

Written Notice of Motion for Consideration as Emergency Business (Trustees Laskin and Aarts)

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

In accordance with the Board’s bylaws, emergency business is defined as:

a situation, or the threat of a situation, adversely affecting health, safety and/or well-being, or resulting in significant legal risk or financial damage or loss, which by its nature and seriousness requires an immediate response...

Further,

5.12.7 A matter not on the agenda or directly related to matters arising from discussion cannot be introduced by a trustee at a Board or Committee meeting, or after the notice of agenda has been circulated to members, unless the item qualifies as emergency business and is confirmed by a two-thirds majority vote of the members present.

Support to Delay the Implementation of the new Math Curriculum, Grades 1-8

Trustees Laskin and Aarts have submitted the following as a matter of urgency and for consideration as emergency business.

Therefore, be it resolved:

- A. That the following matter be deemed as emergency business;
 - and, if approved (requires a two-thirds majority vote of the members present to be considered);
- B. That the following be considered:

Whereas, the Ministry of Education announced the new math curriculum on June 23, 2020, during the final week of the 2019-2020 school year and during the Covid-19 pandemic; and

Whereas, we support the joint statement made by The Association des enseignantes et des enseignants franco-ontariens (AEFO), the Elementary Teachers’ Federation of Ontario (ETFO), the Ontario English Catholic Teachers’ Association (OECTA), and the

Ontario Secondary School Teachers' Federation (OSSTF/FEESO) on June 26, 2020
(See Appendix A) who noted that:

Ontario educators are committed to the success of our students and are open to changes to our curriculum that improve learning outcomes. However, the recent announcement by the Ontario government of a new math curriculum to be implemented this fall is unrealistic and counterproductive.

The changes to the math curriculum are substantial and will require significant time, collaboration and new resources to be properly implemented. At a time when school boards and educators are preparing for schools to safely reopen and addressing student learning gaps, it is short-sighted to require that resources be diverted from those efforts to try to comply with an unrealistic two-month timeline set by the government...;

And;

Whereas, we agree that 2021 EQAO testing should be cancelled due to the continued impact of COVID-19 and the acknowledgment changes are needed due to not only a new math curriculum as well as yet another burden it imposes on both staff and students still dealing with pandemic issues, let alone policy papers that speak to re-examining the whole notion of assessment; and

Whereas, in addition to acknowledging the additional efforts required by teachers (above) to ensure transition for students back to school, the TDSB will need to direct significant administrative time and resources to ensure safe return to school, including but not limited to additional funding for remote learning; mental health and well-being supports, including staffing and resources for intensive social work and psychological supports; additional staffing and resources to address gaps in literacy and numeracy, as well as build educator capacity in digital learning; transitional staffing resources including additional special education funding; transitional staffing resources for children with special needs, many of whom will have been without therapy or respite care for an extended period; additional student success teachers to aid students in the transition from elementary to secondary schools; and addressing the substantial information technology gaps in the system, including replacing budgets that boards used to purchase IT and Internet service during the course of this pandemic; provide ongoing support to continue supports for IT and Internet; and begin funding IT devices for students at a 1:1 ratio without requiring boards to reallocate funds to purchase IT (TDSB Motion May 12, 2020); and

Whereas, due to Covid-19 and labour interruptions over the past year the TDSB has had to delay implementation of other important, planned professional learning from its Multi-Year Strategic Plan in human rights, equity and anti-oppression as well as combatting various forms of discrimination;

Therefore, be it resolved:

That the Board support the Chair ~~and the Director~~ in writing to the Ministry of Education to delay the implementation of the new math curriculum until such time that school operations are no longer affected by Covid-19.

Appendix A

<https://etfo.ca/AboutETFO/MediaRoom/MediaReleases/Pages/Education%20Unions'%20Joint%20Statement%20on%20Introduction%20of%20Ontario%20Math%20Curriculum.aspx>

Education Unions' Joint Statement on Introduction of Ontario Math Curriculum

June 26, 2020

TORONTO – The Association des enseignantes et des enseignants franco-ontariens (AEFO), the Elementary Teachers' Federation of Ontario (ETFO), the Ontario English Catholic Teachers' Association (OECTA), and the Ontario Secondary School Teachers' Federation (OSSTF/FEESO) released the following statement today.

Ontario educators are committed to the success of our students and are open to changes to our curriculum that improve learning outcomes. However, the recent announcement by the Ontario government of a new math curriculum to be implemented this fall is unrealistic and counterproductive.

The changes to the math curriculum are substantial and will require significant time, collaboration and new resources to be properly implemented. At a time when school boards and educators are preparing for schools to safely reopen and addressing student learning gaps, it is short-sighted to require that resources be diverted from those efforts to try to comply with an unrealistic two-month timeline set by the government.

AEFO, ETFO, OECTA and OSSTF, who collectively represent teachers and education workers in all publicly funded school boards, call on the government to reconsider its plan and delay the implementation of the new math curriculum.

Instead, a two-year timeline for implementation would provide the government, school boards and educators the necessary time to ensure that adequate professional development takes place and to develop the resources and support that a new curriculum requires.

When schools reopen in the fall, educators will be focused on helping students transition back to school after months of school closures triggered by the pandemic. They will be focused on helping close the learning gaps and addressing mental health needs deepened by the ongoing health crisis and supporting students and their families during these uncertain times. The government should be helping educators and students by directing additional supports and resources to these efforts, instead of creating more uncertainty and additional barriers.

For more information, please contact any of the following media relations representatives:

- **AEFO** – Marilynne Guevremont at 613-850-6410, or via email at mquevremont@aefo.on.ca
- **ETFO** – Valerie Dugale at 416-948-0195, or via email at vdugale@etfo.org
- **OECTA** – Michelle Despault at 416-925-2493, ext. 509, or via email at m.despault@catholicteachers.ca
- **OSSTF/FEESO** – Gary Fenn at 416-751-8300, ext. 220, or via email at gary.fenn@osstf.ca

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