

OUR MISSION

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.
We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.

OUR VISION

At Toronto Catholic we transform the world
through witness, faith, innovation and action.



AGENDA ADDENDUM THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE PUBLIC SESSION

Wednesday, October 17, 2018

7:00 P.M.

	Pages
8. Communications	
8.c Report: Autism Ontario Inquiry Regarding Ministry Education Program-Other (EPO) and Other Funds in 2018-19 for the Toronto Catholic District School Board	1 - 15
8.g Letter from the Ministry of Education regarding Provincial Consultations on Education Reform	16 - 17
11. Reports of Officials for Information	
11.c Graduation Rates for Exceptional and Non-Exceptional Individual Education Plan (IEP) Students	18 - 20
11.d Suspension Rates at the Toronto Catholic District School Board for the 2017-18 School Year Comparison of Special Needs Students versus Non-Identified Students (with Individual Education Plans and without)	21
11.e Board Learning Improvement Plan (BLIP) Supplemental (Refer Item 8b)	22 - 32



REPORT TO

SPECIAL EDUCATION ADVISORY COMMITTEE

AUTISM ONTARIO INQUIRY REGARDING MINISTRY EPO AND OTHER FUNDS IN 2018-19 FOR TCDSB

'Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me (Mt 25:40).'

Created, Draft

October 8, 2018

First Tabling

October 17, 2018

Review

[Click here to enter a date.](#)

Linda Maselli-Jackman (Superintendent of Special Services)
Paul De Cock, (Business Services)
Douglas De Souza (Business Services)

INFORMATION REPORT

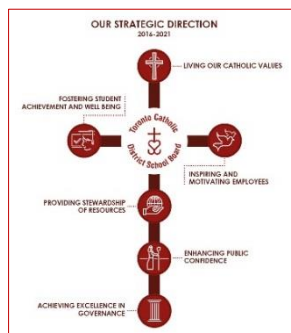
Vision:

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Rory McGuckin

Director of Education

D. Koenig

Associate Director
of Academic Affairs

T. Robins

Acting Associate Director
of Planning and Facilities

L. Noronha

Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report is in response to the Autism Ontario inquiry regarding Ministry EPO and other funds in 2018-19 for the Toronto Catholic District School Board for Special Education staffing, programs, and services.

The cumulative staff time required to prepare this report was 10 hours

B. PURPOSE

1. During the SEAC meeting of 13 June, 2018, an inquiry had been made regarding Ministry EPO and other funds in 2018-19 for the Toronto Catholic District School Board for Special Education staffing, programs, and services.
2. The motion read as follows:
“Regarding the budget questions from Autism Ontario, that SEAC recommend to the Board of Trustees that the questions be referred to staff and that the answers be reported back to SEAC in writing in the new school year.”

C. BACKGROUND

1. This information report is on the order paper of the SEAC as a result of a motion arising out of the June 2018 SEAC that was approved at the 20 September, 2018 Board meeting.
2. For the information of the SEAC are the following budget details:
 - i) Special Education revised budget (Fall);
 - ii) Elementary SET teacher allocations;
 - iii) Indigenous languages;
 - iv) Leadership FTE positions;
 - v) Student Achievement funding envelope;
 - vi) Special Education Grant (SEG) GSN allocations;
 - vii) Spending overages;
 - viii) Differentiated Special Education Needs Amount (DSENA) allocation;
 - ix) Special Equipment Amount (SEA) – new for 2018-19;

- x) Special Incidence Portion (SIP) claims;
- xi) Education Assistant (EA) and Early Childhood Educator (ECE) allocations;
- xii) IEP students and Board Certified Behaviour Analyst (BCBA) in Full-day Early-learning Kindergarten Program (FDLK);
- xiii) Education Program – Other (EPO) Funding;
- xiv) Arrowsmith program;
- xv) Guidance teacher benefits;
- xvi) Visa students;
- xvii) Professional Development (PD);
- xviii) Office furniture;
- xix) CYW salaries;
- xx) Employee Assistance Program (EAP) costing;
- xxi) School Effectiveness Funding (SEF);
- xxii) Secondary Supervisors of Students (SSS);
- xxiii) Co-ordinators and Resource Teachers;
- xxiv) Co-op;
- xxv) New Teacher Induction Program (NTIP);
- xxvi) Literacy;
- xxvii) Autism Services funding change;
- xxviii) Retired Principals;
- xxix) Equity and Human Rights Advisor;
- xxx) Behaviour Expertise Amount.

D. EVIDENCE/RESEARCH/ANALYSIS

Autism Ontario's questions regarding the 2018-19 Budget for Special Education have been reviewed by the Comptroller for Business Services and Finance, Paul De Cock, and his team. The following information is provided for the consideration of the SEAC:

1. Question: Moving forward, could SEAC (and Trustees) receive a “budget booklet” that specifically provides financials and budget info/numbers for special education, including staffing numbers?

Answer – Staff will take this request in to consideration when developing the 2019-20 Budget Book. A separate budget booklet is likely not feasible,

but potentially a separate Volume within the larger Budget Book may be appropriate.

Question: Was SEAC presented with board financials in the beginning of the year (as per O. Reg. 464/97)?

Answer: Yes, Special Education is updated at the Revised Budget stage in the fall where the Financial Statements are included with the update that is provided to the Special Education Committee.

