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

REGULAR MEETING
Public Session
AGENDA

MAY 5, 2016

Jo-Ann Davis, Chair
Trustee Ward 9

Nancy Crawford, Vice-Chair
Trustee Ward 12

Ann Andrachuk
Trustee Ward 2

Patrizia Bottoni
Trustee Ward 4

Frank D'Amico
Trustee Ward 6

Michael Del Grande
Trustee Ward 7

Allison Gacad
Student Trustee

Angela Kennedy
Trustee Ward 11

Joseph Martino
Trustee Ward 1

Sal Piccininni
Trustee Ward 3

Barbara Poplawski
Trustee Ward 10

Garry Tanuan
Trustee Ward 8

Maria Rizzo
Trustee Ward 5

Karina Dubrovskaya
Student Trustee

MISSION

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

VISION

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

Recording Secretary: Lalita Fernandes 222-8282 extension 2293

Angela Gauthier
Director of Education

Angela Kennedy
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 21st 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.

OUR MISSION

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OUR VISION

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

PUBLIC SESSION

Jo-Ann Davis, Chair **Nancy Crawford, Vice-Chair**

Thursday, May 5, 2016
7:00 P.M.

Pages

1. **Call to Order**
2. **Opening Prayer (Chair or designate)**
3. **Singing of O Canada A Capella**
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 March 3, 2016 for Public Session** 1 - 16
9. **Delegations**
   - 9.a Fr. Carlos Sierra, St. Brigid Parish, regarding Parish and School Working Together 17 - 18
10. **Presentations**
    - 10.a Lori DiMarco, Superintendent of 21st Century Learning and Mario Addesa, Teacher of 21st Century Learning & ICT Geographiac

Information Systems (GIS) at the TCDSB and Mario Silva, Comptroller of Planning and Development

10.b Cristiano de Florentiis, Carlo Coen, Joseph Cafiso regarding the Italian Contemporary Film Festival (ICFF)

10.c Dan Koenig and Geoff Grant, Superintendents of Education regarding HPE Curriculum - Material from ICE

11. **Notices of Motion**

12. **Consent and Review**

13. **Unfinished Business**

14. **Matters referred or deferred**

15. **Staff Reports**

15.a	Report regarding French Immersion School Options for the North-West Quadrant	19 - 37
15.b	Ratification of Student Trustee Nominees	38 - 53
15.c	Budget Estimates for Consultation Purposes	54 - 85
15.d	Homework Guidelines	86 - 95
15.e	Accountability framework for Special Education 2015-16 (Part 2)	96 - 149

16. **Listing of Communications**

17. **Inquiries and Miscellaneous**

18. **Updating of Pending List** 150 - 151

19. **Closing Prayer**

20. **Adjournment**

MINUTES OF THE REGULAR MEETING OF THE STUDENT ACHIEVEMENT AND WELL BEING CATHOLIC EDUCATION AND HUMAN RESOUCES COMMITTEE

HELD THURSDAY, MARCH 3, 2016

PUBLIC SESSION

PRESENT:

Trustees: J.A. Davis, Chair
N. Crawford, Vice Chair
A. Andrachuk
F. D'Amico
M. Del Grande
A. Kennedy
M. Rizzo
G. Tanuan
A. Gacad
K. Dubrovskaya

A.Gauthier
G. Poole
A. Sangiorgio
P. Matthews
R. McGuckin
J. Shanahan
N. D'Avella
C. Fernandes
G. Grant
D. Koenig
J. Shain
K. Malcolm
G. Iuliano Marrello
V. Burzotta
D. Yack
A. Della Mora
J. Saraco
L. Di Marco
J. Yan

A. Robertson, Parliamentarian
L. Fernandes, Recording Secretary

Apologies were received from Trustees Bottoni, Piccininni and Poplawski who were unable to attend the meeting.

MOVED by Trustee Andrachuk, seconded by Trustee Del Grande, that the agenda, as amended, be approved.

On the vote being take on the agenda, as follows:

In favour	**Opposed**
Trustees Andrachuk	
Crawford	
Davis	
D'Amico	
Del Grande	
Kennedy	
Martino	
Rizzo	
Tanuan	

The Agenda, as Amended, was declared

CARRIED

Trustee Kennedy submitted a Notice of Motion regarding relocating the French program and the regional gifted programs at Senator O'Connor to St. Patrick Catholic Secondary School and from St. John Paul Catholic Secondary School to Blessed Mother Theresa Secondary School. The Motion will be considered at the April 7, 2016 meeting of Student Achievement.

MOVED by Trustee Martino, seconded by Trustee D'Amico, that the Minutes of the Regular Meeting held February 4, 2016 for PUBLIC and PRIVATE SESSIONS be approved.

Trustee Rizzo left the meeting.

On the vote being taken, as follows:

In favour	**Opposed**
Trustees Andrachuk	
Crawford	
Davis	
D'Amico	
Del Grande	
Kennedy	
Martino	
Tanuan	

The Motion was declared

CARRIED

Trustee Rizzo returned to the meeting.

Dagmara Bociek, parent, addressed the Committee regarding homework for the holidays.

MOVED by Trustee Andrachuk, seconded by Trustee Del Grande, that the presentation by Dagmara Bociek regarding homework for the holidays be received.

On the vote being taken, as follows:

In favour **Opposed**

Trustees Andrachuk
Crawford
Davis
D'Amico
Del Grande
Kennedy
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Tim Sinclair, Chair of St. Margaret's Catholic School addressed the Committee regarding St. Margaret replacement school process.

MOVED by Trustee Rizzo, seconded by Trustee Andrachuk, that the presentation by Tim Sinclair, Chair of St. Margaret's Catholic be received and referral to staff and that the delegation provide Trustees with the rest of his presentation.

On the vote being taken, as follows:

In favour **Opposed**

Trustees Andrachuk
Crawford
Davis
D'Amico
Del Grande
Kennedy
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Reuben Sarumugam, St Margaret Community Member, addressed the Committee regarding the continued systemic racism faced by the Filipino Canadians.

MOVED by Trustee Tanuan, seconded by Trustee Rizzo, that the presentation by Reuben Sarumugam, St Margaret Community Member, regarding the continued systemic racism faced by the Filipino Canadian be received and referred to staff to review the presentation and see if any action could be taken.

On the vote being taken, as follows:

In favour	**Opposed**
Trustees Andrachuk	
Crawford	
Davis	
D'Amico	
Del Grande	
Kennedy	
Martino	
Rizzo	
Tanuan	

The Motion was declared

CARRIED

Jerrylyn Guevarra, member of St. Margaret Catholic School Parent Council regarding Student Success

MOVED by Trustee Del Grande, seconded by Trustee Tanuan that the presentation by Jerrylyn Guevarra, member of St. Margaret Catholic School Parent Council regarding Student Success be received.

On the vote being taken, as follows:

In favour	**Opposed**
Trustees Andrachuk	
Crawford	
Davis	
D'Amico	
Del Grande	
Kennedy	
Martino	
Rizzo	
Tanuan	

The Motion was declared

CARRIED

Ana Bela DaSilva representing the St. Margaret Catholic School Parent Council regarding new school process and communication.

MOVED by Trustee Rizzo, seconded by Trustee Tanuan, that the presentation by Ana Bela DaSilva representing the St. Margaret Catholic School Parent Council regarding new school process and communication be received and referred to staff.

On the vote being taken, as follows:

In favour **Opposed**

Trustees Andrachuk
Crawford
Davis
D'Amico
Del Grande
Kennedy
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

Tim LeeLoy, ShareLife Coordinator of Schools and Employee Campaigns made a presentation to the Committee regarding launching of ShareLife campaign and the Winner of the Poster Contest

MOVED by Trustee Martino, seconded by Trustee D'Amico, that the presentation by Tim LeeLoy, ShareLife Coordinator of Schools and Employee Campaigns regarding launching of ShareLife campaign and the Winner of the Poster Contest be received.

On the vote being taken, as follows:

In favour **Opposed**

Trustees Andrachuk
Crawford
Davis
D'Amico
Del Grande
Kennedy
Martino
Rizzo
Tanuan

The Motion was declared

CARRIED

MOVED by Trustee Rizzo, seconded by Trustee Crawford, that item 15a) be adopted as follows:

15a) Multi Year Strategic Plan

1. That the board of Trustees approve the draft revised Multi-Year Strategic Plan (MYSP) 2016-2021 as the final version of the MYSP, as in Appendix C.

2. That the annual Board Learning and Improvement Plan (BLIP) report to the board of trustees indicating those specific metrics being used to measure annual progress against each approved MYSP goal.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Rizzo, to add part 3 that staff include the following Metrics and Accountability and how they will adapt to a five year plan:

A MYSP Review Steering Committee comprised of representatives with direct responsibilities associated with each Strategic Direction will guide a five-year review cycle to inform the next MYSP as outlined below:

Year 1: Within each Strategic Direction, there will be an internal self-assessment based on the following elements summarized in a Progress Report: priority, methods of measurement (qualitative and quantitative), highlights and progress, areas for improvement and next steps in support of the priorities.

Year 2: Within each Strategic Direction, there will be an internal self assessment based on the following elements summarized in a Progress Report: priority, methods of measurement (qualitative and quantitative), highlights and progress, areas for improvement and next steps in support of the priorities.

The Board will engage in broad-based public consultation to assess its efficacy against the current MYSP and release a public Report Card informed both by stakeholder feedback, staff reports, and objective data.

Year 3: Within each Strategic Direction, there will be an internal self assessment based on the following elements summarized in a Progress Report: priority, methods of measurement (qualitative and quantitative), highlights and progress, areas for improvement and next steps in support of the priorities.

Staff will engage in public consultation with our stakeholders to gather input regarding any revisions to the current Board approved MYSP. A report will be presented at Board regarding approval for any revisions.

This three-year cycle will inform the revisions for the next MYSP.

MOVED in AMENDMENT to the AMENDMENT by Trustee Davis, seconded by Trustee Rizzo, that staff come back with a report at the earliest convenience that outlines the metrics to be used to show progress towards meeting each of our MYSP goals.

On the vote being taken on the Amendment to the Amendment as follows:

On the vote being taken, as follows:

In favour	**Opposed**
Trustees Andrachuk	
Crawford	
Davis	
D'Amico	
Del Grande	
Kennedy	
Martino	
Rizzo	
Tanuan	

The Amendment to the Amendment was declared

CARRIED

On the vote being taken on the Amendment, as follows:

In favour	**Opposed**
Trustees Andrachuk	Trustees Crawford
Del Grande	Davis
	D'Amico
	Kennedy
	Martino
	Rizzo
	Tanuan

On the vote being taken the Amendment was declared

LOST

MOVED in AMENDMNET by Trustee Davis, seconded by Trustee Martino to part 2 of the Motion as Amended to read that an annual report to the board of trustees indicating those specific metrics being used to measure annual progress against each approved MYSP goal be provided.

MOVED by Trustee Martino, that the question be called.

On the vote being taken, as follows:

In favour	**Opposed**
Trustees Andrachuk	
Crawford	
Davis	
D'Amico	
Del Grande	
Kennedy	
Martino	
Rizzo	
Tanuan	

The Motion to call the question was declared

CARRIED

On the vote being taken on the Motion, as Amended, as follows:

In favour	**Opposed**
Trustees Andrachuk	
Crawford	
Davis	
D'Amico	
Del Grande	
Kennedy	
Martino	
Rizzo	
Tanuan	

The Motion, as Amended was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Kennedy, that item 15b) be adopted as follows:

15b) **Monitoring Team for the Safe School Inquiry Recommendations**
That a 9-10 person monitoring team as identified in section E be approved with the first Annual Report on the status of the recommendations be ready for December 2016.

On the vote being taken, as follows:

In favour	**Opposed**
Trustees Andrachuk	
Crawford	
Davis	
D'Amico	
Del Grande	
Kennedy	
Martino	
Tanuan	

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Kennedy, that item 15c) be adopted as follows:

15c) Chaplaincy Model at the Elementary Panel To receive the Elementary Chaplaincy Model report and refer to staff for a comprehensive structural, logistical and financial side-by-side comparison report between TCDSB and the Niagara Catholic District School Board's (NCDSB) model. As an "essential ministry", investigate other funding sources and potential external program partnerships including the Archdiocese *Family of Faith* pastoral initiative.

MOVED in AMENDMENT by Trustee Andrachuk, seconded by Trustee Martino, that staff come back and identify the funding source for the chaplaincy program at the elementary level.

On the vote being taken, on the Amendment, as follows:

In favour	**Opposed**
Trustees Andrachuk	Trustees Crawford
Rizzo	Tanuan
D'Amico	Kennedy
Davis	
Martino	
Del Grande	

The Amendment was declared

CARRIED

MOVED in AMENDMENT by Trustee Crawford, seconded by Trustee D'Amico

1. to delete the words "including the Archdiocese *Family of Faith* pastoral initiative" in part 1 of the Motion

2. That the Board return to this need for greater Chaplaincy resources after we have achieved the Multi Year Recovery Plan.

MOVED by Trustee Rizzo, seconded by Trustee Kennedy, that the meeting continue until item 15c) is complete and the urgent item is dealt with.

On the vote being taken, as follows:

In favour	**Opposed**
Trustees Kennedy	Trustees Del Grande
Tanuan	Martino
Davis	
Crawford	
D'Amico	
Rizzo	
Andrachuk	

The Motion was declared

CARRIED

With the consent of the Committee Trustee Crawford withdrew part 2 of her Amendment.

On the vote being taken, on the Amendment as follows:

In favour	**Opposed**
Trustees Andrachuk	
Crawford	
Davis	
D'Amico	
Del Grande	
Kennedy	
Tanuan	

The Amendment was declared

CARRIED

On the vote being taken, the Motion, as Amended, as follows:

In favour	**Opposed**
Trustees Davis	Trustees Andrachuk
D'Amico	Crawford
Del Grande	
Kennedy	
Tanuan	

The Motion, as Amended, was declared

CARRIED

Trustee Kennedy declared an interest in item 15d) Ontario Financing Authority Debenture By-law #187 as her family members are employees of the Board. Trustee Kennedy indicated that she would neither vote nor participate in the discussion of the item.

Trustee Kennedy left the meeting.

MOVED by Trustee Andrachuk, seconded by Trustee Crawford, that item 15d) be adopted as follows:

15d) **Ontario Financing Authority Debenture By-Law #187** that the By-Law #187 in Appendix B, a by-law for Ministry of Education approved capital projects started before August 31, 2015 authorizing the issuance of $11,401,589 in debentures, be approved.

On the vote being taken, as follows:

In favour	**Opposed**
Trustees Andrachuk	
Rizzo	
Crawford	
Davis	
D'Amico	
Del Grande	
Tanuan	

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Del Grande, that the meeting resolve into FULL BOARD to rise and report.

CARRIED

_____ _____

S E C R E T A R Y C H A I R

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
[ ] Five (5) Minutes

Name	Father Carlos Sierra
Committee	Student Achievement and Well-Being Catholic Education Human Resources
Date of Presentation	3/3/2016
Topic of Presentation	Parish and School Working Together
Topic or Issue	Parish and School Working Together
Details	As Pastor of St. Brigid's Church, I am very perplexed and quite concerned with the current state of some of the Catholic schools regarding the partnership between the Church and School. I am requesting an appointment and the opportunity to speak at your upcoming March 3rd, 2016 Committee meeting. I would like to present my concerns and to look at possible ways to cooperate for a better and stronger partnership.
Action Requested	We would like to know if the Pastor can attend the meeting.

I am here as a delegation to speak only on my own behalf	Yes
I am an official representative of the Catholic School Advisrory Committee (CSAC)	No
I am an official representative of student government	
I am here as a spokeperson for another group or organization	

REPORT TO

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

FRENCH IMMERSION SCHOOL OPTIONS FOR THE NORTH-WEST QUADRANT

"AND THEY WERE FILLED WITH THE HOLY SPIRIT AND BEGAN SPEAKING IN DIFFERENT TONGUES, AS THE SPIRIT ENABLED THEM TO PROCLAIM."
(ACTS 2:4)

Created, Draft	First Tabling	Review
2/24/2016	May 5, 2016	Click here to enter a date.

Dan Koenig, Superintendent of Learning, Curriculum & Accountability
John Volek, Senior Coordinator, Planning and Accountability
Gina Iuliano Marrello, Superintendent of Learning, Area 3

RECOMMENDATION REPORT

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

G. Poole
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

Angela Gauthier
Director of Education

A. EXECUTIVE SUMMARY

Arising out of a Trustee motion at the Student Achievement and Well-Being Committee Meeting of December 3, 2015, staff was directed to rank no less than 3 schools in the north-west quadrant in the proximity of St. Conrad and conduct an initial consultation discussion with the Principal and the parent council as part of the report that is presented to the board for approval by the board of trustees at the February 2016 Student Achievement and Well Being Committee Meeting (later deferred to March and then to April). Three schools were initially identified based on a consideration of the French Immersion criteria. Consultation, in the form of a CSPC information meeting, parent survey, and a Town Hall Meeting, took place in each of the school communities identified and the three schools were ranked in the following order: St. Jerome, St. Robert, and St. Jane Francis.

B. PURPOSE

1. The purpose of this report is to provide a ranked list of 3 schools in the north-west quadrant in the proximity of St. Conrad to be considered for French Immersion. In addition to recommending a ranked list of 3 schools to consider, the report will provide the rationale used to rank the schools, as informed by the consultation with the parent community at each school as well the list of criteria to be considered when deciding to implement a French Immersion program in a school.

C. BACKGROUND

1. On December 3, 2013, at the Student Achievement and Well-Being, Catholic Education and Human Resources Committee meeting, recommendations were made for oversubscribed French Immersion Program schools. Staff was directed to investigate possible solutions for the oversubscribed French Immersion Program at St. Cyril Catholic School.

2. A trustee motion arising out of the Corporate Affairs, Strategic Planning and Property Committee of January 23, 2014 was referred to staff to investigate the feasibility of a French Immersion program at St. Conrad Catholic School.

3. On March 6, 2014, at the Student Achievement and Well-Being Committee Meeting, a five year plan was recommended by staff which listed St. Conrad as a French Immersion site commencing in the 2016-17 school year.

4. On December 2, 2014, at the Student Achievement and Well-Being Committee Meeting, a motion was passed to select St. Conrad as the location for a French Immersion program during the 2016-2017 school year and that students in Junior and Senior Kindergarten in 2015 be included in the French Immersion program.

5. After receiving the results of a French Immersion Parent survey where a majority of parents indicated that they did not feel that a French Immersion program should be implemented at St. Conrad, the Trustee presented a Consideration of Motion out of the Regular Board meeting on October 22, 2015 that rescinded the previous motion of March 6, 2014 regarding the selection of St. Conrad as the site for a French Immersion program. Arising from an amendment to this Motion, staff was directed to research other options for the French Immersion program in the north-west quadrant of the city that will accommodate the French Immersion needs of the St. Conrad Community.

6. At the December 3, 2015 Student Achievement and Well Being Committee Meeting, following a staff report was presented which identified St. Robert as a possible option for a French Immersion program and recommended that further consultation with the school community take place. Following a discussion of this report, a Trustee Motion was brought forward that directed staff to rank no less than 3 schools in the north-west quadrant and in the proximity of St. Conrad and conduct an initial consultation discussion with the Principal and the parent council as part of the report that is presented to the board for approval by the February 2016 Student Achievement and Well Being Committee Meeting (later deferred to March and then to April).

D. EVIDENCE/RESEARCH/ANALYSIS

1. Currently there are no French Immersion programs in the north-west quadrant of the city. An Extended French Program exists at the following schools in this area: D'Arcy McGee, All Saints, and St. Benedict.

2. There are 7 TDSB Early Immersion programs and 4 Extended French Programs in the north-west quadrant of the city.

3. There continues to be an increasing demand for French Immersion programs across the city, as described in recent news articles.

4. Parents in the St. Conrad community have requested that staff consider an alternate location for a French Immersion program in close proximity to St. Conrad CS.

5. The closest TCDSB French Immersion program resides at St. Cyril (Ward 5). There are 189 students living in the north-west quadrant who are registered at St. Cyril, with only 9 of these students living west of highway 400.

6. The establishment of a French Immersion program is governed by Toronto Catholic District School Board Policy S.P. 10. In addition, selection criteria are applied when potential French Immersion start-up sites are being considered. These include [but are not limited to] the following considerations:
   - Utilization rate: less than 75% (current and projected)
   - Capacity: should be around 400-500 for a Dual-track FI program school
   - Current school population
   - Size of school building and property
   - Enrolment to ensure a self-sustaining dual-track program: minimum of 400 students
   - Boundary review completed/in progress
   - Enrolment and utilization rate of neighbouring English program schools
   - Available classrooms: Minimum of 5 classrooms for a fully established FI program (e.g., JK/SK, Gr. 1 / 2; Gr. 3/4; Gr. 5/6; Gr. 7 / 8)
   - Parent demand following consultation (e.g., survey results)

- Space for further expansion due to parent demand
- Existing specialized programs
- Existing lease agreements
- Proximity of other TCDSB English program schools
- Proximity to FI and Extended French program schools in other Boards
- Proximity to Secondary school offering a FI program
- Childcare; before and after school program
- Sufficient Board budget funds have been allocated to support the implementation of the FI program.

7. Schools in the proximity of St. Conrad were considered based on an initial review of the above French Immersion Criteria. The following three schools were identified for further consultation with each school community: St. Jane Francis, St. Jerome, and St. Robert. (See ***Appendix A*** for a summary review of each school based on the FI Criteria.)

Review of Data Based on FI Criteria:

- Although all three schools have a Utilization Rate above 100%, St. Jerome is the lowest at 104% (St. Robert – 116%, St. Jane Francis 105%).
- Regarding classroom space, there are potentially 3 classrooms at St. Jerome which could be converted to classroom spaces. The ISP Behavioural program has been housed at the school for the last 13 years and may be relocated to a neighbouring school. Because an available classroom existed within the school at St. Jerome, it had been converted to an ESL/Spec. Ed. Room. However, with a fully integrated model, a smaller room in the school could be used to meet the needs of those students who may need to be withdrawn from time to time. In addition, there is an empty portable on the premises at St. Jerome, which could be used should there be a need.
- St. Jerome, with a student body of 456, has the ideal number of student to begin and sustain a dual track English and French Immersion Program. Both St. Robert and St. Jane Francis have student populations of over 500 students.
- Lastly, St. Jerome is the closest school to St. Conrad.

8. During the month of January and February, a consultation process took place which consisted of: a CSPC Information Meeting, a Parent Survey, and a

Town Hall Meeting. The following is a summary of the results of the process:

- In January, an initial information/consultation meeting took place with members of the CSPC at each of the three schools identified to discuss the possibility of a French Immersion Program at each respective school site. The meeting was facilitated by the Area Superintendent, the Trustee, and members of the TCDSB Central French Department.

  Below is a summary of the findings which reflect the level of CSPC support for a French Immersion program:

School	**CSPC Response**
St. Jane Frances	Members of the CSPC executive expressed the opinion that they do not believe that French Immersion is an appropriate program for their school community.
St. Jerome	Discussions reflected mixed support for the program among members of the CSPC Executive. After the meeting, the CSPC voted on the matter with results as follows: • 2 in favour of French immersion • 5 opposed to French immersion • 3 undecided

St. Robert	It is the opinion of the parent council that a French Immersion program would not have the support of the majority of the entire community. This opinion is based on the consultation process that took place at the January 12, 2016 CSPC meeting and the February 24th, 2016 Town Hall Meeting, as well as the survey results that were received as of February 25th, 2016. At the January 12, 2016 meeting, the parent community that was present expressed many concerns some of which included school population and possibility of over population, school staffing, quality of French instructors, and availability of French Immersion feeder schools for St. Robert students. The CSPC wishes to support the views of the parent community who have expressed the opinion that an Extended French program would be more beneficial, as it would meet the needs of both the existing students and future students. It is also the opinion of the council that further consultation should take place with the community.

- A parent survey, developed in consultation with the principal and members of each respective CSPC, was distributed to all members of the parent community. Copies of the surveys are found in ***Appendix B***.

  Survey Results:

School	**Incoming JK and SK families - Sept. 2016**	**Current SK to 8 families**
St. Jane Frances	**12 were in favour** 17 surveys returned 71% of surveys returned were positive There are 130 students registered (79 SK, 51 incoming JK). **Return rate 13%**	**74 were in favour** 116 surveys returned 64% of surveys returned were positive Total Number of Families 600 **Return rate: 19%**

St. Jerome	**32 in favour** 34 surveys returned, 94% of surveys returned were positive There are 65 students registered (38 SK, 27 JK). **Return rate: 52%**	**114 were in favour**, 145 surveys returned, 79% of surveys returned were positive Total Number of Families 323 **Return rate: 45%**
St. Robert	**42 were in favour** 58 surveys returned 74% of surveys returned were positive There are 86 students (47 JK, 39 incoming JK) registered for FDK. **Return rate: 67%**	**34 favour FI** **114 favour Extended** **126 Core** 274 surveys returned Total Number of Students from SK to Grade 8: 543 **Return rate: 50%**

- A Town Hall, facilitated by the Area Superintendent, took place at each school. Members of the Central French Department as well as administrative and teaching staff from some of our TCDSB French Immersion Schools were invited to provide information and answer questions both in a large group setting and in small group table discussions. The purpose of the Town Hall was two-fold: to provide information and answer questions for the parent community and to collect anecdotal feedback from parents regarding what they saw as possible benefits and concerns regarding implementing a French Immersion program at their school.

School	**Feedback from Town Hall**

St. Jane Frances	• 6 families were present; 1 was opposed, 1 left before table discussion, 4 were in favour of a French Immersion program for their children. • Most parents acknowledged the benefits of a French Immersion Program • Concerns regarding: Infrastructure, small JK/SK yard, washroom facilities • Concerns expressed regarding not being able to fill a class • Concern expressed as to whether this was the right school for French Immersion given the other needs
St. Jerome	• 18 families were present; 10 families had students in JK/SK and were very positive about the implementation of French Immersion at St. Jerome • While families of JK/SK families indicated support for French Immersion, those whose children would not be in JK/SK did not feel that French Immersion should be implemented at St. Jerome. • Some parents indicated concern with increased enrolment at their school because of demand from parents outside of the area. • Concern expressed with how an FI program would impact the ESL community. • Benefit – learning another language opens up doors to the future. • Fear of students being left behind if they do not experience success early on. • Concerned with the potential for a two-tiered system. • Expressed that everyone should be bilingual in Canada.
St. Robert	• 31 families were present; 9 families had students in JK/SK, of which four were in favour of FI in JK/SK. • While some families supported FI, several expressed a concern with a program that required

	students to study in French for more than 50% of the time. • Some were concerned with student falling behind in Math and Science. • Some were concerned with the school being able to maintain the dual tracks over the years. • Several were concerned about potential over-crowding by having students from out of the area registering in the program should there by less than desirable interest in the program from those in area. • Those with children in grade 1 to 8 indicated a strong preference for an Extended French Program to begin as early as September 2016 and possibly consider French Immersion at a later date. • Several parents indicated that they spoke French as a result of studying the language in school.

9. As a result of the analysis of the consultation data collected, it appears that there is greater parent support for a French Immersion program at St. Jerome. In addition, St. Jerome is the closest school to St. Conrad and families from St. Jane Francis will also be able to access the program at St. Jerome. Results from the St. Robert community indicated some interest in exploring a French Immersion Program. However, more parents were interested in Extended French. Support for French Immersion, based on the community consultation, was the lowest at St. Jane Francis.
The following is the recommended ranking for the three schools in the north-west quadrant being considered for French Immersion:

- St. Jerome
- St. Robert
- St. Jane Francis

E. VISION

VISION	PRINCIPLES	GOALS
To create equitable learning environments for	All students in TCDSB	To introduce a

VISION	PRINCIPLES	GOALS
all students we will be providing equal access to learning and technology and strive to close the opportunity gap so that the most vulnerable students achieve their full potential.	schools across the city will have equitable access to all programs.	French Immersion Program in the north-west quadrant of the city where none currently exists.

F. METRICS AND ACCOUNTABILITY

1. Continue to dialogue with the St. Jerome school community to plan a smooth implementation of French Immersion in September 2017.
2. Staff to continue to monitor interest in the program over the years.

G. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

1. That school staff begin the process of implementing a plan to place JK/SK students of interested families in the French Immersion program to begin at St. Jerome in September 2017. The plan is to open one French Immersion class with the possibility of a second in future years based on community demand.

H. STAFF RECOMMENDATION

1. That the board approve the implementation of French Immersion at St. Jerome in September 2017.

2. That the board consider the implementation of an Extended French for St. Robert as part of our long term accommodation plan.

APPENDIX A

Review of 3 Schools Using the French Immersion Criteria			
Criteria	**St. Jane Francis**	**St. Jerome**	**St. Robert**
Utilization Rate	105% (steady)	104% (increasing)	116% (decreasing)
Capacity	715	438	501
Current Sch. Pop.	749	456	583
Size of Building and property	4 acres	4 acres	4 acres
Boundary Review	Completed	Completed	Completed
Available classrooms	35 classrooms in the building: • 28 grade classes • 1 Fifth Block • 1 LD class • 1 Behavioural class • 1 ME/DD class • 1 Spec. Ed class 3 Portables: • ESL class • Spec. Ed • Instrumental Music	20 classrooms in the building: • 18 grade classes • 1 Behavioural class • 1 ESL/SP. ED 1 Portable: • Empty	24 classrooms in the building: • 23 grade classes • 1 French class 2 Portables: • Vocal Music • Instrumental Music
Parent Demand	TBD	TBD	TBD
Space for further Expansion	Large property	Large property	Large property
Existing specialized programs	None	None	None
Existing Lease Agreements	None	None	None
Proximity of other TCDSB English schools	Bl. Margherita – 600 m St. Conrad – 4.7 km	St. Martha - 2 km St. Conrad – 3 km	St. Margaret – 3.9 km St. Cyril – 5 km St. Conrad – 6.2 km
Proximity to FI programs in TCDSB and other boards	Tumpane Blaydon	Tumpane Blaydon	St. Cyril (Yonge & Finch) Yorkview (Bathurst & Finch)
Proximity to Secondary Schools with FI	FI/Extended: Bishop Allen Senator O'Connor	FI/Extended: Bishop Allen Senator O'Connor	FI/Extended: Bishop Allen Senator O'Connor

	Extended: Brebeuf College Loretto Abbey Monsignor Johnson	Extended: Brebeuf College Loretto Abbey Monsignor Johnson	Extended: Brebeuf College Loretto Abbey Monsignor Johnson
Childcare -before and after school	None	Childcare and Before/After	Before/After School
Funding	TBD	TBD	TBD

APPENDIX B

St. Jerome Catholic School
111 Sharpecroft Blvd.
Toronto, ON, M3J 1P5

Tel: (416) 393-5294 FAX: (416) 393-5131

Toronto Catholic District School Board

Dear Families of St. Jerome School January 25, 2016

The TCDSB and St. Jerome Catholic School are investigating the possibility of starting a dual-track French Immersion program at St. Jerome for the 2016-2017 school year. The program would begin with a blended full day kindergarten class, including both Junior and Senior Kindergarten in 2016, and grow one year at a time alongside the current English stream. Current Junior Kindergarten students would be eligible to register for the new French Immersion program.

