

THAMES VALLEY DISTRICT SCHOOL BOARD PROGRAM AND SCHOOL SERVICES ADVISORY COMMITTEE AGENDA

February 5, 2019, 6:00 p.m.
Board Room, Education Centre

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| 1. Approval of the Agenda | |
| 2. Conflicts of Interest | |
| 3. Minutes of the Previous Meeting | 2 |
| The minutes of the 2019 January 8 meeting are provided for information. | |
| a. Business Arising from the Previous Meeting | |
| 4. 2018-2019 Operational Plan Implementation Update | 4 |
| 5. Thames Valley School Climate Survey System-Level Results | 26 |
| 6. Ministry Consultations Regarding Class Size and Hiring/Reg. 274 | 83 |
| 7. Community Advisory Committee Updates (Standing Item) | |
| 8. Other Business | |
| 9. Questions and Comments of Members (Standing Item) | |
| 10. Future Agenda Items | |
| 11. Date and Time of Next Meeting | |
| The next meeting is scheduled for 2019 March 5. | |
| 12. Adjournment | |

THAMES VALLEY DISTRICT SCHOOL BOARD

PROGRAM AND SCHOOL SERVICES ADVISORY COMMITTEE

January 8, 2019, 6:00 p.m.
Board Room, Education Centre

Members: Trustees S. Polhill(Chair), J. Bennett, B. McKinnon, A. Morell, J. Skinner, S. Hunt, P. Cuddy, B. Yeoman, L. Pizzolato, B. Smith, M. Ruddock, C. Rahman; Student Trustee S. Chun

Regrets: Trustee C. Antone; Student Trustees N. Bajaj, I. Frick

Administration: L. Elliott (Director), R. Culhane (Associate Director), D. Macpherson (Superintendent), P. McKenzie (Superintendent)(-7:04), S. Builder (Superintendent), Marion Moynihan (Superintendent), B. Nielsen (Learning Support Services)(-7:04), N. Miller (Learning and Support Services)(-7:04), A. Marlowe (Equity and Diversity)(-7:57), C. Stager (Manager, Research & Assessment)(-9:05), N. Rayfield (Research Associate, Research and Assessment)(-9:05), S. Armstrong (Learning and Support Services)(-9:05), K. Auckland (Learning and Support Services)(-9:05), S. Askey (Principal-Operations)(-9:05), L. Reid (Principal-Operations)(-9:05), J. Bruce (Principal)(-9:05), S. Smith (Corporate Services)

1. Approval of the Agenda

The agenda was approved on motion.

2. Election of Vice Chair

Trustee Yeoman was elected to the position of Vice-Chair of the Program and School Services Advisory Committee for the term ending 2019 November 30.

The Ballots were destroyed.

3. Conflicts of Interest

None declared.

4. Minutes of the Previous Meeting

The minutes of the 2018 November 6 meeting were provided for information.

a. Business Arising from the Previous Meeting

None.

5. Community Connected Experiential Learning Strategic Plan for TVDSB (CCEL)

B. Nielsen provided an overview of the context, components, actions and expected impacts involved in the development of the Community Connected Experiential Learning (CCEL) Strategic plan for the TVDSB. This was provided to the Trustees prior to the meeting.

N. Miller outlined the details of the three year initiative and how it aligns with the TVDSB Operation Plan. N. Miller reviewed examples of community initiatives already implemented. Future priorities were reviewed.

P. McKenzie summarized the key themes of engagement, and real world opportunities available for students through community engagement.

Questions of clarification were addressed by N. Miller and P. McKenzie.

In response to a question, L. Elliot advised future funding for the initiative is unknown at this time.

6. EQAO Data and Next Steps

S. Builder introduced S. Armstrong, K. Auckland, N. Rayfield, C. Stager, S. Askey, L. Reid, J. Bruce and M. Moynihan. N. Rayfield and C. Stager presented an update on the EQAO data and next steps. This report was provided to the Trustees prior to the meeting and a copy of the power point presentation was provided at the meeting.

Information was provided on the work being done to support administrators and teachers in their ongoing efforts to build student knowledge and skills in mathematics and literacy. Available resources for educators were shared. Information on how the EQAO data will be used to further support learning was described. An example on how data is being used at one school was demonstrated.

Discussion occurred and questions of clarification were addressed by administration.

A motion to sit until 9:15 p.m. was moved and CARRIED.

7. Community Advisory Committee Updates (Standing Item)

None.

8. Other Business

It was noted that requests for Administrative Reports require Board approval through a motion.

9. Questions and Comments of Members (Standing Item)

None.

10. Future Agenda Items

No discussion.

11. Date and Time of Next Meeting

The next meeting is scheduled for 2019 February 5.

12. Date and Time of Next Meeting

The meeting was adjourned on motion at 9:08 p.m.

**Sheri Polhill
Committee Chair**



Date of Meeting: 2019 February 05

Item #: 4.0

| | | |
|---------------------------|---|--|
| REPORT TO: | <input type="checkbox"/> Administrative Council | <input checked="" type="checkbox"/> Program and School Services Advisory Committee |
| | <input type="checkbox"/> Policy Working Committee | <input type="checkbox"/> Planning and Priorities Advisory Committee |
| | <input type="checkbox"/> Board | <input type="checkbox"/> Other: |
| | <input type="checkbox"/> PUBLIC | <input type="checkbox"/> IN-CAMERA |
| TITLE OF REPORT: | 2018-2019 Operational Plan Implementation Update | |
| PRESENTED BY: | Riley Culhane, Associate Director, Learning Support Services Christine Stager, Manager, Research and Assessment | |
| PRESENTED FOR: | <input type="checkbox"/> Approval | <input checked="" type="checkbox"/> Information <input type="checkbox"/> Advice |
| Recommendation(s): | | |
| Purpose: | To provide Trustees with information regarding the process we have developed to implement and monitor our 2018-2019 Operational Plan. | |
| Content: | | |
| Cost/Savings: | | |
| Timeline: | | |
| Communications: | | |
| Appendices: | TVDSB Operational Plan Update Presentation 2018-2019 Operational Plan | |

Strategic Priority Area(s):

| | |
|------------------------------------|--|
| Relationships: | <input checked="" type="checkbox"/> Students, families and staff are welcomed, respected and valued as partners. |
| | <input checked="" type="checkbox"/> Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community. |
| | <input checked="" type="checkbox"/> Create opportunities for collaboration and partnerships. |
| Equity and Diversity: | <input checked="" type="checkbox"/> Create opportunities for equitable access to programs and services for students. |
| | <input checked="" type="checkbox"/> Students and all partners feel heard, valued and supported. |
| | <input checked="" type="checkbox"/> Programs and services embrace the culture and diversity of students and all partners. |
| Achievement and Well-Being: | <input checked="" type="checkbox"/> More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy. |
| | <input checked="" type="checkbox"/> Staff will demonstrate excellence in instructional practices. |
| | <input checked="" type="checkbox"/> Enhance the safety and well-being of students and staff. |

Form Revised October 2018

TVDSB Operational Plan Update



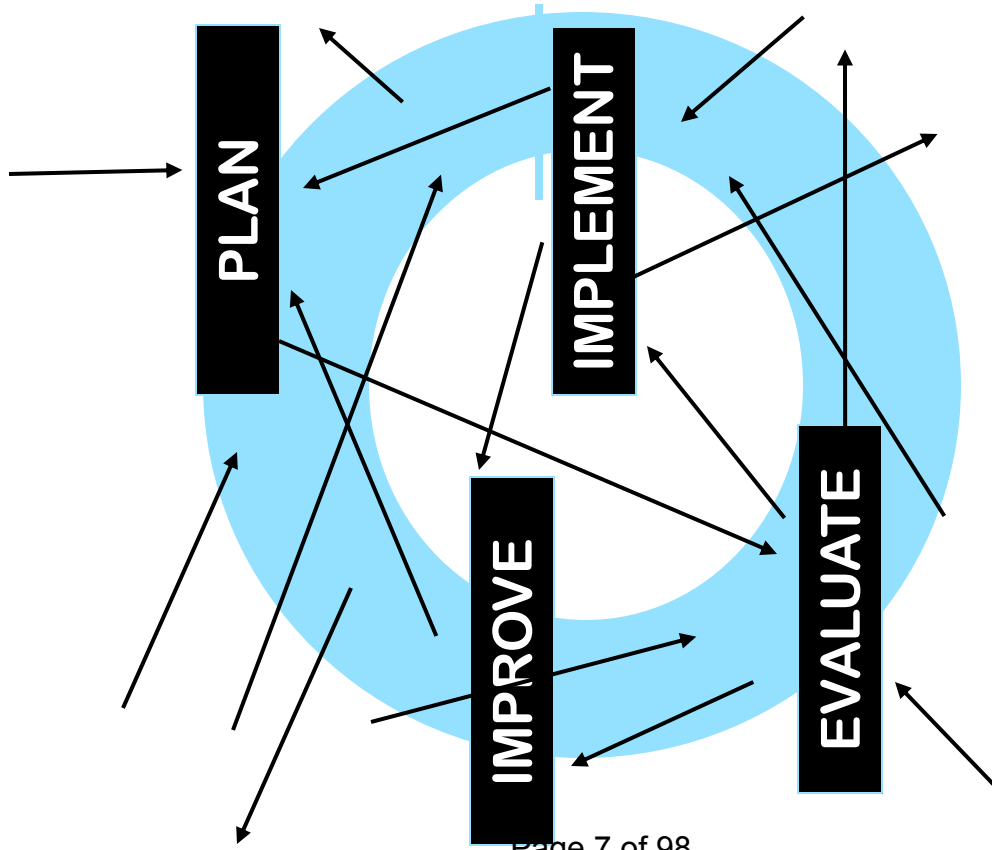
**Program and School
Services Advisory
Committee**

February 5 2019

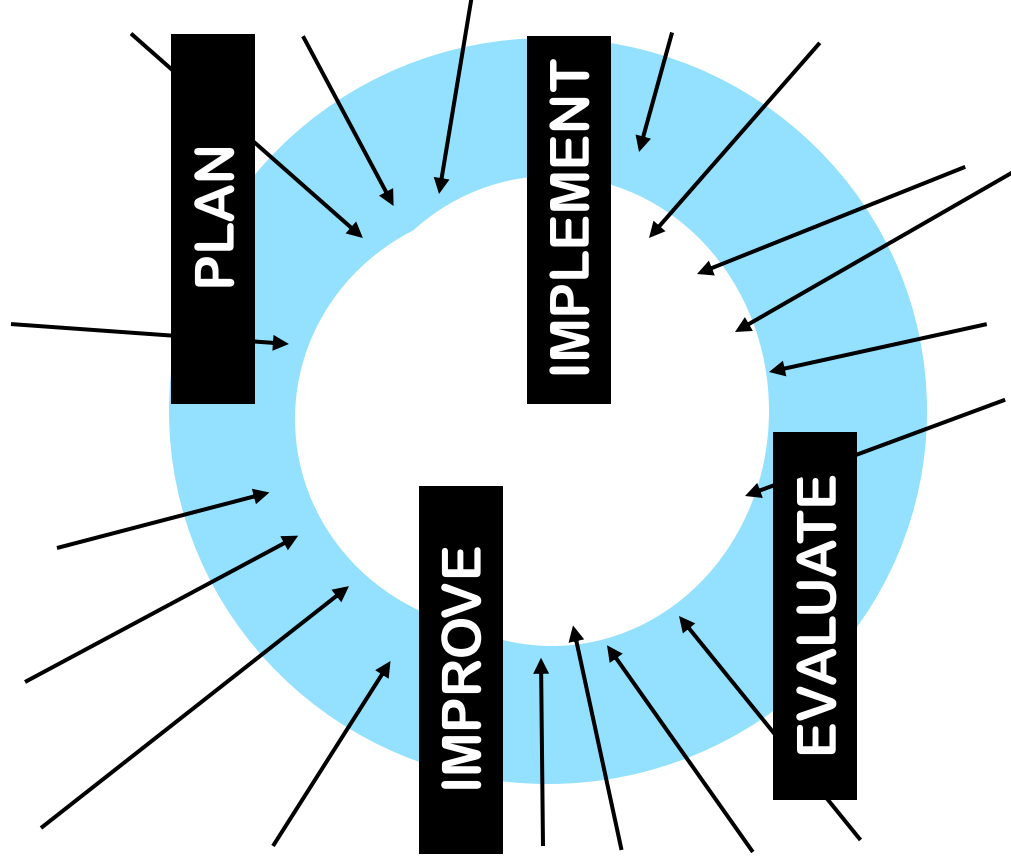
“Improvement matters. It affects the lives of children. It is vital to “get good at it.” Improvement must become a permanent part of school practice, not a one-time or occasional event.”

Dennie Palmer-Wolf, Annenberg Institute for School Reform

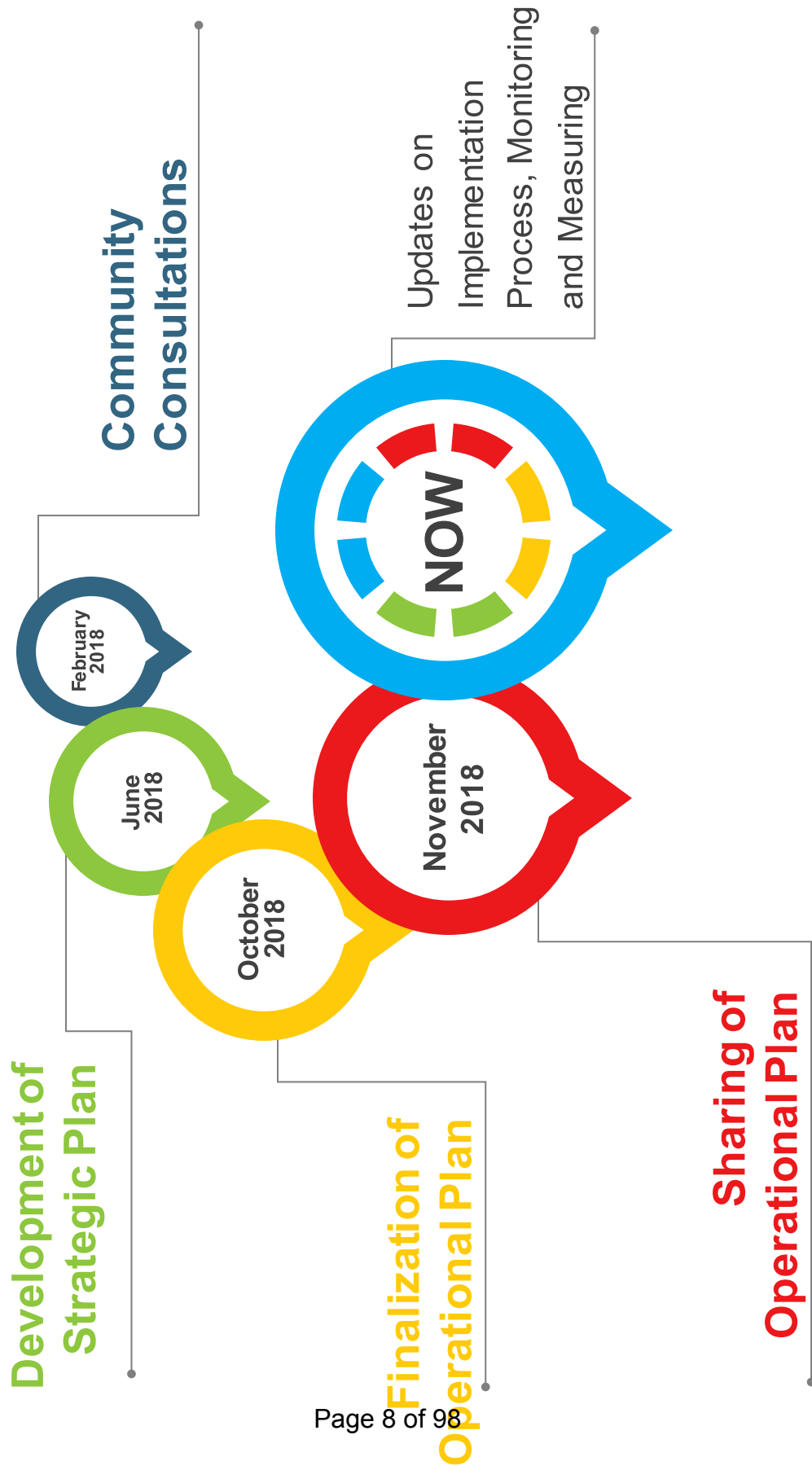
Random Acts of Improvement



Focused Acts of Improvement



JOURNEY TO THE OPERATIONAL PLAN



Linkage between Strategic Plan and Operational Plan

| RELATIONSHIPS We build positive relationships with all members of our education community to foster an engaged and inclusive board culture. | EQUITY AND DIVERSITY We provide an equitable and inclusive environment that champions learning opportunities for all. | ACHIEVEMENT AND WELL-BEING We engage in innovative learning experiences that promote excellence in student achievement and well-being. |
|---|---|--|
| ✓ Students, families and staff are welcomed, respected and valued as partners. | ✓ Create opportunities for equitable access to programs and services for students. | ✓ Staff will demonstrate excellence in instructional practices. |
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| REL | E&D | AWB |
|-----|-----|-----|
| ✓ | ✓ | ✓ |
| | | ✓ |
| ✓ | ✓ | |

OBJECTIVE: Improve the Five-Year Graduation Rate

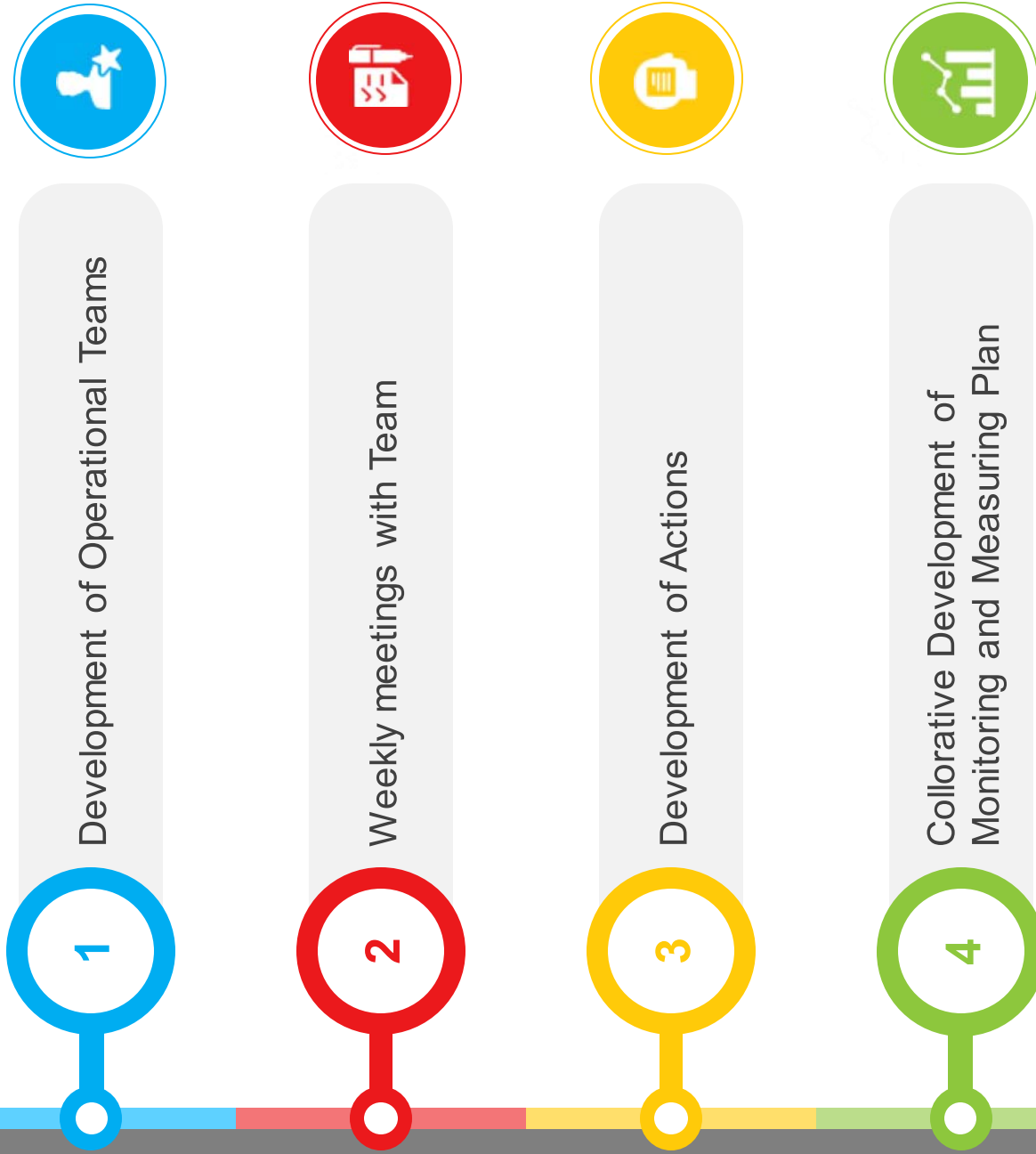
ACTIONS

Intentionally monitor the success of all students, and proactively intervene with evidence-based strategies, with a focus on grade 7 to 12 students.

Support schools to implement effective school-based literacy practices and interventions to improve the literacy skills of our elementary and secondary students.

Implementation of the Operational Plan

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BUILDING OUR ACTION PLANS

What are the KEY actions that will lead to our desired outcomes?



