Toronto
District
School
Board

Achieving Excellence in Reading, Writing and Mathematics (P038) – Policy Review, Phase 1

To: Governance and Policy Committee

Date: 17 January, 2019

Report No.:   01-19-3554

Strategic Directions

- Transform Student Learning
- Provide Equity of Access to Learning Opportunities for All Students

Recommendation

It is recommended that Policy Review Work Plan, as presented in this report be approved.

Context

The Achieving Excellence in Reading, Writing and Mathematics Policy (P038) (the "Policy") (see Appendix A) is being reviewed in accordance with the Policy Review Schedule approved by the Board of Trustees on October 18, 2017.

Through a review of existing TDSB policies, staff identified two related policies with similar content: the Literacy Foundation Policy (P003) (see Appendix B) and the Mathematics Foundation Policy (P004) (see Appendix C). Staff is recommending to merge these three similar and overlapping policies into one comprehensive policy. This recommendation and other proposed revisions to the Policy are outlined in the Policy Review Work Plan (see Appendix D). As part of the review, the Policy will also be reformatted to ensure alignment with the Board-approved Policy Template.

In a review of 18 Ontario school boards' policies (see Appendix E); it was revealed that most school boards do not have policies similar to or related to achievement in reading, writing or mathematics. Only three of the school boards reviewed had policy documents echoing some provisions of the TDSB's Achieving Excellence in Reading, Writing and Mathematics Policy (P038).

Action Plan and Associated Timeline

Subject to the Governance and Policy Committee's approval, the Policy will be reviewed in accordance with the Policy Review Work Plan and subsequently the revised draft Policy will be presented to the Governance and Policy Committee for consideration and recommendation. The Policy will then be submitted to the Board of Trustees for final approval in accordance with timelines as outlined in the work plan.

Resource Implications

No additional resources will be required for the review of this Policy.

Communications Considerations

The Policy will be communicated in accordance with the Policy Review Work Plan.

Board Policy and Procedure Reference(s)

- Literacy Foundation Policy (P003)
- Mathematics Foundation Policy (P004)

Appendices

- Appendix A: Achieving Excellence in Reading, Writing and Mathematics Policy (P038) – Current
- Appendix B: Literacy Foundation Policy (P003) – Current
- Appendix C: Mathematics Foundation Policy (P004) - Current
- Appendix D: Policy Review Work Plan
- Appendix E: Scan of Selected Ontario School Boards

From

Dr. Kathy Witherow, Associate Director, Leadership, Learning & School Improvement, at kathy.witherow@tdsb.on.ca or at 416-397-3069

Toronto District School Board

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Policy P.038 CUR: Achieving Excellence in Reading, Writing and Mathematics

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Statement

The Toronto District School Board affirms:

- Its belief that all students can learn; and that high expectations must be set for all students;

- Its commitment to and support for achieving excellence in literacy and numeracy;

- Its belief that excellent early literacy experiences in school enhance a child's success;

- Its commitment to ongoing staff development;

- Its commitment to continue to communicate with parents and the broader community about curriculum expectations for students, assessment practices, the purposes of assessment, and achievement standards and results;

- Its commitment to encourage students, parents and teachers to consider the Grade 3 assessment data as **one** of many pieces of information available in evaluating student achievement;

- Its commitment to support schools in implementing their action plans based on the identified strengths and weaknesses in their students' results;

- Its commitment to the Toronto District School Board's Foundation Statements on Literacy, Mathematics and Accountability for Student Achievement as the basis for system-wide and school-based improvement in literacy and mathematics;

- Its commitment to continue the collaboration among the Academic Accountability, Instruction, and Student and Community Services departments to improve student learning.

Note: See also policies P.003 CUR: Literacy Foundation and P.004 CUR: Mathematics Foundation.