We would like to offer current St. Jerome families the opportunity to consult on the process by completing the survey below. Once completed, please return the bottom portion to the school by Friday February 19th, 2016. (See back for more information or visit www.tcdsb.org).

We will keep you updated with any new information as it becomes available.

Rocco Di Domizio
Principal

Ashley Sawh
CSPC Chair

Parent Surname: _____ First Name: _____
(Please print)

Number of children attending the school: _____ Current Grade: _____, _____, _____

Please select 1 (one) of the following options by placing an "X" in the appropriate box.

☐ I **DO SUPPORT** the inclusion of a French Immersion program (along with a continuing English stream) at St. Jerome Catholic School.

☐ I **DO NOT SUPPORT** the inclusion of a French Immersion program at St. Jerome Catholic School.

I understand that this is only the first step in the process of determining the feasibility of a French Immersion program at St. Jerome. Further community information and consultation will take place as required.

_____ _____
(Parent/guardian signature) (Date)

The French Immersion program is designed to provide non francophone children with a high degree of proficiency in the French language; students should be able to function with ease in both French and English.

The expectations in each grade are those outlined in the English language curriculum policy documents. It is recognized that expectations in these subjects may need to be adapted to meet the needs of students who are studying the subjects in French instead of English.

- **JK to the end of grade 2** French is the language of instruction for 90% of the day; Religion, Family Life and vocal music are in English.

- **In grades 3 and 4** French is the language of instruction for 75% of the day; Music, Religion and Language Arts are in English (25%).

- **In grades 5-8** the day is 50% French 50% English

- Math, Science, Music, Language Arts and Religion are in English

- French/Social studies/Phys.Ed./ Health/Drama/ Dance/ Visual Arts are in French

Positive outcomes for students include:

- knowledge of an additional language strengthens first language skills
- increased mental flexibility;
- improved problem solving skills;
- a better understanding of aspects of a variety of cultures;
- a greater awareness of global issues, including those related to the environment and sustainability;
- expanded career opportunities.

Parent's role;

- read daily to your child at home to enrich their first language
- introduce some French picture/audio books at home; have a French dictionary for reference
- draw attention to French in their environment – food packaging, etc.
- check out local French events – at the library – make French a part of life at home to support the classroom experience whenever possible
- be a positive role model showing interest, support and pride
- communicate with the classroom teacher to support your child's success
- believe in French immersion and your child's success

Children and parents are not expected to know any French prior to beginning French immersion; because literacy skills in one language transfer to another, seeing parents reading in English can motivate children to read on their own.

ST. ROBERT CATHOLIC SCHOOL
70 Bainbridge Avenue
Toronto, Ontario
M3H 2K2
416-393-5297

Dear Parents/Guardians,

January 13, 2016

The TCDSB and St. Robert Catholic School are investigating the possibility of starting a dual-track French Immersion program at St. Robert for the 2016-2017 school year. The program would begin with a blended full day kindergarten class, including both Junior and Senior Kindergarten in 2016, and grow one year at a time alongside the current English stream. Current Junior Kindergarten students would be eligible to register for the new French Immersion program.

We would like to offer current St. Robert families the opportunity to consult on the process by completing the survey below. Once completed, please return the bottom portion to the school by Friday February 26, 2016.

We will keep you updated with any new information as it becomes available. We invite you to attend the Town Hall meeting on February 24 at 7:00 for more information.

Arlene Martin
Principal

Connie Gallo
CSPC

✂

Parent Surname: _____ First Name: _____
(Please print)

Number of children attending the school: _____ Grade(s) for 2015-2016: _____, _____, _____

Please select 1 (one) of the following options by placing an "X" in the appropriate box.

☐ I **DO SUPPORT** the inclusion of a French Immersion program (along with a continuing English stream) at St. Robert Catholic School.

☐ I **DO NOT SUPPORT** the inclusion of a French Immersion program at St. Robert Catholic School.

I understand that this is only a first step in the process of determining the feasibility of a French Immersion program at St.Robert. Further community information and consultation will take place in the future.

_____ _____
Parent/Guardian Signature Date

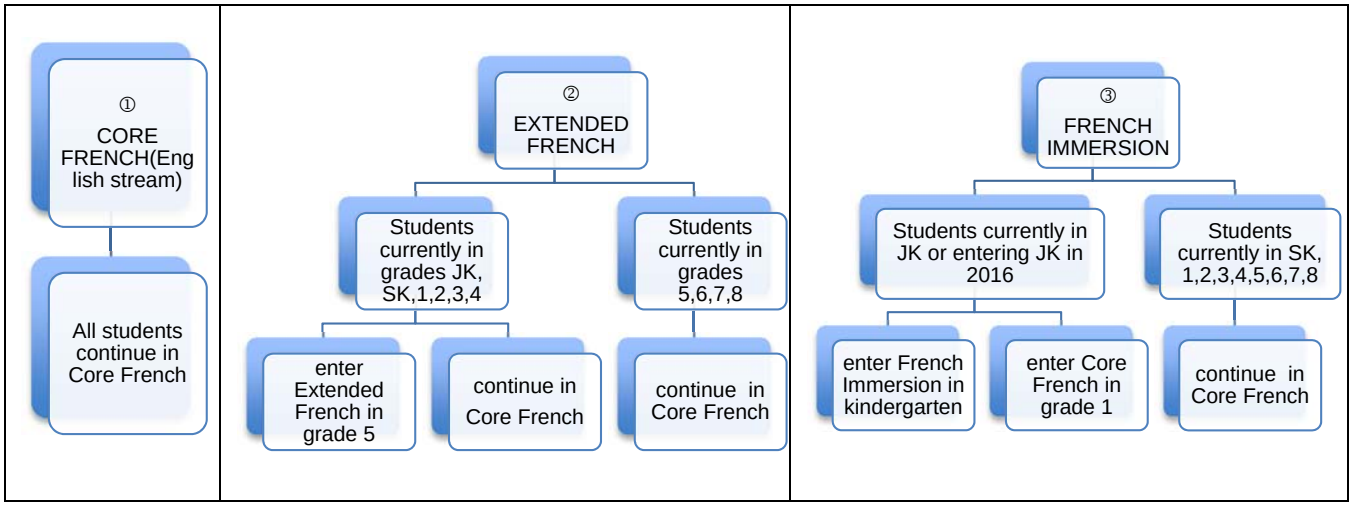
Dear Parent/Guardian, February 2, 2016

The TCDSB and St. Robert Catholic School are investigating the possible introduction of a new French program at St. Robert starting in September 2016. We would like to survey the current St. Robert families on their support of the introduction of either a French Immersion stream or an Extended French stream, along with the current English stream (①CORE FRENCH). **Please note that the English stream will not be affected, so all students can choose to continue with Core French.**

The ②EXTENDED FRENCH program starts in grade 5 and would grow one grade per year to grade 8. All current students in grades JK, SK, 1, 2, 3 and 4 would have the option to start the program in grade 5 or continue in Core French.
The ③FRENCH IMMERSION program would begin with a single full day kindergarten class with both Junior and Senior Kindergarten students and also grow one grade per year to grade 8. Only current Junior Kindergarten and those entering JK in 2016 would be eligible for this Immersion program. All other students must continue in Core French.

*We also invite you to attend the information meeting on **Wednesday, February 24 at 7 pm.***
*Please complete the survey below, **one PER student** and return it before **Friday, February 26**.*

Gina Iuliano Marrello	Arlene Martin	Connie Gallo	Roseangela DiNoto
Superintendent of Education	Principal	CSAC Chair	CSAC Vice Chair



✂----------

Student's Full Name: _____ *Grade:* _____ *Teacher:* _____

*Please select **only 1 (one)** of the following options with a check mark (☑):*

❑ ① I support continuing with **ONLY Core French** (English Stream)

❑ ② I support the inclusion of an **Extended French program, along with the current Core French** (English Stream) at St. Robert Catholic School

❑ ③ I support the inclusion of a **French Immersion program, along with the current Core French** (English Stream) at St. Robert Catholic School.

_____ _____
Parent/Guardian Signature *Date*

****I understand that this is only a first step in the process of determining a new French program at St. Robert School.*

	GRADE IT BEGINS	LENGTH OF INSTRUCTION IN FRENCH / % OF FRENCH	SUBJECTS TAUGHT IN FRENCH	FRENCH FLUENCY BY END OF HIGH SCHOOL	HIGH SCHOOLS OFFERING PROGRAM IN TCDSB	POTENTIAL DIPLOMA AT THE END OF HIGHSCHOOL
①**CORE FRENCH** • basic French program • what the students currently receive	1	30 minutes/day	French Language	NO	ALL HIGH SCHOOLS	Ontario Secondary School Diploma
②**EXTENDED FRENCH** • middle ground between Core and Immersion • students gain a comfort in French rarely achieved in Core program • possible for extended French students who are motivated to become as fluent as students in the Immersion program	5	GR 5 – GR 8: 50% of school day	French Language + (depending on grade, a combination of) History Geography Social Studies Phys Ed / Health Art	YES	11 Bishop Allen Cardinal Newman Brebeuf College Loretto Abbey Marshall McLuhan Mary Ward Michael Power/St. Joe's Msgr. Percy Johnson Senator O'Connor St. Joseph's College St. Michael's Choir	Ontario Secondary School Diploma + Extended French Certificate
③**FRENCH IMMERSION** • intense French program • allows for the most French fluency	JK	JK – GR2: 100% of school day GR5 – GR8: 50% of school day	French Language + All Subjects French Language + at least 2 subjects	YES	2 Bishop Allen Academy Senator O'Connor	Ontario Secondary School Diploma + French Immersion Certificate

SAINT JANE FRANCES
CATHOLIC SCHOOL
2745 Jane Street
Toronto, Ontario
M3L 2E8
Telephone 393-5296
Fax 393-5135

February 8, 2016

Dear Parents/Guardians,

The TCDSB and St. Jane Frances Catholic School are investigating the possibility of starting a dual-track French Immersion program at St. Jane Frances for the 2016-2017 school year. The program would begin in 2016 with a single full day kindergarten class comprised of both Junior and Senior Kindergarten. The program will grow one grade per year alongside the current English stream. Current Junior Kindergarten students would be eligible to register for the new optional French Immersion program. **Please note that the English stream will not be affected in any way and will continue in its current state.** This is the **first** time French Immersion has been offered by the TCDSB in the North West Quadrant. The purpose is to offer Catholic families the **OPTION** for French Immersion and to re-engage Catholic families who have sought out the program in the Public Board.

We would like to offer current St. Jane Frances families the opportunity to consult on the process by completing the survey below. Once completed, please return the bottom portion to the school by Friday, February 19th, 2016.

More information about TCDSB's kindergarten program, French Immersion and Extended French programs can be found online here: https://www.tcdsb.org/ProgramsServices/EarlyYears/Pages/default.aspx

For further information, please contact the French Immersion School nearest you or contact French as a Second Language at (416) 222-8282 ext. 2540.

Gina Iuliano Marrello
Superintendent of Education

L. Kwinik
Principal

J. Fiorante
CSAC Chair

Parent Surname: _____ First Name: _____
(Please print)

As a Catholic Parent residing in Toronto:

Please select 1 (one) of the following options by placing an "X" in the appropriate box.

☐ **YES, I DO SUPPORT** the inclusion of a French Immersion program at St. Jane Frances Catholic School.

☐ **NO, I DO NOT SUPPORT** the inclusion of a French Immersion program at St. Jane Frances Catholic School.

I understand that this is only a first step in the process of determining the feasibility of a French Immersion program at St. Jane Frances. Further community information and consultation will take place in the future.

_____ _____
Parent/Guardian Signature Date

*** Please return this survey to the school by Friday February 19, 2016.**

REPORT TO

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

RATIFICATION OF STUDENT TRUSTEE NOMINEE 2016-2018

"Don't let anyone look down on you because you are young, but set an example for the believers in speech, in life, in love, in faith and purity."
1 Timothy 4:12

Created, Draft	First Tabling	Review
April 25, 2016	May 5, 2016	Click here to enter a date.

G. Rogers, Catholic Student Leadership
D. Koenig, Superintendent of Curriculum and Accountability

RECOMMENDATION 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 rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity.

G. Poole
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

C. Jackson
Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier
Director of Education

A. EXECUTIVE SUMMARY

As per Board policy T.02, there is an annual election process for the selection of a new Student Trustee. Policy T.02 was revised and approved by the Board of Trustees on February 19, 2015. Invitations for nominations for the position of Student Trustee were sent to all TCDSB secondary schools. As per the new policy, student trustees will serve two successive one-year terms. The 2016 Student Trustee election is a first election year for the new policy and requires that one second year secondary student be elected. The report is being brought forward in order to complete the election/ratification process and to allow the Student Trustee elect to commence their orientation immediately.

B. PURPOSE

Approval of the Student Trustee appointment required under Board policy T.02, Student Trustee (Appendix A).

C. BACKGROUND

A notice was sent to all secondary school Principals and Vice Principals on February 23, 2016 outlining the election process for Student Trustee (Appendix B). Included in the notice was an explanation of the rights and responsibilities associated with the role of a Student Trustee (Appendix C). The administration team also received an application form for a second year secondary student as per the new policy (Appendix D). Subsequent to that notice the Student Trustee election process was outlined with CSLIT members and a "Meet the Candidates'" night was hosted by CSLIT on Tuesday, March 29, 2016. A reminder e-mail was sent by Greg Rogers to all secondary school Principals and Vice Principals outlining the voting process and included a list of candidates for the position.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The four applicants who appeared on the ballot were:

Name:	School:	Grade:
Stephanie De Guzman	Senator O'Connor	10
Austin Souza Mugford	Archbishop Romero	10
Inya Martin Hemming	St. Joseph's Morrow Park	10
Rheannon Carlisly	Notre Dame	10

2. The term for the current Student Trustee Alison Gacad ends July 31, 2016.

3. The delegates of Student Councils representing twenty four TCDSB secondary schools met on April 26, 2016 at the Catholic Education Centre. Following the welcome and an opening address by the CSLIT executive, each candidate gave a verbal presentation on their qualifications, experience and goals related to the position of student trustee. Individual candidates participated in a question and answer session with the CSLIT membership. Each candidate was permitted to give a 3 minute speech. The question period and the prepared speech were completed with the absence of their fellow candidates. The voting was conducted using an alternative voting process outlined prior to the vote.

4. The counting of the votes was conducted by current Student Trustees Alison Gacad and Karina Dubrovskaya and witnessed by Greg Rogers.

5. If the Board of Trustees ratifies the appointment of the Student Trustee elect, they will be officially notified by letter and appropriate announcements will be made within the TCDSB as well as to all Student Council representatives, the Ontario Catholic Student Council Federation, and the Ontario Catholic School Trustees' Association. Letters of appreciation will also be sent to those Student Trustee candidates who put their name forward. Briefing sessions and arrangements for equipping the new Student Trustees will be set up prior to the start of their term on August 1, 2016.

6. If the Board of Trustees appoints the Student Trustee elect, they will have the opportunity to attend several Board Standing Committee meetings and regular Board meetings, prior to officially taking office as Student Trustee.

This appointment will allow for a transition period from May 2016 to July 31, 2016.

E. STAFF RECOMMENDATION

That the Board of Trustees appoint Rheannon Carlisly from Notre Dame Catholic Secondary School as Student Trustee for the term August 1, 2016 through to July 31, 2018.

POLICY SECTION: **Trustees**

SUB-SECTION:

POLICY NAME: **Student Trustee**

POLICY NO: **T. 02**

Date Approved:	**Date of Next Review:**	**Dates of Amendments:**
February 19th, 2015	2018	February 23, 2012 – Board, January 26, 2012 – Board, 18 April 07; January 24, 2013

Cross References:
Education Act, S. 55, Student Trustees
- O. Reg. 07/07
- Trustee Services and Expenditures T.17

Appendix A - Rights and Responsibilities of a Student Trustee
Appendix B – Process for Election of the Student Trustee

Purpose
This Policy provides direction on terms of reference and rules of engagement for two Student Trustees at TCDSB.

Scope and Responsibility
The policy extends to the election of two Student Trustees and their terms of reference, as well as rules of engagement while participating at Board and Committee meetings. The Director of Education, with the assistance of the Superintendent of Education for Curriculum and Accountability, is responsible for this policy.

Alignment with MYSP:
Strengthening Public Confidence
Excellence in Governance
Fostering Student Achievement and Well-Being

POLICY SECTION: **Trustees**

SUB-SECTION:

POLICY NAME: **Student Trustee**

POLICY NO: **T. 02**

Financial Impact
Honoraria will be paid to Student Trustees, as well as reimbursement for approved expenses, as per the Education Act.

Legal Impact
Generally, there is no significant liability associated with having Student Trustees participate at Committee or Regular Board meetings.

Policy
In accordance with the provisions of the Education Act, the Toronto Catholic District School Board will establish and maintain two, full-year Student Trustee positions on its Board of Trustees.

Regulations

1. The Toronto Catholic District School Board shall establish two Student Trustee positions to represent the interests of all students, and candidates for the position will be in the last two years of the intermediate division and in the senior division of the Board.

2. The Student Trustees may participate in TCDSB Board and Committee meetings, both in public and private session. A Student Trustee is not entitled to be present at a meeting that is closed to the public if the subject matter under consideration involves the disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee of the board or a pupil or his/her parent or guardian.

3. The student trustees will serve two successive one year terms beginning on August 1 of the year of election, following a transition period from May until July 31, in the first year of election.

4. Only one trustee will be elected each year. Each student trustee will be elected in March of their second year of secondary school, thus commencing their two year term. (The 2015 Student Trustee election will require two

trustees to be elected, one currently in their second year of secondary school and the second in their third year of secondary school.)

5. The student trustee elected may not be from the same secondary school as the student trustee who is currently mid-term.

6. The Student Trustees will serve as the Co-Chairs of the Catholic Student Leadership Impact Team (CSLIT). The CSLIT will hold at least one meeting per month during the school year.

7. In the event that a Student Trustee is unable to continue in the role, the second Student Trustee will continue with his/her duties, and the vacancy will be filled by the Director of Administrative Affairs of CSLIT until such time as a by-election is held and a new Student Trustee is elected.

8. Each secondary school will be entitled to put forward one candidate for election to one of the positions of Student Trustee in any given year.

9. Each candidate for the position of Student Trustee shall meet the following qualification criteria:

(i) be a Roman Catholic student enrolled at a Toronto Catholic District School Board secondary school, and during his or her term of office must be a full-time student;
(ii) be elected by the local student body;
(iii) receive the written approval of his/her parent(s)/guardian(s), unless 18 years of age, to stand for election and also present a letter of reference from a teacher, guidance counsellor or Principal;
(iv) maintain a grade average that will contribute to his/her successful graduation at the time of becoming a candidate for the position; and
(v) meet the eligibility requirements within the Education Act related to Catholic District School Board Trustees, excluding those related to age and residence.

10. The Superintendent of Education, Curriculum and Accountability Department or designate, shall establish procedures and include suitable orientation to assist the Student Trustees in fulfilling their roles and responsibilities.

11. The Student Trustees will provide a verbal report and/or written report at each regular Board meeting.

12. A Student Trustee may be disqualified from holding office for one or more of the following reasons:

(i) serious violation of the TCDSB Trustees' Code of Conduct;
(ii) disclosure of intimate, personal or financial information in respect of a Trustee or committee, an employee of the TCDSB or a student or his/her parent or guardian;
(iii) commission of a serious breach of his/her school's code of conduct;
(iv) demonstrated behaviour that is deemed to be incompatible with the role and responsibilities of the Student Trustee.

13. Student Trustees shall be entitled to reimbursement of out-of-pocket expenses as if they were members of the Board.

14. Student Trustees shall be paid an honorarium consistent with the provisions of the Education Act, which shall be prorated if the Student Trustee holds office for less than a full term.

15. Student Trustees have the same status as a Board member with respect to access to Board resources and opportunities for training.

16. The successful candidates elected/appointed to the position of Student Trustee will have prescribed rights and responsibilities. (***hyperlink to Appendix A: Rights and Responsibilities of the Student Trustee***)

17. The procedure for election of Student Trustees is determined by the Board. (***hyperlink to Appendix B: Election of the Student Trustee***)

18. Student Trustees shall be required to wear their school uniform or business attire when representing the Board at either internal or external board-related business meetings, or when meeting with other students in the Board in the capacity of student trustee.

19. The opportunity to earn a secondary school credit towards the Ontario Secondary School Diploma in the area of Co-operative Education, consistent with Ministry of Education policies and procedures, will be offered to the Student Trustees.

Definitions

Not of significance in this policy.

Metrics

1. Leadership of the Catholic Student Leadership Impact Team (CSLIT) through student feedback.

OPERATIONAL PROCEDURES – ELECTION OF STUDENT TRUSTEES

PROCESS FOR ELECTION OF THE STUDENT TRUSTEES

1. The Student Trustee will be elected by representatives of each secondary school at a Catholic Student Leadership Impact Team meeting during the first week of March in each school year. For the election to be valid, there must be at least seventeen (17) secondary schools present at the meeting where the Student Trustees are elected. A vote by the school representatives will be conducted under the supervision and guidance of TCDSB staff.

2. Each secondary school is entitled to nominate one representative to run for the position of Student Trustee. Should the nominee be successfully elected to the position of Student Trustee, he/she will not be permitted to run for president or chair of his/her school's Student Council.

3. Each secondary school is allowed to have one vote in the election of each Student Trustee, but must be represented at the election meeting. The voting delegate must be selected by the school principal in September and must regularly attend Catholic Student Leadership Impact Team meetings throughout the school year as a student council or student leadership delegate.

4. Notice seeking the nomination of one candidate for one of the positions of Student Trustee from each TCDSB Catholic secondary school is sent to each school principal and Student Councils for posting and communication to students in November of each school year.

5. The student trustee elected may not be from the same secondary school as the student trustee who is currently mid-term.

6. Each secondary school, via the Principal and Student Council, must appoint either the President of the Student Council or his/her designate to sit on a Student Trustees Selection Committee for the purpose of reviewing applications for the positions of Student Trustees and nominating candidates. If a secondary school is nominating a candidate for the position of Student Trustee, it is the responsibility of the Principal to ensure that the process is fair and equitable.

7. Applications will first be received and pre-screened by staff assigned by the Office the Director of Education to ensure each applicant is eligible under the requirements of the TCDSB policy, the Education Act and Regulations.

8. An all-candidates/election meeting will be held in March of each school year at which time a presentation will be made by the nominees for Student Trustees.

9. A student is not permitted to serve as both a Student Council president or chair in the same year he/she holds the position of Student Trustee.

10. Where a vacancy occurs with one Student Trustee, the second Student Trustee will continue with his/her duties and the Director of Administrative Affairs of CSLIT shall fulfill the duties of a Student Trustee for the balance of the Student Trustee's term or until such time as a by-election is held and a new Student Trustee is elected.

APPENDIX C

February 22, 2016

Dear Principal, Student Council Member, Student Leadership Coordinator and All Students,

For the last 18 years the Toronto Catholic District School Board has implemented the position of **Student Trustee**. Last year the board passed a policy initiated by the students to have 2 student trustees on the Board of Trustees in which the Student Trustees will serve two successive one year terms beginning August 1st. (Please see Policy No. T.02) This year (2016) Karina Dubrovaskya trustee from grade 11 and will serve the second year of her two-year term. Also, a second student trustee will be elected from grade 10 and will serve a two-year term.
The Student Trustee elects will work with the incumbent Student Trustees from their election in April until **August 1 2016**. The position of Student Trustee provides a wonderful opportunity for students to have their voices heard on a decision making level.

The Rights and Responsibilities of the Student Trustee are:

RIGHTS	RESPONSIBILITIES
• To receive public and private session materials for all Board and Standing Committee meetings except where excluded by legislation; • Attend and participate in all public and private session meetings of the Board and Standing Committees except where excluded by legislation. • To reimburse, upon request, for travel to and from Board and Standing Committee meetings and on other Board related business at the Board's travel rate in effect at such time; • To reimburse, upon submission of receipts for out-of-pocket expenses related to Board business if such expenditures have received prior authorization by the Board • The honorarium for the term of office for the school year **2016/2017** is $2500.00 for each student trustee (prorated for Student Trustees who do not complete their term). • To suggest a motion on any matter at a meeting at the board or of one of its committees on which the Student Trustee sits and if no member of the board or committee moves the suggested motion, the record shall show the suggested motion. • A student trustee is entitled to require that a matter before the board or one of its committees be put to recorded vote (a recorded non-binding vote that requires the student trustees vote and a recorded binding vote that does not include the student trustees vote).	• To promote a student voice within the TCDSB; • To inform the student body at large through liaison with TCDSB Student Councils, and with the Ontario Student Trustees' Association (OSTA-AECO); • Attend public session meetings of the Board and its Standing Committee; • Demonstrate confidentiality and discretion where required and act in accordance with the Board's policies, by-laws, and rules-of-order; • Uphold and promote the Board's Mission and Vision in performance of his/her duties. • To Co- Chair the Catholic Student Leadership Impact Team and its subcommittees. • To organize and facilitate the Voices that Challenge Conference. • To prepare a report to Board about issues concerning students • To ensure the CSLIT website is kept up to date including all meeting dates.

Student Trustee Criteria
• Must be registered in the last two years of the intermediate division or in the senior division at the time he or she takes office; • Must be returning for the entire academic year in which he or she will service; • Must receive the written approval of his or her parent or guardian, if under 18 years of age; • Must receive a letter of reference from his or her school principal to stand for election and present a letter of reference from either one of his or her teachers or guidance counsellors; • Must be aware of the time commitment and the obligations of the student trustee's position and be able to manage both the required school work, maintaining a good academic standing throughout his or her term of office, along with the duties of student trustee; and • Must meet the eligibility requirements within the Education Act related to Catholic District School Board Trustees, excluding those related to age. • Must be maintaining a grade average of 70% or better at the time you become a candidate and must maintain a good academic standing throughout your term. • Must be Catholic • If elected, cannot serve as the Student Council president of his/her school; • **ONLY 1 Candidate per school can run for the position of student trustee.**

As a leader in your school, we are again asking your assistance in promoting the position of Student Trustee. This position is a challenging one, as the candidates must possess the following:

- A keen interest in addressing issues
- Flexibility in school schedule
- Time management skills
- Experience in public speaking
- Work in partnership with the Catholic Student Leadership Advisor

And be prepared to:

- Read and analyze reports, prepare for meetings accordingly
- Participate in meetings and gather student opinions in between meetings
- Write letters, memos and update the Board on students' perspectives about the issues

Please distribute the attached nomination form to interested students at your school. **Only one student may be nominated from each school** to attend the candidates' election meeting which will be held **Tuesday April 26th 2016 between 4:30 and 6:00 pm in the Board Room of the Toronto Catholic District School Board**. Should you have more than one interested and qualified applicant, it will be up to the school to determine their selective process. The student who is nominated from your school must receive an endorsement signature from the principal and a letter of reference from a teacher and an administrator at your school. Please verify that the student applying for the position meets the criteria listed in the attached policy. Please note it is not mandatory that you have a nominee from your school, however, we ask each school to send a representative for the Student Trustee Selection Committee on **April 26, 2016**. Please note Toronto Catholic District School Board Policy T.02, section (b):

Each Secondary School, via the Principal and Student Council, is requested to appoint either the "President of the Student Council or his/her designate to sit on a Student Trustee Selection Committee" for the purpose of reviewing applications for the position of Student Trustee and electing a candidate for ratification by the Board.

Please email to gregory.rogers@tcdsb.org by Tuesday **March 29th, 2016** the name of your **Selection Committee representative**. This is usually a school's CSLIT rep.

17 schools must be represented in order for the election to be valid but it is hoped that every secondary school would participate in this important event.

The Student Trustee nominee application forms for the two-year candidates (2nd year of school) are attached. The Student Trustee nominee application form must be submitted by email Gregory.rogers@tcdsb.org , by fax (416 512 4988) or mailed to the Director's Office **no later** than **March 29th, 2016.** Candidates will be asked to attend a meet the candidate's night at the CSLIT GA at the CEC, in the Board room on **Tuesday, March 29st between 4:30pm and 6:00pm**.

If you have any questions about this process or about the position of Student Trustee, please contact:

Allison Gacad
Current Student Trustee
Allison.Gacad@tcdsb.org

Karina Dubrovaskya
Current Student Trustee
Karina.Dubrovskya@tcdsb.org

Greg Rogers
Student Leadership
416-222-8282 ext. 2588
gregory.rogers@tcdsb.org

Dan Koenig
Superintendent
416 222 8282 ext. 2157
Dan.Koenig@tcdsb.org

RETURN COMPLETED APPLICATION AND SUPPORTING DOCUMENTS TO:
Director of Education
80 Sheppard Avenue East
Toronto, Ontario
M2N 6E8
416-229-5353

STUDENT TRUSTEE APPLICATION FORM for students in their 2nd year

(Term of Student Trustee: August 1, 2016 – August 31, 2018)

Name: _____

Address: _____

Phone #: _____ **Grade:** _____

School: _____

PLEASE FEEL FREE TO USE ADDITIONAL PAPER TO COMPLETE YOUR RESPONSE

1. **Please describe any leadership experience you may have both inside and outside of your school community.**

_____
_____
_____

2. **Why are you interested in becoming the Student Trustee for the Toronto Catholic District School Board?**

_____
_____
_____

3. **What are your goals as Student Trustee?**

_____
_____
_____

4. **What does student empowerment mean to you?**

_____
_____
_____

5. **How will you ensure that the students from the Toronto Catholic District School Board are effectively represented?**

_____
_____
_____

6. **Given that we are a Catholic Board, how will your position as Student Trustee be different from the position in the public system?**

_____

_____

_____

7. **How do you see yourself being a responsible and dedicated member of the board, considering the large commitment it will involve, while maintain a high level of academic achievement in your school studies?**

_____

_____

_____

PRINCIPAL'S ENDORSEMENT: _____

Please include 1 letter of reference from a teacher at your school and 1 from an administrator other than this endorsement.

REPORT TO

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

2016-17 BUDGET ESTIMATES FOR CONSULTATION PURPOSES

"A generous man will himself be blessed, for he shares his food with the poor."
Proverbs 22:9

Created, Draft	First Tabling	Review
March 9, 2016	May 5, 2016	Click here to enter a date.

G. Sequeira, Coordinator of Budget Services
P. De Cock, Comptroller of Business Services & Finance

RECOMMENDATION 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 rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity.

G. Poole
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

C. Jackson
Executive Superintendent of Business Services & Chief Financial Officer

Angela Gauthier
Director of Education

A. EXECUTIVE SUMMARY

This report for consideration by the Board of Trustees presents proposed expenditure reductions of $13.6M and revenue generating options of $5.5M for a total of $19.1 million (Revised Appendix A) in the fiscal year 2016-17.

The required reduction for 2016-17, year 2 of the Multi-Year Recovery Plan (MYRP), is $11.7 M which is part of a four year strategy to reduce the deficit and fulfils the Board's obligation to eliminate the deficit by 2018-19.

