

SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

AGENDA November 14, 2018

Marilyn Taylor, Chair
Community Representative

Diane Montreuil
Indigenous Representative

Dario Imbrogno
Community Representative

Sandra Mastronardi
Autism Ontario

Ashleigh Molloy, Vice-Chair
AAIDD

Tyler Munro
Integration Action for Inclusion Representative

Mary Pugh
VOICE for Hearing Impaired

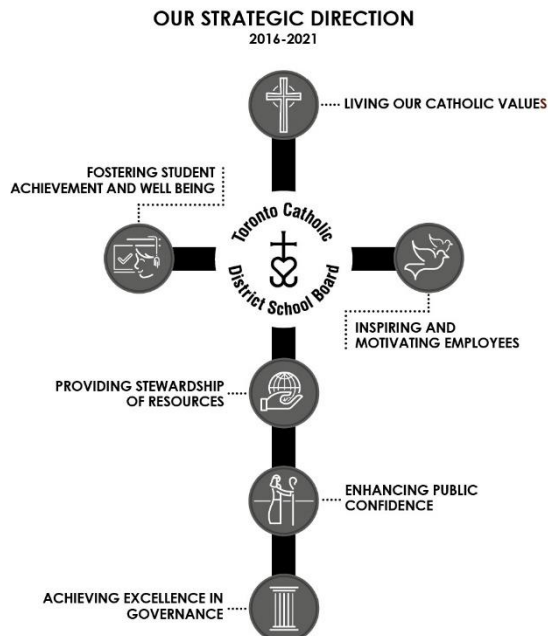
Gizelle Paine
LD Toronto Chapter Representative

Raul Vomisescu
Community Living Toronto

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

Trustee Members

Ann Andrachuk
Angela Kennedy
Garry Tanuan



MISSION

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

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

VISION

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

Recording Secretary: Sophia Harris, 416-222-8282 Ext. 2293
Assistant Recording Secretary: Sonia Tomaz, 416-222-8282 Ext. 2298

Rory McGuckin
Director of Education

Barbara Poplawski
Chair of the Board

OUR MISSION

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AGENDA

THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

PUBLIC SESSION

Wednesday, November 14, 2018

7:00 P.M.

Pages

1. Roll Call & Apologies
2. Approval of the Agenda
3. Declarations of Interest
4. Approval & Signing of the Minutes of the Meeting held October 17, 2018
for Public Session 1 - 9
5. Delegations
6. Presentations
 - 6.a Catholic Student Leadership Impact Team (CSLIT) / Elementary
Catholic Student Leadership Impact Team (ECSLIT) Student
Initiatives 2018-2019 - Michael Consul, Catholic Student Leadership
 - 6.b Student Success Pathways - Student Success Team
7. Unfinished Business
8. Notices of Matters and Trustee Matters: (for which seventy-two hours'
notice has been given)
9. Communications

- | | | |
|-----|--|---------|
| 9.a | SEAC Monthly Calendar Review | 10 - 17 |
| 9.b | Special Services Superintendent Update - November 2018 | 18 - 20 |
| 9.c | Verbal Update from Special Services Superintendent regarding Special Services Information Fair | |
| 9.d | Verbal Update from John Wilhem, Chief of Mental Health and Programs, regarding Mental Health Advisory Committee - Appointment of New SEAC Representative | |
| 9.e | Update from Special Services Superintendent regarding Service Animal Draft Protocol | 21 |
| 9.f | Verbal Update from Special Services Superintendent regarding Ontario Human Rights Commission (OHRC) Speaker Request | |
| 9.g | Verbal Update from Special Services Superintendent regarding Singapore Math, Beast Canada and The Spirit of Math Programs | |

Previous Motion Passed at the March 21, 2018 SEAC Meeting:

That SEAC recommends Singapore Math, Best Canada and the Spirit of Math Programs be vetted by the Math Curriculum Department and added as parent resources on the Toronto Catholic District School Board's Website.

- | | | |
|-----|--|----|
| 9.h | Special Education for Administrators Additional Qualification (AQ) | 22 |
|-----|--|----|

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

From October 17, 2018 Special Education Advisory Committee Meeting

- | | | |
|------|---|---------|
| 10.a | Special Education Qualifications Among Superintendents and Principals of Schools Including those with Intensive Support Program (ISP) | 23 - 27 |
|------|---|---------|

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

- | | | |
|------|------------------|---------|
| 11.a | SEAC Nominations | 28 - 40 |
|------|------------------|---------|

- i) Ontario Association for Families of Children with Communication Disorders (OAFCCD) - Glenn Webster
- ii) Fetal Alcohol Spectrum Disorder (FASD) - Lori Mastrogiuseppe
- iii) Autism Ontario - Sandra Mastronardi and Melanie Battaglia (Alternate)
- iv) American Association on Intellectual Development Disabilities (AAIDD) Toronto - Dr. Ashleigh Molloy
- v) Easter Seals Ontario - Brigette Rose and George Wedge (Alternate)

12. Reports of Officials for Information

- | | | |
|------|---|---------|
| 12.a | Education Quality and Accountability Office (EQAO) Assessment Results - October 2018

(Detailed Information regarding Exceptional / Individualized Education Plan Students to Follow in December Accountability Framework for Special Education Report) | 41 - 52 |
| 12.b | Professional Learning Plan - Special Services | 53 - 57 |

13. Inquiries and Miscellaneous

14. Association Reports

- | | | |
|------|--|----------|
| 14.a | Learning Disabilities Association of Ontario (LDAO) November SEAC Circular | 58 - 69 |
| 14.b | Autism Ontario: Minority Report 2018 | 70 - 117 |

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

16. Pending List 118

17. Adjournment

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MINUTES OF THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE HELD WEDNESDAY, OCTOBER 17, 2018 PUBLIC SESSION

PRESENT:

External

Members: Marilyn Taylor, Chair
Ashleigh Molloy, Vice-Chair
Dario Imbrogno
John MacKenzie
Sandra Mastronardi
Tyler Munro
Gizelle Paine
Mary Pugh
Glenn Webster

Trustee: A. Kennedy

Staff: D. Koenig
L. Maselli-Jackman
P. De Cock
V. Cocco
A. Coke
R. Macchia
J. Mirabella
D. Reid
P. Stachiw
J. Wilhelm

S. Harris, Recording Secretary
S. Tomaz, Assistant Recording Secretary

Roll Call and Apologies

Apologies were tendered on behalf of Trustees Andrachuk and Tanuan, Diane Montreuil and Raul Vomisescu.

The Chair advised the meeting that Giselle Romanino had resigned as a SEAC member.

1. Approval of the Agenda

MOVED by Mary Pugh, seconded by Glenn Webster, that the Agenda, as amended to include the Addendum, amend Item 6b) to read Inquiry from Autism Ontario, reorder Item 13a) Autism Ontario - Early Identification and Intervention for Students with Special Needs as Item 12b) and to add Items 12c) and 12d) Inquiries from Sandra Mastronardi respectively, be approved.

The Motion was declared

CARRIED

2. Declarations of Interest

There were none.

3. Approval and Signing of the Minutes

MOVED by John MacKenzie, seconded by Gizelle Paine, that the Minutes of the Regular Meeting held on September 19, 2018 be approved.

The Motion was declared

CARRIED

6. Unfinished Business

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

- 6a) Safe Schools Report: Year-End Statistics and Perceptual Data** that SEAC recommend to Board that Appendix A of the Safe Schools report be amended to provide the following information:
- i) The total number of students in the Toronto Catholic District School Board (TCDSB) with an Individualized Education Program (IEP) broken down by elementary and secondary students;
 - ii) The total number of students that have received a Board or School expulsion broken down by students with an IEP; and
 - iii) The total number of students that have received a 265 (1)m Safety Exclusion and that those numbers be broken down by student with an IEP and those not identified.

The Motion was declared

CARRIED

MOVED by Ashleigh Molloy, seconded by Gizelle Paine, that Item 6b) be adopted as follows:

- 6b) Inquiry from Autism Ontario** received.

MOVED in AMENDMENT by Sandra Mastronardi, seconded by Tyler Munro, that the written Autism Ontario – Toronto Chapter inquiry “School Fire Safety and Students with Disabilities” be included with the SEAC October 17, 2018 Minutes to Board and that SEAC recommend to the Board that staff provide SEAC with a written response to the questions that are listed on the inquiry at the SEAC meeting directly following receipt of the approved SEAC October 17, 2018 Minutes at Board.

The Motion, as amended, was declared

CARRIED

8. Communications

MOVED by John MacKenzie, seconded by Ashleigh Molloy, that Item 8a) be adopted as follows:

8a) SEAC Monthly Calendar Review received.

The Motion was declared

CARRIED

MOVED by John MacKenzie, seconded by Sandra Mastronardi, that Item 8b) be adopted as follows:

8b) Board Learning Improvement Plan (BLIP) received.

The Motion was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by Ashleigh Molloy, that Item 8c) be adopted as follows:

- 8c) Report: Autism Ontario Inquiry Regarding Ministry Education Program-Other (EPO) and Other Funds in 2018-19 for the Toronto Catholic District School Board** received.

The Motion was declared

CARRIED

MOVED by Gizelle Paine, seconded by Mary Pugh, that Item 8d) be adopted as follows:

- 8d) Report: Special Education Qualifications among Principals of Schools including those with Intensive Support Program (ISP)** that this item be deferred to the November 14, 2018 SEAC Meeting.

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Dario Imbrogno, that Item 8e) be adopted as follows:

- 8e) Special Services Information Fair 2018 - Verbal Update** that SEAC recommend to the Board that the Board provide Parent Engagement Funding so that Special Education Services can provide a Special Services Information Fair

The Motion was declared

CARRIED

MOVED by John MacKenzie, seconded by Sandra Mastronardi, that Item 8f) be adopted as follows:

- 8f) Results of Policy/Program Memorandum 140 (PPM140) received.**

The Motion was declared

CARRIED

MOVED by Ashleigh Molloy, seconded by Dario Imbrogno, that Item 8g) be adopted as follows:

- 8g) Letter from the Ministry of Education regarding Provincial Consultations on Education Reform received.**

The Motion was declared

CARRIED

11. Reports of Officials for Information

MOVED by Gizelle Paine, seconded by Tyler Munro, that Item 11a) be adopted as follows:

- 11a) Superintendent Update received.**

The Motion was declared

CARRIED

MOVED by Mary Pugh, seconded by Dario Imbrogno, that Item 11b) be adopted as follows:

- 11b) Equity Action Plan Consultation** received.

The Motion was declared

CARRIED

MOVED by Ashleigh Molloy, seconded by Sandra Mastronardi, that Item 11c) be adopted as follows:

- 11c) Graduation Rates for Exceptional and Non-Exceptional Individual Education Plan (IEP) Students** received.

The Motion was declared

CARRIED

MOVED by Tyler Munro, seconded by John MacKenzie, that Item 11d) be adopted as follows:

- 11d) Suspension Rates at the Toronto Catholic District School Board for the 2017-18 School Year** received.

MOVED in AMENDMENT by Tyler Munro, seconded by Sandra Mastronardi, that SEAC recommend to the Board that the Superintendent of Special Services and the Superintendent of Safe Schools provide some preventative action measures to reduce the expulsion and suspension rates for special needs students with IEPs.

The Motion, as amended, was declared

CARRIED

MOVED by John MacKenzie, seconded by Dario Imbrogno, that Item 11e) be adopted as follows:

- 11e) Board Learning Improvement Plan (BLIP) Supplemental** received.

The Motion was declared

CARRIED

12. Inquiries and Miscellaneous

MOVED by Dario Imbrogno, seconded by Gizelle Paine, that Item 12a) be adopted as follows:

- 12a) From Marilyn Taylor and Sandra Mastronardi regarding Parent Voice Survey** received.

MOVED in AMENDMENT by Sandra Mastronardi, seconded by Gizelle Paine, that SEAC recommend to the Board that staff bring back the Parent Voice Survey results and report to SEAC in a timely manner.

The Motion, as amended, was declared

CARRIED

MOVED by John MacKenzie, seconded by Gizelle Paine, that Item 12b) be adopted as follows:

- 12b) From Autism Ontario - Early Identification and Intervention for Students with Special Needs received.**

Quorum was lost and the meeting ended.

ITEMS NOT DISCUSSED

- 12c) Inquiry from Sandra Mastronardi;**

- 12d) Inquiry from Sandra Mastronardi;**

- 13b) Autism Ontario Minority Report 2018 – Sandra Mastronardi;**

- 13c) Learning Disabilities Association of Ontario (LDAO) SEAC Circular, September 2018 – Sandra Mastronardi; and**

- 15) Pending List**

SECRETARY

CHAIR

Annual Calendar of SEAC Business for 2018

Month	Annual Activities/Topics	Board Events/Deadlines	Items to be Addressed from the Pending List as at the current month's meeting date	Status of Pending Items
January	<ul style="list-style-type: none"> - Review of Draft SEAC Calendar - Set SEAC goals for the year - Annual Accessibility Report 2017 - Mental Health Report 2016-17 - Auditor Report – Ministry Funding and Oversight of School Boards - Special Education Plan: special education staffing 2017 	<ul style="list-style-type: none"> - Grade 9 EQAO Testing takes place in Secondary Schools - Long Term Accommodation Program Plan (ongoing) 	<p>SEAC requested that the Board seek a representation of indigenous persons from various organizations at SEAC. (November 2016)</p> <p>SEAC recommends to the Board of Trustees that the community assessment consultation be distributed immediately to Trustees and parents. (December 2017)</p> <p>SEAC recommends to the Board of Trustees that Student Trustees membership in SEAC be considered. (December 2017)</p> <p>SEAC recommend to the Board that the principals, resource teachers and guidance counsellors ensure that parents receive the information from community colleges and universities regarding summer transition programs for the special needs students. (Nov.2017)</p> <p>SEAC recommend to the Board of Trustees that the Accessibility Working Group Committee also include parent representation. <i>"That SEAC recommend to the Board of Trustees that IT services, but not limited to, be included in the list of Commitments to Accessibility Planning, Section 2.4, page 26. (December 2017)</i></p> <p>SEAC recommends that Special Education Programs (S.P.01) policy be renamed to <i>Special Education Programs and Services</i>. Also that the term <i>Special Education Programs and Services</i> throughout the policy. SEAC recommends that an example of blind/low vision be included as an example. (December 2017)</p>	<p>Completed Jan 2017</p> <p>Completed Dec 2017</p> <p>Reviewed in Jan 2017</p> <p>Communicated Jan 2018</p> <p>Communicated to pertinent staff for consideration Dec 2017</p> <p>Communicated to pertinent staff for inclusion in the policy Dec. 2017</p>

February	<ul style="list-style-type: none"> - Review of SEAC Calendar - Special Education Plan: Review Program Specific Resources for Parents - TCDSB Equity Plan Presentation - Accountability Framework for Special Education - Auditor Report – School Board’s Management of Financial and Human Resources - Student Trustees Eligibility to sit on SEAC - Special Education Parent Fair 	<ul style="list-style-type: none"> - Multi-Year Strategic Plan (MYSP) - New term begins in Secondary Schools that operate on semesters - Report Cards are distributed (Elementary and Secondary) - Parent-Teacher Conferences 	<p>SEAC recommends to the Board of Trustees that Student Trustees membership in SEAC be considered. (December 2017)</p> <p>Investigate SEAC setting up a working sub-committee to propose items related to the suggestions from the Transportation Steering Committee for discussion at the SEAC January 2018 meeting. (December 2017)</p>	<p>Update since January 2018</p> <p>February 2018</p>
March	<ul style="list-style-type: none"> - Review of SEAC Calendar - Continue consultation on Special Education Programs and Services - Safe Schools Committee Update - Mental Health Committee Update 	Ontario Secondary School Literacy Test (OSSLT) takes place		
April	<ul style="list-style-type: none"> - Review of SEAC Calendar - Financial Report as at January, 2016 - 2017-18 Budget Consultation - GSN - March 31st special ed student count - Update to Special Education Programs for 2018-19 - Verbal update on Medical Conditions Forms 	<p>ONSIS report on identified students</p> <p><i>Autism Awareness Month</i></p>	Number of Identification Exceptionalities by Grade Report submitted to the Ministry of Education’s Ontario Student Information System (ONSIS) as of October 2017 that we have this as a standing item, with a first report in October and a second report in March. (January 2018)	Added to Agenda in November and April as the report is sent the following month. (Completed April 2018)
May	<ul style="list-style-type: none"> - Review of SEAC Calendar - SO update - Draft Protocol on Prevalent Medical Conditions - Report on PAST expansion to secondary schools - Student Grants 2018-19 - Pro Grants Application Update <p><i>Cancelled on May 16, 2018 due to lack of Quorum Reset for May 22, 2018 Cancelled due to lack of Quorum</i></p>	<p><i>Budget Consultation continues</i></p> <p><i>EQAO Assessment</i></p>	<p>SEAC requested a report on whether or not the program to assist with social thinking (PAST) could be expanded to the secondary panel. (May 2017)</p> <p>SEAC recommend to the Board of Trustees that they refer the Anaphylaxis Policy to be updated by the Governance and Policy Committee to reflect part a) below.</p> <p>Additionally, SEAC recommend to the Board of Trustees an update to the Anaphylaxis Protocol and Guidelines to reflect b), c) and d) as listed below.</p> <p>a) There is a need to update Policy to reflect transitions of students between two</p>	<p>Completed May 2018</p> <p>Updated May 2018</p>

			<p>schools, and specifically, but not limited to elementary and secondary schools;</p> <p>b) Initiate communication between elementary and secondary schools regarding anaphylactic needs for students who enroll in the summer secondary transition course;</p> <p>c) Include in the Anaphylaxis Protocol and Guidelines, information on the transition process and general communications with students, including recommendations arising out of CSLIT meetings scheduled for later this year; and</p> <p>d) Include in the Secondary Health and Safety Binder located in schools a page on the communication plan to be used with students and date implemented. (Nov. 2017- previously moved by Board)</p>	
June	<ul style="list-style-type: none"> - Review of SEAC Calendar - Review Special Education Checklist - Monthly Update from the Superintendent of Special Services - Special Education Plan - Budget approval update - Status of PRO Grant application 	EQAO Grade 3 and 6 Testing		
July		School Board Submits balanced Budget for the following year to the Ministry		
August				
September	<ul style="list-style-type: none"> - Review TCDSB accessibility Plans - Updates from MACSE Meeting Highlights - Update re Special Needs Strategy - Develop or review SEAC annual Agenda/Goals - Association Reports: Autism Ontario and LDAO 	Special Education Report Checklist submitted to the Ministry of Education	<ol style="list-style-type: none"> 1. Include suspension statistics for all students with Individual Education Plan (IEP), as well as for students not identified be provided to the Special Education Advisory Committee (February 2018) 2. Board provide SEAC with a progress report on the four recommendations listed on page 109 of the agenda, that have not yet been acted on namely: 	

			<ul style="list-style-type: none"> • <i>An attendance support program for school board employees;</i> • <i>A performance management plan for non-academic staff;</i> • <i>A centralized database for employee behavior complaints; and</i> • <i>Case management software for centralized tracking of special-education service referrals and backlogs.</i> <p>(February 2018)</p> <p>3. SEAC recommend to the Board that the Board request from the Catholic Parent Involvement Committee (CPIC) some funding in order to be able to engage parents at the Special Education Parents Fair. (February 2018)</p> <p>4. SEAC recommends that Singapore Math, Beast Canada and the Spirit of Math programs be added as parent resources on the Toronto Catholic District School Board's website</p> <p>5. SEAC recommends that we look at the Singapore Math, Beast Canada and Spirit of Math programs as possibilities vetted by the Math Curriculum Department.</p> <p>6. SEAC agrees with the recommendations put forward by the Board of Trustees that the provincial data be included where available, and that the outcome of the recommendations be brought back to SEAC.</p>	
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			7. SEAC recommends that the Superintendent of Special Education reach out to Student Trustees to strike a Special Education Sub-Committee so that student voices can be represented	
October	<ul style="list-style-type: none"> - <i>Education Quality and Accountability Office (EQAO) Primary Division, Junior Division, Grade 9 and OSSLT Assessment Results</i> - <i>Representation sought for Mental Health and Safe Schools Committees</i> - <i>Review of Special Education Plan – Model for Special Education</i> - <i>Review of Special Education Plan – Transportation</i> - <i>Review of Special Education Plan – Categories and Definitions of Exceptionalities</i> 	<ul style="list-style-type: none"> - <i>EQAO Results for Gr. 3 and 6 Received and OSSLT</i> - <i>Reports on Student Numbers of Elementary and Secondary School Students to be submitted the Ministry of Education</i> - <i>Engagement and Governance Supports Discussion Guide</i> 	<ol style="list-style-type: none"> 1. Include suspension statistics for all students with Individual Education Plan (IEP), as well as for students not identified be provided to the Special Education Advisory Committee (February 2018) 2. Board provide SEAC with a progress report on the four recommendations listed on page 109 of the agenda, that have not yet been acted on namely: <ul style="list-style-type: none"> ● <i>An attendance support program for school board employees;</i> ● <i>A performance management plan for non-academic staff;</i> ● <i>A centralized database for employee behavior complaints; and</i> ● <i>Case management software for centralized tracking of special-education service referrals and backlogs.</i> 3. SEAC recommend to the Board that the Board request from the Catholic Parent Involvement Committee (CPIC) some funding in order to be able to engage parents at the Special Education Parents Fair. (February 2018) 4. SEAC recommends that Singapore Math, 	

			<p>Beast Canada and the Spirit of Math programs be added as parent resources on the Toronto Catholic District School Board's website</p> <p>5. SEAC recommends that we look at the Singapore Math, Beast Canada and Spirit of Math programs as possibilities vetted by the Math Curriculum Department.</p> <p>6. SEAC agrees with the recommendations put forward by the Board of Trustees that the provincial data be included where available, and that the outcome of the recommendations be brought back to SEAC.</p> <p>7. SEAC recommends that the Superintendent of Special Education reach out to Student Trustees to strike a Special Education Sub-Committee so that student voices can be represented.</p>	
November	<ul style="list-style-type: none"> - Review EQAO results including deferrals, exemptions, participation rates, and accommodations provided for Special Ed. Students and Achievement levels - Continue to Review elements of the Special Education Plan - Engagement and Governance Supports Discussion - Professional Learning Plan - Review of Anaphylaxis Policy, Protocol and Guidelines 	<p>-Engagement and Governance Supports Discussion Guide</p> <p>ONSIS report on identified students</p> <p>-Year End for School Board Financial Statements</p>	<p>1. Board to provide SEAC with a progress report on the four recommendations listed on page 109 of the agenda, that have not yet been acted on namely:</p> <ul style="list-style-type: none"> ● An attendance support program for school board employees; ● A performance management plan for non-academic staff; ● A centralized database for employee behavior complaints; and ● Case management software for centralized tracking of special-education service referrals and backlogs. <p>2. SEAC agrees with the recommendations put forward by the Board of Trustees that the</p>	

			<p>provincial data be included where available, and that the outcome of the recommendations be brought back to SEAC.</p> <p>3. SEAC recommended to the Board of Trustees to investigate the costs to possibly Promote SEAC Special Education information through innovative technological methods. (requested April 2017)</p> <p>4. The following recommendations be referred to the Governance & Policy Committee:</p> <ul style="list-style-type: none"> i. That all existing and new policies be reviewed to reflect the OHRC Accessible Education for Students with Disabilities Policy Document; ii. That the Board's Special Education Plan be reviewed and updated to reflect the OHRC Accessible Education for Students with Disabilities Policy Document; and iii. That the Board put a policy in place that will be reflective of the OHRC Accessible Education for Students with Disabilities Policy Document 	
December	<ul style="list-style-type: none"> - SEAC Elections - SEAC Mass and Social - Policy review of Special Education Programs (S.P.01) - Multi-year Accessibility Plan 	<i>Independent review of assessment and reporting</i>		



Special Education Superintendent Update November 2018

Mental Health

In an effort to raise awareness regarding suicidal thoughts, we've delivered two Safetalk workshops and hope to deliver an additional 3 before the holidays. These workshops are available to all TCDSB employees. SEAC members would also be welcome to attend. We have also delivered an ASIST training in October. All trainings were delivered at full capacity. We will continue to offer on all PD sessions.