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Administrative Procedure

General

To improve student learning, the Toronto District School Board will:

1. Support supervisory officers as they work with their families of schools to improve school results;

2. Support principals in their role as curriculum and instructional leaders;

3. Support schools in setting goals, and developing and implementing School Action Plans in reading, writing, and mathematics;

4. Establish ongoing communication between resource staff and schools to support effective practices in literacy and in mathematics;

5. Plan programs which address effective strategies in the teaching of reading, writing, and mathematics;

6. Use of rich assessment activities and exemplars of quality work including the materials from the Integrated Assessment Instruction and Reporting Project (AIR) and the Ministry Exemplars Project to help inform instruction and improve student achievement;

7. Continue to implement *The Ontario Curriculum Language, Grades 1-8*; *The Ontario Curriculum Mathematics, Grades 1-8; The Kindergarten Program* and *The Provincial Report Card*;

8. Provide models of and support for teachers in using a wide range of assessment and evaluation strategies which provide students with opportunities to demonstrate their learning;

9. Identify and track effective teaching practices and programs and use the information to improve instruction in all schools;

10. Provide current information and strategies in both literacy and mathematics to help teachers address gender differences in attitude, motivation and performance;

11. Continue to develop strategies for working effectively to meet the individual needs of all students with a specific focus on ESL/ESD students and students with special needs.

P.038 CUR: Achieving Excellence in Reading, Writing and Mathematics

Literacy

To improve student learning in reading and writing, the Toronto District School Board will:

1.   Identify early literacy programs and approaches that will receive support from the Toronto District School board;

2.   Support supervisory officers as they work with their families of schools to improve school results;

3.   Support principals in their role as curriculum and instructional leaders;

4.   Continue to identify and support early intervention programs that address the needs of children in Kindergarten and Grade 1;

5.   Support schools in setting goals and developing and implementing School Action Plans in literacy;

6.   Continue to support the implementation of the *First Steps* literacy framework*;*

7.   Ensure that schools review and adjust as necessary the time allocation for literacy so that there is sufficient time dedicated to implement a Balanced Literacy Program;

8.   Review literacy resources to provide a balance of fiction, non-fiction, ESL, multimedia. and multicultural materials that will address the needs of our diverse student population;

9.   Strengthen the partnership between home and school to support literacy learning;

10. Plan programs that address effective, focused instructional practices and assessment approaches for literacy;

11. Provide in-service on a range of assessment strategies that will link assessment and instruction and lead to improved learning;

12. Provide in-service on effective, focused instructional strategies that address higher-order thinking skill.

Mathematics

To improve student learning in mathematics, the Toronto District School Board will:

1.   Support supervisory officers as they work with their families of schools to improve school results;

2.   Support principals in their role as curriculum and instructional leaders;

3.   Support schools in setting goals and developing and implementing School Action Plans in mathematics;

4. Provide all teachers with professional development opportunities to learn and practice a wide range of effective assessment and evaluation strategies;

5. Ensure that schools review and adjust as necessary the time allocation for mathematics so that the knowledge and skills in all five strands of mathematics are addressed;

6. Plan programs that address effective focussed instructional practices and assessment approaches for Mathematics;

7. Strengthen the partnership between home and school to support mathematics learning;

8. Continue to provide workshops that review the sequential and cumulative nature of the provincial mathematics expectations in *The Ontario Curriculum Mathematics, Grade 1-8* so that students receive a balanced mathematics program;

9. Provide in-service on new content areas in the five strands of mathematics and on effective instructional approaches*;*

10. Strengthen the emphasis on problem solving and communication of mathematical ideas to help address and extend students' knowledge and understanding of mathematics;

11. Assist schools in identifying and utilizing the appropriate mathematics resources such as concrete materials, computer technology and software, and teachers' guides to address diverse student needs.

Toronto District School Board

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| **Policy P.003 CUR:**   **Literacy Foundation** |
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Statement

Language is the most powerful tool learners have for developing ideas and insights, for giving shape to their experiences, and for making sense of their world and their possibilities in it. All classrooms are centres of inquiry, where learners use language creatively and critically, and come to understand why language and literacy are so central to their lives.

The Toronto District School Board identifies the development of literacy as a priority, and is committed to providing the support necessary for all learners to attain their highest level of literacy at each stage of their education.

The Toronto District School Board believes that:

1. Literacy* encompasses a broad range of skills and understandings. To participate fully in society and in the workplace, learners need to use a wide variety of information, literature, media, technology, oral and visual texts.