Question: The appendices show budget actuals from two budget cycles ago and just the revised estimates from last year. Could you please explain why not showing actuals from last year?

Answer: The 2017-18 Year is still in progress – financial statements would not be completed until November of 2018 therefore we use the 2017-18 Revised Budget.

Question: On pg.13 of 100 → what does the 34.4 FTE SET and the 33.5 elementary teacher allocation look like OTG? What are the total numbers of SETs and elementary + secondary teachers OTG with this addition?

Answer: On the Ground, the 34.4 Elementary Special Education Teachers were added to Special Education between 2017-18 and 2018-19. The increase/(decrease) Breakdown is as follows:

➤ Special Education Teachers	+49.0
➤ Intensive Support Programs	(-1.0)
➤ Empower Block	(-18.5)
➤ Itinerant Flow Through	+4.9
➤ Total	<u>+34.4</u>

We are projecting an increase of 26 teachers plus 4 teachers due to the change in removing APTs from the ratio and a decrease in the ratio from 1:135 (previously 1:136), thus creating 30 additional positions. Other adjustments are due to changing enrolments in ISP class needs. Eg. Increase in PAST programs; increase in behaviour programs; increase in ME/DD programs].

The 33.5 other elementary Teachers are as follows:

➤ Grade 4.8 class size reduction from 25.34 to 24.97	+18.5
➤ Net Enrolment incr.	+ 6.0
➤ Health and safety Teachers	+ 7.0
➤ FDK Teachers	+ 2.0
➤ Total	+33.5

Question: On pg. 35, 4th bullet → which schools teach Indigenous Languages and how is that made known to the community? Is it a program run during or after school?

Answer: This is a new GSN funding for 2018-19 where Indigenous Languages will be offered in the elementary International Languages program after hours on Saturday on a pilot basis to see if there is any interest in the community to attend this new kind of language program.

Question: On pg. 37, 1st bullet → please explain which 7 FTE leadership positions and where do they move from and to?

Answer: in chart below:

Program Leadership Allocations Moved to Board Administration by Ministry	Mental Health Leaders	School Effectiveness Leads	Student Success Leads	Early Years Leads	Technology Enabled Learning & Teaching Contact (TELTC)	Indigenous Education Leads	Program Leadership Allocation Total
Program Leadership - FTE	1.00	1.00	1.00	2.00	1.00	1.00	7
d from the following Grant in 20	2017-18 Mental Health Leader funding In L.O.G. Grant	2017-18 School Effectiveness Lead funding In L.O.G. Grant	2017-18 Student Success Lead funding In L.O.G. Grant	2017-18 EPO Early Years Lead funding	2017-18 already in Board Admin.	2017-18 Indigenous Education Grant	

Question: On pg. 39, Student Achievement Envelope → Many parents are encouraged by staff to seek private tutor services for their struggling (Special Education needs) learners. How does OFIP and/or other student achievement funded programs support the equivalent of tutor services and won't place the financial burden on families to look outside of the education system to close the gaps not addressed at school? Which schools currently have OFIP and other remedial programs?

Answer: We do not have any OFIP schools currently within the TCDSB.

Question: On pg. 40: SEG → total grant = \$124.1 million → what is the individual funded amount of each subcategory in this grant?

Answer: in chart below:

SPECIAL ED. GSN ALLOCATION BREAKDOWN	2018-19 Budget Estimates
Special Education Per Pupil Amount (SEPPA)	67,894,789
DESENA(former High Needs Amount (HNA))	46,119,280
Special Incidence Portion (SIP)	3,059,049
Special Education Equipment Amount (SEA)	3,692,382
Section 23 Facilities Amount	2,880,328
Behaviour Expertise Amount	486,020
SPECIAL EDUCATION GSN ALLOCATION	124,131,848

Question: What and where are the gaps in each subcategory?

Answer: The understanding is that we dedicate additional funding to staffing. More time would be required to break out all the gaps for each subcategory.

Question: Have there been any overages in any subcategories and if yes, to which subcategories have these overages been applied to fill gaps?

Answer: Overages are in staffing...we have not had overages in the SEA and Section 23.

SIP is allocated based on students who require 1:2 staff support. SIP only funds up to \$27,000 but this is student specific and thus provided to school boards based on appropriate applications that meet ministry requirements.

Other areas are overspent due to staff beyond the allocations (teachers and support staff).

Question: How do gaps and overages impact programs and services On the Ground (OTG)?

Answer: We have additional staff in place to address student needs.

Question: Please explain the DSENA and how the new changes relate OTG? (Provide funding breakdown please).

Answer: DIFFERENTIATED SPECIAL EDUCATION NEEDS AMOUNT (DSENA) ALLOCATION...

In 2018-19 the DSENA allocation will include a new Multi-Disciplinary Supports Amount, which will support increased special education programs and services that are included in the DSENA.

The 2018-19 DSENA Allocation will be made up of four components:

- Special Education Statistical Prediction Model (SESPM) = \$9.164M (TCDSB)
- Measures of Variability (MOV) amount = \$35.152M (TCDSB)
- Base Amount for Collaboration and Integration = \$456,017 per board.
- Multi-Disciplinary Supports Amount:
 - ✓ Multi-disciplinary Team component (0.394M - TCDSB) and (Max 4 FTE);
 - ✓ Other Staffing Resources component (\$0.951M - TCDSB).

