

SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

AGENDA December 5, 2018

Melanie Battaglia
Community Representative

Lori Mastrogiuseppe
Fetal Alcohol Spectrum Disorder (FASD)

Sandra Mastronardi
Autism Ontario

Dr. Ashleigh Molloy
Community Representative

Tyler Munro
Integration Action for Inclusion
Representative

Gizelle Paine
LD Toronto Chapter Representative

Mary Pugh
VOICE for Hearing Impaired

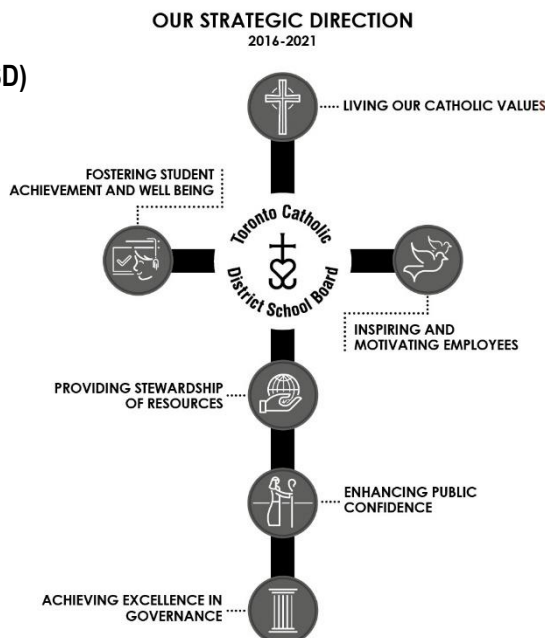
Bridgette Rose
Easter Seals Ontario

Marilyn Taylor
Community Representative

Glenn Webster
Ontario Assoc. of
Families of Children

Trustee Members

Nancy Crawford
Daniel Di Giorgio
Angela Kennedy



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

Maria Rizzo
Chair of the Board

OUR MISSION

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AGENDA THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

PUBLIC SESSION

Wednesday, December 5, 2018

6:00 P.M.

Pages

1. Celebration of the Eucharist by Fr. Obinna Ifeanyi
2. Secretary Calls the Meeting to Order
3. Roll Call & Apologies
4. Approval of the Agenda
5. Election of Chair
6. Election of Vice-Chair
7. Declarations of Interest
8. Approval & Signing of the Minutes of the Meeting held November 14, 2018
for Public Session 1 - 13
9. Delegations
10. Presentations
11. Unfinished Business
12. Notices of Matters and Trustee Matters: (for which seventy-two hours'
notice has been given)

13. Communications

- | | | |
|------|--|---------|
| 13.a | SEAC Monthly Calendar Review | 14 - 20 |
| 13.b | Special Services Superintendent Update - December 2018 | 21 |
| 13.c | Verbal Discussion regarding the Special Services Fair
Which Associations will be participating? | |

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

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

16. Reports of Officials for Information

17. Inquiries and Miscellaneous

Inquiries from Tyler Munro:

17.a Special Needs Students in Advance Programs

Total enrolment in each type of advanced program and the number of Individualized Education Program (IEP) students enrolled in these programs which include and are not limited to Arts programs, Advanced programs, Cardinal Carter, French Immersion, French Extended, International Baccalaureate, International Language, Geography, English, Mathematics and Science (GEMS), School of Merchandising and Hospitality Management (SMHM), St. Michael's Choir and Science, Technology, Engineering, Art and Mathematics (STEAM).

17.b	Parent's IEP Guide	22 - 23
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17.c Policy and Legislation

Is there a policy or legislation that requires the IEP be created or updated in a specified timeframe for IEPs that are recommended outside the Identification, Placement and Review Committee (IPRC) process or IEPs that need to be updated from a school meeting for

other reasons?

17.d Legal Fees Report 2018

24 - 27

Does the “Corporate” envelope for legal expenses cover the cost when parents of Special Needs students take legal action against the Board?

a. If yes, what portion of the Corporate legal expenses was related to students with Special Needs?

b. Does this amount cover the legal staff’s time, expenses and outside counsel involved or also settlement amounts paid (if any)?

c. What is the root cause(s) of this increase in expenditure and what are staff doing to address the root cause(s)?