2. All learners are capable, and require opportunities to attain a high degree of proficiency in language development and use. The Toronto District School Board holds high expectations for all learners.

3. All learners develop language ability and competence through recognizable stages*, but differ in their pace and ways of learning. Literacy develops best when these individual styles and rates of learning are recognized and accommodated through effective classroom prac-tice*.

4. An emphasis on early literacy* is essential to provide a solid foundation for all learners to succeed.

5. All learners must be provided with appropriate interventions to address their needs. Literacy support for adolescent, young adult, and adult learners ensures that all learners have op-portunities to achieve a high level of literacy prior to graduation.

6. All language skills (listening, speaking, reading, writing, viewing, and representing) are equally important. They are interconnected and are learned best when they are integrated in all subject areas*. Learners gain fluency and proficiency when they use language to communicate for real purposes and in real situations.

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*   This word or phrase is explained in detail in the Administrative Procedure section
      of this policy.

Adoption Date: May 27, 1998   Policy P.003 CUR
Review Date: Page 1 of 9

Toronto District School Board

Policy P.003 CUR: Literacy Foundation

7. Effective classroom practice* is based on sound educational research about how learners successfully acquire literacy skills, and all teachers should have specific competencies* related to language learning and teaching. The Toronto District School Board and its teachers are jointly responsible for continuous professional dialogue and training to develop and refine these competencies.

8. A balanced approach* to literacy provides both immersion in rich language environments and explicit teaching of skills, such as grammar, phonics, spelling, usage, and punctuation, in all classrooms.

9. It is the responsibility of all teachers in all subjects to promote literacy development as an integral part of the school curriculum. All learners need to develop skills in learning to use language, and in using language to learn.

10. Literacy, culture, and identity are closely linked. The use of resources and teaching practices which value and reflect the rich diversity* of our communities enhances the literacy development and sense of inclusion of all learners.

11. All languages and varieties of languages are equally valid forms of thought and communication. First-language literacy is important for second-language learning* and for achieving academic success in the second language. All learners need to develop proficiency in Canadian Standard English* to achieve success in school and in society.

12. Assessment and evaluation* of language learning are ongoing and purposeful. Teachers use a range of strategies to assess learners' strengths and needs, and to plan instruction for improved performance. Teachers help learners monitor their own progress and set goals for future learning.

13. Language proficiency enables learners to be effective users of technology for research, information processing, and electronic communication.

14. Language learning promotes the development of thinking. All learners must have time and opportunities to engage in critical and creative thinking* and problem-solving* in all subject areas, and to reflect on and control their own thinking and learning.

*   This word or phrase is explained in detail in the Administrative Procedure section
     of this policy.

Note: See also Policy P.038: Achieving Excellence in Reading, Writing and Mathematics

Administrative Procedure

The Toronto District School Board prepares learners for the literacy demands they will face throughout their lives, as citizens, workers, and individuals who derive personal satisfaction from full participation in society. The development of literacy skills in all subject areas enables learners to become reflective, articulate, literate individuals who use language effectively for learning, communicating, and thinking.

1. **Literacy**

    Literacy includes all language and communication skills: speaking, listening, viewing, representing, reading, and writing. In all areas of endeavour, including media, technology, arts, and sciences, the meaning of our world is interpreted and communicated through literacy skills. A high level of literacy allows individuals to take control of the challenges and events in their lives.

    Learners from all linguistic backgrounds need opportunities to demonstrate the literacy skills they possess. Once learned, literacy skills in one language will transfer to whatever new language the learner undertakes.

    A literate person:

    - *uses* information from a variety of texts (from billboards to books, from television to the Internet)
    - *knows* how to critically evaluate a variety of texts and apply their content
    - *is able to use* the conventions of language to solve problems and communicate to others
    - *values* language and texts as sources of personal development and empowerment

2. **Stages**

    Learners learn in different ways, at different ages, and at different times. Effective classroom practice addresses these developmental learning patterns by adjusting pace and style of teaching to maximize the learner's potential.. Both the curriculum and adults' interactions with learners should be responsive to individual differences and provide learning opportunities that enhance growth and development.

