

STUDENT ACHIEVEMENT AND WELL BEING, CATHOLIC EDUCATION AND HUMAN RESOURCES COMMITTEE REGULAR MEETING Public Session

AGENDA APRIL 6, 2017

Patrizia Bottoni, Chair
Trustee Ward 4

Barbara Poplawski, Vice Chair
Trustee Ward 10

Ann Andrachuk
Trustee Ward 2

Nancy Crawford
Trustee Ward 12

Frank D'Amico
Trustee Ward 6

Jo-Ann Davis
Trustee Ward 9

Rhea Carlisle
Student Trustee

Michael Del Grande
Trustee Ward 7

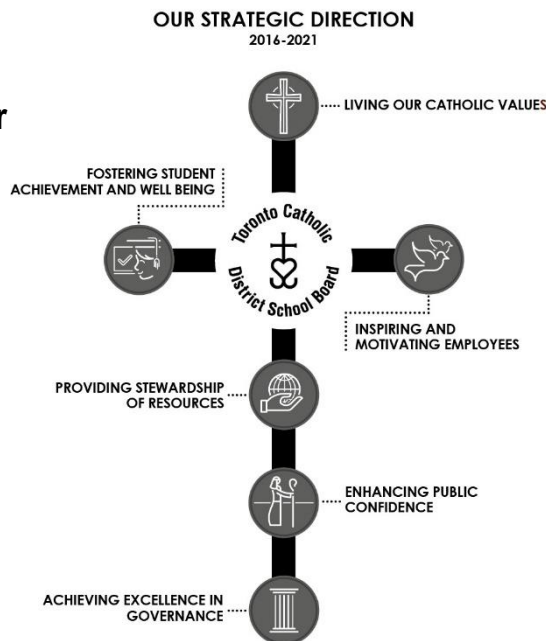
Angela Kennedy
Trustee Ward 11

Joseph Martino
Trustee Ward 1

Sal Piccininni
Trustee Ward 3

Maria Rizzo
Trustee Ward 5

Garry Tanuan
Trustee Ward 8



MISSION

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

VISION

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

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

Angela Gauthier
Director of Education

Angela Kennedy
Chair of the Board

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

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

Terms of reference:

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

OUR MISSION

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

OUR VISION

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through witness, faith, innovation and action.*



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

PUBLIC SESSION

Patrizia Bottoni, Chair

Barbara Poplawski, Vice-Chair

Thursday, April 6, 2017

7:00 P.M.

Pages

1. Call to Order
2. Opening Prayer (Chair or designate)
3. Singing of O Canada A Capella
4. Roll Call & Apologies
5. Approval of the Agenda
6. Report from Private Session
7. Declarations of Interest
8. Approval & Signing of the Minutes of the Meeting held March 2, 2017 for Public Session 1 - 12
9. Delegations
10. Presentations
11. Notices of Motion
12. Consent and Review
13. Unfinished Business

14. Matters referred or deferred

From the Regular Board Meeting of March 30, 2017

- | | | |
|------|---|---------|
| 14.a | Proposed Changes to Draft Admissions and Placement of Secondary Pupils Policy and Fixed Attendance Boundaries for Secondary Schools | 13 - 30 |
| 14.b | New Policies and Guidelines January 2017 - Before and After School Programs | 31 - 57 |

15. Staff Reports

- | | | |
|------|---|-----------|
| 15.a | Accountability Framework for Special Education | 58 - 116 |
| 15.b | Final Report: Review of Educational Assistants and Child Youth Workers Efficiencies Boardwide | 117 - 143 |
| 15.c | Summer School Locations and Programs 2017 | 144 - 148 |
| 15.d | Verbal Report from Staff regarding Catholic Education Symposium, November 14 - 15, 2017 | 149 - 156 |

16. Listing of Communications

17. Inquiries and Miscellaneous

18. Updating of Pending List	157 - 158
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19. Closing Prayer

20. Adjournment

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

HELD THURSDAY, MARCH 2, 2017

PUBLIC SESSION

PRESENT:

Trustees: P. Bottoni, Chair
B. Poplawski, Vice Chair
A. Andrachuk
N. Crawford
F. D'Amico
J.A. Davis – by teleconference
M. Del Grande
A. Kennedy
J. Martino
S. Piccininni
M. Rizzo
R. Carlisle, Student Trustee
K. Dubrovskaya – Student Trustee

A. Gauthier
R. McGuckin
A. Sangiorgio
C. Jackson
P. Matthews
P. DeCock
J. Yan
P. Aguiar
V. Burzotta
M. Caccamo
S. Campbell
N. D'Avella
A. Della Mora
L. Di Marco
C. Fernandes
D. Koenig

K. Malcolm
J. Shain
D. Yack

A. Robertson, Parliamentarian

S. Harris, Recording Secretary
C. Johnston, Acting Assistant Recording Secretary

An apology was received on behalf of Trustee Tanuan.

MOVED by Trustee Crawford, seconded by Trustee Poplawski, that the agenda, as amended, be approved.

On the vote being taken on the agenda, as amended, as follows:

In favour

Opposed

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

The Motion was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee D'Amico, that the matters dealt with in PRIVATE SESSION, including the Verbal Update from the Executive Search Committee and the Director's Verbal Report on HR matters, be approved.

Results of the vote taken, as follows:

In favour

Opposed

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

The Motion was declared

CARRIED

Trustee Kennedy declared an interest in Items 15b) and 15c) as her family member is employed by the Board. Trustee Kennedy indicated she would neither vote nor participate in the discussion of the item.

MOVED by Trustee Kennedy, seconded by Trustee Crawford, that the Minutes of the Regular Meeting held February 2, 2017 for Public Session be approved, as amended.

Results of the vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D'Amico
 Davis
 Del Grande
 Kennedy
 Martino
 Piccininni
 Poplawski
 Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Poplawski, that Item 9a) be adopted as follows:

9a) Delegation from Tamer Higazi regarding Extra-Curricular Debating Program –received and referred to staff.

Results of the vote taken, as follows:

In favour

Opposed

Trustees Andrachuk	Del Grande
Bottoni	Martino

Crawford	Piccininni
D'Amico	Rizzo
Davis	
Kennedy	
Poplawski	

The Motion was declared

CARRIED

12) Consent and Review

The Chair reviewed the Order Paper.

The following items were questioned:

Item 15a)	Trustees Davis and Del Grande
Item 15b)	Trustee Rizzo
Item 15d)	Trustee Andrachuk
Item 16a)	Trustee Crawford

Trustee Kennedy left the meeting due to a Declaration of Interest, as earlier indicated.

MOVED by Trustee Poplawski, seconded by Trustee Crawford, that the item not questioned be approved.

Results of the vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni

Crawford
D'Amico
Davis
Del Grande
Martino
Piccininni
Poplawski
Rizzo

The Motion was declared

CARRIED

MATTER AS CAPTURED IN THE ABOVE MOTION

Item 15c) Ontario Financing Authority Debenture By-Law #189 received and that the By-Law #189 attached as Appendix A, a by-law for Ministry of Education approved capital projects started before August 31, 2016 authorizing the issuance of \$246,715 in debentures, be approved.

Trustee Kennedy returned to the meeting.

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

15a) 2017-2018 to 2019-2020 Consensus Enrolment Projections
– received.

Time for business expired and was extended by unanimous consent for 15 minutes as per Article 12.6.

MOVED in AMENDMENT by Trustee Del Grande, seconded by Trustee Crawford that the consensus enrolment projections for the 2017-18 school year be approved for staffing and budgetary purposes and the consensus enrolment projections for the 2018-19 and 2019-20 school years be approved for Ministry of Education reporting requirements.

Results of the Vote on the Amendment, as follows:

<u>In favour</u>	<u>Opposed</u>
Trustees Andrachuk	Rizzo
Bottoni	
Crawford	
D'Amico	
Davis	
Del Grande	
Kennedy	
Martino	
Piccininni	
Poplawski	

The Amendment was declared

CARRIED

Results of the Vote on the Motion, as amended, as follows:

<u>In favour</u>	<u>Opposed</u>
Trustees Andrachuk	Rizzo
Bottoni	
Crawford	
D'Amico	

Davis
 Del Grande
 Kennedy
 Martino
 Piccininni
 Poplawski

The Motion, as amended, was declared

CARRIED

Trustee Kennedy left the meeting due to a Declaration of Interest, as indicated earlier.

MOVED by Trustee Andrachuk, seconded by Trustee Crawford, that Item 15b) be adopted as follows:

15b) 2017-2018 Preliminary Teaching Staffing Projections received and that the Board of Trustees approve the preliminary staffing projections for 2017-2018 as outlined in this report.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D'Amico
 Davis
 Del Grande
 Martino
 Piccininni

Rizzo

Poplawski

The Motion was declared

CARRIED

Trustee Kennedy returned to the meeting.

MOVED by Trustee Andrachuk, seconded by Trustee D'Amico, that Item 15d) be adopted as follows:

15d) Attendance Boundary Review – St. Gregory, Nativity of Our Lord, Mother Cabrini, St. Marcellus, Our Lady of Sorrows – Interim Report (Trustee Wards 1 and 2):

1. That the following recommendation be considered for approval at the meeting of the Board of Trustees on April 26, 2017

A final decision on the attendances boundaries for St. Gregory, Nativity of Our Lord, Mother Cabrini, St. Marcellus and Our Lady of Sorrows will be made following input from the community on the new information in this report, the traffic stats and portable placement information on March 30 and April 6, 2017.

2. That, in accordance with the Long Term Accommodation Program Plan (LTAPP), staff continue to investigate and assess possible locations for the South/Central Etobicoke area for a new elementary school location to alleviate enrollment pressures in this area.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
D'Amico
Davis
Del Grande
Kennedy
Martino
Piccininni
Poplawski
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee D'Amico, that Item 16a) be adopted as follows:

- 16a) Verbal Report from Trustee Crawford, representative of the Board of Trustees, on the Safe Schools Advisory Committee, on Progressive Discipline and Resolution Conference and Mediation Circles at the TCDSB – received.**

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
Bottoni
Crawford
D'Amico
Davis
Del Grande
Kennedy
Martino
Piccininni
Poplawski
Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee D'Amico, that the meeting resolve into FULL BOARD to Rise and Report.

CARRIED

MOVED by Trustee Poplawski, seconded by Trustee Bottoni, that all the matters dealt with in PRIVATE and PUBLIC sessions be approved.

Results of the Vote taken, as follows:

In favour

Opposed

Trustees Andrachuk
 Bottoni
 Crawford
 D'Amico
 Davis
 Del Grande
 Kennedy
 Martino
 Poplawski

Rizzo

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Trustee Crawford, that the meeting adjourn.

CARRIED

SECRETARY

CHAIR



REPORT TO

REGULAR BOARD

PROPOSED CHANGES TO THE DRAFT ADMISSIONS & PLACEMENT OF SECONDARY PUPILS POLICY AND FIXED ATTENDANCE BOUNDARIES FOR SECONDARY SCHOOLS

*Let the morning bring me word of your unfailing love, for I have put my trust
in you. Show me the way I should go, for to you I entrust my life.*

Psalm 143:8 / NIV

Created, Draft	First Tabling	Review
January 18, 2017	March 30, 2017	Click here to enter a date.
J. Volek, Senior Coordinator, Planning and Accountability M. Silva, Comptroller of Planning and Development Services		

RECOMMENDATION REPORT

Vision:

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

Mission:

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

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



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and
Facilities

C. Jackson

Executive Superintendent of Business
Services and Chief Financial Officer

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

This report recommends the adoption of fixed attendance boundaries for all secondary schools in response to a November 21, 2016 recommendation from the Ministry of Education, and to be consistent with most Ontario school Boards.

Adoption of fixed attendance boundaries for all TCDSB secondary schools requires one substantive amendment to the current **draft** Admissions & Placement of Secondary Pupils (APSP) policy, namely to direct grade 8 students to one (1) co-educational secondary school based on proximity of the elementary school to the secondary school. The draft APSP policy, in its current form, articulates that each grade 8 student will be given a choice of the two (2) closest co-educational secondary schools.

This report recommends that the Board of Trustees approve the current draft APSP policy (*Appendix 'A'*) for consultation at the level of consult, **with the following amendments:**

1. That each grade 8 student be directed to one (1) co-educational secondary school based on the proximity of the elementary school to the secondary school.
2. That grade 8 students have the option of selecting one (1) other co-educational secondary school. Admission may be granted pending space availability, program availability, and proximity of the secondary school of choice to the home address of the student.

The cumulative staff time dedicated to developing this report was 123 hours.

B. PURPOSE

1. To update the current draft APSP policy, as attached in *Appendix 'A'*, in response to a Trustee motion at the Regular Board meeting of October 23, 2014:

“That the draft Admission and Placement of Secondary Pupils Policy, incorporating the changes approved at Regular Board meeting held on February 27th, 2014, as contained in Appendix B of this report, and to be considered for adoption at the Committee of the Whole Board in January 2015.”

2. To establish secondary fixed attendance boundaries in response to a November 21, 2016 letter from the Ministry of Education:

“Your board is strongly encouraged to implement specific catchment areas for each secondary school to better redistribute enrolment across all secondary schools.”

C. BACKGROUND

1. Senior academic and Planning staff have met to discuss and review the current draft APSP policy last tabled at the Regular Board meeting of October 23, 2014, where it was deferred for consideration at a future Board meeting.
2. Staff were directed to assess the current draft APSP policy to determine if its potential implementation will have a positive impact on enrolments and utilization rates at our secondary schools over time. Currently, there are several secondary schools that are oversubscribed, some significantly, and conversely, there are several secondary schools that are undersubscribed. Staff are seeking solutions to help create a better balance of enrolment and a more optimal use of available classroom space.
3. **February 27th, 2014** – At the Regular meeting of the Board, Trustees considered the report: *Review of Admissions Policy (S.A.01) and Placement Policy (S.A.02)*, and approved a number of revisions to the proposed policy. Staff were directed to consult with the broader stakeholder community.
4. **March 27th, 2014** – At the Regular meeting of the Board, Trustees considered the report: *Communications and Community Engagement Plan for Admissions Policy (S.A.01) and Placement Policy (S.A.02)*, and approved a comprehensive community consultation strategy as proposed by staff.
5. **May 2014** – A number of consultations with key stakeholders took place over the course of the month of May, including a successful and well attended “Consultation in the Round” event at the CEC. At “Consultation in the Round”, parents, students, administrators, student leaders, TSU, community leaders and members, parishioners, and various Board staff had an opportunity to provide comment and feedback directly to senior staff on the draft Elementary (S.A.01) and draft Secondary (S.A.02) Admissions policies being proposed.

6. **May 22nd, 2014** – At the Regular meeting of the Board, Trustees deferred the report: *Review of Admissions Policy (S.A.01) and Placement Policy (S.A.02)*, and made requests for some additional information, which was provided by June 2014.
7. **September 25th, 2014** – At the Regular meeting of the Board and **October 16th, 2014** – Corporate Affairs, Strategic Planning and Property Committee meeting, Trustees considered the report: *Review of Admissions Policy (S.A.01) and Placement Policy (S.A.02)*, where further key amendments to the staff recommendations were made. Staff were directed to provide comment and feedback to the motions and amendments at a subsequent meeting of the Board.
8. **October 23rd, 2014** – At the Regular meeting of the Board, Trustees considered the report: *Elementary Admission Policy (S.A.01) Update*, and approved the following recommendations.

[...] That the draft Admission and Placement of Secondary Pupils Policy, incorporating the changes approved at Regular Board meeting held on February 27th, 2014, as contained in Appendix B of this report, and to be considered for adoption at the Committee of the Whole Board in January 2015. [...]
9. **November 21st, 2016** – In a letter from the Ministry of Education, which did not approve the Board’s highest Capital priority, the Ministry strongly encourages our Board to approve fixed boundaries for all secondary schools in an effort to create a better balance of enrolment across the system:

“Your board is strongly encouraged to implement specific catchment areas for each secondary school to better redistribute enrolment across all secondary schools.”

D. EVIDENCE/RESEARCH/ANALYSIS

1. Closer examination of secondary enrolment across the system has revealed continued oversubscription in several secondary schools and continued undersubscription in several secondary schools.

2. The Board approved elementary fixed attendance boundaries between 2010 and 2014 to accommodate the phased implementation of Full Day Kindergarten (FDK). At the Regular meeting of the Board on October 23, 2014, Trustees approved fixed attendance boundaries for all grades (FDK-8).

Current Admissions Policies (in Use)

3. The current Secondary Admissions and Placement policies indicate that grade 8 eligibility for admission to a secondary school is governed by the extent of a concentric circle around the secondary school, whereby each year the secondary Principals, in consultation with Planning and other Board staff, determine the extent (or radius) of the circle to include the closest elementary schools as per grade 9 enrolment caps set by the Director of Education.
4. Students who are unsuccessful in gaining admission to their designated home school, or first school of choice, are given the option of redirection to a nearby school or placed on a waitlist in order of priority and by time and date of applications. Students are offered three (3) choices:
 1. Accept the new placement.
 2. Reject the new placement and be placed on a Priority 1 waitlist of their first school of choice.
 3. Accept redirection and also be placed on a Priority 2 waitlist for their first school of choice until the end of May.
5. The Planning and Facilities department in partnership with the school principal will make every effort to ensure that space at any school is fully utilized. Furthermore, any school where there is potential for the placement of portables will be assessed in an effort to accommodate as many students as possible. Facilities staff will also assess schools with pupil accommodation challenges and make any suggestions for internal modifications in an effort to increase overall capacity. The overriding objective is to accommodate all students wherever possible.

Current Draft APSP Policy

6. The current **draft** APSP policy (*Appendix 'A', column 1*), as shared with stakeholders during the May 2014 consultation period, articulates that each grade 8 student will be given a choice of the **two** (2) **closest** co-educational secondary schools relative to the elementary feeder school in question, and **one** (1) choice of the **closest** single gender schools and the following specialty programs:

- French Immersion
 - Extended French
 - Congregated Advanced Placement
 - Regional Arts Program
 - STEAM, STEM, MST, MSE
 - International Baccalaureate Program (IB)
7. Staff measured the walk (street-line) distance of each elementary school to the closest co-educational secondary school, single-gender secondary schools, and various secondary specialty programs in an effort to model the draft APSP policy. This analysis has revealed that some of the elementary to secondary school matches are not consistent with established feeder school patterns—reasons for this may be varied, but the role history plays in elementary-secondary school associations is likely the greatest contributing factor. This detailed information will be provided to the Board of Trustees as a separate hand-out item, printed on larger-sized paper, and electronically via e-mail.

New Draft APSP Policy

8. In order for the Board to consider formalized fixed attendance boundaries for all secondary schools in response the Ministry’s recommendation to consider secondary boundaries, and to be consistent with most Ontario school boards, the current draft APSP policy requires **one key amendment**—namely, to direct grade 8 students to **one** (1) co-educational secondary school option. This would allow for the logical aggregation of individual elementary fixed attendance boundaries into secondary boundaries. The result of such aggregation would be to create an elementary “family of schools” for every secondary school in the system.
9. Students will still have the ability to further select from a list of designated single gender schools and various speciality programs as noted above.

Furthermore, students will have the option of selecting another co-educational school of choice, pending space, program availability, and proximity of the secondary school of choice to the home address of the student.

E. ACTION PLAN

1. Regulation 2(a) of the current draft APSP policy (*Appendix 'A'*) states:

“Students in each elementary school shall have identified access to two co-educational secondary school options based on proximity of the elementary school to the secondary school. If the number of applicants to one of the two secondary school options exceeds the capacity of the identified school, students shall be redirected to the second identified option. Capacity will be determined based on numbers approved by the Director of Education, in consultation with school and planning staff. This shall be based on the existing elementary feeder school approach whereby the Secondary School would draw from identified feeder schools based on proximity and a concentric circle model.”

Staff propose to amend Regulation 2(a) to read (changes bolded):

*“Students in each elementary school shall have identified access to **one (1) co-educational secondary school option** based on proximity of the elementary school to the secondary school. **Students shall also have the option of selecting one (1) other co-educational secondary school, pending space and program availability—priority will be given to students whose primary home address is in closer geographic proximity to the secondary school.** Capacity will be determined based on numbers approved by the Director of Education, in consultation with school and planning staff. ~~This shall be based on the existing elementary feeder school approach whereby the Secondary School would draw from identified feeder schools based on proximity and a concentric circle model.~~”*

2. **February 23th, 2017** – At the Regular Board meeting, the Board approved the Long-Term Accommodation Plan (LTAP). The LTAP calls for significant Capital investments over 15 years (subject to Ministry funding) to increase secondary OTG capacity in areas where there is oversubscription—this includes “right-sized” replacement schools, additions, and retrofits.

3. A Waitlist survey and Entry and Exit surveys have also been implemented as of January 2017. Staff will report on the results of the surveys in the spring of 2017.
4. In response to the Ministry of Education's recommendation for the Board to strongly consider secondary boundaries, and pending the outcome of consultation, **staff recommend the establishment of fixed attendance boundaries for all secondary schools**—taking into consideration the geographic proximity of the elementary feeder school. Further to this point, staff also recommend the establishment of fixed attendance boundaries for all single gender schools and the following specialty programs:
 1. French Immersion
 2. Extended French
 3. Congregated Advanced Placement
 4. Regional Arts Program
 5. STEAM, STEM, MST, MSE
 6. International Baccalaureate Program (IB)

Note: Other Regional programs may be developed as consistent with the Long-Term Program Plan (LTPP).
5. Staff will develop a consultation plan and bring a final recommendation report to Board by June 30, 2017, reflecting stakeholder input.

F. RECOMMENDATION

That the Board of Trustees approve the following for consultation at the level of consult:

1. The current draft Admissions and Placement of Secondary Pupils (APSP) policy as found in Appendix 'A', with the following amendments:
 - a. That each grade 8 student be directed to one (1) co-educational secondary school based on the proximity of the elementary school to the secondary school.
 - b. That grade 8 students have the option of selecting one (1) other co-educational secondary school. Admission may be granted pending space availability, program availability, and proximity of the secondary school of choice to the home address of the student.

2. That fixed attendance boundaries for each secondary school be approved.
3. That fixed program boundaries for secondary schools offering Regional programs be approved, including, but not limited to:
 - a. French Immersion
 - b. Extended French
 - c. Congregated Advanced Placement
 - d. Regional Arts Program
 - e. Science, Technology, Engineering, Arts and Mathematics (STEAM), Science, Technology, Engineering and Mathematics (STEM), Mathematics, Science and Technology (MST), and Mathematics, Science and Engineering (MSE)
 - f. International Baccalaureate Program (IB).

DRAFT POLICY

POLICY SECTION: STUDENTS

SUB-SECTION: ADMISSIONS AND PLACEMENT

POLICY NAME: ADMISSIONS AND PLACEMENT OF SECONDARY PUPILS

POLICY NO: S.A. 02

Cross Reference:

- Education Act Sections, 32, 33(3), 36(3), 49(7), 49.1, 49(6)
- F.M. 03 Assessment Policy
- S.P. 01 Special Education Programs
- S.T. 01 Transportation Policy
- S.S. 05 Expulsions
- S.S. 12 Fresh Start

Purpose:

This Policy provides the conditions by which students may be admitted to the Toronto Catholic District School Board and placed in a secondary school operated by the Board.

Scope and Responsibility:

The policy extends to all secondary schools of the TCDSB, except where provided for otherwise. The Director of Education is responsible for this Policy.

Alignment with MYSP:

Living Our Catholic Values
Fostering Student Achievement and Well Being
Strengthening Public Confidence

Financial Impact:

May have a financial impact based on enrolment.

REVISED DRAFT POLICY

POLICY SECTION: STUDENTS

SUB-SECTION: ADMISSIONS AND PLACEMENT

POLICY NAME: ADMISSIONS AND PLACEMENT OF SECONDARY PUPILS

POLICY NO: S.A. 02

Cross Reference:

- Education Act Sections, 32, 33(3), 36(3), 49(7), 49.1, 49(6)
- F.M. 03 Assessment Policy
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Alignment with MYSP:

Living Our Catholic Values
Fostering Student Achievement and Well Being
Strengthening Public Confidence

Financial Impact:

May have a financial impact based on enrolment.

Legal Impact:

Under the Education Act, a person who is qualified to be a resident pupil in respect of a secondary school district if the person enrolls in a secondary school operated by the board of the secondary school district.

Policy:

By embracing the opportunities and challenges of providing an equitable learning environment, the Toronto Catholic District School Board will admit a student to a TCDSB school provided that the student meets specific criteria as per the Ministry of Education statutes and regulations, and TCDSB policies. The TCDSB is committed to fostering the spiritual growth of all students, allowing them to become citizens of the world who live their lives in accordance with our Gospel values.

Regulations:

1. The TCDSB will admit a student to a secondary school who:
 - i. resides in the City of Toronto and has the right to attend a secondary school operated by the TCDSB as per Section 36(3) of the Education Act;
 - ii. is not a Resident in the City of Toronto, only if space is available.
2. (a) Students in each elementary school shall have identified access to two co-educational secondary school options based on proximity of the elementary school to the secondary school. If the number of applicants to one of the two secondary school options exceeds the capacity of the identified school, students shall be redirected to the second identified option. Capacity will be determined based on numbers approved by the Director of Education, in consultation with school and planning staff. This shall be based on the existing

Legal Impact:

Under the Education Act, a person who is qualified to be a resident pupil in respect of a secondary school district if the person enrolls in a secondary school operated by the board of the secondary school district.

Policy:

By embracing the opportunities and challenges of providing an equitable learning environment, the Toronto Catholic District School Board will admit a student to a TCDSB school provided that the student meets specific criteria as per the Ministry of Education statutes and regulations, and TCDSB policies. The TCDSB is committed to fostering the spiritual growth of all students, allowing them to become citizens of the world who live their lives in accordance with our Gospel values.

Regulations:

1. The TCDSB will admit a student to a secondary school who:
 - i. resides in the City of Toronto and has the right to attend a secondary school operated by the TCDSB as per Section 36(3) of the Education Act;
 - ii. is not a Resident in the City of Toronto, only if space is available.
2. (a) *Students in each elementary school shall have identified access to one (1) co-educational secondary school option based on proximity of the elementary school to the secondary school. Students shall also have the option of selecting one (1) other co-educational secondary school, pending space and program availability—priority will be given to students whose primary home address is in closer geographic proximity to the secondary school. Capacity will be determined based on numbers approved*

elementary feeder school approach whereby the Secondary School would draw from identified feeder schools based on proximity and a concentric circle model.

(b) In addition, should students request a single gender school, the closest single gender school shall be identified as a further option. Placement will be based on proximity of the feeder school to the secondary school and program availability.

(c) If a student applies to a specialty program, the secondary school offering the specialty program shall be identified based on geographic proximity of the feeder school to the secondary school. The most qualified students shall be admitted to the specialty program based on articulated criteria.

