

ACCOUNTABILITY FRAMEWORK FOR SPECIAL SERVICES REPORT BACK 2019 - 2020





OUR 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.

OUR VISION

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



ROOTED IN CHRIST

"Live your lives in him, rooted and built up in him and established in the faith, abounding in thanksgiving." – Colossians, 2:6-7

OUR STRATEGIC DIRECTION

2016-2021

FOSTERING STUDENT ACHIEVEMENT AND WELL BEING

To support our students in achieving academic excellence and meeting the Ontario Catholic School Graduate Expectations



LIVING OUR CATHOLIC VALUES

To understand and apply Catholic Teaching to all that we do



INSPIRING AND MOTIVATING EMPLOYEES

To create a learning and work environment that is equitable and diverse, and that supports professional learning, innovation and collaboration

PROVIDING STEWARDSHIP OF RESOURCES

To establish integrated decision-making structures and processes to support responsive and responsible allocation of resources



ENHANCING PUBLIC CONFIDENCE

To create enhanced, regular communication with all stakeholders



ACHIEVING EXCELLENCE IN GOVERNANCE

To lead and model best practices in Board governance



<https://www.tcdsb.org/Board/MYSP/Pages/MultiYearStrategicPlan.aspx>

ACCOUNTABILITY FRAMEWORK FOR SPECIAL SERVICES REPORT BACK 2019 -2020

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ACCOUNTABILITY FRAMEWORK FOR SPECIAL SERVICES REPORT BACK 2019 - 2020

The TCDSB 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 11 committees. The Accountability Framework for Special Services Report Back 2019 – 2020 is a reflection on the progress towards the achievement of goals outlined in the Accountability Framework for Special Services 2019 – 2021.

AFSS Report Back 2019–2020

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. Due to these exceptional circumstances, 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.

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

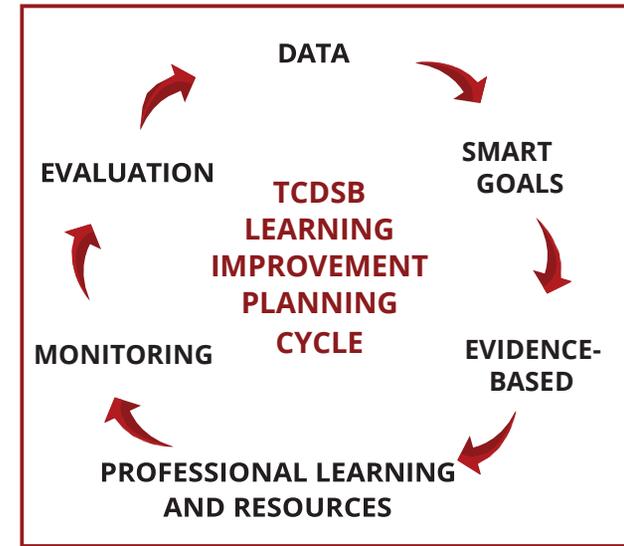
Where target-specific data was not available to inform the reporting of evidence from the 2019-2020 academic year, evidence of COVID-19-priority strategies put in place to address student learning needs were included. Further, revised next steps that are responsive to mitigating the continued impact 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.

TCDSB Accountability Framework for Special Services: Overview

Eleven committees guide the work of the Accountability Framework. Each committee meets at least 4 times per year. While the goals for improved achievement and well-being for all students with Special Education Needs ground our collective commitments, each Accountability Framework focusses 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.

The **AFSS REPORT BACK 2019-2020** presents Goals, Targets, and Evidence for 2019-2020. The status of each goal is reported using the following scale:

- **On Target** - On Track
- **Monitor** - On Track but requires additional support
- **Action Required** - Not on track



Aligned with the **TCDSB Multi-Year Strategic Plan** and **Board**

Learning Improvement Plan, and informed by the Ministry of Education's *Learning for All* foundational strategies, the Accountability Framework for Special Services supports the strategic direction to **FOSTER STUDENT ACHIEVEMENT AND WELL-BEING** through four **AREAS OF FOCUS**:

- HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY**
- CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES**
- PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING**
- SCHOOL AND CLASSROOM LEADERSHIP: PROFESSIONAL LEARNING, COLLABORATION AND ENGAGEMENT**

Exceptionality (based on Exceptionality 1 data)	Total number of students
Autism	1996
Behaviour	167
Blind and Low Vision	9
Deaf and Hard-of-Hearing	88
Developmental Disability	126
Giftedness	1897
Language Impairment	806
Learning Disability	2037
Mild Intellectual Disability	291
Multiple Exceptionalities	168
N/A (students with an IEP only)	8673
Physical Disability	74
Speech Impairment	3

2019 - 2020 Exceptionality 1* Data

(*Primary exceptionality)

As of June 30, 2020.



Exceptionality	JK	SK	Gr 1	Gr 2	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 12
Autism	62	151	159	206	171	179	162	133	124	118	123	78	107	223
Behaviour	0	0	3	11	11	28	26	30	17	17	8	7	3	6
Blind and Low Vision	0	0	0	0	1	1	1	0	0	1	1	1	1	2
Deaf and Hard-of-Hearing	3	6	8	7	4	5	4	7	6	5	5	7	6	15
Developmental Disability	0	1	2	1	2	3	4	8	17	14	8	6	12	48
Giftedness	0	0	0	0	1	0	263	225	308	258	195	200	221	226
Language Impairment	0	0	51	51	79	73	66	73	79	85	63	61	58	67
Learning Disability	0	0	0	1	20	70	128	145	227	219	241	307	314	365
Mild Intellectual Disability	0	0	1	1	2	8	18	20	22	33	27	35	48	76
Multiple Exceptionalities	1	8	13	12	14	13	12	5	10	11	12	12	16	29
N/A (students with an IEP only)	126	98	224	573	844	894	842	854	831	769	711	643	610	654
Physical Disability	2	5	4	4	6	8	3	3	7	8	4	6	7	7
Speech Impairment	0	0	0	0	1	1	0	0	0	0	1	0	0	0

STUDENT VOICE

- All students with an IEP

Safe and Caring Catholic School Climate Survey (Grade 6 & 8)*

Students who reported they have an IEP (including gifted): N = 2012

My School, My Voice (Grades 10 & 12)*

Students who reported they have an IEP (including gifted): N = 1011

*Data from 2018-2019

HOME, SCHOOL AND PARISH: NURTURING OUR CATHOLIC COMMUNITY

DATA ANALYSIS

In 2018 - 2019

Percentage of students with an IEP who responded positively to:

- My school promotes Catholic virtues and values – Elementary **94%**; Secondary **89%**
- My school promotes Catholic practices – Elementary **95%**; Secondary **91%**

In 2019-2020, these data from TCDSB surveys were not available.



