SPECIAL EDUCATION ADVISORY COMMITTEE
REGULAR MEETING

AGENDA
MARCH 21, 2018

Marilyn Taylor, Chair
Community Representative

Rosanna Del Grosso
Association for Bright Children

Dario Imbrogno
Community Representative

John MacKenzie
FASWorld

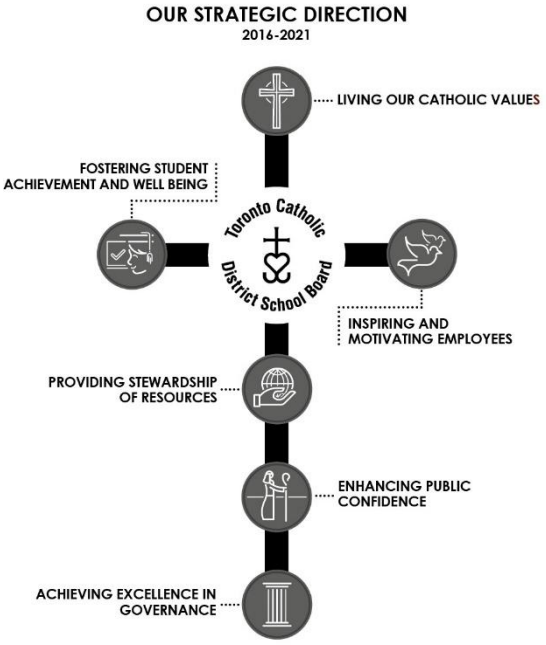
Sandra Mastronardi
Autism Ontario

Ashleigh Molloy, Vice-Chair
AAIDD

Tyler Munro
Integration Action for Inclusion Representative

Gizelle Paine
LD Toronto Chapter Representative

Diane Montreuil
Indigenous Representative



Mary Pugh
VOICE for Hearing Impaired

Laurie Ricciuto
Community Representative

Giselle Romanino
Community Representative

Raul Vomisescu
Community Living Toronto

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

Trustee Members
Ann Andrachuk
Angela Kennedy
Garry Tanuan

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
Acting Asst. Recording Secretary: Colin Johnston, 416-222-8282 Ext. 2659

Rory McGuckin
Director of Education

Barbara Poplawski
Chair of the Board

OUR MISSION

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AGENDA
THE REGULAR MEETING OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE

PUBLIC SESSION

Wednesday, March 21, 2018
7:00 P.M.

		Pages
1.	**Roll Call & Apologies**	
2.	**Approval of the Agenda**	
3.	**Declarations of Interest**	
4.	**Approval & Signing of the Minutes of the Meeting held February 21, 2018 for Public Session**	1 - 10
5.	**Delegations**	
6.	**Presentations**	
7.	**Unfinished Business**	
8.	**Notices of Matters and Trustee Matters: (for which seventy-two hours' notice has been given)**	
9.	**Communications**	
9.a	SEAC Monthly Calendar Review	11 - 14
9.b	Special Services Superintendent Update, March 2018	15 - 16
9.c	Accountability Framework for Special Education 2017-2018	17 - 75

9.d Questions and Answers - Accountability Framework for Special Education 2017-2018 — 76 - 88

9.e Parents Reaching Out Grant - Memo dated February 22, 2018 from Denise Dwyer, Assistant Deputy Minister, Indigenous Education and Well Being Division, Ministry of Education — 89 - 91

9.f Update from Tyler Munro regarding Safe Schools Committee

9.g Update from Glenn Webster regarding Mental Health Committee

10. Matters Referred/Deferred to the Committee by the Board and Other Committees

From Student Achievement and Well Being Catholic Education and Human Resources Committee Meeting held March 1, 2018

10.a Accountability Framework for Special Education 2017-2018

Motion:

Received and that going forward, in addition to what is already contained within, that the following be included:

1. Student achievement, student wellbeing and teaching / professional development Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis for each exceptionality;
2. Student learning, student wellbeing and teaching / professional development goals, by exceptionality, for the following academic year and three-year time horizon;
3. Trend analysis (bar and pie graphs provided) for the last 10 years of the number of students by grade, for each exceptionality;
4. Trend analysis (bar graphs provided) for the last 10 years, by grade, of the average wait time for an Individual Education Plan (IEP) assessment;
5. The definition of each exceptionality;

6. Trend analysis (bar graphs provided) for the last 10 years of the resource allocation, by grade, for each exceptionality;

7. Criteria used to determine how our limited resources were allocated to schools and any planned changes to that criteria for the following year; and

8. Where 'Not Applicable' is included as a cohort in the report, a breakdown of the:

- sub-categories of students defined as N/A, where possible;

- the number of students in each sub-category, where possible; and

- both the mean and median number of school months, by grade, that students have been defined as N/A (sub-category numbers, where sub- categories exist); and

That the annual Special Education report, supplemented with the written answers provided by staff to all Trustees in response to questions submitted in advance of tonight's meeting, be referred to the Special Education Advisory Committee.

That the suspension statistics for all students with IEP, as well as for students not identified be provided.

11. **Reports of Officials, and Special and Permanent Committees Requiring Action**

12. **Reports of Officials for Information**

13. **Inquiries and Miscellaneous**

14. **Association Reports**

15. **Update from Trustees on resolutions recommended to the Board by the Committee**

16. **Pending List** 92

17. **Adjournment**

MINUTES OF THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

HELD WEDNESDAY, FEBRUARY 21, 2018
PUBLIC SESSION

PRESENT:

External Members: Ashleigh Molloy – Acting Chair
Rosanna Del Grosso – by teleconference
John MacKenzie
Sandra Mastronardi
Diane Montreuil
Tyler Munro
Gizelle Paine
Mary Pugh
Laurie Ricciuto
Giselle Romanino – by teleconference
Raul Vomisescu
Glenn Webster

Trustees: A. Andrachuk
A. Kennedy
G. Tanuan

Staff: N. D'Avella
C. Fernandes
A. Coke
M. Kokai
D. Reid
P. Stachiw
J. Wilhelm
R. Macchia

S. Harris, Recording Secretary

1. Roll Call and Apologies

Apologies were tendered on behalf of Marilyn Taylor, who was ill, and Dario Imbrogno.

2. Approval of the Agenda

MOVED by Trustee Andrachuk, seconded by Sandra Mastronardi , that the Agenda, as amended to include two Inquiries and one Miscellaneous item from Sandra Mastronardi and an Inquiry from Tyler Munro, be approved.

The Motion was declared

CARRIED

3. Declarations of Interest

Glenn Webster declared an interest in Item 9d) and said he would not vote nor participate in discussions regarding the item.

4. Approval and Signing of the Minutes

MOVED by Trustee Andrachuk, seconded by John MacKenzie, that the Minutes of the Regular Meeting held on January 10, 2018 be approved.

The Motion was declared

CARRIED

6. Presentations

MOVED by Sandra Mastronardi, seconded by Trustee Andrachuk, that Item 6a) be adopted as follows:

6a) Toronto Catholic District School Board's Equity Plan Consultation – Nick D'Avella, Superintendent, Equity Indigenous Education and Community Relations received.

The Motion was declared

CARRIED

9. Communications

MOVED by Tyler Munro, seconded by Gizelle Paine, that Item 9a) be adopted as follows:

9a) SEAC Monthly Calendar Review received.

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Sandra Mastronardi, that Item 9b) be adopted as follows:

9b) Special Services Superintendent Update – February 2018 received.

The Motion was declared

CARRIED

MOVED by John MacKenzie, seconded by Trustee Tanuan, that Item 9c) be adopted as follows:

9c) Accountability Framework for Special Education Draft received.

MOVED in AMENDMENT by Tyler Munro, seconded by Trustee Andrachuk, that the suspension statistics for all students with Individual Education Plan (IEP), as well as for students not identified be provided to the Special Education Advisory Committee (SEAC).

The Amendment was declared

CARRIED

The Motion, as amended, was declared

CARRIED

Sandra Mastronardi wished for it to be recorded that she was not in favour.

Glenn Webster recused himself from the meeting due to a Declaration of Interest, as earlier indicated.

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that Item 9d) be adopted as follows:

9d) Auditor Report – Chapter 3, Section 3.12 – School Boards' Management of Financial and Human Resources received and that SEAC request that the Board provide SEAC with a progress report on the four recommendations listed on page 109 of the agenda, that have not yet been acted on namely:

- *An attendance support program for school board employees;*
- *A performance management plan for non-academic staff;*
- *A centralized database for employee behavior complaints*; and
- *Case management software for centralized tracking of special-education service referrals and backlogs.*

MOVED in AMENDMENT by Trustee Andrachuk, seconded by Raul Vomisescu, that SEAC request that the Board provide SEAC with a progress report on the fourth recommendation only: *case management software for centralized tracking of special-education service referrals and backlogs.*

The Amendment was declared

LOST

The Motion was declared

CARRIED

Trustee Andrachuk wished for it to be recorded that she was not in favour.

Glenn Webster returned to the meeting.

MOVED by Trustee Kennedy, seconded by Tyler Munro, that Item 9e) be adopted as follows:

9e) Verbal Update from the Superintendent of Special Services regarding Student Trustees' Eligibility to sit on SEAC received and that information in the verbal report be reflected in the Minutes (Appendix A).

The Motion was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by Laurie Ricciuto, that SEAC recommend to Board that student voice be represented in person at SEAC meetings.

MOVED in AMENDMENT by Rosanna Del Grosso, seconded by Sandra Mastronardi, that the legal opinion received from the General Legal Council regarding Student Trustees' Eligibility to sit on SEAC be disregarded.

Trustee Andrachuk requested that the votes be recorded.

Results of the Votes taken on the Amendment, as follows:

In Favour	**Opposed**
Rosanna Del Grosso	Trustees Andrachuk
John MacKenzie	Kennedy
Sandra Mastronardi	Tanuan
Diane Montreuil	Ashleigh Molloy
Tyler Munro	Raul Vomisescu
Laurie Ricciuto	Glenn Webster
Giselle Romanino	
Gizelle Paine	

The Amendment was declared

CARRIED

Results of the Votes taken on the Motion, as amended, as follows:

In Favour	**Opposed**
Rosanna Del Grosso	Trustees Andrachuk
John MacKenzie	Kennedy
Sandra Mastronardi	Tanuan
Diane Montreuil	Ashleigh Molloy
Tyler Munro	Raul Vomisescu
Laurie Ricciuto	Glenn Webster
Giselle Romanino	
Gizelle Paine	

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Kennedy, that Item 9f) be adopted as follows:

9f) Verbal Update from Dr. Ashleigh Molloy regarding Transportation Working Group and SEAC Steering Committee received.

The Motion was declared

CARRIED

MOVED by Trustee Tanuan, seconded by Trustee Kennedy, that the agenda be reopened to add Item 9g) Special Education Parent Fair.

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Rosanna Del Grosso, that Item 9g) be adopted as follows:

9g) **Special Education Parent Fair** that SEAC recommend to the Board that the Board request from the Catholic Parent Involvement Committee (CPIC) some funding in order to be able to engage parents at the Special Education Parents Fair.

The Motion was declared

LOST

13. Inquiries and Miscellaneous

13a) Congratulations to Dr. Ashleigh Molloy Ministry's K-12 Education Standards Development Committee

Congratulations were extended to Dr. Ashleigh Molloy by the Chair on behalf of SEAC.

13b) Congratulations Giselle Romanino's E-book: From Delight to Despair and Back Again

Congratulations were extended to Giselle Romanino by the Chair on behalf of SEAC.

The Chair also acknowledged Psychology Month being celebrated during February.

14. Association Reports

MOVED by Gizelle Paine, seconded by John MacKenzie, that Item 14a) be adopted as follows:

14a) Learning Disabilities Association of Ontario (LDAO) SEAC Circular, February 2018 received.

The Motion was declared

CARRIED

17. Adjournment

MOVED by Trustee Andrachuk, seconded by Glenn Webster, that the meeting adjourn.

The Motion was declared

CARRIED

_____ _____

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

ELIGIBILITY OF STUDENT TRUSTEE TO BE APPOINTED TO SEAC

Legal Opinion:

There are two sections of Regulation 464/97, **which likely result** in the Student Trustees being **ineligible for appointment to SEAC**. Section 5(1) of the regulation provides that a person is not eligible to be appointed to SEAC unless two conditions are met.

1. The first condition is that the person must be eligible to vote in the Municipal election for members of the Board of Trustees. In order to vote in the Municipal election, the person must be 18 years of age. So, the Student Trustee must be 18 years old to be eligible to be appointed to SEAC.
- Neither of the Student Trustees are 18 years of age

2. The second condition is that the Student Trustee must be a resident of Toronto, which is likely the case.
- Both Student Trustees are residents of Toronto

Even if the Student Trustee met both conditions as described above, the Student Trustee would still be ineligible for appointment to SEAC if he/she was a "member of a Committee of the Board". I am unaware of whether the Student Trustees are or are not members of a committee of the Board.

- Rhea Carlisle is a member of the Safe Schools Advisory Committee

Paul Matthews
General Legal Counsel

Annual Calendar of SEAC Business for 2018				
Month	**Annual Activities/Topics**	**Board Events/Deadlines**	**Items to be Addressed from the Pending List**	**Status of Pending Items**
January	- Review of Draft SEAC Calendar - Set SEAC goals for the year - Annual Accessibility Report 2017 - Mental Health Report 2016-17 - Auditor Report – Ministry Funding and Oversight of School Boards - Special Education Plan: special education staffing 2017	- Grade 9 EQAO Testing takes place in Secondary Schools - Long Term Accommodation Program Plan (ongoing)	SEAC requested that the Board to seek a representation of indigenous persons from various organizations at SEAC. (November 2016) SEAC recommends to the Board of Trustees that the community assessment consultation be distributed immediately to Trustees and parents. (December 2017) SEAC recommends to the Board of Trustees that Student Trustees membership in SEAC be considered. (December 2017) SEAC recommend to the Board that the principals, resource teachers and guidance counsellors ensure that parents receive the information from community colleges and universities regarding summer transition programs for the special needs students. (Nov.2017) SEAC recommend to the Board of Trustees that the Accessibility Working Group Committee also include parent representation. "*That SEAC recommend to the Board of Trustees that IT services, but not limited to, be included in the list of Commitments to Accessibility Planning, Section 2.4, page 26*. (December 2017) SEAC recommends that Special Education Programs (S.P.01) policy be renamed to *Special Education Programs and Services.* Also that the term *Special Education Programs and Services* throughout the policy. SEAC recommends that	Completed Jan 2017 Completed Dec 2017 Reviewed in Jan 2017 Communicated Jan 2018 Communicated to pertinent staff for consideration Dec 2017 Communicated to pertinent staff for inclusion in the

			an example of blind/low vision be included as an example. (December 2017)	policy Dec. 2017
February	-Review of SEAC Calendar - Special Education Plan: Review Program Specific Resources for Parents -TCDSB Equity Plan Presentation -Accountability Framework for Special Education -Auditor Report – School Board's Management of Financial and Human Resources -Student Trustees Eligibility to sit on SEAC -Special Education Parent Fair	-Multi-Year Strategic Plan (MYSP) -New term begins in Secondary Schools that operate on semesters -Report Cards are distributed (Elementary and Secondary) -Parent-Teacher Conferences	SEAC recommends to the Board of Trustees that Student Trustees membership in SEAC be considered. (December 2017) Investigate SEAC setting up a working sub-committee to propose items related to the suggestions from the Transportation Steering Committee for discussion at the SEAC January 2018 meeting. (December 2017)	Update since January 2018 February 2018
March	-Review of SEAC Calendar -Continue consultation on Special Education Programs and Services -Safe Schools Committee Update -Mental Health Committee Update	Ontario Secondary School Literacy Test (OSSLT) takes place		
April	*-Review of SEAC Calendar* *- Financial Report as at January, 2016* *2017-18 Budget Projections for Consultation Purposes* *- Review of Education assistant and child and youth worker efficiencies in the elementary and secondary panel* *- Parent Conference Review* *- Process for Presentations to SEAC* *- SEAC Orientation*	*Parent Resources Event* ONSIS report on identified students *Autism Awareness Month*	Number of Identification Exceptionalities by Grade Report submitted to the Ministry of Education's Ontario Student Information System (ONSIS) as of October 2017 that we have this as a standing item, with a first report in October and a second report in March. (January 2018)	Added to Agenda in November and April as the report is sent the following month.
May	*-Review of SEAC Calendar* *-Special Education Plan: Handbook update* *-Secondary School Safe Arrival procedures for ISP students* *-SEAC Orientation* *-ISP class changes*	*Budget Consultation continues* *Secondary School Admission Policy Consultation*		