3. Elementary students who are eligible for admission to a TCDSB secondary school may make an application for placement in the secondary school and program chosen by the student. Students will be placed subject to regular program and space availability. Excluded from the placement procedure in Regulation 2(a) and 2(b) are those students who will be placed by the following processes, as per TCDSB policies:

- i. Identification Placement Review Committee process;
- ii. Safe Schools;
- iii. Monsignor Fraser College;
- iv. Regional Programs (International Baccalaureate, Regional Arts Program, Advanced Placement, French Immersion, Extended French and Math Science Technology). Refer to Regulation 2(c);
- v. the Arts Schools; or
- vi. St. Michael's Choir School.

Admission requirements for secondary school specialty programs are provided in Schedule 1 of this Policy.

by the Director of Education, in consultation with school and planning staff. ~~This shall be based on the existing elementary feeder school approach whereby the Secondary School would draw from identified feeder schools based on proximity and a concentric circle model.~~

(b) In addition, should students request a single gender school, the closest single gender school shall be identified as a further option. Placement will be based on proximity of the feeder school to the secondary school and program availability.

(c) If a student applies to a specialty program, the secondary school offering the specialty program shall be identified based on geographic proximity of the feeder school to the secondary school. The most qualified students shall be admitted to the specialty program based on articulated criteria.

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- v. the Arts Schools; or
- vi. St. Michael's Choir School.

Admission requirements for secondary school specialty programs are provided in **the annual Program and Course Calendar.**

4. Secondary school students whose parent/guardian is qualified to designate their support to Catholic schools should complete and sign an Application for Direction of School Support form at the time of registration.
5. Whenever, due to the lack of program or space availability, it is not initially possible to place all eligible elementary students in the secondary school of their respective choices, placement of students will be based upon one of the following:
 - i. the availability of a suitable program consistent with their choices;
 - ii. the presence of an older sibling(s) presently attending and returning in September to the secondary school of choice;
 - iii. the geographic proximity of the school of choice to the school in which the student is currently enrolled.
6. Once the initial placement process is complete, the following waiting list priorities will be maintained:
 - i. **Priority 1**
 - TCDSB grade 8 students who have been offered, through the re-direction process, per Regulation 2, a grade 9 placement in a secondary school other than the secondary school of choice and have declined that placement.
 - Re-directed grade 8 students who have accepted the alternative placement but wish to remain on the waiting list of their first choice school.
 - TCDSB grade 8 students who have moved to a new residential address and request placement in a school closer to their new address (subject to proof of new residential address).
 - TCDSB grade 8 students whose application has been received after the initial deadline date for placement.
 - TCDSB grade 8 students who reside outside of the City of Toronto and have been in the TCDSB for the past three (3) consecutive years.
 - All other applicants from other school boards or private schools requesting placement in a TCDSB school who are entitled to attend under the Education Act.

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 - i. the availability of a suitable program consistent with their choices;
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 - iii. the geographic proximity of the **secondary** school of choice to the **home address** of the student.
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 - All other applicants from other school boards or private schools requesting placement in a TCDSB school who are entitled to attend under the Education Act.

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| <ul style="list-style-type: none"> • Students who reside outside the City of Toronto whose parents are English-Separate School Supporters in Toronto through their business assessment. <p>ii. Priority 2</p> <ul style="list-style-type: none"> • Grade 8 students who have been accepted to and wish to retain their original choice of secondary school but have requested a change of placement. These students will remain on the Priority 2 list until the end of May only. <p>iii. Priority 3</p> <ul style="list-style-type: none"> • TCDSB grade 8 students who reside outside the City of Toronto with less than three (3) consecutive years in the TCDSB. • Students residing outside the City of Toronto and attending a school in their home Board applying for placement in a TCDSB secondary school. <p>7. Grade 8 siblings of students currently attending and returning to the same TCDSB secondary school the following September will be given placement in said secondary school provided that:</p> <ul style="list-style-type: none"> i. sibling information is included in the initial application; ii. the sibling in the secondary school must be returning to attain their graduation requirements; iii. the sibling in the secondary school is not in a specialty program as per Regulation 2; iv. the parent/guardian of students that reside outside of the City of Toronto are English-Separate School Supporters in the City of Toronto through their business assessment. <p>8. Priority 1 students will be offered placement first if program and space availability permit based on program availability, space availability, proximity to the school and merit of application. Schools may offer placement to other priority wait list applicants, in order of priority, once all Priority 1 students have been offered a placement.</p> | <ul style="list-style-type: none"> • Students who reside outside the City of Toronto whose parents are English-Separate School Supporters in Toronto through their business assessment. <p>ii. Priority 2</p> <ul style="list-style-type: none"> • Grade 8 students who have been accepted to and wish to retain their original choice of secondary school but have requested a change of placement. These students will remain on the Priority 2 list until the end of May only. <p>iii. Priority 3</p> <ul style="list-style-type: none"> • TCDSB grade 8 students who reside outside the City of Toronto with less than three (3) consecutive years in the TCDSB. • Students residing outside the City of Toronto and attending a school in their home Board applying for placement in a TCDSB secondary school. <p>7. Grade 8 siblings of students currently attending and returning to the same TCDSB secondary school the following September will be given placement in said secondary school provided that:</p> <ul style="list-style-type: none"> i. sibling information is included in the initial application; ii. the sibling in the secondary school must be returning to attain their graduation requirements; iii. the sibling in the secondary school is not in a specialty program as per Regulation 2; iv. the parent/guardian of students that reside outside of the City of Toronto are English-Separate School Supporters in the City of Toronto through their business assessment. <p>8. Priority 1 students will be offered placement first if program and space availability permit based on program availability, space availability, proximity to the school and merit of application. Schools may offer placement to other priority wait list applicants, in order of priority, once all Priority 1 students have been offered a placement.</p> |
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9. These placement procedures do not apply to TCDSB secondary students who wish to transfer between TCDSB secondary schools. Applications to transfer must be arranged by the student with the assistance of their current Principal or Designate and the Principal or Designate of the requested school.
10. Placement of students on a non-credit bearing track will be centrally coordinated through the Special Services Department.
11. Providing that all Admission requirements are met and the required supporting documentation is presented, the TCDSB will register in a school students new to Canada who are:
 - i. Canadian Citizens, Permanent Residents or Refugee Claimants;
 - ii. here while their parent(s) is under: a Work Permit, Visiting Forces Act, Diplomatic status or as a full-time student at an accredited Toronto College or University.
 - iii. living with their parent(s) who reside in the City of Toronto while awaiting their Work Permit or determination of their claim to become Permanent Residents.
12. Students living with their parents who are here in Canada without valid immigration status will not be denied admission to a TCDSB secondary school, consistent with the provisions of the Education Act.
13. Where a student is presently registered in a TCDSB secondary school and, due to family circumstances, must be temporarily housed in a youth shelter, the student will be placed in another TCDSB school, and the student's Ontario School Record will be transferred in accordance with TCDSB procedures.
14. International Education program staff of the Continuing Education Department will coordinate placement of all VISA students in TCDSB Secondary Schools.

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15. In the event that a pupil, although not entitled under this policy, is admitted to a TCDSB secondary school under false pretences, the Director may defer the removal of the pupil no later than the end of the current school year.

Definitions:

Application for Direction of School Support

An Application for Direction of School Support form allows Roman Catholics and members of the Eastern Catholic Churches to direct their school support designation to English Separate. Otherwise, school support designation defaults to English Public as per Section 16(4) of the Assessment Act.

Co-educational Secondary School

The population of the school includes both males and females.

Concentric Circles

Terminology used from time-to-time to describe the methodology of determining, assessing and managing secondary school enrolment. With the secondary school at the centre of a circle, subject to Grade 9 enrolment caps, space and program availability, the circle can expand or contract to include or exclude elementary feeder schools.

Constitution Act, 1867, Section 93

The general Act created the Dominion of Canada in 1867, and provided powers to the provinces to exclusively make laws for education. Those denominational rights granted to separate (Catholic) schools prior to the Constitution Act would be guaranteed.

Custodian

A custodian is a Canadian citizen or permanent resident designated by parents/guardians to provide care and be responsible for their minor child while he/she studies in Canada for a fixed period of time (temporary). All minor students participating in the TCDSB

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Associate School

Schools by which students get placement in a secondary school.

Co-educational Secondary School

The population of the school includes both males and females.

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International Education Program must be assigned to a custodian, who will act in place of the parent.

Feeder Schools

Refers to elementary schools whose Grade 8 graduates have traditionally gone to certain secondary schools, and/or elementary schools located in geographic proximity to certain secondary schools.

Guardian

A person who has lawful custody of a child, other than the parent of the child.

Homestay

A homestay placement typically occurs when an International Student lives with a local family. The homestay family is selected by the parents with the assistance of the custodian. The student would typically be provided with a private bedroom, shared bathroom facilities along with three meals a day. The family would eat with the student and provide guidance and support as required. In most cases the custodian would provide consent for the homestay mother and/or father to contact the school as required. The school should request this authorization when admitting the student.

Identification Placement Review Committee

Regulation 181/98 of the Education Act requires that all school boards establish an Identification Placement and Review Committee (IPRC) for the purpose of identifying whether a student is deemed 'exceptional' according to the categories and definitions of exceptionalities provided by the Ministry of Education; and further to assign such a student to one of five 'placements' ranging from the regular classroom to a fulltime special education class. The IPRC must be composed of at least 3 people, one of whom must be either a principal or supervisory officer of the board. The IPRC reviews the identification and placement of exceptional students each year.

Study Permit

International Students who wish to study in Canada for more than six months require a Study Permit from Citizenship and Immigration

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Study Permit

International Students who wish to study in Canada for more than six months require a Study Permit from Citizenship and Immigration

Canada (CIC). A study permit is not required if they are in a program lasting less than six months. A study permit alone does not allow access into a country and a Temporary Resident Visa is typically issued with the Study Permit. Study Permits must be renewed thirty days before they expire. Expired Study Permits cannot be extended from within Canada.

Temporary Resident VISA Student

All International Students studying in a program that lasts more than six months must have a Temporary Resident Visa. High school students are typically only issued a Study Visa. Students wishing to exit and return to Canada must ensure that they request a multi-visit Entry Visa that expires subsequent to their anticipated return.

Evaluation and Metrics:

1. An annual report of secondary student enrolment will be provided to the Board as per the Rolling Calendar of Annual Standard Reports.

SCHEDULE 1

Secondary School Specialty Program Admission Requirements

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SCHEDULE 1

Secondary School Specialty Program Admission Requirements



REPORT TO

REGULAR BOARD

NEW POLICIES AND GUIDELINES, JANUARY 2017— BEFORE AND AFTER SCHOOL PROGRAMS IN SCHOOLS

*“Instead, we were like young children among you. Just as a nursing mother cares for her children, so I care for you.”
1 Thessalonians 2: 7-8*

Created, Draft	First Tabling	Review
March 6, 2017	March 30, 2017	Click here to enter a date.

M. Rodrigues-Wright, Senior Manager Child Care Services
K. Malcolm, Superintendent Area 7 & Early Years

INFORMATION REPORT

Vision:

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

Mission:

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

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



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

Beginning September 2017, school boards in Ontario are required to ensure the provision of before and after school programs in each elementary school for children from Kindergarten to Grade 6, where there is sufficient demand and/or viability (as per, Part IX.1 of the Education Act, Regulation 221/11).

This report will provide an overview of the Ministry of Education document: “Before and After School Programs Kindergarten – Grade 6, Policies and Guidelines”, January 2017 – **Appendix A**) along with anticipated impact and action plans for the Toronto Catholic District School Board.

B. PURPOSE

1. To provide a summary regarding the new (January 2017) Ministry of Education policies and guidelines for before and after school programs, for children from the ages of 4 – 12, in Ontario schools.
2. To outline the anticipated impact of these policies and guidelines for the Toronto Catholic District School Board.
3. To describe action plans to address the mandate and anticipated impact.

C. BACKGROUND

1. In September 2010, Full Day Kindergarten was first introduced by the Province, phased in over 5 years, with the requirement of Extended Day/Before and After School Kindergarten Programs where there was sufficient demand and offered on a cost-recovery basis.
2. In 2013, the ‘*Ontario Early Years Policy Framework*’ was written to outline a provincial vision for, “...a system of responsive, high-quality, accessible and increasingly integrated early years programs and services that contribute to healthy child development today and a stronger future tomorrow.”
3. In 2014, ‘*Achieving Excellence: A Renewed Vision for Education in Ontario*’, the Ministry of Education focused upon a greater integration between child care, early learning and education services.
4. In December 2014, the **Child Care Modernization Act** was proclaimed which included the overhaul of an outdated, almost 70 year old ‘*Day Nurseries Act*’ into the ‘**Child Care and Early Years Act, 2014** (CCEYA, 2014).

5. The Child Care Modernization Act, 2014, included an amendment to the Education Act to require Ontario school boards to ensure the provision of before and after school programs for students in Grades 1 – 6, in addition to Kindergarten (at sites with sufficient demand and/or viability).
6. In 2014, a provincial resource guide, “How Does Learning Happen”, was released for all early years’ settings (Kindergarten, child care, family support programs and more). The emphasis is on four foundations for optimal learning and development—Belonging, Engagement, Expression and Well-Being for Children, Families and Educators.
7. “*Building a Better Future—A Discussion Paper for Transforming Early Years and Child Care in Ontario*” was distributed in late 2016 to seek input from families, early years agencies and child care partners.
8. And, in January 2017, the finalized, “**Before and After School Programs, Kindergarten – Grade 6, Policies and Guidelines for School Boards**” was released and required to be implemented effective September 2017 (referred to as ‘the document’ in the information below).

D. EVIDENCE/RESEARCH/ANALYSIS

1. The new policies and guidelines for before and after school programs, Kindergarten – Grade 6, include the duty of school boards to provide before and after school care where there is sufficient demand and/or viability.
2. School boards may directly operate programs or enter into agreements with third party operators—either (qualified) non-profit or municipally-run licensed child care (for before and after school care, Kindergarten & 6 – 12 year olds) **OR** authorized recreational and skill building programs (after school only for 6 – 12 year olds).
3. School boards are required to work in collaboration with co-terminus boards (in our case the Toronto District School Board) and the Consolidated Municipal Services Manager (CMSM; City of Toronto, Children’s Services) in assessing the need for B & A programs in schools and in the development of service plans. This is noted as the ‘Duty to Cooperate’ within the document and CCEYA, 2014 Act.
4. Consultation with community partners including operators of existing child care and authorized recreation programs, parents with school-age children and indigenous organizations is required as part of the planning and review process.

5. The policies and guidelines specifically define what is deemed an ‘authorized recreation program’—providers include municipalities (eg. ARC—After School Recreation Care), the YMCA Boys’ and Girls’ Clubs of Canada and Ontario’s After School Program funded by the Ministry of Tourism, Culture and Sport.
6. Other recreation programs or informal types of after school programs may also have to meet various provisions within the CCEYA, 2014 (Refer to: “Parents and Providers—What you need to know about recreation programs” on the Ministry of Education’s website: Ontario.ca/childcare)
7. A significant mandate within the document sets out new programming requirements and expectations for authorized recreation programs such as, minimum staff qualifications and adult-to-child ratios; vulnerable sector checks for all staff; consistency with “How Does Learning Happen?” Ontario’s Pedagogy for the Early Years. (pages 12 – 17 in the document, Appendix ‘A’).
8. Another significant obligation states that where school boards choose to enter into an agreement with an authorized recreation provider, a number of programming requirements and conditions must be included within the agreements (eg. Ensure agencies provide healthy and nutritious food, vulnerable sector screening and certified in first aid/CPR for all staff, training in WHMIS and conflict resolution, etc.).
9. The difference between licensed child care programs and authorized recreation programs is that the latter is not overseen nor monitored by any government body. Authorized recreation programs self-monitor at this time. Licensed child care is inspected by the Ministry of Education, Licensing Unit and assessed by the municipality (if the agency has a subsidy agreement in place—‘Purchase of Service Agreement with the City’).

E. METRICS AND ACCOUNTABILITY

1. Although the Ministry has not mandated that surveys to all parents be employed to determine interest in before and after school programs, TCDSB determined that it was the most efficient and effective way to reach all parents to assess need for B & A programs in our schools.
2. Online surveys were made available to TCDSB parents of children from Kindergarten to Grade 6 in every TCDSB elementary school as of January 18, 2017. Paper surveys were to be distributed to parents of currently-enrolled Kindergarten students. Survey results were due February 17, 2017 and are in the process of being tallied.

3. Sufficient interest will require a minimum of 20 positive surveys for both before and after school Kindergarten and/or 25 positive surveys for both before and after school School-Age (Grades 1 – 6) at any one school site.
4. A joint TCDSB/TDSB and City, Children's Services B & A work group has been meeting since the Spring 2016 to work through the Ministry of Education's new requirements (which were in draft format at the time) with the goal of working in collaboration to identify gaps where B & A programs could potentially open. This work is on-going and multiple factors will be considered before decisions on opening new programs are made (e.g a sufficient number of positive survey responses, neighbourhood demand and viability of operating a program etc).
5. Consultations with child care agencies and authorized recreation programs, about before and after school program demand and viability, took place in December 2016 and in January 2017 with about 100 people in attendance.
6. Consultations with indigenous agencies occurred in February 2017 at the Aboriginal Advisory Committee table.
7. Feedback has included concerns about the short timelines to implement the 'duty'; concerns about programs sharing space with school staff; worries about staffing B & A programs with a shortage of Early Childhood Educators who are willing to work a split shift (before school & after school); concerns about insufficient fee subsidies for families etc.
8. The work group acknowledges the concerns and will continue to work together to try to address the concerns wherever possible.
9. The TCDSB (Legal, Planning, Facilities & Child Care Services) is reviewing the agreement requirements in relation to authorized recreation programs and will soon determine whether the Board will enter into such agreements. This requires more discussion and evaluation.
10. One after school recreation program (ARC—Operated by the City of Toronto) has requested that the TDSB and the TCDSB not require them to sign an agreement as per Ministry policies. ARC has informed that they are currently unable to meet the requirements. This situation will be brought forward by TCDSB to Ministry representatives for direction.

11. Based upon B & A survey results, TCDSB Child Care Services will pursue the opening of new programs where there is sufficient demand and/or viability in consultation with our partners in the work group. Third party agencies will be offered the opportunity to open these programs.

F. CONCLUDING STATEMENT

This report is for the information of the Board.



Ministry of Education

Before-and-After School Programs Kindergarten – Grade 6

POLICIES AND GUIDELINES FOR SCHOOL BOARDS

January 2017

PREFACE

Beginning September 2017, school boards are required to ensure the provision of before-and-after school programs (i.e. school board-operated and third party programs) in each elementary school in Ontario for students in Kindergarten to Grade 6 where there is sufficient demand.

School boards are required to comply with the provisions for before-and-after school programs set out under [Part IX.1 of the *Education Act*, Regulation 221/11 entitled “Extended Day and Third Party Programs,”](#) and policies set out in this document.

PURPOSE OF THIS DOCUMENT

This document summarizes the provisions set out in the *Education Act* and regulations for before-and-after school programs for students in Kindergarten to Grade 6. It also sets out requirements with regard to reporting and program content for before-and-after school programs and additional considerations to support the implementation of these programs.

INTRODUCTION

Since the introduction of Full-Day Kindergarten (FDK), school boards have been required to ensure the provision of before-and-after school programs for FDK students where there is sufficient demand.

FDK was fully implemented across the province in September 2014, reaching approximately 260,000 students each year, with more than 70% of schools offering FDK also providing a before-and-after school program.

A VISION FOR CHILD CARE, THE EARLY YEARS AND EDUCATION IN ONTARIO

FDK and before-and-after school programs are key parts of the broader provincial vision for “a system of responsive, high-quality, accessible, and increasingly integrated early years programs and services that contribute to healthy child development today and a stronger future tomorrow” ([Ontario Early Years Policy Framework](#), 2013).

Greater integration between child care, early learning and education services was also highlighted as a central component of the ministry’s commitment to the success and wellbeing of every student and child in the ministry’s strategic plan for education ([Achieving Excellence: A Renewed Vision for Education in Ontario](#), 2014).

Child Care Modernization Act, 2014

In December 2014, the *Child Care Modernization Act, 2014* was enacted to:

- Replace the outdated *Day Nurseries Act* with the [Child Care and Early Years Act, 2014](#) (CCEYA) as the new legislative framework governing child care and the early years in Ontario; and

- Amend the *Education Act* to extend the current duty for school boards to ensure the provision of before-and-after school programs for FDK students, to also include students in Grades 1 through 6.

Under these legislative changes, regulatory amendments were made to [Regulation 221/11: Extended Day and Third Party Programs](#) (the “regulation”) in May 2016 to set out a framework that supports an integrated approach for the provision of before-and-after school programs for 4-12 year olds.

The regulatory amendments were informed by feedback received from school boards and local partners and will support greater collaboration between partners, including child care and early years service system managers.

WORKING TOGETHER FOR CHILDREN AND FAMILIES

LOCAL SERVICE SYSTEM MANAGERS

Under the [Child Care and Early Years Act, 2014](#), Consolidated Municipal Service Managers (CMSMs) and District Social Services Administration Boards (DSSABs) are designated as service system managers responsible at the local level for the planning and management of early years services, including child care and child and family programs.

Service system managers, in partnership with families, service providers, school boards and community agencies, lead locally-based planning and development to support an integrated approach to child care and early years services that respond to the needs of the community.

The ability to strengthen the quality of child care and early years experiences and enhance system integration requires the strategic leadership of CMSM/DSSABs to initiate, sustain and monitor local planning and development to achieve Ontario’s vision for the early years.

Effective 2019, service system managers will be required to develop Service System Plans in accordance with provincial requirements. Service planning should be done in the context of the full range of coordinated early years and child care services for children and families, including before-and-after school programs for children in Kindergarten to Grade 6.

SCHOOL BOARDS

School boards play a critical role in the child care and early years sector. They provide an environment where services can be co-located and integrated for the purpose of reducing transitions and building stronger connections between children, families, and early years and school professionals and educators.

School board leadership is vital to supporting comprehensive and continuous education that supports children from birth to adulthood.

School boards include district school boards and school authorities as defined under the *Education Act*.

DUTY TO COOPERATE

Under the [Child Care and Early Years Act, 2014 \(CCEYA\)](#) service system managers are required to consult with school boards in the development of service plans. The [CCEYA](#) also states that the service system manager, school boards and other identified child care and early years partners shall cooperate with each other for the purpose of implementing the service plan.

For the past several years, service system managers and school boards have worked in partnership to assess and jointly submit school-based early years capital funding projects to the ministry. As part of this process, CMSMs/DSSABs and school boards work closely together to identify suitable early years capital projects that meet the eligibility and priority requirements of the ministry, then jointly sign off on all proposals which are submitted for approval.

Through greater integration with early years, child care, and education services, more children will benefit from a seamless day and consistent quality of care that supports healthy child development and lifelong success.

1. DUTY: PROVISION OF BEFORE-AND-AFTER SCHOOL CARE

SCHOOLS SUBJECT TO THE DUTY

Requirement:

In accordance with section 2 of the regulation, school boards are required to ensure the provision of a before-and-after school program for every elementary school serving students in the primary and/or junior division (i.e. from Kindergarten to Grade 6) where there is sufficient demand and/or viability.

Programs must be available on every instructional school day.

A before and/or after school program may not be required if there is insufficient demand. Please see section 3 for more information.

Considerations:

Programs may operate on non-instructional days (e.g. professional development days, winter, spring and summer breaks) if there is a need required by families within the community.

ELIGIBLE PROVIDERS: SCHOOL BOARD-OPERATED OR THIRD PARTY

Requirement:

In accordance with the *Education Act* and regulation, school boards may directly operate before-and-after school programs or they may enter into an agreement with a third party that is either:

- A licensed child care centre that is eligible to receive fee subsidy payments for children enrolled in the program; and/or
- An authorized recreational and skill building program for after school programs only serving students in Grade 1 and up (aged 6 or older).

THIRD PARTY PROGRAMS: NOT-FOR-PROFIT OR MUNICIPALITY

Requirement:

In accordance with section 27 of the regulation, third party programs (licensed child care centres or authorized recreational and skill building programs) must be operated by a not-for-profit organization or a municipality. For-profit organizations may only be considered if the school board has made reasonable efforts to find a not-for-profit or municipal operator but was unable to do so.

Additionally, for licensed child care centres, if the school board had a written agreement with a for-profit operator to operate a before and/or after school program for four and five year olds at the relevant school when the duty first came into effect in 2011, the school board may continue to enter into agreements with this operator to meet the duty.

Considerations:

When selecting potential service providers, school boards are encouraged to work with their local service system managers to select not-for-profit organizations that have the capacity to:

- deliver high quality before-and-after school programs
- collaborate and integrate services with community and school partners
- address the diverse needs of all children and families in the community

Where a school board is proposing to work with a licensed child care centre to meet the expanded duty and wishes to license space in the school to deliver the program, providers are encouraged to begin the licensing application process as early as possible to prevent delays.

ENTERING INTO AGREEMENTS WITH ANOTHER SCHOOL BOARD

Considerations:

In accordance with the Act and regulations, two or more school boards may enter into an agreement together for one of the school boards to directly operate or enter into an agreement with a third party to operate a before and/or after school program in a school of the board, for students of another school board.

2. PROGRAM FEES AND ACCESS TO CHILD CARE SUBSIDY

PARENT FEES: SCHOOL BOARD-OPERATED PROGRAMS

Requirement:

In accordance with the *Education Act* and its regulation, every school board shall charge fees to parents of students enrolled in school board-operated programs to recover costs incurred

by the school board.

School boards are also required to ensure that costs associated with accommodating students with special needs are incorporated into the cost of the program.

Considerations:

A school board may also require a deposit or a registration fee to be paid to enroll a student in a school board-operated program.

- Deposits cannot exceed fees charged by the school board for two weeks enrolment in a program.
- Where a parent withdraws an enrolled student before the first day of the program, school boards must refund deposits, less a maximum of \$50 for administrative fees.
- Registration fees cannot exceed \$50.

PARENT FEES: THIRD PARTY PROGRAMS

School boards do not determine third party fees as these are set by the provider. The ministry does not regulate child care fees set by licensed child care centres or recreation providers.

[New regulatory amendments](#) prohibit child care centres from charging a waiting list fee or deposit to parents seeking to be added to or removed from a waiting list.

CHILD CARE SUBSIDY

The ministry provides funding to local service system managers who are responsible for the administration of child care fee subsidies in their communities. Child care subsidy is available for children enrolled in licensed child care, a school-aged recreation program and a school board-operated before and/or after school program. Eligible families may apply for subsidy through their local service system manager. Fee subsidy for eligible families is subject to the availability of subsidy funds within the budget of the CMSM or DSSAB and space availability within a child care program.

Local service system managers have the flexibility to determine how to allocate child care and early years funding to best meet the needs of children, families and service providers within their community. There may be instances where a before-and-after school program is not in receipt of fee subsidy even if it is eligible.

Requirement:

Child care subsidies may only be provided through the local service system manager. School boards are not permitted to directly provide subsidies to families to access a before and/or after school program.

Considerations:

Consistent with the delivery of before-and-after school programs for students in Full-Day Kindergarten, school boards may enter into agreements with a local service system manager to provide subsidies to eligible families with children enrolled in a school board-operated

program. Local service system managers may administer child care subsidy based on local policies and priorities, in accordance with ministry regulations and policies, to best respond to the needs in their community.