We've held two Mental Health Steering Committee and have organized a MH Advisory Committee meeting. SEAC should please select a representative again for this school year.

We are also working together with Student Success to develop a fuller list of approved Mental Health and Well-being speakers. Together with Student Success, we "on-boarded" 24 new elementary schools who will lead Stop the Stigma campaigns in their schools. Each of these schools sent multiple representatives to participate in a full day training hosted by Student Success and Special Services at CEC in October. These new elementary schools join previously committed elementary schools and all secondary schools. We have also planned two Stop the Stigma events - December 3rd (Elementary Schools) and December 5th (Secondary Schools) which will be held at the Chestnut Centre, University of Toronto. Over a dozen mental health speakers will present messages of hope, resilience and well-being at each of these events to hundreds of elementary and secondary school students.

We delivered a "Leading Mentally Healthy Schools" to all school principals and have developed a mental health well-being message for inclusion in parent newsletters.



AUTISM PROGRAMS AND SERVICES

Preparing for Life After High School: Transition Workshop for Parents of Adolescents in ME/DD Programs



Supporting Students to Grow and Learn in New Environments

Date: November 10, 2018

Time: 10:00 AM – 12:00 Noon

Location: 80 Sheppard Avenue East, 3rd floor

Presented by:

Autism Programs and Services – Transition Team

&

School Support Program, Surrey Place Centre

&

Developmental Services Ontario (DSO)

****On-site registration for DSO available! Bring a photocopy of the applicant's Health Card and most recent Psychological Assessment and IEP. ****

Please RSVP to Franca Dellorso, franca.dellorso@tcdsb.org or (416) 222-8282 ext. 2799

Underground parking available. Access is at the rear of the building.



**Toronto Catholic District School Board
ELEMENTARY FULL-TIME / CONGREGATED GIFTED PROGRAMS**

The Toronto Catholic District School Board offers full-time/congregated elementary Gifted Programs for students in Grades 6 to 8 who have an identification of Giftedness. The Congregated Gifted Programs are integrated into the regular school community. Important aspects of the program are curriculum extensions in depth, breadth, and pace, daily continuity of programming, collaboration with like-minded peers, as well as leadership opportunities.

An Information evening will be held for parents/guardians interested in exploring a full-time elementary Gifted Program for their child/children with the exceptionality of Giftedness.

Date: Thursday November 22, 2018.
Time: 7:00 pm
Location: St. Edward Catholic School
1 Botham Rd., North York, ON, M2N 2J6 (Yonge and Sheppard area – close to 401)
Street parking is available after 6:00 pm
Program: 7:00 pm – Welcome presentation in the gym
7:15 pm – Presentations by individual schools – room numbers will be posted
7:45 pm – Repeat of presentations by individual schools – room numbers will be posted

The Student Profile package, which is to be submitted to the Congregated Gifted Program to which you wish to apply, will be distributed at the meeting. The package can also be found on the website of each of the congregated centres and on the TCDSB Gifted website on November 22, 2018.

Thank you,

Central Gifted Team

Ontario Supporting Students with Special Needs

Proposed Legislation Would Provide Consistent, Fair and Transparent Access to Service Animals in Schools

October 30, 2018 8:00 A.M.

Ontario's Government for the People has proposed a legislative amendment which, if passed, would support students and their families when making requests to bring their service animals into schools and classrooms across the province. Today only 39 of 72 school boards across Ontario have policies in place to address the need for service animals in schools, leaving students vulnerable and parents facing challenges to support their child's special needs.

The proposed amendment would provide guidance on service animals to school boards when developing their own policies to ensure families of students with special needs experience a fair and transparent process when requesting that their children be able to bring a service animal to school.

"Families of students with special needs deserve a clear and transparent process for requesting that service animals be able to accompany their children, no matter where they live," said Lisa Thompson, Minister of Education. "Every family in this province should feel supported when it comes to ensuring their child has access to a meaningful education."

If this legislation is approved, all members of the public - including families, education partners, advocacy groups and community agencies - will have the opportunity to provide input on the policy directive that would be issued to boards.

Heather Irwin Communications Branch
Heather.Irwin@Ontario.ca
416-325-2454
Public Inquiries 1-800-387-5514
1-800-268-7095
TTY
Kayla lafelice Minister's Office
Kayla.lafelice@ontario.ca

[Available Online](#)
[Disponible en Français](#)

New for Winter 2019!

Special Education for Administrators AQ

What does it mean to be a leader who inspires *everyone* to reach their God-given potential?

We are not called by God to do extraordinary things, but to do ordinary things with extraordinary love.

~ Jean Vanier

Coming this Winter...

125 Hour Program

- 40 hrs. Face-to-Face
- 45 hrs. Online
- 40 hrs. Job-embedded Professional Inquiry Practicum

"Every child, every person needs to know that they are a source of joy, every child, every person, needs to be celebrated. Only when all of our weaknesses are accepted as part of our humanity can our negative, broken self-images be transformed."

~ Jean Vanier

CPCO's Special Education for Administrators AQ (SEA) is open to school administrators and teachers with a desire to extend Special Education knowledge, skills and practices *through a leader's lens*.

Special Education for Administrators - Toronto CDSB Winter 2019

Dates	Times	Instructors	Location
February 1, 2 March 1, 2 April 5, 6 May 3, 4 Registration Deadline: January 11, 2019	Fridays: 5:30 – 8:30 p.m. Saturdays: 8:30 a.m. – 4:00 p.m.	Donato Di Paolo Rachelina Macchia	St. Anselm 182 Beesborough Dr. Toronto, ON

Click [HERE](#) to register online

CPCO Associate registration: \$700

Non-Associate registration: \$800

(Includes \$50 non-refundable administration fee)

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REPORT TO

SPECIAL EDUCATION ADVISORY COMMITTEE

SPECIAL EDUCATION QUALIFICATIONS AMONG SUPERINTENDENTS AND PRINCIPALS OF SCHOOLS INCLUDING THOSE SCHOOLS WITH INTENSIVE SUPPORT PROGRAMS (ISP)

'Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me (Mt 25:40)'

Created, Draft

October 12, 2018

First Tabling

October 17, 2018

Review

[Click here to enter a date.](#)

Linda Maselli-Jackman, Superintendent of Special Services
Joe Genova, Co-ordinator, Human Resources and ICT Support

INFORMATION REPORT

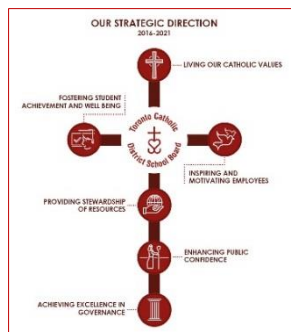
Vision:

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

Mission:

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

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



Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

T. Robins
Acting Associate Director
of Planning and Facilities

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

A. EXECUTIVE SUMMARY

This report provides information about the Special Education qualifications of Superintendents and Principals of schools, including schools with Intensive Support Programs (ISPs).

The cumulative staff time required to prepare this report was 15 hours

B. PURPOSE

1. During the SEAC meeting of 13 June 2018, inquiries had been made about the following: how many schools have Intensive Support Programs (ISPs), and what, if any, Special Education qualifications have been earned by Senior Staff (Superintendents) and Principals, particularly those of schools with ISPs.

SEAC approved the following motions:

That SEAC recommend to the Board of Trustees that staff bring back a report on how many Principals and Superintendents have Special Education qualifications in terms of a formal certificate as of September 2018.

That SEAC recommend to the Board of Trustees that staff bring back a report on how many schools have Intensive Support Program (ISP) classes and whether those schools have Principals with Special Education qualifications as of September 2018.

C. BACKGROUND

1. **September 19, 2018** – at the SEAC meeting, the June 2018 minutes were approved.
2. **September 20, 2018** – at Regular Board, the board approved the SEAC recommendations, directing staff to develop the report.
3. For the consideration of SEAC is the following information: Superintendent and Principal Special Education qualifications, the various types of ISP programs in schools, whether or not the Principals of schools with ISPs have

formal Special Education qualifications, and the variety of other means in which staff in leadership positions acquire knowledge and professional skills in the area Special Education.

D. EVIDENCE/RESEARCH/ANALYSIS

1. The number of Academic senior staff (Superintendents) with Special Education qualifications is 5/16 (31.25%).
2. The total number of Elementary School (ES) Principals is 163. Those holding Special Education qualifications are 118 in total (72.39%).
3. The total number of Elementary Schools (ES) with Intensive Support Programs (ISPs) is 99. ISP schools with Principals possessing Special Education qualifications total 74 (74.74%).
4. The total number of Secondary Schools (SS) is 31. The number of Principals holding Special Education qualifications is 13 (41.94%).
5. The total number of ISP schools with Principals possessing Special Education qualifications are 8 (36.36%).
6. Principals receive ongoing professional development regarding progressive discipline through the Safe Schools department's professional learning series and at Principals' meetings. Frequent review and consultation is provided to Principals and Superintendents whose role it is to guide school and district staff regarding mitigating and other factors to be considered when determining progressive discipline for all students, but particularly for those receiving Special Education programs/services.
7. Job-embedded learning opportunities for all Administrators and Superintendents regarding Exceptional students and those students with an IEP exist in the following areas:
 - Workshops for school professional learning communities and on professional activity days;
 - during co-curricular multi-session learning workshops specifically for current and potential administrators such as the Foundations, Transitions, and Issues, and Succession series.

8. Ongoing professional collaboration takes place between Superintendents, school Administrators, and Board-level Special Services professionals regarding the organization and implementation of the School Based Support Team (SBST) and Identification, Placement, and Review Committee (IPRC) process which Principals and Superintendents oversee.
9. One of the essential aspects of the interview process for potential school and district leadership candidates is a focus on Special Education case studies, policies, and procedures.

E. METRICS AND ACCOUNTABILITY

1. Although not all TCDSB Superintendents and Principals have formal qualifications in Special Education, it is understood that, within the scope of the various leadership courses taken in order to qualify for their current school or system leadership positions, they have amassed a set of skills and aptitudes designed to enhance student engagement and success. Academic Requirements to serve as a Principal at TCDSB include:
 - TCDSB Foundations: Catholic Leadership Discernment program
 - Additional Basic Qualifications (ABQ) in a third teaching division (ex. Primary, Junior, Intermediate, or Senior);
 - Additional professional Qualifications (AQ) courses in chosen areas of specialization,
 - a Master's degree,
 - the Principal Qualification Program (PQP), and the Qualifications required by Principals include all of the above up to and including the PQP.
2. Academic Superintendents must meet all of the above qualifications and must complete the provincial Supervisory Officer Qualification Program (SOQP) certificate.
3. Foundational in many of the basic and additional professional qualifications courses taken by Superintendents and Principals are modules of study regarding Special Education, including an in-depth study of the Education Act

and Ontario Regulations pertaining to Special Education, as well as the participation of course candidates in a variety of professional case studies designed to consolidate learning.

3. During this 2018-19 school year, the Catholic Principals Council of Ontario (CPCO) has partnered with the TCDSB to provide a new AQ course entitled, *Special Education for Administrators*. Senior administrative staff have supported Principals taking this program.

F. CONCLUDING STATEMENT

This report is for the consideration of the SEAC Committee.



ONTARIO ASSOCIATION FOR FAMILIES OF CHILDREN WITH COMMUNICATION DISORDERS

933 Alice Street, Woodstock, ON N4S 2J9
Phone (519)290-1763 Website: www.oafccd.com

Rory McGuckin,
Director of Education
Toronto Catholic District School Board
80 Sheppard Avenue East
Toronto, Ontario
M2N 6E8

October 29, 2018

Dear Director McGuckin,

I am writing to re-nominate Glenn Webster as a representative of the Ontario Association for Families of Children with Communication Disorders (OAFCCD) on the Special Education Advisory Committee. Glenn is a member of the provincial organization and the local Chapter, and I believe that he meets all the eligibility criteria for Special Education Advisory Committee members, as a Canadian citizen, over 18 years of age, resident and an elector for the school board. Glenn is not an employee of the school board.

The ability to communicate is one of the defining characteristics of humans. The ability to communicate effectively is an essential skill in modern society. Children who have communication impairments are at a disadvantage in every way, including their ability to be educated.

I have attached Glenn's SEAC application to the e-mail with this letter. Please let me know if you need any additional information.

OAFCCD is committed to working with the provincial government, school boards and community agencies to ensure that children with communication disorders get the services and supports that they need. If you require any further information about the organization, please call me at (519)290-1763. I hope that you are able to accept Glenn's nomination and I look forward to our two organizations working together to provide quality education to all students.

Yours sincerely,

Alison Morse,
Provincial Co-ordinator



Special Education Advisory Committee (SEAC) Membership Application

Individuals must complete the following application form for consideration to be a member of TCDSB Special Education Advisory Committee (SEAC).

Position applying for: ☒ Parent Member OR ☐ Community Member

Surname:	Webster	First Name:	Glenn
Main Contact Number:	[REDACTED]	Alternate Contact Number:	[REDACTED]
E-mail address:	[REDACTED]		
Child(ren)'s School(s):	(Former)Archbishop Romero, Bishop Allen and others		
Organization Name:	Ontario Assoc for Families of Children with Communication Disorders (OAFCCD)		
Organization Address:	933 Alice St. Woodstock Ontario N4S 2J9		
Main Contact Person:	Alison Morse		
Main Contact Number:	519 290-1763		
<p>1. To which other TCDSB parent organizations do you presently belong:</p> <p style="text-align: center;"> <input type="checkbox"/> CSAC <input type="checkbox"/> CPIC <input type="checkbox"/> TAPCE <input checked="" type="checkbox"/> None </p>			
<p>2. List the community organizations/groups in which you are currently a member and provide a brief outline of your role within each of these organizations:</p> <p>JVS (Jewish Vocational Services) provides services including assessments, employment and careers counselling including individuals with disabilities.</p> <p>Earls court Rotary Club recently supported Corbrook – an adult day programme for people with physical and mental health disabilities.</p>			
<p>3. Briefly outline the reasons why you are interested in being a member of this committee:</p> <p>I would like to continue my membership of SEAC as well as membership of MHAC (Mental Health Advisory Council). My current work continues to be with children, adolescents and adults with special needs.</p>			
<p>4. Please identify and explain any related personal and/or professional experiences which you have that would assist you in the role of a committee member:</p> <p>I was member of Psychology dept. of TCDSB for 38 years. I have had 6 children go through TCDSB schools as well as grandchildren. I have served on board of Angel Foundation and other TCDSB committees including Safe Schools.</p>			
<p>5. Would your personal and/or professional experiences place you in a Conflict of Interest in regards to being a member of this Committee:</p> <p><input checked="" type="checkbox"/> NO</p> <p><input type="checkbox"/> YES Please explain:</p> <p>I am familiar with rules of conflict of interest and would always declare them if it came up</p>			



Special Education Advisory Committee (SEAC) Membership Application

6. Have you been selected to be part of another TCDSB Committee within the past 12 months? Yes <input type="checkbox"/> NO x <input checked="" type="checkbox"/> YES Please specify the Committee: SEAC rep on MHAC (Mental Health Advisory Council)	
7. Do you support the Catholic Mission/Vision of TCDSB? Yes	
8. Provide any additional comments to be considered in regards to your participation on this committee: I have participated fully on SEAC over the last 6 years and would like to continue. My educational, professional and volunteer history has been always with special education.	
<i>Completed membership application form and request for nomination letter submitted by Glenn Webster (Applicant to enter full name in the gray shaded box) to the attention of the Director of Education and SEAC Chair via email to:</i> <u>rory.mcguickin@tcdsb.org</u> & <u>taylorme@hotmail.com</u>	
Date:	26 th October 2018

Important

- All nominations shall be made in writing by the executive of the local chapter to the Director of Education/Secretary of the board no later than October 31st in the year of the Board's election.
- The appointment of members will be made at the Inaugural Meeting of the Board.

For further details on the Policy for the Special Education Advisory Committee, please refer to Policy No. A23 on the TCDSB website at:

<https://www.tcdsb.org/Board/Policies/Documents/A23.pdf>

From: [Maselli-Jackman, Linda \(Superintendent of Special Services\)](#)
To: [Paganelli, Kim \(Special Services- Linda Maselli Jackman\)](#)
Subject: Fwd: SEAC application for TCDSB 2019-2022
Date: Tuesday, November 6, 2018 9:37:26 AM
Attachments: [image001.png](#)

Linda Maselli-Jackman
Superintendent, Special Services
P: [\(416\) 222-8282 x 2486](#)
F: [\(416\) 512-3442](#)



*"Essential for Some,
Good for All."
The Special Education Project - CODE*

Begin forwarded message:

From: Marilyn Taylor <taylorme@hotmail.com>
Date: October 8, 2018 at 11:22:18 AM EDT
To: Mary Cunningham <cunninghammary@rogers.com>
Cc: 'Lori' [REDACTED] 'Brian Philcox' [REDACTED]
Linda Maselli-jackman <linda.maselli-jackman@tcdsb.org>, Sophia Harris
<sophia.harris@tcdsb.org>
Subject: Re: SEAC application for TCDSB 2019-2022

Good Morning Mary and Happy Thanksgiving.

Thank you for the letter of nomination for Lori Mastrogiuseppe to represent FASD on TCDSB SEAC.

I have forwarded this letter to our Superintendent of Special Services and it will be placed on October agenda at SEAC for approval by SEAC members and then to the Board of Trustees for their approval.

We thank John McKenzie who has tirelessly supported and educated SEAC about FASD and we will miss him and his input at our meetings and we will welcome Lori Mastrogiuseppe as FASD representative.

I will be in touch with you following our October SEAC meeting.

Thank you again for nominating Lori.

Marilyn Taylor

From: Mary Cunningham <cunninghammary@rogers.com>
Sent: October 7, 2018 9:11 PM
To: 'Marilyn Taylor'
Cc: 'Lori'; 'Brian Philcox'
Subject: SEAC application for TCDSB 2019-2022

Dear Ms. Taylor:

I am forwarding an application to the Toronto Catholic District School Board for Lori Mastrogiuseppe. Lori is from

Toronto, Ontario and is applying for a position on your Special Education Advisory Committee as a Fetal Alcohol Spectrum Disorder representative for the period 2019-2022.

Please find Ms. Mastrogiuseppe's application attached above.

As the FASD ONE (Ontario Network of Expertise) Lead for the Education Action Group (EAG) I am collecting and then forwarding Lori's application which I received from FASworld Canada. We have been working on this SEAC FASD representative "file" during the last three Ontario election cycles at FASD ONE. Slowly but surely we are happy to see more and more Ontario school boards with Representatives who are qualified to represent FASD at Ontario SEAC tables.

Sincerely,

Mary Cunningham

FASD ONE Education Action Group Lead

Mary Cunningham B.Ed. P.H.Ec.

KWC FASD Consulting

6C-350 Doon Valley Drive

Kitchener, ON, N2P 2M9

519-893-7393

cunninghammary@rogers.com

PO BOX 55570 Cedar Heights
Scarborough, ON
M1H 3G7
Email: toronto@autismontario.com

Attention: Marilyn Taylor, Chair, Special Education Advisory Committee

Dear Marilyn,

It is with great pleasure that the Chapter Leadership Council of the Toronto Chapter of Autism Ontario would like to nominate and re-appoint Sandra Mastronardi as our SEAC representative and Melanie Battaglia as the alternate SEAC representative.

We look forward to continuing our collaborative relationship in support of the many students at the TCDSB that are impacted by Autism.

