SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

AGENDA
January 23, 2019

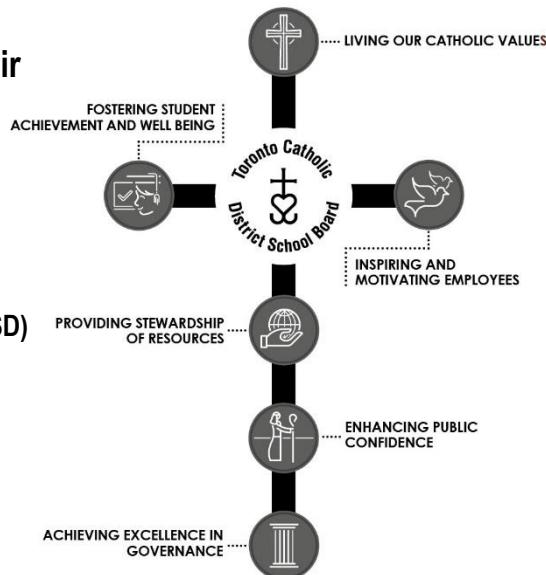**Dr. Ashleigh Molloy, Chair**
Community Representative

Sandra Mastronardi, Vice Chair
Autism Ontario

Melanie Battaglia
Community Representative

Lori Mastrogiuseppe
Fetal Alcohol Spectrum Disorder (FASD)

Tyler Munro
Integration Action for Inclusion
Representative

OUR STRATEGIC DIRECTION
2016-2021

LIVING OUR CATHOLIC VALUES

FOSTERING STUDENT
ACHIEVEMENT AND WELL BEING

Toronto Catholic
District School Board

INSPIRING AND
MOTIVATING EMPLOYEES

PROVIDING STEWARDSHIP
OF RESOURCES

ENHANCING PUBLIC
CONFIDENCE

ACHIEVING EXCELLENCE IN
GOVERNANCE

Gizelle Paine
LD Toronto Chapter Representative

Mary Pugh
VOICE for Hearing Impaired

Glenn Webster
Ontario Assoc. of
Families of Children
With Communication
Disorders

George Wedge
Easter Seals

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.*

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

Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293
Assistant Recording Secretary: Sonia Tomaz, 416-222-8282 Ext. 2298

Rory McGuckin
Director of Education

Maria Rizzo
Chair of the Board

AGENDA
THE REGULAR MEETING OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE

PUBLIC SESSION

Wednesday, January 23, 2019

9:00 A.M.

Pages

1. Roll Call & Apologies

2. Approval of the Agenda

3. Declarations of Interest

4. Approval & Signing of the Minutes of the Meeting held December 5, 2018   1 - 11
    for Public Session

5. Delegations

6. Presentations

    6.a   Presentation on Committee's Terms of Reference and Parliamentary
           Procedures - Alasdair Robertson, Parliamentarian

7. Unfinished Business

    From the Special Education Advisory Committee (SEAC) Meeting Held on
    December 5, 2018

    7.a   Inquiry from Tyler Munro regarding Legal Fees Report 2018

    7.b   Inquiry from Tyler Munro regarding Increasing The Number of
           Principals Who Are Experienced with Students with Special Needs

Action

12. Reports of Officials for Information

12.b   A Policy Primer - Ontario Human Rights Commission - Guide to Developing Human Rights Policies and Procedures

http://www.ohrc.on.ca/sites/default/files/A%20policy%20primer_Guide%20to%20developing%20human%20rights%20policies%20and%20procedures_2013.pdf

13. Inquiries and Miscellaneous

13.a   Inquiry from Tyler Munro regarding Change of Placement Decisions

How long does the Board expect a Principal and Teaching Staff to make efforts to accommodate a child in a regular class before starting the Identification, Placement and Review Committee (IPRC) to move the Student to the appropriate program?

14. Association Reports

14.b   Toronto Accessibility Advisory Committee

https://www.tcdsb.org/News/othernews/2019/Pages/Accessibility-Advisory-Committee.aspx

https://easterseals.ca/english/webannouncement_idpd2018/

MINUTES OF THE REGULAR MEETING
OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE

PUBLIC SESSION

HELD WEDNESDAY, DECEMBER 5, 2018

PRESENT:

S. Harris, Recording Secretary
S. Tomaz, Assistant Recording Secretary

2. Secretary Calls the Meeting to Order

The Secretary, Superintendent Linda Maselli-Jackman, called the meeting to order.

3. Roll Call & Apologies

An apology was extended on behalf of Mary Pugh.

Update from December 3, 2018 Inaugural Meeting

The Secretary advised the meeting that the following nominations for 2018-19 were approved at the Toronto Catholic District School Board (TCDSB) Inaugural meeting on December 3, 2018:

Agency Nominations for SEAC

i) Ontario Association for Families of Children with Communication Disorders (OAFCCD) – Glenn Webster;
ii) Fetal Alcohol Spectrum Disorder (FASD) – Lori Mastrogiuseppe;
iii) Autism Ontario – Sandra Mastronardi;
iv) Easter Seals Ontario – Brigette Rose (primary representative) and George Wedge (alternate representative);
v) The Learning Disabilities Association of Toronto District – Gizelle Paine;
vi) Integration Action for Inclusion – Tyler Munro; and
vii) VOICE for Hearing Impaired – Mary Pugh.

Community Rep/Member-at-Large Nominations

viii) Community Representative/Member-at-Large – Melanie Battaglia;
ix) Community Representative/Member-at-Large – Marilyn Taylor; and
x) Community Representative/Member-at-Large – Dr. Ashleigh Molloy

and that subsequent resignations, however, were received from Marilyn Taylor and Brigette Rose, the latter of whom will be replaced by George Wedge, the Alternate Representative.

4. Approval of the Agenda

MOVED by Ashleigh Molloy, seconded by Gizelle Paine, that the Agenda, as amended to include Greetings to All Committee Members including new Trustees from Trustee Rizzo, Chair of the Board, removal of Item 17e) Legislation Review, add Items 17g), 17h) and 17i) Inquiries and Miscellaneous from Trustee Kennedy regarding Listening and Learning Presentation by Optometrist; Sandra Mastronardi regarding a Special Education Advisory Committee (SEAC) Policy; and Tyler Munro regarding Special Thanks to former Chair, Marilyn Taylor for her 18 years of service to the SEAC and also to former members.

On the Vote being taken, the Motion was declared

CARRIED

Greetings from the Chair of the Board, Trustee Rizzo

Trustee Rizzo, in her capacity as recently-elected Chair of the Toronto Catholic District School Board (TCDSB) delivered greetings to all the Committee members including recently-appointed Trustees Di Giorgio and Crawford.

5. Election of Chair

The Secretary called for nominations for the position of Chair of the SEAC 2018-19.

MOVED by Glenn Webster, seconded by George Wedge, that the name of Ashleigh Molloy be placed in nomination.

On the Vote being taken, the Motion was declared

CARRIED

Ashleigh Molloy accepted the nomination.

MOVED by Melanie Battaglia, seconded by Gizelle Paine, that the name of Sandra Mastronardi be placed in nomination.

On the Vote being taken, the Motion was declared

CARRIED

Sandra Mastronardi accepted the nomination.

MOVED by Trustee Crawford, seconded by Trustee Di Giorgio, that nominations be closed.

On the Vote being taken, the Motion was declared

CARRIED

On the Vote being taken for Ashleigh Molloy and Sandra Mastronardi as Chair, Ashleigh Molloy was acclaimed Chair of the SEAC for 2018-2019.

MOVED by Trustee Crawford, seconded by Trustee Kennedy, that the Vote for Ashleigh Molloy as Chair of SEAC be unanimous.

On the Vote being taken, the Motion was declared

CARRIED

The meeting continued with Ashleigh Molloy in the Chair.

6. Election of Vice-Chair

The Secretary called for nominations for the position of Vice-Chair of SEAC 2018-19.

MOVED by Trustee Kennedy, seconded by Melanie Battaglia, that the name of Gizelle Paine be placed in nomination.

On the Vote being taken, the Motion was declared

CARRIED

Gizelle Paine accepted the nomination.

MOVED by Glenn Webster, seconded by Trustee Crawford, that the name of Sandra Mastronardi be placed in nomination.

On the Vote being taken, the Motion was declared

CARRIED

Sandra Mastronardi accepted the nomination.

MOVED by Trustee Kennedy, seconded by George Wedge, that nominations be closed.

On the Vote being taken, the Motion was declared

CARRIED

On the Vote being taken for Gizelle Paine and Sandra Mastronardi as Vice-Chair, Sandra Mastronardi was declared Vice-Chair of the SEAC for 2018-19.

9. Declarations of Interest

There were none.

8. Approval & Signing of the Minutes of the Meeting

MOVED by Trustee Kennedy, seconded by Glenn Webster, that the Minutes of the Regular Meeting held November 14, 2018 for PUBLIC Session be approved.

On the Vote being taken, the Motion was declared

<div align="right">CARRIED</div>

13. **Communications**

MOVED by Gizelle Paine, seconded by Glenn Webster, that Item 13a) be adopted as follows:

13a) **SEAC Monthly Calendar Review** received.

On the Vote being taken, the Motion was declared

<div align="right">CARRIED</div>

MOVED by Glenn Webster, seconded by Gizelle Paine, that Item 13b) be adopted as follows:

13b) **Special Services Superintendent Update - December 2018** received.

On the Vote being taken, the Motion was declared

<div align="right">CARRIED</div>

MOVED by Sandra Mastronardi, seconded by Tyler Munro, that Item 13c) be adopted as follows:

13c) **Verbal Discussion regarding the Special Services Fair** received.

MOVED in AMENDMENT by Glenn Webster, seconded by Melanie Battaglia, that SEAC recommend to Board that it provide an accessibility

sheet, including information on wheelchair accessibility, for groups who wish to participate in the Special Services Fair.

On the Vote being taken, the Amendment was declared

CARRIED

MOVED in AMENDMENT by Trustee Crawford, seconded by Sandra Mastronardi, that technology for the vision and hearing impaired be taken into consideration and that a sensory room be provided.

On the Vote being taken, the Amendment was declared

CARRIED

On the Vote being taken, the Motion, as amended, was declared

CARRIED

The Special Services Fair will be held on Saturday, February 2, 2019, at 9:00 am.

17. **Inquiries and Miscellaneous**

MOVED by Tyler Munro, seconded by Gizelle Paine, that Item 17a) be adopted as follows:

Inquiries from Tyler Munro:

17a) **Special Needs Students in Advance Programs:**

Total enrolment in each type of advanced program and the number of Individualized Education Program (IEP) students enrolled in those programs which include, and are not limited to, Arts programs, Advanced programs, Cardinal Carter, French Immersion, French Extended, International Baccalaureate, International Language, Geography, English, Mathematics and Science (GEMS), School of Merchandising and Hospitality Management (SMHM), St. Michael's Choir and Science, Technology, Engineering, Art and Mathematics (STEAM) received and referred to staff.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by Gizelle Paine, that Item 17b) be adopted as follows:

17b) **Parent's IEP Guide** received and referred to staff.

On the Vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Trustee Kennedy, that Item 17c) be adopted as follows:

17c) **Policy and Legislation:**

Is there a policy or legislation that requires the IEP be created or updated in a specific timeframe for IEPs that are recommended outside the Identification, Placement and Review Committee (IPRC) process or IEPs that need to be updated from a school meeting for other reasons? received and referred to staff.

On the Vote being taken, the Motion was declared

CARRIED

MOVED BY Trustee Kennedy, seconded by Glenn Webster, that all Items not discussed, except for Item 17h) Inquiry from Sandra Mastronardi regarding SEAC Policy, be deferred to the January 2019 SEAC meeting.

On the Vote being taken, the Motion was declared

CARRIED

ITEMS AS CAPTURED IN ABOVE MOTION

17d) Inquiry from Tyler Munro regarding Legal Fees Report 2018;

17f) Inquiry from Tyler Munro regarding Increasing Number of Principals;

17g) Miscellaneous from Trustee Kennedy regarding Listening and Learning Presentation by Optometrist; and

17i) Miscellaneous from Tyler Munro regarding Special Thanks to former Chair, Marilyn Taylor for her 18 years of service to SEAC and also to former Committee members.

MOVED by Trustee Crawford, seconded by Gizelle Paine, that Item 17h) be adopted a follows:

17h) Inquiry from Sandra Mastronardi regarding SEAC Policy received.

On the Vote being taken, the Motion was declared

<div align="right">CARRIED</div>

21. Adjournment for Christmas Celebration

MOVED by Glenn Webster, seconded by Tyler Munro, that the meeting be adjourned.

On the Vote being taken, the Motion was declared

<div align="right">CARRIED</div>

_____   _____

SECRETARY   CHAIR

Month	Annual Activities/Topics	Board Events/Deadlines
January	- *Review of Draft SEAC Calendar* - *S.O. Updates* - *Set SEAC goals for the year* - *Annual Accessibility Report 2019* - *Policy review of Special Education Programs (S.P.01)* - *Multi-year Accessibility Plan/AODA-Updates* - *Mental Health Annual Report 2017-18* - *Auditor Report – Ministry Funding and Oversight of School Boards*	- *Grade 9 EQAO Testing takes place in Secondary Schools* - *Long Term Accommodation Program Plan (ongoing)*
February	- *Review of SEAC Calendar* - *S.O. Updates* - *Special Education Plan: Review Program Specific Resources for Parents* - *TCDSB Equity Plan Presentation* - *Auditor Report – School Board's Management of Financial and Human Resources* - *Special Education Parent Fair*	- *Multi-Year Strategic Plan (MYSP)* - *New term begins in Secondary Schools that operate on semesters* - *Report Cards are distributed (Elementary and Secondary)* - *Parent-Teacher Conferences*
March	- *Review of SEAC Calendar* - *S.O. Updates* - *Continue consultation on Special Education Programs and Services* - *Safe Schools Committee Update* - *Mental Health Committee Update*	*Ontario Secondary School Literacy Test (OSSLT) takes place*
April	- *Review of SEAC Calendar* - *S.O. Updates* - *Financial Report as at January, 2019* - *GSNs* - *March 31st special ed student count* - *Update to Special Education Programs for 2019-20*	*ONSIS report on identified students* *Autism Awareness Month*
May	- *Review of SEAC Calendar* - *S.O. Updates* - *Student Grants 2019-2020* - *Pro Grants Application Update*	*Budget Consultation continues* *EQAO Assessment*
June	- *Review of SEAC Calendar* - *S.O. Updates* - *Review Special Education Checklist* - *Special Education Plan* - *Budget approval update* - *Status of PRO Grant application*	*EQAO Grade 3 and 6 Testing*

1

July		*School Board Submits balanced Budget for the following year to the Ministry*
August		
September	- *Review of SEAC Calendar* - *S.O. Updates* - *Review TCDSB accessibility Plans* - *Update re Special Needs Strategy* - *Develop or review SEAC annual Agenda/Goals* - *Association Reports (if any)*	*Special Education Report Checklist submitted to the Ministry of Education*
October	- *Review of SEAC Calendar* - *S.O. Updates* - *Representation sought for Mental Health and Safe Schools Committees* - *Review of Special Education Plan – Model for Special Education, Transportation, Definitions of Exceptionalities* - *Review of Special Education Plan – Transportation* - *Review of Special Education Plan – Categories and Definitions of Exceptionalities*	- *EQAO Preliminary Results for Gr. 3 and 6 and OSSLT* - *Reports on Student Numbers of Elementary and Secondary School Students to be submitted the Ministry of Education* - *Engagement and Governance Supports Discussion Guide*
November	- *Review of SEAC Calendar* - *S.O. Updates* - *AFSE Report: Exceptionality Frameworks-Goals & Outcomes, EQAO Student Achievement Data (for various exceptionalities as appropriate)* - *Continue to Review elements of the Special Education Plan* - *Engagement and Governance Supports Discussion* - *Professional Learning Plan* - *Mental Health Annual Rport*	-*EQAO Results for Gr. 3, 6, 9 (math), and Gr. 10 (OSSLT)* -*Engagement and Governance Supports Discussion Guide* -*ONSIS report on identified students* -*Year End for School Board Financial Statements*
December	- *Review of SEAC Calendar* - *S.O. Updates* - *SEAC Elections* - *SEAC Mass and Social*	*Independent review of assessment and reporting*

2

Welcome to the team!

Special Education Superintendent Update
January 2019

New Appointment – Chief of Mental Health

Please join me in congratulating **Dr. Marie-Josée Gendron** in her appointment as **Chief of Mental Health** effective December 10, 2018.

Dr. Gendron has been a member of Psychological Services at the TCDSB since January 2016. During this time, she has worked as a school Psychologist and member of the Autism team, delivering services to elementary and secondary schools.

Prior to working at the TCDSB, Marie-Josée held various positions including Mental Health Leader at Le Conseil Scolaire de District Catholique (Southern Ontario), and Director of Research and Development at Pearson, managing Canadian standardizations for psychological measurement instruments. Other positions have been held at the Manitoba Ministry of Education where she had oversight of the accountability of psychology service provision in elementary and secondary schools, as a university lecturer, and as a researcher in hospital and clinical settings.

We look forward to the Mental Health/Wellness Team's continued service to the TCDSB system with the supportive leadership of Dr. Gendron.

New Appointment – Mental Health Leader

Please join me in congratulating **Melissa Hanlon** in her appointment as **Mental Health Leader** effective January 21, 2019.

Melissa has been a valued member of the Social Work Department since 2010. In that time, she has held different positions, providing services to both our elementary and secondary schools. She has also been an active promoter and advocate of student mental-health and well-being by participating in Stop the Stigma and Mental Health Fair initiatives as well as the Safe Schools Committee.

Since 2014, she has been the lead social worker for the Supervised Alternative Learning program at the board. Prior to working for the board and becoming a social worker, Melissa was a classroom teacher for 6 years as well as a Child Protection Worker.

We are thrilled to have Melissa join the team and continue the invaluable work of promoting student mental health and well-being in our board.

Special Education & Community Resources Fair Update

The planning committee has representation from Social Work, Psychology, Autism, Assessment Programming Teachers, Deaf and Hard of Hearing, Speech-Language Pathologists, as well as all the Chiefs. We have met twice to delegate tasks and organize the morning of events. We are slowly receiving RSVPs from outside agencies that will attend. For those that cannot attend, we are asking they provide some resources. We will also provide an email list for parents who are interested in hearing back from absent agencies (i.e., to get connected to their newsletter, calendar of events etc.).

The flyer will be widely distributed through the Communications Department and has been sent to all schools.

To date, we have received some helpful donations for food and door prizes.

Supporting all Students...

SEAC

TCDSB

Special Services

Networking

Imagine the Possibilities

Special Education Resources

Door Prizes

Community Resources

Raffles
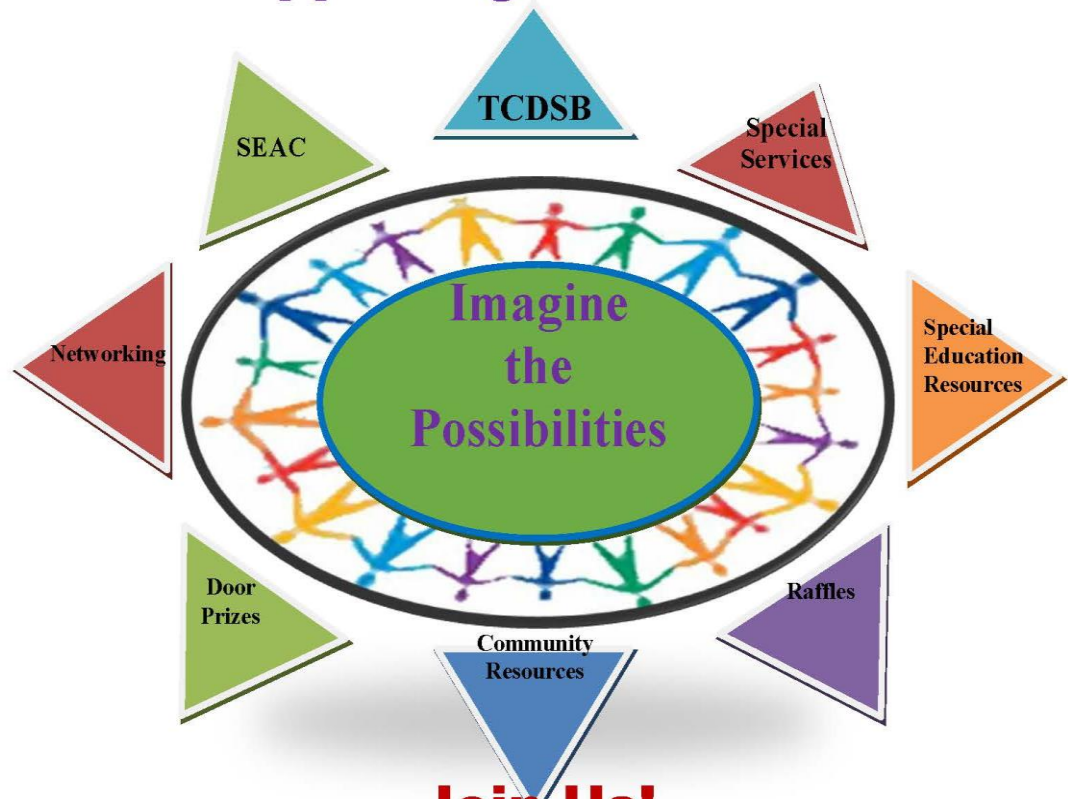
Join Us!

TCDSB Special Education and Community Resources Fair 2019

PARENTS, EDUCATORS, AND COMMUNITY AGENCIES ARE WELCOME

Hosted by the

Toronto Catholic District School Board
Special Services Departments and Special Education Advisory Committee

Supervised Child Friendly Space Provided

February 2, 2019

9:00 am to 1:00 pm
Catholic Education Centre
80 Sheppard Ave. East
Free underground parking
Elevator and accessible parking
located on Level P1

Join us for this special day in support of you and your child
Interpreter services are available upon request to Officer of Special Services,
Kim Paganelli: kim.paganelli@tcdsb.org by no later than Wed Jan 23, 2019.

