

# SPECIAL EDUCATION ADVISORY COMMITTEE REGULAR MEETING

## AGENDA February 20, 2019

**Dr. Ashleigh Molloy, Chair**  
Community Representative

**Sandra Mastronardi, Vice Chair**  
Autism Ontario

**Melanie Battaglia**  
Community Representative

**Lori Mastrogiuseppe**  
Fetal Alcohol Spectrum Disorder (FASD)

**Tyler Munro**  
Integration Action for Inclusion  
Representative

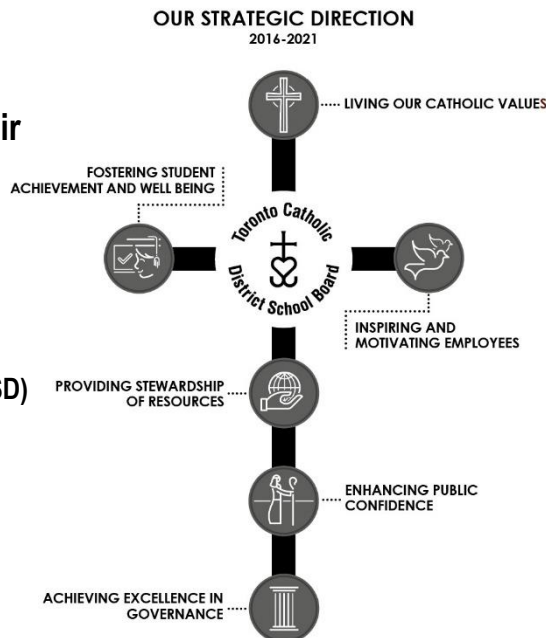
**Gizelle Paine**  
LD Toronto Chapter Representative

**Mary Pugh**  
VOICE for Hearing Impaired

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

**George Wedge**  
Easter Seals

**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, February 20, 2019

7:00 P.M.

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Pages

1. Roll Call & Apologies
2. Approval of the Agenda
3. Declarations of Interest
4. Approval & Signing of the Minutes of the Meeting held January 23, 2019 for Public Session 1 - 13
5. Delegations
6. Presentations
7. Unfinished Business

### From the January 23, 2019 Special Education Advisory Committee Meeting

- 7.a A Policy Primer - Ontario Human Rights Commission - Guide to Developing Human Rights Policies and Procedures

[http://www.ohrc.on.ca/sites/default/files/A%20policy%20primer\\_Guide%20to%20developing%20human%20rights%20policies%20and%20procedures\\_2013.pdf](http://www.ohrc.on.ca/sites/default/files/A%20policy%20primer_Guide%20to%20developing%20human%20rights%20policies%20and%20procedures_2013.pdf)

7.b	Inquiry from Tyler Munro regarding Change of Placement Decisions  How long does the Board expect a Principal and Teaching Staff to make efforts to accommodate a child in a regular class before starting the Identification, Placement and Review Committee (IPRC) to move the Student to the appropriate program?	
7.c	Inquiry from Sandra Mastronardi regarding Equity Plan	
7.d	Inquiry from Sandra Mastronardi regarding Annual Accessibility Report 2018	
7.e	Inquiry from Tyler Munro regarding Professional Development Focus on Behaviour Programs	
7.f	Special Education Advisory Committee Minutes and Agendas to Trustees	
7.g	Catholic Teachers Association - Pilot Project: Faith & Wellness	14
7.h	Toronto Accessibility Advisory Committee  <a href="https://www.tcdsb.org/News/othernews/2019/Pages/Accessibility-Advisory-Committee.aspx">https://www.tcdsb.org/News/othernews/2019/Pages/Accessibility-Advisory-Committee.aspx</a>	
7.i	Easter Seals Web Announcement: Statement on the 2017 Canadian Survey on Disability (CSD)-Easter Seals Canada– December 3, 2018  <a href="https://easterseals.ca/english/webannouncement_idpd2018/">https://easterseals.ca/english/webannouncement_idpd2018/</a>	15 - 20
7.j	Autism Ontario 2019 Pre-Budget Consultation Submission	21 - 25
8.	<b>Notices of Matters and Trustee Matters: (for which seventy-two hours' notice has been given)</b>	
9.	<b>Communications</b>	
9.a	SEAC Monthly Calendar Review	26 - 27
9.b	Special Education Superintendent Update	28 - 30
9.c	Verbal Update regarding Special Equipment Amount (SEA) Claims	

9.d	Verbal Update regarding Feedback on the Special Education Fair held February 2, 2019	
9.e	Post-21 Transition Fair at Bishop Marrocco / Thomas Merton Catholic Secondary School and Regional Arts Centre	31
9.f	Service Animal Protocol - Consultation Draft	32 - 53
9.g	Verbal Update regarding Cancellation of the Accessibility for Ontarians with Disabilities Act (AODA) Presentation at the Ontario Human Rights Commission (OHRC) on March 1, 2019	
9.h	Verbal Update regarding Education Quality and Accountability Office (EQAO) Reporting Denominator Teleconference	
9.i	Provincial Parent Associations Advisory Committee (PAAC) on Special Education Advisory Committee (SEAC) (To Be Distributed)	
9.j	Toronto Catholic District School Board (TCDSB) Freedom of Information Request (FOIR) Exclusions	54 - 55
<b>10.</b>	<b>Matters Referred/Deferred to the Committee by the Board and Other Committees</b>	
10.a	SEAC Motions Received by Board and Referred to Staff for a Report	56 - 78
10.b	Annual Report on the Accessibility Standards Policy (A.35)	79 - 132
<b>11.</b>	<b>Reports of Officials, and Special and Permanent Committees Requiring Action</b>	
<b>12.</b>	<b>Reports of Officials for Information</b>	
<b>13.</b>	<b>Inquiries and Miscellaneous</b>	
13.a	Inquiry from Sandra Mastronardi regarding SEAC Motions	
	1. The process where SEAC motions and requests are captured, listed and monitored on the SEAC agenda until their disposition;	
	2. The process used to list SEAC motions and recommendations on the Board meeting Public Agenda.	



- 13.b Inquiry from Sandra Mastronardi regarding the new Toronto Catholic District School Board (TCDSB) Equity Plan being posted on the Board website

**14. Association Reports**

- 14.a Learning Disabilities Association of Ontario (LDAO) SEAC February Circular 133 - 180

- 14.b Path 2 Work from JVS Toronto - Employment Program for Adults Eighteen (18) Years of Age or Older with Developmental Disabilities 181

- 14.c Autism Ontario - News Release February 9, 2019 and February 12, 2019 182 - 185

1. The Ministry of Children, Community and Social Services announces plan to clear Ontario Autism Program wait-lists;

2. Statement from Autism Ontario

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

**16. Pending List 186 - 187**

**17. Adjournment**

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# **MINUTES OF THE REGULAR MEETING OF THE SPECIAL EDUCATION ADVISORY COMMITTEE PUBLIC SESSION**

**HELD WEDNESDAY, JANUARY 23, 2019**

## **PRESENT:**

### **External**

**Members:** Ashleigh Molloy, Chair  
Sandra Mastronardi, Vice-Chair  
Melanie Battaglia  
Lori Mastrogiuseppe  
Tyler Munro  
Mary Pugh  
Glenn Webster  
George Wedge

**Trustees:** N. Crawford  
D. Di Giorgio  
A. Kennedy

**Staff:** D. Koenig  
L. Maselli-Jackman  
V. Cocco  
M. Gendron  
M. Hanlon  
J. Mirabella  
D. Reid  
P. Stachiw

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

**1. Roll Call & Apologies**

An apology was extended on behalf of Gizelle Paine.

**2. Approval of the Agenda**

MOVED by Tyler Munro, seconded by Melanie Battaglia, that the Agenda, as amended to include Items 13b) and 13c) Inquiries from Sandra Mastronardi regarding Equity Plan; and Annual Accessibility Report 2018; and 13d) and 13e) Inquiries from Tyler Munro regarding Professional Development Focus on Behaviour Programs; and Special Education Advisory Committee Minutes and Agendas to Trustees, be approved.

On the Vote taken, the Motion was declared

CARRIED

**3. Declarations of Interest**

There were none.

**4. Approval & Signing of the Minutes of the Meeting**

MOVED by Trustee Crawford, seconded by Glenn Webster, that the Minutes of the Regular Meeting held December 5, 2018 for PUBLIC Session be approved with the following amendments:

Page 4 – last paragraph – replace *acclaimed* with *elected*;

Page 6 – replace *acclaimed* with *elected*; and

Page 7, Item 13c) – replace *Glenn Webster* with *George Wedge*

On the Vote taken, the Motion was declared

CARRIED

**6. Presentations**

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

- 6a) Presentation on Committee's Terms of Reference and Parliamentary Procedures – Alasdair Robertson, Parliamentarian** received.

On the Vote taken, the Motion was declared

CARRIED

**7. Unfinished Business**

From the SEAC Meeting Held on December 5, 2018

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

- 7a) Inquiry from Tyler Munro regarding Legal Fees Report 2018** that SEAC recommend to Board that Legal Counsel be present at a SEAC meeting to answer questions related to the Legal Fees Report 2018.

With the consent of the Committee, Tyler Munro withdrew his Motion.

MOVED by George Wedge, seconded by Trustee Kennedy, that the inquiry be received and that the responses to the questions shared by Dan Koenig, Associate Director, Academic Affairs, be included in the Minutes (refer Attachment).

On the Vote taken, the Motion was declared

CARRIED

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

- 7b) Inquiry from Tyler Munro regarding Increasing the Number of Principals who are Experienced with Students with Special Needs** that to further promote the inclusion of Special Education Needs (SEN) students and to support the Toronto Catholic District School Board's (TCDSB) Mission Statement of inclusion, that SEAC recommend to Board that staff prepare a plan to increase the number of Principals in the system with special education qualification and successfully implement the inclusion of SEN students in regular classes as an educator.

MOVED in AMENDMENT by Lori Mastrogiuseppe, seconded by Tyler Munro, that Vice-Principals be included as follows:

... that SEAC recommend to Board that staff prepare a plan to increase the number of Principals *and Vice-Principals* in the system ...

On the vote taken, the Amendment was declared

CARRIED

MOVED in AMENDMENT by Tyler Munro, seconded by Trustee Di Giorgio, that *professional development* qualifications be included in the Amendment as follows:

that SEAC recommend to Board that staff prepare a plan to increase the number of Principals and *Vice Principals* in the system with special education *and professional development* qualifications ...

On the vote taken, the Amendment was declared

CARRIED

On the vote taken, the Motion, as amended, was declared

CARRIED

MOVED by George Wedge, seconded by Mary Pugh, that Item 7c) be adopted as follows:

- 7c) Miscellaneous from Trustee Kennedy regarding Listening and Learning Presentation by Optometrist received.**

On the vote taken, the Motion was declared

CARRIED

MOVED by George Wedge, seconded by Tyler Munro, that Item 7d) be adopted as follows:

- 7d) Miscellaneous from Trustee Kennedy regarding Special Thanks to Former Chair, Marilyn Taylor, for her 18 Years of Service to SEAC**

**and also to Former Committee Members** that SEAC recommend to Board that an appropriate recognition be made to Marilyn Taylor for her 18 years of service to SEAC.

On the vote taken, the Motion was declared

CARRIED

## **9. Communications**

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

- 9a) SEAC Monthly Calendar Review** received and that the item budget approval updates be added for the months of March, April and May.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by Di Giorgio, that Item 9b) be adopted as follows:

- 9b) Special Services Superintendent Update** received.

On the Vote taken, the Motion was declared

CARRIED

Linda Maselli-Jackman, Superintendent Special Services, introduced and welcomed Marie-Josée Gendron, Chief of Mental Health, and Melissa Hanlon, Mental Health Lead, both of whom recently assumed their leadership roles.

**9c) Special Services Fair** (update was included in Item 9b).

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

**9d) SEAC Handbook (Verbal)** received.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Sandra Mastronardi, seconded by Tyler Munro, that Item 9e) be adopted as follows:

**9e) Comparative Education Programs-Other (EPO) Revenues, 2017/18 EPO Amounts vs. 2018/19 EPO Announcement** received.

On the Vote taken, the Motion was declared

CARRIED

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

**9f) Special Education Amount (SEA) Claims:**

**i) How long from the time a SEA Claim is identified as needed by**



- Board staff to delivery of requested Equipment and the Student is actively using the equipment in class?; and**
- ii) How is this monitored?** received

On the Vote taken, the Motion was declared

CARRIED

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

- 9g) Proposed Updates to the Education Quality and Accountability Office (EQAO) Reporting Denominator: Teleconference including Superintendent of Special Services and one to two SEAC members** received.

On the Vote taken, the Motion was declared

CARRIED

MOVED by Trustee Crawford, seconded by Lori Mastrogioseppe, that Item 9h) be adopted as follows:

- 9h) Thank-You Letter to Marilyn Taylor, former Chair, from Toronto Chapter of Autism Ontario** received.

MOVED in AMENDMENT by Sandra Mastronardi, seconded by Trustee Di Giorgio, that the letter from Autism Ontario be included in the Minutes that are sent to Board.

On the Vote taken, the Amendment was declared

CARRIED

On the Vote taken, the Motion, as amended, was declared

CARRIED

**12. Reports of Officials for Information**

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

**12a) Mental Health & Well-Being Annual Reports 2017-2018** received.

On the Vote taken, the Motion was declared

CARRIED

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

**12b) A Policy Primer – Ontario Human Rights Commission – Guide to Developing Human Rights Policies and Procedures** received.

MOVED by Sandra Mastronardi, seconded by Tyler Munro, that the Item be deferred to the February 20, 2019 SEAC meeting.

On the Vote taken, the Motion was declared

CARRIED

MOVED by George Wedge, seconded by Trustee Kennedy, that Item 12c) be adopted as follows:

- 12c) Results of the Toronto Catholic District School Board (TCDSB) Parent Voice Survey (August 23, 2018 Regular Board Meeting)** received.

MOVED in AMENDMENT by Sandra Mastronardi, seconded by George Wedge, that SEAC recommend to Board that a parent voice survey be devised to gain perspective of programs and services delivered for students in receipt of Special Education at the Board, and for SEAC to be consulted and included in the development of the survey.

On the Vote taken, the Amendment was declared

CARRIED

On the Vote taken, the Motion, as amended, was declared

CARRIED

#### **14. Association Reports**

MOVED by Trustee Crawford, seconded by George Wedge, that Item 14e) be adopted as follows:

- 14e) Accountability Framework for Special Education (AFSE) 2018-19 Draft Report for Review** received and that all Items not discussed be deferred to the February 20, 2019 SEAC meeting.

On the Vote taken, the Motion was declared

CARRIED

### **ITEMS AS CAPTURED IN ABOVE MOTION**

#### **13. Inquiries and Miscellaneous**

13a) From Tyler Munro regarding Change of Placement Decisions:

How long does the Board expect a Principal and Teaching Staff to make efforts to accommodate a child in a regular class before starting the Identification, Placement and Review Committee (IPRC) process to move the Student to the appropriate program?;

13b) From Sandra Mastronardi regarding Equity Plan;

13c) From Sandra Mastronardi regarding Annual Accessibility Report 2018;

13d) From Tyler Munro regarding Professional Development Focus on Behaviour Programs;

13e) Special Education Advisory Committee Minutes and Agendas to Trustees;

#### **14. Association Reports**

14a) Catholic Teacher Association – Pilot Project: Faith and Wellness;

14b) Toronto Accessibility Advisory Committee;

14c) Easter Seals Web Announcement: Statement on the 2017 Canadian Survey on Disability (CSD) – Easter Seals Canada – December 3, 2018; and

14d) Autism Ontario 2019 Pre-Budget Consultation Submission.

#### **17. Adjournment**

MOVED by Trustee Crawford, seconded by Tyler Munro, that the meeting be adjourned.

On the Vote taken, the Motion was declared

CARRIED

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SECRETARY

CHAIR

**ATTACHMENT**

**Responses to Item 7a (previously 17d) on the December 5, 2018 SEAC Agenda) – Inquiry from Tyler Munro regarding Legal Fees Report 2018**

- 17d) (i) Does the “Corporate” envelope for legal expenses cover the cost when parents of Special Needs students take legal action against the Board?

Yes, the Corporate Legal Budget Provision can cover costs associated with legal action involving students with special needs.

- ii) If yes, what portion of the Corporate legal expenses was related to students with Special Needs?

The portion related to students with special needs varies from year-to-year, and determining the actual portion requires an extensive manual investigation on an invoice-by-invoice basis in order to categorize legal expenses.

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

The cost of internal legal staffing and associated expenses are funded by the Toronto Catholic District School Board’s annual operating budget (Salaries, Benefits, Supplies and Services), and the cost for external legal counsel is funded by the Legal Expense operating budget provision.

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

The increase is largely due to legal advice provided to the Board’s Executive Compensation Committee. 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.



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## Faith & Wellness: A Daily Mental Health Resource

### Pilot Project Information

Calling all Kindergarten to Grade 8 Teachers!

Looking for ways to support student social emotional development and resiliency?

Read on...

The Ontario English Catholic Teacher's Association, in partnership with [School Mental Health ASSIST](#), has co-developed *Faith and Wellness: A Daily Mental Health Resource*. This Kindergarten to Grade 8 resource supports the development of social emotional learning and builds student resiliency. This evergreen resource offers a repository of evidenced based, every day mental health practices with connections to our Catholic faith that can be easily incorporated into existing classroom practice.

OECTA will be piloting this resource with a select group of teachers between February 2019 – May 2019. The purpose of the pilot project is to gather feedback in an effort to improve usability moving forward.

Teacher participation in this pilot project is voluntary. Space is limited and \*selected participants are required to participate in an online information session on January 28, 2019 between 4:15pm – 5:30pm. The information session will outline the complete details of the project and will provide an opportunity for Q&A.

Those interested are asked to complete the on-line [application](#) by **January 16, 2019**. Successful applicants will be notified via email the week of January 21, 2019.

\*We are seeking a range of participants whose class(es) are reflective of the diversity within our Catholic system.

Should you have any questions about this pilot project, please contact, Belinda Russo Kieffer at [b.russo@catholicteachers.ca](mailto:b.russo@catholicteachers.ca).



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# EASTER SEALS WEB ANNOUNCEMENT

December 3, 2018

**Toronto, ON – 3 December 2018:** Today marks the United Nation’s **International Day of Persons with Disabilities**, an opportunity to examine the physical, social, economic and attitudinal barriers that nearly a billion people around the world face every day. The theme for this year’s IDPD is “**Empowering persons with disabilities and ensuring inclusiveness and equality.**” According to the latest data released by Statistics Canada, we still has a ways to go before reaching that goal.

Last week, Statistics Canada released the results of the latest **2017 Canadian Survey on Disability** (CSD). The new data points to significant labour and income disparities faced by people living with disabilities. It also serves as a reminder of the ongoing challenges that Canadians living with disabilities face 365 days of the year.

The highlights from the new survey data include:

- An estimated one in five Canadians (or 6.2 million) aged 15 years and over had one or more disabilities that affect them in their daily activities.



- More than 1 in 10 youth in Canada have one or more disabilities. Mental health-related and learning disabilities were most common types of disabilities among youth.
- About one-third of youth with more severe disabilities are neither in school nor employed. 87% had a mental health-related disability, a learning disability or both.
- In 2017, persons with disabilities – particularly Canadians with very severe disabilities, and those with lower levels of education – faced lower employment rates. About 59% of working-aged adults with disabilities were employed compared with around 80% of those without disabilities.
- Almost one-third of working age adults with more severe disabilities are living in poverty. For those living alone, 6 in 10 were below the poverty line.

These statistics speak for themselves and show that individuals with disabilities continue to face significant disparities compared with persons without a disability. The education gap between persons with disabilities remains a real and alarming concern. Disabilities aren't always visible, and include many "hidden-disabilities" such as learning disabilities and mental health-related disabilities.

Low labour participation rates among persons with disabilities point to a need need for more inclusive employment and training opportunities. Further, the fact that more than *a quarter* of people with disabilities *do not* disclose their disability to their employers is a clear indication of the ongoing stigma, discrimination and fear still prevalent in Canadian workplaces.

The data also shows that *chronic poverty* is an everyday reality for people on disabilities and highlights the need for more attention to poverty reduction strategies such as increases to minimum wage, income security through a more robust Ontario Disability Support Program that allows people with disabilities to supplement their earnings without the risk of losing benefits if they earn more.

Easter Seals Canada remains committed to working with persons living with disabilities, community, government and corporate partners to improve outcomes for people living with disabilities.

For more information and to read detailed findings of the survey, visit the Statistics Canada website [here](#).

Dave Starrett  
President & CEO, Easter Seals Canada

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For further information, please contact:

Ana Maria Faria  
Vice President, Development, Easter Seals Canada  
Email: [afaria@easterseals.ca](mailto:afaria@easterseals.ca), Tel: 1-877-376-6362 ext 226

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President & CEO, Easter Seals Canada

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Email: [afaria@easterseals.ca](mailto:afaria@easterseals.ca), Tel: 1-877-376-6362 ext 226

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January 15, 2019



**To: Standing Committee on Finance and Economic Affairs  
regarding Pre-Budget Consultations 2019, Government of Ontario**

**Autism Ontario Presenters:**

- **Katharine Buchan, Manager of Communications and Development**
  - **Margaret Spoelstra, Executive Director**
- 

Dear Committee Members,

Now entering our 46<sup>th</sup> year, Autism Ontario has envisioned *acceptance and opportunities for people on the autism spectrum*. The families who formed Autism Ontario in 1973 would never have imagined the prevalence rates for autism to grow to 1 in 66 children in Canada. In Ontario that represents 135,000 citizens.

Autism Ontario continues to envision a Province that offers seamless supports across the lifespan that reflect the wide range of expression in autism, the constantly changing needs of this able, yet vulnerable population and which addresses the needs of caregivers and families who bear both the joys and the substantial weight of care and advocacy for their children from infancy to and throughout adulthood.

Thank you for the support that is provided in support of families through our Potential Programme and with March Break and Summer funding. Surveyed families have told us over and over that these funds matter to them. Combined, these programs directly support over 20,000 people in Ontario.

In 2018, Autism Ontario conducted a province-wide survey, resulting in 10 top areas identified by caregivers and autistic adults. Those non-prioritized top 10 are the following:

**Service barriers for adults** – According to autistic adults, the largest barrier to accessing services is the lack of trained professionals who understand autism.

**Education support** – According to caregivers, the top area of need for a child with autism in their communities is support within the education system.

**School transitions** – The majority of caregivers of high school aged children do not feel well supported and ready to transition their child out of school and into adulthood.

**Societal attitudes and perceptions** – Autistic adults and caregivers both report that societal attitudes and perceptions about ASD have been a large or very large source of stress in the past year.

**Financial hardship** – A majority of caregivers say that finances have been a large or very large source of stress in the past year.

**Waitlists** – The majority of caregivers find long waitlists to be a large or very large barrier to accessing services.

**Service needs for young children** – According to caregivers, the top service needs for children aged 4 and under, are behavioural intervention and speech language pathology.

**Crisis status** – Most caregivers are between a three and a five out of ten, in terms of crisis level.

**Mentorship and support** – There is large scale interest in receiving peer support via a parent to parent mentorship program.

**Mental Health** – Autistic adults identified their top service need as psychological or psychiatric support.

In November 2018 we asked our survey respondents to rate these top ten items in order of priority and these top 5 emerged:

## 1. Education Support

About ten years ago the Ministry of Education reported that there were about 7,000 students with ASD in Ontario's schools. Today that number has tripled to over 20,000 students. Educational supports that were implemented for students with autism years ago are now insufficient in scope and effectiveness. Part of the current challenges with ABA implementation and parent satisfaction will not be addressed without a focus on improved school supports and transition planning that has meaning and achievable outcomes and opportunities for adult life.



**#1 Education Support**

According to caregivers, the **#1 area** of need for a child with autism is support within the education system, even though **77.8%** of caregivers of high school aged children feel listened to by their child's school.

**Thank you for the additional investment into OAP services in this current year's budget.**

However, the over 20,000 children and youth on the waiting lists for OAP services are currently not able to be served in timely and equitable fashion. Additionally, unless increased evidence-based supports and implementation supervision by qualified professionals are available in all Ontario schools, it will be impossible to meet the educational needs of students with ASD. The Ministry of Health is also noticeably absent in providing necessary health supports for people with autism across the lifespan.