	- SO update			
June	• *Review of SEAC Calendar* • *Monthly Update from the Superintendent of Special Services* • *Special Education Parent Guide 2017* • *Budget approval update* • *Status of PRO Grant application*	*EQAO Grade 3 and 6 Testing*		
July		*School Board Submits balanced Budget for the following year to the Ministry*		
August		*Year End for School Board Financial Statements*		
September	*- Review Special Education Checklist* *- Review TCDSB accessibility Plans* *- Updates from MACSE Meeting Highlights* *- Update re Special Needs Strategy* *- Develop or review SEAC annual Agenda/Goals* *-Association Reports: Autism Ontario and LDAO*	*Special Education Report Checklist submitted to the Ministry of Education*		
October	*- Education Quality and Accountability Office (EQAO) Primary Division, Junior Division, Grade 9 and OSSLT Assessment Results* *-Representation sought for Mental Health and Safe Schools Committees* *- Review of Special Education Plan – Model for Special Education* *- Review of Special Education Plan – Transportation* *-Review of Special Education Plan – Categories and Definitions of Exceptionalities*	*-EQAO Results for Gr. 3 and 6 Received and OSSLT* *-Reports on Student Numbers of Elementary and Secondary School Students to be submitted the Ministry of Education* *-Engagement and Governance Supports Discussion Guide*		
November	*-Review EQAO results including deferrals, exemptions, participation rates, and accommodations provided for Special Ed. Students and Achievement levels*	*-Engagement and Governance Supports Discussion Guide*		

	-Continue to Review elements of the Special Education Plan *- Engagement and Governance Supports Discussion* *-Review of elements of the Special Education Plan (Model for Special Education; Transportation; Categories of Definitions of Exceptionalities)* *-Professional Learning Plan* *-Review of Anaphylaxis Policy, Protocol and Guidelines*	ONSIS report on identified students		
December	*-SEAC Elections* *-SEAC Mass and Social* *-Policy review of Special Education Programs (S.P.01)* *-Multi-year Accessibility Plan*	*Independent review of assessment and reporting*		

Special Education Superintendent Update March 2018

Psychology

As every year in February, the Psychology Department has created a newsletter for our school communities for Psychology Month, and has distributed it board wide. The topic of the newsletter is how parents and educators can support and facilitate the social and emotional growth of children and youth in the areas of self-awareness, social awareness, self-management, relationship skills, and responsible decision-making. The newsletter is located on the TCDSB Psychology Department website at:

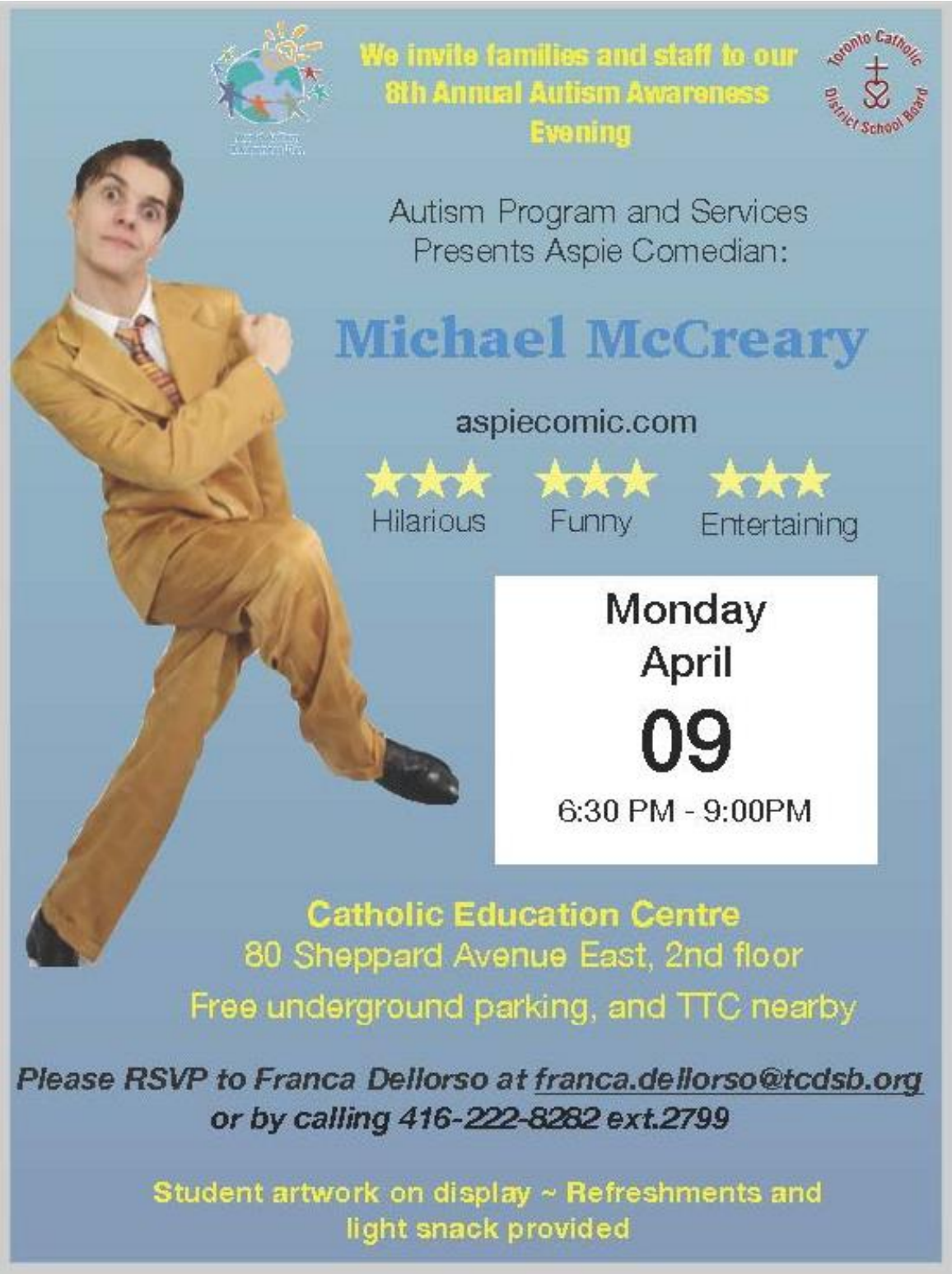
https://www.tcdsb.org/ProgramsServices/SpecialEducation/psychology/newsletters/Pages/default.aspx

Autism

We have planned an entertaining family friendly evening with Michael McCreary, a young comedian with Autism, in recognition and support of World Autism Awareness Day. This event will be held at the ***CEC***, on the evening of ***Monday, April 9, 2018***. The presentation will be followed by refreshments, light snacks and a display of student artwork.

The Autism Ontario ***flag raising*** will occur on the same day, ***Monday, April 9, 2018***. Resources can be found on the autism services portal.

SPECIAL SERVICES



REPORT TO

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

ACCOUNTABILITY FRAMEWORK FOR SPECIAL EDUCATION 2017-18

So let us not grow weary in doing what is right, for we will reap at harvest time, if we do not give up. - Galatians 6:9

Created, Draft	First Tabling	Review
February 12, 2018	March 1, 2018	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
Don Reid, Principal Section 23
John Wilhelm, Chief Social Worker
Dr. Maria Kokai, Chief Psychologist
Peter Stachiw, Autism Chief
Rachelina Macchia, Chief of IPRC

INFORMATION REPORT

Vision:
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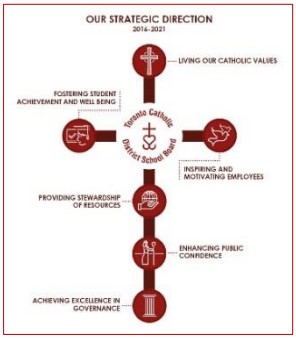


Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

T.B.D.
Associate Director
of Planning and Facilities

L. Noronha
Executive Superintendent
of Business Services and
Chief Financial Officer

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 2016-17

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

The cumulative staff time required to prepare this report was 90 hours.

B. PURPOSE

1. This report is an annual standing report on the rolling calendar for the Student Achievement Committee. The 2016-17 report (Part One) went to the Board of Trustees last on April 6, 2017.
2. This report provides an overall review of student achievement for 2016-17 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. This report examines the EQAO results for students with Special Education support and their achievement results and trends over the last three years where possible.

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

D. EVIDENCE/RESEARCH/ANALYSIS

Understanding the scope of students serviced to Special Services is paramount to understanding the diversity of students needs being serviced. Below is a chart identifying students by the predominant exceptionality. It important to note that a number of students have more than one exceptionality.

Special Education Needs (based on predominant exceptionality)	Number of Students	Percent of Total Group
Autism	1763	10.4
Behaviour	188	1.10
Blind and Low Vision	15	0.09
Deaf and Hard-of-Hearing	97	0.57
Developmental Disability	141	0.83
Giftedness	2408	14.15
Language Impairment	840	4.94
Learning Disability	2920	17.16
Mild Intellectual Disability	373	2.19
Multiple Exceptionalities	182	1.07
N/A	8016	47.10
Physical Disability	73	0.43
Speech Impairment	2	0.01
	17018	100.0

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

1. This section of the report will provide an analysis of each part of the report as outlined in the Executive Summary. EQAO results only affect students in grades 3, 6, 9 and 10 who have exceptionalities. As such, within some exceptionalities the low numbers in each grade will not be reported. Please refer to **Appendix A** for detailed information on Grade 3 and 6 Reading, Writing and Mathematics scores as well as Grade 9 Math and Grade 10 OSSLT. Provincial comparisons of results reported below are for students with exceptionalities.

2. Summary of results for exceptional students achieving level 3 and 4 on the provincial assessments (excluding Gifted):

a. Areas of Relative Strength

i. Gr.3 Reading – 6% increase from 39% to 45% and above province (43%)
ii. Gr.3 Writing – 1% decrease from 56% to 55% but above the province (54%)
iii. Gr.6 Reading – increase from 44% to 48% and slightly below province (51%)
iv. Gr.6 Writing – increase from 48% to 53% and above province (51%)

b. Areas for Growth:

i. Gr.3 Mathematics – decrease from 33% two years ago to 30% but above province (29%)
ii. Gr.6 Math – maintained at 15% from two years ago and below province (18%)
iii. Gr.9 Academic Math– increase from 66% to 67% but below province (71%)
iv. Gr.9 Applied Math– decrease from 35% to 32% but below province at 37%

c. **Grade 10 Ontario Secondary School Literacy Test (OSSLT)** (Reported by percent of students successful)

i. Full Time – decrease from 56% successful to 53% and above province at 52%
ii. Part Time – increase from 27% to 32% but below province (34%)
iii. Students completing Ontario Secondary School Literacy Course (OSSLC) is 38%, increase of 5%; the provincial level is 42%

d. Next Steps:

i. As part of the Renewed Math Strategy, continue to provide release days for special education teachers to work with grade level teachers to develop and implement strategies to support mathematics. (all grades)

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. **Appendix B** charts EQAO and OSSLT achievement results over 3 years for the following exceptionality: **Autism**
   Some highlights are described below:

a. **Areas of Relative Strength:**

i. Gr.3
- increase in number of students with Autism that wrote the assessment (from 91 to 132)
- 6% more students wrote the assessment (less exemptions)

ii. Gr.3 Writing – maintained steady at 39%
iii. Gr. 6 Reading – increase from 28% to 33%
iv. Gr. 6 Writing – increase from 38% to 43%
v. Gr. 9Applied Math – increase from 41% to 47% and above province at 37%

b. Areas for Growth:

a. Grade 3 reading - decrease from 33% to 29% in student achievement at level 3 and 4
b. Gr. 3 Mathematics – decrease from 39% two years ago to 23%
c. Gr. 6 Math – slight decrease from 20% two years ago to 19%
d. Academic – decrease from 100% to 86% (due to very small sample size)

c. **Grade 10 OSSLT** (Reported by percent of students successful)

i. Full Time – decrease from 54% successful to 52% and at the same level as province (52%)
ii. Part Time – decrease from 35% to 34% but at same level as province (34%)

iii. Students with Autism completing OSSLC is 42%, increase of 3%; same as provincial level (42%)
iv. Deferred students have decreased by 1% to 11% for Full Time students and maintained at 10% for Part Time students

d. Next Steps:

i. As part of the Renewed Math Strategy, continue to provide release days for special education teachers to work with grade level teachers to develop and implement strategies to support mathematics. (all grades)
ii. Use newly purchased resources to support ongoing work with this student population. (See Appendix F).

3. **Appendix C** charts EQAO and OSSLT achievement results over 3 years for the following exceptionality: **Learning Disability (LD)**

a. **Areas of Relative Strength**:

i. Gr. 3 Writing – increase from 71% two years ago to 75%, well above the province at 54%
ii. Gr. 6 Reading – increase from 50% to 56% and above province (51%)
iii. Gr. 6 Writing – increase from 48% to 53% and above province (51%)
iv. Grade 9 Academic Math – increase from 69% to 72% and above province (71%)

b. Areas for Growth:

i. Gr. 3 Reading – decrease from 44% to 42%
ii. Gr. 3 Mathematics – decrease from 46% to 31%
iii. Gr. 6 Math – decreased from 17% to 13%
iv. Grade 9 Applied Math– decrease from 37% to 32%

c. **Grade 10 OSSLT** (Reported by percent of students successful)

i. Full Time – decrease from 55% two years ago to 52% successful (same level as special needs in province at 52%)
ii. Part Time – decrease from 38% to 35% but above province (34%)
iii. Students completing OSSLC is 39%, increase of 9%; the provincial level is 42%

iv. Students deferred were 4% which is a decrease of 3%, thus more students are writing the assessment

e. Next Steps:

a. As part of the Renewed Math Strategy, continue to provide release days for special education teachers to work with grade level teachers to develop and implement strategies to support mathematics. (all grades)
b. Continue implementation of Empower and Lexia programs as strategies that support decoding and comprehension for students in primary

4. **Appendix D** charts EQAO and OSSLT achievement results over 3 years for the following exceptionalities: **Language Impaired (LI)**

a. Areas of Relative Strength:

i. Gr. 3 Reading – increase from 31% to 43% and above province (43%)
ii. Gr. 6 Reading – maintained at 30%
iii. Gr. 6 Writing – increase from 47% to 51%
iv. Gr. 6 Math – increased from 9% to 13%
v. Gr. 9 Academic Math – increase from 100% to 83% (low sample size)

b. **Areas for Growth**:

i. Writing – decrease from 57% to 49%
ii. Mathematics – decrease from 40% two years ago to 20%
iii. Gr. 9 Applied Math – decrease from 25% to 37% and same as special needs in province at 37%

c. **Grade 10 OSSLT** (Reported by percent of students successful)

i. Full Time – increase from 39% successful to 50%
ii. Part Time – decrease from 25% to 14%
iii. Students completing OSSLC is 28%

d. Next Steps:

i. As part of the Renewed Math Strategy, continue to provide release days for special education teachers to work with grade

level teachers to develop and implement strategies to support mathematics. (all grades)

Part C: Safe Schools Information for Students with Special Needs

Please refer to **Appendix E** for further information, including a 5-year trend for Students with an Individual Education Plan (IEP).

1. Elementary Schools 2016-2017 [Comparison with 2015-2016 data]

Some comparisons with the previous year (2015-2016) 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 (-11)

2. Secondary Schools 2016-2017 [Comparison with 2015-16 data]

At the Secondary level, the data indicate that fewer students overall are receiving suspension as a progressive discipline consequence with a slight increase in female suspensions

Some comparisons with the previous year *(2015-2016*) indicate:

- Decrease in the number of males with an Individual Education Plan (IEP) who were suspended (-29).
- Slight increase in the number of females with an Individual Education Plan (IEP) who were suspended (+8). However, there is a decrease in suspensions of female students with an IEP over the last 3 years (-28).

Although there is a slight increase in suspensions of female students with an IEP and continued decrease in suspension of male students with an IEP, a three year trend data confirms a downward trend of suspension of students with IEP (-78).

Part D: Reporting on the ongoing work of the Accountability Framework for Special Education 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 highlights of the work of each committee. Factors that impact the work of these committees are the number of students with the identified exceptionality that are impacted in the work of the committee and the longevity of the committee.
3. 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.
4. Each appendix template outlines the work of the committee for 2016-17 and the plan for this current year.

a) Autism (Appendix F)

- Initially Stuart Shankar's 5 domain model of self-regulation, biological; emotional; social; prosocial; cognitive was discussed as a resource to help develop strategies that could be shared across the system;

- Classroom strategies for self-regulation focusing on rigidity and flexibility were investigated

- The two-year PD plan delivering a 3-day Autism workshop focusing on ABA principals, educational practices, communication, sensory and understanding behaviour will be completed 2017/18. The focus of the PD has been on Kindergarten and Special Education elementary schools and one teacher in every elementary school in Kindergarten and Special Education have been invited to attend this PD. The expectation is that the information from the workshop be shared with the staff at the school in order to build capacity.

- The following PD opportunities were offered to support staff throughout the year: ABA Training for Students with Autism Spectrum Disorders (ASD); Communication and Autism: Effective Communication Strategies for the Classroom Setting; Understanding & Addressing Challenging Behaviours of Students with ASD. This was well received and will continue in 2017/18.