17.e Legislation Review

Do we need to review the legislation with a focus on the nomination process with respect to Regulation 464/97 Special Education Advisory Committee? What is a “local association”?

17.f Increasing Number of Principals

I would like SEAC’s support in asking the Board to support increasing the number of Principals who are experienced with Students with Special Needs and to have a new focus towards supporting the Board’s Mission Statement to be more inclusive with Special Needs Students in regular classes.

18. Association Reports

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

20. Pending List

28 - 29

21. Adjournment for Christmas Celebration

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MINUTES OF THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

HELD WEDNESDAY, NOVEMBER 14, 2018

PUBLIC SESSION

PRESENT:

External

Members: Marilyn Taylor, Chair
Sandra Mastronardi
Tyler Munro
Raul Vomisescu
Glenn Webster

Trustees: A. Andrachuk
A. Kennedy
G. Tanuan – via Teleconference

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

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

1. Roll Call and Apologies

Apologies were tendered on behalf of Ashleigh Molloy, Diane Montreuil, Mary Pugh and Gizelle Paine.

2. Approval of the Agenda

MOVED by Trustee Andrachuk, seconded by Tyler Munro, that the Agenda, as amended to include the Addendum, be approved.

The Motion was declared

CARRIED

3. Declarations of Interest

There were none.

4. Approval & Signing of the Minutes of the Meeting

MOVED by Glenn Webster, seconded by Trustee Kennedy, that the Minutes of the Regular Meeting held October 17, 2018 for PUBLIC Session be approved.

The Motion was declared

CARRIED

6. Presentations

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

- 6a) Catholic Student Leadership Impact Team (CSLIT) / Elementary Catholic Student Leadership Impact Team (ECSLIT) Student**

Initiatives 2018-2019 - Michael Consul, Catholic Student Leadership received.

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Glenn Webster, that Item 6b) be adopted as follows:

6b) Student Success Pathways - Student Success Team received.

MOVED in AMENDMENT by Sandra Mastronardi, seconded by Tyler Munro, that SEAC recommend to Board that Staff investigate the availability of data on how many Individual Education Plan (IEP) Students are streamed into academic v. applied v. locally developed during the transition from Elementary to High School, noting students that have IEPs that are gifted, and, if possible, include the other exceptionality sub-groups.

The Amendment was declared

CARRIED

MOVED in AMENDMENT by Sandra Mastronardi, seconded by Tyler Munro, that SEAC recommend to Board that Staff investigate the availability of data on how many IEP Students are streamed into University, College, Apprenticeship and Work Placements during the transition from Secondary to Post-Secondary, noting students that have IEPs that are gifted, and, if possible, include the other exceptionality sub-groups.

The Amendment was declared

CARRIED

MOVED in AMENDMENT by Trustee Andrachuk, seconded by Sandra Mastronardi, that SEAC recommend to Board that the IT Department prepare a special page on the Board website to include all information on college and university applications and registrations including the links of any appropriate information to assist special needs students transitioning from Secondary to Post Secondary.

The Amendment was declared

CARRIED

The Motion, as amended, was declared

CARRIED

7. Unfinished Business

MOVED by Tyler Munro, seconded by Sandra Mastronardi, that Item 7a) be adopted as follows:

From October 17, 2018 Special Education Advisory Committee Meeting

- 7a) Autism Ontario - Early Identification and Intervention for Students with Special Needs** received.

MOVED in AMENDMENT by Trustee Andrachuk, seconded by Sandra Mastronardi, that SEAC recommend to the Board that the three (3) questions in the report be answered in writing and brought back to SEAC.

The Amendment was declared

CARRIED

Trustee Kennedy wished to be recorded as not voted in favour of the Amendment.

The Motion, as amended, was declared

CARRIED

9. Communications

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

9a) SEAC Monthly Calendar Review received.

The Motion was declared

CARRIED

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

9b) Special Services Superintendent Update - November 2018 received.

