

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.*



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

Jo-Ann Davis, Chair

Nancy Crawford, Vice-Chair

Thursday, September 8, 2016
7:00 P.M.

Pages

1. **Call to Order**
2. **Opening Prayer (Chair or designate)**
3. **Singing of O Canada A Capella**
4. **Roll Call & Apologies**
5. **Approval of the Agenda**
6. **Report from Private Session**
7. **Declarations of Interest**
8. **Approval & Signing of the Minutes.**

Minutes Distributed at August 25, 2016 Board

- 8.a Regular Meeting of Student Achievement Committee - June 2, 2016
- 8.b Regular Meeting of Corporate Services - June 6, 2016
- 8.c Special Board - May 26, 2016

8.d Special Board - June 2, 2016 (Student Achievement)

8.e Special Board - June 6, 2016 (Corporate Services)

8.f Regular Board June 9, 2016

8.g Special Board June 27, 2016

9. Delegations

9.a Sue Kralik, representing Pax Christi Toronto regarding Introducing White Poppies for Peace to our Catholic schools 1

10. Presentations

10.a Unity Charity - After School Programs in Secondary Schools

10.b Lori DiMarco, Superintendent of Education and staff regarding 21st Century Learning Update [See Item 15a)]

11. Notices of Motion

12. Consent and Review

13. Unfinished Business

14. Matters referred or deferred

Matter referred from March 3, 2016 Meeting of the Committee

14.a Friends of Catholic Education Award Selection Criteria 2 - 6

Matters Deferred from May 5, 2016 Meeting of the Committee

14.b Accountability framework for Special Education 2015-16 (Part 2) 7 - 59

14.c Annual DPA update 2015-2016 60 - 70

14.d Homework Guidelines 71 - 80

15. Staff Reports

15.a Report regarding 21C Learning Update 2016 [See Item 10a)] 81 - 103

15.b Chaplaincy Model at the Elementary Panel 104 - 112

15.c	Additional Information regarding the HPV Vaccination	113 - 130
15.d	Ontario Centres of Excellence Advancing Education Project	131 - 134
16.	Listing of Communications	
16.a	<i>From Mitzie Hunter, Minister of Education regarding Back-to-School.</i>	135 - 137
16.b	<i>From Mitzie Hunter, Minister of Education in response to Board of Trustees letter regarding Special Education funding.</i>	138 - 139
16.c	<i>From Bill Mauro, Ministry of Municipal Affairs in response to the Board of Trustees letter regarding recent changes to the Municipal Elections Act.</i>	140
16.d	<i>Verbal Update regarding Transportation Issues</i>	
17.	Inquiries and Miscellaneous	
18.	Updating of Pending List	141 - 143
19.	Closing Prayer	
20.	Adjournment	



TORONTO CATHOLIC DISTRICT SCHOOL BOARD

DELEGATION REGISTRATION FORM FOR STANDING OR OTHER COMMITTEES

For Board Use Only

 Delegation No.

- ☐ Public Session
☐ Private Session
☐ Five (5) Minutes

PLEASE BE ADVISED THAT ALL STANDING COMMITTEE MEETINGS ARE BEING RECORDED

 Name: Sue Krallik
☒ Copy Provided

Standing or Other Committee:

- | | | |
|-----------------------------------------------------------------------------|----------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Corporate Affairs, Strategic Planning and Property | <input type="checkbox"/> SEAC | <input checked="" type="checkbox"/> Student Achievement & Well-Being, Catholic Education, Human Resources |
| <input type="checkbox"/> Governance Framework | <input type="checkbox"/> Special Board | <input type="checkbox"/> Other |

 Date of Presentation: Thursday, September 8, 2016

 Topic or Issue: Introducing White Poppies for Peace to our Catholic schools

Details: This presentation will outline the history and symbolism of the white poppy, its relevance to Catholic education, and suggestions for incorporating its symbolism into the curriculum, prayer reflections and Remembrance Day ceremonies in the schools.

 Action Requested: consideration by Board members of having this initiative introduced to the schools
Check One Box

- ☐ I am here as a delegation to speak only on my own behalf.
- ☐ I am an official representative of the Catholic School Parent Committee (CSPC).
 School _____ Position _____
- ☐ I am an official representative of student government.
 School _____ Position _____
- ☒ I am here as a spokesperson for another group or organization.
 Name of group Pax Christi Toronto

Date: August 30, 2016
 Address: 340 Woodsworth Road, North York
 Postal Code: M2L 2T6

Signature: *Sue Krallik*
 Telephone: 416-444-1489
 e-mail: sue.krallik@yahoo.ca

Please remember to save your completed form to your computer before submitting.

Please fax to Recording Secretary at 416-498-5183 or by email to info@torcatholic.org



REPORT TO

SPECIAL BOARD

FRIENDS OF CATHOLIC EDUCATION AWARD SELECTION CRITERIA

Greater love has no one than this, that one lay down his life for his friends.
John 15:13

Created, Draft	First Tabling	Review
February 8, 2016	February 24, 2016	February 24, 2016
John W. Yan, Senior Coordinator, Communications, Public and Media Relations Mary Walker, Supervisor, Public Relations		
RECOMMENDATION REPORT		

Vision:

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Mission:

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G. Poole
Associate Director of Academic Affairs

A. Sangiorgio
Associate Director of Planning and Facilities

Angela Gauthier
Director of Education

A. EXECUTIVE SUMMARY

The Toronto Catholic District School Board annually honours the accomplishments of our alumni, staff and friends of Catholic education through two major awards: the TCDSB *Alumni Award* and the TCDSB *Award of Merit*.

Over several years, in reviewing criteria for these awards and during discussion about potential nominees, past and present members of the Nomination Committee have suggested that the current criteria for the two major awards do not necessarily permit recognition of individuals or organizations who are friends and well-known supporters of Catholic education, but not members of the Catholic faith.

At the December 10, 2015 Board Meeting, Trustees approved the creation of the *Friends of Catholic Education Award*. It was recognized that this would be the opportune time to officially acknowledge members of the TCDSB's "extended" family, as the Board currently celebrates the pastoral Year of the Family. This award highlights significant contributions to Catholic education by those outside our faith who share our common mission, vision and goals.

In addition, the new award aligns well with the *Enhancing Public Confidence* pillar of the Board's Multi-Year Strategic Plan through the goal to: "Build and maintain community partnerships".

B. PURPOSE

At the December 10, 2015 Board Meeting, Trustees approved the motion:

That a new award be created to recognize the extraordinary contributions of supporters of the work of our Board who may be non-Catholic and who represent our Catholic values. The award will be called Friends of Catholic Education Award.

Arising out of the motion, Trustees directed the Awards Nomination Committee to report back to the Board of Trustees with selection criteria for the Award.

The scope and range of criteria for the Award was initially discussed during the October 22nd meeting of the Awards Nomination Committee. Final draft criteria was circulated to all members of the Committee after its January 20, 2016 meeting to provide additional opportunities for feedback. This report outlines the proposed selection criteria for nominees of the Friends of Catholic Education Award as the result of this process.

C. SELECTION CRITERIA FOR FRIENDS OF CATHOLIC EDUCATION AWARD

The *Friends of Catholic Education Award* was created to acknowledge significant contributions to Catholic education made by members of the general public and/or organizations who have accomplished extraordinary service to Catholic Education but who may not be Catholic.

The Award will be presented annually to individuals or representatives of organizations, who meet the criteria, at the annual TCDSB Awards Night held the first Monday of Catholic Education Week. The recipients will be presented with a plaque by the Director of Education and Chair of the Board on behalf of the TCDSB.

Selection Criteria

- Pursuant to the Board's **Policy F.F. 01: Awards, Funds and Scholarships**, the *Friends of Catholic Education Award* granted by the TCDSB will be in harmony with our gospel values and our Catholic Graduate Expectations, and bestowed upon only those individuals who will bring pride to Catholic education.
- The Friends of Catholic Education Award is open to members of the general public or organizations.
- The contribution of the nominee(s) is/are consistent with the TCDSB's goals and actions as outlined in the Board's Multi-Year Strategic Plan (MYSP).
- Nominees must demonstrate significant contribution or support of the TCDSB's mission and vision as a Catholic School Board through actions that may include, but are not limited to the following key areas:
 - Overall engagement of students in learning to achieve the Ontario Catholic School Graduate Expectations
 - Numeracy and literacy, including digital literacy
 - The Arts - including music, drama, creative, visual and performing arts
 - Innovation and collaboration
 - Physical, emotional, intellectual, mental and spiritual needs of youth
 - Learning and/or career opportunities for students
 - Community partnerships and outreach
 - Professional learning

- Excellence and innovation in education
- Peace and justice and/or the common good
- Effectiveness of Board operations or Governance
- Building a sustainable Catholic school system

Selection Process:

1. Nominations will be received using the current process with notification via the Communications Department and nomination forms provided for universal access online via the Board's website.
2. Nominations for the *Friends of Catholic Education Award* will be reviewed by the TCDSB Nomination Committee based on the Award's selection criteria.
3. The selected nominee's name, together with a summary of their contributions, will be provided in a formal Recommendation Report to Board for the approval of Trustees.
4. Recipients will be sent a letter of invitation from the Director and Chair to receive the *Friends of Catholic Education Award* at the annual TCDSB Awards Night which takes place the first Monday of Catholic Education Week.

D. METRICS AND ACCOUNTABILITY

Like all awards granted under the auspices of the TCDSB and governed under the policy, there will be a clearly articulated purpose, accompanied by transparent selection criteria.

Prospective recipients are nominated through an open and transparent process administered by the Communications Department under the auspices of the Awards Nomination Committee.

Members of the Nomination Committee:

- Chair of the Board of Trustees
- Past Chair of the Board of Trustees
- The Director of Education
- Member of the Archdiocese of Toronto
- President and CEO, Angel Foundation for Learning
- Superintendent of 21C Learning

- Superintendent of Student Success
- Senior Manager, Archives and Records Management
- The Senior Coordinator, Communications, Public and Media Relations
- The Supervisor of Public Relations
- At least one alumnus of the TCDSB

E. IMPLEMENTATION, STRATEGIC COMMUNICATIONS AND STAKEHOLDER ENGAGEMENT PLAN

Once approved, a comprehensive communications plan will be implemented using all communications modalities within the Communication's Department's inventory to promote awareness and stakeholder engagement with regards to the new award.

Due to the unique nature of the award, announcement of the inaugural recipient will be supported by a news release and other public profile opportunities as the media interest may be high. However, this will be balanced by equal treatment given to winners of the longstanding TCDSB *Alumni Award* and *Award of Merit*.

The 2016 *Annual TCDSB Awards Night* takes place on May 2nd, the first Monday of Catholic Education Week, when *The Friends of Catholic Education Award* will be presented with all of the other major awards and achievements.

F. STAFF RECOMMENDATION

Staff recommends that the selection criteria for the *Friends of Catholic Education Award* be approved.



REPORT TO

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

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

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

Created, Draft	First Tabling	Review
March 23, 2016, April 13, 2016	May 5, 2016	Click here to enter a date.
Cristina Fernandes, Superintendent of Special Services Marina Vanayan, Senior Coordinator, Educational Research Andrea Coke, Chief of Speech and Language Dr Maria Kokai, Chief Psychologist Don Reid, Principal of Section 23 Peter Stachiw, Autism Chief John Wilhelm, Chief Social Worker		
INFORMATION REPORT		

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G. Poole

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

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

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

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

B. PURPOSE

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

C. EVIDENCE/RESEARCH/ANALYSIS/METRICS AND ACCOUNTABILITY

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

2016 A large proportion of students with Special Education supports participate in the Grades 3, 6 and 9 EQAO assessments and the Grade 10 OSSLT. Given the wide range of performance on these assessments and considerable differences in the prevalence of certain exceptionalities, it would not be appropriate or feasible to report on some exceptionalities.

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

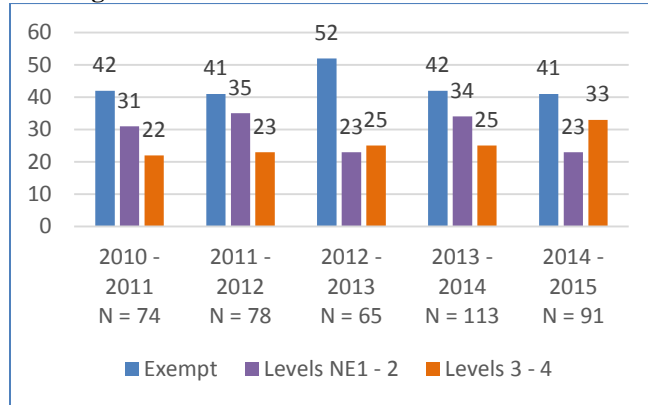
Notes regarding the bar charts:

1. For Autism, the EQAO categories displayed in the bar charts are: Grade 3 and 6 - Exempted, Levels NE1-2, Levels 3-4
Grade 9 - No Data, Below Levels 1-2, Levels 3-4
2. For LI and LD, as the rates of Exemption on EQAO have been under 8% in all assessments in 2014/2015, they were not included in the bar charts. The categories in the charts are:
Grade 3 and 6 - Levels NE1-1, Level 2, Levels 3-4
Grade 9 – Levels Below Level 1-1, Level 2, Levels 3-4
3. For OSSLT, Successful and Not Successful percentages are based on those who are Fully Participating. On the OSSLT, for Autism (not for LI or LD), students who are not working towards on OSSD may be exempted from this requirement.
4. OSSLC indicates the percentage of student who would be fulfilling the Literacy requirement through the Ontario Secondary School Literacy Course (OSSLC).
5. Not Reported (N/R) indicates the number of participating students are *fewer than 10* in a group.

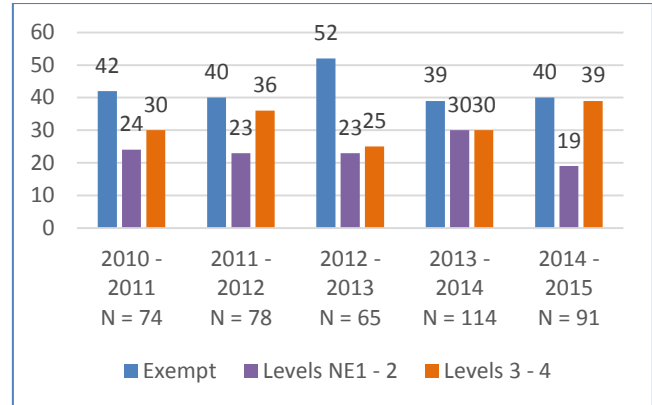
a) Students with Special Needs Identified as **Autism**: EQAO and OSSLT Results Over 5 Years

EQAO Grade 3 – Percentage of Students

Reading

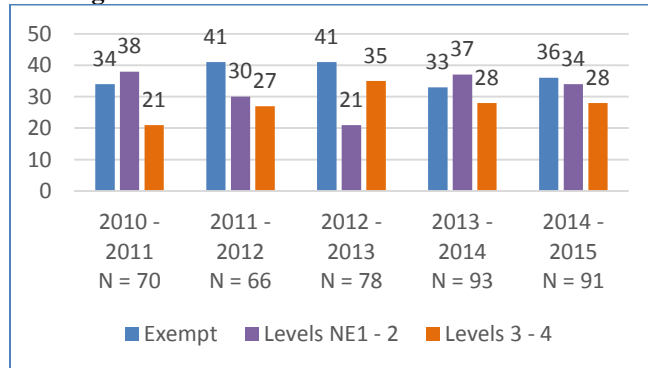


Math

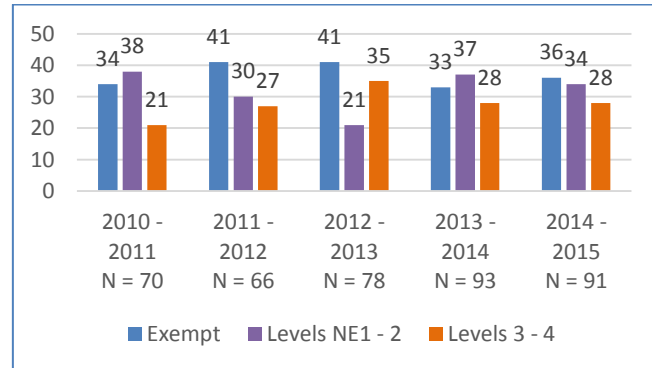


EQAO Grade 6 – Percentage of Students

Reading

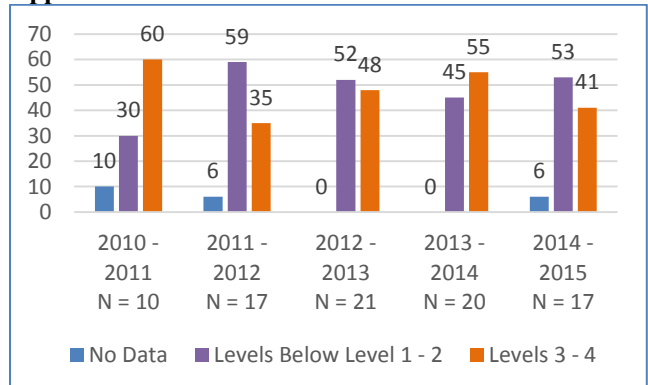


Math

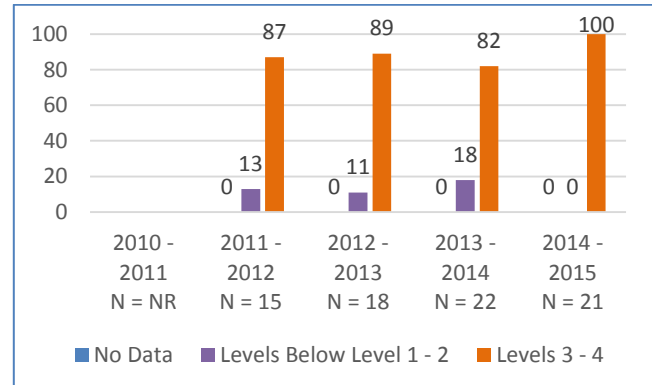


EQAO Grade 9 Math – Percentage of Students

Applied

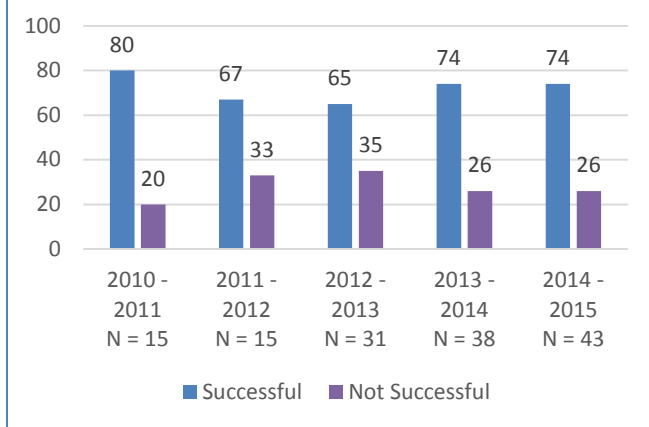


Academic

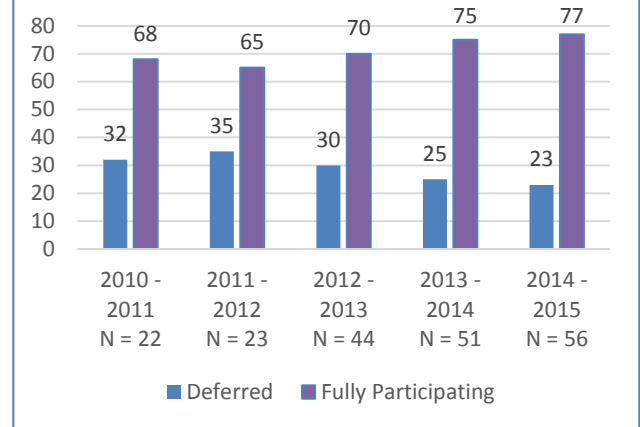


OSSLT – Percentage of Students

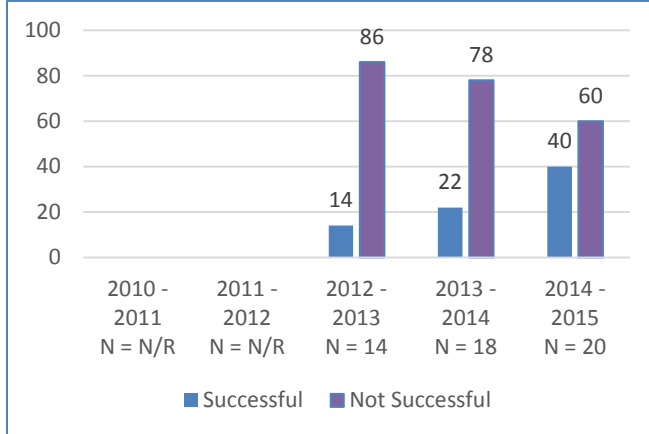
First Time-Eligible (FTE): Fully Participating



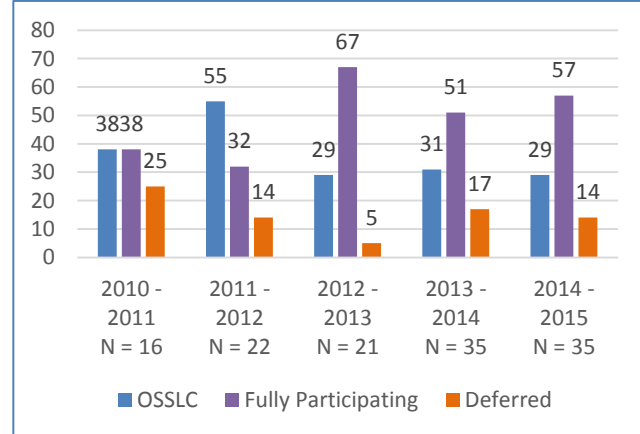
First Time-Eligible (FTE): All Students



Previously Eligible (PE): Fully Participating



Previously Eligible (PE): All Students



FTE Exempted (Number of students)

