (PowerDMS by NEOGOV, 2024), and in today's educational system, where policy shapes the future of the next generation, it is important that the voice of youth as policy actors be considered. Adults also need to find more ways to centre youth engagement and participation to help shape education policy at the national and local levels.

## CONCLUSION

Many thanks to our extended community that continues to be involved in the BSSLP for the past 6 years. Your support and engagement not only builds on our agency and youth voice, but also focuses on youth development which will ultimately improve our well-being and education outcomes. The Peer Mentors are grateful to everyone that took the opportunity to talk and share their insights with the junior leaders and staff.

Stay tuned for our final newsletter that will feature the wonderful BSSLP multidisciplinary staff!



**GRATITUDE TO OUR 2024 NEWSLETTER WRITING TEAM!**

Jasmine, Oyinkansola, Janae, Meron, Reuben, Shakur and Amontaye





2024 BLACK STUDENT SUMMER LEADERSHIP PROGRAM

# STAFF FEATURE

Meet Our "Villagers"



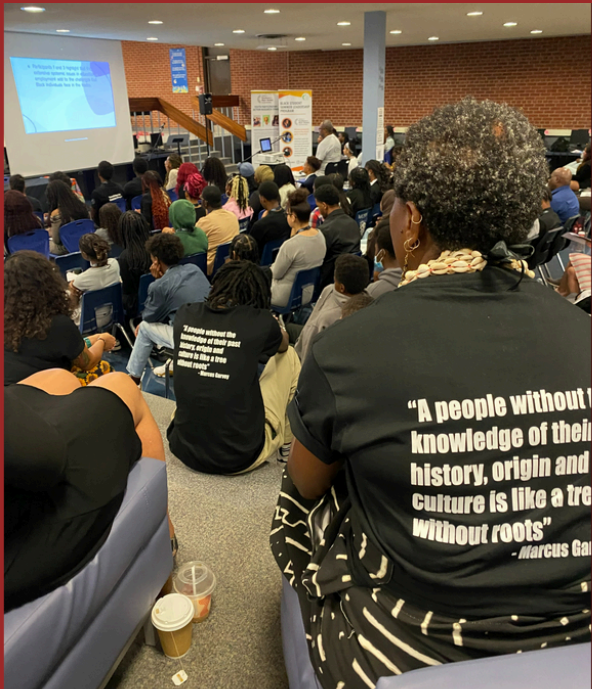
Centre of  
**Excellence** for  
**Black Student**  
Achievement





# INTRODUCTION

We close out our 2024 Black Student Summer Leadership Program (BSSLP) newsletter by featuring the staff that make the program a success. Each year, a multidisciplinary team provides support to the junior leaders. This intentional team structure is essential to ensure the staff are able to be effective in their engagement and planning, while considering the needs of the Black students, as well as interdisciplinary collaboration. Therefore, the concept of the “village”, when working for and with junior leaders, is always with us.



## MEET OUR “VILLAGERS”!

# LEADERSHIP



## Village



### **KAREN MURRAY**

**System Superintendent Equity, Anti-Racism,  
Anti-Oppression & Early Years**

“My best advice has always been ‘pay it forward’. Our junior leaders and the work of the Black Students Summer Leadership Program (BSSLP) is not only transformational, but it is also generational change. My advice, whenever someone has taken the time to invest in you (e.g., mentorship, affirmation and encouragement), commit to finding someone in your life that you will do the same. Each one of us is responsible for cultivating excellence and uplifting each other.”



### **JAMAAL FYFFE**

**BSSLP Summer Principal**

“This is clearly more than a program. At this point, it is more fitting to describe YPAR and the BSSLP as a movement, equipping minds to pursue those things that were at one point out of reach and out of sight, to the extent that our junior leaders now say, ‘If I see it, I can achieve it.’ ”

# GRADUATION COACHES



## Village



### **KAI GORDON**

**Graduation Coach for Black Students  
BSSLP Staff Lead**

“As adults working alongside the junior leaders in the program, we play a critical role in affirming who they are and reminding them about the strength of our community. It is a beautiful thing to witness how they show up as their full selves in a space designed with them in mind, a space where they feel unbound and joyful. junior leaders get to have an embodied feeling of safety, love, and togetherness among their peers and the BSSLP team.”