The Motion was declared

CARRIED

MOVED by Glenn Webster, seconded by Sandra Mastronardi, that Item 9c) be adopted as follows:

- 9c) Verbal Update from Special Services Superintendent regarding Special Services Information Fair** received.

The Motion was declared

CARRIED

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

- 9d) Verbal Update from John Wilhem, Chief of Mental Health and Programs, regarding Mental Health Advisory Committee - Appointment of New SEAC Representative** that SEAC recommend to Board that the nomination of Glenn Webster to the Mental Health Advisory Committee be approved.

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Glenn Webster, that Item 9e) be adopted as follows:

- 9e) Update from Special Services Superintendent regarding Service Animal Draft Protocol** received.

The Motion was declared

CARRIED

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

- 9f) Verbal Update from Special Services Superintendent regarding Ontario Human Rights Commission (OHRC) Speaker Request** received.

The Motion was declared

CARRIED

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

- 9g) Verbal Update from Special Services Superintendent regarding Singapore Math, Beast Canada and The Spirit of Math Programs** received.

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

That SEAC recommend Singapore Math, Beast 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.

The Motion was declared

CARRIED

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

- 9h) Special Education for Administrators Additional Qualification (AQ)** received.

The Motion was declared

CARRIED

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

MOVED by Trustee Kennedy, seconded by Sandra Mastronardi, that Item 10a) be adopted as follows:

From October 17, 2018 Special Education Advisory Committee Meeting

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

The Motion was declared

CARRIED

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

MOVED by Trustee Kennedy, seconded by Trustee Tanuan, that Items 11a) and 11b) be adopted as follows:

11a) SEAC Nominations

- 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 ;
- iv) American Association on Intellectual Development Disabilities; (AAIDD) Toronto – Dr. Ashleigh Molloy;
- v) Easter Seals Ontario – Brigitte Rose and George Wedge; and

11b) Additional Nominations

- i) Community Representative – Melanie Battaglia;
- ii) Community Representative – Marilyn Taylor;
- iii) The Learning Disabilities Association of Toronto District – Gizelle Paine; and
- iv) Integration Action for Inclusion – Tyler Munro

That SEAC recommend to Board that all nominations be received with the proviso that the two members from Easter Seals Ontario meet the legal qualifications for membership.

MOVED in AMENDMENT by Trustee Kennedy, seconded by Trustee Tanuan, that the two members from Easter Seals Ontario be removed from the nominations until their legal qualifications for membership are confirmed.

The Amendment was declared

CARRIED

MOVED in AMENDMENT by Sandra Mastronardi, seconded by Trustee Andrachuk, that American Association on Intellectual Development Disabilities (AAIDD) be removed from the nominations until their legal qualifications for membership are confirmed.

The Amendment was declared

CARRIED

The Motion, as amended, was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Sandra Mastronardi, that the recent former members who had committed their services to the Committee over the last number of years be formally recognized and invited to SEAC's Christmas mass and dinner on December 5, 2018.

The Motion was declared

CARRIED

12. Reports of Officials for Information

MOVED by Glenn Webster, seconded by Trustee Andrachuk, that Item 12a) be adopted as follows:

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

(Detailed information regarding Exceptional/IEP Students to follow in December 2018 Accountability Framework for Special Education Report)

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Sandra Mastronardi, that Item 12b) be adopted as follows:

12b) Professional Learning Plan - Special Services received.

The Motion was declared

CARRIED

14. Association Reports

MOVED by Trustee Andrachuk, seconded by Trustee Kennedy, that Item 14a) be adopted as follows:

14a) Learning Disabilities Association of Ontario (LDAO) November SEAC Circular received.

The Motion was declared

CARRIED

MOVED by Trustee Kennedy, seconded by Trustee Andrachuk, that Item 14b) be adopted as follows:

14b) Autism Ontario: Minority Report 2018 received.

The Motion was declared

CARRIED

MOVED by Trustee Andrachuk, seconded by Tyler Munro, that Item 16 be adopted as follows:

16. Pending List received.

The Motion was declared

CARRIED

17. Adjournment

MOVED by Trustee Andrachuk, seconded by Raul Vomisescu, that the meeting be adjourned.