3. PLANNING: COMMUNITY ENGAGEMENT

Requirement:

To support an integrated approach to the planning and delivery of before-and-after school programs, school boards are required to consult with the following community partners to determine demand and program viability (section 4 of the regulation):

- Service system manager(s) for the service areas of the school board
- Any First Nation that has a tuition agreement with the school board
- Operators of existing third party programs selected by the school board (e.g. licensed child care programs and authorized recreation program providers)
- Parents with children who are enrolled/they intend to enroll in Kindergarten – Grade 6 with the school board
- Indigenous organizations that provide culturally appropriate programs and services to urban Indigenous communities

School boards are required to include information regarding the estimated daily fee and non-instruction fee for school board-operated and third party programs when assessing demand. School boards are also required to assess demand for non-instructional days.

Prioritizing Indigenous Organizations as Local Partners

On May 30th, the province released *The Journey Together: Ontario's Commitment to Reconciliation with Indigenous Peoples*. Under this commitment, the province is working closely with Indigenous and sector partners to address the legacy of residential schools, close gaps and remove barriers, support Indigenous culture and reconcile relationships with Indigenous peoples. This includes a commitment to expand access for Indigenous children and families to child and family programs on reserve as well as licensed child care and culturally relevant child and family programs off reserve.

Ontario's Equity and Inclusive Education Strategy aims to help the education community identify and address discriminatory biases and systemic barriers in order to support the achievement and well-being of all students. The strategy builds on successful ministry, school board, and school policies and practices. Parent engagement is an essential component of Ontario's Equity and Inclusive Education Strategy.

[Ontario's Indigenous Education Strategy](#) was launched in 2007 with the release of the [Ontario First Nation, Metis, and Inuit Education Policy Framework](#). The Strategy has been designed to help improve opportunities for First Nation, Métis and Inuit students – whether they live in remote areas or in urban areas – and to increase the knowledge and awareness of all students

about Indigenous histories, cultures, perspectives and contributions. The Strategy sets the foundation for improving achievement among Indigenous students and for building positive relationships with Ontario First Nation, Métis and Inuit peoples.

In 2014, the ministry released the [*Ontario First Nation, Métis and Inuit Education Policy Framework Implementation Plan*](#) to advance the goals of the strategy. The [*Implementation Plan*](#) highlights meaningful collaboration with First Nation, Métis and Inuit partners as being critical to success for Indigenous students. The ministry recognizes the ongoing work of all district school boards to establish formalized processes for collaborating with First Nation, Métis and Inuit communities and organizations, such as using their Indigenous Education Advisory Councils to provide input into education programs and policies.

Considerations:

District school boards should engage with their Indigenous Education Advisory Councils and with Indigenous organizations, such as their local Indigenous Friendship Centres, to support Indigenous students who may be accessing before-and-after school programs.

Prioritizing Indigenous organizations will help the province meet its commitments to both reconciliation and its equity and inclusive education policy.

A Consistent Approach for Families

Considerations:

As part of the consultative planning process, school boards must work with their local service system manager and their community partners, including urban Indigenous organizations to develop an approach on how to assess sufficient demand and viability. The regulatory framework provides flexibility for partners to work together to assess viability and demand and develop planning processes that are responsive to the particular qualities and needs of a community. Factors for consideration may include:

- Demand and/or gaps in services:
 - These gaps may include specific populations that face barriers to accessing programs and may require specific programming to accommodate their specific needs
 - Partners may wish to co-create community surveys and share existing information such as waitlist data for child care or enrolment data in schools
 - Interests identified by children and families in programming (programming content, hours of operation, provision of snacks)
- Capacity to expand and/or establishing program
 - Partners may identify existing service providers and their capacity to meet specific programming needs in the community (e.g. culturally responsive, newcomer programs)

- Partners may consider the availability of qualified staff and/or service providers that are able to meet the programming requirements
- School boards may take an inventory of existing programs offered in their schools that operate before-and-after school such as licensed child care centres, nutrition programs, After School Programs funded by the Ministry of Tourism Culture and Sport
- Parent Fees
 - Programs should consider demand for both full-fee paying families and families that require subsidy to access programming
 - Where demand is insufficient in the absence of subsidies, a program may not be viable
 - School boards are encouraged to work with their local service system manager to support equitable access to before-and-after school programs for children

School boards and local service system managers are encouraged to share information to develop a common approach to assessing viability of programs and identify potential solutions at a community level.

School boards may wish to work through their local service system manager to engage with existing third party providers.

Co-Terminus School Boards

Consideration:

School boards are encouraged to work with their co-terminus school boards to ensure a consistent approach to the provision of before-and-after school care for families across the community.

Please note: The regulatory requirement that each parent is surveyed every year has been removed from regulation (though school boards may continue to use the survey to inform planning discussions).

EXEMPTIONS FROM DUTY

Requirement:

A before and/or after school program may not be required for a school if there is agreement between the school board, the local service system manager and any First Nation with a tuition agreement relating to students attending that school that there is insufficient demand.

This assessment must be informed by the consultative process set out above, which includes engagement with urban Indigenous organizations, existing third party providers, and parents.

DETERMINATIONS

Requirement:

Based on the consultative process, school boards must determine:

- The schools in which the school board will offer before-and-after school programs in the next school year for students enrolled in Kindergarten to Grade 6 including:
 - the length of time the program will operate
 - the times in the day during which the before-and-after school portions of the program will operate
 - any non-instructional days on which the school board anticipates before and/or after school program will operate
 - the features the school board-operated program will include (e.g. provision of snack, homework help)
 - The daily fee and non-instructional daily fee for school board-operated program

Reporting requirements set out in section 9 below include an affirmation signed by the school board, relevant local service system manager(s) and First Nations indicating there is agreement that where a before and/or after school program is not offered, the school is exempt from the duty because it is not viable (e.g. there is insufficient demand). See section 9 for more information.

4. SCHOOL BOARD –OPERATED: PROGRAM REQUIREMENTS

PRINCIPLES GUIDING PROGRAMMING

Requirement:

School board-operated programs complement what happens during the regular school day and are guided by [*How Does Learning Happen?: Ontario's Pedagogy for the Early Years*](#) (HDLH). Consistent with HDLH it is expected that school board-operated programs will be guided by the following principles:

- *View of the Child:* All students are competent, capable of complex thinking, curious and rich in potential. Environments and experiences allow students to exercise choice and responds to individual abilities and interests.
- *Positive Interactions:* Programs support students in making connections with their peers and staff in structured and unstructured interactions as well as provide opportunities for students to engage in independent activities. All students, including students with differing abilities feel valued, connected to others, and are able to make positive contributions to the group, community and natural world.
- *Developmentally Responsive:* All students are able to participate fully in ways that are most comfortable for them. Programs support physical and mental health and wellness, and are rooted in an understanding of child development and the broader contexts within which this development is happening (e.g. local, social, cultural,

economic).

- *Safe, Inclusive Spaces:* Programs establish and maintain positive, harassment/discrimination free environments for optimal participant growth so that students, each with differing abilities, interests and perspectives feel that their experiences and strength are valued.

[How Does Learning Happen? Ontario's Pedagogy for the Early Years](#) provides a comprehensive framework to guide program development and pedagogy in early years settings and support Ontario's vision of high quality programs and services centred on the child and family with a view of children as competent and capable of complex thinking, curious and rich in potential. [How Does Learning Happen? Ontario's Pedagogy for the Early Years](#) helps move Ontario towards increasingly integrated programs and services for children and families whether in child care, child and family programs, or Kindergarten, with a shared view of the child, common pedagogical approaches and foundations of belonging, well-being, engagement and expression that are aligned with the Kindergarten program.

STAFFING RATIOS

Requirement:

- The maximum allowable child to adult staffing ratio for a school board-operated program shall be 15:1.
- Where a program unit size exceeds a child to adult ratio of 15:1, the school board shall appoint another staff person to that program unit.
- Each group of children shall not exceed a maximum size of 30 students (this maximum size does not refer to the total number of children served by a program. There may be multiple groups of children, in separate areas, served by one program).

STAFF QUALIFICATIONS AND ADULT SUPERVISION

Requirement:

As set out under Part IX.1 of the *Education Act*, school board-operated programs must have at least one Registered Early Childhood Educator (RECE) to lead the program unit.

For programs only serving children 9 years of age or older, there must be at least one adult to lead the program unit who meets one of the following criteria:

- Has a diploma or degree in child and youth care;
- Has a diploma or degree in recreation and leisure services;
- Is a member in good standing with the Ontario College of Teachers; or
- Is a member in good standing with the College of Early Childhood Educators

Programs must have adult supervision on-site at all times. Additionally, where a program is the sole occupant of the premises, there must be a minimum of two adults onsite at all times.

Considerations:

Programs may wish to exceed the minimum ratio and staffing requirements. Research suggests that smaller group sizes support more meaningful and positive interactions between children. This may also permit greater capacity to support children with higher levels of need.

ACTIVE PLAY

Requirement

School board-operated programs are required to offer a minimum of 30 minutes of active play in daily programming to align with the government's commitment to provide opportunities for increased physical activity for children and youth. Activities should be developmentally appropriate and accommodate fitness levels and interests of students. Emphasis should focus on participation and enjoyment and can include introducing participants to a range of developmentally appropriate physical activities such as sports, dance, free gym time, and active games.

This requirement aligns with the [Public Health Agency of Canada's guidelines](#) recommending 60 minutes of daily moderate to vigorous physical activity for children aged 5-17. It is also consistent with the principles outlined in [How Does Learning Happen? Ontario's Pedagogy for the Early Years](#), which include creating opportunities for children to engage in active play that allow them to connect with the natural world and their community.

OUTDOOR PLAY

Considerations:

[How Does Learning Happen? Ontario's Pedagogy for the Early Years](#) notes that children thrive where they can engage in vigorous physical play in natural outdoor spaces. In addition to providing physical benefits, active play outdoors strengthens functioning in cognitive areas such as perception, attention, creative problem solving, and complex thinking.

OPTIONAL ACTIVITIES AND PROGRAMS

Considerations:

School boards may wish to offer specific programming based on the needs and interests of the community and participants in the program. This programming can include:

- Academic assistance or time for students to complete school work
- Arts and cultural activities that promote inclusion, knowledge of other cultures, or creative pursuits
- Personal health and wellness education (e.g. anti-bullying, body image, fostering resilience)
- Community involvement
- Providing snacks for students participating in the program. Programs may choose to incorporate hands-on activities about nutrition when snacks are provided. All food should meet [Canada's Food Guide to Healthy Eating](#) or [Eating Well with Canada's Food Guide – First Nations, Inuit and Métis](#)

- Unstructured time to allow children to develop interests, engage with their peers, play independently, and make choices and decisions for themselves

DEVELOPMENTALLY RESPONSIVE SPACES

Considerations:

Programs should ensure spaces are clean and in a good state of repair. Environments should be inviting and designed together with students based on their abilities and interests, allowing for a variety of activities that are responsive to individual development. Spaces should allow for both independent and small group experiences as well as opportunities to participate in larger groups.

Furnishings and materials should support a range of interests that provide for learning, creative expression, recreational activities, and relaxation.

5. AUTHORIZED RECREATIONAL/SKILL BUILDING PROGRAMS

Where a school board chooses to enter into an agreement with a provider to deliver an authorized recreational and skill building program, the school board must ensure that the following programming requirements set out below are included in the agreement between the school board and the recreation program provider.

AUTHORIZED RECREATIONAL AND SKILL BUILDING PROGRAMS

For after school programs that only serve students in Grades 1 and higher, school boards may enter into an agreement with an authorized recreational and skill building program.

Authorized recreation providers include municipalities, the YMCA, Boys and Girls Clubs of Canada, and Ontario's After School Program funded by the Ministry of Tourism, Culture and Sport.

Child Care and Early Years Act, 2014

As defined under [section 6\(4\) of the Child Care and Early Years Act, 2014](#) and [the General Regulation](#), **authorized recreational and skill building programs** may provide **up to 3 hours** of care once a day for children aged 6 and up if they are:

- Operated by a municipality, school board, First Nation, or the Métis Nation of Ontario;
- Operated by the YMCA or Boys and Girls Clubs of Canada;
- An Ontario After School Program funded by the Ministry of Tourism, Culture and Sport (MTCS);
- A member of a provincial sports or multi-sport organization recognized by MTCS;
- Operated by an MTCS agency or attraction (e.g. ROM, Ontario Science Centre); or
- Authorized by the local service system manager or First Nation provided that the program supports the health, safety and well-being of children.

PROGRAM REQUIREMENTS

Research suggests that key factors in quality after school programs include staff qualifications, small group sizes, more adults per child to encourage increased and meaningful interaction, and a variety of activities that stem from self-directed programming.

Principles Guiding Programming

Requirement

Authorized Recreational and Skill Building programs should be consistent with [How Does Learning Happen? Ontario's Pedagogy for the Early Years](#).

- *View of the Child:* All students are competent and capable of complex thinking, curious and rich in potential. Programming allows students to exercise choice and responds to individual interests.
- *Positive Interactions:* Programs support students in making connections with their peers and staff in structured and unstructured interactions, and provide opportunities for students to engage in independent activities. All Students, including students with differing abilities, feel valued, connected to others, and are able to make positive contributions to the group, community and natural world.
- *Developmentally Responsive:* All students are able to participate fully in ways that are most comfortable for them. Programs support physical and mental health and wellness, and are rooted in an understanding of child development and the broader contexts within which this development is happening (e.g. local, social, cultural, economic).
- *Safe, Inclusive Spaces:* Programs establish and maintain positive, harassment/discrimination free environments for optimal participant growth so that students, each with differing abilities, interests and perspectives feel that their experiences and strengths are valued.

Staffing Ratios

Requirement:

Programs must have a minimum of one staff person for every 15 students (1:15). Where the number of students exceeds 15, a second staff person is required.

Each group of children shall not exceed a maximum size of 30 students (this does not refer to the total number of children served by a program. There may be multiple groups of children, in separate areas, served by one program).

Staff Qualifications and Supervision

Requirement:

Each program must have access to at least one adult to lead the program who meets one of the following criteria:

- Is a member in good standing with the College of Early Childhood Educators; or
- Is a member in good standing with the Ontario College of Teachers; or
- Has a diploma or degree in child and youth care; or
- Has a diploma or degree in recreation and leisure services; or
- Has a diploma or degree in social work, psychology, sociology, kinesiology with a focus/experience working with children aged 6-12 years old.

Programs must have adult supervision on-site at all times and at least one adult must meet the requirements above or be enrolled as a student in the fields identified above.

Additionally, where a program is the sole occupant of the premises, there must be a minimum of two adults onsite at all times

Active Play

Requirement:

After school programs must dedicate 30% of program time or one hour of daily active play for students in the program. Activities should be developmentally appropriate and accommodate fitness levels and interests of students. Emphasis should focus on participation and enjoyment and can include introducing participants to a range of developmentally appropriate physical activities such as sports, dance, free gym time, and active games.

This requirement aligns with the [Public Health Agency of Canada's guidelines](#) recommending 60 minutes of daily moderate to vigorous physical activity for children aged 5-17. It is also consistent with the principles outlined in [How Does Learning Happen? Ontario's Pedagogy for the Early Years](#), which include creating opportunities for children to engage in active play that allow them to connect with the natural world and their community.

Outdoor Play

Considerations:

[How Does Learning Happen? Ontario's Pedagogy for the Early Years](#) notes that children thrive where they can engage in vigorous physical play in natural outdoor spaces. In addition to providing physical benefits, active play outdoors strengthens functioning in cognitive areas such as perception, attention, creative problem solving, and complex thinking.

Optional Activities and Programs

Considerations:

School boards may encourage recreation providers to offer specific programming based on the needs and interests of the community and participants in the program. This programming

can include:

- Academic assistance or time for students to complete school work
- Arts and cultural activities that promote inclusion, knowledge of other cultures, or creative pursuits
- Personal health and wellness education (e.g. anti-bullying, body image, fostering resilience)
- Community involvement
- Providing snacks for students participating in the program. Programs may choose to incorporate hands-on activities about nutrition when snacks are provided. All food should meet [*Canada's Food Guide to Healthy Eating*](#) or [*Eating Well with Canada's Food Guide – First Nations, Inuit and Métis*](#)
- Unstructured time to allow children to develop interests, engage with their peers, play independently, and make choices and decisions for themselves

Developmentally Responsive Spaces

Considerations:

Programs should ensure spaces are clean and in a good state of repair. Environments should be inviting and designed together with students based on their abilities and interests, allowing for a variety of activities that are responsive to individual development. Spaces should allow for both independent and small group experiences as well as opportunities to participate in larger groups.

Furnishings and materials should support a range of interests that provide for learning, creative expression, recreational activities, and relaxation.

HEALTH AND SAFETY REQUIREMENTS

Requirement:

Where a school board chooses to enter into an agreement with an authorized recreational and skill building program for the provision of after school programs for students in grade 1 and up, the agreements must require that the operator meet the following conditions:

Policies and Procedures

Requirement:

Authorized recreation programs must have the following policies in place at each site and reviewed annually with all staff:

- An emergency action plan communicated with the school and visibly posted
- Accident and injury reporting
- Plans for children with medical or special needs
- Safety policies to monitor equipment and facilities
- Reducing risk of and responding to exposure to anaphylactic causative agents
- Safe arrival and departure procedures for children, particularly with regard to transitions after the school day (see below)

- Safe food handling with a minimum of one staff person that has been certified in a licensed safe food handling course
- Vulnerable sector screening for all staff prior to interacting with children
- The provision of healthy and nutritious food and drink for students
- Ensuring protection of privacy of children, youth and their families

Safe Arrival/Dismissal Policy

Requirement:

At a minimum, this policy should include a:

- Daily sign-in/sign-out procedure so that staff are aware of which children are in attendance and which are absent
- Procedure to be followed if a child does not attend and staff have not been notified in advance of the reason (e.g. contact school/parent if child has not arrived by a certain time)
- Process by which parents must inform the program in writing of who is or is not allowed to pick up their children
- Process by which parents must provide written consent for children of any age to sign themselves in and out
- Process by which the authorized recreation provider communicates with the school to support transitions to after the school day

Standard First Aid and CPR

Requirement:

All staff must be certified in Standard First Aid / CPR from a Workplace Safety Insurance Board (WSIB) recognized agency.

Vulnerable Sector Checks

Requirement:

Authorized Recreational and Skill Building programs are required to obtain vulnerable sector checks (VSCs) from all staff, volunteers, and students before they interact with children.

For any person, other than an employee, volunteer or student, who provides services to a child in the program, the program must obtain an offence declaration from the person or an attestation from their employer that a vulnerable sector check has been obtained and reviewed.

Vulnerable sector checks should be renewed every five years and offence declarations should be completed annually except in the year when a vulnerable sector check is obtained.

Authorized Recreational and Skill Building programs are required to have a policy in place to ensure that persons in contact with children in their programs are appropriately screened or supervised.

ORGANIZATIONAL REQUIREMENTS

Professional Learning and Development

Requirement:

Authorized recreational programs must have a staff training plan that ensures orientation, as well as initial and ongoing staff education. A staff training plan must include:

- Yearly after school/organizational orientation where the staff sign off on organization's policies and procedures
- Training in occupational health and safety (WHMIS)
- Training in ways to encourage positive interactions and communication among peers and support students self-regulation abilities; and training on prohibited adult practices (i.e. using harsh or degrading measures withholding physical activity as a form of punishment)
- Training in conflict resolution
- Training in Standard First Aid and CPR certificate from a WSIB recognized agency (i.e. Red Cross, St. John's Ambulance)
- Training in healthy child development (e.g. High Five's "Principles of Healthy Child Development")
- Training on the role of healthy eating for development of healthy behaviours and one staff at each location must be trained in safe food handling
- Training in adapting physical activity opportunities to include children and youth at all levels of athletic ability and those with physical, sensory or intellectual disability
- Training and familiarity with resources on integrating physical activity throughout the program

Liability Insurance

Requirement:

A current certificate of Comprehensive General Liability for at least \$2 million naming "Her Majesty the Queen in right of Ontario, Her Ministers, Agents, Appointees and Employees" as additionally insured.

6. LICENSED CHILD CARE CENTRES

Licensed child care centres are regulated under the *Child Care and Early Years Act, 2014*. Under the Act and its regulations, centres must meet a number of provincial standards including:

- Maximum group size and ratios for staff and children in care
- Staff qualifications
- Policies and procedures to support health, safety and wellbeing of children in care.

These regulations also require that licensed child care centres are guided by [How Does Learning Happen?: Ontario's Pedagogy for the Early Years](#) in the development of their

programming for children. Consistent with [How Does Learning Happen? Ontario's Pedagogy for the Early Years](#), licensed child care centres offering before-and-after school care are required to provide a minimum of 30 minutes of outdoor time each day in their programming.

7. THIRD PARTY PROGRAMS: LINKAGES TO THE SCHOOL DAY

TRANSITIONS AROUND THE SCHOOL DAY

Requirement:

Agreements must include how third party programs and schools ensure the safe arrival and departure of children enrolled in third party programs as they transition between the school day, before-and-after school programs, and home.

Considerations:

Children have differing experiences and connections with their school. It is important that school boards and providers are considering transition requirements that support the individual needs of children in the program. A child may have an individualized education plan where specific supports may be required to transition children from the school day to before and/or after school programming.

SAFE SCHOOLS

Requirement:

In accordance with section 28 of the regulation, agreements must include that operators of third party programs must ensure that when its employees or contractors become aware that a student of the school board may have engaged in an activity for which suspension or expulsion must be considered, that these staff or contractors report the matter to the school's principal.

PROGRAMS OFFERED OFF SCHOOL PREMISES (GRADES 1 TO 6 ONLY)

Considerations:

For programs that only serve children aged 6 and over, school boards may choose to offer these programs off school premises. For example, an after school program for 6-12 year olds may be offered at a municipal community centre where there may be space that is more appropriate for developmentally responsive programming for school aged children.

This is intended to recognize existing partnerships between school boards and municipalities and service providers to serve school aged children and better integrate existing services to support local planning, particularly for after school recreation programs.

8. COMMUNICATION TO PARENTS

POSTING INFORMATION

Requirements:

Before the start of May of each year, school boards are required to provide the following information to parents and guardians in writing and post on the school board's website:

- The fees for before-and-after school programs
- The process and approach for determining sufficient demand and viability
- Schools that will and will not be offering a before and/or after school program
- Information on how to apply for financial assistance for before-and-after school programs
- Notice that if a third party program ceases to operate, the school board will ensure that another program will be available but the fees, days and times of operation may change

Considerations:

School boards may wish to work with their Indigenous and community partners to help communicate information to parents.

9. REPORTING TO THE MINISTRY

Requirement:

School boards are required to report the following information to the ministry by the end of each school year:

- For the coming school year:
 - A summary of:
 - How the school board consulted with the local service system manager(s), First Nations with tuition agreements, existing service providers, urban Indigenous organizations and parents
 - What additional information and data was used or collected to support planning (surveys, asset mapping, demographic projections, waitlist information)
 - Total number of schools that will be delivering a before-and after school program
 - The total number of children registered in before-and-after school programs including non-instructional days
 - Names of all schools exempt from the duty
 - Average and range of daily fees for before, after and before-and-after school programs (including non-instructional days)
 - Affirmation signed by relevant local service system manager(s) and First Nations

that:

- Describes how sufficient demand and viability was determined
- There is agreement that the schools that are not offering a before and/or after school program is exempt from the duty because a program was not viable
- Affirmation that, if a school board has entered into an agreement with a for-profit operator, it did so in compliance with the requirements set out in O. Reg. 221/11
- Affirmation that third party and board-operated programs meet the requirements under the *Education Act*
- Beginning May 2018, for the preceding school year for board-operated and authorized recreational and skill-building programs:
 - Name of each school and the name of the operator delivering before and/or after school programs
 - The hours of operation including non-instructional days
 - Updated (if any) names of each school exempt from the duty including revised affirmation signed by the local service system manager(s) and relevant First Nations
 - Number of children registered in each of the before and/or after school programs by age group
 - Daily average and range of fees for each of the before and/or after school programs (including non-instructional days)
 - Wages and number of staff for each program

Boards are not required to provide this information for licensed child care programs as this will be collected through child care licensing.



REPORT TO

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

ACCOUNTABILITY FRAMEWORK FOR SPECIAL EDUCATION 2016-2017

Now we know that whatever the law says, it says to those who are under the law, so that every mouth may be silenced and the whole world held accountable to God.

Romans 3:19

Created, Draft	First Tabling	Review
March 20, 2017	April 6, 2017	Click here to enter a date.
Cristina Fernandes, Superintendent of Education – Special Services Marina Vanayan, Senior Coordinator, Educational Research Andrea Coke, Speech and Language Chief Dr. Maria Kokai, Chief Psychologist Don Reid, Principal Section 23 Peter Stachiw, Autism Chief John Wilhelm, Chief Social Worker		
INFORMATION REPORT		

Vision:

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

Mission:

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



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

An accountability framework was established for the annual review of special education programs and services in order that student achievement and well-being be reported and that programs and services could be continually renewed and improved. This report is composed of the following sections:

Part A -Overview of student achievement for students with special needs.

Part B - Reporting on Overall achievement by exceptionality where feasible/ appropriate.

Part C - Reporting on Safe Schools information for 2015-16

Part D - Reporting on the ongoing work of the accountability framework committees as listed below:

- a. Autism
- b. Behaviour
- c. Blind/Low Vision (BLV)
- d. Deaf/ Hard of Hearing (DHH)
- e. Gifted
- f. Language Impairment (LI)
- g. Learning Disability (LD)
- h. Mild Intellectual Disability (MID)
- i. Multiple Exceptionalities/Developmental Delays (ME/DD)

Part E - Update on implementation of specific Special Education Programs

B. PURPOSE

1. This report is an annual standing report on the rolling calendar for the Student Achievement Committee. The 2015-16 report (Part One) went to the Board of Trustees last on February 4, 2016 while Part Two went to the Board of Trustees on September 8, 2016.
2. This report provides an overall review of student achievement for 2015-16 on the EQAO assessments where available, with a broad strokes overview of achievement of students with special needs and comparisons over the last few years as well as an outline of the work of the accountability frameworks for different exceptionalities.

C. BACKGROUND

1. Beginning in 2010, TCDSB began to measure student achievement of Special Education students on an annual basis through the establishment of an Accountability Framework for Special Education (AFSE).
2. The purpose of the Accountability Framework is to conduct an annual review of Special Education services and programs through the lens of student achievement. As such, programs and services are reviewed for effectiveness to ensure ongoing continued improvement across the different exceptionalities.
3. The Accountability Framework for Special Education, as applied to each of the Ministry recognized exceptionalities and placements, consists of two distinct parts: a **descriptive overview** of the department's program *and* a corresponding **measure or goal for improvement**. The goals are an integral part of the TCDSB Board Learning Improvement Plan and along with the program description, they can be found on the TCDSB public website.
4. The work of the Accountability Framework Committee is shared through the context of each exceptionality's goal setting and their analysis of student achievement results.
5. An analysis is provided on student achievement by exceptionality, where appropriate.
6. Last school year, due to labor disruption in the spring of the 2016, some elementary level EQAO assessments were not used for reporting purposes as students in both grades 3 and 6 did not write the assessment. Only students in secondary schools wrote the EQAO assessments and as a result, the data used in this report is reflective of the partial gathering of data. This analysis is also usually used to inform the ongoing work of the AFSE committees.
7. This report examines the EQAO results for students with Special Education support and their achievement results and trends over the last five years where possible.