### **JASON BRISSETT**

**Graduation Coach for Black Students  
BSSLP Staff Mentor**

“Each year, I look forward to seeing the growth among the junior leaders...from where they started to how they end. It's a beautiful thing.”



### **VERONICA MONTAGUE**

**Graduation Coach for Black Students  
BSSLP Staff Mentor**

“Every young person deserves to have a village that offers lessons from the past, encourages curiosity, affirms and inspires them. BSSLP allows for junior leaders and staff members alike to be part of the supportive village.”

# RESEARCH TEAM



## Village



### **TANITIÃ MUNROE**

**Senior Research Coordinator**

**YPAR Research Team Supervisor**

“Its now our 6th year and I continue to enjoy seeing them grow as agents of change through YPAR. Each year, I remind junior leaders that their success is because of those who came before them, and that their place in and contribution to history is integral to understanding how we’re able to move through this world because of what our ancestors laid out for us. I really do enjoy seeing them grow as agents of change through YPAR.”



### **DR. SHAWNEE HARDWARE**

**Researcher and YPAR Lead: Creative Art Pod**

“Working on YPAR has been one of my most valuable pedagogical experiences. Every year, I am challenged to think about praxis-oriented work that engages the junior leaders while they engage in their passion projects.”





## **DR. ANNETTE WALKER**

**Researcher and YPAR Lead: Podcast Pod**

“Working alongside an interdisciplinary team to support the successful outcome of junior leaders’ YPAR project reinforces the importance of creating a safe, positive, and nurturing environment where they can develop a sense of belonging and agency, while understanding the importance of community and collective change.”



## **NORDIAH NEWELL**

**Researcher: Storytelling Pod**

“We are all storytellers in our own right. BSSLP empowered Black youth to use their personal experiences as stories by encouraging them to view the world through their own lenses, make informed decisions, and advocate for change.”



## **WILLIS OPONDO**

**Researcher: Photovoice Pod**

“Working with the junior leaders is an incredible experience. Their dedication and creativity shine through in their exceptional Afrocentric work. Seeing them thrive and confidently showcase their hard work is truly inspiring.”





## **FISSEHA GEBREMEDHIN**

**Researcher Coordinator  
Video Essay Pod**

“I have witnessed how the Centre fosters a generation of leaders who understand that their lived experiences can be a powerful catalyst for social change by combining the voices of Black youth with the tools of YPAR and Experiential Learning.”



## **DR. CYNTHIA KWAKYEWAH**

**Researcher: Spoken Word Pod**

“BSSLP-YPAR program celebrates Black joy, achievement and excellence in action. As Research Associates, we experience the joy of working alongside high-achieving junior leaders on research topics centred on Black experiences. When the junior leaders present their research process and findings, it epitomises the very essence of Black excellence.”



## **SEWSEN IGBU**

**Researcher: Action Research Lead**

“Working with and witnessing Black youth actionize solutions to issues that speak to their lived experiences and are passionate about within a communal space that nourishes and celebrates them was transformative. The BSSLP-YPAR program and Black youth are an embodiment of the tenets of critical pedagogy and praxis in which their knowledges and lived experiences offer liberatory practices and transform systems.”



**KRYSTA COOK**  
**Researcher: Podcast Pod**

“Witnessing the power of Black youth voice in research that directly speaks to and about their own lived experiences and the impact they hope to have, and to be present in a space that was designed for junior leaders to not only experience, but to embody Black excellence, was truly remarkable.”



**MARGARET DOUGLIN**  
**Researcher and YPAR Support**

“YPAR is a safe and supportive space where the junior leaders learn about and engage in research to examine issues that are important to them from a critical, Afrocentric perspective. YPAR also empowers the junior leaders to be agents of change. It was beautiful to see their growth and transformation.”



**DR. KENNETH GYAMERAH**  
**Research Coordinator**  
**Peer Mentor Research Project Lead**

“YPAR provides a transgressive space for our junior leaders to tell their own stories and embody Black excellence. The program offers junior leaders the opportunity to conduct multidisciplinary research grounded in anti-colonial praxis. Through YPAR, Black youth contribute to shaping education policy in the TDSB and beyond. Working with these young leaders has been a rewarding and fulfilling experience. The impact of YPAR over the years highlights the importance of centering youth voices in K-12 education. Big up YPAR!”