The Motion was declared

CARRIED

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</p>	

			<p>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>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 - 	Independent review of assessment and reporting		



Special Education Superintendent Update December 2018



Deaf & Hard of Hearing

The D/HH Department offered a workshop on October 18th for classroom teachers. The workshop focused on strategies to support D/HH students in the regular classroom. A parent and a student who is D/HH participated on a panel discussion, sharing their experiences and offering the workshop participants insight into their personal journey.



Parent/Guardian/Student Role

- actively participate by sharing information about the student's approach to learning (i.e., talents, skills, interests)
- share up-to-date information as it relates to learning (i.e., recent assessment reports)
- support, reinforce, and extend the educational efforts/ activities at home
- maintain open communication with teacher and school
- acknowledge receipt of the IEP
- IEP is signed by Principal and parent
- experience has shown that educators and parents who work together in the development of the IEP share a common understanding that reduces potential future conflicts (Shared Solutions, Pg 14)

IEP In-services

Assessment and Programming Teachers and Programming and Assessment Teachers provide:

- annual and ongoing supports for teachers and other TCDSB staff
- individual consultation with parents/guardians as requested

Ministry of Education Resources



http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2017e.pdf

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.pdf>

<http://www.edu.gov.on.ca/eng/parents/speced.html>

Supports for IEP Development

In-School Supports:

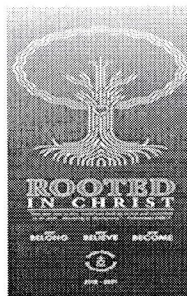
Classroom/Subject Teacher
Special Education Teacher
School Based Support Teacher
School Principal/Vice-Principal

Special Services Supports:

Assessment and Programming Teacher
Autism Support Teacher/Team
Behaviour Team
DHH Itinerant Teacher
Programming and Assessment Teacher
Psycho-Educational Consultant
Social Worker
Speech/Language Pathologist

As well as

Curriculum Resource Teachers



Linda Maselli-Jackman,
Superintendent of Special Services

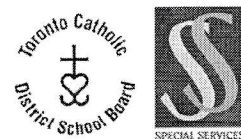
SEAC,
Special Education Advisory Committee

Rory McGuckin,
Director of Education

Barbara Poplawski,
Chair of the Board

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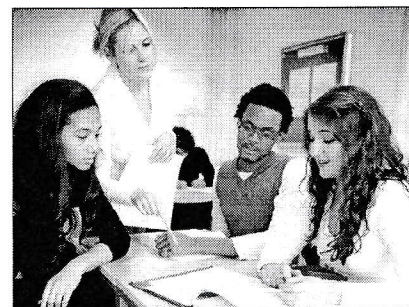
September 2018



The Parent Guide to **THE INDIVIDUAL EDUCATION PLAN** IEP



Parents · Guardians · Students



Prepared by: TCDSB

Assessment and Programming Teachers
Programming and Assessment Teachers



Understanding the Individual Education Plan

An **IEP** is...

- a written plan/working document describing the special education program and/or services required by a particular

student, based on assessments of the student's strengths and needs

An **IEP** is not...

- a description of everything that will be taught to the student or a list of all the teaching strategies used in regular classroom instruction
- a document that records all learning expectations including those that are not modified from the regular grade level curriculum expectations

The **IEP** timeline

- Principal ensures an **IEP** is completed within 30 school days after placement in the program / or start of a new school year/semester
- the modified and alternative learning expectations in an **IEP** must be reviewed and updated as necessary, at least once in every reporting period (Reg 181/98)

The **IEP** summarizes...

- strengths and needs
- specialized health support services
- relevant assessment data
- current level of achievement in each modified or alternative program
- annual goals and representative samples of specific expectations for each reporting period in each modified or alternative subject/course
- program modifications and accommodations
- teaching strategies and assessment methods for modified/alternative subjects and/or courses
- parent/student consultations
- a Transition Plan (if required)

Accommodations

- refer to the special teaching and assessment strategies, human supports and/or individualized equipment required to enable a student to learn and to demonstrate learning (e.g., extra time, scribing, assistive technology)
- do not alter the provincial curriculum expectations for the grade/course.
- can be instructional, environmental and assessment based
- unique to specific needs of the student

