

TORONTO CATHOLIC DISTRICT SCHOOL BOARD

PUBLIC AGENDA

REGULAR MEETING SPECIAL EDUCATION ADVISORY COMMITTEE WEDNESDAY, OCTOBER 19, 2016

Marilyn Taylor, Chair
Community Representative

Rosanna Del Grosso
Association for Bright Children

Dario Imbrogno
Community Representative

John MacKenzie
FASWorld

Sandra Mastronardi
Autism Ontario

Ashleigh Molloy, Vice-Chair
AAIDD

Gizelle Paine
LD Toronto Chapter Representative

Mary Pugh
VOICE for Hearing Impaired

Giselle Romanino
Community Representative

Raul Vomisescu
Community Living Toronto

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

Recording Secretary: Lalita Fernandes 416-222-8282 Extension 2293
Asst. Recording Secretary: Sophia Harris 416-222-8282 Extension 2298

In a school community formed by Catholic beliefs and traditions,
our Mission is to educate students to their full potential.

Angela Gauthier
Director of Education

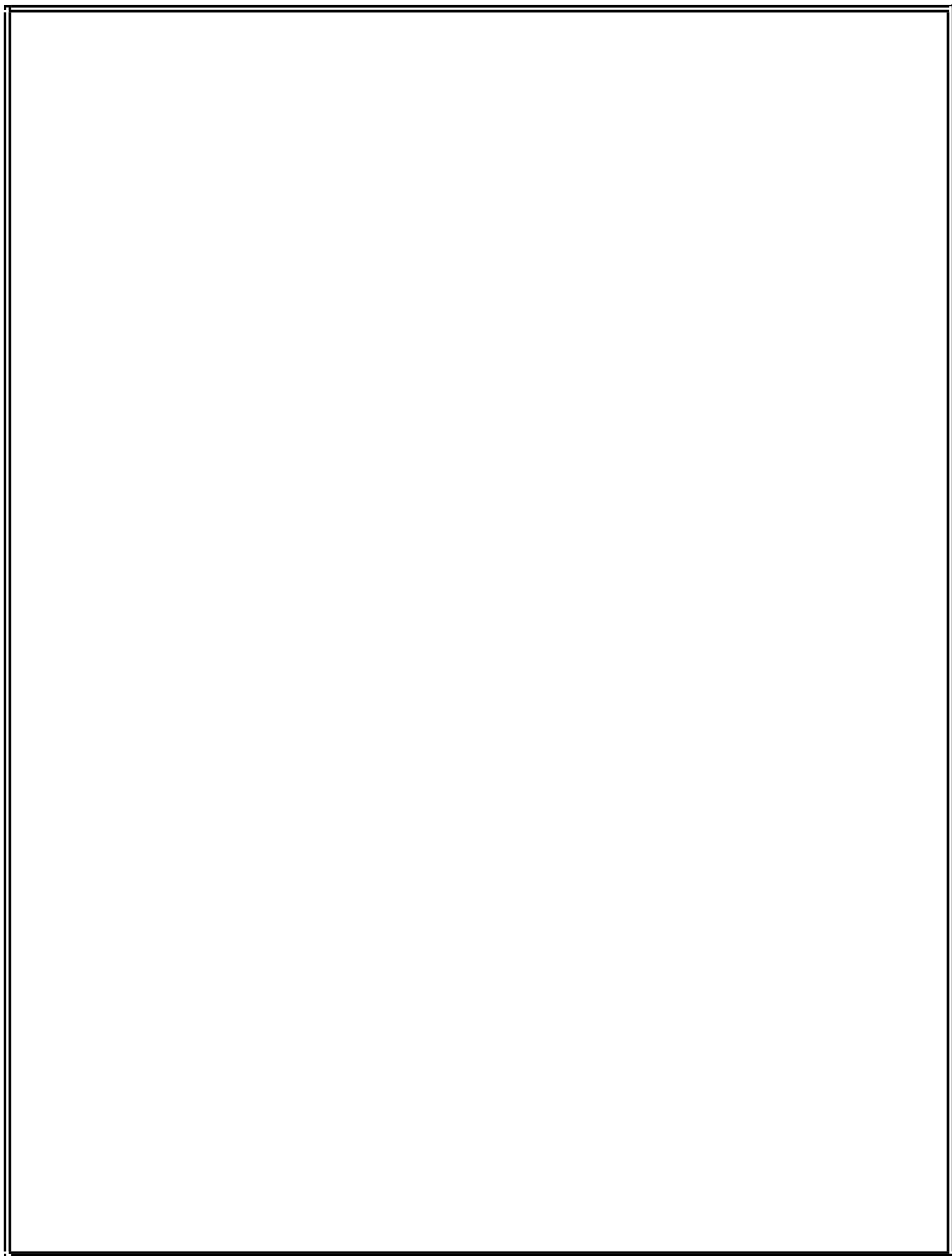
Trustee Members

Ann Andrachuk

Angela Kennedy

Garry Tanuan





OUR 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*

OUR VISION

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



AGENDA THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

PUBLIC SESSION

Wednesday, October 19, 2016

7:00 P.M.

	Pages
1. Roll Call & Apologies	
2. Approval of the Agenda	
3. Declarations of Interest	
4. Approval & Signing of the Minutes of the Meeting held September 14, 2016	1 - 7
5. Delegations	
6. Presentations	
7. Unfinished Business	
7.a Inquiry from Rosanna Del Grosso on the Safe Schools Report	
8. Notices of Matters and Trustee Matters: (for which seventy-two hours' notice has been given)	
9. Communications	
9.a SEAC Monthly Calendar Review	8 - 14
9.b Special Education Superintendent Update October 2016	15 - 18
9.c Parent Guide for Special Education 2016	19 - 28

9.d	Policy A23	29 - 38
9.e	Safe Schools Report 2015-16 (For Information Only)	39 - 75
9.f	Grade 9 Assessment of Mathematics (second semester and full year students) and OSSLT Assessment (EQAO) (For Information Only)	76 - 82
10.	Matters Referred/Deferred to the Committee by the Board and Other Committees	
11.	Reports of Officials, and Special and Permanent Committees Requiring Action	
11.a	Verbal Update regarding Process for Minority Reports	
12.	Reports of Officials for Information	
12.a	Presentation on the Early Years: The Kindergarten Program 2016 and Growing Success - The Kindergarten Addendum	
13.	Inquiries and Miscellaneous	
14.	Association Reports	
15.	Update from Trustees on resolutions recommended to the Board by the Committee	
15.a	Update regarding letter from Board of Trustees to Mitzie Hunter, Minister of Education	
16.	Pending List	83
17.	Adjournment	

**MINUTES OF THE REGULAR MEETING
OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE**

HELD WEDNESDAY, SEPTEMBER 14, 2016

PUBLIC SESSION

PRESENT:

Ashleigh Molloy, Acting Chair
Rosanna Del Grosso
Sandra Mastronardi

John MacKenzie
Giselle Romanino
Mary Pugh
Gizelle Paine
Raul Vomisescu

Trustees A. Andrachuk
G. Tanuan – by teleconference
A. Kennedy

A. Gauthier
R. McGuckin
C. Fernandes
V. Burzotta
A. Coke
M. Kokai
J. Wilhelm
D. Reid
P. Stachiw
E. Szekeres Milne

A. Robertson, Parliamentarian
S. Harris, Assistant Recording Secretary

Apologies were tendered on behalf of Marilyn Taylor, Dario Imbrogno and Glenn Webster who were unable to attend the meeting.

MOVED by Trustee Andrachuk, seconded by Mary Pugh, that the agenda be amended to include inquiries from Sandra Mastronardi and Giselle Romanino and to move Item 12a) after Item 8.

CARRIED

MOVED by Gizelle Paine, seconded by John MacKenzie, that the agenda, as amended, be approved.

CARRIED

MOVED by Trustee Andrachuk, seconded by John MacKenzie, that the Minutes of the Regular Meeting held June 1, 2016, as amended, be approved.

CARRIED

MOVED by Trustee Andrachuk, seconded by Sandra Mastronardi, that Item 7a) Inquiry from Rosanna Del Gross on the Safe Schools Report be deferred to the October 19 meeting.

CARRIED

MOVED by Trustee Andrachuk, seconded by Giselle Romanino, that Item 12a) Verbal Update on the Safe Schools Report for 2015-2016 by Vince Burzotta and Nadia Adragna be received.

CARRIED

MOVED by Trustee Andrachuk, seconded by John MacKenzie, that Item 9a) the Review of the SEAC Calendar be received.

MOVED in AMENDMENT by Trustee Andrachuk, seconded by Gizelle Paine, that staff streamline the Monthly Calendar to reflect completed items or anything that is brought forward so that the calendar is clearer to understand.

CARRIED

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

CARRIED

MOVED by Sandra Mastronardi, seconded by Giselle Romanino, that Item 9b) Monthly Update from the Superintendent of Special Services be received.

CARRIED

MOVED by Mary Pugh, seconded by Giselle Romanino, that Item 9c) Special Education Plan Update be received.

MOVED in AMENDMENT by Sandra Mastronardi, seconded by Rosanna Del Grosso, that in keeping with the consultation process and the checklist, that staff come back with an explanation on the status of the Autism Minority Report that should have been brought forward in June 2016, and when the Minority Report will be submitted to the Ministry of Education.

CARRIED

MOVED in AMENDMENT by Sandra Mastronardi, seconded by John MacKenzie, that staff update the Special Education Plan and resource documentation accessible to students and parents online to reflect current and accurate information.

CARRIED

MOVED in AMENDMENT by Sandra Mastronardi, seconded by Gizelle Paine, that changes to the Accessibility policy be brought back to SEAC for review.

CARRIED

MOVED in AMENDMENT by Sandra Mastronardi, seconded by Giselle Romanino, that staff be requested to make the Professional Development report available to SEAC.

CARRIED

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

CARRIED

MOVED by Rosanna Del Grosso, seconded by Trustee Andrachuk, that Item 9d) Letter from Mitzie Hunter, Minister of Education, in response to Board of Trustees' letter regarding Special Education Funding be received.

MOVED in AMENDMENT by Trustee Andrachuk, seconded by Sandra Mastronardi, that staff be requested to prepare a letter for the SEAC Chapter Associations in response to the Minister's letter, and to prepare information with the following details:

- Placement of students in exceptionalities and IEPs
- Number of students captured in the placements

- Levels of service for the October 31st count dates
- Changes in the Special Education grants year over year

CARRIED

MOVED in AMENDMENT by Rosanna Del Grosso, seconded by Gizelle Paine, that a letter of response be sent from the Chair of the Board to the Minister using the same information provided to the SEAC Chapters Association and that the letter be copied to all the MPPs and the Ombudsman.

CARRIED

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

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CARRIED

MOVED by Sandra Mastronardi, seconded by John MacKenzie, that Item 9e) Verbal response regarding EVAC Chairs be received.

CARRIED

MOVED by John MacKenzie, seconded by Trustee Andrachuk, that Item 9f) Early Years: The Kindergarten Program 2016 and Growing Success – The Kindergarten Addendum be received.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Gizelle Paine, that staff be requested to do a presentation to SEAC on the Early Years program.

CARRIED

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

CARRIED

MOVED by John MacKenzie, seconded by Trustee Andrachuk, that Item 9g) Ministry Memo from Gabriel Sekaly, Assistant Deputy Minister, regarding In-Year Amendments to the 2011-12, 2012-13, 2013-14, 2015-16 and 2016-17 Grants for Students Needs Funding Regulations be received.

CARRIED

MOVED by Trustee Andrachuk, seconded by Gizelle Paine, that Item 12b) Verbal Report regarding Assistive Technology be received.

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Kennedy, that Item 13 Inquiry from Giselle Romanino regarding Autism Support Teacher be received.

CARRIED

MOVED by Trustee Kennedy, seconded by John MacKenzie, that Item 16 Pending List, as amended, be received.

CARRIED

MOVED by John MacKenzie, seconded by Rosanno Del Grosso, that the meeting adjourn.

CARRIED

SECRETARY

CHAIR

Draft Annual Calendar of SEAC Business for 2016				
Month	Annual Activities/Topics	Board Events/Deadlines	Items from Pending List	Status
January	<ul style="list-style-type: none"> -Review of Draft SEAC Calendar -Set SEAC goals for the year -Discussion regarding training session for SEAC members -Develop SEAC Orientation Manual -Safe Schools Inquiry Report -Response to Special Education Audit Summary (RIAT) of June 2015 (Tabled at Student Achievement and Well Being, Catholic Education and Human Resources Committee on January 14th, 2016) -Response to Inquiries of the Special Education Advisory Committee of November 11, 2015 (tabled at Board on December 10th, 2015) -Consult on Special Education Program and Services changes being considered for 2016-17 (Reviewed update to <i>Parent Guide to Special Education</i>) -Consult on Multi-Year Strategic Plan -April Parent Fair – Call for participants from Associations 	<ul style="list-style-type: none"> -Multi-Year Strategic Plan (MYSP) Consultation -Safe Schools Inquiry Report -Financial Consultation regarding 2016-17 (high level) - Grade 9 EQAO Testing takes place in Secondary Schools 	<ul style="list-style-type: none"> -Staff to come back with information on who currently provides funding for Hushh-ups (Nov, 2015) 	Completed January 2016
			<ul style="list-style-type: none"> -Director of education to advise on appropriate process for SEAC membership on mental health and safe schools committee 	Completed January 2016
February	<ul style="list-style-type: none"> -Review of SEAC Calendar -Financial Update regarding previous year and upcoming year -Review proposed changes to Preliminary Special Education Program and Services -Mental Health and Well Being Report 2014-15 (Tabled at Student Achievement January 14th, 2016) 	<ul style="list-style-type: none"> -Consultation regarding Multi-Year Recovery Plan -Consultation regarding potential input on Special Education 	<ul style="list-style-type: none"> -Staff to provide a presentation through the financial department in early January regarding the Deloitte report, prior to the Ministry deadline 	Completed February 2016
			<ul style="list-style-type: none"> -Staff to investigate if the Board's website has the 	Completed February 2016

	<ul style="list-style-type: none"> -TCDSB Mental Health and Well Being Strategy 2015-18 (Tabled at Student Achievement January 14th, 2016) - Accountability Framework for Special Education 2015-16 (Part 1) (tabled at Student Achievement February 4th, 2016) - Special Education Plan: Review Program Specific Resources for Parents 		<p>ability of voice over read back</p> <ul style="list-style-type: none"> - Bring the Accountability Framework SE Criteria to the next SEAC Meeting (moved up from March) -Staff were directed to come back in February with a presentation from the Conflict Resolution Department on how they handle conflicts regarding Special Needs 	<p>Completed February 2016</p> <p>Defer to May 2016</p>
March	<ul style="list-style-type: none"> -Review of SEAC Calendar -Continue consultation on Special Education Programs and Services for 2016-17 -Update on ODA Accessibility Plan -Association Presentation: LDAO presentation to SEAC 	Ontario Secondary School Literacy Test (OSSLT) takes place	- Bring the Accountability Framework SE Criteria to the next SEAC Meeting	Completed March 2016
April	<ul style="list-style-type: none"> -Review of SEAC Calendar - Budget Consultation - Continue Consultation on Elements of the Accountability Framework for Special Education 2015-16 (Part 2) -Special Education Plan: ISP placement Criteria - <i>deferred from March 2016</i> - Special Education Model in High Schools (from Pending List) - <i>deferred from March 2016</i> -Association Presentation: Community Living 	Autism Awareness Month Parent Resources Event	<p>Deferred from March</p> <ul style="list-style-type: none"> -Staff to provide a report that outlines Special Education Model and the operating function of the resource room for each secondary school in the TCDSB. The statement 'operating function' to include: <ol style="list-style-type: none"> 1. What staff is operating the resource room if it is open 2. How are students that require withdrawal 	Completed April 2016

			<p>assistance being accommodated if the resource is closed</p> <p>3. Caseload breakdown of IEP student to monitoring and/or resource teacher per period</p> <p>4) Process in which IEP is prepared</p> <p>5. Process in which the IEP is monitored/applied if resource room staffing and accommodations are not available</p> <p>- Bring the Accountability Framework SE Criteria to the next SEAC Meeting</p>	Revisited in April 2016
May	<p>-Review of SEAC Calendar</p> <p>-Consultation on Special Education Report</p> <p>-Annual Report: Conflict Resolution Department Services</p> <p>- Secondary School Course Calendar 2016-17 https://www.tcdsb.org/ProgramsServices/SchoolProgramsK12/GuidanceCoopEd/Documents/33253_TCDSB_Course_Calendar_2016.pdf</p> <p>- Accountability Framework for Special Education 2015-16 (Part 2- Final)</p> <p>- Update on Parent Fair through SO report</p> <p>- Policy A23</p> <p>- Professional Learning Plan 2015-16</p> <p>Deferred: From Rosanna Del Grosso on the Safe Schools Report</p>	Budget Consultation continued	<p>-Staff were directed to come back in February with a presentation from the Conflict Resolution Department on how they handle conflicts regarding Special Needs (deferred from February 2016)</p> <p>- Bring back to SEAC the secondary school course calendar of Program and services</p> <p>- Staff to advise SEAC if Policy A23, the policy on SEAC had been aligned with the Ministry Regulation</p>	<p>Completed May 2016</p> <p>Completed May 2016</p>