Yours truly,



Melanie Battaglia, LL.B., M.A., B.A.(Hons.)
President, Toronto Chapter, Autism Ontario

CC: Linda Masselli-Jackman, Superintendent of Special Education
Rory McGuckin, Director of Education



Friday October 26, 2018

To: TCDSB Special Services Department

Attention Superintendent Linda Maselli-jackman,

Our association has prepared this letter to the Toronto Catholic School Board as requested. An authorization from AAIDD regarding our SEAC representative follows.

Dr. Ashleigh Molloy is known as a visionary leader who is a faith filled Catholic. He is well respected beyond the GTA as an advocate for equity and inclusion, which is a current board initiative. We believe that Dr. Molloy is a person who will continue to represent our parent community honourably. He is a bridge builder who unites home, parish, and school in the area of disability.

AAIDD is confirming Dr. Ashleigh Molloy to serve as our SEAC representative.

Regards,

Colleen Merlin

Vice-President



Helping Kids with
Physical Disabilities
Succeed

**Easter Seals Ontario
Application for Nomination to
Special Education Advisory Committees (SEAC)**

Please complete the following information and forward to:

**Alison Morse
Easter Seals Ontario, Provincial Office**

Mailing Address: One Concorde Gate, Suite 700, Toronto, On M3C 3N6 or via
fax: 416-696-1035 _____

Or by e-mail: amorse@easterseals.org

Volunteer Name George Wedge

Mailing Address _____
[Redacted]

Telephone: (home) _____

(business) _____

E-mail _____

(fax) _____

**I am interested in being nominated by Easter Seals Ontario to the Special
Education Advisory Committee of the**

Toronto Catholic District School Board

(Please fill in Name of School Board – include Public or Separate)

as a ⇒ SEAC Representative

SEAC Alternate

I comply with the following SEAC membership requirements as indicated under the Education Act:

✓ I reside within the jurisdiction of the Board I wish to represent

✓ I am a Public School elector

✓ I am a Separate School elector

✓ I am a Canadian citizen

✓ I am over the age of eighteen

✓ I am not employed by the Board of Education

Please provide a brief summary of your experience, memberships and personal qualities which you believe would support your ability to be an Easter Seal SEAC representative or Alternate.

Parent Advocate for special education, Co-Chair of TCDSB St Brendan School CPAC Sub-Committee for Student Engagement & Wellness (Academic Affairs), 20-years of experience in a team panel environment as a contributor. Having several years in a union environment, I have a good working understanding of teachers union should issues arise that need to be discussed in that regard. (As issues did arise within the 18 April 2018 meeting) I have a good understanding of the rules of order and decorum used to govern the proceedings during committee meetings. In this proposed role, I would an ideal candidate, given my many years of experience in problem solving of complex manufacturing and financial issues as part of a larger team.

Please provide (2) references:

1. Name Rev. Dr. Mona Scrivens
Phone [REDACTED]
Relationship Friend & Pastor
2. Name Ms. Arlene Martin, Principal, St. Brendan School
Phone [REDACTED]
Relationship CPAC Member, Principal of my child's school

Signature 

Date 19 April 2018



Helping Kids with
Physical Disabilities
Succeed

September 20, 2018

Rory McGuckin
Director of Education
Toronto Catholic District School Board
80 Sheppard Ave. E.,
Toronto ON.,
M2N 6E8

Dear Director McGuckin,

Easter Seals Ontario would like to nominate Brigette Rose as the member, and George Wedge as the alternate representative, to the Toronto Catholic District School Board Special Education Advisory Committee (SEAC) for the 2018-2022 term.

Brigette and George are Canadian citizens over the age of eighteen. They both reside within the jurisdiction of the board and are separate school supporters. They are not employees of the board. Their individual Membership Applications are attached to this letter. Brigette can be contacted at [REDACTED] or by e-mail at:

[REDACTED] George can be reached at [REDACTED] or by e-mail at:

Easter Seals Ontario was incorporated September 25, 1930, under the Ontario Corporation Number 000033730. If you require additional information please do not hesitate to contact me.

I look forward to your response in writing.

Sincerely,

A handwritten signature in cursive script that reads "Alison Morse".

Alison Morse,
Provincial Coordinator – Special Education
Easter Seals Ontario

cc: Marilyn Taylor, Chair of SEAC
Linda Maselli Jackman, Superintendent – Special Services
Kim Paganelli, Assistant to Linda Maselli Jackman
Brigette Rose, [REDACTED]
George Wedge [REDACTED]



Special Education Advisory Committee (SEAC) Membership Application

Individuals must complete the following application form for consideration to be a member of TCDSB Special Education Advisory Committee (SEAC).

Position applying for: ☐ Parent Member OR ☐ Community Member

Surname:	Rose	First Name:	Brigette
Main Contact Number:		Alternate Contact Number:	
E-mail address:			
Child(ren)'s School(s):	Holy Name, Riverdale		
Organization Name:	Easter Seals Ontario		
Organization Address:	One Concorde Gate, Suite 700, Toronto, ON M3C3N6		
Main Contact Person:	Alison Morse, Senior Manager – Provincial Services		
Main Contact Number:	416-510-5070		
1. To which other TCDSB parent organizations do you presently belong: <input type="checkbox"/> CSAC <input type="checkbox"/> CPIC <input type="checkbox"/> TAPCE x <input type="checkbox"/> None			
2. List the community organizations/groups in which you are currently a member and provide a brief outline of your role within each of these organizations:			
3. Briefly outline the reasons why you are interested in being a member of this committee: I am a proud parent of a child with special needs. As a result of advocating for my child for over 10 years in the education system, I possess extensive knowledge pertaining to the Education Act, Ministry of Education documents relevant to Special Education, school board Special Education Plans and Ontario Human Rights Code.			
Please identify and explain any related personal and/or professional experiences which you have that would assist you in the role of a committee member: I possess vast experience working with and supporting children and youth at the educational level. My most valuable experience involves working with children and youth with intellectual and physical disabilities			
4. Would your personal and/or professional experiences place you in a Conflict of Interest in regards to being a member of this Committee: x <input type="checkbox"/> NO <input type="checkbox"/> YES Please explain:			
5. Have you been selected to be part of another TCDSB Committee within the past 12 months? x <input type="checkbox"/> NO <input type="checkbox"/> YES Please specify the Committee:			



Special Education Advisory Committee (SEAC) Membership Application

6. Do you support the Catholic Mission/Vision of TCDSB?	
Yes, I do.	
7. Provide any additional comments to be considered in regards to your participation on this committee:	
I am also familiar with relevant legislation and policies including the AODA (Accessibility for Ontarians with Disabilities Act) and the Guidelines on Accessible Education.	
<i>Completed membership application form and request for nomination letter submitted by Brigitte Rose (Applicant to enter full name in the gray shaded box) to the attention of the Director of Education and SEAC Chair via email to:</i>	
rory.mcguickin@tcdsb.org & taylorme@hotmail.com	
Date:	September 14, 2018

Important

- All nominations shall be made in writing by the executive of the local chapter to the Director of Education/Secretary of the board no later than October 31st in the year of the Board's election.
- The appointment of members will be made at the Inaugural Meeting of the Board.

For further details on the Policy for the Special Education Advisory Committee, please refer to Policy No. A23 on the TCDSB website at:

<https://www.tcdsb.org/Board/Policies/Documents/A23.pdf>



REPORT TO

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

EDUCATION QUALITY AND ACCOUNTABILITY (EQAO) PRIMARY DIVISION, JUNIOR DIVISION, GRADE 9 AND OSSLT ASSESSMENT RESULTS

“An intelligent mind acquires knowledge, and the ear of the wise seeks knowledge.” Proverbs 18:15

Created, Draft	First Tabling	Review
September 11, 2018	October 4, 2018	Click here to enter a date.

M. Vanayan, Senior Coordinator, Educational Research

L. DiMarco, Superintendent of Curriculum, Leadership and Innovation; Academic ICT

G. Iuliano Marrello, Superintendent of Student Success

INFORMATION REPORT

Vision:

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

Mission:

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

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Rory McGuckin
Director of Education

D. Koenig
Associate Director
of Academic Affairs

T. Robins
Acting Associate Director
of Planning and Facilities

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

A. EXECUTIVE SUMMARY

This report summarizes the results of Toronto Catholic District School Board (TCDSB) student achievement on the 2017-2018 EQAO Assessments of Reading, Writing and Mathematics, Primary Division and Junior Division, the Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test (OSSLT).

Overall, Board scores remain strong at or above 75% in Grade 3 and 6 reading and writing, Grade 9 academic mathematics and OSSLT. In Primary and Junior, mathematics results remain low both in the Board and Province. At the secondary level, Grade 9 applied mathematics scores for TCDSB have increased, are above the Province yet still require improvement.

After further analysis, a professional learning plan will be brought to the November Student Achievement and Well-Being, Catholic Education and Human Resources meeting.

The cumulative staff time required to prepare this report was 20 hours.

B. PURPOSE

1. This report presents Provincial and Board results on the Education Quality and Accountability Office (EQAO) Primary Division, Junior Division, Grade 9 Assessments and the OSSLT. School and Board results from all assessments were released on September 19, 2018.

C. BACKGROUND

1. Administration of Assessments

The Assessments of Reading, Writing and Mathematics, Primary Division (Grades 1–3) and Junior Division (Grades 4–6) are administered to all Ontario students, in June, at the end of the:

- primary division (Grade 3); and
- junior division (Grade 6).

The Grade 9 Assessment of Mathematics is administered to:

- all Ontario students who are working toward their Grade 9 academic or applied mathematics credit;
- students in the first-semester mathematics courses in January; and

- students in the second-semester or full-year mathematics courses in June.

The OSSLT is administered to:

- all Grade 10 Ontario students working towards an Ontario Secondary School Diploma (OSSD) at the end of March or early April.

Successful completion of the OSSLT is a requirement for the OSSD.

2. **What is measured?**

All assessments measure cumulative knowledge and skills and are based on the Ontario Curriculum.

3. **Reporting**

Primary, Junior and Grade 9 Assessments reports use:

- the province's four levels for reporting student achievement results;
- the provincial standard as Level 3, which corresponds to a 70 to 79 per cent.

OSSLT reports use “successful” or “unsuccessful” for reporting student achievement results.

4. The EQAO assessments help to identify trends in student learning at the school, board and provincial levels, inform improvement planning, and strengthen accountability.

D. EVIDENCE/RESEARCH/ANALYSIS

1. Primary Division Student Results Over Time For TCDSB and Ontario

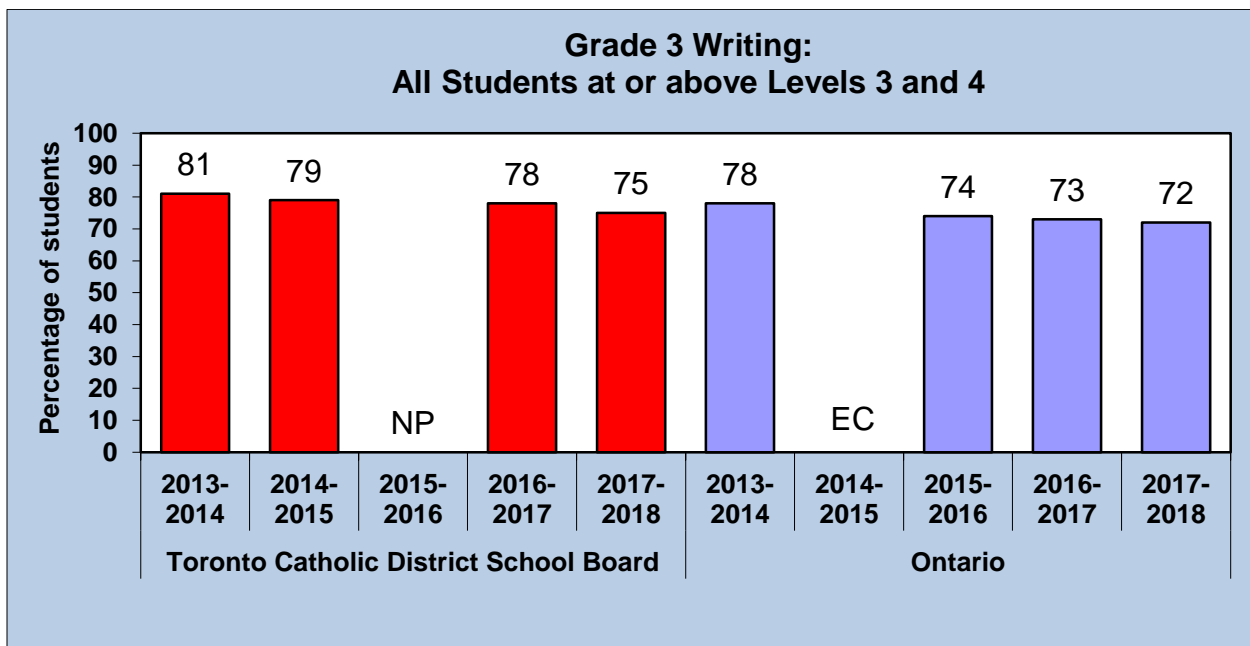
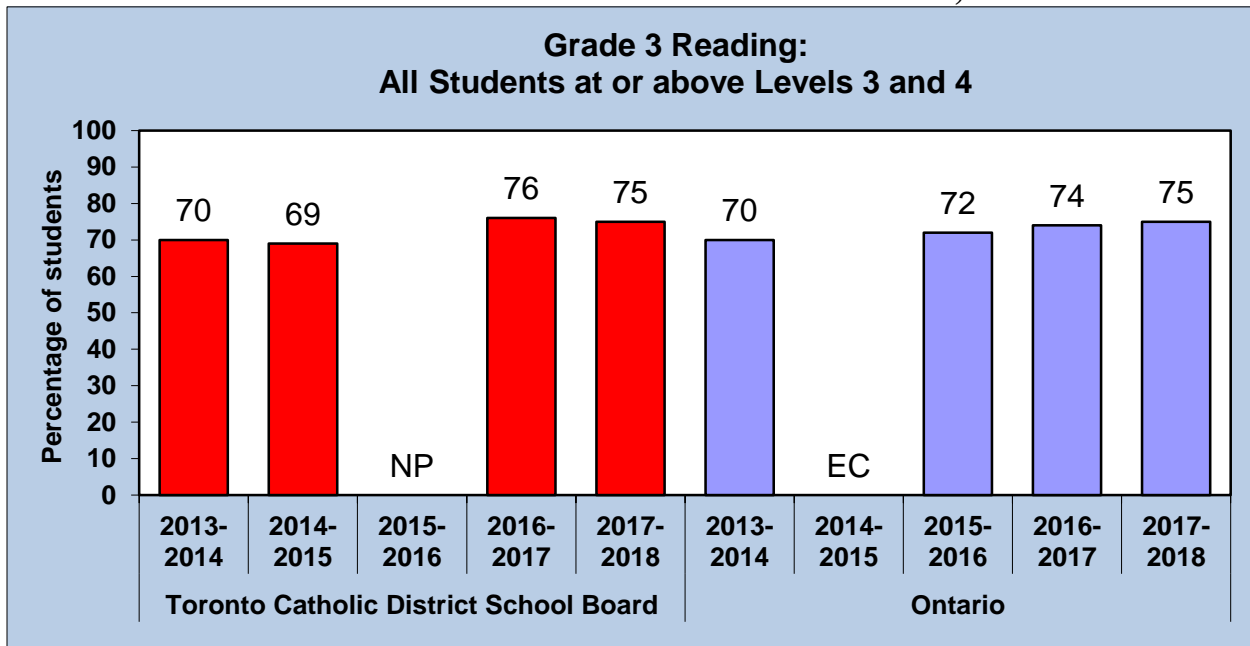
NOTE:

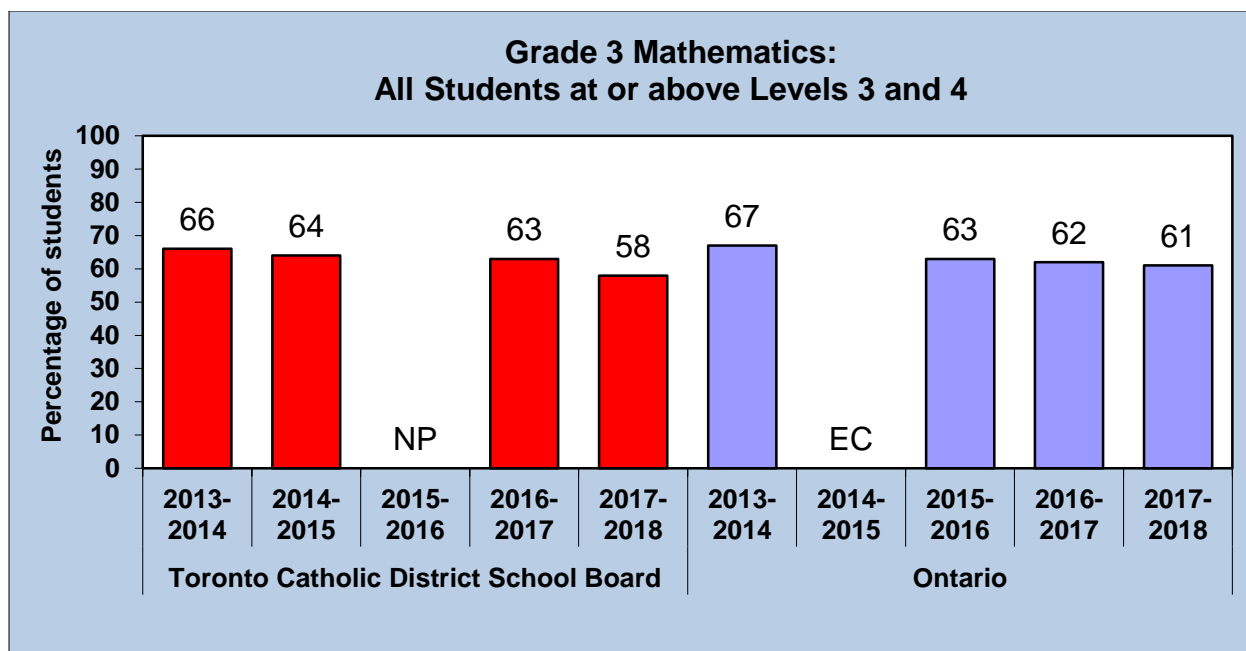
EC= Exceptional Circumstances: in 2015 there were labour disruptions in a significant proportion of schools in Ontario, provincial data were not available.

NP= Not Participating: Elementary schools in the TCDSB did not participate in the 2016 assessments due to ongoing labour issues.

Percentage at or above the provincial standard

Total number of TCDSB Grade 3 students in 2017-2018 = 6,267





As shown in the three graphs above, over the past five years, the percentage of Grade 3 students who performed at or above the provincial standard:

- in Reading (graph 1):
 - TCDSB and Ontario: increased from 70% to 75%
- in Writing (graph 2):
 - TCDSB decreased from 81% to 75%
 - Ontario decreased from 78% to 72%
- in Mathematics (graph 3):
 - TCDSB decreased from 66% to 58%
 - Ontario decreased from 67% to 61%.