SMART GOALS & TARGETS / NEXT STEPS

Continue student engagement in faith development consistent with the Board Learning Improvement Plan

Continue to promote and implement initiatives and strategies that foster a strong home-school-parish connection



Goal status and explanation if goal not met:

On Target

Strategies and Monitoring: See Accountability Frameworks below and the Board Learning and Improvement Plan document.

STUDENT VOICE

- All students with an IEP

Safe and Caring Catholic School Climate Survey (Grade 6 & 8)*

Students who reported they have an IEP (including gifted): N = 2012

My School, My Voice (Grades 10 & 12)*

Students who reported they have an IEP (including gifted): N = 1011

*Data from 2018-2019

PATHWAYS, PLANNING AND PROGRAMMING: STUDENT ENGAGEMENT AND WELL-BEING

DATA ANALYSIS

In 2018 - 2019 the percentage of students with an IEP who responded positively to:

(*Values in parentheses = All students)

- ✓ In general, I like the way I am – Elementary **70% (69%)**; Secondary **62% (59%)**
- ✓ Overall, I have a lot to be proud of – Elementary **67% (66%)**; Secondary **55% (56%)**
- ✓ A lot of things about me are good – Elementary **67% (66%)**; Secondary **60% (59%)**
- ✓ When I do something, I do it well - Elementary **60% (61%)**; Secondary **60% (62%)**
- ✓ I like the way I look – Elementary **61% (59)**; Secondary **53% (51%)**
- ✓ Used my Blueprint to explore education and career life planning at least once a year – Elementary (Gr. 8 only) **74% (76%)**; Secondary **89% (93%)**
- ✓ My school provides opportunities to take part in events that help me learn more about different jobs or careers – Secondary **80% (80%)**

In 2019-2020, some data from TCDSB surveys were not available.

DISTANCE LEARNING SURVEYS

Students who reported they have an IEP (including gifted):

Elementary N = 1195; Secondary N = 848

Student Well-Being (*Values in parenthesis=All students)

Student Voice: Felt stressed or very stressed since March Break:

- Elementary 26% (25%); Secondary 42% (43%)

Student Voice: Grade 8 - In preparing for high school, helpful/very helpful:

- activities to discover strengths, interests, skills for success - 66% (65%)
- having a plan for achieving goals - 64% (63%)

Grade 12 - High school experiences or programs helpful in exploring opportunities and interests for future:

- Co-curricular Activities – 45% (48%); Community involvement/Volunteer activities – 36% (40%); Experiential learning – 23% (27%); Co-op courses – 33% (26%)

SMART GOALS & TARGETS / NEXT STEPS

By June 2021, there will be an increase in positive responses regarding students' self-image:

Elementary – from **60% -70%** range to **64% - 74%** range

Secondary – from **53% - 62%** range to **57% to 66%** range

By June 2021, there will be an increase in the use of my Blueprint by elementary student from **74%** to **78%**

Continue to engage parents' awareness regarding their child's use of my BluePrint

Goal status and explanation if goal not met:

Monitor

- Data informs current and future planning by the accountability frameworks for all exceptionalities.

Strategies and Monitoring: See Accountability Frameworks below and the Board Learning and Improvement Plan document.

STUDENT ACHIEVEMENT - Students with Special Education Needs (excluding Gifted)

CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES

DATA ANALYSIS

EQAO RESULTS

Students with Special Education Needs (excluding Gifted) achieving Level 3 / 4:

	2017-2018				2018-2019			
	All		Participating		All		Participating	
	N	%	N	%	N	%	N	%
Primary Reading	1064	44%	940	49%	1091	43%	956	49%
Primary Writing	1064	51%	947	58%	1091	49%	962	55%
Primary Math	1083	27%	974	30%	1118	22%	995	25%
Junior Reading	1245	48%	1165	51%	1251	49%	1173	52%
Junior Writing	1245	51%	1162	54%	1251	57%	1172	61%
Junior Math	1245	13%	1158	14%	1253	12%	1170	13%
Gr. 9 Academic Math	242	65%	241	65%	286	63%	283	64%
Gr. 9 Applied Math	677	36%	663	37%	595	37%	583	38%

Students with Special Education Needs (excluding Gifted) successful:

	2017-2018		2018-2019	
	Participating		Participating	
	N	%	N	%
OSSLT	806	46%	764	54%

Note: All K-12 EQAO assessments for the 2019-2020 school year were cancelled as per direction from the Ministry of Education due to the extraordinary circumstances facing the Province. Target specific data were not available for 2019-2020.

Goal status and explanation if goal not met: **Action Required**

Data informs current and future planning by all staff.

SMART GOALS & TARGETS/NEXT STEPS

By June 2021, students with Special Education Needs will improve in literacy and numeracy achievement (BLIP Goals, 2018 - 2021):

Students achieving Level 3 / 4:

- Primary Reading **44% to 50%** ■
- Primary Writing **51% to 57%** ■
- Primary Math **27% to 33%** ■

Students achieving Level 3 / 4:

- Junior Reading **48% to 54%** ■
- Junior Writing **51% to 57%** ■
- Junior Math **13% to 19%** ■

Students achieving Level 3 / 4:

- Grade 9 Academic Math **65% to 70%** ■
- Grade 9 Applied Math **36% to 42%** ■

Successful:

- OSSLT: **46% to 52%** successful. ■

Strategies and Monitoring:

See **Accountability Frameworks below and the Board Learning and Improvement Plan document.**

STUDENT ACHIEVEMENT - Looking Ahead 2019-2021

CURRICULUM, TEACHING AND LEARNING: A FOCUS ON ASSESSMENT PRACTICES

DATA ANALYSIS (Statistics in parenthesis are from June 2019)

SMART GOALS & TARGETS / NEXT STEPS

ELEMENTARY: Report Card Learning Skills: Self-Regulation - June 2020

		Needs Improvement	
		N	%
Grade 3	All	(6238) 6235	(5.3%) 3.4%
	SE	(1135) 1155	(15.6%) 10.9%
Grade 6	All	(6467) 6513	(5.1%) 3.6%
	SE	(1276) 1276	(13.2%) 9.4%

By June 2021, there will be a reduction of **3%** in the percentage of students with Special Education needs rated as "Needs Improvement" for the Self-Regulation Report Card Learning Skill.