8. The Accountability Framework committees set and implement strategies that are exceptionality-specific with the intent of improving student outcomes through the listed goals and strategies.

D. EVIDENCE/RESEARCH/ANALYSIS

This section of the report will provide an analysis of each part of the report as outlined in the Executive Summary.

Part A -An overview of student achievement as it pertains to students with special needs.

EQAO Results for All Students with Special Needs (Excluding Gifted)

NP = “Non-participating” indicates that due to exceptional circumstances, some or all of the school’s or board’s students did not participate

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

PRIMARY

Reading Grade 3

	TCDSB						Province					
	2013 - 2014 N = 1,086		2014 - 2015 N = 1,033		2015 - 2016 N = NP		2013 - 2014 N = 21,671		2014 - 2015 N = EC		2015 - 2016 N = 21,412	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	36	3%	32	3%	NP	NP	833	4%	EC	EC	930	4%
Level 3	385	35%	372	36%	NP	NP	7,818	36%	EC	EC	8,183	38%
Level 2	417	38%	428	41%	NP	NP	7,750	36%	EC	EC	7,714	36%
Level 1	105	10%	81	8%	NP	NP	2,102	10%	EC	EC	1,754	8%
NE 1	25	2%	18	2%	NP	NP	669	3%	EC	EC	428	2%
No Data	6	1%	13	1%	NP	NP	203	1%	EC	EC	252	1%
Exempt	112	10%	89	9%	NP	NP	2,296	11%	EC	EC	2,151	10%

Writing Grade 3

	TCDSB						Province					
	2013 - 2014 N = 1,086		2014 - 2015 N = 1,033		2015 - 2016 N = NP		2013 - 2014 N = 21,671		2014 - 2015 N = EC		2015 - 2016 N = 21,430	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	18	2%	13	1%	NP	NP	309	1%	EC	EC	183	1%
Level 3	605	56%	566	55%	NP	NP	12,040	56%	EC	EC	11,191	52%
Level 2	333	31%	333	32%	NP	NP	6,514	30%	EC	EC	7,372	34%
Level 1	15	1%	19	2%	NP	NP	377	2%	EC	EC	335	2%
NE 1	5	<1%	5	<1%	NP	NP	112	1%	EC	EC	109	1%
No Data	6	1%	15	1%	NP	NP	204	1%	EC	EC	255	1%
Exempt	104	10%	82	8%	NP	NP	2,115	10%	EC	EC	1,985	9%

Math Grade 3

	TCDSB						Province					
	2013 - 2014 N = 1,105		2014 - 2015 N = 1,046		2015 - 2016 N = NP		2013 - 2014 N = 21,965		2014 - 2015 N = EC		2015 - 2016 N = 21,824	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	40	4%	27	3%	NP	NP	795	4%	EC	EC	599	3%
Level 3	322	29%	309	30%	NP	NP	6,527	30%	EC	EC	5,726	26%
Level 2	496	45%	475	45%	NP	NP	9,150	42%	EC	EC	8,875	41%
Level 1	130	12%	120	11%	NP	NP	2,746	13%	EC	EC	3,478	16%
NE 1	11	1%	20	2%	NP	NP	316	1%	EC	EC	859	4%
No Data	9	1%	12	1%	NP	NP	227	1%	EC	EC	267	1%
Exempt	97	9%	83	8%	NP	NP	2,204	10%	EC	EC	2,020	9%

JUNIOR

Reading Grade 6

	TCDSB						Province					
	2013 - 2014 N = 1,158		2014 - 2015 N = 1,230		2015 - 2016 N = NP		2013 - 2014 N = 26,432		2014 - 2015 N = EC		2015 - 2016 N = 26,457	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	13	1%	18	1%	NP	NP	738	3%	EC	EC	915	3%
Level 3	433	37%	532	43%	NP	NP	11,703	44%	EC	EC	12,504	47%
Level 2	509	44%	521	42%	NP	NP	9,588	36%	EC	EC	9,047	34%
Level 1	114	10%	60	5%	NP	NP	2,150	8%	EC	EC	1,752	7%
NE 1	1	<1%	6	<1%	NP	NP	185	1%	EC	EC	154	1%
No Data	5	<1%	12	1%	NP	NP	207	1%	EC	EC	328	1%
Exempt	83	7%	81	7%	NP	NP	1,861	7%	EC	EC	1,757	7%

Writing Grade 6

	TCDSB						Province					
	2013 - 2014 N = 1,158		2014 - 2015 N = 1,230		2015 - 2016 N = NP		2013 - 2014 N = 26,428		2014 - 2015 N = EC		2015 - 2016 N = 26,467	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	15	1%	31	3%	NP	NP	610	2%	EC	EC	1,122	4%
Level 3	561	48%	553	45%	NP	NP	11,618	44%	EC	EC	12,312	47%
Level 2	465	40%	521	42%	NP	NP	11,245	43%	EC	EC	10,047	38%
Level 1	21	2%	25	2%	NP	NP	710	3%	EC	EC	705	3%
NE 1	8	1%	4	<1%	NP	NP	210	1%	EC	EC	200	1%
No Data	6	1%	15	1%	NP	NP	227	1%	EC	EC	357	1%
Exempt	82	7%	81	7%	NP	NP	1,808	7%	EC	EC	1,724	7%

Math Grade 6

	TCDSB						Province					
	2013 - 2014 N = 1,160		2014 - 2015 N = 1,228		2015 - 2016 N = NP		2013 - 2014 N = 26,445		2014 - 2015 N = EC		2015 - 2016 N = 26,824	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	19	2%	29	2%	NP	NP	820	3%	EC	EC	1,040	4%
Level 3	168	14%	160	13%	NP	NP	4,308	16%	EC	EC	3,886	15%
Level 2	440	38%	401	33%	NP	NP	9,143	35%	EC	EC	7,993	30%
Level 1	431	37%	521	42%	NP	NP	9,430	36%	EC	EC	10,978	41%
NE 1	9	1%	17	1%	NP	NP	431	2%	EC	EC	368	1%
No Data	7	1%	13	1%	NP	NP	258	1%	EC	EC	355	1%
Exempt	86	7%	87	7%	NP	NP	2,055	8%	EC	EC	1,877	7%

SECONDARY

Grade 9 – Academic

	TCDSB						Province					
	2013 - 2014 N = 188		2014 - 2015 N = 228		2015 - 2016 N = 272		2013 - 2014 N = 5,969		2014 - 2015 N = EC		2015 - 2016 N = 7,169	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	9	5%	8	4%	4	1%	373	6%	EC	EC	375	5%
Level 3	125	66%	157	69%	177	65%	4,061	68%	EC	EC	4,747	66%
Level 2	37	20%	32	14%	58	21%	941	16%	EC	EC	1,197	17%
Level 1	16	9%	28	12%	29	11%	476	8%	EC	EC	685	10%
Below Level 1	1	1%	1	<1%	1	<1%	44	1%	EC	EC	56	1%
No Data	0	0%	2	1%	3	1%	74	1%	EC	EC	109	2%

Grade 9 – Applied

	TCDSB						Province					
	2013 - 2014 N = 740		2014 - 2015 N = 715		2015 - 2016 N = 845		2013 - 2014 N = 14,241		2014 - 2015 N = EC		2015 - 2016 N = 14,649	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	51	7%	43	6%	54	6%	975	7%	EC	EC	1,085	7%
Level 3	211	29%	198	28%	245	29%	4,577	32%	EC	EC	4,276	29%
Level 2	278	38%	288	40%	332	39%	5,216	37%	EC	EC	5,242	36%
Level 1	134	18%	115	16%	156	18%	2,169	15%	EC	EC	2,503	17%
Below Level 1	54	7%	53	7%	45	5%	801	6%	EC	EC	1,016	7%
No Data	12	2%	18	3%	13	2%	503	4%	EC	EC	527	4%

OSSLT (First Time Eligible – FTE)

	TCDSB						Province					
	2013 - 2014 N = 1,147		2014 - 2015 N = 1,182		2015 - 2016 N = 1,184		2013 - 2014 N = 25,686		2014 - 2015 N = 25,772		2015 - 2016 N = 25,907	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	499	57%	508	56%	503	56%	11,196	51%	11,702	54%	11,526	53%
Not Successful	380	43%	393	44%	388	44%	10,718	49%	10,167	46%	10,426	47%
Fully Participating	879	77%	901	76%	891	75%	21,914	85%	21,869	85%	21,952	85%
Absent	6	1%	13	1%	7	1%	671	3%	753	3%	749	3%
Deferred	262	23%	268	23%	286	24%	3,101	12%	3,150	12%	3,206	12%
Exempted	49		32		37		1,341		1,379		1,390	

OSSLT (Previously Eligible – PE)

	TCDSB						Province					
	2013 - 2014 N = 875		2014 - 2015 N = 848		2015 - 2016 N = 976		2013 - 2014 N = 21,563		2014 - 2015 N = 21,881		2015 - 2016 N = 22,033	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	156	34%	170	35%	135	27%	3,258	33%	3,325	35%	3,158	34%
Not Successful	308	66%	311	65%	372	73%	6,488	67%	6,045	65%	6,009	66%
Fully Participating	464	53%	481	57%	507	52%	9,746	45%	9,369	43%	9,167	42%
Absent	46	5%	50	6%	81	8%	1,707	8%	1,846	8%	1,895	9%
Deferred	40	5%	66	8%	67	7%	2,257	10%	2,202	10%	2,238	10%
Exempted	87		25		8		1,811		1,860		1,660	
OSSLT	325	37%	251	30%	321	33%	7,853	36%	8,464	39%	8,733	40%

Part B – EQAO Overall Achievement of Students receiving Special Education support(s) by Exceptionality (Autism, LI, LD)

1. A large proportion of students with Special Education supports participate in the Grades 3, 6 and 9 EQAO assessments and the Grade 10 OSSLT. Given the wide range of performance on these assessments and considerable differences in the prevalence of certain exceptionalities, **it would not be appropriate or feasible to report on some exceptionalities.**
2. 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:

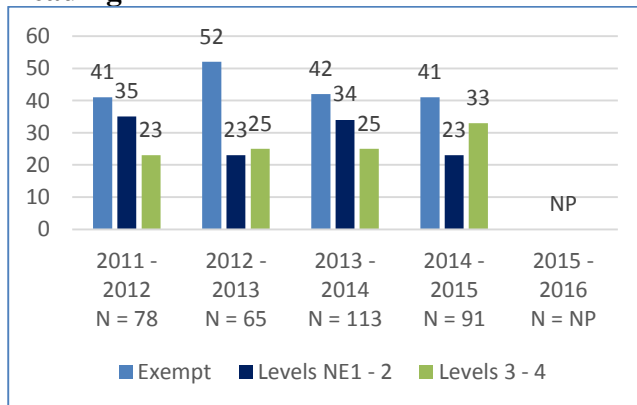
- For Autism, the EQAO categories displayed in the bar charts are:
Grade 3 and 6 - Exempted, Levels NE1 to 2, Levels 3 and 4
Grade 9 - No Data, Below Levels 1 to 2, Levels 3 and 4

- 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 and 1, Level 2, Levels 3 and 4
Grade 9 – Levels Below Level 1 and 1, Level 2, Levels 3 and 4
- For OSSLT, Successful and Not Successful percentages are based on those who are Fully Participating. Identified exceptional students who are not working towards the OSSD may be exempted from the Literacy requirement. Schools may choose to defer for a student to write the assessment in a later year.
- OSSLC indicates the percentage of student who would be fulfilling the Literacy requirement through the Ontario Secondary School Literacy Course (OSSLC).
- Not Reported (N/R) indicates the number of participating students are *fewer than 10* in a group.
- NP = “Non-participating” indicates that due to exceptional circumstances, some or all of the school’s or board’s students did not participate

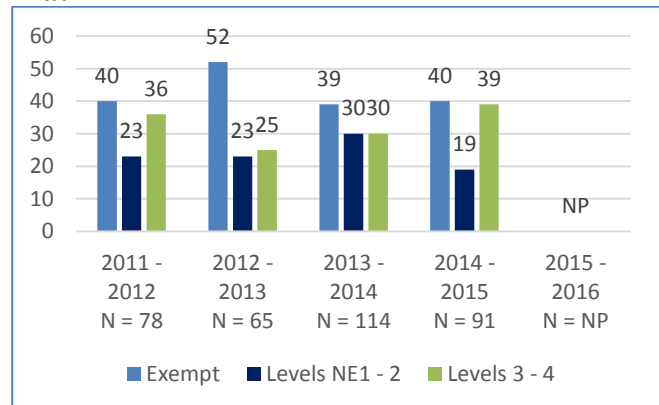
Students with Special Needs Identified as **AUTISM**: EQAO and OSSLT Results Over 5 Years

EQAO Grade 3 – Percentage of Students

Reading

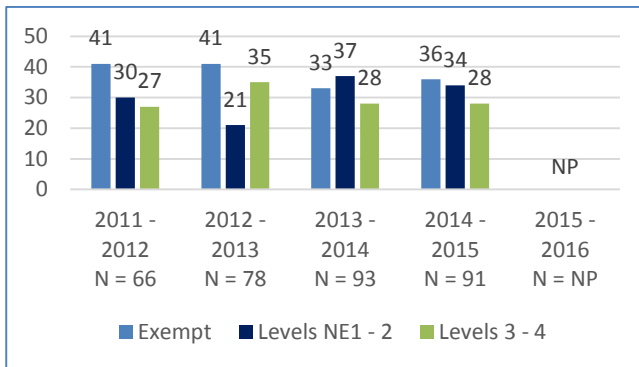


Math

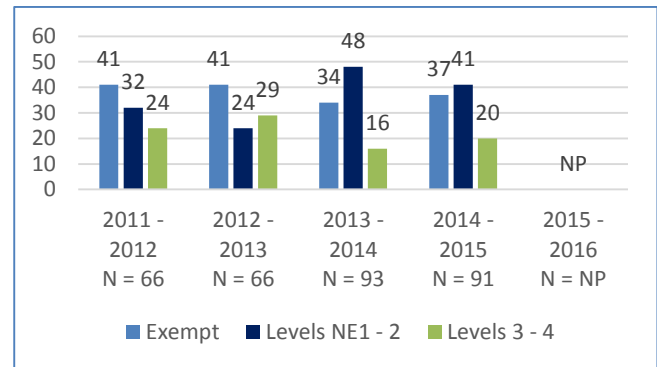


EQAO Grade 6 – Percentage of Students

Reading

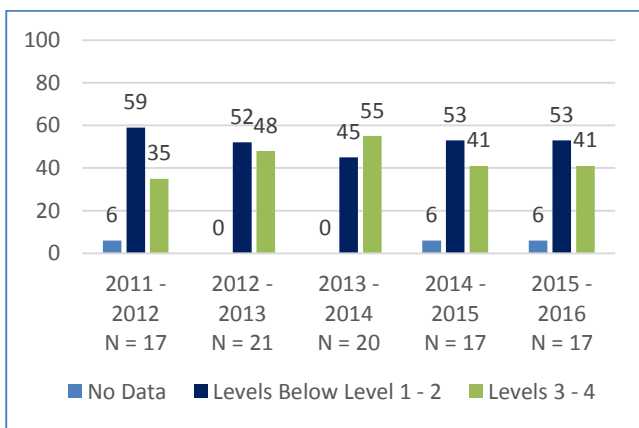


Math

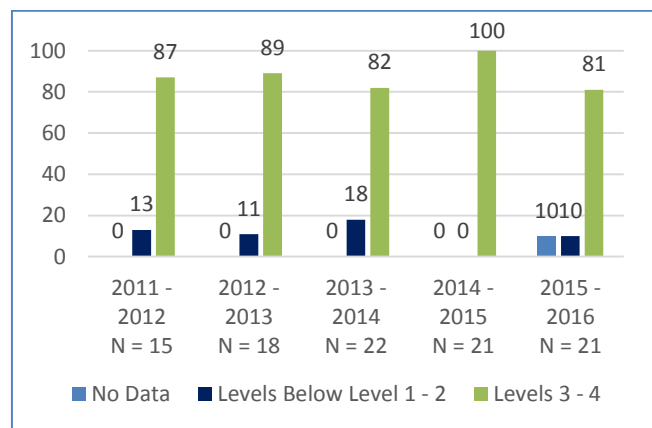


EQAO Grade 9 Math – Percentage of Students

Applied

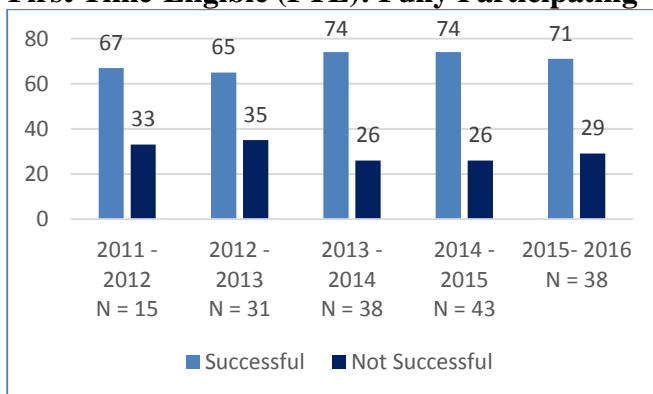


Academic

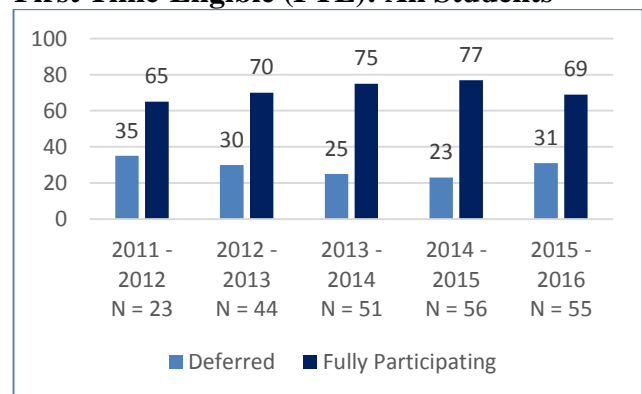


OSSLT – Percentage of Students

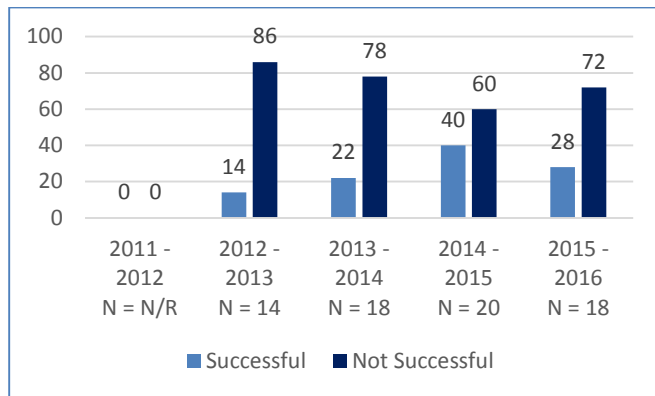
First Time-Eligible (FTE): Fully Participating



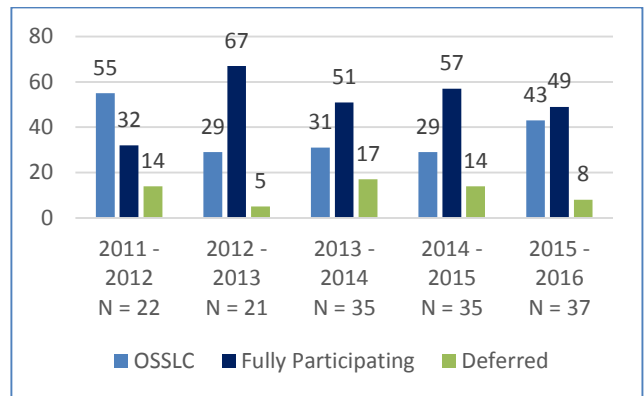
First Time-Eligible (FTE): All Students



Previously Eligible (PE): Fully Participating



Previously Eligible (PE): All Students



First Time Eligible Exempted (Number of students)

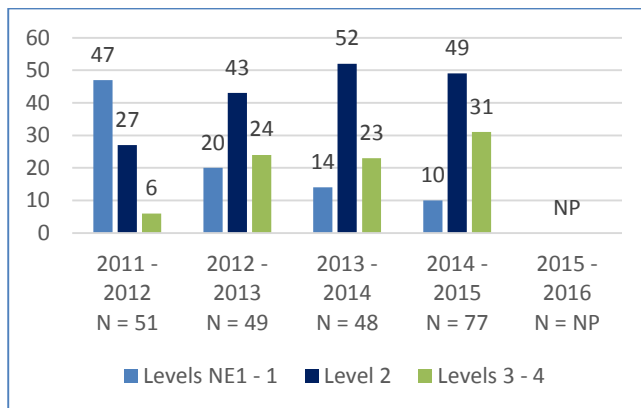
2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015	2015-2016
17	14	25	18	19

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

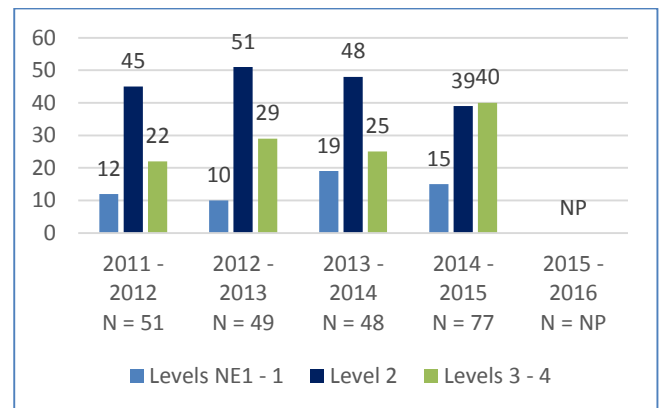
Students with Special Needs Identified as **Language Impaired**: EQAO and OSSLT Results Over 5 Years

EQAO Grade 3 – Percentage of Students

Reading

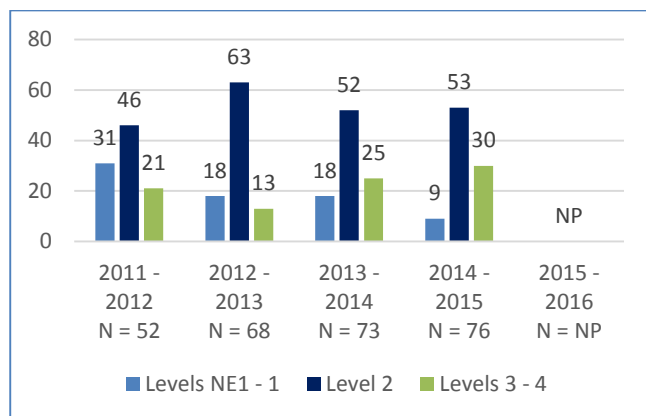


Math

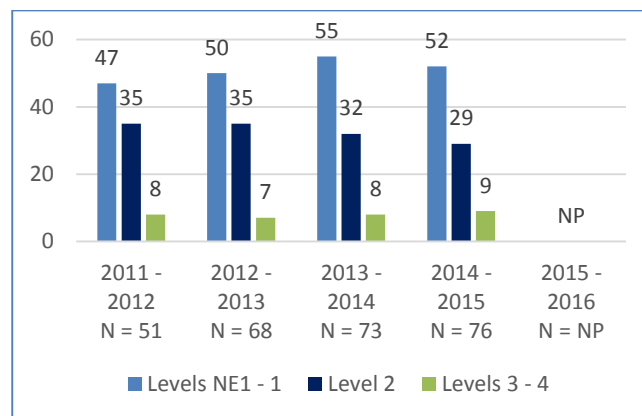


EQAO Grade 6 – Percentage of Students

Reading



Math

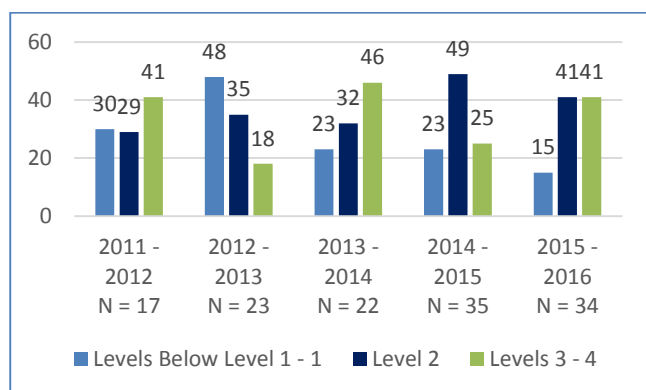


Exempt Rates for the Last 5 Years:

	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016
Gr. 3 Reading	18%	12%	10%	6%	NP
Gr. 3 Math	22%	10%	8%	3%	NP
Gr. 6 Reading	2%	3%	5%	5%	NP
Gr. 6 Math	8%	4%	5%	7%	NP

EQAO Grade 9 Math – Percentage of Students

Applied

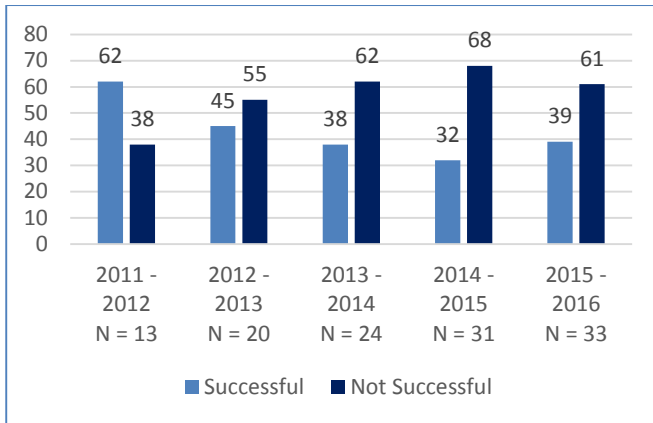


Academic

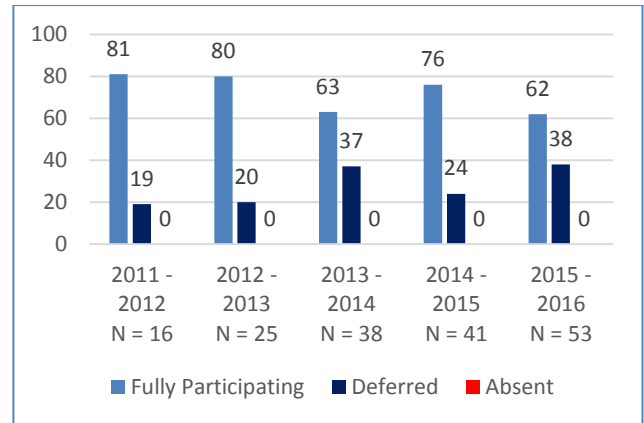
- For the last 5 years the Academic Grade 9 scores have not been reported publicly due to low numbers.

