

TORONTO CATHOLIC DISTRICT SCHOOL BOARD

PUBLIC AGENDA

REGULAR MEETING SPECIAL EDUCATION ADVISORY COMMITTEE WEDNESDAY, JANUARY 11, 2017

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

Tyler Munro
Integration Action for Inclusion Representative

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

Trustee Members

Ann Andrachuk

Angela Kennedy

Garry Tanuan

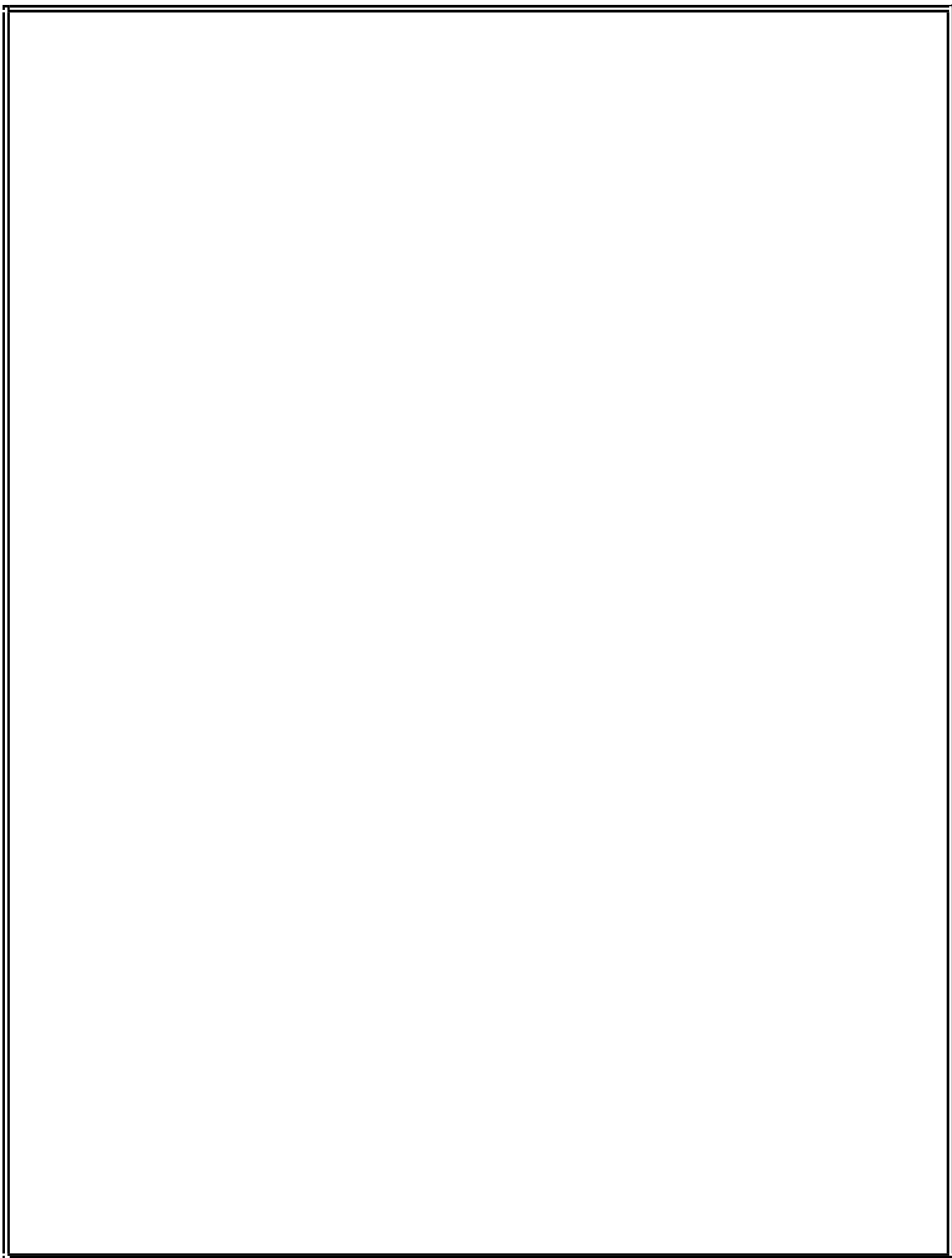


Recording Secretary: Sophia Harris 416-222-8282 Extension 2298
Asst. Recording Secretary: 416-222-8282 Extension 2293

**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

Angela Kennedy
Chair of the Board



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, January 11, 2017

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 December 7, 2016 for Public Session	1 - 9
5. Delegations	
6. Presentations	
7. Unfinished Business	
8. Notices of Matters and Trustee Matters: (for which seventy-two hours' notice has been given)	
9. Communications	
9.a SEAC Monthly Calendar Review	10 - 12
9.b Special Education Superintendent Update January 2017	13 - 14
9.c Long-Term Accommodation Program (LTAP) and Long-Term Program Plan (LTPP) Consultation Survey	15 - 17

9.d	Consultation on Ministry's Well-Being Strategy	18 - 21
	http://www.ontario.ca/studentwellbeing	
9.e	Preliminary Report on The impact of Trustee-Approved Reductions, 2016-2017	22 - 34
9.f	Preliminary Report regarding a Review of Education Assistant and Child and Youth Worker Efficiencies Boardwide	35 - 52
9.g	Request for Presentation from Resource Teacher Mr. Pileggi regarding OAPCE Provincial Conference in May 2016 (Requested November 2016 - Pending List)	
9.h	Course Calendar Update to Special Education Pages	53 - 54
10.	Matters Referred/Deferred to the Committee by the Board and Other Committees	
11.	Reports of Officials, and Special and Permanent Committees Requiring Action	
12.	Reports of Officials for Information	
12.a	MACSE Highlights - Sandra Mastronardi	55 - 59
13.	Inquiries and Miscellaneous	
13.a	Inquiry from Sandra Mastronardi regarding the Excursion Handbook	
13.b	Inquiry from Sandra Mastronardi regarding Learning Outside the School Day - Programs to Support the Renewed Mathematics Strategy and Student Transitions	60 - 64
13.c	Inquiry from Tyler Munro regarding Safe Schools	
14.	Association Reports	
15.	Update from Trustees on resolutions recommended to the Board by the Committee	
16.	Pending List	65
17.	Adjournment	

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

HELD WEDNESDAY, DECEMBER 7, 2016

PUBLIC SESSION

PRESENT:

Marilyn Taylor, Chair
Ashleigh Molloy
Sandra Mastronardi
Glenn Webster
John MacKenzie
Gizelle Paine
Giselle Romanino
Dario Imbrogno
Raul Vomisesco
Tyler Munro

Trustees A. Kennedy
G. Tanuan
A. Andrachuk

A. Gauthier
R. McGuckin
C. Fernandes
J. Wilhelm
P. Stachiw
E. Szekeres Milne

S. Harris, Assistant Recording Secretary

The meeting was called to order by the Secretary, Cristina Fernandes.

Apologies were tendered on behalf of Mary Pugh and Rosanno Del Grosso who were unable to attend the meeting.

Tyler Munro, representative of Integration Action for Inclusion, was welcomed to the meeting and to the Special Education Advisory Committee.

MOVED by Trustee Andrachuk, seconded by Trustee Tanuan, that the Agenda, as amended, be approved.

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

CARRIED

The Secretary called for nominations for the position of Chair of the Special Education Advisory Committee 2016-17.

MOVED by Trustee Andrachuk, seconded by Sandra Mastronardi, that the name of Marilyn Taylor be placed in nomination.

On the vote being taken, the Motion was declared

CARRIED

Marilyn Taylor accepted the nomination.

MOVED by Trustee Tanuan, seconded by John MacKenzie, that the name of Ashleigh Molloy be placed in nomination.

On the vote being taken, the Motion was declared

CARRIED

Ashleigh Molloy declined the nomination.

MOVED by Trustee Andrachuk, seconded by Tyler Munro, that nominations be closed.

On the vote being taken, the Motion was declared

CARRIED

Marilyn Taylor was acclaimed Chair of the Special Education Advisory Committee for 2016-2017.

The meeting continued with Marilyn Taylor in the Chair.

The Chair called for nominations for Vice-Chair of the Special Education Advisory Committee for 2016-2017.

MOVED by John MacKenzie, seconded by Trustee Andrachuk, that Ashleigh Molloy be nominated as Vice-Chair.

On the vote being taken, the Motion was declared

CARRIED

Ashleigh Molloy accepted the nomination.

MOVED by Trustee Andrachuk, seconded by Garry Tanuan, that nominations be closed.

On the vote being taken, the Motion was declared

CARRIED

Ashleigh Molloy was declared Vice-Chair of the Special Education Advisory Committee for 2016-2017.

MOVED by Trustee Andrachuk, seconded by Sandra Mastronardi, that the Minutes of the Regular Meeting held November 16, 2016 be approved.

On the vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by John MacKenzie, that Alasdair Robertson, Parliamentarian, be invited to a SEAC meeting in early 2017 to provide a concise review of protocols and the Robert's Rules of Order, especially in relation to Motions and what SEAC can recommend.

On the vote being taken, the Motion was declared

CARRIED

MOVED by John MacKenzie, seconded by Trustee Andrachuk, that Item 13a) be adopted as follow:

13a) **Special Education Superintendent Update, December 2016 –**
received

On the vote being taken, the Motion was declared

CARRIED

MOVED by Ashleigh Molloy, seconded by Gizelle Paine, that Item 13b) be adopted as follow:

13b) **Verbal Update regarding the Parents Fair, April 2017** – received

On the vote being taken, the Motion was declared

CARRIED

13c) MOVED by Trustee Andrachuk, seconded by Tyler Munro, that the communication from Sandra Mastronardi regarding Education Accessibility be received.

On the vote being taken, the Motion was declared

CARRIED

13d) MOVED by Dario Imbrogno, seconded by John MacKenzie that the Communication from Ashleigh Molloy regarding disability organizations and mental health be received.

On the vote being taken, the Motion was declared

CARRIED

MOVED by Giselle Romanino, seconded by Gizelle Paine, that Item 17a) re adopted as follows:

17a) Inquiry from Sandra Mastronardi on Students Accessing the TREADD program – received.

On the vote being taken, the Motion was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by Tyler Munro, that SEAC be provided with a report outlining how Special Education has been impacted by the busing crisis.

On the vote being taken, the Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Dario Imbrogno, that the Long-Term Accommodation Program Plan (LTAPP) come to the January 2017 SEAC meeting.

On the vote being taken, the Motion was declared

CARRIED

MOVED by Ashleigh Molloy, seconded by Sandra Mastronardi, that the January SEAC meeting be dedicated to discuss the LTAPP.

On the vote being taken, the Motion was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by Tyler Munro, that the presentation on Anaphylaxis and Asthma policies be deferred from January to the February SEAC meeting.

On the vote being taken, the Motion was declared

CARRIED

MOVED by Glenn Webster, seconded by John MacKenzie, that Item 20 be adopted as follows:

20) **Pending List** – received.

On the vote being taken, the Motion was declared

CARRIED

MOVED by John MacKenzie, seconded by Giselle Romanino, that the meeting adjourn.

CARRIED

SECRETARY

CHAIR

Annual Calendar of SEAC Business for 2017				
Month	Annual Activities/Topics	Board Events/Deadlines	Items to be Addressed from the Pending List	Status
January	<ul style="list-style-type: none"> -Review of Draft SEAC Calendar -Set SEAC goals for the year -Consultation on LTAPP (Long Term Accommodation Program Plan) -Secondary School Course Calendar Update for 2017-18 -April Parent Fair – Call for participants from Associations -SEAC Orientation Presentation Date to be set 	<ul style="list-style-type: none"> -Multi-Year Strategic Plan (MYSP) Consultation -Financial Consultation regarding 2016-17 (high level) - Grade 9 EQAO Testing takes place in Secondary Schools - Long Term Accommodation Program Plan 	Request for presentation from Resource Teacher Mr. Pileggi regarding OAPCE Provincial Conference in May 2016 (requested November 2016-Pending List)	
February	<ul style="list-style-type: none"> <i>-Review of SEAC Calendar</i> <i>-Financial Update regarding previous year and upcoming year</i> <i>-Review of Special Education Program and Services</i> <i>-Mental Health and Well Being Report 2015-16</i> <i>-Consult on Multi-Year Strategic Plan Update</i> <i>-Consult on Special Education Programs and Services being considered for 2017-18</i> <i>-TCDSB Mental Health and Well Being Strategy 2015-18 (Tabled at Student Achievement January 14th, 2016)</i> <i>- Accountability Framework for Special Education 2015-16 (Part 1) (tabled at Student Achievement February 4th, 2016)</i> <i>- Special Education Plan: Review Program Specific Resources for Parents</i> 			

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: _____ - 	Ontario Secondary School Literacy Test (OSSLT) takes place		
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 -Special Education Plan: ISP placement Criteria -<i>Association Presentation:</i> _____ 	Parent Resources Event Autism Awareness Month		
May	<ul style="list-style-type: none"> -Review of SEAC Calendar -Consultation on Special Education Report -Annual Report: Conflict Resolution Department Services - Update on Parent Fair through SO report 	Budget Consultation continued		
June	<ul style="list-style-type: none"> • Review of SEAC Calendar • Monthly Update from the Superintendent of Special Services 	EQAO Grade 3 and 6 Testing		
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 	Special Education Report Checklist submitted to the Ministry of Education		

	<ul style="list-style-type: none"> -Review school board accessibility Plans -Develop or review SEAC annual Agenda/Goals 			
October	<ul style="list-style-type: none"> -Review Special Education component of Draft Board Improvement Plan for Student Achievement -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 	<ul style="list-style-type: none"> -Board Improvement Plan Submitted to the Ministry of Education -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 		
November	<ul style="list-style-type: none"> -Review October Report Data -Continue to Review elements of the Special Education Plan -Share process for nomination of new SEAC members 			
December	<ul style="list-style-type: none"> -SEAC Elections -SEAC Social 			



Special Education Superintendent Update

January 2017

Special Services

- Consultation with school board staff from different boards on the Ministry's Well Being strategy took place on December 6th, 2016.
- Our TCDSB Committee will meet in January to plan for 2017 Mini Olympics.
- The committee working on the Special Education Parent conference has been meeting to organize this year's conference with a focus on 'Well Being'

Deaf and Hard of Hearing

- Three D/HH students were among the recipients of the Ontario Council for Exceptional Children's "Yes I Can" Awards which recognizes students with exceptionalities who shine in their community. Congratulations to Princess Nikita Layne-Austin (St. Joseph's College), Alexa Ouellet (Our Lady of Perpetual Help) and Gregory Vukovic (St. Anthony).

