

# END THE CRISIS IN EDUCATION: A PLAN FOR EQUAL RIGHTS AND REAL LEARNING



Prepared by



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## UNDERSTANDING THE RISE OF ANTISEMITISM AND THE DECLINE OF STUDENT OUTCOMES IN ONTARIO SCHOOLS

Ontario's education system has lost its way. What was once a shared project of civic development and intellectual growth has become a battleground for political ideologies that divide students, undermine excellence, and jeopardize safety. For generations, this system was a cornerstone of immigrant and refugee success stories - uniting students around common values and opportunity. Today, it pits students against one another along lines of race, identity, and historical grievance. Antisemitism is not merely a symptom - it is a flashing warning sign of a system in moral and functional crisis.

No longer confined to isolated incidents, antisemitism in Ontario's K-12 schools has become systemic and increasingly normalized. Jewish students and teachers report feeling unsafe, unsupported, and erased, and their concerns are often minimized or dismissed. This alarming trend didn't emerge in a vacuum; it is the direct result of a constellation of policy decisions, ideological shifts, and institutional failures that reoriented the focus of schools away from academic excellence, student safety and pluralistic and toward divisive identity politics and bureaucratic self-interest.

At the heart of the problem is the integration of identity-based ideologies into Ontario's education system - most notably Critical Race Theory (CRT), which underpins Diversity, Equity, and Inclusion (DEI) policies, and Culturally Responsive and Relevant Pedagogy (CRRP), which provides the means by which CRT is taught to our students; through lesson plans, cocurricular programs, and even community events.

These frameworks shift the focus of education from individual rights and merit to collective identity, power dynamics, and historical oppression. By emphasizing immutable traits such as race and ethnicity, they confer special status on certain groups of students while marginalizing others. In practice, this erases Jewish indigeneity, overlooks modern manifestations of antisemitism, and often casts Jewish students not as peers deserving protection, but as oppressors - a framing that undermines both inclusion and safety.

This demonization of Jewish children has led to the greatest increase of antisemitism in recent history. When children are divided and pitted against one another, it follows that an

atmosphere of anger, blame, and resentment is created. Jewish students are by no means alone in the damage created by CRT and CRRP. Hindu, Christian, mixed-race and other minorities have reported similar experiences.

CRT and CRRP are further damaging to all students because they shift the focus and resources from academic achievement to identity-based social analysis and DEI bureaucracies. In practice, this creates confusion, resentment, divisiveness, and lowered performance.

High standards and accountability have been undermined by a flawed system. While the Ministry approves textbooks and educational resources, teachers are not required to use them, and many now rely on unregulated sources such as YouTube and social media. Websites, some marketed as designed by teachers for teachers, provide easy access to unvetted worksheets and resources; thinly masked as supporting Ontario curriculum, they are too often out of date, inadequate and often replete with toxic political narratives. As a result, students are increasingly exposed to politicized and biased content, with no meaningful safeguards in place to prevent personal ideology from overriding the Ministry's educational mandate.

This is all unfolding against a backdrop of declining academic standards, rising school violence, and growing public concern that schools are no longer delivering on their core mission. Many parents feel powerless in the face of educational institutions that seem more responsive to activist organizations and consultants than to families. Teachers who raise concerns - especially those who are Jewish - fear retaliation or have experienced retaliation, while professional colleges and unions entrench ideologically driven policies under the guise of pedagogy and professional development.



## A PLAN TO PUT ALL STUDENTS FIRST

The recommendations that follow are designed to address this crisis head-on. They propose structural reforms that return the focus of education to where it belongs: the student. All students, equally.

**Let school be school again** — A place to learn, not a place for politics

**Teach the basics, and teach them well** — Reading, writing, math, and academic excellence

**Equal rights for every student** — No one left out, no one singled out

**A better future for all Canadians** — Built on respect, fairness, and real education



## MINISTRY OF EDUCATION

The Ontario Ministry of Education sets the curriculum, funding guidelines, and overall policy direction for all publicly funded schools in the province. It is responsible for overseeing school boards to ensure compliance with provincial standards and establishes the professional standards and certification requirements enforced by the Ontario College of Teachers (OCT), a regulatory body created by provincial legislation. Reform is needed to strengthen transparency, oversight and enforcement, ensuring that Ministry directives are implemented accordingly in all classrooms across the province.