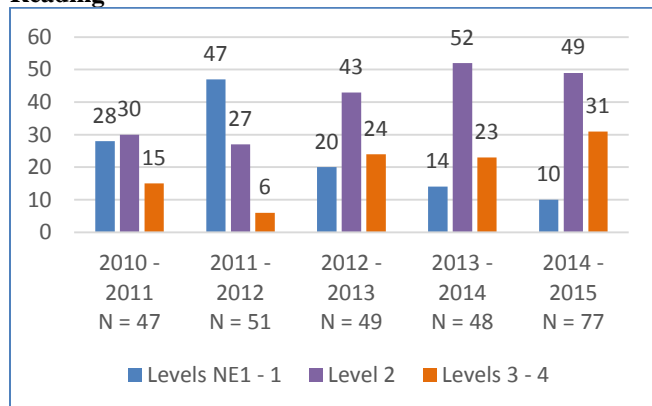
2010 – 2011	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015
13	17	14	25	18

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

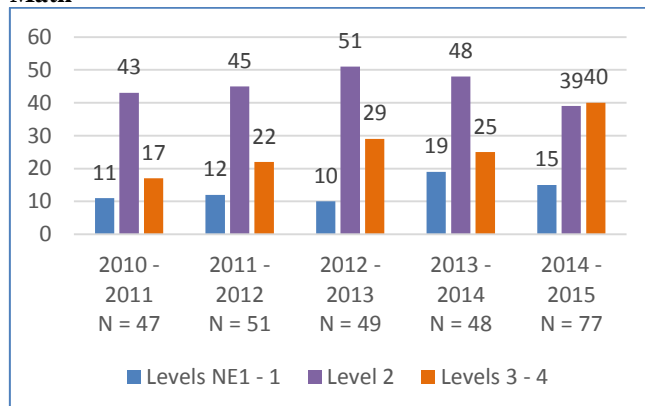
b) Students with Special Needs Identified as **Language Impaired**: EQAO and OSSLT Results Over 5 Years

EQAO Grade 3 – Percentage of Students

Reading

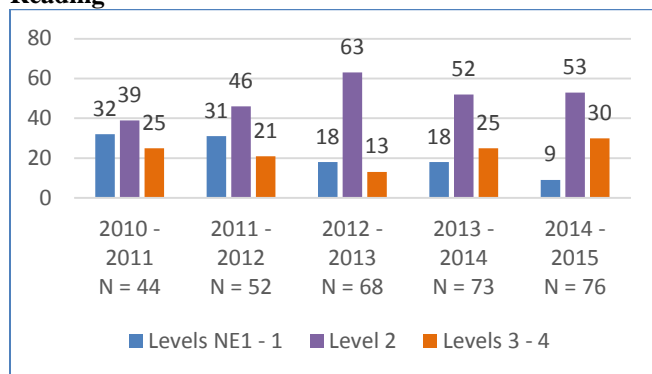


Math

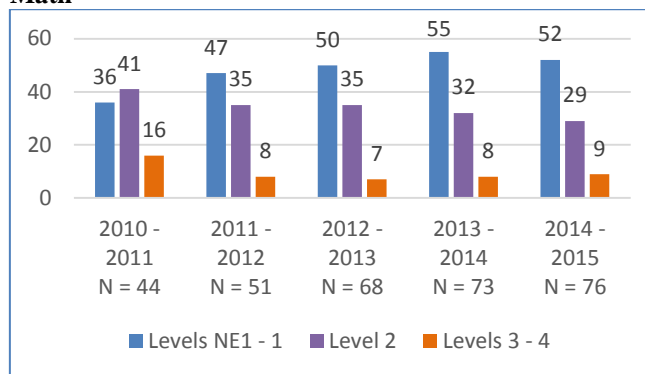


EQAO Grade 6 – Percentage of Students

Reading



Math

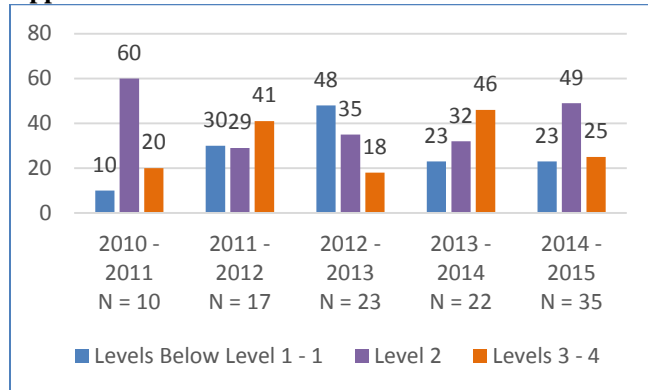


Exempt Rates for the Last 5 Years:

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

EQAO Grade 9 Math – Percentage of Students

Applied

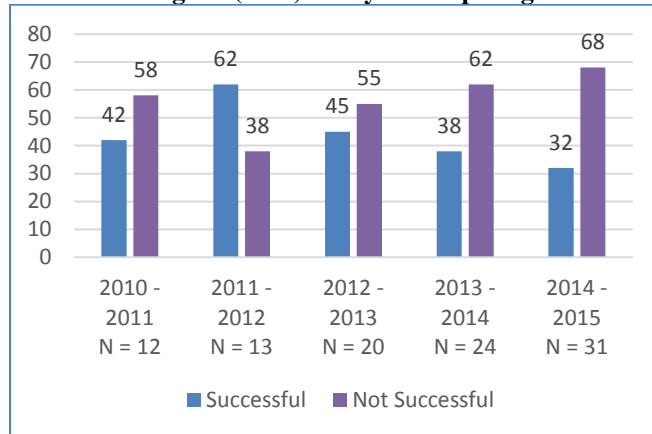


Academic

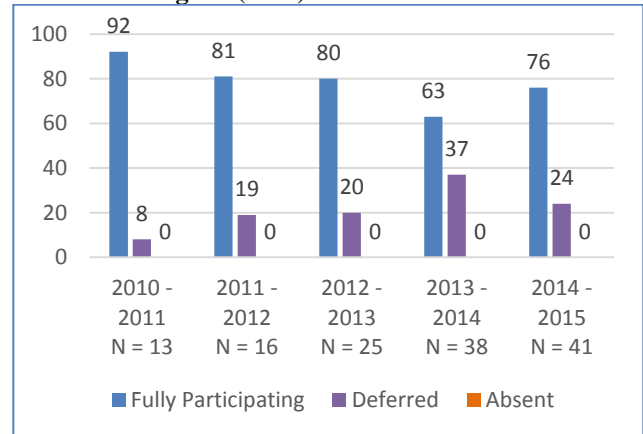
- For the last 5 years the Academic Grade 9 scores have not been reported publicly due to low numbers.

OSSLT – Percentage of Students

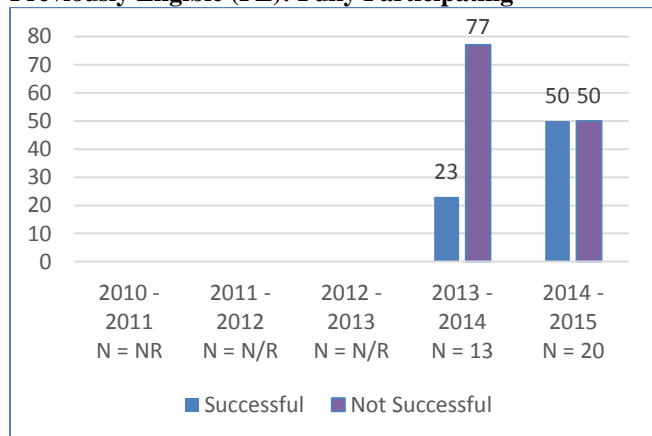
First Time-Eligible (FTE): Fully Participating



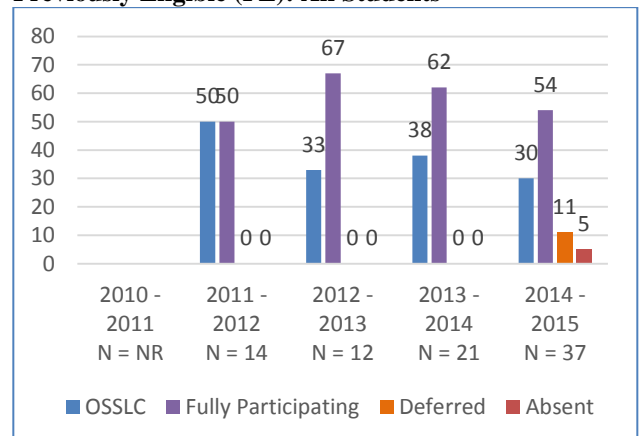
First Time-Eligible (FTE): All Students



Previously Eligible (PE): Fully Participating



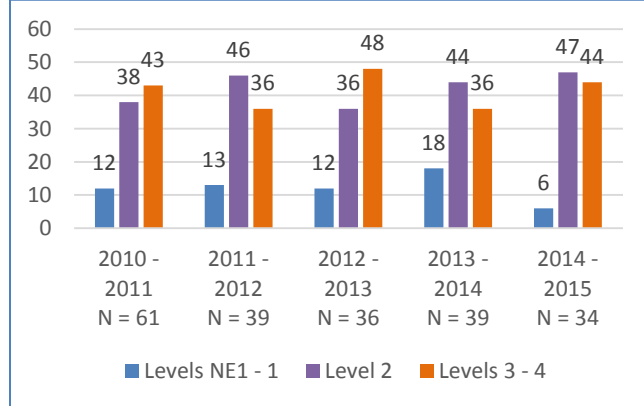
Previously Eligible (PE): All Students



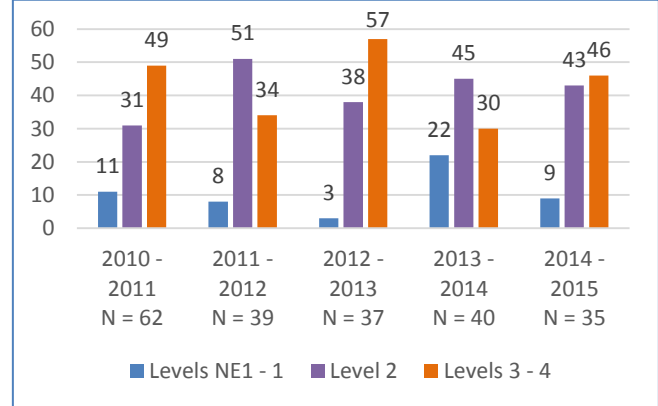
c) Students with Special Needs Identified as **Learning Disability**: EQAO and OSSLT Results Over 5 Years

EQAO Grade 3 – Percentage of Students

Reading

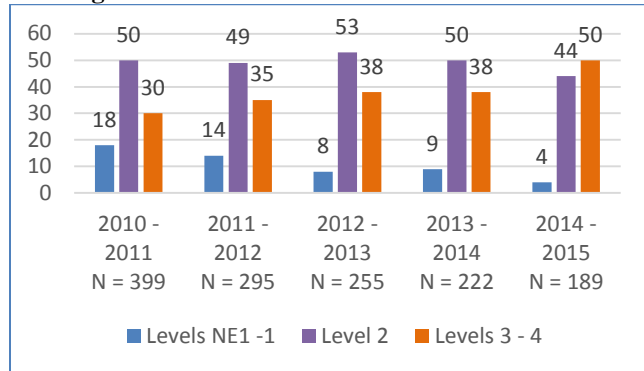


Math

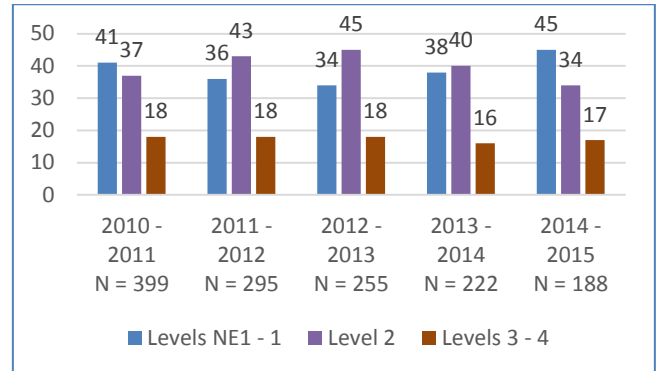


EQAO Grade 6 – Percentage of Students

Reading



Math

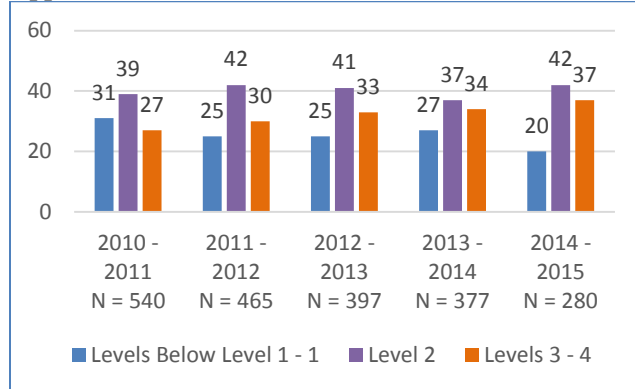


Exempt Rates for the Last 5 Years:

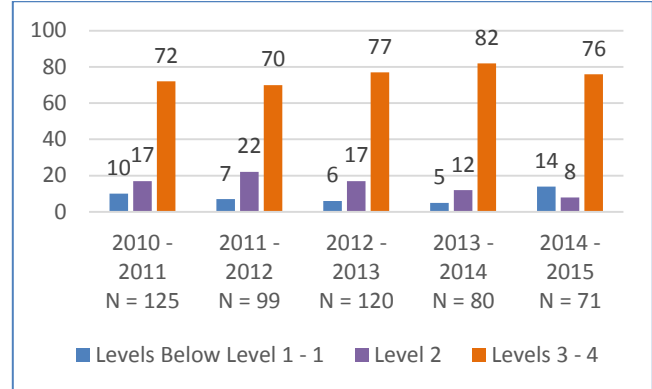
	2010 – 2011	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015
Gr. 3 Reading	8%	5%	6%	3%	3%
Gr. 3 Math	10%	8%	3%	2%	3%
Gr.6 Reading	3%	2%	1%	4%	2%
Gr. 6 Math	4%	3%	4%	4%	3%

EQAO Grade 9 Math – Percentage of Students

Applied



Academic

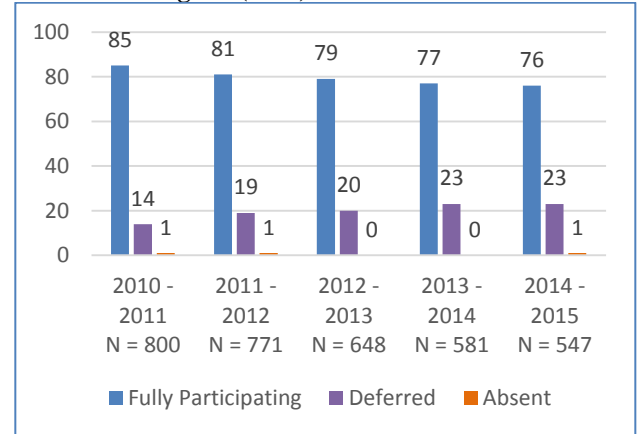


OSSLT – Percentage of Students

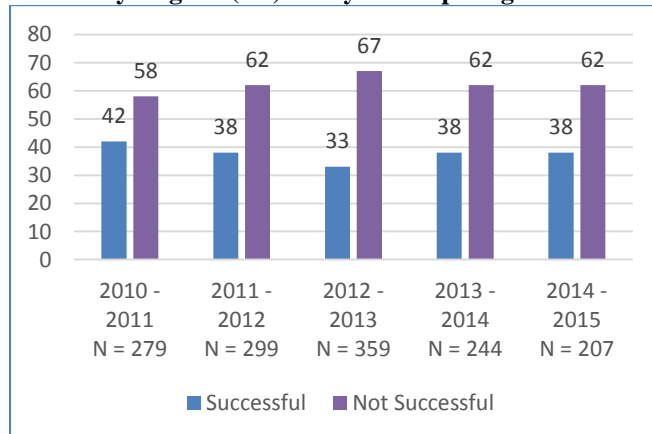
First Time-Eligible (FTE): Fully Participating



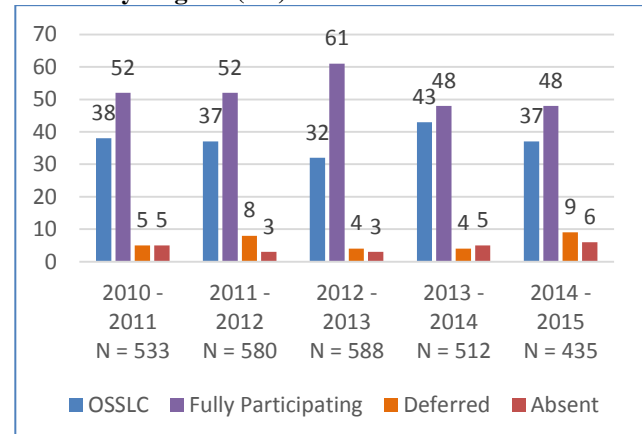
First Time-Eligible (FTE): All Students



Previously Eligible (PE): Fully Participating



Previously Eligible (PE): All Students



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

Part 2 - Reporting on Safe Schools Information for 2014-15

1. The Safe Schools Department continues to collect data on suspensions and expulsions in schools on an annual basis.
2. The September 2015 report recommended that safe schools metrics be disaggregated in order to identify student subgroups (e.g. IEP, racialized students, gender, etc.) and data patterns.
3. Overall from 2010/2011 to 2014/2015 there has been a 19% reduction in the number of suspensions issued to IEP students.
4. Below is a compilation extracted from the Safe Schools data shared with the Board on September 10, 2015, Student Achievement And Well Being, Catholic Education And Human Resources Committee:

ELEMENTARY SCHOOLS [Comparison with 2013-2014 data]

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

- *Increase in the number of Suspension Notices issued to males (172) and to females (17)*
1. *Slight increase in the number of Suspension Notices issued for “bullying” (19) with females (15) and males (4)*
 2. *Increase in the number of Instructional Days lost to Suspension for males (143)*
 3. *Decrease in the number of Instructional Days lost to Suspension for females (-7)*
 - *Increase in the number of males with an Individual Education Plan (IEP) who were suspended (27)*
 - *No change in the number of females with an Individual Education Plan (IEP) who were suspended*
1. *Slight increase in the number of males suspended 2 or more times (+35)*
 2. *Slight decrease in the number of females suspended 2 or more times (-13)*

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

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

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

SECONDARY SCHOOLS [Comparison with 2013-2014 data]

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

Some comparisons with the previous year (2013-2014) indicate:

- *A reduction in the number of Suspension Notices issued for all students (-84)*
- *A reduction in the number of Suspension Notices issued for males (-13)*
- *Slight increase in the number of Suspension Notices issued for females (5)*
- *Reduction in the number of males suspended under Section 306 of the Education Act. (-39).*
- *Increase in the number of females suspended under Section 306 of the Education Act. (49)*

Decrease in the number of Suspension Notices issued for "bullying" (-18) with females(-8) and males (-10)

- *Significant reduction in the number of Instructional Days Lost to Suspension for males (-461).*

- *Slight Increase in the number of Instructional Days Lost to Suspension for females (36)*
- *Significant Decrease in the number of males suspended 2 or more times (-50)*
- *Significant Decrease in the number of females suspended 2 or more times (-44)*

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

- ***Slight increase in the number of males with an Individual Education Plan (IEP) who were suspended (2).***
- ***Increase in the number of females with an Individual Education Plan (IEP) who were suspended (14).***

Although there is a slight increase in Suspensions for students with IEP's in the past year, when comparing this data to previous year totals, the number of suspensions issued remains less.

