

# STUDENT ACHIEVEMENT AND WELLBEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE REGULAR MEETING Public Session

## AGENDA February 7, 2019

**Garry Tanuan, Chair**  
Trustee Ward 8

**Markus De Domenico, Vice Chair**  
Trustee Ward 2

**Nancy Crawford**  
Trustee Ward 12

**Frank D'Amico**  
Trustee Ward 6

**Michael Del Grande**  
Trustee Ward 7

**Daniel Di Giorgio**  
Trustee Ward 10

**Taylor Dallin**  
Student Trustee

**Norman Di Pasquale**  
Trustee Ward 9

**Angela Kennedy**  
Trustee Ward 11

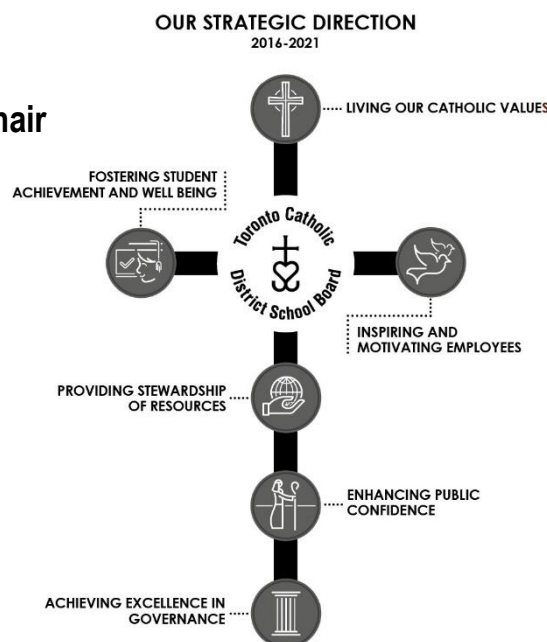
**Ida Li Preti**  
Trustee Ward 3

**Teresa Lubinski**  
Trustee Ward 4

**Joseph Martino**  
Trustee Ward 1

**Maria Rizzo**  
Trustee Ward 5

**Joel Ndongmi**  
Student Trustee



### 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

**TERMS OF REFERENCE FOR THE  
STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND  
HUMAN RESOURCES COMMITTEE  
(APPROVED BY BOARD JUNE 5, 2012)**

The Student Achievement and Well-Being, Catholic Education and Human Resources Committee shall have the responsibility for considering matters pertaining to:

**Terms of reference:**

- (a) The Multi-Year Strategic Plan in relation to Student Achievement and Well-Being, Catholic Education and Human Resources particularly focusing on the goals of the following pillars of the Multi-Year Strategic Plan: Living Our Values, Student Achievement and Well-Being and Inspired and Motivated Employees
- (b) Plans for the improvement of Student Achievement (Board Learning and Improvement Plans, School Learning and Improvement Plans)
- (c) Program alignment with Catholic Graduate Expectations
- (d) Building Catholic School Communities and strong relationships between School, Home and Church
- (e) Building Safe Schools and programs to support positive school climate
- (f) Program alignment with 21<sup>st</sup> Century learning fluencies as determined by program staff
- (g) Plans for Nurturing Our Catholic Community and the achievement of the aims and objectives of the Board in the area of Catholic Education
- (h) Program Reviews
- (i) Safe Schools Data
- (j) Continuing Education and Adult Education
- (k) Alternative Education
- (l) International Languages Programs
- (m) School Effectiveness Framework and School Reviews
- (n) System review to ascertain alignment with the deployment of Board resources
- (o) Student Achievement data (EQAO, PISA, local assessments)
- (p) Instructional leadership and practices
- (q) Equity and Inclusion Strategies
- (r) Professional Learning practices
- (s) Succession Planning
- (t) Collective Bargaining and Employee Relations
- (u) Advocacy and political action
- (v) Policy development and revision in the areas of responsibility of the Student Achievement and Well-Being, Catholic Education and Human Resources Committee
- (w) Any matter referred to the Student Achievement and Well-Being, Catholic Education and Human Resources Committee by the Board
- (x) Ratification of Principals, Vice-Principals and Supervisory Officers placement and transfers.

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# **AGENDA THE REGULAR MEETING OF THE STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE**

## **PUBLIC SESSION**

**Garry Tanuan, Chair**

**Markus de Domenico, Vice-Chair**

Thursday, February 7, 2019

7:00 P.M.

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|   | Pages  |
|---|--------|
| 1. Call to Order  |        |
| 2. Opening Prayer (Chair or designate)  |        |
| 3. Singing of O Canada  |        |
| 4. Roll Call & Apologies  |        |
| 5. Approval of the Agenda   |        |
| 6. Report from Private Session  |        |
| 7. Declarations of Interest   |        |
| 8. Approval & Signing of the Minutes of the Meeting held January 10, 2019<br>for Public Session | 1 - 12 |
| 9. Delegations  |        |
| 9.a John Del Grande regarding Student Achievement and Student<br>Performance                    | 13     |
| 10. Presentations   |        |

11. **Notices of Motion**
12. **Consent and Review**
13. **Unfinished Business**
14. **Matters Referred or Deferred from the Regular Board Meeting Held January 24, 2019**

Listing of Communications

- |      |   |         |
|------|---|---------|
| 14.a | Board of Health Appointee Trustee Li Preti (Verbal) |         |
| 14.b | Federal Government regarding Bill C-44              | 14 - 16 |

**15. Staff Reports**

- |      |  |           |
|------|--|-----------|
| 15.a | Accountability Framework for Special Education 2018-19 (Information)   | 17 - 83   |
| 15.b | External Research Conducted in the Toronto Catholic District School Board - Policy S.19 February 2019 Update (Information) | 84 - 97   |
| 15.c | Parent Engagement Updated Report 2017-18 (Information)   | 98 - 125  |
| 15.d | Annual Report on the Accessibility Standards Policy (A.35) (Information)   | 126 - 179 |
| 15.e | Selection of Trustees to the Labour Relations Ad Hoc Committee (Verbal)  |           |

Be it resolved that the Board of Trustees strike a sub-committee reporting to Board to inform and be informed of the process and progress of collective bargaining in order to effectively exercise the Board's governing responsibilities in labour relations; and

Be it further resolved that a labour roundtable be organized by the sub-committee for Trustees, labour groups and senior staff.

**16. Listing of Communications**



|  |     |
|--|-----|
| <b>17. Inquiries and Miscellaneous</b> |     |
| <b>18. Updating of Pending Lists</b>   |     |
| 18.a Monthly Pending List              | 180 |
| <b>19. Closing Prayer</b>              |     |
| <b>20. Adjournment</b>                 |     |

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# **MINUTES OF THE REGULAR MEETING OF THE STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE**

## **PUBLIC SESSION**

**HELD THURSDAY, JANUARY 10, 2019**

### **PRESENT:**

#### **Trustees:**

G. Tanuan, Chair  
M. de Domenico, Vice-Chair  
F. D'Amico  
M. Del Grande  
D. Di Giorgio  
N. Di Pasquale  
A. Kennedy  
I. Li Preti  
T. Lubinski  
J. Martino  
M. Rizzo

#### **Student Trustees:**

T. Dallin  
J. Ndongmi

#### **Staff:**

R. McGuckin  
D. Koenig  
A. Della Mora  
L. Noronha  
P. Matthews  
V. Burzotta  
S. Camacho  
M. Caccamo  
S. Campbell  
F. Cifelli

P. De Cock  
 N. D'Avella  
 L. Di Marco  
 M. J. Gendron  
 K. Malcolm  
 L. Maselli-Jackman  
 J. Shanahan  
 S. Vlahos  
 J. Wujek

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

**External Guest:** A. Robertson, Parliamentarian

**1. Call to Order**

The Director introduced Shazia Vlahos, recently-appointed Chief of Communications and Government Relations at the Toronto Catholic District School Board, to the meeting.

**4. Roll Call & Apologies**

An apology was extended on behalf of Trustee Crawford.

**5. Approval of the Agenda**

MOVED by Trustee Martino, seconded by Trustee Di Pasquale, that the Agenda, as amended to include the Addendum, be approved.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees D'Amico  
 de Domenico

Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

**6. Report from Private Session**

Trustee de Domenico reported that the following matters were discussed in PRIVATE Session:

- a. The appointment of two parent representatives to the Mental Health Advisory Council; and
- b. Briefing on an Information Technology issue at the Toronto Catholic District School Board

**7. Declarations of Interest**

There were none.

**8. Approval & Signing of the Minutes**

MOVED by Trustee Kennedy, seconded by Trustee Di Pasquale, that the Minutes of the Regular Meeting held December 6, 2018 for PUBLIC Session be approved.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees D'Amico  
de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

**15. Consideration of Motion for Which Previous Notice Has Been Given**

MOVED by Trustee Li Preti, seconded by Trustee Rizzo, that Item 15a) be adopted as follows:

**15a) From Trustee Li Preti regarding Establishment of a Political Action Ad Hoc Committee:**

BE IT RESOLVED THAT: a Political Action Committee be established as an Ad Hoc Committee of the Board;

BE IT FURTHER RESOLVED THAT: the Political Action Committee consist of at least three (3) Trustee members; and

BE IT FURTHER RESOLVED THAT: the Terms of Reference for the Committee be determined by the Committee members and recommended to the Board of Trustees.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees D'Amico  
de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

Trustees Di Pasquale, Kennedy, Li Preti and Lubinski volunteered to be Trustee members of the Political Action Ad Hoc Committee.

MOVED by Trustee Rizzo, seconded by Trustee D'Amico, that Trustees Di Pasquale, Kennedy, Li Preti and Lubinski be appointed as Trustee members, along with Trustees Rizzo and Del Grande as Ex-Officios.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees D'Amico  
de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

**16. Staff Reports**

MOVED by Trustee Kennedy, seconded by Trustee Del Grande, that Item 16a) be adopted as follows:

**16a) Mental Health and Well Being Annual Report 2017-2018 received.**

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees D'Amico  
de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale

Kennedy  
 Li Preti  
 Lubinski  
 Martino  
 Rizzo  
 Tanuan

The Motion was declared

CARRIED

**16b) Trust 15 Partnership (Revised – See Item 16c)**

MOVED by Trustee Martino, seconded by Trustee Di Pasquale, that Item 16c) be adopted as follows:

- 16c) Trust 15 Partnership (Revised)** that a revised funding source for the incremental Trust 15 partnership costs be identified and considered as part of the 2019-20 budget estimates planning and consultation process pending a review of the Grants for Students Needs (GSN) funding for 2018-2019 to determine if additional funds can be allocated to expand the program at one secondary and two elementary schools.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees D'Amico  
 de Domenico  
 Del Grande  
 Di Giorgio  
 Di Pasquale  
 Kennedy  
 Li Preti  
 Lubinski  
 Martino



Rizzo  
Tanuan

The Motion was declared

CARRIED

Student Trustees Dallin and Ndongmi wished to be recorded as voted in favour.

MOVED by Trustee de Domenico, seconded by Trustee Martino, that Item 16d) be adopted as follows:

- 16d) Liquor Waiver Request for St. Eugene Catholic School Event on May 10, 2019** that Regulation 6 of Appendix A of the Permits Policy B.R.05 be waived and that permission be granted to serve alcohol at St. Eugene Catholic School on May 10, 2019 for a Comedy Night event.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees D'Amico  
de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino

Rizzo  
Tanuan

The Motion was declared

CARRIED

### **17. Listing of Communications**

MOVED by Trustee Rizzo, seconded by Trustee Li Preti, that Item 17a) be adopted as follows:

- 17a) Letter from Trustee de Domenico regarding his Resignation from the Governance and Policy Committee** that the letter be accepted and that Trustee Di Pasquale be appointed as Trustee member of the Committee.

Trustee Di Pasquale accepted.

Results of the Vote taken, as follows:

#### **In Favour**

#### **Opposed**

Trustees D'Amico  
de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Kennedy, that the meeting resolve into FULL BOARD to Rise and Report.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees D'Amico  
de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee D'Amico, that the meeting resolve into DOUBLE PRIVATE Session.

Results of the Vote taken, as follows:

**In Favour**

**Opposed**

Trustees D'Amico  
de Domenico  
Del Grande  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Martino  
Rizzo  
Tanuan

The Motion was declared

CARRIED

**PRESENT:** (Following DOUBLE PRIVATE Session):

**Trustees:**

G. Tanuan, Chair  
M. de Domenico, Vice-Chair  
F. D'Amico  
D. Di Giorgio  
N. Di Pasquale  
A. Kennedy  
I. Li Preti  
T. Lubinski  
M. Rizzo

**Staff:**

R. McGuckin

S. Harris, Recording Secretary

## 21. Adjournment

MOVED by Trustee Tanuan, seconded by Trustee Di Pasquale, that the meeting adjourn.

Results of the Vote taken, as follows:

### **In Favour**

### **Opposed**

Trustees D'Amico  
de Domenico  
Di Giorgio  
Di Pasquale  
Kennedy  
Li Preti  
Lubinski  
Rizzo  
Tanuan

The Motion was declared

CARRIED

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SECRETARY

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CHAIR



# **TORONTO CATHOLIC DISTRICT SCHOOL BOARD**

## **DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES**

PLEASE BE ADVISED THAT ALL STANDING  
COMMITTEE MEETINGS ARE BEING RECORDED

For Board Use Only

Delegation No. \_\_\_\_

☐ Public Session  
☐ Private Session  
☐ Three (3) Minutes

|  |  |
|--|--|
| Name   | JOHN DEL GRANDE  |
| Committee  | Student Achievement and Well-Being Catholic Education Human Resources  |
| Date of Presentation   | 2/7/2019   |
| Topic of Presentation  | Student Achievement & Student Performance  |
| Topic or Issue   | Need for TCDSB to do further work in fulfilling its mission to educate and provide resources to achieve each students full potential |
| Details  | School & Supervisory Response to parents requests<br>Appropriate Grade Placement   |
| Action Requested   | 1) Direction for school/Board response<br>2) Policy formation request  |
| I am here as a delegate to speak only on my own behalf   | { 1) I am here as a delegation to speak only on my own behalf }  |
| I am an official representative of the Catholic School Parent Committee (CSPC)                                       |  |
| I am an official representative of student government  |  |
| I am here as a spokesperson for another group or organization  |  |
| I have read, understand and agree to comply with the rules for Delegations as per the TCDSB Delegations Policy T.14. | I Agree  |
| Submittal Date   | 2/1/2019   |

Office of the Minister  
of Finance



Cabinet du ministre  
des Finances

Ottawa, Canada K1A 0G5

2018FIN481288

JAN 15 2019

Ms. Maria Rizzo  
Chair of the Board  
Toronto Catholic District School Board  
[paola.botticella@tcdsb.org](mailto:paola.botticella@tcdsb.org)

Dear Ms. Rizzo:

On behalf of the Minister of Finance, the Honourable Bill Morneau, I acknowledge receipt of your correspondence of December 6, 2018.

I will ensure that your correspondence is brought to the Minister's attention as soon as possible.

In the meantime, should you have any questions or wish to enquire as to the status of your correspondence, please do not hesitate to contact me directly at 613-369-5696.

Sincerely,

A handwritten signature in cursive script, appearing to read 'allie'.

Allie Chalke  
Policy Advisor  
The Office of the Honourable Bill Morneau – Minister of Finance



*Office of the Chair of the Board*

December 6, 2018

The Honourable William Francis Morneau  
Department of Finance Canada  
90 Elgin Street  
House of Commons  
Parliament Buildings  
Ottawa, Ontario K1A 0A6  
[bill.morneau@canada.ca](mailto:bill.morneau@canada.ca)

Dear Minister:

I am writing on behalf our Board of Trustees to express our deep concern regarding Bill C-44, which comes into force on January 1, 2019. This new tax rule unfairly treats elected school board trustees as they attempt to carrying out their full duties in support of parents and families with children attending Toronto Catholic District School Board schools.

School board trustees, as well as municipally elected officials, previously qualified for a tax exemption on one-third of their honorarium. Beginning with the 2019 taxation year, a school trustee's honorarium will be fully taxed as income, which will negatively impact any reasonable concept of fair compensation. This also creates the unfortunate consequence of punishing those of us who spend long hours working diligently representing and advocating for our school communities.

On average our TCDSB school trustees receive under \$19,000, well below the salary received by elected municipal officials who are relatively well compensated with salaries over \$110,000. Comparatively, our Board of Trustees manage a \$1.2 billion annual budget (equivalent to City of Winnipeg budget of \$1.08 B), employ some 13,000 full/part-time employees in the education of over 91,000 students in 200 school sites, and serve over half-a-million Catholic ratepayers. Clearly the removal of this tax exemption should not have targeted school board trustees.

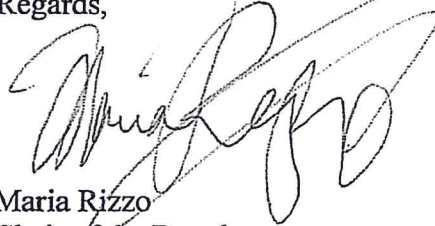
We are urging you to rescind the final implementation of this section of C-44. Should this not be possible, we request that the Ontario Minister of Finance, in consultation with the Minister of Education (EDU) Lisa Thompson, amend O. Reg. 357/06 to establish a new base amount limit for school board trustee honoraria. This revised limit should use a formula that increases the honoraria by an amount equal to the one-third tax-free allowance.



Canada's democratic electoral process was founded on the concept of fairness for all. Not addressing this gross inequity will severely deter well-qualified individuals from serving in the public interest, which will continue to erode the very democratic institutions created to represent the dreams and aspirations of Canadians who rely on publicly-funded education.

Thank you for your attention to this matter and we look forward to your response.

Regards,

A handwritten signature in black ink, appearing to read 'Maria Rizzo', written over a horizontal line.

Maria Rizzo  
Chair of the Board

Copy: Prime Minister's Office  
Lisa Thompson, Minister of Education  
Nick Milanetti, Director OCSTA  
Doug Ford, Premier of Ontario  
Victor Fidelli, Minister of Finance  
All TCDSB Trustees  
Rory McGuckin, Director of Education



## REPORT TO

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

## 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 | <a href="#">Click here to enter a date.</a> |
| Linda Maselli-Jackman, Superintendent of Education, Special Services<br>Marina Vanayan, Senior Co-ordinator, Educational Research<br>Vanessa Cocco, Chief of Social Work      Don Reid, Principal, Care and Treatment Programs<br>Andrea Coke, Chief of Speech and Language      Dr. Joseph Mirabella, Chief of Psychology<br>Rachelina Macchia, Chief of IPRC and Assessments      Peter Stachiw, Chief of Autism<br>John Wilhelm, Acting Chief of Mental Health/Marie-Josée Gendron, Chief of Mental Health |                  |   |
| <b>INFORMATION REPORT</b>   |                  |   |

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Rory McGuckin

Director of Education

D. Koenig

Associate Director  
of Academic Affairs

T. Robins

Acting Associate Director  
of Planning and Facilities

L. Noronha

Executive Superintendent  
of Business Services and  
Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

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 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 is important to note that a number of students have more than one exceptionality.

| Special Education Needs<br>(based on predominant<br>exceptionality) | Number<br>of<br>Students | Percent (%) of<br>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                          |
| <b>Grand Total</b>  | <b>15,515</b>            | <b>100.00</b>                 |

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:** **Monitor** 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:** **Monitor** 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:** **On Target** 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:** **Action Required** 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 programming.

### **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:**

| <b>Grade</b> | <b>Domain</b> | <b>To-From (%)</b> | <b>Change (%)</b> |
|--------------|---------------|--------------------|-------------------|
| 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)

| <b>Grade</b> | <b>Domain</b> | <b>To-From (%)</b> | <b>Change (%)</b> |
|--------------|---------------|--------------------|-------------------|
| 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 <sup>TM</sup> 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 <sup>TM</sup> 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 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.