OSSLT – Percentage of Students

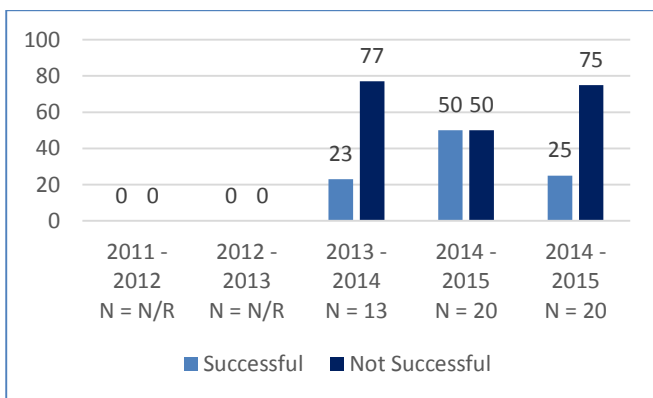
First Time-Eligible (FTE): Fully Participating



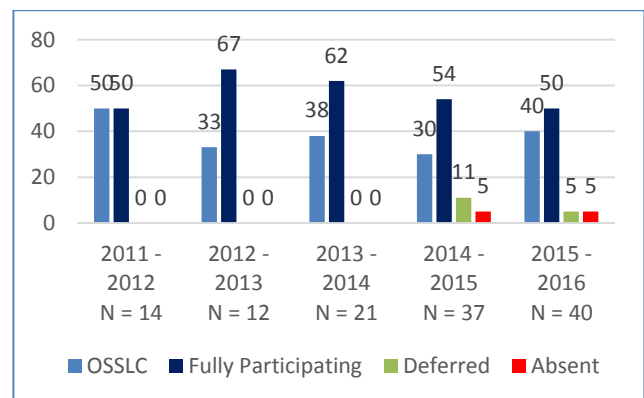
First Time-Eligible (FTE): All Students



Previously Eligible (PE): Fully Participating



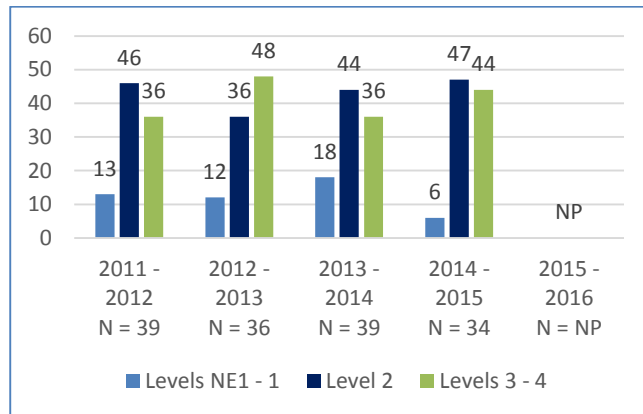
Previously Eligible (PE): All Students



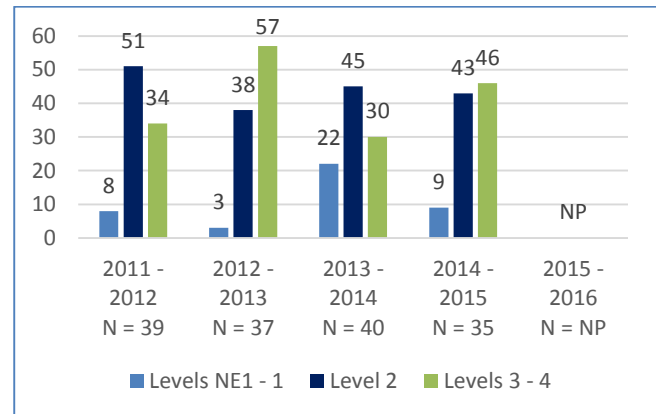
Students with Special Needs Identified as **Learning Disability**: EQAO and OSSLT Results Over 5 Years

EQAO Grade 3 – Percentage of Students

Reading

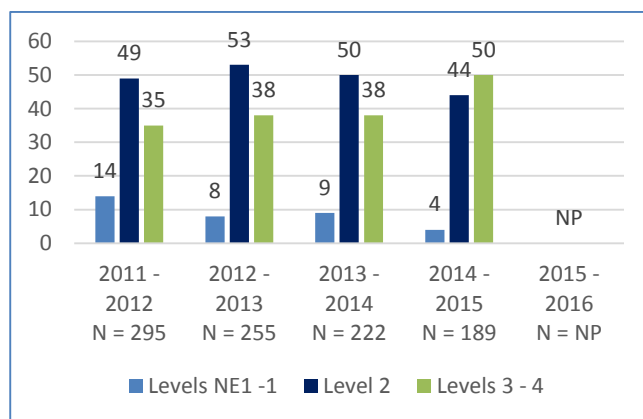


Math

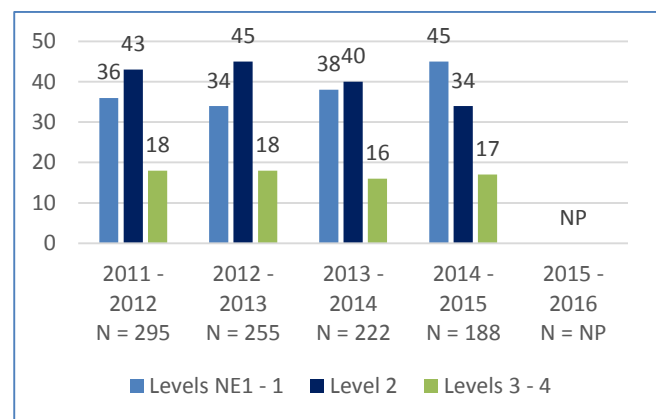


EQAO Grade 6 – Percentage of Students

Reading



Math

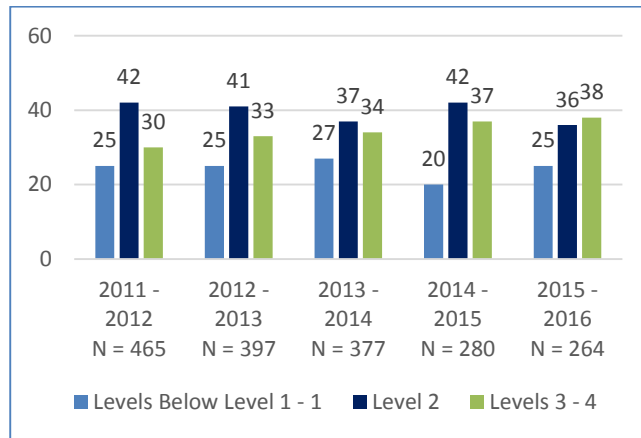


Exempt Rates for the Last 5 Years:

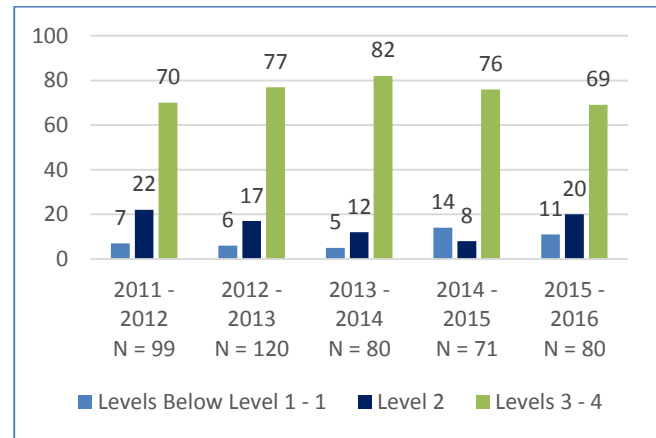
	2011 – 2012	2012 – 2013	2013 – 2014	2014 – 2015	2015 – 2016
Gr. 3 Reading	5%	6%	3%	3%	NP
Gr. 3 Math	8%	3%	2%	3%	NP
Gr. 6 Reading	2%	1%	4%	2%	NP
Gr. 6 Math	3%	4%	4%	3%	NP

EQAO Grade 9 Math – Percentage of Students

Applied

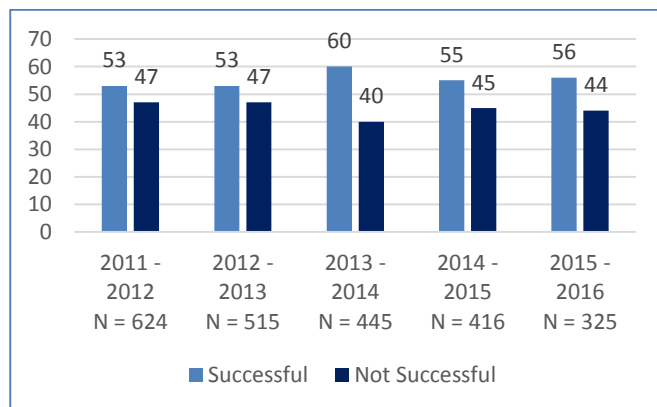


Academic

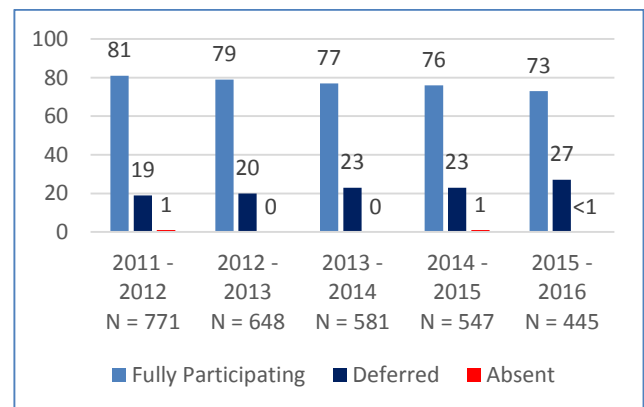


OSSLT – Percentage of Students

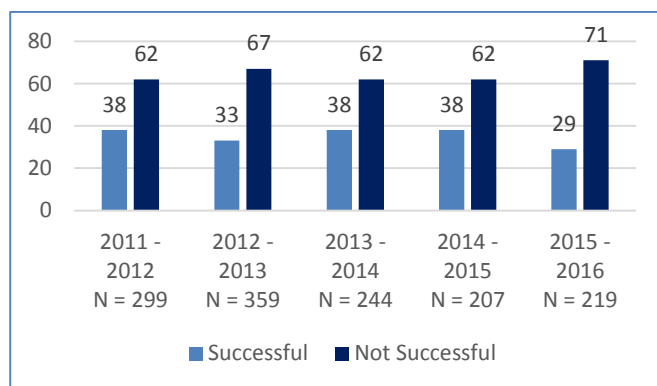
First Time-Eligible (FTE): Fully Participating



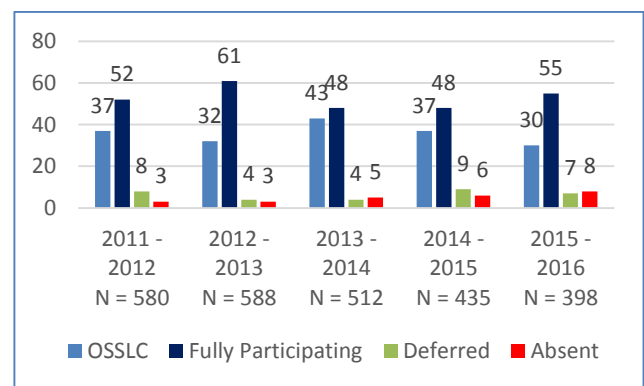
First Time-Eligible (FTE): All Students



Previously Eligible (PE): Fully Participating



Previously Eligible (PE): All Students



Part C: Safe Schools Information for Students with Special Needs

Safe Schools Data since 2013-14 until 2016-2017 (December 14, 2017).

–

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

- i. There has been a decrease in the number of Students with an IEP receiving Suspensions from school under Section 306 of the Education Act. (-113)
- ii. There has been a decrease of instructional days lost to Suspension for students with an IEP. (-994)
- iii. There has been an increase in the number of Students with an IEP receiving Suspensions Pending possible Expulsion from school under Section 310 of the Education Act. (5)
- iv. There has been a decrease in the number of Students with an IEP receiving Suspensions categorized as Violent Incidents. (-4)
- v. There has been an increase in the number of Students with an IEP receiving a Fresh Start under Board policy S.S. 12 Fresh Start. (11)
- vi. There has been a decrease in the number of Students with an IEP receiving a School Expulsion under Section 310 of the Education Act. (16)
- vii. There has been a decrease in the number of Students with an IEP receiving a Board Expulsion under Section 310 of the Education Act. (4)
- viii. Based on these results, it can be surmised that the reduction of EAs and CYWs has not given rise to the number of Safe Schools Progressive Discipline incidents for students with an IEP.

Elementary Schools 2015-2016 [Comparison with 2014-2015 data]

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

- Increase in the number of *males* with an Individual Education Plan (IEP) who were suspended (5)
- Increase in the number of *females* with an Individual Education Plan (IEP) who were suspended (12)
- Decrease in the number of *males* suspended 2 or more times (19)
- Increase in the number of *females* suspended 2 or more times (29)

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

Secondary Schools 2015-2016 [Comparison with 2014-2015 data]

At the Secondary level, the data indicate that fewer students are receiving suspension as a progressive discipline consequence. The data also indicates a significant reduction (-1016) of notices of suspensions issued over the past five years.

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

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

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

Part D: Reporting on the ongoing work of the accountability framework committees.

1. Each AFSE (Accountability Framework for Special Education) Committee meets several times a year to review set goals and works to implement these goals over the timeline of goal implementation.

2. The following section provides one or two highlights of the work of each committee. Please note that while some committees have existed for a longer period of time, some have just been struck this year and as a result there will be a variability in reporting between different exceptionalities.
3. Due to the labour disruption in June of 2016, EQAO scores of students which would otherwise have written the assessment are not published.
4. The following section of the report attempts to highlight some of the work of the committee and/or some of the findings by exceptionality. For specific details, please refer to the corresponding appendices.

a) Autism (Appendix A)

- Students with Autism in the Academic stream scored at 81% on the Grade 9 assessment as compared with 66 percent of all special needs students and 83% of all students. In the Applied stream, 41 % were successful on the Grade 9 Math assessment, scoring the same as in 2014-15 and as compared to 35% of all Special Education students and 45% of all students.
- No primary and junior assessments are available for the 2015-16 school year.
- Staff is currently implementing a two-year professional learning opportunity to support ABA training for staff working with students with Autism that would see teachers in every school receive specific training on communication and behaviour strategies.

b) Behaviour (Appendix B)

- Students attending behaviour programs are focusing on developing self-advocacy and self-regulation skills as part of a two-year goal.
- Teaching staff and Child and Youth Workers have been trained on the use of Stop Now and Plan (STOP) supported through the Child Development Institute.
- From January 2015 until March 2017, the School Support Resource Team have provided job-embedded support to 42 schools to support staff with early intervention strategies with students ranging from kindergarten to Grade 8. A teacher and CYW work 2.5 days per week with school staff to implement strategies to support students who are demonstrating needs with respect to Behaviour.

c) Blind/Low Vision (BLV) (Appendix C)

- Due to the small number of students in this category that would actually write the EQAO assessments in any particular year, reporting on student achievement would compromise the student's anonymity. We are able to report that there has been consistency with the use of accommodations by students with Blind or Low Vision needs to access the assessment
- Ongoing support and training is provided to teachers working with students in the BLV category in an individualized manner as many of the needs are student specific.

d) Deaf/ Hard of Hearing (D/HH) (Appendix D)

- Due to the small number of students in this category that would actually write the EQAO assessments in any particular year, reporting on student achievement would compromise the student's anonymity.
- In 2015/16 the D/HH AFSE worked to develop goals reflective of the needs experienced by D/HH students. As such a survey was designed to identify the areas of need that would be the focus of a collaborative teacher inquiry with respect to this exceptionality.
- Students will be participating in a survey to help them to reflect on consistent usage of hearing assistant technology to support their learning.

e) Giftedness (Appendix E)

- Gifted students consistently achieve in Levels 3 and 4 on EQAO, thus this is not the most effective measure of student success. Thus, the Gifted AFSE began to look at the Learning Skills of the Provincial Report Card as one way to measure student learning. Thus a two-year goal was developed focusing on increasing achievement in two of the six learning skills; Self-Regulation and Organizational skills.
- Communication with Teachers of the Gifted with respect to this goal, including professional development to support and enrich student opportunities within this exceptionality.

f) Language Impairment (LI) (Appendix F)

- Two-year Goals established for students with Language Impairments have focused on the instruction in decoding and comprehension to reduce the achievement gap in primary literacy. As a result of the labour issues in June 2016, interim achievement results cannot be reported on at this time.
- A multiple strategy approach focusing on communication with teachers of LI students and implementation of FIPPA (Focused Intervention Program for Phonemic Awareness) for primary students and implementation of Empower Reading strategies within LI programs will support the implementation of the LI goals.

g) Learning Disability (LD) (Appendix G)

- Assessment results were only provided for students writing the OSSLT and the Grade 9 EQAO as primary and junior assessments were not written this year due to labour disruptions.
- As reported in part B of this report, 56% of First-time Eligible LD students were successful on the OSSLT compared to 73% of the all students. This score was 1% point above the previous year's score. In the Previously Eligible category, 29 % of LD students were successful.
- On the Grade 9 EQAO Mathematics assessment, 69% of LD students were successful in the Academic strand while 38% successfully achieved levels 3 and 4 in the Applied strand.
- Goals were developed for the Learning Disabilities population that support the regular use of assistive technology. In Mathematics the focus will be on developing both computation and reasoning abilities to reduce achievement gaps. In Reading the focus will be on developing decoding and comprehension skills.
- Professional Development has been approached on multiple levels including newsletters, training to support the implementation of technology, implementation of the Renewed Math Strategy, implementation of Lexia where appropriate and the ongoing work with Empower.

h) Mild Intellectual Disability (MID) (Appendix H)

- EQAO Assessments with respect to the MID exceptionality are not reported at this time due to the labour disruption in June, 2016. EA
- Students in this grouping are generally of a small number, however given the needs experienced in schools, the department felt a need to address the needs. The AFSE committee for Mild Intellectual Disability was created this year to address the needs of students exhibiting this exceptionality. The work thus far is preliminary as the committee works to create a framework to support MID students reflective of the frameworks for other exceptionalities.
- The committee is in the process of gathering resources and strategies to assist in supporting teachers who support students with this exceptionality.

i) Multiple Exceptionalities and Developmental Delays (ME/DD) (Appendix I)

- This group of students would usually be exempt from writing the EQAO assessments as they would be working on an individualized alternative program that is reflected in the Individual Education Plan. Many students in this category also tend to spend 7 years in secondary schools till age 21.
- After engaging in a teacher led collaborative inquiry focusing on literacy for students in ME-DD program, a Best Practice Guide was developed to support the ongoing work of the ME-DD teachers.
- Professional Development is currently being provided and resources have been purchased to support the literacy needs in this exceptionality that is both reflective of student needs and sensitive to their ages.

Part E: Update on Implementation of specific Special Education Programs

Empower Update for 2015/2016

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 over 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 4 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 2015-16, 430 students participated in the decoding program for Grades 2 to 5 and 72 students in the program for grades 6 to 8. 101 students participated in Grade 2 to 5 Comprehension. Currently (2016-17), we have 71 active locations/ schools providing Empower, with a total of 95 classes/programs. Student performance has been measured in all programs through assessments of literacy appropriate to the specific decoding or comprehension intervention.

1. Results for students in 2-5 DS indicate that they made significant gains on:
 - All decoding and word recognition measures provided by SickKids; students answered almost all items on the “KeyWords” emphasized in the Empower and up to 80% of the “Challenge words (which require students to generalize their decoding skills to new words.)
 - The Blending and Segmenting Assessment (TCDSB phonemic awareness measures), with students answering up to 90% of items correctly by June.
 - 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 47% of Grade 2 students reading at grade level).
 - Grade 2 and 3 students made the strongest gains in decoding, compared to Grades 4 and 5. This result suggests that students in Grade 4 through 5 have learned some literacy skills through instruction in their Regular or Special Ed classes, but not as much as they would have had they received instruction in Empower
 - While students made substantial progress in Empower, many continue to have reading test scores below grade level and will need ongoing support.
 - Results from transfer students in Hub schools are similar to those from other Empower students in the same schools. ISP students made gains similar to those of other students.
2. Results for students in 6-8 DS and 2-5 CV indicate that:
 - 6-8 DS: Results from the SickKids, Blending and Segmenting and Running Record tests indicated substantial improvement over the course of the intervention.
 - 2-5 CV: Students improved on the Running Record, especially on the Comprehension component. The oral component of the Quick Comprehension Analysis (QCA) was administered to students in 7 classes

at the beginning and end of Empower, revealing improved comprehension at the end of the program.

- In addition, comprehension teachers completed an exit survey at the end of instruction suggested that students improved substantially on all the comprehension strategies taught in Empower.
3. In the longer term (3 to 4 years post-intervention), student performance on Canadian Achievement Test (CAT) and EQAO was analyzed:
- Students who take CAT tests after completing Empower have better results than those who take it beforehand. 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.
 - 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.
 - 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.

Lexia Update for 2015/2016

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, and in the fall of 2015-16 schools were invited to apply for their eligible students. 280 centrally available licenses were distributed to students with LD or LI learning profile or identification.

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 December 2015 an inservice presentation was delivered to Assessment and Programming teachers on Lexia Reading by the Lexia Ontario resource consultant. For 2016-17, data collection and teacher surveys are planned to monitor implementation by the Learning Disabilities Program Review Committee. 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.

E. CONCLUDING STATEMENT

This report is for the consideration of the Board.

AUTISM

Goals Set in 2015/16 and 2016/17 to support students with Autism:

- 1) Reduce the exemption rates for students with Autism by 10%.

- 2) Based on current EQAO results, increase achievement gap students with 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 Implemented to support students with Autism:

- 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.
- Share with staff a list of effective literacy resources for students with Autism that has been developed. These resources are available to board staff.
- 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.
- Present the service delivery model of the Autism Team to administrators and communicate how students with Autism can be supported.
- Create a list of alternative IEP goals that align with the areas of deficit as reflected in the DSM-V and share with staff.
- Update the resource document, 'Supporting Students with Autism Spectrum Disorders, A Resource Guide' and devise a plan to in-service staff.

Outcomes/Observations/Learnings:

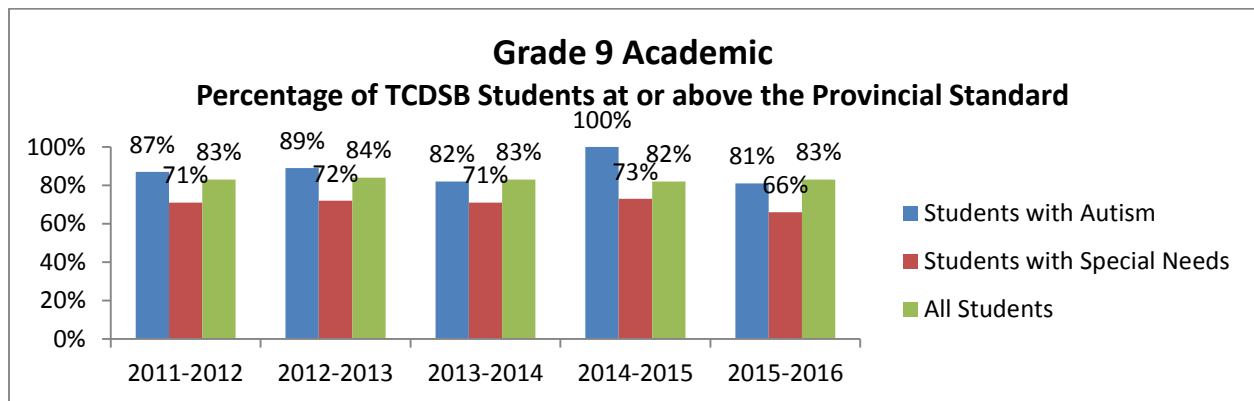
- In reviewing the exemption rates of the students from the primary and junior EQAO assessments in 2014-15, we wanted to look deeper to determine the placement of these students and if this was a deciding factor in exempting them.

- There were 71 students (37 primary, 34 junior) who were exempt. 86% (61 students – 32 primary, 29 junior) of these students had the placement **special education class with partial integration** in an ME/DD ISP.
 - An additional 3% (2 students – junior) had the placement **special education class with partial integration** in an LD ISP.
 - 11% (8 students – 5 primary, 3 junior) had a **regular class** placement.
 - For the 86% of students who were in ME/DD ISP classes, exemption from the EQAO assessment is appropriate because these students are working on alternative curriculum and are not accessing the Ontario curriculum upon which the EQAO assessment is based. In sharing a document with administrators focusing on supporting students with Autism to participate in EQAO, the exemption rates will continue to be monitored on an annual basis.
- A list of literacy resources for students with Autism has been developed and shared with the Autism Team staff to use as a resource with their schools.
 - Due to exceptional circumstances, there were no provincial results for primary and junior EQAO in 2015-16.
 - In looking at students with Autism in Intensive Support Programs (ISPs) in elementary schools, it was determined that the focus of these classes are on self-regulation, social communication and social skills. The academics (and alternative curriculum) are driven by the student Individual Education Plan. The students in these classes are working at approximately grade level therefore the JUMP Math is a resource that will not be pursued for these classes.
 - The service delivery model has been shared with principals and vice-principals at their respective meetings. The goal of the Autism Team is to continue to support the highest needs students while building capacity at the local school level.
 - Individual Education Plan alternative learning expectations have been developed and shared with the Autism Team staff to use as a resource with their schools. The alternative subject areas include communication (pre- and early skills, receptive skills and expressive skills), social communication (social interaction, imitation and play skills), self-regulation, functional academics, life-skills and self-management.

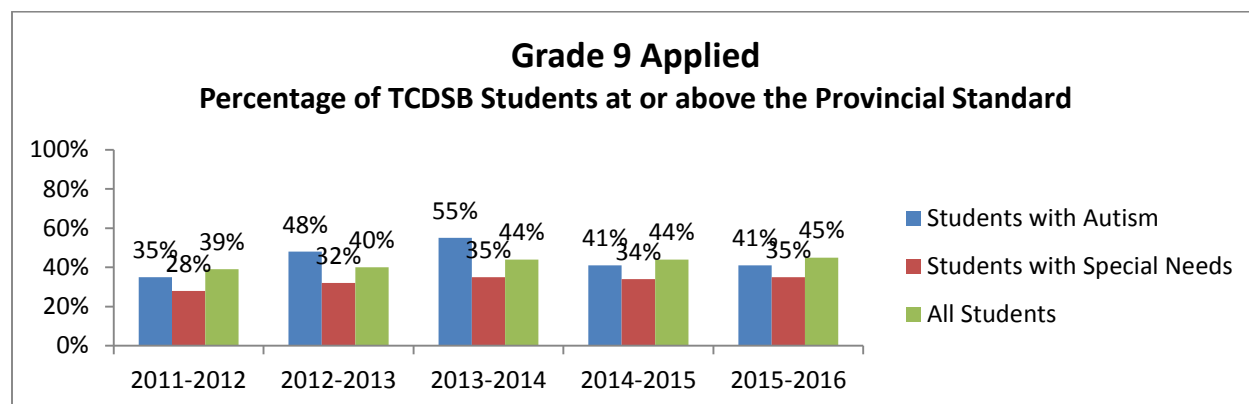
- The resource document, ‘Supporting Students with Autism Spectrum Disorders, A Resource Guide’ created in-house is in the final stages of being updated. Once this is updated, it will be printed and distributed to the schools as a resource through the 3 day Autism workshops.