We recommend:

- Creating an employment category in schools of Registered Behaviour Technician, supervised by Board employed BCBAs or Behaviour trained Psychologists;
- Increased ABA supervision in schools,
- Collaboration across Ministries with the emphasis on the child's learning and mental health needs over silo-ed systems,
- Mandatory Pre-service training in Evidence-Based Practice and Applied Behaviour Analysis for all educators.

## 2. Long Wait Lists



Families are waiting for everything. Waiting for:

- A diagnosis/diagnoses that determines eligibility/access to services
- the Ontario Autism Program,
- an educational assistant,
- informed school personnel,
- health and mental health supports,
- adaptive program supports and Passport Funding
- job opportunities, and
- housing.

We are concerned about rumours that this government is considering substantive changes to the Ontario Autism Program. Our survey in 2017 indicated that one third of parents are single caregivers and that one third favoured the option of Direct Service provision while 2/3rds preferred Direct Funding. We urge the government to consider offering choice to families based on assessed needs of both the child and the family's needs. Children should also receive these services where they spend the majority of their day, which is in school during school-aged years.



### 3. Financial Hardship

We know that **the burden of care on families is both stressful and costly.**

We have attached a 2014 research paper entitled “The Value of Caregiver Time: Costs of Support and Care for Individuals Living with Autism Spectrum Disorder”, by Carolyn Dudley and J.C. Herbert Emery†. In it they describe what costs are attributed to families who raise children with autism in Canada, including Ontario data sources. The numbers are both startling and sobering. But there are solutions. Autism Ontario welcomes the opportunity to be part of the dialogue and shaping new opportunities for people with ASD and their families.



### 4. School Transitions



Autism's prevalence rates are not only an alarming statistic for children and youth, but we are now seeing these numbers grow along with the children as they become teens and adults. More importantly, **these students are now beginning to exit high school unprepared and unsupported for life as adults in higher numbers than ever.**

The majority of these graduates are sitting at their parents' homes doing little, are under or unemployed and over half are or will be struggling

with additional mental health challenges such as anxiety and depression. With approximately 15,000 people with Developmental Disabilities (including autism) waiting for Passport Funding, we know that those families have few options to assist their now young adult children towards a promising future. Having those young adults at home means that at least one care-giver is also at home and not earning through employment or investing in their own retirement, while their children with ASD, who could also be working, participating in meaningful day-time activities or attending post-secondary education, are not.

Many of these adults could have **meaningful employment** if employers saw that hiring people with autism is good for business rather than a charitable act. Autism Ontario has been involved in several projects (e.g. Specialisterne Canada's employment program and Integrated Autism Consulting's "Transition to Life" program) over the past few years that directly support the successful employment of adults on the autism spectrum. Investing in these types of programs and others would have an impact on the Ontario economy and the lives of adults with autism and their families.

## 5. Adult Services

**Eligibility:** At least half of adults on the autism spectrum are deemed ineligible for Passport funding. This must change to eligibility based on assessed needs and not paid for out of the pockets of caregivers.

We encourage the continued implementation of recommendations identified by the Ontario Ombudsman's office in its "No Where to Turn" report.

**Housing:** Autism Ontario is gratified to have seen a second round of funding for unique housing proposals through the former MCSS' Housing Task Force. This must be the first in many future steps that will assist people with Developmental Disabilities, including ASD, to create or find affordable housing options.

In the absence of increasing supportive housing options, the number of adults with autism who are in crisis will continue to grow. And supporting a model that is primarily crisis driven is a far more costly proposition than focusing on prevention of the circumstances that result in more restrictive responses. We also worry about a new trend of seeing children with disabilities, including autism, in long-term care facilities, effectively replicating an institutional model of care which is neither appropriate nor necessary.

In a recent TVO "Agenda" program, a parent and her autistic adult son remarked that they are not looking for pity, but for respect and opportunities as caregivers and as citizens who have much to offer society. Autism Ontario strongly supports this notion in its vision of "acceptance and opportunities for all people on the autism spectrum".



Month	Annual Activities/Topics	Board Events/Deadlines
January	<ul style="list-style-type: none"> <li>- Review of Draft SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Set SEAC goals for the year</li> <li>- Annual Accessibility Report 2019</li> <li>- Policy review of Special Education Programs (S.P.01)</li> <li>- Multi-year Accessibility Plan/AODA-Updates</li> <li>- Mental Health Annual Report 2017-18</li> <li>- Auditor Report – Ministry Funding and Oversight of School Boards</li> </ul>	<ul style="list-style-type: none"> <li>- Grade 9 EQAO Testing takes place in Secondary Schools</li> <li>- Long Term Accommodation Program Plan (ongoing)</li> </ul>
February	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Special Education Plan: Review Program Specific Resources for Parents</li> <li>- TCDSB Equity Plan Presentation</li> <li>- Auditor Report – School Board’s Management of Financial and Human Resources</li> <li>- Special Education Parent Fair</li> </ul>	<ul style="list-style-type: none"> <li>- Multi-Year Strategic Plan (MYSP)</li> <li>- New term begins in Secondary Schools that operate on semesters</li> <li>- Report Cards are distributed (Elementary and Secondary)</li> <li>- Parent-Teacher Conferences</li> </ul>
March	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Continue consultation on Special Education Programs and Services</li> <li>- Safe Schools Committee Update</li> <li>- Mental Health Committee Update</li> <li>- Budget Approval Updates</li> </ul>	Ontario Secondary School Literacy Test (OSSLT) takes place
April	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Financial Report as at January, 2019</li> <li>- GSNs</li> <li>- March 31<sup>st</sup> Special Education student count</li> <li>- Update to Special Education Programs for 2019-20</li> <li>- Budget Approval Updates</li> </ul>	<p>ONSIS report on identified students</p> <p>Autism Awareness Month</p>
May	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Student Grants 2019-2020</li> <li>- Pro Grants Application Update</li> <li>- Budget Approval Updates</li> </ul>	<p>Budget Consultation continues</p> <p>EQAO Assessment</p>
June	<ul style="list-style-type: none"> <li>- Review of SEAC Calendar</li> <li>- S.O. Updates</li> <li>- Review Special Education Checklist</li> <li>- Special Education Plan</li> <li>- Budget approval update</li> </ul>	EQAO Grade 3 and 6 Testing

	- <i>Status of PRO Grant application</i>	
July		<i>School Board Submits balanced Budget for the following year to the Ministry</i>
August		
September	<ul style="list-style-type: none"> <li>- <i>Review of SEAC Calendar</i></li> <li>- <i>S.O. Updates</i></li> <li>- <i>Review TCDSB accessibility Plans</i></li> <li>- <i>Update re Special Needs Strategy</i></li> <li>- <i>Develop or review SEAC annual Agenda/Goals</i></li> <li>- <i>Association Reports (if any)</i></li> </ul>	<i>Special Education Report Checklist submitted to the Ministry of Education</i>
October	<ul style="list-style-type: none"> <li>- <i>Review of SEAC Calendar</i></li> <li>- <i>S.O. Updates</i></li> <li>- <i>Representation sought for Mental Health and Safe Schools Committees</i></li> <li>- <i>Review of Special Education Plan – Model for Special Education, Transportation, Definitions of Exceptionalities</i></li> <li>- <i>Review of Special Education Plan – Transportation</i></li> <li>- <i>Review of Special Education Plan – Categories and Definitions of Exceptionalities</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>EQAO Preliminary Results for Gr. 3 and 6 and OSSLT</i></li> <li>- <i>Reports on Student Numbers of Elementary and Secondary School Students to be submitted the Ministry of Education</i></li> <li>- <i>Engagement and Governance Supports Discussion Guide</i></li> </ul>
November	<ul style="list-style-type: none"> <li>- <i>Review of SEAC Calendar</i></li> <li>- <i>S.O. Updates</i></li> <li>- <i>AFSE Report: Exceptionality Frameworks-Goals &amp; Outcomes, EQAO Student Achievement Data (for various exceptionalities as appropriate)</i></li> <li>- <i>Continue to Review elements of the Special Education Plan</i></li> <li>- <i>Engagement and Governance Supports Discussion</i></li> <li>- <i>Professional Learning Plan</i></li> <li>- <i>Mental Health Annual Report</i></li> </ul>	<ul style="list-style-type: none"> <li>- <i>EQAO Results for Gr. 3, 6, 9 (math), and Gr. 10 (OSSLT)</i></li> <li>- <i>Engagement and Governance Supports Discussion Guide</i></li> <li>- <i>ONSIS report on identified students</i></li> <li>- <i>Year End for School Board Financial Statements</i></li> </ul>
December	<ul style="list-style-type: none"> <li>- <i>Review of SEAC Calendar</i></li> <li>- <i>S.O. Updates</i></li> <li>- <i>SEAC Elections</i></li> <li>- <i>SEAC Mass and Social</i></li> </ul>	<i>Independent review of assessment and reporting</i>



## Special Education Superintendent Update February 2019

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### Speech and Language

The SLP department hosted a 1/2 day, interactive workshop for EAs and CYWs on February 15th at St. John Paul II and Monsignor Percy Johnson. Fifty support staff participated in round-table discussions and case studies to identify effective strategies to support students' oral communication skills.

The Kindergarten Language Program (KLP) has now begun to receive nominations from teachers for students who may be considered for the 2019-2020 school year. The KLP is an early intervention program for SK students at-risk for oral language and literacy delays. The program is co-instructed by a teacher and speech-language pathologist.

### Deaf and Hard of Hearing

Staff, students and parents from the Deaf/Hard of Hearing department attended the Toronto Marlies hockey game on February 1st and were hosted in a private, box suite at Coca-Cola Coliseum (Ricoch Coliseum). This event supported an enrichment experience for D/HH students to socialize and communicate with one another in a positive learning environment.

The D/HH department offered an interactive workshop on February 5th for classroom teachers at Our Lady of Mount Carmel. The well attended workshop focused on strategies to support D/HH students in the regular classroom. Students and a parent shared their lived experience and offered the workshop participants insight into their personal journey.

Save the Date. Celebrating our 30th year, the Annual Deaf and Hard of Hearing Family picnic will be held at a new location this year, St. Kateri Tekakwitha, 70 Margaret Avenue on May 24, 2019 from 10 am to 2 pm. All are welcome!




TCDSB DEAF/HARD  
OF HEARING  
30<sup>TH</sup> ANNUAL FAMILY  
PICNIC



Friday, May 24<sup>th</sup>, 2019  
10 am – 2 pm




St. Kateri Tekakwitha  
Catholic School  
70 Margaret Avenue,  
North York, M2J 4C5



FOR MORE INFORMATION CONTACT D/HH DEPARTMENT  
416 393-5405 email: [deaf.dhh@tcdsb.org](mailto:deaf.dhh@tcdsb.org)

# Special Board Meeting

*Monday, March 18, 2019*

CEC Boardroom

6:30pm

Accountability Framework for Special Education  
2018/2019





# WE BELONG: Asperger's Conference

Building a supportive community for students with Asperger's. This conference will give students the opportunity to meet adults with ASD, network with peers and develop new skills.

## FEATURING GUEST SPEAKER Daniel Share-Strom

Autism Support Teachers will provide permission forms to students in February.

### SAVE THE DATE

**April 4, 2019 9:00 AM – 2:30 PM**

### WHERE

**Catholic Education Centre,  
80 Sheppard Ave**

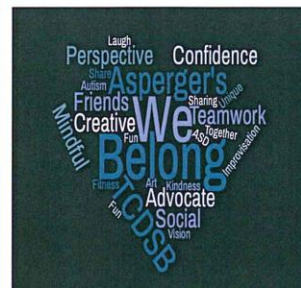


### EARLY BIRD RAFFLE

First 20 people to send in their forms will be eligible to win a prize!

### FEATURING SESSIONS THAT INCLUDE:

- Mindfulness
- Self-Advocacy
- Managing Bullying for people with ASD
- Improv
- Team Building
- Fitness
- Art



February

21



# POST-21 TRANSITION FAIR

**Bishop Marrocco/Thomas Merton  
Catholic Secondary School and Regional  
Arts Centre**

**1515 Bloor Street West, Toronto, Ontario, M6P 1A3  
6-8 p.m.**

An event for students with special needs, and their families,  
to assist in making a successful transition  
to adult life and independence.

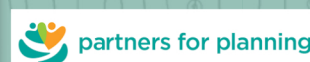
## What to Expect:

- Meet with adult service agencies and organizations
- Opportunity to learn about colleges and training programs
- Learn about employment services
- Discover options for independent living
- Gain knowledge about how to apply for certain benefits at age 18

Please R.S.V.P. to

[patricia.arruda@tcdsb.org](mailto:patricia.arruda@tcdsb.org)

## Community Partners:



Community  
Living  
Toronto



and many more...



# Procedures And Protocols For The Use Of Service Dogs In Schools

## 1.0 Purpose

Service dogs are trained to provide assistance to children and adults with disabilities. Service dogs allow an individual to attain independence in their daily tasks and they assist with safety, mental well-being and learning.

This protocol provides directions for schools to follow when a parent requests the admission and use of a service dog by a student in a Toronto Catholic District School Board. Decisions regarding the admission and use of service dogs are made on a case by case basis. Entry of service dogs into schools is decided after consultation. The request will be reviewed by the Principal in consultation with the Superintendent.

## 2.0 Background

Section 10(2) of the Ontario Human Rights Code, RSO 1990, c H.19 (the “Code”) and section 2 of the Accessibility for Ontarians with Disabilities Act, 2005, SO 2005 c 11 (the “AODA”) provide a broad definition of the term “disability:”

- (a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- (b) a condition of mental impairment or a developmental disability,
- (c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- (d) a mental disorder, or
- (e) an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997;

Schools are required to accommodate people with disabilities and their disability related needs to ensure equal access. However, where the accommodation needed by the person would cause the school undue hardship, the school is not required to offer accommodation.

The AODA (Accessibility For Ontarians For Disabilities Act) requires that a school allow people with disabilities to be accompanied by a guide dog or service animal, and requires a school to permit people with guide dogs or service animals to enter its premises (the school, buses etc.) with the animal and to keep the animal with the person, unless the animal is otherwise

excluded by law. Whether a service animal is otherwise excluded from the premises by law will be determined using the procedure outlined below.

As defined by the AODA (Accessibility for Ontarians with Disabilities Act), an animal is a service animal for a person with a disability if:

(a) the animal can be readily identified as one that is being used by the person for reasons relating to the person's disability, as a result of visual indicators such as the vest or harness worn by the animal; or

(b) the person provides documentation from one of the following regulated health professionals confirming that the person requires the animal for reasons relating to the disability:

(i) A member of the College of Audiologists and Speech-Language Pathologists of Ontario.

(ii) A member of the College of Chiropractors of Ontario.

(iii) A member of the College of Nurses of Ontario.

(iv) A member of the College of Occupational Therapists of Ontario.

(v) A member of the College of Optometrists of Ontario.

(vi) A member of the College of Physicians and Surgeons of Ontario.

(vii) A member of the College of Physiotherapists of Ontario.

(viii) A member of the College of Psychologists of Ontario.

(ix) A member of the College of Registered Psychotherapists and Registered Mental Health Therapists of Ontario.

### 3.0 **Accreditation For Services Dogs**

Service animals must be certified and registered in Canada. The Special Skills Dog (SSD) or National Service Dog (NSD) will have a distinctive harness and leash and/or saddlebag and vest.

Training schools for any type of service, guide or working dog in Ontario must be members and accredited by either:

a) The International Guide Dog Federation (IGDF): Members' purpose is to serve the visually impaired and blind people from around the world by training and providing Guide Dogs;

b) Assistance Dogs International, Inc. (ADI): ADI is a coalition of not-for-profit organizations that train and place Assistance Dogs.

#### 4.0 **Procedure For Request for Service Dog Involvement At School**

A parent/guardian must notify the school in writing that they are requesting a service dog to accompany the child during the school day. The Principal will then provide parent/guardian with **Request for Service Dog Involvement with a Student Package (Appendix A)**.

Parent/guardian must complete this package and return it to the principal before the implementation process can begin. The following must be included in the package:

- A letter from a member of the College of Physicians and Surgeons or the College of Psychologists confirming the diagnosis of a recognized special need as well as a recommendation for the use of a certified service dog;
- A letter from an accredited registered Service Dogs Training Centre stating that a certified service dog has been placed with the student and the date of formal certification;
- Provide the school with proof of up-to-date vaccinations,
- A municipal Service Dog license
- Confirmation that the dog is in good health; (a letter from the Veterinarian)

➤ Provide liability insurance. **CHECK??? (Should this be included?)**

The Principal will inform and consult with the Superintendent prior to planning the implementation process.

The Principal will schedule a School Based Support Learning Team Meeting with the parents/guardians, a representative of the dog training centre, appropriate school staff who work with the student. The Superintendent may be invited to this meeting.

Discussion may include:

- Safety considerations (e.g., severe allergies, staff or students with asthma, fear of dogs, etc.);
- The potential impact of the involvement of the dog on the school community;
- Dog care requirements, handling routines and responsibilities including who will act as the **handler** at school

- Guidelines for staff and students;
- The role of and communication with the parent/guardian.

## **5.0 Principals' Responsibilities:**

1. Complete **Principal Checklist for the Implementation of a Service Dog into the School.** (See Appendix B)
2. Place a copy of the parent letter and the medical diagnosis in the OSR. Any further documentation relating to the use of the Service Dog is to be housed in the OSR.
3. Ensure that the reasons for use of the Service Dog, the benefits to the student in the school environment and descriptions of activity are consistent with the needs or recommendations of IPRC and if the student has an IEP the need and role of the Service Dog should be included.
4. Consult with the Superintendent of Special Services upon receipt of a parental request for the use of a service dog in the school.
5. Set up a case conference involving the parents/guardians, principal, classroom teacher(s), special education staff, a representative from Service Dogs of Canada, the student when appropriate and a Superintendent of Education to discuss and develop a plan to determine the following:
  - a. Purpose/function of the service dog, both through discussion, as well as through an observation of the student with the Service Dog.
  - b. Review of the student's strengths and needs and the IEP to determine if the support of a Service Dog may provide accommodations for learning, independence and/or safety not yet provided by the school.
  - c. Personal care of the animal, including:
    - i. Who will be the person (handler) responsible for the animal?
    - ii. What is the backup procedure if the person (handler) is not available?
    - iii. Where is the safest and most environmentally sound place for the dog to relieve itself?
    - iv. If the student is able to maintain the personal care of the dog, who will accompany the student outside, if needed?
    - v. Is there a suitable disposal container that the handler can reach?

- vi. How will the handler “clean up” after the animal?
  - vii. What considerations have been made for winter conditions and inclement weather?
  - viii. What considerations have been made for where the dog’s water bowl is to be kept?
  - ix. Who will fill the water bowl?
6. Ensure classroom teacher(s) and support staff are informed.
7. Consider any necessary change in routine and procedures, as well as any programming changes that may be required.
8. Examine the seating arrangements and traffic flow patterns in the classroom(s).
9. Forward the following letters:
- a. A letter to inform the school community as to arrival of the animal, its purpose and the rules and regulations regarding the existence of the  
**Sample Letter to Parents In The Community Regarding The Admittance Of A Service Dog Into The School (Appendix C)**
  - b. A specific letter to the students in any of the classes where the dog will be present in case of allergies, extreme phobias from the students’ parent/guardian/caregivers. **Sample Letter To The Parents Of The Students In the Class(es) ( Appendix D)**
- N.B.** In cases where the accommodation of a Service Dog is required and there are medical or sensitivity issues in the class or school alternate provisions may have to be investigated. Where necessary in the decision making process, rights and needs of one person may have to be balanced against the rights and needs of another. For example, in the case of severe allergies, some of the options to consider may be creating distance between two individuals, eliminating contact, etc.
- c. A letter to the students who will be sharing transportation where the Service Dog will be present including students from another school or school board. **Sample Letter To Those Sharing Transportation With Service Dog (Appendix E).**

**N.B.** All letters regarding the Assistance Dog must be retained in the student’s OSR for a period of one year, or until superseded.

10. Inform all school staff and health and safety representatives of the presence of the Service Dog.
11. Inform all school volunteers of the presence of the Service Dog.
12. Inform the Catholic School Parent Council of the presence of the Service Dog.
13. Create a **Management Plan for the Care of the Service Dog (Appendix F)** for the student and Service Dog, including:
  - a. Making arrangements for the dog to visit the school after or before students are present in order to become familiar with the school environment;
  - b. A timetable for the introduction of the Service Dog to the school, the class and for the training of the student's school team (Principal, teachers(s), support staff, etc.);
  - c. Rules of conduct around the Service Dog for students, staff and the public and how the information and rules will be disseminated;
  - d. An assembly for the student body, staff, and the community involving representatives from the Service Dogs Association to provide education and awareness of Service Dogs in schools and to explain specifically the role of the assistance in their particular school.
14. Place a sign (generally provided by Service Dogs Association) on the doors of the school alerting visitors to the animal's presence.
15. Revise fire exit plan and evacuation procedures to include the assistance dog.  
**(Appendix G)**
16. Inform the Transportation Services and make transportation arrangements, as needed.
17. Complete the Procedures for the Transportation of Service Dogs on Bus Routes .  
Refer to **Transportation Of Service Animals (Appendix H)**.

18. If the bus carrier is transporting students from other Boards on the same bus while the animal is present, then the other Board must be notified so that they can in turn notify the parent(s)/guardian(s)/caregiver(s) of those children (or child) riding on that bus.

## **6.0 Responsibilities of Students with Service Animals and their Parents/Guardians**

Parents/guardians must adhere to the following:

- Be responsible for any financial implications regarding the use and care of the Service Dog, including the provision of a fully trained dog handler to provide for bio-breaks, in cases where the student is unable to meet the needs of the dog;
- Annually, must provide the school/board with proof of up-to-date vaccinations, licenses and confirmation that the dog is in good health;
- Inform school administration and teachers of the service animal's visiting schedule or approximate schedule;
- Provide a mat (not a cushion) or soft crate for service dogs. This will act as a marker of where the dog is required to stay;
- Keep the animal clean and well groomed;
- Parents/guardians should report any incidents involving their service animal to the principal or vice principal immediately;
- Address any medical issues of the service animal immediately, such as ear infections;
- If requested parents/guardians or the student must provide proof that the service animal is permitted in the city or town where the school is located or in the municipality they are visiting on a school trip etc ;
- The Toronto Catholic District School Board recommends that parents/guardians or (where applicable) students review and reflect on their insurance coverage (home and content insurance as it relates to liability coverage).

## 7.0 Responsibilities For Handler

**Handler** refers to the individual who has received training and guides, instructs and looks after the animal. In the situation where the student is unable to look after the dog's needs due to physical and/or cognitive challenges, a second individual is required and that person is deemed to be the handler.

The student or handler of the service animal must adhere to the following:

- Demonstrate that the animal is suitable for educational settings (e.g. it will not interfere with school routines and activities) and will not pose a risk to health and safety;
- Keep the animal in control at all times;
- Ensure the animal does not vocalize unnecessarily, e.g. barking, growling or whining;
- Keep the service animal on a leash or contained as appropriate at all times;
- Responsibility for toileting breaks, cleaning up after the animal, for its feeding and other care;
- Make certain the animal's behaviour is not aggressive or threatening;
- Maintain full responsibility of the service animal at all times. Do not leave the animal unattended;
- Respect the rights and feelings of others. For example, attempt to avoid individuals when aware that they are afraid of, or allergic to animals;
- If the student/handler notice any aggressive behaviour involving their service animal such as, growling or biting they must remove the service animal from the situation immediately;
- Students or their parents/guardians should report any incidents involving their service animal to the principal or vice principal immediately.

## 8.0 Exclusion of Service Dogs

- a) A service animal can only be excluded from access to the premises where this is required by another law. Examples include the Health Protection and Promotion Act and the Food Safety and Quality Act. The former Act prohibits service animals in places where food is prepared, processed, or handled (e.g., kitchen of school cafeteria or



culinary arts classroom) although service dogs are permitted where food is served and sold (e.g., school cafeteria or lunchroom).

- b) Where there is a risk to the health and safety of another person as a result of the presence of a service animal, consideration must be given to options available prior to exclusion of a service animal. An example would be a situation where an individual has a severe allergy to the service animal. It is the Board's expectation that the situation be fully analyzed and all measures to eliminate the risk be considered (e.g., creating distance between the two individuals concerned, making reasonable alterations to schedules, etc.).
- c) A service animal can be excluded if it is of a breed that is prohibited by law.