- Ministry sponsored Autism certificate courses for educators through the Geneva Centre was offered. Interest in this certification continues to be high, as a result this will continue in 2017/18.

b) Behaviour (Appendix G)

- Staff who provide support in all 19 Behavioural Intensive Support Programs (ISPs) have been trained in *Stop Now And Plan (SNAP)*. Implementation has been monitored by the Behaviour ISP Assessment and Programing teacher and supported through the Child Development Institute. CDI has indicated that the programs are operating with fidelity. Four additional trainings were provided four Behavioural ISP staff (2 for teachers and 2 for CYWs).

- The number of students who utilize SNAP skills has increased as indicated in report cards.

- JUMP Math, the Lexia Reading Programme and Assistive technology are being used in each of the 19 Behaviour ISPs. EQUAO scores are insufficient to measure progress but report cards and IPRC reports indicate academic progress for most students.

- Levels of integration for students have increased which could lead to increased demission rates.

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

- Classroom teachers are able to deliver the regular curriculum with accommodations for the learner who is visually impaired.

- Classroom teachers are able to engage the learner who is visually impaired using the strategies and materials provided by Vision Program personnel.

- Students have developed greater confidence in their daily classroom interactions.

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

- D/HH teachers participated in an online survey to explore and examine usage of Hearing Assistance Technology.

- D/HH students participated in a survey to explore and examine usage of Hearing Assistance Technology.

- Provided appropriate professional development for parents and teachers who work with D/HH students in regular and ISP classes, and other Board staff.

- Establish a pilot program at one elementary school and two high schools that encourages use of Hearing Assistance Technology in elementary to track student usage in secondary

e) Giftedness (Appendix J)

- PD presentation on *Supporting the emotional health of students with Giftedness: How to recognize depression/anxiety and how to help*" in December 2016; Supporting regular classroom teachers by offering a bank of IEP Accommodation comments for Gifted students.

- Organization and self-regulation skills are have shown a slight increase.

- Increase the percentage of students with Giftedness whose Self-Regulation and Organizational skills are rated as "excellent" on their Provincial Report Card.

f) Language Impairment (LI) (Appendix K)

- Speech and Language staff presented 4 modules of *ABC and Beyond* to 5 kindergarten teacher and Early Childhood Educator teams. Attendees rated the usefulness of each session on a 5 point scale with *1 being "not useful" and 5 being "very useful",* as follows, *Turn Book Reading into a Conversation,* - 4.6; *Make New Words Sparkle,* - 4.75; *Foster the Development of Print Knowledge* - 4.8; and *Build Phonological Awareness,* 5.

- Thirty-six students participated in SKIPPA (Senior Kindergarten intervention program for phonemic awareness). On pre- and post-testing, students increased by 22% their knowledge of the number of phonemes and 100% in number of words on the SKIPPA Word Assessment Tool.

- Goal for 2017-18: Administer functional speaking and listening measure in Fall 2017 and Spring of 2018 to LI- ISP teachers and classroom teachers of the LI students to explore the progress and the learning needs of students with LI so that teachers can increase their capacity to understand 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). Survey results will inform goal setting for 2018/2019.

g) Learning Disability (LD) (Appendix L)

- Empower Reading Intervention (Decoding/Spelling Grade 2-5 and 6-8; Comprehension/ Vocabulary Grade 2-5): offered in 71 TCDSB elementary schools.

- Lexia Reading Intervention to support the learning of Decoding, Comprehension and Vocabulary: offered in 65 schools (73 Teachers and 5 APTs attended the October 2016 Lexia training).

- Teacher survey conducted in March 2017: Most teachers report that the program effectively supports learning decoding and comprehension, and student's self confidence in students with LD.

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

- Collect resources and strategies to assist in supporting teachers who support students with this exceptionality.

- Identify best practices to support the MID population at the elementary and secondary school levels

- Develop a communication plan to disseminate information to staff working with MID populations.

- Committee is reviewing alternative learning skills and reporting mechanisms for this student population

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

- Feedback from a teacher collaborative inquiry suggests the focus should continue to be on functional literacy for students identified with DD-ME in ISP and having alignment across the system when developing the literacy skills for students in a DD-ME ISP.

- Two days of professional development for one DD-ME ISP teacher in every secondary school with an ISP class took place. Day one focused on functional literacy and day two focused on understanding challenging behaviours. Strategies presented were encouraged to be used in the classroom.

- 83% of the secondary schools attended the two days of professional development. All secondary schools with ISP classes have received the resource **Enhance: Functional Literacy Resource**.

Part E: Update on Implementation of Specific Special Education Programs

1. Empower Update for 2016-17 (Appendix O)

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

The TCDSB has continued to offer Empower as an intervention for students in grades 2-5 who have demonstrated significant difficulties in decoding and spelling. Since 2013-14, TCDSB has also offered both a decoding and spelling program for students in grades 6-8, as well as a program focused on comprehension and vocabulary for students in grades 2-5. In 2016-17, 470 students participated in the Gr. 2-5 decoding/spelling program, 47 students participated in the Gr.6-8 decoding/spelling program, and 125 students in the Gr.2-5 comprehension/vocabulary program. Currently (2017-18) TCDSB has 64 active locations/schools providing Empower with many locations offering multiple programs.

Results for students in 2-5 DS indicate that they made significant gains in decoding and word recognition (80%), blending and segmenting (90% correct by June).
The Running Record (TCDSB measure) demonstrated and increase from 1% at the beginning of the year to 47% of grade 2 students reading at grade level.

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.

2. Lexia Update for 2016-17 (Appendix P)

Lexia Reading is a web-based reading intervention, which focuses on:

- Foundational reading development for students pre-K to Grade 5, and
- Reading development for struggling readers in Grades 5-12.

This evidence-based individualized reading intervention provides explicit, systematic, structured practice on the essential reading skills of:

- Phonological Awareness,
- Phonics,
- Structural Analysis,
- Automaticity/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. Through SBSLT endorsement, students are eligible for Lexia implementation if they are significantly below grade level in their reading skills, **AND** who are:

- identified as Exceptional (primarily LD or LI), **OR**
- assessed as LD or LI or referred for assessment, **OR**
- discussed by SBSLT and have an IEP

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. See Appendix P for further details.

E. CONCLUDING STATEMENT

This report is for the consideration of the Board.

All Students with Special Education Needs (Excluding Gifted) Achievement over 3 Years

NOTE: 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.

Reading Grade 3

	TCDSB						Province					
	2014 - 2015 N = 1,033		2015 - 2016 N = NP		2016 - 2017 N = 1,046		2014 - 2015 N = EC		2015 - 2016 N = 21,412		2016 - 2017 N = 23,610	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	32	3%	NP	NP	43	4%	EC	EC	930	4%	1,016	4%
Level 3	372	36%	NP	NP	431	41%	EC	EC	8,183	38%	9,189	39%
Level 2	428	41%	NP	NP	387	37%	EC	EC	7,714	36%	8,676	37%
Level 1	81	8%	NP	NP	70	7%	EC	EC	1,754	8%	1,899	8%
NE 1	18	2%	NP	NP	17	2%	EC	EC	428	2%	406	2%
No Data	13	1%	NP	NP	13	1%	EC	EC	252	1%	283	1%
Exempt	89	9%	NP	NP	85	8%	EC	EC	2,151	10%	2,141	9%

Writing Grade 3

	TCDSB						Province					
	2014 - 2015 N = 1,033		2015 - 2016 N = NP		2016 - 2017 N = 1,046		2014 - 2015 N = EC		2015 - 2016 N = 21,430		2016 - 2017 N = 23,630	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	13	1%	NP	NP	4	<1%	EC	EC	183	1%	144	1%
Level 3	566	55%	NP	NP	569	54%	EC	EC	11,191	52%	12,524	53%
Level 2	333	32%	NP	NP	354	34%	EC	EC	7,372	34%	8,049	34%
Level 1	19	2%	NP	NP	16	2%	EC	EC	335	2%	430	2%
NE 1	5	<1%	NP	NP	9	1%	EC	EC	109	1%	177	1%
No Data	15	1%	NP	NP	15	1%	EC	EC	255	1%	294	1%
Exempt	82	8%	NP	NP	79	8%	EC	EC	1,985	9%	2,012	9%

Math Grade 3

	TCDSB						Province					
	2014 - 2015 N = 1,046		2015 - 2016 N = NP		2016 - 2017 N = 1,062		2014 - 2015 N = EC		2015 - 2016 N = 21,824		2016 - 2017 N = 24,076	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	27	3%	NP	NP	26	2%	EC	EC	599	3%	719	3%
Level 3	309	30%	NP	NP	300	28%	EC	EC	5,726	26%	6,233	26%
Level 2	475	45%	NP	NP	481	45%	EC	EC	8,875	41%	10,694	44%
Level 1	120	11%	NP	NP	145	14%	EC	EC	3,478	16%	3,688	15%
NE 1	20	2%	NP	NP	15	1%	EC	EC	859	4%	386	2%
No Data	12	1%	NP	NP	12	1%	EC	EC	267	1%	310	1%
Exempt	83	8%	NP	NP	83	8%	EC	EC	2,020	9%	2,046	8%

All Students with Special Education Needs (Excluding Gifted) Achievement over 3 Years

Reading Grade 6

	TCDSB						Province					
	2014 - 2015 N = 1,230		2015 - 2016 N = NP		2016 - 2017 N = 1,287		2014 - 2015 N = EC		2015 - 2016 N = 26,457		2016 - 2017 N = 28,338	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	18	1%	NP	NP	20	2%	EC	EC	915	3%	855	3%
Level 3	532	43%	NP	NP	597	46%	EC	EC	12,504	47%	13,662	48%
Level 2	521	42%	NP	NP	541	42%	EC	EC	9,047	34%	10,514	37%
Level 1	60	5%	NP	NP	35	3%	EC	EC	1,752	7%	927	3%
NE 1	6	<1%	NP	NP	7	1%	EC	EC	154	1%	122	<1%
No Data	12	1%	NP	NP	11	1%	EC	EC	328	1%	346	1%
Exempt	81	7%	NP	NP	76	6%	EC	EC	1,757	7%	1,912	7%

Writing Grade 6

	TCDSB						Province					
	2014 - 2015 N = 1,230		2015 - 2016 N = NP		2016 - 2017 N = 1,287		2014 - 2015 N = EC		2015 - 2016 N = 26,467		2016 - 2017 N = 28,344	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	31	3%	NP	NP	33	3%	EC	EC	1,122	4%	1,085	4%
Level 3	553	45%	NP	NP	644	50%	EC	EC	12,312	47%	13,304	47%
Level 2	521	42%	NP	NP	489	38%	EC	EC	10,047	38%	10,744	38%
Level 1	25	2%	NP	NP	24	2%	EC	EC	705	3%	771	3%
NE 1	4	<1%	NP	NP	11	1%	EC	EC	200	1%	195	1%
No Data	15	1%	NP	NP	11	1%	EC	EC	357	1%	361	1%
Exempt	81	7%	NP	NP	75	6%	EC	EC	1,724	7%	1,884	7%

Math Grade 6

	TCDSB						Province					
	2014 - 2015 N = 1,228		2015 - 2016 N = NP		2016 - 2017 N = 1,287		2014 - 2015 N = EC		2015 - 2016 N = 26,497		2016 - 2017 N = 28,323	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	29	2%	NP	NP	25	2%	EC	EC	1,040	4%	1,007	4%
Level 3	160	13%	NP	NP	161	13%	EC	EC	3,886	15%	4,073	14%
Level 2	401	33%	NP	NP	390	30%	EC	EC	7,993	30%	8,345	29%
Level 1	521	42%	NP	NP	605	47%	EC	EC	10,978	41%	11,974	42%
NE 1	17	1%	NP	NP	18	1%	EC	EC	368	1%	514	2%
No Data	13	1%	NP	NP	9	1%	EC	EC	355	1%	371	1%
Exempt	87	7%	NP	NP	79	6%	EC	EC	1,877	7%	2,039	7%

All Students with Special Education Needs (Excluding Gifted) Achievement over 3 Year

Grade 9 - Academic

	TCDSB						Province					
	2014 - 2015 N = 228		2015 - 2016 N = 272		2016 - 2017 N = 239		2014 - 2015 N = EC		2015 - 2016 N = 7,169		2016 - 2017 N = 7,561	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	8	4%	4	1%	13	5%	EC	EC	375	5%	472	6%
Level 3	157	69%	177	65%	147	62%	EC	EC	4,747	66%	4,938	65%
Level 2	32	14%	58	21%	48	20%	EC	EC	1,197	17%	1,242	16%
Level 1	28	12%	29	11%	24	10%	EC	EC	685	10%	710	9%
Below Level 1	1	<1%	1	<1%	5	2%	EC	EC	56	1%	59	1%
No Data	2	1%	3	1%	2	1%	EC	EC	109	2%	140	2%

Grade 9 - Applied

	TCDSB						Province					
	2014 - 2015 N = 715		2015 - 2016 N = 845		2016 - 2017 N = 679		2014 - 2015 N = EC		2015 - 2016 N = 14,649		2016 - 2017 N = 14,384	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	43	6%	54	6%	45	7%	EC	EC	1,085	7%	1,014	7%
Level 3	198	28%	245	29%	167	25%	EC	EC	4,276	29%	4,290	30%
Level 2	288	40%	332	39%	263	39%	EC	EC	5,242	36%	5,013	35%
Level 1	115	16%	156	18%	147	22%	EC	EC	2,503	17%	2,626	18%
Below Level 1	53	7%	45	5%	38	6%	EC	EC	1,016	7%	887	6%
No Data	18	3%	13	2%	19	3%	EC	EC	527	4%	554	4%

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

All Students with Special Education Needs (Excluding Gifted)

OSSLT - FTE

	TCDSB						Province					
	2014 - 2015 N = 1,182		2015 - 2016 N = 1,184		2016 - 2017 N = 1,221		2014 - 2015 N = 25,772		2015 - 2016 N = 25,907		2016 - 2017 N = 26,311	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	508	56%	503	56%	502	53%	11,702	54%	11,526	53%	11,741	52%
Not Successful	393	44%	388	44%	441	47%	10,167	46%	10,426	47%	10,825	48%
Fully Participating	901	76%	891	75%	943	77%	21,869	85%	21,952	85%	22,566	86%
Absent	13	1%	7	1%	8	1%	753	3%	749	3%	822	3%
Deferred	268	23%	286	24%	270	22%	3,150	12%	3,206	12%	2,923	11%
Exempted	32		37		39		1,379		1,390		1,252	

OSSLT - PE

	TCDSB						Province					
	2014 - 2015 N = 848		2015 - 2016 N = 976		2016 - 2017 N = 971		2014 - 2015 N = 21,881		2015 - 2016 N = 22,033		2016 - 2017 N = 22,624	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	170	35%	135	27%	150	32%	3,325	35%	3,158	34%	3,014	34%
Not Successful	311	65%	372	73%	321	68%	6,045	65%	6,009	66%	5,832	66%
Fully Participating	481	57%	507	52%	471	49%	9,369	43%	9,167	42%	8,846	39%
Absent	50	6%	81	8%	75	8%	1,846	8%	1,895	9%	1,869	8%
Deferred	66	8%	67	7%	59	6%	2,202	10%	2,238	10%	2,320	10%
Exempted	25		8		23		1,860		1,660		1,542	
OSSLC	251	30%	321	33%	366	38%	8,464	39%	8,733	40%	9,589	42%

Note: Successful and Not Successful percentages are based on those Fully Participating. Number of students Exempted is from those Deferred.