Grade 9 Assessment

On the Grade 9 EQAO Mathematics assessment the results for students with Autism in the Academic stream in 2013-14 were 83% and in 2014-15 were 100% of students achieving at or above the provincial standard. In 2015-16 there was a decline to 81% which is still above the provincial average. Results should be treated with caution as numbers were very low in earlier assessments.



On the Grade 9 EQAO Mathematics assessment the results for students with Autism in the applied stream in 2013-14 were 55% and in 2014-15 were 41% of students achieving at or above the provincial standard. In 2015-16 students' achievement remained at 41%. Results should be treated with caution as the number of participating students with autism in earlier assessments were very low.

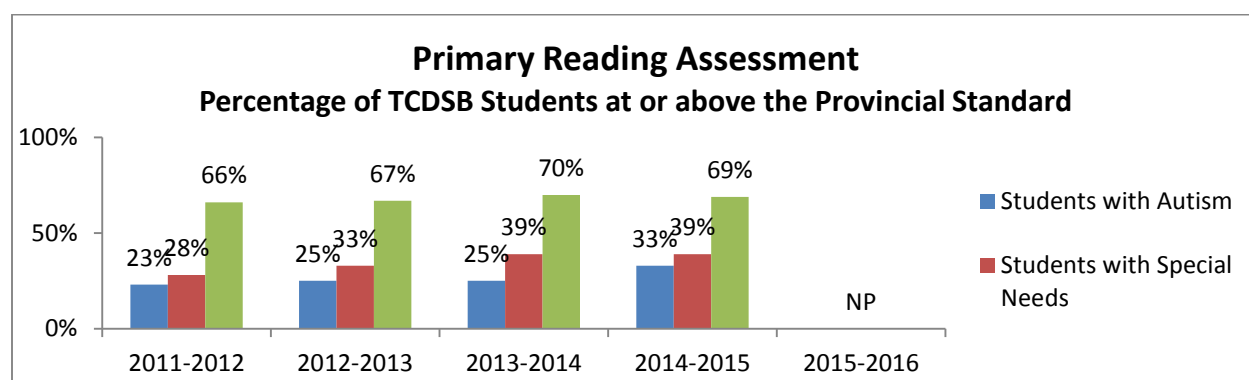


NOTE:

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.

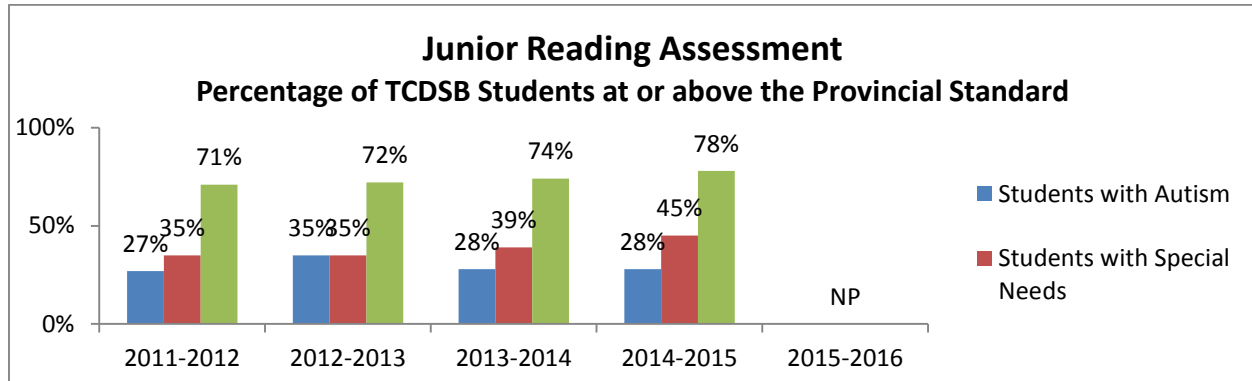
Primary Assessment

Due to exceptional circumstances, there were no provincial results for the primary reading assessment in 2015-16.



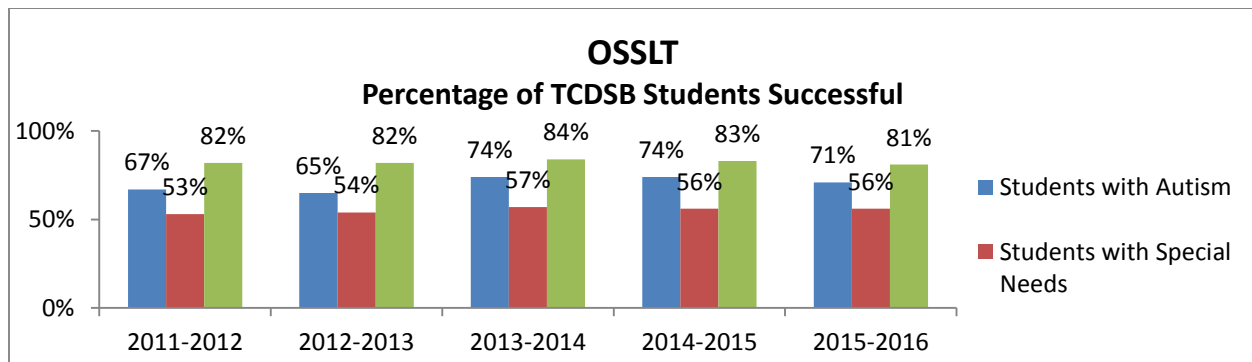
Junior Assessment

Due to exceptional circumstances, there were no provincial results for the junior reading assessment in 2015-16.



OSSLT

On the OSSLT the results for students with Autism in 2013-14 and 2014-15 results remained the same with 74% of students achieving at or above the provincial standard. In 2015-16 there was a slight decline to 71%. 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 2011-12, n = 31 in 2012-13; n=38 in 2013-14; n=43 in 2014-15; and n=38 in 2015-16).

OSSLT – First-time Eligible

All Students with Special Education Needs (Excluding Gifted)	TCDSB Deferred									
	2011 - 2012 N = 1,217		2012 - 2013 N = 1,139		2013 - 2014 N = 1,147		2014 - 2015 N = 1,182		2015 - 2016 N = 1,184	
	n	%	n	%	n	%	n	%	n	%
	252	21%	242	21%	262	23%	268	23%	286	24%
Exempted	34		28		49		32		37	
Students with Special Needs identified as Autism	TCDSB Deferred									
	2011 - 2012 N = 23		2011 - 2012 N = 44		2013 - 2014 N = 51		2014 - 2015 N = 56		2015 - 2016 N = 55	
	n	%	n	%	n	%	n	%	n	%
	8	35%	13	30%	13	25%	13	23%	17	31%
Exempted	17		14		25		18		19	

NOTE:

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.

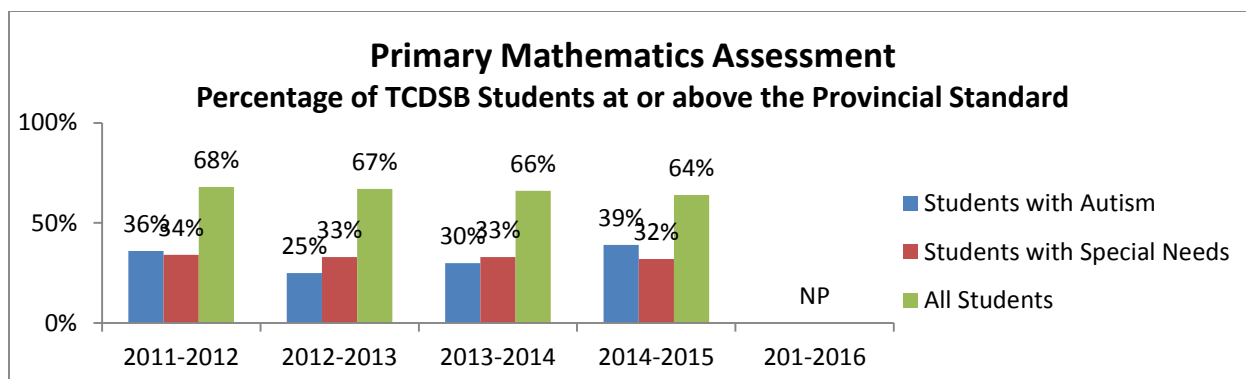
Exempted = Students can be exempted from the OSSLT only if they are not working toward an OSSD. A student is categorized as exempted only if the school indicates that the student is exempted. If a student completed any portion of the OSSLT, he or she is not categorized as exempted.

(p. 24 of the Public Report)

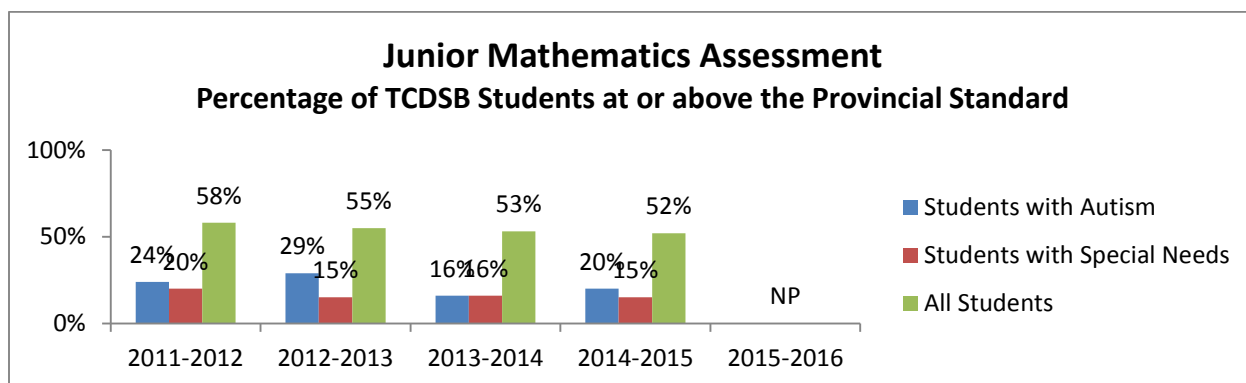
The Exempted are not included in the overall count (or percentages) for OSSLT.

Primary Mathematics Assessment

Due to exceptional circumstances, there were no provincial results for the primary mathematics assessment in 2015-16.



Due to exceptional circumstances, there were no provincial results for the junior mathematics assessment in 2015-16.



Grade 3 Reading

All Students with Special Education Needs (Excluding Gifted)	TCDSB Exempted									
	2011 - 2012 N = 967		2012 - 2013 N = 1,028		2013 - 2014 N = 1,086		2014 - 2015 N = 1,033		2015 - 2016	
	n	%	n	%	n	%	n	%	NP	NP
	113	12%	113	11%	113	12%	113	11%		
Students with Special Needs identified as Autism	TCDSB Exempted									
	2011 - 2012 N = 78		2012 - 2013 N = 65		2013 - 2014 N = 113		2014 - 2015 N = 91		2015 - 2016	
	n	%	n	%	n	%	n	%		
	32	41%	34	52%	32	41%	34	52%	NP	NP

Grade 3 Math

All Students with Special Education Needs (Excluding Gifted)	TCDSB Exempted									
	2011 - 2012 N = 972		2012 - 2013 N = 1,042		2013 - 2014 N = 1,105		2014 - 2015 N = 1,046		2015 - 2016	
	n	%	n	%	n	%	n	%		
	110	11%	104	10%	110	11%	104	10%	NP	NP
Students with Special Needs identified as Autism	TCDSB Exempted									
	2011 - 2012 N = 78		2012 - 2013 N = 65		2013 - 2014 N = 114		2014 - 2015 N = 91		2015 - 2016	
	n	%	n	%	n	%	n	%		
	31	40%	34	52%	31	40%	34	52%	NP	NP

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									
	2011 - 2012 N = 1,185		2012 - 2013 N = 1,347		2013 - 2014 N = 1,158		2014 - 2015 N = 1,230		2015 - 2016	
	n	%	n	%	n	%	n	%		
Students with Special Needs identified as Autism	TCDSB Exempted									
	2011 - 2012 N = 66		2012 - 2013 N = 78		2013 - 2014 N = 93		2014 - 2015 N = 91		2015 - 2016	
	n	%	n	%	n	%	n	%		
	27	41%	32	41%	27	41%	32	41%	NP	NP

Grade 6 Math

All Students with Special Education Needs (Excluding Gifted)	TCDSB Exempted									
	2011 - 2012 N = 1,179		2012 - 2013 N = 1,347		2013 - 2014 N = 1,160		2014 - 2015 N = 1,228		2015 - 2016	
	n	%	n	%	n	%	n	%		
	99	8%	91	7%	99	8%	91	7%	NP	NP
Students with Special Needs identified as Autism										
	2011 - 2012 N = 66		2011 - 2012 N = 78		2013 - 2014 N = 93		2014 - 2015 N = 91		2015 - 2016	
	n	%	n	%	n	%	n	%		
	27	41%	32	41%	27	41%	32	41%	NP	NP

NOTE:

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

Goals for 2016/17 till 2018/19 to support students with Autism:

In analysing the results of the annual PPM 140 survey, tracking referrals to the Autism department and feedback from staff, it has been determined that self-regulation is an area of need. The committee has decided to change the goals going forward. As self-regulation is a key to academic success and students with Autism can have difficulty with self-regulation, this will be the focus going forward. The committee will look at tracking students who demonstrate overall improvement in self-regulation. The goal is to continue to build capacity within the schools in order to support students with Autism.

For 2016/17 a sub-committee has been struck to prepare information focusing on classroom strategies for self-regulation and to develop pre- and post- measures, along with a mid-point check to track improvement.

For 2017/18 Professional Development will be delivered focusing on classroom strategies for self-regulation. We will investigate measures of its effectiveness.

For 2018/19 the results will be analysed to determine next steps in order to continue to build capacity within the system.

Strategies to be Implemented to Support students with Autism:

- To continue to build capacity in the system through targeted Professional Development.
- There is a two year Professional Development plan currently underway to deliver a 3 day Autism workshop focusing on ABA principles. The focus of the PD is one Kindergarten teacher in every elementary school and one Special Education teacher in every elementary school. The expectation is that the information from the workshop will be shared with the staff at the school in order to build capacity.
- The following Professional Development opportunities are being offered to support staff throughout the year; ABA Training for Students with Autism Spectrum Disorders; Communication and Autism: Effective Communication Strategies for the Classroom Setting; Understanding & Addressing Challenging Behaviours of Students with Autism Spectrum Disorder.
- Ministry sponsored Autism certificate courses for educators through the Geneva Centre have been offered.
- The team is developing intake kits to help determine pre-academic skills of students that will be transitioning into school.

BEHAVIOUR

2015/16 & 2016/17 Goal to support students in the Behaviour program:

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.

Outcomes, Observations & Learnings of students in the Behaviour Program

All Behaviour Program staff (i.e. Teachers and Child & Youth Workers) completed training in the evidence based self-regulation program *Stop Now and Plan (SNAP)*. In addition to the initial training, The Child Development Institute (CDI) provided consultation to discuss the implementation of the program and discuss any related issues. Each week, the Behaviour Program Class staff introduces a new self-regulation skill. Concepts are then reinforced through daily discussion and skills are supported within the classroom and during other school activities. Ideally, every student developed an individual goal based upon SNAP concepts with support from the Behaviour Program staff. We continue to build consistency across all ISP Behaviour Programs and this is an area for further growth.

2015/16 & 2016/17 Goal to support students in the Behaviour program:

In the previous school year, a two year goal was established and therefore remains the same.

1. 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.

Strategies To Be Implemented:

- Continue to 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.
- Continue to provide designated in-services to both ISP Behaviour Teachers and Child & Youth Workers which focus on training, monitoring and evaluation of the *Stop Now And Plan (SNAP)* program.

- Also provide learning opportunities regarding classroom management, self-regulation, building positive rapport and increasing collaborative activities during unstructured times such as recess.
- 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.
- Devise individual measurable goals, develop specific strategies, evaluate progress on a weekly basis and revise or create new goals together with each student registered in a Behaviour ISP. These goals should be based upon concepts with the SNAP program.
- Provide support to assist in the development and consistency of tracking and revision of those individual measurable goals.
- Articulate the progress of the individual measurable goals to parents/guardians of students in the Behaviour ISP.
- Upon request, provide the *Friends* program in Behaviour ISP Classes and/or classes in which students with behavioural identifications attend.
- Continue to foster a Professional Learning Network through ongoing e-mail communications amongst Behaviour ISP Teachers, CYWS and the Behaviour ISP Assessment and Program Teacher.
- Continue support for the Behaviour ISP programs with the ISP Assessment and Program Teacher.
- Develop a list of recommended classroom resources to support the development of social skills, self-esteem, self-advocacy and self-regulations skills.
- Use JUMP Math
- Use Lexia Reading Programme
- Use Assistive technology (i.e. Smart Board, Premier, Co-writer, Draft Builder, Kurzweil and Dragon Naturally Speaking).
- Continue to provide early intervention support through the Student Support Resource Team (SSRT). In January 2016, the SSRT was established 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 support additional school staff and

classrooms by providing a plethora 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 are prioritized based on:

- the suitability of the student's presenting challenges,
 - involvement of parents in planning and therapeutic interventions if applicable,
 - classroom composition,
 - evidence of previous strategies and school readiness to participate in capacity building strategies.
- During the period of January 2015 to March 2017, the Student Support Resource Team was involved with 42 schools throughout the TCDSB for 2.5 days/week up to an eight week period. The Student Support Resource Team will be involved with an additional 12 schools during the spring of 2017.
- Additionally, to assist schools in developing early intervention strategies, a Student Support Resource Teacher was made available to provide one day consultations. This service also helps to determine the suitability of full support from the Student Support Resource Team at a later date. This SSRT Teacher will provide more than 100 one day consultations throughout the 2016/17 academic year.

BLIND/LOW VISION (BLV)

Goal for 2016-17:

- To reduce any achievement gap between students identified with a BLV Exceptionality and all students, as measured through EQAO/OSSLT in 2017.
- EQAO/OSSLT 2017 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 offered 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).

DEAF/HARD OF HEARING (DHH)

2015/2016 D/HH Goals:

1. 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).
2. 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 Implemented 2015/2016:

- Accountability Framework for Special Education (AFSE) goals were communicated to teachers of D/HH students through consultation with teachers and Professional Development.

Outcomes/Observations/Learnings for D/HH

- Preliminary discussion with D/HH itinerant staff and D/HH ISP teachers took place to identify the focus and direction of the collaborative inquiry. Further planning was deferred to 2016/2017 in light of labour issues.
- Discussion with D/HH students was also deferred to 2016/2017 to align with the discussions occurring with their teachers.

2016/2017 D/HH Goals:

1. 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). Continuation of 2015/2016 goal.
2. 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). Continuation of 2015/2016 goal.

Strategies implemented 2016/2017 for D/HH:

- Accountability Framework for Special Education (AFSE) goals to be communicated to teachers of D/HH students through consultation with teachers and Professional Development.
- D/HH teachers to participate in a survey to explore and examine usage of Hearing Assistance Technology. Survey results to inform 2017/2018 goals.
- D/HH students to participate in a survey to explore and examine usage of Hearing Assistance Technology. Survey results to inform 2017/2018 goals.
- 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, and May is Speech, Language and Hearing Month activities. Encourage parent involvement through all D/HH events.
- Continue to provide appropriate professional development for parents, teachers who work with D/HH students in regular and ISP classes, and other Board staff.

GIFTED

2015-2016 Gifted Goals

1. 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 for Gifted Program:

- 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.
- 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).
- Providing information to students, staff and parents to support successful transitioning.
- Exploring opportunities for student-led 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 data).

Outcomes/Observations/Learnings for Gifted Program:

- No report card data were available due to the elementary teachers’ job action.
- Provided professional development for Gifted Withdrawal and Congregated Program Teachers on supporting the development of self-regulation skills (“Stress Lessons” training by the Psychology Foundation of Canada, April PA Day).
- APT (Gifted Programs) is supporting teachers in focusing on self-regulation and organization when visiting classes.

- To facilitate collaboration/communication between regular classroom teachers, Special Education Teachers (SET) and Withdrawal and Congregated Special Education Teachers of the Gifted Programs, a newsletter was shared with all staff titled “Roles and Responsibilities of the Home School and Gifted Program and information pertaining to the IEP, Strategies for Organization. (Gifted Program October, 2014; Newsletter was distributed board wide again in October 2015.)
- Information was provided 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.

Goal(s) for 2016-17 Gifted Program

1. 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 1 Provincial Report Card 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 that will be implemented in Gifted Program:

- Continue to ensure information and strategies are shared regarding this goal at meetings with Gifted Withdrawal and Congregated Program Teachers.
- Sharing of information and strategies with TCDSB staff on the importance of and the strategies to develop self-regulation skills.
- Communicating and sharing information and strategies regarding this goal at meetings with Gifted Withdrawal and Congregated Program Teachers.
- Building capacity for all teachers (regular classroom, Special Education, Gifted Withdrawal and Congregated Program Teachers, through communications and professional development activities.
- APT (Gifted Programs) supporting teachers in focusing on self-regulation and organization when visiting classes.
- Monitoring of longitudinal development and maintenance of Learning Skills

of students with Giftedness, and comparing the development and maintenance of Learning Skills of students with Giftedness for the 2013-16 and 2016-19 cohort of students.

- Further exploring and using opportunities for student leadership activities and peer-support in facilitating the development of leadership, self-regulation and organization skills.

Outcomes/Observations/Learnings in Gifted Program

Resources were shared with TCDSB staff on the importance of and the strategies to develop self-regulation skills through:

- Gifted Program October, 2016 Newsletter titled Self-Regulation skills (distributed to all TCDSB staff)
- There was a PD presentation on “Supporting the emotional health of students with Giftedness: How to recognize depression/anxiety and how to help. Strategies for the classroom” in December 2016.
- Formal connections were made with the TCDSB Student Leadership Program and student leadership opportunities are being shared with Gifted Program teachers and students as appropriate.

LANGUAGE IMPAIRMENT (LI)

2015/2016 LI Goals

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).

Strategies Implemented in LI Program:

- Yearly Accountability Framework for Special Education (AFSE) goals were communicated to teachers of LI students through consultation and email communications.
- Accountability Framework committee participated in collaborative study to examine and develop indicators of functional oral language skills.
- Information and professional development materials relevant for addressing oral language and literacy skills for students with LI were provided to parents and teachers.
- Systematic and strategic implementation of 2 components of Empower Reading intervention, i.e. Comprehension in grades 2-5, and Decoding in grades 2-5 is ongoing.
- Implementation of a strategic roll-out of FIPPA (Focused Intervention Program for Phonemic Awareness), targeting students who may not qualify for other reading interventions is ongoing.
- Facilitation of early intervention processes (i.e., SLP consultation to kindergarten classroom and promotion of the board-wide Early Identification Strategy).

Outcomes/Observations/Learnings in LI program

- Preliminary discussion with LI- ISP teachers took place to identify the focus and direction of the collaborative inquiry. Further planning was rescheduled in light of labour issues therefore 2015/2016 goals will be continued.
- 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.
- 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.

2016/2017-2017/2018 Goals for the LI Program

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). Continuation of 2015/2016 goal.
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 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). Continuation of 2015/2016 goal.

Strategies to Be Implemented for LI program

- 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 students with LI.
- Enhance capacity of SLP department staff to deliver and track evidence-based intervention supports for students with LI.
- Communicate yearly Accountability Framework for Special

Education (AFSE) goals to teachers of LI students through email communications and Professional Development.

- Administer functional speaking and listening measure in Fall and Spring of 2017/2018 to LI- ISP teachers and classroom teachers of those students. Survey results will inform goal setting for 2018/2019.

LEARNING DISABILITY (LD)

Goal(s) for 201516 LD program

1. 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)
2. **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)
3. **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 implemented in LD program:

Assistive Technology

- Participating in a collaborative inquiry that is focused on the consistent use of technology for all students as part of regular classroom instruction, in order to explore enablers and barriers. (The use of assistive technology by TCDSB students during provincial assessments was observed to be low).
- Support LD Intensive Support Program teachers in facilitating use of assistive technology by their students. They also received professional development focused on the classroom application of Google Apps for Education (GAPE), in order to implement this technology and assistive technology in their classrooms.

Mathematics:

- Continued implementation of JUMP Math in LD ISPs.
- Provided information and professional development material to teachers, relevant for teaching math to students with LD.

Reading:

- Continued 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).
- Continued implementation of Lexia Reading (a web-based literacy intervention), targeting students with LD who require continued support to improve their reading.

General strategies:

- Accountability Framework for Special Education goals were communicated to LD ISP teachers, Special Education Teachers and Special Services Support Staff.
- To support educators, professional development was provided (centrally and locally) to facilitate a better understanding of the academic and social-emotional/mental health implications of LD, executive functioning and learning skills, and strategies to foster success.
- To support the LD Intensive Support Programming, program delivery and the current and historical composition of LD ISP classes were reviewed to assist in better understanding and addressing the strengths and needs of the LD Intensive Support Program.
- To support parents, information was provided on central and local in-services and resources on LD and on their role in fostering academic success, self-advocacy, resilience, and positive mental health.

Outcomes/Observations/Learning in LD program:

- Assistive technology: Teachers and students from one elementary and one secondary school participated in the collaborative enquiry project aiming to increase the use of assistive technologies. Teachers from both schools participated in professional development on and hands-on application of Google Apps for Education (GAFE), and provided feedback. Based on the data collected, there is a need for further exploration of the best practices in this area. It was found that students with limited experience with technology and more limited literacy skills found the added tasks involved in using the technologies taxing. Students need to be introduced to these technologies as soon as possible in their schooling careers to build familiarity and fluency.
- LD Intensive Support Program teachers received professional development focused on the classroom application of Google Apps for Education (GAFE), in order to implement this technology and assistive technology in their classrooms.