#### **9.0 Sources (\*\*Check\*\* do we need to include this?)**

- ☐ Ontario Human Rights Code
- ☐ Persons with Disabilities Act
- ☐ Ontarians with Disabilities Act
- ☐ Ontario Dog Owners Liability Act
- ☐ Food Safety and Quality Act

## **Request for Service Dog Involvement with a Student Package**

### **Information for Parents/Guardians Requesting a Service Dog in the School**

Dear Parents/Guardians:

The successful implementation of a service dog into a school setting depends on clear communication, a well-informed school community and careful planning. This package will help you provide the necessary information to assist the Principal to make the best possible decisions for your child and other students as well as for the staff, volunteers, and visitors in the school. The information will be filed in your child's Ontario Student Record (OSR).

The use of a service dog is considered to be an accommodation to help your child learn and to develop the necessary skills to achieve success and independence at school. The use of a companion dog is generally not considered to be an accommodation under the Ontario curriculum. If your child already has an Individual Education Plan, it will be reviewed at a School Based Support Learning Team (SBSLT) Meeting, or one will be developed in consultation with you. The Principal will invite you, your child's teacher, a representative from the training centre, and the School Based Support Learning Team (SBSLT) to discuss your child's needs, the accommodations that are already in place for your child, as well as the additional assistance provided by a service dog.

The well-being of the dog is also very important. Its care, handling and training needs will be addressed and your input as a trained handler is valuable. The Principal needs to know what resources are available to facilitate the transition of the service dog to school and the implementation of the plan. Strategies for becoming familiar with the building and school grounds, introduction to assemblies/concerts, recess, and informing the staff about interacting with the dog will need to be included in the planning to be as consistent and fair to the dog as possible. Since the Catholic School Parent Council advises the Principal on matters pertaining to the school community, it is customary to provide an information session for the council and other interested parents. Important information shared in this way facilitates understanding and acceptance of new practices at the school. You will be asked to participate in the information session.

Your responsibilities include:

- ☐ Transporting or walking the dog to and from school, or facilitating the use of bus transportation;
- ☐ Providing the required information and equipment for the care of the dog;
  - Assuming financial responsibility for the dog's training, veterinary care, and other related costs;
- ☐ Working co-operatively with the school staff to make this accommodation a success; and
- ☐ Providing the Principal with all the required documentation in a timely fashion.

Once the necessary information has been discussed, the Principal will consult with the Superintendent of Schools and the Superintendent of Student Services prior to the admission of the service dog into the school. If approved, the school will then implement the steps within the plan to ensure a smooth transition for the entry of the service dog.

## Request for Service Dog Involvement with a Student

Name of Student: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

Address: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Name of Parent(s)/Guardian(s): \_\_\_\_\_

Home Telephone: \_\_\_\_\_ Work Telephone: \_\_\_\_\_

1. I/We request that permission be granted for \_\_\_\_\_ to use a service dog in school and at school related activities.

2. Length of time the student and dog have worked together: \_\_\_\_\_

3. Additional information that will assist the Principal: \_\_\_\_\_

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4. I/We understand that it is our responsibility to:

- Transport or walk the dog to and from school, or work with the school to arrange busing, if the student qualifies for transportation.
- Provide a certificate of training from a guide dog training facility.
- Documentation from member(s) of the College of Physicians and Surgeons or from a member of the College of Psychologists confirming a diagnosis as well as a recommendation for the use of a service dog.
- Provide the required equipment and dog care items.
- Assume financial responsibility for the dog's training, veterinary care, and, other related costs.
- Work co-operatively with the school staff to make this accommodation a success. Assist the Principal to communicate relevant information to the school community.
- Provide the Principal with required documentation in a timely fashion.
- Inform the Principal of all relevant information that may affect the child, the other students and/or staff.
- Provide proof of vaccination for the service animal.

We acknowledge that the Toronto Catholic District School Board is considering this request under the terms of the Accessibility for Ontarians with Disabilities Act (AODA), and that schools are required to accommodate people with disabilities and their disability related needs to ensure equal access.

Schools are responsible for protecting the safety, health and emotional needs of the whole school community, and this procedure has been developed in order to facilitate the entrance of a service animal into a school.

Where necessary, in the implementation and accommodation process, the rights and needs of one person may have to be balanced against the rights and needs of another. The TCDSB reserves the right to request additional information and/or documentation to ensure the animal's presence in school does not present an increased risk of harm to the animal, the person, the student, and/or other members of the school community.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

**For Toronto Catholic District School Board Use Only**

Request Approved ☐

Request Not Approved ☐

Reason request not approved:

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Date

cc: Parent  
OSR  
Superintendent of Schools  
Superintendent of Special Services

## Principal Checklist for the Implementation of a Service Dog into the School

Task	Date Completed
Provide parent(s)/guardian(s) with the Toronto Catholic District School Board <b>Appendix A – Request for Service Dog Involvement with a Student Package</b>	
Inform Superintendent of Education and the Superintendent of Student Services of the request	
Receive copies of the required documentation: <ul style="list-style-type: none"> <li>• Copy of Appendix A – Request for Service Dog Involvement with a Student</li> <li>• Copy of dog's registration with a recognized training center</li> <li>• Copy of current, official vaccination certificate for the dog</li> <li>• Documentation from member(s) of the College of Physicians and Surgeons or from a member of the College of Psychologists confirming a diagnosis as well as a recommendation for the use of a service dog</li> <li>• Copy of training certification of parent(s)/guardian(s)</li> </ul>	
Convene a Case Conference with the following in attendance: <ul style="list-style-type: none"> <li>• Parent(s)/Guardian(s) and/or student over the age of 18</li> <li>• Classroom teacher(s)</li> <li>• School Based Support Learning Team (SBSLT)</li> <li>• Representative from the dog training centre</li> </ul>	
Ensure that the reasons for the use of the Service Dog, the benefits to the student in the school environment and descriptions of activity are consistent with the needs or recommendations of IPRC and if the student has an IEP the need and role of the Service Dog should be included.	
Inform school staff	
Inform Catholic School Parent Council	
Inform Transportation Services and make transportation arrangements, as needed. <b>(Refer to Appendix H)</b>	
Send letter to inform school community. <b>(Refer to Appendix C)</b>	
A letter to parent(s)/guardian(s) of students in any of the classes where the dog will be present. <b>(Refer to Appendix D)</b>	
A letter to parent(s)/guardian(s) of students who will be sharing transportation. <b>(Refer to Appendix E)</b>	

Create Management Plan for the Care of the Service Dog. <b>(see Appendix F)</b>	
Revise fire exit plan and evacuation procedures to include Service Dog. <b>(see Appendix G)</b>	
Post signs on the entrance doors to advise visitors of the dog's presence.	
The use of the service dog shall be reviewed annually (within the first 30 days of the school year) or as deemed necessary by the school administration or the student's parent(s)/guardian(s) and/or student 18 years or older.	

## **SAMPLE LETTER TO PARENTS IN THE COMMUNITY REGARDING THE ADMITTANCE OF A SERVICE DOG INTO THE SCHOOL**

(Insert School Letterhead)

Date

Dear Parent/Guardian:

This letter is to inform you that there will be a Certified Service Dog in our school helping one of our students to access the Ontario Curriculum and assist with their learning.

This Certified Service Dog is highly trained and recognized by an accredited Canadian training facility, and is able to assist with many of the routine activities which pose challenges for the student. The student's right to have a Service Dog is protected under the Ontario Human Rights legislation and other laws.

There will be an upcoming information session for parents at the school **(insert date)** to assist with your understanding of how the Certified Service Dog will be integrated into the school. As well, a school-wide assembly will be held for all students to help them identify with the Service Dog and how it will fit into the daily routines of all students. They will be instructed as to the proper procedure regarding the dog and that the dog is a 'working' Service Dog and not a pet while at school.

We anticipate the Certified Service Dog being of benefit to the student's learning and we look forward to this new addition to our school and school community.

Thank you for your understanding and support. Should you have any questions or concerns, please contact the office.

Sincerely,

Principal

cc: Superintendent of Schools  
Superintendent of Special Education  
Classroom Teacher  
OSR

## **SAMPLE LETTER TO THE FAMILIES OF STUDENTS IN THE CLASS(ES)**

(Insert School Letterhead)

Date

Dear Parent/Guardian:

This letter is to inform you that there will be a Certified Service Dog in our school helping one of our students to access the Ontario Curriculum and assist with their learning. The Certified Service Dog will be in your child's classroom effective **(date)**.

This Certified Service Dog is highly trained and recognized by an accredited Canadian training facility, and is able to assist with many of the routine activities which pose challenges for the student. The student's right to have a Certified Service Dog is protected under the Ontario Human Rights legislation and other laws. An upcoming information session for parents will offer more information on how the dog will be integrated into the school setting.

Students will participate in a school-wide assembly to assist with the integration of the Certified Service Dog and how the dog will fit into the daily routines of all students. The students in this classroom will also receive more direct instruction and training as to the proper procedure and conduct when around the Certified Service Dog. They will be informed that the Certified Service Dog is a working dog and not a pet while at school.

We anticipate the Certified Service Dog being of benefit to the student's learning and we look forward to this new addition to our school and school community.

Sincerely,

Principal

cc: Superintendent of Schools  
Superintendent of Special Education  
Classroom Teacher  
OSR



## **SAMPLE LETTER TO THOSE SHARING TRANSPORTATION WITH SERVICE DOG**

(Insert School Letterhead)

Date

Dear Parent/Guardian:

This letter is to inform you that there will be a Certified Service Dog in our school and on your bus helping one of our students to access the Ontario Curriculum and assist with their learning. The Certified Service Dog will be traveling on your child's bus effective **(date)**.

This Certified Service Dog is highly trained and recognized by an accredited Canadian training facility, and is able to assist with many of the routine activities which pose challenges for the student. The student's right to have a Certified Service Dog is protected under the Ontario Human Rights legislation and other laws, as listed in board policy. An upcoming information session for parents will offer more information on how the dog will be integrated into the bus.

Students will participate in a school-wide assembly to assist with the integration of the Certified Service Dog on the bus. The students on this bus will also receive more direct instruction and training as to the proper procedure and conduct when around the Certified Service Dog. They will be informed that the Certified Service Dog is a working dog and not a pet.

We anticipate the Certified Service Dog being of benefit to the student's learning and we look forward to this new addition to our school and school community.

Thank you for your understanding and support. Should you have any questions or concerns, please contact the office.

Sincerely,

Principal

cc.

Superintendent of Special Education

Superintendent of Schools

Classroom teacher

OSR

### MANAGEMENT PLAN FOR THE CARE OF THE SERVICE DOG

Name of student: \_\_\_\_\_ D.O.B.: \_\_\_\_\_

School: \_\_\_\_\_ School year: \_\_\_\_\_

Name of dog: \_\_\_\_\_

Dog handler: \_\_\_\_\_

\* Where possible and feasible, these responsibilities should be handled by the student in the same manner as at home. Care of the animal is also a skill to be taught.

Note:

- ✓ Making Arrangements for the dog to visit the school after or before students are present in order to become familiar with the school environment;
- ✓ A timetable for the introduction of the Service Dog to the school, the class and for the training of the student's school team (Principal, teachers(s), support staff, etc.);
- ✓ Rules of conduct around the Service Dog for students, staff and the public and how the information and rules will be disseminated;
- ✓ An assembly for the student body, staff, and the community involving representatives from the Service Dogs Association to provide education and awareness of Service Dogs in schools and to explain specifically the role of the assistance in their particular school.

**Water needs:** (e.g. provision of water bowl, procedures for use, cleaning etc.)

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**Bladder/Bowel Needs of Dog** (e.g. – frequency, location, disposal etc.)

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**Other considerations** (e.g. rest periods away from work, hot and winter weather, etc.)

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Signature of Parent/Guardian \_\_\_\_\_ Date \_\_\_\_\_

Signature of Principal \_\_\_\_\_ Date \_\_\_\_\_



## STUDENT SCHOOL EMERGENCY EVACUATION RESPONSE PLAN

### 1. STUDENT INFORMATION

**Name:****EA Name(s)** *(if applicable)* :**Grade:****CYW Name(s)** *(if applicable)* :**Daily Schedule and Classroom Locations** *(attachment if necessary):*

### 2. EMERGENCY EVACUATION ASSESSMENT

Does the student experience any of the following that could impede the ability to quickly evacuate the workplace?

a. Mobility limitations; interference with walking, using stairs, joint pain, use of mobility device (i.e. wheelchair, scooter, cane, crutches, walker, etc.)

☐ yes ☐ no

b. Vision impairment/loss

☐ yes ☐ no

c. Hearing impairment/loss

☐ yes ☐ no

d. Other (please specify):

☐ yes ☐ no

### 3. COMMUNICATION NEEDS & ACCOMMODATIONS

Indicate the student's preferred method of communication in an emergency situation. List any assistive communication devices and/or accommodations required. *Example: student with hearing impairment may require assistive device to receive emergency evacuation information.*

<b>Protocol Name:      Transportation of Service Animals</b>
--

In the event a service animal is required to be transported with a student the following protocol is to be enacted.

Service Animals: other than dogs:

1. All service animals will have documentation from a governing body that is responsible for the training and development of the animal.
2. Specific directions in regards to the care and transport of these animals must be communicated to the Transportation consortium as part of the students 'Independent Transportation Plan'
3. When transporting animals all families and drivers must be notified ahead of service starting indicating what type of animal is being transported.
4. Documentation must be provided to all families and drivers outlining the service animal's responsibilities to the student and a fact sheet detailing information about dealing with service animals.
5. The bus company will post this information in their dispatch office and identify routes with service animals and only assign drivers that are aware of and trained to deal with service animals.
6. In the event an animal is required (and is not a registered service animal) as approved by the Special Education Department as a means to placate or calm a student as part of their transportation routine then the School Board will be responsible for providing the documentation and fact sheet in a similar fashion to those for service animals.

Protocol Name:  
Date Enacted:  
Date Amended:

## Service Animals: Dogs

1. The same protocols as above will be enacted for service dogs. Specific directions are highlighted below:

- The service animal should NEVER ride on the wheelchair lift to prevent injuries.
- Driver should always wait for or ask for instruction from the service dog owner.
- Drivers should avoid petting and talking to the service dog.
- If the student needs assistance loading into a vehicle, he/she may tell the dog to board the vehicle and wait inside, the driver should make sure all other doors are closed behind the dog, except for the one that the student will be using to board the vehicle. Same thing for unloading.
- The student may ask the driver to hold on to the dog's leash and lead the dog into the vehicle and wait there (for example, on a TTC bus), and then the student board the bus by wheeling up the ramp on their own. The driver should do so and should NOT let go of the dog's leash for the dog's safety.
- When securing the wheelchair in the vehicle and the service dog is in the way, the driver should ask the student to reposition his dog.
- Drivers should not give commands to the service dog, ALWAYS ask the service dog owners to deal with the dog.
- If the student is to exit the vehicle by wheeling down the ramp on their own, again the driver may be asked to hold on to the service dog and hand the leash over ONLY when the student has safely arrived on the sidewalk.
- If Driver is asked to hold on to the service dog's leash, they should make sure their shoulders are square and back is straight to establish leadership. Also avoid direct eye contact with the dog, so the dog's focus is still on his owner.

In case of a student is incapacitated:

If a student is incapacitated and he has a service dog with him at that time, and you think that the dog will be bothered by you touching their partner then try to pet the dog with confident hands. Crouch down with your shoulders back and turn the side of your body toward the dog. Try to lead him to a separate room and shut the door. Drivers should carry dog treats with them to make friends and use to help lure the dog to a desired position.

Paramedics need to deal with the injured and will not be able to take the service dog in an ambulance. C.O.P.E. dogs carry emergency cards in their back packs or capes. If they are not found there, or the dog is not wearing his pack then the emergency card should be on the person. The card states emergency phone numbers for people who could take care of the dog. Please remember to call COPE (705-734-COPE (2673)) if you cannot find any emergency contacts.

Protocol Name:

Date Enacted:

Date Amended:

If the service dog belongs to a different organization, then please contact the respective organization.

If someone is willing to care for the dog until the emergency contact arrives but they need to transport the dog to a different location, then the dog can be transported on the floor of a vehicle.

All C.O.P.E. Service Dogs are trained not to act aggressively in any situation. However, in times of extreme stress it is possible that a dog may rely on his instincts rather than his training. IF this does happen, it is important for drivers to not act aggressively toward the dog (i.e. raising their arms over their head and yelling) and try to talk to the dog in a confident, friendly and calm voice. Something like "Hi puppy. You're a good dog. We are taking your friend to the hospital now." If you keep your shoulders back and explain things so that your voice appears confident and "as a matter of fact" to the dog then this will decrease stress and therefore the instinct to be aggressive.

The most important point is to appear confident and friendly.

In the case of an emergency evacuation of the vehicle:

- If the student and their service dog are both conscious and not injured, then ask for instruction from the student as to whether they need assistance with the dog.
- If the student is incapacitated but the dog is conscious, not injured but appears fearful, then you should approach dog in a confident manner. That is, shoulders back, turn the side of your body toward the dog and talk to the dog in a confident, friendly and calm voice, then lead the dog to safety. Call OSPCA or Humane Society for help if the dog appears fearful aggressive.
- If the dog is conscious and INJURED, you should approach in a confident and calm manner. Muzzle the dog with a muzzle or using a shoe lace or dog leash (make sure it is tied at the back of the dog's neck as well as around the snout). Transport the dog to safety with care and call a vet immediately.
- If the dog is unconscious and injured, muzzle the dog with a muzzle or using a shoe lace or dog leash (make sure it is tied at the back of the dog's neck as well as around the snout). Transport the dog to safety with care and call a vet immediately.

Protocol Name:

Date Enacted:

Date Amended:



RECEIVED MAR 11 2016

March 10, 2016

Request #2016-01

Mr. Luke Reid  
Arch Disability Law Centre  
425 Bloor Street East, Suite 110  
Toronto, ON M4W 3R4

Dear Mr. Reid:

I am writing in response to your request under the *Municipal Freedom of Information and Protection of Privacy Act* for access to non-personal records, reports and/or memorandums the Toronto Catholic District School Board has pertaining to tracking the use of s. 265(1)(m) of the *Education Act* in schools for the periods of 2013, 2014, and 2015

This is to inform you that a search has been undertaken for responsive records, and that access is granted to the records you have requested. The records deemed responsive to your request are as follows:

- A "List of Exclusions" tracked by TCDSB's Corporate Services department. Please note that in order to de-personalize the information contained in this list, the "School Name" and "Student Name" table fields have been redacted.
- A template letter created for school principals to adapt and send to Parents/Guardians in cases where section 265(1)(m) of the *Education Act* has been invoked.

You may request that this decision be reviewed by the Information and Privacy Commissioner. The Commissioner can be reached at: 2 Bloor Street East, Suite 1400, Toronto, Ontario M4W 1A8

Please note that you have 30 days from the receipt of this letter to request a review.

Please contact me if you have any questions. I would appreciate you using the Request number 2016-01 assigned to your request in any further correspondence.

Sincerely,

Bryan Shannon  
Delegate of the Head  
Senior Manager- Archives, Records Management and Freedom of Information  
Toronto Catholic District School Board  
ph.: 416.222.8282 ext. 2162



# LIST OF EXCLUSIONS

DECEMBER 2013 -- FEBRUARY 16, 2016

#	SCHOOL NAME	STUDENT NAME	DATE	APPEAL HEARING INFORMATION
1			Dec 2013	-Appeal filed by parents -Settled via case conference before hearing
2			April 2014	-Appeal filed by parent -Appeal Hearing held April 30 & May 8, 2014 -Exclusion <b>upheld</b> by the Board of Trustees
3			Oct 2014	
4			Oct 2014	
5			Oct 2014	
6			Feb 2015	
7			March 2015	
8			April 2015	
9			May 2015	
10			Oct 2015	
11			Nov 2015	
12			Nov 2015	
13			Dec 2015	
14			Dec 2015	
15			Dec 2015	
16			Jan 2016	
17			Jan 2016	
18			Jan 2016	
19			Feb 2016	Note: Exclusion pending TPS Inv.
20			Feb 2016	Note: Exclusion pending TPS Inv.
21			Feb 2016	

TOTAL EXCLUSIONS BY YEAR

2013	1
2014	4
2015	10
2016	6





**REPORT TO**

**REGULAR BOARD**

## SEAC MOTIONS RECEIVED BY BOARD AND REFERRED TO STAFF FOR REPORT

*“Blessed are the meek, for they will inherit the earth (Mt 5:5).”*

Created, Draft	First Tabling	Review
January 14, 2019	January 24, 2019	<a href="#">Click here to enter a date.</a>

Linda Maselli-Jackman, Superintendent of Education, Special Services  
 Vincent Burzotta, Superintendent of Education, Safe Schools, SSI, Alternative, Continuing, and International Education

### INFORMATION REPORT

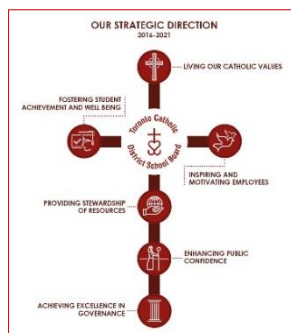
**Vision:**

*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**

The SEAC committee has made number of inquiries and motions on a variety of topics related to the provision of services to students with Special Education needs. Those inquiries and motions have been received by the Board and referred to staff to bring back a report to the January 2019 Board meeting.

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

## **B. PURPOSE**

1. This Information Report is on the Order Paper of the January 24, 2019 Regular Board in response to a variety of SEAC inquiries and/or motions.
2. The inquiries and/or motions addressed in this report are as follow:
  1. That SEAC recommend to Board that Appendix A of the Safe Schools report (September 6, 2018) be amended to provide the following information:
    - a) The total number of students in the TCDSB with an Individual Education Plan (IEP) broken down by Elementary and Secondary students;
    - b) The total number of students that have received a Board or School expulsion broken down by students with an IEP; and
    - c) 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. 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;

3. Inquiry from Autism Ontario (School Fire Safety and Students with Disabilities):

- a) What policies and procedures are in place that specifically include 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?
- b) 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?
- c) What metrics are in place for monitoring and reporting compliance with the fire safety plan requirements?

- 4. 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;
- 5. That Staff investigate the availability of data on how many students with an IEP 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;
- 6. 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;
- 7. That the three (3) questions in the report (Refer Attachment, page 81 of 2018-12-13 Board Public Agenda) be answered in writing and brought back to SEAC (*Autism Ontario - Early Identification and Intervention for Students with Special Needs*). They are as follow:

- a) What identification strategy is in place for students who present with learning needs after grade one, and what interventions are included in this strategy?
  - b) What do school board policies, teacher federations, and provincial and local legislation and policy dictate in regard to teachers identifying student needs and providing extra help to struggling students in class or before/after school?
  - c) Since fee for service tutors are being recommended to students and parents by local school and board staff to fill in gaps that are not being filled in the classroom/school, what is the obstacle/barrier that local schools and the Board feel they cannot overcome in providing equity in curriculum delivery in support of student achievement for students with special education needs in the classroom?
8. That staff bring back the Parent Voice Survey results and report to SEAC in a timely manner.

## **C. BACKGROUND**

This report-back to the January 24, 2019 Board is provided in response to various SEAC inquiries and/or motions made during the November and December SEAC meetings, that have been received by the Board, and referred to staff.

## **D. EVIDENCE/RESEARCH/ANALYSIS**

### **1. SAFE SCHOOLS REPORT 2017-18**

The following information is provided in addition to what was reported in *Appendix A* of the 2017-18 Annual Safe Schools report.

i) The total number of TCDSB students with an IEP, broken down by Elementary and Secondary panels is:

Elementary:	10, 582
Secondary:	6, 082
Total:	16, 664

ii) Total number of students that have received a Board or School Expulsion, broken down by students with an IEP is:

Board expelled students with an IEP:	9
School expelled students with an IEP:	34
Total students in Board with an IEP is:	16,664

iii) Total number of students that have received a 265 (1)m Safety exclusion and broken down by students with an IEP and those not identified:

The Annual Safe School Report is directly linked to Safe School Legislation. However, Safety Exclusions under 265 (1)m of the Education Act are not tracked by the Safe School department as they are not associated with Safe Schools legislation; nor is there any requirement for the Board to report those to the Ministry of Education. Safety exclusions are not considered disciplinary and also include Police exclusions which school Principals are mandated to adhere to until an active police investigation is complete. In any event, there is an expectation that the student will return to a school of the TCDSB. Exclusions are thus not a metric that is linked to the Safe Schools Annual Report. Instead, Safety Exclusions deal with programming alternatives that support a successful academic and social-emotional transition back to a school.