Teams Coordinate Monitoring and Measuring

Monitoring and Measuring

Strategic Objective: *Insert Strategic Objective Here.*

Strategic Action: *Insert Action Here.*

Team: *Insert team name here.*

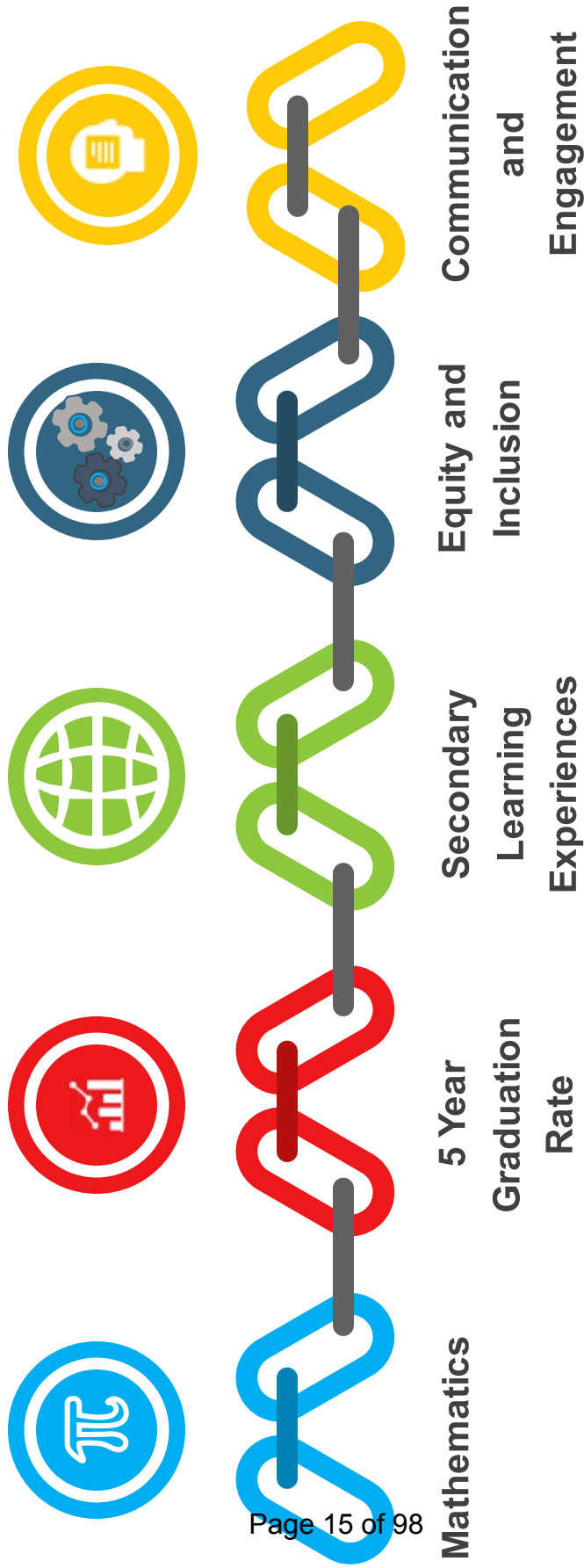
| Short-term Indicator/Long-term Measure <small>Description of indicator, tool (e.g., RSA report, online survey, etc.)</small> | What is it going to tell you? <small>(e.g., reflect professional and community needs, show how many schools have adopted a new program, etc.)</small> | Timeline <small>Indicate the time(s) that data will be collected/available, analyzed and reported</small> | OP Team Member Responsible <small>Person responsible for reporting back to OP team</small> | Person(s) Responsible for Collection | Person(s) Responsible for Collating <small>(e.g., may include downloading data, cleaning information, analyzing information of data)</small> | Date Information is Brought Back to Committee <small>Indicate the time(s) that this data will be reported</small> |
|---|--|--|---|--------------------------------------|---|--|
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Adapted with permission from MCCSB Resources

Coordination of Data Collection

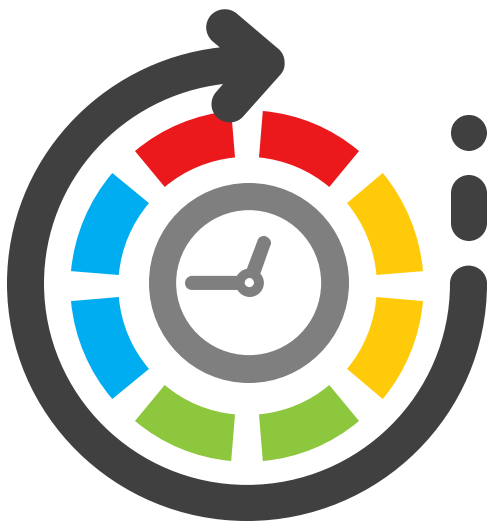
| Indicator | M | Target Date | GR | Target Date | CE | Target Date | SL | Target Date | EI | Target Date | Who is providing the information? |
|--|---|-------------|----|-------------|----|-------------|----|-------------|----|-------------|-----------------------------------|
| Indicator Used in More Than One Objective | | | | | | | | | | | |
| Classroom Walkthroughs | ✓ | | ✓ | | | | ✓ | | ✓ | | Principals |
| Principal Survey (elementary) | ✓ | Jan-19 | ✓ | | ✓ | | | | ✓ | | Elementary Principals |
| Principal Survey (secondary) | ✓ | Jan-19 | ✓ | | ✓ | | ✓ | | ✓ | | Secondary Principals |
| Audit - Professional Learning | ✓ | Nov-18 | | | | | ✓ | | ✓ | | Principals, Learning Supervisors |
| Student Attendance | | | ✓ | | | | ✓ | | ✓ | | Guidance Lead |
| Family Survey | ✓ | | | | ✓ | | | | | | Families |
| Audit - School Plans (or Plan Templates) | | | | | | | ✓ | | ✓ | | Principals |
| Audit - School Communication Tools | ✓ | | | | ✓ | | | | | | Principals |
| Indicators Unique to One Objective | | | | | | | | | | | |
| AEAC Data | | | | | | | | | | | SOs |
| Requests for support from system staff | ✓ | | | | | | | | | | Support Staff |
| Math Lead Survey | ✓ | | | | | | | | | | School and System Staff |
| Unified communication system | | | | | ✓ | | | | | | IT |
| Service philosophy developed | | | | | ✓ | | | | | | Communications |
| Employee Census | | | | | | | | | ✓ | | Employees |
| School Climate Survey | | | | | | | | | ✓ | | Students, Staff, Families |
| Board Literacy Plan | | | ✓ | | | | | | | | Literacy Team |
| Individualized supports for at-risk students | | | ✓ | | | | | | | | Spec-Ed |
| Audit - School Programs | | | | | | | ✓ | | | | OP Team Lead |
| Implementation of ELP | | | | | | | ✓ | | | | ELP Lead |
| Attendance area review | | | | | | | ✓ | | | | Planning & Facilities |
| Community Partnership (ELP) | | | | | | | ✓ | | | | ELP Lead |
| Equitable access to school programs | | | | | | | ✓ | | | | Planning & Facilities |
| Indicators with Fixed Timelines | | | | | | | | | | | |
| Credit Accumulation | ✓ | | ✓ | | | | ✓ | | | | R&A |
| EQAO / OSSLT Achievement Data | ✓ | | ✓ | | | | ✓ | | | | R&A |
| EQAO / OSSLT Student Perceptual Data | ✓ | | ✓ | | | | | | | | R&A |
| Suspension | | | ✓ | | | | | | ✓ | | R&A |
| Grad Rate | | | | | | | ✓ | | | | Ministry |

Principal Survey



Accountability is the *conversation* about what the *information* means and how it fits with everything else that we know and about how we use it to make *positive changes*.

Earl and LeMahiew, 1997
Emphasis added





Thames Valley District School Board

Operational Plan 2018-2019

Message from the Board of Trustees

In the fall of 2017, we began the process to revise the Thames Valley District School Board Strategic Plan. A Strategic Planning Ad Hoc Committee was formed to receive advice on key aspects of the strategic plan, including our priorities, and community consultation.

Strategic Planning consultation meetings were organized in a number of communities within Thames Valley, for the purpose of gathering input from students, parents, staff and community members. The response was overwhelming and impressive, and for that we thank you.

This input, combined with Board and industry data, helped to develop goals that align with the three strategic priorities. Our plan is exciting and bold and will provide direction to our Thames Valley learning community for the next several years.

Thank you to our community for your guidance, input and leadership; we are so happy to have you with us.

Introduction



We are proud to have recently launched our new Strategic Plan, which identifies our priorities for our Thames Valley learning community over the next several years. Our newly developed Operational Plan outlines in detail how we will be achieving our strategic objectives; a path to success for all students and staff.

Developed by Thames Valley's leaders, the Operational Plan is clear in its direction for how we improve student achievement and well-being, build relationships and provide equitable and inclusive learning and working environments.

This plan guides our work to ensure we are meeting the needs of students and families we serve. In this time of rapid change, our students need to be knowledgeable about global issues, attuned to diverse perspectives, able to communicate ideas, critically think to solve problems, and act toward the common good.

This plan aligns our work and supports our Thames Valley students to be successful in an increasingly competitive global economy. We want our staff to recognize the valuable role they play on that critical journey as we work together to build a strong foundation for all students.

A handwritten signature in black ink that reads "Laura Elliott".

Laura Elliott,
Director of Education

| RELATIONSHIPS | EQUITY AND DIVERSITY | ACHIEVEMENT AND WELL-BEING |
|---|--|--|
| We build positive relationships with all members of our education community to foster an engaged and inclusive board culture. | We provide an equitable and inclusive environment that champions learning opportunities for all. | We engage in innovative learning experiences that promote excellence in student achievement and well-being. |
| ✓ Students, families and staff are welcomed, respected and valued as partners. | ✓ Create opportunities for equitable access to programs and services for students. | ✓ Staff will demonstrate excellence in instructional practices. |
| ✓ Promote and build connections to foster mutually respectful communication among students, families, staff, and the broader community. | ✓ Programs and services embrace the culture and diversity of students and all partners. | ✓ More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy. |
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| REL | E&D | AWB |
|-----|-----|-----|
| ✓ | ✓ | ✓ |
| ✓ | | ✓ |
| ✓ | ✓ | |

Objective: Improve Student Achievement in Mathematics

| Actions | Expected Outcomes | Short-term Indicators | Long-term Measures of Success |
|---|--|--|---|
| <p>Support school-based math leaders (i.e., school administrators, Elementary Math Lead Teachers, Grade 9 Spotlight Teachers) to develop their instructional leadership capacity in mathematics.</p> <p>Provide job-embedded professional learning opportunities that focus on research-based instructional practices.</p> <p>Provide school-based communications and learning activities to engage families in their children's learning of mathematics.</p> | <p>School-based math leaders use content and pedagogical knowledge to support classroom practice.</p> <p>Educators have increased content knowledge, skills and instructional capacity in mathematics.</p> <p>Engaged families understand what their child is expected to learn in math, and how they can support that learning at home.</p> | <p>School level math leaders facilitate professional learning sessions, as evidenced by an audit of agendas and Superintendent visits.</p> <p>Administrators and Math Leads report increased confidence, knowledge, and skills in leading instructional programming in mathematics.</p> <p>Job-embedded professional learning opportunities are provided equitably across our system.</p> <p>Classroom walkthrough data shows improvement in math instructional and assessment practices in order to meet individual student learning needs.</p> <p>Review EQAO student perceptual data to establish a baseline for long-term goal of improvement.</p> <p>Audit of school-based communication documents (e.g., newsletter inserts, math activities provided by classroom teacher, math nights, speakers) through school administrator and math lead surveys.</p> | <p>Decreased requests for support from Math Learning Coordinators because the school math team is able to provide this support.</p> <p>EQAO Math results have improved by 2% (grades 3, 6, and 9).</p> <p>Achieving Excellence in Applied Courses (AEAC) reporting shows positive changes in teacher practice and student achievement in mathematics.</p> <p>Increase in credit accumulation in math with a specific focus on compulsory applied level math courses.</p> <p>EQAO student perceptual data indicates increased involvement and support from families.</p> <p>Families report increased understanding and engagement in their child's learning of mathematics through a family survey.</p> |

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| REL | E&D | AWB |
|-----|-----|-----|
| ✓ | ✓ | ✓ |
| | | ✓ |
| ✓ | ✓ | |

Objective: Improve the Five Year Graduation Rate

| Actions | Expected Outcomes | Short-term Indicators | Long-term Measures of Success |
|--|--|---|---|
| <p>Intentionally monitor the success of all students, and proactively intervene with evidence-based strategies, with a focus on grade 7 to 12 students.</p> <p>Support schools to implement effective school-based literacy practices and interventions to improve the literacy skills of our elementary and secondary students.</p> | <p>System-level tracking will be implemented to support school and system teams to monitor progress for students not on-track for graduation.</p> <p>Student data used to provide differentiated supports for students not on-track for graduation.</p> <p>A balanced literacy program that closely monitors and intervenes with elementary students who are not successfully developing their literacy skills.</p> <p>Literacy instruction and assessment practices will be designed and delivered to meet the needs of all learners.</p> | <p>Evidence of individualized supports for students not on-track for graduation.</p> <p>Schools proactively intervene prior to extended student absence.</p> <p>Increase in grade 9 and 10 credit accumulation.</p> <p>Development of Board Literacy Plan, including an OSSLT system support plan.</p> <p>Junior EQAO data is intentionally used in all schools to support next steps in grades 7 and 8.</p> <p>There is evidence of effective transition planning to support student achievement in literacy.</p> <p>Classroom walkthrough data shows improvement in literacy instruction and assessment practices in order to meet individual student learning needs.</p> <p>Current OSSLT practices in secondary are identified by school-based literacy teams and shared at the system-level.</p> | <p>Improvement in the five-year graduation rate by 5%.</p> <p>Implementation of the Board Literacy Plan.</p> <p>Evidence of effective partnerships between Elementary and Secondary teachers for literacy success.</p> <p>Comprehensive transition plans are in place for students requiring additional supports.</p> <p>EQAO results in grade 3 and 6 (Reading and Writing) have improved by 2%.</p> <p>Increase in the number of first-time eligible students passing OSSLT by 1%.</p> <p>Establish and implement system-wide plan for literacy interventions and supports for OSSLT.</p> |

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| REL | E&D | AWB |
|-----|-----|-----|
| ✓ | ✓ | ✓ |
| ✓ | ✓ | ✓ |
| ✓ | ✓ | ✓ |

Objective: Enhance Communication and Engagement Within Our TVDSB Community

| Actions | Expected Outcomes | Short-term Indicators | Long-term Measures of Success |
|---|--|--|---|
| <p>Design and implement solutions to enhance communications for students, staff, families and the community.</p> <p>Build service capacity among staff to improve information sharing, positive interactions and effective relationships.</p> | <p>System and school communications are modernized and integrated.</p> <p>Barriers to effective communications at the system level and in schools are identified and removed.</p> <p>Families will know what their children will be learning and how to support them with homework.</p> <p>Improved service to TVDSB customers and community stakeholders.</p> | <p>Approval to implement system-wide unified communications solution.</p> <p>Modernized communications platform deployed that supports multiple methods of information sharing.</p> <p>School communities will determine communication needs of their community and remove barriers.</p> <p>Anecdotal feedback will be collected to engage and support families.</p> <p>A defined service philosophy will be developed, targeted at enhancing stakeholder relationships.</p> | <p>An integrated, standardized and unified communications solution is deployed and used throughout TVDSB.</p> <p>Families know what student information is available and where to find it.</p> <p>Schools use a variety of communication methods to interact with families.</p> <p>Anecdotal feedback from families demonstrates that they feel engaged and supported in their child's educational experiences.</p> |

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| REL | E&D | AWB |
|-----|-----|-----|
| ✓ | ✓ | ✓ |
| ✓ | ✓ | ✓ |
| ✓ | ✓ | ✓ |

Objective: Create Secondary Learning Experiences and Environments that are Engaging, Inclusive and Relevant

| Actions | Expected Outcomes | Short-term Indicators | Long-term Measures of Success |
|--|---|---|---|
| Respond to the needs of today's learners, expand the capacity of secondary school educators to implement effective instructional and assessment practices. | Educators understand when and how to utilize and apply a wide range of effective evidence-based instructional and assessment practices. | Classroom walkthrough data reveals the implementation of Learning for All, Growing Success and Global Competencies. | Improvement in the five-year graduation rate by 5%. |
| Realign the use of space and resources to facilitate the sustainable delivery of programs in our secondary schools. | Global Competencies are embedded in all secondary classrooms. | Implementation of the Board Experiential Learning Plan. | Observations, conversations, and products reflect student application of Global Competencies. |
| | Students have access to a range of secondary school program offerings within their schools and region. | An audit of secondary school programs determines equitable distribution across region. | Equitable access to secondary school programs regionally. |
| | Secondary attendance areas (school boundaries) will better support the sustainable delivery of programs. | Attendance area review completed and a plan has been developed. | Recommendations of the attendance area (school boundaries) review are implemented, resulting in greater student access to programs and a more effective use of existing facilities. |
| | | Increasing partnerships with community agencies to provide experiential learning opportunities for students. | |

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| REL | E&D | AWB |
|-----|-----|-----|
| ✓ | ✓ | ✓ |
| ✓ | ✓ | ✓ |
| ✓ | ✓ | ✓ |

Objective: Create Equitable and Inclusive Learning and Work Environments for Students and Staff to Achieve Success

| Actions | Expected Outcomes | Short-term Indicators | Long-term Measures of Success |
|---|---|--|--|
| <p>Undertake an employee survey to inform policies, programs, and practices.</p> <p>School teams use school climate survey results to inform programming and experiences that enhance student well-being and achievement.</p> <p>Provide opportunities for educators to increase their capacity to deliver inclusive instruction.</p> | <p>New and revised policies, programs and practices support more inclusive working and learning environments.</p> <p>Programming and experiences that lead to enhanced student well-being and achievement.</p> <p>More inclusive instructional practices are implemented in classrooms.</p> | <p>Development of a comprehensive employee survey with input from stakeholders.</p> <p>Collection of the employee survey data from a representative number of TVDSB staff.</p> <p>Student needs are identified through the use of school climate survey results.</p> <p>The supports that school teams provide are informed by school climate survey results.</p> <p>Analysis of Safe Schools Action Plans, Bullying Prevention Plans and School Improvement Plans reveal that plans are informed by school climate survey results.</p> <p>Principles of Equity and Inclusion are embedded into all professional learning opportunities.</p> <p>Classroom walkthrough data demonstrate more inclusive curricular resources and instructional strategies.</p> | <p>Employee survey data informs policy and program development, training and professional learning needs of staff.</p> <p>School climate survey results (collected every two years) reflect positive changes in the school environment.</p> <p>Increased school attendance.</p> <p>Decreased suspension rates.</p> |

Mission

*We build each student's tomorrow,
every day.*

Vision

**The Thames Valley learning
community inspires innovation,
embraces diversity, and celebrates
achievement - a strong foundation
for all students.**

Our Commitments

We believe in:

Putting the needs of all students first;
Stimulating critical and creative thinking;
Encouraging informed risk taking and
innovation;
Setting high standards and clear
expectations;
Providing a safe, welcoming, and inclusive
environment;
Providing access to resources, and
experiences that meet students' strengths
and needs;
Valuing all staff as partners in education;
Collaborating with our communities to
enhance opportunities for students;
Communicating effectively in a
transparent, timely and two-way fashion;
Acknowledging and welcoming parents/
families as key partners in student
achievement and well-being;
Supporting parents, School Councils, and
Home and School Associations;
Promoting and honouring student
leadership and student voice; and
Encouraging students to advocate for self
and others.





Date of Meeting: 2019 Feb 05

Item #: 5.0

| | | |
|---------------------------|--|--|
| REPORT TO: | <input type="checkbox"/> Administrative Council | <input checked="" type="checkbox"/> Program and School Services Advisory Committee |
| | <input type="checkbox"/> Policy Working Committee | <input type="checkbox"/> Planning and Priorities Advisory Committee |
| | <input type="checkbox"/> Board | <input type="checkbox"/> Other: |
| | <input type="checkbox"/> PUBLIC | <input type="checkbox"/> IN-CAMERA |
| TITLE OF REPORT: | Thames Valley School Climate Survey System-Level Results | |
| PRESENTED BY: | Ann McKerlie, Research Associate Lisa Munro, Learning Supervisor Sheila Powell, Superintendent of Student Achievement Christine Stager, Manager – Research and Assessment | |
| PRESENTED FOR: | <input type="checkbox"/> Approval <input checked="" type="checkbox"/> Information <input type="checkbox"/> Advice | |
| Recommendation(s): | | |
| Purpose: | To provide information about the system-level results for the Thames Valley District School Board School Climate survey and to share the board's work to create safe, positive and inclusive learning environments. | |
| Content: | <p>The Ministry of Education requires that School Climate surveys are completed every second year in each school board. Students in Grades 5-12 were invited to complete the School Climate survey in the Spring of 2018.</p> <p>The School Climate Survey results are an integral part of the TVDSB Multi-Year Operational Plan goal focusing on equity and inclusion.</p> <p>In the Fall of 2018, Research and Assessment prepared the TVDSB School Climate Survey Results Board Summary Report (Appendix A).</p> <p>From September to December 2018, Learning Coordinators – Safe Schools met with secondary schools to review the results and help the school teams identify actionable next steps. The Safe Schools Learning Coordinators provide differentiated support to elementary schools to help schools develop plans to meet the needs of their school community.</p> <p>It should be noted that a number of items on the Safe Schools survey extend to other portfolio areas including but not limited to: instructional practices, facilities, Social Work and Psychological Services, curricular programming and extra curricular program offerings. Learning Supervisors and Managers in other departments work collaboratively within and across teams to support positive school climates in all of our schools.</p> <p>At the school level, Principals share information about their School Climate survey results with their staff, student and families in a range of ways which may include information sharing at staff meetings, involvement of families, students and staff on the Safe Schools committee, seeking input from students and families when developing initiatives, targeted professional</p> | |

We build each student's tomorrow, every day

| | |
|------------------------|--|
| | <p>learning, sharing of their Safe Schools Action Plan on their website and information items in the school newsletter. School Superintendents discuss school climate results, related initiatives and future directions linked to school climate at each school visit.</p> <p>The Culture for Learning team will continue to look for ways to share School Climate results and seek family and community input through board committees (e.g., Culture for Learning Advisory Committee, First Nations Advisory Committee and Thames Valley Parent Involvement Committee).</p> |
| Cost/Savings: | N/A |
| Timeline: | |
| Communications: | |
| Appendices: | <p>Appendix A: TVDSB School Climate Survey Results Board Summary Report</p> <p>Appendix B: Presentation of School Climate Survey Results and Next Steps</p> |

Strategic Priority Area(s):

| | |
|------------------------------------|--|
| Relationships: | <input checked="" type="checkbox"/> Students, families and staff are welcomed, respected and valued as partners. <input checked="" type="checkbox"/> Promote and build connections to foster mutually respectful communication among students, families, staff and the broader community. <input checked="" type="checkbox"/> Create opportunities for collaboration and partnerships. |
| Equity and Diversity: | <input checked="" type="checkbox"/> Create opportunities for equitable access to programs and services for students. <input checked="" type="checkbox"/> Students and all partners feel heard, valued and supported. <input type="checkbox"/> Programs and services embrace the culture and diversity of students and all partners. |
| Achievement and Well-Being: | <input type="checkbox"/> More students demonstrate growth and achieve student learning outcomes with a specific focus on numeracy and literacy. <input type="checkbox"/> Staff will demonstrate excellence in instructional practices. <input checked="" type="checkbox"/> Enhance the safety and well-being of students and staff. |

Form Revised October 2018



School Climate Survey 2017-2018

System Report

Prepared by:
RESEARCH AND ASSESSMENT SERVICES

Department:
LEARNING SUPPORT SERVICES

January 29, 2019

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1 *Introduction*

School climate refers to the learning environment and relationships found within a school and school community. School climate reflects how members of the school community are engaged in the school, including interpersonal relationships, teacher and other staff practices, and organizational arrangements. It also includes factors that serve as conditions for learning and that support physical and emotional safety, connection and support, and engagement. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions.

The collection of school climate data during 2017-2018 was undertaken by TVDSB as per the Ontario Ministry of Education distributed Policy/Program Memorandum No. 145 regarding Progressive Discipline and Promoting Positive Student Behaviour.

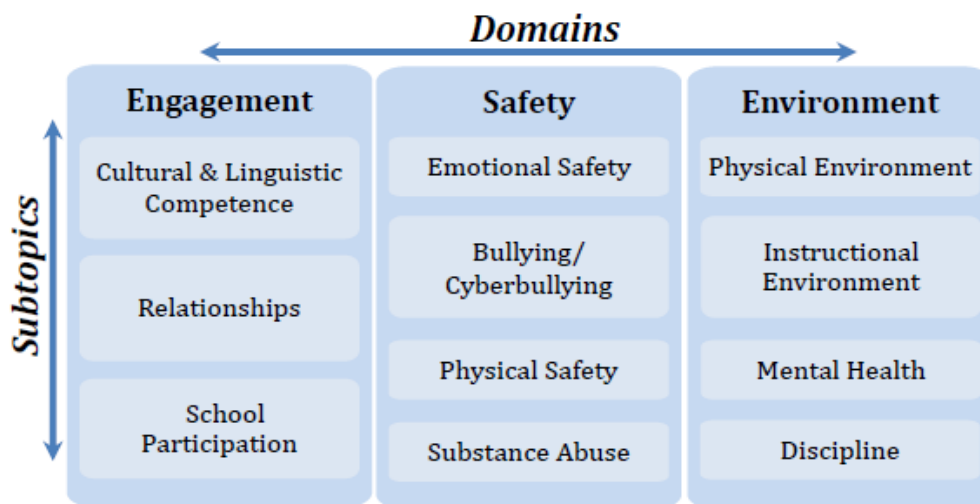
An online version of the U.S. Department of Education School Climate Survey (EDSCLS) was created to be used for both elementary and secondary schools. Communication including an overview of the survey as well as instructions outlining the survey administration procedure, timelines and expectations were provided to school administrators through the LSS Newsletter and e-mail communications. Versions of the survey were also provided for families and staff, the results of which will be reported separately.

For both elementary and secondary schools, the survey administration window was March 5 to April 20, 2018. All students in grades 5 through 12+ could access the survey through a link posted on the TVDSB School Climate website using school computers, portable devices, or personal devices.

Passive consent was used for student participation. Parents and Guardians were provided with a memo from their child's school which indicated that students could opt out of participating in the survey.

2 *School Climate Model*

The EDSCLS instrument was used to measure school climate within TVDSB. This instrument is research based and measures the following domains and subtopics:



The following table shows the number of items within each domain and subtopic of the EDSCLS model (see Appendix for individual item information). The version used for secondary schools included an item in the relationships subtopic that was not included in the version used for the elementary schools. Thus, a total of 66 (elementary) and 67 (secondary) items specific to school climate perceptions were included in the survey.

Number of Items grouped by Domains and Subtopics

| Domain | Subtopic | Elementary | Secondary |
|-----------------------------|----------------------------------|------------|-----------|
| Engagement (18/19 Items) | Cultural & linguistic competence | 5 | 5 |
| | Relationships | 8 | 9 |
| | School Participation | 5 | 5 |
| Safety (24 Items) | Emotional safety | 6 | 6 |
| | Physical safety | 7 | 7 |
| | Bullying/ cyberbullying | 6 | 6 |
| | Substance abuse | 5 | 5 |
| Environment (20 Items) | Physical environment | 5 | 5 |
| | Instructional environment | 5 | 5 |
| | Mental health | 5 | 5 |
| | Discipline | 5 | 5 |

Students were asked to respond to each item using the following 4-point Likert agreement scale with a value of 1 corresponding to Strongly Disagree and a value of 4 corresponding to Strongly Agree as shown below:

| Response Category | Strongly Disagree | Disagree | Agree | Strongly Agree |
|-------------------|-------------------|----------|-------|----------------|
| Numerical Value | 1 | 2 | 3 | 4 |

3 Scoring

Scale scores are the primary way that EDSCLS measures school climate. A scale score is calculated by combining data from multiple survey items that measure the same topic area into a single overall domain or subtopic score. Scale scores are derived at the student level, using a method similar to that which is applied to calculate the levels for EQAO assessments¹. This produces a more robust measure of a topic area than simply looking at the data separately for each individual item. In the case of the EDSCLS, the scale scores range from 100 to 500 (rather than from 1 to 4 as on EQAO). In general, the higher the scale score, the more positive the perception of the domain or topic area measured.