			<ul style="list-style-type: none"> - Regarding the request to report in the Accountability Framework an analysis of student achievement in relation to the one day withdrawal gifted program vs. the congregated gifted program. - Staff provide SEAC with the 2015/2016 Professional Development schedule 	
June	<ul style="list-style-type: none"> • Review of SEAC Calendar • Monthly Update from the Superintendent of Special Services • Staff provide SEAC with the TCDSB 2015/2016 Professional Development schedule • Children's Mental Health Awareness Week Resources • Report on the analysis of student achievement in relation to the one day withdrawal gifted program vs. the congregated gifted program. • Regarding the request to report back on number of students with IEPs that have Mental Health issues. • Communication via Board Email • Secondary School Course Calendar 2016-17 <p>https://www.tcdsb.org/ProgramsServices/SchoolProgramsK12/GuidanceCoopEd/Documents/33253_TCDsb_Course_Calendar_2016.pdf</p>	EQAO Grade 3 and 6 Testing	<ul style="list-style-type: none"> - Staff to come back with a report on the roles and responsibility of staff and the role of the parent and the Ministry requirement for SEA equipment. (June 2016) -Staff to provide Seac with information specific to what topics are being inserviced on PD Days and the rationale for planning PD days besides Ministry directives. (may 2016) -Regarding the request to report back on number of students with IEPs that have Mental Health issues. 	
July		School Board Submits balanced Budget for		

		the following year to the Ministry		
August		Year End for School Board Financial Statements		
September	<ul style="list-style-type: none"> -Review Special Education Report submitted to Regional Office (Sept 1) - Communication regarding reorganization of the Central Departments -Review school board accessibility Plans -Develop or review SEAC annual Agenda/Goals 	Special Education Report Checklist submitted to the Ministry of Education	<ul style="list-style-type: none"> -Update to the A23 Policy to reflect Ministry definitions for identifications -Update to Parent Guide - Staff to consider increasing Empower in high schools when the budget is balanced and the accumulated deficit is eliminated and bring it back to SEAC (Pending balanced budget –Date Unknown) -Letter from SEAC to coterminous boards inviting them to advocate for additional Special Education funding -Investigate if EVAC chairs should be purchased and whether they should be covered by SEA funds (September 2016 - complete) 	<ul style="list-style-type: none"> Defer to October 2016 Defer to October 2016 Defer until deficit is eliminated Defer to October 2016 Completed September 2016
October	-Review Special Education component of Draft Board Improvement Plan for Student Achievement	-Board Improvement Plan Submitted to the Ministry of Education	-Update to the A23 Policy to reflect Ministry definitions for identifications	To Be Completed October 2016

	<ul style="list-style-type: none"> -Develop process for review of next year's Special Education Report -Review EQAO results including deferrals, exemptions, participation rates, and accommodations provided for Special Ed. Students and Achievement levels -Develop orientation process for new SEAC reps (no new members at this time) 	<ul style="list-style-type: none"> -EQAO Results for Gr. 3 and 6 Received and OSSLT -Reports on Student Numbers of Elementary and Secondary School Students to be submitted the Ministry of Education 	<ul style="list-style-type: none"> -Update to Parent Guide - Staff to consider increasing Empower in high schools when the budget is balanced and the accumulated deficit is eliminated and bring it back to SEAC (Pending balanced budget –Date Unknown) -Letter from SEAC to coterminous boards inviting them to advocate for additional Special Education funding (moved to October 2016) -Report on information for the last five years on the number of students that were served through Speech and Language Services and the number of students on the waiting list each year be gathered in a report, and that the report be maintained as an Addendum until the new Special Education strategy is in place. 	<p>To Be Completed October 2016</p> <p>Defer until the deficit is eliminated</p> <p>Defer to November SEAC to include October 31st data</p> <p>Completed October 2016</p>
November	<ul style="list-style-type: none"> -Review October Report Data -Continue to Review Special Education Plan 			

	-Share process for nomination of new SEAC members			
December	-SEAC Elections -SEAC Social			

Special Education Superintendent Update

October 2016



SPECIAL SERVICES

SOCIAL WORK

1. SAFTETALK, a workshop to familiarize staff with indicators of suicidal thoughts, was delivered to Education Assistants, Child & Youth Workers and Teachers on the October 7th PD day.
2. The TCDSB Suspected Child Abuse Reporting Policy has been revised. All TCDSB board employees are now required to view a TCDSB media clip regarding Suspected Child Abuse and Neglect on an annual school year basis. The TCDSB School Social Workers will be providing staff training and other opportunities for staff to ask related questions.

AUTISM

Workshops with parents of children with Autism in Grades 7 & 8 to a Transition Planning Workshop on Saturday October 22nd at the CEC beginning at 10:00 a.m. . Flyer attached.

PSYCHOLOGY

A workshop was held on October 7th for teachers who will be using Lexia as an application to help improve student reading with students who have been identified with a learning disability or who may be struggling in reading.



It's October— Child Abuse Prevention Month – a reminder that everyone in the community has a role to play in protecting children from abuse and neglect.

Go Purple Day

On October 19th, TCDSB will celebrate Go Purple Day -- a day to raise awareness among students about the signs of abuse and neglect, and what to do if they or someone they know is being/or suspected of being abused or neglected.

All people living in Ontario have a moral and legal role to play in protecting children and supporting families. By being alert to the signs of abuse and knowing who to call to help a child at risk of harm, everyone can help prevent child abuse and neglect.

Safety of children is a shared responsibility. Let's "Break the Silence" on child abuse and neglect this October.

Twitter: [@October_is_CAPM](#) Hashtag: #iBreakTheSilence

It is the policy of the Toronto Catholic District School Board that employees shall comply fully with the Child and Family Services Act and report forthwith any suspicion of child abuse or neglect of pupil of the Board directly to a Children's Aid Society. Procedures for the Investigation and Reporting of Child Abuse and the Record of Suspected Child Abuse Form can be found on the board website at:

<http://www.tcdsb.org/Board/Policies/Pages/S17.aspx>

Please contact your School's Social Worker should you have any questions about this policy or procedures.

Also, please see the important resources from Toronto Catholic Children's Aid Society go to <https://www.tcdsb.org/pages/october-is-child-abuse-prevention-month.aspx>



AUTISM PROGRAMS AND SERVICES

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



Supporting Students to Grow and Learn in New Environments

Date: October 22nd, 2016

Location: 80 Sheppard Avenue East, 2nd floor

Time: 10:00 AM – 12:00 Noon

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






OCTOBER IS AUTISM AWARENESS MONTH



In Canada, October is Autism Awareness Month. Autism Spectrum Disorder (ASD) and Autism are both general terms for a group of complex disorders of brain development. These disorders are characterized, in varying degrees, by difficulties in social interaction, verbal and nonverbal communication and repetitive behaviours. Autism statistics from the U.S. Centers for Disease Control and Prevention (CDC) identify around 1 in 68 children as on the autism spectrum – a ten-fold increase in prevalence in 40 years.

This increase in the number of students with autism has also been observed in the Toronto Catholic District School Board. There are over 1,400 students with autism in our schools, making this the third largest exceptionality in the board.

In response to the increasing number of students with autism in the TCDSB, a range of programs, services and resources are available to support students, staff and families.

-  Multi-disciplinary staff on the Autism Team are available on a referral basis to help support schools and students in building capacity around best practices.
-  Connections For Students is an Ontario government initiative, intended to facilitate the transition of children with Autism Spectrum Disorders from Autism Intervention Programs (AIPs) to school. This initiative partners schools boards with AIP providers.
-  The Program to Assist Social Thinking (PAST) is for students with high functioning Autism. Students are supported through a one-day per week withdrawal program.
-  Information about resources by Autism Department staff are available on the board's website at <https://www.tcdsb.org/ProgramsServices/SpecialEducation/Autism/Pages/default.aspx>. Visuals and materials for board staff can be accessed at <http://sharepoint01/AutismTeam/default.aspx>.
-  Parent workshops for students transitioning into secondary school and for students transitioning into post-secondary will be offered in October and November.

The following are some websites that may be of interest for those looking to learn more about autism:

Autism Ontario: www.autismontario.ca

Autism Canada: www.autismcanada.org

Autism Speaks: www.autismspeaks.org

For additional information, please contact Autism Programs and Services at 416-222-8282 ext. 2799.

Look forward to information on events being planned in April for World Autism Awareness Day!



Parent Guide for Special Education

Toronto Catholic District School Board

2016

Our Mission and

OUR MISSION

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

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

OUR VISION

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

MULTI-YEAR STRATEGIC PLAN 2016 - 2021



OUR CATHOLIC VALUES

We believe...

- in the worth and dignity of every person,
- in the critical role that our Catholic schools play in promoting Gospel values, social justice, environmental responsibility, human dignity, solidarity, and the common good,
- that high standards and expectations foster greater achievement,
- that people thrive in a safe, healthy and compassionate environment grounded in respect for the diversity of every person,
- that teaching is responsive to individual needs,
- that teaching and learning be rooted in research and evidence,

- that each of us shares responsibility for creating collaborative communities of learning,
- that equity, diversity, accessibility, and inclusivity are integral to the Catholic community,
- that the 21st century competencies – collaboration, real world problem solving and innovation, knowledge construction, skilled communication, self-regulation and the use of information communication technology for learning, are essential.

PURPOSE

The purpose of this Parents' Guide is to provide information to parents about special programs and services provided by the Toronto Catholic District School Board (TCDSB) and the Identification, Placement, and Review Committee (IPRC). It also outlines the procedures involved in identifying a student as "exceptional", deciding the student's placement, or appealing such decisions.

It is understood that a parent can at anytime contact the principal if they wish to access special services for their child. Throughout this brochure, "parent" will mean one or both parents or guardians.

PHILOSOPHY

"...The integrity of Catholic education does not and cannot rest solely on the shoulders of a few individuals or belong only to certain groups of people..."

"We are bound together by a common faith and in common service."

Fulfilling the Promise (P.P. 6-7)

In partnership with families, the parish and the community, our Catholic education system is directed at developing the full spiritual, physical, academic, cognitive, social and emotional wellbeing of each student. Through their learning experiences, students develop a sense of self-worth and dignity as people of God and are able to make a useful contribution in a complex and changing society.

Inherent in these beliefs is the recognition that all students, regardless of exceptionality, are entitled to

education in the most enabling environment. The exceptional student is a unique child of God and has a right to be part of the mainstream of education, to the extent to which it is practical and beneficial.

“Our commitment is to every student. This means[ensuring] that we develop strategies to help every student learn, no matter their personal circumstances.”

Reach Every Student: Energizing Ontario Education, 2008

“Only by helping every student reach his or her potential can we hope to close the achievement gap between groups of students.”

Learning for All, 2013 (p.12)

In order to provide an education in the most enabling environment, TCDSB advocates the principle of inclusion as part of a continuum of services/programs which includes modification of the regular class program, withdrawal, and intensive support programs.

Inclusion of students with special educational needs in our schools can be summed up: “We invite you to become active participants in the process of Catholic Education. We urge you to bring your energy, enthusiasm and generosity to the task of building a Catholic community within your school and to shaping the vision of Catholic education.”

This Moment of Promise (P. 22)

Who is an Exceptional Student?

The Education Act defines an exceptional student as “a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program...” Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.

What Are Special Education Services?

Special education services are defined in the Education Act as the facilities and resources, including support personnel and equipment, necessary for

developing and implementing a special education program.

What is a Special Education Program?

A special education program is defined in the Education Act as an educational program that:

- is based on and modified by the results of continuous assessment and evaluation
- includes an Individual Education Plan (IEP) containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil.

What Is an Individual Education Plan?

All children learn differently. Program modifications may be incorporated into a formalized IEP which focuses on the child’s strengths as well as areas of need. The IEP is developed by the school, in consultation with the parent. It must include:

- specific educational expectations
- an outline of the special education program and services that will be received
- a statement about the methods by which the student’s progress is reviewed
- for students 14 years and older a plan for transition to appropriate post-secondary school activities, such as work, further education, and community living.

The principal will provide the parent with a copy of the Parent Guide. The IEP must be completed within 30 school days after a student has been placed in the program.an Individual Education Plan (IEP)?

What Assessments Are Carried Out?

If more formalized assessment and/or additional information is needed, a variety of special services staff is available within the TCDSB to conduct these assessments. Parents have the option to seek out assessments from sources outside the Board.

The educational assessment may include a review of the student’s work and academic records,

administration of standardized group tests and, if deemed necessary, individual assessments.

Depending on the nature of the student's learning needs, the IPRC may wish to consider other assessments such as psychological, psychiatric, audiological, social work and speech-language pathology. All of these assessments are carried out by qualified professional staff employed by the Board on the basis of informed parental consent.

What is an Identification, Placement and Review Committee (IPRC)?

The Identification, Placement and Review Committee (IPRC) has three essential functions:

- to determine the strengths and needs of students
- to identify the student's exceptionality according to the categories and definitions provided by the Ministry of Education and Training (see pp 13-15)
- to recommend program placement, to be followed by the development/modification of the Individual Education Plan.

An IPRC is composed of at least three persons, one of whom must be a principal or supervisory officer of the Board. This is a requirement of Regulation 181/98 of the Ministry of Education for the Province.

How is an IPRC Meeting Requested?

The principal:

- may, with written notice to the parent, refer the student to an IPRC when the principal and the teacher(s) believe that the student may benefit from a special education program
- must request an IPRC meeting for the student, upon receiving a written parental request.

Within 15 days of receiving a parental request, or giving the parent notice, the principal must provide the parent with a copy of the Parents' Guide to Special Education and a written statement of approximately when the IPRC will meet.

Who Attends the IPRC Meeting?

Parents and students age 16 and older are entitled to attend. Others who may attend are:

- the principal or designate
- other professionals such as the student's teacher, special education teacher and/or Board support staff
- students under 16 years of age with parent's consent
- an interpreter (requested through the principal of the student's school)
- a person to support or speak on the parent's and student's behalf
- Principals will make every effort to accommodate parental request for specific resource staff to be in attendance.

What Information Will Parents and Students Receive about the IPRC Meeting?

At least 10 days in advance of the meeting, the principal will provide the parent with written notification of the meeting and an invitation to attend.

At least one day before the IPRC meeting, the parent and student age 16 and older will receive a written copy of any information that will be considered by the IPRC. This may include the results of assessments or a summary of information.

If the parent is unable to attend to the scheduled IPRC meeting, he/she shall:

- contact the school principal to arrange an alternative date or time, or
- inform the school principal that he/she will not attend and give written or verbal permission for IPRC to proceed.

If the parent gave permission for the IPRC to proceed, the principal shall forward the IPRC form for the parent's consideration and signature.

What Happens at an IPRC Meeting?

As soon as possible after the meeting, the principal will forward for the parent's consideration and signature, the IPRC's written statement of

The chair introduces everyone and explains the purpose of the meeting. The IPRC will review all available information about the student. They will:

- consider an educational assessment
- consider other assessments as needed
- interview the student (with parental consent if the student is less than 16 years of age) if required
- consider any information that the parent or student submits, including recommendations for programs and services.

The committee may discuss any proposal that has been made about a special education program or special education services for the student. Committee members will discuss any such proposal at the parent's request, or at the request of the student, aged 16 years or older. The parent is encouraged to ask questions and join in the discussion. Following the discussion, after all the information has been presented and considered, the committee will make its decision.

What will the IPRC Consider in Making Its Decisions?

Before the IPRC can consider placing a student in a special education class, it must consider whether placement in a regular class with appropriate special education services will:

- meet the student's needs
- be consistent with the parent's preferences.

If the IPRC determines that placement in a regular class will meet the student's needs and the parent agrees, the committee will recommend placement in a regular class with appropriate special education services. If the committee decides that the student should be placed in a special education class, it must state the reasons for the decision in its written statement of decision.

What will the IPRC's Written Statement of Decision Include?

The IPRC's written statement of decision will state whether the student has been identified as exceptional;

If the student is identified as exceptional, the statement will include:

- the categories and definitions of any identified exceptionalities, as permitted by the Ministry of Education
- description of the student's strengths and needs
- placement decision
- recommendations regarding a special education program and special education services.

Where the IPRC has decided that the student should be placed in a special education class, the reasons for that decision will be provided.

What Happens after the IPRC has made its Decision?

The parent's signature on the IPRC form indicates agreement with the decision made by the IPRC. The statement of decision may be signed at the IPRC meeting or taken home and returned.

If the IPRC identifies the student as exceptional and the parent has agreed with the IPRC identification and placement decision, the Board will promptly notify the principal of the school at which the special education program will be provided. The Individual Education Plan (IEP) for the student will be developed or modified.

How is a Special Education Placement Reviewed?

A review IPRC meeting will be held within the school year, unless the principal of the school at which the special education program is being provided receives written notice (waiver) from the parent dispensing with the annual review.

The parent may request a review IPRC meeting any time after the student has been in a special education

program for 3 months. At the review meeting, the following information is considered:

- additional information to that presented to the initial IPRC
- the progress the student has made in relation to the Individual Education Plan (IEP)

The IPRC will review the placement and identification decisions and make appropriate recommendations.

What if the Parent Disagrees with the IPRC Decision?

If the parent does not agree with either the identification or placement decision made by the IPRC, the parent may:

- within 15 days of receipt of the decision, request that the IPRC hold a second meeting to discuss these concerns
- or
- within 30 days of receipt of the decision, the parent may file a notice of appeal with the Director of Education who is also Secretary of the Board.

If the parent does not agree with the decision after the second meeting, the parent may file a notice of appeal within 15 days of receipt of the decision.

If the parent does not consent to the IPRC decision and does not appeal it, the Board will instruct the principal to implement the IPRC decision.

The Appeal Process

The Notice of Appeal must:

- indicate the decision with which the parent disagrees and
- include a statement that sets out reasons for the parental disagreement.

The appeal process involves the following steps:

- the Board will establish a Special Education Appeal Board to hear the appeal. The Appeal Board will be composed of three persons (one of whom is to be

selected by the parent) who have no prior knowledge of the matter under appeal

- the Chair of the Appeal Board will arrange a meeting to take place at a convenient time and place, but no later than 30 days after he or she has been selected (unless the parent and Board both provide written consent to a later date)
- the Appeal Board will receive the material reviewed by the IPRC and may interview any persons who may be able to contribute information about the matter under appeal
- the parent and student, (if 16 years old or over), are entitled to be present at, and to participate in, all discussions
- the Appeal Board must make its recommendation within 3 days of the meeting. It may agree with the IPRC and recommend that the decision be implemented; or disagree with the IPRC and make a recommendation to the Board about the identification and/or placement
- the Appeal Board will report its recommendations in writing to the parent and to the School Board, providing the reasons for its recommendations
- within 30 days of receiving the Appeal Board's written statement, the School Board will decide what action it will take with respect to the recommendations. Boards are not required to follow the Appeal Board's recommendation
- the parent may accept the decisions of the School Board, or may appeal to a Special Education Tribunal. A parent may request a hearing by writing to the secretary of the Special Education Tribunal. Information about making an application to the Tribunal will be included with the Appeal Board's decision.

Special Education Programs

In addition to Special Education Resource at each school, the following Intensive Support Programs (ISP) are available:

- Behaviour
- Deaf and Hard-of-Hearing
- Gifted
- Learning Disability
- Kindergarten Language Program (KLP)

Note: To obtain further information about location and range of programs currently available, please contact the Special Services Department (222-8282 ext. 2486).

The student's home school will be first considered in providing an appropriate program.