    In addition to these developmental stages for all learners, ESL learners who are acquiring English and/or require literacy, numeracy upgrading, progress through four stages of English language acquisition and literacy development:

Stage 1:	Use of English for daily living
Stage 2:	Use of English in supported and familiar activities and contexts
Stage 3:	Independent use of English in most contexts
Stage 4:	Facility in English approaching that of standard Canadian English

Policy P.003 CUR: Literacy Foundation

speakers

The progression through these stages is **not** time-based. Language acquisition occurs at a different rate for each learner and is governed by a number of linguistic, experiential and maturational factors. The stages indicate levels of proficiency, not grade levels.

3. **Early Literacy**

Early literacy focuses on the stages young learners go through in their literacy development. In early literacy, teachers build on the strategies learners uses to read, write, and communicate orally. Teachers use appropriate resources and activities to support learners in the context of a balanced literacy program. Schools build partnerships with communities and families to promote literacy development in young children.

4. **Integrated In All Subject Areas**

The concept of integrated curriculum recognizes that all learning has an inner connectedness. When learners encounter new ideas, concepts, and skills, they connect them to existing knowledge and information as part of the thinking and learning process. Integration of knowledge and skills across subject areas enhances learning by making explicit connections and modelling the transferability of skills across disciplines. Learners are able to use skills from one discipline to another; link ideas from one subject to another in meaningful ways across the curriculum. They are able to explore connections within and across disciplines.

Literacy development is enhanced when learners use integrated language across the curriculum. In every subject area - science, mathematics, music, social studies, art - language is a tool for learning. Learners speak, listen, read, and write as they:

- Write from the point of view of real or imagined characters;
- Conduct a science experiment;
- Engage in a research project in history;
- Reflect on an art project;
- Write entries in a math journal;
- Design a computer program;
- Discuss plans for making a video.

Because the content of these subject areas is different, learners discover how various disciplines use language in specialized ways. Integrating language in all subjects helps build communicative competence and deepen understanding of how language works.

Policy P.003 CUR: Literacy Foundation

5. **Effective Classroom Practice**

Educators regularly conduct studies to understand how language and literacy develop, and what kinds of teaching practices support learners best as they acquire literacy skills. The conclusions drawn from sound educational research are the foundation for effective classroom practice.

Current research provides important insights into how learners successfully acquire and develop literacy skills, including the following examples:

(a) Talk (speaking and listening) is the cornerstone of language learning, and the major communication mode in everyday life. Through talk, learners refine their thinking, express their ideas, and give shape to their experience. Opportunities for talk support growth in reading and writing.

(b) Reading is a complex process of comprehending and interpreting a text. Efficient readers use many strategies and skills simultaneously, including prior knowledge and experience, grammar and context, word knowledge, and phonics, to make meaning from text.

(c) Phonics skills are important, and are taught within the context of reading and spelling instruction and through explicit teaching of skills. Learners use their understanding of phonics in writing when they are learning how words are spelled, and in reading to determine the sound of words they don't know.

(d) Writing develops best when learners have opportunities to write for real purposes and varied audiences. Effective writing instruction helps learners to use the stages of the writing process (pre-writing, drafting, conferring, revising, editing, and publishing), to focus on the craft of writing, and to attend to grammar, spelling, usage, and punctuation.

(e) Dramatic and imaginary experiences enhance the development of language. For example, when learners participate in drama and write in role, their writing is more powerful.

(f) The use of technology, such as computers and word processors, has a significant impact on the writing process.

(g) While it can take ESL learners only 2 - 3 years to become fluent in oral communication skills, 5 - 7 years, and possibly up to 9 years, are needed for them to reach the level of their English first-language peers in academic language skills.

(h) ESL learners require a rich language environment and a balanced approach to literacy. Effective instruction presents language in context, which is understandable to the learner. Then attention may be directed to the teaching of skills.

Policy P.003 CUR: Literacy Foundation

(i) Literacy development begins in the home in the language of the family. Partnerships with communities and families to support literacy in the home contribute positively to the learner's success in school.