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.

| <b>Accountability Framework for Special Education 2017-18</b>   |   |
|---|---|
| <b>Exceptionality:</b><br>Autism  | <b>Number of students (K-12) with this exceptionality:</b> 1852<br>K – 12 Regular Class: 1287<br>K – 12 Special Education Class: 565  |
| <b>Focus Subgroup:</b> Students in Year 1 of the Program to Assist Social Thinking (PAST)   |   |
| <b>Goal(s) (2017-18):</b><br>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.<br>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.  | <b>Goal Timeline:</b><br>2017/18- Targeted students in year 1 of the PAST Program and tracking students<br>2018/19- Targeted students in year 2 of the PAST Program and tracking students<br>2019/2020- Targeted students in year 3 of the PAST Program and tracking students |
| <b>Instructional Strategy:</b><br>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.<br>In teaching the students about emotions the strategies include the following: <ol style="list-style-type: none"> <li>1. Identifying feelings based on facial expression of self and others</li> <li>2. Identifying feelings based on body language and gesture</li> <li>3. Identifying feelings based on contextual cues</li> <li>4. Identifying feelings by attending to physical sensations</li> </ol> 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.<br>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.

| Accountability Framework for Special Education 2018-19   |   |
|--|---|
| <p><b>Goal for 2018-19:</b><br/> 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.<br/> 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.</p>  | <p><b>Goal Timeline:</b><br/> 2017/18, 2018/19, 2019/20</p> |
| <p><b>Intended Outcomes:</b><br/> 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.<br/> 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.</p> |   |

| Accountability Framework for Special Education 2017-18   |   |
|--|---|
| <b>Exceptionality:</b> Behaviour   | <b>Number of Students with this exceptionality:</b> 178 |
| <b>Focus Subgroup:</b> 126 Students in ISP classes   |   |
| <b>Goal (2017-18):</b> 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.   | <b>Goal Timeline:</b> September 2018 – June 2019        |
| <b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li>• Deliver <i>Stop Now and Plan (SNAP)</i> 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</li> <li>• Provide designated in-services to both ISP Behaviour Teachers and Child &amp; Youth Workers which focus on training, monitoring and evaluation of the <i>Stop Now and Plan (SNAP)</i> program</li> <li>• Provide learning opportunities regarding classroom management, self-regulation, building positive rapport and increasing collaborative activities during unstructured times such as recess</li> <li>• Involve the Child Development Institute in the monitoring of the <i>Stop Now and Plan (SNAP)</i> program by observing Behaviour ISP Classrooms and providing feedback to Behaviour ISP staff</li> <li>• 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</li> <li>• Provide support to assist in the development and consistency of tracking and revision of those individual measurable goals</li> <li>• Articulate the progress of the individual measurable goals to parents/ guardians of students in the Behaviour ISP</li> <li>• Upon request, provide the <i>Friends</i> program in Behaviour ISP Classes and/or classes in which students with behavioural identifications attend for integration</li> <li>• Foster a Professional Learning Network through on-going e-mail communications amongst Behaviour ISP Teachers, CYWs and the Behaviour ISP Assessment and Program Teacher</li> </ul> |   |

- 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-regulation 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. EQAO 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 assistants 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 principles and language of the SNAP program 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.



| <b>Accountability Framework for Special Education 2017-18</b>  |  |
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| <b>Exceptionality:</b> Blind and Low Vision (BLV)  | <b>Number of Students with this exceptionality:</b> 12 |
| <b>Focus Subgroup:</b><br>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.   |  |
| <b>Goal(s) (2017-18):</b><br>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.   | <b>Goal Timeline:</b> 2017 – 2018                      |
| <b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li>• 1:1 professional learning provided by TDSB Vision Program staff (Itinerant Vision Teachers, Orientation &amp; Mobility Specialists).</li> <li>• Opportunities to observe specific instructional strategies employed by Vision Program personnel.</li> <li>• Modelling of disability-specific teaching strategies by Vision Program personnel.</li> <li>• Provision of accommodated materials (i.e., braille, tactile diagrams, enlarged print, digital formats) for classroom teachers.</li> <li>• Training and support on the use of assistive technology.</li> </ul> |  |
| <b>Data supporting Observations:</b> (where available)   |  |
| <b>Outcomes/Observations/Learning:</b> <ul style="list-style-type: none"> <li>• Classroom teachers will be able to deliver the regular curriculum with accommodations for the learner who is visually impaired.</li> <li>• Classroom teachers and school personnel will feel more confident and comfortable interacting with a student who is visually impaired.</li> <li>• Classroom teachers will be able to engage the learner who is visually impaired using the strategies and materials provided by Vision Program personnel.</li> </ul>   |  |
| <b>Accountability Framework for Special Education 2018-19</b>  |  |
| <b>Goal for 2018-2019:</b><br>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   | <b>Goal Timeline:</b> 2018-19 School Year              |

|  |  |
|--|--|
| Ontario curriculum as independently as possible.   |  |
| <b>Data Supporting Observations:</b><br>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.  |  |
| <b>Intended Outcomes:</b> <ul style="list-style-type: none"> <li>• Classroom teachers will demonstrate increased             <ul style="list-style-type: none"> <li>(a) personal comfort level teaching a student who reads braille</li> <li>(b) frequency of consultation with Vision Program personnel</li> <li>(c) ability to assist students who are blind with some aspects of their assistive technology</li> <li>(d) understanding of the learning needs and essential accommodations for a learner who is blind</li> </ul> </li> </ul> |  |

| <b>Accountability Framework for Special Education 2017-18</b>  |   |
|--|---|
| <b>Exceptionality:</b><br>Deaf/Hard of Hearing   | <b>Number of Students with this exceptionality:</b> 92<br>26 in ISP classes   |
| <b>Focus Subgroup:</b> students with an identification of D/HH and/or those receiving Itinerant D/HH support   |   |
| <b>Goal(s) (2017-18):</b><br>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.  | <b>Goal Timeline:</b> 3-year plan<br><b>2017/2018</b> – data collection<br><b>2018/2019</b> – track implementation<br><b>2019-2020</b> - track implementation |
| <b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li>• Revised goal due to address resource allocations and staffing needs</li> <li>• Reviewed survey results from 74 D/HH students exploring and examining usage of Hearing Assistance Technology</li> <li>• Reviewed survey results from 53 teachers of D/HH students exploring and examining usage of Hearing Assistance Technology</li> <li>• Communicated Accountability Framework for Special Education (AFSE) goals to classroom teachers of D/HH students through consultation with Itinerant D/HH teachers</li> <li>• Provided appropriate professional development to parents and teachers who work with D/HH students in regular and ISP classes, and other Board staff</li> </ul> |   |
| <b>Data supporting Observations:</b> <ul style="list-style-type: none"> <li>• 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</li> <li>• More than 100 students and their family members attended the annual D/HH family picnic</li> <li>• Weekly newsletters were shared system-wide on supporting D/HH students in the regular class for Speech, Language and Hearing awareness month in May</li> </ul>  |   |
| <b>Outcomes/Observations/Learning:</b> <ul style="list-style-type: none"> <li>• 100% of all D/HH student networking events (Girls' Talk, Boys' Club, annual D/HH family picnic) included parent participation and/or attendance</li> <li>• 2017-18 goal to be carried forward for 2018-19 in order to more appropriately identify school and critical resources needed to implement goal</li> </ul>  |   |

| <b>Accountability Framework for Special Education 2018-19</b>  |   |
|--|---|
| <b>Goal for 2018-19:</b><br>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. | <b>Goal Timeline: revised 3-year plan</b><br><b>2017/2018</b> – data collection<br><b>2018/2019</b> –plan development<br><b>2019-2020</b> – plan implementation |
| <b>Intended Outcomes:</b><br>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  |   |                 |  |                 |
|---|---|-----------------|--|-----------------|
| <b>Exceptionality:</b><br>Gifted  |   |                 | <b>Number of Students with this exceptionality:</b> 2249                         |                 |
| <b>Focus Subgroup:</b> 250 students with Giftedness, 2017-18 Grade 7 cohort   |   |                 |  |                 |
| <b>Goal for 2017-18:</b> Increase the percentage of students with Giftedness whose Self-Regulation and Organizational skills are rated as “Excellent” on their Provincial Report Card.  |   |                 | <b>Goal Timeline:</b><br>This is a 3-year goal:<br>2016-17<br>2017-18<br>2018-19 |                 |
| <b>Instructional Strategies:</b> <ul style="list-style-type: none"><li>Building capacity for Gifted Withdrawal and Congregated Program Teachers, through professional development activities (October 2018 Newsletter titled <i>Time Management Skills</i>, distributed to all TCDSB staff; presentation of <i>Supporting Minds-Anxiety Module</i> from School Mental Health Assist (December 2017).</li><li>PD presentation on <i>Supporting the emotional health of students with Giftedness: How to recognize depression/anxiety and how to help</i> in December 2017; Supporting regular classroom teachers by offering a bank of IEP Accommodation_comments for Gifted students.</li></ul> |   |                 |  |                 |
| <b>Data Supporting Observations:</b>  |   |                 |  |                 |
| 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%           |
| <b>Outcomes/Observations/Learning:</b> <ul style="list-style-type: none"><li>Excellent ratings of Organization and Self-regulation skills have increased.</li><li>Continue to implement strategies to address anxiety/perfectionism in students with Giftedness.</li></ul>  |   |                 |  |                 |

| Accountability Framework for Special Education 2018-19  |   |
|---|---|
| <p><b>Goal for 2018-19:</b><br/>         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).</p> | <p><b>Goal Timeline:</b><br/>         This is a 3-year goal:<br/>         2016-17, 2017-18, 2018-19</p> |
| <p><b>Intended Outcomes:</b><br/>         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.</p>  |   |

| <b>Accountability Framework for Special Education 2017-18</b>   |  |
|---|--|
| <b>Exceptionality</b><br>Language Impairment  | <b>Number of Students with this exceptionality:</b><br>855   |
| <b>Focus Subgroups:</b> <ol style="list-style-type: none"> <li>1. students in Language Impaired – Intensive Support Programs (197 students)</li> <li>2. kindergarten and primary students board-wide at risk for oral language delays</li> </ol>  |  |
| <b>Goal(s) (2017-18):</b><br>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.  | <b>Goal Timeline: 3-year goal</b><br>2017/2018 - Data collection<br>2018-2019 - Data collection<br>2019-2020 - Data Analysis |
| <b>Instructional Strategies:</b><br>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.<br>Delivered Kindergarten Language Program to SK students at risk for oral language and literacy delays.<br>Collaborated with LI-ISP teachers and Accountability Framework committee to facilitate participation in survey.<br>Provided parents and teachers with information and professional development materials relevant for addressing oral language and literacy skills for students with LI. |  |
| <b>Data supporting Observations:</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>  |  |

- 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 recent years, Level 3 - 4 scores have improved to 30%.

**Accountability Framework for Special Education 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   |           |  |   |  |  |  |           |           |              |     |     |              |     |     |              |  |  |           |     |     |            |     |     |
|--|-----------|--|---|--|--|--|-----------|-----------|--------------|-----|-----|--------------|-----|-----|--------------|--|--|-----------|-----|-----|------------|-----|-----|
| <b>Exceptionality</b><br>Learning Disability   |           | <b>Number of Students with this exceptionality:</b> 2665 |   |  |  |  |           |           |              |     |     |              |     |     |              |  |  |           |     |     |            |     |     |
| <b>Focus Subgroup:</b> All students with LD identification   |           |  |   |  |  |  |           |           |              |     |     |              |     |     |              |  |  |           |     |     |            |     |     |
| <b>Goal for 2017-18:</b><br>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.   |           | <b>Goal Timeline:</b><br>September 2017-June 2018        |   |  |  |  |           |           |              |     |     |              |     |     |              |  |  |           |     |     |            |     |     |
| <b>Instructional Strategies:</b> <ul style="list-style-type: none"><li>• 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)).</li><li>• Empower Reading Intervention (Decoding/Spelling Grade 2-5 and 6-8; Comprehension/ Vocabulary Grade 2-5): offered in 71 TCDSB elementary schools.</li><li>• 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).</li><li>• 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.</li></ul> |           |  |   |  |  |  |           |           |              |     |     |              |     |     |              |  |  |           |     |     |            |     |     |
| <b>Data supporting Observations:</b> <table><tr><td colspan="3">Students Identified as Learning Disability:<br/>Percentage at Level 3 or 4 in Math</td></tr><tr><td></td><td>2016-2017</td><td>2017-2018</td></tr><tr><td>Grade 3 EQAO</td><td>31%</td><td>32%</td></tr><tr><td>Grade 6 EQAO</td><td>13%</td><td>16%</td></tr><tr><td>Grade 9 EQAO</td><td></td><td></td></tr><tr><td>• Applied</td><td>32%</td><td>33%</td></tr><tr><td>• Academic</td><td>72%</td><td>50%</td></tr></table>  |           |  | Students Identified as Learning Disability:<br>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 | 32% | 33% | • Academic | 72% | 50% |
| Students Identified as Learning Disability:<br>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  | 32%       | 33%  |   |  |  |  |           |           |              |     |     |              |     |     |              |  |  |           |     |     |            |     |     |
| • Academic   | 72%       | 50%  |   |  |  |  |           |           |              |     |     |              |     |     |              |  |  |           |     |     |            |     |     |
| <b>Outcomes/Observations/Learning:</b><br>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   |  |
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| <p><b>Goal for 2018-19:</b><br/> 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.</p> | <p><b>Goal Timeline:</b><br/> September 2018-June 2018</p> |
| <p><b>Intended Outcome:</b><br/> 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.</p>   |  |

| Accountability Framework for Special Education 2017-2018  |  |
|---|--|
| <b>Exceptionality</b><br>Mild Intellectual Disability   | <b>Number of students (K – 12) with this exceptionality:</b><br>353  |
| <b>Focus Subgroup:</b> All students identified with the Mild Intellectual Disability exceptionality.  |  |
| <b>Goal(s) (2017-2018)</b><br>To create a framework to support the work of schools with students with the MID identification.   | <b>Goal Timeline:</b><br>2016-2017: Creation of MID committee. Begin work on the MID Framework<br>2017-2018- Continue work on MID Framework with a multidisciplinary team.<br>2018-2019- Completion of MID framework and establish criteria for MID ISP placement. |
| <b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li>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.</li> <li>Psychology staff to aid in the creation of the framework and to help clarify criteria for identification and placement.</li> </ul> |  |
| <b>Data supporting Observations:</b> (where available) <ul style="list-style-type: none"> <li>Committee members reviewed various frameworks to determine what elements should be included in the MID framework.</li> <li>Committee discussed clarification of MID profile, learning strategies and pathways.</li> </ul>   |  |
| <b>Outcomes/Observations/Learning:</b> <ul style="list-style-type: none"> <li>Discussion of MID learner's profile and the ME/DD learner's profile to enhance understanding.</li> <li>The need to include psychology staff was determined.</li> <li>Continued professional dialogue with a multidisciplinary team.</li> <li>Comparison of various frameworks.</li> </ul>   |  |
| Accountability Framework for Special Education 2018-2019  |  |
| <b>Goal for 2018-2019:</b><br>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.  | <b>Goal Timeline:</b><br>2018/2019   |

**Intended Outcomes:**

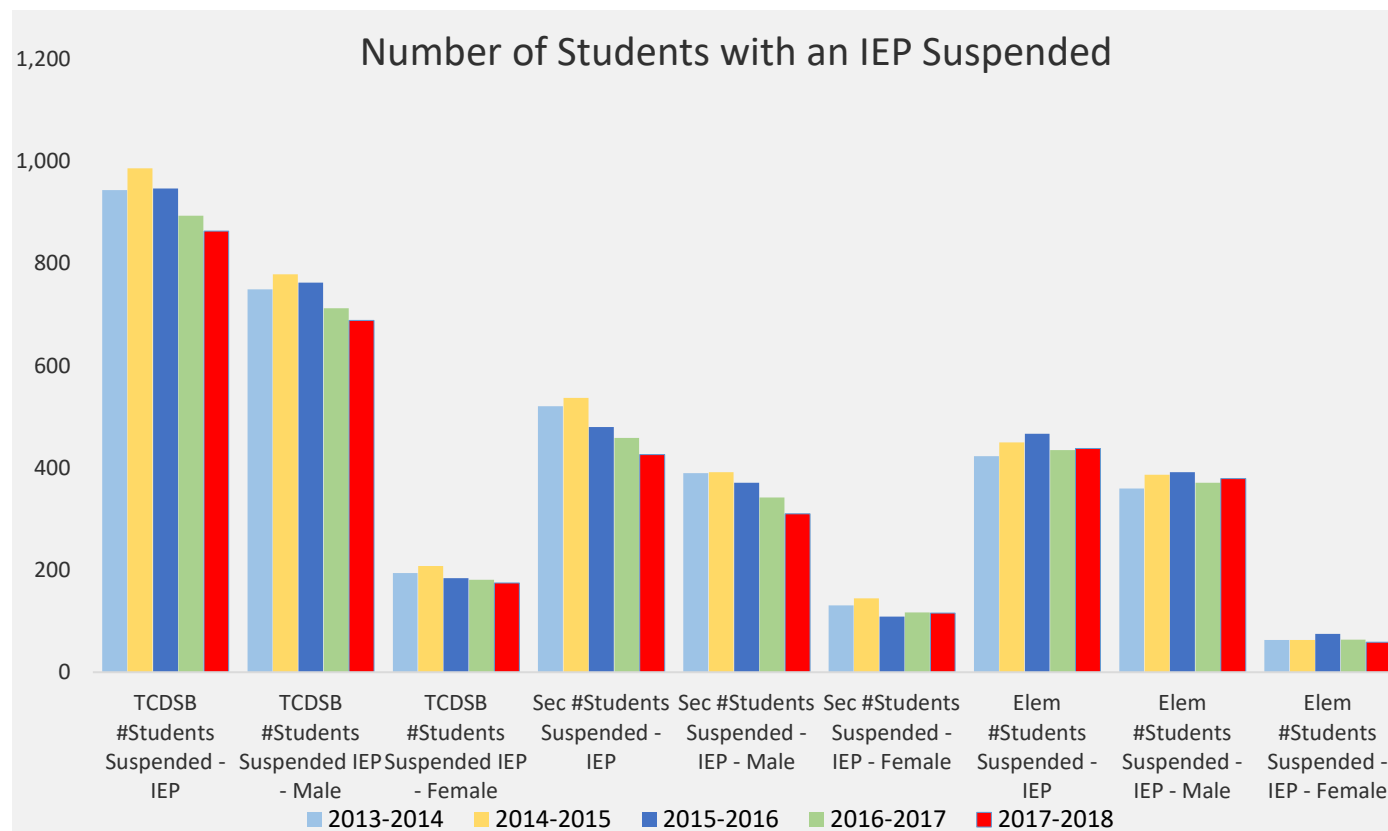
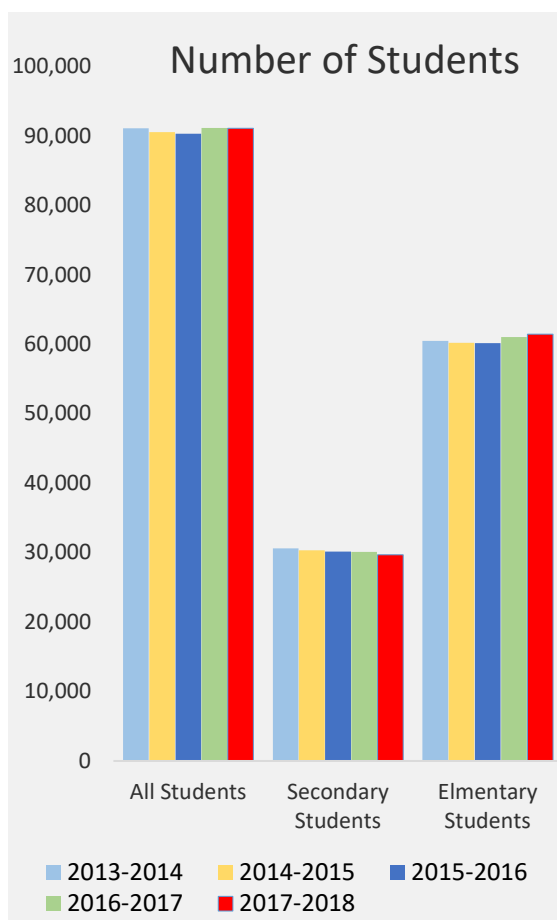
By the end of June 2020, improve student learning: by building system capacity, sharing of best practices, and providing meaningful learning experiences. In addition the various pathways for students with the MID profile will be shared to inform programing.

| <b>Accountability Framework for Special Education 2017-2018</b>  |   |
|--|---|
| <b>Exceptionality:</b><br>Developmental Disability (DD)/Multiple Exceptionalities (ME)   | <b>Number of students (K – 12) with this exceptionality:</b><br>Developmental Disability: Regular Class-23<br>Special Education Class-120<br>Multiple Exceptionalities: Regular Class-40<br>Special Education Class-136 |
| <b>Focus Subgroup:</b> Students identified with Developmental Disability or Multiple Exceptionalities in a DD/ME Intensive Support Programs (ISP)  |   |
| <b>Goal(s) 2017-2018:</b><br>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.   | <b>Goal Timeline:</b><br>2017/2018 – Professional development for teachers in elementary DD/ME ISPs focusing on functional literacy<br>2018/2019  |
| <b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li>• To continue to build capacity in the system through targeted Professional Development.</li> <li>• Two days of professional development focusing on literacy for DD/ME ISP teachers in elementary schools took place.</li> <li>• Supplemental literacy resources were purchased for elementary staff. These resources were distributed to elementary staff as part of the Professional Development plan.</li> <li>• A webinar and a website were developed as a resource to help support the implementation of the literacy program.</li> </ul> |   |
| <b>Data supporting Observations:</b> (where available)<br>83% of the elementary schools attended the two days of professional development. All elementary schools with ISP classes have received the resource MeVile to WeVile Literacy Resource.  |   |
| <b>Outcomes/Observations/Learning:</b> <ul style="list-style-type: none"> <li>• Professional development occurred to help build capacity focusing on literacy for DD-ME ISP teachers in elementary</li> <li>• Positive feedback from participants in the professional development was received through a survey form;<br/>               Appropriate resources were made available to assist in program planning in literacy;</li> <li>• To support the implementation of an afterschool Professional Learning Network for DD-ME ISP teachers.</li> </ul>  |   |
| <b>Accountability Framework for Special Education 2018-2019</b>  |   |
| <b>Goal for 2018-2019:</b><br>By the end of the school year, there will be increased teacher understanding and use of  | <b>Goal Timeline:</b><br>2018/19, 2019/2020   |

|   |  |
|---|--|
| <p>Equals to address the numeracy program for elementary students.</p> <p>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.</p>   |  |
| <p><b>Intended Outcomes:</b></p> <p>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.</p> <p>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.</p> |  |

## 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                                      |



# All Students with Special Education Needs (Excluding Gifted)

# Appendix K

**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<br>N = NP |    | 2016 - 2017<br>N = 1,046 |     | 2017 - 2018<br>N = 1,064 |     | 2015 - 2016<br>N = 21,412 |      | 2016 - 2017<br>N = 23,610 |     | 2017 - 2018<br>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<br>N = NP |    | 2016 - 2017<br>N = 1,046 |     | 2017 - 2018<br>N = 1,064 |     | 2015 - 2016<br>N = 21,430 |     | 2016 - 2017<br>N = 23,630 |     | 2017 - 2018<br>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<br>N = NP |    | 2016 - 2017<br>N = 1,062 |     | 2017 - 2018<br>N = 1,083 |     | 2015 - 2016<br>N = 21,824 |     | 2016 - 2017<br>N = 24,076 |     | 2017 - 2018<br>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%  |



**Reading Grade 6**

|         | TCDSB                 |    |                          |     |                          |     | Province                  |     |                           |     |                           |     |
|---------|-----------------------|----|--------------------------|-----|--------------------------|-----|---------------------------|-----|---------------------------|-----|---------------------------|-----|
|         | 2015 - 2016<br>N = NP |    | 2016 - 2017<br>N = 1,287 |     | 2017 - 2018<br>N = 1,245 |     | 2015 - 2016<br>N = 26,457 |     | 2016 - 2017<br>N = 28,338 |     | 2017 - 2018<br>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<br>N = NP |    | 2016 - 2017<br>N = 1,287 |     | 2017 - 2018<br>N = 1,245 |     | 2015 - 2016<br>N = 26,467 |     | 2016 - 2017<br>N = 28,344 |     | 2017 - 2018<br>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<br>N = NP |    | 2016 - 2017<br>N = 1,287 |     | 2017 - 2018<br>N = 1,245 |     | 2015 - 2016<br>N = 26,497 |      | 2016 - 2017<br>N = 28,323 |     | 2017 - 2018<br>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%  |

# Achievement Results Elementary Autism

Appendix L

## Reading Grade 3

|         | All Students with Special Education Needs (Excluding Gifted) |    |                          |     |                          |     | Students with Special Needs identified as Autism |    |                        |     |                        |     |
|---------|--|----|--------------------------|-----|--------------------------|-----|--|----|------------------------|-----|------------------------|-----|
|         | 2015 - 2016<br>N = NP  |    | 2016 - 2017<br>N = 1,046 |     | 2017 - 2018<br>N = 1,064 |     | 2015 - 2016<br>N = NP                            |    | 2016 - 2017<br>N = 132 |     | 2017 - 2018<br>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<br>N = NP  |    | 2016 - 2017<br>N = 1,046 |     | 2017 - 2018<br>N = 1,064 |     | 2015 - 2016<br>N = NP                            |    | 2016 - 2017<br>N = 132 |     | 2017 - 2018<br>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<br>N = NP  |    | 2016 - 2017<br>N = 1,062 |     | 2017 - 2018<br>N = 1,083 |     | 2015 - 2016<br>N = NP                            |    | 2016 - 2017<br>N = 132 |     | 2017 - 2018<br>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