Improve student outcomes by:

1. **Ensuring that core curriculum is the basis of Ontario's education** - Eliminate Critical Race Theory and Culturally Relevant and Responsive Pedagogy from the Curriculum and Educational Practice so that core subjects, not identity politics, are the basis of education.
2. **Upholding Equal Rights Through a Harmonized Code of Conduct and Human Rights Policies**, while removing geopolitical concepts. The rights of a student, and their expected standard of behaviour, should not change depending on which school they attend. School boards do not have the expertise to create human rights policies, and this ignorance has allowed the inflammatory adoption of geopolitical causes within human rights policies.
3. **Disbanding the Education Equity and Governance Secretariat**. Created in 2017, it has failed to improve student outcomes or safety. Instead, it diverts resources from classrooms and entrenches divisive ideologies.
4. **Re-examining the scope and application of the Anti-Racism Act**. The Anti-Racism Act utilizes flawed data analysis to create spurious associations around 'disparate outcomes', resulting in the promotion of unequal rights for students, including the allocation of resources based on identity and different behavioural standards based on identity.

## SCHOOL BOARDS

School boards in Ontario were originally established by provincial statute to give parents and local communities a meaningful voice, ensuring that schools reflected local values and needs. Over time, however, boards have become increasingly centralized and bureaucratic - silencing parents, diverting funds away from classrooms, and expanding politically motivated administrative structures. Acting more as fences than bridges, change is urgently needed to restore transparency, accountability, and trust.

Improve student outcomes by:

1. **Creating Qualified Boards of Directors for School Boards** - Some boards have 10 figure run-rates and complicated governance structures and yet trustees are vastly underqualified for their roles. Eliminate Trustees and replace them with an appointed qualified board of directors with some elected parent representatives. Our system needs qualified individuals and a strong partnership with parents, not politicians using the children as political stepping stones.
2. **Consolidating School Boards and Cap Central Office Spending at 1%.** Most school boards are very small and efficiencies in purchasing power and administrative oversight can be found and diverted to classrooms. The median size school board is approx. 5,000 students with a few very large boards, like the TDSB with approx 240,000 students.
3. **Prohibiting school boards from diverting classroom funds away from classrooms.**
4. **Removing lobbyists from participating in board decision-making.** Their involvement creates conflicts of interest, prioritizes special interests over student needs, results in additional bloat of central staff as they consult with endless advocacy organizations, and undermines public trust.

## ONTARIO COLLEGE OF TEACHERS

The Ontario College of Teachers (OCT) is the regulatory body for the teaching profession, established by provincial legislation under the Ontario College of Teachers Act. Operating under the purview of the Ministry of Education, it is mandated to license, govern, and discipline teachers in publicly funded schools, as well as to accredit faculties of education. Entrusted with upholding public confidence in the teaching profession, the College is facing growing scrutiny from parents - especially as teachers whose conduct has raised serious concerns and media attention are, in some cases, allowed to remain in the classroom.

Improve student outcomes by:

1. **Return to a direct regulatory model** whereby the Ministry directly licences teachers and engages in investigatory and disciplinary matters. England, the author of professional self-regulation, abandoned the model in 2018 and now directly licenses and regulates teachers, as does the US. The recent federal report on antisemitism in Ontario K-12 schools states that 1/6 of nearly a thousand incidents directly involved teachers; however, there are only 14 disciplinary decisions from the OCT regarding antisemitism in over 20 years - the OCT is simply not doing its job. Self-regulation cannot work if teachers aren't interested in regulating themselves.
2. **Update professional standards of a teacher's license to include:**
  - a. **Neutrality policies** - England already requires teachers not to promote partisan views when discussing political issues; by law, teachers in England must present balanced viewpoints.
  - b. **Exclusive use of Ministry-approved learning resources in all instructional settings**, ensuring full transparency for all learning resources.
  - c. **Equal rights for all students - prohibiting discriminating against students on the basis of their identity**, even if intended to 'help other groups'

## FACULTIES OF EDUCATION

Faculties of Education in Ontario are responsible for training future teachers and are accredited by the Ontario College of Teachers (OCT) to ensure their programs meet provincial standards for teacher certification. These institutions operate within publicly funded universities and receive substantial funding from the provincial government. While they are expected to align with the Ministry of Education's goals and standards, concerns have grown that many faculties prioritize ideological agendas over academic rigor and professional preparation. Strengthened oversight is needed to ensure teacher education remains focused on student achievement, skill-based learning, and adherence to provincial standards.