SPECIAL SERVICES

AUTISM PROGRAMS AND SERVICES

Transition Planning Workshop for Parents of Children with Autism in Grades 7 and 8

Supporting Students to Grow and Learn in New Environments

Date: February 2nd, 2019

Location: 80 Sheppard Avenue East, 3rd floor

Time: 10:00 AM – 12:00 Noon

Presented by:
**Autism Programs and Services – Transition Team
&
School Support Program, Surrey Place**

Please RSVP to Franca Dellorso, franca.dellorso@tcdsb.org or (416) 222-8282 ext. 2799

TORONTO CATHOLIC DISTRICT SCHOOL BOARD
Comparative EPO Revenues (2017-18 EPO Amounts vs 2018-19 EPO Announcement)

EPO Grant	EPO Description	2017-18 EPO Amount	2018-19 EPO Amount	Inc (Dec) Over 2017/2018 Actuals
		2017-18	2018-19	Under (Over)
Focus on Youth - After School	Provide youth participants with a focus on at-risk youth with leadership experience through supported employment, and develop positive attitudes and behaviours required for leadership roles, within a safe and positive employment environment.	125,426	0	(125,426)
Enhancements to Support Experiential Learning	Support participation in a regional professional learning session to deepen understanding and help develop educators' capacity to plan and deliver effective community-connected experiences.	395,865	TBD	0
Re-engagement 12 & 12+	Support the re-engagement efforts for senior students who have left the school system without an OSSD; the funds will allow boards to temporarily employ individuals or provide release time for staff to contact and mentor those students who left without a diploma during the past school year or who were enrolled in June, did not receive a diploma and do not have a timetable for the following September.	41,041	0	(41,041)
Renewed Mathematics Strategy	Support for schools will focus on professional learning opportunities connected to student learning and well-being that leverage the big and/or highly effective ideas from key foundational mathematical documents and resources that will support teachers.	1,974,856	1,974,856	0
Well-being: Safe, Accepting & Healthy Schools and Mental Health - Theme Bundle	Support for students that encompasses engagement activity; Professional Learning for Programs resources & equipment; Leadership Development; alignment with work that directly supports student well being	257,000	241,010	(15,990)
Indigenous Focused Collaborative Inquiry	Develop new strategies & resources that will enhance the learning of all students, and in particular, those of indigenous backgrounds.	15,000	0	(15,000)

EPO Grant	EPO Description	2017-18 EPO Amount	2018-19 EPO Amount	Inc (Dec) Over 2017/2018 Actuals
		2017-18	2018-19	Under (Over)
Indigenous Student Learning and Leadership	Provide leadership development opportunities to Indigenous students (from Grades 7-12).	30,000	TBD	0
Speak Up Projects	Provide students with an opportunity to lead and/or participate in a project in order to empower students to take action and support student engagement, equity, achievement and well-being through an experience within the school community.	69,695	TBD	0
Transportation Supports for Children and Youth in Care	Implementation of education liaisons and transportation supports to assist in improving educational outcomes for children and youth in care, i.e. Mini-bus and Taxi service.	114,676	TBD	0
Support Pilots on Ensuring Equitable Access to Post-Secondary Education	To support boards and schools in providing enhancements to current initiatives to help students, who without supports might not otherwise go on to Post Secondary Education(PSE), understand the value of pursuing a PSE and gain awareness of the broad range of pathways, possibilities and supports available to them	37,290	0	(37,290)
TechnoMath	Support the development and implementation of the TechnoMath program at St. Patrick's CSS which creates cross-curricular connections between mathematics and technological education.	6,185	TBD	0
TLLP	Project to cultivate community by a collaborative, arts-based initiative towards Reconciliation	17,600	17,600	0

EPO Grant	EPO Description	2017-18 EPO Amount	2018-19 EPO Amount	Inc (Dec) Over 2017/2018 Actuals
		2017-18	2018-19	Under (Over)
Physical Activity for Secondary Schools (PASS)	Promote a culture of physical activity in secondary schools by funding projects that increase the number of less active students participating in physical activities outside of instructional time; Projects can be regional, board-wide (including co-terminus boards), or targeted at an individual secondary school or a group of secondary schools.	54,575	0	(54,575)
Daily Physical Activity for Elementary Schools	Support innovative, strategic and sustainable initiatives that engage elementary students in daily physical activities	22,545	0	(22,545)
Innovation in Learning Fund	Support the evolution of teacher practice towards, for example, more hands-on, culturally relevant, experiential learning that fosters global competencies and deeper learning.	109,500	0	(109,500)
Tutors in the Classroom	Support post-secondary students enrolled in colleges and universities to work as tutors in JK to Grade 6 classrooms.	35,000	0	(35,000)
Gap Closing in Literacy for Grades 7-12	To support educators working in collaborative teams to assess & respond to the literacy learning needs of up to three targeted groups of students: 1) Students in Grade10 who require additional support to prepare for the Ontario Secondary School Literacy Test (OSSL T); 2) Students who have been unsuccessful on the OSSL T and have not yet met the literacy graduation requirement, and/or; 3) Students in Grades 7, 8 and 9 who require additional support in literacy.	15,960	TBD	0
Student Success Leaders: Supporting Racialized Students	New to TCDSB: Support school boards and schools in creating a safe and welcoming school environments, particularly for students experiencing social isolation, bullying, discrimination and systemic racism; • Projects can be regional, board-wide (including co-terminus boards), or targeted at an individual school or a group of schools.	0	TBD	0
EPO & Other Grant Revenues after Dec 14th and Dec 21st Memo's		**3,322,214**	**2,233,466**	**(456,367)**

PO BOX 55570 Cedar Heights
Scarborough, ON
M1H 3G7
Email: toronto@autismontario.com

January 7, 2019

Dear Marilyn,

On behalf of the Toronto Chapter of Autism Ontario, we extend our sincere gratitude for the 18 years of dedication that you have shown to the special needs community, particularly to the many differently abled students of the Toronto Catholic District School Board and their families as member and Chair of the TCDSB Special Education Advisory Committee.

During the last eighteen years, we know that you have invested an immeasurable amount of time, energy and love as a member of SEAC. We admire and commend your dedication serving on countless TCDSB working committees and communicating with and meeting with parents and staff to assist families facing challenges in accessing the programs and services that will help their child reach their highest potential.

As the Chair of SEAC, you have served and led with strength and grace, always respectful of all perspectives and with the needs and best interests of our vulnerable students at the center of all discussions and as the focus of all decisions. We appreciate all that you've done during this time. We want you to know that your sacrifices, efforts and accomplishments will not be forgotten but will continue to be an example for all in lighting the way for future advocates that we hope will continue to carry the torch for equity, inclusion and hope as you have so steadfastly done over the past eighteen years.

You will definitely be missed at the SEAC table. Thank you for seeing the potential in *all* of our children. Wishing you good health and happiness!

Yours truly,

Melanie Battaglia

Melanie Battaglia
President

MENTAL HEALTH AND WELL-BEING ANNUAL REPORT 2017-2018

There is no wealth better than health of body, and no gladness above joy of heart. Sirach 30:15

Created, Draft	First Tabling	Review
December 17, 2018	January 10, 2019	Click here to enter a date.

Linda Maselli-Jackman, Superintendent of Special Services
John Wilhelm, Acting Chief of Mental Health/Marie-Josee Gendron, Chief of Mental Health

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

A significant focus within the TCDSB Multi Year Strategic plan is fostering student achievement and well-being. This is accomplished, in part, by creating equitable learning environments. Equitable learning environments strive to ensure that the physical, emotional, social, intellectual and spiritual needs of all students are met. This is best achieved with the school board and the community working in partnership; and TCDSB values collaborations with parents, parish and community. Student Mental Health and Well-Being nurtures those relationships and thus strengthens public confidence.

Efforts to create mentally healthy school environments for students are evidenced in many ways. Progress with the Student Mental Health and Well-Being Strategy September 2015-June 2018 has been made across each of the TCDSB priority areas:

a) Building Foundations;
b) Fostering Skills and Knowledge;
c) Supporting Well-Being and Decreasing Stigma;
d) Engaging Families; and
e) Partnering with the Community.

Opportunities for increased understanding of mental health and well-being continue to be created for all staff groups. In addition, presentations, seminars and initiatives to raise awareness of mental health and well-being have been offered to staff, students, and the parent community as well.

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

B.   PURPOSE

1. This Mental Health and Well-Being 2017-2018 Annual Report will include both qualitative and quantitative data related to student mental health and well-being procedures, programs, and professional development related to the creation of mentally healthy learning environments, and the strengthening of public confidence in the TCDSB. This report serves the requirement of the Board for an annual review and update.

2. The TCDSB Mental Health and Wellbeing Strategy aligns with the Multi-Year Strategic Plan (MYSP) priority action #4: *To create welcoming, healthy, and equitable learning environments for all students.* Goals B4.1 and B4.2 articulate the intent of the TCDSB to provide all students with equitable access to learning so that the most vulnerable students achieve their full potential; and, furthermore, to ensure that the physical, emotional, intellectual, and spiritual needs of all students are met.

3. When students feel good about themselves, they perform better. In view of the MYSP goals for fostering student achievement and well-being, the Mental Health Strategy and its implementation team has assisted schools with the development of their Mental Health Plans as part of their School Learning and Improvement Plan (SLIP).

4. In 2018-19, this mandate will be expanded to include a focus also on the mental health and wellbeing of TCDSB staff.

5. The following areas will be addressed in this report:

   1) TCDSB Mental Health and Well-Being Strategy 2015-2018
   2) TCDSB Mental Health and Well-Being Policy (S.03) and associated guidelines
   3) Professional Learning to build capacity within the system
   4) Service Delivery – Board level
   5) Service Delivery – Inter-ministerial partnerships
   6) Actionable items 2018-2019

C. BACKGROUND

1. The TCDSB Mental Health and Well-Being Policy (S.03) was adopted in June 2013. This policy contains the following metrics on the annual reporting of the Mental Health and Wellbeing Strategy:

   - *TCDSB staff will consult with other Catholic school boards in Ontario with respect to their implementation of mental health policies and procedures; and*

- *Special Services personnel will annually review the Mental Health Response Guidelines, the Suicide Intervention Guidelines, and the Mental Health Crisis Response Guidelines and assess their effectiveness.*

2. The TCDSB Mental Health and Well-Being Strategy was adopted by TCDSB in January 2016.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The following priority areas form the basis of the TCDSB Student Mental Health and Well-Being Strategy 2015-2018:

   o **Engaging Families**

   Optimal mental health for students while in school cannot be achieved without engagement of parents and families. When caregivers are engaged, students demonstrate increased motivation, higher grades, and better behaviour. TCDSB will continue to incorporate the family's voice in all aspects of mental health and well-being plans and programming.

   o **Fostering Skills and Knowledge**

   Create ideal conditions for mental health and well-being by building and fostering skills and knowledge of resilience and fortitude. Our Catholic faith teaches us compassion for one another and as a community we can flourish as we build our awareness and understanding of Mental Health and Well-being.

   o **Supporting Well-Being and Decreasing Stigma**

   Acknowledging that we all have mental health, just as we all have physical health, will assist in tearing down barriers built by stigma. A focus on Supporting Well-being and decreasing stigma will promote wellness and help to combat the debilitating impact of stigma. Student mental health occurs along a continuum. Our supports for student mental health will mirror that continuum.

- o **Building Foundations**

  Building Foundations refer to the development of the organizational conditions which are key in effective school mental health. The foundations range from commitment, to a clear and focused vision, ongoing quality improvement, clear protocols directing our work and care, and collaboration. TCDSB will continue to focus on the integration of student Mental Health and Well-being into all aspects of school life and improvement. Student mental health and well-being underpins optimal conditions for academic life and achievement.

- o **Partnering with the Community**

  It is essential to recognise the importance of a shared responsibility for mental health and well-being between family, school and community including parish. Community children and mental health collaborators assist in building success for our students. TCDSB continues to work towards equitable and sustainable community partnerships.

2. The following related legislation and policy govern the TCDSB mental health strategy:
   - o Open Minds, Health Minds Ontario's Comprehensive Mental Health and Addiction Strategy June 2011[1]
   - o Ontario's Well-Being Strategy for Education: A Discussion Document 2016[2]
   - o TCDSB Mental Health and Well-Being (S.03)

E.   METRICS AND ACCOUNTABILITY

The following sources of data support the TCDSB Mental Health Strategy:

BUILDING FOUNDATIONS

- The TCDSB Mental Health Advisory Council (MHAC) met three times in the past school year (2017-18). The Council which is comprised of various

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[1] www.health.gov.on.ca/en/common/ministry/publications/reports/mental_health2011/mentalhealth_rep2011

[2] http:/www.edu.go.on.ca/eng/about/WBDiscussionDocument.pdf

stakeholders (**Appendix A**) included all of the following: collective bargaining units, trustees, parents, students, and community.

- The Stop the Stigma Secondary School Students Mental Health Advisory Council (SMAC) convened three times throughout the school year. This council is comprised of secondary students who have volunteered to participate on the council. These students helped to deliver the Stop the Stigma training and education events both for elementary and secondary schools.

- The TCDSB Mental Health and Well-Being Policy and associated guidelines such as the Mental Health Response Guidelines, the Suicide Intervention Guideline and the Suspected Child Abuse Reporting Protocol were shared at various Principal and Vice-Principal meetings throughout the school year.

- Social Work and Psychology staff continued to deliver school staff presentations regarding the TCDSB Mental Health and Well-Being Policy.

FOSTERING SKILLS AND KNOWLEDGE

- A continued focus on the document, *Supporting Minds* was provided by Social Work and Psychology staff through the delivery of various modules including Anxiety, Depression and the Mentally Healthy Classroom, in both secondary and elementary schools.

- Social Work staff delivered 421 presentations related to mental health and well-being including 223 classroom presentations, 54 school presentations to staff, and 144 presentations to parents.

- Furthermore, Psychology staff delivered 37 presentations related to mental health and well-being, many classroom presentations, and multiple presentations to parents.

- Evidence based professional development was delivered to educators on professional development days including *Friends for Life Program* and *Stop Now and Plan* (SNAP).

- Expert level professional development for school social work and psychology staff was provided on topics related to wellness, mental illness and counselling interventions, for example: Cognitive Behaviour Therapy and Applied Suicide Intervention Skills Training (ASIST).

- The number of TCDSB staff training in SafeTALK, a suicide awareness program, has grown to over one thousand with 162 staff attending workshops in 2017-2018.

SUPPORTING WELL-BEING AND DECREASING STIGMA

- All Secondary Schools continued their involvement in the Stop the Stigma initiative. In addition, the number of elementary schools participating in Stop the Stigma grew to 41. (Each year an increased number of elementary schools are brought into this expanding initiative).

- School Social Work staff provided individual counselling to 6,605 students and group counselling to 1,740 students. Suicide Intervention Risk Reviews using the ASIST format were provided to 821 students during the 2017-2018 school year.

- Psychology staff responded to a total of 1,920 referrals, including conducting 622 psychoeducational assessments. All of these assessments include an evaluation of students' social-emotional profile. Psychology staff also provided individual counselling to 251 students and group counselling to 318 students. Suicide Intervention Risk Reviews using the ASIST format were provided to 75 students.

ENGAGING FAMILIES

- Mental Health Newsletters continued throughout the 2017-18 school year. Anecdotal Feedback from Principals suggested that the newsletters provided timely information regarding current mental health and well-being trends.

- Parents continued as members of the Mental Health Advisory Council which convened four times in the last school year. This council provides an opportunity to provide parent voice to the TCDSB mental health strategy.

- Presentations related to well-being were held at the annual Special Education fair (April 2018) including one on supporting mentally healthy and resilient children.

PARTNERING WITH THE COMMUNITY

- Continued partnerships with 16 Children's Mental Health organizations. These valued collaborations provide an opportunity for TCDSB students to receive supports within community settings which can often be facilitated in a more seamless manner. This results in a more direct method of access for students and families and a less convoluted process in navigating community supports.

- TCDSB staff continued to be leaders in the greater Toronto community including co-chairing the Toronto Lead Agency Children's Mental Health Education Table, Constituency Council Member for the Centre for Addiction and Mental Health (CAMH), a member on the Board of Directors for the Catholic Children's Aid Society of Toronto and a member of The Ontario Psychological Association.

- TCDSB staff provided presentations at the Children's Mental Health Ontario Annual Conference (November 2017) on topics related to school mental health.

- The Ministry of Children and Youth Services Priority Access Program accepted 94 referrals for individual and family counselling support. The program enables School Social Workers and School Psychology staff to refer families directly to designated children's mental health organizations.

- Toronto Central Community and Care Access Centre (TC-CCAC) Mental Health and Addiction Nurses completed 253 referrals during the 2017-18 school year representing a 65% increase over the previous school year.

F.   ACTIONABLE ITEMS 2018-2019

1. Appoint the new Chief of Mental Health Strategy and Staff Wellbeing to oversee the implementation of the staff and student mental health and wellbeing strategies. The Chief of Mental Health Strategy and Staff Wellbeing will:

   a. oversee the duties of the Mental Health Leader who is responsible for the development and implementation of the Mental Health Strategy as it relates to student mental health and well-being;

   b. in collaboration with all stakeholders, develop and implement the TCDSB Staff Well-Being Strategy which will include the *Healthy Minds at Work* in-service series focusing on the 13 Psychological Safety Standards; and

   c. work with all stakeholders to maximize the delivery of mental health and well-being programs that improve the wellness of students and staff.

2. Update the current Mental Health and Well-Being strategy for 2019 – 2022 with implementation in September 2019. Ensure that the strategy incorporates discernible links to our Catholic Faith.

3. Continue to include mental health in the School Learning Improvement plan with an emphasis on mental health goals and resources to meet those goals.

4. Expand the delivery of the "The Mentally Healthy Classroom" module as well as other relevant modules from the Ministry to schools through the Social Work and Psychology departments. Provide the same in-service to all schools that are on-boarding for the Stop the Stigma initiative.

5. Expand the delivery of the SafeTALK training on professional development days throughout the school year. Provide Applied Suicide Intervention Skills Training (ASIST) on two occasions during the school year. Within each training provide a comprehensive overview of the TCDSB Suicide Intervention Guidelines.

6. Continue to provide dedicated professional development for school support staff including Child and Youth Workers, Educational Assistants and Kindergarten staff: teachers and Designated Early Childhood Educators (DECEs)

7. Continue to build collaboration with children's mental health organizations that provide programs and services which are aligned with our Catholic faith and values.

8. Continue to work with Toronto Public Health in the delivery of mental health resources including shared involvement in the Stop the Stigma initiative.

9. Through the Social Work Department, develop a pilot program that supports a proportionally high newcomer population in a Catholic school with a focus on trauma-informed practice.

10. Continue to implement parent engagement strategies with respect to student mental health. Continued consultation with the parent representatives to the Mental Health Advisory council, as well as consultation with CPIC and OPACE to further develop parent engagement in this area.

G. CONCLUDING STATEMENT

This report is for the consideration of the Board.

PARENT VOICE SURVEY RESULTS 2018

Please use the "New Revised Standard Version Catholic Edition" from https://www.biblegateway.com/ for Bible quotes.

Created, Draft	First Tabling	Review
August 15, 2018	August 23, 2018	Click here to enter a date.

Rory McGuckin, Director of Education
Marina Vanayan, Sr. Coordinator Research Department

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

Ver2.4
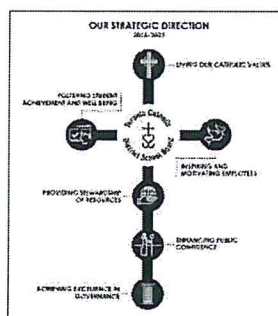
A.   EXECUTIVE SUMMARY

The Board's Executive Compensation Ad Hoc Committee determined that one measure of the organization's commitment to strengthening public confidence and service excellence was through a stakeholder survey administered to all parents of TCDSB students.

The results of this survey would gather baseline data from which a corporate goal would be established for all of the board's designated executives.

The Parent Voice survey was administered between May 14-May 25, 2018, however, paper versions of the survey were received and assessed by members of the Research team until June 28, 2018. The results have been used to produce a meaningful and measureable corporate goal for all executives.

The Research Department has provided a Thematic Summary based on emerging themes in the overall Parent Voice Survey in **Appendix A**, and has provided the overall survey summary in **Appendix B**.

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

B.   PURPOSE

1.   This report will provide information about the Parent Voice survey administered to parents of TCDSB students in May-June 2018.

C.   BACKGROUND

1.   **March 6, 2018** – The Executive Compensation Ad Hoc Committee ("the Committee") adopted the concept of using a parent survey to assess confidence in the TCDSB and its commitment to service excellence.

2.   **April 23, 2018** – The Committee provided input into the DRAFT Parent Survey to be used to gather baseline data and inform the corporate goal for 2018-2019.

3. **June 3, 2018** – The Director met with the Research team to review the results of the Parent Voice Survey. Many paper surveys were still being received so the final survey results were made available on July 3, 2018.

4. The executive team reviewed the survey results in order to set corporate goals.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The Research Department has reviewed the results from the Parent Voice Survey and has discussed with the Director, who in turn, discussed with the Senior Executive team. Salient results include:

   a. Total respondents = 2615, with 2159 online respondents and approximately 456 paper survey submissions.

   b. Equitable distributions across Trustee wards as reported by the Research Department.

2. Questions were grouped into the following six (6) themes:
   i.   Nurturing Our Catholic Community
   ii. School Climate
   iii. Supporting Learning
   iv. Communication
   v.   Parental Involvement
   vi. Contact with TCDSB designated executives

3. The assessment of survey questions followed the similar assessment strategy used for the Board Learning Improvement Plan results:

   a. On Target – 75% Strongly Agree/Agree
   b. Monitor – 50-74% Strongly Agree/Agree
   c. Action Required – below 50% Strongly Agree/Agree

4. Overall, most of the survey questions indicate that the TCDSB is on target with a large majority of key indicators of public confidence and service excellence across all of the themes.