Appendix L

## Reading Grade 6

|         | All Students with Special Education Needs (Excluding Gifted) |    |                          |     |                          |     | Students with Special Needs identified as Autism |    |                        |     |                        |     |
|---------|--|----|--------------------------|-----|--------------------------|-----|--|----|------------------------|-----|------------------------|-----|
|         | 2015 - 2016<br>N = NP  |    | 2016 - 2017<br>N = 1,287 |     | 2017 - 2018<br>N = 1,245 |     | 2015 - 2016<br>N = NP                            |    | 2016 - 2017<br>N = 130 |     | 2017 - 2018<br>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<br>N = NP  |    | 2016 - 2017<br>N = 1,287 |     | 2017 - 2018<br>N = 1,245 |     | 2015 - 2016<br>N = NP                            |    | 2016 - 2017<br>N = 130 |     | 2017 - 2018<br>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<br>N = NP  |    | 2016 - 2017<br>N = 1,287 |     | 2017 - 2018<br>N = 1,245 |     | 2015 - 2016<br>N = NP                            |    | 2016 - 2017<br>N = 130 |     | 2017 - 2018<br>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% |

# Achievement Results Autism Gr. 9

Appendix L

## Grade 9 - Academic

|               | All Students with Special Education Needs (Excluding Gifted) |     |                        |     |                        |     | Students with Special Needs identified as Autism |     |                       |     |                       |     |
|---------------|--|-----|------------------------|-----|------------------------|-----|--|-----|-----------------------|-----|-----------------------|-----|
|               | 2015 - 2016<br>N = 272                                       |     | 2016 - 2017<br>N = 239 |     | 2017 - 2018<br>N = 242 |     | 2015 - 2016<br>N = 21                            |     | 2016 - 2017<br>N = 22 |     | 2017 - 2018<br>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<br>N = 845                                       |     | 2016 - 2017<br>N = 679 |     | 2017 - 2018<br>N = 677 |     | 2015 - 2016<br>N = 17                            |     | 2016 - 2017<br>N = 31 |     | 2017 - 2018<br>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%  |

### OSSLT - FTE

|                     | All Students with Special Education Needs (Excluding Gifted) |     |                          |     |                          |     | Students with Special Needs identified as Autism |     |                       |     |                       |     |
|---------------------|--|-----|--------------------------|-----|--------------------------|-----|--|-----|-----------------------|-----|-----------------------|-----|
|                     | 2015 - 2016<br>N = 1,184                                     |     | 2016 - 2017<br>N = 1,221 |     | 2017 - 2018<br>N = 1,069 |     | 2015 - 2016<br>N = 55                            |     | 2016 - 2017<br>N = 62 |     | 2017 - 2018<br>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<br>N = 976                                       |     | 2016 - 2017<br>N = 971 |     | 2017 - 2018<br>N = 997 |     | 2015 - 2016<br>N = 37                            |     | 2016 - 2017<br>N = 45 |     | 2017 - 2018<br>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

Appendix M

## Reading Grade 3

|         | All Students with Special Education Needs (Excluding Gifted) |    |                          |     |                          |     | Students with Special Needs identified as LI |    |                       |     |                       |     |
|---------|--|----|--------------------------|-----|--------------------------|-----|--|----|-----------------------|-----|-----------------------|-----|
|         | 2015 - 2016<br>N = NP  |    | 2016 - 2017<br>N = 1,046 |     | 2017 - 2018<br>N = 1,064 |     | 2015 - 2016<br>N = NP                        |    | 2016 - 2017<br>N = 70 |     | 2017 - 2018<br>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<br>N = NP  |    | 2016 - 2017<br>N = 1,046 |     | 2017 - 2018<br>N = 1,064 |     | 2015 - 2016<br>N = NP                        |    | 2016 - 2017<br>N = 70 |     | 2017 - 2018<br>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<br>N = NP  |    | 2016 - 2017<br>N = 1,062 |     | 2017 - 2018<br>N = 1,083 |     | 2015 - 2016<br>N = NP                        |    | 2016 - 2017<br>N = 70 |     | 2017 - 2018<br>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

Appendix M

## Reading Grade 6

|         | All Students with Special Education Needs (Excluding Gifted) |    |                          |     |                          |     | Students with Special Needs identified as LI |    |                       |     |                       |     |
|---------|--|----|--------------------------|-----|--------------------------|-----|--|----|-----------------------|-----|-----------------------|-----|
|         | 2015 - 2016<br>N = NP  |    | 2016 - 2017<br>N = 1,287 |     | 2017 - 2018<br>N = 1,245 |     | 2015 - 2016<br>N = NP                        |    | 2016 - 2017<br>N = 60 |     | 2017 - 2018<br>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<br>N = NP  |    | 2016 - 2017<br>N = 1,287 |     | 2017 - 2018<br>N = 1,245 |     | 2015 - 2016<br>N = NP                        |    | 2016 - 2017<br>N = 60 |     | 2017 - 2018<br>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<br>N = NP  |    | 2016 - 2017<br>N = 1,287 |     | 2017 - 2018<br>N = 1,245 |     | 2015 - 2016<br>N = NP                        |    | 2016 - 2017<br>N = 60 |     | 2017 - 2018<br>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%  |

# Achievement Results Gr. 9

## Language Impairment

### Appendix M

#### Grade 9 - Academic

|               | All Students with Special Education Needs (Excluding Gifted) |     |                        |     |                        |     | Students with Special Needs identified as Language Impairment |     |                      |     |                      |     |
|---------------|--|-----|------------------------|-----|------------------------|-----|---|-----|----------------------|-----|----------------------|-----|
|               | 2015 - 2016<br>N = 272                                       |     | 2016 - 2017<br>N = 239 |     | 2017 - 2018<br>N = 242 |     | 2015 - 2016<br>N = 9  |     | 2016 - 2017<br>N = 6 |     | 2017 - 2018<br>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<br>N = 845                                       |     | 2016 - 2017<br>N = 679 |     | 2017 - 2018<br>N = 677 |     | 2015 - 2016<br>N = 34   |     | 2016 - 2017<br>N = 43 |     | 2017 - 2018<br>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

## Appendix M

### OSSLT - FTE

|                     | All Students with Special Education Needs (Excluding Gifted) |     |                          |     |                          |     | Students with Special Needs identified as Language Impairment |     |                       |     |                       |     |
|---------------------|--|-----|--------------------------|-----|--------------------------|-----|---|-----|-----------------------|-----|-----------------------|-----|
|                     | 2015 - 2016<br>N = 1,184                                     |     | 2016 - 2017<br>N = 1,221 |     | 2017 - 2018<br>N = 1,069 |     | 2015 - 2016<br>N = 53   |     | 2016 - 2017<br>N = 47 |     | 2017 - 2018<br>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<br>N = 976                                       |     | 2016 - 2017<br>N = 971 |     | 2017 - 2018<br>N = 997 |     | 2015 - 2016<br>N = 40   |     | 2016 - 2017<br>N = 39 |     | 2017 - 2018<br>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

Appendix N

### Reading Grade 3

|         | All Students with Special Education Needs (Excluding Gifted) |    |                          |     |                          |     | Students with Special Needs identified as LD |    |                       |     |                       |     |
|---------|--|----|--------------------------|-----|--------------------------|-----|--|----|-----------------------|-----|-----------------------|-----|
|         | 2015 - 2016<br>N = NP  |    | 2016 - 2017<br>N = 1,046 |     | 2017 - 2018<br>N = 1,064 |     | 2015 - 2016<br>N = NP                        |    | 2016 - 2017<br>N = 12 |     | 2017 - 2018<br>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<br>N = NP  |    | 2016 - 2017<br>N = 1,046 |     | 2017 - 2018<br>N = 1,064 |     | 2015 - 2016<br>N = NP                        |    | 2016 - 2017<br>N = 12 |     | 2017 - 2018<br>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<br>N = NP  |    | 2016 - 2017<br>N = 1,062 |     | 2017 - 2018<br>N = 1,083 |     | 2015 - 2016<br>N = NP                        |    | 2016 - 2017<br>N = 13 |     | 2017 - 2018<br>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%  |

# Achievement Results Elementary Learning Disability

Appendix N

## Reading Grade 6

|         | All Students with Special Education Needs (Excluding Gifted) |    |                          |     |                          |     | Students with Special Needs identified as LD |    |                        |     |                        |     |
|---------|--|----|--------------------------|-----|--------------------------|-----|--|----|------------------------|-----|------------------------|-----|
|         | 2015 - 2016<br>N = NP  |    | 2016 - 2017<br>N = 1,287 |     | 2017 - 2018<br>N = 1,245 |     | 2015 - 2016<br>N = NP                        |    | 2016 - 2017<br>N = 178 |     | 2017 - 2018<br>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<br>N = NP  |    | 2016 - 2017<br>N = 1,287 |     | 2017 - 2018<br>N = 1,245 |     | 2015 - 2016<br>N = NP                        |    | 2016 - 2017<br>N = 178 |     | 2017 - 2018<br>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<br>N = NP  |    | 2016 - 2017<br>N = 1,287 |     | 2017 - 2018<br>N = 1,245 |     | 2015 - 2016<br>N = NP                        |    | 2016 - 2017<br>N = 178 |     | 2017 - 2018<br>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

Appendix N

## Learning Disability

### Grade 9 - Academic

|               | All Students with Special Education Needs (Excluding Gifted) |     |                        |     |                        |     | Students with Special Needs identified as Learning Disability |     |                       |     |                       |     |
|---------------|--|-----|------------------------|-----|------------------------|-----|---|-----|-----------------------|-----|-----------------------|-----|
|               | 2015 - 2016<br>N = 272                                       |     | 2016 - 2017<br>N = 239 |     | 2017 - 2018<br>N = 242 |     | 2015 - 2016<br>N = 80   |     | 2016 - 2017<br>N = 65 |     | 2017 - 2018<br>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<br>N = 845                                       |     | 2016 - 2017<br>N = 679 |     | 2017 - 2018<br>N = 677 |     | 2015 - 2016<br>N = 264  |     | 2016 - 2017<br>N = 201 |     | 2017 - 2018<br>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

Appendix N

### OSSLT - FTE

|                     | All Students with Special Education Needs (Excluding Gifted) |     |                          |     |                          |     | Students with Special Needs identified as Learning Disability |     |                        |     |                        |     |
|---------------------|--|-----|--------------------------|-----|--------------------------|-----|---|-----|------------------------|-----|------------------------|-----|
|                     | 2015 - 2016<br>N = 1,184                                     |     | 2016 - 2017<br>N = 1,221 |     | 2017 - 2018<br>N = 1,069 |     | 2015 - 2016<br>N = 445  |     | 2016 - 2017<br>N = 422 |     | 2017 - 2018<br>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<br>N = 976                                       |     | 2016 - 2017<br>N = 971 |     | 2017 - 2018<br>N = 997 |     | 2015 - 2016<br>N = 398  |     | 2016 - 2017<br>N = 378 |     | 2017 - 2018<br>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 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™ Reading: Decoding and Spelling* are not eligible 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.



## REPORT TO

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

## EXTERNAL RESEARCH CONDUCTED IN THE TCDSB - POLICY S.19 FEBRUARY 2019 UPDATE

*“An intelligent heart acquires knowledge, and the ear of the wise seeks knowledge.” Proverbs 18:15 (NRSVCE)*

| Created, Draft   | First Tabling    | Review                                      |
|------------------|------------------|---|
| January 21, 2019 | February 7, 2019 | <a href="#">Click here to enter a date.</a> |

M. Vanayan, Senior Coordinator, Educational Research

L. DiMarco, Superintendent of Curriculum Leadership & Innovation; Academic ICT

### 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

L. Noronha  
Associate Director of Facilities,  
Business and Community  
Development, and  
Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

This report provides the annual list of approved external research and a summary of findings or previous research projects received as of December 31, 2018.

Appendix A lists applications that were newly approved, in 2017-2018.

Appendix B provides a description of findings from external research approved in 2014-2015.

*The cumulative staff time dedicated to developing this report was 40 hours.*

## **B. PURPOSE**

1. According to TCDSB Policy S.19 Research Conducted in the TCDSB, a list of approved external research is to be reported annually to the Board.

## **C. BACKGROUND**

1. TCDSB Policy S.19 Research Conducted in the TCDSB, 1988, was revised and approved on May 30, 2013. It was renamed “*External Research Conducted in the TCDSB*” as it addresses requests by external institutions, organizations and individuals.
2. As per TCDSB Policy S.19, each year, there is an annual report to Board outlining the external research that was approved to be conducted at the TCDSB during the previous school year. In February 2016, it was moved that a summary of previous external research findings be included where available.

## **D. EVIDENCE/RESEARCH/ANALYSIS**

1. Any external institution, organization or individual who wants to conduct research activities in the Toronto Catholic District School Board (TCDSB) must submit an application to the Board for approval. This includes people or agencies that plan to recruit research participants from schools and conduct the research outside of TCDSB premises.

2. Applications are submitted to the Director of Education and are reviewed by the Research Review Committee; there are four deadlines each year. Proposals are evaluated based on scholarship, educational merit, research design, demands from school, and they are vetted within the framework of Catholic Values and the Multi-Year Strategic Plan (MYSP).
3. In accordance with professional standards, it is an expectation that all research is conducted in a manner which ensures confidentiality and anonymity of individuals and schools. Any participation in an approved external research initiative by school staff, parents and students is voluntary and must include informed consent.
4. During the 2017-2018 school year, 16 applications were approved. These studies were in various areas including, social and emotional well-being, 21C learning, literacy, numeracy and they represented research from public and mental health agencies and universities. Appendix A provides a summary of approved applications.
5. It is an expectation that upon study completion, all external researchers provide a copy of any report they write describing their findings. Reports are shared with staff within the Teaching and Learning Collaborative (Curriculum Leadership & Innovation; Student Success; Safe Schools; Special Services; Equity, Diversity and Indigenous Education). The timeframe for external research and subsequent reporting often extends beyond the school year. Often the research takes place in multiple locations, some studies may be examining long-term outcomes, and there are times when researchers are unable to complete the work as anticipated, due to funding limitations or other disruptions. Appendix B provides a summary of the findings from external research that was approved during the 2014-2015 school year.

## **E. METRICS AND ACCOUNTABILITY**

An annual summary report on external research will be presented to the Board.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

## APPENDIX A

### TCDSB External Research Applications: Approved in 2017-2018

#### 1. *Coding Quest Program Impact Study*

- **Purpose:** Coding Quest is designed to help students in Grades 4 to 6 develop coding skills, creativity, critical thinking and computational thinking which are essential 21<sup>st</sup> century competencies. The research is an evaluation of the impact of this initiative implemented in collaboration with TCDSB 21<sup>st</sup> Century Learning & ICT.
- **Method:** Teacher and student online surveys; review of samples of student work.

#### 2. *Turning Points Program Impact Study*

- **Purpose:** Turning Points Program is designed to help build character awareness and literacy, and provide students in Grades 6 to 12 an opportunity to read, write, and think about fundamental values. The program facilitates a process of self-reflection and discussion with teachers and peers and supports writing a narrative essay about a significant event (a turning point) in which students organize and express their thoughts about the principles that guide them. The research is an evaluation of the impact of this initiative implemented in collaboration with TCDSB 21<sup>st</sup> Century Learning & ICT.
- **Method:** Teacher and student online surveys; teacher interviews; review of samples of student work.

#### 3. *Real Talk Impact Study*

- **Purpose:** The Real Talk Program is a new and engaging career exploration tool to support the journeys of students. Students in Grades 9 and 10 develop career skills such as communication, critical thinking, collaboration and making presentations. The research is an evaluation of the impact of this initiative implemented in collaboration with TCDSB 21<sup>st</sup> Century Learning & ICT.
- **Method:** Teacher and student online surveys; teacher interviews.

#### 4. *Investigate! Invent! Innovate! (I-cubed) Impact Study*

- **Purpose:** The I-cubed Program is designed to help students in Grades 7 and 8 develop innovation competencies, critical thinking and creative thinking skills which are essential 21<sup>st</sup> Century competencies. The research is an evaluation of the impact of this initiative implemented in collaboration with TCDSB 21<sup>st</sup> Century Learning & ICT.
- **Method:** Teacher and student online surveys; teacher interviews.



##### ***5. Entrepreneurial Adventure Program Impact Study***

- **Purpose:** The Entrepreneurial Adventure Program is designed to contribute to students' discovery and engagement with entrepreneurship and its component 21<sup>st</sup> century skills. The research is an evaluation of the impact of this initiative implemented in collaboration with TCDSB 21<sup>st</sup> Century Learning & ICT.
- **Method:** Teacher and student online surveys; teacher interviews; review of samples of student work.

##### ***6. I'm a Great Little Kid! Evaluation of a Primary Prevention Program for School-aged Children***

- **Purpose:** The program *I'm A Great Little Kid!* aims to increase children's knowledge and skills in reducing their risk for abuse and violence. This primary prevention program for children is delivered in the classroom over the course of six weeks, using storybooks and follow-up activities to enhance children's competency across six domain areas (i.e., self-esteem, communication, making choices, friendship, touch, and getting help). The research is an evaluation of the impact of this initiative implemented in collaboration with the TCDSB Social Work Department.
- **Method:** Interviews with students and teachers.

##### ***7. Implementing the Joint Protocol for Student Achievement to Promote Education Success in Foster Care Youth***

- **Purpose:** The Joint Protocol for Student Achievement (JPSA) is a provincially funded initiative that serves K-12 students in Ontario who are receiving services from child welfare programs. The direction of the JPSA is under the Ontario Ministry of Education and Ministry of Children and Youth Services. Education and child welfare agencies throughout Ontario implement regional joint protocols based on the provincial template to guide their responses and practices to improve outcomes for youth who are receiving welfare services. The research is an evaluation to describe and explain how the JPSA functions in practice across Ontario.
- **Method:** In-depth interview with those leading the implementation.

##### ***8. Impact of Early French Immersion on Language and Cognitive Development in a Diverse Population***

- **Purpose:** Since the first French Immersion program in 1965, a large body of research has demonstrated positive effects of immersion education on children's language development and academic achievement. However, since the original research was conducted, two changes have occurred: (i) an increase in the diversity of children in terms of linguistic, socioeconomic, and cultural background in these programs and (ii) an accumulation of evidence

showing positive effects of bilingualism on cognitive development. The purpose of this project is to examine the outcomes of these programs for this new demographic and to investigate the effect of children's emerging bilingualism on cognitive development.

- **Method:** 3-year longitudinal study in French Immersion schools; repeated measures (nonverbal and verbal individually administered tasks) on students from Grade 1 to Grade 3.

#### **9. *Feedback from Students and School Staff on the YouthSpeak Presentation***

- **Purpose:** The aim of *YouthSpeak* is to empower youth with mental health challenges through leadership training to increase their social and emotional strengths by sharing their personal stories in assemblies and workshops. The study is designed to collect feedback in the following areas: positive changes in attitudes and behaviour among students; awareness and insight for staff on how to respond and support youth who are struggling; features of the program that stand out in meaningful ways and aspects that need to be added; alignment with mental health goals of the school boards.
- **Method:** Online survey for students and staff following the *YouthSpeak* presentation.

#### **10. *Effectiveness of Built Environment Interventions in Improving Road Safety around Schools and Increasing Active School Transportation***

- **Purpose:** In July 2016, the City of Toronto committed to a Vision Zero approach with the goal to eliminate deaths and serious injuries due to road traffic. School children, pedestrians, and aggressive driving are areas of focus and one strategy has been to create 'school safety zones'. Specific changes in the environment to improve safety around schools may include speed reduction, separating the times of use for pedestrian and vehicles in time. The study explores the impact of various interventions over time.
- **Method:** Observations take place in the environment outside of selected schools.

#### **11. *Health Behaviour in School-aged Children***

- **Purpose:** The research is a cross-national health study conducted in collaboration with public health agencies and the World Health Organization. It enables researchers to increase understanding of the social context of the health behaviours and attitudes of young people and associated social determinants of health. The study is conducted every four years, and results are used to monitor the health trends of young Canadians. Participants are students from randomly selected schools across all of Canada.
- **Method:** A questionnaire for students in Grades 6 to 10

**12. The Use of facilitated group activity to support school readiness skills in pre-school children with hearing loss**

- **Purpose:** The benefits of group activities for children is well documented in the research literature. The goal of the research is to demonstrate the possible benefits of integrating group activities including music, movement and crafts into traditional listening and spoken language therapy for pre-school children with hearing loss. The researchers are interested in learning how these activities might influence skill development in preschool children with hearing loss, particularly in the areas of language, pre-literacy, social interactions and self-regulation.
- **Method:** Parents and teachers to complete child development checklists.

**13. CAT5 Field Test Study**

- **Purpose:** The fifth edition of the Canadian Achievement Test (CAT5) will be published in the fall of 2022. CAT5 will be aligned with current Ontario curricula for Language and Mathematics and will be web-based. All subtests will be administered online using tablets or computers. Students will respond on devices using fill-in-the-blank and/or multiple-choice format; subtests will be scored automatically by an on-line system. The study is a field test of questions to be included on the CAT5 and participating schools will receive feedback regarding the performance of their students.
- **Method:** Teacher and principal questionnaires regarding the field-testing experience.

**14. Research on Improving School-based Supports for Students with Autism**

- **Purpose:** The Ministry of Education has initiated a pilot project to improve school-based supports for students with Autism Spectrum Disorder (ASD). One component of the school-based support is providing a dedicated on-site space for external Applied Behavioural Analysis (ABA) service providers to conduct therapy with students with ASD. Another component is offering voluntary online ABA training for educational assistants (EAs). The purpose of the study is to identify what aspects of the pilot are working well and what may be recommended for expansion.
- **Method:** A school visit and interviews with staff in different roles.

**15. Feasibility Study of the STRONG Program for Refugee Children and Youth Experiencing Trauma symptoms**

- **Purpose:** The STRONG program is a 10-week intervention designed to address the needs of refugee children and youth who may be experiencing trauma symptoms. The program was introduced in collaboration with the TCDSB Mental Health Lead and includes ongoing weekly ratings by students regarding their well-being. Facilitators (psychologists and social workers)

participate in focus groups to discuss challenges and effective strategies. The study aims to document the acceptability, implementation, and practicality of the STRONG program in the initial pilot.