Organizations to Assist Parents

Many community organizations provide information and support to parents of exceptional students:

Autism Ontario
416-489-0702

Learning Disabilities Association of Toronto District
416-229-1680

VOICE for Hearing Impaired Children
416-487-7719

Toronto Association for Community Living
416-968-0650

Association for Bright Children
416-925-6136

Ontario Federation of Cerebral Palsy
416-244-9686

Down Syndrome Association of Toronto
416-966-0990

Tourette Syndrome Foundation of Canada
416-861-8398

Ontario Association for Families of Children with Communication Disorders (OAFCCD)
519-842-9506

Representatives nominated by these organizations are members of the Special Education Advisory Committee (SEAC) of the Board. The role of the Committee is to provide advice to the Board on issues related to exceptional students. Monthly meetings are open to the public.

Provincial and Demonstration Schools

The Ministry operates provincial and demonstration schools throughout Ontario for deaf, blind, deaf-blind, and severely learning-disabled students, as well as those with attention deficit hyper-activity disorder (ADHD). Residential programs are offered at the schools Monday to Friday, for students who live too far from school to travel daily.

Demonstration Schools For Students With Severe Learning Disabilities, Some Of Whom May Have ADHD

SAGONASKA SCHOOL (613) 967-2830
350 Dundas Street West, Belleville, Ontario K8P 1B2

TRILLIUM SCHOOL (905) 878-8428
347 Ontario Street South, Milton, Ontario L9T 3X9

AMETHYST SCHOOL (519) 453-4408
1090 Highbury Avenue, London, Ontario N5Y 4V9

Provincial Schools For The Deaf

E. C. DRURY SCHOOL
255 Ontario Street South, Milton, Ontario L9T 2M5
Telephone: (905) 878-2851
• TTY: (905) 878-7195

ROBARTS SCHOOL
1090 Highbury Avenue, P.O. Box 7360, Station E
London, Ontario N5Y 4V9
Telephone and TTY
(519) 453-4400

SIR JAMES WHITNEY SCHOOL
350 Dundas Street West, Belleville, Ontario K8P 1B2
Telephone and TTY:
(613) 967-2823

Provincial School For The Blind And Deaf-Blind
W. ROSS MACDONALD SCHOOL (519) 759-0730
350 Brant Avenue, Brantford, Ontario, N3T 3J9

Additional information is available from your school principal or the Superintendent of Special Services.

Ministry of Education Category of Exceptionalities

The following five categories of exceptionalities have been identified in the Education Act definition of *exceptional pupil*:

- behaviour
- communication
- intellectual
- physical
- multiple

Each category is further defined below:

Behaviour: A learning disorder characterized by specific behaviour problems over a period of time, to such a marked degree, and of such a nature, as to adversely affect education performance. This may be accompanied by one or more of the following:

- (a) an inability to build or to maintain interpersonal relationships;
- (b) excessive fears or anxieties;
- (c) a tendency to compulsive reaction;
- (d) an inability to learn that cannot be traced to intellectual, sensory or other health factors, or any combination thereof.

COMMUNICATION:

Autism: A severe learning disorder that is characterized by disturbances in rate of educational development, ability to relate to the environment, mobility, and/or perception, speech and language, or lack of the representational symbolic behaviour that precedes the language.

Deaf and Hard of Hearing: An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.

Language Impairment: A learning disorder characterized by an impairment in comprehension and/or use of verbal communication or the written or other symbol system or which may be associated with neurological, psychological, physical, or sensory factors and which may; (a) involve one or more of the form, content, and function of language in communication; and

(b) includes one or more of the following: language delay; dysfluency; voice and articulation development, which may or may not be organically functionally based.

Speech Impairment: A disorder in language formulation that may be associated with neurological, psychological, physical or sensory factors; that involves perceptual motor aspects of transmitting oral messages; and that may be characterized by impairment in articulation, rhythm, and stress.

Learning Disability: A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and is characterized by a condition that:

- (a) is not primarily the result of impairment of vision/hearing, physical disability, developmental disability, primary emotional disturbance or cultural difference;
- (b) results in significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of: receptive language (listening, reading); language processing (thinking, conceptualizing, integrating); expressive language (talking, spelling, writing); mathematical computation;
- (c) may be associated with one or more conditions diagnosed as: a perceptual handicap; a brain injury; minimal brain dysfunction; dyslexia; developmental aphasia.

INTELLECTUAL:

Giftedness: An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those

normally provided in the regular school program to satisfy the level of educational potential indicated.

Mild Intellectual Disability: A learning disorder characterized by:

- (a) an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive services;
- (b) an inability to profit educationally within a regular class because of slow intellectual development;
- (c) a potential for academic learning, independent social adjustment and economic self-support.

Developmental Disability:

A severe learning disorder characterized by:

- (a) inability to profit from a special education program because of slow intellectual development;
- (b) ability to profit from a special education program that is designed to accommodate slow intellectual development;
- (c) a limited potential for academic learning, independent social adjustment and economic self support.

Physical:

Physical Disability: A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are the same age or developmental level.

Blind and Low Vision: A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

Multiple:

A combination of learning or other disorders, impairments, or physical disabilities, that is of such nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments, or disabilities.

Summary of Parental Involvement

The practice of TCDSB is to provide every opportunity for parents to be actively involved in the decision making process regarding their children especially as it relates to the development of the IEP and to the delivery of special education programs and services.

Parent(s) may request in writing that a principal refer the student to an IPRC and the principal is then required to refer the student.

Parent(s) must provide written consent before most assessments can be carried out. Parent(s) must be provided with a written statement of the decisions reached by an IPRC stating:

- description of student's strengths and needs
- identified exceptionality based on Ministry of Education categories and definitions
- placement decision
- recommendations regarding a special education program and special education services.

Parent(s) written consent is required before a student may be placed in a special education program as determined by an IPRC. (It should be noted that where a parent refuses or fails to consent to a placement and has not appealed within the appropriate time limits, the Board may direct the appropriate principal to place the exceptional student as recommended by the IPRC, and to notify the parent(s) in writing of the actions taken.)

The Individual Education Plan (IEP) is developed in consultation with the parent. The IEP is completed within 30 school days after a student has been placed in the program. The parent will receive a copy of the IEP.

Parent(s) must be advised in writing of the reviews to be held by the IPRC regarding the student's placement.

Parent(s) have the right to appeal the decisions of an IPRC.

**TORONTO CATHOLIC DISTRICT SCHOOL BOARD
SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)
MEMBERSHIP – 2016-2017**

Dario Imbrogno, Community Representative

Raul Vomisescu, Community Living Toronto

Rosanna Del Grosso, Association for Bright Children

Mary Pugh, Voice for Hearing Impaired

Ashleigh Molloy, The American Association of
Intellectual and Developmental Disabilities, Ontario
Chapter (AAIDD)

Marilyn Taylor, Community Representative

Giselle Romanino, Community Representative

Sandra Mastronardi, Autism Ontario

John MacKenzie, FASworld Toronto

Glenn Webster, Ontario Association for Families of
Children with Communication Disorders

Giselle Paine, Learning Disabilities Association of
Toronto District

Ann Andrachuk, Trustee

Garry Tanuan, Trustee

Angela Kennedy, Trustee

TORONTO CATHOLIC DISTRICT SCHOOL BOARD TRUSTEES

2016 – 2017

Wards

1.	Joseph Martino	416-512-3401
2.	Ann Andrachuk	416-512-3402
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5.	Maria Rizzo	416-512-3405
6.	Frank D'Amico	416-512-3406
7.	Michael Del Grande	416-512-3407
8.	Garry Tanuan	416-512-3408
9.	Jo-Ann Davis	416-512-3409
10.	Barbara Poplawski	416-512-3410
11.	Angela Kennedy, Chair	416-512-3411
12.	Nancy Crawford, Vice Chair	416-512-3412
	Karina Dubrovskaya, Student Trustee	416-512-3413
	Allison Gacad, Student Trustee	416 512 3417

Angela Gauthier, Director of Education

Angela Kennedy, Chair of the Board

Without a vision the people perish

Proverbs 29:18

Toronto Catholic District School Board
80 Sheppard Ave. E., Toronto, Ontario M2N 6E8
416-222-8282
www.tcdsb.org



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: SPECIAL EDUCATION ADVISORY COMMITTEE

POLICY NO: A. 23

Date Approved: March 27, 2014	Date of Next Review: January 2019	Dates of Amendments: January 20, 2016
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Cross References:

Education Act, Ontario Regulation 464/97, Special Education Advisory Committees
TCDSB Special Education Plan (current)

Purpose:

This policy establishes the process for the appointment of members to the Special Education Advisory Committee and its composition.

Scope and Responsibility:

This Policy extends to Toronto Catholic District School Board (TCDSB) School Trustees and all external institutions, organizations and individuals seeking to represent the achievement and well-being of students with special education needs in the TCDSB. The Director of Education is responsible for this Policy.

Alignment with MYSP:

Living Our Catholic values

Strengthening Public Confidence

Fostering Student Achievement and Well-Being



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: SPECIAL EDUCATION ADVISORY COMMITTEE

POLICY NO: A. 23

Policy:

The Toronto Catholic District School Board (TCDSB) shall establish a Special Education Advisory Committee (SEAC) at the Inaugural Meeting of the Board during the year that it is elected. The selection and composition of SEAC members shall adhere to the regulations outlined in this policy.

Regulations:

1. Local Associations Membership:

- a. Appointments shall hold office during the term of office of the members of the Board and until a new Board is elected and organized.
- b. Appointments from local associations shall not exceed 12 members representing these five broad categories of exceptionalities as defined by the Ontario Ministry of Education:
 - i. Behaviour
 - ii. Communication
 - iii. Intellectual
 - iv. Multiple Exceptionalities
 - v. Physical
- c. All nominations shall be made in writing by the executive of the local chapter to the Director of Education/Secretary of the Board no later than October 31 in the year of the Board's election.
- d. The Superintendent of Special Services shall present the names of all nominees and the associations they represent to the Student Achievement and Well Being, Catholic Education and Human Resources Committee along with an appointments recommendation.



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- e. The appointment of members will be made at the Inaugural Meeting of the Board.
 - f. In the event a member is unable to complete the full term, the association represented will be requested to nominate a replacement within two months.
 - g. If requests for membership occur during the term of office, then a recommendation will be made to the Board through SEAC.
 - h. A local association may not be represented by more than one member.
2. TCDSB Trustee Membership:
- a. The Board will appoint three Trustees who shall serve during the term of office of the members of the Board at its Inaugural Meeting.
3. TCDSB (Community) Members at Large:
- a. The Board shall appoint a minimum of 4 and/or up to a maximum calculated as 50 percent of the total number of sitting Local Association Members according to its own discretion on the advice of SEAC and in accordance with O. Reg. 464/97 (2)(5).
 - b. Recommendations for (community) membership will be made to the Board through SEAC and satisfy the requirements of the definition for Members at Large included with this policy, Definitions (2).
4. SEAC will be regularly allotted time on the order paper of the Regular Board meeting to address the board and provide information and advice on special education programs and improving student achievement and well-being. The Board will inform SEAC of its response to the advice given.



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5. Information, recommendations and advice to the Board will be augmented through the minutes of SEAC received at the Regular Board meeting.
6. The Board will annually determine the meeting dates for SEAC (minimum of 10), as per the process for its Standing and Statutory committees, at its regular meeting in December. All regular Committee meetings will take place at the TCDSB's Catholic Education Centre and are open for the public to attend. The Board shall ensure all members are able to participate fully in committee meetings by electronic means.
7. The Board will ensure that SEAC agendas and associated backup materials are distributed to members, trustees and associations at least 72 hours prior to SEAC's meeting and minutes of the meetings are recorded.
8. SEAC operations will conform to TCDSB Bylaws pertaining to statutory committee where they are not in conflict with governing legislation.
9. That the Chair and Vice-Chair of the Committee shall be a member of the committee.
10. That the associations be advised that they could appoint an alternate and that the alternates are provided with the same materials.
11. That SEAC be governed by Robert's Rules of Order and the approved By-laws of the TCDSB and that an appropriate in-service be provided to SEAC on an annual basis.



POLICY SECTION: ADMINISTRATION

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POLICY NO: A. 23

Definitions:

1. The five broad categories of exceptionalities as defined by the Ontario Ministry of Education:

A. **Behaviour** - A learning disorder characterized by specific behaviour problems over such a period of time, and to such a marked degree and of such a nature, as to adversely affect educational performance, and that may be accompanied by one or more of the following:

- a. an inability to build or to maintain interpersonal relationships;
- b. excessive fears or anxieties;
- c. a tendency to compulsive reaction;
- d. an inability to learn that cannot be traced to intellectual, sensory, or other health factors;
- e. or any combination thereof.

B. Communication

- a. Autism: A severe learning disorder that is characterized by disturbances in:
 - i. rate of educational development;
 - ii. ability to relate to the environment;
 - iii. mobility;
 - iv. perception, speech, and language; and



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- v. lack of the representational symbolic behaviour that precedes language.
- b. Deaf and hard-of-hearing: An impairment characterized by deficits in language and speech development because of a diminished or non-existent auditory response to sound.
- c. Language impairment: A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical or sensory factors, and which may involve one or more of the form, content and function of language in communication; and, include one or more of:
 - i. language delay;
 - ii. dysfluency; and
 - iii. voice and articulation development, which may or may not be organically or functionally based.
- d. Learning disability - A learning disorder evident in both academic and social situations that involves one or more of the processes necessary for the proper use of spoken language or the symbols of communication, and that is characterized by a condition that:
 - i. Is not primarily the result of:
 - 1. impairment of vision;



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2. impairment of hearing;
 3. physical disability;
 4. developmental disability;
 5. primary emotional disturbance; or
 6. cultural difference.
- ii. Results in a significant discrepancy between academic achievement and assessed intellectual ability, with deficits in one or more of the following:
1. receptive language (listening, reading);
 2. language processing (thinking, conceptualizing, integrating);
 3. expressive language (talking, spelling, writing); or
 4. mathematical computations.
- iii. And may be associated with one or more conditions diagnosed as:
1. a perceptual handicap;
 2. a brain injury;
 3. minimal brain dysfunction;
 4. dyslexia; or
 5. developmental aphasia.



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C. Intellectual

- a. Giftedness - An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.
- b. Mild intellectual disability - A learning disorder characterized by:
 - i. an ability to profit educationally within a regular class with the aid of considerable curriculum modification and supportive service;
 - ii. an inability to profit educationally within a regular class because of slow intellectual development; or
 - iii. a potential for academic learning, independent social adjustment, and economic self-support.
- c. Developmental disability - A severe learning disorder characterized by:
 - i. an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
 - ii. an ability to profit from a special education program that is designed to accommodate slow intellectual development; or



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- iii. a limited potential for academic learning, independent social adjustment, and economic self-support.

D. Physical

- a. Physical disability - A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without exceptionalities who are of the same age or development level.
- b. Blind and low vision - A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

E. Multiple exceptionalities - A combination of learning or other disorders, impairments or physical disabilities that is of such a nature as to require, for educational achievement, the services of one or more teachers holding qualifications in special education and the provision of support services appropriate for such disorders, impairments or disabilities.

F. Members at Large – Members drawn from the TCDSB community who demonstrate to the satisfaction of the Board, through SEAC, an interest and background in special education and/or one or more of the categories of exceptionality.



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Evaluation and Metrics:

The effectiveness of the policy will be determined by measuring the following:

1. The annual Special Education Plan will serve as an assessment of the committee's work to support students with special education needs at the TCDSB.
2. Advice provided to the Board of Trustees and the Director of Education and any action arising out of this advice will be monitored, assessed and reported back to SEAC in a timely fashion.



REPORT TO

REGULAR BOARD

SAFE SCHOOLS REPORT 2015-16

Trust in the Lord and do good;
dwell in the land and enjoy safe pasture.

Psalm 37:3

Created, Draft	First Tabling	Review
September 7, 2016	September 22, 2016	Click here to enter a date.
Vincent Burzotta, Superintendent Safe Schools, SSI, Alternative, Continuing & International Education Nadia Adragna, Principal Msgr. Fraser St Martin Campus Todd Visinski, Vice Principal Msgr. Fraser St. Martin Campus		
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



R. McGuckin

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

Safe and healthy learning environments supported by positive school climates continues to be a key goal for the Toronto Catholic District School Board. Student Achievement and Well Being efforts are supported by school communities when they invest in activities that foster learning environments that are inclusive and accepting. In our annual Safe School Report we continue to examine metrics which promote continued growth in safe, caring and accepting school practices.

For 2015-16 we can conclude that the purposeful use of progressive discipline within our schools has contributed greatly to the overall positive metrics with respect to suspensions and expulsions over the last 5 years. Although there have been some increases in suspensions at the elementary level particularly with females, the long-term system-wide metrics indicate a downward trend in suspensions and instructional days lost to suspensions. Our secondary schools have shown the most growth in positive metrics with continued declines in suspensions and expulsions. In addition perceptual data from Safe School Climate surveys administered to elementary and secondary students indicate that an overwhelming number of students (95% in elementary and 91% in secondary) still believe their schools are safe places to interact and learn.

The Safe Schools department continues to increase the quantity and scope of its professional learning modules offered to members of the TCDSB community to educate staff and students, and provide them with knowledge and skills to create more positive, accepting and safe school environments. Informed by the local Safe and Accepting Schools Teams, all schools will review their local 2015-2016 Safe Schools metrics and make adjustments as needed to their Safe Schools Plan. The components of the plan will include action items for: Bullying Awareness, Prevention and Intervention; Progressive Discipline; and Positive School Climate.

B. PURPOSE

1. The Safe Schools Report for 2015-2016 will include quantitative and qualitative data related to Safe Schools metrics, procedures, programs and other activities designed to create safe, accepting learning environments, and strengthen public confidence in the TCDSB. In an effort to gain further insights into the data the 2015-2016 Report also includes an embedded gender analysis.
2. The following areas will be addressed in this report, along with actions undertaken to address evidence-informed needs:

(1) Suspension and Expulsion Data

- (2) Safe Schools Climate Surveys
 - (3) Alternative Safe Schools Programs for Students
 - (4) Professional Learning to Build Capacity within the System
 - (5) Actionable Items 2015-2016 to consider
3. The evidence will highlight those areas of strength and success, as well as areas for growth, resulting in prioritized actions for the 2016-2017 school year.