## **2. TCDSB 2017-18 SUSPENSION RATES: PREVENTATIVE ACTION MEASURES**

The Superintendents of Special Services and Safe Schools provide preventative action measures to reduce the expulsion and suspension rates for students with IEPs/Special Education needs just as they do for all other students.

i) The Safe School Department offers yearly presentations to both Principals and Vice-Principals on various aspects of Safe School legislation that impact directly on student learning as well as on safe, accepting, and inclusive school environments. As per PPM 145 presentations are done outlining the significance of *Mitigating and other Factors* as they apply not only to students who hold an IEP, but to all students.

(ii) When necessary personal consultations are done with Principals before a final determination on potential discipline is reached.

(iii) In cases with students who hold an IEP, the Safe School Department, in certain situations, will refer the Principal to the Special Services Department where additional expertise is required.

(iv) Additionally, the Safe Schools Department offers numerous Safe School Professional Development Modules to Board staff on various topics including the use of progressive discipline and how to de-escalate situations of inappropriate student behavior.

### **3. INQUIRY FROM AUTISM ONTARIO (SCHOOL FIRE SAFETY AND STUDENTS WITH DISABILITIES)**

i) There is a variety of policies and procedures that are in place to address school fire safety, including for students with Special Education needs. The needs of all students, as well as those with Special Education requirements, are taken into consideration when developing, carrying out, and monitoring fire safety plan procedures in TCDSB schools.

#### **Considerations made when developing school Fire Safety Plans:**

1. Principals are responsible for the development of each school's fire safety plan;

2. Included in those documents are the plans for the safe evacuation of all students who require Special Education services;

3. Plans for the safe evacuation of students with special needs are co-created with the input of staff who provide Special Education services to students;
4. A promising practice for Principals is to invite, early in the school year, the local Fire Department to oversee and provide feedback for a school fire drill.

### **Additional Supports for Students with Sensory Processing or Other Transition Planning Needs**

Special Education program teachers and staff provide ongoing awareness instruction about the fire or other "*Threats to School Safety*" drills so that students become familiar with the circumstances surrounding the drill situation. An example of a Fire Emergency Procedures poster is found in **Appendix A**.

Scaffolded (incremental) instruction is provided to students with Special Education needs regarding what to expect in the drill/evacuation situation, particularly regarding the sights, sounds, activity levels required for such situations. An example of a Fire Drill Visual Schedule is found in **Appendix B**.

Special Education staff engage in regular classroom practice for the drill situation (outside of the school-wide drill situation itself) so that students have multiple opportunities to gain familiarity with what is required in the school-wide evacuation drill situation.

For school-wide evacuation drill situations the Principal will provide to Special Education staff advanced warning of the drill so that they can prepare students for the impending transition.

Special education classroom staff preparations for students might include the following:

- a. Familiarization for all students and staff of the primary and alternate evacuation routes;
- b. Social stories to review each step of the evacuation drill situation;

- c. Preparation of students with sensory stimulation challenges for the noise of the fire alarm;
- d. Preparation of students with vision challenges for the onset of rapid movement and the most effective exit pathway to be taken to navigate furniture and human obstacles;
- e. Preparation for non-ambulatory students regarding the safe-zone location for those students and their supervising staff at which Fire Department personnel will be able to locate them for safe evacuation.

In situations requiring real-time emergency evacuation support, the first Fire Department team to arrive on the scene are those usually dispatched to locate and evacuate non-ambulatory students. The next team to arrive will address the potential fire situation itself.

### **Carrying Out Fire Safety Plans**

There are a number of actions to be taken when carrying out Fire Safety Plans. For those steps, please refer to **Appendix C**.

### **Monitoring Fire Safety Plan Procedures**

Fire safety plans are created in accordance with the Board's Threats to School Safety/Health and Safety requirements.

A sample Student School Emergency Evacuation Response Plan (AODA February 2012), whose contents contain various categories of students' identifying information, is found in **Appendix D**.

Principals will ensure that the original completed Student Emergency Evacuation Response form (with any attachments) is accessible to all staff in the event of an emergency and a copy filed in the school office.

All personal information collected on this form and any attachments will be used for Student School Emergency Evacuation Response purposes only and will remain confidential as per MFIPPA unless written consent is obtained



from the student's parent(s) or guardians (completion of Section 8 - *Acknowledgment and Release*).

### **Metrics for Monitoring Compliance with Safety Plan Procedures**

1. Staff is reminded to become familiar with the nearest fire exit;
2. Schools will have 3 fire drills per term;
3. Staff and students who need assistance evacuating the building must advise the Principal so that an "Emergency Evacuation Response Plan" can be created.
4. Fire Department staff and the school Principal review the plan once yearly (usually during the first fire drill of the year), and make any necessary revisions.
5. The Board and employee unions have a Joint Occupational Health and Safety Committee (JOHSC) that oversees the implementation of the fire safety plans at each school.

### **Board Committee Oversight**

The TCDSB has two staff members serving as the Co-ordinator of the Occupational Health and Safety Department and Safety Supervisor who are available for assistance and/or consultation by Board staff as required for any issue related to the fire safety plan at a school.

Joint Health and Safety Committees exist for both the Elementary and Secondary panels.

The Province of Ontario requires a Joint Occupational Health and Safety Committee (JHSC) in workplaces with at least 20 employees. The school is such a workplace, with the majority of schools having 20 or more employees. However, there are no local school-based or site-based JHSCs. Instead, the TCDSB has three multi-site, central JHSCs comprised of management and

worker members. All JHSC members must be TCDSB employees as per Section 9(7) and 9(10) of the Occupational Health and Safety Act. Section 9(7) prescribes that... "at least half the members of a committee shall be workers employed at the workplace who do not exercise managerial functions".

Under the Occupational Health and Safety Act, a JHSC serves as an advisory body to the employer on health and safety issues relating to employee safety. The JHSC also conducts regular workplace safety inspections.

JHSCs do not have decision-making authority and therefore, are not legally accountable. Instead, the TCDSB as the Employer is required to maintain and establish JHSCs. The TCDSB is legally accountable for its JHSCs.

#### **4. SECONDARY CURRICULUM PATHWAY STREAMING OF STUDENTS WITH INDIVIDUAL EDUCATION PLANS**

When students move from the Elementary to the Secondary panel, they are required to make course selections for Gr. 9 that fall into one or more of the following curriculum pathways:

- a) Academic (which can lead to University or Mixed (University/College) courses in Gr. 11 and 12);
- b) Applied (which can lead to College or Mixed (U/C) courses in Gr. 11 and 12);
- c) Locally Developed (which can lead to Workplace courses in Gr. 11 and 12);
- d) Open-level courses are offered in grades 9 and 10 for students in all course streams, with or without an IEP, in a variety of subject areas.
- e) Alternative (non-credit-bearing courses).

There is a rigorous process undertaken to assist Gr. 8 students with their Gr. 9 course selections which includes the following steps:

- i) The Gr. 8 teacher, Special Education teacher and parents review with students their course selections. Based on progress achieved to date, recommendations are made regarding the course pathway/stream in which the student would be most suitably placed. It is possible that not all courses chosen are in the same stream.
- ii) In early Spring, an Exchange of Information meeting takes place between the appropriate Elementary school staff and that of the receiving Secondary school.
- iii) Parents/Guardians are required to review and sign-off on the recommended course selections.
- iv) Course selections and registration packages are sent to the receiving Secondary schools by the students/families.

### **Gr. 9 English Course Selections for September 2018**

The following chart reflects the level of English course chosen by current-year Gr. 9 students with an IEP. If there was no English course chosen, then the Math course was used:

#### Legend:

B/LV = Blind or Low Vision  
D/HH = Deaf or Hard of Hearing  
DD = Developmental Disability  
LI = Language Impairment  
LD = Learning Disability  
MID = Mild Intellectual Disability  
ME = Multiple Exceptionalities  
N/A = Not Applicable (no identified exceptionality)  
PD = Physical Disability

<b>Grade 9 Students With IEP</b>	<b>Autism</b>	<b>Behaviour</b>	<b>B/LV</b>	<b>D/HH</b>	<b>DD</b>	<b>Gifted</b>	<b>LI</b>	<b>LD</b>	<b>MID</b>	<b>ME</b>	<b>N/A</b>	<b>PD</b>	<b>Grand Total</b>
Academic	18	3	1	2		183	11	69			264	2	553
Alternative (No Credit)	21				5			1	1	12	3	1	44
Applied	13	7		3	1	1	33	158	5		359	2	582
Locally Developed	14	2		2	1		24	39	28		59	1	170
<b>Grand Total</b>	<b>66</b>	<b>12</b>	<b>1</b>	<b>7</b>	<b>7</b>	<b>184</b>	<b>68</b>	<b>267</b>	<b>34</b>	<b>12</b>	<b>685</b>	<b>6</b>	<b>1,349</b>

### **5. Post-Secondary Pathways for Secondary Students with an Individual Education Plan**

Aggregate data pertaining to students' post-secondary destinations is not collected currently at a Board level. We are currently investigating ways in which this data can be accessed from each secondary school and collated to provide the data as an aggregate at a Board level.

Secondary schools will have the following information about their students' post-secondary endeavours as a result of exit plans made with them by Guidance and Special Education staff during their Gr. 12 or final year of secondary school:

- a) University application(s);
- b) College application(s);
- c) Apprenticeships; and
- d) Workplace destinations.

Schools will not necessarily have collected information about the results of students' applications to post-secondary education institutions, apprenticeship programs, or workplace destinations. There is currently no requirement for students and/or families to share with the secondary schools any results of applications to post-secondary institutions.

The Superintendent of Student Success has inquired with the Ontario Universities Application Centre (OUAC) and the Ontario Colleges Application Centre (OCAS) regarding the availability of this information. They have replied and the requested information is not available to be shared with the Board.

## **6. Post-Secondary Institution Application and Other Information Links on the TCDSB Website**

Currently, on the TCDSB public-facing website, there is no single repository of information regarding access to post-secondary education institutions or other pathway destinations.

Individual Secondary schools provide on their websites post-secondary destination access information according to the unique needs of their student populations.

The Superintendent of Special Services is liaising with the IT and Student Success Departments to determine possibilities for information collection and media-based sharing strategies (possibly including such things as web-links) in order to enable all students and their parents/guardians to have universal access to a broad-range of destination pathway planning information.

## **7. Autism Ontario Inquiry - Early Identification and Intervention for Students with Special Needs**

### **i) Early Identification Strategy:**

According to Policy/Program Memorandum No. 11, “Early Identification of Children’s Learning Needs” (1982), every school board in Ontario must have procedures in place to identify the level of development, learning abilities, and needs of every child who is enrolled in the school, and to ensure that educational programs are designed to accommodate those needs and to facilitate the child’s growth and development. These procedures are part of a process of continuous assessment and program planning that should be

initiated when a child is first enrolled in school and that should continue throughout a child's school life (Growing Success, 2010, p. 70).

Any formal identifications of exceptionalities, whether it be Autism or others, follow the established IPRC process. Once students are identified and/or placed in a Special Education program, the strategy for supporting students is locally developed based on the placement.

Once a TCDSB school receives information via an outside report or medical letter verifying a diagnosis, it is in turn reviewed by the appropriate school board service provider. Based on the information reviewed, the service provider can complete a Psycho-Educational assessment file note indicating whether or not the student meets TCDSB criteria for an identification.

Specific to Autism, an external assessment report or doctor's letter is received on its own merit. However, if more information is required for clarification purposes, there may be the need for an exchange of information meeting with the diagnosing doctor. This is the case regardless of a student's grade.

The TCDSB Special Services Autism Department has a multi-disciplinary team that can be accessed through the referral process. However, a student's diagnosis of Autism doesn't presuppose the involvement of the Autism Team. Involvement of this team is determined on a per-needs basis with a priority given to students whose diagnosis prevents them from achieving meaningful access to the curriculum.

Before a referral is considered, the responsibility is on the school to follow the School Based Support Team (SBST), Case Conference, and School Based Support Learning (multi-disciplinary) Team (SBSLT) process. School staff are required to show that they have been proactive in trying different strategies to support the student. The interventions available to students with Autism are locally determined, but can include support from support staff, support from the Special Education teacher (as determined by placement), access to the SBSLT members, or access to the Autism Team.

The goal of the Autism Team is to provide supports and services so that students are successful at school through building capacity within the schools. Services are provided using a tiered approach as outlined in the *Learning for All* (2013) document.

## ii) Identifying and Supporting Student Needs:

Ministry curriculum documents exist for each of the subject areas in Elementary and Secondary levels of education. However, there are two foundational curriculum documents that provide teachers with detailed information and resources which promote learning for all as well as effective and appropriate instructional and assessment practices, in order to mitigate learning gaps and promote students' engagement in their own learning. They are:

a) Growing Success (2010)

b) Learning for All (2013)

Teachers routinely make professional judgments in order to ensure effective implementation of teaching and learning strategies that promote respect for individual student needs as well as collaborative learning opportunities. Teachers endeavour to create learning environments in which students feel valued and confident enough to take risks, make mistakes, and engage in learning growth opportunities. Students, according to their ability, are encouraged to become partners in their own learning.

In differentiating instruction according to students' interests, a teacher endeavours to increase the likelihood that any given lesson or project is highly engaging and personally meaningful for each student in the class. Teachers who know students' interests can vary projects, themes, and examples used in instruction to reflect those interests (Learning for All, 2013, p.18).

Teachers routinely make themselves available to provide additional support to students beyond formally-scheduled class times. The degree of support provided in these contexts will vary by student and can be established in response to collaboration between students and their teachers, and/or parents/guardians and teachers, particularly if persistent concerns emerge regarding knowledge acquisition.

## iii) Addressing Learning Gaps:

It is not the policy of the TCDSB to promote fee-for-service on-line or other learning programs, or tutoring support for students enrolled in this Board.

Utilizing the concept of “universal design for learning,” it is the collective responsibility of all teachers to create the most equitable learning conditions for all students in order to promote their learning and maximize their potential. Schools and classrooms are places that are intended to promote learning for all.

#### **8. TCDSB Parent Voice Survey**

The results of the TCDSB Parent Voice Survey were shared publically in an information report entitled, “Parent Voice Survey Results 2018” that was tabled during the August 23, 2018 Regular Board meeting.

This will be brought back to SEAC as requested in the October 17, 2018 motion.

### **E. METRICS AND ACCOUNTABILITY**

1. A future update regarding the progress of the Special Services and IT teams’ work regarding the establishment of post-secondary information links on the Board’s public-facing website will be provided.

### **F. CONCLUDING STATEMENT**

This report is for the consideration of the Board.

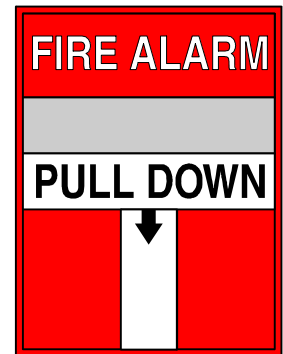




## **FIRE EMERGENCY PROCEDURES**

### **IF YOU DISCOVER A FIRE OR SMOKE**

1. Leave the fire area. Close all doors behind you.
2. Activate the fire alarm - use the pull station
3. Telephone the Toronto Fire Services at 911 from a safe location. Never assume that this has been done. Know and give correct address and location of fire in the building.
4. Do not re-enter once you have left the building until it is declared safe to do so by a Toronto Fire Services Official.



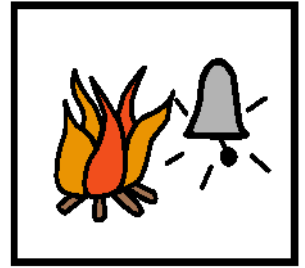
### **IF YOU HEAR A FIRE ALARM SIGNAL**

1. Evacuate the building. Use the NEAREST safe exit. Before opening the door, feel door and the doorknob for heat. If not hot, brace yourself against door and open slightly, if you feel air pressure or hot draft, close door quickly. DO NOT USE ELEVATORS.
2. If you have a door on your office close the door before exiting.
3. If you encounter smoke or fire use alternate exit. If smoke is unavoidable stay low and cover mouth with cloth as you exit.
4. Verbal instruction for safe evacuation may be necessary due to the fire situation. Listen and follow the instructions given by the Safety Leader.

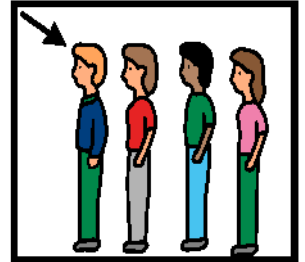


# Fire Drill

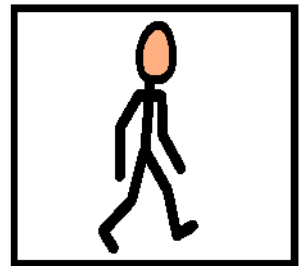
**The fire alarm bell goes off.**



**Everyone stands up and gets in line.**



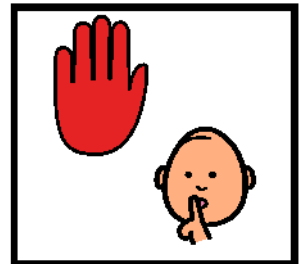
**Everyone walks in a line.**



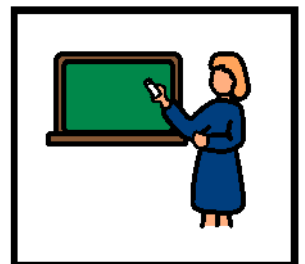
**Everyone exits the school building.**



**Everyone waits quietly.**



**Everyone waits for teacher's instructions.**



## **Carrying Out Fire Safety Plans**

The following actions are taken when carrying out Fire Safety Plans:

1. Fire safety plans are created at the beginning of each school year or new semester (Secondary schools) - with the change of classroom location of students;
2. Plans include evacuation routes for both the primary and alternate exit routes from each classroom or workspace in the school;
3. Classroom teachers/staff are responsible for executing the safe evacuation of students in their class at the time of any drill or real-time evacuation situation;
4. Non-classroom staff will be assigned evacuation support roles by the Principal;
5. Evacuation support roles will include the checking of washrooms and other non-classroom locations to ensure that the entire school building is evacuated in the drill or real-time evacuation situation;
6. Each classroom teacher carries out with them the class attendance list and verifies that all students in their class have evacuated the building. Any missing students are reported to the Principal, Vice-Principal or non-classroom staff assigned by the Principal to evacuation support roles.
7. The Principal/Vice-Principal will report to Fire Department staff the names of any non-ambulatory students and their designated safe-zone locations as well as those not immediately accounted for by any classroom teacher.



## STUDENT SCHOOL EMERGENCY EVACUATION RESPONSE PLAN

### 1. STUDENT INFORMATION

**Name:****EA Name(s) (if applicable) :****Grade:****CYW Name(s) (if applicable) :****Daily Schedule and Classroom Locations** *(attachment if necessary):*

### 2. EMERGENCY EVACUATION ASSESSMENT

Does the student experience any of the following that could impede the ability to quickly evacuate the workplace?

a. Mobility limitations; interference with walking, using stairs, joint pain, use of mobility device (i.e. wheelchair, scooter, cane, crutches, walker, etc.) ☐ yes ☐ no

b. Vision impairment/loss ☐ yes ☐ no

c. Hearing impairment/loss ☐ yes ☐ no

d. Other (please specify): ☐ yes ☐ no

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### 3. COMMUNICATION NEEDS & ACCOMMODATIONS

Indicate the student's preferred method of communication in an emergency situation. List any assistive communication devices and/or accommodations required. *Example: student with hearing impairment may require assistive device to receive emergency evacuation information.*

#### 4. CONDITIONS, SENSITIVITIES, DISABILITIES & ACCOMMODATIONS SUMMARY

Indicate any temporary or long term conditions, sensitivities and/or disabilities that may affect the well-being and safety of the student during emergency response.

Emergency Assistance Required:

#### 5. STUDENT PERSONAL EMERGENCY PREPAREDNESS KIT

Student Personal Emergency Preparedness Kit required? ☐ yes ☐ no

List Contents (i.e. emergency supply of medication, food for specific dietary needs, personal assistive equipment and batteries, emergency health & contact information, etc.):

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Location of Student's Personal Emergency Preparedness Kit:

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## 6. EMERGENCY EVACUATION ROUTES

Indicate **primary** accessible evacuation route from workplace, noting any accessibility accommodations required. Where applicable, attach site map/fire safety plan and identify meeting location.

Indicate **alternative** evacuation route from classroom, noting any accessibility accommodations required. Where applicable, attach site map/fire safety plan and identify meeting location.

## 7. EMERGENCY ASSISTANCE NETWORK

Establish staff to assist the student with a disability during emergencies. Staff should:

- be physically and mentally capable of performing the task and not require assistance themselves
- share the same hours in the same area as the student they will be assisting

The student requiring a School Emergency Evacuation Response Plan should be aware of those who will be notified to assist them during an emergency. **A minimum of 2 people is recommended for the Emergency Assistance Network.**

Network Leader Name:	Name:
Classroom/Department:	Classroom/Department:
Contact Info:	Contact Info:
Name:	Name:
Classroom/Department:	Classroom/Department:
Contact Info:	Contact Info:

## 8. ACKNOWLEDGEMENT & RELEASE

Reason for review: ☐ new admission ☐ change in classroom location ☐ change in student's condition

\_\_\_\_\_  
Principal's Signature

\_\_\_\_\_  
Date

I acknowledge that the information contained on this form is accurate and hereby authorize Toronto Catholic District School Board to release applicable personal information contained within the Student School Emergency Response Plan to designated individuals within my son's or daughter's Emergency Assistance Network and emergency/first responders, in the event of a school emergency evacuation situation.

\_\_\_\_\_  
Parent's Signature

\_\_\_\_\_  
Date

PLEASE ENSURE THAT THE ORIGINAL COMPLETED STUDENT SCHOOL EMERGENCY EVACUATION RESPONSE FORM (WITH ATTACHMENTS) IS ACCESSIBLE TO ALL STAFF IN THE EVENT OF AN EMERGENCY AND A COPY FILED IN THE SCHOOL OFFICE.

*All personal information collected on this form and any attachments herein will be used for Student School Emergency Evacuation Response purposes only and will remain confidential as per MFIPPA unless written consent is obtained from the student's parent(s) or guardians (completion of Section 8).*



REPORT TO

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

**ANNUAL REPORT ON THE ACCESSIBILITY  
STANDARDS POLICY (A.35)**

*Do to others, as you would have them do to you.  
Luke 6:31*

Created, Draft	First Tabling	Review
January 28, 2019	February 7, 2019	Click here to enter a date.
F. Cifelli, Area 1 Superintendent of Education		
<b>INFORMATION REPORT</b>		

**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

L. Noronha  
Associate Director of Facilities,  
Business and Community  
Development, and  
Chief Financial Officer



## **A. EXECUTIVE SUMMARY**

This report meets the requirements for the annual Accessibility Report as outlined in the policy Accessibility Standards A.35 (Appendix A).

*The cumulative staff time required to prepare this report was 6 hours*

## **B. PURPOSE**

1. This is an annual report to the Board of Trustees that serves as an assessment and overview of the Board's achievements and status in working to provide barrier-free facilities, services, employment and instruction to the TCDSB staff, students, parents, volunteers and Catholic community.

## **C. BACKGROUND**

1. The Accessibility Standards Policy (A.35) was last amended January 25, 2018.
2. The Multi-Year Accessibility Plan for December 2017-December 2022 was approved on January 25, 2018 (Appendix B).

## **D. EVIDENCE/RESEARCH/ANALYSIS**

1. *Accessibility for Ontarians with Disabilities Act* (AODA) is a law that sets out a process for developing and enforcing accessibility standards.
2. Accessibility standards are laws that the government, businesses, non-profits and public sector organizations must follow to become more accessible.
3. The Integrated Accessibility Standards regulation (IASR) (O. Reg 191/11) under the AODA sets out requirements of public sector organizations, specifically in regard to the establishment of accessibility policies (section 3) and accessibility plans (section 4).
4. The Accessibility Standards for Customer Service regulation (O. Reg. 429/07) under the AODA was revoked on July 1, 2016 and the requirements under it were consolidated into the current IASR.

5. The legislative requirements under the IASR are as follows:

*Establishment of accessibility policies*

(1) Every obligated organization shall develop, implement and maintain policies governing how the organization achieves or will achieve accessibility through meeting its requirements referred to in this Regulation.

(2) Obligated organizations, other than small organizations, shall include a statement of organizational commitment to meet the accessibility needs of persons with disabilities in a timely manner in their policies.

(3) Every obligated organization, other than a small organization, shall,

(a) prepare one or more documents describing the policies it developed under subsection (1); and

(b) make the documents publicly available and, on request, provide them in an accessible format.