- **Method:** Students complete the Strengths and Difficulties Questionnaire pre- and post program; facilitators participate in interviews and focus groups.

#### **16. Gathering of Nations Summer Camp for Indigenous Students**

- **Purpose:** The Gathering of Nations Summer Camp aims to educate students on current indigenous cultures and provide an example of a successful story of education by an Indigenous post secondary student. It was offered to Grade 9 and 10 students in collaboration with TCDSB teachers. The research study aims to learn about the strengths and challenges of the Gathering of Nations Summer Camp Program in supporting FNMI students in the Expressions of First Nation, Metis and Inuit Cultures course (NAC10).
- **Method:** Feedback surveys; focus group; a group interview.

## APPENDIX B

| <b>TCDSB External Research Applications: Approved 2014 - 2015<br/>Studies Completed</b>  |
|--|
| <p><b>1. <i>The 2017 Ontario Student Drug Use and Health Survey (OSDUHS)</i></b></p> <ul style="list-style-type: none"> <li>• <b>Purpose:</b> To inform health education.</li> <li>• <b>Method:</b> Bi-annual student questionnaire (Grade 7-8; 9-12 sample).</li> <li>• <b>Summary:</b> Overall drug and alcohol use continues to decrease, consistent with the trend since 1999. Drug use is correlated with gender and with grade level. Males are more likely to use drugs than females, and drug use increases with grade, peaking in grades 11 and 12. The 2017 survey began to measure <i>fentanyl</i> use among secondary students. Results show that about 1% of students used fentanyl at least once in the past year, suggesting that this dangerous drug has surfaced in the student population.</li> <li>• <b>Results and Application:</b> Results inform education and health professionals to identify areas of concern and emerging trends, and to create professional learning opportunities for teachers and administrators. These results will be shared with the Health/Physical Education Resource Teachers to inform professional learning offered this school year as well as the Mental Health Lead and others in the Teaching Learning Collaborative.</li> </ul>        |
| <p><b>2. <i>Assessment Development Project</i></b></p> <ul style="list-style-type: none"> <li>• <b>Purpose:</b> To develop an on-line mathematics assessment.</li> <li>• <b>Method:</b> Students enrolled in Grades 11 and 12 mathematics courses participated in field test of the online assessment.</li> <li>• <b>Summary:</b> An online assessment was developed to address the mathematics ‘readiness’ of students entering college business or technology programs within the framework of the continuing College Student Assessment Project. Nine mathematics content dimensions (Whole Numbers, Arithmetic, Integers, Decimals, Fractions, Ratio and Proportion, Percents, Basic Algebra, Measurement) across three categories of performance expectation (Knowing, Applying, Reasoning) were identified. Remedial instructional modules linked to assessment results were also developed. Field testing suggests that at this time, more data is needed to establish the reliability and validity of this assessment.</li> <li>• <b>Results and Application:</b> This research will inform the ongoing development of the online assessment and support the continuing collaboration between Colleges and School Boards to address the mathematics preparedness of students.</li> </ul> |
| <p><b>3. <i>Evaluation of the Power to Explore! (P2X) Nutrition Education Program</i></b></p> <ul style="list-style-type: none"> <li>• <b>Purpose:</b> To evaluate learning outcomes of a nutrition education program.</li> </ul>  |

- **Method:** Pre- and post- measures of Grade 4 and 6 students; student and teacher interviews.
  - **Summary:** Students who participated in the P2X program scored significantly better on the post-program nutrition knowledge test than the pre-test. Students were enthusiastic in their praise of P2X, especially regarding the program videos and program-based class and small-group activities, and 3 out of 4 students reported improving their eating habits after participating in P2X. Teachers reported that their favourite aspects of the program included the coverage of healthy eating and its integration across the curriculum; the engaging content; inclusion of multi-cultural perspectives across materials and its comprehensive, clearly laid-out and easy to use materials.
  - **Results and Application:** Results informed updating of the P2X program in 2018 and will be shared with the Health/Physical Education Resource Teachers to inform professional learning offered during the school year as well as the Angel Foundation for Learning for information.
- 
- 4. *Schools with Promising Practices in Mathematics Teaching and Learning***
- **Purpose:** To identify promising practices in Grade 9 Applied Mathematics classrooms.
  - **Method:** Interviews, surveys, and focus groups with teachers and students.
  - **Summary:** This case study focused on John Hattie's research on the school and teacher-related factors that have a measurable impact on student achievement. The five schools in the case study have all shown improvements over the last six years in the pass rates on report cards for Applied Mathematics and the percentage meeting the standard on the EQAO Grade 9 Assessment of Mathematics, although there is variation among the schools. A number of factors (e.g., school contributions, teacher contributions/strategies, curricular contributions) were identified which may have an influence on the variation across the schools and across time.
  - **Results and Application:** Results are preliminary and the authors state that it would be unwise to draw strong conclusions. Several areas for further exploration were identified (e.g., the impact of student characteristics on achievement, the impact of school size and programs on student achievement, impetus for changed pedagogy) to further understand promising practices in mathematics teaching and learning.
- 
- 5. *Youth Mental Health and Addictions Champion (YMHAC) Project***
- **Purpose:** Youth with mental health needs are especially vulnerable to substance abuse and there is public stigma towards mental illness and addictions. This research examines the effectiveness of the YMHAC program model in addressing

the needs of youth, school staff, and adults in the community who are supportive of youth with mental health needs (“champions”).

- **Method:** Youth and “champions” were presented with educational materials (classroom lectures, youth camps, etc.). The research methods included pre-post surveys, focus groups and observations. Preliminary results were shared and more results are forthcoming.
- **Summary:** All parties generally thought they received effective support in addressing mental health and addiction. As a result of the program, staff and student “peer supporters” felt more comfortable in assisting students with mental health and addiction problems. The program resulted in increased awareness of the importance of promoting mental health and addiction, and reducing stigma by all stakeholders, including educators.
- **Results and Application:** Using the findings, researchers developed educational resources for mental health for all to use, including school staff. These results will be shared with the Superintendent of Special Services and Mental Health Lead.

#### **6. 2014 Ontario Child Health Study**

- **Purpose:** The study examines the association between the school environment and student mental health and well-being.
- **Method:** A survey of 31,000 elementary and secondary students in over 200 schools, their teachers and principals.
- **Summary:** Overall, 11% of students reported needing professional help in mental health, but only about half of that sample found it and fewer approached the school. Older female students were most likely to seek help. Students expressed concerned about stigma, others learning of their mental health concerns, as well as service availability and effectiveness.
- **Results and Application:** Results are to be used by education and health professionals to educate students, parents and staff on mental health, coordinate community and school services and inform on available mental health services, and address stigma. These results will be shared with the Superintendent of Special Services and Mental Health Lead.

#### **7. One Principal's Moral and Ethical Orientation to Practice**

- **Purpose:** To reflect on principal practice.
- **Method:** Case study with interviews, observations and document analysis
- **Summary:** The case study confirmed that the principal’s communication practices were significant in establishing a moral tone in the school. Written and verbal messages that outlined expectations for how people should treat one another were important ways for the principal to establish a tone of care and compassion. In turn, these communication procedures provided a way of better understanding the moral

values and ethical virtues that the principal upheld in her practice. The principal, cognizant that decisions and actions have an influence on the moral tone of the school, established relationships that enabled people to feel supported and guided in their work.

- **Results and Application:** The study reinforces the value of discussion and reflection with trusted mentors and colleagues on how life experiences can bring clarity to moral dilemmas and how this type of engagement contributes to the professional learning experience for principals. Results will be shared with Superintendents within the Teaching Learning Collaborative to inform their work in this area.

#### 8. *Not Just Teaching: A Case Study of Catholic Education in Neo-Liberal Times*

- **Purpose:** To study the role of teachers in society within a Catholic context.
- **Method:** Interviews and focus groups with students, teachers and principals
- **Summary:** Key findings point to the significant role of ethically- and morally-based teaching, an openness to possibilities and the good of all. This is in contrast to views of the work of teachers as technical, managerial and aligned to deterministic interpretations of the occupation, and society, which value more narrow perspectives of economic growth and market forces. Findings suggest that the work of teachers, and possibly all work, be undertaken with a view to ‘the common good,’ valuing the potential of all, as well as relationships, over more concrete, more easily measured, values, that prioritize subsistence over a fuller existence.
- **Results and Application:** The study supports the view that the work of teachers is at its best when practitioners approach it from a place of deep moral and ethical conviction. These findings will be shared with the Superintendents within the Teaching and Learning Collaborative.

#### 9. *Formative Assessment Practices in Grade 9 Applied Mathematics Classrooms*

- **Purpose:** To explore mathematics teachers’ use of assessment for learning practices with students who may struggle in mathematics.
- **Method:** Online survey of 131 teachers and 4 case studies in school boards across Southern Ontario. Case studies included 60 minutes of interviewing, 5 classroom observations and the collection of educational materials used in the classrooms.
- **Summary:** It is known that critical features of Assessment for Learning (AfL) strategies, such as understanding common student misconceptions, are connected to mathematical knowledge for teaching. Specifically, mathematical knowledge for teaching supports AfL practices (namely, identifying and sharing success criteria, engineering effective classroom discussions and tasks that elicit evidence of learning, and providing feedback that moves learners forward). Findings highlighted that the potential of AfL practices are not yet fully realized in



classrooms, and teachers require domain specific pedagogical support in implementing the spirit of AfL. The research shows that secondary mathematics teachers implement AfL strategies along a continuum, from no implementation to deep integration in the classroom.

- **Results and Application:** AfL is valuable for all students, and in particular, struggling students may be the strongest beneficiaries of AfL. Results are in-line with strategies supported currently by the TCDSB mathematics department and will be shared with Mathematics resource teachers, coaches and facilitators and the Superintendent of Curriculum, Leadership and Innovation and the Superintendent of Student Success. Results of the study will be used by mathematics resource teachers, coaches and facilitators to inform in-servicing that is being delivered this school year.

#### ***10. Evaluation of Stress Lessons: From Stressed Out to Chilled Out: A Program for Teens on Managing Stress***

- **Purpose:** To evaluate a program for students in Grades 7 to 9 to manage stress.
- **Method:** Students were given a battery of tests and interviews on classroom behavior, stress management and coping strategies, before and after participating in the program. Teachers were also interviewed,
- **Summary:** Program content included awareness of stress, coping strategies, and stress management. On the post-test (relative to the pre-test) students demonstrated improved behavioral engagement, coping strategies, and self-efficacy. There was also an unexpected increase in student level of perceived stress, possibly because they were more aware of stress. Teachers reported improved behavior and fewer "outbursts." Teacher participation and adherence to the program protocol varied and researchers also thought that they should look at longer term efficacy of the program.
- **Results and Application:** Results will inform improvements to address methodological issues in the study. Stress management is an important area of study and these findings will be shared with Special Services Staff for consideration.

#### ***11. Into Kids Health Pilot Project Evaluation***

- **Purpose:** To address elementary student obesity through exercise, diet, education and leadership, group activities and community and parental engagement.
- **Method:** Monitoring the number of schools participating in the numerous activities on nutrition, community and parents using pre-post measures; pre- and post- surveys of parents, students and staff
- **Summary:** On the numerous measures of nutrition, exercise, and other healthy behavior, students generally improved (1% to 20%). Positive behaviors less related

to obesity also improved. This program appears to promote health around food and exercise among students, as well as a variety of prosocial behaviors. The program also promotes community engagement and student leadership.

- **Results and Application:** The findings from this pilot will inform future research of this important program that promotes health. These results will be shared with Health and Physical Education Resource Staff and the Mental Health Lead for their information and consideration.

## ***12. Evaluating Positive Youth Development among Children with Autism Spectrum Disorder (ASD) Attending the Program to Assist Social Thinking (PAST)***

- **Purpose:** To evaluate positive youth development in the PAST Program and to understand the PAST experiences of students with ASD and their parents.
- **Method:** Interviews with parents; focus groups with Year 3 PAST students; pre- and post- student measures.
- **Summary:** Parents indicated that their child formed positive relationships at PAST (i.e., developing friendships, sense of belonging and bonds with PAST teachers). As a result of participating in the program, children were able to cope better with difficult situations and to manage stress. Parents reported positive changes in the social interest and engagement of their child since starting PAST. Students reported positive relationships and friendships fostered in PAST. Students found that an important element of PAST was working together and described many cooperation-based activities. Finally, students described various skill building components of PAST, in particular identifying and understanding their feelings and emotions, as well as, the feelings of others.
- **Results and Application:** The results highlight the benefits of PAST for students with ASD. They will be shared with the Chief of Autism Programs and Services, as well as, the Autism Program Review Committee and will be used to inform planning.



## REPORT TO

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

## PARENT ENGAGEMENT UPDATED REPORT 2017-18

*Welcome one another, therefore, just as Christ has welcomed you, for the glory of God.  
Romans 15:7*

| Created, Draft   | First Tabling    | Review                                      |
|--|------------------|---|
| January 28, 2019   | February 7, 2019 | <a href="#">Click here to enter a date.</a> |
| J. Wujek, Superintendent of Student Success and Well Being Area 5 and Parent Engagement<br>M. Sequeira, Coordinator: International Languages, Parent Engagement and Community Outreach |                  |   |
| <b>INFORMATION REPORT</b>  |                  |   |

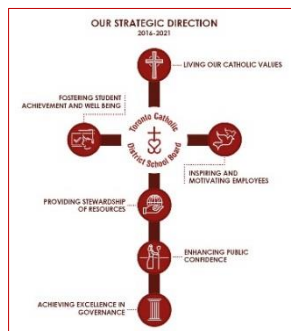
### Vision:

*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

L. Noronha  
Associate Director of Facilities,  
Business and Community  
Development, and  
Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

As a follow up to the CPIC Staff Assessment Report 2017-18 (Appendix A) and CSPC Policy Metric Report 2017-18 (Appendix B) this information report in consultation with Catholic Parent Involvement Committee – (CPIC) and Ontario Association for Parents in Catholic Education (OAPCE) – Toronto recommends a more collaborative approach to the formation of these two annual reports and the action arising out of their recommendations.

*The cumulative staff time required to prepare this report was 14 hours*

## **B. PURPOSE**

1. On November 1, 2018 at Student Achievement and Well Being, Catholic Education and Human Resources Committee, the two information reports - CPIC Staff Assessment Report 2017-18 (Appendix A) and CSPC Policy Metric Report 2017-18 (Appendix B) were presented and the motion upon receipt indicated:

*Received and referred to staff to engage CPIC and OAPCE to provide their input and recommendations, giving advice on improving and increasing participation of parents of Parent Councils.*

## **C. BACKGROUND**

1. December 10, 2018, the reports (Appendices A and B) were presented at the regular monthly CPIC meeting.
2. On December 4, 2018, the two reports (Appendices A and B) were presented to OAPCE – Toronto meeting participants.
3. At both presentations, with regards to the CPIC Staff Assessment Report, staff provided information and rationale regarding:
  - Various CPIC activities from the previous year
  - List of Board recommendations (motions initiated by CPIC) and staff response
  - Action plan and next steps

4. At both presentations, with regards to the CSPC Policy Metric Report, staff provided information and rationale regarding:
  - the choice of metrics in the surveys
  - the Catholic School Parent Council Policy (S. 10)
  - action plan and next steps
5. Separate reports in response to the consultations from both parent representative groups were received by staff on January 23, 2019 (Appendices C and D. CPIC Feedback Report Appendix C and OAPCE – Toronto Feedback Report Appendix D).

## **D. EVIDENCE/RESEARCH/ANALYSIS**

The feedback reports from CPIC and OAPCE – Toronto are included in this report (Appendices C and D)

Summary of Feedback:

| <b>CSPC Policy Report</b>   | <b>CPIC Annual Report</b>   |
|---|---|
| <ul style="list-style-type: none"> <li>• For future surveys ask same questions to CSPC members as principals</li> <li>• Wider range of suggestions regarding recommendations from original report</li> <li>• Continued focus on enhancing student achievement</li> <li>• Recognition of elementary and secondary panel CSPC uniqueness</li> </ul> | <ul style="list-style-type: none"> <li>• Wider range of metrics associated to measure effective impact of CPIC</li> <li>• Closer alignment and augmentation of staff report in relation to annual CPIC authored report</li> </ul> |

## **E. METRICS AND ACCOUNTABILITY**

As a result of this consultation, staff recommends:

1. Staff will immediately consult further with members of CPIC and OAPCE Toronto to clarify their feedback on both of these reports.

2. In collaboration with CPIC and OAPCE – Toronto, staff will augment future surveys to incorporate themes presented in the feedback provided. The timeline of completion for this consolidation will be May 2019.
3. Staff will consult with members of CPIC and OAPCE – Toronto regarding the draft recommendations of next year's annual reports prior to their presentation to the Board of Trustees.
4. Future CPIC Annual Reports and CSPC Policy Metric Reports will serve as feedback to CPIC, OAPCE – Toronto and local school CSPCs to develop strategies to eliminate parent engagement gaps at local and system levels.

## **F. CONCLUDING STATEMENT**

This report is for consideration and further information to the Board.



REPORT TO

## APP A - STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE

### CATHOLIC PARENT INVOLVEMENT COMMITTEE STAFF ASSESSMENT REPORT 2017-2018

*“For we are his workmanship, created in Christ Jesus for good works, which God prepared beforehand, that we should walk in them” Ephesians 2:10*

| Created, Draft     | First Tabling   | Review                                      |
|--------------------|-----------------|---|
| September 24, 2018 | October 4, 2018 | <a href="#">Click here to enter a date.</a> |

J. Wujek, Superintendent of Education Area 5, Parent Engagement

M. Sequeira, Coordinator: International Languages, Parent Engagement and Community Outreach

### INFORMATION REPORT

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Rory McGuckin  
Director of Education

D. Koenig  
Associate Director  
of Academic Affairs

T. Robins  
Acting Associate Director  
of Planning and Facilities

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

## **A. EXECUTIVE SUMMARY**

This report outlines the CPIC facilitated and sponsored initiatives for the 2017-2018 academic year. Included is an outline of the parent conferences and workshops, distribution of resources to Catholic School Parent Councils, and monetary sponsorship for parent events.

*The cumulative staff time required to prepare this report was 12 hours*

## **B. PURPOSE**

1. This is an annual standing report.
2. This report complies with the Action After request made on January 28, 2016 that an Annual Information Report on Catholic Parent Involvement Committee activities be added to the rolling calendar. Staff was to report on the statistics of meetings, activities and initiatives undertaken by CPIC.

## **C. BACKGROUND**

CPIC is a parent-led committee of volunteers who work both at the Board and at the Ward level. CPIC members provide information and advice on parent engagement to the school board, create initiatives that promote and facilitate parent engagement, and educate parents to support them in their children's learning at home and/or at school. They collect information and ideas from wards, discuss the information at meetings and disseminate it to parents.

- I. January 28, 2016 - The Catholic Parent Involvement Committee Annual Report was presented at the Regular Board meeting. Arising out of this presentation, the Annual Report was received by the Board and recommendations were made to have a report presented on an annual basis.
- II. June 9, 2016 - Staff presented a report on the meetings, activities and initiatives completed by CPIC during the time period 2014-2015 and 2015-2016 academic years. Outline the context and/or chronology of why the Information Report is before the Board or Standing Committee.



## D. EVIDENCE/RESEARCH/ANALYSIS

**MEETINGS:** CPIC met nine times during the past session.

Meetings took place at the Catholic Teachers' Centre, 2<sup>nd</sup> Floor CEC

Start time 7:00pm

- Inaugural Meeting Monday October 15, 2017
- Meeting #1 Monday, November 20, 2017
- Meeting #2 Monday, December 11, 2017
- Meeting #3 Monday, January 15, 2018
- Meeting #4 Monday, February 12, 2018
- Meeting #5 Monday, April 16, 2018
- Meeting #6 Monday, May 14, 2018
- Meeting #7 Monday, June 18, 2018

Meeting #8 Monday, September 17, 2018 Minutes of meetings held and financial records were made available for public inspection at TCDSB offices, as well as posted on the TCDSB, CPIC website.