C. BACKGROUND

The Safe Schools Report to the Trustees has evolved from focusing on Suspension and Expulsion data ten years ago, to a comprehensive review and analysis of established metrics and subsequent action plans for the new school year.

D. EVIDENCE/RESEARCH/ANALYSIS

Sources of Evidence for this report include, but are not limited to:

- 1. Suspension and Expulsion data;
- 2. Secondary Safe School Survey and Elementary Safe & Caring Catholic School Climate Survey;
- 3. Safe Schools alternative programs to support student achievement and well-being;
- 4. Participation rates of TCDSB staff in professional learning opportunities, workshops and in-services.

Below are data related to Safe Schools:

SECTION 1: Suspension and Expulsion Data (Appendix A)

An analysis of the five year history of Suspension and Expulsion data at TCDSB (2011-2016) indicate a downward trend in the following areas: number of Suspension Notices issued; number of students being suspended; number of students receiving multiple suspensions; and the number of days lost to Suspension. This past year however saw an increase in Elementary School suspensions followed by a continued decline in Secondary Schools suspensions. Detailed data appear below:

ELEMENTARY SCHOOLS [Comparison with 2014-2015 data]

At the Elementary level, the data indicate that more students received suspension as a progressive discipline consequence (36). A closer look at the data reveal that the Junior Division saw more suspensions than either the primary or intermediate divisions. Some comparisons with the previous year (2014-2015) indicate:

- Decrease in the number of Suspension Notices issued to males (27) and increase to females (63)
- Decrease in the number of Instructional Days lost to Suspension for males (2)
- Increase in the number of Instructional Days lost to Suspension for females (96)
- Increase in the number of *males* with an Individual Education Plan (IEP) who were suspended (5)
- Increase in the number of *females* with an Individual Education Plan (IEP) who were suspended (12)
- Decrease in the number of *males* suspended 2 or more times (19)
- Increase in the number of *females* suspended 2 or more times (29)

This data would indicate that males' recidivism has declined and female recidivism has increased

- Increase in the number of *males* Suspended Pending Possible Expulsion under Section 310 of the Education Act (3)
- Decrease in the number of *females* Suspended Pending Possible Expulsion under Section 310 of the Education Act (1)
- Decrease in Board Expulsions (3) for *males* and *no change* for *females* in Board Expulsions
- No change in School Expulsions for *males* and *females* in School Expulsions

Overall there has been no significant change in the more serious infractions of Expulsions. From the total number of Suspension Pending Possible Expulsion processes initiated (29), very few resulted in expulsions (2). This would suggest principals are using all available sources of information and considering mitigating and other factors during their investigations.

SECONDARY SCHOOLS [Comparison with 2015-2016 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 (-1016) of notices of suspensions issued over the past five years.

Some comparisons with the previous year (2014-2015) indicate:

- Decrease in the number of Suspension Notices issued *for all students* (421)
- Decrease in the number of Suspension Notices issued *for males* (275)
- Decrease in the number of Suspension Notices issued *for females* (146)
- Decrease in the number of *males* suspended under Section 306 of the Education Act. (96).
- Decrease in the number of *females* suspended under Section 306 of the Education Act. (77)
- Decrease in the number of Instructional Days Lost to Suspension *for males* (584).
- Decrease in the number of Instructional Days Lost to Suspension *for females* (270)
- Decrease in the number of *males* suspended 2 or more times (179)
- Decrease in the number of *females* suspended 2 or more times (69)

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.

- Decrease in the number of *males* with an Individual Education Plan (IEP) who were suspended (21).
- Decrease in the number of *females* with an Individual Education Plan (IEP) who were suspended (36).

Overall, the data indicates that there has been a decreasing trend for suspensions issued to students with an IEP which suggests that Mitigating and Other Factors are being considered when issuing Progressive Discipline.

- Increase in the number of *males* Suspended Pending Possible Expulsion under Section 310 of the Education Act (4)
- Increase in the number of *females* Suspended Pending Possible Expulsion under Section 310 of the Education Act (19)
- Decrease for *males* in Board Expulsions (8)

- Increase for *females* in Board Expulsions (3)
- Decrease in School Expulsions for males (8)
- Increase in School Expulsions for *females* (8)

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. Although the data indicates that there has been an increase in the number of expulsions issued to females, it is fair to note that a particular incident has skewed this number and is not consistent with previous years.

SECTION 2: Student Perceptual Data

During the 2015-2016 school year, elementary students in Grades 6 and 8 participated in the *Safe and Caring Catholic School Climate* survey, and secondary students in Grades 9-12 participated in the *Secondary Safe Schools* survey. Data gathered from these surveys are reported for individual schools and as a Board.

At the Board level, general trends can be identified and serve as a focus for collective inquiry and action. At the school level, the data will be reviewed by the Safe and Accepting Schools Team to gain greater insights into students' perceptions of school safety and school climate, to advise the principal about enhanced safety procedures and programs, and to review and update the local Safe Schools Plan.

COMPARATIVE REVIEW (TREND OVER TIME)

Elementary Schools

In February/March 2016, 10,294 students in Grades 6 and 8 in all TCDSB elementary schools participated in the Safe and Caring Catholic (SCCSC) Survey. Overall, elementary students' perceptions of school safety are very positive and remain so over the past 3 years, with over 94% of students indicating they feel *very safe* or *safe* in school.

Some highlights on safety (See Appendix B1):

As in previous years, a large majority of students (over 80%) report they have *never witnessed* or *experienced* in school drug use, gang activity, weapons, relationship violence and harassment based on sexual orientation.

Also, consistent over the past three years,

- More than 90% of students feel *very safe* or *safe* in school, in the classroom, while eating lunch at school, in the hallways, and during indoor recess.
- 65% report they have *never* been bullied at school.
- Almost 60% of students indicate that bullying is a *small problem* or *not a problem* in their school.

Improvements are evident in the percentage of students *witnessing/experiencing* verbal abuse and in the reporting of bullying *experienced* and *witnessed* to staff.

Areas for further dialogue:

- 60% report they have *witnessed* another student being bullied at school, this is a 6% increase from 2014-2015.
- Over 60% of students indicate they have *witnessed* or *experienced* physical violence and verbal abuse at least 1 time. While student reports on verbal abuse have improved, verbal abuse and physical violence continue to be an area of focus.
- *Verbal* and *social* forms of bullying continue to require dialogue.

Secondary Schools

In November 2015, 4,899 students in Grades 9 through 12 from all TCDSB secondary schools participated in the Safe Schools Survey. Overall, secondary students' perceptions of school safety are positive and have remained so over the past 3 years, with about 92% of students reporting feeling *very safe* or *safe* in school.

Some highlights on safety (See Appendix B2):

Within the 3 year timeframe, improved perceptions of safety are evident in several of the *unsafe actions* probed (e.g., physical violence, drug use, inter-racial conflict, verbal abuse, alcohol use and theft), frequency of students *experiencing* bullying, and reporting of bullying *experienced* and *witnessed* to staff.

There has been improvement also in the percentage of students' reporting that bullying is a *small problem* or *not a problem* in their school (now at 69%; a 5% increase from the previous year).

Also, consistent over the past 3 years:

- More than 80% of students feel *very safe* or *safe* at school (including the classroom, cafeteria, hallways, sports/after school events, stairs, travelling to

and from school and at dismissal time).

Areas for further dialogue include:

- Consistent with past years, the ratings of safety in the parking lot are high with almost 80% of students feeling *very safe* or *safe*.
- While student reports on verbal abuse have improved, verbal abuse continues to be an area of focus and further dialogue, with only 33% of students reporting that they *never witnessed* or *experienced* it.
- The percentage of students *witnessing* or *experiencing* physical violence at school has decreased however, this area requires continued focus as almost half of the students report having *witnessed/experienced* physical violence at least once.
- Almost half the students have *witnessed* another student being bullied (now at 48%).
- *Verbal* and *social* forms of bullying continue to require dialogue.

GENDER BREAKDOWN

For the most part, findings comparing male and female students have remained the same as in previous years.

Elementary Schools (See Appendix B3)

- Little or no differences between male and female students with regards to their feeling safe in and/or around school.
- More male than female students reported *witnessing/experiencing* physical violence; more male than female students indicated being physically bullied at school.
- While most students regardless of gender report *never* being bullied or of *witnessing* bullying, female reports of bullying *experienced* and *witnessed* are higher than that of males.
 - *Verbal* and *social* bullying continue to be areas of foci for both genders however, females reported *experiencing* and *witnessing* social and cyber bullying more so than males, whereas males had higher reports of *experiencing* and *witnessing* physical bullying.
- More female students have told another person about being bullied; more male students have reported the bullying they *experienced* to a staff member.
- More male students indicated that they think bullying is *a small problem* or *not a problem* in their school.

Secondary Schools (See Appendix B4)

- Generally, most male and female students (i.e., at least 74%) report feeling *safe* or *very safe* in the various locations within their respective schools.
 - Female reports of safety in the washroom are notably higher than that of males.
 - Male reports of safety in the parking lot, as well as, travelling to and from school are higher than females.
- More male than female students reported *witnessing/experiencing* physical violence, weapons, theft and gang activity.
- While most students regardless of gender report *never* being bullied, female reports of bullying are higher than that of males.
 - *Verbal* and *social* bullying are areas of continued focus for both genders however, females reported *experiencing* and *witnessing* social and cyber bullying more so than males, whereas males had higher reports of *experiencing* and *witnessing* physical bullying.
- More female students indicated they reported the bullying they *experienced* to a staff member.
- More female students reported that they *witnessed* another student being bullied and reported it to someone.
- More male students indicated that they think bullying is *a small problem* or *not a problem* in their school.

SECTION 3: Safe Schools Alternative Programs

The TCDSB operates programs through the Safe Schools Department. The Monsignor Fraser College programs at St Martin and Our Lady of Lourdes support students who have received a board expulsion as a result of a safe school incident.

1. The Expulsion Program

The Expulsion Program is a short term support program for students who have been expelled from all schools of the TCDSB. The program serves elementary students grade 6-8, and secondary school students, grades 9-12. Program staff work in a multidisciplinary team to address student strengths, needs and triggers with an aim to provide individualized academic programming and individual support at school. Once students have transitioned from their home school, the goal for all students is to successfully complete the demission requirements and return to a different TCDSB secondary school. While in the program some students are able to meet graduation requirements and proceed to post-secondary education

while others look to access community programs or the world of work upon program completion.

In 2015-2016, 3 students accessed the elementary program and 43 students were served in the secondary program. Program staff work diligently to develop community partnerships across the GTA so that students and their families can access local community support and resources.

2. TIPSS (Transitional Intervention Program for Suspended Students)

The long-term suspension program provides programming to students serving a suspension of 6-20 days in length. For students receiving a suspension between 6-10 days, academic programming is provided. For students serving a suspension of 11-20 days social work assistance is provided in addition to the academic programming.

In 2015-16, 85% of eligible suspended students were served by TIPSS teachers at sessions in Toronto Public Library sites. In situations where adult students/parents have chose not to attend TIPSS, the school provided the student /family or in some cases detention centre with work packages. In all cases students were afforded the opportunity to continue with their learning while on long-term suspension.

SECTION 4: Professional Learning for TCDSB Stakeholders

In 2015-2016, the Safe Schools Department offered professional learning on diverse safe schools topics to students, parents, TCDSB staff members and community partners.

Students:

Consistent with the research that recognizes students play a critical role in creating positive and safe school environments, key learning opportunities were offered to both elementary and secondary students. Since October 2014, the Safe Schools Department has supported the establishment and growth of the Safe Schools Student Ambassador Program. This initiative provides secondary students with learning opportunities to build capacity in the area of Safe Schools, supports Safe Schools Student Ambassador local initiatives and outreach activities in TCDSB elementary schools. Safe School Ambassadors have also delivered workshops at national conferences including the November 2015 PREVNet Conference.

In November 2015, a Bullying Awareness and Prevention Symposium was held at St. Basil-The-Great Catholic School. The central theme of the symposium was “Using Social Media to Promote Positive School Climate”. The event culminated with the showcase of Safe Schools Student Ambassador Video Projects which highlighted different aspects of our central theme. All were exemplary productions involving real local issues while highlighting the creative talents of our student ambassadors.

Parents:

As a child’s primary educator, parents play an integral role in supporting the safe and accepting climate at the school. Parents are included as active members of local Safe and Accepting School Teams, attending local school events including those organized during Ontario’s Bullying Prevention Week in November.

At the local level, parent groups often invite the Safe Schools Department to present at Information Evenings, CSPP and OAPCE meetings.

TCDSB Staff Members:

Throughout the last school year, a significant number of TCDSB staff members participated in one or more of the various Safe Schools professional learning modules, in-services, refresher courses, principal/vice principal presentations, school presentations, sessions or workshops (see Section E. Metrics). All of these sessions are offered by members of the TCDSB Safe Schools Department with special guests from partner stakeholder groups (e.g. Toronto Police Service). Feedback received from staff participants help to shape and inform the professional learning modules for the next school year.

Participation of TCDSB staff members at safe schools conferences and workshops offered by external organizations and agencies are often subsidized by the Safe Schools Department.

E. METRICS AND ACCOUNTABILITY

2014-2015 Metrics	Evidence/Deliverables (2015-16 Metrics)
<p>1. Continue to diversify and expand Safe Schools professional learning including on-line learning and access to resources through digital media.</p>	<ul style="list-style-type: none"> • 2 new module topics (22 topics total) delivered in 2015-2016 Professional Learning Modules: <ul style="list-style-type: none"> ▪ 850 participants (social workers, CYW, educational assistants, teachers, psychologists, administrators, support staff, office staff, custodians) • Interdisciplinary professional learning opportunities with various TCDSB stakeholders: <ul style="list-style-type: none"> ○ New Teacher Induction Program – 190 new teachers ○ Joint TSU/Safe Schools Training – 79 TSU Members ○ Administrative Professional Development – 300 principals/vice principals/superintendents ○ Newly Appointed Principal and Vice Principal In-services – 20 (Succession Series) and 35 (Head Start) ○ Secondary Guidance Counsellor Workshop (Peer & Self Exploitation) – 27 participants ○ Police/School Orientation – 142 principals/vice principals; 13 senior staff; 50 police officers ○ Bullying Awareness and Prevention Month Launch (St. Basil-The-Great) – 174 students, staff, parents from various TCDSB school communities ○ School Staff & CSPC Presentations – 70 participants

	<ul style="list-style-type: none"> ○ Toronto Occasional Teacher Local (TOTL) – 50 participants ○ Resolution Conference and Mediation Circles: <ul style="list-style-type: none"> ▪ 73 participants (social workers, CYW, educational assistants, teachers, students, officers) ○ Threat Assessment Training and Related Workshops: <ul style="list-style-type: none"> ▪ 163 participants (social workers, CYW, educational assistants, teachers, psychologists, administrators, support staff, office staff, officers) ○ Risk Assessment Training – 260 Social Workers and Psychology Staff ○ Psychology Presentation (Threat Assessment/Risk Assessment/Suicide Intervention) – 60 participants ○ Training to Toronto Police Service – 90 police officers ○ York University Teacher Candidate In-services/OISE – 70 teacher candidates ○ SEAC Presentations – 50 members ○ OAPCE Presentation – 15 members ○ Camp Olympia Workshop – 40 elementary students ○ Developed a series of training videos related to various Safe Schools topics available on the Safe Schools Portal Page (e.g. Guide to the 310 Process, RCMC, Effective Safe Schools Transitions, Effective Safe and Accepting School Teams, Threats to School Safety Response Procedures)
2. Continue to focus on Safe Schools metrics that promote safe and accepting practices such as anonymous	<ul style="list-style-type: none"> ● A tender for anonymous reporting was awarded and the Safe Schools Department is working with the vendor for a projected start date for secondary schools in the fall 2016.

reporting in schools.	
<p>3. a) Disaggregate safe schools metrics to identify student subgroups.</p> <p>b) Data patterns will be reviewed and where necessary action plans will be developed.</p>	<p>A) Identified that the increase in elementary suspensions stemmed from Primary Division. The Safe Schools Department:</p> <ul style="list-style-type: none"> ○ Raised Awareness: Discussed data pattern with Education Council and subsequently with all K-12 principals and central staff responsible for the Early Learning Program ○ Directed schools to disaggregate local data to identify local patterns and appropriate interventions ○ Discussed data pattern with members of the Joint TECT/Safe Schools Committee ○ Concluded that many suspensions were attributed to programming issues and JK/K students' unfamiliarity with peer socialization ○ Alternative strategies to address poor behaviour in primary grades were encouraged <p>B) Committee was established to review schools with a higher number of racialized students and effective practices leading to student achievement and well-being. Committee's work is ongoing.</p>
c) Continue and expand the Safe Schools Student Ambassador Program.	<ul style="list-style-type: none"> ○ Safe Schools Student Ambassador Symposiums: <ul style="list-style-type: none"> ○ October 22nd, 2015 – 149 participants ○ February 9th, 2016 – 166 participants ○ May 10th 2016 – 148 participants ○ Safe Schools Student Ambassador Team delivered a workshop at the 2015 PREVNet National Conference on November 13, 2015.