6. **Competencies**

All teachers should have specific competencies related to language learning and teaching, including:

(a) An understanding of how learners of all ages learn language, both their first language and subsequent languages, including:
   - stages of language acquisition
   - relationship between first and subsequent languages
   - social attitudes to language(s)
   - development of learners' awareness of their own and others' use of language

(b) An understanding of the role played by listening, speaking, reading, writing, viewing and representing in learning, including:
   - recognition of different learning styles
   - connections among all aspects of language use
   - demonstrations of learning through many language activities

(c) An understanding of the learner's need to master appropriate language styles for a variety of purposes, including:
   - social and personal development
   - checking observations and opinions; clarifying understanding
   - finding and using information
   - formal presentations (speaking, writing, representing)

(d) A knowledge of effective strategies for providing direct instruction in all subject areas through the use of language and language skills relevant to the text, task, or topic, including:
   - language patterns and vocabulary specific to subject
   - effective reading of textbooks
   - note making skills
   - use of graphic organizers

7. **Balanced Approach**

Balanced literacy programs under the direction of the teacher include the following:

(a) A rich variety of oral language activities, such as storytelling, reader's theatre, drama, small group discussion, and oral presentations

(b) Immersion in a rich literacy environment

Policy P.003 CUR: Literacy Foundation

(c) Direct instruction by the teacher using a variety of instructional methods to teach skills and strategies in whole class, small group and individual settings (e.g. modelling, guiding, conferring)

(d) Opportunities for learners to practise and apply the skills taught in whole class, small group and individual settings

(e) Enrichment and remediation based on the learner's performance of the skills that have been taught

(f) Focus on phonics, grammar, spelling, usage, and punctuation in the context of reading, writing and through explicit teaching.

(g) Opportunities to experience writing as a process, including pre-writing, drafting, conferring, revising, proofreading, and publishing.

(h) A wide variety of reading and writing texts, including fiction and non-fiction, print and non-print, technical reading and writing, prose and poetry which value diversity and allow all learners to see themselves as part of the curriculum

8. **Diversity**

Valuing and respecting diversity requires an inclusive curriculum which recognizes and affirms the life experiences of all learners, regardless of gender, place of origin, religion, ethnicity and race, cultural and linguistic background, social and economic status, sexual orientation, age, and ability/disability.

Inclusive curriculum:

(a) Promotes understanding of a variety of cultures by ensuring that resources throughout the system represent the diversity of the communities served

(b) Addresses and presents various points of view on contemporary and historical issues and events

Inclusive curriculum seeks to encourage both the educator and learner to see in multiple ways that they may use this knowledge to create a more just and equitable society.

9. **First-Language Literacy is Important for Second-Language Learning:**

Academic proficiency in first language is important in achieving success in other languages. The continued development of a learner's first language helps the learner hear and understand knowledge that is transferable to learning in the new language.

10. **Canadian Standard English**

Canadian Standard English is that variety of English in which most educational texts, government and media communications are produced in Canada.

11. **Assessment and Evaluation**

Assessment is the collecting and analyzing of data and information about a learner's progress and achievement.

Evaluation is the application of judgment to the data collected and its analysis, in order to place a "value" on the learner's achievement.

The main purpose of assessment is to improve learning. It should never be an end unto itself, but rather, the means through which to inform teaching and learning. Effective assessment should direct subsequent instruction and provide the basis for modifying and adapting programs to meet the needs of learners.

Learners need to know **wha**t is being assessed, and **how**, and especially **why**. They need to be involved in decision-making related to assessment activities. A learner's understanding of assessment and involvement with it will enhance the commitment to learning and will encourage the development of skill in self-evaluation and personal decision-making.

Effective assessment is:
- respectful of the learner
- fair and equitable
- closely tied to instruction
- developmentally and culturally appropriate
- ongoing and systematic
- specific and provides timely feedback
- learner-centred through self-evaluation
- both informal and formal (diagnostic, formative, summative)
- concerned with both the processes and products of learning
- varied in techniques, tools and strategies to measure learning
- performance-based in authentic contexts (which may include the learner's first language)
- broad-based using varied contexts over time to build a learner profile
- based on criteria known to all--no surprises!