[...]

Accessibility plans

4. (1) The Government of Ontario, Legislative Assembly, designated public sector organizations and large organizations shall,

(a) establish, implement, maintain and document a multi-year accessibility plan, which outlines the organization's strategy to prevent and remove barriers and meet its requirements under this Regulation;

(b) post the accessibility plan on their website, if any, and provide the plan in an accessible format upon request; and

(c) review and update the accessibility plan at least once every five years.

(2) The Government of Ontario, Legislative Assembly and designated public sector organizations shall establish, review and update their accessibility plans in

consultation with persons with disabilities and if they have established an accessibility advisory committee, they shall consult with the committee. [...]

6. In accordance with legislation, the Board must review its Multi-Year Accessibility Plan at least once every five (5) years (IASR, section 4(1)(c)).
7. The current Multi-Year Accessibility Plan covers the 2017-2022 years and was approved in January 2018.

## **E. METRICS AND ACCOUNTABILITY**

1. Recommendations in this report have been monitored by policy staff with the support of Employee Relations.
2. With the change in the Employee Relations Department the task of updating the Accessibility Standards Policy was transferred to a Superintendent.
3. The Director of Education will annually update and attest compliance to the statutory obligations under the AODA in the form of the **Annual Status Report** (Appendix C) to the Board of Trustees including any major initiatives to meet compliance or address efficiencies.
4. The Accessibility Working Group members consist of a core group of advisors, some of whom are persons with disabilities, depending on the area of the plan addressed. The members represent the following groups:
  - Superintendent of Human Resources
  - Superintendent of Special Services
  - Superintendent of Student Success
  - Staff Representative
  - Information Technology
  - Community Relations
  - Facilities Services
  - Transportation Services
  - Parent Representative
5. The Accessibility Working Group will meet to review progress and respond to the requirements of the AODA Plan.

6. Evaluation of the effectiveness in implementing the barrier removal and prevention strategies will be on-going.
7. The Working Group will assist staff regarding roles in the implementation of the Annual Accessibility Plan.

## **F. ACTION PLAN**

1. The updated plan has been approved and is posted on the TCDSB policy register. The committee will work to update the plan as part of their 2018-2019 mandate.
2. The Accessibility Working Group to create sub-groups to ensure that each area of the organization is in compliance with the AODA by 2025 who will report regularly to the Accessibility Working Group.
  - a. Physical and Architectural Barriers
  - b. Informational and Communication Barriers
  - c. Attitudinal Barriers
  - d. Systematic Barriers
  - e. Transportation Barriers
3. The Accessibility Working Group will ensure that the Barriers to be addressed under the Multi-Year Accessibility Plan 9.0 will be addressed and the plan included in an update report to board.
  - a. Identification of Existing Barriers and Barrier
  - b. Strategy for Prevention and Removal of Barriers
  - c. Barriers to be addressed under the Multi-Year Accessibility Plan
  - d. Review and Monitoring
4. The Accessibility Working Group will track those individuals who have sought assistance as per Regulation 14 and the outcome of any investigation to be included in the annual report to Trustees.

5. The Multi-Year Accessibility Plan as approved will be reviewed with the Accessibility Working Group and person with disabilities who wish to participate in the review.

The Accessibility Working Group will ensure that the communication of the Multi-Year Accessibility Plan is clear, updated and user friendly on the TCDSB website and it follows a board approved format.

## **G. CONCLUDING STATEMENT**

This report is for the consideration of the Board of Trustees.



**POLICY SECTION: ADMINISTRATION**

**SUB-SECTION:**

**POLICY NAME: ACCESSIBILITY STANDARDS**

**POLICY NO: A. 35**

<b>Date Approved:</b> September 12, 2013	<b>Date of Next Review:</b> January 2023	<b>Dates of Amendments:</b> January 25, 2018
<b>Cross References:</b> <i>Accessibility for Ontarians with Disabilities Act, 2005 (AODA)</i> <i>Integrated Accessibility Standards, Ontario Regulation 191/11</i> <i>Ontario Human Rights Code</i> <i>Ontarians with Disabilities Act, 2001</i> TCDSB Policy Accessibility Standards for Services and Facilities (A.36) TCDSB Policy Workplace Accommodation for Employees with Disabilities (H.M.38)		
<b>Appendix A: TCDSB Multi-Year Accessibility Plan 2017-2022 (Under Review)</b>		

**Purpose:**

The Toronto Catholic District School Board (“TCDSB”) is committed to providing an environment in all of its facilities that fosters independence, dignity and respect. The TCDSB is committed to providing services that are free of barriers and biases to our students, parents/guardians, trustees, the public and our staff. The Board strives to ensure that the principle of equity of opportunity is reflected and valued in its learning and working environments.

The TCDSB is committed to ensuring that people with disabilities have the same opportunity of access to our services in a similar way as these services are available to all others we serve and is committed to meeting, in a timely manner, the accessibility needs of people with disabilities in the provision of services including those related to learning, information and communication, employment, and student transportation.



**POLICY SECTION: ADMINISTRATION**

**SUB-SECTION:**

**POLICY NAME: ACCESSIBILITY STANDARDS**

**POLICY NO: A. 35**

**Scope and Responsibility:**

This policy applies to all operational policies and procedures in all facilities within TCDSB and applies to all members of the TCDSB community, including students, employees, trustees, volunteers and visitors. The Director of Education is responsible for this policy.

**Alignment with MYSP:**

Living Our Catholic Values

Strengthening Public Confidence

Providing Stewardship of Resources

Inspiring and Motivating Employees

**Policy:**

The Toronto Catholic District School Board is committed to maintaining an environment which actively promotes and supports human rights. As part of this commitment, the Board will make reasonable efforts to ensure that all policies, practices and procedures are consistent with the principles of independence, dignity, integration and equality of opportunity for persons with disabilities.

The TCDSB will identify barriers for people with disabilities through the process documented in the TCDSB's Multi-Year Accessibility Plan ([hyperlink](#)), primarily by the objectives of the TCDSB's Accessibility Working Group.



**POLICY SECTION: ADMINISTRATION**

**SUB-SECTION:**

**POLICY NAME: ACCESSIBILITY STANDARDS**

**POLICY NO: A. 35**

**Regulations:**

1. The TCDSB shall make reasonable efforts as required by the *Accessibility for Ontarians with Disabilities Act* to ensure that policies, practices and procedures from the date of this policy forward are consistent with the principles of independence, dignity, integration and equity of opportunity to all with particular attention for persons with disabilities.
2. The TCDSB will ensure that the policy and Multi-Year Accessibility Plan are communicated to the public in a manner that accommodates all disabilities.
3. The Multi-Year Accessibility Plan shall be utilized in the TCDSB community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools.
4. The Board of Trustees will annually appoint external individuals to the Accessibility Working Group and will approve the Multi-Year Accessibility Plan at least once every five years.
5. The TCDSB will provide training to its employees and volunteers, as required. All newly-hired employees will receive training as part of a mandatory orientation process.
6. Any communications with a person with a disability will take place in a manner respectful of the person's disability. Information about our organization and its services in accessible formats or with communication supports will be provided upon request.





**POLICY SECTION: ADMINISTRATION**

**SUB-SECTION:**

**POLICY NAME: ACCESSIBILITY STANDARDS**

**POLICY NO: A. 35**

7. The TCDSB will meet internationally-recognized Web Content Accessibility Guidelines (SCAG) 2.0 Level AA website requirements in accordance with Ontario's accessibility laws.
8. The TCDSB will advise that accommodations can be made during recruitment and hiring. Please see the TCDSB [Accessibility Standards for Services and Facilities policy \(A.36\)](#) and the [Workplace Accommodation for Employees with Disabilities policy \(H.M.38\)](#) for more a detailed description of the Board's obligations to accommodate persons with disabilities.
9. The TCDSB will notify staff that supports are available for those with disabilities. The TCDSB will put in place a process to develop individual accommodation plans for employees.
10. Where needed, the TCDSB will provide customized emergency information to help individuals with a disability during an emergency.
11. The TCDSB performance management, career development and redeployment processes will take into account the accessibility needs of all employees.
12. The TCDSB will meet accessibility standards when building or making major changes to public spaces. Public spaces include:
  - Outdoor play spaces
  - Outdoor paths of travel: sidewalks, ramps, stairs, and curb ramps
  - Accessible off-street parking
13. The TCDSB has procedures to prevent service disruptions to our accessible areas of our public spaces. ([TCDSB Notice of Disruption Document](#))



**POLICY SECTION: ADMINISTRATION**

**SUB-SECTION:**

**POLICY NAME: ACCESSIBILITY STANDARDS**

**POLICY NO: A. 35**

14.If accommodations are not met, individuals are encouraged to notify their area superintendent or the Superintendent of Human Resources.



**POLICY SECTION: ADMINISTRATION**

**SUB-SECTION:**

**POLICY NAME: ACCESSIBILITY STANDARDS**

**POLICY NO: A. 35**

### **Definitions:**

#### **Accessibility Working Group**

This group is comprised of key stakeholders and comes together representing a variety of school system ~~working~~ groups and departments to develop recommendations and improvements in providing a barrier-free environment in key areas of the TCDSB such as Student Special Services, Facilities, Educational and Training Materials, Communications Tools, Transportation and Human Resources. In accordance with the Multi-Year Accessibility Plan, the working group is required to consult with our students, staff and community members who possess a disability.

#### **Dignity**

Human beings, created in the image and likeness of God; have by their very existence an inherent value, worth, and distinction.

#### **Disability**

- (a) Any degree of physical disability, infirmity, malformation or disfiguration that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device.
- (b) A condition of mental impairment or a developmental disability.
- (c) A learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language.



**POLICY SECTION: ADMINISTRATION**

**SUB-SECTION:**

**POLICY NAME: ACCESSIBILITY STANDARDS**

**POLICY NO: A. 35**

(d) A mental disorder, or

(e) An injury or disability for which benefits were claimed or received under an insurance plan, established under the *Workplace Safety and Insurance Act, 1997*; (“handicap”)

### **Equal Opportunity**

Service is provided to persons with disabilities in a way that their opportunity to access goods and services is equitable.

### **Independence**

Accommodating a person’s disability means respecting their right to do for themselves and to choose the way they wish to receive goods and services.

### **Integration**

Persons with disabilities can access goods and services. This may require alternative formats and flexible approaches. It means inclusiveness and full participation.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

POLICY NAME: ACCESSIBILITY STANDARDS

POLICY NO: A. 35

### **Evaluation and Metrics:**

1. The TCDSB's Annual Accessibility Report will serve as an assessment and overview of the Board's achievements and status in working to provide barrier-free facilities, services, employment and instruction to our staff, students, parents, volunteers and Catholic community.
2. Recommendations from the Accessibility Working Group or any advice provided to the Director of Education will be assessed, monitored and considered for implementation.
3. The Director of Education will annually update and attest compliance to the statutory obligations under the *Accessibility for Ontarians with Disabilities Act* to the Board of Trustees including any major initiatives to meet compliance or address efficiencies.
4. Tracking those individuals who have sought assistance as per Regulation 14 and the outcome of any investigation to be included in an annual report to Trustees.



POLICY SECTION: ADMINISTRATION

SUB-SECTION:

APPENDIX NAME: MULTI-YEAR ACCESSIBILITY PLAN

**Date Approved:**

September 12, 2013

**Date of Review:**

December 2022

**Dates of Amendment:**

January 25, 2018

**Cross Reference:**

TCDSB Policy (A.35) Accessibility Standards

TCDSB Policy (A.36) Accessibility Standards for Services and Facilities

*Accessibility for Ontarians with Disabilities Act, 2005 (AODA)*

Integrated Accessibility Standards, Ontario Regulation 191/11

*Ontario Human Rights Code**Ontarians with Disabilities Act, 2001*

Notification of Disruption of Service at TCDSB Procedures

TCDSB 2017 Accessibility Annual Status Report

## MULTI-YEAR ACCESSIBILITY PLAN

FOR THE PERIOD DECEMBER 2017 TO DECEMBER 2022



## **MULTI-YEAR ACCESSIBILITY PLAN**

### **TORONTO CATHOLIC DISTRICT SCHOOL BOARD December 2017–December 2022**

**Prepared by**

**Accessibility Working Group  
In accordance with  
Accessibility for Ontarians with Disabilities Act  
Integrated Accessibility Standards Regulation**

**December 2017**

- This publication is available through the Toronto Catholic District School Board's:
  - [website](http://www.tcdsb.org) (www.tcdsb.org → FOR COMMUNITY → Accessibility Policy & Multi-Year Plan)
  - Catholic Education Centre/Head Office (Communications Department- 80 Sheppard Avenue East)
- Hard copies will be made available to all departments, schools and the Catholic School Parent Councils upon request.
- Accessible formats of the plan are available from the Communications Department upon request.



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## 1.0 **Aim**

This multi-year Accessibility Plan is developed in accordance with the Integration Accessibility Standards Regulation under the *Accessibility for Ontarians with Disabilities Act, 2005*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act, 2001*. The Plan describes the measures that the Board will take over the five year period from 2017-2022 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the Toronto Catholic District School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The plan will be guided by the Board's Accessibility Standards-Policy Statement.

## **Objectives**

This Plan:

- 1.1 Describes the process by which the Toronto Catholic District School Board will identify, remove and prevent barriers;
- 1.2 Reviews recent efforts of the Toronto Catholic District School Board to remove and prevent barriers;
- 1.3 Describes the measures the Toronto Catholic District School Board will take in the period 2017-2022 to identify, remove and prevent barriers;
- 1.4 Makes a commitment to provide an annual status report on the Board's implementation of the multi-year accessibility plan;
- 1.5 Makes a commitment to review and update the multi-year accessibility plan at least once every 5 years;
- 1.6 Describes how the Toronto Catholic District School Board will make this accessibility plan available to the public.



## **2.0 Commitment to Accessibility Planning**

This plan will be established, reviewed and updated in consultation with persons with disabilities and with the Board's Special Education Advisory Committee and Accessibility Working Group. It will be presented to the Board for approval. The Toronto Catholic District School Board is committed to:

- 2.1** Maintaining an Accessibility Working Group;
- 2.2** Continuing the process of consulting with the Special Education Advisory Committee and with persons with disabilities;
- 2.3** Ensuring, wherever practicable, that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Working Group will provide input re: accessibility issues, where appropriate, with regard to new policies and procedures and to those under review;
- 2.4** Improving access including, but not limited to, facilities, IT services, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community. Consideration of ongoing identification of barriers will be the responsibility of the Accessibility Working Group and will, wherever practicable, be incorporated in the multi-year plan.

The Director of Education has authorized the Accessibility Working Group to review and update the Multi-Year Accessibility Plan that will enable the Toronto Catholic District School Board to meet these commitments.



### **3.0 Description of the Toronto Catholic District School Board**

The Toronto Catholic District School Board is a publicly funded Catholic school board for Toronto, Ontario. It is one of the two English boards of education in the City of Toronto.

With over 90,000 students, the TCDSB is one of the largest school boards in Canada. The TCDSB governs 201 schools in the Toronto area: 30 secondary schools, 168 elementary schools, and 3 schools that combine both secondary and elementary grades.

The TCDSB has 12 wards represented by 12 trustees and 2 student trustees. The Chair of the Board and the Vice-Chair are elected at the inaugural meeting of the Board, and serve for one year.

#### **Our Mission**

The Toronto Catholic District School Board is an inclusive learning community uniting home, parish and school and rooted in the love of Christ. We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.

#### **Vision of TCDSB**

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

#### **We believe...**

- in the worth and dignity of every person
- in the critical role that our Catholic schools play in promoting Gospel values, social justice, environmental responsibility, human solidarity and the common good
- that high standards and expectations foster greater achievement



- that people thrive in a safe, healthy and compassionate environment grounded in respect for the diversity of every person
- that teaching is responsive to individual needs
- that teaching and learning should be rooted in research and evidence
- that each of us shares responsibility for creating collaborative communities of learning
- that equity, diversity, accessibility and inclusivity are integral to the Catholic community
- that the 21st century competencies – collaboration, real world problem solving and innovation, knowledge construction, skilled communication, self-regulation and the use of information communication technology for learning, are essential.

"Our vision of Catholic education invites each one of us—parents, students, teachers, principals, chaplains, support staff, trustees, clergy, supervisory personnel— to work together as a community of believers committed to putting the values of our faith into practice in the daily life of the school, the home, and in all of society."

([\*Fulfilling the Promise\*](#), Assembly of Catholic Bishops of Ontario)



#### 4.0 **Message from the Director of Education**

The Toronto Catholic District School Board is an educational community that values the dignity and worth of every individual in its care. In this context, plans are developed to support the well-being of all its members. To this end, the Multi-Year Accessibility Plan has been developed to address the needs of its members who have disabilities.

Our Board currently demonstrates leadership in working with people with disabilities through its special education programs and services to students with special needs, through its accommodations for employees who are disabled and by ensuring that buildings and facilities become increasingly accessible.

It is our hope that all parents, students and employee groups become familiar with accessibility issues and work together to fulfill our mission of providing a community that is safe and welcoming and an example of a Christian community that is highly accessible.

Rory McGuckin  
Director of Education



## 5.0 **Members of Accessibility Working Group**

The Accessibility Working Group members consist of a core group of advisors, some of whom are persons with disabilities, depending on the area of the plan addressed.

The members represent the following groups:

- Senior Staff
  - Superintendent of Human Resources
  - Superintendent of Special Services
  - Superintendent of Student Success
- Staff Representative(s)
- Student Representative(s)
- Information Technology
- Community Relations
- Human Resources
- Communications
- Facilities Services
- Transportation Services
- Parent Representative(s)

The Accessibility Working Group will meet to review progress and to respond to the requirements of the AODA. Evaluation of the effectiveness in implementing the barrier removal and prevention strategies will be on-going. The Working Group will assist staff regarding roles in the implementation of the Annual Accessibility Plan.

The Accessibility Working Group developed the Multi-Year Accessibility Plan for December 2017-December 2022.



## **6.0 Strategy for prevention and removal of barriers**

Beginning in September 1, 2012, the principles of inclusionary practice, freedom from barriers and accessible environments have informed Toronto Catholic District School Board policies, programs, procedures and services. The multi-year accessibility plan places particular emphasis on the provisions of the regulations made under the AODA with regard to service, information and communications, employment and school transportation.

Initiatives at the local level and system wide address accessibility issues and hence identify, remove and prevent barriers to people with disabilities.

Accessibility initiatives are addressed through the various departments, including but not limited to: Planning and Facilities, Special Services, Health and Safety, and Human Resources.

### **Planning & Facilities:**

The TCDSB has undertaken a number of initiatives to identify, remove and prevent barriers to people with disabilities.

The Capital Development and Planning services department continues to ensure all schools that are in the design and construction phase, or any additions made to existing schools, meet or exceed accessibility standards. Presently, there are four (4) new elementary school in construction – scheduled to open in late 2018 or the spring of 2019. The Board is proceeding with three (3) replacement secondary schools and four (4) replacement elementary schools. In addition, the Board has completed the construction of four (4) elementary school additions with three (3) other elementary school additions underway.



The Facilities Department ensures that procedures are in place for preventative and emergency maintenance of the accessible elements in public spaces, and for dealing with temporary disruptions when accessible elements are not in working order. This includes providing notice of the temporary disruptions and contact information both on-site and electronically, when possible. ([TCDSB Notice of Disruption Document](#)) Malfunctioning or broken accessibility components will be prioritized on work orders.

The following accessibility features have also been installed in some schools several years ago from a one-time accessibility grant:

- Washroom modifications
- Ramps
- Wheelchair Stair-Lifts
- Automatic Door Openers
- Elevator Repairs
- Lifting Devices
- Structural Wall Modifications

The Board operates a large number of schools that either have one (1) story or alternatively, at schools which are greater than one (1) story, have a passenger elevator to assist individuals who may have mobility issues and who may experience a physical/architectural barrier if the individual is unable to utilize the stairwells. All accommodation options will be reviewed for individuals working in a multiple-story building without an elevator.

Through the annual budget presentation, specific projects are identified, prioritized and completed in a coordinated effort between the Planning & Facilities Department, Special Services and the local school Superintendents.





### **Special Services:**

Student accessibility projects and initiatives are reported to the Ministry of Education through the TCDSB's Special Education Plan. This plan is posted on the TCDSB's website [www.tcdsb.org](http://www.tcdsb.org).

Through the Intensive Support Amount (ISA), the Board has been able to provide assistive technology and many more accommodations at the individual school for students in need due to a disability.

The ISA process allows for individualized equipment such as a walker, standers, sensory materials, lifts, computers and assistive software to be purchased on behalf of individual students, if it is deemed essential for them to have the equipment in order to access the curriculum.

### **Human Resources/Employment:**

The TCDSB is an equal opportunity employer. In this regard, the Board recruits qualified staff specific to requirements of the particular job. Routine processes allow staff to be placed in facilities that accommodate their disability. The TCDSB accommodates staff with disabilities by providing necessary equipment that allows staff members to perform their duties in a barrier free workplace. The TCDSB has experienced professionals in place to assist staff members with disabilities to appropriately, safely and respectfully accommodate the employee in the workplace.

The workplace accommodation process practiced by the professionals in the Human Resources department is outlined in the Board's Workplace Accommodation for Employees with Disabilities Policy. Itinerant employees are encouraged to contact the site/supervisor prior to or upon arrival at the worksite to discuss accessibility needs.

### **Customer Service:**

The TCDSB updated its Accessibility Standards for Services and Facilities policy (A.36) on September 22, 2016. The TCDSB remains in compliance with the Customer Service Standard.



The TCDSB regularly solicits feedback about the manner in which it provides service and facilities to people with disabilities. Feedback processes vary including: in person, by telephone, in writing by mail, hard copy, diskette or fax, or by some other communication technology.



## 7.0 **Barrier Identification Methodologies**

The Accessibility Working Group will use the following identification methodologies. Staff with disabilities will be consulted throughout the process.

- (1) Presentation to Senior Staff:
  - Input and feedback will be provided as the plan evolves and consultation will be on-going.
- (2) Presentation to Employee Groups:
  - Information regarding the plan will be provided and the working group will prioritize the removal of barriers.
- (3) Presentation to Trustees:
  - Providing information regarding the plan and presented prior to posting the updated annual plan.
- (4) Data Gathering:
  - Information to be gathered from all TCDSB stakeholders to identify barriers and measures that would make the TCDSB more accessible to people with disabilities.

Data will be gathered by either facilitating interviews, focus groups and/or surveys from three (3) sources: the Board's central office, schools and individuals. In addition, data will also be gathered through the review of policies. The data-gathering instruments will address all areas of accessibility barriers (physical, architectural, communication, information, attitudinal, technological, policy and practice).

**Board Central Office-** Department heads and other key staff will be contacted.

**Schools-** A representative which may include parents or members of the school community.



**Individuals-** Individual students, parents and staff will be invited to respond and to contribute their suggestions in the area of accessibility. Information will be gathered from individuals using surveys and/or focus groups.

While the primary focus of the surveys, focus groups or interviews is to gather data for informed decision making, it is expected that they will also serve to raise the awareness of respondents regarding the question of accessibility and accessibility planning within the TCDSB community.

In gathering the data, deliberate efforts will be made to encourage participation from people with disabilities. This will include extensive communication of the plan and widespread invitations for input and feedback.

Pamphlets will be distributed to local schools to raise awareness on accessibility. Principals are encouraged to add accessibility awareness as a topic for discussion at staff meetings.



## 8.0 **Recent Barrier Removal Achievements**

Between 2012-2017, the TCDSB implemented projects and programs to improve accessibility for people with disabilities and to meet requirements of the *Accessibility for Ontarians with Disabilities Act*.

This document includes a summary of the accessibility initiatives the TCDSB has completed.

### **Information and Communications**

The TCDSB ensures it can identify and have ready access to resources that enable the Board to provide information and communication supports upon request and in a timely manner to persons with disabilities. (e.g. access to board meetings/school events)

The TCDSB has ensured readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request.

The TCDSB has reviewed the status of capacity of school libraries to provide accessible or conversion-ready formats of digital or multimedia resources upon request in anticipation of 2020 deadline.

The TCDSB Information Technology (IT) Services has reviewed accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards.

### **Employment**

During the 2012/2013 calendar year, the hiring and recruitment practices were reviewed with a view that employment is based upon qualifications and the ability to complete the core functions of the job description. The hiring and recruitment process for job classifications and professions at the Board was reviewed in order to minimize any possibility of individuals with disabilities being disadvantaged with accessibility barriers when seeking employment with the TCDSB.