Speech and Language

- SLP staff presented two dynamic workshops at the Council for Exceptional Children's 60th Annual special education conference December 2nd & 3rd and shared a poster presentation highlighting FIPPA, an oral language and early literacy program, developed by the department.
- The department hosted on December 5th the first day of a 2-day workshop, *Turning Book Reading into a Conversation and Making Words Sparkle*, for some early learning kindergarten teams. The second session will be held February 7th, 2017.
- The Professional Learning Series for teachers in an Intensive Support Program for Language Impairment (LI-ISP) will be held on January 26th and February 28th. The workshop will highlight strategies in math and technology to support students with oral communication needs.



Mental Health

- ‘Stop the Stigma’ 8th annual student mental health symposium was held December 1st, 2016. All secondary schools in attendance. IT WAS A HUGE SUCCESS.
- 21 elementary schools are implementing “Stop the Stigma” in 2016-17

Psychology

- February is Psychology Month, and the Psychology Department is going to offer several PD presentations, both centrally and locally in schools. Central PD presentations include the Psychology Symposium (dealing with challenging behaviors) in a workshop for teachers on the use of assistive technology, and a presentation on Learning Disabilities.



LONG TERM ACCOMMODATION PLAN (LTAP) SURVEY

Translate

The Toronto Catholic District School Board (TCDSB) welcomes your input regarding its Long-Term Accommodation Plan (LTAP) for elementary and secondary schools. Once finalized, the LTAP will guide the Board's capital priority requests to the Ministry of Education for capital funding of new schools, additions and renovations for the next 15 years.

Providing equitable access to Catholic education across the City of Toronto is a primary goal of the TCDSB and your feedback on the draft LTAP will help the Board achieve this objective.

Feedback gathered through the consultation process will help inform the decisions of Trustees regarding final recommendations for the LTPP at the Board meeting in February 2017.

Please check the box which best represents your opinion regarding the proposed elements of the LTAP:

(Optional) I am a:

--Select One--

1. There should be a balance between the need to consolidate small and underutilized schools to improve the Board's financial situation, while ensuring a Catholic educational presence in all areas of the City of Toronto.

☐ Agree Strongly ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

2. The LTAP should focus on the consolidation of small and under-used schools to ensure the best learning and academic environment for students.

☐ Agree Strongly ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

3. The Board should continue to seek-out key partnership opportunities in order to establish "Community Hubs" in our schools and access available provincial government funding.

☐ Agree Strongly ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

4. The LTAP recommends that 2-3 Pupil Accommodation Reviews ("PARS") be conducted per year to consolidate schools to reduce the current surplus of approximately 11,000 pupil places so the Board can qualify for new school funding and renovations.

☐ Agree Strongly ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

5. The Board should continue to address aging school buildings by advocating for the construction of new schools or the expansion of existing schools.

☐ Agree Strongly ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

6. It is important that the Board continue to make reducing portables a priority. The Board plans to reduce up to 90 portables by 2029.

☐ Agree Strongly ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

7. The LTAP recommends the establishment of childcare services in TCDSB schools. The Board will continue to submit requests to the government to provide funding to create additional childcare space when planning new schools or renovations.

☐ Agree Strongly ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

The Board values your input and encourages additional comments and suggestions regarding your response to this consultation survey:

Submit

80 Sheppard Ave. E., Toronto ON., M2N 6E8

Contact Us

phone: 416-222-8282 email: webmaster@tcdsb.org


Admissions / Registration Ext. 5320

Communications / Public Relations Ext. 5314

Community Use of Schools / Permits Ext. 4370

Night School / Summer School Ext. 2135

(Optional) I am a:

--Select One-- **ELEMENTARY SCHOOLS**

1. In response to growing demand for French Immersion (FI) Programming, the Board is proposing to implement FI across the city according to the following phases:

2017	2018	Later Phase (year)
Cardinal Leger	St. Alphonsus	Railway Lands elementary (2019)
St. Benedict	St. Brigid	St. Monica (2024)
St. Eugene	St. Gerald	Bloor-Dundas elementary (2025)
St. Jerome	St. Jane Francis	Beaches-Waterfront elementary (2029)
St. John	St. Mary	2 other schools in the Ward 7 and 8 corridor
St. Vincent de Paul	St. Ambrose	

☐ Agree Strongly ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

2. The Board is proposing to implement an Extended French program at St Angela Catholic School in 2017.

☐ Agree Strongly ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

3. The Board is proposing to establish a Multi-language school at St. Maximilian Kolbe in 2017-2018*. (*actual opening date subject to facility site assessment)

☐ Agree Strongly ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

4. The Board is proposing that Specialized Arts Programming be developed at St. Raymond commencing in 2019-2020.

☐ Agree Strongly ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

5. The Board is proposing to develop a Reggio Emilia Program* at the Railway Lands School site (Block 31) in 2019-2020. (*The Reggio Emilia program is based on the principles of respect, responsibility, and community through exploration and discovery in a supportive and enriching environment based on the interests of children through a self-guided curriculum).

☐ Agree Strongly ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

6. The Board will explore the implementation of a Middle Years (MY) International Baccalaureate (IB) Program* in an elementary school. (*Students in grades 6-8 would be eligible for the MYIB Program).

☐ Agree Strongly ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

SECONDARY SCHOOLS

1. There is a growing demand to expand French Immersion (FI) programs in secondary schools. The implementation of French Immersion (FI) programs in secondary schools will occur in the following phases:

2017	Later Phase (year to be determined)
Blessed Cardinal Newman	Blessed Mother Teresa
	Bishop Marrocco/Thomas Merton
	Marshall McLuhan
	Msgr. Percy Johnson

☐ Agree Strongly ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

2. The Board will continue to implement SHSM programs at secondary schools across the city. Currently 61 SHSM programs operate in TCDSB secondary schools, with 28 secondary schools offering at least one to four SHSM programs.

☐ Agree Strongly ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

3. The Board will continue to support Math-Science-Technology Programs, and will expand these programs to include a Science Technology, Engineering, and Mathematics program (STEM), and/or a Science, Technology, Engineering, Arts, and Mathematics program (STEAM).

☐ Agree Strongly ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

4. The Board proposes an International Baccalaureate (IB) Diploma Program at James Cardinal McGuigan CSS. This will add a fourth IB Diploma program in the northern part of the city to better address the programming needs of students.

☐ Agree Strongly ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

5. The Board will explore various program options for a proposed, centrally-located, downtown secondary school in collaboration and partnership with St. Michael's College at the University of Toronto.

☐ Agree Strongly ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

OTHER PROGRAM OPTIONS

6. The Board will seek partnerships with Community Colleges to implement new or expand existing Hospitality (Culinary Arts) programs.

☐ Agree Strongly ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

7. The Board will explore options for developing a High Performance Sports Academy for secondary school athletes.

☐ Agree Strongly ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

8. The Board will investigate the creation of "Year-Round" elementary and/or secondary schools.

☐ Agree Strongly ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

9. The Board will investigate changing the start times to create "Late Start" Secondary Schools.

☐ Agree Strongly ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

10. The Board will investigate the development of a 21st Century, High Tech Centre of Excellence Secondary School.

☐ Agree Strongly ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

11. The Board will investigate creating Robotics Centres in secondary school(s).

☐ Agree Strongly ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

12. The Board will investigate developing a concentrated Business/Young Entrepreneurs Program within a secondary school.

☐ Agree Strongly ☐ Agree ☐ No Opinion ☐ Disagree ☐ Strongly Disagree

The Board values your input and encourages additional comments and suggestions.

Submit additional suggestions or comments here:

Submit

80 Sheppard Ave. E., Toronto ON., M2N 6E8

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Ministry of Education

Minister

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Ministre

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2



Ontario

November 3, 2016

Dear colleagues,

As you know, promoting and supporting well-being is one of the four interconnected goals of Achieving Excellence, Ontario's renewed vision for education: achieving excellence, ensuring equity, promoting well-being and enhancing public confidence. We are proud of this vision for education and its specific focus on well-being. As part of this shared vision, we want all students in Ontario to succeed and achieve their full potential.

Over the coming months, the ministry will be engaging with its partners online and by visiting communities all across the province to discuss well-being in our schools.

I am writing today to ask for your participation in this important and exciting work, and I am pleased to share with you a copy of our Engagement Paper, *Well-Being in Our Schools, Strength in our Society*. I encourage you to share your thoughts by visiting our well-being webpage, at www.ontario.ca/studentwellbeing.

To ensure we are reaching as many people as possible, please share this broadly with your colleagues and partners. We are looking for insights on three themes: understanding well-being, promoting and supporting student well-being, and knowing our impact.

The evidence has shown that children and students who have strong relationships and a positive sense of self are in a better position to reach their full potential.

This engagement paper is intended to further our progress on the goal of promoting well-being and better understand the challenges and opportunities in ensuring students' cognitive, emotional, social and physical needs are being met. We will continue to build on the discussions and work already happening to promote well-being in our schools, use this input to help move to the next level, and improve our publicly funded education system.

To support this work, the ministry is hosting regional engagements across Ontario. In addition, we are encouraging community members to organize their own discussions on well-being and submit their feedback to the ministry. The ministry has also created an Engagement Kit to help communities host their own discussions with local parents, students, community groups and partners.

The province is consulting with a diverse range of partners in education, health care, youth justice, social services, business, arts and culture and the non-profit sector, as well as francophone partners and communities to incorporate their unique identities, cultural backgrounds and perspectives. The ministry is also working with Indigenous partners to co-develop supports and indicators of well-being for Indigenous students that can help inform the larger well-being strategy for all students.

.../2

This engagement is critically important to ensuring that our work to promote well-being in schools is meaningful and effective. So once again, I encourage you and your partners to share your ideas and provide feedback by January 15, 2017, at:
www.ontario.ca/studentwellbeing.

Thank you for your leadership and ongoing commitment to support Ontario's children and students to reach their full potential in school and beyond.

Sincerely,

A handwritten signature in black ink, appearing to read 'MH' with a stylized flourish.

Mitzie Hunter, MBA

Minister

Enclosure

Ontario's Well-Being Strategy for Education

Fact Sheet for Parents

Well-being is fundamental to overall student success. Students can't learn if they don't feel safe and welcome at school, if their mental health is at risk and if they don't have the tools or the motivation to adopt a healthy, active lifestyle, both inside and outside of school. Children and students who have strong relationships and a positive sense of self are most likely to reach their full potential.

There are four key components to the ministry's well-being strategy:

- **Positive Mental Health** involves helping school boards develop and implement mental health and addiction strategies and working with staff to support positive mental health for all students, including supporting those with mental health needs or addictions.
- **Safe and Accepting Schools** set out expectations for all school boards to provide safe, inclusive and accepting learning environments that support the achievement and well-being of every student. These expectations include addressing and preventing bullying and creating a positive school climate.
- **Healthy Schools** are key to establishing the learning conditions necessary to help students reach their full potential. With these conditions in place, students are more likely to adopt healthy, active habits and continue with them throughout their lives.
- **Equity and Inclusive Education** involves identifying and removing discriminatory biases and barriers in the system to support student achievement and well-being - by demonstrating respect for our diverse identities and strengths.



What is Well-Being?

Well-being is a positive sense of self, spirit and belonging that we feel when our cognitive, emotional, social and physical needs are being met. Well-being in early years and school settings is about helping children and students become more resilient, so that they can make positive, healthy choices to support learning and achievement, now and in the future.