Question: SEA Claim amount → is this automatically received on an annual basis for individual students who have an active SEA claim or does the board have to renew application each year?

Answer: SEA Funding has 2 components:

- A. A base amount of \$10,000 + ADE (Total Board Enrolment) X \$36.10 per pupil = \$3.24M and is automatically received.
- B. SEA claim-based amount estimated at \$0.441M which is not automatically received.

Special Equipment Amount (SEA) – New For 2018-19

1. Special Equipment Amount (SEA) Per Pupil Amount (PPA) Changes:

- School boards are now required to produce a list of all purchases made with SEA PPA funds by December 14th, 2018. This list can be provided in the electronic format currently used by school boards to track SEA PPA purchases;

- Supporting documentation for SEA PPA purchases is now reduced to the purchase invoice and the student's Individual Education Plan (IEP).

2. SEA Per Pupil Amount (PPA) Policy Changes:

- Funding for robotics will now be provided through the SEA PPA rather than SEA Claims;
- At a school board's discretion, SEA PPA equipment may be used by more than one student where applicable. Boards must continue to ensure however that the equipment needs of students are being met.

Question: How many ADP applications have been made to MOHLTC and does it parallel the need?

Answer: Not sure what is meant by ADP. Require further information to provide an answer.

Question: When was the last time the Ministry of Education reviewed or audited the TCDSB's SEA Claims and SEA PPA; and what was the outcome?

Answer: SEA claims are reviewed annually as they are provided to the Ministry on an annual basis.

Question: How many students are using SEA and has there been an increase/decrease in SEA Claims this year?

Answer: We had an increase of 300 applications from about 400 to 700 in the last school year. This was provided to SEAC in the AODA annual report.

Question: How many students are using SIP and has there been an increase/decrease in SIP claims this year?

Answer: We are projecting just over 100 students with SIP applications. Applications funds range from \$1000 to \$27,000 as calculated by Ministry.

This still leaves us at a shortfall because we usually allocate 2 full time staff (costing about \$110,000 but only receive up to \$27,000).

Question: Is there an increase in FTE numbers directly related to SIP claims? Please explain what it looks like OTG.

Answer: We are projecting just over 100 students beginning in September, 2019 however applications are submitted mid-year thus it is hard to project for the entire year.

Question: When was the last time MoE reviewed or audited the TCDSB's SIP Claims and what was the outcome?

Answer: SIP applications are reviewed and approved annually by the Ministry. We have received 100% approval of applications each year over the last three years.

Question: On pg. 42, 2nd last bullet → what does 'enrolment increase of \$2K' mean? What increases in FTE OTG have been made in this dept.?

Answer: Overall board enrolment drives a small amount of funding \$2K for Professional Staff Support for this program. There are no budget (Full-Time Equivalent) FTE increases in this department or in the Safe Schools Department.

Question: On pg. 47, item 3 → have there been any increases in FTE to EAs?

Answer: No increases to EA allocations have been budgeted.

Question: Have there been any increases in FTE to ECE's?

Answer: See FDLK answer below (TCDSB projects 2 additional allocations)

Question: → Has there been an increase/decrease in FDLK enrollment?

Answer: No the projected enrolment has decrease in JK and SK enrolment – 183 board-wide. However, FDK class size caps dropped from 30 to 29 and the mix of students changed in different schools. TCDSB projects a need of 2 additional FDLK Classes.

Question: has there been an increase/decrease to IEP students in (Full Day Learning Kindergarten) FDLK?

Answer: There has been a slight increase in the development of IEPs for kindergarten students.

Question: Item 5 → does this include the allocation which the MoE-provided funding to hire a Board Certified Behaviour Analyst (BCBA) certification/qualification or equivalent qualification?

Answer: This allocation is a result of an EPO and is not permanent at this time.

Question: Item 7 → do accessible textbooks and curriculum/learning materials (digital format) fall into this category? If yes, how much is allocated? If no, where do those items fall under?

Answer: Accessible textbooks can be purchased through SEA or school blocks.

Question: Item 12→ since 2017-18 budget, how much was EPO funding decreased? According to MoE, TCDSB received over \$6 million in EPO funding, which included specific funding for autism? Please explain breakdown of this funding envelope and if it is a dedicated envelope.

Answer: Of the \$6.039M announced EPO funding the following are for Special Education:

- \$15,657 – After Schools Skill Development Program for Students with Autism Spectrum Disorders;
- \$247,595 -Autism Spectrum Disorder (ASD): Pilot to Improve School-based Supports for Students with Autism **and Support Staff training on ABA strategies;**
- \$755,434 - Mental Health workers in schools (described on pg. 48 of 100) 1 Chief of Mental Health; 4 FTE contract conversions + 2 new mental health staff = 7FTE.

http://www.edu.gov.on.ca/eng/funding/1819/EPO_memo_Appendix_A_2018_19_gsn_en.pdf

Question: Pg. 47, 2nd item → Who is the Chief of Mental Health? Is this a new position?

Answer: If approved, the Chief of Mental Health position will be posted. Yes, this would be a new position.

Question: Please explain how the MH workers in secondary will support students through ‘continued and expanded MH awareness?’ What would it look like OTG?

Answer: Given this is new funding and staff allocation, we would be developing this implementation in the fall.

Question: 2nd last ¶ → Please explain how this special ED teacher funding will look like OTG?