	<ul style="list-style-type: none"> ○ Safe Schools Student Ambassador Team engaged in outreach with local elementary schools. This initiative culminated in the “Turn It Off Tuesday” campaign where participating elementary students pledged to turn off electronic devices on December 15th and engage in non-electronic activities including reading, outdoor play, etc. ○ Bullying Awareness and Prevention Launch held on November 6, 2015
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F. ACTIONABLE ITEMS FOR 2016-2017

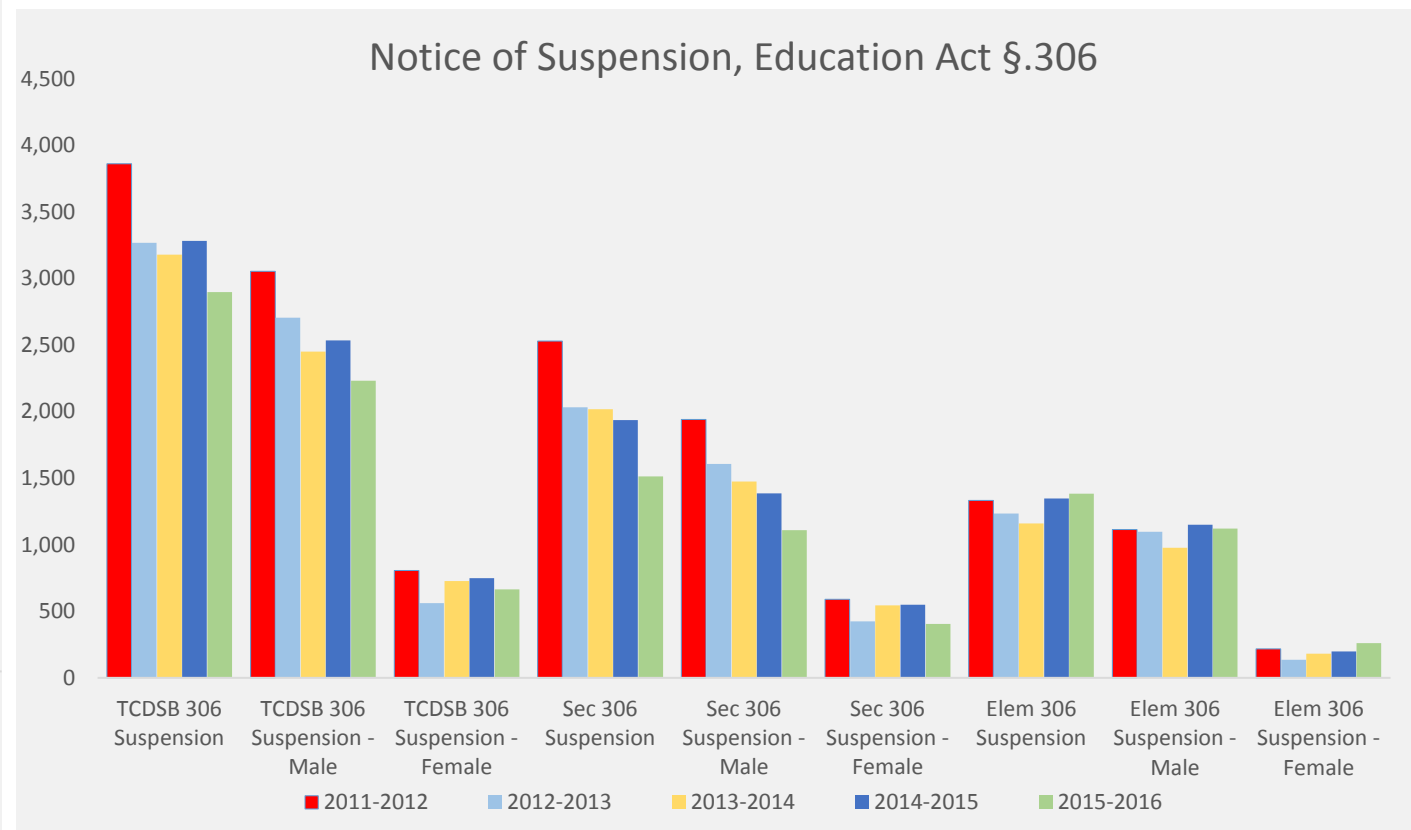
1. Continue to diversify and expand Safe Schools professional learning.
2. Continue and expand the Safe Schools Student Ambassador Program.
3. Examine data, and where appropriate develop strategies, to address the increase in elementary suspensions issued to female students.
4. Monitor the implementation of the 33 recommendations resulting from the Safe Schools Inquiry Report.
5. Prepare a Report on the interim status of the 33 Recommendations of the Safe Schools Inquiry.

G. CONCLUDING STATEMENT

This report is for the consideration of the Board.

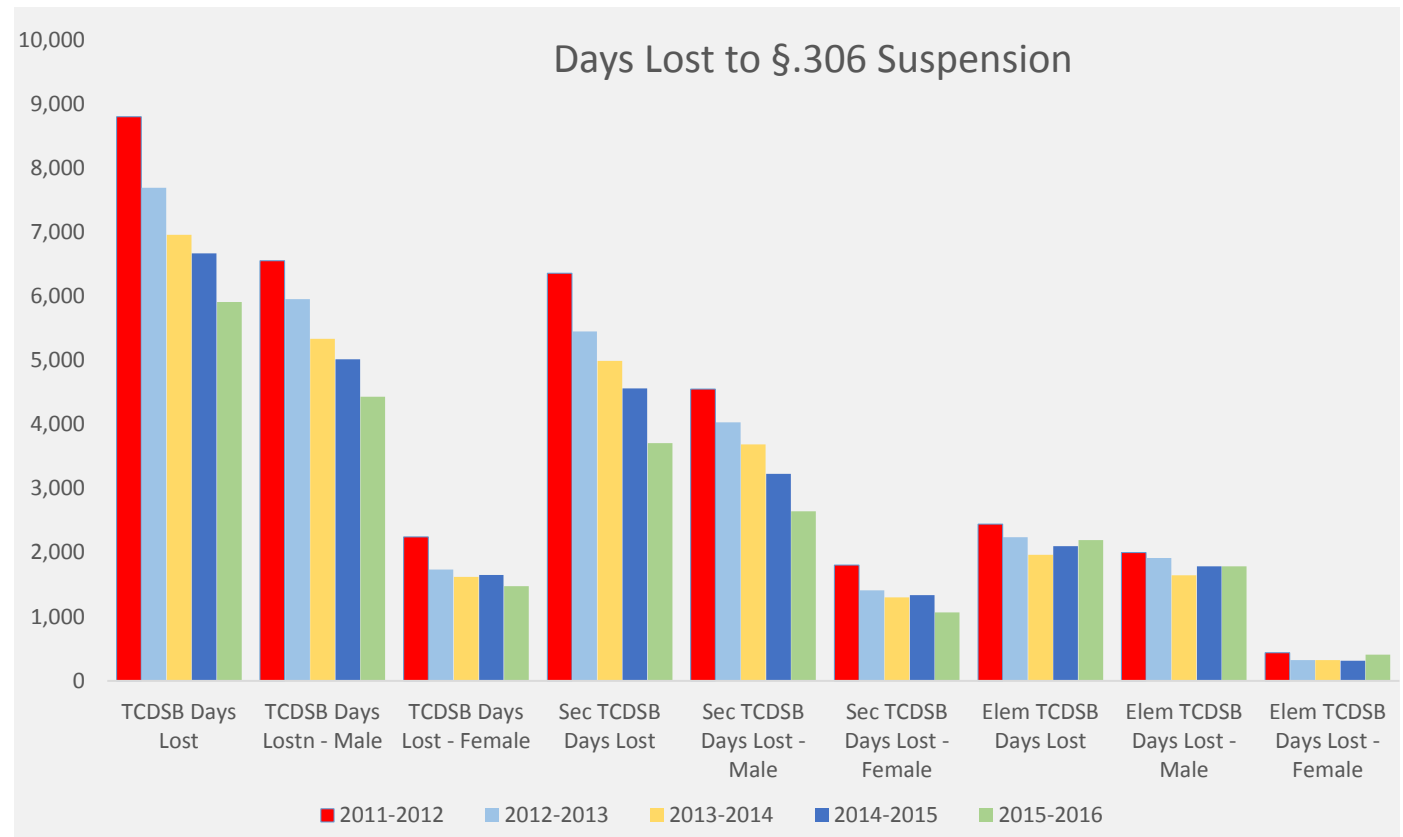
Notice of Suspension, Education Act §.306

TCDSB	All Students	Secondary Students	Elementary Students	TCDSB 306 Suspension	TCDSB 306 Suspension - Male	TCDSB 306 Suspension - Female	Sec 306 Suspension	Sec 306 Suspension - Male	Sec 306 Suspension - Female	Elem 306 Suspension	Elem 306 Suspension - Male	Elem 306 Suspension - Female
2011-2012	91,924	31,238	60,686	3,864	3,056	808	2,531	1,941	590	1,333	1,115	218
2012-2013	91,596	31,038	60,555	3,269	2,707	562	2,033	1,608	425	1,236	1,099	137
2013-2014	91,115	30,631	60,484	3,180	2,453	727	2,020	1,475	545	1,160	978	182
2014-2015	90,541	30,319	60,222	3,285	2,536	749	1,936	1,386	550	1,349	1,150	199
2015-2016	90,333	30,149	60,184	2,900	2,234	666	1,515	1,111	404	1,385	1,123	262



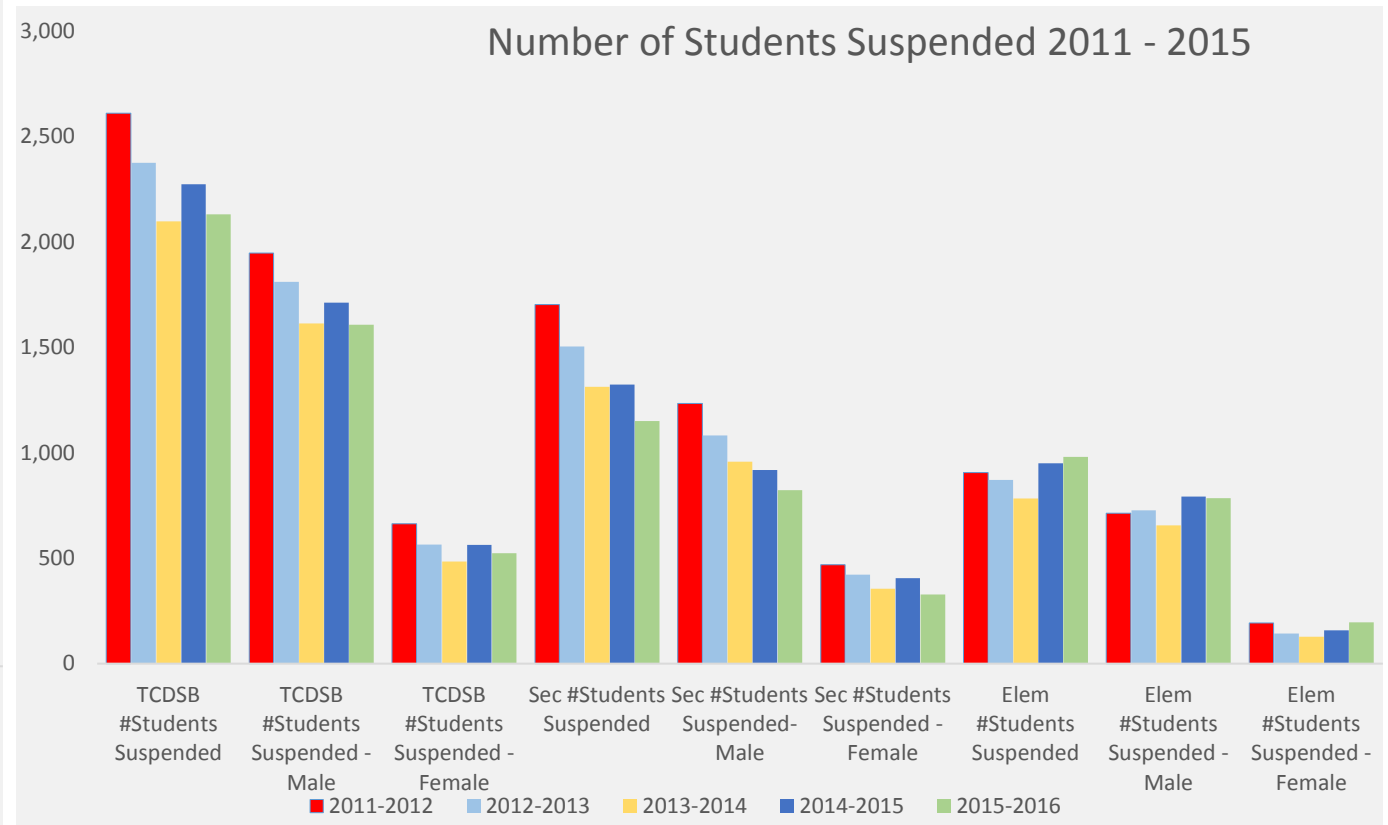
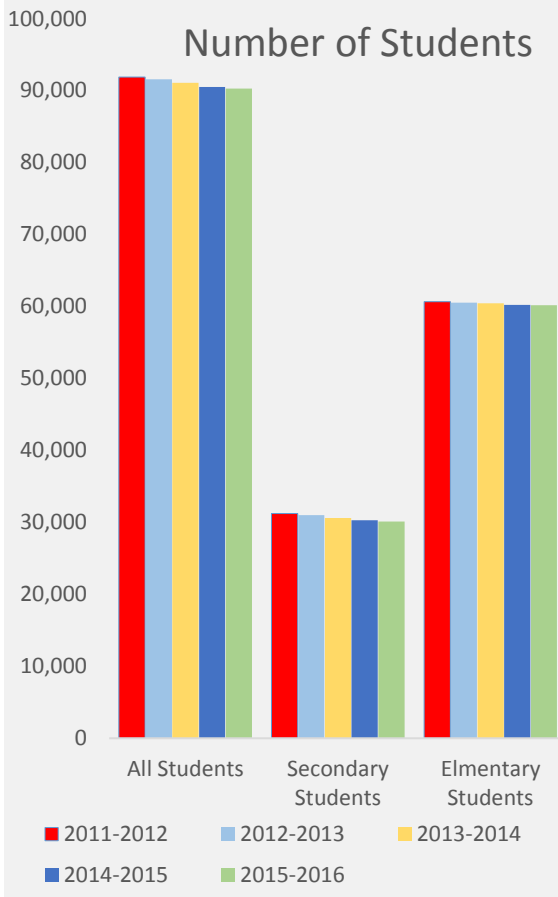
Days Lost to §.306 Suspension

TCDSB	All Students	Secondary Students	Elementary Students	TCDSB Days Lost	TCDSB Days Lostn - Male	TCDSB Days Lost - Female	Sec TCDSB Days Lost	Sec TCDSB Days Lost - Male	Sec TCDSB Days Lost - Female	Elem TCDSB Days Lost	Elem TCDSB Days Lost - Male	Elem TCDSB Days Lost - Female
2011-2012	91,924	31,238	60,686	8,802	6,556	2,246	6,358	4,552	1,806	2,444	2,004	440
2012-2013	91,596	31,038	60,555	7,692	5,954	1,738	5,450	4,036	1,414	2,242	1,918	324
2013-2014	91,115	30,631	60,484	6,958	5,335	1,623	4,990	3,689	1,301	1,968	1,646	322
2014-2015	90,541	30,319	60,222	6,669	5,017	1,652	4,565	3,228	1,337	2,104	1,789	315
2015-2016	90,333	30,149	60,184	5,909	4,431	1,478	3,711	2,644	1,067	2,198	1,787	411



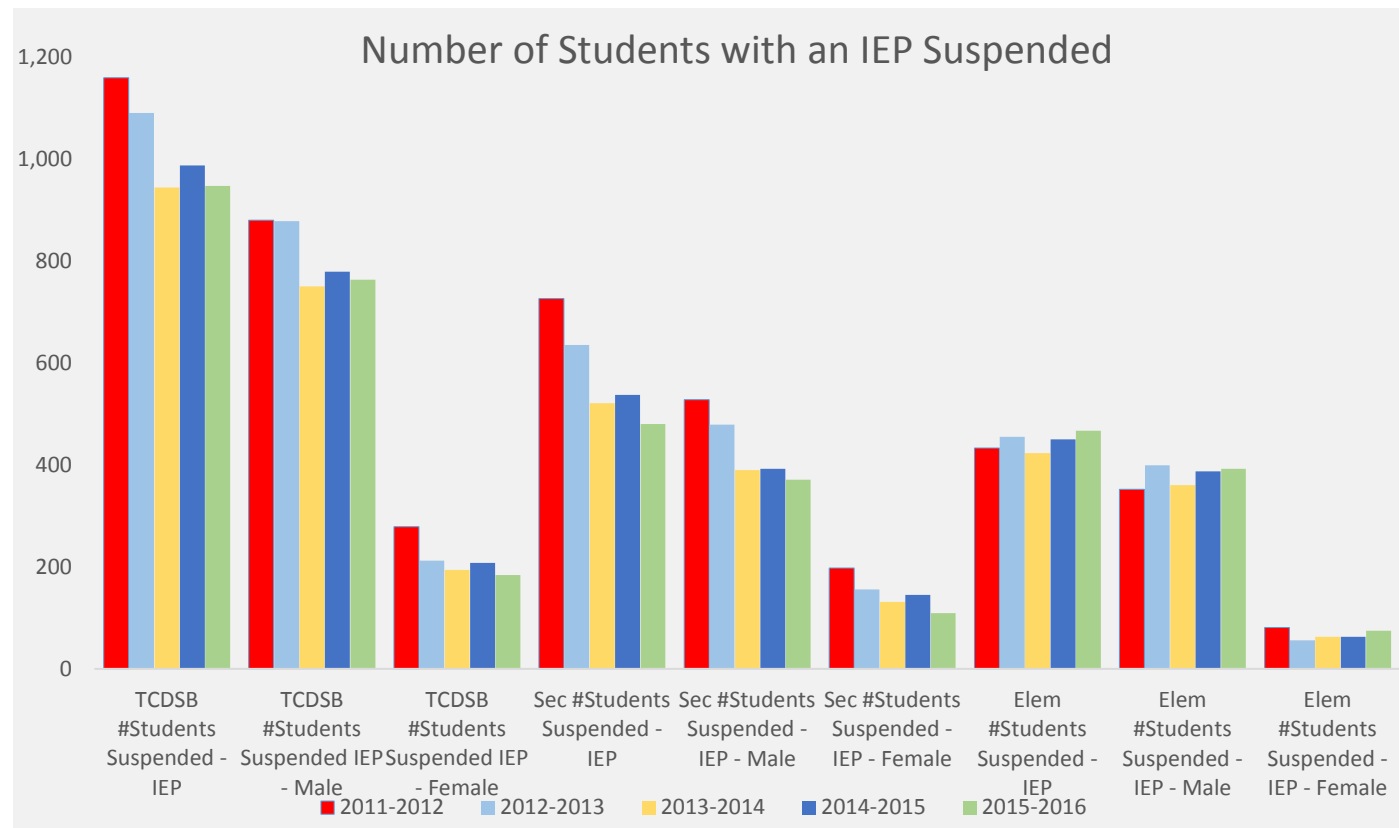
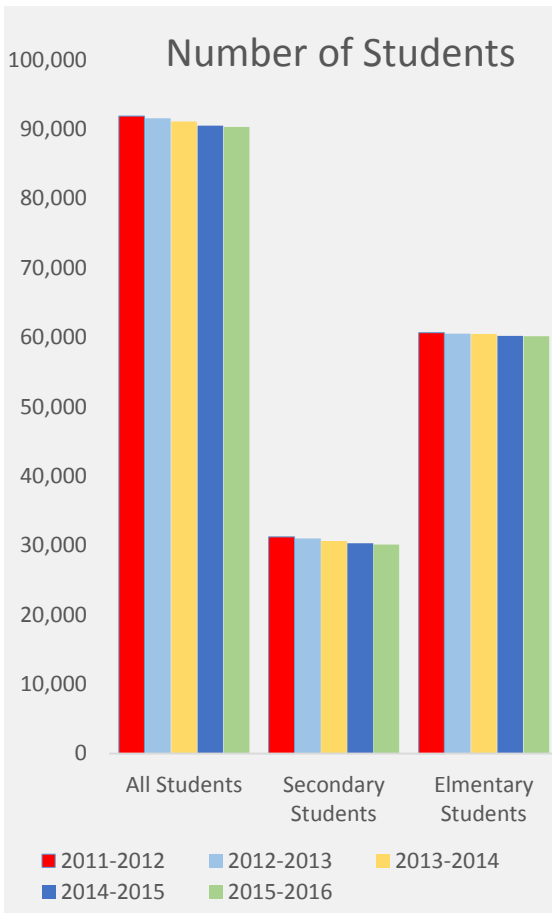
Number of Students Suspended 2010 - 2014

