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
AGENDA
THE REGULAR MEETING OF THE
SPECIAL EDUCATION ADVISORY COMMITTEE

PUBLIC SESSION

Wednesday, December 5, 2018
6:00 P.M.

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
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  
13.b Special Services Superintendent Update - December 2018  
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  

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

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

21.  Adjournment for Christmas Celebration
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 – Brigette 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
<table>
<thead>
<tr>
<th>Month</th>
<th>Annual Activities/Topics</th>
<th>Board Events/Deadlines</th>
<th>Items to be Addressed from the Pending List as at the current month’s meeting date</th>
<th>Status of Pending Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>- Review of Draft SEAC Calendar</td>
<td>- Grade 9 EQAO Testing takes place in Secondary Schools</td>
<td>SEAC requested that the Board seek a representation of indigenous persons from various organizations at SEAC. (November 2016)</td>
<td>Completed Jan 2017</td>
</tr>
<tr>
<td></td>
<td>- Set SEAC goals for the year</td>
<td>- Long Term Accommodation Program Plan (ongoing)</td>
<td>SEAC recommends to the Board of Trustees that the community assessment consultation be distributed immediately to Trustees and parents. (December 2017)</td>
<td>Completed Dec 2017</td>
</tr>
<tr>
<td></td>
<td>- Annual Accessibility Report 2017</td>
<td></td>
<td>SEAC recommends to the Board of Trustees that Student Trustees membership in SEAC be considered. (December 2017)</td>
<td>Reviewed in Jan 2017</td>
</tr>
<tr>
<td></td>
<td>- Mental Health Report 2016-17</td>
<td></td>
<td>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)</td>
<td>Communicated Jan 2018</td>
</tr>
<tr>
<td></td>
<td>- Auditor Report – Ministry Funding and Oversight of School Boards</td>
<td></td>
<td>SEAC recommend to the Board of Trustees that the Accessibility Working Group Committee also include parent representation. “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)</td>
<td>Communicated to pertinent staff for consideration Dec 2017</td>
</tr>
<tr>
<td></td>
<td>- Special Education Plan: special education staffing 2017</td>
<td></td>
<td>SEAC recommends that Special Education Programs (S.P.01) policy be renamed to Special Education Programs and Services. Also that the term Special Education Programs and Services throughout the policy. SEAC recommends that an example of blind/low vision be included as an example. (December 2017)</td>
<td>Communicated to pertinent staff for inclusion in the policy Dec. 2017</td>
</tr>
<tr>
<td>Month</td>
<td>Review of SEAC Calendar</td>
<td>Special Education Plan: Review Program Specific Resources for Parents</td>
<td>TCDSB Equity Plan Presentation</td>
<td>Accountability Framework for Special Education</td>
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<tr>
<td>February</td>
<td>- Review of SEAC Calendar</td>
<td>- Special Education Plan: Review Program Specific Resources for Parents</td>
<td>- TCDSB Equity Plan Presentation</td>
<td>- Accountability Framework for Special Education</td>
</tr>
<tr>
<td>March</td>
<td>- Review of SEAC Calendar</td>
<td>- Continue consultation on Special Education Programs and Services</td>
<td>- Safe Schools Committee Update</td>
<td>- Mental Health Committee Update</td>
</tr>
<tr>
<td>April</td>
<td>- Review of SEAC Calendar</td>
<td>- Financial Report as at January, 2016</td>
<td>- 2017-18 Budget Consultation</td>
<td>- GSN</td>
</tr>
<tr>
<td>May</td>
<td>- Review of SEAC Calendar</td>
<td>- SO update</td>
<td>- Draft Protocol on Prevalent Medical Conditions</td>
<td>- Report on PAST expansion to secondary schools</td>
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*Cancelled on May 16, 2018 due to lack of Quorum*
*Reset for May 22, 2018*
*Cancelled due to lack of Quorum*
schools, and specifically, but not limited to elementary and secondary schools;
b) Initiate communication between elementary and secondary schools regarding anaphylactic needs for students who enroll in the summer secondary transition course;
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
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)

<table>
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<tr>
<th>Month</th>
<th>Activities</th>
<th>Event</th>
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</table>
| June    | - 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 | - 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                                                                 |
|         |                                                                           | 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: |
- 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.

(February 2018)

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, Beast Canada and the Spirit of Math programs be added as parent resources on the Toronto Catholic District School Board’s website

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.

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.
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       | Education Quality and Accountability Office (EQAO) Primary Division, Junior Division, Grade 9 and OSSLT Assessment Results |
|              | Review of Special Education Plan – Model for Special Education |
|              | Review of Special Education Plan – Transportation |
|              | Review of Special Education Plan – Categories and Definitions of Exceptionalities |

- EQAO Results for Gr. 3 and 6 Received and OSSLT
- Reports on Student Numbers of Elementary and Secondary School Students to be submitted to the Ministry of Education
- Engagement and Governance Supports Discussion Guide

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:
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November

- 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

- Engagement and Governance Supports Discussion Guide
- ONSIS report on identified students
- Year End for School Board Financial Statements

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

| December | - SEAC Elections  
- SEAC Mass and Social 
- Policy review of Special Education Programs (S.P.01) 
- Multi-year Accessibility Plan | September | Independent review of assessment and reporting |
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/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
- OHH 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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80 Sheppard Avenue East, Toronto, Ontario M2N 6E8
Phone: 416-222-8282 - www.tcdsb.org
September 2018
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., extratime, 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 Card

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) 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".
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

<table>
<thead>
<tr>
<th>Year</th>
<th>GSN funded Legal Expenses</th>
<th>EDC funded Legal Expenses</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
<td>0.549</td>
<td>0.895</td>
<td>1.444</td>
</tr>
<tr>
<td>2016/17</td>
<td>0.328</td>
<td>0.785</td>
<td>1.113</td>
</tr>
<tr>
<td>2017/18</td>
<td>0.347</td>
<td>0.868</td>
<td>1.215</td>
</tr>
</tbody>
</table>

Figure 2: Comparative Legal Fees

<table>
<thead>
<tr>
<th>Year</th>
<th>EDC Recoverable</th>
<th>Labour Grievance &amp; Pay Equity</th>
<th>Real Estate</th>
<th>Construction</th>
<th>Corporate</th>
<th>Contract</th>
<th>Misc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015-16</td>
<td>$573,363</td>
<td>$97,338</td>
<td>$103,375</td>
<td>$76,137</td>
<td>$170,930</td>
<td>$418,901</td>
<td>$4,328</td>
</tr>
<tr>
<td>2016-17</td>
<td>$327,803</td>
<td>$186,269</td>
<td>$55,862</td>
<td>$57,578</td>
<td>$336,454</td>
<td>$149,000</td>
<td>$-</td>
</tr>
<tr>
<td>2017-18</td>
<td>$347,198</td>
<td>$185,383</td>
<td>$34,511</td>
<td>$88,963</td>
<td>$496,442</td>
<td>$62,946</td>
<td>$-</td>
</tr>
</tbody>
</table>
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