Reading Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2014 - 2015 N = 1,033		2015 - 2016 N = NP		2016 - 2017 N = 1,046		2014 - 2015 N = 91		2015 - 2016 N = NP		2016 - 2017 N = 132	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	32	3%	NP	NP	43	4%	4	4%	NP	NP	5	4%
Level 3	372	36%	NP	NP	431	41%	26	29%	NP	NP	33	25%
Level 2	428	41%	NP	NP	387	37%	15	16%	NP	NP	34	26%
Level 1	81	8%	NP	NP	70	7%	4	4%	NP	NP	7	5%
NE 1	18	2%	NP	NP	17	2%	3	3%	NP	NP	3	2%
No Data	13	1%	NP	NP	13	1%	2	2%	NP	NP	4	3%
Exempt	89	9%	NP	NP	85	8%	37	41%	NP	NP	46	35%

Writing Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2014 - 2015 N = 1,033		2015 - 2016 N = NP		2016 - 2017 N = 1,046		2014 - 2015 N = 91		2015 - 2016 N = NP		2016 - 2017 N = 132	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	13	1%	NP	NP	4	<1%	2	2%	NP	NP	0	0%
Level 3	566	55%	NP	NP	569	54%	34	37%	NP	NP	52	39%
Level 2	333	32%	NP	NP	354	34%	14	15%	NP	NP	28	21%
Level 1	19	2%	NP	NP	16	2%	0	0%	NP	NP	0	0%
NE 1	5	<1%	NP	NP	9	1%	3	3%	NP	NP	1	1%
No Data	15	1%	NP	NP	15	1%	2	2%	NP	NP	5	4%
Exempt	82	8%	NP	NP	79	8%	36	40%	NP	NP	46	35%

Math Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2014 - 2015 N = 1,046		2015 - 2016 N = NP		2016 - 2017 N = 1,062		2014 - 2015 N = 91		2015 - 2016 N = NP		2016 - 2017 N = 132	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	27	3%	NP	NP	26	2%	7	8%	NP	NP	7	5%
Level 3	309	30%	NP	NP	300	28%	28	31%	NP	NP	25	19%
Level 2	475	45%	NP	NP	481	45%	14	15%	NP	NP	38	29%
Level 1	120	11%	NP	NP	145	14%	2	2%	NP	NP	8	6%
NE 1	20	2%	NP	NP	15	1%	2	2%	NP	NP	3	2%
No Data	12	1%	NP	NP	12	1%	2	2%	NP	NP	5	4%
Exempt	83	8%	NP	NP	83	8%	36	40%	NP	NP	46	35%

Reading Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2014 - 2015 N = 1,230		2015 - 2016 N = NP		2016 - 2017 N = 1,287		2014 - 2015 N = 91		2015 - 2016 N = NP		2016 - 2017 N = 130	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	18	1%	NP	NP	20	2%	2	2%	NP	NP	4	3%
Level 3	532	43%	NP	NP	597	46%	24	26%	NP	NP	39	30%
Level 2	521	42%	NP	NP	541	42%	22	24%	NP	NP	46	35%
Level 1	60	5%	NP	NP	35	3%	7	8%	NP	NP	2	2%
NE 1	6	<1%	NP	NP	7	1%	2	2%	NP	NP	0	0%
No Data	12	1%	NP	NP	11	1%	1	1%	NP	NP	1	1%
Exempt	81	7%	NP	NP	76	6%	33	36%	NP	NP	38	29%

Writing Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2014 - 2015 N = 1,230		2015 - 2016 N = NP		2016 - 2017 N = 1,287		2014 - 2015 N = 91		2015 - 2016 N = NP		2016 - 2017 N = 130	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	31	3%	NP	NP	33	3%	6	7%	NP	NP	6	5%
Level 3	553	45%	NP	NP	644	50%	28	31%	NP	NP	49	38%
Level 2	521	42%	NP	NP	489	38%	20	22%	NP	NP	33	25%
Level 1	25	2%	NP	NP	24	2%	1	1%	NP	NP	2	2%
NE 1	4	<1%	NP	NP	11	1%	1	1%	NP	NP	1	1%
No Data	15	1%	NP	NP	11	1%	2	2%	NP	NP	1	1%
Exempt	81	7%	NP	NP	75	6%	33	36%	NP	NP	38	29%

Math Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2014 - 2015 N = 1,228		2015 - 2016 N = NP		2016 - 2017 N = 1,287		2014 - 2015 N = 91		2015 - 2016 N = NP		2016 - 2017 N = 130	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	29	2%	NP	NP	25	2%	4	4%	NP	NP	5	4%
Level 3	160	13%	NP	NP	161	13%	15	16%	NP	NP	19	15%
Level 2	401	33%	NP	NP	390	30%	13	14%	NP	NP	27	21%
Level 1	521	42%	NP	NP	605	47%	18	20%	NP	NP	37	28%
NE 1	17	1%	NP	NP	18	1%	6	7%	NP	NP	2	2%
No Data	13	1%	NP	NP	9	1%	1	1%	NP	NP	1	1%
Exempt	87	7%	NP	NP	79	6%	34	37%	NP	NP	39	30%

Grade 9 - Academic

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2014 - 2015 N = 228		2015 - 2016 N = 272		2016 - 2017 N = 239		2014 - 2015 N = 21		2015 - 2016 N = 21		2016 - 2017 N = 22	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	8	4%	4	1%	13	5%	3	14%	2	10%	6	27%
Level 3	157	69%	177	65%	147	62%	18	86%	15	71%	13	59%
Level 2	32	14%	58	21%	48	20%	0	0%	1	5%	1	5%
Level 1	28	12%	29	11%	24	10%	0	0%	1	5%	1	5%
Below Level 1	1	<1%	1	<1%	5	2%	0	0%	0	0%	1	5%
No Data	2	1%	3	1%	2	1%	0	0%	2	10%	0	0%

Grade 9 - Applied

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2014 - 2015 N = 715		2015 - 2016 N = 845		2016 - 2017 N = 679		2014 - 2015 N = 17		2015 - 2016 N = 17		2016 - 2017 N = 31	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	43	6%	54	6%	45	7%	2	12%	3	18%	5	16%
Level 3	198	28%	245	29%	167	25%	5	29%	5	29%	10	32%
Level 2	288	40%	332	39%	263	39%	7	41%	7	41%	10	32%
Level 1	115	16%	156	18%	147	22%	1	6%	1	6%	4	13%
Below Level 1	53	7%	45	5%	38	6%	1	6%	0	0%	1	3%
No Data	18	3%	13	2%	19	3%	1	6%	1	6%	1	3%

NOTES:

•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.

OSSLT - FTE

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2014 - 2015 N = 1,182		2015 - 2016 N = 1,184		2016 - 2017 N = 1,221		2014 - 2015 N = 56		2015 - 2016 N = 55		2016 - 2017 N = 62	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	508	56%	503	56%	502	53%	32	74%	27	71%	32	84%
Not Successful	393	44%	388	44%	441	47%	11	26%	11	29%	6	16%
Fully Participating	901	76%	891	75%	943	77%	43	77%	38	69%	38	61%
Absent	13	1%	7	1%	8	1%	0	0%	0	0%	1	2%
Deferred	268	23%	286	24%	270	22%	13	23%	17	31%	23	37%

OSSLT - PE

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Autism					
	2014 - 2015 N = 848		2015 - 2016 N = 976		2016 - 2017 N = 971		2014 - 2015 N = 35		2015 - 2016 N = 37		2016 - 2017 N = 45	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	170	35%	135	27%	150	32%	8	40%	5	28%	3	15%
Not Successful	311	65%	372	73%	321	68%	12	60%	13	72%	17	85%
Fully Participating	481	57%	507	52%	471	49%	20	57%	18	49%	20	44%
Absent	50	6%	81	8%	75	8%	0	0%	0	0%	3	7%
Deferred	66	8%	67	7%	59	6%	5	14%	3	8%	4	9%
OSSLC	251	30%	321	33%	366	38%	10	29%	16	43%	18	40%

Note: Successful and Not Successful percentages are based on those Fully Participating.

- 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

Reading Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LD					
	2014 - 2015 N = 1,033		2015 - 2016 N = NP		2016 - 2017 N = 1,046		2014 - 2015 N = 34		2015 - 2016 N = NP		2016 - 2017 N = 12	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	32	3%	NP	NP	43	4%	0	0%	NP	NP	0	0%
Level 3	372	36%	NP	NP	431	41%	15	44%	NP	NP	5	42%
Level 2	428	41%	NP	NP	387	37%	16	47%	NP	NP	6	50%
Level 1	81	8%	NP	NP	70	7%	1	3%	NP	NP	1	8%
NE 1	18	2%	NP	NP	17	2%	1	3%	NP	NP	0	0%
No Data	13	1%	NP	NP	13	1%	0	0%	NP	NP	0	0%
Exempt	89	9%	NP	NP	85	8%	1	3%	NP	NP	0	0%

Writing Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LD					
	2014 - 2015 N = 1,033		2015 - 2016 N = NP		2016 - 2017 N = 1,046		2014 - 2015 N = 34		2015 - 2016 N = NP		2016 - 2017 N = 12	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	13	1%	NP	NP	4	<1%	0	0%	NP	NP	0	0%
Level 3	566	55%	NP	NP	569	54%	24	71%	NP	NP	9	75%
Level 2	333	32%	NP	NP	354	34%	8	24%	NP	NP	2	17%
Level 1	19	2%	NP	NP	16	2%	1	3%	NP	NP	0	0%
NE 1	5	<1%	NP	NP	9	1%	0	0%	NP	NP	1	8%
No Data	15	1%	NP	NP	15	1%	0	0%	NP	NP	0	0%
Exempt	82	8%	NP	NP	79	8%	1	3%	NP	NP	0	0%

Math Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LD					
	2014 - 2015 N = 1,046		2015 - 2016 N = NP		2016 - 2017 N = 1,062		2014 - 2015 N = 35		2015 - 2016 N = NP		2016 - 2017 N = 13	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	27	3%	NP	NP	26	2%	3	9%	NP	NP	1	8%
Level 3	309	30%	NP	NP	300	28%	13	37%	NP	NP	3	23%
Level 2	475	45%	NP	NP	481	45%	15	43%	NP	NP	8	62%
Level 1	120	11%	NP	NP	145	14%	3	9%	NP	NP	1	8%
NE 1	20	2%	NP	NP	15	1%	0	0%	NP	NP	0	0%
No Data	12	1%	NP	NP	12	1%	0	0%	NP	NP	0	0%
Exempt	83	8%	NP	NP	83	8%	1	3%	NP	NP	0	0%

Reading Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LD					
	2014 - 2015 N = 1,230		2015 - 2016 N = NP		2016 - 2017 N = 1,287		2014 - 2015 N = 189		2015 - 2016 N = NP		2016 - 2017 N = 178	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	18	1%	NP	NP	20	2%	1	1%	NP	NP	2	1%
Level 3	532	43%	NP	NP	597	46%	92	49%	NP	NP	98	55%
Level 2	521	42%	NP	NP	541	42%	83	44%	NP	NP	68	38%
Level 1	60	5%	NP	NP	35	3%	5	3%	NP	NP	5	3%
NE 1	6	<1%	NP	NP	7	1%	1	1%	NP	NP	1	1%
No Data	12	1%	NP	NP	11	1%	4	2%	NP	NP	3	2%
Exempt	81	7%	NP	NP	76	6%	3	2%	NP	NP	1	1%

Writing Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LD					
	2014 - 2015 N = 1,230		2015 - 2016 N = NP		2016 - 2017 N = 1,287		2014 - 2015 N = 189		2015 - 2016 N = NP		2016 - 2017 N = 178	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	31	3%	NP	NP	33	3%	3	2%	NP	NP	5	3%
Level 3	553	45%	NP	NP	644	50%	87	46%	NP	NP	89	50%
Level 2	521	42%	NP	NP	489	38%	83	44%	NP	NP	76	43%
Level 1	25	2%	NP	NP	24	2%	9	5%	NP	NP	2	1%
NE 1	4	<1%	NP	NP	11	1%	0	0%	NP	NP	2	1%
No Data	15	1%	NP	NP	11	1%	4	2%	NP	NP	3	2%
Exempt	81	7%	NP	NP	75	6%	3	2%	NP	NP	1	1%

Math Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LD					
	2014 - 2015 N = 1,228		2015 - 2016 N = NP		2016 - 2017 N = 1,287		2014 - 2015 N = 188		2015 - 2016 N = NP		2016 - 2017 N = 178	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	29	2%	NP	NP	25	2%	1	1%	NP	NP	1	1%
Level 3	160	13%	NP	NP	161	13%	31	16%	NP	NP	22	12%
Level 2	401	33%	NP	NP	390	30%	63	34%	NP	NP	61	34%
Level 1	521	42%	NP	NP	605	47%	81	43%	NP	NP	86	48%
NE 1	17	1%	NP	NP	18	1%	3	2%	NP	NP	3	2%
No Data	13	1%	NP	NP	9	1%	3	2%	NP	NP	3	2%
Exempt	87	7%	NP	NP	79	6%	6	3%	NP	NP	2	1%

Grade 9 - Academic

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Learning Disability					
	2014 - 2015 N = 228		2015 - 2016 N = 272		2016 - 2017 N = 239		2014 - 2015 N = 71		2015 - 2016 N = 80		2016 - 2017 N = 65	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	8	4%	4	1%	13	5%	1	1%	0	0%	2	3%
Level 3	157	69%	177	65%	147	62%	53	75%	55	69%	45	69%
Level 2	32	14%	58	21%	48	20%	6	8%	16	20%	12	18%
Level 1	28	12%	29	11%	24	10%	10	14%	9	11%	5	8%
Below Level 1	1	<1%	1	<1%	5	2%	0	0%	0	0%	1	2%
No Data	2	1%	3	1%	2	1%	1	1%	0	0%	0	0%

Grade 9 - Applied

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Learning Disability					
	2014 - 2015 N = 715		2015 - 2016 N = 845		2016 - 2017 N = 679		2014 - 2015 N = 280		2015 - 2016 N = 264		2016 - 2017 N = 201	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	43	6%	54	6%	45	7%	20	7%	20	8%	16	8%
Level 3	198	28%	245	29%	167	25%	85	30%	80	30%	48	24%
Level 2	288	40%	332	39%	263	39%	117	42%	94	36%	81	40%
Level 1	115	16%	156	18%	147	22%	38	14%	47	18%	45	22%
Below Level 1	53	7%	45	5%	38	6%	16	6%	19	7%	9	4%
No Data	18	3%	13	2%	19	3%	4	1%	4	2%	2	1%

NOTES

•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

OSSLT - FTE

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Learning Disability					
	2014 - 2015 N = 1,182		2015 - 2016 N = 1,184		2016 - 2017 N = 1,221		2014 - 2015 N = 547		2015 - 2016 N = 445		2016 - 2017 N = 422	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	508	56%	503	56%	502	53%	227	55%	181	56%	174	52%
Not Successful	393	44%	388	44%	441	47%	189	45%	144	44%	161	48%
Fully Participating	901	76%	891	75%	943	77%	416	76%	325	73%	335	79%
Absent	13	1%	7	1%	8	1%	5	1%	2	<1%	1	<1%
Deferred	268	23%	286	24%	270	22%	126	23%	118	27%	86	20%

OSSLT - PE

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Learning Disability					
	2014 - 2015 N = 848		2015 - 2016 N = 976		2016 - 2017 N = 971		2014 - 2015 N = 435		2015 - 2016 N = 398		2016 - 2017 N = 378	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	170	35%	135	27%	150	32%	79	38%	64	29%	66	35%
Not Successful	311	65%	372	73%	321	68%	128	62%	155	71%	125	65%
Fully Participating	481	57%	507	52%	471	49%	207	48%	219	55%	191	51%
Absent	50	6%	81	8%	75	8%	28	6%	32	8%	24	6%
Deferred	66	8%	67	7%	59	6%	37	9%	26	7%	16	4%
OSSLC	251	30%	321	33%	366	38%	163	37%	121	30%	147	39%

Note: Successful and Not Successful percentages are based on those Fully Participating.

NOTES:

•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

Reading Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LI					
	2014 - 2015 N = 1,033		2015 - 2016 N = NP		2016 - 2017 N = 1,046		2014 - 2015 N = 77		2015 - 2016 N = NP		2016 - 2017 N = 70	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	32	3%	NP	NP	43	4%	0	0%	NP	NP	2	3%
Level 3	372	36%	NP	NP	431	41%	24	31%	NP	NP	28	40%
Level 2	428	41%	NP	NP	387	37%	38	49%	NP	NP	27	39%
Level 1	81	8%	NP	NP	70	7%	5	6%	NP	NP	5	7%
NE 1	18	2%	NP	NP	17	2%	3	4%	NP	NP	0	0%
No Data	13	1%	NP	NP	13	1%	2	3%	NP	NP	1	1%
Exempt	89	9%	NP	NP	85	8%	5	6%	NP	NP	7	10%

Writing Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LI					
	2014 - 2015 N = 1,033		2015 - 2016 N = NP		2016 - 2017 N = 1,046		2014 - 2015 N = 77		2015 - 2016 N = NP		2016 - 2017 N = 70	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	13	1%	NP	NP	4	<1%	0	0%	NP	NP	0	0%
Level 3	566	55%	NP	NP	569	54%	44	57%	NP	NP	34	49%
Level 2	333	32%	NP	NP	354	34%	21	27%	NP	NP	29	41%
Level 1	19	2%	NP	NP	16	2%	5	6%	NP	NP	1	1%
NE 1	5	<1%	NP	NP	9	1%	0	0%	NP	NP	0	0%
No Data	15	1%	NP	NP	15	1%	5	6%	NP	NP	0	0%
Exempt	82	8%	NP	NP	79	8%	2	3%	NP	NP	6	9%

Math Grade 3

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LI					
	2014 - 2015 N = 1,046		2015 - 2016 N = NP		2016 - 2017 N = 1,062		2014 - 2015 N = 77		2015 - 2016 N = NP		2016 - 2017 N = 70	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	27	3%	NP	NP	26	2%	1	1%	NP	NP	1	1%
Level 3	309	30%	NP	NP	300	28%	30	39%	NP	NP	13	19%
Level 2	475	45%	NP	NP	481	45%	30	39%	NP	NP	41	59%
Level 1	120	11%	NP	NP	145	14%	11	14%	NP	NP	8	11%
NE 1	20	2%	NP	NP	15	1%	1	1%	NP	NP	0	0%
No Data	12	1%	NP	NP	12	1%	2	3%	NP	NP	0	0%
Exempt	83	8%	NP	NP	83	8%	2	3%	NP	NP	7	10%

