



REPORT TO

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

### ACCOUNTABILITY FRAMEWORK FOR SPECIAL SERVICES REPORT BACK 2019-2020

*And the Lord said, "Look, they are one people, and they have all one language; and this is only the beginning of what they will do. Nothing that they propose to do will now be impossible for them." (Gn 11:*

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#### INFORMATION REPORT

**Vision:**

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

**Mission:**

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

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



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## **A. EXECUTIVE SUMMARY**

The Accountability Framework for Special Services (AFSS) Report Back 2019-2020 guides renewal and improvement in the delivery of programs and services. The AFSS Report Back 2019-2020 is a reflection of the progress towards the achievement of goals outlined in the Accountability Framework for Special Services 2019-2021.

*The cumulative staff time required to prepare this report was 85 hours.*

## **B. PURPOSE**

The purpose of the AFSS Report Back is to conduct an annual review of Special Education programs through the lens of student achievement and well-being. The report summarizes the work of the various Framework committees during the 2019-2020 school year including their goals, targets and evidence of achievement. It also captures the future focus and next steps of the committees through the 2020-2021 academic year, which include monitoring student engagement, staff professional learning and collaboration as well as program delivery.

## **C. BACKGROUND**

1. The Toronto Catholic District School Board Accountability Framework for Special Education (AFSE), first established in 2010 and now called the Accountability Framework for Special Services (AFSS), guides renewal and improvement in the delivery of programs and services. Over the years, there was expansion of the Accountability Frameworks to eleven committees addressing the learning needs of students identified with different exceptionalities, students in different placements, and Mental Health and Well-being.

2. Aligned with the TCDSB Multi-Year Strategic Plan and Board Learning and Improvement Plan, and informed by the Ministry of Education's *Learning for All* foundational strategies, the AFSS supports the strategic direction to foster student achievement and well-being through four areas of focus.
  - A. Home, School and Parish: Nurturing our Catholic Community;
  - B. Curriculum, Teaching and Learning: A Focus on Assessment Practices;
  - C. Pathways, Planning and Programming: Student Engagement and Well-being; and
  - D. School and Classroom Leadership: Professional Learning, Collaboration and Engagement
3. Eleven committees guide the work of the Accountability Framework for Special Services. Each committee meets at least four times per year. While the goals for improved achievement and well-being for all students with Special Education needs ground our collective commitments, each AFSS committee focuses on unique and targeted areas of need. There are goals that pertain to the population of students with Special Education needs and those that pertain to specific exceptionalities.
4. The 2019-2020 school year was unprecedented. The early part of the school year was marked by labour sanctions across Ontario. On March 12, 2020 the Province of Ontario announced that all provincially funded schools would be shut down to mitigate the impact of the COVID-19 pandemic. All schools remained closed until the end of the school year and "Distance Learning" replaced "in-person" learning for all students K-12, including all students with exceptionalities.
5. The AFSS Report Back 2019-2020 (Appendix A) is a reflection of the progress towards the achievement of goals outlined in the Accountability Framework for Special Services 2019-2021. Due to the exceptional circumstances of the school year, the majority of target specific data from TCDSB surveys and other sources were not available in 2019-2020. Further, there was an urgent necessity to revise goals and prioritize responses to the meet the unique challenges of the academic year that impacted both teaching and learning conditions.
6. The AFSS Report Back 2019- 2020 is informed by the work of the committees that set the goals for the academic year. The AFSS Report Back provides the following information:

1. Smart Goals and Targets from the *Accountability Framework for Special Services 2019-2021*.
  2. Evidence 2019-2020
  3. Next Step(s)
  4. Goal Status
7. The status of each goal is reported using the following scale:
- A. On Target (green) – on track
  - B. Monitor (yellow) – on track but requires additional support
  - C. Action Required (red) – not on track
8. Where target-specific data were not available to inform the reporting of Evidence from the 2019-2020 academic year, evidence of COVID-19-priority strategies put in place to address student learning needs were included. Further, revised next steps that are responsive to mitigating the continued impact of the pandemic on teaching and learning have been included as areas of focus through to the end of the 2020-2021 academic year. These next steps may focus on emerging needs and priorities that could not have been anticipated when Smart Goals and targets were originally presented in the AFSS 2019-2021.
9. The AFSS Committees meet on a regular basis for the following areas:
- A. Autism
  - B. Behaviour
  - C. Blind/Low Vision
  - D. Deaf/Hard of Hearing
  - E. Gifted
  - F. Language Impairment
  - G. Learning Disability
  - H. Mild Intellectual Disability
  - I. Multiple Exceptionalities/Developmental Disability
  - J. Physical Disability (New to be implemented 2020-21)
  - K. Mental Health and Well-Being

## D. EVIDENCE/RESEARCH/ANALYSIS

Category/Exceptionality	Goal Status
Student Voice – all students with an IEP <ul style="list-style-type: none"> <li>Home, School and Parish: Nurturing Our Catholic Community</li> </ul>	On Target
Student Voice – all students with an IEP <ul style="list-style-type: none"> <li>Pathways, Planning and Programming: Student Engagement and Well-Being</li> </ul>	Monitor
Student Achievement – Students with Special Education Needs <ul style="list-style-type: none"> <li>Curriculum, Teaching and Learning: A Focus on Assessment Practices</li> </ul>	Monitor
Autism	Monitor
Behaviour	Monitor
Blind/Low Vision	Monitor
Deaf/Hard of Hearing	Monitor
Giftedness	Monitor
Language Impairment	Monitor
Learning Disability	Monitor
Mild Intellectual Disability	Monitor
Multiple Exceptionalities/Developmental Disability	Monitor
Mental Health	Monitor

The goal status for Physical Disability will be included in the AFSS Report Back 2020-2021.

## E. METRICS AND ACCOUNTABILITY

1. Annual reporting on the work of the Accountability Frameworks for Special Services is undertaken in complain with policy S.P. 01 Special Education Programs and Services.

2. The data, goals and next steps will be continuously monitored by Special Services staff in collaboration with the Research Department members who serve on the various Accountability Framework for Special Services committees.

## **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.