Annual Program Goals

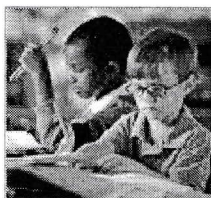
- statements that describe what a student can reasonably be expected to accomplish by the end of the school year in a subject/course
- set for students who require modifications and/or alternative curriculum expectations

Modified Learning Expectations

- are curriculum changes in grade/subject expectations
- changes in number and/or complexity of grade level/course expectations
- representative samples expressed as observable and measurable outcomes

Alternative Learning Expectations

- are knowledge and skills that are not represented in the Ontario curriculum
- examples may include social skills, self-advocacy skills, organizational skills, life skills, orientation/mobility training, personal care, non-credit courses, interpersonal skills etc.



Teaching Strategies

- are instructional accommodations and teaching strategies that differ from the strategies used with other students
- support the student in achieving his/her learning expectations with a focus on the student's strengths and learning style—visual, auditory, kinesthetic

Assessment Methods

- on-going assessment of expectations using range of methods and techniques and incorporating assessment accommodations identified in the **IEP**

Evaluation and Reporting

Provincial Report Card:

- The **IEP** and the Provincial Report Card are interrelated documents
- Student progress is evaluated at least once every reporting period on the Provincial Report and/or an Alternative Report Card using the statements:

IEP with Modified Curriculum Expectations:

"This (letter grade/percentage mark) is based on expectations in the **IEP** that vary from the Grade X expectations (and/or) are an (increase/decrease) in the (number and/or complexity) of curriculum expectations."

IEP with Alternative Learning Expectations:

"This (letter grade/percentage mark) is based on alternative learning expectations in the **IEP**, which are not based on the Ontario curriculum."

Transition Plan

- **Policy and Program Memorandum 156 (PPM 156): Supporting Transitions for Students with Special Needs** states that "A transition plan must be considered for *all students who have an IEP*, whether or not they have been identified as exceptional by an Identification Placement and Review Committee (IPRC) and including those identified as exceptional solely on the basis of giftedness. The transition plan is developed as part of the **IEP**".



REPORT TO

CORPORATE SERVICES, STRATEGIC PLANNING AND PROPERTY COMMITTEE

LEGAL FEES REPORT 2018

Exodus 18:21

But select capable men from all the people—men who fear God, trustworthy men who hate dishonest gain—

Created, Draft	First Tabling	Review
October 30, 2018	November 13, 2018	
D. Bilenduke, Senior Coordinator of Finance P. De Cock, Comptroller of Business Services & Finance		
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

TCDSB policy *A.12 Legal Counsel* requires that a report on legal services/fees will be made semi-annually to the Corporate Affairs, Strategic Planning and Property Committee of the Board. The Audit committee recommended that the report be provided on an annual basis.

The cumulative staff time required to prepare this report was 5 hours

B. PURPOSE

1. A three-year comparative report on legal fees has been prepared.
2. ***Board staff and Legal Counsel have taken several remediation measures to reduce its external legal fees expenditures.*** Any requirement for legal services is reviewed by Legal Counsel and redirected to in-house Legal Staff to the greatest extent possible before approval is given to retain external legal services.
3. ***Complex property transactions require significant legal advice.*** Over the last three years the Board has been aggressive in obtaining properties under its Education Development Charges (EDC) bylaw. These deals are complicated and require significant legal expertise. Legal fees related to these projects are recovered from the EDC Reserve that is funded from building permits.

C. EVIDENCE/RESEARCH/ANALYSIS

1. Figure 1 appearing below provides a comparison of the last three years of external legal expense. TCDSB's GSN (Grants for Student Needs) funded Legal Expenses represents the amount paid by the Board for regular operational matters, while the EDC (Education Development Charges) funded legal expenses is the amount associated with education land acquisition and development costs.
2. Figure 2 appearing below provides a further 3-year comparison of legal expenses by classification.