- *Slight decrease in the number of males Suspended Pending Possible Expulsion under Section 310 of the Education Act (-3)*
- *Slight decrease in the number of females Suspended Pending Possible Expulsion under Section 310 of the Education Act (-5)*
- *Slight increase for males in Board Expulsions (2)*
- *Slight decrease for females in Board Expulsions (-2)*
- *Significant decrease in School Expulsions for males (-11)*
- *Slight increase in School Expulsions for females (1)*

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

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

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

Perceptual Data: Examples

My School My Voice

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

Student Transition

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

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

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

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

Part 3 - Accountability Framework Committees

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

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

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

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

1. Autism

Goals Set in 2014/15:

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

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

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

Strategies Implemented

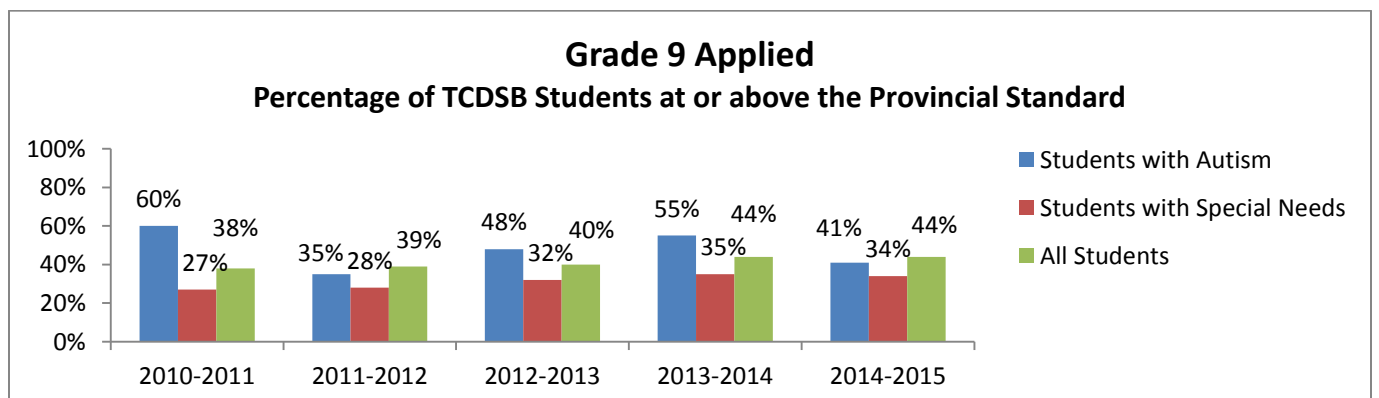
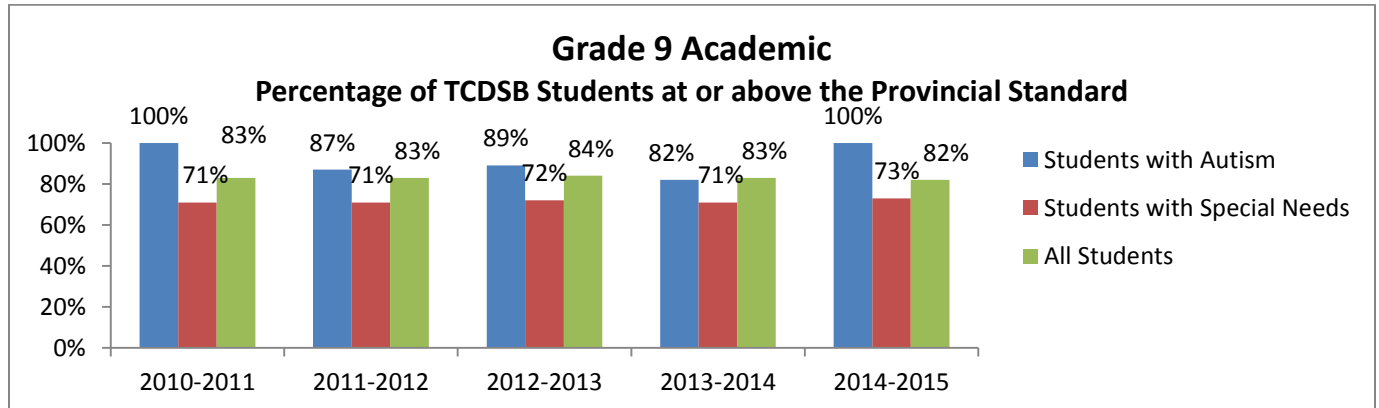
After reviewing EQAO results, it was noted that exemption rates for TCDSB students with Autism are high compared to provincial results for students with Autism – a difference of 6 to 8% in 2013-2014. So the committee developed a flow chart.

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

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

Results/Observations/Deliverables:

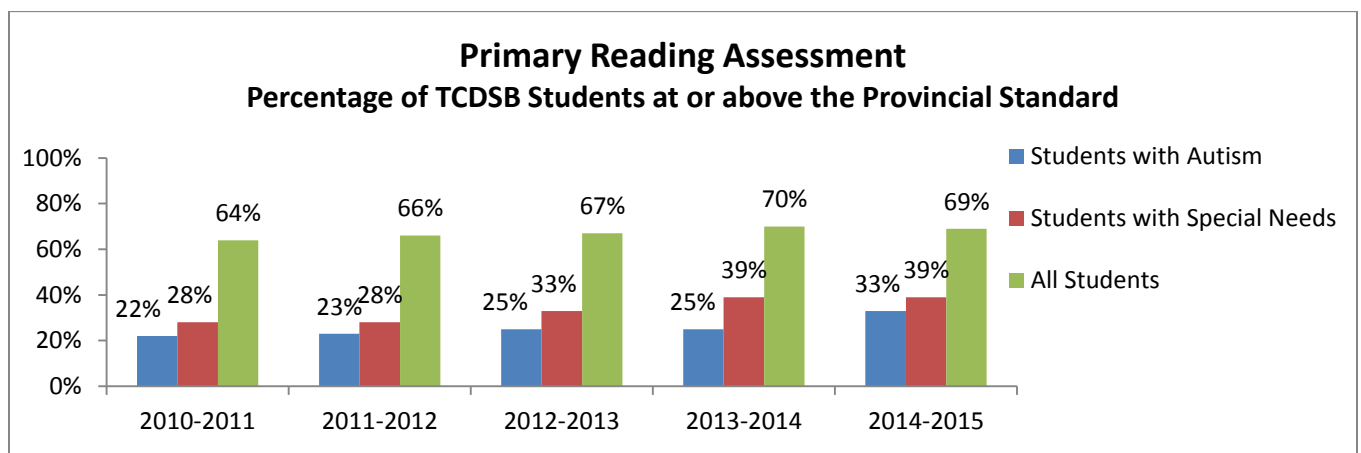
Overall, it appears that students with Autism achieve below their peers on provincial assessments in grades 3 and 6, they perform at levels closer to their peers on the OSSLT and the Grade 9 assessment of Mathematics. (Note that due to exceptional circumstances, there were no provincial results for primary,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



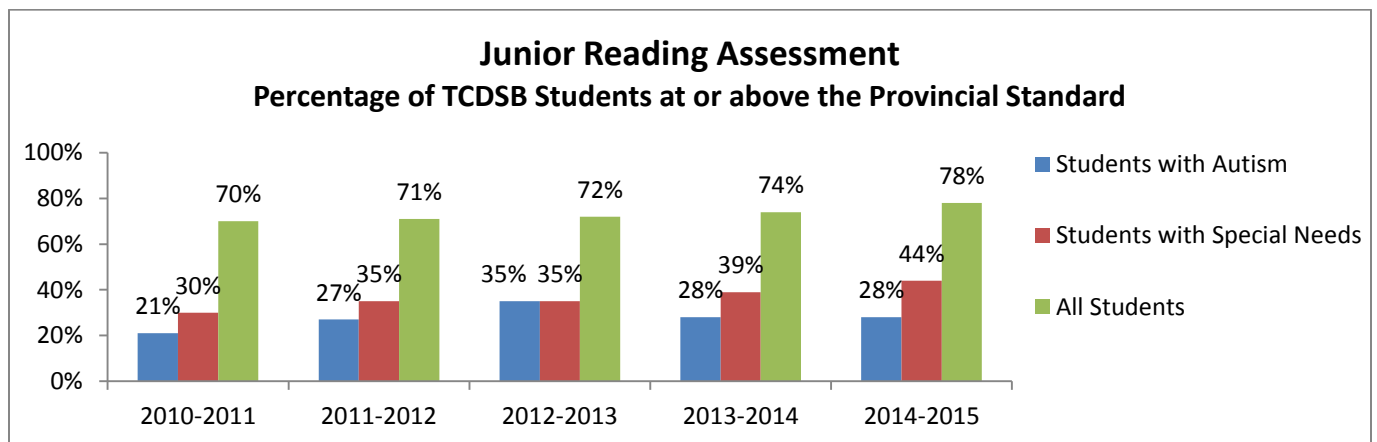
NOTE:

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

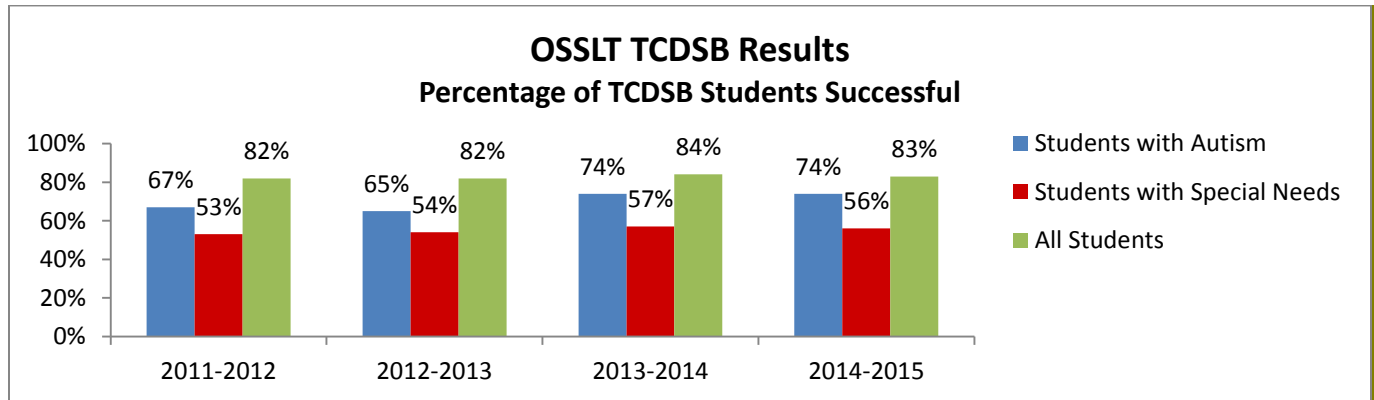
The results from the 2014-15 EQAO assessments indicate that primary reading results for students with Autism showed an 8% improvement from the previous year with 33% achieving at or above the provincial standard. The gap between students with Autism and all students was reduced to 36%.



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



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



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

OSSLT

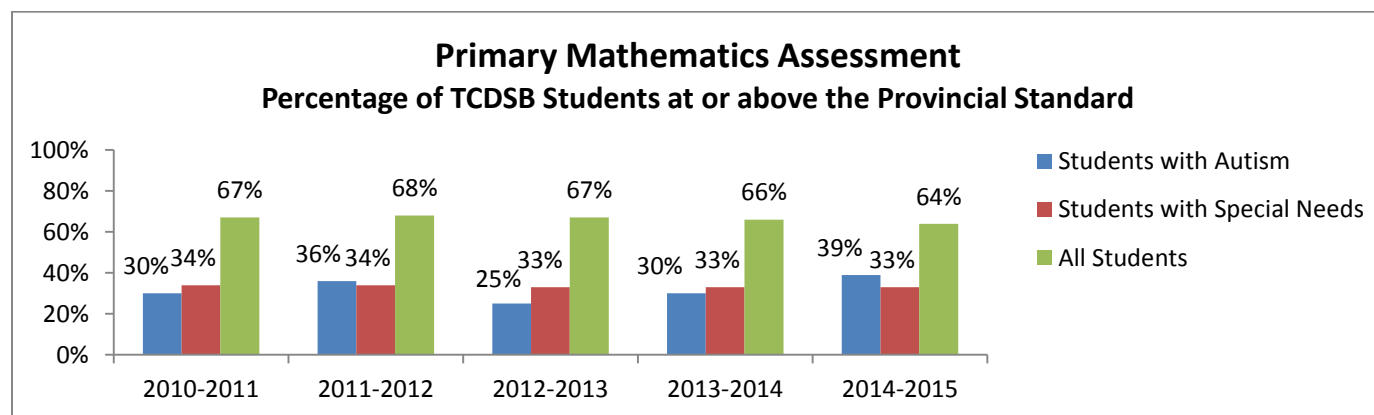
All Students with Special Education Needs (Excluding Gifted)	TCDSB Deferred									
	2010 - 2011 N = 1,215		2011 - 2012 N = 1,217		2012 - 2013 N = 1,139		2013 - 2014 N = 1,147		2014 - 2015 N = 1,182	
	n	%	n	%	n	%	n	%	n	%
	192	16%	252	21%	242	21%	262	23%	268	23%
Exempted	41		34		28		49		32	
Students with Special Needs identified as Autism	TCDSB Deferred									
	2010 - 2011 N = 22		2011 - 2012 N = 23		2011 - 2012 N = 44		2013 - 2014 N = 51		2014 - 2015 N = 56	
	n	%	n	%	n	%	n	%	n	%
	7	32%	8	35%	13	30%	13	25%	13	23%
Exempted	13		17		14		25		18	

NOTE regarding OSSLT:

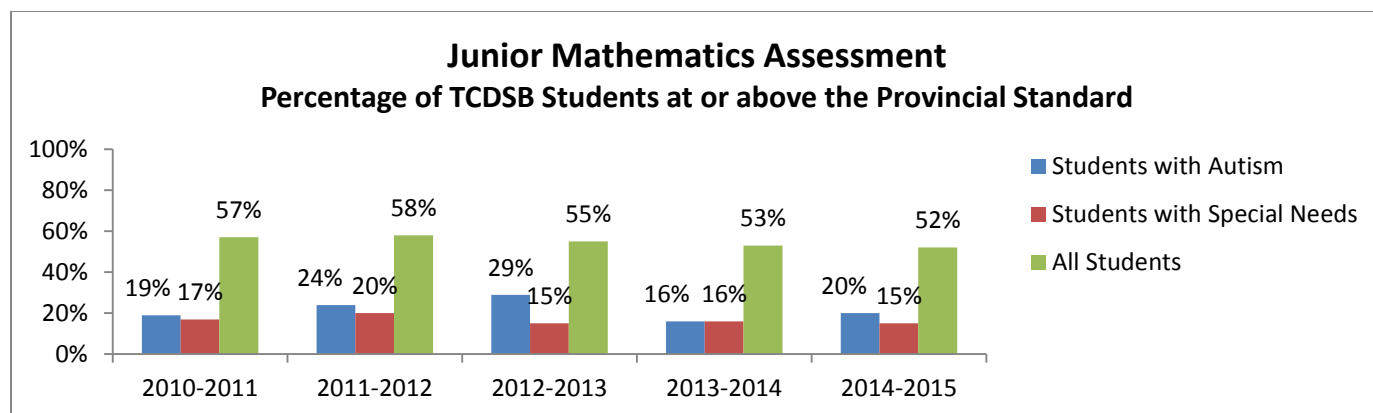
Deferred = Students' participation in the OSSLT can be deferred under several circumstances, as outlined in EQAO's Guide for Accommodations, Special Provisions, Deferrals and Exemptions. A student is categorized as deferred only if the school indicates a deferral. If a student completed any portion of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

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

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



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



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

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

Grade 3 Reading

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

Grade 3 Math

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

NOTE:

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

Grade 6 Reading

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

NOTE:

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

Next Steps:

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

Goals for 2015/16 and 2016/17

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

Strategies to be Implemented:

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

2. Behaviour

2014 - 2015 Goals:

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

Strategies Implemented:

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

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

Results/Observations:

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

Next Steps to Consider:

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

2015 – 2016 & 2016 - 2017 Goal:

Focus on social/emotional prerequisite skills for learning Reading, Writing and Mathematics through the development of social skills, self-esteem, self-advocacy and self-regulations skills.

Implementation Strategies for 2015 – 2016 & 2016 – 2017 Goal:

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

13. Continue to foster a Professional Learning Network through on-going e-mail communications amongst Behaviour ISP Teachers, CYWS and the Behaviour ISP Assessment and Program Teacher.
14. Continue support for the Behaviour ISP programs with the ISP Assessment and Program Teacher.
15. Develop a list of recommended classroom resources to support the development of social skills, self-esteem, self-advocacy and self-regulations skills.
16. Provide professional development regarding classroom management, self-regulation, building positive rapport and increasing collaborative activities during unstructured times such as recess.
17. Provide parenting workshops that promote positive parenting through better understanding of challenging behaviours.
18. In January 2016, The Student Support Resource Team (SSRT) became available to support elementary school staff who are working with children having difficulty regulating their behaviour and emotions. Each team consists of an experienced teacher and a CYW who work together with school staff to build their knowledge and capacity in improving challenging behaviours that interfere with optimal learning. Although requests focus on a particular child, the Student Resource Team can participate in a number of strategies including coaching, assisting in the development of behaviour support plans, providing small group or classroom based programs and even helping to initiate school wide interventions. A priority of the Student Support Resource Team is to assist school staff in continuing to provide an educational program for students in the regular classroom. Requests will be prioritized based on:
 1. the suitability of the student's presenting challenges,
 2. involvement of parents in planning and therapeutic interventions if applicable,
 3. classroom composition,
 4. evidence of previous strategies and school readiness to participate in capacity building strategies.
19. During the period of January – June 2016, the Student Support Resource Team will be involved with 24 schools throughout the TCDSB for 2.5 days/week up to an eight week period.

3. Blind/Low Vision (BLV)

Goal for 2015-16:

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

Strategies Implemented:

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

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

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

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

4. Deaf/ Hard of Hearing (DHH)

2014/2015 Goals:

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

Deliverables/learning/observations

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

Strategies used:

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

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

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

Strategies to be implemented 2015/2016:

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

2016/2017 Goals:

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

Strategies to be implemented 2016/2017:

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

events including D/HH Parent, social networking and through on-line newsletters.

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

2017/2018 Goals

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

Strategies to be implemented 2017/2018:

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

5. Gifted

2014-2015 Goal

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

Deliverables/learnings/observations

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

- Improvement of Learning Skills of Organization and Self-Regulation skills will assist students to set and achieve learning goals both inside

and outside school, manage their own learning and acquire the habits and skills necessary for the transition from Elementary to Secondary and into Post-Secondary settings. (The long term impact and the importance of these skills for future life success has been well documented in the professional literature.)

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

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

2014-15 data:

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

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

Strategies used:

1. Communicating and sharing information and strategies regarding this goal at meetings with Gifted Withdrawal and Congregated Program Teachers.
 2. Through a newsletter and through contact with the Gifted Withdrawal and Congregated Program Teachers, focusing on facilitating collaboration/communication between regular classroom teachers, Special Education Teachers (SET) and Withdrawal and Congregated Special Education Teachers of the Gifted Programs regarding students’ strengths, needs, learning skills and accommodations recorded in the Individual Education Plan (IEP).
- *Gifted Program October, 2014 Newsletter to TCDSB staff: Roles and Responsibilities of the Home School and Gifted Program and information pertaining to the IEP, Strategies for Organization.*

3. Providing information to students, staff and parents pertaining to transitions through:
 - *Strategies for dealing with periods of transition on TCDSB Public Portal (for parents)*
 - *Presentation for teachers and parents of the Gifted Program on the growth mindset of intelligence and developmental transitions between classroom placements, among grade divisions and among Elementary and Secondary panels - May, 2015*
4. Monitoring of longitudinal development and maintenance of Learning Skills of students with Giftedness for another cohort of students.

2015-2016 Goal

To continue to increase the percentage of students identified with Giftedness whose Self-Regulation and Organizational skills are rated as “excellent” on their Provincial Report Card. Measurement is focused on the 2013-14 Grade 6 cohort, and using the Grade 5 Term 2 Provincial Report Card, June 2013 as baseline. In this final stage of implementation of the goal, continue to focus on increasing and maintaining the improvement for this cohort through Grade 8 to ensure successful transition into secondary school.

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

Strategies implemented this year:

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

See: Gifted Program October, 2014 Newsletter to TCDSB staff: Roles and Responsibilities of the Home School and Gifted Program and information pertaining to the IEP, Strategies for Organization. (Newsletter was distributed board wide again in October 2015.)

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

Goals

To continue to increase the percentage of students identified with Giftedness whose Self-Regulation and Organizational skills are rated as “excellent” on their Provincial Report Card. Measurement is focused on the 2016-17 Grade 6 cohort, and using their Grade 5 Term 2 Provincial Report Card, June 2016 as baseline. The goal is to increase and to maintain the improvement for this cohort through Grade 8 to ensure successful transition into secondary school (therefore this is a 3-year goal).

Strategies planned:

- Sharing of information and strategies with TCDSB staff on the importance of and the strategies to develop self-regulation skills through:

Gifted Program October, 2016 Newsletter Focus: Self-Regulation information and strategies

Discussion at 2016 meetings for the Program Review Committee- Giftedness
- Communicating and sharing information and strategies regarding this goal at meetings with Gifted Withdrawal and Congregate Program Teachers.

- Building capacity for all teachers (regular classroom, Special Education, Gifted Withdrawal and Congregated Program Teachers, through communications and professional development activities.
- APT (Gifted Programs) supporting teachers in focusing on self-regulation and organization when visiting classes.
- Monitoring of longitudinal development and maintenance of Learning Skills of students with Giftedness, and comparing the development and maintenance of Learning Skills of students with Giftedness for the 2013-16 and 2016-19 cohort of students.