Reading Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LI					
	2014 - 2015 N = 1,230		2015 - 2016 N = NP		2016 - 2017 N = 1,287		2014 - 2015 N = 76		2015 - 2016 N = NP		2016 - 2017 N = 60	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	18	1%	NP	NP	20	2%	0	0%	NP	NP	0	0%
Level 3	532	43%	NP	NP	597	46%	23	30%	NP	NP	18	30%
Level 2	521	42%	NP	NP	541	42%	40	53%	NP	NP	37	62%
Level 1	60	5%	NP	NP	35	3%	7	9%	NP	NP	2	3%
NE 1	6	<1%	NP	NP	7	1%	0	0%	NP	NP	0	0%
No Data	12	1%	NP	NP	11	1%	2	3%	NP	NP	1	2%
Exempt	81	7%	NP	NP	76	6%	4	5%	NP	NP	2	3%

Writing Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LI					
	2014 - 2015 N = 1,230		2015 - 2016 N = NP		2016 - 2017 N = 1,287		2014 - 2015 N = 76		2015 - 2016 N = NP		2016 - 2017 N = 60	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	31	3%	NP	NP	33	3%	0	0%	NP	NP	1	2%
Level 3	553	45%	NP	NP	644	50%	36	47%	NP	NP	28	47%
Level 2	521	42%	NP	NP	489	38%	33	43%	NP	NP	25	42%
Level 1	25	2%	NP	NP	24	2%	1	1%	NP	NP	3	5%
NE 1	4	<1%	NP	NP	11	1%	0	0%	NP	NP	0	0%
No Data	15	1%	NP	NP	11	1%	2	3%	NP	NP	1	2%
Exempt	81	7%	NP	NP	75	6%	4	5%	NP	NP	2	3%

Math Grade 6

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as LI					
	2014 - 2015 N = 1,228		2015 - 2016 N = NP		2016 - 2017 N = 1,287		2014 - 2015 N = 76		2015 - 2016 N = NP		2016 - 2017 N = 60	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	29	2%	NP	NP	25	2%	1	1%	NP	NP	0	0%
Level 3	160	13%	NP	NP	161	13%	6	8%	NP	NP	8	13%
Level 2	401	33%	NP	NP	390	30%	22	29%	NP	NP	17	28%
Level 1	521	42%	NP	NP	605	47%	39	51%	NP	NP	31	52%
NE 1	17	1%	NP	NP	18	1%	1	1%	NP	NP	2	3%
No Data	13	1%	NP	NP	9	1%	2	3%	NP	NP	0	0%
Exempt	87	7%	NP	NP	79	6%	5	7%	NP	NP	2	3%

Grade 9 - Academic

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Language Impairment					
	2014 - 2015 N = 228		2015 - 2016 N = 272		2016 - 2017 N = 239		2014 - 2015 N = 6		2015 - 2016 N = 9		2016 - 2017 N = 6	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	8	4%	4	1%	13	5%	0	0%	0	0%	0	0%
Level 3	157	69%	177	65%	147	62%	6	100%	7	78%	5	83%
Level 2	32	14%	58	21%	48	20%	0	0%	0	0%	1	17%
Level 1	28	12%	29	11%	24	10%	0	0%	2	22%	0	0%
Below Level 1	1	<1%	1	<1%	5	2%	0	0%	0	0%	0	0%
No Data	2	1%	3	1%	2	1%	0	0%	0	0%	0	0%

Grade 9 - Applied

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Language Impairment					
	2014 - 2015 N = 715		2015 - 2016 N = 845		2016 - 2017 N = 679		2014 - 2015 N = 35		2015 - 2016 N = 34		2016 - 2017 N = 43	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Level 4	43	6%	54	6%	45	7%	4	11%	1	3%	4	9%
Level 3	198	28%	245	29%	167	25%	5	14%	13	38%	12	28%
Level 2	288	40%	332	39%	263	39%	17	49%	14	41%	14	33%
Level 1	115	16%	156	18%	147	22%	5	14%	4	12%	9	21%
Below Level 1	53	7%	45	5%	38	6%	3	9%	1	3%	4	9%
No Data	18	3%	13	2%	19	3%	1	3%	1	3%	0	0%

OSSLT - FTE

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Language Impairment					
	2014 - 2015 N = 1,182		2015 - 2016 N = 1,184		2016 - 2017 N = 1,221		2014 - 2015 N = 41		2015 - 2016 N = 53		2016 - 2017 N = 47	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	508	56%	503	56%	502	53%	10	32%	13	39%	14	50%
Not Successful	393	44%	388	44%	441	47%	21	68%	20	61%	14	50%
Fully Participating	901	76%	891	75%	943	77%	31	76%	33	62%	28	60%
Absent	13	1%	7	1%	8	1%	0	0%	0	0%	0	0%
Deferred	268	23%	286	24%	270	22%	10	24%	20	38%	19	40%

OSSLT - PE

	All Students with Special Education Needs (Excluding Gifted)						Students with Special Needs identified as Language Impairment					
	2014 - 2015 N = 848		2015 - 2016 N = 976		2016 - 2017 N = 971		2014 - 2015 N = 37		2015 - 2016 N = 40		2016 - 2017 N = 39	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Successful	170	35%	135	27%	150	32%	10	50%	5	25%	3	14%
Not Successful	311	65%	372	73%	321	68%	10	50%	15	75%	19	86%
Fully Participating	481	57%	507	52%	471	49%	20	54%	20	50%	22	56%
Absent	50	6%	81	8%	75	8%	2	5%	2	5%	1	3%
Deferred	66	8%	67	7%	59	6%	4	11%	2	5%	5	13%
OSSLC	251	30%	321	33%	366	38%	11	30%	16	40%	11	28%

Note: Successful and Not Successful percentages are based on those Fully Participating.

NOTES:

•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.

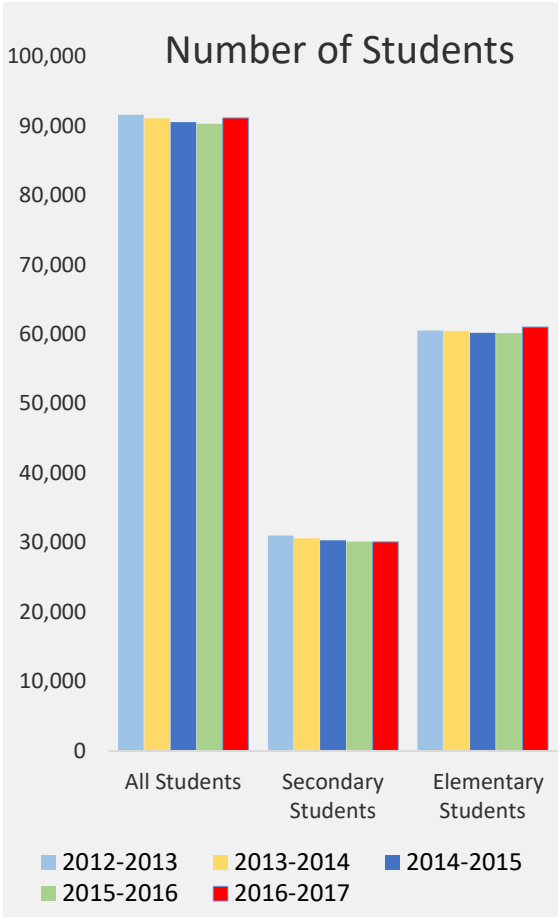
•OSSLC indicates the percentage of student who would be fulfilling the Literacy requirement through the Ontario Secondary School Literacy Course (OSSLC).

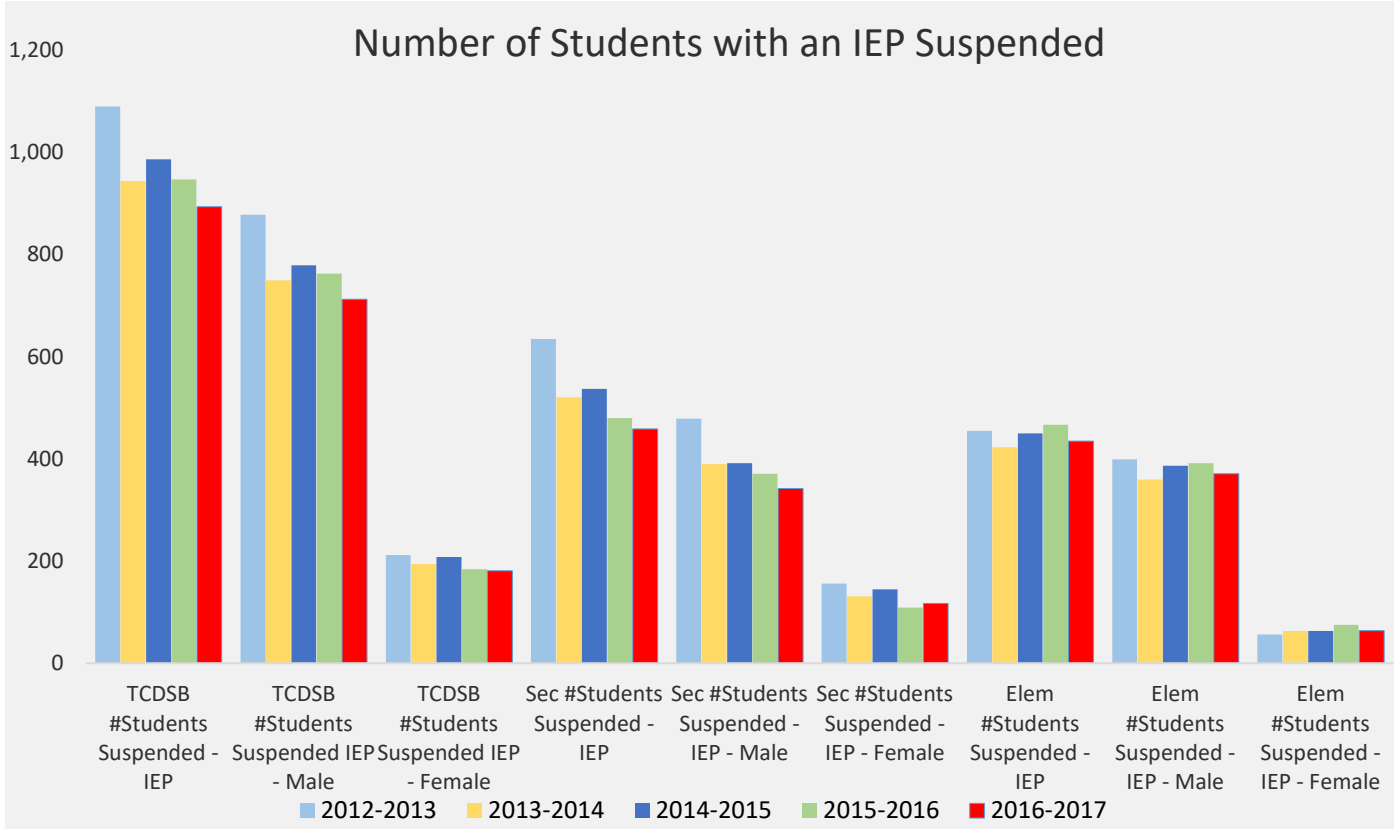
•Not Reported (N/R) indicates the number of participating students are fewer than 10 in a group.

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

Number of Students with an IEP Suspended

TCDSB	All Students	Secondary Students	Elementary Students	TCDSB #Students Suspended - IEP	TCDSB #Students Suspended IEP - Male	TCDSB #Students Suspended IEP - Female	Sec #Students Suspended - IEP	Sec #Students Suspended - IEP - Male	Sec #Students Suspended - IEP - Female	Elem #Students Suspended - IEP	Elem #Students Suspended - IEP - Male	Elem #Students Suspended - IEP - Female
2012-2013	91,596	31,038	60,555	1,090	878	212	635	479	156	455	399	56
2013-2014	91,115	30,631	60,484	944	750	194	521	390	131	423	360	63
2014-2015	90,541	30,319	60,222	987	779	208	537	392	145	450	387	63
2015-2016	90,333	30,149	60,184	947	763	184	480	371	109	467	392	75
2016-2017	91,144	30,109	61,035	894	713	181	459	342	117	435	371	64





<table>
<tr><th colspan="2">Accountability Framework Committee Plan 2016-17</th></tr>
<tr><td>Exceptionality:
Autism</td><td>Number of students (K-12) with this exceptionality: 1763
K – 8 Regular Class: 918
K – 8 Special Education Class: 348
Gr. 9 – 12 Regular Class: 280
Gr. 9 – 12 Special Education Class: 217</td></tr>
<tr><td colspan="2">Subgroup targeted: Students in Year 1 of the Program to Assist Social Thinking (PAST)</td></tr>
<tr><td>Goal(s) (2016-17):
For 2016/17 a sub-committee was struck to prepare information focusing on classroom strategies for self-regulation and to develop a tool to track student improvement with self-regulation.</td><td>Goal Timeline:
2016/17
2017/18- Targeted students in PAST Program and tracking students
2018/19</td></tr>
<tr><td colspan="2">Instructional Strategy:
• Initially Stuart Shankar's 5 domain model of self-regulation, biological; emotional; social; prosocial; cognitive was discussed as a resource to help develop strategies that could be shared across the system;
• Classroom strategies for self-regulation focusing on rigidity and flexibility were investigated</td></tr>
<tr><td colspan="2">Data supporting Observations:
Stuart Shankar's book, Calm, Alert and Learning: Classroom Strategies for Self-Regulation was shared with various resource teachers to aid with their work with classroom teachers and students. In reviewing this approach, it was determined that we needed to gather better data to help inform our practice in supporting students with Autism with self-regulation in the classroom.</td></tr>
<tr><td colspan="2">Outcomes/Observations/Learning:
• Sub-committee discussions led to the goal being refined. In looking at the successful strategies used in the PAST program, it was determined a case study would be a better way of obtaining measurable data.
• Building capacity in the system through targeted Professional Development (PD) has continued in 2017/18.
• The two-year PD plan delivering a 3-day Autism workshop focusing on ABA principals, educational practices, communication, sensory and understanding behaviour will be completed 2017/18. The focus of the PD has been on Kindergarten and Special Education elementary schools and one teacher in every elementary school in Kindergarten and Special Education have been invited to attend this PD. The</td></tr>
</table>

expectation is that the information from the workshop be shared with the staff at the school in order to build capacity.

- The following PD opportunities were offered to support staff throughout the year: ABA Training for Students with Autism Spectrum Disorders (ASD); Communication and Autism: Effective Communication Strategies for the Classroom Setting; Understanding & Addressing Challenging Behaviours of Students with ASD. This was well received and will continue in 2017/18.
- Ministry sponsored Autism certificate courses for educators through the Geneva Centre was offered. Interest in this certification continues to be high, as a result this will continue in 2017/18.
- The team developed intake kits for all Autism Support Teachers in elementary to help understand the skills of students that are new to school or the board.

Accountabily Framework Committee Plan 2017-18

Goal for 2017-18:	Goal Timeline:
The self-regulation of students in the PAST program will be tracked. By the end of the school year, more students in the PAST program will be able to identify their emotions independently, identify a reason for their emotion and identify a strategy addressing the emotion. The focus is to track the progress of the students in identifying and using strategies to address their emotions to demonstrate overall improvement in self-regulation. The most effective strategies used to teach this curriculum where students are successful will be recorded to create resources that can be shared to build capacity within the schools to support students with Autism.	2017/18, 2018/19, 2019/20

Intended Outcomes:

If students are explicitly taught strategies to be flexible in their thinking, to understand their emotions and to play cooperatively, then there will an improvement in their self-regulation skills. Using checklists and feedback from the teachers in the PAST program, the data will be tracked to measure success. This is a 3-year goal that will follow the group of Year 1 students. In addition, the committee's goal is to communicate with all classrooms what effective self-regulation techniques have been found in order to assist all students with Autism to reach their full potential.

<table>
<tr><th colspan="2">Accountability Framework for Special Education 2016-17</th></tr>
<tr><td>Exceptionality: Behaviour</td><td>Number of Students with this exceptionality: 188</td></tr>
<tr><td colspan="2">Subgroup targeted: 126 Students in ISP class</td></tr>
<tr><td>Goal (2016-17): 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.</td><td>Goal Timeline: September 2015 – June 2017</td></tr>
<tr><td colspan="2">Instructional Strategy:
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
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
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
Foster a Professional Learning Network through on-going e-mail communications amongst Behaviour ISP Teachers, CYWS and the Behaviour ISP Assessment and Program Teacher
</td></tr>
</table>

- 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)

Data supporting Observations: (where available)

- EQAO data is insufficient due to extremely low numbers of students completing the standardized tests
- All 19 Behavioural ISPs have been monitored through the support of the Behavioural ISP APT and the school social worker
- IPRC reports, IEPs and report cards have been reviewed
- Individual measurable goals were developed for each student in a Behavioural ISP. Progress is monitored with the support of the School Social Worker and the Behaviour ISP APT. Progress with the individual measurable goals is reviewed with parents/ guardians through the regular teacher and parent communication as well as the annual IPRC.