**Figure 1: TCDSB External Legal Expense
(with recoveries) \$M**

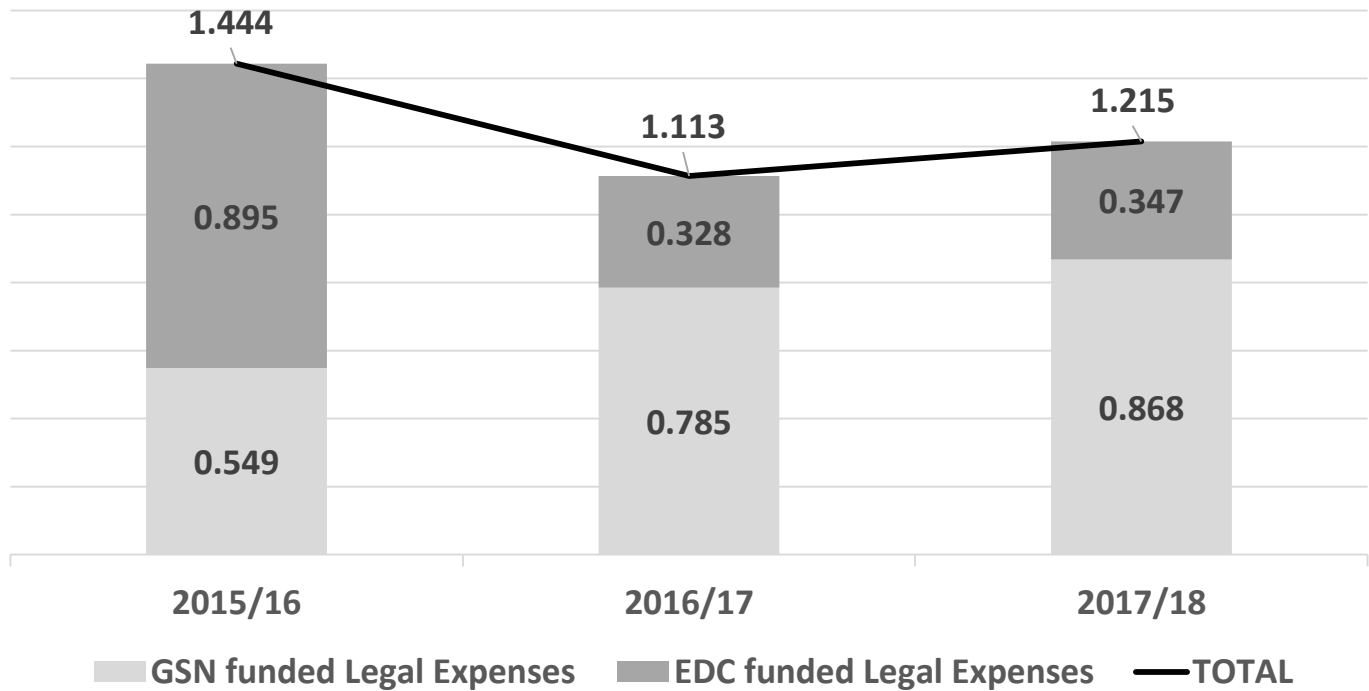
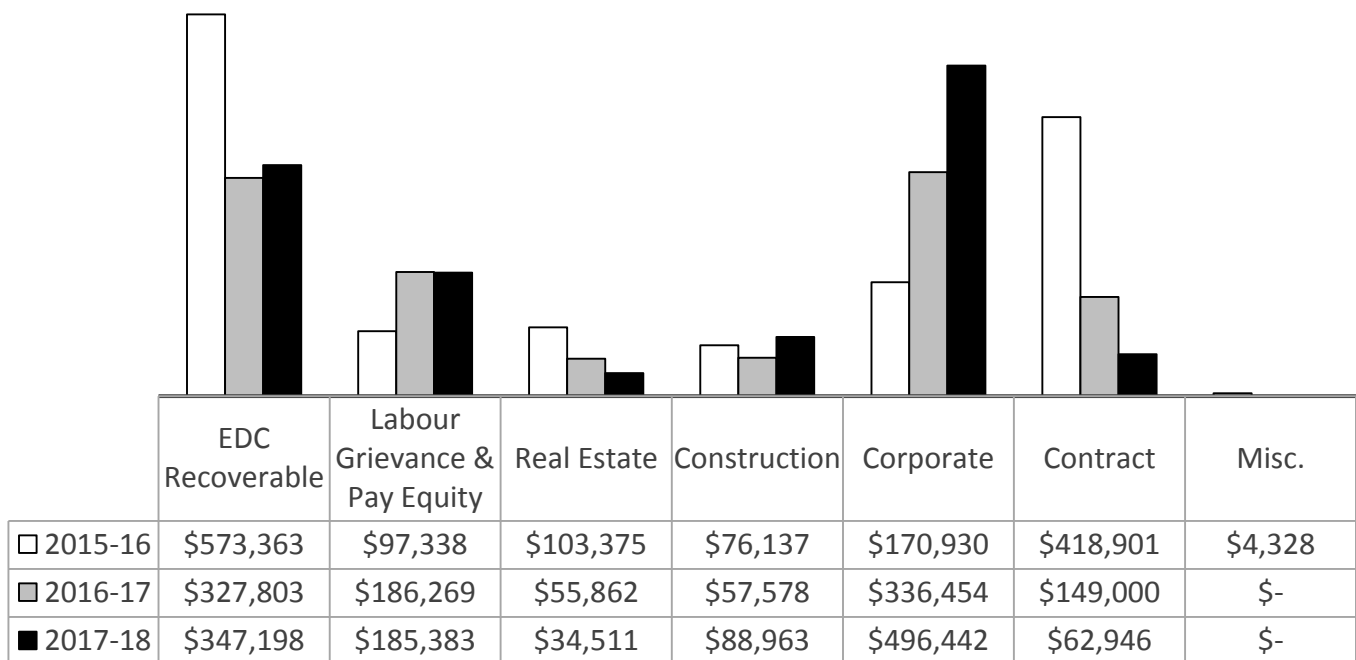