### EVENTS:

| CPIC SPONSORED EVENTS         |             |  |
|-------------------------------|-------------|--|
| EVENT                         | DATE        | DETAILS  |
| TCDSB Parent Engagement Forum | Sept. 13/17 | <ul style="list-style-type: none"><li>• Held at the CEC</li><li>• Focus on the value of parental involvement</li><li>• Networking opportunity</li><li>• Information sessions: best practices; what engagement looks like; and ideas that parents can explore in the future</li></ul>                                     |
| CSPC Mini Conference          | Oct. 23/17  | <ul style="list-style-type: none"><li>• Held at the CEC</li><li>• CSPC Roles and Responsibilities Workshops</li><li>• 160 parents participated in 3 workshops organized by TCDSB staff:<br/>Chair/Treasurer/Secretary</li><li>• Feedback was provided in Exit Survey that will serve to guide future workshops</li></ul> |
| TCDSB/OAPCE                   | Apr. 30/18  | <ul style="list-style-type: none"><li>• PRO Grant workshop in partnership with OAPCE</li><li>• Representative for Ministry of Education reviewed application</li><li>• M. Sequeira presented on the application process and use of funds</li></ul>   |

| CPIC SPONSORED EVENTS  |                           |  |
|--|---------------------------|--|
| EVENT  | DATE                      | DETAILS  |
| OAPCE<br>Commissioning Parent and<br>Principal Awards  | Nov. 6/17                 | <ul style="list-style-type: none"> <li>Held at the CEC</li> <li>Principal Awards \$500.00</li> <li>Printing of<br/>Certificates/Frames \$200.00</li> </ul> |
| “Social Network & On-line Safety”  | Dec. 4/17                 | <ul style="list-style-type: none"> <li>Madonna CSS</li> </ul>  |
| <b>Screenagers</b><br>“Screenagers” is a documentary that explores how screen time can lead to possible risks of failing in school, social isolation and digital addiction. Ultimately, the film explores solutions to handle screen time and provides parents with tools to help young people develop self-control and find balance in their digital lives. | Nov. 2/18                 | Senator O’Connor CCSS  |
|  | Jan. 10/18                | Senator O’Connor   |
|  | March 6/18                | Father Serra   |
|  | May 28/18                 | Chaminade  |
|  | May 30/18                 | Mgrs. Percy Johnston   |
| “Mental Awareness - Youth Speak”   | Feb. 21/18                | Senator O’Connor   |
| Introduction Seminar to the Faith In Our Child Series : “Our Parish, Our Spiritual Goal”   | Feb. 13, 23,<br>26, 27/18 | Ward 5, 8, 11  |
| “Lift Jesus Higher Event”  | March 3/18                | Convention Centre  |

| CPIC – PR0 EVENTS     |          |  |
|-----------------------|----------|--|
| EVENT                 | DATE     | DETAILS  |
| CPIC/OAPCE Conference | May 5/18 | <ul style="list-style-type: none"> <li>Social Networking Safety – Paul Davis</li> <li>Workshops: Special Education 21<sup>st</sup> Century Learning; Positive Parenting; Jump Math; Internet Safety</li> <li>Science workshop for students</li> <li>Resource Fair</li> <li>Videotaped workshops</li> </ul> |

| <b>TCDSB (Student Leadership/Staff Development Department)</b>   |             |  |
|--|-------------|--|
| Raising Youth Together<br>Free parenting Workshops<br><ul style="list-style-type: none"> <li>• Effective parent/child communication techniques</li> <li>• Goal-setting, motivation and school engagement</li> <li>• Inspiring teens to take responsibility</li> <li>• How to connect with your child and create an extraordinary relationship</li> <li>• Understanding the teenage mind</li> </ul> | April 18/18 | MPJ<br>35 families: 65 adults, 51 children   |
|  | April 20/18 | BMTM<br>65 families: 103 adults, 91 children |
|  | April 23/18 | SMT<br>47 families: 80 adults, 79 children   |
|  | April 26/18 | JCM<br>34 families: 65 adults, 48 children   |

## RESOURCES:

| <b>TCDSB CSPC Resources to Improve Communication</b>  |
|---|
| <ul style="list-style-type: none"> <li>• Update of CSPC TCDSB Portal Page</li> <li>• TCDSB Information Brochures: ‘Catholic School Parent Councils’, ‘Parent Reaching Out (PRO) Grants’, ‘Parent Involvement Committee (PIC) Grants’, ‘AGM, Elections and Inaugural Meeting’, CSPC Elections: Timeline of Events’, and ‘CSPC End of the Year Checklist’</li> <li>• ‘CSPC Email Information Poster’: access and value of using CSPC TCDSB email account. Poster was emailed and a hard copy was sent via courier to all CSPC chairs</li> </ul> |

## MOTIONS:

Motions Presented to the Board of Trustees:

- 1 TCDSB Board Meeting November 16, 2017 - PAR submission to “Suspend The School Closure Process” – Motion Carried
- 2 Motion #17/11-04 that parent engagement strategies and best practices be a standing item at every superintendent/principal meeting(s) – Motion Carried by Board Feb 22, 2018
  - Currently practiced by staff

- 3 Motion #17/11-16 that Staff send a letter with CSPC email information addressed to each CSPC Chair by courier. The letter should include the benefits and value of using the TCDSB assigned email address, as well as how to obtain access and how to forward to their personal email address if desired. A copy of this letter should also be sent to all Principals with a strong header to remind the Principals of the importance of CSPC Chairs using the TCDSB assigned email address. - Motion Carried by Board Feb 22, 2018
  - Enhanced communication on this matter is currently underway
- 4 Motion 17/11-16 that Staff remind Principals that the Safe School Committee at the school level should include the mandated parent representative(s). - Motion Carried by Board Feb 22, 2018
  - Safe Schools Department has communicated this via email to all principals this school year and in person at recent principals' meeting
- 5 Motion #17/12-03 that the Board of Trustees review the secondary school level policy on parent-teacher interviews to confirm that the option of one or two evening is available to parents; and, that Staff ensures that parent(s) are informed about their options and rights to connect with teachers and principals outside of designated interview days. - Motion Carried by Board Feb 22, 2018
  - Under consideration for future discussion, Board Policy A. 33 (Guidelines for Trustees, Parents and Staff in Addressing School Related Concerns) provides proper protocols for positive interactions between all stakeholders, The guiding principles of Board Policy T. 07 Community Engagement also apply
- 6 Motion #18/02-17 that a new process & IT protocol be developed to achieve the following:
  - I. Consistent with the Toronto Catholic PIC recommendation Motion 17/11-16 made on November 20, 2017 and to be acted on by staff every new school year and, the School Board send out via the school principal a personalized letter that informs & instructs the newly elected or returning CSPC chair about the existence, benefits and login information to the CSPC email account. - Motion Carried by Board Feb 22, 2018
    - Enhanced communication on this matter is currently underway

- II. In recognizing that CSPC chairs are not school board employees, they should not be subject to BYOD policies, the school board needs to provide straightforward instructions on the various means to access their CSPC email account and how to set it up as an additional mailbox on the parent's existing: email accounts (examples by way of ActiveSync, etc.), web service, and mobile connect methods and/or on how to forward or proxy, to their personal email. - Motion Carried by Board Feb 22, 2018
- Staff is reviewing a response and plan
  - Revised ActiveSync instructions and tutorials are in creation phase
- III. These instructions should be easily accessible using modern social media methodology like YouTube, Facebook, Video on Parent webpage, et al. – Motion Carried by Board Feb. 22, 2018
- Staff is reviewing a response and plan, such instructions are in the creation phase

## **E. METRICS AND ACCOUNTABILITY**

1. This annual summary of CPIC activities serves as an assessment of the committee's work to support parental engagement at TCDSB.
2. Advice provided to the Board of Trustees and the Director of Education and any action arising out of this advice will be monitored and assessed.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

**OPENING STATEMENT**

Dear Director of Education, Chair of Trustees, TCDSB Parents and members of the Toronto Community:

The Toronto Catholic Parent Involvement Committee “Toronto Catholic PIC” had a very busy, cooperative and engaging year. Parents are welcome to attend any of our meetings or events. Meetings are normally held on the third Monday of each month other than March, July and August. To be certain of the exact dates and times Toronto Catholic PIC meetings are posted on the TCDSB website. <https://www.tcdsb.org/Board/TrusteesoftheBoard/boardmeeting/Pages/BoardMeeting.aspx>

As you are may be aware, the purpose of your Committee is to promote, support, encourage and enhance parent engagement and parent involvement in our child's or children's education to help improve their academic achievement and well-being.

We are first and foremost a parent-centric body. Our primary means of achieving our purpose and objectives is by providing information and advice on parent engagement and parent involvement to the TCDSB through the Director of Education and the chair of the Board of Trustees.

In addition, we work co-operatively with and support your school councils--CSPCs--through the principals of TCDSB schools and/or the chairs and members of each CSPC to help the members develop skills and acquire knowledge to help them engage parents at the school level.

Finally, we directly undertake activities to help parents of students in TCDSB schools support their children's learning-whether at home or at school. We work to:

- share effective practices to help engage parents, especially parents who may find engagement challenging, in their children's learning;
- identify and reduce barriers to parent engagement;
- help ensure that TCDSB schools create a welcoming environment for parents of its students.
- host events for parents that assist parents to develop or enhance skills and provide resources that will improve academic achievement and well-being.

***All our meetings are open to the public to encourage communication from parents and other members of the Toronto Community.***

We wish to acknowledge the challenging work, dedication and commitment of the many individuals who volunteer their time to contribute to the success of the Committee over the past year. Special thanks are due to the exemplarily efforts of the following Members of the 2017-18 Committee:

- The CPIC Executive Parent Members J. Del Grande (Vice-Chair and Ward 12 Parent Rep), J. Fiorante (Treasurer and Ward 4 Parent Rep), D. Alvares (Ward11 Parent Rep), for the extra meetings, phone calls, text messages, emails etc. that maintained the transparent posture to between meeting decisions including the request for funding decisions.
- J. Del Grande, Vice-Chair for chairing the Budget and Priority Setting Subcommittee, his technical advice during our formal CPIC Meetings, his assistance in ensuring the clarity of the Minutes and Agendas, his speedy answers to text messages, and lending an ear to ideas and concerns.
- J. Fiorante, Treasurer for maintaining the financial records of this Committee.
- D. Hastings (Community Rep 3) for chairing the Nominations and Elections Subcommittee and his attendance and reporting on the Board of Trustee Meetings.
- D. Alvares (Ward11), for the organizing and control of the Screenagers Movie “Growing Up In The Digital Age” which was shown in Ward 11, Ward 1, Ward 3 with the assistance of CPIC





## **TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE ANNUAL REPORT**

For the Academic Year Ending August [Year]

Representatives: A. Canning (Ward 1), M. De Domenico (Ward1), A. Crudo-Perri (Ward4), J. Fiorante (Ward4).

- A. Crudo-Perri (Ward4) and J. Fiorante (Ward4) for quickly accepting the co-chairing of the Conference Subcommittee with little time to prepare for the successful CPIC-OAPCE Summit Event held during May 2018. Thanks also go out to the parents that worked on their team subcommittee.
- R. Oliveros (Ward8), N. Ang (Ward5), B. Xavier (Ward11) for working hard on the “Faith-In-Our-Child” events as well as looking after the CPIC Information and Parent Resource table at the “Lift Jesus Higher Rally”.
- A. Canning (Ward1) and M. De Domenico (Ward1); A. Crudo-Perri (Ward4) and J. Fiorante (Ward4); R. Oliveros (Ward8), N. Ang (Ward5), D. Alvares (Ward11) for their excellent job of attending CSPC meetings in their Wards to follow and promote the mission of Toronto Catholic PIC.
- K. Muthiah (Ward10) for reminding me again why we volunteer our time on this wonderful parent led Committee.

### **COMMITTEE MEMBERS**

Parents, the Toronto Catholic PIC is your Committee with 28 positions to be filled by parents/guardians of students enrolled at a TCDSB school. In odd number years, we hold elections for 12 Parent Members: Ward Representatives open to parents/guardians that either live in or their student attends a TCDSB School in an odd-numbered ward. In even number years, we hold elections for 12 Parent Member: Ward Representatives open to parents/guardians that either live in or their student attends a TCDSB School in an even-numbered ward. Parent Members: Ward Representatives commit to a two-year term or if appointed or elected at a by-election for the period remaining in the term. The remaining 4 Parent Member: At-Large positions are open to all parents/guardians throughout the TCDSB system. These parents/guardians commit to a one-year term or if after October of each year for the term remaining. Parent Member: At-Large positions are elected/appointed by your Committee during one of its meetings.

To locate the Ward, you live in or the Ward that your child or children attend go to the TCDSB website:

[TCDSB New Wards](#)

An election for the Parent Member: Ward Representatives for Odd Numbered Wards was held on Monday October 2, 2017 and By-Elections for unrepresented Even Numbered Wards was held on Wednesday October 4, 2017.

The following parents are the Toronto Catholic PIC Team for the FY2017-18:

Parent Members: Ward Representatives who were elected in each Ward or appointed by your Committee:

Ms. A. Canning (W1), Mr. M. De Domenico (W1), Ms. S. Mastronardi (W2), Mr. G. Feldman (Chair) (W2), Ms. A. Crudo-Perri (W4), Mr. J. Fiorante (Treasurer) (W4), Mr. N. Ang (W5), Mr. P. Matos (W6), Mr. G. Gikas (W6), Mr. J. Augustine (W7), Ms. R. Oliveros (W8), Ms. Y. Yeung (W8), Mr. K. Muthiah (W10), Mr. D. Alvares (Communications) (W11), Mr. B. Xavier (W11), Ms. P. Corpuz (W12), Mr. J. Del Grande (Vice-Chair) (W12).

Parent Members: At-Large that were appointed by the Parent Member: Ward Representatives are: Ms. K Coto (PMAL1).

Community Representative(s) that were appointed by your Committee  
Ms. N. Marriot (CR1), Mr. D. Rodriguez (CR2), Mr. D. Hastings (CR3).

**COMMITTEE MEETINGS**

The Committee met nine times during the fiscal year.

Meetings were held on the following dates:

- Inaugural Meeting Monday October 15, 2017
- Meeting #1 - Monday, November 20, 2017
- Meeting #2 Monday, December 11, 2017
- Meeting #3 Monday, January 15, 2018
- Meeting #4 Monday, February 12, 2018
- Meeting #5 Monday, April 16, 2018
- Meeting #6 Monday, May 14, 2018
- Meeting #7 Monday, June 18, 2018
- Meeting #8 Monday, September 17, 2018

Minutes of meetings held, and financial records are available for public inspection at the TCDSB's offices at 80 Sheppard Avenue East in Toronto. In addition, Minutes are posted on the TCDSB website.

**SUBCOMMITTEES & PROJECTS**

Major accomplishments of the Committee in FY2017-18 included the following:

- Motions Presented to the Board of Trustees:
  - November 16, 2017 PARS submission to "Suspend The School Closure Process"
  - Motion #17/11-04 that parent engagement strategies and best practices be a standing item at every superintendent/principal meeting(s)
  - Motion #17/11-16 that Staff send a letter with CSPC email information addressed to each CSPC Chair by courier. The letter should include the benefits and value of using the TCDSB assigned email address, as well as how to obtain access and how to forward to their personal email address if desired. A copy of this letter should also be sent to all Principals with a strong header to remind the Principals of the importance of CSPC Chairs using the TCDSB assigned email address.
  - Motion 17/11-16 that Staff remind Principals that the Safe School Committee at the school level should include the mandated parent representative(s).
  - Motion #17/12-03 that the Board of Trustees review the secondary school level policy on parent-teacher interviews to confirm that the option of one or two evening is available to parents; and, that Staff ensures that parent(s) are informed about their options and rights to connect with teachers and principals outside of designated interview days.
  - Motion #18/02-17 that a new process & IT protocol be developed to achieve the following:
    1. Consistent with the Toronto Catholic PIC recommendation Motion 17/11-16 made on November 20, 2017 and to be acted on by staff every new school year and, the School Board send out via the school principal a personalized letter that informs & instructs the newly elected or returning CSPC chair about the existence, benefits and login information to the CSPC email account.
    2. In recognizing that CSPC chairs are not school board employees, they should not be subject to BYOD policies, the school board needs to provide straightforward instructions on the various means to access their CSPC email account and how to set it up as an additional mailbox on the parent's existing: email accounts (examples by way of ActiveSync, etc.), web



service, and mobile connect methods and/or on how to forward or proxy, to their personal email.

3. These instructions should be easily accessible using modern social media methodology like YouTube, Facebook, Video on Parent webpage, et al.

- Your Committee Funded these TCDSB recognized Parent Engagement Events:
  - OPACE Toronto “Commissioning Ceremony, Parent Volunteer & Principal of Excellence Awards 2017” in the amount of \$700. To recognize all the parents who are nominated from their communities for the contributions to Catholic Education in the TCDSB.
  - Ward 4 Event “Social Networking and Online Safety with Paul Davis” on Monday December 4, 2017 at Madonna CHS up to \$1,000. To educated parents on social media apps and how to navigate them safety with their children.
  - Filipino Heritage Day event at CEC up to \$800. To encourage parents to be more involved at home, at school, or at the Board using the example of the PASSOC Project in Toronto Catholic Schools.
  - OAPCE Trustee All Candidate’s Meeting to be held at the CEC on October 1, 2018 up to \$1,000. To encourage Parents in round table discussions within their wards to ask one on one questions with the Trustee candidates.
  - OPACE Toronto “Commissioning Ceremony, Parent Volunteer & Principal of Excellence Awards 2017” up to \$1,000. To recognize all the parents who are nominated from their communities for the contributions to Catholic Education in the TCDSB and to provide Parent Resource Information.
- Administrative Matters handled:
  - Provided Toronto Catholic PIC Feedback to the Director of Leadership, Collaboration and Governance, Ministry of Education by November 30, 2017
  - Selection of CSPC Members to attend PIC Symposium on April 20-21, 2018.
- Attendance, Presented and/or Disseminated CPIC or Parent Engagement resource information.
  - TCDSB Parent Engagement Forum - September 13, 2017
  - TCDSB CSPC Roles and Workshops – October 23, 2017
  - OAPCE Toronto parent volunteer and principal of excellence awards - November 6. 2017
  - TCDSB PARS Meeting at CEC on November 30, 2017
  - Ward 4 Paul Davis “Social Network & On-line Safety” led by CPIC Reps A. Crudo-Perri (Ward4) & J. Fiorante (Ward4) on December 4, 2017 at Madonna CSS.
  - Ward 11 “Mental Awareness - Youth Speak” led by CPIC Rep D. Alvares (Ward11) on Feb 21, 2018 at Senator O’Connor College School.
  - Introduction Seminar to the Faith In Our Child Series “Our Parish, Our Spiritual Goal” in Ward 8, 5 and 11. Led by CPIC Reps R. Oliveros (Ward8), D. Alvares (Ward11), B. Xavier (Ward11) & N. Ang (Ward5) on February 13, 23, 26 and 27, 2018.
  - “Lift Jesus Higher Event” led by CPIC Rep R. Oliveros (Ward8) on March 3, 2018 at the Toronto Convention Centre.
  - Ward 11 “Screenagers Movie Screening” Led by CPIC Rep D. Alvares (Ward11) on January 10, 2018 at Senator O’Connor College School.
  - Ward 1 South “Screenagers Movie Screening” Led by CPIC Reps M. de Domenico (Ward1) and A. Canning (Ward1) on March 6, 2018 at Father Serra CES.
  - PIC Symposium April 20<sup>th</sup>, and 21<sup>st</sup>, 2018 attended by G. Feldman, Chair (Ward2), J. Fiorante, Treasurer, (Ward4) and up to 5 TCDSB CSPC Members.
  - Ward 1 North “Screenagers Movie Screening” Led by CPIC Rep A. Canning (Ward1) and M. de Domenico (Ward1)

- Toronto Catholic PIC - PRO-Grant Events led by CPIC Rep A. Crudo-Perri on May 5, 2018 at the CEC.
- Ward 3 & 4 “Screenagers Movie Screening” Led by CPIC Reps A. Crudo-Perri (Ward4) and J. Fiorante (Ward4) on May 28, 2018 at Chaminade College School.
- Filipino Heritage Day Event on June 12, 2018 at the CEC.
- Presentations by TCDSB Staff and others
  - Federation of North American Explorers by Mr. Ho and his two children on January 15, 2018.
  - “Dream Big” Event by Ms. T. Pastore, Executive Director of Parents Engaged In Education (PEIE) on January 15, 2018.
  - TCDSB Equity & Inclusive Team informed Toronto Catholic PIC about the TCDSB Policy on May 14, 2018
  - TCDSB Technical Service on OWA email system and cellphone activation on May 14, 2018

The following Subcommittees were established by the Committee:

**Budget & Priority Setting Subcommittee.** The Chair of this Subcommittee is part of the responsibility of the Toronto Catholic PIC Vice-Chair who was Mr. J. Del Grande. The members of this subcommittee were Mr. J. Fiorante, Ms. A. Crudo-Perri and Ms. N. Marriott.

**Governance & Procedure Subcommittee.** The Chair of this Subcommittee Mr. D. Rodriguez who was appointed on Monday October 15, 2017. Members of this Subcommittee were Mr. D. Hastings, Mr. K. Muthiah, Mr. N. Ang and Mr. D. Alvares.

**Nominating & Elections Subcommittee.** The Chair of this Subcommittee Mr. D. Hastings was appointed on Monday October 15, 2017. The members of the Nominating and Elections Subcommittee were: Ms. K. Kota and Mr. N. Ang. The Nominating and Elections Subcommittee was responsible for recruiting Parents for vacant Parent Member roles on Toronto Catholic PIC. Working with Staff on the screening of potential Parent Members. To review other ideas to attract and recruit members for the 2018 Elections.

**Conference Planning Subcommittee.** The coChairs of this Subcommittee Ms. A. Crudo-Perri and Mr. J. Fiorante were appointed on Monday February 12, 2018. This Subcommittee was responsible for the assignment, budgetary control and reporting of the 2016-17 PRO-Grant approved Ward Events. Members were Mr. D. Alvares and Mr. G. Gikas.

The following Ad-hoc Subcommittees were established by your Committee

**Communications & Dissemination Subcommittee** formed Monday October 16, 2017 under the leadership of Mr. D. Alvares. This ad-hoc Subcommittee was tasked with the role of developing Toronto Catholic PIC communication pamphlets, Event Photographs and Video Recording, Parent Handouts, Banners, etc.

**Screenagers Movie Subcommittee** formed at a Special Committee Meeting held on Monday October 16, 2017 under the leadership of Mr. D. Alvares. This ad-hoc Subcommittee was responsible for negotiating a contract with the movie producers to permit screening in 4 or 5 schools within the TCDSB and to ensure that the events followed the format required for a successful showing of the movie to students and then to parents.

**Making Your Voice Heard Subcommittee** formed on Monday October 16, 2017 under the leadership of Mr. J. del Grande. The Subcommittee meetings were handled as breakouts during the formal CPIC meetings so that all members could contribute.



## **TORONTO CATHOLIC PARENT INVOLVEMENT COMMITTEE ANNUAL REPORT**

For the Academic Year Ending August [Year]

### **FINANCIAL REPORT**

We attach the Financial Report dated August 31, 2018 for your further information

### **SUMMARY/OTHER**

Finally, we would like to wish the best of luck to all Parent candidates who will stand in the Parent Member: Ward Representative's elections to be held on Tuesday October 2, 2018 for Even Ward Candidates and our by-elections on Wednesday October 3, 2018 for the vacant position Odd Ward Candidates. To locate the Ward, you live in or the Ward that your child or children attend go to the TCDSB website: [TCDSB New Wards](#).

Issues that we foresee as being important matters for the consideration of the new Committee following the October 2018 elections include:

- We need to concentrate on Elementary school awareness of CPIC to get longevity.
  - Marketing and Awareness; CPIC members need meet to CSPC chairs twice/year.
  - Is process effective - Elections vs Referral;
  - Motivation to Join;
  - Referral of members, nominations.
- Visit parents at a CSPC meetings as well as visit parents before and after school
- CPIC information on a page that can be provided to parent councils and individuals of
  - What CPIC does,
  - Why a parent would be interested to be part of CPIC,
  - CPIC objectives,
  - CPIC priorities, and
  - Things CPIC has done;
- Continue the work of the "Making Your Voice Heard" Subcommittee on finalizing the triangles into a pamphlet.

The Toronto Catholic Parent Involvement Committee (Toronto CPIC) is a parent-led, Ministry of Education-funded, parent volunteer organization within the TCDSB. Its purpose is to improve student academic achievement and well-being by supporting, encouraging and enhancing meaningful parent engagement. Toronto CPIC partners with TCDSB staff and Trustees and communicates with and supports Toronto Catholic School Advisory Councils to achieve its objectives and focuses on matters that affect more than one school.