Monitor

SECONDARY: Report Card Marks: Pass Rates in English and Mathematics - June 2020

ENGLISH		Academic		Applied		LDCC	
		N	%	N	%	N	%
Grade 9	All	(4669) 4642	(95.0%) 97.9%	(1228) 1349	(91.1%) 94.1%	(162) 170	(91.4%) 91.8%
	SE	(368) 364	(91.8%) 95.3%	(602) 591	(90.5%) 93.2%	(156) 159	(91.0%) 91.2%
Grade 10	All	(4624) 4626	(96.4%) 97.9%	(1365) 1293	(92.2%) 92.7%	(114) 130	(94.7%) 93.1%
	SE	(314) 367	(92.4%) 97.0%	(585) 551	(92.1%) 93.5%	(111) 123	(94.6%) 93.5%

By June 2021, there will be a **3%** increase in the percentage of students with Special Education needs passing the English and Mathematics Academic and Applied Courses.

Monitor

MATHEMATICS		Academic		Applied		LDCC	
		N	%	N	%	N	%
Grade 9	All	(4542) 4455	(93.4%) 96.9%	(1506) 1673	(88.2%) 92.8%	(435) 339	(93.1%) 94.1%
	SE	(292) 276	(82.5%) 94.6%	(532) 598	(86.1%) 90.1%	(305) 249	(92.8%) 92.8%
Grade 10	All	(4261) 4195	(90.6%) 94.9%	(1748) 1742	(86.4%) 91.3%	(259) 252	(94.2%) 94.8%
	SE	(231) 250	(80.8%) 87.6%	(563) 551	(83.3%) 89.5%	(205) 195	(95.6%) 93.8%

Note: All: All Students; SE: Students with Special Education Needs (excluding Gifted)

Strategies and Monitoring:
See Accountability Frameworks below and the Board Learning and Improvement Plan document.

REPORT BACK from 2019 - 2020

AUTISM (ASD)		
SMART GOALS & TARGETS	EVIDENCE 2019 - 2020	NEXT STEP(S)
<p>Curriculum Teaching and Learning: A Focus on Assessment Practices</p> <p>By June 2021, improve Self-regulation of students identified with Autism.</p> <p>In 2019-2020,</p> <ul style="list-style-type: none"> • 80% of targeted students in the Program to Assist Social Thinking (PAST) program will be able to understand their emotions and use strategies to be flexible in their thinking as measured by teacher checklists tracked over a pre- and post-test period. • By June 2021, there will be a 3% improvement in Self-regulation learning skills rated as Excellent or Good (Grade 4 2020-2021 Cohort). <p>School & Classroom Leadership: Professional Learning, Collaboration and Engagement</p> <p>By June 2021, promising practices in the area of Self-regulation and resources will be shared with elementary schools.</p> <ul style="list-style-type: none"> • In 2019-2020, 75% of elementary schools will plan learning opportunities in the area of Self-regulation for students based on the resources and information shared with them. <p>By June 2021, there will be deepened professional learning for school administrators focused on supporting students with Autism.</p> <ul style="list-style-type: none"> • In 2019-2020, 75% of vice-principals and principals will attend a workshop to have a better understanding of resources available to share with staff in order to support students with Autism and continue to build capacity. <p>Note: Target-specific data were not available in 2019-2020. There were cancellations due to labour sanctions and the pandemic; students were not in school and were learning virtually.</p>	<p>Pivot to Support Access to Virtual Learning</p> <p>The following resources were created to support students access to virtual learning and to support parents and staff:</p> <ul style="list-style-type: none"> • A secondary teacher newsletter, <i>Supporting Your Students with ASD through Distance Learning</i> (April and October) to support students and their parents during distance learning to reduce stress/anxiety. • A secondary student newsletter, <i>Tips to Support Your Distance Learning Experience</i>, (two in April) to support students on the credit bearing pathway by providing tips and strategies to navigate a shift to distance learning. • A Google site for parents of Grade 8 students transitioning to secondary based on their pathway to ease anxiety around this transition. • A Google site for parents to access special education resources and activities (Social Narratives, Visual Supports, ABA Strategies at Home and Home Routine Scripts) to support their children with special education needs, including those with Autism. • A Google site for teachers to access special education resources and activities (e.g., teacher created newsletters and resources) to support students with special education needs, including those with Autism. • Parent and student engagement in distance learning was provided through the multidisciplinary Autism Team with outreach to parents of students based on school/parent concerns and previous referral. Support and outreach continued throughout the Summer. • There was an emphasis on supporting students as they transitioned to school in the Fall. • Common Feedback Form Results (5 PD sessions, 156 staff respondents): 95% strongly agreed or agreed that they would integrate their learning into their planning and instruction; 96% agreed or strongly agreed that the PD session would contribute to student learning and achievement. 	<ul style="list-style-type: none"> • For the elementary panel, the focus will continue to remain on improvement to self-regulation. A Social Skills kit has been created and will be piloted in eight elementary schools. Feedback will be collected from staff and parents to inform whether there has been improvement of self-regulation skills in targeted students in these schools. Improvement of teacher reports of self-regulation on report cards of targeted students will also be reviewed. • For the secondary panel, Social Competency Modules have been created and will be piloted in two secondary schools where feedback will be collected from staff and students to inform whether there has been an increase in social engagement for targeted students in these schools. Surveys completed by teachers and students will inform the outcome focusing on sense of belonging and school connectedness.
<p>Goal Status: Monitor</p>	<p><i>The report-back for 2019-20 takes into consideration the very unique attributes of program implementation during Covid-19 Pandemic operations. In the period from September 2019-June 2020, the implementation of Special Services and Programs was profoundly influenced by the pivot of teaching/learning from labour unrest to Covid operations. Within this landscape, staff has undertaken to monitor goals and targets, examine evidence, and engage planning for next steps in the multi-year AFSS in view of the unique teaching and learning opportunities that have been made manifest during this time.</i></p>	