Outcomes/Observations/Learning:

- Staff who provide support in all 19 Behavioural ISPs have been trained in *Stop Now And Plan (SNAP)*. Implementation has been monitored by the Behaviour ISP Assessment and Programing teacher and supported through the Child Development Institute. CDI has indicated that the programs are operating with fidelity. Four additional trainings were provided four Behavioural ISP staff (2 for teachers and 2 for CYWs). The number of students who utilize SNAP skills has increased as indicated in report cards.
- A professional Learning Network through was established with on-going e-mail communications amongst Behaviour ISP Teachers, CYWS and the Behaviour ISP Assessment and Program Teacher. The majority of Behaviour ISP staff have accessed this support.
- The *Friends* program was provided in two Behaviour ISP classes. Students appear less anxious and more prepared to focus on lessons.

- JUMP Math, the Lexia Reading Programme and Assistive technology are being used in each of the 19 Behaviour ISPs. EQUAO scores are insufficient to measure progress but report cards and IPRC reports indicate academic progress for most students.
- Levels of integration for students have increased which could lead to increased demission rates.

Accountability Framework for Special Education 2017-18

Goal for 2017-18: Increase the capacity of classroom teachers and educational assistants to support the integration of students registered in a Behavioural ISP and/or support the self-regulation of students registered in a "regular" classroom setting.	Goal Timeline: September 2017 to June 2019

Intended Outcomes: Prior to the completion of the 2018/19 school year, "regular" classroom teachers and educational assistant will have increased opportunities to obtain evidence based knowledge and to develop evidence based strategies which support the self-regulation of students.

Instructional Strategies:

- Within at least 30 classrooms located in various schools across the TCDSB, in both the 2017/18 and 2018/19 school years, the Student Support Response Teams, (consisting of a Behaviour Intervention Teacher and a Child & Youth Worker, will support a student who is experiencing self-regulation difficulties). Their interventions will model evidence based strategies for the classroom teacher and if applicable, education assistant.
- Further develop staff knowledge of evidence based de-escalation strategies by providing a new CPI training format to increase the yearly number of TCDSB employees who are certified in Crisis Prevention Intervention (CPI).
- Prior to the completion of the 2018/19 school year, revise the format for Behavioural Support Plans which may be used in conjunction with Individual Education Plans (IEP)s or on their own to support, monitor and revise self-regulation strategies utilized in the "regular" classroom setting.
- The ISP Behaviour teacher and CYW will provide information to the rest of the staff on the principals and language of the SNAP programme so that they can reinforce the language and strategies in the regular classes and during unstructured times.
- ISP Behaviour teachers and CYWs will share the students' individual measurable goals and specific strategies with each of the integrated teachers.

- The ISP Behaviour teachers and CYWs work collaboratively with the integrated teachers to evaluate the students' progress on a weekly basis and revise or create new goals and strategies together for each student.
- Working collaboratively the ISP Behaviour Teacher, CYW and the integrated teachers will develop a strategy of tracking and revising of those individual measurable goals and strategies.

Accountability Framework for Special Education 2016-17	
Exceptionality: Blind and Low Vision (BLV)	Number of Students with this exceptionality: 54
Subgroup targeted: (e.g. in students with LI, those in LI closed classrooms) Students with BLV needs who receive Tier 3 support (i.e., weekly, direct instruction from a Specialist Teacher of the Blind) from the TDSB Vision Program.	
Goal(s) (2016-17): Regular classroom teachers and other school personnel who support learners with vision loss will engage in targeted professional learning to ensure student success in the inclusive classroom.	Goal Timeline: 2016 – 2017
Instructional Strategy: • 1:1 professional learning provided by TDSB Vision Program staff (Itinerant Vision Teachers, Orientation & Mobility Specialists). • Opportunities to observe specific instructional strategies employed by Vision Program personnel. • Modelling of disability-specific teaching strategies by Vision Program personnel. • Provision of accommodated materials (i.e., braille, tactile diagrams, enlarged print, digital formats) for classroom teachers. • Training and support on the use of assistive technology.	
Data supporting Observations: (where available)	
Outcomes/Observations/Learning: • Classroom teachers are able to deliver the regular curriculum with accommodations for the learner who is visually impaired. • Classroom teachers and school personnel feel more confident and comfortable interacting with a student who is visually impaired. • Classroom teachers are able to engage the learner who is visually impaired using the strategies and materials provided by Vision Program personnel. Include student outcomes: Students have developed greater confidence in their daily classroom interactions.	
2017-18	
Goal for 2017-18: Classroom teachers of students who read braille who receive the most intensive support from the TDSB Vision Program will provide appropriate accommodations that	Goal Timeline: 2017 – 2018 School Year

enable the students to access the Ontario curriculum as independently as possible.	
Data Supporting Observations: After receiving support from the TDSB Vision Program as outlined above in Instructional Strategies, classroom teachers will be surveyed regarding the 4 items listed below.	
Intended Outcomes: • Classroom teachers will demonstrate increased (a) personal comfort level teaching a student who reads braille (b) frequency of consultation with Vision Program personnel (c) ability to assist students who are blind with some aspects of their assistive technology (d) understanding of the learning needs and essential accommodations for a learner who is blind	

Accountability Framework for Special Education 2016-17	
Exceptionality **Deaf/Hard of Hearing**	Number of Students with this exceptionality: 97 30 in ISP classes
Subgroup targeted: students with an identification of D/HH and/or those receiving Itinerant D/HH support	
Goal(s) (2016-17): 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).	**Goal Timeline:** **2016/2017 –** collaborative inquiry
Instructional Strategy: • Surveyed 74 D/HH students to explore and examine usage of Hearing Assistance Technology • Surveyed 53 teachers of D/HH students to explore and examine usage of Hearing Assistance Technology • Communicated Accountability Framework for Special Education (AFSE) goals to classroom teachers of D/HH students through consultation with Itinerant D/HH teachers • Provided appropriate professional development to parents and teachers who work with D/HH students in regular and ISP classes, and other Board staff.	
Data supporting Observations: • More than fifty percent of students identified as D/HH and/or those receiving itinerant support engaged in face-to face social networking and communication enrichment experiences, such as Girls' Talk and Boys' Club	

- More than 100 students and their family members attended the annual D/HH family picnic
- Weekly newsletters were shared system-wide on supporting D/HH students in the regular class for Speech, Language and Hearing awareness month in May

Outcomes/Observations/Learning:

- 97% of students who responded to survey are in regular class placements
- 94% of teachers who responded to survey supported students in the regular classroom
- 100% of all D/HH student networking events (Girls' Talk, Boys' Club, annual D/HH family picnic) included parent participation and attendance

Accountability Framework for Special Education 2017-18

Goal for 2017-18:	Goal Timeline: 3 year plan
By June 2018, review and analyze results from 2016-17 surveys (D/HH Student Survey and D/HH Teacher Survey) and based on results, identify one elementary and two high schools to track usage of Hearing Assistance Technology over two years.	**2017/2018 –** data collection **2018/2019 –** track implementation **2019-2020** - track implementation

Intended Outcomes:

By June 2018:

- review and analyze results from 2016-17 surveys (D/HH Student Survey and D/HH Teacher Survey)
- establish a pilot program at one elementary school and two high schools that encourages use of Hearing Assistance Technology in elementary to track student usage in secondary

<table>
<tr><th colspan="2">Accountability Framework for Special Education 2016-17</th></tr>
<tr><td>Exceptionality
Gifted</td><td>Number of Students with this exceptionality: 2119</td></tr>
<tr><td colspan="2">Subgroup targeted: 264 students with Giftedness, 2016-17 Grade 6 cohort</td></tr>
<tr><td>Goal(s) 2016-17: Increase the percentage of students with Giftedness whose Self-Regulation and Organizational skills are rated as “excellent” on their Provincial Report Card. (Baseline: Grade 5 Term 1 Report Card.)</td><td>Goal Timeline:
This is a 3-year goal:
2016-17
2017-18
2018-19</td></tr>
<tr><td colspan="2">Instructional Strategies:
Building capacity for Gifted Withdrawal and Congregated Program Teachers, through professional development activities (October 2016 Newsletter titled Self-Regulation Skills, distributed to all TCDSB staff;
PD presentation on Supporting the emotional health of students with Giftedness: How to recognize depression/anxiety and how to help” in December 2016; Supporting regular classroom teachers by offering a bank of IEP Accommodation comments for Gifted students.</td></tr>
<tr><td colspan="2">Data supporting Observations:
<table>
<tr><td>2016/2017 Grade 6 Cohort</td><td colspan="2">Baseline: Grade 5 Term 1 Provincial Report Card</td><td colspan="2">2016/2017 Term 2 Grade 6 Provincial Report Card (264)</td></tr>
<tr><td></td><td>Organization</td><td>Self-Regulation</td><td>Organization</td><td>Self-Regulation</td></tr>
<tr><td>Excellent</td><td>63.3 %</td><td>60.6%</td><td>65.9%</td><td>65.2%</td></tr>
<tr><td>Excellent+Good</td><td>90.6%</td><td>92.8%</td><td>92.4%</td><td>93.6%</td></tr>
</table></td></tr>
<tr><td colspan="2">Outcomes/Observations/Learning:
Organization and self-regulation skills are have shown a slight increase.
Continue to implement strategies to address anxiety/perfectionism in students with Giftedness.</td></tr>
<tr><th colspan="2">Accountability Framework for Special Education 2017-18</th></tr>
<tr><td>Goal for 2017-18:
Increase the percentage of students with Giftedness whose Self-Regulation and Organizational skills are rated as “excellent” on their Provincial Report Card.</td><td>Goal Timeline:
This is a 3-year goal:
2016-17, 2017-18, 2018-19</td></tr>
</table>

Intended Outcomes:
To increase and maintain the improvement of organization and self-regulation skills for this cohort through Grade 7 and 8 (by the end of 2018-19 school year) as evidenced in report card ratings to ensure successful transition into secondary school.

ACCOUNTABILITY FRAMEWORK FOR SPECIAL EDUCATION 2016-17	
Exceptionality **LANGUAGE IMPAIRMENT**	Number of Students with this exceptionality: 840
Subgroups targeted: 1. students in Language Impaired – Intensive Support Programs 2. kindergarten and primary students board-wide at risk for oral language delays	
Goal(s) (2016-17): 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. 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 in the LI ISP, evidence-based interventions such a SKIPPA (Senior Kindergarten Intervention Program for Phonemic Awareness) and FIPPA (Focused Intervention Program for Phonemic Awareness).	**Goal Timeline:** 2016/2017 - Collaborative Inquiry
Instructional Strategy: Facilitated early intervention processes (e.g., SLP consultation to kindergarten classrooms; promotion of the board-wide Early Identification Strategy). Implemented strategic roll-out of FIPPA and SKIPPA for selected students in kindergarten and grade one. Delivered Kindergarten Language Program to SK students at risk for oral language and literacy delays. Collaborated with LI-ISP teachers and Accountability Framework committee to examine and develop indicators of functional oral language skills.	

Provided parents and teachers with information and professional development materials relevant for addressing oral language and literacy skills for students with LI.

Data supporting Observations:

- Thirty-six students participated in SKIPPA intervention. On pre- and post-testing, students increased by 22% in their knowledge of the number of phonemes and 100% in number of words on the SKIPPA Word Assessment Tool.
- Twenty-one students participated in the FIPPA intervention. On the Ekwall Oral Reading Levels, student scores increased 100% on pre- and post-measures. Scores for Grade 1 students increased 33% on the Ekwall Listening comprehension levels.
- Two hundred and fifty-six students attended the Kindergarten Language Program. At demission, forty-two students (16%) were recommended for an LI-ISP placement for grade one; further psychological assessment was recommended for eleven students (4.3%); and twenty-six students (10%) were recommended for a developmental assessment.
- Seventy-two percent of the LI-ISP teachers attended a two-day Professional Development Series. 65% of those surveyed reported positively that the Professional Development series was very applicable and that they would apply with their students something new that they learned.
- Forty-nine EAs and CYWs participated in *Conversation in the Classroom***,** a half-day professional development workshop for Support Staff. Eighty-eight percent of those who attended completed a post-workshop survey. 72% indicated that they learned much from the series and 67% reported that they would apply with their students something new that they learned.
- Five teacher and Early Childhood Educator teams attended 4 modules of *ABC and Beyond*, a workshop for Early Years teams. Attendees rated the usefulness of each session on a 5 point scale with *1 being "not useful" and 5 being "very useful",* as follows, *Turn Book Reading into a Conversation,* - 4.6; *Make New Words Sparkle,* - 4.75; *Foster the Development of Print Knowledge* - 4.8; and *Build Phonological Awareness,* 5.

Outcomes/Observations/Learning:

- Both SK and grade 1 students improved in their phonemic awareness skills and Grade 1 students also improved in their decoding skills as a result of the SKIPPA and FIPPA interventions.
- Students who attended the KLP on average, improved from below average performance to low average performance on oral language measures over the course of the program.

- The proportion of LI students with Level 3-4 EQAO Reading scores has improved over the years.
- The proportion of LI students with Level 3-4 EQAO Writing Grade 6 scores has increased over the years from 25% to 49%. The modal Grade 6 reading score is Level 2. In recent years, Level 3 - 4 scores have improved to 30%.

ACCOUNTABILITY FOR SPECIAL EDUCATION 2017-18

Goal for 2017-18:	**Goal Timeline: 3-year goal**
Administer functional speaking and listening measure in Fall 2017 and Spring of 2018 to LI- ISP teachers and classroom teachers of the LI students to explore the progress and the learning needs of students with LI so that teachers can increase their capacity to understand 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). Survey results will inform goal setting for 2019/2020.	2017/2018 – Data collection 2018-2019 – Data collection 2019-2020 -- Data Analysis

Intended Outcomes:
Over a two-year period, administer and collect twice yearly survey data on oral language measures for at least 80% of students in the LI-ISP classroom.

<table>
<tr><th colspan="2">Accountability Framework for Special Education 2016-17</th></tr>
<tr><td>Exceptionality
Learning Disability</td><td>Number of Students with this exceptionality: 2778</td></tr>
<tr><td colspan="2">Subgroup targeted: All students with LD identification</td></tr>
<tr><td><u>Reading:</u>
If reading instruction for students with LD is directly focused on decoding and comprehension, we can continue to reduce the achievement gap.</td><td>Goal Timeline:
This was a longer term goal:
2015-16, 2016- 17</td></tr>
<tr><td colspan="2">Instructional Strategy:
Empower Reading Intervention (Decoding/Spelling Grade 2-5 and 6-8; Comprehension/ Vocabulary Grade 2-5): offered in 71 TCDSB elementary schools.
Lexia Reading Intervention to support the learning of Decoding, Comprehension and Vocabulary: offered in 65 schools (73 Teachers and 5 APTs attended the October 2016 Lexia training).
Teacher survey conducted in March 2017: Most teachers report that the program effectively supports learning decoding and comprehension, and student's self confidence in students with LD.
Math instructions supported by a variety of interventions.
Students with LD are supported to learn self-advocacy skills.</td></tr>
<tr><td colspan="2">Data supporting Observations: (where available)
<u>Reading:</u> 56% of all Grade 6 LD students at level 3 and 4 (compared to 52% in the Province)
OSSLT: 52% first time eligible students with LD were successful (50% in the Province)</td></tr>
<tr><td colspan="2">Outcomes/Observations/Learning:
Continue to implement the above strategies to support students with LD.</td></tr>
<tr><th colspan="2">Accountability Framework for Special Education2017-18</th></tr>
<tr><td>Goal for 2017-18:
<u>Math:</u> By the end of the school year increase teachers' understanding of LD and its impact on teaching and learning math, and increase their use of effective teaching strategies.</td><td>Goal Timeline:
September 2017-June 2018</td></tr>
<tr><td colspan="2">Intended Outcomes:
Special Education and Regular Classroom Teachers participating in targeted PD sessions during the school year will become more knowledgeable and more effective in the use of appropriate teaching strategies and accommodations for teaching math to students with LD, as indicated by survey results regarding their practices at the end of the school year.</td></tr>
</table>

Accountability Framework for Special Education 2016-17	
Exceptionality Mild Intellectual Disability	Number of Students with this exceptionality: 373
Subgroup targeted: All	
Goal: To create a framework to support the work of schools with students with the MID identification	Goal Timeline: 2016-17
Instructional Strategy: • Collect resources and strategies to assist in supporting teachers who support students with this exceptionality. • Identify best practices to support the MID population at the elementary and secondary school levels • Develop a communication plan to disseminate information to staff working with MID populations.	
Data supporting Observations: • Students identified with MID do not generally write EQAO assessments • Committee is reviewing alternative learning skills and reporting mechanisms for this student population	
Outcomes/Observations/Learning: Implementation of best practices and strategies in MID ISP classes and in Locally Developed courses to support students with MID.	
Accountability Framework for Special Education2017-18	
Goal for 2017-18: Complete the MID Framework Template and identify strategies to support ongoing work. Share these strategies with schools and staff working with this student population.	Goal Timeline: September 2017-June 2018
Intended Outcomes: Improve outcomes for students identified with MID though responsive practices and program planning both for the elementary and secondary school levels.	