EDSCLS scale scores can be reported as averages across respondent groups. These averages can also be categorized as *Least Favourable* (scores less than 300), *Favourable* (scores between 300 and 400) and *More Favourable* (scores greater than 400). Interpretation for these categories is as follows:

| Scale Score Range | → | EDSCLS Categories | → | Alternative Interpretations of the Scale |
|-------------------|---|-------------------|---|--|
| Greater than 400 | → | Most Favourable | → | Most Positive → More Agreement |
| 300 to 400 | → | Favourable | → | Positive → Agreement |
| Less than 300 | → | Less Favourable | → | Less Positive → Less Agreement |

In other words, scores in the *Least Favourable* range indicate that respondents perceive the specific school climate aspect as negative, while scores in the *Most Favourable* range indicates respondents perceive the specific school climate aspect as most positive. This specific language speaks to an asset-based model.

¹This calculation involved the use of Item Response Theory (IRT)

For TVDSB, scale scores were averaged over the following three respondent groups:

- **Gender:** Female, Male, Other²
- **FNMI Self-ID**³: Yes, No
- **Grade:** Grades 5, 6, 7, 8, 9, 10, 11, 12(+)⁴

Analyses were conducted for each domain and for each subtopic within each domain.

1. **Overall Favourability Score:** For each domain and subtopic the figures show the percentage of students by panel, who have overall favourability scores within each level. Looking at the percentage of students who have scale scores that fall in the least favourable range can help in your planning.
2. **Average Scale Score by Respondent Group:** For each domain and subtopic the figures show, by panel, the average scale score, separated by student respondent group. When looking at these results, consider that an average scale score of less than 300 indicates that on average, student perceptions lie in the "least favourable" range.

4 Survey Response Data

From the elementary panel, 18955 completed surveys were processed. From the secondary panel, 10484 completed surveys were processed. Based on the March 31, 2018 enrolment figures of 21931 and 22177 for students in the elementary (grades 5 to 8) and secondary panels respectively, the overall response rate for completed surveys was 66.7%.

For the system, the distribution of survey responses by panel and demographic variable response level is summarized in Table 1.

Table 1: Responses by Demographic Levels

| | Elementary | | Secondary | |
|---------------------|------------|-----------|-----------|-----------|
| | Variable | Responses | Variable | Responses |
| Gender | | | | |
| | Female | 8016 | Female | 4794 |
| | Male | 7895 | Male | 4162 |
| | Other | 699 | Other | 731 |
| FNMI Self-ID | | | | |
| | No | 12434 | No | 8055 |
| | Yes | 1407 | Yes | 828 |
| Grade | | | | |
| | Gr05 | 5081 | Gr09 | 2962 |
| | Gr06 | 4808 | Gr10 | 2885 |
| | Gr07 | 4557 | Gr11 | 2452 |
| | Gr08 | 4473 | Gr12(+) | 2178 |

²For the secondary panel, "Other" specifically includes the following response categories: Gender Non-Binary, Pangender, Transgender and Other. For the elementary panel, "Other" was a response option

³FNMI refers to First Nations, Métis, Inuit Self-Identification

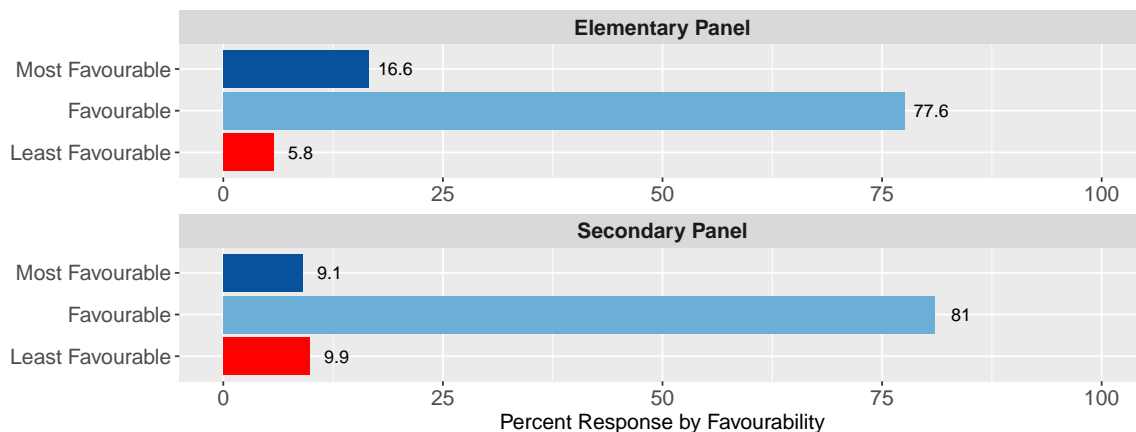
⁴12(+) refers to students in Grade 12 and students who have finished Grade 12 but returned for another year of high school.

5 Domain: Engagement

The Engagement domain aims to measure student perception of the strength of relationships between students, teachers, families, the community and the schools within the elementary and secondary panels.

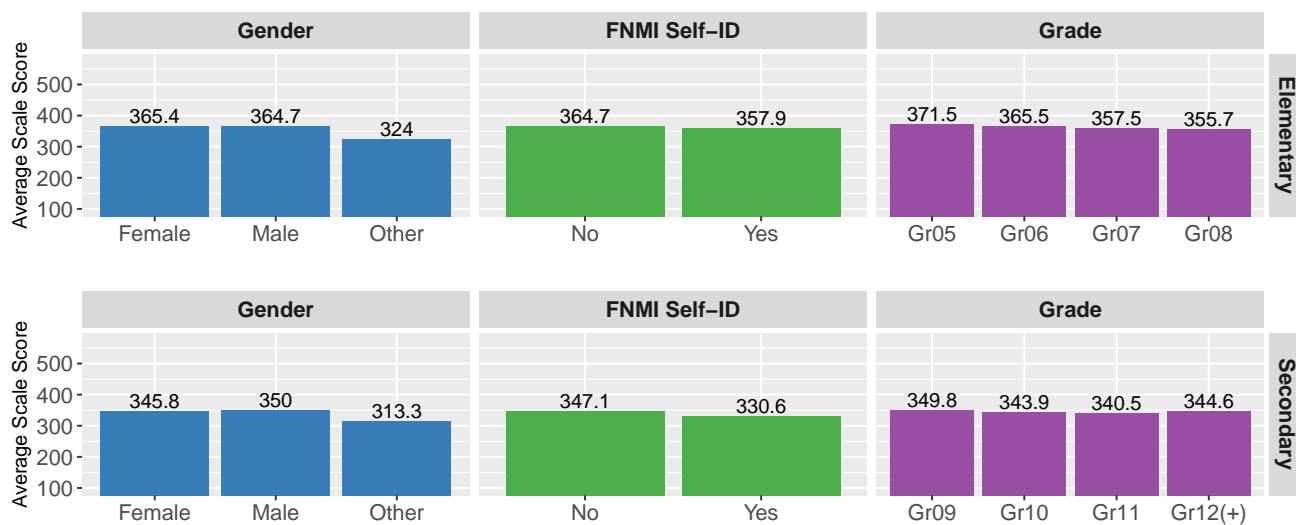
Overall Favourability Score. Figure 1 represents a comparison of the percentage of students in each of the elementary and secondary panels who perceive this domain as Least Favourable, Favourable or Most Favourable.

Figure 1: Engagement Domain Overall Favourability Score: Elementary vs. Secondary Panel



Average Scale Score by Respondent Group. Figure 2 reports the average score for different groups of student demographics on a scale of 100-500, with a higher score representing a more positive or favourable perception.

Figure 2: Average Engagement Scale Score by Respondent Group

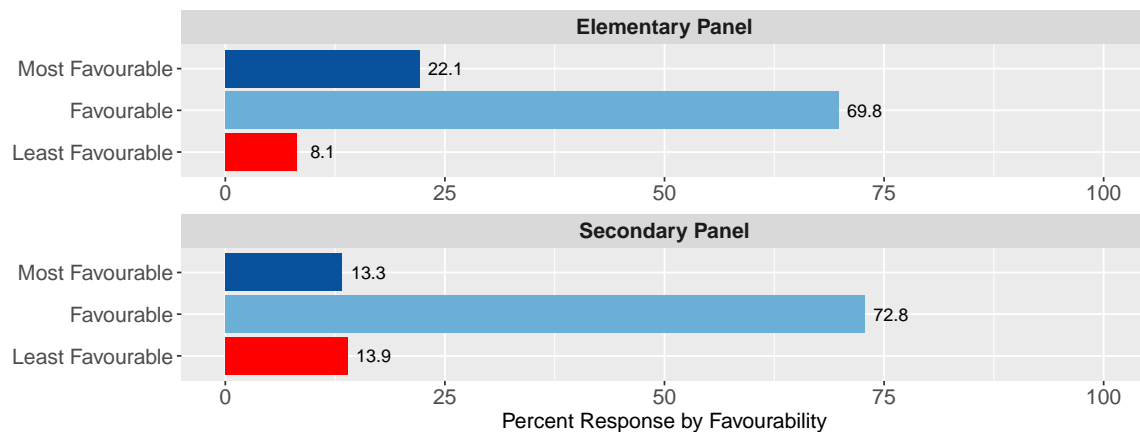


5.1 Engagement Subtopic: Cultural and Linguistic Competence

To assist in the interpretation of the figures below, Cultural and Linguistic Competence (CLC) is defined as the level of cultural and linguistic proficiency within the school. More specifically, Cultural Competence refers to the ability to understand and respect values, attitudes, beliefs, and behaviours that differ across cultures, and account for these differences when planning programs and services. Linguistic competence refers to the ability of the staff to communicate effectively and convey information in a manner that is easy to understand for diverse audiences including people with limited English proficiency or limited literacy.

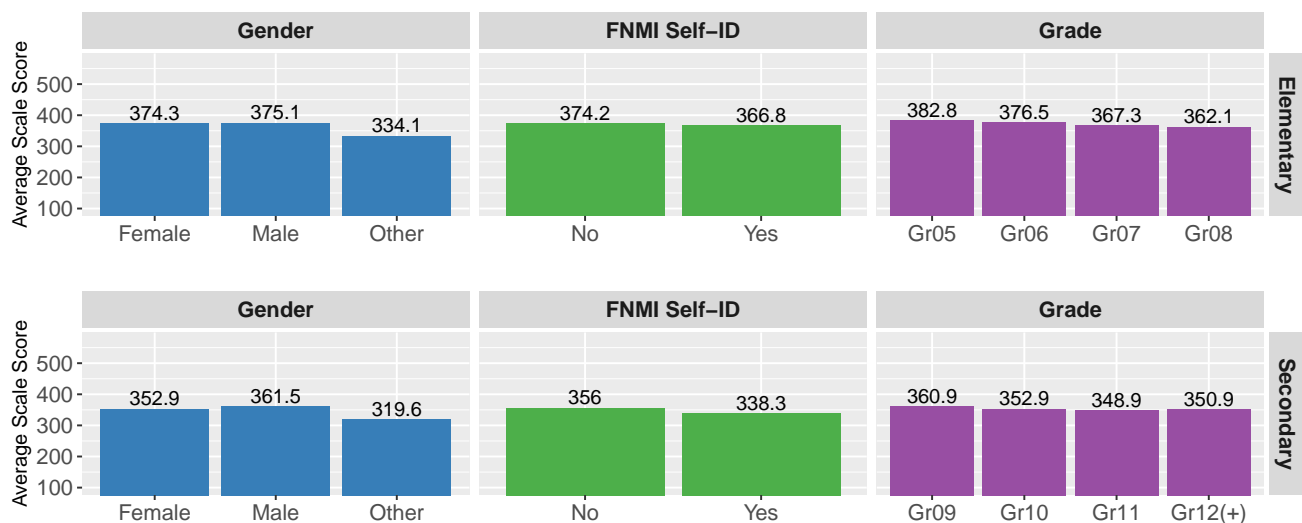
Overall Favourability Score. Figure 3 represents a comparison of the percentage of students in each of the elementary and secondary panels who perceive this domain as Least Favourable, Favourable or Most Favourable.

Figure 3: Cultural and Linguistic Competence Subtopic Overall Favourability Score: Elementary vs. Secondary Panel



Average Scale Score by Respondent Group. Figure 4 reports the average score for different groups of student demographics on a scale of 100-500, with a higher score representing a more positive or favourable perception.

Figure 4: Average Cultural and Linguistic Competence Scale Score by Respondent Group

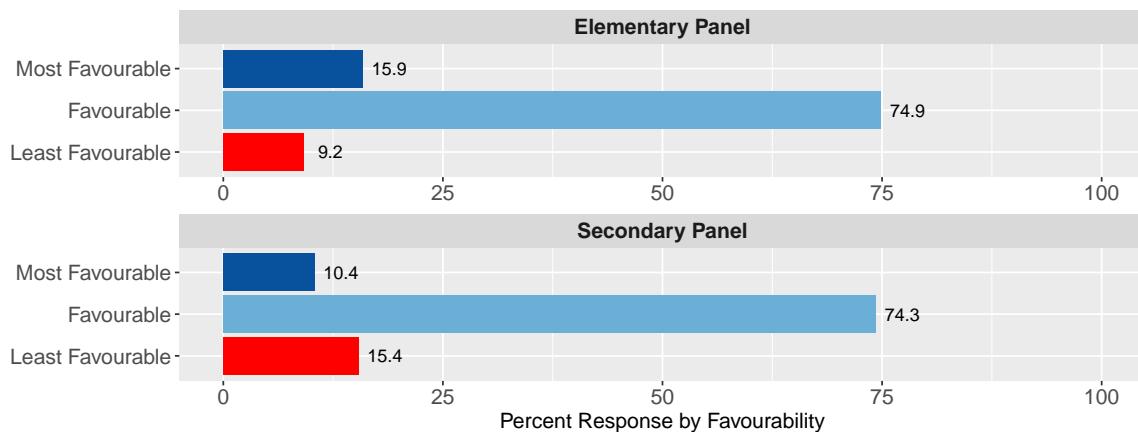


5.2 Engagement Subtopic: Relationships

To assist in the interpretation of the figures below, EDSCLS has defined relationships as positive connections among students, adults, and peers in the school setting that foster positive social interaction and establish a nurturing environment of trust and support. Students who feel connected to school are more likely to succeed in that they have better school attendance, grades, and test scores and stay in school longer. Building these relationships requires perspectives that embrace positive attitudes and beliefs, cultural and linguistic competence, an understanding of the needs and experiences of students, and an understanding of the school environment.

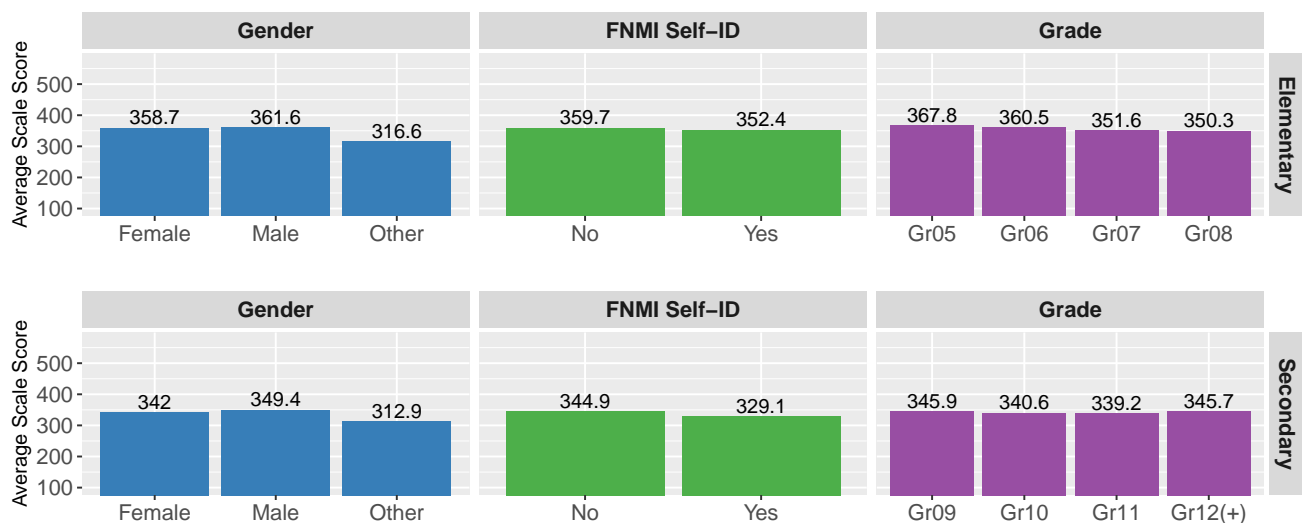
Overall Favourability Score. Figure 5 represents a comparison of the percentage of students in each of the elementary and secondary panels who perceive this domain as Least Favourable, Favourable or Most Favourable.

Figure 5: Relationships Subtopic Overall Favourability Score: Elementary vs. Secondary Panel



Average Scale Score by Respondent Group. Figure 6 reports the average score for different groups of student demographics on a scale of 100-500, with a higher score representing a more positive or favourable perception.

Figure 6: Average Relationships Scale Score by Respondent Group

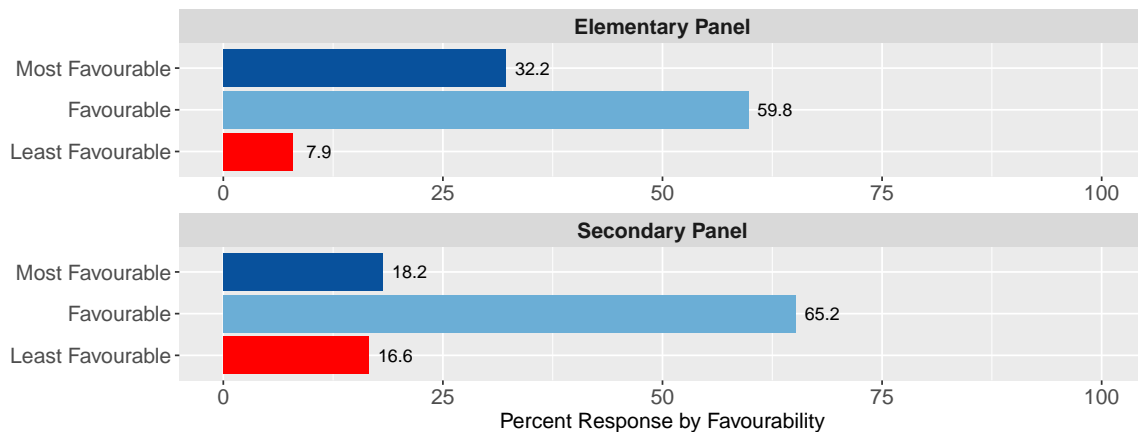


5.3 Engagement Subtopic: School Participation

To assist in the interpretation of the figures below, EDSCLS has defined school participation as strong connections among students, staff, and family that facilitate participation in school activities, as well as the inclusion of the community at large in school activities.

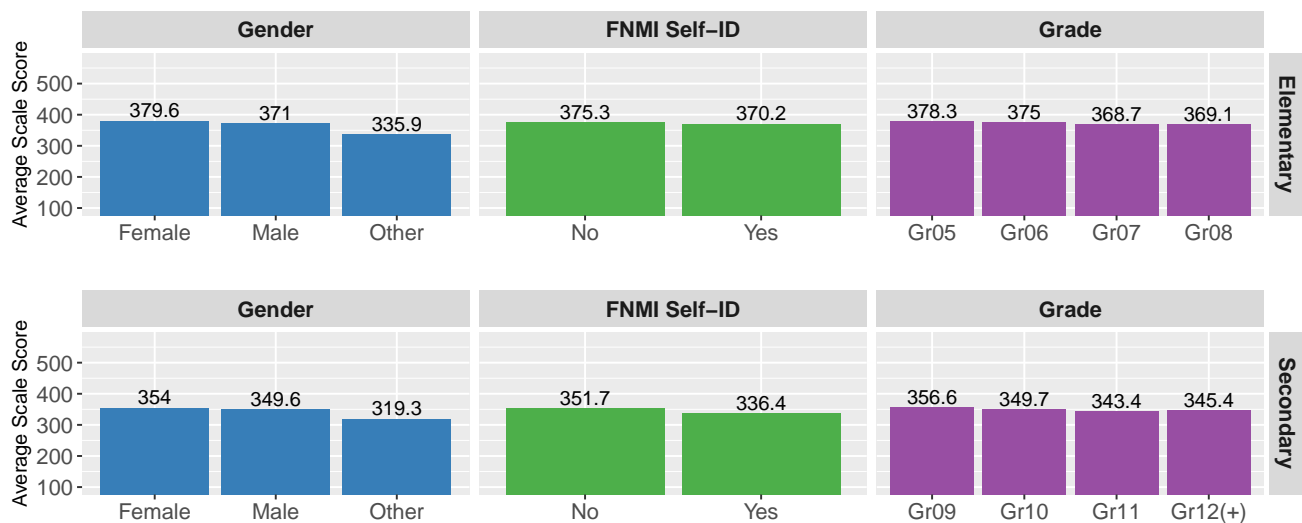
Overall Favourability Score. Figure 7 represents a comparison of the percentage of students in each of the elementary and secondary panels who perceive this domain as Least Favourable, Favourable or Most Favourable.

Figure 7: School Participation Subtopic Overall Favourability Score: Elementary vs. Secondary Panel



Average Scale Score by Respondent Group. Figure 8 reports the average score for different groups of student demographics on a scale of 100-500, with a higher score representing a more positive or favourable perception.

Figure 8: Average Secondary Panel Participation Scale Score by Respondent Group

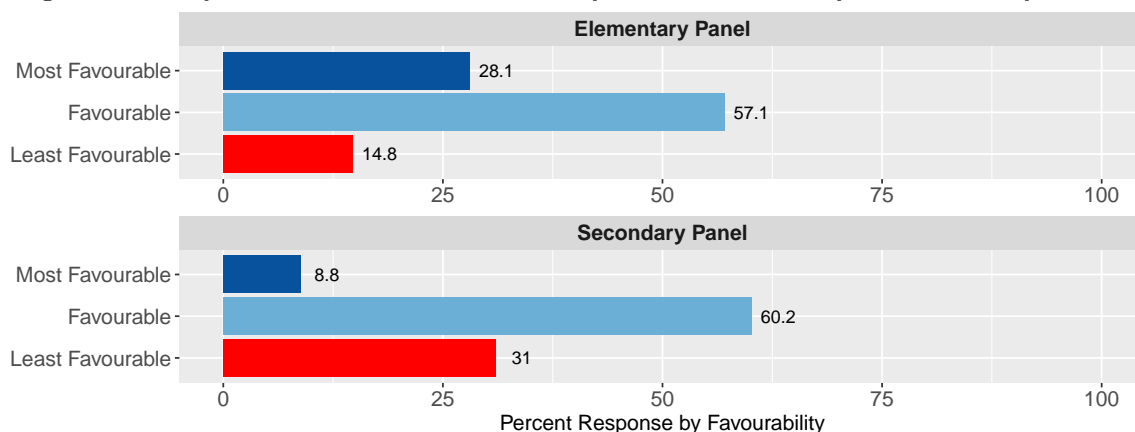


6 Domain: Safety

The Safety domain aims to measure student perception of safety related to school and school-related activities where students are safe from violence, bullying, harassment, and substance use. A safe school promotes the protection of students from violence, exposure to weapons and threats, theft, bullying, and the sale or use of illegal substances on school grounds. School safety is linked to improved student and school outcomes. In particular, emotional and physical safety within school is related to academic performance. At the same time, students who are victims of physical or emotional harassment or who are involved in the sale or use of illegal substances on school grounds are at risk for poor attendance, course failure and dropout.