**CAMISIA HUTCHINSON**  
**Teacher and Peer Mentor Lead**

"BSSLP is a wonderful program where Black youth can build community, develop their skills and identity, and be surrounded by Black excellence."



**ANDRE HARRIOTT**  
**Teacher and Summer Researcher: Presentation Tools**

"The BSSLP is a rich and fulfilling experience. For the last four years, I have witnessed our junior leaders grapple with complex research methods and produce stunning presentations about their work. I am impressed each year by our junior leaders and incredibly lucky to have worked with such a phenomenal staff team."



**ABDULJABAR (A.J) NASSER**  
**Teacher and Summer Researcher: Writing Pod**

"Working alongside such incredible junior leaders and dedicated staff in the BSSLP program has been an immense blessing. There truly is no space in the TDSB that looks or feels quite like it. The love exuded by the staff and the joy radiated by the junior leaders perfectly captures the spirit of our village. This program not only fosters academic and social growth but also builds a nurturing community that empowers and uplifts each member, leaving a lasting impact on all involved."

# SOCIAL SUPPORT



# TEAM

# Village



## **ANNE-MARIE THOMAS**

**Social Worker and BSSLP Staff Mentor**

"The forces that unite us are intrinsic and greater than the superimposed influences that keep us apart."

- Dr. Kwame Nkrumah



## **MONIQUE WEBLEY**

**Social Worker and BSSLP Staff Mentor**

"Being a part of BSSLP has been transforming for me over the last two years. Witnessing how the junior leaders engage and flourish when engaging in their research has been amazing to be a part of. The space and atmosphere feels like home and I'm excited to see the growth and love that takes place daily. Truly I am reminded about the impact we have on our future leaders. I love it here!"

"Broken crayons still colour"



## **PRECIOUS MYERS**

**Social Worker and BSSLP Staff Mentor**

"Where there is love and inspiration, I don't think you can go wrong."

- Ella Fitzgerald





## **CAMESHIA WYNTER**

**Child and Youth Counsellor and BSSLP Staff Mentor**



"Being a part of BSSLP has been truly inspiring! It's heartening to see how the program not only nurtures the skills of junior leaders, but also fosters an environment that promotes growth and excellence. By breaking down barriers and empowering individuals, [BSSLP] plays a vital role in shaping future leaders who will undoubtedly become impactful agents of change in their communities. Congratulations to everyone involved in this transformative initiative! I look forward to witnessing the incredible journeys of these young leaders".

## **COURTNEY WALTERS**

**Community Support Worker and BSSLP Staff Mentor**



"Going from a college placement student last summer to a member of the multidisciplinary BSSLP team, this summer has been more than just a next step. It has been an experience of professional growth and personal elevation. This program continues to rejuvenate my passion for the work I want to do and for the betterment of my Black community.

I thank each and every person involved in that... management, colleagues, and especially the junior leaders."



# BSSLP SUPPORT



# TEAM

## Village



**AMANDA BURNETT**  
Communications Officer

“Every year, I look forward to meeting and getting to know the new batch of students (junior leaders, Peer Mentors). Being able to interview them is always a pleasure as they have so much brilliance and insight. I know many of them will go on to do great things.”



**ALORNA GRIFFIN**  
Office Administrator

“To see how much the BSSLP students have grown over the years is a beautiful thing. I look forward to all the amazing things they will go on to accomplish. Cheers to Black joy and excellence!”

# CONCLUSION

As we conclude our 6th year, the wisdom of the Banyoro people of Uganda that, “a child does not grow up only in a single home”, emboldens the staff to think about how they show up for the junior leaders. Rather than viewing child-rearing as the sole responsibility of parents or caregivers, this African proverb and others like it, recognizes the role that educators, mentors, and other community members have in shaping the junior leaders' lives. The quote emphasizes the interconnectedness of everyone within the BSSLP community who continues to work tirelessly to inspire, engage, counsel, support, communicate, and encourage the junior leaders as we celebrate their accomplishments during the 7 weeks.