On March 24th 2016, the Ministry of Education released the 2016-17 Grants for Student Needs (GSN) announcement. The impact of the Grants for Student Needs (GSN) will be analysed, quantified and reported to the Board of Trustees at a later date.

B. PURPOSE

1. This report represents several budget reduction and revenue generating opportunities for consideration as part of year two of the four year MYRP.

2. The 2015-16 Revised Operating Expenditure Budget (Appendix B) has been provided in order to increase transparency and facilitate a greater understanding of the budget from an operational perspective.

3. The attachment for the 2015-16 Budget Expenditure Revised Estimates by Functional Classification (Appendix C) provides an opportunity to identify which functional classifications will be impacted by the proposed reductions in dollars and staff for 2016-17 budget process.

4. The Board of Trustees' approval will be sought at the Board Meeting scheduled for May 19th 2016.

5. The budget reduction and revenue generating opportunities outlined in this report are presented to the Board of Trustees for approval to support the community engagement and consultation process as the Board prepares its 2016-2017 budget estimates for submission to the Ministry of Education by the June 28th 2016 deadline.

C. BACKGROUND

1. The Board of Trustees during the Special Board meeting held on February 18, 2016 passed the following motion:

    i. *That the Board of Trustees approve Scenario 3 that "proposes budget reductions totaling $28.4M spread out over the next three years with the objective of not increasing the Accumulated Deficit in each year and eliminating the Accumulated Deficit in the 3rd and final year of the MYRP*

    ii. *That the Director of Education quantify the additional cost pressures described in the report, and address the additional bussing transportation costs in the annual budget planning and consultation process.*

    iii. *Table 3-1 will be submitted to the Ministry of Education by the end of February 2016.*

    iv. *That staff submit a breakdown of all staff levels by categories and the dollar value.*

2. The Board of Trustees during the Regular Board meeting held on March 31, 2016 passed the following motion:

    i. *That the Board of Trustees approve for inclusion in the budget engagement and consultation process, the following list of potential expenditure reductions and revenue generating opportunities as per the attached Appendix A (listed below for the Classroom and Administration/Non-Classroom areas). That an additional column be added showing the total FTE for each classroom category and the percentage of each cut being proposed. That the consultation make clear to the public being consulted and that:*

        a. *Trustees approved a total of $7.3 million in cuts for 2016-2017 as per the multi-year recovery plan.*

        b. *There is a required increase in cuts to Transportation specifically that was presented in the multi-year recovery plan given the increase in contract costs to the Board of $4.4 million.*

c. *We are seeking guidance from the public on where cuts should be made or revenues generated, where risks to the system are perceived based on potential cuts identified by staff and how those risks could be mitigated.*

d. *That, all non-funded items be identified as part of the budget consultation.*

ii. *That staff present the 2016-17 Budget which will be reflective of the community budget consultations to the Board of Trustees at the Board meeting scheduled for May 19, 2016.*

iii. *That School Block Budget cuts be moved to "classroom" cuts as per the table breakdown provided with the approved multi-year strategic plan.*

iv. *That information on a list of schools that have the 5th Block program and how they are prioritized in terms of criteria used be submitted to the April 7, 2016 Student Achievement meeting.*

2. The proposed reductions contained within this report does make provision for a potential 0.8% overall reduction to the Grants for Student Needs. In addition to the required expenditure budget reductions of $7.3M, there is an additional $4.4M of reduction required to offset the transportation cost pressures as they are currently known.

3. The total required expenditure reduction for 2016-17 amounts to $11.7M as of this point in time. It is to be noted that our analyses indicate there is an upward trend in the Occasional Teacher category which cannot be quantified at this time.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The table appearing below depicts the 2016-17 projected revenues *(not reflective of the Grants for Student Needs (GSN) impact announced March 24th 2016)*, expenditures and required budget reductions in order to balance the budget in-year and not increase the accumulated deficit as per the MYRP (Appendix D) approved by the Board of Trustees.

2016-17 Budget Estimates	
Grant Revenues before Reductions	$1070.4 B
Less: GSN reductions of 0.8%	$ (8.6) M
Projected Grant Revenues	**$1061.8 B**
Expenditure Budget Estimates before Reductions	$1073.5 B
Less: Structural Deficit Reductions	$ (7.3) M
Less: Increased Cost of Transportation	$ (4.4) M
Projected Expenditure Budget Estimates	**$1061.8 B**
In-Year Surplus/Deficit	$ 0.0

2. Several structural budget reduction opportunities have been identified in Appendix A for consideration as part of the second year reductions in a four year deficit recovery plan.

3. In addition to the cost pressures identified and quantified to date, there are additional risks to the operating budget which may materialize over the remaining years of the MYRP. Risks exist in the budget categories of Occasional Teachers and the ongoing cost pressure of maintaining small schools.

4. In addition to budget risks there are opportunities to generate additional revenues. There are approximately 7,000 parking spaces throughout the Toronto Catholic District School Board system. If the Board were to charge $5 per day for each of these parking spaces, this could generate $35,000 daily. Using this estimate, charging for parking for 195 days a year would result in a maximum gross revenue of $6,825,000 per annum, prior to deducting costs to support the implementation of such an initiative. These costs include but are not limited to hiring additional staffing to implement and oversee the implementation of the initiative, as well as required upgrades to both software and infrastructure associated with setting up a system to charge for parking.

The table below incorporates estimates of both the overhead costs to implement this initiative and the number of parking spots for which the Board will be able to generate revenues. This analysis results in a preliminary estimated net revenue of $5 million per annum.

Estimated Gross Revenues	**$ 6,825,000**
Estimated Utilization of Parking Spaces (80%)	$ 5,460,000
Overhead (staff/hardware/software)	$ 460,000
Estimated of Potential Net Revenues	**$ 5,000,000**

In order to implement this initiative for the 2016-17 budget, a decision would need to be made at the May meeting of the Board of Trustees in order to provide staff with sufficient lead time to implement effective September 2016.

5. There is also a further option to create a new permit category to charge for community parking on TCDSB lots after hours. This opportunity may exist in residential areas of the City which are deficient in parking, and local residents have sought to park on TCDSB sites after school hours. The implementation of this initiative would require amending the current permit policy, and additional staffing resources to enforce the permitted times and ensure that the vehicles are removed prior to school hours.

   The community parking option could be undertaken by expanding the existing agreement with the Toronto Parking Authority (TPA). The TCDSB has had a parking arrangement in place with the TPA at St. Francis of Assisi Catholic School since 2005. The arrangement has operated successfully and has not resulted in any jurisdictional and operational issues for this operating elementary school. The carpark is used by Board staff during school hours (currently at no cost), and as a TPA lot on evenings, weekends, and all day during the summer holidays (July 1 to August 31). Under this arrangement, the Board receives an annual rental fee, as well as 75% of the net profit. For the 2015-16 school year, the TCDSB revenue from this partnership is estimated to be $35,850.

   Staff have had preliminary discussions with the TPA, who have indicated a potential interest in expanding this arrangement to additional TCDSB sites.

6. It is important to note that there are significant logistical issues associated with implementing paid parking at all Board facilities including:

    - That charging for parking could affect the tax-exempt status of the Board's real property assets
    - That paid parking may not be a permitted use on school sites as outlined in City Zoning By-laws

    Staff are seeking both legal and planning opinions on these issues, which will be available prior to the Board of Trustees considering final approval of the 2016-17 Budget Estimates.

7. A detailed breakdown of staffing including Salaries, Benefits and Full Time Equivalents (FTE) by program has been provided (Appendix F) as requested by the Board of Trustees.

8. Appendix A has been amended to include the Current Full-time Equivalent (FTE) Staffing Complement and the percentage impact of each proposed reduction as per the motion appearing in Section C, Comment 2.i.

9. The comparative summary of School Block Budget rates per Average Daily Enrolment (ADE) and Ministry funding rates per ADE has been provided (Appendix G) as requested by the Board of Trustees.

10. A list of not fully funded and unfunded items has been provided as Appendix H as per the motion appearing in Section C, Comment 2.i (d).

11. A list of schools currently offering the 5th Block Program and how they are prioritized in terms of criteria used will be provided in a separate report.

12. The School Block Budget reduction option has been moved from the Administration/Non-Classroom section to the Classroom section in the Revised Appendix A as per the motion appearing in Section C, Comment 2.iii.

13. A comparative list of School Board current staffing benchmarks per 1000 pupils with a comparison to the Greater Toronto Area and Provincial staffing benchmark ratios has been included in Appendix I.

14. A comparative Revenue and Expenditure Analysis of the Special Education Programs and Services appears in Appendix J.

E. STAFF RECOMMENDATION

1. That the Board of Trustees approve for inclusion in the budget engagement and consultation process, the following list of potential expenditure reductions and revenue generating opportunities as per the attached Appendix A (listed below for the Classroom and Administration/Non-Classroom areas).

Classroom		**FTE**	**$**
1	5th Block Program Teachers	21	2,100,000
2	Msgr. Fraser College – Alternative Education	2	200,000
3	Secondary Schools Student Supervisors	10	219,000
4	Child Youth Workers	5	300,000
5	Special Education – Support Workers (E.A.s)	52	2,600,000
6	Increased Efficiencies in Special Education	13	1,300,000
7	Increased Efficiencies in Planning and Evaluation time in Elementary Schools	2	200,000
8	Elementary Vice Principals	4	400,000
9	Budget for Contracted Support Workers		200,000
10	Speech Services	2	200,000
11	Consolidation (SSC and St. Luke)	5.5	520,000
12	School Block Budget		400,000
	Sub-Total	**116.5**	**$ 8,639,000**
Administration / Non-Classroom			
1	Increased Board Administration efficiencies		200,000
2	Central Office efficiencies		650,000
3	Energy Management efficiencies		300,000
4	School Cleaning efficiencies		450,000
5	Transportation efficiencies – Appendix E		2,850,000
6	School Maintenance efficiencies		550,000
	Sub-Total		**$ 5,000,000**
Revenue Generating Opportunities			
1	Parking Revenues ($5/day)		5,000,000
2	Permit Revenues		500,000
	Sub-Total		**$ 5,500,000**
	TOTAL	**116.5**	**$19,139,000**

2. That staff present the 2016-17 Budget which will be reflective of the community budget consultations to the Board of Trustees at the Board meeting scheduled for May 19th 2016.

PROPOSED EXPENDITURE REDUCTIONS & REVENUE GENERATING OPPORTUNITIES FOR 2016-17

	Proposed Area of Change	Total Staff in Category 15-16 Revised Estimates	Proposed Reduction	2016-17 Proposed Reduction Amount	Impact on Proposed Reductions	Category of Staff
Classroom		**FTE**	**FTE**	**$**	**%**	
1	5Th Block Program Teachers	31.00	21.00	$ 2,100,000	67.7%	Elementary 5Th Block Teachers
		* 3748.2			0.6%	Total Teachers- Elementary
2	Msgr. Fraser College - Alternative Education	83.50	2.00	$ 200,000	2.4%	Secondary Teachers
3	Secondary Schools Student Supervisors	80.00	10.00	$ 219,000	12.5%	Professional & Para-Prof. Staff
4	Child Youth Workers	178.10	5.00	$ 300,000	2.8%	Professional & Para-Prof. Staff
5	Special Education - Support Workers (E.A.s)	999.00	52.00	$ 2,600,000	5.2%	Educational Assistants
6	Increased efficiencies in Special Education	707.40	13.00	$ 1,300,000	1.8%	Classroom Teachers- Special Education
		* 5845.2			0.2%	Total Teachers
7	Increased efficiencies in Planning and Evaluation time in Elementary Schools	600.00	2.00	$ 200,000	0.3%	Elementary Teachers
8	Elementary Vice-Principals	42.50	4.00	$ 400,000	9.4%	Vice - Principals
9	Speech Services	38.80	2.00	$ 200,000	5.2%	Professional & Para-Prof. Staff
10	Consolidation (Senhor Santo Cristo and St. Luke)	45.20	5.50	$ 520,000	12.2%	Elementary Teachers, Principals, Office Administration and Operational Staff
		* 10464			0.05%	
	Total Classroom for Staff	2,794.40	116.50	8,039,000	4.2%	
	Proposed Area of Change	**Total Budget in Category 15-16 Revised Estimates**	**Proposed Reduction**	**2016-17 Proposed Reduction Amount**	**% of impact on Proposed Reductions**	**Category of Staff**
11	School Block Budget	$ 8,387,107	-	$ 400,000	4.8%	
12	Budget for Contracted Support Workers	$ 400,000		$ 200,000	50.0%	Professional & Para-Prof. Staff
	Total Classroom		**116.50**	**$ 8,639,000**		
	*** Not included in Total Classroom for Staff**					

	Proposed Area of Change	Total Budget in Category 15-16 Revised Estimates	Proposed Reduction	2016-17 Proposed Reduction Amount	% of impact on Proposed Reductions	Category of Staff
Administration/Non Classroom		**$**	**FTE**	**$**	**%**	
1	Increased Board Administration efficiencies			$ 200,000	**1.1%**	Board Administration
2	Central Office efficiencies	**17,987,421**		$ 650,000	**3.6%**	Board Administration
					4.7%	Total Board Administration
3	Energy Management efficiencies	17,875,730		$ 300,000	**1.7%**	School Operation and Maintenance
4	School Cleaning efficiencies			$ 450,000	**3.6%**	School Operation and Maintenance
5	School Maintenance efficiencies	12,658,108		$ 550,000	**4.3%**	School Operation and Maintenance
					7.9%	Total School Operation and Maintenance
6	Transportation efficiencies - Appendix E	28,832,062		$ 2,850,000	**9.9%**	Transportation
	Total Administration	**$ 77,353,321**	**-**	**$ 5,000,000**	**6.46%**	
Revenue Generating Opportunities						
1	Parking Revenues ($5/day)			$ 5,000,000		
2	Permit Revenues			$ 500,000		
	Total Revenue		**-**	**$ 5,500,000**		
	TOTAL		**$ 116.50**	**$ 19,139,000**		

$ 7,300,000	Structural Deficit reduction required
$ 4,400,000	Transportation reduction required
$ 11,700,000	Minimum reduction required for 2016-17

TCDSB 2015/16 Operating and Other Estimates (000's)

	Revenues	2015/16 Budget Estimates	2015/16 Budget Revised	Variance Incr./(Decr.)
1	Pupil & School Foundation	532,469	535,665	3,196
2	Special Education	121,345	121,563	218
3	Language	33,563	31,406	(2,157)
4	Learning Opportunity	46,448	46,422	(26)
5	Continuing Education and Summer School	14,785	14,892	107
6	Teacher Qualification and Experience/NTIP	80,868	84,050	3,182
7	Transportation	24,324	23,817	(507)
8	Administration and Governance	21,726	21,844	118
9	School Operations	87,191	87,678	487
10	Community Use of Schools	1,226	1,226	0
11	Declining Enrolment Adjustment	2,687	1,420	(1,267)
12	Temporary Accomodation	3,481	3,481	0
13	First Nation, Métis and Inuit Education	3,044	3,472	428
14	Safe Schools	2,642	2,653	11
15	**Total Operating Grants**	**975,799**	**979,590**	**3,791**
16A	Grants Anticipated due to New Contracts	0	11,658	11,658
16B	Other Grants & Other Revenues	75,119	79,161	4,042
17	**Total Operating Grants and Other Revenues**	**1,050,918**	**1,070,409**	**19,490**

	Expenditure Categories			
	Classroom Instruction			
18	Classroom Teachers	586,419	601,838	15,419
19	Occasional Teachers	20,512	20,512	0
20	Education Assistants	53,677	54,186	509
21	Designated Early Childhood Educators	21,850	23,547	1,697
22	Professional & Para-professionals	49,078	49,510	432
23	Textbooks & Classroom Supplies	21,422	21,107	(315)
24	Computers	8,596	8,596	0
25	Staff Development	2,978	2,978	0
26	**Sub-total Classroom**	**764,532**	**782,274**	**17,742**
	Non-Classroom			
27	In School Administration	66,300	66,467	167
28	Teacher Consultants & Coordinators	5,457	5,500	43
29	Administration and Governance	25,276	25,740	464
30	School Operations & Maintenance	91,947	93,131	1,184
31	Continuing Education	22,914	22,969	55
32	Transportation	29,228	28,832	(396)
33	**Sub-total Non-Classroom**	**241,122**	**242,639**	1,517
34	**Operating Expenditures**	**1,005,654**	**1,024,913**	**19,259**
	Other			
35	Temporary Accommodation	4,736	3,772	(964)
36	**Total Other**	**4,736**	**3,772**	**(964)**
37	Other Operating Expenditures	36,799	40,380	3,581
38	**TOTAL EXPENDITURES**	**1,047,190**	**1,069,065**	**21,875**
39	**In Year Surplus (Deficit)**	3,728	1,344	
40	**Accumulated Surplus (Deficit) Balance as at August 31, 2015**	(16,875)	(15,274)	
41	**Accumulated Surplus (Deficit) - Projected Balance as at August 31, 2016**	**(13,147)**	**(13,930)**	**(784)**

2015-16 BUDGET REVISED ESTIMATES
BY FUNCTIONAL CLASSIFICATION

	2015/2016 Revised Estimates	2016-2017 Proposed Changes		
		$	%	FTE
Expenditures				
Instructional Day School	$ 714,467,549	$ 6,900,000	1.0%	93.0
School Office	66,265,128	520,000	0.8%	5.0
Student Support Services	41,421,379	1,229,000	3.0%	17.0
Curriculum & Accountability	6,376,031		-	
Staff Development	1,390,183		-	
Student Success	2,695,732		-	
Special Education Departments	4,178,763		-	
Safe School Team	201,500		-	
Director's Office	5,884,387	218,334	3.7%	
Communications	559,901	58,333	10.4%	
Human Resources	4,967,578	158,333	3.2%	
Business Administration	4,606,150	178,333	3.9%	
Legal Fees	742,955		-	
Corporate Services	1,168,623	33,333	2.9%	
Employee Relations	800,782	33,334	4.2%	
Facilities Services & Planning Services	1,754,772		-	
Catholic Education Centre	2,529,911		-	
Continuing Education	22,969,198		-	
Computer Services & Information Technology	19,846,233	60,000	0.3%	
Transportation	28,832,062	2,850,000	9.9%	
Operations & Maintenance	93,130,714	1,400,000	1.5%	1.5
Other Expenditures	124,106		-	
Total Expenditures Reduction Opportunities	**$ 1,024,913,637**	**$ 13,639,000**	**1.3%**	**116.5**
Revenues				
Other Grant and Other Revenues	$ 79,161,133	$ 5,500,000	6.9%	
Total Expenditure Reductions and Revenue Generating Opportunities		**$ 19,139,000**		**116.5**

Scenario 3: Total Reductions of $28.4M spread out over 3 years with the objective of not increasing the accumulated deficit in each year and eliminating the deficit in the 4th and final year of the MYRP.

	2014-2015 Actuals ($M)	2015-2016 Rev.Est. Projections ($M)	2016-2017 Projections ($M)	2017-2018 Projections ($M)	2018-2019 Projections ($M)
Opening Accumulated Surplus / (Deficit)	(7.4)	(15.3)	(14.0)	(14.0)	(14.0)
Total Revenue	1103.3	1070.4	1061.8	1053.3	1054.8
Expenditures	1111.2	1098.5	1069.1	1061.8	1053.3
Board Approved Expenditure Reductions	0.0	(29.4)	0.0	0.0	0.0
Further Expenditure Reductions Required	0.0	0.0	(7.3)	(8.5)	(12.6)
Total Expenditures	1111.2	1069.1	1061.8	1053.3	1040.7
In-Year Surplus / (Deficit)	(7.9)	1.3	0.0	0.0	14.1
Accumulated Surplus / (Deficit)	(15.3)	(14.0)	(14.0)	(14.0)	0.1

Asssumptions:

a) Initial expenditure projections before expenditure reductions in 2016-17 and 2017-18 assume the same level of expenditure as 2015-16

b) Numbers have been rounded to the nearest hundred thousand

c) Revenue assumptions for 2016-17-18-19 do not include potential decline in enrolment

d) Revenue Generation opportunities, i.e. Revised Permit Rates, Parking Fees, etc., will increase 2018-19 Revenues by $1.5M

e) TCDSB will strive to attain an unappropriated accumulated surplus balance of approximately 1% by the end of 2019-2020

f) Occasional Teacher Costs are trending higher than historical average trends and will create cost pressures in the current and future fiscal

g) Transportation bussing costs are increasing and will create an annual cost pressure of $4.4M in the 2016-17 and future fiscal years. This additional cost pressure not included in the forecasted expenditures will be accounted for as part of the annual budget planning process.

h) Cost of movement on the Teachers' Salary Grids for Qualifications & Experience will create cost pressures in future years.

i) Energy Savings will depend on upon utility rates and seasonal weather fluctuations

j) The work of School Board Accommodation Review Committees which may lead to school consolidations/closures may generate savings in future fiscal years.

Summary of Potential Transportation Expenditure Reductions

Transportation Expenditure	Number of Students Impacted	Potential Savings	Potential Savings per Student	Potential Risk of Student Loss to TDSB [Note 1]	Special Needs or Students Requiring Financial Aid (Vulnerable)	Cumulative Potential Savings	Qualifying (Q) or Non-Qualifying (NQ)
Non-Qualifying EXC	7,226	$1,009,160	$140	High		$1,009,160	NQ
High School EXC (Financial hardship)	630	$461,790	$733	High	Yes	$1,470,950	NQ
Section 23 Transportation	58	$137,490	$2,371	Medium		$1,608,440	NQ
Summer Transit (Math & Language)	632	$49,296	$78	Low		$1,657,736	NQ
Summer School (Special Needs)	358	$277,875	$776	Low	Yes	$1,935,611	NQ
Co-Op Tickets	1,215	$296,466	$244	Low		$2,232,077	Q
Co-Op Tickets (Special Needs)	297	$179,388	$604	Low	Yes	$2,411,465	Q
Eastern Rite Realignment [Note 2]	361	$201,832	$559	Low		$2,613,297	Q
Eastern Rite Transportation [Note 3]	584	$201,832	$346	Low		$2,815,129	Q
Extended French Tickets	47	$34,451	$733	Medium		$2,849,580	Q
Grand Total:	**11,408**	**2,849,580**					

Note 1: Risk calculated based on geographic proximity of student home address to nearby TDSB vs TCDSB schools.

Note 2: Eastern Rite students currently receiving transportation outside of new boundaries

Note 3: All remaining Eastern Rite students not included in re-alignment

	Revised Estimates 2015-16 Program Areas	**FTE**	**Salary**	**Total Benefits**	**TOTAL SALARY & BENEFITS**
	CLASSROOM INSTRUCTION				
1	Classroom Teachers - Other than included elsewhere- Elementary	2,392.00	$ 213,072,838	$ 27,662,061	$ 240,734,900
2	Classroom Teachers - Other than included elsewhere-Secondary	1,645.90	146,612,284	19,033,857	165,646,142
3	Classroom Teachers - French - Extended and Immersion- Elementary	123.50	11,001,043	1,428,204	12,429,248
4	Classroom Teachers - French - Extended and Immersion- Secondary	30.80	2,743,580	356,184	3,099,764
5	Spec Ed. Elementary Teachers	159.50	14,207,825	1,844,523	16,052,348
6	Spec Ed. Secondary Teachers	141.70	12,622,250	1,638,676	14,260,926
7	Continuing Education Summer and Adult day	13.50	1,202,543	156,119	1,358,663
8	Classroom Teachers - Music (Elementary)	123.70	11,018,859	1,430,517	12,449,376
9	Classroom Teachers - Physical Education (Elementary)	158.20	14,092,025	1,829,489	15,921,514
10	Classroom Teachers - French - Core (Elementary)	292.30	26,037,287	3,380,276	29,417,563
11	Classroom Teachers - Other Specialist Teachers (Elementary)	25.00	2,226,932	289,110	2,516,042
12	Classroom Teachers - Student Success Teachers (Secondary)	43.20	3,848,138	499,582	4,347,721
13	Classroom Teachers - Resource Teachers and Other- Elementary	141.50	12,604,434	1,636,364	14,240,798
14	Classroom Teachers - Resource Teachers and Other- Secondary	50.30	4,480,587	581,690	5,062,277
15	Classroom Teachers -Special Education Resource Teachers and Other-Elementary	312.00	27,792,109	3,608,095	31,400,204
16	Classroom Teachers -Special Education Resource Teachers and Other-Secondary	72.70	6,475,918	840,732	7,316,650
17	Classroom Teachers - Care and Treatment and Correctional Facilities-Elementary Spec Ed	8.50	757,157	98,297	855,454
18	Classroom Teachers - Care and Treatment and Correctional Facilities-Secondary Spec Ed	13.00	1,158,005	150,337	1,308,342
	Total Classroom Instruction Staff	**5,747.30**	**$ 511,953,814**	**$ 66,464,116**	**$ 578,417,930**

	Revised Estimates 2015-16 Program Areas	**FTE**	**Salary**	**Total Benefits**	**TOTAL SALARY & BENEFITS**
	EDUCATION ASSISTANTS AND EARLY CHILDHOOD EDUCATORS				
19	Educational Assistants (General) Elementary	9.80	371,906	131,824	503,731
20	Educational Assistants (General) Secondary	1.00	37,950	13,451	51,401
21	Educational Assistants (General Spec. Ed Elementary	650.10	24,671,057	8,744,790	33,415,847
22	Educational Assistants (General) Spec. Ed Secondary	334.10	12,678,972	4,494,131	17,173,103
23	Early Childhood Educators	390.00	17,777,012	4,639,800	22,416,812
24	Care and Treatment and Correctional Facilities Assistants. Spec Ed - Elementary	4.00	182,328	47,588	229,916
	STUDENT SUPPORT - PROFESSIONALS, PARAPROFESSIONALS AND TECHNICIANS	**1,389.00**	**$ 55,719,225**	**$ 18,071,585**	**$ 73,790,810**
25	Student Support Staff - Social Services - Elementary	30.50	2,873,664	841,043	3,714,707
26	Student Support Staff - Social Services- Secondary	20.50	1,931,479	565,291	2,496,770
27	Student Support Staff - Social Services- Spec Ed- Elementary	0.40	37,687	11,030	48,717
28	Student Support Staff - Social Services- Spec Education Secondary	0.20	18,844	5,515	24,359
29	Student Support Staff - Child & Youth workers- Elementary	49.50	2,412,169	698,986	3,111,155
30	Student Support Staff - Child & Youth workers- Secondary	33.40	1,627,605	471,639	2,099,244
31	Student Support Staff - Child & Youth workers- Spec Ed- Elementary	57.30	2,792,268	809,129	3,601,397
32	Student Support Staff - Child & Youth workers- Spec Ed- Secondary	37.90	1,846,893	535,183	2,382,076
33	Student Support Staff - Speech Services Elementary	10.40	923,274	270,217	1,193,491
34	Student Support Staff - Speech Services Secondary	7.00	621,435	181,877	803,311
35	Student Support Staff - Speech Services Spec Education - Elementary	12.80	1,136,337	332,575	1,468,912
36	Student Support Staff - Speech Services Spec Education - Secondary	8.60	763,477	223,449	986,926
37	Student Support Staff - Psychological Services Elementary	13.10	1,187,611	347,581	1,535,193
38	Student Support Staff - Psychological Services Secondary	8.80	797,785	233,490	1,031,274
39	Student Support Staff - Psychological Services Spec Education - Elementary	16.20	1,468,649	429,833	1,898,482
40	Student Support Staff - Psychological Services Spec Education - Secondary	10.80	979,099	286,556	1,265,655

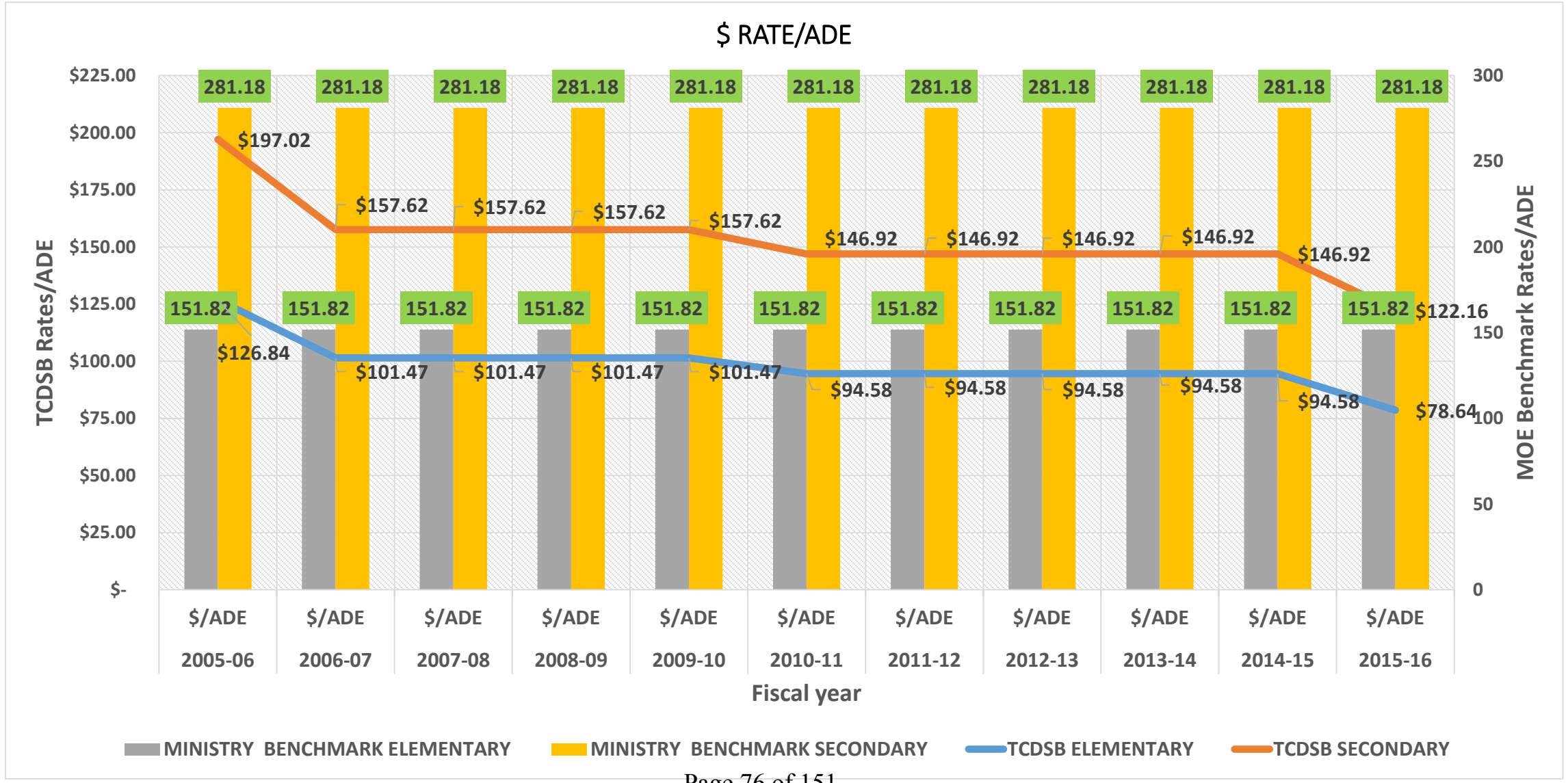
	Revised Estimates 2015-16 Program Areas	**FTE**	**Salary**	**Total Benefits**	**TOTAL SALARY & BENEFITS**
41	Student Support Staff - Attendance Counselling Elementary	0.30	10,663	2,648	13,310
42	Student Support Staff - Attendance Counselling Secondary	0.20	7,108	1,765	8,873
43	Student Support Staff - Attendance Counselling Spec Education Elementary	0.30	10,663	2,648	13,310
44	Student Support Staff - Attendance Counselling Spec Education Secondary	2.00	71,084	17,651	88,734
45	Student Support Staff - Lunchroom or Noon Hour or Bus or Yard Supervision Elementary	419.00	1,364,569	-	1,364,569
46	Student Support Staff - Lunchroom or Noon Hour or Bus or Yard Supervision Secondary	80.00	1,523,897	234,739	1,758,636
47	Student Support Staff - Computer and Other Technical Services Elementary	19.00	675,294	167,682	842,976
48	Student Support Staff - Computer and Other Technical Services Secondary	26.90	956,074	237,403	1,193,477
49	Student Support Staff - Computer and Other Technical Services Spec Education Elementary	2.00	71,084	17,651	88,734
50	Student Support Staff - Computer and Other Technical Services Spec Education Secondary	1.00	35,542	8,825	44,367
51	Student Support Staff - Other Prof and Paraprof, - Elementary	162.30	5,768,434	1,432,358	7,200,792
52	Student Support Staff - Other Prof and Paraprof, Teachers or Teacher Assistants- Secondary	84.70	3,010,390	747,509	3,757,899
53	Student Support Staff - Other Prof and Paraprof, Spec Education Elementary	2.00	71,084	17,651	88,734
54	Student Support Staff - Other Prof and Paraprof, Spec Education Secondary	1.00	35,542	8,825	44,367
55	Student Support Staff - Other Prof and Paraprof, Teachers or Teacher Assistants- Continuing Education	251.20	17,931,298	3,040,000	20,971,298
	Total	**1,369.30**	**$ 52,961,000**	**$ 12,180,748**	**$ 65,141,748**