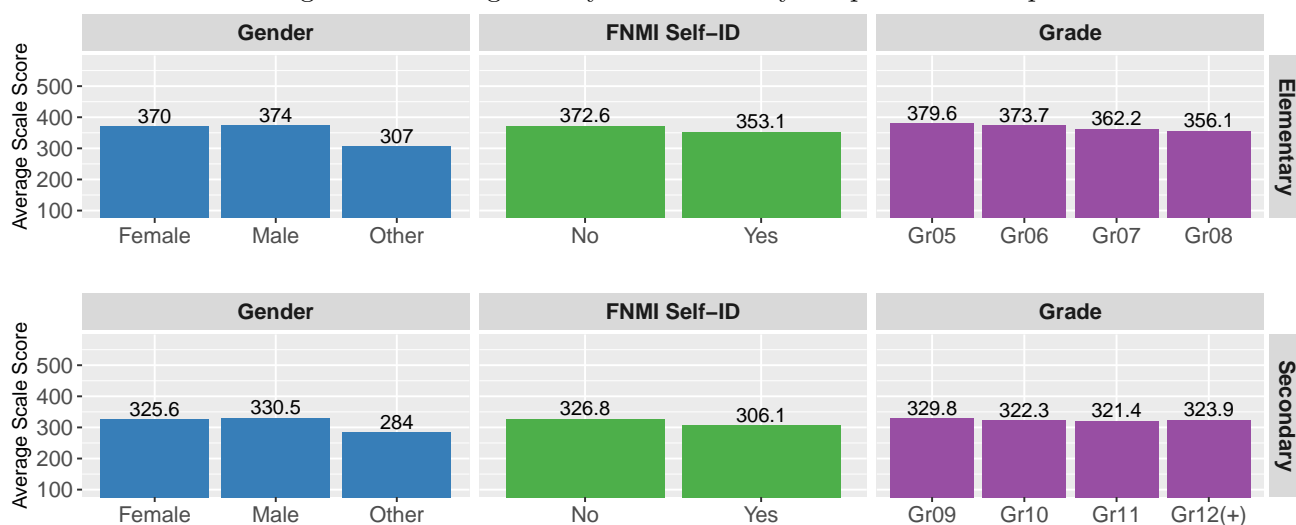
Overall Favourability Score. Figure 9 represents a comparison of the percentage of students in each of the elementary and secondary panels who perceive this domain as Least Favourable, Favourable or Most Favourable.

Figure 9: Safety Domain Overall Favourability Score: Elementary vs. Secondary Panel



Average Scale Score by Respondent Group. Figure 10 reports the average score for different groups of student demographics on a scale of 100-500, with a higher score representing a more positive or favourable perception.

Figure 10: Average Safety Scale Score by Respondent Group

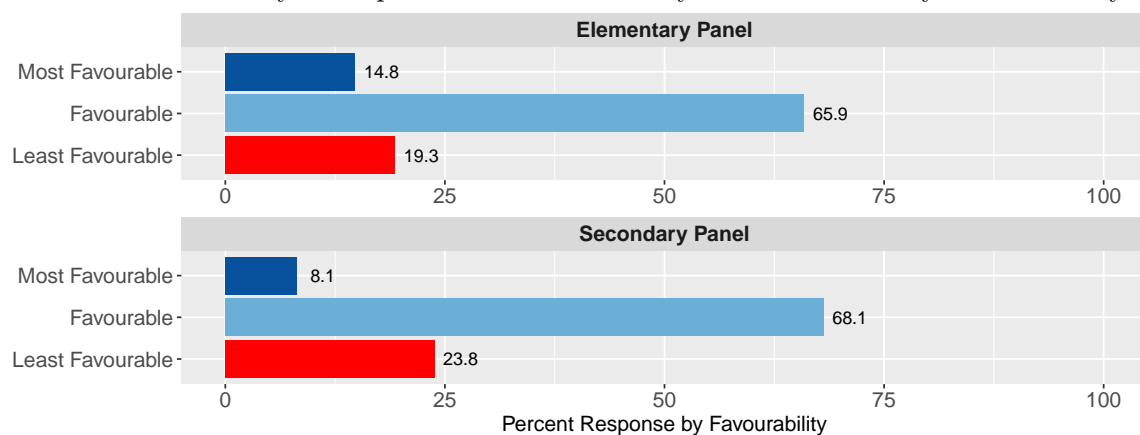


6.1 Safety Subtopic: Emotional Safety

To assist in the interpretation of the figures below, EDSCLS has defined emotional safety as an experience in which one feels safe to express emotions, security, and confidence to take risks and feels challenged and excited to try something new. Emotionally safe learning environments can be achieved by making social and emotional learning (SEL) an essential part of education. SEL is the process through which children and adults acquire the knowledge, attitudes, and skills they need to recognize and manage their emotions, feel and show empathy to others, establish positive relationships, and make responsible decisions. Competence in the use of SEL skills is promoted in the context of safe and supportive school, family, and community learning environments in which children feel valued, respected, and connected to and engaged in learning.

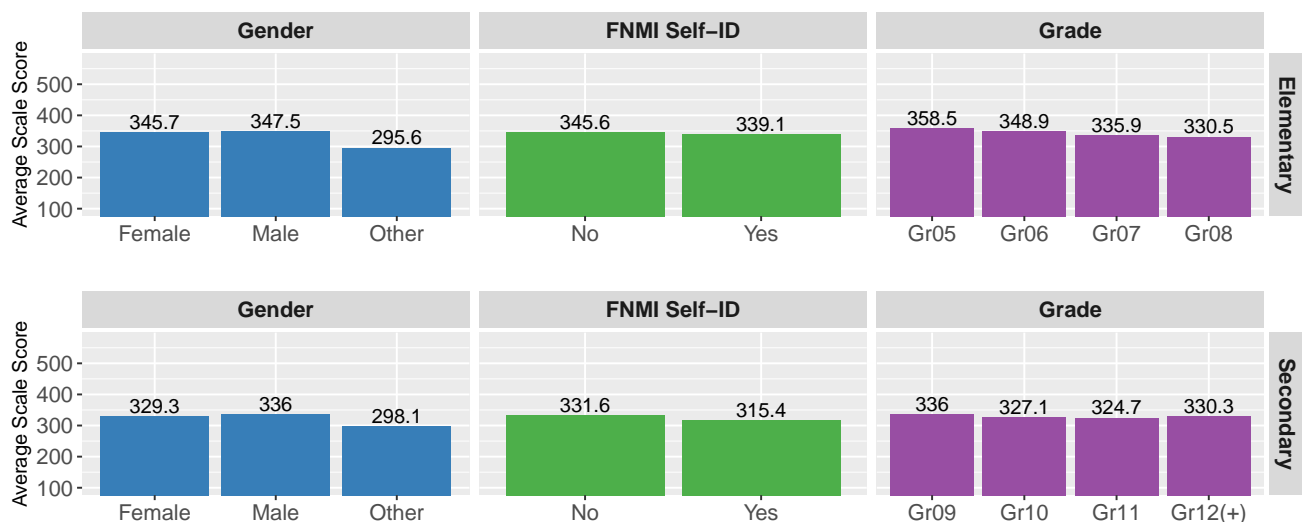
Overall Favourability Score. Figure 11 represents a comparison of the percentage of students in each of the elementary and secondary panels who perceive this domain as Least Favourable, Favourable or Most Favourable.

Figure 11: Emotional Safety Subtopic Overall Favourability Score: Elementary vs. Secondary Panel



Average Scale Score by Respondent Group. Figure 12 reports the average score for different groups of student demographics on a scale of 100-500, with a higher score representing a more positive or favourable perception.

Figure 12: Average Emotional Safety Scale Score by Respondent Group

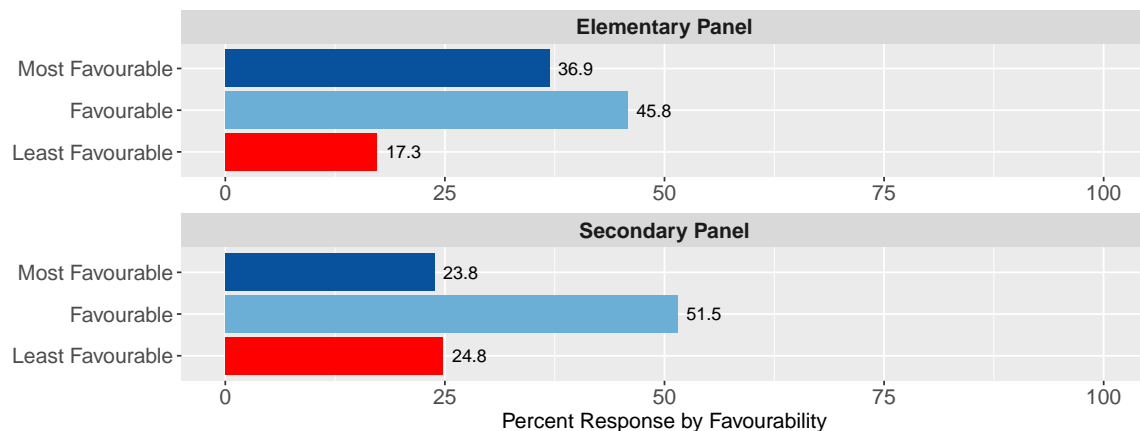


6.2 Safety Subtopic: Physical Safety

To assist in the interpretation of the figures below, EDSCLS has defined physical safety as the protection of all stakeholders, including families, caregivers, students, school staff, and the community, from violence, theft, and exposure to weapons and threats in order to establish a secure learning environment. For students to learn, they need to feel safe. It is essential that all students have the opportunity to attend schools that provide a safe environment where they can thrive and fully engage in their studies without the distraction and worry about physical safety concerns.

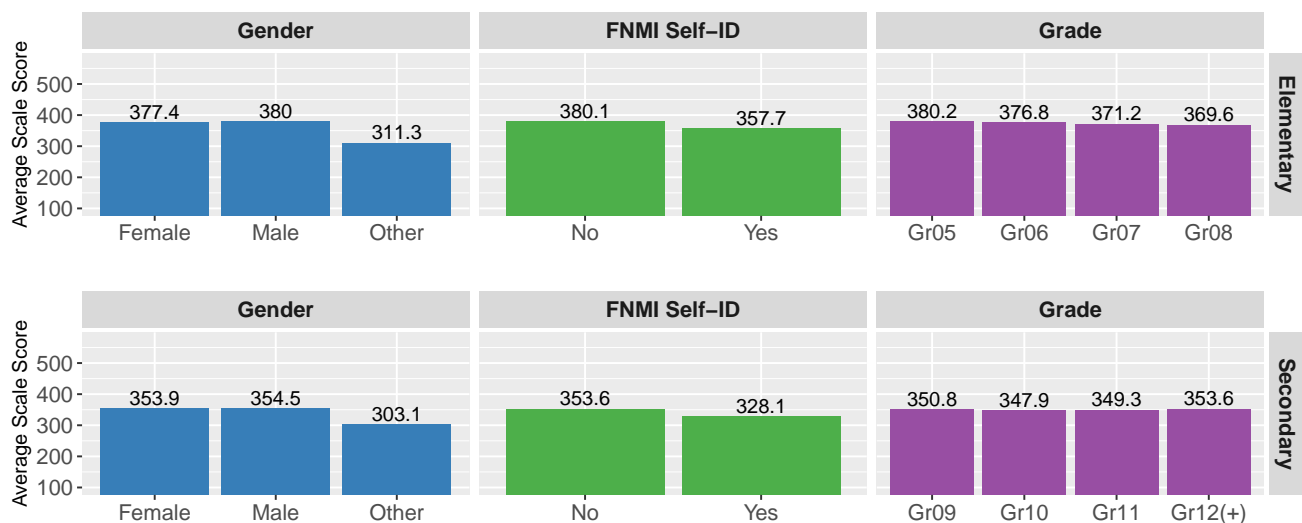
Overall Favourability Score. Figure 13 represents a comparison of the percentage of students in each of the elementary and secondary panels who perceive this domain as Least Favourable, Favourable or Most Favourable.

Figure 13: Physical Safety Subtopic Overall Favourability Score: Elementary vs. Secondary Panel



Average Scale Score by Respondent Group. Figure 14 reports the average score for different groups of student demographics on a scale of 100-500, with a higher score representing a more positive or favourable perception.

Figure 14: Average Physical Safety Scale Score by Respondent Group

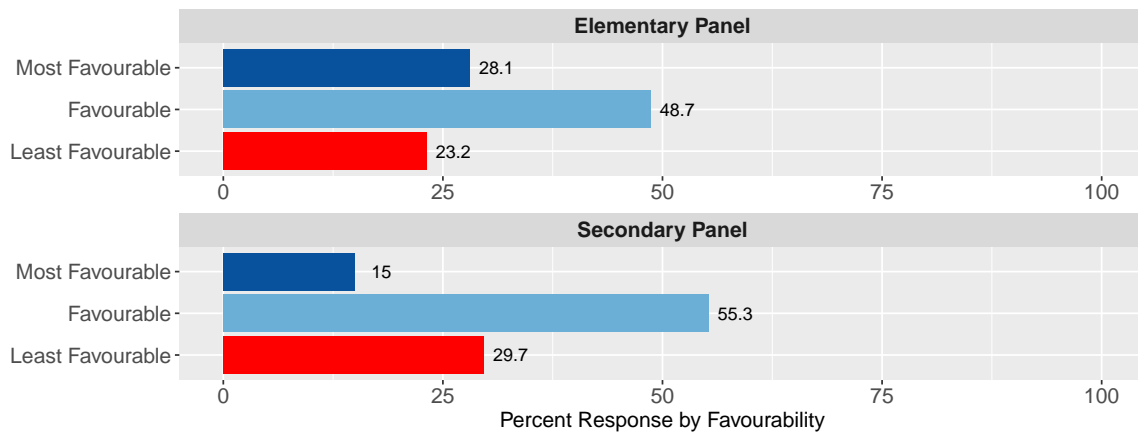


6.3 Safety Subtopic: Bullying\Cyberbullying

To assist in the interpretation of the figures below, EDSCLS has defined bullying as a form of unwanted, aggressive behaviour among school-age children that involves a real or perceived power imbalance and that is repeated, or has the potential to be repeated, over time. In addition, the term cyberbullying refers to bullying using electronic devices, such as cell phones, computers, and tablets, or other communication tools, including social media sites, text messages, chat rooms, and websites.

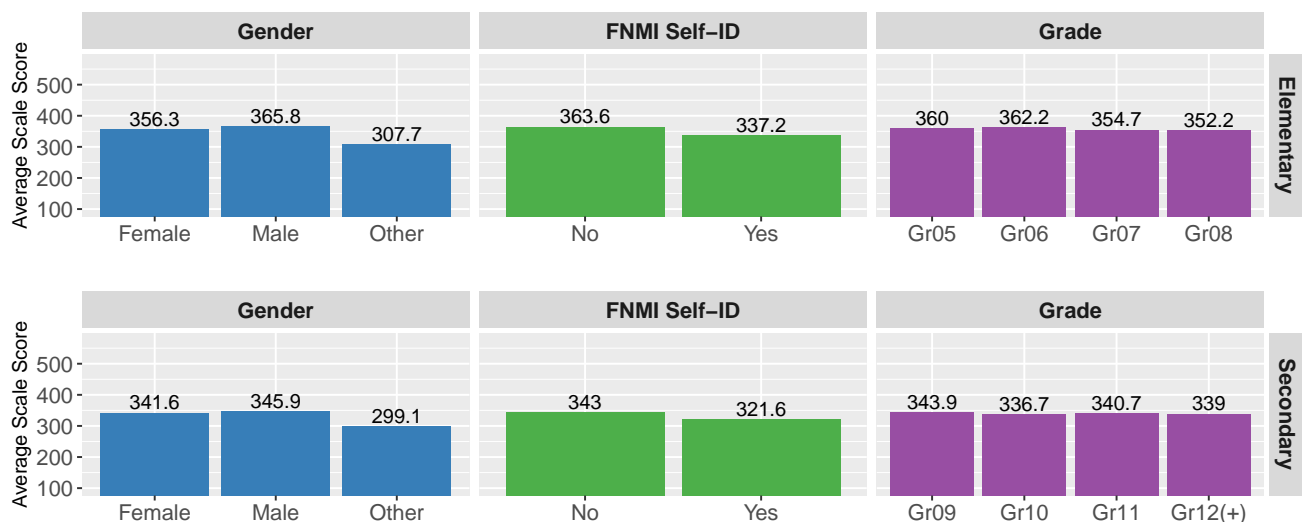
Overall Favourability Score. Figure 15 represents a comparison of the percentage of students in each of the elementary and secondary panels who perceive this domain as Least Favourable, Favourable or Most Favourable.

Figure 15: Bullying\Cyberbullying Subtopic Overall Favourability Score: Elementary vs. Secondary Panel



Average Scale Score by Respondent Group. Figure 16 reports the average score for different groups of student demographics on a scale of 100-500, with a higher score representing a more positive or favourable perception.

Figure 16: Average Bullying\Cyberbullying Scale Score by Respondent Group

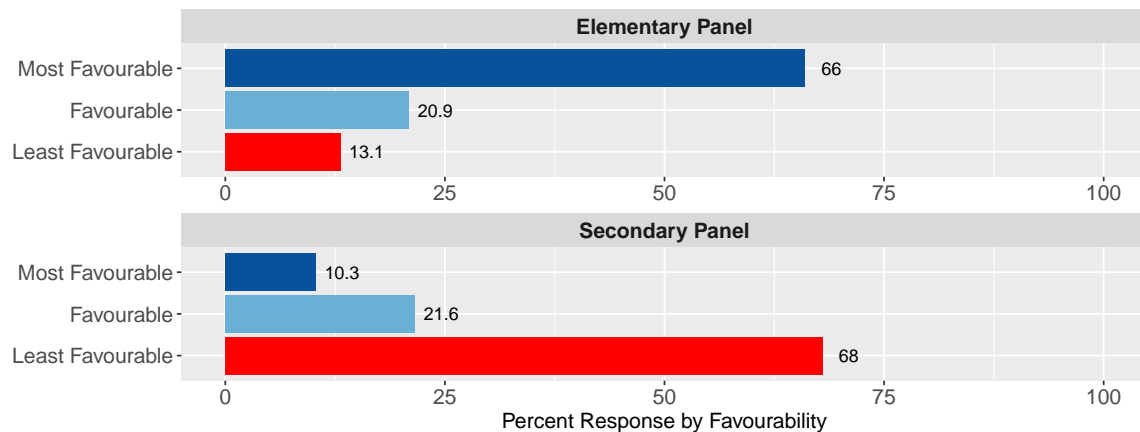


6.4 Safety Subtopic: Substance Abuse

To assist in the interpretation of the figures below, EDSCLS has defined substance abuse as a harmful pattern of use of alcohol, tobacco products, and illicit drugs. This may include the presence of substance use and trade within school and campus environments and during school-related activities. Substance abuse undermines students' ability to achieve academically; is associated with other harmful behaviours; and is incompatible with a school climate of respect, safety, and support for learning.

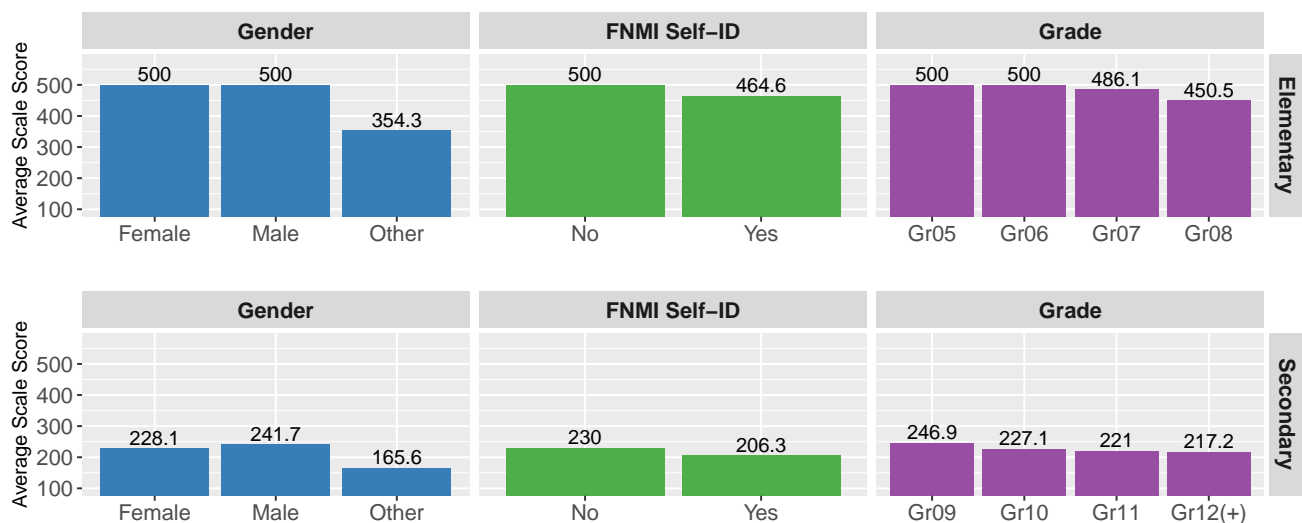
Overall Favourability Score. Figure 17 represents a comparison of the percentage of students in each of the elementary and secondary panels who perceive this domain as Least Favourable, Favourable or Most Favourable.

Figure 17: Substance Abuse Subtopic Overall Favourability Score: Elementary vs. Secondary Panel



Average Scale Score by Respondent Group. Figure 18 reports the average score for different groups of student demographics on a scale of 100-500, with a higher score representing a more positive or favourable perception.

Figure 18: Average Substance Abuse Scale Score by Respondent Group

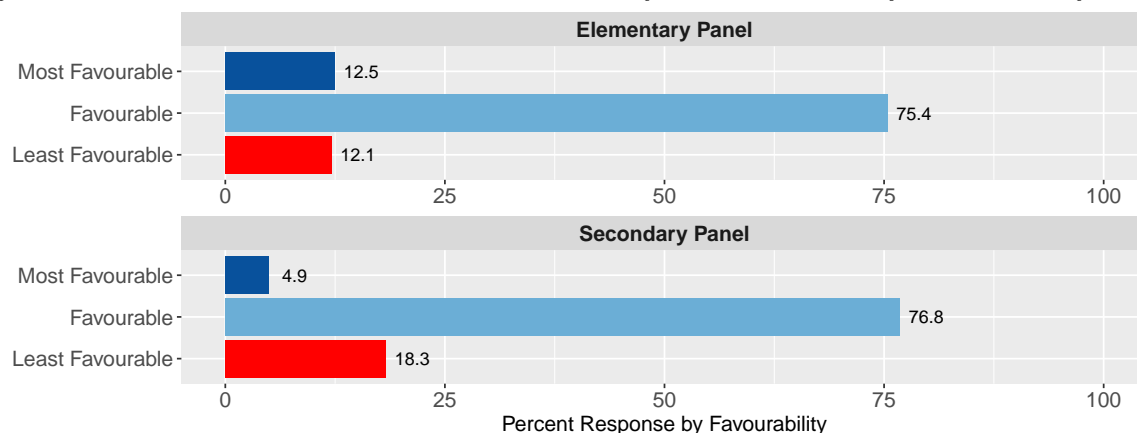


7 Domain: Environment

The Environment domain aims to measure student perception of the school environment, which is broadly characterized by its facilities, classrooms, school-based health supports, and disciplinary policies and practices. In other words, the Environment domain refers to external factors that affect students. A positive school environment is defined as a school having appropriate facilities, well-managed classrooms, available school-based health supports, and a clear, fair disciplinary policy.

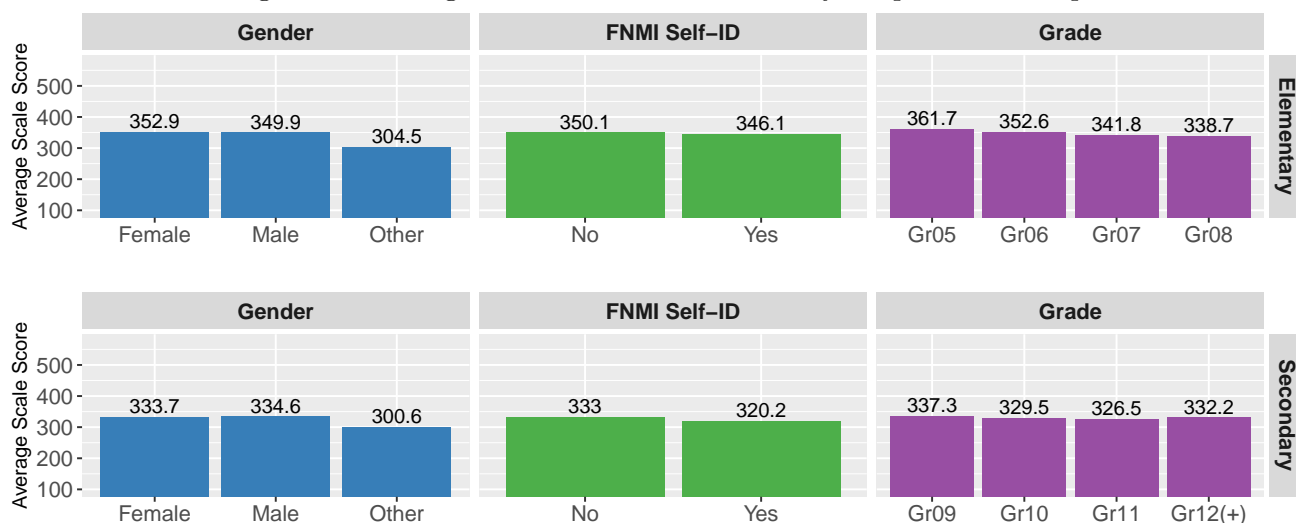
Overall Favourability Score. Figure 19 represents a comparison of the percentage of students in each of the elementary and secondary panels who perceive this domain as Least Favourable, Favourable or Most Favourable.