TCDSB	All Students	Secondary Students	Elementary Students	TCDSB #Students Suspended	TCDSB #Students Suspended - Male	TCDSB #Students Suspended - Female	Sec #Students Suspended	Sec #Students Suspended - Male	Sec #Students Suspended - Female	Elem #Students Suspended	Elem #Students Suspended - Male	Elem #Students Suspended - Female
2011-2012	91,924	31,238	60,686	2,611	1,948	663	1,704	1,234	470	907	714	193
2012-2013	91,596	31,038	60,555	2,376	1,811	565	1,505	1,083	422	871	728	143
2013-2014	91,115	30,631	60,484	2,098	1,614	484	1,314	958	356	784	656	128
2014-2015	90,541	30,319	60,222	2,275	1,712	563	1,324	919	405	951	793	158
2015-2016	90,333	30,149	60,184	2,132	1,608	524	1,151	823	328	981	785	196



Number of Students with an IEP Suspended

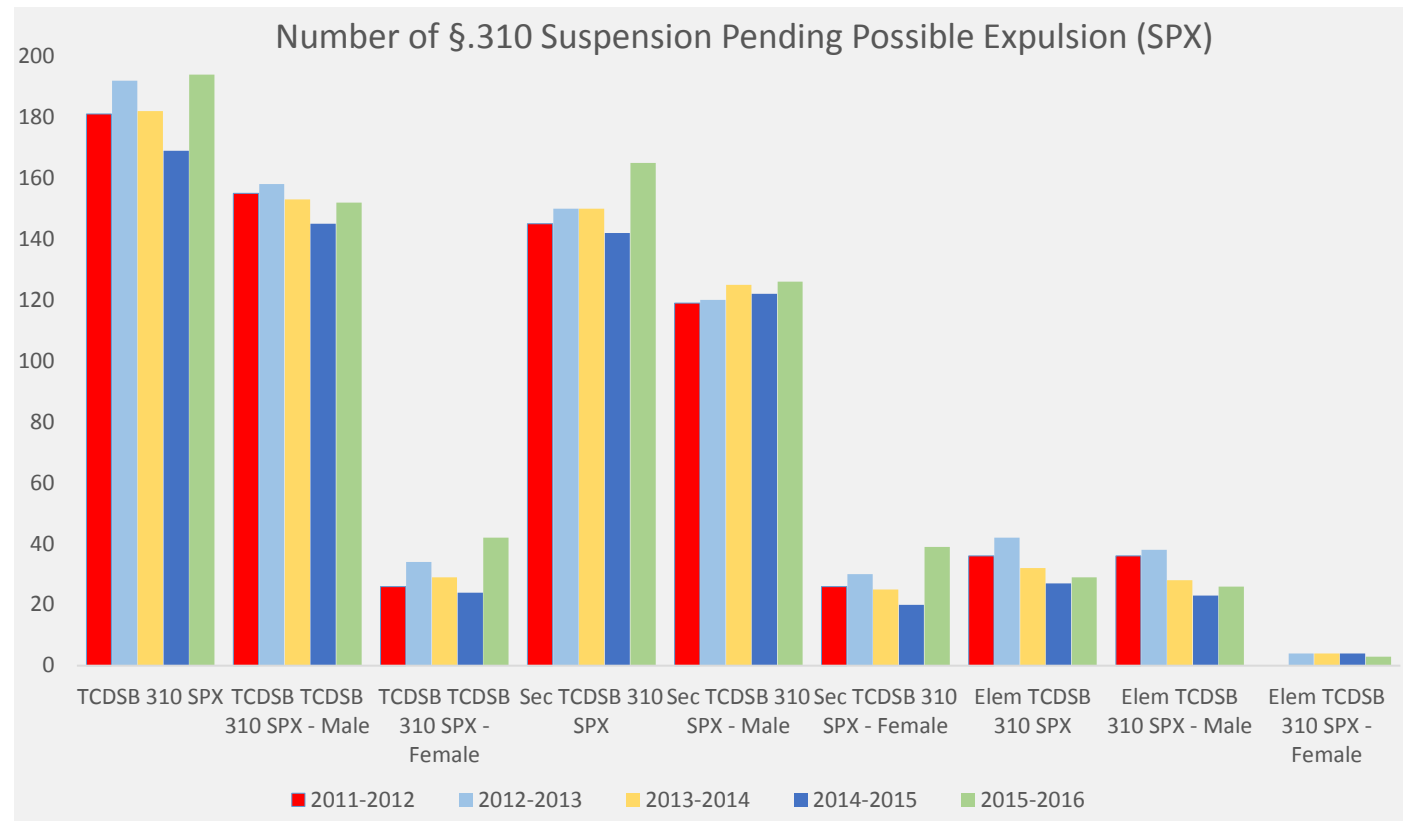
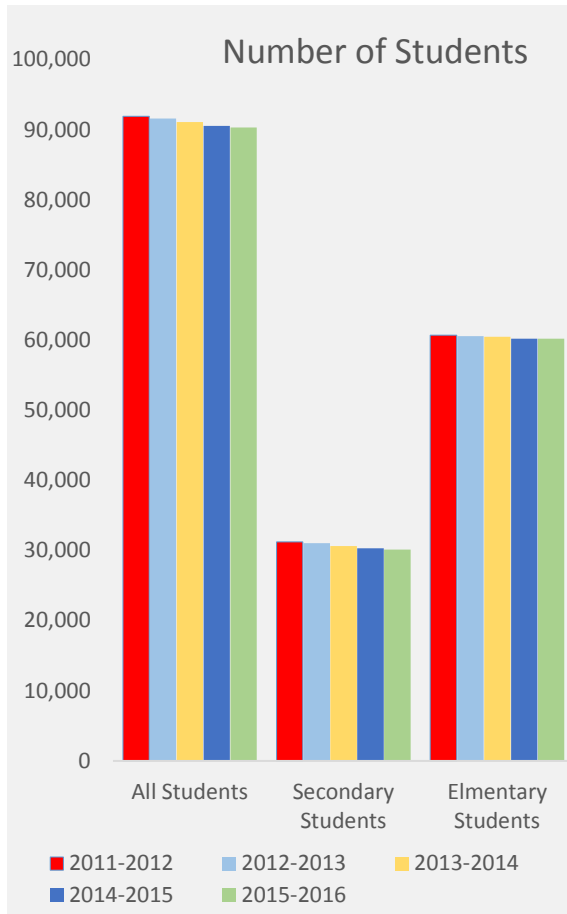
TCDSB	All Students	Secondary Students	Elementary Students	TCDSB #Students Suspended - IEP	TCDSB #Students Suspended - IEP - Male	TCDSB #Students Suspended - IEP - Female	Sec #Students Suspended - IEP	Sec #Students Suspended - IEP - Male	Sec #Students Suspended - IEP - Female	Elem #Students Suspended - IEP	Elem #Students Suspended - IEP - Male	Elem #Students Suspended - IEP - Female
2011-2012	91,924	31,238	60,686	1,159	880	279	726	528	198	433	352	81
2012-2013	91,596	31,038	60,555	1,090	878	212	635	479	156	455	399	56
2013-2014	91,115	30,631	60,484	944	750	194	521	390	131	423	360	63
2014-2015	90,541	30,319	60,222	987	779	208	537	392	145	450	387	63
2015-2016	90,333	30,149	60,184	947	763	184	480	371	109	467	392	75



Number of §.310 Suspension Pending Possible Expulsion (SPX) Issued

TCDSB	All Students	Secondary Students	Elementary Students
2011-2012	91,924	31,238	60,686
2012-2013	91,596	31,038	60,555
2013-2014	91,115	30,631	60,484
2014-2015	90,541	30,319	60,222
2015-2016	90,333	30,149	60,184

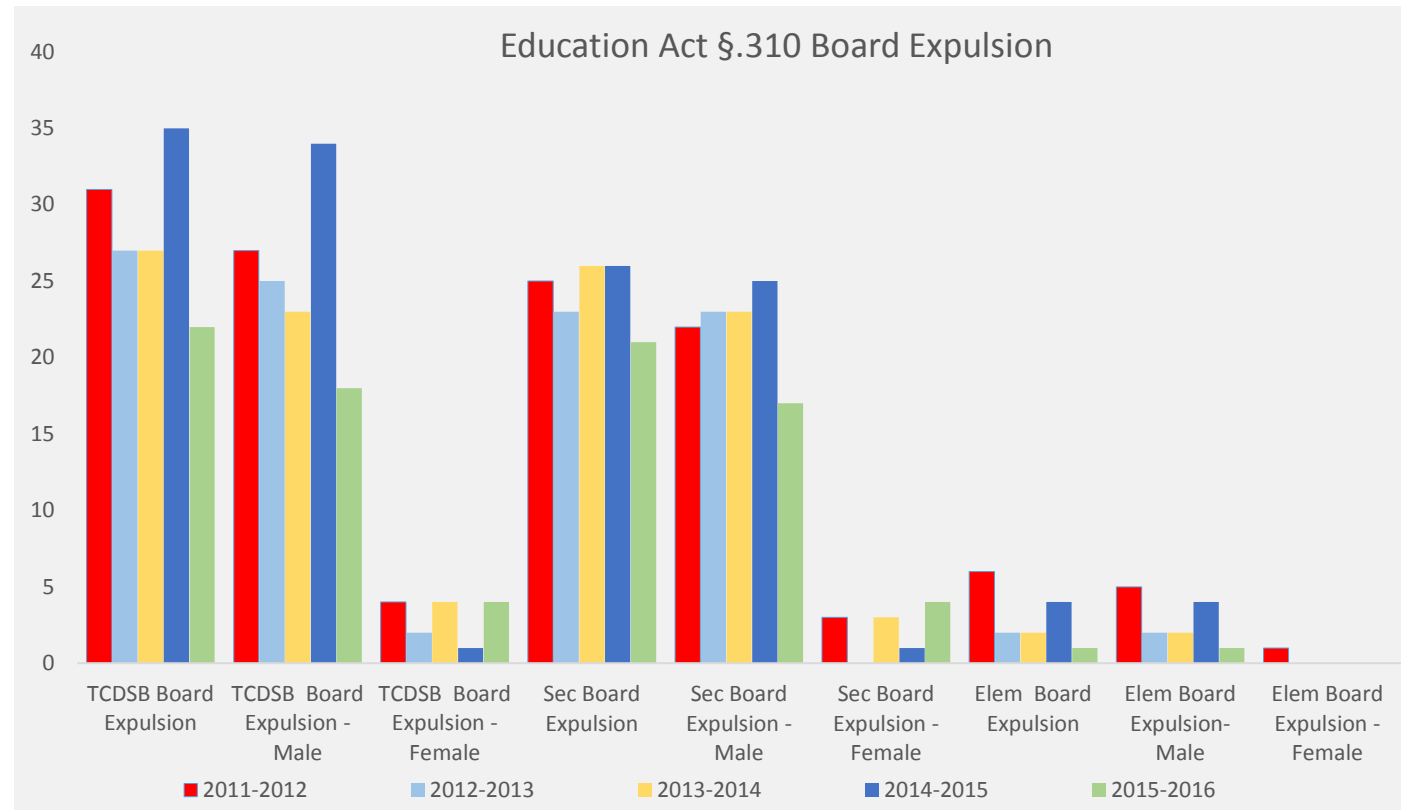
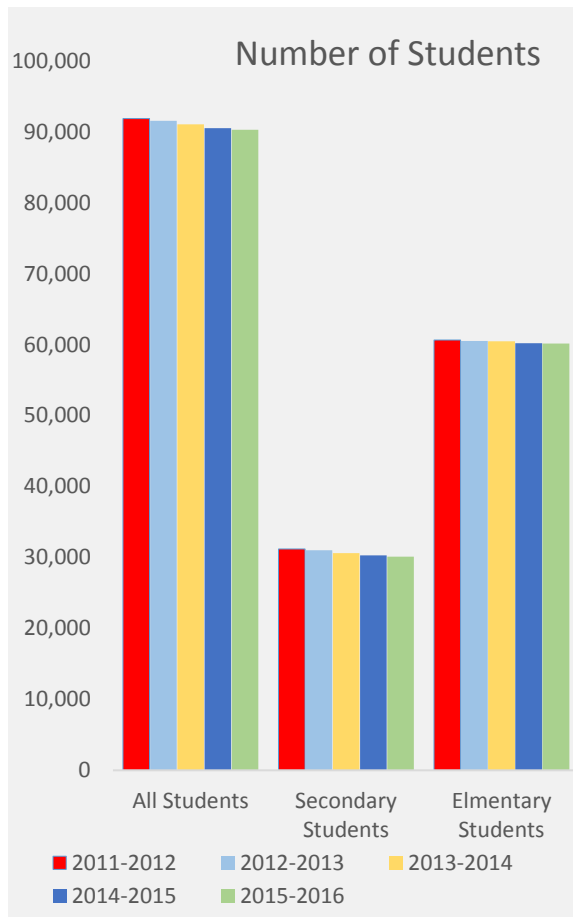
TCDSB 310 SPX	TCDSB TCDSB 310 SPX - Male	TCDSB TCDSB 310 SPX - Female	Sec TCDSB 310 SPX	Sec TCDSB 310 SPX - Male	Sec TCDSB 310 SPX - Female	Elem TCDSB 310 SPX	Elem TCDSB 310 SPX - Male	Elem TCDSB 310 SPX - Female
181	155	26	145	119	26	36	36	0
192	158	34	150	120	30	42	38	4
182	153	29	150	125	25	32	28	4
169	145	24	142	122	20	27	23	4
194	152	42	165	126	39	29	26	3



Education Act §.310 Board Expulsions

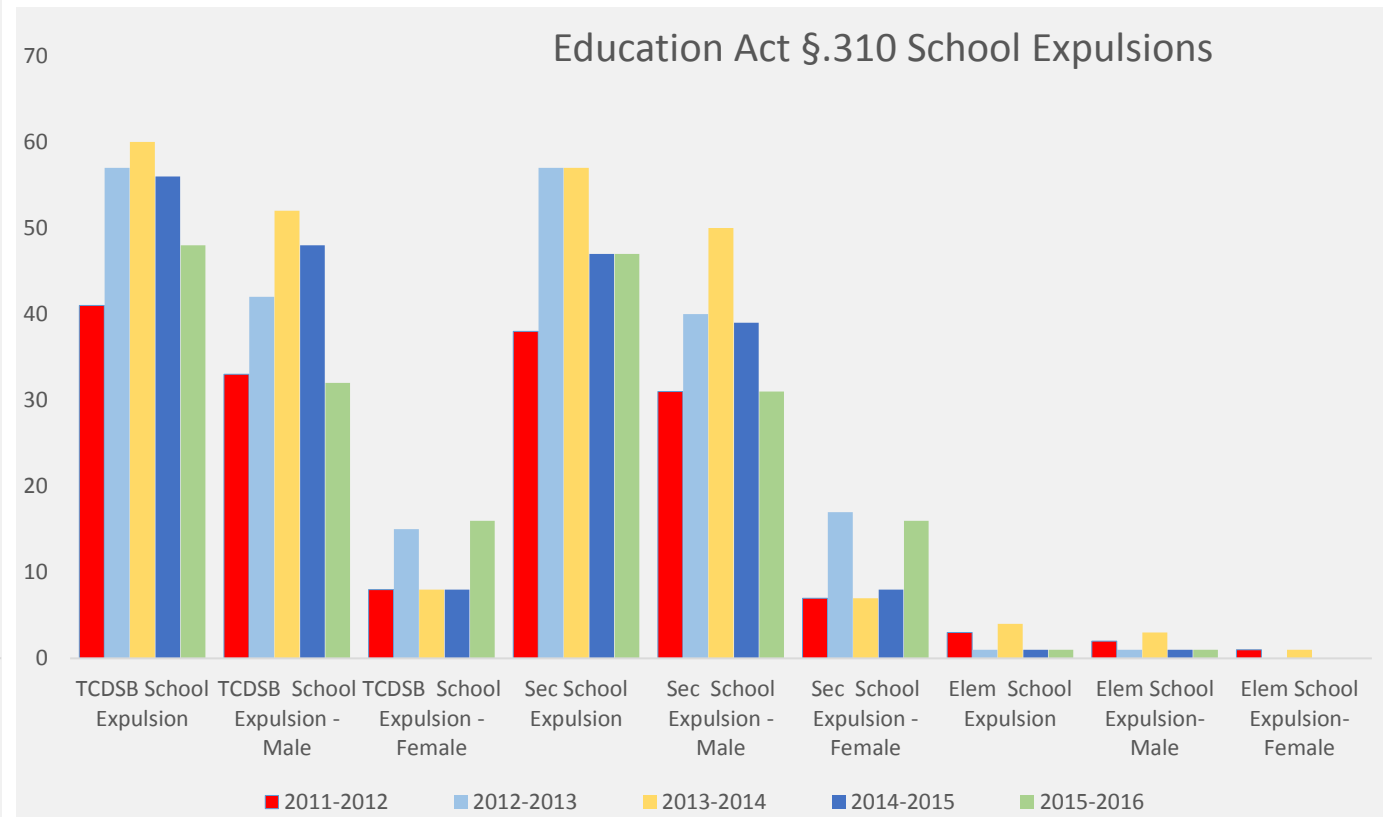
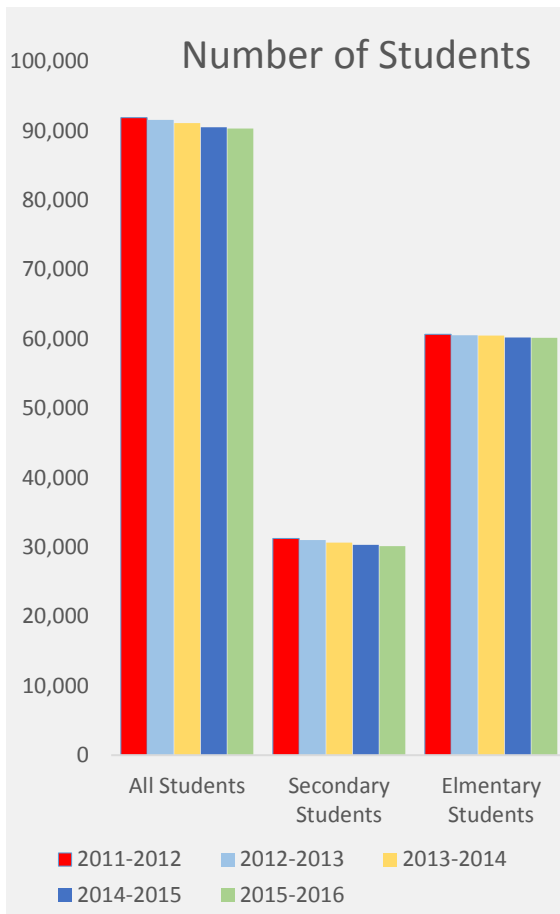
TCDSB	All Students	Secondary Students	Elementary Students
2011-2012	91,924	31,238	60,686
2012-2013	91,596	31,038	60,555
2013-2014	91,115	30,631	60,484
2014-2015	90,541	30,319	60,222
2015-2016	90,333	30,149	60,184