5. There are some areas that require monitoring in the 2018-2019 school year, including:

i.   Improving connections between the home, school and parish;

ii.   Stronger communication to parents about strategies being implemented to support the child's learning and factors that affect the learning;

iii.   Improved access to technology to support learning;

iv.   Improved central communications to TCDSB parent stakeholders;

v.   Document/letter translations for parents who require this service;

vi.   Opportunities for increased parent input and feedback to schools

6.   While two areas require action by board staff, Research staff feel that the wording of the actual survey questions may have led to this result:

i.   *My child talks to me about the Ontario Catholic School Graduate Expectations*
- This question implies that students of all ages are speaking with parents about the graduate expectations
- Research staff recommend revising the wording to *"My child is aware of…"*

ii.   *Translations of materials are available for parents whose first language is not English*
- This question indicated that 58% of parents did not know that this service was available, which could be true for a large number of parents whose first language is English and would not require this service
- Staff will work with school principals to make those parents whose first language is not English aware of the services available to them

7.   The final section of the survey was used to assist in developing a corporate goal of improved communication with parents by the board's designated executives. Similar to the other goals, there is room of improvement in the following areas:

i.   Responding to parent contacts in a timely manner (2 business days)

ii.   Addressing issues or concerns in a professional manner

iii.   Resolving the matter

8.   The same Parent Voice Survey (with very minor modifications) will be administered to parents in May 2019, and the data will be compared with the data contained in this report to assess improved performance.

E. CONCLUDING STATEMENT

This report is for the consideration of the Board.

PARENT/GUARDIAN VOICE SURVEY RESULTS – July 3, 2018

<u>**EMERGING THEMES**</u>

A. Nurturing Our Catholic Community
1. My child's school promotes Catholic values and practices – 92% agreement
2. My child talks to me about the Ontario Catholic School Graduate Expectations learned at school – 45% agreement ◼ *(Note: **Perhaps not a good question to consider, will be need to be revised**)*
3. I feel my child is growing in faith and how to live it. – 87% agreement
4. My child's school is working closely with the parish – 73% agreement
20. There is a strong connection between school, home and parish. – 71% agreement

Monitor
There is evidence that nurturing our Catholic community is strong, however, improvements are needed in making connections with the parish.

B. School Climate
5. My child enjoys attending school. – 89% agreement
6. My child's school is a welcoming place in which to learn. – 89% agreement
7. I feel welcomed in my child's school. – 88% agreement
8. My child feels safe at school. – 89% agreement
9. My child's school is responsive to the needs of children from all cultural backgrounds and abilities. – 77% agreement

On Target
There is evidence that parents/guardians feel that there is a positive school climate where students and parents feel welcomed, inclusive and students feel safe.

C. Supporting Learning
10. There are high expectations for students to achieve in literacy, numeracy and all other subjects. – 81% agreement
11. My child's learning needs are met at school. – 78% agreement
12. My child's school provides useful information to me regarding his/her achievement and well-being. – 79% agreement
13. The school engages my child in activities that support learning in literacy and numeracy including assessments such as Education Quality and Accountability Office (EQAO). – 81% agreement
14. The school engages my child in activities that support learning in all other subject areas. – 80% agreement
15. My child's school promotes practices that support spiritual, social, physical and mental well-being. – 84% agreement
16. I have seen evidence of classroom strategies that support my child's learning (e.g., learning goals and success criteria). – 71% agreement
17. My child has access to books, learning materials and other resources to support learning. – 85% agreement

18. My child has access to technology that supports learning (e.g., computers, laptops, chrome books, tablets, software, applications, etc.). – 72% agreement ☐

On Target

There is evidence that parents/guardians feel their child is supported in school with high expectations, and meeting student academic, spiritual, social, physical and mental well-being.

Monitor

Perhaps some improvement regarding evident classroom strategies and access to technology.

D. Communication

19. My child's school provides parents with information regarding evaluation and assessment practices. – 77% agreement ■

23. My child's school talks to me about factors that affect my child's education. – 68% agreement ☐

24. Our school regularly provides communications in a variety of formats (newsletters, twitter, email, website, SynreVoice in secondary schools, etc.) – 88% agreement ■

25. I know about the Board's communications to parents available through the TCDSB website (e.g., the Director's Voice, Highlights from the Board, and Committee Meetings.) – 67% agreement ☐

26. My child's school provides adequate notification about school events and activities. – 86% agreement ■

27. Translations of materials are available for parents whose first language is not English. – 34% agreement; 58% don't know ☐ ■ (*Consider adding an option to this question, "I do not need translation from English"*)

28. Open and timely communication occurs between parents and the school. – 80% agreement ■

Monitor

There is evidence that some improvements could be made in communication with parents/guardians, in particular with regards to school communication on factors that affect their child's education and assessment practices, as well as, as an awareness of how the Board communicates to parents/guardians.

E. Parent involvement

21. There are opportunities for parents to attend information sessions and get involved in the life of the school. – 88% agreement ■

22. I know about the Catholic School Parent Council (CSPC) at the school. – 87% agreement ■

29. At my child's school, parents have the opportunity to provide feedback and input. – 73% agreement ☐

On Target

There is evidence that parental involvement is positive, there could be some small improvements in ensuring that parents/guardians have the opportunity to provide feedback and input at their child's school.

PARENT/GUARDIAN VOICE
Summary of Results

N = 2615

Responses received:

	Frequency	Percent
Electronically	2153	82.3
On paper	462	17.7

Area

	Frequency	Percent
1	226	8.6
2	532	20.3
3	371	14.2
4	376	14.4
5	266	10.2
6	438	16.7
7	200	7.6
8	184	7.0
No response	22	0.8

My child is in grade:

	Frequency	Percent
JK – Grade 3	1106	42.3
Grade 4 – 6	633	24.2
Grade 7-8	381	14.6
Grade 9-12	468	17.9
No response	27	1.0

How many children do you have attending this school?

	Frequency	Percent
1	1628	62.3
2	779	29.8
3	129	4.9
4	16	0.6
5	1	0.0
5 or more	0	0.0
No response	62	2.4

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	No response

1. My child's school promotes Catholic values and practices.	1215 46.5%	1197 45.8%	94 3.6%	56 2.1%	40 1.5%	13 0.5%
2. My child talks to me about the Ontario Catholic School Graduate Expectations learned at school.	335 12.8%	833 31.9%	687 26.3%	324 12.4%	403 15.4%	33 1.3%
3. I feel my child is growing in faith and how to live it.	851 32.5%	1427 54.6%	175 6.7%	73 2.8%	71 2.7%	18 0.7%
4. My child's school is working closely with the parish.	794 30.4%	1123 42.9%	216 8.3%	72 2.8%	394 15.1%	16 0.6%
5. My child enjoys attending school.	1267 48.5%	1066 40.8%	158 6.0%	95 3.6%	5 0.2%	24 0.9%
6. My child's school is a welcoming place in which to learn.	1215 46.5%	1110 42.4%	157 6.0%	90 3.4%	26 1.0%	17 0.7%
7. I feel welcomed in my child's school.	1235 47.2%	1067 40.8%	160 6.1%	92 3.5%	36 1.4%	25 1.0%
8. My child feels safe at school.	1147 43.9%	1168 44.7%	161 6.2%	79 3.0%	30 1.1%	30 1.1%
9. My child's school is responsive to the needs of children from all cultural backgrounds and abilities.	952 36.4%	1069 40.9%	160 6.1%	104 4.0%	308 11.8%	22 0.8%
10. There are high expectations for students to achieve in literacy, numeracy and all other subjects.	859 32.8%	1271 48.6%	259 9.9%	96 3.7%	106 4.1%	24 0.9%
11. My child's learning needs are met at school.	737 28.2%	1297 49.6%	365 14.0%	141 5.4%	44 1.7%	31 1.2%
12. My child's school provides useful information to me regarding his/her achievement and well-being.	800 30.6%	1274 48.7%	351 13.4%	114 4.4%	35 1.3%	41 1.6%
13. The school engages my child in activities that support learning in literacy and numeracy including assessments such as Education Quality Accountability Office (EQAO).	819 31.3%	1306 49.9%	153 5.9%	74 2.8%	224 8.6%	39 1.5%
14. The school engages my child in activities that support learning in all other subject areas.	762 29.1%	1317 50.4%	258 9.9%	90 3.4%	142 5.4%	46 1.8%
15. My child's school promotes practices that support spiritual, social, physical and mental well-being.	862 33.0%	1322 50.6%	194 7.4%	91 3.5%	108 4.1%	38 1.5%
16. I have seen evidence of classroom strategies that support my child's learning (e.g., example: learning goals; success criteria).	741 28.3%	1108 42.4%	369 14.1%	133 5.1%	227 8.7%	37 1.4%
17. My child has access to books, learning materials and other resources to support learning.	912 34.9%	1299 49.7%	188 7.2%	81 3.1%	98 3.7%	37 1.4%
18. My child has access to technology that supports learning (e.g., computers, laptops, chrome books, tablets, software, applications, etc.)	648 24.8%	1227 46.9%	301 11.5%	121 4.6%	277 10.6%	41 1.6%
19. My child's school provides parents with information regarding evaluation and assessment practices.	715 27.3%	1286 49.2%	355 13.6%	131 5.0%	87 3.3%	41 1.6%

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know	No response
20. There is a strong connection between the school, home and parish.	641 24.5%	1218 46.6%	360 13.8%	119 4.6%	250 9.6%	27 1.0%
21. There are opportunities for parents to attend information sessions and get involved in the life of the school.	902 34.5%	1391 53.2%	150 5.7%	63 2.4%	88 3.4%	21 0.8%
22. I know about the Catholic School Parent Council (CSPC) at the school.	883 33.8%	1382 52.8%	131 5.0%	41 1.6%	157 6.0%	21 0.8%
23. My child's school talks to me about factors that affect my child's education.	574 22.0%	1197 45.8%	500 19.1%	146 5.6%	159 6.1%	39 1.5%
24. Our school regularly provides communications in a variety of formats (newsletters, twitter, email, website, SynreVoice in secondary schools, etc.)	1100 42.1%	1204 46.0%	168 6.4%	81 3.1%	30 1.1%	32 1.2%
25. I know about the Board's communications to parents available through the TCDSB website (e.g., the Director's Voice, Highlights from the Board, and Committee Meetings).	560 21.4%	1192 45.6%	380 14.5%	120 4.6%	316 12.1%	47 1.8%
26. My child's school provides adequate notification about school events and activities.	1013 38.7%	1229 47.0%	244 9.3%	100 3.8%	8 0.3%	21 0.8%
27. Translations of materials are available for parents whose first language is not English.	324 12.4%	558 21.3%	121 4.6%	64 2.4%	1515 57.9%	33 1.3%
28. Open and timely communication occurs between parents and the school.	760 29.1%	1327 50.7%	310 11.9%	139 5.3%	53 2.0%	26 1.0%
29. At my child's school, parents have the opportunity to provide feedback and input.	709 27.1%	1194 45.7%	304 11.6%	143 5.5%	230 8.8%	35 1.3%

30. Do you know the name of the Superintendent of your child's school?

	Frequency	Percent
Yes	1204	46.0
No	962	36.8
Never needed to know	409	15.6
No response	40	1.5

31. In the past year, have you had the opportunity to see or meet the Superintendent of your child's school? (E.g., visiting classrooms, or at a school event such as, school Mass, community barbecue, CSPC meeting, curriculum night, school production/concert, etc.)

	Frequency	Percent
Yes	692	26.5
No	1493	57.1
I have not attended	378	14.5
No response	52	2.0

32. In the past year, have you contacted the **school Superintendent** to ask any questions and/or present concerns?		32i. If you answered "yes", were you contacted in a timely manner? (2 business days) (n=324)		32ii. Through your communication, were your questions and/or concerns addressed in a professional manner? (n=324)			32iii. Was the matter resolved? (n=324)	
Yes	No	Yes	No	Yes	No	Issue/ Concern not addressed	Yes	No
324 12.4%	2215 84.7%	196 60.5%	120 37.0%	189 58.3%	50 15.4%	78 24.1%	144 44.4%	166 51.2%

33a. In the past year have you had any communication with other members of the Senior team: **Director of Education**		33ai. If you answered "yes", were you contacted in a timely manner? (2 business days) (n=107)		33aii. Through your communication, were your questions and/or concerns addressed in a professional manner? (n=107)			33aiii. Was the matter resolved? (n=107)	
Yes	No	Yes	No	Yes	No	Issue/ Concern not addressed	Yes	No
107 4.1%	2359 90.2%	66 61.7%	33 30.8%	59 55.1%	16 15.0%	21 19.6%	52 48.6%	43 40.2%

33b. In the past year have you had any communication with other members of the Senior team: **Associate Director of Education, Academic Affairs**		33bi. If you answered "yes", were you contacted in a timely manner? (2 business days) (n=34)		33bii. Through your communication, were your questions and/or concerns addressed in a professional manner? (n=34)			33biii. Was the matter resolved? (n=34)	
Yes	No	Yes	No	Yes	No	Issue/ Concern not addressed	Yes	No
34 1.3%	2370 90.6%	21 61.8%	7 20.6%	21 61.8%	7 20.6%	1 2.9%	19 55.9%	8 23.5%

33c. In the past year have you had any communication with other members of the Senior team: **Associate Director of Planning and Facilities**		33ci. If you answered "yes", were you contacted in a timely manner? (2 business days) (n=48)		33cii. Through your communication, were your questions and/or concerns addressed in a professional manner? (n=48)			33ciii. Was the matter resolved? (n=48)	
Yes	No	Yes	No	Yes	No	Issue/ Concern not addressed	Yes	No
48 1.8%	2360 90.2%	26 54.2%	17 35.4%	28 58.3%	8 16.7%	8 16.7%	26 54.2%	18 37.5%

33d. In the past year have you had any communication with other members of the Senior team: **Chief Financial Officer**		33di. If you answered "yes", were you contacted in a timely manner? (2 business days) (n=13)		33dii. Through your communication, were your questions and/or concerns addressed in a professional manner? (n=13)			33diii. Was the matter resolved? (n=13)	
Yes	No	Yes	No	Yes	No	Issue/ Concern not addressed	Yes	No
13 0.5%	2397 91.7%	10 76.9%	1 7.7%	9 69.2%	2 15.4%	1 7.7%	8 61.5%	3 23.1%

33e. In the past year have you had any communication with other members of the Senior team: **Legal Counsel**		33ei. If you answered "yes", were you contacted in a timely manner? (2 business days) (n=26)		33eii. Through your communication, were your questions and/or concerns addressed in a professional manner? (n=26)			33eiii. Was the matter resolved? (n=26)	
Yes	No	Yes	No	Yes	No	Issue/ Concern not addressed	Yes	No
26 1.0%	2377 90.9%	16 61.5%	6 23.1%	16 61.5%	2 7.7%	3 11.5%	16 61.5%	4 15.4%

33f. In the past year have you had any communication with other members of the Senior team: **Other Superintendents**		33fi. If you answered "yes", were you contacted in a timely manner? (2 business days) (n=146)		33fii. Through your communication, were your questions and/or concerns addressed in a professional manner? (n=146)			33fiii. Was the matter resolved? (n=146)	
Yes	No	Yes	No	Yes	No	Issue/ Concern not addressed	Yes	No
146 5.6%	2255 86.2%	104 71.2%	34 23.3%	98 67.1%	17 11.6%	21 14.4%	95 65.1%	42 28.8%

Faith & Wellness: A Daily Mental Health Resource

Pilot Project Information

Calling all Kindergarten to Grade 8 Teachers!

Looking for ways to support student social emotional development and resiliency?

Read on…

The Ontario English Catholic Teacher's Association, in partnership with School Mental Health ASSIST, has co-developed *Faith and Wellness: A Daily Mental Health Resource*. This Kindergarten to Grade 8 resource supports the development of social emotional learning and builds student resiliency. This evergreen resource offers a repository of evidenced based, every day mental health practices with connections to our Catholic faith that can be easily incorporated into existing classroom practice.

OECTA will be piloting this resource with a select group of teachers between February 2019 – May 2019. The purpose of the pilot project is to gather feedback in an effort to improve usability moving forward.

Teacher participation in this pilot project is voluntary. Space is limited and *selected participants are required to participate in an online information session on January 28, 2019 between 4:15pm – 5:30pm. The information session will outline the complete details of the project and will provide an opportunity for Q&A.

Those interested are asked to complete the on-line application by **January 16, 2019**. Successful applicants will be notified via email the week of January 21, 2019.

*We are seeking a range of participants whose class(es) are reflective of the diversity within our Catholic system.

Should you have any questions about this pilot project, please contact, Belinda Russo Kieffer at b.russo@catholicteachers.ca.

EASTER SEALS WEB ANNOUNCEMENT

December 3, 2018

Toronto, ON – 3 December 2018: Today marks the United Nation's ___International Day of Persons with Disabilities,___ an opportunity to examine the physical, social, economic and attitudinal barriers that nearly a billion people around the world face every day. The theme for this year's IDPD is "**Empowering persons with disabilities and ensuring inclusiveness and equality.**" According to the latest data released by Statistics Canada, we still has a ways to go before reaching that goal.

Last week, Statistics Canada released the results of the latest ___2017 Canadian Survey on Disability___ (CSD). The new data points to significant labour and income disparities faced by people living with disabilities. It also serves as a reminder of the ongoing challenges that Canadians living with disabilities face 365 days of the year.

The highlights from the new survey data include:

- An estimated one in five Canadians (or 6.2 million) aged 15 years and over had one or more disabilities that affect them in their daily activities.

- More than 1 in 10 youth in Canada have one or more disabilities. Mental health-related and learning disabilities were most common types of disabilities among youth.
- About one-third of youth with more severe disabilities are neither in school nor employed. 87% had a mental health-related disability, a learning disability or both.
- In 2017, persons with disabilities – particularly Canadians with very severe disabilities, and those with lower levels of education – faced lower employment rates. About 59% of working-aged adults with disabilities were employed compared with around 80% of those without disabilities.
- Almost one-third of working age adults with more severe disabilities are living in poverty. For those living alone, 6 in 10 were below the poverty line.

These statistics speak for themselves and show that individuals with disabilities continue to face significant disparities compared with persons without a disability. The education gap between persons with disabilities remains a real and alarming concern. Disabilities aren't always visible, and include many "hidden-disabilities" such as learning disabilities and mental health-related disabilities.

Low labour participation rates among persons with disabilities point to a need need for more inclusive employment and training opportunities. Further, the fact that more than *a quarter* of people with disabilities *do not* disclose their disability to their employers is a clear indication of the ongoing stigma, discrimination and fear still prevalent in Canadian workplaces.

The data also shows that *chronic poverty* is an everyday reality for people on disabilities and highlights the need for more attention to poverty reduction strategies such as increases to minimum wage, income security through a more robust Ontario Disability Support Program that allows people with disabilities to supplement their earnings without the risk of losing benefits if they earn more.

Easter Seals Canada remains committed to working with persons living with disabilities, community, government and corporate partners to improve outcomes for people living with disabilities.

For more information and to read detailed findings of the survey, visit the Statistics Canada website here.

Dave Starrett

President & CEO, Easter Seals Canada

For further information, please contact:

Ana Maria Faria

Vice President, Development, Easter Seals Canada

Email: afaria@easterseals.ca, Tel: 1-877-376-6362 ext 226

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Email: afaria@easterseals.ca, Tel: 1-877-376-6362 ext 226

January 15, 2019

To: **Standing Committee on Finance and Economic Affairs**
regarding Pre-Budget Consultations 2019, Government of Ontario

Autism Ontario Presenters:

- **Katharine Buchan, Manager of Communications and Development**
- **Margaret Spoelstra, Executive Director**

Dear Committee Members,

Now entering our 46th year, Autism Ontario has envisioned *acceptance and opportunities for people on the autism spectrum.* The families who formed Autism Ontario in 1973 would never have imagined the prevalence rates for autism to grow to 1 in 66 children in Canada. In Ontario that represents 135,000 citizens.

Autism Ontario continues to envision a Province that offers seamless supports across the lifespan that reflect the wide range of expression in autism, the constantly changing needs of this able, yet vulnerable population and which addresses the needs of caregivers and families who bear both the joys and the substantial weight of care and advocacy for their children from infancy to and throughout adulthood.

Thank you for the support that is provided in support of families through our Potential Programme and with March Break and Summer funding. Surveyed families have told us over and over that these funds matter to them. Combined, these programs directly support over 20,000 people in Ontario.

In 2018, Autism Ontario conducted a province-wide survey, resulting in 10 top areas identified by caregivers and autistic adults. Those non-prioritized top 10 are the following:

www.autismontario.com

416-246-9592
1179 King Street West, Suite 004, Toronto ON M6K 3C5
1179 rue King Ouest, bureau 004, Toronto (Ontario) M6K 3C5

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Service barriers for adults – According to autistic adults, the largest barrier to accessing services is the lack of trained professionals who understand autism.

Education support – According to caregivers, the top area of need for a child with autism in their communities is support within the education system.

School transitions – The majority of caregivers of high school aged children do not feel well supported and ready to transition their child out of school and into adulthood.

Societal attitudes and perceptions – Autistic adults and caregivers both report that societal attitudes and perceptions about ASD have been a large or very large source of stress in the past year.

Financial hardship – A majority of caregivers say that finances have been a large or very large source of stress in the past year.

Waitlists – The majority of caregivers find long waitlists to be a large or very large barrier to accessing services.

Service needs for young children – According to caregivers, the top service needs for children aged 4 and under, are behavioural intervention and speech language pathology.

Crisis status – Most caregivers are between a three and a five out of ten, in terms of crisis level.

Mentorship and support – There is large scale interest in receiving peer support via a parent to parent mentorship program.

Mental Health – Autistic adults identified their top service need as psychological or psychiatric support.

In November 2018 we asked our survey respondents to rate these top ten items in order of priority and these top 5 emerged:

1. Education Support

About ten years ago the Ministry of Education reported that there were about 7,000 students with ASD in Ontario's schools. Today that number has tripled to over 20,000 students. Educational supports that were implemented for students with autism years ago are now insufficient in scope and effectiveness. Part of the current challenges with ABA implementation and parent satisfaction will not be addressed without a focus on improved school supports and transition planning that has meaning and achievable outcomes and opportunities for adult life.

#1 Education Support

According to caregivers, the **#1 area** of need for a child with autism is support within the education system, even though **77.8%** of caregivers of high school aged children feel listened to by their child's school.

Thank you for the additional investment into OAP services in this current year's budget.

However, the over 20,000 children and youth on the waiting lists for OAP services are currently not able to be served in timely and equitable fashion. Additionally, unless increased evidence-based supports and implementation supervision by qualified professionals are available in all Ontario schools, it will be impossible to meet the educational needs of students with ASD. The Ministry of Health is also noticeably absent in providing necessary health supports for people with autism across the lifespan.