6. Language Impairment (LI)

Goals set in 2014/2015

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

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

Strategies Implemented:

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

- Implementation of the Empower Reading intervention in 15 Language Impairment-Intensive Support Program (LI-ISP) classes was supported. Data collection regarding Empower implementation continues to be monitored through the TCDSB Empower Committee.
- Resource materials were developed for students entering and exiting Kindergarten Language Programs (KLP) and LI-ISP classes to support successful transitions. Members of School Based Support Learning Teams (SBSLT) reported increased use of resource during team meetings and IPRCs.
- The new resource FIPPA, Focused Intervention Program for Phonemic Awareness, was piloted by SLPs in select schools. Preliminary pre- and post-intervention data indicates students made gains in decoding skills.
- An afterschool Professional Learning Network was established for LI-ISP teachers to facilitate mentorship, capacity building and professional learning. Positive feedback was received from teachers who participated.
- A list of recommended classroom resources to support literacy development was shared with LI-ISP teachers. A small number of teachers reported use of the resource document.
- Two Professional Learning Series were offered to Special Education Teachers working with students with LI and LI-ISP teachers to support IEP goal setting, classroom programming and use of interactive white board resources (e.g., SMART Board). Majority of teachers reported on workshop exit surveys that they found the workshops useful for their work with students with LI.
- Written resources to support literacy (self-reflective booklet for secondary students with LI that provides a forum for collaborative discussion, reflection and learning and a fact sheet (Language Difficulties: Classroom Strategies for Secondary Schools) were provided to Secondary Department Heads. A small number of schools reported consistent use of the resources

Results/Observations/Deliverables

Grade 3 Literacy

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

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

Grade 6 Literacy

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

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

OSSLT

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

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

Next Steps to Consider

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

Goals for 2015/2016 and 2016/17

2015/2016

- 1) If LI-ISP teachers engage in a collaborative study, then they will deepen their capacity to understand the learning needs of students with LI and refine instruction to improve student learning and achievement. Progress will be

measured by perceptual data (e.g., surveys, interviews) and behavioural data (e.g., work samples, classroom observations).

- 2) If reading instruction for primary students with LI is directly focused on decoding and comprehension, then we can continue to reduce the achievement gap in primary literacy. Progress will be monitored over two years (2015/16 and 2016/17) by data collection regarding Empower Reading implementation and student achievement, evidence-based interventions such as SKIPPA (Senior Kindergarten Intervention Program for Phonemic Awareness) and FIPPA (Focused Intervention Program for Phonemic Awareness), and analysing CAT4 and EQAO data.

2016-2017

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

Strategies to be implemented:

2015/2016 Strategies

- LI-ISP teachers to participate in collaborative study to examine and develop indicators of functional oral language skills.

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

2016/2017 Strategies

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

- Other strategies to be determined following review of 2015/2016 data and needs.

7. Learning Disability (LD)

Goals set in 2014-15

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

Strategies implemented

In mathematics:

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

In reading:

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

General strategies:

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

Results:

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

On the Grade 9 EQAO, 76% of students with LD in the Academic and 37% in the Applied stream reached provincial standards, compared to 82% and 44% of all Grade 9 students, respectively.

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

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

Observations:

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

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

- **Next Steps to consider**

Investigating possible solutions for increasing the use of assistive technology for students with LD through a collaborative inquiry with an elementary and a secondary school participating.

Progress in reading and mathematics will be monitored by collecting data regarding Empower Reading implementation and student achievement, and analysing CAT4 and EQAO data as well as collecting data from Intensive Support Programs classes using JUMP math.

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

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

- **Strategies that will be implemented**

Assistive Technology

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

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

Mathematics:

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

Reading:

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

General strategies:

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

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

8) Mild Intellectual Disability (MID)

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

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

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

Goals for 2015-16

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

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

Goals Set in 2014/15:

Developmental Disability Program Goals:

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

Multiple Exceptionalities Programs Goals:

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

Strategies Implemented

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

Results/Observations/Deliverables:

Developmental Disability (DD) Programs:

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

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

Developmental Disability (DD)	Grade										Total
	JK	SK	1	2	3	4	5	6	7	8	

2012-2013	2	6	7	4	4	9	8	6	13	7	66
2013-2014	0	3	6	11	5	5	9	4	6	9	58
2014-2015	1	0	3	7	10	9	5	13	15	11	74

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

Multiple Exceptionalities Programs

- i. Alternate achievement measures were analysed for students identified with a Multiple Exceptionality as EQAO results were not an appropriate measure for this group of students.
- ii. Based on the June 2015 Alternative Report Card, for elementary students identified with Multiple Exceptionalities, 58% of the overall number of functional literacy skill expectations were met, as outlined in students' IEP. This represents a 7% increase when compared to results from June 2014.
- iii. For 2014/2015 a numeracy goal was identified and was analysed based on the functional numeracy skill expectations on the June 2015 Alternative Report Card. Results for functional numeracy skill expectation indicate that 57% of these expectations were being met by ME students. This represents a 5% increase when compared to results from June 2014.

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

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

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

Next Steps (DD/ME):

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

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

Goals for 2015/16

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

Strategies to be Implemented

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

Part 4 - Update on Special Education Program Implementation

1. Empower Update for 2014/2015

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

TCDSB continues to offer an intervention intended for students in Grades 2-5 who have demonstrated significant difficulties in decoding and spelling. In the past 3 years, it has also offered both a decoding program for students in Grades 6 to 8 and another intervention focused on Comprehension and Vocabulary. In 2014-15, 435 students participated in the decoding program for Grades 2 to 5 and 65 students in the newer program for grades 6 to 8. 76 students participated in Grade 2 to 5 Comprehension.

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

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

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

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

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

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

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

Kindergarten Language Program (KLP) Update for 2014/2015

Success/Implementation Stage

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

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

6. JUMP Math Update for 2014/2015

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

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

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

1. Teachers generally noticed substantial improvement in student math performance, especially in number sense and numeration. They also observed that students are more motivated and comfortable with mathematics. Parents also provided good feedback and appreciated being able to understand and follow their students mathematical lessons without complicated verbiage.
2. While teachers thought that students made considerable process in numeration, some also thought it was an area in which students could use more support – especially in applying their work. Some teachers also thought that students need help with the more abstract mathematical concepts.
3. Teachers track student progress most often through unit tests and quizzes, observations and anecdotes and student notebooks. The methods varied by grade.
4. A similar survey will be administered in the spring of 2016 and results will be reported next fall.

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

1. Checklists to record student mastery of Ontario curriculum expectations throughout the school year. A draft checklist will be given to JUMP teachers in the spring to record student progress and for feedback on its value as an assessment tool.
2. Mathematical components of the Woodcock-Johnson, a standardized test well regarded for its norms will be adapted for use with Special students in ISP classes. A pilot last year provided preliminary evidence that LI students in grades 1 to 4 improve in some aspects of math, but have difficulty with important concepts such as proportions (including simple division). The use of assistive technology and manipulatives that Special students use in class will also be investigated.

3. Lexia Update for 2014/2015

Lexia Reading, is a reading intervention which aims to advance foundational reading development for students, pre-K to Grade 4, and accelerate reading development for at-risk students in Grades 4-12. This web-based individualized reading intervention provides explicit, systematic, structured practice on the essential reading skills of phonological awareness, phonics, fluency, vocabulary and comprehension. Students practice and learn these skills by interacting with the online program, as well as by receiving teacher-led Lexia lessons and paper-based practice activities. Students can access Lexia Reading from school, home, public library, etc. TCDSB implements Lexia as a Tier 2 and Tier 3 intervention to facilitate the development of reading skills for students. Schools are eligible for accessing up to 10 centrally purchased licenses.

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

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

D. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

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

ANNUAL DPA UPDATE 2015-2016

*"Beloved, I pray that all may go well with you and that you may be in good health, as it goes well with your soul." 3
John 1:2*

Created, Draft	First Tabling	Review
May 24, 2016	June 2, 2016	Click here to enter a date.
D. Koenig, Superintendent of Education, Curriculum and Accountability		
INFORMATION REPORT		

Vision:

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

Mission:

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



G. Poole

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

This report provides a status update in regards to the implementation of daily physical activity for 20 minutes in all TCDSB elementary schools as per Policy Program Memorandum #138 from the Ministry of Education.

B. PURPOSE

1. The Board of Trustees have requested a yearly update on the status of implementation for the 20 minutes of daily physical activity required by the Ministry of Education.

C. BACKGROUND

1. Policy Program Memorandum 138 mandated all Ontario School Boards to implement daily physical activity for 20 minutes in all elementary schools. Consequently, school boards must ensure that all elementary students, including students with special needs, have a minimum of twenty minutes of sustained moderate to vigorous physical activity each school day during instructional time. The goal of daily physical activity is to enable all elementary students to improve or maintain their physical fitness and their overall health and wellness, and to enhance their learning opportunities. Daily physical activity may include walking, active games, dance, aquatics, sports, and fitness and recreational activities, where facilities permit (Appendix A).
2. The Board of Trustees have requested an annual report on DPA to be presented at the June Student Achievement meeting.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The Curriculum and Accountability Department conducted an online survey for principals and students to complete (Appendix B). The principal survey was sent to all elementary principals. The student survey was sent to 24 schools that were randomly selected, representative of all regions of the TCDSB (3 schools per area). The survey indicates that the majority of

students continue to enjoy DPA in their elementary school. The main concern highlighted by principals to full implementation of DPA continues to be the timetabling challenge in the scheduling of the school's specialty teachers. Successful implementation, both noted by Ministry staff and our own teachers and principals, highlights a school wide approach that uses a common time for DPA to occur in the school. The scheduling of the specialty teachers has continued to create a challenge when implementing a common time for all classes to participate in DPA activities.

2. Principals appreciated many of the resources that were sent to the schools and specifically noted the following resources (Appendix C):
 - a) DPA in Your Class
 - b) Winter DPA Activities (Toronto Public Health)
 - c) OPHEA Fitness Activity Cards
3. The reduction of program coordinators has resulted in a different approach to supporting schools with the implementation of DPA. We have provided to schools specific resources that could support schools and teachers with the implementation of DPA. These resources do not require support through professional development for implementation in the classroom, outside or in the gymnasium. The resources are descriptive and self-explanatory allowing the classroom teacher to implement the activities to support their DPA program.
4. Our Health and Physical Education teacher has ensured that any professional development sessions offered to our classroom teachers and our HPE specialists included a component on supporting and implementing DPA in the regular classroom.

E. METRICS AND ACCOUNTABILITY

1. Area Superintendents will confirm during a school visit with the principals that all elementary school classrooms have a scheduled DPA time within the classroom timetables and encourage, as much as possible, the use of student leaders conducting the DPA sessions at a common school time.
2. Our HPE resource teacher will continue to provide information regarding the implementation of DPA at the elementary level during all appropriate professional development sessions held during the 2016-2017 school year.

3. The HPE Department will continue to work with the Partnership Development Department to support the increase of physical activity within our elementary schools.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

Appendix A

PPM 138 – Daily Physical Activity in Elementary Schools

Date of Issue: October 6, 2005

Effective: Until revoked or modified

Subject: **DAILY PHYSICAL ACTIVITY IN ELEMENTARY SCHOOLS,
GRADES 1 and 8**

Application: Directors of Education
Supervisory Officers and Secretary-Treasurers of School Authorities
Principals of Elementary Schools

Introduction

The Ontario government is committed to supporting a healthy school environment. Physical activity is essential for the proper growth and development of children and youth. Providing elementary students¹ with opportunities to be physically active can have a positive impact on their physical, mental, and social well-being. In particular, physical activity is likely to have an impact on student achievement, readiness to learn, behaviour, and self-esteem. Positive experiences with physical activity at a young age also help lay the foundation for healthy, productive lives.

Physical inactivity has become a serious health and social issue for Canadian children and youth. Research indicates that activity levels for the majority of children and youth are not sufficient for healthy growth and development, and that many young people do not have an opportunity to be physically active every day.² In addition, during the past twenty-five years, obesity rates among children have increased substantially, with the result that a large number of children face the risk of developing such serious illnesses as heart disease, type 2 diabetes, hypertension, stroke, and some cancers.³

In this context, it should also be noted that Ontario's Chief Medical Officer, Dr. Sheela Basrur, has called on "all levels of government, the health sector, the food industries, workplaces, schools, families and individuals to become part of a comprehensive province-wide effort to change all the factors that contribute to unhealthy weight. We must act now to create communities that promote healthy eating and regular physical activity."⁴

The Requirement

The Ministry of Education supports and promotes the participation of students in daily physical activity. Consequently, school boards⁵ must ensure that all elementary students, including students with special needs, have a minimum of twenty minutes of sustained

moderate to vigorous physical activity each school day during instructional time. The goal of daily physical activity is to enable all elementary students to improve or maintain their physical fitness and their overall health and wellness, and to enhance their learning opportunities.

Daily physical activity may include walking, active games, dance, aquatics, sports, and fitness and recreational activities (where facilities permit).

Implementation

Daily physical activity may be incorporated into the instructional day in a variety of ways. For instance, twenty minutes or more of physical activity during a scheduled health and physical education class would meet the daily physical activity requirement. Since physical activity is only one component of a complete health and physical education program, there will be days when a health and physical education class does not include physical activity. On these days and on days when no health and physical education class is scheduled, other opportunities for at least twenty minutes of physical activity during the instructional day will need to be provided. Integrating physical activity into other curriculum areas is one appropriate strategy.

All activities must be adapted, as appropriate, to ensure that students with special needs can participate in them. Such adaptations must be consistent with the accommodations and/or modifications that are typically found in a student's Individual Education Plan.

Since individual classes may be at different stages of implementation, daily physical activity may initially occur in several short sessions (a minimum of ten minutes each) over the course of the school day. Elementary school principals will make their best effort to ensure that students are receiving at least twenty minutes of sustained moderate to vigorous daily physical activity during instructional time as soon as possible, and will meet this objective by the end of the 2005-06 school year.

Safety

Providing physical and social environments that encourage and enable students to engage in safe and enjoyable physical activities will continue to be important. As indicated in *The Ontario Curriculum, Grades 1 & 8: Health and Physical Education, 1998*, procedures must be developed to ensure the highest level of safety, while allowing students to engage in a broad range of activities.

Reporting and Accountability

School boards will monitor the implementation of the policy on daily physical activity to ensure that all elementary students are provided with the opportunity to be active for at least twenty minutes each day during instructional time. School boards and principals should also take appropriate action to ensure that parents are kept informed of their

children's participation in activities.

- [1.](#) For the purposes of this memorandum only, elementary students refers to students in Grades 1 to 8 in publicly funded schools.
- [2.](#) *2004 Ontario Chief Medical Officer of Health Report: Healthy Weights, Healthy Lives* (Toronto: Ministry of Health and Long-Term Care, Ontario, 2004), p. 2.
- [3.](#) *The World Health Report, 2002: Reducing Risks, Promoting Healthy Life* (Geneva, Switzerland: World Health Organization, 2002), p. 61.
- [4.](#) *2004 Ontario Chief Medical Officer of Health Report*, p. 3.
- [5.](#) In this document, *school board(s) and board(s)* refer to district school boards and school authorities.

APPENDIX B

Daily Physical Activity (DPA) Research Summary

In the spring of 2016, feedback was gathered from all TCDSB elementary schools regarding Daily Physical Activity (DPA) to learn about how DPA is implemented in schools, what works, and what can be improved. In collaboration, central staff (Curriculum and Accountability, Health/Physical Outdoor Education, Educational Research) designed online surveys for principals and students. These surveys were sent to schools on April 19, 2016.

All elementary schools received the Principal Survey. The Student Survey was sent to 24 schools that were randomly selected, representative of all regions of the TCDSB (3 schools per Area). These 24 schools were asked to engage one class of Grade 6 students in completing the DPA Student Survey. There were 88 responses to the DPA Principal Survey and 712 responses to the DPA Student Survey. The questions asked on the surveys and responses are summarized below. For the closed-questions, results are expressed in terms of overall percentages; for the open-ended questions, the numbers in parentheses indicate the total number of respondents offering a particular comment.

A. DPA Principal Survey (n = 88)

1. What time of day do you find is the best time to do DPA?

- Beginning of school day - 24%
- Before recess – 8%
- After lunch recess – 16%

Comments: The remaining 50% offered a variety of responses; the top responses were 'at the teachers discretion' (26); before lunch (10).

2. Does the whole school do DPA at the same time?

- Yes - 31%
- No - 69%

3. Do divisions participate in DPA differently?

- Yes - 58%
- No - 42%

Comments: There were no consistent differences in the way divisions delivered DPA.

4. Do you complete the full 20 minutes of DPA all at one time or break it up into two 10 minute DPA sessions?

- One 20-minutes DPA session - 51%
- Two 10-minutes DPA sessions - 19%

Comments: The remaining 30% indicated varying responses.

5. Do you use Intermediate students as "student leaders"?

- Yes - 27%
- No - 73%

6. How is DPA having an impact on your school?

	Strongly Agree/Agree	No Impact	Disagree/Strongly Disagree
Students are more engaged	58%	35%	7%
Students are healthier	58%	35%	7%
Students are enjoying school	59%	38%	3%
Staff is healthier	27%	60%	13%
Student attendance is improved	16%	71%	13%
School is more aware of a healthy lifestyle	75%	22%	3%
I have seen no positive impact	16%	34%	50%

7. The following resources were sent to all schools during the 2015-2016 school year.

Percent who rated 'useful' or 'very useful' are shown below.

- International Walk to School Day - 43%
- Go Noodle website - 48%
- DPA in your Class (PHE Canada) – 92%
- Into Health Partnership – 59%
- Winter DPA Activities (TPH) – 80%
- Winter Walk Day – February 23 – 36%
- OPHEA Fitness Activity Cards – 85%

8. Do you want more resource assistance for DPA for your school?

- Yes - 27%
- No - 73%

Comments: Some suggestions were offered (e.g., posters, OPHEA fitness activity cards, school wide assembly).

9. What challenges do you find with implementing DPA in your school?

Comments: Timetabling appeared to be that main challenge (43).

10. *Additional Comments were offered by 17 staff. DPA has made a positive difference in our school (5); not fully embraced by all staff (4).*

B. DPA Student Survey (n = 712)

1. Do you enjoy the DPA program in your school?

- Yes - 88%
- No - 12%

2. What do you like about DPA? (Check off as many boxes as you want)

- It's fun and I get to move around with other students - 69%
- I get a good workout - 45%
- It gives my thinking a break and lets my body work - 47%
- I have learned new activities - 33%
- It is easier to pay attention in class after DPA - 18%
- I have more energy - 19%

3. What would make it better? (Check off as many boxes as you want)

- If we did it every day - 54%
- If we did it as a whole school activity - 17%
- If we did it at the same time every day - 26%
- If we had more variety of activities - 51%
- Other ideas - 20%

Comments: Top 'other ideas' included: More time for DPA (36); do DPA outdoors (10); add music or better music (9); add dance (6).

Appendix C

DPA RESOURCES SENT TO SCHOOLS 2015-16

- 1. International Walk to School Day –email Oct. 1/15**
- 2. Go Noodle website www.gonoodle.com –e-mail Oct. 8/15**
- 3. DPA in your Class (PHE Canada) –e-mail Nov. 5/15**
- 4. Into Health Partnership –see Dec. email (Koenig)**
- 5. Winter DPA Activities (TPH) - e-mail Jan. 8/16**
- 6. Winter Walk Day-February 3rd – e-mail Feb 1/16**
- 7. OPHEA Fitness Activity Cards –sent to schools Feb. 17/16**



REPORT TO

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

HOMEWORK GUIDELINES

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

Created, Draft	First Tabling	Review
April 25, 2016	May 5, 2016	Click here to enter a date.
D. Koenig, Superintendent of Curriculum and Accountability		
INFORMATION REPORT		

Vision:

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Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

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

B. PURPOSE

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

C. BACKGROUND

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

D. EVIDENCE/RESEARCH/ANALYSIS

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

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

E. CONCLUDING STATEMENT

This report is for the consideration of the Board.

Homework Guidelines of the Toronto Catholic District School Board

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

OUR VISION OF THE LEARNER

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

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

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

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

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

1. Definition of Homework

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

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

2. Purpose of Homework

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

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

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

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

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

3. Time Guidelines

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

4. Types of Homework

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

There are four main types of homework:

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

5. Provisions for students with different needs

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

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

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

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

The **school**:

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

The **teacher**:

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

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

The parent:

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

The student:

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

HOMEWORK TIPS

Tips for teachers:

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

Tips for parents:

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

Tips for students:

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



REPORT TO

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

21ST CENTURY LEARNING ANNUAL UPDATE

*"The digital world can be an environment rich in humanity;
A network not of wires but of people."
Pope Francis*

Created, Draft	First Tabling	Review
May 24, 2016	September 8, 2016	Click here to enter a date.
L. DiMarco – Superintendent of 21 st Century Learning J. Russo – Technology Enabled Learning & Teaching Contact		
INFORMATION REPORT		

Vision:

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Christ. We educate students to grow in grace and
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charity*



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Associate Director of Academic Affairs

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Facilities

C. Jackson

Executive Superintendent of Business
Services and Chief Financial Officer

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

1. At the Board meeting of May 30, 2013, the following motion was approved:

That the Board approve the TCDSB Five-Year Plan for 21st Century Learning in Appendix A.

This report will serve as an update of the work being done in the TCDSB around 21st Century Learning.

B. PURPOSE

1. The 21st Century Learning Five-Year Plan (May 2013) requires that an annual progress report be provided for trustees at the Student Achievement and Well-Being, Catholic Education and Human Resources Committee.
2. This report reviews the progress that has been made in our five-year plan, and the success of its implementation.

C. BACKGROUND

1. Over the past few years there has been an abundance of academic focus on the skills and competencies that will be required of today's students as they move into the world of work, and how to address their learning needs for our 21st century world.
2. The 21st Century Learning skills and competencies that students need are common throughout the curriculum.
3. The TCDSB 21st Century Learning Five-Year Plan was approved in May 2013.
4. Project NeXt and the NeXt lesson are the framework for 21st Century Learning in the TCDSB, and they form the basis of our 21st Century Learning Five-Year Plan.
5. The Ontario Catholic School Graduate Expectations and the Growing Success Learning Skills are an integral part of the NeXt Lesson.