Under the AODA, the recruitment process is to be barrier free for job applicants with disabilities and when making offers of employment the Board must notify the successful candidate of the policies in place regarding accommodating persons with disabilities in the workplace.

By January 1, 2014 the TCDSB was required under the AODA to notify all job applicants when they are selected to participate further in the selection process that accommodation is available upon request in relation to the materials or processes to be used. The Board must consult with the applicant who is selected and who requests an accommodation and is required to provide and arrange for the provision of suitable accommodation. The TCDSB must also notify all successful applicants, when making offers of employment, of policies, procedures and plans for accommodating persons with disabilities.

### **Architectural & Physical Barriers**

All designs of new schools and additions have building features that incorporate principles of universal and barrier-free design to meet the requirements of the Ontario Building Code and in many cases to address additional exceptional program needs.

Accessibility alterations and provisions of specialized facilities within existing schools continue where identified. Accessibility is addressed with the provision of power door operators at major interior and exterior doors, unisex barrier-free accessible washrooms, ramps at level changes, enhanced ventilation requirements, appropriate signage and audio or visual emergency alarm systems.

### **Policies**

The TCDSB's Accessibility Policy, in accordance with the AODA, reinforces the Board's commitment to providing accessible educational material, facilities, transportation and human resource practices for employees, students, volunteers and community members with disabilities.



## Training

In accordance with AODA requirements the TCDSB provided interactive training on the Human Rights Code as it pertains to persons with disabilities for school board employees, volunteers and all other persons who provide goods and services or facilities on behalf of the school board. All school boards will be obligated to present this training.

Link to training modules:

Accessibility Awareness:

<https://intranet.tcdsb.org/Resources/accessibility/Pages/default.aspx>

Customer Service Standards:

<https://intranet.tcdsb.org/Resources/accessibility/Pages/Customer-Service-Standards-Training-AODA.aspx>



## 9.0 **Barriers to be addressed under the Multi-Year Accessibility Plan**

The Integrated Accessibility Standards Regulation 191/11 filed in June, 2011 pursuant to the *Accessibility for Ontarians with Disabilities Act, 2005* identified specific requirements to achieve accessibility in the areas of:

- Information and Communications
- Employment
- Transportation

These requirements build on the Accessibility Standards for Customer Service which came into force in 2007.

The Toronto Catholic District School Board intends, through this Multi-year Accessibility Plan for the period 2017-2022, to take action to address barriers to accessibility related to the Standards areas of current Regulations. This is in addition to ongoing work the Board is undertaking with regard to identification and removal of barriers in the Board's physical environment.

### **By January 1, 2020, the Board needs to:**

(1) Provide accessible school library resources when asked. If available, provide accessible versions of print resources and materials such as large print, electronic or audio versions.

#### Exceptions

The Board does not need to provide accessible formats for:

- rare books
- special collections
- archived materials
- donated books and materials

Types of accessible formats:

- large print
- electronic versions





- CDs or other audio, including podcasts
- braille

Types of conversion-ready formats:

Electronic or digital formats that are easy to convert into accessible formats such as HTML and structured Microsoft Word files.

How to comply:

To determine what format to provide, speak with the students who will be using the content. They may already be aware of ways to access it or convert it. If it is not possible to provide information in an accessible or conversion-ready format, your library representative will need to:

- explain why it cannot provide the materials as requested
- provide a summary of the information that cannot be converted

## (2) Make printed learning materials accessible

If the Board produces other printed learning materials, it must make them accessible or easy to convert into other formats like accessible Microsoft Word files.

If you are unable to provide the content in an accessible or conversion-ready format, you must:

- explain to individual why you cannot convert the information
- provide a summary of the information



**By January 1, 2021, the Board needs to:**

Make websites and web content accessible.

The TCDSB public website and its content must meet WCAG 2.0, as outlined in the Accessibility Standard for Information and Communications.

The TCDSB does not have to make its internal website (intranet) accessible. The Board does not have to modify content posted before 2012. If asked, the Board will need to work with individuals to make the content available to them in an alternate format such as large print or braille.

Policies:

The TCDSB's current Multi-Year Accessibility Plan will be reviewed and amended every five years. The TCDSB's Accessibility Policy, in accordance with the AODA, reinforces the Board's commitment to providing accessible educational material, facilities, transportation and human resource practices for employees, students, volunteers and community members with disabilities.



## **10.0 Review and Monitoring Process**

The Accessibility Working Group meets during the year to review progress and evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board.

The Accessibility Working Group will ensure that in respect of the Multi-Year Accessibility Plan the following steps take place:

- (a) An annual status report on the progress of the measures taken to implement the plan is prepared.
- (b) At least once every 5 years the plan is reviewed and updated in consultation with persons with disabilities, with the Board's Special Education Advisory Committee and other relevant committees.



### **11.0 Communication of the Plan**

In addition to the public availability of the plan as referenced earlier on Page 2, the Toronto Catholic District School Board will post an annual status report on the progress of the Multi-year Accessibility Plan on the Board's website. The Board will accommodate requests for accessible formats of the Plan.

Questions, comments or feedback regarding the Accessibility Plan may be directed to the Superintendent of Human Resources.



## APPENDICES

- Appendix 1: Definitions
- Appendix 2: Trustees



## APPENDIX 1: DEFINITIONS

### BARRIER:

Anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability, including:

**Physical** barrier- Objects added to the environment, doors, windows, elevators, furniture, workstations, recreational facilities, playgrounds, bathroom hardware, etc.

**Architectural** barrier- inadequate or incomprehensible signage, difficulties reading brochures, forms, manuals, web sites, fax transmissions, equipment labels, computer screens, etc.

**Communication** barrier- Difficulties receiving information in person or by telephone; difficulties interacting with staff, difficulties receiving training and articulating in the recruitment and interview process.

**Attitudinal** barrier- Staff who do not know how to communicate with people with disabilities; staff who refuse to provide service; discriminatory behaviours.

**Technological** barrier- Computers, photocopiers, fax machines, telephones and switches; inadequate or inappropriate assistive technologies.

**Policy or a Practice**- Rules, regulations and protocols that prevent one from performing their job satisfactorily; or from serving the public; or that restrict public participation.

### DISABILITY:

- (a) Any degree of physical disability, infirmity, malformation or disfiguration that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation,



lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device.

- (b) A condition of mental impairment or a developmental disability.
- (c) A learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language.
- (d) A mental disorder, or
- (e) An injury or disability for which benefits were claimed or received under an insurance plan established under the *Workplace Safety and Insurance Act, 1997*; ("handicap")



## APPENDIX 2: TRUSTEES 2017-2018

### TORONTO CATHOLIC DISTRICT SCHOOL BOARD TRUSTEES 2017-2018

#### Wards

1.	Joseph Martino	416-512-3401
2.	Ann Andrachuk	416-512-3402
3.	Sal Piccininni	416-512-3403
4.	Patrizia Bottoni	416-512-3404
5.	Maria Rizzo, Vice-Chair	416-512-3405
6.	Frank D'Amico	416-512-3406
7.	Michael Del Grande	416-512-3407
8.	Garry Tanuan	416-512-3408
9.	Jo-Ann Davis	416-512-3409
10.	Barbara Poplawski, Chair	416-512-3410
11.	Angela Kennedy	416-512-3411
12.	Nancy Crawford	416-512-3412
	Rhea Carlisle	
	Student Trustees	416-512-3413
	Joel Ndongmi,	
	Student Trustee	416-512-3417





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# 2018 ACCESSIBILITY ANNUAL STATUS REPORT

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*Achievements for the 2017/2018 Academic Year*

During the past school year, the TCDSB continued its efforts to support the elimination of barriers for individuals with disabilities.

## **Facilities, Planning and Capital Development Department**

The Facilities, Planning and Capital Development department worked within the budget allocations to renovate schools, build new or replacement elementary and secondary schools and modify existing structures while ensuring that all requirements under the *Ontario Building Code* were met. *Ontario Building Code* requirements are in compliance with the *Accessibility for Ontarians with Disabilities Act* (AODA) statutory obligations to ensure that physical barriers are eliminated for individuals with disabilities. The Facilities Department ensures procedures are followed for preventative and emergency maintenance of the accessible elements in public spaces and when dealing with temporary disruptions when accessible elements are not in working order. This includes providing notice and contact information on-site and electronically, when possible.

## **2017/18 Accessibility Annual Status Report - Facilities**

The Facilities Department has been incorporating accessibility upgrades in school addition, renovation and renewal projects wherever possible, most commonly adding a Universal Washroom. All new schools include elevators for barrier-free accessibility throughout the building, barrier-free washrooms on all floors and at least one universal washroom.

## AODA SUMMARY - RECENTLY COMPLETED CAPITAL AND RENEWAL PROJECTS

School	Type of Project	Scope of Work
Blessed Margherita of Citta di Castello CS	Interior Renovation	Universal Washroom and modifications to entrance and chair lift replacement
Monsignor John Corrigan CS	Interior Renovation	Universal Washroom
Our Lady of Grace CS	Interior Renovation	Barrier Free Washroom upgrade
St. Monica CS	Interior Renovation	Universal Washroom
St. Clement CS	School Addition	Universal Washroom and elevator exists
St. Columba CS	Child Care Retrofit	Universal Washroom
St. Dominic Savio CS	Child Care Addition	Elevator
St. Jude CS	Child Care Addition	Universal Washroom
St. Kevin CS	Child Care Addition	Barrier Free Washroom
St. Paschal Baylon CS	School Addition	Universal Washroom and elevator
St. Simon CS	Replacement School	Universal Washroom and elevator
St. Stephen CS	Child Care Retrofit	Elevator and Barrier-Free Washroom
The Holy Trinity CS	Replacement School	Elevator, Universal Washroom and Barrier-Free Washroom

## AODA SUMMARY - PROJECTS UNDERWAY FOR CAPITAL AND RENEWAL

School	Type of Project	Scope of Work
Blessed Cardinal Newman CHS	Replacement School	Universal Washroom and elevator
Dante Alighieri Academy	Replacement School	Universal Washroom and elevator
Father Serra CS	Child Care Addition	Universal Washroom and elevator
Holy Angels CS	Replacement School & Childcare	Universal Washroom and elevator
Holy Family CS	Child Care Retrofit	Universal Washroom
Nativity of our Lord CS	Child Care Addition	Universal Washroom
New Baycrest	New School with Childcare Centre	Universal Washroom and elevator
Pope Francis CS	Child Care Retrofit	Universal Washroom
Santa Maria CS	Child Care Addition	Universal Washroom
St. Albert CS	Child Care Addition	Universal washroom
St. Andre CS	Child Care Addition	Universal Washroom
St. Antoine Daniel CS	Replacement School & Childcare	Universal Washroom and elevator
St. Barbara CS	Child Care Addition	Universal Washroom
St. Barnabas CS	Child Care Addition	Universal Washroom
St. Bartholomew CS	Child Care Addition	Universal Washroom
St. Bernard CS	Child Care Addition	Universal Washroom
St. Bruno-St. Raymond CS	Replacement School & Childcare	Universal Washroom and elevator

St. Edmund Campion CS	Child Care Addition	Universal Washroom
St. Fidelis CS	Replacement School & Childcare	Universal Washroom and elevator
St. Gerald CS	Child Care Addition	Universal Washroom
St. Jean de Brebeuf CS	Child Care Addition	Universal Washroom
St. John the Evangelist CS	Replacement School & Childcare	Universal Washroom and elevator
St. John Vianney CS	Child Care Retrofit	Universal Washroom
St. Leo / St Louis CS	Replacement School & Childcare	Universal Washroom and elevator
St. Margaret CS	School Addition/ Child Care Retrofit	Universal Washroom and elevator
St. Matthias CS	Replacement School & Childcare	Universal Washroom and elevator
St. Michael Choir School	Existing School	Elevator Rebuild
St. Michael Choir School	Replacement School	Universal Washroom and elevator
St. Nicholas of Bari CS	Child Care Addition	Universal Washroom
St. Paul VI CS	Child Care Retrofit	Universal Washroom
St. Roch CS	Child Care Addition	Universal Washroom
St. Thomas Aquinas CS	Child Care Addition	Universal Washroom

A protocol has been established for notification on the Board website when elevators and other accessibility devices are out-of-service and that protocol is being followed, with Operations, Maintenance and Communications staff collaborating to ensure repairs are carried out as quickly as possible and notifications are placed on the website.

Work is underway on an updated playground design standard which will incorporate accessibility to playground elements that currently are not accessible. The new standard

will be used for new schools and for playground upgrades wherever possible.

### **Accessible Schools for Individuals with Physical Disabilities**

The Board is proud to provide a great number of schools that either have one (1) story or alternatively, at schools which are greater than one (1) story, have a passenger elevator to assist individuals who may have mobility issues and who may experience a physical/architectural barrier if the individual is unable to utilize the stairwells.

#### **Single Story Schools:**

St. Kateri Tekakwitha CS	Our Lady of the Assumption CS	St. Henry CS
Holy Angels CS	Sacred Heart CS	St. John Vianney CS
Josyf Cardinal Slipyj CS	St. Elizabeth Seton CS	St. Maximilian Kolbe CS
Monsignor John Corrigan CS	St. Florence CS	St. Sylvester CS
Our Lady of Grace CS	St. Gabriel Lalemant CS	The Divine Infant CS

#### **Schools with a Passenger Elevator or Lift (as of January 2019):**

All Saints CS	Nativity of Our Lord CS	St. Francis Xavier CS
Bishop Allen Academy	Our Lady of Fatima CS	St. Gregory CS
Bishop Morrocco/Thomas Merton CSS	Our Lady of Lourdes CS	St. Helen CS
Blessed Cardinal Newman HS	Our Lady of Sorrows CS	St. Jane Francis CS
St. Mother Teresa CSS	Our Lady of Victory CS	St. Joachim CS
Blessed Trinity CS	St. John Paul II CSS	St. John the Evangelist CS (new school to open September 2019)
Brebeuf College School	Prince of Peace CS (lift)	St. Joseph's College School
Canadian Martyrs CS	Regina Pacis CS -Norfinch	St. Kevin CS
Cardinal Carter Academy for the Arts	Senator O'Connor College School	St. Luke CS

Cardinal Leger CS(lift)	St. Agatha CS	St. Malachy CS
Father Henry Carr CSS	St. Albert CS	St. Maria Goretti CS
Father John Redmond CSS	St. Ambrose CS	St. Mark CS
Francis Libermann CHS	St. Andre CS	St. Mary Catholic Academy (lift)
Holy Cross CS	St. Angela CS	St. Michael's Choir School (out- of-service – rebuild scheduled summer 2019)
Immaculate Conception CS	St. Anthony CS	St. Monica CS (lift)
James Cardinal McGuigan CHS	St. Basil the Great CS	St. Nicholas CS
James Culnan CS	St. Bede CS	St. Norbert CS
Jean Vanier CSS	St. Bernard CS	St. Oscar Romero CSS
Loretto Abbey CSS	St. Bonaventure CS	St. Patrick CSS
Loretto College School	St. Brendan CS	St. Pius X CS
Marshall McLuhan CSS	St. Charles Garnier CS	St. Raphael CS (lift)
Mary Ward CSS	St. Clement CS	St. Robert CS
Michael Power/St. Joseph HS	St. Conrad CS	St. Simon CS
Monsignor Percy Johnson CHS	St. Cosmas & Damian CS	St. Stephen CS
Catholic Education Centre	St. Domenic Savio CS	St. Thomas More CS
The Holy Trinity CS	St. Edward CS	St. Timothy CS
	St. Francis of Assisi CS	St. Ursula CS

### **School Site Facility Accommodation Requests from Parents/Students- Board Operational Procedure “Accessibility Best Practices”**

The Board is pleased to announce that the “Accessibility Best Practices” document was created and approved by the Board of Trustees as an appendix to the TCDSB Accessibility Standards for Services and Facilities policy (A.36). This applies to accommodation requests for all students or prospective students of the School Board. It applies to all School Board locations.

This Operational Procedure does ***not*** apply to accommodations provided as part of special education programs and services for exceptional students under **Identification and Placement of Exceptional Pupils**, O.Reg. 181/98, made under the *Education Act*, RSO 1990, c E.2.

The Board encourages students and/or parents to suggest how the student's disability could be accommodated. In addition, the Board encourages the parents of the student to provide reports, letters, and/or other documents from treating physicians or other health care professionals relating to the disability and the impairments or restrictions which give rise to the need for accommodation.

Following receipt of a request for an accommodation, the school principal will send a letter or email confirming that the request has been received. The request will be considered in as expeditious a manner as possible. The request will be addressed and the appropriate accommodation may be provided in a way that respects the dignity of the student. Amongst the things considered in assessing the request are:

- The student's disability and the arising impairment or restrictions;
- The medical evidence provided, and/or, depending on the circumstances, additional medical evidence obtained with the permission of the student and/or parents or guardians;
- The accommodations requested;
- Other possible accommodations that may address the student's impairment or restrictions.

## **Special Services Education**

The Special Services department is committed to reducing and eliminating barriers for students with special needs for their physical and learning environments. The Toronto Catholic District School Board strives to provide each special needs student with the attitudinal, academic and physical skills to reach their full potential for learning and practical skills development. During the 2017/2018 school year, approximately 1,500 students with special needs were identified and the Board presently has a total of approximately 9,000 students identified with special needs.

Students who have been identified as possessing a special education exceptionality, as

defined by the Ministry of Education (MOE) and the Toronto Catholic District School Board's Special Education Plan, have an Individual Education Plan (IEP), an MOE requirement. An IEP is written for students receiving Special Education support and services in order to meet their individual, academic, emotional, social, behavioural and physical needs. In consultation with parents, classroom teachers and a Special Education Teacher, the IEP is written within 30 school days of a student's placement in a Special Education program. Accommodations set out in the IEP are implemented to reduce or remove barriers that hinder the learning of a student with special needs. Presently, the Board has over 15,000 students with an IEP. Access to assistive technology, extra time on tests, varying assessment methods and providing instruction notes are some examples of accommodations made through the support and plan set out in the IEP.

The IEP includes the following elements:

- strengths and needs related to the student's learning;
- relevant assessment data;
- list of instructional, environmental and assessment accommodations the student requires;
- current level of achievement for each modified subject/course/alternative program area;
- annual program goals, learning expectations and strategies;
- assessment methods;
- documentation of parent consultation;
- transition plan for students 14 years of age and older; and
- a safety plan (if applicable)

During the 2017/2018 academic year, to assist in elimination of barriers in the students' learning environments, the Ministry of Education approved 883 SEA claims for the period of September 5, 2017 – June 30, 2018. The equipment includes devices such as positioning devices and amplification systems. SEA claims also may include computers and software that provide access to curriculum such as word prediction programs, speech-to-text programs, text-to-speech programs and movement-to-text programs through computer generated prompting methods.

On a continual basis, Administrators (Principals/Vice-Principals) work to identify physical barriers in schools which hinder the learning of students with special needs. Providing ramps, electronic door openers, lifts and hand rails in bathrooms are examples of some physical changes to buildings that the Planning Department have implemented



on an individual needs basis. The removal of physical barriers is facilitated through local level discussions with the Planning Department, the school Principal and the regional Superintendent of Education.

## **Health & Safety**

### **Student & Employee Emergency Evacuation Response Plan(s)**

In accordance with the AODA Integrated Accessibility Standards Regulation, the Toronto Catholic District School Board developed Individual Emergency Evacuation Response Plans for all students and staff members with disabilities or limitations which may hinder their ability to exit the building in the case of an evacuation.

The individual Emergency Evacuation Response Plan is customized by the school administrator, for students, or by the employee's manager, to incorporate the mobility or capacity limitations into a site based plan to ensure that the individual's safety, in case of an emergency evacuation, is of the highest consideration. The individual Emergency Evacuation Response Plan also provides information and instructions to those individuals assigned to assist the disabled student and/or employee, if necessary, on the protocol and methods to meet the individual's special needs for evacuation. The Emergency Evacuation Response Plan template document can be found on the Board's intranet website portal under the Health & Safety Department's drop-down menu.

## **Human Resource Services**

### **Workplace Accommodations for Disabled Employees**

As part of the Human Resources Division, the Benefits Department continues to develop customized individual workplace accommodations for employees with both temporary and permanent physical and cognitive limitations, restrictions and impairments. The workplace accommodation process is described in the Toronto Catholic District School Board's Workplace Accommodation for Employees with Disabilities Policy- H.M.38. Through the Functional Abilities Form (FAF) and additional medical documentation provided by the employee, from their treating Physician or licensed Medical Practitioner, the Disability Management Team may arrange for workplace site assessments, ergonomic assessments, and accessibility assistive devices to determine the accommodation required

for the employee and what equipment or job duty changes may be appropriate for their particular physical and/or cognitive disability. Through the intensive workplace assessments conducted by the Disability Management Team, it may be ultimately determined that modified work is appropriate or that the employee be permanently accommodated in the workplace to address their individual physical or cognitive impairments.

In compliance with the January 1, 2014 deadline under the Integrated Accessibility Standards Regulation of the AODA, the Benefits Department has developed standardized workplace accommodation documents that detail the employee's physical and/or cognitive limitations and impairments in relation to the required duties of the employee's job classification, while ensuring confidentiality of the employee's medical condition. A detailed description and outline of the employee's accommodation within the job classification and/or alternative job classification, if found to be completely disabled from the employee's original job class, is documented by the Disability Management Team on the Workplace Accommodation document. In accordance with the Board's Workplace Accommodation for Employees with Disabilities Policy, the workplace accommodation plan is discussed in collaboration with the disabled employee, Board Management and our Union partners for those employees who are a member of a bargaining unit.

For the 2017-18 Academic Year, there were three (3) AODA accommodation requests for the purpose of recruitment.

### **Accessible Recruitment Practices**

The Recruitment Services Department of the Board's Human Resources Division aims to promote and provide all candidates, both internal and external, with an opportunity to request an accommodation during the recruitment process.

As of January 1, 2014, Recruitment Services is proud to offer individualized accommodations for current employees or external candidates during the interview and/or skills testing processes for vacant positions. The candidate is required to request an accommodation before being interviewed and/or tested for the position to which they have applied. The candidate may also be asked to provide details regarding how to appropriately accommodate their disability during an interview process and in a skills testing environment. In some circumstances, which may be dependent on the nature of the disability identified, the applicant may be required to produce medical documentation to support their request during the recruitment process. The medical

documentation provided by the applicant will provide direction and clarity to the Recruitment Department in order to appropriately accommodate the applicant's physical and/or cognitive disabilities. Accommodations implemented during the recruitment process are completed centrally, at the Toronto Catholic District School Board's Catholic Education Centre (Board Office), as well as at school sites and the Regional Facilities' Offices.

### **Accessibility Awareness Training for Educators**

In accordance with the statutory obligations of the Integrated Accessibility Standards Regulation of the AODA, since the 2012/2013 academic year the Toronto Catholic District School Board has delivered accessibility awareness training to its educators (as defined under the AODA) including: Superintendents of Education, Principals, Vice-Principals, Teachers, Educational Assistants, Child and Youth Workers, Early Childhood Educators, Social Workers, Speech and Language Pathologists, Psycho-educational Consultants, Psychologists, Attendance Counselors, Secondary School Student Supervisors, International Language Instructors, Adult English as a Second Language (ESL) Instructors and Adult ESL Nursery Instructors.

The accessibility awareness training reviews the obligations under the AODA which impact the Board's program and classroom staff. The training specifically focuses and provides reference and resource materials that are designed to assist student based educational staff in developing strategies for educating all students regarding accessibility awareness. In addition, the training provides the educator staff with academic tools to design lesson plans that integrate accessibility awareness into the grade level curriculum.

### **Human Rights and Accessibility Training for Support Staff**

In accordance with the statutory obligations of the Integrated Accessibility Standards Regulation of the AODA, since January 1, 2014, the Toronto Catholic District School Board has delivered accessibility awareness and human rights training to its support staff, volunteers and co-op students (staff members not defined as "educators").

The accessibility awareness and human rights training was developed by the Ontario Human Rights Commission and reviews the obligations under the AODA and the *Ontario Human Rights Code* which impact the Board's staff, volunteers, co-op students. The training specifically focuses on the rights of employees to workplace accommodations and the barriers in the workplace relating to accessibility and all disabilities which have

been recognized by the Ontario Human Rights Tribunal.

The TCDSB has also ensured through its community partnership programs, joint ventures, and external contractors that the partner and/or contracted organization is responsible for the deliverance of accessibility awareness and human rights training through amendments to the TCDSB's community partnership agreements and vendor contracts.