We recommend:
- Creating an employment category in schools of Registered Behaviour Technician, supervised by Board employed BCBAs or Behaviour trained Psychologists;
- Increased ABA supervision in schools,
- Collaboration across Ministries with the emphasis on the child's learning and mental health needs over silo-ed systems,
- Mandatory Pre-service training in Evidence-Based Practice and Applied Behaviour Analysis for all educators.

2. **Long Wait Lists**

#2 **Long Waitlists**

According to caregivers, long waitlists are the largest barrier to accessing service, with **73.6%** of caregivers identifying waitlists as a large or very large barrier.

Families are waiting for everything. Waiting for:
- A diagnosis/diagnoses that determines eligibility/access to services
- the Ontario Autism Program,
- an educational assistant,
- informed school personnel,
- health and mental health supports,
- adaptive program supports and Passport Funding
- job opportunities, and
- housing.

We are concerned about rumours that this government is considering substantive changes to the Ontario Autism Program. Our survey in 2017 indicated that one third of parents are single caregivers and that one third favoured the option of Direct Service provision while 2/3rds preferred Direct Funding. We urge the government to consider offering _choice_ to families based on assessed needs of both the child and the family's needs. Children should also receive these services where they spend the majority of their day, which is in school during school-aged years.

3

3. Financial Hardship

We know that **the burden of care on families is both stressful and costly**.

We have attached a 2014 research paper entitled "The Value of Caregiver Time: Costs of Support and Care for Individuals Living with Autism Spectrum Disorder", by Carolyn Dudley and J.C. Herbert Emery†. In it they describe what costs are attributed to families who raise children with autism in Canada, including Ontario data sources. The numbers are both startling and sobering. But there are solutions. Autism Ontario welcomes the opportunity to be part of the dialogue and shaping new opportunities for people with ASD and their families.

#3 Financial Hardship

Finances has been a large or very large source of stress in the last year for **50.7%** of autistic adults and **56.3%** for caregivers. According to caregivers, finances are the **2nd largest** barrier to accessing services.

AutismONTARIO

4. School Transitions

#4 School Transitions

87.4% of caregivers of high school aged children say that it is stressful to plan for their child's transition out of high school. **59.2%** are not confident their child will have a smooth transition out of high school.

AutismONTARIO

Autism's prevalence rates are not only an alarming statistic for children and youth, but we are now seeing these numbers grow along with the children as they become teens and adults. More importantly, **these students are now beginning to exit high school unprepared and unsupported for life as adults in higher numbers than ever.**

The majority of these graduates are sitting at their parents' homes doing little, are under or unemployed and over half are or will be struggling with additional mental health challenges such as anxiety and depression. With approximately 15,000 people with Developmental Disabilities (including autism) waiting for Passport Funding, we know that those families have few options to assist their now young adult children towards a promising future. Having those young adults at home means that at least one care-giver is also at home and not earning through employment or investing in their own retirement, while their children with ASD, who could also be working, participating in meaningful day-time activities or attending post-secondary education, are not.

4

Many of these adults could have **meaningful employment** if employers saw that hiring people with autism is good for business rather than a charitable act. Autism Ontario has been involved in several projects (e.g. Specialisterne Canada's employment program and Integrated Autism Consulting's "Transition to Life" program) over the past few years that directly support the successful employment of adults on the autism spectrum. Investing in these types of programs and others would have an impact on the Ontario economy and the lives of adults with autism and their families.

5. **Adult Services**

Eligibility: At least half of adults on the autism spectrum are deemed ineligible for Passport funding. This must change to eligibility based on assessed needs and not paid for out of the pockets of caregivers.

We encourage the continued implementation of recommendations identified by the Ontario Ombudsman's office in its "No Where to Turn" report.

Housing: Autism Ontario is gratified to have seen a second round of funding for unique housing proposals through the former MCSS' Housing Task Force. This must be the first in many future steps that will assist people with Developmental Disabilities, including ASD, to create or find affordable housing options.

In the absence of increasing supportive housing options, the number of adults with autism who are in crisis will continue to grow. And supporting a model that is primarily crisis driven is a far more costly proposition than focusing on prevention of the circumstances that result in more restrictive responses. We also worry about a new trend of seeing children with disabilities, including autism, in long-term care facilities, effectively replicating an institutional model of care which is neither appropriate nor necessary.

In a recent TVO "Agenda" program, a parent and her autistic adult son remarked that they are not looking for pity, but for respect and opportunities as caregivers and as citizens who have much to offer society. Autism Ontario strongly supports this notion in its vision of "acceptance and opportunities for all people on the autism spectrum".

5

ACCOUNTABILITY FRAMEWORK FOR SPECIAL EDUCATION 2018-19

"But by the Grace of God I am what I am…I worked harder than any of them – though it was not I, but the Grace of God that is with me (1 Cor 15:10)"

Created, Draft	First Tabling	Review
December 17, 2018	February 7, 2019	Click here to enter a date.

Linda Maselli-Jackman, Superintendent of Education, Special Services
Marina Vanayan, Senior Co-ordinator, Educational Research
Vanessa Cocco, Chief of Social Work   Don Reid, Principal, Care and Treatment Programs
Andrea Coke, Chief of Speech and Language   Dr. Joseph Mirabella, Chief of Psychology
Rachelina Macchia, Chief of IPRC and Assessments   Peter Stachiw, Chief of Autism
John Wilhelm, Acting Chief of Mental Health/Marie-Josee Gendron, Chief of Mental Health

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

An accountability framework was established for the annual review of Special Education programs and services in order that student achievement and well-being be reported and that programs and services could be continually renewed and improved. This report is composed of the following   sections with and addresses 2017-18 student achievement outcomes:

Part A - Reporting on the ongoing work of the accountability
framework committees as listed below:
   a. Autism
   b. Behaviour
   c. Blind/Low Vision (BLV)
   d. Deaf/ Hard of Hearing (DHH)
   e. Gifted
   f. Language Impairment (LI)
   g. Learning Disability (LD)
   h. Mild Intellectual Disability (MID)
   i. Multiple Exceptionalities/Developmental Delays (ME/DD)

Part B - Reporting on Safe Schools information

Part C - Overview of student achievement for students with special needs

Part D - Reporting on EQAO overall achievement by students
with Special Education needs and by Exceptionality
where feasible/appropriate.

Part E - Update on implementation of specific Special Education Programs

The cumulative staff time required to prepare this report was 100 hours.

B.   PURPOSE

1. This report is an annual standing report on the rolling calendar for the Student Achievement Committee. The previous report (for 2016-17) was presented to the Board of Trustees on March 1, 2018.

2.   This report provides an overview of the EQAO achievement of students of the TCDSB and in the province for 2017-18; a high-level overview of the EQAO achievement of students with Special Education needs, using year-over-year comparisons; an outline of the work of the Accountability Framework Committees for the various exceptionalities; and an update on specific program implementation.

C.   BACKGROUND

1.   As of 2010, the TCDSB began to measure student achievement of Special Education students on an annual basis through the establishment of an Accountability Framework for Special Education (AFSE).

2.   The purpose of the Accountability Framework has been to conduct an annual review of Special Education services and programs through the lens of student achievement. As such, programs and services are reviewed for effectiveness to ensure continued improvement across the different exceptionalities.

3.   The Accountability Framework for Special Education, as applied to each of the Ministry-recognized exceptionalities and placements, consists of two distinct parts: a **descriptive overview** of the department's program *and* a corresponding **measure or goal for improvement**. The goals are an integral part of the TCDSB Board Learning Improvement Plan and, along with the program description, they can be found on the TCDSB public website.

4.   The work of the Accountability Framework Committee is shared through the context of each exceptionality's goal-setting and their analysis of student achievement results.

5.   An analysis on student achievement by exceptionality is provided where appropriate.

6.   Students with a *Not Applicable* (N/A) designation have an Individual Education Plan and require Special Education services but have not been formally identified with an exceptionality, either because they do not qualify for one, or because they are in queue for testing to determine

qualification for identification with an exceptionality.

7.   This report examines the EQAO results for students with Special Education support and their achievement results, along with trends over the last three years where possible.

8.   Students who are deferred from any EQAO administration are generally those with Special Education needs that preclude them from achieving meaningful results, or from being fairly assessed due to their exceptionality, on this standardized assessment.

9.   The Accountability Framework committees set and implement strategies that are exceptionality-specific with the intent of improving student outcomes through the listed goals and strategies.

D.   EVIDENCE/RESEARCH/ANALYSIS

Understanding the scope of students served by the Special Services department is paramount to understanding the diversity of student needs being addressed. Below is a chart for 2018-19 identifying students by their predominant exceptionality. It important to note that a number of students have more than one exceptionality.

Special Education Needs (based on predominant exceptionality)	Number of Students	Percent (%) of Total Group
Autism	1,789	11.53
Behaviour	161	1.04
Blind and Low Vision	12	0.08
Deaf and Hard-of-Hearing	89	0.57
Developmental Disability	124	0.80
Giftedness	1,932	12.45
Language Impairment	796	5.13
Learning Disability	2,199	14.17
Mild Intellectual Disability	298	1.92
Multiple Exceptionalities	167	1.08
Not Applicable	7,873	50.74
Physical Disability	73	0.47
Speech Impairment	2	0.01
Grand Total	**15,515**	**100.00**

2018-19 As of 22 Nov '18

Part A: Accountability Framework for Special Education (AFSE) Committees

1. Each AFSE (Accountability Framework for Special Education) Committee meets several times a year to review established goals and strategies for their implementation over the current year.

2. The following section highlights of the work of each committee for the 2017-18 school year and/or some of the findings by exceptionality. It will also indicate goals and intended outcomes for 2018-19.

3. Please refer also to the corresponding Appendices A to I

4. The scope and breadth of the work of the various AFSE committees depends upon the number of students with the identified exceptionality and the intended impact on student achievement by the committees' goals and intervention strategies.

a) Autism (Appendix A)

Goal for 2017-18: To facilitate an increase in the number of students able to identify and use strategies to address their emotions to demonstrate overall improvement in self-regulation.

Progress towards Achievement of Goal: On Target From the results of the data collected for the 2017/18 goal it was determined that the goal has been met as more students in the PAST program were able to identify their emotions independently, identify a reason for their emotion and identify a strategy addressing the emotion.

Outcomes for 2017-18: positives achieved were an increase of students who were able to:
- identify their feelings independently from the pre-test of 55% to 82% in the post-test.

- describe a reason why they were feeling a certain emotion without assistance improved from 41% to 66%.

- identify one strategy without assistance to address the emotion improved from 35% to 53%.

Goal for 2018-19:

For 2018/19 we are continuing the students from year 1, currently in year 2 of the PAST program. Using the Zones of Regulation, by the end of the school year, more students in the PAST program will be able to identify which zone they are in independently, identify a reason why they are in that zone and identify a strategy to help move forward towards the green zone.

b) Behaviour (Appendix B)

Goal for 2017-18: To increase the capacity of students' social/emotional prerequisite skills for learning Reading, Writing and Mathematics through the development of social skills, self-esteem, self-advocacy and self-regulations skills.

Progress towards Achievement of Goal: On Target The goal to increase the capacity of student's social/emotional prerequisite skills for learning Reading, Writing and Mathematics through the development of social skills, self-esteem, self-advocacy and self-regulation skills is on target. Significant anecdotal evidence from teachers and support staff indicates their witness of students using their *Stop Now and Plan* (SNAP) skills to navigate challenging moments. Staff continue to reinforce those skills and work as part of an inter-disciplinary team to ensure that students in the Behavior programs feel valued, encouraged and inspired to learn.

Outcomes for 2017-18:

- Delivered the *Stop Now and Plan (SNAP)* evidence-based behavioural model that provides a framework for teaching children struggling with behaviour issues effective emotional regulation, self-control and problem-solving skills in each Behavioural ISP

- Designated in-services were provided to both ISP Behaviour Teachers and Child & Youth Workers which focused on training, monitoring and evaluation of the SNAP program

- Learning opportunities were provided regarding classroom management, self-regulation, building positive rapport and increasing collaborative activities during unstructured times such as recess

- A Professional Learning Network was fostered through on-going e-mail communications amongst Behaviour ISP Teachers, CYWs and the Behaviour ISP Assessment and Programming Teacher

Goal for 2018-19: Increase the capacity of classroom teachers and educational assistants to support the integration of students registered in a Behavioural ISP and/or support the self-regulation of students registered in a "regular" elementary (or secondary) classroom setting.

Intended Outcomes for 2018-19: Prior to the completion of the 2018/19 school year, "regular" classroom teachers and educational assistants will have increased opportunities to obtain evidence-based knowledge and to develop strategies which support the self-regulation of students.

c) Blind and Low Vision (B/LV) (Appendix C)

Goal for 2017-18: Regular classroom teachers and other school personnel who support learners with vision loss will engage in targeted professional learning to ensure student success in the inclusive classroom.

Progress towards Achievement of Goal: <mark>Monitor</mark> The B/LV Accountability Framework continues to monitor its 2017-2018 goal to review and analyse results from the 2016/17 collection of data in support of B/LV initiatives. These include: Opportunities to observe specific instructional strategies employed by Vision Program personnel, modelling of disability-specific teaching strategies by Vision Program personnel, provision of accommodated materials (i.e., braille, tactile diagrams, enlarged print, digital formats) for classroom teachers, and training and support on the use of assistive technology. Based on the data collection, areas of focus/next steps will include identifying students from all three tiers of support to track the effectiveness of the strategies over two years and provide staff supporting students at all three tier levels with appropriate resources to effectively achieve satisfactory academic performance within this exceptionality.

Outcomes for 2017-18:

- Classroom teachers were able to deliver the regular curriculum with accommodations for the learner who is visually impaired.
- Classroom teachers and school personnel were more confident and comfortable interacting with a student who is visually impaired.
- Classroom teachers were able to engage the learner who is visually impaired using the strategies and materials provided by Vision Program personnel.

Goal for 2018-19: Classroom teachers of students who read braille and who receive the most intensive support from the TCDSB Vision Program will provide appropriate accommodations that enable the students to access the Ontario curriculum as independently as possible.

d) Deaf/ Hard of Hearing (D/HH) (Appendix D)

Goal for 2017-18: By June 2018, review and analyse results from 2016-17 surveys (D/HH Student Survey and D/HH Teacher Survey) and based on results, identify one elementary and two high schools to track usage of Hearing Assistance Technology over two years.

Progress towards Achievement of Goal: <mark>Monitor</mark> The D/HH Accountability Framework continues to monitor its 2017-2018 goal to review and analyse results from the 2016/17 D/HH Student Survey and D/HH Teacher Survey. Eighty percent (80%) of students identified as Deaf/Hard of Hearing completed the survey to explore and examine usage of Hearing Assistance Technology. Based on the survey results, areas of focus/next steps include identifying one elementary and two high schools to track usage of Hearing Assistance Technology over two years and provide the selected schools with appropriate resources to utilize Hearing Assistance Technology.

Outcomes for 2017-18:

- 100% of all D/HH student networking events (Girls' Talk, Boys' Club, annual D/HH family picnic) included parent participation and attendance

Goal for 2018-19: The 2017-18 goal to be carried forward for 2018-19 in order to more appropriately identify school and critical resources.

e) Giftedness (Appendix E)

Goal for 2017-18: Increase the percentage of students with Giftedness whose Self-Regulation and Organizational skills are rated as "Excellent" on their Provincial Report Card.

Progress towards Achievement of Goal: <mark>On Target</mark> The increase in "excellent" ratings for the categories of *Organization* and *Self-regulation* indicates targeted achievement.

Outcomes for 2017-18:

- "Excellent" ratings of Organization and Self-regulation skills have increased.
- Continue to implement strategies to address anxiety/perfectionism in students with Giftedness.

Goal for 2018-19: To continue to increase the percentage of students identified with Giftedness whose Self-Regulation and Organizational skills are rated as "excellent" on their Provincial Report Card.

Intended Outcomes for 2018-19:
To continue to increase the percentage of students identified with Giftedness whose Self-Regulation and Organizational skills are rated as "excellent" on their Provincial Report Card. This will be done through teacher in-service, focusing on developing resilience strategies appropriate for this student population using evidence based programs. Measurement is focused on the 2016-17 Grade 6 cohort, using their Grade 5 Term 1 Provincial Report Card as baseline. The goal is to increase and maintain the improvement for this cohort through Grade 8 to ensure successful transition into secondary school (therefore this is a 3-year goal).

f) Language Impairment (Appendix F)

Goal for 2017-18: To administer functional speaking and listening measure in Fall 2017 and Spring of 2018 to LI- ISP teachers to explore the progress and the learning needs of students with LI so that teachers can increase their capacity to understand and refine instruction to improve student learning and achievement. Survey results will inform goal setting for 2018/2019.

Progress towards Achievement of Goal: On Target The LI Accountability Framework is on target in meeting its 2017-2018 goal to explore the progress and the learning needs of students with LI so that teachers can increase their capacity to understand and refine instruction to improve student learning and achievement. Surveys to measure the functional speaking and listening skills of students with Language Impairment were completed by more than 70% of LI-ISP teachers. Speech-Language pathologists delivered responsive assessment and intervention support through board-wide early identification consultations, the Kindergarten Language Program (KLP), screening and assessment and/or targeted evidence-based oral language intervention to select students across the school board in response to specific student needs.

Outcomes for 2017-18:

- Preliminary survey results indicate that LI-ISP teachers perceived an improvement in student performance on oral language measures between September 2017 and June 2018.

- Students improved in their phonemic awareness and oral narrative skills as a result of the Senior Kindergarten Intervention for Phonemic Awareness (SKIPPA), Focused Intervention Program for Phonemic Awareness (FIPPA) and Structured Oral Narrative Intervention for Children (SONIC) interventions.

- Students who attended the KLP on average, improved from below-average performance to low-average performance on oral language measures over the course of the program.

- The modal Grade 6 reading score is Level 2. In recent years, L3/L4 scores have improved to 30%.

Goal for 2018-19:
To administer a functional speaking and listening measure in Fall 2018 and Spring of 2019 to LI- ISP teachers to further explore the progress and learning needs of students with LI, so that teachers can increase their capacity to understand and refine instruction to improve student learning and achievement. Survey results will inform goal setting for 2019/2020.

Intended Outcomes for 2018-19:
Over a two-year period, administer and collect twice yearly survey data on oral language measures for at least 80% of students in the LI-ISP classroom.

g) Learning Disability (LD) (Appendix G)

Goals for 2017-18: Math:
- By the end of the school year, to increase teachers' understanding of LD and its impact on teaching and learning math;

- To increase their use of effective teaching strategies.

Progress towards Achievement of Goal: <mark>Action Required</mark> Additional support is required for the provision of professional learning opportunities on the subject of understanding Learning Disabilities and their impact on students' ability to improve achievement in Math, particularly at L4 in grades 3 and 9 Applied, and in L3/L4 in grade 9 Academic.

Outcomes for 2017-18:
- Some improvement in math performance in Gr. 3 and 6,
- Some improvement in math performance in Gr. 9 Applied, but
- A decline in achievement in math performance in Gr. 9 Academic.

Goal for 2018-19:

Reading and Math: By year-end, increasing teachers' understanding of LD and its impact on teaching and learning in math and reading, and their use of effective teaching strategies. In particular, teachers will have increased knowledge of how different learning challenges result from particular deficits in cognitive processes, and in how to use and interpret standardized measures of academic achievement to assess levels of ability and to monitor progress following intervention.

Intended Outcomes for 2018-19:

- Special Education and Regular Classroom Teachers participating in targeted PD sessions

- during the school year educators will become more knowledgeable and effective in the use of focused strategies and accommodations for teaching math to students with LD, as indicated by survey results regarding their promising practices at the end of the school year.

h) Mild Intellectual Disability (MID) (Appendix H)

Goal for 2017-18: To create a framework to support the work of schools with students with the MID identification.

Progress towards Achievement of Goal: **Action Required** work of creating and updating the MID framework was begun with the committee, however, some clarification regarding the MID identification was needed. In 2018-2019 the committee has included psychology staff to aid in the creation of the framework and to help clarify the criteria for identification and placement. Informative discussions are taking place regarding the MID learner's profile compared to the ME/DD learner's profile with our psychology colleagues. The 2018-2019 goal is to complete the MID framework and share with all stakeholders.

Outcomes for 2017-18:
- Discussion of MID learner's profile to enhance understanding.
- Determination of need to include psychology staff in the collaboration.
- Continued professional dialogue with a multidisciplinary team.

Goal for 2018-19:
By June 2019, the MID Framework will be completed and shared. The criteria for MID ISP class placement will be clearly communicated to all programming stakeholders.

Intended Outcomes for 2018-19 and beyond:
By the end of June 2020, improve student learning: by building system capacity, sharing of best practices, and providing meaningful learning

experiences. Additionally, the various pathways for students with the MID profile will be shared to inform programing.

i) Multiple Exceptionalities and Developmental Disabilities (ME/DD) (Appendix I)

Goal for 2017-18: By the end of the school year, there will be increased teacher understanding and use of the program *MEVille to WEVille* to address the functional literacy of elementary students.

Progress towards Achievement of Goal: Monitor Eighty-three percent (83%) of the elementary schools with an ME/DD Intensive Support Program (ISP) class attended the 2-day professional development opportunity on the evidence-based literacy resource *MEVille* to *WEVille*. This resource was purchased for all elementary ME/DD classes and distributed to the ISP teachers.

For 2018-2019 elementary teachers who work in ME/DD ISP classes have been invited to attend the *Equals* workshop. This additional, evidence-based numeracy program was purchased for each elementary ME/DD ISP class.

Through surveys, teacher learning needs/preferences are being investigated. Additional professional development opportunities (through Professional Learning Networks and webinars) are being provided for ME/DD ISP teachers to share promising practices.

Outcomes for 2017-18:
- Professional development occurred to help build capacity focusing on literacy for DD-ME ISP teachers in elementary

- Positive feedback from participants in the professional development was received through a survey form;

- Appropriate resources were made available to assist in Literacy program planning;

- To support the implementation of an after school Professional Learning Network for DD-ME ISP teachers.

Goal for 2018-19:
By the end of the school year, there will be increased teacher understanding and use of *Equals* to address the numeracy program for elementary students.