What Makes up Well-Being?

The ministry is focusing on four domains of well-being, which include:

- **Cognitive** — the development of abilities and skills such as critical thinking, problem solving, creativity, and the ability to be flexible and innovative.
- **Emotional** — the ability to learn about and experience emotions, and understand how to recognize, manage, and cope with them. It includes developing a sense of empathy, confidence, purpose and resilience.
- **Social** — the development of self-awareness, including the sense of belonging, collaboration, relationships with others, and communication skills.
- **Physical** — the growth and development of the body, affected by physical activity, sleep patterns, healthy eating and healthy life choices.



Promoting well-being is about fostering learning environments that encompass all four of these domains of well-being. Educators and staff who are motivated and enthusiastic about their work are an essential part of promoting well-being and achievement.

Next Steps

We plan to work together with our education partners, such as school boards, to determine what well-being looks like, what is needed to support it and how best to measure it. We also want to learn from the good work that has already been done to promote well-being in Ontario's education system. By determining how best to measure well-being, we can also understand more clearly what is needed to create positive learning environments and focus on how this supports everything we do. It also allows us to figure out how to improve student well-being across the province.

In addition to our work with students in elementary and secondary schools, in the future we will also be expanding our focus to include children in the early years system, as well as educators and all staff.

Our goal is that all children, students and staff will feel supported in the areas of cognitive, emotional, social and physical well-being. We know that children and students will be more successful when they have a positive sense of self, spirit and belonging, and the skills to make positive choices.

Ontario is committed to helping students build the knowledge and skills associated with positive well-being, so they can become confident, capable and caring citizens.

Promoting well-being is one of the ministry's four goals outlined in *Achieving Excellence, Ontario's Renewed Vision for Education*. Learn more at ontario.ca/eduvision



REPORT TO

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

PRELIMINARY REPORT ON THE IMPACT OF TRUSTEE-APPROVED REDUCTIONS, 2016-2017

*"I CAN DO ALL THIS THROUGH HIM WHO GIVES ME STRENGTH."
PHILIPPIANS 4:13 (NIV)*

Created, Draft	First Tabling	Review
December 18, 2016	January 12, 2017	Click here to enter a date.
Nick D'Avella, Superintend of Student Success Lori DiMarco, Superintendent of Curriculum Leadership & Innovation; ICT		
INFORMATION REPORT		

Vision:

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

Mission:

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

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



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 provides preliminary information on the impact of Board-approved reductions and efficiencies for the 2016-2017 academic year. It outlines a framework for reporting on the effects of reductions in five categories:

- i. Classroom Teachers
- ii. Non-Teaching Support Personnel
- iii. Resources
- iv. Facilities
- v. Teacher Support and Benefits

For each reduction or efficiency within the above categories, the report identifies the known impact, associated risks, opportunities, and the data sources used in monitoring the present and future effects of the reductions.

While this report includes high level statements on the impacts of reductions in special education, a separate, detailed preliminary report specific to Education Assistants and Child & Youth Workers will provide a more in-depth analysis.

The cumulative staff time required for the preparation of this report was 25 hours.

B. PURPOSE

The purpose of this report is to provide preliminary information on the data being tracked and monitored since September 2016 which informs the Board of the system and student impact on those areas where the Board has approved reductions for 2016-2017. It draws upon available data from a variety of sources and identifies data sources and research methodologies for the on-going monitoring of the impact of the approved reductions.

C. BACKGROUND

1. In the 2015-2016 academic year, Trustees approved a Multi-Year Recovery Plan (MYRP) in order to address the Board's deficit. The

MYRP outlined both budget reductions and revenue-generating opportunities.

2. In order to inform future planning and decision making, the Board will monitor the effects of trustee-approved reductions on an on-going basis as it continues to implement its Multi-Year Recovery Plan.

D. EVIDENCE/RESEARCH/ANALYSIS

A. Direct Classroom Impact: Classroom Teachers

1. Secondary Teachers – Reduction of FTE 54.00 at a saving of \$5.6 million

- a. **Impact:** This reduction was realized when the board staffed secondary schools consistent with the student/staff GSN funding ratio of 22:1 instead of a previous ratio of 20.84. The immediate impact of this reduction was an increased aggregate secondary class size from 20.84:1 to 22:1. As a result Board secondary staffing was brought into alignment with GSN funding.
- b. **Risk:** On average, class sizes increased in secondary schools. With an average increase of 1.16 in the pupil/teacher ratio there is an anticipated minimal impact on student achievement.
- c. **Opportunity:** The Board has realized savings (\$5.6 million) by bringing staffing levels in line with GSN funding. Currently, secondary schools are staffed at the GSN funding levels similar to other district school boards.
- d. **Data Sources:** Class Size Reports-comparative data; Staff Voice on EQAO staff surveys and the Board Learning Improvement Plan (BLIP) / School Effectiveness Framework (SEF) survey; Student Achievement Indicators are used to monitor the effects of the reductions in secondary staffing.

2. Monsignor Fraser College Secondary Teachers – Reduction of FTE 4.00 at a savings of \$0.4 million

- a. **Impact:** The immediate impact was a reduction in Msgr. Fraser staffing levels among its four campuses. As a result the Board realized a savings of \$0.4 million.
- b. **Risk:** With this reduction there was some decreased variety among elective courses offered.
- c. **Opportunity:** Program adjustments focused on the delivery of programs and courses required for student success specific to the meeting graduation requirements. Staff are investigating new and innovative methods of delivering the program so that there is higher student enrolment on the Ministry count dates of October 31 and March 31 each year, resulting in increased funding.
- d. **Data Sources:** Class size reports, Student Voice Surveys, and BLIP/SEF Survey will be used to monitor the effects of this reduction.

3. Special Education Teachers – Reduction of FTE 50.00 in secondary and FTE 35.00 in elementary at total savings of \$8.5 million

- a. **Impact:** The immediate impact of this reduction is higher caseload per special education teacher. The reduction has resulted in a savings \$8.5 million.
- b. **Risk:** There is the potential risk of reduced service to some students with special needs in regular classrooms.
- c. **Opportunity:** This reduction has resulted in the refinement of the Board's special education service delivery model. There is the opportunity to increase classroom teacher capacity to support students with special needs within an integrated service delivery model.
- d. **Data Sources:** Student Achievement Indicators

4. Education Assistants (EA) and Child & youth Workers (CYW) (Elementary and Secondary) – Reduction of FTE 86.00 Education Assistants at a savings of \$4.3 million and FTE 12.00 CYWs at a savings of \$0.7 million.

NOTE: *A separate, detailed Preliminary Report on EA and CYW efficiencies will be presented.*

- a. **Impact:** The immediate impact of these reductions is an increased caseload for Education Assistants and Child and Youth Workers. The savings to the Board is \$4.3million (EA) and \$0.70 million (CYW).
- b. **Risk:** The key risk is the potential of reduced support to some students with special needs in regular classrooms.
- c. **Opportunity:** There is an opportunity to refine the delivery of special education supports to students through the continuous reassessment of needs and the redeployment of staff to address the learning requirements of students most in need. This will ensure support services are allocated efficiently and effectively as the Special Services Department has created a complement of system-wide itinerant EA's allocated by Superintendent Area, allowing for the deployment of support staff to schools based on locally identified needs through continual dialogue between schools and field superintendents.
- d. **Data Sources:** Student Achievement Indicators.

5. Literacy Program Teachers (elementary) – Reduction of FTE 47.0 at a savings of \$4.7 million

- a. **Impact:** This reduction has resulted in the elimination of the Junior Literacy Intervention Program (JLI) while retaining the focused maintenance of the 5th Block Literacy Program for schools most in need. This has saved the Board \$4.7 million.
- b. **Risk:** Some risk to student achievement in literacy exists mitigated by increased classroom teacher capacity to support student literacy needs within the classroom context.
- c. **Opportunity:** 5th Block teachers provide mentoring and support in order to increase teacher capacity to and efficacy in meeting students' literacy learning needs within the classroom context.
- d. **Data Sources:** A range of Student Achievement Indicators – Report Card Data, Running Records, 2016-2017 EQAO Data.

6. International Languages (elementary) – Modification of International Languages Instructor Basic Time Class (BTC) at savings of \$1 million

- a. **Impact:** The adjustment in International Languages Instructors' Basic Time Class (BTC) has netted the Board a savings of \$1 million. International Languages Instructors are now teaching the full course load for which they are remunerated. IL Instructors also took two unpaid days on PD days in 2016-2016.
- b. **Risk:** With no loss of programming, this reduction has resulted in no risk to students, however funding levels remain below the program expenditures.
- c. **Opportunity:** The International Languages Program is sustained with the modification in BTC of its instructors. Opportunities for after-school and Saturday programs are being explored by staff and will be presented in a separate report in February 2017.
- d. **Data Sources:** Student Achievement Indicators

B. Indirect Classroom Impact: Non-teaching Personnel FTE

7. Teacher Librarians (elementary) – Reduction of FTE 48.1 at a savings of \$2.7 million

- a. **Impact:** This reduction has resulted in a savings of \$2.7 million. Teacher Librarians have been replaced with Library Technicians.
- b. **Risk:** There has been the elimination of some opportunities for co-planning and co-teaching between classroom teachers and teacher librarians.
- c. **Opportunity:** The deployment of library technicians has ensured that libraries remain open and key library services and resources remain available to staff and students.
- d. **Data Sources:** Staff Voice (BLIP/SEF survey data)

8. Central Program Principals and Reductions in Central Resource Teachers – Reduction of 44.0 FTE at a savings of 4.8 million

- a. **Impact:** The immediate impact has been the elimination of system principals serving as central special education coordinators, and curriculum program coordinators in Numeracy, Literacy, Pathways, and Catholic Community, Culture and Care (CCCC).
- b. **Risk:** As a result of the elimination of special education coordinators there has been an increase in responsibility for Area superintendents and principals. The responsibility for the administration of the Identification Placement and Review Committee (IPRC) process and the management of parent and teacher concerns related to special education has resulted in principals being out of their schools more frequently.

The elimination of principal coordinators and the reductions to central resource staff in numeracy, literacy, pathways, and Catholic Community, Culture, and Care has resulted in a decentralized professional development delivery model.
- c. **Opportunity:** Over time, the decentralized professional development model has the potential of improving principals' and vice-principals' efficacy as instructional leaders. Decentralized professional development is more responsive to local teacher voice and specific student learning needs.
- d. **Data Sources:** Staff BLIP/SEF Survey (Staff Voice), Student Achievement Indicators.

9. Vice-Principals-Reduction of FTE 14.00 at a savings of \$1.5 million

- a. **Impact:** This reduction is a result of changes to the GSN funding model for vice principals and board-approved reductions for elementary vice principals. These reductions bring the Board's vice-principal allocation in alignment with GSN funding with the elimination of the position of "teaching vice-principal." Board-approved reductions have brought the total allocation of vice principals in the system below the funding line.
- b. **Risk:** With the increased workload and responsibility for principals in schools where vice-principal positions have been reduced or eliminated, there is a risk to the safe school environment.

- c. **Opportunity:** Schools will adjust their safe school plans by placing greater emphasis on progressive discipline and on increasing vigilance through the “whole-school” approach to create a safe and welcoming learning environment.
- d. **Data Sources:** Safe Schools Data, Student Attendance, Student Achievement Indicators, and Student Voice.

10. Elementary Guidance Teachers – Reduction of FTE 4.00 at a savings of \$0.4 million

- a. **Impact:** The Board has reduced the complement of elementary school guidance counsellors from 16 to 12.
- b. **Risk:** This reduction has resulted in fewer guidance counsellors taking on an increased number of schools in their care with reduced frequency of visits to schools
- c. **Opportunity:** There is the potential for increased staff capacity in dealing with students’ emotional and academic needs supported through the implementation of the Board’s Student Mental Health and Well- Being Strategy.
- d. **Data Sources:** Safe Schools Metrics, Student Voice.

11. Secondary School Student Supervisors – Reduction of FTE 10.00 at a savings of \$ 0.2 million

- a. **Impact:** A reduction of 10 student supervisor positions has resulted in a savings of \$0.2 million
- b. **Risk:** This reduction has increased the supervision role of school administrators and staff, and has increased the potential for unsafe situations in schools.
- c. **Opportunity:** Schools will adjust their safe school plans by placing greater emphasis on progressive discipline and on increasing vigilance through the “whole-school” approach to create a safe and welcoming learning environment. Schools will engage all members of the community to create a safe and welcoming environment.
- d. **Data Sources:** Safe Schools Metrics

**12. Increased Efficiency in Planning and Evaluation Time –
Equivalent Reduction of FTE 22.00 at a savings of \$ 2.2 million**

- a. **Impact:** The Board has increased its efficiency in the use of its Program Specialty Teacher (PST) allocation to provide planning time for elementary classroom teachers. Program Specialty Teachers teach Health & Physical Education, Instrumental/Vocal Music and Core French. This has resulted in the elimination of unassigned PST time.
- b. **Risk:** There has been no risk to programming resulting from the elimination of unassigned PST time.
- c. **Opportunity:** The Board is maximizing the use of Program Specialty Teacher time allocation.
- d. **Data Sources:** HR Metrics – School Staffing information.