Sincerely yours,

Geoffrey Feldman

Chair

September 20, 2018

cc: **Director of Education, Toronto Catholic District School Board**  
**Chair of the Board of Trustees, Toronto Catholic District School Board**

**Year-End Financial Report of the Toronto Catholic Parent Involvement Committee**

| <b>CPIC Grant &amp; Expenditure Summary</b> | <b>CPIC<br/>2017-18</b> | <b>PRO GRANT<br/>2017-18</b> |
|---|-------------------------|------------------------------|
| <b>As at August 31, 2018</b>                | <b>FR 1394</b>          | <b>FR 1417</b>               |
| <b>APPROVED FUNDING</b>                     | <b>20,106.00</b>        | <b>10,000.00</b>             |
| <b>CARRYOVER FROM PREVIOUS YEAR</b>         | <b>46,133.49</b>        | <b>5,724.51</b>              |
| <b>TOTAL FUNDING</b>                        | <b>66,239.49</b>        | <b>15,724.51</b>             |
| <b>EXPENSES:</b>                            |                         |                              |
| Childcare & Supplies                        | 1,724.25                | 1,091.35                     |
| Election-Parent Recruitment Expenses        |                         |                              |
| Media Advertising                           |                         |                              |
| Transcriptions                              |                         |                              |
| Mileage                                     | 1,041.80                |                              |
| Parent Resources                            |                         |                              |
| Printing & Supplies                         | 1,021.21                |                              |
| Promotional Materials                       | 3,056.70                | 1,679.51                     |
| Refreshments - Events                       |                         | 4,442.84                     |
| Refreshments - Meeting                      | 2,347.88                |                              |
| Speaker Expenses                            | 1,467.28                | 5,123.14                     |
| Telecommunication                           | 2,884.96                | 108.85                       |
| Translation Services                        |                         |                              |
| TTC Tokens - Buses                          |                         |                              |
|   |                         |                              |
| <b>TOTAL EXPENDITURES</b>                   | <b>13,544.08</b>        | <b>12,445.69</b>             |
| <b>Balance</b>                              | <b>52,695.41</b>        | <b>3,278.82</b>              |



REPORT TO

## APPENDIX B

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

## APP B - CSPC POLICY METRIC REPORT - 2017- 18.DOCX

*Welcome one another, therefore, just as Christ has welcomed you, for the glory of God.*  
*Romans 15:7*

| Created, Draft     | First Tabling   | Review                                      |
|--------------------|-----------------|---|
| September 24, 2018 | October 4, 2018 | <a href="#">Click here to enter a date.</a> |

J. Wujek, Superintendent of Education Area 5, Parent Engagement  
M. Sequeira, Coordinator: International Languages, Parent Engagement and  
Community Outreach

### INFORMATION REPORT

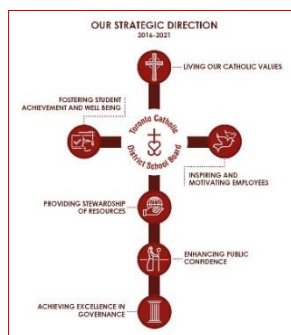
#### Vision:

*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**

This Information Report provides an overview of participation and content of Catholic School Parent Councils (CSPCs) and their valued contribution to local school matters. The report also offers metrics that quantify the level and quality of engagement between staff and parents.

In the context of the Board's Multi-Year Strategic Plan:

- Living Our Values - Parents will be supported in their integral role of nurturing the relationship between home, school and parish
- Enhancing Public Confidence - Improve communication and consultation, that reflect the mission, vision and values of the board, with our stakeholders

*The cumulative staff time required to prepare this report was 18 hours*

## **B. PURPOSE**

1. The notice for this Policy Metric Report appears on the Master Pending List and Rolling Calendar for the October Board Committee Meeting for Student Achievement and Well-Being.
2. Board Policy S.10 Catholic School Parent Councils states “[an] annual report of CSPC activities will serve as an assessment of the Council’s work to support student achievement and well-being at the school”.

## **C. BACKGROUND**

1. The TCDSB’s Parent Engagement and Communications Departments play a guiding and supporting role to parents and staff in the promotion of effective parent engagement for the purpose of our shared vision of academic excellence and spiritual development.

At the system level, staff from these and other departments work closely with Toronto Ontario Association for Parents in Catholic Education (Toronto – OAPCE) and the Catholic Parent Involvement Committee (CPIC) to support local CSPCs.

2. Ontario Regulation 612 (School Councils and Parent Involvement Committees): “the purpose of school councils is, through the active participation of parents, to improve pupil achievement and to enhance the accountability of the education system to parents.”

## **D. EVIDENCE/RESEARCH/ANALYSIS**

### **1. CSPC Annual Activity Report – 2017-18 – Appendices A and B**

Board Policy S. 10, Catholic School Parent Councils states:

The Catholic School Parent Council (CSPC) of each school in the TCDSB will, through the active participation of parents, endeavour to improve student achievement and well-being and to enhance the accountability of the education system to parents. Each CSPC shall function in an advisory role by making recommendations to the principal of the school and, where necessary, to the Board, on any matter in accordance with the Education Act, TCDSB policies and guidelines and operating procedures.

Appendix A is a copy of the Activity Report template that completed by CSPC Chairs at the end of the 2017-18 school year to summarize CSPC membership, meetings, activities and needs.

Appendix B is a summary of the completed Activity Reports. Highlights include:

- 35% Participation in the report completion
- 97% of schools had 6 or more meetings (per policy)
- Over half of responding councils had at least seven parent members
- 60% had a designated OAPCE rep
- fundraising information suggests robust support for academic achievement and parent engagement
- Parents Reaching Out Grant – 132 schools had approved applications – 66% utilization of these funds

## 2. CSPC Meeting (2017-18) Survey – Principals – Appendix C

Board Policy S.10 Regulation (4) states:

The principal will provide information and solicit the views of CSPC on matters concerning:

- i. student achievement and the School Learning Improvement Plan;
- ii. annual funding for parent involvement;
- iii. the school budget;
- iv. school policies and procedures including the code of conduct;
- v. school uniform or dress code.

Accordingly, TCDSB principals were surveyed about the appearance of these topics (i-v above) during their CSPC meetings last year. Appendix C summarizes the responses. Highlights include:

- 145 surveys completed
- 56% report content related to Student Achievement at most or all meetings
- 63% report content related to Annual Funding at most or all meetings
- 69% report content related to School Budget at most or all meetings
- 56% report content related to School Policies and Procedures at most or all meetings
- 28% report content related to Uniform/Dress Code at most or all meetings
- “not at all” responses are very low except school uniform and dress code

## 3. System Activities Supporting CSPCs – Appendix D

Appendix D is documentation of Community Engagement/Outreach Activities from 2017-18 that included participation from the Parent Engagement Department. This information was presented at Regular Board on September 20, 2018 as part of the Communications and Community Engagement Annual Report. In summary:

- The information demonstrates collaboration between school staff, system staff, local parents, CPIC and OAPCE - Toronto



- There is good parent participation in the three events
- There was an excellent range of topics that promote equity, capacity-building and collaboration

#### 4. Further System Initiatives Supporting CSPCs

- April 2018 – adoption of CPIC recommendation “that parent engagement strategies and best practices be standing item at every superintendent/principal meeting(s)”
- Week of April 23, 2018 – Parent Engagement Staff attended and spoke at every area principal meeting and shared resources and practices on the following topics:
  - Safe Schools Plan
  - Parent Involvement Committee Funding (\$500)
  - Parents Reaching Out Grant Funding (\$1000)
  - End of Year CSPC Reporting
  - Block Budget Reporting to CSPC
  - Upcoming Parent Engagement Conference
- Head Start Symposium for Newly Promoted Administrators August 2018  
Superintendent of Parent Engagement presented to group about:
  - CSPC composition
  - CSPC elections
  - CSPC communications
  - CSPC Financial Reporting
  - Overall Importance of Parent Engagement
  - OAPCE – Toronto and CPIC as PE partners
- Coordinator of Parent Engagement Office responds daily to numerous Parent Engagement/CSPC inquiries via phone and email from staff and parents

## **E. METRICS AND ACCOUNTABILITY**

### Action Items for 2018-19:

1. Improved and enhanced communications strategies with parents both within the governance structures and the school community.
2. Improved use of exit surveys following school and Board parent engagement events.
3. Review considerations from Parent Voice Survey (Regular Board - August 23, 2018) – Communication Theme - “Monitor”.
4. Use data enclosed in this report as benchmark for strategy improvement and comparative future reporting.
5. Continue and review system-based activities that support CSPC capacity building
  - CSPC workshops
  - Ongoing in-servicing of staff at Principal meetings and Head Start
  - Collaborate with CPIC and OAPCE – Toronto

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

## APPENDIX C



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January 23, 2019

To: Mr. John Wujek, Superintendent of Education  
Re: Feedback to CSPC/CPIC Staff Reports  
Cc: OAPCE Toronto & CPIC Members

Thank you for the opportunity to provide commentary on behalf of CPIC

1. CSPC Report
  - a) Going forward it would be beneficial to get the responses from CSPC Chairs as they may have a different perspective of the principal. Ideally, these should be filled out separately to evaluate if there is a disconnect or they are congruent.
  - b) Recommended additional or alternative questions:
    - Were parents of the school community informed as to the purpose of CSPC's, their rights and typical activities?
    - Are agendas being produced – by whom and are minutes prepared. Are these available or shared with the broader school community?
  - c) If the activity report has such a low response rate, could it not be on the agenda of the last CSPC meeting of the year?
  - d) Having members attended numerous CSPA meetings at their home schools and elsewhere, we are surprised that there would be such high responses to the school budget and annual funding for parent involvement at every or most meetings.
  - e) What is being done at CSPC's beyond the inform/engage level?
  - f) What further efforts are being done to ensure full use of funds allocated to CSPC – both PIC and PRO grants?
  - g) FAQs should be created to assist CSPC Chairs/members and principals so consistent answers and commentary are provided to avoid fielding individual phone calls and emails to various parties.

## 2. CPIC report

- a) Given the amount of staff time invested in the report – the staff commentary and analysis should augment the CPIC annual report as opposed to representing it.
- b) Effectiveness of CPIC could also be measured in terms of full representation and retention of members.
- c) It is our intention that effectiveness of the committee should be ‘self-represented’ in the Committee’s actions (events, activities) as well as the recommendations brought forward to Board and/or the Director of Education
- d) I would propose as per the best practices of corporate governance, CPIC would do a self-assessment of its effectiveness by polling its members.
- e) We should be measuring everyone’s role in terms of core mandate and ensuring the least amount of overlap while still ensuring support of activities of CPIC, OAPCE, other organizations and TCDSB Parent Engagement department.



John Del Grande  
CPIC Chair

## APPENDIX D



### OAPCE Toronto Feedback for CSPC Policy Matrix

January 2019

Thank you for requesting that our feedback be provided for this report. One overall question that we have is that How do you measure the success of CSPC's? What is the metric of the success?

After reviewing the policy report, as an organization our main reason for delegating was to bring to light the following items:

- 1) We were given unexpected barriers in place to us in being able to engage parents via email through distribution to Principals. We have now been added back on the distribution lists and will utilize this for the benefits of communications.
- 2) Data is that was provided states that 35 % of CSPC's submitted reports regarding their activities, and that this gave a snapshot of ways at how CSPC's are operating, that is not even 1/3 of all the 200 CSPC's – how can you use this data to determine success in school councils?
- 3) The survey that was provided to administrators about CSPC's, excellent, as they are accountable for the school, and definitely a starting point – but the issue was that parents were not surveyed. OAPCE Toronto did a survey

## APPENDIX D

last winter and would have been in a position to add the perspective from the parent lens. We are still most open to discuss the results with you, they are also currently on our website [oapcetoronto.ca](http://oapcetoronto.ca)

4) One of the questions surrounding the report is that is the CSPC supporting student achievement and well-being? How do you measure success? This is a very large and broad statement that CSPC's are only successful if the school is successful? What about considering a "score card" for each school measuring things other than EQAO...Thought would have to be given around certain variables like size of school, primary/secondary, School staff, school facilities, etc. Another approach could be to look at the catholic graduate expectations and look at parent engagement through that lens...and coming up with things that parents could/should do to link to supporting the achievement of those expectations...

5) In terms of the difference in CSPC's, there is no mention of the distinct difference between elementary and secondary school CSPC's.

6) Provide GOALS – the CSPC's should be provided explicit goals of in not a high level explanation but rather in point by point simple terms of what they should and should not be doing as a parent council.

We thank you for your support and look forward to any further discussions.

Annalisa Crudo-Perri  
OAPCE President

Jana Seymour  
OAPCE Vice-President



REPORT TO

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

**ANNUAL REPORT ON THE ACCESSIBILITY  
STANDARDS POLICY (A.35)**

*Do to others, as you would have them do to you.  
Luke 6:31*

| Created, Draft                                 | First Tabling    | Review                      |
|--|------------------|-----------------------------|
| January 28, 2019                               | February 7, 2019 | Click here to enter a date. |
| F. Cifelli, Area 1 Superintendent of Education |                  |                             |
| <b>INFORMATION REPORT</b>                      |                  |                             |

**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

L. Noronha  
Associate Director of Facilities,  
Business and Community  
Development, and  
Chief Financial Officer

## **A. EXECUTIVE SUMMARY**

This report meets the requirements for the annual Accessibility Report as outlined in the policy Accessibility Standards A.35 (Appendix A).

*The cumulative staff time required to prepare this report was 6 hours*

## **B. PURPOSE**

1. This is an annual report to the Board of Trustees that serves as an assessment and overview of the Board's achievements and status in working to provide barrier-free facilities, services, employment and instruction to the TCDSB staff, students, parents, volunteers and Catholic community.

## **C. BACKGROUND**

1. The Accessibility Standards Policy (A.35) was last amended January 25, 2018.
2. The Multi-Year Accessibility Plan for December 2017-December 2022 was approved on January 25, 2018 (Appendix B).

## **D. EVIDENCE/RESEARCH/ANALYSIS**

1. *Accessibility for Ontarians with Disabilities Act* (AODA) is a law that sets out a process for developing and enforcing accessibility standards.
2. Accessibility standards are laws that the government, businesses, non-profits and public sector organizations must follow to become more accessible.
3. The Integrated Accessibility Standards regulation (IASR) (O. Reg 191/11) under the AODA sets out requirements of public sector organizations, specifically in regard to the establishment of accessibility policies (section 3) and accessibility plans (section 4).
4. The Accessibility Standards for Customer Service regulation (O. Reg. 429/07) under the AODA was revoked on July 1, 2016 and the requirements under it were consolidated into the current IASR.



5. The legislative requirements under the IASR are as follows:

*Establishment of accessibility policies*

(1) Every obligated organization shall develop, implement and maintain policies governing how the organization achieves or will achieve accessibility through meeting its requirements referred to in this Regulation.

(2) Obligated organizations, other than small organizations, shall include a statement of organizational commitment to meet the accessibility needs of persons with disabilities in a timely manner in their policies.

(3) Every obligated organization, other than a small organization, shall,

(a) prepare one or more documents describing the policies it developed under subsection (1); and

(b) make the documents publicly available and, on request, provide them in an accessible format.

[...]

Accessibility plans

4. (1) The Government of Ontario, Legislative Assembly, designated public sector organizations and large organizations shall,

(a) establish, implement, maintain and document a multi-year accessibility plan, which outlines the organization's strategy to prevent and remove barriers and meet its requirements under this Regulation;

(b) post the accessibility plan on their website, if any, and provide the plan in an accessible format upon request; and

(c) review and update the accessibility plan at least once every five years.

(2) The Government of Ontario, Legislative Assembly and designated public sector organizations shall establish, review and update their accessibility plans in

consultation with persons with disabilities and if they have established an accessibility advisory committee, they shall consult with the committee. [...]

6. In accordance with legislation, the Board must review its Multi-Year Accessibility Plan at least once every five (5) years (IASR, section 4(1)(c)).
7. The current Multi-Year Accessibility Plan covers the 2017-2022 years and was approved in January 2018.

## **E. METRICS AND ACCOUNTABILITY**

1. Recommendations in this report have been monitored by policy staff with the support of Employee Relations.
2. With the change in the Employee Relations Department the task of updating the Accessibility Standards Policy was transferred to a Superintendent.
3. The Director of Education will annually update and attest compliance to the statutory obligations under the AODA in the form of the **Annual Status Report** (Appendix C) to the Board of Trustees including any major initiatives to meet compliance or address efficiencies.
4. The Accessibility Working Group members consist of a core group of advisors, some of whom are persons with disabilities, depending on the area of the plan addressed. The members represent the following groups:
  - Superintendent of Human Resources
  - Superintendent of Special Services
  - Superintendent of Student Success
  - Staff Representative
  - Information Technology
  - Community Relations
  - Facilities Services
  - Transportation Services
  - Parent Representative
5. The Accessibility Working Group will meet to review progress and respond to the requirements of the AODA Plan.

6. Evaluation of the effectiveness in implementing the barrier removal and prevention strategies will be on-going.
7. The Working Group will assist staff regarding roles in the implementation of the Annual Accessibility Plan.

## **F. ACTION PLAN**

1. The updated plan has been approved and is posted on the TCDSB policy register. The committee will work to update the plan as part of their 2018-2019 mandate.
2. The Accessibility Working Group to create sub-groups to ensure that each area of the organization is in compliance with the AODA by 2025 who will report regularly to the Accessibility Working Group.
  - a. Physical and Architectural Barriers
  - b. Informational and Communication Barriers
  - c. Attitudinal Barriers
  - d. Systematic Barriers
  - e. Transportation Barriers
3. The Accessibility Working Group will ensure that the Barriers to be addressed under the Multi-Year Accessibility Plan 9.0 will be addressed and the plan included in an update report to board.
  - a. Identification of Existing Barriers and Barrier
  - b. Strategy for Prevention and Removal of Barriers
  - c. Barriers to be addressed under the Multi-Year Accessibility Plan
  - d. Review and Monitoring
4. The Accessibility Working Group will track those individuals who have sought assistance as per Regulation 14 and the outcome of any investigation to be included in the annual report to Trustees.

5. The Multi-Year Accessibility Plan as approved will be reviewed with the Accessibility Working Group and person with disabilities who wish to participate in the review.

The Accessibility Working Group will ensure that the communication of the Multi-Year Accessibility Plan is clear, updated and user friendly on the TCDSB website and it follows a board approved format.

## **G. CONCLUDING STATEMENT**

This report is for the consideration of the Board of Trustees.



**POLICY SECTION: ADMINISTRATION**

**SUB-SECTION:**

**POLICY NAME: ACCESSIBILITY STANDARDS**

**POLICY NO: A. 35**

|   |   |   |
|---|---|---|
| <b>Date Approved:</b><br>September 12, 2013   | <b>Date of Next Review:</b><br>January 2023 | <b>Dates of Amendments:</b><br>January 25, 2018 |
| <b>Cross References:</b><br><i>Accessibility for Ontarians with Disabilities Act, 2005 (AODA)</i><br><i>Integrated Accessibility Standards, Ontario Regulation 191/11</i><br><i>Ontario Human Rights Code</i><br><i>Ontarians with Disabilities Act, 2001</i><br>TCDSB Policy Accessibility Standards for Services and Facilities (A.36)<br>TCDSB Policy Workplace Accommodation for Employees with Disabilities (H.M.38) |   |   |
| <b>Appendix A: TCDSB Multi-Year Accessibility Plan 2017-2022 (Under Review)</b>   |   |   |

**Purpose:**

The Toronto Catholic District School Board (“TCDSB”) is committed to providing an environment in all of its facilities that fosters independence, dignity and respect. The TCDSB is committed to providing services that are free of barriers and biases to our students, parents/guardians, trustees, the public and our staff. The Board strives to ensure that the principle of equity of opportunity is reflected and valued in its learning and working environments.

The TCDSB is committed to ensuring that people with disabilities have the same opportunity of access to our services in a similar way as these services are available to all others we serve and is committed to meeting, in a timely manner, the accessibility needs of people with disabilities in the provision of services including those related to learning, information and communication, employment, and student transportation.



**POLICY SECTION: ADMINISTRATION**

**SUB-SECTION:**

**POLICY NAME: ACCESSIBILITY STANDARDS**

**POLICY NO: A. 35**

**Scope and Responsibility:**

This policy applies to all operational policies and procedures in all facilities within TCDSB and applies to all members of the TCDSB community, including students, employees, trustees, volunteers and visitors. The Director of Education is responsible for this policy.

**Alignment with MYSP:**

Living Our Catholic Values

Strengthening Public Confidence

Providing Stewardship of Resources

Inspiring and Motivating Employees

**Policy:**

The Toronto Catholic District School Board is committed to maintaining an environment which actively promotes and supports human rights. As part of this commitment, the Board will make reasonable efforts to ensure that all policies, practices and procedures are consistent with the principles of independence, dignity, integration and equality of opportunity for persons with disabilities.

The TCDSB will identify barriers for people with disabilities through the process documented in the TCDSB's Multi-Year Accessibility Plan ([hyperlink](#)), primarily by the objectives of the TCDSB's Accessibility Working Group.



**POLICY SECTION: ADMINISTRATION**

**SUB-SECTION:**

**POLICY NAME: ACCESSIBILITY STANDARDS**

**POLICY NO: A. 35**

**Regulations:**

1. The TCDSB shall make reasonable efforts as required by the *Accessibility for Ontarians with Disabilities Act* to ensure that policies, practices and procedures from the date of this policy forward are consistent with the principles of independence, dignity, integration and equity of opportunity to all with particular attention for persons with disabilities.
2. The TCDSB will ensure that the policy and Multi-Year Accessibility Plan are communicated to the public in a manner that accommodates all disabilities.
3. The Multi-Year Accessibility Plan shall be utilized in the TCDSB community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools.
4. The Board of Trustees will annually appoint external individuals to the Accessibility Working Group and will approve the Multi-Year Accessibility Plan at least once every five years.
5. The TCDSB will provide training to its employees and volunteers, as required. All newly-hired employees will receive training as part of a mandatory orientation process.
6. Any communications with a person with a disability will take place in a manner respectful of the person's disability. Information about our organization and its services in accessible formats or with communication supports will be provided upon request.



**POLICY SECTION: ADMINISTRATION**

**SUB-SECTION:**

**POLICY NAME: ACCESSIBILITY STANDARDS**

**POLICY NO: A. 35**

7. The TCDSB will meet internationally-recognized Web Content Accessibility Guidelines (SCAG) 2.0 Level AA website requirements in accordance with Ontario's accessibility laws.
8. The TCDSB will advise that accommodations can be made during recruitment and hiring. Please see the TCDSB [Accessibility Standards for Services and Facilities policy \(A.36\)](#) and the [Workplace Accommodation for Employees with Disabilities policy \(H.M.38\)](#) for more a detailed description of the Board's obligations to accommodate persons with disabilities.
9. The TCDSB will notify staff that supports are available for those with disabilities. The TCDSB will put in place a process to develop individual accommodation plans for employees.
10. Where needed, the TCDSB will provide customized emergency information to help individuals with a disability during an emergency.
11. The TCDSB performance management, career development and redeployment processes will take into account the accessibility needs of all employees.
12. The TCDSB will meet accessibility standards when building or making major changes to public spaces. Public spaces include:
  - Outdoor play spaces
  - Outdoor paths of travel: sidewalks, ramps, stairs, and curb ramps
  - Accessible off-street parking
13. The TCDSB has procedures to prevent service disruptions to our accessible areas of our public spaces. ([TCDSB Notice of Disruption Document](#))





**POLICY SECTION: ADMINISTRATION**

**SUB-SECTION:**

**POLICY NAME: ACCESSIBILITY STANDARDS**

**POLICY NO: A. 35**

14.If accommodations are not met, individuals are encouraged to notify their area superintendent or the Superintendent of Human Resources.