12. **Critical and Creative Thinking**

Critical thinking refers to the process of thinking through ideas or situations in order to make a judgment about what is sensible or reasonable to believe or do. Learners think critically in all subject areas when they read, write, speak, listen, solve problems, make decisions, analyze an issue, or make an inquiry, Bloom's Taxonomy of Cognitive Skills identifies a hierar-

chy of critical thinking skills that include *knowledge* (learning the information); *comprehension* (understanding the information); *application* (using the information); *analysis* (breaking ideas down into their constituent parts); *synthesis* (using information to make new ideas); and *evaluation* (judging the value of information, ideas, materials, or products).

Creative thinking refers to the process of thinking about ideas or situations in inventive and unusual ways in order to understand them better and respond to them in a new and constructive manner. Learners think creatively in all subject areas when they imagine, invent, alter or improve a concept, product, or material. William's Model of Creativity identifies a non-hierarchical list of creative thinking skills that include *fluency* (the ability to generate many ideas); *flexibility* (the ability to view things from different perspectives, use different approaches and change direction of thought); *elaboration* (the ability to expand, develop and add to ideas or materials); and *originality* (the ability to produce clever and unique responses).

13. **Problem Solving**

Problem solving activities require learners to think critically, creatively and systematically, and communicate their ideas to others.

Problem solving occurs in all subject areas and generally follows the process of:

(a) posing and defining a question
(b) suggesting a strategy or plan for answering the question
(c) testing the strategy or plan
(d) analyzing results and posing further questions
(e) communicating findings, results or answers

Learners need opportunities to engage in rich problem-solving tasks that encourage a variety of approaches and solutions.

Toronto District School Board

Policy P.004 CUR:	Mathematics Foundation

Statement

Mathematics reveals patterns, order and relationships which help us to understand the world around us. It is an increasingly varied discipline that deals with number, spatial sense, data, measurement, and observations requiring inference, deduction, modelling and communication. Mathematics is of fundamental importance in the workplace and in personal life contexts. To-day, mathematical concepts are rapidly expanding into many other subject disciplines. Effective classrooms are places of inquiry where mathematics learning is fostered, where teachers are inspiring, knowledgeable in mathematics and skilled in creating rich learning environments.

The Toronto District School Board identifies the teaching and learning of mathematics as a priority and is committed to providing support so that all learners achieve at the highest academic levels.

The Toronto District School Board believes:

1. That mathematics encompasses a broad range of knowledge, skills and dispositions. It provides learners with the tools to perform every day transactions, to understand public policy issues, to appreciate the mathematics in recreation, science, geography, history, social studies, the arts, etc. to seek employment and to prepare for post-secondary studies.

2. That the mathematics curriculum includes strands such as data management and probability, geometry and spatial visualization, measurement, number sense and numeration, and patterning and algebra. Learners are expected to develop skills in solving problems, applying mathematical concepts and procedures, and in reasoning and communicating mathematically. They are also expected to come to value mathematics as a significant human endeavour and to develop confidence in their ability to do mathematics.

3. That all learners must be encouraged to take mathematics courses and to achieve at the highest academic levels.

4. That a balanced mathematics program emphasizes both rich problem-solving experiences and mental mathematics and computational skills taught in ways which are inclusionary and relevant to the learner.

5. That mathematics activities and tasks are more meaningful when they are cross-curricular, cross-strand and integrated into day-to-day contexts.

Policy P.004 CUR: Mathematics Foundation

6. That children enter school with intuitive notions of mathematics and partially learned concepts. Teachers build on these notions using developmentally appropriate methods. Early learning of mathematics, which builds on the background experiences learners bring to the classroom, provides the foundation for later success.

7. That the learning of mathematics is enhanced when learners are actively engaged in making sense of mathematics and in building on their own understandings. Students bring to the classroom diverse learning styles and rates of learning which are addressed through effective classroom practice.

8. That the study of mathematics includes the appropriate use of technology. Calculators and computers facilitate creative problem-solving and problem posing, management of data, and investigation of patterns, graphs and relationships.

9. That the primary use of student assessment and evaluation is to improve learning for all students. Assessment has the greatest potential to improve learning when it is an integral part of all classroom activities and when assessment information is used to identify students' strengths and weaknesses to outline the next steps for learning.

The Toronto District School Board values a partnership of learners, teachers, families, and communities. Schools and families must maintain ongoing dialogue to ensure that learners receive the support, reinforcement and the challenge they need to achieve in mathematics.