**TDSB Director of Education, Colleen Russell-Rawlins**



“Our ancestors made it the business of the village to ensure that the next generation understood the importance of doing our best to keep everyone safe. Therefore, we end how we began by honouring the village and community.”

See you at the 3rd annual Youth Participatory Action Research (YPAR) Conference in October!

~Tanitiã Munroe and Kai Gordon



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**Written Notice of Motion for Consideration (Trustees Williams and King, on behalf of Trustee de Dovitiis)**

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

In accordance with Board Bylaws 5.15.45, notice of the following motion was provided at the regular meeting of the Program and School Services Committee on September 25, 2024 and is therefore submitted for consideration at this time.

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

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

\*\*\*\*\*

**Latin/a/o/x Task Force**

Whereas, the student community of the Latin-America diaspora in TDSB is 4.7% of all students as per the TDSB Student Census 2023; and

Whereas, students of the Latin-America diaspora have experienced some of the highest percentage of students being failed by the educational system from kindergarten straight through to graduation from high school and thereafter. As an example:

- In the most recent Early Years Development Instrument, taken system-wide to all senior kindergarten students in 2018, one-fifth of all students of the Latin-America diaspora were measured as vulnerable in two out of the five domains measured. This was amongst the highest percentage of senior kindergarten students by racial group that were assessed as vulnerable within this assessment.
- After students who identify as Indigenous, students of the Latin-America diaspora, have the lowest percentage of students graduating over a half decade between 2016-2020 when compared to all other ethnicity, racial groups. During this period, the average rate of graduation for Latin/a/o/x students is 76% while the TDSB had an average graduation rate of 85%. While graduation rates for students of Latin-America diaspora have gone up significantly throughout this time period, the proportion has remained consistently lower than all other groups by race except for students that identify as Indigenous.
- In 2020-21, only 39% of Latin-America diaspora students confirmed placement in a college or university opportunity compared to 55% of all year 4 plus students in the TDSB; and

Whereas, collectively this analytical breakdown of students of the Latin-America diaspora indicates a population of students who have been failed by the educational system and as a result have not reached their potential within the TDSB; and

Whereas, there continues to be multiple barriers including both systemic and structural barriers both within and outside of the educational system for students of the Latin-America diaspora; and

Whereas, these structural and systemic barriers may also differentiate for students of the Latin-America diaspora based on their multiple intersecting identities including but not limited to being: Black, Indigenous, Black/Afro-Indigenous, racialized, Muslim, Jewish, LGBTQ+, disabled, neurodivergent, English language learners, newcomer, precarious immigration status or undocumented to name a few; and

Whereas, the TDSB has a commitment to ensuring that all of TDSB students are given equitable opportunities and where opportunity gaps exist, the TDSB has a duty and responsibility to apply resources to create better outcomes; and

Whereas, there is a significant opportunity to bring in to the conversation outside partners including those of the Latin-America diaspora and prioritizing those historically and present-day oppressed at the intersecting identities of Black, Indigenous, Black/Afro-Indigenous, racialized, Muslim, Jewish, LGBTQ+, disabled, neurodivergent, English language learners, newcomer, precarious immigration status or undocumented to name a few as part of the effort to improve the life circumstances, wellbeing and educational success of students of the Latin-America diaspora.

Therefore, be it resolved:

- (a) That the Director establish a Latin/a/o/x Task Force to address the educational challenges faced by students of the Latin-America diaspora; to improve academic performance, reduce dropout rates, and provide better support for students of the Latin-America diaspora and their families;
- (b) The Latin/a/o/x Task Force create a working group that identifies actions that can be taken by the Board to increase the educational success of students from the Latin-America diaspora;
- (c) The Latin/a/o/x Task Force create a second working group inclusive of student voice, educators, parents/guardians, and community partners to identify priorities and best practices to improve the learning experience and educational success of TDSB students of the Latin-America diaspora;
- (d) The Director provide a report on the work of the Latin/a/o/x Task Force with recommendations for consideration by the Board.