Improve student outcomes by:

1. **Require future teachers to master all subjects they're certified to teach** (e.g. math, reading, science).
2. **Train teachers in evidence-based instructional methods only** (ex. cognitive science)—no unproven or ineffective approaches.
3. **Keep critical theory, decolonial frameworks, and advocacy in non-teaching academic streams.**
4. **Enable alternative certification paths that ensure subject expertise.**

## TEACHERS' UNIONS

Teachers' unions in Ontario serve as government-sanctioned monopolies for collective bargaining on behalf of educators, holding exclusive authority in labour negotiations with school boards. Over time, their role has expanded beyond labour representation to include partnerships with school boards and influence over professional development through the delivery of Additional Qualification (AQ) courses accredited by the Ontario College of Teachers (OCT). This dual role presents a clear conflict of interest, as unions now exert influence over both employment conditions and the professional standards governing their members - blurring the lines between advocacy, regulation, and education policy.

Improve student outcomes by:

- 1. Prohibiting Unions from providing Additional Qualification credits and/or being approved school board partners providing Professional Development**
- 2. Requiring all teachers' unions to provide full financial transparency to their respective members, and requiring unions executives to disclose all sources of income and potential conflicts of interest.**
- 3. Establish a Judicial Inquiry into whether Jewish teachers receive equal access to union representation and required due process.**

## ADDITIONAL RESOURCES

- [JEFA submission on behalf of Jewish educators to the House of Commons Standing Committee on Justice and Human Rights](#)
- [JEFA submission on behalf of Jewish students to the House of Commons Standing Committee on Justice and Human Rights](#)
- [Report on Antisemitism in Ontario Public Schools by Canada's Special Envoy on Preserving Holocaust Remembrance and Combatting Antisemitism](#)
- [A Survey on Antisemitism in Ontario's K-12 Schools, Robert Brym](#)

***Example 1: Actual Slide from TDSB's Board-Wide Staff Training by their Human Rights Office (Accessed through an FOI request to the TDSB)***