Question: Please explain, providing OTG detail, the highlighted items from pg. 42 of the budget book:

Program	FTE	
Special Education Teachers	34.4	(Done 1 st page above)
Grades 4-8 Teachers	18.5	
Health and Safety Elementary Teachers	7.0	Consult outside of Finance
Elementary Teachers Increase due to enrollment	6.0	
Multi-Disciplinary Teams (Conversion of 4 FTE contract positions)	4.0	Consult outside of Finance
Increase of Vice-Principals	4.0	
Health and Safety Secondary Teachers	3.0	
Full Day Kindergarten (FDK) Teachers	2.0	
Chief of Mental Health - EPO Funding	1.0	
Mental Health Staff - EPO Funding	2.0	
Mental Health Staff (Conversion of 4 FTE contract positions)	4.0	
Increase in Autism Services	1.0	Consult outside of Finance
Secondary Teacher Reductions due to Enrolment	(2.0)	
Increase Principal coverage for Professional Development	-	
Total	84.9	

Question: On pg. 51, Appendix 3B → please explain what the reductions mean OTG....in particular 19.4% reduction to staff development?

Answer: This is due to the reduction in NTIP (New Teacher Induction Program) funding.

Question: On pg. 53, Arrowsmith → please explain 61% decrease from 2016-17 to 2017-18 and please advise when students that were “grandfathered” in program will graduate?

Answer: There was a decrease in number of students, and a reduction to 2 programs in 2017-18. There will be a further decreased to one class with up to two students enrolled for 2018-19.

Question: On pg. 52, Guidance Teachers – Elementary – Benefits → is 70.1% increase in salaries reflective of increased FTE for this category?

Answer: Yes, this increase is a result of the 8.0 FTE increase in Elementary Guidance Teachers.

Question: On pg. 54, VISA commission, etc. → please explain what this all is.

Answer: In order to attract foreign students to TCDSB schools to fill vacant spaces. TCDSB has Recruiters in numerous countries who actively recruit/advertise TCDSB’s schools. TCDSB charges these foreign students a Visa Tuition Fee: elementary \$13,500 and Secondary \$14,500, as they do not qualify for GSN Grants. TCDSB then pays these foreign recruiters a commission from these VISA fees based on the number of students they actively bring to TCDSB in the fiscal year.

Question: On pg. 55, PD provision, both panels → please explain what PD will be increased, for which staff, and how this increased PD will impact students in the classroom?

Answer: This reflects PD for Principals & VPs as per their Terms and Conditions.

Question: On pg. 55, decrease in school office furniture, etc. → please explain what this means OTG?

Answer: Last year there was a roll-out of computer equipment for school offices to replace aging equipment. This is not happening in the 2018-19 year.

Question: On pg. 56, → Board meeting staff answer to question about any increase to CYWs was that there was no increase. Please explain increases to wages and salaries.

Answer: This is the 1.5% Salaries & Step Increases for those staff.

Question: → EAP Costing Morneau Shepell, please explain what this serves and why 33.7% increase?

Answer: EAP (Employee Assistance Program) was newly implemented in mid-year 2017-18 for all board employees. The 2018-19 Budget increase reflects the 1st full year cost for all employees of the board.

Question: → Explain the SEF funding removal.

Answer: School Effectiveness Framework (SEF) Lead funding moves from LOG into Board Administration Lead as per Ministry of Education requirements.

Question: → Secondary school supervisors...how many supervisors does this reflect?

Answer: This reflects 70 FTE Secondary School Supervisors of Students.

Question: On pg. 57, → Coordinator & Resource teacher salaries and benefits increase: Does it reflect increase to FTE or just wage increase?

Answer: Early Years EPO funding moved from EPO in 2017-18 into the GSN in 2018-19. This increase covers the Early Year staff (plus 1.5% increase) who now move into Co-ordinators & Resource Teachers.

Question: → CO-OP. Please explain large increase and drop in funding last year.

Answer: Realignment of costs for Ontario Youth Apprenticeship Program (OYAP-EPO funding) are due to funding new EPO restrictions.

Question: Pg. 58 → Explain the reduction to NTIP.

Answer: New Teacher Induction is based on the prior years' Teachers entering Year 0, 1 and 2 on the teachers' salary grid. TCDSB had staffing cuts in the prior 2 years which affects the number of teachers reported on those lines of the grid therefore reducing funding available for New teacher induction in 2018-19.

Question: Pg. 59 → Although there is no increase to Literacy meeting expenses in this cycle, please explain huge increase between 2016-17 and 2017-18.

- Numeracy is a provincial priority, please explain reduction to PD for Occasional (teachers);
- Pathways, please explain varied increases and decreases in this category (including 16-17).

Answer: Student Success budget is kept static as we do not know the program changes or new initiatives until September.

Question: On pg. 61 → Please explain and provide a breakdown of the increase in Autism Services funding.

Answer: This is due to Autism funding change from EPO to GSN.

Question: On pg. 65 → Please explain increases/decreases and what is categorized to staff/student performance in class/school vs. Board/staff higher level IT.

Question: On pg. 69 of 100 of addendum:

- 12 additional retired principals, please provide number of principals to be re-instituted. Also explain if they will also continue to receive benefits, pension pay-outs (since they had retired) during the time that they are re-employed.

Answer: The 12 referenced above is \$0.12M to hire retired principals on a temporary basis to assist with recruitment duties for 1 year to increase the teacher supply pools and get new teachers into the schools sooner.