REPORT BACK from 2019 - 2020

BEHAVIOUR (BEH)		
SMART GOALS & TARGETS	EVIDENCE 2019 - 2020	NEXT STEP(S)
<p>Curriculum, Teaching and Learning: A Focus on Assessment Practices</p> <ul style="list-style-type: none"> By June 2021, 85% of primary students in Intensive Support Programs (ISP) behaviour classes will have increased access to integration because of improved Self-Regulation strategies using <i>Behaviour Matters</i> program. <p>Home, School & Parish: Nurturing Our Catholic Community</p> <ul style="list-style-type: none"> By June 2021, 100% of parents of students in ISP behaviour classes will have an opportunity to attend two sessions on engagement and collaboration between school and home. Participants will be asked to complete exit surveys to assess their awareness and satisfaction with content. <p>Note: Target specific data were not available in 2019-2020, as <i>Behaviour Matters</i> could not be engaged. While target-specific data were not available, the Student Support Team was actively engaged.</p>	<p>The Student Support Response Team (SSRT) was actively engaged by:</p> <ul style="list-style-type: none"> Supporting behaviour ISP students and teachers to model self-regulation and build capacity in virtual ISP classes. Mentoring 8 out of the 20 elementary programs, approximately 50 students and 16 staff. Offering transitional support for students new to the ISP or leaving the ISP to return to their home school/High School. Offering direct instruction. Modeling for staff classroom set up (scheduling, physical space, and materials). Providing staff with procedure guidance with regards to TCDSB Special Education requirements (IEP, Special Services, BEH/Safety plans, Alternative reports), and individualized support for students struggling in the ISP. Providing PD to programs, lunch and learns, and reviews of CPI de-escalation procedures. In some cases, entire school staff (4 elementary school staffs during lunch and learns). <p>From March to June 2020, the Behaviour team and SSRT:</p> <ul style="list-style-type: none"> Created a google portal for staff and parents, grade specific, providing links to resources to help support social skills development, mental health, social/emotional well-being, mindfulness, Behavior management skills and Covid19 specific supports. Supported ISP Behavior classes, 20 online programs, with regards to social skills, counselling support and support accessing requirements to participate in virtual learning. 	<ul style="list-style-type: none"> Investigate virtual programming through <i>Behaviour Matters</i> for at least two ISP programs as a pilot using digital platform. Continue SSRT support to behavior programs, including modeling de-escalation and resource support for emotion management and track success during integration periods. In spring 2021, administer Parent Feedback forms to learn about specific student needs and to inform practices to improve communication and engagement. Implement Common Feedback Form for the PD session in February 2021 for support staff.
<p>Goal Status: Monitor</p>	<p><i>The report-back for 2019-20 takes into consideration the very unique attributes of program implementation during Covid-19 Pandemic operations. In the period from September 2019-June 2020, the implementation of Special Services and Programs was profoundly influenced by the pivot of teaching/learning from labour unrest to Covid operations. Within this landscape, staff has undertaken to monitor goals and targets, examine evidence, and engage planning for next steps in the multi-year AFSS in view of the unique teaching and learning opportunities that have been made manifest during this time.</i></p>	

REPORT BACK from 2019 - 2020

<h1>BLIND AND LOW VISION (B/LV)</h1>		
SMART GOALS & TARGETS	EVIDENCE 2019 - 2020	NEXT STEP(S)
<p>By June 2021, enhance processes by which BLV students access assistive technology resources in accordance with Ministry guidelines.</p> <p>In 2019-2020,</p> <ul style="list-style-type: none"> • 100% of BLV students receiving Tier 1, 2, or 3 support who have received an SEA device will receive technology training via Bridges complemented with additional training by the in-house Assistive Technology (AT) team. • 100% of staff supporting Tier 3 BLV students will receive additional training in support of incorporating the use of technology in their daily curriculum. <p>TCDSB Students supported by the TDSB Blind/Low Vision Program (Total: 40 Students):</p> <p>Tier 1 - 19 Tier 2 - 10 Tier 3 - 11</p>	<ul style="list-style-type: none"> • This year the focus was on the ongoing learning and professional development focused on how to provide instruction in the Expanded Core Curriculum for Students with a Visual Impairment, virtually. • Workshop in writing IEP's with a focus on writing Alternative Page 3's for B/LV students; reviewing what is appropriate to write in the Current Level of Achievement for Alternative Program, how to write measurable goals and expectations with qualifiers that can be accurately observed and a review of appropriate assessment tools to include on the IEP, specifically for B/LV students who are working within the Expanded Core Curriculum for students with visual impairments. • Workshop in using Google Suite, with a focus on accessing Google Drive with accessibility features. • Ongoing involvement in the development of D2L (BrightSpace) with the developers to ensure it is accessible for screen-reader users (i.e., JAWS). • Workshops and capacity building (mentoring) in the writing of assessments (Functional Vision Assessments, Learning Media Assessments, and Orientation and Mobility Assessments). 	<ul style="list-style-type: none"> • There has been some tangible progress with respect to technology within TCDSB, in locating and setting up Special Equipment Amount (SEA) equipment, connecting with SEA IT, providing access to TCDSB platforms for TDSB staff, connecting TDSB staff with the Help Desk. • There will be a focus on the development of quicker turnaround times from the submission of the claim to the delivery of the equipment to the school.
<p>Goal Status: Monitor</p>	<p><i>The report-back for 2019-20 takes into consideration the very unique attributes of program implementation during Covid-19 Pandemic operations. In the period from September 2019-June 2020, the implementation of Special Services and Programs was profoundly influenced by the pivot of teaching/learning from labour unrest to Covid operations. Within this landscape, staff has undertaken to monitor goals and targets, examine evidence, and engage planning for next steps in the multi-year AFSS in view of the unique teaching and learning opportunities that have been made manifest during this time.</i></p>	

REPORT BACK from 2019 - 2020

DEAF AND HARD-OF-HEARING (D/HH)		
SMART GOALS & TARGETS	EVIDENCE 2019 - 2020	NEXT STEP(S)
<p>By June 2021, there will be an increase in the level of participation in social networking events for students who are D/HH in the Junior Division:</p> <ul style="list-style-type: none"> 80% of identified D/HH students in junior grades will engage in social networking events. <p>Revise Girls' Talk/Boys' Club events based on grade divisions.</p> <p>Provide speakers and activities for students at D/HH picnic, <i>Girls' Talk/Boys' Club</i> that focus on positive self-image and self-advocacy.</p> <p>By June 2021, there will be an increase in positive responses regarding D/HH students' understanding themselves as learners and their well-being:</p> <ul style="list-style-type: none"> D/HH Family Picnic feedback survey D/HH <i>Girls' Talk</i> feedback D/HH Boys' Club feedback <p>Note: Target-specific data were not available in 2019-2020. Students were unable to gather for social events; there were cancellations due to labour sanctions and the pandemic.</p>	<p>Pivot to Support Access to Virtual Learning</p> <p>The following activities supported the goals.</p> <ul style="list-style-type: none"> Revised the <i>Girls' Talk/Boys' Club</i> events format combining boys and girl was more effective than separate events for boys and girls; Provided Hearing Assistive Technology (HAT), at home to 21 elementary and 14 secondary students including accessories/support to patch HAT D/HH teachers provided classroom teachers resources to accommodate students with hearing loss in virtual sessions; D/HH teachers provided parents with information to support creating a better virtual learning environment for their child at home; Staff contributed to board website resources for parents to support language development during this period of virtual learning; Teacher collaborative inquiry was developed including strategies to conduct virtual assessments; All staff participated in professional learning sessions about teaching students who are D/HH virtually; Educational audiologist assessed and provided appropriate and up-to-date technology (through SEA); Supported HAT at home through consultation with parents; 	<p>Access to Technology</p> <ul style="list-style-type: none"> Educational audiologist will continue to meet with each teacher to consider each student and determine most appropriate HAT during this period of remote learning. The most appropriate technology will be immediately ordered through SEA process. <p>Student Engagement/Wellness</p> <ul style="list-style-type: none"> D/HH teachers will continue to check and connect with students as well as with classroom teachers and parents. Explore opportunities to virtually teach small groups of students with similar learning needs. Offer virtual small group sessions for students of similar grade levels and interests that promote positive self-image (e.g., working with an artist, cooking with a chef). <p>Professional Learning</p> <ul style="list-style-type: none"> Provide virtual in-services on needs of D/HH students to teachers of newly identified students. Educational audiologist to share best evidence-informed practices re: HAT. Attend D/HH in-services offered through Itinerant Teachers of the D/HH Southern Ontario (i.e., Effective Collaboration On-line).
<p>Goal Status: Monitor</p>	<p><i>The report-back for 2019-20 takes into consideration the very unique attributes of program implementation during Covid-19 Pandemic operations. In the period from September 2019-June 2020, the implementation of Special Services and Programs was profoundly influenced by the pivot of teaching/learning from labour unrest to Covid operations. Within this landscape, staff has undertaken to monitor goals and targets, examine evidence, and engage planning for next steps in the multi-year AFSS in view of the unique teaching and learning opportunities that have been made manifest during this time.</i></p>	