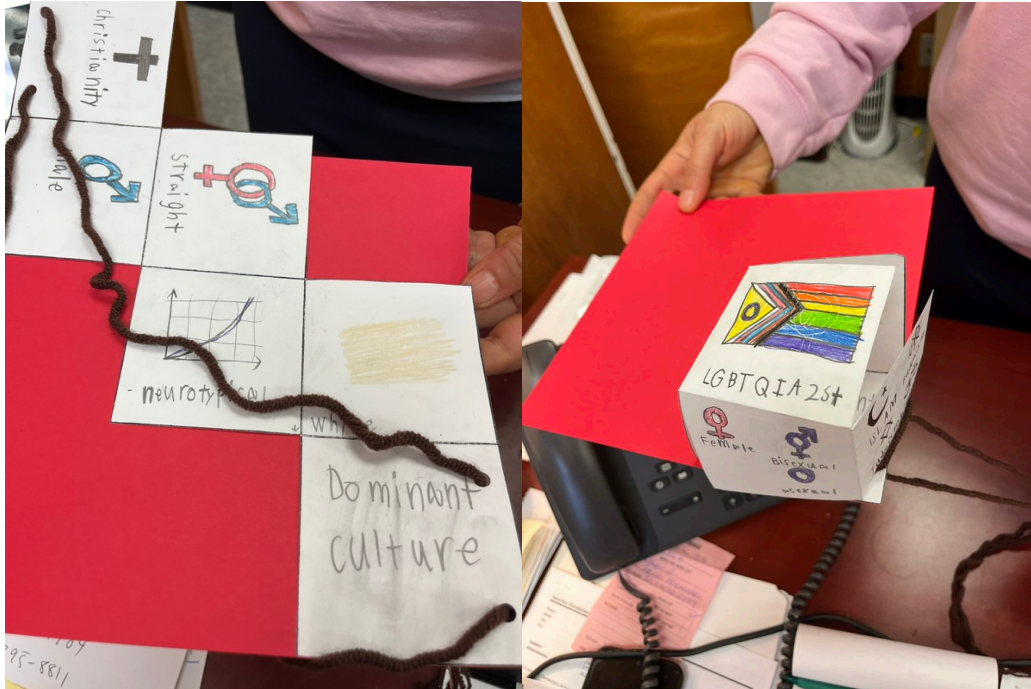
### Examples of Dominant Groups

White  
Male  
Cisgender  
Hetrosexual  
Christian  
Middle/high income  
No disability  
Canadian citizenship  
Health status / Brain ( mental ) health  
30-55 (may vary with gender)  
Shade (light skin)  
Language (English with an anglo  
accent)

**tdsb** | Human  
Rights Office



**Example 2: Class Assignment on Critical Race Theory at Taylor Creek Public School (Posted on X by <https://x.com/ChanLPfa/status/1776268528892469669>)**



**Example 3: Delta in Equity Overhead Costs at the TDSB**

TDSB Equity Overhead

Increasing Costs of: Human Rights Office, Equity Office, Anti-Oppression team, Black Centre of Excellence, Urban Aboriginal Achievement Center

2018/19 = \$3M

2023/24 = \$15.1M

Additional DEI costs NOT reflected above:

- \$22M for Indigenous school,
- Renaming schools (hundreds of thousands),
- Operating identity and 'equity' schools (e.g. multiple Afrocentric schools and social justice schools, disproportionately funded),
- Costs for the 6 community advisory committees that are based on equity and identity,
- Equity programs that come out of school funds, etc...



**Example 4: “Free Palestine” Banner in GTA Classroom (Sent to JEFA by someone who witnessed it)**



**Example 5: Senior Staff at Etobicoke Collegiate Institute (From the CGI IG account <https://www.instagram.com/p/DI4ZX6oRPdr/>)**

Etobicoke Collegiate Institute



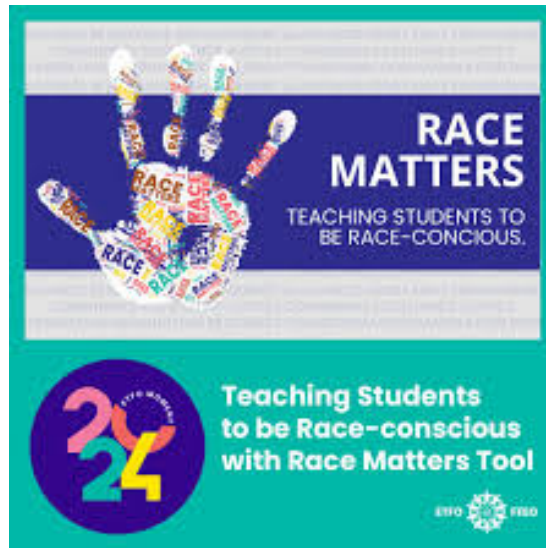
**Example 6: University of Toronto's Faculty of Education Professional Development Conference for Educators in 2023**



**Example 7: University of Toronto's Faculty of Education Professional Development Conference for Educators in 2025 (<https://www.decolonizingconference.com>)**