Figure 19: Environment Domain Overall Favourability Score: Elementary vs. Secondary Panel



Average Scale Score by Respondent Group. Figure 20 reports the average score for different groups of student demographics on a scale of 100-500, with a higher score representing a more positive or favourable perception.

Figure 20: Average Environment Scale Score by Respondent Group

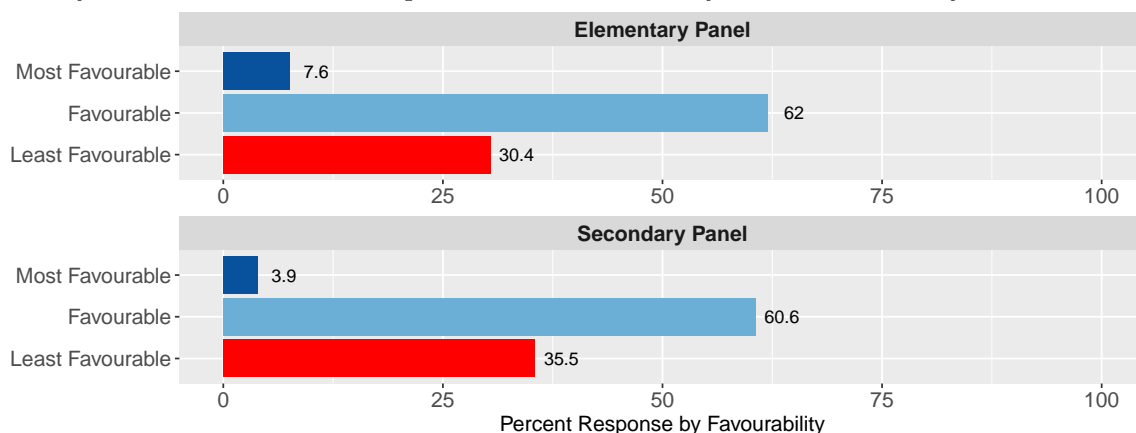


7.1 Environment Subtopic: Physical Environment

To assist in the interpretation of the figures below, EDSCLS has defined physical environment as the level of upkeep, ambient noise, lighting, indoor air quality, or thermal comfort of the school's physical building and its location within the community. The physical environment of the school speaks to the contribution that safe, clean, and comfortable surroundings make to a positive school climate in which students can learn.

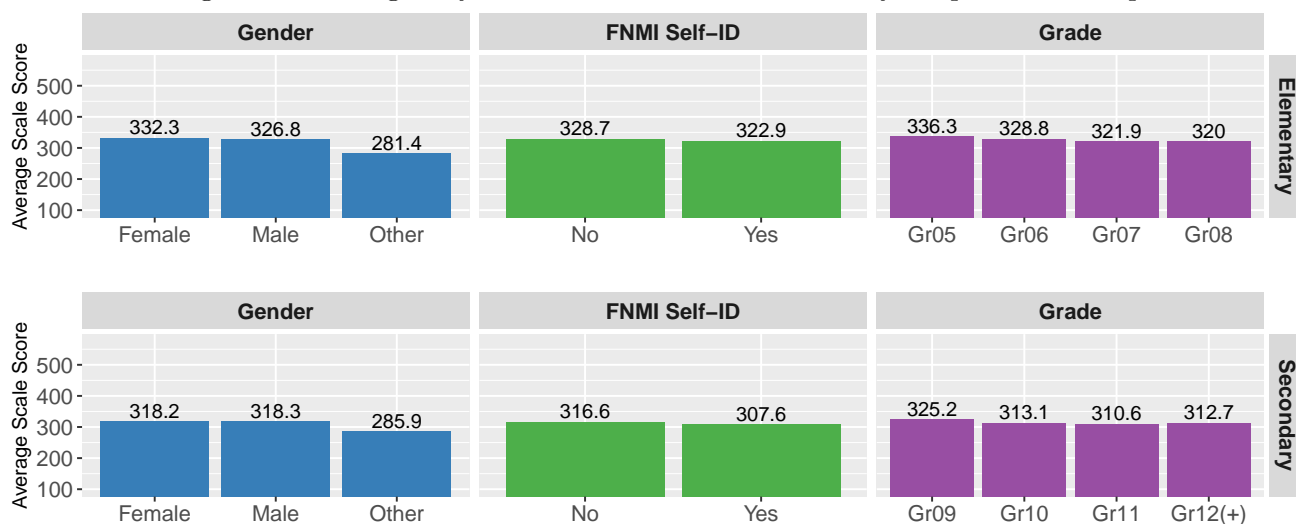
Overall Favourability Score. Figure 21 represents a comparison of the percentage of students in each of the elementary and secondary panels who perceive this domain as Least Favourable, Favourable or Most Favourable.

Figure 21: Physical Environment Subtopic Overall Favourability Score: Elementary vs. Secondary Panel



Average Scale Score by Respondent Group. Figure 22 reports the average score for different groups of student demographics on a scale of 100-500, with a higher score representing a more positive or favourable perception.

Figure 22: Average Physical Environment Scale Score by Respondent Group

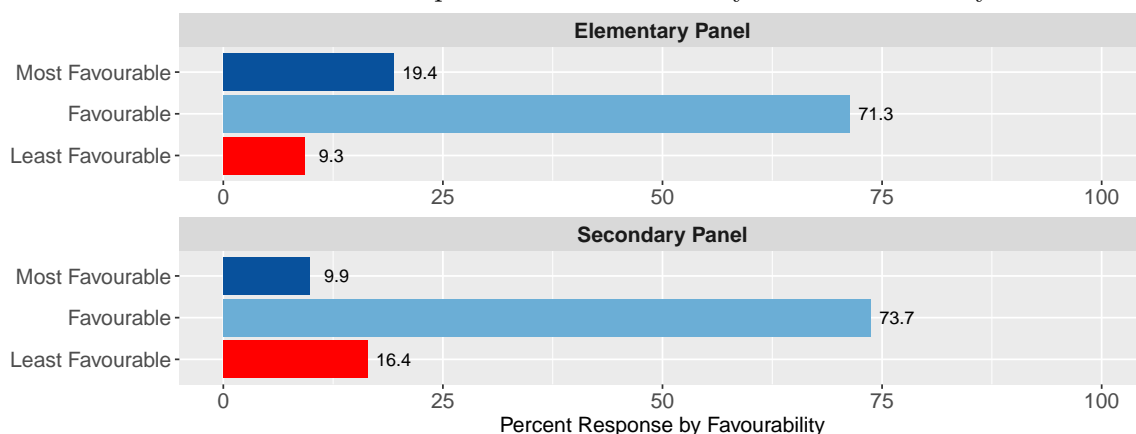


7.2 Environment Subtopic: Instructional Environment

To assist in the interpretation of the figures below, EDSCLS has defined instructional environment as the instructional, behavioural, and personal aspects of the classroom experience. An extensive amount of research has linked positive academic environments to higher student test scores and graduation rates.

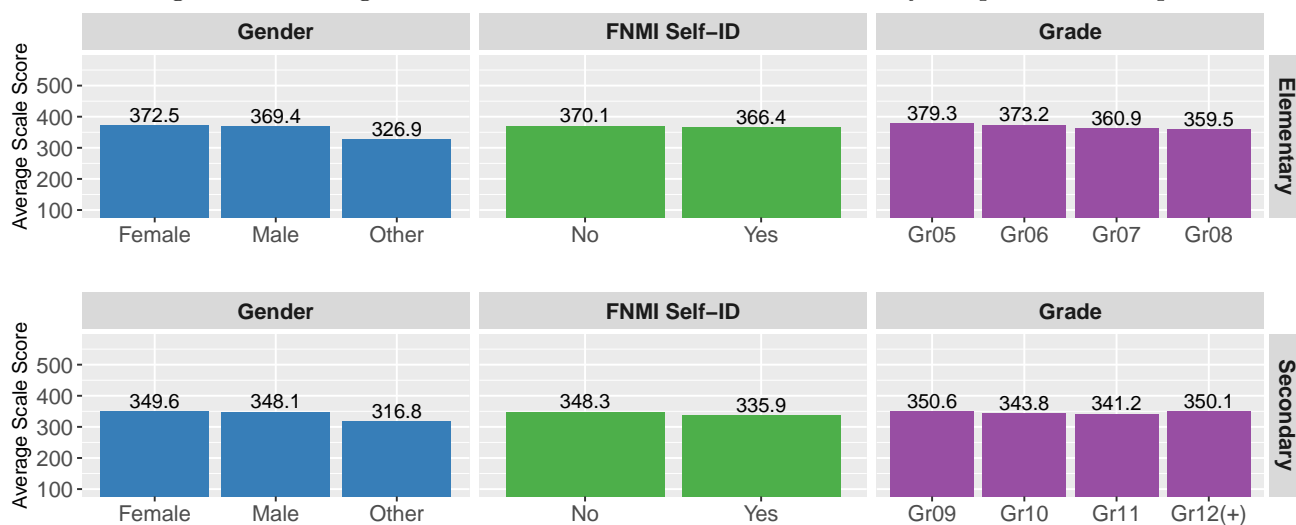
Overall Favourability Score. Figure 23 represents a comparison of the percentage of students in each of the elementary and secondary panels who perceive this domain as Least Favourable, Favourable or Most Favourable.

Figure 23: Instructional Environment Subtopic Overall Favourability Score: Elementary vs. Secondary Panel



Average Scale Score by Respondent Group. Figure 24 reports the average score for different groups of student demographics on a scale of 100-500, with a higher score representing a more positive or favourable perception.

Figure 24: Average Instructional Environment Scale Score by Respondent Group

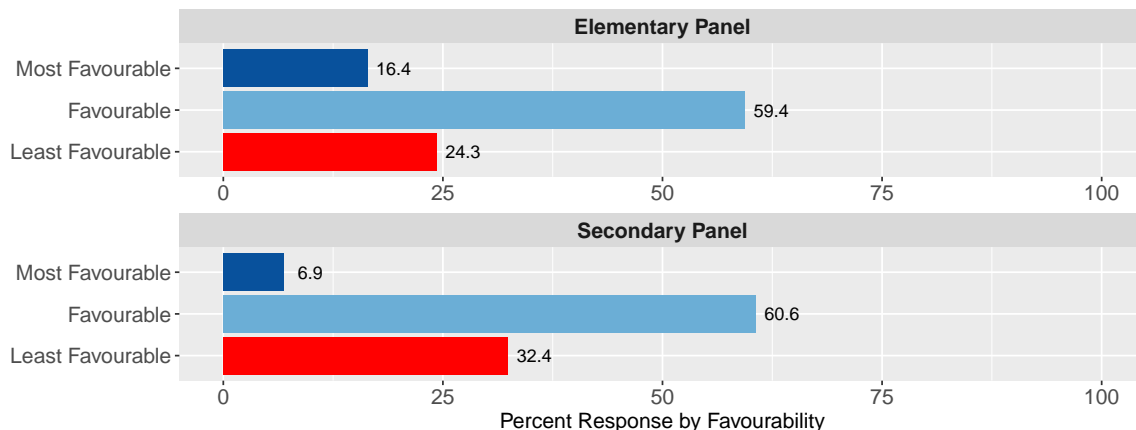


7.3 Environment Subtopic: Mental Health

To assist in the interpretation of the figures below, EDSCLS has defined mental health as the emotional and psychological well-being of individuals that promotes healthy development and functioning and increases the capacity of individuals to live productive lives while striving to reach their full potential. A major aspect of the school environment includes promoting the mental health of all students, and the provision of programs and services to address those needs.

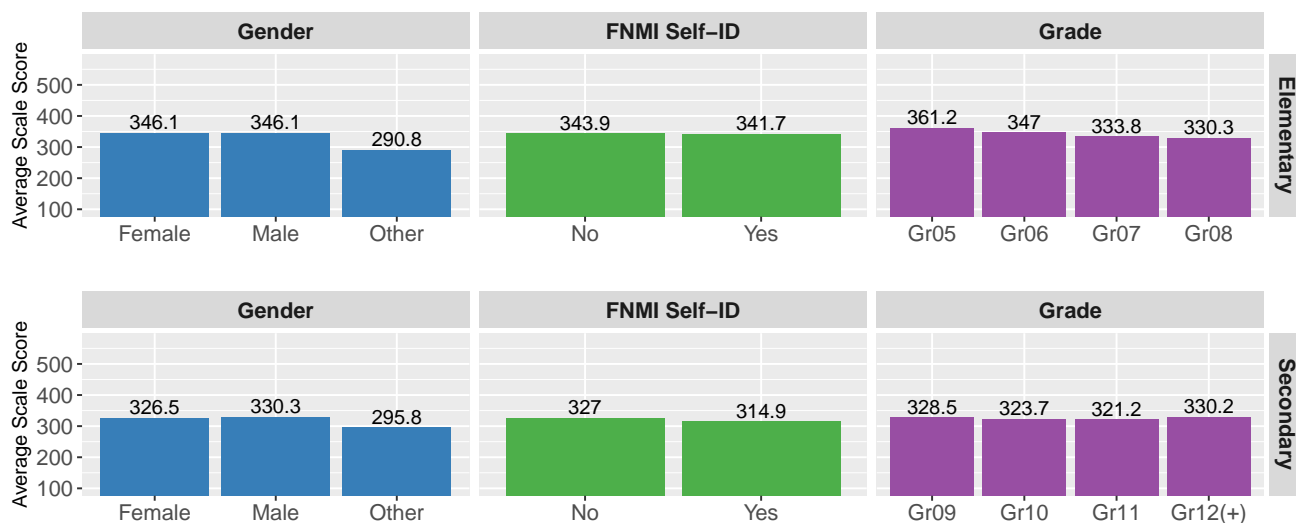
Overall Favourability Score. Figure 25 represents a comparison of the percentage of students in each of the elementary and secondary panels who perceive this domain as Least Favourable, Favourable or Most Favourable.

Figure 25: Mental Health Subtopic Overall Favourability Score: Elementary vs. Secondary Panel



Average Scale Score by Respondent Group. Figure 26 reports the average score for different groups of student demographics on a scale of 100-500, with a higher score representing a more positive or favourable perception.

Figure 26: Average Mental Health Scale Score by Respondent Group

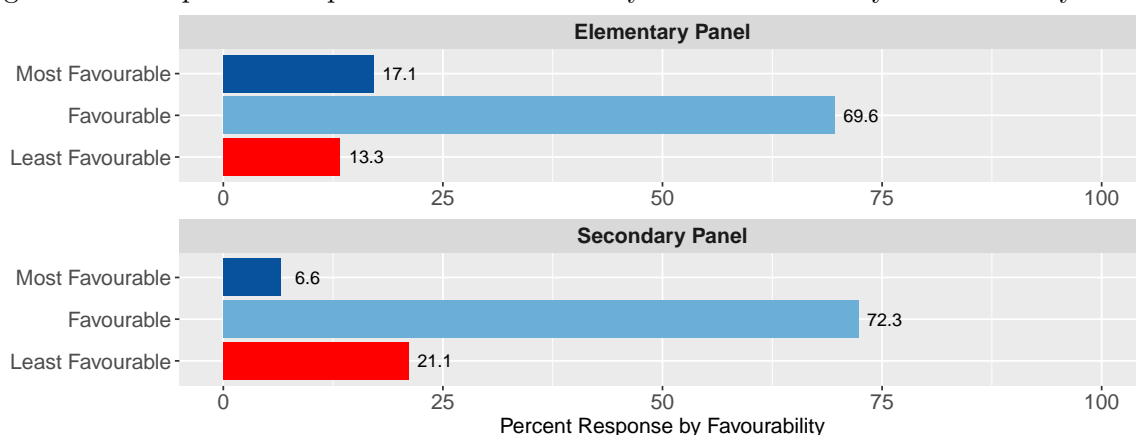


7.4 Environment Subtopic: Discipline

To assist in the interpretation of the figures below, EDSCLS has defined discipline as referring to the rules and strategies applied in school to manage student behaviour and practices used to encourage self-discipline. School discipline addresses schoolwide, classroom, and individual student needs through broad prevention, targeted intervention, and development of self-discipline. Approaches to school discipline range from positive (e.g., schoolwide school climate improvements, use of restorative practices) to punitive (e.g., suspension, expulsion, corporal punishment). How school discipline is handled has a great impact on the learning environments of schools.

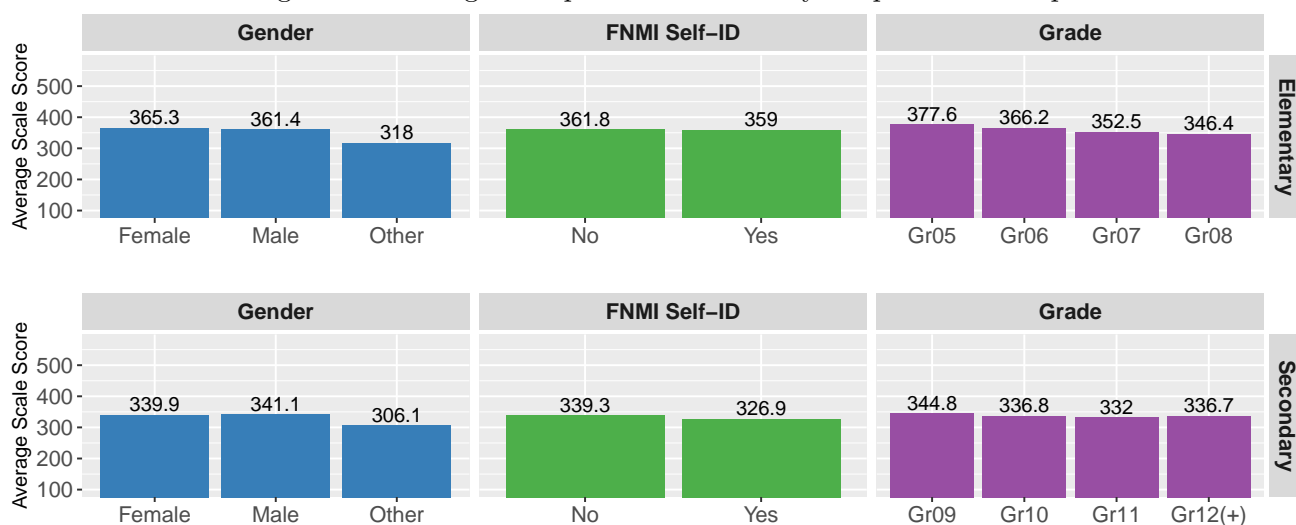
Overall Favourability Score. Figure 27 represents a comparison of the percentage of students in each of the elementary and secondary panels who perceive this domain as Least Favourable, Favourable or Most Favourable.

Figure 27: Discipline Subtopic Overall Favourability Score: Elementary vs. Secondary Panel



Average Scale Score by Respondent Group. Figure 28 reports the average score for different groups of student demographics on a scale of 100-500, with a higher score representing a more positive or favourable perception.

Figure 28: Average Discipline Scale Score by Respondent Group



8 *School Climate Summary At a Glance*

The summary tables on the following page highlights, by panel, any areas in school climate (by subtopic and respondent group) where student perceptions are a possible concern. For both tables, the three domains and their respective subtopics are listed along the left hand side. Each domain will also have an 'Overall' category (e.g. Engagement Overall), which represents the combination of all subtopics within that domain.

The first column of each table, entitled 'Overall-LF', represents 'overall least favourable'. This column will be flagged red if the percentage of students within their corresponding panel who perceive the overall domain or subtopic least favorably (a score less than 300) is 10% or higher.

The remaining columns along the top of each table represents the student population within each panel by respondent group within Gender, FNMI Self-ID, and Grade. Boxes within these columns will be flagged with the colour red if the overall domain or subtopic for the corresponding respondent group has an average score below 300, that is, are viewed unfavourably.

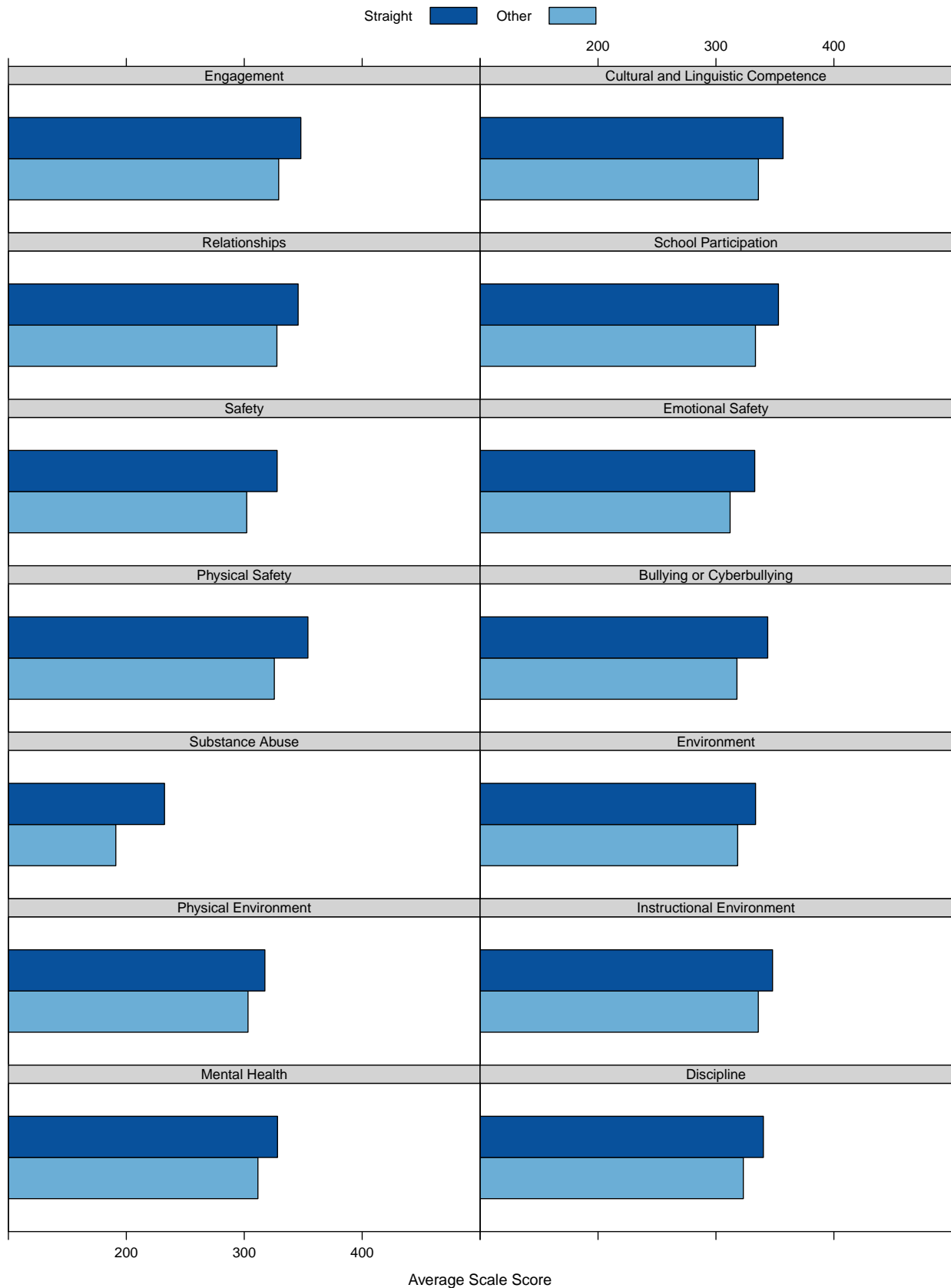
Elementary Panel at a Glance

| | Overall | Gender | | | FNMI | | Grade | | | |
|-------------------------------|---------|--------|------|-------|------|-----|-------|------|------|------|
| | LF | Female | Male | Other | No | Yes | Gr05 | Gr06 | Gr07 | Gr08 |
| Engagement Domain | | | | | | | | | | |
| Engagement Overall | | | | | | | | | | |
| Cultural and Linguistic Comp. | | | | | | | | | | |
| Relationships | | | | | | | | | | |
| School Participation | | | | | | | | | | |
| Safety Domain | | | | | | | | | | |
| Safety Overall | | | | | | | | | | |
| Emotional Safety | | | | | | | | | | |
| Physical Safety | | | | | | | | | | |
| Bullying or Cyberbullying | | | | | | | | | | |
| Substance Abuse | | | | | | | | | | |
| Environment Domain | | | | | | | | | | |
| Environment Overall | | | | | | | | | | |
| Physical Environment | | | | | | | | | | |
| Instructional Environment | | | | | | | | | | |
| Mental Health | | | | | | | | | | |
| Discipline | | | | | | | | | | |

Secondary Panel at a Glance

| | Overall | Gender | | | FNMI | | Grade | | | |
|-------------------------------|---------|--------|------|-------|------|-----|-------|------|------|---------|
| | LF | Female | Male | Other | No | Yes | Gr9 | Gr10 | Gr11 | Gr12(+) |
| Engagement Domain | | | | | | | | | | |
| Engagement Overall | | | | | | | | | | |
| Cultural and Linguistic Comp. | | | | | | | | | | |
| Relationships | | | | | | | | | | |
| School Participation | | | | | | | | | | |
| Safety Domain | | | | | | | | | | |
| Safety Overall | | | | | | | | | | |
| Emotional Safety | | | | | | | | | | |
| Physical Safety | | | | | | | | | | |
| Bullying or Cyberbullying | | | | | | | | | | |
| Substance Abuse | | | | | | | | | | |
| Environment Domain | | | | | | | | | | |
| Environment Overall | | | | | | | | | | |
| Physical Environment | | | | | | | | | | |
| Instructional Environment | | | | | | | | | | |
| Mental Health | | | | | | | | | | |
| Discipline | | | | | | | | | | |

9 Addendum: Secondary Panel Average Scale Scores by Sexual Orientation



10 *Appendix: Survey Items*

Engagement Domain and Subtopics

| Subtopic | Items |
|------------------------------------|---|
| Cultural and Linguistic Competence | 1. All students are treated the same, regardless of whether their parents are rich or poor. |
| | 2. Boys and girls are treated equally well. |
| | 3. This school provides instructional materials (e.g., textbooks, handouts) that reflect my cultural background, ethnicity, identity. |
| | 4. Adults working at this school treat all students respectfully. |
| | 5. People of different cultural backgrounds, races, or ethnicities get along well at this school. |
| School Participation | 1. I regularly attend school-sponsored events such as school dances, sporting events, student performances, or other school activities. |
| | 2. I regularly participate in extra-curricular activities offered through this school such as, school clubs or organizations, musical groups, sports teams, student government, or any other extra-curricular activities. |
| | 3. At this school, students have lots of chances to help decide things like class activities and rules. |
| | 4. There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of class. |
| | 5. I have lots of chances to be part of class discussions or activities. |
| Relationships | 1. Teachers are available when I need to talk with them. |
| | 2. It is easy to talk with teachers at this school. |
| | 3. My teachers care about me. |
| | 4. My teachers make me feel good about myself. |
| | 5. Students respect one another. |
| | 6. Students like one another. |
| | 7. If I am absent, there is a teacher or some other adult at school that will notice my absence. |
| | 8. Teachers understand my problems. |
| | 9. At this school, there is a teacher or some other adult who students can go to if they need help because of sexual assault or dating violence. ¹ |

¹ This item is not included in the Elementary Survey.