REPORT BACK from 2019 - 2020

GIFTEDNESS (GI)

SMART GOALS & TARGETS	EVIDENCE 2019 - 2020	NEXT STEP(S)																					
<p>Curriculum Teaching and Learning: A Focus on Assessment Practices</p> <p>By June 2021, there will be 3% improvement in Organization and Self-regulation skills rated as "excellent" (2019-2020 Grade 6 cohort).</p> <p>School & Classroom Leadership: Professional Learning, Collaboration and Engagement</p> <p>By June 2021, there will be deepened professional learning for 100% of elementary and secondary teachers of Gifted students on relevant topics such as:</p> <ul style="list-style-type: none"> • Characteristics of Giftedness. • Supporting the various learning needs of students with Giftedness. • Promoting continuous engagement and self-motivation. • Maintaining a balanced focus on curricular and co-curricular activities. • Executive functioning skills. • Time management strategies. • Organizational strategies. <p>By June 2021, prepare and circulate annual newsletters across the TCDSB community to expand the understanding of Giftedness.</p>	<ul style="list-style-type: none"> • No significant changes in "excellent" ratings. However, there was a significant increase in "good" ratings of approximately 4%. • A relatively smooth transition of Congregated and Withdrawal classes to a virtual format, with student engagement remaining high. • October 2019 Newsletter: <i>Misconceptions Surrounding Giftedness</i>. <table border="1" data-bbox="730 672 1302 1068"> <thead> <tr> <th data-bbox="730 672 968 727">Learning Skills</th> <th data-bbox="968 672 1136 727">2019-2020 (Baseline)</th> <th data-bbox="1136 672 1302 727">2020-2021 (Term 2)</th> </tr> </thead> <tbody> <tr> <td colspan="3" data-bbox="730 735 1302 781">Organization</td> </tr> <tr> <td data-bbox="730 781 968 842">Excellent</td> <td data-bbox="968 781 1136 842">64.9%</td> <td data-bbox="1136 781 1302 842">65.0%</td> </tr> <tr> <td data-bbox="730 842 968 898">Good</td> <td data-bbox="968 842 1136 898">23.6%</td> <td data-bbox="1136 842 1302 898">27.0%</td> </tr> <tr> <td colspan="3" data-bbox="730 898 1302 953">Self-Regulation</td> </tr> <tr> <td data-bbox="730 953 968 1015">Excellent</td> <td data-bbox="968 953 1136 1015">68.0%</td> <td data-bbox="1136 953 1302 1015">66.8%</td> </tr> <tr> <td data-bbox="730 1015 968 1068">Good</td> <td data-bbox="968 1015 1136 1068">22.2%</td> <td data-bbox="1136 1015 1302 1068">26.5%</td> </tr> </tbody> </table>	Learning Skills	2019-2020 (Baseline)	2020-2021 (Term 2)	Organization			Excellent	64.9%	65.0%	Good	23.6%	27.0%	Self-Regulation			Excellent	68.0%	66.8%	Good	22.2%	26.5%	<ul style="list-style-type: none"> • Professional Development opportunities for teachers of the Gifted Students. • Next newsletter <i>Programming for Gifted Students</i> to be released in the Fall 2021.
Learning Skills	2019-2020 (Baseline)	2020-2021 (Term 2)																					
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REPORT BACK from 2019 - 2020

LANGUAGE IMPAIRMENT (LI)		
SMART GOALS & TARGETS	EVIDENCE 2019 - 2020	NEXT STEP(S)
<p>Curriculum Teaching and Learning: A Focus on Assessment Practices</p> <p>In June 2020, there will be a significant reduction (September-June) in the proportion of students rarely demonstrating each of the 9 student oral language skills.</p> <p>School & Classroom Leadership: Professional Learning, Collaboration and Engagement</p> <p>By June 2021, evidence informed practices in the area of communication and self-regulation will be shared with elementary schools.</p> <ul style="list-style-type: none"> At least 85% of students in the LI Intensive Support Program (ISP) classroom will have teacher survey data administered, collected, and analysed. <p>By June 2021, increase teacher capacity to support achievement for students with Language Impairment:</p> <ul style="list-style-type: none"> 75% of LI-ISP teachers will plan learning opportunities that support communication and self-regulation based on the resources and information shared with them. <p>Note: Target-specific data were not available in 2019-2020 due to labour sanctions and the pandemic.</p>	<p>Pivot to Support Access to Virtual Learning</p> <ul style="list-style-type: none"> Created Google sites to provide a variety of information and resources: <ul style="list-style-type: none"> to Speech and Language Pathologists (SLPs) on the topic of virtual learning and COVID-19 protocols to educators and families internal department sites to share information about changes in service delivery. Responded to the virtual learning environment with committee-based initiatives to produce resources for teachers and families to use online. Developed a parent resource website: <ul style="list-style-type: none"> multimedia resources, micro-videos, etc. activities to support early literacy and oral language learning (during family routines). Developed protocols and ongoing professional development for online assessment and intervention tools. Produced 'calendar' with daily activities for teachers and parents to use with students. Planned/implemented programming for SLPs to support virtual Language Impairment (LI) programs. SLPs provided individual program support/consultation to LI teachers. Cohort from 2019-20 continued in Fall 2020. 	<p>Student Engagement/Wellness</p> <ul style="list-style-type: none"> Provide structured activities to address self regulation (a key component to effective communication and to wellness). Create additional daily activities for teachers to access (including printable handouts, activity suggestions, lesson plans, etc.) that address social emotional learning skills and communication strategies. Promote parent/teacher website with mental health and wellness resources. Monitor student engagement to inform instruction. <p>Professional Learning</p> <ul style="list-style-type: none"> SLPs to offer sessions to LI class teachers to meet the virtual and in-person programming needs. Continue to explore alternative programming to reflect the rapidly changing learning environment and additional demands of students. Explore opportunities to provide sessions to parents (e.g., oral language and communications strategies). Offer an "Ask a Speech-Language Pathologist" forum for teachers at St. Anne Catholic Academy – School of Virtual Learning.
<p>Goal Status: Monitor</p>	<p><i>The report-back for 2019-20 takes into consideration the very unique attributes of program implementation during COVID-19 Pandemic operations. In the period from September 2019-June 2020, the implementation of Special Services and Programs was profoundly influenced by the pivot of teaching/learning from labour unrest to COVID operations. Within this landscape, staff has undertaken to monitor goals and targets, examine evidence, and engage planning for next steps in the multi-year AFSS in view of the unique teaching and learning opportunities that have been made manifest during this time.</i></p>	