Accountability Framework for Special Education 2016-17	
Exceptionality: **Developmental Disability (DD)/** **Multiple Exceptionalities (ME)**	Number of students (K – 12) with these as a primary exceptionality: Developmental Disability – 141 Multiple Exceptionalities – 182
Subgroup targeted: Students identified with Developmental Disability or Multiple Exceptionalities in a DD/ME Intensive Support Programs (ISP)	
Goal(s) (2016-17): Feedback from the collaborative inquiry suggests the focus should continue to be on functional literacy for students identified with DD-ME in ISP and having alignment across the system when developing the literacy skills for students in a DD-ME ISP.	Goal Timeline: 2016/17 2017/2018 – Professional development for teachers in elementary DD/ME ISPs focusing on functional literacy 2018/2019
Instructional Strategy: • To continue to build capacity in the system through targeted Professional Development. • Two days of professional development for one DD-ME ISP teacher in every secondary school with an ISP class took place. Day one focused on functional literacy and day two focused on understanding challenging behaviours. Strategies presented were encouraged to be used in the classroom. • Supplemental functional literacy resources were purchased for secondary staff. These resources were distributed to secondary staff as part of the Professional Development plan.	
Data supporting Observations: 83% of the secondary schools attended the two days of professional development. All secondary schools with ISP classes have received the resource **Enhance: Functional Literacy Resource**.	
Outcomes/Observations/Learning: • Teacher led professional development occurred to help build capacity with other DD-ME ISP teachers in secondary; • Positive feedback from participants in the professional development was received through a feedback form; • Age appropriate resources were made available to assist in instructional planning; • To continue to update the Pathway to Community Participation Framework draft document. • To update in order to share the Best Practice Guide for elementary DD-ME ISP teachers;	

- To continue to research alternative report cards in other school boards to compare and contrast the alternative report card in our board;
- To support the implementation of an afterschool Professional Learning Network for DD-ME ISP teachers.

Accountability Framework for Special Education 2017-18	
Goal for 2017-18: By the end of the school year, there will be increased teacher understanding and use of MEVille to WEVille to address the functional literacy of elementary students.	Goal Timeline: 2017/18, 2018/19
Intended Outcomes: By the end of June 2019, elementary DD/ME ISP classes will be implementing strategies from the MEVille to WEVille functional literacy program. The goal will be measured through surveys, webinar participation and participation and sharing of best practices during professional development sessions. Student engagement will be increased in functional literacy activities based on surveys and classroom observations.	

EMPOWER™ Reading 2016-17

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

The TCDSB has continued to offer Empower as an intervention for students in grades 2-5 who have demonstrated significant difficulties in decoding and spelling. Since 2013-14, TCDSB has also offered both a decoding and spelling program for students in grades 6-8, as well as a program focused on comprehension and vocabulary for students in grades 2-5. In 2016-17, 470 students participated in the Gr. 2-5 decoding/spelling program, 47 students participated in the Gr.6-8 decoding/spelling program, and 125 students in the Gr.2-5 comprehension/vocabulary program. Currently (2017-18) TCDSB has 64 active locations/schools providing Empower with many locations offering multiple programs.

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

There were no major discrepancies between finding from the 2016-17 school year and those of previous years.

1. Results for students in gr. 2-5 Decoding/Spelling 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 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 and 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 gr. 6-8 Decoding/Spelling and gr. 2-5 Comprehension/Vocabulary indicate that:
   - Gr. 6-8 Decoding/Spelling: Results from the SickKids Blending and Segmenting, and Running Record tests indicate substantial improvement over the course of the intervention.
   - Gr. 2-5 Comprehension/Vocabulary: 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 suggesting that students improved substantially on all the comprehension strategies taught in Empower.

3. Carry-over classes:
   Empower programs are intended to be completed in one school year. However, for a variety of logistical reasons some Empower classes are not completed within the end of the school year and are “carried-over” into the following school year. Since instruction is interrupted by the long summer break, this raises the questions of whether students in carryover classes make the same gains as those who complete Empower in one school year. Data examined from classes that began in the 2015-16 school year and continued into 2016-17 school year indicates:
   - Carryover students generally improved to the same extent or more than same year students.

- When there were differences between same-year and carry-over students, these differences were small.

4. Motivation to Read:

   Teachers indicate that students who receive Empower become more motivated to participate in class and enjoy reading more. In order to document these changes, students in selected gr.2-5 Decoding and Comprehension classes were administered interviews and surveys on their motivation to read. Interviews and surveys were administered in May 2017, which was towards the end of Empower intervention.

   - Students generally had a moderate to good self-concept as a reader and understood the value of reading well.
   - Students were aware of the importance of Empower strategies. Results suggest that this research may provide valuable insight into student confidence and interest in reading. It is suggested that the motivation protocol should be administered at the beginning and end of Empower instruction.

5. 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. Data indicates that 80% of students who took Empower in Grade 3 had low scores (stanines 1 to 3) on the Grade 2 CAT test; on the Grade 5 test, only 44% had low scores.
   - In Grades 4 and 5, students who 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 intervention. Empower teachers suggest that these students are often identified as having a Language Impairment or Learning Disability. Most students need reinforcement after Empower.

LEXIA Intervention

Lexia Reading is a web-based reading intervention, which focuses on:

- Foundational reading development for students pre-K to Grade 5, and
- Reading development for struggling readers in Grades 5-12.

This evidence-based individualized reading intervention provides explicit, systematic, structured practice on the essential reading skills of:

- Phonological Awareness,
- Phonics,
- Structural Analysis,
- Automaticity/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. Through SBSLT endorsement, students are eligible for Lexia implementation if they are significantly below grade level in their reading skills, **AND** who are:

- identified as Exceptional (primarily LD or LI), **OR**
- assessed as LD or LI or referred for assessment, **OR**
- discussed by SBSLT and have an IEP

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.

Students currently enrolled in *Empower™ Reading: Decoding and Spelling* are not eligible for Lexia Reading implementation. However, former Empower students who require additional support are eligible if endorsed by SBSLT.

In the Fall of 2016-17 schools were invited to apply for their eligible students. 285 centrally available licenses were distributed to students with LD or LI learning profile or

identification (46 schools received licenses). In late September 2016, 285 licenses were distributed and training was provided by Lexia to teachers who would be using the program throughout the year. In October 2016, 74 teachers and 5 APTs participated in that training.

In March 2017, a teacher survey was conducted and teachers using Lexia were asked to fill it out. Results are below:

- 62 teachers completed the survey – however, not all teachers responded to every question.
- Most teachers started using the software in Fall 2016 (61%) – 24% started before that date
- 70% of all teaches responding attended the training in October 2016
- 54% of teachers have accessed the training on-demand videos under the resources tab
- 59% of teachers are using the software with Primary-aged students
- 90% are using the software with Junior-aged students
- 46% are using the software with Intermediate-aged students
- Most common formal identifications for students using the software are Learning Disabled and Language Impaired:

Answer Choices	Responses	
Learning Disability	76.27%	45
Attention/Hyperactivity Deficit Disorder (ADHD)	32.20%	19
Language Impairment	62.71%	37
Behavioral difficulties	16.95%	10
Emotional difficulties (ex. Anxiety, depression)	8.47%	5
Other	22.03%	13

- The most commonly used Lexia components include Lexia Skill Builders (63% Often or Always) and Lexia Lessons (57% Often or Always) – Lexia Instructional Connections are used 34% of the time Often or Always)
- Most commonly used devices are desktops and laptops:

Answer Choices	Responses	
Desktop/Laptop	86.44%	51
Bring Your Own Device (BYOD)	15.25%	9
Netbook	30.51%	18
Other	35.59%	21

- 50% of the teachers responding to the survey indicate that their students gained, on average, 3-4 levels
- 27% indicated that their students gained 1-2 levels
- 23% indicated that their students gained 5 or more levels
- Most staff found logging-in and accessing program components easy:

	Not at all easy	(no label)	(no label)	Very easy	Total	Weighted Average
a) Register your students in the program?	0.00% 0	11.48% 7	26.23% 16	62.30% 38	61	3.51
b) For students to log onto the program?	0.00% 0	6.56% 4	24.59% 15	68.85% 42	61	3.62
c) Access the resources (skills builders, lexia lessons, certificates, etc.)	0.00% 0	6.67% 4	18.33% 11	75.00% 45	60	3.68

- 59% of teachers reported that they had not experienced difficulties when using the program – 41% did report difficulties
- 56% of students have experienced no difficulties when using the program
- Most teachers report that the software is effective support student decoding and comprehension:

	Not at all	(no label)	(no label)	Very effective	Total	Weighted Average
a) reading decoding skills	1.69% 1	0.00% 0	32.20% 19	66.10% 39	59	3.63
b) reading comprehension	1.72% 1	10.34% 6	43.10% 25	44.83% 26	58	3.31

- Most teachers provided very positive reports regarding all aspects of the Lexia program:

	Not at all	(no label)	(no label)	Very much so	Total	Weighted Average
a) How useful is it?	0.00% 0	4.92% 3	18.03% 11	77.05% 47	61	3.72
b) How engaging is it for the students?	0.00% 0	6.56% 4	31.15% 19	62.30% 38	61	3.56
c) Does it allow for differentiated instruction?	0.00% 0	6.56% 4	21.31% 13	72.13% 44	61	3.66
d) Does it allow for scaffolding?	0.00% 0	1.64% 1	22.95% 14	75.41% 46	61	3.74

- 90% of all teachers would recommend their school purchase more licenses for Lexia – 10% were not sure
- The greatest student gains appear to be in the areas of decoding and self-confidence:

	Not at all	(no label)	(no label)	Very much	Total	Weighted Average
Decoding skills	0.00% 0	10.00% 6	45.00% 27	45.00% 27	60	3.35
Comprehension skills	3.28% 2	14.75% 9	59.02% 36	22.95% 14	61	3.02
Reading fluency	0.00% 0	25.00% 15	51.67% 31	23.33% 14	60	2.98
Written responses to reading	6.56% 4	42.62% 26	39.34% 24	11.48% 7	61	2.56
Behaviour	5.00% 3	25.00% 15	46.67% 28	23.33% 14	60	2.88
Confidence	0.00% 0	6.56% 4	45.90% 28	47.54% 29	61	3.41
Attention	1.69% 1	15.25% 9	52.54% 31	30.51% 18	59	3.12
Independence	0.00% 0	8.33% 5	55.00% 33	36.67% 22	60	3.28
Computer skills	1.67% 1	16.67% 10	41.67% 25	40.00% 24	60	3.20
Other	5.88% 1	17.65% 3	47.06% 8	29.41% 5	17	3.00

Questions arising out of the Accountability Framework Report

Black- questions posed
Blue – Responses
Green – Ministry reference material

1. Why are 47% of the Special Education students N/A? What does this mean (e.g. on wait list, just need extra help? etc.,) Can you please further break down this number by sub-categories?

Response:
We do not have a mechanism to collect the reason for creating an IEP.
An IEP may be created at the discretion of the school principal if the student requires modifications to the program.
Students may have Non-Applicable IEPs for several reasons:

- the student was assessed but does not meet criteria for an identification, however struggles with school work
- the student has had an IEP created to ensure access to accommodations on the provincial assessment
- once IEPs are opened, there is a reluctance of closing them 'just in case' the student may need the support later on in their schooling- the IEP is carried forth
- students require ongoing accommodations that need to be noted in an IEP to ensure the information is available from year to year
- students may require specific (SEA) equipment, thus requiring an IEP
- students may require a IEP to support a SIP (Special Incidence Portion) application

From Special Education Guide 2017
An IEP is developed for a student for one of the following reasons. The relevant reason must be indicated in every IEP:

- An **IEP *must* be developed** for every student who has been identified as an "exceptional pupil" by an Identification, Placement, and Review Committee (IPRC), in accordance with Regulation 181/98.
- An **IEP *may* be developed** for a student who has not been identified by an IPRC as exceptional, but who has been deemed by the board to require a special education program or services in order to attend school or to achieve curriculum expectations and/or to demonstrate learning.

Additional considerations:

- If a school principal determines that a student's achievement will be assessed on the basis of modified expectations, an IEP is required, even in the absence of identification by an IPRC.
    - If a student regularly requires accommodations (including specialized equipment) for instructional or assessment purposes, it is advisable to develop an IEP. Educators should be aware that*: in order to receive accommodations during Education Quality and Accountability Office (EQAO) assessments, a student must have an IEP that identifies the accommodations required;*
    - if a Special Equipment Amount (SEA) and/or Special Incidence Portion (SIP) funding application is being made to the Ministry of Education for a student, a

student must have an IEP, as supporting documentation, that identifies the accommodations required.

2 Why is only student achievement the 'lens' through which the framework is reviewed annually? Where is well being?

Student achievement reflects our core business and is the measure of success most used by the province. In our framework, we also review other aspects of student learning. For example for autistic students, self-regulation is an area of concern and one of the areas of focus that the AFSE for Autism. Each of the Accountability Frameworks speaks to different aspects of the needs of students.
Currently, the province does not have a standard measure for well-being for the diversity of students that make up the special education group. It is also not a measure that has been regarded as an area to be addressed on IEPs as per ministry samples.
If you recall, about a year ago, we brought to board a case study approach that spoke to student well-being. Due to varying degrees of students being able respond to questions, it is difficult to standardize the type of responses if any that students may provide.

3. Why are only EQAO results used to measure achievement? Report cards are alluded to in Part D, but not as part of student achievements. If report cards / grades provide no evidence of achievement why do we have them?

The difficulty with using report cards as measures of student achievement for students with special needs is that much like the IEP, ***each report card is individualized to the level of the student***, thus a student in grade 6 with an IEP may receive a mark of C in a math unit on measurement, this mark is based on non-linear measures of distances (eg: number of footprints across the room),
It is not feasible to compare this with another grade 6 student without an IEP who received a C in a math unit on measurement where the mark is based on correctly calculating the area of a triangle.
As it is also not feasible to compare this with another grade 6 student with an IEP that received a C for the same unit but whose IEP indicates that he is using a ruler to measure the perimeter of a rectangle.
All three student have the same mark next to the same unit in mathematics, however for each student the mark means something different as the report card identifies different levels of proficiency.

Thus each student in grade 6 with an IEP has a report card that is significantly different, thus using this data to report student achievement would be misleading.

4. Why IEP students take EQAO, is EQAO aware of this? As some small schools have a large portion of Special Education students because of the wonderful school community and the resources available, is it possible to report on EQAO results with the IEP students separated? When do students receive a 0?

There is a vast range of ability in students that have IEPs from gifted to severe global developmental delays. Some students are capable of completing the EQAO assessments independently, others require the permitted accommodations, while others would not be able to complete the assessments. EQAO is fully aware of this, and this is why schools have the option of exempting a student from the assessment. It is also for this reason that they have permitted students with IEPs to receive accommodations. (extra time; a scribe; a quiet workplace away from distractions). Students who do not participate receive a zero as do students who are unable to correctly complete any work on the assessment.

EQAO does report on students with IEPs separately from the mainstream students. What they typically don't do is separate these students from the scores reported publicly.

5. We talk of 'next steps' but what are our targets over the next year for each exceptionality?

Our targets for each exceptionality differ depending on the type of data that is possible to collect. Where student achievement data is possible to be used as a measure, we try to do this. In some circumstances, it necessary to speak to the strategies that will be implemented. For example, with respect to the ME/DD grouping, setting targets for students is done on an individual basis as the diversity of their needs is great. Thus, in this particular case we are looking increasing teacher understanding of functional literacy and the implementation of the specific strategies that will lead to increased student engagement, participation and learning. It is difficult to implement these unilaterally within a classroom as each student is at a different level of ability and each student will only be able to use a portion of the program. Targets are set for the student by the classroom teacher. Collecting data on the collective group in all classes would provide confounded information since each child's goals are different. In this instance, we are collecting data on teacher use of the new program/strategies as well as student engagement as measured through pre and post teacher surveys. Thus, our target is an increase but since we are creating a baseline, any increase in use/implementation of this strategy is a movement in a positive direction.

6. Our 'next steps' seem focused on those areas where we are below the provincial average, regardless of the result - why is this?

The focus of our next steps is in alignment with the Renewed Math Strategy as math is also a focus of achievement for those special education student who are able to write the EQAO assessments.
The goals pertain to a general nature as the work of the AFSE for each exceptionality narrows in on the specific exceptionality.

7. What is the definition of Language Impaired? If we could please have definitions for each exceptionality listed in the report.

Please see below:

Categories of exceptionalities in Ontario – Ministry Reference

The following are the five categories of exceptionality recognized by the province of Ontario and used in Identification Placement and Review Committees. There may be some flexibility within the categories for the purposes of identifying a student as "exceptional" under the Ministry definition.