**13. Central Office and Administration Efficiencies at a savings of
\$2.4 million**

- a. **Impact:** As a result of these reductions, selected central office management positions were eliminated and/or not filled once vacated.
- b. **Risk:** The Board is currently spending \$2.6 million less than allowed in the allocation for Central Office Administration and Governance. This carries the potential risk of loss of oversight controls, delays in completing tasks and processes that could result in possible Collective Agreement violations. There is a demonstrable risk of not retaining employees given workload increases.
- c. **Opportunity:** Some efficiencies have been realized through automation of tasks and re-deployment of staff resources and tasks.
- d. **Data Sources:** HR Metrics for System Implementation and Monitoring

C. Indirect Classroom Impact: Resources

14. Textbooks, Computers Technology, School Block Carryovers, and reductions to School Block Budgets at a savings of \$3.6 million.

- a. **Impact:** The expected impact of reductions in the 2015-2016 School Block Budgets has resulted in fewer purchases of textbooks, learning materials and technology curriculum supports. The elimination of school block carryover funds has prevented schools from using these funds for any planned expenditures in 2016-2017.
- b. **Risk:** Reductions in spending on learning materials and technologies in support of curriculum carry the potential of impacting student achievement. The removal of unspent carryover funds had minimal impact.
- c. **Opportunity:** There is the opportunity to provide further PD for principals on efficient budget management. The effects of Block Budget Reductions in 2016-2017 can be mitigated by the adoption, where appropriate, of paperless learning resources available on line.
- d. **Data Sources:** Student Voice, Staff Voice, Student Achievement Indicators

15. Professional Development – Reduction of \$0.5 million in the Staff Development Budget

- a. **Impact:** The impact of this decrease is a reduction in Professional Development for curriculum areas outside of Numeracy and Literacy.
- b. **Risk:** Subject areas such as Music, Art, Science and Social Science, and Safe Schools will be impacted.
- c. **Opportunity:** The decentralized professional delivery model is more responsive to local student learning needs. Increased funds for PD in Literacy and Numeracy (Renewed Mathematics Strategy) has offset the \$0.5 million in staff development funding reductions.
- d. **Data Sources:** Staff Voice (BLIP/SEF survey)

D. Indirect Classroom Impact – Facilities

16. School Consolidation

- a. **Impact:** Pupil Accommodation Reviews as per Board approval aims to consolidate school communities in order to realize efficiencies in both staffing and facilities.
- b. **Risk:** Initial potential loss of students and increased transportation costs.
- c. **Opportunity:** Larger student enrolment leads to increased staffing in the consolidated school communities in order to support the delivery of curricular and co-curricular programming
- d. **Data Sources:** Community Voice

17. Energy Management and School Cleaning and Maintenance Efficiencies at a savings of \$1.3 million.

- a. **Impact:** The Techni-Clean School cleaning program, combined with the reduction of access to unused rooms/areas in TCDSB schools, optimizes the deployment of custodial staff for maximum efficiency and reduces cleaning costs.
- b. **Risk:** No identified risks.
- c. **Opportunity:** The savings accrued from increased efficiencies result in the use of Board staff to carry out maintenance and repairs and reduce reliance on costly third-party contractors.
- d. **Data Sources:** Facilities Metrics, Techni-Clean Metrics

E. Indirect Classroom Impact: Teacher Supports, Benefits

18. Attendance Support Initiative at a savings of \$2.0 million

- a. **Impact:** This initiative can reduce employee absenteeism through the use of evidence-informed attendance support strategies, as well as consideration for an employee assistance program to reduce absenteeism.

- b. **Risk:** Collective Agreements specify the Sick Leave Short Term Disability plans for employees. Any Employee Assistance Plan will add to the budget expenditures.
- c. **Opportunities:** Reduction in Occasional Teacher costs.
- d. **Data Sources:** HR Metrics and Monitoring, Staff Voice

19. Employee Benefits Monitoring Provision – At a savings of \$1million

- a. **Impact:** Application of unused benefit funds to deficit reduction
- b. **Risk:** No identified risk
- c. **Opportunity:** The application of conservative accounting methodologies has generated a margin for permanent reductions with no identified risks.
- d. **Data Sources:** HR Metrics, Staff Voice

E. METRICS AND ACCOUNTABILITY

1. As the Board implements its Multi-Year Deficit Recovery Plan, it will continue to monitor the impact of Board-approved reductions and identified efficiencies.
2. The following chart summarizes the sources of available data which inform the process of gauging the impact of trustee-approved reductions:

Data Sources

Student Achievement Indicator Data (Elementary)	EQAO trends, (Report Card)
Student Achievement Indicator Data (Secondary)	Credit Accumulation, Grade 9, OSSLT, attendance, community hours etc.
Safe Schools Metrics (Elementary and Secondary)	Suspension, Expulsion, Recidivism
Student Voice – Elementary	Safe and Caring Catholic School Climate Survey, EQAO Questionnaires
Student Voice – Secondary	Transition Survey; My School, My Voice; Safe Schools Survey, EQAO

	Questionnaire
Staff Voice – Elementary and Secondary	BLIP/SEF Survey

3. Going forward, it is understood that additional data sources and research methodologies may need to be developed to assess the impact of reductions on the overall learning environment. These could include: surveys, focus groups and interviews. A variety of research tools such as case studies and collaborative inquiries will yield valuable data to inform decision making in order to sustain an optimum learning environment throughout the implementation of the Multi-Year Deficit Recover Plan.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

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

PRELIMINARY REVIEW OF EDUCATION ASSISTANT EFFICIENCIES IN THE ELEMENTARY AND SECONDARY PANEL

For you have been a stronghold to the poor, a stronghold to the needy in his distress, a shelter from the storm and a shade from the heat; for the breath of the ruthless is like a storm against a wall Isaiah 25:4

Created, Draft	First Tabling	Review
December 19, 2016	January 12, 2017	Click here to enter a date.

Cristina Fernandes, Superintendent of Special Services
Paul De Cock, Comptroller for Business Services & Finance

INFORMATION REPORT

Vision:

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

Mission:

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

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



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 will provide a preliminary analysis of the staff reductions in Education Assistants (EA) and Child & Youth Workers (CYW) at TCDSB. Staff will present a final assessment in April 2017 to coincide with, and inform the budget process.

Staff analysed quantitative data about students with special needs and the staff deployed to support the students, factoring the board-approved reductions to EAs and CYWs, and draw conclusions about the impact on student achievement and well-being for students receiving special education support.

The Research department staff initiated a Multiple Case Study approach in elementary and secondary schools in an effort to gather qualitative and perceptual data about the impact on reductions to EA and CYW staff.

The cumulative staff time dedicated to developing this report was 45 hours.

B. PURPOSE

1. At the Student Achievement and Well Being, Catholic Education and Human Resources Committee on June 2, 2016, Trustees approved a motion directing staff to review Educational Assistant efficiencies board-wide in both elementary and secondary.
2. Staff are only able to provide a preliminary report at this time, and will bring a final analysis to the Board in April 2017 to coincide with and inform the budget process.

C. BACKGROUND

1. **June 4, 2015** – At a Special meeting of the Board, Trustees approved reductions of FTE 30.00 EAs and FTE 7.00 CYWs
2. **June 2, 2016** – At Student Achievement and Well Being, Catholic Education and Human Resources Committee, Trustees approved reductions of FTE 56.0 EAs and FTE 5.00 CYWs
3. **June 2, 2016** – At Student Achievement and Well Being, Catholic Education and Human Resources Committee, Trustees approved a motion requesting a

review of Education Assistants efficiencies board-wide in both elementary and secondary schools.

4. The following Chart captures the **REDUCTIONS (FTE)** in support staff over the past two years in Education Assistants, Child & Youth Workers and external contracted support workers:

School Year	EA	CYW	Contract Support Workers
2015-2016	30.00 (\$1.5M)	7.00 (\$0.4M)	\$2.3M
2016-2017	56.00 (\$2.8M)	5.00 (\$0.3M)	\$0.2M
TOTAL	86.00 (\$4.3M)	12.00 (\$0.7M)	\$2.5M

D. EVIDENCE/RESEARCH/ANALYSIS

ANALYSIS OF QUANTITATIVE DATA

1. The following metrics were reviewed to learn about the impact of reductions in Education Assistants and Child and Youth Workers in both elementary and secondary panels of the TCDSB
 - a. **METRIC #1** Student Data /Support Staff Data 2013 – 2016 (**APPENDIX A**)

Over the four year span, the following changes have been noted:

Students with IEP

- i. Overall, the total number of students with IEPs has **decreased** over the last four years in Elementary (808 students or 8%) and in secondary panels. (641 students or 9%).
- ii. The number of students with an IEP that have gone through an IPRC process has **decreased** for Elementary students (15%) and Secondary students (21%).
- iii. The number of Students with an IEP (not identified through an IPRC) has **decreased** for Elementary students (2%) and **increased** for Secondary students (17%).
- iv. In secondary schools, although there has been an **increase** of students (429) with and IEP that have not been identified or placed according to the IPRC process, there has been a **decrease** (1070) in students

with an IEP that have been through the IPRC process. This has produced an **overall decrease** of 641 students with special needs.

- v. Overall, there has been a **decrease** to students with Special Education needs from 2013 (17,569) to 2016 (16,120) for a total decrease of 1449 students or 8 %.

Support Staff

- vi. EA Allocation has **decreased** overall by FTE 86.00 and CYW Allocation has **decreased** overall by FTE 12.00, representing 8% and 6% reduction of the overall complement respectively.
- vii. Outside Agency Support Staff **decreased** by \$2.3 M from 2014-15 to 2016-17, representing a 93% reduction in expenditures.

Placements

Students with special education requirements are serviced according to five different placements. These placements are defined by the Ministry of Education as follows:

- ***A regular class with indirect support*** where the student is placed in a regular class for the entire day, and the teacher receives specialized consultative services.
- ***A regular class with resource assistance*** where the student is placed in a regular class for most or all of the day and receives specialized instruction, individually or in a small group, within the regular classroom from a qualified special education teacher.
- ***A regular class with withdrawal assistance*** where the student is placed in a regular class and receives instruction outside the classroom, for less than 50 per cent of the school day, from a qualified special education teacher.
- ***A special education class with partial integration*** where the student is placed by the IPRC in a special education class for at least 50 per cent of the school day, but is integrated with a regular class for at least one instructional period daily.
- ***A full-time special education class*** where the student remains for the entire school day.

Changes to enrolment in these classes over the four years (2013-2016) are described below:

- viii. There has been an overall *decrease* in Elementary of 3% and an *increase* in Secondary of 2% for those students that are serviced through the **Regular Class with Indirect Support** placement.
- ix. There has been a *decrease* in Elementary of 28% and a *decrease* in Secondary of 26% for those students that are serviced through the **Regular Class with Resource Assistance** placement.
- x. For those students that are serviced through the Regular Class **Withdrawal Assistance** placement there has been a *decrease* in Elementary of 8% and a *decrease* in Secondary of 9%.
- xi. For those students that are serviced through an Intensive Support Program **(ISP) with Partial Integration** placement there has been a *decrease* in Elementary of 11% and an *increase* in Secondary of 1%.
- xii. For those students that receive Intensive Support Program **(ISP) Full Time** placement there has been an *increase* in Elementary of 28% and an *increase* in Secondary of 20%.
 - In the elementary panel, there have been *decreases in student enrolment* in four of the five placement categories with an increase of placement (20 students) in the ISP Class full time.
 - In the secondary panel, there have been *decreases in student enrolment* in three of five placement categories. Both ISP class with Partial Integration and ISP class full time saw increases (5 students and 13 students respectively).

b. **METRIC #2** – Benchmark of Support Staff in Coterminous District School Boards (**Appendix B**)

Over a two year span, the following changes have been noted:

- i. Relative to other coterminous district school board, the TCDSB continues to have a greater number of Educational Assistants and Child and Youth Workers relative to other boards.
- ii. Of the seven boards compared in **Appendix B**, the ratio of support staff to student enrolment is significantly greater than 5 other boards. It was noted that only Durham CDSB has a ratio marginally greater than TCDSB.

c. **METRIC #3** – Report Card Learning Skills for Students with an IEP
(APPENDIX C)

The Learning Skill and Work Habits section on the Ontario Provincial Report Card allows a teacher to assess a student's ability to engage in the skills listed in the chart below:

Responsibility	<p>The student:</p> <ul style="list-style-type: none"> • fulfils responsibilities and commitments within the learning environment; • completes and submits class work, homework, and assignments according to agreed-upon timelines; • takes responsibility for and manages own behaviour.
Organization	<p>The student:</p> <ul style="list-style-type: none"> • devises and follows a plan and process for completing work and tasks; • establishes priorities and manages time to complete tasks and achieve goals; • identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	<p>The student:</p> <ul style="list-style-type: none"> • independently monitors, assesses, and revises plans to complete tasks and meet goals; • uses class time appropriately to complete tasks; • follows instructions with minimal supervision.
Collaboration	<p>The student:</p> <ul style="list-style-type: none"> • accepts various roles and an equitable share of work in a group; • responds positively to the ideas, opinions, values, and traditions of others; • builds healthy peer-to-peer relationships through personal and media-assisted interactions; • works with others to resolve conflicts and build consensus to achieve group goals; • shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.
Initiative	<p>The student:</p> <ul style="list-style-type: none"> • looks for and acts on new ideas and opportunities for learning; • demonstrates the capacity for innovation and a willingness to take risks; • demonstrates curiosity and interest in learning; • approaches new tasks with a positive attitude; • recognizes and advocates appropriately for the rights of self and others.
Self-regulation	<p>The student:</p> <ul style="list-style-type: none"> • sets own individual goals and monitors progress towards achieving them; • seeks clarification or assistance when needed;

- | | |
|--|---|
| | <ul style="list-style-type: none"> • assesses and reflects critically on own strengths, needs, and interests; • identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; • perseveres and makes an effort when responding to challenges. |
|--|---|

From *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools* (2010)

The provincial Report Cards report on Student Learning Skills and Work Habits. This data was collected for each student with an IEP that attended TCDSB *over the last three years*. Students would receive one of the following ratings: E-Excellent, G-Good, S-Satisfactory, N-needs improvement and B-Blank in the six areas.