6. The NeXt Student is at the core of the 21st Century Learning Five-Year Plan.
7. The plan is divided into three phases. The NeXt Administer, the NeXt Teacher and the NeXt Parent.
8. During the NeXt Administrator Phase all Superintendents, Principals and Vice Principals were inserviced on the NeXt Lesson. This phase is ongoing as the NeXt Lesson is referenced in all of the Professional Development work, and consultation with the TCDSB21C Department continues with our Principals and Vice Principals.
9. The NeXt Teacher phase is ongoing. The TCDB21C Department continues to incorporate the NeXt Lesson into all the PD it delivers. The TCDB21C Department has also worked with all other TCDSB curricular departments to infuse the competencies of the NeXt Lesson in the professional development they deliver.
10. The NeXt Parent phase is ongoing. The TCDSB21C Department continues to work with Catholic School Parent Councils to understand 21st Century Learning and investments in resources to support it. This year TCDSB21C worked with the Ontario Association of Parents in Catholic Education (OAPCE) to educate parents on the use of Google Apps for Education to support all students. TCDSB21C presented two sessions at the Special Services Parent Engagement Resources Event on the use of Google Apps for Education. A showcase for parents highlighting many of the 21st Century Learning projects within the TCDSB was planned for June 2016, however placed on hold due to labour disruptions.
11. This year, the TCDSB21C Department emphasized the following: i) the competency of Use of ICT for Learning, ii) STEAM Education (Science, Technology, Engineering, Arts and Mathematics) and iii) the use of Google Apps for Education.
12. The implementation of Google Apps for Education this year, provided every student with a TCDSB email account. All students and staff were provided with an unlimited Google storage drive and access to Google Applications: Docs, Sheets, Slides, Forms, Drawings. All students and staff were given access to Synergyse a Google Chrome extension that puts a virtual guide

into Google Apps, to provide training on the use of the products. We continue to test additional tools with Google Apps for Education and will roll out new functionality in the coming year.

D. EVIDENCE/RESEARCH/ANALYSIS

Legend

5 Year Plan Phase - The NeXt:

S = Student T = Teacher P = Parent A = Administrator

NeXt Lesson Competency (C):

1 = Collaboration

2 = Knowledge Construction

3 = Real World Problem Solving and Innovation

4 = Skilled Communication

5 = Self-Regulation

6 = Use of ICT for Learning

Project Name	Phase				C
	S	T	P	A	
Commissioning of TCDSB21C Deputies: In September, TCDSB21C inserviced all Central Academic Resource Teachers to assist in the implementation of the NeXt Lesson Competencies into all centrally hosted professional development and their work with students and administrators across the system.	✓	✓		✓	All
Digital Learning Day: (Approximately 150 Teachers) February 17 th 2016, staff were invited to share how they are incorporating digital learning in their learning activities to enhance student engagement. Sharing took place through two TCDSB21C Digital Learning Community forums: Google Classroom and Twitter. Forty-four staff joined the classroom and entered into various conversations by replying to questions and sharing their work, their students' work and/or other artefacts. Staff joined a Twitter chat through the #TCDSB21C hashtag by replying to questions tweeted every hour during the school day by TCDSB21C. Over 100 tweets were posted by staff.		✓		✓	All Focus on 6

Project Name	Phase				C
	S	T	P	A	
21C Innovators Professional Learning Sessions with Lead Learners: (3 sessions x 8 teachers and 16 vice principals) 21C Innovators is organized by a steering committee which is comprised of two VPs and one teacher from each of the 8 area superintendencies. The TCDSB21C team facilitated professional learning sessions for the lead learners so that they in turn could provide 3 professional learning sessions for the participating teachers in their areas.		✓		✓	All Focus On 6
21C Innovators: (Approximately 200 Teachers x 3 full days = 600 Teacher PD Sessions) 2015-2016 Focus: Use of ICT for Learning – Highlighting Google Apps for Education 21C Innovators is designed to build capacity in the system for 21C Learning as outlined in the NeXt Lesson. 21C Innovators is organized by a steering committee which is comprised of VPs from each of the 8 area superintendencies (as per entry above). As lead learners, the VPs and teacher, develop and offer professional development to 1-2 teachers from each of the schools in their area (about 25-50 teachers per area). Each group of teachers participates in 3 days of professional development. They work with their area colleagues to explore the competencies of the NeXt Lesson, and how to integrate these competencies into their lesson planning. The expectation is that the teachers who participate will share their learning with colleagues at their own school.	✓	✓		✓	All Focus On 6

Project Name	Phase				C
	S	T	P	A	
Growing Success Elementary Report for Elementary Teachers: (1 Principal and 1 teacher rep per school = 175 people) Over a period of two weeks, we provided support to school report card administrators to set up the report card program. This must be completed in order for teachers to be able to input their comments and marks.		✓		✓	6
New Teacher Induction Program: Growing Success Elementary Report: (2 sessions x 30=60 people) Support was offered to NTIP teachers on completing the progress report and the term report card. Teachers were introduced to the program and provided with tips on how to formulate comments based on the Growing Success document.		✓			6
Mobile Device Management: for Principals and volunteer teachers to facilitate the purchase and deployment of apps on the iPads (2 sessions x 30=60) The department provided MDM training for New administrators, resource staff and a refresher for anyone else who requested it. The session covered the purchasing of apps through Apple's VPP, and then the distribution of purchased apps to iPads through the MDM web application.		✓		✓	6
English Language Learners Initiative: (25 Teachers x 3 Days = 75 Teachers PD Sessions) TCDSB21C worked with the English Language Learners Department highlighting the use of Google Apps for Education tools for teachers and students in the classroom, and how they could be used to support students' development of critical thinking skills and language development in the classroom.		✓			1, 2, 4, 5, 6

Project Name	Phase				C
	S	T	P	A	
The Use of Assistive Technology: (Support for All Schools as Needed, Approximately 50 Teachers Supported) Support was offered as needed to teachers in the use of Assistive Technology with students with special needs. Assistive Technology is any item, piece of equipment, software or product system that is used to increase, maintain, or improve the functional capabilities of individuals with disabilities. Assistive Technology includes products and services to help people who have difficulty speaking, typing, writing, remembering, pointing, seeing, hearing, learning, etc. This support will be expanded with the implementation of Google Apps for Education extensions. <ul style="list-style-type: none"> • Approximately 3 school visits to assist teachers with regular use of Assistive Technology • Regular phone and email support to all schools • An Assistive Technology workshop was offered as part of the New Teacher Induction Program (1 x 30 = 30 people) • Intensive Support for Students with very high needs at 3 schools • Support schools with EQAO prep and software support for the administration, to students with special needs, of the Gr 3 and 6 Reading, Writing & Mathematics Assessments; Gr 9 Mathematics Assessment and the Gr 10 Ontario Secondary School Literacy Test 	✓	✓	✓	✓	1, 2, 4, 5, 6
Grade 9 Applied Math iPad Professional Learning Sessions with Facilitators: (3 sessions x 16 Teachers and 1 Vice Principal) The TCDSB21C and Mathematics departments facilitated professional learning sessions when the steering committee came together to discuss and explore ideas for professional development for teachers.		✓			1, 2, 3, 4, 6

Project Name	Phase				C
	S	T	P	A	
Specialist High Skills Major and TCDSB21C Innovation, Creativity, & Entrepreneurship HACKATHON: (4 Teachers and 40 Students x 3 Days) In the spring of 2015, the TCDSB began discussions with MaRS Discovery District, Weever Apps, Microsoft and Apple about how The NeXt Lesson might be adapted to better reflect and deliver on the creative skills it was written to convey. Out of these early conversations emerged an intriguing possibility – why not ask TCDSB students to hack The NeXT Lesson? As the hackathon client, TCDSB21C needed a solution. This opportunity would empower students to directly inform strategies for making their classrooms more creative places to learn. Allowing them this opportunity would also cultivate the collaborative spirit that underpins all innovation. By asking students to help their teachers, they would begin to see themselves as co-designers rather than simply consumers of the NeXt Lesson in particular, and their education more generally. Ontario Ministry of Education: Innovation, Creativity and Entrepreneurship (ICE) Training, takes students through a well-defined process in which they identify the important unmet needs of the organization, prototype possible solutions to satisfy those needs, and then define a strategy for testing the efficacy of their solutions. The TCDSB plans to adopt the ideas that showed the most promise – an outcome that clearly signals to students that their ideas are valuable and that they are capable of effecting change around them. The ultimate goal of this project is to make TCDSB classrooms more creative places to teach and learn. The winning team, and team with the best elements of design will be continuing their work as we work toward a final product: an app to assist teachers in transforming their lessons to include the 21 st Century learning competencies.	✓	✓			All

Project Name	Phase				C
	S	T	P	A	
The Third Teacher - Changing the Learning Environment: (support as requested from schools and presentations/discussions as part of the 21C Innovators) The department continues to work with schools and teachers who wish to change their learning environment. We have responded to requests from schools and teachers that wish to convert their classrooms and/or libraries into 21st Century collaborative learning spaces that reflect the principles of Third Teacher theory. (http://thethirdteacherplus.com/) In addition the TCDSB21C department has worked with teachers, administrators and the Purchasing Department to develop a 21st Century Learning purchasing catalogue which includes various items that can be purchased to support the above goal.	✓	✓		✓	All
3D Printing – TCDSB and MakerKids: (30 Grade 7 Students and 15 Grade 7 Teachers) 3D printing is a process for making a physical object from a three-dimensional digital model. The digital model is designed using software. This innovative technology will excite and spark creativity. 3D printing will fit into many curriculum areas. On May 17th TCDSB21C organized an event where select Grade 7 students and their teachers from 15 of our schools were given an opportunity to explore 3D printing. Our 3D printing day was a result of a partnership with Maker Kids. Maker Kids is an organization that allows students to build their ideas with real tools and materials; their goal is to inspire and empower students to think, design, experiment and create.	✓	✓			All

Project Name	Phase				C
	S	T	P	A	
I³: Investigate! Invent! Innovate!: The Learning Partnership: (Approximately 20 Teachers were in-serviced, and 14 schools participated) The I ³ program is an integrated math, science and technology program for Grades 7 and 8 students. The goal of I ³ is to instil a passion for math, science and technology, to foster innovative thinking and to make learning science fun. Students identify a problem or opportunity in their daily lives and then invent a product or service to solve the problem based on concepts they learn in class. Their 'invention' and process is showcased at school and citywide Invention Conventions. I ³ is delivered in classrooms and fully aligns with the Provincial Science & Technology and Language Curriculum. Students foster innovative thinking through learning applied science, math and technology in a way that is creative, hands-on and relevant in their lives. The Learning Partnership sponsors this program and provides professional development for all teachers involved. We promoted this program to all of our elementary schools. The following schools participated in I ³ this year: St. Catherine, St. Maria Goretti, St. Bruno, St. Cecilia, Blessed Trinity, Our Lady of Sorrows, St. Kevin, Holy Spirit, St. Dorothy, St. Edward, St. Robert, St. Nicolas of Bari, Our Lady of Fatima, St. Bartholomew For more information visit: http://www.thelearningpartnership.ca/what-we-do/student-programs/investigate-invent-innovate	✓	✓			All

Project Name	Phase				C
	S	T	P	A	
<p>EAP - Entrepreneurial Adventure Program & Dragon's Nest: The Learning Partnership (Approximately 25 Teachers were in-serviced, and 25 schools participated)</p> <p>The Entrepreneurial Adventure Program is a hands-on entrepreneurial journey for students in Grades K-12. It is designed to develop students' enterprising spirit, financial literacy, innovative thinking and social responsibility.</p> <p>To date, these student business ventures have raised \$2.6 million for charities! Entrepreneurial Adventure helps develop Canada's next generation of entrepreneurs by teaching essential 21st century skills, such as marketing, business planning, team building and the importance of social responsibility. Together with teachers and volunteer business mentors, students from kindergarten to Grade 12 develop innovative business ventures that raise money for local, national and international charities. EAP is sponsored by The Learning Partnerships and in partnership with them we are promoting the program to all of our schools.</p> <p>The following Elementary Schools participated in EAP this year: Holy Cross, Holy Rosary, Our lady of Assumption, Our lady of Victory, Our Lady of Wisdom, Precious Blood CS, St. Bridget, St. Bruno, St. Catherine, St. Cecilia, St. Helen, St. Kevin, St. Michael's Choir, St. Richard, St. Sebastian, St. Theresa Shrine, St. Alphonsus, St. Monica</p> <p>The following Secondary Schools participated in Dragon's Nest this year: St. Basil-The-Great, Dante Alighieri, Madonna, Loretto Abbey, St. Joseph's College, Senator O'Connor, Marshall McLuhan</p> <p>For more information visit: http://www.thelearningpartnership.ca/what-we-do/student-programs/entrepreneurial-adventure</p>	✓	✓			All

Project Name	Phase				C
	S	T	P	A	
Hour of Code: (2381 Students & Teacher/Admin. Participants) The Hour of Code is global program run by Code.org, a nonprofit dedicated to expanding participation in computer science by making it available in more schools, and increasing participation by women and underrepresented students of color. The Hour of Code challenges students to take part in a one-hour introduction to computer science, designed to demystify code and show that anybody can learn the basics. Approximately 250 million youth from throughout the world participated in Hour of Code during Computer Science Education Week from Dec. 7–13, 2015. By participating in a number of online tutorials, students discovered the fun of coding and, more importantly, how it can be a catalyst to create and achieve great things. The Hour of Code provided opportunities for everyone to get involved as a teacher, mentor or participant. One-hour tutorials were made available in over 30 languages. No coding experience was required by participants. For more information visit: https://hourofcode.com/ca	✓	✓		✓	All
TCDSB21C working with York University Faculty of Education: (120 Future Teachers) Members of TCDSB21C presented to students at York University's Faculty of Education. Workshops were provided on the Next Lesson, Web 2.0 Tools and Assistive Technology.		✓			All

Project Name	Phase				C
	S	T	P	A	
Arduino - TCDSB with MakerKids (30 Grade 4/5 Students and 15 Grade 5 Teachers) Arduino is a simple computer board that allows students to connect and control a variety of external sensors and accessories through the writing of Code. This highly affordable hardware is easy to learn and it teaches students important logic and coding skills. On May 5th TCDSB21C organized an Arduino event. The day was devoted to innovative work, play and learning where select grade 4 and 5 students and their teachers from 15 of our schools were given an introduction to Arduino. The day, characterized by high student engagement, was a great success and many of the teachers plan on continuing the lessons learned back in their classroom. Our Arduino day was a result of a partnership with Maker Kids. Maker Kids is an organization that allows students to build their ideas with real tools and materials; their goal is to inspire and empower students to think, design, experiment and create. For more information visit the following: http://www.makerkids.com/	✓	✓			All
Parental Involvement: Ontario Association of Parents in Catholic Association (OAPCE): (100 Parents) As part of our NeXt parent phase of the TCDSB21C five-year plan, the department worked with OAPCE to educate parents on the use of Google Apps for Education to support all students.			✓		All Focus on 6

Project Name	Phase				C
	S	T	P	A	
L4T - Laptops for Teachers: (100 Teachers x 1 after school session x 4 online modules x 1 full day of PD) Laptops for Teachers (L4T) is a professional development program developed and run by TCDSB21C. This year 100 teachers took part. Teachers completed a 2.5 hour after-school orientation session, four 2-hour online modules and a full day workshop. The professional development focused on the NeXt Lesson competencies, in particular the Use of ICT for Learning. Upon completion of the program teachers were given a laptop for their own dedicated professional use in the classroom. The teachers who participated were chosen via a system-wide lottery. Funding for the program came from the Ministry of Education and the Council of Directors of Education (C.O.D.E).		✓			All Focus on 6
I - Lite (Intermediate Leaders in Training Event): (4 workshops x 20 Students) I-Lite is a leadership conference for grade 7 & 8 leaders to train, motivate and empower youth. It included motivational speakers, inspiring workshops and networking opportunities. The conference was held on multiple days and in multiple schools throughout the system. Hundreds of students participated. The TCDSB21C team worked with Student Leadership to offer sessions at the iLite Student Leadership Conferences for Elementary Students related to 21st Century Learning.	✓				All Focus on 6
Skype Session With Canadian Astronaut (25 Grade 2/3 Students from Holy Angels) The Canadian Space Agency astronaut Jeremy Hansen accepted teacher Emily Moretti's invitation to talk virtually by Skype. The TCDSB21C and IT departments assisted this session.	✓	✓		✓	All

Project Name	Phase				C
	S	T	P	A	
TCDSB 21Camp: (175 Teachers/Admin) On Saturday, May 14th the TCDS21C Department held its third annual 21Camp. Over 175 teachers registered to attend. The event was an opportunity for teachers to meet with other teachers from across our system to discuss and share classroom practice. This day provided participants with an opportunity to build their personal and professional Learning Networks. The event represents a culmination of our 21C Innovators program and many of the discussions centered on ways to integrate 21st Century Learning Competencies into the classroom.		✓		✓	All
Mini Special Olympics: (Approximately 800 Student Participants) TCDSB21C supported the TCDSB 17th annual Special Needs Mini Olympics. As part of an Arts Station, members of the TCDSB21C provided iPads and worked with the students to explore apps that allowed them to interact with technology while creating art.	✓				6
Google Apps for Education (GAPE): Additional Functionality (Approximately 200 Teachers and 1500-2000 Students) TCDSB had a successful roll out of the basic functionality of Google Apps for Education in the Fall of 2015. Throughout this academic year, focus has been placed on the implementation of this basic functionality. Additional functionality will be added in phases. In the winter of 2016, we began testing two of these services: YouTube and Hangouts. In the spring of 2016, we began piloting these two services in two of our secondary schools, requesting feedback from staff and students. Implementation will be extended to additional schools in the fall.	✓	✓		✓	All

Project Name	Phase				C
	S	T	P	A	
<p>Literacy Initiative: (25 Teachers x 3 Days = 75 Teachers PD Sessions)</p> <p>TCDSB21C worked with the Literacy Department on a Learning Disabilities Technology Collaborative Inquiry. The inquiry focused on the use of Google Apps for Education (GAFE) tools for teachers and students in the classroom and how they could help students develop critical thinking skills.</p> <p>The two departments also planned and delivered a 3 day learning series on GAFE with a focus on supporting students with learning disabilities. The purpose of the series was to help teachers identify what they can use to support their students' individualized learning needs.</p> <p>The project was initiated as a result of observations regarding the limited use of assistive technologies by TCDSB students during provincial assessments.</p> <p>The overall goal of this project is to increase student literacy and engagement through a Universal Design model supporting Learning for All. The project aims to increase computer use by introducing and increasing the use technologies available through the GAFE platform. Teachers have been challenged to use Google Classroom with their classes in order to facilitate: descriptive feedback, peer feedback, greater student/teacher engagement. Various GAFE tools have been introduced to teachers. Central staff have also created an open Google Classroom for staff to share resources and strategies.</p>		✓			6

Project Name	Phase				C
	S	T	P	A	
Student Leadership Initiative: (50 Students from TCDSB and Superior North CDSB) TCDSB21C assisted with a learning session over Google Hangouts for TCDSB students and SNCDSB. TCDSB students are supporting and mentoring SNCDSB students as they prepare to fundraise to support their local indigenous communities. TCDSB students also went to SNCDSB in the spring to continue their work in person.	✓	✓			All
Gr 9 Applied Math iPad Professional Learning Sessions (90 Teachers x 3 days = 270 Teacher PD Sessions) The TCDSB21C and Math Departments worked jointly to develop 3 days of professional learning for teachers of grade 9 applied math on the use of the iPad in the Mathematics classrooms. The goals of these sessions were to: <ul style="list-style-type: none"> • use iPad apps to understand, implement, monitor and articulate effective mathematics teaching and learning practices in relation to student learning, engagement and achievement. • develop precision in using instructional strategies (e.g., three-part lesson, questioning, exit survey, etc) and mathematics resource materials (i.e, lesson plans, activities, assessments, etc.) to improve students' conceptual understanding and strategic competence in mathematics. • develop a better understanding of assessment (for/as/of learning) and the role it plays in increasing student learning, engagement and achievement • develop strategies for using iPad apps, in terms of math content, math communication, and/or monitoring/recording details of student mathematics learning, engagement and achievement 		✓			All

Project Name	Phase				C
	S	T	P	A	
FIRST Robotics – Elementary and Secondary: (40 Elementary Schools and 5 Secondary Schools) <p>Robotics programs align with the BLIP and many schools' School Learning and Improvement Plan goals.</p> <p>In an effort to promote Innovation and STEAM (Science, Technology, Engineering, Arts and Math), TCDSB21C was able to offer and distribute robotics kits to approximately 40 elementary schools through dedicated funding from the Council of Ontario Directors of Education. TCDSB21C organized an information session for the teachers of the selected schools to provide them with the opportunity to ask questions to a FIRST coordinator. TCDSB21C and IT supported our selected schools by arranging for robotics software to be available on school computers and iPads.</p> <p>At the secondary level, TCDSB21C worked with FIRST Robotics to assist 9 secondary schools, as they set up their robotics program, to register in competitions. New schools were able to receive start-up funding grants.</p> <p>FIRST® is an FIRST Robotics Canada is an umbrella organization that was established in 2001 to meet the growing need for student robotics programs in Canada; it is an international organization that holds robotics competitions for both elementary and secondary students. For more information visit the following: http://www.firstroboticscanada.org/main/ </p>	✓	✓			All

Project Name	Phase				C
	S	T	P	A	
Regular Updates and Professional Learning Sessions for The NeXt Administrator Principal Meetings - 200 x 2 K-12 meetings 21C Related Updates for Principals Vice Principals - 40 x 4 Secondary VP Meetings + 40 x 4 Elementary VP Meetings. Regular presentations on 21C tools that VPs can utilize and model in their roles Education Council - 20 x 7 EC meetings <ul style="list-style-type: none"> Regular presentations on 21C tools that Superintendents can model in their roles 				✓	All Focus on 6
Special Services Parent Engagement Resources Event On Saturday, April 30 th , 2016 TCDSB21C presented two sessions on supporting all students with the use of Google Apps for Education. Parents, teachers, students, and administrators participated in two sessions where web applications were demonstrated and participants were provided with resources to take home.	✓	✓	✓	✓	All Focus on 6
February 12th Professional Development Day for Secondary Teachers – LOYOL: (30 Teachers x 5 Sessions = 150 Teacher PD Sessions) TCDSB21C facilitated five sessions on the NeXt Lesson and competencies of the Use of ICT for Learning, Collaboration, and Skilled Communication. Our sessions also highlighted the use of GAFE, Twitter, Brightspace by D2L, and other webtools.		✓			All

Project Name	Phase				C
	S	T	P	A	
TCDSB21C Innovation Showcase (Students, Parents, and Teachers) The first-ever TCDSB 21C Innovation Showcase for Parents, Staff and Students will showcase examples of exciting, innovative and creative work that is occurring in our classrooms and schools. Participants will have an opportunity to learn about innovative classroom practices, such as the flipped classroom, inquiry-based learning, robotics, Arduino, and coding and how they tie into curriculum areas. In addition to the innovative classroom showcase, we will be presenting a variety of spotlight topics, such as social media tools (facebook, twitter, vine, instagram, snapchat), password management and creation, and digital citizenship and positive online presence. The evening will be set up as a poster session where presenters will be showcasing their work in a large open area. This will allow participants to move freely throughout the various sessions and interact with the displays and ask presenters questions. At this time this event has been put on hold due to the current labour disruption.	✓	✓	✓	✓	All

Project Name	Phase				C
	S	T	P	A	
Collaboration with TCDSB Technical Services Department Secondary Rollout of Chromebooks TCDSB21C supported the rollout of Chromebooks into our secondary schools. Professional Learning Sessions (2 x 25=50 technicians) TCDSB21C facilitated learning sessions for Technical Services technicians on Google Apps for Education and Brightspace by D2L. Image Testing: Regular and Ongoing Support TCDSB21C works closely with the Technical Services Department to help determine the configuration of iPads, Laptops and Desktops to be used by students and/or teachers. The department provides educational direction on what apps/software should be included in the various images and is integral to the testing process that ensures everything works properly. Weekly Consultations TCDSB21C meets weekly with Technical Services staff to provide an educator/student perspective on the implementation and use of educational technology in our schools.	✓	✓		✓	6

E. METRICS AND ACCOUNTABILITY

1. Over the past year, the TCDSB has been invited to contribute at a national and global level in the following:
 - a. C21 Canada, a national not for profit organization that advocates for 21st Century models of learning in education. The Director of Education continues to sit on C21 Canada's CEO Academy along with 20 other educational leaders from throughout Canada.