Question: On pg. 74 of 100 → will the equity and human rights advisor also address parent and student issues? If yes, in what capacity?

Answer: Yes, the Equity and Human Rights Advisor will address parents and student issues.

Question: On pg. 88 & 89 of 100 → certain line items here seem to fall under Special Education...why are they not placed under the “Special Education” transportation sub-heading?

Answer: Please be more specific and name the line items so that we can investigate to which line items you refer.

E. METRICS AND ACCOUNTABILITY

1. The Finance Department continues to provide answers to budget questions at the request of the committee.

F. CONCLUDING STATEMENT

This report is for the information of the Special Education Advisory Committee.

From: Ministry of Education (EDU) <MinistryofEducation@ontario.ca>
Sent: Friday, September 28, 2018 2:39 PM
To: Ministry of Education (EDU) <MinistryofEducation@ontario.ca>
Subject: Provincial Consultations on Education Reform / Consultation sur l'éducation en Ontario

Email to: Directors of Education
Secretary-Treasurers and Supervisory Officers of School Authorities
Executive Director of Provincial and Demonstration Schools

Dear Colleagues,

Today, the government launched consultations on education reform. There will be three ways for people to participate:

- An online submission form, available now, that allows people, organizations or groups to provide their views on any of the consultation topics. Submissions can also be sent to the ministry by emailing fortheparents@ontario.ca or auservicedesparents@ontario.ca.
- An online survey that will be available soon in English and French, with questions that relate to the key themes below.
- Telephone town halls across Ontario, with separate town halls in English and French. The telephone town hall discussions will be aligned with the themes discussed in the survey. The dates and times of these town halls will be posted on fortheparents.ca as they become available.

The consultations are intended to focus on the following topics:

- How to improve student performance in the disciplines of Science, Technology, Engineering and Math (STEM);
- How our schools are preparing students with needed job skills;
- What more can be done to ensure students graduate with important life skills, like financial literacy;
- How to build an updated and age-appropriate Health and Physical Education curriculum that includes subjects like sexual health education, mental health and the legalization of cannabis;
- What measures can be taken to improve standardized testing;

- What steps schools should take regarding the use of technology in classrooms, such as the use of cell phones; and
- What elements would participants like to see included in the Ministry of Education Parents' Bill of Rights.

For up-to-date information on all of the ways people can participate, please visit fortheparents.ca. We look forward to your participation in this consultation process.

Sincerely,

Nancy Naylor
Deputy Minister

cc:

Martyn Beckett, ADM, SAD
Denys Giguere, ADM, FLTLAD
Denise Dwyer, ADM, IEWB
Richard Franz, ADM, SPIRD
Shirley Kendrick, ADM, SSFSD
Debra Cormier, Director, FSB
All Regional Managers



REPORT TO

SPECIAL EDUCATION ADVISORY COMMITTEE

GRADUATION RATES FOR EXCEPTIONAL AND NON-EXCEPTIONAL IEP STUDENTS

'Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me (Mt 25:40)'

Created, Draft	First Tabling	Review
October 13, 2018	October 17, 2018	Click here to enter a date.
Linda Maselli-Jackman, Superintendent of Special Services John Brighton, Senior Co-ordinator of Student Systems and ICT		
INFORMATION REPORT		

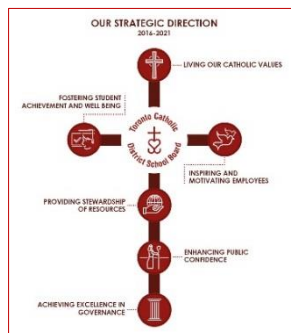
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Acting Associate Director
of Planning and Facilities

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Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

This report provides information about the graduation rates for Exceptional and Non-Exceptional IEP students over the last five years (2013-2018). Information about the rates of acceptance to post-secondary education of Exceptional and Non-Exceptional IEP students is not provided in this report as this aggregate data is not collected by the TCDSB.

The cumulative staff time required to prepare this report was 8 hours

B. PURPOSE

1. During the SEAC meeting of 13 June, 2018, an inquiry had been made about the following: the graduation and post-secondary education acceptance rates for Exceptional and non-Exceptional IEP students.
2. The motion reads as follows:
“SEAC recommends to the Board of Trustees that staff investigate whether the graduation and post-secondary acceptance rates are available for students with Exceptionalities and Individual Education Plan (IEP) Non-Identified.”

C. BACKGROUND

1. This information report is on the Order Paper of the SEAC as a result of a motion arising out of the June 2018 SEAC meeting and approved at the September 2018 Board meeting.
2. For the consideration of SEAC is the following information: Graduation rates for the last five years (2013-2018) for Exceptional and Non-Exceptional IEP students. Graduation information pertains to the obtainment of either the OSSC or OSSD.
3. Post-secondary placements are not collected by the TCDSB for graduating students. Information regarding acceptance or rejection by a post-secondary institution is considered confidential information.