Over 9,700 students were counted as part of this collection of data.

- i. After analysing the data, there are no significant, discernible differences between learning skills prior to staff reductions as compared to the years with reductions. (**Appendix C**)
- d. **METRIC #4** – Safe Schools Progressive Discipline Data for Students with an IEP (**APPENDIX D**)
- i. There has been a ***decrease*** of 113 students with an IEP receiving Suspensions from school under Section 306 of the Education Act.
 - ii. There has been a ***decrease*** of 994 instructional days lost to Suspension for students with an IEP.
 - iii. There has been an ***increase*** of 5 students with an IEP receiving Suspensions Pending possible Expulsion from school under Section 310 of the Education Act.
 - iv. There has been a ***decrease*** of 4 students with an IEP receiving Suspensions categorized as Violent Incidents.
 - v. There has been an ***increase*** of 11 students with an IEP receiving a Fresh Start under Board policy S.S. 12 Fresh Start.
 - vi. There has been a ***decrease*** of 16 students with an IEP receiving a School Expulsion under Section 310 of the Education Act.
 - vii. There has been a ***decrease*** of 4 students with an IEP receiving a Board Expulsion under Section 310 of the Education Act.

- viii. Based on these results, it can be surmised that the reduction of EAs and CYWs has not given rise to the number of Safe Schools Progressive Discipline incidents for students with an IEP.

ANALYSIS OF QUALITATIVE DATA

Impact of Changes in Special Education: Multiple Student Case Study

2. An internal research study was initiated in October 2016, to help identify the impact of changes in the special education model in the TCDSB, focusing on a cross-section of students with special education needs, in all placement settings.
3. Eight schools (5 elementary, 3 secondary) were selected to participate in the study. **All schools had experienced a loss of FTE 3.00 or greater to Education Assistants over the past two years.** Within these schools, 35 students (20 Elementary, 15 Secondary) were identified centrally for participation. Students selected for inclusion in the study were drawn from a range of exceptionalities and placement options. (**APPENDIX E**)
4. Given the diversity of student needs and the variation of instructional strategies, assessment and reporting structures that exist in the special education program, a multiple student case study approach was used. This method allows for gathering of evidence to outline the uniqueness of every situation and to identify themes that emerge. Principals were provided with an information and consent letter for all parents of students in the study. Research staff visited each school to collect information regarding each student included in the study for whom there was consent.
5. A template was used to collect information from teachers, parents and students regarding the impact of changes to support staff on students. The following are examples of types of research questions asked of the participants:
 - Please describe the needs of the student. Have these needs changed over the past three years?
 - What supports is the student currently receiving? Include staffing, programming, materials, equipment, space etc. How has this changed in the past three years?
 - Have changes in needs and support had a significant impact on the student's behaviour, social-emotional wellbeing, achievement,

adaptive functioning? Do you perceive the changes to be negative or positive or has there been no change? What is the evidence?

6. School visits took place in November and December, 2016. The collection and compilation of information is ongoing. **Appendix E** outlines the tracking process that will be used to formulate a final analysis. Research staff are currently summarizing information to compile each case study. The case studies will be shared with the Special Education Review Committee to identify emerging themes to help inform the final report.
7. The final report will outline emerging themes on student well-being and achievement, areas for growth, and promising practices.

E. METRICS AND ACCOUNTABILITY

1. Staff will continue to monitor the quantitative data from Appendices B-E throughout the balance of this school year and respond appropriately. Continuous dialogue with principals, special education teachers and Assessment and Program Teachers (Elementary)/Program and Assessment Teachers (Secondary) will inform further actions, supports and interventions required.
2. An analysis of the qualitative data obtained through the Multiple Case Study by the Research department and Special Services will be conducted to assess the impact of staff reductions on students receiving special education supports.
3. The Special Education Review Committee meets monthly to review changes to Special Education policies, procedures and the service delivery model.
4. Staff will present the analyses to SEAC.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board and.

**TCDSB Preliminary Report on the Impact of Board Reductions to EA and CYW
Special Education Student Metrics**

Metric #1 –Student Data and Support Staff 2013-2016

STUDENT DATA

School Year	Student Enrolment		Students with an IEP with and identification and placement through IPRC		Students with IEP – N/A		Student Placements										TOTAL	TOTAL
							Regular Class With Indirect Support		Regular Class With Resource Assistance		Regular Class With Withdrawal Assistance		ISP Class With Partial Integration		ISP Class Full Time			
	ES	SS	ES	SS	ES	SS	ES	SS	ES	SS	ES	SS	ES	SS	ES	SS	ES	SS
2013-14	54,905	30,139	4859	5109	5515	2086	3754	669	729	716	4670	5399	1149	347	72	64	10374	7195
2014-15	60,287	29,871	4875	4835	5805	2291	4065	561	679	597	4728	5545	1136	349	75	74	10683	7126
2015-16	60,318	29,827	4898	4486	5662	2418	4106	557	637	506	4636	5412	1104	356	77	73	10560	6904
2016-17	61,181	29,547	4154	4039	5412	2515	3642	684	522	530	4292	4911	1018	352	92	77	9566	6554

SUPPORT STAFF DATA

School Year	Education Assistants	Child & Youth Workers	Outside Agency
	Total FTE	Total FTE	Total Cost
2013-14	1029	184	\$2,329,847
2014-15	1029	184	\$2,185,032
2015-16	999	177	\$308,363
2016-17	943	172	\$200,000

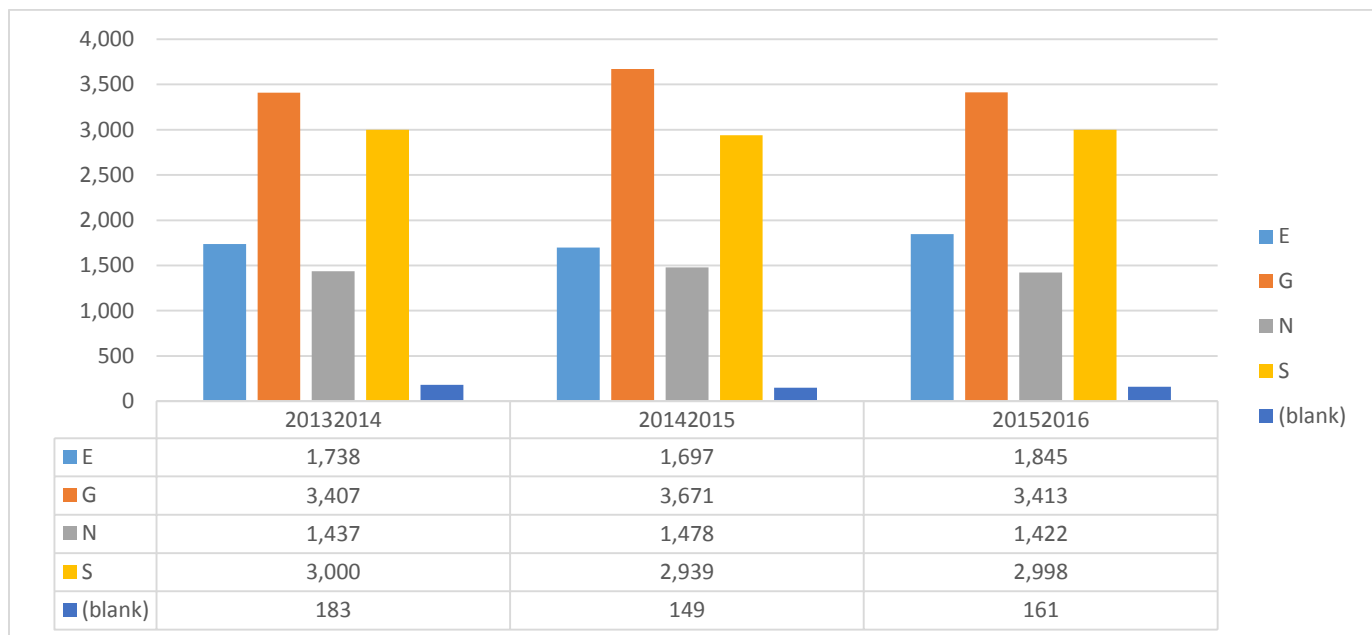
FTE – Full Time Equivalent
IEP – Individual Education Plan
IPRC – Identification and Program Review Committee
ISP – Intensive Support Program

Year	TCDSB		TDSB		DPCDSB		PDSB		YCDSB		YRDSB		DCDSB	
	FTE	RATIO STAFF TO STUDENTS (%)	FTE	RATIO STAFF TO STUDENTS (%)	FTE	RATIO STAFF TO STUDENTS (%)	FTE	RATIO STAFF TO STUDENTS (%)	FTE	RATIO STAFF TO STUDENTS (%)	FTE	RATIO STAFF TO STUDENTS (%)	FTE	RATIO STAFF TO STUDENTS (%)
2015-2016														
Total Enrolment	89,515		245,172		81,330		154,540		55,233		122,281		21,031	
EA/TA	999	1.12	1,902	0.78	612	0.75	1,712	1.11	537	0.97	1356	1.11	276	1.31
CYW	177	0.20	364	0.15	114	0.14	0		30	0.05	16	0.01	5	0.02
Total Support Staff	1,176	1.31	2,266	0.92	726	0.89	1,712	1.11	567	1.03	1,372	1.12	281	1.34
2016-2017	FTE		FTE		FTE		FTE		FTE		FTE		FTE	
Total Enrolment	90,729		243,268		81,228		154,260		54,960		121,076		21,018	
EA/TA	943	1.04	1,879	0.77	612	0.75	1,693	1.10	537	0.98	1,349	1.11	276	1.31
CYW	172	0.19	364	0.15	114	0.14	4	0.00	31	0.06	16	0.01	5	0.02
Total Support Staff	1,115	1.23	2,243	0.92	726	0.89	1,697	1.10	568	1.03	1,365	1.13	281	1.34

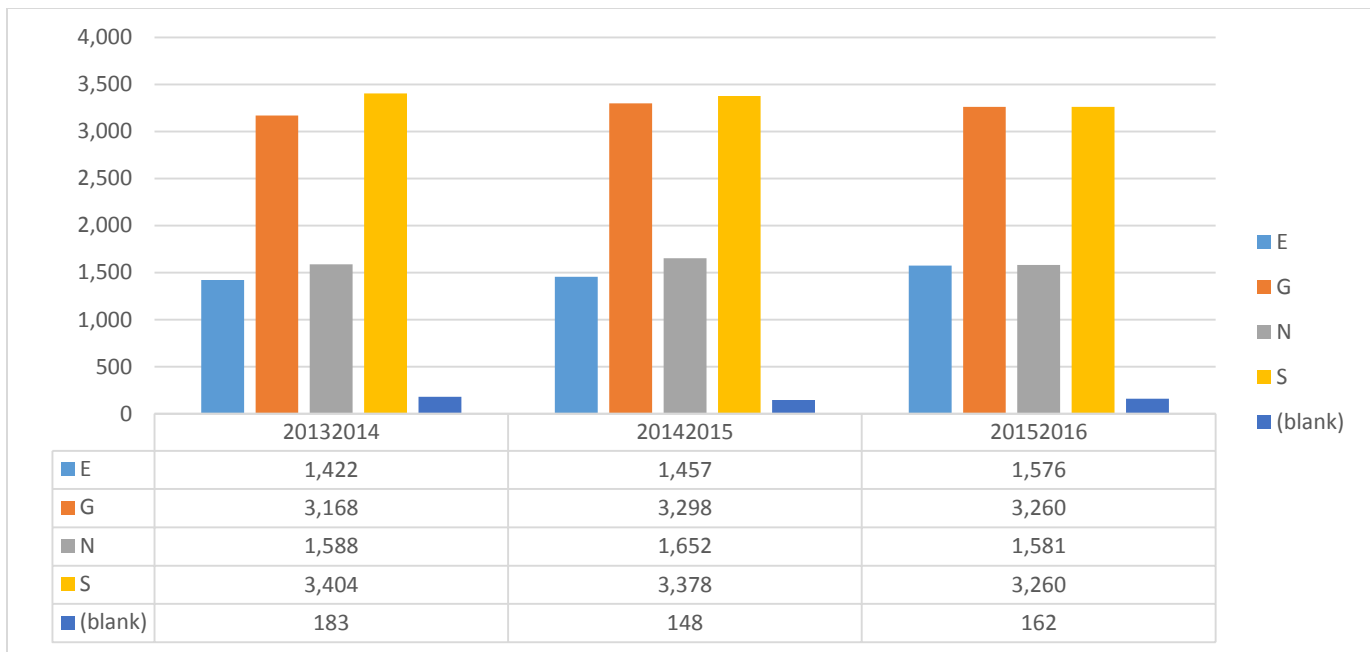
Metric #3 – Report Card Learning Skills and Work Habits for a Student cohort with an IEP

Over 9,700 students were tracked for the last three years with respect to marks on the learning skills section of the report card.