## **Accessible Formats**

### **Educational & Training Materials**

The Board is dedicated to providing staff, students and members of the public with accessible and conversion ready print based materials, upon request. Members of the community are encouraged to contact the TCDSB site Manager, Principal or Superintendent to make the necessary arrangements to receive accessible format print materials. In accordance with the Board's Workplace Accommodation for Employee with Disabilities Policy, staff who require accessible format work materials and/or educational and training materials are advised to request a workplace accommodation in accordance with the Board's policy. Students who require training and/or educational material in an accessible format are recommended to go through the Special Education Services department and through the IEP process, materials will be provided by the Board's school-based educator staff to meeting the student's unique accommodation requirements.

### **Communication Materials**

Upon request, any communication material produced by the Board, with the exception of video or audio streaming content delivered through the Board's internet or intranet website, will be converted into an accessible format based upon the accessibility need of the community member, volunteer, staff member or student. The Board may require documentation to support the request in order to tailor the accessibility requirement to the individual's needs. Individuals requiring communication materials to be converted into an accessible format are recommended to contact the site Manager, Principal, Superintendent or the Board's Communications Department to arrange for the communication material(s) to be converted.

Teachers in central positions, from Curriculum Learning & Innovation, Student Success, Special Services, and the Equity, Diversity and Indigenous Education departments, have received initial training on accessibility considerations when creating and delivering presentations. Further workshops will also be planned for these groups to ensure awareness about accessibility needs and how to ensure workshops are accessible.

All online registration forms for professional learning, within the above mentioned departments, will now include an accessibility question that allows participants to indicate if accommodations are necessary.

The statement is: “The TCDSB is committed to creating an inclusive, barrier-free environment. Please indicate any accommodation requirements that would help facilitate your attendance at this event. Please note that we may require specific information relating to your noted accommodation to best inform our intervention.”

## **LDAO SEAC CIRCULAR**

**February 2019**

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 consultations
2. EPO funding changes
3. SEAC composition, orientation and training
4. PA days
5. PRO grants
6. AODA committees

### **List of Supplementary Materials:**

1. PAAC on SEAC Response to Ministry of Education Consultation
2. People for Education summary of EPO funding changes
3. PAAC on SEAC Effective Practices PowerPoint
4. PPM 151: PA Days

**Note:** You can access the SEAC Circular and supplementary materials at [www.ldao.ca/about/public-policy-advocacy/seac-circulars/](http://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/> (Note: general memos have not been posted since July 2018, although some more recent funding B memos are posted)

## 1. Education consultations

The Ministry of Education conducted at least two sets of consultations in the fall of 2018. Information about a widely publicized consultation to the general public was included in the November LDAO SEAC Circular, and the attached **PAAC on SEAC Response** was submitted on December 14, 2018. Ministry personnel are still reviewing all the responses, but PAAC members were reassured to learn that Special Education/Success for All policy staff are involved in the review.

There was also a Ministry of Education funding consultation that was less widely publicized. PAAC on SEAC did not learn about the consultation in time to put together a joint response, but you can read the [People for Education response](#).

## 2. EPO funding changes

On Friday, December 14<sup>th</sup>, 2018 the Ministry of Education sent memos to school boards across the province outlining a range of areas where funding is going to be reduced or discontinued. None of the announcements affected Grants for Student Needs (the core funding for education), but are included in a category call Education Programs – Other (EPO). The attached **summary from the People for Education** website gives some information, but the memo itself has not been posted or made public.

SEAC members are asked to forward a copy of the December 14 memo, to their provincial association, if they received it at SEAC. Although Special Education funding is not directly cut, there are programs which have funding discontinued or reduced that will affect students with special education needs. SEACs should ask for information on program cuts or reductions in their school boards.

## 3. SEAC composition, orientation and training

As SEACs begin a new term of office, orientation for new members (and refresh for continuing members) is very important. Many SEACs have found it useful to use the **PAAC on SEAC Effective Practices Handbook** as a foundation for SEAC orientation and training. The handbook can be downloaded in sections from the PAAC on SEAC website: [www.paac-seac.ca/home/paac-on-seac-effective-practices-handbook-for-seac-members/](http://www.paac-seac.ca/home/paac-on-seac-effective-practices-handbook-for-seac-members/). Alison Morse created a PowerPoint presentation on behalf of PAAC, which I have attached for your use.

PAAC would like to send an electronic copy of the PAAC on SEAC Effective Practices Handbook to SEAC chairs. To facilitate this we are asking SEAC members to send the name



and email contact of their new SEAC chair(s). It would also be helpful to have a list of the associations represented on your SEAC. Please send to: [dianew@LDAO.ca](mailto:dianew@LDAO.ca).

#### **4. PA days**

PPM 151 on PA days ([www.edu.gov.on.ca/extra/eng/ppm/ppm151.pdf](http://www.edu.gov.on.ca/extra/eng/ppm/ppm151.pdf), and attached) has been updated as of January 7, 2019 to reflect Ministry of Education priorities, particularly math education. The third PA day can be used for a number of possible listed topics, including special education. SEACs should ask how special education will be addressed in board professional development.

#### **5. PRO grants**

Parent Reaching Out (PRO) grants have finally been awarded, although there is no public listing of the individual grants (e.g. on the Parent Engagement section of the Ministry website). In spite of the late announcements, the deadline for completing PRO grant projects has not been changed from June 2019, and there is no indication if the grants will be awarded in the future.

#### **6. AODA committees**

The K-12 and postsecondary **Education Standard Development Committees** were tasked to make recommendations for a new Education Standard under the Accessibility for Ontarians with Disabilities Act (AODA) These committees had begun to meet in early 2018, but are currently on hold until the Government reviews the report of the third 5 year review of the AODA, by David Onley. That report is expected by the end of February.

The **Information & Communication Standard Development Committee** was also in hiatus until December, when it met to finalize recommendations to go out for public consultation. This committee reviewed the existing Information & Communication Standard, and made recommendations for changes and additions. Once the recommendations are posted for public consultation I will send out a notification to SEAC members.

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



## **Provincial funding announcements may affect programs for students at risk**

### **December 19, 2018, People for Education**

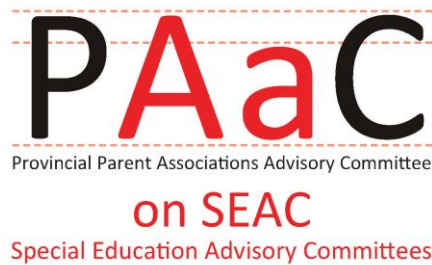
On Friday, December 14<sup>th</sup>, the Ministry of Education sent memos to school boards across the province outlining a range of areas where funding is going to be reduced or discontinued. Funding for the programs affected had been announced in a [memo to school boards in March, 2018](#). None of the announcements affected [Grants for Student Needs](#) (the core funding for education), but are included in a category call Education Programs – Other.

The grants where funding is being discontinued include:

- [SpeakUP](#) – grants for students in grades 7 to 12 to lead projects promoting student engagement
- [Equitable access to post-secondary education](#) – a fund boards could apply to for programs that supported students from grades 10 to 12 who:
  - have low secondary school credit accumulation and/or are achieving below the provincial average
  - are taking applied and/or locally developed courses
  - are disengaged and/or may not be considering post-secondary education after high school.
- [Focus on Youth](#) – funding to support after-school programs and job experience for young people in high needs neighbourhoods.
- [Tutors in the classroom](#) – a program that helped boards pay post-secondary students to work as tutors in JK to Grade 6 classrooms.
- [Regional equity networks](#) – funding from the province to bring school boards together to “build upon and embed cultures of equity and human rights in all aspects of board and school practices, policies, programs and operations.”
- [Re-engagement 12&12+](#) – a program where staff and teachers individually contacted thousands of students who had quit school, to assist them in getting back in, so that they could graduate.
- [Indigenous focused collaborative inquiry](#) – funding to support teams of teachers and board staff, working with members of First Nations, Métis or Inuit communities to develop projects to support Indigenous young people to succeed.
- [Innovation in Learning](#) – a fund for school boards to provide support for professional development and innovations in teaching and learning, so that students develop global competencies (sometimes called transferable skills or 21<sup>st</sup> century skills).

### **Grants where funding is being reduced include:**

[Well-Being: Safe, Accepting and Healthy Schools and Mental Health](#) – funding to support “students’ whole experience at school” including things like student mental health, equity, student voice, and collaborative professionalism.



## **Consultation: Education in Ontario**

### **PAAC on SEAC Response**

**The Provincial Parent Association Advisory Committee on Special Education Advisory Committees (PAAC on SEAC)** is the only group in Ontario that brings together provincial parent associations to communicate and co-operate on matters pertaining to Special Education Advisory Committees (SEACs) and special education. We encourage valuable partnerships amongst trustees, educators, voluntary organizations and parents. Through the PAAC on SEAC Effective Practices Handbook for SEAC Members and other materials, PAAC provided tools and resources to help improve SEAC effectiveness and communication, and to assist Ontario's students with special education needs and their families.

PAAC on SEAC is pleased to make a submission to the education consultation and provide a voice for students with special education needs. Students with disabilities and/or special education needs make up almost 20% of students attending elementary and secondary schools. These students need accommodations, modifications to the curriculum and/or alternate programs to be successful. It is vital that these students receive the programs and services they need to become employed and participating citizens in the future.

The rights of students with disabilities are protected under the Ontario Human Rights Code and the rights of all students with special education needs to programs and services are mandated under the Education Act.

The following questions have been answered from the perspective of students with disabilities an/or special education needs.

To support the success of students with special education needs, it is critical that teachers receive pre-service and professional development on Universal Design for Learning, Differentiated Instruction and accommodating the individual special education needs of students. In addition, teachers must have the access to resources that support the learning of students with special education needs in the relevant program areas and course specialties.

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

- Provide pre-service and in-service professional development in STEM subjects for all elementary teacher candidates and teachers to ensure they have the knowledge and skills to support the success of students with special education needs.

- Ensure that students with special education needs are provided with the accommodations required to successfully complete STEM subjects in elementary school and STEM courses in secondary school. Find ways around perceived safety issues.
- Ensure the provision of manipulatives, assistive technology and accessible course materials for students with special education needs. In Technology courses ensure the availability of support from special education personnel with training in technology.
- Students with special education needs benefit from learning the practical applications of mathematics, science and technology and all students should understand the link between what they are learning and real world application.
- Ensure that students on a modified or alternative skills curriculum have access to STEM subjects, and that all students with special education needs are encouraged to take STEM courses.
- Ensure math programs from the early grades link to the practical skills that students will need as adults – budgeting, banking, building, graphing, project costing, cooking, fitness, career goals.
- While promoting STEM subjects, make sure that Arts programs and courses are available to students studying STEM subjects, as the humanities and the arts provide critical skills for effective participation and analysis.
- Ensure that students with special education needs who attend STEM clubs and after school programs have the accommodations and supports they need to participate successfully, including support personnel and transportation.
- Ensure that secondary school Learning Strategies teachers have the skills and knowledge to support students with special education needs in STEM subjects.
- Employers have identified that they are looking for employees who have strong number sense, data management and problem solving skills. It is vital that students develop these skills at school.

### **How should our schools prepare students with needed job skills, such as skilled trades and coding?**

Unemployment rates for people with disabilities are extremely high and many people with disabilities are under-employed. Research on the employment of people with disabilities has found that people with disabilities can be high performing employees with low rates of absenteeism and few workplace safety issues. Preparing students with disabilities and/or special education needs for future employment success is vital to the economy of Ontario.

- Promote role models for students with disabilities by providing learning materials that show the diversity of Ontario's workforce, that includes people with disabilities.

- Encourage mentorship and other programs that bring individuals with disabilities from a variety of employment fields into schools.

The Conference Board of Canada has identified the following employment skills as critical for economic success:

- Fundamental Skills – Communicate, Manage Information, Use Numbers, Think and Solve Problems
  - Personal Management Skills – Demonstrate positive attitude and behaviours, Be Responsible, Be Adaptable, Learn Continuously, Work safely
  - Teamwork Skills – Work with Others, Participate in Projects and Tasks
- Ensure that the Ontario curriculum and schools provide all students with the opportunities to develop and use these skills throughout their school career. Students with special education needs should be provided with the necessary accommodations and supports to develop and use these skills.
- Support students with disabilities to learn and work alongside and in cooperation with their peers who do not have disabilities, since sustainable friendships are essential to the development of necessary social networking skills and future non-working and working relationships.
- Create curriculum expectations and content that includes application of learning to careers and the work world.
- Promote the participation of students with special education needs in school and community experiential programs, and in cooperative education programs that will support the development of employment skills.
- Ensure that students with special education needs have the accommodations and supports, including transportation, which they require to participate in co-op placements and experiential learning in the community.
- Promote the participation of students with special education needs in youth apprenticeship programs and ensure they are provided the required accommodations.
- Introduce courses in Coding, as part of the curriculum, from early grades and ensure that students with special education needs have the accommodations and supports they need.
- Ensure that students with special education needs have the opportunity to develop workplace skills, including WHMIS, Food Safety and First Aid, in the classroom and practice the skills in experiential learning and co-operative education placements.

### **What measures can be taken to improve provincial standardized testing?**

- Provincial standardized testing processes have long recognized that the test content and process is not suitable for all students and some students are exempted as deemed appropriate by the school Principal. Students with special education needs, including

mental health challenges, should be evaluated individually to determine if participation in standardized testing is in their best interests, based on their individual needs.

- Ensure that students with special education needs receive the accommodations that are in their Individual Education Plan (IEP) for participation in provincial standardized testing, including Education Quality and Accountability Office (EQAO) tests.
- Ensure that all test materials and preparation/sample materials are available in accessible formats.
- Ensure that all of the accommodations that a student will require to participate in provincial standardized testing are documented in the student's IEP, and that students have the opportunity to use these accommodations on a regular basis in the classroom before using them in provincial assessments.
- Ensure that an independent complaints/dispute resolution mechanism is provided to address concerns about the provision and access to accommodations in standardized testing.
- Ensure that there is accountability and a follow up process for students with special education needs that are unsuccessful in provincial standardized testing, to identify individual and systemic issues with the testing processes and provision of accommodations.
- Ensure that there continues to be an option for students with special education needs who are unable to pass the Grade 10 literacy test, e.g. a literacy course.

### **What more can be done to ensure students graduate high school with important life skills, including financial literacy?**

- Ensure that the Ontario curriculum and schools provide all students with the opportunities to develop financial literacy skills starting from the early grades.
- Ensure that students with special education needs are provided with the necessary accommodations and supports to develop and use financial literacy skills.
- Ensure that the Ontario curriculum includes learning expectations and course materials to enable all students to develop other important skills such as dietary requirements, food preparation and meal planning, child development and child rearing, social and intimate relationships, housekeeping, health care, and personal fitness.
- Ensure that students with special education needs are provided with the necessary accommodations and supports to develop and use these important skills.
- Team work skills are important to future employers and for success as an engaged citizen and should remain an important focus in schools. All students need multiple opportunities from the early grades to graduation to develop skills that foster team work, including:

- Communication, written and verbal
- Negotiation and conflict resolution
- Personal Management Skills –Positive attitudes and behaviours
- Personal and team member responsibility
- Adaptability and Resiliency

### **What steps could schools take to ban cell phone use in the classroom?**

- Students with special education needs who require personal mobile devices for communication, or as assistive technology to access the curriculum and demonstrate learning, need to have access to their devices in school.
- Recognize that many schools do not have adequate computers for all students (or updated technology) and cell phones can be beneficial for student research and learning; for example, many high school courses encourage students to use their cell phones for research in class. However since this can be an economic equity issue, provisions would need to be made for students who could not afford cell phones.
- Ensure the Ontario curriculum for elementary and secondary schools includes information on the health and safety risks of personal mobile device use.

### **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?**

Students with disabilities and/or special education needs are especially vulnerable to abuse (emotional, physical, sexual, or financial). It is critical that these students have access to curriculum that will help them to identify and protect themselves from any type of abuse.

- The approach to all curriculum, including health and physical education, should recognize the diversity of people, families and communities in Ontario. It is especially critical that Ontario curriculum recognize the diversity of learners, including those with special education needs.
- Develop curriculum and learning materials for Health and Physical Education programs and courses in consultation with experts who have knowledge of mental health, sexual health education, recreational use of cannabis, child psychology, child developmental stages and disability issues.
- Ensure that Health and Physical Education curriculum is presented in a non-judgmental and balanced approach by teachers and other school staff.

- Ensure that teachers have professional development to obtain the skills and knowledge required to support students with special education needs in accessing health and physical education curriculum.
- Ensure that students with special education needs have the accommodations they require to access the health and physical education curriculum and demonstrate learning.
- Sexuality education is important for students with special education needs – start early, with age appropriate information, use correct anatomical terms, include role playing, safety strategies, relationship skills, school and community resources. Develop appropriate curriculum in consultation with experts who understand the complexities/differences for some students with disabilities.
- Include mental health education in all aspects of the curriculum from the early grade to provide all students with the information and skills they need to protect their own mental health and well-being. This should include: stress management, physical and mental fitness, self-awareness and understanding, relationship skills, school and community resources, online resources.
- Ensure that stress management starts in kindergarten with whole class strategies such as yoga, breathing exercises, and relaxation techniques.
- Ensure that curriculum content on the recreational use of cannabis includes information on the risks associated with usage and especially the potential impact on brain development.
- Since students with special education needs are at high risk for mental health challenges, teachers/schools should be aware of and trained and supported to deal with these specialized health concerns.

### **What elements should be included in a Ministry of Education Parents' Bill of Rights?**

- Parents have rights and responsibilities under the Education Act, including those identified in Regulation 181/98 for the Identification, Placement and Review Committee. These rights need to be acknowledged in a Parents' Bill of Rights.
- Ensure that parents of students with special education needs have the opportunity for meaningful consultation and input into a student's Individual Education Plan (IEP).
- Ensure that parents have the right to be invited to all meetings where the needs, programming and services for a student with special education needs are discussed, and that there is reasonable flexibility to accommodate the parents' schedule.

- Ensure that parents are aware of and have access to a dispute resolution process where conflicts arise, starting at the school level and, where not resolved at the school level, moving on to school board levels, e.g. school board ombudsman's office.
- Consider the development of a Students' Bill of Rights.

## **PAAC on SEAC**

**Members:** • Association for Bright Children • Community Living Ontario • Down Syndrome Association of Ontario • Easter Seals Ontario • Epilepsy Ontario • Fetal Alcohol Spectrum Disorder Ontario Network of Expertise • Integration Action for Inclusion in Education and Community • Learning Disabilities Association of Ontario • Ontario Association for Families of Children with Communication Disorders • Ontario Brain Injury Association • Parents for Children's Mental Health • VOICE for Hearing Impaired Children

**Affiliate members:** • Association Francophone de Parents d'Enfants Dyslexiques ou ayant tout autre trouble d'apprentissage • Ontario Federation for Cerebral Palsy • Spina Bifida and Hydrocephalus Association of Ontario • Tourette Syndrome Foundation of Canada • VIEWS for the Visually Impaired



# PAAC on SEAC

## Supporting SEACs across the Province: SEAC Member Orientation



# PAAC on SEAC

## SEAC Orientation

### Presentation Goals:

- To provide information on PAAC on SEAC
- To share PAAC on SEAC Effective Practices Handbook for SEAC Members (2016)
- To highlight Effective Practices for SEAC members and SEAC meetings

# Provincial Parent Association Committee on Special Education Advisory Committees

- Ad hoc Committee of Provincial Parent Associations that have SEAC Members
- Meet monthly September to June
- Ministry of Education Liaison attends 3 times a year
- Members share information from the provincial government pertinent to SEAC
- Members share information from school board SEAC members
- Respond to consultations

# PAAC on SEAC Handbook



- First PAAC on SEAC handbook created in 1985
- Several revisions, most recent in 2016 electronic format
- Posted on PAAC on SEAC website [www.paac-seac.ca](http://www.paac-seac.ca)
- SEAC training videos also on Website

# PAAC on SEAC

## Effective Practices Handbook

- Handbook and Videos based on Education Act, Regulation 464/97, Special Education Advisory Committees
- Regulation 464/97 determines:
  - SEAC Membership
  - Membership Eligibility
  - Quorum
  - Chair and Vice Chair Roles
  - SEAC Member Roles and Responsibilities

# PAAC on SEAC Training Videos

Available on PAAC on SEAC website at:

<http://www.paac-seac.ca/>

Three Modules:

- Purpose of a SEAC
- Roles and Responsibilities
- Meeting Process



# Handbook Contents

1. Introduction and Background
2. Membership
3. SEAC Roles and Responsibilities
4. Information and Knowledge Transfer
5. SEAC Meeting Processes
6. Provincial and Local Parent Associations

Appendices include Regulation 464/97

# Section 1: Background

- Brief History of PAAC on SEAC
- List of members
- PAAC on SEAC Surveys of SEAC members
  - 2009
  - 2014
- Introduction to Regulation 464/98
- Recommendations and Effective Practices



# PAAC on SEAC Recommends.....

- PAAC on SEAC has made recommendations on many of the topics
- These are activities that PAAC on SEAC members feel are very important
- Some recommendations are for the SEAC, and others are to the school board regarding SEAC
- All of the recommendations are based on effective practices

# PAAC on SEAC Recommends.....

- Each PAAC on SEAC recommendation is in bold
- For example:

***“PAAC on SEAC recommends that school boards provide SEAC orientation and training on a regular basis and that professional development for SEAC members should be on-going.”***

# Effective Practices

- Effective Practices have been identified by provincial parent associations from the experience of SEAC members in school boards across the province
- Effective Practices are shown in boxed frames
- The list of Effective Practices are all examples of activities or practices that have been found to be effective
- SEACs and their members are encouraged to look at each item and consider whether the practice is one that might be useful for their SEAC
- They are all optional activities

**For example:**  
***Effective Practices to support financial literacy of SEAC members include:***

- a) Sharing of Ministry of Education resource materials regarding special education funding, including PowerPoints and Webinars, with SEAC members.
- b) Providing SEAC members with written materials about special education funding, including definitions of key terms, in SEAC Orientation Manuals.
- c) Regular presentations on the school board budget and financial statements at SEAC meetings.
- d) Presenting financial information to SEAC members in easy to understand language with visuals and graphics.

## Section 2: Membership

Section includes information and effective practices related to :

- Local association Representatives
- Trustees
- First Nations Representatives
- Additional Members
- Membership Nomination Process
- Replacing SEAC Members and Filling Vacancies

# Effective Practices for SEAC Membership

- To identify eligible local associations
- To select local associations if more than 12 organizations nominated
- To involve Trustees in SEAC
- To select Additional Members/Members at Large
- To involve Alternate Members in SEAC Activities

# Effective Practices to involve alternates in SEAC activities include:

- a) Providing meeting resources to the alternate members.
- b) Making it clear the SEAC member is responsible to provide information to the alternate.
- c) Encouraging all alternate members to attend every SEAC meeting.
- d) Having an alternate member who is able to extend the reach of the SEAC member by selecting someone for different area in the district or bringing specific knowledge or skills.
- e) Choosing an alternative members who may become the SEAC member in the future.
- f) Having the SEAC member and alternate work together to share information to and from the local and provincial association

# Section 3:

## SEAC Roles and Responsibilities

- Annual Planning and Annual SEAC Goals
- Special Education Programs and Services Development and Review
- Special Education Plans
- Board Improvement Planning for Student Achievement
- Special Education Budget and Financial Statements
- Public Access and Consultation
- Evaluation of SEAC



# Effective Practices – Roles and Responsibilities

- To be heard by Trustees
- To support annual planning by SEAC
- To support SEAC participation in planning of special education programs and services
- To review Special Education Plan
- To review Special Education Budget
- To support Board Improvement Plans for Student Achievement

# Effective Practices for SEAC to be heard by the Trustees

- a) Providing copies of SEAC monthly meeting Minutes to Trustees.
- b) Providing Trustees with short written report highlighting the key events.
- c) Allowing the chair of SEAC to provide a short verbal report on each SEAC meeting during Trustee meetings.
- d) Requesting the opportunity for a delegation from SEAC to make a presentation to the Trustees on important topics, such as:
  - Special Education budget
  - Special Education Report
  - Special Education Program reviews
  - Policies that may affect special education
- e) Inviting the Trustees to attend SEAC meetings when key topics discussion.
- f) Creating a SEAC Annual Report that highlights activities and recommendations.

# Effective Practices to Review Special Education Plan

Reviewing key documents - 486/97, Regulation 306, Special Education in Ontario K to Grade 12 Standards for School Boards' Special Education Plans and Special Education Plan Checklist.

b) Developing an annual process for review of the Special Education Plan.