	Revised Estimates 2015-16 Program Areas	FTE	Salary	Total Benefits	TOTAL SALARY & BENEFITS
	LIBRARY AND GUIDANCE				
56	Library and Guidance Staff - Library Teachers Secondary	27.20	1,764,222	300,888	2,065,110
57	Library and Guidance Staff - Guidance Teachers- Elementary	12.00	778,333	132,745	911,078
58	Library and Guidance Staff - Guidance Teachers- Secondary	72.80	4,721,888	805,319	5,527,207
59	Library and Guidance Staff - Library technicians	111.00	7,199,581	1,227,890	8,427,472
	Total	**223.00**	**$ 14,464,024**	**$ 2,466,843**	**$ 16,930,867**
60	**SCHOOL ADMINISTRATION** School Administration Staff - Principals (Administrative Time) Elementary	167.00	19,907,570	2,502,541	22,410,111
61	School Administration Staff - Principals (Administrative Time) Secondary	34.00	4,053,038	509,499	4,562,537
62	School Administration Staff - Vice-Principals (Administrative Time) Elementary	42.50	5,066,298	636,874	5,703,172
63	School Administration Staff - Vice-Principals (Administrative Time) Secondary	62.00	7,390,834	929,087	8,319,921
64	School Administration Staff - Principals (Administrative Time) Spec Education - Elementary	1.00	119,207	14,985	134,192
65	School Administration Staff - Vice-Principals (Administrative Time) Spec Education - Elementary	0.50	59,604	7,493	67,096
66	School Administration Staff - Principals (Administrative Time) Continuing education	0.50	59,604	7,493	67,096
67	School Administration Staff - Vice-Principals (Administrative Time) Continuing education	0.50	59,604	7,493	67,096
	Total	**308.00**	**$ 36,715,757**	**$ 4,615,465**	**$ 41,331,222**
68	School Administration Staff - Clerical and Secretarial Elementary	213.30	10,056,190	2,903,336	12,959,527
69	School Administration Staff - Clerical and Secretarial- Secondary	143.00	6,741,844	1,946,447	8,688,290
	Total	**356.30**	**$ 16,798,034**	**$ 4,849,783**	**$ 21,647,817**
	Resource Teachers				
70	Staff - Resource Teachers Elementary	21.00	1,712,340	439,105	2,151,445
71	Staff - Resource Teachers Secondary	20.50	1,671,570	428,650	2,100,220
72	Staff - Resource Teachers Continuing Education	2.50	203,850	52,274	256,124
73	Staff - Resource Teachers Clerical and Secretarial	9.00	733,860	188,188	922,048
	Total	**53.00**	**$ 4,321,620**	**$ 1,108,217**	**$ 5,429,837**

	Revised Estimates 2015-16 Program Areas	FTE	Salary	Total Benefits	TOTAL SALARY & BENEFITS
	Total Staffing - Instruction	**9,445.90**	**$ 692,933,474**	**$ 109,756,757**	**$ 802,690,231**
	ADMINISTRATION AND GOVERNANCE				
74	Admin & Govern Staff - Trustees	14.00	256,702	10,698	267,400
75	Admin & Govern Staff - Directors and Supervisory Officers	18.00	2,832,951	906,544	3,739,495
76	Admin & Govern Staff - Directors Office Managerial	3.00	232,069	66,673	298,742
77	Admin & Govern Staff - Directors Office Clerical and Admin	9.00	370,755	106,518	477,273
78	Admin & Govern Staff - Finance Managerial	8.00	742,937	213,446	956,383
79	Admin & Govern Staff - Finance Clerical and Admin	13.00	953,471	273,932	1,227,403
80	Admin & Govern Staff - Procurement Managerial	2.00	180,918	51,978	232,896
81	Admin & Govern Staff - Procurement Clerical and Admin	5.00	273,478	78,570	352,048
82	Admin & Govern Staff - Human Resource Administration - Managerial /Professional	24.00	2,025,401	581,898	2,607,299
83	Admin & Govern Staff - Human Resource Administration - Clerical and Secretarial	26.00	1,152,949	331,242	1,484,191
84	Admin & Govern Staff - Payroll Administration- Managerial and Professional	5.00	571,926	164,314	736,240
85	Admin & Govern Staff - Payroll Administration- Clerical and Secretarial	10.00	530,488	152,409	682,897
86	Admin & Govern Staff - Administration, Other Support and Non-staff-Managerial and Professional	14.00	2,285,188	657,610	2,942,798
87	Admin & Govern Staff - Administration, Other Support and Non-staff-Clerical and administration	20.00	1,446,301	415,522	1,861,823
88	Admin & Govern Staff - Information Technology Administration-Managerial and Professional	13.00	1,312,726	377,146	1,689,872
89	Admin & Govern Staff - Information Technology Administration- Clerical and Administration	5.70	393,593	113,079	506,672
	Total	**189.70**	**$ 15,561,853**	**$ 4,501,580**	**$ 20,063,433**
	PUPIL TRANSPORTATION				
90	Pupil Transportation Staff - Managerial or Professional	5.50	487,322	136,937	624,259
91	Pupil Transportation Staff - Clerical and Secretarial	7.00	439,568	106,346	545,914
	Total Transportation	**12.50**	**$ 926,890**	**$ 243,283**	**$ 1,170,173**

	Revised Estimates 2015-16 Program Areas	FTE	Salary	Total Benefits	TOTAL SALARY & BENEFITS
	SCHOOL OPERATIONS				
92	School Operations Staff - Managerial or Professional	50.00	3,404,882	1,110,418	4,515,300
93	School Operations Staff - Clerical and Secretarial	21.30	587,906	191,652	779,558
94	School Operations Staff - Custodial Elementary	413.30	19,078,987	7,268,106	26,347,093
95	School Operations Staff - Custodial Secondary	193.80	8,946,304	3,408,079	12,354,383
96	School Operations Staff - Maintenance - Elementary	47.90	2,211,187	842,348	3,053,534
97	School Operations Staff - Maintenance - Secondary	23.10	1,066,355	406,226	1,472,581
98	Other Non-operating - All staff	66.50	3,069,810	1,169,439	4,239,249
	Total Admin., Trans. & School Ops. Staffing	**815.90**	**$ 38,365,431**	**$ 14,396,267**	**$ 52,761,698**
	Total Staffing Categories	**10,464.00**	**$ 747,787,648**	**$ 128,897,887**	**$ 876,685,535**

School Block Budget Yearly Rate/ADE



TORONTO CATHOLIC DISTRICT SCHOOL BOARD		
Programs or Staffing Cost Pressures not fully funded by GSNs		
Description	**FTE 2015-16**	**Estimated 2015-16 Cost NFF/UF**
Programs Not Fully Funded (NFF)		
International Languages	24.0	$ 1,401,888
Resource Teachers (Elem & Sec)	15.0	1,576,380
French Immersion Programs	9.0	900,000
Small Schools Cost Pressures *	90.1	9,008,438
Special Education Short fall	155.9	15,592,545
Transportation		9,128,047
Sub Total	**294.0**	**$ 37,607,298**
Programs Unfunded (UF)		
5th Block Program Teachers	31.0	3,101,798
Chaplaincy	24.8	2,518,093
Secondary Student Supervisors	80.0	1,752,000
Sub Total	**135.8**	**$ 7,371,891**
Total Programs Not Fully Funded/Unfunded	**429.8**	**$ 44,979,189**
* Includes but is not limited to Msgr. Fraser Under 21 Day school Program and Elementary Teacher Prep-Time & Specialty Teachers		

2015-16 ESTIMATES COMPARTIVE ELEMENTARY TEACHER STAFFING (Including Library Technicians)

ENROLMENT	Toronto DSB	Durham DSB	York Region DSB	Peel DSB	Toronto Catholic DSB	York Catholic DSB	Dufferin-Peel Catholic DSB	Durham Catholic DSB	*Provincial Totals*	*GTA*
Elem Pupils of the Boards, Other Puplls & Over 21 Pupils ADE	172,135.0	47,164.0	84,174.0	113,411.0	60,027.5	37,085.9	49,510.0	14,319.0	1,358,412.0	665,885.4
Sec Pup of the Board, Other pupils, High Credit & Over 21 ADE	73,037.3	20,945.6	38,107.5	41,129.1	29,488.0	18,147.3	31,820.2	6,712.0	616,769.4	292,493.9
Total Elem & Sec Pupils, Other pupils, High Credit&Over 21 Pupils	245,172.3	68,109.6	122,281.5	154,540.1	89,515.5	55,233.1	81,330.2	21,031.0	1,975,181.4	958,379.3

STAFF PER 1000 ADE - 2015-16 ESTIMATES COMPARITIVE ELEMENTARY TEACHER STAFFING STAFF (Incl. Library Technicians)

CLASSROOM , LIBRARY AND GUIDANCE TEACHERS PER 1000 PUPILS ADE	Toronto DSB	Durham DSB	York Region DSB	Peel DSB	Toronto Catholic DSB	York Catholic DSB	Dufferin-Peel Catholic DSB	Durham Catholic DSB	*Provincial Totals*	*GTA*	*FTE # of TCDSB Staff (under)/Over Provincal Average*	*FTE # TCDSB Staff (Under)/ Over GTA Boards*	*FTE # TCDSB Staff (Under)/Over TDSB Board*
Classroom Specialist (Prep-Time) Music, French Core, Physical Ed, Etc. *	7.5	8.2	7.7	7.0	9.9	9.3	9.1	-	6.6	7.6	197.09	136.89	142.21
Classroom Teachers - Resource Teachers and Other	0.7	0.4	3.5	0.6	2.4	0.9	2.7	-	1.3	1.5	64.56	54.32	102.44
Total Classroom Teachers	50.9	50.7	51.7	52.4	54.0	53.5	53.7	53.6	53.3	52.5	37.77	89.33	183.68
Total Library & Guidance Teachers & Library Technicians	1.6	1.5	1.2	1.4	2.0	1.4	0.8	1.5	1.0	1.2	64.84	50.24	26.28
TOTAL REGULAR CLASSROOM, LIBRARY AND GUIDANCE TEACHERS p	52.5	52.2	53.0	53.8	56.0	54.9	54.5	55.1	54.3	53.7	102.60	139.57	209.96

NOTE

***- Specialist Classroom Teachers (Prepartion Time Teachers) for TCDSB is the greater than the GTA and Provincial average**

2015-16 ESTIMATES COMPARTIVE SECONDARY TEACHER STAFFING

ENROLMENT	Toronto DSB	Durham DSB	York Region DSB	Peel DSB	Toronto Catholic DSB	York Catholic DSB	Dufferin-Peel Catholic DSB	Durham Catholic DSB	*Provincial Totals*	*GTA*
Elem Pupils of the Boards, Other Puplls & Over 21 Pupils ADE	172,135.0	47,164.0	84,174.0	113,411.0	60,027.5	37,085.9	49,510.0	14,319.0	1,358,412.0	665,885.4
Sec Pup of the Board, Other pupils, High Credit & Over 21 ADE	73,037.3	20,945.6	38,107.5	41,129.1	29,488.0	18,147.3	31,820.2	6,712.0	616,769.4	292,493.9
Total Elem & Sec Pupils, Other pupils, High Credit&Over 21 Pupils	245,172.3	68,109.6	122,281.5	154,540.1	89,515.5	55,233.1	81,330.2	21,031.0	1,975,181.4	958,379.3

STAFF PER 1000 ADE - 2015-16 ESTIMATES COMPARITIVE SECONDARY TEACHER STAFFING STAFF

CLASSROOM , LIBRARY AND GUIDANCE TEACHERS PER 1000 PUPILS ADE	Toronto DSB	Durham DSB	York Region DSB	Peel DSB	Toronto Catholic DSB	York Catholic DSB	Dufferin-Peel Catholic DSB	Durham Catholic DSB	*Provincial Totals*	*GTA*	*FTE # of TCDSB Staff (under)/Over Provincal Average*	*FTE # TCDSB Staff (Under) /Over GTA Boards*	*FTE # TCDSB Staff (Under)/Over TDSB Board*
Total Secondary Classroom & Resource Teachers *	55.1	58.2	53.7	57.1	60.0	58.4	60.9	61.3	59.3	58.1	19.38	56.07	144.36
Total Library and Guidance Teachers	4.0	3.7	3.7	3.7	3.4	3.5	3.2	4.0	3.5	3.5	(3.60)	(4.55)	(17.49)
TOTAL SECONDARY REGULAR CLASSROOM, LIBRARY & GUIDANCE T	59.1	61.9	57.4	60.8	63.4	61.9	64.1	65.3	62.8	61.6	15.78	51.52	126.87

*- Secondary Classroom and Resource teachers for TCDSB are greater than the the GTA and the Provincial averages

2015-16 ESTIMATES COMPARATIVE STAFFING SPECIAL EDUCATION STAFF (SPEC. ED. TEACHERS, TEACHER ASSISTANTS, SOCIAL, CYW'S, SPEECH, PSYCH., ETC.)

ENROLMENT	Toronto DSB	Durham DSB	York Region DSB	Peel DSB	Toronto Catholic DSB	York Catholic DSB	Dufferin-Peel Catholic DSB	Durham Catholic DSB	*Provincial Totals*	*GTA*
Elem Pupils of the Boards, Other Pupils & Over 21 Pupils ADE	172,135.0	47,164.0	84,174.0	113,411.0	60,027.5	37,085.9	49,510.0	14,319.0	1,358,412.0	665,885.4
Sec Pup of the Board, Other pupils, High Credit & Over 21 ADE	73,037.3	20,945.6	38,107.5	41,129.1	29,488.0	18,147.3	31,820.2	6,712.0	616,769.4	292,493.9
Total Elem & Sec Pupils, Other pupils, High Credit&Over 21 Pupils	245,172.3	68,109.6	122,281.5	154,540.1	89,515.5	55,233.1	81,330.2	21,031.0	1,975,181.4	958,379.3

STAFF PER 1000 ADE - ELEMENTARY AND SECONDARY SPECIAL

ELEMENTARY CLASSROOM TEACHERS PER 1000 ELEMENTARY PUPILS ADE	Toronto DSB	Durham DSB	York Region DSB	Peel DSB	Toronto Catholic DSB	York Catholic DSB	Dufferin-Peel Catholic DSB	Durham Catholic DSB	*Provincial Totals*	*GTA*	*FTE # of TCDSB Staff (under)/Over Provincal*	*FTE # TCDSB Staff (Under)/ Over GTA Boards*	*FTE # TCDSB Staff (Under)/Over TDSB Board*
Total Classroom Teachers Elementar Special Ed.	9.8	7.4	9.2	6.9	8.0	6.5	6.3	3.8	7.2	7.9	44.82	8.03	(106.38)
Total Secondary Special Ed. Classroom Teachers	7.9	7.9	9.3	6.5	7.7	5.6	4.7	2.7	6.8	7.1	27.84	19.13	(6.57)
Total Elementary and Secondary Special Education Teachers	17.7	15.3	18.4	13.5	15.7	12.1	11.0	6.5	14.0	14.9	72.66	27.16	(112.94)

OTHER SPECIAL EDUCATION STAFF (ED. ASSISTANTS, SOCIAL, CYW'S, SPEECH, PSYCH SERVICES, ETC.) PER 1000 TOTAL PUPILS

Total Education Assistants	7.8	12.7	11.1	11.1	11.2	9.7	7.5	13.1	11.8	10.2	(58.86)	82.50	304.52
Student Support Staff - Social Services	0.5	0.3	-	0.4	0.6	-	0.5	0.8	0.4	0.4	19.55	17.38	6.14
Student Support Staff - Child & Youth workers	1.5	-	0.1	0.0	2.0	0.6	1.4	0.2	0.7	0.8	119.34	103.90	45.05
Student Support Staff - Speech Services	0.3	0.6	0.4	0.3	0.4	0.3	0.5	0.5	0.4	0.4	4.96	6.00	10.87
Student Support Staff - Psychological Services	0.6	0.4	0.4	0.4	0.5	0.4	0.5	0.4	0.4	0.4	16.45	8.76	(0.83)
Student Support Staff - Attendance Counselling	0.0	0.0	0.2	-	0.0	0.1	-	-	0.1	0.0	(8.09)	(1.01)	(1.58)
Total Social, CYW's, Speech, Psych., *	2.9	1.3	1.0	1.1	3.6	1.3	2.9	1.9	1.9	2.1	152.22	135.02	59.66
Total Special Education	28.4	29.3	30.6	25.6	30.4	23.1	21.4	21.4	27.7	27.2	166.02	244.68	251.23

SUMMARY OF SPECIAL ED REVENUES AND EXPENSES AS AT 2015-16 ESTIMATES

Total Special Education Grant Allocation	330,588,364	95,328,998	153,286,281	192,540,679	121,344,635	70,923,817	96,404,371	27,317,567	2,695,184,665	1,250,353,505
Foundation Transfer for Self Contained Classrooms	86,027,855	12,951,870	34,174,439	15,913,714	5,114,954	4,337,544	7,952,801	0	258,959,898	175,823,331
Total Special Ed Grant & Foundation Transfer	416,616,219	108,280,868	187,460,720	208,454,393	126,459,589	75,261,361	104,357,172	27,317,567	2,954,144,563	1,426,176,836
Special Education Self-Contained Classes ADE	16,620	2,470	6,797	3,005	960	880	1,559	-	49,706	34,221
Total Elem & Secondary Spec. Ed Expenses	434,186,398	110,134,180	203,549,100	218,789,446	141,993,803	80,324,800	105,753,268	27,953,621	3,124,996,682	1,509,257,699
Spec Ed Surplus/(Deficit) Before HNA moved to MOV	(14,963,010)	(1,809,530)	(18,073,203)	(21,052,072)	(11,904,259)	(4,422,190)	(6,278,648)	(2,392,830)		
Revenue Gain/(Loss) due to Reallocated HNA to MOV	(2,607,169)	(43,782)	1,984,823	10,717,019	(3,629,955)	(641,249)	4,882,553	1,756,775		
2015-16 Spec. Ed Surplus/(Deficit) at 15-16 Estimates	(17,570,179)	(1,853,312)	(16,088,380)	(10,335,053)	(15,534,214)	(5,063,439)	(1,396,096)	(636,054)	(170,852,119)	(83,080,863)

Note

*** -The Total Student Support staff Social Worker, Speech and Psychological Services is greater than the Provincial and GTA Averages**

OTHER SCHOOL BASED AND ADMINISTRATIVE SUPPORT STAFF

ENROLMENT	Toronto DSB	Durham DSB	York Region DSB	Peel DSB	Toronto Catholic DSB	York Catholic DSB	Dufferin-Peel Catholic DSB	Durham Catholic DSB	*Provincial Totals*	*GTA*
Elem Pupils of the Boards, Other Pupils & Over 21 Pupils ADE	172,135.0	47,164.0	84,174.0	113,411.0	60,027.5	37,085.9	49,510.0	14,319.0	1,358,412.0	665,885.4
Sec Pup of the Board, Other pupils, High Credit & Over 21 ADE	73,037.3	20,945.6	38,107.5	41,129.1	29,488.0	18,147.3	31,820.2	6,712.0	616,769.4	292,493.9
Total Elem & Sec Pupils, Other pupils, High Credit&Over 21 Pupils	245,172.3	68,109.6	122,281.5	154,540.1	89,515.5	55,233.1	81,330.2	21,031.0	1,975,181.4	958,379.3

STAFF PER 1000 ADE - ELEMENTARY AND SECONDARY SECONDARY STUENT

2015-16 ESTIMATES PROVINCIAL DATA - Comparison of Staffing Per 1000 Pupils (ADE)	Toronto DSB	Durham DSB	York Region DSB	Peel DSB	Toronto Catholic DSB	York Catholic DSB	Dufferin-Peel Catholic DSB	Durham Catholic DSB	Provincial Totals	GTA	*FTE # of TCDSB Staff (under)/Over Provincal*	*FTE # TCDSB Staff (Under)/Over GTA Boards*	*FTE # TCDSB Staff (Under)/Over TDSB Board*
Secondary Student Supervisor, (Lunchroom,NoonHour, Bus or Yard Supervision	1.3	-	0.0	0.5	2.7	-	1.1	4.0	0.6	0.9	63.68	54.32	42.13
Elementary Vice Principals	1.1	1.4	1.2	1.5	0.7	0.5	1.1	0.7	1.0	1.1	(14.13)	(23.97)	(20.04)

2015-16 ESTIMATES COMPARITIVE STAFFING FOR BOARD ADMIN., SCHOOL OPERATIONS, TRANSPORTATION AND OTHER NON-OPERATING STAFF

2015-16 ESTIMATES COMPARITIVE STAFFING STAFF PER 1000 ADE AND STAFF PER 1000 T4S ISSUED OTHER SCHOOL BOARDS FOR BOARD ADMIN., SCHOOL OPERATIONS, TRANSPORTATION AND OTHER STAFF

2015-16 ESTIMATES PROVINCIAL DATA - Comparison of Staffing Per 1000 Pupils (ADE) and HR and Payroll per 1000 T4's issued	Toronto DSB	Durham DSB	York Region DSB	Peel DSB	Halton DSB	Toronto Catholic DSB	York Catholic DSB	Dufferin-Peel Catholic DSB	Durham Catholic DSB	Halton Catholic DSB	*Provincial Totals*	*10 GTA Boards Totals*	*FTE # of TCDSB Staff (under)/Over Provincal Average*	*FTE # TCDSB Staff (Under)/Over 10 GTA Boards*	*FTE # TCDSB Staff (Under)/Over TDSB Board*
ADE Enrolment Estimates	243,268	68,042	121,076	154,260	61,646	88,075	54,960	81,228	21,018	32,372	1,954,132	925,943.5	*1,954,132*	*925,943*	*243,268*
Number of T4 slips issued by Board basis of funding Payroll & HR	47,227	12,050	20,716	26,274	10,626	16,507	11,900	13,137	3,750	4,494	369,224	166,681.0	*369,224*	*166,681*	*47,227*
Admin & Govern Staff - Trustees	0.09	0.21	0.10	0.08	0.18	0.16	0.22	0.16	0.38	0.28	0.38	0.14	(19.85)	1.92	6.03
Admin & Govern Staff - Directors and Supervisory Officers	0.19	0.18	0.19	0.19	0.19	0.20	0.22	0.23	0.43	0.34	0.28	0.21	(6.57)	(0.36)	0.98
Admin & Govern Staff - Directors Office	-	-	-	-	-	-	-	-	-	-	0.00	-	(0.05)	-	-
Admin & Govern Staff - Directors Office	-	0.18	0.06	-	0.02	0.03	0.04	-	0.19	0.09	0.04	0.03	(0.68)	(0.04)	3.00
Admin & Govern Staff - Directors Office	0.21	-	0.06	0.21	0.10	0.10	0.18	0.25	-	0.43	0.20	0.16	(8.74)	(5.06)	(9.10)
Admin & Govern Staff - Directors Office	0.21	0.18	0.11	0.21	0.11	0.14	0.22	0.25	0.19	0.53	0.24	0.19	(9.46)	(5.10)	(6.10)
Admin & Govern Staff - Finance	0.18	0.29	0.32	0.22	0.24	0.24	0.30	0.28	0.29	0.31	0.35	0.25	(10.24)	(0.79)	4.89
Admin & Govern Staff - Finance - Capital Planning Capacity-related	-	-	0.01	-	-	-	0.05	-	-	-	0.01	0.00	(0.83)	(0.33)	-
Admin & Govern Staff - Procurement	0.09	0.09	0.14	0.06	0.08	0.08	0.11	0.11	0.10	0.09	0.13	0.09	(4.26)	(1.28)	(1.33)
Admin & Govern Staff - Human Resource Administration (Per1000 T4 issued)	4.32	2.59	3.07	3.06	2.35	3.03	3.06	4.03	3.20	3.78	3.22	3.44	(3.18)	(6.73)	(21.37)
Admin & Govern Staff - Payroll Administration (Per 1000 T4 issued)	0.91	1.00	0.87	0.48	0.85	0.91	0.42	0.76	1.07	1.11	1.14	0.80	(3.80)	1.78	(0.03)
Admin & Govern Staff - Administration, Other Support and Non-staff	0.77	0.24	0.61	0.46	0.36	0.39	0.34	0.28	0.52	0.80	0.47	0.52	(7.01)	(12.01)	(33.49)
Admin & Govern Staff - Information Technology Administration	0.07	0.31	0.17	0.30	0.15	0.21	0.07	0.26	0.29	0.28	0.22	0.19	(1.08)	2.18	12.55
Admin & Govern Staff - Other	-	-	-	0.01	-	-	0.09	-	0.24	0.43	0.08	0.03	(7.14)	(2.38)	-
Total Board Administration Staff incl (Trustees & Supervisory Officers) *	6.84	5.08	5.60	5.07	4.52	5.35	5.10	6.37	6.69	7.95	6.53	5.86	(73.42)	(23.10)	(37.87)
Pupil Transportation Staff - Managerial or Professional	0.03	-	0.03	0.03	-	0.06	0.27	0.04	0.05	0.06	0.05	0.05	1.35	1.46	2.97
Pupil Transportation Staff - Managerial or Professional	0.03	-	0.03	0.03	-	0.06	0.27	0.04	0.05	0.06	0.05	0.05	1.35	1.46	2.97
Pupil Transportation Staff - Clerical and Secretarial	0.04	-	0.01	0.00	-	0.08	0.02	0.07	0.10	-	0.04	0.03	3.21	4.38	3.38
Pupil Transportation Staff - Technical and Specialized or Bus Drivers	0.10	-	-	-	-	-	-	-	-	-	0.03	0.03	(2.38)	(2.38)	(9.05)
Pupil Transportation Staff - Transportation Assistants	-	-	-	0.05	-	-	-	-	0.05	-	0.01	0.01	(0.45)	(0.76)	-
Total Transportation Staff	0.17	-	0.04	0.08	-	0.14	0.29	0.11	0.19	0.06	0.12	0.11	1.73	2.70	(2.71)
School Operations Staff - Managerial or Professional	0.43	0.46	0.58	0.30	0.34	0.57	0.31	0.27	0.29	0.31	0.46	0.41	9.78	13.95	11.98
School Operations Staff - Clerical and Secretarial	0.92	0.18	0.10	0.17	0.28	0.24	0.18	0.18	0.10	0.03	0.32	0.37	(6.59)	(11.16)	(60.16)
School Operations Staff - Custodial Staff	8.73	6.57	8.54	7.32	4.82	6.89	8.08	7.62	7.95	3.74	7.73	7.55	(73.82)	(57.70)	(161.71)
School Operations Staff - Maintenance	2.08	0.60	0.43	0.44	0.47	0.81	0.45	1.02	0.76	0.99	1.05	1.00	(21.07)	(16.84)	(112.38)
Total School Operations Staff	12.17	7.81	9.65	8.24	5.90	8.51	9.02	9.10	9.09	5.07	9.55	9.32	(91.70)	(71.76)	(322.26)
Total Brd Admin, Transportation & School Op Staff	19.18	12.88	15.28	13.39	10.43	14.00	14.41	15.58	15.97	13.08	16.20	15.29	(163.39)	(92.16)	(362.83)

Note

*- TCDSB Board Administration staffing ratios per 1000 shows that board administration staff is at 5.35 which is below the Provincial ratio of 6.53 by -1.18 and the GTA ratio of 5.87 by - 0.51

TORONTO CATHOLIC DISTRICT SCHOOL BOARD
SPECIAL EDUCATION REVISED BUDGET & GRANT ANALYSIS
2015-16

REVENUES	2011-12 Actuals	2012-13 Actuals	2013-14 Actuals	2014-15 Actuals	2015-16 Revised Estimates	
Special Education Per Pupil Amount (SEPPA)	59,296,057	58,646,949	57,661,145	63,163,303	62,899,043	
High Needs Amount (HNA)	51,980,968	51,759,436	51,465,328	52,314,728	49,793,637	
Special Incidence Portion (SIP)	2,261,712	2,580,241	2,473,497	2,140,937	2,140,937	
Special Education Equipment Amount (SEA)	5,417,056	4,064,381	5,092,036	3,223,305	3,210,425	
Section 23 Facilities Amount	2,646,323	2,252,924	2,681,014	2,644,778	2,685,682	
Self Contained Transfer from Foundation and Q&E	7,944,997	8,235,984	7,839,311	5,033,954	5,137,440	
Behaviour Expertise Amount	323,942	324,228	321,219	335,218	334,094	
TOTAL REVENUE	**129,871,055**	**127,864,143**	**127,533,550**	**128,856,223**	**126,201,258**	

TORONTO CATHOLIC DISTRICT SCHOOL BOARD
SPECIAL EDUCATION REVISED BUDGET & GRANT ANALYSIS

EXPENSE	2011-12 Actuals	2012-13 Actuals	2013-14 Actuals	2014-15 Actuals	2015-16 Revised Estimates	FTE
ELEMENTARY						
Classroom Teachers	41,155,862	39,568,315	40,562,321	41,081,393	38,537,289	471.50
Occassional Teachers	1,788,372	1,436,073	1,361,693	1,624,490	1,361,693	
Education Assistants	28,281,358	26,264,085	25,145,973	29,840,050	25,211,965	650.10
Professional & Paraprofessionals	7,347,890	7,565,538	7,614,093	6,041,417	6,888,564	91.00
Benefits for staff above	15,307,680	15,275,180	16,101,358	14,728,450	15,126,117	
Staff Development	274,878	381,532	493,616	121,962	305,320	
Special Education Equipment (SEA)	1,756,610	1,122,380	2,087,751	2,131,471	4,999,447	
Instructional Supplies & Services	850,770	667,366	725,469	547,274	523,003	
Fees & Contractual Services	3,489,806	3,791,090	3,075,786	2,825,297	639,806	
TOTAL ELEMENTARY	**100,253,226**	**96,071,559**	**97,168,060**	**98,941,804**	**93,593,204**	**1,212.60**
SECONDARY						
Classroom Teachers	19,412,404	21,250,516	21,192,720	20,947,155	18,061,866	214.40
Occassional Teachers	939,122	1,079,187	590,402	630,841	590,402	
Education Assistants	14,581,471	14,318,903	14,426,861	13,792,310	14,475,527	334.10
Professional & Paraprofessionals	3,341,992	3,548,509	3,707,981	4,883,453	2,717,403	61.50
Benefits for staff above	7,441,880	6,860,911	7,239,264	8,287,292	8,049,260	
Staff Development	7,373	4,737	4,943	3,138	6,812	
Special Education Equipment (SEA)	12,565	1,288	11,136	99,706	1,030,074	
Instructional Supplies & Services	220,758	103,313	24,937	1,405	220,758	
Fees & Contractual Services	26,400	133,733	7,491		26,400	
TOTAL SECONDARY	**45,983,965**	**47,301,097**	**47,205,735**	**48,645,300**	**45,178,502**	**610.00**
Program Cordination	**482,672**	**173,435**	**657,649**	**690,020**	**0**	
SECTION 23 PROGRAMS						
Principals & VPs	266,058	455,346	138,969	183,486	233,186	1.50
Classroom Teachers	2,130,919	1,957,744	2,070,568	2,162,453	2,185,998	21.50
Ed. Assistants	182,866	176,137	166,750	221,404	195,424	4.00
Supplies	66,480	26,412	62,935	77,435	73,395	
TOTAL SECTION 23 PROGRAMS	**2,646,323**	**2,615,639**	**2,439,222**	**2,644,778**	**2,688,003**	**27.00**

TORONTO CATHOLIC DISTRICT SCHOOL BOARD
SPECIAL EDUCATION REVISED BUDGET & GRANT ANALYSIS

BEHAVIOURAL EXPERTISE PROGRAMS						
Salaries and Benefits	432,550	452,937	388,702	366,788	334,094	
TOTAL BEHAVIOURAL PROGRAMS	**432,550**	**452,937**	**388,702**	**366,788**	**334,094**	
TOTAL SPECIAL EDUCATION EXPENSE /FTE	**149,798,736**	**146,614,667**	**147,859,368**	**151,288,690**	**141,793,803**	**1,849.60**
TOTAL REVENUES	**129,871,055**	**127,864,143**	**127,533,550**	**128,856,223**	**126,201,258**	
SURPLUS / (DEFICIT)	**(19,927,681)**	**(18,750,524)**	**(20,325,818)**	**(22,432,467)**	**(15,592,545)**	

Contracted CYW's (Included in Prof & Para Prof. Costs Above)	**2011-12 Actual**	**2012-13 Actual**	**2013-14 Actual**	**2014-15 Actual**	**2015-16 Revised Estimates**
Bartimaeus Inc.	301,294	267,705	341,384	392,842	25,000
Williams, Marijan & Associates	2,012,842	1,965,501	1,205,350	1,147,782	200,000
Beyond Support Services Inc.	512,990	1,154,497	783,113	644,409	175,000
	2,827,126	**3,387,703**	**2,329,847**	**2,185,032**	**400,000**

REPORT TO

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

HOMEWORK GUIDELINES

"Where there is no work, there is no dignity." Pope Francis

Created, Draft	First Tabling	Review
April 25, 2016	May 5, 2016	Click here to enter a date.