Environment Domain and Subtopics

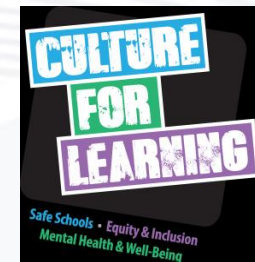
| Subtopic | Items |
|---------------------------|---|
| Discipline | 1. My teachers make it clear to me when I have misbehaved in class. |
| | 2. Adults working at this school reward students for positive behaviour. |
| | 3. Adults working at this school help students develop strategies to understand and control their feelings and actions. |
| | 4. School rules are applied equally to all students. |
| | 5. Discipline is fair. |
| Instructional Environment | 1. My teachers praise me when I work hard in school. |
| | 2. My teachers give me individual attention when I need it. |
| | 3. My teachers often connect what I am learning to life outside the classroom. |
| | 4. The things I'm learning in school are important to me. |
| | 5. My teachers expect me to do my best all the time. |
| Mental Health | 1. My teachers really care about me. |
| | 2. I can talk to my teachers about problems I am having in class. |
| | 3. I can talk to a teacher or other adult at this school about something that is bothering me. |
| | 4. Students at this school stop and think before doing anything when they get angry. |
| | 5. Students at this school try to work out their disagreements with other students by talking to them. |
| Physical Environment | 1. The bathrooms in this school are clean. |
| | 2. The temperature in this school is comfortable all year round. |
| | 3. The school grounds are kept clean. |
| | 4. I think that students are proud of how this school looks on the outside. |
| | 5. Broken things at this school get fixed quickly. |

Safety Domain and Subtopics

| Subtopic | Items |
|----------------------------|---|
| Bullying\ Cyberbullying | 1. Students at this school are often bullied. |
| | 2. Students at this school are teased or picked on about their race or ethnicity. |
| | 3. Students at this school are teased or picked on about their cultural background or religion. |
| | 4. Students at this school are teased or picked on about their physical or mental disability. |
| | 5. Students at this school try to stop bullying. |
| | 6. Students often spread mean rumours or lies about others at this school on the internet (i.e., Facebook, email, and instant message). |
| Emotional Safety | 1. I feel like I belong. |
| | 2. Students at this school get along well with each other. |
| | 3. At this school, students talk about the importance of understanding their own feelings and the feelings of others. |
| | 4. At this school, students work on listening to others to understand what they are trying to say. |
| | 5. I am happy to be at this school. |
| | 6. I feel like I am part of this school. |
| | 7. I feel socially accepted. |
| Physical Safety | 1. I feel safe at this school. |
| | 2. I feel safe going to and from this school. |
| | 3. I sometimes stay home because I don't feel safe at this school. |
| | 4. Students at this school carry guns or knives to school. |
| | 5. Students at this school threaten to hurt other students. |
| | 6. Students at this school steal money, electronics, or other valuable things while at school. |
| | 7. Students at this school damage or destroy other students' property. |
| | 8. Students at this school fight a lot. |
| Substance Abuse | 1. Students use\try alcohol or drugs while at school or school-sponsored events. |
| | 2. It is easy for students to use\try alcohol or drugs at school or school-sponsored events without getting caught. |
| | 3. Students at this school think it is ok to smoke one or more packs of cigarettes a day. |
| | 4. Students at this school think it is ok to get drunk. |
| | 5. Students at this school think it is ok to try drugs. |

School Climate Student Survey Results and Next Steps

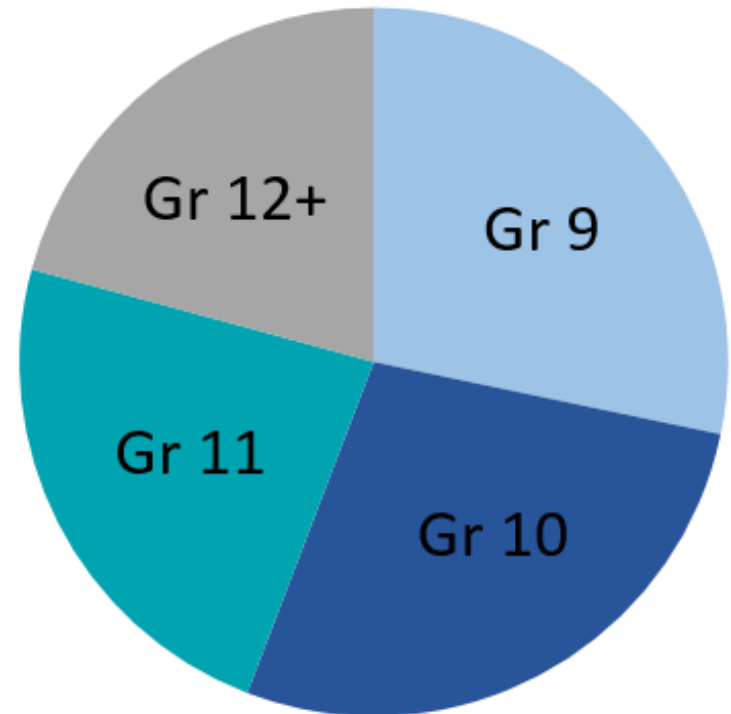
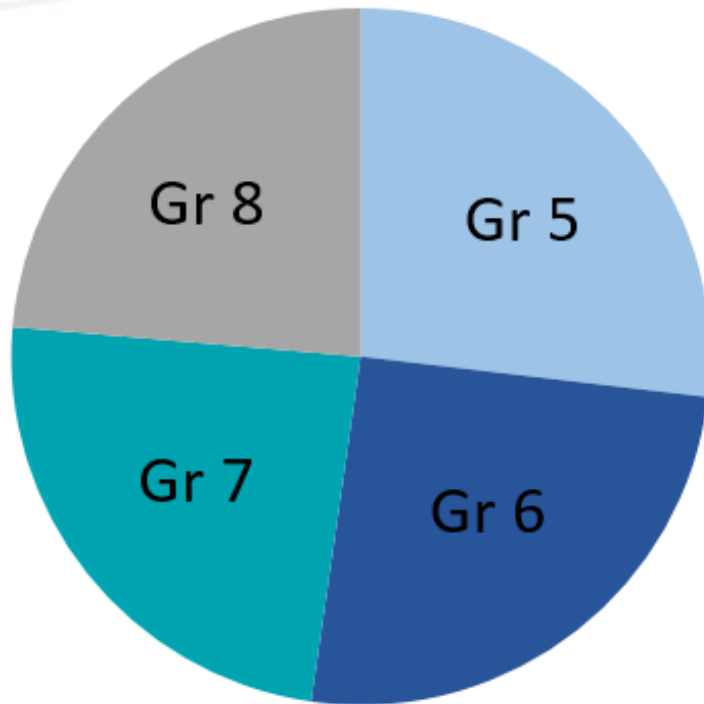
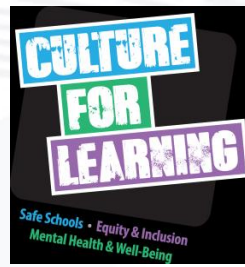
Link to the Operational Plan



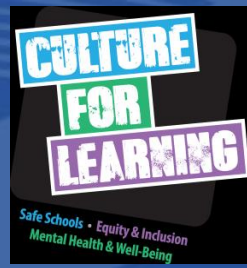
| REL | E&D | AWB | Objective: Create Equitable and Inclusive Learning and Work Environments for Students and Staff to Achieve Success | | | |
|-----|-----|-----|---|--|--|---|
| ✓ | ✓ | ✓ | | | | |
| ✓ | ✓ | ✓ | | | | |
| ✓ | ✓ | ✓ | | | | |
| | | | Actions | Expected Outcomes | Short-term Indicators | Long-term Measures of Success |
| | | | Undertake an employee survey to inform policies, programs, and practices. | New and revised policies, programs and practices support more inclusive working and learning environments. | Development of a comprehensive employee survey with input from stakeholders. | Employee survey data informs policy and program development, training and professional learning needs of staff. |
| | | | School teams use school climate survey results to inform programming and experiences that enhance student well-being and achievement. | Programming and experiences that lead to enhanced student well-being and achievement. | Collection of the employee survey data from a representative number of TVDSB staff. | School climate survey results (collected every two years) reflect positive changes in the school environment. |
| | | | Provide opportunities for educators to increase their capacity to deliver inclusive instruction. | More inclusive instructional practices are implemented in classrooms. | Student needs are identified through the use of school climate survey results. | Increased school attendance. |
| | | | | | The supports that school teams provide are informed by school climate survey results. | Decreased suspension rates. |
| | | | | | Analysis of Safe Schools Action Plans, Bullying Prevention Plans and School Improvement Plans reveal that plans are informed by school climate survey results. | |
| | | | | | Principles of Equity and Inclusion are embedded into all professional learning opportunities. | |
| | | | | | Classroom walkthrough data demonstrate more inclusive curricular resources and instructional strategies. | |



Distribution by Grade



Education School Climate Survey (EDSCLS)

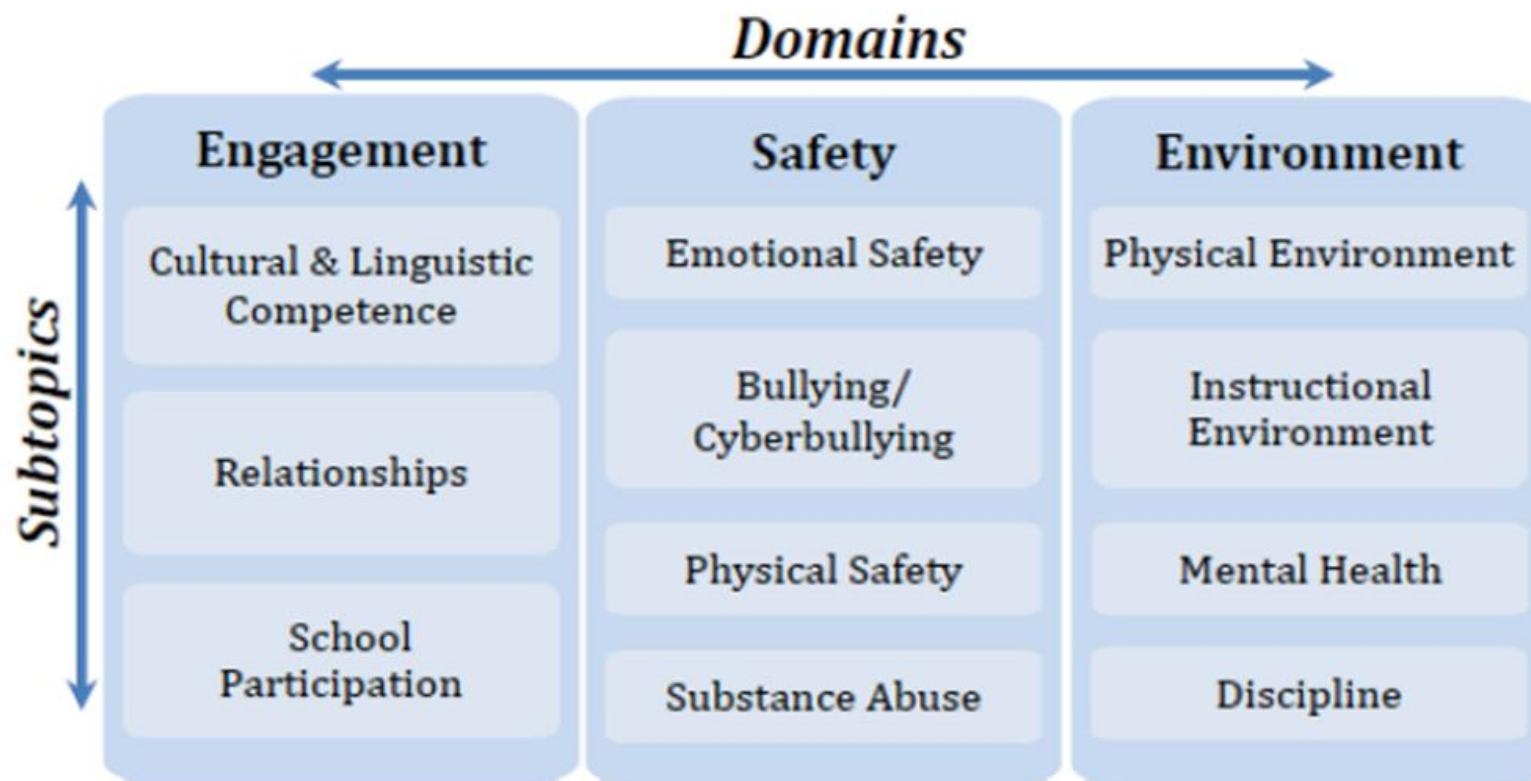
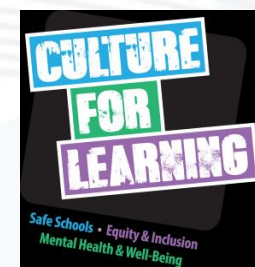


- Validated tool
- Research-based
- High reliability

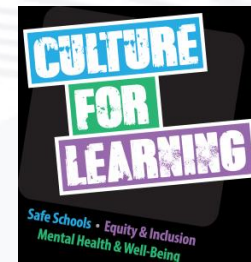


This gives us
confidence that we
are measuring what
we intend to
measure

A Construct-Based Survey



Interpreting Survey Results



Data Collected...

| Response Category | Strongly Disagree | Disagree | Agree | Strongly Agree |
|-------------------|-------------------|----------|-------|----------------|
|-------------------|-------------------|----------|-------|----------------|

Scoring Method...

- Utilizes Item Response Theory
- Psychometric Benchmarking Technical Report

https://safesupportivelearning.ed.gov/sites/default/files/SCIRP/EDSCLS_Psychometric_Benchmarking_Technical_Report_2018-04-25.pdf

Composite Scores...

Range from 100 to 500

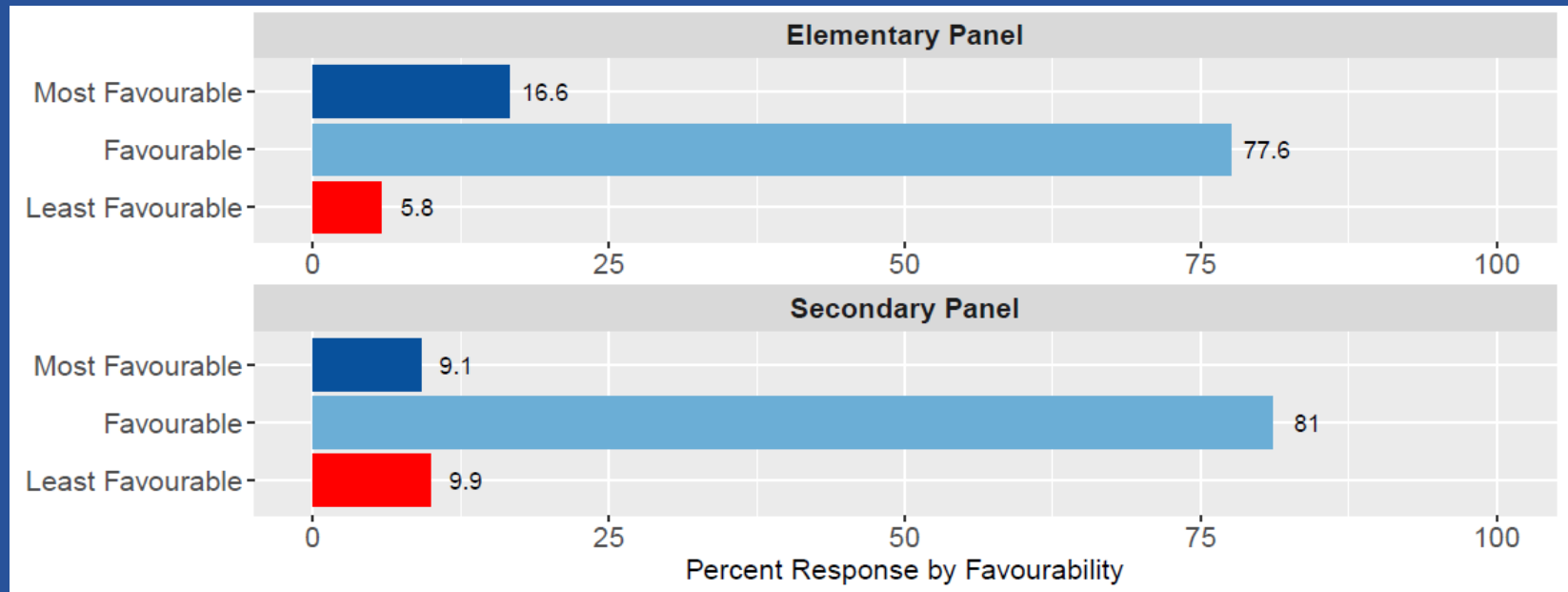
| Scale Score Range | EDSCLS Categories | Alternative Interpretations of the Scale |
|-------------------|-------------------|--|
| > 400 | Most Favourable | Most Positive, More Agreement |
| 300 - 400 | Favourable | Positive, Agreement |
| < 300 | Less Favourable | Less Positive, Less Agreement |



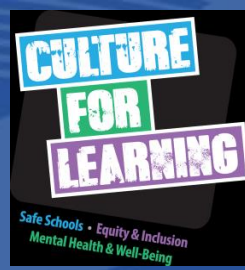
Overall Favourability Score



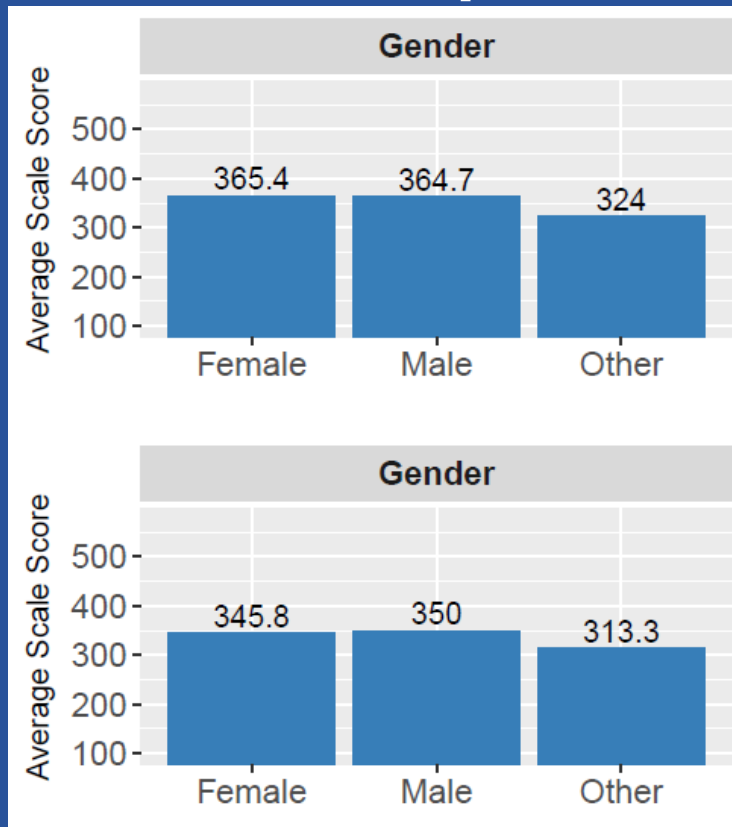
One Example:



Average Scale Score by Respondent Grouping



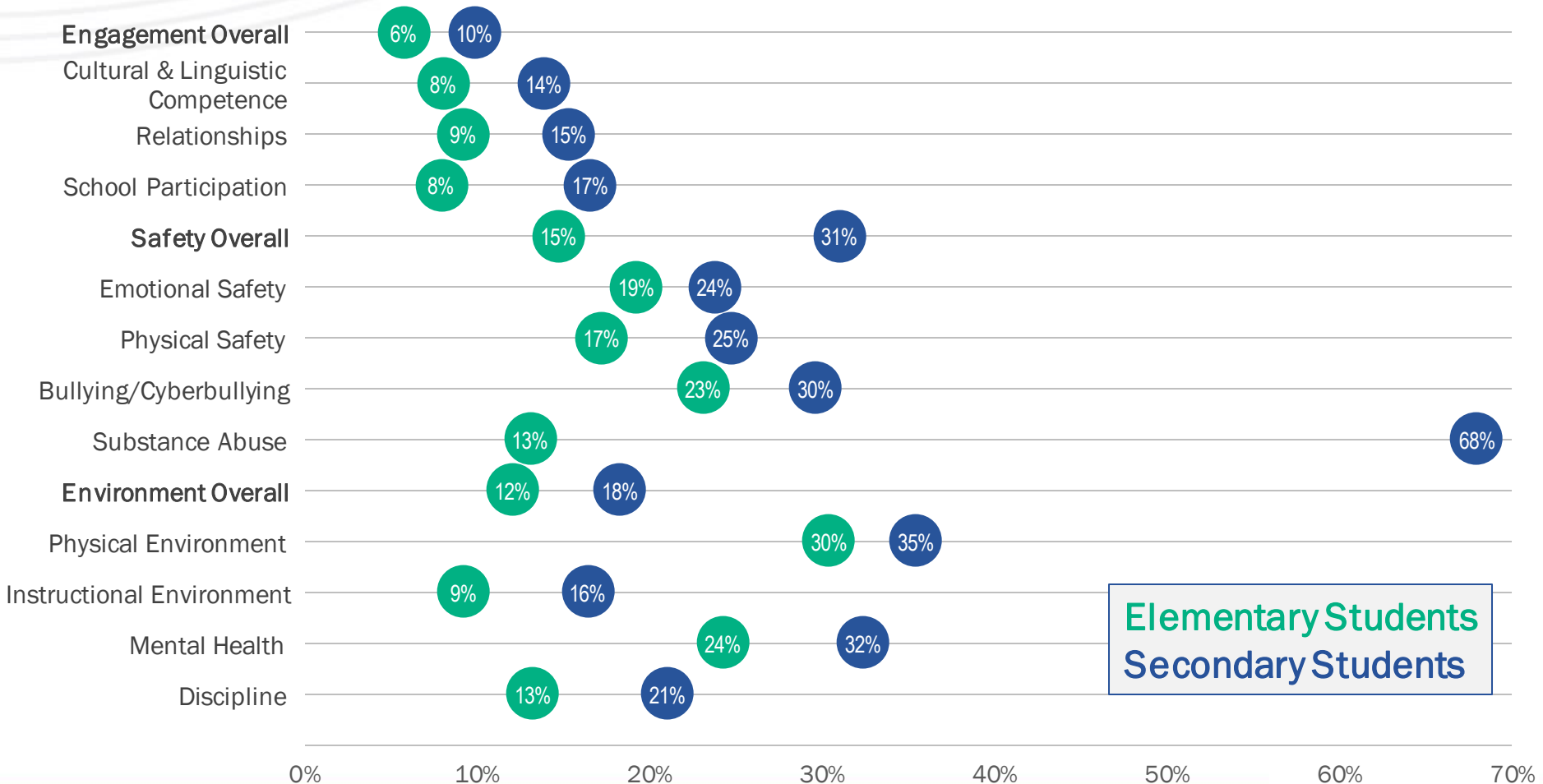
One Example: :