Intended Outcomes for 2018-19 and beyond:
By the end of June 2020, elementary DD/ME ISP classes will be implementing strategies from the *Equals* numeracy program. The goal will be measured through surveys, webinar participation, and the collaborative sharing of best practices during professional development sessions. The level of student engagement will increase in numeracy activities and this increase will be determined based on surveys, teacher feedback and classroom observations.

By the end of June 2020, secondary DD/ME ISP classes will be implementing the ELSB for Older Students resource. The goal will be measured through surveys and sharing of best practices during professional development sessions. Student engagement will be increased in literacy activities based on surveys and classroom observations.

Part B: Safe Schools Information for Students with Special Needs

Please refer to **Appendix J** for further information, including a 5-year trend for Students with an Individual Education Plan (IEP). Below, 2017-18 data is compared to that of 2016-17:

1. Board:
   i) number of students suspended decreased from 894 to 864.

2. Elementary Schools:
   i) slight increase in number of students with an IEP suspended (+3),
   ii) slight increase in number of male students suspended (+8),
   iii) decrease in number of female students suspended (-5).

3. Secondary schools:
   At the secondary level, data indicate an overall reduction in the number of suspensions for students with an IEP, including a reduction in the number of males and females suspended.

i) decrease in number of students with an IEP suspended (-33)
ii) decrease in number of male students suspended (-32)
iii) slight decrease in number of female students suspended (-1)

Notwithstanding the slight increase in elementary school suspensions since 2016-17, there has been a downward trend over the last four years in overall suspensions of TCDSB students with an IEP.

Part C -An overview of student achievement in 2017-18 as it pertains to students with Special Education needs.

1. Parts C and D of the report will provide an overview of student achievement as well as an analysis of some of the exceptionalities outlined in the Executive Summary. EQAO results pertain only to students in grades 3, 6, 9 and 10 who have Special Education needs. As such, within some exceptionalities the low numbers in each grade will not be reported. Please refer to **Appendix K** for detailed information on Grade 3 and 6 Reading, Writing, and Mathematics scores as well as Grade 9 Math and Grade 10 OSSLT for the exceptionalities reported.

2. Provincial comparisons of results reported below are for students with Special Education needs.

3. The summary of results presented is for students with Special Education needs achieving level 3 and 4 on the provincial assessments (excluding Gifted).

4. Terms of reference: "FTE" refers to First Time Eligible writers of the Ontario Secondary School Literacy Test (OSSLT). "PE" refers to Previously Eligible writers of the OSSLT. "OSSLC" refers to the Ontario Secondary School Literacy course that can be taken following at least one attempt of the OSSLT.

5. For Gr. 3 Reading, Writing: TCDSB (n = 1,064); Province (n = 23,296)
   For Gr. 3 Math: TCDSB (n = 1,083); Province (n = 23,789)
   For Gr. 6 Reading, Writing, Math: TCDSB (n = 1,245); Province (n = 28,757)

Areas of Relative Strength:

Grade	Domain	To-From (%)	Change (%)	Province (Below, Above, Same As)
3	Writing	55% to 52%	- 3%	Same as
6	Reading	48% to 48%	0%	Below (54%)
6	Writing	53% to 50%	-3%	Above (49%)
9	Math-Applied	32% to 35%	+3%	Below (37%)

Areas for Growth:

Grade	Domain	To-From (%)	Change (%)	Province (Below, Above, Same As)
3	Reading	45% to 43%	-2%	Below (46%)
3	Math	30% to 27%	-3%	Below (29%)
6	Math	15% to 13%	-2%	Below (17%)
9	Math-Academic	67% to 64%	-3%	Below (71%)

Grade 10 OSSLT (Successful) and OSSLC (Completing):

Grade	Domain	To-From (%)	Change (%)	Province (Below, Above, Same As)
10	FTE	53% to 46%	-7%	Below (48%)
10	PE	32% to 26%	-6%	Same (26%)
	OSSLC	39%	+1%	Below (43%)

Next Steps:

    i. As part of the Focus on Fundamentals Math Strategy, continue to provide release days for special education teachers to work with grade level teachers to develop and implement strategies to support mathematics (all grades).

    ii. Continue to develop literacy strategies in reading and

writing (all grades) to enable students to effectively analyse word math problems as well as to produce increasingly complex writing samples.

Part D – EQAO Overall Achievement of Students receiving Special Education support(s) by Exceptionality

(Autism, LI, LD)

1. A large proportion of students with Special Education supports participate in the Grades 3, 6 and 9 EQAO assessments and the Grade 10 OSSLT. Given the wide range of performance on these assessments and considerable differences in the prevalence of certain exceptionalities, **it would not be appropriate or feasible to report on some exceptionalities**.

2. **Appendix L** charts EQAO and OSSLT students who achieved at L3 and L4, over 2 years, for the following exceptionality: **Autism**
   Some highlights are described below:

Gr. 3 (n=146); Gr. 6 (n=109); Gr. 9 Academic (n=23); Gr. 9 Applied (n=26)

Areas of Relative Strength:

Grade	Domain	To-From (%)	Change (%)
3	Participating	12 to 13	+1
3	Reading	29 to 29	0
3	Math	24 to 28	+4
6	Reading	33 to 41	+8
6	Math	19 to 21	+2

Areas for Growth:

Grade	Domain	To-From (%)	Change (%)
3	Writing	39 to 31	-8
6	Participating	10 to 9	-1
6	Writing	43 to 39	-4
9	Math, Academic	86 to 83	-3
9	Math, Applied	48 to 34	-14

Grade 10 OSSLT (Participating, Successful, Deferrals) and OSSLC (Completing):

Gr. 10 FTE (n=76); PE (n=47); OSSLC (n=15)

Grade	Domain	To-From (%)	Change (%)
10 FTE	Participating	61 to 64	+3
10 FTE	Successful	84 to 76	-8
10 PE	Participating	44 to 57	+13
10 PE	Successful	15 to 30	+15
10 FTE	Deferrals	37 to 36	-1
10 PE	Deferrals	9 to 9	0
	OSSLC	40 to 32	-8

Next Steps:

    i.   Continue to assist students at all grade levels to identify emotions and demonstrate effective self-regulation strategies. Improved self-regulation promotes increased opportunities for meaningful access to the curriculum.

3. **Appendix M** charts EQAO and OSSLT achievement results of students at L3/L4, over 2 years, for the following exceptionality: **Language Impairment (LI)**

Areas of Relative Strength:

Gr. 3 (n=58); Gr. 6 (n=90); Gr. 9 Academic (n=8); Gr. 9 Applied (n=42)

Grade	Domain	To-From (%)	Change (%)
3	Math	20 to 31	+11
6	Participating	5 to 7	+2
6	Reading	30 to 30	0
9	Math, Applied	37 to 39	+2

Areas for Growth:

Grade	Domain	To-From (%)	Change (%)
3	Participating	7 to 6	-1
3	Reading	43 to 41	-2
3	Writing	49 to 45	-4
6	Writing	49 to 37	-12
6	Math	8 to 7	-1

Grade 10 OSSLT (Participating, Successful, Deferrals) and OSSLC (Completing):

Gr. 10 OSSLT FTE (n=63); PE (n=53); OSSLC (n = 20)

Grade	Domain	To-From (%)	Change (%)
10 FTE	Participating	4 to 6	+2
10 FTE	Successful	50 to 31	-19
10 FTE	Deferred	40 to 44	+4
10 PE	Participating	4 to 5	+1
10 PE	Successful	14 to 19	+5
10 PE	Deferred	13 to 11	-2
	OSSLC	28 to 38	+10

Next Steps:

  i. Continue to facilitate early intervention processes, for example Speech/Language Pathologist (SLP) consultation in the Kindergarten classroom, promoting the Board-wide Early Intervention Strategy.

4. **Appendix N** charts EQAO and OSSLT achievement results for students at L3/L4, over 2 years, for the following exceptionality: **Learning Disability (LD)**

Gr. 3 Reading, Writing (n=39); Gr. 3 Math (n=41); Gr. 6 (n=171); Gr. 9 Academic (n=54); Gr. 9 Applied (n=179)

Areas of Relative Strength:

Grade	Domain	To-From (%)	Change (%)
3	Participating	1 to 4	+3
3	Reading	42 to 59	+17
3	Math	31 to 32	+1
6	Math	13 to 16	+3
9	Math, Applied	32 to 33	+1

Areas for Growth:

Grade	Domain	To-From (%)	Change (%)
3	Writing	75 to 67	-8
6	Reading	56 to 54	-2
6	Writing	53 to 52	-1
9	Math, Academic Participating	27 to 22	-5
9	Math, Academic	72 to 50	-22

Grade 10 OSSLT (Participating, Successful, Deferrals) and OSSLC (Completing):

Gr. 10 OSSLT FTE (n=333); PE (n=344); OSSLC (n =143)

Grade	Domain	To-From (%)	Change (%)
10 FTE	Participating	79 to 77	-2
10 FTE	Successful	52 to 45	-7
10 FTE	Deferred	20 to 22	+2
10 PE	Participating	51 to 47	-4
10 PE	Successful	35 to 25	-10
10 PE	Deferred	4 to 5	_+1
	OSSLC	39 to 42	+3

Next Steps:

    a. As part of the Focus on Math Fundamentals (Renewed Math Strategy), continue to provide release days for special education teachers to work with grade-level teachers to promote an increased understanding of LD and its impact on teaching and learning Mathematics (all grades)

    b. Continue implementation of Empower and Lexia programs as strategies that support decoding and comprehension for students in the Primary and Junior divisions. Improvement in these areas will have a positive impact on achievement in Mathematics, especially with word problems.

Part E: Update on Implementation of Specific Special Education Programs

1. Empower Update for 2017-18 (Appendix O)

Empower Reading ™ is an evidence-based reading intervention program, which was developed by the Learning Disabilities Research Program at the Hospital for Sick Children. This program is based on 25 years of research in Canada and the United States.

The goals of Empower Reading ™ are:

    i) to teach struggling readers a set of effective strategies for decoding words and understanding text;

    ii) to allow students to experience success in reading and gain confidence in their own reading skills;

    iii) to help students become independent readers equipped with multiple word-attack strategies;

    iv) to empower students to move beyond decoding strategies and read independently for meaning and information.

The TCDSB has continued to offer Empower as an intervention for students in grades 2-5 who have demonstrated significant difficulties in decoding and spelling.

Since 2013-14, TCDSB has also offered both a decoding and spelling program for students in grades 6-8, as well as a program focused on comprehension and vocabulary for students in grades 2-5 who are identified (or thought likely to be identified) with a Learning Disability or Language Impairment, and need help with decoding.

In 2017-18, participating students in the Gr. 2-5 Decoding/Spelling (DS), Gr. 6-8 Decoding/Spelling (DS), and Gr. 2-5 Comprehension/Vocabulary (CV) programs numbered as follow:

Participating students	Gr. 2-5 DS	374
	Gr. 2-5 CV	118
	Gr. 6-8 DS	12

It should be noted that participation in the grade 2-5 DS program was much higher for grade 2 and 3 students than for grade 4 and 5 students:

Gr. 2	145
Gr. 3	146
Gr. 4	49
Gr. 5	34

Currently (2018-2019), TCDSB has 59 active locations/schools providing Empower with many locations offering multiple programs.

Student performance has been measured in all programs through assessments of literacy that are appropriate to the specific decoding or comprehension intervention.
This report summarizes research results indicating positive outcomes for students in all three interventions and reports from teacher interviews on the efficacy of Empower.

A more detailed analysis of student outcomes using the Empower Reading program is outlined in Appendix O.

2. Lexia Intervention Update for 2017-18 (Appendix P)

Lexia Reading is a web-based reading intervention that focuses on:

- Foundational reading development for students pre-K to Grade 5 (Lexia Core5), and
- Reading development for struggling readers in Grades 6 -12 (Lexia PowerUp).

Lexia Core5 is an evidence-based individualized reading intervention that provides explicit, systematic, structured practice on the underline reading skills of:

- Phonological Awareness,
- Phonics,
- Structural Analysis,
- Automaticity/Fluency,
- Vocabulary, and
- Comprehension

Lexia PowerUp has students working online in three different instructional strands. The three strands are:
- Word Study
- Grammar, and
- Comprehension

The three strands improve student proficiency and independence in reading and understanding complex, authentic texts. In April 2018, Grade 5-8 student licenses were migrated to Lexia PowerUp. Most PowerUp licenses are beginning to be used in 2018-2019 school year.

A more detailed summary of student outcomes with the Lexia Reading intervention is outlined in Appendix P.

E.   CONCLUDING STATEMENT

This report is for the consideration of the Board.

2017-18	
Exceptionality: Autism	**Number of students (K-12) with this exceptionality**: 1852 K – 12 Regular Class: 1287 K – 12 Special Education Class: 565

Focus Subgroup: Students in Year 1 of the Program to Assist Social Thinking (PAST)

Goal(s) (2017-18):	**Goal Timeline:**
The self-regulation of students in the PAST program will be tracked. By the end of the school year, more students in the PAST program will be able to identify their emotions independently, identify a reason for their emotion and identify a strategy addressing the emotion. The focus is to track the progress of the students in identifying and using strategies to address their emotions to demonstrate overall improvement in self-regulation. The most effective strategies used to teach this curriculum where students are successful will be recorded to create resources that can be shared to build capacity within the schools to support students with Autism.	2017/18- Targeted students in year 1 of the PAST Program and tracking students 2018/19- Targeted students in year 2 of the PAST Program and tracking students 2019/2020- Targeted students in year 3 of the PAST Program and tracking students

Instructional Strategy:

The first year curriculum in the PAST program focuses on the emotion family. The main emotions taught include happy, sad, angry, surprised, excited, afraid, worried. Resources used include the books My Feelings, Awesome and In Control and Zones of Regulation with an emphasis on the 3-point scale and size (small, medium, large) of the problem.

In teaching the students about emotions the strategies include the following:

1. Identifying feelings based on facial expression of self and others
2. Identifying feelings based on body language and gesture
3. Identifying feelings based on contextual cues
4. Identifying feelings by attending to physical sensations

In order to teach levels of the emotions and size of the problem the PAST teachers use role-play, playing games, cartoons drawing to show the emotion, showing real people expressing emotions. They also use a feelings/emotions chart throughout the day.

In year 1 the biggest and most common challenges for students are big reactions to a problem (which don't match the size of the problem) and setting up a safe spot. They work with the students to understand the problem and teach students about a safe spot and how it is accessed. Other strategies include a self-regulation jar (used as a visual)

while counting to 10 (calming the brain down), 6 sided breathing (breath in, hold, breath out, 3 times), relaxation and meditation and Model Me Kids, which is an evidence-based video modelling resources which teaches social skills. The students work on goals in the home school and at home using generalization sheets.

Data supporting Observations: (where available)

Through the use of tracking sheets, improvement from pre- to post-test period was observed by teachers in the students' abilities in understanding and sharing their emotions and students were able to problem solve and come up with strategies. The tracking sheets focused on the students' ability to identify their emotion using the emotions board in the morning and afternoon, describing why they feel that emotion and identifying at least one strategy address the emotion.

Outcomes/Observations/Learning:

- The outcomes observed were positive. Overall, students were able to independently identify their feelings, correctly describe a reason for their feelings without assistance and correctly identify one strategy to address their emotion without assistance more frequently.
- With regards to students identifying how they are feeling using the emotions board, the percentage of observations where students were able to identify their feelings independently improved from 55% in the pretest period to 82% in the post-test period.
- The percentage of observations where students were able to describe a reason why they were feeling a certain emotion without assistance improved from 41% to 66% in the same pre- to post-test period.
- The percentage of observations where students were able to identify one strategy without assistance to address the emotion improved from 35% to 53% in the same pre- to post-test period.
- Building capacity in the system through targeted Professional Development (PD) will continue in 2018/19 through the involvement of the multi-disciplinary Autism team.
- The two-year PD plan focusing on ABA principals, educational practices, communication, sensory and understanding behavior for Kindergarten and Special Education Teachers in Elementary schools was completed in 2017/18.
- PD opportunities support staff focusing on ABA Training for Students with Autism Spectrum Disorders (ASD); Communication and Autism: Effective Communication Strategies for the Classroom Setting; Understanding & Addressing Challenging Behaviours of Students with ASD will continue in 2018/19.
- Ministry sponsored Autism certificate courses for educators through the Geneva Centre will continue in 2018/19. Interest in this certification continues to be high.
- PD for Administrators is being developed and will be delivered in 2018/19.

2018-19	
Goal for 2018-19: The self-regulation of Year 2 students in the PAST program will continue to be tracked. Using the Zones of Regulation, by the end of the school year, more students in the PAST program will be able to identify which zone they are in independently, identify a reason why they are in that zone and identify a strategy to help move towards the green zone. The focus is to track the progress of the students in identifying and using strategies to address their emotions to demonstrate overall improvement in self-regulation. The most effective strategies will continue to be recorded to create resources that can be shared to build capacity within the schools to support students with Autism.	**Goal Timeline:** 2017/18, 2018/19, 2019/20

Intended Outcomes: (State in form of Smart Goal-please consider how this goal will be measured)

If students are explicitly taught strategies to be flexible in their thinking, to understand their emotions and to play cooperatively, then there will be an improvement in their self-regulation skills. Using checklists and feedback from the teachers in the PAST program, the data will be tracked to measure success. This is the second year of a 3-year goal that will follow the group of Year 2 students. In addition, the committee's goal is to communicate with all classrooms about the effective self-regulation techniques have been found in order to assist all students with Autism to reach their full potential.

By June 2020, 80 % of targeted students in the PAST program will be able to understand their emotions and use strategies to be flexible in their thinking as measured by teacher checklists tracked over a pre- and post-test period.

Accountability Framework for Special Education 2017-18	
Exceptionality: Behaviour	**Number of Students with this exceptionality**: 178
Focus Subgroup: 126 Students in ISP classes	
Goal (2017-18): Increase capacity of students' social/emotional prerequisite skills for learning Reading, Writing and Mathematics through the development of social skills, self-esteem, self-advocacy and self-regulations skills.	**Goal Timeline:** September 2018 – June 2019

Instructional Strategies:

- Deliver *Stop Now And Plan (SNAP)* which is an evidence based behavioural model that provides a framework for teaching children struggling with behaviour issues effective emotional regulation, self-control and problem-solving skills in each Behavioural ISP
- Provide designated in-services to both ISP Behaviour Teachers and Child & Youth Workers which focus on training, monitoring and evaluation of the *Stop Now And Plan (SNAP)* program
- Provide learning opportunities regarding classroom management, self-regulation, building positive rapport and increasing collaborative activities during unstructured times such as recess
- Involve the Child Development Institute in the monitoring of the *Stop Now And Plan (SNAP)* program by observing Behaviour ISP Classrooms and providing feedback to Behaviour ISP staff
- Devise individual measurable goals, develop specific strategies, evaluate progress on a weekly basis and revise or create new goals together with each student registered in a Behaviour ISP. These goals should be based upon concepts with the SNAP program
- Provide support to assist in the development and consistency of tracking and revision of those individual measurable goals
- Articulate the progress of the individual measurable goals to parents/ guardians of students in the Behaviour ISP
- Upon request, provide the *Friends* program in Behaviour ISP Classes and/or classes in which students with behavioural identifications attend for integration
- Foster a Professional Learning Network through on-going e-mail communications amongst Behaviour ISP Teachers, CYWS and the Behaviour ISP Assessment and Program Teacher

- Support for the Behaviour ISP programs with the ISP Assessment and Program Teacher
- Develop a list of recommended classroom resources to support the development of social skills, self-esteem, self-advocacy and self-regulations skills
- Use JUMP Math
- Use Lexia Reading Programme
- Use Assistive technology (i.e. Smart Board & use of chromebooks for students along with smart projector, Premier, Co-writer, Draft Builder, Kurzweil and Dragon Naturally Speaking)

Data supporting Observations: (where available)
- EQAO data is insufficient due to extremely low numbers of students completing the standardized tests
- All 20 Behavioural ISPs have been monitored through the support of the Behavioural ISP APT and the school social worker
- IPRC reports, IEPs and report cards have been reviewed
- Individual measurable goals were developed for each student in a Behavioural ISP. Progress is monitored with the support of the School Social Worker and the Behaviour ISP APT. Progress with the individual measurable goals is reviewed with parents/ guardians through the regular teacher and parent communication as well as the annual IPRC.

Outcomes/Observations/Learning:
- Staff who provide support in all 20 Behavioural ISPs have been trained in *Stop Now And Plan (SNAP)*. Implementation has been monitored by the Behaviour ISP Assessment and Programing teacher and supported through the Child Development Institute. CDI has indicated that the programs are operating with fidelity. Four additional trainings were provided four Behavioural ISP staff (2 for teachers and 2 for CYWs). The number of students who utilize SNAP skills has increased as indicated in report cards.
- A professional Learning Network through was established with on-going e-mail communications amongst Behaviour ISP Teachers, CYWS and the Behaviour ISP Assessment and Program Teacher. The majority of Behaviour ISP staff have accessed this support.
- The *Friends* program was provided in two Behaviour ISP classes. Students appear less anxious and more prepared to focus on lessons.

- JUMP Math, the Lexia Reading Programme and Assistive technology are being used in each of the 20 Behaviour ISPs. EQUAO scores are insufficient to measure progress but report cards and IPRC reports indicate academic progress for most students.
- Levels of integration for students have increased which could lead to increased demission rates.

Accountability Framework for Special Education 2018-19

Goal for 2018-19: Increase the capacity of classroom teachers and educational assistants to support the integration of students registered in a Behavioural ISP and/or support the self-regulation of students registered in a "regular" elementary (or secondary) classroom setting.	**Goal Timeline:** September 2018 to June 2019

Intended Outcome(s): Prior to the completion of the 2018/19 school year, "regular" classroom teachers and educational assistant will have increased opportunities to obtain evidence based knowledge and to develop evidence based strategies which support the self-regulation of students. This can be accomplished by familiarization of classroom teachers with the *Zones of Regulation* program as well as with other student self-management strategies acquired during optional "lunch and learn" sessions.