TCDSB Board Expulsion	TCDSB Board Expulsion - Male	TCDSB Board Expulsion - Female	Sec Board Expulsion	Sec Board Expulsion - Male	Sec Board Expulsion - Female	Elem Board Expulsion	Elem Board Expulsion - Male	Elem Board Expulsion - Female
31	27	4	25	22	3	6	5	1
27	25	2	23	23	0	2	2	0
27	23	4	26	23	3	2	2	0
35	34	1	26	25	1	4	4	0
22	18	4	21	17	4	1	1	0



Education Act §.310 School Expulsions

TCDSB	All Students	Secondary Students	Elementary Students	TCDSB School Expulsion	TCDSB School Expulsion - Male	TCDSB School Expulsion - Female	Sec School Expulsion	Sec School Expulsion - Male	Sec School Expulsion - Female	Elem School Expulsion	Elem School Expulsion-Male	Elem School Expulsion-Female
2011-2012	91,924	31,238	60,686	41	33	8	38	31	7	3	2	1
2012-2013	91,596	31,038	60,555	57	42	15	57	40	17	1	1	0
2013-2014	91,115	30,631	60,484	60	52	8	57	50	7	4	3	1
2014-2015	90,541	30,319	60,222	56	48	8	47	39	8	1	1	0
2015-2016	90,333	30,149	60,184	48	32	16	47	31	16	1	1	0





Safe Schools Department & Educational Research
Safe and Caring Catholic School Climate Survey
Elementary Comparative Review 2013-2014 to 2015-2016

Appendix B1

A. SCHOOL SAFETY

Feel <i>Very Safe</i> or <i>Safe</i> :	2015-2016	2014-2015	2013-2014
in school	95%	92%	95%
in the classroom	95%	92%	95%
while eating lunch at school	92%	90%	93%
in the hallways	90%	88%	91%
in the washrooms	85%	84%	86%
at sports/after school events	83%	82%	N/D*
on the stairs/in stairwells	83%	83%	84%
travelling to and from school	76%	75%	75%
at dismissal time	90%	88%	N/D
during indoor recess	92%	90%	93%
outside during recess	81%	80%	82%

*N/D = No data

B. UNSAFE ACTIONS

Activities <i>Witnessed/Experienced</i> in School	Year	Never	1-3 times	4-6 times
Physical Violence	2015-16	33%	46%	11%
	2014-15	36%	42%	9%
	2013-14	35%	44%	10%
Drug Use	2015-16	94%	4%	<1%
	2014-15	90%	3%	<1%
	2013-14	94%	3%	<1%
Inter-Racial Conflict	2015-16	65%	24%	5%
	2014-15	65%	21%	4%
	2013-14	63%	24%	5%
Verbal Abuse	2015-16	36%	31%	13%
	2014-15	38%	29%	11%
	2013-14	32%	31%	13%
Gang Activity	2015-16	87%	9%	1%
	2014-15	85%	7%	1%
	2013-14	88%	8%	1%

Activities <i>Witnessed/Experienced</i> in school	Year	Never	1-3 times	4-6 times
Weapons	2015-16	86%	11%	1%
	2014-15	84%	9%	1%
	2013-14	89%	9%	1%
Theft	2015-16	61%	27%	6%
	2014-15	62%	24%	4%
	2013-14	62%	26%	5%
Relationship Violence	2015-16	81%	13%	2%
	2014-15	81%	10%	2%
	2013-14	82%	11%	2%
Harassment based on sexual orientation (Grade 8 only)	2015-16	84%	10%	2%
	2014-15	81%	9%	2%
	2013-14	86%	8%	1%

C. BULLYING

Since September, how many times have you been bullied at school?	Year	Never	1-3 times	4-6 times
	2015-16	65%	23%	7%
	2014-15	64%	22%	6%
	2013-14	63%	23%	6%

*The percentages reported in the next two questions are for a subset of students - **only those students who experienced being bullied at school** (n = 3,649 or 35% in 2015-2016).*

Since September, in what way(s) have you been bullied at school? <i>You may choose more than one</i>	2015-2016	2014-2015	2013-2014
Verbal (name calling, constant unwanted teasing/joking)	85%	82%	85%
Physical	24%	22%	20%
Social (being excluded, gossip)	48%	45%	46%
Cyber (social media)	15%	14%	13%
Sexual (e.g. in appropriate touching or comments) (Grade 8 only)	10%	19%	16%

Since September, have you told another person about <i>being bullied</i> ?	Year	Yes
	2015-16	69%
	2014-15	68%
	2013-14	66%

*The percentages reported in the next question are for a further subset of students – **only those students who experienced being bullied at school and who told another person about being bullied** (n=2,505 or 24% in 2015-2016).*

	Year	Staff member
To whom did you report this bullying (you <i>experienced</i>)?	2015-16	41%
	2014-15	37%
	2013-14	35%

	Year	Yes
Since September, have you <i>witnessed</i> another student being bullied at school?	2015-16	60%
	2014-15	55%
	2013-14	54%

*The percentages reported in the next two questions are for a subset of students – **only those students who witnessed bullying at school** (n = 6,205 or 60% in 2015-2016).*

Since September, in what form(s) of bullying have you witnessed? <i>You may choose more than one.</i>	2015-2016	2014-2015	2013-2014
Verbal (name calling, constant unwanted teasing/joking)	88%	87%	86%
Physical	48%	45%	41%
Social (being excluded, gossip)	58%	53%	53%
Cyber (social media)	26%	24%	20%
Sexual (e.g. in appropriate touching or comments) (Grade 8 only)	16%	30%	24%

	Year	Yes
Since September, did you report any form of bullying you <i>witnessed</i> ?	2015-16	50%
	2014-15	47%
	2013-14	44%

*The percentages reported in the next question are for a further subset of students – **only those students who witnessed bullying at school and who reported the bullying they witnessed** (n = 3,126 or 30% in 2015-2016).*

	Year	Staff member
To whom did you report this bullying (you <i>witnessed</i>)?	2015-16	77%
	2014-15	74%
	2013-14	63%

	Year	A huge problem	A medium problem	A small problem or Not a problem
How much of a problem do you think bullying is in your school?	2015-16	16%	26%	57%
	2014-15	14%	23%	57%
	2013-14	15%	22%	58%



Safe Schools and Educational Research Departments
Safe Schools Survey
Secondary Comparative Review 2013-2014 to 2015-2016

Appendix B2

A. SCHOOL SAFETY

<i>Feel Very Safe or Safe</i>	2015-2016	2014-2015	2013-2014
in school	91%	92%	94%
in the classroom	93%	94%	96%
in the cafeteria/lunch time	88%	89%	91%
in the hallways	87%	88%	90%
in the washrooms	82%	84%	85%
at sports/after school events	89%	90%	92%
on the stairs/in stairwells	86%	86%	N/D*
travelling to and from school	84%	85%	86%
at dismissal time	89%	89%	92%
in the parking lot	76%	78%	77%

*N/D = No data

B. UNSAFE ACTIONS

<i>Activities Witnessed/Experienced in School</i>	Year	Never	1-3 times	4-6 times
Physical Violence	2015-16	51%	38%	5%
	2014-15	53%	37%	4%
	2013-14	46%	41%	7%
Drug Use	2015-16	53%	22%	8%
	2014-15	53%	22%	8%
	2013-14	48%	26%	9%
Inter-racial Conflict	2015-16	63%	24%	5%
	2014-15	63%	24%	5%
	2013-14	59%	27%	7%
Verbal Abuse	2015-16	33%	34%	11%
	2014-15	34%	34%	12%
	2013-14	27%	34%	14%
Gang Activity	2015-16	76%	14%	3%
	2014-15	79%	14%	2%
	2013-14	81%	12%	3%
Weapons	2015-16	78%	15%	2%
	2014-15	81%	13%	2%
	2013-14	80%	15%	2%

Activities Witnessed/Experienced in School	Year	Never	1-3 times	4-6 times
Theft	2015-16	61%	25%	5%
	2014-15	62%	26%	5%
	2013-14	48%	32%	10%
Relationship Violence	2015-16	75%	18%	2%
	2014-15	78%	16%	2%
	2013-14	81%	14%	2%
Harassment based on sexual orientation	2015-16	77%	14%	3%
	2014-15	79%	13%	3%
	2013-14	76%	15%	4%
Alcohol Use	2015-16	75%	13%	4%
	2014-15	76%	13%	4%
	2013-14	72%	17%	4%

C. BULLYING

In the past year, how often have you been bullied?	Year	Never	1-3 times	4-6 times
	2015-16	75%	18%	3%
	2014-15	74%	19%	3%
	2013-14	72%	19%	3%

*The percentages reported in the next two questions are for a subset of students – **only those students who experienced being bullied at school** (n= 1,218 or 25% in 2015-16).*

In the past year, what form(s) of bullying have you experienced? <i>You may choose more than one.</i>	2015-2016	2014-2015
Verbal (e.g., name calling, constant unwanted teasing/joking)	84%	82%
Physical	23%	22%
Social (e.g., being excluded, gossip)	56%	50%
Cyber (e.g., social media)	29%	28%
Sexual (e.g., inappropriate touching or comments)	16%	12%

In the past year, did you report any form of bullying you experienced?	Year	Yes
	2015-16	27%
	2014-15	25%
	2013-14	33%

*The percentages reported in the next question are for a further subset of students – **only those students who experienced being bullied at school and who told another person about being bullied** (n=324 or 7% in 2015-2016).*

To whom did you report this bullying (you experienced)?	Year	Staff Member
	2015-16	72%
	2014-15	69%
	2013-14	56%

In the past year, have you ever <i>witnessed</i> another student being bullied at school?	Year	Yes
	2015-16	48%
	2014-15	47%
	2013-14	49%

*The percentages reported in the next two questions are for a subset of students – **only those students who witnessed bullying at school** (n=2,358 or 48% in 2015-2016).*

In the past year, what form(s) of bullying have you <i>witnessed</i> ? <i>You may choose more than one.</i>	2015-2016	2014-2015
Verbal (e.g., name calling, constant unwanted teasing/joking)	89%	90%
Physical	45%	46%
Social (e.g., being excluded, gossip)	62%	64%
Cyber (e.g., social media)	48%	50%
Sexual (e.g., inappropriate touching or comments)	21%	20%

In the past year, did you report any form of bullying you <i>witnessed</i> ?	Year	Yes
	2015-16	25%
	2014-15	24%
	2013-14	23%

*The percentages reported in the next question are for a further subset of students – **only those students who witnessed bullying at school and who reported the bullying they witnessed** (n = 586 or 12% in 2015-2016).*

To whom did you report this bullying you <i>witnessed</i> ?	Year	Staff Member
	2015-16	66%
	2014-15	67%
	2013-14	56%

How much of a problem do you think bullying is in your school?	Year	A Huge Problem	A Medium Problem	A Small problem or Not a Problem
	2015-16	11%	17%	69%
	2014-15	12%	19%	64%
	Year	A Huge Problem	Somewhat of a Problem	Not a Problem
	2013-14	12%	41%	44%



Safe Schools Department & Educational Research
2015-2016 Safe and Caring Catholic School Climate Survey
Elementary Gender Breakdown

Appendix B3

A. SCHOOL SAFETY

Feel <i>Very safe</i> or <i>Safe</i> :	Female	Male
in school	96%	95%
in the classroom	96%	95%
while eating lunch at school	93%	92%
in the hallways	91%	90%
in the washrooms	86%	84%
at sports/after school events	83%	82%
on the stairs/in stairwells	84%	83%
travelling to and from school	76%	77%
at dismissal time	90%	90%
during indoor recess	93%	91%
outside during recess	81%	81%

B. UNSAFE ACTIONS

Activities <i>Witnessed/Experienced</i> in School		Never	1-3 times	4-6 times
Physical Violence	Female	38%	45%	10%
	Male	28%	46%	13%
Drug Use	Female	95%	4%	<1%
	Male	94%	4%	1%
Inter-Racial Conflict	Female	65%	25%	4%
	Male	65%	24%	5%
Verbal Abuse	Female	37%	32%	13%
	Male	36%	30%	13%
Gang Activity	Female	87%	9%	1%
	Male	87%	9%	2%
Weapons	Female	87%	10%	1%
	Male	85%	12%	1%
Theft	Female	62%	27%	6%
	Male	60%	27%	7%

Activities Witnessed/Experienced in School		Never	1-3 times	4-6 times
Relationship Violence	Female	83%	12%	2%
	Male	80%	13%	3%
Harassment based on sexual orientation (Grade 8 only)	Female	82%	11%	2%
	Male	85%	9%	2%

C. BULLYING

Since September, how many times have you been bullied at school?		Never	2-3 times	4-6 times
	Female	61%	26%	8%
	Male	68%	21%	6%

*The percentages reported in the next two questions are for a subset of students – **only those students who experienced being bullied at school** (female $n = 1,986$ or 39%; male $n = 1,663$ or 32% in 2015-2016).*

Since September, in what way(s) have you been bullied at school? <i>You may choose more than one</i>	Female	Male
Verbal (name calling, constant unwanted teasing/joking)	84%	86%
Physical	15%	35%
Social (being excluded, gossip)	58%	37%
Cyber (social media)	18%	12%
Sexual (e.g. in appropriate touching or comments) (Grade 8 only)	13%	7%

Since September, have you told another person about <i>being bullied</i> ?		Yes
	Female	72%
	Male	64%

*The percentages reported in the next question are for a further subset of students – **only those students who experienced being bullied at school and who told another person about being bullied** (female $n = 1,434$ or 28%; male $n = 1,071$ or 21% in 2015-2016).*

To whom did you report this bullying (you experienced)?		Staff member
	Female	39%
	Male	44%

Since September, have you <i>witnessed</i> another student being bullied at school?		Yes
	Female	62%
	Male	59%

*The percentages reported in the next two questions are for a subset of students – **only those students who witnessed bullying at school** (female n = 3,171 or 62%; male n = 3,034 or 59% in 2015-2016).*

Since September, what form(s) of bullying have you <i>witnessed</i> ? You may choose more than one	Female	Male
Verbal (name calling, constant unwanted teasing/joking)	89%	87%
Physical	42%	54%
Social (being excluded, gossip)	66%	50%
Cyber (social media)	30%	21%
Sexual (e.g. in appropriate touching or comments) (Grade 8 only)	18%	15%

Since September, did you report any form of bullying you <i>witnessed</i> ?		Yes
	Female	51%
	Male	50%

*The percentages reported in the next question are for a further subset of students – **only those students who witnessed bullying at school and who reported the bullying they witnessed** (female n = 1,607 or 31%; male n = 1,519 or 29% in 2015-2016).*

To whom did you report this bullying (you <i>witnessed</i>)?		Staff member
	Female	76%
	Male	77%

How much of a problem do you think bullying is in your school?		A Huge problem	A Medium problem	A Small problem or Not a problem
	Female	17%	28%	54%
	Male	15%	25%	58%



**Safe Schools Department & Educational Research
2015-2016 Safe School Survey
Secondary Gender Breakdown**

Appendix B4

A. SCHOOL SAFETY

<i>Feel Very Safe or Safe</i>	Female	Male
in school	91%	92%
in the classroom	92%	94%
in the cafeteria/lunch time	87%	89%
in the hallways	86%	88%
in the washrooms	85%	79%
at sports/after school events	87%	90%
on the stairs/in stairwells	85%	87%
travelling to and from school	81%	87%
at dismissal time	88%	89%
in the parking lot	74%	79%

B. UNSAFE ACTIONS

<i>Activities Witnessed/Experienced in School</i>		Never	1-3 times	4-6 times
Physical Violence	Female	55%	36%	4%
	Male	47%	40%	4%
Drug Use	Female	54%	24%	6%
	Male	51%	21%	9%
Inter-racial Conflicts	Female	65%	24%	4%
	Male	62%	24%	5%
Verbal Abuse	Female	34%	37%	11%
	Male	33%	31%	12%
Gang Activity	Female	80%	12%	2%
	Male	73%	16%	3%
Weapons	Female	83%	11%	1%
	Male	73%	19%	2%
Theft	Female	63%	25%	4%
	Male	59%	25%	7%
Relationship Violence	Female	76%	17%	2%
	Male	74%	18%	2%
Harassment based on sexual orientation	Female	78%	13%	2%
	Male	75%	14%	3%
Alcohol Use	Female	75%	14%	3%
	Male	75%	13%	4%

C. BULLYING

In the past year, how often have you been bullied?		Never	1-3 times	4-6 times
	Female	70%	23%	3%
	Male	80%	14%	3%

*The percentages reported in the next two questions are for a subset of students – **only those students who experienced being bullied at school** (female n = 719 or 30%; male n = 491 or 20% in 2015-2016).*

In the past year, what form(s) of bullying have you experienced? Choose all that apply.	Female	Male
Verbal (e.g., name calling, constant unwanted teasing/joking)	85%	83%
Physical	15%	35%
Social (e.g., being excluded, gossip)	65%	43%
Cyber (e.g., social media)	31%	25%
Sexual (e.g., inappropriate touching or comments)	17%	16%

In the past year, did you report any form of bullying you experienced?		Yes
	Female	26%
	Male	28%

*The percentages reported in the next question are for a further subset of students – **only those students who experienced being bullied at school and who told another person about being bullied** (female n = 186 or 8%; male n = 135 or 5% in 2015-2016).*

To whom did you report this bullying (you experienced)?		Staff Member
	Female	75%
	Male	68%

In the past year, have you ever witnessed another student being bullied at school?		Yes
	Female	50%
	Male	47%

The percentages reported in the next two questions are for a subset of students – **only those students who witnessed bullying at school** (female $n = 1,196$ or 50%; male $n = 1,152$ or 47% in 2015-2016).