D. EVIDENCE/RESEARCH/ANALYSIS

1. In 2013-14, the total number of students who graduated were:
 - ✓ OSSC = 35;
 - ✓ OSSD = 6,926: No IEP = 5,493 IEP = 1,433;
Total Graduates with IEPs: 1,468.
2. In 2014-15, the total number of students who graduated were:
 - ✓ OSSC = 30;
 - ✓ OSSD = 7,116 No IEP = 5,696 IEP = 1,420;
Total Graduates with IEPs: 1,450.
3. In 2015-16, the total number of students who graduated were:
 - ✓ OSSC = 28;
 - ✓ OSSD = 6,894 No IEP = 5,424 IEP = 1,470.
 - ✓ Total Graduates with IEPs: 1,498.
4. In 2016-17, the total number of students who graduated were:
 - ✓ OSSC = 35;
 - ✓ OSSD = 7,113 No IEP = 5,663 IEP = 1,450;
 - ✓ Total Graduates with IEPs: 1,485.
5. In 2017-18, the total number of students who graduated were:
 - ✓ OSSC = 40;
 - ✓ OSSD = 6,758 No IEP = 5,462 IEP = 1,296;
 - ✓ Total Graduates with IEPs: 1,336.

E. CONCLUDING STATEMENT

This report is for the consideration of the SEAC Committee.

Suspension Rates at the TCDSB for 2017/18 school year

A comparison of special needs students vs non-identified students. (with IEP and without IEP)

Prepared by Tyler Munro, SEAC association member representing Integrated Action for Inclusion.

Row	Description	Count or Percent	Source
1	All Student enrolled	91,107	SEAC agenda Oct 17, 2018 page 24
2	Students suspended	1,970	SEAC agenda Oct 17, 2018 page 24
3	% of students suspended	2.16%	Students suspended / All students X 100 (row 2/1 X 100)
4	Students with IEPs	16,935	SEAC agenda Apr 18, 2018 as of Mar 31, 2018 page 95
5	IEP students suspended	864	SEAC agenda Oct 17, 2018 page 24
6	% of IEP students suspended	5.10%	IEP students suspended / Students with IEPs X 100 (row 5/4 X 100)
7	Students without IEPs	74,172	All students – students with IEPs (row 1 - 4)
8	Non IEP students suspended	1,106	Students suspended - IEP students suspended (row 2 - 5)
9	% of non IEP students suspended	1.49%	Non IEP students suspended / Students without IEPs X 100 (row 8/7 X 100)
10	Rate of suspensions of IEP students above non-IEP students	342%	% of IEP students suspended/% of non IEP students suspended (row 6/9 X 100)
11	Number of IEP students suspended if the suspension rate was the same as non-IEP students	252	Students with IEPs X % of non IEP students suspended (row 4 X 9)
12	Excess suspension of IEP students above non-IEP students	612	IEP students suspended - Number of IEP students suspended if the suspension rate was the same as non-IEP students (row 5 - 11)



REPORT TO

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

BOARD LEARNING IMPROVEMENT PLAN 2017-2018 REPORT BACK

The plans of the diligent lead surely to abundance, but everyone who is hasty comes only to want.
Proverbs 21:5

Created, Draft	First Tabling	Review
September 24, 2018	October 4, 2018	Click here to enter a date.

Lori DiMarco, Superintendent of Curriculum, Leadership & Innovation
Gina Iuliano Marrello, Superintendent of Student Success
Marina Vanayan, Senior Coordinator, Educational Research

INFORMATION REPORT

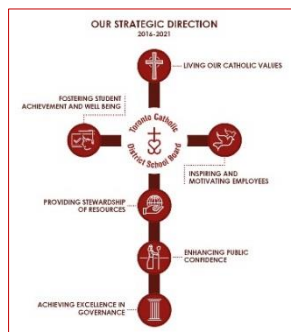
Vision:

At Toronto Catholic we transform the world through witness, faith, innovation and action.

Mission:

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ.

We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

T. Robins
Acting Associate Director
of Planning and Facilities

L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer

A. EXECUTIVE SUMMARY

The Toronto Catholic District School Board Learning Improvement Plan K-12 (2014-2018) is a commitment to ensure student success through improved student learning and well-being. This annual report on the Board Learning Improvement Plan (BLIP) reports on our progress to date and introduces the new TCDSB Board Learning Improvement Plan (2018-2021).

The cumulative staff time required to prepare this report was 20 hours.

The cumulative staff time required to create the new BLIP was 125 hours.

B. PURPOSE

This is an annual report on the Board Learning Improvement Plan 2017-2018 to support student achievement and well-being.

C. BACKGROUND

1. The Toronto Catholic District School Board's Mission is to *educate students to grow in grace and knowledge and to lead lives of faith, hope and charity*. Our mission is grounded in Catholic Social teaching and works in partnership with the Provincial goals of:
 - Achieving Excellence
 - Ensuring Equity
 - Promoting Well-Being
 - Enhancing Public Confidence
2. The Toronto Catholic District School Board Learning Improvement Plan K-12, 2014-2018, spans four years and its aim is to improve student learning and well-being for each student in our care. The plan consisted of 8 areas of focus, two of which are foundational to our Catholic school communities (i, ii), and the remaining six are derived from the Ministry of Education's School Effectiveness Framework:
 - i. *Nurturing Our Catholic Community*
 - ii. *Staff Engagement and Well-Being*
 - iii. *Assessment for, as, and of Learning*
 - iv. *School and classroom Leadership*
 - v. *Student Engagement*

- vi. *Curriculum, Teaching and Learning*
- vii. *Pathways, Planning and Programming*
- viii. *Home, Parish, School, and Community Partnerships*

3. The Board Learning Improvement Plan K-12 details targeted evidence-based strategies, professional learning opportunities and resources, as well as indicators of success (measures). The document may be accessed on the TCDSB website:
<https://www.tcdsb.org/Board/BoardLearningImprovementPlan/Pages/default.aspx>)

D. EVIDENCE/RESEARCH/ANALYSIS

Throughout the year using a variety of survey tools and quantifiable data sources, TCDSB staff continue to monitor progress against BLIP goals.