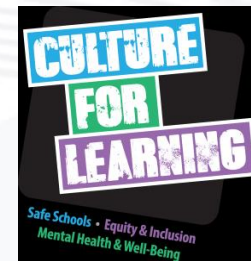
Respondent Groupings

- Gender
- FNMI Self-ID
- Grade

Sharing Key Findings: % Least Favourable



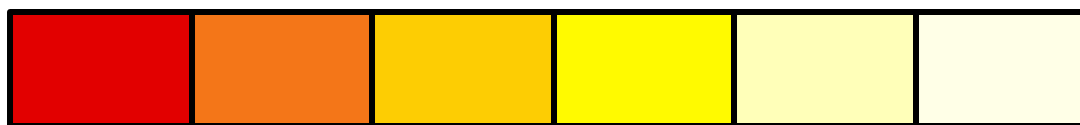
Sharing Key Findings: Exploring Subgroups



Elementary

Secondary

| | Gender | | | FNMI Self ID | | Grade | | | |
|----------------------------------|--------|-------|-------|--------------|-------|-------|-------|-------|-------|
| | Female | Male | Other | No | Yes | Gr05 | Gr06 | Gr07 | Gr08 |
| Engagement Overall | | | | | | | | | |
| Cultural & Linguistic Competence | | | | | | | | | |
| Relationships | | | | | | | | | |
| School Participation | | | | | | | | | |
| Safety Overall | | | | | | | | | |
| Emotional Safety | | | | | | | | | |
| Physical Safety | | | | | | | | | |
| Bullying/Cyberbullying | | | | | | | | | |
| Substance Abuse | 500.0 | 500.0 | | 500.0 | 464.6 | 500.0 | 500.0 | 486.7 | 450.5 |
| Environment Overall | | | | | | | | | |
| Physical Environment | | | | | | | | | |
| Instructional Environment | | | | | | | | | |
| Mental Health | | | | | | | | | |
| Discipline | | | | | | | | | |

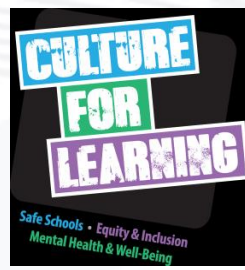


Least favourable

Most favourable



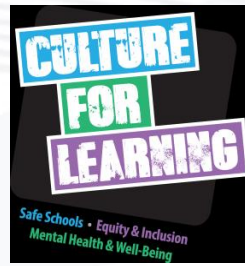
Next Steps: Research and Assessment



- Continued use of student school climate data
- Support Culture for Learning team with sharing school climate results
- Reflecting and planning for future data collection
- Compilation of Staff and Family survey results



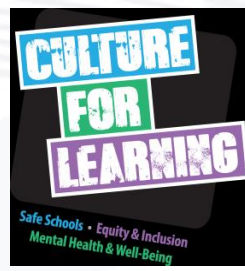
Next Steps Culture for Learning



Supports to Understand the Data:

- Discussion of school climate data at school visits
- Coaching support and capacity building for schools
- Use of Inclusive Design Framework for system-level support (*instruction design, student voice, environment, family and community engagement, data analysis, leadership capacity*)



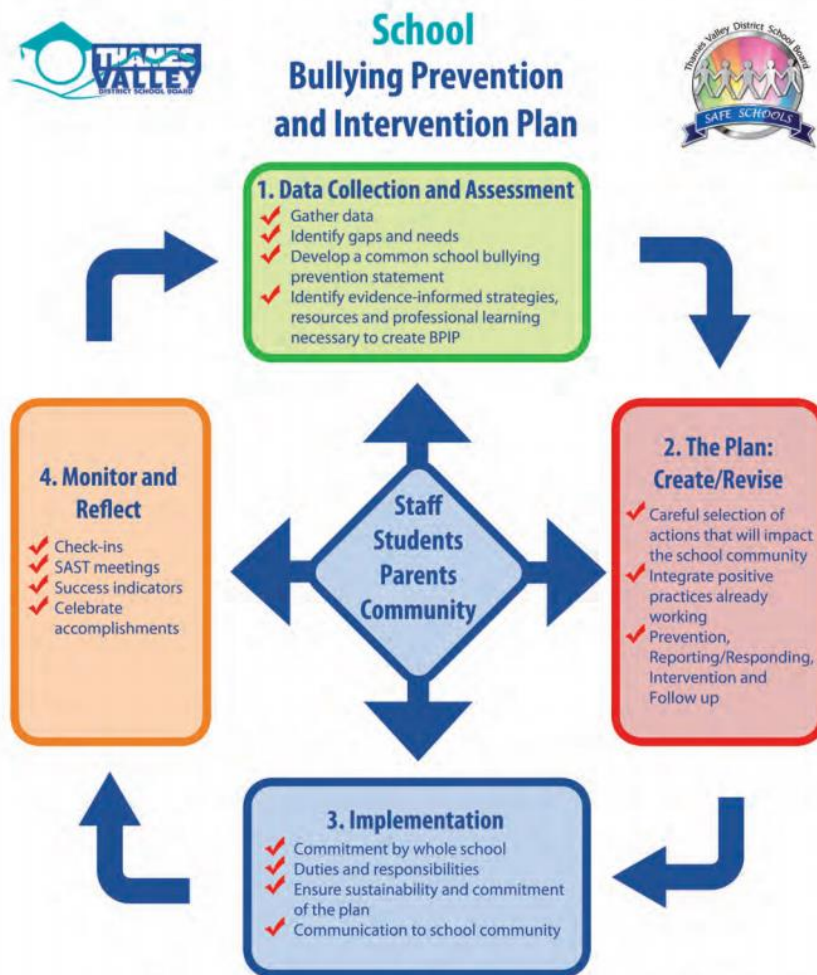
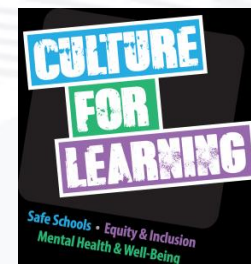


Using the Data to Inform Programming:

- Use the School Climate Survey results to inform the actions in the Bullying Prevention and Intervention Plan (BPIP) and the Safe Schools Action Plans (SSAP)
- Targeted professional learning to build capacity for system and school staff
- Deepening Understanding events aligned with the Ontario Education Equity Action Plan



School Level Use of School Climate Data

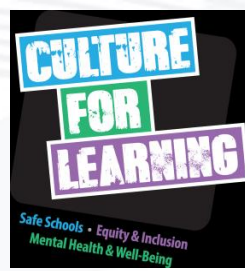




Engagement Domain

- Building on the work of Reframing our Responses
- Professional Learning (e.g., Understanding Poverty, Bias, Power, Privilege; LGBT 101/201)
- Targeted Programming (e.g., Fourth R, St. Leonard's)
- Student Voice Initiatives for a broad range of students at school and possibly in the community





Safety Domain

- Collaborating with TVDSB Professional Support Services Staff and Mental Health Lead
- Targeted Programming (e.g. Healthy Relationships +, Values Influences and Peers, Consent, Rising Above, Red Cross Leadership Training)
- Partnering with Community Services (e.g. Police, Public Health Units)
- Accessing Evidence-Informed Resources (e.g. School Mental Health Assist Resources)



Culture for Learning Supports

Environment Domain

- TVDSB Mental Health Strategy
- Work with schools on Progressive Discipline
- K-12 Team (e.g. Instructional Coaches, Learning Coordinators) to use school climate data as a resource to inform instructional strategies



Implementing School Climate Data

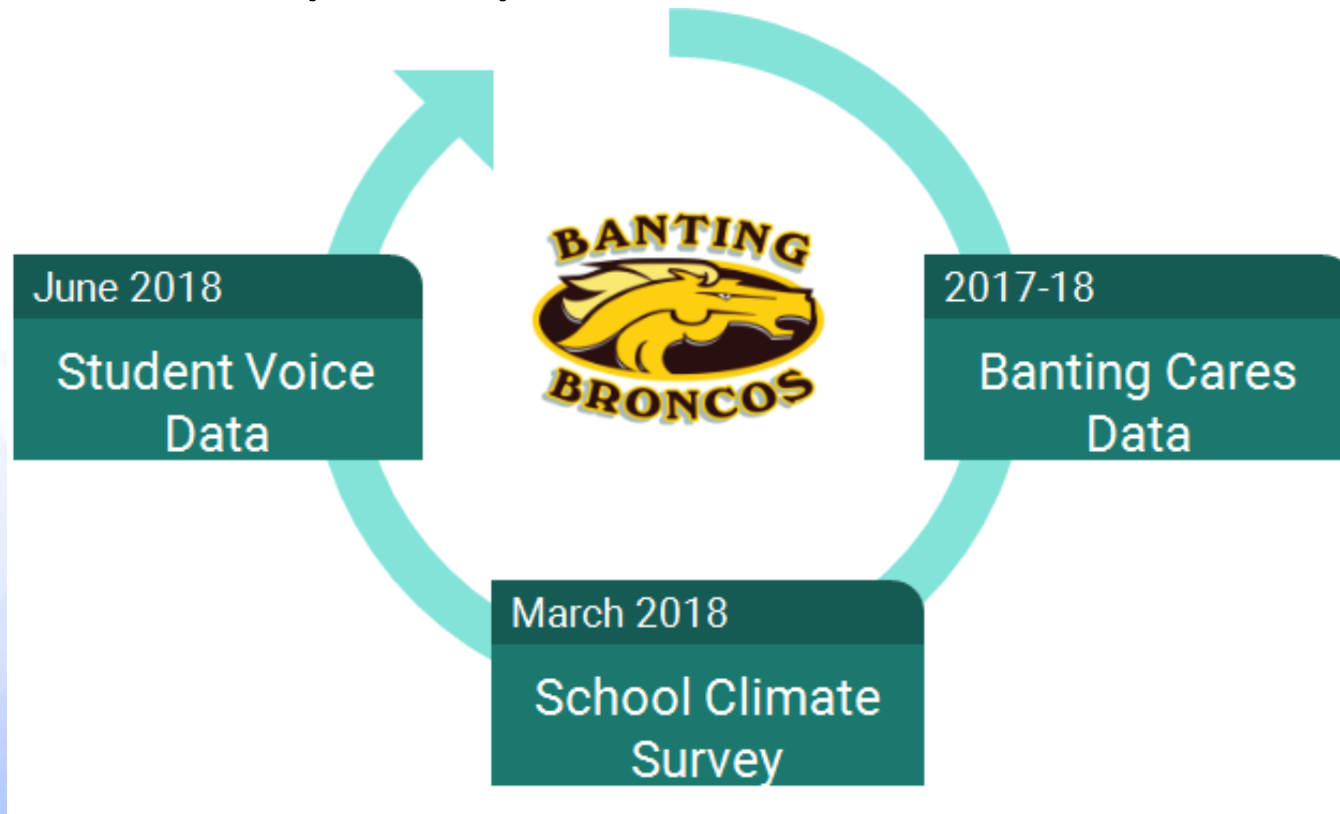
Joan Cooper

Beth Miller

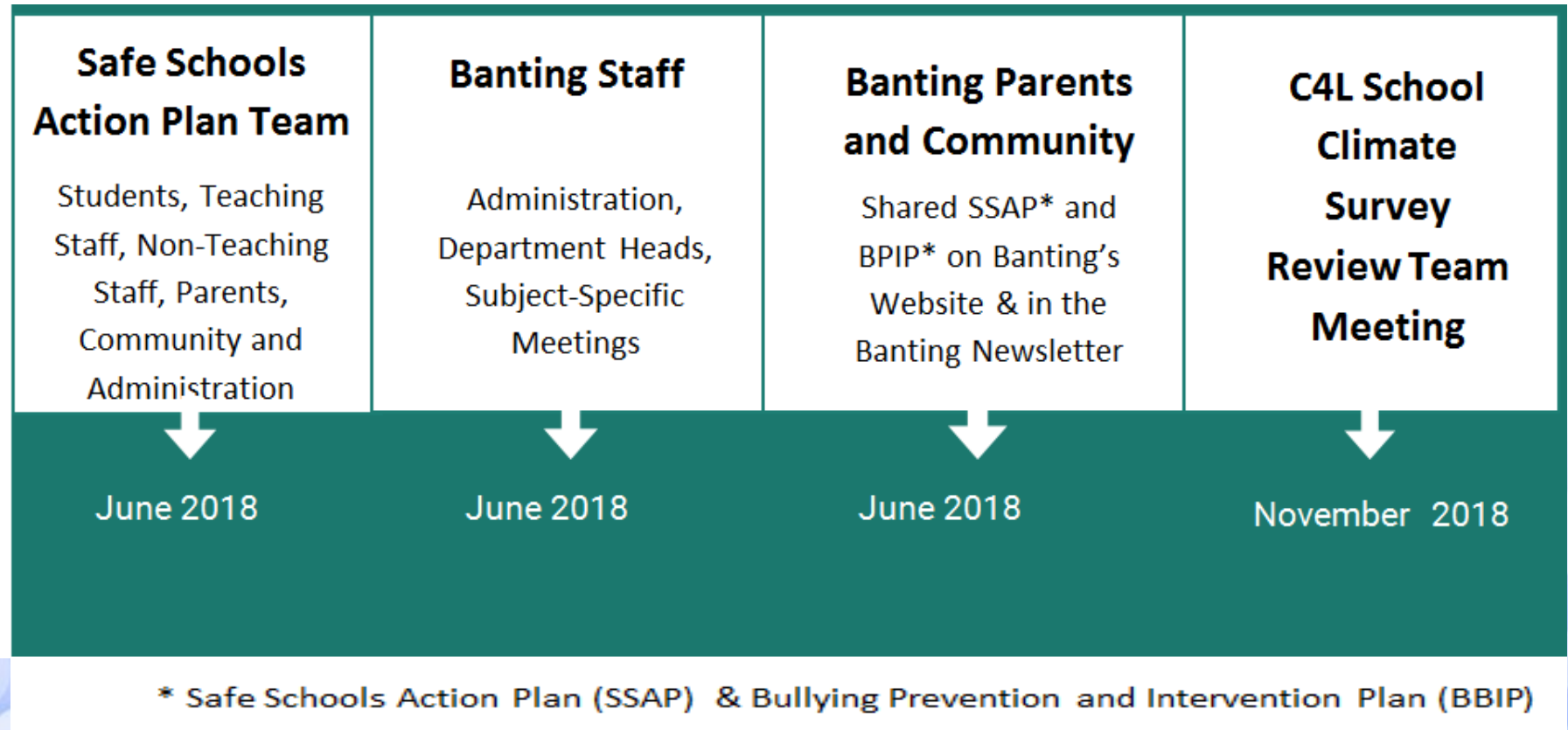
Trish Schram

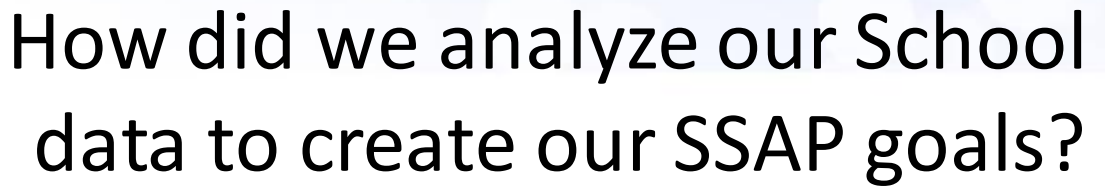


What data did we use to shape our Safe Schools Action Plan (SSAP) and School Climate work?



Who did we share this data with?





Plus, Minus, Interesting

| Review Data - Safe Schools Team Meeting 2018 | | | |
|--|--|---|---|
| SOURCE | PLUS | MINUS | INTERESTING |
| School Climate Survey 2017-2018 | <ul style="list-style-type: none"> Students are happy (75%) discipline - 70% in-school behavior | <ul style="list-style-type: none"> 50% mental health struggles physical space ↓ | <ul style="list-style-type: none"> 75% interested in school substance abuse & drugs ↑ bullying - favorable |
| Student Voice June 2018 | <ul style="list-style-type: none"> more funds on campus - less sitting in class, more movement good classroom & amazing teachers more grant credits see my progress more information from school school rules not bad some students don't know how to study - teach them how to study all or a grade - continue more lunch help | <ul style="list-style-type: none"> Even with all should be less than 15% less stress too much homework ? Environmental - All gender washrooms temperature in building we need to work on school participation school - girls ↓ hat rule? | <ul style="list-style-type: none"> Get involved in school activities Students only across country check in more homework (about every day) Some like - information from school more information more interest working up to take not successful trying - need to become better discipline / problems discipline - not too much Fading - Back bad school (something to redo) Banning Cars only 87 students that have contract 88 other students problem more likely to go to school |
| Your observations thoughts | <ul style="list-style-type: none"> Banning Cars - being used Should we eliminate the hat rule? | | |

Stop, Start Continue

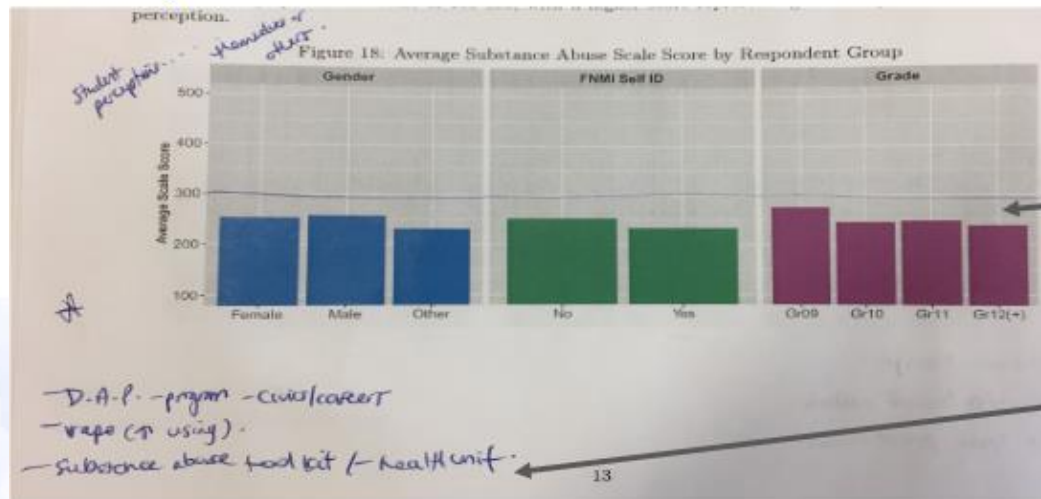
| Input your feedback about our current School Bullying Prevention and Intervention Plan | | |
|---|--|---|
| STOP | START | CONTINUE |
| <ul style="list-style-type: none"> Gender (20 x 11) not brought by everyone Genderbusing in All Gender restroom Hot rule | <ul style="list-style-type: none"> Student communication from others but with bullying from those who want to be better Start strategies for promoting a healthy environment Weekly/monthly mental health tips Resources for students More chat boxes with clearly function making more connection with Gender Equity in participation of all students | <ul style="list-style-type: none"> Student ID - OHP CASES Training Dog's Weight weaves for Teachers Caring Adults Student voice for different student group Self-care Field + Surge between Bullying + Relationship between healthy Cultural assembly Gratitude breakfast Organizing cultural board |
| <p>Questions</p> <ul style="list-style-type: none"> - safety by East Denver - what are the physical + mental? - substance abuse? is it use? or just observation - Enrollment - All Gender restrooms + building Term | | |





How did we analyze our School Climate data to inform the implementation of strategies?

Domain- Environmental Subtopic- Mental Health



We drew a line across each graph to see which domains we did not score favourably in.

We took notes on “what we are currently doing at Banting” within each subtopic.



Tips for Using Your School Climate Data!

The Education Schools Climate Survey (ESCS) was used to collect information about school climate in TVDSB. This survey is research based and collects information about:

Engagement

Culture & Climate Committee
Feedback Loop
School Improvement



Safety

Feedback Loop
Feedback Loop
Feedback Loop



Environment

Physical Environment
Instructional Environment
Social Environment



SUGGESTIONS FOR EXPLORING YOUR DATA

Information represents overall student perceptions of school climate - not necessarily information about individual students

Reading pages 2-4 of the report is essential to understanding your results!

Student responses are weighted to produce scores - similar to EQAO process

Can
study
when

GOALS FOR OUR SESSION

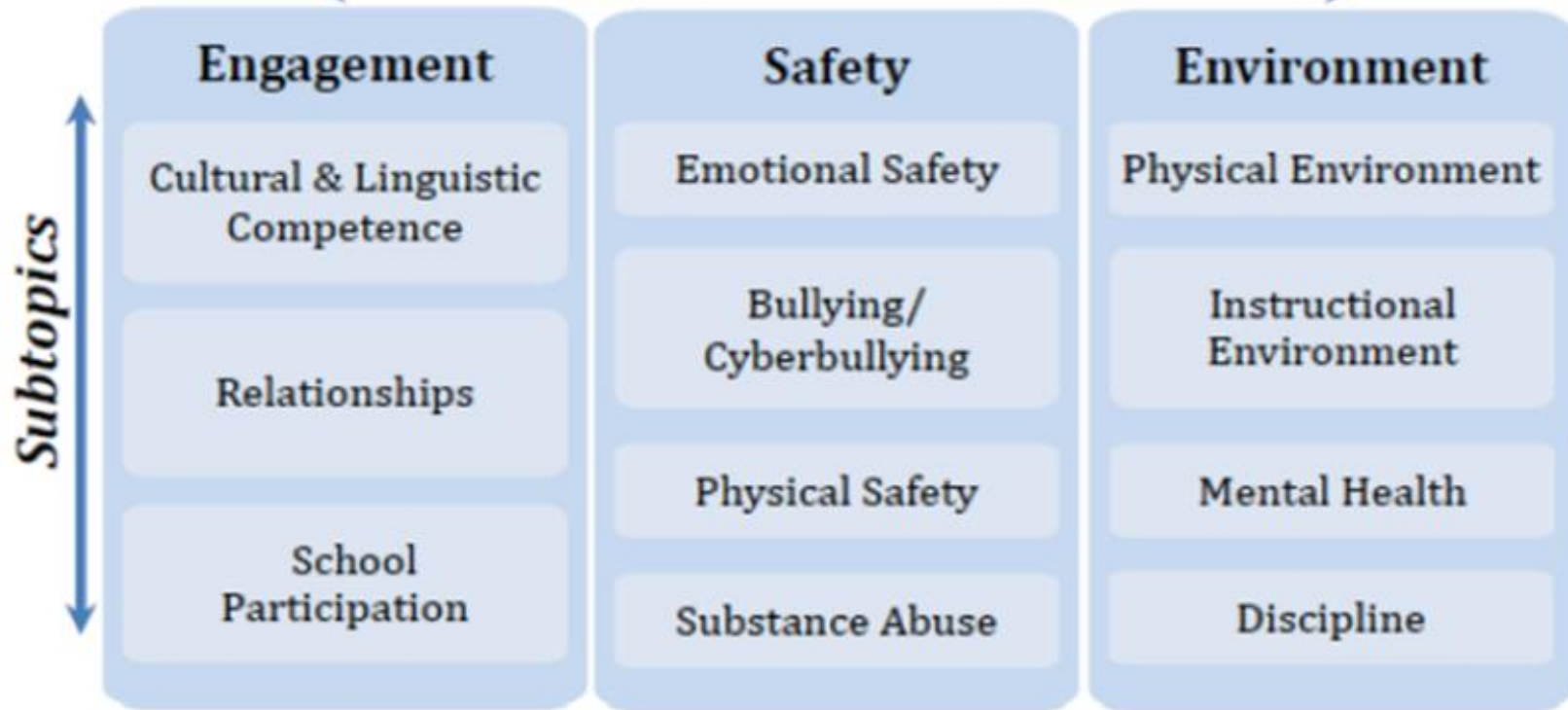
Select the 2-3 most urgent areas in your school and develop actions that impact & support students.