- b. The Learning Partnership is a national charitable organization dedicated to building stakeholder partnerships to support, promote and advance publicly funded education in Canada. The Director of Education, is a member of Learning Partnership's Board of Directors.
2. Feedback from the TCDSB21C Innovators Program:
25% of the 200 participants responded to the survey.

The following questions used a rating scale of 1 to 5, with 5 being the highest rating; average responses are shown:

- a. How important is PD to you? **Average response 4.6 / 5 = 92%**
 - b. As a result of being involved in 21C Innovators, how would you now rate your comfort level in applying the NeXt Lesson framework to your lesson planning? **Average response 4.2 / 5 = 84%**
 - c. Taking into consideration other formats of PD in which you have been involved, how would you rate 21C Innovators as a structure for professional learning. **Average response 4.2 / 5 = 84%**
 - d. How important is it to you that PD be similar to the 21C innovators continue? **Average response 4.6 / 5 = 92%**
3. Feedback from TCDSB 21Camp:
50% of 120 participants answered the survey

The following questions used a rating scale of 1 to 5, with 5 being the highest rating; average responses are shown:

- a. How important is PD to you? **Average response 4.85 / 5 = 97%**
- b. Taking into consideration other formats of PD in which you have been involved, how would you rate TCDSB 21Camp as a structure for professional learning. **Average response 4.55 / 5 = 91%**
- c. How important is it to you that PD similar to the TCDSB 21Camp format continue? **Average response 4.75 / 5 = 95%**

4. Sample Twitter Feedback from TCDSB 21Camp:
 - a. This one time at 21C camp...session 1 on STEAM and STEM. I'm mind blown already #TCDSB21C (@xqusemeteacher)
 - b. Last year, I was so tired of working in isolation & longed for more #collaboration. This yr @holyspiritcdsb had the most Ts at #tcdsb21c EdCamp (@jdbutler13
5. Sample Teacher Feedback from Hour of Code:
 - a. From a teacher at Our Lady of Peace: This is our second year doing The Hour of Code. They have expanded over the past year since it started and is now providing weekly lessons so that learning to code can continue. My students last year loved it and some of them have continued to participate through code.org's other lessons and also on khanacademy.org. I highly recommend code.org for all teachers and students even if they don't have time to participate in the Hour of Code or have time/resources to teach it. Just giving kids the website with a brief explanation gets kids interested especially with their newest activities featuring Minecraft and Star Wars. Good luck to everyone! It is great fun for all kids and adults too!
6. Some notable results from our Secondary School Robotics Teams:
 - Father John Redmond: 6th seed alliance out of 42 teams competing; finished 31st out of 42 teams competing
 - Senator O'Connor: finished 40th out of 52 teams
 - Blessed Mother Teresa: finished 43rd out of 52 teams
 - Monsignor Percy Johnson: finished 21st out of 52 teams; won Highest Rookie Seed Award
 - St Patrick: finished 34th out of 52 teams; won Highest Rookie Inspiration Award

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

CHAPLAINCY MODEL AT THE ELEMENTARY PANEL

Jesus went through all the towns and villages, teaching in their synagogues, proclaiming the good news of the kingdom and healing every disease and sickness. Matt 9:35

Created, Draft	First Tabling	Review
2/22/2016	September 8, 2016	May 24, 2016
Geoff Grant, Superintendent of Education, Area 8 Dan Koenig, Superintendent of Student Achievement and Well-Being		
INFORMATION REPORT		

Vision:

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

Mission:

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



G. Poole

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

The origin of the informational report arises out of an inquiry by Trustees that Staff supply information on side by side Chaplaincy Comparison between Niagara Catholic District School Board (NCDSB) and Toronto Catholic District School Board (TCDSB) at the elementary panel within the existing allocation given the financial realities and look to outside financial sources. All Niagara Catholic Chaplaincy Leaders are full time, non-teaching positions. Niagara Catholic employs 8 Chaplaincy Leaders in the secondary panel, 4 Chaplaincy Leaders in the elementary panel and 1 Board Chaplaincy Leader. All Toronto Catholic District School Board Chaplaincy Leaders are teaching positions and currently 2 central Chaplaincy Leaders and 24.29 FTE Chaplains in Secondary Schools spread proportionally across 32 Secondary Schools.

B. PURPOSE

This side by side report compares Chaplaincy Teams between Niagara Catholic and Toronto Catholic. Although the models of delivery are different, it is the same funding source (GSN). Niagara Catholic Chaplaincy Leaders are full time, non-teaching positions. Toronto Catholic Chaplaincy Leaders are teaching positions.

C. BACKGROUND

In the mid-1980's, after provincial funding for Ontario Catholic schools was extended to the end of high school, there began a rapid increase in the number of Catholic secondary schools. Concerned about the "Catholicity" of the secondary schools, the Ontario Conference of Catholic Bishops called for the presence of Chaplains in all the secondary schools and "the upgrading of chaplaincy work into a full ministry of pastoral service or care." (*This Moment of Promise; and New Directions.*)

Currently, TCDSB has Chaplaincy leaders in all of its Secondary Schools. Chaplaincy services as one of the many necessary approaches to ensuring the Catholicity of a secondary school faith formation for our students. Within our contractual agreements, Chaplaincy positions are posted and qualified applicants interviewed by the Principal. Chaplaincy teams are created by using the staffing teacher allocation in a shared model in most schools. Each Chaplaincy team accesses many curricula resources and community outreach activities with the

Archdiocese of Toronto and Catholic educational partners in order to foster and align faith development with Catholic teachings and our Canadian Council of Bishops Religion Education / Family Life Programs in communion with Jesus Christ teachings.

The role of the chaplaincy team calls for a variety of ministries of presence, accompaniment, interpretation/proclamation, celebration and witness of our Catholic Faith. The chaplaincy team assists the school community in their faith development and affirms the traditions and practices of the Church within the school community as well as fostering the liturgical life of the school community. The chaplaincy team are supported by their local parish, Principal, Religion Department, and central Religious Education Team, Superintendents in their pastoral ministry to staff and students and, to a lesser degree, to the students' parents. The Director is responsible for this policy as supervisor of the daily conduct of the program for Chaplains/chaplaincy team leaders and will liaison with the local diocesan bishop to support the mandate from the Church.

The school Chaplaincy Leader is further supported by the provincial Religious Education Curriculum and resources available through the assembly of Catholic Bishops of Ontario

<http://acbo.on.ca/catholiclink.htm>, Institute of Catholic Education (ICE)
http://www.iceont.ca/news_events.aspx, and Catholic Curriculum Cooperative
<https://www.google.ca/#q=catholic+curriculum+corporation>.

D. EVIDENCE/RESEARCH/ANALYSIS

1. TCDSB staffing for Chaplaincy is funded out the teacher's envelope. Each high school receives a staffing proportionate to the student population which allows for the Chaplaincy teams to professional education partners and faith animators for their schools. In regards to Chaplaincy Services in the 2013-14 Budget Estimates:
 - 24.29 FTE Chaplains in Secondary Schools spread proportionally across 32 Secondary Schools
 - Total cost of approximately \$2.326M
 - Assuming an average Secondary Teacher Salary & Benefit cost of \$95,758.

2. TCDSB teaching Chaplaincy program is overseen by Superintendent and two Central Chaplaincy Team Leaders. Within the Elementary Panel, we currently have 4 Religion Resource teachers who work with the Central Pastoral Chaplaincy Team of 2 Teachers. Together they meet with Superintendent and plan system faith formation and Religious Education/Family Life curriculum supports, updates and in servicing. They often partner with Student Leadership, Music Department and other CEC staff to work on the Catholic Lens and Adult Faith Formation initiatives.
3. Niagara Catholic District School Board staffing for Chaplaincy is funded out of the GSNs but are full time, non-teaching positions. These Chaplaincy Leaders are chosen have background in parish lay ministry or school chaplaincy. Niagara Catholic employs 13 Chaplaincy Leaders: 8 in the secondary panel, 4 in the elementary panel and 1 central Board Chaplaincy Leader. Similar to TCDSB, NCDSB Chaplaincy Leaders work closely with the Religion & Family Life Teacher Consultant to help provide faith experiences, programs, and initiatives that support the religion curriculum taught in the classes.
4. There are a variety of models in the Toronto Archdiocese: **Dufferin-Peel Catholic District School Board (DPCDSB)** has a hybrid model of 25 Chaplaincy leaders of whom 11 are non-teachers and 14 certified teachers paid on the teacher salary grid with the intent move all Chaplaincy positions with natural turn over into the certified teaching funding model; **Durham Catholic District School Board (DCDSB)** has a chaplaincy leader in each of its 7 Secondary School who are non-teachers but funded on a grid similar to teachers with a maximum salary of 79,778 from Grants for Student Needs (GSN) just like NCDSB. **York Catholic District School Board (YCDSB)** has 15 teacher allocations for Chaplaincy team leaders with a model of dividing the allocation into two people aiming for a male/female teams that model faith animation for staff and students.
5. All Catholic School Board Chaplaincy Leaders work with their Archdiocese in a close relationship/partnership to animate student and staff faith development. Both TCDSB and NCDSB chaplaincy leaders work closely with local parishes, catholic agencies and larger catholic community.
6. Side by side chaplaincy comparison between NCDSB and TCDSB is found in Appendix A

E. METRICS AND ACCOUNTABILITY

1. Professional learning opportunities designed to continue to build capacity for the current group of School Chaplains and Religious Education Resource teachers will be undertaken for the 2016-2017 school year.
2. The Board's Central Religious Education team will continue to access curricula resources and community outreach activities with the Archdiocese of Toronto and Catholic educational partners in order to foster and align faith development with Catholic teachings and our Canadian Council of Bishops Religion Education / Family Life Programs in communion with Jesus Christ teachings.
3. The Superintendent responsible for the Nurturing Our Catholic Faith Community will monitor the activities occurring in schools to ensure the Chaplaincy programs are helping students meet the Ontario Catholic School Graduate Expectations.
4. Secondary School Chaplains and Religion Department Heads, and school principals will work collaboratively with parish pastors and representatives in support of this year's theme of our Pastoral Plan: Harmonizing our faith through the Parish.

F. CONCLUDING STATEMENT

At this particular time, there are no outside public/private sources available that would fund Chaplaincy leaders in a Catholic Public Education system

This informational report is for the consideration of the Board

Chaplaincy Comparison between TCDSB and NCDSB Appendix A

Toronto Catholic District School Board 201 Schools - Student Population 90,000 (approximate)	Niagara Catholic District School Board 57 Schools – Student Population 22,000 (approximate)
<p>Chaplaincy Model Toronto Catholic Chaplaincy leaders are teacher-chaplains in 32 high schools. TCDSB staffing for Chaplaincy is funded out of the teachers’ envelope. Each high school receives staffing proportionate to the student population which allows for the Chaplaincy teams to be professional education partners and faith animators for their schools. In 2015-16, we have 24.66 FTE Chaplains in Secondary Schools spread proportionally across 32 Secondary Schools. Total cost of approximately \$2.36M assuming an average Secondary Teacher Salary & Benefit cost of \$95,758. Central team Chaplains and Resource teachers add additional costs of approximately \$574,548 <u>Total Cost is 2.9 Million.</u></p> <p>Board Chaplaincy Leader In TCDSB, the Superintendent works with a central team of resource teachers to oversee the Chaplaincy program. The central team consists of two Central Chaplaincy Team Leaders (Catholic Teachers’ Centre), 4 Religion and Family Life Resource teachers, and 1 Student Leadership Resource Teacher. The Superintendent with the central team meets all Chaplaincy Leaders 4-5 times a year. The Superintendent/Central Chaplaincy responsibilities include, but are not limited to:</p> <ul style="list-style-type: none"> • Leading, supporting, and coordinating Chaplaincy Leaders; ensuring that the expectations as outlined in the Assembly of Catholic Bishops of Ontario’s “Pastoral Letter on Catholic Secondary School Chaplaincy”, along with the Vision and Mission of the Toronto Catholic District School Board are met. 	<p>Chaplaincy Model All Niagara Catholic Chaplaincy Leaders are full time, non-teaching positions. Niagara Catholic employs 8 Chaplaincy Leaders in the secondary panel (8 SS), 4 Chaplaincy Leaders in the elementary panel and 1 Board Chaplaincy Leader. The Chaplaincy Leaders work closely with the Religion & Family Life Teacher Consultant to help provide faith experiences, programs, and initiatives that support the religion curriculum taught in the classes. Elementary and Secondary Chaplains are paid on the same salary grid. Average salary is \$64, 171 thousand with a Board Chaplaincy Leader at \$ 77, 085. <u>Total cost is \$847, 132.</u></p> <p>Board Chaplaincy Leader The Board Chaplaincy Leader reports to the Director of Education. Their responsibilities include, but are not limited to:</p> <ul style="list-style-type: none"> • Leading, supporting, and coordinating a team of 12 Chaplaincy Leaders serving both the elementary and secondary panels • Ensure that Chaplaincy Leaders meet the expectations as outlined in the Assembly of Catholic Bishops of Ontario Pastoral Letter on Catholic Chaplaincy and the Mission, Vision and Values of the Niagara Catholic District School Board. • Liaise with the Diocese of St. Catharines staff including the Bishop, clergy, and support staff • Support the implementation of the annual Board

- Liaise with the Archdiocese of Toronto, the Vicar of Catholic Education, local Bishop, clergy, and support staff
- Support the implementation of our Board's Pastoral Plan Board. Our theme from 2015-2018 is: *Together with one Voice harmonizing our Faith through **Family, Parish and School***
- The Superintendent oversees the central student leadership program, and with the Central Team oversees the school retreats, the preparation of board-level liturgical celebrations, and annual Staff Faith Formation Programs

TCDSB Secondary School Chaplaincy Leaders:

Toronto Catholic has 24.66 FTE Chaplains spread proportionally across 32 Secondary Schools. All Chaplaincy Leaders within schools report directly to the School Principal and meet 4-5 times a year with the Superintendent and Central Team. Their responsibilities include but are not limited to:

- Foster student, staff, and adult faith formation at the local Catholic School level, nurture the faith environment of the school, and provide pastoral care as needed
- Serve as a Catholic role model for students through an active Christian faith and bear witness to the gospel values
- Be a reference point for staff and students concerning issues on spirituality, Catholic teachings, and traditions
- Organization and preparation of liturgical celebrations and prayer services
- Retreat organization and facilitation
- Assistance with planning and organization of various Board-wide events and student conferences (e.g., When Faith Meets Pedagogy Youth Forum, A Catholic Call to Serve, Province Wide Mass, Lift Jesus Higher Rally,

Theological Theme

- Oversee the Journey Retreat Program
- Organize and prepare board-level liturgical celebrations
- Develop annual Staff Faith Formation Program
- Organize and coordinate board wide events and initiatives including: Culture of Life Conference, Gr. 7 Faith Festival, Junior & Intermediate Family of Schools Retreats, Catholic Education Congress

NCDSB Secondary School Chaplaincy Leaders

Niagara Catholic has eight secondary schools, each with a full time Chaplaincy Leader. Their responsibilities include, but are not limited to:

- Pastoral ministry to students and staff, and nurturing the faith environment of the school
- Organization and preparation of liturgical celebrations and prayer services
- Retreat organization and facilitation
- Assistance with planning and organization of various Board events and student conferences
- Support and moderation (where required) of various school clubs and initiatives, especially social justice, respect for life, social climate, GSA
- Liaise with local clergy to support priest presence in the school, especially to provide opportunities for students to receive the Sacrament of Reconciliation

Ordinandi Dinner, etc.)

- Support and moderate (where required) various school clubs and initiatives, especially social justice, respect for life, care for the Earth, respecting differences
- Liaise with local clergy to create priest presence in the school, especially to provide opportunities for students to receive the Sacraments
- Meet 4-5 times a year with the TCDSB Central team to assess curricular supports, engage in professional dialogue, listen to guest speakers, share resources with each other and receive resources from the Central team for their school community (e.g., electronic resources, books/pamphlets, DVD resources, etc.)
- Continue to partner with various Catholic organizations (e.g., Catholic Association of Religious and Family Life Educators of Ontario, Catholic Curriculum Corporation, Catholic Missions in Canada, Institute for Catholic Education, Catholic School Chaplains of Ontario, Office of Catholic Youth, ShareLife, Salt and Light Television, Development and Peace, L'Arche, etc.)

TCDSB Religion and Family Life Resource Teachers

Toronto Catholic has four elementary Religion Resource Teachers, each minister to two region areas (50 schools each) across Toronto (areas: 1&2, 3&4, 5&6, 7&8). They work to support the schools (principal and staff) with the Religion and Family life programs and work in partnership with the Catholic Teachers' Centre and Student Leadership. They also partner with several other CEC departments and staff on various Catholic initiatives. Their responsibilities include but are not limited to:

- Providing curriculum support and in-servicing to teachers for the various Religion and Family Life programs
- Supporting teachers in ministering to students in Grades

Elementary Chaplaincy Leaders

Niagara Catholic has four elementary Chaplaincy Leaders, each ministering to the elementary schools in alignment with two Families of Schools (10-16 schools per Chaplaincy Leader). Working closely with the principal and parish priest, they are a valuable resource to the school community. Their responsibilities include, but are not limited to:

- Ministering to students in Grades ELKP to Grade 8 through a variety of faith experiences
- Facilitating and providing resources for active prayer life within schools;

<p>FDK to 12 through a variety of faith experiences (including assisting with planning school liturgies, retreats, etc.)</p> <ul style="list-style-type: none"> • Facilitating and providing resources for active prayer life within schools including supporting and training teachers • Facilitating and/or providing resources for sacramental preparation and various classroom faith needs and initiatives as requested • Assisting with the planning and organization of Board-wide events, liturgies, retreats, chaplaincy meetings, student conferences, etc. • Assisting with pastoral care and adult faith formation programs • Supporting Student Leadership initiatives such as “A Catholic Call to Serve”, WFMP youth forum, ILITE conferences, etc. • Connecting and partnering with several Catholic Organizations and Catholic Boards across the province <p>TCDSB Response to Grief and Bereavement The TCDSB Crisis Response Team which includes Chaplaincy Leaders support students and staff with grief & bereavement.</p>	<ul style="list-style-type: none"> • Assisting with pastoral care for staff and students • Facilitating and/or providing resources for sacramental preparation and various classroom faith needs and initiatives as requested • Special emphasis is placed on building relationships between schools and parishes • Assisting central religion resource teacher for in-servicing for the various Religion and Family Life programs <p>Niagara Catholic Response to Grief and Bereavement All Niagara Catholic Chaplaincy Leaders assist with grief & bereavement support for students and staff and are certified pastoral visitors with the Niagara Health System.</p>
<p>*Approximate Cost per Elementary School is \$3,400.</p>	<p>Approximate Cost per Elementary School is \$6,800.00</p>

*To use this model in our elementary schools it would require additional cost of \$569,800.00.