- Math: Grade 9 EQAO results indicated that 69% of students with LD in the Academic course, and 38% in the Applied course reached provincial standards. (Other EQAO data were unavailable due to the elementary teachers' job action).
- Reading: OSSLT results indicated that 56% of "first-time eligible" students with LD, and 29% of "previously eligible" students with LD were successful. (CAT4 and EQAO data were unavailable due to the elementary teachers' job action).
- Reading: in 2015-16 there were 111 Empower Reading Programs in 83 schools. Data collected regarding implementation indicated that teaching staff in all three Empower programs generally are in agreement that students make substantial progress in Empower, both in terms of improved reading performance and in confidence and willingness to read in class and elsewhere. These results are generally supported by assessment results. While almost all students improved, teachers expressed concern that some students will continue to need support because of issues pertaining to more severe learning problems (such as severe LD, LI; MID, memory and concentration issues, student attendance; behavior). These students will continue to need support in the area of reading.
- In order to better understand and address the strengths and needs of the LD Intensive Support Program, data were collected on the composition of LD ISP. Based on the review of current scientific research on LD, as well as the data collected through this study it was determined that the current admission/demission criteria and process for LD ISP classes need to be streamlined. Changes were proposed in alignment with current research in the field of LD.
- Presentations and professional development events on LD for :
 - Teachers on LD and Assistive Technology (February 12 PA day),
 - EAs/CYW's on LD (February 12 PA day),
 - Educators and parents on LD and executive functioning (TCDSB Special Services Fair on April 30, 2016)
 - Educators and parents on teaching self-regulation and pro-social behaviour (Psychology Symposium, February 2016)
 - Educators and parents on teaching self-regulation and pro-social behaviour (Psychology Newsletter sent out to all schools and posted on website in February 2016.)
- Sharing resources with educators, parents and support staff: Facilitated accessing free webinars and other professional on www.ldatschool.ca

resources; disseminated information on Integra and other PD opportunities in the community; posted and shared internal and external resources on the TCDSB staff and public portals, offered local presentations to school by psychology staff and Assessment and Programming Teacher, etc.

Next Steps to consider with the LD program

- Investigating further possible solutions for increasing the use of assistive technology for students with LD through a continued collaborative inquiry with two elementary and a secondary schools participating.
- Implementation of more consistent admission and demission criteria for students in the LD ISP classes across TCDSB, as well as moving to earlier intervention and a two-year programming in the ISP.
- Continued implementation of Empower Reading and Lexia Reading.

Goal(s) for 2016-17 LD program

1. 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 was a longer term goal: 2015-16, 2016-17).
2. **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 was a longer term goal: 2015-16, 2016-17).
3. **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 was a longer term goal: 2015-16 and 2016-17).

Strategies that will be implemented in the LD program:

Assistive Technology

- Build teachers' capacity in applying appropriate assistive technology for students with LD.
- Expanding the collaborative inquiry that is focusing on the use of the consistent use of technology for all students as part of regular

classroom instruction. Two elementary and one secondary schools will be participating in this initiative in order to explore enablers and barriers.

Mathematics:

- Continue the implementation and monitoring of JUMP Math in LD ISPs. Provide information and professional development material to teachers, relevant for teaching math to students with LD.
- Support the implementation of the Ministry's Renewed Math Strategy by providing PD opportunities and disseminating resources and sharing information on evidence based best practice in teaching math to students with and without LD.

Reading:

- Continue to implement and monitor Empower Reading intervention, including the systematic and strategic implementation and monitoring 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 Lexia Reading targeting students with LD who require continued support to improve their reading.

General strategies:

- Accountability Framework for Special Education goals will be communicated to LD ISP teachers, Special Education Teachers and Special Services Support Staff.
- To support educators, professional development will be provided (centrally and locally) to facilitate a better understanding of the academic and social-emotional/mental health implications of LD, executive functioning and learning skills, and strategies to foster success.
- To support the LD Intensive Support Programming, the recommended changes in admission/demission criteria will be implemented and feedback collected.
- To support the LD Intensive Support Programming, there will be a focus on supporting social-emotional learning and the development of Learning Skills. Ways of implementing and monitoring support for social-emotional learning and well-being in the LD ISP will be explored and a plan developed.

- To support parents, information will be provided on central and local in-services and resources on LD and on their role in fostering academic success, self-advocacy, resilience, and positive mental health.

Outcomes/Observations/Learning in LD program:

- Support is provided for the implementation of the Ministry of Education's Renewed Math Strategy by including Special Education Teachers with regular classroom teachers in PD opportunities in school identified as RMS schools.
- Support is provided for the implementation of the Ministry's Renewed Math Strategy by disseminating resources and sharing information on evidence based best practice in teaching math to students with and without LD
 - Psychology Newsletter on changing children's attitude toward math sent out to all schools and posted on website in February 2017
 - Psychology Newsletter on evidence based math teaching strategies sent out to all schools and posted on website in February 2017.
- Provide professional development to teachers implementing Lexia Reading and monitor implementation. (73 teachers received formal training in using Lexia on the October 7th PA day).
- Empower Reading is being implemented in 73 schools, and the implementation is monitored through regular data collection.
- Support is provided to LD ISP teachers (orientation to teachers new to ISP – October 2016, Lexia training – October 2016, training in formal assessment measures, December 2016).
- Presentations and professional development events on LD so far for :
 - Teachers on LD and Assistive Technology (February 17 PA day),
 - EAs/CYW's on fostering student well-being (February 12 PA day),
 - Educators and parents on helping children flourish and supporting well-being (Psychology Symposium, February 2017)
- Sharing resources with educators, parents and support staff:
 - Facilitating accessing free webinars and other professional resources on www.ldatschool.ca; regularly disseminating information on Integra and other PD opportunities in the

- community;
- posting and sharing internal and external resources on the TCDSB staff and public portals
- creating a public portal on LD at TCDSB website

MILD INTELLECTUAL DISABILITY (MID)

Goals for 2016-17 for students in MID program:

1. This year a committee was struck to begin to develop a framework with respect to students who are identified with Mild Intellectual Disabilities. While serving a relatively small number of students, this exceptionality requires the same attention as other exceptionalities and often draws upon resources and strategies that may overlap students with more severe exceptionalities as well as those who may receive special education supports at each local school. As such, this first year has been dedicated to create an accountability framework that will serve to support the student with MID.

[Due to the labour actions last June, scores were not collected for all students including those with the MID exceptionalities.]

Strategies to be Implemented for the 2017-18 school year:

- Sharing of resources with schools to help support students with MID
- Provision of training to staff in order to support and inform staff working with special education students.
- Review of course offerings in Secondary Schools that support the student with Mild Intellectual Disabilities.

MULTIPLE EXCEPTIONALITIES/DEVELOPMENTAL DELAYS (DD/ME)

Goals for 2015/16 ME-DD program:

- 1) A collaborative inquiry with, staff in ME-DD Intensive Support Programs (ISPs), focusing on effective literacy programming is the main focus of the committee. The inquiry will be completed in May 2016 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 Implemented in ME-DD program:

- Data will be analysed for secondary students to help determine an appropriate goal focusing on the pathway to community participation.
- The 'Best Practice Guide' for ME-DD Intensive Support Programs to support evidence informed practices has been developed. It will first be shared with teachers and administration who have ME-DD 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 ME-DD 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.
- An afterschool Professional Learning Network for ME-DD Intensive Support Program teachers will be investigated to facilitate mentorship, professional learning and capacity building.
- The need for a survey to get feedback on which types of assistive technology are being used with students in ME-DD Intensive Support Programs will be discussed.

Outcomes/Observations/Learnings in ME-DD program:

- In analysing the language and communication development skill expectations based on the alternative report card for ME-DD secondary students in Intensive Support Programs, we are trying to determine how to best use this information to help inform our practice. Based on this information we are

looking at the draft summer writing project, Pathway to Community Participation Framework, to update it and share it with teachers.

- The 'Best Practice Guide' for elementary ME-DDE Intensive Support Programs is being vetted in order to share it with teachers in ME-DD Intensive Support Programs and allow them to provide feedback.
- It has been determined that all ME-DD Intensive Support Programs have a SMARTBOARD which is actively used in programming for students. Individual students may also have individual assistive technology based on their specific needs. Therefore at this time it is felt there is no need for a survey on assistive technology.

Goals for 2016/17 for ME-DD program:

1. In analysing the feedback from the collaborative inquiry looking at literacy, the focus will continue to be on functional literacy for students identified with Developmental Disabilities (DD) and Multiple Exceptionalities (ME) in an Intensive Support Program (ISP). The committee is trying to achieve alignment across the system when developing the literacy skills for students in a ME-DD ISP.

Strategies to be implemented in ME-DD program:

1. To continue to look at growth with functional literacy expectations for elementary students as outlined in the IEP and as reported on the alternative report card.
2. To analyse the data for secondary students looking at the non-credit bearing course KEN (functional communication skills) to determine if the committee can use this to look at growth in the area.
3. To build capacity in the system through targeted Professional Development.
4. There will be two days of professional development for one ME-DD ISP teacher in every secondary school with an ISP class. One day will focus on functional literacy. The expectation is that the information from the workshop will be shared with the staff at the school in order to build capacity.
5. As a result of the collaborative inquiry, supplemental functional literacy resources were purchased for secondary staff. These resources will be distributed to secondary staff as part of the professional development plan.
6. To continue to update the, Pathway to Community Participation Framework, draft document.
7. To share the, Best Practice Guide, for elementary ME-DD Intensive Support Program teacher, after this document is vetted.

8. To research alternative report cards in other school boards to compare and contrast the alternative report card in our board.
9. To determine if an afterschool Professional Learning Network for ME-DD Intensive Support Program teachers is feasible.



REPORT TO

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

FINAL REVIEW OF EDUCATION ASSISTANT AND CHILD AND YOUTH WORKER EFFICIENCIES IN THE ELEMENTARY AND SECONDARY PANEL

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

Isaiah 25:4

Created, Draft	First Tabling	Review
March 20, 2017	April 6, 2017	Click here to enter a date.

Cristina Fernandes, Superintendent of Education, Special Services

Paul De Cock, Comptroller of Finances

Marina Vanayan, Senior Coordinator, Educational Research

INFORMATION REPORT

Vision:

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

Mission:

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

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



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

This final report will build on the preliminary report provided at the Student Achievement and Well Being, Catholic Education and Human Resources Committee on January 12, 2017. It will provide an analysis of the impact of Education Assistants (EA) and Child & Youth Workers (CYW) efficiencies board-wide on the organization.

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

Research department staff initiated a Multiple Case Study approach in elementary and secondary schools in an effort to gather qualitative and perceptual data about the impact on reductions to EA and CYW staff to a group of students with diverse learning needs.

The cumulative staff time dedicated to developing this report was 135 hours

B. PURPOSE

1. This final report will provide qualitative data from the research-based, Multiple Student Case Study to assess the impacts of Education Assistant and Child and Youth Worker efficiencies.
2. The report will respond to Board motions with respect to requests for Educational Assistants and Child and Youth Workers as well as the unit cost per students served by special education programs:
 1. *That when staff comes back with their next report on the impact of EA and CYW reductions already made, that staff include details (in private or public as appropriate) on the individual requests made for EAs and CYWs being made by school staff and parents and our system response to those requests.*
 2. *That staff provide a dollar unit cost per special education student and, if possible, comparisons with other Boards.*

C. BACKGROUND

1. **June 4, 2015** – At a Special meeting of the Board, Trustees approved reductions of FTE 30.00 EAs and FTE 7.00 CYWs
2. **June 2, 2016** – At Student Achievement and Well Being, Catholic Education and Human Resources Committee, Trustees approved reductions of FTE 56.0 Education Assistants and FTE 5.00 CYWs
3. **June 2, 2016** – At Student Achievement and Well Being, Catholic Education and Human Resources Committee, trustees approved a motion requesting a review of Education Assistants efficiencies board-wide in both elementary and secondary schools.
4. Table 1 captures the Full Time Equivalent (FTE) Reductions in support staff over the past two years in Education Assistants, Child & Youth Workers and external contracted support workers:

TABLE 1:

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

5. **January 12, 2017** – At the Student Achievement and Well Being, Catholic Education and Human Resources Committee, the Board received a preliminary report reviewing the Education Assistant and Child & Youth Workers. (**Appendix A**) This report assessed quantitative data using four metrics, and laid the foundation for qualitative assessment using a Research-based, Multiple Student Case Study:
 - a. Student Data and Support Staff Data 2013 – 2016
 - b. Benchmark of Support Staff in Coterminous District School Boards (2016)
 - c. Report Card Learning Skills for Students with an IEP
 - d. Safe Schools Progressive Discipline Data for Students with an IEP
 - e. Impact of Changes in Special Education: Multiple Student Case Study

6. **January 12, 2017** - the following motions were approved:
 - i. That when staff comes back with their next report on the impact of EA and CYW reductions already made, that staff include details (in private or public as appropriate) on the individual requests made for EAs and CYWs being made by school staff and parents and our system response to those requests.
 - ii. That staff provide a dollar unit cost per special education student and, if possible, comparisons with other Boards.
7. **January – March 2017** – Staff reviewed the number of requests made by parents or schools for EA and/or CYW support, and Research staff completed the Multiple Student Case Study to provided qualitative analysis.
8. **March 22, 2017** – Staff presented this report in DRAFT format to the Special Education Advisory Committee (SEAC). The report was received.
9. **March 30, 2017** – At Regular Board, staff presented a report entitled: 2017-2018 Budget Projections for Consultation Purposes, in which Trustee motion #1 was addressed:

That when staff comes back with their next report on the impact of EA and CYW reductions already made, that staff include details (in private or public as appropriate) on the individual requests made for EAs and CYWs being made by school staff and parents and our system response to those requests.

D. EVIDENCE/RESEARCH/ANALYSIS

ANALYSIS OF QUANTITATIVE DATA

Metric #1: Number of EA and CYW requests.

1. Arising out of Trustee Motion #1, staff reviewed requests for EA and/or CYW support that were made from schools and from parents. Given the timeline of the request, staff retroactively estimated the number of requests that were made from September 2016 until March 1, 2017. In this timeframe, there were 121 requests for EA or CYW staffing. Most of these requests came from school principals as presented in Table 2 below. Also reported is the number of approved transfers to accommodate the most urgent requests:

Table 2: Requests for EA/CYW staff: September 2016-March 1, 2017

Region	EA or CYW requests since September 2016	# EA/CYW Transfers to Support Approved Requests
West (1&2)	53	8
North (3&4)	27	13
South (5&6)	27	9
East (7&8)	14	2
Total Requests	121	32

2. The main goal in assessing these requests is to follow a protocol that *allows the request for support to be handled at the local school with existing support staff*. In most cases, needs were met by modifying the schedules of existing support staff at a school. In these situations, the level of support commensurate with the presenting needs are assessed.
3. The system response to these requests included the following protocol considered by the Area Superintendent in dialogue with the parent, principal, Elementary Assessment & Program teachers, Secondary Program & Assessment teachers and Superintendent of Special Services:
 - a) Student needs and level of service required to service the student as per the IEP and placement were reviewed;
 - b) Dialogue with the Principal and existing school staff to provide resources/strategies to support the student;
 - c) EA/CYW assignments were reviewed and adjustments to those assignments within the school via rescheduling to accommodate the changing needs (student who left or entered the school);
 - d) EA allocations were reviewed and adjustments made between schools, leading to the movement of a support staff (EA/CYW) to another school to respond to the school's changing needs;
 - e) Movement of support staff between superintendent areas and/or regions to support emerging needs; and
 - f) Temporary assignment of agency worker support where appropriate to assist in development of skills to support the support staff at the school.
 - g) Through the IPRC process, appropriate placement of student in a Special Education program that is able to meet the student's needs.

Metric #2: Per Student cost for Special Education Programming

1. Arising out of Trustee Motion #2, the aggregated data provided in **Table 3** below has been calculated using the total number of students with an exceptionality determined through the Identification, Placement and Review Committee (IPRC) process as well as students that possess an Individual Education Plan without a formal exceptionality.

Table 3: 2016-17 Identified & Non-identified Special Education Students

Special Education Categories	Elementary	Secondary	Grand Total
	Total	Total	
Autism	1,135	481	1,616
Behaviour	112	40	152
Blind and Low Vision	8	8	16
Deaf and Hard-of-Hearing	48	39	87
Developmental Disability	49	79	128
Giftedness	1,071	992	2,063
Language Impairment	537	208	745
Learning Disability	913	1,751	2,664
Mild Intellectual Disability	116	228	344
Multiple Exceptionalities	117	59	176
Not Applicable / Non-Identified Students	5,366	2,366	7,732
Physical Disability	49	20	69
Speech Impairment	2		2
Grand Total	9,523	6,271	15,794

2. Staff reached out to coterminous district school boards to obtain data with which comparisons could be drawn in regards dollar unit cost per student with an IEP. Limited GTA boards responded to the request.
3. **Table 4** provides information about Special Education expenditures for TCDSB and two other GTA school boards for the 2016-2017 school year. Boards requested that confidentiality be maintained, so a high level comparison is presented below:

Table 4: TCDSB per Pupil IEP Special Education Expenditures

Special Education Data	School Boards		
	TCDSB	GTA #1	GTA #2
% of Special Education Students in Self Contained and Integrated Classes	6%	12%	35%
% of Students in Regular Classes	94%	88%	65%
Average Cost per Special Education student (Identified and Non-identified)	\$8,694	\$9,071	\$9,285

4. For 2016-2017, TCDSB received GSN funds in the amount of \$126,229,885 for Elementary and Secondary Special Education expenses. In this year, the anticipated expenses of the board are \$137,313,803 resulting in an expected deficit of \$11,083, 918.
5. Comparing eight (8) GTA school boards, every board is expected to have a deficit in the Special Education envelope of between \$600,000 and \$24,000,000.

ANALYSIS OF QUALITATIVE DATA

Metric # 3: Impact of Changes in Special Education: Multiple Student Case Study

Case Study Research Statement:

Case studies are frequently used in social science research as a way of providing holistic, in-depth explanations of social situations. Most commonly used in the fields of education, sociology, anthropology and political science, case study design allows for exploration and understanding of complex issues not always understood well by quantitative research. Both quantitative and qualitative research generate valuable information. Case study methodology has grown to prominence in the past 50 years as a result of the recognition of limitations of quantitative methods. A Multiple-case study design allows for comparative analysis of several cases, using a variety of data sources.

Background to Case Study

1. A study was initiated in October 2016, to help identify the impact of changes in the special education model at the TCDSB, focusing on a variety of children with special education needs, in all 5 placement settings.

2. Eight schools (5 elementary, 3 secondary) were selected to participate in the study. **All schools had experienced a loss of three or more EAs over the past two years.** Within these schools, 35 students (20 Elementary, 15 Secondary) were identified centrally for participation. Students selected for inclusion in the study were drawn from a range of exceptionalities and placement options. From the original 35 students selected, 28 parents consented for their children to participate in the study.
3. Given the diversity of student needs that exist in special education programs, a multiple-case study approach was used. This method allows for the gathering of evidence to outline the uniqueness of every situation and to identify themes that emerge. Principals were provided with an information and consent letter for all parents of students in the study. Research staff visited each school to interview teachers, education assistants, students and parents regarding the 28 students included in the study (for whom there was consent).
4. A template was used to collect information from staff, parents, and students regarding the impact of changes to support staff on students. The following are examples of the interview questions asked:
 - Please describe the needs of the student. Have these needs changed over the past three years?
 - What supports is the student currently receiving? Include staffing, programming, materials, equipment, space etc. How has this changed in the past three years?
 - Have changes in needs and support had a significant impact on the student's behaviour, social-emotional wellbeing, achievement, adaptive functioning? Do you perceive the changes to be negative or positive or has there been no change? What is the evidence?
 - How could we improve supports for this student?
 - What Promising Practices can you identify to demonstrate innovations in the light of staff reductions? How can we build on strengths and transfer what we have learned to support students and share practices with other staff?

5. School visits took place in November and December, 2016. The collection of information continued in January by telephoning parents and by examining student records. Appendix A outlines the tracking process.
6. To date, 112 interviews have been conducted, including:
 - 64 teacher interviews,
 - 15 EA or CYW interviews,
 - 11 Parent interviews,
 - 13 student interviews,
 - 8 administrator interviews.

NOTE: An effort has been made to contact all parents. Some parents did not want to be interviewed and others were unable to be contacted.
7. For each student with consent, a detailed background information file has been collected including: student IEP, Report Card Marks / Learning Skills, EQAO results, Canadian Achievement Test results, OLSAT results, credit accumulation, OSSLT achievement, and attendance.
8. Research staff have summarized background information and interview data for all cases. Summaries were shared with the Special Education Review Committee over three sessions to inform dialogue and to assist in identifying emerging themes, as outlined below.

EMERGING THEMES

9. These emerging themes, drawn from all data collected, are organized into 5 sections:
 - A) Overall impact on student achievement and well-being
 - B) Impact on staff
 - C) Promising practices
 - D) Impact of Changes: Focus on Student Exceptionality
 - E) Impact of Changes: Focus on Classroom Placement

A) IMPACT ON STUDENT ACHIEVMENT AND WELL BEING

1. While schools were selected for inclusion in this study as a result of an overall reduction in the number of EAs in the school, levels of support for individual students in each school vary, depending on the students' needs and staff availability.
2. In all cases, students are meeting learning goals as stated in their IEPs. In the context of the changes in support available to schools, staff report that school teams have collaborated to continue to attempt to meet the special education needs of students in their school.
3. In several cases, students have integration listed as a program component in their IEP, but teachers and EAs report that currently the students have fewer opportunities to be integrated into regular stream classrooms due to less support available from EAs. Staff report that efforts are being made to provide as rich a program as possible within the ISP classroom environment and are trying to find ways to enable successful integration. Perceived challenges regarding reduced opportunities for integration may be greater in secondary schools, and among students with more significant exceptionalities.
4. In several cases, where IEPs indicate that students should use SEA computers as necessary for successful learning, teachers, EAs, and parents report that the students are struggling with the use of computers in a meaningful way. Staff indicate that these students require additional support to be able to integrate computers successfully into the curriculum. Where possible, special education and classroom teachers are providing support where EAs are not available.
5. In several cases, when emergencies or extreme behavioural outbursts take place, EAs typically report being required to all work together to address the situation. With reductions in staff, teachers and EAs report that there are fewer EAs left to address the needs of the remaining students with special education needs. Staff report that this requires additional flexibility when scheduling and allocating classroom support.

6. In some Secondary schools, staff and parents report that resource rooms are no longer available on a drop-in basis, and some students report that they have reduced opportunities to receive additional remedial support and to complete classwork in a quiet space. Staff report that resource support and monitoring by special education teachers is being provided on an ongoing basis, in class with additional assistance being provided before and after school. Test and Exam accommodations are being provided to students on an appointment basis.

Summary

In most cases, school staff are adjusting to reduced levels of staffing and students continue to learn in accommodated and modified special education programs. Some students are experiencing reduced opportunities for integration into regular classrooms. Some staff are experiencing challenges supporting student use of special education technology. Some classrooms and students are now receiving reduced support compared with previous years.

B) IMPACT ON STAFF

1. Staff report using a range of strategies to continue to foster supports to meet student needs. Staff also report a general sense of frustration stemming from attempting to accomplish this goal with reduced human resources.
2. In several schools, with fewer EAs, other staff (teachers, nurses, CYWs, and principals) report that they are assuming new or expanded responsibilities and roles, including assisting with technology use, lifting and positioning students, and monitoring identified students at recess.
3. With the changes in staffing, EAs report providing support in multiple classrooms on a regular basis. EAs report that this presents challenges for EAs who may need to provide support in classes of students with whom they are not familiar (e.g., student needs, safety concerns, typical behaviours, classroom routines). Staff also report that when EAs are placed strategically to address the greatest needs in a school, other regular classrooms are receiving reduced support or none at all. While these classrooms may have fewer special education needs than others, classroom

teachers report that they are being required to provide more individualized assistance that EAs would have provided previously, under teacher supervision.

4. Teachers and administrators report that reduction in the number of EAs, frequently places additional demands on other school staff and is particularly challenging when supply coverage is not provided for absent EAs. With reductions in support staff, principals report that principals and vice principals, classroom teachers, CYWs, and special education teachers are stepping in to fill the role of absent EAs.
5. All staff report that as a result of the perceived changes in focus in roles and responsibilities, teachers, EAs, CYWs, and Administrators require training and professional learning to address the unique special education needs of students with different exceptionalities. For example, EAs reported needing safety training specific to the needs of students with an identification of Autism.

Summary

Staff report a general sense of frustration stemming from attempts to meet student needs with reduced human resources. Most schools report that staff are adjusting and taking on changing responsibilities. This may result in a need for additional professional learning for EAs, teachers, and administrators.

PROMISING PRACTICES

1. There is evidence that all schools are working towards managing staff as efficiently as possible to offer the best possible service to their students with special education needs. With each school context being different in terms of student needs, staffing, and leadership, there are differences in the approaches taken, and there is value in documenting and sharing practices that have been effective.
2. Reductions in staffing have placed demands on all schools to learn to work within the new context of students with high needs combined with fewer

staff members. Staff report that there is a need for increased flexibility and high levels of organization and logistics.

3. To meet the special education needs of students, school teams report practicing a high degree of organization. Staff report that this is required to support flexible scheduling of EAs who may have multiple responsibilities throughout the day and may have changes in responsibilities on a weekly or monthly basis. Some staff have reported that it has been helpful to conduct regular meetings to identify changing needs, schedule assignments, and to focus the work of EAs where it is most needed.
4. All school staff, including EAs, CYWs, classroom teachers, special education teachers, and administrators report practicing a high degree of flexibility in their responsibilities, to address the special education needs of the students in their schools.
5. Schools report that a shared vision and a common set of core beliefs is essential to help them in supporting their students. For example, some schools report stressing the idea of shared responsibility – the belief that addressing the achievement and well-being of all students with special education needs is the responsibility of all staff in the school, not just special education staff.
6. Staff report that engaging in practices that demonstrate a strong commitment to special education are effective in communicating a shared vision. For example, some schools report that, regardless of staffing limitations, special education teachers are not be asked to step in and offer supply coverage when a classroom teachers are absent. Staff report that this practice clearly sends a message that addressing the learning and well-being of students with special education needs is a priority.
7. Regular and ongoing communication is reported as key to supporting success. Collaboration and strong communication between teachers and special education teachers are reported to be very helpful in addressing the special education needs of students (e.g., reminders of IEP requirements for individual students).

8. To facilitate and support the teaching environment with reduced EAs, some school staff report that they have implemented the practice of single-age/grade withdrawal classrooms. The rationale for this practice is that with one group of students in a single-grade, the demands placed on the teacher responsible are lower than in a multi-grade withdrawal setting. This practice is more feasible in schools with a larger population of students.
9. Staff report that as schools have been adapting to an environment with reduced EAs, APTs/PATs, autism support teachers, Autism Support Teams, and the Behaviour Team have provided additional support to classroom teachers and special education teachers, who are taking on new and additional responsibilities.
10. Staff identified strong leadership as a critical factor contributing towards the effectiveness of their school in meeting the learning and well-being of their students with special education needs. They identified effective administrators as those who are very aware of student needs, knowledgeable about special education, and highly engaged with staff and students – supporting a shared vision and committed to creating a culture of collaboration and high expectations.

Summary

Staff identified several practices contributing to successful special education program delivery, including: a high degree of organization within the school, flexibility in deploying staffing, maintaining a shared vision and common set of core beliefs about special education, shared responsibility for students with special education needs, strong collaboration and communication between teachers, and strong leadership.

C) IMPACT OF CHANGES: FOCUS ON EXCEPTIONALITY

1. In terms of student exceptionality, a review of impact data revealed a variety of patterns: staff and parents report that students with an identification of *Autism* or *Multiple Exceptionality/Developmental Disability*, are frequently the students for whom integration into the regular

classroom is the greatest challenge. Staff working with these students also report that they have experienced greater demands trying to balance the needs of several individual students at the same time, often focusing on safety, rather than supporting learning.