• Junior Division Student Results Over Time For TCDSB and Ontario

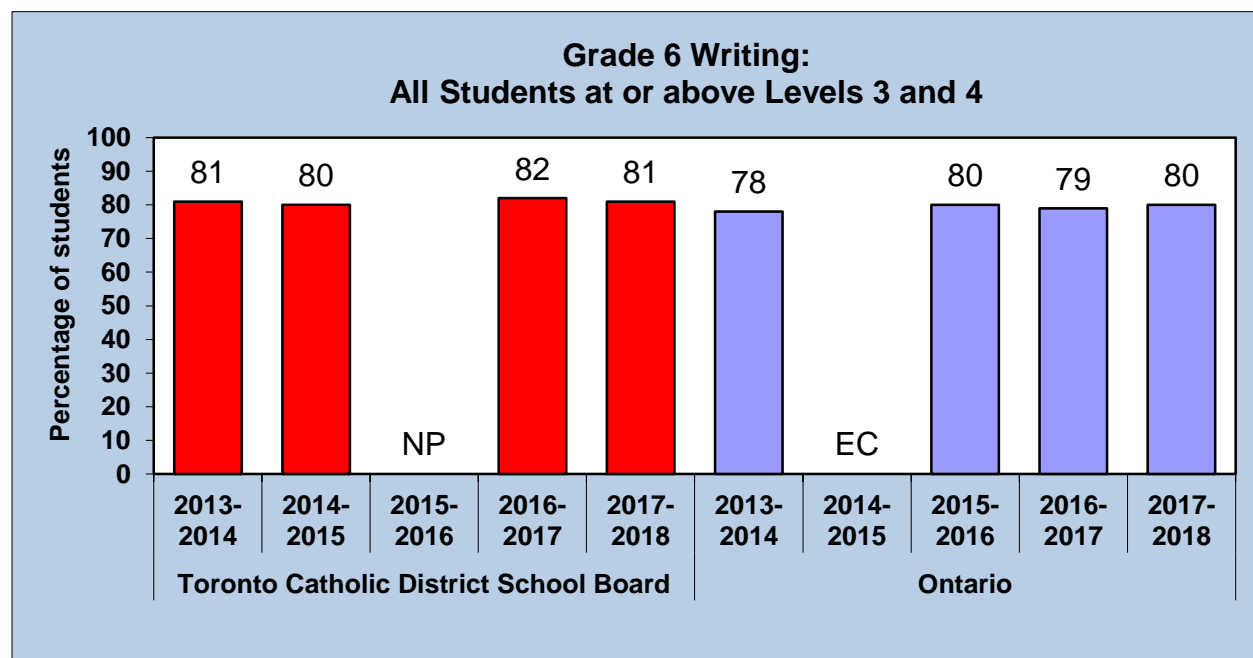
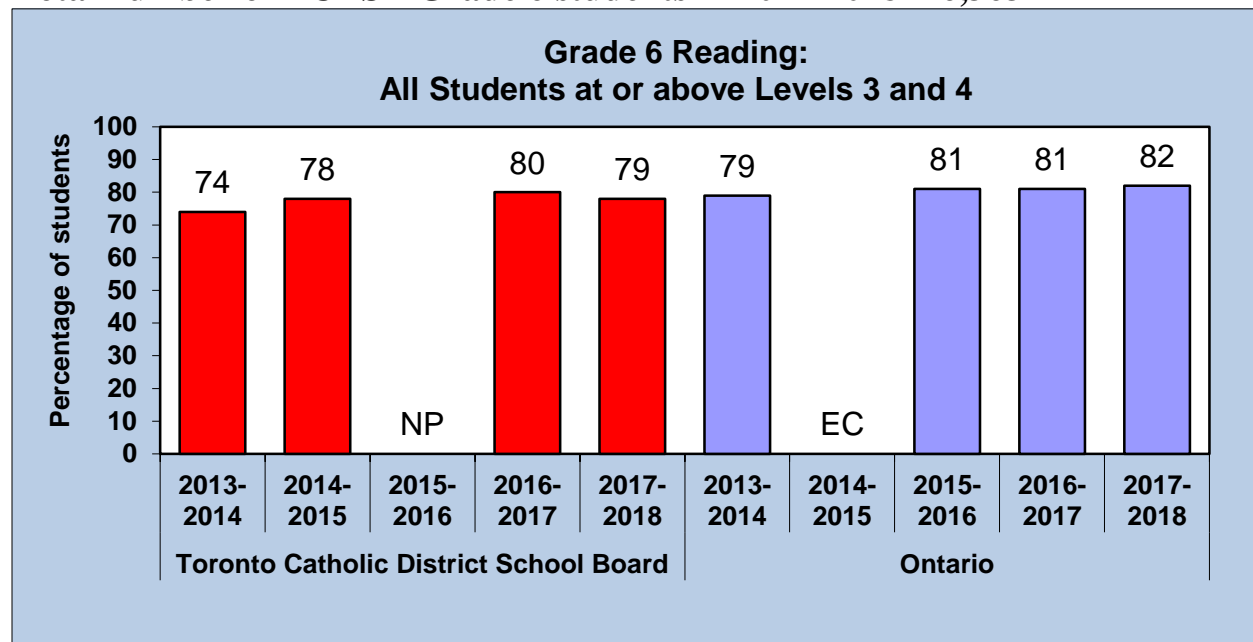
NOTE:

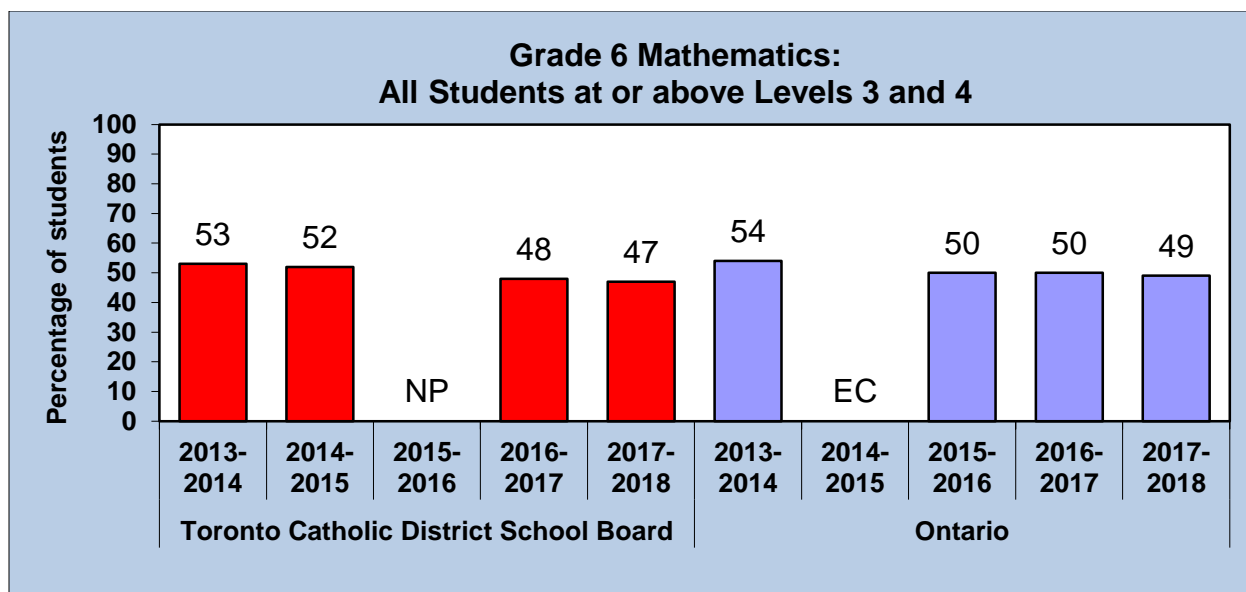
EC= Exceptional Circumstances: in 2015 there were labour disruptions in a significant proportion of schools in Ontario, provincial data were not available.

NP= Not Participating: Elementary schools in the TCDSB did not participate in the 2016 assessments due to ongoing labour issues.

Percentage at or above the provincial standard

Total number of TCDSB Grade 6 students in 2017-2018 = 6,363





As shown in the three graphs above, over the past five years, the percentage of Grade 6 students who performed at or above the provincial standard:

- in Reading (graph 1):
 - TCDSB increased from 74% to 79%
 - Ontario: increased from 79% to 82%
- in Writing (graph 2):
 - TCDSB remained stable at 81%
 - Ontario increased from 78% to 80%
- in Mathematics (graph 3):
 - TCDSB decreased from 53% to 47%
 - Ontario decreased from 54% to 49%.

Grade 9 Mathematics Results Over Time For TCDSB and Ontario

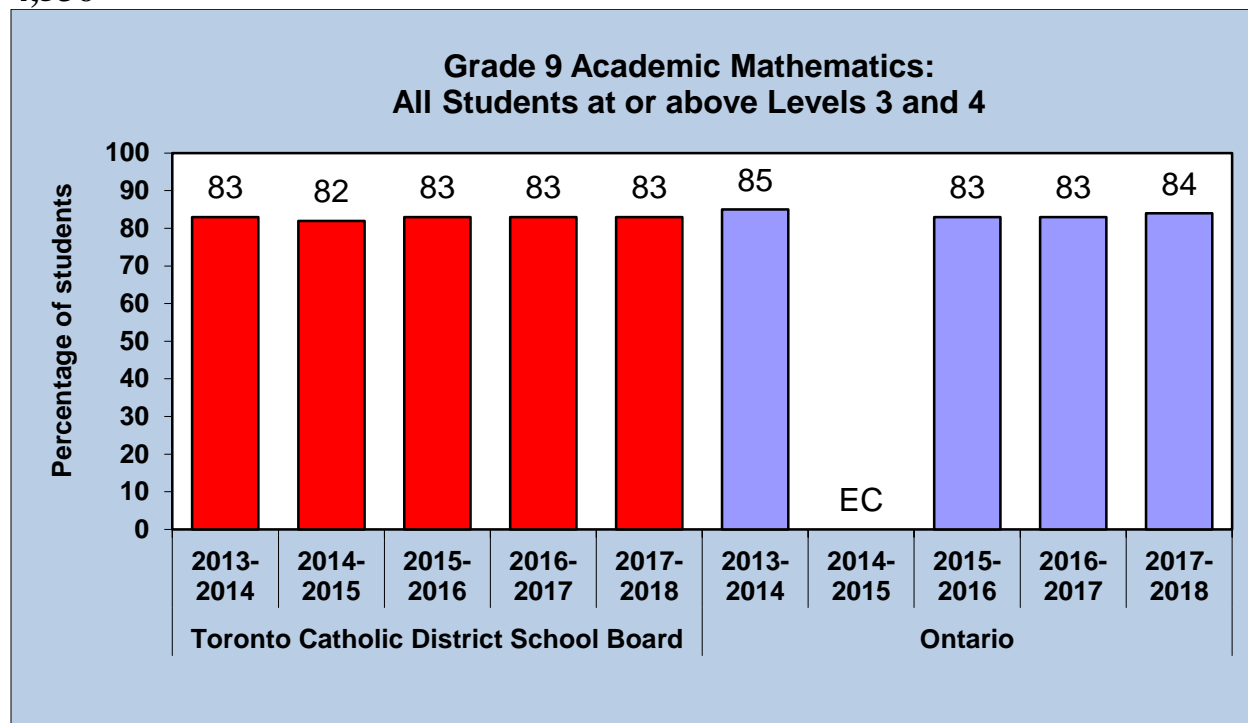
NOTE:

EC= Exceptional Circumstances: in 2015 there were labour disruptions in a significant proportion of schools in Ontario, provincial data were not available.

ACADEMIC PROGRAM

Percentage at or above the provincial standard

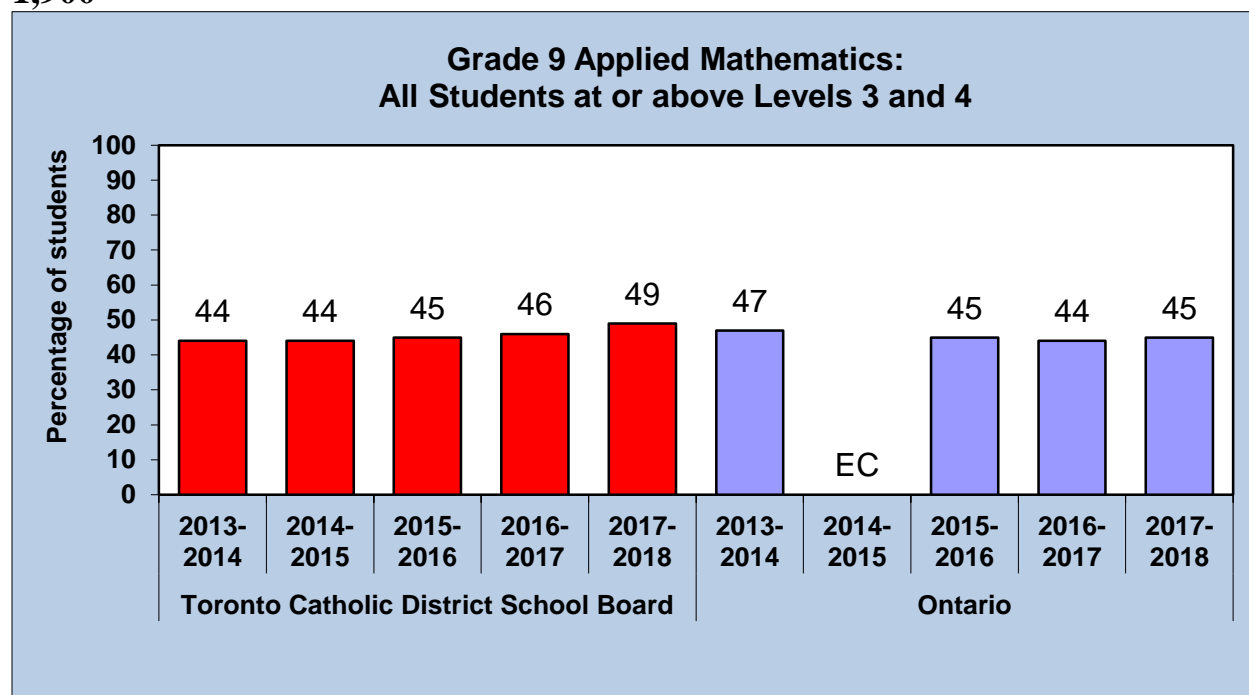
Total number of TCDSB Grade 9 students in 2017-2018 Academic Program = 4,536



APPLIED PROGRAM

Percentage at or above the provincial standard

Total number of TCDSB Grade 9 students in 2017-2018 Applied program = 1,900



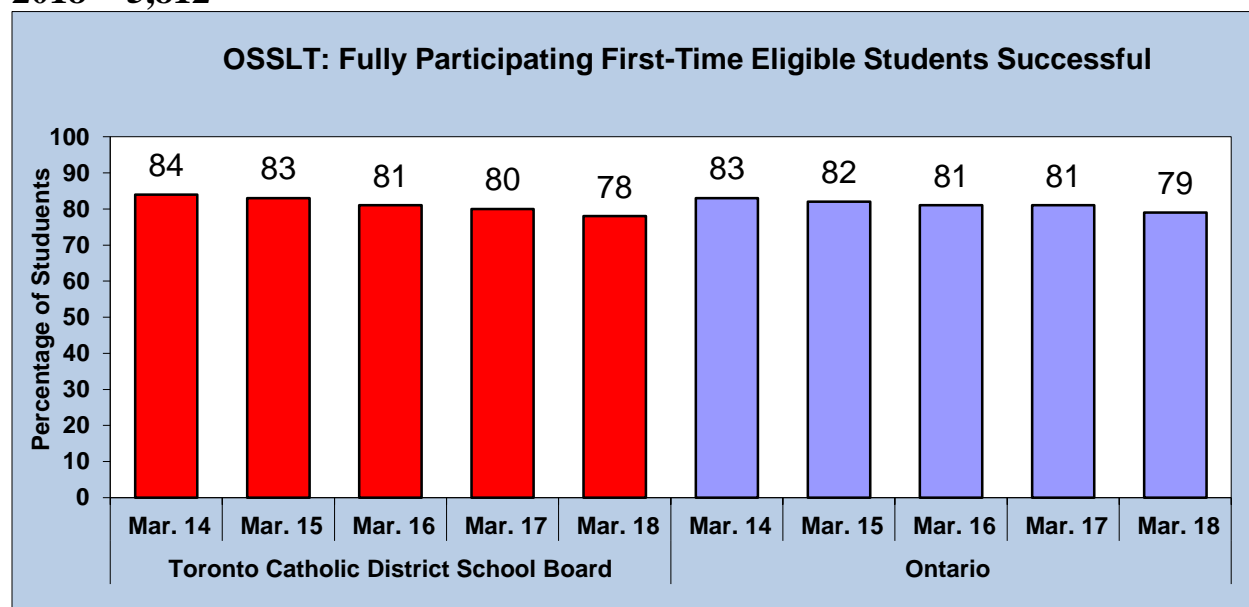
As shown in the two graphs above, over the past five years, the percentage of Grade 9 students who performed at or above the provincial standard:

- in Academic (graph 1):
 - TCDSB remained relatively stable at 83%
 - Ontario remained relatively stable at 84%
- in Applied (graph 2):
 - TCDSB increased from 44% to 49%
 - Ontario decreased from 47% to 45%.

The Ontario Secondary School Literacy Test Results Over Time For TCDSB and Ontario

Percentage of First-time Eligible students successful

Total number of First-time eligible TCDSB students writing the test in 2017-2018 = 5,812



As shown in the graph above, over the past five years, percentage of Grade 10 students successful on the OSSLT:

- Board decreased from 84% to 78%
- Ontario decrease from 83% to 79%

E. METRICS AND ACCOUNTABILITY

1. Overview of Results

- Overall, Board literacy results remain strong with scores at or above 75%.
- In Primary and Junior, mathematic results remain low both in the Board and Province.
- At the secondary level, Grade 9 applied mathematics scores for TCDSB have shown improvement but continue to be low.
- In both Grade 9 academic mathematics and OSSLT, the Board mirrors the Province and maintains strong results.
- The EQAO results continue to point to mathematics (in the primary and junior divisions and at the applied level) as an area of focus.

2. Learning and Improvement Planning

- Deeper analysis of the 2017-2018 EQAO results at both the system and school level is underway. The analysis will inform the revision of learning plans in literacy and numeracy for our school communities and for the board.
- These assessment results are used in conjunction with other data to coordinate plans for improving student achievement and well-being consistent with the TCDSB Multi-Year Strategic Plan and Ministry of Education initiatives, to inform our Board Learning and Improvement Plan.
- The analysis will inform Professional Learning Plans, for literacy and numeracy, to be presented to the Student Achievement and Well-being Committee of the Board in November 2018.

F. CONCLUDING STATEMENT

This report is for the consideration of the Board.

EQAO TRENDS BY SUBGROUPS Primary Division, Junior Division, Grade 9 and OSSLT

TRENDS OVER TIME BY STUDENTS WITH SPECIAL NEEDS for TCDSB and Ontario

Percentage at or above the provincial standard – Levels 3 and 4

Note: Ontario percentages are in parenthesis; n indicates the number of TCDSB students in the specified category

GRADE 3	Reading	Writing	Math
2013 – 2014	39% (40%) n = 1086	57% (57%) n = 1086	33% (33%) n = 1105
2014 – 2015	39% (EC) n = 1033	56% (EC) n = 1033	32% (EC) n = 1046
2015 – 2016	NP (43%)	NP (53%)	NP (29%)
2016 – 2017	45% (43%) n = 1046	55% (54%) n = 1046	31% (29%) n = 1062
2017 – 2018	44% (46%) n = 1064	51% (51%) n = 1064	27% (29%) n = 1083

GRADE 6	Reading	Writing	Math
2013 – 2014	39% (47%) n = 1158	50% (46%) n = 1158	16% (19%) n = 1160
2014 – 2015	45% (EC) n = 1230	47% (EC) n = 1230	15% (EC) n = 1228
2015 – 2016	NP (51%)	NP (51%)	NP (19%)
2016 – 2017	48% (51%) n = 1287	53% (51%) n = 1287	14% (18%) n = 1287
2017 – 2018	48% (54%) n = 1245	51% (50%) n = 1245	13% (17%) n = 1245

GRADE 9	Academic Math	Applied Math
2013 – 2014	71% (74%) n = 188	35% (39%) n = 740
2014 – 2015	72% (EC) n = 228	34% (EC) n = 715
2015 – 2016	67% (71%) n = 272	35% (37%) n = 845
2016 – 2017	67% (72%) n = 239	31% (37%) n = 679
2017 – 2018	64% (71%) n = 242	36% (38%) n = 677

Percentage of fully participating first-time eligible students who were successful

OSSLT	
2013 – 2014	57% (51%) n = 879
2014 – 2015	56% (54%) n = 901
2015 – 2016	56% (53%) n = 891
2016 – 2017	53% (52%) n = 943
2017 – 2018	46% (48%) n = 806

Special Services Professional Learning 2018-19 Summary

Department	Session Title	Details	Dates	Intended Audience	Panel (Elem/Sec)
Autism	Introduction to Autism and ABA Strategies	This will be a half day session discussing Autism and ABA strategies	Nov. 16/18; Jan. 18/19 (PA Days)	EAs/CYWs	Elem/Sec Nov. 16/18; Elem only Jan. 18/19
Autism	Communication and Students with Autism	This will be a half day session discussing Autism and communication strategies	Dec. 7/18; Feb. 15/19 (PA Days)	EAs/CYWs	Elem/Sec
Autism	Behaviour and self-regulation	This will be a half day session discussing self-regulation and behaviour strategies for students with Autism	Dec. 7/18; Feb. 15/19 (PA Days)	EAs/CYWs	Elem/Sec
Autism	Best Practices and Supporting Students with Autism	Offer a 1 day workshop inviting administrators focusing on best practices in supporting student with Autism.	TBD	Administrators	Elem/Sec
Autism	Introduction to Autism, PPM 140, ABA Strategies	Each AST will target their assigned schools to deliver a PPT focusing on PPM 140 and ABA Strategies and lead a discussion with staff. The flexibility is how each school would like the PD delivered i.e. lunch and learn, at staff meeting, with a family of schools, during a PA day, etc. What works best at the local level	This is an on-going plan to support elementary schools.	Elementary School Staff	Elem
Autism	Educational Practices – geared to the local needs of the school	Each AST will speak with the department head to determine the focus of the PD and the target group i.e. resource dept., new staff, etc. This could take place during late start days, through a lunch and learn, department meeting, etc.	This is an on-going plan to support secondary schools.	Secondary School Staff	Sec
Autism	Half-day visits with the Connections For Students staff to meet the IBI providers in the IBI settings and to view the transitioning student in this setting.	The purpose is to plan for the students transitioning from the Autism Intervention Program (AIP) into the school setting complying with PPM 140	Throughout the year	Teachers	Elem

Autism	Introduction to Autism and ABA Strategies	Training provided to all new staff hired by HR which is offered on a monthly basis (DECEs, EAs, CYWs, custodians, secretaries)	Monthly throughout the year	DECEs, support staff, custodians, secretaries	Elem/Sec
Autism	Half day in-service for teachers with students attending the PAST program	The purpose is to review the PAST program and the goals with the home school teacher in order to build capacity in supporting students with high functioning Autism.	Sept./Oct. 2018	Teachers	Elem
Autism/ME/DD	Transition to Secondary School Service for All Students ME/DD	1 day workshop focusing on elementary and secondary ME/DD ISP teachers collaborating on the transition plan for students entering into Gr. 9 complying with PPM 140 & PPM 156	Mar. 20/19	ME/DD ISP teachers with students in Grade 8 & ME/DD ISP teachers receiving the students in Gr. 9	Elem/Sec
Autism/ME/DD	Best Practices and Supporting Students in the ME/DD ISP	2 day course focusing on Educational practices, Communication, Behaviour, Sensory	TBD in the Winter	Teachers	Sec
Autism/ME/DD	Evidence-Based Numeracy Program Supporting Students in the ME/DD ISP	Two workshops introducing the evidence-based numeracy program EQUALS	Oct. 22, 23/18; Feb. 25, 26/19	Teachers	Elem
Deaf/Hard of Hearing	Two Day Training Workshop	Regular classroom teachers with D/HH students	October 18, 2018 and February 5, 2019	Regular classroom teachers with D/HH students	Elementary
Deaf/Hard of Hearing	D/HH Accountability Meeting	Teacher committee members on D/HH accountability committee	17-Jan-19	D/HH ISP Teachers on Accountability Committee	Elem/Sec
Deaf/Hard of Hearing	In-service for D/HH ISP teachers	1/2 day Workshop for D/HH ISP teachers with Itinerant teachers	17-Jan-19	D/HH ISP Teachers	Elem/Sec
Deaf/Hard of Hearing	D/HH PD for Secondary	Workshop for 20 teachers on hearing loss awareness. (No code days required.)	Feb-19	20 Secondary Teachers	secondary
Mental Health	safeTALK	sucide awarenss training	PA day on October 5, 2018	All TCDSB Staff	ele and sec.
Mental Health	safeTALK	sucide awarenss training	PA day on November16, 2018	All TCDSB Staff	ele and sec.
Mental Health	safeTALK	sucide awarenss training	PA day on December 7, 2018	All TCDSB Staff	ele and sec.