REPORT BACK from 2019 - 2020

LEARNING DISABILITY (LD)		
SMART GOALS & TARGETS	EVIDENCE 2019 - 2020	NEXT STEP(S)
<p>Curriculum Teaching and Learning: A Focus on Assessment Practices</p> <p>Students with the LD exceptionality in grades 2-5 using the Lexia Reading intervention will have an average gain of at least 1.0 grade levels over the course of the year.</p> <p>Students with the LD exceptionality in Empower™ Reading: Decoding and Spelling Gr. 2-5 will make a Running Record gain on average of 6 Running Records levels over the course of the year.</p> <p>School & Classroom Leadership: Professional Learning, Collaboration and Engagement</p> <p>By June 2021, 100% Special Education teachers will participate in at least one professional learning session focused on understanding and addressing the academic and social emotional needs of students with learning disabilities.</p> <p>By June 2021, increase equity and availability of Lexia licenses from 500 to 1500.</p> <p>By June 2021, the assigned number of Empower™ intervention programs will be distributed among a greater number of elementary schools (75 school) in order to enhance equity of access of this program across the Board.</p> <p>Note: Target-specific data were not available in 2019-2020 due to labour sanctions and the pandemic.</p>	<p>Pivot to Support Access to Virtual Learning</p> <ul style="list-style-type: none"> • The Empower™ programs were paused at the beginning of the closure in March 2020, and resumed during the 2020-2021 school year. • Empower™ teachers established distance-learning classes via "Check and Connect" with families to continue support for Empower™ students at home with reading strategies. • During the closure, students were guided and instructed through weekly Provisional Worksheets that served to review and consolidate previous Empower™ lessons. • Teachers continued to work individually with students on story reading and "challenge words" to continue to support and practise reading strategies. 	<ul style="list-style-type: none"> • Final data collection reflecting reading improvements for Lexia and Empower™ Reading. • Delivery of professional development for Special Education teachers during the 2020-2021 school year. This will include establishing a Google classroom for virtual presentations, archiving of past presentations, and a repository for Learning Disability resources. • Distribution of existing Lexia licenses to LD ISP classes this current school year (2020-2021). • Planning for strategic placement of Empower™ programs to address equity of access across the board. • Ensuring that all students who started during the 2019-2020 academic year have completed the full Empower™ program in 2020-2021. • Purchase of 1500 more Lexia licenses by June 2021, with all remaining students in LD ISP classes able to access Lexia.
<p>Goal Status: Monitor</p>	<p><i>The report-back for 2019-20 takes into consideration the very unique attributes of program implementation during COVID-19 Pandemic operations. In the period from September 2019-June 2020, the implementation of Special Services and Programs was profoundly influenced by the pivot of teaching/learning from labour unrest to COVID operations. Within this landscape, staff has undertaken to monitor goals and targets, examine evidence, and engage planning for next steps in the multi-year AFSS in view of the unique teaching and learning opportunities that have been made manifest during this time.</i></p>	

REPORT BACK from 2019 - 2020

MILD INTELLECTUAL DISABILITY (MID)		
SMART GOALS & TARGETS	EVIDENCE 2019 - 2020	NEXT STEP(S)
<p>Curriculum Teaching and Learning: A Focus on Assessment Practices</p> <p>By June 2021, 100% of students in MID Intensive Support Programs (ISP) classrooms will start to use Lexia reading intervention software.</p> <p>By June 2020, students with an identification of MID who currently are using Lexia reading intervention software will have an average of 0.5 grade-level reading improvement gain.</p> <p>School & Classroom Leadership: Professional Learning, Collaboration and Engagement</p> <p>By June 2021, 100% of MID ISP classroom Teachers will receive Lexia program training.</p> <p>Note: Target specific data were not available in 2019 – 2020 due to labour sanctions and the pandemic.</p>	<p>Pivot to Support Access to Virtual Learning</p> <ul style="list-style-type: none"> • MID ISP teachers established distance-learning classrooms via "Check and Connect" with families of students. • Students continued to be supported with access to the Lexia reading intervention during the closure. • Access to Lexia Reading Online Resources were made available for teachers and parents to support student reading during the school closure. 	<ul style="list-style-type: none"> • Distribution of existing Lexia licenses to MID ISP classes this school year (2020-2021). • Monitoring of student reading improvement gains for students using Lexia reading intervention software in MID ISP classes.
<p>Goal Status: Monitor</p>	<p><i>The report-back for 2019-20 takes into consideration the very unique attributes of program implementation during COVID-19 Pandemic operations. In the period from September 2019-June 2020, the implementation of Special Services and Programs was profoundly influenced by the pivot of teaching/learning from labour unrest to COVID operations. Within this landscape, staff has undertaken to monitor goals and targets, examine evidence, and engage planning for next steps in the multi-year AFSS in view of the unique teaching and learning opportunities that have been made manifest during this time.</i></p>	

REPORT BACK from 2019 - 2020

MULTIPLE EXCEPTIONALITIES (ME) / DEVELOPMENTAL DISABILITY (DD)