Figure 2: Comparative Legal Fees



D. METRICS AND ACCOUNTABILITY

1. *GSN funded legal fees have increased 10.6% year over year.* Construction and corporate legal issues have increased considerably during 2017/18, i.e. approximately \$90K related to legal advice provided to the Board's Executive Compensation Committee; while considerable savings were realized in contract and real estate issues. Notable expenditures for the period include \$129K for Dante Alighieri and \$72K regarding Percon Construction challenges at St Clement & St. Paschal Baylon Schools.
2. Appendix A provides a detailed analysis of legal expenditures by firm and categorized by expenditure type.
3. The Board continues to explore new ways to streamline and increase in-house legal services and provide further reports as required by TCDSB Policy A.12.

E. CONCLUDING STATEMENT

This report is for the consideration of the Board.

SEAC PENDING LIST AS AT DECEMBER 5, 2018

1. Board provide SEAC with a progress report on the four recommendations listed on page 109 of the agenda, that have not yet been acted on namely:
 - *An attendance support program for school board employees;*
 - *A performance management plan for non-academic staff;*
 - *A centralized database for employee behavior complaints; and*
 - *Case management software for centralized tracking of special-education service referrals and backlogs.*
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
5. *Reports Pending for January 2019 Board meeting*
 - A) Safe Schools Report: Year-End Statistics and Perceptual Data (from October 17, 2018 SEAC Meeting; approved at November 15, 2018 Board Meeting)
 1. 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 TCDSB with an 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.
2. Inquiry from Autism Ontario (School Fire Safety and Students with Disabilities) that staff provide SEAC with a written response to the questions that are listed on the inquiry (Refer Attachment) at the SEAC meeting directly following receipt of the approved SEAC October 17, 2018 Minutes at Board
- i. What policies and procedures are in place that specifically includes the consideration of the varying capabilities and characteristics of students with special education needs when developing, carrying out and monitoring fire safety plan procedures in TCDSB schools?
 - ii. What process is in place to provide additional preparation and support for those students that struggle with transition, sensory processing or other needs as specified in their IEP?
 - iii. What metrics are in place for monitoring and reporting compliance with the fire safety plan requirements?
3. Suspension Rates at the Toronto Catholic District School Board for the 2017-18 School Year 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.

B) Accountability Framework for Special Education (AFSE) Report