Teachers of mathematics require ongoing professional development to acquire and maintain the competencies necessary to meet the demands of a subject that continues to grow and change. The Toronto District School Board is responsible for ensuring that teachers have access to opportunities for professional development in mathematics. Teachers should also take an active role in developing and enhancing their own professional expertise.

The Toronto District School Board believes that the development of mathematical knowledge and skills enables learners to think and reason logically, to analyze and interpret data critically and to communicate their thinking precisely and clearly

Note: See also Policy D.02: Achieving Excellence in Reading, Writing and Mathematics

POLICY REVIEW WORK PLAN

Date: December 18, 2018

All policies will be reviewed to ensure consistency with the TDSB's *Mission and Value (P002)* policy, including the principles within the TDSB's Integrated Equity Framework that promote equity and inclusion.

POLICY INFORMATION

Policy Title and Policy Number: **Achieving Excellence in Reading, Writing and Mathematics (P038)**

Review during fiscal year: 2018/19

Last reviewed: February 24, 1999

Executive Council member responsible for this Policy review: Dr. Kathy Witherow, Associate Director, Leadership, Learning & School Improvement.

Phase I.   PLANNING AND OBTAINING TRUSTEES' DIRECTIONS

This Policy Review Plan has been discussed with the Policy Coordinator:
☒ Yes
☐ No

This Policy Review Plan will be discussed at the Governance and Policy Committee meeting held on: January 17, 2019

Phase II.   REVISIONS

Formatting Changes

The Policy will be reformatted to ensure alignment with the current Policy Template (Operational Procedure PR501, Policy Development and Management):
☒ Yes
☐ No

Content Changes
The Policy requires content revisions:
☒ Yes
☐ No

The content changes are due to the following reason(s): [select one or more]

☐ Legislation
☐ Government directives/policies
☐ Board decisions
☒ Operational requirements
☒ Simplify and/or update using plain language
☒ Alignment with Integrated Equity Framework

Detailed information on the proposed content changes:
- Merge three similar and overlapping policies (Literacy Foundation Policy (P003), Mathematics Foundation Policy (P004) and Achieving Excellence in Reading, Writing and Mathematics Policy (P038), into one more comprehensive policy; and
- Broaden the scope of the policy to include multi-literacies, including but not limited to basic, critical, social and emotional, financial, mathematical, scientific and environmental literacies.

☒ A review of leading practices for similar policies across jurisdictions has been completed and is included with this Work Plan.

Phase III.   INTERNAL REVIEWS AND SIGN-OFFS

The Policy review will include TDSB divisions affected by the Policy: [select applicable]

☒ Equity and Achievement
☐ Facilities, Sustainability and Employee Services
☐ Finance and Operations

In addition, the following departments will be required to sign-off on the proposed Draft Policy:

☒ Legal Services
☒ Governance and Board Services
☒ Government, Public and Community Relations

A sign-off from the Director of Education will be obtained before proceeding with external consultations and/or Committee/Board approval.

☒ Director of Education

Phase IV.   EXTERNAL CONSULTATIONS

Are external consultations applicable to this Policy?

☒ Yes

☐ No (*Ministry of Education mandated policy or corporate policy without external stakeholders*)

Mandatory external consultations will include, at a minimum:

1. Posting of the working draft Policy on TDSB website for public feedback (45 days minimum)

2. Extending invitations for consultation to all Advisory Committees of the Board and conducting consultations with the Advisory Committees that expressed interest (either individually with each interested committee or collectively with representatives of all interested committees):

   ☒ Aboriginal Community Advisory Committee
   ☒ Alternative Schools Community Advisory Committee
   ☒ Black Student Achievement Community Advisory Committee
   ☒ Community Use of Schools Community Advisory Committee
   ☒ Early Years Community Advisory Committee
   ☒ Environmental Sustainability Community Advisory Committee
   ☒ Equity Policy Community Advisory Committee
   ☒ French-as-a-Second-Language Community Advisory Committee
   ☒ Inner City Community Advisory Committee
   ☒ Parent Involvement Advisory Committee (PIAC)
   ☒ Special Education Advisory Committee (SEAC)