**Written Notice of Motion (Trustees Williams and King on behalf of Student Trustee Bell)**

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

In accordance with Board Bylaws 5.15.49 and 5.15.50, 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 A motion 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

\*\*\*\*\*

**Advocating for Mandatory Equity, Diversity, and Anti-Racism Certification for K-12 Teachers in Ontario**

Whereas, the introduction of a mandatory certification on equity, diversity, and anti-racism for all K-12 teachers in Ontario would ensure that teachers are better equipped to support racialized students and educators effectively; and

Whereas, ongoing professional development on equity and diversity will help ensure teachers are equipped with current best practices to further an inclusive classroom; and

Whereas, according to the Ontario Teachers College of January 3, 2022, the Minister of Education implemented a mandatory certification for Ontario Certified Teachers, applicants, and re-applicants are required to successfully complete the online Sexual Abuse Prevention Program in coordination with Canadian Centre for Child Protection (C3P); and

Whereas, Ontario Regulation 437/97: Professional Misconduct, made under the *Ontario College of Teachers Act, 1996*, includes provisions against making remarks or engaging in behaviours that expose any person or class of persons to hatred on the basis of a prohibited ground of discrimination under Part I of the Human Rights Code, yet there is no mandatory anti-racism and equity certification for teachers in the Ontario College of Teachers; and

Whereas, the Toronto District School Board is committed to providing an inclusive and equitable education environment for all students and educators, with equity as foundational and embedded throughout the strategic directions of the 2024-2028 TDSB Multi-Year Strategic Plan (MYSP) which includes the pillar of “Belonging” so all students belong, are engaged, and valued; and

Whereas, the TDSB's Equity Policy (P037), initially adopted in 1999 and revised in 2018, commits to providing an inclusive and equitable education environment for all students and educators, yet the continued lack of mandatory Equity and Anti-racism certification in Ontario Teachers College indicates a gap in fully achieving these policy goals; and

Whereas, according to Youth Participatory Action Research conducted in partnership with the TDSB's Center of Excellence for Black Student Achievement, Black high school teachers aged 30-50 experience significant challenges related to micro-aggressions, isolation, and lack of support within the school environment; and

Whereas, the Ministry of Education recognizes the need of the relatively new mandatory certification on sexual abuse prevention and should see a parallel need for a mandatory certification focused on equity, diversity and anti-racism.

Therefore, be it resolved:

- (a) That the Chair send a letter to the Ministry of Education, the Ontario College of Teachers, and Ontario Public School Boards' Association advocating for the implementation of a mandatory Equity, Diversity, and Anti-racism certification for Ontario's teachers.
- (b) That the Ontario Public School Boards' Association be copied on the letter to the Ministry of Education and Ontario College of Teachers;
- (c) That the letter at Part (a) include:
  - i. a detailed rationale for the necessity of such certification, drawing on data from Youth Participatory Action Research and Toronto District School Board policies, as well as examples of the challenges faced by Black educators and students;
  - ii. a request for the Ministry of Education to consult with key stakeholders, including the Ontario College of Teachers, the Ontario Black Trustee Caucus, Ontario Public School Boards' Association, Ontario Catholic School Trustees' Association, equity and diversity experts, educators, and community organizations, to develop and implement this certification program;
  - iii. a proposed timeline for the development, consultation, and implementation phases of the certification program.
- (d) That an update on the progress of this advocacy effort be provided to the Board at the next scheduled Board meeting.

### **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



# 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.

## Strategic Directions

**Equity:** Equity is a principle that will continue to guide the TDSB in all that it does. Equity will be foundational to all TDSB work and will be embedded throughout the strategic directions.

**Truth and Reconciliation:** We 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.

## We Value

- Each and every student’s interests, strengths, passions, identities and perspectives on their education
- Partnerships with students, parents/guardians/caregivers, staff, community partners, and education partners
- A strong public education system that promotes full participation by identifying, removing, and preventing accessibility barriers so that all students, including students with disabilities/special education needs and intersecting identities, are provided with opportunities to realize their full potential
- The diversity of students, parents/guardians/caregivers, staff, community partners, and education partners
- Shared leadership and respectful working relationships
- Accountability and innovation
- The contributions of a highly skilled and diverse staff
- Digital citizenship and environmental stewardship