Mental Health	safeTALK	suicide intervention training	PA day on January 18, 2019	All TCDSB Staff	ele and sec.
Mental Health	safeTALK	suicide intervention training	PA day on February 15, 2019	All TCDSB Staff	ele and sec.
Mental Health	safeTALK	suicide intervention training	PA day on June 7, 2019	All TCDSB Staff	ele and sec.
Mental Health	ASIST	suicide intervention training	October 24 & 25, 2018	Guidance (ele, and sec) Administrators, SW , and Psychology	ele and sec.
Mental Health	ASIST	suicide intervention training	March 27 & 28, 2019	Guidance (ele, and sec) Administrators, SW , and Psychology	ele and sec.
Mental Health	Anxiety	awareness and classroom strategies	PA day on November 16, 2018	All TCDSB Staff	ele and sec.
Mental Health	Anxiety	awareness and classroom strategies	PA day on December 7, 2018	All TCDSB Staff	ele and sec.
Mental Health	Anxiety	awareness and classroom strategies	PA day on January 18, 2019	All TCDSB Staff	ele and sec.
Mental Health	Anxiety	awareness and classroom strategies	PA day on February 15, 2019	All TCDSB Staff	ele and sec.
Mental Health	Anxiety	awareness and classroom strategies	PA day on June 7, 2019	All TCDSB Staff	ele and sec.
Mental Health	Mood disorders	awareness and classroom strategies	PA day on November 16, 2018	All TCDSB Staff	ele and sec.
Mental Health	Mood disorders	awareness and classroom strategies	PA day on December 7, 2018	All TCDSB Staff	ele and sec.
Mental Health	Mood disorders	awareness and classroom strategies	PA day on January 18, 2019	All TCDSB Staff	ele and sec.
Mental Health	Mood disorders	awareness and classroom strategies	PA day on February 15, 2019	All TCDSB Staff	ele and sec.
Mental Health	Mood disorders	awareness and classroom strategies	PA day on June 7, 2019	All TCDSB Staff	ele and sec.
Psychology	Understanding challenging behaviours in children and adolescents and how to help manage them	Strategies for the classroom	PA Day -November	Eas and CYWs	ES, SS
Psychology	Supporting our children's emotional health	Psychology Month Symposium for educators and parents (after hours)	PA Day February	Teachers, EAs, CYWs, Parents, other staff	ES, SS

Psychology/Gifted	Supporting the emotional health of students with Giftedness	How to recognize depression/anxiety and how to help. Strategies for the classroom.	PA Day -December	Gifted ISP and Withdrawal teachers	ES
Psychology/Gifted	Gifted PR Committee meeting	1/2 day Participation as a member of the committee	Three sessions	Gifted ISP Teacher, SS teacher	ES, SS
Psychology/LD	Empower Decoding/Spelling 2-5	Training for teachers new to Empower	Nov., 2017	18 LD ISP, Empower Hub and SE Teachers	ES
Psychology/LD	Empower Decoding/Spelling 6-8	Training for teachers new to Empower D/S 6-8	Nov., 2017	6 LD ISP Teachers	ES
Psychology/LD	Empower Secondary School	Training for teachers new to Empower Secondary	3 sessions	SS techers	SS
Psychology/LD	Lexia	Training for 70 teachers in using Lexia Reading	Oct. , 2017	LD ISP and SE Teachers	ES
Psychology/LD	How to teach/support and monitor students with LD who are struggling in Math and literacy; Lexia follow-up	Teacher (70) administered assessments to monitor and facilitate progress in Math and Literacy; Lexia follow-up	Dec, 2017	LD ISP and SE Teachers	ES
Psychology/LD	Fundamentals for Teaching an LD ISP class	PD for teachers new to LD ISP	October, 2017	LD ISP Teachers	ES
Psychology/LD	Goal setting, intervention and progress monitoring in the LD ISP class (day 1)	The use of GAFE, literacy and math interventions, formal and informal assessment tools, and social-emotion learning in the LD ISP	Two sessions TBD	LD ISP Teachers	ES
Psychology/LD	LD PR Committee meeting	Participation as a member of the committee	Nov. 2017	SLD ISP Teacher, SS SET	ES, SS
Psychology/LD	LD PR Committee meeting	Participation as a member of the committee	Jan, February, April, June	SLD ISP Teacher, SS SET	ES, SS
Psychology/LD	Update on LD to Principals	Assessment, diagnosis, identification and programming for students with LD	Jan, 2018	School administrators	ES, SS
Psychology/LD	Understanding the learning profile of students with LD to increase math achievement	How to teach/support students with LD who are struggling in Math	Feb, 2018	SS teachers	SS
Social Work	De-Escalation Strategies	One day strategy-sharing session	October 4 & May 23, offered through safe schools by SSRT	Teachers & Support Staff (code 15 & code 18), 40 in each session	Elementary and Secondary
Social Work	Social- Emotional Learning	Discuss and share social emotional strategies and programming including Behaviour Support Plans, Safety Plans and IEPs	TBD	20 Behaviour Program Teachers	Elementary

Social Work	Trauma	Half day session on best practices on supporting schools in dealing with trauma and students impacted by trauma	16-Nov	Social Work Department, SSRT	Elementary & Secondary
Social Work	Miscellaneous	SW PD offered throughout year on clinically relevant information and best practices	October, November 2018 January, February, April 2019	Social Work Department, SSRT	Elementary & Secondary
Social Work	Academic Program	Discuss and share best practices for academic support	TBD	20 Behaviour Program Teachers	Elementary
Social Work	Nonviolent Physical Crisis Intervention (CPI) Training or BMS Training	To develop skills managing students with challenging behaviours	Ongoing Monthly Sessions	Two-day training for certifications to all employees of TCDSB who deal with students presenting challenging or disruptive behaviours	Elementary and Secondary
Special Services	Individual Education Plans; Special Services Forms; GAFE	Introduction to Special Services Forms and IEPs; Using GAFE with Special Education Students	2018 September 19,21 October 24, 26	Secondary Special Education Teachers	Secondary
Special Services	The Alternative Report Card; Transition Planning	Introduction to the Alternative Report Card	Oct-18	Secondary Special Education Teachers New to Special Education	Secondary
Special Services	Individual Education Plans; Special Services Forms; GAFE	Review of Special Services Forms and IEPs	2018 September 21	Vice Principals and Principals New to the Role	Elementary and Secondary
Special Services	Individual Education Plans; Special Services Forms; GAFE	Introduction to Special Services Forms and IEPs; Using GAFE with Special Education Students	2018 September 24,25,26,27,28 October 1,2,3	Elementary Special Education Teachers and Special Education Teachers New to Special Education	Elementary

LDAO SEAC CIRCULAR

November 2018

The Learning Disabilities Association of Ontario (LDAO) SEAC Circular is published 5 times a year, in September, November, February, April and June.

The following are some topics that your SEAC should be looking at. Action items and/or recommendations for effective practices will be underlined.

Feel free to share any of this information or the attachments with other SEAC members. As always, when you are planning to introduce a motion for the consideration of SEAC, it is particularly important that you share all related background items with your fellow SEAC reps.

The topics covered by this SEAC Circular:

1. Education consultation
2. New SEAC term
3. Funding announcements

List of Supplementary Materials:

1. Ministry of Education consultation questions
2. LDAO suggested points for EDU consultation
3. Funding Announcement August 24, 2018
4. Funding Announcement October 17, 2018

Note: You can access the SEAC Circular and supplementary materials at www.ldao.ca/about/public-policy-advocacy/seac-circulars/.

You can access Ministry memos by date at:
<http://www.edu.gov.on.ca/eng/policyfunding/memos/>

1. Education consultation

Subsequent to the initial announcement in August, further details about the Education consultation have been released (<https://www.ontario.ca/page/for-the-parents>), with a **deadline of December 15th** for submissions. The following areas are addressed:

1. Improving student performance in [Science, Technology, Engineering and Math \(STEM\)](#)
2. Preparing students with needed job skills, such as [skilled trades](#) and coding
3. Improving provincial [standardized testing](#)
4. Ensuring students graduate with important life skills, including [financial literacy](#)
5. Managing the use of technology in classrooms, such as cell phones
6. Building a new age-appropriate [Health and Physical Education curriculum](#) that includes subjects like mental health, sexual health education and the legalization of cannabis
7. Developing the first-ever [Parents' Bill of Rights](#)

SEAC members are encouraged to complete the online survey, based on their own experiences, and SEACs should consider making a committee submission as well. To facilitate discussion, I have attached a Word version of the consultation questions, and some points to consider in preparing your responses.

2. New SEAC term

With the municipal elections over, SEACs along with school board trustees will soon be beginning a new term of office. As mentioned in September, in some school boards sitting members, excepting trustee members, may have their terms carried over, but other school boards may require new nominations from parent associations for the new term. Parent association SEAC members and alternates should check their school board's procedures.

I would like to take this opportunity to thank SEAC members and alternates who are stepping down for their dedicated work over the last year(s), and welcome new members and alternates.

3. Funding announcements

On August 24, 2018 a Memo to Directors was sent by the Deputy Minister, advising of some upcoming changes to the April funding announcements. On October 17, 2018 a follow-up memo finalized the details. I have attached both memos for your information. SEACs can ask if and how the changes announced affect their school board's special education budget for 2018-19.

Questions? Email Diane Wagner at dianew@LDAO.ca or call (416) 929-4311 Ex. 22 (Mon.)

LDAO suggested points for EDU consultation

How should we improve student performance in the disciplines of Science, Technology, Engineering and Math (STEM)? (maximum 500 words)

- Preservice training in STEM subjects for all elementary teachers, and professional development in STEM subjects for all current elementary teachers.
- Encourage students with special education needs to take STEM courses in high school, with appropriate accommodations.

How should our schools prepare students with needed job skills, such as skilled trades and coding? (maximum 500 words)

- Encourage students with special education needs to participate in co-op placements, with access to appropriate accommodations, and transportation as needed.
- Facilitate the participation of students with special education needs in youth apprenticeships, with appropriate accommodations
- Introduce courses in Coding as part of the curriculum from early grades.

What measures can be taken to improve provincial standardized testing? (maximum 500 words)

- Make sure that students with special education needs receive the accommodations that are in their IEP on the EQAO tests. Provide test materials and preparation/sample materials in accessible formats. Encourage schools to include accommodations that will be needed on EQAO testing on students' IEPs, and to give students training and practice in using these accommodations.

What more can be done to ensure students graduate high school with important life skills, including financial literacy? (maximum 500 words)

- Begin age-appropriate financial literacy curriculum in early grades.

How can we build a new age-appropriate Health and Physical Education curriculum that includes subjects like mental health, sexual health education and the legalization of cannabis? (maximum 500 words)

- Consult with experts with a knowledge of mental health, sexual health education and the legalization of cannabis, as well as child psychology and child developmental stages.

What elements should be included in a Ministry of Education Parents' Bill of Rights? (maximum 500 words)

- The opportunity for meaningful input into a student's IEP.
- To be invited to all school meetings where their child is being discussed.
- Access to a dispute resolution process where conflicts arise that cannot be resolved at the school level.

Ministry of Education consultation questions

Open Submission: Education in Ontario

Please share your thoughts on all or some of our consultation themes by completing and submitting this form.

Closing date: December 15, 2018

First, tell us about yourself

Are you a... [please select all that apply]

- ☐ Parent or guardian
- ☐ Adult with no children
- ☐ Student attending an elementary (K-8) or secondary (9-12) school
- ☐ Educator, early childhood educator, principal, vice principal
- ☐ Employer
- ☐ Other

Are you a parent with school-age children?

Are you a student currently attending an elementary (K-8) or secondary school (9-12)?

What are the first 3 characters of your postal code?

If you are a member of a stakeholder group interested in Ontario's education system, please describe:
(maximum 500 words)

Share your feedback:

How should we improve student performance in the disciplines of Science, Technology, Engineering and Math (STEM)? (maximum 500 words)

How should our schools prepare students with needed job skills, such as skilled trades and coding? (maximum 500 words)

What measures can be taken to improve provincial standardized testing? (maximum 500 words)

What more can be done to ensure students graduate high school with important life skills, including financial literacy? (maximum 500 words)

What steps could schools take to ban cellphone use in the classroom? (maximum 500 words)

How can we build a new age-appropriate Health and Physical Education curriculum that includes subjects like mental health, sexual health education and the legalization of cannabis? (maximum 500 words)

What elements should be included in a Ministry of Education Parents' Bill of Rights? (maximum 500 words)

Do you have any other feedback or ideas? (maximum 500 words)

<https://www.ontario.ca/form/open-submissions-education-ontario>



2018: B14

MEMORANDUM TO: Directors of Education
Secretary/Treasurers of School Authorities

FROM: Bruce Rodrigues
Deputy Minister
Ministry of Education

DATE: August 24, 2018

SUBJECT: Update: Education Funding for 2018–19

I am writing to provide you with an update about education funding for 2018–19. The information included in this memo will provide new information further to memos:

- 2018: B06 – Grants for Student Needs (GSN) for 2018-19;
- 2018: B07 – 2018-19 School Year Education Programs – Other (EPO) funding;
- 2018: SB05 – Cash Management Strategy;
- 2018: SB09 – Grants for Student Needs (GSN) 2018-19, Supports and Updates;
- 2018: SB10 – Special Education Funding in 2018-19; and
- 2018: SB13 – 2018-19 Funding Updates and Estimate Forms for Section 68 School Authorities

NOTICE:

Some of the elements and proposals set out in this memo can only take effect if certain regulations are made by the Minister of Education or Lieutenant Governor in Council under the *Education Act*. Such regulations have not yet been made. Therefore, the content of this memo should be considered to be subject to such regulations, if and when made.

Total funding for the Grants for Student Needs (GSN) is expected to remain at \$24.5 billion in 2018–19. The average per-pupil funding is projected to be approximately \$12,300. Please see Appendix A for projected board-by-board changes to 2018–19 GSN funding compared to previously announced GSN allocations (2018:B06).

The 2018–19 GSN continues to reflect funding for increased enrolment, ongoing investments to meet prior years' labour agreements, and regular updates to the Grants for Student Needs with the following changes noted in this memo.

Consistent with the government's announcement during the throne speech to reorder Ontario's finances, including a line-by-line review of government spending, all education funding, including what is contained in this memorandum, will be reviewed. As school boards begin planning for the 2019–20 school year, please keep in mind this review will be underway and may impact on-going GSN and/or Education Programs – Other (EPO) funding.

All related GSN release documents will be updated and available in the coming weeks including: the 2018–19 Education Funding Technical Paper; Grants for Student Needs projections for the 2018–19 School Year; 2018–19 Guide to the Grants for Student Needs; Special Education Funding Guidelines: Special Incidence Portion (SIP), 2018–19; and 2018–19 Education Funding: A Guide to the Special Education Grant. Further communication will be sent when these documents are available as well as any transfer payment information for EPO funding outlined in this memo, as well as the Education Finance Information System revised estimates forms.

A. New Initiatives and Program Adjustments for 2018–19

Special Education Per-Pupil Amount (\$28M)

The ministry is investing a projected \$28 million in the GSN to provide an increase to the Special Education Per-Pupil Amount Allocation. Funding will be allocated to school boards by increasing all three Special Education Per-Pupil Amount Allocation benchmarks to the following:

- \$1,007.08 per JK to Grade 3 student;
- \$773.57 per Grade 4 to 8 student; and
- \$510.73 per Grade 9 to 12 student.

This increase will support all students with special education needs including those with Autism Spectrum Disorder and other needs such as mental health needs.

All 72 boards will see an increase in their Special Education Per-Pupil Amount Allocation funding for 2018–19.

Indigenous Graduation Coaches (\$3M)

The ministry will be launching a \$3 million pilot project through EPO to provide intensive supports to Indigenous learners and their families with the goal of obtaining an Ontario Secondary School Diploma and successful transition into post-secondary education, training or labour market opportunities.

This approach would include an Indigenous graduation coach, whose life experience is deeply rooted in the Indigenous community and holds deep experiential connection to the culture. The coach would act as a mentor and advisor to Indigenous students, facilitating access and referrals to community and school resources to provide integrated support for student achievement and well-being. With the coach as the hub, and community and school resources as the spokes, this 'hub and spoke model' will ease the current fragmentation of service access and delivery to provide holistic and efficient supports to vulnerable students.

A district school board eligibility list will be released in the coming weeks.

Rapid Response Northern Schools Teams (RRNSTs) (\$0.8M)

The ministry is providing \$0.8 million through EPO to support the development of teams to respond to urgent requests made by remote First Nation communities for access to qualified staff that have skills such as early literacy and numeracy, language, and special education qualifications to keep schools open and support the academic success and well-being of students.

Teams will be composed of highly trained and experienced, board-employed, certified educators, administrators and related positions (e.g., social workers, Elders). These Rapid Response Northern Schools Teams would be able to mobilize within a short period of time and stay within the community until stabilization is secured or new teams can be deployed.

B. Re-focused Initiatives for 2018–19

Focusing on Fundamental Mathematics (\$55M)

The ministry is replacing the previously announced \$55 million EPO funding: Renewed Math Strategy with the Focusing on Fundamental Mathematics EPO.

The funding will allow boards to hire mathematics facilitators and leads at the board and school levels for math-related training and support dedicated to teaching fundamental math skills. The funding will also allow boards to provide release-time for educators to participate in training and learning focused on fundamental mathematics.

Supporting Students: Career Counselling, Student Mental Health and Well-being (\$46M)

The ministry is maintaining the projected \$46 million through the GSN (formerly Preparing for Success in High School) in elementary guidance benchmarks; however, school boards have greater flexibility in using this funding to focus on ensuring students and parents are better informed about future options for post-secondary, careers, apprenticeships or trades, and to ensure students have the supports they need to succeed.

Students, parents, educators and stakeholders have indicated that current supports are not sufficient to help students and families make these critical, and often stressful, decisions.

It is important to note that this funding, while generated through Grades 7 and 8 enrolment, can now be used at school boards' discretion to support career counselling as well as student well-being in either the elementary or secondary panel, and student mental health in keeping with the boards' mental health strategy.

Expanded Role for Multi-Disciplinary Teams to Include Support for Students with Autism Spectrum Disorder and Other Special Education Needs (\$52M)

The \$52 million GSN investment, announced in the 2018–19 GSN memo (2018:B06), for Special Education Multi-Disciplinary Teams and other staffing resources will be

refocused and expanded to include supports for students with special education needs including those with Autism Spectrum Disorder and other needs such as mental health. Autism is the fastest growing exceptionality in Ontario's publicly funded school system. Students with Autism Spectrum Disorder have a broad range of complex needs and would benefit from increased access to professionals in schools.

This funding continues to support school boards in hiring multi-disciplinary teams which could include Speech-Language Pathologists, Psychologists, Social Workers, Behaviour Experts and others, as appropriate, based on local needs to support all students with special education needs, including those with Autism Spectrum Disorder and other needs such as mental health. The staffing requirements for this funding are unchanged.

C. Efficiencies and Redistributions for 2018–19

Special Incidence Portion (SIP) (\$28M)

The Special Incidence Portion maximum claim amount will be \$27,405, rather than the \$38,016 announced in 2018: B06. Savings incurred from this adjustment will be reinvested into the Special Education Per-Pupil Amount Allocation funding announced earlier in this memo.

New Teacher Induction Program (NTIP) (\$0.75M)

The previously announced New Teacher Induction Program increase of \$0.75M has been re-directed to other initiatives. However, school boards retain the flexibility to offer the expanded program to long-term occasional teachers in positions of 80 days or more, as well as supporting any new teacher who falls outside of the New Teacher Induction Program required definition within their first five (5) years of employment.

Trustee Honoraria (\$0.6M)

Compensation adjustments are being suspended until the new government can conduct a review and put in place an appropriate expenditure management strategy. As a result, the ministry will not be increasing the base amount for the school board trustees' honorarium as announced in the 2018–19 GSN memo (2018:B06).

The base amount for district school board trustees will remain at \$5,900. The ministry may review trustee honoraria in the future.

In addition, the ministry will not be providing the trustees of Section 68 School Authorities an honorarium as announced in the 2018–19 Section 68 SB Memo (2018:SB13).

Executive Compensation (\$1.7M GSN and \$4.1M EPO)

The previously announced GSN and EPO funding to support executive compensation increases in the 2018-19 school year has been suspended. The increases introduced in 2017-18 will continue to be provided on an ongoing basis as these increases are now built into school board cost structures.

Adjustments for 2018-19 will no longer be provided through EPO funding or the 2018–19 GSN, through the Senior Administration benchmark for salaries and benefits. As a result, this benchmark will decrease from \$170,430.45 to \$167,912.27.

Cash Management Strategy – Proceeds of Disposition

In memorandum 2018:B05, the ministry communicated its updated operating cash flow policy and procedures to reduce the associated borrowing costs currently incurred by the Province and to more closely align with the Ontario Public Service cash management directive. The ministry is expanding the cash management strategy to apply to Proceeds of Disposition balances while recognizing the school boards' needs for renewal and other capital projects. School boards' funding entitlements will not be affected by this change. Further details on this policy will be released in the coming weeks.