Instructional Strategies:
- Within at least 30 classrooms located in various schools across the TCDSB, in both the 2017/18 and 2018/19 school years, the Student Support Response Teams, (consisting of a Behaviour Intervention Teacher and a Child & Youth Worker, will support a student who is experiencing self-regulation difficulties). Their interventions will model evidence based strategies for the classroom teacher and if applicable, education assistant.
- Further develop staff knowledge of evidence based de-escalation strategies by providing a new CPI training format to increase the yearly number of TCDSB employees who are certified in Crisis Prevention Intervention (CPI).
- Prior to the completion of the 2018/19 school year, revise the format for Behavioural Support Plans which may be used in conjunction with Individual Education Plans (IEP)s or on their own to support, monitor and revise self-regulation strategies utilized in the "regular" classroom setting.
- The ISP Behaviour teacher and CYW will provide information to the rest of the staff on the principals and language of the SNAP programme so that they can reinforce the language and strategies in the regular classes and during unstructured times.
- ISP Behaviour teachers and CYWs will share the students' individual measurable goals and specific strategies with each of the integrated teachers.

- The ISP Behaviour teachers and CYWs work collaboratively with the integrated teachers to evaluate the students' progress on a weekly basis and revise or create new goals and strategies together for each student.
- Working collaboratively the ISP Behaviour Teacher, CYW and the integrated teachers will develop a strategy of tracking and revising of those individual measurable goals and strategies.

2017-18	
Exceptionality: Blind and Low Vision (BLV)	**Number of Students with this exceptionality**: 12
Focus Subgroup: Students with BLV needs who receive Tier 3 support (i.e., weekly, direct instruction from a Specialist Teacher of the Blind) from the TDSB Vision Program.	
Goal(s) (2017-18): Regular classroom teachers and other school personnel who support learners with vision loss will engage in targeted professional learning to ensure student success in the inclusive classroom.	**Goal Timeline**: 2017 – 2018

Instructional Strategies:
- 1:1 professional learning provided by TDSB Vision Program staff (Itinerant Vision Teachers, Orientation & Mobility Specialists).
- Opportunities to observe specific instructional strategies employed by Vision Program personnel.
- Modelling of disability-specific teaching strategies by Vision Program personnel.
- Provision of accommodated materials (i.e., braille, tactile diagrams, enlarged print, digital formats) for classroom teachers.
- Training and support on the use of assistive technology.

Data supporting Observations: (where available)

Outcomes/Observations/Learning:
- Classroom teachers will be able to deliver the regular curriculum with accommodations for the learner who is visually impaired.
- Classroom teachers and school personnel will feel more confident and comfortable interacting with a student who is visually impaired.
- Classroom teachers will be able to engage the learner who is visually impaired using the strategies and materials provided by Vision Program personnel.

2018-19	
Goal for 2018-2019: Classroom teachers of students who read braille who receive the most intensive support from the TDSB Vision Program will provide appropriate accommodations that enable the students to access the	**Goal Timeline**: 2018-19 School Year

Ontario curriculum as independently as possible.	

Data Supporting Observations:
After receiving support from the TDSB Vision Program as outlined above in Instructional Strategies, classroom teachers will be surveyed regarding the 4 items listed below.

Intended Outcomes:
- Classroom teachers will demonstrate increased
  (a) personal comfort level teaching a student who reads braille
  (b) frequency of consultation with Vision Program personnel
  (c) ability to assist students who are blind with some aspects of their assistive technology
  (d) understanding of the learning needs and essential accommodations for a learner who is blind

2017-18	
Exceptionality: Deaf/Hard of Hearing	**Number of Students with this exceptionality**: 92 26 in ISP classes
Focus Subgroup: students with an identification of D/HH and/or those receiving Itinerant D/HH support	
Goal(s) (2017-18): By June 2018, review and analyze results from 2016-17 surveys (D/HH Student Survey and D/HH Teacher Survey) and based on results, identify one elementary and two high schools to track usage of Hearing Assistance Technology over two years.	**Goal Timeline:** 3-year plan **2017/2018 –** data collection **2018/2019 –** track implementation **2019-2020** - track implementation

Instructional Strategies:
- Revised goal due to address resource allocations and staffing needs
- Reviewed survey results from 74 D/HH students exploring and examining usage of Hearing Assistance Technology
- Reviewed survey results from 53 teachers of D/HH students exploring and examining usage of Hearing Assistance Technology
- Communicated Accountability Framework for Special Education (AFSE) goals to classroom teachers of D/HH students through consultation with Itinerant D/HH teachers
- Provided appropriate professional development to parents and teachers who work with D/HH students in regular and ISP classes, and other Board staff

Data supporting Observations:
- More than 80 percent of students identified as D/HH and/or those receiving itinerant support engaged in face-to face social networking and communication enrichment experiences, such as Girls' Talk and Boys' Club
- More than 100 students and their family members attended the annual D/HH family picnic
- Weekly newsletters were shared system-wide on supporting D/HH students in the regular class for Speech, Language and Hearing awareness month in May

Outcomes/Observations/Learning:
- 100% of all D/HH student networking events (Girls' Talk, Boys' Club, annual D/HH family picnic) included parent participation and/or attendance
- 2017-18 goal to be carried forward for 2018-19 in order to more appropriately identify school and critical resources needed to implement goal

2018-19	
Goal for 2018-19: By June 2019, review results from 2016-17 surveys (D/HH Student Survey and D/HH Teacher Survey) and based on results, identify one elementary and two high schools to track usage of Hearing Assistance Technology over two years.	**Goal Timeline: revised 3-year plan** **2017/2018 –** data collection **2018/2019 –**plan development **2019-2020 –** plan implementation
Intended Outcomes: Results reviewed from 2016-17 surveys (D/HH Student Survey and D/HH Teacher Survey) will inform implementation plan.	

Accountability Framework for Special Education 2017-18	
Exceptionality: Gifted	**Number of Students with this exceptionality**: 2249

Focus Subgroup: 250 students with Giftedness, 2017-18 Grade 7 cohort	
Goal for 2017-18: Increase the percentage of students with Giftedness whose Self-Regulation and Organizational skills are rated as "Excellent" on their Provincial Report Card.	**Goal Timeline**: This is a 3-year goal: 2016-17 2017-18 2018-19

Instructional Strategies:

- Building capacity for Gifted Withdrawal and Congregated Program Teachers, through professional development activities (October 2018 Newsletter titled *Time Management Skills,* distributed to all TCDSB staff; presentation of *Supporting Minds-Anxiety Module* from School Mental Health Assist (December 2017).
- PD presentation on *Supporting the emotional health of students with Giftedness: How to recognize depression/anxiety and how to help*" in December 2017; Supporting regular classroom teachers by offering a bank of IEP Accommodation comments for Gifted students.

Data Supporting Observations:

2017/2018 Grade 6 Cohort	Baseline: Grade 7 Term 1 Provincial Report Card		2017/2018 Term 2 Grade 7 Provincial Report Card (250)	
	Organization	Self-Regulation	Organization	Self-Regulation
Excellent	64.0 %	62.4%	68.0%	69.6%
Excellent+Good	91.6%	94.0%	90.4%	92.8%

Outcomes/Observations/Learning:

- Excellent ratings of Organization and Self-regulation skills have increased.
- Continue to implement strategies to address anxiety/perfectionism in students with Giftedness.

Accountability Framework for Special Education 2018-19	
Goal for 2018-19:	**Goal Timeline:**
To continue to increase the percentage of students identified with Giftedness whose Self-Regulation and Organizational skills are rated as "excellent" on their Provincial Report Card. This will be done through teacher in-service, focusing on developing resilience strategies appropriate for this student population using evidence based programs. Measurement is focused on the 2016-17 Grade 6 cohort, using their Grade 5 Term 1 Provincial Report Card as baseline. The goal is to increase and maintain the improvement for this cohort through Grade 8 to ensure successful transition into secondary school (therefore this is a 3-year goal).	This is a 3-year goal: 2016-17, 2017-18, 2018-19
Intended Outcomes: To increase and maintain the improvement of organization and self-regulation skills for this cohort through Grade 7 and 8 (by the end of 2018-19 school year) as evidenced in report card ratings to ensure successful transition into secondary school.	

2017-18	
Exceptionality Language Impairment	**Number of Students with this exceptionality**: 855

Focus Subgroups:
1. students in Language Impaired – Intensive Support Programs (197 students)
2. kindergarten and primary students board-wide at risk for oral language delays

Goal(s) (2017-18): Administer functional speaking and listening measure in Fall 2017 and Spring of 2018 to LI- ISP teachers to explore the progress and the learning needs of students with LI so that teachers can increase their capacity to understand and refine instruction to improve student learning and achievement. Survey results will inform goal setting for 2018/2019.	**Goal Timeline: 3-year goal** 2017/2018 – Data collection 2018-2019 – Data collection 2019-2020 -- Data Analysis

Instructional Strategies:
Facilitated early intervention processes (e.g., Speech-Language Pathologist's consultation to Kindergarten classrooms; promotion of the board-wide Early Identification Strategy).
Implemented strategic roll-out of SONIC (Structured Oral Narrative Intervention for Children), FIPPA (Focused Intervention Program for Phonemic Awareness), and SKIPPA (Senior Kindergarten Intervention for Phonemic Awareness) for selected students in kindergarten and grade one.
Delivered Kindergarten Language Program to SK students at risk for oral language and literacy delays.
Collaborated with LI-ISP teachers and Accountability Framework committee to facilitate participation in survey.
Provided parents and teachers with information and professional development materials relevant for addressing oral language and literacy skills for students with LI.

Data supporting Observations:
- Speech-Language Pathologists delivered the intervention to five groups of students in four schools; FIPPA to one group of students and SONIC to a select group of students at one school.
- Two hundred and fifty-six students attended the Kindergarten Language Program. At demission, 15% of the students were recommended for an LI-ISP placement for grade one; further psychological assessment was recommended for 3% of the students; and 20% of the students were recommended for a developmental assessment.

- Nineteen LI-ISP teachers participated in the pre-survey and reported on 116 students.
- Results for seven-five students were analyzed in the pre- and post-survey.

Outcomes/Observations/Learning:
- Preliminary survey results indicate that LI-ISP teachers perceive an improvement in student performance on oral language measures between September 2017 and June 2018.
- Students improved in their phonemic awareness and oral narrative skills as a result of the SKIPPA, FIPPA and SONIC interventions.
- Students who attended the KLP on average, improved from below average performance to low average performance on oral language measures over the course of the program.
- The proportion of Gr. 3 LI students with Level 3 EQAO Reading scores has improved over the last two years.
- The modal Grade 6 reading score is Level 2. In the last two years, Level 3 - 4 scores have improved to 30%.

2018-19	
Goal for 2018-19: Administer functional speaking and listening measure in Fall 2018 and Spring of 2019 to LI- ISP teachers to further explore the progress and the learning needs of students with LI so that teachers can increase their capacity to understand and refine instruction to improve student learning and achievement. Survey results will inform goal setting for 2019/2020.	**Goal Timeline: Year 2 of 3-year goal** 2018-2019 – Data collection 2019-2020 -- Data Analysis

Intended Outcomes:
Over a two-year period, administer and collect twice yearly survey data on oral language measures for at least 80% of students in LI-ISP classrooms.

Accountability Framework for Special Education 2017-18	
Exceptionality Learning Disability	**Number of Students with this exceptionality**: 2665
Focus Subgroup: All students with LD identification	
Goal for 2017-18: Math: By the end of the school year, increase teachers' understanding of LD and its impact on teaching and learning math, and increase their use of effective teaching strategies.	**Goal Timeline**: September 2017-June 2018

Instructional Strategies:

- In-servicing of teachers to increase understanding of students with LD to increase math achievement (December 2017, February 2018). Math instructions supported by a variety of interventions (Focus on Fundamentals (formerly the Renewed Math Strategy)).
- Empower Reading Intervention (Decoding/Spelling Grade 2-5 and 6-8; Comprehension/ Vocabulary Grade 2-5): offered in 71 TCDSB elementary schools.
- Lexia Reading Intervention to support the learning of Decoding, Comprehension and Vocabulary: offered in 65 schools (73 Teachers and 5 APTs attended the October 2016 Lexia training).
- Students with LD are supported to learn self-advocacy and social-emotional skills. LD ISP teachers offered one-day training with FRIENDS Resilience classroom intervention program.

Data supporting Observations:

Students Identified as Learning Disability: Percentage at Level 3 or 4 in Math		
	2016-2017	2017-2018
Grade 3 EQAO	31%	32%
Grade 6 EQAO	13%	16%
Grade 9 EQAO • Applied • Academic	 32% 72%	 33% 50%

Outcomes/Observations/Learning:

Some improvement in math ability in elementary grades. Continue to implement the above strategies to support students with LD.

Accountability Framework for Special Education 2018-19	
Goal for 2018-19: Reading and Math: By year-end, increasing teachers' understanding of LD and its impact on teaching and learning in math and reading, and their use of effective teaching strategies. In particular, teachers will have increased knowledge of how different learning challenges result from particular deficits in cognitive processes, and in how to use and interpret standardized measures of academic achievement to assess levels of ability and to monitor progress following intervention.	**Goal Timeline**: September 2018-June 2018
Intended Outcomes: Special Education and Regular Classroom Teachers participating in targeted PD sessions during the school year will become more knowledgeable and more effective in the use of appropriate teaching strategies and accommodations for teaching math to students with LD, as indicated by survey results regarding their promising practices at the end of the school year.	

Accountability Framework for Special Education 2017-2018	
Exceptionality Mild Intellectual Disability	**Number of students (K – 12) with this exceptionality**: 353
Focus Subgroup: All students identified with the Mild Intellectual Disability exceptionality.	
Goal(s) (2017-2018) To create a framework to support the work of schools with students with the MID identification.	**Goal Timeline**: 2016-2017: Creation of MID committee. Begin work on the MID Framework 2017-2018- Continue work on MID Framework with a multidisciplinary team. 2018-2019- Completion of MID framework and establish criteria for MID ISP placement.

Instructional Strategies:
- As a committee, we began work on the development of a framework for students identified with the MID exceptionality. The framework will focus on the learning environment, profile, and identification of students.
- Psychology staff to aid in the creation of the framework and to help clarify criteria for identification and placement.

Data supporting Observations: (where available)
- Committee members reviewed various frameworks to determine what elements should be included in the MID framework.
- Committee discussed clarification of MID profile, learning strategies and pathways.

Outcomes/Observations/Learning:
- Discussion of MID learner's profile and the ME/DD learner's profile to enhance understanding.
- The need to include psychology staff was determined.
- Continued professional dialogue with a multidisciplinary team.
- Comparison of various frameworks.

2018-2019	
Goal for 2018-2019: By June 2019, the MID Framework will be completed and shared. The criteria for MID ISP class placement will be clearly communicated to all programming stakeholders.	**Goal Timeline**: 2018/2019

Intended Outcomes:
By the end of June 2020, improve student learning: by building system capacity, sharing of best practices, and providing meaningful learning experiences. In addition the various pathways for students with the MID profile will be shared to inform programing.

2017-2018	
Exceptionality Developmental Disability (DD)/Multiple Exceptionalities (ME)	Number of students (K – 12) with this exceptionality: Developmental Disability – Regular Class-23 Special Education Class-120 Multiple Exceptionalities – Regular Class-40 Special Education Class-136
Subgroup targeted: Students identified with Developmental Disability or Multiple Exceptionalities in a DD/ME Intensive Support Programs (ISP)	
Goal(s) (2017-2018) By the end of the school year, there will be increased teacher understanding and use of MEVille to WEVille to address the functional literacy of elementary students.	Goal Timeline: 2017/2018 – Professional development for teachers in elementary DD/ME ISPs focusing on functional literacy 2018/2019
Instructional Strategy: • To continue to build capacity in the system through targeted Professional Development. • Two days of professional development focusing on literacy for DD/ME ISP teachers in elementary schools took place. • Supplemental literacy resources were purchased for elementary staff. These resources were distributed to elementary staff as part of the Professional Development plan. • A webinar and a website were developed as a resource to help support the implementation of the literacy program.	
Data supporting Observations: (where available) 83% of the elementary schools attended the two days of professional development. All elementary schools with ISP classes have received the resource MeVille to WeVille Literacy Resource.	
Outcomes/Observations/Learning: • Professional development occurred to help build capacity focusing on literacy for DD-ME ISP teachers in elementary • Positive feedback from participants in the professional development was received through a survey form; Appropriate resources were made available to assist in program planning in literacy; • To support the implementation of an afterschool Professional Learning Network for DD-ME ISP teachers.	
2018-2019	
Goal for 2018-2019:	Goal Timeline: 2018/19, 2019/2020

By the end of the school year, there will be increased teacher understanding and use of Equals to address the numeracy program for elementary students. By the end of the school year, there will be increased teacher understanding and use of Early Literacy Skills Builder (ELSB) for Older Students to address the functional literacy of secondary students.	

Intended Outcomes: (State in form of Smart Goal-please consider how this goal will be measured)

By the end of June 2020, elementary DD/ME ISP classes will be implementing strategies from the Equals numeracy program. The goal will be measured through surveys, webinar participation and participation and sharing of best practices during professional development sessions. Student engagement will be increased in numeracy activities based on surveys and classroom observations.

By the end of June 2020, secondary DD/ME ISP classes will be implementing the ELSB for Older Students resource. The goal will be measured through surveys and sharing of best practices during professional development sessions. Student engagement will be increased in literacy activities based on surveys and classroom observations.

Number of Students with an IEP Suspended

TCDSB	All Students	Secondary Students	Elementary Students	TCDSB #Students Suspended - IEP	TCDSB #Students Suspended IEP - Male	TCDSB #Students Suspended IEP - Female	Sec #Students Suspended - IEP	Sec #Students Suspended - IEP - Male	Sec #Students Suspended - IEP - Female	Elem #Students Suspended - IEP	Elem #Students Suspended - IEP - Male	Elem #Students Suspended - IEP - Female
2013-2014	91,115	30,631	60,484	944	750	194	521	390	131	423	360	63
2014-2015	90,541	30,319	60,222	987	779	208	537	392	145	450	387	63
2015-2016	90,333	30,149	60,184	947	763	184	480	371	109	467	392	75
2016-2017	91,144	30,109	61,035	894	713	181	459	342	117	435	371	64
2017-2018	91,107	29,673	61,434	864	689	175	426	310	116	438	379	59

Number of Students

Number of Students with an IEP Suspended
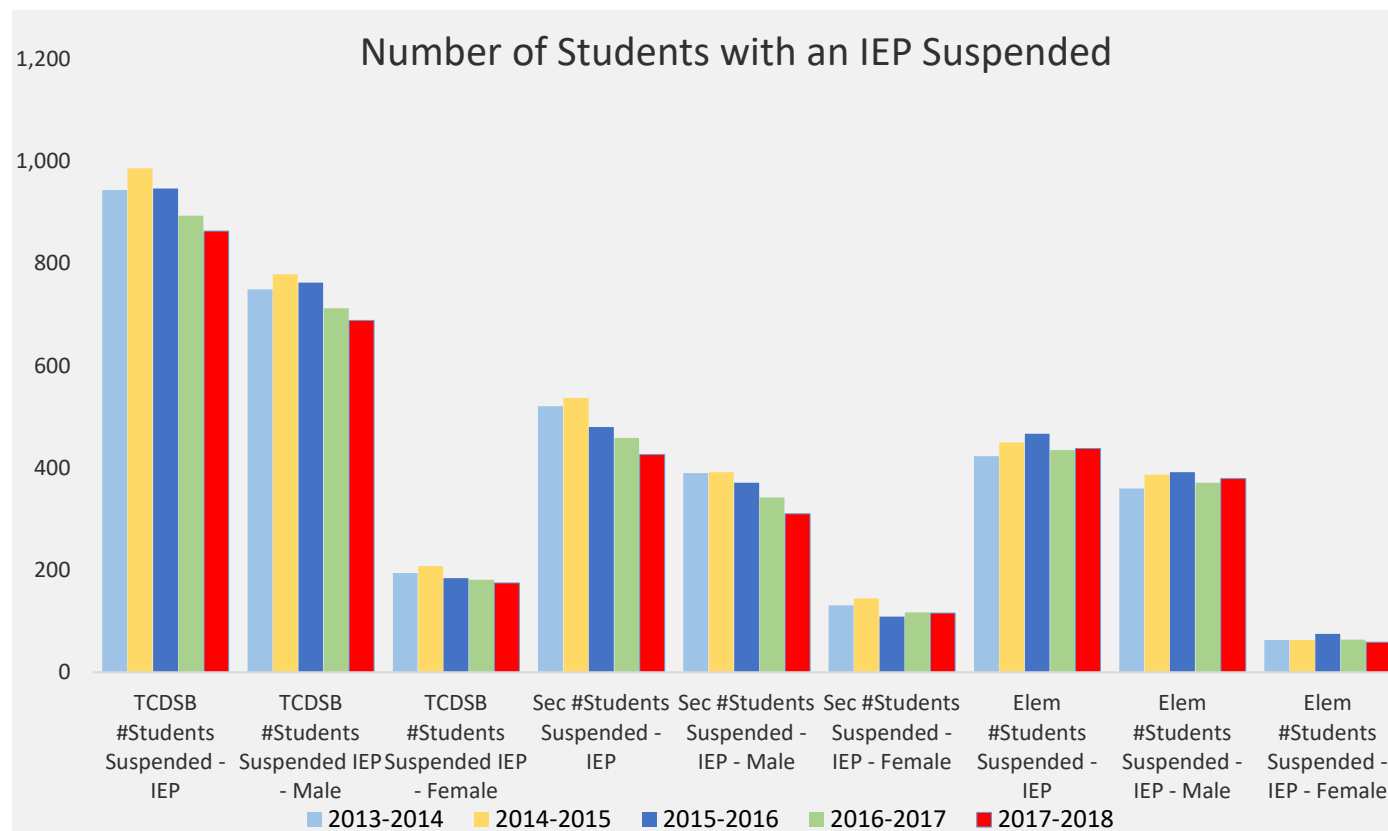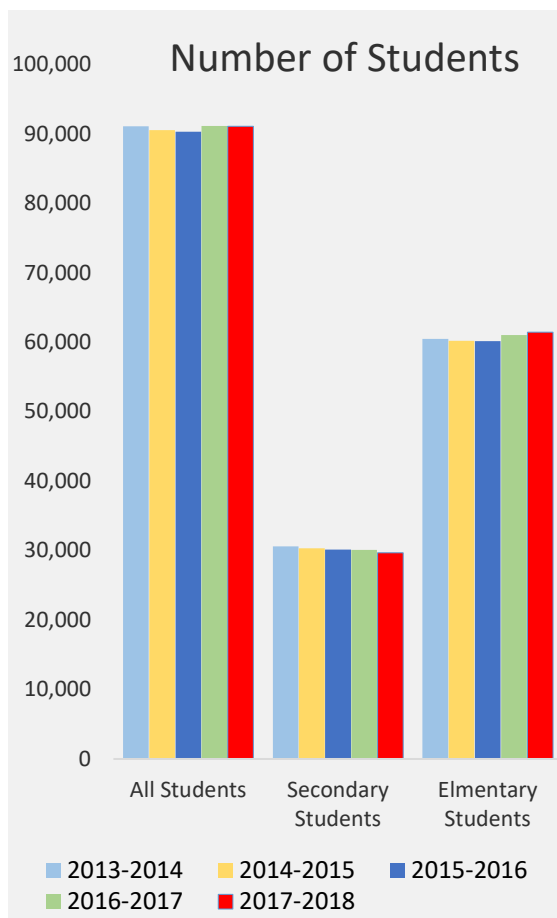
All Students with Special Education Needs (Excluding Gifted)

NOTE: NP = "Non-participating" indicates that due to exceptional circumstances, some or all of the school's or board's students did not participate

EC = Due to exceptional circumstances in 2015, provincial data are unavailable to report provincial results.