D. Koenig, Superintendent of Curriculum and Accountability

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

G. Poole
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

C. Jackson
Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier
Director of Education

A. EXECUTIVE SUMMARY

This report provides an update on the current homework guidelines that are posted on the TCDSB website and shared with school staff. The current criteria that outlines homework would imply that new homework provided over a holiday period would not be an accepted practice as it would not coincide with the TCDSB Homework Guidelines document.

B. PURPOSE

1. An individual presented at the March 3, 2016, Student Achievement meeting information related to the homework guidelines that are posted on the Board website. The address by the delegation was referred to staff.

C. BACKGROUND

1. An individual presented at the March 3, 2016, Student Achievement meeting information related to the homework guidelines that are posted on the Board website. Their concern was related to homework that was assigned during any holiday that is part of the TCDSB school year calendar.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The definition of homework as outlined in the TCDSB Homework Guidelines recognizes the value of homework that furthers students' learning in relation to the curriculum. Homework should be a positive experience.
2. Under the purpose of homework the guidelines state that a well-designed homework program should not be punitive. It should meet the developmental and individual needs of the student and reinforce and extend school experiences.
3. There are four main types of homework: a) completion b) preparation c) practice and application d) extension to enrich the regular classroom learning
4. These guidelines are clear in determining the purpose and types of homework that should be assigned in all TCDSB classrooms. The guideline would not be followed if new homework was being assigned specifically to be completed during a holiday period as outlined in the TCDSB school year calendar.

5. Staff will send out the TCDSB Homework Guidelines to all principals and reinforce the message regarding the purpose and type of homework that should be part of the regular classroom procedures. The message will reinforce that new homework specifically assigned to be completed during a holiday period would not be aligned with our current homework guidelines.

E. CONCLUDING STATEMENT

This report is for the consideration of the Board.

Homework Guidelines of the Toronto Catholic District School Board

Homework is a long recognized thread in the fabric of Catholic Education. The Toronto Catholic District School Board believes that homework represents a tradition of partnership between home and school. It represents an opportunity for partnership, a co-operative effort between home and school, involving parents, teachers and students.

OUR VISION OF THE LEARNER

The Toronto Catholic District School Board's
Graduate is expected to be:

1. ***A discerning believer*** formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection and moral living.
2. ***An effective communicator*** who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
3. ***A reflective, creative and holistic thinker*** who solves problems and makes responsible decisions with an informed moral conscience for the common good.
4. ***A self-directed, responsible, lifelong learner*** who develops and demonstrates their God-given potential.
5. ***A collaborative contributor*** who finds meaning, dignity and vocation in work, which respects the rights of all and contributes to the common good.
6. ***A caring family member*** who attends to family, school, parish, and the wider community.
7. ***A responsible citizen*** who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

The achievement of the expectations of a Toronto Catholic District School Board Graduate can be enhanced through an appropriate homework program based on the needs of the child.

Catholic education views human life as an integration of body, mind, and spirit. Rooted in this vision, Catholic education fosters the search for knowledge as a lifelong spiritual and academic quest. The expectations of the Toronto Catholic District School Board's graduates, therefore, are described not only in terms of knowledge and skills, but also in terms of values, attitudes and actions.

This foundation statement is intended for use by administrators and schools in their review and development of local school homework guidelines, and by School Councils, parents, teachers, and students in their ongoing work to enhance student achievement.

1. Definition of Homework

The Toronto Catholic District School Board recognizes the value of homework that furthers students' learning in relation to the curriculum. Homework should be a positive experience. The Board also recognizes the value to communicate clearly and effectively to parents the learning expectations related to homework.

Homework can be defined as an important and relevant learning activity that is related to the school program, and that takes place in a variety of settings in the home or in the community. When children complete homework, they consolidate and reinforce the learning from in-school experiences in a practical and meaningful way. Homework is a planned and purposeful activity that is linked to *The Ontario Curriculum Learning Expectations, Learning Skills, and Ministry of Education Reporting Guidelines, and the Ministry of Education Curriculum Guidelines.*

2. Purpose of Homework

Homework consists of relevant learning experiences that are related to the school curriculum.

A well-designed homework program **should**:

- meet the developmental and individual needs of the student.
- reinforce and extend school experiences.
- assist students in assuming responsibility for their own learning development.
- develop positive attitudes towards independent study and life-long learning.
- encourage the development of self-discipline, good work habits, and time management skills.
- enable parents to become involved and to participate in their child's learning.
- enable regular and on-going communication between teachers, parents and students.
- assist students in preparing for subsequent learning activities.

A well-designed homework program **should not**:

- be punitive.
- place unreasonable demands on the parent(s).

3. Time Guidelines

Grade	Amounts of Time
1 – 8	5 to 10 min. per grade **most nights** Grade One – 5 to 10 min. Grade Two 10 to 20 min. Grade Three – 15 to 20 min. Grade Four – 20 to 40 min. Grade Five – 25 to 50 min. Grade Six – 30 to 60 min. Grade Seven – 35 to 70 min. Grade Eight – 40 to 80 min. (plus Read Aloud or Independent Reading)
9 – 10	6 to 10 hours per week (depending on type of assignment, course, or program; some students, including those with special needs, may have more of an in-class focus for their learning)
11 – 12	an average of 10 to 20 hours per week (depending on grade and courses)

4. Types of Homework

Homework offers a variety of experiences, using a variety of mediums, which encourage and support children in relation to their in-school experiences.

There are four main types of homework:

TYPE	*REASON*	*EXAMPLES*
Completion	To keep up-to-date with classroom work.	Completing classroom assignments, including reading responses, notes, exercises, pieces of writing, reading selections Completing activities from the Family Life program.
Preparation	To prepare for the next day's class work or for coming lessons.	Collecting information, reading background materials, or studying for quizzes, tests and exams. Completing tasks associated with sacramental preparation. Using planners to establish regular study and review time.
Practice and Application	To develop, review, and reinforce specific skills. To transfer skills or concepts into new situations.	Completing extra questions in a textbook if an assessment item demonstrates that the student has not mastered a skill (i.e., calculating tax, categorizing plants). Writing a letter after being taught the components of a business letter. Completing community service hours. Reviewing and drilling of number operations and troublesome spelling words, where necessary. Being read to, reading aloud, and independent reading (materials may be English, dual track and/or first language).
Extension/ Creative	To enrich classroom experiences and to deepen the student's understanding. To provide opportunities for problem-solving and critical thinking. To integrate skills.	Identifying local plant and animal life in one's environment. Volunteering to help in local parish or a community group. Working on projects, research and independent study Inventing a product to solve a problem. Creating designs, stories, drama, and prayers.

5. Provisions for students with different needs

The types and quantity of homework assigned should reflect the wide variation in students' academic ability. **Careful consideration should be given to modification of expectations and/or quantity of assigned work according to the individual needs of the students,** for example:

- highly motivated independent learners,
- students involved in dual programs,
- students experiencing difficulty,
- students receiving Special Education support,
- students for whom English is a second language

6. Roles and Responsibilities in the Homework Partnership*: School, Teachers, Parents, and Students*

For homework to be an effective extension of the school program, the school, teachers, parents, and students must share the responsibility for developing and maintaining good homework practices.

The **school**:

- develops and communicates school guidelines for homework to be used by teachers, parents, and students;
- offers information to assist parents in helping their children at home (e.g., Curriculum Nights, interviews/conferences, newsletters).
- works with the community to develop programs to provide students with support for homework (e.g. remedial programs, peer tutors, homework clubs)

The **teacher**:

- explains to students the purpose and importance of homework and its connection to school success;
- teaches skills necessary for the student to complete homework (e.g., note-making, preparation for upcoming test);
- provides homework that is clear, meaningful, purposeful, and understood;
- assigns work that is appropriate to the student's age, developmental level, learning style, maturity, skills, and individual needs;
- provides support to parents and students on establishing homework routines and effective study habits (e.g., time management, using school planner);
- uses homework as a vehicle for developing and reinforcing learning, not as a punishment for misbehaviour or failure to perform as expected;
- monitors, checks, or evaluates homework, as appropriate;

- works collaboratively with other teachers to assign reasonable amounts of home-work, and to avoid overload in rotary class situations;
- communicates regularly with parents;
- summarizes and reports on homework completion in the Learning Skills section of the Provincial Report Card.

The **parent**:

- provides encouragement and appropriate support, without doing the homework for the student;
- expects the student to complete homework regularly;
- provides an environment (i.e., workplace, block of uninterrupted time), usually in the home or in an alternate setting, e.g., Homework Club;
- shows interest in the student's schoolwork and progress;
- maintains regular contact with the teacher;
- continues to read to and with the student in English, French (French Immersion), or in the home language(s) of the family throughout the early years of a child's schooling.

The **student**:

- ensures that he/she clearly understands the homework (i.e., assignments, criteria, timelines);
- asks for help if homework assignments or expectations are not clear;
- completes homework regularly;
- prepares appropriately for upcoming lessons;
- participates actively in all aspects of the school program;
- manages time and materials appropriately (e.g., uses school planner, submits homework on time, organizes necessary materials);
- studies appropriately for tests and examinations;
- communicates regularly with teachers and parents;
- monitors progress and sets goals, as appropriate;
- assumes appropriate responsibility for homework completion as he or she proceeds through school.

HOMEWORK TIPS

Tips for teachers:

- Give the right amount of homework (see Time Guidelines).
- Keep parents informed via communication book or agenda.
- Vary the kinds of homework.
- Be cognizant about how much time parents can be involved with homework.
- Never let homework be punitive.
- Be mindful of students' ability to access resources and technology, and provide alternatives where necessary.

Tips for parents:

- Make sure your child has an appropriate place and sufficient time for homework.
- Be a positive role model about the homework your child receives.
- Be a monitor and a mentor in your child's learning at home.
- Communicate promptly with the school when homework concerns arise.

Tips for students:

- Pick a good time and place to do homework. Your place needs to be comfortable and to make studying easy.
- Remember to budget enough time for lengthier projects and assignments.
- Spend more time on more difficult homework, and complete it first.
- If homework is getting too hard, seek help.

REPORT TO

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

ACCOUNTABILITY FRAMEWORK FOR SPECIAL EDUCATION 2015-16 (PART 2)

But Jesus said, "Let the children alone, and do not hinder them from coming to Me; for the kingdom of heaven belongs to such as these." – Matthew 19:14

Created, Draft	First Tabling	Review
March 23, 2016, April 13, 2016	May 5, 2016	Click here to enter a date.

Cristina Fernandes, Superintendent of Special Services
Marina Vanayan, Senior Coordinator, Educational Research
Andrea Coke, Chief of Speech and Language
Dr Maria Kokai, Chief Psychologist
Don Reid, Principal of Section 23
Peter Stachiw, Autism Chief
John Wilhelm, Chief Social Worker

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

G. Poole
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

C. Jackson
Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier
Director of Education

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

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A. EXECUTIVE SUMMARY

This report is a follow up to the Accountability Framework for Special Education 2015-16 (Part 1) which focused primarily on special education student achievement on EQAO and OSSLT as compared to the overall population.

This report is Part 2 and will focus on four primary areas as outlined below:

- Reporting on Overall achievement (breakdown by exceptionality where feasible/ appropriate)
- Reporting on Safe Schools information for 2014-15
- Reporting on the ongoing work of the accountability framework committees as listed below:
    i. Autism
    ii. Behaviour
    iii. Blind/Low Vision (BLV)
    iv. Deaf/ Hard of Hearing (DHH)
    v. Gifted
    vi. Language Impairment (LI)
    vii. Learning Disability (LD)
    viii. Mild Intellectual Disability (MID)
    ix. Multiple Exceptionalities/Developmental Delays (ME/DD)
- Update on Special Education Program Implementation

B. PURPOSE

- This report endeavours to provide further specific information on student achievement by identification where appropriate with the understanding that where the sample size is small for certain populations, the group of students who are actually eligible to write the assessment are even smaller. Reporting on such small samples is not helpful due to the high degree of variability due to the varying sample sizes year upon year.

C. EVIDENCE/RESEARCH/ANALYSIS/METRICS AND ACCOUNTABILITY

Part 1 – Overall Achievement of Students receiving Special Education support(s)

2016 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.

2017 The charts below show EQAO and OSSLT achievement results over 5 years for the following exceptionalities: Autism, Language Impaired (LI), Learning Disability (LD).

Notes regarding the bar charts:

1. For Autism, the EQAO categories displayed in the bar charts are: Grade 3 and 6 - Exempted, Levels NE1-2, Levels 3-4
   Grade 9 - No Data, Below Levels 1-2, Levels 3-4

2. For LI and LD, as the rates of Exemption on EQAO have been under 8% in all assessments in 2014/2015, they were not included in the bar charts. The categories in the charts are:
   Grade 3 and 6 - Levels NE1-1, Level 2, Levels 3-4
   Grade 9 – Levels Below Level 1-1, Level 2, Levels 3-4

3. For OSSLT, Successful and Not Successful percentages are based on those who are Fully Participating. On the OSSLT, for Autism (not for LI or LD), students who are not working towards on OSSD may be exempted from this requirement.

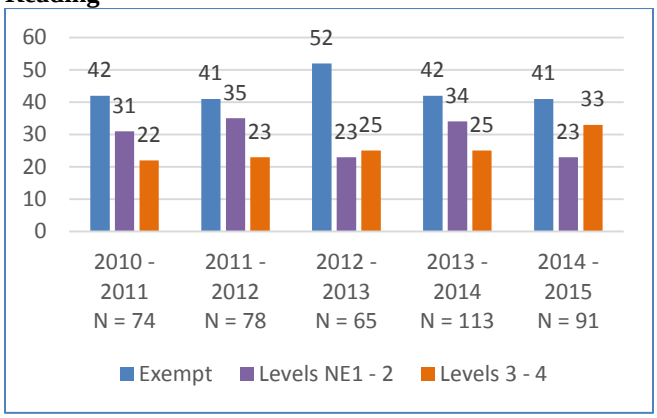
4. OSSLC indicates the percentage of student who would be fulfilling the Literacy requirement through the Ontario Secondary School Literacy Course (OSSLC).

5. Not Reported (N/R) indicates the number of participating students are *fewer than 10* in a group.

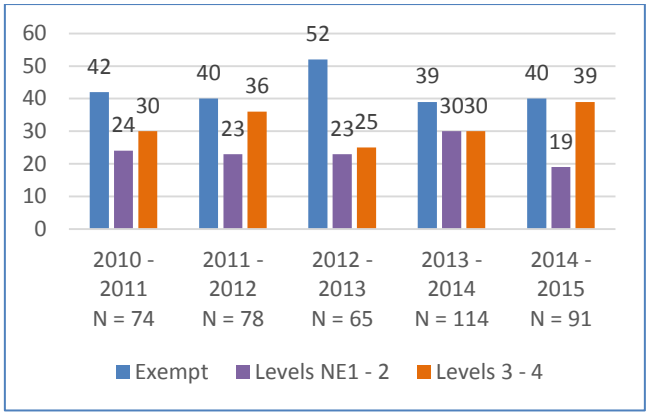
a) Students with Special Needs Identified as **Autism:** EQAO and OSSLT Results Over 5 Years

EQAO Grade 3 – Percentage of Students

Reading

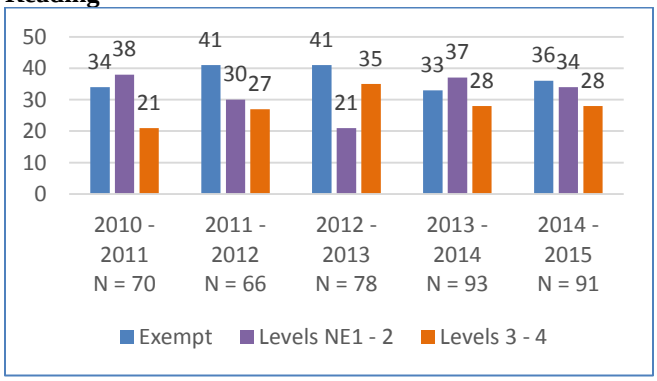


Math

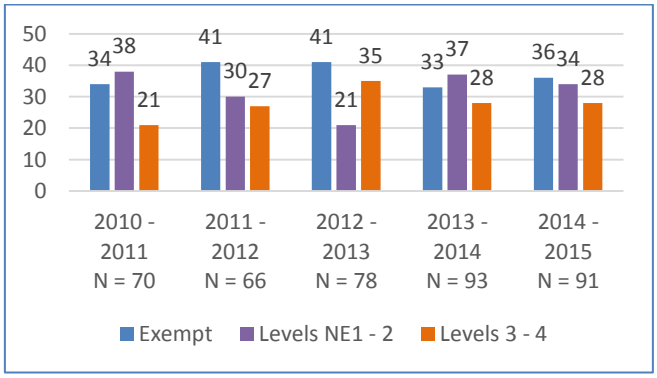


EQAO Grade 6 – Percentage of Students

Reading

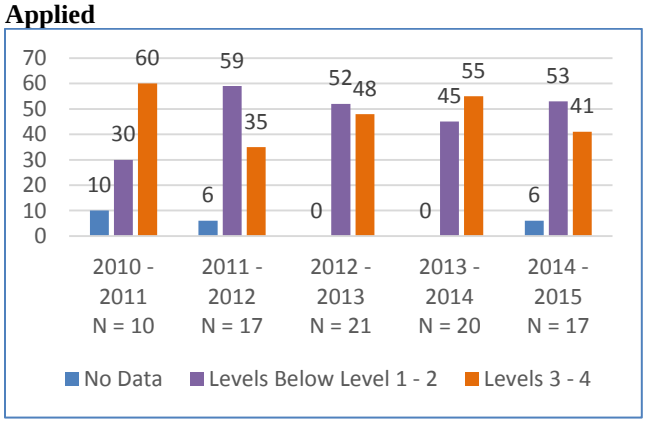


Math

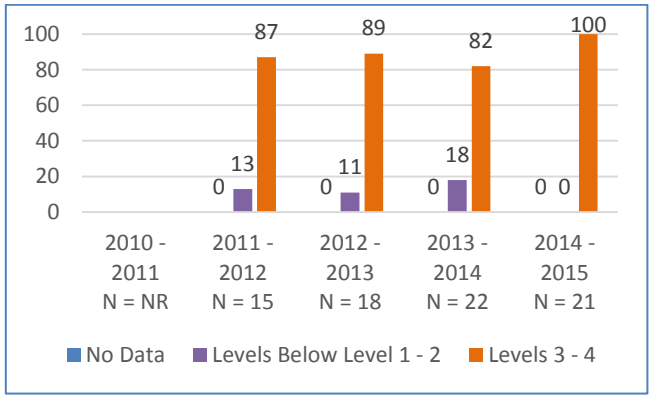


EQAO Grade 9 Math – Percentage of Students

Applied

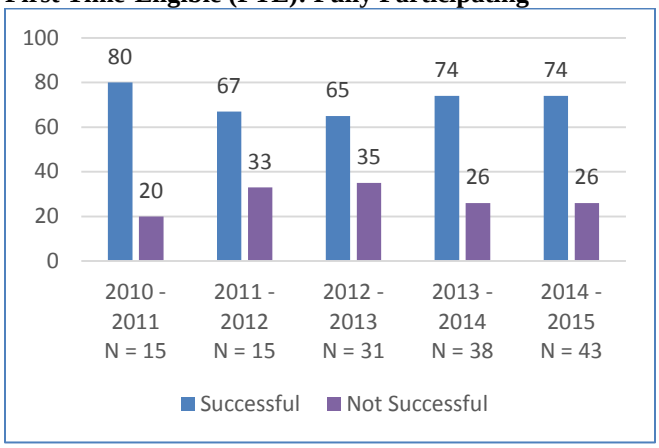


Academic

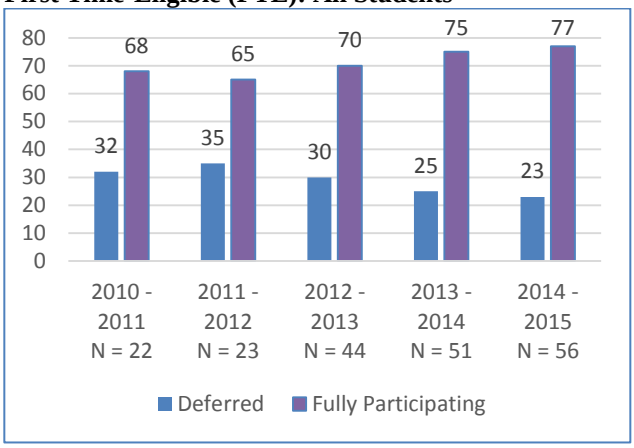


OSSLT – Percentage of Students

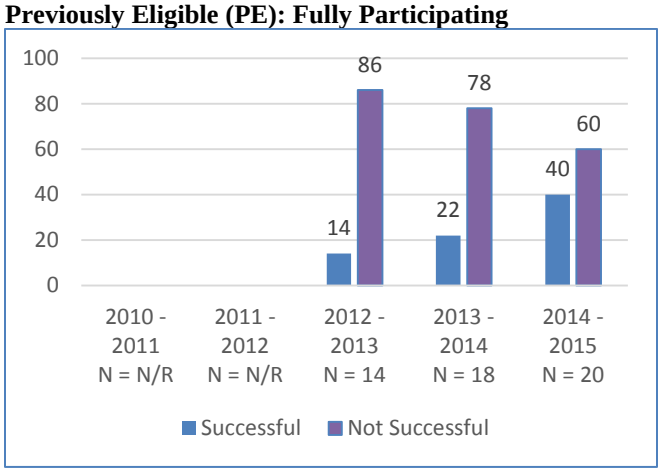
First Time-Eligible (FTE): Fully Participating



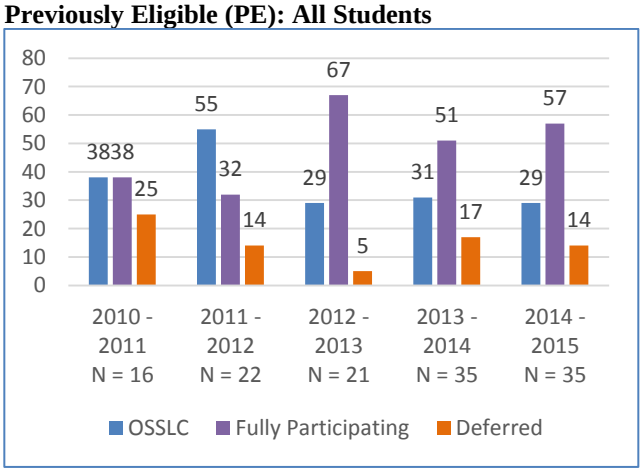
First Time-Eligible (FTE): All Students



Previously Eligible (PE): Fully Participating



Previously Eligible (PE): All Students



FTE Exempted (Number of students)

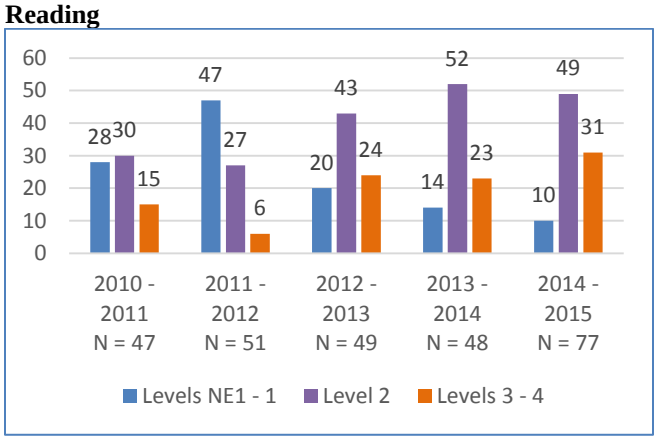
2010 – 2011	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015
13	17	14	25	18

Note: For both FTE and PE the Absent rate has been zero for the last 5 years.

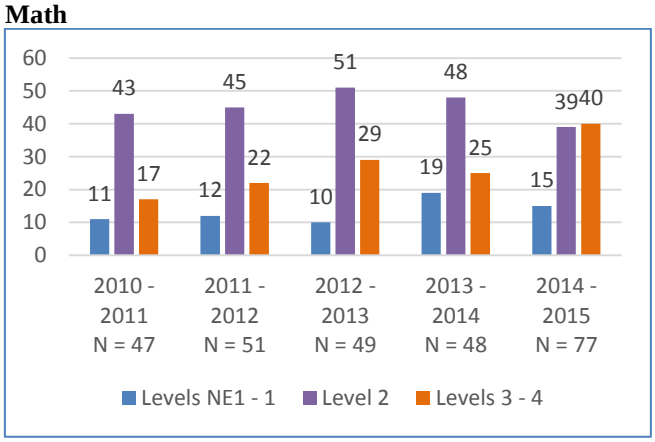
b) Students with Special Needs Identified as **Language Impaired:** EQAO and OSSLT Results Over 5 Years

EQAO Grade 3 – Percentage of Students

Reading

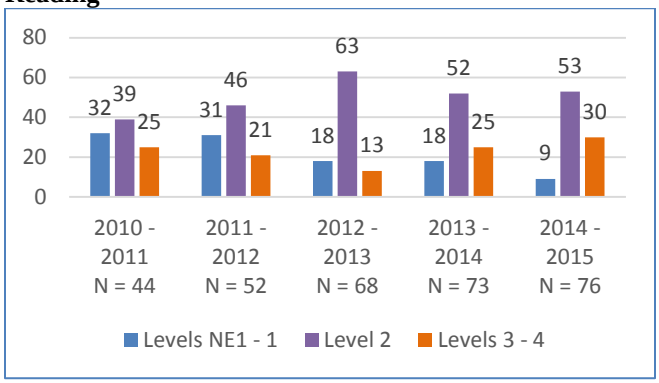


Math

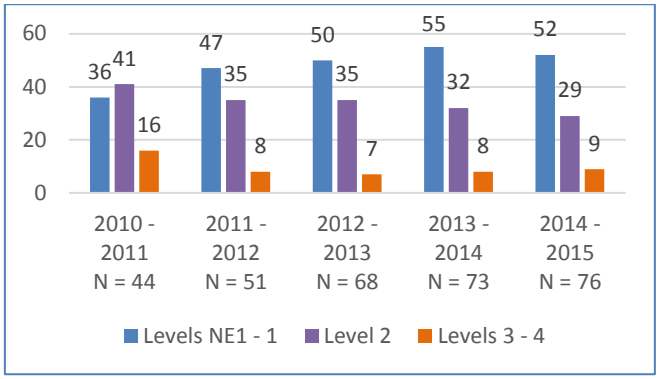


EQAO Grade 6 – Percentage of Students

Reading



Math

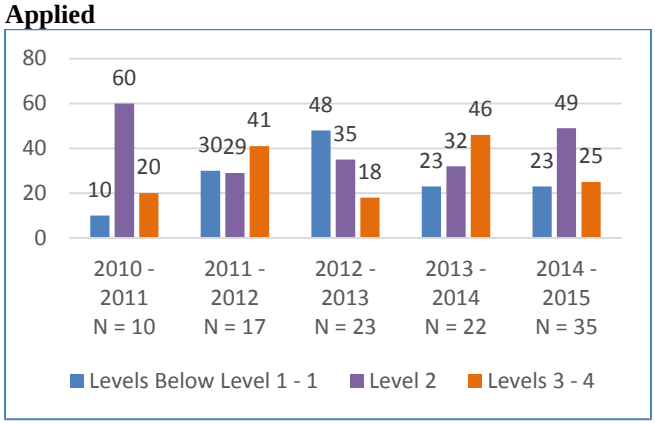


Exempt Rates for the Last 5 Years:

	2010 – 2011	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015
Gr. 3 Reading	21%	18%	12%	10%	6%
Gr. 3 Math	23%	22%	10%	8%	3%
Gr. 6 Reading	5%	2%	3%	5%	5%
Gr. 6 Math	7%	8%	4%	5%	7%

EQAO Grade 9 Math – Percentage of Students

Applied

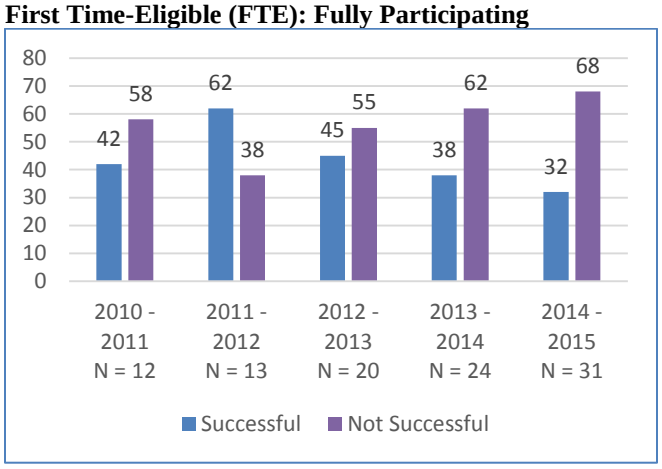


Academic

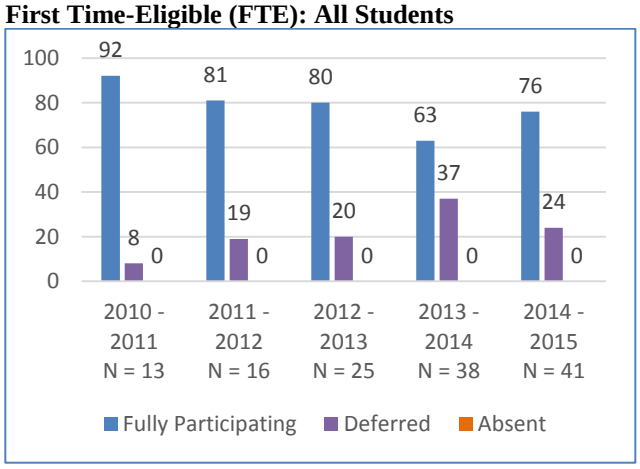
- For the last 5 years the Academic Grade 9 scores have not been reported publicly due to low numbers.