This report focusses on two types of metrics of progress for the board.

(i) **Achievement indicators:**

- Graduation rate
- Credit accumulation
- EQAO reading and writing Grade 3 and 6
- EQAO mathematics Grade 3 and 6
- EQAO Grade 9 Mathematics
- Ontario Secondary School Literacy Test (OSSLT)

(ii) **Perceptual indicators:** Board-wide surveys

Student Voice

- Elementary (E): Safe and Caring Catholic School Climate Survey
- Secondary (S): Student Transition Survey; Safe Schools Survey; My School My Voice Survey

Teacher Voice

- Elementary (E)
- Secondary (S)

Administrator Voice

- Elementary (E)
- Secondary (S)

Parent Voice (E and S are summarized together)

Aligned with Ministry standard, the TCDSB BLIP (2014-2018) uses a target of 75% positive results to measure success of set goals. In this report, the status of goals is updated using the scale below:

Status	<i>Description</i>
Target met	Target met (75% positive or more)
Approaching target	Monitor (60% - 74% positive)
Target not yet met	Action required (Less than 60% positive)

(i) ACHIEVEMENT DATA

Indicator	Evidence	Status
Graduation Rate	5-year graduation rate: 89% for TCDSB (86% in Ontario)	Target met
Credit Accumulation	Grade 9 (8 or more credits): 87%	Target met
	Grade 10 (16 or more credits): 81%	Target met
EQAO Grade 3 and Grade 6 Literacy	Grade 3 Level 3/4: Reading 75%, Writing 75%	Target met
	Grade 6 Level 3/4: Reading 79%, Writing 81%	Target met
EQAO Grade 3 and Grade 6 Mathematics	Grade 3 Level 3/4: Math 58%	Target not yet met
	Grade 6 Level 3/4: Math 47%	Target not yet met
EQAO Grade 9 Mathematics	Academic mathematics: 83%	Target met
	Applied mathematics: 49%	Target not yet met
OSSLT	Academic English 89% successful	Target met
	Applied English 37% successful	Target not yet met

(ii) **PERCEPTUAL DATA**

Area / Goal	Evidence (% positive responses board-wide surveys)	Status
Nurturing our Catholic Community All schools will nurture Catholic Social Teaching (human dignity, preferential option for the poor and vulnerable, solidarity) that form the heart and foundation for our students in all classrooms.	Schools promote Catholic values, virtues, and practices (e.g., mass and prayer) <ul style="list-style-type: none">• Student Voice: 94% (E); 90% (S)• Parent Voice: 92% Nurturing Catholic Social Teachings <ul style="list-style-type: none">• Teacher Voice: 88% (E); 81% (S)• Administrator Voice: 97% (E); 93% (S)	Target met
Staff Engagement and Well-being All schools will ensure that there is a robust process for understanding and responding to staff needs as both a profession and vocation that acts to support staff well-being.	Involvement in decisions that affect work <ul style="list-style-type: none">• Teacher Voice: 62% (E); 57% (S)• Administrator Voice: 62% (E); 60% (S) Recognition for work efforts <ul style="list-style-type: none">• Teacher Voice: 54% (E); 46% (S)• Administrator Voice: 43% (E); 40% (S)	Target not yet met

Area / Goal	Evidence (% positive responses board-wide surveys)	Status
<p>Assessment for, as, and of Learning All schools will have a common understanding of Assessment for, as, and of Learning so that within each classroom Learning Goals, Co-constructing of Success Criteria, and Descriptive Feedback will be used to support student learning.</p>	<p>On understanding learning goals and success criteria:</p> <ul style="list-style-type: none"> • Student Voice: 92% (E); 88% (S) • Teacher Voice: 85% (E); 73% (S) • Administrator Voice: 72% (E); 76% (S) <p>On timely, descriptive feedback:</p> <ul style="list-style-type: none"> • Student Voice: 81% (E); 62% (S) • Teacher Voice: 84% (E); 76% (S) • Administrator Voice: 61% (E); 57% (S) 	<p>Target not yet met</p>
<p>School and Classroom Leadership All schools will engage in job-embedded, inquiry-based professional learning that informs instructional approaches to enhance student learning and achievement in all classrooms.</p>	<p>On collaborative instructional leadership:</p> <ul style="list-style-type: none"> • Teacher Voice: 76% (E); 69% (S) • Administrator Voice: 67% (E); 72% (S) <p>On job-embedded, inquiry-based professional learning:</p> <ul style="list-style-type: none"> • Teacher Voice: 70% (E); 64% (S) • Administrator Voice: 56% (E); 72% (S) 	<p>Target not yet met</p>