Reading Grade 3

| | TCDSB | | | | | | Province | | | | | |
| | 2015 - 2016 N = NP | | 2016 - 2017 N = 1,046 | | 2017 - 2018 N = 1,064 | | 2015 - 2016 N = 21,412 | | 2016 - 2017 N = 23,610 | | 2017 - 2018 N = 23,296 | |
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	43	4%	47	4%	930	0.04	1016	4%	1,237	5%
Level 3	NP	NP	431	41%	418	39%	8,183	0.38	9,189	39%	9,547	41%
Level 2	NP	NP	387	37%	403	38%	7,714	0.36	8,676	37%	8,163	35%
Level 1	NP	NP	70	7%	55	5%	1,754	0.08	1,899	8%	1,505	6%
NE 1	NP	NP	17	2%	17	2%	428	0.02	406	2%	361	2%
No Data	NP	NP	13	1%	14	1%	252	0.01	283	1%	314	1%
Exempt	NP	NP	85	8%	110	10%	2,151	0.1	2,141	9%	2,169	9%

Writing Grade 3

| | TCDSB | | | | | | Province | | | | | |
| | 2015 - 2016 N = NP | | 2016 - 2017 N = 1,046 | | 2017 - 2018 N = 1,064 | | 2015 - 2016 N = 21,430 | | 2016 - 2017 N = 23,630 | | 2017 - 2018 N = 23,296 | |
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	4	<1%	6	1%	183	1%	144	1%	155	1%
Level 3	NP	NP	569	54%	539	51%	11,191	52%	12,524	53%	11,765	51%
Level 2	NP	NP	354	34%	368	35%	7,372	34%	8,049	34%	8,360	36%
Level 1	NP	NP	16	2%	18	2%	335	2%	430	2%	451	2%
NE 1	NP	NP	9	1%	16	2%	109	1%	177	1%	179	1%
No Data	NP	NP	15	1%	16	2%	255	1%	294	1%	330	1%
Exempt	NP	NP	79	8%	101	9%	1,985	9%	2,012	9%	2,056	9%

Math Grade 3

| | TCDSB | | | | | | Province | | | | | |
| | 2015 - 2016 N = NP | | 2016 - 2017 N = 1,062 | | 2017 - 2018 N = 1,083 | | 2015 - 2016 N = 21,824 | | 2016 - 2017 N = 24,076 | | 2017 - 2018 N = 23.789 | |
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	26	2%	30	3%	599	3%	719	3%	735	3%
Level 3	NP	NP	300	28%	260	24%	5,726	26%	6,233	26%	6,223	26%
Level 2	NP	NP	481	45%	475	44%	8,875	41%	10,694	44%	9,645	41%
Level 1	NP	NP	145	14%	165	15%	3,478	16%	3,688	15%	3,725	16%
NE 1	NP	NP	15	1%	44	4%	859	4%	386	2%	1,027	4%
No Data	NP	NP	12	1%	13	1%	267	1%	310	1%	335	1%
Exempt	NP	NP	83	8%	96	9%	2,020	9%	2,046	8%	2,099	9%

All Students with Special Education Needs (Excluding Gifted)

Reading Grade 6

	TCDSB						Province					
	2015 - 2016 N = NP		2016 - 2017 N = 1,287		2017 - 2018 N = 1,245		2015 - 2016 N = 26,457		2016 - 2017 N = 28,338		2017 - 2018 N = 28,757	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	20	2%	15	1%	915	3%	855	3%	895	3%
Level 3	NP	NP	597	46%	583	47%	12,504	47%	13,662	48%	14,533	51%
Level 2	NP	NP	541	42%	505	41%	9,047	34%	10,514	37%	9,680	34%
Level 1	NP	NP	35	3%	52	4%	1,752	7%	927	3%	1,154	4%
NE 1	NP	NP	7	1%	10	1%	154	1%	122	<1%	171	1%
No Data	NP	NP	11	1%	11	1%	328	1%	346	1%	385	1%
Exempt	NP	NP	76	6%	69	6%	1,757	7%	1,912	7%	1,939	7%

Writing Grade 6

	TCDSB						Province					
	2015 - 2016 N = NP		2016 - 2017 N = 1,287		2017 - 2018 N = 1,245		2015 - 2016 N = 26,467		2016 - 2017 N = 28,344		2017 - 2018 N = 28,757	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	33	3%	41	3%	1,122	4%	1,085	4%	1,250	4%
Level 3	NP	NP	644	50%	588	47%	12,312	47%	13,304	47%	13,066	45%
Level 2	NP	NP	489	38%	486	39%	10,047	38%	10,744	38%	10,996	38%
Level 1	NP	NP	24	2%	37	3%	705	3%	771	3%	856	3%
NE 1	NP	NP	11	1%	10	1%	200	1%	195	1%	245	1%
No Data	NP	NP	11	1%	14	1%	357	1%	361	1%	432	2%
Exempt	NP	NP	75	6%	69	6%	1,724	7%	1,884	7%	1,912	7%

Math Grade 6

	TCDSB						Province					
	2015 - 2016 N = NP		2016 - 2017 N = 1,287		2017 - 2018 N = 1,245		2015 - 2016 N = 26,497		2016 - 2017 N = 28,323		2017 - 2018 N = 28,757	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	25	2%	12	1%	1,040	0.04	1,007	4%	967	3%
Level 3	NP	NP	161	13%	145	12%	3,886	0.15	4,073	14%	3,983	14%
Level 2	NP	NP	390	30%	344	28%	7,993	0.3	8,345	29%	8,230	29%
Level 1	NP	NP	605	47%	630	51%	10,978	0.41	11,974	42%	12,563	44%
NE 1	NP	NP	18	1%	27	2%	368	0.01	514	2%	557	2%
No Data	NP	NP	9	1%	15	1%	355	0.01	371	1%	442	2%
Exempt	NP	NP	79	6%	72	6%	1,877	0.07	2,039	7%	2,015	7%

Grade 9 - Academic

	TCDSB						Province					
	2015 - 2016 N = 272		2016 - 2017 N = 239		2017 - 2018 N = 242		2015 - 2016 N = 7,169		2016 - 2017 N = 7,561		2017 - 2018 N = 7,795	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	4	1%	13	5%	13	5%	375	5%	472	6%	583	7%
Level 3	177	65%	147	62%	143	59%	4,747	66%	4,938	65%	4,970	64%
Level 2	58	21%	48	20%	51	21%	1,197	17%	1,242	16%	1,259	16%
Level 1	29	11%	24	10%	30	12%	685	10%	710	9%	752	10%
Below Level 1	1	<1%	5	2%	4	2%	56	1%	59	1%	81	1%
No Data	3	1%	2	1%	1	<1%	109	2%	140	2%	150	2%

Grade 9 - Applied

	TCDSB						Province					
	2015 - 2016 N = 845		2016 - 2017 N = 679		2017 - 2018 N = 677		2015 - 2016 N = 14,649		2016 - 2017 N = 14,384		2017 - 2018 N = 13,759	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	54	6%	45	7%	50	7%	1,085	7%	1,014	7%	1,013	7%
Level 3	245	29%	167	25%	192	28%	4,276	29%	4,290	30%	4,147	30%
Level 2	332	39%	263	39%	214	32%	5,242	36%	5,013	35%	4,742	34%
Level 1	156	18%	147	22%	159	23%	2,503	17%	2,626	18%	2,368	17%
Below Level 1	45	5%	38	6%	48	7%	1,016	7%	887	6%	978	7%
No Data	13	2%	19	3%	14	2%	527	4%	554	4%	511	4%

EC = Due to exceptional circumstances in 2015, provincial data are unavailable to report provincial results.

OSSLT - FTE

	TCDSB						Province					
	2015 - 2016 N = 1,184		2016 - 2017 N = 1,221		2017 - 2018 N = 1,069		2015 - 2016 N = 25,907		2016 - 2017 N = 26,311		2017 - 2018 N = 25,908	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	503	56%	502	53%	368	46%	11,526	53%	11,741	52%		48%
Not Successful	388	44%	441	47%	438	54%	10,426	47%	10,825	48%		52%
Fully Participating	891	75%	943	77%	806	75%	21,952	85%	22,566	86%	21,994	85%
Absent	7	1%	8	1%	8	1%	749	3%	822	3%	772	3%
Deferred	286	24%	270	22%	255	24%	3,206	12%	2,923	11%	3,142	12%
Exempted	37		39		27		1,390		1,252		1,306	

OSSLT - PE

	TCDSB						Province					
	2015 - 2016 N = 976		2016 - 2017 N = 971		2017 - 2018 N = 997		2015 - 2016 N = 22,033		2016 - 2017 N = 22,624		2017 - 2018 N = 21,976	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	135	27%	150	32%	116	26%	3,158	34%	3,014	34%		26%
Not Successful	372	73%	321	68%	336	74%	6,009	66%	5,832	66%		74%
Fully Participating	507	52%	471	49%	452	45%	9,167	42%	8,846	39%	8,536	39%
Absent	81	8%	75	8%	85	9%	1,895	9%	1,869	8%	1,775	8%
Deferred	67	7%	59	6%	73	7%	2,238	10%	2,320	10%	2,284	10%
Exempted	8		23		35		1,660		1,542		1,592	
OSSLC	321	33%	366	38%	387	39%	8,733	40%	9,589	42%	9,381	43%

Note: Successful and Not Successful percentages are based on those Fully Participating. Number of students Exempted is from those Deferred.

Achievement Results Elementary
Autism

Reading Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2015 - 2016 N = NP		2016 - 2017 N = 1,046		2017 - 2018 N = 1,064		2015 - 2016 N = NP		2016 - 2017 N = 132		2017 - 2018 N = 146	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	43	4%	47	4%	NP	NP	5	4%	1	1%
Level 3	NP	NP	431	41%	418	39%	NP	NP	33	25%	41	28%
Level 2	NP	NP	387	37%	403	38%	NP	NP	34	26%	33	23%
Level 1	NP	NP	70	7%	55	5%	NP	NP	7	5%	8	5%
NE 1	NP	NP	17	2%	17	2%	NP	NP	3	2%	4	3%
No Data	NP	NP	13	1%	14	1%	NP	NP	4	3%	6	4%
Exempt	NP	NP	85	8%	110	10%	NP	NP	46	35%	53	36%

Writing Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2015 - 2016 N = NP		2016 - 2017 N = 1,046		2017 - 2018 N = 1,064		2015 - 2016 N = NP		2016 - 2017 N = 132		2017 - 2018 N = 146	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	4	<1%	6	1%	NP	NP	0	0%	2	1%
Level 3	NP	NP	569	54%	539	51%	NP	NP	52	39%	44	30%
Level 2	NP	NP	354	34%	368	35%	NP	NP	28	21%	33	23%
Level 1	NP	NP	16	2%	18	2%	NP	NP	0	0%	6	4%
NE 1	NP	NP	9	1%	16	2%	NP	NP	1	1%	1	1%
No Data	NP	NP	15	1%	16	2%	NP	NP	5	4%	8	5%
Exempt	NP	NP	79	8%	101	9%	NP	NP	46	35%	52	36%

Math Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2015 - 2016 N = NP		2016 - 2017 N = 1,062		2017 - 2018 N = 1,083		2015 - 2016 N = NP		2016 - 2017 N = 132		2017 - 2018 N = 146	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	26	2%	30	3%	NP	NP	7	5%	7	5%
Level 3	NP	NP	300	28%	260	24%	NP	NP	25	19%	34	23%
Level 2	NP	NP	481	45%	475	44%	NP	NP	38	29%	26	18%
Level 1	NP	NP	145	14%	165	15%	NP	NP	8	6%	13	9%
NE 1	NP	NP	15	1%	44	4%	NP	NP	3	2%	8	5%
No Data	NP	NP	12	1%	13	1%	NP	NP	5	4%	6	5%
Exempt	NP	NP	83	8%	96	9%	NP	NP	46	35%	52	36%

Achievement Results Elementary
Autism

Reading Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2015 - 2016 N = NP		2016 - 2017 N = 1,287		2017 - 2018 N = 1,245		2015 - 2016 N = NP		2016 - 2017 N = 130		2017 - 2018 N = 109	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	20	2%	15	1%	NP	NP	4	3%	6	6%
Level 3	NP	NP	597	46%	583	47%	NP	NP	39	30%	38	35%
Level 2	NP	NP	541	42%	505	41%	NP	NP	46	35%	15	14%
Level 1	NP	NP	35	3%	52	4%	NP	NP	2	2%	6	6%
NE 1	NP	NP	7	1%	10	1%	NP	NP	0	0%	2	2%
No Data	NP	NP	11	1%	11	1%	NP	NP	1	1%	3	3%
Exempt	NP	NP	76	6%	69	6%	NP	NP	38	29%	39	36%

Writing Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2015 - 2016 N = NP		2016 - 2017 N = 1,287		2017 - 2018 N = 1,245		2015 - 2016 N = NP		2016 - 2017 N = 130		2017 - 2018 N = 109	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	33	3%	41	3%	NP	NP	6	5%	5	5%
Level 3	NP	NP	644	50%	588	47%	NP	NP	49	38%	37	34%
Level 2	NP	NP	489	38%	486	39%	NP	NP	33	25%	21	19%
Level 1	NP	NP	24	2%	37	3%	NP	NP	2	2%	2	2%
NE 1	NP	NP	11	1%	10	1%	NP	NP	1	1%	1	1%
No Data	NP	NP	11	1%	14	1%	NP	NP	1	1%	4	4%
Exempt	NP	NP	75	6%	69	6%	NP	NP	38	29%	39	36%

Math Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2015 - 2016 N = NP		2016 - 2017 N = 1,287		2017 - 2018 N = 1,245		2015 - 2016 N = NP		2016 - 2017 N = 130		2017 - 2018 N = 109	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	25	2%	12	1%	NP	NP	5	4%	4	4%
Level 3	NP	NP	161	13%	145	12%	NP	NP	19	15%	18	17%
Level 2	NP	NP	390	30%	344	28%	NP	NP	27	21%	21	19%
Level 1	NP	NP	605	47%	630	51%	NP	NP	37	28%	19	17%
NE 1	NP	NP	18	1%	27	2%	NP	NP	2	2%	5	5%
No Data	NP	NP	9	1%	15	1%	NP	NP	1	1%	3	3%
Exempt	NP	NP	79	6%	72	6%	NP	NP	39	30%	39	36%

Grade 9 - Academic

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2015 - 2016 N = 272		2016 - 2017 N = 239		2017 - 2018 N = 242		2015 - 2016 N = 21		2016 - 2017 N = 22		2017 - 2018 N = 23	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	4	1%	13	5%	13	5%	2	10%	6	27%	3	13%
Level 3	177	65%	147	62%	143	59%	15	71%	13	59%	16	70%
Level 2	58	21%	48	20%	51	21%	1	5%	1	5%	3	13%
Level 1	29	11%	24	10%	30	12%	1	5%	1	5%	1	4%
Below Level 1	1	<1%	5	2%	4	2%	0	0%	1	5%	0	0%
No Data	3	1%	2	1%	1	<1%	2	10%	0	0%	0	0%

Grade 9 - Applied

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2015 - 2016 N = 845		2016 - 2017 N = 679		2017 - 2018 N = 677		2015 - 2016 N = 17		2016 - 2017 N = 31		2017 - 2018 N = 26	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	54	6%	45	7%	50	7%	3	18%	5	16%	4	15%
Level 3	245	29%	167	25%	192	28%	5	29%	10	32%	5	19%
Level 2	332	39%	263	39%	214	32%	7	41%	10	32%	10	38%
Level 1	156	18%	147	22%	159	23%	1	6%	4	13%	4	15%
Below Level 1	45	5%	38	6%	48	7%	0	0%	1	3%	3	21%
No Data	13	2%	19	3%	14	2%	1	6%	1	3%	0	0%

Achievement Results Autism OSSLT

OSSLT - FTE

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2015 - 2016 N = 1,184		2016 - 2017 N = 1,221		2017 - 2018 N = 1,069		2015 - 2016 N = 55		2016 - 2017 N = 62		2017 - 2018 N = 76	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	503	56%	502	53%	368	46%	27	71%	32	84%	37	76%
Not Successful	388	44%	441	47%	438	54%	11	29%	6	16%	12	24%
Fully Participating	891	75%	943	77%	806	75%	38	69%	38	61%	49	64%
Absent	7	1%	8	1%	8	1%	0	0%	1	2%	0	0%
Deferred	286	24%	270	22%	255	24%	17	31%	23	37%	27	36%

OSSLT - PE

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2015 - 2016 N = 976		2016 - 2017 N = 971		2017 - 2018 N = 997		2015 - 2016 N = 37		2016 - 2017 N = 45		2017 - 2018 N = 47	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	135	27%	150	32%	116	26%	5	28%	3	15%	8	30%
Not Successful	372	73%	321	68%	336	74%	13	72%	17	85%	19	70%
Fully Participating	507	52%	471	49%	452	45%	18	49%	20	44%	27	57%
Absent	81	8%	75	8%	85	9%	0	0%	3	7%	1	2%
Deferred	67	7%	59	6%	73	7%	3	8%	4	9%	49	9%
OSSLC	321	33%	366	38%	387	39%	16	43%	18	40%	15	32%

Note: Successful and Not Successful percentages are based on those Fully Participating.

Achievement Results Elementary
Language Impairment

Reading Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LI					
	2015 - 2016 N = NP		2016 - 2017 N = 1,046		2017 - 2018 N = 1,064		2015 - 2016 N = NP		2016 - 2017 N = 70		2017 - 2018 N = 58	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	43	4%	47	4%	NP	NP	2	3%	0	0%
Level 3	NP	NP	431	41%	418	39%	NP	NP	28	40%	24	41%
Level 2	NP	NP	387	37%	403	38%	NP	NP	27	39%	26	45%
Level 1	NP	NP	70	7%	55	5%	NP	NP	5	7%	4	7%
NE 1	NP	NP	17	2%	17	2%	NP	NP	0	0%	1	2%
No Data	NP	NP	13	1%	14	1%	NP	NP	1	1%	0	0%
Exempt	NP	NP	85	8%	110	10%	NP	NP	7	10%	3	5%

Writing Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LI					
	2015 - 2016 N = NP		2016 - 2017 N = 1,046		2017 - 2018 N = 1,064		2015 - 2016 N = NP		2016 - 2017 N = 70		2017 - 2018 N = 58	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	4	<1%	6	1%	NP	NP	0	0%	0	0%
Level 3	NP	NP	569	54%	539	51%	NP	NP	34	49%	26	45%
Level 2	NP	NP	354	34%	368	35%	NP	NP	29	41%	28	48%
Level 1	NP	NP	16	2%	18	2%	NP	NP	1	1%	1	2%
NE 1	NP	NP	9	1%	16	2%	NP	NP	0	0%	1	2%
No Data	NP	NP	15	1%	16	2%	NP	NP	0	0%	0	0%
Exempt	NP	NP	79	8%	101	9%	NP	NP	6	9%	2	3%

Math Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LI					
	2015 - 2016 N = NP		2016 - 2017 N = 1,062		2017 - 2018 N = 1,083		2015 - 2016 N = NP		2016 - 2017 N = 70		2017 - 2018 N = 58	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	26	2%	30	3%	NP	NP	1	1%	0	0%
Level 3	NP	NP	300	28%	260	24%	NP	NP	13	19%	18	31%
Level 2	NP	NP	481	45%	475	44%	NP	NP	41	59%	18	31%
Level 1	NP	NP	145	14%	165	15%	NP	NP	8	11%	17	29%
NE 1	NP	NP	15	1%	44	4%	NP	NP	0	0%	3	5%
No Data	NP	NP	12	1%	13	1%	NP	NP	0	0%	0	0%
Exempt	NP	NP	83	8%	96	9%	NP	NP	7	10%	2	3%

Achievement Results Elementary
Language Impairment

Reading Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LI					
	2015 - 2016 N = NP		2016 - 2017 N = 1,287		2017 - 2018 N = 1,245		2015 - 2016 N = NP		2016 - 2017 N = 60		2017 - 2018 N = 90	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	20	2%	15	1%	NP	NP	0	0%	0	0%
Level 3	NP	NP	597	46%	583	47%	NP	NP	18	30%	27	30%
Level 2	NP	NP	541	42%	505	41%	NP	NP	37	62%	55	61%
Level 1	NP	NP	35	3%	52	4%	NP	NP	2	3%	5	6%
NE 1	NP	NP	7	1%	10	1%	NP	NP	0	0%	0	0%
No Data	NP	NP	11	1%	11	1%	NP	NP	1	2%	2	2%
Exempt	NP	NP	76	6%	69	6%	NP	NP	2	3%	1	1%