OSSLT – Percentage of Students

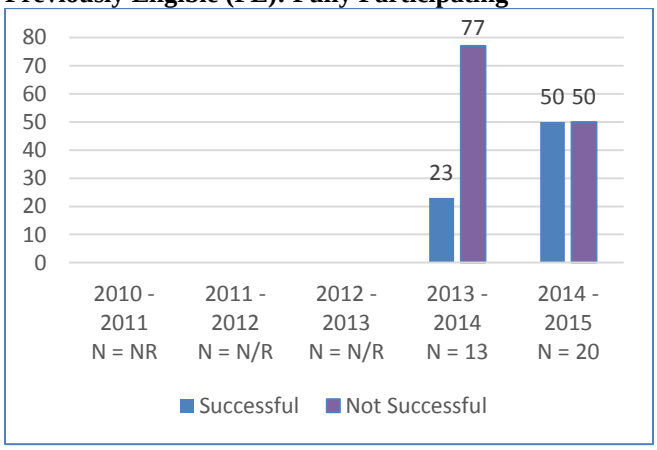
First Time-Eligible (FTE): Fully Participating



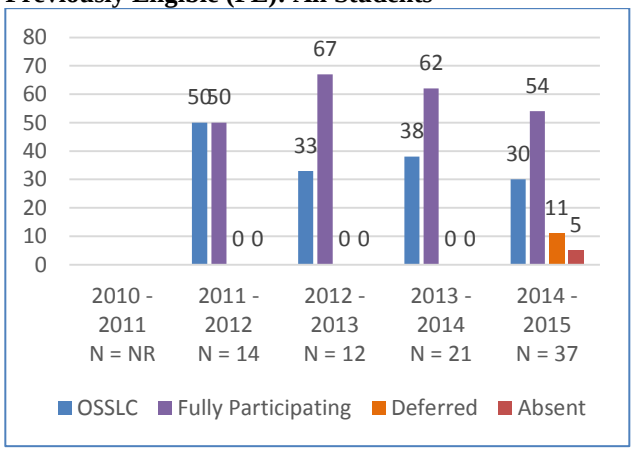
First Time-Eligible (FTE): All Students



Previously Eligible (PE): Fully Participating



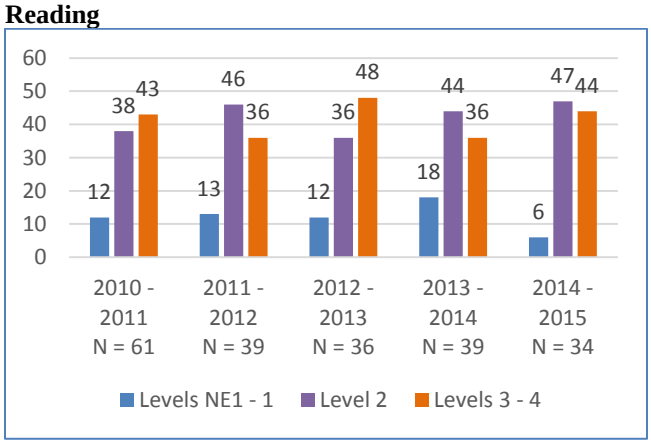
Previously Eligible (PE): All Students



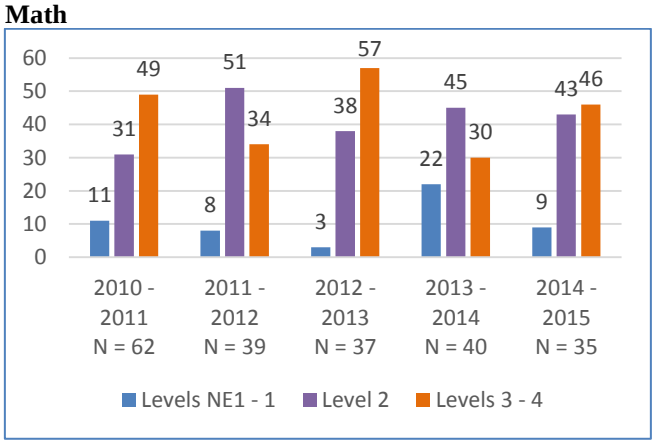
c) Students with Special Needs Identified as **Learning Disability:** EQAO and OSSLT Results Over 5 Years

EQAO Grade 3 – Percentage of Students

Reading

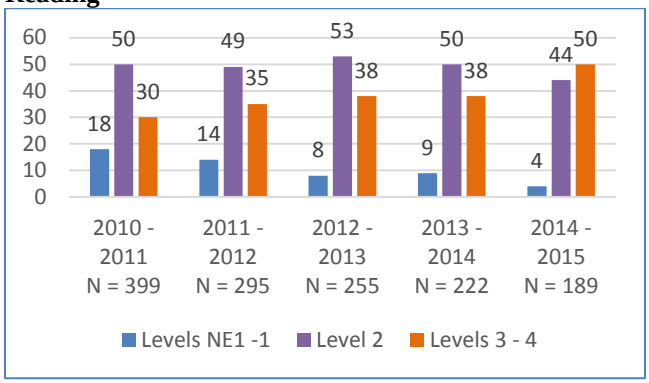


Math

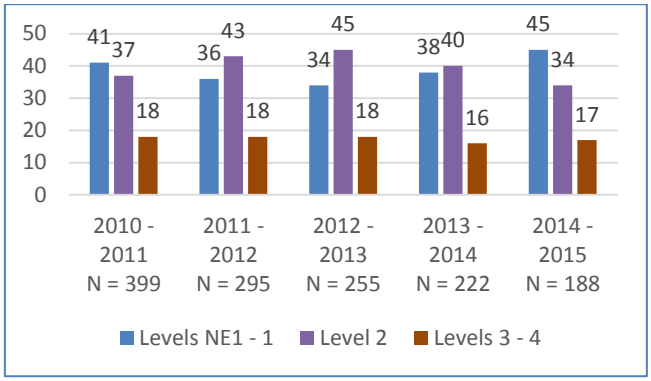


EQAO Grade 6 – Percentage of Students

Reading



Math

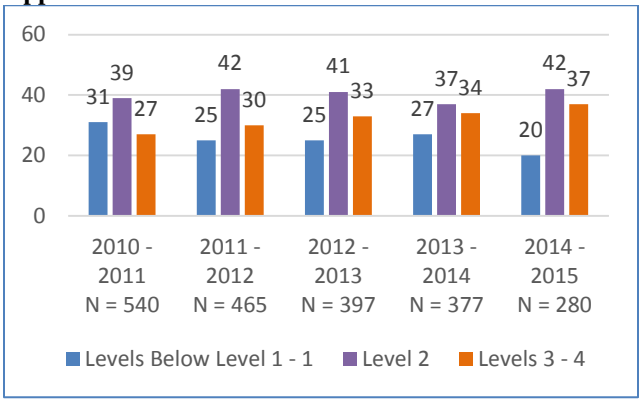


Exempt Rates for the Last 5 Years:

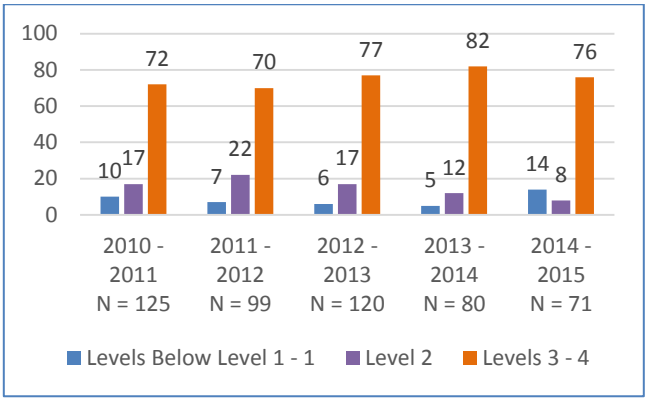
	2010 – 2011	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015
Gr. 3 Reading	8%	5%	6%	3%	3%
Gr. 3 Math	10%	8%	3%	2%	3%
Gr.6 Reading	3%	2%	1%	4%	2%
Gr. 6 Math	4%	3%	4%	4%	3%

EQAO Grade 9 Math – Percentage of Students

Applied

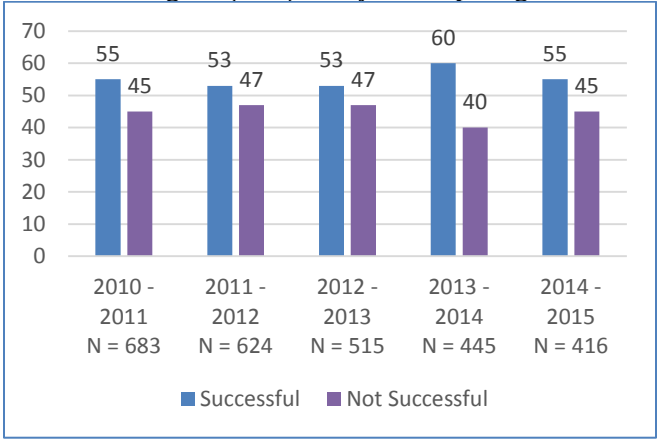


Academic

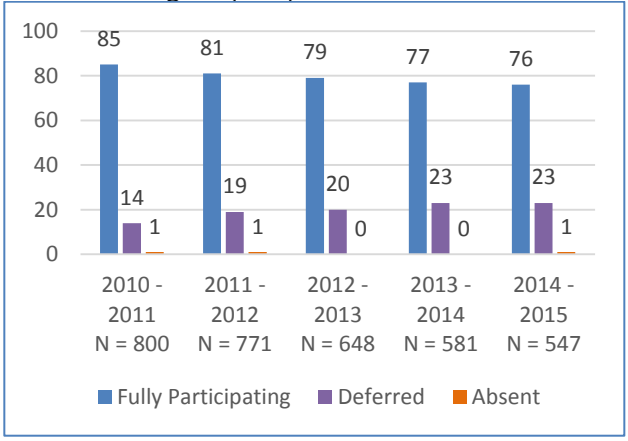


OSSLT – Percentage of Students

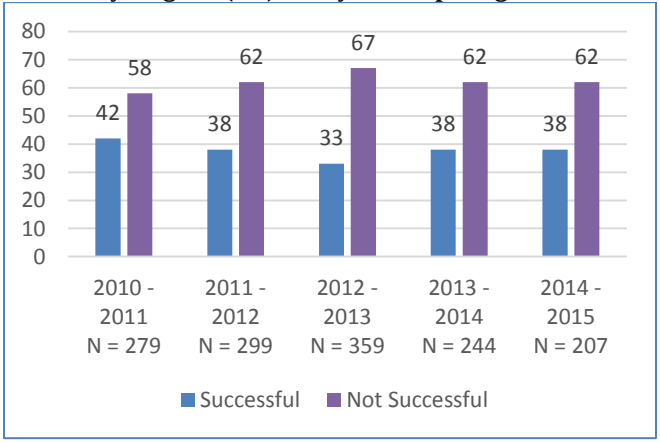
First Time-Eligible (FTE): Fully Participating



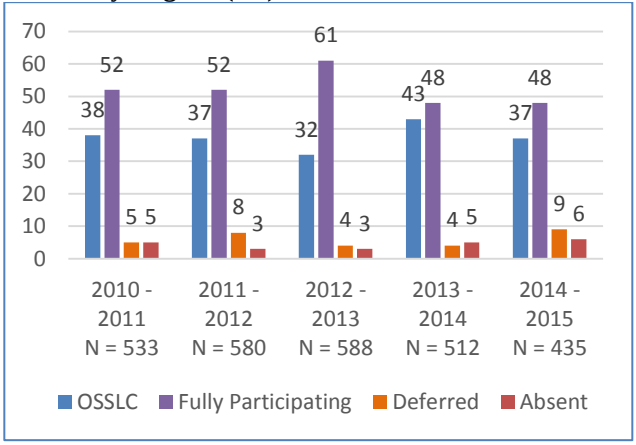
First Time-Eligible (FTE): All Students



Previously Eligible (PE): Fully Participating



Previously Eligible (PE): All Students



(In progress: OSSLC Participation and Pass rates by Exceptionalities for the last 5 years.)

<u>Part 2</u> - Reporting on Safe Schools Information for 2014-15

1. The Safe Schools Department continues to collects data on suspensions and expulsions in schools on and annual basis.

2. The September 2015 report recommended that safe schools metrics be disaggregated in order to identify student subgroups (e.g. IEP, racialized students, gender, etc.) and data patterns.

3. Overall from 2010/2011 to 2014/2015 there has been a 19% reduction in the number of suspension issued to IEP students.

4. Below is a compilation extracted from the Safe Schools data shared with the Board on September 10, 2015, Student Achievement And Well Being, Catholic Education And Human Resources Committee:

<u>ELEMENTARY SCHOOLS [Comparison with 2013-2014 data]</u>

At the Elementary level, the data indicate that more students received suspension as a progressive discipline consequences. Prior to this past year the data represented an overall trend of decline in suspensions over the past five years. Some comparisons with the previous year (2013-2014) indicate:

• Increase in the number of Suspension Notices issued to males (172) and to females (17)

1. *Slight increase in the number of Suspension Notices issued for "bullying" (19) with females(15) and males (4)*
2. *Increase in the number of Instructional Days lost to Suspension for males (143)*
3. *Decrease in the number of Instructional Days lost to Suspension for females (-7)*

• Increase in the number of males with an Individual Education Plan (IEP) who were suspended (27)

• No change in the number of females with an Individual Education Plan (IEP) who were suspended

1. *Slight increase in the number of males suspended 2 or more times (+35)*
2. *Slight decrease in the number of females suspended 2 or more times (-13)*

This data would indicate that although males' recidivism is still a concern female recidivism is in decline indicating that intervention strategies have had a positively impact on females.

• Decrease in the number of males Suspended Pending Possible Expulsion under Section 310 of the Education Act (-5)
• No change in the number of females Suspended Pending Possible Expulsion under Section 310 of the Education Act
• Slight increase in Board Expulsions (2) for males and no change for females in Board Expulsions
• Slight decrease in School Expulsions (-2) for males and slight decrease for females (-1) in School Expulsions

Overall there has been a decrease in the more serious infractions of Expulsions which would indicate that progressive discipline has been effective in identifying and correcting behaviour before it leads to more serious infractions and consequences.

SECONDARY SCHOOLS [Comparison with 2013-2014 data]

At the Secondary level, the data indicate that fewer students are receiving suspension as a progressive discipline consequence. The data also indicates a significant reduction (-1065) of notices of suspensions issued over the past five years.

Some comparisons with the previous year (2013-2014) indicate:
• A reduction in the number of Suspension Notices issued for all students (-84)
• A reduction in the number of Suspension Notices issued for males (-13)
• Slight increase in the number of Suspension Notices issued for females (5)
• Reduction in the number of males suspended under Section 306 of the Education Act. (-39).
• Increase in the number of females suspended under Section 306 of the Education Act. (49)
Decrease in the number of Suspension Notices issued for "bullying" (-18) with females(-8) and males (-10)
• Significant reduction in the number of Instructional Days Lost to Suspension for males (-461).

• Slight Increase in the number of Instructional Days Lost to Suspension for females (36)

• Significant Decrease in the number of males suspended 2 or more times (-50)
• Significant Decrease in the number of females suspended 2 or more times (-44)

This data would indicate that overall recidivism for both males and females is in decline suggesting that intervention strategies including suspension appear to correct student inappropriate behaviour.

• Slight increase in the number of males with an Individual Education Plan (IEP) who were suspended (2).
• Increase in the number of females with an Individual Education Plan (IEP) who were suspended (14).
Although there is a slight increase in Suspensions for students with IEP's in the past year, when comparing this data to previous year totals, the number of suspensions issued remains less.

• Slight decrease in the number of males Suspended Pending Possible Expulsion under Section 310 of the Education Act (-3)
• Slight decrease in the number of females Suspended Pending Possible Expulsion under Section 310 of the Education Act (-5)

• Slight increase for males in Board Expulsions (2)
• Slight decrease for females in Board Expulsions (-2)

• Significant decrease in School Expulsions for males (-11)
• Slight increase in School Expulsions for females (1)

Overall there continues to be significant positive changes in regards Suspensions at the secondary level relative to previous years, indicating that positive student behaviour has created safer school environments. This is consistent with our decreasing 5 year trend data. The reduction in both Suspension Notices and Instructional Days lost to Suspension indicate that students are spending more time in school, hence improving opportunities for student achievement and well-being.

The Special Education Department is currently working with other board departments to identify and/or develop a measure that could be used to identify "well-being" in student populations. One of the considerations will be with respect to high needs students who may not have the capacity to complete our current measures such as *My School, My Voice* and the *Safe Schools* survey at grades 6 and 8.

The following perceptual information is offered only as an initial demonstration of some the information collected thus far from existing measures that will serve to inform next steps in this process.

Perceptual Data: Examples

My School My Voice

Percentage of students who *agree* or *strongly agree*:	**2014-2015**		
	All students (n = 5088)	Students with an IEP (n = 1038)	Students with a spec ed id (n = 377)
My school is a happy and welcoming place to learn.	77%	80%	77%
Other students at school make me feel like I belong.	69%	71%	68%
Students' opinions are encouraged and included in all parts of school life.	66%	70%	68%
All students get along regardless of race, culture, gender, or ability level.	68%	71%	70%

Student Transition

Percentage of students who *agree* or *strongly agree*:	**2015-2016**		
	All students (n = 3039)	Students with an IEP (n = 497)	Students with a spec ed id (n = 173)
Teachers in the school were interested in me as a person (in elementary school).	76%	77%	79%
Teachers in my school are interested in me as a person (in high school).	70%	75%	75%

Percentage of students who feel *very safe of safe:*	**2015-2016**		
	All students (n = 3039)	Students with an IEP (n = 497)	Students with a spec ed id (n = 173)

while in elementary school	92%	91%	86%
in high school	92%	90%	88%

Percentage of students felt welcomed in high school:	**2015-2016**		
	All students (n = 3039)	Students with an IEP (n = 497)	Students with a spec ed id (n = 173)
Before the first day of classes	31%	28%	28%
On the first day	24%	28%	30%
In the first week	28%	28%	23%
In the first month	11%	9%	9%
Still waiting	5%	4%	8%

Part 3 - Accountability Framework Committees

- Accountability Framework Committees have been created to support the on-going needs of the different exceptionalities as they are recognized by the Ministry of Education. This report provides an update on the work of these committees since 2014-15 until now 2015-16.
- Similar to the differentiation that must take place with students based on their needs, so too does the nature of the work of each committee differ to meet the needs of students with the exceptionality.
- Work with some exceptionalities is labour intensive and requires a substantial amount of time before determining the impact on student learning. As such, some committee projects will run over a two year period, while others may occur over a one year timeline. Thus, the work of each committee is unique as is the exceptionality that it is monitoring.
- Below is a project implementation timeline for the accountability framework committee of each exceptionality:

Exceptionality	**2014-15**	**2015-16**	**2016-17**
Autism	Complete	Commencing two year goals	
Behaviour	Complete	Commencing two year goals	
Blind/Low Vision (BLV)	Complete	Commencing two year goals	
Deaf/Hard of Hearing (D/HH)		Commencing two year goals	
Gifted	Began	To end in 2016	To set New Goals
Language Impairment	Complete	Commencing three year goals	

(LI)			
Learning Disability (LD)	Completed	Commencing two year goals	
Mild Intellectual Disability (MID)		Begin Baseline monitoring	New Goals to be set.
Multiple Exceptionalities/ Developmental Delays	Completed	Commencing two year goals	

- The next series of pages reports the ongoing work of the Accountability Framework Committees beginning with a status update on the goals set in 2014-15 and a description of 2015-16 and 2016-17 goals and projects.
  The AFSE Committees will continue to refine their plans for improvement to address the learning of students with Special Needs. To promote continued growth and measurable impact, the following principles will guide the formulation of goals:
  a) focus on student outcomes
  b) goals stated in terms of measurable growth (e.g., increase or decrease of a specific indicator)
  c) an inquiry-based approach (e.g., 'if-then' statement) identifying actions to meet goals.

1. Autism

Goals Set in 2014/15:

Based on the 2013-2014 results, the current achievement gap for students with Autism and all students be reduced to:

1. 40% in Grade 3 Reading
2. 41% in Grade 6 Reading
3. 9% on the OSSLT
4. 32% in Grade 3 Mathematics
5. 33% in Grade 6 Mathematics

(Note: In grade 9, the mathematics achievement results for students identified with Autism exceeds or is consistent with 'all student'.)

Strategies Implemented

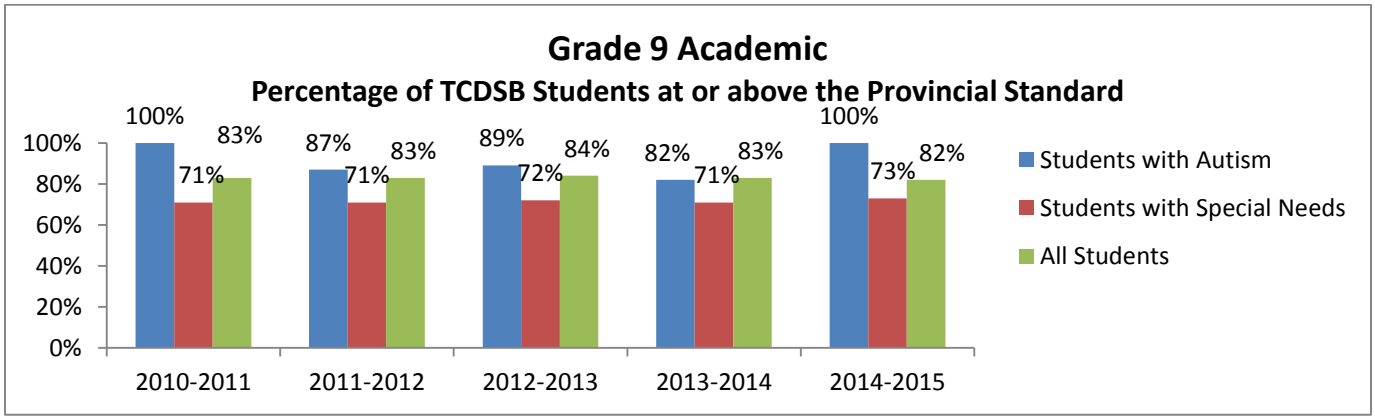
After reviewing EQAO results, it was noted that exemption rates for TCDSB students with Autism are high compared to provincial results for students with Autism – a different of 6 to 8% in 2013-2014. So the committee developed a flow chart.

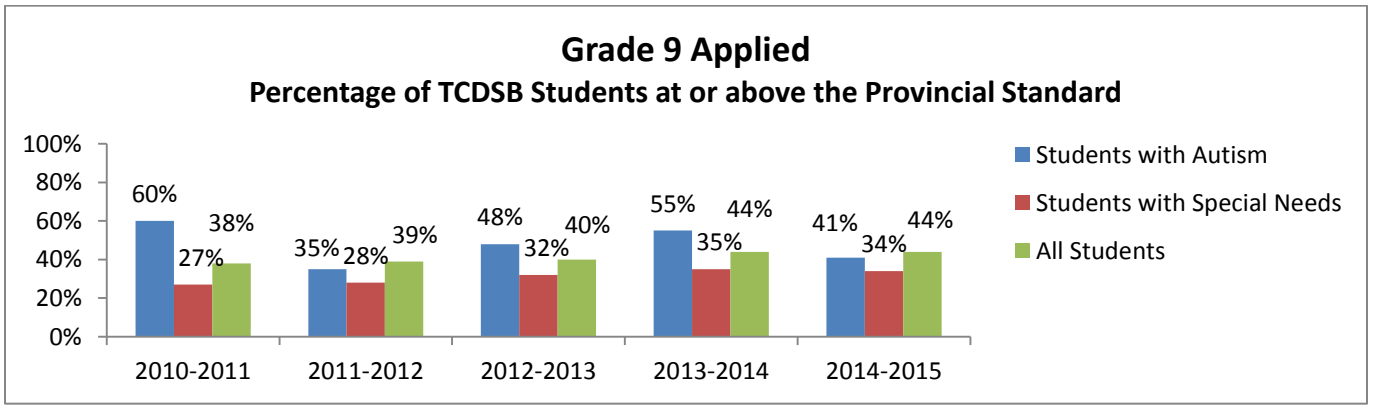
1. A list of effective literacy resources for students with Autism has been developed in order to share with staff.

JUMP math was implemented for students with Autism in Intensive Support Programs (ISPs).

Results/Observations/Deliverables:

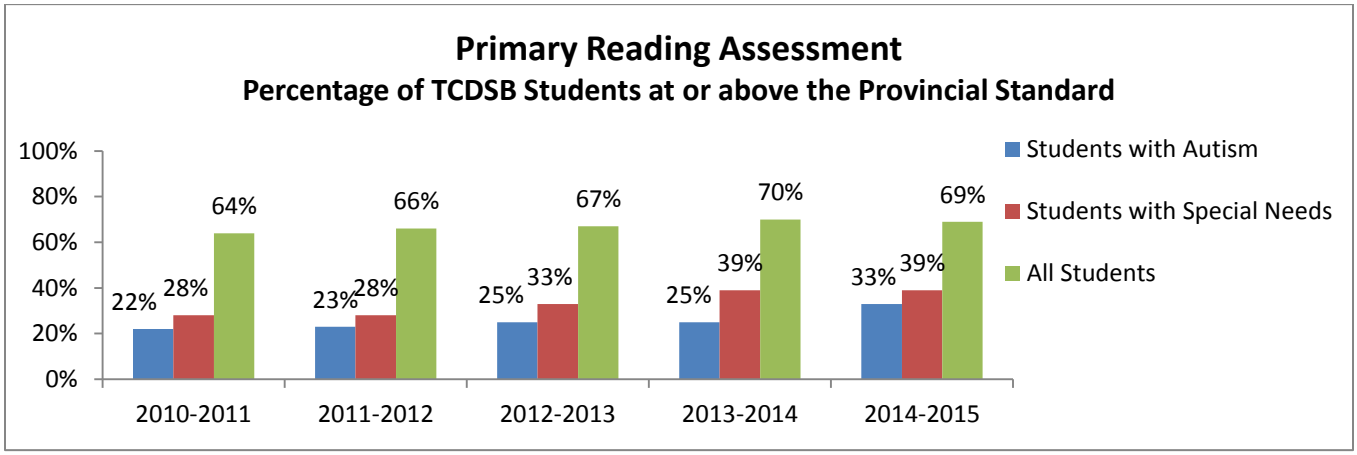
Overall, it appears that students with Autism achieve below their peers on provincial assessments in grades 3 and 6, they perform at levels closer to their peers on the OSSLT and the Grade 9 assessment of Mathematics. (Note that due to exceptional circumstances, there were no provincial results for primary, junior and Grade 9 assessments in 2014-15)



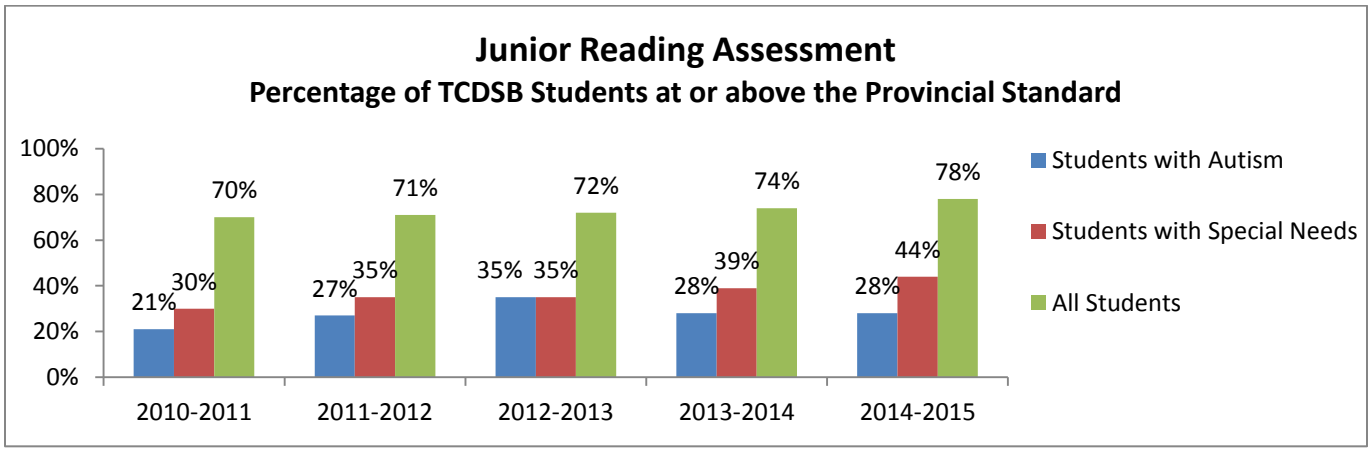


NOTE:
There are no exempted students for the Grade 9 Assessment. All students enrolled in a Grade 9 academic or applied mathematics course must participate in the EQAO Grade 9 mathematics assessments.