Record actions initiated throughout the year in a log and evaluate favorably

Tip Sheet

Banting's Safe Schools Action Plan Goals

Domains





What key initiatives have we done to enhance School Climate? What might be our next steps?

What initiatives are we currently offering at Banting that support our School Climate Data?

GAPS

Creating a plan for intentional interventions that are supported by School Climate Data

How are Students, Parents and Staff involved?





How does our School Climate link to student achievement at Banting?

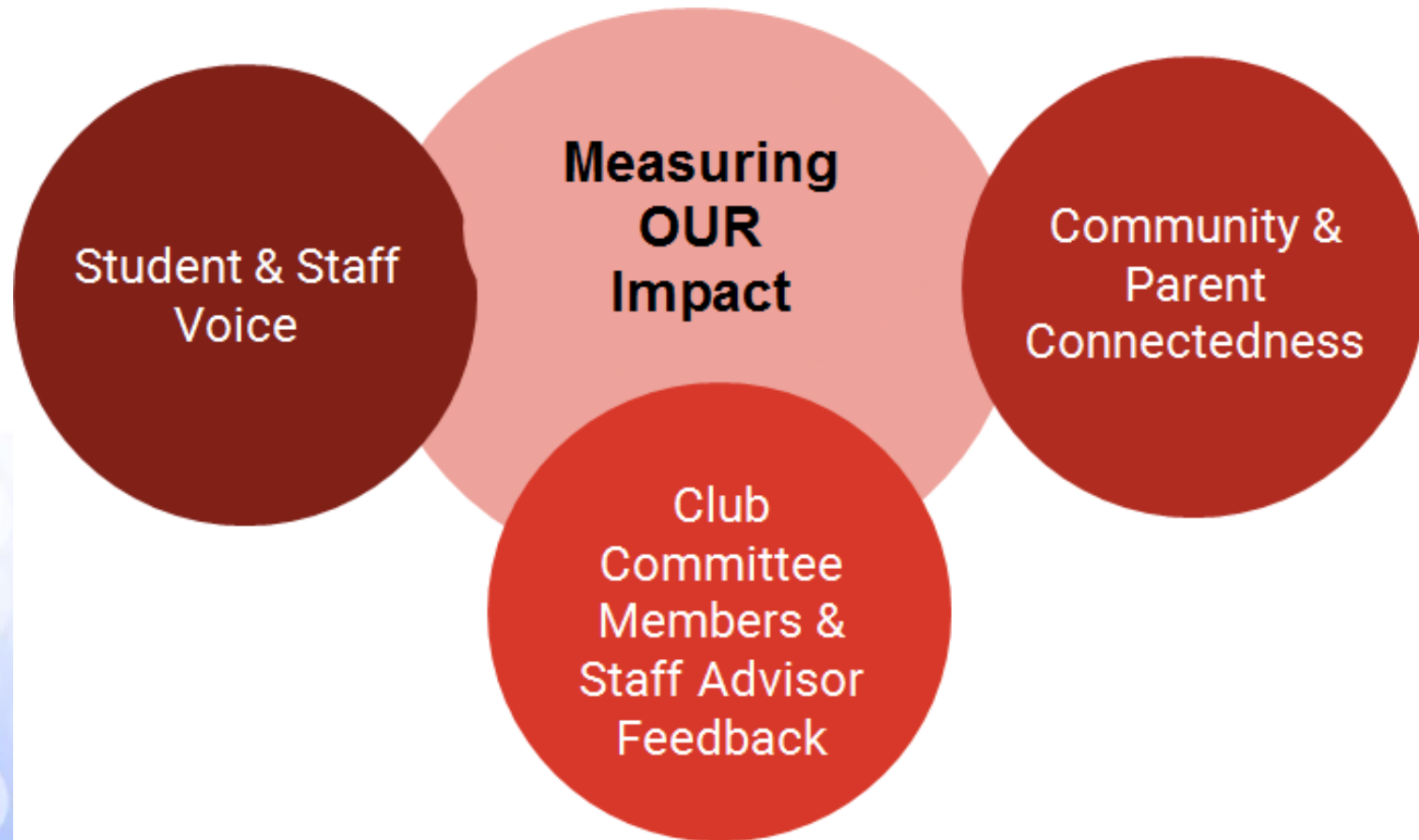
The *Foundations for a Healthy School* defines student engagement as “The extent to which students identify with and value their learning; feel a sense of belonging at school; and are informed about, engaged with and empowered to participate in and lead academic and non-academic activities.”

Foundations for a Healthy School, Ontario, *Ministry of Education*, 2014



Maslow's Hierarchy of Needs

How do we measure the impact of implementing our Safe Schools Action Plan goals?



“Safe and healthy schools brings light to topics that can be difficult to talk about, bullying, social media awareness and mental health”

“Initiatives put on by the safe schools committee encourages whole school participation and get students talking and aware of issues regarding abuse, bullying, online presence and physical and mental wellbeing”

Ava



I'm emailing to thank you and your staff for creating such an informative and positive experience for my daughter and I last evening. My daughter is currently attending Pearson and is visiting a few high schools before making a decision on the best fit. From beginning to end the conversations with teachers, interactions with students, and the overall feeling of the school exceeded our expectations.

(Parent)



Ministry of Education

Mowat Block
Queen's Park
Toronto ON M7A 1L2

Ministère de l'Éducation

Édifice Mowat
Queen's Park
Toronto ON M7A 1L2

**2019: B03**

MEMORANDUM TO: Directors of Education
Association des directions et directions adjointes des écoles franco-ontariennes
Catholic Principals' Council of Ontario
Council of Ontario Directors of Education
Ontario Principals' Council

FROM: Martyn Beckett
Assistant Deputy Minister
Student Achievement Division

Andrew Davis
Assistant Deputy Minister
Education Labour and Finance Division

DATE: January 23, 2019

SUBJECT: Hiring Practices and Class Size Engagements

This is an invitation to you, our education partners, to provide your input on Ontario's teacher hiring practices (Ontario Regulation 274/12 – *Hiring Practices*) and class sizes in Ontario, the latter as a follow up to our earlier education funding engagement.

Attached are the Ontario School Board Hiring Practices Consultation Paper and the Class Size Engagement Guide. These documents are intended to support stakeholders in understanding the government's objectives and assist in the development of stakeholder submissions, while focused on specific topics the ministry is seeking input on.

We are committed to discussing teacher hiring practices and class size options in Ontario, with education stakeholders through an engagement process that allows stakeholders to provide the benefit of their expertise, experience, and ideas.

The ministry is interested in receiving your responses to the questions in the guides and your suggestions about the topics highlighted. To ensure that your feedback is taken into consideration, please forward your electronic submission by **February 22, 2019** as follows:

Class Size: EDULABFINANCE@ontario.ca

Hiring Practices: PTPSB@ontario.ca

In addition to the written submissions, the ministry has begun in person conversations with the trustees' associations, teacher federations and other education sector unions to receive their feedback on these topics.

Your participation in this exercise is greatly appreciated as we work toward the government's goal of ensuring that public spending provides best value.

Original signed by:

Original signed by:

Martyn Beckett
Assistant Deputy Minister
Student Achievement Division

Andrew Davis
Assistant Deputy Minister
Education Labour and Finance Division

cc: Association des conseils scolaires des écoles publiques de l'Ontario
Association des enseignantes et des enseignants franco-ontariens
Association franco-ontarienne des conseils scolaires catholiques
Canadian Union of Public Employees
Educational Workers' Alliance of Ontario
Elementary Teachers' Federation of Ontario
Ontario Catholic School Trustees' Association
Ontario Council of Education Workers
Ontario English Catholic Teachers' Association
Ontario Public School Boards' Association
Ontario Secondary School Teachers' Federation
Regional Managers, Regional Offices, Field Services Branch
School Business Officials
Unifor

Ontario School Board Hiring Practices

Hiring Practices – Consultation Paper

MESSAGE FROM THE MINISTER OF EDUCATION

Dear partners,

In June 2018, Ontario elected a government committed to restoring accountability and trust in Ontario's public institutions and finances.

Ontario's Government for the People has just concluded the largest public consultation on education in the province's history. This comprehensive education consultation had participation from parents, students, educators, employers and organizations from across Ontario.

We have also recently concluded this year's consultation on education funding reform. The feedback we received will help us to deliver vital education programs and services efficiently.

At the Ministry of Education we are committed to working together with our education partners to achieve student success. We continue to look to our education partners to provide input on how we can achieve greater efficiencies and accountability throughout the sector and, through this guide, we are seeking your input on teacher hiring practices in Ontario.

Our Government looks forward to working with all of you.

Sincerely,

The Honourable Lisa Thompson
Minister of Education

INTRODUCTION

The Ministry of Education recognizes teachers as the single most important out-of-the-home factor in student success. This is supported by research that suggests that what teachers know and are able to do is crucial to student learning. As such, teacher quality is paramount in ensuring students are able to succeed in the classroom.

Prior to 2012, hiring practices and the transparency of hiring practices varied across school boards.

Ontario Regulation 274/12 – Hiring Practices (O. Reg. 274/12) came into effect September 2012. The regulation sets mandatory terms and conditions that all school boards who employ Ontario English Catholic Teachers' Association (OECTA), Elementary Teachers' Federation of Ontario (ETFO) or Ontario Secondary School Teachers' Federation (OSSTF) members (i.e. English language school boards) must follow when hiring long-term occasional and permanent teachers.

The Regulation, which is complemented by local collective agreement language, requires these school boards to:

- maintain a roster of occasional teachers (OTs) and establish a separate long-term occasional (LTO) teachers' list and rank OTs based on their seniority on the OT and LTO lists
- post long-term occasional teacher positions on their website
- conduct debrief interviews with unsuccessful candidates when requested
- only hire teachers to LTO and permanent positions from the LTO teachers' list (or OT roster), based on qualifications and seniority, giving due regard for the provision of the best possible program, safety and well-being of students, as required under Ontario Regulation 298 of the Revised Regulations of Ontario, 1990 (Operation of Schools — General).

The purpose of O. Reg. 274/12 was to bring greater transparency, fairness, consistency, and accountability to school board hiring practices of teachers. However, since its implementation, stakeholders, including parents, principals, directors of education and teachers, have raised concerns about the regulation. As boards make hiring decisions under the Regulation, we have been told that student success may be negatively impacted and there have been some unintended consequences, such as increased principal workload and classroom teacher turnover, which impact consistency in the classroom.

ABOUT THIS CONSULTATION

Education partners and stakeholders are being given an opportunity to provide feedback about O. Reg. 274/12 via consultation to address concerns shared with the Ministry of Education. We would like feedback on the following principles, with a lens to having quality teaching in the classroom for all students:

- transparency
- consistency
- clarity
- diversity & equity
- reducing administrative burden

Stakeholders and partners are encouraged to send written feedback (see Appendix 1 for template) to PTPSB@Ontario.ca by February 22nd, 2019.

CONSIDERATIONS

Providing for Teacher Mobility

Currently, if a permanent teacher relocates to another school board they lose all of their accumulated seniority and have to begin as a daily OT in the new school board. As a result, it can take the relocating teacher a number of years before they are able to secure a permanent teaching position in their new school board. Permanent teachers could see this as a barrier to relocating. This is because school boards can only hire teachers for permanent teaching positions from their OT roster and LTO list. As such, relocating permanent teachers must first apply and be interviewed for placement on the school board's roster of occasional teachers.

Per the Regulation, a teacher is placed on a school board's OT roster and ranked by their seniority as an OT in that particular school board. Once they have been hired, they must teach at least 20 days over a ten-month period to be eligible to interview for the LTO list. When that school board hires for a LTO or permanent position, the board must interview and offer the position to the five teachers with the highest seniority with the appropriate qualifications in their school board. Following the completion of a four-month (80 instructional days) LTO assignment, without an unsatisfactory evaluation, the teacher is eligible to apply for inclusion on the LTO list and then for permanent teaching positions. However, there is variation across teacher federations; for example, the regulation does not apply to Association des enseignantes et des enseignants franco-ontariens (AEFO).

Discussion Questions:

1. What changes could be made to O. Reg. 274/12 to provide greater mobility for relocating occasional and permanent teachers or principals and vice-principals returning to teaching?
2. Is there a need to have both an OT roster and LTO list, or could these be merged together to create one without hindering clarity and transparency?
3. How could teaching experience be made portable for hiring purposes (i.e. recognizing all teaching experience, not just experience with a particular board)?

Interviewing the Most Qualified Candidates

For any LTO or permanent teaching position, under the current regulation, a school board must interview the five teachers from the LTO list who (i) are the most senior, (ii) have the required qualifications for the position and (iii) have agreed to be interviewed. If a teacher meets or exceeds the qualifications for the position, but is not part of the five most senior teachers, they would not qualify for an interview (unless all five of the interviewed candidates did not accept the position after it was offered to them). As such, the opportunity to hire this qualified candidate, and impact student learning in a positive way, would be missed.

Discussion Questions:

1. Would increasing the current cap of five teachers to, for example, eight, result in any meaningful and helpful change? Or would this just increase the administrative burden of principals and school boards and add to teacher churn for time to fill vacancies during the school year?
2. If interview list caps were removed altogether, how should interviews be structured?
3. Currently the regulation lists three elements used to select interviewees. What elements would you like to see in a regulation for selecting a group of interviewees that would maintain consistency and transparency?

Hiring Practices – Consultation Paper

Determining the Basis for Hiring

O. Reg. 274/12 requires school boards to organize their OT roster and LTO list based on the date each teacher was hired. When a teaching position becomes available, school boards must interview and hire candidates that have the highest seniority on the OT roster and LTO list.

Consistent and transparent hiring practices are important; however, the ministry has heard concerns about hiring that is heavily based on seniority, including:

- Seniority-based hiring values only time spent on a list. It does not value quality of teaching, commitment to students, experience/time spent in a particular school, or suitability for the particular assignment.
 - Examples of situations we have heard include schools looking for teachers with qualifications in music, math, physical education, indigenous languages, or to recruit based on diversity, but these might not be the teachers with the most seniority.

Discussion Questions:

1. How can the current focus on seniority-based hiring be changed so that hiring practices consider impact on student success, quality of teaching, diversity and transparency, while remaining consistent and fair?
2. How can hiring practices that are not seniority-based prevent bias from entering the hiring process?
3. Other than seniority, what components would you like to see in hiring practices for teachers?

Applying Hiring Practices Across the System

Currently, the application of the Regulation's sections is determined by the position to which the teacher is applying. For example, sections 10 to 15 of the Regulation apply to the hiring of occasional teachers in bargaining units represented by OECTA, while members belonging to AEFO are exempt from the Regulation altogether. As such, even though there is a regulation intended to standardize hiring practices across the province, hiring practices look different depending on which position the teacher is applying to.

Discussion Questions:

1. Can a consistent set of hiring practices work effectively across the province?
 - If yes, why?
 - If no, why not?
2. Could there be a parallel set of hiring practices for vice-principals who return to bargaining units?
3. What hiring practice criteria can work if applied across the province (e.g. minimum posting requirements)?

CONCLUSION

As all organizations do, the government must continue to look for innovative best practices that will help us meet our organizational goals of preparing students for success while in K-12 classrooms and following graduation. One way of doing this is to look at the ways we are currently working on meeting our goals and identify opportunities to improve current practices.

Thank you for your interest in this important matter. We look forward to receiving your feedback.

Hiring Practices – Consultation Paper

Appendix 1 – Feedback Form

This is the feedback form that will be used to frame feedback about Ontario Regulation 274/12 – Hiring Practice. Please submit feedback to PTPSB@Ontario.ca by February 22nd, 2019.

| Ontario Regulation 274/12 – Hiring Practice Feedback Form |
|---|
| <p>Name:</p> <p>Title (if applicable):</p> <p>Organization (if applicable):</p> |
| <p>Providing for Teacher Mobility</p> <p><u>Guiding Questions</u></p> <ul style="list-style-type: none">• What changes could be made to O. Reg. 274/12 to provide greater mobility for relocating occasional and permanent teachers or principals and vice-principals returning to teaching?• Is there a need to have both an OT roster and LTO list, or could these be merged together to create one without hindering clarity and transparency?• How could teaching experience be made portable for hiring purposes (i.e. recognizing all teaching experience, not just experience with a particular board)? |
| <p>Feedback:</p> |
| <p>Interviewing the Most Qualified Candidates</p> <p><u>Guiding Questions</u></p> <ul style="list-style-type: none">• Would increasing the current cap of five teachers to, for example, eight, result in any meaningful and helpful change? Or would this just increase the administrative burden of principals and school boards and add to teacher churn for time to fill vacancies during the school year?• If interview list caps were removed altogether, how should interviews be structured?• Currently the regulation lists three elements ((i) are the most senior, (ii) have the required qualifications for the position and (iii) have agreed to be interviewed) used to select interviewees. What elements would you like to see in a regulation for selecting a group of interviewees that would maintain consistency and transparency? |
| <p>Feedback:</p> |

Hiring Practices – Consultation Paper

Determining the Basis for Hiring

Guiding Questions

- How can the current focus on seniority-based hiring be changed so that hiring practices consider impact on student success, quality of teaching, diversity and transparency, while remaining consistent and fair?
- How can hiring practices that are not seniority-based prevent bias from entering into the hiring process?
- Other than seniority, what components would you like to see in hiring practices for teachers?

Feedback:

Applying Hiring Practices Across the System

Guiding Questions

- Can a consistent set of hiring practices work effectively across the province? If yes, why? If no, why not?
- Could there be a parallel set of hiring practices for vice-principals who return to bargaining units?
- What hiring practice criteria can work if applied across the province (e.g. minimum posting requirements)?

Feedback:

Class Size Engagement Guide

In June 2018, Ontario elected a government committed to restoring accountability and trust in Ontario's public institutions and finances.

Ontario's Government for the People has just concluded the largest public consultation on education in the province's history. This comprehensive education consultation had participation from parents, students, educators, employers and organizations from across Ontario.

We have also recently concluded this year's consultation on education funding reform. The feedback we received will help us to deliver vital education programs and services efficiently.

At the Ministry of Education we are committed to working together with our education partners to achieve student success. We continue to look to our education partners to provide input on how we can achieve greater efficiencies and accountability throughout the sector and, through this guide, we are seeking your input on kindergarten to grade 12 class sizes in Ontario.

Our Government looks forward to working with all of you.

Sincerely,

The Honourable Lisa Thompson,
Minister of Education

About this Engagement

Class size changes potentially affect students and those working in the education sector. We are committed to discussing class size options, with education stakeholders through an engagement process that allows stakeholders to provide the benefit of their expertise, experience, and ideas. This guide is intended to support stakeholders in understanding the government's objectives and assist in the development of stakeholder submissions.

In order to ensure your feedback is considered, please forward your electronic submission by February 22, 2019 to: EDULABFINANCE@ontario.ca.

If you have questions about this engagement, please send them to: EDULABFINANCE@ontario.ca.

Background on Class Size in Ontario

The Class Size regulation made under the *Education Act* (O. Reg. 132/12) governs class sizes in elementary and secondary panels. The funded class size average, or student to educator ratio, is the key driver of funding for each panel and is designed to support boards in meeting regulated class sizes.

The Pupil Foundation Grant, along with the Teacher Qualifications and Experience allocations, are the foundational allocations within the Grants for Student Needs that support the staffing of classroom teachers and Early Childhood Educators (ECEs). The ministry provides the framework, funding, and flexibility needed to support school boards in meeting class size requirements for all grades across the province, but class organization remains a local school board responsibility.

As educator staffing costs represent approximately 80 per cent of the Grants for Student Needs allocation, the province's current fiscal circumstances require an examination of whether changes to class size would allow school boards to deliver better value for government investment.

Current Class Size Model

| PANEL | Summary of Regulatory Requirements (O. Reg. 132/12) ¹ |
|---------------------|--|
| ELEMENTARY | |
| Kindergarten | <ul style="list-style-type: none">• The maximum board-wide average class size is 26.• All school boards have a class size limit of 29 students.• Up to 10% of kindergarten classes of a board may exceed the class size limit and have up to 32 students under certain conditions². |

¹ This provides a general overview of the Regulation only. The regulation contains further details, including definitions of key terms. Stakeholders should consult the text of the regulation.

² If purpose-built accommodation is not available (this exception will sunset after 2021–2022); If a program will be negatively affected (e.g., French immersion); or where compliance will increase kindergarten/Grade 1 combined classes.

| PANEL | Summary of Regulatory Requirements (O. Reg. 132/12) ¹ |
|--------------------|--|
| | <ul style="list-style-type: none"> The funded average class size is 25.57. |
| Grades 1-3 | <ul style="list-style-type: none"> At least 90 per cent of primary classes of a board must have 20 or fewer students. All school boards have a class size limit of 23 students. The funded average class size is 19.8. |
| Grades 4-8 | <ul style="list-style-type: none"> Maximum board-wide average class size is 24.5, except for certain boards identified in the class size regulation. The regulation provides for a 5-year transition period, beginning in 2017, at the end of which the maximum board-wide average class size for all board would be 24.5 or lower. The funded average class size is 23.84. |
| Mixed Grade | <ul style="list-style-type: none"> All mixed-grade classes consisting of primary grade students (includes kindergarten) combined with students from junior-intermediate grades (grades 4 to 8) must have 23 or fewer students. |
| SECONDARY | |
| Grades 9-12 | <ul style="list-style-type: none"> The maximum board-wide average class size is 22. The funded average class size is 22.0. |

Hard Caps and Board-Wide Average Class Sizes

The ministry has heard, in previous education funding engagements that implementing hard caps on class sizes (as currently done in kindergarten and grades 1-3) is expensive and difficult for school boards to manage. It has been suggested that board-wide class size averages offer more flexibility for classroom organization and allows for more efficient use of board funds.

For Consideration:

1. Should the regulation continue to set hard caps on class sizes? Why or why not?
2. If hard caps are to be set out in regulation, what is an appropriate class size limit?
3. If hard caps were removed from regulation, what would be an appropriate mechanism to set effective class sizes?
4. Are board-wide averages appropriate to set effective class sizes? Why or why not?
5. Other than hard caps and board-wide averages, is there a different model for setting effective class size that the ministry should consider?

Kindergarten Classroom

The kindergarten maximum average class size requirement of 26 students on a board-wide basis results in an average child to educator ratio of 13:1. Most kindergarten classes are staffed with two qualified educators – a teacher and an ECE.

Ontario Reg 224/10, under the *Education Act*, contains an exception to this requirement. A board is not required to have an ECE in a kindergarten class if there are fewer than 16 kindergarten students in the class. This exception may be applied to one class per school per stream (i.e., one exception is allowed for English classes and one exception for French immersion classes per school). Boards must hire an ECE for all kindergarten classes if there is another class in the same school and the same track with more than 30 students.

For Consideration:

1. What are the implications of the present 'two educator' model for:
 - a. Student outcomes?
 - b. Educator workload and working conditions?
 - c. Value-for-money?
2. Are there other models the ministry should consider?

Overall Class Size

There is little expert consensus on whether and how educational outcomes are affected by class size. The average class size for OECD countries and partner countries/economies in PISA 2015 ranged from less than 20 students in a classroom (e.g. Belgium and Finland) to 40 students or more (e.g. Vietnam, CABA (Argentina), B-S-J-G (China), and Turkey). The relatively larger classroom sizes in Asian countries and their high average student performance is often cited as an example that high performance is possible in larger classrooms (OECD, 2012 and 2016).

Ontario currently has one of the lowest student to teacher ratios among the provinces in Canada with restrictions on class sizes. Yet, when Ontario is compared to all other provinces regarding international testing, PISA 2015, Ontario is statistically performing as follows:

Mathematics: Lower than British Columbia and Quebec, the same as Alberta and Prince Edward Island and above Nova Scotia, New Brunswick, Manitoba, Newfoundland and Labrador, and Saskatchewan.

Reading: The same as Alberta, British Columbia, Nova Scotia and Quebec, and above Manitoba, New Brunswick, Newfoundland and Labrador, Prince Edward Island and Saskatchewan.

Science: Lower than Alberta, British Columbia and Quebec, the same as Nova Scotia and Prince Edward Island and above Manitoba, New Brunswick, Newfoundland and Labrador, and Saskatchewan.

For Consideration:

1. To ensure quality education, for each panel, what class size would be considered too large or too small? Why?
 - a. kindergarten
 - b. grades 1-3
 - c. grades 4-8
 - d. grades 9-12
2. Do changes to class size, in the range of 1-6 students, affect educator workload and working conditions?
 - a. If so, do these effects have an impact on students' learning outcomes?
 - b. How could such effects be mitigated?
3. Is there any other feedback that you think should be considered that has not been addressed so far?

Conclusion

Ontario has a world-class publicly funded education system but others are quickly catching up. Through these types of engagements, the ministry challenges the status quo and seeks opportunities to do things better for the children in the Province of Ontario.

Thank you for taking the time to read this guide. We look forward to your feedback.