Area / Goal	Evidence (% positive responses board-wide surveys)	Status
<p>Student Engagement All schools will ensure the school learning and improvement plan reflects student voice regarding the needs, diversity and interest of the student population and informs all classroom planning.</p>	<p>On finding school work interesting: • Student Voice: 77% (E); 57% (S)</p> <p>On including student voice: • Student Voice: 83% (E); 72% (S)</p> <p>On student groups seeing themselves reflected in culture and curriculum: • Student Voice: 88% (E); 80% (S)</p> <p>On student's feeling of belonging: • Student Voice: 83% (E); 73% (S)</p> <p>On teaching and learning environment being inclusive, promoting engagement: • Teacher Voice: 87% (E); 80% (S) • Administrator Voice: 78% (E); 76% (S)</p> <p>On student priorities reflecting diversity, needs and interests of student population that is embedded in school plans: • Teacher Voice: 78% (E); 69% (S) • Administrator Voice: 73% (E); 61% (S)</p>	<p>Target met in Elementary;</p> <p>Target not yet met in Secondary</p>

Area / Goal	Evidence (% positive responses board-wide surveys)	Status
<p>Curriculum, Teaching and Learning</p> <p>All schools will demonstrate a clear emphasis on high levels of achievement within each classroom, particularly in the areas of literacy and numeracy.</p>	<p>On high expectations:</p> <ul style="list-style-type: none"> • Student Voice: 88% (E); 81% (S) • Parent Voice: 81% <p>On a strong belief in school that all students can learn:</p> <ul style="list-style-type: none"> • Student Voice: 93% (E); 87% (S) <p>On a culture of high expectations that supports the belief that all students can learn:</p> <ul style="list-style-type: none"> • Teacher Voice: 86% (E); 76% (S) • Administrator Voice: 81% (E); 85% (S) 	<p>Target met</p>

Area / Goal	Evidence (% positive responses board-wide surveys)	Status
<p>Pathways Planning and Programming</p> <p>All schools will ensure that students have equity of opportunity for authentic and experiential learning in all classrooms and programs.</p>	<p>On taking part in events that help students learn about different jobs or careers:</p> <ul style="list-style-type: none"> • Student Voice: 92% (E); 88% (S) <p>On school opportunities (e.g. field trips, speakers, presentations) that help student's discover their personal strengths and interests:</p> <ul style="list-style-type: none"> • Student Voice (myBlueprint Exit survey) : 72% (E); 62% (S) <p>On participating in activities (e.g. Skills Canada, college experience days, excursions, guest speakers) that help explore different areas of study, jobs and careers:</p> <ul style="list-style-type: none"> • Student Voice (myBlueprint Exit survey) : 62% (E); 65% (S) <p>On students building on in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills, education and career/life aspirations:</p> <ul style="list-style-type: none"> • Teacher Voice: 69% (E); 72% (S) • Administrator Voice: 60% (E); 81% (S) 	<p>Approaching Target</p>

Area / Goal	Evidence (% positive responses board-wide surveys)	Status
Home, Parish, School and Community All schools will ensure that parents and community partners have the opportunity to share and enhance their learning and skills to support student learning and well-being at home and in all classrooms.	On building partnerships with community: <ul style="list-style-type: none"> • Teacher Voice: 74% (E); 70% (S) • Administrator Voice: 71% (E); 78% (S) On strong connection between school, home and parish: <ul style="list-style-type: none"> • Parent Voice: 71% 	Approaching Target

E. METRICS AND ACCOUNTABILITY

1. The TCDSB 2014-2018 Board Learning Improvement Plan provides a solid foundation upon which to reflect on the past year as well as build and refine the next cycle of the Board Learning Improvement Plan.
2. Considerations from research on school effectiveness, as well as feedback from the Ministry of Education and the TCDSB community have informed revisions to the Board Learning Improvement Plan.
3. To promote further growth and action in the area of student achievement and well-being, it was considered necessary to include in the revised BLIP specific measureable targets and a variety of metrics clearly supporting actionable items for follow up and improvement. Further, it was deemed necessary to reduce the number of overall goals to allow for greater focus, deeper implementation, and greater alignment across the system. These considerations were incorporated in the revised **TCDSB Board Learning Improvement Plan for 2018-2021** (*Appendix*).
4. The following are highlights of the revised TCDSB Board Learning Improvement Plan.
 - The plan covers four areas of focus (reduced from 8).

- For each area of focus, targets are specific, measureable, action oriented (SMART); a variety of metrics are included for each goal.
 - Each area of focus includes data analysis, evidence-based strategies, and monitoring mechanisms.
5. The revised TCDSB Board Learning Improvement Plan (BLIP) covers the period 2018-2021, a three-year period coinciding with the TCDSB Pastoral Plan. Informed by the School Effectiveness Framework as well as our Multi-Year Strategic Plan, the BLIP includes the following four areas of focus:
- A. Home, Parish, School: Nurturing Our Catholic Community
 - B. Curriculum, Teaching and Learning: A Focus on Assessment
 - C. Pathways, Planning and Programming: Student Engagement and Well-Being
 - D. School and Classroom Leadership: Professional Learning, Collaboration and Engagement
6. For each area of focus, the plan provides:
- Data Analysis
 - Smart Goals and Targets
 - Evidence-based Strategies
 - Monitoring
7. Aligned with the BLIP, a separate report to Board in November will include the TCDSB Professional Learning Plan.
8. As a living document that guides, supports and focuses on our collective work in classrooms, schools, and the board, the BLIP is evaluated each year. The annual Report Back will take place each October to determine progress on the BLIP and to outline next steps required to ensure improvements in student learning and well-being in all our schools.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.