REPORT TO

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

HPV VACCINATION PROGRAM

"Beloved, I pray that in all respects you may prosper and be in good health, just as your soul prospers."
3 John 1:2

Created, Draft	First Tabling	Review
September 5, 2016	September 8, 2016	Click here to enter a date.
D. Koenig, Superintendent of Curriculum and Accountability		
INFORMATION REPORT		

Vision:

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

Mission:

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



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

The Ontario Government has expanded the human papillomavirus (HPV) immunization program to include all students in grade 7. To support the transition of the program to all Grade 7 students, girls who are starting in Grade 8 in September 2016 are also eligible to receive human papillomavirus vaccine through the school based clinics. Trustees have requested additional information be included in the letter to parents based on the August 25, 2016 Regular Board Meeting.

B. PURPOSE

1. This information report is to provide the additional information requested by the Trustees at the August 25, 2016 Regular Board Meeting.
2. Trustees approved the following motion at the August 25, 2016 Regular Board meeting: *“That the stapled package going out to the students including the indemnification clause, the Canadian adverse events site, the letter from the Ontario Bishops and the actual informed consent sheet come back to the Student Achievement meeting in September.”*

C. BACKGROUND

1. Since 2007, the Ministry of Health and Long Term Care has offered the free HPV vaccine to girls in Grade 8 through school-based clinics. Boys and girls will now receive the HPV vaccination during their grade 7 year.
2. Dr. Navaro, Associate Medical Officer of Health, Ms. Beckermann, Associate Director, Vaccine Preventable Disease Program and Ms. Mathur, Manager of Vaccine Preventable Disease program, were present at the August 25th Regular Board Meeting to provide additional information and respond to Trustee inquiries related to the HPV vaccination.
3. The letter to parents has been updated to include: the Canadian Adverse Vaccination website link, and additional information regarding the consent form. The parents will receive the letter regarding the HPV vaccination from the Assembly of Catholic Bishops (Appendix A) and the revised letter with the updated information (Appendix B).

4. Staff researched the request to place a statement about indemnification in the parent letter. As with any medication on the market, there is a risk a person will suffer an adverse reaction and then look to an available party to compensate them for any injury or loss incurred. In this instance, the Board of Trustees resolved that the Board be indemnified for any financial loss it incurs as a result of a claim coming on behalf of a student who has been harmed as a result of receiving the HPV vaccination. It is recommended here that the most cost-efficient and legally sound way of protecting the Board's financial interest is to secure indemnification through the Board's insurer.
5. Staff have confirmed with the Board's insurer, the Ontario School Board Exchange that, in the event of a financial loss successfully claimed against the Board as a result of a student receiving the HPV vaccine, the Board will be fully insured for each claim to a maximum of \$24 million dollars per claim. This extraordinarily high dollar level of indemnification is more than satisfactory in financially protecting the Board from an HPV risk of harm which has been assessed as remote.
6. The complete information and consent forms from Toronto Public Health will be provided to Trustees.
7. The information sent by Toronto Public Health through the schools include a Vaccine Fact Sheets (Appendix C), Dear Parent letter (Appendix D), Immunization Consent Form (Appendix E), Dear Principal Letter (Appendix F) and a Grade 7 Teacher's Package (Appendix G).

D. CONCLUDING STATEMENT

This report is for the consideration of the Board.



ASSEMBLY OF CATHOLIC BISHOPS OF ONTARIO

ASSEMBLÉE DES ÉVÊQUES CATHOLIQUES DE L'ONTARIO

June 2016

**A message to Directors of Education of Catholic School Boards
and to the Catholic educational community**

In August 2007, the Government of Ontario announced the introduction of the Human Papilloma Virus (HPV) vaccine into the publicly funded immunization program. This meant that female students in all grade 8 classrooms in our school system would be offered the vaccine. Effective September 2016, an expanded program will offer the HPV vaccine to both girls and boys in grade 7 classrooms. As in 2007, this is a voluntary program.

The Bishops affirm that parents have the right and responsibility to decide whether their children should be vaccinated. We encourage parents to keep in mind the following important consideration:

Infection with HPV or other sexually transmitted diseases can occur only through sexual activity, which carries with it profound risks to a young person's spiritual, emotional, moral, and physical health. The Bishops note that, at best, a vaccine can only be potentially effective against one of these risks, that to physical health, and may have other unintended and unwanted consequences. Sexuality is a great and powerful gift. Sexual activity is appropriate only within marriage. Outside of marriage, abstinence is not only clearly the choice that leads to spiritual and moral wellbeing, but it is obviously the best protection against risks of disease.

Parents and educators want to prepare children well for their future in all aspects of their lives. A proper education in chastity helps young people to embrace their sexuality with confidence and joy.

We ask that Catholic school boards include this message in the information package that parents receive concerning the program.

Sincerely yours in Christ,
The Catholic Bishops of Ontario



Dear Parents/Legal Guardians,

You will find included in this package from Toronto Public Health, information related to the Human Papillomavirus (HPV) Vaccination Program that will occur at your child's school in the near future. The Board of Trustees for the Toronto Catholic District School Board are encouraging parents to educate themselves about the vaccine and make an informed decision as to whether or not their son or daughter should receive the vaccine.

Along with the letter regarding the HPV vaccine from the Catholic Bishops of Ontario, the Trustees have suggested that parents consult with their family doctor regarding the vaccine. The Trustees have also requested that the following websites be included in this information package in order for parents to further educate themselves about the HPV Vaccination:

- The Mayo Clinic website located at: www.mayoclinic.org
- The Canadian Vaccine Adverse Effect Reporting System website located at: <http://www.phac-aspc.gc.ca/im/vs-sv/index-eng.php>
- The U.S. Vaccine Adverse Effect Reporting System website located at: <http://vaers.hhs.gov>

Information regarding additional immunization clinics offered at various locations and times from Toronto Public Health can be found online at:

<http://www.torontocentralhealthline.ca/displayService.aspx?id=153851>

All information available from Toronto Public Health regarding the immunization program is available in many different languages and can be accessed through the following website:

<http://www.torontocentralhealthline.ca/displayService.aspx?id=166339>

As a reminder to parents, please only complete page 1 of the Immunization Consent Form included in the package. The second page of the consent form is for completion by Toronto Public Health staff. We hope this additional information will prove beneficial and allow you to make an informed decision in the best interest of your child.

Meningococcal Vaccine - Menactra®

Under the *Immunization of School Pupils Act*, all students must be vaccinated against meningococcal disease or have a valid exemption. Students who are not up-to-date may be suspended from school.

Meningococcal Infection

Meningococcal disease is caused by the bacteria *Neisseria meningitidis*. The disease spreads through saliva by close person to person contact, usually by kissing or sharing food, drink, musical instruments, water bottles, or other things that have been in the mouth of a person with the disease. Meningococcal disease is very rare, however, when it strikes, the disease can progress rapidly.

The bacteria can cause an infection in the lining of the brain and spinal cord called *meningococcal meningitis* leading to strokes, hearing loss and seizures. It can also infect the lungs, joints, bone, heart or skin. A blood infection called *meningococemia* can lead to organ failure, shock and amputations. One in 10 severe cases can lead to death.

Vaccine Benefits

There are five main strains of the *Neisseria meningitidis* bacteria that cause illness (A, B, C, Y and W-135). The meningococcal vaccine, Menactra® is given in grade 7. It protects against four strains (A, C, Y, and W-135) and is 80% to 85% effective for teenagers.

The vaccine can be given on the same day as other vaccines. Only one dose is required for teens. Students who received the Menactra® vaccine as an infant/child can still get a free dose in Grade 7.

This vaccine is different from the meningococcal-C vaccine given at one year of age, which protects against only one strain of the bacteria (C).

Vaccine Side Effects and Risks

The vaccine is safe, effective and well tolerated. Reactions are usually mild and go away within a few days. Common side effects include pain and redness where the vaccine was given, headache, and feeling tired or unwell for a short time after receiving the vaccine.

In some rare cases, serious reactions such as trouble breathing, rash, swelling in the throat and face may occur and can be treated. These rare occurrences are usually

temporary. Public health nurses observe students for 15 minutes following vaccination to monitor for any reactions.

People Who Should Not Get the Vaccine

The vaccine is not recommended if your child has had a serious reaction to diphtheria toxoid protein. If your child has had a severe allergic reaction to any vaccine in the past, Toronto Public Health can arrange to have the vaccine delivered to your child's health care provider. As a precaution, if your child has a fever, delay getting the vaccine until your child is feeling better.

If your child has received the meningococcal-ACYW vaccine (Menactra[®]/ Menveo[™]/ Nimenrix[®]) from your health care provider, please update your child's vaccinations on the consent form and return it to the school. If it has been more than five years since your child was vaccinated, a booster dose is recommended.

Human Papillomavirus Vaccine

This new expanded vaccination program will protect more youth from human papillomavirus infection and related cancers. The human papillomavirus vaccine is now available to all students in Grade 7.

Human Papillomavirus Infection

Human papillomavirus infection is very common. There are over 100 different types of human papillomavirus (HPV). Some strains of infection can lead to cancer of the cervix and other cancers of the genitals or head and neck; other strains can cause genital warts. The infection is spread by intimate skin to skin contact. It can also spread from an infected mother to her baby during birth.

Three out of four Canadians will have an infection in their lifetime. Most people will not have symptoms and may clear the infection on their own. However, every year in Ontario, 1,090 new cases of cancer and 14,666 new cases of genital warts are attributable to human papillomavirus infection.

Vaccine Benefits

The Gardasil[®] vaccine is highly effective in preventing against infection caused by strains 6, 11, 16 and 18 of the human papillomavirus.

Gardasil[®] has been licensed by Health Canada since 2006. In 2015, a two-dose schedule was approved for youth 9 to 13 years of age. The vaccine is most effective in this age group. Two doses for this age group, given at least 6 months apart, provide the same protection as a three-dose series. This vaccine can be given on the same day as other vaccines.

Three doses are still needed for individuals who receive their first dose on or after their 14th birthday and for persons with a weakened immune system.

Vaccine Side Effects and Risks

The vaccine is safe, effective and well tolerated. Reactions are usually mild and go away within a few days. Common side effects include pain and redness where the vaccine was given, headache, fever, dizziness, nausea or feeling faint shortly after receiving the vaccine.

In rare cases, serious reactions such as trouble breathing, rash, swelling in the throat and face may occur and can be treated. These rare occurrences are usually temporary. Public health nurses observe students for 15 minutes following vaccination to monitor for any reactions.

People Who Should Not Get the Vaccine

The vaccine is not recommended if your child has had a serious reaction to any of the contents in the vaccine: alum or yeast protein. If your child has had a severe allergic reaction to any vaccine in the past, Toronto Public Health can arrange to have the vaccine delivered to your child's health care provider. As a precaution, if your child has a fever, delay getting the vaccine until your child is feeling better.

If your child has already received the full series of Gardasil® or Cervarix® vaccine, there is no need to get the vaccine again. Fill in your child's previous vaccination dates on the consent form and return it to the school.

Hepatitis B Vaccine

This vaccine is recommended before travel, for some career choices and for cancer prevention. Hepatitis B vaccine is given as a two-dose series to Grade 7 students at the school clinics.

Hepatitis B Infection

Hepatitis B is a highly infectious liver disease caused by the hepatitis B virus. It can spread through contact with infected blood and body fluids. The virus can also survive on dry surfaces for up to 7 days. It can be spread by:

- a needle stick injury, with a contaminated needle
- being splashed in the mouth, nose or eyes with infected blood
- being bitten by an infected person
- sharing infected personal items such as a toothbrush, nail clipper, razor or needles
- getting a tattoo or piercing with unsterilized equipment
- sexual contact with an infected person
- an infected mother to her child during pregnancy or childbirth

Hepatitis B can cause serious complications including permanent liver damage like cirrhosis, liver cancer or death. The infection can take up to nine months to appear. Symptoms include yellowing of skin and eyes (jaundice), loss of appetite, stomach pain, nausea, tiredness, fever, and joint pain. Some people, especially young children, will not have symptoms. Some people will carry the virus in their body for the rest of their lives.

Vaccine Benefits (Recombivax HB[®] or Engerix[®]-B)

The vaccine is 95 to 100% effective in preventing hepatitis B infection. This vaccine is recommended before travel, for some career choices and for cancer prevention. Hepatitis B vaccine can be given on the same day as other vaccines. Two doses are needed for youth ages 11 to 15 years of age and are given at least six months apart. This vaccine can be given on the same day as other vaccines.

Vaccine Side Effects and Risks

The vaccine is safe, effective and well tolerated. Reactions are usually mild and go away within a few days. Common side effects include pain and redness where the vaccine was given, headache, fever, dizziness, nausea or feeling faint shortly after receiving the vaccine.

In rare cases, serious reactions such as trouble breathing, rash, swelling in the throat and face may occur and can be treated. These rare occurrences are usually temporary.

Public health nurses observe students for 15 minutes following vaccination to monitor for any reactions.

People Who Should Not get the Vaccine

The vaccine is not recommended if your child has had a serious reaction to any of the contents in the vaccine: alum, yeast protein and (latex in Recombivax[®] vaccine). If your child has had a severe allergic reaction to any vaccine in the past, Toronto Public Health can arrange to have the vaccine delivered to your child's health care provider. As a precaution, if your child has a fever, delay getting the vaccine until your child is feeling better.

If your child has already received the full series of hepatitis B vaccine or combination vaccine, there is no need to get vaccinated again. Example of combination vaccines include Twinrix[®] / Twinrix[®] Jr., INFANRIX hexa[®]. Fill out your child's vaccination dates on the consent form and return it to the school.

Multiple Injections

At the school clinic, you child may receive up to three needles in one day.

- it is safe to give all at once
- children tolerate multiple injections well
- best protection is ensured at the earliest age possible
- it is more convenient than making additional medical appointments for missed doses
- the vaccines are only free at the school clinic; you may have to pay when filling the prescription for the vaccines at the doctor's office

For More Information

- talk to your health care provider
- call our Immunization Information Line at 416-392-1250

Resources

1. Canadian Immunization Guide, Evergreen Edition. Part 4 Active Vaccines: Ottawa: Public Health Agency of Canada. <http://www.phac-aspc.gc.ca/publicat/cig-gci/p04-eng.php>
2. Canadian Paediatric Society. Caring for Kids. Vaccination and your child. http://www.caringforkids.cps.ca/handouts/vaccination_and_your_child
3. Immunize Canada. Information for parents. <http://immunize.ca/en/parents.aspx>

Dr. David McKeown
Medical Officer of Health

Public Health
277 Victoria Street
5th Floor
Toronto, Ontario M5B 1W2

Reply: Immunization Information Centre
Open Mon to Fri; 8:30 – 4:30 p.m.
Tel: 416-392-1250
Fax: 416-338-2487
www.toronto.ca/health

2016/2017 School Year

Dear Parent or Legal Guardian:

Re: School Immunization for Grade 7 students

Beginning this school year, Ontario has expanded the human papillomavirus immunization program to include boys. Three vaccines will be offered for all grade 7 students, including:

- meningococcal ACYW-135, 1 dose (*mandatory for school attendance*)
- human papillomavirus, 2 doses - 6 months apart
- hepatitis B, 2 doses - 6 months apart

What you need to do:



Read the vaccine fact sheets included in this booklet.



Complete and sign the attached consent form.



Return the consent form to your child's homeroom teacher by **September 16th**



If your child has already been vaccinated, please list the names and dates of the vaccines on the consent form.

For more information:



Visit www.toronto.ca/health



Call the Immunization Information Line at 416-392-1250

Sincerely,

Dr. Christine Navarro, MD, MSc, CCFP, FRCPC
Associate Medical Officer of Health
Toronto Public Health

Vaccine Preventable Diseases Program

IMMUNIZATION CONSENT FORM

1. STUDENT INFORMATION

Last Name			First Name	Ontario Health Card #	<input type="radio"/> Male	<input type="radio"/> Female	<input type="radio"/> Other
Birthday			School	Class or Teacher's Name			
Year	Month	Day					
Parent/Legal Guardian Name (please print)			Relationship to Student	Home Phone	Work or Cell		

2. STUDENT IMMUNIZATION

My child has already received the following: (circle trade name & provide dates vaccines were given)

<input type="radio"/> hepatitis B vaccine Engerix®-B / Recombivax-HB® date _____ date _____ date _____ yyyy/mm/dd yyyy/mm/dd yyyy/mm/dd	<input type="radio"/> meningococcal-ACYW-135 vaccine Menactra®/ Menveo™/ Nimenrix® date _____ yyyy/mm/dd
<input type="radio"/> combination hepatitis A & B vaccine Twinrix® Jr. / Twinrix® date _____ date _____ date _____ yyyy/mm/dd yyyy/mm/dd yyyy/mm/dd	<input type="radio"/> human papillomavirus vaccine Gardasil® or Cervarix® date _____ date _____ date _____ yyyy/mm/dd yyyy/mm/dd yyyy/mm/dd

3. STUDENT HEALTH HISTORY

If “yes,” explain

a) Is your child allergic to yeast, alum, latex, diphtheria toxoid protein, other?	<input type="radio"/> YES <input type="radio"/> NO	
b) Has your child ever had a reaction to a vaccine?	<input type="radio"/> YES <input type="radio"/> NO	
c) Does your child have a history of fainting?	<input type="radio"/> YES <input type="radio"/> NO	
d) Does your child have a serious medical condition?	<input type="radio"/> YES <input type="radio"/> NO	
e) Does your child have a weak immune system or taking a medication that increases the risk of infection? (e.g. corticosteroids)	<input type="radio"/> YES <input type="radio"/> NO	

4. CONSENT FOR VACCINATION

I have read the attached immunization vaccine fact sheets. I understand the expected benefits and possible risks and side effects of the vaccines. I understand the possible risks to my child if not vaccinated. I have had the opportunity to have my questions answered by Toronto Public Health. This consent is valid for two years. I understand that I can withdraw my consent at any time. I understand that my child may receive up to three needles in one day.

INDICATE YOUR CONSENT BY CIRCLING YES OR NO FOR EACH VACCINE

YES	I authorize Toronto Public Health to administer one dose of meningococcal-ACYW-135 vaccine to my child.
NO	I do not authorize Toronto Public Health to vaccinate my child with meningococcal vaccine.
YES	I authorize Toronto Public Health to administer two doses of human papillomavirus vaccine to my child to be given at least six months apart.
NO	I do not authorize Toronto Public Health to vaccinate my child with human papillomavirus vaccine.
YES	I authorize Toronto Public Health to administer two doses of hepatitis B vaccine to my child to be given at least six months apart.
NO	I do not authorize Toronto Public Health to vaccinate my child with hepatitis B vaccine.

X _____

Signature of Parent ☐ or Legal Guardian ☐ Date _____

NURSE TO COMPLETE	DOSE 1	DOSE 2
1. HPV 2-dose schedule: is there a minimum of 168 days since dose one?	Not applicable	<input type="radio"/> YES <input type="radio"/> NO
2. Hepatitis B 2-dose schedule: is there a minimum of 168 days since dose one?	Not applicable	<input type="radio"/> YES <input type="radio"/> NO
3. Have you received hepatitis B, HPV or meningococcal vaccine from another health care provider?	<input type="radio"/> YES <input type="radio"/> NO	<input type="radio"/> YES <input type="radio"/> NO
4. Do you understand what the vaccine(s) are for?	<input type="radio"/> YES <input type="radio"/> NO	<input type="radio"/> YES <input type="radio"/> NO
6. Do you have any allergies?	<input type="radio"/> YES <input type="radio"/> NO	<input type="radio"/> YES <input type="radio"/> NO
7. Has anything changed with your health recently?	<input type="radio"/> YES <input type="radio"/> NO	<input type="radio"/> YES <input type="radio"/> NO
8. Do you have a fever today?	<input type="radio"/> YES <input type="radio"/> NO	<input type="radio"/> YES <input type="radio"/> NO
9. Do you think you might be pregnant?	<input type="radio"/> YES <input type="radio"/> NO	<input type="radio"/> YES <input type="radio"/> NO

MENINGOCOCCAL-ACYW-135 VACCINE (Menactra®)

Dose 0.5 mL

☐ vaccine self-loaded

☐ vaccine loaded by _____

Signature _____

DATE _____

TIME _____

LOT # _____

IM DELTOID Left Right

Panorama entered by

HUMAN PAPILLOMAVIRUS VACCINE (Gardasil®)

Dose 1: 0.5 mL

☐ vaccine self-loaded

☐ vaccine loaded by _____

Signature _____

DATE _____

TIME _____

LOT # _____

IM DELTOID Left Right

Dose 2: 0.5 mL

☐ vaccine self-loaded

☐ vaccine loaded by _____

Signature _____

DATE _____

TIME _____

LOT # _____

IM DELTOID Left Right

Panorama entered by

Panorama entered by

HEPATITIS B VACCINE

Dose 1

☐ Engerix®-B 1.0mL / 0.5mL

☐ Recombivax HB® 1.0mL / 0.5mL

☐ vaccine self-loaded

☐ vaccine loaded by _____

Signature _____

DATE _____

TIME _____

LOT # _____

IM DELTOID Left Right

Dose 2

☐ Engerix®-B 1.0mL / 0.5mL

☐ Recombivax HB® 1.0mL / 0.5mL

☐ vaccine self-loaded

☐ vaccine loaded by _____

Signature _____

DATE _____

TIME _____

LOT # _____

IM DELTOID Left Right

Panorama entered by

Panorama entered by

NOTES

Public Health
277 Victoria Street
5th Floor
Toronto, Ontario M5B 1W2

Dr. Barbara Yaffe, Director
Communicable Disease Control and
Associate Medical Officer of Health

Reply:
Clinic Scheduling Line
Tel: 416-338-1331
Email: vpdschoolscheduling@toronto.ca

Public Health
Dr. David McKeown,
Medical Officer of Health

«School»
«Address»
Toronto, ON «Postal_Code»

June 2016

Dear Principal,

Re: Immunization Clinic for Students in Grades 7 and 8

Your first immunization clinic is scheduled on «Clinic_1_Date» «AM_PM_ALL».