D. Monthly Payments / Reporting

Cash flow payments will continue to flow based on the submitted school boards' 2018–19 estimates starting in September. Isolate boards 2018–19 cash flow will be based on the 2017–18 estimates submission until the 2018–19 estimates forms are issued, submitted by the isolate boards and reviewed by the ministry.

As noted earlier in this memo, district school boards will be expected to update their budgets to reflect the changes outlined in this memo through the revised estimates submission process. Payments will be revised upon the review of the submitted revised estimates by the ministry.

E. Information Resources

If you require further information, please contact:

Subject	Contact	Telephone and email
Executive Compensation	Cheri Hayward	(416) 327-7503 cheri.hayward@ontario.ca
Financial Accountability and Reporting Requirements	Med Ahmadoun	(416) 326-0201 med.ahmadoun@ontario.ca
Indigenous Education	Taunya Paquette	(416) 314-5739 taunya.paquette@ontario.ca
Operating Funding	Paul Duffy	(416) 325-2035 paul.duffy@ontario.ca
Special Education	Julie Williams	(416) 325-2889 julie.williams@ontario.ca
Student Achievement	Marg Connor	(416) 325-2564 marg.connor@ontario.ca

General questions regarding the updated 2018–19 Grants for Student Needs can be emailed to: EDULABFINANCE@ontario.ca.

Conclusion

The government believes that Ontario students can attain a high level of educational achievement without the previous year-over-year trend of budget inflation. Ontario's government for the people is committed to improving accountability and making efficient and effective use of taxpayer dollars — and we will be looking to our partners in the education sector to help find efficiencies.

Original signed by

Bruce Rodrigues
Deputy Minister
Ministry of Education

cc: School business officials

Appendix A: 2018-19 GSN Impacts

Board Name	Efficiencies and Redistributions for Special Incidence Portion (\$28M)	Special Education Per-Pupil Amount (SEPPA) (\$28M)	SEPPA DEA Impact (\$0.05M)	Efficiencies and Redistributions for NTIP Investment (\$0.75M)	Efficiencies and Redistributions for Trustee Honorarium Investment (\$0.3M)	Efficiencies and Redistributions for Executive Compensation (\$1.7M)
DSB Ontario North East	(241,762)	86,924	-	(2,281)	(4,400)	(18,821)
Algoma DSB	(456,666)	123,275	1,783	(1,203)	(4,400)	(19,266)
Rainbow DSB	(1,493,400)	170,588	4,629	(4,774)	(3,600)	(20,029)
Near North DSB	(332,177)	131,532	1,817	(4,591)	(3,600)	(16,711)
Keewatin-Patricia DSB	(80,576)	69,265	-	(3,330)	(4,400)	(20,705)
Rainy River DSB	-	30,253	436	(1,039)	(2,800)	(14,129)
Lakehead DSB	(294,750)	119,068	662	(3,349)	(3,200)	(16,995)
Superior-Greenstone DSB	-	16,023	635	(731)	(3,600)	(13,154)
Bluewater DSB	(135,192)	232,307	-	(9,528)	(4,000)	(17,735)
Avon Maitland DSB	(10,611)	208,322	848	(1,867)	(3,600)	(21,745)
Greater Essex County DSB	(17,720)	492,059	6,336	(3,609)	(4,000)	(24,028)
Lambton Kent DSB	(40,410)	293,476	1,304	(5,361)	(4,400)	(19,073)
Thames Valley DSB	(318,330)	1,090,927	-	(39,709)	(5,200)	(39,995)
Toronto DSB	(1,835,703)	3,449,052	-	(92,410)	(8,800)	(105,883)
Durham DSB	(1,168,439)	988,812	-	(34,560)	(4,400)	(36,004)
Kawartha Pine Ridge DSB	(432,300)	454,926	-	(9,614)	(4,400)	(23,092)
Trillium Lakelands DSB	(186,675)	222,323	2,980	(2,675)	(3,600)	(19,277)
York Region DSB	(870,102)	1,701,004	-	(34,868)	(4,800)	(55,797)
Simcoe County DSB	(420,770)	729,428	-	(16,678)	(4,800)	(32,575)
Upper Grand DSB	(943,200)	482,030	-	(14,041)	(4,000)	(23,487)
Peel DSB	(3,057,239)	2,221,807	-	(35,349)	(4,800)	(72,692)
Halton DSB	(489,739)	895,397	-	(38,159)	(4,400)	(33,455)
Hamilton-Wentworth DSB	(354,615)	702,324	-	(16,659)	(4,400)	(29,135)
DSB of Niagara	(243,660)	511,623	-	(3,705)	(4,400)	(24,598)
Grand Erie DSB	(58,361)	357,678	1,111	(8,652)	(4,400)	(20,707)
Waterloo Region DSB	(46,512)	889,463	-	(18,218)	(4,400)	(33,704)
Ottawa-Carleton DSB	(903,900)	1,005,807	-	(38,323)	(4,800)	(38,673)
Upper Canada DSB	(108,432)	362,222	-	(6,823)	(4,400)	(23,216)
Limestone DSB	(157,200)	266,371	-	(2,541)	(3,600)	(19,282)
Renfrew County DSB	(196,500)	123,386	-	(1,521)	(3,200)	(15,970)
Hastings and Prince Edward DSB	(58,950)	207,682	-	(3,003)	(4,000)	(17,773)
Northeastern Catholic DSB	(19,650)	32,233	174	(173)	(3,600)	(14,096)
Nipissing-Parry Sound Catholic DSB	(396,820)	34,704	658	(991)	(2,800)	(12,675)
Huron-Superior Catholic DSB	(707,400)	63,753	342	(597)	(4,000)	(17,026)
Sudbury Catholic DSB	(314,400)	82,962	-	(895)	(2,400)	(14,597)
Northwest Catholic DSB	-	20,581	-	(1,213)	(3,600)	(14,096)
Kenora Catholic DSB	(21,222)	18,298	579	(529)	(2,800)	(13,464)
Thunder Bay Catholic DSB	(753,264)	105,449	413	(1,367)	(2,800)	(15,545)
Superior North Catholic DSB	-	9,863	430	(1,011)	(3,600)	(17,511)

Board Name	Efficiencies and Redistributions for Special Incidence Portion (\$28M)	Special Education Per-Pupil Amount (SEPPA) (\$28M)	SEPPA DEA Impact (\$0.05M)	Efficiencies and Redistributions for NTIP Investment (\$0.75M)	Efficiencies and Redistributions for Trustee Honorarium Investment (\$0.3M)	Efficiencies and Redistributions for Executive Compensation (\$1.7M)
Bruce-Grey Catholic DSB	(31,833)	59,533	-	(3,638)	(2,800)	(18,336)
Huron-Perth Catholic DSB	-	64,110	-	(2,079)	(2,000)	(18,262)
Windsor-Essex Catholic DSB	(21,222)	269,017	3,611	(2,435)	(3,600)	(18,360)
London District Catholic School Board	(127,045)	276,237	-	(8,036)	(3,200)	(23,346)
St. Clair Catholic DSB	-	122,789	-	(3,609)	(2,800)	(19,595)
Toronto Catholic DSB	(854,199)	1,263,977	-	(36,417)	(4,800)	(43,709)
Peterborough V N C Catholic DSB	(661,419)	211,453	-	(4,899)	(2,800)	(16,827)
York Catholic DSB	(825,300)	713,696	17,373	(28,304)	(4,000)	(34,351)
Dufferin-Peel Catholic DSB	(817,047)	1,074,540	-	(25,686)	(4,400)	(40,000)
Simcoe Muskoka Catholic DSB	(167,025)	297,831	-	(2,714)	(3,200)	(20,178)
Durham Catholic DSB	(746,700)	293,461	-	(4,571)	(3,200)	(23,720)
Halton Catholic DSB	(510,900)	480,880	-	(18,170)	(4,400)	(28,426)
Hamilton-Wentworth Catholic DSB	(440,799)	397,096	-	(7,045)	(3,600)	(21,710)
Wellington Catholic DSB	(106,110)	108,138	1,346	(1,896)	(2,400)	(19,287)
Waterloo Catholic DSB	(44,488)	322,597	-	(11,058)	(3,600)	(19,344)
Niagara Catholic DSB	(47,160)	287,141	6,053	(2,165)	(3,200)	(18,853)
Brant Haldimand Norfolk Catholic DSB	-	136,754	-	(4,725)	(2,400)	(15,284)
Catholic DSB of Eastern Ontario	(667,081)	174,233	1,248	(1,222)	(2,800)	(17,278)
Ottawa Catholic DSB	(490,189)	590,097	-	(15,928)	(4,000)	(26,464)
Renfrew County Catholic DSB	-	71,795	-	(1,290)	(2,800)	(13,865)
Algonquin and Lakeshore Catholic DSB	(235,800)	160,931	-	(5,794)	(4,000)	(17,085)
CSD du Nord-Est de l'Ontario	(379,183)	33,503	-	(2,021)	(4,800)	(15,481)
CSD du Grand Nord de l'Ontario	(157,751)	35,853	-	(1,136)	(4,800)	(15,377)
Conseil scolaire Viamonde	(98,250)	185,165	-	(16,380)	(4,800)	(25,776)
CSD des écoles publiques de l'Est de l'Ontario	-	229,772	-	(13,108)	(4,800)	(19,980)
CSD catholique des Grandes Rivières	(629,234)	82,582	-	(635)	(4,000)	(17,827)
CSD catholique Franco-Nord	(615,438)	39,433	-	(885)	(2,400)	(13,208)
CSD catholique du Nouvel-Ontario	(392,607)	95,510	-	(3,734)	(4,800)	(19,621)
CSD catholique des Aurores boréales	(13,126)	12,153	-	(1,713)	(4,800)	(18,520)
CS catholique Providence	-	149,163	-	(8,402)	(4,400)	(24,257)
CS catholique MonAvenir	(393,000)	253,285	-	(18,613)	(4,800)	(26,532)
CSD catholique de l'Est ontarien	(839,055)	144,557	-	(4,648)	(3,200)	(15,514)
CSD catholique du Centre-Est de l'Ontario	(737,661)	358,310	-	(21,077)	(4,400)	(20,424)

- Does not include impacts from EPO or School Authorities
- Figures may not add due to rounding

Minority Report

2018

**The voice of Ontario's
Autism community.**



Autism ONTARIO
Toronto



*There's an estimated 100,000 people with
ASD.*

*Imagine a community that sees the potential
in each and every one of them.*

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Autism Ontario – Toronto Chapter

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Background

[Autism Ontario](#) is the province's largest collective voice representing Ontario's autism community. Under the informed leadership of the provincial board of directors and through the many committed and skilled staff and volunteers at both provincial and at each local chapter who organize and support parent to parent contact, we strive to increase public awareness about autism and about the multitude of everyday challenges and barriers faced by individuals with Autism, their families, and the diverse professionals with whom they interact. Both the provincial association and its local chapters share common goals of providing information and education, supporting research, and advocating for programs and services while providing much needed support for the thousands of members within the autism community. Autism Ontario continues to listen and advocate on behalf of individuals and families affected by autism in the Ontario education system and knows through every day parent to parent contact that school related issues continue to remain one of the most significantly reported areas of challenge to families and individuals affected by ASD.

Introduction

Through its long standing representation and engagement on the Toronto Catholic District School Board's Special Education Advisory Committee, the [Toronto Chapter of Autism Ontario](#) has had the opportunity to be both continually informed on and regularly participate in and contribute to the varied discussions concerning special education program and service delivery to the many exceptional students of the board. Through our consistent SEAC representation, the Toronto Chapter of Autism Ontario has also participated in and contributed at SEAC meetings during the yearly TCDSB special education budget presentation, safe schools presentation, accessibility report and mental health and well-being report and many other aspects relevant to the committee's mandate. Through our representation we've done our best to bring forward the voice of the autism community with recommendations that we feel would positively impact

those living with and affected by autism and other exceptionalities as recognized by the Ontario Ministry of Education.

As a standing member of the Toronto Catholic District School Board's Special Education Advisory Committee, the Toronto Chapter of Autism Ontario has the opportunity to participate and contribute through engaged and relevant discussion, through specific member directed inquiries and through committee approved motions meant to advise the TCDSB Board of Trustees on matters within the committee's terms of reference and that affect all exceptional students of the Board. Ontario Regulation [464/97: *Special Education Advisory Committees*](#) states that every district school board shall establish this committee. According to this regulation, the Special Education Advisory Committee's role and responsibilities allow the committee to make recommendations to the district school board respecting matters affecting the establishment, development, and delivery of special education programs and services for exceptional pupils of the board. The same Ontario legislation provides each Special Education Advisory Committee with the opportunity to participate in the annual review of the board's Special Education Plan, participate in the board's annual budget process as it relates to special education and to be presented with and provided the opportunity to review the financial statements of the board as they relate to special education.

On occasion, it may become necessary for individual SEAC members to present a minority report to the committee that outlines a particular member's association concerns. A minority report does not always represent the views of the majority of SEAC members but once received by the committee, it is heard and then decided if the minority report will replace the views of the majority or if it will simply be received. Once the Minority Report is received by SEAC, it is included with the minutes of the meeting at which time it is presented and submitted to the Board of Trustees. According to the Ontario Ministry of Education document [Standards for School Board Special Education Plans](#), requirements of the standard for the Board's consultation process; "a description of any majority or minority reports concerning the board's approved plan that have been

received from members of the board's SEAC and the board's response to these reports" must be included with the Board's annual special education plan submission to the Ministry of Education (MoE, Ontario Ministry of Education - Parents - Special Education Page B3).

Executive Summary

As has become customary since 2010, the members of the TCDSB Special Education Advisory Committee have been consulted on the Toronto Catholic District School Board's Accountability Framework for Special Education (AFSE). The TCDSB established the Accountability Framework for Special Education in an effort to measure the student achievement of students with special education needs on an annual basis. Through the framework created, the Board has conducted annual reviews of special education programs and services within its Board. The intended purpose for these reviews is to examine special education program and service effectiveness and to ensure ongoing and continued improvement across all of the exceptionalities. An analysis of student achievement is also provided across the exceptionalities and the Accountability Framework committees set and implement strategies that are exceptionality-specific with the intended purpose of improving student outcomes through the goals and strategies listed in the annual framework document.

The Chapter Leadership Council for the Toronto Chapter of Autism Ontario have reviewed the AFSE, in particular relation to the emphasis placed on EQAO assessment to assess the achievement status of students with special needs and to the goals pertaining to "autism" and have identified several concerns with this report that we feel impact the community which we serve.

The Toronto Catholic District School Board's Special Education Advisory Committee currently has representation on the TCDSB's Safe Schools Advisory Committee and on the Mental Health Advisory Committee. Regular verbal reports are shared with SEAC through the members that represent SEAC on these committees.

At the request of SEAC and according to the regular review of the SEAC calendar; key TCDSB department staff members also make presentations that are meant to inform SEAC on the many issues that relate to special

education and to the achievement of the diverse learners attending TCDSB schools.

Many key elements that relate to special education programs and the services that impact on the achievement and well-being of students with autism and other exceptionalities were inquired about and discussed at SEAC meetings throughout the 2017-18 year. The Superintendent of Special Services, the Associate Director and Special Services department leads are also in attendance at every SEAC meeting to provide answers and clarification to SEAC member inquiries and concerns.

This report would like to acknowledge that the Toronto Chapter of Autism Ontario is in full support of the mindset that effective programming and service delivery is undoubtedly essential in supporting and promoting individual and system-wide learning achievement and lifelong success in students with diverse learning needs. Our opinion is that; only when assessment data which is collected in a manner that is relevant to student learning achievement and reflects the learning profile of the student, where appropriate, agreeably has the potential for providing a window through which student success and the efficacy of system learning improvement goals and system wide professional development can be measured.

The Toronto chapter leadership, through regular family and student discussions relating to challenges in education, feel that given the spectral nature of autism, a narrowed approach may present some challenges in determining system-wide student learning achievement trends or to develop and/or implement one specific goal that will serve all students identified with this exceptionality. Given the unique etiology of autism, a “broad strokes” approach to assessment and goal setting may further create barriers and greater gaps in learning and well-being due to the numerous internal and external factors that affect individual student learning and especially assessment practices and outcomes for each unique student on the autism spectrum.

There are an abundance of factors that affect the achievement and mental health and well-being of students with autism and that impact on their short term and long term success. Some of these factors are (not limited to):

- ✚ availability and access to qualified special education teachers and support staff
- ✚ requirement for special education related professional development for staff working with students
- ✚ access to appropriate programs and services for students on the spectrum
- ✚ the absence of an autism specific model for inclusion
- ✚ a funding model that was created in 1997 and does not account for nor adequately provide for the varied needs of the multitude of students in receipt of special education programs and services in Ontario schools.

The following report hopes to cover the most commonly reported themes among the many challenges and barriers in attaining an equitable education for students with autism spectrum disorder attending Toronto Catholic District School Board schools.

Accountability Framework for Special Education

The current Accountability Framework for Special Education (AFSE) was first presented at the February 21st 2018 Special Education Advisory Committee meeting. The Toronto Chapter of Autism Ontario, through their appointed representative had several questions and concerns which were not permitted due to a limitation of three questions placed on the member during discussion of the item. Ultimately, our association representative on SEAC wished for it to be recorded that she was not in favour of the draft Accountability Framework for Special Education and it is duly recorded as such in the minutes.

One of the concerns that the Toronto chapter of Autism Ontario has identified can be found on page four of the AFSE (TCDSB, Special Education Advisory Committee meeting agenda).

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

Number of exceptional students by predominant exceptionality.

The chart shown on the previous page which is taken directly from the current AFSE identifies students by their exceptionality and shows that there are 1763 or 10.4% of the total TCDSB special education enrollment identified as students with autism with a 108% increase since 2010 compared to the charted data on page 84 of the March 18, 2018 SEAC agenda (TCDSB, Special Education Advisory Committee meeting agenda). The chart also lists a category of “N/A” which is our understanding to be students that have not been formally identified but that require some level of special education related support or accommodation and this category is shown to include a total documented number of 8016 which makes up 47.10% of the total special education student enrollment (17,018); just shy of half. According to Ontario Regulation [181/98](#) *Identification and Placement of Exceptional Students*, and the Ontario Individual Education Plan policy documents, it is permissible for school boards to prepare an IEP for students without the requirement to be formally identified through an IPRC (MoE, Supporting the Ontario Leadership Strategy, Principals Want to Know).

Judging by the very large percentage of non-identified students receiving special education support coupled with a recent announcement by Canada’s chief medical officer that states that approximately 1 in 66 children and youth are diagnosed with ASD in Canada (Government of Canada, Public Health Agency of Canada), it is likely that out of the 8016 of “non-identified” students, there is the potential to see a fair sized increase in the number of students that would fall under the identified category of autism spectrum disorder. The Toronto chapter of Autism Ontario feels that building a framework on the categorical knowledge of actual *identified* needs would create a more precise and comprehensive needs assessment not only for stakeholders but for the TCDSB when evaluating student achievement, setting clear and measurable goals, when developing a professional development plan and in particular when justifying to the Ministry of Education and other related ministries; the large scale need to address the many shortfalls in program and service delivery, qualified staffing and special education funding for students with special education needs in the province of Ontario.

With the understanding that the Education Quality and Accountability Office (EQAO) mandate is a stated dedication to “enhancing the quality and accountability of the education system in Ontario and to work with the education community. This will be achieved through student assessments that produce objective, reliable information, through the public release of this information and through the profiling of the value and use of EQAO data across the province” (Mandate, EQAO). The EQAO mission statement is “to provide assessments, evaluation and information that support accountability and continuous improvement of Ontario’s publicly funded education system” (Mission Statement, Strategic Plan 2016-2019, EQAO).

It should also be duly noted that there are no EQAO assessment details available for the grade three and grade six student cohorts in the 2015-2016 assessment year cycle.

On page six of the AFSE under the sub-section 2.(a); “areas of relative strength”, there is a noted increase in the number of students with autism that wrote the grade three assessments in 2016-2017. The increase noted reflects a 45% increase in the number of identified participating students with autism in grade three presumably due to an increase in enrolled students with there being 91 students identified with autism in the 2014-2015 assessment cycle and 132 identified students with autism two years later in the 2016-2017 assessment cycle.

The exemption rates, according to the EQAO data charts for students with autism document that the grade three reading component of the assessment shows a 6% decrease in exemption rates, the writing and math equivalent indicates a 5% decrease in the exemption rate. It is a positive step forward to see that the exemption rates have slightly decreased however the exemption rates have remained consistently high, ranging between 29-35% which still reflects a markedly high exemption rate in comparison to the exemption rate for all students with special education needs which range between 6-9%. Exemption rates have remained consistently high over the last several years notwithstanding goals and

strategy implementation in previous accountability frameworks for special education that were specifically directed to “reduce the exemption rates for students with Autism” (TCDSB, Accountability Framework for Special Education 2015-16).

The EQAO assessment percentage values noted as “highlights” for students with Autism included on pages six and seven of the AFSE report are noted to be referencing the values noted in the EQAO assessment results percentage charts in Appendix B of the AFSE. The “highlight” values do not appear to correspond with the actual charted values.