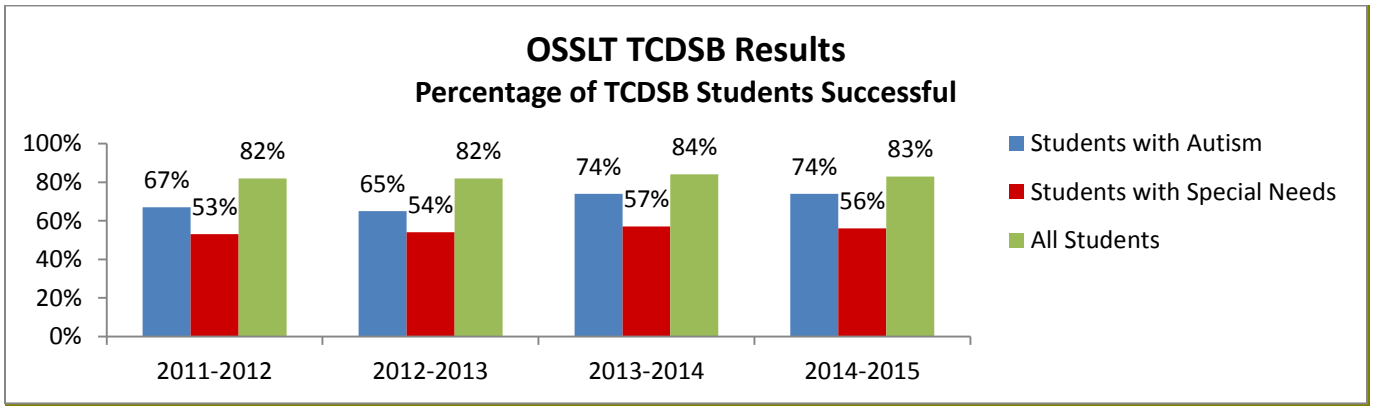
The results from the 2014-15 EQAO assessments indicate that primary reading results for students with Autism showed an 8% improvement from the previous year with 33% achieving at or above the provincial standard. The gap between students with Autism and all students was reduced to 36%.



For the Junior Division, reading results have shown improvement since 2010-11, but in 2013-14, dropped with 28% of students with Autism reaching at or above the provincial standard. These results remain stagnant (at 28%) for 2014-15. The gap between students with Autism and all students remains larger than the 41% target.



On the OSSLT the results for students with Autism showed a 9% improvement from 2012-13 to 2013-14; 2014-15 results remain the same with 74% of students achieving at or above the provincial standard, a gap of 9% when compared to all students. Results should be treated with caution, as numbers were very low in earlier assessments.



Note Results for OSSLT: Exercise caution in interpreting the data for students with Autism, the "n" is small (n = 15 in 2010-11, n = 15 in 2011-12, n = 31 in 2012-13; n=38 in 2013-14; and n=43 in 2014-15).

OSSLT

All Students with Special Education Needs (Excluding Gifted)	TCDSB Deferred									
	2010 - 2011 N = 1,215		2011 - 2012 N = 1,217		2012 - 2013 N = 1,139		2013 - 2014 N = 1,147		2014 - 2015 N = 1,182	
	n	%	n	%	n	%	n	%	n	%
	192	16%	252	21%	242	21%	262	23%	268	23%
Exempted	41		34		28		49		32	

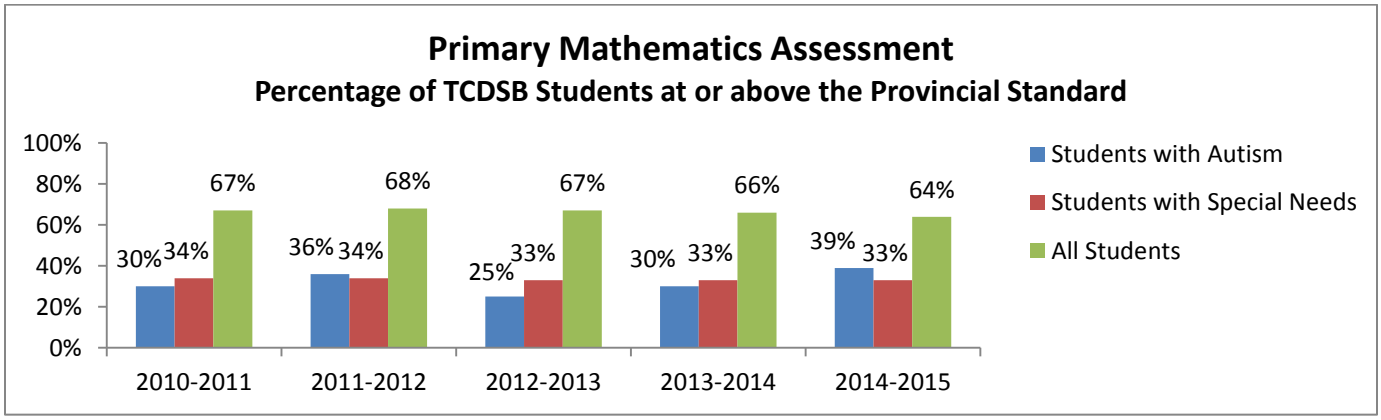
Students with Special Needs identified as Autism	TCDSB Deferred									
	2010 - 2011 N = 22		2011 - 2012 N = 23		2011 - 2012 N = 44		2013 - 2014 N = 51		2014 - 2015 N = 56	
	n	%	n	%	n	%	n	%	n	%
	7	32%	8	35%	13	30%	13	25%	13	23%
Exempted	13		17		14		25		18	

NOTE regarding OSSLT:

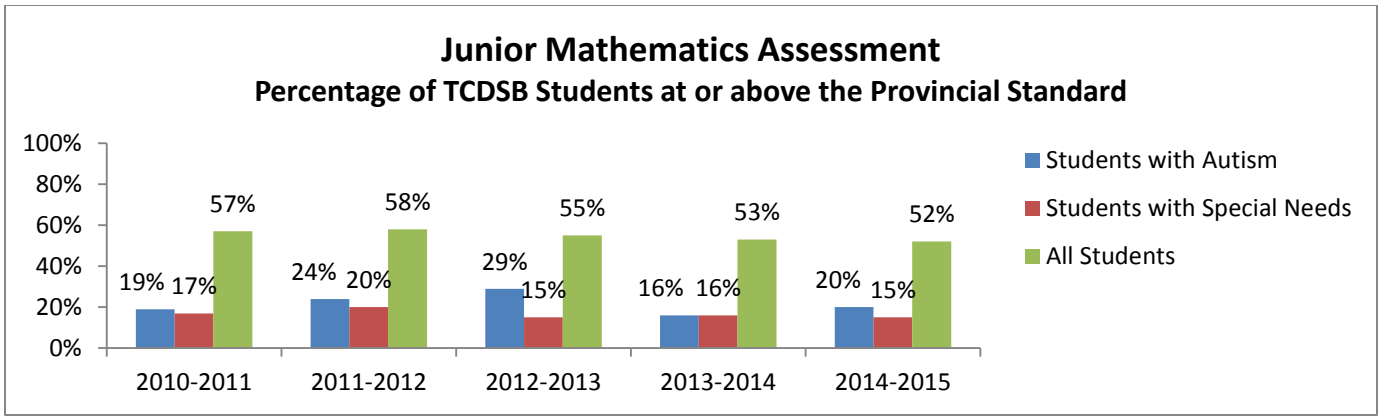
Deferred = Students' participation in the OSSLT can be deferred under several circumstances, as outlined in EQAO's Guide for Accommodations, Special Provisions, Deferrals and Exemptions. A student is categorized as deferred only if the school indicates a deferral. If a student completed any portion of the OSSLT, he or she is not categorized as deferred.

Exempted = Students can be exempted from the OSSLT only if they are not working toward an OSSD. A student is categorized as exempted only if the school indicates that the student is exempted. If a student completed any portion of the OSSLT, he or she is not categorized as exempted
(p. 24 of the Public Report)

The Exempted are not included in the overall count (or percentages) for OSSLT.



The results from the 2014-15 EQAO assessments indicate that primary mathematics results for students with Autism showed a 9% improvement from the previous year achieving with 39% at or above the provincial standard. The gap between students with Autism and all students was reduced to 25%.



The results from the 2014-15 EQAO assessments indicate that junior mathematics results for students with Autism showed a 4% improvement from the previous year with 20% achieving at or above the provincial standard. The gap between students with Autism and all students was reduced to 32%.

Exemption rates for TCDSB students with Autism are high compared to all TCDSB students with special needs and provincial results for students with Autism (from previous years). In grade 3, the exemption rate in reading dropped 11% from 2012-13 (the rate is now at 41% in 2014-15). Likewise, exemption rates in Grade 3 math have dropped (from 52% in 2012-13 to 40% in 2014-15). In grade 6 the exemption rates in reading also dropped from 41% in 2012-13 to 36% in 2013-14. Similarly, exemption rates in Grade 6 math have dropped (from 41% in 2012-13 to 37% in 2014-15).

Grade 3 Reading

	TCDSB Exempted									
All Students with Special Education Needs (Excluding Gifted)	2010 - 2011 N = 881		2011 - 2012 N = 967		2012 - 2013 N = 1,028		2013 - 2014 N = 1,086		2014 - 2015 N = 1,033	
	n	%	n	%	n	%	n	%	n	%
	109	12%	113	12%	113	11%	112	10%	89	9%
	TCDSB Exempted									
Students with Special Needs identified as Autism	2010 - 2011 N = 74		2011 - 2012 N = 78		2012 - 2013 N = 65		2013 - 2014 N = 113		2014 - 2015 N = 91	
	n	%	n	%	n	%	n	%	n	%
	31	42%	32	41%	34	52%	47	42%	37	41%

Grade 3 Math

	TCDSB Exempted									
All Students with Special Education Needs (Excluding Gifted)	2010 - 2011 N = 887		2011 - 2012 N = 972		2012 - 2013 N = 1,042		2013 - 2014 N = 1,105		2014 - 2015 N = 1,046	
	n	%	n	%	n	%	n	%	n	%
	104	12%	110	11%	104	10%	97	9%	83	8%
	TCDSB Exempted									
Students with Special Needs identified as Autism	2010 - 2011 N = 74		2011 - 2012 N = 78		2012 - 2013 N = 65		2013 - 2014 N = 114		2014 - 2015 N = 91	
	n	%	n	%	n	%	n	%	n	%
	31	42%	31	40%	34	52%	44	39%	36	40%

NOTE:
Exempt = Students who were formally exempted from participation in one or more components of the assessment. (p. 38 of the Public Report)

Grade 6 Reading

	TCDSB Exempted									
All Students with Special Education Needs (Excluding Gifted)	2010 - 2011 N = 1,240		2011 - 2012 N = 1,185		2012 - 2013 N = 1,347		2013 - 2014 N = 1,158		2014 - 2015 N = 1,230	
	n	%	n	%	n	%	n	%	n	%
	72	6%	85	7%	84	6%	83	7%	81	7%
	TCDSB Exempted									
Students with Special Needs identified as Autism	2010 - 2011 N = 70		2011 - 2012 N = 66		2012 - 2013 N = 78		2013 - 2014 N = 93		2014 - 2015 N = 91	
	n	%	n	%	n	%	n	%	n	%
	24	34%	27	41%	32	41%	31	33%	33	36%

NOTE:
Exempt = Students who were formally exempted from participation in one or more components of the assessment. (p. 38 of the Public Report)

Next Steps:

1. In response to the high exemption rates, the committee has developed information for administrators for students with Autism regarding preparation for EQAO assessments and guidelines for exemptions. This information will be shared with board staff working with students with Autism and their parents. Information will also be included in the guidelines for staff regarding 'assessment literacy' to address concerns such as anxiety for students with Autism.
2. A list of effective literacy resources for students with Autism has been developed and will be shared with board staff. These resources will be made available for staff in each region of the board.
    - JUMP math has been made available for students with Autism in Intensive Support Programs (ISPs). Access to other numeracy resources for students with Autism will also be investigated (e.g., Prodigy)
    - Information on assistive technology usage for students with Autism during provincial assessments will be explored. This is an important consideration for this group of students.
    - Programs for students with Autism will continue to be supported in response to identified need, using evidence informed practices.

Goals for 2015/16 and 2016/17

- Reduce the exemption rates for students with Autism.
- Based on current EQAO results increase achievement for Autism in the assessments listed below:
    1. In Grade 3 Reading
    2. in Grade 6 Reading
    3. in the OSSLT
    4. in Grade 3 Mathematics
    5. in Grade 6 Mathematics

Strategies to be Implemented:

1. Communicate with staff the recently developed guidelines for Supporting Students with Autism to participate in EQAO and share the goals about reducing the current achievement gap.
2. Share with staff a list of effective literacy resources for students with Autism that has been developed. These resources are available to board staff.
3. Conduct a needs assessment to determine if JUMP math is available to all students with Autism in Intensive Support Programs (ISPs) and investigate other numeracy resources.
4. Present the service delivery model of the Autism Team to administrators and communicate how students with Autism can be supported.
5. Create a list of alternative IEP goals that align with the areas of deficit as reflected in the DSM-V and share with staff.
6. Update the resource document, 'Supporting Students with Autism Spectrum Disorders, A Resource Guide' and devise a plan to in-service staff.

2. Behaviour

2014 - 2015 Goals:
For students identified with Behaviour who participate on provincial assessments, the current achievement gap be reduced by 8 percent between students identified with Behaviour and all students, as measured through primary, junior and intermediate assessments.

Strategies Implemented:
1. Investigated and selected a standardize program to assist in the development of social skills, self-esteem, self-advocacy and self-regulation skills
2. Taught specific compensatory strategies for attention and organizational deficits
3. Used JUMP Math
4. Used Lexia Reading Programme
5. Used Empower programme where available

6. Used Assistive technology (i.e. Smart Board, Premier, Co-wirter, Draft Builder, Kurzweil and Dragon Naturally Speaking).

Results/Observations:
Results indicated that grade 3 students with behavioural needs are improving on all three EQAO measures. Numbers for grade 6 EQAO are too low for comment.

Next Steps to Consider:
Results show that the current focus on yearly changes in EQAO and other measures may not be the best option for accountability purposes due to a very small sample size of students identified with behavioural needs. Longer term goals for improvement that account for annual fluctuation and focus more on the instructional practices are recommended.

2015 – 2016 & 2016 - 2017 Goal:
Focus on social/emotional prerequisite skills for learning Reading, Writing and Mathematics through the development of social skills, self-esteem, self-advocacy and self-regulations skills.

Implementation Strategies for 2015 – 2016 & 2016 – 2017 Goal:
7. Deliver Stop Now And Plan (SNAP) which is an evidence based behavioural model that provides a framework for teaching children struggling with behaviour issues effective emotional regulation, self-control and problem-solving skills in each Behavioural ISP.
8. Provide designated in-services to both Behaviour ISP Teachers and Child & Youth Workers which focus on training, monitoring and evaluation of the Stop Now And Plan (SNAP) program.
9. Involve the Child Development Institute in the monitoring of the Stop Now And Plan (SNAP) program by observing Behaviour ISP Classrooms and providing feedback to Behaviour ISP staff.
10. 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.
11. Provide support through the School Based Support Learning Team to assist in the development, tracking and revision of those individual measurable goals.
12. Articulate the progress of the individual measurable goals to parents/ guardians of students in the Behaviour ISP on an at least weekly basis.

13. Continue to foster a Professional Learning Network through on-going e-mail communications amongst Behaviour ISP Teachers, CYWS and the Behaviour ISP Assessment and Program Teacher.
14. Continue support for the Behaviour ISP programs with the ISP Assessment and Program Teacher.
15. Develop a list of recommended classroom resources to support the development of social skills, self-esteem, self-advocacy and self-regulations skills.
16. Provide professional development regarding classroom management, self-regulation, building positive rapport and increasing collaborative activities during unstructured times such as recess.
17. Provide parenting workshops that promote positive parenting through better understanding of challenging behaviours.
18. In January 2016, The Student Support Resource Team (SSRT) became available to support elementary school staff who are working with children having difficulty regulating their behaviour and emotions. Each team consists of an experienced teacher and a CYW who work together with school staff to build their knowledge and capacity in improving challenging behaviours that interfere with optimal learning. Although requests focus on a particular child, the Student Resource Team can participate in a number of strategies including coaching, assisting in the development of behaviour support plans, providing small group or classroom based programs and even helping to initiate school wide interventions. A priority of the Student Support Resource Team is to assist school staff in continuing to provide an educational program for students in the regular classroom. Requests will be prioritized based on:

    1. the suitability of the student's presenting challenges,
    2. involvement of parents in planning and therapeutic interventions if applicable,
    3. classroom composition,
    4. evidence of previous strategies and school readiness to participate in capacity building strategies.

19. During the period of January – June 2016, the Student Support Resource Team will be involved with 24 schools throughout the TCDSB for 2.5 days/ week up to an eight week period.

3. Blind/Low Vision (BLV)

Goal for 2015-16:

- To reduce any achievement gap between students identified with a BLV Exceptionality and all students, as measured through EQAO/OSSLT in 2016.
- EQAO/OSSLT 2016 Participating Eligible BLV Students to meet or exceed the provincial standard.
- Fully support Assistive Technology use by students with BLV needs for EQAO/OSSLT

Strategies Implemented:

- Use of Assistive Technology (equipment and student training)
- Capacity building professional development to regular classroom teachers (Elementary & Secondary) about Blind Low Vision Disabilities (instructional accommodations)
- support professional learning of Growing Success and Blind Low Vision students
- Capacity building professional development to Special Education teachers (Elementary & Secondary) regarding Blind Low Vision Disabilities (instructional accommodations) –
- Inclusion of teachers of Blind Low Vision students in curriculum related in-services
- Support Differentiated Instruction with more specific strategies appropriate for Blind Low Vision learners

Blind Low Vision Trends and Academic Achievement (for students who are in an EQAO or OSSLT year):

a) All students who are visually impaired (blind or low vision who receive support through the TDSB Vision Program) who are cognitively able to write EQAO and OSSLT are writing EQAO and OSSLT. Students who are visually impaired are not exempt from writing EQAO/OSSLT *because* of the visual impairment. They may be exempt from writing EQAO/OSSLT for some "other" learning need (e.g., MID, DD, ELL).

b) All students who are visually impaired (blind or low vision) need extra time to complete EQAO/OSSLT.

c) The majority of students with visual impairment will use the large print version of EQAO/OSSLT.
d) Past data reflects that students with visual impairment will use their "typical" accommodation options to write EQAO/OSSLT. Results have been consistent for the past 3 years with respect to types of accommodations needed (e.g.: Extra time and large print are the most frequently requested accommodations).

4. Deaf/ Hard of Hearing (DHH)

2014/2015 Goals:

1. Transition all D/HH students in elementary Oral Intensive Support Placement (ISP) classrooms to 100 percent personal Hearing Assistance Technology (HAT).
2. Transition all D/HH students in elementary Oral D/HH ISP classroom settings to 100 percent usage of Hearing Assistance Technology by June 2015, including the use of classroom sound field systems.
3. Target all grade 8 students in Oral D/HH ISP settings for 100 percent usage of personal Hearing Assistance Technology.
4. Target Hearing Assistance Technology usage by the grade 8 cohort in their transition to secondary: the goal is 50 percent usage in grade 9.

Deliverables/learning/observations

- Through role modelling, education and prompting, the use of Hearing Assistance Technology increased for ISP students, in the regular classroom.
- The Early Years classes have a high acoustic ratio (i.e., noise to floor ratio of ~80dBA. Thus, instead of using the typical JK/SK integration for ISP students we used reverse integration to address the poorer signal to noise ratios in the larger classes.
- In Grades 1-7 at Cosmas and Damian 100 percent of the students used Hearing Assistance Technologies (17 students in total).
- In Preschool, JK and SK 75 percent of the students at The Divine Infant used Hearing Assistance Technologies (6 out of 8 students).

Strategies used:

- D/HH Itinerant and ISP teacher support focused on student compliance regarding the usage of Hearing Assistance Technology in order to successfully access the curriculum.
- Professional development opportunities were held for Assessment and Programming Teachers, Secondary Department Heads, and other special education personnel.

Long Term Goals Developed for 3 years (2015/2016 to 2017/2018)

2015/2016 Goals:

- *If* teachers of D/HH students engage in collaborative inquiry to deepen their capacity to understand the learning needs of D/HH students who require Hearing Assistance Technology (HAT), *then* teacher support of HAT use will increase. Progress will be measured by perceptual data (e.g., surveys, interviews) and behavioural data (e.g., classroom observations).

- *If* D/HH students engage in collaborative inquiry to reflect upon their own learning profile, then consistent use of Hearing Assistive Technology will increase. Progress will be measured by perceptual data (e.g., surveys, interviews) and behavioural data (e.g., classroom observations).

Strategies to be implemented 2015/2016:

- D/HH teachers to participate in collaborative inquiry to explore and examine usage of Hearing Assistance Technology.
- D/HH students to participate in collaborative inquiry to explore and examine usage of Hearing Assistance Technology.
- D/HH staff to track the number of D/HH students who are receiving D/HH supports, who use Hearing Assistance Technology over the next three years (2015 to 2018).
- Accountability Framework for Special Education (AFSE) goals to be communicated to teachers of D/HH students through email communications, newsletters, and Professional Development.

2016/2017 Goals:

- *If* we increase student compliance regarding the usage of hearing assistance technology (HAT), *then* we can create a learning environment that will support student achievement and well-being. Progress will be measured by

perceptual data (e.g., surveys, interviews), behavioural data (e.g., work samples, classroom observations), and Individual Education Plan goals.

- *If* we support D/HH student transitions (elementary ISP to elementary regular class placements; elementary grade 8 ISP to secondary ISP class placement; and elementary grade 8 ISP to secondary regular class placement) with a focus on compliance with the usage of Hearing Assistance Technology, *then* we can better maximize the engagement and well-being of D/HH students leading to increased student achievement. Progress will be measured by perceptual data (e.g., surveys, interviews), behavioural data (e.g., work samples, classroom observations), and Individual Education Plan goals.

Strategies to be implemented 2016/2017:

- Track students in D/HH ISP classes for consistency regarding compliance with the usage of Hearing Assistance Technology in order to successfully access curriculum. Continuation of 2015/2016 strategy.
- Track use of personal Hearing Assistance Technology for students who transition from an elementary grade 8 ISP to a secondary ISP placement; for students who transition from elementary grade 8 ISP to secondary regular class placements; and elementary grade 8 ISP to secondary regular class placement.
- Continue to provide appropriate professional development for parents, teachers who work with D/HH students in regular and ISP classes, and other Board staff.
- Use 21st Century fluencies and technologies including Hearing Assistance Technology (e.g., patch cord) to connect Regular Classroom D/HH students and Intensive Support Program Class D/HH students to facilitate peer learning experiences and support collaborative access to curriculum and consistent use of Hearing Assistance Technology.
- Provide engagement in D/HH student face-to face social networking through the Girls' Talk and Boys' Club enrichment experiences for communication, the annual D/HH family picnic, Mayfest and May is Speech and Hearing Month display at the CEC. Encourage parent involvement through all D/HH events including D/HH Parent, social networking and through on-line newsletters.

- Accountability Framework for Special Education (AFSE) goals to be communicated to teachers of D/HH students through email communications, newsletters, and Professional Development.

2017/2018 Goals

Goals to be determined; review of 2016/2017 data and needs will inform goal development for 2017/2018.

Strategies to be implemented 2017/2018:

- D/HH staff to continue to track students in D/HH ISP classes for consistency regarding compliance with the usage of Hearing Assistive Technology. Continuation of strategy from 2015/2016 and 2016/2017.
- Other strategies to be determined following review of 2016/2017 data and needs.

5. Gifted

2014-2015 Goal

To increase the percentage of students identified with Giftedness whose Self-Regulation and Organizational skills are rated as "excellent" on their Provincial Report Card. Measurement is focused on the 2013-14 Grade 6 cohort, and using their Grade 5 Term 2 Provincial Report Card, June 2013 as baseline. The goal is an increase by 5 percent and to maintain the improvement for this cohort through Grade 8 to ensure successful transition into secondary school (therefore this is a 3-year goal).

Deliverables/learnings/observations

Rationale: While almost all students identified with Giftedness achieve Levels 3 and 4 in the Reading, Writing and Mathematics on the EQAO assessments, tracking of the assessment of the learning skills of the Grade 8 cohort (2015-16) when they were in Grade 7, 6, and 5 indicated an overall decline in the percentage of students who achieved "excellent" on the Term 2 Learning Skills section of the Provincial Report Card.

- Improvement of Learning Skills of Organization and Self-Regulation skills will assist students to set and achieve learning goals both inside and outside school, manage their own learning and acquire the habits and skills necessary for the transition from Elementary to Secondary

and into Post-Secondary settings. (The long term impact and the importance of these skills for future life success has been well documented in the professional literature.)

- The skills of Organization and Self-Regulation may be focused upon by all teachers involved with the students, regardless of their placement (i.e. regular class, one day a week Gifted Withdrawal Program, full time Gifted Congregated Program).
- Improvement in learning skills would also encourage and support students in achieving Levels 3 and 4 on EQAO assessments.

Data used: For the 2013/2014 Grade 6 cohort, the Progress Report and Terms 1 and 2 Provincial Report Card Learning Skills data for Organization and Self-Regulation will be monitored in relation to the goal across the years **2013-2014, 2014-15 and 2015-16**.

2014-15 data:

"Organization": compared to the baseline of 63% of students getting "excellent" rating (Grade 5, Term 2 report card), there is a very slight change to 62% on the Grade 7, Term 2 report card of the same cohort.

"Self-Regulation": compared to the baseline of 66% getting "excellent" rating (Grade 5, Term 2 report card), there is a slight change to 63% on the Grade 7, Term 2 report card of the same cohort.

Strategies used:

1. Communicating and sharing information and strategies regarding this goal at meetings with Gifted Withdrawal and Congregated Program Teachers.

2. Through a newsletter and through contact with the Gifted Withdrawal and Congregated Program Teachers, focusing on facilitating collaboration/communication between regular classroom teachers, Special Education Teachers (SET) and Withdrawal and Congregated Special Education Teachers of the Gifted Programs regarding students' strengths, needs, learning skills and accommodations recorded in the Individual Education Plan (IEP).

- *Gifted Program October, 2014 Newsletter to TCDSB staff: Roles and Responsibilities of the Home School and Gifted Program and information pertaining to the IEP, Strategies for Organization.*

3. Providing information to students, staff and parents pertaining to transitions through:

- *Strategies for dealing with periods of transition on TCDSB Public Portal (for parents)*
- *Presentation for teachers and parents of the Gifted Program on the growth mindset of intelligence and developmental transitions between classroom placements, among grade divisions and among Elementary and Secondary panels - May, 2015*

4. Monitoring of longitudinal development and maintenance of Learning Skills of students with Giftedness for another cohort of students.

2015-2016 Goal

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. Measurement is focused on the 2013-14 Grade 6 cohort, and using the Grade 5 Term 2 Provincial Report Card, June 2013 as baseline. In this final stage of implementation of the goal, continue to focus on increasing and maintaining the improvement for this cohort through Grade 8 to ensure successful transition into secondary school.

Progress will be monitored by continuing to collect report card data on this (and the 2016-17 Grade 6 cohort) on Organization and Self-Regulation skills.

Strategies implemented this year:

- Communicating and sharing information and strategies regarding this goal at meetings with Gifted Withdrawal and Congregated Program Teachers.
- Building capacity for Gifted Withdrawal and Congregated Program Teachers, through professional development activities (April PA Day).
- APT (Gifted Programs) supporting teachers in focusing on self-regulation and organization when visiting classes.
- Through a newsletter and through contact with the Gifted Withdrawal and Congregated Program Teachers, focusing on facilitating collaboration/communication between regular classroom teachers, Special Education Teachers (SET) and Withdrawal and Congregated Special Education Teachers of the Gifted Programs regarding students' strengths, needs, learning skills and accommodations recorded in the Individual Education Plan (IEP).

  See: Gifted Program October, 2014 Newsletter to TCDSB staff: Roles and Responsibilities of the Home School and Gifted Program and information

pertaining to the IEP, Strategies for Organization. (Newsletter was distributed board wide again in October 2015.)

- Providing information to students, staff and parents pertaining to transitions through:
    - *Gifted Program October, 2015 Newsletter Focus: Transition to Secondary, Dealing with Change (for staff)*
    - *Strategies for dealing with periods of transition on TCDSB Public Portal (for parents)*
    - *Presentation to parents at the CEC (ABC conference) in May 2016*
    - *Resources for parents at the TCDSB Special Services Fair on April 30, 2016.*
- Exploring opportunities for student-lead coaching activities and peer-support in facilitating the development of self-regulation and organization skills.
- Monitoring of longitudinal development and maintenance of Learning Skills of students with Giftedness (report card and perceptual data).

Goals

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. Measurement is focused on the 2016-17 Grade 6 cohort, and using their Grade 5 Term 2 Provincial Report Card, June 2016 as baseline. The goal is to increase and to maintain the improvement for this cohort through Grade 8 to ensure successful transition into secondary school (therefore this is a 3-year goal).

Strategies planned:

- Sharing of information and strategies with TCDSB staff on the importance of and the strategies to develop self-regulation skills through:
  Gifted Program October, 2016 Newsletter Focus: Self-Regulation information and strategies
  Discussion at 2016 meetings for the Program Review Committee- Giftedness
- Communicating and sharing information and strategies regarding this goal at meetings with Gifted Withdrawal and Congregated Program Teachers.
- Building capacity for all teachers (regular classroom, Special Education, Gifted Withdrawal and Congregated Program Teachers, through communications and professional development activities.

- APT (Gifted Programs) supporting teachers in focusing on self-regulation and organization when visiting classes.
- Monitoring of longitudinal development and maintenance of Learning Skills of students with Giftedness, and comparing the development and maintenance of Learning Skills of students with Giftedness for the 2013-16 and 2016-19 cohort of students.