**POLICY SECTION: ADMINISTRATION**

**SUB-SECTION:**

**POLICY NAME: ACCESSIBILITY STANDARDS**

**POLICY NO: A. 35**

### **Definitions:**

#### **Accessibility Working Group**

This group is comprised of key stakeholders and comes together representing a variety of school system ~~working~~ groups and departments to develop recommendations and improvements in providing a barrier-free environment in key areas of the TCDSB such as Student Special Services, Facilities, Educational and Training Materials, Communications Tools, Transportation and Human Resources. In accordance with the Multi-Year Accessibility Plan, the working group is required to consult with our students, staff and community members who possess a disability.

#### **Dignity**

Human beings, created in the image and likeness of God; have by their very existence an inherent value, worth, and distinction.

#### **Disability**

- (a) Any degree of physical disability, infirmity, malformation or disfiguration that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device.
- (b) A condition of mental impairment or a developmental disability.
- (c) A learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language.



**POLICY SECTION: ADMINISTRATION**

**SUB-SECTION:**

**POLICY NAME: ACCESSIBILITY STANDARDS**

**POLICY NO: A. 35**

(d) A mental disorder, or

(e) An injury or disability for which benefits were claimed or received under an insurance plan, established under the *Workplace Safety and Insurance Act, 1997*; (“handicap”)

### **Equal Opportunity**

Service is provided to persons with disabilities in a way that their opportunity to access goods and services is equitable.

### **Independence**

Accommodating a person’s disability means respecting their right to do for themselves and to choose the way they wish to receive goods and services.

### **Integration**

Persons with disabilities can access goods and services. This may require alternative formats and flexible approaches. It means inclusiveness and full participation.



**POLICY SECTION: ADMINISTRATION**

**SUB-SECTION:**

**POLICY NAME: ACCESSIBILITY STANDARDS**

**POLICY NO: A. 35**

### **Evaluation and Metrics:**

1. The TCDSB's Annual Accessibility Report will serve as an assessment and overview of the Board's achievements and status in working to provide barrier-free facilities, services, employment and instruction to our staff, students, parents, volunteers and Catholic community.
2. Recommendations from the Accessibility Working Group or any advice provided to the Director of Education will be assessed, monitored and considered for implementation.
3. The Director of Education will annually update and attest compliance to the statutory obligations under the *Accessibility for Ontarians with Disabilities Act* to the Board of Trustees including any major initiatives to meet compliance or address efficiencies.
4. Tracking those individuals who have sought assistance as per Regulation 14 and the outcome of any investigation to be included in an annual report to Trustees.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

APPENDIX NAME: MULTI-YEAR ACCESSIBILITY PLAN

**Date Approved:**

September 12, 2013

**Date of Review:**

December 2022

**Dates of Amendment:**

January 25, 2018

**Cross Reference:**

TCDSB Policy (A.35) Accessibility Standards

TCDSB Policy (A.36) Accessibility Standards for Services and Facilities

*Accessibility for Ontarians with Disabilities Act, 2005 (AODA)*

Integrated Accessibility Standards, Ontario Regulation 191/11

*Ontario Human Rights Code**Ontarians with Disabilities Act, 2001*

Notification of Disruption of Service at TCDSB Procedures

TCDSB 2017 Accessibility Annual Status Report

## MULTI-YEAR ACCESSIBILITY PLAN

FOR THE PERIOD DECEMBER 2017 TO DECEMBER 2022



## **MULTI-YEAR ACCESSIBILITY PLAN**

### **TORONTO CATHOLIC DISTRICT SCHOOL BOARD December 2017–December 2022**

**Prepared by**

**Accessibility Working Group  
In accordance with  
Accessibility for Ontarians with Disabilities Act  
Integrated Accessibility Standards Regulation**

**December 2017**

- This publication is available through the Toronto Catholic District School Board's:
  - [website](http://www.tcdsb.org) (www.tcdsb.org → FOR COMMUNITY → Accessibility Policy & Multi-Year Plan)
  - Catholic Education Centre/Head Office (Communications Department- 80 Sheppard Avenue East)
- Hard copies will be made available to all departments, schools and the Catholic School Parent Councils upon request.
- Accessible formats of the plan are available from the Communications Department upon request.



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## 1.0 **Aim**

This multi-year Accessibility Plan is developed in accordance with the Integration Accessibility Standards Regulation under the *Accessibility for Ontarians with Disabilities Act, 2005*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act, 2001*. The Plan describes the measures that the Board will take over the five year period from 2017-2022 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the Toronto Catholic District School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The plan will be guided by the Board's Accessibility Standards-Policy Statement.

### **Objectives**

This Plan:

- 1.1 Describes the process by which the Toronto Catholic District School Board will identify, remove and prevent barriers;
- 1.2 Reviews recent efforts of the Toronto Catholic District School Board to remove and prevent barriers;
- 1.3 Describes the measures the Toronto Catholic District School Board will take in the period 2017-2022 to identify, remove and prevent barriers;
- 1.4 Makes a commitment to provide an annual status report on the Board's implementation of the multi-year accessibility plan;
- 1.5 Makes a commitment to review and update the multi-year accessibility plan at least once every 5 years;
- 1.6 Describes how the Toronto Catholic District School Board will make this accessibility plan available to the public.





## **2.0 Commitment to Accessibility Planning**

This plan will be established, reviewed and updated in consultation with persons with disabilities and with the Board's Special Education Advisory Committee and Accessibility Working Group. It will be presented to the Board for approval. The Toronto Catholic District School Board is committed to:

- 2.1** Maintaining an Accessibility Working Group;
- 2.2** Continuing the process of consulting with the Special Education Advisory Committee and with persons with disabilities;
- 2.3** Ensuring, wherever practicable, that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Working Group will provide input re: accessibility issues, where appropriate, with regard to new policies and procedures and to those under review;
- 2.4** Improving access including, but not limited to, facilities, IT services, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community. Consideration of ongoing identification of barriers will be the responsibility of the Accessibility Working Group and will, wherever practicable, be incorporated in the multi-year plan.

The Director of Education has authorized the Accessibility Working Group to review and update the Multi-Year Accessibility Plan that will enable the Toronto Catholic District School Board to meet these commitments.



### **3.0 Description of the Toronto Catholic District School Board**

The Toronto Catholic District School Board is a publicly funded Catholic school board for Toronto, Ontario. It is one of the two English boards of education in the City of Toronto.

With over 90,000 students, the TCDSB is one of the largest school boards in Canada. The TCDSB governs 201 schools in the Toronto area: 30 secondary schools, 168 elementary schools, and 3 schools that combine both secondary and elementary grades.

The TCDSB has 12 wards represented by 12 trustees and 2 student trustees. The Chair of the Board and the Vice-Chair are elected at the inaugural meeting of the Board, and serve for one year.

#### **Our Mission**

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

#### **Vision of TCDSB**

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

#### **We believe...**

- in the worth and dignity of every person
- in the critical role that our Catholic schools play in promoting Gospel values, social justice, environmental responsibility, human solidarity and the common good
- that high standards and expectations foster greater achievement



- that people thrive in a safe, healthy and compassionate environment grounded in respect for the diversity of every person
- that teaching is responsive to individual needs
- that teaching and learning should be rooted in research and evidence
- that each of us shares responsibility for creating collaborative communities of learning
- that equity, diversity, accessibility and inclusivity are integral to the Catholic community
- that the 21st century competencies – collaboration, real world problem solving and innovation, knowledge construction, skilled communication, self-regulation and the use of information communication technology for learning, are essential.

"Our vision of Catholic education invites each one of us—parents, students, teachers, principals, chaplains, support staff, trustees, clergy, supervisory personnel— to work together as a community of believers committed to putting the values of our faith into practice in the daily life of the school, the home, and in all of society."

([\*Fulfilling the Promise\*](#), Assembly of Catholic Bishops of Ontario)



#### **4.0 Message from the Director of Education**

The Toronto Catholic District School Board is an educational community that values the dignity and worth of every individual in its care. In this context, plans are developed to support the well-being of all its members. To this end, the Multi-Year Accessibility Plan has been developed to address the needs of its members who have disabilities.

Our Board currently demonstrates leadership in working with people with disabilities through its special education programs and services to students with special needs, through its accommodations for employees who are disabled and by ensuring that buildings and facilities become increasingly accessible.

It is our hope that all parents, students and employee groups become familiar with accessibility issues and work together to fulfill our mission of providing a community that is safe and welcoming and an example of a Christian community that is highly accessible.

Rory McGuckin  
Director of Education



## 5.0 **Members of Accessibility Working Group**

The Accessibility Working Group members consist of a core group of advisors, some of whom are persons with disabilities, depending on the area of the plan addressed.

The members represent the following groups:

- Senior Staff
  - Superintendent of Human Resources
  - Superintendent of Special Services
  - Superintendent of Student Success
- Staff Representative(s)
- Student Representative(s)
- Information Technology
- Community Relations
- Human Resources
- Communications
- Facilities Services
- Transportation Services
- Parent Representative(s)

The Accessibility Working Group will meet to review progress and to respond to the requirements of the AODA. Evaluation of the effectiveness in implementing the barrier removal and prevention strategies will be on-going. The Working Group will assist staff regarding roles in the implementation of the Annual Accessibility Plan.

The Accessibility Working Group developed the Multi-Year Accessibility Plan for December 2017-December 2022.



## **6.0 Strategy for prevention and removal of barriers**

Beginning in September 1, 2012, the principles of inclusionary practice, freedom from barriers and accessible environments have informed Toronto Catholic District School Board policies, programs, procedures and services. The multi-year accessibility plan places particular emphasis on the provisions of the regulations made under the AODA with regard to service, information and communications, employment and school transportation.

Initiatives at the local level and system wide address accessibility issues and hence identify, remove and prevent barriers to people with disabilities.

Accessibility initiatives are addressed through the various departments, including but not limited to: Planning and Facilities, Special Services, Health and Safety, and Human Resources.

### **Planning & Facilities:**

The TCDSB has undertaken a number of initiatives to identify, remove and prevent barriers to people with disabilities.

The Capital Development and Planning services department continues to ensure all schools that are in the design and construction phase, or any additions made to existing schools, meet or exceed accessibility standards. Presently, there are four (4) new elementary school in construction – scheduled to open in late 2018 or the spring of 2019. The Board is proceeding with three (3) replacement secondary schools and four (4) replacement elementary schools. In addition, the Board has completed the construction of four (4) elementary school additions with three (3) other elementary school additions underway.



The Facilities Department ensures that procedures are in place for preventative and emergency maintenance of the accessible elements in public spaces, and for dealing with temporary disruptions when accessible elements are not in working order. This includes providing notice of the temporary disruptions and contact information both on-site and electronically, when possible. ([TCDSB Notice of Disruption Document](#)) Malfunctioning or broken accessibility components will be prioritized on work orders.

The following accessibility features have also been installed in some schools several years ago from a one-time accessibility grant:

- Washroom modifications
- Ramps
- Wheelchair Stair-Lifts
- Automatic Door Openers
- Elevator Repairs
- Lifting Devices
- Structural Wall Modifications

The Board operates a large number of schools that either have one (1) story or alternatively, at schools which are greater than one (1) story, have a passenger elevator to assist individuals who may have mobility issues and who may experience a physical/architectural barrier if the individual is unable to utilize the stairwells. All accommodation options will be reviewed for individuals working in a multiple-story building without an elevator.

Through the annual budget presentation, specific projects are identified, prioritized and completed in a coordinated effort between the Planning & Facilities Department, Special Services and the local school Superintendents.



### **Special Services:**

Student accessibility projects and initiatives are reported to the Ministry of Education through the TCDSB's Special Education Plan. This plan is posted on the TCDSB's website [www.tcdsb.org](http://www.tcdsb.org).

Through the Intensive Support Amount (ISA), the Board has been able to provide assistive technology and many more accommodations at the individual school for students in need due to a disability.

The ISA process allows for individualized equipment such as a walker, standers, sensory materials, lifts, computers and assistive software to be purchased on behalf of individual students, if it is deemed essential for them to have the equipment in order to access the curriculum.

### **Human Resources/Employment:**

The TCDSB is an equal opportunity employer. In this regard, the Board recruits qualified staff specific to requirements of the particular job. Routine processes allow staff to be placed in facilities that accommodate their disability. The TCDSB accommodates staff with disabilities by providing necessary equipment that allows staff members to perform their duties in a barrier free workplace. The TCDSB has experienced professionals in place to assist staff members with disabilities to appropriately, safely and respectfully accommodate the employee in the workplace.

The workplace accommodation process practiced by the professionals in the Human Resources department is outlined in the Board's Workplace Accommodation for Employees with Disabilities Policy. Itinerant employees are encouraged to contact the site/supervisor prior to or upon arrival at the worksite to discuss accessibility needs.

### **Customer Service:**

The TCDSB updated its Accessibility Standards for Services and Facilities policy (A.36) on September 22, 2016. The TCDSB remains in compliance with the Customer Service Standard.





The TCDSB regularly solicits feedback about the manner in which it provides service and facilities to people with disabilities. Feedback processes vary including: in person, by telephone, in writing by mail, hard copy, diskette or fax, or by some other communication technology.



## 7.0 **Barrier Identification Methodologies**

The Accessibility Working Group will use the following identification methodologies. Staff with disabilities will be consulted throughout the process.

- (1) Presentation to Senior Staff:
  - Input and feedback will be provided as the plan evolves and consultation will be on-going.
- (2) Presentation to Employee Groups:
  - Information regarding the plan will be provided and the working group will prioritize the removal of barriers.
- (3) Presentation to Trustees:
  - Providing information regarding the plan and presented prior to posting the updated annual plan.
- (4) Data Gathering:
  - Information to be gathered from all TCDSB stakeholders to identify barriers and measures that would make the TCDSB more accessible to people with disabilities.

Data will be gathered by either facilitating interviews, focus groups and/or surveys from three (3) sources: the Board's central office, schools and individuals. In addition, data will also be gathered through the review of policies. The data-gathering instruments will address all areas of accessibility barriers (physical, architectural, communication, information, attitudinal, technological, policy and practice).

**Board Central Office-** Department heads and other key staff will be contacted.

**Schools-** A representative which may include parents or members of the school community.



**Individuals-** Individual students, parents and staff will be invited to respond and to contribute their suggestions in the area of accessibility. Information will be gathered from individuals using surveys and/or focus groups.

While the primary focus of the surveys, focus groups or interviews is to gather data for informed decision making, it is expected that they will also serve to raise the awareness of respondents regarding the question of accessibility and accessibility planning within the TCDSB community.

In gathering the data, deliberate efforts will be made to encourage participation from people with disabilities. This will include extensive communication of the plan and widespread invitations for input and feedback.

Pamphlets will be distributed to local schools to raise awareness on accessibility. Principals are encouraged to add accessibility awareness as a topic for discussion at staff meetings.



## 8.0 **Recent Barrier Removal Achievements**

Between 2012-2017, the TCDSB implemented projects and programs to improve accessibility for people with disabilities and to meet requirements of the *Accessibility for Ontarians with Disabilities Act*.

This document includes a summary of the accessibility initiatives the TCDSB has completed.

### **Information and Communications**

The TCDSB ensures it can identify and have ready access to resources that enable the Board to provide information and communication supports upon request and in a timely manner to persons with disabilities. (e.g. access to board meetings/school events)

The TCDSB has ensured readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request.

The TCDSB has reviewed the status of capacity of school libraries to provide accessible or conversion-ready formats of digital or multimedia resources upon request in anticipation of 2020 deadline.

The TCDSB Information Technology (IT) Services has reviewed accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards.

### **Employment**

During the 2012/2013 calendar year, the hiring and recruitment practices were reviewed with a view that employment is based upon qualifications and the ability to complete the core functions of the job description. The hiring and recruitment process for job classifications and professions at the Board was reviewed in order to minimize any possibility of individuals with disabilities being disadvantaged with accessibility barriers when seeking employment with the TCDSB.



Under the AODA, the recruitment process is to be barrier free for job applicants with disabilities and when making offers of employment the Board must notify the successful candidate of the policies in place regarding accommodating persons with disabilities in the workplace.

By January 1, 2014 the TCDSB was required under the AODA to notify all job applicants when they are selected to participate further in the selection process that accommodation is available upon request in relation to the materials or processes to be used. The Board must consult with the applicant who is selected and who requests an accommodation and is required to provide and arrange for the provision of suitable accommodation. The TCDSB must also notify all successful applicants, when making offers of employment, of policies, procedures and plans for accommodating persons with disabilities.

### **Architectural & Physical Barriers**

All designs of new schools and additions have building features that incorporate principles of universal and barrier-free design to meet the requirements of the Ontario Building Code and in many cases to address additional exceptional program needs.

Accessibility alterations and provisions of specialized facilities within existing schools continue where identified. Accessibility is addressed with the provision of power door operators at major interior and exterior doors, unisex barrier-free accessible washrooms, ramps at level changes, enhanced ventilation requirements, appropriate signage and audio or visual emergency alarm systems.

### **Policies**

The TCDSB's Accessibility Policy, in accordance with the AODA, reinforces the Board's commitment to providing accessible educational material, facilities, transportation and human resource practices for employees, students, volunteers and community members with disabilities.



## Training

In accordance with AODA requirements the TCDSB provided interactive training on the Human Rights Code as it pertains to persons with disabilities for school board employees, volunteers and all other persons who provide goods and services or facilities on behalf of the school board. All school boards will be obligated to present this training.

Link to training modules:

Accessibility Awareness:

<https://intranet.tcdsb.org/Resources/accessibility/Pages/default.aspx>

Customer Service Standards:

<https://intranet.tcdsb.org/Resources/accessibility/Pages/Customer-Service-Standards-Training-AODA.aspx>



## 9.0 **Barriers to be addressed under the Multi-Year Accessibility Plan**

The Integrated Accessibility Standards Regulation 191/11 filed in June, 2011 pursuant to the *Accessibility for Ontarians with Disabilities Act, 2005* identified specific requirements to achieve accessibility in the areas of:

- Information and Communications
- Employment
- Transportation

These requirements build on the Accessibility Standards for Customer Service which came into force in 2007.

The Toronto Catholic District School Board intends, through this Multi-year Accessibility Plan for the period 2017-2022, to take action to address barriers to accessibility related to the Standards areas of current Regulations. This is in addition to ongoing work the Board is undertaking with regard to identification and removal of barriers in the Board's physical environment.

### **By January 1, 2020, the Board needs to:**

(1) Provide accessible school library resources when asked. If available, provide accessible versions of print resources and materials such as large print, electronic or audio versions.

#### **Exceptions**

The Board does not need to provide accessible formats for:

- rare books
- special collections
- archived materials
- donated books and materials

Types of accessible formats:

- large print
- electronic versions



- CDs or other audio, including podcasts
- braille

Types of conversion-ready formats:

Electronic or digital formats that are easy to convert into accessible formats such as HTML and structured Microsoft Word files.

How to comply:

To determine what format to provide, speak with the students who will be using the content. They may already be aware of ways to access it or convert it. If it is not possible to provide information in an accessible or conversion-ready format, your library representative will need to:

- explain why it cannot provide the materials as requested
- provide a summary of the information that cannot be converted

## (2) Make printed learning materials accessible

If the Board produces other printed learning materials, it must make them accessible or easy to convert into other formats like accessible Microsoft Word files.

If you are unable to provide the content in an accessible or conversion-ready format, you must:

- explain to individual why you cannot convert the information
- provide a summary of the information





**By January 1, 2021, the Board needs to:**

Make websites and web content accessible.

The TCDSB public website and its content must meet WCAG 2.0, as outlined in the Accessibility Standard for Information and Communications.

The TCDSB does not have to make its internal website (intranet) accessible. The Board does not have to modify content posted before 2012. If asked, the Board will need to work with individuals to make the content available to them in an alternate format such as large print or braille.

Policies:

The TCDSB's current Multi-Year Accessibility Plan will be reviewed and amended every five years. The TCDSB's Accessibility Policy, in accordance with the AODA, reinforces the Board's commitment to providing accessible educational material, facilities, transportation and human resource practices for employees, students, volunteers and community members with disabilities.



## **10.0 Review and Monitoring Process**

The Accessibility Working Group meets during the year to review progress and evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board.

The Accessibility Working Group will ensure that in respect of the Multi-Year Accessibility Plan the following steps take place:

- (a) An annual status report on the progress of the measures taken to implement the plan is prepared.
- (b) At least once every 5 years the plan is reviewed and updated in consultation with persons with disabilities, with the Board's Special Education Advisory Committee and other relevant committees.



### **11.0 Communication of the Plan**

In addition to the public availability of the plan as referenced earlier on Page 2, the Toronto Catholic District School Board will post an annual status report on the progress of the Multi-year Accessibility Plan on the Board's website. The Board will accommodate requests for accessible formats of the Plan.

Questions, comments or feedback regarding the Accessibility Plan may be directed to the Superintendent of Human Resources.



## APPENDICES

- Appendix 1: Definitions
- Appendix 2: Trustees



## APPENDIX 1: DEFINITIONS

### BARRIER:

Anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability, including:

**Physical** barrier- Objects added to the environment, doors, windows, elevators, furniture, workstations, recreational facilities, playgrounds, bathroom hardware, etc.

**Architectural** barrier- inadequate or incomprehensible signage, difficulties reading brochures, forms, manuals, web sites, fax transmissions, equipment labels, computer screens, etc.

**Communication** barrier- Difficulties receiving information in person or by telephone; difficulties interacting with staff, difficulties receiving training and articulating in the recruitment and interview process.

**Attitudinal** barrier- Staff who do not know how to communicate with people with disabilities; staff who refuse to provide service; discriminatory behaviours.

**Technological** barrier- Computers, photocopiers, fax machines, telephones and switches; inadequate or inappropriate assistive technologies.

**Policy or a Practice**- Rules, regulations and protocols that prevent one from performing their job satisfactorily; or from serving the public; or that restrict public participation.