Learning Skill: Responsibility

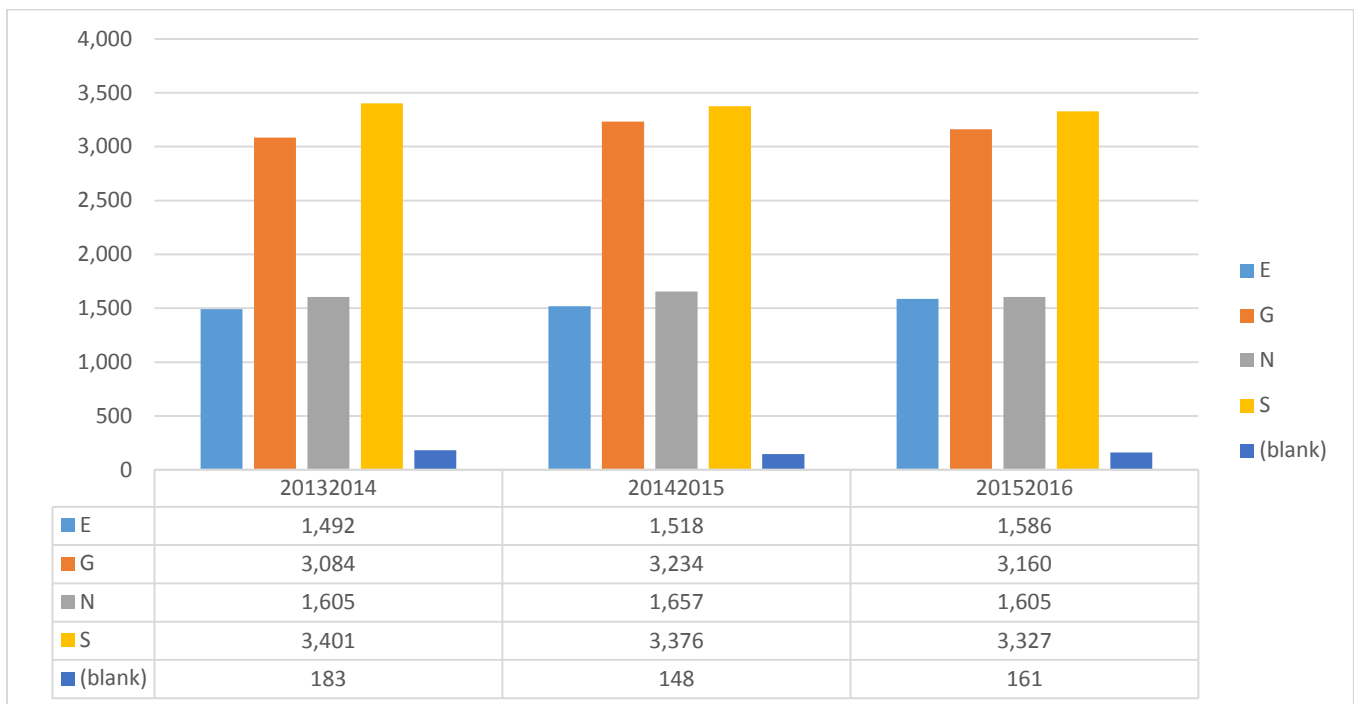


Learning Skill: Organization

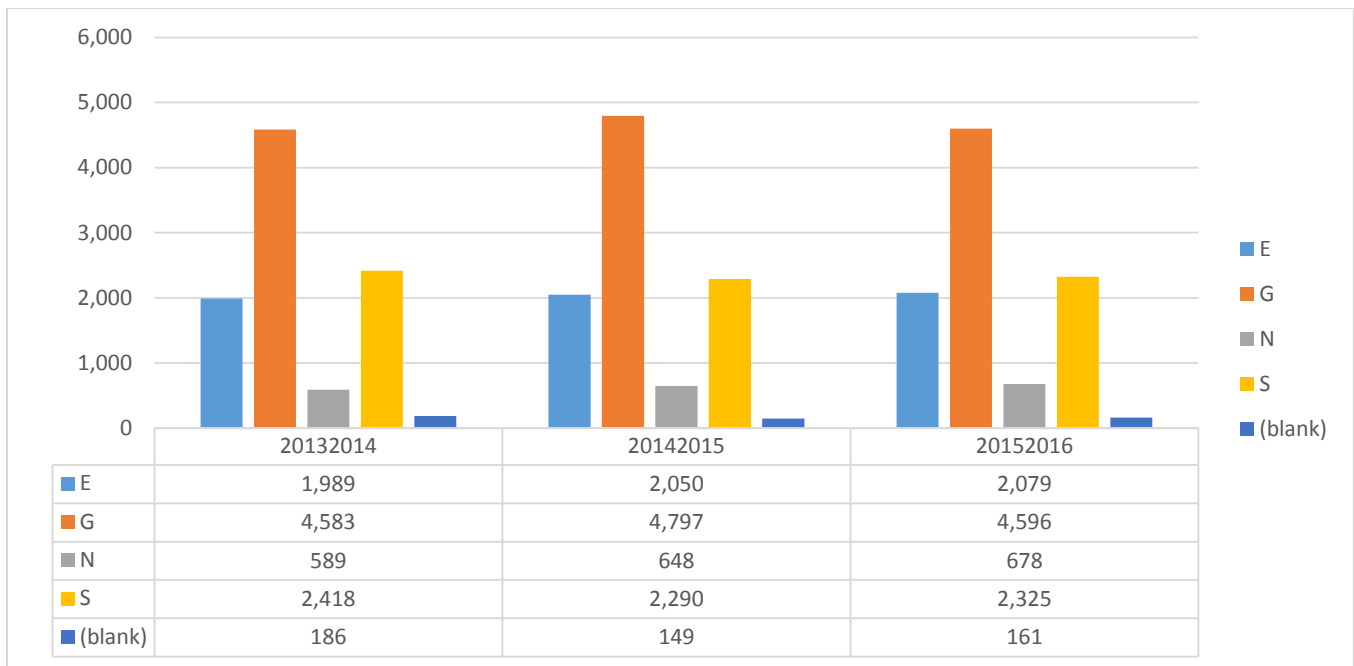


APPENDIX C (continued)

Learning Skill: Independent Work

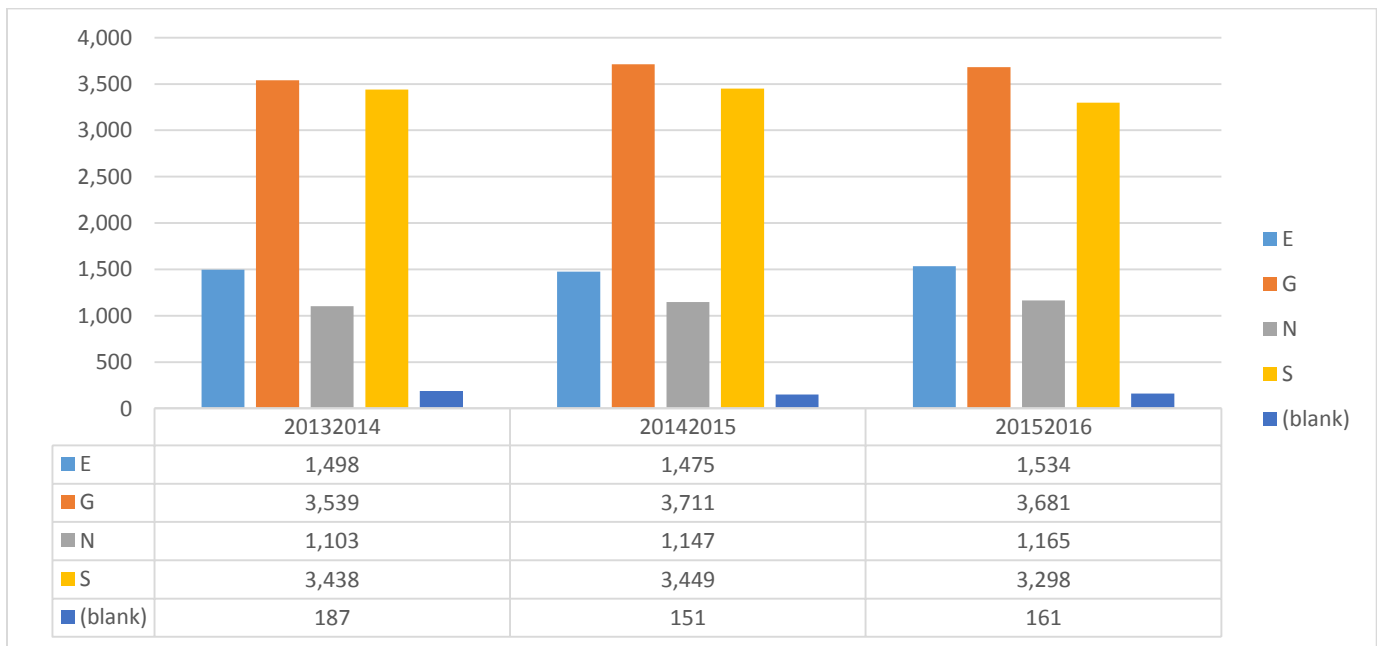


Learning Skills: Collaboration

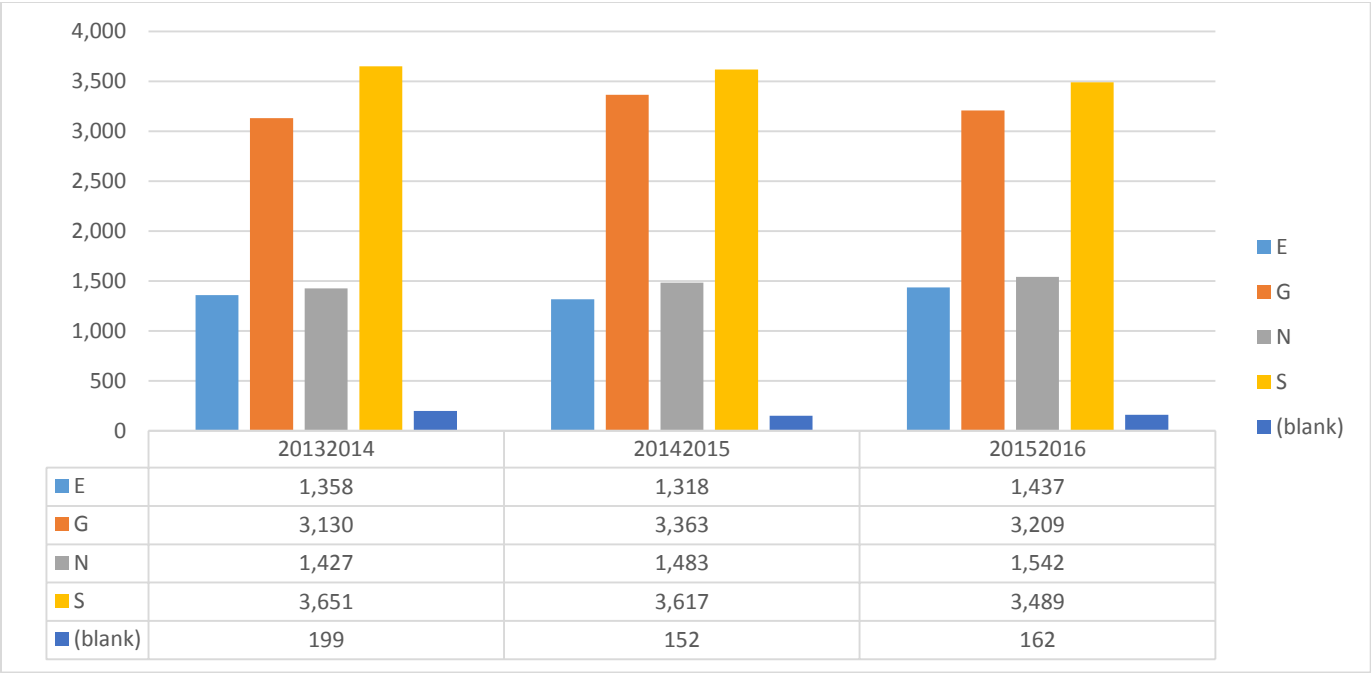


APPENDIX C (continued)