SMART GOALS & TARGETS	EVIDENCE 2019 - 2020	NEXT STEP(S)
<p>Curriculum Teaching and Learning: A Focus on Assessment Practices</p> <p>By June 2021, 75% of secondary teachers will respond positively regarding the literacy learning engagement of students in their ME/DD Intensive Support Program (ISP) class.</p> <p>By June 2021, 75% of elementary teachers will respond positively regarding the numeracy learning engagement of students in their ME/DD ISP class.</p> <p>School & Classroom Leadership: Professional Learning, Collaboration and Engagement</p> <p>By June 2021, 75% of secondary teachers of the ME/DD ISP class will implement the use of Early Literacy Builder resource with students to address their functional literacy skills.</p> <p>By June 2021, 75% of elementary teachers of the DD/ME program will implement the use of EQUALS program to address the functional numeracy skills of their students and increase student engagement.</p> <p>Note: Target-specific data were not available in 2019-2020. There were cancellations due to labour sanctions and the pandemic; students were not in school and were learning virtually.</p>	<p>Pivot to support Access to Virtual Learning</p> <p>The following resources were created to support students access to virtual learning and to support parents and staff:</p> <ul style="list-style-type: none"> • Tip sheets (<i>High 5</i>) for staff in ME/DD ISP classes and primary classes to use and share with parents, providing interactive life skills activities for elementary ME/DD and primary students using core language (distributed weekly over 8 weeks from April to June). • A parent newsletter, <i>Parent Tips to Support ME Students in Secondary</i>, supporting parents during distance learning to reduce stress/anxiety for them and their child (distributed weekly over 5 weeks during April and May). • A Google site for parents of Grade 8 students transitioning to secondary based on their pathway to ease anxiety around this transition: https://sites.google.com/tcdsb.ca/meddtransitiontohighschool/home • A Google site for elementary and secondary teachers to access special education resources and activities (included planning for virtual learning focusing on life skills activities) to support students with special needs, including those in ME/DD ISP classes. • Multidisciplinary staff supported distance learning for ME/DD students. • Parents and students were supported throughout the summer in the ME/DD Summer program. • There was an emphasis on supporting students as they transitioned to school in the Fall. 	<ul style="list-style-type: none"> • Professional learning will be offered to elementary teachers of the ME/DD ISP class to support the continued implementation of the EQUALS program to address the functional numeracy skills of their students and increase student engagement. • Professional learning will be offered to elementary teachers of the ME/DD ISP class to support the continued implementation of the <i>MeVille to WeVille</i> program to address the literacy skills of their students and increase student engagement. • Resource staff to continue supporting the implementation of the Early Literacy Builder resource with students at the secondary level. • Tip sheets (<i>High 5</i>) for staff in ME/DD ISP classes and primary classes will be continued monthly.
<p>Goal Status: Monitor</p>	<p><i>The report-back for 2019-20 takes into consideration the very unique attributes of program implementation during COVID-19 Pandemic operations. In the period from September 2019-June 2020, the implementation of Special Services and Programs was profoundly influenced by the pivot of teaching/learning from labour unrest to COVID operations. Within this landscape, staff has undertaken to monitor goals and targets, examine evidence, and engage planning for next steps in the multi-year AFSS in view of the unique teaching and learning opportunities that have been made manifest during this time.</i></p>	

REPORT BACK from 2019 - 2020*

*For this Exceptionality, the focus will be on Looking Ahead. The Looking Ahead from the AFSS 2019 has been revised for the 2020-2021 academic year.

PHYSICAL DISABILITY (PD)			
DATA ANALYSIS	SMART GOALS & TARGETS	EVIDENCE BASED STRATEGIES	MONITORING
<p>Identify the range of physical disability and the supports currently in place.</p> <p>Area for growth: To be determined by June 2021.</p>	<p>Curriculum Teaching and Learning: A Focus on Assessment Practices</p> <p>By Spring 2021, create a framework to support staff who work with students with the Physical Disability identification.</p> <p>The framework will focus on understanding the learning environments and profile of students with Physical Disabilities. It will set targets for June 2021 in support of full inclusion of students identified with the Physical Disability exceptionality.</p>	<p>Survey schools to identify the specific nature of the physical disability of students and the locally developed supports that are in place to assist them with the curriculum.</p> <p>Chronicle best practices currently in place to support students with Physical Disabilities.</p> <p>Provide professional development to build capacity in support of students with Physical Disability.</p>	<p>Central staff will:</p> <ul style="list-style-type: none"> Monitor effectiveness of professional learning. <p>Field superintendents, in collaboration with the Superintendent of Special Services will:</p> <ul style="list-style-type: none"> Monitor inclusion of students with Physical Disability needs and their ability to access the curriculum as independently as possible. <p>Administrators will:</p> <ul style="list-style-type: none"> Monitor the implementation of IEP goals specific to the learning profiles of students with a Physical Disability. <p>Teachers will:</p> <ul style="list-style-type: none"> Monitor students using assessment for learning strategies
	<p>Curriculum Teaching and Learning: A Focus on Assessment Practices</p> <p>By June 2021, there will be full inclusion of students identified with Physical Disability through student-specific accommodations and assistive technology.</p>		
	<p>Professional Learning, Collaboration and Engagement</p> <p>By June 2021, there will be increased professional learning opportunities and sharing of effective practices to support students with Physical Disability identification.</p>		
<p>Goal Status:</p> <p><i>The report on goal status will be included in the AFSS Report Back 2020-2021.</i></p>			

MENTAL HEALTH AND WELL-BEING

WE REACH EVERY STUDENT

- AUTISM
- BEHAVIOUR
- BLIND AND LOW VISION
- DEAF AND HARD-OF-HEARING
- DEVELOPMENTAL DISABILITY
- GIFTEDNESS
- LANGUAGE IMPAIRMENT
- LEARNING DISABILITY
- MILD INTELLECTUAL DISABILITY
- MULTIPLE EXCEPTIONALITIES
- PHYSICAL DISABILITY
- SPEECH IMPAIRMENT
- STUDENTS WITH AN IEP ONLY



A CATHOLIC SCHOOL GRADUATE IS EXPECTED TO BE:



A DISCERNING BELIEVER



AN EFFECTIVE COMMUNICATOR



A REFLECTIVE, CREATIVE AND HOLISTIC THINKER



A SELF-DIRECTED, RESPONSIBLE, LIFELONG LEARNER



A COLLABORATIVE CONTRIBUTOR



A CARING FAMILY MEMBER



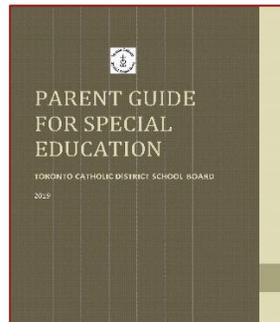
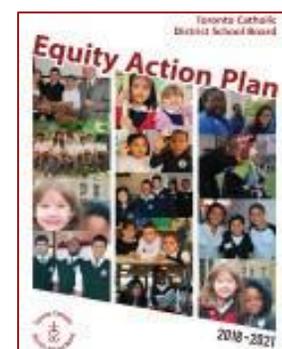
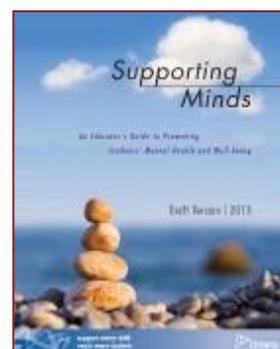
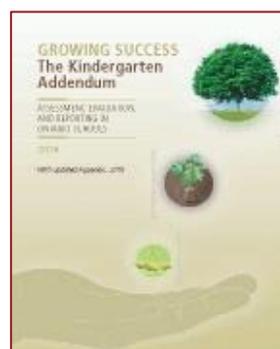
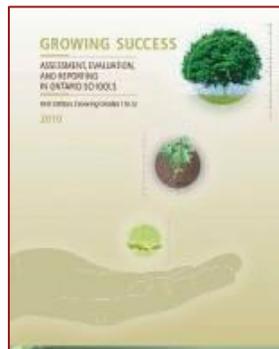
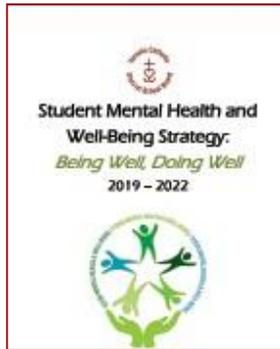
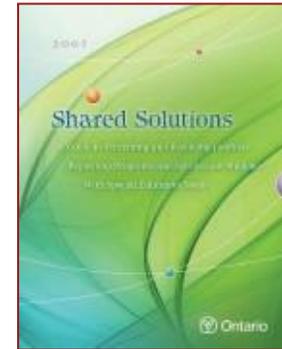
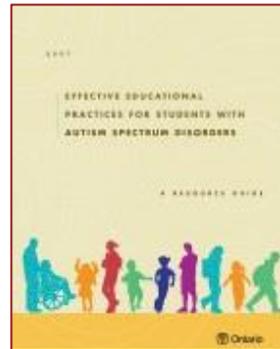
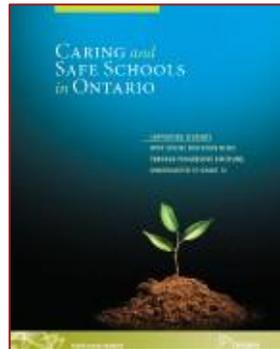
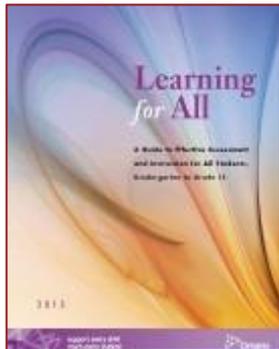
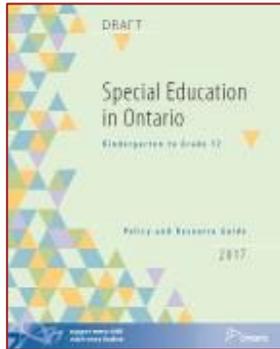
A RESPONSIBLE CITIZEN

REPORT BACK from 2019 - 2020

MENTAL HEALTH (MH)		
SMART GOALS & TARGETS	EVIDENCE 2019 - 2020	NEXT STEP(S)
<p>Student Engagement and Well-Being</p> <p>By June 2021, there will be an increase in positive responses regarding students' self-image or social-emotional competency (based on a range of questions):</p> <ul style="list-style-type: none"> Elementary – maintain positive range (78% to 88%). Secondary – from 71% - 83% range to 75% to 85% range. <p>By June 2021, there will be an increase in <i>Stop the Stigma</i> Mental Health and Well-being initiatives from 54 elementary schools.</p> <p>Professional Learning, Collaboration and Engagement</p> <p>By June 2021, there will be an increase in positive responses regarding staff well-being:</p> <ul style="list-style-type: none"> Workforce Census – 2019-2020 Baseline. 	<ul style="list-style-type: none"> Some target specific data were not available in 2019-2020. More detailed information on the Pandemic Response to supporting mental health and well-being may be found in the Annual Mental Health and Well-Being Report presented to the Student Achievement and Well-being Committee (January 2021) Distance Learning Student Survey results: <ul style="list-style-type: none"> Student Well-being focused question: Student Voice: Felt stressed or very stressed since March Break: <ul style="list-style-type: none"> Elementary 25%; Secondary 43% <i>Stop the Stigma</i> initiative expanded from 54 to 73 elementary schools 3285 staff participated in the TCDSB Workforce census online. Preliminary results indicate 60% of all staff reporting work-related stress. Professional Development (PD) on mental health offered to secondary educators during February 2020 <i>Leaders of Your Own Learning</i> (LOYOL) PD opportunity. Suicide awareness through <i>SafeTalk</i> offered to 240 staff members. A total of 120 team members were trained on suicide intervention skills. Delivered numerous live Mental Health PD sessions to staff including 150 Teaching and Learning Collaborative (TLC) team members, and 150 business leaders. 	<ul style="list-style-type: none"> <i>Stop the Stigma</i> Campaign will increase to expand to all Grade 6-12 St. Anne students. Mental health PD offered to various teams remotely including St. Anne educators, 100 team members will follow suicide awareness webinars, a total of 12 clinicians will be trained in suicide intervention skills. Continue to deliver PD on Staff Well-Being to secondary educators through LOYOL and through live sessions as well as pre-recorded webinars to be shared through the system.
<p>Goal Status: Monitor</p>	<p><i>The report-back for 2019-20 takes into consideration the very unique attributes of program implementation during COVID-19 Pandemic operations. In the period from September 2019-June 2020, the implementation of Special Services and Programs was profoundly influenced by the pivot of teaching/learning from labour unrest to COVID operations. Within this landscape, staff has undertaken to monitor goals and targets, examine evidence, and engage planning for next steps in the multi-year AFSS in view of the unique teaching and learning opportunities that have been made manifest during this time.</i></p>	

ACCOUNTABILITY FRAMEWORK FOR SPECIAL SERVICES: RESOURCES

The following RESOURCES have informed our plan:





TORONTO CATHOLIC DISTRICT SCHOOL BOARD TRUSTEES 2020 – 2021

Wards

1. Joseph Martino, Chair	416-512-3401
2. Markus de Domenico	416-512-3402
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5. Maria Rizzo	416-512-3405
6. Frank D'Amico	416-512-3406
7. Michael Del Grande	416-512-3407
8. Garry Tanuan	416-512-3408
9. Norm Di Pasquale	416-512-3409
10. Daniel Di Giorgio	416-512-3410
11. Angela Kennedy	416-512-3411
12. Nancy Crawford, Vice-Chair	416-512-3412
Keith Andre Baybayon, Student Trustee	416-512-3413
Kathy Nguyen, Student Trustee	416-512-3417

Dr. Brendan Browne, Director of Education
Joseph Martino, Chair of the Board

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JANUARY 2021