In the past year, what form(s) of bullying have you witnessed? You may choose more than one.	Female	Male
Verbal (e.g., name calling, constant unwanted teasing/joking)	90%	89%
Physical	37%	54%
Social (e.g., being excluded, gossip)	70%	54%
Cyber (e.g., social media)	54%	41%
Sexual (e.g., inappropriate touching or comments)	20%	22%

In the past year, did you report any form of bullying you witnessed?		Yes
	Female	27%
	Male	23%

The percentages reported in the next question are for a further subset of students – **only those students who witnessed bullying at school and who reported the bullying they witnessed** (female $n = 319$ or 13%; male $n = 263$ or 11% in 2015-2016).

To whom did you report this bullying (you witnessed)?		Staff Member
	Female	67%
	Male	66%

How much of a problem do you think bullying is in your school?		A Huge problem	A Medium problem	A Small problem or Not a problem
	Female	10%	19%	68%
	Male	12%	16%	70%



REPORT TO

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

EDUCATION QUALITY AND ACCOUNTABILITY OFFICE (EQAO) 2015-2016 RESULTS

The heart of the intelligent acquires learning, the ears of the wise search for knowledge. Proverbs 18:15

Created, Draft	First Tabling	Review
September 12, 2016	October 6, 2016	Click here to enter a date.
M. Vanayan, Senior Coordinator, Educational Research L. DiMarco, Superintendent of Curriculum, Leadership and Innovation N. D'Avella, Superintendent of Student Success		
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



R. McGuckin

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 summarizes the results of the Toronto Catholic District School Board (TCDSB) student achievement on the 2015-2016 Education Quality and Accountability (EQAO) assessments. Due to exceptional circumstances, TCDSB elementary schools did not participate in the Primary and Junior Division assessments this year. This report highlights results of the Grade 9 Assessment of Mathematics and Ontario Secondary School Literacy Test (OSSLT) and key actions planned for 2016-2017 to address improvement.

B. PURPOSE

This report presents the TCDSB results of the Education Quality and Accountability Office (EQAO) for 2015-2016.

C. BACKGROUND

1. Due to exceptional circumstances, TCDSB elementary schools did not participate in the Primary and Junior Division assessments this year.
2. The Grade 9 Assessment of Mathematics is administered to all Ontario students who are working toward their Grade 9 academic or applied mathematics credit. Students in the first-semester mathematics courses take the test in January; students in the second-semester or full-year mathematics courses take the test in June.
3. The Grade 9 Assessment of Mathematics assesses cumulative knowledge and skills and is based on the Ontario Curriculum. Achievement is reported according to the province's four achievement levels. The provincial standard is Level 3, which corresponds to a 70 to 79 per cent.
4. The OSSLT is administered to all Grade 10 Ontario students working towards an Ontario Secondary School Diploma (OSSD) at the end of March or early April. Successful completion of the OSSLT is a requirement for the OSSD.
5. The literacy test assesses cumulative knowledge and skills and is based on the Ontario Curriculum. Achievement is reported as "successful" or "unsuccessful".

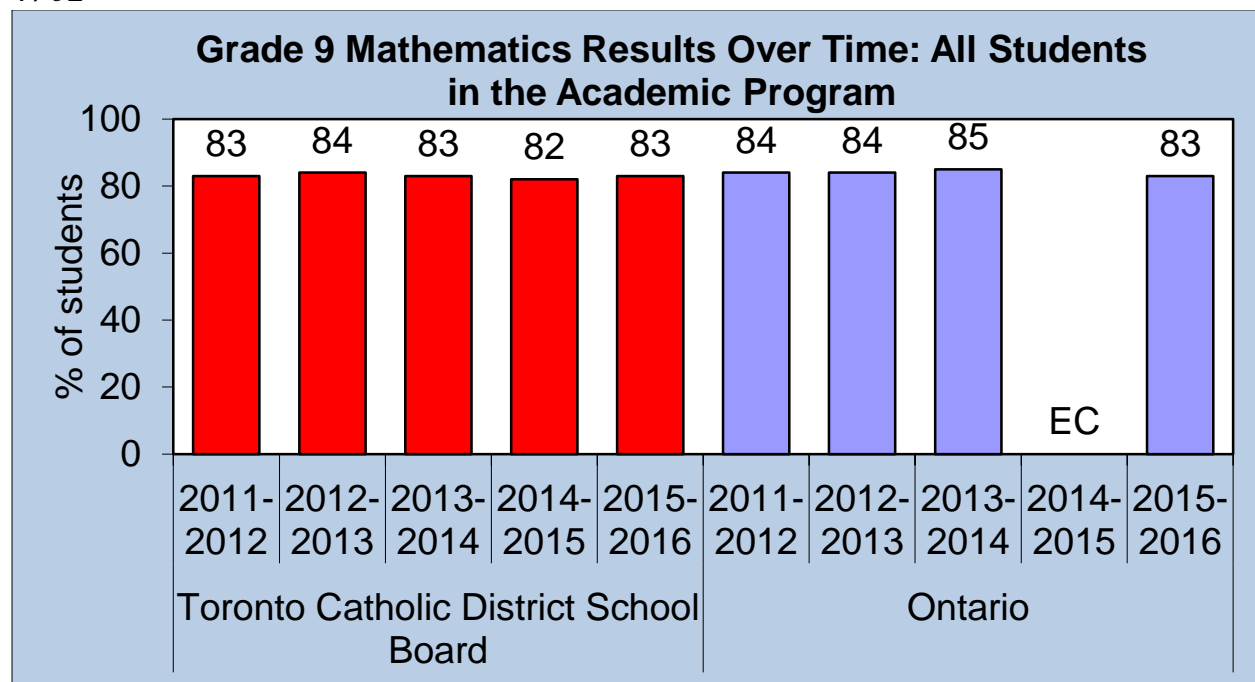
D. EVIDENCE/RESEARCH/ANALYSIS

1. GRADE 9 MATHEMATICS RESULTS OVER TIME FOR TCDSB AND ONTARIO

The following graphs display the percentage of students in the academic and applied programs at Levels 3 or 4, over the past 5 years for both the TCDSB and Ontario. The Provincial standard is Level 3.

ACADEMIC PROGRAM

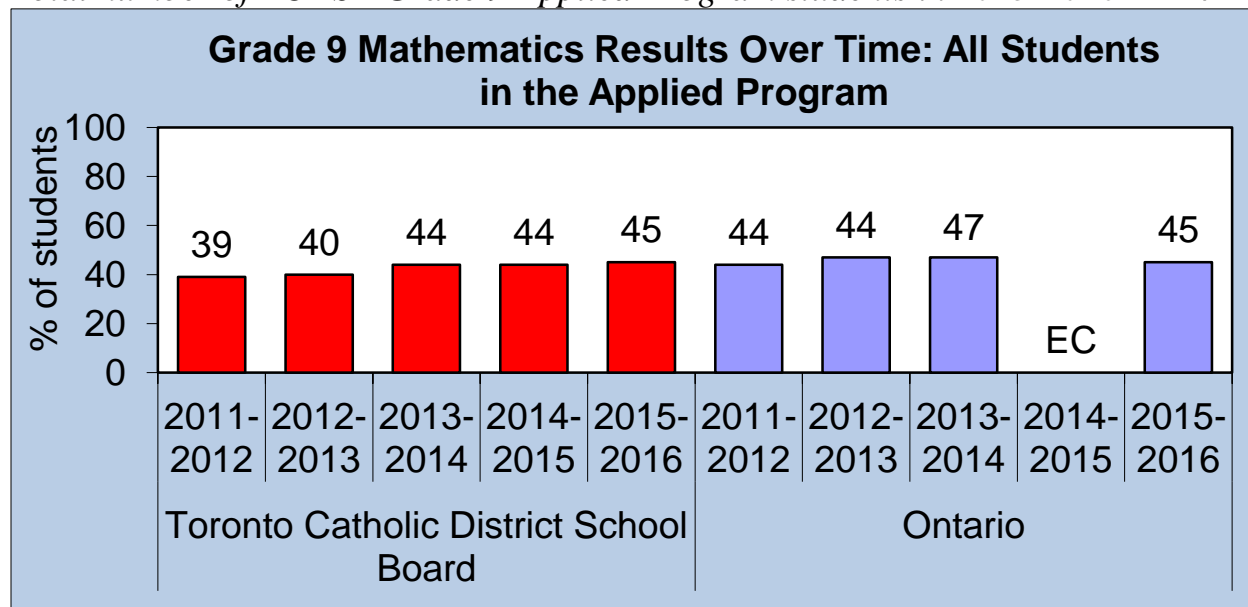
Total number of TCDSB Grade 9 Academic Program students in 2015-2016 = 4702



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

APPLIED PROGRAM

Total number of TCDSB Grade 9 Applied Program students in 2015-2016 = 2171



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

In Grade 9 academic mathematics, 83% of TCDSB students are at or above the provincial standard. Results in Grade 9 academic mathematics for the board have remained relatively high and stable for many years.

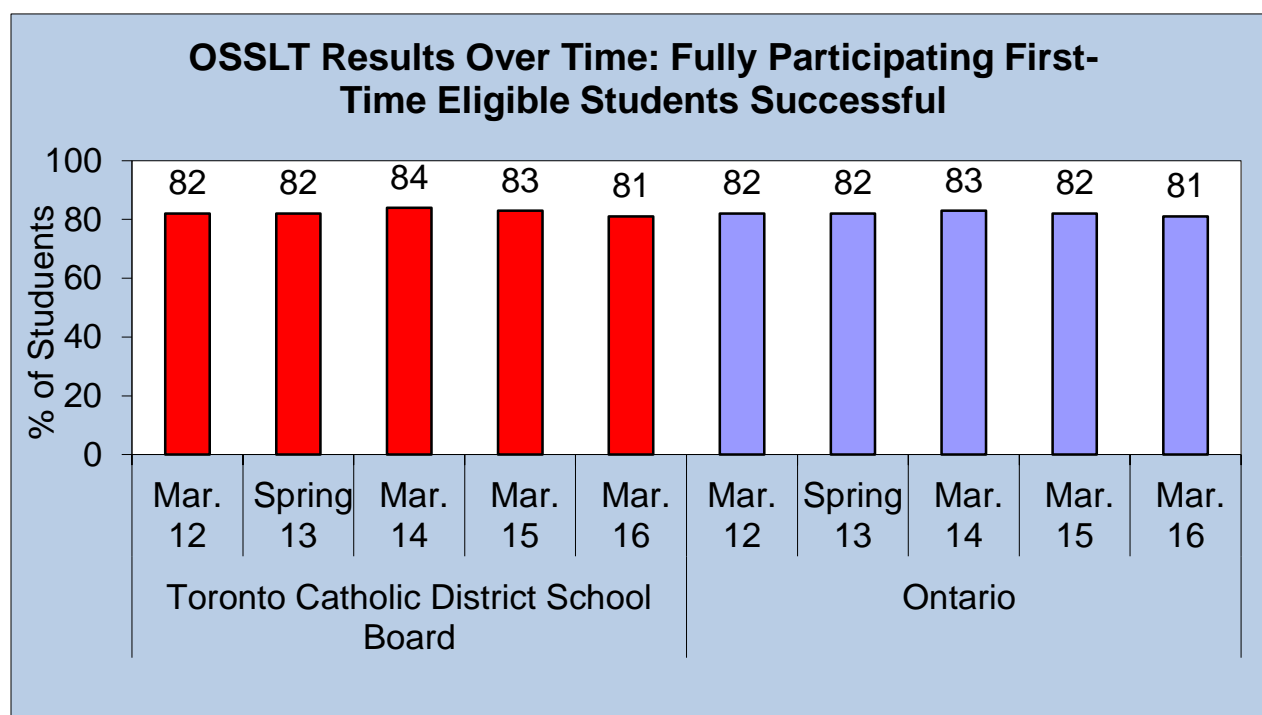
In Grade 9 applied mathematics, 45% of TCDSB students achieved the provincial standard or above (a 1% gain over the previous year). There has been a 6% gain for the board over the past five years.

In both academic and applied mathematics, board results are equal to the province.

2. THE ONTARIO SECONDARY SCHOOL LITERACY TEST RESULTS OVER TIME FOR TCDSB AND ONTARIO

5963 TCDSB First-time Eligible students fully participated in the OSSLT in March 2016.

The following graph displays the percentage of first-time eligible students successful over the past 5 years for both the TCDSB and Ontario.



Literacy results remain strong for TCDSB and Ontario: there has been a small decrease over the past three years and currently the percentage of TCDSB students successful on the March 2016 OSSLT is at par with Ontario (both at 81%).

E. METRICS AND ACCOUNTABILITY

1. The EQAO assessments help to identify trends in student learning at the school, board and provincial levels, inform improvement planning, and strengthen accountability.
2. Building on the goal of achieving excellence in literacy and numeracy for all students from Kindergarten to Grade 12, and consistent with all of Ontario, during the 2016-2017 school year, our focus in the TCDSB will be on numeracy. Numeracy is a critical component of success in our technology driven, rapidly-changing world, and has been declared a priority in Ontario through the Ministry of Education's Renewed Mathematics Strategy which was released in the Spring of 2016.
3. We will continue to strive for excellence in each of our TCDSB schools and improve success rates in the Grade 9 Applied Mathematics program to achieve

high standards and meet our goal of 80% at or above the provincial standard. Over the last 5 years, we have improved scores by 6 percent and have closed the gap with the Province. We will continue to spread effective practices across all schools and to demonstrate continuous improvement in each school using innovative practices and resources, and personalized instruction to meet the learning needs of each of our students.

4. The Ontario Ministry of Education's Renewed Mathematics Strategy is committed to helping all students gain the mathematics knowledge and skills they will need for the future. The strategy offers support to all schools differentiated on the basis of need as determined through achievement on the EQAO Assessments of Mathematics. There will be *intensive support* for a few schools with the greatest need, *increased support* for some schools, and *new forms of support* for all schools. Notable highlights of the strategy include dedicating 60 minutes a day of math teaching to elementary students and the assignment of at least one "math lead" teacher.
5. TCDSB supports in the area of Mathematics will be layered over those identified by the Ministry of Education, as highlighted below.
 - With support of mathematics department staff, there will be renewed professional learning opportunities for teachers new to grade, mathematics teachers in secondary, department heads, numeracy leads, focussed on studying math content, implementing related instructional strategies, analysing and monitoring the impact on student learning and achievement.
 - Thorough analysis of EQAO data (e.g., Item Information Reports, Tracking a Cohort's Achievement) will take place to identify the learning needs of students not succeeding and to develop plans that address individual learning needs.
 - The use of iPads to support math learning and engage students in all our secondary schools will continue and our efforts will expand to include Grades 4 and 5.
 - There will be continued support for the implementation of the Jump Mathematics Pilot project in selected elementary schools.
 - The Prime Project (based on Marian Small's research) will be introduced to coaches and lead teachers in each of the elementary schools receiving intensive support to complement current methods of pre- and post-assessment.
 - A pilot project "Addressing the Numeracy Gap" will be implemented in collaboration with Humber College and Vretta Inc. The goal of the pilot is

to customize and implement a learning technology solution called the Ontario College Math Test (OCMT) to address the numeracy gap by increasing student engagement and achievement in mathematics.

6. Our plan for addressing the literacy needs of students will continue to include the following:
- Fall Literacy Leads Team Meeting to review literacy data and develop school literacy plans in all secondary schools;
 - Release time provided throughout the year, to support local planning, data analysis, teacher collaboration, teacher moderation, collaborative inquiry and work with literacy resource teachers;
 - Ongoing School Literacy Leads Meetings to support literacy initiatives in all secondary schools (four meetings per year);
 - Secondary schools offer the “After-School Literacy program” funded by the Continuing Education Department to support literacy skills development;
 - Literacy Collaborative Inquiry to engage secondary schools in promoting literacy across the curriculum.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

SEAC PENDING LIST AS AT OCTOBER 19, 2016

1. Letter from SEAC to coterminous boards inviting them to advocate for additional Special Education funding
2. Staff to consider increasing Empower in high schools when the budget is balanced and the accumulated deficit is eliminated and bring it back to SEAC (Pending balanced budget –Date Unknown)
3. Request for staff to streamline the Monthly Calendar to reflect completed items or anything that is brought forward so that the calendar is clearer to understand. (requested September 2016)
4. Staff update the Special Education Plan and resource documentation accessible to students and parents online to reflect current and accurate information. (requested September 2016)
5. Changes to the Accessibility policy be brought back to SEAC for review. (requested September 2016)
6. Staff be requested to prepare a letter for the SEAC Chapter Associations in response to the Minister's letter, and to prepare information with the following details:
 - Placement of students in exceptionalities and IEPs
 - Number of students captured in the placements
 - Levels of service for the October 31st count dates
 - Changes in the Special Education grants year over year (requested September 2016)
7. A letter of response be sent from the Chair of the Board to the Minister using the same information provided to the SEAC Chapters Association and that the letter be copied to all the MPPs and the Ombudsman (requested September 2016)
8. Staff be requested to do a presentation to SEAC on the Early Years program (requested September 2016)