Learning Skills: Initiative



Learning Skill: Self-Regulation



APPENDIX D

Metric #4 – Safe Schools Progressive Discipline Data – Students with IEP

School Year	Suspension #306	Instructional Days Lost to Suspension	Suspension Pending Expulsion #310	Violent Incidents	Fresh Start	School Expulsion	Board Expulsion
2013-2014	1527	5406	58	57	45	33	19
2014-2015	1594	5150	49	55	49	32	27
2015-2016	1414	4412	63	53	56	17	15
2016-2017 (Dec.14)	439	1461	22	20	14	7	5

Appendix E

SAMPLE TRACKING SHEET

Student	School	Case Study #	Grade	Exceptionality	Placement	Parent Consent	Staff Interview	Parent Interview	Student Interview
1	A	1-1	2	NA	Indirect				
2	A	1-2	2	AUT	Indirect				
3	A	1-3	5	LD	Resource				
4	A	1-4	5	PD	Withdrawal				
5	B	2-1	2	LI	Partial Int.				
6	B	2-2	4	AUT	Partial Int.				
7	B	2-3	5	LD	Withdrawal				
8	B	2-4	8	NA	Withdrawal				
9	C	3-1	8	NA	Resource				
10	C	3-2	7	AUT	SE Full Time				
11	C	3-3	6	LI	Withdrawal				
12	C	3-4	5	AUT	Withdrawal				
13	D	4-1	2	ME	Partial Int.				
14	D	4-2	6	ME	Partial Int.				
15	D	4-3	1	AUT	Indirect				
16	D	4-4	5	LI	Withdrawal				
17	E	5-1	4	BEH	Partial Int.				
18	E	5-2	6	BEH	Partial Int.				
19	E	5-3	4	LD	Withdrawal				
20	E	5-4	4	AUT	Withdrawal				
21	F	6-1	10	MID	Withdrawal				
22	F	6-6	11	MID	Partial				
23	F	6-3	12+	PD	Withdrawal				
24	F	6-4	9	LD	Resource				
25	F	6-5	10	LI	Withdrawal				
26	G	7-1	9	MID	Withdrawal				
27	G	7-2	10	NA	Withdrawal				

SAMPLE TRACKING SHEET

Student	School	Case Study #	Grade	Exceptionality	Placement	Parent Consent	Staff Interview	Parent Interview	Student Interview
28	G	7-3	9	NA	Indirect				
29	G	7-4	9	NA	Resource				
30	G	7-5	11	BEH	Withdrawal				
31	H	8-1	10	AUT	SE Full Time				
32	H	8-2	9	AUT	Partial Int.				
33	H	8-3	11	MID	Partial Int.				
34	H	8-4	9	NA	Indirect				
35	H	8-5	10	BEH	Resource				

Special Education

Special Education programming is provided to students requiring Special Education supports based on the student's identification (where appropriate) and their placement of service.

Students on an Individual Education Plan (IEP) (Exceptional and Non-Exceptional): Regular class with Withdrawal Assistance, Regular Class with Resource Assistance; & Regular Class with Indirect Support

Programs and services for students with special needs are available in secondary schools. Students with Regular Class placements (Indirect, Resource and Withdrawal) are working on obtaining credits towards either the Ontario Secondary School Diploma (OSSD) or Ontario Secondary School Certificate (OSSC). All accommodations and alternative expectations are outlined in the student's Individual Education Plan (IEP). Teachers assist students with accessing the curriculum expectations in accordance with the learning goals outlined in the IEP. Support is provided based on the identified student's needs as expressed through the existing supporting documentation and during the exchange of information/in-take process in preparation for the transition to high school.

Students on an Individual Education Plan (IEP) (Identified as Exceptional): Placement of Special Education Class with Partial Integration or Special Education Class Full time

Students with very complex requirements are enrolled in Alternative curriculum (K courses that are not credit bearing) which are non-credit earning. Students are placed in an Intensive Support Program (ISP) with a focus on life-skills development working toward independence and post age 21 transitional planning. All alternative programming expectations are outlined in the student's IEP. Students may complete their secondary school experience with a Certificate of Accomplishment or, if they are able to earn credits, an Ontario Secondary School Certificate.

Supports for Learners

Each secondary school has in place a number of programs to assist students identified with exceptionalities or who have non-applicable designations.

Supports for exceptional students may include the following:

- support for literacy and numeracy development
- access to technology which supports student learning and assessments
- time extensions for assignments and assessments
- instructional accommodations, e.g., prompting, visual cueing, organization supports, etc.
- alternative methods for assessment
- some curriculum modifications as permitted under the Ontario Secondary School policy and supported by the student's Individual Education Plan (IEP)
- Learning Strategies courses (GLE for students with an IEP): Curriculum for these courses that are available to provide students with a range of strategies and skills to improve their learning and achievement particularly in literacy, numeracy, communication and planning. The course also prepares students to make successful transitions to work or post-secondary education.

Gifted Program

Students who have been identified as Gifted are offered enrichment opportunities through differentiated instruction, which is further supported by co-instructional activities. Secondary gifted programming focuses on the development of skills and abilities in the cognitive, affective, spiritual, social, and interpersonal domains. The Special Education teacher monitoring the student identified with a Gifted exceptionality, will collaborate with subject teachers and the student to develop an IEP which may alter any curriculum in areas such as: content (subject matter), process skills (critical thinking, creative thinking, problem solving, logic and research skills), product, and evaluation.

Deaf and Hard-of-Hearing

Students receiving Deaf and Hard of Hearing (D/HH) Itinerant support in their local elementary school will continue to receive support from a D/HH Itinerant Teacher at the secondary level.

Students attending the Intensive Support Program for D/HH elementary school have the option to attend their local secondary school and receive Itinerant support from a D/HH Teacher or attend the secondary D/HH ISP program offered at Dante Alighieri Academy.

Students receiving D/HH Itinerant support in an elementary school may be eligible to attend the Dante ISP. This option must be discussed and explored with the student's elementary D/HH itinerant teacher and the D/HH School Based Support Learning Team.

Transition Planning for Special Education Students moving from Elementary to Secondary Schools.

Transition plans are developed for all students who receive Special Education services. An exchange of information meeting between the elementary and secondary schools are conducted when students move from grades 8 to 9.

More intensive transition planning supports begin in May and June, for students identified as having Multiple Exceptionalities, a Developmental Disability, Autism Spectrum Disorder or significant difficulties in the social-emotional domains which could impact on school success. Parents are encouraged to participate in this process.

Transition Planning Secondary to Community Living

Opportunities to dialogue with respect to transitioning to post-secondary placements/programs occur throughout the student's secondary school career.

Parents and schools work together to further develop the student's individualized transition plan. The focus is to facilitate students' transition to an appropriate community placement/community program.

Meeting Summary
Meeting of the Minister's Advisory Council on Special Education (MACSE)
October 5, 2016

The Minister's Advisory Council on Special Education (MACSE) held its most recent meeting on October 5, 2016 in Toronto. Below are highlights of the meeting.

Welcome and Opening Remarks

Joe Trovato, Chair, MACSE

- Joe Trovato, Chair of MACSE welcomed members to Council and reminded them of the *Conflict of Interest* rules and the requirement to declare any potential conflict of interest to a member of the Executive Committee.
- Joe reminded the group that all documents distributed are confidential unless otherwise stated.
- The next meeting will be February 8 & 9, 2017.

Minister Update

The Honourable Mitzie Hunter
Minister of Education

The Minister thanked Council members for their commitment to students with special education needs and reiterated the importance of the role of MACSE. Minister Hunter also provided the following update:

Provincial and demonstration schools

The ministry recently completed the consultation with education and community partners. Some of the key elements to emerge from the consultations include:

- Strong support for the deaf culture
- The difficulty in providing adequate programming with low student enrolment
- The shortage of qualified interpreters and teachers of the Deaf

As a result of this review, the ministry will be taking the following steps:

- Establishing an advisory group to provide input on supports for students who are Deaf or hard of hearing; and
- Creating a reading intervention pilot program for students with severe learning disabilities (LD) in local communities
- The governance structure will change at Centre Jules-Léger so that it is governed by Francophones. This will be subject to legislative approval.

Renewed Math Strategy

- Improving math scores is another priority for this government. Students in Ontario continue to perform better in international assessments such as the Programme for International Student Assessment (PISA) test.
- Accommodations will be made for students with special education needs. More personalized instruction will be emphasized and support will include a focus on the strengths and needs of students with LD.

Well-Being Strategy for Education

- Another key to student's success is their well-being. The ministry has recently launched a Well-Being Strategy for Education. The discussion document is available on the ministry website for review.

Minister Hunter thanked Lucille Norman for her three years of service serving students with multiple exceptionalities.

Louise Sirisko provided an update on the following items:

Appointment of Bruce Rodrigues

Bruce Rodrigues was appointed Deputy Minister of Education. He was most recently the Chief Executive Officer (CEO) of the Education Quality and Accountability Office (EQAO). Before EQAO, he was Director of Education for the Toronto Catholic District School Board (TCDSB) and Associate Director of Education for the Waterloo Catholic District School Board (WCDSB).

EQAO & Ontario Secondary School Literacy Test (OSSLT) on-line testing

- For the first time online testing for the OSSLT will be conducted province-wide on a voluntary basis in October and March. If the student is successful, he/she will officially satisfy the literacy requirement for his/her diploma.
- October is a trial of the online assessment platform only. The only accommodations available through the electronic platform are text-to-speech and colour control.
- It will cost \$6.2M to switch over to online testing, but the cost savings of electronic testing would recover that sum in five years.

Mandate Letters from the Premier

The mandate letter from the Premier to the Minister highlights the following related to students with special education needs:

- To develop a strategy to improve supports for children with special education needs in schools
- To improve school-based supports for students with autism spectrum disorder.
- Louise noted that the ministry will be looking at our mandate letter and other mandate letters from the various ministries (i.e. MCYS, Ministry of Health and Long Term Care (MOHLTC))

Memo of September 8, 2016 - Special Education Information

A memo was sent to the education sector from the Assistant Deputy Minister providing information to support students with special education needs. As part of the central agreement with the Elementary Teachers' Federation of Ontario (ETFO), the Ontario Public School Boards' Association (OPSBA) and the Crown, a committee was formed to collaboratively discuss current issues related to supporting students with special education needs. A recommendation letter was sent to the Minister of Education at the end of June that included items related to IEP development and reporting, PA days, educator training, funding and professional support personnel.

Review of the Individual Education Plan (IEP)

The ministry will be revising the current IEP guidelines and resources to reflect current pedagogy found in ministry resources. Furthermore, the ministry will be exploring the ability for IEPs created within the first 30 days of the school year to serve as the IEP updated for the progress report card.

MACSE members provided further comments:

MACSE members will be writing a letter to EQAO expressing their disappointment that proper accommodations/ supports were not developed for students with special education needs when developing the OSSLT online. Members would like to ensure that in the future, all supports for students with special education needs are in place prior to writing any provincial assessments either online or in writing.

Renewed Math Strategy (RMS)

Julie Williams, Manager SEPPB
Zheng Xu, Education Officer, SEPPB

- The Renewed Math Strategy is an Early Years to Grade 12 roadmap that leverages the collective knowledge and skills from our shared successes of the past, to focus on improving student achievement in mathematics.
- Support also focuses on the strengths and needs of students with learning disabilities and students taking compulsory courses in Applied Mathematics.
- The ministry is supporting focused efforts among elementary and secondary school mathematics leaders to share successful instruction and assessment practices.
- Key priorities include:
 - more precise and personalized instruction strategies for students with special education needs;
 - Skills such as reasoning, problem solving, and communicating mathematical thinking are essential; and
 - the achievement of students in applied mathematics courses.