6. Language Impairment (LI)

Goals set in 2014/2015

That the achievement gap between students identified with Language Impairment (LI) and all students be maintained or reduced by 5 percent:

1. from a 47 percent gap (in 2013-14) to a 42 percent gap (for 2014-15) in Grade 3 Reading
2. from a 49 percent gap (in 2013-14) to a 44 percent gap (for 2014-15) in Grade 6 Reading
3. from a 46 percent gap (in 2013-14) to a 41 percent gap (for 2014-15) on the OSSLT

Strategies Implemented:

- Parent workshops on literacy were delivered by Speech-Language Pathology (SLP) staff to families of Early Years students. Pre- and post- workshop survey data indicated that a third of parents reported increased confidence regarding their knowledge and understanding of their child's communication and literacy needs.
- Facilitation of early intervention processes (i.e., SLP consultation to Early Years classroom and promotion of the board-wide Early Identification Strategy). The number of referrals to the SLP department from Early Years teachers for consultation increased significantly from 2013/2014.
- Seven interactive workshops for Early Years educator teams (teacher and Designated Early Childhood Educator) were provided across all superintendent areas. Positive feedback from teachers was received regarding resources and strategies shared.
- Implementation of the Empower Reading intervention in 15 Language Impairment-Intensive Support Program (LI-ISP) classes was supported. Data

collection regarding Empower implementation continues to be monitored through the TCDSB Empower Committee.

- Resource materials were developed for students entering and exiting Kindergarten Language Programs (KLP) and LI-ISP classes to support successful transitions. Members of School Based Support Learning Teams (SBSLT) reported increased use of resource during team meetings and IPRCs.
- The new resource FIPPA, Focused Intervention Program for Phonemic Awareness, was piloted by SLPs in select schools. Preliminary pre- and post-intervention data indicates students made gains in decoding skills.
- An afterschool Professional Learning Network was established for LI-ISP teachers to facilitate mentorship, capacity building and professional learning. Positive feedback was received from teachers who participated.
- A list of recommended classroom resources to support literacy development was shared with LI-ISP teachers. A small number of teachers reported use of the resource document.
- Two Professional Learning Series were offered to Special Education Teachers working with students with LI and LI-ISP teachers to support IEP goal setting, classroom programming and use of interactive white board resources (e.g., SMART Board). Majority of teachers reported on workshop exit surveys that they found the workshops useful for their work with students with LI.
- Written resources to support literacy (self-reflective booklet for secondary students with LI that provides a forum for collaborative discussion, reflection and learning and a fact sheet (Language Difficulties: Classroom Strategies for Secondary Schools) were provided to Secondary Department Heads. A small number of schools reported consistent use of the resources

Results/Observations/Deliverables

Grade 3 Literacy

- Grade 3 results for LI students have improved from 6%-15% (Level 3 and 4) to 31% in the past years (a gain of 8% from two years ago).
- In Grade 3, the proportion of both Level 2 (63% to 49%) and Level 1 LI students (18% to 6%) has decreased over the past 2 years.

The Grade 3 Reading goal was achieved. The grade 3 results for students with LI suggest that a strong focus on early identification and intervention for students with LI has been positive in reducing the achievement gap.

Grade 6 Literacy

A. Grade 6 results for LI students have remained steady (21% to 25%) from 2010-11 to 2013-14. This year, they improved by 5% to 30%.
B. Among Grade 6 students the proportion of LI students with Level 2 scores increased (43% to 53%) while the percentage of level 1 students decreased (20% to 9%).

In reading at the Junior division a slight improvement was noted in the percentage of students with LI who achieved Level 3 and 4 on the EQAO Junior Reading assessment (increase of 5%). Fewer LI students were at Level 1 than in previous years (decrease from 20% to 9%).

OSSLT

- Over the past 4 years, the percentage of LI students passing the OSSLT has declined steadily from 62% to 32%.

The number of LI students is too small for reliable conclusions. The performance of even one student impacts the results considerably. Lower scores may reflect a particular student's instructional needs.

Next Steps to Consider

- Review of data results suggest that the current focus on traditional quantitative data (e.g., yearly changes in EQAO) may not be the best indicator of achievement for students with LI for accountability purposes due to the small sample size.
- Behavioural and perceptual data, collected through work samples, surveys, interviews and classroom observations, are recommended as strategies to monitor goal progress.
- Longer terms goals for improvement that focus more on instructional practices are recommended.

Goals for 2015/2016 and 2016/17

2015/2016

1) If LI-ISP teachers engage in a collaborative study, then they will deepen their capacity to understand the learning needs of students with LI and refine instruction to improve student learning and achievement. Progress will be measured by perceptual data (e.g., surveys, interviews) and behavioural data (e.g., work samples, classroom observations).
2) If reading instruction for primary students with LI is directly focused on decoding and comprehension, then we can continue to reduce the

achievement gap in primary literacy. Progress will be monitored over two years (2015/16 and 2016/17) by data collection regarding Empower Reading implementation and student achievement, evidence-based interventions such a SKIPPA (Senior Kindergarten Intervention Program for Phonemic Awareness) and FIPPA (Focused Intervention Program for Phonemic Awareness), and analysing CAT4 and EQAO data.

2016-2017

1) If reading instruction for primary students with LI is directly focused on decoding and comprehension, then we can continue to reduce the achievement gap in primary literacy. Continuation of 2015/2016 goal. Progress will be monitored by data collection regarding Empower Reading implementation and student achievement, evidence-based interventions such as SKIPPA (Senior Kindergarten Intervention Program for Phonemic Awareness) and FIPPA (Focused Intervention Program for Phonemic Awareness), analysing student achievement on the Oral Language strand of literacy on the final report card and analysing CAT4 and EQAO data.
2) If we support teachers through professional development to deepen their understanding of the learning needs of Junior students with LI then they can refine instruction to improve student learning and achievement in numeracy and literacy. Progress will be measured by perceptual data (e.g., surveys, interviews) and behavioural data (e.g., work samples, classroom observations).
3) If we support secondary students with LI to reflect upon their own learning profile and increase self- advocacy, then we can increase student achievement and well-being. Progress will be monitored by behavioural data, collected through work samples, student work logs and classroom observations, perceptual data, collected through surveys and interviews, and analysing EQAO data.

Strategies to be implemented:

2015/2016 Strategies

- LI-ISP teachers to participate in collaborative study to examine and develop indicators of functional oral language skills.
- Provide information and professional development material to parents and teachers, relevant for addressing oral language and literacy skills for students with LI.

- Continue the systematic and strategic implementation of 2 components of Empower Reading intervention, i.e. Comprehension in grades 2-5, and Decoding in grades 2-5.
- Continue to implement a strategic roll-out of FIPPA (Focused Intervention Program for Phonemic Awareness), targeting students who may not qualify for other reading interventions.
- Promote retention of LI Identification (where appropriate) for junior/intermediate students to ensure their needs are flagged in high school.
- Communicate yearly Accountability Framework for Special Education (AFSE) goals to teachers of LI students through email communications, newsletters, and Professional Development.

2016/2017 Strategies

- Administer functional speaking and listening measure in Fall and Spring 2016/2017 to LI- ISP teachers and classroom teachers of those students. Survey results will inform goal setting for 2017/2018.
- Provide targeted professional development to Early Years teams, LI-ISP teachers and special education teachers around resource, Oral Language at Your Fingertips, to facilitate better understanding of the learning needs of elementary students with LI.
- Provide in-services to Secondary Special Education staff who work with students with LI on the resource, Understanding My Language Impairment: A Video for Students, so that staff and identified students benefit from the use of the self-advocacy video.
- Enhance capacity of SLP department staff to deliver and track evidence based intervention supports for high school students with LI.
- Review the current and historical composition of LI- Intensive Support Programs. Conduct a study in collaboration with the research department to explore the development of entrance and exit measures of curriculum based achievement levels to better address the strengths and needs of students in the LI-ISP classes.
- Encourage consistent use of assistive technology for all students with LI as part of regular classroom instruction.
- Communicate yearly Accountability Framework for Special Education (AFSE) goals to teachers of LI students through email communications, newsletters, and Professional Development.
- Other strategies to be determined following review of 2015/2016 data and needs.

7. Learning Disability (LD)

Goals set in 2014-15

1. **In mathematics** at the Junior level: decrease the percentage of students with LD in the lowest achievement category (Level 1 on EQAO in Grade 6, and Stanines 1,2,3 on CAT4 in Grade 5) by June 2015.
2. **In reading** at the Junior level: increase the percentage of students with LD who reach Level 3 and 4 on the EQAO assessments by June 2015.
3. Increase the percentage of Grade 10 **credit accumulation** for students with LD compared to June 2014.

Strategies implemented

In mathematics:

- Based on last year's results and in order to support students with the most severe LDs, *JUMP Math* was introduced in LD Intensive Support Programs. Intensive Support Program teachers received inservices regarding implementation. Data collection has been ongoing. Early data indicate that teachers generally found that students were making progress.

In reading:

- In order to support LD students with reading problems, 3 versions of the *Empower Reading intervention* were delivered in 80 schools (including 13 LD Intensive Support Programs). Data collection regarding Empower Reading implementation continues to be ongoing. Data indicate that most students continue to make progress in reading even 3 to 4 years post-intervention (i.e. EQAO, CAT4, Individual Education Plan, and Report card data show decreased exemption rate, increased rate of performing at provincial standard and at expected achievement levels, decreased need for IEP).
- Lexia Reading, a web-based reading intervention was also made available to students with LD in schools including some LD ISP classes and withdrawal settings.

General strategies:

- Focus on supporting the development of Learning Skills in students with LD. Facilitate the understanding of the role and development of executive functioning skills by providing professional development to classroom teachers, Special Education and Intensive Support Program teachers.
- *Psychology Newsletter on Learning Skills and executive functioning skills sent out to all schools and posted on website in February 2015.*
- *Psychology Symposium on Learning Skills and executive functioning skills delivered to parents and staff at the CEC in February 2015.*
- *Self-Advocacy Program (York Region DSB) for students with LD was introduced to Intensive Support Program teachers and Psychology Staff in the fall of 2014.*

- **Results/Observations/Deliverables**

Results:

In mathematics on the EQAO assessments at the Junior level, although the percent of students with LD reaching provincial standards increased slightly: from 16 to 17 % (with a trend remaining relatively stable for the past 3 years), the percent of students with LD in Level 1 increased from 36% to 43% (thus decreasing the percent of students in Level 2). This is consistent with a decreasing trend for all TCDSB students on this measure in the past 3 years. (CAT4 results are in the process of being compiled for students with LD.)
On the Grade 9 EQAO, 76% of students with LD in the Academic and 37% in the Applied stream reached provincial standards, compared to 82% and 44% of all Grade 9 students, respectively.

In reading at the Junior division the percent of students with LD who achieved Level 3 and 4 on the EQAO Junior Reading assessment increased from 38% to 50%, which is a 12% increase.

Grade 10 **credit accumulation:** At the end of 2014-15 school year, 75% of Grade 10 students with LD had 16/16 or more credits (compared to 85% of all Grade 10 students). This represents an increase from 70% in 2014.

Observations:
It was noted that only 7% of students with special education needs used **assistive technology** for completing the OSSLT (2014). Based on the high

prevalence of reading problems in individuals with LD (80%), relying on assistive technology for reading should be much higher to facilitate success, not only on OSSLT, but generally in academic achievement and in future post-secondary endeavours. Potential causes for low use of assistive technology were investigated with the purpose to address barriers and increase use. Through the 3 surveys conducted by the research department in 2014-15 several barriers were identified: including inadequate access to computers that are available at school, unreliable and/or slow computers; difficulty using assistive technology software. As a result, we are investigating other possible solutions that are easier to use and are more inclusive.

- **Next Steps to consider**

Investigating possible solutions for increasing the use of assistive technology for students with LD through a collaborative inquiry with an elementary and a secondary school participating.
Progress in reading and mathematics will be monitored by collecting data regarding Empower Reading implementation and student achievement, and analysing CAT4 and EQAO data as well as collecting data from Intensive Support Programs classes using JUMP math.

- **Goal(s) for 2015-16 and 2016-17**

I. If there is focus on supporting the regular use of technology with ALL students and students with LD, then the regular use of assistive technology for students with LD will increase. (This is a longer term goal: 2015-16, 2016-17)
II. **In mathematics:** If math instruction for students with LD is directly focused on computation as well as reasoning, then we can reduce the achievement gap in math. (This is a longer term goal: 2015-16, 2016-17)
III. **In reading:** If reading instruction for students with LD is directly focused on decoding and comprehension, we can continue to reduce the achievement gap. (This is a longer term goal: 2015-16, 2016-17)

- **Strategies that will be implemented**

Assistive Technology

- Participating in a collaborative inquiry that is focusing on the use of technology for all students consistently as part of regular classroom instruction. One elementary and one secondary school are participating in this initiative in order to explore enablers and barriers before expanding to

more schools. Teachers from both schools have participated in a PD focused on the classroom application of Google Apps for Education (GAFE), and will be coming together to provide feedback.
    - Communicate the goal to and continue to build capacity for LD Intensive Support Program teachers to implement technology and assistive technology in their classrooms.

Mathematics:

- Continue the implementation and monitoring of JUMP Math in LD ISPs. Regularly provide information and professional development material to teachers, relevant for teaching math to students with severe LD.

Reading:

- Continue to implement Empower Reading intervention, including the systematic and strategic implementation of all 3 components of Empower Reading intervention, i.e. Comprehension (in grades 2-5), and Decoding in grades (2-5 and 6 -8).
- Continue to implement a strategic roll-out of Lexia Reading (a web-based literacy intervention), targeting students with LD who require continued support to improve their reading.

General strategies:

- Continue to provide professional development (centrally and locally) for classroom teachers and school staffs; use professional development opportunities to communicate the above goals; to facilitate a better understanding of the academic and social-emotional/mental health implications of LD, and strategies to foster success (i.e. PD presentations to teachers, EAs/CYWs on the February 12th PA day).
- Continue to focus on supporting the development of Learning Skills in students with LD. Facilitate the understanding of the role and development of executive functioning skills by providing professional development to classroom teachers SETs and ISP teachers.
    - Facilitate accessing free webinars on LD@school.ca and other professional resources; disseminate information on Integra and other PD opportunities in the community; post and share internal and external resources on the TCDSB staff and public portals, offer local presentations to school by psychology staff, etc.

    - Continue to focus on developing self-regulation and self-advocacy skills in students with LD by using the Self-Advocacy Program (York Region DSB).
- Explore possibilities to offer learning opportunities (central and local) to students on LD to facilitate understanding, acceptance, and inclusion on part of peers, and self-understanding, self-advocacy and self-regulation for students with LD (e.g. via Student leadership events/activities).
- Continue to provide information on central and local in-services and resources to parents on LD and on their role in fostering academic success, self-advocacy, resilience, and positive mental health.
    a) *Presentation to parents at the TCDSB Special Services Fair on April 30, 2016.*
    b) *Psychology Newsletter on teaching self-regulation and pro-social behaviour sent out to all schools and posted on website in February 2016.*
    c) *Psychology Symposium on teaching self-regulation and pro-social behaviour offered to parents and staff at the CEC in February 2016.*

- Review the current and historical composition of LD ISP classes: with the help of the research department conduct a study to assist in better understanding and addressing the strengths and needs of the LD Intensive Support Program.

8) **Mild Intellectual Disability (MID)**

Students with Mild Intellectual Disabilities was created in the 2014-15 school year. Through changes to staffing, they have not specifically been included as part of an Accountability Framework committee in 2015-16. Their achievement for 2014-15 has however been tracked and is reported here to create a baseline of achievement that will be used to inform future work in this area.

1. 43% of students in Grades 1-6 were at level 3 or 4 in the area of *Language Arts: Reading* on the **Elementary Provincial Report Card**
2. 43% of students in Grade 7 were at level 3 or 4 in the area of *Language Arts: Reading* on the **Elementary Provincial Report Card**
3. 44% of students in Grade 8 were at level 3 or 4 in the area of *Language Arts: Reading* on the **Elementary Provincial Report Card**

4. 56% of students in Grades 1-6 were at level 3 or 4 in the area of *Mathematics: Number Sense and Numeration* on the **Elementary Provincial Report Card**
5. 38% of students in Grade 7 were at level 3 or 4 in the area of *Mathematics: Number Sense and Numeration* on the **Elementary Provincial Report Card**
6. 50% of students in Grade 8 were at level 3 or 4 in the area of *Mathematics: Number Sense and Numeration* on the **Elementary Provincial Report Card**

Goals for 2015-16

1. To create an accountability framework committee to track student achievement of the MID population.
2. The capabilities of this group varies and future work will investigate alternative measures of achievement to track student success.

9) Multiple Exceptionalities/Developmental Delays (ME/DD)

Goals Set in 2014/15:

Developmental Disability Program Goals:

- By June 2015, 70% of the functional literacy expectations as outlined on the IEP and as reported on the alternative report card will be met for elementary students with a DD identification.
- By June 2015, 70% of the functional numeracy expectations as outlined on the IEP and as reported on the alternative report card will be met for elementary students with a DD identification.

Multiple Exceptionalities Programs Goals:

- By June 2015, 70% of the functional literacy expectations as outlined on the IEP and as reported on the alternative report card will be met for elementary students with a ME identification.
- By June 2015, 70% of the functional numeracy expectations as outlined on the IEP and as reported on the alternative report card will be met for elementary students with a ME identification.

Strategies Implemented

- The program goals and data were shared with a focus group of teachers who were invited to participate in a collaborative inquiry for 2015/16. The focus group was held to collect information on their understanding of functional literacy and the strategies used, in particular with the programming of students with a DD or ME identification, and to work towards a common understanding of functional literacy.
- A draft 'Best Practice Guide' for DD-ME intensive support programs to support evidence informed practices has been developed. We are investigating recommended resources to add to the guide to make it more comprehensive.
- A number of sets of literacy materials, MeVille to WeVille, were ordered for elementary DD-ME intensive support programs. This will be piloted in select DD-ME intensive support programs in order to get feedback.

Results/Observations/Deliverables:

Developmental Disability (DD) Programs:

1. Alternate achievement measures were analysed for students identified with a Developmental Disability as EQAO results were not an appropriate measure for this group of students.
2. Based on the June 2015 Alternative Report Card, for elementary students identified with a Developmental Disability, 62% of the overall number of functional literacy skill expectations were met, as outlined in students' IEP. This represents a 4% increase from the findings from June 2014.
3. For 2014/2015 a numeracy goal was identified and was analysed based on the functional numeracy skill expectations on the June 2015 Alternative Report Card. Results for functional numeracy skill expectation indicate that 61% of these expectations were being met by DD students. This represents a 1% increase when compared to results from June 2014.

Number of students with DD across grades who had at least one functional literacy and/or numeracy skill expectation reported on the alternative report card.

Developmen	**Grade**	**Total**

tal Disability (DD)	**JK**	**SK**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
2012-2013	2	6	7	4	4	9	8	6	13	7	66
2013-2014	0	3	6	11	5	5	9	4	6	9	58
2014-2015	1	0	3	7	10	9	5	13	15	11	74

	2011-2012	**2012-2013**	**2013-2014**	**2014-2015**
Percent of functional literacy skills met by students with DD	54%	69%	58%	62%
Percent of functional numeracy skills met by students with DD	N/A	N/A	60%	61%

Multiple Exceptionalities Programs

i. Alternate achievement measures were analysed for students identified with a Multiple Exceptionality as EQAO results were not an appropriate measure for this group of students.

ii. Based on the June 2015 Alternative Report Card, for elementary students identified with Multiple Exceptionalities, 58% of the overall number of functional literacy skill expectations were met, as outlined in students' IEP. This represents a 7% increase when compared to results from June 2014.

iii. For 2014/2015 a numeracy goal was identified and was analysed based on the functional numeracy skill expectations on the June 2015 Alternative Report Card. Results for functional numeracy skill expectation indicate that 57% of these expectations were being met by ME students. This represents a 5% increase when compared to results from June 2014.

Number of students with ME across grades who had at least one functional literacy and/or numeracy skill expectation reported on the alternative report card

Multiple Exceptionality (ME)	**Grade**										**Total**
	JK	**SK**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	
2012-2013	1	3	6	10	8	7	4	6	7	10	62
2013-2014	1	3	10	5	6	9	5	5	3	7	54
2014-2015	2	3	5	9	8	8	9	10	5	3	62

	2011-2012	2012-2013	2013-2014	2014-2015
Percent of functional literacy skills met by students with ME	64%	64%	51%	58%
Percent of functional numeracy skills met by students with ME	N/A	N/A	52%	57%

Next Steps (DD/ME):

- Plans are underway to communicate with staff and parents about the DD and ME Program Review process. Information is available on the board website. In addition, there has been discussion about developing a newsletter communicating DD and ME initiatives for staff and parents.
- Enhance achievement in functional literacy and functional numeracy for students identified with Developmental Disabilities (DD) and Multiple Exceptionalities (ME). The following activities have been recommended by the committee:
    - That the alternative report card be reviewed. It has been recommended that the alternative report card include an achievement scale that indicates the level of independence for students on an alternative curriculum.
    - A collaborative inquiry with staff in DD-ME intensive support programs is currently underway to investigate issues related to effective literacy programming. Based on the outcomes of the collaborative inquiry, this will inform future goals.
- A draft 'Best Practice Guide' for DD-ME intensive support programs to support evidence informed practices has been developed. It will be reviewed to determine how to communicate this to the system.
- Resources at the secondary level are also being investigated with a focus on the 'Pathway to Community Participation'.

- Identification criteria for DD and ME is being updated to reflect new DSM 5 diagnostic criteria. Placement guidelines are also being reviewed.

Goals for 2015/16

A collaborative inquiry with, staff in DD-ME intensive support programs, focusing on effective literacy programming is the main focus of the committee. The inquiry will be completed in May and based on the outcomes will inform our future goals in both elementary and secondary. Going forward we will be looking at growth goals i.e. an increase of percentage of students meeting the determined goal(s).

Strategies to be Implemented

- We will analyse data for secondary students to help determine an appropriate goal focusing on the pathway to community participation.
- The 'Best Practice Guide' for DD-ME intensive support programs to support evidence informed practices has been developed. It will first be shared with teachers and administration who DD-ME intensive support programs in order to provide feedback.
- Along with the 'Best Practice Guide' being communicated, once the goals have been determined these will be shared with teachers and administration who have DD-ME intensive support programs.
- There will be further discussion about the alternative report card to determine if it should be changed to include an achievement scale that indicates the level of independence for students on an alternative curriculum.
- We will investigate an afterschool Professional Learning Network for DD-ME intensive support program teachers to facilitate mentorship, professional learning and capacity building.
- We will discuss the need for a survey to get feedback on which types of assistive technology are being used with students in DD-ME intensive support programs.

Part 4 - Update on Special Education Program Implementation

1. Empower Update for 2014/2015

Empower Reading™ is an evidence-based reading intervention which has been developed by the Learning Disabilities Research Program at the Hospital for Sick Children, and is based on 25 years of research in Canada and the United States. The
TCDSB continues to offer an intervention intended for students in Grades 2-5 who have demonstrated significant difficulties in decoding and spelling. In the past 3 years, it has also offered both a decoding program for students in Grades 6 to 8 and another intervention focused on Comprehension and Vocabulary. In 2014-15, 435 students participated in the decoding program for Grades 2 to 5 and 65 students in the newer program for grades 6 to 8. 76 students participated in Grade 2 to 5 Comprehension.

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

Students in the Grade 2 to 5 decoding program made significant gains on:

1. Decoding and word recognition measures provided by SickKids and measures of phonemic awareness developed at the TCDSB; students answered over 90% of items on the "key words" emphasized in Grade 2 to 5 Empower and up to 78% of the "challenge words (which require students to generalize their decoding skills to new words.
2. The Running Record (TCDSB measure): on average these students were well below grade level at the beginning of the program; improvement was observed by June. (For example, there was an increase from 1% to 38% of Grade 2 students reading at grade level).

There is evidence suggesting that students who complete at least 90 of the 110 Empower lessons make higher gains than students who do not.

Similar results were found from the SickKids, Blending and Segmenting and TCDSB Running Record tests which indicated substantial improvement over the course of the intervention. In the Comprehension intervention, students improved on the Running Record, especially on the Comprehension component. In addition, teacher interviews administered at the end of instruction suggested that students improved substantially on all the comprehension strategies taught in Empower. Assessment results for all 3 programs were corroborated in teacher interviews. In addition, many interviewees reported parental support and effective collaboration with regular and integration teachers.

In the longer term (3 to 4 years post-intervention), student performance on Canadian Achievement Test (CAT) and EQAO was analyzed:

1. Students who take CAT tests after completing Empower have better results than those who take it beforehand. For example, 80% students who took Empower in Grade 3 had low scores (stanines 1 to 3) on the Grade 2 CAT test; on the Grade 5, only 44% did so.
2. In Grades 4 and 5, students who were enrolled in Empower do so after participating in the Grade 3 EQAO but before the Grade 6 EQAO. For these students, the proportion of Level 1 scores decreased (31% to 12%) on the Grade 6 test, relative to Grade 3.
3. While most students improve on the Board and provincial measures, there is a proportion of students who will need further Special Education interventions; Empower teachers suggest that these students are often identified as LI, sometimes as LD. Most students need reinforcement after Empower.

Kindergarten Language Program (KLP) Update for 2014/2015

Success/Implementation Stage

The Kindergarten Language Program (KLP) is an early intervention program (Tier 2) for Senior Kindergarten students at-risk for oral language delays and related early literacy needs. The program has been in operation since 1995/1996. The KLP is co-instructed by a teacher and a speech-language pathologist and delivered in eight schools across the Board. 256 students participated in the KLP in 2014/2015.

1. The 2014-2015 data for KLP students showed considerable growth in the domains assessed on pre- and -post program testing.
2. The number of students who scored within the normal range on overall oral language measures increased 29% at the time of demission from the KLP.
3. The number of KLP students who scored within the normal range on vocabulary measures at the time of demission from the KLP increased 53%.
4. The majority of students returned to the regular classroom following participation in the KLP while 16% were recommended for consideration of an LI-ISP placement for grade one.
5. The percentage of KLP students who returned to the regular class has remained consistent since last year (82% in 2013/2014 and 84% in 2014/15).

6. JUMP Math Update for 2014/2015

JUMP Math is a numeracy program developed by Dr. John Mighton in an attempt to improve math instruction and learning for all students, including those with special needs. JUMP Math uses structured instruction that draws student attention to mathematical reasoning. As stated on the JUMP Math Canada website, the program is "dedicated to enhancing the potential in children by encouraging an understanding and a love of math in students and educators."

With tremendous support of the Superintendent of Special Services and Education Council, in January 2014, JUMP was offered to the LD Intensive Support Program (ISP) classes for implementation and research tracking, soon to be followed by implementation in ISPs for other exceptionalities. The first professional development session of JUMP was completed in March of 2014. The current ISP JUMP Math Steering Committee was officially given the mandate to oversee the implementation of JUMP in the ISP classes, holding its first meeting in April of 2014.

In the 2104-15 school year, ISP teachers who used JUMP math were interviewed at the midpoint of the school year. They reported that:

1. Teachers generally noticed substantial improvement in student math performance, especially in number sense and numeration. They also observed that students are more motivated and comfortable with mathematics. Parents also provided good feedback and appreciated being able to understand and follow their students mathematical lessons without complicated verbiage.

2. While teachers thought that students made considerable process in numeration, some also thought it was an area in which students could use more support – especially in applying their work. Some teachers also thought that students need help with the more abstract mathematical concepts.

3. Teachers track student progress most often through unit tests and quizzes, observations and anecdotes and student notebooks. The methods varied by grade.

4. A similar survey will be administered in the spring of 2016 and results will be reported next fall.

In 2015-2016, research is underway to consider methods which can be used to assess and track student progress in JUMP Math. These methods may include:

1. Checklists to record student mastery of Ontario curriculum expectations throughout the school year. A draft checklist will be given to JUMP teachers in the spring to record student progress and for feedback on its value as an assessment tool.

2. Mathematical components of the Woodcock-Johnson, a standardized test well regarded for its norms will be adapted for use with Special students in ISP classes. A pilot last year provided preliminary evidence that LI students in grades 1 to 4 improve in some aspects of math, but have difficulty with important concepts such as proportions (including simple division). The use of assistive technology and manipulatives that Special students use in class will also be investigated.

3. Lexia Update for 2014/2015

Lexia Reading, is a reading intervention which aims to advance foundational reading development for students, pre-K to Grade 4, and accelerate reading development for at-risk students in Grades 4-12. This web-based individualized reading intervention provides explicit, systematic, structured practice on the essential reading skills of phonological awareness, phonics, fluency, vocabulary and comprehension. 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. Schools are eligible for accessing up to 10 centrally purchased licenses.

Implementation review and program evaluation are being carried out by the Central Lexia Committee (under the umbrella of LD Program Review Committee), to monitor usage and maximize efficiency. In June 2014, surveys were collected from teachers using Lexia Reading with their identified students. Informal interviews of teachers and students were also conducted. Findings were shared with the Learning Disabilities Program Review Committee. While the sample of teacher responding to the survey was limited (n=9), their responses were positive and encouraging. Teachers found the program easy to use, engaging for students, and effective to develop their reading. Some teachers reported technical difficulties using Lexia Reading.

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.

D. CONCLUDING STATEMENT

This report is for the consideration of the Board.

PENDING LIST FOR STUDENT ACHIEVEMENT AS OF MAY 5, 2016

#	Date Requested	Due Date	Committee/Board	Subject	Delegated To
1	Mar-15	Deferred as part of the 2016 Safe Schools Acton Plan	Student Achievement	Piping In Classical Music To Washrooms & Parking Lots To Address Safe School Concerns	Associate Director, Academic Affairs
2	Oct-13	June 2016 Long Term Accommodation Program Plan (LTAPP)	Student Achievement	Report that outlines a strategy that will address housing those students that represent over enrolment at Our Lady of Wisdom for the 2014 school year and look at providing possible caps/boundaries including French Immersion for over-subscribed schools when the Admissions Policy comes back for review. Report regarding French Immersion Program: Recommendations for Oversubscribed FI Program Schools - that St. Cyril be referred back to staff as an oversubscribed French Immersion program school and possible solutions. Report regarding the feasibility of establishing a French Immersion Program at St. Conrad Catholic School to be included in the report to come to Board	Associate Director Academic Affairs
3	Mar-14	Long Term Accommodation Program Plan (LTAPP)	Student Achievement	That the director initiate meetings with community colleges and high schools that provide culinary programs to pursue educational opportunities and report back to the Board	Associate Director, Academic Affairs

4	15-Sep	To be included in LTAP and LTAPP	Student Achievement	Report regarding the feasibility of relocating the French Immersion program and the gifted program from Senator O'Connor to St. Patrick and from St. John Paul II to Blessed Mother Theresa	
5	Oct-15	Oct-16	Student Achievement	Report on pilot Jump Math program inclusive of EQAO results for 2015-2016 (Grade 3 - 6)	Associate Director, Academic Affairs
6	March-16	June-2016	Student Achievement	A comprehensive structural, logistical and financial side-by-side comparison report between TCDSB and the Niagara Catholic District School Board's (NCDSB) model. As an "essential ministry", investigate other funding sources and potential external program partnerships	Associate Director Academic Affairs
7	April-16	Long Term Accommodation Program Plan (LTAPP)	Student Achievement	Report regarding inequities in program offerings in our secondary schools,	Associate Director Academic Affairs