- a. Areas of Relative Strength:**
- i. Gr.3
 - increase in number of students with Autism that wrote the assessment (from 91 to 132)
 - 6% more students wrote the assessment (less exemptions)
 - ii. Gr.3 Writing – maintained steady at 39%
 - iii. Gr. 6 Reading – increase from 28% to 33%
 - iv. Gr. 6 Writing – increase from 38% to 43%
 - v. Gr. 9 Applied Math – increase from 41% to 47% and above province at 37%
- b. Areas for Growth:**
- a. Grade 3 reading - decrease from 33% to 29% in student achievement at level 3 and 4
 - b. Gr. 3 Mathematics – decrease from 39% two years ago to 23%
 - c. Gr. 6 Math – slight decrease from 20% two years ago to 19%
 - d. Academic – decrease from 100% to 86% (due to very small sample size)
- c. Grade 10 OSSLT (Reported by percent of students successful)**
- i. Full Time – decrease from 54% successful to 52% and at the same level as province (52%)
 - ii. Part Time – decrease from 35% to 34% but at same level as province (34%)
 - iii. Students with Autism completing OSSLC is 42%, increase of 3%; same as provincial level (42%)
 - iv. Deferred students have decreased by 1% to 11% for Full Time students and maintained at 10% for Part Time students

Pg. 6-7 of Accountability Framework for Special Education

The following charts on pages 14-16 of this minority report have been captured directly from Appendix B of the TCDSB Accountability Framework for Special Education and include the actual EQAO data that is stated to be highlighted in the image on the previous page of this report.

The data in the following charts has been captured and reported in the TCDSB AFSE over a three year cycle and the 2015-16 cycle does not include any assessment data available due to job action by Ontario teachers during the assessment period.

Reading Grade 3

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

Writing Grade 3

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

Math Grade 3

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

Reading Grade 6

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

Writing Grade 6

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

Math Grade 6

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

The charts on the following page reflect the EQAO grade 9 math assessments and the grade 10 Ontario Secondary School Literacy Test (OSSLT) assessment results. Note that these assessments were not impacted by any teacher job action during the 2015-16 assessment cycle.

Grade 9 - Academic

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

Grade 9 - Applied

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

OSSLT - FTE

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

OSSLT - PE

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

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

The EQAO “level 3” line item percentage value documented in the charts in Appendix B of the AFSE; documents that students with autism are scoring well below the provincial values, board values and considerably and consistently below the values presented for all students with special education needs in all three panels in grade three, in the literacy panels in grade six and slightly below their peers in the grade nine academic math

assessment. Level 3 scoring according to EQAO represents that “the student has demonstrated the required knowledge and skills to a considerable degree. Achievement meets the provincial standard” (EQAO, Explanation of Terms).

The Toronto chapter of Autism Ontario has become increasingly concerned that the student achievement and the well-being of students on the autism spectrum is being negatively impacted by board reporting and learning improvement practices that do not directly or accurately reflect the strengths and needs of this large and varied demographic of students. We feel that the information gathered and presented in a “broad strokes” manner for the purpose of assessing student achievement targets which will then be used to inform a learning plan for exceptional students and for the educators that teach them must be prepared fully considering the spectral nature of autism spectrum disorder and addressing the variety of needs that impact the learning achievement and well-being of each individual student with autism.

We are adamant believers in that the formative K-12 years are critically important to a student’s learning of the many skills required to become innovative learners on their journey to becoming independent, contributing adults. We strongly support the idea that in providing a safe and caring learning environment for all students with special needs, in particular with autism; that student mental health must also be recognized as a key element of well-being and student achievement so that students with varied needs feel included amongst their peers in the life of the school and reflected in the curriculum that is taught in the classroom.

For the past several AFSE cycles, the goal and strategies for students with autism were largely centred around the high exemption rates for students on the spectrum. A new framework goal has been presented this year although the exemption rates still remain consistently high. The current cycle’s Accountability Framework’s new goal for 2017-18 is noted as: “the self-regulation of students in the PAST program will be tracked. By the end of the school year, more students in the PAST program will be able to

identify their emotions independently, identify a reason for their emotion and identify a strategy addressing the emotion. The focus is to track the progress of the students in identifying and using strategies to address their emotions to demonstrate overall improvement in self-regulation. The most effective strategies used to teach this curriculum where students are successful will be recorded to create resources that can be shared to build capacity within the schools to support students with Autism”.

The P.A.S.T. Program, otherwise known as the Program to Assist with Social Thinking (TCDSB Special Services, P.A.S.T. Program Brochure 2017-18), is an intensive support/one-day per week withdrawal program which is currently operating out of five TCDSB schools. The class generally has six students classified as Asperger Syndrome, high functioning Autism or Autism level 1 and focuses on students from grades three to six. Each P.A.S.T. Program ISP class is taught by one qualified special education teacher and supported by one child and youth worker. Staff from the student’s home school is often invited to visit the program and spend the day and if the student has dedicated support staff personnel at the home school, that individual will attend with the student to further support him/her in the P.A.S.T. Program setting.

The P.A.S.T. program provides a focus on the enhancement of the perspective taking abilities of the students in this class. The skill areas addressed within this context are intended to build the ability to understand the emotions of self and others, communication, cooperative play, the development of relationships and the capacity to understand their diagnosis and self advocacy skills (Special Education Program Overview and Improvement Planning 2016, Autism, Regular Class with Withdrawal Assistance). Given the small number of students versus high number of staff ratio in this ISP class, it creates a learning environment which permits explicit instruction and outcome opportunities that are likely less possible in a mainstream class setting. Parent input also suggests that there is little to no social peer interaction between the students in the P.A.S.T. Program and the students of the host school and outdoor recreational time is often if not always scheduled at a time when the students from the host school are

not outdoors. The students in the P.A.S.T. Program have little to no interaction with anyone other than their program class peers and the program staff on the day that they attend this program.

There is no debate that self-regulation skills acquisition is an important element of a child's development (Autism Speaks, What are the Positive Strategies for Supporting Behavior Improvement). It is understood that a student's ability to self-regulate directly impacts on their ability to advocate for, support and sustain their inclusion in the daily aspects of the classroom and in everyday life. There is however, still a large disparity as noted in assessment data and exemption rates between students identified with autism and their typical peers and between assessment data and exemption rates for students with special needs as noted in the AFSE.

The intended outcomes of this cycle's AFSE goal for students with Autism as noted in the AFSE is "if students are explicitly taught strategies to be flexible in their thinking, to understand their emotions and to play cooperatively, then there will an improvement in their self-regulation skills". This is a fine goal for an intensive setting such as the P.A.S.T. Program where the student to staff ratio is so that the dynamic will permit staff to easily intercept negative behaviours and interject opportunities to build on self-regulatory skill concepts within the context where it can be best learned. The AFSE further states "using checklists and feedback from the teachers in the PAST program, the data will be tracked to measure success. This is a 3-year goal that will follow the group of Year 1 students. In addition, the committee's goal is to communicate with all classrooms what effective self-regulation techniques have been found in order to assist all students with autism to reach their full potential"; this part of the AFSE goal intended outcome begs to ask the question; wasn't this already being done? Checklists have and are already being employed by the P.A.S.T. Program teachers and staff according to the TCDSB program brochure. It should also be noted that according to PPM 140, checklists should already have been a regular practice by teachers in mainstream classes and in all other placements as well.

According to the most current P.A.S.T. Program brochure; “The PAST Program teacher and a support staff make scheduled visits to the home-school to support the classroom teacher, provide peer training and to monitor the generalization of targeted skills. Weekly checklists are provided to the parent and classroom teacher to record student’s performance of targeted skills. Regular communication with parents is encouraged” (TCDSB, PAST Program Brochure 2017-18).

It should be noted that the P.A.S.T. Program, albeit a very useful program for students with HFASD; serves a small number of students from within the larger sub-set of students affected by high-functioning autism and due to the fiscal constraints within the special education funding envelope provided by the province and its impact on school board budget priorities; it does not appear that a broad expansion of the P.A.S.T. Program ISP classes will be offered at this moment. The program curriculum and concepts instilled and delivered through this program would definitely benefit a much larger number of students on the spectrum however the criteria for student eligibility to the program is highly specific and refined due to the very small number of placements that are available.

Safe Schools & Mental Health

The Toronto Chapter of Autism Ontario would like to note that during the making of this minority report, particularly the research that went behind it; it was found that there is little to no Ontario research available on the learning trajectories and outcomes of students with autism, relating to their increased risk for bullying and the high co-morbidity rates for mental health disorders and other diagnosed related disorders for individuals on the autism spectrum. National and international research has often proven the direct impact and relation that physical, environmental and social factors play in determining the outcomes for these individuals leading well into adulthood. There appear to be very little Ontario research or any creation of a research based framework meant to address this very serious phenomenon that is creating multiple barriers for Ontario children and

youth with autism from achieving to their fullest potential in a safe and supportive learning environment. The safe and caring adult and peer interactions that are experienced at school, and how both positively and negatively impact directly on the individual's achievement and mental and physical well-being directly affect the individual's ability to function well into adulthood. There has been very little Ontario research to document this transition or to define or implement any working strategy for improvement or timely access to support and services after age 18.

What is Bullying? "Ontario's provincial legislation defines bullying as: repeated aggressive behaviour by a student where the behaviour is intended to have the effect of or the student ought to know that the behaviour would be likely to have the effect of, causing harm, fear or distress to another individual. Bullying can take many forms, including physical, psychological, social or academic harm, and harm to an individual's reputation or property and cyber bullying. The bullying also has the potential to create a negative environment at a school for an individual. The bullying occurs in a relationship where there is a real or perceived power imbalance based on factors such as size; disability; sexual orientation; gender identity; sexuality; race/ethnicity/religion; or other issues" (PREVNet Ontario Policy & Legislation Resources).

Over the past several decades, a large body of international and national research has grown to show that bullying in its many forms is reported at an alarmingly higher rate for students with disabilities (Canadian Human Rights Commission, CHRC report: For persons with disabilities in Canada, education is not always an open door). Past studies have documented reported bullying rates for students with ASD ranging as high as 94% (Hebron and Humphrey).

There are several possible factors that may contribute to the victimization of students with ASD by their peers; some of those factors are that they are more socially isolated, generally less accepted and less liked by their peers and they are more often socially excluded and ridiculed for their atypical behaviour. Children and youth on the spectrum also often lack the typical

social support and friendship networks that have been shown to protect or insulate children and youth from the negative effects of peer bullying (The Effects of Psychological Trauma on Children with Autism Spectrum Disorders: a Research Review).

A child or youth with ASD has a great deal of difficulty navigating the social landscape around them and the pragmatic language deficits that they often face also places them in a position of being unable to recognize and respond to acts of bullying, especially when it is an everyday occurrence (Humphrey and Hebron, Bullying of children and adolescents with autism spectrum conditions: a 'state of the field' review) .

Peer aggression and victimization often present in a variety of forms. Peer aggression (such as physical hostility, negative peer pressure and teasing, shunning and social rejection) and peer victimization grossly affects children with autism more often than their typically developing peers (Humphrey and Hebron, Bullying of children and adolescents with autism spectrum conditions: a 'state of the field' review) . The characteristics which are typical in children and youth with autism spectrum disorder coupled with contextual factors have been directly linked to higher rates of peer aggression and peer victimization towards this demographic (Rotheram-Fuller, Kasari and Chamberlain). Youth who have experienced peer victimization have also been found to suffer consequent loneliness, depression, low self-esteem, anxiety and suicidal ideation at a greater rate than their peers.

The March 21st 2018 Special Education Advisory Committee meeting agenda included “*Questions arising out of the Accountability Framework Report*”. These questions were driven by Board of Trustee discussion surrounding the AFSE at the March 1st 2018 Student Achievement and Well-Being meeting where the staff answers were also directed to be referred to SEAC. One of the pressing questions asked by the board of Trustees was “do we have any information on whether students with IEPs are being bullied / feel safe?” The charts that follow were provided by TCDSB staff and include data that parallels responses of students with

IEP's with typically developing students in how they answered the questions contained in recent safe schools climate surveys. See the charts below and on the following page:

2016-2017 (Spring 2017)				
SCCSC – Grades 6 & 8				
Group (IEP):	Since September, how often have you been bullied at school?			
	Never	2-3 Times	4-6 Times	7+ Times
No IEP N=4103	69.6%	20.7%	4.9%	4.9%
Not Sure N=4146	67.0%	21.3%	5.9%	5.9%
IEP N=2031	↓ 7.1% 62.5%	24.3%	5.9%	↑ 2.4% 7.3%

SCCSC – Grades 6 & 8				
Group (IEP):	How safe do you feel in your school?			
	Very Safe	Safe	Unsafe	Very Unsafe
No IEP N=4103	39.3%	56.6%	2.9%	0.6%
Not Sure N=4146	35.5%	60.1%	3.2%	0.5%
IEP N=2031	40.2%	55.2%	3.0%	0.7%

SCCSC – Grades 6 & 8				
Group (IEP):	How safe do you feel walking/travelling to and from school?			
	Very Safe	Safe	Unsafe	Very Unsafe
No IEP N=4103	25.4%	54.7%	10.5%	1.9%
Not Sure N=4146	24.0%	53.8%	11.6%	1.8%
IEP N=2031	26.9%	51.8%	11.8%	2.0%

The first question in the attached charts provided by TCDSB staff to SEAC is “since September, how often have you been bullied at school?” and the possible choices to answer from are; never, 2-3 times, 4-6 times and 7+ times. According to the results in the chart above, 7.1% *less* of students in grades 6 & 8 with an IEP have *never* been bullied as compared to students in grades 6 & 8 without an IEP and 2.4% of students with an IEP

responded that they had been bullied 7+ times *more* than students without an IEP. Similar trend values are presented in the data collected for the grades 9-12 Safe and Caring Catholic School Climate Survey in the chart below.

2016-2017(Fall 2016)

Safe Schools Survey – Grades 9-12

Group (IEP):	Since September, how often have you been bullied at school?			
	Never	1-3 Times	4-6 Times	7+ Times
No IEP N= 3036	85.7%	10.5%	1.7%	2.1%
Not Sure N= 1102	85.6%	11.0%	1.2%	2.2%
IEP N= 1124	↓ 3.5% 82.2%	11.0%	2.4%	↑ 2.3% 4.4%

Safe Schools Survey – Grades 9-12

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

Safe Schools Survey – Grades 9-12

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

These tallied results of the Toronto Catholic District School Board's Safe and Caring Catholic School Climate survey (SCCSC) for students in grades 6 & 8 in the Spring of 2017 and for grades 9-12 in the Fall of 2016

distinctly show that students with IEP's feel less safe and are bullied at school significantly more than their typically developing peers.

At a higher level; it is evident that there *is* demographic specific data collection which would lead one to believe that it is to be followed by a critical system analysis and discussion on how to best create plans for system learning improvement and frameworks to support student achievement and well-being as is supported through Ontario Ministry of Education policy and legislation (Promoting a Positive School Climate: A Resource for Schools).

The data in the charts clearly identifies that there are challenges and barriers and gaps that evidently exist in providing a safe and caring environment for special needs students since the data clearly shows the disparity between students with IEP's and their typically developing student cohorts.

The responsibility for maintaining a safe and caring environment for all students as documented in Ontario policy and legislation lies with all teachers (including occasional teachers brought in to cover increasing teacher absenteeism challenges), support staff, vice-principals, principals, supervisory officers, directors of education and those working in non-school-board positions which would include volunteers, school bus drivers, etc., and also with the municipally elected school board Trustees that govern over school board policies and ensure that they are properly implemented. It is imperative that students feel safe in all of the environments in which they learn which includes, but is not limited to; "classrooms, school buses, science and technological studies labs, schoolyards, cafeterias, gyms, off-site facilities and worksites, co-op educational programs and work placements, field trip locations, arenas and sporting venues. Considerations of safety also include the manner in which College members interact with students and the manner in which students are permitted to interact among themselves" (Professional Advisory - Safety in Learning Environments: A Shared Responsibility).

Considering the data results, greater attention should be given to the evidence that shows that an individual's mental health and well-being can greatly impact on the susceptibility for self harm and suicidal ideation and have serious long-term effects on their mental health and well-being (Arseneault). According to the Canadian Association for Suicide Prevention (CASP/ACPS), suicide is the second leading cause of death amongst 10 to 19 year olds in Canada. An article printed in volume 7, Issue 1 of the journal of *Research in Autism Spectrum Disorders* places children with autism from ages 1-16, at 28 times greater risk than typical children for suicidal ideation and suicide attempts. From the same cohort of children assessed in this same study, 14% had suicide ideation or attempted suicide (Suicide ideation and attempts in children with autism). These are definitely alarming rates.

Another study undertaken in 2014 also highlighted the heightened risk for suicide amongst youth and adults with Asperger Syndrome. This report documented that 35% of the surveyed study cohort had attempted suicide. This particular study concluded that individuals with AS are at a much greater risk than the general population for attempting suicide (Paquette-Smith, Weiss and Lunskey).

Despite the national data that reveals that children, youth and adults with autism would benefit from exceptionality specific, timely intervention in the field of mental health, "children with ASD are reported to have more unmet needs for specialty and therapy care. Individuals with ASD often experience many barriers to service receipt across the lifespan, as a result of waitlists, a lack of resources, and inadequate service provider skills" (Weiss, Isaacs and Diepstra).

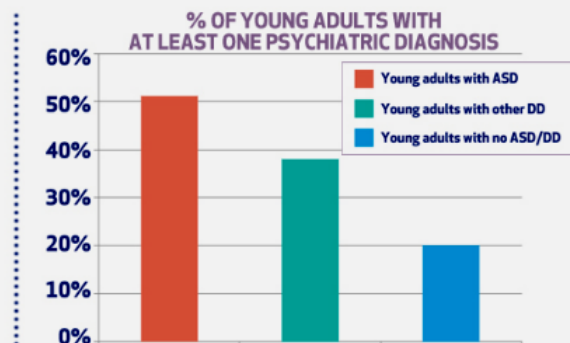
Half of young adults with autism have a psychiatric diagnosis



Research shows mental health care and prevention should be prioritized for those with autism spectrum disorder (ASD) and other developmental disabilities (DD) in Ontario

Study compared 5,095 young adults 18 to 24 years of age with ASD to peers with and without other forms of DD.

People with ASD have deficits in socio-communicative ability and behaviour. They experience difficulties with health, mental health and challenging behaviours, which can lead to increased service use.



Weiss J et al. J Autism Dev Disord. 2017.

Institute for Clinical Evaluative Sciences
ices.on.ca



Health Care Access Research
and Developmental Disabilities



2017

https://www.ices.on.ca/~media/Images/News_releases/2017/July-Dec/WeissLunskyASDpsychFIN.ashx?la=en-CA

The importance of building awareness around the ongoing bullying of students with disabilities and of the state of their mental health and well-being is paramount. The ongoing review of and implementation of system wide and tailored to fit local need goals is necessary to the learning achievement and mental health and well-being of students with special needs, particularly with autism and to the intended cessation of their continued victimization.

Inclusion

“Necessary for some, good for all”. This is a term that has been often used over the years when referring to the framework of inclusion in education. “Necessary for some” implies the divergent need for support and instructional and assessment strategies that allows access to the curriculum for students with diverse needs and ideally, “good for all” suggests how the implied adoption of the strategies, tools and resources used and implemented for diverse learner populations would also serve to

broadly benefit typically developing students in the inclusive classroom setting (L4All - ABA Placemat).

Positive, desired outcomes occur when all of the players within the education system work cooperatively to support all students' learning and well-being. This systemic congruity coupled with the uniqueness of the human essence has the potential to support the "necessary for some...good for all" mindset starting from overreaching governance procedures to the practices which are implemented in the daily rituals of the local school classroom. A reluctance to update teaching/learning practices and the insistence on using one set framework, a one-size-fits-all approach without taking into consideration the diverse learning needs within the classroom will undoubtedly create insurmountable gaps and challenges and barriers to the achievement and to the well-being of the diverse student population. Furthermore, the failure to incorporate flexibility in pedagogy and to implement consistent reviews of learning and teaching practices also has the potential to lead to barriers and gaps in student achievement, mental health and well-being and to create barriers in the accessibility to inclusionary practices for students with diverse learning needs.

The Ontario Ministry of Education mission statement, as stated on their website speaks of equality for *every* student and child. It speaks to the promise of quality education outcomes delivered by continuously evolving, exemplary educators committed to driving success for all from cradle to grave. (MoE - Achieving Excellence: A Renewed Vision for Education in Ontario):

Mission Statement

Ontario is committed to the success and well-being of every student and child. Learners in the province's education system will develop the knowledge, skills and characteristics that will lead them to become personally successful, economically productive and actively engaged citizens.

Ontario will cultivate and continuously develop a high-quality teaching profession and strong leadership at all levels of the system. Our education system will be characterized by high expectations and success for all. It will be responsive, high quality, accessible and integrated from early learning and child care to adult education.

Together, we will build on past achievements and move forward with ambitious goals.

<http://edu.gov.on.ca/eng/about/excellent.html>

The concept of inclusion definitely requires a collaborative, layered approach that includes a steady flow of communication from a top-down transparent and accountable framework to the critically informed data sharing from the bottom-up. This consistent and constantly evolving model of informed decision making must include all voices; from the politicians in provincial government to school board governors in the boardrooms through to the educators and student voice in the classroom and extended through to the parents at home. Student voice should include the diversity that every classroom and every school board in the province of Ontario seemingly represents. Creating an educational model that truly reflects equity and inclusion for those with disabilities, particularly on the spectrum, must include opportunities for the integration of their perspectives and for the development of policies and educational practices that reflect these students' individual strengths and needs. The Ontario curriculum for all subjects and all panels must reflect the learning needs of all students with disabilities throughout each and every curriculum document to ensure truly measurable full-spectrum success for all

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Social Inclusion vs. Exclusion

Social exclusion according to the [Collins Dictionary](#) is defined as “the act of making certain groups of people within a society feel isolated and unimportant”. Therefore, from a logical perspective, social “inclusion” would be defined as the act of making certain groups of people within a society feel supported and important.