MACSE members provided further comments:

- Mathies.ca is a website designed for K-12 students and parents and was developed in collaboration with the Ministry of Education, Curriculum and Assessment Policy Branch and the Council of Ontario Directors of Education (CODE) and is a widely used resource

Joint Autism Update (Delivery of Program & Services)

ASD Reference Group Members
Julie Williams, Manager, SEPPB
Sarah Hardy, Manager, MCYS
Marg Spoelstra
Neil Walker
Susan Menary
Lynn Ziraldo,

- EDU is supporting the Ministry of Children and Youth Services (MCYS) in the implementation of a new Ontario Autism Program (OAP) that will combine the current blend of autism services into an expanded and more individualized program of supports for children, youth and their families. EDU is providing new one-time funding (\$39M in total) to all 72 school boards to support children through the transition period as the OAP is implemented.
- The *Connections for Students* model is centred on multi-disciplinary, student-specific, school-based transition team that are established approximately six months before a child prepares to transition from intensive behavioural intervention (IBI) services provided through the MCYS funded Autism Intervention Program (AIP) to applied behaviour analysis (ABA) instructional methods in school, and continue for six months after entry or continuing in school. All district school boards have now hired ABA expertise professionals that are responsible for supporting principals, teachers, and multi-disciplinary transition teams by providing and coordinating ASD training and resources, and facilitating collaboration between service providers and schools.
- Annual ABA Day is scheduled for November 8, 2016.

Mental Health and Addictions Strategy

Lisa Lumley, SEPPB
Dr. Kathy Short, Director, Mental Health ASSIST

The ministry is continuing to fund the School Mental Health (SMH) ASSIST initiative which is a provincial implementation support team designed to help schools and school boards build system and school capacity to support all students, including those with mental health and addictions needs.

SMH ASSIST has developed a number of resources for Mental Health Leaders and Educators.

These resources are provided on the [SMH ASSIST](#) website and include:

- A suite of Decision Support Tools intended to help boards with the selection of appropriate resources and programming, including evidence-based mental health promotion programming Resources for *Supporting Minds* Modules
 - Anxiety: Facilitator's Guide, Slide Decks, Case Studies, Handouts and Toolboxes
 - Educator Info-Sheet on Helping Students to Manage Anxiety
 - Leading Mentally Healthy Schools
 - Mentally Healthy Classrooms Module
 - Information Sheet on supporting newcomer mental health
- Dr. Kathy Short reviewed the aligned and integrated model for school mental health and well-being.

MACSE members provided further comments:

- District school boards meet three times a year to network and share best practices

Updates from other ministries

- MACSE members heard presentations on a variety of initiatives underway within MCYS, Ministry of Advanced Education and Skills Development (MAESD) and the Ministry of Community and Social Services (MCSS). A written update from each ministry is now part of the Special Education Update.

Working Groups

All

Members discussed the two draft reports developed by members on Aboriginal Education and Well-Being and Student Achievement.

After group discussion, edits were made to the two reports and are close to being finalized.

Meeting Summary and Wrap-Up

Joe Trovato, Chair

Joe reminded the group of the following:

- Once finalized, the MACSE summary will be posted on the MACSE repository and will be available to members. Minutes from previous meetings, as well as MACSE's Annual Reports can be reviewed at www.macse-on.ca.
- Members are reminded that all meeting materials from the October 2016 meeting are confidential unless otherwise stated.

Appendix A

Members of the Minister's Advisory Council on Special Education

Updated September 2016

Exceptionalities/Sectors Represented	Name	Expiry Date
Council Chair	Joe Trovato	March 31, 2017
Exceptionalities		
Learning Disabilities	Suzanne Bonneville	May 16, 2019
Pervasive Developmental Disorders / Autism	Vacant	
Deaf and Hard-of-Hearing	Denise Maisonneuve	November 5, 2017
Gifted	Stacey Manzerolle	May 27, 2018
Developmental Disability	Laura LaChance	October 1, 2016
Blind and Low-Vision	Dawn Clelland	March 31, 2017
Physical Disability	Katie Muirhead	May 27, 2018
Multiple Exceptionalities	Vacant	
Emotional / Behavioural Disorder	Vacant	
Educators		
Supervisory Officers	Peggy Blair	May 27, 2018
Trustees	Cheryl Lovell	December 2, 2017
Principals	Vacant	
Teachers	Shelly Durance	October 1, 2016
Educational Assistants	Marcia Brown	March 31, 2017
Professionals		
Medical	Vacant	
Psychologists	Dr. Sue Ball	November 5, 2017
Social Workers	Jim Van Buskirk	October 1, 2016
Speech and Language Pathologists	Sharon McWhirter	October 1, 2016
Students / Youth		
Students / Youth	Braxton Hartman	October 1, 2016
Aboriginal Community		
Vice Chair /Aboriginal Community	Marion Macdonald	May 8, 2016

Ministry of Education

Student Achievement Division

900 Bay Street
Mowat Block, 16th Floor
Toronto ON M7A 1L2**Ministère de l'Éducation**

Division du rendement des élèves

900 rue Bay
Édifice Mowat, 16^e étage
Toronto ON M7A 1L2

MEMORANDUM TO: Directors of Education
Student Success Leaders
Continuing Education Leads

FROM: Patrick Keyes
Director (A)
Student Success Implementation Branch

Denys Giguère
Director
French Language, Aboriginal Learning and Research Division

DATE: December 16, 2016

SUBJECT: **Learning Outside the School Day - Programs to Support the
Renewed Mathematics Strategy and Student Transitions**

The Renewed Mathematics Strategy, as outlined in the April 8, 2016 Memo to Directors of Education, recommends the implementation of additional targeted supports for students who have not been successful in meeting provincial standards as measured by the grade 6 EQAO assessment of mathematics. Research indicates that a coherent, high quality continuum of supports and interventions involving learning outside the school day, including credit bearing courses in summer, can build on the strengths and address the learning gaps of students, particularly those transitioning to grades 7, 8 and 9.

As a part of our ongoing commitment to supporting the success and well-being of every student and child as outlined in [Achieving Excellence: A Renewed Vision for Education in Ontario](#), a voluntary provincial professional learning symposium focusing on learning outside the school day will be hosted for school board representatives. Among the program areas that these learning sessions will address are:

- Summer School and After-School Credit Courses;
- Literacy and Mathematics Outside the School Day programming (remedial and/or non-credit programs in the summer or regular school year for students and parents);
- Tutoring Programs;
- Mentoring or student support programming; and
- Other related programming (these could include programs occurring outside of the traditional school day in support of improved outcomes relating to special education, indigenous education, well-being, etc.).

Brief descriptions of some funding sources associated with the courses, programming or supports identified above are found in Appendix 1 (Additional Information on Funding for Learning Outside the School Day).

January 26 2017: Learning Outside the School Day Symposium

School board representatives are invited to participate in a voluntary learning session on Thursday, January 26, 2017 from 9:00 a.m. – 3:00 p.m. at the Toronto Congress Centre located at 650 Dixon Road, Toronto, Ontario, M9W 1J1 (near Pearson International Airport). This symposium is intended to bring together representatives from Boards and others with the goal of improving the awareness and implementation of new programs or the enhancement and expansion of existing programs for learning outside the school day, including credit bearing courses in summer, in and beyond 2016-17. At the symposium, opportunity will be provided for participants to learn about and/or share:

- practices and experiences in the development and implementation of programming for learning outside the school day, including funding, organizational and program considerations,
- a framework for developing effective programming, including gap closing and responsive pedagogy in mathematics and other areas, and
- additional opportunities for networking and collaboration to introduce new and expand/improve existing programs.

An agenda outlining specific details will be distributed prior to the Symposium.

Symposium Registration

Boards are invited to register teams of up to three (3) participants for the Symposium. Attendees benefitting from participation at the symposium could include staff with leadership responsibilities relating to learning outside the school day, including credit bearing courses in summer, programming.

These may include:

- Student Success Leader or designate
- Continuing Education Lead or designate
- Program Leader (grades 7 to 10)
- Leaders with responsibilities or expertise that can/could contribute to the development or refinement of a program to support areas such as Mathematics, Special Education, Indigenous Education, Elementary Summer Learning, Well-Being, Community Connected Experiential Learning, Financial Services, or other.

Board representative(s) (up to three) are asked to register for the January 26, 2017 Symposium by **January 13, 2017** at Learning Outside the School Day: [Symposium Registration](#).

Travel and Accommodation

Travel and accommodation costs will be covered by the Ministry for all participants. Please note that accommodations are **only covered if you live outside a 100km radius** of the Toronto Congress Centre. Please see [Directions](#) to the Toronto Congress Center for detail on the Symposium location. A limited block of rooms have been reserved at the Radisson Suite Hotel Toronto Airport, located at 640 Dixon Road, Toronto, ON M9W 1J1. For accommodations, please contact the hotel no later than Friday, January 13, 2017. Booking may be made by calling the hotel directly at 1 (800) 333-3333 or +1 416-242-7400 and identifying yourself as part of the Learning Outside the School Day Symposium.

We look forward to your participation and contributions at the symposium.

Sincerely,

Patrick Keyes

Denys Giguère

Appendix 1: Additional Information on Funding for Learning Outside the School Day

Participation in either a non-credit program or credit course(s) outside of the school day, including summer programming, offers students additional time and support to close mathematics learning gaps and support a successful academic transitions from elementary to secondary school and between grades.

Funding Sources include:

A. Continuing Education and Other Programs Grant (Summer School and After-School Credit Courses)

This grant includes supports for credit courses for elementary reach-ahead students to support transitions from grade eight to nine and credit courses for secondary school students in the summer or outside the school day, for example, in the evenings.

Funding is \$3,368 per ADE for summer school and Continuing Education students.

Some funding is also provided through the School Facility Operations and Renewal Grant (e.g. for day school students aged 21 and over, high-credit secondary day-school ADE, and for students enrolled in summer school programs and some continuing education credit courses offered during the day).

B. Literacy and Mathematics Outside the School Day Allocation

This allocation provides funding for additional supports to enhance the literacy and math skills of students at risk of not meeting the curriculum standards and the requirements of the Grade 10 literacy test. These programs may be provided during the summer and during the school year outside the regular school day.

These programs may include:

- a class or course in literacy and/or math for Grade 7 or 8 students for whom a remedial program in literacy and/or math has been recommended by the principal of the day school;
- a non-credit class in literacy and/or math for Grade 9 to 12 students for whom a Grade 9 or 10 remedial program in literacy and/or math has been recommended by the principal of the day school (i.e., a Summer Literacy and/or Math program);
- a non-credit literacy and/or math class or course for adults who are parents or guardians of students in any grade for whom the principal of the day school has recommended a remedial course in literacy and/or math.

Per-pupil funding for these literacy and math programs at \$6,561 per ADE is available in the summer **and during the school year outside the school day** for at risk students in Grade 7 to 12 and for parents of at risk students. An element of these

programs may involve engaging students in building their proficiency in mathematical literacy or in mathematics. In addition, funding for the transportation for pupils enrolled in summer school literacy and math programs is provided.

Funding to support students in Grade 7 to 12 literacy and math summer school programs is also provided through the School Facility Operations and Renewal Grant.

C. OFIP Tutoring Programs

Introduced in 2006–07 and until 2010–11 funded outside the GSN, the Ontario Focused Intervention Partnership (OFIP) Tutoring program supports boards in initiating and expanding before- and after-school, weekend, and summer tutoring programs. The OFIP Tutoring programs provide extra help to students who are not yet achieving the provincial standard in reading, writing, or mathematics. Funding for OFIP Tutoring is projected to be \$8.2 million in 2016–17. The funding is calculated using total elementary and secondary ADE and a per-pupil amount of \$4.19.

D. Student Success Grade 7-12 Allocation

In 2016–17, \$59.6 million is being provided for the Student Success, Grade 7 to 12 Allocation to assist students who may not otherwise achieve their educational goals. This funding is to be used to enhance preparation of students for passing the Grade 10 literacy test, and to increase opportunities for students to participate in successful school-to-work, school-to-apprenticeship, or school-to-college program pathways.

E. Other

A number of other funding sources are available via Ministry of Education or others to support and/or offer non-credit program, mentoring/tutoring or credit course(s) outside of the school day. Further detail on the sources identified above and these other sources will be introduced at the Adobe Connect Session and investigated more thoroughly at the Symposium.

SEAC PENDING LIST AS AT JANUARY 11, 2017

1. Alasdair Robertson, Parliamentarian, be invited to a SEAC meeting in early 2017 to provide a concise review of protocols and the Robert's Rules of Order, especially in relation to Motions and what SEAC can recommend. (requested in November 2016)
2. Request that the Anaphylaxis and Asthma Policies be provided to SEAC with a presentation and any related documentation on the Anaphylaxis and Asthma policies at the January 2017 SEAC meeting. The presentation was requested include how the policies are applied between the elementary and secondary panels. (requested November 2016) The presentation on Anaphylaxis and Asthma policies be deferred from January to the February SEAC meeting. (requested December 2016)
3. Staff update the Special Education Plan and resource documentation accessible to students and parents online to reflect current and accurate information. (requested September 2016)
4. Changes to the Accessibility policy be brought back to SEAC for review. (requested September 2016)
5. Request to provide SEAC with a report outlining how Special Education has been impacted by the busing crisis. (requested November 2016)
6. SEAC requested that the Board to seek a representation of indigenous persons from various organizations at SEAC. (November 2016)
7. Explore Opportunities to offer the S.T.Y.L.E program to secondary schools. (requested November 2016)
8. 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 (requested in 2015)