The Ontario government has expanded the human papillomavirus immunization program to include all students in Grade 7. To support the transition of the program to Grade 7, girls who are starting Grade 8 in September 2016 are also eligible to receive human papillomavirus vaccine through school-based clinics.

We are asking your school to accommodate the clinic schedule provided. If changes are necessary, please contact us directly at 416-338-1331 or by email at vpdschoolscheduling@toronto.ca before **June 29, 2016**.

Beginning September, a Public Health nurse will visit your school to discuss procedures to ensure a safe and efficient clinic.

Thank you for your ongoing support to keep all students healthy.

Sincerely,

VPD School Scheduling Coordinator
Toronto Public Health

Grade 7 Teacher's Package

September 2016

Teachers play a vital role in keeping their students healthy

Toronto Public Health will visit your school two times this school year to provide free vaccination to Grade 7 students:



1. Meningococcal Vaccine
2. Hepatitis B Vaccine
3. Human Papillomavirus Vaccine (New)

Your school clinic dates may change based on school events. Please confirm clinic dates with your school administrative staff. Write down the clinic dates for your class planning:

Your first school clinic dates is: _____



Teacher's Checklist for consent forms

- | | |
|--------------------------|----------------------------------------------------------------------|
| <input type="checkbox"/> | Distribute consent package to all Grade 7 students |
| <input type="checkbox"/> | Remind students to return signed consent forms |
| <input type="checkbox"/> | Collect completed consent forms and keep in envelope provided |
| <input type="checkbox"/> | Keep all the completed consent forms together by class |
| <input type="checkbox"/> | Attach a Class List with the consent package |
| <input type="checkbox"/> | Class List should have student names and their date of birth |
| <input type="checkbox"/> | Bring the envelope to the immunization clinic with you |

Teacher's Role on the day of the clinic

- Accompany your class to the clinic location
- Bring all the consent forms to the clinic with you
- Keep the students calm to ensure a safe clinic environment
- Stay with your class, the nurses need to observe the students to ensure there are no allergic reactions
- Ask students to take the immunization record home to their parent or guardian



Disease and Vaccine Facts

Meningococcal disease is very rare, but when it strikes, the disease can progress rapidly and with serious consequences. Complications include organ failure, shock, amputations or death. The vaccine Toronto Public Health offers protects against four bacterial strains. Vaccination against meningococcal disease is mandatory for school attendance.

Hepatitis B virus can survive on dry surfaces for up to 7 days. It spreads through contact with infected blood and body fluids. Complications from this infection include liver damage or cancer. Only 2-doses are needed for youth 11 to 15 years of age, given at least six months apart.

Human Papillomavirus (HPV) infection is very common. There are over 100 different strains of HPV. Infections may lead to genital warts, cancer of the cervix, genitals or head and neck. Only 2-doses are needed for youth 9 to 13 years of age, given at least six months apart.

Keep students healthy and prevent them from cancer.



REPORT TO

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

ONTARIO CENTRES OF EXCELLENCE ADVANCING EDUCATION PROJECT

You will be enriched in every way for your great generosity, which will produce thanksgiving to God through us. (2 Corinthians 9:11)

Created, Draft	First Tabling	Review
August 16, 2016	September 8, 2016	Click here to enter a date.
Nick D’Avella – Superintendent of Student Success Lori DiMarco – Superintendent of Curriculum Leadership & Innovation; and 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 rooted in the love of Christ. We educate students to grow in grace and knowledge and to lead lives of faith, hope and charity



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

This report provides information about a project that the TCDSB has undertaken in partnership with Humber College and Vretta Inc. designed to incorporate innovation/technology for improved learning in mathematics through the use of a diagnostic and remediation application. The partners as listed above were successful in attaining a \$250 000 grant to implement a pilot project.

B. PURPOSE

1. This report outlines a mathematics initiative to improve learning in mathematics, undertaken by Humber College, in partnership with TCDSB and Vretta Inc., and funded through a \$250 000 grant from the AdvancingEducation program through the Ontario Centres of Excellence.
2. The long term plan for the OCE AdvancingEducation program is nation-wide implementation.

C. BACKGROUND

1. In the fall of 2015, in recognition of the need to improve learning in mathematics (particularly in Gr 9 and 10 applied level), we began to explore the online, digitally-rich resources of the Ontario College Math Test (OCMT), piloted by Humber College (eventually to be used by all Ontario Colleges) in conjunction with Vretta Inc. This software is used to assess whether the college applicants have acquired all the necessary mathematics skills typically attained from Grade 6 to Gr 12. Although this software was developed to ensure the success of college applicants, it has the potential for to be used as a diagnostic and remediation tool, for students from Gr 6 to 12. This tool can be adapted for grade specific needs.
2. In various meetings, throughout the fall of 2015 and into the early winter of 2016, with Humber College and Vretta Inc., TCDSB explored how this tool could be incorporated to complement the TCDSB Board Learning and Improvement Plan for numeracy.
3. Given financial challenges in our board, staff could not proceed beyond the exploration stage in the absence of an identified funding source for the acquisition, development and required professional learning associated with the implementation of the resource.
4. Early in 2016, Vretta Inc. attended a session hosted by the Ontario Centres of Excellence. They received information about the AdvancingEducation Program and the application process for applying for a grant.
5. The AdvancingEducation Program enables education institutions to partner

with an Ontario based company, in order to develop innovation/technology based solutions to address challenges and opportunities in Education with the potential for nation-wide implementation. Successful applicants receive \$250 000 to fund a pilot for the introduction of the innovation/technology in schools and to collect related student achievement data related to the efficacy of the implementation of the tool.

6. In April 2016, Humber College submitted an application on behalf of all three partners (Humber College, TCDSB and Vretta Inc.). As part of the application process, staff were required to submit a proposal for budget and implementation.
7. In June 2016, staff were notified that the Board was successful in round one of the application process and that we were now eligible to proceed to the second round.
8. On July 14, 2016, Humber, TCDSB and Vretta presented to an external review committee for 5 minutes and participated in an eight-minute Question and Answer session, as part of the round two vetting process to determine successful project recipients.
9. On July 27, 2016, staff were informed that our Advancing Education Project was accepted to receive the \$250 000 grant.
10. Why this project?: “The TCDSB recognizes that the weak results in mathematics are not unique to our board, and that a provincial solution is needed to ensure that students can achieve their full potential in the area of math.

The TCDSB will actively explore ways to improve achievement in math for the 21st century learner. Solutions will include opportunities for students to engage in interactive learning experiences, and will enable differentiated instruction and personalized learning through student and teacher use of web-based, self-directed learning. It is intended that this solution will ultimately increase student engagement and achievement in mathematics, and reduce the numeracy gap at the earliest possible stage. Finally, it is expected that this approach will raise students’ level of confidence, preparing them to succeed in the future.(From the Advancing Education application package)

11. Overview of the Ontario College Mathematics Test: “The OCMT is a cloud-based, self-directed programme that contains psychometrically validated math assessment items, interactive remediation modules and carefully tailored test designs. It has been developed to assess the math proficiency level of students and to upgrade their areas of weaknesses. It provides students with a personalized learning environment which allows them to interact with research-backed, engaging resources that are tailored to their needs and aligned to the learning expectations of Grade 9 Applied

Mathematics. The OCMT provides teachers with the ability to monitor their students' progress through actionable data, via real-time dashboards. It also provides them with the opportunity to significantly enhance their teaching practices to increase the engagement and motivational levels of their students.” (From the Advancing Education application package)

12. Through a three step process, the OCMT will aim to improve numeracy:
 - Students will complete a 70-item diagnostic assessment covering a broad range of topics.
 - Students will be given a list of areas of strengths and weaknesses and they will be provided with a series of media-rich, mastery-based remedial modules.
 - After upgrading their skills using the remedial modules, students will be given a 30-item post-assessment.
 - Teachers will have access to their students' data.
13. The OCMT is available in both English and French and it is also compliant with the Accessibility for Ontarians with Disabilities Act (AODA).
14. In the fall of 2016, staff will consult with TSU and TECT about the implementation of this project.
15. The program will be phased in over two years. Implementation will begin in a limited number of secondary schools. The remaining secondary schools and all Gr 6 to 8 classes will be added in phases.
16. This project will support the Ontario Renewed Mathematics Strategy.

D. METRICS AND ACCOUNTABILITY

1. Staff will report back to the Ontario Centres of Excellence as per the grant requirements.
2. Staff will work with the TCDSB Research Department to develop methodologies to assess the efficacy of the program, in collaboration with Humber College and Vretta Inc.
3. As the content of the OCMT is aligned with the learning expectations of Grade 9 Applied Mathematics, it is anticipated that the positive impact of this intervention will also be assessed through a year-over-year analysis of EQAO results mathematics.

E. CONCLUDING STATEMENT

This report is for the consideration of the Board.

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



Tuesday, September 6, 2016

Dear colleagues,

I hope this finds you well-rested after a wonderful summer break, and energized to begin a new school year in 2016-17. This is an exciting time for education in Ontario, and for me as the new Minister of Education.

I am thrilled to have this opportunity to work with you, and to help make a difference in the lives of Ontario's children and students. I would like to share with you some of my priorities for our work together in this coming school year, guided by *Achieving Excellence*, our renewed shared vision for public education in Ontario.

Today, more than two million students will begin filling playgrounds, school hallways and classrooms across the province, ready to embark on a new school year. More than just bricks and mortar, these school facilities are an essential part of supporting student success. That is why I was proud to announce a historic \$1.1 billion investment to repair and renew schools across the province so they remain safe and modern places for student learning.

Our students cannot achieve academically if they do not feel safe, healthy or welcomed at school. Well-being has long been recognized as an important factor in overall student success — and supporting student and staff well-being remains a top priority.

That is why our ministry plans to consult with its stakeholders this fall on how we can work together to build on the strong foundation and further support well-being across all Ontario schools. We know that our success in promoting well-being will depend on the knowledge, passion and dedication of everyone working together — educators, staff, administrators and parents.

I am sure you all know that our government is committed to helping all students achieve excellence. And I am very pleased that Ontario's high school graduation rate increased to 85.5 per cent in 2015 — the highest level in the province's history. Surpassing our goal of 85 per cent is the result of the hard work of our students, the support of their parents, and the dedication and professionalism of our educators and leaders across the province. But we know there is still more to do when it comes to student achievement.

.../2

To build on this success, we will provide increased supports to ensure that our graduates are equipped with the skills needed to succeed in their future career pathway. Our government recently released the [Premier's Highly Skilled Workforce Expert Panel's final report](#). In response to its recommendations, we are committed to working with school boards to expand the Specialist High Skills Major program, support further opportunities from kindergarten to Grade 12 for experiential learning and career exploration, and work together to update curriculum and assessment practices for the teaching of the global competencies that are necessary for the current and future economy. Some crucial competencies include critical thinking and problem solving; innovation, creativity, and entrepreneurship; and collaboration to name a few, and build on solid foundations in literacy and numeracy.

It is clear that numeracy knowledge and skills are critical components of success in today's economy. And while Ontario's math results are strong compared to other jurisdictions, we know that there is more work to do, and that we have to reverse the recent downward trend in math achievement. Beginning in September, I am pleased to know that the Renewed Math Strategy will provide \$60 million in dedicated funding for additional support to schools so they can focus on engaging students in numeracy while providing increased support to schools that needed it the most. We are applying what we learned through our experience in improving literacy achievement to engage the entire school community in numeracy and to improve the math achievement for our students. The strategy will provide protected learning time for effective math instruction, improved access to online math resources, dedicated math leads in every elementary school, professional learning for educators and school leaders, and better supports for students outside of the school day such as tutoring and summer "reach-ahead" opportunities.

We want every learner to succeed. As we remain focused on student achievement, special education and the needs of vulnerable students are among my top priorities. I look forward to working with you to make sure that all students have an equitable opportunity to succeed — whether they are Indigenous students, students with special education needs, youth in care or other underrepresented groups.

I should also mention that I am very pleased that our province has recently designated the first full week of November as Treaties Recognition Week — this year it will be November 7 to 11. We will be providing updated resources to support schools in using this week to promote public education and awareness about treaties and treaty relationships. We also look forward to working with you and providing support for schools across the province to celebrate Canada and Ontario's 150th anniversary in 2017.

.../3

Thank you so much for your hard work and dedication in helping Ontario's students reach their full potential. I wish you all the best and I look forward to working in partnership with you over the coming school year.

Sincerely,

A handwritten signature in black ink, appearing to be 'MH' with a large loop at the end.

Mitzie Hunter, MBA
Minister

c: Ontario Public School Boards' Association
 Ontario Catholic School Trustees' Association
 Association franco-ontarienne des conseils scolaires catholiques
 Association des conseils scolaires des écoles publiques de l'Ontario
 Council of Ontario Directors of Education

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



August 24, 2016

Ms. Angela Kennedy
Chair of the Board
Toronto Catholic District School Board
80 Sheppard Avenue East
Toronto ON M2N 6E8

Dear Ms. Kennedy,

Angela,

Thank you for your letter of June 8, 2016, originally addressed to my predecessor, the Honourable Liz Sandals, on behalf of the Toronto Catholic District School Board about special education funding. Please know that your sincere commitment to students with special education needs is appreciated, and I am pleased to respond.

Our government is committed to ensuring that every student has access to the supports they need to succeed in school, including students with special education needs. We are making changes to be more responsive to the needs of all students and to increase our focus on supporting their achievement and well-being.

The Ministry of Education provides Ontario's 72 publicly-funded district school boards with additional funding through the Special Education Grant (SEG) for students with special education needs to support the incremental costs of the additional programs, services, and equipment required to meet their educational needs and to support positive outcomes. This enables equity for all students with special education needs.

Special Education Grant funding is incremental to the Foundation Grants and other special purpose grants of our ministry's education funding model, the Grants for Student Needs (GSN). School boards have the authority and flexibility to use other GSN funding, as well as the Special Education Grant SEG, to meet their responsibility to support students with special education needs.

The SEG is projected to increase to approximately \$2.76 billion in 2016-17. This represents an increase of approximately \$43.2 million or 1.6 per cent over 2015-16; and \$1.14 billion or 70 per cent since 2002-03.

In the case of Toronto Catholic District School Board, its total Special Education Grant funding allocation is projected to be nearly \$121.2 million in 2016-17. This represents an increase of nearly \$42.4 million or 53.8 per cent since 2002-03.

.../2

As you know, the new DSENA allocation (formerly the High Needs Amount) was introduced in 2014-15 to better reflect the variation among boards with respect to students with special education needs, and boards' ability to meet these needs, thus making the DSENA allocation more fair and equitable.

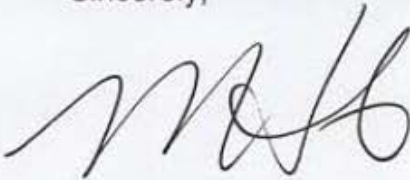
The new DSENA allocation uses three components to reflect this variation: the Measures of Variability, the Special Education Statistical Prediction Model and a Base Amount for Collaboration and Integration. Similar to the geographic adjustment factor that accounts for variations in need for capital construction, the Special Education Statistical Prediction Model estimates the likelihood of students in a school board needing special education programs and/or services. The model does this by taking into account neighbourhood profiles for all students across Ontario in each school board, and considering long-form census factors, such as parent level of education, family income, unemployment and recent immigration to Canada.

Ministry staff have been consulting with stakeholders on the evolution of the DSENA allocation, including meeting with the Special Education Funding Working Group since 2008, and we will continue to work with stakeholders on the evolution of the DSENA funding allocation over the 2016-17 school year.

While this transition to a more fair and equitable DSENA model is provincially fiscally neutral, it will have redistributive impacts among boards, such as the Toronto Catholic District School Board. To mitigate this impact the new DSENA model is being phased in over four years (2014-15 to 2017-18), and despite projected enrolment declines the ministry is holding the provincial DSENA total allocation at \$1.05 billion over the four year transition.

Thank you for writing to share your concerns and recommendations with me. Please be assured that I understand your concerns, and will keep them in mind as we move forward. I trust this information is helpful to you.

Sincerely,

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

Mitzie Hunter, MBA
Minister

Ministry of
Municipal Affairs

Office of the Minister

777 Bay Street, 17th Floor
Toronto ON M5G 2E5
Tel.: 416 585-7000
Fax: 416 585-6470

Ministère des
Affaires municipales

Bureau du ministre

777, rue Bay, 17^e étage
Toronto ON M5G 2E5
Tél. : 416 585-7000
Téléc. : 416 585-6470



AUG 25 2016

16-70258

Ms. Angela Kennedy
Toronto Catholic District School Board
80 Sheppard Avenue East
Toronto ON M2N 6E8

Dear Ms. Kennedy:

Thank you for your letter about our recent changes to the *Municipal Elections Act, 1996*.

As you are aware, Ontario has now passed the *Municipal Elections Modernization Act, 2016*, when Bill 181, an Act to amend the *Municipal Elections Act, 1996* received Royal Assent on June 9, 2016. We recognize there are a range of interests held by many different groups and members of the public, and our changes capture the majority of what we heard during our consultations.

You express concerns related to election administration, including a lack of knowledge with school board electoral processes among voting day staff. Municipal clerks are responsible for the administration of municipal elections and any concerns related to election administration should be directed to the clerk responsible for conducting the election.

You also express concerns related to the voters list. As a part of Bill 181, we made some improvements to ensure an accurate voters list and will be working with stakeholders to identify and consider long-term solutions to the development of municipal voters' lists. We appreciate the recommendations you have provided here and will consider them as a part of our continued efforts to improve municipal voters' lists. I have also taken the opportunity to copy the Minister of Finance, Charles Sousa, due to your comments on the Municipal Property Assessment Corporation.

Once again, thank you for bringing your concerns to the attention of the government. Please accept my best wishes.

Sincerely,

A handwritten signature in dark ink, appearing to read "Bill Mauro".

Bill Mauro
Minister

c: The Honourable Charles Sousa, Minister of Finance

PENDING LIST FOR STUDENT ACHIEVEMENT AS OF SEPTEMBER 8, 2016

#	Date Requested	Due Date	Committee/Board	Subject	Delegated To
1	Oct-13	Long Term Accommodation Program Plan (LTAPP)	Student Achievement	<p>Report that outlines a strategy that will address housing those students that represent over enrolment at Our Lady of Wisdom for the 2014 school year and look at providing possible caps/boundaries including French Immersion for over-subscribed schools when the Admissions Policy comes back for review.</p> <p>Report regarding French Immersion Program: Recommendations for Oversubscribed FI Program Schools - that St. Cyril be referred back to staff as an oversubscribed French Immersion program school and possible solutions.</p> <p>Report regarding the feasibility of establishing a French Immersion Program at St. Conrad Catholic School to be included in the report to come to Board</p>	Associate Director Academic Affairs
2	Mar-14	LTAPP	Student Achievement	That the director initiate meetings with community colleges and high schools that provide culinary programs to pursue educational opportunities and report back to the Board	Associate Director, Academic Affairs
3	Oct-15	Oct-16	Student Achievement	Report on pilot Jump Math program inclusive of EQAO results for 2015-2016 (Grade 3 - 6)	Associate Director, Academic Affairs

4	March-16	June-2016 Sept-16	Student Achievement	Chaplaincy Model at the Elementary Panel - A comprehensive structural, logistical and financial side-by-side comparison report between TCDSB and the Niagara Catholic District School Board's (NCDSB) model. As an "essential ministry", investigate other funding sources and potential external program partnerships	Associate Director Academic Affairs
5	April -16	Sept -16	Student Achievement	Friends of Catholic Education Award Selection Criteria	Communications Dept.
6	April -16	LTAPP	Student Achievement	Report regarding inequities in program offerings in our secondary schools and that the two regional programs – French and Gifted continue to be offered at Senator O'Connor and replicated in other secondary schools at the TCDSB as community interest and finances permit	Associate Director Academic Affairs
7	May-16	Nov-16	Student Achievement	Report regarding teacher absenteeism, numbers and percentage of school staff, by Trustee Ward, by school, and if possible, by the days of the week	Associate Director Academic Affairs
8	June-16	Nov-16	Student Achievement	Report regarding a business case model for expanding the SAL program	Associate Director Academic Affairs
9	June-16	Feb-17	Student Achievement	Report regarding a review of Educational Assistant efficiencies Board wide in both elementary and secondary schools	Associate Director Academic Affairs

10	June-16	Mar-17	Student Achievement	Report regarding the results of the data being tracked and monitored since September 2016, which informs us of the system and student impacts on those areas where trustees have approved cuts for 2016-2017.	Associate Director Academic Affairs
11	June-16	In advance of setting the budget for future years	Student Achievement	Report regarding costs for materials and how they can be reduced by department in the future	Associate Director Academic Affairs