The need to belong in society is undoubtedly an inherent characteristic of all human beings and it is a strong influence that guides our cognitive reasoning, our emotions, and our behavior (Baumeister and Leary). When the need to belong is not met, it is very likely that feelings of loneliness may begin to impact the individual (Heinrich and Gullone, The clinical significance of loneliness: a literature review). Loneliness usually comes from when there is a discrepancy between the interpersonal relationships people want and the perception of the quality and quantity of

these relationships (Peplau and Perlman). While it is sometimes normal to occasionally feel lonely, it is also understood that persistent and increased feelings of loneliness should be clinically addressed. This reasoning is supported by research findings that demonstrate that loneliness is often associated with mental health disorders like anxiety disorders and depression, and even with a person's physical complaints and diseases (Heinrich and Gullone, The clinical significance of loneliness: a literature review).

Medical professionals in North America use the fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) which was revised in May of 2013. This manual is widely used to evaluate autism spectrum disorder (ASD) by the following diagnostic criteria:

“A. Persistent deficits in social communication and social interaction across multiple contexts, as manifested by the following, currently or by history (examples are illustrative, not exhaustive, see text):

1. Deficits in social-emotional reciprocity, ranging, for example, from abnormal social approach and failure of normal back-and-forth conversation; to reduced sharing of interests, emotions, or affect; to failure to initiate or respond to social interactions.
2. Deficits in nonverbal communicative behaviors used for social interaction, ranging, for example, from poorly integrated verbal and nonverbal communication; to abnormalities in eye contact and body language or deficits in understanding and use of gestures; to a total lack of facial expressions and nonverbal communication.
3. Deficits in developing, maintaining, and understanding relationships, ranging, for example, from difficulties adjusting behavior to suit various social contexts; to difficulties in sharing imaginative play or in making friends; to absence of interest in peers.” (Autism Speaks, DSM-5 Diagnostic Criteria)

Clearly, the diagnostic criteria for autism spectrum disorder speaks distinctly to the many deficits in understanding, developing, reciprocating and maintaining friendships and positive, healthy relationships for those on

the spectrum. These deficits are intrinsically present early on in the behaviour of a child on the spectrum and have the risk of becoming an embedded behaviour and becoming more pronounced as the child transitions to adolescence and into adulthood if the individual is not provided with structured support in trying to learn how to understand and navigate the social landscape around them within the related environmental context. (Autism Ontario: Knowledge Base: Increasing Social Involvement).

There is a very large component of the K-12 learning that is based on the social experience. Without appropriate support, students with ASD often if not always, do not have the capacity to integrate socially which inevitably has a negative impact on their academic, emotional, psychological, physical and of course, social outcome. Furthermore, from a safe schools perspective, the inability to understand the many associated factors related to social communication also places individuals on the spectrum at a much higher risk for victimization, in which national and international research has found some of the highest victimization rates amongst this population.

Learning at school has long since transformed far beyond the one room schoolhouse and focussed learning on only the three R's. Although the "three R's" are still embedded in the daily curriculum taught in Ontario schools today, education has evolved into addressing "the whole child" in order to promote learning. Society has definitely learned a great deal about child development and its relationship to successful learning over the last several decades. "Scientists have shown us how nature and nurture, in concert, shape a child's early and continuing development--the importance of both working together is no longer in question. We know that children do not develop and learn in isolation, but rather grow physically, socially, emotionally, ethically, expressively, and intellectually within networks of families, schools, neighborhoods, communities, and our larger society" (ASCD).

Although academic learning goals are significantly important to student achievement, the balance of educating the whole child in supporting

student achievement and mental health and well-being cannot occur if academics are the only focus. When student Individual Education Plans are written, many “social” related IEP goals *if* included in a student’s IEP as alternative goals are usually written around and may include goals defining appropriate greeting mannerisms, reciprocating the teacher’s greeting using eye contact upon entering the classroom and perhaps interacting with peers using a respectful tone.

The IEP, especially at the elementary level and before the student turns 16, is usually written by the special education teacher and then presented to the parent. Parent consultation often occurs but not always. The classroom teacher is often but not always consulted and then is informed of the student’s IEP goals once the parent has signed off on the IEP. Throughout this process, there is often a large gap in informing and engaging the student in the expectation that they are to meet their determined goals with the assumption that the parent will review and explain the IEP to their child. It is essential for the success of any goal that student consultation occurs and that any goal is developed around the expectations within the contextual setting. It is crucial to the success of any goal that the structure to measure the progress of the goals is applied in a timely and cooperative manner. If the goal has been adequately met or if it hasn’t; there must be a process where all parties invested in the student’s success reconvene so that adjustments to the existing goal or a completely new goal can be considered. Ontario policy and direction surrounding IEP monitoring and review states that as a minimal standard; the IEP is to be reviewed at each reporting period (November, January and June of each school year) however as a working document, there is the capacity to review and report on a student IEP more frequently than that.

Simply having a child with autism present in the classroom doesn't necessarily mean they are included.

The manner in which social inclusion/exclusion is defined and the degree of implications, complexities and lack of awareness around social inclusion/exclusion and how it impacts on the lives of individuals with autism and their families greatly reflects on the disconnect between theory and practice around the disjointed strategies and lack of framework in creating inclusive environments.

Professional Development

Who is the educator and what is their role in supporting student achievement and mental-health and well-being for students in the classroom? According to the Ontario College of Teachers *Additional Qualification Course Guideline Teaching Students with Communication Needs (Autism Spectrum Disorders)* professional educators are described as “innovative scholars and practitioners, critical pedagogues who forward social and ecological justice” The image below further describes the identity of the educator and is taken from page 3 of the document:

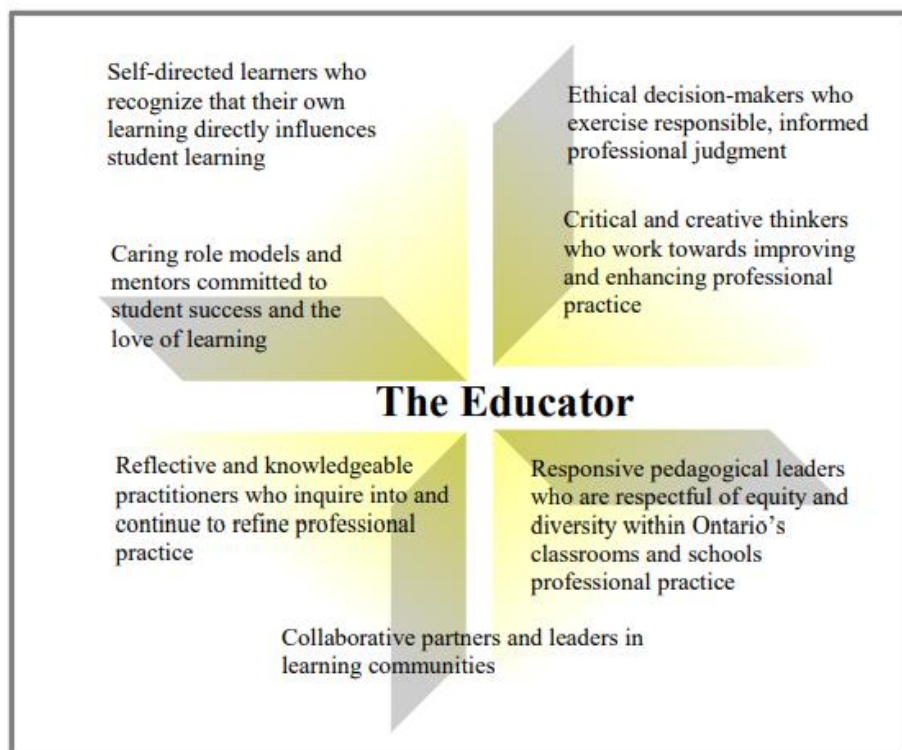







Image of the Educator, (OCT)

Educator professional development is essential in creating and supporting an equitable and differentiated learning experience for all types of learners in Ontario schools (Edugains - Differentiated Instruction Educator's Package (2016)). The Ministry of Education requires that educators attend three professional development days for all Ontario school boards which address three identified priorities across the province (MoE, Policy/Program Memorandum 151: Professional Activity Days Devoted to Provincial Education Priorities). Many advances have been made over the last few decades in understanding and in building the capacity to learn from and teach students with autism in an inclusive, regular classroom setting and there is a bounty of documentation to draw from.

One of the measures that were legislated in Ontario in 2007 was Policy/Program Memorandum 140 *Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorder (ASD)*. The purpose of PPM 140, as outlined by the Ontario Ministry of Education, is “to provide direction to school boards to support their use of applied behaviour analysis (ABA) as an effective instructional approach in the education of many students with autism spectrum disorders (ASD). This memorandum establishes a policy framework to support incorporation of ABA methods into school boards’ practices. The use of ABA instructional approaches may also be effective for students with other special education needs” (MoE - Administrators). The Ontario Ministry of Education has also developed and implemented an annual process to monitor the implementation of PPM 140 by school boards; since 2008 the Ministry of Education has conducted annual surveys of school boards regarding their compliance with requirements set out in PPM 140. The surveys are not conducted by the Ministry of Education per se, rather they are internal staff surveys which are then submitted to the Ministry of Education. The results of the recent TCDSB PPM 140 survey was recently shared with SEAC at the October 2017 public meeting (TCDSB SEAC Agenda - November 15, 2017) and its analysis demonstrated that there was a decrease in compliance in all four of the required indicators, in particular in target number four which reflects the autism knowledge base of staff working with students with ASD.

Indicator/Outcome	All or Most of the Time 2015/16	All or Most of the Time 2016/17
1. Principles of ABA are incorporated into the IEPs of students with ASD, as appropriate	91.8%	88.6%  3.2%
2. Transition planning is used to support students with ASD for a variety of transitions	90.4%	89.5%  0.9%
3. Multidisciplinary teams are involved.	92%	89.3%  2.7%
4. School staff working with students with ASD are knowledgeable about ASD	78.7%	 14.7%  64%

Although Policy/Program Memorandum 140 has an intended focus on students with Autism, “the use of ABA instructional approaches may also be effective for students with other special education needs” so in theory, it should be a practice that is effectively embedded in the knowledge base for teacher and staff professional development and in instructional and assessment practices in every classroom setting.

The provision of special education programming using ABA methods is definitely not a “one-size-fits-all” type practice and in fact, reflects the very spectral nature of autism. It is essential that teachers and associated staff are educated on and empowered with the skills and knowledge to understand the many facets of autism spectrum disorder, learn how to effectively create and review the individual student profile for each student with ASD and then apply ABA methods to ensure an equitable and productive learning environment for students on the spectrum.

Applied Behaviour Analysis (ABA)

Applied Behaviour Analysis methods are definitely not restrictive to those students on the lower half of the spectrum but can and should be used to support positive learning outcomes in students on the upper half of the spectrum as well and can be used, as stated earlier in this report, with students with all special education needs as well.

ABA methods are scientifically based principles of learning and behaviour which are meant to replace problematic behaviours with useful or positive

ones. Using this approach, it is important to clearly define and record the behaviour intended to be changed. The antecedent negative behaviours are analyzed, as are the triggers determined to bring on the negative behaviours and that may be maintaining the child “stuck” in the negative behaviours. This analysis and data collection is also used to help inform and develop the positive behaviours to be introduced.

Reliable data collection must be collected on a regular and ongoing basis in order to analyze the student’s progress of desired skills acquisition and to identify and update a learning plan for any new skills or behaviours that are required to be taught or to determine if the current strategies being used are not proving effective in achieving the student learning goals. The generalization of skills learned throughout a variety of contexts should also be taught, with the end result being to enable the student to develop ongoing independence skills. Policy and program memorandum 140 also requires that school board staff which includes teachers, support staff and school administrative staff plan for the transition between various activities and settings involving students on the spectrum (Psychology Today - Applied Behavior Analysis).

PPM 140, PPM 156 & the IEP

The previous section in this report provided a short summary of policy and program memorandum 140 (Incorporating Methods of Applied Behaviour Analysis (ABA) Into Programs for Students with Autism Spectrum Disorders (ASD) (2007)). The directions outlined in PPM 140 require that the principal ensure that ABA methods are appropriately incorporated into the Individual Education Plans (IEP) of students with ASD. The principal must also ensure that all “relevant school board personnel and community personnel who have previously worked and/or are currently working with a student with an ASD are invited to provide input and participate in the IEP process” (MoE, Special Education In Ontario - Kindergarten to Grade 12, Section E4). Another requirement under PPM 140 also states that “principals are required to ensure that a plan for transition is in place for students with ASD. Transitions may include: entry to school; transition

between activities and settings or classrooms; transitions between grades; moving from school to school or from an outside agency to a school; transition from elementary to secondary school; transition from secondary school to postsecondary destinations and/or the workplace” (MoE, Policy/Program Memorandum 140: Incorporating Methods of Applied Behaviour Analysis (ABA)).

Transition planning is also very important for all students and is an essential contributor to success for students with special education needs, particularly for those on the autism spectrum. Policy and program memorandum 156, Supporting Transitions for Students with Special Education Needs that supports and directs transition planning came into effect as of September 2nd 2014 and the primary requirement listed is that “The school principal is responsible for ensuring that student transition plans are developed, implemented, and maintained in accordance with the requirements of this memorandum”.

All transition plans are developed as part of the IEP and these are developed for all students who have an IEP (excluding gifted). Relevant and appropriate consultation with parents, students, post-secondary institutions and community agencies and/or partners is also required as needed. Transition plans are also required to be reviewed regularly along with the review of the student IEP. The physical, emotional and learning needs must be taken into account when developing an appropriate transition plan for students and according to PPM 156, it is required that “every transition plan will identify specific transition goals, support needs, the actions required to achieve the goals, roles and responsibilities, and timelines for the implementation and/or completion of each of the identified actions” (MoE, Policy/Program Memorandum 156: Supporting Transitions for Students with Special Education Needs).

The standards that were developed eighteen years ago in 2000 by the Ontario Ministry of Education on the development, program planning and implementation of student Individual Education Plans still remain the standard today for school boards across Ontario. It is required that under

Ontario Regulation 181/98 “Identification and Placement of Exceptional Pupils” (Ontario, Ontario Regulation 181/98: Identification and Placement of Exceptional Students) that principals ensure that all students identified as exceptional by an IPRC receive an Individual Education Plan within 30 school (Ontario, Ontario Regulation 137/01) days of their placement. Under Ontario Regulation 181/98, the IEP must include an appropriate student transition plan for students 14 years of age and older. Although Ontario Regulation 181/98 explicitly directs transition planning for students over the age of 14, Ontario Ministry policy requires that a transition plan be developed for all students from K-12 and who have an IEP (MoE, Ontario Ministry of Education - Parents - Special Education). Also, as discussed earlier in this section, the requirements of PPM 140 must be included in development, planning and implementation of the IEP.

It is recommended that the student on the spectrum be provided as much of an opportunity where appropriate, to provide input and be involved and engaged in every aspect of the process discussed herein.

Conclusion

This minority report presented by the Toronto Chapter of Autism Ontario has outlined some of the areas of which we hold the most concern at this time. These concerns have grown out of discussions with Toronto families and through input received from families throughout the province of Ontario. We all know that fulsome education is essential and has the potential to positively impact on a person's life outcome. We also know that government is investing more into creating globally competent graduates and we *know* that our children, youth and adults with disabilities have the potential and the right to be included in these goals.

Under the preceding leadership, the Ontario government had released a three-year goal to fulfil an Ontario equity action plan which stated in a letter from the then Minister of Education, Mitzie Hunter; "All students deserve to have every opportunity to reach their full potential and succeed personally and academically, with access to rich learning experiences that provide a strong foundation of confidence that continues throughout their lives. Schools should be safe and welcoming places where all students have the tools they need to achieve success and follow their chosen pathways to life after graduation including work, college, apprenticeship or university" (ONGovernment). This same report acknowledges that "existing structures, policies, programs and practices may unintentionally disadvantage certain student populations" (pg. 13-14) and that "while we have achieved much for students, we continue to observe poorer outcomes for disproportionate numbers of students" (pg. 14) in reference to among other groups, students with special education needs and further, the report states that "students with special education needs are overrepresented in the data on suspensions and expulsions" (pg. 16) . Yet another barrier to student success for students with autism within the "students with special education needs" umbrella is that the same Ontario Equity Action Plan report states on page 14 that "a disproportionate number of students ... with special education needs are enrolled in applied courses and are underrepresented among students who graduate and go on to pursue postsecondary education".

The Toronto Catholic District School Board's Pastoral Plan was launched on May 9th 2018 amid 730 attendees; parents, students, teachers, principals and administrators.

The TCDSB Pastoral Plan is centred on creating an environment in our schools where “we belong, we believe, we become”. In essence, these three ideals articulate what students with disabilities and their parents strive for every day in our schools and in their daily lives. We belong; we are entitled to receive an equitable education in this province and in our schools and we have the right to feel that we are included in every aspect of our education and reflected in its curriculum. We believe; we believe in our potential to achieve greatness and to be supported in learn to become fully functioning adults, able to contribute our many skills and abilities in whatever pathway we choose. We become; our disability does not define who we are. Just like any other student, we have the ability to learn. Just like any other student, we have the ability to contribute. Just like any other student, the manner in which you treat us greatly impacts on our ability to see our own value and it impacts on our ability to trust in humanity. Just like any other student, we feel the joy and fulfillment of success and the promise of a future built on that success as we become witness to our faith in our ability to become successful graduates and fully functioning members of society.

At the TCDSB's Pastoral Plan's launch, Cardinal Thomas Collins said, “you've got to become more than you are, more than you think you can be, we need to become something extraordinary” (The Catholic Register). This statement speaks to a collaborative effort; many hands, many minds, many hearts invested in creating an extraordinary result out of the contribution that *you* as educators and safe and caring adults will make on the development of every one of our children and in particular to those who need the most of your attention and support.

The Toronto Chapter of Autism Ontario would like to thank you for reading and considering this report. We respectfully ask that this report be included with the Toronto Catholic District School Board's Special Education Plan submission to the Ontario Ministry of Education as part of its compliance with consultation requirements and we look forward to your response regarding the recommendations that are provided on pages 46 and 47 of this report.

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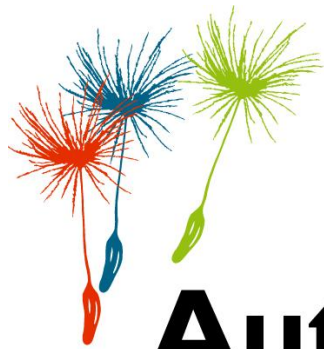
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Recommendations:

1. That the AFSE be continually reviewed throughout the year and that all progress towards achieving the goals be reported to SEAC on a monthly basis as a written summary.
 - a. That an in-depth analysis be undertaken to assess the large number of N/A students that are receiving special education programming and supports without having been identified through the formal IPRC process and that a written report be provided to SEAC.
 - b. That an in-depth analysis be undertaken to determine the reason for the large gaps in provincial assessment data for students with autism and that the TCDSB investigate possible implementation of programs, services and professional development to close the gaps and that this information be provided to SEAC in a written report.
 - c. That the representative members from SEAC for each exceptionality; be invited to participate in any exceptionality reviews and in the goal setting process for the AFSE.
2. That all safe schools reporting always include and provide a sub-set of data collection, analysis and reporting for students with special education needs so that any gaps and challenges can be flagged and improved upon and that this data be shared with SEAC.
3. That all students with IEPs in grades 6 & 8 and 9-12 (both identified and not) be specifically surveyed each year on how they are impacted by their school climate (including bullying) and how school climate affects their learning and their mental health and well-being and that this information be shared with SEAC.
4. That the TCDSB look to investigate into the possible development of a professional development bank of modules on autism and the self-regulation connection to student achievement and well being with the intention for it to become a regular presentation/discussion at minimum for each term/semester school's PLC meetings.
5. That the requirements of Policy and Program Memorandum 140 and 156 and how they relate to student achievement and well-being be

shared and discussed with all school staff in each school at the beginning of each school year

6. That each school be required to complete a mental health and well-being plan, separate from and similar to the safe schools plan and that both plans be kept current and publicly posted and accessible to parents and stakeholders.
 - a. That this plan and any policies and/or procedures relating to its implementation be prepared in collaboration with SEAC.
7. That each TCDSB employee be educated on how to identify the “invisible” markers that may indicate that a student may require mental health support and that all TCDSB employees be guided on how to see themselves as a contributor in helping to seek access to support for that student especially when there is the threat for self-harm, suicidal ideation and suicide.
 - a. That a professional development module be developed in collaboration with SEAC for use at school staff meetings in support of student mental health and well-being.
8. That the TCDSB provide SEAC with a report on how inclusion is supported for all students in receipt of special education programs and services both identified and non-identified (and by exceptionality if possible).
 - a. That this report include all aspects of inclusion: academic, physical and social and that the report also highlight where students with special needs have been offered (or where there are barriers to) the same opportunities that typical students are eligible for and have access to in order to fully participate in all aspects of school life (academic, physical and social).



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SEAC PENDING LIST AS AT NOVEMBER 14, 2018

1. Board to provide SEAC with a progress report on the four recommendations listed on page 109 of the agenda, that have not yet been acted on namely:
 - *An attendance support program for school board employees;*
 - *A performance management plan for non-academic staff;*
 - *A centralized database for employee behavior complaints; and*
 - *Case management software for centralized tracking of special-education service referrals and backlogs.*
2. SEAC agrees with the recommendations put forward by the Board of Trustees that the provincial data be included where available, and that the outcome of the recommendations be brought back to SEAC.
3. SEAC recommended to the Board of Trustees to investigate the costs to possibly Promote SEAC Special Education information through innovative technological methods. (requested April 2017)
4. The following recommendations be referred to the Governance & Policy Committee:
 - i. That all existing and new policies be reviewed to reflect the OHRC Accessible Education for Students with Disabilities Policy Document;
 - ii. That the Board's Special Education Plan be reviewed and updated to reflect the OHRC Accessible Education for Students with Disabilities Policy Document; and
 - iii. That the Board put a policy in place that will be reflective of the OHRC Accessible Education for Students with Disabilities Policy Document