1. behaviour
2. communication
3. intellectual
4. physical
5. multiple

These broad categories include the following definitions:

1. Behaviour

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

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

2. Communication

Autism

A severe learning disorder that is characterized by:

- disturbances in:
    - rate of educational development;
    - ability to relate to the environment;
    - mobility;
    - perception, speech, and language; lack of the representational symbolic
- behaviour that precedes language.

Deaf and Hard-of-Hearing

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

Language Impairment

A learning disorder characterized by an impairment in comprehension and/or the use of verbal communication or the written or other symbol system of communication, which may be associated with neurological, psychological, physical, or sensory factors, and which may:

- involve one or more of the form, content, and function of language in communication; and
- include one or more of:
    - language delay;
    - dysfluency;
    - voice and articulation development, which may or may not be organically or functionally based.

Speech Impairment

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

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

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

3. Intellectual

Giftedness
An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a depth and breadth beyond those normally provided in the regular school program to satisfy the level of educational potential indicated.

Mild Intellectual Disability
A learning disorder characterized by:

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

Developmental Disability

A severe learning disorder characterized by:

- an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
- an ability to profit from a special education program that is designed to accommodate slow intellectual development;
- a limited potential for academic learning, independent social adjustment, and economic self-support.

4. Physical

Physical Disability

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

Blind and Low Vision

A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

5. Multiple

Multiple Exceptionalities

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

8. We have no results for N/A in the report but they make up 47% of the cohort - why? Where is the data related to this cohort? What is the resource allocation to this cohort?

These students are part of the overall Special Education students in Part A of the report. This group of students may receive indirect support from the special education teacher, resource support, or withdrawal support.

8. Part C - Safe Students report - do we have any information on whether students with IEPs are being bullied / feel safe? We only speak to suspensions.

2016-2017 (Spring 2017)

SCCSC – Grades 6 & 8

Group (IEP):	Since September, how often have you been bullied at school?			
	Never	2-3 Times	4-6 Times	7+ Times
No IEP N=4103	69.6%	20.7%	4.9%	4.9%
Not Sure N=4146	67.0%	21.3%	5.9%	5.9%
IEP N=2031	62.5%	24.3%	5.9%	7.3%

SCCSC – Grades 6 & 8

Group (IEP):	How safe do you feel in your school?			
	Very Safe	Safe	Unsafe	Very Unsafe
No IEP N=4103	39.3%	56.6%	2.9%	0.6%
Not Sure N=4146	35.5%	60.1%	3.2%	0.5%
IEP N=2031	40.2%	55.2%	3.0%	0.7%

SCCSC – Grades 6 & 8

Group (IEP):	How safe do you feel walking/travelling to and from school?			
	Very Safe	Safe	Unsafe	Very Unsafe
No IEP N=4103	25.4%	54.7%	10.5%	1.9%
Not Sure N=4146	24.0%	53.8%	11.6%	1.8%
IEP N=2031	26.9%	51.8%	11.8%	2.0%

2016-2017(Fall 2016)

Safe Schools Survey – Grades 9-12

Group (IEP):	Since September, how often have you been bullied at school?			
	Never	1-3 Times	4-6 Times	7+ Times
No IEP N= 3036	85.7%	10.5%	1.7%	2.1%
Not Sure N= 1102	85.6%	11.0%	1.2%	2.2%
IEP N= 1124	82.2%	11.0%	2.4%	4.4%

Safe Schools Survey – Grades 9-12

Group (IEP):	How safe do you feel in your school?			
	Very Safe	Safe	Unsafe	Very Unsafe
No IEP N= 3036	29.2%	63.0%	4.4%	1.3%
Not Sure N= 1102	31.5%	59.8%	3.8%	1.7%
IEP N= 1124	30.5%	59.2%	5.1%	2.7%

Safe Schools Survey – Grades 9-12

Group (IEP):	How safe do you feel walking/travelling to and from school?			
	Very Safe	Safe	Unsafe	Very Unsafe
No IEP N= 3036	20.9%	62.2%	11.3%	2.2%
Not Sure N= 1102	18.9%	61.5%	12.0%	2.3%
IEP N= 1124	23.0%	58.2%	11.4%	3.4%

9. I would like to see annual trend data since 2010 by grade - the number of students in each of the categories included in the table on page 24.

Number of Students by Exceptionality 2010 to 2017

	2010	2011	2012	2013	2014	2015	2016	2017
Autism	5.01% (846)	5.53% (943)	6.05% (1030)	6.71% (1162)	7.6% (1307)	8.22% (1430)	9.38% (1602)	10.36% (1763)
Behaviour	1.50% (254)	1.42% (242)	1.37% (234)	1.12% (194)	1.05% (180)	1.09% (190)	0.98% (167)	1.1% (188)
Blind and Low Vision	0.14% (23)	0.13% (23)	0.14% (24)	0.1% (18)	0.13% (23)	0.11% (20)	0.11% (18)	0.09% (15)
Deaf and Hard-of-Hearing	0.48% (81)	0.49% (84)	0.47% (80)	0.47% (82)	0.51% (87)	0.57% (100)	0.59% (100)	0.57% (97)
Developmental Disability	1.05% (177)	0.97% (166)	0.98% (167)	0.94% (162)	0.94% (162)	0.84% (147)	0.79% (135)	0.83% (141)
Giftedness	16.84% (2845)	16.62% (2833)	14.53% (2474)	15.36% (2659)	14.91% (2565)	14.54% (2530)	14.39% (2457)	14.15% (2408)
Language Impairment	2.31% (390)	2.71% (462)	2.85% (485)	3.63% (629)	4.11% (708)	4.41% (767)	4.71% (805)	4.94% (840)
Learning Disability	33.74% (5700)	31.17% (5313)	28.60% (4869)	25.04% (4334)	22.96% (3951)	20.47% (3563)	18.97% (3239)	17.16% (2920)
Mild Intellectual Disability	5.21% (880)	4.46% (760)	4.09% (696)	3.61% (625)	3.17% (546)	2.74% (477)	2.42% (414)	2.19% (373)
Multiple Exceptionalities	1.32% (223)	1.25% (213)	1.1% (187)	1.13% (195)	1.05% (180)	0.97% (169)	1.09% (186)	1.07% (182)
Not Applicable	31.95% (5397)	34.85% (5941)	39.36% (6701)	41.51% (7186)	43.15% (7425)	45.55% (7928)	46.10% (7871)	47.1% (8016)
Physical Disability	0.46% (77)	0.39% (66)	0.44% (75)	0.36% (63)	0.42% (72)	0.47% (82)	0.46% (79)	0.43% (73)
Speech Impairment	0.01% (1)	0.01% (1)	0.01% (1)	0.01% (2)	0.0% (0)	0.01% (1)	0.01% (2)	0.01% (2)
Total	100% (16894)	100% (17047)	100% (17023)	100% (17311)	100% (17206)	100% (17404)	100% (17075)	100% (17018)

10, How are resources allocated to these students given that they appear to make up about 20% of our total student population. What criteria / measurement do we use to determine how our limited resources are distributed between schools. What types of resources beyond EAs are part of Special Ed supports (e.g. CYWs etc.,)? What are the total numbers for each type of resource - elementary vs secondary.

Special services provides support to about 17,000 students though the allocated ministry funding as well as the additional funds that have been allocated to Special Education.

Special education supports are provided to all students with an IEP within 5 different placements:

Placement	Description
A regular class with indirect support	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	The student is placed in the 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	The student is placed in the regular class and receives instruction outside of 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	The student is placed by the IPRC in a special education class where the student-teacher ratio conforms to the standards in O. Reg. 298, section 31, 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 special education class full time	The student is placed by the IPRC in a special education class, where the student-teacher ratio conforms to the standards in O. Reg. 298, section 31, for the entire school day

Teacher resources are distributed according to number of IEPS in schools as well according to number of high needs students in intensive support programs. Each ISP class has a dedicated teacher. There are approximately 60 in secondary schools and about 155 in elementary schools.

We have 172 CYWs allocated to schools in the following areas:

1. School based (secondary)
2. Students with SIP designations (Elementary and Secondary)
3. Behaviour ISPs
4. Autism ISPs
5. Urban Priority Grants

We have 942 EAs that are distributed based on high needs students as identified by schools through the Support Staff for Student Needs application. ME/DD classes are given priority based on the intense needs of the students.

Worker Type	Elementary	Secondary	Total
Educational Assistant	522	420	942
Child and Youth Worker	68	104	172

11. What is the average wait time to get an IEP and how many students are on the wait list?

We don't typically have wait times for IEPs as a principal can open an IEP when a student requires support in consultation with the School Based Learning Team. (See question #1)

If your question is in reference to psychological assessments, the waitlist data is listed in the following chart:

Mid-year data:

Year	Direct Service				Indirect Service	Total	Backlog	Referrals greater than 2 yrs.
	Assessment	Counselling	Small Group	Subtotal	File Review			
2017-18	288	147	5	440	618	1058	1063	86
2016-17	297	168	19	484	639	1123	1009	85

The mid-year data included in the chart above outlines the types of services provided to students. Only 27% is related to formal assessments. We collected information on referrals longer than two years as shown above. We expect these will be completed before the end of the year.

12. Again, trend data from the last 5 years to see the average wait times and the number of students on the wait list?

The following chart shows the number of referrals for a full year. You will notice that the backlog has been decreasing by about 200 assessments year upon year.

FULL YEAR data

Year	Formal requests						Formal referrals received	Backlog
	Direct service				Indirect service	TOTAL		
	Assessments	Counselling	Small group	Subtotal	File review			
2016-17	749	303	80	1132	1096	2228	2055	1078
2015-16	774	299	76	1149	1391	2540	2308	1251
2014-15	883	261	103	1247	1373	2620	2471	1483
2013-14	937	302	46	1285	1247	2532	2182	1632
2012-13	906	266	24	1196	1018	2214	2147	1978
2011-12	1029	177	74	1280	1346	2626	3077	2045
2010-11	1046	278	48	1372	1255	2624	2869	1594

Referrals come in throughout the year. They are also completed throughout the year. (Essentially, if we were to stop accepting referrals for a 6 month period, we could exhaust the backlog). The difficulty is

that once reinstated, we would probably receive an increased number of referrals and end up in the same situation.

With respect to wait times, we do not have a mechanism at this time to determine average wait times due to the prioritization of referrals based on student needs. We respond to emergency cases in a prompt manner, especially when there is need to place a student in a specific program for support. This means students who may be receiving supports in class or with a special education teacher are pushed further down the list for the short term. This where a case management system would allow us to prioritize and redistribute workload in real time and allow us to be much more efficient.

Answers to Follow-up questions for tonight regarding distribution of our limited resources.

You state that "Teacher resources are distributed according to number of IEPS in schools as well according to number of high needs students in intensive support programs. Each ISP class has a dedicated teacher. There are approximately 60 in secondary schools and about 155 in elementary schools.

First we allocate to the ISP classes, then we distribute the rest of the staff throughout the schools. This allocation is driven by the number of IEPs in each school community.

We have 172 CYWs allocated to schools in the following areas:

1. School based (secondary)
2. Students with SIP designations (Elementary and Secondary)
3. Behaviour ISPs
4. Autism ISPs
5. Urban Priority Grants"

1. Please breakdown the 172 CYWs by type of allocation.

	Elementary	Secondary
CYW Subtotals	72	100
School Based Secondary	2	37
Students with SIP Designations	35	58
Behaviour	23	
Autism	12	
Urban Priority Grants		5
SAL		2

2. What is the ratio of the number of IEP students in a school to the resources allocated?

The teacher allocation is based on number students with IEPs, there is no specific ratio.

3. Given that 47% of our students are N/A what is the process for identification and resource allocation for them?

Many of the students in this category do not meet the criteria for formal identification. These students with an IEP are all received. Type of support is dependent on placements as outlined in #10 of the questions previously posed.

4. How many principal requests have been made for resources that we have not been able to meet in the last year (I am aware of multiple schools in the ward I represent alone)?

This information will take some time to gather and can be sent to you at a later time once we have had time to collate this information.

Ministry of Education

Office of the Assistant Deputy Minister

Indigenous Education and Well Being Division

13 Floor, Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Bureau du sous-ministre adjoint

Division de l'éducation autochtone et du bien-être

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Ontario

MEMORANDUM TO: Directors of Education
Supervisory Officers and Secretary Treasurers of School Authorities
Director of Provincial Schools Branch
Parent Involvement Committee Chairs/Co-Chairs

FROM: Denise Dwyer
Assistant Deputy Minister
Indigenous Education and Well Being Division

DATE: February 22, 2018

SUBJECT: **2018-19 Parents Reaching Out (PRO) Grants**

We are pleased to announce that applications for the 2018-19 Parents Reaching Out (PRO) Grants program are now being accepted. We thank you for your enthusiasm, leadership and continued support for PRO Grants and for encouraging more parents to be involved in their children's learning and well-being.

Ontario recognizes that parents are a key part of our success in education. We know that good schools become great schools when parents are involved. PRO Grants support parents in identifying barriers to parent engagement in their own community and finding local solutions to address these barriers in support of student achievement, human rights and equity, and well-being.

There are two components to the PRO Grants program:

PRO Grants for School Councils support projects that help identify and remove individual and systemic barriers to parent engagement that may prevent some parents from fully participating in their children's learning and well-being. School councils may develop proposals individually, with other school councils or with other groups in their school or community. Each school council may apply for a maximum of $1,000. To learn more about PRO Grants for school councils, please visit the ministry website at: http://www.edu.gov.on.ca/eng/parents/schools.html.

Together, we can continue to expand outreach to parents in schools that have not participated in the PRO Grants program in the past and schools in high-needs areas. We appreciate your efforts in

communicating the availability and benefits of the PRO Grants program and for encouraging school councils in your school board to apply.

PRO Grants for Regional/Provincial Projects are available to Parent Involvement Committees (PICs), school boards, parent organizations, registered non-profit organizations and publicly funded post-secondary institutions for projects aimed at engaging parents in support of student achievement, human rights and equity, and well-being. As in previous years, priority will be given to parent-led projects that have been developed in partnership with school boards. The maximum grant available for regional/provincial projects is $30,000. For more information about PRO Grants for regional/provincial projects, please visit the ministry website at: http://www.edu.gov.on.ca/eng/parents/regional.html.

This year, the ministry is enhancing the focus of PRO Grants to support parent engagement in equity and inclusive education. Special consideration will be given to eligible school council and regional/provincial projects that:

- Support and engage parents who have not been previously active in the school community, parents from racially or ethnically diverse communities, or hard-to-reach parents; and/or
- Support the engagement of parents from Indigenous communities; and/or
- Promote increased access and awareness of math strategies and resources for parents to support their children's learning at home at school; and/or
- Promote the value of postsecondary education (apprenticeship, college, or university) by providing parents with information on postsecondary education pathways, possibilities, and supports for their children.

Attached are presentation decks that provide an overview of the PRO Grants program and application process. In the past, PICs and school councils have found these useful to share with parent groups through workshops, information meetings/sessions, or via email.

The deadline for submitting a 2018-19 PRO Grant application is **Tuesday, June 5, 2018 at 11:59 P.M. EST**. Applications must be completed and submitted online. If you have questions, please contact Raj Cheema, Senior Policy Advisor at 416-212-0512/ raj.cheema@ontario.ca.

Thank you for your ongoing support of PRO Grants and for encouraging parent engagement throughout your school board.

Sincerely,

Original signed by

Denise Dwyer
Assistant Deputy Minister
Indigenous Education and Well Being Division

cc. Regional Office Managers
Regional Education Officers – Parent Engagement Leads
Executive Assistants to Directors of Education

Attachments: 2018-19 PRO Grants for School Councils (Presentation Deck)
2018-19 PRO Grants for Regional/Provincial Projects (Presentation Deck)

SEAC PENDING LIST AS AT MARCH 21, 2018

1. Staff update the Special Education Plan and resource documentation accessible to students and parents online to reflect current and accurate information. (requested September 2016- ongoing)
2. Staff to consider increasing Empower in high schools when the budget is balanced and the accumulated deficit is eliminated and bring it back to SEAC pending balanced budget (requested in 2015)
3. SEAC recommended to the Board of Trustees to investigate the costs to possibly promote SEAC Special Education information through innovative technological methods. (requested April 2017)
4. SEAC requested a report on whether or not the program to assist with social thinking (PAST) could be expanded to the secondary panel. (May 2017)
5. SEAC recommend to the Board of Trustees that they refer the Anaphylaxis Policy to be updated by the Governance and Policy Committee to reflect part a) below.
6. Additionally, SEAC recommend to the Board of Trustees an update to the Anaphylaxis Protocol and Guidelines to reflect b), c) and d) as listed below.

a. There is a need to update Policy to reflect transitions of students between two schools, and specifically, but not limited to elementary and secondary schools;

b. Initiate communication between elementary and secondary schools regarding anaphylactic needs for students who enroll in the summer secondary transition course;

c. Include in the Anaphylaxis Protocol and Guidelines, information on the transition process and general communications with students, including recommendations arising out of CSLIT meetings scheduled for later this year; and

d. Include in the Secondary Health and Safety Binder located in schools a page on the communication plan to be used with students and date implemented. (Nov. 2017- previously moved by Board)