This may include:

- ☐ Establishing a sub-committee to make recommendations for changes
- ☐ Including a review of each section as part of the regular SEAC meetings
- ☐ Having presentations on specific programs that will need to be changed

c) Ensuring that the review process includes updating of statistical information, staffing, program locations and other change annually.

d) Providing SEAC an opportunity to review all the special Education Plan in conjunction with the special education budget.

e) Making a recommendation or motion regarding the Special Education Plan to create a record in the SEAC Minutes.

# Effective Practices to Review Special Education Budget

- a) Providing SEAC members with orientation and training regarding financial statements, the Special Education Grant, revenues and expenditures.
- b) Providing timely information on the Special Education Grant each year when Ministry of Education releases the grant regulations.
- c) Inviting SEAC members to participate in Budget Committee or working groups.
- d) Providing regular updates on Financial Statements and the budget process at SEAC meetings.
- e) Analyzing special education budget information, program staffing and statistical information about students with special education needs.
- f) Planning a SEAC presentation to Trustees as part of public consultation on the annual school board budget.

# Section 4:

## Information and Knowledge Transfer

- Orientation and Training
  - SEAC Orientation Manual
- SEAC Member Skills
  - Preparation List for SEAC members
- Meeting Evaluation
- Member Recognition

# Effective Practices – SEAC Meetings

- a) To provide SEAC members with relevant special education information
- b) To support SEAC member orientation and training
- c) To support SEAC Member participation
- d) To evaluate SEAC effectiveness
- e) To recognize the contribution of SEAC members

# Effective Practices to Support Member Participation

- a) Developing or sharing a Code of Conduct that outline expectations.
- b) Providing meeting documents 5 business days before the meeting.
- c) Indicating when an agenda item is presented for decision making.
- d) Providing presenters with clear direction on purpose and content as well as time limits.
- e) Requesting presenters provide handouts with summary information with key ideas or facts in bold print or bulleted lists.
- f) Encouraging presenters to organize information into blocks with frequent stops to check that members have heard and understood materials.
- g) Ensuring presenters are clear about what they want from SEAC by providing discussion questions or options, including time for discussion or small group activities.
- h) Including time limits for presentations, or a time keeper, to make sure presentations are not too long or detailed.

# Section 5:

## SEAC Meeting Processes

- Administrative Support
- SEAC Agendas
- Parliamentary Procedures
- Quorum
- SEAC Motions
- Minority Reports
- Chair and Vice Chair
- Meeting Evaluation





# Effective Practices – SEAC Meeting Processes

- To support SEAC members in remote locations
- For the development of SEAC Agenda's
- To track motions and the school board or Trustee response
- Related to Minority Reports
- Regarding the roles and responsibilities of the SEAC Chair and Vice-chair

# Effective Practices for Setting SEAC Agenda

- a) Inviting all members of SEAC to identify future agenda topics or to forward agenda items to the Chair at the end of each meeting, or following each SEAC meeting.
- b) The Chair and Vice-chair to work with board administration staff to develop the Agenda.
- c) Establishing a sub-committee or an executive committee, to be responsible for developing the Agenda and planning meetings.
- d) Following the PAAC on SEAC Annual Calendar, or one developed by the SEAC, to be proactive about agenda items and information requirements expected in the course of each school year.

# Effective Practices for Minority Reports

- a) Providing information about Minority Reports in SEAC training and school board SEAC orientation manual
- b) Providing a template for Minority Reports in the school board SEAC Orientation Manual.
- c) Developing a school board protocol for submitting Minority Reports and sharing them with Trustees.
- d) Developing school board process to share with SEAC the outcome of presenting the SEAC Motion and related Minority Reports to the Trustees.
- e) Developing a process to document past Minority Reports for consideration at future meetings and as part of annual planning.
- f) Development by provincial and local parent association of guidelines regarding the form and development of Minority Reports.

## Section 6:

# Provincial and Local Parent Associations

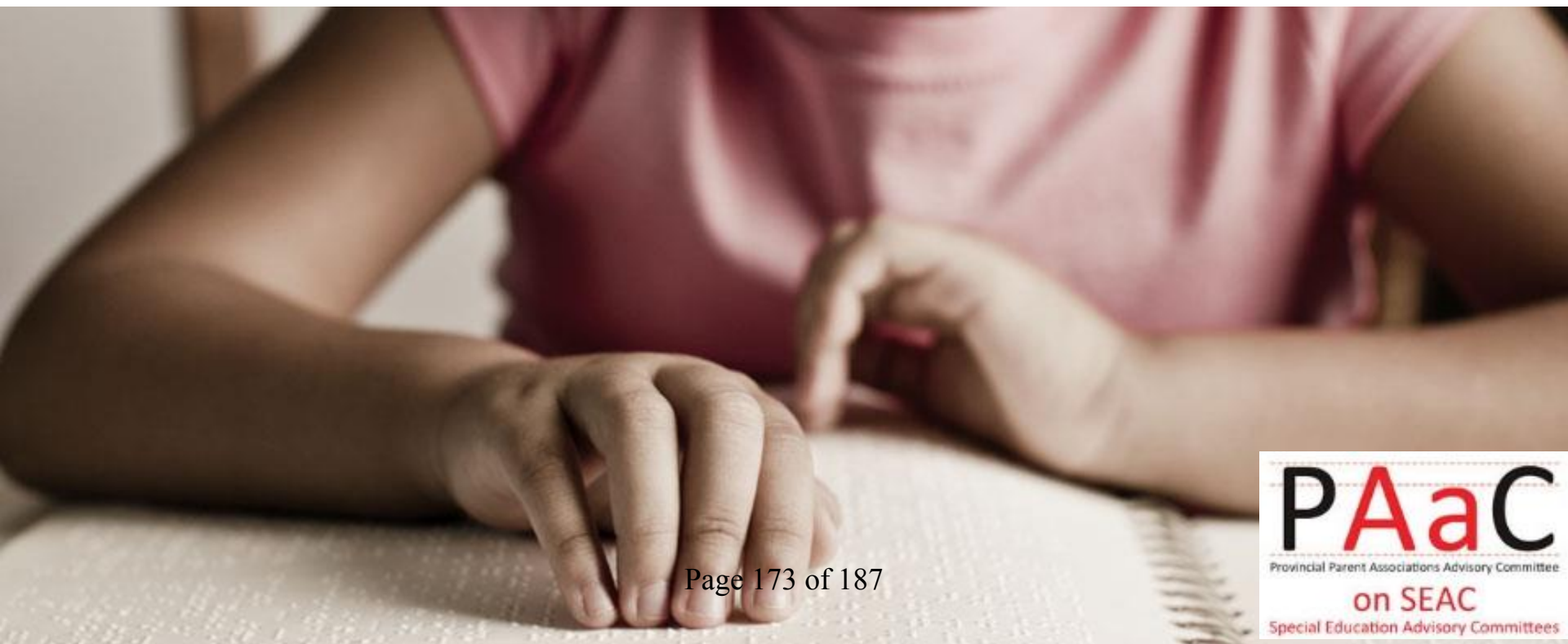
- Local and Provincial Association Support
  - How Local Associations can support SEAC members
  - How Provincial Parent Associations can support SEAC members
- Representing the Local and Provincial Associations
  - How to share information from local and provincial parent associations

# Effective Practices for Provincial Association Representatives

- a) For the local association to provide support to SEAC members
- b) For provincial associations to provide support to SEAC members
- c) For the SEAC member to represent the provincial/local parent association

# Appendices

1. Regulation 464/97
2. Special Education Report Check List
3. Additional Resources



# Questions?



**Date of Issue:** January 7, 2019

**Effective:** Until revoked or modified

**Subject:** **Professional Activity Days Devoted to Provincial Education Priorities**

**Application:** Directors of Education  
Secretaries and Supervisory Officers of School Authorities  
Director, Provincial Schools Branch

**Reference:** Regulation 304, “School Year Calendar, Professional Activity Days”. This memorandum replaces Policy/Program Memorandum No. 151, December 5, 2017.

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## Introduction

The Education Act states that the Minister of Education may “establish policies and guidelines respecting criteria and topics for the professional activity days that are required by regulation and require boards to comply with the policies and guidelines”.<sup>1</sup>

Regulation 304, “School Year Calendar, Professional Activity Days”, made under the Education Act, sets out the conditions governing the establishment of school year calendars. The regulation states that school boards<sup>2</sup> must designate three professional activity (PA) days and may designate up to four additional PA days per school year.<sup>3</sup> Half a school day may be designated as an instructional day and the remainder of the day for professional activities, but such a day constitutes a half-day in determining the number of instructional days in the school year.<sup>4</sup>

The requirements for the professional activities for the three mandatory PA days are set out in this memorandum. The ministry reviews these requirements regularly to ensure that they reflect the provincial education priorities established by the Minister. If the requirements should change as a result of such review, this memorandum will be updated.

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1. Education Act, subsection 8(1), paragraph 28.

2. In this memorandum, *school board(s)* and *board(s)* refer to district school boards and school authorities.

3. Regulation 304, subsection 2(3.1), paragraphs 1 and 2.

4. Regulation 304, subsection 1(2).



**Context**

All school and school board staff have an important role to play in ensuring the success, equity of outcomes, and well-being of all students in Ontario's publicly funded education system. Building capacity at all levels of the education system and supporting a culture of professional learning for all is critical for student success.

The Ministry of Education recognizes that ongoing teacher professional learning plays a significant role in supporting well-being and in helping students succeed in the classroom and after graduation. Teaching is a dynamic learning profession that is constantly changing as teachers strive to engage and motivate students, and meet their diverse learning needs. Setting high expectations, believing that all students can learn, having empathy for all learners, continually reflecting on student learning outcomes, and exercising responsible, informed professional judgement to improve or change practice are fundamental to effective teaching. To ensure that Ontario's teaching profession continues to evolve, thrive, and be recognized for its excellence, the ministry is committed to supporting the ongoing professional learning of all teachers.

**Requirements for School Boards**

School boards must prepare their school year calendars in accordance with the requirements set out in Regulation 304. Boards are also required to submit their proposed school year calendars to the Minister of Education according to the dates specified in the regulation.

Professional activities on the three mandatory PA days must meet the requirements set out in the section that follows. If boards designate additional PA days (up to four may be designated per school year), the professional activities on all such PA days must be consistent with the definition of "professional activity" in the regulation.<sup>5</sup>

When submitting school year calendars, boards are required to include a general outline of the content for each of the PA days identified in the calendar.

For each mandatory PA day, the regulation also requires that boards prepare an agenda that specifies the date, location and timing of the activities, school(s) participating, and the program and scheduled professional activities. At least ten school days in advance

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5. As stated in section 1(1) of Regulation 304, "professional activity" includes evaluation of the progress of pupils, consultation with parents, the counselling of pupils, curriculum and program evaluation and development, professional development of teachers and attendance at educational conferences, but does not include preparation by teachers for classes or instruction."

of a scheduled PA day, the board must make the agenda available by posting it on the board website and the website of each participating school; by posting it in the main office of the board and of each participating school; by distributing it to the school council chair of each participating school; and by using any other means the board considers appropriate to make the agenda accessible to all participants.

Each school year, boards are required to complete an evaluation of the activities conducted on all PA days held during that year. They are also required to retain these evaluations.

### **Requirements for the Three Mandatory Professional Activity Days**

Professional activities for the three mandatory PA days must be focused on teachers' professional learning aligned with provincial education priorities.

These priorities are the criteria that determine the focus and scope of the professional activities for the three mandatory PA days.

#### **PA Day 1**

One PA day must be devoted to developing and implementing strategies to improve student achievement in mathematics, with a focus on fundamental math concepts and skills.

The ministry released the following key resources to support this professional learning focus:

- [Focusing on the Fundamentals of Math, A Teacher's Guide](#)  
This resource highlights fundamental concepts and skills in Number Sense and Numeration in the Ontario Curriculum, Grades 1–8: Mathematics, 2005.
- [A Parent's Guide to the Fundamentals of Math, Grades 1 to 8](#)  
This resource provides an overview for parents and guardians on some of these key math concepts and skills that elementary students are expected to know in grades one through eight.

**PA Day 2**

The topic (or topics) for the second mandatory PA day will vary, as indicated below. The topics for each teacher federation were determined during the 2014 and 2017 labour negotiations between the provincial government and representatives from the federations and school board associations, and continue to be in effect.

- **Ontario Secondary School Teachers' Federation (OSSTF)**

**All teachers:**

- The full day must be devoted to a topic (or topics) aligned with ministry priorities, such as improving student achievement in mathematics and/or developing and implementing strategies to ensure equity for all students, or to a topic that is also a current school board priority.

- **Elementary Teachers' Federation of Ontario (ETFO)**

**All teachers:**

- A half a day must be devoted to occupational health and safety training, including training in violent incident reporting;
- The other half of the day must be devoted to a topic aligned with ministry priorities, specifically developing and implementing strategies to improve student achievement in mathematics.

**Education workers:**

- A half a day must be devoted to role-specific training or professional development (applies to permanent employees only);
- The other half of the day must be devoted to occupational health and safety training, including training in violent incident reporting.

- **Association des enseignantes et des enseignants franco-ontariens (AEFO)**

**Grade 1 to 8 teachers:**

- The full day must be devoted to a topic aligned with ministry priorities/school board initiatives, explicitly developing and implementing strategies to improve student achievement in mathematics.

**Grade 9 to 12 teachers:**

- The full day must be devoted to a topic determined by board/federation professional development committees (where possible) and aligned with ministry priorities, such as improving student achievement in mathematics or science and technology, or developing and implementing strategies to ensure equity for all students.

- **Ontario English Catholic Teachers' Association (OECTA)**

**All teachers:**

- A half day must be devoted to occupational health and safety training.

**Full-day Kindergarten (FDK) teacher and early childhood educator (ECE) teams:**

- The other half of the day must be devoted to developing and implementing inquiry-based learning and pedagogical documentation assessment strategies.

**Grade 1 to 12 teachers:**

- The other half of the day must be devoted to a topic determined by board/federation professional development committees and aligned with ministry priorities, such as improving student achievement in mathematics, providing students with more inquiry-based or experiential learning opportunities, developing pedagogical documentation assessment strategies, or developing and implementing strategies to ensure equity for all students.

**PA Day 3**

The third PA day must be devoted to teachers' professional learning related to any one or more of the following provincial education priorities:

- Indigenous education;
- foundational math;
- science, technology, engineering and mathematics fundamentals (STEM);
- financial literacy;
- special education;
- equity, inclusion and human rights;
- job preparedness;
- mental health and well-being; and
- health and safety.

In addition, all professional activities for the mandatory PA days must meet one or more of the following requirements:

- Align with board and school goals and plans created within the context of the current provincial education priorities;
- Address systemic barriers and discriminatory practices that negatively impact student engagement, learning and outcomes by placing an emphasis on equity, inclusion, and human rights;
  - [PPM 119: Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools](#)

- Be informed by school and school board data, and targeted to reflect the contexts of the board and its schools, including the priority learning needs of the students and teachers;
- Be based on identified teacher learning needs with respect to culturally responsive and relevant instruction and the use of strategies that address the diverse learning needs of students;
- Contribute to pedagogical development by providing teachers with opportunities to become familiar with a wide variety of evidence-based instructional strategies and their appropriate use;
- Support learning in which teachers can engage in inquiry and knowledge construction with colleagues;
- Increase knowledge of the impact of the Indian Act, the residential school system, treaties and systemic racism, as well as increasing understanding of First Nations, Métis, and Inuit perspectives, cultures, histories, contributions and contemporary realities; and
- Support an intentional focus on addressing learning opportunities for students, including students receiving special education programs and services, through an equitable and asset-based teaching and learning approach.

### **Additional Considerations**

While the three mandatory PA days are focused on professional learning for teachers, boards may decide to include other educators in professional activities on these three PA days. This may include Education Assistants and Early Childhood Educators in kindergarten classrooms, who may also benefit from participating in these or other professional learning opportunities, depending on local context.

Because of the importance of ongoing professional learning, school boards may also wish to consider incorporating professional activities scheduled for the three mandatory PA days into established board or school professional learning structures.

Knowledge of various ministry policy documents, including Policy/Program Memoranda, and ministry-developed resources is essential to meeting provincial education priorities and legislative requirements. Boards are encouraged to consider where a review of ministry policy documents and resources can be integrated into professional learning activities.

# Path 2 Work

**A six-month program helping adults with a developmental disability find employment**



An employment program for adults 18 or older with developmental disabilities to better understand their learning style and develop strategies to gain and keep meaningful employment.

## **WE CAN HELP YOU:**

- Determine employment goals through employment counselling
- Enhance your employability and workplace skills through work-readiness workshops
- Become confident at work with job coaching support

## **YOU WILL LEARN:**

- Resume building, employer expectations, workplace safety, effective communication, and professional boundaries

## **PROGRAM INCLUDES:**

- An Employment Action Plan
- 6 weeks of employment-preparedness workshops
- Job search support and coaching to give you the tools to build your skills and transition into employment
- Programs begin in April and October

[www.jvstoronto.org/find-a-job/disability-employment-services/](http://www.jvstoronto.org/find-a-job/disability-employment-services/)

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74 Tycos Drive  
Toronto, ON M6B 1V9  
[intake@jvstoronto.org](mailto:intake@jvstoronto.org)  
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**Now Accepting Applications**



## FOR IMMEDIATE RELEASE

Toronto, Ontario, February 6, 2019

# **The Ministry of Children, Community and Social Services announces plan to clear Ontario Autism Program waitlists**

**Autism Ontario is committed to supporting families through this province-wide program change and will work with the Autistic community to find solutions to this process.**

Today's announcement from the Ministry of Children, Community and Social Services represents another change to children's programming across our province and the program direction will mean different things to different families.

Much of today's announcement echoes what Autism Ontario hears from families across the province. Long waitlists are one of the [largest barriers to accessing diagnostic and required services](#). Right now, Ontario families wait over a year for a diagnosis and the proposed increase in funding to expand the province's five diagnostic hubs would help to eliminate this barrier.

Once diagnosed, under the current program, families continue to experience barriers to accessing behavioural services. There is no one-size-fits all solution to this problem as some of these barriers are waitlist related, some are financial and some are related to our provincial capacity to provide access to high-quality ABA professionals. These challenges also continue to be shaped by geographic, language or cultural barriers, and a provincial system that continues to operate in a siloed fashion.

The efficacy and success of our autism programming must not fall solely on the shoulders of children's programming. To support people on the spectrum, we need a commitment across all ministries, including adult services, education, health, mental health, post-secondary, and employment sectors. Without this, families will continue to struggle for support and our society will continue to fail Autistic people and their families across their lifespan.

We surveyed Ontario families and Autistic adults in 2018, notably, 66.4% of Ontario families told us they wanted a Direct Funding model in Ontario. Families wanted the ability to choose their own service provider and control the timing and the location of their treatment. This new program addresses that expressed desire.

With that in mind, the proposed funding options, up until the age of 18 will suit the needs of some families, but not all. This does not address the varied support needs. Some families pay anywhere from \$60,000 to \$80,000 dollars a year for evidence-based intervention. For Northern, Indigenous, rural or Francophone families, there are currently few professionals, and little to no

programs or supports on which to spend this funding. The challenge remains that families who experience geographical, cultural, or linguistic barriers are still unable to access equitable service in contrast to areas that are more resourced.

Establishing a list of qualified providers is welcomed news. Helping families access qualified clinical supervisors for behavioural services has been a long-standing issue in the autism community, with behavior professionals, parents and organizations advocating for the regulation of behavior services in Ontario.

We will work with families and this government through the challenges and opportunities that will be present with this new approach. This expanded role will allow us to pay close attention to a family's ability to use these funds or to help families to create new responses that make sense for them locally.

**About Autism Ontario:** Autism Ontario has a 46 year history of representing thousands of families and people with ASD across Ontario. We are the only organization in Ontario that has formal parent representation in all areas of the province through our 25 Chapters. We advocate on behalf of all people with ASD and their families – at all ages and stages of life, reflecting a wide range of expression and abilities. To connect with us, visit [www.autismontario.com](http://www.autismontario.com)

**Vision:** Acceptance and Opportunities for all people with Autism Spectrum Disorder.

**Mission:** To ensure that each individual with ASD is provided the means to achieve quality of life as a respected member of society.

New to Autism? Find help for navigating the system after a diagnosis, school issues, and other ASD information; please contact your local **Family Support Coordinator** [here](#).

**CONTACT:**

Jeff Bomben, Communications Coordinator 416-246-9592 ext. 232  
jeff at autismontario dot com





**FOR IMMEDIATE RELEASE**

Toronto, Ontario, February 12, 2019

## Statement from Autism Ontario

On February 07, 2019 the Ontario Ministry of Children, Community and Social Services made an announcement about the changes being made to the Ontario Autism Program. Given our communications with various stakeholders and in reviewing various comments on social media since the announcement, it became clear that there were a number of misunderstandings or assumptions about Autism Ontario's views or actions that we wish to address.

- Autism Ontario neither proposed nor endorsed the announced changes to the OAP and is concerned about the impact these changes will have on children and families accessing the program.

Autism Ontario spoke with multiple media outlets in response to the announcement and also released our own [statement](#) on February 08, 2019. Autism Ontario's input to the Ontario Government regarding the OAP since Fall 2018:

- As a host of [ABACUS](#) website, we report quarterly to MCCSS about the numbers of self-listed ABA providers and trends regarding communications with providers and caregivers accessing the site.
- We have shared the results of our 2017 and 2018 Annual Province-wide Survey with MCCSS. Key highlights of the 2017 survey have been available on our website in [an infographic](#) and shared widely through social media and in our magazine Autism Matters.
- On January 15, 2019 we presented an oral and [written submission](#) to the Minister of Finance at its pre-budget consultations regarding a range of issues facing autistic children and adults and their families and highlighted 10 top areas of concern identified by caregivers and autistic adults who responded to our 2018 province-wide survey. This presentation also included our views regarding rumoured changes to the OAP.

In keeping with its support to families through its 25 Chapters for 46 years and through MCCSS funded Family Support Coordinators for the past 12 years, Autism Ontario has agreed to:

- Expand our supports to assist families in navigating the changes to the OAP beginning April 2019 as they use their funding in local communities across Ontario.

We will not be managing intake into the OAP or making decisions about eligibility or funding levels for individual families, or managing OAP financing.

**About Autism Ontario:** Autism Ontario has a 46 year history of representing thousands of families and people with ASD across Ontario. We are the only organization in Ontario that has formal parent representation in all areas of the province through our 25 Chapters. We advocate on behalf of all people with ASD and their families – at all ages and stages of life, reflecting a wide range of expression and abilities. To connect with us, visit [www.autismontario.com](http://www.autismontario.com)

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jeff at autismontario dot com

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**SPECIAL EDUCATION ADVISORY COMMITTEE  
PENDING LIST TO FEBRUARY 20, 2019**

#	Date Requested & Committee/Board	Report Due Date	Destination of Report Committee/Board	Subject	Delegated To
1	February 21, 2018 SEAC	TBA	Board	<p>Board to provide SEAC with a progress report on the <i>Auditor Report – Chapter 3, Section 3.12 – School Boards’ Management of Financial and Human Resources</i> four recommendations listed on page 109 of the February 21, 2018 agenda, that have not yet been acted on namely:</p> <ul style="list-style-type: none"> <li>• <i>An attendance support program for school board employees;</i></li> <li>• <i>A performance management plan for non-academic staff;</i></li> <li>• <i>A centralized database for employee behavior complaints; and</i></li> <li>• <i>Case management software for centralized tracking of special-education service referrals and backlogs.</i></li> </ul>	Associate Director- Academic Affairs

**SPECIAL EDUCATION ADVISORY COMMITTEE  
PENDING LIST TO FEBRUARY 20, 2019**

2	April 12, 2017 SEAC	TBA	SEAC	SEAC recommended to the Board of Trustees to investigate the costs to possibly Promote SEAC Special Education information through innovative technological methods.	Superintendent of Special Services
3	November 14, 2018	TBA	Governance & Policy	<p>The following recommendations be referred to the Governance &amp; Policy Committee:</p> <ul style="list-style-type: none"> <li>i. That all existing and new policies be reviewed to reflect the OHRC Accessible Education for Students with Disabilities Policy Document;</li> <li>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</li> <li>iii. That the Board put a policy in place that will be reflective of the OHRC Accessible Education for Students with Disabilities Policy Document</li> </ul>	Superintendent of Governance & Policy