2. Staff and parents report that students with an Identification of *Learning Disability* or *Language Impaired*, frequently require less support from education assistants and therefore considered to be impacted less than other students by the reductions in education assistants. However, staff and parents report that often the assistance provided by EAs is primarily supporting the use of technology or scribing for the student. Staff and parents report these students, along with students with no formal identification, often experienced the reduction of education assistants in terms of less support for the use of technology.

Summary

Students with an identification of Autism or Multiple Exceptionality/Developmental Disability, appear to be the students for whom integration into the regular classroom is often the greatest challenge. Students with an Identification of Learning Disability or Language Impaired along with students with no formal identification require less support and therefore appear to be impacted less than other students by the reductions in education assistants, other than to support independence in the use of technology.

D) IMPACT OF CHANGES: FOCUS ON PLACEMENT

1. A review of impact data, in terms of classroom placement, revealed a variety of patterns: EAs working in *Special Education Classes with Partial Integration* or *Special Education Classes Full-Time* report that they are frequently required to be focused primarily on addressing student emergencies and behaviour outbursts. In many cases, there has been a reduction of education assistants in these classrooms and teachers and EAs report being ‘stretched’ to support all students – including those who are not having behavioural outbursts. Staff supporting students with this placement, also expressed concerns regarding limited opportunities to support student integration into regular classrooms, owing to reduced numbers of education assistants.

2. Staff supporting students with a placement of *Regular Class with Indirect Support* report frequently to be providing much more than indirect support – on occasion, staff report that these students require direct support from both education assistants and special education teachers.
3. EAs supporting students with a placement of *Regular Class with Resource Support* and *Regular Class with Withdrawal Support* report that they are working in more classrooms than in the past. This model distributes support throughout the school – staff report that this may lead to greater inconsistency in support for some students.

Summary

Staff working in Special Education Classes with Partial Integration or Special Education Classes Full-Time report that they are frequently required to focus their attention primarily on individual students who are experiencing behaviour outbursts. Students in this placement may also experience reduced opportunities for integration into regular classrooms. EAs supporting students with a placement of Regular Class with Resource Support and Regular Class with Withdrawal Support report that they are working in a greater number of classrooms than in the past.

Multiple Student Case Study Emerging Trends and Observations: What have we learned?

1. Based on the multiple-case studies focusing on 28 students and 112 interviews, the evidence suggests that, at this time, while some students experience reduced support, overall, the changes may not have had a significant impact student learning and well-being.
2. Continuous monitoring of the achievement and well-being of the population of students with special education needs within the TCDSB will be required to continue to track the impact of changes on an ongoing basis and in the long term. This level of accountability will, in part, take place through the work of the Special Education Accountability Frameworks.

3. The evidence from the various case studies reveals that school staff are impacted by the changes. Staff in these schools are using a range of strategies to continue supporting student needs. They have identified concerns, needs, as well as strengths upon which to build. A key area of need appears to be increased professional learning for all staff including EAs, teachers, and administrators, as well as greater flexibility in deploying staff.

E. METRICS AND ACCOUNTABILITY

1. Staff will continue to monitor the quantitative data as presented in the preliminary report with respect to the following:
 - Student Data and Support Staff Data 2013 – 2016
 - Benchmark of Support Staff in Coterminous District School Boards (2016)
 - Report Card Learning Skills for Students with an IEP
 - Safe Schools Progressive Discipline Data for Students with an IEP
2. EQAO Standardized Assessment data gathered in 2016-2017 will be incorporated into the ongoing data assessment.
3. The Multiple case study was based on schools whose allocation of EAs was reduced by 3 or more EAs over two years, thus the information is specific to schools who had a considerable reduction to support staff. As a result, it was expected that the changes would have an evident and considerable impact on student programming and achievement.
4. The Multiple Case Study indicated that students were all meeting the expectations that were outlined for them on their Individual Education Plan as reported by staff.
5. Staff also indicated that the work processes had changed, where support staff were strategically placed to support the highest needs students. A shift towards a shared understanding of the need to work together collaboratively is essential to supporting students in the various placements. Schools continue work strategically to meet the needs of students.

6. The ongoing work of the Special Education Review Committee has contributed to ongoing review of the changes to Special Education policies, procedures and the service delivery model.
7. The analyses contained within this report were reported to SEAC and are available for further discussion at future SEAC meetings.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.



REPORT TO

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

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

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

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

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

INFORMATION REPORT

Vision:

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

Mission:

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Associate Director of Academic Affairs

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

Angela Gauthier
Director of Education

A. EXECUTIVE SUMMARY

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

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

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

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

B. PURPOSE

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

C. BACKGROUND

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

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

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

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

D. EVIDENCE/RESEARCH/ANALYSIS

ANALYSIS OF QUANTITATIVE DATA

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

Students with IEP

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

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

Support Staff

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

Placements

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

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

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

- viii. There has been an overall *decrease* in Elementary of 3% and an *increase* in Secondary of 2% for those students that are serviced through the **Regular Class with Indirect Support** placement.
 - ix. There has been a *decrease* in Elementary of 28% and a *decrease* in Secondary of 26% for those students that are serviced through the **Regular Class with Resource Assistance** placement.
 - x. For those students that are serviced through the Regular Class **Withdrawal Assistance** placement there has been a *decrease* in Elementary of 8% and a *decrease* in Secondary of 9%.
 - xi. For those students that are serviced through an Intensive Support Program **(ISP) with Partial Integration** placement there has been a *decrease* in Elementary of 11% and an *increase* in Secondary of 1%.
 - xii. For those students that receive Intensive Support Program **(ISP) Full Time** placement there has been an *increase* in Elementary of 28% and an *increase* in Secondary of 20%.
 - In the elementary panel, there have been *decreases in student enrolment* in four of the five placement categories with an increase of placement (20 students) in the ISP Class full time.
 - In the secondary panel, there have been *decreases in student enrolment* in three of five placement categories. Both ISP class with Partial Integration and ISP class full time saw increases (5 students and 13 students respectively).
- b. **METRIC #2 – Benchmark of Support Staff in Coterminous District School Boards (Appendix B)**
- Over a two year span, the following changes have been noted:*
- i. Relative to other coterminous district school board, the TCDSB continues to have a greater number of Educational Assistants and Child and Youth Workers relative to other boards.
 - ii. Of the seven boards compared in **Appendix B**, the ratio of support staff to student enrolment is significantly greater than 5 other boards. It was noted that only Durham CDSB has a ratio marginally greater than TCDSB.

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

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

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

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

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

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

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

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

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

ANALYSIS OF QUALITATIVE DATA

Impact of Changes in Special Education: Multiple Student Case Study

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

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

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

E. METRICS AND ACCOUNTABILITY

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

F. CONCLUDING STATEMENT

This report is for the consideration of the Board and.



REPORT TO

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

SUMMER SCHOOL LOCATIONS AND PROGRAMS 2017

“FOR GOD’S WORD, THROUGH WHOM ALL THINGS WERE MADE, WAS HIMSELF MADE FLESH AND DWELT ON THE EARTH OF MEN...HE HIMSELF REVEALED TO US THAT “GOD IS LOVE”(1 JOHN 4:8)

Created, Draft	First Tabling	Review
March 20, 2017	April 6, 2017	Click here to enter a date.

V. Burzotta, Superintendent of Learning, Student Achievement & Well-Being
Safe Schools, SSI, Alternative, Continuing & International Education
A. Mazzucco, Program Coordinator I Continuing & International Education
S. Barrans, Coordinator Continuing & International Education

INFORMATION REPORT

Vision:

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

Mission:

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



R. McGuckin

Associate Director of Academic Affairs

A. Sangiorgio

Associate Director of Planning and Facilities

C. Jackson

Executive Superintendent of Business Services and Chief Financial Officer

Angela Gauthier

Director of Education

A. EXECUTIVE SUMMARY

This report outlines the locations and dates for Summer School 2017 programs offered within the Toronto Catholic District School Board. Programs offered will support Student Success strategies, Ontario Catholic School Graduate Expectations and are aligned with the Multi Year Strategic Plan.

Over the past few years there has been considerable growth in Summer School enrolments with the summer of 2016 seeing 27,534 registered students. This represents an enrolment increase of over 66% since the summer of 2004, based on Annual Daily Enrolment (ADE). Together with Saturday program offerings, Night School, and August Orientation programs, students are clearly availing themselves to continue their learning well past the traditional September to June daily timelines.

The growth in summer educational programs will not create fiscal cost pressures for the Board as additional revenues will be generated to cover any incremental costs.

The cumulative staff time required for the preparation of this report was 20 hours.

B. PURPOSE

This report outlines the locations and dates for Summer School 2017 programs offered within the Toronto Catholic District School Board. Programs offered will support Student Success strategies, Ontario Catholic School Graduate Expectations and are aligned with the Multi Year Strategic Plan.

C. BACKGROUND

During the summer of 2016, there were **27,534** students enrolled in summer school programs. Summer school also includes the following credit bearing and non-credit bearing programs:

- e-class courses
- Cooperative Education Program
- the leadership program at Camp Olympia
- overseas (Kenya, Italy, Ireland and Europe)
- Special Education Program(DDME/MEDD)
- Grade 7/8 Enrichment Literacy/Numeracy Program(Grade 6 new 2017)

- Grade 9 Transition Program
- Grade 9 Reach Ahead Program

D. EVIDENCE/RESEARCH/ANALYSIS

1. The summer program has been increasing from 13,455 students during summer 2004 to 24,275 during summer 2016. This represents an enrolment increase of over 66% since the summer of 2004, based on Annual Daily Enrolment (ADE).
2. The growth in summer educational programs will not create fiscal cost pressures for the Board as additional revenues will be generated to cover any incremental costs.
3. **Criteria used in the selection of sites:**
 - a) air conditioning
 - b) ability to provide diversity of programming
 - c) accommodations for special needs
 - d) representations in the four quadrants
 - e) capacity to meet anticipated demands
 - f) access to public transportation
4. The **Secondary Summer School Credit Program** is scheduled to run from Tuesday July 4 to Friday, July 28, 2017. The recommended locations for Secondary Credit courses are as follows:

WEST

Bishop Allen
Fr. Henry Carr
Fr. John Redmond
St. Basil the Great

EAST

St. John Paul II
Francis Libermann
Senator O'Connor

NORTH

Brebeuf College
Mary Ward
Cardinal Carter

SOUTH

St. Mary Catholic Academy
Marshall McLuhan
St. Patrick/Jean Vanier

In Reserve: Dante Alighieri, Msgr. Percy Johnson, St. Mother Teresa, St. Joseph Morrow Park, and Blessed Cardinal Newman.

5. e-Class Summer Credit Courses will be offered as follows:

Fully on-line credit courses will be offered during the two sessions below.

Summer Session 1: July 5 to July 31, 2017.

Summer Session 2: July 18 to August 14, 2017.

6. Special Education Programs will be offered as follows:

ELEMENTARY

St. Nicholas of Bari

St. Dominic Savio

St. Pius X (in reserve)

SECONDARY

St. Patrick

James Cardinal McGuigan

Loretto College

7. Remedial Literacy/Numeracy:

The **Grade 6, 7 and 8 Mathematics and Language Enrichment Program** are scheduled to run from Tuesday July 4 to Tuesday July 25, 2017 at the following locations:

- St. Jane Frances
- Our Lady of Lourdes
- Msgr. Percy Johnson
- Loretto College CSS
- St. Maria Goretti
- St. Timothy
- St. Nicholas of Bari
- Cardinal Leger
- Our Lady of Sorrows
- Nativity of Our Lord
- Our Lady of Fatima
- St. Lawrence
- St. Monica
- St. Bridget
- St. Pius X
- Our Lady of Victory

8. Focus on Youth and Cooperative Education:

- Students will be able to earn two Secondary credits in an experiential learning placement. The programs will run from Tuesday July 4 to Friday August 11, 2017.

9. Grade Eight to Nine Transition Program, Credit Recovery and local programs:

- Secondary Schools will be able to offer a **four week transition program**, credit bearing, to students registered in grade 9 for September 2017
- Schools will be responsible for reviewing the summer permit with the appropriate SQS and the day administration will recommend staff to be hired to the Continuing Education Department after advertising locally. In addition, schools may also run a credit recovery program or any other credit course if it meets the local needs of their school. The schools listed below have expressed an interest in offering programs this summer:
- Cardinal Carter, Chaminade, Dante Alighieri, James Cardinal McGuigan, Loretto Abbey, St. Basil, St. Joseph Morrow Park, Senator O'Connor, Blessed Cardinal Newman, St. Mother Teresa, Francis Libermann, Jean Vanier, Mary Ward, Neil McNeil, St. John Paul,
- Bishop Marrocco/Thomas Merton, Loretto College, Marshal McLuhan, Notre Dame,
- St. Joseph College, St. Mary, St. Patrick, Archbishop Romero
- Bishop Allen, Father Henry Carr, Father John Redmond, Michael Power/St. Joseph, Msgr. Percy Johnson, Brebeuf

10. International Programs

- The Continuing Education and International Education department continues to offer 2 and 3 week Orientation programs during the month of August.
- Programs run out of the Catholic Education Centre and include ESL instruction and community-based learning.

E. CONCLUDING STATEMENT

This report is for the consideration of the Board.



Catholic Education Symposium 2017:

Exploring the Critical Role of Catholic Education
In Contemporary Society

Directors of Education, Ontario Catholic School Boards
Chairs, Ontario Catholic School Boards

Dear Colleagues

On behalf of the Board of Directors of the Institute for Catholic Education (ICE), I am pleased to invite you to attend the upcoming province-wide symposium on Catholic Education. Focusing on the theme ***“Renewing the Promise: Exploring the Critical Role of Catholic Education in Contemporary Society”***, the symposium will be held in partnership with the French Catholic education community in Toronto on November 14 and 15, 2017.

Following the Province’s decision to extend full funding in support of Catholic schools, and their commitment to publically fund four school systems (French and English, Public and Catholic) the Bishops of Ontario recognized the need to gather the Catholic education community in conversation to understand both the challenges and opportunities that were present at that time. The Bishops also established the Institute for Catholic Education (ICE) and Office provincial de ‘education de la foi catholique en Ontario (OPECO) with a mandate to animate and encourage cooperation between the Catholic educational partners. From time to time, at the request of the Bishops, and with the encouragement and support of the partners, ICE and OPECO have arranged provincial symposia bringing together representatives from every sector of the Catholic education community to explore contemporary issues in Catholic education. The last provincial symposium was held in 2011.

For an earlier generation of Catholic educators, documents developed by the Bishops of Ontario, ***“This Moment of Promise”*** and ***“Fulfilling the Promise”*** established a clear and compelling mission and vision for Catholic schools. Today, our mission and vision for Catholic education have not changed, but our context has changed profoundly. At this time it is important that we come together in conversation, gathering as a community to name and understand the challenges presented by an increasingly complex and secular society today, and to identify and build consensus around the opportunities that will shape our future. This symposium, exploring the theme, ***“Renewing the Promise”***, will help us better understand the ways in which Catholic schools serve and support the mission of the church, while bringing the gifts of justice, peace and joy to our students and our province alike.

44 Hunt Street, Suite 2F,
Hamilton, ON L8R 3R1

www.iceont.ca

| office@iceont.ca

| 905.523.2469



To ensure the success of this symposium, your assistance and support is requested.

- 1) **Designate one person at your Board to communicate with the ICE office.** This person will be responsible for the registration of your board's local team, circulation of symposium materials and communications, and will be the point of contact between ICE and your Board. Please advise ICE by email renewingthepromise@iceont.ca of your Board's contact person **by March 10, 2017.**
- 2) **Begin to assemble your local Board team,** in collaboration with the diocese and your local education partners. Guidelines for team composition are included within this information package (pg. 7).
- 3) **Undertake the local process of consultation and engagement** outlined within this information package (pg. 7-11). This important step, in preparation for the symposium, will ensure that the voice and the experiences of your community are reflected as part of this provincial conversation. The local engagement process, involving both face to face meetings, and opportunities for on-line participation, can commence at your earliest opportunity, to be completed **by May 19, 2017.**

On behalf of the ICE Board of Directors, I thank you for your willingness to support this important conversation, the necessary preparation, and your subsequent participation on November 14 and 15, 2017.

Sincerely,



Michael W. Pautler
Executive Director
Institute for Catholic Education

cc Assembly of Catholic Bishops of Ontario
 Catholic Principals' Council of Ontario
 Ontario Association of Parents in Catholic Education
 Ontario Catholic School Business Officials' Association
 Ontario Catholic School Trustees' Association
 Ontario Catholic Supervisory Officers' Association
 Ontario English Catholic Teachers' Association

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Background Information

Established by the Assembly of Catholic Bishops of Ontario in 1987, the Institute for Catholic Education (ICE) and Office provincial de l'éducation de la foi catholique en Ontario (OPECO) play an important role in animating and orchestrating the necessary cooperation between the Catholic educational partners, and provide support to 37 Catholic school boards (29 English, 8 French), to enhance the Catholicity of the system. Together, the two organizations work to 'promote and maintain publicly-funded Catholic schools animated by the Gospel and reflecting the tenets of the Catholic faith.'

One of the core objectives for ICE and OPECO established by the partners is a mandate "to arrange periodic gatherings of representatives from every sector of the Catholic education community for the purpose of exploring together contemporary issues in Catholic education." The last ICE/OPECO symposium was held in May 2011.

Assembly of Catholic Bishops of Ontario

From time to time, the Bishops of Ontario, speaking through the collective voice of the Assembly of Catholic Bishops of Ontario, offer pastoral letters to provide encouragement, support and advice for those who work in the service of Catholic education. In 1988, the Bishops authored ***This Moment of Promise***, describing the cultural and societal conditions that characterized that era, highlighting the provincial legislation that completed funding for the Catholic separate school system, and anticipating the implications that might follow that historical decision. The letter encouraged all involved in Catholic education to respond proactively to the promises and challenges of the legislation and choose directions that would preserve and promote Catholic education as well as contribute to the life of the province and Canada as a whole. The letter states:

We have staked our hope as a nation on the possibility of strengthening our common social fabric by safeguarding the distinctive voice of each thread within it. Our ongoing commitment to the development of Catholic education represents one such contribution to the common fabric. By reinforcing this distinctive thread of what is best in our Church community, we want to enhance the unique qualities of other communities and the ties, which bind us all together. Our commitment to cultivating the special characteristics of Catholic education, and thus enhancing the fabric of society, impels us to address first our brothers and sisters of the Catholic community and, then, our fellow citizens of Ontario.

In the 1990's the Bishops again issued a pastoral letter, ***Fulfilling the Promise***, which offered further encouragement, and specifically focused on the critical role of leadership in supporting and sustaining the Catholicity of the school system.

In the intervening 25 years Ontario's Catholic schools have continued to thrive, and publicly funded Catholic school systems, both French and English, have flourished and expanded. Over the span of time, the population of Ontario has grown significantly, both in terms of numbers, but also in terms of diversity. Contemporary Ontario society honours diversity, celebrates multiculturalism, champions human rights, and provides protections for freedom of religious expression. This contemporary, complex and increasingly secular society is the context for the work of Catholic schools today, and offers both challenges and opportunities.

Symposium 2017 – Renewing the Promise: Exploring the Critical Role of Catholic Education in Contemporary Society

The Catholic education community will gather for a two-day symposium on November 14 and 15, 2017, at the International Plaza Hotel & Conference Center, Toronto Airport, 655 Dixon Road, Toronto, ON. M9W 1J3. Detailed registration information will be available in March, 2017.

The theme of the symposium is, ***Renewing the Promise: Exploring the Critical Role of Catholic Education in Contemporary Society***. The symposium will be a joint venture, organized by ICE and OPECO, and the program will be offered in both official languages.

The two-day provincial symposium will begin at 9:00 a.m. on Tuesday, November 14, 2017 with opening prayer, and it is anticipated that 700 representatives of the French and English Catholic Education community will be in attendance. We will gather to engage in prayer, discernment, and dialogue as we explore the challenges and opportunities for Catholic education within the context of our historical time. The first full day of discussion and exploration will conclude with a banquet on Tuesday evening at 6:30 p.m., where we will recognize, celebrate and honour religious communities for their historical contribution to Catholic Education. On Wednesday November 15, 2017 we will continue with dialogue, a plenary session, and the day will culminate with a celebration of the Eucharist with our Celebrant, Thomas Cardinal Collins. A commissioning and final blessing will conclude the symposium by 12:00 noon. (A tentative schedule for the two-day event is included in Appendix A).

Participants

The Symposium will bring together representatives of the key stakeholder groups who together share the responsibility for Catholic education. The richness of the conversation grows from the broad representation from across the province. **We encourage Boards to embrace this opportunity to participate in this important dialogue. We rely upon you to facilitate the process by assembling and supporting the participation of a Board team. In the spirit of collaboration, Directors are encouraged to consult with local OECTA and CPCO representatives in order to ensure coordination, and to avoid overlapping.**

Board Teams

Suggested Local Board Team Composition (14):

1. Chair of the Board
2. Director of Education
3. Elementary School Council Parents (2)
4. Secondary School Council Parents (2)
5. System Chaplaincy Leader/Faith Animator
6. Diocesan Representative (to be determined in consultation with Local Bishop)
7. Elementary Teacher
8. Secondary Teacher
9. Elementary Principal
10. Secondary Principal
11. Senior Secondary Students (2)

Additional Participants

Assembly of Catholic Bishops of Ontario (ACBO) – All Ontario Catholic Bishops are invited to attend. In some cases, your local bishop may be considered as part of a Board team. In other instances, the bishop will appoint a diocesan representative to each of the School Board teams within the diocese, and choose to attend independently.

ICE Partners – In addition to the local Board teams, the Ontario Catholic School Trustees (OCSTA), Teachers (OECTA), Principals (CPCO), Supervisory Officers – Academic and Business (OCSOA/OCSBOA), and Parents (OAPCE), are invited to arrange teams of up to six (6) members of their executive members. Chaplains, CRECO, Curriculum Cooperatives, Catholic Women’s League, Knights of Columbus, representatives of Catholic universities, Catholic representatives from Ontario faculties of education will be invited to attend, as space permits.

Registration Process

Please designate one person at your Board (e.g. your executive assistant) to communicate with the ICE office in terms of registrants. This person will be responsible for the registration of your Board’s local team, circulation of conference materials, etc. Kindly advise ICE via email renewingthepromise@iceont.ca **no later than March 10, 2017** of the name of your contact person.

Further information regarding registration for conference participants will be distributed by March 21, 2017. Registration will also open at that time.

Registration fee is \$365.00 per participant. In most instances, costs will be the responsibility of respective School Boards. The richness of the conversation is enhanced with broad representation from across the province, and we rely on School Boards to facilitate the process and to support the endeavour financially through the registration costs for symposium participants. We recognize that the costs associated with registration, and in addition travel and accommodation, are significant for School Boards, however we believe that it is critical to bring the Catholic education community together from time to time for these important conversations. Active participation and support of School Boards to ensure the voices of your community are included in this provincial conversation is pivotal for the outcome of the symposium. School Boards may make local decisions to adjust the size of their local team to make participation possible.

Partner organizations and associations are similarly responsible for registration, travel and accommodation costs for their team members. The ACBO will cover registration costs for Bishops attending the Symposium. Local dioceses are responsible for travel and accommodation costs for Bishops.

Consultation and Engagement

The symposium will provide opportunities for honest dialogue and discussion. We will identify the ways in which Catholic education contributes to the province of Ontario and to the common good, build a shared understanding of our collective challenges, and collaboratively and creatively explore the opportunities that allow us to bring the truth and wisdom of our faith tradition into the context of this particular time and place. Within the faith tradition of the Catholic church, our holistic view of the human person, and our understanding of what

constitutes the ‘common good’, may sometimes be at variance with some of the assumptions and perspectives held by contemporary culture in a secular society. Catholic schools have the opportunity to introduce the wisdom of our faith tradition into this ongoing and dynamic societal conversation. In every age, Catholics are challenged to be a leaven in society as a service to others and we are needed as a full partner in the human quest for greater justice and truer community.

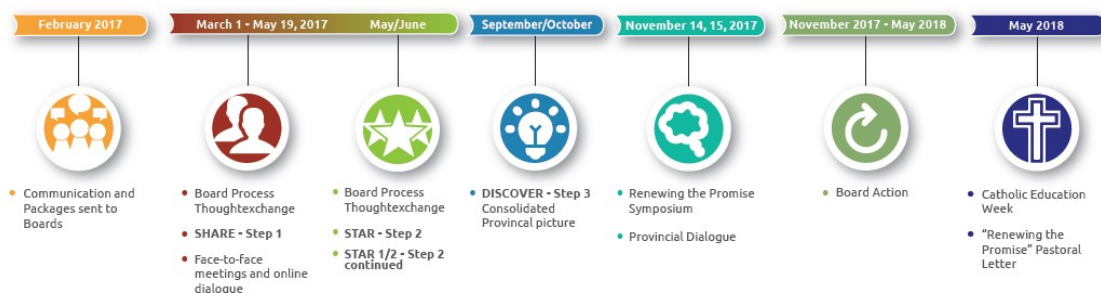
Through the independent facilitation of *Thoughtexchange*, a third-party software solution, ICE and OPECO will meaningfully engage all the partners in Catholic education and within the School Board communities using an open process. This process will provide information to guide the provincial conversation at the Symposium, support the work of the partners, provide context and inform the initiative of the Bishops. The effective engagement provided by the *Thoughtexchange* process will provide important input into the planning for the symposium and help build consensus around emerging directions, opportunities and initiatives.

While the symposium will bring together more than 700 participants from across the province, the local engagement process in advance of the symposium is an opportunity to expand the conversation and bring many more voices and perspectives into the room to inform and enrich the dialogue.

A monthly *Renewing the Promise Update Newsletter* will be forwarded to Boards throughout the process of engagement, both pre - and post - Symposium.

Timeline for Engagement

March to May 2017: School Boards are asked to facilitate a local process of consultation and engagement in preparation for the symposium.



Pre-Symposium Engagement March – May 2017

Boards are asked to conduct a 45-60 minute face-to-face engagement session with a number of groups. This session would typically be included as part of previously scheduled meetings sometime between March 1, 2017 and May 19, 2017.

**STUDENT ACHIEVEMENT AND WELL BEING
PENDING LIST AS OF APRIL 6, 2017**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	June-16 Student Achievement	Apr-17	Regular Board	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
	Jan-17 Student Achievement	Apr-17		<p>This report to be included as an Appendix to the 2017 – 2018 budget reductions options and staff to include the following information for each reduction option:</p> <ul style="list-style-type: none"> - Risks to students, schools and the system (including risks to achievement, well-being, and learning opportunities); - Our proposed response(s) to identified risks 	Associate Director Academic Affairs
2	June-16 Student Achievement	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
3	Oct-16 Student Achievement	Jun -17	Student Achievement	Staff to implement a survey for the parents and students involved in the Pilot Project for Jump Mathematics	Associate Director Academic Affairs