### DISABILITY:

- (a) Any degree of physical disability, infirmity, malformation or disfiguration that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation,



lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device.

- (b) A condition of mental impairment or a developmental disability.
- (c) A learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language.
- (d) A mental disorder, or
- (e) An injury or disability for which benefits were claimed or received under an insurance plan established under the *Workplace Safety and Insurance Act, 1997*; ("handicap")



## APPENDIX 2: TRUSTEES 2017-2018

### TORONTO CATHOLIC DISTRICT SCHOOL BOARD TRUSTEES 2017-2018

#### Wards

|     |                             |              |
|-----|-----------------------------|--------------|
| 1.  | Joseph Martino              | 416-512-3401 |
| 2.  | Ann Andrachuk               | 416-512-3402 |
| 3.  | Sal Piccininni              | 416-512-3403 |
| 4.  | Patrizia Bottoni            | 416-512-3404 |
| 5.  | Maria Rizzo, Vice-Chair     | 416-512-3405 |
| 6.  | Frank D'Amico               | 416-512-3406 |
| 7.  | Michael Del Grande          | 416-512-3407 |
| 8.  | Garry Tanuan                | 416-512-3408 |
| 9.  | Jo-Ann Davis                | 416-512-3409 |
| 10. | Barbara Poplawski,<br>Chair | 416-512-3410 |
| 11. | Angela Kennedy              | 416-512-3411 |
| 12. | Nancy Crawford              | 416-512-3412 |
|     | Rhea Carlisle               |              |
|     | Student Trustees            | 416-512-3413 |
|     | Joel Ndongmi,               |              |
|     | Student Trustee             | 416-512-3417 |



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# 2018 ACCESSIBILITY ANNUAL STATUS REPORT

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*Achievements for the 2017/2018 Academic Year*

During the past school year, the TCDSB continued its efforts to support the elimination of barriers for individuals with disabilities.

## **Facilities, Planning and Capital Development Department**

The Facilities, Planning and Capital Development department worked within the budget allocations to renovate schools, build new or replacement elementary and secondary schools and modify existing structures while ensuring that all requirements under the *Ontario Building Code* were met. *Ontario Building Code* requirements are in compliance with the *Accessibility for Ontarians with Disabilities Act* (AODA) statutory obligations to ensure that physical barriers are eliminated for individuals with disabilities. The Facilities Department ensures procedures are followed for preventative and emergency maintenance of the accessible elements in public spaces and when dealing with temporary disruptions when accessible elements are not in working order. This includes providing notice and contact information on-site and electronically, when possible.

## **2017/18 Accessibility Annual Status Report - Facilities**

The Facilities Department has been incorporating accessibility upgrades in school addition, renovation and renewal projects wherever possible, most commonly adding a Universal Washroom. All new schools include elevators for barrier-free accessibility throughout the building, barrier-free washrooms on all floors and at least one universal washroom.



## AODA SUMMARY - RECENTLY COMPLETED CAPITAL AND RENEWAL PROJECTS

| School                                     | Type of Project     | Scope of Work   |
|--|---------------------|---|
| Blessed Margherita of Citta di Castello CS | Interior Renovation | Universal Washroom and modifications to entrance and chair lift replacement |
| Monsignor John Corrigan CS                 | Interior Renovation | Universal Washroom  |
| Our Lady of Grace CS                       | Interior Renovation | Barrier Free Washroom upgrade   |
| St. Monica CS                              | Interior Renovation | Universal Washroom  |
| St. Clement CS                             | School Addition     | Universal Washroom and elevator exists                                      |
| St. Columba CS                             | Child Care Retrofit | Universal Washroom  |
| St. Dominic Savio CS                       | Child Care Addition | Elevator  |
| St. Jude CS                                | Child Care Addition | Universal Washroom  |
| St. Kevin CS                               | Child Care Addition | Barrier Free Washroom   |
| St. Paschal Baylon CS                      | School Addition     | Universal Washroom and elevator   |
| St. Simon CS                               | Replacement School  | Universal Washroom and elevator   |
| St. Stephen CS                             | Child Care Retrofit | Elevator and Barrier-Free Washroom  |
| The Holy Trinity CS                        | Replacement School  | Elevator, Universal Washroom and Barrier-Free Washroom                      |

## AODA SUMMARY - PROJECTS UNDERWAY FOR CAPITAL AND RENEWAL

| <b>School</b>               | <b>Type of Project</b>           | <b>Scope of Work</b>            |
|-----------------------------|----------------------------------|---------------------------------|
| Blessed Cardinal Newman CHS | Replacement School               | Universal Washroom and elevator |
| Dante Alighieri Academy     | Replacement School               | Universal Washroom and elevator |
| Father Serra CS             | Child Care Addition              | Universal Washroom and elevator |
| Holy Angels CS              | Replacement School & Childcare   | Universal Washroom and elevator |
| Holy Family CS              | Child Care Retrofit              | Universal Washroom              |
| Nativity of our Lord CS     | Child Care Addition              | Universal Washroom              |
| New Baycrest                | New School with Childcare Centre | Universal Washroom and elevator |
| Pope Francis CS             | Child Care Retrofit              | Universal Washroom              |
| Santa Maria CS              | Child Care Addition              | Universal Washroom              |
| St. Albert CS               | Child Care Addition              | Universal washroom              |
| St. Andre CS                | Child Care Addition              | Universal Washroom              |
| St. Antoine Daniel CS       | Replacement School & Childcare   | Universal Washroom and elevator |
| St. Barbara CS              | Child Care Addition              | Universal Washroom              |
| St. Barnabas CS             | Child Care Addition              | Universal Washroom              |
| St. Bartholomew CS          | Child Care Addition              | Universal Washroom              |
| St. Bernard CS              | Child Care Addition              | Universal Washroom              |
| St. Bruno-St. Raymond CS    | Replacement School & Childcare   | Universal Washroom and elevator |

|                            |   |                                 |
|----------------------------|---|---------------------------------|
| St. Edmund Campion CS      | Child Care Addition                     | Universal Washroom              |
| St. Fidelis CS             | Replacement School & Childcare          | Universal Washroom and elevator |
| St. Gerald CS              | Child Care Addition                     | Universal Washroom              |
| St. Jean de Brebeuf CS     | Child Care Addition                     | Universal Washroom              |
| St. John the Evangelist CS | Replacement School & Childcare          | Universal Washroom and elevator |
| St. John Vianney CS        | Child Care Retrofit                     | Universal Washroom              |
| St. Leo / St Louis CS      | Replacement School & Childcare          | Universal Washroom and elevator |
| St. Margaret CS            | School Addition/<br>Child Care Retrofit | Universal Washroom and elevator |
| St. Matthias CS            | Replacement School & Childcare          | Universal Washroom and elevator |
| St. Michael Choir School   | Existing School                         | Elevator Rebuild                |
| St. Michael Choir School   | Replacement School                      | Universal Washroom and elevator |
| St. Nicholas of Bari CS    | Child Care Addition                     | Universal Washroom              |
| St. Paul VI CS             | Child Care Retrofit                     | Universal Washroom              |
| St. Roch CS                | Child Care Addition                     | Universal Washroom              |
| St. Thomas Aquinas CS      | Child Care Addition                     | Universal Washroom              |

A protocol has been established for notification on the Board website when elevators and other accessibility devices are out-of-service and that protocol is being followed, with Operations, Maintenance and Communications staff collaborating to ensure repairs are carried out as quickly as possible and notifications are placed on the website.

Work is underway on an updated playground design standard which will incorporate accessibility to playground elements that currently are not accessible. The new standard

will be used for new schools and for playground upgrades wherever possible.

### **Accessible Schools for Individuals with Physical Disabilities**

The Board is proud to provide a great number of schools that either have one (1) story or alternatively, at schools which are greater than one (1) story, have a passenger elevator to assist individuals who may have mobility issues and who may experience a physical/architectural barrier if the individual is unable to utilize the stairwells.

#### **Single Story Schools:**

|                            |                               |                         |
|----------------------------|-------------------------------|-------------------------|
| St. Kateri Tekakwitha CS   | Our Lady of the Assumption CS | St. Henry CS            |
| Holy Angels CS             | Sacred Heart CS               | St. John Vianney CS     |
| Josyf Cardinal Slipyj CS   | St. Elizabeth Seton CS        | St. Maximilian Kolbe CS |
| Monsignor John Corrigan CS | St. Florence CS               | St. Sylvester CS        |
| Our Lady of Grace CS       | St. Gabriel Lalemant CS       | The Divine Infant CS    |

#### **Schools with a Passenger Elevator or Lift (as of January 2019):**

|                                      |                                 |   |
|--------------------------------------|---------------------------------|---|
| All Saints CS                        | Nativity of Our Lord CS         | St. Francis Xavier CS   |
| Bishop Allen Academy                 | Our Lady of Fatima CS           | St. Gregory CS  |
| Bishop Morrocco/Thomas Merton CSS    | Our Lady of Lourdes CS          | St. Helen CS  |
| Blessed Cardinal Newman HS           | Our Lady of Sorrows CS          | St. Jane Francis CS   |
| St. Mother Teresa CSS                | Our Lady of Victory CS          | St. Joachim CS  |
| Blessed Trinity CS                   | St. John Paul II CSS            | St. John the Evangelist CS<br>(new school to open September 2019) |
| Brebeuf College School               | Prince of Peace CS (lift)       | St. Joseph's College School                                       |
| Canadian Martyrs CS                  | Regina Pacis CS -Norfinch       | St. Kevin CS  |
| Cardinal Carter Academy for the Arts | Senator O'Connor College School | St. Luke CS   |

|                             |                          |  |
|-----------------------------|--------------------------|--|
| Cardinal Leger CS(lift)     | St. Agatha CS            | St. Malachy CS   |
| Father Henry Carr CSS       | St. Albert CS            | St. Maria Goretti CS   |
| Father John Redmond CSS     | St. Ambrose CS           | St. Mark CS  |
| Francis Libermann CHS       | St. Andre CS             | St. Mary Catholic Academy (lift)   |
| Holy Cross CS               | St. Angela CS            | St. Michael's Choir School (out- of-service – rebuild scheduled summer 2019) |
| Immaculate Conception CS    | St. Anthony CS           | St. Monica CS (lift)   |
| James Cardinal McGuigan CHS | St. Basil the Great CS   | St. Nicholas CS  |
| James Culnan CS             | St. Bede CS              | St. Norbert CS   |
| Jean Vanier CSS             | St. Bernard CS           | St. Oscar Romero CSS   |
| Loretto Abbey CSS           | St. Bonaventure CS       | St. Patrick CSS  |
| Loretto College School      | St. Brendan CS           | St. Pius X CS  |
| Marshall McLuhan CSS        | St. Charles Garnier CS   | St. Raphael CS (lift)  |
| Mary Ward CSS               | St. Clement CS           | St. Robert CS  |
| Michael Power/St. Joseph HS | St. Conrad CS            | St. Simon CS   |
| Monsignor Percy Johnson CHS | St. Cosmas & Damian CS   | St. Stephen CS   |
| Catholic Education Centre   | St. Domenic Savio CS     | St. Thomas More CS   |
| The Holy Trinity CS         | St. Edward CS            | St. Timothy CS   |
|                             | St. Francis of Assisi CS | St. Ursula CS  |

### **School Site Facility Accommodation Requests from Parents/Students- Board Operational Procedure “Accessibility Best Practices”**

The Board is pleased to announce that the “Accessibility Best Practices” document was created and approved by the Board of Trustees as an appendix to the TCDSB Accessibility Standards for Services and Facilities policy (A.36). This applies to accommodation requests for all students or prospective students of the School Board. It applies to all School Board locations.

This Operational Procedure does ***not*** apply to accommodations provided as part of special education programs and services for exceptional students under **Identification and Placement of Exceptional Pupils**, O.Reg. 181/98, made under the *Education Act*, RSO 1990, c E.2.

The Board encourages students and/or parents to suggest how the student's disability could be accommodated. In addition, the Board encourages the parents of the student to provide reports, letters, and/or other documents from treating physicians or other health care professionals relating to the disability and the impairments or restrictions which give rise to the need for accommodation.

Following receipt of a request for an accommodation, the school principal will send a letter or email confirming that the request has been received. The request will be considered in as expeditious a manner as possible. The request will be addressed and the appropriate accommodation may be provided in a way that respects the dignity of the student. Amongst the things considered in assessing the request are:

- The student's disability and the arising impairment or restrictions;
- The medical evidence provided, and/or, depending on the circumstances, additional medical evidence obtained with the permission of the student and/or parents or guardians;
- The accommodations requested;
- Other possible accommodations that may address the student's impairment or restrictions.

## **Special Services Education**

The Special Services department is committed to reducing and eliminating barriers for students with special needs for their physical and learning environments. The Toronto Catholic District School Board strives to provide each special needs student with the attitudinal, academic and physical skills to reach their full potential for learning and practical skills development. During the 2017/2018 school year, approximately 1,500 students with special needs were identified and the Board presently has a total of approximately 9,000 students identified with special needs.

Students who have been identified as possessing a special education exceptionality, as

defined by the Ministry of Education (MOE) and the Toronto Catholic District School Board's Special Education Plan, have an Individual Education Plan (IEP), an MOE requirement. An IEP is written for students receiving Special Education support and services in order to meet their individual, academic, emotional, social, behavioural and physical needs. In consultation with parents, classroom teachers and a Special Education Teacher, the IEP is written within 30 school days of a student's placement in a Special Education program. Accommodations set out in the IEP are implemented to reduce or remove barriers that hinder the learning of a student with special needs. Presently, the Board has over 15,000 students with an IEP. Access to assistive technology, extra time on tests, varying assessment methods and providing instruction notes are some examples of accommodations made through the support and plan set out in the IEP.

The IEP includes the following elements:

- strengths and needs related to the student's learning;
- relevant assessment data;
- list of instructional, environmental and assessment accommodations the student requires;
- current level of achievement for each modified subject/course/alternative program area;
- annual program goals, learning expectations and strategies;
- assessment methods;
- documentation of parent consultation;
- transition plan for students 14 years of age and older; and
- a safety plan (if applicable)

During the 2017/2018 academic year, to assist in elimination of barriers in the students' learning environments, the Ministry of Education approved 883 SEA claims for the period of September 5, 2017 – June 30, 2018. The equipment includes devices such as positioning devices and amplification systems. SEA claims also may include computers and software that provide access to curriculum such as word prediction programs, speech-to-text programs, text-to-speech programs and movement-to-text programs through computer generated prompting methods.

On a continual basis, Administrators (Principals/Vice-Principals) work to identify physical barriers in schools which hinder the learning of students with special needs. Providing ramps, electronic door openers, lifts and hand rails in bathrooms are examples of some physical changes to buildings that the Planning Department have implemented



on an individual needs basis. The removal of physical barriers is facilitated through local level discussions with the Planning Department, the school Principal and the regional Superintendent of Education.

## **Health & Safety**

### **Student & Employee Emergency Evacuation Response Plan(s)**

In accordance with the AODA Integrated Accessibility Standards Regulation, the Toronto Catholic District School Board developed Individual Emergency Evacuation Response Plans for all students and staff members with disabilities or limitations which may hinder their ability to exit the building in the case of an evacuation.

The individual Emergency Evacuation Response Plan is customized by the school administrator, for students, or by the employee's manager, to incorporate the mobility or capacity limitations into a site based plan to ensure that the individual's safety, in case of an emergency evacuation, is of the highest consideration. The individual Emergency Evacuation Response Plan also provides information and instructions to those individuals assigned to assist the disabled student and/or employee, if necessary, on the protocol and methods to meet the individual's special needs for evacuation. The Emergency Evacuation Response Plan template document can be found on the Board's intranet website portal under the Health & Safety Department's drop-down menu.

## **Human Resource Services**

### **Workplace Accommodations for Disabled Employees**

As part of the Human Resources Division, the Benefits Department continues to develop customized individual workplace accommodations for employees with both temporary and permanent physical and cognitive limitations, restrictions and impairments. The workplace accommodation process is described in the Toronto Catholic District School Board's Workplace Accommodation for Employees with Disabilities Policy- H.M.38. Through the Functional Abilities Form (FAF) and additional medical documentation provided by the employee, from their treating Physician or licensed Medical Practitioner, the Disability Management Team may arrange for workplace site assessments, ergonomic assessments, and accessibility assistive devices to determine the accommodation required



for the employee and what equipment or job duty changes may be appropriate for their particular physical and/or cognitive disability. Through the intensive workplace assessments conducted by the Disability Management Team, it may be ultimately determined that modified work is appropriate or that the employee be permanently accommodated in the workplace to address their individual physical or cognitive impairments.

In compliance with the January 1, 2014 deadline under the Integrated Accessibility Standards Regulation of the AODA, the Benefits Department has developed standardized workplace accommodation documents that detail the employee's physical and/or cognitive limitations and impairments in relation to the required duties of the employee's job classification, while ensuring confidentiality of the employee's medical condition. A detailed description and outline of the employee's accommodation within the job classification and/or alternative job classification, if found to be completely disabled from the employee's original job class, is documented by the Disability Management Team on the Workplace Accommodation document. In accordance with the Board's Workplace Accommodation for Employees with Disabilities Policy, the workplace accommodation plan is discussed in collaboration with the disabled employee, Board Management and our Union partners for those employees who are a member of a bargaining unit.

For the 2017-18 Academic Year, there were three (3) AODA accommodation requests for the purpose of recruitment.

### **Accessible Recruitment Practices**

The Recruitment Services Department of the Board's Human Resources Division aims to promote and provide all candidates, both internal and external, with an opportunity to request an accommodation during the recruitment process.

As of January 1, 2014, Recruitment Services is proud to offer individualized accommodations for current employees or external candidates during the interview and/or skills testing processes for vacant positions. The candidate is required to request an accommodation before being interviewed and/or tested for the position to which they have applied. The candidate may also be asked to provide details regarding how to appropriately accommodate their disability during an interview process and in a skills testing environment. In some circumstances, which may be dependent on the nature of the disability identified, the applicant may be required to produce medical documentation to support their request during the recruitment process. The medical

documentation provided by the applicant will provide direction and clarity to the Recruitment Department in order to appropriately accommodate the applicant's physical and/or cognitive disabilities. Accommodations implemented during the recruitment process are completed centrally, at the Toronto Catholic District School Board's Catholic Education Centre (Board Office), as well as at school sites and the Regional Facilities' Offices.

### **Accessibility Awareness Training for Educators**

In accordance with the statutory obligations of the Integrated Accessibility Standards Regulation of the AODA, since the 2012/2013 academic year the Toronto Catholic District School Board has delivered accessibility awareness training to its educators (as defined under the AODA) including: Superintendents of Education, Principals, Vice-Principals, Teachers, Educational Assistants, Child and Youth Workers, Early Childhood Educators, Social Workers, Speech and Language Pathologists, Psycho-educational Consultants, Psychologists, Attendance Counselors, Secondary School Student Supervisors, International Language Instructors, Adult English as a Second Language (ESL) Instructors and Adult ESL Nursery Instructors.

The accessibility awareness training reviews the obligations under the AODA which impact the Board's program and classroom staff. The training specifically focuses and provides reference and resource materials that are designed to assist student based educational staff in developing strategies for educating all students regarding accessibility awareness. In addition, the training provides the educator staff with academic tools to design lesson plans that integrate accessibility awareness into the grade level curriculum.

### **Human Rights and Accessibility Training for Support Staff**

In accordance with the statutory obligations of the Integrated Accessibility Standards Regulation of the AODA, since January 1, 2014, the Toronto Catholic District School Board has delivered accessibility awareness and human rights training to its support staff, volunteers and co-op students (staff members not defined as "educators").

The accessibility awareness and human rights training was developed by the Ontario Human Rights Commission and reviews the obligations under the AODA and the *Ontario Human Rights Code* which impact the Board's staff, volunteers, co-op students. The training specifically focuses on the rights of employees to workplace accommodations and the barriers in the workplace relating to accessibility and all disabilities which have

been recognized by the Ontario Human Rights Tribunal.

The TCDSB has also ensured through its community partnership programs, joint ventures, and external contractors that the partner and/or contracted organization is responsible for the deliverance of accessibility awareness and human rights training through amendments to the TCDSB's community partnership agreements and vendor contracts.

## **Accessible Formats**

### **Educational & Training Materials**

The Board is dedicated to providing staff, students and members of the public with accessible and conversion ready print based materials, upon request. Members of the community are encouraged to contact the TCDSB site Manager, Principal or Superintendent to make the necessary arrangements to receive accessible format print materials. In accordance with the Board's Workplace Accommodation for Employee with Disabilities Policy, staff who require accessible format work materials and/or educational and training materials are advised to request a workplace accommodation in accordance with the Board's policy. Students who require training and/or educational material in an accessible format are recommended to go through the Special Education Services department and through the IEP process, materials will be provided by the Board's school-based educator staff to meeting the student's unique accommodation requirements.

### **Communication Materials**

Upon request, any communication material produced by the Board, with the exception of video or audio streaming content delivered through the Board's internet or intranet website, will be converted into an accessible format based upon the accessibility need of the community member, volunteer, staff member or student. The Board may require documentation to support the request in order to tailor the accessibility requirement to the individual's needs. Individuals requiring communication materials to be converted into an accessible format are recommended to contact the site Manager, Principal, Superintendent or the Board's Communications Department to arrange for the communication material(s) to be converted.

Teachers in central positions, from Curriculum Learning & Innovation, Student Success, Special Services, and the Equity, Diversity and Indigenous Education departments, have received initial training on accessibility considerations when creating and delivering presentations. Further workshops will also be planned for these groups to ensure awareness about accessibility needs and how to ensure workshops are accessible.

All online registration forms for professional learning, within the above mentioned departments, will now include an accessibility question that allows participants to indicate if accommodations are necessary.

The statement is: “The TCDSB is committed to creating an inclusive, barrier-free environment. Please indicate any accommodation requirements that would help facilitate your attendance at this event. Please note that we may require specific information relating to your noted accommodation to best inform our intervention.”

**STUDENT ACHIEVEMENT AND WELL BEING  
PENDING LIST TO FEBRUARY 7, 2019**

| # | Date Requested & Committee/Board | Report Due Date | Destination of Report Committee/Board | Subject  | Delegated To                            |
|---|----------------------------------|-----------------|---------------------------------------|--|---|
| 1 | Dec-18<br>Student<br>Achievement | Mar-19          | Student Achievement                   | Summary report of the successes and challenges at the midpoint of the professional development initiatives to support the Board Learning Improvement Plan (BLIP) ( <b>Toronto Catholic District School Board K-12 Professional Development Plan for Student Achievement and Well Being 2018-19</b> ) | Associate Director,<br>Academic Affairs |