**Example 8: ETFO resources for educators (<https://www.instagram.com/p/DEP-ZjSIEpJ/>)**



**Example 9: OSSTF Professional Development Course for Educators (confidential source)**



Sliman Mansour, "The Mother". 1986, Oil on canvas, 90 x 74 cm

## Anti - Palestinian racism: **Nakba Denial**

Prepared for OSSTF/TDSB 2023  
February PD Day



**Example 10: ETFO Proposed Motions at the 2025 Annual Meeting in Favour of Increasing the Focus on Race in Schools**

BUDGET	S
<p><b>60. Elementary Teachers of Toronto Local</b></p> <p>THAT ETFO create a resource on best practices to support Palestinian students and distribute this resource to all members. The resource's scope should include addressing anti-Palestinian racism, affirming Palestinian identity, and teaching about Palestinian history.</p> <p><i>Rationale:</i> It is critical to provide members with age appropriate supports and resources to create affirming and safe spaces for their Palestinian students and further their learning and understanding about anti-Palestinian racism.</p> <p>BUDGET /15</p>	<p><b>74. Representative Council</b></p> <p>THAT ETFO create a Know Your Rights tool kit for educators who are teaching and incorporating social justice and equity within their classroom.</p> <p><i>Rationale:</i> There is an attack on Diversity, Equity, and Inclusion programs and equity departments in the United States and it's trickling into our political landscape. For example, trustees in the Dufferin-Peel Catholic District School Board banned all flags aside from the Canadian flag in schools and classrooms. Moreover, teachers doing social justice work, in alignment with the curriculum, have been investigated, assigned to home, and intimidated. We need a tool so members can do their work without fear of reprisal. Doing this work is important work within our schools and classrooms – affirming identities and lived realities and histories.</p>



### Example 11: Ontario PISA Scores for 2022

## ONTARIO PISA 2022 SCORES

SUBJECT	ONTARIO PISA 2022 SCORE	APPROX, DECLINE SINCE BENCHMARK
MATHEMATICS	495	–35 points since 2003
READING	512	–19 points since 2009

#### Sources:

- *OECD PISA 2022 Results*
- *CMEC Highlights Report: PISA 2022*
- *Educhatter: What Happened to the Education Superpower? (Dec 2023)*
- *Fraser Institute: What International Tests Tell Us About Education in Canada*

*Note: Ontario's 2022 PISA scores are drawn from independent education analysis and media summaries of OECD data, indicating approximate scores of 495 in Mathematics and 512 in Reading. Declines are measured against historical benchmarks: ~530 in Math (2003) and ~531 in Reading (2009), based on national averages and Ontario's historical pattern of performing at or slightly above the Canadian mean. Exact longitudinal provincial data is not consistently published; earlier Ontario scores are estimated using national data from the OECD, the Council of Ministers of Education, Canada (CMEC), and commentary from Educhatter and the Fraser Institute.*

**Example 12: Ontario Auditor General Report Showing that Violence in the TDSB is at Record Levels and that the TDSB turns away Opportunities for Capital Funding to Adhere to its Equity Principles**

([https://www.auditor.on.ca/en/content/annualreports/arreports/en24/pa\\_TDSB\\_en24.pdf](https://www.auditor.on.ca/en/content/annualreports/arreports/en24/pa_TDSB_en24.pdf))

# 1.0 Audit at a Glance

## // Why We Did This Audit

- The Toronto District School Board (TDSB) is the largest of the 72 school boards in Ontario. It operates 472 elementary schools and 110 secondary schools, and employs over 40,000 employees, which represents over 28,000 full-time-equivalent staff to provide education to more than 240,000 students.
- The Ministry of Education (Ministry) funded over 80% of the TDSB's total expenses of about \$3.6 billion in 2022/23.
- In recent years, the TDSB has experienced budget deficits and

## // Our Conclusion

We found that a safe learning environment is not always being provided to the TDSB's students and staff. For example, while the TDSB's rate of violent incidents is lower than the provincial average, it is currently at the highest level recorded for the TDSB.

Generally, the TDSB's use of operating and capital funding from the Ministry complies with relevant legislation and regulations, government directives and funding arrangements.

We found that financial and capital resources are not consistently allocated in the most cost-effective or efficient way.

We reviewed a sample of 10 out of 36 submissions the TDSB has made to the Ministry's Capital Priorities Program since 2017/18 and found that four did not meet the program's minimum eligibility requirements. For example, every year since 2019/20 (excluding 2020/21, when the Ministry did not ask school boards to submit new projects and instead selected projects from the prior year's submissions), the TDSB has submitted the same project with a projected area utilization of approximately 85%. In 2022/23, the TDSB ranked the project as its top priority. We found the TDSB had not significantly changed the project or improved the submission since 2019/20. We also found the Ministry had not significantly changed its eligibility requirements during that period. The Ministry has not approved the project. Its review of the project in 2022/23 identified that the project was not recommended, as it was not an immediate need, other schools in the area had available capacity and projections suggested that future enrolment would remain stable.

Toronto District School Board:  
Safety, Financial Management and Capital

The TDSB informed us that it selected projects for submission based on additional factors, including school condition and equity considerations. It also told us that it updates enrolment projections and reviews this information on an annual basis.