In addition to mandatory consultations, other external participants and projected dates of consultation(s) include:

   ☒ Student Senate
   ☒ School Councils
   ☐ Other:

The following methods will be applied in the external consultations:

   ☐ Public meeting
   ☐ Facilitated focus group
   ☐ Call for public delegations

☐ Expert panel discussion
☐ Survey
☒ Posting on the TDSB website
☒ Other: Email correspondence

Phase V.   COMMITTEE/BOARD APPROVALS

Following external consultations and revisions, the working draft Policy will be presented to the Governance and Policy Committee on the following date: –April-May 2019

Following recommendation by the Governance and Policy Committee, the revised Policy will be presented to the Board on the following date: May/June 2019

Once approved, the revised Policy will replace the existing policy on the TDSB website.

Phase VI.   IMPLEMENTATION

Following Board approval, the final revised Policy will be communicated through:

☒ Posting of the revised Policy on the TDSB website through the Policy Coordinator
☒ Sharing with staff through the System Leaders' Bulletin
☒ Informing departments at staff meetings and channeling information to the school principals through respective superintendents
☐ Implementation of a broad communication plan for internal and external audiences

Policy implementation will include:
☐ Conducting information/training sessions to TDSB staff affected by the Policy

The projected time period for conducting information/training sessions to staff will be: Not applicable

☒ Review of associated procedures or initiate development of new procedures

Scan of Selected Ontario School Boards:
Achieving Excellence in Reading, Writing and Mathematics Policy (P038)

Policy Summary:
The TDSB's Achieving Excellence in Reading, Writing and Mathematics Policy (P038) was adopted on February 24, 1999 and appears to have been written as a foundational policy to demonstrate commitment to achieving the provincial standards of the Ontario Curriculum at that time. In addition, the TDSB also has the following related policies: the Literacy Foundation Policy (P003) (adopted on May 27, 1998) and the Mathematics Foundation Policy (P004) (adopted August 26, 1998).

As these three policies appear to be overlapping, staff recommends to merge them into one, single policy.

Review of Other Jurisdictional Policies:
Through a scan and subsequent review of eighteen (18) school boards, it was revealed that most of these school boards do not have any policies related to achievement in reading, writing or mathematics (e.g. Dufferin-Peel Catholic DSB, Halton DSB, Halton Catholic DSB, Hamilton-Wentworth DSB, Niagara Catholic DSB, Niagara Region DSB, Ottawa-Carleton DSB, Thames Valley DSB, Toronto Catholic DSB, Upper Grand DSB, Waterloo Region DSB). Only a few of the reviewed school boards have policy documents echoing provisions of TDSB's Achieving Excellence in Reading, Writing and Mathematics Policy P038:

> Hamilton-Wentworth DSB included provisions in its "Achievement Matters" Strategic Direction outlining certain expectations, such as that the DSB will "prepare all elementary students to be ready for success at the secondary school level", the DSB will "prepare all secondary students to be ready for success in their chosen pathway: apprenticeship, college, community, university or workplace", and, as a more specific expectation, that "each student will be reading by the end of Grade 1".

> Simcoe County DSB has a Curriculum and Instruction Policy which focuses on ensuring implementation of the Ministry of Education's Ontario Curriculum to achieving provincial standards.

> Finally, York Region DSB has a comprehensive Literary Policy with focus on what this school board considers "multi-literacies". These include, but are not limited to: basic literacy (reading, writing, listening, responding, viewing and representing), social and emotional literacy, digital literacy, critical literacy, cultural literacy, financial literacy, mathematical, scientific, and environmental literacy.

School Boards Scanned (18):
Algoma DSB, Dufferin-Peel Catholic DSB, Grand Erie DSB, Hamilton-Wentworth DSB, Halton DSB, Halton Catholic DSB, Niagara Catholic DSB, Niagara Region DSB, Ottawa-Carleton DSB, Simcoe County DSB, Thames Valley DSB, Toronto Catholic DSB, Toronto DSB, Upper Grand DSB, Waterloo Region DSB, Wellington Catholic DSB, Windsor-Essex Catholic DSB, and York Region DSB.

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