Writing Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LI					
	2015 - 2016 N = NP		2016 - 2017 N = 1,287		2017 - 2018 N = 1,245		2015 - 2016 N = NP		2016 - 2017 N = 60		2017 - 2018 N = 90	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	33	3%	41	3%	NP	NP	1	2%	1	1%
Level 3	NP	NP	644	50%	588	47%	NP	NP	28	47%	32	36%
Level 2	NP	NP	489	38%	486	39%	NP	NP	25	42%	50	56%
Level 1	NP	NP	24	2%	37	3%	NP	NP	3	5%	4	4%
NE 1	NP	NP	11	1%	10	1%	NP	NP	0	0%	0	0%
No Data	NP	NP	11	1%	14	1%	NP	NP	1	2%	2	2%
Exempt	NP	NP	75	6%	69	6%	NP	NP	2	3%	1	1%

Math Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LI					
	2015 - 2016 N = NP		2016 - 2017 N = 1,287		2017 - 2018 N = 1,245		2015 - 2016 N = NP		2016 - 2017 N = 60		2017 - 2018 N = 90	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	25	2%	12	1%	NP	NP	0	0%	1	1%
Level 3	NP	NP	161	13%	145	12%	NP	NP	8	13%	6	7%
Level 2	NP	NP	390	30%	344	28%	NP	NP	17	28%	26	29%
Level 1	NP	NP	605	47%	630	51%	NP	NP	31	52%	51	57%
NE 1	NP	NP	18	1%	27	2%	NP	NP	2	3%	3	3%
No Data	NP	NP	9	1%	15	1%	NP	NP	0	0%	2	2%
Exempt	NP	NP	79	6%	72	6%	NP	NP	2	3%	1	1%

Language Impairment

Grade 9 - Academic

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Language Impairment					
	2015 - 2016 N = 272		2016 - 2017 N = 239		2017 - 2018 N = 242		2015 - 2016 N = 9		2016 - 2017 N = 6		2017 - 2018 N = 8	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	4	1%	13	5%	13	5%	0	0%	0	0%	0	0%
Level 3	177	65%	147	62%	143	59%	7	78%	5	83%	3	38%
Level 2	58	21%	48	20%	51	21%	0	0%	1	17%	3	38%
Level 1	29	11%	24	10%	30	12%	2	22%	0	0%	2	25%
Below Level 1	1	<1%	5	2%	4	2%	0	0%	0	0%	0	0%
No Data	3	1%	2	1%	1	<1%	0	0%	0	0%	0	0%

Grade 9 - Applied

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Language Impairment					
	2015 - 2016 N = 845		2016 - 2017 N = 679		2017 - 2018 N = 677		2015 - 2016 N = 34		2016 - 2017 N = 43		2017 - 2018 N = 42	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	54	6%	45	7%	50	7%	1	3%	4	9%	4	10%
Level 3	245	29%	167	25%	192	28%	13	38%	12	28%	12	29%
Level 2	332	39%	263	39%	214	32%	14	41%	14	33%	11	26%
Level 1	156	18%	147	22%	159	23%	4	12%	9	21%	11	26%
Below Level 1	45	5%	38	6%	48	7%	1	3%	4	9%	2	5%
No Data	13	2%	19	3%	14	2%	1	3%	0	0%	2	5%

Achievement Results OSSLT
Language Impairment

OSSLT - FTE

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Language Impairment					
	2015 - 2016 N = 1,184		2016 - 2017 N = 1,221		2017 - 2018 N = 1,069		2015 - 2016 N = 53		2016 - 2017 N = 47		2017 - 2018 N = 63	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	503	56%	502	53%	368	46%	13	39%	14	50%	11	31%
Not Successful	388	44%	441	47%	438	54%	20	61%	14	50%	24	69%
Fully Participating	891	75%	943	77%	806	75%	33	62%	28	60%	35	56%
Absent	7	1%	8	1%	8	1%	0	0%	0	0%	0	0%
Deferred	286	24%	270	22%	255	24%	20	38%	19	40%	28	44%

OSSLT - PE

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Language Impairment					
	2015 - 2016 N = 976		2016 - 2017 N = 971		2017 - 2018 N = 997		2015 - 2016 N = 40		2016 - 2017 N = 39		2017 - 2018 N = 53	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	135	27%	150	32%	116	26%	5	25%	3	14%	5	19%
Not Successful	372	73%	321	68%	336	74%	15	75%	19	86%	21	81%
Fully Participating	507	52%	471	49%	452	45%	20	50%	22	56%	26	49%
Absent	81	8%	75	8%	85	9%	2	5%	1	3%	1	2%
Deferred	67	7%	59	6%	73	7%	2	5%	5	13%	6	11%
OSSLC	321	33%	366	38%	387	39%	16	40%	11	28%	20	38%

Note: Successful and Not Successful percentages are based on those Fully Participating.

Achievement Results Elementary
Learning Disability

Reading Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LD					
	2015 - 2016 N = NP		2016 - 2017 N = 1,046		2017 - 2018 N = 1,064		2015 - 2016 N = NP		2016 - 2017 N = 12		2017 - 2018 N = 39	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	43	4%	47	4%	NP	NP	0	0%	4	10%
Level 3	NP	NP	431	41%	418	39%	NP	NP	5	42%	19	49%
Level 2	NP	NP	387	37%	403	38%	NP	NP	6	50%	13	33%
Level 1	NP	NP	70	7%	55	5%	NP	NP	1	8%	1	3%
NE 1	NP	NP	17	2%	17	2%	NP	NP	0	0%	1	3%
No Data	NP	NP	13	1%	14	1%	NP	NP	0	0%	1	3%
Exempt	NP	NP	85	8%	110	10%	NP	NP	0	0%	0	0%

Writing Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LD					
	2015 - 2016 N = NP		2016 - 2017 N = 1,046		2017 - 2018 N = 1,064		2015 - 2016 N = NP		2016 - 2017 N = 12		2017 - 2018 N = 39	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	4	<1%	6	1%	NP	NP	0	0%	1	3%
Level 3	NP	NP	569	54%	539	51%	NP	NP	9	75%	25	64%
Level 2	NP	NP	354	34%	368	35%	NP	NP	2	17%	11	28%
Level 1	NP	NP	16	2%	18	2%	NP	NP	0	0%	1	3%
NE 1	NP	NP	9	1%	16	2%	NP	NP	1	8%	0	0%
No Data	NP	NP	15	1%	16	2%	NP	NP	0	0%	1	3%
Exempt	NP	NP	79	8%	101	9%	NP	NP	0	0%	0	0%

Math Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LD					
	2015 - 2016 N = NP		2016 - 2017 N = 1,062		2017 - 2018 N = 1,083		2015 - 2016 N = NP		2016 - 2017 N = 13		2017 - 2018 N = 41	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	26	2%	30	3%	NP	NP	1	8%	0	0%
Level 3	NP	NP	300	28%	260	24%	NP	NP	3	23%	13	32%
Level 2	NP	NP	481	45%	475	44%	NP	NP	8	62%	20	49%
Level 1	NP	NP	145	14%	165	15%	NP	NP	1	8%	6	15%
NE 1	NP	NP	15	1%	44	4%	NP	NP	0	0%	1	2%
No Data	NP	NP	12	1%	13	1%	NP	NP	0	0%	1	2%
Exempt	NP	NP	83	8%	96	9%	NP	NP	0	0%	0	0%

Reading Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LD					
	2015 - 2016 N = NP		2016 - 2017 N = 1,287		2017 - 2018 N = 1,245		2015 - 2016 N = NP		2016 - 2017 N = 178		2017 - 2018 N = 171	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	20	2%	15	1%	NP	NP	2	1%	1	1%
Level 3	NP	NP	597	46%	583	47%	NP	NP	98	55%	90	53%
Level 2	NP	NP	541	42%	505	41%	NP	NP	68	38%	66	39%
Level 1	NP	NP	35	3%	52	4%	NP	NP	5	3%	9	5%
NE 1	NP	NP	7	1%	10	1%	NP	NP	1	1%	1	1%
No Data	NP	NP	11	1%	11	1%	NP	NP	3	2%	2	1%
Exempt	NP	NP	76	6%	69	6%	NP	NP	1	1%	2	1%

Writing Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LD					
	2015 - 2016 N = NP		2016 - 2017 N = 1,287		2017 - 2018 N = 1,245		2015 - 2016 N = NP		2016 - 2017 N = 178		2017 - 2018 N = 171	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	33	3%	41	3%	NP	NP	5	3%	4	2%
Level 3	NP	NP	644	50%	588	47%	NP	NP	89	50%	85	50%
Level 2	NP	NP	489	38%	486	39%	NP	NP	76	43%	70	41%
Level 1	NP	NP	24	2%	37	3%	NP	NP	2	1%	4	2%
NE 1	NP	NP	11	1%	10	1%	NP	NP	2	1%	3	2%
No Data	NP	NP	11	1%	14	1%	NP	NP	3	2%	3	2%
Exempt	NP	NP	75	6%	69	6%	NP	NP	1	1%	2	1%

Math Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LD					
	2015 - 2016 N = NP		2016 - 2017 N = 1,287		2017 - 2018 N = 1,245		2015 - 2016 N = NP		2016 - 2017 N = 178		2017 - 2018 N = 171	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	NP	NP	25	2%	12	1%	NP	NP	1	1%	1	1%
Level 3	NP	NP	161	13%	145	12%	NP	NP	22	12%	25	15%
Level 2	NP	NP	390	30%	344	28%	NP	NP	61	34%	50	29%
Level 1	NP	NP	605	47%	630	51%	NP	NP	86	48%	90	53%
NE 1	NP	NP	18	1%	27	2%	NP	NP	3	2%	1	1%
No Data	NP	NP	9	1%	15	1%	NP	NP	3	2%	2	1%
Exempt	NP	NP	79	6%	72	6%	NP	NP	2	1%	2	1%

Achievement Results Gr. 9
Learning Disability

Grade 9 - Academic

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Learning Disability					
	2015 - 2016 N = 272		2016 - 2017 N = 239		2017 - 2018 N = 242		2015 - 2016 N = 80		2016 - 2017 N = 65		2017 - 2018 N = 54	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	4	1%	13	5%	13	5%	0	0%	2	3%	1	2%
Level 3	177	65%	147	62%	143	59%	55	69%	45	69%	26	48%
Level 2	58	21%	48	20%	51	21%	16	20%	12	18%	17	31%
Level 1	29	11%	24	10%	30	12%	9	11%	5	8%	8	15%
Below Level 1	1	<1%	5	2%	4	2%	0	0%	1	2%	2	4%
No Data	3	1%	2	1%	1	<1%	0	0%	0	0%	0	0%

Grade 9 - Applied

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Learning Disability					
	2015 - 2016 N = 845		2016 - 2017 N = 679		2017 - 2018 N = 677		2015 - 2016 N = 264		2016 - 2017 N = 201		2017 - 2018 N = 179	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	54	6%	45	7%	50	7%	20	8%	16	8%	11	6%
Level 3	245	29%	167	25%	192	28%	80	30%	48	24%	48	27%
Level 2	332	39%	263	39%	214	32%	94	36%	81	40%	55	31%
Level 1	156	18%	147	22%	159	23%	47	18%	45	22%	45	25%
Below Level 1	45	5%	38	6%	48	7%	19	7%	9	4%	15	8%
No Data	13	2%	19	3%	14	2%	4	2%	2	1%	5	3%

Achievement Results OSSLT
Learning Disability

OSSLT - FTE

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Learning Disability					
	2015 - 2016 N = 1,184		2016 - 2017 N = 1,221		2017 - 2018 N = 1,069		2015 - 2016 N = 445		2016 - 2017 N = 422		2017 - 2018 N = 333	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	503	56%	502	53%	368	46%	181	56%	174	52%	117	45%
Not Successful	388	44%	441	47%	438	54%	144	44%	161	48%	141	55%
Fully Participating	891	75%	943	77%	806	75%	325	73%	335	79%	258	77%
Absent	7	1%	8	1%	8	1%	2	<1%	1	<1%	2	1%
Deferred	286	24%	270	22%	255	24%	118	27%	86	20%	73	22%

OSSLT - PE

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Learning Disability					
	2015 - 2016 N = 976		2016 - 2017 N = 971		2017 - 2018 N = 997		2015 - 2016 N = 398		2016 - 2017 N = 378		2017 - 2018 N = 344	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	135	27%	150	32%	116	26%	64	29%	66	35%	40	25%
Not Successful	372	73%	321	68%	336	74%	155	71%	125	65%	120	75%
Fully Participating	507	52%	471	49%	452	45%	219	55%	191	51%	160	47%
Absent	81	8%	75	8%	85	9%	32	8%	24	6%	24	7%
Deferred	67	7%	59	6%	73	7%	26	7%	16	4%	17	5%
OSSLC	321	33%	366	38%	387	39%	121	30%	147	39%	143	42%

Note: Successful and Not Successful percentages are based on those Fully Participating.

Empower Reading 2017-18

Empower Reading ™ is an evidence-based reading intervention program, which was developed by the Learning Disabilities Research Program at the Hospital for Sick Children. This program is based on 25 years of research in Canada and the United States.

The TCDSB has continued to offer Empower as an intervention for students in grades 2-5 who have demonstrated significant difficulties in decoding and spelling.

Since 2013-14, TCDSB has also offered both a decoding and spelling program for students in grades 6-8, as well as a program focused on comprehension and vocabulary for students in grades 2-5.

In 2017-18, 374 students participated in the Gr. 2-5 Decoding/Spelling (DS) program, 118 students in the Gr. 2-5 Comprehension/Vocabulary (CV) program, and 12 students participated in the Gr. 6-8 Decoding/Spelling (DS) program. Currently (2018-2019) TCDSB has 59 active locations/schools providing Empower with many locations offering multiple programs.

It should be noted that participation in the Grade 2-5 DS program was much higher for grade 2 and 3 students (grade 2, n=145; grade 3, n=146) than grade 4 and 5 students (grade 4, n=49; grade 5, n =34)

Student performance has been measured in all programs through assessments of literacy that are appropriate to the specific decoding or comprehension intervention.

This report summarizes research results indicating positive outcomes for students in all three interventions and reports from teacher interviews on the efficacy of Empower.

1**. Results for students in Gr. 2-5 Decoding/Spelling indicate that:**
- Students in all grade levels improved on the Letter-Sound test whereby they answered almost all of the items correctly in June.

- Students in all grades also improved on the Sound Combinations tests, whereby they answered over 75% of the items correctly in June.

- Grade two students made the largest gains.

- All decoding and word recognition measures were provided by SickKids: students answered at least 90% of the items correctly on the "KeyWords" test (words which are emphasized in Empower) and student mean scores ranged from 67% to 76% in June on the "Challenge Words" test (which requires students to generalize their decoding skills to new words).

- Phonemic awareness improves over the school year for Empower students in all grades. The Blending and Segmenting Assessment (TCDSB phonemic awareness measures), with students answering up to 92% of items correctly on the Blending items and 85% of the Segmenting items by June.

- The Running Record (TCDSB measure). On average students were well below grade level at the beginning of the program and improvement was observed by June. (For example, in the fall 96% of grade 2 students and 94% of grade 3 students had instructional Running Record results which were one or two years below grade level. However, by Spring 50% of both grade 2 and 3 students were reading at grade level).

- Students improve on all measures focused on letter-sound recognition, word recognition and phonemic awareness which are all skills emphasized in Empower decoding and spelling.

- While Running Record results indicate similar improvement in decoding, there are many students who are still behind grade level and may need further support after they complete Empower

- Results presented here are consistent with those presented in other years, suggesting that Empower decoding/spelling is consistent in improving students' reading skills.

- Results from transfer students in Hub schools are similar to those from other Empower students in the same schools.

2. **Results for students in Gr. 6-8 Decoding/Spelling and Gr. 2-5 Comprehension/Vocabulary indicate that**:
   - **Gr. 6-8 Decoding/Spelling:** It should be noted that there was a small sample size as only 12 students participated in Gr. 6-8 Decoding and Spelling.

- These results on their own are not adequate to demonstrate effectiveness of Empower. However, they do replicate earlier work based on a larger, more representative sample.

- Results from the SickKids Blending and Segmenting, and Running Record tests indicate improvement over the course of the intervention.

- **Gr. 2-5 Comprehension/Vocabulary**: Students improved on the Running Record scores, in both decoding and comprehension. The Quick Comprehension Analysis (QCA) also suggests that students improve in accurate and fluent reading as well as comprehension.

- In addition, comprehension teachers completed an exit survey at the end of instruction suggesting that students improved on all the comprehension strategies taught in Empower.

3. **Motivation to Read:**
   - Teachers indicate that students who receive Empower become more motivated to participate in class and enjoy reading more.

   - In order to document these changes, 54 students in selected Gr. 2-5 Decoding and Comprehension classes were administered interviews and surveys on their motivation to read. The Motivation to Read protocol was administered near the beginning of Empower (October, 2017) and then again towards the end of Empower intervention (May, 2018)

   - The majority of students had a good understanding of the value of reading, regardless of the program and thought that Empower helped them in various aspects of literacy.

   - Students generally thought that reading was valuable to get better grades and do well in school, as well as to perform adult tasks and get better jobs.

   - The majority of decoding students knew the names of the decoding strategies and also thought that Empower helped them in vocabulary, writing and interest in reading.

- Comprehension students generally thought that Empower helped them with improved vocabulary, writing, and interest but generally not to the same extent as decoding students.

4. **Longer term (3 to 4-year Post-Intervention)**

Student performance on Canadian Achievement Test (CAT) and EQAO was analyzed:
- Students who take CAT tests after completing Empower have better results than those who take it beforehand.

- CAT results show after Empower more students received average or high stanine scores on the grade 5 than on the grade 2 test.

- Students who participated in Empower before taking Grade 3 EQAO had better scores than those who had Empower afterwards.

- While most students improve on the Board and Provincial measures, there is a proportion of students who will need further Special Education intervention. Empower teachers suggest that these students are often identified as having a Language Impairment or Learning Disability.

- Most students need continued reinforcement after Empower.

LEXIA Intervention (2017-18)

Lexia Reading is a web-based reading intervention that focuses on:

- Foundational reading development for students pre-K to Grade 5 (Lexia Core5), and
- Reading development for struggling readers in Grades 6 -12 (Lexia PowerUp).

Lexia Core5 is an evidence-based individualized reading intervention that provides explicit, systematic, structured practice on the underline essential reading skills of:

- Phonological Awareness,
- Phonics,
- Structural Analysis,
- Automaticity/Fluency,
- Vocabulary, and
- Comprehension

Lexia PowerUp has students working online in three different instructional strands. The three strands are:
- Word Study
- Grammar, and
- Comprehension

The three strands improve student proficiency and independence in reading and understanding complex, authentic texts. In April 2018, Grade 5-8 student licenses were migrated to Lexia PowerUp. Most PowerUp licenses are beginning to be used in 2018-2019 school year.

Students practice and learn these skills by interacting with the online program, as well as by receiving teacher-led Lexia lessons and paper-based practice activities. Students can access Lexia Reading from school, home, public library, etc.

TCDSB implements Lexia as a Tier 2 and Tier 3 intervention to facilitate the development of reading skills for students. Through SBSLT endorsement, students are eligible for Lexia implementation if they are significantly below grade level in their reading skills, **AND** who are:

- identified as Exceptional (primarily LD or LI), **OR**
- assessed as LD or LI or referred for assessment, **OR**
- discussed by SBSLT and have an IEP

The Lexia Reading software also delivers norm-referenced performance data and analysis for each individual student, through the software application. Teachers use the data to track achievement and tailor instruction.

Students currently enrolled in *Empower^{TM} Reading: Decoding and Spelling* are <u>not</u> <u>eligible</u> for Lexia Reading implementation. However, former Empower students who require additional support are eligible if endorsed by SBSLT.

In the Fall of 2017-18 schools were invited to apply for their eligible students. 285 centrally available licenses were distributed to students with LD or LI learning profile or identification (approximately 52 schools received licenses). In late September 2017, 285 licenses were distributed and training was provided by Lexia to teachers who would be using the program throughout the year. In October 2017, approximately 85 teachers and 8 APTs participated in that training.

In September 2018, a teacher survey was conducted and teachers using Lexia were asked to fill it out. Results are below:

- 58 teachers completed the survey – however, not all teachers responded to every question.
- 14 teachers started using the software during/before the 2015-2016 school year (24%)
- 23 teachers started using the software during the 2017-18 school year (40%)
- Almost three quarters of teachers responding attended the September 2017 training session (74%)
- More than half of the teachers responding access on-demand training videos (57%)
- Most students who use the program are in the Junior division and have an identification of LD or LI
- Almost half of teachers responding indicate their students gained

3 or 4 levels (45%) and over one fifth gained 5 or more levels (22%)

- Fewer than one third of teachers report difficulties using the software (29%)
- Most teachers report that the software is effective or very effective supporting student reading decoding skills (93%)
- And almost all teachers reported that the software is useful or very useful (95%)
- The greatest student gains were reported to be in the area of decoding skills. Teachers also reported large gains in terms of self-confidence, independence, reading fluency, and computer skills.

SPECIAL EDUCATION ADVISORY COMMITTEE
PENDING LIST TO JANUARY 23, 2019

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	April 12, 2017 SEAC	January 23, 2019	SEAC	SEAC recommended to the Board of Trustees to investigate the costs to possibly Promote SEAC Special Education information through innovative technological methods.	Superintendent of Special Services
2	February 21, 2018 SEAC	TBA	Board	Board to provide SEAC with a progress report on the *Auditor Report – Chapter 3, Section 3.12 – School Boards' Management of Financial and Human Resources* four recommendations listed on page 109 of the February 21, 2018 agenda, that have not yet been acted on namely: • *An attendance support program for school board employees;* • *A performance management plan for non-academic staff;* • *A centralized database for employee behavior complaints*; and *Case management software for centralized tracking of special-education service referrals and backlogs.*	Associate Director-Academic Affairs

| 3 | November 14, 2018 | TBA | Governance & Policy | The following recommendations be referred to the Governance & Policy Committee:

i. That all existing and new policies be reviewed to reflect the OHRC Accessible Education for Students with Disabilities Policy Document;
ii. That the Board's Special Education Plan be reviewed and updated to reflect the OHRC Accessible Education for Students with Disabilities Policy Document; and
iii. That the Board put a policy in place that will be reflective of the OHRC Accessible Education for Students with Disabilities Policy Document | Superintendent of Governance & Policy |